



Sabbath Teacher's Newsletter

Volume 2, Issue 3
September 2006

The Church Of God
International

Enhancing Children's Performance

by Georgia Williams, Michigan

TEEN INSPIRATION

An Angel was my Co-Pilot

I am one of those adult new drivers. I grew up in the country during a time when boys had cars or motorcycles by the time they reached 16 years of age. Insurance was not the burden it is today and boys were expected to work the farm and run family errands. So a girl hardly ever found herself without wheels.

However, as I matured I began to outgrow the passenger seat and desired the freedom to shop or visit friends without waiting for my husband to drive me.

But there are a few drawbacks to waiting till adulthood to obtain a license; fear of causing an accidental crash, memory work, heavy traffic and the toughest of all –testing.

I prayed for guidance, confidence and protection daily. The morning of my first road test I was understandably nervous, yet confident I could pass. As I sat in my car waiting for the examiner to arrive I asked our Father one more time to put His angels around me and the car. When I looked up, my angel appeared donned in aviator sunglasses and a blue bomber

Why is it that some children seem to naturally succeed in school and accompanying extra-curricular activities? Is there a formula that we can follow to assure our children's success? Probably not, but there are three basic principles that can be applied.

First, beginning in early childhood, it is important to clearly spell out the expectations your child should be striving to achieve. When parents mutually agree on what is most important to their child's well-being and carefully explain and reinforce these expectations, a learning pattern appears. For example, a child taught early in life that there are financial

jacket. His warm greeting and pleasant mannerism had a calming effect. The examiner helped to guide me through the busy streets and correct my errors. By the time we returned to the License Bureau, I was completely at ease as I backed the car perfectly into a parking space.

costs to owning and insuring a car won't be expecting a paid for and responsibility-free car, on their 16th birthday. Another example is a college education –it is a commitment of 3 years and the teen is expected to work part-time to help pay the costs.

Secondly, encouraging the children every step of the way is vital. All children have gifts, skills and talents. Many of these gifts remain untapped until an adult helps to give vision to the possibilities. Always encourage self-esteem and stress the importance of one's worth. Once a sense of accomplishment is achieved, children will willingly

I beamed with delight as my co-pilot congratulated me on passing and then quietly exited the car. I never saw the eyes hidden behind the sunglasses, but I felt the wings of an angel on my shoulder.

My faith had kept me strong and my co-pilot had been the guiding light.

work for the rewards.

Thirdly, remember the old adage, "The apple doesn't fall far from the tree." Setting the right example is of crucial importance. When children see an adult struggle with a situation, meet the challenge and successfully conquer it, an indelible example is set for them. Their ears and eyes don't miss a trick. It is the adult's responsibility to clearly light the way.

By setting high expectations, giving hope, encouraging dreams and being the right example, our children should be effective and successful in their endeavors.

And of course, all of the above needs to be accompanied by much fervent prayer.

Here is a poem that concisely says it all...

"I'd rather see a sermon, than
hear one any day.
I'd rather you walk with me,
than merely point the way.
The eye is a more ready pupil,
than ever was the ear.
Good advice is often confusing,
but example is always clear."

Class Performances

by Lu Copeman, Ontario

What do Shakespeare, quirky art films and variety shows have in common?

Inspiration! Possibilities! Passion!
Three desirable qualities needed when directing or producing child performances.

Since my college introduction to film and stage performance art, I've continued to dabble in the entertainment field. The Feast has proven to be a great forum for the children to demonstrate their acting and singing talents. Early productions began with memory verses, cheers and songs. But once I realized their capacity to learn and ability for recall, our productions began to grow and mature.

In 2003 the Niagara Falls, Ontario Sabbath class performed the play Daniel 1-8, to a packed house. The children designed their costumes, built the props and rehearsed each

day. The success of the play can be greatly attributed to the skills and cooperation of the teens. They took on the biggest speaking roles while organizing the younger children in their scene.

Here are 5 tips to producing your own class performance:

1. Don't overlook the leadership skills of the teens and adolescents. Their ability to bond with the younger children can create a playful atmosphere resulting in a more pleasurable experience for all.
2. Choose the strongest speaking teens for the major roles and the adolescents for secondary characters. The youngest children fill in with the non-speaking parts; for example, they make great lions (Daniel 8). For those stage-shy teens and adolescents, put them in charge of props and stage scenes; they will naturally

begin to cue up the actors

3. Read each scene over with the class, including directions for entrance/exits, and instructions for actions and use of props.

4. Rehearse and walk through each scene with the actors. Encourage them to inject their own ideas and personality into the part.

5. Allow children to break into groups by scenes to practice and build their props.

Through trial and error I have found that the easiest and fastest plays to learn are those that rely more heavily on a narrator, with the actors completing the actions and important lines. Smaller productions such as songs or memory verses can be enhanced by rhythmic clapping or simple dance steps. A successful play or skit can be more demanding than a song, but your creative efforts will be well rewarded when you see the smiling faces of both the children and the audience.

NEXT ISSUE: November 2006

Teacher to Teacher Feast Performance Ideas and Examples

Each Feast the teacher's are presented with a manual of lessons for the children's Sabbath class. But besides being a schedule, it is also a script. By using the memory verses and crafts, a simple performance can be put together.

The following are some examples from previous Feast of Tabernacles talent/fun show performances.

LESSON PLANNER: Joseph

Fun for the little ones...

Memory Verse: Ps. 118:8 "It is better to trust in the Lord than to put confidence in man."

Craft: FROG (Fully Rely On God)

Skit: a cheer

Four young children form a line across the stage in leap-frog position. The last child leap-frogs over the other three, makes a star jump and shouts "F" then takes frog position at the front of the line. This action continues with each child in the row until the last child shouts "G". Then all four stand up and face the audience. A teen steps up and asks "What does it spell?" The children shout

out "FULLY RELY ON GOD" The teen then recites the memory verse.

A bit more dramatic...

Memory Verse: Eph. 4:32 "And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you."

Craft: paper DOVE

Skit: dove release

Three girls form a line; one behind the other. The front girl wears a long white tunic while the other two are hidden behind her each holding a large white paper fan, one at arm level and one behind the feet of the girl in front. As she recites the memory verse, the girls behind her spread open the fans to form the wings and tail of a dove. The rest of the children hold up the paper doves made in Sabbath class.

Jazz up a skit or memory verse...

Add dance steps or clapping to a skit or song. A famous song by Queen, "We Will Rock You", has easy to learn rhythmic clapping that six syllables or words can be put to. How about trying "Awe-some, Awe-some, IS-GOD" or

shorten it to "My God, is Awe-some" Try having two rows of children with a couple moving forward to the clapping and then reciting a memory verse.

Have you got a story or some interesting tips to pass along to fellow teacher's?

Email your ideas and stories to Lu at:

ldcopeman@sympatico.ca or mail them to either address below and we will publish your ideas in the next issue.

Want to add your name to the PenPal Directory —drop us a line!

**The Church Of God
International**

PO Box 223675
Carmel CA 93922 USA

PO Box 33034
1299 Oxford Street East
London ON N5Y 5L4 CANADA

E-mail: ldcopeman@sympatico.ca