TEACHING THE NEXT GENERATION
Self Study Book And Resources For Teaching Children And Youth.

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Edited by Glenna Houston and Judy Cook
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**TEACHING THE NEXT GENERATION**

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WARNING: Teaching children and teens can become addictive —
Once you start you may not be able to stop!!!

I believe one of the greatest gifts God has given us is our children. They are delightful, funny, loving, embarrassingly honest, and they are not inhibited. They want to learn. They can ask “why” so many times that it can drive you crazy!

Children are like molding clay as they are being shaped into beautiful people. What a great honor to work with God and be a part of that process. Just like the potter gets his hands dirty while he is molding the clay, we as teachers need to get our hands dirty by getting involved in the lives of others. Our children need to be encouraged and taught good values. They need to learn to know God and how to live healthy lives.

It is our prayer that the resources in this book will be helpful in developing your teaching skills and that you will become excited and motivated to be the best teacher you can be, for the glory of God. Try different things as you teach and then use what works in your situation.

We want to acknowledge and thank the following people for the wisdom they have shared from their years of experience of working with children and teens. The ideas we are passing on in this book are things that have been tried by other teachers and have worked for them.

Ellis Kasten, (my constant encourager.)
Ed and Glenna Houston        Judy Cook
Jill Horseman                  Sharon Scramstad
Valen and Carol Straley       Barbara Kees
Ken and Janet Gibbs           Beverly Mayerle
Ruth Browning                  Alta Tanis
Freda Arnold
In every culture parents, grandparents, relatives and society teach children how to live. Adults teach their children how to cook, sew, clean house, do laundry, hunt, fish and build things. Children learn best by what they see, hear and experience.

What are some of the valuable things your children are learning from you or from your community?

In this chapter we will see how God feels about both our children and us. We will learn what He considers to be important and valuable. It is our prayer that you will be encouraged to be a good role model to the children in your home, church, community or school, because they will follow in your footsteps.

A. HOW DOES GOD VALUE US AND OUR CHILDREN?

Read Psalm 139.

We are the creation of a loving Heavenly Father. David, the king of Israel, wrote Psalm 139. God’s Spirit revealed these thoughts to him. Let’s take a look and see how God feels about us. Look at this Psalm in your Bible and write what you learn.

1. In verse 1 he says, “O LORD, you have searched me and you_________________ __________
2. What five things does God know about us according to verses 2-4?
   a. when I __________
   b. when I __________
   c. perceives (observes) my __________
   d. discern (know) my __________
   e. know what I am going to __________.

3. According to verses 7-12, where can we go to hide from God? _______________________

4. In verses 13-17, how was God involved in making us before we were born? ________________

As we live and work with children, it is important to remember that a loving Heavenly Father has put them together. He decided how they would look and what abilities each one would have. Because we are all God’s masterpiece, it is important to treat others as well as ourselves with respect and with love. How we treat each other shows how we feel about God and the people He has made. With God’s help we can be good role models.

King David was overwhelmed at the thought of how precious he was to God. These thoughts brought him to the place of wanting to be right before God and he ends Psalm 139 with this prayer in verses 23-24, “Search me, O God and know my heart; test me and know my anxious thoughts. See if there is any offensive way in me, and lead me in the way everlasting.” The word offensive means, to be displeasing, to cause grief or hurt. King David had such a respect for God that he wanted his own heart and mind to be clean before a holy God. This is a good prayer for us as well.
B. HOW DID JESUS VALUE CHILDREN?

Jesus also shared how He valued children. In Mark 10:13-16 the people were bringing their little children to Jesus.

1. Why do you think the disciples rebuked (*scolded*) the people? __________________________
   _______________________________________________________________________________

2. What did Jesus say about the children? ____________________________________________
   _______________________________________________________________________________

   In Mark 10:15 Jesus shows that He values the faith of a child when He says,

   “I tell you the truth, anyone who will not receive the kingdom of God
   like a child will never enter it.”

CHAPTER ONE SUMMARY

In our world we don’t always get positive input. Some children have grown up with hearing comments like, “*You are stupid*”, “*You will never amount to anything*”, “*Why did you do such a stupid thing?*”, “*Can’t you ever do anything right?*”

But God never talks to us that way. We are very precious to Him. See Psalm 18:19.

   **In this chapter we have seen:**

   A. As our Creator, God has placed great value on us.
   B. We show respect to God, as our Creator, by respecting how He has made each child.
   C. Jesus also showed that He valued children by inviting them to come to Him.

   **The reason we have value is because God made us.**
CHAPTER TWO

BEING A QUALIFIED TEACHER

A. HAVING A RELATIONSHIP WITH GOD.

The first step in teaching someone else how to do something is to first know it ourselves. We cannot teach someone else how to know God if we do not know Him.

Hebrews 11:6 says, “And without _________ it is impossible to _________ God, because anyone who comes to Him must believe that He _________ and that He rewards those who _____________ _________ Him.”

We need to understand the following things:

1. God is real.
2. We need to get to know Him.

We as teachers cannot help children know God if we have never experienced His love, His forgiveness and His life.

We get to know Him by reading the Bible, hearing about Him and experiencing Him in our lives. In the pages of the Bible God has shown us who He is, how He thinks, how He acts and often He gives us the reasons for his actions.

God wants us to know that we were not a mistake, but that we are part of His design. We were made with great care by the loving hand of God. We were also made for a purpose, as we learned by reading Psalm 139.

B. LEADING CHILDREN TO A RELATIONSHIP WITH GOD.

Children also need to understand and believe that God is real and they can know Him. Leading children into a relationship with God gives them the opportunity to grow up as godly men and women. Here are specific Bible verses that help us share these truths clearly.
1. God made me and He loves me.

John 3:16 says, “For God so ________ ___ ________ that He gave his one and
_________ Son, that whoever ________ ___ ________ shall not ________ but
have ______________ life.”

He loves me enough to give me life that will last forever. That life comes by believing what
Jesus did for us when he died on the cross.

2. We all do things that are wrong. God calls that sin. When we continue to sin it leads to
death.

Romans 6:23 says “For the ___________ of sin is death.”

Sin separates us from God

Isaiah 59:2 says, “But your iniquities (sins) have ______________
you from your ________, your sins have ____________ his face from
you, so that He will not ________.”

But God doesn’t give up on us.

3. God made a way for us to be forgiven! There is hope.

I John 1:8,9 says, “If we claim to be __________ ________, we deceive ourselves and the
truth is not in us. If we ______________ ________ ________, He is faithful and just and will
___________ us our sins and ____________ us from _______ ________________.”

Isn’t that the greatest news? Wow, that is awesome!
4. Receive God’s gift!

God says in John 1:12, “Yet to all who ___________ _______ (this is talking about Jesus), to those who _____________ in His name, He gave the right to become ___________ __ ______.”

It is only because Jesus took our place on the cross, that we are forgiven and accepted by God. We cannot earn it. It’s a free gift.

5. How can we be sure we have eternal life? God wants us to be sure.

In 1 John 5:1-13, He says, “And this is the testimony: God has given us ___________ ________, and this life is in _______ ________. He who has the Son (this is Jesus) has ___________. He who does not have the _________ __ ______ does not have _________. I write these things to you who believe in the name of the Son of God so that ___________ ____ ______ that you have eternal life.”

6. We need to be done with our sins. We cannot continue to live a sinful lifestyle and be full of God’s Spirit at the same time.

Proverbs 28:13 says, “He who conceals (hides) his sins does not __________, but whoever ___________and ___________ them finds mercy.”

To renounce means to turn away from sin and to be done with it.

When we are done with things we throw them out.

C. BEING LED BY GOD’S SPIRIT.

The third step in being a qualified teacher is to allow God’s Spirit to lead us. It is impossible to bring people to God without His Spirit being at work in both our lives and theirs.

Jesus was the greatest teacher of all time. What made him so successful?

1. In Luke 3:21-22 the Bible gives us the answer. “When all the people were being baptized,

   Jesus was __________ too. And as he was praying, heaven opened and the HOLY SPIRIT _____________ ________ _____________ in bodily form like a dove. And a voice came from
heaven: “You are my son, whom I love: with you I am ____________ ______________.”

The reason Jesus had the power to teach was because He was filled with the Spirit of God. When His heavenly Father spoke to Him, Jesus listened and obeyed.

2. Then in Luke 4:14 the Bible gives us the key to Jesus’ power as a teacher when it says, “Jesus returned to Galilee in the _____________ of the ____________ and news about him spread through the whole countryside.” Jesus wanted God to be in charge.

3. God was not only interested in Jesus being filled with the Holy Spirit, He also desires that we be filled with the Spirit. In Luke 11:11-13 it says, “Which of you fathers, if your son asks for a __________, will give him a _______________ instead? Or if he asks for an ________, will give him a _______________? If you then, though you are evil, know how to give good ________ to your children, how much more will ________ ___________ in heaven give the ___________ __________ to those who ask him!”

Since we know that it is God’s desire that we be filled with His Spirit, all we need to do is to ask Him to fill us.

D. GOD GIVES THE ABILITY TO TEACH.

1 Thessalonians 5:24 says, “The One who calls you is faithful and He will do it.”

When God asks us to do something, He will always give us the ability to do it.

1. In Ephesians 4:11-13 God describes some of the ways He asks His people to help others, and tells us why we are to do this.

“It was He (God) who gave some to be ____________, some to be ____________, some to be ______________, and some to be _______________ and ____________. to prepare God’s people for ___________ __ ______________, so that the body of Christ may be __________ __ until we all reach ___________ in the _________ and in the ______________ of the Son of God and become _______________, attaining to the whole measure of the fullness of Christ.” (becoming all Christ intends us to be.)
God gives each one of us a special spiritual ability so we can serve others. Then others will be helped and encouraged.

Read Romans 12:4-8 and notice that God gives each of us the spiritual gift that He wants us to have.

2. Name the different abilities that are given by the Holy Spirit listed in these verses.
   a. _________________________________________________________________
   b. _________________________________________________________________
   c. _________________________________________________________________
   d. _________________________________________________________________
   e. _________________________________________________________________
   f. _________________________________________________________________
   g. _________________________________________________________________

3. In I Corinthians 12:11 who determines what gift you should have? ______________________

4. Read Ephesians 4:12. Why did God give His children spiritual gifts?
   a. __________________________________________________________________
   b. __________________________________________________________________

5. What spiritual gift or ability do you feel God has given you?
   ______________________________________________________________________

6. How could you use this to serve God and others? ____________________________
   ______________________________________________________________________
7. How does God want us to serve him? I Corinthians 13 describes how God wants us to use the abilities and gifts He has given us. As you read this chapter from your Bible write down how you would use the quality of “LOVE” that is described in verses 4-8.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

E. LOVE THE PEOPLE YOU TEACH.

An important key to learning is to know we are loved and accepted. Anyone can read a story to someone else. But teaching with a demonstration of love, kindness, gentleness and deep concern for others is totally different. These qualities are the work of the Holy Spirit in our lives. Without the power of the Holy Spirit our words are just words. Your success as a teacher will depend on your attitude towards those you are teaching. Ask God to help you be kind, patient and loving as you teach. It’s hard to teach someone you don’t love.
F. COULD YOU BE A TEACHER?

Are you wondering if you have been given the ability to be a teacher of children or teens? Here are some questions you might consider.

1. Do I enjoy children?___________________________________________

2. Do children like being around me?________________________________

3. Has God given me a burden to help children know Him?______________

If you have answered ‘yes’ to these questions, then God may be calling you to work with children or teens.

LOVE GOD.
LOVE GOD’S WORD.
LOVE CHILDREN.

CHAPTER TWO SUMMARY

A. To be a qualified teacher, we must have a personal relationship with God.
B. A teacher can also lead a child to have a relationship with God.
C. It is the Spirit of God that leads us as teachers.
D. It is God who gives us the ability to teach.
E. It is important to love the ones we are teaching.

When we know that we are working with God, it is encouraging to remember that we are not in this alone! God loves the people that we teach even more than we do. His great desire is that we give ourselves to Him. Then He can work through us to accomplish His work. We are never alone. See Matthew 28:20.

In the next chapter we will see that our Master Teacher, Jesus, was motivated out of his LOVE for His Heavenly Father and for the people of the world. This helped Him teach in very creative and effective ways. As you go through this chapter ask God to show you ways of teaching that would be effective where you live.
LEARNING FROM THE MASTER TEACHER

In Luke 3:23 we read that Jesus was about 30 years old when He began His ministry on earth. He divided his time between prayer and fellowship with His heavenly Father, and teaching His followers. The night before He chose His disciples He went out to the mountainside to pray all night (Luke 6:12-13). As Jesus spent time with His heavenly Father, the Spirit of God directed Him and gave Him the power to do the work God had called Him to do.

When Jesus ministered on earth, many people referred to Him as “Teacher”. (John 3:2) People were drawn to Him because He taught them with authority (Matthew 7:29), and He healed their sick (Mark 3:7-11).

In this chapter we will learn how creative Jesus was in the way He taught. I hope you will enjoy what you learn and will be challenged to use Jesus as your role model.

A. WHERE WAS JESUS’ CLASSROOM?

Jesus didn’t always teach in their church or a schoolhouse. Where did Jesus teach in the following verses?

1. Mark 6:32-34
2. Matthew 5:1
3. John 4:4-26

Wherever Jesus went He was ready to teach and He would take the time to do it.
B. WHEN DID JESUS TEACH?

Was it 8:00-4:30, Monday through Friday? Or was it every Sabbath at church? Or when?

1. John 3:2 ____________________________________________________________________

2. John 4:4-6___________________________________________________________________


4. Mark 6:31-35_________________________________________________________________

C. WHAT ATTITUDES DID JESUS HAVE?

1. He remembered why He was here on earth. What was that reason according to John 6:37-38?
__________________________________________________________________________
__________________________________________________________________________

2. When Jesus was a child, what was His attitude when He went to God’s house? Read Luke 2:46? _____________________________________________________________________
__________________________________________________________________________

3. How did Jesus feel when hundreds of people came to hear Him preach when He had just heard that King Herod had killed his cousin, John the Baptist? Jesus wanted to get away to a quiet place with His disciples. How did He respond to the crowds?

   ______________________________________________________

   Jesus waited until the crowds had left and then He was able to go to the mountainside by Himself to pray. (Luke 9:13-23)

   Jesus could do the work God had called Him to do, because He spent time with His heavenly Father and constantly remembered that He was on earth to do his Father’s will. I believe we are on earth for the same reason. If we remember that, it will make a huge difference how we live and what we teach.
D. WHAT DID JESUS TEACH?
(Read the following verses and write what Jesus taught in each scripture.)

1. Luke 11:1

2. John 13:14-17
   (This was a picture of serving others)

3. John 3:15-17

4. John 14:8-11; John 10:30

Jesus always taught the people God’s words, not his own words.

E. WHAT OBJECTS DID JESUS USE IN THE FOLLOWING VERSE? WHAT LESSON DID HE TEACH WITH THIS OBJECT? (The first one is done for you)

<table>
<thead>
<tr>
<th>Scripture</th>
<th>Object</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>John 4:7-10</td>
<td>Drink of water</td>
<td>Jesus gives living water</td>
</tr>
<tr>
<td>John 15:1-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew 6:25-27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark 4:39-41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew 7:24,25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew 5:14-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luke 15:8-10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A **parable** is a short story that uses objects from nature or daily life. Jesus used these stories to teach a spiritual truth about God and His kingdom.
In Matthew 18:1-14, Jesus is teaching his disciples about what is important in life. In verses 10-14 Jesus uses the parable (story) of the lost sheep to teach them the value of children.

“See that you do not look down on one of these little ones. For I tell you that their angels in heaven always see the face of my Father in heaven. What do you think? If a man owns a hundred sheep, and one of them wanders away, will He not leave the ninety-nine on the hills and go look for the one that wandered off? And if He finds it, I tell you the truth, He is happier about that one sheep than about the ninety-nine that did not wander off. In the same way your Father in heaven is not willing that any of these little ones should be lost.”

1. What object did Jesus use in this Scripture? _______________________________________

2. What did God teach you through these verses? _____________________________________

___________________________________________________________________________

3. What kind of story, from your life, can use as a parable to teach others about God?

Example:

1. **Story from life.**

   Last summer we decided to plant a garden. We prepared the soil, added fertilizer and planted the seed. Then we watered it three times a week. But if the weather was really hot, then we had to water the garden every day. After a couple of weeks plants started growing. By the end of the summer the plants produced enough food for our neighbors and us.

2. **What God taught us:**

   The lesson we learned goes along with a story that Jesus taught in Luke 8:5-15. In order for seeds to grow, we had to prepare the soil, plant the seed and water the seed. If we had not done any of those things, we would not have enjoyed any of the food. God wants me to prepare my own mind and heart to receive the seed of His word. My heart needs to want God’s Word to be alive and active in me. When I read His Word I am planting it into my life. As I pray and think about what I have read I am watering the seed. Then when I obey what God says, God begins to produce fruit in me.
Write a story from your life.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

How would this story help teach others about God?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
CHAPTER THREE SUMMARY

In this chapter we learned that Jesus is our example of how to live in constant fellowship with our Heavenly Father through prayer. Jesus was also an example to us in the ways He taught the people about God.

A. Jesus taught anywhere.
B. Jesus taught anytime people needed him.
C. Jesus was gracious and had a loving attitude.
D. Jesus taught what his Father told him to teach.
E. Jesus used objects that were familiar to the people to help them understand about God and how He wanted them to live.

God’s Spirit will give us the same strength as He gave Jesus, when we spend time with Him in prayer and read His word. God’s Spirit is always with us to help us teach. We are never alone.

KEY VERSE TO REMEMBER:

“Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave Himself up for us as a fragrant offering and sacrifice to God.” Ephesians 5:1
How Children Learn and Develop

It is exciting to watch our children learn, grow and discover new things. They are God’s beautiful masterpieces designed by His loving hand. We are going to take a look at how children learn.

It’s Not Only What You Say

It is estimated that children remember approximately:

- 10% to 20% of the things they hear,
- 30% of the things they see,
- 50% of the things they hear and see,
- 75% of the things they hear, see and talk about,
- 65% of constructed educational experience, such as role-playing,
- 90% of the things they hear, see, talk about and do.

The thing we learn from these statistics is this: The more children can interact with all their senses, the more apt they are to remember what they have been taught. Children love to act out what they see others do.

Say It Again

Another key to learning is to repeat things often. Repeating or reviewing things in different ways makes it fun. Some fun ways to learn involve playing a game, singing or acting out the story.
WAYS CHILDREN LEARN

1. **VISUAL LEARNERS.** *Visual learners* can understand things better if they can see a picture or an object. If you just tell them how to tie a rope they won’t understand, but if you show them they will understand it quickly. *Visual learners* often have artistic abilities.

2. **VERBAL LEARNERS.** *Verbal learners* need to hear the story or instructions to be able to understand, especially if they have reading problems.

3. **MUSICAL LEARNERS.** *Musical learners* learn things easier if they are set to music. They enjoy playing musical instruments, singing songs, or drumming. These children can ride in the car for hours and make up songs about everything they see.

4. **PHYSICAL LEARNERS.** *Physical learners* learn best through touching and feeling things or making things. They talk with their hands. These people are good at building. They enjoy athletic activities. They enjoy drama, dancing and expressing themselves in movement.

5. **EXTROVERT LEARNERS.** Some children need to be part of a group. They love helping others, because they are very social. They often make good leaders. If they are isolated from others *extrovert learners* are not happy.

6. **INTROVERT LEARNERS.** *Introvert learners* like to be alone. They are usually very self-motivated. They will often do things completely different than anyone else, which is okay. These children will sometimes have to be encouraged to join in group activities.
We need to remember that a loving heavenly Father has put a child together. Each ability they have was God’s idea, and we don’t all need to do things the same way. How boring that would be! Observe how different children learn and then teach them in ways that they can understand.

Asking review questions at the end of your lesson will help you know if the children understand what you are trying to teach. This can be done through review games such as Tic-Tac-Toe or the Fox and Rabbit Hunt (see page 99). You could also have the students act out the Bible story with drama.

Observe how your students learn. The following pages will help you understand how different age groups develop. This may vary with the individual child. If they do have learning difficulties then their development will vary as well. It will depend on the individual child. To get to know the children you are teaching, spend time with them not only inside but also outside of the classroom situation. Interacting with them on the playground or in their home will help you understand them better.

The following five charts help to explain how children develop physically, mentally, socially and spiritually. Each chart focuses on a specific age group.

---

**SO YOU DON’T HAVE YOUR OWN CLASSROOM?**

We are aware that some groups do not have their own building but are using another church building or maybe rooms in a school or a home.

Don’t be discouraged! On the following pages you will read about different ideas to help the students learn in the classroom. Use the information that works for you and make adjustments as necessary.

For example: If you are teaching children ages 5 to 12 and have been given a bedroom for your “classroom”, here is one way you can use this space. Have the children sit on the bed for story time. For coloring pages you can give each child a 12” x 14” lap board made from a piece of heavy cardboard cut from a box, to put on their laps.

**Teaching can be exciting in any setting!**
## DEVELOPMENT OF THE NURSERY CHILD
### (AGES 1-3)

<table>
<thead>
<tr>
<th>Physically</th>
<th>Mentally</th>
<th>Socially</th>
<th>Spiritually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They are learning to walk and talk.</td>
<td>Their attention span is 1 to 3 minutes.</td>
<td>They are timid around people they do not know.</td>
<td>They learn by watching others. They can learn to pray.</td>
</tr>
<tr>
<td>2. They like to imitate others. They can help pick up toys.</td>
<td>They learn by what they see, hear, touch, smell, &amp; taste.</td>
<td>They need individual attention.</td>
<td>They can learn that Church is God’s house.</td>
</tr>
<tr>
<td>3. They are very active, and constantly on the move.</td>
<td>They interrupt while others are talking.</td>
<td>They are selfish. We can teach them to share.</td>
<td>They can learn to thank God and please Him.</td>
</tr>
<tr>
<td>4. They need to eat often and the get tired quickly.</td>
<td>Their life revolves around themselves.</td>
<td>They have imaginary fears.</td>
<td>They can learn that the Bible is God’s book.</td>
</tr>
<tr>
<td>5. They are very curious and like to touch everything.</td>
<td>They notice details, and are afraid of loud noises</td>
<td>They like to play alone and like to imitate.</td>
<td>They can learn about the things God has made.</td>
</tr>
<tr>
<td>6. They are not coordinated and fall easily.</td>
<td>They believe what they are told and are very sensitive.</td>
<td>They get upset by too much change and confusion.</td>
<td>They can learn that God grows our food.</td>
</tr>
<tr>
<td>7. They have limited vocabulary.</td>
<td>They like repetition and ask a lot of questions.</td>
<td>They need love, understanding, and security.</td>
<td>They can learn that God is kind and loving.</td>
</tr>
</tbody>
</table>
TEACHING THE NURSERY CHILD

We learned by the Nursery Chart that the attention span of a child ages 1 to 3 will be about one to three minutes.

YOUR CLASS ROOM:

A classroom for toddlers doesn’t need furniture that they can crawl on and get hurt. One idea would be to have a story rug, a container of stuffed toys, Bible storybooks with lots of pictures and other nursery toys. Have each of these items in a different area of the room. This will help children to have space to do activities they choose to do without being crowded.

STORY RUG:

Story time.

Activities on the story rug would include singing action songs and story telling. You can take turns asking the children to pick a book to look at together and talk about. Or you could have large pictures or objects of your Bible story for the day. Take time to interact with the children about the pictures by pointing to things like clouds, birds, trees and people. Ask questions about the pictures. In this way they become involved in the story and learn that our God made everything. Children do not naturally learn spiritual things. They have to be taught.

Music time.

Since children this age move a lot, action songs are important. It will take a while for these little ones to learn, but repeating things often is very important. Be patient. At first it may seem that you are just babysitting, but with time they will learn.

Prayer time.

In the Nursery Chart, under Spiritually, you will notice that these children can learn to pray by watching you pray. Snack time is a good time to pray and thank God for the food He has given them. This shows the child that it is God who gives us the things we need.

LOVE THEM:

These children are so easy to love. Smile often and praise the children for their little accomplishments. They are God’s precious gifts to us.
DEVELOPMENT OF THE BEGINNER CHILD
(Ages 4-5)

<table>
<thead>
<tr>
<th>Physically</th>
<th>Mentally</th>
<th>Socially</th>
<th>Spiritually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They learn to dress themselves.</td>
<td>Their attention span is about 4 to 6 minutes.</td>
<td>They are learning to interact more with others.</td>
<td>They can concentrate on short visual Bible stories.</td>
</tr>
<tr>
<td>2. They can use the washroom, but may still need help.</td>
<td>They have a good imagination.</td>
<td>They like to play simple games with other children.</td>
<td>They can begin to pray simple, short prayers.</td>
</tr>
<tr>
<td>3. They are learning how to use crayons and pencils.</td>
<td>They have many questions.</td>
<td>They can understand that they need to share with others.</td>
<td>They can understand the difference between right and wrong.</td>
</tr>
<tr>
<td>4. They are learning how to put simple puzzles together.</td>
<td>They are very realistic in their thinking.</td>
<td>They are becoming more outgoing and friendly.</td>
<td>They can understand the reason for correction.</td>
</tr>
<tr>
<td>5. They can have temper tantrums.</td>
<td>They can memorize short songs and verses.</td>
<td>They are developing leadership abilities.</td>
<td>They believe what they are told about God.</td>
</tr>
<tr>
<td>6. They catch colds and other childhood diseases easily.</td>
<td>They like to do things that have a lot of action.</td>
<td>They respond to praise when they do something well.</td>
<td>They are very trusting.</td>
</tr>
<tr>
<td>7. They have difficulty using scissors, but like to try.</td>
<td>They like making simple crafts.</td>
<td>Broken trust is very damaging to their development.</td>
<td>They enjoy acting out Bible stories.</td>
</tr>
</tbody>
</table>

Teachers need to keep their promises.
TEACHING THE BEGINNER CHILD

We learned from the chart above that the beginners have an attention span of about four to six minutes.

YOUR CLASS ROOM

The age four and five classroom will benefit by having a low table and small chairs, since these children are learning to color. Make sure the colors are non-toxic and un-scented.

Your walls can include some Bible story pictures from the lessons you have been teaching. You can use them for reviewing what they have learned. Don’t make the walls too busy.

This age group will also benefit from having different activity centers, such as an area for toys, building blocks, simple puzzles and an area for games and story time.

STORY TIME

Tell Bible stories that they can understand and are appropriate for their age group. The four and five year olds usually like puppets. It is a good way to keep their attention. Refer to chapter seven on how to teach with puppets. You can also help them act out Bible stories.

It is important to use pictures, puppets or some other visual aid in teaching to help them understand the lesson. It also helps keep their attention. Always have your Bible there to show them where your story comes from.

At this age you can begin to teach them short Bible verses with the use of pictures or actions, since they can’t read yet. One verse a month is best. Review it a couple of times each week and they will learn it quickly.

MUSIC TIME

Most children this age are very active. Teaching them action songs will give them a chance to use their energy in a good way.

PRAYER TIME

At this age they can understand that God loves them and wants them to talk to Him. Pray together about any concerns they have. When we listen to them and pray with them, it helps them know that we care about them.
## DEVELOPMENT OF THE PRIMARY CHILD (Ages 6-9)

<table>
<thead>
<tr>
<th>Physically</th>
<th>Mentally</th>
<th>Socially</th>
<th>Spiritually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Their rate of growth is slowing down.</td>
<td>Their attention span is about 6 to 9 minutes.</td>
<td>They respond positively when being rewarded for doing things well.</td>
<td>They learn reverence by being taught and by example.</td>
</tr>
<tr>
<td>2. They are beginning to loose their teeth.</td>
<td>They get excited easily.</td>
<td>They need help in being kind, working with others and sharing.</td>
<td>A teacher should use stories to teach kindness, sharing and being honest.</td>
</tr>
<tr>
<td>3. They like slowly moving games, and tiring easily.</td>
<td>They like special attention and guidance.</td>
<td>They imitate adults, and want their approval.</td>
<td>They can learn to solve problems by going to the Bible.</td>
</tr>
<tr>
<td>4. They need varied activities.</td>
<td>They are imaginative, and like to pretend.</td>
<td>They like children their own age, and they like pets.</td>
<td>They like stories about children.</td>
</tr>
<tr>
<td>5. They want to help but need to be shown how to do things.</td>
<td>They can follow simple instructions.</td>
<td>They are sometimes rebellious and will tells lies.</td>
<td>They can be taught to confess sin promptly, and they can understand salvation.</td>
</tr>
<tr>
<td>6. They need help to finish what they start.</td>
<td>They learn through their senses, words and experiences.</td>
<td>They practice discrimination. Girls play with girls and boys with boys.</td>
<td>They like stories that show God’s power.</td>
</tr>
<tr>
<td>7. They like to handle objects.</td>
<td>They memorize easier at this age.</td>
<td>They prefer non-competitive group games.</td>
<td>They are curious about death, and about life after death.</td>
</tr>
</tbody>
</table>
SHARING TIME

Some teachers find that it works well to start their class with a time when each student shares one thing that they did during the week, if they want to. Everyone else listens quietly until it is their turn. This exercise teaches the students that you value what they have to say. It also teaches the children to respect each other. It really helps in building relationships.

When they are finished sharing, take time to pray for them and the things they have shared. Give them a chance to pray if they want to. Remember that their attention span is usually 6 to 9 minutes, so keep it short. Some children might want to go on and on. It is important to give each one a chance to share. The talkative children need to learn to listen too.

STORY TIME

The primary child is just learning to read. Always use pictures or other visuals when you are teaching your Bible lesson and the Bible verse. This will help them understand and remember them. This age group will also enjoy puppets.

These children will learn Bible verses quickly if you teach them with a game or song. Look at chapter ten of this book for ideas.

CRAFT TIME

Children love to move and make things with their hands. If possible, have a game, puzzles or craft that goes along with your lesson.

Praise these children often for their good behaviour and their craft creations. They want attention. Encourage them with positive words whenever possible.

Under Spiritually, in the chart notice the things we as teachers need to be teaching. At this age they can understand many things about God. Their faith is real and simple.

Teaching children at their eye level will help you communicate better.
### DEVELOPMENT OF JUNIOR AGE STUDENT
(Ages 10-13)

<table>
<thead>
<tr>
<th>Physically</th>
<th>Mentally</th>
<th>Socially</th>
<th>Spiritually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They are growing fast and at individual rates.</td>
<td>Their attention span is 10-15 minutes.</td>
<td>They observe and know if leaders are genuine or not.</td>
<td>They are questioning why, what, where and how.</td>
</tr>
<tr>
<td>2. Girls usually grow faster than boys at this age.</td>
<td>They can memorize easily.</td>
<td>They easily follow the gang. They want to “belong.”</td>
<td>They are searching the Bible for answers.</td>
</tr>
<tr>
<td>3. They don’t like games that draw attention to themselves.</td>
<td>They have a negative sense of humor and laugh at crude noises.</td>
<td>They are eager to experience new things.</td>
<td>It is important for them to understand their need of a Savior.</td>
</tr>
<tr>
<td>4. They get embarrassed easily, and are clumsy.</td>
<td>They admire heroes.</td>
<td>They may put on an indifferent front but want to be admired.</td>
<td>They enjoy being challenged to help others, and taking on projects as a group.</td>
</tr>
<tr>
<td>5. They experience alternate spurts of energy and fatigue.</td>
<td>They like to daydream and are curious.</td>
<td>Sometimes they act like an adult and sometimes they act childish.</td>
<td>They need spiritual guidance in life decisions.</td>
</tr>
<tr>
<td>6. They have many mood changes.</td>
<td>They over react emotionally to situations and feel others don’t understand them.</td>
<td>They may transfer loyalty from family to other important people such as teachers, etc.</td>
<td>They are looking for leadership among their own peer group or someone a few years older.</td>
</tr>
<tr>
<td>7. They become more aware of their sexuality.</td>
<td>They like to make their own decisions.</td>
<td>They do not like being referred to as a child.</td>
<td>They can handle some leadership responsibilities.</td>
</tr>
<tr>
<td>8. They are usually very healthy at this age.</td>
<td>They can be very sensitive and brutally frank.</td>
<td>It is good to let them take leadership in some things.</td>
<td>They can be encouraged to read the Bible daily.</td>
</tr>
</tbody>
</table>
TEACHING THE JUNIORS

PRAYER AND SHARE TIME:

Starting off or ending with a sharing and prayer time is important for this age group. They need to know that you are interested in their lives and value what they share. If they share in the group then pray for them in the group, but if they share privately, then pray with them privately. Don’t betray their confidence.

The Junior’s attention span has increased to ten to fifteen minutes. So some of the class activities can take more time than when they were younger.

VALUE THE STUDENT:

The Juniors are getting into adolescence and may not like individual attention. Doing activities as a group is often better since they are quite self-conscious. Asking the different students to help with things, such as getting out the game equipment or handing out craft supplies, helps their self-esteem. At this age they can handle some responsibility.

Juniors may act like a younger child one day and very grown up the next time. Be flexible with them and roll with the punches. It is important to show self-control and not get angry with them.

A teacher who is fun to be around has a great influence on these youth. Play games with them and laugh at yourself when you make a mistake. Respect them and encourage them to respect each other. Praise them for good behavior.

GETTING YOUTH INVOLVED:

These youth do a great job of working together with the teacher in drama or putting on puppet plays. They often enjoy doing this for a younger class or at a program where their parents can enjoy their talents. This is one way they can begin to serve the Lord and develop leadership.

USE THEIR ARTISTIC TALENTS:

These youth often have a real flair for art. They enjoy making banners, drawing murals, and being creative. Give them the opportunity to do that in a constructive way.
### DEVELOPMENT OF TEENAGERS
(Ages 14-18)

<table>
<thead>
<tr>
<th>Physically</th>
<th>Mentally</th>
<th>Socially</th>
<th>Spiritually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They grow fast and at uneven rates, especially boys.</td>
<td>Their attention span has increased to 15 to 30 minutes.</td>
<td>They can be encouraged to have high standards.</td>
<td>They are looking for spiritual leaders who really live what they believe.</td>
</tr>
<tr>
<td>2. They like to practice physical skills, and enjoy sports.</td>
<td>They are critical of their own work and often have a poor self-image.</td>
<td>They are interested in fairness, and group loyalty is strong.</td>
<td>They like challenges, such as going on mission trips.</td>
</tr>
<tr>
<td>3. They are challenged by adventure.</td>
<td>They have many interests, and are hungry for information.</td>
<td>They usually enjoy competition.</td>
<td>They can have very meaningful private times with God.</td>
</tr>
<tr>
<td>4. Their heart size doubles, and lungs, bones and muscles increase.</td>
<td>They are creative if we give them time and understanding.</td>
<td>They compare themselves to others and recognize differences.</td>
<td>Their decisions can change the whole course of their lives. Assurance of salvation is very important.</td>
</tr>
<tr>
<td>5. They like to achieve at something, such as sports, music, or academics.</td>
<td>They demand the right to make their own life decisions. They need to be aware of the consequences of their choices.</td>
<td>They want recognition for their accomplishments.</td>
<td>They can learn whole chapters of the Bible if properly challenged or rewarded.</td>
</tr>
</tbody>
</table>
TEACHING THE TEENAGE STUDENT

TEACHERS:

Teaching at eye level helps put you at their level. Teens are looking for spiritual leaders who are real and who live what they teach. If you care about them you will be a big influence in their lives.

Teenagers like challenges, both physically and spiritually. Teachers need to encourage them to read their Bibles. Give them assignments in their Bibles each week with questions to answer from the assigned scripture. This will help them know what to look for while they are reading and will help to relate God’s Word to their everyday lives. Don’t give them too much. Two or three questions is enough to start with.

Reward students with praise and encouragement for following through on their assignments. This can become very life-changing for teen students.

Many young people make decisions in their teen years that will affect the rest of their lives. Let’s challenge them to be men and women like Joseph, Daniel, Ruth, Joshua and other good role models that are in our Bible.

PRAYER TIME:

Give your teens a chance to share the things they are going through. Then take time to pray for them. However, if they share privately, then pray for them privately. Don’t betray their confidence in you.

BIBLE LESSON TIME:

Teach what God has to say about the issues they are dealing with, such as:

1. Peer pressure. Good Bible examples would be the life of Joseph in Genesis chapter 37-50, or Daniel, taken from Daniel chapters 1-6.

2. Choosing good friendships. See the story of David & Jonathan in 1 Samuel chapters 19 and 20.


4. Trusting and obeying God when life gets really tough. You could use Proverbs Chapter 3.
FOR REVIEW, ANSWER THE FOLLOWING QUESTIONS:

1. Look back at the Child Development charts. What is the normal attention span for:
   a. The Nursery child? ___________________________
   b. The Beginner child? ___________________________
   c. The Primary child? ___________________________
   d. The Junior age student? _______________________
   e. The Teen? ___________________________________

2. List three Bible truths that nursery children can learn.
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________

3. What age group is beginning to learn to play and work together?
   ___________________________________________

4. Junior age students are asking questions and searching the Bible for answers.
   True ____   False ____

5. What are two challenging projects you could encourage teens to do?
   1. __________________________________________
   2. __________________________________________

CHAPTER FOUR SUMMARY

In this chapter we have learned that children learn best by what they hear, see, talk about and do.

Repeating things often and in a variety of ways will help all children learn and remember what God wants them to learn.

Each age group develops differently in the physical, mental, social and spiritual areas. It is important to remember how children develop and what they are capable of learning. With this insight we will know how to teach each age group, and will not expect things from them that they cannot do. Understanding the students and using words they understand is very important.
Have you noticed that God loves to create variety? Look around you. Although we may resemble others in our family we are all unique from one another. Not only do we look different on the outside, but we also think differently on the inside. This chapter is going to look at some of the ways children with learning difficulties look at life, and then provide some ideas to adjust the way we teach Sunday school so that all children will benefit from the class.

A VARIETY OF CHALLENGES

1. Physical Challenges.

   Children with physical limitations are easier to identify, and we usually make necessary changes so that they can participate in class. We help a child in a wheelchair to get inside our class, and we adjust our speaking for children that might have hearing problems. Children that have hidden challenges, however, are more difficult for us to understand. These are the children with thinking challenges.

2. Types of mental challenges.

   * **Cognitive impairment** is when there is damage to one’s ability to think.
   
   * **Learning difficulties or differences** prevent the child from learning the way the average child learns.
   
   * **Developmental delay** occurs when children move more slowly than the average child through the stages of physical, emotional, social, and mental development. They may be twelve but act more like a child that is eight.
   
   * **Fetal Alcohol Spectrum Disorder** occurs when a mother consumes alcohol before the child is born. In some countries around the world, FASD is affecting more that 50% of the population. This often affects their ability to process information, such as understanding what the result will be if they steal candy from the store. A person often may not understand the consequences for their action. The more alcohol consumed, the more severe the brain damage will be.

A. Do you know a child who has one of the challenges listed above? Yes _____  No _____

B. If Yes, which challenge is this child experiencing? _________________________________
* Autism Spectrum Disorder (ASD) is when a child may repeat actions often and have poor coordination. This child tends to focus on one thing, and has trouble making a transition to another subject, such as the color of his shirt. ASD has increased about 300% over the past fifteen years. This often affects their thinking, speech and muscle coordination.

* Language Processing Disorder means that they do not use language effectively.

* Attention Deficits-Hyperactivity Disorder (ADHD) affects children’s ability to control themselves and causes many problems for the child, their family and all others who work with the child. These children like to be moving constantly. They may have trouble focusing, sitting still or stopping talking.

While we will not try to review all of these kinds of disorders, it is important to understand that if you have ten children in your class, you will likely have some that will have these types of issues in their life. However, each child will also have strengths that a teacher needs to celebrate!

Celebrate kids’ individual strengths

**TEACHING DIFFERENTLY**

As we review ways to teach children with disabilities, it is important to think differently. For these children, it is not that they won’t sit down, be quiet, write the words, read the page or stop yelling, but often they cannot.

The Apostle Paul reminded us in Philippians 4:8, “Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, dwell on these things.”

Especially when working with children who have thinking or behavior difficulties, we must remember to view them as God does. They are children of the King. Our effective teaching begins with looking for the positive things in each child, loving them beyond their problems and building on their strengths.

Love children beyond their differences.
In order to teach these children effectively, we need to do some things differently in our classes. Whatever ideas that work for these children, will also work for all children. Being fair in a classroom is giving each child what they need, not necessarily giving everyone the same thing. When we make adjustments to teach the children with learning differences, the average child will also learn.

WHAT IS A TEACHER TO DO?

Each teacher can begin by understanding the problems they are facing with any of the children in their classes. The teacher evaluation form at the end of this chapter (page 48) is a starting place. Make a copy of this page for each student. Take time to fill it out.

Take a few moments to review the evaluation and see if your students are having these problems. If they are, then you will need to make some adjustments in your classes to help support these individuals. The good news is that there are some simple things you can do in your class that WILL make a difference for these students.

1. THINGS TO DO WHEN CHILDREN ARE HAVING TROUBLE WITH THE READING AND WRITING:

A. Read to the child.

B. Have them buddy up with someone who can read and write if they are doing a worksheet or written project as a team.

C. Give them other ways to show they understand the lesson. For example: Draw what happened instead of writing about it.

D. Give ALL your directions or written information in several ways such as:
   - Write it
   - Tell it
   - Show pictures in place of some of the words
   - Use all pictures.

   This is especially important if you have ages 3 to 14 all in one classroom.

E. Use stories! Learn to tell a good story. Keep your Bible open and show them where the story is written in the Bible, but tell the story rather than read it.
F. Use stories from your life. For example, if your lesson is about the “Golden Rule” in Matthew 7:12 “In everything, do to others what you would have them do to you…” then tell a story about your life and how you learned this rule. Stories make every part of our brain become active and they make pathways in the brain. No wonder Jesus used parables and stories!

2. THINGS TO DO WHEN STUDENTS ARE HAVING TROUBLE WITH SELF-CONTROL:

Here are some ideas that might help you adjust your class to make it a pleasant place to learn.

A. CLEAR THE WALLS:

Look for clutter in what the children are seeing. A wall that is full of words, pictures, crafts, and rules is very confusing to many children. Make it simple. Looking kind of empty, will help many children to do better. “Eye clutter” can make some children more hyperactive, making it harder for them to concentrate. Keep items stored away and out of sight. This keeps eye clutter down but also keeps students from the temptation to steal items. Don’t be part of tempting children to get in trouble.

B. GIVE EACH CHILD A SPACE:

Children need a specific area where they sit if you are having problems with closeness. Many children do not understand boundaries and will move into the ‘space’ of other students. The use of chairs, carpet squares, masking tape, or even pieces of paper to sit on, may help them stay in their space.

C. BE ORGANIZED:

Make sure that you are organized before the class begins. Keep all supplies away from the children and youth, until you are ready to use them, because it can be a distraction.

D. CLASS SPACE:

Sometimes teachers may need to use a room that is not the ideal size for the class they are teaching. However, if there are choices in which room you will hold your class, choose an area that is large enough for the children, but not too much space. Controlling children in a gym is much more difficult than in a classroom.

E. BE SAFE:

Taking children outside is very challenging if you have some children with behavior disorder. Watch for safety concerns. Make sure your children are safe and watch for children that cannot keep themselves safe. You will need to do this for them.
F. CONSISTENT RULES:

Use one way to get the attention of your class and use it every time. A good way is to hold up your arm. Each child then stops talking and holds up their arms, until everyone in the class is doing the same and it is quiet. Start with, “I need your attention, please.”

SIMPLE RULES

Rules are so important because they help keep us safe. God has given many rules for us to live by and rules help children and youth to understand what is expected of them. This is especially important for children with difficulties. We cannot just trust that they know what to do or how to behave. We have to tell them and then we need to teach them. Repeat the rules whenever it is needed to keep order in the classroom.

1. Rules should be written down before classes. Keep the rules posted in your classroom, or put them up each time you teach. Use pictures to illustrate the rules since some children cannot read. Review them if it’s needed.

2. Rules can be positive. Tell them what TO DO, not what NOT to do. For examples:

   a. STAY IN THE ROOM.
   b. USE GOOD WORDS.
   c. LISTEN TO THE TEACHER.

3. Make no more than five rules in your class. Too many rules can cause confusion.

4. Before class, identify ways that you will reward children that follow class rules:

   For example:
   - Everyone who sits quietly during the class will earn a sticker.
   - When all listen quietly, we will have five minutes of free time to visit or play a game at the end of the lesson.
5. At the beginning of class, clearly explain consequences for children or youth who choose to ignore class rules. Some consequences may be:

- Losing game time if they can’t listen.
- Taking the children back to their parents if they repeatedly don’t listen.
- Separating children who cause problems when they are sitting together.
- Having the child sit next to the teacher.

It is important to follow whatever rules you make in order for the children to learn the consequences. It is also important to choose appropriate consequences for your group. Choose what works for you.

**DISCOVER HOW THEY LEARN.**

Review page 26 on *Ways Children Learn*, because all children will learn in different ways and at different rates.

1. **GET TO KNOW YOUR CHILDREN AND YOUTH**

   Students do better when they have positive relationships with adults. That is what our faith is all about.

2. **KEEP A ROUTINE FOR YOUR CLASS**

   These children do best with routine and they do not get bored. They feel safe when they know what to expect.

3. **HELP WITH MEMORIZING**

   Many children will have trouble with memorizing verses. Try singing the verses, writing them, reading together and review several times during your class time. Use short verses for memorization or part of a verse, such as: Genesis 1:1, Romans 3:23, 1 John 4:19, Psalm 119:105. See Chapter Seven (page 65) for more information.

4. **REVIEW**

   Each week, take time to review what was learned the week before. This is called *delayed teaching* and is important to help children and youth get the message into their “long-term memory.”
5. HAVE HEALTHY SNACK TIMES

a. Carbohydrates turn to sugar, which can make us *hyperactive* (restless, energetic).

b. Children or youth with any types of behavior problems need to have healthy snacks to slow down the digestion and that will not give them a “sugar high.”

c. It is also important to avoid some food dyes, such as red and yellow.

d. Check with parents, but the following are good choices for snacks.
   - Cheese (cheese sticks)
   - Crackers with fiber such as Wheat Thins, Triscuits, Stone Ground Crackers.
   - Fruits, rather than fruit juice.
   - Water or milk, rather than juice.
   - Fresh Vegetables
   - Popcorn
   - Yogurt

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**Additional Resources on Teaching Kids with Behavioural Difficulties**

- Odin Books for special education ideas and books.
- Sopris West books on special education.

Talk to a school teacher about some problems you are having with a child or youth.

For more information, go online to *Google* and type in the subject you need.
6. PREPARING YOUR LESSON TIME

a. Have your teaching and craft supplies ready before class time.

b. Stay with your class at all times.

c. Keep your sentences short. Sometimes we lose the attention of the children with all our words. Short and sweet is best.

d. If you are teaching a lesson on forgiveness, take time to talk about ways we can forgive. Use examples:
   
   ❖ “I show forgiveness if someone hits me and I don’t hit them back and I don’t stay mad at them.”

These special children have trouble taking something they learn in one place and making it work in other situations. Discussion about the lesson and how forgiveness would work in their lives will help them personalize the story.

e. You may need to make your lessons shorter, and take them in small sections. Example: five minutes for story, then a drawing break, five minutes for story ending and ten minutes for craft, five minutes for snack, etc.

f. Moving from one activity to another can be very hard for some students. If the children are with the adults at the beginning of church and then move to the classroom, the teacher needs to be at the door ahead of the children and needs to walk to the classroom with the children.
REVIEW QUESTIONS

1. Name two types of mental challenges that children in your class may have:

   A. ____________________________________________________________
   
   B. ____________________________________________________________

2. Fill in the blanks (see page 40): Our effective teaching begins with looking for the
   ________________ things in each child, loving them ____________ their ________________
   and building on their ________________.

3. True or False:

   A. _____ It is important to have teaching and crafts ready before class time.

   B. _____ Using long sentences shows how smart a teacher is.

   C. _____ Shorter lessons given in small sections may be more effective than one long
      lesson.

CHAPTER FIVE SUMMARY

In this chapter we learned that students with learning and behavioral differences will need extra help. A teacher needs to be patient because these students will often have the behavior of younger children.

Repeating things often and in different ways is very important. With God’s help these children will learn His ways if we are patient and don’t give up.

Keeping the classroom uncluttered and having just a few simple rules will help provide a better and safer atmosphere. It is also important to have the same routine each week to help students feel secure.

Our love and patience will make a big difference in the lives of these students.
## TEACHER EVALUATION FOR UNDERSTANDING CHILDREN AND YOUTH

<table>
<thead>
<tr>
<th>STUDENT’S NAME __________________________ AGE ___</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The child cannot read the material other students can read.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The child is having trouble doing his lesson worksheet.</td>
<td></td>
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<tr>
<td>3. The child may be having trouble hearing the lesson. (Talks loudly, always asks the teacher to repeat things.)</td>
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<tr>
<td>4. The child may be having trouble seeing parts of the lesson. (Squints, wears glasses, puts head very close to his/her paper.)</td>
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<tr>
<td>5. The child never knows his memory verse.</td>
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<tr>
<td>6. The child cannot “tell back” the lesson story.</td>
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<tr>
<td>7. The child is always moving and does not sit still in his chair for more than 1-3 minutes.</td>
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<tr>
<td>8. The child gets upset easily and does not make friends in class.</td>
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<td>9. The child often refuses to do what he is asked to do in class.</td>
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<tr>
<td>10. The child shouts at other children.</td>
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<tr>
<td>11. The child never talks in class, but just sits silently in his chair.</td>
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<tr>
<td>12. The child does not smile or talk with others.</td>
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<tr>
<td>13. The child has a hard time controlling himself, especially when the class changes from one activity to another.</td>
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<td>14. The child does not seem to care when he gets hurt, or he runs outside in the winter without a coat and does not feel cold.</td>
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</tbody>
</table>

Native Bible Centre gives the owner of this book permission to copy pages 48-49.
## SUNDAY SCHOOL PLANNING SHEET

<table>
<thead>
<tr>
<th>Areas of concern and planning ideas</th>
<th>Materials needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems I need to fix:</td>
<td></td>
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<tr>
<td>Changes I need to make because they cannot read or write:</td>
<td></td>
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<tr>
<td>Changes I need to make in the room:</td>
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<tr>
<td>Changes I need to make to the way I give the lesson:</td>
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<tr>
<td>Changes I need to make with the snacks:</td>
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<tr>
<td>My class routine is:</td>
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<tr>
<td>I need to talk with the parent about:</td>
<td></td>
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<tr>
<td>I need to know more about:</td>
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</tbody>
</table>
CHAPTER SIX

PLANNING YOUR CLASS TIME

A. PREPARE YOURSELF TO TEACH

1. Choose the Bible lesson for the week. Ask yourself, “What do I want the students to learn from this lesson?”

2. Begin your study time with prayer. Ask God to teach you from the lesson you are going to teach the students. Since it is God’s Word you are going to teach, you need the Spirit of God to guide you as you share His words with others. It is God’s power that will change lives.

3. Take a personal inventory by asking yourself:
   a. Do I have a personal relationship with God?
   b. Am I trying to obey the things God is teaching me?
   c. Is my life right with God and with those around me?
   d. Am I growing by regularly reading God’s Word?

   Children will know if God is real to you. They can tell by your attitude, actions and by the words you use.

4. Pray that God will prepare the children’s hearts to listen and accept God’s words into their lives.

   Our purpose for teaching should be to help children know who God is and how each one can build a relationship with Him.

6. Several times throughout the Bible it says that God wants the world to know Him.

   Read Joshua 4:24 and fill in the blanks: “He did this so all the _________ of the _________ might know that the hand of the _________ is _________ and so that you might always _________ the LORD your God.”
6. God wants to accomplish many things in our lives. In your Bible find 2 Timothy 3:16 and list four things God wants to do in you as you read and hear His words.

1. ______________________________________ 3. ______________________________________
2. ______________________________________ 4. ______________________________________

2 Timothy 3:17 goes on to say that the reason God does these things is to equip us to do good deeds. God wants us to be helpful people. When His Word is real to us, we will be able to share it with others in a way that will help them.

7. **Avoid Stress - Be Prepared**! It is very important that we know the story we plan to teach the children. Last minute planning usually ends in disaster.

- Know the information and details accurately.
- Know the lesson well enough so you don’t have to read it, except to check for a detail once in a while. Some teachers find it helpful to tell the story to someone else ahead of time.
- Try to look at the children when you are talking to them.
- **Good preparation cannot be done one hour before class time.**
- Read your lesson at least a week ahead of time, so the Spirit of God can teach you how to prepare.
- When the Bible story, memory verse, game and craft all teach the same thing, it will really help the children learn.

**B. PREPARING YOUR CLASS SCHEDULE**

1. **BEFORE THE CLASS**

a. Planning ahead and having a variety of activities prepared will help avoid discipline problems. If the children are not kept busy they will plan for you and the result may not be positive. If you have extra time you can play a game at the end of your class time.

b. Before the children arrive, the teacher should be there to greet the children with a smile! Ask God to help you have a positive comment for each child. For example: “I’m so glad you could come today.”-“I just love your smile.”-“Hi, Joe! How was your game on Friday?” This will help you to start on a positive note. Praising children for good behavior is better than attention for bad behavior. It is also better than flattery. Be honest in your comments.
2. **DURING THE CLASS**

Each class time needs to include the following: (use the order that works best for you.):

A. Share and Prayer time. This could be at the beginning or at the end of class.
B. Story from the Bible.
C. Ask the question, *“What can we learn from this story?”*
D. An important verse to remember.
E. If you have time, play a game, have music or make a craft.

Let’s say we have one hour with a class of 10 children, ages 5 through 12. How will we use that hour? Each of the five steps listed in the box above should take between 5 and 10 minutes. That means that each of the five activities will need to last no longer that 5 to 10 minutes. This will vary according to each group of children. Have the older children help the younger ones if help is needed.

a. **SHARE AND PRAYER TIME:**

When the children are settled down and are quiet, ask them how their week went and if there are things you could pray about together. Give the children an opportunity to pray if they would like to, but do not pressure them. Prayer and share time may take 2 to 10 minutes, depending on what has been happening. *Thank You* prayers are a good place to begin when encouraging children to pray.

b. **STORY FROM THE BIBLE:**

Which lesson should we teach first? It is good to start where God starts - in the beginning. The very first story of the Bible begins in Genesis 1, when God made the world and everything in it. We will walk through a lesson example in section C on pages 54-56.

c. **ASK THE QUESTION, “WHAT CAN WE LEARN FROM THIS STORY?”**

The lessons that we teach need to be done in ways that help the children know that the people in the Bible had the same feelings and problems we have. Show how God helped those people and that God will help us too. **Here are three examples:**

**Stealing:** In Genesis 26:12-33 Isaac worked hard to dig a well so his family and animals could have water to drink. When Isaac’s neighbors saw the well, they said the well was theirs, so Isaac had to move and dig a new well. Children always have someone who wants to take their toy. They will identify with Isaac. Show that Isaac didn’t fight back but that God blessed him for having a right attitude by giving him another well for his family.
**Being Mean:** In Genesis chapters 37 and 45 Joseph had trouble with his older brothers who were mean to him. Children will understand how that feels. It’s good to show how God helped Joseph and he will help each of us as well.

**Fear:** In Exodus 2 Moses’ life was in danger and God cared for him through his family and the king’s daughter. Ask the children if they have ever been afraid. Assure them that God sees them and cares about them.

d. **AN IMPORTANT VERSE TO REMEMBER**

The verse should help the student remember the lesson they learned in the story. For example: We learned in the story of Isaac that he didn’t fight back. The verse could be Ephesians 4:32, “Be kind and compassionate to one another...” For ideas on how to remember God’s Word, see Chapter Seven (page 65), Remembering God’s Word.

e. **PLAY A GAME, HAVE MUSIC OR MAKE A CRAFT.**

For game ideas see Chapter Ten (page 95), Fun & Games. When the Bible story, game and craft all teach the same thing, it will really help the children remember what you are teaching.

You could also have a Christian children’s CD playing quietly in the background, as the students come to class. This helps set a positive atmosphere. You may also want to start your class by singing some of the children’s favorite Christian songs.

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There are some great craft ideas online at

- [www.dltk-bible.com](http://www.dltk-bible.com)
- [www.daniellesplace.com](http://www.daniellesplace.com)
- [www.thriftyfun.com](http://www.thriftyfun.com) (choose crafts)
- [www.sundayschoolcraft.com](http://www.sundayschoolcraft.com) (choose free craft ideas).

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**C. PREPARING YOUR BIBLE LESSON**

**PICTURES** Another key to learning is to use pictures and objects. A picture or object that they can see or handle is worth a thousand words. Children need things to focus on and it will be much easier to keep their attention if you do this.

When you are prepared you will be able to teach with confidence and reach out to the students. Your class can be a fun and enjoyable place to get to know God.

1. **TEACHING FROM THE BIBLE**

Whenever you teach a story from the Bible it is good to have the Bible open in front of you. This helps the child remember that the story comes from God. Always make sure the children know that the story really happened. Having the Bible in front of you is an important visual object.
Below you will find a prepared sample lesson for you. Hopefully this will give you some ideas of how to put a lesson together using pictures and objects.

2. TEACHING WITH PICTURES AND OBJECTS

For teaching the following lesson, you will need a bag or box with the following items: Picture of sky and mountains or a container of dirt or sand, light bulb, black sheet of construction paper, picture of clouds and oceans, some vegetables and fruit. Show one object at a time as it appears in God’s story. Calendar pictures are often a great resource for helping you teach.

The following lesson was prepared for ages 4 to 5 and possibly ages 6 to 9.

THE CREATION STORY
Taken from Genesis 1:1-13

Here is one way to teach this lesson.

“Today we are going to find out how God made the world. Many years ago, before there were any mountains, rivers, trees, animals or people, there was God. The Bible tells us that God decided to create (make) our world.”

Teacher: (Have the verse to remember written out so the older children (ages 6 and older) can read it with you. The younger children will learn it by hearing it.)

Teacher: (Show the children a picture of the earth and the sky. Do not crowd your words or pictures when you are writing out your Bible verse. If words are to close together it makes them harder to read.)

(Genesis 1:1-5) “At the very beginning of our Bible, God says that the world was empty and dark just like this paper.” (Show a sheet of black construction paper)

“God didn’t want everything to be dark anymore so He said, ‘Let there be light.’ Right away things changed, and it was light.” (Turn on a light or show a light bulb.)
“God separated the darkness from the light. He called the light ‘day’ and he called the darkness ‘night’ and that was the first day. When God looked at it He saw that it was good. Aren’t you glad it isn’t dark all of the time? God knew that wouldn’t be good for the things he was going to make next.”

(Genesis 1:6-8) “On the second day God said ‘Let there be a space between the water on the earth and the water in the air. He called the space above the earth ‘sky’ and that was the second day.’ Teacher: (Show a picture of blue sky to illustrate this, or have the children look out of the window at the sky if it is a clear day.)

“This space has oxygen in it so that the people and animals can breath. God knew the things he would make would need oxygen to live.”

(Genesis 1:9-10) “On the third day God said, ‘Let the water under the sky be gathered to one place and let dry ground come up.’ And it happened just like God told it to. God called the dry ground ‘land’ and he called the water ‘sea’ which is the same as our ocean. When God looked at it, he saw that it was good.” (Show a picture of the ocean and dry land or sand without any plant life, or your container of dirt.)

“When God separated the oceans from the land, he set a boundary for the oceans so they would not flood all the land. Then God said ‘Let the land produce all kinds of plants, trees, vegetables and fruit with seeds in them. When he looked at all that he had made he saw that it was good. That was the third day.”

Application:
The things God made are very precious because He took the time to make them. We also need to appreciate these things and take good care of them. We need to thank God often for the things He has made.

Teacher: (This is a good place to stop and have a snack of fresh vegetables and fruit to help illustrate the good things that God make for us. Before the children eat, pray and thank God for how He showed His love to us by the things He made for us to enjoy. As the children eat, you can ask them what their favorite foods are. This is a good time to get to know them better. When they are finished, review the verse in Genesis 1:1)
Craft Time:

You and the children can begin to make a picture of God’s creation for the wall in your classroom by drawing pictures of the things God has made, or give each child a paper on which he can create his or her own creation picture to take home. Most children will really enjoy doing this craft.

3. Teaching With Drama

Another way of teaching is to become the character in your story, and tell it as if it is your own story. This way of teaching will help the story come alive. Drama stories should not be too long. Eight to ten minutes is usually long enough.

Here are a few examples of how drama can be done. Read each story from your Bible first, then tell it in your own words. Wear something that will help identify you with the person whom you are imitating. Here are some examples.

1. The Story of Jonah, taken from Jonah, Chapters 1-2.

(Wear an old shirt and jeans and pour a cup of water over your head before you enter the room so water is dripping from your face.)

Tell the class how you just got spit out of a fish’s stomach. Then tell the story from the beginning and how God asked you to go to Nineveh and tell the people God’s message, etc. End your story by telling the students, “I think I had better go to Nineveh now because I have learned that it is not a good idea to run away from God. If you want to hear the rest of my story, be sure to come back next week.”

2. The Story of Esther, taken from Esther, Chapters 1-9

(Wear a crown and other clothes that will make you look like a queen)

Since this is a long story, just tell part of the story each week. The students will love this story because it has so many good and bad characters in it. It also shows God’s great power and how He rescued His people.

(Wear a coat, carry a long walking stick and carry a stuffed sheep.)

After reading your story, choose the details you want to include as you tell what it was like being a shepherd in the desert and meeting God at the burning bush. Then tell them what God asked you to do, and how He promised to help you.

Many teenagers enjoy doing drama and can be a big help to you in the class. If you do not feel comfortable teaching in some of the ways we have suggested, give someone else an opportunity to help you in the class by teaching in a different way once in a while. Having variety will help make your class an exciting and fun place for your students to learn about God.

4. **Teaching with Music**

Christian music is a very powerful way to communicate the power and love of God to others. Many of the Psalms were put to music by the Jewish people and used in worshiping God.

Some churches are using music with their youth groups and are developing their own movement or dance to express the words of Christian songs. Ask the Lord to guide you in this area of music and use it honor Him. Students will enjoy doing these songs for their parents and the church.
CHAPTER SIX ASSIGNMENT

On pages 60-63 we have listed some stories from Genesis. Choose one of these stories and write out how you would teach this lesson. Remember the age group you are teaching. If you have all different ages, like ages 5 to 12, gear your lesson for the 8 to 10 year old. Teaching with the older students in mind will keep them interested. The younger ones will pick up the easier concepts and will learn too. If we gear our lesson for the five year olds, we will lose the older students.

1. Write the title of the story and the scripture.

________________________________________________________________________

2. What age group will you be teaching?

________________________________________________________________________

3. What is the main lesson you want the children to learn?

________________________________________________________________________

4. Write out the verse that will help them remember the lesson.

________________________________________________________________________

________________________________________________________________________

5. What pictures, objects or drama could you use to illustrate this story?

________________________________________________________________________

________________________________________________________________________

6. Write out your lesson and games, craft or music that you might use during your class time.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

If you are taking this course for credit, please send this assignment to Native Bible Centre.
Some of these lessons will take more than one class time to teach. If some of the verses are too long, you may want to use just the part that helps them remember the lesson. Do what works for you.

<table>
<thead>
<tr>
<th>BIBLE LESSON</th>
<th>MAIN TRUTH</th>
<th>VERSE TO REMEMBER</th>
<th>Age 4-5</th>
<th>Age 6-9</th>
<th>Age 10-13</th>
<th>Age Teen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creation</td>
<td>God is the Creator.</td>
<td>Genesis 1:1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Genesis 1:1-2:25</td>
<td></td>
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<td>2. From where did</td>
<td>Satan was an angel who rebelled</td>
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<td>evil come?</td>
<td>against God.</td>
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<td>Isaiah 14:12-15,</td>
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<td>Luke 10:18</td>
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<td>3. When people first</td>
<td>Sin separates us from God.</td>
<td>Isaiah 59:2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>sinned against God.</td>
<td></td>
<td>1 John 1:9</td>
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<td>Genesis 3:1-24</td>
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<tr>
<td>4. Cain and Abel</td>
<td>When we don’t obey God, sin takes</td>
<td>Genesis 4:7</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Genesis 4:1-12</td>
<td>control.</td>
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<tr>
<td>5. Noah is a</td>
<td>God protected Noah, who obeyed</td>
<td>Genesis 6:22</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>righteous man</td>
<td>him.</td>
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<td>Genesis 5:32-9:17</td>
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<td>6. The tower of Babel.</td>
<td>The result of rebellion is</td>
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<td>Genesis 11:1-19</td>
<td>confusion.</td>
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<tr>
<td>7. God talks to</td>
<td>Abram obeys God.</td>
<td>Hebrews 11:6</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Abram.</td>
<td></td>
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<td>Genesis 12:1-9</td>
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<tr>
<td>Genesis 13:1-18</td>
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<td>BIBLE LESSON</td>
<td>MAIN TRUTH</td>
<td>VERSE TO REMEMBER</td>
<td>Age 4-5</td>
<td>Age 6-9</td>
<td>Age 10-13</td>
<td>Age Teen</td>
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<tr>
<td>18. Isaac’s trouble with the neighbors. Genesis 26:12-33</td>
<td>Isaac chooses peace.</td>
<td>Matthew 5:8</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BIBLE LESSON</td>
<td>MAIN TRUTH</td>
<td>VERSE TO REMEMBER</td>
<td>Age 4-5</td>
<td>Age 6-9</td>
<td>Age 10-13</td>
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<tr>
<td>22. Jacob goes home. Genesis 31:3-55</td>
<td>God protects Jacob.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>24. Joseph is mistreated by his brothers. Genesis 37:1-36</td>
<td>Jealousy can hurt others.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>BIBLE LESSON</td>
<td>MAIN TRUTH</td>
<td>VERSE TO REMEMBER</td>
<td>Age 4-5</td>
<td>Age 6-9</td>
<td>Age 10-13</td>
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This chart is here to give you just one idea of how you can organize lessons through the Bible to teach to different age groups. Page 64 gives you a blank chart so you can prepare more stories and know how each would be taught to different age groups.

**CHAPTER SIX SUMMARY**

In this chapter we have learned that it is important to:

1. Prepare yourself to teach through prayer and reading God’s Word.
2. Prepare your class schedule through developing positive relationships. Choose different ways to teach so all students can understand the Bible stories.
3. It is important to choose the appropriate story for the age group you are teaching.
4. Prepare to teach your class with the use of pictures, objects and crafts or games. It is important to remember that everyone learns by what they hear, see, act out and handle. The use of pictures, objects and crafts will also help keep their attention.
<table>
<thead>
<tr>
<th>BIBLE LESSON</th>
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CHAPTER SEVEN

REMEMBERING GOD’S WORD

It is very important to teach children God’s Word. It is our guide for life. If we follow it, we will save ourselves from much heartache. King David wrote down what he had learned about God and His Word. In Psalm 119:9-11 David prays, “How can a young man keep his ways pure? By living according to your word. I seek you with all my heart; do not let me stray from your commands. I have hidden your word in my heart that I might not sin against you.”

Since some children have a harder time memorizing, we suggest learning one verse per month. Use a different way of reviewing it each week. Be sure to explain what the verse means.

1. **Singing.**

   Memorizing God’s Word can and should be a lot of fun. There are lots of verses from the Bible that have been set to music. USE THE SONGS! And when you sing them use motions to illustrate them. Most kids love to do the motions for songs. Music will help the Bible to stick in their minds.

2. **Write the words of the verse on shapes or pictures and hang them up on a string with clothespins.** Again you can read the verse several times together. Then have the children start removing one shape at a time and see if the other children can remember the missing piece. Another idea is to have the children each hold one part of the verse, and take turns putting their word down. Say the verse together and see if they can remember the missing word or picture. Having pictures with the words will help children learn the verse even if they can’t read.

Here is one example for visuals with a Bible verse:

**Psalm 119:105**

“Your Word is a lamp to my feet and a light for my path.”
3. **Write Your Verse Out Twice on Two Different Pieces of Construction Paper.** Cut it into different pieces. Divide your group into two teams. Then give each team one verse that has been cut. See which team can put the verse into the right order first and read it out loud together. Longer verses can have more than one word in a section. You can also cut your paper into puzzle pieces to make it more interesting. Here is one example.

<table>
<thead>
<tr>
<th>Genesis</th>
<th>1:1</th>
<th>“In”</th>
<th>the</th>
</tr>
</thead>
<tbody>
<tr>
<td>beginning</td>
<td>God</td>
<td>made</td>
<td>the</td>
</tr>
<tr>
<td>heavens</td>
<td>and</td>
<td>the</td>
<td>earth.”</td>
</tr>
</tbody>
</table>

4. **Teaching with a Game**

Have the children sit in a circle. Write out the verse ahead of time so the children can refer back to it if they get stuck. Then the children will toss a foam ball to each other. Whoever is holding the ball starts by saying the first word of the verse. Then he tosses the ball to someone else and they say the second word. Keep going until they have finished the verse. If a child cannot read, another child can help him out.

5. **Using a White Board**

Write your verse on the white board and draw pictures or motions that illustrate the words to make it more interesting. Have the children read the verse with you several times. Then let them take turns erasing one word at a time. Have the children read it with you and see if they can remember the missing words. Continue the game until all the words are erased.

Remember, one of the keys to learning is REVIEW, REVIEW, REVIEW. All year you can keep coming back to the verses you have learned. Ask questions like, “Who can tell me the verse about how the world was made?” The answer is Genesis 1:1, “In the beginning God created the heavens and the earth.” Once in a while give prizes for correct answers, such as a sticker. Be creative!
Some days a teacher may feel more like a referee than a teacher. You will realize that you need a lot of wisdom, patience and love to get through the day. You will need the guidance of the Spirit of God to make a difference in the lives of the children and teens you are teaching.

Another key to a well-run classroom is to be disciplined. Discipline begins with each teacher being self-disciplined. One of the meanings of the word discipline is, “training that develops self control, character or orderliness and efficiency. Develop obedience.” quoted from Webster’s dictionary.

Hebrews 12:11 says, “No discipline seems pleasant at the time, but painful. Later on however, it produces a harvest of righteousness and peace for those who have been trained by it.”

1. We, as teachers, need to model the behaviour that we desire from the children and teens. DO NOT copy their behaviour! If the kids are angry and are calling each other names, don’t do the same thing. Remember that students will learn by what they see and hear.

2. Discipline yourself to be prepared! Have everything in order ahead of time. Never do your planning after you arrive in class. If you do not plan ahead, some children will plan for you and the results are not usually positive.

3. Giving attention for good behaviour is far better then giving attention for bad behaviour. Find ways to give compliments for their good qualities. Your positive attitude will pay off. Warning: If the teacher is not in control, the class will be out of control and the children may get hurt. The children may not want to come back.

4. Have a few simple rules. In Chapter Five, we shared a few rules for students with learning and behaviour differences. These simple rules are good for all children. Have them written out and read them over with the children so they know what to expect and then stick to them. Be loving and firm. Remember, “RULES HELP KEEP US SAFE”.

A. Teach students that when you (their teacher) hold up your hand it means that all talking and activity stops. You do not have to yell. Teach them to listen when you speak to them quietly.

B. Let the students know when they need to stay in their seats.
C. Teach children to use good words. Calling each other bad names is never acceptable. They need to have respect for each other.

D. They should not touch each other unless you say they can, such as playing a game where they hold hands, or playing tag.

5. Get to know your students. Find out what they like and don’t like. Learn what their home situation is like. These things will help you understand why students do the things they do.

6. Redirect bad behaviour.

I would like to share the following true story. One day while a teacher was bringing children to Kids Club in her car, the children started teasing David and he became angry. The teacher quietly asked the children to settle down. When they didn’t pay any attention, she pulled the car to the side of the road and stopped. Everyone stopped talking and looked at her. She took advantage of a teachable moment, and told David that he was very special. She told him that God had made him and loved him. Then she told all the children the same thing. She added that God wants us to treat others with respect. When she saw that they were listening to what she had said, she drove the rest of the way to club. She didn’t have any more trouble that day.

David was a boy who had never met his father because he had died shortly before David was born. David was in the habit of responding to life in anger. He was born with a physical deformity and was often teased by other children. The teacher began to praise him for good behaviour and told him that she really thought he was a great kid. One day she asked him if he would like to help her by putting transparencies onto the overhead projector while she was teaching. He felt really important and did a great job. The teacher stood next to him and told him when to change to the next overhead. When she finished, she thanked him and asked all the children to join her in clapping for David for doing such a good job. That was one of the few times she saw him smile. Redirecting his behaviour into something positive was very important for him. It gave him self worth. David began to behave differently when he came to club. When we praise children for good behaviour or a job well done, it is very powerful.

There are many ways of getting kids involved in positive ways. Here are a few suggestions.

A. Choose different students to help get out sports equipment or to set up for the next activity. They love to help! Always thank them for their help.

B. Three to five year olds love holding pictures, turning pages for the teacher or helping hand out crayons, etc. Children like to keep moving so give them good things to do.
C. Know when to give attention and when not to give attention. The story below helps to illustrate this.

Jimmy was 5 years old and very aggressive and strong for his age. If the teacher asked him to do something, he would do just the opposite. One day when the teacher asked all the children to sit on their little chairs by the table, Jimmy crawled under the table. The teacher asked him quietly to come and sit on a chair. Jimmy started growling like an angry dog. So the teacher asked God for wisdom and decided on another plan. She sat down at the end of the table and got out her Bible story pictures and started paying attention to all the other children and completely ignoring Jimmy. As she talked about the pictures, Jimmy couldn’t see since he was still under the table. The other children were really enjoying their story time. When it was time to play a game, Jimmy was still under the table. He was not bothering the other children so the teacher let him stay there. When he heard the others playing a game he started watching. Soon he came out from under the table and asked if he could play too. Of course the teacher welcomed him into the circle for the game without making a big deal about it.

At this preschool age, some children have difficulty cooperating with authority figures and with other children their age. Don’t get uptight about it. As long as the child is not bothering the other children just keep going with your teaching plan. Try to make your time pleasant and fun. Each child is different and will need to be handled with care. God will give wisdom as you ask for it.

Sandy was a girl who would keep playing during story time. Her teacher wondered if she was learning anything from the story each week. But one day Sandy’s aunt told the teacher how Sandy had told her all about the story and the good time she had in class. This girl is now an adult and is still living for God. Even though it may seem like students are not listening at times, don’t give up on them. Children hear and learn more then we may think they do.

God gives us encouraging words in Galatians 6:9 when He says, “Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.”
CHAPTER NINE

TEACHING THROUGH THE USE OF PUPPETS

Teaching by using puppets, is effective for all ages. A puppet is a good object to use for getting the attention of children ages 3-12. Teens love to do puppet plays and can be a great help to the teacher in presenting the lesson.

Puppets don’t need to be fancy or expensive. Children like them even if there is no puppet stage. They enjoy “ventriloquism” even if you move your lips while you are speaking for the puppet. Puppets are not real. Don’t have puppets pray or receive Christ. They can act out life’s problems to help teach everyday lessons. The puppets should set good examples and not teach kids to be disrespectful. If you use the puppet to do a bad thing, then make sure the children see that they have to take the consequences for doing that wrong thing.

1. PUPPET HOUSE

Puppet houses can be made from a large cardboard box or built from wood. You can add curtains, signs and objects to the house and decorate it however you want.

Another idea is simply hanging a blanket over two or three chairs, making it possible for a person to sit behind it.

2. TEACHING WITH ANIMAL PUPPETS

There are many animals that can be used to teach valuable lessons from the Bible. In Matthew 6:25-27 Jesus used birds to teach how our heavenly Father takes care of us.

In I Kings 17:1-6 God used a raven to feed Elijah. You could use a raven puppet to tell that story.

In Luke 15:3-7 Jesus tells the story of the lost sheep. You can use a sheep puppet to tell that story.

On the next page is one example of how ordinary animals can be used to introduce a Bible story.

(For this story you will only need one owl puppet and one beaver puppet. You can talk for both puppets by changing your voice and having one puppet on each hand, or you can have helpers work the puppets.)
Live Together in Peace
(Puppet play)

Teacher: “One day Mr. Snowy Owl was sitting in his tree looking around the forest when he noticed Billy Beaver flapping his tail in the beaver pond like he was really upset.

Owl: “Good morning Billy Beaver.”
Beaver: “What’s good about it.”
Owl: “You sound very upset, Billy.”
Beaver: “You would be upset, too, if you were me!”
Owl: “What happened?”
Beaver: “Oh, Charlie Beaver was stealing sticks from my beaver dam to build his own house. I told him if he didn’t stop it, I would take a bite out of his floppy little tail!”
Owl: “Hum. . . Billy, how many years have you been building and repairing your beaver house?”
Beaver: “Oh, I guess I have been doing it ever since my daddy taught me, when I was just little. I guess it’s been about 8 years. Why did you ask?”
Owl: “Charlie is only two years old. Do you think maybe he could use some help? Maybe if you helped him instead of fighting, you could become friends. Then Charlie would stop stealing your sticks. You are a good builder and could teach him a lot.”
Beaver: “Well, I guess I never thought of it that way. I could give it a try. I really don’t want to take a bite out of his floppy little tail anyway. And it would be nice to be friends with my neighbors.”
Owl: “That sounds like a very good idea, Billy. I hope things turn out good for you.”

THE END

This is a short story to get the children’s attention and to introduce the Bible story of Isaac in Genesis 26, where the Philistines claimed three of Isaac’s wells. Isaac and his men had to move away and dig another well so they would have water for their family and animals. Isaac chose not to fight but to live at peace with his neighbors.
3. Teaching with People Puppets

When you teach stories of real people in the Bible and you want to use puppets, don’t use animal puppets to replace a person. Use a people puppet to illustrate a person so the children will not be confused but understand that this is a true story of a real person who lived in Bible times.

The following puppet play requires two people and a boy and girl puppet. Use pictures of a circle that is half dark and half light, sun, moon, stars and plant life. Have a bag of animals such as birds, fish and bears or other kinds of animals to use as you tell your story.

You may want to use a puppet house to hide the boy and girl, but that is up to you.

GOD IN CREATION
Taken from Genesis Chapters 1 & 2

This lesson has been prepared for 6 to 12 year olds.

Supplies include a boy and a girl puppet, named Adam and Eve. The two puppets enter the puppet house. The teacher is outside of the puppet house and looks at the puppets when she speaks.

Teacher: “Well, good morning.”

Adam: “Hi, who are you?”

Teacher: “I’m (Your name_________) and these are the kids from our class. And who are you?”

Adam: “I’m Adam.”

Eve: “And I’m Eve.”

Teacher: “Really! Are you the Adam and Eve from the Bible?”

Eve: “The Bible? What’s the Bible?”

Teacher: (Hold up your Bible.) “The Bible is a book that is God’s story. It tells us all about God and how He uses His power to do many wonderful things. The first thing we learn about God is how He made our world and Adam and Eve are part of that story.

Adam: “We’ve never heard that story! Could you tell it to us?”
Teacher: “I’d be glad to. It all started one day when God decided it was the right time to make the world. He made heaven and the earth, but it took Him six days to do it. At first everything was very dark. The first thing God said was, ‘Let there be light!’” (Hold up a circle that is half dark and half light). God didn’t want the world to be dark all the time so He separated the light from the darkness. He called the light ‘day’ and the darkness was called ‘night’. That was the first day. When God looked at it He saw that it was good.”

Eve: “Wow, do you mean that God could just speak and the light was there, just that fast?”

Teacher: “That’s right, Eve. God had everything planned out ahead of time, and when he spoke the word, it happened just as He said it would.”

Adam: “What happened next?”

Teacher: “At first the world was covered with water, so the next thing God did was separate the water. He put air between the water in the clouds and the water on the earth. He called the water on the earth sea and the clouds in the air were called sky. “On the third day God said, ‘Let the waters on the earth be gathered in one place and let dry ground come up’ and it happened just like God said. When God looked at it, He saw that it was good. Next He said, “Let the land grow fruit trees and flowers of every kind, and grass, bushes and vegetables.” It happened just as God said it should.” (Show pictures of these things.)

Eve: “You mean God made peaches, bananas and blueberries?”

Teacher: “Yes he did, Eve.”

Adam: “Eve, quit interrupting! I want to hear the rest of the story!”

Teacher: “Well, on the fourth day, God said, “Let the lights in the sky appear to separate the day from the night. And that’s just what happened.” (Show a picture of the sun, moon and stars.) “Did you know that God even gave each star a name? To this very day God keeps the sun in the sky to make our days bright and to warm the earth. The moon and stars shine at night to give us light at night. Everything God made was just perfect.”

Adam: “Do you mean to tell me that God never, ever messed up? And that He did everything right the first time He tried?”

Teacher: “Yes, He sure did. He could do that because He was perfect. God has never even made one mistake! But that’s not the entire story. On the fifth day, God made the birds of the air and the fish of the sea.” (Show pictures or objects of birds and sea creatures.)

Eve: “Did God make the sharks and alligators too?”
Teacher: “Yes, God made those too.”

Adam: “I thought you said that Eve and I were in this story, too.”

Teacher: “Well, I was just coming to that! When God saw everything that He had made, He saw that it was good. On the sixth day the Bible says God made all the animals that live on the land.” (Have a bag with a variety of animals. Ask the children to name them as you take them out of the box.)

“When He finished making the animals, God made man from the dust of the earth in His own image. God breathed into man and he became alive. He called the first man Adam. Then He made Adam go to sleep. God took a rib from Adam and made a woman. God brought the woman to Adam and she became his wife. Adam named her Eve.”

Eve: “That is a wonderful story. Just think! I’m named after the very first woman in the Bible!”

Teacher: “That’s right Eve. And Adam is named after the first man. Did you know that God is still making people? God made everyone of these boys and girls just the way they are, with just the right color of hair and eyes. Every person is very special to God. God never goes away and forgets about us. He still takes care of us by sending the sunshine and rain to grow food for us.”

Adam: “Thank you for telling us how God made our wonderful world. He sure did a good job.”

Teacher: “Yes, Adam, He sure did.”

THE END.

This puppet play could also be done as a skit by using children in place of puppets. Make sure your helpers have a copy of the script so the story goes better. When children are helping, it is important to go over the play two or three times before performing for the class.

For this teaching time, write out Jeremiah 32:17, “Ah, Sovereign LORD, You have made the heavens and the earth by your power and outstretched arm. Nothing is too hard for you!” Add some creation pictures like clouds and the ground with some animals. This will help to make the verse attractive.

Read the verse with the children and explain that Sovereign means the most powerful ruler. Only God could create such a beautiful world.

Some songs that would work well with this lesson are:

“Ah, Lord God”

“If I Were a Butterfly”

“Jesus Loves Me”

Have the children review the key verse again (Jeremiah 32:17), and give them a chance to say it without help, if they choose.
MAKING OR BUYING YOUR OWN PUPPETS:

If you want to make your own Bible puppets there are some patterns provided on the following pages.

For ready-made puppets you can go to Internet explorer /Google /type in hand puppets /Bible puppets. These Bible puppets are made and ready to use.

For more information:


or

check our “Resources For Teaching Materials.” (pages 101-104)
1. **Paper Bag Puppets**

There are many different ways to make puppets. Children have great imaginations and a little visual aid can really help to keep their attention. Your puppet doesn’t have to be complicated. You can go into as much detail as you want. If you want to make this owl you may want to add feathers, etc. the children will love it. This is also a good craft that they can make. All you will need is a paper bag, construction paper, scissors, glue and coloured markers.

Above are a variety of paper bag puppets to give you some ideas of what you can make. For more information search the internet for “paper bag puppets”.
2. Sock Puppets

Another type of puppet is the sock puppet. You will need a pair of adult size socks, a craft glue gun, different colors of felt, craft eyes or buttons for eyes, scissors, yarn, ribbon and some fur or fake hair if you want. It is best to sew the mouth piece into the sock mouth opening.

Your imagination is the limit! A little pompom makes a great nose. Buttons can be used for eyes. A piece of red felt can be cut in the shape of a U for tongue and glued inside of the mouth. If you have a girl puppet, you can add a little ribbon to the hair. With yarn you can make braids and have them come down on the sides of the face as well. HAVE FUN! Your imagination is a great gift from God. Use it to honor God. Children can also make this as a craft.

A sock puppet may take a little more time to make than the paper bag puppet but it will last longer. Children love to have their puppets sing along with them or say the Bible verse with them.
3. STUFFED ANIMAL PUPPETS

A great place to get inexpensive stuffed animal puppets is at a garage sale or a second hand store. If you can’t find the puppet you want, you can make your own puppet from a stuffed animal. Just open it up in the back and take out some of the stuffing. Remove just enough so your hand can fit in comfortably. Insert a glove and sew the opening of the glove to the opening of the animal so the remaining stuffing will stay in the animal. This will allow you to insert your hand and work the puppet the way you want.

4. PEOPLE PUPPETS

Some people use dolls as puppets or they make their own big mouth puppets. Big mouth puppet patterns can be found on pages 89-93. These patterns will make it possible for you to make your own puppets. Just change the color of skin, hair or costume and you will have a totally different character. Here are just a few ideas. Be creative.
ANIMAL HAND PUPPET

PATTERNS

Completed Kangaroo Puppet
Pattern on pages 82-85
Supplies Needed to Make Kangaroo Puppet

¼ meter of brown felt for body
1 8”x10” piece of pink felt for mouth, ears, hands and pocket
12 inches of brown or black yarn for hair
3 pompoms for the eyes and nose
One small piece of red felt for the tongue
Two craft eyes or 2” square felt of colors black, white and red.
Glue gun and glue sticks

You can use this pattern for other animal puppets by just changing the pattern of the ears to look like the animal you want. You may also want to change the hands to look like hooves. This is a great puppet to use for quizzes – just put the written questions in the puppet’s pocket. Have fun!

Instructions: (Turn back to picture on page 81 to see how puppet will look)

1. **The Ears:**
   Place pink and one brown felt ear together and sew it on dotted line, then turn it inside out. Place ears on the front of the head with the pink side down. Stitch the ears in place between E and F.

2. **Hair:**
   Place about twelve pieces of 1 ½ inch lengths of yarn along the top front of the head and glue or sew them down between G and H.

3. **Mouth:**
   Place the top of the pink mouth on top of the front of the head. Then sew it together on dotted line from A to B. Place the bottom of the mouth on the puppet front and sew them together along dotted line from C to D.

4. **Arms:**
   Place the dotted line of the hand in between K and L of the felt arm, with one felt arm on each side of the hand. Sew the arm along the dotted line. Next, place the arm onto the puppet front, between I and J, with the arm and hand facing each other. Stitch them into place.

5. **Pocket:**
   Place the pink pocket onto the puppet front. Sew only the sides and bottom.

6. **Puppet Back:**
   Make sure the ears, hair, mouth and arms are all laying in place and facing in. Then lay the puppet back on top and sew it together from M to N. Turn inside out from the bottom.

7. **Eyes and Nose:**
   Glue pompom’s on the X’s of the face. Place eyes on the front of eye pompoms with the bottom of the eyes touching the face.

8. **Tongue:**
   Glue along dotted line and place it inside the pink mouth.

Enjoy Using Your Puppet!
Animal
Puppet Front
Cut 1 brown

Attach pocket here for Kangaroo

Lengthen body by 4 inches
TEACHING THROUGH THE USE OF PUPPETS

Puppet Mouth

1. Cut 1 pink
2. Place hand into the sleeve
3. Sew to the side of the body
4. Cut 4 brown

Tongue

1. Cut 1 red
2. Glue here

Chin

B

A

Arm

1. Eye
2. Cheek

Place here
Variations for Animal Puppets

- Horse puppet
- Mouse puppet
- Dog puppet
- Bear puppet
- Cow puppet
- Sheep puppet
BOY & GIRL

PUPPET PATTERNS
Instructions for Making Boy and Girl Puppet

Supplies Needed:

- ¼ meter of black, tan or white felt for the body- use whatever skin color you want.
- 1 – 6x6 inch (15.25 x 15.25 cm) pink felt for the mouth
- Yarn or fake fur for the hair
- 3 white 1 inch (2.5 cm) pompoms for the eyes and nose
- 2 craft eyes about 1 inch (2.5 cm) in diameter, or black and white felt to make your own eyes.
- 1 small red felt
- Glue gun and glue sticks

Instructions for Sewing:

1. **Mouth:**
   Glue the tongue in the mouth, then sew the top of the mouth to the bottom of the face between C and D. Then sew the bottom of the mouth to the top of the bottom front between A and B. Turn the face inside out.

2. **The Arms and Hands:**
   Sew 2 arm pieces together on the sides only. Then turn it inside out. Insert the wrist of the hand into the sleeve and sew along dotted line. After doing both arms, lay them on the front of the body between K and L, with the hands facing each other and sew them on the dotted line.

3. **Ears:**
   If you do not have the hair covering the side of the face you may want to add ears. Place them on the face where it says, sew ears here.

4. **Puppet Back:**
   Lay the back of the body on top of the front and sew it from the bottom of E and up around the top of the head down to F. Turn the puppet inside-out.

5. **Eyes and Nose:**
   Glue the pompoms on the X’s of the face. Then glue the craft eyes on the front of the pompoms so the bottom of the eye circle touched the face. The eyes should be facing the nose, not the sky. This way the eyes will look at the children when you use your puppet.

6. **Clothes:**
   You can make clothes from felt by using the body pattern back and front between F, E, G, H and making the arms the same color.

7. **Hair:**
   You can use fake fur or yarn to create your favorite hairstyle and then glue it onto the top and back of the head.

   Let your puppet be a good role model in the way he/she acts, always showing respect.

**Enjoy Your Puppet!**
Boy and Girl
Puppet Front

Under the chin

Sew arm here

Bottom
Lengthen body by 4 inches
Boy and Girl
Puppet back

Bottom
Lengthen body by 4 inches
Boy and Girl
Puppet Face
(Cut one)

Top
Add hair or
hat here

Eye
X

Eye
X

Fold

Nose
X

White
Eye
Cut 2

Eye brow
Cut 2

Ear
Cut 2
In Chapter Three we learned that Jesus taught the people in many different ways. We also teach our children and youth in different ways. Playing games is another way of teaching. In the following pages we have listed some game ideas that can be used to help children learn to interact with each other in positive and fun ways.

You will want to refer to Chapter Four (pages 28-37) to see which games work best for a specific age group. Teachers need to be actively involved in the game activities, if possible. Children love to see their teachers playing and having fun, too. Playing together helps us get to know one another better. The games and activities should be timed according to the students’ attention span and ability. Usually 8-10 minutes is long enough for a game.

**FOLLOW THE LEADER - - - (ages 3-9)**

Have the children line up behind one another. Choose one child to be the leader. As the children walk, they need to copy whatever the leader (the first in line) does. The leader can pretend to be an animal they are familiar with, such as a dog, cat, bird, etc. Some other things the leader can do are exercises such as jumping around the circle, crawling, crossing over their legs while walking (scissor-steps), walking backwards, etc. This activity should be geared to the child’s ability.

**HIDE AND SEEK - - - (ages 3-6)**

Be creative! If you have only one room, put blankets over chairs and tables for hiding places. Let the children take turns finding their friends. Teachers need to join in the game or help the younger children hide. For this game the children need safe boundaries. Don’t play this game outside where children may run into the street. If your space is very small, another way this game could be played would be to hide stuffed animals around the room and let the children find them.

**PUZZLES - - - (ages 3-6)**

Some children enjoy puzzles. Puzzles for this age should have large pieces with only ten to twenty pieces. If your room is big enough, have one area for puzzles.

**COLOURING - - - (ages 3-6)**

It is good to have a picture for the child to colour that goes with the Bible lesson. The student can take the picture home with them. At this age the child’s finger coordination will be limited but some will enjoy coloring. You will need to choose what is appropriate for your group. Caution: Using colouring for the activity for every class time will not hold the child’s interest. Variety is important.
A good way to divide teams is to number them off one, two, three and four. All the kids with the same number are on one team. This works better than having children choose who they want on their team. There are usually children who feel left out or unwanted when teams are divided by letting the children choose.

1. **Water Balloon Volleyball** (Outdoor game)

   Supplies needed: Volleyball net attached to poles or trees
   Water balloons filled with water
   One large towel for every **two** children

   Children pair up in twos, each holding two corners of the towel. One pair of children will have the water-filled balloon on their towel. When the whistle blows the game begins. The pair with the balloon tosses the balloon over the net to the other side. The other team tries to catch the balloon in their towel and then tosses it back. If they miss catching the balloon then the team that threw the balloon gets a point. If the balloon breaks, get another water-filled balloon, and continue playing until all the balloons are used up. This is a great game for children and adults to play together, especially on a hot day.

2. **Balloon Basketball**

   Supplies needed: One balloon for each child
   One 4’ to 5’ ladder
   One large box
   Masking Tape

   With the masking tape, mark off the floor with four lines in the shape of an eight foot square. Put the ladder in the middle of the square with the box on top. Divide the children into four teams. Each team lines up behind a different line. When the whistle blows the first child from each team begins to toss their balloon in the air, trying to get it into the box. When they do get the balloon in the box, then the second team member does the same with their balloon. The first team to get all their balloons in the box wins 100 points. The team to finish second receives 75 points. Third place gets 50 points and fourth place is awarded 25 points. Praise the children for playing well.

3. **Ankle Balloons**

   Supplies needed: A 20” piece of string
   One blown up balloon for each child

   Each child needs to tie one end of the string to the balloon and the other end of the string to his ankle. When everyone is ready, blow the whistle to begin the game. The object of this game is to step on and pop someone’s balloon while moving around the room so no one will step on yours. The last person to have an unpopped balloon on his ankle is the winner. You can make this game a team competition by dividing into teams with each team competing with a different colored balloon. Time this
game for five minutes. When the whistle blows the game is over and the team with the most balloons unpopped is the winner. (Warning: Be sure the string is long enough so a person trying to pop the balloon will not step on someone’s ankle instead of the balloon.)

4. Balloon Hoop Race (ages 13-18)

Supplies needed: Three Hula-Hoops – connected to each other, one under the other.

One balloon for each child

Hang the top hula-hoop from the ceiling. Divide the children into teams. Each child has one balloon. Mark a line and have the children line up behind the line. When the whistle blows, the first child on each team starts tossing his balloon and tries to get his balloon through each of the three hoops. Once he does that he returns to his team at the end of the line and the next team member repeats the same thing. The first team to get all their balloons through all three hoops is the winning team. You could make this a point game.

RELAY GAMES - - - (age 9-18)

1. Cup and Water Relay

Supplies needed: One cup for each child on each team

Water for the cup of the first person on each team

Divide the children into teams. Each team forms a line. Mark the starting place. When the whistle blows, the first one in line on each team will start out with a full cup of water and walk to the other side of the room (or to the place you marked). He then returns back to his team and pours the water into the next team member’s cup and goes to the back of the line. Each team member repeats this until everyone finishes. The team with the most water in their cup wins that game. If you want to keep score, first place receives 100 points, second place wins 75 points, third place gets 50, and fourth place is awarded 25 points.

2. Ball Bouncing Relay

Follow the rules for the Cup and Water Relay game, only this time use a ball to bounce and pass to your team member.

There are many ways to have relay games such as rolling a tire through a planned path, around trees and back to the starting point. Use your imagination and come up with some of your own ideas.
ANIMAL HUNT (Ages 12-18)

Supplies needed: Cards with the *scrambled* name of an animal on each one.
Picture of each animal with a *scrambled* name on a card.

This is a good game to go along with the creation story. You will need cards with the name of an animal on them, but the letters are scrambled, such as ‘rabbit’ might read ‘bitabr’. You will also need a picture of that animal. Have a different animal’s name for each player.

The only person who knows the name of their animal is the person who is holding the card. The other children have to figure out what it is. The first person to guess what it is can then take the card but he must also look for the picture of that animal which is hidden in the room. You can tape pictures on the wall, backs of chairs, under the chair seat or on someone’s back. The object of the game is for each person to see how many cards and matching pictures they can find.

OUTDOOR BIBLE SCAVENGER HUNT

Each team will need a Bible. The leader will have a list of verses to look up in the Bible. In each verse there is at least one or more objects that the team needs to find and bring back to the leader. Divide the group into at least two teams.

<table>
<thead>
<tr>
<th>Verses:</th>
<th>Objects to find:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psalm 1:3</td>
<td>Tree, leaf, and water</td>
</tr>
<tr>
<td>Proverbs 16:31</td>
<td>Grey hair</td>
</tr>
<tr>
<td>1 Peter 1:24</td>
<td>Grass</td>
</tr>
<tr>
<td>Genesis 2:7</td>
<td>Dirt</td>
</tr>
<tr>
<td>Matthew 7:24</td>
<td>Rock</td>
</tr>
<tr>
<td>Luke 15:22</td>
<td>Ring</td>
</tr>
<tr>
<td>John 12:24</td>
<td>Seed</td>
</tr>
<tr>
<td>John 15:5</td>
<td>Branch</td>
</tr>
<tr>
<td>Genesis 19:26</td>
<td>Salt</td>
</tr>
<tr>
<td>Psalm 91:4</td>
<td>Feathers</td>
</tr>
</tbody>
</table>

If you use this list, do not give the leaders the list of objects to find, just give them the verses. The list of objects are given to you as an example. The team finding the most objects first is the winning team.
LESSON REVIEW GAMES

1. **Using a Kangaroo Puppet**

   If you have a kangaroo puppet with a pocket on the front of her, you can use her during a review time. Write the questions on pieces of paper and put them in her pocket. Pull out one paper at a time and read it to the class. See whether the boys or the girls can answer the most questions correctly.

2. **Tic-Tac-Toe**

   Supplies needed: A chalk board or a white board
   - Chalk or markers
   - A chalk board or a white board
   - Chalk or markers

   Divide the children into two teams. One team is X, and the other team is O. Take turns asking each team a question taken from the Bible Story or from the verse they are learning. If the X’s cannot answer the question then the O’s team gets a chance. If neither team can answer, the teacher gives the answer and then proceeds to the next question. Whichever team answers correctly, gets to put an X or O on the game board.

3. **The Fox and Rabbit Hunt:**

   Supplies needed: - A one meter square board covered with flannel or felt
   - Velcro
   - Black marker
   - Glue gun
   - Photocopy of five each of tree, rock & tree stump
   - Photocopy of two rabbits (each a different colour)
   - Three photocopies of a fox

   All the needed pictures to copy can be found on page 100. With your glue gun put a small one centimeter square of velcro on the back of each object (tree, stump and rock) so it will stick to the board. Glue one fox on the back of one stump, another fox on the back of one rock and the third fox on the back of one tree. The rest of the objects (trees, stumps and rocks) will have a number on the back, 10, 20, 30 or 40. **On the front** of each of the objects is a letter A, B, C, etc. **Behind** each object there are either the numbers or a fox face.

   Divide your group into two teams. One team is the Brown Rabbit
   - One team is Black/White Rabbit.

   The teacher will read a review question from the Bible lesson or verse to the group. The first to raise his hand gets to answer the question. If his answer is correct he gets to choose a tree, rock or stump, and the teacher will turn it over to see what is behind it. If the child picks an object with a number, his team gets that many points. However, if there is a fox behind the object the fox eats the points and the team receives no points for that question. That is then the end of that person’s turn. The leader can then read the next question.

   Questions should be short and simple and taken from the lesson students have just heard or the Bible verse they are learning. The game should last no longer than ten minutes.
The book, *Teaching with Bible Games*, is a great resource book for review games. Information for this book can be found under “Resources For Visual Aids Teaching Materials,” on page 101. You will also find some ideas in Chapter Seven entitled *Fun and Games* (page 65).
Resources For Teaching Materials

1. **Excellent Bible Story pictures**: (10x13)
   This series has approximately 190 lessons through the whole Bible.
   
   A Beka Book  
   P.O. Box 19100  
   Pensacola, Florida 32523-9100  
   USA  
   Each set has 3 to 7 lessons and each set ranges from about $15 to $20.

2. **The Visualized Bible series catalog**:
   These are 8 ½ x 11 pictured lesson books. Each book has four lessons in it.
   
   Bible Visuals, Inc.  
   Box Z  
   Akron, PA 17501-0153  
   U.S.A.

3. **Puppet Patterns**:
   If you have internet you may find the following information helpful.
   
   [http://www.puppetpatterns.com/printcatalog.htm](http://www.puppetpatterns.com/printcatalog.htm)
   
   Patterns run from $3.00 to $12.00 each. They have Talking puppets/ Large hand puppets/ Easy hand puppets/ Finger puppets.
   
   Puppet Patterns  
   319 White Road,  
   Bowdoinham, Maine 04008  
   U.S.A

4. **Puppets**:
   Internet explorer / Google / type in Hand Puppets / Bible puppets.
   These Bible puppets are already made and cost about $25.00 each.

5. **Folkmanis Puppets**:
   For a variety of some excellent hand animal puppets go to [www.folksmanis.com](http://www.folksmanis.com)
   These range in price from about $25.00 to $35.00.
6. Games:

*Book - Teaching with Bible Games by Ed Dunlop
Meriwether Publishing Ltd.
Colorado Springs, Colorado

This can be purchased or ordered by your local Christian book store. This book contains twenty games designed to make Christian education fun, by reviewing the lessons you have taught, in a fun and exciting way. It includes patterns and instructions for all games. The cost is about $20.00. This book includes 50 pages of Bible lesson questions.

*Two by Two Bible Animal Match-up For preschool, ages 3 and up. Cost about $15.00
Can be bought or ordered from your local Christian book store or from the internet:

*WWJD Game for Teens and up. Cost is about $40.00
This is a board game with a spiritual guide, with 600 questions.

*Bible Trivia” ages 7 and up. Cost $18.99
For information go to www.cadaco.com

*“Family Board Game” The Gospel of John. Cost is $13.99

7. Object Lessons:

1. 52 Object Lessons
   Available from Native Bible Centre, Toll-Free 1..866.70TRIBE (708.7423)
   nbc@interactministries.org Cost is $5.00

2. 6 - Minute Messages For Children 52 New Children’s Lessons for Any Occasion.
   By Donald Hinchey. Publisher: Group Publishing, Inc. Dept. BK, Box 481
   Loveland, Colorado, 80539. USA Cost is about $21.50.

8. For information on what all is available, go to:

   www.christianbook.com
   Sunday School curriculum
   Video’s and music
   Bible story books
   Veggie Tales
   Individual small books for Preschool like “Arch” books
   Puzzles
   Sticker packs, posters, wall banners etc.
They have sale prices from time to time on different items as well.
9. Websites to check out for Bible lessons, Sunday school material, crafts, Bible crafts, etc.
   www.ebibleteacher.com
   www.children.calvarychapel.com
   www.daniellesplace.com
   www.kidssundayschool.com
   www.raindrop.org  Go to ‘Rug Rats’ for lots of kids
   www.teachsundayschool.com  On this website you can sign up for emails to be sent with
                                Bible games and craft ideas.

10. If you are looking for: fabulous **illustrated Bible stories, stories of children around the world, attractive visualized songs, materials for 5-day Clubs, “Wordless Book Visualized’ on the plan of salvation, children’s tract or follow up lessons for children who are new believers:

    Child Evangelism Fellowship of B.C.
    #202, 17619 th Ave.
    Surrey, B.C.  V4N 4A9
    Toll Free Phone:1-877-581-8242   Or 604-581-8242
    Fax: 604-582-0491
    e-mail: info@cef.com   Or www.cefonline.com.
    To see products: cefpress.com

11. **Path Finders** by Ellen Hooge.
    Phone: 403-241-5696
    66 Rocky Ridge Circle
    NW Calgary, AB T3G 4P2

    Ellen has written two books. The first one is for Cree children. She has used young Cree artists to illustrate her book.

    1. **A Mighty Warrior** is beautifully illustrated by Plains Cree children and draws on Plains Cree history to teach amazing truths of Ephesians six. Children will learn about God’s spiritual armor through the lives of historical heroes. Plains Cree culture is also shared through the adventures of a boy named Yellow Wolf. There are ten lessons.

    2. **Writing on Stone** are stories written and illustrated by Blackfoot Christians who want readers of all nations to enjoy the richness of their culture and the greatness of God. For example, in southern Alberta there is a place called Aisinaipi, “It is written.” They believed a moral code was written there to help their people learn to treat each other with respect. Unfortunately, time has erased much of the meaning of these stone writings. Ellen Hooge includes God’s 10 Commandments which were also written on stone and have the power to guide our lives.
12. Great places for **craft ideas:**

ORIENTAL TRADING COMPANY  
P.O. Box 2308  
Omaha, NE 68103-2308  
USA  
Toll-Free number: 800-348-6483  
International orders: 402-331-6800  
International Fax 402-596-2364  

ALSO

www.daniellesplace.com  
www.thriftyfun.com  
www.sundayschoolcrafts.com

13. **Bible verses set to music:**

Check on [www.christianbook.com](http://www.christianbook.com) for:

2. “60 Bible Verses that Rock the world” by Hendrickson Worship. Price $20.97
Resource Books Used in *TEACHING THE NEXT GENERATION*


2. *Six Minute messages for Children*, by Donald Hinchey. Published by ‘Group’


TEACHING THE NEXT GENERATION
FINAL TEST

1. Why does God put value on us and on our children? ____________________________________________________________________________

2. According to Psalm 139, what five things does God know about us?
   1) ____________________________________________________________________________
   2) ____________________________________________________________________________
   3) ____________________________________________________________________________
   4) ____________________________________________________________________________
   5) ____________________________________________________________________________

3. As a teacher, what are the six steps you can use to lead someone else to God?
   (Include Bible verses).
   1) ____________________________________________________________________________
   2) ____________________________________________________________________________
   3) ____________________________________________________________________________
   4) ____________________________________________________________________________
   5) ____________________________________________________________________________
   6) ____________________________________________________________________________
4. In this book we learned that keys can lock or unlock doors. What four keys can we use to unlock the doors to help children learn?

1) ____________________________  3) ____________________________
2) ____________________________  4) ____________________________

5. When we teach children and youth, why is love and respect so important?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

6. Jesus is our great example of how to live life. He was here on earth to bring people to God and to teach them how to live. What impressed you as you looked at the way Jesus lived and the way He taught?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

7. Children will remember up to 90% of what we are teaching when they do which of the following things? Circle the correct answers.

- when they listen  - when they are sleeping  - when they are saying a verse with you
- when they are doing a craft   - when they are watching a puppet show   - when they are fighting
- when they are singing a song about the story  - when they are acting out the story

8. It is important to teach in a variety of ways because children learn differently. What are six different ways children and youth learn?

1) ____________________________  4) ____________________________
2) ____________________________  5) ____________________________
3) ____________________________  6) ____________________________

9. Why is it so important to understand how each age group is developing, especially in their attention span?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
10. According to Matthew 7:12, what was the “Golden Rule” that Jesus taught the people while He lived here on earth.

________________________________________________________________________________________

________________________________________________________________________________________

Why is this so important for us, as teachers? __________________________________________________________________________

________________________________________________________________________________________

11. List ways that you can prepare yourself to teach a Bible lesson so it won’t be so stressful:

   ❖ ____________________________________________________________________________________

   ____________________________________________________________________________________

   ❖ ____________________________________________________________________________________

   ____________________________________________________________________________________

   ❖ ____________________________________________________________________________________

12. Complete the assignment on page 59 and send it in with this test.

13. Illustrate a Bible verse that you would like your children to learn, using pictures and words. Send it in with the test.

14. Make one or more puppets from the ideas found in Chapter Nine. Tell us what you have made or send us a picture of what you have created.

15. Write your own puppet play or write a skit that you would do with a youth group. Send us a copy.

If you have any ideas of how we could make this book more helpful, please let us know your thoughts and ideas.
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<thead>
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<th>QUANTITY</th>
<th>CHRONOLOGICAL COURSES</th>
<th>PRICE</th>
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<td>PASS IT ON</td>
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<td>WOMEN SERVING THE LORD</td>
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<td></td>
<td>FAMILY LIFE (3 CD’S)</td>
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<td>FAMILY LIFE (WORKBOOK)</td>
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<td>FIRST CORINTHIANS (5 CD’S)</td>
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<td>TRAINING LEADERS THROUGH T.R.I.B.E. (Study Leader Guide)</td>
<td>$ 5.00</td>
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<tr>
<td></td>
<td>WHICH WAY (Evangelistic 4-Lesson Course) Non-Credit</td>
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<tr>
<td></td>
<td>52 OBJECT LESSONS (Use Objects to Teach God’s Truth)</td>
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POSTAGE AND HANDLING will be added
TOTAL
PAY BY CHEQUE OR POSTAL MONEY ORDER (see info above)

NATIVE BIBLE CENTRE – May 2010
TEACHING THE NEXT GENERATION 111