



Teacher Training
Student Notes

Bible Baptist Church, Ballincollig, Cork

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Chapter 1
Introduction

A Bible lesson is _____.

The “raw material” for the teacher is the _____

2 Timothy 2:15 tells us to “..._____”

Why can we teach the Bible with confidence? _____.

Verses to look up:

Hebrews 4:12 _____

1 Peter 1:23 _____

The two major purposes for the Word of God:

1. _____ 1 Peter 1:23
2. _____ 1 Peter 2:2;
1 Corinthians 3:2

Four essentials in every Bible lesson:

1. _____
2. _____
3. _____
4. _____

Chapter 2 Storytelling

Gather the _____.

Read the Bible portion _____ times.

Read _____ passages if there are any.

Make notes and answer questions like:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Decide who is the main _____.

The main character should have a goal:

something he _____

something he _____

something he _____

Make a Structure:

List the events in the order they happened to the main character.

There should be a clear _____.

This is an **example** of the progression of events for the story of Philip and the Ethiopian eunuch, from Acts 8. In this outline the main character is Philip but it could also be developed with the Ethiopian as the main character :

1. Persecution scatters Christians v1-3
2. Philip preaches in Samaria v5
3. God sends Philip south v26
4. Philip meets Ethiopian v27-31

5. Philip explains the gospel v31-35
6. Philip baptizes the Ethiopian v36-38
7. The Spirit takes Philip to another city to preach v39-40
8. Ethiopian returns rejoicing v39

The events of the story should build up to a _____

Clearly mark the climax in our example the climax is the baptism of the Ethiopian. The climax should be near the end, otherwise you will also have an anti-climax – it is harder to keep the attention once the excitement of the climax is over.

The _____ comes very soon after the climax. It should tie up any loose ends in the story. Think through your story and ask _____

The conclusion is not the place to go on and on. Aim to make the conclusion brief and satisfying, leaving the children with the feeling that it was a good story.

Mark the conclusion on the progression of events and also write out how you plan to finish. This will help you to finish and stop at the same time! The conclusion for the story about Philip could be as follows:

As Philip was busy preaching about Jesus in another city, the Ethiopian was heading home. He was so happy, he had come to know Jesus Christ and he couldn't wait to tell others. Philip's trip to the desert had been very worthwhile!

At this stage you are ready to plan how you will begin the story. The “beginning” is important because this is the point at which you get the attention of the children. You need something that will “hook” your hearers. It should be interesting and something to which those you are teaching will relate. Keep the beginning brief, it is only a stepping stone into the rest of the story.

There are many ways to begin; the following are suggestions rather than an exhaustive list:

1. _____
2. _____
3. _____
4. _____

Write down those first few sentences, this is a real help when you stand up to teach.

The discipline of preparing an outline helps to get the essentials and non-essentials sorted. It is easier to remember the outline than the heaps of notes you make as you prepare. The outline is like the pegs on which everything else hangs – these points will bring the details to mind. You can have the outline in your Bible to keep you on track, helping you not to go off on a tangent or miss out an episode.

The outline on the lesson about Philip would look like this:

Beginning: “Philip was going toward the south From Samaria just as God had told him ...”

Progression of Events:

1. Persecution scatters Christians
2. Philip preaches in Samaria
3. God sends Philip south
4. Philip meets an Ethiopian
5. Philip explains the Gospel

Climax:

6. Philip baptizes the Ethiopian

Conclusion:

7. The Spirit takes Philip to another city to preach
8. Ethiopian returns to Africa rejoicing “Philip’s visit to the desert had been very worthwhile!”

Use your _____.

Don’t, however, allow your imagination to run away with you so that you dress up the Bible story so much that it is no longer recognizable. The story you tell must be true to the historical context and spirit of Scripture.

Avoid _____.

Dig for more _____.

When the story is well known you will dig for more information – for your own sake and that of the children. Finding new insights will make the story fresh for you and for them. It is like adding spice to soup, it gives it an edge

Use _____.

Characters who don’t talk, are dead! Bible people spoke to each other in the same natural, free, often vigorous way that we do. If we want them to come across as real people, they need to speak. Bible characters from different walks of life would have expressed themselves differently. Yet, no matter who is speaking we should not make their conversation cheap or nasty. It isn’t even necessary to use slang.

Choose _____

It is important that the children understand the words you use as you intend them to be understood. Watch out for the unfamiliar words, especially Bible words. You may explain a word or substitute an accurate equivalent. Remember, children have literal minds so it is best that our words have only one meaning.

Storytelling is all about words and words can be used to great effect. Children don’t relish long descriptions but a few well-chosen words can add life and color to a story. It is so easy to say “he went”, but a change of word will tell how he went: “he dashed”, “he crept”, “he plodded”, all create very different pictures.

Chapter 3 Story or Lesson

Robbie – lesson or story.

Meg – lesson or story.

What is Bible truth?

Jericho was the first city God’s people captured in Canaan; Joshua was the leader; they marched around the city once per day and seven times on the seventh day. These are all true Bible facts. In this narrative there is also teaching or doctrine. Robbie could have learned that God’s way of doing things is always best or that God always win.

The truth is usually expressed in the present tense as it is as true today as it was in the narrative. The main exceptions to this are factual and doctrinal statements about Jesus, such as “The Lord Jesus died for sinners” or “Jesus Christ was tempted but never sinned”.

The following are Bible truths which are clear in the relevant Bible story:

- The creation of people (Genesis 2): God made people to know, love and enjoy Him.
- Hagar (Genesis 16): God is everywhere all the time.
- Red Sea crossing (Exodus 14): God has the right, the power and the wisdom to do whatever He pleases.
- Zacchaeus (Luke 19:1-10): Jesus looks for and finds lost people.
- Jesus calms the storm (Mark 4:35-41): Every situation is under Jesus’ control.
- The Samaritan woman (John 4): Jesus welcomes all kinds of people into His family.

Truth _____

Bible times are fascinating but they are far removed from the customs and lifestyle of 21st century children. People, however, still have the same _____. The God who took decisive action in Bible times is still the same so He can meet those human needs and satisfy the human heart. When we help children to identify with the heart needs of Bible characters and learn about the God who is still the same, we focus their minds on the present and the future.

Every Bible narrative _____.

The Bible is unique for it is God’s revelation of _____. The narratives of the Bible are very important. They are much more than good stories of historical accounts. They contain within themselves a revelation of God Himself, of His _____ and of His _____.

Children need to learn _____.

It is the truth that will transform: it is the truth that _____ us free (John 8:32)

The children you teach already have a mind-set, they are not a blank page on which you may write the Gospel message. Children in a postmodern culture will already have absorbed at least some of the following:

1. _____
2. _____

3. _____

4. _____

Children from a religious background will have a different _____. It is important to try to understand their thinking because this will influence what and how you teach them. Only Bible truth can _____, causing false ideas to crumble and be replaced by Biblical concepts.

“Is it not a shame and a crying scandal, that they (children) should be deprived of that Word which they may sometimes grasp more tellingly than their elders? Why should they be served a diet of trivialities, when there is all the glory of the Gospel for them to understand and learn to live by?” (Talks to the Children, William Still, p10.)

Chapter 4 Finding the Truth

When you are putting a Bible lesson together, the secret is to _____

Do not try to fit truths in but _____. Let the Bible _____ rather than make the Bible say. This is what happened in Nehemiah's time: *"So they read in the book in the law of God distinctly, and gave the sense, and caused them to understand the reading."* (Nehemiah 8:8)

Find _____

Most helpful question to ask is: _____

Since the Bible is God's revelation of Himself we can expect to find an answer to that question. It will also help us to correct any tendency to make our teaching man centered, rather than God centered. It will be helpful to have the progression of events on the left hand side of a page and then note what you learn as you ask this question.

Beginning:

"Philip was going toward the south From Samaria just as God had told him ..."

Progression of events:

1. Persecution scatters Christians
2. Philip preaches in Samaria God saved Samaritans – *God saves all kinds of people*
3. The Lord sends Philip south God gave Philip clear instructions – *God guides His servants*
4. Philip meets an Ethiopian God planned the meeting – *God is interested in individuals*
5. Philip explains the Gospel

Climax:

6. Philip baptizes the Ethiopian - *God gave understanding and salvation – God saves*

Conclusion:

7. The Spirit takes Philip to another city God took Philip away – *God puts his servants where He wants them*
8. Ethiopian returns rejoicing "Philip's visit to desert had been very worthwhile!"

There are other helpful questions which may help you discover the truth:

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?

When you study a Bible passage using these questions as a guide you may find several or many truths. When you return to a passage you know well you are likely to discover a truth you never saw before. That is the richness and wonder of Scripture!

Taking all these possibilities into consideration the outline on Philip could become quite crowded!

Beginning:

“Philip was going toward the south From Samaria just as God had told him ...”

Progression of events:

1. Persecution scatters Christians - *It costs to follow Jesus*
2. Philip preaches in Samaria - *God saves all kinds of people*
3. The Lord sends Philip south - *God guides His servants*
The importance of obedience
4. Philip meets an Ethiopian - *God is interested in individuals*
5. Philip explains the Gospel - *Explain Isaiah 53:7*

Climax:

6. Philip baptizes the Ethiopian God saves - *Significance of baptism*

Conclusion:

7. The Spirit takes Philip to another city - *God puts his servants where He wants them*
8. Ethiopian returns rejoicing - *Jesus gives joy*
9. “Philip’s visit to desert had been very worthwhile!”

It may be possible to mention all these truths but you would not be teaching them, you would just be bombarding the minds of the children. Teaching involves much more than saying or telling.

There are five levels of learning:

1. _____ . The learner can repeat something from memory without thought of what it means. A child may parrot a verse, a phrase or Bible facts but with no evidence of understanding.
2. _____ . The learner understands the words and meaning. If given a choice of multiple answers he can choose the right answer.
3. _____ . The learner can explain in his own words what has been taught and can relate it to other biblical concepts he has learned.
4. _____ . The learner understands how what has been taught relates to his own life
5. _____ . The learner actually applies it to himself.

If we include too many truths the children may not even reach the first level. We must respect the learning process and aim to truly teach.

Choose one truth:

Establish what is the dominant truth, or _____, in the passage – usually that is the one you teach. It is better to teach one truth in a thorough meaningful way than to mention a multitude of truths. In some Bible narratives you see a truth several times. In the lesson on Philip the truth “God wants everyone to hear the Gospel” could be taught throughout the lesson; it is evident several times in the narrative – in Samaria God is obviously at work among “unlikely” people, God set up the meeting with the Ethiopian, God sent Philip to other places to preach, God sent a new convert back to Ethiopia.

When there are several possibilities, prayerfully consider the needs of the children. If the specific group you will teach knows very little of the Bible, choose to teach the most foundational truth. If the children are well taught, build on what they know.

Summarize the truth

Work out a simple, complete, concise and accurate sentence which summarizes the truth you plan to teach throughout the lesson. It should be simple, _____.
It is likely that you will use this sentence as you teach; so “God knows everything” is better than “God is omniscient”. It is best not to have a _____, try to have it concise enough to be remembered.

By using a complete sentence you set perimeters on what you plan to teach: “The Holy Spirit” is a very general theme and is not a sentence, “The Holy Spirit lives in every Christian” would be a more precise summary.

When using the word “you” in the summary, check that it is true of the entire group you will teach. “God made you” or “God knows all about you” are true of all, but “God is your shepherd” is not true of all, it is the privilege of God’s children.

When you summarize the central truth you will discover that almost always it falls in one of the following categories:

A _____:
“God wants everyone to hear the Gospel” in the lesson about Philip and the Ethiopian.

A _____:
“God promises to save anyone who believes in the Lord Jesus” in the lesson on the Philippian jailer (Acts 16).

A _____:
“Jesus still calls, ‘Follow me’” in a lesson on the calling of the disciples (Luke 5:1-11).

An _____:
“When God speaks to you, listen as Samuel did” (1 Samuel 3)

A _____:
“Bad company corrupts good character” in a lesson on Samson (Judges 16).

Write the summarizing sentence at the top of your lesson outline – the aim of your lesson is to teach and apply that central truth. It is a basic teaching principle that each lesson should have a specific and achievable goal. Keeping the aim or goal in mind will keep you on track and help you not to go off on a tangent

Chapter 5 Teaching the Central Truth

1. _____

Someone said, “If you begin in the fog, you will leave your people in the dark”

The teacher cannot adequately teach something he himself does not understand. It is important that you know more about a truth than you plan to teach; then you are ready for questions and will feel more at ease with your subject. Depth of knowledge of Bible truth will lead to variety in the lessons and will avoid lessons having a “sameness”. You as the teacher will be blessed beyond measure as you deepen your knowledge of Bible truth.

The truth should not only be clear in your mind, _____, so that when you teach, it comes from a heart that has been already moved by the message.

2. _____

It is not enough to repeat the summary sentence – the truth needs to be explained thoroughly and simply.

You may find it helpful to ask questions about the central truth; the answers to those questions will become the explanation of the truth as you teach it in the lesson.

Of course if the central truth is an integral part of the Bible narrative, the unfolding of the story will help in explaining the truth. It will usually be necessary to bring in other truths in order to adequately explain the central truth. This is normal, sound practice used by Bible teachers. In the story of Cain and Abel you could teach “You must come to God in His way”. It would be necessary to go to the New Testament to adequately explain what is God’s way. It is good to use short quotes from Scripture to explain the truth and to give the explanation authority and authenticity

You will not teach _____. Keep the explanation simple; remember simple and shallow are not the same. The challenge is to take what you have learned of a particular truth and

_____.
As with any translation work, the challenge is to make sure it is accurate. Your aim is to communicate the truth using words that cannot be misunderstood.

It is all too easy to lapse into the habit of using Bible words with which we are familiar but they are an alien language to those we teach. Even when the children repeat those words back to us it does not mean they understand; they may simply be parroting them.

It is essential for children to learn these concepts and very useful that they know the words when they read the Bible for themselves.

3. _____

Write the central truth at the top of your outline. Have the progression of events on the left hand side of a sheet of paper, on the right hand side write CT where you plan to teach an aspect of the central truth.

Example:

Central Truth: God wants all people to hear about Jesus.

Beginning:

“Philip was going toward the south From Samaria just as God had told him ...”

Progression of events:

- | | |
|--------------------------------------|---------------------------------------|
| 1. Persecution scatters Christians - | CT God’s purpose to spread the Gospel |
| 2. Philip preaches in Samaria - | CT All means all |
| 3. The Lord sends Philip south | |
| 4. Philip meets an Ethiopian - | CT Not just crowds, individuals, you |
| 5. Philip explains the Gospel - | CT Explain the Gospel |

Climax:

- | | |
|------------------------------------|-------------------------------------|
| 6. Philip baptizes the Ethiopian - | CT The reason God wants all to hear |
|------------------------------------|-------------------------------------|

Conclusion:

- | | |
|--|----------|
| 7. The Spirit takes Philip to another city | |
| 8. Ethiopian returns to Africa rejoicing - | CT Recap |

“Philip’s visit to desert had been very worthwhile!”

4. _____

An illustration may be:

1. _____
2. _____
3. _____

The purpose of an illustration is to illumine or let in light. So when we use them we should ask, “Do they clarify what I am trying to explain?” There should be a very clear connection between the illustration and the point you are making.

5. _____

If you tell a gripping Bible story and at the end say, “Now we learn from this story that...”, the children will tend to switch off, the good part is over and here comes the preaching! It is better to integrate the truth into the narrative, teaching the truth little by little in “bite size” pieces as the narrative lends itself to it. You will use a link sentence to introduce the truth, you will explain a little and then you will use a link sentence to return to the narrative. The link sentence may be a comparison, an exclamation or a question.

For example:

“The boy was very happy to leave home. He couldn’t wait to get doing just as he pleased. “I’ll run my own life”, he thought. ***In just the same way you and I like to do our own thing.*** We like to be in charge. This is how the Bible puts it: “We have turned everyone to his own way”. There are 19 people in this room right now, how many have turned to their own way? ***So we are like this son who was hurrying away from home...***”

“Zacchaeus was amazed that Jesus knew his name. ***Why did Jesus know his name?***(Children give suggestions.) ***Jesus knew it because He is God’s Son. God knows everything,*** Jesus knows everything. He knows all about the past, all about what is happening in every country right now, He knows all about the future. Nobody can tell Him anything He doesn’t already know. He knows all

the big things and the little things. ***He knows your name just as He knew Zacchaeus'...***

“The Philippian jailer washed Paul and Silas’s wounds, he took them to his home and gave them food. ***What a change! God still changes people from the inside out.*** If a monkey put on a lion skin and growled like a lion, will he be a real lion? No! The real lions are the ones who were born lions. If you want to be in God’s family that does not happen just because you do some Christian things like saying prayers and going to church. God has to change you on the inside and make you a new person. We read in the Bible that you become a “new creation, the old has passed away...the new has come”. Everyone who believes in the Lord Jesus is a new creation. ***That explains why the jailer was so different...***”

If, during the course of the lesson, you include aspects of the central truth three or four times, you will be repeating the central truth during the lesson. You may or may not use the same phrase – younger children like to repeat the summary sentence with you. This repetition is essential in teaching. Many truths are repeated and repeated in Scripture – our Creator knows how we learn.

6.

It is likely that you will use visuals for the story part of the lesson but it is equally important that you use visuals for the truth. Try to be creative.

As a general principle it is good to teach a little and teach it well, but there are times when you will deviate from this. You may have a lesson which will review several truths you have taught recently. Occasionally you will see a truth which is not the central truth of the lesson but you feel it is pertinent for your group; so you mention it. From time to time we all encounter lessons with which we struggle to find one dominant truth so we include two or three and teach them less thoroughly.

These principles are sound teaching principles but should never be a strait jacket; there is room for freedom and the leading of the Holy Spirit.

Chapter 6 Applying the truth

Application provides the answer to the “_____?”

Application is the process whereby the truth is _____
on the lives of the children, helping them to understand how to respond to it.

_____ truth has implications for our lives, in terms of desires, attitudes, behavior or actions and we want the children to think through those implications.

"Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth." (2 Timothy 2:15).

Here is the purpose of Scripture:

_____ (for learning truth)

It works out in our lives in reproof, correction, training in righteousness and equipping us for good works.

The application is built on the truth

_____ determines the application.
Application is the flower that grows from the root of truth, the root determines the flower.

It is helpful to put the word “_____” after the sentence that summarizes the truth, thus making it an incomplete sentence. You then need to complete the sentence and that gives an indication of the application.

For example:

- The Bible is God’s word...therefore...read it.
- Jesus Christ is going to come back to earth...therefore...be ready.
- Jesus Christ is alive for ever...therefore...you can know Him

When the central truth is a command, a promise, an example or a warning there will already be an indication of the application of the lesson. In explaining these central truths it is vital to lay the doctrinal basis for the command, example or whatever the case may be.

When teaching a Bible lesson the **normal pattern is to** _____

_____ The first time you introduce the central truth you will probably not apply it, that will come later in the lesson.

Application is built into the lives of the children

Application is like a _____, it is built from the truth into lives of those you teach. Try to know and understand their world.

Application needs to discriminate

God sees all the people in the world, including the children, in two groups – _____

The application of a Bible truth is sometimes the same for both, but often it is not. As you teach you want to help the unsaved child to understand the response God wants from him and you want the saved child to understand how he should respond to God.

Perhaps in the lesson about Jesus calling his disciples you teach the central truth, “Jesus is still calling people to follow Him”. The application to the unsaved would be, “you begin to follow Him when you trust Him as your Savior”; the application for the saved child could be, “you follow every day as you live for Him”

At the top of your lesson outline indicate clearly to whom and how you will apply the truth.

Central truth:	God wants everyone to hear the Gospel.
Application to saved:	Tell someone (provide a leaflet).
Application to lost:	When you hear, believe, like the Ethiopian

The Application or Objective for the saved child will change with each lesson. For the lost child the Application or Objective will always be the same ... that they might be saved.

If the central truth already indicates the application, you specify how you will develop the application.

Central truth:	God promises to honor those who honor him.
Application to saved:	Ask God to help you when it is hard to choose His way and be different.
Application to lost:	You need to turn from dishonoring God.

Applications should be specific and relevant

The following questions help you to make your application specific and relevant:

1. _____
2. _____
3. _____
4. _____
5. _____

As you apply the truth, lead the children to see the answers to these questions. Use specifics to help them understand the relevance of the truth.

If you are teaching “The Bible is God’s Word”, the answers to the questions may look like this:

Who? Saved and lost.

What response does God want? Read it. If you don’t have a Bible, we can get one for you if your parents permit.

When? Often, each day if possible. It is good to have a set time, eg before breakfast or before you go to bed.

Where? At home, find a quiet place. Ask children for ideas.

How? Ask God to help you understand. Start at the Gospel of John and read a little each day.

Mark where you stop and start there next day.

If you teach a lesson with the central truth “Jesus is the only way to God” the answers may be as follows:

Who? Saved and lost.

What? Lost – Turn away from other ways you’ve tried and come to Jesus

Saved – Think of someone who is trying another way and pray for a chance to tell them about the one way. The memory verse (John 6:14) is good to share with that person.

When? Lost – Now here in club, or when you go home

Saved – Pray about the person today and when you get a chance to talk, take it

Lost – Tell God that you are sorry for trying other ways and that now you know they don’t work. Thank Jesus for dying for your sin and tell him that from now on you are depending on him to bring you to God

Saved – Show your friend the craft we made today. If she is interested, you could say, “We did other interesting things too.” If she asks, “What?” tell her the Bible verse you learned.

The application is always a _____.

Applications should be realistic

Recognize that children are _____ and often their steps in obedience to God will be _____. The applications should not all be about doing, often they will be about trusting, or enjoying the privileges of being in God’s family. If we get the balance wrong children can reach the false conclusion that while we are saved by grace we don’t live by grace.

Applications should provoke thought

If we want children to reach the relation and realization levels of learning it is vital that they think through the applications. We must do more than simply tell them the response God wants. Ask questions like “We learned today what Romans 8:28 means. So if you are a Christian and you don’t get picked for something special (like part in play, or to the leader), what difference will the promise make? Will you feel disappointed? Will you complain? What would you say to God? Would you have any reason to be excited?”

You can take an example of an imaginary child and ask questions. Oscar faces a hard choice. If he believes the Bible and trusts Jesus, what might happen? What are the results of not believing? Would he be wise to wait?” When you approach it in this way, children can think it through for themselves without being in the spotlight.

Another way to encourage thought is to explain a situation where the application is relevant and give three possible options. For example: “Zara’s mother is very firm, ‘Zara, I don’t want to hear another word about Jesus. You can go to church once on Sundays. I will allow you to keep the Bible you bought, but no telling me about Jesus. Don’t ask me to go to church with you.’”

Zara wants to be a witness, which way is best and why?

1. Get a Christian book and leave it in her mother’s room and pray she’ll read it.
2. Pray that she can show Jesus even when she can’t talk about Him.
3. Ask an adult from the church to come and speak with her mother and get her to change her mind.

Applications are for “you”

Often we use words such as “we”, “us”, “we all”, “everyone”, “anyone”, as we apply the truth and there is a place for using these words. From time to time share your own experience of applying a particular truth and point out that it is true “not just for me, but for you too.”

The application will be more personal to the individual child when you use the word “_____”.

Application is a response to God

It is very helpful, and it strengthens the application, when you include a verse of Scripture which indicates what the Lord wants. This underlines the fact that the response in the heart and life of the child is to God, rather than to the teacher.

As you bring the application, your demeanor and way of teaching should indicate that it really matters what children do with what they have heard. There should be an element of gentle entreaty and challenge in your application, but no pressure. We must always try to avoid children responding as a result of pressure or out of a desire to please the teacher. Only those responses brought about through the work of the Holy Spirit are a genuine work of God.

Applications can be added to your outline

As with the central truth, the applications are integrated into the lesson and usually there is a final, brief application at the end of the lesson.

In the example, **AppS** indicates application for saved, **AppU** indicates application for unsaved.

Beginning:

“Philip was going toward the south From Samaria just as God had told him ...”

Progression of events:

- | | |
|------------------------------------|--|
| 1. Persecution scatters Christians | CT God’s purpose to spread the Gospel |
| 2. Philip preaches in Samaria | CT All means all |
| | AppS (Mark 16:10) |
| 3. The Lord sends Philip south | |
| 4. Philip meets an Ethiopian | CT Not just crowds, individuals, you |
| | AppU |
| 5. Philip explains the Gospel | CT Explain the Gospel |

Climax:

- | | |
|----------------------------------|--|
| 6. Philip baptizes the Ethiopian | CT The reason God wants all to hear |
| | AppU (Romans 10:13) |

Conclusion:

- | | |
|---|-----------------|
| 7. The Spirit takes Philip to another city | |
| 8. Ethiopian returns rejoicing | CT Recap |
| <i>“Philip’s visit to desert had been very worthwhile!”</i> | |

Carryover Activities

From time to time it will be possible, and helpful, to provide something which helps the Christian get going in applying the central truth.

Chapter 7 Presenting the lesson

Use visual aids

Visual aids are _____, _____, _____ and _____ that appeal to our sense of sight and help clarify thoughts by making them concrete.

The proper use of visual aids will make learning more lasting because we remember 50% of what we hear and see. They help get and keep the children's attention and make learning more enjoyable, this in turn leads to better behavior. Visuals will clarify the teaching and often help to illustrate a difficult point.

Everyday objects are often useful visuals. Simple is usually best, if the visual aid is very complicated it may distract you and the children. Avoid visuals which distract or trivialize the message. Even the most attractive visuals can become monotonous if used time after time with no variation.

Flannelgraph

Children love flannelgraph.

If you have to cut out the flannelgraph figures do so carefully and accurately, it isn't nice if Joseph or Esther lose fingers or toes! Leave no little white pieces around the edges. Little parts which are too difficult to cut out neatly may be shaded in with a dark colour.

Make sure the flannelgraph board can be seen by all children. Have the board slightly slanted backwards.

Place the figures in the order in which you plan to use them in a place where it is easy to lift them as needed. When you remove a figure which you will not need again, set it to one side.

If it is a figure you need again, place it beside the other figures you still need to use. Lift the figures by the middle or side rather than by the head.

Avoid walking around with a figure in hand.

There is no need to "pat" or rub the figures when you place them on the board, they will stick!

Avoid talking to the figures when you place them, speak to the children. There is no need to introduce the figures – "This is Noah". Place the figure and get on with the lesson – "Noah was listening carefully to God".

Consider perspective in the placing of figures. People in the foreground are the larger figures: they should be placed slightly off center towards the bottom of the board. (If children are in the foreground they will, of course, be smaller than the adult figures.) People or things in the distance will be smaller and should be placed further up the board. Check that all figures look "grounded" and do not appear to be floating in the air. When people are supposed to be speaking to each other check that they seem to have eye contact. Figures should not look "tipsy"!

Avoid having two pictures of the same person on the board at the same time; remove one before placing the other.

Flannelgraph backgrounds enhance the visual impact, provided they suit the narrative. Have them on the board before you begin the lesson and give due consideration to the background scene when placing the figures.

It is vital to practice before teaching with flannelgraph. Relax and enjoy using these versatile visual aids. If you make a mistake the children will tell you and they are very forgiving! If possible give the children the opportunity to use the flannelgraph, they love to recreate the scenes.

Store the figures carefully in folders or envelopes and you will be able to use them again and again.

Flashcards

Flashcard pictures are easier to use but they too bring their challenges. Familiarize yourself with the pictures and the order in which they come so you don't have to "peek".

Hold the flashcards straight and at a good level for the children. Be careful that your hand or arm does not hide part of the picture.

When the visual is not relevant to what you are saying, set it down or hold it at your side.

Practice turning the pages in front of a mirror. Check that as you turn the pages nobody would see a picture before they should.

Sometimes you may return to a picture used earlier in the lesson, use a paper clip to mark which page and this will enable you to find it easily.

If you are using something that "works", make sure it really does. When using technical equipment ensure it is in order and that you know how to use it. Children don't excel at sitting and waiting quietly while a glitch is sorted.

Visual aids are precisely that – they are aids to teaching. In and of themselves they do not make a good lesson. So avoid spending a disproportionate time on getting the visuals ready or expecting everything to go well just because you have clever or outstanding visuals.

Remember you too are a visual; the children will focus on you as you teach. Live the lesson. Your facial expressions and gestures matter. ***“Good storytellers use the whole body when presenting stories. Eyes, eyebrows and mouth make the many facial expressions which bring characters to life. Hands and arms illustrate what’s said. Body and legs add character and action”.*** (Know How to Tell a Story, Clifford Warne, p38). Don't overdo the gestures or movement, they should all be purposeful – the product of the mind before they are the product of the body. Work this out for yourself and do what is best suited to your personality

Involve the children

I hear and I _____

I see and I _____

I do and I _____

Teaching is much more than telling, it is guiding involved and participating learners. Your goal as a teacher is to motivate and involve your students in the learning process.

The involvement of the learners should be planned, purposeful and “do-able”. The purposes for the involvement may be many and varied, but always identified by the teacher.

Questions are one of the most effective ways to involve children in the lesson. Avoid questions where children simply guess the answers with no prior information or guidance. You will use some “test questions” which require factual answers. The best questions, however, are “training questions” in which the key words are “think” or “why”. If you are teaching about Paul and Silas at Lystra where the people worshiped Zeus and Hermes (Acts 14) you could ask, “Why not just leave them to their own religion?” If the children conclude that salvation is through Jesus alone, ask, “Can you think of a Bible verse that tells us that?”

A game or activity can be used to make a point. If your lesson is about the trustworthiness of the Bible you could play a game of Gossip (the teacher whispers something to a child who whispers it to the next until all have received it. Listen to the message the last person gets) to show that if God had allowed His Word to be passed on by word of mouth there would be many mistakes.

It is useful to ask yourself the following questions about involvement that you are considering:

1. _____
2. _____
3. _____
4. _____

Use your Bible

The Bible is our authority so it is good that the children see that we teach from it. When possible teach with the Bible open in your hand. Also refer to the Bible: “The Bible says...”. During the lesson you will read from the Bible, perhaps a verse related to the truth or application or part of the narrative.

It is good for the children to engage with words directly from the Bible; you could read a verse or two which you have on display and ask questions about it

If you can, involve the children in reading the Bible for themselves. When children bring their Bibles with them they should be given opportunities to use them.

Use your voice

It is reckoned that everyone has at least six voices so there is no excuse for being monotone! Vary the volume, speed and tone of your voice: louder for action, softer for suspense, faster for excitement, slower for sadness. Learn to use pauses, silence and appropriate emphases to good effect

Some people, but not many, can use voice changes for different characters. If you can’t give each character a different voice, try giving each one a different manner of speaking. Listen how different people around you speak and you will discover all kinds of manners of speech. You can use some of these for your Bible characters.

When you are teaching and applying the truth you need to be just as enthusiastic and expressive as

you are during the narrative. The way in which you say something communicates something about what you are saying.

You want every child to hear every word you say, so aim your voice for the child farthest away. When you drop your voice, every child still needs to hear. Children who can't hear get distracted and may cause distraction

Be yourself

God has given you your unique personality and that is what he will use as you place yourself in His hands. He has given you certain gifts to be used in His service. Develop these and use them for His glory. We can all learn from other people but resist the temptation to imitate someone to such a degree that you no longer are yourself. God uses extroverts and introverts, the academics and the practically minded, the articulate and those who struggle with words, the expressive and the undemonstrative.

Some people are fun loving with an almost irrepressible sense of humor and there is a place for humor and playfulness as you teach a Bible lesson – there is humor in the Scriptures. There is, however, a tipping point where you begin to trivialize the message.

Enjoy teaching each lesson; your enthusiasm and love for God's Word and for the children will be.

Be aware of time

Usually you teach a Bible lesson as part of a longer program and you will know how much time has been allocated to the Bible lesson. Keep to your time – give or take a few minutes. The length of the lesson will be determined by a number of factors, not least the concentration span of those you are teaching: if it is a group of pre-schoolers it may be 5-7 minutes, if it is a group of older children it may be 15 minutes, in an open air, inner city club you may discover that after 5 minutes your audience moves on. It has to be said that different teachers have different capacities to keep the children's attention. There is no hard and fast rule about timing, if the children are willing and eager to listen for longer, give more time to the lesson, if their attention span is very short, consider splitting up the lesson in smaller sections throughout the program.

Depend on God

It is your responsibility to prayerfully and thoroughly prepare your Bible lesson. As you teach, you give it your all. You need the Lord's help in all of that; Jesus said, "***for without me ye can do nothing.***" (John 15:5). Having done all that you can in and through the lesson you cannot give spiritual understanding or elicit a spiritual response from even one child. That is God's work. He will work through the teaching of His Word. "***The Holy Spirit's favourite place is right behind the preaching of the Gospel***" (John Piper). God will work in His own way and time; when it happens, the credit and glory belong to God rather than the teacher. God will work in His own way and time; when it happens, the credit and glory belong to God rather than the teacher.