



**The Inner City Ministry of Cru®**

[www.sayyescenters.org](http://www.sayyescenters.org)

Cru Inner City

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# Introduction

## S.A.Y. Yes!<sup>®</sup> (Save America's Youth - Yes!)

Turmoil and suffering are not uncommon in the news today. But perhaps nothing is more frightening or more heart-wrenching than the state of our nation's youth.

In 1992, Los Angeles dealt with the horrifying event involving Rodney King. King's videotaped beating shocked the nation when it was shown repeatedly on television newscasts. After the four white police officers charged in the beating were acquitted of most charges, Los Angeles erupted in riots that left 55 people dead and caused \$1 billion in property damage. America came face-to-face with the deep hopelessness and despair of our inner cities. We are seeing more evidence of this in our cities today.

In the aftermath of the 1992 Los Angeles riots, a vision was born in the heart of Dan Pryor, former Director of Cru Inner City Los Angeles, and Dr. John Perkins, founder of Christian Community Development Association. They envisioned a city changed by a power greater than the forces of evil that tried to destroy it. That vision became S.A.Y. [Save America's Youth] Yes! Centers for Youth Development<sup>®</sup>. S.A.Y. Yes! is an after-school Christian mentoring program that addresses the challenges of children who live in the inner city by giving them something to "S.A.Y. Yes!" to.

Through S.A.Y. Yes!, children are ministered to in a \_\_\_\_\_

\_\_\_\_\_ by providing a healthy snack or meal;  
\_\_\_\_\_ by encouraging fun recreation with other kids;  
\_\_\_\_\_ by providing educational support; and  
\_\_\_\_\_ by helping them learn what it means to walk with Jesus.

Most importantly, S.A.Y. Yes! encourages \_\_\_\_\_ to mentor youth and be involved in their lives in an impactful way.

When a local church begins to be involved with children throughout the week and not just on Sundays, life change begins to happen. S.A.Y. Yes! has \_\_\_\_\_ in the community as you will begin to see parents, siblings, extended family, teachers, social workers and police all touched by the love of Jesus.

A commitment to ministering to children \_\_\_\_\_ enables the body of Christ to safely guide youth into adulthood, gently directing them around the potholes and challenges of childhood and adolescence. This training will give you a framework for providing a safe and encouraging environment during the after-school hours to children in your community.

## **S.A.Y. Yes! Mission Statement:**

*To encourage, train, and build up children and youth to become productive leaders and positive role models in their community by providing a safe, nurturing environment that helps meet their physical, emotional, intellectual, spiritual and social needs, in partnership with their families, schools, and churches.*

### **Watch Video “S.A.Y Yes!-Intro”**

Keeping the brief history and the video in mind, answer the following questions:

1. What two things impacted you most about the video?

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2. What are some reasons that you feel an after-school program like S.A.Y. Yes!<sup>®</sup> can be positive for today’s youth?

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3. What are your initial questions or hesitations about starting a S.A.Y. Yes!<sup>®</sup> program in your church? (We hope this training will help to address areas in which you may lack confidence.)

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# Unit 1 - Biblical Perspective: PROVERBS 22:6 - Train Up a Child

Proverbs 22:6 "Train a child in the way he should go and when he is old he will not depart from it." NIV

What does this verse say to you?

Let's break down the verse:

## **"Train"**

*The Hebrew word for train is "chanak." Chânak literally means, "to narrow."*

Isn't this what we want to do with children? Don't we want to give them boundaries which will guide them through life?

Children learn through \_\_\_\_\_.

Children learn by \_\_\_\_\_ of the adults around them.

Children observe and \_\_\_\_\_.

**Babies "mirror" what they see.**

**Children are like "Sponges" - soaking everything in and like**

**"Wet Cement" - impressionable, things will leave a lasting mark on them**

Training is supplying more than just academic or "\_\_\_\_\_ " of the Bible.

Training is not easy but is hard and consistent work - consider the athlete.

The parent/teacher has more control when the child is young. As the child grows older and moves toward independence, the parent/teacher has less control.

**Independence is the goal.**

Children experience the \_\_\_\_\_ of their actions, and they formulate conclusions.

## **“In the way he should go”**

This phrase is literally translated “upon the mouth of his way.” This Hebrew idiom means “according to” or in “accord with.” Upon the way of that child, according to who the child is, and what that child’s needs are.

This could refer to the unique \_\_\_\_\_ of a child. It could refer to the child’s stage of \_\_\_\_\_.

We need to strive to understand and develop each child in light of his/her uniqueness.

## **“When he is old”**

When he reaches \_\_\_\_\_.

Remember that the Proverbs are not absolute guarantees and we cannot claim Proverbs 22:6 as we claim other promises of Scripture. As children become adults they still can make choices that move them away from the training they have received. The Proverbs express truths and principles that lead us to successful living. Our desire is to give them a solid foundation to build their life on and trust that they will continue to walk in light of that training. The prodigal son parable reminds us that kids can still choose their own way but the Father waits longingly for their return.

Optional addition: Remember the parable of the Foolish Man and the Wise man - Matt 7:24-27. Read and discuss briefly.

# Unit 2 ▪ Mentoring: Building Disciples

## Objective:

To understand the importance of life-on-life mentoring for young people and learn the basics to practically implement mentoring into a ministry.

## Caught more than Taught: The goal in ministry is to make disciples, and discipleship is caught more than taught.

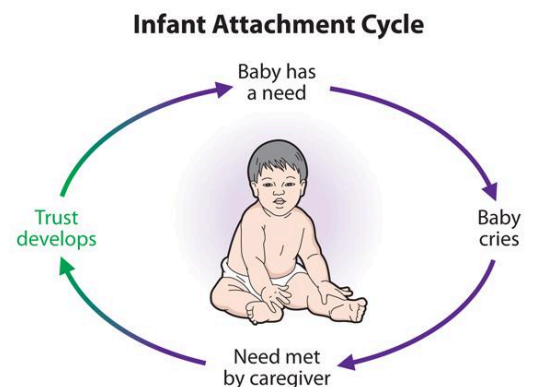
- The more time together, the more they become like the person. It's impossible to go super deep with a large number. To make an impact on the "real life" issues students are going through, it's necessary to give time and space to actually build relationships with students.

## It's Biblical

- *Deuteronomy 6:1-7*
  - The greatest commandment. The goal for students is that their whole person (heart, soul, might) would be characterized by consuming love for God.
  - Picture is not simply provide a 20 min bible lesson once a week and hope the right knowledge does the trick
  - The point: incorporate the the truth of God's word into everyday life, lived out together
- *It was the way of Jesus*
  - How did Jesus begin discipling? Matt 4:19
  - What are examples of Jesus' life-on-life ministry with disciples?
- *Through command and example, scripture teaches discipleship is a life-on-life process.* To see gospel transformation in the lives of students, ministries need to build on the foundation of Christ's model of mentoring relationships.

## Our students need it

- *Not all, but many of our students come from hard places*
  - Father absence can create all sorts of identity problems.
  - Complex trauma
    - Proper attachment: I matter; my voice matters; I can count on people; the world is safe
    - Without proper attachment: I don't matter; my voice doesn't matter; people aren't safe; the world is unsafe
  - Those lies become hardwired into a child.



- *Brain physiology can actually change, and those lies can be defeated!*
  - The key is connection and time
  - Psychologists say connection comes through play
  - It takes quantity time to get quality time
  - Over time, we can communicate through words AND our lives that our kids matter; their voice matters; some people can be counted on; the world can be safe.
- *Studies show that for father-absent kids, or kids from hard places, long term mentorship absolutely makes an impact on the trajectory of the child's life*

### **How it functions:**

- Think of your ministry like a body
  - Gospel teaching and programming are the skeleton; it provides the framework and core for the body.
  - Mentoring is the muscles. It allows the framework to function and move.
  - We need the power of life on life mentoring to move our ministry towards true Gospel transformation in the lives of our students.
- Definitions of Life on Life Mentoring:
  - Believing in a child until they believe in themselves
  - Valuing a child until they value themselves
  - Expecting great things from a child until they expect great things from themselves
  - Walking with Jesus alongside a child until they walk with Jesus for themselves

### **Facilitating relationship building within programming**

- Pair students and leaders together and keep the same pairings week to week
  - No more than 4 students per leader
  - Student/leader pairings stick together throughout programming activities (ie, eat together, play games together, sit together for lesson, etc)
- Prioritize Relationships in the schedule
  - Devote time in programming specifically for relationship building. (And remember, relationship building should be prioritized throughout ALL elements of programming.)
- Make sure leaders are prepared in advance for any roles they have (game leader, lesson teacher, etc) so they can focus on relationship building as soon as students arrive.

### **Notes to pursue life on life mentoring (outside of programming)**

- *Prayer.* Be sure to bathe the whole process in prayer!
- *Thoughtful pairing of students and leaders.* Consider what students and mentors might connect well with each other. It could be around shared interests, etc.
- *In the open:*
  - Clear accountability within the ministry



# Unit 3 • Your Center: Putting the Pieces Together

## Review from Youth development 101 Training:

How do kids learn?

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What does it mean to teach CONCRETELY?

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What are some examples of ABSTRACT WORDS?

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What is a good method of teaching? H\_\_\_\_\_, B\_\_\_\_\_, L\_\_\_\_\_, T\_\_\_\_\_

What are some tangible ways to share the Gospel?

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## 4 Main Components of a S.A.Y. Yes!® Center:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Crafts, practical living, and read aloud** can be additional components as you grow and want to add more. **Storytelling, music, drama, hobbies, and science** are also possible growth groups as well as **tutoring**.

**The S.A.Y. Yes! curriculum is theme-driven and Biblically-based.** Each unit focuses on an essential character trait needed for becoming a man/woman of God. Remember, the goal for your students is life transformation, not just Bible knowledge. Our desire is that the children grow to become leaders that exhibit godly lives.

[www.Sayyescenters.org](http://www.Sayyescenters.org) Resources tab/elementary curriculum

## Sample Unit: CHOICES

**MEMORY VERSE:** If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him.  
James 1:5

Every day we are faced with choices - choices about what to wear, what to eat and how to live. The most life changing choices come when we have to **decide to honor God or to follow our flesh**, to follow the prompting of the Holy Spirit or to be driven by the world's standards. We will all have to account for these choices someday before our Father in heaven.

In the first unit of curriculum, we knew of no better place to start than at the beginning. The most basic and fundamental principle that we have is seeking wisdom. We need to have wisdom from God to be able to make the right choices. What kinds of choices? Choices between right and wrong, life and death, daily choices and the choice to stand firm in the things that God has commanded of us.

CHOICES: **RIGHT OR WRONG**

### OVERVIEW

<b>LESSON AIM:</b>	To help the child understand that he/she has the freedom to make right or wrong choices. To give the child the source of all right choices.
<b>SCRIPTURE:</b>	Genesis 2:15 - 3:24; James 1:2-8
<b>MEMORY VERSE:</b>	If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him. James 1:5

CHOICES: **RIGHT OR WRONG**

## Hook

**MATERIALS:** *clues, Bibles, small "treasures" (prizes)*

- Lay out a treasure hunt for the kids to follow.
- Have a treasure (prize) for each child.
- Give each child the first clue of the treasure hunt. It will be a Bible verse they are to look up and read.
- The leader is **very clear that the only way** to get to the treasure is to follow the directions as they are written down.
- The first clue may be Matthew 3:10 (the ax is already at the root of the tree). Then they would look for a tree where the second clue would be posted.
- Make the clues fit your facilities. Suggested verses and places in which to send the kids are found on the following page.
- As the kids start out looking for the second clue, have other adults come and try to persuade the kids to follow them. "We will take you right to the treasure. You don't have to waste your time looking up those verses."
- If the child(ren) choose(s) to go with an adult who is tempting them with an "easy way to the treasure," they should be led to a dead end such as a **kitchen/closet**.
- The children who take the time to look up the verses and follow the clues should be led to a treasure (small candy bar, gift pencil, etc. 1 per child).

## DEBRIEF

1. What did you think when you were first told of the **treasure hunt**? What **feelings** did you have?
2. What did you think when adults suggested they could get you to the treasure without you having to really work for it or **without following the directions**?
3. If you made the wrong choice and followed the directions of the adults, how do you feel now? Why did you choose to follow the adults?
4. If you made the right choice and followed the clues, how did you feel when the adults were trying to get you to follow them?
5. What did **I (the leader)** say that would have told you what you were to do?  
(Answer: **The only way to the treasure is to follow the directions as they are written.**)

## **SOME REFERENCES TO USE IN TREASURE HUNT:**

Choose Bible verses where the key word is represented by a physical object in your S.A.Y.Yes! center. A few examples are given below. Feel free to add your own.

### *New International Version of the Bible*

Matthew 11:11	Nursery door
Genesis 2:23	Women's restroom door
Exodus 17:1	Water fountain
Proverbs 3:18	A tree
Matthew 3:11	Baptismal
Isaiah 28:20	Baby's crib
Joshua 1:8	Stack of Bibles
Proverbs 30:8	Kitchen
Nehemiah 4:17	A wall
Ephesians 2:21	Corner of a building
Matthew 5:40	Coat closet
I Chronicles 15:16	Piano or Organ
Proverbs 3:11	S.A.Y. Yes!® Standards
Deuteronomy 6:9	A door frame
Psalms 110:1	A footstool
Psalms 100:4	A gate
Revelation 22:5	A lamp
Genesis 2:7	Men's restroom door
Ecclesiastes 3:3	A clock
Matthew 13:25	A patch of weeds
Genesis 28:12	A stairway

**MATERIALS:** *butcher paper, marking pens, masking tape*

Make a nice looking sign that can be put up in the S.A.Y. Yes!® Center for the week. Write the week's four truths on the sign.

## **THE WEEK'S FOUR TRUTHS**

GOD HAS GIVEN US THE FREEDOM TO MAKE CHOICES.

RIGHT CHOICES CAN KEEP US FROM BAD CONSEQUENCES.

RIGHT CHOICES BRING US PEACE.

THE BIBLE WILL GUIDE ME TO THE RIGHT CHOICE.

## Bible Story

**MATERIALS:** *sand (or kitty litter), cake pan, popsicle sticks, marking pens, construction paper, glue or cut out magazine pictures*

### BEFORE BIBLE CLUB

- Make the Garden of Eden, Adam, Eve.
- Use popsicle sticks to make the naked Adam and Eve - leave the popsicle stick bare except draw a face at the top.
- Use construction paper to make trees, bushes, animals - glue them onto popsicle sticks. Don't forget the tree of knowledge and the serpent.
- Place the sand in the cake pan. Make sure it is deep enough for the popsicle sticks to stand on their own when pushed into the sand.
- Place the trees, bushes, animals in the sand to make the Garden of Eden.
- Practice telling the story using the popsicle stick figures.

### DURING BIBLE CLUB

- Tell the children to listen carefully to the story, for at the end you will be asking them questions.
- Use the popsicle stick figures to tell the story.
- Put the following story into your own words. It is most effective when you “tell” the story as opposed to reading it or quoting it from memory.
- If you have High School kids with whom you are working, copy the story and have them read it to themselves.
- Then have them look the passage up in the Bible. Be sure to cut off the top portion with the directions for the younger children.

## Creation

When God created the world, He first created a beautiful garden. He named the garden “Eden”. It was more beautiful than anything we have ever seen. God also created animals to go into the garden. Then He created Man.

God put Man in the garden and told him he was to care for everything in the garden. God told Man that he was **free** to eat from every tree in the garden **except one**. God named that tree the tree of the knowledge of good and evil.

At that time, Man had never experienced anything bad. Everything in the garden was good. The animals were all his friends, none of them would ever try to attack him. There were no poisonous plants. Everything was safe.

Can you imagine what it would have felt like to be where everything was safe?

God told Man there would be a consequence if he ate of the tree of knowledge. The consequence would be that Man would die.

Now God noted that Man was alone. Yes, he had animals, but animals could not be his friend in the way he needed a friend. They couldn't talk with him, they couldn't reason with him. So God put Man to sleep and took a rib from his side and created woman. The man was pleased with the woman.

The man and woman were both naked, but they felt no shame.

Now Satan, in the form of a snake, came and asked the woman, "Did God really tell you you couldn't eat from a tree in the garden?"

"God said we could eat from anything except the tree in the middle of the garden. He said that we were not even to touch it or we would die," the woman answered.

"You won't die! God doesn't want you to eat it because He knows that if you do you will know the difference between good and evil and you will be just like Him," Satan lied.

The woman looked at the tree and the fruit on it. It sure did look good. She thought it also might even make her wise. The woman chose to listen to Satan's lie and disobey God, so she took some of the fruit and ate it. She then gave some of the fruit to her husband, and he too chose to disobey God. He ate the fruit also.

Suddenly they realized they were naked. They covered their bodies as fast as they could, sewing together some fig leaves. Then they heard footsteps in the Garden--they knew God was walking in the garden.

They hid from God, because they felt guilty for what they had done. God called to the man.

"Where are you?"

"I heard you walking in the garden and I was afraid because I was naked," the man answered.

"How did you know you were naked? Did you eat of the tree of knowledge?" God asked.

"The woman told me to," the man responded.

"What have you done?" God asked the woman.

"The serpent lied to me and I believed him so I ate of the tree," the woman said.

So God spoke to the serpent, Satan, and told him he would be cursed and would crawl on his stomach and there would be hatred between the children of the serpent and the children of man.

Then God spoke to the woman and told her He would greatly increase her pain in having children, and that her husband would rule over her.

Finally, God spoke to the man and told him that because he had chosen to disobey, the ground would be cursed and man would have to work hard in order to get enough food to feed his family.

God also told man he must leave the beautiful Garden of Eden.

The man, Adam, named his wife Eve, which means "living." He named her this, for she would be the mother of all the living.

God now killed an animal and from the skin of the animal God made clothes for Adam and Eve.

Adam and Eve now knew both good and evil.

They were dead to the life they had known in the Garden of Eden. Never again would they be as happy as they had been in the Garden.

**The basic concepts that you are looking for:**

- God made everything
- God gave one rule
- Adam and Eve chose to disobey
- There were consequences for their disobedience

**DISCUSSION QUESTIONS** (Note: These are not yes or no questions)

**Who were the characters in our story?**

*Man [Adam], Woman [Eve], Satan, God*

**What did God tell the man he could do?**

*The man and woman could eat from any tree in the Garden of Eden except for the tree of the knowledge of good and evil.*

**Why did the woman eat from the tree?**

*She listened to the serpent's lies.*

**What did Adam and Eve do after they had eaten of the Tree of Knowledge?**

*They covered themselves with fig leaves because they suddenly realized they were naked.*

**What did they do when they heard God walking in the garden? Why do you think they did that?**

*They hid from God. They were afraid.*

**In our treasure hunt today, who was in charge?**

*The leader*

**What did he/she tell you to do?**

*They were to follow only the directions that were written out.*

**What did you do? Who was acting like Satan?**

*The adults who tried to get them to do their own thing.*

**God has given us the freedom to make choices. Adam and Eve knew what was right - but they chose to disobey. Today in our activity, you each knew what was right. Some of you chose to obey, others chose to disobey.**

**What was the consequence for Adam and Eve because they disobeyed?**

*They had to leave the Garden of Eden, Eve would suffer pain in childbirth, Adam would have to work hard to provide enough food for his family.*

**What was the consequence for those who disobeyed the leader in our activity?**

*They didn't get a treasure.*

**What was your strongest feeling when you had to choose to follow the leader or follow the adults who were going to lead you in the wrong direction? Why do you think you felt that way? Did you do what you felt like doing or what you knew was right?**

**How do you know what is a right choice?**

*God promises to give wisdom to us as we talk to Him in prayer about the decisions we need to make and He has given us The Bible as God's Word to us. He will speak to us as we spend time reading His Word. The Bible has the answer for every question we might have.*

**The Bible says we are to obey the one who is in authority over us.**

Have them look up Hebrews 13:17. (Some of the children may have never even held a Bible. You may want to place a bookmark in the Bibles before Bible Club so it is easy for the children to find the verse.) There are times when the Bible tells us not to follow the human authority over us (Acts 4:19-20; 5:29). We are not to disobey God's law.

**We each want to make the right choices so we don't suffer the consequences of a wrong choice. We can know what a right choice is by studying the Bible and knowing what God wants us to do. GOD ALWAYS WANTS WHAT IS BEST FOR US! Because God has given us the freedom to choose, we can't blame others when we make the wrong choice.**

Lead the children in a time of prayer.

**\*\*On your 2nd day of the week, we recommend the "Gospel Focus" story for Bible Time. (See curriculum) This will constantly bring the message of the Gospel to kids and continually show through tangible means how the whole Bible points to Christ.**

CHOICES: **RIGHT OR WRONG**  
**RECREATION**

WEEK 1

**LESSON AIM:** To help the child understand he has the freedom to make right or wrong choices. To give the child the source of all right choices.

**SCRIPTURE:** Genesis 2:15-3:24; James 1:2-8

**MEMORY VERSE:** If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him. James 1:5

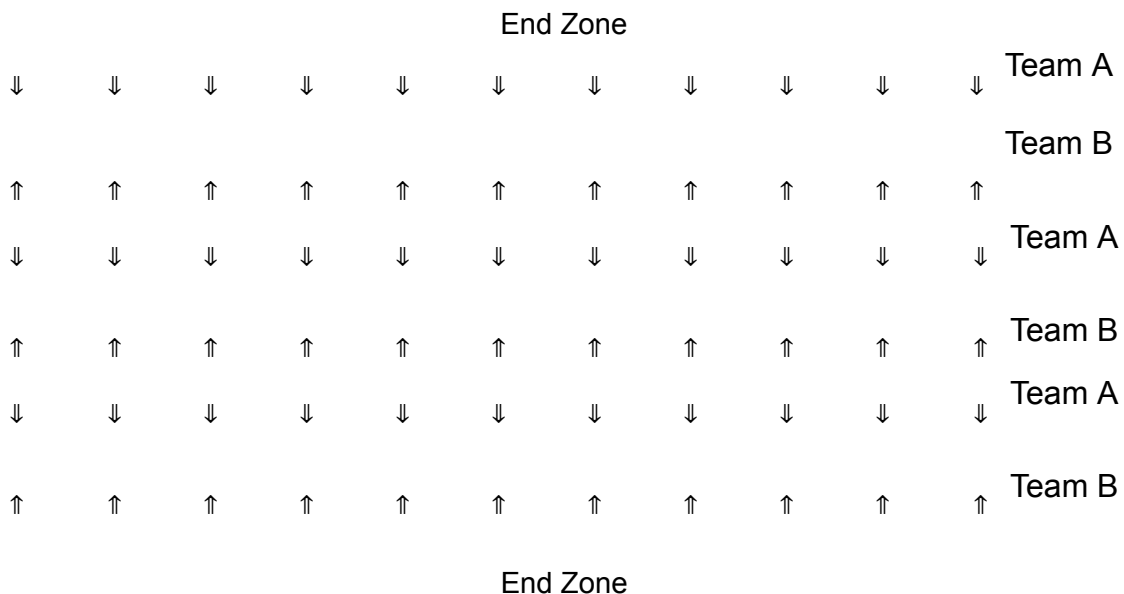
These games can be done in small spaces. You do not need to have large rooms.

**DAY ONE -- Balloon Ball**

**MATERIALS:** *A chair for each participant (unless the leader elects to have participants sit on the floor); balloons*

**OBJECT:** To get the balloon into the opposing team's end zone

**SET UP:** Arrange chairs as shown



**TO PLAY:**

- Divide players into two teams.
- The players sit back to back with opposing teammates.
- All players facing the same direction are on the same team.
  - When all players are seated, the Counselor tosses a balloon into the center of the group.
- The players may not stand.
- Players bat the balloon with their hands, trying to move it towards the opposing team's end zone.
- Counselors should stand along the sidelines to throw back any balloon which goes out-of-bounds.

## **OBSERVE**

- Watch to see which children are selfish and always try to hit the balloon.
- Which children think of others while they are playing?
- Do they work as a team?
- Do they develop a strategy?

## **DEBRIEF**

1. Why was it important for you to choose to work as a team rather than by yourself?
2. Who chose to let others hit the ball even when they thought they could do it better?
3. What was the most difficult choice you had to make during the playing of this game?  
Why was it difficult?

If children cheat, talk about how that affects the fun of the game. Cheating is a wrong choice which affects everyone. The people who are cheating may think they are getting away with it, but they don't even realize how much fun they are throwing away by making that wrong choice. When we cheat, we know inside that we are really losing. It is most important to be honest with ourselves.

## Family Time:

This is a fun brief way to end the day with everyone together.

Usually 15 minutes. Choose a skit, memory verse activity or song.

### SKIT - FIRST DAY

CHARACTERS: Maria, LaTasha

THE SCENE: Maria is jumping rope in the back of the room. LaTasha runs into the room really excited.

**LaTasha:** (*Talk over the children so that they are in the middle of the dialogue*) Oh Maria, I'm so excited I can hardly wait. You'll never guess who asked me to go to the movies with her on Saturday.

**Maria:** Who?

**LaTasha:** Tonya

**Maria:** Tonya! LaTasha, are you sure you want to go with her?

**LaTasha:** Aw, Maria, you're just jealous.

**Maria:** LaTasha, you know that's not true.

**LaTasha:** It is so! I bet if she asked you, you'd go.

**Maria:** No, I wouldn't! In the first place, Mom wouldn't let me. In the second place, you and I both know that Tonya gets her money to do things by stealing from the stores, and then sells the stuff to kids at school. What if after the movie she wants to go into a store on Saturday? Will you go with her?

**LaTasha:** Well, why not?

**Maria:** Remember what we've been learning about making right choices? Think about it, LaTasha. What is the right choice?

**LaTasha:** Well, I guess the right choice would be to look at what I want to do, and then ask God to tell me from the Bible.

**Maria:** That's right! And what is the truth about Tonya?

**LaTasha:** She steals things from stores.

**Maria:** And what could happen if you are in the store with her and she steals something?

**LaTasha:** She could get caught and get in trouble, and I would get in trouble too.

**Maria:** If I were you, LaTasha, I would make my choice based on the truth of what you know.

**LaTasha:** I guess it could save me from a lot of trouble.

**Maria:** I bet my mom would have a snack for us. Let's go to my house!

*(The two girls run out.)*

## DEBRIEF

**What was the choice that LaTasha needed to make?**

*She needed to look at the truth about Tonya and then make the right judgment not to hang out with Tonya. It could lead LaTasha into trouble.*

**If LaTasha had just done what she wanted to do, she could have gotten into a lot of trouble. By taking the time to think through what she was going to do, she was able to make the right choice.**

**What phrase goes with today's skit?**

*RIGHT CHOICES CAN KEEP US FROM BAD CONSEQUENCES!*

**How does this phrase fit today's skit?**

*LaTasha chose not to go to the movies with Tonya. This protected LaTasha from being blamed for something that Tonya might do.*

## SKIT - SECOND DAY

CHARACTERS: LaTasha, Reuben

THE SCENE: LaTasha is walking home from school. Walk through the children pretending they are grass in an empty lot.

**LaTasha:** *(Talking to herself)* I don't know if I made the right decision or not yesterday. Tonya was going to pay my way to the movies, and she would have probably bought me a coke and popcorn. Grandma doesn't have any money to give me to go to the movies.

**Reuben:** *(Runs in)* Hey, LaTasha, wait up!

**LaTasha:** Oh hi, Reuben.

*(They keep walking through the kids as they talk, forcing the kids to turn their heads to follow them.)*

**Reuben:** I'll walk home with you. Bobby's dad picked him up from school today. He's going to spend the night with his dad. Where's Maria?

**LaTasha:** Your mom said she could stay and help Mrs. Perkins this afternoon.

**Reuben:** Oh yeah, I forgot. Hey, Maria told me about your wise choice yesterday.

**LaTasha:** I don't know. Maybe it wasn't so wise.

**Reuben:** What do you mean?

**LaTasha:** Welllll, Grandma doesn't have money for me to go to the movies. So when will I ever get to go?

**Reuben:** Yeah, but what if Tonya stole something when you were with her? Even if she didn't get caught, you know that is wrong. How would you sleep at night thinking about that?

**LaTasha:** I don't know. *(Stepping around some kids)* They need to cut the grass out here.

**Reuben:** It sure has gotten thick. (Moving through some kids, perhaps separating them like you would tall grass.) But what if, after Tonya steals something, you remember the cameras that are in the store. You'd be thinking all the time about when they look at those videos - "What if they see me with Tonya and come after me?"

**LaTasha:** I guess you're right.

**Reuben:** What's the big deal about a movie anyway? I think you're going to be much better off. I think not having to worry and be afraid of someone catching you is worth a lot more than going to a movie. There will be lots of movies you can go to in the future.

**LaTasha:** Oh, it looks like Grandma is home from work. I'll see you tomorrow, Reuben.  
*(She runs off)*

**Reuben:** O.K., LaTasha. *(He exits)*

## **DEBRIEF**

**Why was LaTasha having second thoughts about her decision?**

*(She really wanted to go to the movie, but she didn't have the money to go. Her desire, what she wanted to do, was blocking out what she knew to be the truth.)*

**The Bible tells us that making the right choices helps us to sleep at night. Making choices by seeking the truth in the Bible keeps us from being afraid when we lie down at night.**

**How did making the right choice keep LaTasha from having to be afraid when she lay down at night?**

*(She didn't have to worry that they would look at the videos and see her with Tonya when Tonya stole something.)*

**Sometimes it is hard to give up something we really want in order to make the right choice. But when we do, we will be better off in the end.**

**How we feel about ourselves is worth more than things we can have or places we can go. LaTasha wouldn't have felt good about herself if she had been with Tonya when Tonya stole something.**

RIGHT CHOICES BRING US PEACE.

## MEMORY VERSE GAMES

**MEMORY VERSE:** If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him.  
James 1:5

With Bible verses it is always **beneficial to teach verses with hand motions** for greater comprehension. Teach the above verse with the following motions:

**If** (shoulders in a shrug) **any of you** (point to neighbor) **lacks wisdom** (touch head), **he** (point to neighbor) **should ask God** (point upward to God), **who gives generously** (open palm facing upward and moving in front of you) **to all** (point to all the group) **without finding** (hand above eyes looking motion) **fault** (index fingers in a “shame on you” motion), **and** (clap) **it** (pat your legs) **will be given** (hands out like giving a gift) **to him** (point to neighbor).

### A Living Verse

**MATERIALS:** *a large poster of the verse that everyone can see; Xeroxed copies of the verse, cut up into the individual words which are then randomly distributed to four envelopes or Ziploc bags –one 4-bag set for every four people.*

#### SETUP

- Allow the children a few minutes to study the verse. Then recite it together several times.
- Place the children in teams of four and give each child one Ziploc bag of words (which is ¼ of the whole Bible verse).

#### TO PLAY

- When the leader says, "Go," the team puts each of the words into the proper order to create the entire verse.
- The first team to line up the words of the verse is the winner.
- Have the team say the verse, each child saying his words as they come up. Then have the entire team recite the verse together.

# Unit 4 - Classroom Management

The main question we ask, over and over, is simple:

## What behavior do we want to see, and why????

- What do we want kids to START, not what we want them to STOP?
- How do we want kids to treat one another, the adults, and themselves?
- What will help learning and relationship building take place?

## Planning well for each of your program blocks

### ● Homework time

- Make sure you have a place for everyone
- Have materials easy to get out and to put away
- Post what students should be doing (see poster examples in appendix)
- Plan for students to need to move
  - Perhaps start homework time with some kind of movement
  - Provide options for students to appropriately move while doing their homework
    - Can they read while standing or leaning on a table? Sitting on an exercise ball?
    - Can they work on math facts while jumping rope or doing jumping jacks?
  - Have students work for a set number of minutes and then take a movement break (you can Google “brain breaks” for lots of ideas and YouTube videos)
- Things you might need to specifically teach/practice:
  - How to read alone
  - How to read with someone else
  - How to put supplies away

### ● Bible time

- Think about where everyone will sit (any room issues you need to give specific instructions about?)
- Have mentors sit with their student groups whenever possible for two reasons:
  - Mentors can more easily redirect behavior & address discipline issues
  - Discussion happens best in mentor groups
- Teach in a way that involves the entire group (*see appendix for further ideas about asking questions that involve the whole group in learning*)
  - Have a system for involving all kids in answering questions (names on popsicle sticks, etc)
- Things you might need to specifically teach/practice:
  - Sitting in appropriate spots
  - Listening and responding to other people in small groups

### ● Recreation time

- Have a plan for students who might not want or be able to participate.
- Things you might need to specifically teach/practice:
  - Putting away game equipment
  - Being a good sport (demonstrating a good attitude when tagged out, etc)

- **Snack time**
  - Can be a good time for recognizing students.
  - Things you might need to specifically teach/practice:
    - How to clear tables
    - How to clean up room
  
- **Transitions**
  - Lots of misbehavior happens during transitions between the blocks of your program.
    - Reward the group (or individuals) being ready at the next block
    - Teach students how to accomplish transition
    - Give students something to do if waiting is involved
    - Supervise transitions
  
- **Before and after program**
  - Have a plan for what students should do when they arrive

## **Motivating Students Positively**

- **Individual rewards** (tickets/points/dollars/stars/etc)
  - Make sure both students and adults know how rewards are earned
  - Decide when students can redeem their points (weekly? Once a month?)
  - Remember prizes can come in many different forms (see appendix for list of ideas)
    - Treats (aware of food allergies, etc)
    - Objects
    - Privilege cards that can be redeemed at time of choosing
    - Recognition
  - Keep it simple!
  - It's often wise to stay away from currency that can be lost or stolen
  
- **Group rewards (marble jar, etc)**
  - Group votes on what prize the group is working toward (list of ideas for group rewards in appendix)
  - Everyone agrees on what behaviors earn toward the reward
  - Everyone knows how you're keeping track of earnings
  - Teach/post list of ways that group can earn rewards (list shown in poster ideas in appendix)
  
- **Make praising kids part of your program culture**
  - Include kids in praising each other (create a culture of noticing and appreciating good things!)
  - Praise specific behavior
  - Emphasize the benefits of their choices for them and others
  - Communicate specific praise to parents (phone call or note home, etc)

## Troubleshooting Individual Misbehavior

Even with great plans in place, we will still deal with problem behavior. Whenever possible, we want to work with the student and family for positive change.

- **Main principles**

1. Pray, pray, pray. Only God changes hearts (ours and theirs!). And we won't be aware of what God is doing in a given situation until we are submitting to Him in it.
2. Be willing to change how you think about the student and the situation (pay attention to your own "emotional temperature")
  - When your own emotional temperature is high, you need to step back
  - Anything that isn't safety-related can be dealt with after a pause
3. Seek to understand what's behind the behavior
4. Work with the parents whenever possible
5. Work to build and maintain relationship with the student during the process
  - **Consider the student carefully**
    - i. Name specific behaviors instead of labeling attitudes. Especially call attention to patterns of behavior.
    - ii. Focus on what you want the student to do, not just what you want them to stop. THIS is the goal: making the world a better place (in this case, your program).
      1. What specific behaviors do you want to see?
      2. How can this student bring value to the program?
      3. What particular strengths could benefit others?
    - iii. What does the student get out of behaving in the current way (attention? Sense of power over circumstances? Avoidance of effort or failure?)
    - iv. Can the student see the benefit of changing his/her behavior?
    - v. What needs to change in the student's thinking (and possibly the adults' thinking) for change to occur?
    - vi. Is the student capable of what you expect?
    - vii. Does the student know how to do what's expected of him or her?
    - viii. What support or changes might the student need to accomplish this plan?
      1. Reminders?
      2. Encouragement?
      3. Changes to participation?

- **Create a plan, and work with the student toward change**
  - i. After working through the above questions, identify specific “starts”
  - ii. Choose a reasonable goal (that all parties can agree to)
    - 1. Maximum of three
  - iii. Note adjustments that adults in charge will be making as well
  - iv. Decide how to track progress
    - 1. Check in at least daily, more frequently if necessary
  - v. Decide how to motivate the student (positive or negative? What will you reward?)
  - vi. Frequently revisit and adjust as needed

An Individual Behavior Plan Worksheet is provided for you in the appendix.

**Examples of personal behavior plan goals:**

- Problem: Big emotional outbursts when frustrated
- Start: Notice when he’s feeling upset and take a break
  - Go to previously decided upon calming place
  - Try a calming strategy
  - Come back to the group
  - Make things right with others if necessary
- Problem: Distracting others during homework time instead of doing homework
- Start: Working on own homework/academic goal for whole time
  - Ask for help when needed (practice how)
  - Be involved with other students in helpful ways (encouraging others, helping younger students)
  - When focused during homework time, can lead class brain breaks

*\*\*We owe gratitude to Dr. Kathy Koch for all of the material regarding the change process and student improvement plans, as well as much of the material in the appendix about asking questions.*

# Unit 5 ▪ Gathering Your Team

**Objective:** Participants should understand what their goal is and how to use the power of teamwork to achieve it.

## Introduction and Inspiration

- **Introduction:** [The power of teamwork](#)

- Discussion questions
- What are you trying to accomplish that has never been done?

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- What are you afraid of, or what could stop you?

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- What do you bring to the table?

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- What do you need others to bring?

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- **The key to team recruitment is vision casting (Habakkuk 2:2)**

- Mission/Vision of S.A.Y. Yes!®
  - To teach children to be leaders who make an impact in their community
    - How - by providing a safe, nurturing environment that meets their physical, emotional, intellectual, spiritual and social needs
    - Who is the village - their family, school and churches
- You must be able to understand the mission/vision of S.A.Y. Yes! and be able to answer the questions in the how and who is the village.
- Communicate the mission/vision to them and gain their trust and partnership in accomplishing the mission.

## Team recruitment

- **The basics**

- 5 C's

- Character
- Consistency
- Commitment
- Calling
- \*Competency

(\*Competency is optional when recruiting as many skills can be trained. The other C's should be non-negotiable)

- **What can be trained and what must they bring to the table?**

- What skills do you want the team member to bring to the table
- What skills will you include in training and development

- **Who do I need to recruit?**

- Every S.A.Y. Yes!® Team has a minimum of three team members that must be staffed. Additional roles can help fill in the team, especially as the program grows. See page63
- **S.A.Y. Yes Director** - Will give overall leadership to the program and could also do one of the Team leader positions if necessary.
- **Team Leaders** - Will lead one of the three key areas of S.A.Y. Yes!® and provide direction to the others on the team. Those in this role should be able to commit to at least 2 days each week.
  - **Spiritual Leader** - In charge of growing children spiritually. Designs bible lessons and discipleship programs.
  - **Education Leader** - In charge of growing children educationally. Helps kids with homework or coordinates tutors. Possibly provides additional educational growth opportunities.
  - **Life Skills Leader** - In charge of growing children's life skills - physical activity and healthy eating habits. Serves a healthy snack and plans recreation.
- **Team Members** - Are additions to the team that work under the supervision of one of the Team Leaders. Recruit for these roles as the program grows to maintain a good child-to-adult ratio. They should be willing to commit to at least one day a week for an agreed upon time period (i.e. 6 months or 1 year)
  - **Snack Coordinator** - In charge of organizing a snack for the kids each day
  - **Arts and Crafts Leader** - In charge of designing crafts that go with the bible theme
  - **Music Coordinator** - If you have someone who is musically inclined and want to add this component in to your program
  - **Additional tutors** to make sure that children have enough attention

## Where can I find volunteers?

- For key staff:
  - Teachers (current or former)
  - Stay-at-home parents
  - Sunday school teachers
  - College students who live locally and commute
- For other volunteers:
  - In addition to the above suggestions...
  - Local universities that a practical christian ministry (PCM requirement)
  - Teenagers or young adults at your church
  - People in the community

## Key notes for the recruitment process:

- A key component is to get background checks on every individual who will be in contact with the children.
- Have a planned orientation set up to quickly acclimate new team members while they await training.
- Have participants (even in the smallest ministry) commit to a minimum time period (i.e. a program, 6 months, 1 year).
- Children require consistency to grow spiritually and emotionally.
- This may seem like it will scare people away but remember to trust God to send the resources needed to fulfill the vision He has given you. (DON'T SETTLE)

\*Take a moment to begin to identify who your key leaders are. Check the appendix for job descriptions of these key roles. (The S.A.Y. Yes! Director can also be one of the Team leaders)

S.A.Y. Yes!® Director - \_\_\_\_\_

Educational Team Leader - \_\_\_\_\_

Spiritual Team Leader - \_\_\_\_\_

Life Skills Team Leader - \_\_\_\_\_

## Team Management and Development

- **Review of the reproducible process (If everyone got hit by a bus)**
  
- **Developing a team**
  - Create a leadership pipeline
    - The goal of the leadership pipeline is to try your hardest to work yourself out of a job.
    - Questions to ask
      - What are the key skills needed to perform the job of the supervisor at each level?
      - How can I develop those skills in those that the supervisor oversees?
    - Ways to develop leaders
      - Constant training and development
      - Hands on opportunities for volunteers to stretch their skills
      - Mentorship models
      - Develop leaders who develop leaders
  - Develop a training program
    - You can make use of the volunteer training manual which covers these 6 areas:
      - Introduction to S.A.Y. Yes!
      - Ministering to Children
      - Cross-Cultural Ministry
      - Ministry Effectiveness
      - Mentoring
      - Your local S.A.Y. Yes! Center
    - Additionally think through the needs of your personal ministry. Consider these areas:
      - How should conflict on the team be handled?
      - What skills are essential for every volunteer to have vs skills specific to each role?
      - What parts of the training should be hands-on?
      - Does the training cater to all styles of learning (hearing, reading, doing)?
      - Will there be a written training manual for these additional areas?

## **Team encouragement**

Team encouragement is all about understanding your team and what makes them tick.

- **The first step is to discover what makes them smile.**
  - PRES:
    - Prize - Receiving physical gifts
      - These can be small rewards (candy, gold stars, chocolate)
      - Should be meaningful to the staff/volunteers
    - Recognition - Having your name in lights
      - Volunteer appreciation events where you take time to honor people and publicly thank them
      - Make certificates or on big occasions (once a year) save room in the budget for trophies or plaques
      - Have a morning routine where you take time to acknowledge things that were done well
    - Encouragement - Holding the back of the bike and reminding them they can do it!
      - Great job!
      - You got this!
      - You are definitely on the right track!
    - Service - Some are encouraged by the opportunity to serve
- **Another good measure of their motivations is finding out what animal they are:**
  - Sharks - Success driven
    - Motivated by prizes and monetary rewards
  - Whales - Love people
    - Motivated by getting a chance to really make a difference
  - Dolphins - Just wanna have fun
    - Motivated by fun (i.e. time off, group outings, parties etc.)
  - Urchins - Information driven
    - Motivated by tangible rewards such as plaques that are earned through a tangible means (Certificate for being on time 20 days straight)

**\*Think about ways to recognize your staff that are budget friendly.**

**\*What are ways you have motivated staff of volunteers in the past?**

# Unit 6 ▪ Launch Plan

## **Purpose Statement**

**“To help youth develop a lifelong, dynamic relationship with Jesus Christ.”**

Each S.A.Y. Yes!® Center needs to develop a Purpose Statement.

A purpose statement describes a foundation.

### **What constitutes a Purpose Statement?**

1. It is a clear and *concise* statement of:

\_\_\_\_\_ we are called to minister to \_\_\_\_\_ we exist.

2. It is\_\_\_\_\_.

3. It is understood by the people both in the\_\_\_\_\_and in the

\_\_\_\_\_.

4. It looks toward the\_\_\_\_\_.

5. Its task should be\_\_\_\_\_.

6. It should fit under the\_\_\_\_\_of the S.A.Y. Yes! Centers for Youth Development National Purpose Statement:

7. It should be\_\_\_\_\_oriented instead of process-oriented.

### **FAMILY MINISTRIES:**

To equip families to become fully devoted followers of Jesus Christ.

### **CRU® INNER CITY:**

To serve and mobilize the Church to live out God’s heart for the poor and fulfill the Great Commission.

Notice that these samples are short and to the point. They can be easily memorized.

They could be included on your business card. They are your banner!

**Why? What? Who?**

## **Guiding Values**

### **S.A.Y. Yes!**

#### **1. Christ-centered**

John 14:6 - Helping children become independently dependent on Jesus

#### **2. Focuses on the whole child**

Luke 10:27 Making disciples; Intentionally addressing all 5 areas of the child's life;  
Connecting with the influences in a child's life, especially the family

#### **3. Church-based**

1 Timothy 3:15b The Church is the body of Christ; Leadership of the Center shall come from the local church. The Center is not the ministry of Cru® Inner City

#### **4. Long-term Commitment**

Proverbs 22:6 - Producing a generation of godly young men & women who will influence their neighborhoods

#### **5. Mentoring**

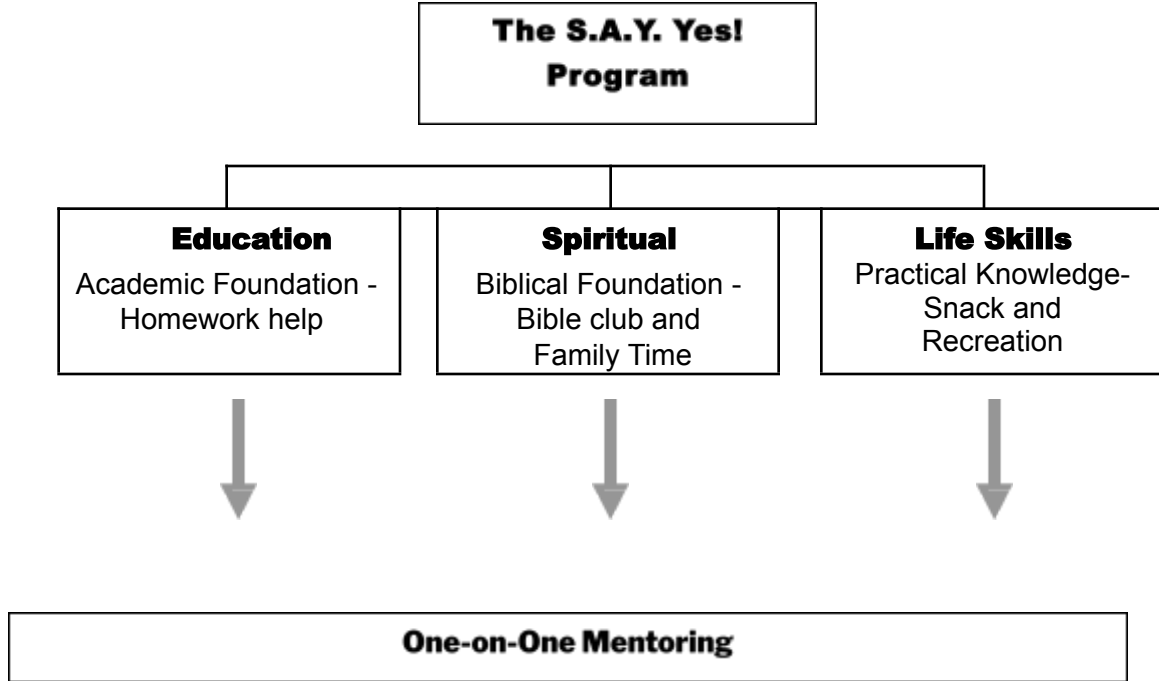
\*\*Guiding Values will determine the process of how the S.A.Y. Yes! Center will function. They are not action statements; they are value statements.

1. What you value
2. What you want to be known for in the church and in the community
3. What will motivate you
4. What guides the **direction** you want the ministry to go
5. What you will continually refer to when making program decisions

Guiding Values for a sample children's ministry:

1. Children's relationship with Jesus Christ is foundational
2. Relevant, exciting and Biblically-based
3. Committed to excellence
4. Consistent and nurturing environment

## S.A.Y. YES! PROGRAM STRUCTURE



### Minimum Program Objectives for S.A.Y. Yes!® Center Start-Up:

1. Center is open a minimum of two days a week.
2. Program utilizes the 4 basic program elements of snack/meal; recreation; homework/tutoring; Bible (can expand to optional elements in the future).
3. Director has recruited a minimum of two team leaders (Director can serve as the third team leader on the SAY Yes Center's leadership team).
4. Guideline (3-5 max) kids per adult. Therefore, a new Center, with a Director and two team leaders, will want to have an objective of having 9-15 kids in the SAY Yes program. This ratio will help you build relationships and mentoring.

\*\* Start small and with the basics and do it well before growing! Your program can always grow in numbers as you add more staff/mentors; your program can build to include crafts, reading aloud, practical living, hobbies etc; and you can increase the number of days to be 3-5 days/week.

# TEAM DYNAMICS

## S.A.Y. Yes!® Volunteer Roles: (see job descriptions in appendix)

**Team Leader:** Provides leadership for one of the three major components of the S.A.Y. Yes!® program. Persons filling this role will have the responsibility of *carrying the torch* and building excellence in their program area (education, spiritual, or like skills). This includes overseeing activities and leading team members in that specific area of ministry. This position requires at least 2 afternoons a week (6-8 hours) and mentoring a child.

**Team Member:** A Team Member will serve under the leadership of one of the Team Leaders in one of the program areas (education, spiritual, or life skills). This volunteer position involves participating at least one afternoon a week in activities at the S.A.Y. Yes! center and mentoring a child. This position requires 3-4 hours a week.

**Tutor:** This position provides one-on-one tutoring with 1-2 children. Requires 1-2 hours a week.

## Organizational Decisions for S.A.Y. Yes!® Center Start-Up:

1. Who will you ask to be 1 of 3 leaders? Other help? Mentors, homework, snack prep, etc?

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2. Days S.A.Y. Yes!® center will be open? \_\_\_\_\_

3. Initial goal for the number of children in the program, ages? \_\_\_\_\_

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4. Based on the number of children, what is the minimum number of volunteers needed?

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5. Where will the children be recruited from for the program (from within the church, specific school, housing project, etc)? \_\_\_\_\_

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6. How will kids get to the center? How will they get home?

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## Design the Daily Program Format:

Are there program elements that you only want to include monthly or every other week (i.e. S.A.Y. Yes!<sup>®</sup> store)?

Mark the items below:            D (daily)            W (weekly)            M (monthly)

\_\_\_ Bible Lesson

\_\_\_ Snack/Meals

\_\_\_ Homework

\_\_\_ Recreation

\_\_\_ Family Time

\_\_\_ Memory Verse

\_\_\_ Worship/Songs

\_\_\_ Skits

\_\_\_ S.A.Y. Yes Store

	<b>MON</b>	<b>TUES</b>	<b>WED</b>	<b>THURS</b>	<b>FRI</b>	<b>SAT</b>
<b>2:30</b>		Team Leaders prepare & Pray		Team Leaders Prepare & pray		
<b>3:00</b>		Kids arrive, sign in, snack		Kids arrive, sign in, snack		
<b>3:20</b>		Homework		Homework		
<b>4:00</b>		Recreation		Recreation		
<b>4:30</b>		Bible Club		Bible Club		
<b>5:15</b>		Family Time		Family Time		
<b>5:30</b>		Dismissal Team Leaders evaluate & plan		Dismissal Team Leaders evaluate & plan		

# Unit 7 ▪ Emergency Procedures & Child Abuse

## Emergency Procedures

### Fire Procedures

- Take the children through the evacuation procedures. You may want to have them practice the evacuation procedures from each room.
- When the “alarm” sounds, the children should:
  - Get in line as quickly as possible.
  - Wait for the “adult in charge” to tell them to walk out.
  - Walk, do not run, to a designated spot outdoors.
- Return to the inside and take the children through what they should do if an evacuation is not possible:
  - Close all doors. If doors don’t have smoke seals, grab anything in the room that may be placed around the door to block smoke from entering the room.
  - Lie on the floor since smoke and heat rises and wait for help to come for your group.

### Earthquake Procedures

Children should be prepared to:

- Stay calm.
- Remain where you are.
- If indoors, “duck and cover” by getting under a desk, table, or chair if that is available. Stay away from glass windows. Do not run outside!
- Have the children count slowly (this takes their mind off the shaking and gives you an idea of the intensity of the quake).
- If outdoors, get away from buildings. Go to a clear area and stay away from walls, utility poles, and downed wires.

### Tornado Procedures

- Go to a place without windows, such as a bathroom or basement.
- One adult takes children to safety; a second adult opens all windows.
- Have the children sit on the floor with their legs crossed and their head tucked into their lap, with their arms over their head for protection.
- Children do not leave the building until the center director determines it is safe.

### **“Danger!!! An Intruder”**

Establish a code phrase that all team leaders/members recognize (i.e. “the cleaning lady is here”) to alert staff to an intruder.

### **CPR**

For anyone working with children, knowing CPR is a benefit. You may want to consider participating in a Red Cross CPR training.

## **Preventing Disease Transmission:**

- Washing hands with hot water and soap (count to 10) after you have been in contact with any body fluids (blood, urine, feces, saliva, nasal secretions, vomit, etc.). Rinse and dry your hands well.
- Wear disposable gloves if cuts or open wounds are present. Wash hands after removing gloves.
- Clean up vomit, loose feces, and blood only with disposable gloves and paper towels. Clean the area with a 1:10 solution of household bleach and water.
- Clean community shared toys at the center monthly with a 1:10 solution of household bleach and water.

## **Child Abuse: What You Need To Know**

### **Psalms 10:17-18 LB**

*“Lord, you know the hopes of the humble people [children]. Surely you will hear their cries and comfort their hearts by helping them. You will be with the orphans and all who are oppressed, that earthly man will terrify them no longer.”*

### **Why Should I Be Educated on Child Abuse?**

- One in four girls and one in six boys report being sexually abused by the age of 18.
- An average of **4 children die every day** as a result of child abuse or neglect.
- Nine in 10 Americans polled regard child abuse as a serious problem, yet only 1 in 3 reported abuse when confronted with an actual situation.
- Someone at your center may be an abuser!
  - o Child molesters flock to environments where children are present and are often the last person you would ever suspect. A typical “disguise” for a child molester may be an outstanding member of the community, who works with disadvantaged youth. Therefore when an accusation is made, one is more likely to believe the adult over the child.
  - o Adolescents between the ages of 13 and 18 are responsible for 50% of all sexual assaults.
- As teachers and examples of God’s love, protection and compassion to the children in our SAY Yes! Centers, ignoring or overlooking abused children in your center sends a message that God does not or cannot love and protect them.

## **Types of Abuse** (See Appendix “Indicators of Abuse”)

### **Neglect - 61% of abuse reports**

Deprivation of adequate food, clothing, shelter, or medical care. There is a distinction made between failure to provide based on the financial inability to do so and the failure to provide for no apparent financial reason. The latter constitutes neglect.

Neglect also includes abandonment, which is when the parent’s identity or whereabouts are unknown, or the parent has failed to maintain contact with the child or to provide reasonable support for a specified period of time.

### **Physical Abuse – 19% of abuse reports**

A non-accidental physical injury to the child, and can include striking, kicking, burning, or biting the child, or any action that results in a physical impairment of the child.

### **Sexual Abuse/Exploitation – 10% of abuse reports**

Any form of direct or indirect sexual contact between a child (defined as any person under the age of 16) and an adult is abusive since it is motivated purely by adult needs and involves a child who, by virtue of her/his age and position in life, is unable to give consent.

Examples of child sexual abuse can include taking pictures or videos of naked children, making children look at pornographic pictures or videos of people having sex, showing children a person's "private parts", making children touch a person's "private parts" in any way, or making rude/lewd or suggestive sexual comments to a child.

Sexual activity between children constitutes sexual abuse when it is between siblings or when it is clear, by difference in developmental levels, coercion and/or lack of mutuality, that one child is taking advantage of another.

## **Am I a Mandated Reporter?**

Anyone who works with children is considered to be a mandated reporter by the state, regardless of whether you acknowledge this status. As a mandated reporter, you are required to report suspected child abuse or maltreatment – or cause a report to be made – when you are presented with *reasonable cause* to suspect child abuse or maltreatment.

There may be times when you have very little information on which to base your suspicion of abuse or maltreatment, but this should not prevent you from calling the hotline. The hotline specialist will help to determine if the information you are providing can be registered as a report.

The Social Services Law provides confidentiality for mandated reporters and all sources of child abuse reports. If a mandated reporter makes a report with earnest concern for the welfare of a child, he or she is immune from any criminal or civil liability that might result. Anyone who is mandated to report suspected child abuse and fails to do so could be charged with a Class A misdemeanor and subject to criminal penalties. Further, mandated reporters can be sued in a civil court for monetary damages for any harm caused by the mandated reporter's failure to make a report to the hotline.

## **What To Do When Abuse is Suspected**

- Call the child abuse hotline immediately! (*Appendix "Child Abuse Hotline Numbers by State"*) You can call your state's child abuse hotline or you can call the national child abuse hotline, where a child abuse counselor will answer questions and direct your call to the appropriate authority. **Childhelp USA National Child Abuse Hotline** (See Appendix ) 1-800-4-A-CHILD (1-800-422-4453)  
<http://www.childhelpusa.org>
- If needed, question the child - use open ended questions to allow the child to speak for themselves. Many times a child's admission is the only evidence that he/she is being abused. As a result, a hotline worker may not register the report if the child has not admitted to the abuse. Therefore, unless you initiate with the child a conversation about the suspected abuse, the child may never receive further help.
- You are not required to notify the parents or other persons legally responsible either before or after your call to the hotline. In fact, in some cases, alerting the parent may hinder the local Child Protective Services investigation and adversely affect its ability to assess the safety of the children.

## **Ways To Guard Against Child Abuse**

- Every group of children should have at least two workers present at all times.
- Children should not be alone together without an adult present.
- It is recommended that window blinds and doors be left open where children's activities are taking place.
- When taking children to the restroom, workers should supervise children of the same gender only. Children should have as much privacy as possible when using the restroom. Workers should only enter a restroom stall when necessary to assist a child.
- All staff and volunteers fingerprinted and run through a background check. This should include running all names through the sex offender website. Each state has their own sex offender website but it is good to check the national website as they often cross state lines: <https://www.nsopw.gov/>

## **What steps are involved in careful screening?**

1. Standard application
2. Face to face interview
3. Reference checks
4. Sex offender registry checks
5. Criminal background checks
6. Motor vehicle Record if driving kids
7. Letting applicants know you care about the safety of the children

\* Have a daily sign-in log so you know which kids are at the Center. Every child should be registered.

\* All activities or outings outside of the normal planned S.A.Y. Yes!<sup>®</sup> weekly activities must be approved by the Center director.

\* All workers have completed a S.A.Y. Yes! application that is on file in the office. This is confidential, reviewed only by the S.A.Y. Yes! Center director and volunteer coordinator.

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## Developing a Plan for Homework

Addressing a child's intellectual needs is an important component of wholistic ministry. In many inner-city neighborhoods, children attend schools that are not academically excellent, and that are not challenging the children to their full capacity. It is the intention of the S.A.Y. Yes!® model of after- school ministry to offer educational support, in order to help each child become what God has created him/her to be (Psalm 139).

Many parents will want to enroll their children in your program if you have a quality educational plan for helping the children.

Here are some important things to remember about the **homework** time:

- Most children will be given **homework** from their school. To be effective, you will need to have adequate help to assist each child or several children at once. Be sure to not do the homework for the child, but trouble-shoot with them and let them see success. The children's homework should always be checked for accuracy.
- You will need adequate **supplies** for the students to do their homework. These supplies could include: encyclopedias, dictionaries, flashcards, notebook paper, markers, crayons, pencils, white-out, pens, scissors, and scratch paper, math manipulatives and phonic books for reading. These supplies can be used when students do not bring homework - you can have them read a book or do flashcards or write about their day etc. Homework time should never be "free" time to those who forget homework. You can have folders of supplemental worksheets or workbooks for each grade level in case a child doesn't have homework or finishes early.
- It will be a good idea to contact the **teacher** of each of the students to find out what they would like you to help the student with and if they have resources to help you assist with homework. Sometimes parents will appreciate you offering to go with them to teacher's conferences to share how they are progressing or challenges. You can also try to find out when open house for the school is and meet several teachers at once. Ask the teacher for supplemental worksheets to have on hand when kids forget homework..
- Another good idea for homework is to make sure each child has an **assignment** notebook or a folder for keeping homework and recording progress. Many schools give these out to the students. There are companies that you can order them from for the other students. Give them S.A.Y. Yes! dollars for bringing them filled out each day, and additional dollars if they are signed by a teacher.
- Make sure you have **adequate space** for students to focus on homework - either individual desks or large tables where they can spread out and not be distracted. You might want to separate students according to grade level..
- Encourage 1 **mentor** for 3 children to focus on assistance. Celebrate success and ask the next day how they did on the spelling test or assignment.

- Keep your homework time to 20 min for younger and 30-40 min for older. It is helpful to **vary** the things that you do a little bit, so that the children will not get bored. Be consistent on the topic, but remember that children have short attention spans. They get bored with work packets after 30 minutes.

Set up your homework area with some of these items:

1. **Work Packets** – At a teacher store, you can purchase a reproducible workbook and make copies. You can even buy several on the same topic and put them together in order to make a packet. Have several levels and reward children who complete a packet.
2. **Educational Games** – At the teacher store, or from special learning companies, you can purchase educational games. Once you buy a game, you will have it for years to come. They are good investments.
3. **Reading Books** – Children need practice reading everyday. It is a great idea to invest in quality books that children will be interested in reading. You can purchase new ones, or ask church members, libraries, or churches in the suburbs to donate them. It is helpful to separate them according to reading level. Children can read with a tutor, with another child, with a book-on-tape, or by themselves.
4. **Writing Resources** – You can have a creative writing section. Create special cards with topics to give the students creative reading ideas. Then the students are encouraged to write at least a one-page story. They should then read it to a tutor who will help them correct the mistakes. The student could also have another child who is finished with homework proof read it too. Then they can copy it into a special “blank” book and include pictures. Journals would also be a fun idea to encourage writing.
5. **Math Resources** – We strongly encourage each S.A.Y. Yes! Center to help students learn the addition, subtraction, multiplication, and division facts. This can be done with flash cards, math packets, or an assortment of fun games.
6. **Computer Time** – It is a great benefit to have a few computers. There is plenty of good quality educational software available. It may be helpful to test the games and play them beforehand, so that when the students have questions, you can answer them. Make sure that students play a game at their grade level.

Because the list of good resources is constantly changing and growing, we will not try to include it here, but refer you instead to visit [www.sayyescenters.org](http://www.sayyescenters.org) for an updated list of educational resources in each of these areas.

Sample Homework Pad for primary school students (actual size: 8½ X 11)

# HOMework PAD

<b>MONDAY</b> _____	<b>SIGNATURES</b> _____ Mentor _____ Teacher _____ Parent
---------------------	---

<b>TUESDAY</b> _____	<b>SIGNATURES</b> _____ Mentor _____ Teacher _____ Parent
----------------------	---

<b>WEDNESDAY</b> _____	<b>SIGNATURES</b> _____ Mentor _____ Teacher _____ Parent
------------------------	---

<b>THURSDAY</b> _____	<b>SIGNATURES</b> _____ Mentor _____ Teacher _____ Parent
-----------------------	---

<b>FRIDAY</b> _____	<b>SIGNATURES</b> _____ Mentor _____ Teacher _____ Parent
---------------------	---

# Healthy Snack Ideas

Kids and snacks...they go together, especially in the mid-afternoon! At a time when kids are growing fast and playing hard, nutritious snacks between meals give them nourishment and an energy boost for the rest of the afternoon.

The following are suggested snacks – simple to make, easy to serve and eat, easily available. Some snacks require some assembly. Have an older child at the center work as your assistant. A few require preparation a day in advance for freezing.

## Basic Suggestions

### Almost no preparations

Unsweetened fruit juice	Applesauce
English Muffins	Fig Newtons
Graham Crackers	Cottage Cheese
Muffins	Granola Bars
Popcorn	Raisins
Rice Cakes	Pretzels
Cracker and Cheese packets	Any fresh fruit – bananas,
Yogurt	apples, grapes, melons (cut in
Cracker and Peanut Butter	bite size pieces), etc
packets	

**Orange Fizz Float** - Drop a scoop of ice cream into an 8-ounce glass. Fill the glass  $\frac{3}{4}$  full of orange juice. Add enough lemon-lime carbonated beverage to fill the glass. Have the kids stir with a spoon. (You don't need to measure anything.)

### Some Preparation Assembly Required:

Any raw vegetable (washed and cut in bite size pieces). If possible, use a variety, so everyone has a vegetable they enjoy. Encourage trying something new.

Pineapple rings (canned or fresh) with a scoop of cottage cheese in the center.

Tortillas with cheese – Grate cheese on  $\frac{1}{2}$  a tortilla, folding the other  $\frac{1}{2}$  on top. Place in oven just long enough to melt the cheese. Could add grated green pepper for more flavor.

Apple slices with peanut butter spread on top.

Popsicles of frozen unsweetened fruit juice.

## **“Something-Like-a-Sandwich” Ideas:**

- Sliced boiled egg (boil the day before and refrigerate), and a pickle slice on top of an English muffin, ½ slice of bread, large potato chip, or cracker.
- Sliced tomato on top of an English Muffin, ½ slice of bread, or a cracker. Put grated cheese on top, and heat in oven just long enough to melt the cheese.
- Spread peanut butter on graham crackers. Sprinkle on raisins, sunflower seeds, coconut, sesame seeds, shredded carrots, or rice cereal.
- Graham Cracker Sandwiches – break graham crackers into two squares. Spread with peanut butter. Sprinkle on a little cinnamon (optional). Slice banana and arrange slices on ½ of the graham cracker. Top with the remaining graham cracker with peanut butter side down.
- Stuffed Pita Bread – Cut in half and stuff with pre-made tuna spread, chicken salad, or egg salad. Alternatively, stuff with diced tomatoes and cheese, and heat through.

## **Celery Canoes:**

Spread peanut butter or cheese spread in the groove of the celery. Spread crispy rice cereal on waxed paper. Gently press the celery pieces, cheese or peanut butter side down, into the cereal.

## **No-cook Kabobs:**

Skewer any of the following ingredients on a toothpick or skewer. Try to come up with a colorful and appetizing combination.

Fruit: Apples, Peaches, Pears

Cheese Cubes: Swiss, Cheddar, American, Mozzarella, etc

Cooked Meat: Chicken, Ham, Roast Beef, Turkey

Vegetables: Zucchini, Mushrooms, Green or Red Pepper, Cucumber, Celery Cauliflower, Carrots, or Broccoli

## **Shakes and Pops Requiring a Blender:**

### **Peach Cream Shakes**

5 – 8 ¾ ounce cans of peach slices (chilled and drained)

2 ½ cups of vanilla yogurt

1 ¼ cups of milk

½ teaspoon nutmeg

Blend all of the above until smooth. Pour into small glasses. Makes 10 (4 ounce) servings. Sprinkle a little more nutmeg on top.

### **Fruiti-tuti Shakes**

- 1 ¼ cups of cold milk
- 1 – 8 ¾ ounce can peach slices (drain, reserve 1 tablespoon syrup)
- 1 – 11 ounce can pineapple tidbits or mandarin orange sections (drained)
- 1 cup ice cubes
- ½ cup cream-style cottage cheese

Blend half of the ice cubes and all the other ingredients. Blend well, then add the remaining ice cubes and blend until smooth. Makes 5 (6 ounce) servings.

### **Yogie Pear Pops (make one day ahead)**

- 1 –16 ounce canned pears (halves or slices, drained)
- 8 ounces of plain yogurt
- 3 tablespoons honey
- ½ teaspoon lemon juice Few drops almond extract (optional)
- 5 wooden sticks

Blend all of the above until smooth. Pour the mixture into 5 –5 ounce paper cups. Cover each cup with foil. Make a small hole in the foil with a knife, and insert a wooden stick. (Or use plastic freezer pop molds.) Freeze four to six hours. Makes 5 servings when using paper cups. To serve, remove foil and tear paper from pops.

### **Three Fruit Pops (make one day ahead)**

- 1 cup orange juice
- 2 red medium apples, quartered and cored
- 2 medium oranges, peeled and sectioned
- 2 small bananas, peeled and cut up
- 12 wooden sticks

Blend all of the above until smooth. Freeze in plastic freeze pop molds or pour into 6 – 3 ounce paper cups, as explained above. Freeze four to six hours. Makes 12 servings if using paper cups.

# **Age & Development Characteristics**

## **Important things to remember about the Primary age:**

- They need bathroom breaks.
- They have a short attention span and need to constantly be on the move.
- They need a lot of encouragement and need tender teachers who use soft tones & have a lot of patience.
- They function best in an environment of structure and boundaries.
- They want to please adults and they respond well to affirmation from adults.
- They must be taught in the concrete, and will have difficulty with symbolism and figurative language

## **Important things to remember about the Junior age:**

- Friendships are very important to them, and they begin to bond more with peers than adults.
- They value having a fun time and love recreation.
- They have become more independent, and can do things more easily on their own.
- They have a high capacity for learning facts. A human being has more capability to learn during the sixth grade year than at any other time of life
- They are looking for absolutes, and have a desire to see justice. They care about right and wrong.

## **Important things to remember about the Junior High & High School age:**

- This is the age where they begin to learn to think Abstractly.
- Peer relationships are most important.
- Discipline can be a problem because he is more concerned with peer acceptance than authority.
- In Junior High, It is a time of confusion and lack of emotional control. They will go through mood swings.
- They are very concerned with their self image, and they want to especially impress the opposite sex.
- It will often be a good idea to separate the males and females at this stage if they are to get work done. As they progress in high school and mature, they can work well together.
- Money is very important to them. They will need new incentives to keep coming, because candy, gym games, and toys will not keep their interest.

For an expanded version of the Age & Development Characteristics, visit [www.sayyescenters.org](http://www.sayyescenters.org) and look under Resources.

# Things For Kids to Do While Waiting

## Before program starts:

- Read a book (need to have books available)
- Work on homework (need to bring homework along; always have a back up plan for this when kids don't bring homework!)
- Play a board or card game (need to have games available and teach kids how to pick up when they're done)
- Draw a picture (need to have art supplies or whiteboard and markers available)
- Write or draw an answer to a question written on the board
- Build with Legos, magnet tiles, blocks, etc (kids need to know clean up expectations)
- Work on Scripture memorization (helps to have it handy for reference)
- Talk with available adults using conversation starter questions
- Play outside (if supervised)
- Help set up

## While waiting in line (any waiting in group):

- Play a game
  - Eye Spy
  - Make a Rhyming Word
  - 20 Questions
  - Simon Says
  - Reverse Charades (you give a prompt, and the whole group acts it out)
  - Do This--Do That (The group does everything you do when you say "do this"...but when you say "do that"...they do NOT follow the direction. When a player follows the direction of "do that"... they are out.)
- Review memory verse
- Sing a song (if in a place kids need to be quiet, do a song with actions, but mouth the words instead of singing!)
- Read aloud

**Classroom Management Plan for:** \_\_\_\_\_

Age of children: \_\_\_\_\_

HOW do we want kids to behave at our program? (Descriptive words, like “respectfully” or “with self-control”)

WHY do we want them to act that way?

What (simple, broad, and positively stated) rules will we have?

What will happen if a child breaks one of these rules?

- First:
- If again, then:
- If again, then:
- No changes/extreme defiance/violent actions:

Are there any actions that would immediately lead to higher consequences?

What is the goal of this discipline?

How will we communicate these expectations to:

- Our team?
- Our students?
- Parents of students?

Other things to think about:

How will we get students' attention?

How will we motivate students to do well?

- What will we reward?
- Individually?
- As a group?

What times in our program do we need a plan for? (What times are most chaotic? etc)

# MY PERSONAL CONTRACT

\_\_\_\_\_

Child's Name

**WITH**

\_\_\_\_\_

Mentor's Name

**I will follow the rule of**

\_\_\_\_\_

**for \_\_\_\_\_ I understand the expectations are**

\_\_\_\_\_

Length of Contract

\_\_\_\_\_

**When I fulfill the contract I will**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Child's Signature

\_\_\_\_\_

Mentor's Signature



## **S.A.Y. Yes! Banking**

Use the S.A.Y. Yes!® dollars to set up a bank to teach the children how to use money.

As the children earn their dollars, give them the option of keeping their money or turning it in at the bank.

You can set up different types of accounts.

- Checking account on which they can write a check at any time.
- Savings account - it must stay in for a certain length of time but interest will be paid.
- Christmas account - money can only be withdrawn during December of each year - a higher interest is paid.
- Tithe - it is important to teach the children to tithe. You won't necessarily have an account, but create a way for the kids to give to God. The dollars they turn in may go to buy something for the Infant/Toddler's Sunday school class.

**Practical Living** is a good time to introduce the bank to the children. It would be most effective if you do it in small groups. It can then be geared to a specific age level.

- Go through step by step how they use their checkbook.
- The day you introduce the concept of banking, open the bank and allow them to deposit money. Then make sure they record it properly.
- Be sure they know that if they write a check at the store for more money than they have in their checking account, they will have to pay a fine. Be sure you know what the fine will be.
- Think through what interest you will pay in the saving accounts.

Let the children put their own checkbooks together. Materials needed: scissors, sheets of checks, registers and cover, staplers.

(You may want to make a visit to a local bank for one of your first field trips.)

Checkbook Cover

.....

**S.A.Y. Yes! Bank**




**This checkbook belongs to:**

\_\_\_\_\_

Check

.....

**S.A.Y. Yes! Bank**



Check Number \_\_\_\_\_

Date \_\_\_\_\_

Pay to the order of \_\_\_\_\_

\$

\_\_\_\_\_ DOLLARS

For: \_\_\_\_\_

Check Register

.....								
Check Number	Date	Transaction	Transaction Amount		Deposit Amount		Balance	

Deposit Slip

.....			
Date _____	<b>DEPOSIT SLIP</b>		
Print Name _____			
Account Number _____			
<b>S.A.Y. Yes! Bank</b>	TOTAL CASH		
	TOTAL CHECKS		
	SUB-TOTAL		
	NET DEPOSIT		

## **S.A.Y. Yes!® Store**

Throughout the week or month, the kids are collecting dollars and depositing them into the S.A.Y. Yes! Bank. When the store is open, the kids can use the money they have saved in the bank to purchase things for themselves, friends, and family. Kids can have the option to hold onto their own dollars. If they choose to do so, they have total responsibility.

### **Set-Up**

There are many ways to set up the store.

1. Some centers have a room designated solely for the store. The room is locked when the store is closed. This set-up makes it easier to open the store several times a month. A large closet would work also.
2. Set large tables up in a square with chairs lined along the outside as a border to keep the children away. Place all the store items on the tables. Leave a small opening for the kids to come in and out. This does take time because you have to set it up, take it down, and put everything away each time you open the store.

### **Pricing**

When you set up the store, put prices on all the items. The children can see how much everything costs and can figure out how many things they can buy. If possible, have high schoolers help the younger ones.

### **Receipts**

Have an adult be the checkout person and the kids bring their purchases to him/her. This person should write out a receipt for each child and put it in the bag. If something is misplaced or stolen, you can see what each child bought. A good rule to have for the rest of that day is that the bag of purchases needs to stay closed, and no toys can be played with at the center.

### **Crowd Control**

Depending on the size of the space for the store, sending just one class at a time, or a small group of children, is a good idea. You can keep better track of the children in the store, and you will be more accessible to help.

### **Store Items**

Items that are good for the store are: basketballs, books, Bibles, paper, folders, binders, jewelry, dolls, toy cars, Play Dough™, sidewalk chalk, knick knacks, backpacks, tote bags, t-shirts, models, stickers, pencils, games, etc. Have a wide variety of things so that all the kids can purchase at least one thing. Do have some really expensive things that the kids have to save up for and also some little things that they can buy with just a few days worth of dollars.

## **Asking Questions that Involve the Whole Class**

Questions can be a wonderful tool to get everyone thinking about what you want them thinking about! Here are some recommendations:

Ask questions that have **specific but multiple answers** instead of just one (“What are some reasons people were angry about Jesus’ words?” “What are some different ways people responded to hearing about Jesus being born?” “Who are some people God sent the message to?”) Then you can call on kids who don’t usually talk first so they have the most options to choose from.

**Ask questions that kids can talk about in small groups** so everyone has thought and talked about the question before you have a few kids share answers with the whole group.

**Ask open-ended questions – questions that have many appropriate answers** (“How would you have solved this problem?” “How did that happen?” “Why do you think \_\_\_\_\_ is important?” “Why do you think it is difficult to obey?” “Today our story is about some people who were very afraid. What is something that you’re afraid of?”)

With younger kids, **“Show me how this person felt”** is an easy whole-group response.

With older kids, you can have everyone write an answer on a post-it note and stick it on the board (“Something you wish was different about yourself” “Something that makes you feel angry” “Something that seems unfair to you”)

Use simple recall questions to activate past learning and help students to connect the lessons:

If you want the kids to **fill in pieces from past weeks’ stories**, you might have each mentor group work together to remember the sequence of a story or all the main characters (“In your groups, think of at least three different people who heard about Jesus’ birth and how they responded to that news”).

Post pictures or write names/words on the board from past story; ask students what they remember about those things.

When you ask **questions with simple recall answers**, you can have the entire group (or all the boys, or all the girls) call out the answer at the same time.

# **Individual Behavior Plan Worksheet**

**Student name:**

**Date:**

**People completing this form:**

**1. Name specific behaviors and behavior patterns instead of labeling attitudes. What behaviors and behavior patterns are problematic? Why are they a problem?**

**2. Focus on what you want the student to START rather than stop.**

**3. Create a plan**

*The following questions should help you consider the student carefully:*

- a. What specific behaviors do you want to see? (Why?)
- b. How can this student bring value to the program? What particular strengths could benefit others?
- c. What does the student get out of behaving in the current way?
- d. What might need to change in the student's thinking (and possibly the adults' thinking) for change to occur?
- e. Can the student see the benefit of changing his/her behavior? How can we influence this?
- f. What can we need to do to help the student be motivated to change?

- g.** Is the student capable of what we expect?
  
- h.** Does the student know how to do what's expected of him or her?
  
- i.** How can the student or parents help us craft this goal?
  - i.** What does the student think?
  - ii.** What do the parents/guardians think?
  
- j.** What support or changes might the student need to accomplish this plan?
  - i.** Reminders?
  - ii.** Encouragement?
  - iii.** Changes to participation?

**4. Create a plan**

- a.** What specific “starts” will we focus on? (“Instead of \_\_\_\_\_, student will do \_\_\_\_\_.”) You may have identified several that need work, but to begin, focus on one main goal (that main goal might have a few sub-goals related to the main goal).
  
- b.** What the adults will be doing differently (i.e., leader will create a calming spot for students and teach ways to use it; leader will check in with student between each program block; etc):
  
- c.** When will leaders check in with the student? (at least daily)  
  
How frequently will leaders check in with parents/guardians? In what way?
  
- d.** How will leaders and student mark progress? (chart/checklist/other)
  
- e.** When the student has successfully reached this goal \_\_\_\_\_ times, how will he/she be rewarded?

Next date we will discuss/adjust this plan: \_\_\_\_\_

## **Poster examples**

### **During Learning Time:**

1. We get out our homework
2. We get the supplies we need
3. We find a quiet place to work
4. We ask for help when we need it
5. We have an adult check that we're done
6. When we are done, we can:
  - Read a book
  - Practice math facts
  - Pick a worksheet
  - Play a learning game
  - Draw a picture
  - Write a story
  - Help another student learn
  - \_\_\_\_\_ (check with an adult first)

### *Ways to Earn A Marble*

- Everyone ready & seated at beginning of lesson
- Everyone worked on homework during homework time
- Group cleaned up snack or game equipment within \_\_\_ minutes
- Group got quiet/settled within \_\_\_ seconds of the silent signal

## **Reward Ideas**

### **Group Reward Ideas**

1. Movie Day
2. Pajama Day
3. Costume Day
4. Toy Show & Tell Day which includes time after they all show to be able to play with their toys  
(caveat: tell students NOT to bring electronic toys)
5. Water fight outside
6. Themed Party (they choose the theme)
7. Extra free time/choice time
8. Sit Wherever You Want Day
9. Have lesson time in a special place (outside, etc)
10. Special Treat (ice cream, cupcakes, etc)

### **Individual Reward Ideas That Can Be “Bought” With Earned Points**

- ★ Treats (be aware of food allergies & restrictions, etc)
- ★ Objects
  - Treasure box/store/etc
  - You often can get donations
  - Can include a mixture of fun and needed items
- ★ Privilege cards that can be redeemed at time of choosing
  - Sit in the comfy chair during lesson
  - Work on homework in a special/unusual spot
  - Help lead song or game time time
  - Assist with something of their choice
  - Getting to have an alternate snack if the main choice is something they don't like
  - Show and tell ticket
  - Hat day pass (or something else typically not allowed at program)
  - Go First All Day pass
- ★ Recognition (Wall of Fame, Example of the Day, etc)

## **S.A.Y. Yes!® Director**

### Ministry Job Description

Responsible to: Overseeing Pastor

Relates closely with: Youth Ministry Director,  
Children's Ministry Director

Purpose: To develop and lead a team of volunteers to implement the S.A.Y. Yes!® program.

### Responsibilities:

- Ensure that the program is running according to its guiding values and purpose statement
- Recruit, select, equip, lead, and develop Volunteer Leaders for each of the S.A.Y. Yes! volunteer roles. (See S.A.Y. Yes! Volunteer Roles document for more information)
- Lead S.A.Y. Yes! team meetings (monthly, possibly closed 1 day a month to meet as a team)
- Regularly meet with Education, Ministry, and Life Skills Team Leaders (monthly phone calls or as needed and with quarterly Leadership Team meetings)
- Pray for volunteers, program, children and families
- Build working relationship with S.A.Y. Yes! children and families
- Build mentoring relationship with 1-3 children (max 1 family) with monthly contacts outside of program hours
- Work to build a relationship with the families and the church so the whole family can be reached for Christ through ministries of the church. (Benevolence, Men's Ministry, Women's Ministry, Young Adults, Teen Parents, etc)
- Work with schools in the community and existing families to recruit children for the program who are available, in need, at risk, and from the community.
- Lead S.A.Y. Yes! planning with the volunteers
- Handle permission slips, room scheduling, van scheduling and other communication and documentation requirements.
- Attend monthly S.A.Y. Yes! Directors meetings with Cru® Inner City.
- Attend meeting with overseeing Pastor (minimum of once per month).

Time Commitment: Minimum of 12-15 hours per week in the first year of the program. Depending on program design may require up to 40 hours per week.

### Training:

- Complete S.A.Y. Yes! directors training
- Each year attend an urban youth and children's ministry conference if possible
- Attend High Impact Volunteer Ministry Training (or go through High Impact Training Module)

### Wages and Benefits:

- Wages and benefits as discussed with the overseeing Pastor

### Special Qualifications:

- Passion for God's Word
- Must have a passion for children and children's ministry
- Must be willing to lead and direct and be involved in administration
- Experience and/or willing to learn volunteer management

## **Education Leader**

Ministry Job Description

Responsible to: S.A.Y. Yes!® Director

Relates Closely with: Spiritual Leader, Life Skills Leader

Purpose: Oversee and coordinate all educational focused activities at the S.A.Y. Yes! Center so that children are prepared and empowered to succeed academically. If applicable mobilize a team of volunteer tutors for the S.A.Y. Yes! center.

### Responsibilities:

- Oversee S.A.Y. Yes! homework time and/or tutor time
- Oversee other tutors if applicable (monthly phone calls or meetings with each tutor)
- Arrange a teacher conference for each child (one per semester)
- Attendance (2-3 days a week)
- Leadership Team meetings (quarterly or as set by Director)
- S.A.Y. Yes! Team Meetings (monthly, possibly closed 1 day a month to meet as a team)
- Regularly meet with S.A.Y. Yes! director (monthly phone calls or as determined by Director) -
- Regularly meet with Education Team Members (monthly phone calls or as needed)
- Pray for children and families
- Look for opportunities to help children in their relationship with Christ
- Build relationship with 1-3 children (max 1 family) with monthly contacts outside of program hours

### Options:

- Oversee OPTIONAL computer, read aloud times or other educational focused activities
- Options for building relationship with 1-3 children (max 1 family) with monthly contacts outside program hours
  - attend church with child
  - visit the school
  - do a home visit
  - do a special activity

Time Commitment: Approximately 6-8 hours per week

Length of Commitment: One year

### Training:

- Complete initial S.A.Y. Yes! training module
- Annual retreat/conference

See General Volunteer Ministry Qualifications (in application packet)

### Special Qualifications:

- Must have a passion for children and children's ministry
- Passion to see children advance educationally
- Experience and/or willing to learn volunteer management
- Previous tutoring and/or educational experience preferred.

## **Education Team Member**

Ministry Job Description

Responsible to: S.A.Y. Yes!® Director

Relates Closely with: Other S.A.Y. Yes! Team Members

Purpose: Participate on the Education team focusing on educational activities at the S.A.Y. Yes! Center so that children are prepared and empowered to succeed academically. If applicable mobilize a team of volunteer tutors for the S.A.Y. Yes! center.

### Responsibilities:

- Be involved in the homework time and/or tutoring time and any other educational activity.
- Attendance (1-2 days a week)
- S.A.Y. Yes! Team Meetings (monthly, possibly closed 1 day a month to meet as a team)
- Regularly meet with Education Leader (monthly phone calls or as determined by Leader)
- Pray for children and families
- Look for opportunities to help children in their relationship with Christ
- Build relationship with 1-3 children (max 1 family) with monthly contacts outside of program hours

### Options:

- Oversee OPTIONAL computer, read aloud times or other educational focused activities
- Options for building relationship with 1-3 children (max 1 family) with monthly contacts outside program hours
  - attend church with child
  - visit the school
  - do a home visit
  - do a special activity

Time Commitment: Approximately 3-4 hours per week

Length of Commitment: One year

### Training:

- Complete initial S.A.Y. Yes! training module
- Annual retreat/conference

See General Volunteer Ministry Qualifications (in application packet)

### Special Qualifications:

- Must have a passion for children and children's ministry
- Passion to see children advance educationally

## **Spiritual Team Leader**

Ministry Job Description

Responsible to: S.A.Y. Yes!® Director

Relates Closely with: Educational Leader, Life Skills Leader

Purpose: To oversee all spiritual focused activities at the Center with a purpose of building a solid Biblical foundation in the S.A.Y. Yes! children and encourage them to begin, grow and cultivate a relationship with God.

### Responsibilities:

- Lead or oversee effective Bible Club time (protector of sound doctrine)
- Lead or oversee family time
- Attendance (2-3 days a week)
- Leadership Team meetings (quarterly or as set by Director)
- S.A.Y. Yes! Team Meetings (monthly, possibly closed 1 day a month to meet as a team)
- Regularly meet with S.A.Y. Yes! Director (monthly phone calls or as determined by Director)
- Regularly meet with Spiritual Team Members (monthly phone calls or as needed)
- Pray for children and families
- Look for opportunities to help children in their relationship with Christ
- Build relationship with 1-3 children (max 1 family) with monthly contacts outside of program hours

### Options:

- Lead or oversee other OPTIONAL ministry focused activities (memory verse, skits, worship, prayer activities other than family times, etc)
- Options for building relationship with 1-3 children (max 1 family) with monthly contacts outside program hours
  - attend church with child
  - visit the school
  - do a home visit
  - do a special activity

Time Commitment: Approximately 6-8 hours per week

Length of Commitment: One year

### Training:

- Complete initial S.A.Y. Yes! training module
- Annual retreat/conference

See General Volunteer Ministry Qualifications (in application packet)

### Special Qualifications:

- Passion for God's Word
- Must have a passion for children and children's ministry
- Experience and/or willing to learn volunteer management

## **Spiritual Team Member**

### Ministry Job Description

Responsible to: S.A.Y. Yes!® Director

Relates Closely with: Other S.A.Y. Yes! Team Members

Purpose: Participate on the Ministry Team focusing on all spiritual focused activities at the Center with a purpose of building a solid Biblical foundation in the S.A.Y. Yes! children and encourage them to begin, grow and cultivate a relationship with God.

### Responsibilities:

- Be involved in the Bible Club and Family Time and any other ministry focused activity.
- Attendance (1-2 days a week)
- S.A.Y. Yes! Team Meetings (monthly, possibly closed 1 day a month to meet as a team)
- Regularly meet with Spiritual Leader (monthly phone calls or as determined by Leader)
- Pray for children and families
- Look for opportunities to help children in their relationship with Christ
- Build relationship with 1-3 children (max 1 family) with monthly contacts outside of program hours

### Options:

- Lead or oversee other OPTIONAL ministry focused activities (memory verse, skits, worship, prayer activities other than Family Times, etc)
- Options for building relationship with 1-3 children (max 1 family) with monthly contacts outside program hours
  - attend church with child
  - visit the school
  - do a home visit
  - do a special activity

Time Commitment: Approximately 3-4 hours per week

Length of Commitment: One year

### Training:

- Complete initial S.A.Y. Yes! training module
- Annual retreat/conference

See General Volunteer Ministry Qualifications (in application packet)

### Special Qualifications:

- Passion for God's Word
- Must have a passion for children and children's ministry

## **Life Skills Leader**

Ministry Job Description

Responsible to: S.A.Y. Yes!® Director

Relates Closely with: Spiritual Leader, Educational Leader

Purpose: To oversee practical living, recreation time, and snacks at the S.A.Y. Yes! center so that children develop healthy lifelong habits and a good foundation for their practical success in life.

### Responsibilities:

- Lead or oversee recreation time
- Lead or oversee snack time
- Attendance (2-3 days a week)
- Leadership Team meetings (quarterly or as set by Director)
- S.A.Y. Yes! Team Meetings (monthly, possibly closed 1 day a month to meet as a team)
- Regularly meet with S.A.Y. Yes! Director (monthly phone calls or as determined by Director)
- Regularly meet with Life Skills Team Members (monthly phone calls or as needed)
- Pray for children and families
- Look for opportunities to help children in their relationship with Christ
- Build relationship with 1-3 children (max 1 family) with monthly contacts outside of program hours

### Options:

- Lead or oversee other OPTIONAL life skills focused activities (practical living, crafts, guest speakers teaching practical learning (i.e. dentist), etc)
- Options for building relationship with 1-3 children (max 1 family) with monthly contacts outside program hours
  - attend church with child
  - visit the school
  - do a home visit
  - do a special activity

Time Commitment: Approximately 6-8 hours per week

Length of Commitment: One year

### Training:

- Complete initial S.A.Y. Yes! training module
- Annual retreat/conference

See General Volunteer Ministry Qualifications (in application packet)

### Special Qualifications:

- Passion for the life skills development in children
- Enjoy recreation and teaching through recreational activities
- Must have a passion for children and children's ministry
- Experience and/or willing to learn volunteer management

## **Life Skills Team Member**

Ministry Job Description

Responsible to: S.A.Y. Yes!® Director

Relates Closely with: Other S.A.Y. Yes! Team Members

Purpose: Participate on the Life Skills team focusing on practical living, recreation time, and snacks at the S.A.Y. Yes! center so that children develop healthy lifelong habits and a good foundation for their practical success in life.

### Responsibilities:

- Be involved in the recreation and snack time and any other Life Skills activity.
- Attendance (1-2 days a week)
- S.A.Y. Yes! Team Meetings (monthly, possibly closed 1 day a month to meet as a team)
- Regularly meet with Life Skills Leader (monthly phone calls or as determined by Leader)
- Pray for children and families
- Look for opportunities to help children in their relationship with Christ
- Build relationship with 1-3 children (max 1 family) with monthly contacts outside of program hours

### Options:

- Options for building relationship with 1-3 children (max 1 family) with monthly contacts outside program hours
  - attend church with child
  - visit the school
  - do a home visit
  - do a special activity

Time Commitment: Approximately 3-4 hours per week

Length of Commitment: One year

### Training:

- Complete initial S.A.Y. Yes! training module
- Annual retreat/conference

See General Volunteer Ministry Qualifications (in application packet)

### Special Qualifications:

- Passion for the life skills development in children
- Enjoy recreation and teaching through recreational activities
- Must have a passion for children and children's ministry

## **S.A.Y. Yes!® Tutor**

Ministry Job Description

Responsible to: Educational Leader

Relates Closely with: Other S.A.Y. Yes!® Tutors

Purpose: To tutor and build a relationship with 1-2 children so that they are prepared and empowered to succeed academically

### Responsibilities:

- Visit school & teacher with Educational Leader one-two times a year (if possible during parent/teacher conference) \*
- Tutor 1-2 children
- Build relationship with 1-2 children (and their families) with a monthly contact outside program hours
  - by attending church with child
  - or doing a home visit
  - or doing a special activity
- Team meetings (quarterly with all other tutors)
- Meet with Educational Leader monthly (at least by phone)
- Pray for the child and his/her family
- Look for opportunities to help the child in their relationship with Christ
- Monitor child's academic progress

Time Commitment: Approximately 2 hours per week

Length of Commitment: One year

### Training:

- Complete initial S.A.Y. Yes! training module
- Optional annual retreat/conference

See General Volunteer Ministry Qualifications (in application packet)

### Special Qualifications:

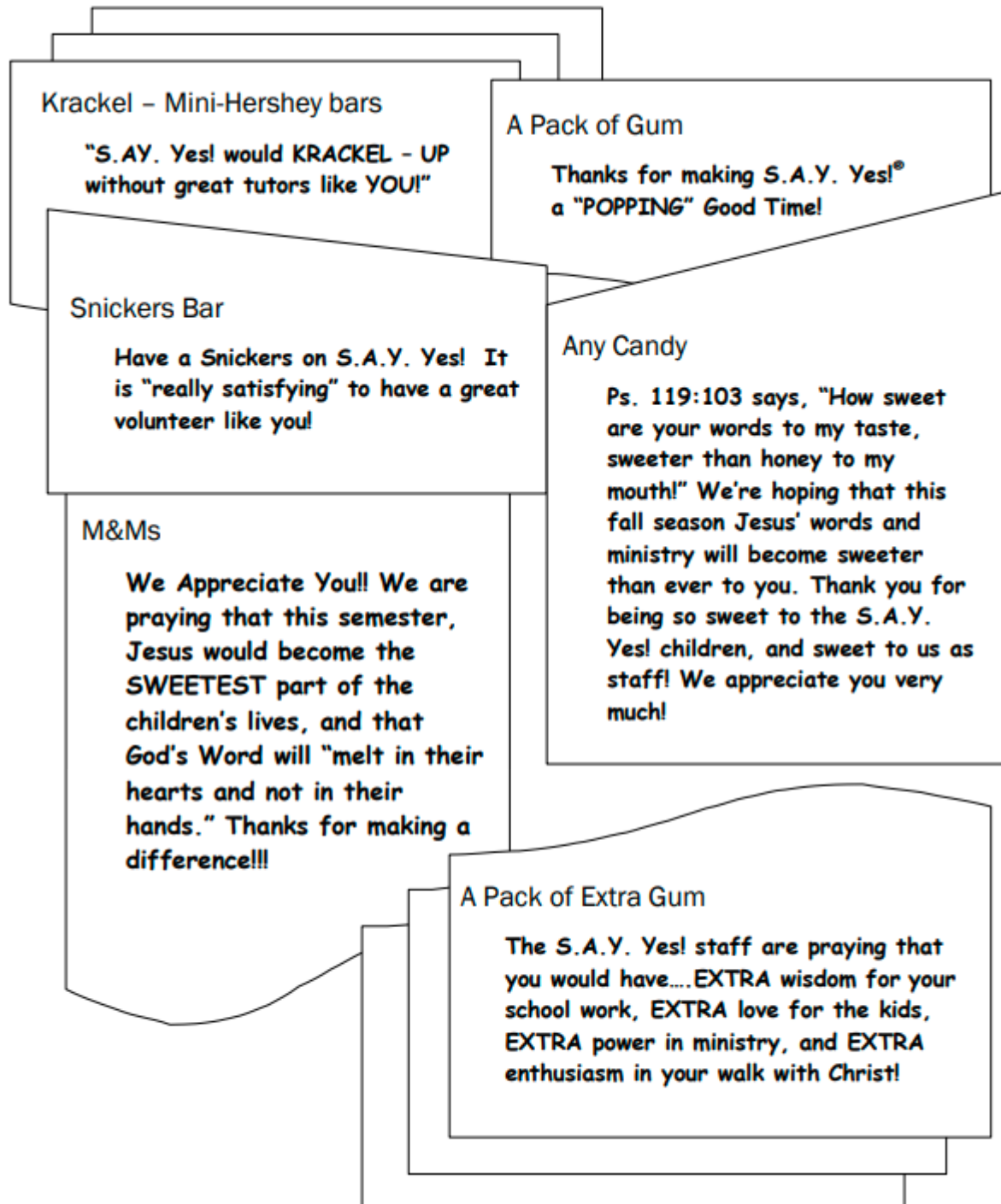
- Must have a passion for children and children's ministry
- Passion to see children advance educationally
- Patience in working with children in the educational process

\* Educational Leader will arrange a combined visit (date and time) to the school for tutors per semester

## Team Encouragement

Make sure that you regularly tell the volunteers how much you appreciate them. You can do this through verbal affirmation, a written note or card, outings, or gifts.

Here are a few candy gift ideas you can use:



# Team Encouragement & Review

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

Supervisor: \_\_\_\_\_

What is the one story you share with everyone about what has been happening recently at S.A.Y. Yes!®?

What has been your greatest frustration during the last month?

What suggestions do you have that would make the S.A.Y. Yes! Center run more smoothly?

This is what I have observed to be the result of your ministry to the children at the S.A.Y. Yes! Center:

For informational/illustrative purposes only.  
Revised forms are available to the  
S.A.Y. Yes! Center director.

How can I pray for you?

Please rate yourself on the categories listed below for the time period:

\_\_\_\_\_ to \_\_\_\_\_

AREA RATING REMARKS: 1---Need to grow    2----Satisfactory    3---Outstanding

\_\_ ATTITUDE                      Drive, dedication, cooperation with co-workers, ability to communicate and work with others

\_\_ ATTENDANCE                      Punctuality, regularity

\_\_ RESULTS                              Understanding of job, efficiency, use of judgment

\_\_ FLEXIBILITY                      Adaptability to change in assignments, schedule; reaction to pressure

\_\_ INITIATIVE                              Ability to work independently; amount of supervision needed

## Goal Setting & Timeline

Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight. Proverbs 3:5-6

The ultimate goal of this training is to empower each participating church or ministry to open and run a S.A.Y. Yes! Center for Youth Development®.

As you move toward the opening of your SY Center, you will need to organize all of the tasks that must be accomplished, and to create a timeline with dates for completing each task. You will want to be sure that each task you undertake is in agreement with your overall Purpose Statement.

The Bible account of the Israelites' journey to the Promised Land is a good study in having (or not having) clearly-defined goals. They had lost sight of God's purpose for them, and they wandered in circles for 40 years. Similarly, when we lose our purpose, we may engage in a lot of activity, but it doesn't take us toward our ultimate goal.

In addition to developing your Center's Purpose Statement, Guiding Values, Center Format, Organizational Chart, and SY Standards (of behavior) during this training, you may also want to set goals for the following:

- Prayer Support
- Discipline
- Relational Ministry
- Abuse Prevention
- Emergency Procedures
- Tutoring
- Volunteer Management

## S.M.A.R.T. Goals

### **S = Specific**

Be very definite as to what is expected; limited to one important goal or statement.

Which of the following goals is specific? Why or why not?

Example #1 We will write goals this year.

Example #2 We will have a goal for each area written by August 15, so that the budget can be written by August 30.

### **M = Measurable**

How will you know whether or not you have reached each goal?

### **A = Attainable**

**Practical and feasible.** Is this something that you are capable of doing? Is there enough time, materials, and money to accomplish this goal?

### **R = Realistic**

A goal should stretch you, but you don't want to set yourself up for failure. Do remember that **goals are faith statements.** There need be no guilt if you have worked with diligence and it does not happen. Many are the plans in a man's heart, but it is the Lord's purpose that prevails. Proverbs 19:21.

### **T = Time Bound**

The Goal is to be accomplished by a **specific date**, as is stated in Example#2.

### **Prayer Goal Board**

*By August 30, we will have a prayer plan completed,  
that includes the following tasks.*

<b>Task</b>	<b>Due Date</b>	<b>Person Responsible</b>
Recruit an intercessor for each child who will commit to pray daily.		
Once-a-month prayer insert in church bulletin, detailing needs of the children/Center		
Staff prayer before opening of Center each day		
Prayer chain of staff and intercessors for emergency needs		
To be included in Sunday morning prayer requests and other weekly prayer meeting(s)		

As you complete your goal boards for each area of your Center, you might want to create a “master goal board” where you collectively list everything that needs to be done week-by-week until your Center opening.

### **Master Goal Board**

Goals	7/1	7/8	7/15	7/22	7/29	8/5	8/12	8/19	8/26	9/2	9/9
Prayer Plan											
Discipline											
Relational Ministry											
Abuse Prevention											
Emergency Procedures											
Tutoring											
Volunteer Management											

Individual Post-It notes containing the information from your Prayer Goal Board (and for each goal board area) can be posted on this master goal board. In a similar manner, you may want to develop an annual goal board for the maintenance of your various program goals, after your Center is up and running.

### **Annual Goal Board**

Goals	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Prayer Plan												
Discipline												
Relational Ministry												
Abuse Prevention												
Emergency Procedures												
Tutoring												
Volunteer Management												

*Commit to the Lord whatever you do, and your plans will succeed. Proverbs 16:3*

# S.A.Y. Yes! Launch Plan

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

## Purpose Statement (S.A. Y. Yes! Training Manual, Pages \_\_\_\_\_)

### Purpose Statement Samples:

“To equip families to become fully devoted followers of Jesus Christ.”

“To serve and mobilize the Church to live out God’s heart for the poor and fulfill the Great Commission.”

### Our Purpose Statement:

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## Guiding Values (S.A. Y. Yes Training Manual, Pages \_\_\_\_\_)

### Primary Guiding Values:

Christ-centered (John 14:6)

Focuses on the whole child (Luke 10:27)

Church-based (1 Timothy 3:15b)

Long-term commitment (Proverbs 23:6)

### Our Guiding Values:

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SAMPLE

# Team Leaders and Team Members (S.A.Y. Yes! Training Manual, Pages \_\_\_\_)

**Who do we know who are willing to serve as mentors?**

Name, Days, and Times Available

_____	_____
_____	_____
_____	_____
_____	_____

**Who do we know who are willing to serve as volunteers or tutors?**

Name, Role, Days, and Times Available

_____
_____
_____
_____

# Children at Our Center

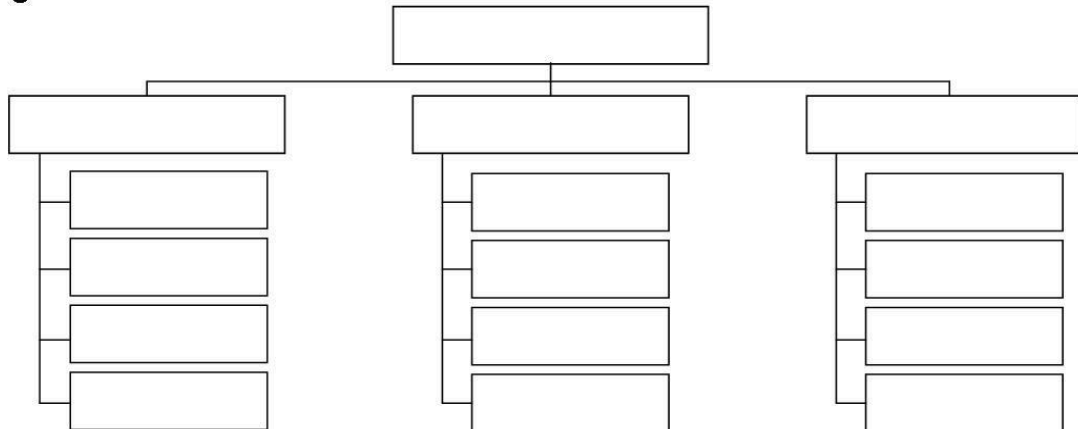
**How many?** (No more than five per mentor.)

**What ages?**

**How will they be grouped?**

**What are our selection criteria?**

# Organizational Chart (S.A.Y. Yes! Training Manual, Pages \_\_\_\_)





# Goal Setting & Timeline (S.A.Y. Yes! Training Manual, Pages \_\_\_\_)

Goals we may wish to consider:

- Prayer Support
- Discipline
- Relational Ministry
- Abuse Prevention
- Emergency Procedures
- Tutoring
- Volunteer Management

## Prayer Goal Board (S.A.Y. Yes! Training Manual, Pages \_\_\_\_)

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## Master Goal Board (S.A.Y. Yes! Training Manual, Pages \_\_\_\_)


<b>Indicators of Abuse</b>		
	<b>Child:</b>	<b>Parent:</b>
<p>Consider the possibility of <b><u>Neglect</u></b> when...</p>	<ul style="list-style-type: none"> <li>• Is frequently absent from school</li> <li>• Begs or steals food or money</li> <li>• Lacks needed medical or dental care, immunizations, or glasses</li> <li>• Is consistently dirty and has severe body odor</li> <li>• Lacks sufficient clothing for the weather</li> <li>• Abuses alcohol or other drugs</li> <li>• States that there is no one at home to provide care</li> <li>• Shows obvious signs of malnourishment, listlessness or fatigue</li> </ul>	<ul style="list-style-type: none"> <li>• Is indifferent to or unconcerned about the child and refuses to consider offers of help for the child's problems.</li> <li>• Seems apathetic or depressed</li> <li>• Behaves irrationally or in a bizarre manner</li> <li>• Is abusing alcohol or other drugs</li> </ul>
<p>Consider the possibility of <b><u>Physical Abuse</u></b> when...</p>	<ul style="list-style-type: none"> <li>• Has injuries to the eyes or both sides of the head or body (accidental injuries typically only affect one side of the body)</li> <li>• Has frequently appearing injuries such as bruises, cuts and/or burns, especially if the child is unable to provide an adequate explanation of the cause. These may appear in distinctive patterns such as grab marks, human bite marks, cigarette burns or impressions of other instruments</li> <li>• Has fading bruises or other marks noticeable after an absence from school</li> <li>• Shows destructive, aggressive or disruptive behavior</li> <li>• Is passive, withdrawn or emotionless behavior</li> <li>• Seems frightened of the parents and protests or cries when it is time to go home</li> <li>• Shrinks at the approach of adults</li> </ul>	<ul style="list-style-type: none"> <li>• Offers conflicting, unconvincing, or no explanation for the child's injury.</li> <li>• Describes the child as "evil," or in some other very negative way.</li> <li>• Constantly blames, belittles, or berates the child.</li> <li>• Uses harsh physical discipline with the child.</li> <li>• Has a history of abuse as a child.</li> </ul>
<p>Consider the possibility of <b><u>Sexual Abuse</u></b> when...</p>	<ul style="list-style-type: none"> <li>• Has difficulty walking or sitting.</li> <li>• Suddenly refuses to change for gym or to participate in physical activities.</li> <li>• Reports nightmares or bedwetting.</li> <li>• Experiences a sudden change in appetite.</li> <li>• Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.</li> <li>• Becomes pregnant or contracts a venereal disease, particularly if under age 14.</li> <li>• Is sexually suggestive, inappropriate or promiscuous behavior or verbalization;</li> <li>• Sexually victimizes other children.</li> <li>• Runs away.</li> </ul>	<ul style="list-style-type: none"> <li>• Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex.</li> <li>• Is secretive and isolated.</li> <li>• Is jealous or controlling with family members.</li> </ul>

## **Childhelp USA® National Child Abuse Hotline**

1-800-4-A-CHILD®

(1-800-422-4453)

Available 24 hours a day

### **Always on Call**

The Childhelp USA® National Child Abuse Hotline is dedicated to the prevention of child abuse. Serving the United States, Canada, U.S. Virgin Islands, Puerto Rico, and Guam, the hotline is staffed 24 hours daily with professional crisis counselors who utilize a database of thousands of resources\*. Since its 1982 inception, more than 2 million calls have been received from children in the midst of abuse, troubled parents, individuals concerned that abuse is occurring, and others requesting child abuse information.

It is a valuable resource for professionals, including school nurses, teachers, counselors, psychologists, psychiatrists, pediatric dentists, and fire investigators - people who need to make referrals to agencies.

Communication in 140 languages is available through state-of-the-art technology that also makes possible three-way conversations with the counselor, the caller, and the nearest assistance.

Excerpt from **[www.childhelpusa.org](http://www.childhelpusa.org)**

## **Child Abuse Hotline Numbers by State**

**Alabama** - 334-242-9500

**Alaska** - 800-478-4444

**Arizona** - 888-SOS-CHILD (888-767-2445)

**Arkansas** - 800-482-5964

**California** - report by county

**Colorado** - report by county

**Connecticut** - 800-842-2288

**Delaware** - 800-292-9582

**District of Columbia** - 877-671-SAFE  
(877-671-7233)

**Florida** - 800-962-2873

**Georgia** - report by county

**Hawaii** - 808-832-5300 (Oahu)

**Idaho** - report by regional office

**Illinois** - 800-252-2873

**Indiana** - 800-562-2407

**Iowa** - 800-362-2178

**Kansas** - 800-922-5330

**Kentucky** - 800-752-6200

**Louisiana** - Report by Parish/County

**Maine** - 800-452-1999

**Maryland** - 800-332-6347

**Massachusetts** - 800-792-5200

**Michigan** - 800-942-4357

**Minnesota** - report by county

**Mississippi** - 800-222-8000

**Missouri** - 800-392-3738

**Montana** - 1-866-820-5437

**Nebraska** - 800-652-1999

**Nevada** - 800-992-5757

**New Hampshire** - 800-894-5533

**New Jersey** - 800-792-8610

**New Mexico** - 800-797-3260 or  
505-841-6100

**New York** - 800-342-3720

**North Carolina** - report by county

**North Dakota** - report by regional office  
800-245-3736 (8:00 a.m. - 5:00p.m.)

**Ohio** - report by county

**Oklahoma** - 800-522-3511

**Oregon** - 800-854-3508 ext.2402  
(during business hours)

**Pennsylvania** - 800-932-0313

**Rhode Island** - 800-RI-CHILD  
(800-742-4453)

**South Carolina** - report by county

**South Dakota** - report by county  
605-773-3227

**Tennessee** - report by county  
877-237-0004

**Texas** - 800-252-5400

**Utah** - 800-678-9399

**Vermont** - Report by County (during  
business hours)

800-649-5285

**Virginia** - 800-552-7096

**Washington** - 800-562-5624

**West Virginia** - 800-352-6513

**Wisconsin** - report by county

**Wyoming** - 800-457-3659 (report by  
county)

## **FIRST AID - MEDICAL SUPPLY LIST**

Bandages, adhesive  
Dermicel® H/A cloth tape  
Band-Aid® strips  
Wet-ruf adhesive tape  
Ex-large bandages  
Bactine®  
Medium bandages  
Mercurochrome Bandages, elastic Iodine  
Sterile pads 3x4  
Caladryl® lotion  
Sterile stretch gauze

## **General First Aid Supplies for the Center:**

(Disposable gloves should be worn  
whenever working with open wounds)

Medi Quik® Antiseptic wound cleanser  
Cotton swabs  
Petroleum jelly  
Sterile cotton balls  
Eye wash  
Anti-bacterial wipes  
Murine® eye lubricant  
Nail clippers  
Tweezers  
Sanitary napkins  
Moist wipes

## **Added Items You May Want to Take on a Camping Trip:**

### **Feminine supplies**

Sanitary Napkins  
Midol®  
Tampons

### **Added First Aid Helps**

Artificial Tears  
Desitin® Rash Ointment

### **Indigestion/Diarrhea**

Maalox® Liquid  
Rolaids® Chewable  
Pepto Bismol®  
Alka Seltzer®  
Kaopectate®

### **Pain Medicine**

Tylenol®  
Advil®  
Ben Gay®

Ipotaec®

### **Colds**

Robitussin® CF  
Robitussin® DM  
Theraflu®  
Cough drops  
Children's Tylenol® Elixir

If a child needs to have medication given to him/her, the S.A.Y. Yes!® Center should have a written and signed request from the child's guardian. Not even an aspirin should be given to a child at the Center. If a child becomes ill, call the parents or designated individual on registration form.

<b>ILLNESS CHART (Contagious Diseases)</b>			
<b>Name of Illness</b>	<b>Incubation</b>	<b>Early Symptoms</b>	<b>Isolation</b>
CHICKENPOX	12-21 days	Slight fever, sometimes vomiting. (Contagious at this time). Eruption appears within 24 hours in form of small blisters on trunk, face, forehead. There may be a few skin lesions.	10 days after appearance of blisters
GERMAN MEASLES (Rubella)	14-21 days; usually about 18 days	Illness, slight rash resembling measles or scarlet fever. Swelling of lymph glands behind ear and in neck	Until recovery
MEASLES (Rubeola)	8-13 days	Symptoms of cold, running nose, redness of eyes, cough, fever, and sensitiveness to light. This is the most infectious stage of the disease. After 3 days, a dark red rash appears, first behind the ears, then on the face and neck.	7 days from appearance of rash and until catarrhal symptoms have disappeared and cough has ceased
MUMPS	12-26 days; usually 19-21 days	Swelling and tenderness at angle of jaw and under jaw. Contagious 2 days before these symptoms appear	Exclude until all redness is gone
STREP THROAT and SCARLET FEVER	1-3 days; usually 2-3 days	Headache, vomiting, sore throat, and fever. Rash appears within 24-28 hours as red points on trunk. The rash may be slight or transient	7 days or until disappearance of inflammation of nose and throat, and cessation of discharge from nose or 24 hours after treatment with Penicillin started
IMPETIGO CONTAGIOSA	undetermined, but probably within 2-5 days	Scattered blistering or pustular lesions which become crusted, commonly found on the face, arms, or scattered over the body	Exclusion from activities necessary only if extensive
RINGWORM	Incubation undetermined. Transmitted by skin-to-skin contact or articles of wearing apparel	Inspection of scalp and arms. Lesions usually scaly in center; when they occur in scalp, the hair tends to break off leaving bald spot	Exclusion from activities necessary only if extensive
PINWORM	Incubation extremely variable. No restrictions necessary. Spread by soiling of hands. Wash hands frequently	Rectal or vaginal itching, irritability, poor appetite, abdominal pain	None
LICE	7-14 days	Scalp itching, "nits" (eggs) seen on hair shafts	Until treated
PINK EYE	usually 1-5 days	Eye redness, discharge, itching	Until clear
MENINGITIS	varies with type	Fever, vomiting, irritability, lethargy, seizures, headache	Until recovered
TUBERCULOSIS	2-10 weeks; A tuberculin skin test is used to determine exposure to TB.	Symptoms are minimal and may not even be present. Low grade fever, slight cough, history of fatigue, weight loss, and loss of appetite	Exclusion from activities is necessary only if medical exams show presence of bacilli and the child is coughing up phlegm or has direct drainage from an infected site
HEPATITIS	varies with type of hepatitis. Hepatitis A is 15 – 50 days. Hepatitis B is 60 - 180 days. Hepatitis C is 14 – 115 days	Symptoms include severe loss of appetite, weakness, fever, headache, abdominal discomfort, and nausea often accompanied with vomiting. Cold-like symptoms of cough, sore throat, runny nose, diarrhea, and constipation may be present. Later, jaundice (yellowing of the skin), dark urine, and light stools will occur	Exclusion from the Center is necessary until the jaundice has resolved and the physician has indicated that the child may return to full activity
INFLUENZA	1 - 7 days, commonly 2 - 3 days	High fever, chills, headache, loss of appetite, muscle aches, and swollen lymph nodes. Respiratory symptoms include cough, runny nose, hoarseness, and may be accompanied by abdominal pain, vomiting, nausea, and/or diarrhea	Exclusion from the Center until the child is well

# ANSWER KEY

## Introduction:

Through S.A.Y. Yes! children are ministered to in a **Wholistic Way**  
**Physically; Socially; Academically; Spiritually**  
S,A,Y Yes! encourages **Positive Role Models**  
S.A.Y. Yes! Has **Exponential Impact** in the community  
A commitment to ministering to children **Long-Term**

## **Unit 1-Proverbs 22:6**

Children learn through **experiencing life**.  
Children learn by **observing the lifestyles** of the adults around them.  
Children observe and **experiment**.

Children experience the **consequences** of their actions and they formulate conclusions.  
Training is supplying more than just academic or **“head knowledge”** of the Bible.  
This could refer to the unique **personality** of a child.  
It could refer to the child’s stage of **Development**

## **Unit 3 Your Center**

How do kids learn? **Through their 5 senses: touch, hearing, sight, taste, and smell. (Concretely)**  
What does it mean to teach CONCRETELY? **kids can experience your lesson in a tangible way.**  
What are some examples of ABSTRACT WORDS? **Sin; Grace; Salvation; Savior; Repent**  
What is a good method of teaching? **Hook; Book; Look; Took**  
What are tangible ways to share the Gospel? **Gospel Bead Bracelet; 4 Circles; 4 Symbols**

4 Main Components of a S.A.Y. Yes!® Center: **Snack; Recreation; Homework help; Bible Club**

## **Unit 6 - Launch Plan**

What constitutes a Purpose Statement?  
Clear and Concise statement of: **WHOM** we are called to minister to. **WHY** we exist.  
It is **Motivating**.  
It is understood by the people both in the **church** and in the **community**.  
It looks toward the **Future**  
It’s task should be **reasonable**.  
It should fit under the **umbrella** of the S.A.Y. Yes!® Youth Development National Purpose Statement  
It should be **outcome** oriented instead of process-oriented.

This manual has been put together by the Inner City Ministry of Cru®.

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