

# SPARKLE FOR JESUS

Tips for Sparkle Time  
Presenter: Fairy Hattan



## Reality Sparklers

### How To Do Sparkle Time

- Prayer
- Get each one working on a worksheet
- Take one clubber aside to begin reciting (keep a list and rotate who gets to be first each week)
- Listen to 2 sections per clubber (or 5 minutes) and then rotate to next clubber
- Fill in record keeping forms as you listen to each clubber (sign book, put date on one year record sheet, fill in point sheet and achievements earned)
- Establish a standard of low noise level in your Sparkle Time group.

### Leader attitude

- Heart for ministry – pray for your clubbers
- “Goldilocks Leader” - Too harsh, too soft, or just right
- Encourage clubbers (way to go, you got it, you put a lot of work into that)
  - Praise Sparkies when they receive awards or complete sections.
  - Announce and award prizes for motivation. Prizes could include fruit, inexpensive toys, candy, etc.
  - If having trouble with handbook, offer help.
  - Assign special jobs to Sparkies. This makes each one feel important.
  - Use key Sparkies to set the example and encourage others.
- Keep reminding yourself that the most unpleasant student you have is probably the one that needs you the most.
- Love children for who they are; like them for who they will become. Treat children according to their potential rather than how they deserve to be treated right now. That's how God loves us.

## Recitation Sparklers

### Guidelines for passing sections

- Awana standard of 2 helps per section
- Section recited in entirety at one sitting
- Dealing with slow learners



### How people remember information

- Auditory learners must hear themselves say the words.
- Visual learners create a picture in their minds' eye, and have a vivid imagination.
- Kinesthetic learners must move while they learn. They need motion to remember.



### Fun and Effective Memorization Methods

- Make up hand motions.
- Write the verse on poster board and cut into strips. Have clubbers arrange the strips.
- Draw two simple pictures to represent each verse
- Break the verse into parts (short phrases).
- Sing the verse.
- Find word patterns.
- Explain. Help children understand the words.

- Say a verse as a group.
- The leader reads the verse five times, then the clubber tries to say it without looking. Read it once more, then the clubber quotes it twice.

### Learning Reminder

Remind myself that learning is something the children do. They can't be coerced into it! If they enjoy what they're doing/seeing/hearing etc. they'll take it all in and learn! We don't teach lessons. We teach children.

## Record Keeping Sparklers

Efficiency

Forms

## Rules and Routine Sparklers

Worksheets

Classroom Management

### Candy Star



- Each child is given a small paper star at the beginning of class. If the child continually misbehaves you collect their star.
- All children that have their star at the end of the class get to choose a piece of candy.

### Eight beads on a string

- You will need eight beads of any kind and a string. Explain to the kids that each Sparkle time that the whole class behaves, you will add a bead to the string.
- If there's a night when the class hasn't behaved you will remove a bead. When there are eight beads on the string the class will be rewarded.
- The reward can be a game, a small token or anything else that would be rewarding to the children.

### Carnival Tickets



- If you prefer not to give out candy as a reward here's an alternative. Buy a roll of carnival tickets.
- At the end of each class give every well-behaved child a ticket.
- Once they've collected several tickets they are allowed to trade them in for a small prize. (Pencil, Bible Cards, Stickers, etc.)

### Gold Coins



- Give each child 6 gold coins at the beginning of class (bingo chips spray painted gold).
- Establish certain rules like "don't talk unless you raise your hand", "stay in your seat"
- If a child breaks one of the rules they lose a coin. They have chances to get more coins by saying their memory verse, bringing their Bible, answering questions about the lesson, finishing their activity on time, etc.
- At the end of class the child (or children) with the most coins gets a special prize. They turn their coins in at the end of class to use again next week. -from sundayschoolcrafts.com

### Class Tickets

- At the start of Sparkle Time, each child is given 3 tickets.
- If a child misbehaves, isn't paying attention, or breaks a rule, take a ticket from that child.
- At the end of Sparkle Time each child turns in the tickets they have left. Record this information.

- Once a month, children who have earned the required number of tickets can pick a prize from the treasure box. This system is rewarding good and appropriate behavior and not always focusing on the unacceptable behavior. Adapted from -  
atozteacherstuff.com

### Fancy Stick

- Have a stick or dowel very fancily decorated. Give it to one of your kids to hold.
- If they talk out of turn they pass the stick along.
- The one with the stick at the end gets to draw out of a mystery bag for a small prize.
- If one child hasn't ever had the stick you can always give it to a new one each week.

Rules Poster: Acrostic poster idea for explaining the rules.

R-is for RIGHT away. That is when you obey.

U-is for UNO-this is Spanish for "one". Only one person speaks at a time.

L-is for LISTEN-if you are not the one person speaking

E-is for ENJOY-decide to have a good time!

S-is for SELF-that is where we keep our hands and feet.

## Role Model Sparklers

### Suggestions for Parents

- Spend five or 10 minutes at bedtime helping your child remember his verses. Then repeat them at breakfast the next morning. *-Awana Family Connection*
- "When your child is having difficulty learning a section, reverse the roles. Ask your child to 'teach' the section to you. This helps both you and your child learn the verse."  
*--William B. Tucker, Bonita Springs, FL*
- "My 8-year old daughter sleeps in the top bunk. She tapes her verse to the ceiling. Every night before she falls asleep, she reads them through a couple of times." *--Dad, from Elgin, IL*

### Suggestions for Leaders

- Help children think of a special place to store their book bag at home.
- Help children establish a habit of putting their vest in a special place.
- Model Christlikeness (you may be the only Jesus they will ever see).
- Give your students a list of "TO DO's", instead of a list of "DON'Ts". Teach, practice and model what you expect.
- Praise students for positive group behaviors, with and without being prompted
- When addressing a negative or inappropriate behavior use phrases such as "I really need your help". Focus on the positives, on the strengths and qualities of individual students or the class as a group.
- "I know that you are a bright kid, but...." Address the negative behavior, but empower the child to be a positive part of the solution. Teach students to be self-correcting, "What is it that you should be doing right now?"
- Positively reinforce those students who regularly engage in the appropriate expected behaviors.
- Use behavior situations as teachable moments. We want students to learn from their experiences and make appropriate choices.

## TIPS FOR WORKING WITH ADHD CHILDREN

adhdsolution.com and incrediblehorizons.com

### 1. Find Out What Your ADHD Student Loves And Figure Out A Way To Involve That In His School Day.

Create methods to engage their interest in a personal way with something that they love. Help the child find his areas of strength so that he can build his self-esteem. Concern about the students self esteem and motivation is vital to building his success in your classroom. Finding out what a student loves, often gives you the ability to get the student to shift gears.

2. "Listen" To Your Students' Misbehavior. Student misbehavior isn't just an annoying disruption --- it's a secret message the student is (unwittingly) trying to convey to you. And usually that message can be boiled down to two words: "*Reach me.*"

**REMEMBER: Some children need to move in order to pay attention.** Watching children can provide cues to choosing activities to provide appropriate sensory strategies for organizing behavior and improving attention. What you are catching them doing "wrong" may be the clue you need to discover what strategies would help him/her focus. Teach them acceptable ways of expressing that extra energy. Roll a pencil between their hands, bouncing their feet, chewing on something as an alternative to talking etc. **Instead of fussing at them, give them an outlet or suggest an alternative behavior.**

3. **Get Your ADHD Students To Like You.** I'm not talking about a loosey-goosey approach in which you undercut your authority by becoming their "friend." I'm talking about winning the respect from your student in such a likeable way that he then becomes comfortable letting his guard down and now is on "your side." You'll be astonished what this technique alone will do, and you might even become a hero to him in the process.

Know the difference between big things and little things, and don't confront him on each little thing. It is hard for these children to control themselves all of the time. Take the time to find one thing the student did well each day. The rapport you build will encourage more effort on their part to do well in school.

4. **Stop Controlling And Start Coaching.** Change your style of thinking from a controlling, adversarial mode to something more like coaching. You almost want to think of yourself as a personal trainer for these kids. The typical teacher is thinking, "*I need to establish control, and the student needs to follow me and do what they're told.*" And that works just fine for regular students. But it's a whole different ball game with ADHD kids.

5. **Effective teachers make accommodations in the learning environment by guiding children with processing difficulties with follow-up directions. Medication may help some students behavior, but it does not improve their processing skills. They are still trying to learn with a deficit.** Use both auditory and visual directions and review directions when child is off task. Their follow through/task completion is always dependant on your follow up!!! ADHD Students tell me they often don't finish a task because they lost track of what they were supposed to do.

### HELPS FOR WORKING WITH ADHD CHILDREN

- Be patient. These kids need lots of extra attention and tend to need lots of things repeated. Also, be prepared to feel guilty about all the attention you'll be giving this child.
- Sit the student close to the teacher's desk. This gives you not only more control over the child's activities, but also allows you to help him/her more readily.
- Be an understanding teacher - not a disciplinarian.
- Have the student repeat instructions and concepts back to you to be sure that he/she was listening.
- Use both oral and written instruction.
- Limit distractions as much as possible.
- Have lots of things for the student to do.
- Have a predictable classroom.