

## Planning *Teaching Children Effectively*<sup>TM</sup> (*TCE*<sup>TM</sup>) Courses

Details on organizing *TCE* 1 and 2 courses with extra helps that make planning and scheduling easier.

Luke 10:2 –*TCE* courses are a wonderful way to equip the laborers for the harvest field.

- I. Why have *TCE* courses?
  - A. To train existing *GNC* volunteers
  - B. *TCE* courses also develop new volunteers to start *GNCs* or to join in existing ministry.
  
- II. Planning and organizing a *TCE* course. This information will relate to both *TCE* 1 and *TCE* 2.
  - A. Who will you be training?
    1. It might be *Christian Youth In Action*<sup>®</sup> students
    2. It could be existing *GNC* teachers and volunteers – to build on their experience and strengthen them in ministry
    3. Church children’s workers
    4. Often it is a combination of *Child Evangelism Fellowship*<sup>®</sup> staff, volunteers, and children’s workers in your community

**Note:** pre-requisites for attending *TCE* 1: All students must be born again and must be at least 15 years of age.

An exception to the age 15 requirement can be given if the student will turn 15 during the course or within the 6-month practicum time after the course. This exception must be with approval from the *TCE* Program Director, Tina Busenitz. (Tina.Busenitz@cefonline.com)

For *TCE* 2, remember that students must have a *TCE* 1 Certificate to take this follow up course.

- III. Will your course be by zoom or in-person?

We have developed a document called “Protocols for Zoom in *TCE* Courses” to give you information that we have found helpful to know in working with zoom training, and links to fillable forms that you can use for your courses. Look for that form at the end of these notes.

- IV. Who will be the instructors for your course?

- A. All instructors must have a current credential.
- B. We recommend 1 instructor per every 5 students to be available to work with students on homework and evaluating practicums. A ratio of 1:3 or 1:4 is even better.
- C. You may also have an IOT Candidate as one of the instructors.

1. If you do, then keep these guidelines in mind:
  - a) No more than 3 candidates at a course
  - b) A candidate should not teach more than 7 classes at a course. If you have more than one candidate at your course, limit each to 5 classes.
  - c) A candidate needs to be evaluated for the first 5 classes that they teach at the course

V. When will you hold the course?

- A. There are many scenarios of when a course might be held - from a 3-weekend course to meeting once a week for 12 weeks or more.
- B. Zoom courses should be extended to 10 weeks with only 2-3 hours of instruction time at once.
- C. The type of group you have will affect the days of the week and the length of your course.

VI. What schedule will you use?

- A. Use one of the ones suggested in your IOT manual. The order of classes developed is with a purpose.

The schedule must have these:

- a) Child of the NT and Importance of Conversion taught before LCC session 4.
  - b) BLPP 4 and 5 taught on the same day and preferably back-to-back
  - c) Counseling a Child for Salvation is to be at least 60 minutes long or taught in two sessions.
  - d) The *GNC* Program and Demo is to be 1 ½ hours long – 20 minutes instructions, 10 minutes focus and observation time, and 1-hour demonstration.
  - e) Classes must be at least 40 minutes long (except the devotionals) and there needs to be at least a 5-minute break between them.
- B. Scheduling IOT candidates at the course
    1. An IOT 1 candidate should not teach two classes in a row and should only teach two classes in one day.
    2. A list of subjects that work well for an IOT 1 or 2 candidate are:

*TCE* 1 subjects - **Inspirational:** Importance of the Teacher / Child in the NT / Importance of Conversion / Encouraging the Newly Converted Child / The Importance of Reaching the Child in the Community / Bible lesson 1, 2, 4 / Managing the Classroom

**Training with Demonstration:** Leading a Child to Christ 1, 2, or 3 / Scripture Memory 1 / Bible lesson 7 / Counseling the Child for Salvation

*TCE 2* subjects – **Inspirational:** General Concepts / Basic Needs / Ministry of Teaching / Christian Conduct / Being a Witness for God / Missions 1

**Training with Demonstration:** Bible Lesson 8 / Missions 2 / Bible Lesson 2  
Training: Objectives / Bible Lesson 1, 3-10 / Teaching the MOS in the Class Hour / Devotional Life 1 and 2

- C. In your IOT hard cover Manual schedules are behind the yellow tab marked *TCE* General Information. Make sure have the most current copyright (2017).

There are more schedule options on your IOT CD or Flash drive.

- VII. What do you charge for a course?

\$125 minimum fee This is for *TCE 1* and *2*. The fee covers the *TCE 1* or *2* Student packs, student manuals, certificate fee, and other administrative expenses that you might have. You must advertise the course at \$125 as this charge is the same all over the USA. However, you can give a discount or scholarship.

- VIII. Once you have your basic plan in place – potential students, a place to meet, course dates and course instructors, you are ready to register the course.

- A. Details are in the *TCE* General information section of the IOT manual.
- B. Register the course by emailing the Course Schedule and *TCE* Course Registration form to [education@cefonline.com](mailto:education@cefonline.com)
- C. Order materials
1. *TCE 1* or *2* Student Packs
  2. *TCE 1* or *2* Student Manuals
- D. The *TCE* Course Registration form.
1. For a zoom course, still give the town and state of the location of the course, then write Zoom or Virtual Course.
  2. Bible lesson series – There are only 2 approved
    - a) For *TCE 1: Turned Around* and *Jesus, My Savior and Friend* (Because you must order the *TCE* Student pack, this will be Turned Around series)
    - b) For *TCE 2: God: The One Who Knows my Heart* about the life of David.
    - c) If you are having a *TCE 1* course in conjunction with *CYIA*, then you may use the *CYIA* kit for your course instead of the *TCE 1* student pack.
  3. Instructors/IOT candidates: always put number of classes each will teach and number of practicums they will help in.

Just a reminder that two courses every three years must be taught to renew your credential. For a course to count towards the renewal of your credential, at least 5 classes must be taught, which can be 5 classes/0 practicums, or 4 / 1 pr or 3 / 2 pr. If you teach only 1 or 2 classes, we record this information in our database as well, but you do not get credit towards renewing your credential. If changes happen to how many

classes an IOT teaches after the course starts, please send me an update so that all IOTs can get credit for the course. If an IOT had to cancel, let us know that as well.

4. IOT Candidates – There are only 3 lines here because we limit the number of candidates at your course to 3. Each must teach at least 5 classes and observe 3 practicums. They can teach up to 7 classes at a course.
5. IOT Candidate Supervisors: an LTI or an experienced IOT (Because you might be the one who evaluates an IOT candidate at some point, please consider watching the “Working with and Evaluating an IOT Candidate” workshop that was mentioned earlier.

IX. Once all these details are planned and you have your schedule ready with who teaches which classes

- A. Send in the *TCE* Course Registration form and the Course schedule at least 2 weeks before the course. If you have an IOT candidate, it is important to send it in earlier. The schedule and classes that the IOT candidate will be teaching need to be approved at least a month before so that the candidate can get their lesson plans evaluated before the course.
- B. You will receive a confirmation email accepting the course schedule and registration. If any instructor is not up to date on credentials, or there are things to be corrected on the schedule, those issues will be mentioned in the email

X. Advertise

XI. Once the Course has started

- A. Have the students fill out the student registration form.
  1. For virtual courses, fillable forms are provided. That information is found on the Protocols for Zoom courses.
  2. These forms are on the IOT cd or flash drive
    - a) If you fail to send in the student registrations, your students will not get credit for taking the course, nor will they be able to get their certificate until the information has been turned in to us.
    - b) Do this within the first two weeks of your course.
    - c) Make sure that the forms are legible. If they are not, please edit them so they are easy for us to read.
    - d) Scan the forms and email them to us - [education@cefonline.com](mailto:education@cefonline.com)
- B. Keep good records, grades, and attendance.
  1. A student must not miss more than 5 classes to be able to have completed *TCE* 1 or 2. If you have a student who is not able to attend certain classes for some reason, record the sessions and have them watch them later to keep up. Or meet with them separately and go through the class sessions again. Look for ways to accommodate your students to help them be a part of as many class sessions as possible.

2. The grades and attendance records are not to be sent into us. These are for your own files and for filling out the Request for Certificate form.

## XII. After the Course

- A. Once a student has completed the 5 after-class practicums, send in the Request for certificate form.
  1. You can email this form to Linda Martz ([Linda.Martz@cefonline.com](mailto:Linda.Martz@cefonline.com)) and then call her with a credit card number, or you can mail in the form(s) and a check to her at CEF headquarters.
  2. View the "Instructors' Grading Scale" video  
<https://app.box.com/s/oyt7rbewtg27f0phevaba0qh1flpwkua>
- B. Guidelines for the after-class practicums:
  1. Use the updated Children's Ministry Practicum forms that are attached to the notes for this workshop  
(<https://app.box.com/s/kvb3ujumdcricbyhvv0cx6cvs89kg5eh> and <https://app.box.com/s/znt2dz3syu3o4cz8mmnl34nyguso8d2d> )
  2. Evangelistic Narrative lessons for TCE 1 (Party club lessons and doctrinal or topical lessons don't count. Remember, the objective is that the students use the problem/solution methodology that they learned in TCE 1 in a practical setting to get experience and to reinforce the new methods that they are learning.)
  3. The Wordless Book practicum should be done one-on-one or to a couple of children – not necessarily at a club. This is the only exception.
  4. TCE 2: #1 Growth narrative lessons for TCE 2 - a problem/solution Bible lesson that has growth applications related to the main character's life.
  5. Confession of sin – an object lesson or solid teaching for the saved child on what to do when choosing to sin after salvation – I John 1:9. This is not a part of sharing the Wordless Book.
  6. The practicums must be done on different days, and different lessons taught.
  7. During COVID, one year to fulfill and practicums can be taught in church situations if clubs are not able to happen. Practicums can be taught via zoom GNCs.
- C. Provide opportunities for the students to fulfill their after-class practicums.

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## Zoom Protocols for *TCE* courses

1. *TCE* protocol for live courses must be followed in streaming courses:
  - A. Course Registration and Schedule must be submitted at least two weeks prior to the course.
  - B. The Department of Education is providing fillable forms for IOTs to use so that students do not need to print a document, fill it out, scan it and send it back. Use the links below to access the fillable forms.

<https://app.box.com/s/0lfzt6rh5i90w83v33z1a13xnn51hxa0> - this link contains both fillable forms for *TCE* Level 1 and 2

<https://app.box.com/s/uheqooacqga58pnzbxw6f6eunir13yjot> - Fillable forms *TCE* 1

<https://app.box.com/s/o265l3dh3xzsjij8lyudqc1vnkwxkr7f> - Fillable forms *TCE* 2

**Instructions to download:** When you follow the link provided above, you should see a “Download” button in the top right-hand corner of the screen. Click on this button. You may need to click out of a green banner or a notification that appears asking you to log into box.com; you don't need to log in or have a box.com account - you can just “x” (exit) out of this option and download the files. More than likely, the files will go to your “Downloads” folder in your computer and download as a zip file. You will want to back up these files some other place other than your computer, such a flash drive, hard drive, etc.

If you have any issues with downloading these files, please contact our Resource Development Coordinator, Rebecca Frost, at [Rebecca.frost@cefonline.com](mailto:Rebecca.frost@cefonline.com) or 636-456-4321, ext. 1294.

- C. Ensure that students complete the Student Registration Form. Fill in the top box for the students prior to sending them the registration form. These should be sent prior to the course and received from students the first day of class. The Student Registration forms need to be sent to the Field Course Coordinator on the first day of classes. Please send these as email attachments or fax to the field course coordinator as outlined in your IOT manual.
  - D. Course evaluations. Students should complete the Participant Survey at the end of the *TCE* course. This is a fillable form.
  - E. Children’s Ministries Practicum Form. Students can use this fillable form or the form in their student manual to apply for their certificate.
2. IOT candidates should not teach using a streaming platform while being evaluated for credentialing purposes. Exception: If the candidate and evaluator can be in the same room with at least a couple of students present, please contact [Tina.Busenitz@cefonline.com](mailto:Tina.Busenitz@cefonline.com) for any additional requirements or recommendations.
3. If you are unfamiliar with using Zoom, go to [staff.cefonline.com](http://staff.cefonline.com), choose the USA path, and then click on the Zoom video created at IHQ. It will walk you through how to set up a Zoom account, create a Zoom meeting and some protocols to

follow. While some of the protocols are more specifically targeted to GNC usage, some information included relates to training as well.

4. When ordering the *TCE Student Pack* and Student manual, plan to either have the materials drop shipped to the students or provide a way for students to pick up materials. *Students packs are a required component for TCE students.*
5. A link will be provided to you by the *TCE Program Director* to give to the *TCE 1* students so they can download the PowerPoints for Bible Lessons, Memory Verses (KJV/ESV), and Word Up. *TCE 2* students will have a link to access to the Bible Lessons, Missions and Word Up PowerPoints. *These are provided for free if the student is currently enrolled in the course.*

- The link should not be provided to the students until they attend classes.
- Do not put the links on any social media platform
- The extra visual aids are being provided so that students can more easily participate in practicum sessions within the course.
- The PowerPoints are provided so that students can fulfill their five out of class practicums in the Good News Club context using a streaming platform.

6. When students plan to enroll in a *TCE* course, have them check the internet connectivity. Give students the following information:

Using Zoom requires a modern web browser. Up to date versions of Chrome, Firefox, Safari, and Microsoft Edge are all suitable web browsers. Internet Explorer is not recommended for use.

Due to the streaming audio and video presentations that will be used to deliver content, a dial-up connection is not suggested. If you are using a dial-up connection, the presentation could take a significant amount of time to load before it will begin to play. It is possible the videos will not successfully load with a dial-up connection.

7. It is best to have students join a Zoom meeting prior to the course to ensure they have the type of connectivity needed for streaming. If connectivity in their home is unstable, they may need to have an alternative location that provides sufficient internet connection, so they do not miss important portions of the class sessions.
8. You may find having two screens is best for teaching. One will be used for the PowerPoint visuals. You will share this screen with the students so they will see you and the PowerPoint presentation. The second screen should be managed by someone who is not teaching. They can monitor the chat room for questions and for irregularities – students turning video cameras/mute on and off, students entering or leaving the course, etc. If all teachers are made co-hosts, then different people can manage the technology allowing the teacher to focus on

teaching. Allow time to answer questions that came up during the session in each class period.

9. Students/Instructors and Zoom.

A. Outline Zoom protocols for students ahead of time.

- 1) Students should be visible to the teacher for good interaction. It is best if the students are not using a black screen on Zoom. (Additional IOTs attending could have their screens on black to ensure students are at the top of the screen.)
- 2) Students should use their name and not an alias. This ensures students in the course are supposed to be there. If they join with a phone number, they have an option to rename with their name for easy identification.
- 3) Students should mute their microphones to cut down on feedback. Microphones can be unmuted to respond.

B. Instructor considerations

- 1) When teaching, try to place your notes in a place where you are not constantly looking down. Work to place your computer camera where it appears you are looking right at it. If seated in front of the camera, try to elevate your notes so you can look at the camera easily.
- 2) Make detailed lesson plans – consider including information about who will go into groups when using breakout rooms, who you will have read different verses, etc. Keep in mind things that are normally done in a live class will need to be tweaked – include those changes in your lesson plans so you can more easily navigate Zoom courses.
- 3) Due to delays in streaming, it is not possible for multiple people to talk/sing at a time.
- 4) Practicums
  - a. If it is possible to do practicums live, it will be best for the students. You may need to set up different times outside of class for smaller groups to meet.
  - b. If students are doing their practicums on Zoom, strongly encourage the students to put their notes in outline form. Some students will

want to read their notes and you will not get a true picture of their understanding of the content.

- 5) When creating PowerPoints or other visuals for the course, be sure the font is large enough to be seen. Some students may be streaming on their phone and if the fonts are too small, they will not be able to read the visual aid.
  - 6) Be sure when taking breaks that your microphone is muted.
10. Using Breakout Rooms in Zoom can be helpful for practicums and/or discussion groups. If you are unfamiliar with setting up and using Breakout rooms in Zoom, you may find the following tutorials helpful:

- [www.youtube.com/watch?v=Vkk5WEf6xgk](http://www.youtube.com/watch?v=Vkk5WEf6xgk)
- [https://www.teachertrainingvideos.com/complete\\_breakout\\_rooms\\_training](https://www.teachertrainingvideos.com/complete_breakout_rooms_training)

If using Breakout rooms for practicums, you will need to manually assign students and staff to a room. If using the rooms for discussions, you can allow the computer to randomly assign people to a room or manually assign them. Be sure that each room has at least one instructor in it to help guide the discussion if clarification is needed. Set a time limit and set a “warning time” (30 seconds, 1 minute, or 2 minutes) when they will rejoin the main classroom to report their findings.

## 11. Demonstrations using Zoom

### A. General

- For demonstrations like Scripture Memory and Teaching Children to Pray where visual aids are used, consider having family members in the home participate as the children in a club setting.

### B. Memory Verse

- If a PPT visual for the Memory Verse is used, students can easily participate online. Adapt the repetition game to work with streaming and be sure that only one student’s microphone is unmuted at a time. All the other students will participate while they are muted.
- Consider giving ideas to students with alternative ideas for repeating the memory verse – (i.e., colored pieces of paper with students’ names on one side, let one “child” choose a color to reveal who will participate as the leader. Crazy stand ups – have pieces of paper with numbers on one side and who is to say the verse on the other. Allow one child to choose a number by holding up their fingers. Have all the children participate.) Look through the list of ideas provided in the student manual and point out which ones could easily be adapted in streaming situations.

### C. Wordless Book

- Use another person with the demonstrator – a family member, or possibly have two instructors in the same locale. If this is not possible, using the Wordless Book demonstration found at <https://www.cefcmi.com/lessons/seminar-presentation-part-two-2/> is a possibility. The demonstration is 15:30 which fits into the time frame students are given. (You will need to sign in to the new cefcmi.com website before this link will work.)

### D. GNC Program and Demonstration

- The instructor should teach the *GNC* Program section (approx. 20 min.), give the focus questions, and then have students view the *Good News Club* demonstration on their own time. The video is available at <https://www.cefcmi.com/courses/complete-good-news-club-demonstration/>. (You will need to sign in to the new cefcmi.com website before this link will work.)
  - At the next class, conduct the observation time.

## 12. Student Involvement

Use different things to involve the students as keeping students engaged in Zoom class sessions can be challenging. It is recommended that after about five slides students have something to interact with. Listed below are a few ideas that might help. Keep in mind that even standing up during class can help to reset the mind to absorb more teaching. Incorporating these types of activities will need to be planned well in the lesson plan.

- Thumbs up/Thumbs down: Ask some questions that require only a “yes” or “no” answer. Students indicate their answer with their thumbs.
- Bible drill – do as usual – but the student must unmute themselves before reading the verse. Whoever unmutes themselves first reads the verse.
- Break out rooms – in classes where a discussion could be used, either assign or allow Zoom to randomly place students in a room with discussion questions. Give the instructions while the students are together, assign a staff person to each room, set a time limit and give a warning when time is nearly up, then report back to the main classroom. (Someone will need to monitor that students all get to the rooms assigned.)
- Scripture reading – you will want to assign Scripture ahead of time – in your lesson plan note who will read which Scripture verses. Write out the Scripture references with students’ names next to it on a PPT at the beginning of class, or verbally assign them prior to the onset of the class session.
- Use motions to help students retain information that has been taught.

- Incorporate programs like Kahoot.com or Quizizz.com to create quick review questions/games for the students to play. Both sites have free versions, or you can purchase an upgraded version that gives more options.
- Training is available at [www.teachertrainingvideos.com](http://www.teachertrainingvideos.com) . They have a variety of training videos that would be beneficial (Zoom, Kahoot, Breakout rooms, etc.)

13. IOT instructors should print copies of the resources available on the student flash drive to show as they fit with the classes in *TCE*.

14. If classes are recorded, it is helpful to name each class session and the time it was taught for easy access later for students who may have missed the session. Recordings should only be used in relation to the current course for students who have missed class. They should not be used for future classes.

#### 15. Assignments

A. Plan to provide the students with homework worksheets that can be downloaded and completed on their computer. The worksheets are located on your IOT flash drive (Supplementary resources/*TCE* Subjects/8 Bible Lesson/Bible Lesson Worksheets separated).

If you received an IOT 1 Resource CD with your manual, contact [Rebecca.frost@cefonline.com](mailto:Rebecca.frost@cefonline.com) to obtain a link for these documents.

B. You can deliver the worksheets to the students by email, using a platform like Google docs where you could give the students a link to download the information.

*If you plan to use email, you may want to designate one instructor in the course to handle this part, so all students receive what is needed in a timely fashion.*

C. Clearly state assignment due dates and how assignments are to be returned

#### 16. Working with others outside of your local chapter.

It is permissible for IOTs within one state to work together to conduct the *TCE* courses. This has been a great way for training to continue and to have large enough classes to hold *TCE* courses and provide deeper training for volunteers.

If IOTs are collaborating over state lines, permission needs to be granted from the local director/IOT coordinating the *TCE* course. Additionally, students should have connection with their local director/IOT. If possible, they should do their practicums live with their local IOT and should receive help with being involved with a local Good News Club to complete their out of class practicums.