

Scorecard

- ✓ _____

- ✓ _____

- ✓ _____

- _____

LEADER GUIDE

SCORECARD – LEADER GUIDE

Welcome to Scorecard! For many years, churches measured their success in ministry by the three B's: baptisms, bodies in the pew and budgets that were fully funded. As new generations are born and expected to become part of the church, the church is struggling to find success in terms of these three Bs. We must ask ourselves if this is truly what Jesus intended through this teaching and death on the cross. Are these numerical wins equivalent to the eternal life that Jesus promises? Do we need to reconsider what we define as a win?

Scorecard is designed to provide a place for conversation and thought about what is really important as the church fulfills its mission to develop and launch true disciples of Christ who can carry out the mission of the church, disciple-making. Through a study of the biblical call to ministry in the home, vision for the church to answer this call and some practical ways to begin the work, we pray Scorecard starts a revolution of generational disciple-making in your church.

This guide has been written to assist your leadership as you and your team view the Scorecard videos. Each section offers a summary of what is discussed in the videos, as well as resources and instructions for activities to further discussion of the material in the video series. Each activity is designed to reinforce and lead into the next topic for discussion so please take time to complete them as directed. They are crucial in helping get the most from this teaching opportunity.

A separate listening guide has been provided for your team. If at any time you have questions, please do not hesitate to reach out to us. We are here to help you as you build a foundation for changing the scorecard!

Merrie Johnson

mjohnson@ncbaptist.org

Senior Consultant, Youth Evangelism and Discipleship
Baptist State Convention of North Carolina

Cheryl Markland

cmarkland@ncbaptist.org

Senior Consultant, Childhood Evangelism and Discipleship
Baptist State Convention of North Carolina

Mark Smith

msmith@ncbaptist.org

Senior Consultant, Family Evangelism and Discipleship
Baptist State Convention of North Carolina

LEADER GUIDE

Biblical Foundation for Discipleship in the Home – Mark Smith	3
Today’s Scorecard – Merrie Johnson.....	4
Creating a Vision for Family Ministry – Cheryl Markland.....	6
Culture’s Impact on Vision – Cheryl Markland.....	9
Value of a Partnership of Youth Ministry and Family Ministry – Merrie Johnson.....	11
Developing an Intentional Plan for Discipleship – Cheryl Markland	13
Creating a Milestone Ministry – Merrie Johnson, Cheryl Markland, Mark Smith.....	15
Teamwork for a Winning Scorecard – Mark Smith.....	18
Bibliography.....	19

APPENDIX

A. College Students.....	21
B. What Does a Disciplined Child Look Like Anyway?.....	22
C. Culture Survey.....	25
D. Levels of Biblical Learning.....	26
E. Intentional Plan for Discipleship.....	43
F. Strategy Worksheet.....	46

BIBLICAL FOUNDATION FOR DISCIPLESHIP IN THE HOME

MARK SMITH

The foundation of any significant change in our personal lives and the life of our church should be built on Scripture. In this section, Mark Smith will present the biblical foundations for family ministry both in the home and in our church and the generational consequences of disobedience to God's command to impress His commands on our children.

Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.
— Deuteronomy 6:4-7 (NIV)

That word “impress” means to “teach and to sharpen.” Parents are primary disciple makers for their children, and that comes with a responsibility to teach them God's Word *daily*. Here are some examples, taken from Moses' words in Deuteronomy 6:7:

- “Teach God's Word to your children when you...”
- Sit at home: game night, puzzles, meal prep, high/low, laugh/sad, etc.
- Walk/ride: pray, listening to music, podcast, talk radio, etc.
- Lie down: blessings, Bible story books, praying, etc.
- Get up: personal devotions, Scripture memorization, family prayer, etc.

And all that generation also were gathered to their fathers. And there arose another generation after them who did not know the LORD or the work that he had done for Israel.
— Judges 2:10 (ESV)

And when the LORD your God brings you into the land that he swore to your fathers, to Abraham, to Isaac, and to Jacob, to give you—with great and good cities that you did not build, and houses full of all good things that you did not fill, and cisterns that you did not dig, and vineyards and olive trees that you did not plant—and when you eat and are full, then take care lest you forget the LORD, who brought you out of the land of Egypt, out of the house of slavery.
— Deuteronomy 6:10-12 (ESV)

It is time to change the scorecard and re-think the “win” of discipleship. With the Lord's help, you can do this!

TODAY'S SCORECARD

MERRIE JOHNSON

Merrie Johnson's life work has focused on developing teens into faithful followers of Christ. This section will focus on identifying our goals for ministry with teens and recognizing where our efforts need improvement.

We just read in Deuteronomy chapter 6 that God designed parents to be the main disciple-makers of their children. And now, I want to show you how research confirms what we've just heard:

- "Half (of teens) said that their parents have the greatest influence on their spiritual development, identified three times as often as the next most prolific source of faith influence." (*Real Teens: A Contemporary Snapshot of Youth Culture*, George Barna)
- "For better or worse, most parents, in fact, still do profoundly influence their adolescents—often more than do their peers...the most important social influence in shaping young people's religious lives is the religious life modeled and taught to them by their parents." (*Soul Searching: The Religious and Spiritual Lives of American Teenagers*, by Christian Smith and Melina Lundquist Denton)
- "Today, only 4% of Gen Z, those born between 1997 to 2012 have a biblical worldview." (2018 Barna and Impact 360 Institute Research)
- "In 2017, Lifeway Research survey found that 66 % of Americans between 23 and 30 years old said they stopped attending church on a regular basis for at least a year after turning 18." (2017 Lifeway Research Survey)

Many times, I speak with youth leaders in our churches who don't have a plan for discipling their students. Instead, it seems the goal is to: Have fun, keep them safe and feed them a *lot* of pizza. But there's more to youth ministry than that.

Activity #1:

(Pause the video to complete this activity.)

Depending on the number of participants, you can divide into small groups for discussion and completion of this activity. After discussion is completed, rejoin Merrie Johnson for follow-up.

Using **Appendix A**, make a list that answers the following questions:

- What do we want teenagers to know, to be and to do by the time they graduate high school?
- What do we want them to know about God?

- How do we want them to act based on their spiritual development and beliefs?
- What do we want students to be able to verbalize about what they believe by the time they graduate high school?

(Resume the video)

Here is Merrie Johnson's list for the exercise above:

- Knowing who they are in Christ
- How to share the gospel as they go about living into their spiritual gifts
- A discovery and understanding of their spiritual gifts
- Practice of spiritual disciplines for growing in their faith: personal Bible study, value of prayer, Scripture memorization, personal worship and church attendance
- Acceptance of what it means to be a godly man or women
- Ability to defend their faith, apologetics and how to handle doubts and questions
- Practical life skills such as how to make a budget, do laundry and cook something to stay alive!

CREATING A VISION FOR FAMILY MINISTRY

CHERYL MARKLAND

The importance of having a vision for any area of ministry cannot be overstated. Having a clear vision of family ministry provides direction for church leaders as they plan for programming, as well as equipping and resourcing parents. Next, we will focus on developing a comprehensive vision for disciple-making from birth through adulthood.

Often, as children's ministry leaders, we focus on the "how" and "what" of ministry. One area we may not focus on enough is the "why" of children's ministry. As we talk about changing the scorecard of our ministry, let's talk about the importance of having a vision for family ministry that leads to the changes and outcomes you hope to measure through your ministry leadership.

Definitions of vision:

- "...a clear mental picture of what could be, fueled by the conviction that it should be," *Visioneering: Your Guide for Discovering and Maintaining Personal Vision*, Andy Stanley
- "...a destination postcard — a vivid picture from the near-term future that shows what could be possible," *Switch: How to Change Things when Change is Hard*, Chip and Dan Heath
- "God's story for your church," *God Dreams: 12 Vision Templates for Finding and Focusing Your Church's Future*, Will Mancini and Warren Bird
- "We may be very busy, we may be very 'efficient,' but we will also be truly 'effective' only when we begin with the end in mind." *7 Habits of Highly Effective Leaders: Powerful Lessons in Personal Change*, Stephen Covey

Activity #1:

(Pause the video to complete this activity.)

Read "[What Does a Disciplined Child Look Like Anyway?](#)" by Jim Wideman (**Appendix B**) and underline points that personally impact you.

(Resume the video)

When the group has completed the activity, discuss the points that are underlined as impactful to the reader:

1. What are three major ideas that you underlined?
2. What is one idea that you underlined that you think your church is doing well?

3. What is one idea that you underlined that you think you or your church could improve?
4. What is one idea that you underlined you would share with your volunteers if they were in the room?

(Pause the video to discuss the questions above. Once completed, resume the video.)

Cheryl Markland's discussion points:

- Does attendance alone equal success (a score on your scoreboard)?
- Do we recognize the difference between getting children saved and helping them live saved? How does this impact our ministry planning?
- Do we stress the importance of leaders and parents living out their personal discipleship in front of our children?
- Do we allow children to build their faith through service?"

What's your vision of family ministry?

Activity #2:

(Pause the video to complete this activity.)

If you were asked, could you quote the vision statement of your church? Let's take a moment and see if you can quote your statement.

Activity #3:

(Listen to Cheryl introduce this activity, then pause the video to complete it.)

We are going to do an exercise that requires you to consider how your church's vision statement is lived out in your ministry setting. Gather several large sheets of paper and markers for this exercise. Each sheet of paper should have one age group written at the top of the page such as "preschool, children, youth, college/career or young adults."

Part A: Divide into small groups for each age group and write your own vision statement or long-term goal for that specific age group.

Part B: After writing your vision statement, answer this question on the same sheet of paper: What is your church currently doing to make this vision a reality? What ministries, resources and training are you providing in service to this vision for today and the future?

When everyone has completed the assignment, have each age group present what they have written on their age group sheet.

Part C: Look for clear alignment in vision, purpose and programming between age groups and alignment with your church's overall vision statement? In other words:

1. What foundation does your children's ministry hope is laid in the preschool area before preschoolers' transition to children's ministry? Is the ministry designed to meet this goal?
2. What foundation does your children's ministry hope is built before the children enter youth ministry? Is the ministry designed to meet this goal? Is there a clear connection between the goals of the preschool and children's ministries?
3. What foundation does the youth ministry hope to see built before youth enter collegiate or young adult ministry? Is the ministry designed to meet this goal? Is there a clear connection between the goals of the children's and youth ministries?
4. What foundation does collegiate/young adult ministry hope to see built before collegiate/young professionals enter family ministry? Is the ministry designed to meet this goal? Is there a clear connection between the goals of the youth and collegiate/young adult ministries?
5. How important is having an aligned comprehensive plan for ministry across all ages?

CULTURE'S IMPACT ON VISION

CHERYL MARKLAND

Dear leader: As much as we may desire to see our God given vision become reality, the culture of the church can be a huge obstacle to that process. We need to recognize cultural norms in our churches and work to change those norms, recognizing it takes time, patience and repetition of the vision. In this section we will try to identify culture perceptions in your church and begin to think of ways we can begin the process of change.

Church consultant, Samuel Chand says:

“Culture is the strongest force in any organization. The best way to understand culture is the statement: ‘This is how we do things here.’ It is the atmosphere in which the church functions. It is the prevalent attitude. It is the collage of spoken and unspoken messages.”

- Vision answers the question, “Where do we need to go?”
- Culture and the values of a church determine, “Are we willing to go there, and what needs to happen long term to make the vision a reality?”

Often the answer to these questions determine our future and the future of the children and youth ministries in our churches.

Activity #1:

Let's take a look at the culture of your church.

Part A: Complete the “Culture Survey” (**Appendix C**) to facilitate a discussion of what changes may need to be identified and addressed for your vision to become reality. You can complete this survey individually or as a group.

(Pause the video. When you have completed the survey, rejoin the video.)

Sometimes we are surprised by the influence the culture has on how we lead forward in our ministries. Awareness and acknowledgment of the impact of culture is a first step in leading into the future and changing the Scorecard.

Part B: Take a few minutes now and discuss the following questions.

(Pause the video. When you have completed the discussion below, rejoin the video.)

- What need for change was uncovered as your team worked through this survey?
- What cultural attitudes of your church could be improved?
- Is there alignment of the culture between the age groups? If not, what steps can be taken to address this problem?

VALUE OF A PARTNERSHIP OF YOUTH MINISTRY AND FAMILY MINISTRY

MERRIE JOHNSON

Sometimes both church leaders and parents fail to acknowledge the importance of parents in the faith development of their teens. In this section, we will focus on the development of “sticky faith” and how parents can become faith-building parents to their teens.

Sticky faith is, “a powerful strategy to show parents and ministry leaders how to actively encourage their young people’s spiritual growth so that it will stick with them into adulthood and empower them to develop a lasting faith. It is part of a student’s inner thoughts and emotions and is also externalized in choices and actions that reflect this faith commitment.”

— The Fuller Youth Institute

It is a faith that “celebrates God’s specific care for each person . . . in the global and local community of the church” and “shows marks of spiritual maturity but is also in the process of growth.” (*The Sticky Faith Guide for Your Family: Over 100 Practical and Tested Ideas to Build Lasting Faith in Kids*, Kara Powell)

The four most common themes among youth expressing doubts:

1. Does God exist?
2. Is Christianity true and the only way to God?
3. Does God love me?
4. Am I living the life God wants?

On a Focus on the Family broadcast, Kara Powell suggested responding to tough questions with, “I don’t know, but . . .” and then extending an invitation to learn together. For example, “I don’t know, but I would love to study God’s Word with you and try to understand that.” Another helpful response could be, “I don’t know, but here’s what I do know about God . . .”

As a faith building parent...

Go all out to win the heart of your child. A close, affectionate relationship between parents and child is strongly linked to lasting faith in the child.

Know that dads matter. In Protestant families, a close bond with dad increased the odds by 17 to 25% that a son or daughter will stick with their faith. Dads in particular might want to schedule a monthly “birthday date” with each child for some precious one-on-one time. (A “birthday date” occurs on the same day of the month as the child’s birthday.) Let your child choose an activity you can do together on your date.

Choose something your child loves, and always meet them there. If it's sports, go to their games. If it's drama, go to their rehearsals or productions. If it's music, start to at least tolerate the music they love.

Contrary to what is widely assumed, more than any other participation variable measured in the Sticky Faith study, students' participation in corporate worship with the entire congregation during high school was consistently linked with developing a mature faith in both high school and college.

Churches and families wanting to instill deep faith in youth should help them build a web of relationships with committed and caring adults, some of whom may serve as intentional mentors.

Activity #1:

(Pause the video. When you have completed the discussion, rejoin the video.)

Based on the information you just heard, discuss the following questions.

1. What is one way you hope to begin helping parents make disciples at home?
2. What are the obstacles you may face as you implement your plan?
3. What are steps you can take to overcome obstacles to your plan?

DEVELOPING AN INTENTIONAL PLAN FOR DISCIPLESHIP

CHERYL MARKLAND

It is very important for a church to have a comprehensive plan for discipleship for every age group. We ask ourselves what should we be teaching our preschooler(s), how do we have age appropriate faith conversations with our elementary child(ren) and how deep can we go with our teens? In this section we will discover an overview of the [Levels of Biblical Learning](#) and see how this resource can answer these questions.

Lifeway has developed a resource, [Levels of Biblical Learning](#), to help churches develop a comprehensive plan for discipleship from infancy through high school. There are ten key concept areas: God, Jesus, Holy Spirit, salvation, family, the Bible, church, people, creation, community and world. Each of these areas are broken down into five to eight main points for teaching foundational truths as a child grows and develops as a disciple of Christ. It is a chronological and developmental portrait of what parents, teachers and leaders can use to disciple children and youth well.

Activity #1:

The following activity is designed to underscore the importance of being trained and equipped to teach with age appropriate content and language and to model what an intentional plan for discipleship can look like as basic concepts develop and deepen throughout the years of a young person's life. You will use **Appendix D** and **E** for this activity.

Listed below are the chronological age groupings you will use to assemble an age appropriate list of concepts taken from one of the 10 concept areas of the [Levels of Biblical Learning](#).

1. Infants through 2-year-olds
2. 3-year-olds through 4-year-olds
3. Kindergarten (5-year-olds)
4. Younger children (6-through eight-year-olds / grades 1-2)
5. Middle children (8-through 10-year-olds / grades 3-4)
6. Older children/preteens (11-12-year-olds / grades 5-6)
7. Middle school (12-through 14-year-olds / grades 7-9)
8. High school (15-through 18-year-olds / grades 10-12)

This activity is designed to be completed one of two different ways. Your group can either use a handout of terms to be placed in chronological order, or use a printed stack of cards with one statement printed on each card that can be ordered chronologically.

Option 1: If you choose to use the handouts, you will see that the statements listed on each handout are out of order chronologically and developmentally. Using the numbers listed at the top of the sheet that correspond to each age group, place a number in the line preceding the statement that correlates with the age group you think that statement represents.

Option 2: Print the individual cards that have one statement per card and put them in order chronologically and by developmental level. (See the online resource list for printable cards.)

Once the groups have completed the assignment, check the provided key for accuracy and points of discussion.

When you have completed your conversation, rejoin the video to learn ways that the [Levels of Biblical Learning](#) can help you effectively improve your discipleship efforts.

1. Use it as an assessment tool to gauge the spiritual level of a person seeking one on one discipleship or discovering a starting point for discipling a new or unchurched Christian.
2. Help youth leaders map out and target their discipleship efforts as they transition to deeper levels of teaching in their messages.
3. Give parents and teachers age-appropriate language for teaching biblical concepts.
4. Can be used by parents as weekly or monthly tool for concept by concept teaching at home.

Activity #2:

(Pause the video and discuss the following questions. When you have completed the discussion, rejoin the video.)

1. Do you see ways that your church can intentionally plan for a continuum of discipleship across the age groups?
2. What are some other ways understanding the importance of having a comprehensive plan for discipleship can help with the discipleship ministry of your church?

CREATING A MILESTONE MINISTRY

MERRIE JOHNSON

One significant way that churches can equip and resource parents through the stages of a child's life is by developing a milestone ministry. Our Scorecard team will offer ideas for creating meaningful opportunities to celebrate the milestones in a child's life coupled with parent training.

Let's look at three developmental phases that help parents understand their role depending on their child's age.

1. Imprint stage (birth to age seven): What your child believes is based on what parents believe and reflect in daily life.
2. Impression stage (ages 7 to 15): Your child's values, beliefs and opinions are being shaped by impression points. Our children begin to seek their spiritual identity during this time.
3. Coach stage (ages 15 to 19): Teens begin to form their own values and belief systems by testing the things they've been taught against their various life situations. This is an important step toward developing a lifelong faith. Parents must listen to them now.

Purpose of a milestone ministry: Milestones include a period of instruction from parents and a celebration of the spiritual development marker in a child's life. Parents can guide their child through a time of discussion and instruction that culminates in a special rite-of-passage event or ceremony.

Milestone 1: Parent-child dedication

- Rethink what you offer in your family dedication in the framework of a comprehensive discipleship ministry for families. Could you consider offering training for parents on how to begin the process of discipleship with their child during the few months of life?
- These first conversations with parents let parents know of your desire to partner with them as they invest in the discipleship process with their child. You are in their corner, ready to resource, equip and train.

Milestone 2: Bible presentation

- Re-imagine this milestone as a great time to encourage and equip parents to disciple their child as the child learns to navigate their new Bible.
- Consider having a family ministry event where families gather for a light meal and a Bible "scavenger hunt" using their new Bibles.
- Train parents on how they can help their child use their new Bible in family worship or for training in Bible skills, Scripture memorization and personal devotion.

Milestone 3: Sharing the gospel and baptism

- Provide training for parents on how to have a gospel conversation with their child.
- Offer a discovery class (including the parents) for those children who want to know more about what it means to be a Christian, what baptism means and how we can become dedicated followers of Christ.
- Design a celebration to mark the day of the baptism. Provide a memento of the day to help the family remember to celebrate this spiritual milestone each year and to help encourage and remind parents of their God given responsibility to lead their children well.

Milestone 4: Preparing for adolescence

- A time for a parent to spend one-on-one time with their child before their pre-teen enters middle school and talk over changes that are going to come during this season. Let them know that middle school and high school years will be different from elementary school.
- Respectfully listen to one another. Create safe and secure settings for each person to clarify their values and make wise thoughtful decisions. Once a young person has been genuinely heard, they are much more likely to positively receive guidance.

Milestone 5: Commitment to purity

- Youth ministry must continue to do some type of service in order to not only speak to the importance of remaining pure sexually but also about purity of the mind.
- Pornography enters a child life as early as 11 years old. This ceremony is for the parent to commit to be the person in your son's or daughter's life that is a safe place to talk about what they feel even when the conversation may be embarrassing.
- The church has to be ready to speak into sexuality and identity as we are all created in the image of God.

Milestone 6: Driving contract

- A driver's license milestone involves a time of commitment for the teenagers concerning the behaviors their parents expect from them as they get behind the wheel.
- Ask your teens to help you write the commitment form so they understand this as a commitment you all had a part in making.

Milestone 7: Biblical manhood and womanhood

- Jewish families hold bar mitzvah and bat mitzvah ceremonies that usher the coming-of-age ritual for 13-year-olds. As Christians we can commemorate these changes as well.
- Churches can offer direction for parents to host a special event for their son or daughter. Consider using 1 Timothy 4:12 as an outline for the evening. Seek out men or women of the same gender whom your teen respects and admires to attend and speak truth into the life of your son or daughter. Present a gift that represents a character trait you would hope they would adopt for themselves and look for ways to exemplify that trait in their lives.

Milestone 8: Graduation

- Graduation ceremonies that have been done at churches over the years include slideshows of all of the graduates and a special meal for the graduate and their parents.
- A few ideas include: guided conversations between parents and their graduates, time to share memories and dreams, ask parents to share their testimony of how their relationship with the Lord provided guidance for their own future. Or, if their decision to follow Jesus was later in life, have parents share how they wished that had been part of their story earlier in life.

Milestone 9: Adulthood

- The time immediately after the teen years is a prime opportunity to serve Christ in unique ways.
- As a young adult, churches can help them abide in Christ through this stage of life, to serve Him in their church and community and prepare them for the next step that God has planned for them.

Milestone 10: Empty nester

- They have the time and energy to invest in other young adults, rediscover their mission to “go into all the world” and fine-tune God’s unique call on their lives.
- They have the time to reinvest in their marriages.

Milestone 11: Leaving a legacy

- Nothing older adults can leave the next generation is more valuable than their spiritual legacy. However, their gifts, time, finances and other contributions find their primary value when they are offered in the context of a spiritual heritage.
- Churches can walk beside older adults to encourage them to be intentional about creating opportunities to nurture faith in younger generations and leave a spiritual legacy.

TEAMWORK FOR A WINNING SCORECARD

MARK SMITH

You may be ready to tear down your existing ministry silos and structure your ministries with a family ministry focus. Before going there, Mark Smith will lead you through steps to effectively implement a family ministry mindset into your church.

Steps toward breaking down ministry silos (Ephesians 4:12):

1. Senior pastor buy-in
2. Parent training using Deuteronomy 6
3. Staff and ministry alignment
4. Sunday school material restructure and alignment
5. Creation of a family resource area

Activity #1:

1. Using the strategy worksheet (**Appendix F**) consider the following questions:
2. What is one area of ministry that we would like to recreate or improve (future state) in service to a family ministry model?
3. What is our current reality? Why does this area need to be recreated or improved?
4. What are some action steps we can take to move toward this future state? What time frame can we realistically consider for taking each step?
5. What are some obstacles or challenges we may need to confront and overcome as we move toward this future state?

BIBLIOGRAPHY

- Barna, G. (2001). *Real teens: A contemporary snapshot of youth culture*. Ventura, CA: Regal Books.
- Chand, S. R. (2010). *Cracking Your Church's Culture Code : Seven Keys to Unleashing Vision and Inspiration*. Jossey-Bass.
- Covey, S. R., & Collins, J. C. (2020). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York, NY: Simon & Schuster.
- Evangelism is most effective among kids. (2004, October 11). Retrieved March 05, 2021, from <https://www.barna.com/research/evangelism-is-most-effective-among-kids/>
- Faith@Home. (n.d.). [Brochure]. John Frazier. Retrieved March 04, 2021, from https://ba33e58f35b8f4a0eb42-e010c9c8e2f0df6bb3e2c702c53b8817.ssl.cf2.rackcdn.com/uploaded/O/Oe3543327_1423863659_07intentionalparenting.pdf
- Heath, C., & Heath, D. (2013). *Switch: How to Change Things When Change Is Hard*. New York, NY: Random House US.
- Levels of biblical learning. (n.d.). Retrieved March 05, 2021, from <https://www.lifeway.com/en/special-emphasis/levels-of-biblical-learning>
- Mancini, W., & Bird, W. (2016). *God dreams: 12 vision templates for finding and focusing your church's future*. Nashville, TN: B & H Publishing Group.
- Markland, C. (n.d.). Sharing the Plan of Salvation with Children. Retrieved March 04, 2021, from <https://ncbaptist.org/wp-content/uploads/sharing-the-plan-of-salvation-with-children.pdf>
- Morrow, J. (2020, May 26). Only 4 percent of Gen Z have a Biblical Worldview. Retrieved March 05, 2021, from <https://www.impact360institute.org/articles/4-percent-gen-z-biblical-worldview/>
- Most teenagers drop out of church as young adults. (2021, February 23). Retrieved March 05, 2021, from <https://lifewayresearch.com/2019/01/15/most-teenagers-drop-out-of-church-as-young-adults/>
- Most twenty somethings put Christianity on the shelf following spiritually active teen years. (2006, September 11). Retrieved March 04, 2021, from <https://www.barna.com/research/most-twentysomethings-put-christianity-on-the-shelf-following-spiritually-active-teen-years/>
- Powell, K. E. (Focus on the Family). (2015, June 4). Building a Foundation of Faith for Your Family (Part 1 of 2). In Focus on the Family Broadcast. Focus on the Family. <https://www.focusonthefamily>.

[com/episodes/broadcast/building-a-foundation-of-faith-for-your-family-part-1-of-2/](https://www.zondervan.com/episodes/broadcast/building-a-foundation-of-faith-for-your-family-part-1-of-2/)

Powell, K. E. (2014). *The sticky faith guide for your family: Over 100 practical and tested ideas to build lasting faith in kids*. Grand Rapids, MI: Zondervan.

Research shows that spiritual maturity process should start at a young age. (2003, November 17). Retrieved March 05, 2021, from <https://www.barna.com/research/research-shows-that-spiritual-maturity-process-should-start-at-a-young-age/>

SF: What is STICKY FAITH? (n.d.). Retrieved March 05, 2021, from <https://fulleryouthinstitute.org/stickyfaith>

Smith, C., & Denton, M. L. (2005). *Soul searching: The religious and spiritual lives of American teenagers*. Oxford: Oxford University Press.

Stanley, A. (2005). *Visioneering*. Colorado Springs, CO: Multnomah.

Talking with teens: 7 expert tips. (2020, May 18). Retrieved March 05, 2021, from <https://parentandteen.com/keep-teens-talking-learn-to-listen/>

Weidmann, J., Weidmann, J., & Ledbetter, J. O. (2001). *Spiritual Milestones, a Guide to Celebrating Your Children's Spiritual Passages*. Chariot Victor Publishing.

Suggested reading list:

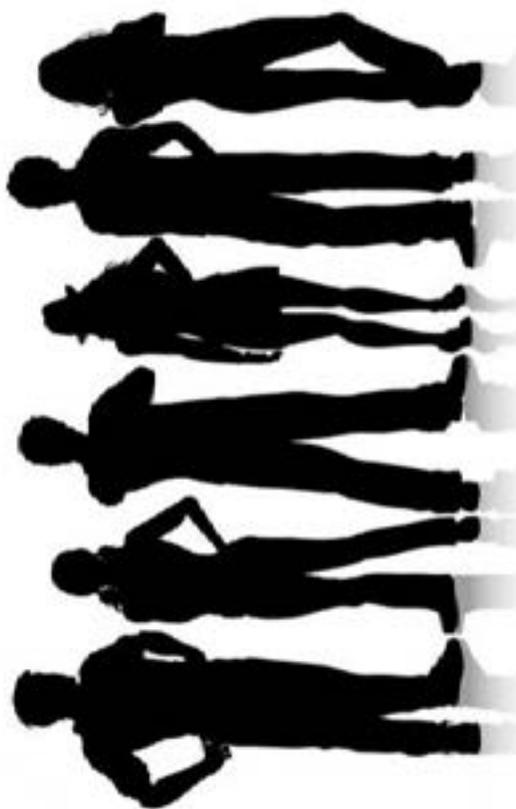
- *Are My Kids on Track? 12 Emotional, Social and Spiritual Milestones Your Child Needs to Reach*. Sissy Goff, David Thomas, Melissa Trevathan, Bethany House Publishing, 2017.
- *Collaborate: Family + Church*. Michael Chanley, Ministers Label Publishing, 2010
- *DNA of D6: Building Blocks of Generational Discipleship*. Ron Hunter, Jr. Randall House Publishing, 2015.
- *Family Ministry and the Church: A Leader's Guide for Ministry through Families*. Chris Shirley, Randall House, 2018.
- *The Legacy Path: Discover Intentional Spiritual Parenting*. Brian Haynes, Randall House Publishing, 2011
- *Nothing Less: Engaging Kids in a Lifetime of Faith*. Jana Magruder, Lifeway, 2017
- *Shift: What it Takes to Finally Reach Families*. Brian Haynes, Group Publishing, 2009
- *Sticky Faith Series*. Kara E. Powell and Chap Clark, Zondervan Publishing.

APPENDIX A

College Students

What kind of person do you want your high school seniors to be or to be in the process of becoming when they leave your youth ministries?

What kind of person do you want your high school seniors to be or to be in the process of becoming when they leave your youth ministries?



APPENDIX B

What does a disciplined child look like anyway?

By Jim Wideman

After writing about “Developing a Biblical Worldview in Children” for *K Magazine* I have not been able to get this question out of my head. If our job as children’s pastors is to do what Matthew 28:19 tells us to do (and I believe it is), “Therefore go and make disciples of all nations,” then what does a disciplined child look like? How can we tell where we are hitting the mark if we have not defined and determined what a disciplined child is in the first place? Mr. Webster says that a disciple is a follower. Alan Root in his book *Disciplification!* defines disciplification in three ways 1. The travels of a disciple. 2. The practiced habit of “following” 3. A made up word which simply means the life-changes made to become more and more like Jesus each day. So, if our job is to make followers who through life changes and good choices cause them to be more like Jesus, then what actions, habits and character traits should a twelve-year-old Christ follower possess?

For years I think we’ve been guilty of using faithfulness as the major evaluation if a child has been disciplined. If a child was faithful to attend plus participate in loads of other children’s ministry activities and programming, then we would send them into the youth ministry and feel like we succeeded. In a few years we would look them up in the youth group and find they were not there and wonder what did the youth pastor do to make this child lose interest? I have said for years that those of us that teach kids should think of ourselves as a foundation specialist. But anyone who has ever built any kind of building knows that the type of foundation you build has everything to do with the type of building you can build. In construction you start with the building plans and then determine what kind of foundation does it need for what you are building. In children’s ministry, I think many of us have been guilty of designing the foundation, then saying to the youth ministry now go fit your building on the foundation we have built, never one time sitting down and working together toward the end result.

Sometimes the problem started long before we promoted them into the youth ministry even from one department or ministry to another within the total children’s ministry. We are so territorial we haven’t worked as a true team and prepared them for the now, as well as the next age group. Instead of looking ahead, we have focused on the present — which centers on and around our own ministry responsibilities. When we help other departments and ministries around us be successful then we’ll be successful. We are all on the same team working toward the same goal.

You can’t hit the church’s mission without every ministry that makes up the church working on that same mission statement just breaking it down for their age groups. Stephen Covey in his book *7 Habits of Effective People* said it this way, “Habit number 1 is to start with the end in mind.” Why don’t we as staff and ministers sit down together with our next generation ministries and our lead pastors and just plan backwards. What do we want a young adult to know as a part of the congregation? Let’s back up and look at the college ministry and see what we need to teach there. For this to work we

have to then look at the senior high ministry, middle school ministry and elementary ministries. We continue working backward and evaluate our preschool and nursery ministries to see what should be learned in those stages. (Did you notice I didn't use the word taught? I believe just because teaching takes place doesn't mean learning occurs.) We must get in the habit of defining and evaluating what we do and the results those actions are yielding if we are going to be successful at discipling children. This is just the first step in making this process a way of life at your church.

Years ago I sat down with my youth pastor and I asked him what do you want the sixth graders I promote into your youth ministry to know and be? That was a question that took some time to develop. I also think that this list could and would be different from church to church. The bottom line is this, make a list. If you aim at nothing, you'll hit it every time. Make it a matter of prayer and work on your list as a team. It's more than getting children "saved." It's time we all move past just getting children saved and help them to live saved. Discipling is all about how each day gets lived by someone who is saved. Luke 2:49-52 tells us about Jesus at twelve. It says that He had a desire to be about His Father's business, as well as be obedient to His parents and grow in wisdom, which is understanding and knowledge of the Word. I believe this with all my heart the voice of wisdom and the voice of the Word is always the same. He also grew physically as well as grew in His relationship with God and with others. I believe this should also take place with those we seek to disciple.

No matter what you place on your list, the children you lead won't become those things if you don't do four important things:

1. We must become all of those things. My mom used to say, "What's good for the goose is good for the gander!" What we expect others to do we must become these things first. I never want to forget that when I point to others there are three fingers pointing back to me!
2. Place others who will also serve as models before those you lead. A disciple cannot be made without someone who is willing to be an example. Jesus said something powerful in John 14:9 "Anyone who has seen me has seen the Father." Think about that, it's almost mind boggling. Jesus modeled the Father so others would know God. Could children understand what God is like from us? They should! Children must have someone who is willing to say, "Come follow me as I follow the Lord" Gone must be the day of saying do as I say not as I do. We must be willing to set an example and model to both kids and adults.
3. Give those you lead what the Bible says about each of the things you want them to do to be a true follower of Christ Jesus.
4. Give them opportunities to do these things. Learning is more than sitting and listening — it's all about doing. I never apologize for giving people an opportunity to serve and put what they are learning into action.

My dear friend, Alan Root, goes on to say in *Discipling* that "Jesus doesn't expect us to live the Christian life. Alan writes "It's so simple we have a hard time getting it. You see the Christian life is

lived by dying. Dying to having to have everything your own way that is.” To be a follower means you are not leading, you are obedient. That means we obey Him. How can we obey Jesus? It’s simple, we must know His word and do what it says. That’s the art of being a disciple. I believe our kids can be saved and live saved and have a desire to be about their Father’s business more so than desiring the things of the world. We know we have been successful at making a disciple when kids and leaders drop their weapons and surrender to Jesus’ control.

To me the proof of the discipleship process is in the living. It’s not what you know, what you feel, or what you think, it’s knowing Christ, walking by faith, thinking the Word and doing exactly what it says. That’s the mark of a disciplined kid!

EDITOR’S NOTE: *This article has been reprinted under a different title.*

Wideman, J. (2015, January 8). *What Does a Disciplined Child Look Like Anyway?* [Web log post]. Retrieved March 04, 2021, from <https://churchleaders.com/children/childrens-ministry-articles/150928-what-does-a-disciplined-child-look-like.html/2> Reprinted with permission.

APPENDIX C

Culture Survey

Let's take a look at the culture of your church. You can complete this survey individually or as a group. Complete the survey by rating your church with 1 being poor and 5 being excellent. When you have completed the survey and discussion, rejoin the video.

What is the attitude of your church toward children's ministry?1 2 3 4 5

What is the attitude of your church toward youth ministry?.....1 2 3 4 5

What is the attitude of your church toward family ministry?1 2 3 4 5

Does your church have a long term plan for children's ministry?1 2 3 4 5

Does your church have a long term plan for youth ministry?1 2 3 4 5

Does your church have a long term plan for family ministry?.....1 2 3 4 5

Does your church have an intentional discipleship plan for children's ministry?.....1 2 3 4 5

Does your church have an intentional discipleship plan for youth ministry?1 2 3 4 5

Does your church have an intentional discipleship plan for family ministry?.....1 2 3 4 5

Discussion:

Sometimes we are surprised by the influence the culture has on how we lead forward in our ministries. Awareness and acknowledgment of the impact of culture is the first step in leading into the future and changing the Scorecard. Take a few minutes now and discuss the following questions.

- What need for change was uncovered as your team worked through this survey?
- What cultural attitudes of your church could be improved?
- Is there alignment of the culture between the age groups? If not, what steps can be taken to address this problem?

APPENDIX D

Levels of Biblical Learning

The following activity is designed to underscore the importance of being trained and equipped to teach with age appropriate content and language and to model what an intentional plan for discipleship can look like as basic concepts expand and deepen through the years of a person's life.

Listed below are the chronological age groupings you will use to assemble an age appropriate list of concepts taken from one of the 10 concept areas of the levels of biblical learning.

1. Infants through 2-year-olds
2. 3- to 4-year-olds
3. Kindergarten (5-year-olds)
4. Younger children (6- to 8-year-olds / Grades 1-2)
5. Middle children (8- to 10-year-olds / Grades 3-4)
6. Older children/preteens (11 to 12-year-olds / Grades 5-6)
7. Middle school (12- to 14-year-olds / Grades 7-9)
8. High school (15- to 18-year-olds / Grades 10-12)

This activity is designed to be completed one of two different ways. Your group can either use a handout of terms to be placed in chronological order or use a printed stack of cards with one statement printed on each card that can be ordered chronologically.

Option 1: If you choose to use the handouts, you will see that the statements listed on each handout are out of order chronologically and developmentally. Using the numbers listed at the top of the sheet that correspond to each age group, place a number in the line preceding the statement that correlates with the age group you think that statement represents.

Option 2: Print the individual cards that have one statement per card and put them in order chronologically and by developmental level. (See resource list for printable cards.)

- Once the groups have completed the assignment, check the provided key for accuracy and for discussion:
- How do you see the concepts progress as a child grows and develops?
- Do you see ways that your church can intentionally plan for a continuum of discipleship across the age groups?
- What are some other ways understanding the importance of having a comprehensive plan for discipleship can help with the discipleship ministry of your church? Check out the provided list in your teaching guide for discovering starting points for your conversation.

Levels of Biblical Learning: God

Using the numbers listed for each age group, place a number in the line preceding the statement that correlates with the age group you think that statement represents.

1. Infants through 2-year-olds
2. 3- to 4-year-olds
3. Kindergarten (5-year-olds)
4. Younger children (6- to 8-year-olds / Grades 1-2)
5. Middle children (8- to 10-year-olds / Grades 3-4)
6. Older children/preteens (11 to 12-year-olds / Grades 5-6)
7. Middle school (12- to 14-year-olds / Grades 7-9)
8. High school (15- to 18-year-olds / Grades 10-12)

_____ God is omnipresent (all places at all times), omniscient (all-knowing) and omnipotent (all-powerful).

_____ God is always with people.

_____ God loves me.

_____ God is everywhere at all times

_____ God loves people and is with them.

_____ God is omnipresent (all places at all times), omniscient (all-knowing), and omnipotent (all-powerful) and exercised sovereignty over all creation.

_____ God is everywhere.

_____ God is omnipresent — He is everywhere at all times.

Levels of Biblical Learning: God (Answer Key)

1. Infants through 2-year-olds: God loves me. (Children are very ego-centric at this age)
2. 3- to 4-year-olds: God loves people and is with them. (Aim to grow an awareness of other people who have their own wants and needs.)
3. Kindergarten (5-year-olds): God is always with people. (Aim to grow an awareness of the reality of time.)
4. Younger children (6- to 8-year-olds / Grades 1-2): God is everywhere. (Aim to grow an awareness that life is about more than what we can see or experience in our own world.)
5. Middle children (8- to 10-year-olds / Grades 3-4): God is everywhere at all times. (This age range has the ability to hold two concepts at the same time.)
6. Older children/preteens (11- to 12-year-olds / Grades 5-6): God is omnipresent — He is everywhere at all times. (This age range is ready for an introduction of more complex vocabulary.)
7. Middle school (12- to 14-year-olds / Grades 7-9): God is omnipresent (all places at all times), omniscient (all-knowing), and omnipotent (all-powerful). (This age range is ready for an expansion of vocabulary and development of the concept of who God is.)
8. High school (15- to 18-year-olds / Grades 7-9): God is omnipresent (all places at all times), omniscient (all-knowing), and omnipotent (all-powerful) and exercised sovereignty over all creation. (This age range is ready for the addition of sovereignty as high school students are developing a growing sense of independence.)

Levels of Biblical Learning: Bible

Using the numbers listed prior to each age group, place a number in the line preceding the statement that correlates with the age group you think that statement represents.

1. Infants through 2-year-olds
2. 3- to 4-year-olds
3. Kindergarten (5-year-olds)
4. Younger children (6- to 8-year-olds / Grades 1-2)
5. Middle children (8- to 10-year-olds / Grades 3-4)
6. Older children/preteens (11 to 12-year-olds / Grades 5-6)
7. Middle school (12- to 14-year-olds / Grades 7-9)
8. High school (15- to 18-year-olds / Grades 10-12)

_____ The Bible is a special book.

_____ Everything in the Bible is true, without error, and will last forever..

_____ Everything in the Bible is true.

_____ The Bible is internally consistent, God's truth, without error, totally trustworthy and will last forever.

_____ The stories in the Bible are true and really happened.

_____ Everything in the Bible is true and will last forever.

_____ The Bible is true, without error, and will last forever.

_____ Bible truths never change.

Levels of Biblical Learning: God (Answer Key)

1. Infants through 2-year-olds: The Bible is a special book.
2. 3- to 4-year-olds: The stories in the Bible are true and really happened.
3. Kindergarten (5-year-olds): Everything in the Bible is true.
4. Younger children (6- to 8-year-olds / Grades 1-2): Bible truths never change.
5. Middle children (8- to 10-year-olds / Grades 3-4): Everything in the Bible is true and will last forever.
6. Older children/preteens (11- to 12-year-olds / Grades 5-6): Everything in the Bible is true, without error, and will last forever.
7. Middle school (12- to 14-year-olds / Grades 7-9): The Bible is true, without error, and will last forever.
8. High school (15- to 18-year-olds / Grades 7-9): The Bible is internally consistent, God's truth, without error, totally trustworthy and will last forever.

Levels of Biblical Learning: Church

Using the numbers listed prior to each age group, place a number in the line preceding the statement that correlates with the age group you think that statement represents.

1. Infants through 2-year-olds
2. 3- to 4-year-olds
3. Kindergarten (5-year-olds)
4. Younger children (6- to 8-year-olds / Grades 1-2)
5. Middle children (8- to 10-year-olds / Grades 3-4)
6. Older children/preteens (11 to 12-year-olds / Grades 5-6)
7. Middle school (12- to 14-year-olds / Grades 7-9)
8. High school (15- to 18-year-olds / Grades 10-12)

_____ The church is a fellowship of baptized believers who meet together to worship and serve God. Churches today are part of the movement Jesus and His followers began.

_____ The church is people who gather to learn about God and Jesus from the Bible.

_____ People learn about God and Jesus at church.

_____ The church is more than a building. It is Christians who gather to worship and serve God.

_____ A church is a group of Christians who meet together to worship and serve God.

_____ The church is a community of believers who are called to meet together regularly to study Scripture, pray, worship, serve, encourage one another and proclaim the gospel to the world.

_____ People use the Bible to learn about God and Jesus at church.

_____ The church is a fellowship of believers who are called to meet together regularly.

Levels of Biblical Learning: Church (Answer Key)

1. Infants through 2-year-olds: People learn about God and Jesus at church. (This implies teachers are teaching and not only providing care.)
2. 3- to 4-year-olds: People use the Bible to learn about God and Jesus at church. (Teachers hold and teach from the Bible. The Bible is a unique book among all books.)
3. Kindergarten (5-year-olds): The church is people who gather to learn about God and Jesus from the Bible. (It's important that children are exposed to worship center and other areas of the church.)
4. Younger children (6- to 8-year-olds / Grades 1-2): The church is more than a building — it is Christians who gather to worship and serve God. (This is an expansion of the basic concept of what and where church is.)
5. Middle children (8- to 10-year-olds / Grades 3-4): A church is a group of Christians who meet together to worship and serve God.
6. Older children/preteens (11- to 12-year-olds / Grades 5-6): The church is a fellowship of baptized believers who meet together to worship and serve God. Churches today are part of the movement Jesus and His followers began. (This is a time for an introduction church history and an opportunity to evangelize and disciple new believers)
7. Middle school (12- to 14-year-olds / Grades 7-9): The church is a fellowship of believers who are called to meet together regularly. (This age group is ready to learn about church attendance as a spiritual discipline.)
8. High school (15- to 18-year-olds / Grades 7-9): The church is a community of believers who are called to meet together regularly to study Scripture, pray, worship, serve, encourage one another and proclaim the gospel to the world.

Levels of Biblical Learning: Creation

Using the numbers listed prior to each age group, place a number in the line preceding the statement that correlates with the age group you think that statement represents.

1. Infants through 2-year-olds
2. 3- to 4-year-olds
3. Kindergarten (5-year-olds)
4. Younger children (6- to 8-year-olds / Grades 1-2)
5. Middle children (8- to 10-year-olds / Grades 3-4)
6. Older children/preteens (11 to 12-year-olds / Grades 5-6)
7. Middle school (12- to 14-year-olds / Grades 7-9)
8. High school (15- to 18-year-olds / Grades 10-12)

_____ God created the world from nothing. (There should be a growing awareness of what is real and not real.)

_____ God is creator, and all creation is a result of His work and exists to glorify Him.

_____ God created the world in six days and rested on the seventh. (Middle and older preschool share this concept as their ability to learn about time as it relates to the calendar develops. Introduce the Sabbath as a special day of the week.)

_____ Creation can only be credited to God. (Schools will introduce a science based approach to creation and this is an important apologetic to build upon.)

_____ God created the world in six days and rested on the seventh.

_____ God spoke the world into existence from nothing. (Introduction of the power of God's spoken word.)

_____ God is Creator and all creation is a result of His work. (An apologetic about who God is)

_____ God made day, night, plants, sky, sun, moon stars, animals, water, birds, fish, and people. (Children are learning that words have meaning.)

Levels of Biblical Learning: Creation (Answer Key)

1. Infants through 2-year-olds: God made day, night, plants, sky, sun, moon stars, animals, water, birds, fish, and people.
2. 3- to 4-year-olds: God created the world in six days and rested on the seventh.
3. Kindergarten (5-year-olds): God created the world in six days and rested on the seventh.
4. Younger children (6- to 8-year-olds / Grades 1-2): God created the world from nothing.
5. Middle children (8- to 10-year-olds / Grades 3-4): God spoke the world into existence from nothing.
6. Older children/preteens (11- to 12-year-olds / Grades 5-6): Creation can only be credited to God.
7. Middle school (12- to 14-year-olds / Grades 7-9): God is Creator, and all creation is a result of His work.
8. High school (15- to 18-year-olds / Grades 7-9): God is creator and all creation is a result of His work and exists to glorify Him.

Levels of Biblical Learning: Community and World

Using the numbers listed prior to each age group, place a number in the line preceding the statement that correlates with the age group you think that statement represents.

1. Infants through 2-year-olds
2. 3- to 4-year-olds
3. Kindergarten (5-year-olds)
4. Younger children (6- to 8-year-olds / Grades 1-2)
5. Middle children (8- to 10-year-olds / Grades 3-4)
6. Older children/preteens (11 to 12-year-olds / Grades 5-6)
7. Middle school (12- to 14-year-olds / Grades 7-9)
8. High school (15- to 18-year-olds / Grades 10-12)

_____ God made people alike and different.

_____ God values all people — born and unborn, young and old, male and female, all ethnicities and those of opposing faiths.

_____ God made people alike and different. All are special to Him.

_____ God values all people everywhere, both unborn and born, from every race, ethnicity and culture.

_____ People are special to God even before they are born.

_____ God values all people and calls Christians to live on mission for the sake of reaching the lost with the gospel.

_____ God made people.

_____ God values all people.

Levels of Biblical Learning: Community and World (Answer Key)

1. Infants through 2-year-olds: God made people.
2. 3- to 4-year-olds: God made people alike and different.
3. Kindergarten (5-year-olds): God made people alike and different and all are special to Him.
4. Younger children (6- to 8-year-olds / Grades 1-2): God values all people.
5. Middle children (8- to 10-year-olds / Grades 3-4): People are special to God, even before they are born.
6. Older children/preteens (11- to 12-year-olds / Grades 5-6): God values all people everywhere, both unborn and born, from every race, ethnicity and culture.
7. Middle school (12- to 14-year-olds / Grades 7-9): God values all people and calls Christians to live on mission for the sake of reaching the lost with the gospel.
8. High school (15- to 18-year-olds / Grades 7-9): God values all people — born and unborn, young and old, male and female, all ethnicities and those of opposing faiths.

Levels of Biblical Learning: Salvation

Using the numbers listed prior to each age group, place a number in the line preceding the statement that correlates with the age group you think that statement represents.

1. Infants through 2-year-olds
2. 3- to 4-year-olds
3. Kindergarten (5-year-olds)
4. Younger children (6- to 8-year-olds / Grades 1-2)
5. Middle children (8- to 10-year-olds / Grades 3-4)
6. Older children/preteens (11 to 12-year-olds / Grades 5-6)
7. Middle school (12- to 14-year-olds / Grades 7-9)
8. High school (15- to 18-year-olds / Grades 10-12)

_____ God had a plan for salvation before the beginning of time.

_____ God sent Jesus because He loves us.

_____ God provided a plan for salvation because He loves me.

_____ God sent Jesus to help people because He loves them.

_____ Before the beginning of time, God's plan for salvation centered on Jesus' death and resurrection, which makes salvation possible.

_____ Before the beginning of time, God's plan for salvation was centered on Jesus' death and resurrection.

_____ God loves us.

_____ God provided a way for people to become Christians because He loves them.

Levels of Biblical Learning: Salvation (Answer Key)

1. Infants through 2-year-olds: God loves us.
2. 3- to 4-year-olds: God sent Jesus because He loves us.
3. Kindergarten (5-year-olds): God sent Jesus to help people because He loves them.
4. Younger children (6- to 8-year-olds / Grades 1-2): God provided a way for people to become Christians because He loves them.
5. Middle children (8- to 10-year-olds / Grades 3-4): God provided a plan for salvation because He loves me.
6. Older children/preteens (11- to 12-year-olds / Grades 5-6): God had a plan for salvation before the beginning of time.
7. Middle school (12- to 14-year-olds / Grades 7-9): Before the beginning of time, God's plan for salvation was centered on Jesus' death and resurrection.
8. High school (15- to 18-year-olds / Grades 7-9): Before the beginning of time, God's plan for salvation centered on Jesus' death and resurrection, which make salvation possible.

Levels of Biblical Learning: Families

Using the numbers listed prior to each age group, place a number in the line preceding the statement that correlates with the age group you think that statement represents.

1. Infants through 2-year-olds
2. 3- to 4-year-olds
3. Kindergarten (5-year-olds)
4. Younger children (6- to 8-year-olds / Grades 1-2)
5. Middle children (8- to 10-year-olds / Grades 3-4)
6. Older children/preteens (11 to 12-year-olds / Grades 5-6)
7. Middle school (12- to 14-year-olds / Grades 7-9)
8. High school (15- to 18-year-olds / Grades 10-12)

_____ Families are a part of God's plan for providing for children's spiritual, physical, mental, social and emotional needs.

_____ God's plan for families is for mothers and fathers to raise children. Children are born or adopted into families.

_____ Families are part of God's plan for filling the earth with His image-bearers and His glory and are responsible for providing for the spiritual, physical, mental, social and emotional needs of family members.

_____ God made families.

_____ Families are part of God's plan for filling the earth with His image-bearers and His glory and are responsible for providing for the needs of family members.

_____ God's plan for mothers and fathers is to teach their children about God. Parents are examples of how God is our heavenly Father.

_____ God's plan for families is in the Bible.

_____ God's plan for mothers and fathers is to be examples of God's love.

Levels of Biblical Learning: Families (Answer Key)

1. Infants through 2-year-olds: God made families.
2. 3- to 4-year-olds: God's plan for families is in the Bible.
3. Kindergarten (5-year-olds): God's plan for families is for mothers and fathers to raise children. Children are born or adopted into families.
4. Younger children (6- to 8-year-olds / Grades 1-2): God's plan for mothers and fathers is to be examples of God's love.
5. Middle children (8- to 10-year-olds / Grades 3-4): God's plan for mothers and fathers is to teach their children about God. Parents are examples of how God is our heavenly Father.
6. Older children/preteens (11- to 12-year-olds / Grades 5-6): Families are a part of God's plan for providing for children's spiritual, physical, mental, social and emotional needs.
7. Middle school (12- to 14-year-olds / Grades 7-9): Families are part of God's plan for filling the earth with His image-bearers and His glory, and are responsible for providing for the needs of family members.
8. High school (15- to 18-year-olds / Grades 7-9): Families are part of God's plan for filling the earth with His image-bearers and His glory, and are responsible for providing for the spiritual, physical, mental, social and emotional needs of family members.

Levels of Biblical Learning: Jesus

Using the numbers listed prior to each age group, place a number in the line preceding the statement that correlates with the age group you think that statement represents.

1. Infants through 2-year-olds
2. 3- to 4-year-olds
3. Kindergarten (5-year-olds)
4. Younger children (6- to 8-year-olds / Grades 1-2)
5. Middle children (8- to 10-year-olds / Grades 3-4)
6. Older children/preteens (11 to 12-year-olds / Grades 5-6)
7. Middle school (12- to 14-year-olds / Grades 7-9)
8. High school (15- to 18-year-olds / Grades 10-12)

_____ Jesus taught about faith, trust and obedience to God.

_____ Jesus is the only way people can connect with God.

_____ Jesus taught people what God is like by what He said and did.

_____ Because no sin can enter God's presence and because Jesus is holy, He is the only way people can connect with God.

_____ Jesus told people about God.

_____ Jesus taught that He is the only way to God.

_____ Jesus taught people about what God is like.

_____ Jesus taught through His life what God is like.

Levels of Biblical Learning: Jesus (Answer Key)

1. Infants through 2-year-olds: Jesus told people about God.
2. 3- to 4-year-olds: Jesus taught people about what God is like.
3. Kindergarten (5-year-olds): Jesus taught people what God is like by what He said and did.
4. Younger children (6- to 8-year-olds / Grades 1-2): Jesus taught through His life what God is like.
5. Middle children (8- to 10-year-olds / Grades 3-4): Jesus taught about faith, trust and obedience to God.
6. Older children/preteens (11- to 12-year-olds / Grades 5-6): Jesus taught that he is the only way to God.
7. Middle school (12- to 14-year-olds / Grades 7-9): Jesus is the only way people can connect with God.
8. High school (15- to 18-year-olds / Grades 7-9): Because no sin can enter God's presence and because Jesus is holy, He is the only way people can connect with God.

APPENDIX E

Intentional Plan for Discipleship

Preschool years

- Parent/child dedication or commissioning
- Preschool training ideas
 - › How to do family worship: prayer, storytelling, Bible games, music
 - › Ways to use curriculum resources at home
 - › Discipline training
 - › Biblical concept development
 - › Effective use of teachable moments

Elementary years

Bible presentation

- [Developing Bible skills](#)
- Developing a biblical worldview in children
- Teachable moments, life application from the Bible
- How to ask good questions

Leading your child to Christ

- [Sharing the Plan of Salvation with Children](#)
- [3 Circles with Children](#)
- [Discipleship with Your New Christian](#)

Preparing for adolescence

- Physical and sexual development and God's plan for marriage and sexual purity
- Preparing for middle school, meeting youth leadership, open house of youth areas
- Discipline and your emerging teen, changes in parent/child relationship, brain development
- Road trip for child and parent: outline for conversations

Middle school

Eighth grade

- Revisit sexual purity
- Preparing for high school

High school

Ninth/tenth grade

- Driving contracts
- Changing dynamics of parent and child relationships
- How to go deeper in faith-based teaching and conversation with your teen

Tenth/eleventh grade

- Money management
- Legacy and the future
- Grounding your identity in Christ

Twelfth grade

- Preparing for college/independent living
- Honoring manhood and womanhood
- Releasing your child

Strategy for what youth need to learn before graduating high school

Beginning in grades seven and eight:

- Study the theological basis for our belief: Who is God, Jesus Christ and the Holy Spirit?
- Know and be able to articulate the Christian beliefs about salvation through Jesus Christ.
- Train to share their testimony of belief in Jesus, His work on the cross that provides forgiveness of sin, and that the only way to having a forever relationship with God is through His Son, Jesus.
- Denominational doctrine and beliefs including an understanding of what it means to be Baptist, ordinances of Baptism and the Lord's Supper.

Beginning in grade nine and 10:

- A basic survey course of the Old Testament and New Testament
- An emphasis on the teachings of Jesus Christ
- Development of spiritual disciplines such as personal devotions, Scripture memorization, prayer and service to others.

Beginning in grades 11 and 12:

- How to think critically by looking at the culture and recognition of the pull of culture toward a non-biblical worldview.
- Establishment of a biblical worldview that gives guidelines on how to engage in the culture while holding up and living in the truths of God's Word.
- Awareness of the impact of media consumption, both content and time that is engaged with on media.

Family ministry enrichment opportunities

- Offer online parenting classes
- Host guest speakers and training events
- Marriage enrichment events/classes
- *Home Life, Parent Life, Life with Teens* magazines
- Build a resource library for parents of all ages
- Offer family inclusive events
- Plan multi-generational events that include middle and senior adults
- Family mission and service projects

APPENDIX F

Using the strategy worksheet below, consider the following questions:

- What is one area of ministry that we would like to recreate or improve (future state) in service to a family ministry model?
- What is our current reality? Why does this area need to be recreated or improved?
- What are some steps we can take to move toward this future state? What time frame can we realistically consider for taking each step?
- What are some obstacles or challenges we may need to confront and overcome as we move toward this future state?

