



Program Leader Training Information Packet



Training Checklist

Safety and Security:

- Tutor registration and background clearance complete
- Building entry procedure
- Sign in for tutors and students
- Name tags for tutors and students
- Tutor pairs never alone/out of sight from others
- Tutor responsibility for monitoring your student and authority for all other students
- Restroom break safety
- Student behavior issues - proactive, consistent disciplinary actions
- Student abuse/neglect/injury protocol
- Emergency exit procedures
- Student release/transportation procedures
- Tutors contact with student outside of Whiz Kids hour

Tutor/student relationship:

- Relationship focus - improve reading through relationship
- Pray for your student and with your student, if comfortable
- Be a consistent person in your student's life
- Confidentiality - build trust
- Tutor leads, not the student
- Tutor supports the student
- Speaking positively into your student
- Safe place to confide, share one another's burdens
- Dealing with bad day, lethargy
- Boundaries as a tutor - adult and a friend
- Cell phone rules for tutor and student
- Gifts
- 1st day - Getting to Know your student and MAYM ongoing
- Showing love because God loves us!



Weekly processes (when/where):

- Tutor attendance responsibilities/commitment
- Process for subs
- What to do when you cannot attend
- School/Whiz Kids calendar - snow days, etc.
- Where to park, put coats/purses
- Tutor responsibility during Jesus time and other group times
- Where and when students arrive
- Where and when tutors get their students each week
- Where to sit and put student backpacks/coats
- Where to find student materials/folder
- Where to find supplies
- Snack process

Reading curriculum/process:

- Reading emphasis - it is the key to future learning
- Breakdown of expectations during tutoring time - reading at least 30 minutes, reading v. game time - Be specific and why
- How students are chosen, by whom, why a few may be on grade level
- Explanation of reading level versus grade level. Moving towards grade level. Moving up quickly without frustrating the student
- Explanation of the curriculum packet including generic tutor teaching tips, graphic organizers, sight words, don't answer for them (count to 10), comprehension quizzes, fluency passages
- Show curriculum supplies - A-Z books, library, other books/curriculum
- What to do when book is too hard/too easy/already read
- Importance of completing progress chart each week
- Ask for help during session and early in the year - don't let yourself get frustrated
- Contacting the teacher

Other/Extra/Later session?

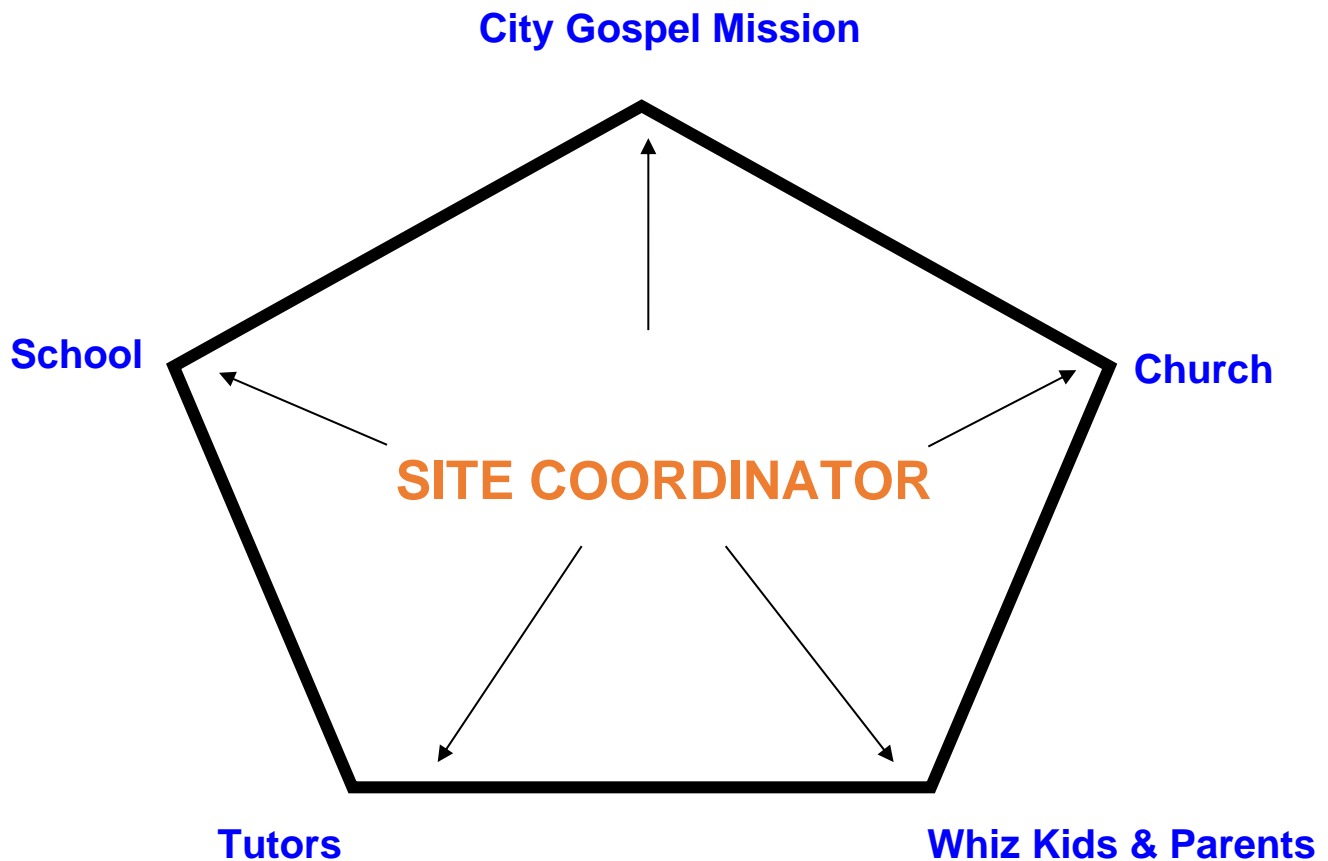
- Building relationships with the student's family
- Joyce's newsletter (WTTT)
- ENDS - Life Transformation Roadmap
- Whiz Kids University

Understanding Site Coordinator Relationships

Thank you for entering one of the most rewarding ministry opportunities you may ever know! As a Site Coordinator you will be responsible for developing and nurturing five different relationships.

All of us have different gifts, talents, and abilities. Considering these, as well as the passion that drives you and the resources available, the following document describes a “buffet of best practices” that will help you experience the greatest reward through this act of service. Implementing these practices will improve the likelihood of leading a site that is both sustainable and growing.

FIVE KEY RELATIONSHIPS





VOLUNTEER SITE COORDINATOR ROLE

(Level 3 – Transformational Volunteer)

Leadership position & Description

The Site Coordinator oversees and coordinates the academic, relational, and spiritual activities of the on-site Whiz Kids program, and supervises volunteers, tutors, and students. It is beneficial for the Site Coordinator to assemble a team of leaders to implement or coordinate individual responsibilities.

Responsibilities

- 1) Develop and manage relationships...
 - With the church(s) and/or partners involved.
 - With tutors by nurturing tutor morale.
 - With school(s) involved in a spirit of cooperation
 - With the Whiz Kids and their families.
- 2) Coordinate tutor and volunteer weekly activity.
 - Communicates encouragement, direction, and updates before each weekly session.
 - Ensure tutoring environment preparation.
 - Ensure safety.
 - Supervise materials.
 - Coordinate nutritional snacks.
 - Provide attendance sheets for students, tutors, and volunteers.
 - Address respectful solutions for absences, including your own.
 - Handle behavior issues, being proactive with discipline.
 - Be involved in on-going tutor training.
 - Support recruitment of tutors.
 - Manage site budget.
- 3) Coordinate all other site leader roles cohesively.
- 4) Work cooperatively with Area Director.

Position Qualifications

- 1) Strong Christian faith.
- 2) Strong organizational skills with attention to details.
- 3) Good interpersonal and communication skills.
- 4) Team spirit with ability to delegate.
- 5) Passion for Whiz Kids mission to transform lives.

Time Commitment

Average 6 – 8 hours per week, contingent on size of site, time of year, and support lead team.

Training

Site leader training with Area Director.

Be involved with tutor training for new and veteran tutors.

Contact

Area Director



CHURCH RELATIONSHIP

Leadership and Spiritual

- Whiz Kids is a tutoring program within a ministry, a practical way to show God's love.
- Site ownership from leaders is essential for sustaining and growing the Whiz Kids program.
- Support and encouragement from church leaders is an integral component of Whiz Kids success.
- Church leaders, as well as site leaders, should have a clear understanding of the goals and mission of Whiz Kids.
- Church may adopt an ongoing prayer list for all volunteers, teachers, students, and student families.
- Build structure that will reflect the vision and goals for Whiz Kids as identified by the church and school and communicate this to the volunteers.
- Seek to lead in a way that gives honor to God and reflects His will and purpose for all involved in Whiz Kids.
- Look for ways to foster volunteers' spiritual growth and ways they can become more effective servants.
- Maintain a servant style of leadership. Let volunteers know you are there to help in any way you can.
- Stay committed to excellence. Whiz Kids is a program in a ministry that seeks to be Godly, compassionate, transformational, and relational.
- Maintain a posture of growth and continually strive for improvement.

Educational and Operational

- Stay committed to excellence in program achievements. The site leaders and volunteers have a responsibility to the school and the church.
- Clearly communicate to the church and volunteers the goals of the school for their students enrolled in Whiz Kids.
- Meet with church leaders to establish practical goals and a clear vision for the church's involvement.
- Identify other leaders that can fill key roles – data administrator, curriculum coordinator, snack coordinator, spiritual enrichment leader, and someone to organize transportation (if applicable).
- Design and implement recruitment plans with designated representative from the church.
- Discuss financial expectations with church and design an operating budget. Consideration given to snack or meal cost, holiday parties, celebration dinners, printing costs, special gifts, etc.
- Identify an appropriate liaison between site and church who will consistently share information about Whiz Kids, e.g., celebrations, academic accomplishments.



TUTOR RELATIONSHIP

Leadership and Spiritual

- Whiz Kids is a tutoring program within a ministry, a practical way to show God's love.
- Pray for the tutors and all volunteers.
- Establish an attitude of acceptance of volunteers. We want to model an image of who God is by showing respect for all volunteers.
- Engage tutors individually and get to know them. Ask how you can help or pray for them.
- Practice effective listening skills. Patience and understanding required.
- Encourage and appreciate tutors. Recognize and celebrate successes.
- If time and site conditions allow, take 5-10 minutes before tutoring session to make announcements and pray.
- Consistently communicate the vision of Whiz Kids.
- Establish reasonable goals, assess periodically, and celebrate achievements. These can be individual successes or as a tutoring site.
- Clearly communicate expectations of tutors and revisit when necessary.
- Establish an open and available environment. Let tutors know you are there to help.
- Enthusiasm begins with the leader. Excitement and smiles are contagious.

Educational and Operational

- Promote and attend (when possible) educational workshops that are sponsored by Whiz Kids and City Gospel Mission.
- Share any strategies, tools, and tips that can additionally equip tutors.
- Become familiar with the readinga-z.com or reading-tutor.com websites.
- Site coordinator and data administrator will ensure that all volunteers complete an online application in a timely manner.
- Hold tutors and students accountable to attendance policy. Establish a communication plan for absences.
- Establish arrival time, location for tutoring, area where educational material will be, sign-in and sign-out procedure and general procedures of Whiz Kids session.
- Site coordinator and data administrator will maintain student records and share with assigned tutor.
- Arrange three (suggested) tutor-only meetings – beginning of school year, mid-year, and end of school year. Objectives are to train, refresh, and celebrate, respectively.
- Encourage potential tutors to evaluate their current personal and professional time commitments and how this may affect volunteering with Whiz Kids. Be sure potential tutor has realistic expectations and does not over commit.



SCHOOL RELATIONSHIP

Leadership and Spiritual

- Maintain an attitude of appreciation. It is a privilege to be working with the school. They have invited Whiz Kids to partner with them.
- Pray for the school, students, staff and administration.
- Look for service opportunities within the school and ways to show appreciation.
- Remain focused on the vision of Whiz Kids as a faith-based, literacy focused, one-to-one relational program.
- Encourage tutors to interact with the classroom teachers and see tutors' roles as supporters of the school's curriculum.

Educational and Operational

- Identify the school's contact person and establish mutual goals for Whiz Kids. Provide updates throughout the year.
- Work with school representative to obtain A-Z reading levels. Encourage teacher participation in this process.
- Include school counselor and reading specialist for behavior and academic assistance.
- Be informed of the school's code of conduct, any discipline policies and motivational tools.
- Communicate to the school the guidelines of eligibility for the children we serve in this program.
- Coordinate a beginning of the school year meeting with principal or designated representative. Purpose is to cast the vision of Whiz Kids, define specific goals for students, and put in place all operational considerations.
- Logistics to be considered may include:
 - Time and day of the week for tutoring.
 - Physical location within school or church for tutoring.
 - Process of student applications.
 - Communication system preferred between tutors and classroom teachers.
- Coordinate an end-of-year meeting to evaluate Whiz Kids program, celebrate successes and plan for new school year.



PARENT AND WHIZ KID RELATIONSHIP

Leadership and Spiritual

- Pray for the children and their families.
- Pray for discernment when matching tutors with Whiz Kids. We believe God leads us and knows the perfect relationships.
- Call parents and welcome them to Whiz Kids. Answer questions they have, which may relieve any anxieties about the Whiz Kids program. An invitation to the first tutoring session is also a possibility. (Optional suggestions.)
- Seek to understand the families and children we serve. Be sensitive about cultural differences.
- Greet parents when they arrive to pick-up their child. Encourage tutors to communicate each week with parents during this time. A bond of trust and relationship can develop from this.

Educational and Operational

- Review and adapt the cover letter of the Whiz Kids application, which is addressed to parents.
 - Cover letter is site specific and introduces the parents or guardians to the ministry of Whiz Kids.
 - The parent letter goes home from the school with the student application and is either is completed online or returned to the school for pickup.
 - The letter contains the day of the week and time for Whiz Kids tutoring, a brief overview of what will be happening, the location, and lets the parents/guardians know that their child will be with a trained and screened tutor.
- Clarify attendance policy and stress importance.
- Inform parents that tutors may call the night before Whiz Kids tutoring session.
- Communicate summer camp opportunities during the appropriate month of the school year.
- Create a Whiz Kids environment that ensures the safety of the children. Read and comply with CGM's Youth Protection Policy and Procedures.



CITY GOSPEL MISSION/ AREA DIRECTOR RELATIONSHIP

Operational

- Site Coordinators complete an online application. Site leaders are approved at a different level than other volunteers through City Gospel Mission's background check.
- A designated area director will conduct leader training. All required reporting forms will be reviewed at that time.
- Attendance is recorded weekly for tutors and students.
- Area Director contact
 - Keep AD informed of changes or potential changes at your site.
 - Meet with AD regularly to discuss status, progress and new initiatives.
 - Copy AD on email distributions to your volunteers.
 - Area Director's role is to train, guide, encourage, and support you. (Detailed description on following page.)
- Share inspirational moments and stories of success with others. This can be done through a Whiz Kids journal at your site, Facebook page, emails, etc.



AREA DIRECTOR ROLE

Leadership and Spiritual

- Pray for you and with you and your volunteers regularly.
- Encourage you, your leadership team and the volunteers during Whiz Kids and be available to discuss any concerns you may have.
- Help to identify gifts and resources among leaders and volunteers to shape the ministry at your site to meet the goals of the site.
- Equip you with different ways to engage children and families outside the tutoring hour.
- Provide training materials, conduct meetings and coordinate site visits for site leader training.
- Provide support and ongoing guidance and coaching to you and your site leadership team.
- Available as a resource to work through significant changes in the program and to help, as necessary, with the five relationships.
- Help recruit other churches and volunteers from schools and other places as needed.

Educational and Operational

- Encourage and assist in developing site-specific curriculum resources to reach the students.
- Provide additional tools and best practices for tutoring.
- Share practices from other sites and encourage sharing with other site leaders.
- Lead or assist with the initial meeting with the school.
- Assist with any presentations with church partners.
- Train or provide training for the volunteers in new tutor training and ongoing training throughout the school year as needed.
- Equip leadership team in additional responsibilities including CGM reports.
- Visit sites regularly to support and encourage the site.
- Share new Whiz Kids initiatives.
- Available as an ongoing resource.
- Participate in year-end meetings with the school, church and the volunteers.



VOLUNTEER SPIRITUAL GROWTH COORDINATOR ROLE DESCRIPTION

(Level 3 – Transformational Volunteer)

Volunteer Role Description

The Spiritual Growth Coordinator provides oversight and organization to create opportunities for Whiz Kids students and/or their families to develop a better understanding of who Jesus is and grow closer to Him by way of creative, engaging, age-appropriate lessons, teaching, activities, illustrations, demonstrations, etc.

Responsibilities

- Pray for the students and families you will be interacting.
- Ensure that either you or a qualified person is able and available to lead the dedicated “Jesus Time” each week.

Qualifications

- Strong Christian faith.
- Creative and passionate about leading students to Christ.
- Good interpersonal and communication skills.
- Team spirit with ability to delegate.
- Passion for Whiz Kids Tutoring mission to transform lives.
- Minimum age: 21 years old.
- Must register annually with City Gospel Mission and complete a background check.

Time Commitment: Average 3-4 hours per week, contingent on size of site, time of year, and team support

Training: As identified by Area Director

Contact: Site Coordinator



VOLUNTEER CURRICULUM COORDINATOR ROLE DESCRIPTION

(Level 2 - Relational Volunteer)

Volunteer Role Description

The Volunteer Curriculum Coordinator is responsible for providing the site's tutor volunteers with the appropriate level of A-Z tutor materials used with the students on a weekly basis. The Curriculum Coordinator works with the Site Leadership Team to equip the tutors for successful reading instruction. The Curriculum Coordinator reports directly to the Site Coordinator.

Responsibilities

- Coordinate creating and organizing a resource of the online A-Z Reading materials for the site's tutor/student population before the program starts and maintain or upgrade throughout the year as necessary.
- Provide initial curriculum training to new and returning tutors as needed.
- Provide tutors with new materials weekly throughout the year as indicated on the students' "Reading Progress Logs". Assure that Fluency levels match the students' book levels.
- Explore the ReadingA-Z.com website to find and suggest additional materials that may eventually support further growth in reading engagement and skill.
- Assume role of point person for extra materials for holidays and site parties or events (whole group reading activities; reading games; word puzzles; etc)
- If the site leadership team does not include a school liaison, the Curriculum Coordinator should be willing to reach out to school staff for any specific instructional direction (child's specific academic needs/progress; homework suggestions; testing preparation ideas; units of study by grade level; etc)
- If the site has "library" of additional books for children, the Site Curriculum Coordinator maintains this resource by reading levels, if possible.
- Be the liaison between tutors and Whiz Kids Area Director if support/understanding is needed for specific curriculum questions.
- Attend Whiz Kids University curriculum workshops to better understand curriculum choices for the volunteers.
- Provide the Site Coordinator/Data Administrator with each Whiz Kids student's beginning and ending A-Z Reading Levels as noted on the "Reading Progress Logs" at the end of the year's program.

Qualifications

Strong organizational skills and attention to details, Leadership and delegation skills, Good communication skills, Competent computer skills, Some elementary teaching experience is beneficial but not necessary

Time Commitment: Average 2-3 hours per week, contingent on size of site, time of year, and team support

Contact: Site Coordinator



Identifying Target Program Participants

City Gospel's mission is to break the cycle of poverty and despair, one life at a time. As we move into a new program year, it is important to bring a renewed focus and communication around identifying the target program participant for Whiz Kids Tutoring. Ideally, the great majority of your program participants should be youth currently experiencing financial poverty, not currently on an IEP and are reading below grade level.

Below is the program description that should be communicated with partner schools, organizations, and families alike. This description will appear at the top of the on-line participant registration form as well.

Through Whiz Kids Tutoring, City Gospel Mission, in partnership with (local church name), provides free literacy tutoring to financially under-resourced (age/grade served) who are currently reading below grade level. As program capacity is limited, based on the program description above, if you feel your child does not meet the criteria described and you are interested in your child participating, please contact (site leader name/contact info) prior to completing this registration.

Frequently Asked Questions

- **Our program has students who have participated in the program in previous years who are not financially under-resourced. Can they still participate?** *Yes, we believe that on-going relationships are important and students who have participated previously can be invited again with the understanding that overall growth toward reaching under-resourced students is the mission of the program.*
- **What would I say if a parent asks who can be included in the program?** *The ideal participant is a youth that could not otherwise afford the services/classes due to being financially under-resourced and the mission of the program is to provide participation opportunities to those students first.*
- **What if a potential new student is not financially under-resourced but has experienced a traumatic or disruptive event in their lives and could benefit from the program. Can he/she participate?** *If the great majority of the students being served through the program are financially under-resourced and there is space available within your program, then students who have experienced a disruptive or traumatic event can/should be considered for the program.*
- **What if a potential new student is not financially under-resourced but could benefit from the program. Can he/she participate?** *The same answer above applies, if the great majority of the students being served through the program are financially under-resourced and there is space available within your program, then additional students can be considered for the program. However, the program focus should always be financially under-resourced students in need.*
- **What about a student the school partner may identify that has an IEP (Individual Education Plan)?** *Generally, the program is not designed to meet the needs of a student with an IEP or special needs due to limited volunteer training and literacy focus. However, if you have an available volunteer with previous experience and a willingness to serve a student with an IEP or special needs and the great majority of the students being served through the program are financially under-resourced and there is space available within your program, then the student can be considered for the program. However, the program focus should always be financially under-resourced students in need who are not on an IEP or have special needs.*



Program Volunteer Training Requirements

City Gospel's mission is to break the cycle of poverty and despair, one life at a time. We want to convey this message and provide training and coaching with key volunteer partners to make the mission possible. As well, we want to make every effort to ensure that key volunteers are equipped and empowered as they begin the program year.

All Volunteers (new and returning)

- View 30-minute CGM Volunteer On-Boarding Video:
https://www.youtube.com/watch?v=luRhW_SBZrc

*This can be done by sharing the link above with each volunteer to view at home or the video can be incorporated into your in-person, group site training.

In addition to viewing the on-boarding video, training by volunteer role is outlined below:

Site Leader Team Members (Site Coordinator, Spiritual Growth Coordinator, Curriculum Coordinator)

- Restart/Refresh training with Area Director (please contact AD to set up a time to meet)
- Attend program launch event on Saturday, September 18th from 9A-12N at Montgomery Community Church

Site Volunteers (Tutor, Substitute Tutors, Snack Volunteers, Activity Volunteers)

- Attend in-person, group site training (scheduled by leader team)



Family Engagement Idea:

Porch Welcome Visits

Porch drop-offs were started last year to continue to connect with the families when Whiz Kids sites could not meet. Site leaders and area directors dropped off baskets of treats and were able to talk with families when they came to the door and shared how they were doing. Some sites used porch drop-offs in conjunction with meeting virtually. They were able to drop off books, other materials, and treats. For other sites, porch drop-offs were their only connection with the families. It was a great way to stay in touch and to show them they cared through a very difficult season. As drop-offs continued throughout the year, relationships were developed. They were beneficial in getting to know the parents better and to build relationship with them.

Porch drop-offs were so successful that we want to encourage site leader teams to consider using porch visits to welcome (or welcome back) students and families as sites start up again this fall. Porch welcome visits could be just for families of new Whiz Kids or for all families.

The benefits include:

- Share information about the Whiz Kids program, tutor, calendar
- Help with student registration
- Meet the student and the parents
- Parents meet the site leader and/or the tutor
- Share a little basket of treats (bookmark, treats, book, candy)
- Answer any questions

If you are interested in doing porch welcome visits, or any kind of porch drop-offs, talk to your area director. They can brainstorm with you how best to incorporate the idea at your site.



Relational & Spiritual Tools:

More About You & Me

Thank you for partnering with us to help break the cycle of poverty and despair one life at a time. City Gospel Mission believes that to break the cycle there must be a significant relationship between a caring adult and the financially under-resourced youth served through the program and that transformation takes place when four areas of wellness are addressed: spiritual, emotional/mental, physical, and social.

City Gospel Mission measures a child's wellness through A Life Transformational Roadmap - ENDS. The CGM Board of Directors uses ENDS as a measure of the transformation occurring in the programs with our partner churches. With the ENDS tool we can determine which part of a child's life needs attention so that he/she may move toward becoming spiritually, mentally/emotionally, physically, and socially whole.

We have developed an additional tool, "More About You and Me", to help foster communication and build relationship between the tutor and the child they are serving. The tool can be placed in the child's folder or kept with weekly materials so that volunteer tutors can use it as a guide to begin conversations to get to know the child and see if they have any barriers, if there are resources they are lacking and to truly engage with the child. In turn, when the volunteer fills out A Life Transformational Roadmap – ENDS, they will have a better knowledge base about the child's needs since all the questions are connected to the ENDS questionnaire.

More About You, Me & God

We have also heard and responded to requests for more spiritual resources. As an optional extension for each of the "More About You & Me" 20 questions' topics in the tool mentioned above, we have developed spiritual connections with Bible passages and stories. To enhance each one, discussion information, engagement activities and "next steps" for applying new learnings are all included. We call it "More About You, Me & God." These can be used weekly in whole group settings or one-to-one time at the beginning of tutoring...or both. There are brief versions for quick 10-minute discussions or longer in-depth versions for 30-minute Spiritual Time at your sites. Any referenced documents in "More About You, Me & God" activities or discussion points are available to make copies. As volunteers participate with their students in these conversations, they will become even more effective in completing the ENDS tool explained above.

To learn more about these new tools, please connect with your area director for more information.



A Life Transformation Roadmap -ENDS

Please answer each question to the best of your knowledge currently about the child you are serving. This entire document should be viewed through the lens of “age appropriateness”. Please write any additional comments, questions or concerns on the back of this sheet and share with appropriate leadership. We do not expect you as an individual to be solely responsible for meeting these needs. We do not believe every answer has to be “yes” for a child to be a healthy, mature disciple of Christ.

Child First & Last Name:	Completed By:	Date:
Age & Grade of Child:	Site Name:	Length of Relationship:

The child served...	Responses Yes, No, Don't Know	Areas of Focus (choose 2)
1) Meets their <u>physical</u> needs by:		
a. *** Being free from substance abuse		
b. *** Having basic housing secured <i>(a building that provides shelter, working utilities, is clean, odor free and free from child abuse)</i>		
c. Having at least 2 meals daily		
d. Having appropriate grooming & care for their physical bodies <i>(clean body and clothing, properly using prescribed medication, exercises, etc.)</i>		
2) Demonstrates the <u>social skills</u> necessary to function in society by:		
a. *** Having a productive activity to occupy at least 6-8 hours per day <i>(either attending school or having positive summer activity)</i>		
b. *** Living in accordance with parental, school and civil authority		
c. Has weekly interaction with at least two individuals who are a positive influence in his/her life <i>(not including you)</i>		
d. Can demonstrate appropriate social skills <i>(carrying on a conversation for at least 5 minutes, listening to and understanding others' ideas, not exceedingly disruptive in group settings, uses appropriate voice)</i>		
e. Resolving conflict appropriately		
3) Demonstrates the <u>mental ability</u> to function in society by having stable mental health and the ability to reason effectively:		
a. *** Displays age appropriate emotional stability and control <i>(within norms, no thumb sucking, tantrums, reaction fits the situation, etc.)</i>		
b. *** Stops repeating life-altering mistakes of the past <i>(fighting, truancy, not doing homework, avoiding, blaming, cheating, etc.)</i>		
c. *** Perception of self and others is reality based <i>(are they dealing with mental or emotional health issues)</i>		
d. Reads at grade level or age appropriately		
e. Able to do basic or age appropriate math <i>(add, subtract, multiply, divide, count money)</i>		
f. Able to write age appropriately <i>(uses age appropriate writing skills)</i>		
4) Demonstrates his/her <u>Devotion to Christ</u> by:		
a. *** Having a personal commitment to Christ		
b. *** Regularly attending the same Bible-believing church <i>(attends more than not)</i>		
c. Serving the church, or other area, in an age appropriate role <i>(expectations will vary for elementary, middle and high school ages)</i>		
d. Spending time individually with God <i>(reading the Bible, prayer, worship, thanking God for his blessings, etc.)</i>		
e. Having a person to help them grow spiritually <i>(parent, family member, mentor, Sunday school teacher, Youth pastor, etc.)</i>		

“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52

*** Indicates CGM highest priorities in youth’s development


MORE ABOUT YOU & ME

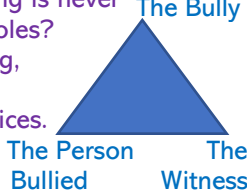
Please use these "More About You & Me" prompts to better understand the needs of your student and to build a deeper relationship. Each week, plan to spend the first few minutes of your time together on these. The "More About You & Me" prompts below are categorized into one of four areas: Physical Needs (PN), Social Skills (SS), Mental Ability (MA) & Devotion (D). Ask open-ended questions to truly engage with your child to see if they have any barriers or are lacking resources. Please be willing to make it a 2-way conversation by sharing about yourself as well! Have fun, be a good listener, and build a lasting relationship! Put a check mark next to each week as you complete those prompts, not necessarily in that order.

<u>Week 1:</u>	What is your favorite meal of the day (breakfast, lunch, or dinner)? What food could you eat every day and never get tired of? Do you have a favorite vegetable/fruit/dessert? What is your favorite meal your mom or dad makes for you? How often do you have it? Do you help cook? (PN)
<u>Week 2:</u>	Do you have a best friend? What do you like most about your best friend? Have you and your friend ever had a disagreement? How did you resolve it? (SS)
<u>Week 3:</u>	What makes you mad/sad/happy? How do you react when you are mad/sad/happy? Tell me a time when you were really happy/really sad/really mad. (MA) [PICK 1 OR USE 3 DIFFERENT WEEKS.]
<u>Week 4:</u>	Do you attend church? With whom do you attend church? What is your favorite part about church? (D)
<u>Week 5:</u>	Do you have a favorite place to go to feel safe? What do you like most about where you live? What do you like least about your where you live? (PN)
<u>Week 6:</u>	Would your friends say you are a rule breaker or a rule follower? Have you ever felt bullied at school or at home? Have you ever felt the urge to bully someone? What would you most likely do if you saw your friend bully someone? (SS)
<u>Week 7:</u>	How are you doing in school? What is your favorite subject? Least favorite subject? (MA)
<u>Week 8:</u>	What do you know about God/Jesus? Do you read the Bible? Do you believe Jesus died for your sins? (D)
<u>Week 9:</u>	When was the last time you did something kind for someone else without expecting any reward? Explain. Have you seen someone else do something kind for someone lately? Who? What? (PN)
<u>Week 10:</u>	Do you have any brothers or sisters/pets? (SS) Who is a special person in your life? (SS)
<u>Week 11:</u>	Has there been a time you have been asked/tempted to do something you knew was wrong? How did that make you feel? (MA)
<u>Week 12:</u>	Do you talk to God? Do you pray? What are some of the things you pray/ask God for? Do you think God ever answered a prayer? Do you have a favorite Bible story? Why is that your favorite? (D)
<u>Week 13:</u>	Do you and your family have a special day where you come together and eat? Do you have Family Dinners? When? Why? (PN)
<u>Week 14:</u>	Do you think God loves you or is He disappointed in you? What makes you feel that way? (D)
<u>Week 15:</u>	Do you have a favorite book? What is it about? (MA)
<u>Week 16:</u>	Is God real? How do you know? If Jesus came and sat next to you, what would you want to tell/ask Him? (D)
<u>Week 17:</u>	Do you know what it means to <i>Just Say No</i> ? Have you ever heard about <i>Just Say No</i> ? Do you know someone who uses drugs? How do you feel about that person? (PN)
<u>Week 18:</u>	What do you like to do on the weekends? By yourself or with someone else? (SS)
<u>Week 19:</u>	Have you been in trouble by your mom, dad, family member, teacher? What was it for? Were you punished for it? What did you learn from it? Would you do it again? (MA)
<u>Week 20:</u>	Do you believe in God's miracles? Have you ever witnessed one? How was it a miracle? (D)

MORE ABOUT YOU, ME & GOD

Please use these “More About You & Me” prompts to better understand the needs of your student and to build a deeper relationship. Each week, plan to spend the first few minutes of your time together on these. The “More About You & Me” prompts below are categorized into one of four areas: Physical Needs (PN), Social Skills (SS), Mental Ability (MA) & Devotion (D). Ask open-ended questions to truly engage with your child to see if they have any barriers or are lacking resources. Please be willing to make it a 2-way conversation by sharing about yourself as well! Have fun, be a good listener, and build a lasting relationship! Put a check mark next to each week as you complete those prompts, not necessarily in that order.

<p>Week 1:</p>	<p>What is your favorite meal of the day (breakfast, lunch, or dinner)? What food could you eat every day and never get tired of? Do you have a favorite vegetable/fruit/dessert? What is your favorite meal your mom or dad makes for you? How often do you have it? Do you help cook? (PN)</p> <p>Bible Connection: manna - Exodus 16: 1-31 (ICB) <i>The Israelites entered the desert and grumbles about hunger. Then the Lord said to Moses, “I will cause food to fall like rain from the sky.”</i></p> <p>Activity: Create or use a short traditional mealtime prayer to thank God for the food he has provided, even if it is not your favorite. Write it down, memorize it, say it aloud or to yourself, and mean it before each meal.</p> <p>Next steps: I wonder how God might ask you to help someone who is hungry. An extra item in your bag lunch to share with a student? A granola bar to a person on a street corner? Delivering canned goods at a Food Bank? Providing food items for your church’s mission in a poor or devastated country? If you are hungry and need food, ask God, and then give Him some time. He may provide in unexpected ways.</p>
<p>Week 2:</p>	<p>Do you have a best friend? What do you like most about your best friend? Have you and your friend ever had a disagreement? How did you resolve it? (SS)</p> <p>Bible Connection: David’s best friend Jonathan – 1 Samuel 20: 1-42 (ICB) Jonathan, son of King Saul, and David have been best friends since Goliath. They create a secret signal to save David from death.</p> <p>Activity: Create a “recipe” to “cook up” friendship with someone. Use the Fruits of the Spirit as ingredients to add a “a slice or cup of fun,” “a big dollop of forgiveness,” etc. to the sandwich or the mix before “baking.”</p> <p>Next steps: Consider a disagreement you and your friend had; then create two different written or drawn story boards: one showing an angry, hurtful resolution; the other showing a loving, healthy resolution. Which is harder to do? Why? Which one turns out better?</p>
<p>Week 3:</p>	<p>What makes you mad/sad/happy? How do you react when you are mad/sad/happy? Tell me a time when you were really happy/really sad/really mad. (MA)</p> <p>Bible Connection: Anger: (Ephesians 4:26); angry for the right reasons (Matthew 21:12-13); angry for the wrong reasons (James 1: 19-20)</p> <p>Sad: Jesus cries at the death of Lazarus (John 11:35), and (Luke 19:41); Jesus cries for Jerusalem</p> <p>Joy: God the gardener and Jesus the vine (John 15: 5-11) “quiet in love...rejoice over you (Zephaniah 3:17)</p> <p>Activity: What emoji describes your feelings today? Why? How do you think God feels about you? Jesus wants you to be joyful and rejoice in Him. Find the music “Rejoice” by Sinach on YouTube. Play it loud – sing out – dance to it – REJOICE!</p> <p>Next steps: If we are “quick to listen and slow to speak,” we will have a better chance to ask and hear how Jesus wants us to react to others. God loves us no matter what we do and forgives us when we mess up. And we mess up just like everyone else, so shouldn’t we learn to forgive. Forgiveness frees us from our own bad feelings. So why is it so difficult to forgive? The next time you feel yourself getting angry at someone, stop – pray – put yourself in that person’s shoes – let the anger go – forgive – be thankful and free to be happy. It’s your choice.</p> 
<p>Week 4:</p>	<p>Do you attend church? With whom do you attend church? What is your favorite part about church? (D)</p> <p>Bible Connection: Young Jesus in the temple (Luke 2: 41-52)</p> <p>Activity: Put your two hands together, fingers interwoven facing downward, and say – “Here is the church.” Keeping your hands facing downward, lift and touch your two baby fingers together – “Here is the steeple.” Now spread your two thumbs apart, and say – “Open the doors...” Keeping your fingers interwoven, turn your hands over and wiggle your fingers – “and out come the people.”</p> <p>Next steps: Find a friend and invite them to go to church with you. If you do not attend a church, ask a friend if you can go to church with his/her family.</p>
<p>Week 5:</p>	<p>Do you have a favorite place to go to feel safe? What do you like most about where you live? What do you like least about your where you live? (PN)</p> <p>Bible Connection: God is my place of safety and protection. (Psalm 91: 1-16)</p> <p>Activity: Imagine a “Mind Movie” to picture a comfy place where you feel loved and secure: Close our eyes and imagine that place; then imagine looking around – who or what do you see? Listen – what do you hear in that place? Inhale – what might you smell? Reach out your hand and toes – what do you feel on your skin (warmth, a breeze, a soft blanket, etc.) Is this a real place in your life? Where can you go to feel safe?</p> <p>Next steps: There is someone who loves you unconditionally, no matter what. That someone is Jesus. If you have faith and ask Him into your life, He will always be with you to guide you and comfort you. (Psalm 91:14-15)</p>

<p><u>Week 5 Cont.:</u></p>	<p>“The Lord says, ‘If you love me and truly know who I am, I will rescue you and keep you safe. ¹⁵When you are in trouble, call out to me. I will answer and be there to protect and honor you. ’” If you have not asked God into your life, now would be a good time. Ask a trusted adult to lead you in prayer. Talk to someone in your church about baptism.</p>
<p><u>Week 6:</u></p>	<p>Would your friends say you are a rule breaker or a rule follower? Have you ever felt bullied at school or at home? Have you ever felt the urge to bully someone? What would you most likely do if you saw your friend bully someone? (SS) Bible Connection: Joseph’s brothers sell him into slavery (Genesis 37) Do not say harmful things. (Ephesians 29-31) Activity: Poll 10 people – Ask them if they think you are a rule breaker or not? What do they think? Do you agree with them? Do you see yourself as a rule breaker or a rule follower? When are you one or the other? Next steps: How does Jesus call us to respond to bullying? If you witness someone being bullied, remember that reporting bullying acts is not tattling. It is to protect someone...not to get them in trouble. Bullying is never okay. In bullying behavior, there are three groups involved: Have you ever been in one of those roles? These acts can be <u>physical</u> (hurting, spitting, breaking someone’s things, etc.); <u>verbal</u> (name-calling, threats, inappropriate embarrassing comments, etc.); and/or <u>social</u> (spreading rumors, leaving someone out, etc.). Talk to a teacher, a church leader, or your tutor about anti-bullying best practices. [NOTE TO TUTORS: <i>You can find helpful resources on the online Whiz Kids Resource Page.</i>]</p> 
<p><u>Week 7:</u></p>	<p>How are you doing in school? What is your favorite subject? Least favorite subject? (MA) Bible Connection: (1 Corinthians 12) We are not good at everything; we are better at some things than others. God made us wonderfully different. Just like every part of the body is important and needs every other part to function well, so do people. We are all the body of Christ. Activity: What are your God-given gifts? Choose a “Body Part Card” and explain. For example, some may pick “brain” because they have imagination and come up with good ideas. Others may pick “hands” because they like serving others and getting things done. Choosing the “ear” might mean a good listener, or “heart” might mean caring compassion for all living things. You can also discuss gifts on which you depend on others because it is not your strong point. It’s great to be able to share gifts. [Tutors, can use body part cards: i.e., eyes, ears, hands, feet, brain, heart, etc. found on the Whiz Kids Resource Page, or write/draw each on a separate piece of paper.] Next steps: What do you treasure? That is where your heart is. If you want something bad enough, then you should be willing to work harder for it. You are capable of any accomplishment with God’s help. Find a way to share your gifts with others. Ask for help from someone who has a gift with which you are struggling. See what you can accomplish with God’s help.</p>
<p><u>Week 8:</u></p>	<p>What do you know about God/Jesus? Do you read the Bible? Do you believe Jesus died for your sins? (D) Bible Connection: <i>The story of “The Drawbridge Keeper” by Dennis E. Hensley</i> Activity: What do you think God or Jesus looks like? [NOTE TO TUTORS: Images to use can be found on the Whiz Kids Resource page] Describe the character of Jesus. Explain what you think Jesus would do in a given situation. He often spoke in parables. Do you know what a parable is? Read His parable about “planting seeds and soil” (Matthew 13: 3-8) and discuss what you think Jesus meant. Are you a sower of seeds? What kind of soil are you currently? Next steps: Journal your new insights into knowing Jesus better as you read or listen to the 4 Gospels. Download the You Version Bible App.</p>
<p><u>Week 9:</u></p>	<p>When was the last time you did something kind for someone else without expecting any reward? Explain. Have you seen someone else do something kind for someone lately? Who? What? Bible Connection: The Good Samaritan (Luke 10: 25-37) Activity: Read the book, <i>How Full Is Your Bucket?</i> By Tom Rath & Mary Reckmeyer Next steps: Who do you know that needs to be shown some kindness? What can you do to be kind to that person? What is keeping you from doing that? Secretly leave a trinket for someone who is sad with a note saying, “God loves you.”</p>
<p><u>Week 10:</u></p>	<p>Do you have any brothers or sisters/pets? (SS) Who is a special person in your life? (SS) Bible Connection: Ruth and Naomi (Ruth 1-4) Martha and Mary (Luke 10: 38-42) The brothers of Jesus did not believe in Him (John 7:5) Activity: Draw a family tree of as many family members as you can. Include loved pets. Who on the tree do you think you take after? In what ways? [NOTE TO TUTORS: Find a family tree template online on the Whiz Kids Resource Page.] Next steps: It is time to let that “someone special” know how thankful you are for them being in your life. Write them a letter, make them a card, or tell them what makes them special to you. What is it you like about that person? What has he or she done for you that makes your life better?</p>
<p><u>Week 11:</u></p>	<p>Has there been a time you have been asked/tempted to do something you knew was wrong? How did that make you feel? (MA)</p>

	<p>Bible Connection: 3 temptations of Jesus (Luke 4)</p> <p>Activity: Everyone has decisions to make every day. Each choice may change your future and develop your character. What do you think this picture by Mary Engelbreit means. [NOTE TO TUTORS: Find this picture online on the Whiz Kids Resource Page.]</p> <p>Next steps: Proverbs 3:6 says “Seek God’s will in all you do, and He will show you the path to take.” Think of ways to train yourself to stop hasty actions and decision-making. Count to 10. Take time to ask God what you should do. You will feel His answer deep inside. You may not like His answer but try it. You will be pleasantly surprised at how much better everything turns out.</p>	
<p>Week 12:</p>	<p>Do you talk to God? Do you pray? What are some of the things you pray/ask God for? Do you think God ever answered a prayer? Do you have a favorite Bible story? Why is that your favorite? (D)</p> <p>Bible Connection: Jesus teaches The Lord’s Prayer (Luke 11)</p> <p>Activity: You can just talk plainly with Jesus at any time, and He will hear you. If you want a guide for praying, try this: P.R.A.Y. P = praise Him. R =repent for anything you feel bad about doing, saying, or thinking. A = ask for what you want or need. Y = yield to God, who knows best.</p> <p>Next steps: Start a prayer journal. Write what you want to ask or say to God. Every month or two, read over all your prayers and see how God has answered them. Did He answer “Yes,” “No,” “Maybe,” or “Later?”</p>	
<p>Week 13:</p>	<p>Do you and your family have a special day where you come together and eat? Do you have Family Dinners? When? Why? (PN)</p> <p>Bible Connection: Jesus washes feet at His last Passover Supper (Matthew 26: 17-30, and Luke 22:7-23)</p> <p>Activity: Who would you want sitting around your table at a special occasion? Draw a rectangle and draw or write the family members you want there. Place each person where they would sit and draw or write that person’s favorite food on the table in front of each.</p> <p>Next steps: Ask your parents if you can create personal invitations to a special dinner. Include where (someone’s home; a park) and when (date and time). Also, you can ask someone to bring a family favorite dish they are “famous” for. Create decorative table place name cards for the table that day. If a family member cannot attend, let them know how much you appreciate and love them, and that their name card will be at the table to remember them.</p>	
<p>Week 14:</p>	<p>Do you think God loves you or is He disappointed in you? What makes you feel that way? (D)</p> <p>Bible Connection: The good shepherd leaves the 99 and go after the one lost sheep (Matthew 18: 12-14)</p> <p>Activity: Jesus often explained things using parables. His parables were stories used to illustrate a truth. They were teaching aids and can be thought of as analogies or inspired comparisons. A common description of a parable is that it is an earthly story with a heavenly meaning. For example, “The Prodigal Son” in Luke 15: 11-32 is one of Jesus’ parables about God’s love. Watch “God’s Story: Two Sons and a Father” on YouTube. How does this story help you better understand the truth of how God loves you tremendously?</p> <p>Next steps: Look up these verses in a Bible and write one verse on each piece of paper. Put all 12 pieces of paper in an envelope or box. Draw one out each day and read it. Know that God loves you unconditionally and forever.</p> <p>1John 3:1 --- 1 John 4:10 --- 1 John 4:16 --- 1 John 4:19 --- Romans 5:5 --- Romans 8:38 --- 2 Thessalonians 3:5 --- Psalm 36:7 --- Psalm 136:2 --- Galatians 2:20 --- Zephaniah 3:17 --- Ephesians 2:4</p> <p>[TUTORS: <i>These passages can be found online on the Whiz Kids Resource Page to share.</i>]</p>	
<p>Week 15:</p>	<p>Do you have a favorite book? What is it about? (MA)</p> <p>Bible Connection: Ask the volunteer to tell (one of) their favorite Bible stories.</p> <p>Activity: Think of an interesting story from your life – a favorite gift; a winning play in sports; a funny thing you did that still makes people laugh; a broken bone; etc. Write it or draw it from the beginning to the middle to the ending. Share it with someone who has not heard it before.</p> <p>Next steps: Read a favorite bible story. Then retell it in your own words to someone else. Here is a list of some stories from which you can choose. “Adam and Eve in the Garden of Eden,” “David and Goliath,” “Noah’s Ark,” “Joseph and the Many Colored Coat,” “Samson and Delilah,” “Jonah and the Whale,” “Mary and Joseph and the Birth of Christ,” “Daniel in the Lion’s Den,” “Moses and the Parting of the Sea,” “The 12 Plagues of Egypt,” “The Death and Resurrection of Jesus,” “Jesus Invites Peter to Walk on Water,” “Joshua Brings Down the Walls of Jericho,” “Queen Esther Saves Her People,” and many more.</p>	
<p>Week 16:</p>	<p>Is God real? How do you know? If Jesus came and sat next to you, what would you want to tell/ask Him? (D)</p> <p>Bible Connection: (Hebrews 11:29 & 12:3) God was, is, and always will be faithful and trustworthy.</p> <p>Activity: Play “What’s in the bag?” after accessing and watching “What Is Faith” video at https://ministry-to-children.com/faith-sermon/.</p> <p>Next steps: Ask adults their stories of how God showed up in their life; how do they know God is faithful and worthy of our trust? AND/OR...Go someplace quiet and close your eyes. Get relaxed. Invite Jesus to come and sit with you. Visualize Him sitting with you. Teel Him or ask Him anything. Then listen for a few minutes in silence and see if you hear from Him.</p>	
<p>Week 17:</p>	<p>Do you know what it means to <i>Just Say No</i>? Have you ever heard about <i>Just Say No</i>? Do you know someone who uses drugs? How do you feel about that person? (PN)</p> <p>Bible Connection: The snake tempts Eve with forbidden fruit (Genesis 3:1-19)</p>	

“He (God) will not allow the temptation to be more than you can stand. When you are tempted, He will show you a way out so that you can endure.” (1 Corinthians 10:13)

Activity: Get an adult to help you do this experiment: You will need: a large glass bottle with a neck; a balloon partly filled with water; a coffee filter; a match; and a straw. Light the coffee filter and drop it into the bottle. Immediately place the balloon on top of the bottles opening and wait about 30 seconds. The balloon will be sucked into the bottle, just like you might be sucked into temptation. Now try the same experiment, but this time place a straw into the bottle before placing the balloon on top. The straw prevents the balloon from being sucked in, just like God will provide you a way out of temptation.



Saying NO to temptation can be a tough tug-of-war. Role play some situations in which you turn to God to help you find the confidence, courage, strength, and words to say NO.

[TUTORS: “8 Ways to Say No to Drugs” can be found on the Whiz Kids Resource Page.]

Next steps: The next time you are tempted by something you know you should not do, try these steps to help you bravely stand up against it: 1) take your bad thoughts captive and throw them away (2 Corinthians 10:5 – “...we take captive every thought to make it obedient to Christ...”; 2) run away from bad things...just leave; 3) focus on the good things that God wants for you; 4) tell somebody what tempts you – others knowing will help you be strong.

Week 18:

What do you like to do on the weekends? By yourself or with someone else? (SS)

Bible Connection: Jesus went away to be alone when a crowd got too big and demanding or he wanted to grieve or pray. At other times he asked his closest friends to be with him for companionship or when He was sad (Mt. Olive) **Sabbath** is a day God made for us to refresh and enjoy His goodness by yourself or with family and friends. (Mark 2:27-28 & Exodus 31:16-17)

Activity: Make 2 columns on a piece of paper. In one column write things you like to do with others. In the other column, make a list of when you prefer to be alone.

Next steps: Consider Sunday to be your Sabbath. Make a plan for what you need to do before Sunday so you can simply worship God and enjoy the day with things you like to do, not homework, cleaning your room, or washing the dog. Plan fun dates with family and/or friends. Get the rest of your family involved with make-ahead meals, scheduling family outings, nap time, etc.

Week 19:

Have you been in trouble with your mom, dad, family member, teacher? What was it for? Were you punished for it? What did you learn from it? Would you do it again? (MA)

Bible Connection: **Jonah and the Whale** (Jonah 1: 1-17)

Activity: What if your favorite younger brother, sister, cousin, or BFF was about to do something you know is wrong. How could you talk him or her out of it? Could you use a story from your own life to make a point? What would Jesus say? How would he say it?

Next steps: The next time you get into trouble, try using a “self-reflection” form to think about your actions. You may need to calm down first. Then talk about what you discovered about your action. You will be more respected for your ability to self-correct. Don’t do it just to get out of a consequence. In fact, you may deserve one. Do it to grow into a better person. But, who knows, it might earn you some leniency. [NOTE: *The self-reflection form can be found of the Whiz Kids Resource Page.*]

Week 20:

Do you believe in God’s miracles? Have you ever witnessed one? How was it a miracle? (D)

Bible Connection: **Jesus walks on water.** (Matthew 14: 22-33) **Jesus calms the storm.** (Mark 4: 35-41)

Jesus feeds 5,000 with 5 loaves of bread and 2 fish (Mark 6: 30-34) **Jesus raises Lazarus from the dead** (John 11: 38-44)

Activity: Pretend you are a toddler and go for a walk. Looking through a toddler’s eyes, marvel and smile at all of God’s miracles and creations that you normally take for granted: a colorful butterfly; a plane overhead that actually can fly through the air; sun and wind that warms and cools you. These are only a few of God’s miracles. Look for more.

Next steps: Google search key words “miracle healings” or “miracles cited by people” to read about real, present-day miracles from God. God consistently performs miracles but both in the Bible and now, people soon forget and continue to doubt. If you want God to perform a miracle in your life, take these steps:

1. Simply seek God’s presence and forget formulas. There are no magical formulas.
2. **Consider what may be blocking miracles from happening in your life. The miracle you are seeking may not be God’s will. Evil spiritual warfare may be blocking it. Do you have enough faith to believe that God can perform miracles?** Pray about each of these potential blockages, and then relax, trusting that God has the situation covered and will answer your prayers with what’s best.
3. View miracles as expressions of how much God loves you.
4. Ask God to guide you to the truth of His will. You may not readily understand it, but trust in His perfect plan.
5. Ask God to help your unbelief.
6. Obey God’s command to forgive so your prayers will not be hindered.
7. Praise God more through worship.
8. When God gives you clear signs to follow, take the steps He shows you.
9. Do not give up until God answers your prayer. His perfect timing often takes longer than we would like to see. You just need to keep at it and wait patiently until the right time, trusting God to do what is best.

SAMPLE WEEK

More About You, Me & God” – Question #3 10-Minute Card

Read the QUESTIONS FOR WEEK THREE.

- **ACTIVITY:** Use an emoji chart or draw an emoji that shows how you are feeling right now. Why do you feel that way? How do you think Jesus feels about you right now? Remember that Jesus loves you and wants you to be happy.
- **BIBLE STORY CONNECTION:** Jesus wept in sadness in John 11: 35-36. You can find out what made Jesus attack people and upset furniture in righteous anger in Mathew 21:12. But don't miss the good news of Jesus in John 15: 11. He wants you to feel joy.
- **APPLICATION: WHAT CAN YOU DO?** Bad things happen to all of us at some time. What is important is how we choose to control our reactions. Read James 1: 19-20 to hear how God desires us to react. We should train ourselves to think first before we make matters worse with hurtful words and actions. When we get angry, we often feel justified to hurt others because they hurt us. The problem is that it causes anger and hurt to grow instead of the good that God desires. Ask yourself, “Why is it so hard to solve problems peacefully?” Do you want your anger to control you and make you feel even worse? Instead, pray – count to 10 – pray again – and calmly and gently explain why you feel this way.

CLOSING PRAYER: *Jesus, thank You for loving me and crying with me when I am sad. Forgive me when I let anger control me, making things even worse and hurting others and myself. I don't want to make You sad. Please help me control myself. I want to feel Your joy and peace. Amen.*

How Are You Feeling Right Now? Why?
How Do You Think God Feels About You Right Now?




Week 3:



What makes you angry? What makes you sad? What makes you happy? Tell about a time when you felt really mad, really sad, or really happy. How do you react when you feel each of these emotions?

Activity: Use an emoji chart or draw an emoji that shows how you are feeling right now. Why do you feel that way?

How do you think Jesus feels about you right now. Remember that Jesus loves you and wants you to be happy. He said, *“These things I have spoken to you, that my joy may be in you, and that your joy may be full.”* (**John 15:11**)

Find the music “Rejoice” by Sinach on YouTube. Play it loud—sing out—dance to it—REJOICE! 

Bible Connection: It’s okay to feel our God-given emotions as long as we control them and do not let our feelings control us. When you are sad, it is okay to cry. Jesus cried sometimes. Can you find why “Jesus wept” in the Bible story in **John 11: 35 -36**.

Ephesians 4:26 explains, “In your anger do not sin. Do not let the sun go down while you are still angry...” There is also a story in the Bible of a man who got so angry that he attacked people and turned over tables and chairs. Guess who he was? It was Jesus! That’s right, even Jesus got angry sometimes. You can find out what upset Jesus so much in **Matthew 21:12**.

Application: Are you angry with someone right now? Bad things happen to all of us at some time; what is important is how we choose to react. In **James 1: 19-20**, we are told to be “quick to listen, slow to speak, and slow to become angry because anger does not produce the good in us that God desires.” God gave us two ears and one mouth so that we listen more than we speak. It gives us time to think first before we make matters worse with the wrong words and actions. When we get angry, we often feel justified to hurt others because they hurt us. The problem is that it causes anger and hurt to fester and grow instead of heal. Ask yourself, “Why is it so hard to forgive?” Remember that God forgives us every day—thank Heavens!—so we must also learn to be forgiving and live in joy and peace. Prayer can help. Let an anger go by talking and praying with a spiritual mentor.



Youth Protection Policy & Procedures
(revised 7/20/20)

This document outlines the policies and procedures that have been adopted in order to provide a safe environment for children and to protect children from danger, as well as minimize the volunteer's and the organization's vulnerability to unwarranted accusation.

The Youth Protection policy has been approved by the President and Executive Vice President of Youth Programs.

Volunteer Level Description & Requirement Overview

There are three levels of volunteers who work with youth. The level determines the screening requirements as well as the level of interaction that is permitted between the volunteer and youth.

Level 1 – “Compassionate Partner” (Learning and Sharing)

A level 1 volunteer is usually short-term or one-time volunteer who is almost always a part of a group of volunteers, interacting with youth in our programs. This might be a special event, a holiday program, or a celebration. There is always a CGM staff person or Level 3 key volunteer present and interaction always takes place in a group. A level 1 volunteer is required to register online but no background check is required.

Level 2 “Relational Partner” (Building Relationships)

A level 2 volunteer often has regular, one-on-one interaction with youth. A level 2 volunteer focuses on the early stages of relationship building and agrees to a one program year commitment. A level 2 volunteer is required to register and pass a background check and must read the City Gospel Mission Statement of Faith and agree not to speak against it. A level 2 volunteer can interact with program youth within a group setting only.

- Minimum age requirement: 16 years (exception: 14 years old - Princesses Ballet Dance Instructor)
- Never permitted to be alone with a child under any circumstances.
- No interaction outside of the regular program time/day meeting is permitted (exception: weekly reminder phone call to encourage program attendance or a program sponsored event with other program volunteers and youth).
- Cannot transport youth (exception: site leader may request clearance which requires volunteer to be: 21 years of age, additional background check completed, and another cleared volunteer is present in vehicle).
- Volunteers must wear name tags and follow sign-in procedures.

Level 3 “Transformational Partner” (Making Disciples)

A level 3 volunteer is committed to helping build life-changing relationships with youth and has clearance to interact one-on-one with youth. A level 3 volunteer is required to be a believer in Jesus Christ, regularly attend a church and agree to a one-year program commitment. A level 3 volunteer is required to register and pass a background check and must read, agree and abide by the City Gospel Mission Statement of Faith.

- Minimum age requirement: 21 years
- Has been working with youth through:
 - a City Gospel Mission youth program for a minimum of 6 months **OR**
 - has prior involvement working with youth in their church, another organization or job for at least 6 months (which can be verified) **OR**
 - has a combination of the above which totals at least 6 months of consistently working with youth
- Permitted to be alone with youth
- Can transport youth

Registration and Background Check Policy & Procedures

Level 1 – “Compassionate Partner” (Learning and Sharing)

- Registration online through CGM website or shared link is required each program calendar year.
- No background check required.

Level 2 “Relational Partner” (Building Relationships)

- Registration online through CGM website or shared link is required each program calendar year.
- Online Background check required through CGM partner Sterling Volunteers every three (3) program calendar years.
- Results of background check are reviewed by CGM staff and applicant is notified of volunteer status.

Level 3 “Transformational Partner” (Making Disciples)

- Referral from CGM staff, church or key volunteer required.
- Registration online through CGM website or shared link is required each program calendar year.
- Online Background check required through CGM partner Sterling Volunteers every three (3) program calendar years. In service years that do not require a background check, a volunteer criminal and driving renewal survey must be completed.
- Results of background check and volunteer criminal and driving survey are reviewed by CGM staff and applicant is notified of volunteer status.

On-Boarding and Training Policy & Procedures

Level 1 – “Compassionate Partner” (Learning and Sharing)

- Brief orientation which may take place before volunteer opportunity begins.

Level 2 “Relational Partner” (Building Relationships)

- **On-Boarding:** Volunteers are required to view the CGM Youth On-Boarding video PRIOR to the start of volunteer service each program year.
- **Training:** A level 2 volunteer is required to attend a program-specific in person training PRIOR to the start of volunteer service each program year. This can be administered by CGM Staff and/or a designated Level 3 program volunteer.

Level 3 “Transformational Partner” (Making Disciples)

- A new level 3 volunteer is required to attend comprehensive, program-specific on-boarding and training administered by CGM staff.
- A returning level 3 volunteer is required to meet in-person with designated CGM assigned staff for refresher training prior to the start of each program year.

Youth Transportation Description & Requirement Overview

Level 2 “Relational Partner” (Building Relationships) – must be at least 21 years of age and referred by their program leader. An additional background check is required. Once cleared as a driver, an additional cleared Level 2 program volunteer, 21 years or older, must be present at all times in the vehicle, no exceptions. At no time does a Level 2 driver have clearance to transport a youth alone. All drivers of youth must have a driving record in good standing and have been continuously licensed for past three (3) years. All results of driving records will be examined individually to determine eligibility to drive. Returning volunteers who are approved drivers will have a driver background check every three (3) years along with the regular background check.

Level 3 “Transformational Partner” (Making Disciples) - must be at least 21 years of age and will automatically have a driver’s background check conducted. Upon clearance, a level 3 volunteer will have the ability to transport registered program youth alone in their vehicle. All drivers of youth must have a driving record in good standing and have been continuously licensed for past three (3) years. All results of driving records will be examined individually to determine eligibility to drive. Returning volunteers who are approved drivers will have a driver check every three (3) years along with their background check.

Guidelines for Drivers

- All drivers’ accident/incident experience must reflect:
 - No more than one (1) at-fault accident in the past year **OR**
 - One (1) at-fault accident and one (1) minor moving traffic violation in the past three (3) years

- All drivers must not have had:
 - More than one (1) minor moving traffic violation (MTV) in the past year, or two (2) minor MTV’s in the past three (3) years. Minor includes all violations other than those listed as major below.
 - Any major speeding violation in the past two (2) years. Major speeding violations (a form of “reckless operation”) are:
 - More than 15 MPH over a posted limit 45-55 MPH
 - More than 12 MPH over a posted limit 40 MPH or lower
 - Any major moving violation in the past three (3) years. Major moving traffic violations are:
 - Reckless operation
 - Improper passing
 - Driving with known or non-inspected defective equipment
 - Any operational-behavioral violation in last five (5) years. Operational-behavioral violations are:
 - Driving while license is suspended or revoked
 - Driving under the influence (DUI) or driving while intoxicated (DWI)
 - Leaving the scene of an accident or incident

- All drivers must not have registered more than four (4) violation points with the Motor Vehicle Registration Bureau within the previous 24 months.
- All adults and youth must wear a seat belt.
- Youth under 12 must ride in the back.
- Drivers should not talk on cell phones or text while driving youth.

General Youth Policies & Procedures

Overnights and Out-of-Town Trips Policy - Overnight visits and out-of-town travel are permitted only for City Gospel Mission sponsored outings or events.

- There must be 2 or more screened adults present for every 5 youth.
- The transportation policy must be observed.
- Same-sex rooms only are permitted.
- Two adults must be present in the room for overnights.
- Youth must have written permission from a parent or guardian, along with written permission for medical treatment in case of a medical emergency.
- Mentors are permitted to have youth spend the night for family sleepovers or to travel out of town overnight with their mentee if permission is received from the parent or guardian and another adult is present.

Discipline Policy - Volunteers are never to spank, hit, shake, or otherwise physically discipline anyone. Appropriate physical restraint may be required in certain situations for the safety of others. Report any such actions or disciplinary problems immediately to program leader or CGM staff.

Physical Restrictions Policy - Volunteers should avoid the appearance of impropriety, such as sitting older youth on their lap, kissing or embracing others, etc. It is acceptable to appropriately embrace (hug) youth (with the youth's permission).

Parent/Guardian Pick-up Policy - A Youth Transportation Plan must be received for each registered youth in each program. Youth are to be released only to parents, guardians, or persons specifically authorized to pick up the youth. All Level 3 program volunteers should be familiar with, and have access to, the transportation plan for each registered youth.

Illness & Injury Policy - Volunteers, youth, and staff who are ill (with fever or a communicable disease which can be transmitted by cough or touch) are not permitted to participate in program activities. A youth who receives an injury which is obviously minor, should be given first aid as needed. The youth's parent or guardian should be notified of the minor injury at the conclusion of the program time. Any injury which may require medical treatment beyond simple first aid should be given immediate attention and the parent or guardian of the youth should be immediately notified. An ambulance should also be called immediately if warranted by the injury.

Child Abuse Reporting Policy - Any volunteer who becomes aware of, or is suspicious of, abuse or neglect of a minor, developmentally disabled person, or adult person should immediately inform their Level 3 program leader or City Gospel Mission assigned staff. City Gospel Mission will document and investigate the matter and provide information on any mandatory reporting requirements to ensure that applicable laws are complied with. If the volunteer chooses to notify anyone outside of their Level 3 program leader or City Gospel Mission assigned staff, the Level 3 program leader or City Gospel Mission assigned staff should be notified immediately afterwards. *CGM Internal Process:* If a volunteer or Level 3 program leader shares a potential child abuse situation to the City Gospel Mission assigned staff, this information will be shared with the Volunteer Child Abuse Assessment Team to determine whether outside reporting is necessary. The Volunteer Child Abuse Assessment Team is to consist of a minimum of four employees of City Gospel Mission. The team will include the following: Executive VP of Youth or Youth Chief Operating Officer, the Program Director, the City Gospel Mission assigned staff, and Volunteer Director. If outside reporting is necessary, the City Gospel Mission assigned staff will report it to the appropriate agency. City Gospel Mission will follow up with the Level 3 program leader and/or reporting volunteer regarding what was decided. We will file an incident report for all instances, document it for that volunteer's history, and will monitor situations ongoing.

Dealing with Media/Law Enforcement Policy - Legal counsel will be contacted for advice and guidance as soon as possible after the organization receives notice of possible abuse or molestation in connection with organization activities. Decisions concerning the ministry's response to the allegations will be made in accordance with such advice. A single organizational leader will be designated as the spokesperson following notice of any abuse or molestation in connection with activities of the ministry. This person will be the ONLY person to convey information concerning the situation and will convey only such information as is necessary under the circumstances.

Volunteer Screening Policy - Determination of Eligibility

All applicants should be informed of eligibility requirements prior to applying as a volunteer. This policy, along with disqualifying offenses will be posted on our website. Applicants whose prior history, including any criminal history, demonstrates a risk to the safety or well-being of youth or of our organization will be determined to be not eligible to work with youth.

Part A - Automatic Disqualifying Offenses

Applicants are automatically disqualified to work with youth if they have a conviction or have pled guilty to an offense in **Part A**, including:

- All sexual offenses
- Any felony or misdemeanor conviction involving violence. Possible examples of violent felonies or misdemeanors include, but are not limited to:
 - simple assault, battery, domestic violence, hit & run, cruelty to animals
- Any crimes against a child, regardless of the time (felony or misdemeanor)
- Any felony conviction in **past ten (10) years**
- Any drug related conviction in **past ten (10) years** (other than a minor misdemeanor)
- More than one (1) alcohol related conviction in **past ten (10) years**
- Any misdemeanor conviction that may indicate a lack of integrity and/or character of an individual in **past ten (10) years**

Part B - Possible Disqualifying Offenses

Applicants may be disqualified to work with youth if they have a conviction or pled guilty to an offense or offenses in Part B. Qualification will be determined by the Volunteer Screening Assessment Team.

The Volunteer Screening Assessment Team is to consist of three to four employees of City Gospel Mission who are appointed by the Executive VP of Youth Programs. One appointed person on the team will evaluate each “pending” case ahead of time, contact the applicant for clarification or missing information and make a recommendation to the team for eligibility or non-eligibility.

Procedures for determining eligibility of applicants with convictions in Part B:

- All other criminal offenses shall be reviewed on a case-by-case basis by the Volunteer Screening Assessment Team.
- Each case will be reviewed independently and fairly.
- An applicant may have offenses or an offense that is determined to be disqualifying that is not included on the list.
- Possible allowable offenses do not involve serious moral failure, including minor traffic violations (if limited in number), and non-violent, non-sexual misdemeanors.

Factors to consider regarding applicants with possible disqualifying offenses include:

- Did they disclose the information on their applications?
- How long ago did the conduct occur?
- Has the applicant displayed observable, consistent Christian character and conduct after the offense was committed?
- Is there a current church leader or volunteer who knows the applicant and can provide a strong, positive written reference?
- Are the charges a result of pre-meditated or a result of poor judgment (the nature and severity of the criminal conduct)?
- Is there a pattern of criminal charges, even if the charges were dismissed, which cause concern that the volunteer may pose a threat to the integrity or safety of the program?

Possible Disqualifying Offenses (Ohio Revised code)

Theft and Fraud

- RC. 2913.02 - Theft; aggravated theft
- RC. 2913.03 - Unauthorized use of a vehicle
- RC 2913.04 - Unauthorized use of property, computer, cable, or telecommunication property or service
- RC. 2923.02- Attempt
- RC. 2913.041 - Possession or sale of unauthorized cable television device
- RC 2913.33 - Making or using slugs
- RC 2913.05 - Telecommunications fraud
- RC 2913.06 - Unlawful use of telecommunications
- RC. 2913.11 - Passing bad checks
- RC 2913.21 - Misuse of credit cards
- RC 2913.31 - Forgery; identification card
- RC 2913.32 - Criminal simulation
- RC 2913.40 - Medicaid fraud
- RC. 2913.41 - Prima facie evidence of purpose to defraud
- RC. 2913.42 - Tampering with records
- RC 2913.43 - Securing writings by deception
- RC 2913.44 - Personating an officer
- RC 2913.441- Law Enforcement emblem display
- RC. 2913.45- Defrauding creditors
- RC. 2913.46 - Illegal use of food stamps or WIC program benefits
- RC 2913.47 - Insurance fraud
- RC 2913.48 - Worker's compensation fraud
- RC 2913.49 - Identity fraud

Offenses against justice and public administration

- RC. 2921.11-Perjury
 - RC. 2921.13- Falsification
 - RC 2921.35 - Aiding escape or resistance to authority
 - RC. 2927.12 - Ethnic intimidation
 - RC. 4511.19 - Operating vehicle under the influence of alcohol or drugs (A second violation within five years of the date of application for licensure or employment)
- Or an existing or former offense of any municipal corporation, this state, or any other state, or the United States that is substantially equivalent to any of these offenses. This is a prescribed form which must be used to meet the requirements of rules 5101:2-12-26 and 5101:2-13-26 of the Administrative Code. JFS 01328 (Rev. 8/2008)



Resource Page Link

To access the Whiz Kids Resources page
visit <https://www.citygospelmission.org/whiz-kids-resources/>

**Please bookmark this page/add to your favorites so you can easily find it
whenever you need it.*

The Resources page is password protected so you will be
prompted to enter a password. The shared password for
everyone is: **whizKids**