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EDUCATIONAL TECHNOLOGY



INVESTING YOUR TALENT

Man was created in the image of God and was endowed with intellectual wisdom and knowledge. God also made each person unique and gave him unique potentials and talent for the benefit of mankind and service to Him.

God expects His children to begin to exercise this talent, no matter how insignificant it may seem. He chooses a person who has already begun to use what talent he has. The patriotism God saw in Moses in Ex.2:11-13, perhaps made Him choose Moses to lead His people out of the land of bondage. God chose Bezaleel to design skillful works for the temple (Ex.31:1-5). But Bezaleel must have shown some interest and ability to address himself to the task of artistic design before he was chosen. Gideon was looking at the poverty of his family as an excuse. But God saw his talent (his might) and chose him to save Israel from the hands of the Midianites (Judges 6:14-15).

The characteristic gentility and kindness of women was used by Jael to conquer Sisera, the captain of the army of the Canaanites (Judges 4:17-21).

But many of God's children are looking for "ready-made talents." They are waiting to dream and wake up to see their talents mature.

But God has already put the talent in us; nothing may happen until we begin to stir it up. We can

start from small beginnings to apply ourselves to the challenges at hand, trusting the Lord to perfect us. For he that is faithful in that which is least will be faithful in much (Luke 16:10).

Are there no Moses and Bezaleels among us? God may wish to use your talents to snatch boys and girls from the bondage of the devil. But what if you rather feel more comfortable staying in the adult Sunday School? You may be a nurse, a business man, an athlete, a student, a teacher or a singer. God may wish to use your talent for the Ministry of Total Child Development. Do not dissipate (waste) God's investment in you by serving where even the unconverted can serve better (Luke 9:60). As workers together with God, receive not the grace of God in vain (2 Corinth.6:1).

Do not bury your talent; invest it.

Consider the following:-

1. 1 Kings 20:39-40 - Leaving ones duty post.
2. Matt. 25:24 - Man who buried his talent.
3. 2 Tim. 4:10 - Demas carried away by business.
4. Col.4:17 - Charge to Archippus.

MEMORY VERSE: 2 Corinth. 6:1 - "We then as workers together with him beseech you also that ye receive not the grace of God in vain."





VISUAL AIDS



What is a Visual Aid?

A Visual Aid is any teaching material that appeals to the eye.

Scriptural Basis: Deut. 6:6-9; Gen.9:13; 15:5; Num.21:8; Jer.18:1-6; Matt. 18:1-8.

Types of Visual Aids:

1. Pictures, Paintings or Drawings.
2. Posters, Handbills, Newspaper or Magazine Advert etc.
3. Boards: Notice Board, Chalk Board, Bulletin Board, Bill Board, Flannel Board, Masonet Board, Electric Board etc.
4. Charts, Maps, Graphs, etc.
5. Models.
6. Flannel Graphs.
7. Puppets, Dolls & Toys.
8. Crafts and Cut-outs.
9. Memory Work Aids: Flash Cards, Word strips, Verse Wheels, Verse Blocks, Verse Games, Shape Verses, Verse Songs etc.
10. Gospel Kits: Wordless Books, Gospel Gloves, Wordless Badges & Caps, Salvation Pack etc.
11. Object lessons.
12. Murals.
13. Dramas, story boxes and TV Boxes.
14. Visualized songs.
15. Sand boxes and Story Scenes.
17. Gospel Wonders.

Visual Aids can be bought (ready-made) or self-made (D-I-Y).

Why Visual Aids?

Visual Aids are important because they:-

1. Help children to remember. They are a great memory aid.
2. Give a clearer understanding of a Bible lesson.
3. Create and retain interest.

4. Solve the age and grading problems.
5. Make learning more interesting, rapid and permanent.
6. Could be used to teach children, anytime, anywhere.
7. Can stimulate imagination.
8. Furnish information.
9. Bridge time gap.
10. Encourage discussion.
11. Motivate Action.

NOTE: A picture is worth a thousand words.

Statistics show that the sense of taste records 1% of all impressions we receive, touch records 1½%, smell records 3½%, hearing records 7% and sight records 87%. We remember 10% of what we hear, 50% of what we see, and 80% of what we see, hear and do.

Using Visual Aids Effectively

1. Be very clear about your aim. Perhaps you want to introduce a new topic or idea; you may also wish to review your Bible lesson.
2. Prayerfully prepare. Make sure you practice before any presentation.
3. Prepare the venue.
4. Prepare the minds of the children. Explain the purpose for the visual aid and relate its use to previous experiences.

Storage of Visual Aids

1. Cartons - can be used to store files of pictures, flannel graph, cut outs etc.
2. Plywood - a more permanent storage



cabinet can be built using this material.

3. Portable portfolio - this can be made from straw boards (hard paper board) makes carriage portable and easier.
4. 2 Dimensional Visual Aids can be laminated or covered with paper, to prevent exposure to moisture and dust. It is advisable to have a separate room or cabinet to store all your visual aids.

PRACTICAL CLASS:- WORKSHOP

Note: Trainer comes prepared with workshop materials

OTHER AIDS

Audio Aids - The use of the Tape Recorder and cassette is versatile in children ministry. It can be used to present a lesson, introduce a thought for discussion, set the scene for worship. Music can be recorded and played as background music for choreography, worship or a teaching session.

Public Address System - Equipment such as microphones megaphones, amplifiers, loud speakers etc. could be very effective in crowd control. They are indispensable for large groups of children.

Musical Equipments - Keyboards, guitars, drums, trumpets, flutes, tambourines, etc, make for exciting worship among children. They should be purchased to equip the Sunday School department (children's church).

Projected Aids - Motion pictures, filmstrips, slides etc; Motion pictures, otherwise known as

films could be powerfully used as evangelism tools during outreaches. They also make a children's camp interesting. In present times, the Video is fast replacing the use of 35mm films. There are also video projectors that project unto very large screens.

Filmstrips with prerecorded scripts are very helpful in classroom teaching, training sessions, promotionals, missionary education etc.

Slides may be professional or 'home made.' They are excellent for teaching and training. Various scenes and events can be photographed and made into slides for use.

The Computer

This is the most modern and most versatile invention ever made. Various computer programmes / functions can be adapted for use as teaching aids e.g. Clip Arts, Text, CD's (audio and video), E-mail's, Web sites (on the internet) e.t.c.





ViSUAL AIDS WORKSHOP

Drawing your own pictures:

Draw using bell-shape/ broom stick method

Cut out from a margazine/Newspaper etc.

Snap with a camera, then print or project television or projector

Photocopy.

Use paper, carbon paper,

Draw from existing picture

MATERIALS TO VISUALIZE

- Bible Lessons
- Songs
- Memory Verses
- Wordless book and accessories
- Kangaroo
- Flannel board and graphs
- Adoption of ready made visuals.
 - a. Re-drawing
 - b. Photocopy.
 - c. Snapshot/Scanning
 - d. Tracing.
 - e. Internet.



Lettering is important. It helps communicate the message of a visualized memory verse, song, Bible lesson, craft or missions poster MORE clearly. How do you score? On a scale of 1 to 10 how well do you print alphabet letters and numbers for children? (0 - not well, 5 - average, 10 - very well).

0	1	2	3	4	5	6	7	8	9	10
Not well			Average					very well		

Alphabet letters consist of upper case (capital) and lower case (small) letters. Simple lower case letters are the BEST to use for children.

Upper case letters should be used only when necessary (e.g. names of people, places and first words of sentences)

Make the letters bold. Do not join them

Use a ruler to draw faint pencil guidelines (As it appears in a 2D exercise book)

(Red)-----Line 1 (Head line)

(Blue)-----Line 2 (Neck line)

(Blue)-----Line 3 (Foot line)

(Red)-----Line 4 (Tail line)

Print all upper case (capital) letters between lines 1 and 3.

Print all lower case (small) letters between the following lines:

Lines 2 and 3: a, c, e, m, n, o, r, s, u, v, w, x, z, i

Lines 1 and 3: b, d, f, h, k, l, t

Lines 2 and 4: g, j, p, q, y

* Let Kit, the "**lettering cat**" remind you of the shape and spacing of your letters.

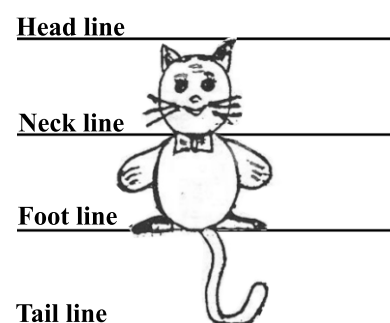
Remember:

Keep the letters spaced equally apart.

e.g. Letter not Let t er

Keep the words spaced equally apart.

e.g. Word spacing not Wordspacing



Tip: Keep a space the size of one letter between each word.

Optional: Use a lettering stencil (available from a standard bookstore)

Tips:

1. Practice the stencil letters and numbers in pencil.
2. Draw a base line with pencil on your paper.
3. Line up the horizontal guideline of the stencil with the base line on your paper



4. Select the letter you need to print.
5. Use pencil first to stencil the letter on paper.
6. Then use pen or marker if the pencil copy is fine.

Assignment: Print all the letters of the alphabet and numbers 1 to 10 using guidelines. (Remember: size and spacing tips.)

Lettering Practice Instructions:

1. Size - use small letters
2. Use guidelines (lines 18cm apart)
3. Space well
4. Shape well

Class lettering practice:

Aa Bb Cc Dd Ee Ff

Aa Bb Cc Dd Ee Ff

Jesus loves children

Jesus loves children

Do you love children?

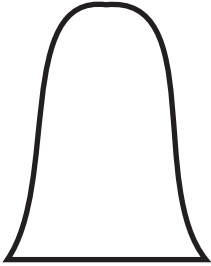
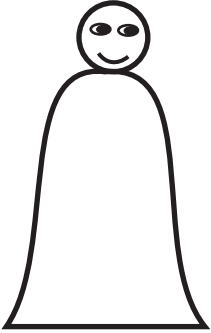
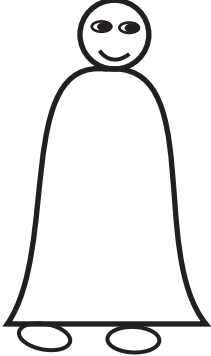



Do you love children?





SKETCHING IDEAS

How to draw bell-shaped figures (in 6 steps)

<p>1</p>  <p>Draw an elongated bell shape</p>	<p>2</p>  <p>Draw a face at the top of the bell shape</p>
<p>3</p>  <p>Draw oval-shaped feet</p>	<p>4</p>  <p>Draw an arm and a hand</p>
<p>5</p>  <p>Draw a head dress</p>	<p>6</p>  <p>Outline with thick black lines and then colour</p>

Note: Always make your visuals bold



SKETCHING IDEAS

How to draw broomstick figures

Note: Every major bone and joint in the body should be clearly identifiable.

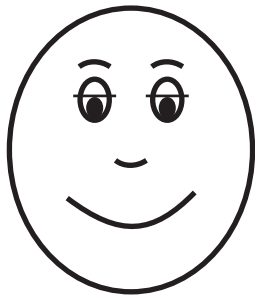
 <p>Standing</p>	 <p>Running</p>
 <p>Lying down</p>	 <p>Sitting and reading</p>
 <p>Kneeling and praying</p>	 <p>Old man walking with staff</p>
 <p>Stooping</p>	 <p>Walking</p>



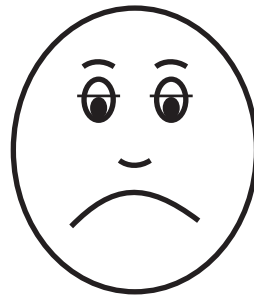
SKETCHING IDEAS

How to draw facial expressions

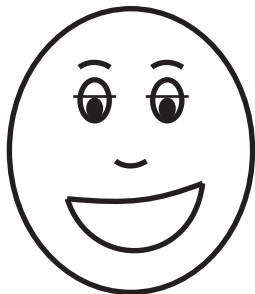
Note: The difference between most of the expressions is a few strokes



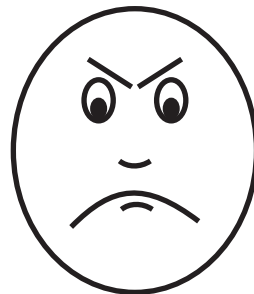
Happy



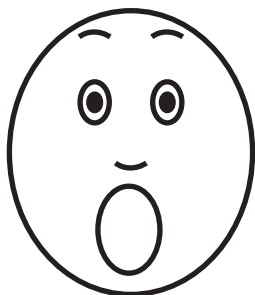
Sad



Laughing



Angry



Surprised



Worried



SKETCHING IDEAS

How to Visualise a Bible Lesson (in 4 steps)

You may be thinking “Help! I’m not an artist! How can I begin to sketch visuals for my Bible Lesson?” Here is a step-by-step solution to the problem.

Step One: Plan your Bible Lesson as outlined in Basic 5.

Step Two: From the Sequence of Events (SOE) identify the scenes that would need visualization. These areas could be at any or all of the following:

- A) Introduction.
- B) Main Emphasis (ME).
- C) Climax.
- D) Conclusion.

Step Three: Write a brief description of what you want to visualise in each box, picture frame by picture frame.

Step Four: Draw your illustrations following the descriptions in step three above. Correct your drawings where there is need for improvement.

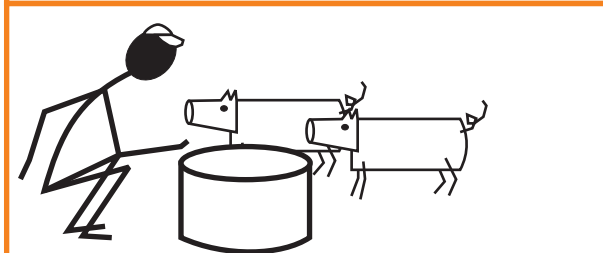
Bible Lesson: Prodigal Son (Luke 15: 11-22)

Scene 1 (verses 11-12)

Prodigal son asking his father for the money



Scene 2 (verses 13-14) The Prodigal son wasting his money.



Scene 3 (verses 15-16) The Prodigal son feeding pigs



Scene 4: (final scene) verse 20 Prodigal Son returning home.



CREATIVE IDEAS

How to Visualise a Memory Verse

It is important to memorize God's Word at childhood, especially between the ages of 8-10; Since this is the best time to memorize.

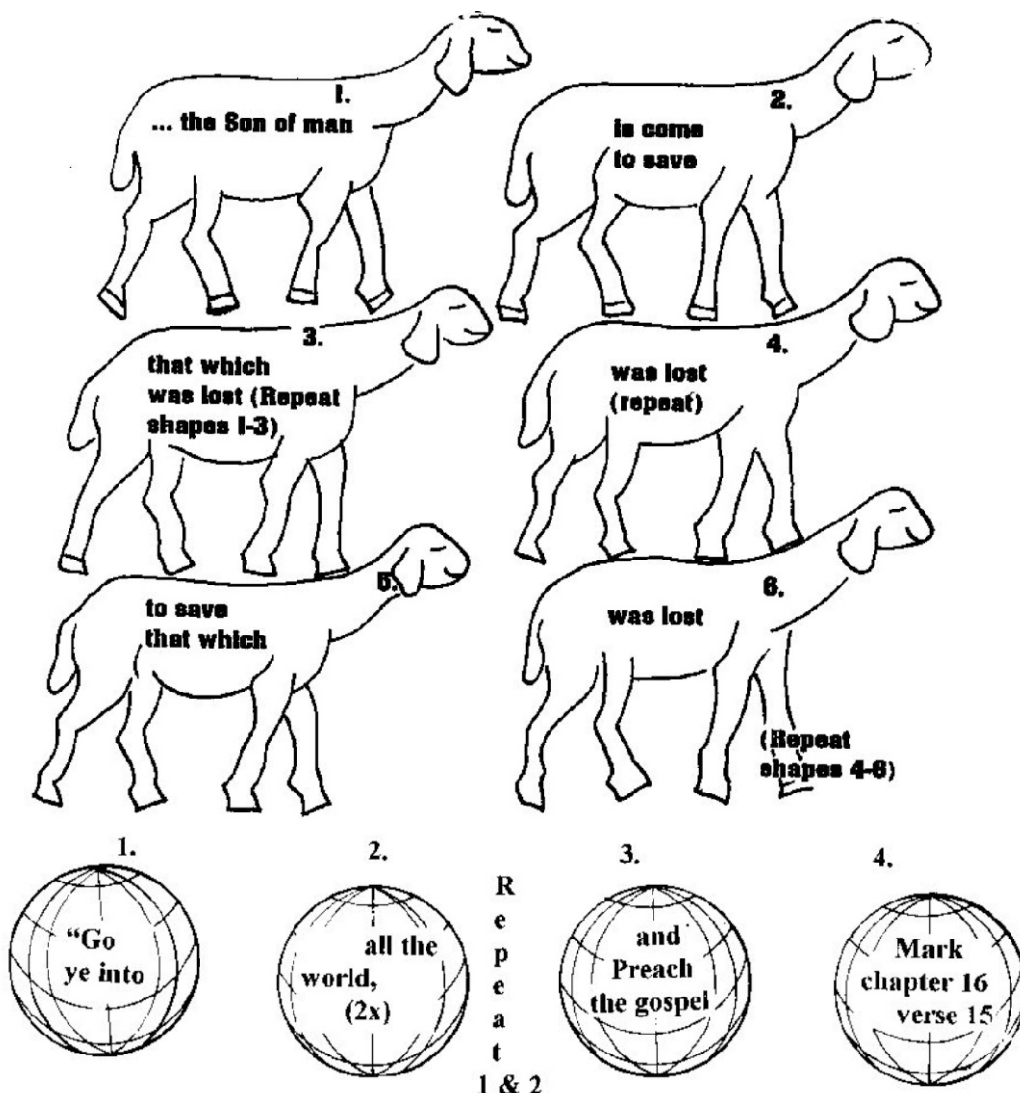
Teach Bible Memory Verses in such a way that...

- * Children will enjoy learning them. "A wise teacher makes learning a joy." Prov. 15:2 TLB
- * Children will treasure and obey them. "Your Word have I hid (or treasured) in mine heart, that I might not sin against you." Psalm 119:11

Teach memory verses with songs. Examples

"Lost Son" Matthew 18:11

(Tune: The Lord is My Shepherd I'll walk with Him Always)





How to make a Wordless Book

A Materials Needed

- i. Embossed paper of different colour (golden, black, red, white, green and blue).
- ii Blade/pair of scissors
- iii Glue or oil paint

B Method

1. Cut your cardboard paper to the size of your choice in six pieces.
2. Paint four of them with black, red, green and yellow. Paint it on the inside.
3. Leave one of them to be plain white.
4. Paint one with blue at the back.
5. Leave them to dry.
6. Fold neatly when the paint is dry.
7. With the fold close together, arrange them in their correct order and gum or glue them at the plain sides. They should all be enclosed in the blue. With the back being blue and the inside plain, gum them together at the inside of the blue to the backside of the black on one hand and the inside of the green and backside of the yellow on the other hand.

The Order of Arrangement

Golden
Black
Red
White
Green

All these must be enclosed in the Blue. Gum all the plain sides together.



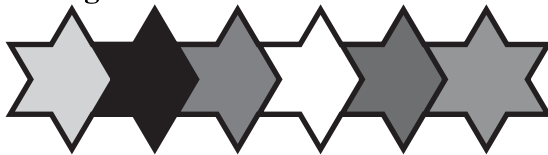
Other Wordless Materials

These have the same colours of the Wordless Book and is used the same way.

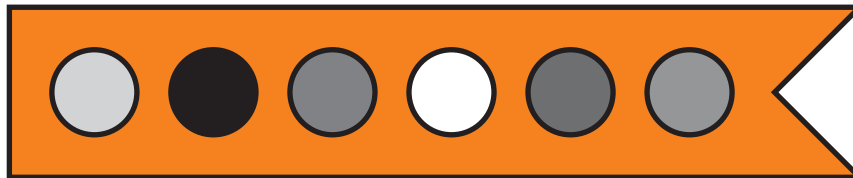
1. The Gospel Cap

2. The Hand Glove

3. Gospel Badge



4. Gospel Bible/Book Mark





Cards, Charts and Boards!

1. Flash Card

A. Materials Needed:

Cardboard, Ruler, razor/pair of scissors, pictures/drawing/sketches, marker and gum.

B. Method

1. Collect pictures. Make drawing or sketches related to your lesson.
2. Cut your cardboard to be about 1cm wider than your pictures and at least 5cm longer (vertical) than your pictures depending on the size you want to write below it as an explanation of the picture.
3. Apply gum to the back of your pictures.
4. Mark off the length of your picture on the cardboard and paste the picture to it.
5. Place a heavy material that is flat on it and leave it until it is dry.
6. With the marker write the description of the picture at the back or in the front below the picture.
7. The flash card could be of different sizes.

2. Flannel Board

A. Materials Needed:

A piece of wood/plank/plywood, a piece of flannel/blanket/any sticky material, glue or gum, cellotape.

B. Method 1

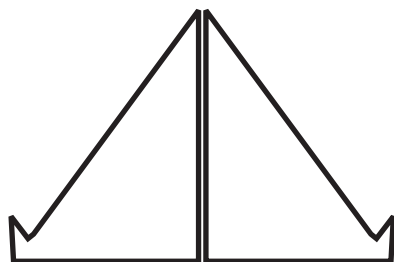
1. Cut two pieces of your plywood/plank/hardwood to the size that is convenient (preferably 45cm by 30cm).
2. Cut the blanket or sticky material to be slightly larger in size than the plywood already cut breadthwise and lengthwise. The blanket should be a single piece covering the length of the two pieces of the plywood joined together.
3. Apply the gum or glue to the plywood and paste the blanket on it.
4. Use the cellotape to hold the edges and make it neat.
5. Put it under heavy press to dry.

C. Method 2

Either of these methods will allow the material to stick well to the flannel board.

Flannel board stand for method 1

METHOD: Use the same plywood or hardwood to construct it as it is shown in the diagram.



These are two pieces joined together with cellotape at the straight edges



3. Flannel Board 2.

A. Materials needed:

Silky clothing material, Tampoline, canopy leather (slippery white one), two poles

B. Method:

1. Carefully gum the silky clothing to the tapoline or canopy leather on the rough side,
2. Carefully fold and sew the edges left and right.
3. Neatly put a pole at the top and down for rolling and a string for hanging and sew it carefully

4. Flannel Graph Material

A. Materials Needed:

Cardboard sheets, pictures/drawing/sketches, glue/gum, razor/scissors, sandpaper/ finesand/saw dust and the lid of soft drink bottles.

B. Method 1

1. Prepare your material. Drawing, pictures or sketches gummed to the cardboard already cut to the size of your choice.
2. At the back of your material where there is no picture, apply gum and spray smooth sand or sawdust to it and leave to dry.
3. Cut sand paper into small pieces and paste at the back of the picture.
4. Heavy press should be placed on it to dry.

C. Method 2

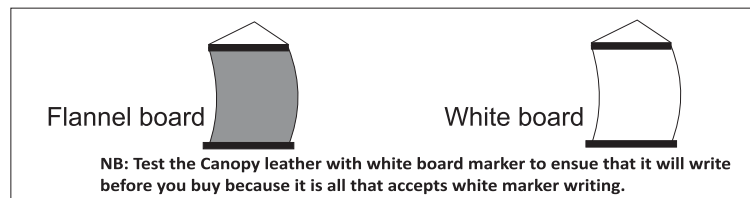
Use the lid of a soft drink bottle to scrape the back of your prepared material or write up so that it becomes rough.

D. Method 3

1. Prepare your material drawing, pictures or sketches gummed to the cardboard already cut to the size of your choice.
2. At the back of your material where there is no picture, put gum stay used for sewing and apply hot pressing iron to stay. The gum stay becomes the graph for the board.

E. Method 4

Prepare your material drawing, pictures, writings or sketches directly on a gum stay cut to the size of your choice and use it straight on the flannel board.



5. Kangaroo

A. Materials Needed: Cardboard, pencil, blade or pencil, cello tape.

B. Method

1. Trace and cut model kangaroo from cardboard outline supplied. (Cut out both mother and baby).
2. Use cello tape to paste any paper cut to the side of the opening to the back side to form a bag where the baby kangaroo will be kept.

Uses: memory verse jig-saw puzzle game, Review game, special prizes/treats and a visual in a Bible lesson related to 'God's Protection'.



Ticket to Heaven

John and James were friends. They had nearly everything in common. They resembled each other. They used to wear the same type of dress and also used to go to places together.

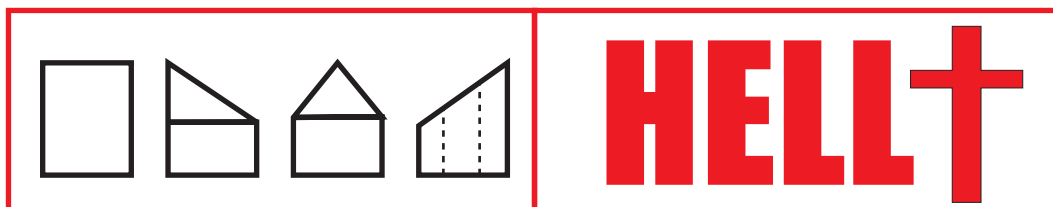
One day, they went together to a place where they were told that only those who receive Jesus Christ will go to heaven. There, John invited Jesus into his heart while James refused to do likewise.

Sometimes later, James had a dream when he slept. He was walking with John along a beautiful pathway towards a city. He noticed a piece of paper held by John. "What is that paper meant for?" James asked. "I don't know. I don't even know how it got to my hand" replied John. James asked John to give to him a small portion of the paper which John did. As they moved nearer the town, James asked for more with the promise not to ask again which John gave.

On getting to the city's gate, the gateman demanded for their ticket before they could enter. They realised that the paper they were holding is that ticket being demanded for.

James quickly presented his ticket (The ticket he got through works and not by faith). The gateman arranged James' ticket. "Oh! You cannot come into this city. Your ticket reads HELL!" The gateman announced. He turned to John, collected his ticket, opened it and the cross appeared. "Yes, you are welcome. Enter into the joy of your Lord!" the man at the gate pronounced.

"Yee! LO-R-D help me-e-e. I don't want to go to he-e-l!" cried James. At this point, James woke up sweating profusely. He immediately knelt down beside his bed. "Jesus come into my heart. I received you as my Lord and Saviour" cried James.



SPIRITUAL AND CARNAL CHRISTIANS

These two boys, David and Daniel are Christians. They received Jesus Christ as their Lord and Saviour though not at the same time.

Daniel is an obedient child. He reads his Bible and prays everyday. He allowed Jesus Christ to control his life. He listens to God and is ready to do God's will at all times. Daniel used to help his parents and shows love to his friends. He even helps them to know and receive Jesus Christ.

When his friend (James) asked him to share his ticket with him, he wholeheartedly gave more than half of it. With this he got a lighter cross. (1 Cor. 3:14, Prov. 11:24).

David is not used to all these. He wants to go his own way, wants to please himself and grudgingly share his things with friends. When his friend (James) asked him to share his ticket with him, he grudgingly gave out a little portion. So he got a heavy cross (1 Cor. 3:15). He entered into heaven but as by fire.





OBJECT LESSONS

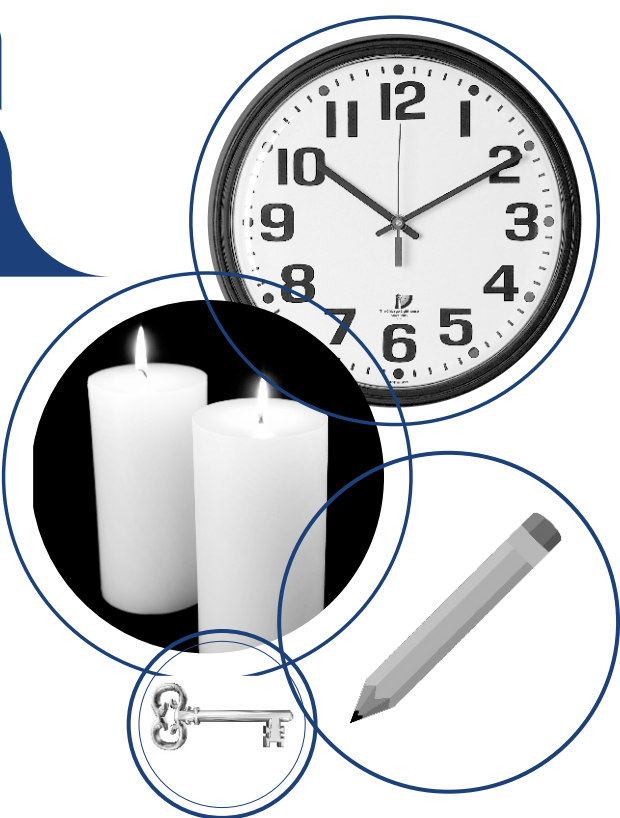
Objects are easy to use to communicate gospel truth, because they are visuals.

Why Using Objects

1. Jesus used objects to teach Mt. 6
2. They are readily available
3. They are familiar to the children
4. They are visuals that helps the children to focus on the main objective or the message

PRACTICAL TIPS IN USING OBJECT LESSONS

1. Prepare the objects that are relevant to the message.
2. Be creative, excited and enthusiastic in your presentation. Maintain eye contact.
3. Start by explaining the everyday use of the object.
4. Hold the object for the audience to see.
5. Do not put down the object until the end of the lesson.
6. Give altar call.



CLASS WORK

Divide the class into not more than five members per group. Give each group an object to work with for five minutes. Each group should make a presentation of biblical truth that can be taught to the children with the object.

EXAMPLES OF OBJECT LESSONS

S/No.	TOPIC	TEXT	BIBLE TRUTH	OBJECT(S)	MEMORY VERSE
1.	Now is the time	II Cor. 6:2	Receive salvation now	Clock	II Cor. 6:2
2.	No beginning No End	Psalms 90:1-2	God is eternal	Wedding Ring	Ps. 102:27
3.	Sin Kills	I Thess. 5:19-22	Keep away from Evil	Candle, Glass cup, Matches	Eph. 4:27
4.	Abide in Christ	John 15:1-5	If you abide in Jesus you will bear fruits	Tree and Branch	John 15:4
5.	Unity	Ps. 133:1	Dwell in Unity	Broom (bunch and Stick)	Eph. 4:25
6.	Be careful with your tongue	James 3:1-18	Use your tongue with care	Pencil & Eraser	Eph. 4:29
7.	Keep yourself clean	II Tim. 2:19-26	Be a vessel unto honour	2 Cups, 1 clean, 1 Dirty with water	Rom 12:1
8.	Shine for Jesus	Matt. 5:14-16	Let your light shine	Lantern, Kerosine, Matches	Matt. 5:16
9.	How much we weigh?	1 John 4:4	Jesus in you makes you strong	Big and small cartons, big stone	1 John 4:4
10.	The gift	Rom. 6:23b	Salvation is God's gift	A gift package	John 3:16



TEACHING SONGS EFFECTIVELY TO CHILDREN



Songs (generally), from the beginning have been a way of expressing one's mind or emotions through melodic sound. Songs have been known as an instrument of joy to broken or dejected lives.

Much as songs are being used in the secular world for entertainment and as a means of relaxation, much more should it be used for worship and spiritual expression. Songs are used as an integral part of Christian worship. The Bible has a very strong support and appreciation for songs in our worship of the Lord God Almighty. The whole book of Psalms is drawing our attention to praises. Children are specifically mentioned in connection with singing praises unto God as in Psalm 8:2 which was fulfilled in Matt.21:15 and quoted by our Lord Jesus Christ in Matt.21:16 "Out of the mouths of babes and sucklings, thou hast perfected praise." Looking back to the history of the Church, we discover that music has been a very strong weapon in the hand of God through His missionaries to rescue many lives from perishing and bringing them to Christ.

ADVANTAGES OF TEACHING SONGS TO CHILDREN

1. It is an excellent way of teaching scripture, biblical truths and Christian living.
2. It is a compelling method of getting message to their memory. It helps them remember words they would otherwise forget.
3. It allows them to participate and express their inner feeling.
4. Singing is Scriptural. Colossians 3:16.
5. Children love song and they love to sing. Singing is as natural to them as breathing.
6. Singing increases their attention span. Somebody said "What a picture is to the eye, music is to the ear." So singing is an integral part of Child Evangelism.
7. Joyful songs help the unhappy children get into

the spirit of Joy.

8. Singing provides them an atmosphere of reverence that encourages worship and influences thoughts towards God.

FACTORS TO CONSIDER IN CHOOSING A SONG

1. **Scriptural:-** The song must be biblically accurate, doctrinally correct and have a spiritual value e.g., "Jesus was a Child." "I am the door."
2. It should carry a biblical message of love, salvation and fear of God.
3. It should include action such as jumping, dancing, clapping where and when necessary, e.g., 'We are singing unto the Lord'. We are running a race.'
4. It should be melodious and simple. (Little children cannot sing a song with high notes,) e.g., "Making melody in my heart."
5. The song must be appropriate to the time and season and also be in line with the aim of the Bible lesson for the day.
6. The song must be in line with the children's age, background, language and ability.

POINTS TO NOTE IN TEACHING A SONG

1. Know the song and teach it cheerfully.
2. Make the children feel relaxed and happy.
3. Sing the song alone.
4. Make the children sing line by line after you.
5. Explain the difficult words.
6. Make the children demonstrate the song.
7. Emphasize the biblical truths in the song.
8. Use Visual Aids to teach.
9. Repeat the songs.
10. Review the song.

The teacher must know that the main purpose of teaching song is to pass across the biblical truth in the song to the children and for them to remember the truth whenever they sing it.



TEACHING BIBLE VERSES EFFECTIVELY TO CHILDREN



It is highly important to teach the Word of God to the children. The Psalmist said in Psalm 119: 11 "Thy Word have I hid in my heart ..." Hiding God's Word in one's heart connotes committing it to memory.

BENEFITS OF BIBLE MEMORISATION

1. Provides a strong base for spiritual living.
2. Keeps them from sinning.
3. Prepares them to witness.
4. The Holy Spirit will remind them of it at an appropriate time.
5. The scripture becomes part of them and directs them in making decisions.
6. Memorization is easier at childhood than at adult age.

NOTES FOR THE TEACHERS

1. Know the verse yourself: This not only sets a good example, but helps the child realize it's importance; it helps to teach with confidence and also increases your word knowledge.
2. Read the verse first from the Bible: This tells the children that the teaching is from the Bible. Similarly allow the older children to open and read the verse themselves.
3. Explain the difficult or unfamiliar words: This can be done by explaining the difficult words or paraphrase the entire verse. e.g., In Psalm 119:11, hid refers to memorising. We are to hide God's Word - the Bible. A simpler version of the Bible can be used.
4. Application of the verse: Explain to the child how he can apply the verse to his personal life. Example, Proverbs 3:5. The child can trust the Lord to help him do well in a "subject" he finds difficult at school.
5. Teach in phrases or in whole: Do not encourage word by word memorisation for this weakens the meaning of the scripture. Rather teach the

scripture in "thought" phrases.

6. Prepare and use visuals: These can be of various types depending on the resources of the teacher and time available for preparation e.g.
 - a. Flash cards with words written and appropriate pictures drawn on it.
 - b. Word strips - words written on cardboard or cut into smaller pieces.
 - c. Visuals made and backed with flocked paper to be used on flannel board.
 - d. Already prepared visuals.

SUGGESTED FLASH CARDS FOR Psalm 119:11



Explain the symbols to the children: e.g. "Heart" is the real you that wants to do right or wrong. "Word of God in our heart" means memorising. Picture of Christ shows with Jesus in our hearts, we will not sin against God. (See Basic 4 for details in Visual Aids Workshop Manual).

The children should be made to repeat the verse many times and so frequently for it to become part of them. Generally the verse will need to be repeated eight (8) to ten (10) times to accomplish this. To do this without boring the children, these methods can be adopted.

WAYS OF EFFECTIVE TEACHING

1. **Smart Stand Up:-** The teacher asks various categories of children to stand and say the memory verse: The boys, then the girls; those with red dresses, plaited hairs, dark complexioned, who love plantain and rice, wearing slippers, who ate bread and tea in the morning etc.



2. **Have the children say it** with you once or twice as you teach the Bible lesson. Repeat the verse as you give the lesson and say it during prayer.

3. **Memory verse chant/song:** This is good especially for preschoolers who learn best through songs and poems. You can sing memory verses into familiar tunes. (see the visual aids workshop in Basic 4).

4. **Memory Verse Games:** Interesting activities can be built around the memory verse to make it interesting and help children to recite it several times. For example:-

(a) **Search the treasure:-** Choose any object (treasure) show it to all the children. Hide this in the absence of one child who will come to the class to search for it. The other children will try to let the searcher locate the treasure by reciting the verse loudly as he is moving nearer or lowly when moving away from where the object is kept.

(b) **Pass the bulk:** An object (bulk) is passed from one child to another as the whole class recites the memory verse. The person holding the object at the end of the recitation will stand up and say the whole verse. If he cannot, he remains standing and the game continues. (See more games in the Visual Aid Workshop in Basic 4).

5. **Divide the verse into two or more parts:**

(a) One group of children says a part and others complete it.

(b) the teacher says a part, a child say the next, and another child the next until the verse is completed.

(c) Remove (or rub off) a part at a time while the children complete the rest, until the whole part is removed.

4. Verses should be selected for a particular age group for understanding and length, e.g., Ephesians 4:32:

Age 3 - 4 - Be ye kind.

4 - 5 - Be ye kind one to another, tender hearted forgiving one another.

Above 7 - Be ye kind one to another, tender hearted forgiving one another even as God for Christ's sake has forgiven you.

5. A special verse can be selected for a particular child who has a special problem to memorise.

6. Other scriptural memorisation like books of the Bible, the Ten Commandments, the Lord's Prayer, Beatitudes, Bible Chapters (e.g., 1 Cor.13) etc. can be taught in sequence.

The teacher's interest should not only be in the number of verses taught but on how the children learn, memorise and apply the verse.

GUIDE FOR CHOOSING A VERSE:

1. The verse for a lesson must be relevant to the aim of the lesson. This will reinforce the lesson's truth and help the child to apply it to practical living.
2. The verse can be taken from any book of the Bible apart from the Bible lesson text.
3. The relevant portion of the verse may be chosen for memorisation e.g. Heb. 22:9b; Joshua 24:15b.



BIBLE LEARNING ACTIVITIES (BLA)

Children learn better when they are happy and interested in what they are learning. They learn through “PLAY WAY” method. They retain 10% of what they learn through hearing, 40% through seeing and 80% through hearing, seeing and doing, that is, being involved in the learning process.

LAWS OF LEARNING

1. LAW OF READINESS

The child must be interested and ready to learn. He must open his mind to what is being taught.

Keys to getting children ready:

- i. Introduce surprise.
- ii. Create expectancy.
- iii. Generate suspense.

2. LAW OF EFFECT

The child will remember and wait to repeat something that brings him satisfaction and sense of accomplishment.

3. LAW OF EXPRESSION

The child learns by doing (doing what has been taught) for example praying, giving out tracts, bringing offering etc.

BIBLE LEARNING ACTIVITIES (BLA): help the teacher to fulfill these laws. It creates an atmosphere of excitement, satisfaction and joy conducive for the children to learn God's word.

ADVANTAGES OF BLA

- i. Help keep children busy and orderly.
- ii. Help children expend their energy and exercise their minds and bodies.
- iii. Draw their attention to the lesson.
- iv. Stimulate creativity in children.

- v. Help them remember the lesson.
- vi. Could be used as a review - to give the teacher a feed back on the lesson taught.

NOTE:

- * BLA may precede or follow a Bible lesson.
- * Must be related to the theme of the lesson.
- * Must have an aim to teach Biblical truth.
- * Must be related to the age of the children.
- * Must not be too childish or too difficult.

SUGGESTED ACTIVITIES

1. Action songs and rhymes.
2. Workbook activities - drawing, colouring, word searches etc.
3. Quizzes and puzzles.
4. Word scrambling and unscrambling.
5. Crafts and projects.
6. Decoding.
7. Creative writing - letters, poems, stories, script for play etc.
8. Dramatic plays - role playing, pantomime, puppets.
9. Games - general games, memory verse games and review games (These can be indoor or outdoor games).

BIBLE GAMES

Games are generally regarded to be played for relaxation and for fun. Games should be used as learning tools not just something to fill up time. They can be used to teach positive values to children, that is: * Co-operation. * Patience. * Loyalty. * Friendliness. * Kindness etc.



Most importantly, it is an exciting way to teach the word of God. In Bible games therefore, Biblical truths are incorporated and taught in the cause of playing them. There are three types of Bible games - Review, Memory Verse and General Games.

(A.) REVIEW GAMES

Purpose of Review:

- i. To reinforce good teaching.
- ii. To correct any faulty concepts children might have.
- iii. To know whether the children understand the lesson.

Purpose of Review Games

1. To meet some basic needs of the children; need for activities, approval, achievements, experiencing new things and good friendly competition.
2. To provide opportunities to know each child through observation.
3. Children enjoy review games.

Rules for Review

- i. Use questions that start with, Why, What, Where, When or Who? etc.
- ii. Use three types of questions:
 - a. Fact finding questions that reveal Bible knowledge e.g. who was the man who brought his brother to Jesus?
 - b. Thought provoking questions that aid understanding. For example, Why is it that Jesus should die on the cross?
 - c. Applied questions that help the child see how the lesson affect his life. e.g. what happens when you ask Jesus to come into your heart?

Rules for Review Games

1. Explain the game.
2. Keep the rules of the game simple.
3. Read/write the question out clearly.
4. Make the games exciting.
5. Have variety of games and use one at a time.
6. Don't drag the game.
7. Refrain from giving prizes except on special occasions.
8. Accept a child's answer if possible (Don't close a child up by total rejection).

EXAMPLES OF REVIEW GAMES

1. Spider Game: The ball (dart) is thrown to the cobweb (designed on a piece of cloth). This is played by two or three groups. The group's representative that answer the question

correctly throw the dart at the cobweb. The mark scored is recorded against the group.

2. Kangaroo: The kangaroo and her babies. Prepare the questions before hand and keep inside the bag at the back of the baby kangaroos. Ask each child/group the questions found at the back of the baby he picked.
3. Biblical Pantomime: One player who represents each of the two groups at a time is given the name of a person or scene in the Bible lesson. He then acts out the person or scene while other players in his group try to guess. The group wins that gets the highest number of questions correctly.
4. Big Step Game: Two children that represent the two groups stand side by side facing a target about 15 feet away. Each question that is answered correctly by the group advances the representative by one big step closer to the target. The group that has its representative get to the target first, wins.

B.) GENERAL GAMES

These are called general games for they are not for teaching Bible verses or for review. They are meant to teach Biblical truths. They can be indoor or outdoor games, quiet or loud games, individual or group games.

EXAMPLES OF GENERAL GAMES

1. Blind Isaac (Gen.27:1): A child is chosen to be Isaac, blindfolded and stand at the centre while other children form a circle, join their hands together and move round him. When Isaac calls "Esau," the players halt, Isaac points/touches a player who answers in a disguised voice saying "I am Esau." If Isaac identifies the player, they exchange places, if not, he tries again.

2. Musical Chair: Get nine chairs and 10 children. Arrange the chairs in a circular form. Start the music and children dance round. As the music is stopped the children try to get seated. The one without a seat is eliminated and a chair removed. The game continues until the winner emerges.

3. Jesus says: All children sit or stand in a position for the caller to see them carrying out the given instructions. The caller/teacher gives instructions like "stand up," "hands up" etc. Any of the instruction that starts with "Jesus says" must be obeyed. Any child who obeys not or obeys the one without "Jesus says" is eliminated.

GAMES AND BIBLE LEARNING
ACTIVITIES PRACTICAL