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# A Project Presented to The Faculty of Western Evangelical Seminary

Frank P. Sherman

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THE FAMILY WORSHIP TIME: A PARENTAL RESPONSIBILITY

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A Project  
Presented to  
The Faculty of  
Western Evangelical Seminary

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in Partial Fulfillment  
of the Requirements for the Degree  
Masters of Arts in Christian Education

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by  
Frank P. Sherman

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PORTLAND, OR. 97223

APPROVED BY:

MAJOR PROFESSORS:

*Allen C. Adell*

COOPERATIVE READER:

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THE RESPONSIBILITY OF PARENTS  
TO THEIR CHILDREN

The purpose of this research project is to examine the role of parents in the spiritual development of children. A keen interest in and concern for this subject has grown out of the author's experience as Director of Christian Education for a congregation of four hundred members. Observation of the manner in which many parents approach the spiritual training of their children, or fail to approach it in many cases, has caused the author to ask many questions.

Who is responsible for the spiritual training and development of children? Are the parents responsible? Is the local church, perhaps, the responsible party? What reasons could there be for ministering specifically to children? How are we to go about such a task?

The first examination to be made will be that of key Bible passages which speak specifically to the spiritual training and development of children. The passages will be considered in order of their appearance in the Bible.

Ephesians 6:4

"And ye fathers, provoke not your children to wrath, but bring them up in the nurture and admonition of the Lord."

The first phrase in this verse to be considered is "bring them up." The Greek word for this directive is

ΕΚΤΡΕΦΕΙΤΕ. The literal meaning of this word is to educate, to bring up, to nourish.<sup>1</sup> It implies all tenderness, feeling with and for; all care, gentleness, and love by parents for their children. A similar concept is conveyed in Ephesians 5:29, where a picture is given of the physical body. According to the meaning of this word, the parent is to promote the health and strength of the child, just as he nourishes his own flesh; caring for its life, its welfare, and its true well-being.<sup>2</sup>

The second phrase of significance for this project is "in the nurture." The Greek word is ΠΑΙΔΕΙΑ, which literally means discipline, training, education, nurture.<sup>3</sup> This word deals with the upbringing and handling of the child who is growing toward maturity. This word recognizes the need of children for teaching, instruction, and a certain measure of compulsion at times, in the form of discipline or even chastisement. This phrase points to both a way of education, of cultivation, which is to be followed, as well as to a goal which is to be reached. When referring to the instruction or teaching of a child, Παίσεια is implying a form of knowledge and training the child is to receive from the parent.<sup>4</sup>

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<sup>1</sup>The Analytical Greek Lexicon, (Grand Rapids: Zondervan Publishing House, 1970), p.129.

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<sup>3</sup>The Analytical Greek Lexicon, p.298.

<sup>4</sup>Albert Barnes, Notes on the New Testament, VII, (New York: W.G. Blackie and Co.), p.119.

Finally, the phrase "and admonition of the Lord" makes its contribution. The word νομοετέλλω literally means to impart understanding, to set right, to have a corrective influence on someone, to impress upon the heart of someone.<sup>5</sup> This word describes an effect upon the will and the disposition, and presupposes an opposition which has to be overcome. It seeks to correct the thinking, to put right what is wrong, and to improve the spiritual attitude. The basic concept is that of the well-meaning earnestness with which one seeks to influence the mind and disposition of the child through appropriate exhortation, explanation, warning and correction. The word means to endeavor to bring about a change in the child's heart, which will then be manifested in the lifestyle.<sup>6</sup>

Proverbs 22:6

"Train up a child in the way he should go, and when he is old, he will not depart from it."

The Hebrew word 7111 is translated "train up," which means to imbue or to initiate, especially as applied to the first instruction or direction given children. The alternate

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<sup>5</sup>The Analytical Greek Lexicon, p.279.

<sup>6</sup>Adam Clark, Clarke's Commentary, I, (New York: Abingdon - Cokesbury Press), p.467.

reading would be "chastise." In this verse, the parents are commanded by God to initiate or start their children in a certain direction.<sup>7</sup> The word יָדַע means more than to simply teach a body of knowledge. It includes everything that pertains to the proper development of the child, especially in the moral and spiritual sense.<sup>8</sup>

Deuteronomy 6:6,7

"And these words, which I command thee this day, shall be in thine heart; and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house and when thou walkest by the way, and when thou liest down, and when thou risest up."

In these verses, parents are commanded to teach their children what God has revealed to them. The Hebrew word יָדַע, translated "teach," means literally to whet, to sharpen, so as to penetrate; to impress something deeply upon the mind.<sup>9</sup> The stem to יָדַע is Piel, which is the intensive form. This is the only place it is used in connection with the instruction of children in the Word of God.<sup>10</sup>

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<sup>7</sup>William Wilson, Old Testament Word Studies, (Grand Rapids: Kregel Publications, 1978), p.439.

<sup>8</sup>James Orr et al., eds., The International Standard Bible Encyclopedia, (Grand Rapids: Wm. B. Eerdmann Pub. Co.), p.3005.

<sup>9</sup>Wilson, p.438.

<sup>10</sup>R. Laird Harris, Gleason L. Archer, and Bruce K. Walthe, Theological Wordbook of the Old Testament, (Chicago: Moody Press, 1980), p.943.



Twice, it is used metaphorically of the sharpening of the tongue. Evildoers in Psalm 64:3 are depicted as sharpening their tongues like swords in preparation for attacking the innocent.<sup>11</sup> The concept speaks of intensive training of a child in God's ways.

One should also observe that, in this passage, training should be given at every opportunity which is available.<sup>12</sup> The same concept is conveyed in the similar statements of Deuteronomy 4:20 and 11:19. Instruction in spiritual matters is to happen at home, outside the home, at rest, and at work.

The Hebrew word 713, which is also translated "teach," is one of the twelve words for teaching in the Old Testament which conveys the concept of training as well as educating.<sup>13</sup> It bears the implication of teaching by intensive drill. It is the same word that is used to describe the training of soldiers for war.<sup>14</sup>

The words translated "children" in the verses above do not refer to a specific age. In the Deuteronomy passages, the word is 71. It literally means "builder of the family name; a son." The word translated "child" in

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<sup>11</sup>Ibid., p.943.

<sup>12</sup>J. Richard Fugate, Child Training, (Garland, Texas: Aletheia Publishers, Inc., 1980), p.65.

<sup>13</sup>Harris, Archer, and Walthe, p.480.

<sup>14</sup>Fugate, p.68.

Proverbs 22:6 is the Hebrew word נַעֲרָה, which means "age of infancy to adolescence; a boy; a young man." The feminine of this is נַעֲרָה, which means "age of infancy to adolescence; a girl; a young woman."

In Ephesians 6:4, the word translated "children" is ΤΕΥΧΟΝ, which means "a child, a progeny." (See appendix A.)

All of these words relate the child to the family group, and thereby indicate that parents are responsible for teaching spiritual concepts and values to their own children.

### Conclusions

Three key conclusions can be drawn from the passages which have been studied.

1. Within the family unit, those who fill the role of parents are responsible for the teaching of God's Word and ways to their own children. This is not to say that all parents must receive a degree in religious education in order to carry out such a task. Neither does it mean that attendance of the child in Sunday School classes, Bible clubs, catechism classes, and so forth are out of place. The parent will undoubtedly find these kinds of agencies to be highly valuable. However, the parent is named in the above passages as the central agent in the spiritual training of children. The parent is to see that spiritual training takes place. And the parent is to be directly involved in the training process.

2. We also see in these passages that the parent is charged with the education and instruction of the whole person: physically, intellectually, and emotionally. And we see further that the goal of such training is to be spiritual maturity in the life of the child.

This does not mean that parents somehow bring salvation to their children. They do, however, have a responsibility to instruct their children and bring them to that point where they can intelligently make decisions which affect their spiritual life. It is not failure on the parents' part if their children do not choose salvation after receiving instruction. It is only failure when parents do not accept that responsibility to begin with. Failure only comes when one is not obedient to God's instruction.

3. No age limit was indicated in the scripture verses studied. This would suggest that parents are always to be ready to instruct their children, and to be concerned for their children. This would be especially true when the children are living in the home with the parents. The work of caring and instructing would, in a modified way, carry on throughout life.

This study will now proceed to consider why it is important that children receive spiritual training and instruction.

## WHY TEACH CHILDREN?

Dr. Urie Bronfenbrenner of Cornell University, chairman of the White House Conference on Children in 1970, states that "the actual patterns of life in America today are such that children and families come last. Our society expects its citizens first of all to meet the demands of their jobs and then to fulfill civic and social obligations."<sup>1</sup>

As Christian parents, perhaps we need to ask ourselves whether we have done better. Have we been brought under the influence of our culture and its social influences? Where do our children rate as far as our concern for them: before or after our jobs and obligations? Are they at the center of our attention? Are we, as Christians, concerned about the quality of the time we spend with our children? Is some of this time spent in teaching our children God's Word?<sup>2</sup>

Zuck and Clark, in the book Childhood Education in the Church, suggest ten reasons why ministry to children is warranted. Lois E. LeBar, in Children in the Bible School, presents additional reasons. And Donna Harrell and Wesley Haystead, add four more justifications for specifically giving children spiritual instruction. These many reasons

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1

Roy B. Zuck and Robert E. Clark, Childhood Education in the Church, (Chicago: Moody Press, 1975), p.9.

2

Ibid., pp.9-24.

can be grouped into basic categories of concern.

Reasons related to the position of children before God.

1. Children are our gift from God.<sup>3</sup> Not only are children a gift to parents, but it must be remembered that parents have brought them into the world marked by original sin. This does put a responsibility on parents to teach children God's word. The parents' ministry with their children is helping bring them to fulfillment of God's design for them, which is salvation through Christ.

2. Jesus placed a high value on children.<sup>4</sup> In Matthew 19:13-15, Mark 10:13-16, and Luke 18:15-17, Jesus blessed children and prayed for them. Jesus' disciples resented this intrusion, and rebuked the mothers for bringing their children to Jesus. But Christ responded with love and welcome for them: "Forbid them not to come unto me, for of such is the kingdom of heaven." These verses seem to suggest that the ideal characteristics of children - love, simplicity of faith, innocence, and humility - are worthy of the kingdom.<sup>5</sup>

Children are eager to come to Christ, but through the ages the church has been reluctant and often forbids it.

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<sup>3</sup> Ibid., p.17.

<sup>4</sup> Ibid., p.17.

<sup>5</sup> Willard H. Taylor, Beacon Bible Commentary, IX (Kansas City: Beacon Hill Press, 1965), pp.178-179.

Perhaps we should heed Jesus' warning in Matthew 18:6.  
"Whosoever shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depths of the sea."

Reasons related to the particular characteristics and needs of children.

1. Children are open to God.<sup>6</sup> From birth to eight years of age, children have difficulty distinguishing between reality and fantasy. Thus, children are creative and imaginative, often indulging in magical explanations, inventing a wide range of super-persons and events. Thus, the child has the capacity to believe in Santa Claus, Easter Bunny, Super Man and God. Therefore, the religious environment must be of most importance during these years. Because children are capable of a religious experience, they need to be exposed to authentic adult faith. If these conditions exist, the child will separate fantasy from faith in a natural and easy way as the mind develops.

2. The natural faith of early childhood is soon outgrown, however.<sup>7</sup> As the self-consciousness of the child develops, spiritual consciousness declines. The growing child realizes new abilities he can master on his own strength.

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<sup>6</sup>  
Zuck, p.17.

<sup>7</sup>  
Lois E. LeBar, Children in the Bible School, (Old Tappan, New Jersey: Fleming H. Revell Co.), p.23.

If a child is saved, time will be spent in searching for Christ's truths and strength, and his questions and doubts will be answered by God, with strong faith the result.

3. The early childhood years set the tone for lifelong values.<sup>8</sup> It is argued that we spend time in child evangelism because children can be reached more easily than adults and because they have their their lives before them. These two statements are true. Yet, a more profound motive should be evident to parents: life's earliest experiences profoundly shape all of life. And where does the child spend most of those formative years? In the family environment.

The habits formed in the first seven years of life are very firmly established, and difficult to change. It is widely agreed that an individual's essential character is established very early in life.<sup>9</sup> Proverbs 22:6 reads, "Train up a child in the way he should go, and when he is old, he will not depart from it." It seems that one may find it difficult to leave the early training; it remains a part of life through adulthood. This important truth can be taken in both a positive and negative sense. It is positive in that children raised in a strong Christian environment will find it difficult to break such a pattern. But those raised in an undesirable situation may later find this to hinder them in making a decision for Christ.

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<sup>8</sup>  
Zuck, P.18.

<sup>9</sup>  
LeBar, p.25.

4. The child's life needs are best met in the Christian home. Abraham Maslow's hierarchy of human needs is best administered in a Christian home.<sup>10</sup> Maslow's hierarchy includes physiological needs, physical and psychological needs, affiliation needs, self-esteem needs, and self-actualization needs. Often, parents who do not have a vital relationship with Christ neglect these needs in some way or another.

Early, consistent saturation in a warm, Christian environment helps children respond personally to Christ's call to salvation.<sup>11</sup> From birth, the child needs to be surrounded with an environment which will help develop the child's trust in those around him, as well as in God, who also loves and cares for him. As the child develops in his intellectual, emotional, social, physical, and spiritual identity, he will eventually become aware of a personal need for God's grace in his life.

5. The most favorable soil for sowing the seed of the Word is in the plastic heart of a child.<sup>12</sup> Unlike adults who have sometimes hardened their hearts toward spiritual influences, children are often willing to learn anything an adult is willing to teach them. Parents should be seeking opportunities to teach children about the things of God.

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10

Zuck, p.24.

11

Ibid., p.27.

12

LeBar, p.21.



6. Children have their whole lives ahead of them for service.<sup>13</sup> If they are saved while they are young, the more of their lives they have to use for God.

7. Children open homes for personal work.<sup>14</sup> The smaller the child, the more powerful the entry may be into the home. Children who are enrolled in Sunday School are often an open door in visiting the parents and talking about spiritual things. Children who regularly attend Sunday School and other church activities often convey to their parents what they have learned.

Reasons related to the society in which we live.

1. The secularization of our times increases the urgency of providing a corrective in the Christian nurture of children.<sup>15</sup> There is an informative exercise which all parents might do well to complete. Taking a sheet of paper, make columns under the headings of Home, School, Church, and Extra-Curricular activities. In each column, the parent should list the number of hours spent by the child under the influence of each environment. Especially try to identify the number of hours spent in spiritual encouragement and instruction.

When the number of hours in each column are totaled, the figures may be sobering. Unless the child is in attendance at a Christian school where spiritual concepts and

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13

Ibid., p.26.

14

Ibid., p.26.

15

Zuck, p.22.

values are explicitly taught, the large majority of the child's waking time is spent under influences which are not godly. In addition, many of the influences which invade the Christian home through the television and other media are not always helpful to proper spiritual growth. Consider these sobering words:

Public education has been, by any measure, the gift of the Christian heritage to children of the Western world. It is ironic that in our time, Christian expressions have been banned from public classrooms by judicial processes which have stressed "fairness." It may now be fairly stated that the official state religion of the United States is that of an agnostic secularism - a religion with its own host of priests and temples. While some of those priests still articulate value systems obviously rooted in the Judeo-Christian vision, they are prophets in a culture whose values are sure to erode. Such erosion, as is evident in United States public morality, its tastes in entertainment, its virtually entirely expediency-oriented political climate, and its Playboy philosophy of man, sketches the pervasice and perverse conditions of our secular domain. The child of the late twentieth century is surfeited with value influences which contradict the fundamental values of Christian faith and life. Never, since the days of the young church in the pagan Roman empire, has so much depended on the effectiveness of the family of God in infusing the life of Christ and His values into their young.<sup>16</sup>

In light of these kinds of considerations, the Christian parent should recognize the importance of being actively and directly involved in the spiritual nurture of his or her children. This important task must not be left to one

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<sup>16</sup>

Zuck, p.22.

or two hours a week spent at church. It is hardly possible for such a short amount of time to counteract such pervasive societal influences.

Such serious statements are supported by the developments seen in all parts of our society. Serious crime is on the rise, and there is good reason to worry. When figures were released by the Federal Bureau of Investigation in 1979, the outlook was dim. Murders rose by 10 percent; assaults by 10 percent; forcible rapes by 13 percent; and robberies by 12 percent. Based on crimes reported in 1979, a serious crime occurred every 2.6 seconds; a theft occurred every 4.8 seconds; a burglary occurred every 10 seconds; a violent crime occurred every 27 seconds; a car or truck theft occurred every 29 seconds; an assault occurred in every 51 seconds; a robbery occurred every 68 seconds; a forcible rape occurred every 7 minutes; and a murder occurred every 24 minutes.<sup>17</sup> (See appendix B.)

In 1980, there was a 9.4 percent rise in the crime index. Daytime burglaries of homes rose 32 percent, street robberies 45 percent, and bank holdups 71 percent. Handguns were used in 50 percent of the 23,044 murders. Seventy percent of those arrested for crimes were under 25 years of age.<sup>18</sup>

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William L. Chaze, "Fear Stalks the Streets," U.S. News and World Report, Oct. 27, 1980, p.58.

18

"U.S. Crime-Surging Again," U.S. News and World Report, Sept. 21, 1981, p.12. For related information, see Appendix C.

Further statistics show that births out of wedlock increased by about 7 percent from 1970 to 1980. The ratio of divorced to married people doubled. While 1 in 20 persons were divorced in 1970, the ratio was 1 in 10 in 1980.<sup>19</sup>

These statistics call the church as a whole, and parents especially, to place high priority upon the Christian nurture of children.

Donna Harrell and Wesley Haystead list four basic reasons we have for teaching God's Word to children. These four reasons speak directly to the above societal influences.

1. First, we teach God's Word to children with the hope that at some time, with the guidance of God's Holy Spirit, children will repent and accept Christ as their Lord and Savior.<sup>20</sup>

This experience is part of a process. To be able to lead children to salvation in Christ, the heart must be prepared by teaching God's word to them. When the decision is made, then the child begins to bear fruit. The one who teaches (plants) the Word, and the one who helps the child mature (waters) are workers together.<sup>21</sup>

2. Second, God's Word helps the child to discern right from wrong and build a foundation for truly Christian values.<sup>22</sup>

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<sup>19</sup>Dennis E. McFadden, "Just What Did Jesus Say About Divorce?", Christianity Today, Nov. 20, 1981, p.46.

<sup>20</sup>Donna Harrell and Wesley Haystead, Creative Bible Learning, (Glendale: Gospel Light Pub.), p.7.

<sup>21</sup>I Corinthians 3:5-8.

<sup>22</sup>Harrell, p.8.

For example, the Biblical definition of love, "Love is kind," can produce meaning to children when father helps them make soup for mother who is ill in bed. Children learn by example and word. Children are constantly observing adults and imitate them in actions and attitudes. Coupled with teaching of the Word, children begin to discern right actions and attitudes from wrong. The patterns established during childhood then carry over into adulthood.

3. Third, God's Word helps children to develop awareness of the world around them.<sup>23</sup> Children need to feel secure concerning their experiences with the world and people around them. They need to understand that God is in control of all things, and has a plan for their lives. They need to develop a sense of security and trust in a God who loves them and cares for them.

4. Fourth, as children become familiar with Scripture and how to apply it to their lives, they will develop a positive attitude toward the Bible.<sup>24</sup> They are therefore more willing to accept its authority, to obey God's commands and follow his principles. Children are concerned with what is happening in the immediate present and future. If they see adults who make it a practice to relate Bible truth to present experience, children will soon be following the same model.

It is apparent that there are a number of sound reasons why children should be carefully instructed in God's Word and

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<sup>23</sup>

Harrell, p. 9.

<sup>24</sup>

Ibid., p.10.

in Christian values. Children are indeed a gift from God. And it is the parents and family who are responsible to see that children receive the proper spiritual nurture. The world has certainly not taken such responsibility to do so. God's values are considered secondary to the philosophies of the world.

In facing such a task, however, the parent does not stand without resources. The developments of the past thirty years in the field of education make it possible for the parent, and the church, to take advantage of knowledge and methodology which make ministry to children both enjoyable and effective. This study will turn now to the most effective ways to teach children at each age-level.

## METHODOLOGY IN TEACHING CHILDREN

The first chapter dealt with the responsibility of parents to instruct their children in spiritual matters. The second was concerned with why God's Word should be taught to children. This chapter will deal with the relationship between age level characteristics and educational methodology, and how the two function together in teaching.

A chart which describes the characteristics of children has been prepared for each period of childhood. It is important that parents and teachers know what can and cannot be expected of the children with whom they work. These characteristics are further important in selecting methods. The methods which are appropriate and effective in teaching junior high children would be inappropriate to use with kindergarten children. And, of course, the opposite is true.

There are some methods, however, which can be used effectively at any age-level. These methods will be detailed following the charts of characteristics.

AGE-LEVEL CHARACTERISTICS



INFANT: Birth - 12 Months

- PHYSICAL      Grows rapidly, especially in the first few months. At birth, usually exceeds 6.5 pounds, 20" long. Sleeps up to 20 hours a day.
- One month: 5 - 6 daily feeding; sleeps in two five-hour segments.
- Six months: Weight has doubled; 5 - 6 inches taller; rolls over easily; sits alone for short periods of time.
- Twelve months: 28 - 31" tall; 17 - 24 pounds; Has some teeth; may walk; may be using some two-syllable words; parents can communicate some simple vocabulary.
- MENTAL        A discoverer. Child begins a long search for truth in both temporal and external matters.
- Because of verbal limitations, the infant is largely a self-instructor.
- SOCIAL        Limited to immediate surroundings. Likes the familiar and enjoys home and members of his family. Learns quickly to gain attention through sounds, gestures, and actions.
- EMOTIONAL    Sensitive to surroundings. Emotionally unstable, but begins to learn types of acceptable behavior.

TODDLER: 13 - 24 Months

- PHYSICAL Acquires the ability to walk.  
Gains ability and dexterity with hands, and has coordination in use of fingers.  
A noticeable change in sleeping habits: one nap a day (2-3 hours), and sleeps all night.  
As child approaches age 2, toilet training begins.  
At age two, usually 32 to 34 inches long and weighs 33 - 36 pounds.
- MENTAL Language development adds many new words; mostly nouns and verbs. 250-300 words by age two.  
Able to name objects and pictures in a book.  
Begins to use words in combination and form simple questions.  
Understands commands, prohibitions, simple questions.  
Seeks autonomy and independence; frequently uses the word "no."  
Brief attention span, short memory.  
Openness and receptivity of mind. No doubt, suspicion.
- SOCIAL Individualistic and self-centered. World is confined to "me" and "mine."  
Solitary play; little or no interest in others; little interest in playing with others.  
Near second birthday, gains an interest in being near others, but does not cooperate with others in play. Hence, parallel play.  
Treats people in much the same way as things: touching, pushing, hitting, trying to manipulate.
- EMOTIONAL Emotionally very insecure; adjustments are difficult.  
Sensitive to surroundings. Gets along best with familiar routine.  
May express fear of the unfamiliar.  
Often acts out feelings in play.

PRESCHOOL: Twos and Threes

PHYSICAL

TWO

THREE

Active, and tires quickly. Engages in many kinds of physical or motor activities. This is essential to normal growth and development.

Susceptible to disease; lacks physical stamina.

Height:	33 - 38 inches	35 - 40 inches
Weight:	25 - 35 pounds	27 - 40 pounds
POSTURE:	slightly stooped; not fully erect; elbows bent; leans forward when run- ning.	Walks upright; swings arms more like an adult.

SLEEP HABITS:	Needs 12 hours at night plus afternoon nap.	May begin staying during afternoon naptime, but needs to "rest" during that time.
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TOILET HABITS:	Does not yet have complete control; still subject to accidents at night.	Should have good control, but may need to be put on toilet before bed.
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EATING HABITS:	Schedule impor- tant. Snack may be necessary between meals.	Schedule still important.
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DRESSING ABILITY:	Beginning to dress self. Does best with familiar clothes.	Can button front and sides, but not back. Has not learned to tie shoes.
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MENTAL

A discoverer. Learns about the world through senses: color, texture, tone, volume, fragrance, warmth, cold, taste, etc.  
Limited vocabulary; focus on "me" and "mine."  
Approximately 300 words at second year; 900 at age 3.  
Has short memory; may repeat same question often.  
Able to converse in simple language.  
Learns chiefly through non-verbal communication.  
Limited concepts of time, space, numbers.

TWOS and THREES, continued

MENTAL

TWO

THREE

READING:	"Reads" pictures by telling what is in them. Likes to listen to stories, poems. Interest span is 3-4 minutes. Enjoys repetition of favorite stories. Child may believe everything he hears, so Bible story books are good because they are true.	Still "reads" by telling what is in pictures. Enjoys rhymes, nonsense verse, making up own stories. Alphabet books begin to hold interest. Parent should ask questions while reading to stimulate child's thinking.
DRAWING:	Can use crayons. Does not stay within lines. Likes to show work to adults. Can make simple things from clay. Can begin to make crude designs in finger paint.	Begins to draw distinguishable objects, designs, letters, though sizes may be disproportionate. Begins to use paint brush. Crayon work is less crude.
MUSIC:	Rhythm is important. May be able to sing short songs. May sing in group, but does not carry tune. Enjoys listening to record with music and stories.	Some threes are beginning to stay on pitch. May sing alone, but sings better in a group. Still enjoys records.
PLAYING:	Simple wood puzzles, building blocks, construction sets, sandbox, stuffed animals. large wood beads, spools, clothespins, plastic bottles are good at this age.	Still enjoys many of the same toys. Also likes dolls, punching bag, small wagon, rocking horse. Likes to play stories and act out parts. Likes to imitate others.

TWOS AND THREES, continued

- SOCIAL      Dependent upon others; needs help dressing, tying shoes, buttoning coat, blowing nose, etc.  
Still individualistic and self-centered.  
Often seems negative: may say "no" when really means "I can't do it," "I don't understand," or even "why?"
- EMOTIONAL    Unstable emotionally. Cannot be sure of behavior from one moment to the next. Hence, the term "Terrible Twos." May do such things as thumb sucking, bed wetting, nose picking, showing off, getting into everything, tearing things up.
- Afraid of the unfamiliar. Fear of being left by parent in a new environment.
- Sensitive to surroundings. Reacts favorably or unfavorably to atmosphere, color, volume, etc.
- Responds to love. Wants to be loved. Seeks attention to have this basic need met.
- Identification with the male and female images are needed for the development of wholesome attitudes. Patterns in life often established by those he imitates.
- SPIRITUAL    Child can learn to love God.  
Child trusts parents, teachers, and others through the needs they meet. This trust is later shown in their trust of God.  
Child can learn love by receiving love from parents. To see a loving father will later help him respond to a loving heavenly Father.  
Child can be taught to obey. A child taught to obey parents will later learn to obey God.

KINDERGARTEN: Fours and Fives

PHYSICAL

The child likes to play. All the world is a whirlwind of activity: running, jumping, climbing, twisting. Child is often noisy and boisterous.

Rapid development, faster at four and slower at five. Leg and arm muscles are developing quickly, and the body demands movement. Even a month's difference may be significant at this age.

Limited energy. The child has delicate health and contracts communicable diseases easily. His growing body needs sufficient rest and a proper diet.

Girls are maturing more rapidly than boys.

Increasing in ability to sing a tune.

Enjoys assembling construction toys and can handle small objects and tie shoelaces.

Most fives are learning to print in public school.

MENTAL

Asks many questions. This is the foremost method of learning.

Increased vocabulary: 500 - 1500 words, depending on background.

Limited concepts of time, space, numbers. Concept of time-span limited to a day.

Curious; has a keen imagination.

Enjoys stories. Fives especially enjoy answering questions and talking about the story they have just heard.

Attention span is sustained when he is actively involved. Listening experience needs to include related pictures, objects to illustrate the words they hear.

Thinks only in concrete terms; cannot deal in the abstract realm.

SOCIAL

Group conscious. Often seeks out one or two children with whom to play. Enjoys being with own age group, but is still quite self-centered.

On a limited basis, leadership abilities may begin to surface in interaction with others.

Strong desire for adult approval; may show off and interrupt a great deal to get attention.

Identifies closely with most admired adult.

Often tests adults: exhibits unacceptable behavior just to see how far he can go.

## Fours and Fives, continued

- EMOTIONAL Frequent emotional outbursts: love and hate, joy and sorrow, fear and pleasure, etc. But in a few minutes, all is forgotten, and moves on to new interests. Five begins to have fewer outbursts.
- Many fears. He is afraid of the unknown, new, the dark, thunder and lightening, barking dogs, strange people, etc. \*A child's fears should never be used to frighten or manipulate him.
- Occasional jealousy: lack of parental attention, as when a new baby arrives. May show jealousy through negative behavior such as biting or hitting.
- SPIRITUAL Accepts fact of God as creator and loving Father. Sometimes is confused as to the names and persons of God, Jesus, Holy Spirit. At times, worries over the idea that God sees everything he does. Usually enjoys being in Sunday School class.
- SEXUAL Child is usually curious about "where he or she comes from. Asks many questions about babies. Is curious about the differences between male and female. Family unit is a good beginning for basic sex information, which can be gradually expanded upon as the child matures.

AGES 6 and 7

- PHYSICAL Can maintain attention and interest for ten to fifteen minutes.  
Ceaseless activity, constant movement enjoyed; seeks strenuous activity, but tires easily.  
Coordination and muscle control are developing.  
The movement of muscles in walking, running, climbing, throwing becomes almost automatic.  
Growth is uneven, and his heart does not grow in proportion to the rest of the body.  
Begins to lose teeth as a natural process.
- MENTAL Intense eagerness to learn. Asks innumerable questions. Searches for information.  
Good memory. May learn to repeat facts without understanding the material.  
Enjoys repetition.  
Limited in understanding of time, space, and number concepts.  
Still thinks concretely, although abstract thinking is beginning to develop.  
Vocabulary is becoming well developed.  
Begins to see relationship between spoken and written word as reading skills increase.
- EMOTIONAL Insecure. Easily stimulated and quickly expresses feelings emotionally.  
Experiments with new emotions. Often unable to control emotions.  
Making decisions is difficult.  
Seeks independent, but often must be very dependent on others.  
Usually eager, enthusiastic in behavior and filled with enjoyment of life.  
Desires affection and guidance. Will do whatever possible to secure approval from adults, and peer approval as well.  
Begins to set standards of achievement for himself.
- SOCIAL Struggling to become acceptable to peers and adults.  
Feels that being first and winning are very important.  
Although sex antagonism may develop, boys and girls generally play well together.  
Very concerned with making friends.  
Still have some difficulty in accepting group decisions if they differ from his own.



AGES 6 and 7, continued

SPIRITUAL Beginning to develop a sense of values.  
Thinks carefully about God and heaven.  
Can accept the fact that God sees him, but may  
have difficulty because he cannot see God.  
Expects his prayers to be answered in a literal  
way, and immediately.  
Enjoys stories from the Bible.  
Understands concrete ideas, rather than abstract.  
Bible heroes seem alive.  
Beginning to make decisions concerning life's  
actions and behavior.

SEXUAL Concept of family as basic unit is important.  
Still curious about where family members came  
from.  
Interested in reproduction process.  
Asks questions about animal mating.  
Frequent handling of sex organs.  
Laughter about toilet functions may occur.

AGES 8 and 9

PHYSICAL A period of steady growth.  
Coordination is well developed. Reacts with speed and accuracy.  
Active participation in interesting projects.  
Adequate energy, enthusiasm, self-confidence permit him to be active.  
Sometimes impatient at delay or inability to quickly accomplish desired goals.

MENTAL Age 8:  
Communication skills developing rapidly.  
Verbal ability exceeds reading ability.  
Interested in using verbal skills.  
Likes learning games.  
Able to take turns in a small group.  
Interest span is lengthening.  
Concepts of time, space, distance are increasing.  
Creativity is at a peak.

Age 9:  
Begins to reason, and recognizes the diversities of a subject.  
Willing to listen to ideas other than his own.  
Enjoys looking up information, discovering ideas.  
Searching for self-identity.  
Concerned about discovering the truth.  
Anxious to develop a code of right and wrong.

SOCIAL Age 8:  
Intense desire for peer group status.  
Dependence on adults decreases.  
Has special friends, special enemies, usually of the same sex.  
Activities and interests usually with same sex.  
Begins to develop self-respect, feelings of fair play, consideration, mutual acceptance, cooperation.  
Accepts own limitations and skills.

Age 9:  
Able to criticize self and permit failure.  
Likes to make own decisions.  
Responds well to adult concern and interest.  
Group influence continues to be strong.

Ages 8 and 9, continued

EMOTIONAL Emotional growth surpasses physical growth.  
Eager to explore the world around him..  
Often experiments beyond his abilities.

Age 8:

Torn between need to be a child and desire to  
be grown up.  
Difficult to accept evaluative criticism from  
adults.  
Becoming more concerned for others.  
Developing a sense of fair play.  
Developing a value system.

Age 9:

More independent in making choices.  
Becomes increasingly aware of the larger world  
and is concerned with rights and feelings  
of others.  
Interested in faraway places in the world.

SEXUAL Modesty is very important.  
Sexual questions become less frequent.  
Changes in sex glands occur.  
Growth hormones are very active.  
Boys may be interested in "dirty" books and  
vulgar words.  
Father may be asked about his part in  
reproduction.  
Girls may begin menstruation, although this  
is early.  
Discussion of sex with friends may occur.

SPIRITUAL Has questions about things which were previously  
accepted on faith.  
Can read from his own Bible.  
Can accept forgiving love.  
Can grasp the history of the Bible.  
Looks up to heroes.  
Can be motivated to Christian character and action.  
Can understand service to others.  
Can comprehend the idea of the worldwide church.

AGES 10 and 11

PHYSICAL Age 10:  
Healthy and full of energy  
Motor control well developed. Likes "doing"  
activities with much enthusiasm.  
Willing to participate in activities involving  
both girls and boys.  
Boys and girls usually the same height.

Age 11:  
Tires easily because of physical changes.  
Girls begin a physical growth spurt.  
Boys and girls tend to work and play separately.

Children at 10 and 11 are usually active, curious,  
enthusiastic, honest, and prefer to talk, listen,  
and read, rather than engaging in work activities.

MENTAL Age 10:  
Very verbal. Can express ideas and feelings  
through poetry, songs, drama, stories,  
drawing and painting.  
Anxious to know the reasons for right and wrong;  
desires to make right choices.  
Responsive to visual stimuli.

Age 11:  
Continues to internalize facts, specific infor-  
mation, and concrete examples.  
Begins to think of self as an adult.  
Thinks through and accepts logical conclusions.  
Critical time for the roots of many important  
decisions.  
Begins to develop definite ideas about future.

SOCIAL Age 10:  
Has several centers for social activities.  
Makes friends easily in peer group, but dislikes  
competition.  
Concerned with family cluster. Parental feelings  
and judgments are important.

Age 11:  
Strong desire to gain status for self within  
peer group.  
Readily competes with others and with other  
groups as a member of a group.

AGES 10 and 11, continued

Age 10:  
EMOTIONAL Reaches an emotional balance. Happy with self;  
cooperative, easygoing, content, friendly,  
agreeable.

Age 11:  
Experiences unsteady emotions.  
Concentrates on interesting and meaningful projects  
for long periods of time with enthusiasm.

SEXUAL Girls ought to have some information about  
reproduction and intercourse.  
Boys ought to have similar information about  
reproduction, intercourse, masturbation.  
"Dirty" jokes may be quite interesting to children  
at this age.

## AGE 12 Through 14

- PHYSICAL** Rapid, uneven growth. Average gain of 12 pounds per year and 6 inches per year.  
Rapidly growing body produces a large appetite.  
Rapid bone and muscular development calls for recreational activity.  
Girls grow faster in early adolescence and are generally taller and heavier than boys during this time.  
Internal body is changing. Development of sex glands is single most important change. Girls develop sexually one to two years ahead of boys.  
Heart and lungs increase in size, and glands become more active.  
Awkward development resulting from uneven growth of bones.  
Alternating energy and fatigue. This protects the body against too much strain.
- MENTAL** Growing intellectual power. Can memorize well, but must have a reason to do so.  
New ability to deal with the abstract.  
Capable of logical thinking.  
Most critical period in life. Questions authority; makes snap judgments and conclusions.  
Active imagination. Often thinks the impossible to be quite possible. Daydreams of adventures and achievement.  
Strong sense of humor. Everything is amusing; may laugh over nothing.
- SOCIAL** Wants to be grown up and feels superior to younger brothers and sisters.  
Developing sense of independence; often rebels and pulls away from parents, family.  
Wants to identify with peer group; strong desire for attention and prestige in eyes of peers.  
Strong sense of loyalty to peer group.  
Very self-conscious.  
A hero-worshiper; patterns life after an ideal.  
Has special friends. Usually, young adolescent girl is more interested in the opposite sex than boys are in her.
- SEXUAL** Sex education should be honest and should have reached completion factually.  
Boys may experience emission of semen during sleep.  
Most girls will be menstruating.  
Curious about their sexual capacities, and thus often engage in petting on dates.

AGES 12 Through 14, continued

SPIRITUAL Beginning to master abstract thinking.  
Can be led into eithical discussions.  
Asks many questions about God, religion.  
Thinks of Christ in terms of a courageous hero  
who died on the cross.  
Needs guidance to apply the cross personally to  
their own lives.

## AGES 15 Through 18

- PHYSICAL** Slower growth. Bone and muscular growth are harmonized.  
Awkwardness outgrown; increased physical coordination.  
Boys catch up with girls in height and weight  
Appearance is important. Girls concerned with looks and figure; boys with size and physical powers.  
Good hygiene is needed for good physical development: regular schedule, proper rest, diet, exercise, etc.
- MENTAL** Reasoning is important. Wants reasons, and rejects authoritarian answers.  
Imagination more creative and practical.  
Still immature in judgments and conclusions.  
Expanded outlook; idealistic and creative; concerned for the future and world beyond self.  
Likes arguments and debates.  
Is subject to suggestion; does not appreciate adult's interruption, but is influenced by those of his group.
- SOCIAL** Peer group attracts; the clique becomes a way of life.  
Home ties weaken. Usually discounts parents' love and interest; may feel neglected and mistreated. Yet, is reluctant to give up parents' security and guidance.  
Interested in opposite sex. It is normal to fall in and out of love.  
Wants social approval, especially from peers.  
Trying to find place in society.  
Increasing desire to help others; desires to do something for those who are less fortunate than he.
- EMOTIONAL** Emotions are more qualitative, but still intense and fluctuating.  
Self-esteem and the desire to be considered adult are high priority factors.  
Wants to take every thrill and new experience.  
Has more ability to control emotions. May hide feelings and be secretive.  
Likes emotional books and films. Responds to emotional appeals.



AGES 15 Through 18, continued

SEXUAL      Need for adult guidance in sex education is  
                  crucial.  
                  Strong sex feeling and urges are felt.

SPIRITUAL    Want to structure their own activities.  
                  Capable of deeper abstract thinking.  
                  Needs help in understanding the problems of  
                  ethics.  
                  Christian vocation is important.  
                  Capable of deep emotional response to  
                  worship and Christian leadership.

The age-level characteristics were compiled from these sources:

Beechick, Ruth. Teaching Juniors. Denver: Accent Publications, Inc., 1981.

Beechick, Ruth. Teaching Kindergartners. Dencer: Accent Publications, Inc., 1980.

Beechick, Ruth. Teaching Preschoolers. Denver: Accent Publications, Inc., 1979.

Biehler, Robert F. Child Development: An Introduction. Boston: Houghton Mifflin Co., 1976.

Drescher, John M. Seven Things Children Need. Herald Press, 1970.

Hakes, Edward J. An Introduction to Evangelical Christian Education. Chicago: Moody Press, 1964.

Harrell, Donna and Haystead, Wesley. Creative Bible Learning for Young Children. Glendale: G/L Publications, 1971.

Irving, Rob G. and Zuck, Roy B. Youth and the Church. Chicago: Moody Press, 1968.

LeBar, Lois E. Children in the Bible School. Old Tappan: Fleming H. Revell Co., 1952.

Peck, Kathryn Blackburn. Better Primary Teaching. Kansas City: Beacon Hill Press, 1957.

Reed, Ed and Reed, Bobbie. Creative Bible Learning for Youth. Glendale: G/L Publications, 1977.

Zuck, Roy B. and Clark, Robert E. Childhood Education in the Church. Chicago: Moody Press, 1975.

## METHODS FOR USE WITH ALL AGE-LEVELS

1. Stories can help establish such values as right or wrong, justice, bravery, kindness, and so forth. This is especially true during the early years. Bible stories can illustrate how life is related to God. Stories help children see that God rules over all of His creation. Stories will give a view of God which other methods may fail to give.<sup>1</sup>

Storytelling has other strengths as well. Stories help younger children to listen, and increases their attention span somewhat. Listening to stories also helps children develop the ability to retain a sequence of ideas. With appropriate questions, children learn to communicate through speaking, which in turn increases their vocabulary.

Learning through storytelling is most effective when the story reinforces and coincides with experiences from the child's life.<sup>2</sup> Stories are an excellent method to use for any age group, and are excellent for the family time at home. Parents must remember, however, to adapt the story to the age-level taught. For example, if the story is to kindergarten children, it is important to consider the

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<sup>1</sup>  
Ruth Beechick, Teaching Kindergartners, (Denver: Accent-B/P Publications, Inc., 1980), p.48.

<sup>2</sup>  
Donna Harrell and Wesley Haystead, Creative Bible Learning, (Glendale: Gospel Light Publications, 1977), p.138.

appropriate age-level characteristics in the areas of social, intellectual, and spiritual developments.

The characteristics indicate that a four or five year old child thinks concretely and has a limited vocabulary. Therefore, the teacher needs to choose a story which adapts to these requirements: a story with a simple plot, few characters, and simple words.

Stories can be used in almost any situation. They can be used as part of a lecture, as illustrations during discussion, or as reinforcement of the central lesson. Because stories are so widely accepted, parents should use them often.<sup>3</sup>

2. Discussion is often initiated by asking a question, because questions tap the mind. This results in statements of opinion and personal preference. The discussion method is educationally strong because the learner is involved personally in a group setting. However, the method may be weak in that no new information or insights may be gained. The teacher can turn this weakness into a strength by using a question as a form of repetition. When discussion is initiated, points from previous lessons can be reviewed, repeated, and emphasized for the learner. In the family, the goal of the discussion method is to encourage the children to express themselves so that the parent can know what they are thinking and how they feel about the issue

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3

Roy B. Zuck and Robert E. Clark, Childhood Education in the Church, (Chicago: Moody Press, 1975), p. 198.

being discussed.<sup>4</sup>

3. Field trips are also an effective learning technique. When children need to see and feel the wonders of God's creation, take them to a park, farm, or zoo. To help children understand the elements of adult worship services, a visit to the sanctuary is appropriate. They can see, touch, and talk about the pulpit, choir loft, organ, altar, and communion table.<sup>5</sup>

Field trips are also effective for youth. When discussing topics in the area of Christian ethics, take a trip to a drug or alcohol rehabilitation center. Such trips provide an environment and educational experience which is not available in the home. These kinds of trips help to objectively evaluate opinions on Christian ethics, and help to illuminate prejudices and improper thinking.

4. Slides and filmstrips are excellent media substitutions for Bible stories, and are just as effective. They can be used to teach Bible stories, Bible background, customs, and geography. They can also help teach practical Christian principles through portrayal of real-life situations. They show Bible scenes and teach new songs by visualizing them. They may also be used for making a family production which emphasizes a particular a particular point of a lesson.

Two principles are important when selecting a filmstrip.

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4

A. Elwood Sanner et al., Exploring Christian Education, (Kansas City: Beacon Hill Press, 1978), p. 198.

5

Sanner, p. 208.

First, select a filmstrip which fits the age-level. Then, select materials which serve a definite purpose in the family time. The material should supplement the teaching.<sup>6</sup> Filmstrips are becoming available to the general public in many Christian supply stores, and at modest prices.

5. Flannelgraph materials have such a wide variety of uses that every one could benefit from them. Bible stories, object lessons, memory work, map studies, biographies, and missions can be presented in interesting and effective ways to all age groups.

Flannelgraph materials are pieces of substantial sized, light weight material which have been covered with flannel, felt, or other soft, napped fabric. Pictures, symbols, letters, and other objects are also backed with this material. Since these kinds of cloth adhere to each other, the figures and objects can be placed on the flannelgraph board as a story or lesson is presented.

Since it is easy to make flannelgraph objects and figures, time together as a family can be spent in developing a story or lesson. This makes preparation time valuable. All ages can contribute in the cutting, coloring, and planning of necessary parts for the particular story.

These figures can be prepared in many ways. Printing verses on strips of paper; words; clouds; buildings for the

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6

Elmer Towns, The Successful Sunday School and Teachers Guidebook, (Carol Stream, Illinois: Creation House, 1976),

p. 286.

background; and so forth are examples of the versatility of this method. Pictures cut from magazines and other sources may be especially effective when mounted for the flannelgraph.<sup>7</sup>

6. The bulletin board can be effectively used within the family context. It can be placed upon the wall, hung from the ceiling, and placed on an easel. Materials that will clarify and summarize weekly lessons, or stimulate the thinking processes, may be placed on the family bulletin board to provide review and to aid in applying the lesson truth to the daily lives of the learner.

For older age groups, magazine and newspaper articles which are directly related to the lesson or discussion in family time may be effectively displayed. Preparation of bulletin boards is a good opportunity for families to spend time together in a constructive, learning environment.<sup>8</sup>

7. Memorization is a teaching method which is not always looked upon with appreciation. However, it can be very effectively used at all age levels. A selected Bible passage which relates to the aim of the lesson and which will help clarify and make application to daily life, can be beneficial to the learner. Memorization of the books of the Bible helps in locating references quickly.

Memorization is more useful for the older ages, as

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<sup>7</sup> Gene A. Getz, Audio-Visual Media in Christian Education, Chicago: Moody Press, 1973), p.101.

<sup>8</sup> Getz, p. 97.

children below first grade have a limited vocabulary. Also, memorization is most effective when the availability of time and motivation potential are at their peaks, which is usually among elementary children.<sup>9</sup>

8. Objects lessons are another effective method which can be used effectively at home. They can be used especially with elementary children. Such lessons are most effective, of course, when they are closely related to the central point of the lesson.

The test of whether or not an object lesson is appropriate is this: Will the child's mind be left most likely on the interesting object, or on the lesson intended to be learned?<sup>10</sup>

The object should be familiar, and the illustration taken from the object must be simple and easy to understand. Use only one object to teach one truth. For younger children, use objects that are not symbolic, and whose value is real. (This is in accordance with the appropriate intellectual characteristics for the age levels.)<sup>11</sup>

9. Use of questions and answers is particularly valuable. This is because people learn best when they are involved. Questions and answers give the learner an active role in

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9

Donald M. Joy, Meaningful Learning in the Church, (Winona Lake: Light and Life Press, 1974), pp.62,63.

10

Lois E. LeBar, Children in the Bible School, (Old Tappan,: Fleming H. Revell Co., 1952), p. 287.

11

Towns, p. 281.



his own education.

Questions may be used to determine whether a person remembered and understood what the teacher had to say. Questions can also tell the teacher whether a student understood what was read in a textbook, reviewed on a screen, or observed on a field trip. A teacher's question can open the learner's mind to explore the nature of God.

A child's question can reveal to the parent a point of interest and concern, which indicates the child's readiness to learn. Questions bring the learner into the learning process, whether he is asking or answering.<sup>12</sup>

Properly directed questions can ascertain what the pupils have learned, guide them in further learning, correct misconceptions and imperfect understanding, help them to see interrelationships among facts, aid in organizing thinking, and lead to fruitful expression of learning.<sup>13</sup>

10. In role play, a problem situation is acted out, and then followed by identification of characters and discussion of the situation portrayed. The goal of role-play is to solve a problem and to provide opportunity for participants to enter into the feelings of others. Role play for children is to dramatize the Bible stories being studied. The natural feelings of children are expressed during the role play. This is a method that can be

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Towns, p. 268.

utilized effectively in the family worship time.<sup>14</sup>

Educational methodology is rich with techniques which can be successfully applied within the family situation. Parents who use a variety of appropriately selected methods will find family worship times to be enjoyable for family members, as well as highly effectively in terms of impact upon the lives of the family members. Parents have available a wealth of materials on the market which will give detailed instruction and suggestions for the use of methods at every age level. For a chart which suggests appropriate and inappropriate methods for each age level, see Appendix C.

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14

Martha M. Leypoldt, Forty Ways to Teach in Groups, (Valley Forge: The Judson Press, 1967), p. 97.

## LESSONS PLANS

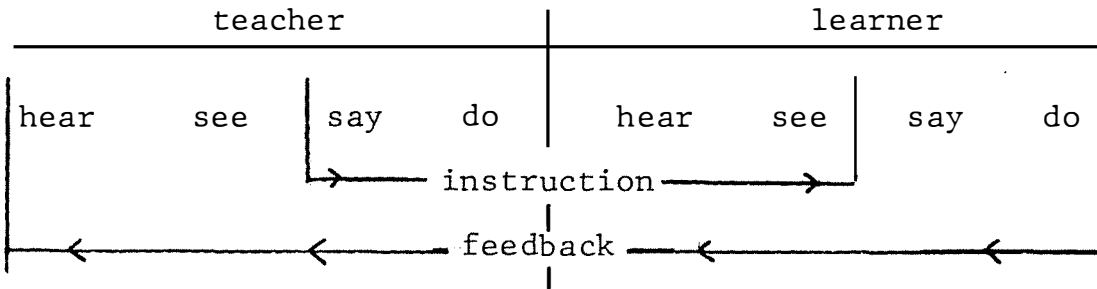
## LESSON PLANS

### Philosophy of Learning

Statistics prove that people learn and retain more when they are directly involved in learning. We retain:

- 10% . . . . . of what we read
- 20% . . . . . of what we hear
- 30% . . . . . of what we see
- 50% . . . . . of what we see and hear
- 70% . . . . . of what we hear and say<sup>1</sup>
- 90% . . . . . of what we say and do

The diagram below illustrates the above statistics.



The diagram is explained this way: the teacher instructs the learner by what he says and does while communicating to the learner. The learner hears and sees this communication from the teacher. The student then gives feedback to the teacher by what the student says and does. The teacher hears and sees this from the learner, evaluates it, then begins the process again by instructing the student.

The key in this process is the involvement of the student in learning. To allow the learner only to listen, see, talk

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<sup>1</sup> Howard Mayes & James Long, Can I Help It If They Don't Learn?, (Wheaton, Illinois: Scripture Press Publications, 1977), P. 75.

or do, is not adequate. There needs to be a combination of all of these factors for a more effective learning process to take place.

On the following pages are examples of lesson plans which attempt to guide the parent in creating lesson plans that are according to the above learning process. Also, these lesson plans help the learner in improving educational skills such as reading and writing. The lesson plans further help in establishing truths in God's Word which will prepare the learner to mature in the christian life.

#### Guide to Writing Lesson Plans

Lesson plans may be written by following this outline.

1. Select an age-level.
2. Decide on a teaching aim. An aim is simply the point or points to be learned.
3. Make a schedule for at least a week in advance.  
Example:

The Christian Family

Week #1: The Child  
Week #2: The Parents  
Week #3: Bible Families  
Week #4: Family Attitudes

4. Decide on the lesson plan structure. Example:

The Christian Family

Aim  
Open in prayer  
Activity for learning  
Application  
Close in prayer

5. Plan an activity.
  1. Be sure it is related to the aim.
  2. Be sure it is appropriate to the age-level.

The twenty-four lesson plans on the following pages have been prepared according to the guide previously discussed and are to be used as examples in how to plan a one month schedule.

Week I, Lesson #1  
Age: 9,10,11

Children in the Bible

Aim: After the completion of this lesson the child will  
know: 1. that all people are born into the world  
as sinners.  
2. that they need to be forgiven.  
feel: a desire to be forgiven.  
do: to ask Christ for forgiveness during prayer.

I. Open in prayer.

II. Activity: Cross out all of the numbers which appear  
below. After the numbers are crossed out,  
write the scripture verse in the space  
below and locate it in the Bible.

Behold, I was shaped in iniquity and  
conceived in sin. My mother  
conceived me.

Circle the correct reference: Psalm 51:5

Psalm 58:3

The womb; they are shaped as  
sinners. I was shaped in iniquity  
and conceived in sin.

Circle the correct reference: Psalm 51:5

Psalm 58:3

Ask the question: When we are born as children, what  
are we like?

Make the statement that all people are sinners.  
Read Romans 6:23.  
But we do not need to remain sinners.  
Share the hope of salvation through Christ.

III. End with prayer.

Week I, Lesson #2

Children in the Bible

Aim: Children will know: that sinful behaviour can bring distress to parents.

feel: a desire to ask for forgiveness

I. Prayer do: As for forgiveness, if needed, at prayer.

II. Activity: Look up the scripture verse and fill in the blanks with the correct word for the blanks.

Proverbs 10:1b ". . . a \_\_\_\_\_ son in the  
heaviness of his \_\_\_\_\_."

Proverbs 17:21 "He that begetteth a \_\_\_\_\_ doeth  
it to his \_\_\_\_\_; and the \_\_\_\_\_  
of a fool hath no \_\_\_\_\_."

Proverbs 29:15b ". . . a \_\_\_\_\_ left to himself  
\_\_\_\_\_ his mother \_\_\_\_\_."

Word choices: foolish      joy      sorrow  
                  mother      child      bringeth  
                  fool      father      shame

Ask the children questions which will produce the following answers:

1. A child who acts like a fool does not produce joy for his/her parents.
2. A child who acts foolishly brings shame to his/her mother.
3. A child who acts foolishly bring sorrow to his/her father.

\*Be sure to give your children a definition of fool/foolish before asking the questions.

III. Application: Are we being foolish by doing any of the above acts? If we have, we need to ask God to forgive us, and stop doing such things.

IV. Close with prayer.



Week I, Lesson #3

Children in the Bible

Aim: Children will know: what the consequences of being wise are.  
feel: a desire to be wise.  
do: ask God for help in being wise and forgiveness if needed.

I. Open with prayer.

II. Activity: Look up the scripture verse in the Bible. Write the words which are underlined so that they are unscrambled. Write the correct spelling beneath the incorrect.

Proverbs 10:1a ". . . A siew son maketh a dlga father.

Proverbs 23:24,25 "The thfaer of the righteous shall greatly joreice, and he that begetteth a wise ldich shall have yoj of him. Thy father and thy othmer shall be ladg, and she that bore thee shall reicejo."

Proverbs 29:17 "rrectco thy nos, and he shall give thee sert, yea, he shall give dlieght unto thy losu.

Ask the children questions which will produce the following answers:

1. A wise son makes a happy mother.
2. A wise child makes a happy father.

III. Application: Explain what wise means, and ask what children can do to become wise and make their parents happy.

IV. Close with prayer.

Week I, Lesson #4  
Children in the Bible

Aim: Children will know: they are to honor their parents.  
feel: a desire to honor their parents.  
do: ask God for help during prayer.

I. Open with prayer.

II. Activity: Look up the scripture verses and write the proper word in the blank. Find the word in the block puzzle and circle it.

Exodus 20:12 "\_\_\_\_\_ thy father and \_\_\_\_\_ that thy  
\_\_\_\_\_ may be \_\_\_\_\_ upon the \_\_\_\_\_ which the \_\_\_\_\_  
thy God giveth thee.

Ephesians 6:2 "Honor thy \_\_\_\_\_ and mother, which  
is the first \_\_\_\_\_ with \_\_\_\_\_."

A L A N D F H L M P M  
N H B E F L O N G S O  
C O M M A N D M E N T  
S N L O T C F V D W H  
L O R D H N T U A A E  
T R C G E X D J Y H R  
Y M T P R O M I S E I

Explain to child what honor means, and that the Word say children must honor their mother and father.

III. Application: As a teacher, you must lead the children to ask themselves, "Am I honoring my mother and father?" If not, I need to ask forgiveness and start honoring them in recognizable ways.

IV. Close in prayer.

Week I, Lesson #5  
Children in the Bible

Aim: Children will know: what does it mean to obey parents.  
feel: desire to obey parents.  
do: ask God for help during prayer.

I. Open with prayer.

II. Activity: Break the code below and find out what God's Word says that children should do. Each number means the letter which is written below it. To break the code, write the proper letter under each number. Then, circle the correct reference.

Code: 1 2 3 4 5 6 7 8 9 11 12  
a b e y o u r p n t s

"Children, 5 2 3 4 4 5 6 7 8 1 7 3 9 11 12

in all things." Ephesians 6:1  
Colossians 3:20a

"Children 5 2 3 4 4 5 6 7 8 1 7 3 9 11 12

in the Lord, for this is right. Ephesians 6:1  
Colossians 3:20a

III. Use the lecture method, with help from the flannel-graph. Tell the children what it means to obey parents. Write down some examples and place them on the flannel board at the appropriate time.

Ask the children if they can think of times when they have been disobedient. If they can, explain how they can receive forgiveness from God.

IV. Close in prayer.

Week I, Lesson #6

Children in the Bible

Aim: A review for emphasis on children in the Bible and what is expected of them.

I. Open in prayer.

II. Activity:

1. On a chalkboard or large piece of paper, write the major verses used during the week. Ask the children to read each one, and then explain what it means.
2. With your help, have the children make a bulletin board or collage which illustrates what they have been learning during the week. This should be an enjoyable time for the entire family. The project should indicate things children can do to show they need to be a blessing and not a curse to their parents; show how they can be a joy and make parents happy; show what it means to obey their parents.

III. Close with a special refreshment time.

Week II, Lesson #1  
Parents in the Bible

Aim: To identify responsibility parents have in the family in teaching God's Word.

I. Open in prayer.

II. Activity: Find Deuteronomy 6:6,7. Place the words below into the blanks in the scripture verses.

"And these \_\_\_\_\_ which I \_\_\_\_\_ thee this  
\_\_\_\_\_ shall be in thine \_\_\_\_\_; and thou  
shalt \_\_\_\_\_ them diligently unto thy \_\_\_\_\_,  
and shalt \_\_\_\_\_ of them when thou sittest in  
thine \_\_\_\_\_, and when thou \_\_\_\_\_ by the way,  
and when thou \_\_\_\_\_ down, and when thou  
\_\_\_\_\_ up."

Words:    teach        heart        day  
          command    talk        house  
          walkest    liest       children  
          risest

III. Have a family discussion about the responsibility of parents to teach God's Word to their children. Relate this point to the lessons of the previous week. Children need to listen to their parents, especially when parents are giving instruction in God's Word.

IV. Application: The family, especially parents, need to take the study of God and his Word seriously.

V. Close in prayer.

Week II, Lesson #2

Parents in the Bible

Aim: To demonstrate a correct child training method.

I. Open with prayer.

II. Activity: Read Colossians 3:21 and Ephesians 6:4a. Point out all the words which contain the letter "r". Write these words down. Then, circle them in the block puzzle below.

D I S C O U R A G E D

A S Y N W E F N R H Y

P A O C R A N G E R O

O X E P A W B E B D U

K U F A T H E R S K R

I L M C H I L D R E N

P R O V O K E I L Z O

III. As a family, discuss those things which make family members angry or discouraged.

IV. Application: Name ways in which anger and discouragement will be handled if either develop within the family.

V. Close in prayer.

Week II, Lesson #3

Parents in the Bible

Aim: To discuss and identify the use of chastisement as one of the parental responsibilities.

I. Open with prayer.

II. Activity: Look up the references below, and match each one with the correct verse by drawing a line between the two.

II Samuel 7:14 "Chasten thy son while there is hope, and let not thy soul spare for his crying."

Proverbs 23:14 The rod and reproof give wisdom, but a child left to himself bringeth his mother shame."

Proverbs 22:15 "Thou shalt beat him with the rod, and shalt deliver his soul from sheol."

Proverbs 23:13 "Foolishness is bound in the heart of a child, but the rod of correction shall drive it far from him."

Proverbs 29:15 "Withhold not correction from the child; for if thou beatest him with the rod, he shall not die."

Proverbs 19:18 "I will be his father, and he shall be my son. If he commit iniquity I will chasten him with the rod of men, and with the stripes of the children of men."

III. Lead discussion on how family members feel about discipline - both children and parents. Points to make clear:

1. Parents are responsible.
2. Discipline is to eliminate foolishness from the heart.
3. The purpose of discipline is to save the soul from hell.

IV. Application: When discipline is necessary, it should be viewed in these terms.

V. Close in prayer.





Week II, Lesson #5

Parents in the Bible

Aim: Family members will have a biblical view of the husband, wife relationship.

- I. Open with prayer.
- II. Activity: Read Ephesians 5:22-33. Test yourself by answering the following questions with yes or no.
  1. Are husbands to love their wives?
  2. Are wives to submit to husbands?
  3. Is the husband head of the wife?
  4. Should a man leave his father and mother to be married?
- III. Lead a discussion which defines these two things:
  1. What does submit mean?
  2. What does head mean?
- IV. Application: Are there times when father has not demonstrated love to mother? Are there times when mother has refused to submit to father?
- V. Close in prayer.

Week II, Lesson #6

Parents in the Bible

Aim: Review of the week's lessons which emphasize the responsibilities of parents.

I. Open with prayer.

II. Activity: Role play.  
Parents role play for children a situation which demonstrates love and one which does not.

III. Discussion of what children saw and felt while watching the role plays.

IV. Close in prayer.

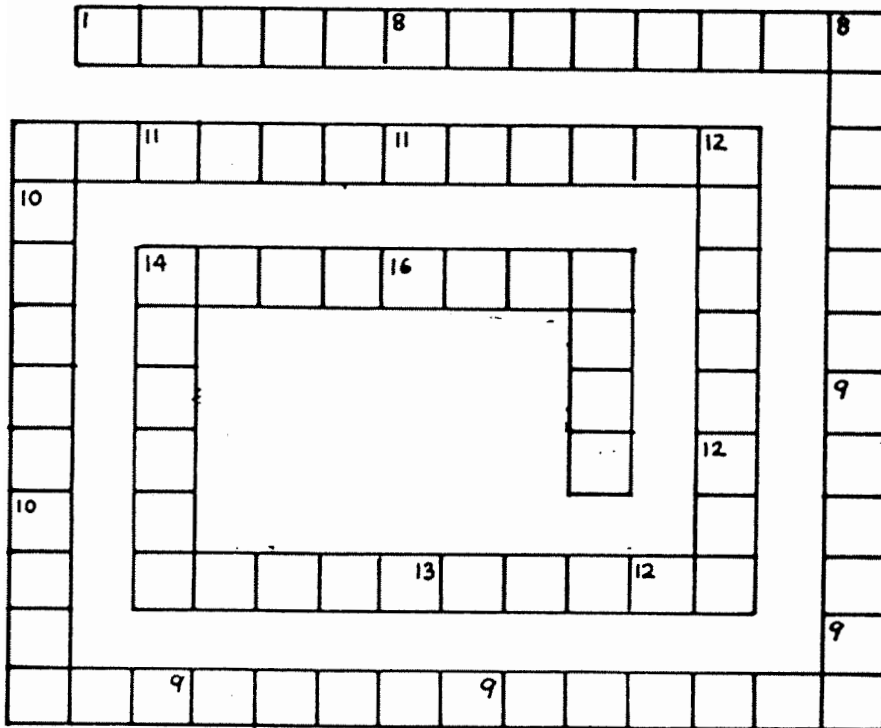
Week III, Lesson #1

Families in the Bible

- Aim: Family members will be able to state and write:
1. God takes care of those who obey Him.
  2. God is able to identify with their trials as well as those in scripture.

I. Open with prayer.

II. Activity: Turn to Hebrews 11:1, 8-16. The numbers on the puzzle tell you what verse each word is in.



III. Discuss some of this family's strong characteristics:

1. Faith in God.
2. Obedience to God.

IV. Are there times when we, as a family, have failed to have faith or be obedient? If so, we must ask forgiveness.

V. Close in prayer.

Week III, Lesson #2

Families in the Bible

Aim: God disciplines those who do not obey Him.

I. Open with prayer.

II. Activity: Family members join together to make characters for a flannelgraph story of Adam and Eve in the Garden of Eden. (Genesis 3).

Characters needed: serpent, trees, woman, man, fig leaves.

III. Review: 1. Who was banished from the garden?  
2. Why were they banished?  
3. What differences were there between the garden and the place to which they were banished?

IV. Application: Make a list of ways in which we show obedience to God.

V. Close in prayer.

Week III, Lesson #3

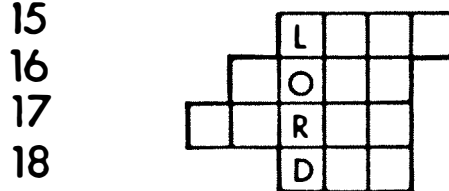
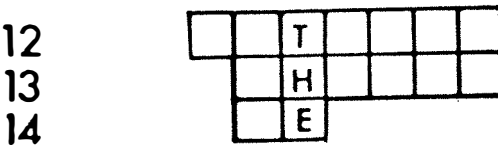
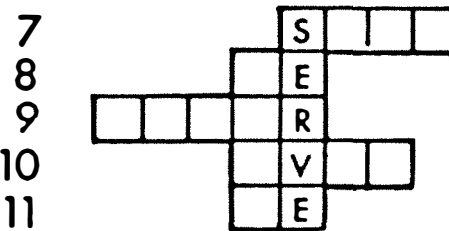
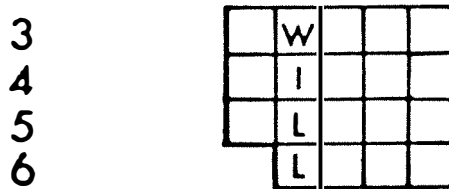
Families in the Bible

Aim: Each family member will be able to identify and write what characteristics were strong in Joshua's family.

I. Open with prayer.

II. Activity:

Turn in your Bible to Joshua 24:15. Find the words in that verse that will fit in the squares below.



Fill in the blanks below with the word of that number.  
 "But as for I, I have chosen \_\_\_\_\_ and my \_\_\_\_\_, \_\_\_\_\_ the \_\_\_\_\_, \_\_\_\_\_" (Joshua 24:15).

- III. Write a sentence which describes the strongest characteristic of Joshua's family. (They chose to serve God and no one else.)
- IV. Application: Decide as a family to serve God.
- V. Close in prayer.

Week III, Lesson #4

Families in the Bible

Aim: Each family member will be able to:

1. identify with Noah's family and their relationship with God.
2. list Noah's family's strong characteristics.

I. Open with prayer.

II. Activity: Use pictures to tell the story of God's judgment on the earth by sending a flood. Tell how Noah and his family were spared because of their obedience.

Review questions:

1. Why did God send judgment on the earth by using a flood? Read Genesis 6:1-7 and write down your answer.

2. Why was Noah spared by God? Read Genesis 6:8 and fill in the blank. "But Noah found \_ \_ \_ \_ \_ in the eyes of the Lord."

3. Read Genesis 6:14 and fill in the blank. "Make thee an \_ \_ \_ of gopher wood . . . "

4. Read Genesis 7:2 and fill in the blanks. " \_ \_ \_ thou and \_ \_ \_ thy house into the ark; \_ \_ \_ for thee have I seen righteous before me."

III. Application: Observe these points:

1. Noah and his family were not sinful like the rest of the people.
2. God asked Noah to build an ark and Noah obeyed. They lived in the ark during the flood.
3. God protects those who obey Him.

IV. We are responsible to be as obedient as Noah.

V. Close with prayer.

Week III, Lesson #5

Families in the Bible

Aim: To know and identify with the spiritual characteristics of Cornelius and his household.

I. Open with prayer.

II. Activity: Read Acts 10:1,2 and note the spiritual characteristics of Cornelius and his household. Starting with the first letter, cross out **e**very other letter.

adyenviosumt man

jfiesavroeld God

bgcahvpe to the poor

kpnrxabysetd to God

III. Application: Do we do these things within our family? If not, what can we do to change the situation?

IV. Close in prayer.



Week III, Lesson #6

Families in the Bible

Aim: To state what happened to the Philippian jailer and his household before and after conversion.

I. Open with prayer.

II. Activity: Read Acts 16:24-34

Have the family help develop a chart which shows what the jailer was like before and after being saved.

	The Jailer	
Before		After
Put Paul and Silas in prison (24)		Baptized, with family (33)
Tied them up (24)		Washed their stripes (33)
Harmful (27,28)		Fed them (33)
Trembling, afraid (29)		Rejoiced (34)

What made the difference? Read verse 31, and fill in the blanks to find out.

" \_ \_ \_ \_ \_ on the Lord Jesus Christ, and  
thou shalt be saved, and thy \_ \_ \_ \_ \_ .

III. Application: Which side of the chart does our family resemble?

IV. Close in prayer.

Week 4, Lesson #1

Age: 9, 10, 11

Spiritual attitudes for the Christian family.

Aim: To know that:

1. the Christian family needs church worship.

2. the Christian family needs fellowship.

fell: a desire to attend church and have fellowship.

do: ask God for forgiveness and help if needed.

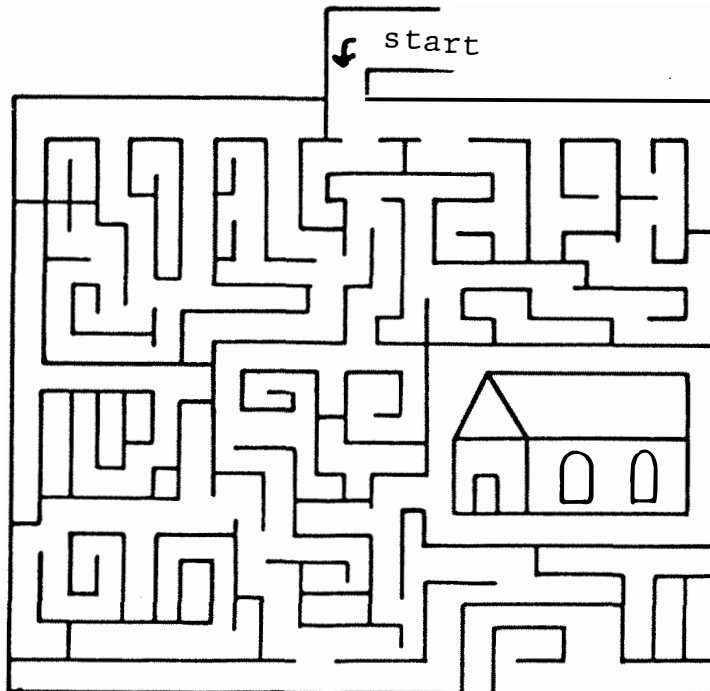
I. Open with prayer.

II. Activity: Read the Bible verses about going to church. Then, with your pencil, try to find the path to church in the maze below. Begin where it says start and do not cross any lines.

"Let us meet together in the house of God."  
Nehemiah 6:10

"I was glad when they said unto me, let us go into the house of the Lord."

Psalm 122:1



III. Application: How important is Church worship and fellowship, do we attend church?

IV. Close in prayer.

Week 4, Lesson #2

Age: 9,10,11

Spiritual attitudes for the Christian family.

Aim: List ways each member of the family can be living for God.

I. Open with Prayer.

II. Activity: Read Romans 12. Match the beginnings and endings of the verses from Romans 12. When matched correctly, there will be twelve things you can do to live pleasing to God.

- |                   |                                       |
|-------------------|---------------------------------------|
| ___ 1. Be         | a. kindly affectioned (v. 10).        |
| ___ 2. Not        | b. to no man evil for evil (v. 17).   |
| ___ 3. Continuing | c. with them that rejoice (v. 15).    |
| ___ 4. Given      | d. not yourselves (v. 19).            |
| ___ 5. Bless      | e. things honest (v. 17).             |
| ___ 6. Rejoice    | f. peaceably with all men (v. 18).    |
| ___ 7. Be not     | g. evil with good (v. 21).            |
| ___ 8. Recompense | h. wise in your own conceits (v. 16). |
| ___ 9. Provide    | i. instant in prayer (v. 12).         |
| ___ 10. Live      | j. them that persecute you (v. 14).   |
| ___ 11. Avenge    | k. slothful in business (v. 11).      |
| ___ 12. Overcome  | l. to hospitality (v. 13).            |

III. Application: Are any of the above statements lacking in my Christian life?

IV. Close in prayer.

Week 4, Lesson #3

Age: 9, 10, 11

Spiritual attitudes for the Christian family.

Aim: To know:

1. everyone needs the armour of God to live a victorious Christian life.
2. and identify the armour of God.

feel: have a desire for God's protection

do: rely and ask God for His protection.

I. Open in prayer.

II. Activity: Read Ephesians 6:10-19. Draw a circle around the words as you find them. (every letter should be circled when the puzzle is finished. Some words will overlap).

S P I R I T I S  
A S N I O L B S  
L A R M O R R E  
V G D A S D E N  
A O A L H A A S  
T D R L I Y S U  
I H T F E E T O  
O E S A L T P E  
N L T I D O L T  
A M A T W W A H  
B E N H E O T G  
L T D B E R E I  
E S W O R D I R

III. Application: Are we utilizing God's armor for protection.

IV. Close in prayer.

Week 4, Lesson #4  
Ages: 9,10,11

Spiritual attitudes for the Christian family.

Aim: Each member of the family will list six factors which constitutes a believer in Christ.

I. Open in prayer.

II. Activity: Read 1 Timoth 4:12. Timothy was to be an example of the believers in six things. Use the code below to read the words.

Code: A C D E F H I N O P R S T U V W Y  
Y W V U T S R P O N I H F E D C A

C O I V  
- - - -  
W O P D U I H Y F R O P  
- - - - -  
W S Y I R F A  
- - - - -  
H N R I R F  
- - - - -  
T Y R F S  
- - - - -  
N E I R F A  
- - - - -

III. Application: As a believer, do I live up to the example expected of Timothy?

IV. Close in prayer.

Week 4, Lesson #5  
Age: 9,10,11

Spiritual attitudes for the Christian family.

Aim: Identify those factors that Christ expects Christians to accomplish before the judgment.

I. Open with prayer.

II. Activity: Open the Bible to Matthew 25:31-46 and read what Christ has to say about the judgment day. Then draw lines between the words that fit together.

HUNGRY	LEFT HAND
THIRSTY	TOOK ME IN
STRANGER	EVERLASTING FIRE
NAKED	VISITED ME
STICK	DRINK
PRISON	RIGHT HAND
SHEEP	ETERNAL LIFE
GOATS	MEAT
RIGHTEOUS	CAME UNTO ME
CURSED	CLOTHED ME

"Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me."  
Matthew 25:40

III. Application: Are we ready for the judgment? We are prepared by not only believing in Christ but also doing what he asks.

IV. Close in prayer.

Week 4, Lesson #6  
Age: 9,10,11

Spiritual attitudes for the Christian family.

Aim: Review lessons on the Christian family.

I. Open with prayer.

II. Activity: Use flannelgraph and review main points of the past lessons on the family.

Week #1:

1. Children are sinners like everyone else (Psalm 51:5; 58:3).
2. A child can be a curse (Proverbs 17:21) or a blessing (Proverbs 10:1).
3. Children are to honor their parents (Ephesians 6:2).
4. Children are to obey their parents (Colossians 3:20).

Week #2:

1. Parents are responsible for teaching their children God's Word (Deuteronomy 6:6,7).
2. Parents need to use discipline (II Samuel 7:14).
3. Parents are to love each other (Ephesians 5:22-33).

Week #3:

1. Abraham had faith in God and obeyed Him (Hebrew 11:1, 8-16).
2. Adam and Eve were punished because of their disobedience (Genesis 3).
3. Joshua's statement, "we will serve the Lord," (Joshua 24:15).
4. Noah's family were spared destruction because of their obedience to God (Genesis 6:1-7).
5. Cornelius' family believed in God (Acts 10:12).
6. The household of the Philippian jailer had a change of heart because of Christ (Acts 16:34).

Week #4:

Christian families need church worship and fellowship (Psalm 122:1).

We need God's help for protection (Ephesians 6:10-19).

We should live for God (Romans 12).

Be examples of a beleiver in Christ (I Timothy 4:12).

Be prepared for the judgment day (Matthew 25:31-46).

III. Application: Does this family indicate any weaknesses  
in the above points.

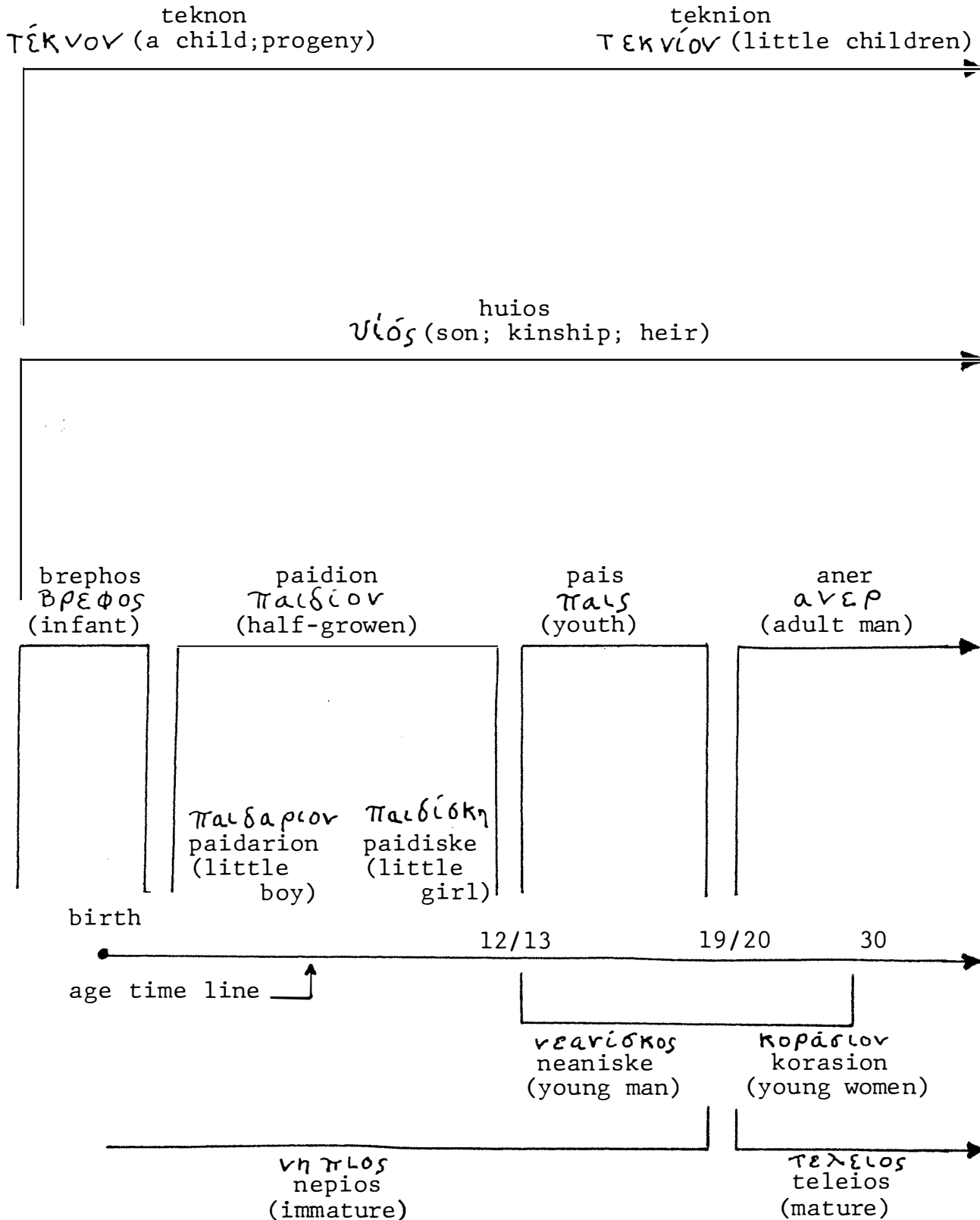
IV. Close in prayer.



APPENDIX

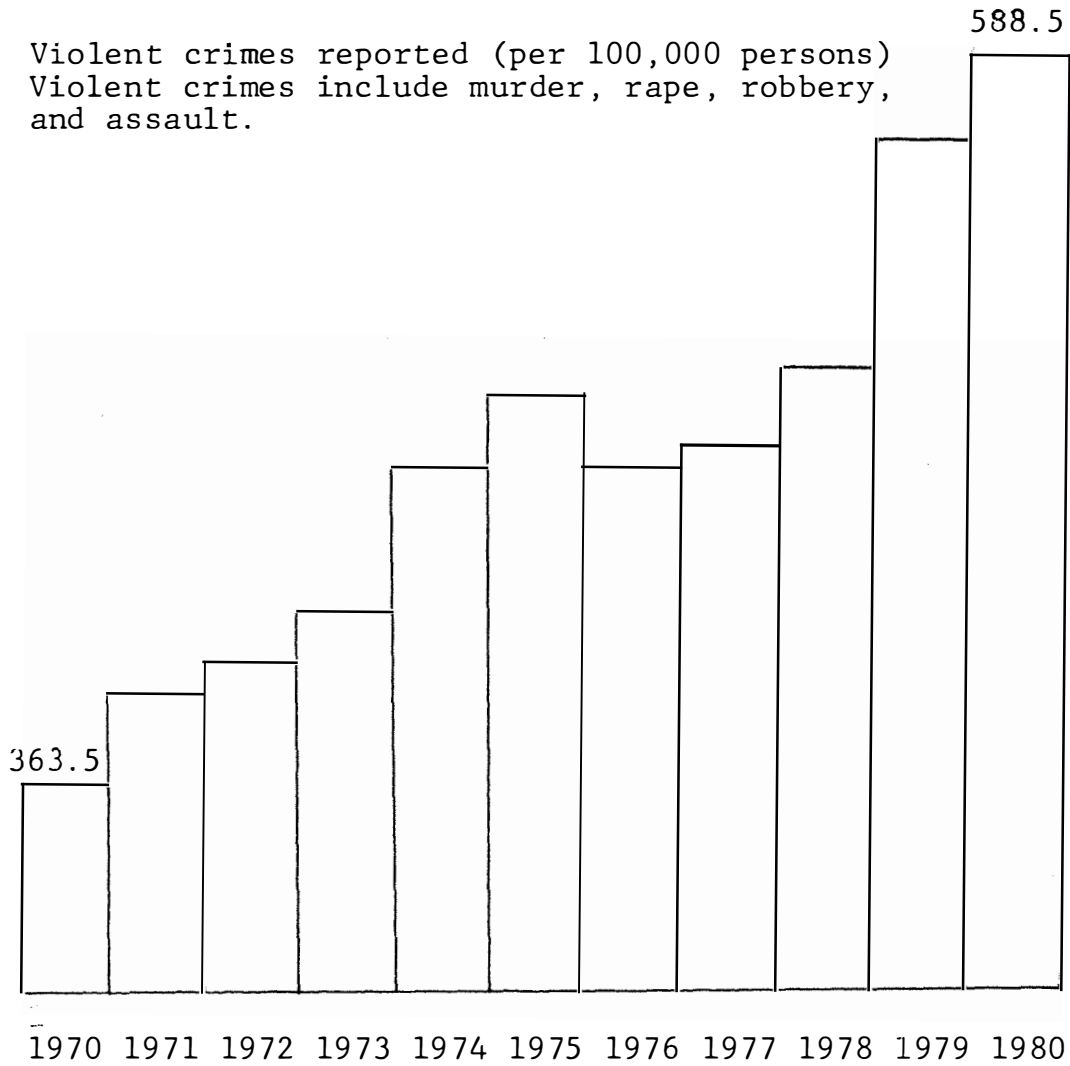
APPENDIX A

Correlation Between Greek Words Relating To Children  
 (Adopted from J. Fugate, "Child Training," page 283.)



APPENDIX B

Surge in Violence



Adopted from, "U.S. News & World Report," Oct. 27, 1980, p.58.

## APPENDIX C

Methods most commonly used in Sunday school with different age-groups

Method	Beginners 4-5	Primary 6-8	Junior 9-11	Junior High 12-14	Senior High 15-17
Brainstorming				x	x
Buzz groups			x	x	x
Case histories		x	x	x	x
Chalkboard		x	x	x	x
Charts			x	x	x
Conversation	x	x	x	x	x
Choral reading		x	x	x	x
Debates					x
Direct Bible study			x	x	x
Discussion		x	x	x	x
Field trips	x	x	x	x	x
Filmstrips, slides	x	x	x	x	x
Flannelgraph	x	x	x	x	x
Handwork	x				
Interview			x	x	x
Lecture				x	x
Murals, bulletin board	x	x	x	x	x
Maps		x	x	x	x
Memorization	x	x	x	x	x
Models, puppets	x	x	x	x	x
Motion rhymes	x	x			
Object lessons	x	x	x	x	x
Panels			x	x	x
Picture studies	x	x	x	x	x
Playing Bible stories	x	x	x		
Problem-solving		x	x	x	x
Projects		x	x	x	x
Question-answer	x	x	x	x	x
Quiz			x	x	x
Reports			x	x	x
Review	x	x	x	x	x
Role play	x	x	x	x	x
Skits			x	x	x
Storytelling	x	x	x	x	x
Symposiums, forums					x

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