

## ACTIVITY EVALUATION FORM

### Planning a Creative Presentation

#### Before the Presentation

Topic:

Scripture:

R.E.A.L. techniques you plan to use:

- Relational:
- Experiential:
- Applicable:
- Learner-based:

Materials required:

Senses the creative presentation will include:

Sight     Sound     Smell     Taste     Touch

Time needed for presentation:

#### After the Presentation

Actual time used:

Children's attention:    *Excellent*    *Good*    *Fair*    *Poor*

Children's comments:

Spontaneous additions that occurred during the presentation:

Suggestions for improvement:

Where presentation materials are stored:

## SAFETY CHECKLIST

### Floor-to-Ceiling Nursery Safety Checklist

#### Floors

- I have crawled around the room to survey it from a baby's perspective.
- I have removed any small objects that babies can pick up and put into their mouths.
- I have inspected the rugs to see that they have nonskid backing. If they don't, I have removed or replaced them.
- I have cleaned all carpets, rugs, and floors.

#### Walls

- I have confirmed that the walls are painted with lead-free paint.
- I have inspected the walls for peeling or chipped paint and have repainted or covered problem spots. (Large bulletin boards work great for this purpose.)
- I have inspected the walls for loose or peeling wallpaper and have reattached or covered problem spots.
- I have cleaned all the walls.

#### First Aid

- I have placed a stocked first-aid kit out of children's reach.
- I have provided phone numbers for local poison control and hospital emergency rooms, and I have posted the location of the nearest telephone.

## SAFETY CHECKLIST (continued)

### **Fire Safety**

- I have installed and tested a smoke detector and a carbon monoxide detector.
- I have placed a fire extinguisher out of children's reach.
- I have provided a map to the nearest outside exit.
- I have routed electrical cords safely out of walking areas. (Walking on electrical cords, even if they're covered with rugs or carpeting, can break their wiring and cause fires.)

### **Furniture and Fixtures**

- I have placed barriers around old-style radiators to protect children from being burned.
- I have stored plastic bags, diaper-changing supplies, and cleaning supplies in latched cabinets or out of children's reach.
- I have covered all electrical outlets with safety plugs.
- I have removed all electrical cords from children's reach.
- I have anchored or secured all furniture and shelves to prevent children from pulling them over.
- I have placed foam or other padding on any sharp corners or edges.
- I have removed all poisonous plants and placed any nonpoisonous live plants out of children's reach.
- I have removed thumbtacks and staples from bulletin boards within children's reach.
- I have checked all cabinet and furniture knobs to see that they're securely fastened.
- I have removed any unnecessary furnishings or supplies from the room.

## SAFETY CHECKLIST (continued)

### Windows

- I have inspected windows and screens to ensure that they're securely fastened.
- I have moved furniture and equipment away from window areas.
- I have secured drapery or window-covering cords out of children's reach.

### Doors

- I have installed locks or latches on any doors that children can reach and possibly open.
- I have ensured that all doorstops have no removable parts.

### Ceiling

- I have inspected ceiling tiles to ensure they're firmly in place.
- I have removed, inspected, cleaned, and replaced all overhead lighting fixtures.
- I have inspected textured ceilings and removed any loose plaster.

After you've completed this checklist, file it for future reference—you may need it again. Or post it in or near your church nursery to let parents know that their children's safety is your first concern.

## CURRICULUM EVALUATION CHECKLIST

Use or adapt the following worksheet for choosing your Sunday school curriculum.

<b>Overall Evaluation</b>	YES	NO	NOTES
Are objectives clearly stated, measurable, and attainable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are lessons based on biblical truths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are both the theology and perspective compatible with your church or denomination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the lesson presented in a manner that will engage your children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are lessons relational—helping children develop deeper relationships with God, each other, and the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are lessons experiential—actively involving children in the lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are lessons applicable to children’s daily lives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are a variety of learning styles engaged and used to communicate a lesson’s Bible truth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do activities and experiences affirm kids and make them feel good about themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the activities fun for children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the activities and methods creative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the curriculum include appropriate worship and devotion ideas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are songs suggested? Do the suggestions reflect a variety of styles and tempos?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are craft ideas age-appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## CURRICULUM EVALUATION CHECKLIST (continued)

	YES	NO	NOTES
Are materials included or readily available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are games related to the Bible verses or Bible point?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are games noncompetitive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the curriculum provide both small- and large-group activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are visuals large, bright, and sturdy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the art age-appropriate and engaging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Teacher Guide**

	YES	NO	NOTES
Is the guide easy to use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the amount of preparation required appropriate for your volunteers' schedules?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are tips provided to help teachers deal with special needs or problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are options provided within lessons to give teachers choices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are lessons easily adaptable to your specific situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Children's Materials**

	YES	NO	NOTES
Are materials colorful and age-appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the materials actually useful? Do they include a take-home element?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are kids challenged to make appropriate personal application of Bible truth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## REGISTRATION CARD

Child's name: \_\_\_\_\_

Child's address: \_\_\_\_\_

Home telephone: \_\_\_\_\_

Child's age: \_\_\_\_\_

Child's birth date: \_\_\_\_\_

In case of emergency, contact: \_\_\_\_\_

Emergency phone number: \_\_\_\_\_

Child's allergies: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any medical information about the child we should know: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ENROLLMENT FORM AND MEDICAL RELEASE

Child's name: \_\_\_\_\_ Age: \_\_\_\_ Grade: \_\_\_\_

Child's parents' names: \_\_\_\_\_

Child's home address: \_\_\_\_\_

Child's home phone: \_\_\_\_\_

Other address (if child does not live with both parents) \_\_\_\_\_

\_\_\_\_\_

Other phone: \_\_\_\_\_

Please list all allergies or other pertinent medical information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please list everyone who is allowed to pick up your child (NO children are allowed to walk home without written permission.): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are there any family or parental issues (divorce, custody, other) affecting the child? If yes, please explain any special needs pertaining to this time:

\_\_\_\_\_

\_\_\_\_\_

I, \_\_\_\_\_, the custodial parent/guardian for \_\_\_\_\_, give permission for him/her to attend \_\_\_\_\_. I understand that my child will receive the utmost care; however, in the event of an emergency, I authorize those working on behalf of \_\_\_\_\_ to seek and obtain medical care for my child.

Parent or Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## GETTING TO KNOW YOU!

Name: \_\_\_\_\_

Nickname: \_\_\_\_\_

Birthday: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Emergency Number: \_\_\_\_\_

Parents' names: \_\_\_\_\_

\_\_\_\_\_

Fill in the blanks!

I live with (include pets, too!) \_\_\_\_\_

\_\_\_\_\_ .

My favorite movie is \_\_\_\_\_ .

The last movie I saw at the movie theater was \_\_\_\_\_

\_\_\_\_\_ .

The last movie I saw on video was \_\_\_\_\_ .

My favorite song (right now) is \_\_\_\_\_ .

My favorite music group (right now) is \_\_\_\_\_ .

My after-school activities include \_\_\_\_\_

\_\_\_\_\_ .

What's something you want us to know about you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PRESCHOOL WINS

- \_\_\_ Environment is welcoming and appealing to new families.
- \_\_\_ Adult-to-child ratio is appropriate.
- \_\_\_ Team members engage with the kids.
- \_\_\_ Teams follow the curriculum plan.
- \_\_\_ Kids are engaged and learning.
- \_\_\_ Music is worshipful, fun, and age-appropriate.
- \_\_\_ Rooms are clean and well-maintained.
- \_\_\_ Take-home pieces go home with parents.
- \_\_\_ Drop-off and pick-up process is quick, safe, and efficient.
- \_\_\_ Kids go home remembering the Bible point.

## ELEMENTARY WINS

- \_\_\_ Environment is welcoming and appealing to new families.
- \_\_\_ Adult-to-child ratio is appropriate.
- \_\_\_ Team members engage with the kids.
- \_\_\_ Kids are engaged and learning.
- \_\_\_ Teams follow the curriculum plan.
- \_\_\_ Music is worshipful, fun, and age-appropriate.
- \_\_\_ Rooms are clean and well-maintained.
- \_\_\_ Take-home piece goes home with parents.
- \_\_\_ Drop-off and pick-up process is quick, safe, and efficient.
- \_\_\_ Kids go home remembering the Bible passage and main point.
- \_\_\_ Kids know the Scripture passages.
- \_\_\_ Kids complete the weekly challenge.
- \_\_\_ Kids bring their friends to church.

## SAMPLE INTERVIEW QUESTIONS

### Ask the Right Questions

Ask nondirective, open-ended questions that encourage the interviewee to talk. This is particularly important when you are interviewing someone you don't know very well. You only have a brief time and want to learn as much as possible. Avoid questions that can be answered with a yes or no. For example, "Tell me about your family" is a nondirective question and allows for an open-ended response. Directive questions, such as "Do you have a family? What are their names?" require brief answers and don't give you much information.

Use linking questions whenever possible, tying your next question to something the person just told you. This shows you are interested and listening rather than running down a routine list of questions.

Example: "Tell me about your favorite volunteer experience." (nondirective question)

- "Why did you enjoy it?" (linking question)
- "Have you ever had the opportunity to do anything like that at this church?" (linking question)

Here's an example of linking questions following an open-ended statement:

**Interviewer:** Tell me about your favorite volunteer experience.

**Potential Volunteer:** That would have to be when I was the Cub Scout leader for my son's Webelo Pack. We had a great time together. I did that for two years.

**Interviewer:** What was it about being a pack leader that was so much fun?

## SAMPLE INTERVIEW QUESTIONS (continued)

**Potential Volunteer:** Part of it was being with my son and having that time with him. And part of it is that kids that age are just great. Lots of energy and creativity, and sometimes they even listened to me.

**Interviewer:** It sounds like you enjoy being with children.

**Potential Volunteer:** I love it. I was going to be a teacher, but ended up not finishing college. In my last church I got to teach in Sunday school, too.

**Interviewer:** But Cub Scouts was your favorite volunteer experience. I'm wondering why it ranked higher than teaching Sunday school.

**Potential Volunteer:** I think it's because the person running our Sunday school was so strict with the children. I had a hard time thinking it was so important they memorize a verse each week that only the kids who did got treats. I didn't think that was fair to the kids who don't memorize well.

See how much more information was revealed by using an open-ended approach and linking questions than by firing off a series of closed-ended questions? And yet the discussion wasn't confrontational or stilted. That natural flow comes with practice, so help your interviewers get plenty of it.

### Sample Open-Ended Questions

- What have you done that's given you the greatest satisfaction at our church? at another church? in the community?
- What have you always wished you could do?
- What do you enjoy doing in your leisure time?

## SAMPLE INTERVIEW QUESTIONS (continued)

### Frequently Asked Interview Questions...

#### About the Individual

1. Tell me about yourself.
2. Tell me about someone who has been a very significant person in your life.
3. In what kind of work environment are you most comfortable?
4. What are your strengths / weaknesses?
5. What three adjectives describe you?
6. What type of work do you enjoy the most?
7. What type of people do you find most difficult to deal with?
8. What things have you done that have given you a great deal of satisfaction?
9. What do you do in your spare time for enjoyment?
10. What do you like best about yourself?

#### About the Position

1. Why do you think you would like this particular position?
2. What do you think determines a person's success in this position?
3. In what areas of this job would you expect to be most successful? least?
4. What specific skills, talents, or qualifications do you have that you think would be an asset in this position?
5. What experience would you bring to this particular ministry?
6. What personal strengths / weaknesses would you bring to this ministry?
7. Would you rather work independently or with a team?
8. What past positions have you experienced that are similar?
9. What education or training have you had that would equip you for this position?
10. How would your spiritual gifts be used in this position?

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## SAMPLE INTERVIEW QUESTIONS (continued)

### **About Sunday School Ministry**

1. What experiences do you have in working with children?
2. Why do you enjoy working with children?
3. How would you handle a child's inappropriate behavior?
4. How would you handle a defiant child?
5. What discipline methods have you found helpful in working with children?
6. Have you ever been accused of inappropriate behavior with a child?
7. What did you like the most about your childhood? Least?
8. How do you deal with personal stress?
9. Have you ever led a child to Jesus before?
10. What quality of Jesus reflected his love for children?

### **Miscellaneous Questions**

1. Is there any other information about yourself you wish to share?
2. Why are you interested in doing volunteer work?
3. Thinking back, what are the most significant decisions you have made in your life, and how do you feel about them?
4. What makes you really angry—on the job or at home—and how do you deal with this anger?
5. What questions would you like to ask me?

### *References*

Adapted from material provided by Marlene Wilson for Group's Volunteer Leadership Series: *Moving Forward*.

## VOLUNTEER FORM

Name: \_\_\_\_\_

Spouse: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

Birth date: \_\_\_\_\_ Gender: \_\_\_\_\_ Marital status: \_\_\_\_\_

Church member since: \_\_\_\_\_ Is spouse a member? \_\_\_\_\_

Children at home (please list)	Birth date	Church member?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other children not at home, or family ties to this church:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you served in any of the following capacities? (please check)

Church board or other congregational leadership

Christian education

Youth ministry

Committee work

Usher/greeter ministry

Other: \_\_\_\_\_



## VOLUNTEER FORM (continued)

Where and when did you serve in these capacities? \_\_\_\_\_

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Leadership training received at church or work (please explain): \_\_\_\_\_

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Other training received (such as child abuse prevention training, Stephen Ministries, and other training): \_\_\_\_\_

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Are there times of the day or week you're not available? \_\_\_\_\_

---

Worship service you prefer to attend: \_\_\_\_\_

Notes: \_\_\_\_\_

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Permission for information to be entered into the church database (please sign).

Printed name: \_\_\_\_\_

Signature: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

## INTERVIEW EVALUATION

Name of Applicant: \_\_\_\_\_

Date: \_\_\_\_\_

Position interviewing for: \_\_\_\_\_

Conducted: by phone \_\_\_\_\_

in person \_\_\_\_\_

Interviewer: \_\_\_\_\_

Use the rating scale below to answer the questions on the following pages.

Rating scale: 5 - Outstanding: applicant is exceptional, far superior to expectations

4 - Very good: applicant clearly exceeds standards

3 - Good: applicant is competent and dependable, meets standards

2 - Improvement needed: applicant is deficient or below standards

1 - Unsatisfactory: applicant is generally unacceptable

N/A: not applicable

## INTERVIEW EVALUATION (continued)

General Factor	Score	Details or comments
1. <i>Servanthood</i> : Extent applicant appears to work with a spirit of servanthood (exemplary service and stewardship).		
2. <i>Quality</i> : Extent applicant appears to deliver excellence. Demonstrated that a “good enough” attitude was not good enough in a previous role.		
3. <i>Innovation</i> : Extent applicant appears to be innovative, inventive, and creative.		
4. <i>Learner</i> : Extent applicant demonstrates the ability to be a lifelong learner.		
5. <i>People Friendliness</i> : Extent applicant appears to be friendly, fun, fair, and forgiving. Demonstrated ability to share concerns with those who can best change a situation and communicate directly. Demonstrated ability to handle differences with tact.		

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## INTERVIEW EVALUATION (continued)

General Factor	Score	Details or comments
6. <i>Experience:</i> Extent background and experience are consistent with essential functions of the job.		
7. <i>Education:</i> Extent schooling is relevant and sufficient for essential job functions.		
8. <i>Job Knowledge:</i> Extent applicant possesses the practical/technical knowledge essential to perform job functions.		
9. <i>Communication Skills:</i> Extent applicant effectively expressed or conveyed ideas (good eye contact, active listener, appropriate questions).		
10. <i>Interest Level:</i> Extent applicant appears to have a true desire and interest in ministry and in the position.		
11. <i>Initiative:</i> Extent applicant appears to be willing to seek out new assignments and readily assume additional duties.		

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## INTERVIEW EVALUATION (continued)

General Factor	Score	Details or comments
12. <i>Composure</i> : Extent applicant appears to be in control; ability to handle stress.		
13. <i>Overall Impression</i> : Overall appearance, manner, and responsiveness are consistent with job requirements.		
14. <i>Position-Specific Factor</i> :		
15. <i>Position-Specific Factor</i> :		
16. <i>Position-Specific Factor</i> :		
<b>Total score:</b>		

- Did the applicant arrive for the interview on time, or call?
  - Was the applicant appropriately dressed, well-groomed, and neat?
  - Were the applicant's responses complete or evasive?
  - Were the applicant's remarks about past employers neutral/positive/negative?
- Comments:

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## EMERGENCY CHECKLIST

- \_\_\_ List of children (with specifics about special needs, such as medical, dietary)
- \_\_\_ List of leaders and volunteers
- \_\_\_ List of procedures
- \_\_\_ Whistle or megaphone for leadership
- \_\_\_ Battery-operated flashlight
- \_\_\_ Utility turnoff procedures
- \_\_\_ Emergency communication device
- \_\_\_ First-aid kit
- \_\_\_ Reflective vest for leadership
- \_\_\_ Pens, pencils, or wax pencils
- \_\_\_ Church layout maps with first-aid sites, evacuation plans, and parent reunification site
- \_\_\_ Medical gloves
- \_\_\_ Food
- \_\_\_ Water
- \_\_\_ Blankets
- \_\_\_ Waterproof matches
- \_\_\_ Lighter
- \_\_\_ Multipurpose tool

## BUDGET INFORMATION

	<b>Estimated</b>	<b>Actual</b>	<b>Variance +/-</b>
Donations			
Funds			
Materials			
Other			

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## PHOTO RELEASE FORM

Child's name: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Child's parents' names: \_\_\_\_\_

\_\_\_\_\_

Child's home address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Child's home phone: \_\_\_\_\_

Other address (if child does not live with both parents) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other phone: \_\_\_\_\_

I, \_\_\_\_\_, the custodial parent/  
guardian for \_\_\_\_\_,  
give permission for \_\_\_\_\_  
to take photos and/or videos of said child to be used for ministry  
purposes only.

Parent or Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## SAMPLE JOB DESCRIPTION

### **Title**

Sunday School Director

### **Purpose**

Bringing up children in the Christian faith is a vital ministry in the church. One key component of providing Christian education is the church's Sunday school ministry. The Sunday school director supervises the Sunday morning Christian education program of the church for children in preschool through fifth grade.

### **Reports to**

Children's Ministry Director

### **Description of Duties**

- Coordinate ideas into a plan to help meet the needs of children through the church's Sunday school ministry.
- Oversee the administration of Sunday school.
- Plan appropriate curriculum for the church's Sunday school program and ministry.
- Order and maintain Sunday school curriculum.
- Recruit and train Sunday school teachers.
- Gather appropriate supplies to support Sunday school classes and programs.
- Communicate the activities and ministries of Sunday school to Communications Director.
- Coordinate and present annual Sunday school budget to the church finance committee.
- Schedule, plan, and lead training meetings for Sunday school teachers and assistants.

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## SAMPLE JOB DESCRIPTION (continued)

- Ensure that Sunday school classes run smoothly and excellently.
- Ensure that appropriate safety and security guidelines for Sunday school programs are implemented and followed, including criminal background checks for staff and volunteers, and implementing training on child protection, health issues, and other procedures to ensure the safety and security of children participating in Sunday school.

### **Time Requirements**

Duties may be divided among two or more individuals with skills and gifts in various areas. For example, one person might handle the administrative tasks related to the position (keeping records, ordering curriculum and supplies), while another focuses on working with recruiting, training, and retaining teachers and other Sunday school staff. Approximate time commitment each month will be 10 to 20 hours per month including supervision time on Sundays during the Sunday school hour.

### **Term**

The Sunday school director is expected to serve for at least two years; at least part of year one is spent as an apprentice or assistant to the current Sunday school director, and year two is spent serving as the Sunday school director. The Sunday school director may serve for additional one-year terms thereafter.

## SAMPLE JOB DESCRIPTION (continued)

### **Training and Resources**

- Provide training and resources to the staff and children's ministry director.
- Keep a journal or a file of written notes to pass on to future Sunday school directors.
- Attend appropriate regional and national seminars and workshops on children's ministry.

### **Qualifications, Skills, and Gifts**

- Committed Christian who is growing spiritually and is willing to model faith to others
- Desire to see children come to know and follow Jesus
- Committed to vision, values, and beliefs of the church
- Strong oral and written communication skills
- Organizational and administrative skills
- Ability to take direction and to work independently
- A self-starter; willingness to work "behind the scenes"
- Team-oriented; able to work with a large team of volunteers
- Has a heart and passion for children
- Complies with a background check
- Possesses one or more of the following spiritual gifts: administration, discernment, encouragement, helps, knowledge, leadership, shepherding, teaching, wisdom

### **Benefits to the Worker**

Satisfaction of knowing that you are contributing to the spiritual growth of children in the church, and inviting unchurched children to hear the message of Jesus; helping others develop the gifts of teaching and learning.