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A Basic Course for Sunday School Teacher Training

Rebecca Wang

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by

Rebecca Wang

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Allen C. Adell
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A BASIC COURSE FOR SUNDAY SCHOOL TEACHER TRAINING

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This project is dedicated to my loving mother,
Who has helped me shape
 my personality,
 my devotional life, and
Who has influenced me most, and
 is now in Heaven with
 Our Lord Jesus.

A Basic Course for Sunday School Teacher Training

Introduction

Teaching has never been easy. There is no formula for instant teaching success. It takes time, energy, patience, work and prayer. But, teaching can be a exciting and satisfying experience, if the teacher knows what to teach and how to do it effectively.

There are many specific steps and techniques which teachers can employ that will lead to more effective teaching. This project is a attempt to identify and systematize some of the basic elements of teaching and learning in the church. We can not cover everything, but we can uncover some of the essential ingredients to effective teaching.

Teacher training has long been beyond the reach of Taiwan's church, for lacking of adequate teaching personnel and material. Now here is a tool which designed for use on the local level. This material can be used with good success by Pastor, Sunday school Superintendent, and others willing to spend a reasonable amount of time and effort in preparation. One of its greatest uses will be to challenge prospective teachers, enlist them in the work of the Sunday school and train them for that most important ministry.

How to use this course

This project basically is designed for someone who will teach this course in teacher training camp, and who will be given the challenge

to present these tools in such an attractive way that the students - the Sunday school teachers and prospective Sunday school teachers - will want to pick them up and use them. Therefore, ones teaching methods, visual teaching aids, attitudes, and classroom atomosphere will show the students more about teaching than it can be possibly say. One must shows how various teaching methods may be used by the way the teacher use these methods in the class sessions. When using visual teaching aids, the teacher is showing the importance of visual aids and their effective-ness. Seek to be an example to the students, not in perfection, but in diligent preparation and enthusiantic presentation.

Follow the course outline that applies to a situation or read through the course and select for each session only those areas that apply to the needs and interests of the class members. If the students are interested in teaching kindergartners, for example, the teacher would spend time discussing how to tell a story effectively, how to use puppets, learning center, and how to lead a youngster to worship instead of discussing the lecture, panel discussing or dabates.

The ideas of filmstrip in Lesson Two are brrowed from Moody Bible Institute and it has been made to meet the specific need in Taiwan's church.

Open the class with prayer, close in prayer.

LESSON ONE INTRODUCTION TO CHRISTIAN TEACHING

A. LESSON OUTLINE

OBJECTIVE

Upon completion of this lesson, the student will be able to:

1. Define Christian teaching
2. State the example of Christ in teaching
3. Identify of good teaching

CLASS SCHEDULE

1. Getting acquainted (30 minutes)
2. Course introduction (20 minutes)
3. Break (10 minutes)
4. Lecture (30 minutes)
5. Discussion (30 minutes)

LECTURE OUTLINE

1. What is Christian teaching
 - (1) Introduction of Christian teaching
 - (2) The example of Christ in teaching
2. What is good teaching
 - (1) Teaching is a science to be learned
 - (2) Plan conditions for good teaching and learning

SUGGESTION FOR LESSON TEACHING

1. Teaching methods

- (1) Open the session by welcoming the teachers and prospective teachers. Ask them to write down their name, their church, their educational background, their interest, their expectation from this training program ... etc..
- (2) Call attention to the entire lessons outline that you have written on the chalk board or on a chart. Discuss briefly. Then go into the material you have prepared for this first lesson.
- (3) Lecture
- (4) Discussion. Divide the class into small groups. Give 15 or 20 minutes for each group to discuss outstanding teachers each group member has known. Ask one person in each group to list the reason each teacher was outstanding and report to the total class when the class comes back together.

2. Visual Aids

- (1) Chalk board. List the lecture main points.
- (2) Handout sheet on CLASS SCHEDULE and LECTURE OUTLINE.

3. Assignments

- (1) Turn in a written assignment on "your own definition of teaching".
- (2) Prepare a concise statement specifically answering the questions, "Why do I want to teach in Church?"

- (3) Study the teaching ministry of Christ in John 6. List at least five specific lessons to be learned from it.

B. WHAT IS CHRISTIAN TEACHING

(1) Introduction of Christian teaching

"Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit, teaching them to observe all that I commanded you." (Matthew 28:19,20)

Teaching has always been a predominant role in God's redemptive plan. But in many ways Christian teaching is no different from any other kind of teaching. Many of the techniques used by Christian teachers are identical with the procedures used by non-Christian teachers. However the crucial difference is the added dimension of the supernatural. The fact that Christian teaching is God-centered affects its motivation, its ethics, its objectives. And the acceptance of God's revealed truth as the basic of the Christian teacher's curriculum provides a groundwork which is again a distinctive of Christian teaching.

The focus of Christian teaching

The focus of Christian teaching is on the individual and his needs in relation to Jesus Christ. Christian teaching helps to provide for the continued ministry of the Holy Spirit in the life of the believer.

The definition of Christian teaching

Christian teaching is a process by which the Holy Spirit works through the media of the Scriptures, related materials and Christian leadership to lead the individual into the experience of the new birth, to a life of maturity in Christ and to equip him to render effective service in the will of God.

(2) The example of Christ in teaching

Here is an area in which the Christian teacher differs markedly from the secular. The secular teacher is usually dependent entirely upon himself. The Christian has an additional power which comes directly from the risen Lord, Christ Himself, and we have this power manifested in His own example of teaching ministry.

He taught with clarity

There was no misunderstanding our Lord's teaching. He used parables and practical illustrations to present His message clearly.

He taught with authority

The new Testament indicates that Christ taught "as one having authority", and "Never man speak like this man". He spoke as the representative of God.

He taught with variety

Our Lord used almost every imaginable type of teaching technique to facilitate the process of communication. He was a master in the art of maintaining interest.

He taught with discernible results

Study carefully the call of the disciples as recorded in Mark 1:16-39. Here is a graphic picture of Christ reaching people and making them into disciples.

He found them. They were ordinary men, doing ordinary things, and He went where they were in order to change their lives.

He called them. He deliberately commanded their attention by saying: come and follow me, and I will make you become fishers of men."

He taught them. For three years they were at His side constantly observing the miracles, listening to the teaching, being personally counseled.

He showed them. By looking Him they were able to observe the marks of quality which should characterize their own work.

He sent them. No Sunday school class is an end in itself. It is a means toward the growth of Christians and the development of workers to accomplish the work of Christ.

In the Christian context, teaching is the communication of the living Word, Christ; from the written Word, the Bible; through the

spoken word of the teacher. It includes both a sense of gift and of call. Its effective outworking calls for both training and thought preparation.

C. WHAT IS GOOD TEACHING

There are many different approaches to teaching and to learning. Some emphasize the content to be studied. Others emphasize the learning experience itself. Others emphasize the importance of learners. And, of course, some put the greatest emphasis upon the importance of the teacher. But, whatever, every person seeking to serve Christ in any field of endeavor ought to seek to do the best that he can do. Because He does require that they do their best. This is what Paul meant when he said, "Moreover it is required in stewards, that a man be found faithful." (I Corinthians 4:2)

(1) Teaching is a science to be learned

Many will declare that "teachers are born and not made". There is, of course, a sense in which this adage is true. Some persons seem to have so many natural gifts that they need little training. But there is so much to be learned about teaching and learning that the adage ought not be accepted without some qualification.

Some important facts that each prospective teacher should know are as follows:

1. The principles of good teaching can be mastered and followed.
 2. Good teaching really means good learning, and the conditions for good teaching and fruitful learning may be planned and arranged.
 3. Teaching is really teaching only when the pupil has learned.
- Therefore, it is the work of the teacher to arrange proper conditions

for good teaching and fruitful learning.

(2) Plan conditions for good teaching and learning

Following is a list of requirements that the teacher must meet if he would become a successful teacher:

1. The teacher must prepare thoroughly. The teacher's preparation must include more than merely reading the quarterly.

2. The teacher must consider the learners. Teaching obviously involves content or subject matter. But it also involves means and methods whereby the learners become involved in the entire process. The teacher must make plans that will insure such pupil involvement.

3. The teacher must consider goals. The teacher seeks certain goals. He seeks changes in the lives of the learners, the changed conduct and attitudes.

LESSON TWO THE TEACHER

A. LESSON OUTLINE

OBJECTIVE

Upon completion of this lesson, the student will be able to:

1. Identify the first law of teaching and state its 5 principles
2. Describe teacher's prerequisites
3. Summarize teacher's tools

CLASS SCHEDULE

1. Filmstrip (20 minutes)
2. Discussion (30 minutes)
3. Break (10 minutes)
4. Lecture (50 minutes)
5. Sharing insight (10 minutes)

LECTURE OUTLINE

1. Prerequisites for teacher
 - (1) What the teacher should be
 - (2) What the teacher should know
 - (3) What the teacher should do
2. Teacher's tools
 - (1) The teacher's study
 - (2) The teacher's attitude, dress, and sense of humor

- (3) The teacher's speech

SUGGESTION FOR LESSON TEACHING

1. Teaching methods

- (1) Filmstrip
- (2) Discussion
- (3) Lecture
- (4) Sharing insight

2. Visual Aids

- (1) Filmstrip
- (2) Chalk board. List factors in teaching success during filmstrip discussion.
- (3) Handout sheet on CLASS SCHEDULE and LECTURE OUTLINE.

3. Assignments

- (1) Ask students to list all the things teacher should know about his pupils.
- (2) Ask students to study age level characteristics of pupils.
- (3) You may bring books from church library or your personal library that students may check out. Or you may suggest that each get help from other libraries.

B. FILMSTRIP IDEAS

PURPOSE

To set forth the first law of successful teaching - the teacher must know that which he would teach - so that the student may apply the first law of successful teaching in his own teaching.

GUIDE FOR PRESENTATION

Instruct the class to be alert for the following information:

1. A statement of the law of the teach
2. The five basic principles of lesson preparation
3. Suggested materials
4. Suggested methods for presentation of the lesson

THE FILMSTRIP IDEA

1. THE TEACHER (Big words)
2. LAW OF THE TEACHER

The teacher must know that which he would teach.

3. MR. LEE AND CLASS

Take Mr. Lee, for instance. Right now he's not sure whether the flood lasted thirty days or forty.

4. MR. LEE

And before long Mr. Lee is plenty discouraged, just about ready to

quit. He puts his lesson aside and exclaims: "Those boys are impossible. They don't listen to a thing I say!" And he's right. They don't.

5. BOY

But there must be a reason for it. Let's look at it from the pupil's standpoint for a minute.

6. MR. LEE TEACHING (SAME THING EVERY SUNDAY)

It's no secret around Sunday school that Mr. Lee's class hears the same thing every Sunday.

7. BOY

But the worst tragedy of all is that every boy in Mr. Lee's class feels that his teacher just doesn't understand him. But now, let's take a look next door.

8. MR. CHUNG AND CLASS

Things are different in Mr. Chung's class. He doesn't have any difficulty holding attention. His success is no accident. There are laws to follow in teaching just as there are in any other profession.

9. CHEMIST

Take a chemist, for instance. As long as he obeys certain laws of nature, he doesn't get into trouble.

10. EXPLOSION

But just let him violate those laws and ... well, you know what happens.

11. MR. LEE

Mr. Lee is in trouble because he's violated the very first law of successful teaching. He doesn't know the material he's trying to

teach. He isn't prepared.

12. MR. LEE AT BREAKFAST

He spent twenty minutes on his lesson before Sunday school. With that kind of preparation he can't expect anything in class but a three-ring circus.

13. STEPS

But let a teacher apply a few simple principles of preparation and it'll be a different story. Let him: Study the lesson

Plan the lesson

Gather his materials.

If he follows these simple principles, he'll be putting the first law of successful teaching into practice. He'll know the material he's to teach.

14. FOOT ON FIRST STEP

Now, let's take the first step: STUDY THE LESSON

15. MR. CHUNG PRAYING

We can learn a lot from Mr. Chung in this matter of study. He spends time in preparation. And the first and most important part of his preparation is prayer. He realizes his dependence upon God.

16. MR. CHUNG STUDYING BIBLE

Then comes the study of the Bible. Mr. Chung doesn't lay his hand to any other book, not even the quarterly, until he reads the lesson in the Bible.

17. QUARTERLY

Once we know what the Bible says we turn to the quarterly, perhaps our most helpful teaching aid. Those who prepare it are specialists

in the age-level we teach. And yet, the quarterly is no more than an aid. It must never become a substitute for our own individual preparation for the lesson.

18. TEACHER AND REFERENCE BOOKS

The teacher who would really know the material he teacher makes use of study helps in addition to the quarterly - reference books he has in his own library, or finds provided for him in the church library: (1) A Bible Atlas for geographical background;

(2) A Concordance for comparing Scripture with Scripture;

(3) A Bible Dictionary to help in understanding Bible customs and culture;

(4) One or two commentaries to bring consecrated scholarship to his aid.

19. MR. CHUNG

Mr. Chung doesn't wait until an hour before class to study the lesson. He starts a whole week before. He's just out of class and able to evaluate the day's teaching. His pupils' needs and problems are fresh in his mind.

20. MR. CHUNG AGAIN

He has a whole week to meditate on the lesson and gather materials, time to become acquainted with his pupils' current needs, as he contacts them through the week. This, then, is the first step is getting to know the lesson: Study it

Study it thoughtly

Study it far in advance

21. FOOT ON SECOND STEP

The next step is to plan the lesson. If your teaching is to be successful, your lesson must be carefully planned. Planned for the age-level you're teaching, planned for your pupils. As you plan your lesson, keep your pupils' needs in mind.

22. CHILD WITH BROKEN DOLL

Life can be very real and very trying, even to the youngest child. The teacher, though far removed from childhood problems, must be able to enter into them if he would minister effectively to the child's needs.

23. BOY AND FATHER

Most of us won't find it too hard to recall our own schoolday experiences. And times haven't changed. The teacher must sense the needs of his pupils and offer a solution to their problems.

24. TEEN-AGE GIRL WITH CORSAGE

Teen-age relationships bring new complications. Happy is the teacher who plans his lessons to provide wise and tectful guidance for his pupils as they face these stormy years of life.

25. HANDS AND PAPER

Suppose we're teaching a lesson on the raising of Lazarus. It's our responsibility to plan the lesson so it meets the needs of our pupils. To accomplish this we must have an over-all aim. For example, our aim could be to teach our pupils that Christ can solve any problem in their lives. In our further planning we must set down specific aims as to :

- (1) What we want our pupils to know.

- (2) What we want our pupils to feel.

- (3) What we want our pupils to do as a result of the lesson.

26. FOOT ON THIRD STEP

The next step is to gather materials to help us teach. Sometimes this is done individually, each teacher gathering materials for his own use.

27. NEWSPAPER CLIPPING

A news clipping might provide lively discussion material for the lesson on the raising of Lazarus.

28. HANDS MOUNTING PICTURE

Colorful pictures from many sources have a special appeal to younger children.

29. HAND SORTING RECORDS

Sometimes a phonograph record having a direct bearing on a specific subject or lesson will prove a valuable aid.

30. HANDS SORTING FLANNELGRAPH FIGURES

Flannelgraph materials should be considered for the younger age-levels.

31. MAGNET

And appropriate object lesson might tell the story far better than words alone.

32. CHECKING FILMSTRIPS

And, of course, projected aids should be employed in our teaching wherever possible.

33. GROUP OF ADULTS IN MEETING

But not all materials need be gathered individually. Many Sunday

schools conduct weekly departmental meetings on "materials". In these meetings all teachers of the department "pool" the materials they have collected so that each teacher might have a wider variety from which to choose.

34. FOOT ON STEP NEXT TO TOP

Once materials have been gathered and the best selected for use, the teacher must choose a method, or combination of methods, for his presentation of the lesson.

35. DISCUSSION, STORY-TELLING, ETC.

Any number of methods might be used: discussion, story-telling, lecture, project, question and answer, research, recitation. The method chosen, however, must be the one best suited to your age-group. Though there is considerable overlapping, there are certain methods better-suited to certain age-levels than others.

36. FOUR STEPS

We've considered four important steps in steps in the preparation of a lesson: 1. Studying the lesson

2. Planning the lesson

3. Gathering of materials

4. Choosing the method of presentation

37. FOOT ON TOP STEP

But a teacher can follow all these and still fail in his teaching if he goes into class without a clean-cut plan of procedure.

38. HANDS AND PAPER

Long before he ever sets foot in class he must know exactly how he is going to conduct his lesson.

39. MR. LEE STUDYING (STUDY THE LESSON)

So this week he's been studying his lesson. And he started way back last Sunday afternoon. He studied it in his Bible, then his quarterly. He used all the study helps he could find, and he really know his lesson.

40. HANDS AND PAPER

And he planned his lesson, too. He knows exactly what he's going to teach those boys of his.

41. MR. LEE AT DESK

He spent time gathering materials. He can hardly wait to use the news clippings and object lessons he found.

42. STORY-TELLING, PROJECT, ETC.

And he know just exactly the method he's going to use this Sunday. He's looking forward to a lively class discussion.

43. HAND AND PAPER (PLAN THE PROCEDURE)

He has his teaching procedure all planned, too. He knows where he's going and how he's going to get there.

44. THE END

For general Discussion

1. What is the Law of the teacher?
2. What are the five suggested steps for lesson preparation?
3. Why did Mr. Lee fail as a teacher? List reasons.
4. Why did Mr. Chung succeed? List reasons.
5. Why should we have an aim for each individual lesson?
6. How much time should a teacher devote to lesson preparation? (Suggest possible day-by-day study schedule)

C. PREREQUISITES FOR TEACHER

Teacher is God's key to the heart of pupils. Every Christian teacher must realize that himself is the key to successful teaching in Sunday school. Methods and programs dwill fail unless the teachers are persons "full of faith and of Holy Ghost". (Acts 6:5)

(1) What the teacher should be

The teacher as a person

The Sunday school teacher not only must be a born-again believer. He must have experienced a spiritual change in his life. He can mature in Christ by daily yielding himself to the spirit of God, by daily devoting in the Word of God.

Wheather the teacher is aware of it or not, his pupils are learning from his attitudes and actions, as well as by what he says. A teacher's smile is as much a part of the curriculum as the Bible truths. There also must be a zest for living in the heart of the teacher, a wholesome interest in life and a sense of wonder. He must genuinely love people.

The teacher must be personally attractive to people. This involves more than neatness, attractive clothing, or a handsome face. Sensitivity to the feelings of others helps to make a person attractive to others. And a genuine enthusiasm for life, which shows in a person's actions and even in the expression on his face, makes anyone attractive.

The teacher as a friend

Perhaps the most important role a teacher can play is being a friend to the pupils. We are emphasizing here the personal, caring, loving, being-with relationship that is important for persons to be able to communicate and grow with each other.

The teacher as a counsellor

The teacher should understand the role of the counsellor and learn how to offer help. Counselling those with problems requires skill and training. Giving advice is not counselling.

As a counsellor, he should:

1. Be a sympathetic friend.
2. Be a good listener.
3. Keep confidences.
4. Assist the individual by an occasional question, to explain the problem in orderly fashion.
5. Help clarify the problem.
6. Seek to draw out the solution from the individual, rather than imposing a solution upon him.
7. Help individual to discover Scripture that bears on his problem for a true and authoritative solution.
8. Remain the friend and confidant of the individual, no matter what solution he decides on, if any.
9. Seek to lead the individual to trust in Christ.

The teacher as a lesson planner

Teachers must be helped to think and make decisions in the way that curriculum writers do. It is not suggesting that the teachers dispense with the curriculum and start from scratch to write their own. It is suggesting that teachers assume some responsibility for tailoring the curriculum so that it fits the specific class.

The teacher as a learners.

The teacher must constantly study the Bible. In addition, he should have a wide range of interests, know current events, and have some knowledge of special interests of pupils. He should expect to learn a lot about children, about teaching, and about the biblical and theological concepts.

(2) What the teacher should know

Sunday school periods are all too brief. Every minute must be turned to the best possible account. Only the trained teacher can use these precious moments to the best advantage. For this reason, every teacher needs adequate preparation. This includes knowing and understanding of the following:

He should know the Bible

No teacher can teach the Bible effectively unless he has a working knowledge of the sixty-six books.

He should know the related subjects

Sunday school pupils need to know the geography of Bible lands. New interest is added when they can identify and visualize the mountains, rivers, and towns.

Teachers should become familiar with the historical background of the places in Palestine that have been immortalized by the footsteps of the Lord Jesus Christ. Life and customs of the ancients differ widely from those of our day. A working knowledge of ancient habits, customs, ceremonies, and attitudes of Bible times will help the teacher to make lessons come to life.

He should know the pupils

The teacher should know pupils in general, and his own pupils in particular. In seeking to understand his pupils, the teacher must be sensitive to the needs of the class. Understanding basic family problems will help a teacher to face his task courageously.

He should know the laws of teaching

1. The law of the teacher

The teacher must know that which he would teach.

2. The law of the pupil

The pupil must attend with interest to the lesson to be learned.

This depends in discovering the pupil's plane of thought, guarding against outside distractions, provideing a lesson suited to the pupil's capacity and planing for the pupil's cooperation in the lesson.

3. The law of the language

The language used in instruction must be common to teacher and pupil.

4. The law of the lesson

The truth to be taught must be learned through truth already known. Do this by reviewing and connecting with previous lesson, proceeding by graded steps and illuminating by illustration.

5. The law of the teaching process

Excite and direct the self-activities of the pupils and as a rule tell them nothing that they can learn for themselves. Do this by providing thought material for him to think about, asking questions and gating them ask questions.

6. The law of the learning process

~~The~~ The pupil must reproduce in his own mind the truth to be learned, then express it in his own words.

7. The law of review and application

The completion, test, and confirmation of the work of teaching must be made by review and application.

He should know Sunday school organization and administration

He needs a knowledge of the administration of the Sunday school and its general overall relationship to the total church program.

(3) What the teacher should do

He should keep in training for his task

He should keep spiritually alive by studying and applying the Bible and by praying constantly. He should keep mentally alert and think intelligently and analyze carefully, because a alert mind is essential to successful teaching. He must read widely. And it should include a physical fitness and constant discipline. There must be sufficient sleep, noruishing food, and proper exercise.

He should have a definite time and program of study daily

Certain hours should be set aside each week for lesson preparation. This time should be carefully guarded and nothing permitted to interfere.

He should have a definit object of study

Every Sunday school teacher must be motivated and compelled by clear, well-defined aims. Plan the work, then work the plan. The

establishment and recognition of teaching aims is only half the battle. Different procedures may be required to attain the various aims and objectives.

He should attend all meetings in the church

A Sunday school teacher must be faithful and regular in church and class attendance. As a member of the church, he must participate in its activities as well as in the activities of his own class.

D. THE TEACHER'S TOOLS

(1) The teacher's study

The teacher's study is like the home workshop, the place where the tools are within easy access. His tools consist of various versions of the Bible, a concordance, Bible dictionary, Bible commentary, Bible atlas, other books of teaching helps, and his files of collected materials for later use.

(2) The teacher's dress, attitude, and sense of humor

The Sunday school teacher realizes that he should try to look his best. A smile is always appropriate, reflecting real peace on the inside and real cordiality toward those whom he meets.

A teacher should evaluate his attitudes by answering the following questions:

1. How do I help all pupils to feel that they belong?
2. How do I let pupils know that I like them?
3. How do I help pupils accept one another?
4. Am I willing to bring pupils into planning?
5. Do I avoid allowing my feelings to be hurt?
6. Do I admit a mistake when results show I was wrong?

Every teacher ought to have a well-developed sense of humor. A bit of humor, in good taste, does speed up learning, because it attracts interest and attention and may clarify a point.

(3) The teacher's speech

The teacher should use language that is meaningful to his pupils. He should control his voice. He should watch his pitch, volume, tone, modulation, and rate of speech. He should choose his words well, and use correct grammar. He should seek to build a colorful, descriptive vocabulary, to help his class see and feel the things he is talking about.

LESSON THREE

THE PUPIL

A. LESSON OUTLINE

OBJECTIVE

Upon completion of this lesson, the student will be able to:

1. Reconize the age characteristics
2. List specific objective in teaching Sunday school
3. Define learning
4. Indentify the steps in learning process

CLASS SCHEDULE

1. Reading handout on "age characteristics" (20 minutes)
2. Small group discuss on a case study (40 minutes)
3. Break : Tea and donuts, a time to know your students (20 minutes)
4. Lecture (30 minutes)
5. Question asking and answering (10 minutes)

LECTURE OUTLINE

1. Objective in teahching in teaching pupils
 - (1) Relationship to the Divide
 - (2) Relatioship to the Church
 - (3) Relationship to himself
 - (4) Relationship to others

2. New look at learning

- (1) What is learning?
- (2) The steps in the learning process
- (3) The steps to effective learning

SUGGESTION FOR LESSON TEACHING

1. Teaching methods

- (1) Small group discussion in a case study (Divide into small group according to students' teaching group or their choice.)
- (2) Discussion on the written assignment, which was made last week.
- (3) Self-study from class handout in age characteristics.
- (4) Lecture

2. Visual Aids

- (1) Use chalk board to list ideas from discussion.
- (2) Handout sheet on age level characteristics and CLASS SCHEDULE and LECTURE OUTLINE.

3. Assignments

Ask each of several students to read one of the following Scriptures and determine from it the teaching methods Jesus used:

- | | |
|----------------------|--------------------------|
| (1) John 3:1-21 | (5) Mark 4:35-41 |
| (2) John 4:3-42 | (6) Mark 9:33-37 |
| (3) John 6:1-58 | (7) Mark 11:12-14. 20-26 |
| (4) Matthew 21:17-22 | |

B. HANDOUT FOR SELF-STUDY ON AGE CHARACTERISTICS

(a) Nursery pupils (2-3 years)

A NURSERY CHILD	THEREFORE, YOU
is only 2 or 3 years old.	<p>don't treat him like a 6 years old.</p> <p>are content to build a good foundation and to leave later learning for later teachers.</p> <p>provide washroom time, snack time, rest time.</p>
is much smaller than adults.	<p>provide tables and chairs that fit him.</p> <p>get down on his level when teaching.</p> <p>place visual aids at his eye level.</p>
is sometimes shy and easily frightened.	<p>get to know him.</p> <p>make Sunday school pleasant.</p> <p>have a definite, though flexible, routine.</p>
is extremely active.	<p>don't make him sit still for long periods.</p> <p>let him move around and do many different things.</p>
has a short span of attention.	<p>use short stories.</p> <p>change activities often.</p>
does not remember as well as older children.	<p>use very simple stories, songs, Bible verses, and action rhymes.</p> <p>use the same ones over and over.</p>
has limited experience.	<p>base teaching on things he knows about.</p>

has a limited vocabulary.	limit your own vocabulary. explain new words and ideas. teach by experience and your actions.
must explore.	provide things for him to explore. remove everything he shouldn't explore. answer his questions as well as you can. try to answer questions he wonders about but doesn't know how to ask.
is making a transition from playing alone to playing with others.	provide opportunities for play with others. don't expect him to get along smoothly with others at all times. guide his play to help solve difficulties.
is just beginning to use crayones, pencils, scissors, paste.	provide very easy activities. don't expect perfection.
loves to talk, or soon will.	listen to him. use conversation as a teaching mwrhosd.
has a good sense of rhythm.	use songs, action rhymes, rhythmic stories.
grows at his own unalterable rate of speed.	accept him as he is. teach him as he can be taught, rather than as older children are taught.

(b) Kindergarten pupils (4-5 years)

PHYSICAL

A player

Rapid development

Limited energy

EMOTIONAL

A responder

Better self-control

Many fears

Occasional jealousy

MENTAL

A questioner

Realizing self

Increased Vocabulary

Limited concepts

Capable of self-expression

Curious

SOCIAL

A conformist

Group conscious

Overcoming self-centeredness

SPIRITUAL

A believer

Confuses reality and imagination

Spiritual understanding

Developing self-discipline

CONCEPTS A KINDERGARTEN CHILD CAN LEARN

About God

God is real.	God is wise and great.
God is good.	God loves me.
God loves all people.	God wants me to love Him.

About Worship

Prayer is talking to God.	God understands what I say.
I can thank God.	I can pray any time, any where.
God forgives.	Sometimes I pray with others.
Sometimes I pray by myself.	I can tell God I like him.
I can ask God to help me.	

About Jesus

Jesus is a real Person.	Jesus lived on earth.
Jesus is god's Son.	Jesus grew from babyhood to manhood.
Jesus loves me.	Jesus showed us God's love.
Jesus loves all people.	Jesus was kind to people.

About sin and salvation

God has rules.	Some things I do are good, some are bad.
God wants me to do good.	God doesn't want me to do bad.
God always loves me.	If I am sorry for doing bad, God forgives me.

About the Bible

The Bible is god's special
Book.

The stories in the Bible are real,
not make-believe.

The Bible tells me about
God and Jesus.

The Bible tells me what is good and
what is bad.

About pleasing God

I am important to God.

I make God happy when I share.

I make God happy when I
tell the truth.

I make God happy when I obey.

I make God happy when I
say "thank you".

I make God happy when I help people.

Helping others is the same as
as helping God.

About the church

The church is a place where
people learn about God.

The church is a place where people
worship God.

I behave in certain ways
at church.

The Sunday school room is part of
the church.

There are many of God's
helpers at church.

I can be one of God's helpers.

About life and death

After someone dies, he
doesn't grow or move
or do things.

Death is not something to fear.

God takes care of me, no
matter what happens.

(c) Primary pupils (grades 1-3)

Because he is like this We do this

PHYSICAL

growing unevenly.	recognize it.
tires easily.	alternate activity and quietness.
wants to do rather than watch.	provide active expressional activity.
his muscle development makes him restless.	provide varied activities.
his finer muscles are slowly developing.	provide short practice periods. avoid detailed work.

MENTAL

learning to read.	let him read his workbook.
likes word and number games.	provide Bible games using these.
likes to write.	let him copy Scripture verses.
literal-minded.	avoid symbolism.
has a good memory.	teach Scripture verses.
good imagination.	let him "act out" stories.
curious.	answer questions as they arise.
lives in the present.	make applications for the present.
likes both fact and fancy.	use both, distinguish between them.

SOCIAL

wants to play with others.	provide group activity.
likes to talk.	talk with him about his interests.
wants child friendships.	emphasize missionary projects for children.
wants to be grown-up.	avoid the use of "little".
likes non-competitive activities.	provide them.
likes the opposite sex.	have boys and girls in same class.
inclined to be selfish.	teach him to think of others.
respects authority.	live worthy of his respect.

EMOTIONAL

easily excited.	provide calm atmosphere.
may resist personal demands.	teach obedience.
may withdraw because of shyness.	choose work on his level; praise him for accomplishment.
impatient.	use his contributions to class discussion.
has many fears.	help him feel secure.
sympathize with others.	teach him to give for less fortunate.

SPIRITUAL

likes Sunday school.	maintain that attitude.
has faith in prayer.	teach him to accept God's answer.
ready to accept Christ.	Lead him to the Lord.
curious about death.	explain it simply.
curious about heaven.	answer his questions as they arise.
wants to be good.	teach him that Christ will help him.

(d) Junior pupils (grades 4-6)

Because he is like this we do this

PHYSICAL

active.	provide a variety things for him to do.
noisy, live to fight.	arrive before he does, give him something to do as soon as he comes.
loves the out-of-doors.	go on hikes with him.
likes the difficult and competitive.	challenge his ability with projects and Bible games.

MENTAL

likes history and geography.	teach him the chronology and geography of the Bible.
likes to collect.	interest him in a worthy hobby.
inquisitive	help him answer his own questions.
likes to read and write.	provide good books and Bible studies that require some writing.
can think and reason.	provide opportunities for making right choices.
good memory.	encourage him to memorize Scripture.

SOCIAL

accept responsibility.	organize his class with officers who have special duties.
does not like an authority over him.	be a guide, not a dictotor.
dislikes the opposite sex.	have separate classes.
hero-worshiper.	be an example; present Christ as his Hero.

EMOTIONAL

quick-tempered.	avoid the cause of "flare-ups".
enjoys humor.	teach him what is funny and what is not.

SPIRITUAL

recognizes sin as sin.	point to Christ who saves him from sin.
has questions about Christianity.	answer truthfully; help him find the answers in his Bible.
sets high standards for himself.	meet high standards in own life.
needs encouragement in daily devotiona.	provide devotional helps for him.
thinks of God as an invisible Spirit.	introduction to trinity.
capable of deep religious feeling.	opportunities to talk about God and express praise and thankfulness to God.
concerned about tragedies and evils of life.	understanding that God is just.

(e) Junior high pupils (grades 7-9)

Because he is like this we do this

PHYSICAL

growing rapidly.	provide activity for muscular coordination.
girls grow more rapidly than boys.	separate classes for boys and girls.
he is awkward.	be patient with him.
has alternating periods of energy and fatigue.	avoid confusing fatigue with laziness.

MENTAL

wants a reason for memorizing.	give him reasons.
likes adventure and discovery.	help him discover Bible truths for himself.
is capable of real thinking.	give him problems to solve; direct him to the Bible for answers.
makes snap judgments.	help him judge according to God's standards.
his imagination is active.	help him use it to make the Bible live.
has a strong sense of humor.	laugh with him; teach him that some things are not funny.

SOCIAL

he wants to be grown-up.	do not treat him as a child.
wants to be independent.	give him responsibilities, take him on trips away from home.
wants to belong.	organize the Sunday school class with pupil officers.
strong sense of loyalty.	recognize his loyalty to other groups.
self-conscious.	help him see that he is not the only one with problems.
hero-worshipper.	be a worthy example; direct his thoughts to Christ.

EMOTIONAL

he feels that he is misunderstood.	make special efforts to understand him; assure him of interest in him.
his emotions fluctuate.	present Christianity in a positive way.
cannot control his emotions.	prevent causes of emotional disturbances.
his emotions are intense.	direct his affections to Christ; be calm in dealing with him.

SPIRITUAL

he wants a practical religion.	show him the place of faith and works.
ready for salvation.	watch for those who have not accepted Christ.
some are Christians.	help them grow in Christ.
he wants to serve.	give him responsibilities.
has many religious doubts.	avoid scolding him; meet his doubts patiently.
he seeks an ideal.	direct this desire to Christ.

C. OBJECTIVES IN TEACHING PUPILS

The following objectives are basic for the work of leading pupils toward the goal of maturity in Christ. They will serve as a basis for evaluating and planning for the total teaching-learning process.

a. Relationship to God

Relationship to God

1. Guide him into a personal relationship with God that will result in fellowship and steadfast faith.
2. Guide him to worship and commune with his heavenly Father.
3. Help him to find God's will for his life and then to follow it.

Relationship to Jesus Christ

1. Help him to discover that Christ is the true and perfect revelation of the Father and the only way of access to Him.
2. Guide him to accept the Lord Jesus Christ as his own personal Saviour.
3. Lead him to surrender his life completely to Christ as Saviour and Lord and to make Him the very center of his life.

Relationship to the Holy Spirit

1. Guide him to an understanding of the work of the Holy Spirit.
2. Lead him to receive the Holy Spirit for holiness of life and

power for service.

3. Lead him to experience the day-by-day witness of the Spirit's abiding presense to deliver from self-life and to guide into all truth.

Relationship to the Bible

1. Teach him to appreciate and accept the Bible as the divinely inspired Word of God.
2. Guide him to study, know and love the Scriptures.
3. Help him to use the Bible with increasing skill as a practical guide for daily living.

Relationship to the Church

1. Help him to understand the nature, purpose and mission of the New Testament church.
2. Encourage and inspire him to fulfill his obligations as a member of the body of Christ.

b. Relationship to himself

1. Guide him to understand that in his flesh dwelles no good thing and that only in Christ can he find deliverance from sin.
2. Help him to discover his talents and dedicate them in service to Christ. Help him develop leadership abilities and initiative in the work.
3. Help him to build up Christian character. Encourage love, joy, friend-

liness, consideration, cooperation, honesty and cheerfulness.

c. Relationship to others.

1. Help him to appreciate the rights and contributions of others and to manifest and unselfish devotion to the welfare of others.
2. Teach him to understand and assume his responsibility as a Christian citizen.
3. Lead him to seek the salvation of the lost and to be a daily witness for the Lord.
4. Acquaint him with the world-wide missionary enterprise and challenge him to a desire to work for the carrying out of God's program at home and abroad.

D. NEW LOOK AT LEARNING

(a) What is learning

Traditionally, teachers in the church education program view their role as preparing a lesson and presenting it in such a way as to captivate and maintain the attention of their pupils. The pupils is sitting, listening and watching the teacher and from time to time asking or answering questions. Since the teacher has studied, prepared and presented the lesson, the teacher seems to be the one who learns most. He is at the center of the learning process.

Now-a-day, communication is carried on in a number of ways in any teaching-learning situation. Signs, pictures, and other symbols provide learning experiences, too. The teacher needs to view his role in partnership with the Holy Spirit. For it is by His Spirit that a teacher is enabled to not only model a Christlikeness, but also to guide children in each part of the learning process. A child must see the reality of Christ in the attitudes and actions of his teacher.

Gregory, in his famous laws of teaching, wrote that "Learning is thinking into one's own understanding a new idea or truth or working into habit a new art or skill." The emphasis of Gregory's definition of learning is essentially that the idea or concept to be learned is important and the individual himself participates in the learning process. The individual cannot be separated from his environment, either. Full understanding of the learning process must, therefore, include recognition of the living conditions of the learner.

Teaching effectively to pupil requires that we understand the basic steps in learner's learning process.

(b) The steps in the learning process

There are five basic learning steps essential to a dynamic learning process in Christian education.

(1) Listening

An essential and basic learning task is listening. Securing the attention of pupils is strategic; it involves motivating the pupil through the combined influence of the room environment and his initial introduction to the material to be studied. For example, using a puppet to give directions for a particular learning experience is an effective way to catch pupils' attention.

(2) Exploring

The second step in the learning process, exploring, involves the careful investigation of a problem or subject. Pupil is a explorer, totally involved in the search for something not yet known or experienced. He is not a passive listener or mere spectator but a central and active participant in the teaching-learning process.

Generally, this type of learning results from the following principles:

1. He may select the activity in which he would like to participate.
2. He may pose his own problems and determine the manner in which he will pursue them with respect to the materials and activities.
3. He may collaborate with his fellow pupils in learning activity.
Such cooperation encourages and extends learning.
4. He can be trusted by his teachers.
5. He needs a classroom environment in which there is consistent order and which minimizes the comparison of pupil performance comparisons.

(3) Discovering

As a result of the listening and exploring processes he discovers for himself what the Bible says. Then, guided by the Holy Spirit, he understands its implications for his own life. Discovering God's eternal truths in His Word is an exciting process. Too often the teacher is the only one who makes these discoveries. A skilled teacher should guide him into the joy of discovery.

(4) Appropriating

He should have the opportunity to discover what the meaning of the Scripture passage says, then he needs to think in a personal way about the truths involved. It is essential to effective learning that he personally relate the meanings and values discovered to his own experiences.

There are many ways to guide his task of appropriating. The teacher

teacher may pose a real problem to solve on the basis of a biblical truth. Personally appropriating the Bible truth of a particular lesson is an important level of learning for each child. It is then that he is able to recognize its meaning for his own feelings and behavior. As a result of this step in the learning process, he knows what God expects of him in situations related to this truth.

(5) Assuming responsibility

This is the crown of the learning process. Here God's truth actually changes and molds his thinking, attitude and behavior. Even though he makes a practical application of Scripture truth, learning does not stop here. He continues to form new perceptions and compare them with old ones. He solves new problems on the basis of these of these fresh insights. The true test of learning comes when he voluntarily uses what he has learned in new situations.

The process of human understanding and learning is summed up in these steps. Listening, exploring, discovering, appropriating and assuming responsibility are not simply inseparably bound together with Christian teaching-learning objectives. Through the Holy Spirit's guidance of a thoughtful teacher, the spiritual dimension of his personality can continue its growth and development.

(c) The steps to effective learning

However, teacher needs to use effective teaching methods to encourage real learning and life changes. The following are some factors to consider when planning effective teaching methods.

(1) Active involvement

Active involvement is better than passive listening. Many teachers have taught their lessons by "telling the Bible story" while their learners sat and listened. When Jesus turned the water into wine in Cana, He had the servants fill the waterpots for Him. Because they had filled pots, and know that those pots contained only water, the miracle had a greater impact on them.

(2) Variety and appropriateness

Jesus often used lecture, but He varied the length to fit the occasion. And He used, as often as possible, objects (water, bread, sheep, vine, lily, and many more) which left indelible impressions and through asking questions which made His learners think for themselves. Consider the appropriateness of His methods, and note the variety in the types of parables, illustrations, and situations Jesus used for teaching.

(3) Organized

Organized learning is the most effective learning. Choose your methods and materials so that learning is an orderly process.

(4) Provide for feedback

Many teachers use methods which never provide the opportunity to know if he really heard correctly what was said. A misunderstanding can cause him to incorrectly interpret what a teacher or the Bible is saying. Effective Bible teaching methods will allow for the pupils to tell the teacher both what he has understood the Bible passage to say and his own ideas on how to apply those Bible principles to life situations.

(5) Learner's needs

The needs of learners are an important consideration in planning effective teaching methods. Good teaching methods will convey that learning is fun, meaningful and meets needs. Remember, the pupil has physical, social, mental and emotional as well as spiritual needs. All of the needs must be met for truly effective teaching.

LESSON FOUR

TEACHING METHOD

A. LESSON OUTLINE

OBJECTIVE

Upon completion of this lesson, the student will be able to:

1. Describe and apply the principles of choosing the right method
2. For each of the following methods : lecture, discussion, story-telling, role playing, learning center, team teaching.
 - a. define
 - b. list the values and limitations.
 - c. identify the purposes and uses.
 - d. state the characteristics which go together to make each effective.
3. Define method
4. Demonstrate ability to present one of the following methods in class
 - a. lecture
 - b. discussion
 - c. storytelling
 - d. role playing
 - e. team teaching

CLASS SCHEDULE

1. Storytelling by a expert (20 minutes)
2. Discussion (20 minutes)
3. Lecture (30 minutes)

4. Break (10 minutes)
5. Lecture (40 minutes)
6. Demonstrate and present teaching methods by students

LECTURE OUTLINE

1. Importance of teaching method
2. How to choose the right method
 - (1) The age of pupils
 - (2) The lesson aim
 - (3) The content of lesson
 - (4) Attitudes and feelings of pupils
 - (5) Pupils' knowledge of the subject
 - (6) Room and equipment
 - (7) Length of the class period
 - (8) Teacher's skills
3. Teaching methods
 - (1) Lecture
 - (2) Storytelling
 - (3) Discussion
 - (4) Role playing
 - (5) Team teaching
 - (6) Learning center
 - (7) Field trips

SUGGESTION FOR LESSON TEACHING

1. Teaching methods

- (1) Tell a Bible story or a real-life story to illustrate good storytelling techniques. Or invite an expert storyteller to tell a story.
- (2) Discussion
- (3) Lecture
- (4) This lesson could be divided into two class sessions. The first session could be used for lecture and discussion, the second session could be used for presentation on teaching methods.

2. Visual aids

- (1) Chalkboard
- (2) Handout sheet on CLASS SCHEDULE and LECTURE OUTLINE, and Learning Center information.

3. Assignment

The next sessions will be on visual teaching aids. Gather a wide variety of teaching aids. Give one visual aid to each member of the class. Use as many of the following as possible: Chalk board, chart, magnetic chalk board, flip chart, poster, bulletin board, map or globe, object or model, puppet, flannelboard, picture,..... Ask each member to use his visual aid until he feels at ease in handling it. Ask him to determine how many ways the visual aid can be used, and with which age groups.

B. IMPORTANCE OF TEACHING METHOD

Effective teaching calls for understanding the best teaching methods for specific learning situations. Because age groups differ in such areas as interest, mental ability, and attention span, the teacher must choose teaching methods that are appropriate for his group. Children for example, have learning characteristics that differ considerably from those of adults, and teaching methods which may be very effective with adults will not necessarily achieve communication with children. Thus, teachers need to plan for variety in teaching methods if their teaching is to be effective. Unless he is an unusually gifted person, the one-method teacher becomes boring to his pupils. He can become an interesting effective teacher who attracts and holds the attention of his pupils and sees the results of his teaching in the changed lives of his pupils.

C. HOW TO CHOOSE THE RIGHT METHOD

Selection of a proper teaching method takes into consideration certain key factors.

(1) The age of pupils

The story is obviously wonderfully suited to teaching small children; but the lecture is not. The pupils' knowledge, experience, and ability to comprehend and reason must be considered.

(2) The lesson aim

This is a foundational consideration in the choice of method. If the teacher wishes to help preschoolers to desire to share with others, he may plan for the children to engage in activities which require sharing. If he wants to help teenagers see their need to witness to friends, he may engage students in role playing to determine the best ways to witness. The teacher's clear understanding of his lesson goals will help determine how he goes about accomplishing them.

(3) The content of the lesson

A historical lesson from the book of Acts for high schoolers could lend itself well to an illustrated presentation with the use of good Bible maps. On the other hand, the principles of Christian sepa-

ration expounded by the Apostle Paul in the sixth chapter of I Corinthians would be handled better in that group through open discussion.

(4) Attitudes and feelings of pupils

If students are disinterested, have negative attitudes or strong feelings on a subject, these will help the teacher to determine what method he should use. In teaching brotherly love, for example, the teacher may not use role playing as a means of letting pupils get insight into the feelings of minority group persons, if the pupils felt uncomfortable in role playing.

(5) Pupils' knowledge of the subject

If Juniors are familiar with the story of David, a teacher may use a map study to give a new dimension to the story and to add information pupils do not know. The pupils' spiritual maturity helps guide method as well as content.

(6) Room and equipment

Small group work for a class requires sufficient room space. It would be useless to plan for a filmstrip if no projector were available for the teacher's use. It is important to know about and check on availability of all the materials and equipment needed for the method being considered.

(7) The length of the class period

Some teaching methods require much more time for effective use than others. Thirty minutes class period don't be long enough for buzz discussion or special reports.

(8) Teacher's skills

Every teacher should consider using a variety of teaching methods. He should attempt to become adept in using new methods. This will require study and practice. But a wise teacher will recognize his own limitations and will use methods that give the best results.

D. TEACHING METHODS

Good methods gain and maintain involvement of the pupils in the learning process. Educators tell us that to maintain pupil interest, the class period must be characterized by change of pace, materials, methods, and physical and mental environment. Perhaps the most outstanding trait of the human mind is its craving for a change in experiences. There are teachers with the ability to make their work interesting who recommend that five to ten different procedures should be used in the lesson period.

A variety of teaching methods will help a teacher do his work more effectively. But good teaching has never been easy, and most Sunday school teaching can be and should be improved. This requires hard work and experimental effort in new or different ways of teaching.

(1) Lecture

The pupil's participation in the lecture method is generally minimal. Yet, there can be active participation, at least mentally. The good teacher can stimulate this kind of interest. In the lecture method, more than in other methods, the subject determines organization and development of material. The pupil must be able to follow the presentation. Since the intellect functions logically, the subject should be organized logically, one step leading to another, with manifest relationships between parts. This can be done by involving real prepared.

Study the subject thoroughly. The more details you master, the more confidently you can present the important ones.

Study prayerfully. The Holy Spirit is the only Teacher who can apply this lesson to the pupils' lives.

Study selectively. Select the really essential points to get the lesson across. Determine the aim of the lecture. That aim should be threefold, for the whole personality: (1) What do you want the listeners to know (intellect)? (2) What do you want the listeners to feel (sensitivity)? (3) What do you want the listeners to do (will)?

Select all possible teaching aids and decide when to use them. Write out a complete lesson plan and outline.

The following are some suggestions on lecture method:

1. Combine lecture with other methods of teaching which provide class involvement.
2. Use visuals where possible to clarify the content of the lecture.
Such as the chalkboard, maps, charts, graphs, pictures and objects.
3. Have very clear objectives and teaching outlines.
4. Observe rules of good homiletics and speech.
5. Speak slowly, distinctly, and audibly, so that pupils in the back row understand easily.
6. Observe the time limits set for each section in your lesson plan.
Stop when the time is up.
7. Use varied means of stimulating the pupils' thoughts on the subject to be covered.
8. Arrange the room to suit your purpose. Use a center of attention.

When to use lecture

1. When the class is large and pupil participation must be limited.
2. When pupil background and preparation are limited.
3. When introducing new or unfamiliar subjects, when the pupils could not be entrusted with the responsibility of coming up with the right answer in the interpretation of difficult material.
4. When the material lends itself best to coverage by organized lecture.
5. When classroom seating arrangements are not conducive to informal discussion.

When not to use lecture

1. When it is possible to use other methods. When pupils are eager to participate.
2. When pupils fall into lazy habit of not preparing for class. Make challenging assignments geared to the life of the pupils.
3. When the class is small and well suited for the use of other methods.
4. When the class is below the senior high level. Use lectures sparingly and wisely.

(2) Storytelling

Storytelling is effective from the beginning stages of learning to the adult level. Stories can usually be used anytime and anywhere. A story can help to clarify wrong ideas, give solutions for existing problems, and train in moral conduct. A story develops the imagination.

People will remember a story when they have forgotten everything else.

A story wraps up abstract truth in life experiences.

Choosing a story

1. Occasion: When choosing a story, keep the occasion in mind.
2. Length: The age group will help determine the length of the story.
Very small children would rather hear two short ones than one long ones.
3. Age group: Choose stories within pupils' sphere of experience. Juniors loves "heor" stories and a great deal of action.

Preparing the story

1. Read it. Be thoroughly familiar with the story. If there are unusual names, check pronunciation in a dictionary. Practice them until they give no trouble. Note the characters, action, conversation, plot, details of the scenes. Note how each part of the story contributes to the climax.
2. Outline it. Beginning with the first incident, number the incidents in order and then learn the outline thoroughly.
3. Find the climax. Find the climax of the story, and let all that comes before build toward that climax. When the climax has been reached, draw the story to a quick end.
4. Fill in the details. The right amount of details will help listeners picture the scenes. Times and places are important, as are names and

relationships.

5. Practice. Always practice the story before telling it. practice in front of a mirror. Check nervous habits and tone patterns.

Telling the story

1. Prepare the pupil. Make sure the class is comfortable. Make an approach to the story that will attract attention.
2. Stand when telling the story to large groups; sit when telling the story to small groups.
3. Use your voice to the best advantage. The voice should be honest and convincing. Words should be pronounced clearly.
4. Be natural. Be relaxed at all times, and do not be afraid to use motions to illustrate the action. Action is one of the best tools in storytelling.
5. Use imagination. The teacher must feel the story. But do not let the imagination run away too far. The facts must not be distorted.
6. Maintain eye contact with the pupils always.
7. Do not stop during the story to make an application. A good story will apply itself.
8. Be enthusiastic. The teacher's own interest in the story and the way he tell it determines how it will be received. His tone of voice will indicate his interest. Use loud or soft for emotional variations, rising or falling the voice at the right places.
9. End the story at the right time. Be sure the story ends where it is supposed to end.

A very effective use of the story for youth is in telling of a life situation to the point where the main character has to make an important decision or choice. Then the teacher cuts off the story and asks the class to provide the best and proper ending: "What should Mr. Lee do?" Here the class is faced with a problem-solving situation. The teacher may call for a discussion or divide the class into groups of three or four or five pupils for a buzz session.

(3) Discussion

Discussion is one of the most interesting methods of teaching. The teacher must keep a firm hand to maintain control of the discussion. The teacher needs preparation for starting the discussion. He should set up a definite goal, propose a way to get there, and give guidance on that way. He will even need to take over the discussion at times, to keep it in hand. A firm hand will be needed in the method of discussion.

a. The buzz session

One of the favorite kinds of discussion for young people, buzz sessions not only give more people opportunity to take part, but also provide for an introductory presentation of the subject by someone well-versed on it.

Divide the class into groups of three to six persons. Give the groups a brief time to discuss assigned questions. Write out questions on file cards and give one to the leader of each buzz group, so the members can refer to the questions at any time. Ask each group to appoint

a representative to report the findings to the entire class. Give a two-minute warning signal for termination of discussion. After all groups have reported, the teacher is responsible for summarizing the findings and concluding the lesson.

b. Neighbor nudge

Divide the class into pairs. Have each individual share with his partner one particular practical application of material just presented to the group. Remind students that every person should contribute to the discussion.

c. Listening team

Each listening team should have from 4 to 6 people on it. In each team appoint a team captain to make a report to the entire class after the lecture and discussion. Each team is given a listening assignment on a file card before the lecture begins. The value of a listening team is that all of the class gives close attention to all of the lecture because a person doesn't know when information about his assignment will be given. Be sure to leave time for student discussion, or class members will feel cheated. Someone in each team should write a summary of the discussion, then report to the entire class.

d. The panel discussion

The panel is a much-used form of discussion. The panel discussion

usually deals with subjects that have two sides. One half of the panel will speak for the matter and the other half against it. Its greatest disadvantage is that the thorough thinking and discussing will be done only by those on the panel, while the rest of the class will merely listen.

A panel discussion usually begins with the leader presenting the problem, showing both sides of the issue. The various members of both sides, in no particular order, present their arguments for and against the issue. The other members of the panel may feel free to question or to answer any point given by the member speaking. Following the presentation by the panel members, the discussion may or may not be opened to the other members of the group. It is, of course, of more value to the class as a whole if they are permitted to ask questions or give opinions. Naturally, if more take part, more will have been stimulated to do real thinking in the matter.

A discussion awakens interest in the subject and guides the thinking of the pupils. It allows participation for the pupils in terms of sharing his ideas as well as raising his questions. In the process the teacher gains an insight into pupil progress and the pupil is taught expression technique as well as basic content.

1. A good discussion builds on questions and interchange of ideas. Guide a discussion with these so that it leads to continuing interest and topic development.
2. To encourage maximum participation, strive for an atmosphere of freedom and flexibility so that all sides of an issue can be covered.

3. At the end of a discussion make certain that some conclusions are formed or direction established.

(4) Role playing

(Demonstrate a role playing before class)

In role playing the pupil seeks to understand and act out a particular part of another person's life. It produces empathy which is a helpful ingredient in the learning process. The pupils will gain added understanding of himself, and the class will recognize problems and solutions to those problems through the role. It is also stimulus for discussion.

Sometimes it is difficult to motivate pupils to participate in role playing, they may feel embarrassed and wish not to get involved.

1. Clearly define the role to be played and explain its relationship to the lesson.
2. Select participants, but do not force anyone into a role which he does not wish to play.

(5) Team teaching

The team approach to teaching calls for two or more persons to guide the learning, growth, cooperation and evaluation of classroom experience. Sharing of responsibility is vital to the team approach. Team teaching is not entirely new or untried in the Sunday school. For many years the church nursery and kindergarten classes have had two or more teachers. Also, the Vocational Bible School has used teaching teams

in beginner and primary classes.

The church has come a long way in understanding how learning takes place. The educators recognize that the child does his own learning. The teacher only guides the learning experience. The interaction among pupils has as great an impact on the total learning as the adult teacher. Thus, team teaching emphasizes the group and recognizes the way children learn. Team teaching permits larger classes because two or more teachers share in the leadership. More children in a group mean more possibilities for rich learning experiences.

In a team teaching approach several teachers work together in a group. They help one another grow and learn. They share in-sights from the Scriptures. They encourage one another to try out new ideas. With such support a teacher finds it easier to attempt new methods and try different materials. With more teachers present, more skills are likely to be available for class enrichment. Thus, every Sunday school classroom can become a training laboratory for teachers. Teachers continue to grow through a team teaching approach.

How team teaching operates

One person in the team should be designated lead teacher. He carries the administrative responsibility. Such as scheduling of the planning meeting, administering the planning, ordering of supplies, caring for some of the details. The lead teacher may serve as chairman of the planning sessions. Or other teachers may serve in this capacity. Some teams rotate the chairmanship of planning, with each teacher in the group taking turns.

How a team plans a lesson

Certain steps should be followed in planning a unit and in carrying out the plans:

1. All teachers must be fully acquainted with the area of study, the teacher's manual, the pupils' quarterly, and other related materials. Each member of the team should make a list of songs, Scripture verses, topics for conversation, activities or projects, handwork, and other suggestions appropriate for the units.
2. The team must meet for planning. The planning session should meet at least two weeks before the lesson is taught. Each teacher should share his list of learning materials and activities. Together they may:
 - a. Think through questions the pupils may raise from the study. Determine how to help the pupils find answers.
 - b. Consider the aims and purposes of the lesson and make a list of the needs of the pupils.
 - c. List all possible activities in which their pupils may be engaged for learning and growth.
 - d. Determine the specific responsibilities for each teacher on the team.
 - e. Practice the teaching skills each will need during the lesson.
 - f. Write out a specific lesson plan. Include the sequence of events and persons responsible for each leadership task.
3. All members of the team work together during the class. Even though a teacher may not be in direct command of the class, he should not

sit back and take a mental vacation. The silent teacher may be observing the pupils' responses, evaluating an activity, or giving support to the guiding teacher. Each team member, whether teaching or observing, should feel responsible. Then at times the class will be divided into small groups with each teacher working with a group.

Problems in team teaching

Problems in personal relationships may arise. Any time two people work together these difficulties may develop. The shy, timid teacher may withdraw and not make a contribution to the group. The aggressive teacher may manipulate the other team members.

Lack of time may be a problem. It takes time for all members of the team to make their suggestions. The group needs to take extra time to draw out points from all members.

Another difficulty in team teaching is personal reticence. But as members of the team support one another, they may overcome this problem.

(6) Learning center

A learning center is any place where pupils can work alone, or with others, on specific concerns, subjects, or projects.

A learning center should:

1. Begin with a problem or question that interests pupils and is of value to them.

2. Be planned around a single concept - avoids conglomeration of meaningless facts.
3. Have an objective or objectives that can be named and measured - what do we want them to do when they are finished?
4. Not provide an answer, but allow freedom for individual students to pursue ideas that intrigue them, or to delve more deeply into areas that interest them.
5. Have sufficient material available so each student can make choices, learn at his own speed, and make his own discoveries.
6. Be planned so necessity for teacher involvement is minimal - frees the teacher to act as an enabler, a resource person, and a question-poser.
7. Have clear and concise written instructions for using available material and equipment, and simply written rules or directions leading toward the objective.

(7) Field trips

First-hand experience provides the ideal learning situation. Traveling in Bible lands, for example, and viewing ancient scenes would be the best way to learn Bible geography and history. Since most teacher cannot provide such first-hand experiences, the teacher must provide or create other effective learning situations. A field trip, under proper circumstances, can provide a direct learning experience.

For effective learning, a field trip must be related naturally to class work and study. It should arouse pupils' interest; therefore,

it must be suitable to the age level.

Select from the list below those trips which could be made in your area. List these on the chalkboard, and add others suggested by class members.

1. Young people will benefit from a visit to a rescue mission, where they may observe the power of the Gospel at work in the lives of other people.
2. At the Passover season, visit an Orthodox Jewish Synagogue. Youth will see the relation of the Jewish Passover to the sacrificial work of Christ at Calvary.
3. Visit a church which follows more ritual than your own church follows. Compare various kinds of worship services and discuss ways to lead people to worship.
4. Visit a planetarium, an aquarium.
5. Plan an all-day or overnight trip to a scenic spot. Photos and specimens will make a fine "wonders of creation" scrapbook for Primaries and Juniors.

How to conduct a field trip

A field trip can provide effective learning experience for pupils. But when it is poorly organized, it is a waste of time, energy, and money. Follow these tips for a successful field trip:

1. Plan your trip well in advance.
2. Carefully work out all details: date, time, transportation, length of visit, what to see, costs, conduct rules, objectives, reservations,

duides, meals, etc...

3. Correlate learning experience with class study.
4. Prepare pupils for the trip: tell them the purpose of the trip, where they will go, what they will see, how it relates to class study, details of trip, and rules.
5. Prepare schedule for class to follow. Give copy to each pupil.
6. Follow plan as outlined in information sheet.
7. If request a guide, make sure he knows what to show the group.
8. Get signed permission from parents or guardians and arrange for insurance, if necessary.
9. Test the pupils at next class session, and discuss what pupils observed. Evaluate results of the trip.

LESSON FIVE

VISUAL AID

A. LESSON OUTLINE

OBJECTIVE

Upon completion of this lesson, the student will be able to:

1. Define "visual aid"
2. Describe and apply at least 2 visual aids masterly
3. When given an hypothetical situation select the appropriate aids.
4. List the major advantages and disadvantages of 2 visual aids

CLASS SCHEDULE

1. Introduction to learning center (10 minutes)
2. Learning center (40 minutes)
3. Discussion (20 minutes)
4. Break (10 minutes)
5. Lecture (20 minutes)
6. Exercise (30 minutes) (How to make it yourself)

LECTURE OUTLINE

1. Introduction to visual aids
2. How to make the best use of visual aids
3. How to make it yourself

SUGGESTION FOR LESSON TEACHING

1. Teaching methods

- (1) Use learning center for a display of all types of visual teaching aids with using information.
- (2) Lecture
- (3) Exercise: Call for reports or make simple visual aids by class members.

2. Visual aids

- (1) A display of all types of visual aids for learning center.
- (2) Chalk board.
- (3) Handout sheet on CLASS SCHEDULE and LECTURE OUTLINE.
- (4) Take-one handout sheet on visual aids using information from each learning center.

3. Assignment

Suggest that students be prepared to discuss the most important part of the teacher's preparation.

B. INTRODUCTION

Visual aids may be defined as objects, symbols, materials and methods that appeal to the sense of sight. Visual aids include anything the pupil sees that the teacher used to help him in his teaching. They accomplish the purpose in many ways. They -

1. Arouse interest and hold attention.
2. Furnish information.
3. Make learning faster, more permanent, more enjoyable.
4. Make obscure points plain; clarify understanding.
5. Stimulate imagination.
6. Bring the remote in time and place to the immediate.
7. Encourage discussion.
8. Develop memory retention.
9. Motivate action.

Jesus was constantly using visual aids for the understanding and remembering of His message. He set a little child in the midst of the disciples and said: "Verily I say unto you, except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven." (Matthew 18:3)

There are many types of visual aids. Some may be purchased ready-made; some may be made up easily and inexpensively; some may be collected. (Direct to the learning center)

C. HANDOUT - AIDS' USING INFORMATION FOR LEARNING CENTER

(1) Chalk board

If is the one of the most common visual aids found in nearly every classroom. And it is one of the most useful teaching aids. However, to use it most effectively, the teacher must plan how he will use the chalk board as he plans his lesson presentation. Following are several ways in which the chalk board may be used.

1. Use it as the "organizing center" during lesson presentation. List the basic lesson outline before class.
2. List topics for buzz groups to discuss.
3. In discussions put the subject clearly and inescapably. Write down the problem. Write down the partial solutions as suggested. List conclusions.
4. Write difficult names, formulas, and dates to be remembered.
5. Make charts, graphs, or diagrams.
6. Draw simple stick-men illustrating Bible-story action or life application situation.
7. Permit children to use the board, for it enhances learning.
8. Create suspense by planing a series of drawings or ideas on the board and covering with paper. Uncover each as it is discussed.
9. Do not use chalkboards to the exclusion of other visual aids.

(2) Charts

These are chiefly analytical and show proper sequence. Titles, labels, columns, lines, arrows, numerals, colors, varied type, diagrams, illustrations, pictures, maps, notes, and other devices help clarify the material and make it more readable and meaningful.

Charts are less flexible than chalkboards. Once a chart is finished, you can highlight it or add to it, but you cannot change that which is already written on it. Charts require some skill in preparation.

Charts have many advantages:

1. Charts attract attention and communicate to the eye.
2. Charts can be prepared in advance and are easy to use in teaching.
3. Charts enables the teacher to present big subjects so that pupils grasp the information quickly.
4. Charts may show relationships in time, space, or themes.
5. Charts help to make the lesson clear to the pupils.
6. Charts save teaching time and enable the teacher to give more time to group discussion.
7. Most charts are inexpensive and may be used repeatedly.

Suggested themes for charts may be : the centrality of Christ in all Scripture, contents or themes of a book of the Bible and applications to life today, how our Bible came to us, Paul's three missionary journeys, time chart of patriarchs, judges, or kings of Old Testament. Young people may make a chart on the subject covered in a particular quarter's study or on a special theme, such as the gifts of the Spirit.

(3) Maps

Maps come in many forms - outline, wall, slide, globe, or a collection in a book. To be effective maps should be free from unnecessary details, should highlight the major emphasis of your lesson, should be readable, and must be large enough to be seen easily.

Class use of maps may include these variations:

1. Call on pupils to come and point out a city or river locations.
2. Put plastic over the map and let pupils use a grease pencil to trace the movements of story characters.
3. Trace a large map onto corrugated board. Let pupils color the map. Punch a hole and put a paper fastener at each city location. From week to week pupils may move yarn from one location to the next. For several routes use different colors of yarn.
4. Make a picture map. Instead of paper fasteners and yarn, let the pupils mark city locations with objects symbolic of events. Stick these in place with tape or plasti-tak. For example, use a water jar where water was turned to wine.
5. After a series of studies, provide pupils with unlabeled maps with dots for cities. The class should identify cities, countries and bodies of water.
6. Let pupils make a relief (topographical) map, working on it from week to week. When using the sandtable, you should dampen the sand. Use a topographical map as a guide and shape hills and valleys; put down foil for seas and rivers.

(4) Bulletin board

If a bulletin board is in your classroom, make a special display and the best on it. It may be used as a worship center, as a study center, to give information, or to provide seasonal or special day "atmosphere".

1. Get a big box, and
2. Start gathering ideas, pictures, articles, and books.
3. Always have a pen and small notebook or scrap of paper handy. Jot down your ideas as you see them. Don't simply copy the efforts of someone else, use their ideas to build on and to create your own designs.'
4. Break your ideas down into categories, putting them into labeled manilla envelopes.
5. As you display the pictures from magazines, bulletins, greeting cards, etc. Mount them in some way so that they will stand out and be attractive. Use construction paper, gift wrap, or some other paper which will best complement the picture.

Following are steps to a successful bulletin board.

1. Decide on a topic. Set a goal of what you want to get across.
2. Decide on a title. Keep it simple, clear and to the point.
3. Decide on whether to use pictures, colored or painted items, or simply words.
4. Decide on the necessary supplies and gather them together. Use a minimum of colors. Use different materials to give texture to the design - yarn, buttons, fabric, etc.

5. Decide on what letters, pictures, or objects to use and get them ready.
6. Decide on a background and a border pattern. Always use both for a sharp, finished-looking product.
7. Put up the bulletin board design. Pin the items in place first to see how it looks, then staple them on.
8. Keep it at eye level.
9. Evaluate your work to see if it accomplished the goal you had in mind.

(5) Objects, specimens, and models

Bible events and truths become more meaningful to pupils when they see models of Bible-time homes, equipment, other objects, or specimens. Such items add a new dimension to learning.

Make Bible stories real with a tiny basket with baby Moses doll floating on mirror or construction paper lake, the ark and pairs of animals, or a table-top size manger with straw for Baby Jesus.

Add new insights into Bible events with model of a Palestinian home, with outside steps to the roof (four men letting friend down through the roof, special room for Elisha, prayer on house top), the Temple, David sling and harp, replica of well, etc. Dried flowers, foods, and other items from today's Holy Land help to establish the real place in the minds of pupils.

(6) Flat pictures

These include photographs, clippings, paintings, prints, cartoons, drawings - any picture not projected.

Pictures may be used with posters, charts, maps, dioramas, flash cards for teaching songs and verses, homemade flannelgraph lessons, review games, Bible-verse matching games, puzzles in pre-session or review, story-wheels and rebus stories.

Careful selection of a teaching picture is important. To be an effective teaching-learning aid, each picture must be:

1. Suitable: Picture must convey the idea of information you want pupils to get. If the purpose is to show the size of the ark, a picture showing the full ark with animals or people in proper perspective would meet the need.
2. Effective: Picture must create desired effect - emphasize beauty, misery, action, or attitudes according to your purpose. Picture must have one main center of interest, or convey one main impression.
3. Clear: Sharp detail and strong contrasts help present facts.
4. Interesting: Familiar subjects and settings are most interesting to young children.
5. Accurate: Details must be accurate. In teaching missions, for example, you may want to show the missionary's work and the people to whom he ministers. Picture should not glamorize the work or show the people in untrue light (festival dress as normal apparel, or filthy surroundings if this is not average).

(7) Puppets

Aims

1. To dramatize truth, enabling the child to remember much better.
2. To present information in an indirect, but understandable form.
3. To encourage participation from all class members, even those too shy to become active in other areas.
4. To encourage creativity.
5. To give a child opportunity to be involved in a role-playing situation.
6. To provide positive reinforcement to attract the pupils to continue attending Sunday school.
7. To discipline indirectly yet effectively. In a puppet presentation use an actual situation where the children see their own actions reflected, causing no hard feelings toward the teacher for correcting them.

Advantages

1. Puppets provide anonymity. Many children do not like to display themselves in front of their peers. Puppets allow them to be creative and expressive without embarrassment.
2. Puppets eliminate the need for body movements in drama.
3. TV has made puppets popular and familiar to children. They will be enthusiastic about imitating something they have seen on TV.

4. Using puppets provides in-depth study of a passage or story. By the time the children have made the puppets, studied their lines and put on the performance, they will be thoroughly familiar with the passage.
5. Making and using puppets may stimulate a reticent child to take part in informal drama later.
6. Use of puppets by the teacher gains the pupils' attention and keeps it throughout the story.
7. Memory retention by the child is far greater when he sees the story than when he simply hears it.

Disadvantages

1. Puppets are time-consuming and require talent to create and decorate.
2. The eager actor is denied opportunity to experiment with body movements.
3. The more advanced form of puppetry, requires handling in a professional manner. Most Sunday school teachers do not have these skills.

Principles

1. Keep puppet actions geared to the age level. The younger the children, the simpler the action.
2. Keep the situations familiar to the children.
3. Make sure the situations are true-to-life, since younger children cannot identify with abstract ideas.

4. The teacher must be fully prepared. He must have definite goals in mind and procedures to attain his goals.
5. Begin with simple puppetry.

Effectiveness

1. Puppets are a refreshing change from regular storytelling.
2. Puppets are enjoyable and intriguing for the children, thus encouraging attendance in Sunday school.
3. Puppets give the children a better method of interacting with the subject of the lesson, thus learning the lesson better.
4. Puppet role-play for children can be very effective. The puppets act out what goes on at a church service, or in other life situations, showing the children what is expected of them. When they are confident and willing to participate, the learning situation occurs.

D. HOW TO MAKE THE BEST USE OF VISUALS AIDS

The four-step plan is a helpful guide for the effective use:

1. The teacher's preparation

Determine the purpose for selecting a visual aid. It may used to

- (a) Introduce an idea.
- (b) Furnish background information.
- (c) Develop an idea, topic, or story.
- (d) Explain or clarify an idea, object or custom.
- (e) Review a lesson or series.

2. Preparation of Materials

- (a) Preview new materials, particularly films.
- (b) Practice using the visual aid and equipment.
- (c) Organize materials in order of use; check equipment.
- (d) Decide when to introduce the visual aid.
- (e) Prepare the room.
- (f) Plan for discussion.

3. Preparation of the Group

- (a) Explain the purpose of using visual aids.
- (b) Relate the use of the aid to previous experiences.
- (c) Arouse interest in the aids.
- (d) Arrange for pupil participation.

4. Follow through on use of visual aids.

- (a) Answer questions; correct wrong impressions.
- (b) Summarize teaching tests, review by pupils, etc.
- (c) Stimulate further thinking and suggest projects.
- (d) Apply to life the truths learned.
- (e) Evaluate the pupils' reactions.

Some "Do not's" in using visual aids.

- (a) Do not use aids without practice.
- (b) Do not use projected aids without preview.
- (c) Do not use visual aids to entertain.
- (d) Do not use a visual aid to avoid lesson preparation.
- (e) Do not use too many aids in one class session.

E. HOW TO MAKE IT YOURSELF

(1) Picture books

Materials: Pages size 9"x12" made from 12"x18" sheets of construction paper, stapler, staples, paste, felt-tip pen, or pen or pencil, scissors, magazine pictures, religious pictures, calendar pictures, etc.

Procedure: There are endless variations for making picture books.

- (1) You may make the last page of the book four inches wider than the other pages, forming a flap to fold over the other pages. Fasten flap at its folded edge with a staple or stitch so that it folds back over the pages automatically. On this flap paste a child facing left. Then on each page paste the picture of a child facing the child on the flap. Under the page covered by the flap, paste a toy. Give each child a different name. After showing each page, lift the flap to show what the child shares.
- (2) Or paste in pictures of children playing, one picture to a page. Paste picture of Christ in upper right corner of inside back cover. Cut out squares from corner of each page so picture of Christ will be seen on every page.
- (3) On the theme "Jesus loves the children", gather pictures of children all facing right. Trim away one-third of the width of each page and paste in pictures. Paste a figure

of Jesus, facing left on right edge of inside back cover. When child turns pages, Jesus can be seen facing the children on every page. Put a picture of Jesus and children on cover.

(2) Bulletin Boards

Materials: Colored construction paper, ruler, pencil, scissors, felt-tip pens, cut-out letters, piece of sponge 1/8" thick, thumb-tacks, paste, coins.

Procedure: Determine the needs of the group you teach and the topic for your lesson. Plan bulletin board decorations to visualize the topic. You may choose the theme, "Do you pray?" Figures and letters may be cut from colored construction paper or lightweight cardboard, or very simply stylized figures may be used. Cut large letters for title, "DO YOU PRAY AT EVERY MEAL?" from construction paper. Smaller titles may be printed on cards.

Notes: Cut tables from white cardboard, and color legs brown with crayons or poster paint. Figures are cut from pink or flesh colored paper and bright triangles are pasted on for clothing. Lunch sacks on school bench might be cut from a real sack - a little wrinkled for a touch of realism. Figures and lunch sacks are pasted directly to bench and bench is attached to board with one layer of sponge.

(3) Chart

(Comparison time-line chart)

Materials: 1 large sheet poster board or wide shelf paper, ruler, pencil, felt-tip pen or pen and ink, pictures to illustrate if desired, and paste.

Procedure: Divide poster board or shelf paper in half lengthwise with ruler and pencil. Ink in this line. On upper half of line put Bible events in chronological order. Write in briefly important information and important dates. On lower half of line put in historical events that occurred the same time the Bible events happened. Illustrate with sketches or pictures.

(4) Memory work aids

(Ten commandments tablets)

Materials: 2 pieces 7"x12" corrugated or 6-ply cardboard, 10 strips 1"x6 $\frac{1}{2}$ " white paper, razor blade or X-acto knife, crayons or pens, ruler, pencil, scissors.

Procedure: Cut out two 12"x7" cardboard tablets for each pupil. With a razor blade or X-acto knife cut five sets of one-inch slits through the cardboard $\frac{1}{2}$ " apart.

Make a set of Ten Commandments for each pupil. Outline on white paper ten strips each 6 $\frac{1}{2}$ "x1". Print or type a commandment on each strips, using 5" of the space and leaving 3/4"

blank on each end to insert into the slots in tablets. Cut the strips apart. As pupils learn each commandment, they may insert the corresponding strip into a tablet.

(5) Puppets

a. Hand puppet

Materials: Cloth 9"x18", needle and thread, small box for head.

Procedure: Choose type of head desired and color with crayons.

Leave hole in neck for index finger. Cut out dress and sew. Tack dress neck to head. Cut out hands from scraps of material and sew to dress: Insert index finger into neck; thumb and middle finger become arms.

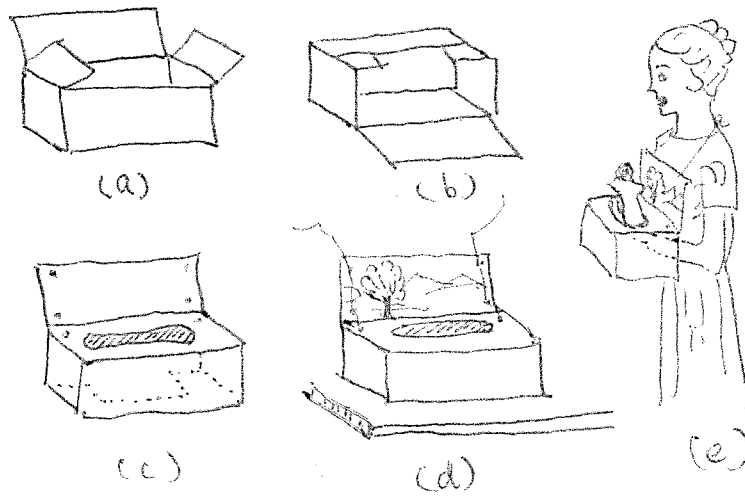
b. Portable cardboard stage

Materials: One cardboard box approximately 7"x9"x16" with all flaps intact (small appliance boxes are good), sharp knife, 2 lengths woven nylon or cotton rope or clothesline 36" long, large staples and stapler or glue, spray enamel or 1 yard plastic with adhesive back.

Procedure: Cut one flap off one long side. Cut flaps on short sides in half as in sketch a. Staple or glue half flaps and remaining long flap together. Cut side (with flap removed) down at both corners and fold back as in sketch b. Turn box as in sketch c and cut opening $4\frac{1}{2}$ " wide and 10" or 11" long (sketch c). Punch 3 holes in each side as in sketch

sketch c with sharp knife or pointed instrument. Tie a knot in one end of each piece of rope. Put rope through the 3 holes as in sketch d. Cover outside of puppet stage with adhesive plastic or spray it with enamel.

Wear puppet stage as in sketch e or set it on the table as in sketch d.



LESSON SIX

LESSON PREPARATION

A. LESSON OUTLINE

OBJECTIVE

Upon completion of this lesson, the student will be able to:

1. Identify the problems of lesson preparation
2. Describe the ways to study the Bible
3. List the sources of teaching materials
4. Provide the general guidelines of weekly-lesson preparation
5. Compose a lesson plan including the following parts: objectives, materials, activities, homework form of evaluation.

CLASS SCHEDULE

1. Role playing (20 minutes)
2. Discussion on the problems of lesson preparation from role playing
(20 minutes)
3. Lecture (40 minutes)
4. Break (10 minutes)
5. Exercise on composing lesson plan (30 minutes)

LECTURE OUTLINE

1. Need for adequate preparation
 - (a) There are problems
 - (b) Need to study the Bible

(c) Teacher's library

2. Long-range preparation

3. Weekly-lesson preparation

(a) General guidelines

(b) Lesson plan

(c) A sample plan

SUGGESTION FOR LESSON TEACHING

1. Teaching methods

(1) Role playing

(2) Immediately following the role playing, call for a discussion.

(3) Lecture

(4) Exercise on a lesson-plan composing

2. Visual aids

(1) Write on the chalk board the suggestions given during discussion time.

(2) Chart on "Principles of teaching"

(3) Handout sheet on CLASS SCHEDULE and LECTURE OUTLINE, and lesson plan worksheet.

3. Assignments

(1) Ask three people to discuss the value of a lesson aim.

(2) Perhaps several students can visit classes in session and can report to the class.

B. NEED FOR ADEQUATE PREPARATION

The teacher's effectiveness in putting across spiritual truths is related directly to his preparation to teach. No matter how challenging the spiritual truth, how good the teaching method, how well-liked the teacher, his teaching is not as effective as it should be if he has not adequately prepared, only careful preparation will make a successful class period, a well-taught lesson. The ease and poise in the presence of a class which so definitely marks a trained teacher cannot be attained without adequate preparation. But

(a) There are problems.

Some are too busy.

They have too many other jobs - all important. They divide their time into so many areas, that they cannot give adequate attention to the important work of teaching.

Some don't know how to prepare

Other teachers are not aware that "reading the teacher's manual" is not adequate preparation.

Some think too small

Some teachers think only in terms of a lesson at a time. They

look at each Sunday's lesson as a unit in itself, even though curriculum planners intend to relate each lesson to a unit of several lessons, or perhaps a full quarter of lessons.

(b) Needs to study the Bible

Since the Bible is the textbook for the Sunday school, each Sunday school teacher should be a true student of the Bible. He must know more about a particular truth than is contained in the lesson for any given Sunday. His personal Bible study is part of his long-range preparation for teaching.

A Sunday school teacher should be familiar with the Bible as a whole, and have an understanding of its principal doctrines. He would have at least a general knowledge of the contents of its major books.

There are many ways to study the Bible.

1. Read an entire Bible book at one sitting

Reading through the Bible is not as difficult as it might seem. Many of the 27 books of the New Testament can be read aloud in an hour or less. Many of the 39 Old Testament books are longer, but each of the Minor Prophets may be read through in a relatively short time. The same is true of Ruth, Ezra, Nehemiah, Esther, Lamentations, Song of Solomon, and Daniel.

Reading an entire book at one sitting gives a perspective and understanding that cannot be gained by reading a few verses or a chapter a day. Such a Bible reading plan gives a broad understanding of Bible truths and facts.

2. Study the Bible by chapters.

This will give a grasp of the content of the Books of the Bible. Pinning titles to each chapter will give the teacher pegs on which to hang other information about the contents of the books of Bible.

3. Study the Bible by doctrines.

There are several important central doctrines that the Bible student will want to know. These include the teaching of the Bible about God, man, sin, the Bible, the Holy Spirit, Christ, the Atonement, salvation, the Christian life, the church, the social responsibilities and obligations of believers, the return of Christ, immortality, etc.

4. Topical studies.

Some topics worthy of study might be: brotherhood, repentance, thanksgiving, forgiveness, peace, God's care, prayer, names of God. Or stewardship of time, talent, and treasure. Historical studies such as various periods of Bible history, etc.

5. Study the major Bible personalities

Become acquainted with the major Bible personalities, their activities, the conditions of their times.

6. Study Bible geography

Learn as much as possible about the land of the Bible, so that place names begin to mean something.

Bible study does take time, but a systematic plan makes the study interesting and easy. And everyone who follows a regular Bible study plan is regarded in his own Christian growth and knowledge.

(c) The teacher's library

A teacher's personal library may be his most valuable possession. Careful selection of books and good reading habits will prove a rewarding experience for the conscientious teacher. Good books are essential for an enriched teaching ministry, and help keep the teacher from staleness by providing fresh ideas and insights. Good books open to the teacher the heritage of history and the experience of others. Careful reading can often keep the teacher from repeating errors in living and teaching. Good books give the teacher access to information he may not have had time or opportunity to study in formal education. Careful reading can provide understanding and material in a certain field that will open up meaning for many passages in both the Old and New Testaments.

A teacher's shelves should be stocked with good source books. Purchase reference works such as Bible dictionaries, concordances, and introductions. These are books that will be used again and again.

Begin to build a picture file, starting with the basic subject categories that relate to the age level in which you are interested. Make a lesson notebook for the next quarter for a class you are teaching. Have a section for each lesson and begin to record material that will be helpful in teaching. Develop a list of ten books relating to the teaching interest that might add to the personal library within the next year. Clip at least one article that might have use in the teaching from newspaper for one week.

C. LONG-RANGE PREPARATION

1. Read through lesson materials for the quarter as soon as you get them.
2. Note the particular units or areas of study for the full year or for the two- or three-year cycle. Some of these units or areas may require two to six or more Sundays to complete.
3. Make a file folder for each of the units for the quarter, and for the subjects to be covered in the year.
4. Look for ideas, stories, anecdotes, and handcraft projects on these varied subjects. Find aids in the daily newspapers, magazines, books, craft and how-to-do-it magazines, children's periodicals, TV, etc.
5. Search for visual teaching aids. Obtain visual teaching aids suggested in the teacher's manual. Search for other visual aids that will be helpful.
6. Know your pupils. The creative teacher sees possibilities to relate Bible truths to the life needs of his students.
7. Plan activities that involve the students. They should be geared to interests, abilities, and needs of your pupils. They should be directly related to particular lessons.

The purpose of long-range methods of preparation is to give the mind an opportunity to develop ideas and to gather materials. Each teacher must find the way that is best for him. There is no set formula or right way to prepare a lesson. But there are some tested guidelines as we've listed above, that have proved helpful to teachers.

D. WEEKLY-LESSON PREPARATION

(a) General guidelines

1. Read the Scripture portion assigned for the lesson.

The teacher needs to read background passages for a full understanding. If the lesson is biographical or related to a historical event, the teacher needs to read all Scripture relating to the person or event. No matter what age level the pupils are, the teacher needs to read the Scripture several times; to get the story, sequence of events, and the meaning of the passage as related to life today.

2. Read the teacher's manual.

Note the aim. Recall the Scripture as reading the lesson outline. See how the lesson is related to life. Mark sections for further study.

3. Read the pupil's manual.

Note the approach made to the pupil. Perhaps the lesson material has incorporated in the teacher's guide.

4. Determine whether the lesson aim as given meets the needs of the group, and adapt, if necessary.

5. Keep the pupils in mind.

Every teacher must know his individual pupils, general characteristics and abilities of the age group. Consider pupils' needs in relation to God, others, and self.

6. Do additional research.

Check up in a good commentary, Bible dictionary, atlas, or other

resource books.

7. Check the idea files.

Look over the materials and determine what fits the lesson.

8. Organize the material.

Fit the quotations, anecdotes, and other materials into the best spots in the lesson outline.

9. Plan to use at least one visual teaching aid.

If the lesson publisher has provided a made-to-order visual aid, be sure to order it far in advance. Begin the lesson planning far enough in advance so the teacher will know whether he'll have to provide a visual.

10. Plan for pupil participation.

Participation is imperative for pupils in every class. Consider the pupils' needs and abilities in planning for learning activities.

11. Plan for the total class period.

If the teacher has a plan for the total class period, he will be able to handle any slight detour effectiently.

12. Pray for guidance.

No matter how well the teacher prepare, how eloquent his presentation, without His guidance and help, he may see little or no results. Teachers need to prepare well, and also to rely on God to give the results.

(b) Lesson plan

A lesson plan will:

1. Help the teacher plan in advance all that he is going to do during the lesson period.
2. Help the teacher to visualize ways and means of involving each member of his class.
3. Insure that the teacher will have the best materials at hand because it forces him to plan in advance.
4. Enable the teacher to teach with confidence because he is well prepared.

Before written down the lesson plan, there are several questions will help teacher prepare and teach more effectively..

1. Lesson topic.
2. General theme and purpose for the quarter.
3. The objective for this class session.
4. The procedure for this class session.
5. Materials needed for teaching.
6. How to start in the class session.
7. How to get everyone involved in the learning situation.
8. The main points to be emphasized.
9. How to close the class session.

There are four basic steps toward a written lesson plan.

STEP ONE

Select the main ideas you want to focus on in this session.

Write them on the worksheet. Such as:

1. Jesus called twelve men to become his apostles.

2. The apostles continued Jesus' ministry after his death.
3. Jesus needs disciples to serve him today by speaking and acting in the world to bring love, peace, justice and health to mankind.

STEP TWO

Select the objectives that are appropriate for the main ideas.

Write them on the worksheet. Such as:

At the end of the session the pupils should be able to:

1. Define in their own words the meaning of disciples, apostle, called, and follow.
2. Name the twelve apostles that Jesus chose.
3. Explain the difference between disciple and apostle.
4. Describe some of the problems the disciples had in following Jesus.
5. Suggest some examples of ways persons are speaking and acting today as disciples.

STEP THREE

Select the teaching activities that will help communicate the main ideas and achieve the objectives. Select at least one activity for each of the five parts of the Session: opening, presenting, exploring, creating and concluding. Write them on the worksheet. Such as:

1. Write a story about experiences persons have in trying to be followers of Jesus.
2. Search in magazines or newspapers to find examples of modern disciples of Jesus.

STEP FOUR

Select resources that are necessary to do the activities that are planned. Write the choices on the worksheet. Such as:

1. Copies of the New Testament for each pupil.
2. Filmstrip.
3. Box of newspapers and magazines, scissors, glue, and construction paper.

PLANNING FOR TEACHING

- WORKSHEET -

Main ideas for session one:

Instructional objectives for session one:

At the end of the session the pupils should be able to:

TIME	TEACHING ACTIVITIES	RESOURCES
Opening		
Presenting		
Exploring		
Responding		
Concluding		

(c) A sample lesson plan

Main idea for session one:

Persons are called by Jesus to become his disciples. Twelve of Jesus' original disciples were identified as Apostles. The twelve apostles followed and learned from Jesus. Each of the twelve apostles was a unique person.

Instructional objectives for session one:

At the end of the session the pupils should be able to:

1. Define disciple and apostle in their own terms.
2. Locate three listings of the twelve apostles in the Gospels.
3. Describe some unique characteristics and actions of one apostle.

TIME	TEACHING ACTIVITIES	RESOURCES
Opening	Pupils read definitions of disciple and apostle in Bible Dictionary.	
5 mins.	Make listings of endings to: "A disciple is" "An apostle is"	Bible Dictionary
Presenting	Ask questions "Who were the 12 disciples specially chosen by Jesus?"	
10 mins.	Write names down. Accept all names suggested. Evaluate later.	Chalkboard

cont.	Find out the lists of disciples' name in three gospels. Discuss similarities and differences.	Bibles
Exploring the Subject 15 mins.	<p>Select one disciple and use resources to explore using some of these questions:</p> <ol style="list-style-type: none"> 1. What does the disciples' name mean? 2. How did he first meet Jesus? 3. What are some special things he did? 4. What kind of person was he? 5. What kind of relationship did he have with Jesus? 	<p>Bible dictionary Bibles</p> <p>Chart with questions</p>
Responding 15 mins.	<p>Pupils select one of the three activities to express their learnings and impressions of the disciple they investigated.</p> <ol style="list-style-type: none"> 1. Write a brief letter introducing yourself as a disciple. Write the letter in the first-person, in the role of the disciple. 2. Create a set of write-on slides to illustrate some of the memorable characteristics of your disciple or some of the important events in his life. 3. Work with another pupil, using a tape recorder to create and record an interview with your disciple. 	<p>Paper and pencils</p> <p>Write-on slides, pens, pencils and projector</p> <p>Cassette tape recorder</p>
Concluding 10 mins.	<p>Share letters, slides, and recordings with the whole class.</p> <p>Last activity: complete the sentence, "Disciples are....."</p> <p>Use completed sentences as parts of a Litany. Corporate response could be: "Help us God, to follow Jesus and to serve others."</p>	

LESSON SEVEN

TEACHING THE LESSON

A. LESSON OUTLINE

OBJECTIVE

Upon completion of this lesson, the student will be able to:

1. Define "creative teaching" in their own words.
2. State the tips for teaching success

CLASS SCHEDULE

1. Lecture (40 minutes)
2. Break and prepare for exercise (20 minutes)
3. Exercise (40 minutes)
4. Discussion (20 minutes)

LECTURE OUTLINE

1. Defining creative teaching
 - (1) Elements of creative teaching
 - (2) Qualities of a creative teacher
2. How to make the teaching hour more effective
 - (1) Balance participation between teacher and pupils
 - (2) Provide activities other than listening
 - (3) Involve class members personally, physically, psychologically, and emotionally.
 - (4) Translate the Bible lesson into life.

- (5) Begin where the pupils are
- (6) Open promptly and close on time

SUGGESTION FOR LESSON TEACHING

1. Teaching methods

- (1) Discussion
- (2) Lecture
- (3) Exercise (Teaching Demonstration)

2. Visual aids

- (1) Chalkboard
- (2) Handout sheet on CLASS SCHEDULE and LECTURE OUTLINE

3. Assignment

Suggest that students review their notes for all previous class periods to prepare for the test.

B. DEFINING CREATIVE TEACHING

Every teacher wants to be a better teacher. The previous lessons have already discussed the approach to learning, varied teaching methods, the use of visual aids, and how to prepare the lesson. All of these will help a teacher to achieve his goals. But putting these things into practice is not as easy as it sounds. Learning takes time.

Creativity is a currently popular term among educators, and it has always been basic to good teaching.

(a) Elements of creative teaching

1. Response to challenge

The goals of evangelism, Christian growth, service training, and Christ-like behavior constantly demand fresh approaches and response. A creative response to the challenge may include new planning procedures, fresh ways to elicit the interest of every pupils, better organization of the subject matter, or greater variety in teaching methods.

2. Constant development of ideas

Creativity might be defined as a quality which causes the teacher to develop original and imaginative ideas in teaching. The teacher who brings fresh insight and approach to the teaching situation is truly a creative artist.

3. The use of imagination

Dedicated imaginatino has a place in all areas of teaching. Based on biblical facts, imagination brings interest and life to the biblical lesson. There may be some who feel that the use of imagination is beyond their ability. However, there is considerable encouragement on the possibility of developing creative imagination. Creativity can be taught. It is the process of unfettering the chains of habit, routine, and repression. It is the process of shaping one's surroundings, or relating one's self productively to others.

(b) Qualities of a creative teacher

1. Enthusiasm

Enthusiasm is not to be equated with noise or mere physical activity. It means first of all dynamic relationship to God and to His Word. Out of this comes enthusiasm for his teaching and a contagious interest in the things of God.

2. Open-mindedness

The highly creative person has an open-mindedness to experience. He seeks new solutions to old problems. He related old principles to new problems in new ways and with new emphasis. He applies the wisdom of the past to the challenge of the future by a willingness to listen

to others and help them find for themselves the answers they seek.

3. Sensitivity

The creative person is sensitive to his surroundings. He is observant of sounds, colors, people, and the daily events of life that surround us. This is an ability that can be cultivated by the teacher who desires to improve his creative powers.

4. Personal growth

The learning process for a teacher is continuous, just as the growth process for the Christian is continuous. The dedicated teacher is constantly growing in his abilities, and his creative potential grows with him.

C. HOW TO MAKE THE TEACHING HOUR MORE EFFECTIVE

1. Balance participation between teacher and pupils

There are times, particularly with teenage, when the teacher may feel that the best way to handle the class period is to dominate it entirely, to spend the full time in talk or lecture. But the teacher ought to provide for greater pupil involvement and activity, as a general rule.

2. Provide activities other than listening

The pupils are not learning as much as the teacher thinks they are learning when he completely dominates the situation. Activities provide mental, emotional and physical involvement.

3. Involve class members personally, physically, psychologically, and emotionally

When learning has personal involvement, it keeps pupils mentally alert and emotionally responsive. And the pupil being actively involved mentally and emotionally is greater if he is also actively involved physically. Therefore, the teacher must plan on active, physically involvement during the entire class period.

4. Translate the Bible lesson into life

One of the grave failings of many Sunday school teachers is the tendency to generalize. A teacher may give an impassioned appeal to pupils to "live for Christ" without giving any specific ways to do this. There is no easy answer to this question of how to relate Bible truth to life. However, there is no real teaching until this relation is made and pupils act upon it.

5. Begin where the pupils are

Pupils proceed from the known to the unknown. If the teacher introduces a new word, he explains it in terms of words already known. If he introduces a new idea, he introduces it in terms of what is already known. This is a principle of learning.

6. Open promptly and close on time

This is a mundane matter, but it is important.

LESSON EIGHT

EVALUATION

A. LESSON OUTLINE

OBJECTIVE

Upon completion of this lesson, the student will be able to:

1. Demonstrate the importance of evaluation
2. Describe at least 3 forms of test
3. Show how much of the content of this course he mastered.

CLASS SCHEDULE

1. Lecture (40 minutes)
2. Break (10 minutes)
3. Test (60 minutes)

LECTURE OUTLINE

1. Introduction
2. Formal testing
3. Informal evaluation

SUGGESTION FOR LESSON TEACHING

1. Teaching methods

- (1) The lecture method may be best for this class session because the material is factual and is needed to cover it in a short

time in order to allow enough time for the examination.

- (2) Prepare students to take the examination. Make clear to your students that the examination will not determine their eligibility to teach, but it will give to the student an idea of how much of the content he has mastered. And this information will guide you in preparing for and teaching another class.
- (3) Give the examination. Probably you will not want to give both tests unless you have a full class period. Select the test that you feel will be most helpful to you and your students.
- (4) Encourage each student to continue his studies on how to be a better teacher. Encourage him to put into practice the truths he has learned.

2. Visual aids

Handout sheet on CLASS SCHEDULE and LECTURE OUTLINE.

B. INTRODUCTION

Traditionally, the Sunday school has not used any form of testing on a regular basis. But how can a teacher know how effective his teaching really is unless he plans ways to get this information?

Most of teacheres want their pupils to learn. They plan for their learning. But they stop there. They do not try to find out what they have achieved. The Sunday school teacher should develop both formal and informal means of evaluating his pupils' learning.

Here are some of the reasons for every Sunday shcool should have a program of testing.

1. Testing points the way to improvement.
2. Tests help pupils to become personally involved in lesson.
3. The Bible is worthy of real study.
4. Tests help the teacher to know the effectiveness of his teaching and how much his pupils are really learning.
5. Pupils may apply themselves better when they know they are to be tested.
6. Every Sunday school ought to evaluate its own efferts regularly.
7. Failure to have a program of testing and evaluation encourages slipshod work on the part of pupils and teachers.
8. Bible knowledge can and should be measured.
9. The teacher should know how far he has come and where he needs to go.
0. Testing involves review, and review enables the pupil to see the lesson in perspective.

C. INFORMAL EVALUATION

Pupils, whatever children or youth, all reveal their attitudes toward the Sunday school and its teaching by what they say and do. The teacher will seek to be aware of the possibility of finding needed information in which children and youth are "just talking". Even a good questionnaire, either signed or unsigned, may be a valuable way of finding out the state and progress of pupils.

Constant observation of the pupil will give tremendous, cumulative and trustworthy knowledge about the pupil. Opportunities for such observation outside of class include the church service, before and after regular service, activities at the church, recreational and social hours sponsored by the church or Sunday school, summer camps, and other times of personal contact.

The Sunday school teacher should seek insight from his fellow teachers regarding the growth of his pupils. Sometimes one's fellow teachers know things and hear things that a teacher himself ought to know but does not know.

D. FORMAL TESTING

Teachers who institute more formal means of evaluating their work in the Sunday school might be in for several happy surprises. Tests may be given at any time during a quarter. A five minute true-false test may become the basis for the class discussion to follow. Test may be given at the close of a quarter's work as a method for review.

KINDS OF TESTS

1. True-False Test: Teacher prepares a series of statements based on lesson subjects. Pupils mark T or F, depending on whether the statements are true or false.
2. Multiple-choice: Teacher devises statements that may be completed by selecting one answer from a choice of three or more. Pupil may either check the correct answer, or place the correct letter in the blank before the sentence.
3. Completion Test: This test consists of a series of statements, each containing a blank for a word or two to be filled in by the pupil.
4. Matching Test: These tests are used to test Bible knowledge. They will help the teacher to know whether his pupils are learning facts. And they will help the pupils to realize just what they do know.

The teacher needs to know also whether his pupils have learned Bible principles and whether they put them into practice. So he will need to devise tests that will give him this information as well.

1. Essay Tests

These tests are made up of questions designed to make a pupil think before he writes out an answer, which must be based on information he has gained through class lectures or discussions and required Bible reading. Each question should be worded so that the pupil may not give merely a one-word answer. Such questions must be carefully worded so that the pupil clearly understands what information is desired.

2. Problem-Solving Tests

These may be written or oral tests. A problem in Christian living is set up, the solution to which lies in a Bible principle recently studied. The pupil may write out or discuss possible answers.

E. MULTIPLE CHOICE TEST

1. A good Sunday school teacher
 - a. Should have formal training for teaching.
 - b. Is born and not made.
 - c. Develops his gifts and abilities to the fullest extent.
2. Every teacher should understand that
 - a. Telling is teaching.
 - b. Teaching is more than just telling.
 - c. Big words make the class respect his learning.
3. The teacher who feels poorly qualified
 - a. Should give up his class.
 - b. Should resign himself to his fate.
 - c. Should take definite steps toward improving himself and his teaching.
4. The best time to prepare the Sunday school lesson is
 - a. Sunday morning when the mind is clear.
 - b. Far enough in advance to be able to prepare thoroughly, find additional resource materials and plan for use of visuals.
 - c. The end of the week so you can easily remember facts on Sunday morning.
5. The best Sunday school teacher is the one who
 - a. Is a gifted speaker.
 - b. Gets his pupils to participate in discussions.
 - c. Helps his pupils to grasp and experience the truth of the lesson.

6. Direct, first-hand experiences for all age levels
 - a. Are impossible to provide when teaching Bible truths.
 - b. Should be provided whenever possible to help make Bible truths real. If this is not possible, then a visual aid or other means should be used to contrive such an experience.
 - c. Are the only way pupils of any age can learn.
7. Since it is the pupil who does the learning
 - a. The teacher should ask the pupil to memorize the lesson outline.
 - b. The teacher should expect the pupil to experience the truth involved in every lesson.
 - c. The teacher should help the pupil see how he can put the lesson truth into practice in his everyday living.
8. The teacher can help each pupil to feel accepted
 - a. By complimenting each one on new clothes or on some accomplishment.
 - b. By showing friendly and sympathetic interest and concern in each one all of the time.
 - c. By using one pupil as an example for others to imitate.
9. The teacher should seek to engage the members of the class in planning the work ahead because
 - a. Educators say it ought to be done this way.
 - b. Pupils tend to become interested in things in which they have a voice.
 - c. It will be easier for the teacher since the pupils will do most of the work.

10. Every member of a class should think his teacher
 - a. Is a great teacher.
 - b. Is the final authority.
 - c. Is a sincere Christian and is interested in each pupil.
11. The Sunday school teacher
 - a. Should study only the Bible to prepare for his lesson presentation.
 - b. Should rely mainly on the teacher's quarterly when preparing his lesson.
 - c. Should carefully use the quarterly and other good helps to gain better understanding of what the Bible teaches.
12. The teacher should read through his quarterly rapidly soon after he gets it
 - a. So that he will save time in preparation later.
 - b. So that he will have a general idea of the contents of the lessons for the Sundays that follow.
 - c. So that he can keep ahead of his pupils.
13. The story is a good method to use when teaching
 - a. All age levels every Sunday.
 - b. Young children only.
 - c. Any age level when it fits the needs of the group and the lesson content.
14. Discussion is a good teaching method to use
 - a. In the Kindergarten department.
 - b. With Junior highs and older.
 - c. With all age levels every Sunday.

15. The best method to use in teaching is

- a. The one that is easier for the teacher to use.
- b. The one that best fits the lesson content and the class.
- c. Always the question and answer method.

16. Role playing

- a. Requires much scenery and advance practice.
- b. Helps pupils understand how others feel in certain situations.
- c. Requires the learning of parts.

17. Those who use the storytelling method most effectively

- a. Usually do not rehearse the story before class time.
- b. Plan the stories carefully in advance of class time.
- c. Tell stories to entertain or get attention.

18. Choice of teaching method on any given Sunday

- a. Depends largely on the class, the aims, and the content.
- b. Depends on which methods the teacher likes best.
- c. Depends mostly on how the teacher feels that day.

19. Audio-visual aids

- a. Ought to be used with all age groups.
- b. Are so expensive that all churches cannot afford them.
- c. Should be used only with young children.

20. The chalk board

- a. Should not be used with grade-school children because they are accustomed to its use in school.
- b. Can be an important, economical visual aid for all age levels.
- c. Ought not to be used by churches because it is so common.

21. Puppets

- a. Have limited use because they are expensive.
- b. Help keep children quiet.
- c. Can effectively present Bible or real-life stories.

22. Well-defined aims

- a. Help the teacher select materials and methods for a lesson period.
- b. Impress the class that the teacher is prepared.
- c. Save time in lesson preparation.

23. Every Sunday school lesson should

- a. Have as many aims as can be touched on in thirty minutes.
- b. Have one dominant aim.
- c. Keep the knowledge aim primary.

24. Bibles should be used by pupils and teachers in the Sunday school

- a. Because we are teaching the Word of God.
- b. Because teachers and pupils should read the Bible.
- c. Because everyone expects to use them.

25. The teacher

- a. Should hold his Bible throughout the class period.
- b. Should always treat the Bible and its truths with reverence and respect.
- c. Should study the Bible enough at home so that he will not need it in class.

26. A plan for a lesson period

- a. Includes only an outline of the content of the lesson.
- b. Includes all that the teacher will plan for the class to consider and do.
- c. Is not practical and too much trouble to prepare.

27. The teacher's main concern is always how

- a. To get the class involved actively in the lesson period.
- b. To get everyone to participate in discussion.
- c. To keep everyone quiet so that he is not distracted.

28. The value of the lesson-period plan is

- a. That it saves the teacher from spending more than thirty minutes in preparation.
- b. That it helps the teacher know everything he is going to do and have the class do during the class period.
- c. That it impresses visitors who may be present.

29. The teacher should get to class early

- a. To greet all of the members of the class as they arrive.
- b. To provide for pre-session activities.
- c. To avoid getting involved in family problems at home.

30. If the teacher maps out a long-range program for lesson preparation he will

- a. Probably relate his lessons better to the needs of all his pupils.
- b. Have better opportunity to plan to involve every pupil.
- c. Be able to use more material.

F. ESSAY TYPE TEST

1. What are the most important qualifications and characteristics of the good Sunday school teacher? Outline a program of self-improvement that you could follow in the areas in which you believe you need improvement.
2. What are some of the ways the Sunday school teacher can study the Bible for himself? Which of these ways appeal to you the most? Why?
3. List five or more things every teacher can do to improve his effectiveness as a Sunday school teacher.
4. In one paragraph answer the question, "When do teachers really teach?"
5. What constructive steps can your church take to make the Sunday school teaching hour more effective and fruitful?
6. Tell why visual aids make teaching more effective.
7. Give five practical suggestions for the effective use of the chalk board.
8. What is the purpose of a lesson-period plan? What should go into such a plan?
9. You are planning to teach a group of juniors a series of lessons on the life of Christ. What types of audio-visual teaching aids do you think might be helpful? Work your imagination overtime to see how many visual aids you can suggest for this series of lessons.
10. You are planning a series of lesson on the life of Christ for a group of Junior hights. You know that you ought to use some other teaching methods along with or besides the lecture method. What method could you utilize in this series?

11. You are to teach a class of high school students a series of lessons on the Sermon on the Mount. You recall that you should have only one type of aim predominant in any lesson period.
 - a. List the types of aims from which you may choose.
 - b. What should be the qualities of the aim you choose for each lesson, regardless of its particular type?
 - c. Write out an aim for one lesson on any portion of the Sermon on the Mount that you choose. Tell what type of aim it is, and why you believe it has the qualities a good aim should have.
12. What parts of this course have been most helpful to you? Why?
13. If you were to pick one particular idea or insight as being the most significant out of everything you have learned in this study, what would it be? Why?

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- CE 808 The Church and Its Curriculum, Conducted by Professor
C.L.Johnson.
- CE 812 Christian Education of Children, Conducted by Professor
Allen C. Odell.
- CE 813 Christian Education of Youth, Conducted by Professor
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- CE 814 Christian Education of Adults. Conducted by Professor
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