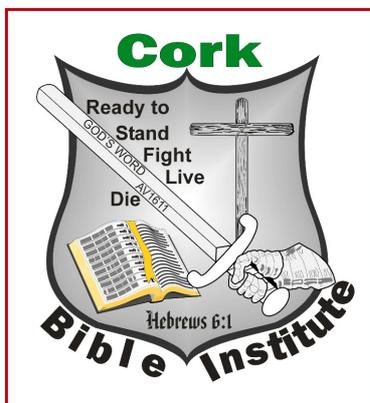


# SUNDAY SCHOOL TEACHER TRAINING

## *Learning How To Teach Children The Bible*

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# Sunday School Teacher Training

## Table of Contents

WHY TEACH CHILDREN THE BIBLE .....	3
PART I - THE TEACHER.....	6
PART II - THE TEACHING.....	17
TEACHING METHODS.....	25
POINT OF CONTACT.....	32
LESSON PLANS AND OUTLINE.....	34
Creating Lesson Outlines.....	37
Preparing the Lesson Plan Sheet.....	38
Preparing for the Entire Class Period .....	39
An Example Class Session.....	40
SCRIPTURE MEMORIZATION FOR CHILDREN .....	41
SONG TIME .....	44
HELPS ON TEACHING THE BIBLE LESSON .....	45
USING VISUALS AND OBJECTS IN YOUR LESSON.....	47
WHAT TO TEACH.....	48
PART III - THE PUPIL .....	54
EXAMPLE OF A COMPLETE SUNDAY SCHOOL CLASS .....	69
SUNDAY SCHOOL TEACHER TRAINING FINAL EXAM.....	72

## REQUIREMENTS FOR THIS CLASS

- 1. Attend 80% of all classes**
- 2. Write three Bible Lessons on three different topics or Bible people**
  - a. 1 for ages 6-11 years old**
  - b. 1 for ages 12-18 years old**
  - c. 1 for Adults**
- 3. Pass the Final Exam at the end of this class**

# Sunday School Teacher Training

## WHY TEACH CHILDREN THE BIBLE

### Introduction:

God did not forget the little children. As we read in the Scriptures the child Jesus grew "in wisdom and stature and in favour with God and man." He set the pattern for the growth of children of all time. When the church thinks and plans for the children in their midst the whole life of the child will be redeemed and the future of the church will be assured. Therefore, let us consider why it is necessary to reach children for Christ. It is important that we, ourselves, be convinced; otherwise, we will never see the need of working with children.

### I. THE SCRIPTURE TEACHES IT:

- A. It is \_\_\_\_\_ by the Scriptures: Proverbs 22:6 and Proverbs 29:15
- B. Scriptures teach that children are naturally \_\_\_\_\_: Psa. 51:5; Psa. 58:3
- C. Scripture teaches that children are \_\_\_\_\_: Matt. 18:10,11; Rom. 3:23
- D. Scripture teaches child \_\_\_\_\_: Matt. 18:10-14; Luke 18:15 - 17; Mark 10:13, 16; Matthew 19:13, 15
- E. Scripture teaches it is important to reach children for Christ. Psa. 78:4-8; Deut. 6:6,7
- F. Scripture teaches a child can understand Scripture in their early year 2 Timothy 3:15; Eph. 6:4
- G. Jesus, Himself, invited \_\_\_\_\_ unto Him. Matt. 19:14; Mark 10:14

### II. A CHILD'S HEART IS TENDER WHILE THE ADULT'S IS HARDENED.

- A. Adult's Heart -
- B. Child's Heart -

### III. THE CHILD'S SIMPLE FAITH AND HIS DEPENDENCE UPON OTHERS IS SOON GONE:

- A. Anyone who is dependent upon someone else must have faith.
- B. However, faith lessens as soon as a child learns to depend upon himself and not others for his needs. Therefore, it is necessary that children be taught early that everything we have and everything we are comes from God so faith will be in him.

### IV. CHILDREN DO NOT QUESTION

- A. One of the characteristics of a child is that they accept things and facts without questioning them.
- B. The Biblical miracles do not present a \_\_\_\_\_ for children.

### V. IN THE FIRST SEVEN YEARS A CHILD FIRMLY ESTABLISHES HABITS.

- A. Even the Bible agrees with this fact. Prov. 22:6 teaches us "Train up a child in the way he should go, and when he is old, he will not depart from it."
- B. Religious groups say the first years are the most important. Catholics say "Give me a child until he is seven, and I don't care what you do with him after that."

## Sunday School Teacher Training

- C. Educators all agree that the individual character is formed in the early childhood years.
- D. Political groups are convinced that childhood is the most important time to train a child.
- E. The German National Socialists said, "Give me a child of six to educate and he will belong to me for a life."
- F. If these groups consider childhood the ideal time to train children for life, why do we as Christians think we should wait until they are older, that they are too young to accept and learn things of God.

### VI. IT REQUIRES LESS TIME AND EFFORT TO TEACH \_\_\_\_\_ CHILDREN FOR CHRIST THAN TO REACH \_\_\_\_\_ ADULT.

- A. It is a proven fact that it takes less time to prevent something than to cure something. It is much harder to put away gross sin for an adult than if it had been prevented. The only time gross sin can be prevented is in childhood. If a child is trained early in the things of God and accepts Christ as Saviour while he is young he will be spared many hardships and trials because of sin that enters his life.
- B. Most people are saved when young – below 20 years of age.

### VII. A CHILD HAS HIS WHOLE LIFE AHEAD OF HIM FOR SERVICE.

- A. Gypsy Smith once said, "*If you save a man you save a unit, but if you save a boy you save a multiplication table.*"
- B. D.L. Moody said, "*A child comes giving his whole life to Christ while an adult gives only half his life.*"
- C. **Our children will make the leaders of the church tomorrow.** What kind of leaders will we have at the rate we're reaching our children with the Gospel?
- D. **The child in our Sunday School becomes the connecting link between the present and the future.** There is no other link. Will the link be weak or strong? It will depend upon us.

### VIII. CHILDREN ARE AN OPENING OF MANY \_\_\_\_\_ FOR THE GOSPEL.

- A. Many times whole families have been won to Christ through one child who was invited to Sunday School.
- B. Every child in the Sunday School opens a home for visitation and the presenting of spiritual things.

### IX. A TEACHER \_\_\_\_\_ AS HE TEACHES CHILDREN.

- A. **The benefit of teaching children is not only on the part of the child but also on the part of the teacher.** As a teacher teaches, she learns to understand faith better. It is hard to see the simple child-like faith of children and not practice it yourself.

## Sunday School Teacher Training

- B. **As we teach the simplicity of the Gospel, it brings us back to it.** Many times as adults we get away from the simplicity and seek the deeper and more profound things. However, in our teaching of children we are forced back to simplicity.
- C. **As we see our children grow spiritually and as we challenge them with Christian living, we ourselves will grow spiritually.** One cannot teach children the things of God without it affecting his own life.

### X. CONCLUSION

- A. **In the face of the above facts how can anyone dare neglect the children in our church and those not yet in the church.**
- B. It should be the aim of every church member, every pastor and every teacher in the church not only to reach the children with the Gospel but to reach the parents of every child. Much more can be accomplished if the child comes from a Christian home where they are under the influence of Christians seven days a week than if they come from a non-Christian home where their training is limited to a few hours a week.
- C. **The church of today is built upon adults it is true, but the church of tomorrow will be made up of the children of today.** Let's start now and train them so they will be strong leaders willing and ready to serve God in whatever capacity He calls them.
- D. **ASK YOURSELF THESE QUESTIONS:**
  - 1. **WHAT WILL MY CHURCH BE TOMORROW?**
  - 2. **AM I TEACHING MY CHILDREN THE BIBLE?**
  - 3. **DO THEY KNOW THE LORD AS THEIR SAVIOUR?** Jesus said, "Despise not these little ones."
  - 4. **JESUS, OUR EXAMPLE.** Learn How Jesus Taught. No person has ever known the hearts of people as our Saviour did. As you teach, notice the teaching methods Jesus used:

# Sunday School Teacher Training

## PART I - THE TEACHER

### I. IN PERSON

Christ was a teacher, The Master Teacher. He had something to teach. He wanted to teach. He taught with enthusiasm and authority. He possessed the heart of a teacher. And He has inspired Christians of every generation to "teach others also." He truly is our example. Here are a few helpful things that will help you as teacher. Please read the following prayerfully.

#### A. THE TEACHER'S OWN \_\_\_\_\_.

1. Every Sunday School Teacher who wants to be used of God must face up to three important questions:
  - a. Is my living God exalted?
  - b. Is my teaching Spirit-empowered?
  - c. Am I dead to SELF and alive to GOD? The teacher who can answer "yes" to each of these will contribute positively to the teaching ministry of the church.
2. "For our Gospel came not unto you in word only, but also in power, and in the Holy Ghost, and in much assurance; as ye know what manner of men we were among you for your sake." (1 Thess. 1:5). In this passage Paul sets forth three important principles:
  - a. *What the teacher **does** is extremely important, that is, his life example.*
  - b. *What he teaches is vital, that is, the gospel; and*
  - c. *How he teaches is strategic, that is, it must be in the Spirit's power. "Not I, but Christ."*

#### B. THE TEACHER'S EXAMPLE.

1. A teacher's example either contradicts or underscores what he / she teaches.
2. The teacher's **attitude** and the unplanned things he says and does make strong impressions on his pupil. This may be called "incidental teaching." But is very important.
3. The teacher may emphasize the importance of God's Word, but if he always teaches from the Sunday School Lesson Book, he contradicts what he says.
4. He may teach that the offering is an act of worship, but if he hurries through it to get quickly into the lesson, he cancels out his teaching.
5. The teacher may speak about love, but if he is unpleasant to his fellow teachers and officers, or with his family, he cannot teach with any real results.
6. Every contact either influences you or someone else. You are either marked or you put a mark upon every person you meet.

# Sunday School Teacher Training

## C. THE TEACHER'S CHRISTIAN EXPERIENCE

1. Success depends upon the **enthusiasm** the teacher has for his task, and his enthusiasm will be in proportion to his own personal faith.
2. There is no doubt that a "Christian teacher" believes in God, but how far does faith go? Does he possess an active faith in the Lord Jesus Christ? Has he a triumphant aggressive faith? The teacher must not only have faith - his faith in God must completely possess him.
3. Effective Bible teachers, preachers, evangelists, and Sunday School teachers get their convictions through unswerving faith in and loyalty to the written Word of God.
  - a. *If God has allowed you to teach, you will believe that this God ordained ministry is supremely important.*
  - b. *If God has set you aside for this particular task, He will fulfill His purpose for you.*
  - c. *This knowledge provides dynamic motivation and assures blessed success.*
  - d. *We must be controlled by the Holy Spirit and as the Holy Spirit works through us, our lives will be what they ought to be. (Ephesians 3:20)*

## D. THE TEACHER'S PERSONALITY.

1. A man or woman who surrenders to God strengthens his own personality.
  2. His powers are enriched by surrender to the Lord and Creator of life.
  3. Paul's life was made complete and perfect by his surrender to Jesus Christ.
    - a. *From that hour, for him to live was \_\_\_\_\_ (Phil. 1:21), and everyone who came in contact with him was electrified by his rich Christian personality.*
    - b. *Every Sunday School teacher needs this experience of a Christ enriched personality. This only come through death. Being alive to God and dead to our Old Sin Nature. (2 Cor. 4:7-12, 16-18; Gal. 2:20).*
  4. The Teacher's Life is the Life of His Teaching.
    - a. *He will teach a little by what he says, but more by what he does, and most by what he is.*
    - b. *It is often been said, "What you are speaks so loud that I cannot hear what you say. What kind of a Christian teacher are you?"*
    - c. *Can others see Christ in us? Or does SELF blur the vision?*
- E. We must recognize that God made us as we are and as our lives are yielded to Him, He works through us and conforms us to His image.

## II. BE A HUMBLE LEARNER

### A. Introduction:

## Sunday School Teacher Training

Recently I read a very disheartening description of the "average Sunday School Teacher." She (for the average teacher is a woman) grabs her lesson on Saturday night and spends less than an hour preparing - never looking at another book but her Bible and her teacher's manual. She is absent ten times a year and arrives late when she does appear. Rarely does she use any visual aids or fresh teaching methods. Yet, strangely, the Average Teacher "feels successful." Mrs. Average Teacher typifies one of the common attitudes among experienced teachers: "I have arrived." For twenty years she has been teaching Sunday School, VBS, Bible Clubs - what more is there to learn? On the other hand there is the meek soul who watches a "born teacher" at work and wistfully comments, "How I wish I could teach like that! But then, I am not cut out for it." Check up on yourself. Toward which swing of the pendulum do you tend? The teacher who is dead centre never stops being a humble learner. This teacher will always be seeking to:

### B. KNOW THE WAYS OF GOD.

1. The teacher unconsciously teaches what he is. So, unless you yourself have walked with Jesus Christ, you cannot lead children in that way.
  - a. *You are a \_\_\_\_\_ not a signpost.*
  - b. *The growing teacher is one who thirsts after righteousness and one who feeds his own soul on the Living Bread.*
  - c. *He is one who is cultivating the characteristics of the Master Teacher through an active, daily life of faith and prayer.*
2. Regular, devotional study of the Word of God and the reading of choice books are two means of growth to which everyone has access. *Add to your "Quiet Time Habit" the discipline of reading several books a year on Christian Living.*
3. Know that Christ is in control of your life. "I die daily" the apostle Paul said. So must we if we are to know God's ways. Romans 6:6,11,13.

### C. KNOW THE WAYS OF PEOPLE.

1. Know Yourself.
  - a. *Spurgeon tells the story of two little boys who were asked if they would like to go to heaven. When their reply was "no" their astonished teacher asked, "Why not?" One of them said, "Because Grandpa would be there and he would be sure to say, 'Get along, boys, be off with you.' I would not like to be in Heaven with him."*
  - b. *Teacher, put yourself in this story. Is your predominant attitude, "Go away, I can't bother with you now?" Do your pupils love you because they know you love them? Are you warm and friendly and encouraging? Is your predominant life mood bitter or sour? Do you carry this into your class time? Do you listen to your children or do you do all the talking?*
  - c. *Try to think: how do I appear to my students? Do they see me fearful? Unsure? Angry? Impatient? Know yourself and believe God to transform those areas that need changing.*

## Sunday School Teacher Training

### 2. Know Your Pupils.

- a. *By watching them and listening.*
- b. *By talking with them and showing concern for them.*
- c. *Usually, however, the best way to know another person is to let that person know you.*
- d. *There are excellent books dealing with characteristics of various age groups. Read them. Be alert to see what you read in your pupils. Let this temper your reactions to them. Let it give you understanding of their reacting to you.*
- e. *Above all check your attitude toward each pupil. Is it one of acceptance? Have you "received him?" (Rom. 15:7). If you have, he will know it and love you. And you will have a life open to you to mould for God.*

### D. KNOW THE WAYS OF LEARNING.

1. Could your students say to you as the disciples said to Christ. "Lo, now speakest Thou plainly?" (John 16:29).
  - a. ***Plain Speech*** ... words prepared down to student understanding ... verbal and visual illustrations geared to pupil interest ... all pave the way to learning.
  - b. *If he does not see the meaning in the material, there is no learning, there is no teaching.*
2. Learning is inseparably welded to method of teaching. Do you use the right method at the right time?
  - a. *Story, lecture, question and answer, discussion and project are generally accepted large categories of methods.*
  - b. *Not all fit all age groups and not all are channels for teaching every truth.*
  - c. *The individual teacher must trust the Holy Spirit to give the right method.*
  - d. *A "method" is nothing more than a process - a means to an end; learning. It is an orderly system of teaching. Christ's teachings followed an orderly plan. He had a method.*
  - e. *The wise teacher today will use a variety of processes. Following an orderly plan gives both teacher and pupil confidence. It cuts way through the fog of ignorance and makes actual learning possible.*
3. Determine to read at least one book this year on the teaching-learning process.
4. "If the iron be blunt, and he do not whet the edge, then must he put to more strength: but wisdom is profitable to direct" (Eccles. 10:10).
  - a. *Is your iron (axe) dull? There's no excuse for a dull iron.*
  - b. *The Word of God itself is a whetstone.*

## Sunday School Teacher Training

5. Be willing to grow as teacher. Decide now to know more at the end of the year of the Word of God, of the ways of God and people, and of the ways of learning.

### III. THE TEACHER'S CALL

#### A. Introduction:

1. Many Sunday Schools are outfitted, equipped and ready to go, but they lack one of the most important and essential things that is absolutely necessary if the Sunday School is to be a success and is to be used of the Lord and is to train pupils for the Lord. This is the teacher.
2. Unless the Sunday School has teachers that are called of God, willing and prepared to teach and "full of faith and of the Holy Spirit" (Acts 6:5) all the methods and programs will fail. The call is to all believers. (Isaiah 6:8)

#### B. THE TEACHER'S CALL IS FROM GOD;

##### 1. God calls us to teach (Heb. 5:12)

- a. Did you ever hear the expression, "Oh, I just teach a Sunday School class." If you have you probably are talking to a teacher who is teaching because the pastor or the superintendent has asked her to or needs her and she hates to turn him down.
- b. The Scripture is very plain that God has and does place in the Church teachers as well as evangelists and pastors, etc...Too many times Christians do not recognize this fact, and the work of the Sunday School teacher has been held in low esteem. Too often because of this we have a staff of teachers who are drafted and we have lowered standards, little training, little time, little effort and little prayer and in the end have only a staff who "just teach a class."
- c. It is important that we consider what the Scriptures say concerning the call of a teacher. In 1 Cor. 12:27, 28, we read the following: "Now ye are the body of Christ and members in particular. And God hath set some in the church, first apostles, secondarily prophets, thirdly teachers." Here, Paul places the teacher in the third highest position in God's program. You will notice he says that God hath set them in the church. The pastor did not place them there, but God. It is true that Christians expect their pastor to be God-called and rightly so. Therefore on the same basis we should expect the teacher to be God-called, and feel the responsibility of obeying God's command.
- d. As you take your place as a teacher in the Sunday School you are filling a God-ordained position among your co-labourers in the Gospel. God has set in the church those whose responsibilities are to supply that which is needed to be effective in the building up and edification of the church. To you, as a teacher, has come the particular calling of the teacher.
- e. You, as a teacher have a high and holy calling. You are labouring with the evangelist and pastor for the "perfecting of the saints, for the work of the ministry, and for the edifying of the body of Christ." You are obeying the great commission. You are investing your talent for eternal dividends.

## Sunday School Teacher Training

### 2. Finding and Testing Your Call

- a. An \_\_\_\_\_ at first that God opens to you. Opportunities are not callings
- b. There will always be fear, and feelings of inadequacy – no one is perfectly able!
- c. If teaching becomes a \_\_\_\_\_, then let it go.
- d. But if the burden is not the work, but the young people's souls, and you find yourself \_\_\_\_\_, and praying for their protection from sin, and the ways of the world, then God put that in your heart!
- e. Listen to other co-workers give you advice and help in your teaching, and if they see God working through you, with children saved, then keep teaching!
- f. And make sure you get as much \_\_\_\_\_ to teach as possible!

### C. THE WORD "TEACH" IN THE BIBLE. Matt. 28:19; Acts 5:42; 2 Tim. 2:24; 1 Tim. 6:2

1. **TEACH** (Webster's Dictionary); to show, instruct, explain, give understanding

#### 2. *to cause to know a subject*

- a. *to cause to know how*
  - b. *to accustom to some action or attitude*
  - c. *to make to know*
3. to guide the studies of
  4. to impart the knowledge of
    - a. *to instruct by precept, example or experience*
    - b. *to seek to make known and accepted*
  5. to provide instruction

### CLASS-WORK Deciding your Lesson Ideas

- D. Think of three Bible events / stories that you like and know pretty well
- E. Decide which one would best fit the three age groups
  1. 6-11 year olds
  2. 12-18 year old Teens
  3. Adults
- F. Pick one and start studying it
  1. What scriptures best describe the story
  2. Read the Scriptures
  3. Ask at least 20 questions that come to mind while reading the text
  4. Answer the questions, and study out the answers to give depth

## Sunday School Teacher Training

- G. From the 20 questions and answers
  - 1. Choose a goal that you want to teach. A big truth
  - 2. Choose out 4 or 5 of the questions and make them your main points in sequence
- H. List the main sequence of events
- I. Start looking for helpful Visuals, or Objects that will help the students SEE what you are talking about:
  - 1. Bring some planting seeds to show what seeds look like when teaching about faith as a mustard seed
  - 2. Show a drawing of Jesus walking on stormy water when teaching about Jesus passing by the Disciple's boat on the stormy Sea of Galilee
  - 3. Use a mobile phone or a walkie talkie to explain how a prayer can be heard all the way in heaven.

### IV. THE TEACHER'S \_\_\_\_\_

**Introduction:** Now because you feel that God has definitely called you to teach, you have volunteered to become a teacher. The question now comes to your mind, "I am now a teacher; what is my responsibility? To whom am I responsible, and what is my task? Briefly, the following are your responsibilities. First, you are responsible to the Lord, secondly, to your Pastor and the Church, thirdly, you are responsible to you class and lastly, to the parents of your pupils.

#### A. YOU ARE RESPONSIBLE TO \_\_\_\_\_.

- 1. The teacher's commission comes from the Lord. (Eph. 4:11) You CAN teach because the superintendent needs you ...
- 2. But in the long run, you should only teach because you realize it is a God-given responsibility and the Lord has called you to teach.
  - a. *When the emphasis is place upon a God-given responsibility, not a sense of duty, then you will do your best for the Lord in living and teaching.*
  - b. *Remember, God is counting on you.*

#### B. YOU ARE RESPONSIBLE TO THE \_\_\_\_\_ AND THE \_\_\_\_\_

- 1. To the Pastor.
  - a. *To you this may seem double-talk and a little confusing. However, if you remember that the pastor is the spiritual leader of the church, you will see you duty then is to him, as the spiritual leader, even before it is the church, which as you will remember, is an assembly of called out baptized believers.*
  - b. *The pastor has been called as the spiritual leader of the church. Therefore, you as a teacher, must work in full cooperation with him. (Heb. 13:7).*

## Sunday School Teacher Training

- 1) You must respect the judgement of your pastor and if you do not agree on every policy he lays down, don't let it lead to strife and hard feelings, (or gossip) but rather go to him and frankly discuss it with him with an open mind.
  - 2) This is your privilege. Better to understand the reason why, (and most of the time if you see his point of view, you will agree) than to carry hard feelings about it. This will give a defeated spirit and a defeated teacher is never an asset.
2. To the Church as a whole.
- a. *You are expected, as any other member of the church, to be regular in attendance, faithful in your services, giving, visitation, etc.*
  - b. *Then as a teacher you have an added responsibility in relation to the church with your class.*
    - 1) The responsibility is to see that the pupils are fully trained in all things in which they should receive training in for the age level you are teaching.
    - 2) In this way as they progress step by step they will become healthy, strong church members and not stunted ones.
3. To see that your class becomes and is a part of the church and not a unit in itself. Too often the tendency is for the teacher to promote the class and forget the contributions that the class must make to the church.
4. To be an example to your pupils. Remember, the teacher is remembered for what you are more than for what you say.
- a. *If you are "all out for the church" your pupils will be also.*
  - b. *If the teacher is a regular attender of all services, is faithful in visitation, a tither, etc., the pupils are more apt to follow.*

### C. YOU ARE RESPONSIBLE TO THE \_\_\_\_\_.

1. You, the teacher have a responsibility to the members of your class that no one but you can perform. As we look in Colossians 1:28 we find that the Bible teaches that we should be "warning every man, and teaching every man in all wisdom; that we may present every man perfect in Christ Jesus." Here lies the responsibility of you as a teacher to the pupils in your class to win them and teach them.
2. This overall responsibility can be accomplished if you will carefully and prayerfully fulfil the following responsibilities.
  - a. \_\_\_\_\_ your pupils -
    - 1) This responsibility is the most important if you are a teacher worthy of the name. You are responsible for winning your pupils to Christ. Not to do this is to fail as a teacher.
    - 2) If the pastor is responsible for the souls entrusted to his care, you the teacher are likewise responsible for the souls of your pupils.

## Sunday School Teacher Training

- 3) All these other responsibilities are useless unless your whole aim is to win the pupils to Christ.

b. \_\_\_\_\_ *for your pupils* -

- 1) A well prepared lesson, although important, cannot take the place of a prayer saturated lesson. You should no more stand before your class to teach without having spent time in prayer that you would expect your pastor to come before the pulpit to preach before he has prayed much about the sermon.
- 2) It is not enough to pray for the lesson and the class as a whole. You should be a real intercessor. Pray for each pupil before the class. If their parents are lost, you are the only one who is praying concerning their spiritual needs.

c. \_\_\_\_\_ *them* -

- 1) If you strive to become a friend to each member of your class you will be given an opportunity many times to counsel with them.
- 2) Remember, although they are children, still they have their problems and they need someone to talk with them and show them what the Bible teaches concerning their problems.
- 3) Always be ready to listen to the pupil although his problems may seem small to you, and trust the Lord to give you wisdom and good advice for those who come to you for help.

d. \_\_\_\_\_ *them* -

- 1) "Teach the Word" is a timely exhortation. You should guard carefully the opportunity that is yours to present the prepared lesson.
- 2) Don't waste time. God's Word is important, so use every minute available to present it to your pupils.
- 3) Remember the lesson and the memory verse are the primary things in each class period. Give it the place it deserves.

e. \_\_\_\_\_ *them* -

- 1) It is not enough to teach the pupils, you must lead them. The old saying still goes. "Like teacher, like pupil".
- 2) If you are not present every Sunday on time, if you do not pray, if you do not tithe, if you do not attend services, you cannot expect your pupils to do so.
- 3) You are an example to them. Teacher, you are the guide. Lead the way.
- 4) Let your pupils find in you a real leader in giving, in testimony, in memorizing the Scripture, in thoughtfulness, and in your willingness to cooperate.

f. \_\_\_\_\_ *with them* -

## Sunday School Teacher Training

- 1) Your pupils are watching you all the time, not only in your class but also during the worship session of the Sunday School, morning worship, etc... What do they see in you?
- 2) It is necessary that you always be a real example, always manifesting an attitude of humility and devotion toward God.
- 3) Bowed heads during prayer, joining in the singing, and an evident interest in the service will pay dividends in the class.
- 4) Whispering during prayer, inattention during the service will bring about the same attitude from your pupils.

*g.* \_\_\_\_\_ *them* -

- 1) A word from you, the teacher, may be the turning point in the life of a pupil.
- 2) Many pupils are lost to the Sunday School because of the failure on the part of the teacher to give a personal word of encouragement when it is most needed.

*h.* \_\_\_\_\_ *onto them* -

- 1) Careful study has revealed that on an average, seventy-five percent of the adolescent boys and sixty-five percent of the adolescent girls leave Sunday School.
- 2) It is your responsibility not only to build your class, win them to Christ, but to hold them.
- 3) This can be done only if you as a teacher are willing to assume the responsibility of visitation and conscientious follow up of each individual pupil.

**D. YOU ARE RESPONSIBLE TO THE \_\_\_\_\_ OF YOUR PUPIL.** Lastly, you are responsible to the parents of each pupil of your class whether they be saved or unsaved. Your responsibility to the parents which are saved and to those who are unsaved will be different but just as important in both cases.

1. To the Parents Who are Saved.

- a.* Usually these will be the parents who are in church and who bring their children to Sunday School.
- b.* Remember they are entrusting their children in your care, **NOT** for entertainment but for spiritual teaching.
- c.* You are responsible not only to teach them the spiritual truths, but set an example before them and not lead them astray.
- d.* From time to time as you visit in the homes you will be able to discuss with the parents of such pupils their spiritual problems, their individual needs and together you can ask the Lord for help in guiding these little ones into a deeper walk with Christ and into full maturity as a Christian.

## Sunday School Teacher Training

### 2. To the Parents Who are Unsaved.

- a. *In most cases* these parents will not be in church or Sunday School.
- b. *It is not enough* to try to see how many children we can bring into our Sunday School but you as the teacher are responsible to visit in the homes of the parents who are unsaved and present to them the Gospel, and seek to win them to Christ and to bring them into the church.
- c. *If you fail* in this task you are failing in your responsibility as a teacher and in turn you are failing to give your pupil an opportunity to live in a Christian home and receive Christian training daily in the home as well as in the church.

# Sunday School Teacher Training

## PART II - THE TEACHING

### I. THE \_\_\_\_\_ - THE ONLY TEXTBOOK

- A. You may differ from the viewpoint of an author of a textbook on literature, or even history, but if you differ with the Author of the Bible, you are disqualified to teach the Bible! In other fields the statements of a textbook can be investigated and proved true or false. The Bible makes statements regarding heaven and hell, for example, that must be accepted or rejected upon the authority of the textbook, for there is no way to prove their truth or falsity until it would be altogether too late.
- B. Some doctrines of the Bible are, from the very nature of the case, of minor importance, while some are so vital that the whole fabric of truth would depend upon their acceptance. Observation and experience prove that God continues to bless those who cling to the vital things, even though they differ widely on minor questions. The proof is also overwhelmingly strong that those who deny God's Word or the fundamentals of the faith soon cease to be winners of souls - soon lose the blessing of God.

### II. HOW TO LEAD A CHILD TO CHRIST

There are two differences evident in leading a child to Christ and in leading an adult to the Saviour. First, the message must be made very simple so that a child can understand it. Second, since the child is subject to his parents, we may not be able to bring him into an active relationship with the church at that time.

#### A. In approaching a child.

1. He must be led to see his \_\_\_\_\_ of salvation; that all persons are not going to heaven; that no one in himself is good enough to go, he must understand that he cannot save himself; that the Lord Jesus alone can save; and that He is willing and anxious to save us all.
2. These truths should be supported by quotations from the Word of God. (Rom. 3:23; Rev. 21:27; John 8:21, 24).

#### B. The WAY of salvation must be carefully, fully, and simply explained. (Rom. 6:23; Eph. 2:8,9; Titus 3:5; Rev. 1:5b).

1. The majority of children think that the way to be saved is to be good, to pray or to join the church.
2. I asked a little ten year old girl, whether she was a Christian. She answered that she did not know. I asked her whether she were saved. Again she did not know. I asked her, "How do we get saved? She answered, "By being good." I said, "How good do you have to be?" She answered, "You have to be awful good." How awful good?" I asked, "Awful, awful good." She replied. I said "Are you that good?" She said that she was not. I said, "Well, I guess you are not saved then." Then I said, "I am not that good either." She had known me as the pastor in her town. I shall never forget how big her eyes became as she looked at me, as much as to say. "Well, if you are not that good then you are not saved, and if you are the preacher and you are not saved, then who is saved?" What a joy it was to explain God's plan of salvation

## Sunday School Teacher Training

through the finished work of Christ on the cross. She accepted the Lord so readily and then she was sure she was saved.

3. At every step in leading a child to Christ, pray for, look for, and expect the Holy Spirit to convict of sin, to reveal the truth of the Gospel, and to illumine the child's mind so he can grasp the saving truth.
4. While no one fully understands the substitutionary cross-work of Christ when he first accepts Him - in fact we do not fully understand it later - still every effort should be made to show the child that it is \_\_\_\_\_ for us that saves us, not our repentance, our confession, or our obedience. (1 Cor. 15:3b, 4; 1 Peter 2:24; 2 Cor. 5:21).
5. Ways should be found to illustrate \_\_\_\_\_. Children never tire of these stories or illustrations.
  - a. A person of wealth paying a debt for another who has suffered misfortune is a very good way to illustrate substitution. "The Story of Willie Holt" is good for older children. This story is used by many child evangelists as a means of obtaining a hearing while seeking to win children in the parks or on the street. Willie Holt's father was an officer in the English army in India. His mother died and the regiment adopted him. The soldiers all loved him. He was a very frail lad in his early teens. One night the men in the tent where Willie slept were guilty of some vicious pranks, very much against the discipline of the army. The officer in charge decided that he must punish the guilty one. He believed that it was someone who slept in that particular tent. He tried to get the culprit to confess but to no avail. Finally he said, "If any one in that tent will come forward and take the punishment, I will dismiss the case and the others may go free." Promptly Willie Holt stepped forward. All of the men knew that he was not guilty, but the officer's word was law. The officer pleaded with the real culprit seeking to persuade him to be a man and not let this child suffer in his place, but the men in that tent made no move. The punishment was a lashing on the bare back. With the third stroke of the lash, Willie fainted and was carried to his cot. He never recovered, but died soon after. The man who was guilty confessed his guilt at Willie's bedside, and wept with shame for what his sin had caused. He said to Willie, "Why did you do it?" Willie replied in his dying voice, "Because I loved you guys, and because I love the Lord Jesus. He did more than I did for you - He died for all of your sins." The worst man in the regiment accepted Christ that night at Willie's bedside.
  - b. A little boy was asked, "When did you become a Christian?" He answered, "The day the bee stung mother." When asked to explain he said, "I could not understand how the Lord Jesus' dying could save us. I was dreadfully afraid of bees, and one day I was on the porch and a bee flew around, and I was sure he would sting me. I called to my mother and she came out. When she found that she could not keep the bee from stinging me, she put her hand between my hand and the bee. The bee stung Mother and did not sting me. Then I understood what Christ had done for me."

**C. We must encourage the child to \_\_\_\_\_ salvation.**

## Sunday School Teacher Training

1. Many fail at this point. If the Lord is not received, the child will not be saved (John 1:12, 13). It is not enough to tell the child that he should receive Christ, we should give him the opportunity to do so, being careful that the decision is not forced, or that he makes the decision because some other child has made one.
2. The method employed here varies greatly. Some leaders insist that the child must pray and ask the Lord Jesus to save him or to come into his heart. This is in keeping with Romans 10:13. This is good method, but it is not the only one, and it is not adaptable to all types of child evangelism.
3. \_\_\_\_\_. Salvation is a gift (Rom. 6:23; Eph. 2:8). All we have to do in order to receive a gift is to have the faith to believe that it is offered - that it is offered to us - and then take it for ourselves. It is imperative that the gift be taken. We do not even have to ask the Lord for a salvation which He is offering us as a gift. Faith is simply the hand that takes the gift. We may ask the child, "Do you accept the Lord Jesus right now as your Saviour?" or "Will you receive the salvation which Jesus Christ offers you right now?" We have found through the years that the gift idea is very gripping with children. It shows them that salvation is free; that it must be taken; that it is secured instantly and that it is theirs as soon as they take it.
4. The marvellous thing about small children is that it is not difficult to lead them to Christ for salvation from their sins. This is not always true with the children who have been in Sunday School for a long time and have not been evangelized. Such children become Gospel hardened. Little children are usually willing to acknowledge their sins and their need and are most willing to accept Christ with all the sincerity of their hearts.

### **D. After the child HAS ACCEPTED salvation, we must lead him to \_\_\_\_\_ by the Word of God that he NOW \_\_\_\_\_ salvation.**

1. Those who doubt that they are saved after they sincerely accepted the Lord Jesus Christ make God a liar (1 John 5:10-13). Some workers insist that the one who has professed to receive Christ should pray until the Holy Spirit reveals to him that he has been saved. This method proves fatal in child evangelism.
2. The Lord assured the sinful woman that it was her faith that had saved her (Luke 7:50). There are many texts in Scripture which assure believers that they are saved (John 3:36; Acts 13:38, 39). These texts should be given to children until they see BY THE WORD OF GOD that they are saved. The child also must be taught to recognize that anything wrong is sin. He must confess his sin when he is truly sorry for it, and trust the Lord for strength not to do it again (1 John 1:9,10; Psa. 66:18).

### **E. We should lead the child to \_\_\_\_\_ Christ. THIS IS THE TEST OF A PERSON'S FAITH**

1. He should confess he has accepted Christ and that he believes Christ has saved him (Matt. 10:32). This confession should be made to the personal worker, later to his friends, and, where circumstances will permit, he should confess Christ in the church. If a child is led to confess Christ and obey Him, the Holy Spirit will make his salvation blessedly real to him.

# Sunday School Teacher Training

## III. THE LESSON AIM - OR MAIN THRUST

### A. WHAT IS AN AIM OR MAIN THRUST OF YOUR SUNDAY SCHOOL LESSON?

1. Every builder has his blueprint and objectives, without which he would get nowhere.
2. Aims are your objectives. An aim is the goal you are trying to reach, the specific need in the lives of your pupils that you are trying to meet.

### B. PURPOSE OF AN AIM:

1. The purpose of your aim is:
  - a. to make a difference in what your pupils do with their lives.
  - b. to make knowledge a stepping stone to action.
2. Keeping an aim in mind holds you to a definite course and eliminates the use of irrelevant ideas. Checking frequently with your aim helps you to evaluate your ministry to the children.

### C. WHY HAVE AN AIM?

1. Teaching is NOT telling, reciting or leading a class session. Teaching is helping a pupil to learn or to experience a desirable change in his mind (understanding); heart (attitudes), feelings (desires); will (decisions); or abilities (spiritual, physical or social).
2. Until your pupils have learned something that affects his life you have not taught him. When something takes place in his mind, his heart, his will, or his abilities, he has learned and you have taught.
3. The ineffective, haphazard teaching so prevalent in our day is the result of good intentions to teach, but without knowing exactly how or why.

### D. HOW MANY AIMS?

1. There should never, except in very rare cases, be more than two aims, one for the lost and one for the saved.
2. It is usually the best policy to have one aim for each and stick to that aim. This aim should relate to the present need of your particular pupils. This aim should guide you in so preparing your lesson that one central truth stands out as important to your pupils.

### E. GENERAL AIMS - OR MAIN THRUSTS

1. There are usually three general aims that will be brought out again and again in your teaching. These in turn will be broken down into specific aims which will represent what you want to accomplish in the mind, heart, will or abilities of the pupils.
  - a. Leading your pupils to accept Christ - always the aim for the lost.
  - b. Leading your pupils to grow in their spiritual life - for the saved.

## Sunday School Teacher Training

- c. Leading your pupils into Christian service - for the saved.

### F. SPECIFIC AIMS

Each of the above general aims will then be broken down into a specific aim which will be the goal you are trying to reach with a particular lesson. Some of these specific aims are as follows:

1. Know and love God as his heavenly Father.
2. Accept Christ as his Saviour.
3. Love the Bible as the Word of God and read it daily.
4. Make prayer a daily and effectual experience.
5. Obey each command of God as he receive light upon it.
6. Recognize man's lost condition apart from Christ and seek to win others to Christ by witnessing.
7. Love the people and church of Christ and find his place of fellowship and service in the church.
8. Listen for God's voice as He speaks to you.
9. Know that God is with you always and in every place.
10. Give to the Lord.
11. Know that lying, cheating, stealing, jealousy, hatred, etc. are sins. This is only a partial list of the specific aims that you can teach. Remember, consider the lives of your pupils, what they need to know and then choose your aim to meet that need.

### G. QUESTIONS TO ASK IN DETERMINING THE AIM OF THE LESSON:

The teacher should adapt the lesson to the needs of his or her pupils. Therefore, the following questions might be asked in order to help determine the specific aim you want to use:

1. Does the lesson teach faith, obedience, love, duty to God and man?
2. Does it stress the Christian graces of humility, kindness, generosity?
3. Is Bible study, prayer, Christian fellowship encouraged?
4. Does it present and explain the "call of God" for Christian service?
5. Does it deal with the Gospel - God's plan of salvation?
6. When you have decided what is pointed out in the lesson, then think of your pupils' need and choose the aim accordingly.

# Sunday School Teacher Training

## H. CHOOSING YOUR AIM

1. As you prepare your lesson plan sheet for each lesson ask yourself the following questions in preparing your aims:
  - a. What I want my pupils to know: What is the main fact of the lesson that I want my pupils to know that will in turn bring out some lesson to be applied to his own life.
  - b. What I want my pupils to feel: Attitude – his reception.
  - c. What I want my pupils to do: What actions do I want him to take concerning the points in this lesson.

## I. CONCLUSION

Bible teaching is allowing the Bible, empowered by the Holy Spirit, to change pupils lives according to God's standards. The test of teaching is growth and progress in the lives of the pupils. The teacher's great spiritual goals are to lead children to Christ, build them up in Christ and send them out for Christ. It is not enough to say that the aim is to help a child know a certain truth, for the ability to repeat a Bible verse does not automatically result in loving that truth and obeying that truth. How a child feels about it and what he does about it cannot be left to chance. You, as a teacher, if you are successful, must get the pupils not only to understand the aim, agree it is right but act upon it. If you have not done this your teaching is vain.

## IV. \_\_\_\_\_ OF THE AIM, OR THE MAIN THRUST

**A. Definition:** Your application is the test of your relationship with God. The application is a spiritual matter, the portion of the story when the light of God shines through to your students. Your prayer life and relationship with God are the keys to whether your application will be driven home and into the hearts and lives of your children.

### B. Why Have an Application?

1. Let us ask ourselves this question, "What is it I really want in my Sunday School class?" The answer might be given in four parts:
  - a. A changed life for every pupil - regeneration.
  - b. A life continually changing – growing upward.
  - c. New knowledge and new understanding.
  - d. New attitudes and new appreciations.
2. The standards of success in teaching are found in what the pupils actually learned and put into practice rather than in the number of hours taught and lessons covered. Therefore, the application becomes one of the most important parts of the entire lesson. The knowledge of God's love and care is important only so far as it leads the child to willingness and a desire to please Him. Making a few spiritual concepts real and vital to children is much more valuable than trying to stuff their minds with many words which merely bore them.

## Sunday School Teacher Training

3. A simple application, geared to the life of the child, will give him something to take home with him that will affect his thinking, help him with his decisions and change his life.

### C. How To Choose the Application

1. When choosing your application keep the \_\_\_\_\_ of your pupils in mind. Your application must come naturally from your story, but it is useless to choose applications that will not apply to the lives of your pupils.
2. Make the application practical is a good rule. Be sure it will actually be helpful to someone, meeting real needs.
3. This important phase of preparation is not difficult for the teacher as he/she has watched her children, studied them and knows their needs at this particular age. The application should be the aim of the lesson applied to the heart of the pupil.

### D. Presenting the Application

The following are some suggestions in presenting the application after it has been chosen.

1. **The application is \_\_\_\_\_ of the story**
  - a. Keep going. Don't end the story, stop, and then in a pulpit style voice drone out the application in a manner that suggests that you have started another subject. Once you have implied that the story is over, your children mentally prepare to go home. If the story is a quiet one, go on quietly in the same style you have been using the story has not ended yet. If the story is an exciting one, lead into the application with the same intensity with which you told the story. Let your pupils know that this is as real, as vital, as the story itself.
2. **Weave the application throughout the story**
  - a. The application does not have to be at the end. You should weave it throughout the story. Pick up your point as you go and emphasize it with personal applications.
3. **Keep it \_\_\_\_\_**
  - a. The simple story line rule holds true in the application also. Remember one or two points brought successfully home, is better than several points that drop in different grounds. Actually, it does not matter where you put the application - it is how it is done that counts.
4. **Apply it to the pupils' life**
  - a. Your pupil is interested in himself. Think of this question as you are preparing your application. As you read the story ask, "What would you do?" From a question like this, you can bring your story down to the every day living and present your pupil with a challenge for himself, and show him how easy it is to apply the same truth to himself. When you have an application in mind it is not enough to say "Now we should do this or that" but try to lead them in some specific way to carry out the application. For example, your application concerns Bible study. It is not enough to say, "Now let us all study the Bible more often from now on." Try to lead the students specifically to be in class for Bible study every Sunday, or to study their

## Sunday School Teacher Training

lesson at home during the week, or to work the Bible lessons provided by the church.

### **5. Have the pupils take part**

- a. Have the children give their own interpretations and applications. Remember that teaching is much more than just telling. Lead your children in a discussion of how the application might be applied to their own lives. Let your pupils discuss the seriousness of worship and Bible study, and of obedience and reverence. Let them suggest remedies for discipline offenses and pray about them. If challenged rightly your pupils can set higher standards for themselves than you would think to impose upon them.

### **6. Make direct suggestions**

- a. Make a direct suggestion of ways to carry out the Bible teachings. It is dangerous and wasteful not to give the children an opportunity to express the things you have taught them.

### **E. CONCLUSION:**

1. The Christian teacher should lead his class to face specific situations in which they need to practice the Christians ideals. This exercise will result in growth in grace. With constant emphasis on the application, as well as the acquisition of knowledge, pupils will learn and develop in their Christian growth.

# Sunday School Teacher Training

## TEACHING METHODS

### I. Summary

- A. Story-telling - (study notes on story telling).
- B. Question and answer method - (notes on questions and answers included).
- C. Lecture method - (not very effective for children).
- D. Discussion method - (must be carefully and tactfully guided and supervised. Must use thought provoking questions).
- E. Research method - (have them research and make reports on their research).
- F. Dramatization – acting out the lesson and the application (you can act it out and our students can too)
- G. Reading method - (having them read from the Bible).

II. **THE \_\_\_\_\_ METHOD:** The story-telling method presents truth in action through the giving of an account of some incident or experience. It makes abstract virtues come alive, concrete and vital; it stirs the imaginations; it arouses interest and curiosity; it appeals to the emotions and influences the will. The good teacher will master the art of story-telling. Skilfully used, it will open windows of truth to all ages.

#### A. STORY FORM:

1. *Introduction - may or may not be the POINT OF CONTACT.*

- a. Be Careful of the trite opening statement. "Today our story is about Joshua." Headline it. "The battle was about to begin. God needed a leader. He wanted a general who had been trained to fight". If the story is one that is very familiar, you may get the reaction. "Oh, I've heard that one before." Overcome this by introducing the story through an unfamiliar person or place, or leave out the name of the main character until the story is well under way.

2. *Events of the story.*

- a. The body of the story consists of a series of successive events leading up to the climax. As you prepare the story think of these events as scenes. Roughly learn who the characters are in each scene, what the scenery is like, and the action portrayed. Make these scenes live in your mind so they will unfold easily. If you master this method, you have learned the secret of good story-telling.

3. \_\_\_\_\_:

- a. You built up suspense and interest culminating in the climax. The three Hebrew children unharmed in the fiery furnace; Jonah, safe on the land; the ram caught in the thicket are Bible illustrations of the story climax.

4. *Closing:*

- a. Have you ever had the experience of telling a story to pupils who listen breathlessly right up to the climax and then as you tell them what the story teaches their attention is gone? A good story teaches through the events in the lives of the

## Sunday School Teacher Training

characters. Don't insult the intelligence of your pupils by going back moralizing. The conclusion will consist of a few brief summarizing statements. You may follow it up by relating important truths to the pupils' lives through other methods after the story is finished rather than making it a part of the story structure.

### B. PREPARATION

1. You must first know the story, believe the story and enjoy the story yourself to make it meaningful to others.
  - a. First \_\_\_\_\_ the story from the Bible.
  - b. Then study the Lesson Plan Sheet provided by the church or your teacher's book. Always keep in mind the \_\_\_\_\_ of the lesson.
  - c. Read and re-read the story until you know it so well you can tell it without notes, but do not memorize it word for word.
  - d. Remember the headings in the outline; then the telling will be easy.

### C. TELLING THE STORY

1. \_\_\_\_\_ telling the story until you are completely familiar with every scene and idea. Know it so well that you can tell it as though you were right there when it happened
  - a. As you tell the story in class, have your pupils seated in such a way that you can see the eyes of each pupil.
  - b. Tell the story simple, directly and dramatically.
  - c. Speak slowly and clearly.
  - d. Do not underestimate the value of a Bible story. (Read Hebrews 4:12)
  - e. Ask the Holy Spirit for guidance as you prepare each lesson. Depend on Him to teach the message as you tell it.
  - f. Hold your Bible as you tell the story and refer to it.

### D. EVALUATE THE STORY: ASK YOURSELF THESE QUESTIONS:

1. *Is the thought clearly presented?* Every event should be clearly understood so that no question will remain in the minds of the pupils. All information which is necessary to the understanding of subsequent points of the story should be presented in the correct place. You should never have to backtrack, "Oh, I forgot to tell you ..."
2. *Did you use dialogue?* Use as much direct conversation as possible, endeavouring to portray the feeling each character as he speaks. You may want to memorize exact words in direct conversation.
3. *Is the story convincing?* The story must live for you if you want it to live for someone else. If the story is a happy one your whole being will radiate joy; if it is sad everyone in the class will enter into its sorrow with you. Let the tone of your voice express the feeling. A low voice commands more attention than a loud one. Use simple gestures to describe action. You look expectantly up into that tree as though you actually expected Zacchaeus to come down.

## Sunday School Teacher Training

4. *Does the story serve a definite purpose?* Choose and tell your story in such a way that it will contribute to the objective of the entire lesson.

### III. QUESTION AND ANSWER METHOD:

#### A. Introduction

1. The question is a teaching device that can be most powerful and effective. It is an art- one of the fine arts- which when once acquired will be the making of a teacher. Dr. Herman Harrel Herne says, "The interrogation point is the badge of teaching profession." Francis Bacon declared that "the skilful question is the half of knowledge." The real test of a teacher is the response of the pupils. His questions must not only instruct, but educate and lead out his pupils. The response of the pupil will depend on the skill with which the question is used. The gospel accounts record more than one hundred questions - startling, unusual, unexpected questions. The Lord Jesus was a master of questioning. At the age of twelve He was asking questions (Luke 2:46). At the beginning of His public ministry He asked His first two disciples "What seek ye?" This is typical of the thought-provoking and reflecting character of all His questions. Even in His preaching He frequently asked, "What think ye?" and "How think ye?"
2. A study of the Lord's questions is in itself a course in teaching techniques. Anybody can ask questions. But not everybody can ask questions that really teach. There is little or no value in reading questions from a quarterly and asking pupils to respond with the printed answers. Such a method deadens the pupil's interest in the Bible and creates an aversion to the lesson hour.

#### B. \_\_\_\_\_ Ask Questions:

1. To appreciate the value of good questions, the teacher must understand their purpose. Questions provide a most important stimulus to the mind. Education becomes effective when pupils begin to ask questions. The questions serve many purposes.
2. *To awaken interest.*
  - a. The teacher must make contact with the pupils in order to arouse their interest. A question, carefully worded to strike the mind of the pupil, is like a fisherman's bait on a hook. It catches the interest and elicits imagination and focuses his immediate interests on the lesson, thus providing the teacher with an alert, wide-awake class.
3. *To direct thought.*
  - a. After a contact has been established, each succeeding question should move toward the goal which the teacher has set. Stimulated by questions that have unity and purpose, the pupils can be successfully directed from one area of thought to another. The questions method will clarify the truth and lead the pupils to evaluate all available information. Class participation will be enriched because the pupils express their personal judgements, interpretations, and applications of the lesson.
4. *To quicken participation.*
  - a. Whenever a pupil's mind has wandered, it can be recalled by a question. In an atmosphere of dullness, thinking becomes sluggish. A well aimed barrage of questions will put new life into the class. Questions with life and vivacity will assure

## Sunday School Teacher Training

satisfactory progress. They should be asked quickly and answered just as speedily. If they cannot be answered by one, they should be passed rapidly to another.

5. To \_\_\_\_\_ the truth.

- a. Pupils may discuss a Bible truth without associating it in any way with themselves. The teacher must lead them to apply the truth to their own lives. A good question can accomplish this. Christ illustrated this when He asked His disciples, "Whom do men say that I the Son of man, am?" When they responded, He quickly applied their thought by the question, "But whom say YE that I am?" (Mt 16:13-15)

### **C. Preparation Of Questions:**

1. Reading printed questions from a prepared lesson will hide the teacher's personality and deaden every attempt at teaching. While this is true, no instructor can hope to frame his questions advantageously after coming to class. Pupils will not participate in the lesson if the teacher lacks skill in preparing questions in advance. In the preparation of questions, several different types should be studied and used.

### **D. Contact questions.**

1. Attention and interest can be aroused if the teacher begins the lesson with an appropriate contact question. The most familiar and frequent expression of Jesus was, "What think ye?" "Whereupon shall we liken, the kingdom of God?" and "Whence shall we buy bread that these may eat?"

### **E. Rhetorical questions.**

1. Preachers and teachers often ask questions without expecting an answer. Such inquiries are asked for effect rather than reply. They occasion surprise and issue vital challenges. They stimulate mental activity. Study the questions recorded in the Sermon on the Mount. (Matthew 6 and 7). "Which of you by taking thought can add one cubit into his stature?" "Why take ye thought for raiment?" "Why beholdest thou the mote that is thy brother's eye?" "Do men gather grapes of thorns or figs of thistles?" Such questions do not demand answers. They require action.

### **F. Factual questions.**

1. The easiest questions are those that can be answered by information previously given. The reply fixes in the mind the instruction that has already been imparted, and, since the work of a teacher is not complete until it has been tested, factual questions reveal how much instruction has reached its goal. A good teacher is concerned that his pupil have many opportunities to reproduce the lessons they have learned.

### **G. \_\_\_\_\_ questions.**

1. Teaching is more than "hearing lessons." Questions must do more than test the pupil's knowledge. Questions should stimulate the pupil to know and to think for himself.
2. A good teacher, in order to stimulate his pupils will not only examine but cross-examine them as well. He will prepare thought-provoking questions that involve:
  - a. Purpose.
    - 1) The word "what" asks for information; "why" determines purpose. A direct appeal to the reasoning faculties of the pupil encourages independent thought.

## Sunday School Teacher Training

Our Lord demonstrates this approach many times. For instance, He struck at the consciences of His critics when He asked, "Is it lawful to do good on the sabbath day, or to do evil?" (Mark 3:4). "Why call ye me, Lord, Lord, and do not the things which I say?" (Luke 6:46).

### b. Opinion.

- 1) Questions calling for personal judgements are more valuable than those that ask for "statement of fact". Pupils must learn to determine relative values. Personal judgment was encouraged by our Lord's questions, "What thinkest thou, Simon?" (Matt. 17:25) and "Why callest thou me good." (Matt. 19:17). Many of His questions were used to strengthen faith, "Wilt thou be made whole?" (John 5:6); "Believe ye that I am able to do this?" (Matt. 9:28); "Whosoever liveth and believeth on me shall never die. Believest thou this?" (John 11:26).

### c. Application.

- 1) The most thought-provoking question is that which leads to a practical personal application of truth. A lawyer seeking a debate raised the "neighbour question" (Luke 10:25-37). Christ answered with the story of the Good Samaritan and asked the lawyer's opinion as to which of the three strangers was a true neighbour. The lawyer's reply called forth the divine dictum, "Go, and do thou likewise." In an entirely different situation Christ asked Peter the heart-searching question. "Lovest thou me?" and followed by the command, "Feed my lambs" (John 21:15-17).

## H. Helpful Suggestions

The successful use of questions depends largely upon the way they are asked. The observance of the following principles will enrich the teacher, make his teachings more effective and encourage the pupils.

1. *Do not read questions - ask them.*
2. *Avoid leading questions that suggest the answer.*
3. *Never ask guessing questions (they can be answered by "yes" or "no").*
4. *Keep away from long questions or double questions.*
5. *Ask definite questions.*
6. *Do not repeat questions and answers.*
7. *State questions before assigning so all will listen.*
8. *Encourage questions, stimulate them to search for truth.*
9. *Answer questions with a question to keep them thinking.*

# Sunday School Teacher Training

## IV. \_\_\_\_\_ METHOD

- A. This is when the teacher just stands in front of a quiet, controlled classroom, and the teacher READS their study notes, and from start to finish, ONLY the teacher is doing the talking, and the students are ONLY listening!
- B. Research has proven that a lecture is only 10-25% effective for a student to actually learn
- C. Students need to WRITE something that they are learning and they will remember another 25%
- D. If a student is allowed to ask a question or two, or hears another student ask questions, they will learn another 25%.
- E. If the students are quizzed and questioned about what they are learning, their learning jumps another 25%!

## V. \_\_\_\_\_ METHOD - (must be carefully and tactfully guided and supervised. Must use thought provoking questions).

- A. Sometimes, Jesus taught by asking questions, and starting discussions about issues and truths.
- B. A very proficient teacher can use the discussion method to teach well, but most students are not ready for a lot of “discussion” – they need teaching, training.
- C. Use discussions in your lesson, but don’t make discussion the main way you teach.

## VI. \_\_\_\_\_ METHOD - (have them research and make reports on their research).

- A. This is VERY good for older students.
- B. But most younger students have no idea HOW to actually research truths
- C. Try and include research for older students, and you will see them grow as they discover God’s truths for themselves.
- D. Examples of research topic ideas for students include:
  - 1. Using maps to find Bible places
  - 2. Using the internet to discover information about key Bible people (but beware that the internet is very dangerous)
  - 3. Using a concordance to learn about how the Bible describes and defines its own words

## VII. \_\_\_\_\_ – acting out the lesson and the application (you can act it out and our students can too)

- A. This is a fun way to teach
- B. Act out the Bible story you are learning
  - 1. Noah building a huge ark
  - 2. Jesus feeding 5,000 people
  - 3. Jesus walking on water
  - 4. Elijah rebuilding the altar in 1Kings 18

## Sunday School Teacher Training

5. A walk through of the Tabernacle

C. Again. Don't only use dramatization. Use it occasionally in your teaching

VIII. \_\_\_\_\_ **METHOD - (having them read from the Bible).**

A. In this kind of a classroom, the teacher just assigns students as readers and has them come up before the class to read a portion of Scripture, or a poem, or a storybook

B. There is nothing wrong with having the students read out something

C. But this is lazy

D. The Teacher needs to TEACH!

IX. The best thing to do is incorporate ALL of the above into your lessons, usually one or two at a time, and not only use one method all the time.

# Sunday School Teacher Training

## POINT OF CONTACT

### I. Definition

- A. The point of contact is our starting place from the \_\_\_\_\_ to the \_\_\_\_\_.  
One of the fundamental laws of teaching is that we must start with something with which the child is thoroughly familiar. Someone has well said that the approach is the spark that turns over the engine.

### B. Necessity

1. The teacher's first sentences may determine the success or failure of the entire lesson. The most carefully made plans may avail nothing if the teacher fails in his approach of the lesson.
  2. Don't be satisfied with "*now today our lesson is about ...*" Begin with that which pupils already know, taking them from there to the unknown.
  3. The approach can immediately begin to focus their attention on the objective of the lesson the aim without saying so.
- C. EXAMPLE: Perhaps the Bible story presents Joseph's forgiveness of his brothers. go to where your pupils live with a story of a boy who wants to get even with someone who wronged him. When he talks it over with his father, his answer consists of a story. Your pupils then hear the story of Joseph and are ready to return to the boy's problem, and then to their own.
1. We must remember that children can understand the new only in terms of the old. Therefore, in order to introduce something new to a child it is necessary to compare it to something that is already familiar.
  2. It is absolutely necessary to use a point of contact because the average pupil is likely to be absorbed with interests other than the Sunday School lesson.
    - a. *His mind is \_\_\_\_\_.*
    - b. *He is intent on other things, so that he is not too interested in the lesson*
    - c. *If the pupil does not 'attend with interest' to the lesson to be learned it is useless to proceed.*

### D. Purpose

1. From the above it is quite evident that the purpose of the point of contact is to capture the attention of the child as well as introduce the unfamiliar with the familiar. The point of contact then is the "interest catcher" or something that will MAKE your pupils want to hear the lesson.

### E. Contact With The Class:

1. Actually there are two contacts to be made
  - a. First the contact with the class
  - b. And second the contact with the lesson.
  - c. The first we will mention briefly as it is the second with which we are more interested at this time.
2. The teacher is usually faced with the following questions:

## Sunday School Teacher Training

- a. *How can I create a right attitude?*
  - b. *How can I win the pupil's confidence and attention?*
  - c. *How can I make the transition into the plan of the lesson?*
3. The pupil's attention has been distracted through the taking of the attendance, introductory remarks, etc..., how it is up to the teacher to recapture the attention of the pupil before he begins the lesson. This can be done through two main methods.
- a. *Current News Events.*
    - 1) The teacher may secure attention by referring to some current news. For older children this might be from what they read in the newspapers or hear on the radio or TV. For the young children this might be events related to their school or play.
  - b. *Stories or Illustrations.*
    - 1) A well told story can arouse and sustain attention. A picture of an object will attract attention and impress the truth which the teacher wishes to leave on the pupil's mind.

### **F. Contact With The Lesson**

1. The second contact and the one with which we are most concerned on our lesson planning sheet is the contact with the lesson. Following are some of the contacts that might be used:
  - a. Relate the new lesson to previous lessons. This might be done through a quick quiz, riddle, sword drill or question.
  - b. Use Objects which stimulate interest.
  - c. Use Pictures which stimulate interest.
  - d. Ask a question which arouses curiosity.
  - e. Make a statement which arouses curiosity.
  - f. Begin a discussion on a current situation or an imaginary one, which creates a problem in their minds.
  - g. Describe some situation that applies to the lesson.
  - h. Give something to do, situation to act out, etc...
  - i. Write a thought provoking question or an incomplete sentence on the board.

# Sunday School Teacher Training

## LESSON PLANS AND OUTLINE

### I. LESSON PLAN SHEET

- A. **THE LESSON TITLE:** (Name of the lesson).
- B. **SCRIPTURE:** (Scripture used in the lesson)
- C. **HELPFUL SCRIPTURES:** (Scripture that relate to the main Scripture in the lesson or to the application.)
- D. **MAIN MEMORY VERSE:** (The verse from the Bible that pupils and teacher will memorize.)
- E. **LESSON AIMS:** (The truth the teacher is seeking to apply to the hearts of the pupils.)
- F. **TEACHING METHOD:** (The primary method of teaching you will use in this lesson.)
- G. **VISUAL AID:** (An aid to teaching that makes the lesson easier to understand.)
- H. **POINT OF CONTACT:** (Attention getter.)
- I. **LESSON OUTLINE:** (Body of the lesson or sequences of events in the lesson.)
- J. **APPLICATIONS:** (Making the truth of the lesson apply to the pupil's life; for the saved and the unsaved.)

### II. Working on the LESSON OUTLINE

- A. The Lesson Outline, or Body:
  - 1. An outline should include the general divisions or different events found in a particular lesson or story. Under each event, you should see minor points and illustrations that emphasize and explain the main point.
  - 2. Facts should be listed in the order of their importance under the topic or division to which they are related.
  - 3. Pre-arrange the climax so that it comes in the concluding minutes.
  - 4. Try not to deviate from your outline but keep the main points in mind throughout the teaching.
- B. An Example OUTLINE

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### John's Miracle Birth (Luke 1)

MEMORY VERSE *"For I say unto you, Among those that are born of women there is not a greater prophet than John the Baptist: but he that is least in the kingdom of God is greater than he."* (Luke 7:28)

#### I. Introduction (Luke 7:28)

- A. I want to teach you all this month about the GREATEST man who was ever born of a woman
- B. Who do you think it is? Batman? Superman? Ironman?
- C. Jesus said, It was JOHN the BAPTIST!
- D. If JESUS said it, there must be a very good reason why He thought John was the greatest!

#### II. Lesson

##### A. The Bible's Prophecy of John the Baptist

- 1. The Old Testament prophets spoke of the coming Messiah – the man who would destroy all evil. Who would forgive all sin. Who would defeat the devil. Who would destroy all

## Sunday School Teacher Training

bullies. Who would bring peace to earth, and would rule as King of kings and Lord of lord!

2. Who is the Messiah? What is His name? **JESUS**
3. Well, the Old Testament prophets **ALSO** spoke of a special man who would be born just before Jesus, who would get everyone ready to meet Him.
4. Guess who **THAT** was? **JOHN**
5. Seven hundred years (700!!!) before the birth of Jesus, the prophet Isaiah wrote in Isaiah 40:3-5 of someone who would come who would preach, not in a church, or in the temple, but way out in the wilderness – in the desert!

### **B. Meet John's Parents - ZACHARIAS and ELIZABETH (Luke 1:5-20) – remember those names**

1. *A very old couple*
2. *A Godly Couple*
3. *A Surprised Couple*
4. *John Would be a Great Son – And I mean "GREAT" (Luke 1:15-17)*
5. *Zacharias was a Sceptical Man (John 1:18)*
6. *Zacharias Became a Dumb Man – Learns his lesson! Couldn't Speak until baby John was born (Luke 1:19,20). He had laryngitis for NINE months!*

### **C. Meet John's Aunt Mary - Mary is Going to be a Mother Too (Luke 1:26-38)**

1. Who was this Mary?
2. The same angel, that appeared to Zacharias, Gabriel, appeared to her
3. And JESUS shall be great too – just like John, only even greater! (1:32)
4. Mary has no idea HOW all this can happen... Luke 1:34 *Then said Mary unto the angel, How shall this be, seeing I know not a man? I am not married!*
5. The Angel Explained... Jesus will be a SUPER-MIRACLE-BABY! (Luke 1:35, 37)
6. **She believes God!** Luke 1:38 *And Mary said, Behold the handmaid of the Lord; be it unto me according to thy word. And the angel departed from her.*

### **D. Mary Goes to See Elizabeth (Luke 1:36,39-44,56)**

### **E. The Birth of John (Luke 1:57-64)**

### **F. Who John Would Be (Luke 1:76-77) – Why was John Born?**

1. A Prophet - *the prophet of the Highest*
2. A Preparer - *for thou shalt go before the face of the Lord to prepare his ways*
3. A Preacher - Luke 1:77 *To give knowledge of salvation unto his people by the remission of their sins.* That's what preachers do! Teach people how to be saved

### **G. And baby John, Grew Up, and Lived out in the Deserts, until God told him it was time to begin to preach (Luke 1:80) *And the child grew, and waxed strong in spirit, and was in the deserts till the day of his shewing unto Israel.***

## **III. Conclusion**

### **A. Some Amazing Facts about John**

### **B. So... Why were YOU born?**

1. Could God have a very special purpose for you to be born?
2. Yes He has!
3. Just make sure YOU live holy and godly as you grow up to be an adult, so that God can use you like he does John!

## Sunday School Teacher Training

- C. Let me read Luke 7:28 again... *“For I say unto you, Among those that are born of women there is not a greater prophet than John the Baptist: **but he that is least in the kingdom of God is greater than he.**”*
- 

### III. PREPARING YOUR LESSON.

- A. **What is the importance of preparation?** You are ministering to immoral souls, fulfilling a God ordained position!

**B. WHEN Should You Prepare?**

1. Prepare early.

- a. Start preparing Sunday afternoon, the week before your next teaching time!!!*
- b. Study a little bit each day until the lesson becomes part of you.*

**C. HOW Should You Prepare?**

1. Prepare yourself spiritually through your own prayer and Bible study time.
2. Read Scripture lesson passages at least 10 times. Write down the outstanding facts that come to your attention. Ask yourself these questions.
  - a. Who are the characters in the passages of Scripture I am teaching from?*
  - b. What actually happened?*
  - c. Where did it happen? Find it on a Map.*
  - d. When did it happen? Put everything in Context!*
3. Read the Scripture lesson with a list of the pupils in hand.
4. Read carefully the lesson material provided by the church.
5. Prepare your own outline. (Make a lesson plan.)
6. Prepare all of the materials you will need.
7. Prepare and organize your class time.
  - a. Plan each step of the lesson.*
  - b. Practice telling the story. (Hold your Bible and use visual aids.)*
  - c. Learn your memory verse before teaching it in class.*
  - d. Plan a definite closing.*
8. Go over the lesson again early on Sunday morning before Sunday School. Allow yourself 10 to 15 minutes each Sunday morning to reread the outline and review the entire lesson.

# Sunday School Teacher Training

## Creating Lesson Outlines

1. **What Scripture You are Studying? (Limit your focus to one main passage)**
2. **What is THE one great truth, or lesson from that Scripture?**
3. **Turn that truth into a Question - Your lesson needs to ANSWER that Question.**
4. **What are the events, and “surface truths” of the Scripture? Create a list of things you see the Bible saying, using your own words. Ask 20 questions about what the Bible is saying. Answer those questions with Study.**
5. **Group that list into 3, 4 or 5 big things, or statements, with Scripture**
6. **Study out words, people, places that are mentioned in your lesson**
7. **Write out your outline from those main points, and add sub-points from your list. Make sure your points answer your main question!**
8. **Find Graphics, Visuals**
9. **Think about your own life, and include in the lesson at least one experience that you have had that matches what you are teaching.**
10. **Find a song that you all can sing before or after the lesson.**
11. **List questions for the children to answer after you have finished teaching. Make sure you actually answered those questions in your lesson**



# Sunday School Teacher Training

## Preparing for the Entire Class Period

### 1. Pre-session (before Sunday School starts)

- a. Private Prayer for all the chairs to be filled
  - 1) For all your sheep to attend
  - 2) For any lost that will sit in your class and hear the Gospel today
  - 3) That you would only say what JESUS would say if He was teaching today!
- b. Set up the room – make sure it is clean, and well laid out and ready for children

### 2. **Be Excited!**

- a. Ready to Welcome your students
- b. Be focused **ONLY** on them and their needs – don't bring your problems and worries into the class. Let those children, and their hunger and need for God minister to you

### 3. **Singing (how many minutes?) Prepare songs to be sung.**

### 4. **Take Attendance** (make sure you have the attendance book, and have someone assigned to take the attendance)

### 5. **Review** (prepare questions, quizzes, pictures, from last week's lesson if helpful, etc.)

### 6. **Review your Lesson Application** – make sure it is simple and yet powerful!

- a. *Prepare it according to theme and aim of lesson.*
- b. *Prepare according to needs of pupils.*

### 7. **Prepare to Teach the Memory Verse.**

- a. *Come up with ways to teach it.*
- b. *What might best help them to Memorize it.*

### 8. **Prepare for craft or activity time, projects, etc.** (Make sure it applies to lesson, and is not just a time-filler)

### 9. **ALSO! Make sure you Prepare for the closing.**

- a. *Maybe have a brief review.*
- b. *Giving of assignments / challenge for them to complete before next week.*
- c. *An Invitation. To trust Jesus, to repent of sin, to be a witness, to read their Bible all week, etc.!*
- d. *Always close with a prayer for the children to follow Jesus, and to be like Him.*

# Sunday School Teacher Training

## An Example Class Session

For use at Bible Baptist Church of Ballincollig

- 10am Arrive and Set-Up Classroom (All teachers and helpers)  
Set up the chairs correctly  
Put up Teaching Board and Stand – have markers ready  
Set up as much of the Craft, Game or Activity area as possible
- 10.30am All Teachers and helpers return and Join in the Main Church Service
- 11am Line up the children, and walk them in two lines to the Classroom
- 11am Remind the children of their offering and the Missionary Giving Box
- 11.05 Allow the children to get Refreshments in groups  
HELPERS: Keep children organised during refreshments  
HELPERS: Take Attendance - Put Name Labels on all Children. If a child is a visitor, gather as much information about them: address, age, birthdate, parent's name  
HELPERS: Try and take as many of the children as possible to the toilet before the Lesson
- 11.20 Welcome and Opening Prayer – BE EXCITED!
- 11.25 Singing – List the songs you will sing with the children  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 11.35 **Memory Verse** – HELPER must explain big words, and give meaning of the verse. Have the children read along with you, and then by themselves
- 11.40 **HELPER: Getting to Know a Country in the World** – \_\_\_\_\_  
Or talk about a missionary family and their country they serve in.
- 11.50 Teach the Bible Lesson (30 minutes)**  
HELPERS SET UP GAME OR ACTIVITY AREA  
THEN SIT AMONGST THE CHILDREN DURING THE LESSON
- 12.20 Game or Colouring Page Time  
HELPERS: Work with the children on their craft or game
- 12.30 Singing (if preaching hasn't dismissed yet)  
\_\_\_\_\_  
TEACHERS AND HELPERS Stay and Clean up

# Sunday School Teacher Training

## SCRIPTURE MEMORIZATION FOR CHILDREN

### I. Introduction:

It is important that you, the teacher, realize the importance of teaching Scripture verses to children with their real meaning even though the ultimate value of Bible memorization may not be fully realized until adulthood. When Scripture verses actually become a part of the child's thinking, God can use these verses to guide the child in his daily living.

#### A. MOTIVE OF CHILDREN LEARNING VERSES

1. What is the true, high motive which should prompt young or even the old to memorize Scripture? It may be expressed in a verse which the children themselves appreciate. "Thy Word have I hid in mine \_\_\_\_\_ that I might not sin against thee." (Psa. 119:11). Many times we teach children to hide the Word in their **mind** and when urged they are able to bring forth, not for the purpose of keeping him from sin, but for the sake of satisfying some questioner.
2. We must have higher motives for Scripture memorization if boys and girls are to hide the Words in their HEARTS. This must be verses that can be applied to their daily living and problems. When Bible verses are taught in close connection with daily spiritual problems, life situations will prompt the recollection of them.

#### B. WHY TEACH MEMORY WORK?

What are some reasons for memorizing God's Word? Let us consider carefully the following reasons:

Scripture does not make a difference between children and adult in memorization, so the reasons are the same no matter how old a person may be. Just know, the older the person, the slower the effect!

1. To help children find Christ as their Saviour. (2 Tim. 3:15)
2. To keep children from \_\_\_\_\_. (Psa. 119:11, 105) EXAMPLE: No one was looking. The small boy reached out his hand to take something that was not his. Just then, the words flashed into his mind. "Thou God seest me." (Gen. 16:13). Immediately his hand dropped to his side, and he hastily left the room. The Word of God had kept him from sin.
3. To help children \_\_\_\_\_ their problems.
  - a. *Children have problems, too, that can only be solved correctly in the light of God's Word.*
  - b. *The world's standards will early teach children that anything their parents do not find out about is alright. But God's Word will teach them that wrong is wrong, whether discovered or not.*
4. To keep them from \_\_\_\_\_. It is our business to ground our children in the truth so that they cannot be turned aside by false doctrine.
5. To help them **witness** for their Lord.
  - a. *We must teach them the great principles of Christian living and arm them with Scriptures so that they will be able to witness for their Lord.*

## Sunday School Teacher Training

- b. *"He shall teach you all things and bring all things to your remembrance whatsoever I have said unto you" (John 14:26). The Holy Spirit brings to remembrance Christ's teachings.*

### C. IMPORTANCE OF TEACHING MEMORY WORK.

Many consider it a waste of time to try to teach memory verses to children in the primary department. However, here is the golden opportunity and if we fail to capitalize upon it, we, as teachers, are failing in our task and calling!

1. Children have the keenest memory at this age. That which is learned at this time is seldom forgotten. Power of retention is at its greatest peak during the Primary and Junior ages.
2. Paul's mind was saturated with the Old Testament before he was 12. Thus was the warrior equipped with the armour and weapons of the Spirit before he knew in what cause he was to use them.
3. A Missionary once said, "Teaching children memory work is like tossing pebbles on frozen pond. Not until the thaw comes will they sink in."

### D. HOW TO TEACH MEMORY WORK.

It is useless to teach memory work unless the children understand the meaning of the verses. Also you, the teacher, must learn to always say the Words of God with reverence and accuracy.

1. Explain the Meaning of the Verse.
  - a. *The value of the Bible Words is not in their sound, but in the application.*
  - b. *Explain the verse in as simple language as possible, but learn it in the Bible language.*
  - c. *The meaning of the verse may be explained by using illustrations.*
2. \_\_\_\_\_ the Reference.
  - a. *References should be repeated both before and after each verse, as they need twice as much drill to be retained.*
  - b. *Children should frequently find the verse from its address, that is, its reference.*
3. Read it as Well as Hear It.
  - a. *Children old enough to read should always see the verse as well as hear it. It is impressed upon the mind through two avenues, the ear and the eye.*
  - b. *The verse can be read in the Bible, (which is preferable) on a card or from the blackboard.*
4. Memorize the Verse \_\_\_\_\_.
5. Complete a Little at a Time. It is better to learn a few verses well than to half learn many verses.
6. Drill on the Verses. Drill, drill, drill until the children have memorized it.
7. \_\_\_\_\_ the Verse in Your Teaching and Illustrations.

## Sunday School Teacher Training

### E. METHODS OF TEACHING MEMORY WORK:

There are many different methods. You may want to add to the list.

Find ways that both TEACH and RETAIN Scripture in children's memory. Little is accomplished if the verse is taught and forgotten. Constant review is necessary. Memory work aids can be a help in reviewing the verses.

1. **Pictures and Objects.** Place pictures or objects on the wall after the verse is taught as reminders of the verse. Ask what verse the picture represents.
2. **3 x 5 Flash Cards.** Verse on one side and reference on the other. Give the reference and see who can say the verse first. Give that person the card. See who can get the most cards. Add verses as they are learned.
3. **Spelldown Quiz.** Line up the children in a row. If a child misses a verse he has to go to the tail of the line. The object is to see who can stay at the head the longest.
4. **Fishing Game.** Put verse on construction paper "fish". Put a paper clip or staple at the mouth of each fish. To end of fishing pole add string with a strong magnet in the end. Each child fishes, and must tell the verse he has caught. If he can, he keeps the fish until the end of the game; if not, he must put the fish back. The child with the most fish at the game's end wins.
5. **Learn the Scripture as a Song.** Teach the class the Scripture as a song. Make sure the song is word perfect with the Scripture, and not too "rocky."
6. **Unscrambling Verses.** Write each word on a separate card, reference also. Scramble several well known verses together and let the children unscramble them.
7. **Memory Work Poster.** Let the children help make a poster which illustrates the memory verse.
8. **Stand Up Quiz.** Move chairs a little apart. As you give the reference, the first child to stand up and correctly quote the verse receives a point. The one with the most points at the end of the game is the winner. This can be done by giving reference and the pupils give the verse, or giving the verse and let the pupils give the reference.
9. **Each child says a word.** Get the children to say each word of the verse in order, one word at a time for each person. Best with short Scriptures.
10. **Pictionary.** Ask a child to come up and draw a simple picture that portrays the truth of the Scripture. The children will better remember the verse as they try and SEE it.
11. **Back and Forth.** Split up the children into two or three groups, and have them quote the verse to the other team, back and forth until everyone has quoted it.
12. **First Word, Last Word.** Give the children the first and last words of a memory verse, and ask them to fill in the middle, with the Reference.

### II. CONCLUSION

- A. No matter how excellent a Sunday School is in every other respect if it neglects Bible memory work, it is not its best for the pupils. The pupils need to have the very words of God planted securely in their minds if they are to become all that God wants them to be.

# Sunday School Teacher Training

## SONG TIME

### I. Introduction

Music is a powerful force in the child's life and its importance should not be overlooked. Music can make a "bunch of kids" into a group, a team, a unit. The child on the street is humming a tune. Why should the world's music fill his mind-Godless rock and roll? Let's give him Christian music. Music that will bless and challenge him.

#### A. WHY HAVE A SONG TIME?

1. To gain attention. Children cannot talk and sing. Music captures their mind and holds it on the subject of your choice.
2. To remove excess "\_\_\_\_\_". Rousing action songs give the child a chance to use his muscles and move about in an acceptable way before he must settle down and listen.
3. For fun. Children like to sing. A good song time will draw the unsaved and uninterested into your class. Children who might not ever come for the lesson alone. Sometimes just the noise will bring them in.
4. To learn. Music makes learning easier. Sing the memory verse; sing the books of the Bible; sing the names of the disciples. While the class is having a good time singing, they are learning.
5. **To prepare for the Bible Story.** Carefully chose songs, using the theme (aim) of the lesson as much as possible to be sung just before the story to prepare minds and hearts.

#### B. HOW TO HAVE A SONG TIME

1. Choose songs that fit the aims of the lesson.
2. Prepare any needed visuals, like poster paper that show the words.
3. Arrange the songs so the action songs are first and the theme (aim) songs are last.
4. Give the pitch before starting and sing loudly and clearly.
5. Allow those who are sitting quietly or were on time to choose a song, to help you with visuals, or lead the actions.
6. Solos, duets, trios, etc. can sometimes be used for fun and as a reward for good behaviour, coming on time, bringing visitors, etc.

#### C. HOW TO PREPARE YOUR SELF FOR SONG TIME.

1. Learn all songs well. If you are not REALLY sure of a song. DON'T use until you are.
2. Practice action songs in front of a large mirror. Look at your face - do you look like you are in pain? Notice all body movements. Are they clear, awkward, unnecessary?
3. Practice with the visual.
  - a. *Hold it high enough so all can see.*
  - b. *Turn the page BEFORE the last word is sung.*
  - c. *Sing the song from memory. Don't try to look at the words yourself.*
4. Be **enthusiastic**.
  - a. *Smile - smile - smile.*
  - b. *Make it fun. The best way is to enjoy it yourself.*
  - c. *Keep it moving. Know what you are going to do next.*
  - d. *Have variety - fast and slow; action and visual; group and small group; etc.*

# Sunday School Teacher Training

## HELPS ON TEACHING THE BIBLE LESSON

### DEFINITION

A Bible lesson is a connected series of facts which emphasizes one main aim or teaching a point for the Christian child. It will include the plan of salvation, personal applications, and an invitation to receive Christ.

A Gospel message includes:

1. **Love of God**
2. **Jesus Christ, the Son of God**
3. **Understanding and awareness of Sin**
4. **The substitutionary sacrifice of Christ**
5. **Jesus is a Living, Risen Saviour**
6. **Salvation and Forgiveness is a Gift of God (that must be received)**

### PERSONAL APPLICATION

Personal application for the unsaved child always explains the "sin" issue with a Scripture verse and an example or illustration. (personal application does not include the remainder of the Gospel message)

### MAIN THRUST

Main thrust is the aim, goal, or teaching point which you want to stress for the Christian child.

### PERSONAL APPLICATION (SAVED)

Personal application for the saved child is a simple illustration or example, pertaining to his daily life and surroundings, which makes the main thrust clear to a little child.

### PREPARING THE LESSON

- A. **Pray John 15:16-17**
- B. **Study Read Scripture (keep in mind that you need a main thrust and 6 Gospel points)**
- C. **Organize Material**

1. Beginning:
  - a. Best place to win your audience and worst place to lose them.
  - b. Must be brief, promising, alive. e.g. questions, illustrations exciting portions, direct approach.
2. Progression of events: Main points of the story arranged in smooth sequence.
3. Climax: The high point which completes the action of the story.
4. Ending: Final challenge for the Christian child and an invitation for the unsaved child. The invitation must be
  - a. *clear - use Scripture verse.*
  - b. *brief*
  - c. *personal - "YOU"*
  - d. *voluntary - "if you know that you have sin in your life and you want to . . ."*
  - e. *definite - make clear the response you want them to give now.*

### CONTINUITY IN LESSON

- A. **Practice the beginning aloud again and again.**

## **Sunday School Teacher Training**

- B. Practice placing the figures as you give the lesson.**
- C. Time yourself.**
- D. Use your Bible-mark verses to be used (not long passages)**
- E. Keep high point of the story for the climax. Build smoothly toward it.**
- F. Check to be sure you have included all Gospel points and personal applications for the Christian and unsaved child.**
- G. Give the invitation in practice time just as though you were talking to the children.**
- H. Give your lesson in your own words. NEVER MEMORIZE OR READ IT.**

### **PLACEMENT OF FIGURES**

- A. Place central figure off centre of board.**
- B. Place large figures toward bottom of board.**
- C. Place figures which are talking to each other so their eyes can meet.**
- D. Place figures from the side of the board. Stand at the side while placing the figures.**
- E. Look at your scene from the back of the room.**
- F. If you drop a figure, keep talking while you pick it up. (review or repeat something you have said)**

# Sunday School Teacher Training

## USING VISUALS AND OBJECTS IN YOUR LESSON

1. The VALUE of a Visual Illustration – \_\_\_\_\_!
  - a. A picture is worth a thousand words
  - b. Children are visual learners – especially today’s children. They need to see what you are teaching
  - c. You were not much different
  - d. Jesus used “visuals” and objects to help people “see” and understand what he was teaching:
    - i. Seeds – describing how faith works
    - ii. Storms on the Sea of Galilee – showing what the Christian life is going to be like
    - iii. Jesus actually walking on the water – showing them he is God
    - iv. The weather, and clouds – teaching about knowing about the Second Coming
    - v. Fig tree – drying up and dying, to teach about being ready for Jesus, or missing Him
    - vi. The fields and harvest time – to show how busy we need to be winning souls
  
2. How to find “visuals” and objects
  - a. Bing Images can be searched for visuals that can be printed (expensive to print)
  - b. The Sunday School filing Cabinets have loads of visuals to use (locate them with the Index)
  - c. Use your own imagination, and look around your house for ideas
  - d. Don’t worry about having “zillions” of pictures and examples. A few good visuals will do the trick!
  
3. Visuals for each of the following Teaching lessons
  - a. The Good Shepherd \_\_\_\_\_
  - b. Crossing the Red Sea \_\_\_\_\_
  - c. The Passover \_\_\_\_\_
  - d. Jonah Disobeying God \_\_\_\_\_
  - e. The Second Coming of Jesus \_\_\_\_\_
  - f. John 3:16 \_\_\_\_\_
  - g. Jesus Teaching us to Pray \_\_\_\_\_
  - h. Naaman’s Leprosy \_\_\_\_\_
  - i. Jesus heals Blind Bartimaeus \_\_\_\_\_
  - j. Jesus’ Crucifixion \_\_\_\_\_
  - k. Jesus’ Resurrection \_\_\_\_\_
  - l. The Disciples Following Jesus \_\_\_\_\_

# Sunday School Teacher Training

## WHAT TO TEACH

### I. SETTING TRUTH IN ORDER

- A. The teacher must see clearly that some Bible truths are of relative importance and some are of greater importance, and so should have greater emphasis - be repeated oftener.
- B. Let me illustrate. Suppose we divide Bible truth into:
1. \_\_\_\_\_ truth - truth that must be known and believed to be saved.
  2. \_\_\_\_\_ truth - truth that one might be ignorant of when coming to God for salvation and yet be received and forgiven; but so vital that it dare not be neglected by those who teach the Word.
  3. \_\_\_\_\_ truth - truth neither fundamental nor vital, yet too important to be passed over lightly.
  4. \_\_\_\_\_ truth - some may question whether any truth in the Bible could be called unimportant; but RELATIVELY that is so. The names of cities and obscure persons would fall into this class. Do not understand me to say that you can REJECT any part of God's Word - when one does that the stone which the builder rejected immediately becomes the head of the corner. An understanding of these four classes of truth will clear our vision and greatly aid us in our task of reaching children for Christ and helping them to grow in grace.
  5. Following is a partial list of Bible doctrines for the reader to classify:
    - a. *The inerrancy of the Scripture.*
    - b. *The concept and doctrine of the Trinity.*
    - c. *The deity of Christ – that Jesus is God!*
    - d. *The substitutionary atonement of Jesus in the place of sinners*
    - e. *Salvation by God's grace.*
    - f. *Justification by faith.*
    - g. *The premillennial coming of Christ.*
    - h. *Prayer.*
    - i. *The daily confession of sin to God.*
    - j. *The names of the tribes of Israel.*
    - k. *The importance of Church membership.*
    - l. *The purpose of Water baptism.*
    - m. *The towns of Galilee.*
    - n. *The Lord's Supper.*
    - o. *Honesty.*
    - p. *Truthfulness.*
- C. Those who consider a fundamental doctrine as merely important or even unimportant are in terrible error and will lose the blessing of God. Those who stress a doctrine as though it were a fundamental one when it is not, will become narrow and will cause unnecessary divisions among the brethren. But do you ask, are deep doctrines to be taught to children? Perhaps the names of these doctrines will be seldom mentioned to children but the great

## Sunday School Teacher Training

truths which contain fundamental and vital doctrines must be taught to little children again and again.

### II. RIGHTLY DIVIDING THE WORD OF GOD.

- A. The Word of God must be \_\_\_\_\_ (1 Tim. 2:15), not only into the four divisions mentioned above, but divided in other ways. There is danger of not dividing it, or the Scripture would not have insisted upon its division. But there is danger too of dividing it wrongly or the above text would not have put emphasis on "RIGHTLY dividing the word of truth." To rightly divide the Word is the duty of the teacher of children.
1. THE \_\_\_\_\_ The Bible is divided into two great divisions, the Old and New Testaments
    - a. The O.T. foretold the coming of Christ; in the N.T. He comes and has come.
    - b. The O.T, prefigured salvation, through the death of Christ, in its ordinances; the N.T. tells of His death and its purpose and meaning and the salvation to be obtained through it.
    - c. The O.T. reveals the justice and mercy of God to the whole race and then to His chosen people, with the emphasis upon this present life; The New Testament still deals with our earth life, but puts great stress upon eternal life - here and throughout eternity.
    - d. We need both the Old and New Testament but their teachings should be rightly divided.
  2. THE \_\_\_\_\_ From the time of the giving of the law through Moses, Israel was under the Mosaic law.
    - a. This law was in three parts:
      - 1) the national law, just for the nation; no longer in force when the nation fell.
      - 2) The ceremonial law, which was fulfilled in Christ's death, and thus passed away.
      - 3) The moral law - the Ten Commandments and other moral precepts of the law these were kept perfectly by Christ, and by no other.
    - b. When a sinner accepts Christ he is no longer under this law, but is under grace (Rom. 6:14). Under grace the believer is to follow the whole will of God, revealed for believers, especially in the New Testament. He is to do this not in order to be saved by so doing, or to keep saved, but out of love to God. The believer's reward will depend upon how faithfully he follows the will of God.
  3. THE \_\_\_\_\_ All who have not accepted Christ as their Saviour, on the ground of grace, are lost eternally if they have reached the age of accountability. These should be taught, that they might see their lost condition and what it involves. They should be taught the way of salvation and given an opportunity to accept Christ, and urged to do so. They should never be given comfort in their sins. All true believers are born again and are counted "saints" (1 Cor. 1:2 with 1 Cor. 3:1-2) according to the Scriptures. These should be assured of their salvation by the Word. They should be taught how to live the Spirit-filled life; how to grow in grace; how to truly consecrate themselves to God for service; and many other truths. Saved children are "saints" and should be taught accordingly.
  4. THE \_\_\_\_\_  
Some truly born-again believers are still "carnal" (1 Cor. 3:1-2), and are only "babes in

## Sunday School Teacher Training

Christ." These must be fed the "milk" of the Word - not the deep things. They should be taught with all tenderness and patience. If they become wilful they must be warned that God will chastise them to bring them into a life of obedience. (He. 12:5-11). It should be the aim of every teacher to bring every saved pupil into a true spiritual life; a life fully surrendered to God and manifesting the "Fruit of the Spirit" (Gal. 5:16, 22-25). The teacher should be praying for this result as well as teaching (Eph. 3:14-19). It would be a most serious mistake to teach a "carnal" Christian as though he were "spiritual" or a "spiritual" Christian as though he were "carnal".

### 5. THE WORD MUST BE RIGHTLY DIVIDED IN MANY WAYS

- a. There is teaching for the Jewish nation that is not for the Gentiles. There is teaching for the Gentiles that is not for the Jewish nation. How serious it would be to not "rightly divide" such teaching.
- b. There is special teaching for men and special teaching for women.
- c. There is special teaching for the married and for the unmarried; for parents and for children; and on and on.
- d. There is prophecy and history and biography and doctrine and exhortation.
- e. For the teacher to see these divisions clearly is more than half of the battle. Their great number need not discourage a true teacher. We will all spend a lifetime of study in the Bible and still need to be taught by the Master when we reach His feet in heaven.

## III. FOLLOW-UP TEACHING FOR SAVED CHILDREN

### A. Introduction:

- B. While trusting Christ for salvation, on the basis of grace, will bring immediate salvation to any child, no teacher should be satisfied with this alone. Failure to follow up saved children, or to give the proper follow-up teaching is to set the "babe" on the street corner and then walk away.
  1. Evidence of \_\_\_\_\_ in a Child. If a child is born again he will manifest it, but all children do not manifest it in the same way or in the same measure. Every child who truly accepts Christ will at once want to live differently; but according to his limited light as to what a Christian should do or not do. If we expect the saved child to immediately live up to our standards of conduct, we will misjudge him. In fact, he should not be expected to live like an adult Christian, for he is still a child, though saved. Our first duty to saved children is to feed them; they should not be expected to feed themselves. Criticism is not food. If a child is saved and then fed on the milk of the Word it will soon be evident to all that he has been born again. If he is saved and then neglected or unduly criticized he will not likely "grow", and the evidence of regeneration will be so slight that many will question his conversion. But the saddest thing is that he will doubt his own salvation and will no longer make an effort to live for his Lord.
  2. The \_\_\_\_\_ of Salvation. When we believe that a child has really accepted Christ on the ground of grace it is our duty to show him by God's Word that his sins are forgiven and that he is now saved and a child of God (Acts 13:38, 39; John 6:47; John 1:12,13). Satan will seek to have him doubt his salvation. Others, even Christians, may tell him he is not really saved, that he is too young. (Often when a saved child falls into sin, adult Christian will take the position that this proves that he was not born again, absurd this is, for all born again believers, both child and adult,

## Sunday School Teacher Training

have sinned after they were saved.). If he doubts his salvation he will lose the joy of the Lord in his heart. Such a child must have help from those who know the Word or he may not go on with the Lord.

3. \_\_\_\_\_ Without Regeneration When a child has professed to accept Christ and has even claimed the assurance of salvation but gives no evidence of regeneration he should be faithfully dealt with again. God never fails to keep His promise to regenerate those who truly believe; so the trouble must be elsewhere, and the child's teacher or parent should prayerfully hunt for the cause of failure. The trouble will be more likely a failure on the part of teacher to make the WAY of salvation plain than lack of sincerity on the part of the child. If the child has not been sincere, or has "followed the leader", when other children accepted Christ, without a clear transaction with God he should be made to face this out.

### IV. \_\_\_\_\_ CHRIST

- A. You should win children to Christ and urge them to confess Christ to you, to their playmates, in their homes, and in church when their parents will permit this. They should be publically baptised when their parents and the church believe they understand the meaning of baptism, especially that is not a part of salvation. Accepting Christ and confessing Christ are two separate acts.
- B. It should be easy to see that to accept Christ as Saviour and trust Him to save you is one thing, and to confess that He has saved you, or to publicly acknowledge Him as your Saviour, is quite another thing.
- C. Then to publically confess Him as Lord and promise to obey Him fully and always is still another thing.

### V. LEADING SAVED CHILDREN INTO FULL CONSECRATION

- A. Children make plans as to what they will be and do, when they grow up, at a very early age. Some of these plans are foolish because of lack of guidance. Some are wise and adhered to in after life. Many outstanding Christian workers received a definite call from God to the ministry or mission field when young children. This should convince us that children should be led into full consecration before the pull of worldly ambition becomes too strong.
  1. Full Consecration and Yielding Are \_\_\_\_\_. Obedience to the known will of God should be taught to saved children constantly. The blessing which the Word promised for such obedience should be stressed. Children should also be made to see that loss of blessing, loss of reward in heaven, and present chastisement are involved in disobedience to the known will of God. (James 4:17; 1 Cor. 3:11-16; Heb. 12:5-11). Many have thought that such a life of obedience was full consecration, but it is not. Full consecration is quite another thing and brings greater blessing than simply yielding to Christ as Lord in a life of daily obedience.
  2. Bible Teaching on Consecration Full consecration is, at its best, a single and once-for-all act of dedicating or giving yourself and all that you possess to God for all time, to be used in His Service (Rom. 12:1). This does not necessarily mean that we give all our money, for example, to God at the time of dedication or at any time but it does mean that we use it as He directs. The Scripture referred to makes it plain that full consecration is the REASONABLE service of EVERY born again person. But few children know that God wants or requests such act and many adult believers do not know it or understand presenting "your bodies a living sacrifice." This would involve not only

## Sunday School Teacher Training

giving up sinful things, but also making any and every sacrifice required to accept the call or do the service which God might indicate as His will. To do what He wants us to do, to go where He wants us to go - for a whole lifetime if need be - is full consecration.

### B. God Wants Volunteers

1. God needs many, many workers in many varied types of service. Not only are those needed who can pray and preach, but also those who can teach and evangelize, can act as Christian executives of God's great enterprises, as office workers, as missionaries here and overseas, as business people and as parents to bear and rear children for God. But God wants these workers to be volunteers and not conscripts, for volunteers make by far the best workers. Then He wants them to volunteer for their whole lifetime so that He can plan for them, provide for their training, and count on their willingness to stay where He puts them and to move when He wills.

### C. A Very Great Honour.

1. The whole Bible teaching on consecration should be taught to saved children carefully and simply, again and again. Then when they make a decision they do so with real understanding. It is a very great honour and privilege to be called of God to be one of His ambassadors.

### D. Two Great Gifts.

1. When we accept Christ as Saviour, God GIVES us salvation. He is the giver and we the recipients of the priceless gift.
2. In consecration we GIVE to Him. We are the givers and He receives our gift - wonderful as it is that He is willing to receive our poor selves. The gift of ourselves is the greatest gift we can ever give to God. There is every reason to believe that the earlier in life full consecration takes place the greater the reward will be.

## VI. MORAL AND ETHICAL TEACHING FOR SAVED CHILDREN

A. Introduction: Now, more than ever there needs to be clear teaching of children as to the things which are right and wrong **IN THE SIGHT OF GOD**. The very foundations of morality are being swept away in the lives of many children and young people. There is but one remedy - "THE WORD, in season and out of season." (2 Tim. 4:2)

### B. Two Extremes!

1. Some teach morality as the ground for salvation;
2. Others who really have the gospel pay too little attention to teaching the "Thus sayeth the Lord" on every question of Christian conduct.
3. Then some Christians, like the Pharisees of old, add to the Scripture and have such an over-strict standard of conduct that children and young people are driven away from the things of God as a result.
4. Teachers and parents must **KNOW THE WORD** and teach it and appeal to it. Not only to command obedience to the Word, but to reason from the Word. Giving reasons why the thing is wrong when God's Word says it is wrong. May the following be an abiding principle: "THE RIGHT ALWAYS BRINGS BLESSING - IF NOT FIRST, FINALLY. THE WRONG ALWAYS BRINGS SUFFERING - IF NOT NOW, IT WILL LATER, AND IN INCREASING MEASURE."

### C. Duty to God and Duty to Men

1. Any teaching of conduct that does not put saving faith in Jesus Christ first of all is not Biblical teaching. Good works in the sight of God begin with "This is the work of God,

## Sunday School Teacher Training

that ye believe on him whom he has sent" (John 6:28-29). Duty is of two kinds only: duty to God and duty to men. And the first named is constantly and eternally first. Likewise with sin; sin is against God or against man, or against both God and man. Jesus summed up the moral teaching of the Bible thus: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbour as thyself" (Luke 10:25-29). An unsaved man or child continues to sin constantly, according to the above standard, no matter how moral he may be according to the world's standard, or even if he lives up to the outward standard of any church. Every unsaved child should be taught that he is a sinner in the sight of God and eternally lost until he accepts Christ as his own Saviour.

### 2. Seven Great Principle in Teaching Saved Children

- a. *All teaching should be built upon the foundational emphasis that their sins have been forgiven, they are made right in the sight of God. He is their Father and they are His born again children. ALL BECAUSE THEY HAVE BELIEVED IN THE LORD JESUS CHRIST as their own Saviour (Acts 13:39).*
- b. *The consequences of sin after salvation should be clearly and frequently dealt with: that sin in the saved person's life breaks his fellowship with God; but that upon confessing his sin he is immediately restored (1 John 1:9; John 14:21). Always it should be emphasized that this clearing up of difficulties in God's family is still based upon the death of Christ (1 John 2:1,2).*
- c. *It should be made clear that stubborn or persistent sinning after salvation will eventually mean chastisement from God (Heb. 12:9-11).*
- d. *Every effort should be made to build in their thinking the concept that the true standard of conduct is not the example or opinions of the world but is the Word of God (2 Cor. 10:12).*
- e. *Bring out the fact that there are sins of omission and sins of commission. To neglect or refuse to do what God asks or commands is as much a sin as to do the thing His Word forbids (James 4:17).*
- f. *Follow the plan laid down in the N.T. epistles of presenting their perfect standing and their completeness in Christ and following this with an appeal that their daily live should "measure up" (Col. 2:10; 3:1,5; Eph. 1:3; 4:1; Rom. 5:1; 12:1)*
- g. *Establish in their thinking the truth that believers still have a sinful nature and are still capable of sinning ( 1 John 2:1,1), but that victory over every sin is theirs by yielding themselves to the Lord and walking in moment by moment dependence upon the Holy Spirit (Romans 6:11-14; Gal. 5:16).*

### 3. Teaching Material on Christian Conduct. While many good lessons on conduct can be learned from the O. T., it is the N.T. that gives us the fullest revelation of God's will for those under grace. Believers are not under the law but under grace (Rom. 6:14). Paul's epistles give us the finest example of the place that conduct teaching should have. They abound in commands and instruction on how to live to please God. In Ephesians 4, 5, and 6 are more than fifty definite statements on conduct. It will be a helpful exercise to note these in your own Bible. The N.T. abounds in conduct teaching, and we have neglected to use this material as we should. Ought we to wonder then why our saved children do not grow in grace as rapidly as they should?

# Sunday School Teacher Training

## PART III - THE PUPIL

### I. Introduction.

#### A. MEMO: FROM THE CHILD

1. Don't \_\_\_\_\_ me, I know quite well that I ought not to have all I ask for, I'm only testing you.
2. Don't be afraid to be firm with me. I prefer it. It makes me feel more secure.
3. Don't let me form bad habits. I have to rely on you to detect them in an early stage.
4. Don't correct me in front of people if you can help it. I'll take much more notice if you talk quietly with me in private.
5. Don't make me feel smaller than I am. It only makes me behave stupidly "big".
6. Don't make me feel that all my mistakes are sins. It confuses my sense of values.
7. Don't be too upset when I say, "I hate you." It isn't you that I hate but your power to thwart me.
8. Don't protect me from consequences. I need to learn the painful way sometimes.
9. Don't take too much notice of my small ailments. Sometimes they get me the attention I need.
10. Don't \_\_\_\_\_. If you do, I shall have to protect myself by appearing deaf.
11. Don't make rash promises. Remember that I feel badly let down when promises are broken.
12. Don't forget that I cannot explain myself as well as I should like. This is why I am not always very accurate.
13. Don't tax my honesty too much. I am easily frightened into telling lies.
14. Don't be \_\_\_\_\_. That completely confuses me and makes me lose faith in you.
15. Don't put me off when I ask questions. If you do you will find that I stop asking and seek my information elsewhere.
16. Don't tell me fears are silly. They are terribly real and you can do much to reassure me if you try to understand.
17. Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.
18. Don't ever think that it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm towards you.
19. Don't forget I love experimenting. I couldn't get on without it. So please put up with it.
20. Don't forget how quickly I am growing up. It must be very difficult for you to keep up with me, but please, do try.
21. Don't forget that I can't thrive without lots of understanding and love but I don't have to tell you that, do I?

#### B. SIMILAR CHILD TRAITS

1. All children have immortal souls, and normally have their lives to live for years to come.
2. They are sinners, and if saved are still prone to sin.
3. They are teachable, and if normal, are eager to learn new things.
4. They are all apt at memorizing.
5. They readily believe the Bible as God's Word and are willing to reverence God.
6. Unless perverted, they want to live noble lives, they want to do right.

## Sunday School Teacher Training

7. They respect prayer, and are willing to be taught how to pray.
8. They are gripped by stories and illustrations.
9. They love to sing.
10. Their emotions are easily stirred.
11. They are capable of making real decisions.
12. They all respond to love.

### II. NURSERY, CRECHE, PRE-SCHOOL (Ages 1 to 3)

#### A. Characteristics:

1. Are active and coordinate larger muscles, better than small ones.
2. Tire easily, need frequent rest periods.
3. Vary in rate of physical growth.
4. Can do only one thing at a time.
5. Can sing easy songs, vocal muscles are underdeveloped.
6. Have limited speaking vocabulary, about 300 words for 2s and 900 for 3s.
6. Thrive on repetition, rhythm, rhyme.
7. Enjoy the family and dislike major changes.
8. Have short attention span, are easily distracted.
9. Have little comprehension of time or distance.
10. Are credulous; believe what they hear.
11. Imitate, like to play stories.
12. Grow and learn as they play.
13. Are imaginative.
14. Must handle things, are intensely curious, sensitive to other's emotions.
15. Are impressionable, learn through seeing, hearing, touching, smelling, tasting.
16. Need help with toys, handwork.
17. Are timid; may have very real fears.
18. Are self-centred; must be taught to share.
19. Play alone, must be led into group activities.
20. Say "no" often; need consistent discipline.
21. Are sensitive to atmosphere, upset by confusion.
22. Need security, love and attention.
23. Think of God as a real and loving person.
24. Depend trustfully on the Lord when properly taught.
25. Pray naturally when motivated.

#### B. Schedule for Pre-School Nursery:

(Suggested: each part of service should be planned with the characteristics of each child in mind.)

1. Welcoming Time (15 minutes before class)
2. Singing Time (10 minutes)
3. Story Time (5 minutes)
4. Finger Play Time (5 minutes)
5. Memory Verse Time (5 minutes)
6. Action with Music Time (5 minutes) marching, action songs, etc.
7. Rest Time (5 minutes)
8. Bible Application and (5 minutes Review Story Time)

## Sunday School Teacher Training

9. Colouring Time (10 minutes)
10. Closing Time (5 minutes)

### C. Hints For Teaching Nursery Children:

1. Can 2 and 3 year old children grasp Biblical truths in Sunday School? YES
  - a. *Outward indications of their learning may be few, but the life changing results that can be achieved at this age are tremendous.*
  - b. *Educators and psychologists believe that these early years do more to shape a child's personality than four years in college.*
2. The big question is not, "ARE NURSERY CHILDREN OLD ENOUGH TO LEARN ABOUT GOD?" but "HOW DO YOU TEACH TINY CHILDREN ABOUT GOD?"
  - a. *Nursery children should not be expected to understand the plan of salvation.*
  - b. *But the Lord can use a carefully planned program to implant and nurture a growing awareness of His love and care for boys and girls.*
  - c. *Simplified Bible Stories, told in the children's own vocabulary carefully chosen to teach basic Bible truths.*
  - d. *Tiny tots grasp the fact that the Baby Jesus grew to be the Man who is their own best friend.*
  - e. *They can come to love God's Book, that tells about Him and God's own Son who loves them so.*
  - f. *And they can respond with a desire to please Him.*
3. Because little children constantly absorb impressions and learn through all their senses, teaching methods and materials provide many sensory experiences. Even playtimes are carefully related to the day's Bible story, and the children are guided into activities that make Bible truth real and relevant.
4. A good nursery program combines the element of stability (scheduled routine), with flexibility (change of pace to meet unexpected needs). Because of the Nursery child's fleeting attention span and inability to sit still, the program alternates between active and quiet times.
5. Teaching Nursery children calls for the best teaching talent and materials.
  - a. *The dedicated Nursery teacher is not only depending on the Lord to shape personalities at their most formative stage, but also to lay a foundation on which to build increasing knowledge of God's Word.*
  - b. *Thus he or she is preparing children to want to accept Christ as Saviour at an early age.*
6. Remember ... your Nursery children are not getting ready to live. They are living, keep that in mind, and gear your teaching to the characteristics of Nursery age children.

## III. BEGINNERS PRE-SCHOOL (Ages 4, 5 and 6)

### A. Characteristics:

1. Craves physical activity, but tires easily.
2. Lacks fine muscular coordination.
3. Learns through all five senses.

## Sunday School Teacher Training

4. Is increasing rapidly in mental ability.
5. Has short attention span (about 10 minutes)
6. Can memorize short verses, but forgets easily.
7. Has limited vocabulary.
8. Has limited conception of the time and space.
9. Reveals active imagination.
10. Is literal minded, mystified by symbolism.
11. Is curious, imitative, and feels intense emotions.
12. Is prone to explode when angry.
13. Acts on suggestion.
14. Is still self-centred.
15. Is adept in certain play skills and is beginning to conform to group attitudes and actions.
16. Is developing leadership qualities.
17. Is growing in friendliness and talkativeness.
18. Wants approval of others.
19. Thinks of the Lord in a personal way.
20. Trusts in other people and in God.
21. Begins to differentiate between right and wrong.
22. Can experience real, spontaneous worship.

### B. Suggested Schedule for Beginners:

1. Welcoming Time (this include taking offering and roll call 15 min. before class.)
2. Singing Time (10 min. Songs should be varied, easy to sing and understand).
  - a. *Have a good opening. Suggestions:* (Use a happy picture of a happy face and a sad face. Ask them which face is the best. "Let us all be happy faces today as we sing praises to God." "As I was coming to church today, I saw some birds flying high in the sky. Isn't it wonderful God made birds so they can fly? I don't know how to fly, do you? Let us sing a song that tells us about God making everything.
  - b. *Have every detail planned ahead of time and keep you song service moving.* (Don't select them after arriving at church or as you sing.)
  - c. *Be enthusiastic.* Keep the song service lively. Don't drag the songs.
  - d. *Use enough songs so that they will become well known and loved.*
  - e. *Have a good variety.* (some fast, some slow, some action, etc.)
  - f. *Use prayer songs to quiet them.* Use welcome songs for visitors.
  - g. *Illustrate meaning of songs (pictures, flannelgraph, objects, stories, etc.)*
  - h. *Do not make song services long.*

### C. Example of Opening Exercises:

1. Opening.

I am holding in my hands a wonderful Book. It is not an ordinary book. This Book tells us of God's love. What book am I talking about? (The Bible). Let us sing a song about the Bible. "The B I B L E". In the Bible we are told that God loves us. What song do we know that tells us about Jesus loving us? "JESUS LOVES ME". If Jesus loves us (and He does) we ought to be thankful for His love. Let us sing a thank you song to God this morning. "THANK YOU, LORD".
2. Welcome visitors. Have the visitors stand and sing the "Welcome Song" to them.

## Sunday School Teacher Training

3. Story Time (10 minutes) attention span, short, loves repetition and has limited vocabulary. Loves action.
4. Finger Play Time (5 minutes) plenty of action, simple and brings out Bible truths in story.
5. Memory Verse Time (10 minutes) Should be short, repeated many times, reviewed frequently.
6. Rest and Relaxation Time. (5 minutes) With song and action.
7. Review Bible Story and Application (10 minutes)
8. Colouring Time (10 minutes)
9. Closing Time (5 minutes)

### D. Hints for Teaching:

1. Remember his attention span is short. (10 minutes) and craves activity.
2. He has a limited vocabulary so keep language simple.
3. Do not symbolize as he is literal minded.
4. Keep schedule flexible.
5. Is talkative and curious so let him enter into the lesson and express himself
6. He has a great capacity for trust and belief. Teach him to trust and believe God.

## IV. PRIMARIES GRADES 1, 2, AND 3 (Ages 7, 8 and 9)

### A. Characteristics:

1. Active. He must be kept under control every moment.
2. Imaginative. Loves to picture the story as you tell it; to imagine he was there.
3. Keen memorizer. Needs to be encouraged to memorize Bible verses.
4. Gregarious. Likes group activity.
5. Curious, asks a multitude of questions.
6. Literal minded; he is unable to understand symbolic or abstract ideas, whether in songs, stories or illustrations.
7. Possessive. Loves to claim things and people as "his".

### B. Schedule for Primaries

1. Welcoming time, roll call and get acquainted time. (15 mins. before class)
2. Opening exercises: Sing Time (10 to 15 min.) See notes Sing Time for Beginners.
3. Review Time ( 5 mins)
4. Story Time or Lesson Time (10 to 15 mins)
5. Memory Verse Time (10 to 15 mins)
6. Application Story Time (10 mins)
7. Colouring and Closing Time (10 mins)

### C. Hints For Teaching Primaries

1. His program should provide enough activity for his energy release. (Standing and sitting, raising arms, answering questions by actions, dramatizing, etc.)
2. He learns much from dramatizing portions of the story.
3. Use his keen memory in memorizing Bible verses through a planned memory program with recognition.
4. Boys and girls are beginning to prefer being separated in class sessions.

## Sunday School Teacher Training

5. Stimulate his curiosity by asking questions about the Bible, lessons and letting him ask questions.
6. Define general words and apply them. (Sin is lying, disobeying, talking back, etc.)
7. Should be encouraged in his passive attitude towards church, his Heavenly Father, his Bible, and etc.
8. Encourage him to recognize his need of a Saviour and to receive Christ by faith.

### V. JUNIORS Grades 4, 5 and 6. Ages 10, 11 and 12

#### A. Characteristics:

1. Is active, exuberant, likes to do things.
2. Has increased concentration and reasoning abilities.
3. Has a good imagination.
4. Likes the difficult and challenging.
5. Is inclined to be selfish and impatient.
6. Is inquisitive; eager for information.
7. Lives in the present. Has many interests.
8. Is creative with proper encouragement and understanding.
9. Has a good memory. Likes to collect things.
10. Likes group participation, "gang" activities.
11. Is interested in nature; likes outdoor activities.
12. Has a growing sense of fair play and justice.
13. Idolizes; is a hero worshipper.
14. Is becoming more critical of his own work.
15. Can be induced to set high standards for himself.
16. Is growing in independence. Likes to solve his own problems.
17. Prefers his own pals' dislikes the opposite sex.
18. Wants adult approval. He resists authority.
19. Is developing increased spiritual sensitivity.
20. Can be challenged to grow in his Christian life.
21. Can grasp doctrinal truths when presented with visual aids.
22. Can be genuinely concerned about spiritual needs of others; stirred by missionary appeals.

#### B. Suggested Schedule:

1. Welcome, Roll Call and Get Acquainted Time (15 mins. before class)
2. Opening Exercises or Sing Time (10 mins)
3. Review (5 mins)
4. Story Time (10 to 15 mins)
5. Memory Verse Time (10 mins)
6. Application Story Time (10 mins) if none, combine # 4, 6 for 20 mins to 25 mins. story.
7. Colouring (or review, singing, etc.) and Closing Time (10 minutes)

#### C. Hints For Teaching Juniors

1. Remember that a Junior loves action and likes to do things; therefore plan your class so that he will be able to participate in the lesson.
2. Has a good imagination and likes to be challenged; therefore make your lesson moving and full of excitement. Give him things that will challenge him for the Lord.

## Sunday School Teacher Training

3. He is selfish, impatient and dislikes opposite sex; therefore give lessons on being unselfish and kind to others. Don't embarrass them by pairing off boys and girls together in contests, singing, etc.
4. Has a good memory; use this for memorizing many verses.
5. Likes group participation and is easily embarrassed. Have them do things in groups.
6. Can be challenged to grow in his spiritual life; therefore plan stories and aims and applications to help him do this.
7. Can grasp doctrinal truths with aids so use plenty of visual aids to make it clear.
8. Challenge him for soul winning and missions and spiritual needs of others.
9. Lead your pupils to accept Christ and grow in Him as many are saved as Juniors.
10. Juniors are at the "prove it" stage so meet them with God's powerful Word.
11. Prove God's dynamic principles of Christ centred living with examples from the lives of Bible characters.
12. Use common things to illustrate spiritual truths.
13. "Visualize" with a wide variety of audio-visual teaching tools.

## VI. YOUR UNPREDICTABLE TEEN

- A. The attractions of the world have a strong pull. School and social life make increasing demands on a Young Teen. He faces difficult decisions regarding his personal conduct, standards, and spiritual life. Many Sunday School pupils make decisions for Christ at this age; but more of them LEAVE THE SUNDAY SCHOOL FOREVER.
- B. That's why it's so vitally important to know and understand the Young Teens in your Sunday School. Be sure that your Bible teaching is relevant to their varied spiritual needs as well as to their group interests and problems.
- C. One week your Young Teens may be active, eager, responsive; the next week maybe an astronaut could not get a reaction from them. You can reach them only through genuine love and understanding. You'll need plenty of patience and courage. But as you faithfully make God's Word real and pertinent to their daily needs, you may have the satisfaction of seeing them become sturdy Christians and dependable church members.

### D. Characteristics:

1. Working with this challenging age-group, keep in mind that your Young Teen . . .
2. Is growing rapidly (girls mature earlier than boys).
3. Is physically awkward.
4. Has an enormous appetite.
5. Experiences alternate spurts of energy and slumps of fatigue.
6. Needs a variety of activities to challenge his growing mental and physical abilities.
7. Has a keen mind - is capable of real thinking.
8. Jumps to conclusions, makes snap judgments.
9. Is more worldly wise than preceding generations at this age.
10. Is prone to have "crushes" on adults he admires.
11. Looks to older young people for leadership.
12. Has a strong sense of loyalty.
13. Is extremely critical.
14. Is self-conscious and sensitive.
15. Often puts on a front of indifference to hide his real thoughts.
16. Has intense, fluctuating emotions which he cannot control.
17. Is becoming aware of the opposite sex – often dating starts in these years.
18. Is experiencing awakening sex impulses.

## Sunday School Teacher Training

19. Feels that he is misunderstood.
20. Is spiritually sensitive - at the "age of decision."
21. Has many spiritual doubts. Demands a practical Christianity.
22. Likes adventure and discovery.
23. Daydreams, fancying himself a hero. Has a strong sense of humour.
24. Demands acceptance as a grown-up. Wants to be independent of adults.
25. Wants to make his own life-decisions.
26. Seeks an ideal.
27. Longs to belong - forms "gang" groups.
28. Wants to be important, necessary, and popular.

### E. Reaching Young Teens:

1. No longer a child . . . but still a long way from adulthood . . . that's your unpredictable Young Teen. He is moving by fits and starts toward maturity. He is struggling to find himself. Conflicting emotions and rapid physical development confuse him. He doesn't understand himself, and feels that no one else understands him either.
2. Ask God for much wisdom, to make contact with your teen's hearts and minds. Don't just expect Biblical "information" to be all they need – they need solid, consistent, living examples of what you are teaching. They need answers that are simple, yet, solid. They need faith in God themselves!
3. Give them all those things, and you will save a generation!

### F. SUMMARY OF THE EARLY ADOLESCENT'S (TEENAGERS) CHARACTERISTICS AND WHAT THEY MEAN TO HIS TEACHER

#### 1. PHYSICAL:

- a. He is growing rapidly.
- b. He has an enormous appetite.
- c. Girls grow more rapidly than boys.
- d. His heart and emotions may be easily strained.
- e. He is awkward.
- f. He has alternating periods of energy and fatigue.

#### 2. MENTAL:

- a. He wants a reason for memorizing.
- b. He likes adventures and discovery.
- c. He makes snap judgments.
- d. His imagination is active.
- e. He has a strong sense of humour.

#### 3. EMOTIONAL:

- a. He feels that he is constantly misunderstood.
- b. His emotions fluctuate, and are often intense.
- c. He cannot control his emotions.

#### 4. SOCIAL:

- a. He wants to be grown-up.
- b. He wants to be independent of adults.

## Sunday School Teacher Training

- c. He want to belong.
- d. He has a strong sense of loyalty.
- e. He is self-conscious.
- f. He is a hero-worshipper.

### 5. SPIRITUAL:

- a. He wants a practical religion.
- b. He is ready for salvation.
- c. Some are Christians.
- d. He wants to serve.
- e. He has many religious doubts.
- f. He seeks an ideal.

## VII. THE CHALLENGE OF TEACHING SENIOR HIGH YOUTHS:

### A. Characteristics:

1. Is outgrowing his physical awkwardness.
2. Has shifting energy - from tirelessness to sleeping round the clock.
3. Has excessive appetite, pungent tastes.
4. Is forming and stabilizing physical habits.
5. Cares about his personal appearance.
6. Is attracted to the opposite sex.
7. Faces difficult problems in dating, such as "going steady."
8. Has his own vocabulary, changing every year.
9. Longs for counsel and advice but resents "being preached at."
10. May feel tense about family relationships – may feel neglected or abused, but abhors "apron strings."
11. Rebels against autocratic authority.
12. Has developed reasoning-powers; likes argument and debate.
13. Remembers ideas more often than words. Is idealistic and often creative.
14. Controls imagination with reason and judgment.
15. Likes organization and leadership responsibility.
16. Desires the approval of others his own age.
17. Wants to belong to a clique or group.
18. Seeks a satisfactory outlook in life; wonders about his future in this Space Age.
19. May be disturbed in his faith and convictions by modern education and world events.
20. Has an increased desire to help others.
21. Struggles to control intense, fluctuating emotions. Looks for thrills.
22. Is prone to be moody - extremely happy or very depressed.
23. Longs for security. Often had doubts about spiritual things.
24. Responds quickly to emotional appeals.
25. Appreciates abstract concepts and an atmosphere of reverence.
26. Wants a personal, active Christianity that "works".

### B. Teaching Senior High Young People Is Both Challenging and Rewarding:

1. These older teen-agers may have adult characteristics. They are physically mature; their minds are active, inquiring. They are capable of taking leadership and responsibilities.

## Sunday School Teacher Training

2. But they still need the steadying guidance of mature leaders, the warmth and interest of spiritually perspective adults.
3. If you teach Senior High, you have a tremendous responsibility. You are teaching almost mature people who will think through for themselves the ideas you present. Though they look like adults, they are still emotionally unstable. In their struggles to control emotions, they often succeed only in covering them up.
4. They set high goals for themselves, and then, when they fail to achieve them, become deeply discouraged. More than anything else, they want the approval of their own age group. When this need conflicts with spiritual principles, they face some of their greatest problems.
5. As a teacher of teen-agers you have a marvellous opportunity. They are looking for the secret to a satisfying life. In God's Word you have the answers they need. They are facing increasing demands and strong temptations. You offer them victory through Christ.
6. As you understand them, love them, work with them, and teach them God's great truths, you make a valuable contribution to their future and to the cause of Christ. To make the most of this opportunity, you need earnest dedication to your task, the best teaching materials and methods, and sympathetic understanding of the Senior High's characteristics.

### VIII. ADULTS

#### A. Their Spiritual Needs and How To Meet Them.

1. Adults are important in the Sunday School. When they attend, their families follow their example and attend, too. A strong adult department is one of the most important factors in a vital, growing Sunday School. Active adult classes can be the means of bringing whole families into a church, and can make a valuable contribution to a total church program.
2. Adults make up the largest group in the community. They have great spiritual needs.
3. Facing the realities of life, solving its problems, their hearts are hungry for the teaching and the fellowship that an adult Bible class can offer. They need to know Jesus Christ as Saviour and as Lord, to grow toward Christian maturity, to be trained and given opportunity to serve the Lord. They need the challenge, the guidance, and the comfort of God's Word.

#### B. Young Adults:

1. Young adults (Age up to 40) are going through a period of adjustment and achievement. This is a busy time of life. They are setting up homes, having children, and spending much time and energy to establish themselves economically and socially.

#### C. Middle Adults:

1. Adults in the middle group (40 - 60) are also bearing heavy burdens. They occupy positions of responsibility, and in many cases they are concerned for the spiritual welfare of their growing children. Many of them feel keenly the sting of having failed to achieve the goals to which they once aspired.

#### D. Older Adults:

## Sunday School Teacher Training

1. Many of those in the over 60 group are in life's most tested time. Physical problems and financial difficulties are common. Older people often feels that they are no longer useful, or that they are unwanted. The last years can be miserable - or by the power of Christ, can be the sweetest time of all.
2. The importance of the work you are doing as a teacher of adults cannot be overestimated. You have the privilege of helping individual members find answers in the Word of God to their life-problems. You are in a position to mould the thinking and the doing of people who are of vital importance to your church, your community, and the whole cause of Christ.

### IX. DISCIPLINE – SUPER IMPORTANT PRINCIPLES!

#### A. Introduction

1. At a recent conference of teachers it was stated, "Ninety percent of all discipline problems are **teacher** problems."
2. Good discipline is EARNED by the teacher, VOLUNTEERED by the pupil, and ESSENTIAL to effective teaching.
3. You must have good discipline to do good teaching. Therefore, you must be a good disciplinarian.
4. This does not necessarily mean that you do a lot of "Disciplining." Every teacher dislikes to do that.
5. Rather, it suggests that you maintain good discipline by taking precautions against so-called discipline problems and by being ready to handle any offense that occur. It has been said, "There is no such thing as a problem child, there is only a child with a problem."
6. Any teacher who loves and understands pupils will soon discover what causes the misbehaviour in the class.
7. The first step toward good behaviour is the removal of the causes of misbehaviour.
8. Good discipline is vital to good teaching. Every teacher faces the realistic problem of undisciplined children - some from undisciplined homes. If the right methods are practiced, most children will cooperate. If a child realizes he is expected to be troublesome, he will do his best to oblige. If there is a hint of nervousness on the part of the teacher it will affect the children by making them more restless than they naturally are inclined to be, and produce favourable conditions for bad behaviour. If on the other hand, we adopt a manner which shows quite clearly that we are taking it for granted the children are all going to join and work happily together with us, we shall find that most children will fulfill the expectations. It is much better to do this by our manner than by saying it in words; for a suggestion may sometimes have the very opposite effect and put into their minds the idea that it is also possible not to do the things suggested. If a teacher were to say to a particular active child, "Now let me see how long you can sit still," he would be making it almost impossible for him to sit still at all.
9. The question, "Are you going to be a good girl this morning?" will most probably make a child want to say, "No" and even if she answers "Yes" and really means it at the time, she will soon yield to the desire to see what will happen if she isn't.

#### B. REASONS FOR DISCIPLINE"

1. God is the author of law and order: Satan is the author of confusion and chaos. Therefore discipline should and must be maintained in our classes and Sunday School.

## Sunday School Teacher Training

2. Discipline Itself Requires It. The word "Disciple" and Discipline" come from a word that means "Trained in orderliness." Discipline therefore is necessary in order to become a disciple or a learner.
3. Scripture Teaches It. The Bible sees in man's inherited human nature not only a complete absence of the love of God and of spiritually good things, but also a deep corruption, a wicked dispositions of the mind and heart, and will. The Bible disagrees with the principle that a child is sweet and good by nature. It is the responsibility of the teacher to train the pupil to respect God and God's house. (1 Tim. 3:15; Prov. 22:15). The Bible also teaches that children are to be brought up in the nurture and admonition of the Lord. (Eph. 6:4). Nurture is instruction and admonition is discipline. Teachers, therefore must not only impart instruction, they must also exercise discipline.
4. Disorder Interferes Seriously With Sunday School. Effective teaching is impossible when a class is out of control, Each disorderly pupil nullifies the teacher's efforts. Instead of practicing obedience, reverence, and the principles of Christian conduct, the pupils learn disrespect for the teacher and disregard for God's house, God's Word, and God's day if discipline is not maintained.
5. Discipline Causes Pupils To Develop \_\_\_\_\_. If our pupils are to develop as Christians they must have an inner spiritual discipline, a willingness to follow Jesus and to submit to every ordinance of God for the Lord's sake.

### C. FOUR GROUPS OF DISORDERLY PUPILS

Disorder is of two kinds, the \_\_\_\_\_ and the \_\_\_\_\_. The first kind finds the cause itself. The second is a result of some other cause. Of four groups of disorderly pupils, only the last is to be classified as intentional.

1. **Thoughtless Pupils.** Pupils may be taught reverence for sacred things, but if they are accustomed to disorder in the home, it will be difficult for them to carry out their best intentions to comply with the teacher's wishes. If proper conduct patterns are formed in the kindergarten and primary departments, children will more likely be well behaved in the later departments. This is why it is so important to teach small ones discipline.
2. **Restless Pupils.** The average child is an active restless creature. If the teacher does not keep him employed, he will supply his own entertainment. These pupils need a full program of activities that will give them opportunities to participate in the lesson.
3. **Self-Centred Pupils.** This is the spoiled child, the one who always wants his own way. He is the centre of attention. This child will be a discipline problem. He needs to be exposed to the levelling process of his playmates.
4. **Malicious Pupils.** This is the only group that intentionally tries to cause trouble. The teacher should never let this type of pupil spoil the lesson period. You must never lose patience nor become indignant or sarcastic. Kindness and firmness should be used as the disorderly child is challenged.

### D. CAUSES OF DISCIPLINE PROBLEMS

1. Why do we have discipline problems? Why are children disobedient? Poor discipline is really a \_\_\_\_\_ rather than a PROBLEM. Something is wrong with at least one of the following three factors if you have discipline problems in your class.
2. Physical Arrangement:
  - a. Poor ventilation

## Sunday School Teacher Training

- b. Crowded conditions
- c. Too many pupils in a class
- d. Too wide a range of ages in the class
- e. Distractions by visible traffic
- f. Unusual noise or interruptions
- g. Disorder, it is contagious

### 3. The Child

- a. Personality problems
- b. Difficult home conditions
- c. Inability to concentrate
- d. Boredom
- e. Wants attention
- f. Testing your leadership
- g. Needs assurance that you care

### 4. The Teacher:

- a. The pupil's conduct will be governed by the orderliness of the teacher fully as much as by surroundings. The teacher will need to be particular about this.
- b. \_\_\_\_\_. Any loud or flashy apparel and extreme dress which will call attention from the story should be avoided. Any striking mannerism or pronounced peculiarity that draws attention from the thought of the lesson may be a means to disorder.
- c. **Self Control.** How many teachers pray for self mastery? A teacher must learn to control self. If he/she cannot control herself, she is not likely to control others. Many things try the patience of a teacher, and he needs to be on guard lest she becomes irritated. The calm quiet forceful mastery of our Lord, even when His critics tried to irritate Him with hard questions impressed His listeners and made them all the more eager to listen to Him.
- d. **Instruction.** The teacher must also be a master of his subject, if he is to hold the attention of his class. The poorly prepared teacher should anticipate trouble. Orderliness in instruction prepares for orderliness in conduct. Nothing leads to disorder quicker than inattention and back of all inattention is disinterest.
- e. There are several reason why your pupils will not cooperate, listen and learn and grow:
  - 1) Lack of \_\_\_\_\_. Failure to pray that God will reach their hearts and wills, help them to be reverent and cooperative, help you to be a good teacher, and direct every part of the class. Pray also for their salvation.
  - 2) Lack of \_\_\_\_\_ for your Pupils. Failure to know, appreciate and like each one as a person and as a friend and failure to make each pupil feel important to you.
  - 3) \_\_\_\_\_ for Sunday School. Failure to get to Sunday School on time and be prepared to greet your first pupil and to guide him into some constructive activity immediately upon his arrival. Some of these activities might be handwork, a project about the lesson, Bible drill, a new song, etc.
  - 4) Failure to take your pupil to class. Allowing them to go ahead of you or leaving them alone in the classroom will invite trouble.

## Sunday School Teacher Training

- 5) Failure to \_\_\_\_\_ attention and cooperation. Your pupils will neither like nor respect you for being indulgent with them. Be firm though fair and kind and let it be understood that you will not tolerate misbehaviour.
- 6) Failure to make your class and lesson an \_\_\_\_\_ experience. Learn to be a good story teller and teacher.

### E. RULES FOR PRESERVING DISCIPLINE:

1. We speak of paying attention as though the child owes it to the teacher. Actually the child owes you nothing. You are the one responsible to get and hold the child's attention. Pupils who feel loved and wanted, who are given respect and attention, will be on good behaviour. The teacher whose lesson is prepared, who has every item ready, who uses variety in teaching and who knows and love his pupils will merit good behaviour. If the following guidelines are carried out there should be no need for discipline in your class.
2. Motivate right behaviour with the gospel. Challenge them to live up to their faith by letting Jesus who died for them be their Lord and Master.
3. Always remain in control, of your class. Don't try to teach until you have control and do whatever is necessary to maintain control if inner controls are not working in the pupils. Behaviour problems will not solve themselves; they must be dealt with.
4. Expect right behaviour at all times. Some teachers get more than their share of misbehaviour because the pupils will soon discover they can get away with it.
5. Arrive before any of your pupils. The teacher who arrives early will develop a personal relationship with the individual pupil and will likely have less problems.
6. Be well prepared. The teacher who knows what he wants to teach, knows what he is going to do and has his resources and procedures carefully lined up will not lose interest.
7. Love the pupils. Love promotes good discipline and satisfies the needs of the child. Love guides toward right action and restrains from harmful action. Look beneath the unlovely, dirty, noisy, rude exterior and understand the needy heart and love the sinner.
8. Pray for each pupil. Ask God to guide and bless every decision, to smooth out the rough places. Pray about everything and anything. (Jer. 32:26, 27).
9. Be friendly but firm. Let the pupils know that you expect good discipline.
10. Gain the confidence of the pupils by speaking a kind word to them outside the class.
11. Show them you are concerned about their spiritual welfare.
12. Speak to the offender privately . This produces better results than scolding them in front of the class.
13. Plan your work well for the class session; dull and empty moments invite pranks and disturbances.
14. Make an impact on the pupils by having a strong spiritual life yourself.
15. Apply lessons on obedience, service, reverence to your class needs.
16. Organize your class and develop pupil leadership. Appoint a sergeant at arms to help maintain discipline and other helpers.
17. Set the example of reverence and orderliness. Speak quietly. Do not permit wrestling, running, shouting, and etc. in the church.
18. Keep the students interested and busy. A well planned program will move along quickly. If restlessness begins to develop, change the teaching pace.
19. Command the respect of the pupils. Expect good behaviour and cooperation. Establish your authority kindly but firmly from the start. Let the pupils know what you expect

## Sunday School Teacher Training

from them. Do not let them get away with anything. Be consistent. Set before them the goal of good behaviour.

20. Set incentives before your pupils. Allow well behaved children to perform special tasks. Recognize those who have been especially helpful.
21. Let the pupils help to establish the rules. Let them discuss what good behaviour is and how to attain it. Seek their help. Formulate a few rules simply stated and clear.
22. Avoid problem situations. If two children cannot sit together without causing trouble, separate them without calling attention to it. Spot trouble makers in advance. An ounce of prevention is better than a pound of cure.

# Sunday School Teacher Training

## EXAMPLE OF A COMPLETE SUNDAY SCHOOL CLASS

### SCHEDULE FOR NURSERY OR BEGINNERS

#### SONG TIME . . . . 10 minutes

Jesus Loves the Little Children

Jesus Loves Me

Oh, How I Love Jesus

Obedience Is...

#### STORY TIME . . . . 10 minutes **A PATIENT SHEPHERD**

This is a story like one Jesus told his friends. "Baa, Baa I'm hungry" cried a sheep. "Baa. Baa. Baa. I'm thirsty" cried another sheep. "Maa. Maa. Maa. I want to play." cried a baby lamb. "All right, little friends," said the good shepherd. "I will take you all to the green pastures and the bubbling stream where you may eat and drink and play. Let me count you as you go out of the barn door." And count he did, every single one of them. The good shepherd took care of one hundred. All of my sheep are here. Let's go, little friends." They had as much fun that day as they have every other day. The good shepherd was busy bathing their hurt places and brushing wooly coats when, all of a sudden, he heard the bushes crackle. He looked up, and there glaring through the leaves were two big shiny green eyes.

"G r r r," growled a big hungry wolf. "G r r r, there are some fat juicy sheep for my dinner, and I am a hungry wolf. "G r r r , G r r r ".

"Oh no, you don't; You don't eat my sheep, Mr. Wolf. You get out of here before I hit you with this stick. I love my sheep, I am a good shepherd. The hungry wolf ran away as fast as he could go.

That night, as the sheep went back into the barn, the good shepherd counted his sheep again.

"Ninety five, ninety six, ninety seven, ninety eight, ninety nine .... something was wrong, one little lamb was missing. "Oh my," said the good shepherd. "It is late, it is growing dark. I am tired and hungry. But I cannot rest until I find the little lost lamb. What if he is hurt? What if the hungry wolf finds him? I must go back."

(Use appropriate motions.) He looked behind the bushes. He looked up on top of the hills. He looked down into the valleys. He listened. He heard a faint little cry. "Maa. Maa. Maa." It grew louder. "Maa. Maa" and louder "Maa. Maa."

The good shepherd followed the cry until he found the little lost lamb. He reached down and gathered the baby lamb into his arms and carried him to the barn. Who is my good Shepherd? Who is your Good Shepherd? Can you guess? Do you know? The Lord is my Good Shepherd and He is your Good Shepherd too.

Jesus takes care of us just like the good shepherd in this story who took care of his sheep. He knows us all by our names. Our Good Shepherd sees that no one hurts us.

#### FINGER PLAY ACTIVITY . . . . 5 minutes

##### IDEA 1

Make some small "sheep" out of cotton buds, using a black marker pen to mark eyes, and have the children gather the sheep into a circle, and then go searching throughout the room for the one lost "sheep" that you hid before class.

##### IDEA 2

#### THE GOOD SHEPHERD

This little sheep was lost. (Hold up the little finger of the left hand.) But the shepherd loves his flock; So he looked and looked. (Peer into distance all around) Till he found him, Behind great big rock. (Put little finger behind the right fist.) Jesus is my Shepherd. (Point towards heaven.) To Him I always pray: (Assume a prayerful attitude) He loves me while I'm singing: ( Assume a singing

## Sunday School Teacher Training

attitude) He loves me while I'm sleeping: (Lean head over and lay on hands) He loves me everyday. (Throw hands up in a jubilant manner)

**MEMORY VERSE** . . . 10 minutes.

Psalm 23:1. "The Lord is my Shepherd." Repeat the verse five times, and then have the children say it as they can. Allow them to make mistakes and reward those that try hard!

**REST AND RELAXATION** . . . 5 minutes.

Sing a song

**REVIEW BIBLE STORY AND APPLICATION** 10 minutes.

### **BILLIE'S GOOD SHEPHERD**

"Billie Smith, it's such a pretty day, let's take a walk over to Grandma Smith's house." said Mother.

"O.K. Mommy," said Billie. "That would be fun.

And Grandma has been sick too, maybe we can make her feel better. I know, I'll take her my Bible School paper and tell her the story we heard last Sunday."

"She would really like that, Billie. That's a good idea. What was the story?" asked Mother.

"It was the very best story of all, the story of the Good Shepherd."

"What is a shepherd?" asked Mother. (She really knew. She wanted to see if Billie knew.)

"Well," said Billie, "a shepherd is a person who takes care of sheep. He see that his sheep are happy

and fed and watered and safe. He takes care of his sheep all of the time. Just pretend that you and I are sheep, Mommy. Who do you think our shepherd is?"

"Is it Daddy?" asked Mother. "Nope," answered Billie.

"I give up," said Mother. "Who is our Shepherd?"

"Why, Mom, shame on you. You ought to know who takes care of us all the time. The Lord is my Shepherd, remember?"

"Of course," said Mother. "Well, here we are at Grandma's house."

Grandma Smith was so happy to see them and she loved the story of the Good Shepherd. She was really proud of Billie.

But Billie was tired of staying inside when it was a pretty day outside. Mother and Grandma had so much to talk about.

"May I please take a little walk, Mommy, while you and Grandma visit?"

"I guess so," said Mother. "You may go up the street as far as the grocery store. But go no further. This is a different neighbourhood, and you could easily lose your way"

Billie could whistle. So down the street he walked, whistling a merry tune.

"Can you whistle?" asked a little voice. "Sure." said Billie. "What's your name?"

"My name is Peter. I live down this street and around the corner. I can't whistle but I have a parakeet that can talk. Come with me and I will show you."

"Well," said Billie, "Mother said . . . oh, well I'll come with you. Mother won't know the difference."

Billie forgot that God sees everything we do. God knows when we are doing wrong.

It came time for Mother to leave Grandma Smith's house. Mother called Billie. "Billie, Billie, it is time to go home." No answer.

Mother walked out into the yard. She looked up the street and she looked down the street. No Billie was in sight. Again she called, "Billie, Billie" No answer.

Mother walked out in the yard. She looked up the street and she looked down the street. No Billie was in sight. Again she called. "Billie, Billie" No answer.

Grandma Smith had been sick and Mother didn't want her to worry so she said, "I will find Billie, Grandma. He always minds me. I'll just walk down the street and get him. Good-bye, take care of yourself."

## Sunday School Teacher Training

"Good-bye," said Grandma. "I am sure you will find Billie. Any little boy that loves Jesus as Billie does, would never do anything wrong."

But Mother looked and she looked for Billie. She asked several people if they had seen her little boy. No one had. It was getting late. Daddy would soon be home for his supper. Mother was tired. Mother was frightened. "Please, Lord, help me to find my little boy." Mother prayed.

Just then, away down the street, came a nice policeman. Sure enough, he was leading a little boy by

the hand. The little boy had been crying and he was dirty and tired. That little boy was Billie.

That night, Billie prayed. "Thank you, Lord, for being my Good Shepherd even when I was such a bad little lamb. From now on, I will always mind my Mommy."

**COLOURING TIME** . . . . 10 minutes

Have colouring pages ready and out on the table of a lost, scared sheep, with a shepherd out looking for him.

**CLOSING TIME** . . . . 5 minutes (Get pictures coloured and ready to go home. Have prayer.) Ask if the children would like you to pray for anything (someone in their family who is sick, etc).