

EDUCATION DEPARTMENT

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BIBLE LABS MANUAL

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INTRODUCTION

Jesus said ". . . whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave--just as the Son of Man did not come to be served, but to serve, and to give His life as a ransom for many" Matthew 20:26-28 NIV.

Ellen White echoed this principle when she wrote, "True education is missionary training. Every son and daughter of God is called to be a missionary; we are called to the service of God and our fellow man; and to fit us for the service should be the object of our education" Ministry of Healing, p. 395.

The message and information in this document is a call to all Adventist parents, pastors, church members, teachers and students to embrace and practice this kind of education. A reading of the entire document will provide an overview of Bible Labs. The careful perusal of designated sections will orient individuals and groups to their respective responsibilities.



*“A Little
Child Shall
Lead Them”*

DEFINITION

The term "Bible Labs" has been chosen to indicate that the religious knowledge acquired by the students in Bible classes is to be used in a practical way to fulfill the mission of the church in the community and in the world. In fact, knowledge and skills acquired in all classes and activities are to be used for this purpose. Several words or phrases such as "service", "missionary work", "outreach", and "mission of the church" have been used in this document to describe the nature of the Bible Labs projects. Whatever phrase may be used, the intent is to convey the idea that Bible Labs projects are intended to meet human needs at all levels of existence, from basic survival to that of knowing Jesus Christ as a personal Savior. Each project may not minister to this highest level but all projects will be designed to lead both the recipient and the student to this response.



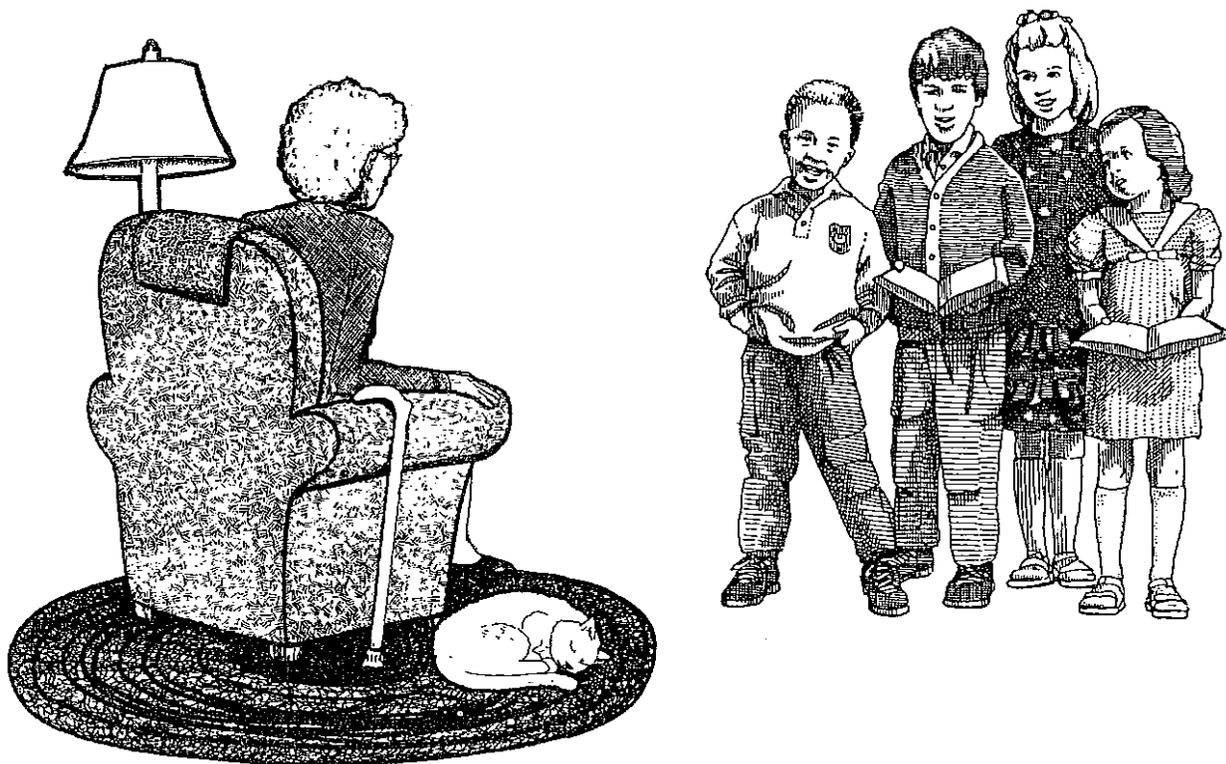
PURPOSE

This document contains a synthesis of previously published material on Christian service in Seventh-day Adventist education, and is based on many years of field experience in Bible Labs on the K-10 level. Its purpose is to clarify areas of responsibility and to provide a how-to manual for those who conduct the Bible Labs programs.

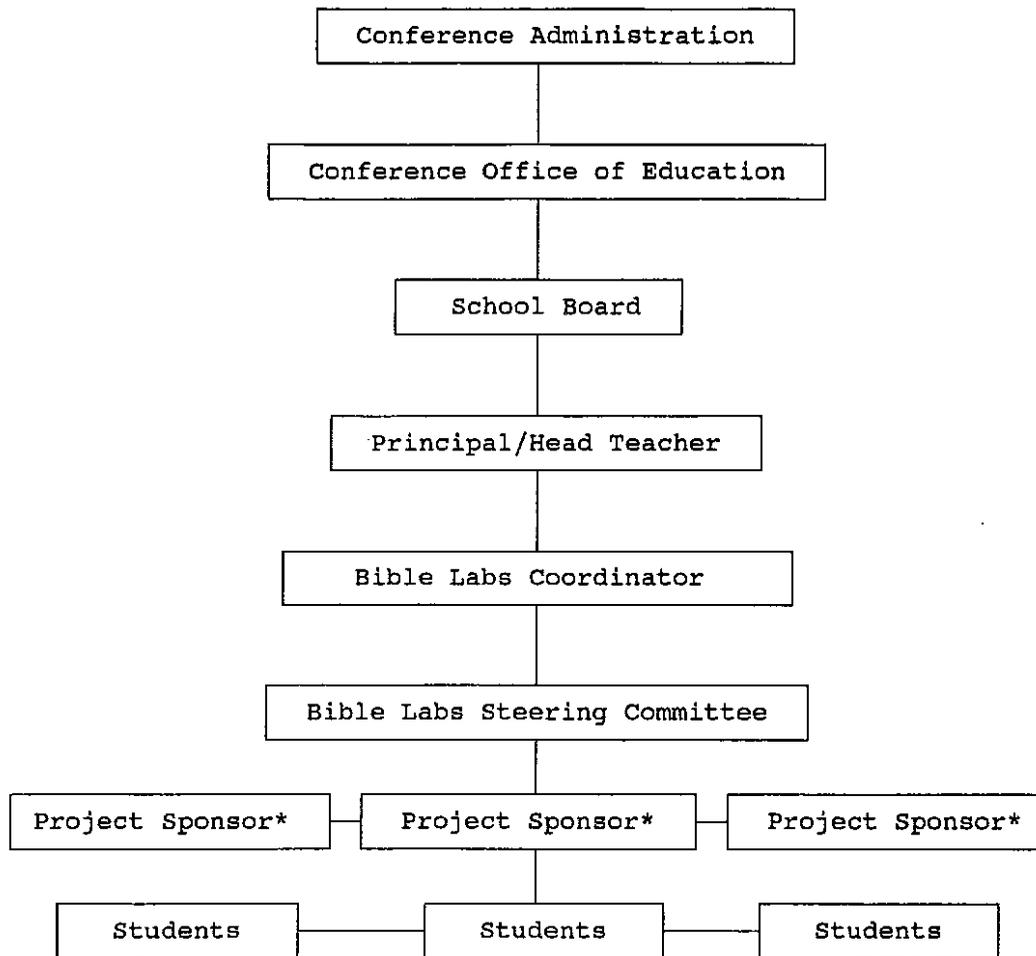
Although considered of paramount importance, statements of philosophy and objectives have been kept to a minimum. Such expressions of faith and practice have been presented in other available documents referred to in the bibliography. The bibliography also contains sources for other aspects of the program.

The Bible Labs plan, as outlined in the manual, is to enlist the school as an arm of the church's overall evangelistic program, both at the conference and local church levels. Therefore, it is essential that the local church community, through the school board, participate in the planning and execution of the program. This is usually accomplished through a coordinator selected by the school board or nominating committee for church offices. The coordinator, with a steering committee, will work with teachers, pastors, and resource people to assemble an effective program of Christian service. It is the recommended plan that one-half day per week be provided in the school schedule for Bible Labs.

The following flow chart is suggested as an organizational model.



RECOMMENDED ORGANIZATIONAL FLOW CHART



*Aide
Parent
Pastor
Room Mother
Teacher
Other Church Members

COMMITMENT

Commitment to active participation is an essential element of success in any program.

Life is complex and demands our involvement in many activities, but Adventist education requires members of the home, the church, and the school to commit themselves to the special responsibility of training the child to serve others.

What is meant by this commitment? It means the dedicating of ones-self to personal Bible study and prayer, and to active leadership and participation in Bible Labs. Time is a precious commodity, but children will benefit from Christian education only if time is used on their behalf.

Simply stated, the success of Bible Labs depends on the time commitment of church members.

YOU
MAKE THE
DIFFERENCE...

GOALS

Some of the important goals of Bible Labs are:

1. To encourage students to deepen their personal commitment to Jesus.
2. To help students identify and develop their individual God-given gifts.
3. To assist students in the development of knowledge and skills necessary to serve others.
4. To involve students in a variety of witnessing and service activities, appropriate to their age, spiritual experience, and skill development level.
5. To teach students how to relate to other people.
6. To allow students to assist the local churches in meeting their missionary objectives.
7. To help fulfill the unique philosophy on witnessing that is a part of Adventist education.

PHILOSOPHY

The Bible Labs concept is founded on the philosophy that Christian education is Christ-centered, Bible-based, and Service-structured. The children and youth who attend Seventh-day Adventist schools are to be led to know Christ as their personal Savior, to develop a character and a lifestyle based on biblical principles, and to be trained to use their knowledge and skills to serve others. By involving students in the lives of others through service and outreach projects, they become acquainted with the needs of people in the world around them. Consequently, the students learn how their own talents and skills can be used to meet these needs.



*"Inasmuch as ye have done it
unto one of the least of these my
brethren, ye have done it unto
me."*

Matthew 25:40, NIV



SCHOOL BOARD

Job Description

1. Select a Bible Labs Coordinator.
2. Provide a Financial Budget.
3. Insure that loss prevention procedures are followed.
4. Ascertain that the objectives of Bible Labs are fulfilled.

How-To

The selection of a Bible Labs Coordinator is undoubtedly the most important responsibility of the school board in relation to the success of the program. It is unrealistic to ask the teacher to bear alone the responsibilities of training students for service activities, in addition to performing all the other tasks which are required. In fact, it is impossible for the teacher alone to fulfill this obligation. The training of the students for service to others is one of the areas in which the full resources of the home, church and school must work together for success.

Two types of coordinators may be chosen.

1. Ideally, the board will be able to find a person willing and qualified to occupy the position as the overall coordinator of Bible Labs for the school. This method may be better for smaller schools.
2. In larger schools it may be necessary to select room coordinators to assist each teacher. In fact, in larger schools, room coordinators may be necessary as well as the overall coordinator.

The school board may choose the coordinator by one of two methods:

1. The board may select such a person before the school year begins.
2. The board may request that the church nominating committee choose the coordinator at the yearly election of all church officers. The latter is a preferred method because the position can be considered on an equal basis with all other offices.

Finding a willing, interested, and qualified coordinator may not be easy in a society where most adults are working out of the home during the school day. (See the section on the coordinator for a list of qualifications and responsibilities). A coordinator may be found from among the following.

1. Parents who are not working or who are working part time.
2. Retired people.
3. Spouses of church employees.
4. People working full time who have a flexible schedule.
5. A teacher's aide already receiving wages.
6. A part time teacher paid for the responsibility.
7. A college taskforce worker.

The steering committee or teacher, as the case may be, should prepare a budget at the beginning of the school year and submit it to the board for approval. Responsibility for raising the necessary money may vary. In some cases Bible Labs will be included in the school budget; others will leave fund raising to the coordinator and teachers. If funds are available from the local church or conference, the board will have to authorize any requests.

Attention to safety and legal requirements is the responsibility of the teacher and coordinator. However, establishing guidelines and monitoring adherence to loss prevention procedures are the responsibility of the school board, which may find itself ultimately liable for any infractions. Special attention must be given to vehicular safety, driver qualifications, insurance, and child abuse.

If the board is to fulfill its responsibilities successfully, it should become well acquainted with the philosophy and objectives of Bible Labs and make sure that the program is being adequately conducted in the school. This can best be done by reading available information, by requesting that conference workers make presentations, and by asking the teacher and/or coordinator to give periodic reports.

An informed board, which provides a coordinator, passes a budget, monitors loss control, and pursues the philosophy and objectives of Bible Labs, will be used as an instrument in the hands of God to fulfill the missionary training responsibilities of the school.

COORDINATOR

Types

1. A local coordinator chosen to oversee the entire Bible Labs program of the school and/or
2. A local coordinator chosen to assist with the Bible Labs program of a classroom.

(Note: A student coordinator has also proven to be an excellent help.)

Selection

1. By the church nominating committee at the regular yearly election. (Preferred method)
2. By the school board prior to the school year.

Qualifications

1. A deep and growing Christian experience.
2. A desire to help the church school fulfill a major curricular function which provides service and outreach experience in the community for each student.
3. A love for and ability to work with children and youth.
4. Attitudes and abilities necessary to cooperate with teachers, pastors, and other adults involved in the program.
5. Ability to organize a program.
6. Creativity for developing service and outreach ideas or ability to seek out and utilize the ideas of others.

Job Description

1. Chair, in most cases, the local Bible Labs Steering Committee. (Members may include the principal, teachers, pastor, students, and others as needed.)
2. Lead out in the selection of service and outreach projects for the students by finding community needs and making adequate project preparation.
3. Attend school during the time period provided for Bible Labs.
4. Work with the principal, teachers, pastor, and laity in assisting students to develop and carry out the projects.
5. Arrange for supervision and transportation in harmony with safety and legal regulations.
6. Provide for the follow-up of community interests and needs.
7. Communicate, at least monthly, to the church members what students are doing in Bible Labs.
8. Maintain written records of Bible Labs procedures, participants, and projects, and collect useful resource materials for subsequent years.

How-To

The coordinator is a key person to the success of Bible Labs. The coordinator may oversee the school's entire Bible Labs or may assist with the program in one classroom. In either case, the coordinator and the teacher or principal of the school will work together to answer questions, supply information, and help solve problems. An element in the success of Bible Labs is the ability of the coordinator and school staff to develop a harmonious working relationship.

The first step of the coordinator is to work with the principal to form a steering committee which is to be chaired, in most cases, by the coordinator. This committee will be composed of individuals such as the principal, teachers, pastor, select students and others as needed.

Next, a needs assessment should be conducted in order to determine the best way to serve the community and the church. Several ways the needs assessment may be conducted are by:

1. Taking a survey of the school, community, and the church.
2. Making contacts with service organizations, social workers, pastors, or the Personal Ministries staff.
3. Gathering information from local businessmen.

Another function of the coordinator is to research and evaluate materials which contain ideas for service activities.

The coordinator with the steering committee will develop long and short-range plans for implementing Bible Labs. Experience has shown that projects need to be planned in advance rather than at the last minute. From the ideas obtained by the needs assessment and the materials reviewed, projects will be chosen for Bible Labs.

A large portion of time will be spent by the coordinator, in concert with the teacher, to develop programs and prepare the students for the projects. In the development of programs, ideas and materials will need to be found, scripts written, visual aids made, and equipment provided. Student preparation involves such things as orientation about the nature and location of the project, guidance in writing scripts, skill development, and practice. The teacher can accomplish much of this through integration with other subjects as well as by using the regular Bible Labs' period. It may be helpful to invite people from the agency where the project will take place to come to the school for orientation purposes. For example, an activities director from a nursing home might explain to the students the characteristics and special needs of the residents.

Projects should be selected that match the age, skills and degree of spiritual readiness of students. On occasion a student may need to participate in a service ministry in the home or a civic ministry in the community before he is ready for more direct witnessing.

A plan should be outlined to follow up community interests and needs discovered by those implementing the projects. For example, if a student door-to-door survey identifies several people who want to receive Bible studies, arrangements need to be made for someone to give the studies.

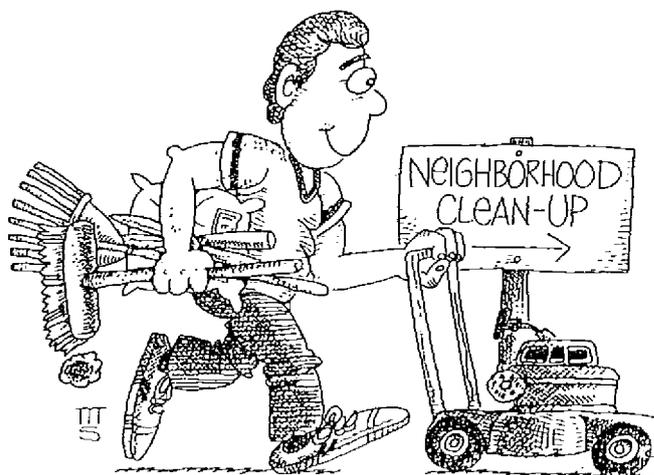
The coordinator has primary responsibility for arranging transportation. When requests are made for drivers and the use of vehicles, qualifications and legal requirements must be met. The vehicle must have proper insurance and be in safe driving condition. It is imperative that the drivers have a safe driving record and be physically and mentally competent. Sources for obtaining transportation include: parents' vehicles, school vehicles, community vans and agency transportation.

Evaluation of student performance and the success of the project is necessary during the activity and after its completion. Notice carefully the information on evaluation under the section on the responsibilities of the steering committee.

A good plan for communicating what is being done in Bible Labs can help the program grow. Some ways to present what is happening are students sharing experiences up-front in church newsletters, slide presentations, bulletin boards, and school newspapers.

The information provided here for the coordinator who oversees the entire school program may be adapted for use by the coordinator of a single classroom. The major difference between the two types of coordinators is that a single classroom coordinator generally does not work through a steering committee.

An idea which has been very successful is to appoint a qualified student as a Student Assistant Coordinator to help in the development and implementation of the Bible Labs program.



STEERING COMMITTEE

Job Description

1. Meet regularly (suggested monthly or quarterly).
2. Provide long range plans for Bible Labs.
3. Delegate responsibilities.
4. Recommend an annual budget to the local school board.
5. Process requests for major expenditures.
6. Provide for needs assessments.
7. Monitor the implementation of loss prevention guidelines.
8. Coordinate an ongoing program of public relations.

How-To

The steering committee, composed of the Bible Labs coordinator, principal, teachers, pastor, student representatives, etc., is kept operative through the leadership of the coordinator and the principal. The coordinator, in most cases, is its chairman.

Before the beginning of the school year, this committee lays the long-range plans for Bible Labs. During the year it develops short-range plans with sufficient anticipation to maintain an active program.

Plans for projects should be based on needs that become evident through surveys conducted in the school, the church, and the community. Service organizations, local businessmen, and social agencies may suggest projects as well.

For the safety of the students, and because of possible lawsuits, the steering committee must be sure that loss prevention procedures established by the school board are followed.

To be sure that Bible Labs are meeting the stated goals and objectives, the steering committee should establish a system of evaluation. Project sponsors can debrief students following each activity and write a summary critique. Older students may keep a log of impressions and responses, and the committee may prepare evaluation forms based on expected outcomes of the school's Bible Labs.

Another important function of the steering committee is to recommend an annual Bible Labs budget to the school board, which should include suggestions for major expenditures. The committee may also plan for fund-raising projects. These should reflect the philosophy of Bible Labs. Besides subsidies through the church board or school board, and donations from students, staff, and interested persons, funds may be raised by such activities as sales of produce or handcrafts, car washes, paper drives, investment-type projects, and work-a-thons.

TEACHER

Job Description

1. Lead the student into a meaningful relationship with Christ.
2. Promote proper attitudes toward outreach and service.
3. Serve as a member of the steering committee.
4. Work with the coordinator in assisting students to develop and carry out the projects.
5. Provide a regular time in the weekly schedule for Bible Labs.
6. Integrate student preparation for Bible Labs into the curriculum.
7. Participate as a project sponsor as needed.
8. Have a clear vision and a strong commitment for Bible Labs.

How-To

Although Bible Labs is designed as a joint effort by many, the teacher plays a crucial role in the successful accomplishment of its objectives through personal commitment, activity planning, scheduling, student management during the execution of the project, and attitude development.

The coordinator carries a heavy responsibility in the operation of Bible Labs. However, if the coordinator is unable to prepare adequately, or if plans change at the last minute, the teacher should carry out as much of the project as is feasible and then return to the regular classroom schedule. Sometimes there is no coordinator for a school. For information on how to solve this problem, refer to alternative programs under the problem solving section of this manual. The responsibilities of the coordinator should also be studied.

The Bible Labs schedule and activities may vary with different teachers. Preferably, the teacher will plan a distinct block of time in the weekly schedule for Bible Labs. Some schools may schedule it for a specific day and time while others "float" the program throughout the week. Although the Bible Labs period should be distinct, there is often considerable integration with other classes. An art class may lend itself to preparing materials to give away in Bible Labs. Similarly, some witnessing activities may provide projects for language arts or social studies classes. Occasionally, a Bible class may be used to prepare for a Bible Lab's presentation. A key to avoiding scheduling conflicts is to integrate the preparation for Bible Labs throughout the curriculum.

The students are frequently divided into small groups with a volunteer adult as their project sponsor. It is the responsibility of the teacher to see that groups are designated in advance of the volunteer's arrival. This will save confusion and keep the volunteers from experiencing undue frustration.

The teacher is also responsible for the safety and supervision of the students. Drivers should be reminded to have their passengers use seat belts. If students are using equipment or tools which are legal, they should be shown how to handle them and be physically capable of using them. The on-site conditions must also be checked for safety. Although volunteers may be supervising the students, the teacher is ultimately responsible for student behavior.

Evaluating the project and debriefing the students immediately afterwards will allow the teacher to be prepared for questions from parents or other parties. Students might keep a log to show how outreach relates to the curriculum.

Bible Labs means participation. And that, in turn, means work. But Bible Labs allows the teacher to enjoy a very close relationship with students while serving others. The teachers' own positive attitudes and enthusiasm help make Bible Labs a cherished part of the curriculum.



PASTORS

Job Description

1. Promote the Bible Labs program in the church community.
2. Give encouragement and guidance to those involved in the program.
3. Serve as a member of the steering committee.
4. Participate regularly as a project sponsor.

How-To

The pastor is the spiritual leader of the Christian community which includes the church school. Each member benefits from his counsel which, of course, places great demands on his time. The success of Bible Labs also requires a portion of his time, although it may be small.

There are several practical things which a pastor can do to support Bible Labs such as:

1. Promote the program within the church community.
2. Provide information to the school regarding community service agencies, community needs, church member needs and outreach programs.
3. Help train the teachers in soul winning and assist them in leading the students to Christ.
4. Be a regular participant in a Bible Lab's project.
5. Be a member of the Bible Lab's steering committee.

The pastor can promote Bible Labs at church and within the church community in several ways. Brief statements from the pulpit; interviews with students, teachers, coordinators; notices in the church bulletin and newsletters; and comments at board meetings and civic clubs will all be helpful in keeping the program before the people and in providing positive feedback for the students.

At times teachers may need in-service training for soul-winning, a skill in which the pastor is highly qualified. Converted students are spiritually motivated students. This is a key element in the success of Bible Labs. Anything which the pastor can do, such as conducting baptismal classes, associating with the students, and talking with each one about his personal salvation, is vital.

What is meant by suggesting that the pastor be a regular participant in a Bible Labs project? Experience already gained in this program has revealed a variety of ways in which pastors make a valuable contribution. For example, pastors have served as project sponsors on a regular weekly or monthly schedule. The pastors, with groups of students, have taken door-to-door surveys, conducted Bible studies, held a Youth for Christ evangelistic series, visited shut-ins, helped in a community project, provided information and assistance for health projects and conducted 5-day Plans to Stop Smoking. Regular participation, whether weekly, bi-weekly, or monthly, according to the pastor's available time, is of great importance to the success of Bible Labs and the morale of the staff.

PROJECT SPONSORS

Project sponsors are individuals who take the responsibility to help train and then lead a group of students through some Bible Lab's activity. This may include such things as driving students to a retirement home, teaching a group how to bake bread, taking students along on Bible studies, and even organizing evangelistic meetings. People selected should be responsible adults with a desire to help others and/or with skills to teach the students.



SAMPLE SCHEDULES

Bible Labs schedules will vary from school to school. Factors influencing this will include class size, availability of project sponsors, age and interest of students, community resources, and community needs. A few sample schedules are included. These can easily be adapted to fit group size. Many other activities can be substituted into the schedules. These schedules have been successfully used in pilot schools.

ONE-MONTH ACTIVITY CHARTS	
1st Week	Pen pals/Cards/Mail Ministry
2nd Week	Bible Studies/Adopted Grandparents
3rd Week	Big Brother - Big Sister
4th Week	Community Service/Community Cleanup

The simple schedule above works well with a small class. The students all do the same activity, though they may work with sponsors in small groups (Example: During the first week all students are engaged in only one of the activities listed, but they may be divided among several project sponsors). In this schedule students are off campus every other week, but this may vary.

	GROUP #1	GROUP #2	GROUP #3
1st Week	Dukane Filmstrips Sponsor A	Church Member Visitation	Preparation for Nursing Home Visit
2nd Week	Dukane Filmstrips Sponsor B	Church Member Visitation	Nursing Home Visitation
3rd Week	Dukane Filmstrips Sponsor A	Church Member Visitation	Preparation for Nursing Home Visit
4th Week	Dukane Filmstrips Sponsor B	Church Member Visitation	Nursing Home Visitation

In the schedule above, three activities are planned for the month. This requires a minimum of three project sponsors. Group #1 illustrates how two sponsors might be scheduled to lighten the workload for two people who have the interest but not the time to help every week. The pastor could be an ideal choice as sponsor for Group #2, though this could be arranged with two sponsors like Group #1. The teacher might take Group #3.

	GROUP #1 Quilt Making	GROUP #2 Church Member Visitation	GROUP #3 Good Neighbor Club	GROUP #4 Food Baskets
1st Week	Sponsor A	Sponsor B	Teacher	Collection Sponsor E
2nd Week	Sponsor A	Teacher	Sponsor D	Collection Sponsor E
3rd Week	LARGE GROUP ACTIVITY - WITH TEACHER			
4th Week	Sponsor A	Sponsor C	Teacher	Delivery Sponsor D

The above schedule includes the teaching of a craft. The product would be used for outreach (Group #1). The third week is used for an activity in which the teacher wants the whole class to participate. This gives the other project sponsors a week off. The schedule shown uses six sponsors, including the teacher.

ONE-YEAR ACTIVITY CHART					
	Skits	Community Service Cntr.	Door-To-Door	Visitation	Neighborhood Bible Club
1st Qtr.	Group #1	Group #2		Group #4	Group #3
2nd Qtr.	Group #2	Group #3	Group #4	Group #1	
3rd Qtr.	Group #3	Group #4	Group #1	Group #2	
4th Qtr.		Group #1	Group #2	Group #3	Group #4

By assigning students to projects that span a whole quarter they have more time to develop and present special programs, and to gain proficiency in a skill. Variety is provided by rotation of groups each quarter.

In the above charts, skits are health and temperance presentations in churches, public schools and malls. Door-to-door refers to surveys of homes which serve as needs assessments. Students participating in the visitation ministry take health and Bible study filmstrips or videos to the homes. The neighborhood Bible club is a story hour prepared for preschoolers living near the school.

PROBLEM SOLVING

Alternate Programs

It is possible that no coordinator can be found to help the teacher conduct Bible Labs. What does the teacher do in that case? Based on the principle that service experience is absolutely necessary for each child in an Adventist school, adjustments for an alternative program will need to be made to provide training in missionary work. The following plans may be helpful.

Plan A for small schools: Much of the preparation time and skill development can be integrated with other subjects. For example, cards can be made in art class, scripts and speeches prepared in language arts, and Bible studies developed during religious instruction time. A specific Bible Labs time should still be placed in the weekly schedule to be used for further preparation and for taking students to the site for the project. The actual outreach might be done on a biweekly or monthly basis. The teacher will also need to arrange for transportation and additional supervision.

Plan B for junior academies: Since classes are arranged by subjects and not by grades, the teacher will need to schedule Bible Labs weekly during a class period or periods in cooperation with other teachers. When it is time to take the students off campus for the project, careful arrangements will need to be made ahead of time with the principle and other teachers so they can adjust their schedules. Close cooperation among all the teachers, and dedication to the service concept is necessary, or this plan may create conflicts. As under Plan A, the teacher will need to arrange for transportation and additional help for supervision. The lower grades will need to arrange their Bible Labs as under Plan A.

Plan C for junior academies: In a city situation teachers may have difficulty getting help for transportation and supervision. In a multi-church school, individual churches may make special efforts to sponsor Bible Labs by semesters on a rotation basis. In extreme cases it may be necessary for the school to provide projects which can be accomplished on campus, in the home, or in the church. In addition, some schools may require units of Bible credit which can be fulfilled only by doing volunteer service on the students free time. The student must obtain teacher approval for the project ahead of time to ensure that the activity is truly of a service nature and that a variety of experiences include both community service and religious outreach. Evaluation under this plan is necessary to see that the "contract" has been adequately fulfilled by the student. Requiring students to keep a log is one of the best evaluation instruments. In this manner, effective involvement can be ascertained.

Record Keeping

The coordinator should establish a permanent reference file. Records kept would include information about the preparation and execution of projects, evaluations, and suggestions for future use. These files will make it possible to operate an organized and efficient program. In addition, they will provide future teachers and coordinators with valuable information for maintaining a successful program.

Transportation

Obtaining drivers and vehicles to transport students to the projects sites is one of the most difficult tasks for the coordinator. The following are possible sources: school vehicles and drivers, church members, local agencies such as nursing homes, interested persons in the community, and public transit.

Loss Prevention

Although individuals engaged in Bible Labs are accompanied by angels from heaven, God expects His servants to follow wise safety procedures to avoid injury or loss of life and to avert legal problems.

Students should be taught to become safety conscious. Project sponsors must be oriented in careful supervisory procedures. All should know what procedures to follow in an emergency, and each should be his brother's keeper.

Students on Bible Labs projects are covered by accident insurance. Only responsible drivers should transport students, and cars should be covered by insurance that meets at least minimum conference and state vehicle insurance requirements.

Project sponsors taking students off campus should carry copies of "Consent To Treatment" forms, and the school must have on file a form from parents authorizing their child to participate in off-campus activities. (One form serves for field trips and Bible Labs.)

Students should enter a house only with an adult sponsor, should never be left alone, and should always be within sight of the sponsor while on the street.

SELECTED BIBLIOGRAPHY

This list of resources is merely suggestive, not exhaustive. Additional information can be found in libraries, at Adventist Book Centers and other religious book stores.

GENERAL SOURCES

The Thrust of Seventh-day Adventist Education, North Pacific Union Conference Office of Education, 1978.

A document prepared to provide curriculum developers with the philosophy and goals of Christian education which may be used as a guide for the choice and presentation of subject matter. Suggestions are given for each subject area and often the principle of service to others is included.

Handbook for Implementing the Thrust of Seventh-day Adventist Education, North Pacific Union Conference of Seventh-day Adventists, 1978.

The main purpose of the document is to promote "Service Labs" in Seventh-day Adventist education. The following information is provided: Definition and Organization Patterns; Suggested Activities; and Guidelines for Coordinators.

Christian Service in the Curriculum K-12, North American Division Office of Education, General Conference of Seventh-day Adventists, 1982

This 47-page document, developed by a General Conference Department of Education Workshop in 1982, was placed in Category 2 by the General Conference Curriculum Committee.

It is a concise but still an all-inclusive manual on Christian service in K-12 schools covering philosophy, objectives, relation to the curriculum and evaluation. The section on operational procedures includes preliminary, leadership, student and program preparation guidelines. Charts list 112 activities in seven categories. A bibliography of resources is listed.

ELLEN G. WHITE BOOKS

Christ's Object Lessons

"Talents", pp. 325-365

"Who Is My Neighbor?", pp. 376-389

"To Meet the Bridegroom", pp. 405-421

These chapters contain an extraordinary description of the place of loving service to others which will reveal God's character to the world and lead to final events and the return of Jesus.

Christian Service

"Methods", pp. 113-131

This chapter presents the efficacy of various ways of reaching people including house-to-house witnessing, the personal touch, medical evangelism, and industrial education.

"Qualifications for Successful Christian Service", pp. 223-249

Gentleness, dexterity, forethought, a simplicity, patience, tact, cultured speech are desirable character traits discussed in this chapter. This may serve as a guide for developing projects that teach students these qualities.

Counsels to Parents and Teachers

"Unselfish Service", pp. 32-38

"The Primal Object of Education", pp. 49-52

"Teaching Lessons of Helpfulness", pp. 145-149

"A Missionary Training", pp. 493-555

Education

Principles of service is a theme that runs throughout this book.

Fundamentals of Christian Education

"Proper Education", pp. 15-46

"Students Required to Be Workers with God", pp. 291-296

Steps to Christ

"The Work and the Life", pp. 77-83

The Ministry of Healing

"True Education a Missionary Training", pp. 395-406

Welfare Ministry

"Neighborhood Evangelism, (Section IV)"

Two of the five chapters provide practical help in identifying types of work in neighborhood evangelism, how to visit and what to do. The whole section will help in forming an overall approach to the subject.

"Financial Resources for Welfare Work, (Section X)"

Guidelines for meeting the monetary requirements of a school's Bible Labs may be derived from this section, which includes specific suggestions for raising money. Also addressed is the subject of inappropriate fund-raising. A helpful resource for steering committees.

BIBLE LABS TIME SCHEDULES

Time management is very important when developing, organizing and implementing a *Bible Labs* program for your school. Therefore, planning a regular time in the weekly schedule for *Bible Labs* projects is one of the best ways to ensure that this vital program is incorporated. In fact, it should be included in the posted schedule at the beginning of each school year.

Various factors influence scheduling such as: Class size, availability of project sponsors, and transportation. However, preparation and orientation of the students is necessary for an effective *Bible Labs* program which may be accomplished through classroom integration. For example scripts can be written during English, Handwriting or Literature class; Posters, cards, arts and crafts, etc. can be prepared during art class; music can be practiced during worships, assemblies, and music class; information about the elderly can be gathered during social studies; and environmental issues can be researched during the science class.

There are a variety of ways to place *Bible Labs* into the schedule. This may be accomplished weekly, bi-weekly, or monthly. Nevertheless, in each case the time allotment in the schedule would be the same or similar. The following are samples of how this may be achieved.

SAMPLE SCHEDULE 1

Weekly *Bible Labs* Grades K-8 (Small School)

8:15 - 8:30	Worship	
8:30 - 9:15	Social Studies	
9:15 - 10:15	Reading	
10:15 - 10:35	Recess	
10:35 - 11:20	Math	
11:20 - 12:00	English	
12:00 - 12:30	Lunch	
12:30 - 12:45	Spelling Test	
12:45 - 1:30	Bible	} <i>Bible Labs</i> on scheduled day
1:30 - 1:50	Recess	
1:50 - 2:30	Science	
2:30 - 2:45	Study Hall	
2:45 - 3:00	Read	

The time period of 12:45 - 3:00 can be used for *Bible Labs* on any afternoon of your choice. A weekly *Bible Labs* program is the preferred schedule.

SAMPLE SCHEDULE 2

Weekly *Bible Labs* Grades 1-8 (Small Schools)

8:00 - 8:15	Worship	
8:15 - 10:15	Language Arts	
10:15 - 10:30	Recess/Break	
10:30 - 11:15	Math	
11:15 - 12:00	Bible	
12:00 - 12:30	Lunch	
12:30 - 12:45	Recess/Break	} <i>Bible Labs</i> on scheduled day
12:45 - 1:00	Free Time	
1:00 - 1:45	Social Studies	
1:45 - 2:30	Science	

SAMPLE SCHEDULE 3

Weekly *Bible Labs* Grades 9-10

8:15 - 8:30	Worship	
8:30 - 9:20	Geometry/Algebra	
9:25 - 10:15	Science	
10:20 - 11:10	History	
11:15 - 12:05	English	
12:05 - 12:55	Lunch	
1:00 - 1:50	Bible/Preparation for <i>Bible Labs</i>	} <i>Bible Labs</i> on scheduled day -- 12:45 -
1:55 - 2:45	Elective	
2:45 - 3:00	Home Preparation Question/Answer Periods	

SAMPLE SCHEDULE 4

Bi-Weekly *Bible Labs* Grades K-8

	<u>Week A</u>	<u>Week B</u>
8:00 - 8:15	Worship	Worship
8:15 - 10:15	Language Arts	Science/S.S./English
10:15 - 10:30	Recess	Recess
10:30 - 11:15	Math	Math
11:15 - 12:00	Prep for Bible Labs	Reading
12:00 - 12:30	Lunch	Lunch
12:30 - 12:45	Recess	Recess
12:45 - 1:00	Free Time/Variety Time	<i>Bible Labs</i>
1:00 - 1:45	Social Studies	<i>Bible Labs</i>
1:45 - 2:30	Science	<i>Bible Labs</i>
	<u>Week C</u>	<u>Week D</u>
8:00 - 8:15	Prep for <i>Bible Labs</i>	Worship
8:15 - 10:15	Language Arts	Language Arts
10:15 - 10:30	Recess	Recess
10:30 - 11:15	Math	Math
11:15 - 12:00	Bible	Science
12:00 - 12:30	Lunch	Lunch
12:30 - 12:45	Recess	Recess
12:45 - 1:00	Variety Time	<i>Bible Labs</i>
1:00 - 1:45	Social Studies	<i>Bible Labs</i>
1:45 - 2:30	Science	<i>Bible Labs</i>

SAMPLE SCHEDULE 5

Bi-Weekly *Bible Labs* Grades 9 - 10

	<u>Week A</u>	<u>Week B</u>
8:15 - 8:30	Worship	Worship
8:30 - 9:20	Geometry/Algebra	Geometry/Algebra
9:25 - 10:15	Science	Science
10:20 - 11:10	History	History
11:15 - 12:05	English	English
12:05 - 12:55	Lunch	Lunch
1:00 - 1:50	Bible/Preparation for <i>Bible Labs</i>	<i>Bible Labs</i>
1:55 - 2:45	Elective	<i>Bible Labs</i>
2:45 - 3:00	Home Preparation Question/Answer Period	<i>Bible Labs</i>

SAMPLE SCHEDULE 6

Monthly Schedule Grades 1 - 8

	<u>Week A</u>	<u>Week B</u>
8:30 - 8:45	Worship	Worship
8:45 - 9:30	Organize <i>Bible Labs</i>	Bible
9:30 - 10:15	English/Write Tentative Programs for <i>BL</i> program	English/Write Finalize <i>BL</i> Program
10:15 - 10:30	Recess	Recess
10:30 - 11:30	Reading	Reading
11:30 - 12:00	Handwriting/Spelling	Handwriting/Spelling
12:00 - 12:45	Lunch/Recess	Lunch/Recess
12:45 - 1:45	Math	Math
1:45 - 2:30	Science	Science
2:30 - 3:00	Social Studies Read about geographic location of <i>Bible Labs</i> Site and Culture	Social Studies Discuss location of <i>Bible Lab</i> site

	<u>Week C</u>	<u>Week D</u>
8:30 - 8:45	Worship	Worship
8:45 - 9:30	Practice for <i>Bible Labs</i>	Math
9:30 - 10:15	English	S.S./English
10:15 - 10:30	Recess	Recess
10:30 - 11:30	Reading	Reading
11:30 - 12:00	Handwriting/Spelling	Handwriting/Spelling
12:00 - 12:45	Lunch/Recess	Lunch/Recess
12:45 - 1:45	Math	<i>Bible Labs</i>
1:45 - 2:30	Science	<i>Bible Labs</i>
2:30 - 3:00	Social Studies	<i>Bible Labs</i>

Please note: Create *Bible Labs* suggestion box Inreach/Outreach.

SAMPLE SCHEDULE 7

Peer Coaching/Cross-Age Tutoring
One Class Outreach/In-reach
Bi-Weekly Schedule

Directions: Select a group of students who are high achievers and teach them how to tutor peers and other students. Allow plenty of time for this activity in the classroom through cooperative learning activities.

	<u>Week A</u>	<u>Week B</u>
8:30 - 8:45	Worship	Worship
8:45 - 9:30	Bible	English
9:30 - 10:45	English/Handwriting Spelling	Cross-Age Tutoring (Outreach) Peer Coaching (Inreach)
10:45 - 11:00	Recess	Recess
11:00 - 12:00	Reading	Reading
12:00 - 12:45	Lunch/Recess	Lunch/Recess
12:45 - 1:45	Math	Math
1:45 - 2:30	Science	Science
2:30 - 3:00	Social Studies	Social Studies

Please note: This schedule can also be used for (IPreach) Bible study programs that are given to the students.

TAXONOMY FOR SERVICE-LEARNING

Individual-Selfish

(Based on the level of individual, self-centered choices -- "What's in it for me?")

1. Use people: Manipulate and obligate them, get something in return
2. Self-approval: Emotional good feeling, receive attention from others
3. Security: Help others so they will help you in return
4. Remuneration: Invest money, goods, time and services to receive in kind
5. Fear: Of the group, political system, religion, God
6. Cover guilt: Expend time and energy to drown feelings of guilt or inadequacy
7. Dissatisfaction: Desire for practical rather than theoretical-abstract experiences
8. Competition: Out-do others, get points
9. P.R.: Get a good write-up, publicity.

Corporate-Ethical

(Based on level of "phileo" -- human affection -- love, humane treatment, group ethics: humanistic, political and religious.)

1. Requirement: Force, coercion -- physical or psychological
2. Mutual survival: Help each other to maintain existence
3. Habit: Environmental, cultural -- its the program, others are doing it
4. Political: For the good of the state, church
5. Respect: Ranges from tolerance to the worth of others
6. Democratic principle: Unity in diversity, cooperation, responsibility, caring, justice
7. Satisfaction of human need: Concern for less fortunate, welfare, philanthropy.

Individual-Selfless

(Based on the level of "agape" -- divine relationship and principle -- love, possible only as the individual responds to God's grace and power: conversion/transformation of moral nature, reflecting the nature, motives, and self-sacrificing life of Christ.)

1. Freedom: From dominion of selfish, sinful nature--free to love and serve others
2. Joy: Share "good news", inner peace and happiness
3. Gratitude: Share God's gracious gifts
4. Responsibility: Use of God-given talents, time and skills for the benefit of others
5. Human worth: Self and others -- children of God, redeemed at an infinite price -- blood of Christ
6. Impartial: Serve others regardless of race, creed, color, status
7. Self-sacrifice: Self is lost in need of others -- friend or enemy -- irregardless of approval, ridicule, abuse, persecution
8. Glory of God: Want the whole world to know what God who is misunderstood is like: He loves, He cares, His nature is to give even to the sacrifice of Himself.

(This taxonomy may provide an appropriate instrument whereby the people and the service projects can be evaluated as to readiness, motivation and spiritual level. Students must begin where they are and be led carefully to higher levels as skill development and spiritual growth progress.)

PRINCIPLES OF SERVICE TO OTHERS

1. Bible

- a. ". . . whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave . . ." Matt. 20:26,27.
- b. "Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much" Lk. 16:10.
- c. "For whoever would save his life will lose it, and whoever loses his life for my sake will find it" Matt. 16:25.
- d. "No one can serve two masters. Either he will hate the one and love the other, or he will be devoted to the one and despise the other" Matt. 6:24.
- e. "In everything, do to others what you would have them do to you" Matt. 7:12.
- f. "It is more blessed to give than to receive" Acts 20:35.
- g. "Do everything in love" 1 Cor. 16:14.
- h. "For if the willingness is there, the gift is acceptable according to what one has, now according to what he does not have" 2 Cor. 8:12.
- i. "Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously" 2 Cor. 9:6.
- j. "Do not be deceived: God cannot be mocked. A man reaps what he sows" Gal. 6:7.
- k. "Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving" Col. 3:23,24
- l. ". . . the Lord's servant must not quarrel; instead, he must be kind to everyone" 2 Tim. 2:24.
- m. "The share of the man who stayed with the supplies is to be the same as that of him who went down to the battle. All will share alike" 1 Sam. 30:24.

2. Spirit of Prophecy

- a. "The life is moulded by the faith" GC p. 597. (What you believe determines your attitudes and actions.)
- b. "It is acquaintance that awakens sympathy, and sympathy is the spring of effective ministry" Ed. p. 269.
- c. ". . . the law of self-sacrifice is the law of self-preservation. The husbandman preserves his grain by casting it away. So the life that will be preserved is the life that is freely given in service to God and man" Ed. p. 110.
- d. "The capacity for receiving it preserved only by imparting" COL p. 143.
- e. "If we surrender our lives to His service, we can never be placed in a position for which God has not made provision" COL p. 173.

- f. "Christ's followers have no need to try to shine. If they will behold constantly the life of Christ, they will be changed in mind and heart into the same image. Then they will shine without any superficial attempt" CT p. 251.
- g. "The effort to bless others will react in blessings upon ourselves. This was the purpose of God in giving us a part to act in the plan of redemption. . . . This is the highest honor, the greatest joy, that it is possible for God to bestow upon men. Those who thus become participants in labors of love are brought nearest to their Creator" SC p. 79.
- h. "It is not only by preaching the truth, not only by distributing literature, that we are to witness for God. Let us remember that a Christlike life is the most powerful argument that can be advanced in favor of Christianity" CS p. 26.
- i. "No sooner does one come to Christ, than there is born in his heart a desire to make known to others what a precious friend he has found in Jesus" SC p. 78.
- j. "The spirit of unselfish labor for others gives depth, stability, and Christlike loveliness to the character, and brings peace and happiness to its possessor" SC p. 80.

3. General

- a. "To hear is to forget; to see is to remember; to do is to understand."
- b. "Serving others is not something we go and do but something we do as we go."
- c. "The only ones among you who will be happy are those who have sought and found how to serve." Albert Schweitzer
- d. "It is in giving that we receive." Francis of Assisi
- e. "Happiness is like a butterfly, the more you try to catch it the more it eludes you. But if you will go quietly about your work of serving others, it will come and gently light on your shoulder."
- f. "True self-esteem and a true sense of identity can be found only in the reflected appraisal of those whom we have loved." John Powell
- g. "Living differently begins with thinking differently. . . . Jesus' life of serving was the outworking of His mind -- 'unsqueezed' by the world system in all its selfishness -- and remains, forever, our example to follow." Charles R. Swindoll
- h. "People don't care how much you know, until they know how much you care!"