



Start-Up Manual

A SONday'SCOOL® Resource

SCRIPTURE UNION USA



***PrimeTime* Start–Up Manual**

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PrimeTime is a faith-based program geared to children ages 6–12. The program is designed to provide a safe, welcoming environment for children during the critical after-school hours, and to offer those children an opportunity to know and follow the Lord Jesus. The **PrimeTime** curriculum was developed jointly by Scripture Union and The Salvation Army. **The Big Story** represents Year One of the curriculum. Year Two, **Following Jesus**, and Year Three, **Heroes of the Faith**, will be available in coming months.



Scripture Union is an interdenominational mission organization whose vision is that children, young people, and their families will know God's love, follow Jesus, and meet God daily in His Word. For more information, write P.O. Box 987 #1, Valley Forge, PA 19482; call 1-800-621-LAMP (5267); or visit www.scriptureunion.org.



SONday'SCOOL is a ministry outreach of The Salvation Army. Its mission is to intervene in the lives of children at risk, to offer them a safe place where they can learn to feel good about themselves and be good to others, to break the cycle of despair and share the hope of a personal relationship with Jesus Christ. For more information, write HopeShare, P.O. Box C-635, West Nyack, NY 10994; call 1-800-YOU-CARE (968-2273); or visit www.hopeshare.org.



To order **SONday'SCOOL** materials—such as **My SONday'SCOOL Bible**, **SONday'SCOOL Songs**, and **SONday'SCOOL SuperHeroes Trading Cards**—call 1-800-334-4431; fax 1-909-795-6136; or write to Duden Enterprises, 2025 Park Ave., Suite 4, Redlands, CA 92373.



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Why Should We Have a *PrimeTime* Program?

Reason #1: America's children are at risk.

It's common to define certain groups in any society as being "at risk." Two out of every five American children are poor or "near poor." Each year, one-third of our babies are born to unmarried mothers. But in addition to such obvious factors as poverty, family dysfunction, neglect, and abuse, there is moral decay. Consider the depraved influence of the news and entertainment media and the corrupt lifestyles of many of our adult leaders. There's a sense in which every American child is at risk.

Reason #2: After-school hours are the most dangerous for children.

During the hours between 2:00 p.m. and 6:00 p.m., children are the least supervised and most likely to get into trouble. Crime rates among juveniles soar when they are let out of school. Many young people are victimized during this time period as well. Children are far more likely than adults to be victims of violent crime.

Reason #3: After-school hours are a great time for positive learning.

This same time period represents a tremendous opportunity. With children spending only 10 percent of their waking hours each year in school, after-school hours offer a chance for children to learn important life lessons.

Reason #4: Most people who become Christians do so between the ages of 5 and 13.

Researchers have discovered that nearly 85 percent of all Americans who make a decision for Christ do so before the age of 14. Ages 5–13 represent a window of opportunity, a "day of salvation" (2 Corinthians 6:2). People who don't accept Jesus as Savior while they are children are unlikely ever to do so.

Purpose

The overall purpose of *PrimeTime* is to provide a safe environment where children can receive the love and attention they need from caring adults and where they can learn about God and develop a relationship with God through Jesus Christ. *PrimeTime* is a tool for evangelism, reaching out to children who may not regularly attend church and introducing them to a life of Christian discipleship.



What Staff Will We Need?

Every *PrimeTime* program needs a Program Coordinator. In addition, most programs will require one or more Program Assistants—adults or responsible older teens who will serve as leaders and helpers.

Responsibilities of the Program Coordinator

- Build and maintain relationships with other church leaders.
- Make initial contacts with children and families, or direct this process.
- Select and train Program Assistants, and maintain an ongoing mentoring relationship with them.
- Coordinate implementation of the *PrimeTime* program.
- Maintain an ongoing relationship with parents and caregivers.
- Develop promotional materials or direct their development.
- Pray regularly for the success of the program.
- Evaluate the program on an ongoing basis.

Qualifications of the Program Coordinator

- Firm commitment to Christ.
- Strong leadership and people skills.
- Good communication skills.
- Organizational ability.
- Training or teaching experience.
- Experience working with children.
- Understanding of the Bible and foundational Christian truths.

Responsibilities of Program Assistants

- Meet and work directly with children.

- Create a group environment that feels safe and respectful.
- Teach or assist in teaching the curriculum.
- Lead discussions.
- Pray for the children on a daily basis.
- Build relationships with children, parents and caregivers, and church leaders.
- Maintain contact with the Program Coordinator.
- Be a role model for many young lives.

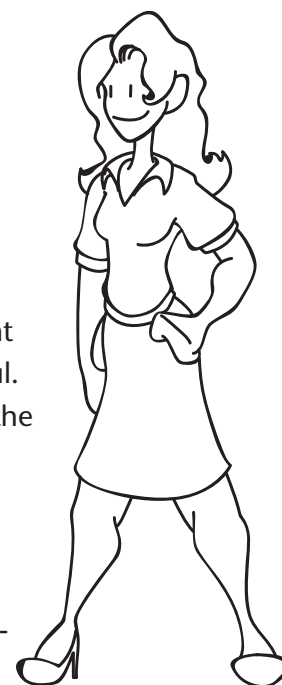
Qualifications of Program Assistants

- Firm commitment to Christ.
- Experience working with children.
- Interest in and love for children.
- Good people skills.
- Strong leadership skills.
- Good communication skills, with teaching experience a plus.
- Understanding of the Bible.

Finding and Recruiting Program Assistants

Potential Program Assistants are out there, waiting to be found. Here are some ideas:

- Promote *PrimeTime* to church members. The *PrimeTime Poster* and the reproducible *Bulletin Insert* (page 32) can help.
- Give presentations to groups of adults or older teens at other churches in your community. Partnering with area churches and other organizations should be a high priority. Everyone's ministry benefits.



- Post announcements at Christian colleges and high schools in your area. Seek opportunities to give presentations at such schools.
- Seek the aid of your children's pastor or youth pastor.

If you encounter resistance to the idea of making a long-term commitment to service, seek help for a shorter span of time—three months, or even six weeks. You may find that once volunteers get their feet wet, they'll be enjoying the experience of reaching unchurched children so much they will agree to stick around.

Selecting Program Assistants

Once you have identified a potential Program Assistant, follow these steps:

- Give her or him a Program Assistant Job Description. (See sample on page 34). That will help the candidate decide whether this role is a comfortable fit.
- Ask the candidate to fill out an application. (See sample form on pages 35–37).
- Check the applicant's references.
- Conduct a background check. This must be confidential, of course. Use forms provided by the appropriate agency in your state. Check carefully for any criminal history and any reports of child abuse. Reassure applicants that such a background check protects not only the safety of the children, but also the rights of the applicant. Make sure they know that all applicants are being screened in this way.
- Interview the applicant. The application form may raise issues you will want to learn more about. Explore the applicant's motivation for wanting to be involved in *PrimeTime*. Ask how he or she would handle hypothetical situations that might arise.

- Have the applicant attend *PrimeTime* training. Then check in with her or him to see if it still seems like the right fit.

This may seem like a rigorous process, but it's essential. If someone is unlikely to work out as a Program Assistant, it's better to know that in advance. Program Assistants will have the most direct contact with children and their parents or caregivers—and therefore have the greatest potential impact, for good or ill.

Training Program Assistants

Program Assistants should receive training before they begin work in *PrimeTime*. An outline for start-up training is provided on pages 8–12.

If possible, offer additional training opportunities from time to time. Ask your Program Assistants for suggested topics. Some may be struggling with aspects of discipline. Others may be struggling with the curriculum content, perhaps feeling they don't know enough. When you know what their struggles are, you can offer the training they need.

Celebrating Program Assistants

Being a *PrimeTime* Program Assistant calls for a substantial commitment of time and emotional energy. Think of as many ways as possible to thank your volunteers for their dedication and hard work. Often the most valued words of appreciation are those that are offered informally, on the spur of the moment.

On the other hand, public recognition means a lot. At the very least, be sure that at the end of the *PrimeTime* year your Program Assistants are acknowledged and thanked in some public way, perhaps during a church service. This will help to keep them motivated to continue.

Getting Ready to Reach Children



- Program Assistant Job Description (page 34)
- **PrimeTime** Flyer
- **optional:** name tags
- **The Big Story** curriculum
- CD player and CD's with upbeat praise songs
- **optional:** SONday'SCOOL Songs CD and lyrics book
- **optional:** overhead projector and screen
- **optional:** SONday'SCOOL SuperHeroes Trading Cards

Here's an outline for start-up training for your Program Assistants. Every leader and helper should experience this training before starting work in **PrimeTime**.

As You Prepare

1. Make enough copies of the Program Assistant Job Description so everybody has one.
2. Have copies of the **PrimeTime** Flyer for all participants.
3. If your Program Assistants don't all know each other well, prepare a name tag for each one.
4. Choose one or more upbeat praise songs you will be using during the program year, and have the first one cued up and ready to play. The SONday'SCOOL Songs CD and book, referenced frequently in the curriculum, contain lots of great possibilities. You may want to make overhead transparencies of the songs you plan to present so participants can sing along.
5. Be prepared to talk about your policy of awarding prizes to children (or **not** giving them). SONday'SCOOL SuperHeroes Trading Cards are very popular with children, and work well as motivators. If you plan to use them in your program, have some on hand to show.
6. Make sure the room is at a comfortable temperature, and arrange chairs in a circle so participants can interact with ease.

Introductions

1. Welcome each new Program Assistant as they arrive. Make them feel at home and valued as contributors to the

PrimeTime program. You may want to give each one a name tag.

2. Once everyone has arrived, open your time together in prayer, thanking the Lord for the privilege of working with children and asking Him to give guidance and understanding during your time together today.
3. Ask participants to introduce themselves and **briefly** share why they have decided to become **PrimeTime** Program Assistants.
4. Give each participant a copy of the Program Assistant Job Description. They may have already seen the description, but you will want to read through it together as a group.

Read through the description. Then ask: **What appeals to you most about being a Program Assistant?**

Once participants have had a chance to respond, ask: **What are you most nervous or concerned about?**

5. Share these key thoughts: **As a PrimeTime Program Assistant, you will have the opportunity to make a positive impact on the lives of children—especially their spiritual lives.**

You don't need to have all the answers to children's questions. It's OK to say, "I don't know, but I'll find out." It's great to say, "I'm not sure about the answer to that question. Let's look in the Bible and see what God says about it!"

Logistics

1. Go over logistical matters such as the program format and the age range of the children to be served.
2. If you expect to have enough children—and have enough volunteers—to make it possible to assign each child to the same team or small group on an ongoing basis, explain that each team will be given a Program Assistant to serve as facilitator and mentor. Having the team and their leader together throughout the school year will give everyone an opportunity to get to know each other well.



Introduce yourself first and tell why **you** are looking forward to working in **PrimeTime**. That will give participants time to think of their answers and help them feel more comfortable sharing.

3. Go through each segment of the daily schedule (pages 14, 16). Discuss the role of Program Assistants during each part of a session, and the distinctions between their roles. For example, you may plan on having only one or two of the Program Assistants actually teaching lessons, while others specialize in other aspects of leadership.

As you talk about Game Time and Key Verse memorization, discuss your prize policy. If you intend to make use of the **SONday'SCOOL SuperHeroes** Trading Cards, distribute a few and give participants time to examine them. Make the point that the Trading Cards are lots of fun, but also encourage children to read the Bible for themselves.

As you talk about Praise Time, you might play some of the songs that will be used in the program. Invite participants to sing along. This will help to build their own enthusiasm and prepare them to do the same for children.

4. Discuss what Program Assistants should do to prepare for each session. Those who will be teaching the lesson should look through the curriculum material several days in advance so they can be thinking about the topic and reflecting on personal experiences related to the topic that they can share with the children. This also provides guidance for gathering any materials needed and for making arrangements for special help—such as an adult or older teen to play the part of a Bible character.

Everyone should be in prayer for each upcoming session. Stress the importance of arriving early on **PrimeTime** day to pray with co-workers for the time ahead and to get things set up.

5. Explain the importance of debriefing after each session. Debriefing should cover what went well and what didn't, and how to improve things next time; and any follow-up that needs to be done with children or caregivers. It's always good to close a debriefing time in prayer, thanking God for what He is doing through the program and in children's lives, and seeking His help with problems that need to be faced.



Everyone should be in prayer for each upcoming session.

Safety and Discipline

1. Share relevant portions of the section of this manual entitled “How Can We Make Sure Children Are Safe?” (pages 24–25). Stress the importance of child safety in the face of the many potential risks in a program of this kind. Child safety is important because: (1) God loves children and wants them to be kept safe. (2) We love children and want them to be safe. (3) The reputation and witness of the church is at stake. (4) We have a legal responsibility to keep children safe, and are legally liable if we don’t.

Be sure to discuss mandatory reporting—the obligation to report to the proper authorities any evidence of abuse witnessed by the volunteer or described by a child.

2. Share some of the content of the section entitled “How Do We Maintain Discipline?” (pages 22–23). Be sure to go over the rules of your program. It would be good to pose some hypothetical problem situations for participants to respond to: **What would you do if . . . ?**

The Curriculum

1. Give a copy of *The Big Story* curriculum to each participant. Then share the following general information about using the curriculum.

The curriculum provides step-by-step instructions for each session, with a list of materials you’ll need and preparation called for.

The curriculum is a guide, but it doesn’t have to be followed exactly. You may have some creative ideas of your own to add. Try not to read the material word for word to the children. Teach in your own words.

Always try to have an alternative activity in mind, just in case something doesn’t work well. Some of the extension activities at the end of each session can be used for back-up ideas.

2. Choose one of the sessions in the curriculum—after Week #2, and not one of the sessions devoted to a service project



God loves children and wants them to be safe.



If some Program Assistants will be teaching the curriculum and some will not, you may want to have a brief separate training session just for those who will.

or a party—and go through it in detail. Allow for plenty of questions and feedback.

3. Go through the curriculum framework together. Explain the general flow, from Genesis to Revelation, pointing out the frequent lessons about Jesus. Discuss the days for service projects and special celebrations. Call attention to the sessions marked with a cross †, indicating that these are opportunities arising naturally in the context of the Bible lessons to invite children to receive the Lord Jesus as Savior. Again, make sure this is an interactive discussion, and that the participants feel free to ask questions and make comments.
4. Present the material in this manual on “Studying the Bible” (pages 17–18).



idea

You may want to make a copy of the “How Do We Lead Children to Jesus?” segment for each Program Assistant to take home.

Leading Children

1. If you expect to be able to assign each child to a team or small group for the school year, share the material in this manual on “Leading Discussion” (pages 18–19).
2. Provide an overview of the segment of this manual entitled “How Do We Lead Children to Jesus?” (pages 26–29).

Wrap-Up

1. Say: **I appreciate so much your willingness to use the gifts God has given you to minister to children. Your investment in those children will change their lives!**

Providing leadership to children in a program like *PrimeTime* is a fun, but demanding task. Here are a few things to remember:

- There will be high days and low days.
- Be sure to have someone praying for you and with you.
- Remind yourself from time to time of why you’re doing this: to make a difference in the lives of children, for good and for God.
- Whenever you have questions or need help, don’t hesitate to call me.

Where and When Should the Program Be Held?

Location

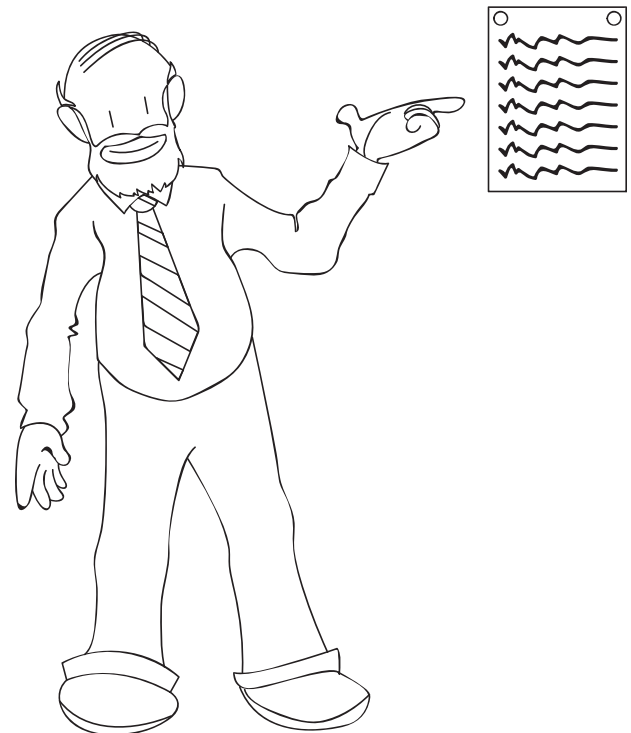
The **where** part is usually relatively simple: the location of your program depends on the space available. If you do have a choice, try to find a relatively large room that lends itself to active games. On the other hand, if the space is too large, it can be difficult to carry on a discussion with the children.

Yearly Schedule

PrimeTime offers 40 weeks of after-school programming, corresponding to a typical school-year schedule. However, it can be adapted to fit any schedule. Sessions for holidays and special days have been placed in the final section of the curriculum book and can be inserted at appropriate points during the year.

The **PrimeTime** curriculum is designed for a once-a-week program. If you have an after-school program that is in session two or more days a week, it is suggested that you earmark one of those days for **PrimeTime**—time devoted to learning about God and His Word. One possible use of the extension activities presented at the end of each session in the curriculum is on other days of the week, as reminders of **PrimeTime** learning.

Each session in the curriculum builds on earlier sessions, so it's suggested that you use them in order as far as possible. On the other hand, keep in mind that personal schedules and family circumstances may prevent some children from attending every week. Further, you will always want to feel free to welcome new children into the program at any time during the year. Review of the previous session occurs naturally during Check-In Time. This will help to keep children who haven't been attending regularly from feeling left out.



What Does a Session Look Like?

Daily Schedule

Following is a typical daily schedule for *PrimeTime*.

Snack Time

Have a snack ready for children to eat when they arrive. Most children are very hungry after school.

Try to make the snack as nutritious as possible. You may have children in your program who don't get nutritious meals at home.

Game Time

Start Game Time as soon as some children have finished their snack, even though others may still be arriving. Each child who enters will immediately recognize an atmosphere of fun and excitement, something she or he will



want to be part of. You'll want to include some active games to give children the opportunity to burn off energy that has built up during the school day. However, you may then want to move gradually toward more quiet games to help children prepare to worship God and learn more about Him. Also, try to play down the competitive aspects of a game—and play up the fun.

Ideas for extension activities are presented at the end of each session. These relate directly to the topic for the day and can be used during Game Time, at the beginning or end of your time with the children.

Praise Time

This time of worship should emphasize songs that are related to the day's topic—although it's never a bad idea to revisit some favorite songs the children especially enjoy. In each session, there's a listing of one or more songs from the **SONday'SCOOL Songs** CD and Songbook that fit the theme particularly well. (For information on ordering **SONday'SCOOL Songs**, see page 3 at the front of this manual.) Be sure to make Praise Time an active experience, with plenty of movement.

Check-In Time

One purpose of this time is to "check in" with children, to see how they're doing and get a sense of what's on their minds. This works especially well if Check-In Time can be done in teams or small groups, and if each child is part

How Children Learn

The *PrimeTime* curriculum is based on the theory of **multiple intelligences**. The idea is that different children are intelligent in different ways. They bring different strengths to the learning process. Teaching materials need to be tailored to match these different strengths.

Word Smart—ability to understand and use words effectively, both orally and in writing

Logic Smart—ability to use numbers effectively or to reason well

Body Smart—ability to use one's body to express ideas and feelings or to make things with one's hands

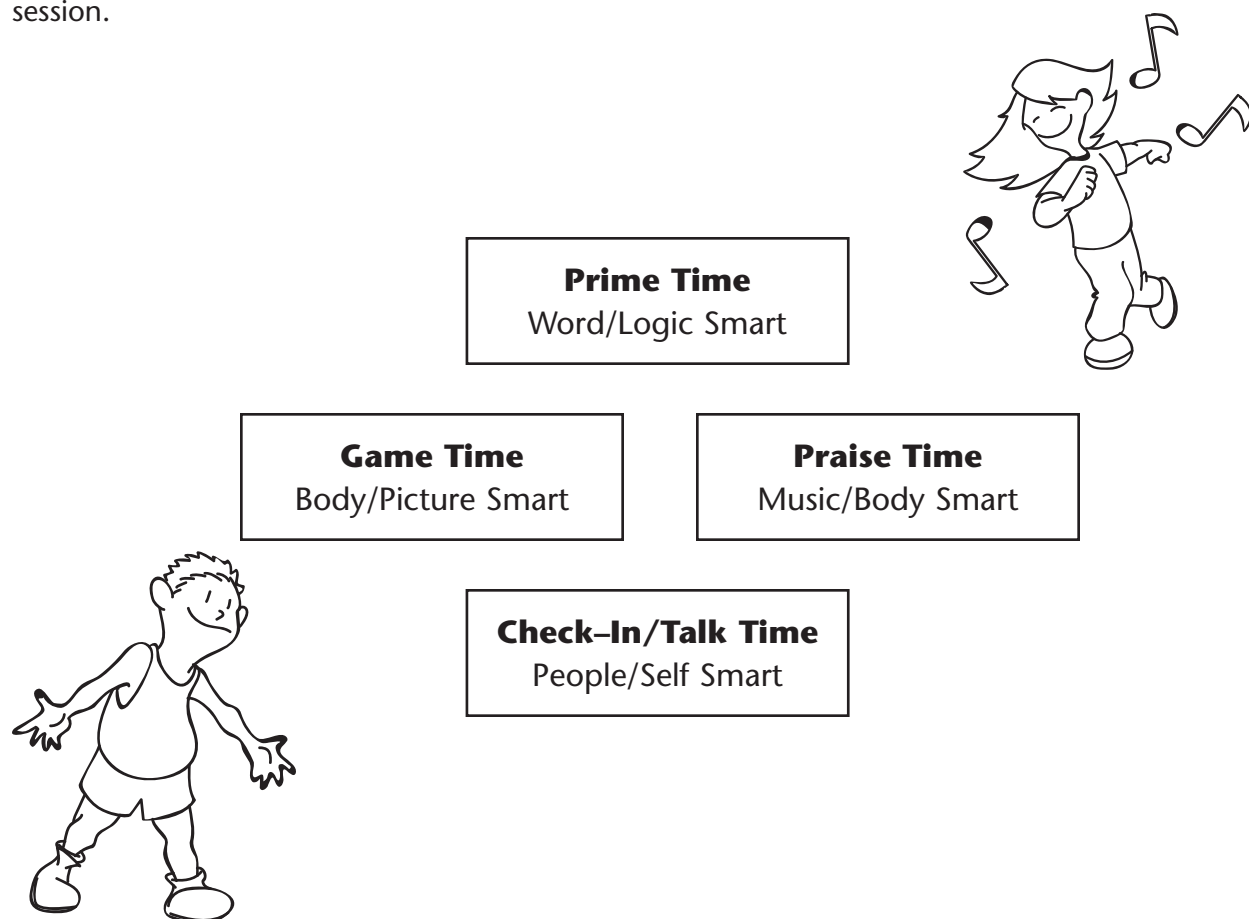
Picture Smart—ability to perceive the visual/spatial world well (color, lines, shapes)

Music Smart—ability to perceive, appreciate, and express music

People Smart—ability to perceive and make distinctions in the intentions, motivations, and feelings of other people

Self Smart—Self-knowledge and the ability to act based on that knowledge

Here's how these intelligences—these “ways of being smart”—are addressed within each *PrimeTime* session.



of the same team with the same leader each week.

A second purpose of this time is to review what children learned in last week's session. Be sure this is done in an inclusive way that makes new children or occasional visitors feel that they are part of things.

During this time, you may want to challenge children to recite the previous session's Key Verse from memory. You might reward Bible memorization by giving small prizes. As far as possible, try to give prizes with spiritual meaning. **SONday'SCOOL SuperHeroes** Trading Cards are very popular prizes and have lasting value; for ordering information, see page 3 at the front of this manual.

Then introduce the day's topic by raising the discussion question provided.

Prime Time

This is the main teaching time in each session. Most days, this segment involves sharing a Bible story. This is an opportunity to help children get in the habit of reading and understanding the Bible. If at all possible, try to provide a personal Bible for each child. **My SONday'SCOOL Bible**, which is available at minimal cost (see page 3 of this manual), is ideal for this purpose. It's the New International Reader's Version, highly readable but accurate.

Talk Time

Talk Time offers an opportunity to discuss and apply the day's learning. Discussion questions and activities are provided for each session. One way to approach this time is by having children return to the small groups they met with during Check-In Time.

Game Time

End each session with more fun games. If some children leave earlier than others, continue play until all children are gone for the day.



What Do We Need to Know to Teach the Curriculum?

Using the Curriculum

Some program leaders will want to follow the curriculum step-by-step. Others may use it as a general guide, adding their own creativity.

It is strongly recommended that you read over the curriculum for each session well in advance. You'll find a list of materials you're likely to need, an explanation of the Bible background for that day's learning, and some hints on how to prepare for the session. Of course, there's no better preparation than prayer, and that should be at the top of your list. But reviewing all of the activities for the session will let you know what's coming.

Keep in mind that the primary purpose of the *PrimeTime* program is to offer children an opportunity to enter into relationship with God through Jesus Christ, and to help them grow in that relationship. Anything you do that helps to make that happen is just what you should be doing.

Studying the Bible

Thorough familiarity with the Bible passages under consideration is absolutely essential for anyone who plans to be directly involved in teaching the *PrimeTime* curriculum. That kind of familiarity comes only from careful study. Here's an approach to Bible study that you and your Program Assistants may find useful.

1. Pray before you begin.
2. Read the passage slowly, several times through.



3. Reflect on the passage by:

a. **Observing:** What does the passage *say*?

- 1) How do I *feel* as I read?
- 2) What are the *repeated* words or themes?
- 3) Close the Bible and try to repeat as much of the passage from memory as you can, or to retell the story in your own words. Then read the text again and compare your version with what is written. What did I *remember* clearly? What did I *forget*?
- 4) List any questions that arise in your mind.

b. **Interpreting:** What does the passage *mean*?

- 1) What is the *main idea*?
- 2) How does the passage connect to what comes just *before it* and just *after it*?

- 3) What meaning did the **writer** intend for his or her original readers?
 - 4) What are the **issues** addressed in this passage and in the book as a whole?
 - 5) What underlying **principle** addressing those issues is found in this passage?
 - 6) What does the passage teach about **God** (Father, Son, or Holy Spirit)?
 - 7) What are some **related passages** in the New or Old Testament that could provide clarification or support to what is found here?
- c. **Applying:** What does the passage mean to **me**?
- 1) How does the passage affect my **beliefs**? Does it **affirm** what I already believe? Does it **challenge** my ideas? Is there a **promise** to claim?
 - 2) How does the passage affect my **behavior**? Is there a **good example** to follow? Is there a **bad example** to avoid? Is there a **command** to obey? Is there a **warning** to take seriously?
 - 3) What **truth** stands out in this passage? If this Bible author were writing to my culture today, what **specific issues** would she or he address? What **principles** would the writer apply to those issues?
 - 4) **Summarize and commit.** In a few sentences, state specifically the effect this passage will have on your thoughts and your behavior.
 - 5) **Pray** for help to act on that intention.
 - 6) Be prepared to **share** this truth with the children in **PrimeTime**.

Leading Discussion

During each session, Program Assistants will be leading the children in discussions, whether in

small groups or with all the children together. Here are some tips to make those discussions successful.

Question Thoughtfully

Ask open-ended questions. Avoid questions that can be answered with a simple “yes” or “no.” Questions such as “What do you think about . . . ?” or “How would you describe . . . ?” will lead to lots more discussion.

Relax. The process is more important than the product. You know where you want the discussion to go, but there may be more important things to talk about—things that are on children’s minds and need to be brought into the open. Put their needs foremost.

Listen Prayerfully

Children hunger for an adult who will truly listen to them. Listening involves making sure you understand what is being said. If you’re not sure you do understand, paraphrase what you heard and ask whether you got it right. Then listen some more. This kind of active listening assures children that you care about what they have to say—that you are taking their words and their feelings seriously.

As you listen to the words, also listen to the silences. Sometimes what isn’t said is more significant than what *is* said. The most important things are often the hardest to say out loud. If a child seems to be talking about everything but the topic at hand, challenge her or him—but **gently**. If a child doesn’t want to talk about a given subject, **don’t** apply pressure.

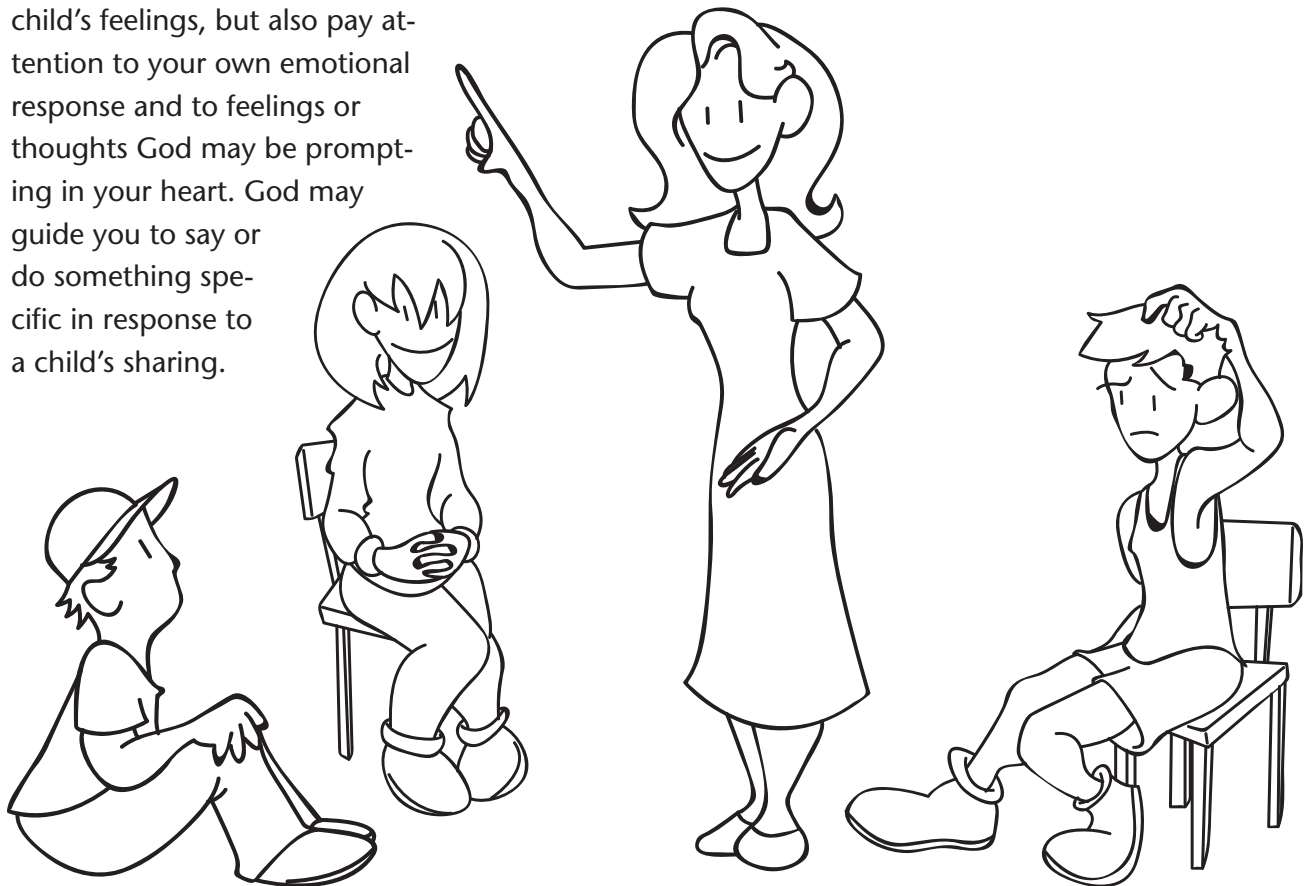
Be aware of the fact that the quietest child is not necessarily the “best” child. The quietest child is not always the healthiest, in emotional terms. The fact that a child isn’t asking for

help may not mean the child doesn't need it. It takes patience and compassion to create an environment where shy, quieter children feel safe sharing their problems.

Often children will say one thing, but their body language will be saying something quite different. Notice body language as well as words. Anger is often revealed by clenched jaws or fists. Weariness or depression can be seen in slumped shoulders. Shame is often signaled by the child's unwillingness to look at you while talking. Nervousness is shown by fidgeting.

A lack of body language can also speak volumes. If a child shares a very painful experience with no obvious emotion, that should make you wonder.

Be sure to listen with your heart. Attend to the child's words and to what you read of the child's feelings, but also pay attention to your own emotional response and to feelings or thoughts God may be prompting in your heart. God may guide you to say or do something specific in response to a child's sharing.



Respond Carefully

Try to be as nonjudgmental as possible, while still making sure you present biblical truth to the children. Avoid preaching.

Be alert to moments when children need to be protected from each other and from themselves. If one child is making hurtful comments to another, it's clearly time to intervene. When conflict does arise, use the group to deal with it. Ask for other children's opinions, or decide as a group how to deal with the conflict.

Don't "handle" children. Be honest and sincere in your comments.

How Do We Get Children to Come?

Age of Participants

PrimeTime is geared to elementary-school children, ages 5–13.

Recruiting Children

Once your *PrimeTime* program is up and running, if it's as much fun and as purposeful as you can make it, and if your Program Assistants show how much they really care about children, getting more children to come won't be an issue for long. The answer to the recruitment question will be: word of mouth. Children will invite their friends, and they'll invite their friends . . . and so on.

Plan Your Opener



But how do you get started? First, accept the fact that the process of recruiting children may mean that you have to step out of your comfort zone—and persuade some of your fellow church members to do the same. Next, plan for your *PrimeTime* opening recruitment event to be one of the most exciting events in your church's recent history. The material for Week #1 in the curriculum book contains all the ideas you should need. If the children enjoy themselves, they'll want to come back. If a parent

or caregiver is impressed with the opening, there's a good chance her or his child will start to attend regularly.

Use Flyers

You'll want to design an attractive flyer telling children and families about the exciting things that will happen—and where and when. The reproducible recruiting **Flyer** (page 33) promotes *PrimeTime* in a more general way and is intended for use at any time during the school year. Feel free to photocopy this Flyer as many times as necessary. As you and your team walk the streets of your target neighborhood, give a Flyer to every child you meet—and to adults accompanied by children. As you do, rather than anticipating rejection, pray that the Holy Spirit will use the Flyer to speak to that child or that adult.

Go door to door in the neighborhood, distributing Flyers and talking up the program. Leave a Flyer at each door that doesn't open to you, preferably in the door handle or some other spot up off the ground so the Flyer doesn't get walked on. (**Don't** put a Flyer in a mailbox. It's against federal law!) If your church has a mailing list of unchurched families with children, pop a Flyer in the mail for each such family. Don't be afraid to follow up with a phone call.

Use SuperHeroes Trading Cards

SONday'SCOOL SuperHeroes Trading Cards are a great recruiting tool. On the front of each card, there's a comic-style representation of a Bible superhero—such as Water-Walker. On

the back is a bit of information about the hero, the hero's real Bible name (in this case, Peter), and just a snippet of his or her story, along with the place to look in the Bible to read the whole tale.

When the door is opened to a home with children, leave a Trading Card for each child. Tell the children and adults that every child who comes to **PrimeTime** with a Trading Card will have a chance to win more cards. Then they can start trading with their **PrimeTime** friends to get a whole set. Find the places in the neighborhood where children gather, and bombard those places with a good supply of Trading Cards and with the same message. Then, in your program, use Trading Cards as prizes for regular attendance, for learning Key Verses, or for especially good behavior. (For information on ordering Trading Cards, see page 3 of this manual.)

Registration

Make sure that you have a registration/consent form for every child who attends **PrimeTime**, filled out by the child's parent or legal guardian. Set up a card with registration information on one side and a consent form on the reverse, as shown on page 38. This is important for legal and medical reasons, but it also helps in establishing a relationship with the families of the children you're serving.

If possible, get parents to fill out the card when they attend the opening recruitment event. Otherwise, send the form home at the end of the first session a child attends.

Welcoming Children

It would be ideal if every child started your program at the recruiting event and came to every session from then on. But that's not likely. Your goal should be to reach as many children as possible. That means you'll want to welcome them whenever they start. It also means you'll want to welcome them back after they have been away—for one week, or several. Many factors may contribute to sporadic attendance.

Do everything you can to reduce any feelings of awkwardness a child may experience as a result of having missed some sessions. And make sure that each child continues to feel that he or she matters a lot—to you, and to God.



How Do We Maintain Discipline?

Establishing Rules

If your experience with children's ministry has been limited to children whose parents are active church members, you may not be fully prepared for a population of children who have never been in a church. One of the most important elements of keeping order with any group of children—and being fair to the children at the same time—is letting them know up front what the rules are.

The curriculum outlines the rules of the *PrimeTime* program as follows:

- R**espect everyone.
- U**se only good words.
- L**isten when others are speaking.
- E**njoy yourself and help others to enjoy themselves, too.
- S**it, unless it's time to move around.

Before discussing these rules with children, be sure to discuss them with your Program Assistants. This is an essential part of training. In the process, define what each rule means in practice.

During Week #2, you'll be reviewing the ground rules for *PrimeTime* with the children. You may need to remind children of these rules early in each session, at least until it no longer appears necessary. A good way to do that is by having children tell the teacher the rules.

Also talk about the consequences of not following the rules. You might first give one or two warnings. If the child persists in breaking a rule, ask her or him to leave the group for

a few minutes—making sure that someone is available to keep an eye on the child. If the problem still persists, arrange to have the child taken home for the week. Use this only as a last resort, of course, because often the most challenging child is the one who needs your program the most.

Keeping Track of Each Child

Keeping track of a child, and of the child's behavior, depends on knowing the child. Be sure your registration system is strictly adhered to. A registration card **must** be filled out for each child who attends the program. (See the sample form on page 38 of this manual.) As children arrive, one or more workers should be filling out an attendance report for that day or evening, and making sure that any new children are registered. Each child should also be given a name tag with his or her name written in large letters. For young children, the safest tags are the stick-on type.

Note that the sample registration form includes a space to record information about siblings in the program. It's always useful to know which children belong to the same family. In some cases, an older sister or brother can help to calm a younger child. (Of course, in some cases you'll want to keep siblings apart!)

Using a Point System

If your group is large and it looks like disorder may be a problem, consider a point system. For this purpose, it's helpful to have an adult or older teen who is willing to be a watcher. The

watcher does *not* watch what the program leader or teacher is doing. The watcher holds a clipboard and pencil and watches the children. Points are added for especially good behavior and subtracted for especially bad behavior. (This is one time when those name tags come in handy.) If you are able to assign each child to the same team each week, team points can also be added and subtracted. This calls peer pressure into play in a positive way.

Of course, if a point system is going to work, the points must have real value. One approach is to have a special time every few weeks when points can be used to purchase treats or toys. Again, the **SONday'SCOOL SuperHeroes** Trading Cards make great rewards.

The Bottom Line

Whatever else happens, keep these things in mind:

- Before your first session, you should have settled on your discipline policies and procedures. Especially as the program grows and you have more adult volunteers, you'll want to have the policies and procedures in writing—and make sure every Program Assistant understands them thoroughly.
- A little real love and care for kids goes a long way toward maintaining order and an environment in which all have the opportunity to learn and grow.



How Can We Make Sure Children Are Safe?

Ministry to children in the name of Jesus is an awesome—indeed, sacred—responsibility. Inadequate protection for the children under your care can do more to hurt—even destroy—your *PrimeTime* program than any other single thing. But there's an even more important reason to make adequate provision for children's safety than the potential of damage to your church's reputation or even legal liability: You care about children, and you want them to be safe.

There are two sources of danger: accidents and abuse. Both can and do happen. But the likelihood of either one can be greatly reduced if you and your team make a conscious decision to provide a safe program environment—and act on that decision. Be sure to let parents and caregivers know what you are doing to keep their children safe.

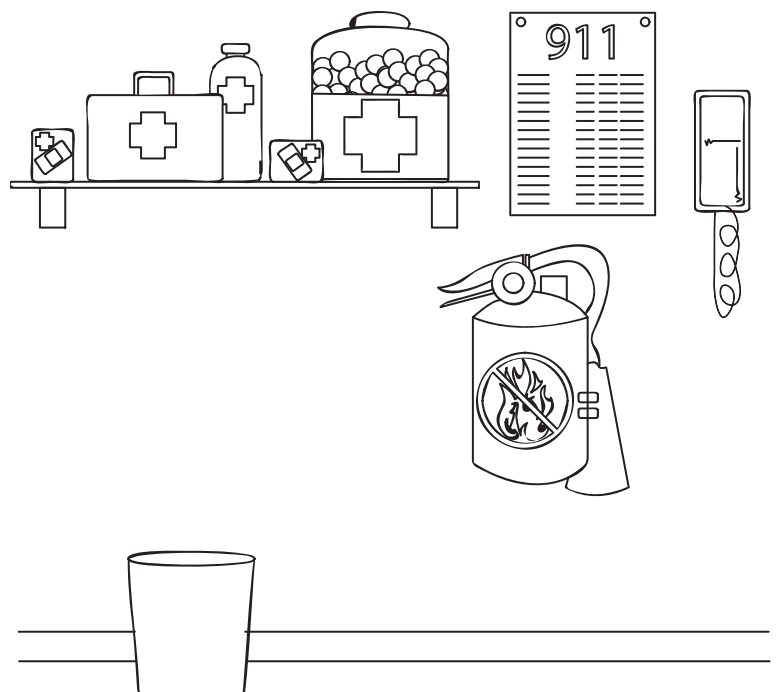
Preventing Accidents

A safe environment is a clean environment with all possible hazards examined and either eliminated or protected against. Ask yourself a few simple questions:

- Have we done a safety audit of all the areas into which a child might venture? This obviously includes rooms where the program itself takes place—as well as corridors, stairways, restrooms, and the kitchen.
- Do we have working smoke detectors and fire extinguishers in all such areas? Are all exits clearly marked and kept free of obstructions?

- Do we have clearly stated policies and procedures for dealing with emergencies? Are all staff members and volunteers fully familiar with these policies and procedures? Are emergency numbers—for such services as the police department, the fire department, and hospitals or other medical facilities—posted in a prominent place?
- Are first aid supplies kept up-to-date? Do all workers know where they are?

Every child needs protection. That's one more reason why it's important that every child be registered the first time he or she attends *PrimeTime*. In addition to a telephone number for a parent or caregiver, make sure you have on file for each child an emergency contact number. You'll also want to know, and record, who is and who is not allowed to pick up the child.



Some children need special protection. When children are registered in the program, be sure to find out about food allergies, medications the child may be taking, and behavioral issues that workers need to know about.

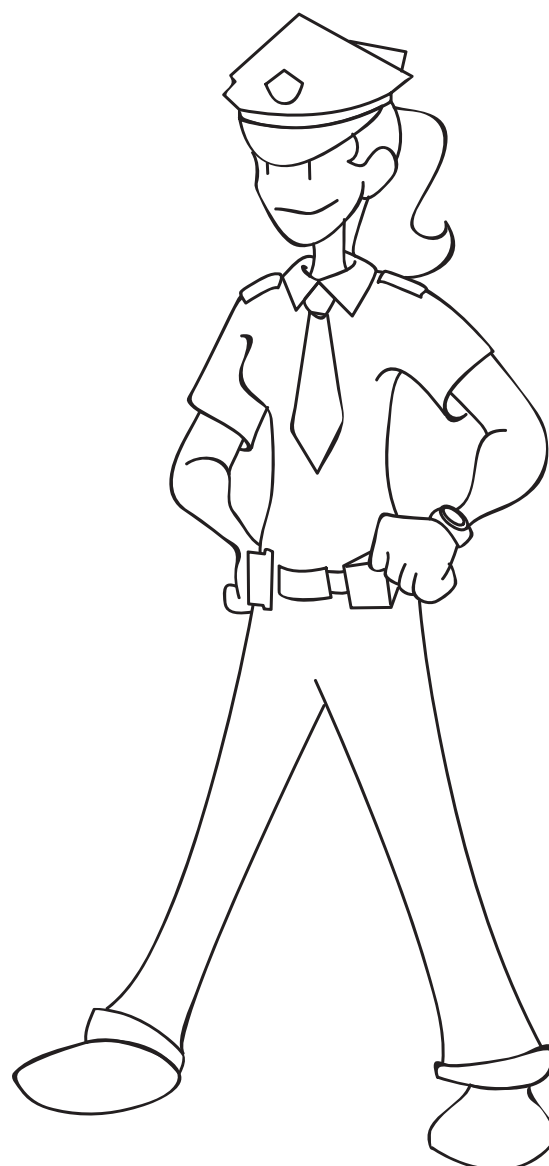
The registration form on page 38 calls for this basic safety information. Again, a listing of siblings in the program can also be useful in emergency situations.

Preventing Abuse

Sometimes children need to be protected from adults and older kids. As children begin to trust the people who are teaching and serving them at *PrimeTime*, they may open up about situations at home that lead to suspicions of abuse. Be sure all Program Assistants are familiar with your state's laws covering the issue of mandatory reporting of such suspicions to authorities. In general, ministry workers—whether church staff members or volunteers—are subject to such laws. They also need to know which are the proper authorities to report to, and how to reach them.

Sadly, sometimes children may need to be protected from an adult or an older teen who is all too happy to volunteer to work in your program. Some churches follow a policy of accepting as volunteers in children's ministry only people who have been attending the church regularly for six months or more and who are well known to the program leaders. Many require volunteers to complete an application form like the one shown on pages 35–37. Such a form doesn't absolve the church of further responsibility, but does serve at the very least to raise the awareness of all workers regarding this very serious issue.

A few common-sense practices will help to prevent molestation and abuse. These include following the "two-person rule" whenever possible. This means that any given child is never under the care of only one adult—particularly for "private" activities, such as using a restroom or dressing. The two-person rule helps to avoid "the appearance of evil" (1 Thessalonians 5:22 KJV), and the possibility of unfounded allegations. Another important practice is making sure that teen volunteers always work under the supervision of a trusted adult.



How Do We Lead Children to Jesus?

A central purpose of *PrimeTime* is to bring children into relationship with God through Jesus Christ. Certainly the greatest joy for any worker in the program is seeing children come to know Jesus and grow in their relationship with Him.

Principles to Remember

Children Come to Jesus As Children

Children are children, not miniature adults. That means talking with children about Jesus requires an approach that is specifically tailored to them and uses language they can understand. It *doesn't* mean that it's harder to win children to Jesus than it is to win adults. In fact, Jesus said that anyone who wants to enter the kingdom of heaven must become like a little child—as humble, as open, as trusting, as simple as a child (Matthew 18:3).

Children's responses to Jesus will vary depending on their age, development, and spiritual background, as well as the portion of God's Word that has caught their attention. Your role is to help each child respond to Christ in ways that are life-appropriate (based on the age and life situation of the child) and Word-appropriate (based on the Bible passage being studied).

Teach the good news of Jesus clearly. Children can grasp the great truths of Scripture if they are presented in a clear, direct manner. Encourage them to ask questions.

Children think literally and concretely. Use concrete examples and words as much as pos-

sible. Abstract ideas such as "justification" or "asking Jesus into your heart" may confuse a child. Take the time to explain in simple terms what you are asking a child to do when you invite her or him to believe and receive Christ.

Conversion and Growth Are the Work of the Holy Spirit

It is not your responsibility to convert children or to make them grow in faith. Only the Holy Spirit can do that. Your role as teacher and discipler is to be a model, leader, nurturer, and challenger.

You can provide the teaching and the example of what a life in Christ looks like in concrete, everyday terms. Your love for the children can motivate them to respond to Christ's love. But, ultimately, the child alone is responsible for his or her own decision to receive Christ. It's the Holy Spirit's job to lead children to that decision.

On the other hand, leave no child in doubt about Jesus' invitation to follow Him. Don't hesitate to keep presenting the good news about Jesus. At the proper moments, when you feel the prompting of the Holy Spirit, encourage children to become Christians. Then encourage them to grow in following Jesus, to become active in a local church, and to show God's loving care to others.

Children Respond to Jesus As Individuals

Children can easily be influenced by peer pressure and what everyone else is doing. Some

may feel that when an adult in a position of authority invites them to do something, they have to do it. It's crucial that children come to Jesus in response to the wooing of the Holy Spirit, and not because of any external pressure or manipulation.

Do all you can to reduce the pressure. Don't encourage "group conversions." Depending on your situation and the particular children in your program, you may or may not want to have children signal their decision by raising their hands or by moving to a certain part of the room.

A different approach is to invite children to come and talk one-on-one with you or another leader or helper—if they want to do so. Also keep an eye out for children who may be ready to talk and to pray, but too shy to approach you. Be sensitive to the inner promptings of the Holy Spirit.

Each Child Is Part of a Family

Your evangelism should always be sensitive, respecting the individual child as a child and as a member of a family. God has given parents and other caregivers primary responsibility for the spiritual nurture of the children under their care. That doesn't mean that you should hesitate to lead a child to Christ. It does mean that, whenever possible, it is desirable to try to reach the whole family with God's love.

Also, any significant spiritual event in the life of a child should be shared with his or her parents. The best way for that to happen, of course, is for the child to testify to the family about her or his new life in Jesus. If that seems unlikely, you may want to send a note home, or take the opportunity to talk with a family member who comes to pick up the child.



Steps to Follow

There is no set formula for helping children respond to Jesus, but here are some basic steps that may guide you.

Step #1: Proceed with prayer.

In everything connected with *PrimeTime*, commit yourself to be dependent on God and reliant on God's Spirit, especially through prayer and His Word. Your personal devotional life is an essential part of the program.

Try to enlist all Program Assistants to commit to pray for the children—especially for each child who has received Christ. Pray together on a regular basis.

In addition, recruit church members as prayer warriors on behalf of *PrimeTime*. Communicate with them regularly to share special needs. If your church is large enough, you might be able to assign each child in the program—by name—to one of your prayer partners.

Step #2: Talk to a child of the same gender in a quiet, but public, place.

Following this practice will help in avoiding the appearance of a leader being in a compromising situation with a child of the opposite sex. This is no reflection on you or your workers. It just makes sense.

Don't call the attention of other children to what the child is doing. Put the child at ease. Ask simple, non-threatening questions to help her or him relax.

Step # 3: Ask why the child is talking with you.

Don't assume you know the child's motivation in coming to talk with you. To be sure, ask, "Why did you come to see me?" (Jesus asked this question all the time.)

As you talk with the child, keep in mind what you know about him or her. Treat each child as an individual. Be aware of the child's particular need and, as God helps you, try to meet that need.

Some children will respond repeatedly to invitations to come to Christ. Make sure children realize that a decision to follow Jesus needs to be made only once. It's a decision for the whole rest of a person's life. Sometimes a private conversation just affords a great opportunity to assure a child of salvation.

On the other hand, don't discourage children who keep coming. A child who is already following Jesus may need some help with confessing and turning from a particular sin.

Step #4: Help the child count the cost.

Becoming a Christian is the best decision anyone can make, but the decision costs some-

thing. Based on what you know of the child, talk about the possible costs of the decision. Following Jesus means turning over control of one's life to Him. It means a commitment to regular times of prayer, reading the Bible, attending church—as well as being kind and loving and obedient. It's Galatians 5:22–25.

Your purpose is not to discourage or frighten the child. It's to show that you are taking his or her decision seriously. It's to honor Christ's call to count the cost of discipleship.

Step #5: Ask if the child is ready to respond.

Always give children options when talking with them about receiving Christ. This is a great way to avoid manipulation or pressure. If you don't give the child an alternative, she or he may not see that there is one or feel free to take it.

You might ask, "Are you ready to receive Christ now, or do you need some more time to think about it?" If the child isn't ready, see if he or she is willing to talk about the reason. Again, do this without applying pressure. You might want to set some future time to talk more about the child's questions.

If the child is ready, proceed to the next step.

Step #6: Pray with the child.

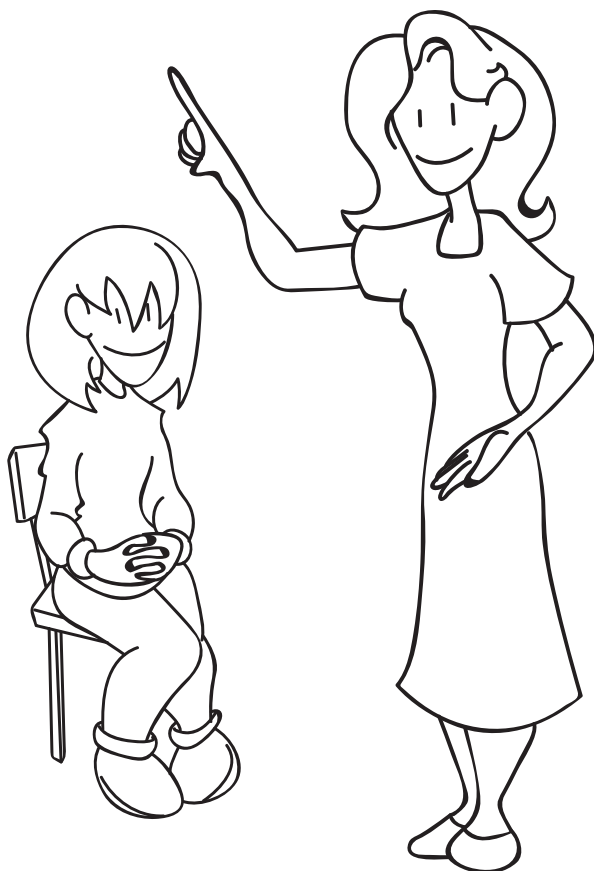
Lead the child in a short, simple prayer built around the motivation that brought the child to this point—for example, love of Jesus or a desire for forgiveness. With a younger child, pray such a simple prayer and ask the child to repeat it, phrase by phrase.

Older children may be able to pray themselves with only a suggestion from you as to the content of the prayer.

Step #7: Offer the child assurance and guidance.

Be sure children understand that now they belong to Jesus, and He will never abandon them. Tell the child that following Jesus is an everyday, all-day-long kind of life. Still, it's a good idea to set aside a little quiet time each day for God. This time can be spent reading from the Bible and praying. Tell the child that praying includes praising and thanking as well as asking, listening as well as talking.

If the child is already involved in a church, encourage the child's attendance. If not, invite the child to your church. Keep in mind that this may involve arranging a way for the child to get to church. This may be more complicated than it appears at first, with implications regarding parental permission, child safety, church liability, and insurance.



Step #8: Follow up on the child's decision.

Any child who receives Christ should get some take-home materials that explain what the child has done in becoming a Christian and what to do next as the child learns to follow Jesus. This should include how to have a daily quiet time, the ongoing need for repentance and confession of sins, and why church attendance is important.

If at all possible, give the child an easy-to-read Bible. **My SONday'SCOOL Bible** is the New International Reader's Version, based on the New International Version but much more appropriate for younger and less experienced readers—yet still a fully authentic translation. For ordering information, see page 3 of this manual.

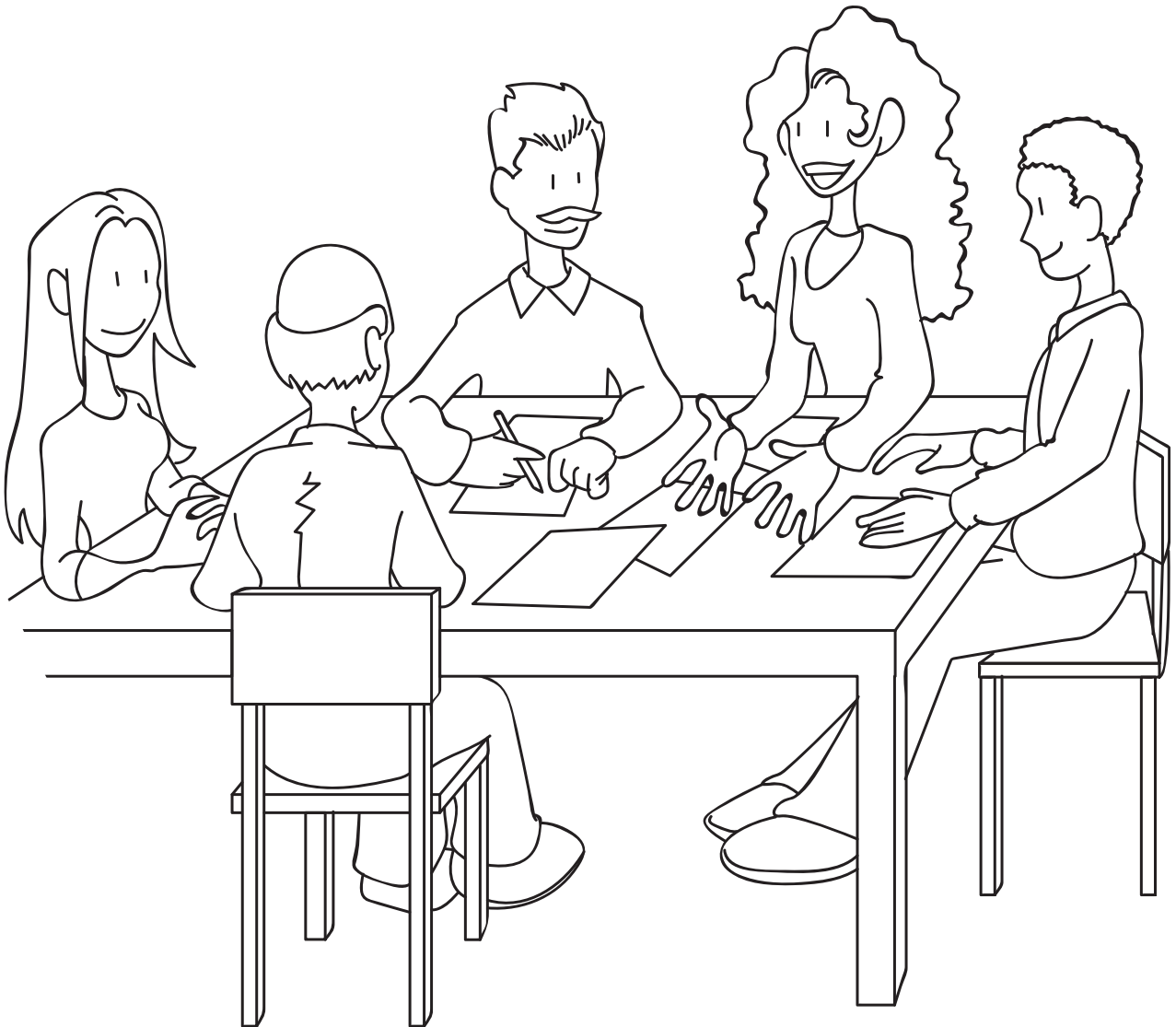
Keep a list of which children have received Jesus as Savior, and when. Check in with each one from time to time to see how the child is doing and to offer encouragement. Saying “yes” to Jesus is only the first step in a lifelong journey of growing in Christ. It's important to provide ongoing support and guidance, especially to children who may not be receiving it at home.

How Do We Measure Success?

No matter how well run a program is, there is always room for improvement. You should plan on doing evaluations regularly. What you learn from an evaluation will serve as a tool for making your program better and for promoting your program.

Evaluating Your Program

Your Program Assistants will often be your best evaluators. Spend time every six weeks or so interviewing your leaders about areas that need improvement. Use a program evaluation form like the one on pages 39–40.



Resources

*Now is the time God shows his favor.
Now is the day he saves.*

— 2 Corinthians 6:2 (NIV)

PrimeTime is a brand new, faith-based program for kids. It takes advantage of the fact that a lot of children are at loose ends during those crucial after-school hours. It turns those hours into **PrimeTime**, when children have fun, learn about God, and get a chance to know His Son Jesus as their Savior and Lord.

PrimeTime is a joint creation of Scripture Union USA and The Salvation Army. Now it's going on right here in our church. But help is needed. We need volunteers to go outside our doors to recruit children and families. We need volunteers to staff the program—up front and behind the scenes. We need money to defray program expenses—and we'll need more money as the program grows. Most of all, we need prayer—ongoing commitments from as many people as possible to pray for kids, and for **PrimeTime**.

Will you do your part? Contact our PrimeTime volunteer coordinator:

What time is it when school lets out?



PrimeTime®

FOR KIDS

A SONday'SCOOL® Program



SCRIPTURE UNION USA

What time is it when school is over?



Where: _____

When: _____

PrimeTime[®]

Program Assistant Job Description

Purpose

To provide a safe after-school environment where children can receive the love and attention they need from caring adults and where they can learn about God and develop a relationship with God through Jesus Christ.

Tasks

1. Meet and work directly with children, generally on a weekly basis.
2. Create a group environment that feels safe and respectful.
3. Teach or assist in teaching the ***PrimeTime*** curriculum.
4. Lead children in discussion.
5. Pray for the children on a daily basis.
6. Build relationships with children, parents and caregivers, and church leaders.
7. Maintain contact with the Program Coordinator.
8. Be a role model for many young lives.

Qualifications

1. Has a personal relationship with Jesus Christ.
2. Regularly reads the Bible.
3. Enjoys working with and leading children.
4. Is able and willing to form relationships with children and caregivers.
5. Can confront and address discipline problems as they arrive.
6. Will commit to training and continuing education meetings.

Time Commitment

Approximately 3 hours per week between 3:00 p.m. and 6:00 p.m. on a weekday, plus 2 hours preparation time.

Supervision

The ***PrimeTime*** Program Coordinator for the program will provide training, supervision, and support.

Benefits

The awesome opportunity to impact and possibly change the course of a child's life. Be trained in the use of an exciting, hands-on curriculum. Present Biblical principles and Christian values. Work with and receive support from other Christians who have the same passion for children as you do.

PrimeTime®

Program Assistant Application

A. Instructions

Thank you for your interest in serving children through the **PrimeTime** program. If you wish to be considered as a **PrimeTime** Program Assistant, ***please complete this application and return it to:***

B. General information

Name _____ Birthdate (if under 18) _____

Address _____

Phone _____ E-mail address _____

Work address and phone _____

Parent(s) name and phone (if under 18) _____

Church affiliation _____ Pastor _____

Church address and phone _____

Have you ever been convicted of a felony? ☐ yes ☐ no

Have you ever been accused of child abuse or neglect? ☐ yes ☐ no

Do you use illegal drugs? ☐ yes ☐ no

Have you ever had a driver's license suspended? ☐ yes ☐ no

Is there any circumstance or situation we should be aware of regarding your ability to be trusted with children? ☐ yes ☐ no

If you answered yes to any of these questions, please attach an explanation.

C. Special abilities

Please check all that apply.

- | | | | | | |
|---|---|------------------------------------|----------------------------------|---------------------------------------|------------------------------|
| <input type="checkbox"/> storytelling | <input type="checkbox"/> drama | <input type="checkbox"/> puppets | Certified | | |
| <input type="checkbox"/> Bible teaching | <input type="checkbox"/> art | <input type="checkbox"/> cooking | <input type="checkbox"/> CPR | <input type="checkbox"/> lifesaving | <input type="checkbox"/> WSI |
| <input type="checkbox"/> sports (list) | <input type="checkbox"/> musical instruments (list) | <input type="checkbox"/> first aid | <input type="checkbox"/> nursing | <input type="checkbox"/> other (list) | |
| <input type="checkbox"/> other (list) | | | | | |

D. Spiritual factors

Please answer the following briefly. If you need more space, use a separate sheet of paper.

1. Why do you want to be a **PrimeTime** Program Assistant? _____

(continued)

2. How and when did you become a Christian? _____

3. How would you explain to someone your commitment to Jesus Christ? _____

4. What activities do you engage in to help you grow in your Christian experience? How often do you do these things? _____

5. How do Bible reading, prayer, and church attendance help a Christian grow? Briefly describe your own practice of these disciplines.

6. What strengths in your life or your faith would help you minister to children?

7. What weaknesses in your life or your faith would hinder your ministry to children or your work as a **PrimeTime** Program Assistant? _____

References

Please provide the names of two persons who will recommend you for service as a **PrimeTime** Program Assistant.

Name _____	Name _____
Relationship _____	Relationship _____
Address _____	Address _____
City, State, ZIP _____	City, State, ZIP _____
Phone _____	Phone _____
E-mail address _____	E-mail address _____

Affirmation

I have answered all questions thoughtfully and honestly. I declare my personal faith in Jesus Christ as my Savior and Lord. I am prepared to devote all my energies to working with children in the **PrimeTime** Program. I acknowledge the Program Coordinator's authority in all matters. I pledge my willingness to assist the Coordinator and follow instructions.

Signature _____ Date _____

(continued)

Medical Information

The purpose of this section is to make the Program Coordinator aware of any medical limitations or exceptions, and to prepare program staff to inform emergency medical personnel if necessary.

Name _____ Birthdate (if under 18) _____

Do you have any medically diagnosed conditions we should be aware of? ☐ yes ☐ no
(If yes, please list.)

Do you have any allergies we should be aware of? ☐ yes ☐ no (If yes, please list.)

Foods _____ Insect bites/stings _____

Medicines _____ Other _____

Emergency Contact Information

Please list two persons to notify in case of emergency.

Name _____ Name _____

Relationship _____ Relationship _____

Address _____ Address _____

City, State, ZIP _____ City, State, ZIP _____

Home Phone _____ Home Phone _____

Work Phone _____ Work Phone _____

E-mail address _____ E-mail address _____

Primary physician _____ Phone _____

Permission and release

I understand and agree that all **PrimeTime** program staff serve at their own risk. I release _____ and/or its staff and appointed agents from all liability for any accident, sickness, or death I may incur while serving with the **PrimeTime** Program.

I understand that in case of medical emergency, effort will be made to contact the persons named above. However, _____ and/or its staff and appointed agents have my permission to obtain medical treatment for me, including but not limited to emergency surgery and hospitalization, should the need arise. I assume responsibility for all medical bills that may be incurred in the course of such treatment.

Signature _____ Date _____

Signature of legal guardian if applicant is under 18

Signature _____ Date _____

PrimeTime® Registration Form

Name _____

Address _____

Phone number _____

Caregiver's name _____

Caregiver's contact phone number _____

Emergency contact phone number _____

Pick-up restrictions _____

Siblings in program _____

Health concerns:

☐ Food allergies _____☐ Medications _____☐ Behavioral issues _____

PrimeTime® Consent Form

_____ has my consent to participate in the
(name of child)
PrimeTime program, including all field trips and community service projects.

_____ (parent/guardian signature) _____ (date)

PrimeTime[®] Evaluation Form

This form is designed to help you understand the factors that produce a quality program and evaluate your own program. The chart below lists five categories to evaluate and the optimum characteristics for each. More detailed definitions are listed on the back of this form.

Program Coordinator	spiritual maturity, goal-focused, program vision
Program Assistants	spiritual maturity, goal-focused
Program	curriculum, group activities, promotion, attendance
Follow-Up	contact with children, connecting with church
Funding	budget, locally funded and supported

Date _____

Please circle the number that most accurately reflects our program in each category.

	<i>poor</i>	<i>below average</i>	<i>average</i>	<i>above average</i>	<i>excellent</i>
Coordinator	1	2	3	4	5
Assistants	1	2	3	4	5
Program	1	2	3	4	5
Follow-up	1	2	3	4	5
Funding	1	2	3	4	5

Total of all five numbers: _____

20+	excellent
15-20	average
1-14	below average

Definitions

Program Coordinator exhibits willingness to grow in personal faith in Jesus Christ and commitment to God. A leader whose personality and character style is a reflection of God's. Has a comprehensive understanding of the purpose of the ***PrimeTime*** program and is focused on the goal of bringing children into relationship with God through Jesus Christ. Fully aware of, and in agreement with, the vision and philosophy of the local church.

Program Assistants are of strong Christian character, able to assist the leadership in focusing on the task of presenting the Gospel to children. Exhibit personal commitment to Christ and a resolve to work with others in Christian love toward the goal of reaching children for Jesus.

Program uses the ***PrimeTime*** curriculum and program format. Effectively being promoted through advertising and other means. Projected attendance numbers met or exceeded.

Follow-Up. Program Assistants, following initiative of Program Coordinator, establish and maintain relationships and communication with children and families. Effectively extend opportunities to children and families to become involved in a local church.

Funding. Budget is established in advance to program opening, with adequate time to readjust if funding has not been. Ultimately, highest quality program is supported 100%, with funding from personal and church support.