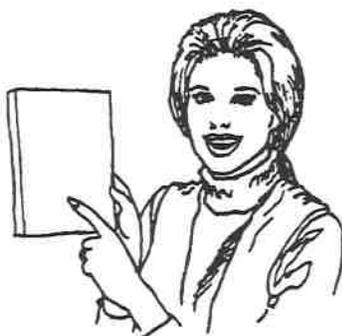


*Woman to woman...*

# ***THE EFFECTIVE TEACHER***

***THE IDEA BOOK***



***MARGARET ELLIOTT***

**WITH SUPPLEMENT:  
A COURSE TO  
TRAIN TEACHERS**

*Woman to woman...*

***THE  
EFFECTIVE  
TEACHER***

***THE IDEA BOOK***

***MARGARET ELLIOTT***

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CHAPTER 1

**YOU MUST KNOW YOURSELF**

**Can everyone be a teacher?**

1. Must want to be a teacher.
2. Some think they have no talent--perhaps just untrained.
3. People are not all alike:
  - a. Some should not be teacher;
  - b. Others can learn to be;
  - c. A few seem to be born to be teachers.

**How do you measure up to these basic requirements?**

1. Must be a Christian, not just in name but also in actions.
2. Must be one who prays and reads the Bible.
3. Must have a basic knowledge of the Bible.
4. Must be faithful in attendance to church services.
5. Must be willing to work, give time, and be dependable.
6. Must be one who can learn.
7. Must be one who likes and gets along well with people.

**What about your attitudes?**

a listener or a teller?  
observant or blind?  
humble or proud?  
loving or angry?  
firm or wishy-washy?  
promise keeper or liar?  
neat or sloppy?  
smiley or sourpuss?  
serious-minded or a joker?  
confidence-keeper or a gossip?  
calm or quick-tempered?  
enthusiastic or ho-hum?  
dependent on God or fearful?  
tactful or blunt?  
a learner or a know-it-all?  
truthful or hypocritical?  
patient or excitable?  
on time or tardy?  
reasonable or a dictator?

**Make it your goal**

To change, to improve, and to become what God wants you to be.  
Jesus is our model teacher. Pray to be like Him.

## CHAPTER 2

### YOU MUST KNOW YOUR PUPILS

#### **Why?**

1. So you can know their needs and can plan your lessons to apply to those needs.
2. So you can pray effectively for each individually and for the class collectively.

#### **Collectively:**

What are the "average" characteristics of the age group you teach?

Every group is different. What are the actual abilities and inabilities of your class?

#### **Individually:**

What do you know about each pupil's life? No 2 are alike.

Name? Address? Age? Birthday?

Family? Father? Mother? Sisters? Brothers?

Are the parents divorced? Does the mother work outside the home?

What is the father's job? Are they on welfare?

Living conditions? Babysitter?

How big is his world? School? Travel?

Problems?

Likes? Dislikes?

Watches TV? Reads?

Friends? Heroes? Enemies?

Fears? Abilities? Disabilities?

Grade in school? Kind of grades he makes?

Don't make this into a questionnaire but keep a notebook or file cards. Make notes privately.

Spend time talking with each one.

Keep your eyes and ears open in class and out.

Visit the home.

Don't gossip about what you learn.

#### **NOTES**

## CHAPTER 3

### YOU MUST KNOW YOUR PURPOSE

**A Bible school teacher's purpose is NOT to:**

1. babysit;
2. entertain;
3. show off your ability and knowledge.

**Your purpose IS to help your pupils to:**

1. believe and trust God and the Bible;
2. understand the Bible;
3. become Christians;
4. grow as Christians.

### NOTES

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## CHAPTER 4

### YOU MUST KNOW YOUR SUBJECT

**The BIBLE must always be your textbook. All others are only aids.**

1. You need to be better informed than those you are to teach. The older the class, the more you need to know.
2. You will never know all there is to know about the Bible but by study you will grow personally and be able to help your pupils to grow. Read, study, and mark your Bible for church classes and for your own benefit.

**Depending on the age group, these are some basic things you should know to be a teacher:**

1. Be able to find the books of the Bible, know the divisions, and generally separate the old from the new testaments.
2. A general knowledge of Bible chronology. Example: In what order did these people live? Moses, Jesus, Abraham, David, Adam, Paul.
3. Basic true teachings about God, Jesus, salvation, and the church.

**Books that will help:** *(but are not inspired by God)*

1. A Bible with cross-references.
2. A concordance.
3. A Bible in today's language, such as, *The New International Version*.
4. A Bible dictionary, such as, *Zondervan's Pictorial Dictionary*.
5. *Halley's Bible Handbook*.
6. An English dictionary.

**Books that help in other areas:** *(but are not inspired by God)*

1. *Teach with Success* by Guy Leavitt, revised by Eleanor Daniel, published by Standard Publishing Co., 8121 Hamilton Ave., Cincinnati, OH 45231
2. *Visual Aid Encyclopedia* by Eleanor L. Doan, Gospel Light Publishing.
3. Go to a Bible book store and look carefully at the many books available.  
Always remember that these books are not inspired and watch for Biblical errors and avoid ideas that are not in keeping with the dignity of the Bible.

**NOTES**

CHAPTER 5

**DISCIPLINE**

Hebrews 12:4-13

**Discipline** is teaching self-control based on the Bible standard:  
with love,  
with understanding,  
by example,  
by rules with consequences.

"An ounce of prevention is worth a pound of cure."

**The Teacher:**

1. Attitudes:
  - a. love
  - b. self-control
  - c. confidence (Authority is more than a loud voice.).
2. Prayer.
  - a. For each pupil individually: his problems and possibilities.
  - b. For yourself that you may love and understand him.
3. Know your age group and fit the material to them. It should be neither under nor over their ability (or yours) to handle.
4. Being well-prepared takes self-discipline. Have all needed materials in order. Try to foresee all needs.
5. Catch their attention immediately and hold it. Keep them busy.

**The Room:**

1. Make your room or teaching area attractive but not cluttered.
2. Up-to-date lesson material displayed.
3. Furniture arranged conveniently.
4. Have room ready before class time.
5. Good light, comfortable temperature.
6. Have pupils enter room in orderly manner.
7. Establish a rest room rule.
8. At beginning collect coats and toys.
9. Perhaps an assigned seating arrangement.
10. Think and prepare ahead.

**During Class:**

**FIRM**

1. Expect and insist upon respect. Tone of authority.
2. Kind, forgiving, willing to apologize when you are wrong.
3. Happy attitude--Don't yell or lose your temper.

4. Avoid negative commands but don't be afraid to say "No."
5. Be sure the rules are understood. Make as few as possible. Remember children vary according to age to their needs and abilities. Children want limits and discipline.
6. Compliment good behavior sincerely but don't embarrass.
7. Move closer to one misbehaving instead of calling or scolding.
8. Sometimes use drastic measures:
  - a. Talk to parents
  - b. Send pupil out of class to an authority.

### **FAIR**

1. Don't give a choice when there is no choice. Stop saying: "Would you like to...?" and "Do you want to...?"
2. Don't compare or belittle pupils. No favorites. Laugh with them but not at anyone.
3. Don't forget the quiet one. Why quiet? Don't embarrass.
4. When a pupil talks, LISTEN!
5. Watch for boredom. Idleness begets trouble.
  - Is the class material too easy?
  - Is there no variety in the material?
  - Are you doing too much for the pupils?

### **CONSISTENT**

1. A rule has 2 parts: command and consequences.
  - It is a contract between the teacher and the pupil.
  - Don't fail on your part.
2. Don't threaten. Warn once and keep your word.
3. Don't argue. Use fewer words and more action.
4. Don't say, "I wish you would..." Creates insecurity.

### **NOTES**

## CHAPTER 6

### LESSON PLANNING

#### **Why Plan?**

1. An effective teacher takes time to plan.
2. Planning is important to accomplish more.
3. Prevents the teacher from falling into a dull rut.
4. Planning gives you an overall view, a section view, and a better individual lesson view.  
You know how each part fits the whole.
5. Planning makes study for individual lessons easier.
6. Enables you to more easily fit class needs into the lessons.
7. Helps you be full of your subject, sure of your material.
8. Puts you on the lookout for materials needed for future lessons.

#### **The Plan Book:**

1. A page of general overall ideas.
2. A page of visual aid ideas.
3. A page for handwork or workbook ideas.
4. A section page to narrow down the above ideas.
5. An individual page for each lesson with these divisions:
  - a. Lesson title, number, and date to be taught.
  - b. Scriptures.
  - c. Memory verse.
  - d. Lesson aim.
  - e. Background material.
  - f. Introduction.
  - g. Development outline.
  - h. Teaching method to be used.
  - i. Questions to ask class.
  - j. Difficult words to explain.
  - k. Application.
  - l. Visual aids.
  - m. Worksheet, handwork, notes to be copied.
  - n. Materials needed.
  - o. Songs.
  - p. Prayer plans.
  - q. Schedule.
  - r. Evaluation.

#### **Hints on how to use the plan book.**

1. Pray.
2. Set aside a study time--plenty of time.
3. Read the complete outline, book of the Bible or teaching materials.
4. As you read jot down every idea that comes to your mind without trying to organize them.
5. Look for ideas in other books, etc.

6. Sort out your ideas by sections.
7. Set up pages for individual lessons.
8. Make lists of what you need in order to carry out your plans.
9. Study your topic in general--always make notes.
10. Collect things needed.
11. Pray, study and prepare individual lesson materials.
12. Be prepared well ahead of time.
13. Review, pray, and teach.

**Hints on using the printed quarterly system.**

1. Preview and plan.
2. Read the entire quarterly.
3. Watch out for errors, such as:
  - a. Easter, Christmas, other pagan holidays.
  - b. Use of unscriptural terms, such as: "missionary" or "pastor".
  - c. Repeating the "Lord's Prayer".
4. Mark the ideas you wish to use.
5. Make a list of materials you will need.
6. Work on lessons ahead of time.
7. Leave the quarterly at home when you teach the class.
8. Teach from the Bible and your own notes.
9. Remember, an invitation to take Jesus as Savior is NOT essential to every lesson.

**NOTES**

## CHAPTER 7

### BASIC METHODS OF TEACHING

Everything done in the class should have the purpose of teaching, learning, reinforcing and reviewing the Bible to God's glory. Don't waste precious time!

Always teach the Bible with an **OPEN BIBLE IN HAND AND IN USE.**

#### **We learn by:**

- being told -- hear and forget;
- being shown -- see and remember some;
- doing -- do and remember more.

Someone has said that we remember from 50% to 80% of what we see, but only 10% to 12% of what we hear; 80% of what we do and 90% of what we say; 2% of smell, 3% of taste and 3% of what we feel.

#### **Methods that can be used separately or in combination:**

1. Reading the lesson from the Bible--by either teacher or pupils.  
Explanation as it is read or at the end of the reading:  
What does it say? What does it mean? How does it affect me?
2. Storytelling (*see separate notes in chapter 15*).
3. Recitation.  
Class participation by assignment.
4. Lecture.  
Least effective. Too frequently used.
5. Discussion--most difficult for teacher, but effective.  
Teacher must:
  - be full of subject,
  - ask questions,
  - make comments to stimulate,
  - control the direction,
  - summarize.

## NOTES

## CHAPTER 8

### LESSON INTRODUCTIONS

#### **Purpose:**

1. Attract attention.
2. Create a desire to learn.
3. Hold interest.
4. Inspire action.

#### **Hints:**

1. Should be brief.
2. Related to lesson - not a pointless joke.
3. Use variety.
4. No apologies.
5. Types guaranteed to turn pupils off:
  - "Let's start class."
  - "Who remembers where we are?"
  - "We don't have time to cover this but..."
  - "This lesson doesn't apply to anyone here but..."
  - Calling the roll above kindergarten.

#### **Types:**

1. Current events, ex: Israel, Arabs, Egypt; a fire; a storm; a modern-day so-called prophecy.
2. A pupil reports on an assignment: (information, an event in his life).
3. Imaginary problem, ex: "What would you do if..."
4. Question, ex: "Why do we come to church on Sunday?"
5. Story illustration.
6. Visual aids, ex: picture, map, object.
7. Quick review to tie series together.
8. A verse, read and memorized in class.
9. Song.
10. A word on a card or blackboard.
11. Surprise box.
12. Veiled object or picture.

#### **NOTES**

CHAPTER 9

**SPEAKING ON YOUR PUPIL'S LEVEL**

Did you ever hear a preacher who used words you did not understand and therefore, you lost the full meaning of his sermon? Have you studied a foreign language and had difficulty in a conversation or on a test because there was one key word that you did not know the meaning of? You can see how vital it is to use words and concepts that the pupils you are teaching can understand.

1. Be sure to speak clearly, audibly, and with correct pronunciation. Don't mumble or talk too fast. Even simple words can present difficulty if this rule is not followed. On the other hand, do not speak as if you were a machine. Use expression. Make what it means to you show in your voice and face.
2. Remember that the wording of the lesson outline which you are using was written for your thinking and study and not necessarily in the way that you would say it to your pupils.
3. How much time should a teacher spend explaining new or difficult words?
  - a. If you are telling a story, make the words fit the age group.
  - b. If you are reading from the Scriptures, consider these factors:
    1. The familiarity of the pupils with the story.
    2. The age and grade level of the pupils.
    3. The general level of Bible knowledge of the pupils.
    4. The difficulty of the concept.  
Some concepts are beyond a child's understanding, but, "What the head doesn't understand today, the heart will tomorrow."
    5. The importance of the concept.
4. How to make words interesting?
  - a. Write the word on the blackboard. Break it down in parts. Seeing how it is put together helps a person to understand its meaning.  
                  command ment           deliver ance           know ledge
  - b. Refer to the Spanish (or other language the class knows) equivalent.
  - c. Write the Greek or Hebrew on the board. If transliteration is involved show how it was done and why.
  - d. Give the history of the word.
  - e. Teach the class to spell the word.
  - f. Print the word on a shape that it suggests: ex. crown on a crown; heart on a heart; Bible on an open book.
  - g. Use motions. Act out the word.
  - h. Label various items in a picture or label a picture which as a whole presents a word such as "fighting."
  - i. Make a word list chart to hang on the wall.
  - j. Put new words on flash cards.
  - k. Make a game of words: anagrams, word wheel, find the word in the room or in the Bible, give each child a letter and let them stand in correct order to spell it.

5. In each lesson get one main point across.
  - a. Repeat it several ways, but don't always say, "This is the lesson we want to learn," or "This is the point."
  - b. Stay true to the Bible ALWAYS.
  - c. Don't get too far afield or too involved in a minor point.
  
6. Did the pupils understand the lesson?
  - a. Did you understand yourself? Plenty of study.
  - b. Watch their faces.
  - c. Did they ask questions? Be sure to answer their questions if they are on the subject. Don't be afraid to say "I don't know, but I will try to find out." Be sure you keep your promise and come prepared the next week.
  - d. Ask the pupils questions at the end of the lesson.
  
7. Some sources that could help you develop in speaking on your pupils' level:
  - a. A child's Bible dictionary. (*May have errors if printed by a denominational publishing company.*)
  - b. An elementary school dictionary.
  - c. Bible story books (*check accuracy with the Bible*)
  - d. *The Children's Bible*, Golden Press, New York.
  - e. *Good News Bible*, American Bible Society

## NOTES

## CHAPTER 10

### APPLICATIONS

"The lesson is not mastered until it finds expression in the pupil's life." People do not automatically fit a lesson into their lives. We must show them where and how to do it. To know facts and figures is important but they take on a new dimension when they have a bearing on our lives. The most important job a teacher has is to show her pupils how the Bible fits into every little or big thing in their lives.

1. Apply the lesson to your own life first, then you will be better able to help your pupils apply it to their lives.
2. Teach them to consider every event of life in light of what the Scriptures say.  
Ask yourself the questions:
  - What does God say about it?
  - What would Jesus say or do?
  - Do I care enough to do it?
3. Know what your pupils' lives are like or you cannot truly help them apply.
  - a. Visit their homes.
  - b. Listen to their conversations.
  - c. Watch them at work or play when possible.
  - d. Remember what it was like to be that age.
  - e. Be an observer of people and human nature in general.
  - f. Know what is going on in current events--community, city, nation, world.
  - g. Read.
  - h. Study the BIBLE and THINK.
  - i. Pray.
4. As you read your lesson story from the Bible, make a list of all the actions and attitudes of the people in the story. Choose the one your pupils most need, to use as your application. Adapt the application to the general theme of the series of lesson you are teaching.

### NOTES

## CHAPTER 11

### HOW TO USE A CROSS-REFERENCE, CONCORDANCE AND FOOTNOTES

Remember that cross-references and concordances are man-made. Don't put too much emphasis on English words, especially in the old King James Authorized Version. The translators liked variety and would translate a Greek word in many different ways. This can and does lead to misconceptions. There are also words that have become obsolete in the English language. The New King James is much better

#### **Cross-References**

1. A cross-reference leads you to other verses which contain the same word or phrase but not necessarily the same meaning or thought.
2. Some Bibles use chain-type references; some take you back to the first time the word was used, where a list of references is found.
3. If you are reading in the Old Testament and you have a New Testament reference this does not necessarily mean prophecy and fulfillment.
4. Remember that words and phrases have to be considered in their context.
5. Get acquainted with the cross-reference in your Bible. Ask for help if you don't understand how it works.

#### **Concordance**

1. A concordance is an alphabetical listing of words and names with references listed under each in Biblical order (Genesis to Revelation), giving a part of the verse so you can tell if it is what you are looking for.
2. Words are used as more than one part of speech are listed in separate groups:  
love (n.=noun) love (v.=verb)  
Notice that the word being listed (love) is identified in the quote by its first letter (l.).
3. A concordance is usually compiled from one translation; such as, King James Authorized Version or New International Version. If you are using a different version you may need to think of a word that has the same meaning in order to find the verse. Versions use different words.
4. A complete concordance lists ALL the places in the Bible where the word is found. A complete concordance, such as *Strong's Exhaustive Concordance*, will also give the Greek or Hebrew form and explain the translations.
5. Some concordances give categories at the end of the regular listing with references such as: Love, God is...., of Christ...., to Christ....

### **Footnotes**

1. Give different readings of other ancient manuscripts.
2. Give other ways of translating the same Greek or Hebrew word.
3. Tell where an Old Testament quotation may be found.

### **NOTES**

## **CHAPTER 12**

### **WHAT SHALL I DO WITH A VERY SHORT BIBLE STORY?**

Story #1: Elisha and the Bears -- 2 Kings 2:23-25

Story #2: Pilate's Wife's Dream -- Matthew 27:19

Story #3: Parable of Pearl of Great Price -- Matthew 13:45,46

1. Study up on background material, such as:
  - #1--what the city of Bethel was like;
  - #1--the size and physical abilities of bears;
  - #2--Pilate's religious beliefs and political career;
  - #3--how pearls are made and where they are found;
  - #3--buying and selling methods in Jesus' times.
2. Use outside scriptures that have bearing on the message of the story.  
Do not use other stories as they might overshadow this story.
3. #1--Discuss the nature of the prophet's job.  
#3--Discuss what a parable is and why Jesus spoke in parables.
4. Draw a word-picture of:
  - #1--the kind of homes the young men probably came from that caused them to treat Elisha in such a manner.
  - #2--what it must have been like to be the wife of a man in Pilate's position.
  - #3--the drudgery, disappointment, perseverance, anticipation, joyous victory of the merchant.
5. Spend much time in illustrating how these stories apply to our lives.
6. Use good visual aids.
7. Spend time in memorizing either the story itself or related scriptures.

## CHAPTER 13

### **HOW TO MAKE REPETITIOUS STORIES INTERESTING**

Course example: *God's Power Over Man's Body* in which there are several lessons in each of these categories: Cause Birth; Heal Diseases; Heal Handicaps; Cast Out Demons; Cause Diseases and Handicaps; Cause Death; Prevent Death; and Raise the Dead.

1. Remember that repetition is an excellent method of learning.
2. Study the lessons as a unit, well in advance. As you prepare, note the similarities but especially the differences. List all the elements of the stories in a section and emphasize the elements that are different. Make a game of these differences putting them on cards to see if the pupils can sort out which element goes with which story.
3. Always emphasize the overall theme of the lessons: We believe God because He has power that no one else has. There will be many other applications in each story which you can use.
4. Make an attractive bulletin board with the children's help. Print important words in large letters. Make a different symbol to represent each story. Print the characters names on slips of paper to be placed under the symbol. In review, use the items as a game.
5. Spend time in finding or making good visual aids. Variety is important.
6. Make each worksheet different.
7. Have the children memorize related Bible verses.
8. Use interesting background material.
9. Tell the story dramatically.
10. Have the class act out the stories.
11. Have the class use their Bibles to read the story, to find answers to questions, to prove that what you are saying is true.

### **NOTES**

## CHAPTER 14

### BACKGROUND MATERIAL

The more you learn, the better you can teach and in a more interesting way.

#### Main source

The Bible with help from cross-references, concordance, and footnotes.  
Your personal knowledge from studying the Bible.  
Reading several versions of the Bible.

#### Biblical

Who is this person?  
To whom is he related?  
What led to this incident?  
What law of God is involved here?  
Under what dispensation did this event occur?  
Where and when was this prophesied?  
Who was the one who prophesied it?

#### Other sources

*(Remember that all these books are NOT inspired and contain errors.)*

Bible dictionary  
Bible atlas  
Bible handbooks  
Commentaries *(Use with great care.)*  
Encyclopedia  
History books  
Science books  
Religious section at the public library.

#### Other themes to study

Secular history	Transportation
Gentile biographies	Dress
Geography	Food and cooking methods
Archeological discoveries	Occupations
Science	Musical instruments
animals	Kinds of governments
plants	
"evolution"	
the heavens	
the earth	
Ancient heathen worship	
Religions of today	
Life in Bible times	
Customs	
Housing	

CHAPTER 15

**STORYTELLING**

**Hints:**

1. Stay true to the Bible.  
Have Bible open as you tell the story.
2. Tell the story on the level of the understanding of the class.
3. Avoid explaining words as you tell the story.  
Use a simpler way of saying the word.  
Explain before you tell the story.
4. Begin attractively.  
Get their interest.  
Study how Jesus told stories.  
Don't always use the same introduction.
5. Make word pictures of the events.  
Make the characters live.  
Use dialogue.
6. Put yourself into it -- "showmanship" but don't go "overboard".  
Vocal inflection.  
Facial expression.  
Gestures.  
Use words that convey the action and emotion.
7. Bring it to a quick ending.
8. Practice aloud.
9. Relax and enjoy.
10. **WARNING:** Don't tell stories just to tell stories.  
Application is vital.
11. Read books on storytelling.  
Listen to records of others telling stories.

**Getting Ready:**

1. Read the story and the context several times.
2. Make brief notes to outline the story.
3. Figure out the 4 parts of the story:
  - a. Introduction
  - b. Growing action
  - c. Climax
  - d. Quick ending
4. Underline key words to help you remember the proper sequence of action.
5. Put key words on a card or slip of paper, or underline in your Bible.
6. Practice and practice--at least once in front of a mirror.

## CHAPTER 16

### VISUAL AIDS

Visual aids are physical things (things that can be seen) that are used to illustrate ideas and stories. Jesus Himself used the lilies of the field and the sower.

#### Rules For Using Visual aids:

1. as a supplement to, not a substitute for, telling the story or presenting the lesson.
2. to make teaching more effective but NOT just to entertain.
3. to make learning more enjoyable. Visual aids secure and hold attention.
4. NOT as a substitute for preparation.
5. NOT for the purpose of building the ego and prestige of the teacher.
6. NOT as a cover-up or cure for poor teaching.
7. anywhere in the lesson.
8. so everyone can see.
9. which contain or are followed by an application.
10. only if you have previewed them and practiced sufficiently.
11. that are within your budget. They don't have to be expensive. Use things you have.

#### SOME TYPES OF VISUAL AIDS

##### Blackboard or Whiteboard

1. For children below the 4th grade always print in large letters.
2. Ways to use the board:
  - a. Key words, difficult words.
  - b. Scripture references.
  - c. Maps.
  - d. Object lessons.
  - e. Illustrations.
  - f. Charts.
  - g. Diagrams.
  - h. Memory verses.

##### Wall Board or Bulletin Board

1. Can be made of a large piece of cardboard to be hung on the wall or to be folded and put away after each class.
2. Make it attractive.
3. Let the children help.
4. Have the pictures in harmony with the lesson theme.
5. Don't let it become dead or stale.
6. Don't crowd it.
7. Have it on the child's eye-level, if possible.
8. Cover pieces with clear contact so can be touched without damage.

### **Sand Box**

1. Use sand or kitty litter.
2. The sand box is not a play area for children but a place to tell a story.
3. It must be placed in a position where all can see. The box should be a size where all can gather around it.
4. Figures should be made with a back and front, and so they can stand alone if necessary.

### **Flannelgraph**

1. Make your own board.
  - a. Single or as a hinged combination with other types of boards.
  - b. A smaller fold-up style to carry to homes for Bible clubs.
  - c. Use a large plastic bag as a cover to keep it clean.
2. Make your own backgrounds.
  - a. Patterns from Standard Publishing Company.
  - b. Designs in Visual Aid Encyclopedia.
  - c. Use flannel by the yard in white and plain colors, or any other cloth with nap.
  - d. Sketch first on large paper, transfer to cloth with pencil.
  - e. Color with Artex, textile paints, crayons, permanent markers.
3. Buy ready-made stories.
  - a. Check them carefully before buying.
  - b. Are they true to the Bible?
  - c. Avoid comic figures for Bible stories. They lack dignity.
4. Make your own pieces for stories.
  - a. free-hand drawing, traced patterns, magazine pictures (object lesson)
  - b. Use good quality paper.
  - c. Make them colorful.
  - d. Cover with clear contact or spray with a fixative.
  - e. Glue bits of flocked paper, flannel, or very fine sandpaper on back.
  - f. Number or name pieces on back.
  - g. Make a rough sketch, plus scripture, of how used, to save time in the future.
5. Use pieces from various story packets to make another story.
  - a. Mark all pieces on back so they can be returned to the original story.
  - b. Don't use the same figure for 2 different people in lessons of that theme. It will confuse the pupils.
  - c. Coordinate sizes of figures.
  - d. Make notes and sketches of what used, for future reference.
  - e. Return immediately after use to proper storage places.
6. Combine the above methods to tell stories in more detail.

#### **Rules for Flannelgraph:**

1. Read story until you are very familiar with it.
2. Assemble flannelgraph pieces in the order to be used.
3. Practice telling the story aloud as you place pieces on board. Practice helps you remember.
  - a. to move the figures properly
  - b. the story.
4. Watch for distance and depth perspective in the scenes.

5. Build your scenes from lesser items to more important for more dramatic effect.
6. Stand to the side of the board as you work.
7. Use an open Bible.
8. Take care of your flannelgraph pieces.
  - a. good storage.
  - b. repair when damaged.
  - c. put away properly.

**Uses of Flannelgraph:**

1. Bible stories.
2. Application stories.
3. Teaching Bible memory verses.
4. Object lessons.
5. Maps.
6. Illustrated songs.

**Slotted Story Board**

1. A small size (8" x 12") is good for simple scenes in a small class.  
A large size has the same uses as a flannel board.
2. Made of cardboard to which are pasted over-lapping strips of light cardboard. Paste only on the bottom edges, leaving room for figures to be partially placed behind the strips to form a scene.
3. Glue an envelope on back to hold figures.
4. Can be used as a craft project in which each pupil makes his own along with figures to tell stories of the theme.

**Models**

1. Be accurate with objects in proportion and approximately to scale.
2. Ideas:

a. Palestinian house	d. Palestinian village	g. synagogue
b. the temple	e. sheep fold	h. vineyard
c. musical instruments	f. Jerusalem	

**Diorama**

A scene in a box which depicts an incident. The objects are usually stationary, glued in place. It can be simple or very elaborate according to your time, talent and resources.

**Frieze**

A long strip of paper on which the story is depicted by scenes one after another in correct story order. Some can be purchased to be colored. You can draw them yourself, have the pupils draw them, trace patterns, or cut out figures and paste them.

### Pictures

1. Never use pictures as a "worship center". It tends toward idolatry.
2. Use pictures that fit with your lesson--not simply for decoration.
3. Be sure the pictures you use are Biblically accurate. Watch out for such things as: halos, wings on women-looking angels, effeminate-looking Jesus.
4. With Bible story pictures, be sure to explain that "This is someone's idea of what these people's faces looked like."
5. Pictures for small children must be simple without many details to keep their attention on the theme. Bright colors are attractive to them.
6. Mount your pictures on dark construction paper so the pictures stand out and also to protect them. If they are not mounted, watch out for what may be on the reverse side, such as: immodestly dressed people, whisky, other evils or distracting things in general.
7. File your pictures for easy reference.
8. Always hold or post pictures on the child's eye-level.
9. When looking over a new course you are to teach, make a list of pictures you will need. Keep the list in a place that will remind you to be collecting them ahead of time.
10. Suggested categories of pictures to be saving for future use:
  - a. Things God made.
  - b. Occupations.
  - c. Helping, sharing, obeying.
  - d. Faces expressing emotions.
  - e. Buildings.
  - f. City life.
  - g. History.
  - h. Current events.
  - i. Famous people.
  - j. Sinful things.
  - k. Assorted objects for object lessons.
  - l. Transportation.
  - m. Women's dress.
  - n. Children.
  - o. Families.
  - p. Worship, true and false.

### Puppets

#### Kinds of puppets:

1. Finger.
2. Paper bag.
3. Papier-mâché heads, cloth clothes.
4. Homemade (see books in local library) or purchased.
5. Bible story or modern-day application story.

#### Rules for puppets:

1. Can be elaborate with stage, scenery, & props; or simply on your hands as you sit or stand in front of the class.
2. Be very dramatic when using puppets.
3. Try vocal changes (high, low, squeaky, natural) to distinguish puppets.
4. Practice in front of a large mirror so you see what your audience sees.
5. With all stories, but especially modern-day stories, have a discussion about the meaning of the story to avoid it being pure entertainment.

## Maps

1. Use accurate maps.
  2. Use uncluttered maps, especially with children, for easier location.
  3. Study the map ahead of time for effective use in class.
  4. Be sure to explain distances and the physical features for better understanding of the Biblical events.
  5. Have the pupils find and point out places on a large map. Whenever possible have smaller individual maps for each pupil.
  6. Maps before the third grade mean little or nothing to the pupil.
  7. Use drills and games with maps.
  8. Suggested kinds of maps:
    - a. Flat paper map.
    - b. Sand box map.
    - c. Blackboard map.
    - d. Map labeled by events.
    - e. Flannelgraph map.
    - f. Journey map.
    - g. 3-dimensional of papier-mâché.
    - h. Mountain map.
    - i. Water map.
    - j. Countries map.
    - k. Cities map.
    - l. Books of the Bible map.
    - m. Picture map.
- (See other ideas for maps under Handwork, chapter 22.)

9. The following song to the tune of *Maryland, My Maryland* or *Christmas Tree, O Christmas Tree* is an excellent way to teach the map of Palestine. On the board, draw and fill in the map as the song is sung. Have the pupils take turns drawing it after the song is learned.

### *Bible Map Song*

Now first the line of coast we make, Then Merom next, the marshy lake;  
And then comes famous Galilee, Exactly east of Carmel, see?  
The Jordan River flows thru both, Into the Dead Sea on the south;  
Meanwhile the Great Sea westward lies, Outstretching far as sunset skies.

Capernaum lies on the lake, To Nazareth the west road take;  
Then Sychem where was Jacob's well, To Jericho where great walls fell.  
Jerusalem by warfare torn, And Bethlehem, where Christ was born;  
Then Bethany by Olivet, Where Jesus His disciples met.

The country south is old Judaea, While on the east is wild Peraea;  
Samaria then out to the west, And reaching up to Carmel's crest.  
And now to famous Galilee, Then to Phoenicia by the sea;  
Damascus eastward to be seen, Completes the map of Palestine.

Anon.

### Games

1. Games must have the purpose of either reviewing or adding to the pupil's information. Never use games simply for fun. There is plenty of time for those outside the class. Bible class time is precious. Use it well.
2. Keep games simple, geared to the grade level of the pupils.
3. Make up your own games, adapt ideas from commercial games, or buy some.
4. Suggested games:
  - a. Bible drill and variations.  
(see *Memory Work*, chapter 19)
  - b. Flash cards.
  - c. "Spell-downs"; "Question-downs".
  - d. Relays:
    - Put Bible books cards in order.
    - Put a verse together.
    - Find the answer to a question.
  - e. Board games.
  - f. Charades.
  - g. Who can name the most...?
  - h. Who am I?
  - i. Crossword puzzles.
  - j. Bible baseball.
  - k. Matching.
  - l. Twenty questions.
  - m. "Stand Man" NOT "Hang Man".

### NOTES

CHAPTER 17

**PUPIL PARTICIPATION**

Why did you enjoy a certain Bible class so much?

Why did you learn more from some teachers than from others in school?

How did you learn to read?

How do pupils learn to think, reason, and to make decisions?

Teaching is more than telling. Teachers talk too much.

*(see Basic Methods of Teaching, chapter 7)*

Learning is doing. Church is not a spectator sport.

**Pupil participation in a Bible class is important because:**

1. The pupil has needs which he can express and learn to fulfill through the Bible study.
2. It relieves discipline problems.
3. Learning becomes fun, not boring or a drudgery.

**Guidelines:**

1. Be creative. Use variety. Be alert to ideas.
2. Praise participation sincerely.  
"Good" "Right" "Thank you" Avoid an outright "No!"
3. Don't either insult pupils intelligence or expect too much. Put it on their level.
4. Don't force participation. Use gentle persuasion. Consider individual differences.
5. Control the participation. Keep on the subject. Give freedom but don't allow anarchy.  
Maintain a balanced atmosphere.

**Types:**

- |                          |                  |                                |
|--------------------------|------------------|--------------------------------|
| 1. Discussion.           | 5. Worksheets.   | 9. Memorizing.                 |
| 2. Retelling the story.  | 6. Handwork.     | 10. Doing for others.          |
| 3. Acting out the story. | 7. Drawing.      | 11. Finding, pointing, reading |
| 4. Games.                | 8. Role playing. | 12. Using the Bible.           |

**NOTES**

CHAPTER 18

**THE WORKBOOK**

**Value:**

1. Provides another opportunity to use the eye and hand in learning.
2. Enables the teacher to cram more knowledge into a shorter time.
3. Can be a means of getting more across to both the quick and slow minds in the same class.  
Keeps all minds busy and out of mischief.
4. Is more interesting than copying notes from board.
5. Can be used in class or as homework.
6. Gives the pupils reference material to take home.

**Rules:**

1. Fit the worksheet to the age group. Know their abilities.
2. Use variety, illustrations, pictures. Make it interesting at a glance.
3. Always have enough copies to go around plus extras for visitors.
4. Use as separate sheets to be fastened together later as a book.
5. Each pupil should have a folder in class in which to keep his sheets.
6. Complete your own worksheet before class. Try it out before duplicating.
7. Have all necessary materials (pencils, paste, crayons, etc.) ready before class time.
8. If you assign homework be sure to recognize that it has been done and check it over.

**Types of workbooks:**

1. Side fastened.
2. Top fastened.
3. Stationary folder: heavy cover with pockets.
4. Shaped.
5. Scroll.

**Worksheet ideas:**

Fill in the blanks. (Can list words or names from which to choose.)  
Find the answer by using the Bible.

Multiple choice.

Underline the answer.

Choose the correct answer with a circle or square, triangle, rectangle.

Correct the story.

Cross out wrong words and write in the correct ones.

Cross out the extra wrong words so that the story tells the truth.

Scrambled words or names to unscramble.

True or false.

Essay--thought.

Keys words to use to write the story or to make questions to ask the others.

Match:

by number; by line;  
by picture; by color;  
by shape; picture to verse.

Codes to decipher:

with numbers, objects, or shapes.

Riddles:

Who said it?  
Who am I?

Crossword Puzzle.

Acrostic--symbols for words.

Acrostic with clues to find key word.

Chart to fill in.

Word find puzzle.

Crosswords within the open letters of a key word.

Identify people, places, things.

Where did it happen?

Trace a journey on a map.

Journey maize.

Verse maize.

Copy a verse.

Put the vowels in words of a verse.

Verse chain.

No space between words of a verse--pupils put in slashes.

Fill in blocks from bottom to top with correct words of a verse to construct a tower, chest,  
house, window.

Color a list of words to reveal a verse.

*Topic "Pictures" under Handwork, chapter 22, has ideas, especially for younger pupils.*

## **NOTES**

CHAPTER 19

**MEMORY WORK**

**Rules:**

1. Explain the meaning of the verse before attempting to teach the verse.
2. Go over the pronunciation of new and difficult words.
3. Drilling and repetition must be done. The amount will depend on the ability of the class, and the length and difficulty of the verse.
4. Teach the reference (Mt. 28:19).
5. Maintain a high standard for memory work. Insist on accuracy and complete memory with no prompting.
6. Review often or the verse will be soon forgotten.

**Methods of teaching:**

1. Sword (Bible) drill of verses to be memorized during a course of study.
2. A single picture to associate with each verse:
  - 1 Cor. 15:3,4 - crucifixion.
  - Rev. 3:20 - Jesus knocking at door.
  - John 10:11 - Good Shepherd.
  - Mt. 4:19 - Fishermen.
  - Eph. 4:32 - modern-day picture of kindness being shown.
3. Colors in place of key words:
  - gold - God, Jesus, heaven.
  - green - eternal life.
  - black - sin.
  - red - blood, died.
4. Blackboard: Write the complete verse on the board. Class reads the verse in unison. Erase one word or phrase at a time. Each time have the pupils read verse again as if all the words were there. Continue until the board is empty.
5. Flannelgraph:
  - a. words on individual pieces (*Use as #4*).
  - b. by phrases.
  - c. illustrated with a combination of words and pictures.
6. Use motions suggested by the verse.
7. Typewritten to take home to memorize:
  - a. mounted on colored paper
  - b. made into a small booklet.
8. Flip board with words or illustrations.
9. Copy the verse from Bible;
  - next, copy the verse from the board, filling in missing words;
  - next, write the verse from memory.

**Methods of reviewing verses learned:**

1. Contest: Who can repeat the most verses without error?
2. Pop corn drill: Stand and repeat a verse quickly, one pupil after another.
3. Puzzles: words of verse on small cards to be put in proper order.
4. Riddles: "I'm thinking of a door.  
"Someone is standing at the door." (Rev. 3:20)
5. Relay race:
  - a. Put the verse together (#3).
  - b. Match verse to picture.
6. What verse could tell the answer to this problem or question?
7. Numbered pictures on wall. List of references. Pupils match.
8. Scramble the letters of the words on the blackboard:  
lla aveh nnesid nad meco hrtso fo het loygr fo odg (Rom 3:23).
9. Scramble the word order on the blackboard:  
same Jesus yesterday Christ forever is the today and. (Heb. 13:8)

**NOTES**

**Methods of recording those learned:**

Don't permit bragging on part of pupils. Challenge the more gifted pupils to learn extra verses.

1. Symbols on a ribbon.
2. Stars on a chart.
3. Shoe bag of verses.
4. Booklet to write them in when learned.

**NOTES**

CHAPTER 20

**PRAYER**

Prayer must be an important part of the teacher's life before she can truly teach her pupils to pray. Make a study of prayer in the Bible. Read several books on prayer. Always check what they say with the Bible.

**Teaching children to pray:**

1. Be sure the children understand that "to pray" means "to talk to God". When we read the Bible, God is talking to us. Compare talking to God to talking to parents or the teacher. We cannot see God (ex. telephone)but (unlike the telephone) He can see and hear us even better than people hear us.
2. Discuss how we should act when we talk to God.  
Insist these rules be carried out during class prayer.
3. What shall we say to God? Explain the elements of prayer in simple terms:
  - a. Praise: telling God how great and wonderful He is.
  - b. Thanks: (easily understood but often forgotten).
  - c. Asking: for others and for self.
  - d. Confession: Christians tell God what they have done wrong and ask for forgiveness.
4. Teach them to be careful of repetitious prayers. Do you always say the same thing to your mother or father? Then why treat God that way?
5. Give the children examples of how God answers prayer. Be sure to include how God wisely answers, "No," sometimes. Show how prayer helps a person live in peace and without fear.
6. Suggest prayer projects:
  - a. for the teacher at school;
  - b. for Mrs. Brown who is so mean;
  - c. for John who is sick;
  - d. help me not to cheat in school;
  - e. for our President.
7. Have children bring to class, pictures of things for which they are thankful to God. Make a poster or a scrapbook.
8. If a child is shy about praying have him repeat after you one or two sentences for several weeks. Usually they will pray alone after that.
9. Before prayer have each child name one thing they want to tell God. Then call them each by name in turn to pray.
10. Encourage all children up to Junior High age to pray whether they are Christians or not. But do not force. Anyone can give thanks and ask help to find the truth.
11. Stress sincerity rather than just saying something that sounds good or will impress others.
12. Remember that this is the children's prayer time. Only those things which are real to the children should be prayed about.

**NOTES**

CHAPTER 21

**SINGING**

**Selecting songs:**

1. Are the words scriptural and true?
2. Will the music (tune and rhythm) glorify Christ or the flesh?
3. Are the words understandable to children?
4. Do they have a worthwhile message?
5. Is the music in the range of the children's voices?
6. Do the songs fit with the lesson?
7. Where in the program will we sing this song?

**Methods of teaching songs:**

1. By your own voice.
2. By cassette.
3. By printing words of songs that have NO copyright on blackboard or paper.
4. Using motions.
5. Using pictures.

**How to teach a new song:**

1. Know it well yourself.
2. Teach the words and tune carefully.
3. Read the words to class as a poem and talk about the meaning.
4. Let them say the words with you; then listen while you sing it alone.
5. Let them hum while you sing; then sing with you.
6. Keep practicing and repeating the song often in the next weeks.
7. Don't introduce too many new songs at once.

**NOTES**

CHAPTER 22

**HANDWORK**

**Rules:**

1. Time is precious. Therefore, handwork must tie-in with the lesson. It should have the purpose of impressing the lesson on the pupil's mind. Never use "busy-work." Spending 3 minutes to put a Bible verse on an unrelated object which took an hour or hours to make is not handwork with a good Bible-class purpose.
2. Handwork should be suitable to the understanding and ability of the pupils.
3. Be sure to include each child. This especially needs to be remembered if the handwork is a group or class project rather than individual.
4. Always complete handwork. Tell the children at the beginning if you plan to work on a project for several sessions.
5. Be well prepared with all needed materials on hand and handy.  
Prepare extras in case of mistakes, accidents, and of course, unexpected visitors.
6. Plan the work to follow an orderly, logical construction.  
Encourage neatness, but remember children are unable to be as neat as an adult.
7. Repeat instructions clearly and carefully. Don't give too many at once.
8. Always have a completed sample to show the children. This also helps you to make sure you can do what you plan. How disappointing to a child when it doesn't work right! The completed sample can also be used as a visual aid during the lesson time.
9. Do not allow handwork time to overshadow the lesson time. Handwork is an aid to the lesson, not an end in itself.
10. Vary the kinds of handwork you use. Repetition of the same type too often creates boredom which in turn increases discipline problems.
11. When to allow the work to be taken home will be influenced by what the project is and by the age group. Small children should be allowed to take theirs home each week as they have no understanding of "next week" and usually cannot bear to part with their work. Be sure whatever is taken home is finished. Keep your promises.
12. Keep your eyes open for ideas in magazines, library books, visits to school, newspaper ads, children's books, and just everywhere.

**Handwork ideas here are listed according to:**

1. material to be used (*ex. clay*);
2. type of work to be made (*ex. puzzle*).
3. things to save for handwork, worksheets, and visual aids.

## MATERIALS TO BE USED

### Cardboard

book covers  
furniture  
houses  
stand-up figures  
plaque backing

### Cloth

sampler to embroider  
clothes for figures  
to "color" a picture  
money bag--Judas  
grain bags--Joseph  
rug for floor in diorama  
burlap sacks--sackcloth  
net vegetable bags--fish nets

### Cotton

sheep  
clouds  
beards  
stuffing

### Felt

lettering  
stuffed animals  
pennants

### Clay

Two kinds:  
pre-colored  
to be painted when dry.  
molded plaque  
models, as a chariot, altar  
replica of a city  
pottery  
lamps, other Biblical objects  
maps

### Clothes hangers--wire

mobile  
inner structure for people  
wire sculpture

### Crayons

on cloth--iron on wrong side  
on paper  
scratch picture

### Glitter

fill in letters-words  
fill in objects in picture  
as jewels on crown  
on clothes of kings  
on thrones  
plaque

### Newspaper

papier-mache (*see Recipes*)  
pictures for illustrations  
cut out large letters to paste  
paper tearing into shapes--paint

### Leaves

as patterns for spatter paint  
on poster--God's creation  
press between wax paper with warm  
iron to retain color

### Paint

pupil illustrations  
spatter  
finger  
squeeze from bottles  
by numbers  
with brush  
potato printing  
objects of papier-mache  
objects of clay

### Paper bags

small--puppets  
large cleaners--costumes

### Papier-mache

maps  
furniture, houses  
layout of universe  
globe of earth  
puppet heads  
animals

### Paper plates

plaques  
picture frame  
clock

### Paper

scrolls  
frieze  
poster  
diorama  
paper dolls (Biblical people)  
scrapbook  
illustrated verse  
Bible verse calendar  
Bible verse stationary  
graft paper picture or words  
stand-up figures--use stiff paper  
(see "Picture" list, page 37)

### Pipe cleaners

bought--colored or white  
people  
outline picture  
mobile  
handles  
fasten notebook together  
hinges  
picture frame  
game markers  
bookmark

### Sand

glue on picture of desert  
color with food coloring  
use in place of glitter

### **Sewing**

on cardboard  
on cloth  
verse plaque  
sampler  
dress Biblical people dolls  
dress hand puppets  
plaque

### **Shoe boxes**

peep-box scene  
diorama  
storage

### **Sticks**

trunks of trees in pictures  
rods in man's hand  
wood for sacrifice  
scrolls

### **Soap**

sculpture--very difficult

### **Toothpicks**

fill in simple object pictures  
make key letters on paper

### **Wood**

plaque back  
wax tablet  
board game and pieces  
wood burning  
broom handles--scroll ends  
diorama (*see Diorama--"TV" boxes*)

## **TYPES OF HANDWORK**

### **Cut and Paste**

puzzle  
parts of picture  
letters  
touch and feel (cloth, etc.)  
magazine pictures  
people to stand out on page  
use springs of paper  
(*see Pictures*)

### **Diorama**

types:  
small--individual projects  
large--class project  
"TV" box--flat pictures on a  
long strip, turned on sticks  
stand-up scene  
sand box  
peep-box  
large--class project  
small--individual projects  
make people of pipe cleaners  
or clothespins

### Frames

sticks  
yarn  
pipe cleaners  
shells  
colored paper  
cardboard  
fall leaves--pressed (*see Leaves*)

### Maps

drawn by pupil  
fill in: cut out country and paste  
dot-to-dot  
color with:  
    crayons  
    colored paper  
    colored pencils  
    paint  
paste pictures where event took  
    place  
    trace  
outline to be filled in  
game  
can be made on:  
    paper  
    cloth--iron wrong side  
3-dimensional:  
    clay  
    cardboard in graduated layers  
    papier-mache  
(*See ideas under Visual Aids:  
Models, Chapter 16*)

### Illustrated Verses

dot-to-dot on graft paper  
pieces of actual thing--leaf, rock  
make key words or entire verse of:  
    alphabet noodles  
    wire  
    newspaper letters  
    pipe cleaners  
cut out letters and paste:  
    colored paper  
    light cardboard  
write with paint in plastic bottle  
picture to illustrate entire verse  
word and picture combined  
embroider  
    on cloth  
    on cardboard  
crayon on cloth--iron on wrong side  
fill in open letters with:  
    confetti  
    glitter  
    paint  
    crayon

### Models

(*See ideas under Visual Aids:  
Models, Chapter 16*)

### Plaques

made of:  
plaster of paris  
wood  
cardboard  
glass  
clay  
fruit/vegetable trays  
letters and pictures:  
paint  
alphabet noodles  
soap suds  
glitter  
confetti  
wood-burning

### Posters

flat  
partial 3-dimensional  
magazine pictures  
newspaper lettering  
moving objects  
drawings  
(see also "Cut and Paste" &  
"Pictures")

### Puppets

papier-mâché heads  
small paper bags  
finger puppets  
individual cereal boxes  
figures on sticks

### Pictures

drawn by pupil  
add what's missing to picture  
cut out and paste:  
magazine  
teacher-made shapes  
sm. pict. put in correct order  
paste touch and feel:  
cloth  
stone  
stick  
sand  
glitter  
dot-to-dot  
trace a pattern  
felt  
confetti  
toothpick outline  
crayon on cloth  
outline to color with:  
crayon  
paint  
drinking straws  
toothpicks  
paint:  
paint-by-number  
color spaces containing dot  
finger paint  
with brush  
squeeze bottle  
crayon scratch  
cloth--all pieces made of cloth:paste  
pop-out  
silhouette  
tear paper in shapes and paste  
make a puzzle of picture  
simple, individual frieze  
illustrate a verse  
get-well cards

### **Sewing**

on cardboard  
on cloth  
verse  
plaque  
sampler  
dress dolls  
hand puppets

### **Printing and Writing**

crayons  
potato  
paint brush  
pen with various sized points  
squeeze bottles  
magic markers of various sizes  
stencil with oil or water paint  
cut out letters and paste:  
    colored paper or cardboard  
    newspaper or magazine

### **Tracing**

from pattern books  
around shapes of light cardboard  
around letters of light cardboard  
through thin paper

### **Puzzles**

color, cut out, put together  
pre-cut to put together & paste down  
magazine pictures to mount and cut  
Pieces:  
    cut in squares  
    cut multi-shaped jigsaw type  
    shapes as star, lamp, cross  
    few pieces for young children  
    many pieces for older children

## THINGS TO SAVE FOR HANDWORK, WORKSHEETS AND VISUAL AIDS

### paper:

- construction paper scraps
- any colored paper: (greeting card envelopes)
- gold & silver foiled papers
- thin paper for tracing
- very large paper for charts

### cardboard:

- lightweight: ex. pamphlet backs
- regular, non-corrugated
- white
- cereal and cracker boxes

- fruit and vegetable trays
- shoe boxes
- salt boxes for peep-boxes
- cotton
- felt
- ribbon

### scraps of material from sewing

- plain colors
- striped
- flannel scraps

### netting for fish nets

- plastic
- baby food jars for paste and finger paint
- tooth brushes for spatter painting

### small squeeze bottles for paint writing

- sticks
- small flat stones
- yarn

## RECIPES

### Papier-mâché

#### **For puppet heads and larger animals:**

Measure 1 cup cold water.

In a small sauce pan mix:

1 tablespoon of flour (or cornstarch) with

1 or 2 tablespoons of the cold water until smooth.

Stir in the rest of the cold water.

Cook over very low heat, stirring constantly, until it thickens to the consistency of heavy cream. Cool.

Make your basic form (ex. puppet head, animals for the ark) by balling or twisting 1 or 2 sheets of newspaper (depending on the size needed). Tie as needed with small string.

TEAR newspapers into strips about 1/2 inch by 2 or 3 inches.

Dip one newspaper strip at a time in the cooled paste.

Apply to the newspaper form, strip by strip, overlapping and shaping as you go.

When the object is completed, set aside for whatever number of days needed until it is completely dry.

Paint with watercolors.

Decorate with cloth, felt, magic markers, yarn and whatever seems appropriate.

#### **For paper pulp modeling:**

Make a thicker paste using:

1 tablespoon salt

4 to 6 tablespoons flour or cornstarch

1 cup water

This paste can be mixed uncooked with the paper torn in small bits.

First, pour water on paper bits gradually. Let stand until most of it is absorbed. Then mix in flour/salt mixture gradually.

#### **Other recipes:**

## CHAPTER 23

### THE ONE-ROOM-SCHOOL CLASS

1. Teacher has to be adaptable, ready for extreme changes.
2. You may even have to manage your own baby while you teach. Use a stroller or a play pen.  
Don't try to manage other people's babies with a mixed group.  
Set a bottom age at 4 years and a top age of about 6th grade.
3. Anticipate problem areas, such as bathroom trips, and set rules at the beginning. Stick to them. Don't be afraid to assign seats weekly.
4. Teach at a the median of the age group you have. The younger ones may surprise you. Have a special assignment or a challenging question for older ones or those with lots of Bible knowledge.
5. Provide worksheets on two age levels. Older ones can do both, if you like.
6. Visual aids narrow age differences.
7. Be a good storyteller.
8. Keep everyone BUSY all the time. Always have extra ideas and materials ready, such as Bible games, memory work, projects.
9. A helper can be most important: to reinforce the teacher, to relieve the teacher to teach, and to prevent discipline problems. An older child can be a helper in special cases and selected times.
10. Have class work in groups according to ability, especially if you have a helper.
11. PRAY. God helps.

### NOTES

## CHAPTER 24

### HOW TO BE A TEACHER'S HELPER

#### **The purpose of having a helper in the class**

1. To reinforce the teacher.
2. To permit the teacher to be able to teach without interruption.
3. In order that the pupils can receive more individual attention.
4. In order that the class will be a success for everyone.
5. To help the helper learn how to be a teacher.

#### **Attitudes that a helper needs**

1. Love children.
2. Kindness.
3. Subjection to the teacher's authority.
4. Prayer for class, teacher and self.

#### **How to help in this important work**

1. Arrange the chairs and other furniture.
2. With discipline:
  - a. Don't allow pupils to talk to one another when the teacher is talking.
  - b. Separate pupils who are talking or fighting.
  - c. Calmly and quietly give counsel or scolding when necessary.
  - d. Collect toys or other things with which pupils are playing.
  - e. Help the pupils lineup quietly.
  - f. Help the pupils follow the teacher's instructions.
3. Help those who can read to find the Scripture verses in their Bibles.
4. Teach the pupils how to color, paste, cut out, etc.
5. Distribute and collect crayons, pencils and other materials.
6. Put pupils' names on their papers.
7. Put their papers in the pupils' folders.
8. Run errands for the teacher.

#### **NOTES**

## CHAPTER 25

### EVALUATION

To be a better teacher you must evaluate.

#### **Yourself**

1. Was I prepared sufficiently?
2. Was I in control of myself?
3. Was I in control of the class?
4. Did I accomplish my goal?
5. Things I need to change. Why?
6. What did I learn?
7. What did I do right?

#### **The pupils**

1. Did they listen? Why?
2. Did they answer and ask questions?
3. Could they do what I expected?
4. Did they enjoy it?
5. What did they learn?

#### **The lesson**

1. Was the lesson something the pupils could apply to their lives?
2. Was it well-planned and well-prepared?
3. Was there a good balance between the parts of the lesson?

#### **The room** (As much as possible considering your meeting place)

1. Was the room arrangement suitable?
2. Was the room clean, neat, and pleasant?
3. How was the lighting?
4. Was the temperature comfortable?
5. What can I do to improve these physical facilities?

Talk these things over with your helper from time to time.

Have a more experienced teacher sit in on your class to give you suggestions.

#### **NOTES**

# THE TEACHER'S CIRCLE



# A GOOD TEACHER

*A good teacher comes to class prepared.*

*A good teacher maintains the dignity and truth of the Bible.*

*A good teacher shows the importance of the lesson by her attitude and presentation.*

*A good teacher maintains control over the class.*

*A good teacher is organized.*

*A good teacher decorates the classroom in keeping with the Bible lessons.*

*A good teacher gives worthwhile assignments, not busywork.*

*A good teacher reads and hands back homework assignments.*

*A good teacher communicates with the parents.*

*A good teacher lives what she teaches.*

# DO YOU?

*Do you make the Bible live for your pupils?*

*Do you help your pupils apply the Bible lesson to their own lives?*

*Do you uphold the dignity of God's holiness and of His Word?*

*Do you pray for yourself and your pupils?*

*Do you dedicate time to your class?*

*Do you prepare ahead of time?*

*Do you make learning fun but not foolish?*

*Do you use effective means of discipline and punishment?*

*Do you give your pupils time to express themselves?*

*Do you vary your methods of teaching?*

*Do you evaluate your teaching and seek ways to improve?*

*Do you visit the homes of your pupils to know their needs better?*

***PRAY!***

***Teaching is teamwork***

***between***

***YOU***

***and***

***GOD***

## *Bad Habits of Teachers*

# **ARE YOU GUILTY?**

*Last minute preparations*

*Last minute photo copying*

*Arriving late to church*

*Being in the classroom during the assembly*

*Not in the classroom when the pupils arrive*

*Having to send for some important item after class starts*

*Talking too much*

*Using busywork and toys with no Bible learning purpose but  
just to keep everyone happy*

*Threatening discipline but not carrying through with action*

*Not supervising class dismissal*

*Ignoring your pupils outside of class*

*Not supervising pupils whose parents are not present in the  
assembly*

## ***THINGS THAT DETRACT FROM THE DIGNITY OF GOD'S WORD***

*Apologizing for lack of study*

*Saying, "I don't know if it's true but it was probably..."*

*Quoting commentaries*

*Telling pointless jokes*

*Referring to the Greek and Hebrew as if English is not enough*

*Talking about yourself too much*

*Not looking at the students*

*Telling stories about your family that cause embarrassment*

*Obviously not studying*

*Allegorizing instead of using the obvious lesson being taught*

*Saying, "We've got to hurry up to finish this."*

*Not finding out the time schedule ahead of time and asking in  
middle of the lesson*

*Saying, "I know this doesn't apply to anyone here but..."*

# Teaching IS

*to guide others to think.*

*to guide others to discover the answer.*

*to show how to find answers.*

*to point out the possibilities.*

*to impart information.*

*to warn and convict of sin.*

*to encourage.*

*to help.*

# Teaching is NOT

*to simply pour out everything available on a subject.*

*to show how much you know.*

*to cram the heads of others full of information.*

*to pass over lightly the comments and questions of the pupils.*

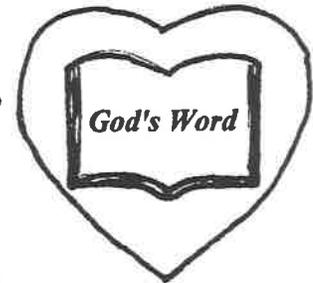
*to cover "so much" material in a given time limit.*

# THE GOAL OF A BIBLE TEACHER

*To have*



*in her*



*in order to be able*

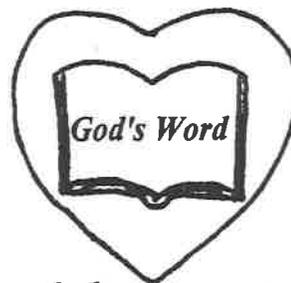
*to explain the*



*in such a way that*



*enters the pupil's*



*and he puts it*

*into practice.*

A  
COURSE  
TO TRAIN  
TEACHERS

by MARGARET ELLIOTT

1995, revised 2001

## NOTES TO THE TEACHER

### Ways this course could be used:

1. as a church class for training teachers;
2. as a study at home with a teacher-guide from the local church.

### In order to teach this course, you will need:

1. For the teacher and each pupil, a copy of *Teach With Success*, by Leavitt & Daniels. Order from:

Standard Publishing  
8121 Hamilton Ave.  
Cincinnati, OH 45231

2. For the teacher and each pupil, a copy of *The Effective Teacher*, by Margaret Elliott. Order from:

Iglesia de Cristo  
317 S. Broadway, Suite #130  
Lawrence, MA 01843-2632  
e-mail: [dle978@cs.com](mailto:dle978@cs.com)

3. For the teacher, a copy of the Bible course, *God Tells Us How to Live*, by Margaret Elliott. Order from same address as #2.

4. This supplement is included at the back of *The Effective Teacher* beginning August 2001. The supplement includes:

1. Assignments.
2. Worksheets for some lessons.

### Comments:

Be aware that the texts for this course (except the Bible) are not inspired by God, but are written by people who can have some weak ideas or false concepts.

The book, *Teach With Success* is the best teacher training course that we could find. However, it contains some terminology, statements and conclusions with which I do not necessarily agree. If you are in a small church, do not be overcome by ideas in this book which are built on a church of considerable size with many classes, organized into a Sunday School. Throughout *Teach With Success* you will find terms such as, "director of education", "Sunday School", "Superintendent", "quarterly" and others. Some of these concepts do not fit with a small church and others could be objectionable because they are not Biblical.

Another concept which has many dangers is the idea (example: page 28) that every lesson should be taught to bring the student to a verdict, a decision "to accept Christ". The evangelistic message is certainly appropriate with many les-

sons but it is not the only reason for teaching the Bible. We must build the information foundation of the students so they will know who Jesus is, who God is, before they decide if they want to be Christians or not. Not only that but also the invitation concept does not at all fit with young children because they are not old enough to understand the importance and the involvements of becoming Christians.

The whole text of *Teach With Success* is based on the quarterly system. There are many good ideas in commercial publishing house literature but teachers must always be alert to false teaching or to anything that detracts from the dignity of God and His Word.

Feel free to question, discuss, and present different views at any time. Feel free to do the same with anything in *The Effective Teacher*.

At the end of the book, *Teach With Success* there is a *Leader's Guide*, pages 143-159 and page 142 *What Education Do You Need*. Use whatever suggestions are good, in keeping with the dignity of God's Word, and which fit in with the class you are teaching.

May God bless you and help you to have Christ-filled classes.

Margaret Elliott

# NOTES TO THE STUDENT

## What you need to study this course:

1. Your Bible.
2. *Teach With Success* by Leavitt & Daniels. (see teacher's notes)
3. *The Effective Teacher* by Margaret Elliott.

## Assignments will include:

- Reading chapters in the text books.
- Completing worksheets that accompany some lessons.
- Completing projects with some lessons.
- Actual practice teaching.

## Note:

If you are planning to study this course at home, you must have an experienced Bible school teacher to be your teacher-guide. She must be available to answer your questions, have discussions with you, and demonstrate various methods of teaching, as well as correct and supervise your work.

## How to Study This Course:

1. Look through the text books to get a general view of the course.
2. Read your Bible every day for your own benefit as a Christian. Make a chart to be filled in throughout your study of this course to show what you are reading every day in the Bible. Once a week, write one sentence of something that especially impressed you for your own personal life.
3. Pray for yourself every day. Before starting to study each lesson, pray for help and guidance.
4. Read all the chapters assigned for the lesson.
5. Answer the questions, using whatever you need to get the answers.
6. Ask your teacher-guide for whatever help you need. Spend time, as necessary, in discussion.
7. While studying, write down any question that you have so you will remember to ask your teacher-guide.

May God bless you and help you to become the kind of Bible teacher that pleases Him.

Margaret Elliott

# ASSIGNMENTS

## Lesson 1

*Teach With Success:*

read *K-I-S-M-I-F* at the beginning of the book;  
read Chapter 1, pages 11-24, *Know Yourself*.

*The Effective Teacher:*

read Chapter 1, page 1, *You Must Know Yourself*

Answer the questions for Lesson 1.

Discuss your doubts, questions, disagreements, and impressions with your teacher.

---

## Lesson 2

*Teach With Success:*

read Chapter 2, pages 25-32, *Know Your Purpose*.

*The Effective Teacher:*

read Chapter 3, page 3, *You Must Know Your Purpose*

Answer the questions for Lesson 2.

Discuss with your teacher as you need to, or as she chooses.

---

## Lesson 3

*Teach With Success:*

read Chapter 3, pages 33-41, *Know Your Pupils*.

*The Effective Teacher:*

read Chapter 2, page 2, *You Must Know Your Pupils*

Answer the questions for Lesson 3.

Choose a child you know and make a written comparison of his/her characteristics and abilities with the list in the book for that age group. If you like, you could make it into a chart to check off. Be sure NOT to let the child you choose know what you are doing.

Discuss with your teacher as you need to, or as she chooses.

---

## Lesson 4

*Teach With Success:*

read Chapter 4, pages 42-47, *Know Your Subject*.

*The Effective Teacher:*

read Chapter 4, page 3-4, *You Must Know Your Subject*

Answer the questions for Lesson 4.

Discuss with your teacher as you need to, or as she chooses.

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## Lesson 5

*Teach With Success:*

read Chapter 5, pages 48-54, *Know How to Teach*.

*The Effective Teacher:*

read Chapter 7, page 9, *Basic Methods of Teaching*;

Chapter 9, pgs. 11-12, *Speaking on the Pupil's Level*;

Chapter 12, page 15, *What Shall I Do With a Very Short Bible Story?*

Chapter 13, page 16, *How to Make Repetitious Stories Interesting*;

Chapter 23, page 41, *The One-Room-School Class*.

Answer the questions for Lesson 5, using both text books.

---

Lesson 6

*Teach With Success:*

read Chapter 6, pages 55-62, *Know Your Room and Equipment*.

Answer the questions for Lesson 6.

---

Lesson 7

*Teach With Success:*

read Chapter 7, pages 65-78, *Follow a Plan*.

*The Effective Teacher:*

read Chapter 6, page 7-8, *Lesson Planning*;

Chapter 8, page 10, *Lesson Introductions*;

Chapter 10, page 13, *Applications*.

Chapter 14, page 17, *Background Material*;

Answer the questions for Lesson 7.

---

From now on, you will be using the course, *God Tells Us How to Live*, for the children's lessons that you have to prepare. A copy of the course is enclosed with these sheets of assignments. Save all your plans and your work on this children's course for later use.

Lessons 8

Using the course, *God Tells Us How to Live*:

Decide what age group you will be working with for the following lessons.

Take into consideration the group with which you will possibly be doing your practice teaching. Discuss this with your teacher.

Make a lesson plan: Use the teaching plan marked Lesson 8.

You may use help and ideas from any source, except each other. This is just planning. You do not have to actually prepare to teach. Be sure to write on your plan the age range of the group for which you have chosen to make your plan.

Student #1: *God Tells Us How to Live*, Part 7, Lesson 40.

Student #2: *God Tells Us How to Live*, Part 7, Lesson 41.

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Lessons 9

Using the course, *God Tells Us How to Live*:

Make lesson plans: Use Lesson Plan Sheet marked Lesson 9.

Use help from any source except each other. This is just planning.

Student #1: Part 7, Lesson 42

Student #2: Part 7, Lesson 43

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Lesson 10

*Teach With Success:*

read Chapter 8, pages 79-96, *Use Methods of Impression.*

*The Effective Teacher:*

read Chapter 15, page 18, *Storytelling;*

Chapter 16, pgs. 19-24, *Visual Aids.*

Answer the questions for Lesson 10.

Lessons 11, 12, 13, 14, 15, 16

Teacher-guide:

Please demonstrate these visual aid methods, using any material you have already prepared for some class you have taught.

#11. storytelling with just the Bible and voice and motions.

#12. a picture as a visual aid.

#13. a simple diorama.

#14. flannelgraph.

#15. an object lesson.

#16. the chalkboard.

After each demonstration, discuss pointers, etc.

Student #1 and Student #2:

Prepare and demonstrate how you would use each visual aid method for Lessons #11--#16. You may choose one of these basics for each lesson:

tell a story

make an introduction

make an application.

Use the lessons in the course: *God Tells Us How to Live*. Use the following lessons for one of each of the methods of impression that your teacher demonstrates to you. You may choose which lesson to use for which method.

Student #1: Part 7, Lessons 40, 42, 44;  
Part 8, Lessons 47, 49, 51.

Student #2: Part 7, Lessons 41, 43, 45;  
Part 6, Lesson 34;  
Part 8, Lessons 48, 50.

Lesson 17

*Teach With Success:*

read Chapter 9, pages 97-113, *Use Methods of Expression.*

*The Effective Teacher:*

read Chapter 17, page 25, *Pupil Participation.*

Chapter 18, pages 26-27, *The Workbook.*

Chapter 19, pages 28-29, *Memory Work.*

Chapter 20, pages 30, *Prayer.*

Chapter 21, pages 31, *Singing.*

Chapter 22, pages 32-40, *Handwork.*

Answer the questions for Lesson 17.

Lessons 18, 19, 20, 21

Teacher-guide:

Please demonstrate these methods, using any material you have already prepared for some class you have taught.

#18. question, discussion, review.

Show examples and discuss various ideas from your files and *The Effective Teacher* of these:

#19. the workbook.

#20. handwork.

#21. memory work.

Student #1 and Student #2:

Prepare and demonstrate how you would use these methods. Use the lessons in the course: *God Tells Us How to Live*. Use the following lessons for the methods of expression that your teacher demonstrates to you. You may choose which lesson to use for which method. You do NOT have to make a complete workbook, just one or two worksheets.

Student #1: Part 7, Lessons 40, 42, 44;  
Part 8, Lessons 47, 49, 51.

Student #2: Part 7, Lessons 41, 43, 45;  
Part 6, Lesson 34;  
Part 8, Lessons 48, 50.

Lesson 22

*Teach With Success:*

read Chapter 10, pages 114-117, *Maintain Classroom Control*.

*The Effective Teacher:*

read Chapter 5, page 5-6, *Discipline*.

Chapter 24, page 42, *How to be a Teacher's Helper*

Answer questions.

Discuss.

Lesson 23

*Teach With Success:*

read Chapters 11, 12, 13; pages 121-144, *Evaluate.....*

*The Effective Teacher:*

read Chapter 25, page 43, *Evaluation*.

read pages 44-51, *Motivational Charts*.

Discuss evaluation.

In a written paragraph or two, evaluate this course and what you have learned.

Student #1 and Student #2:

You should do some supervised practice teaching. Discuss and make plans with your teacher about how to fulfill this requirement.

## LESSON 1

# KNOW YOURSELF

1. List 5 rewards of being a Bible school teacher.

Choose 2 of the rewards and tell why they impress you more than the others.

What are your own special reasons for wanting to take this course and become a Bible class teacher?

2. Think of the teachers you have had. What characteristics do you consider poor or bad? Why?

Think of one of your favorite teachers, either Bible or regular school. Tell 2 things about that teacher that impressed you and helped you to learn more under that teacher.

3. Why is this statement true about a Bible school teacher? "The best training and the latest methods are but empty gestures if the teacher is not a Christian."

4. Read the following Scriptures. Tell what each shows about the value, importance, or responsibility of teaching the Bible.
- a. Deuteronomy 4:9 \_\_\_\_\_
  - b. Colossians 2:6,7 \_\_\_\_\_
  - c. Isaiah 2:3 \_\_\_\_\_
  - d. Matthew 5:19 \_\_\_\_\_
5. List 5 Scripture references that tell that Jesus taught.
6. Who usually learns the most in any class? Why?
7. Luke 2:52 tells 4 ways Jesus grew. Match them with the kind of growth each represents.
- |                   |                  |
|-------------------|------------------|
| a. wisdom         | spiritual growth |
| b. stature        | mental growth    |
| c. favor with God | social growth    |
| d. favor with man | physical growth  |
9. What is the basic, most important purpose of a Bible teacher?
10. Name 2 things that can keep you from being discouraged as a teacher.
11. How can Philippians 4:13 help you with your plans to be a Bible teacher?
12. Copy Matthew 19:19. Tell how this will help you get along with the children in your class.

13. What is the value of being able to get along with your students?

14. Name 3 things that will help solve ordinary discipline problems.

15. What things in 1 Timothy 4:12 are good instructions to Bible teachers?

16. Each of the following Scriptures tells a good quality/qualities that every teacher should work toward having in her life. Name the quality/qualities and spend time discussing them with your mother.

a. Proverbs 15:13 \_\_\_\_\_

b. Philippians 3:1 \_\_\_\_\_

c. Luke 21:19 \_\_\_\_\_

d. Galatians 4:18 \_\_\_\_\_

e. Hebrews 11:6 \_\_\_\_\_

f. Colossians 1:10 \_\_\_\_\_

g. 1 Peter 3:15 \_\_\_\_\_

h. Proverbs 18:24 \_\_\_\_\_

i. Nehemiah 8:8 \_\_\_\_\_

j. 2 Corinthians 1:12 \_\_\_\_\_

k. 1 Thessalonians 5:17 \_\_\_\_\_

17. What are the teacher's sources of knowledge? Name 5.

18. Match the definition to the correct word.

- |                  |   |
|------------------|---|
| a. intellect     | the ability to make good judgments based on knowledge of right and wrong; using "common sense".                               |
| b. knowledge     | the ability to see how the things you have learned fit together; to come to know the meaning or importance of what you learn. |
| c. wisdom        | a person's natural mental ability with which he was born.   |
| d. understanding | what you learn by study, research, and experience.  |

19. What does Solomon say in Proverbs 4:7 about these things?

20. Where can we get help with wisdom? James 1:5

21. Why is Bible teaching more important than public school teaching?

22. What is wrong with the term "Sunday-school" teacher used in *Teach With Success*?

23. What are 5 dangers of being a "drifter" teacher?

24. Since you as a Bible teacher have such a short time in which to teach such important material, you must be \_\_\_\_\_ alert and \_\_\_\_\_ carefully how best to use that time.

## LESSON 2

# KNOW YOUR PURPOSE

1. Circle the purposes of a Bible school teacher in her teaching.
  - a. to entertain;
  - b. to evangelize;
  - c. to babysit;
  - d. to show off her knowledge and abilities;
  - e. to help her pupils grow in their knowledge of God, Jesus, and the Bible;
  - f. to help her pupils find the answers to their problems;
  - g. to win an attendance contest.

---
2. Explain these words as related to being a Bible school teacher:
  - a. evangelize
  - b. conservation

---
3. What is the church?
4. What is the work of the church?
5. What 4 action words does Jesus use in what is called "the great commission" in Matthew 28:19,20.
6. Some teachers and their churches put a great deal of emphasis on "saving" as many children in the Bible school as possible. There are even organizations for evangelizing children, that is, getting them to become Christians as early as possible. What is the danger of this emphasis with children?

The book, *Teach With Success* states: "Every lesson, whether you teach Beginners or Adults, must have an evangelistic application." However, a much better rule would be: "Every lesson to every age group must be for the purpose of helping the pupils to know \_\_\_\_\_ and \_\_\_\_\_ His Son; helping them to want to \_\_\_\_\_ God; and to learn \_\_\_\_\_ to do it."

Before a person should be strongly encouraged to become a Christian, he needs to at least know:

Who \_\_\_\_\_ is.

That he (the learner) is a \_\_\_\_\_ who needs to \_\_\_\_\_.

What it will \_\_\_\_\_ him to be a Christian.

7. Circle the correct statement about winning souls?

- a. win people to church membership;
- b. win people to Christ.

What is wrong with the one you did not circle?

8. What is wrong with the statement: The church's most important agency of evangelism is the Sunday school.

9. What is "doctrine"? Circle the answer.

- a. certain special teaching of a church
- b. all the teaching of the church

10. Think about this: What can I do to help outsiders, people who are not Christians, to become interested in Christ?

Ideas: talk to people at work about the Bible;  
 invite people to church;  
 visit people in the community with another Christian;  
 bring the neighbors to church;  
 start a home Bible club for kids.

Your ideas:

11. The authors of *Teach With Success* say that 1 Corinthians 12:28 "teachers" is talking about Bible school teachers. Are they right? \_\_\_\_\_ Look at Ephesians 4:11 where it says "...some to be \_\_\_\_\_ and teachers,..." meaning that these are the same people, the main teachers in the church. To be a Bible school teacher is important but it is not a part of the administration of the church.

12. Fill in the blanks.

Your pupils need to know: what to believe about \_\_\_\_\_;

\_\_\_\_\_ they believe it;

how to behave as a \_\_\_\_\_;

how to be a \_\_\_\_\_ for God.

## KNOW YOUR PUPILS

1. What does *Teach With Success* mean when it says, "The pupil is king"?

2. *Teach With Success* uses 3 terms, theology, psychology, and pedagogy.

Are these words used in the Bible? \_\_\_\_\_

Match the word with the definition.

a. theology                                      the science of the mind and of life

b. psychology                                    the science of teaching

c. pedagogy                                      the science of religion

What book has all the basics about the first two? \_\_\_\_\_

Which one of the three is a fancy word for what you are learning in this course? \_\_\_\_\_

If you study these sciences at a college your professors will teach you many things that are against God & the Bible. Let's just stick to the \_\_\_\_\_.

3. Name 5 ways in which individual pupils in a class are different from one another. Tell what each one means.

1.

2.

3.

4.

5.

4. How can you get to know each pupil as an individual?

5. Since the teacher's aim is to raise the level of her pupil's understanding of God and the Bible, the best way to accomplish this is to "begin with the pupil at his level and lead him to higher ground." This means to start with what he \_\_\_\_\_ and help him \_\_\_\_\_ more, step by step.

6. Read the section, HOW QUARTERLIES HELP in *Teach With Success* but substitute HINDER for HELP. This is a good example of how confused people get when they use worldly terms and sciences when trying to teach the Bible. The usual publishing company quarterlies that they are referring to often contain some good ideas BUT too often become a substitute for opening the Bible to see what it says for itself and for teaching in class directly from the Bible. The quarterly system is one of the reasons the "average" teacher in so many churches is such a "pitiful" creature and so many churches are so weak. What advantages do you see in using printed, prepared materials in Bible classes?

7. What do these Scriptures mean to you, as you study to become a Bible class teacher?

Luke 18:16 \_\_\_\_\_

2 Timothy 3:15 \_\_\_\_\_

Proverbs 22:6 \_\_\_\_\_

8. How are the Bible classes divided at your church?

9. What is the value of knowing the general characteristics, abilities, and needs of the age group you are teaching or plan to teach?

10. Remember to do the project, described on the assignment sheet, for Lesson 3.

LESSON 4

KNOW YOUR SUBJECT

1. In 5 or 6 short phrases, what is the Bible?

2. What are the purposes of the church according to these scriptures:

a. Matthew 28:19,20 \_\_\_\_\_

b. Ephesians 4:12,13 \_\_\_\_\_

c. Hebrews 10:24 \_\_\_\_\_

3. What do these purposes (questions 1 & 2) have to do with your being a teacher?

4. "You will never know on this earth all there is to know from the Bible" but what are 4 basic areas you should know in order to teach? (Use both text books)

1. \_\_\_\_\_

2. \_\_\_\_\_

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

4. \_\_\_\_\_

5. Give 6 steps which the successful teacher uses in preparing lessons.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

6. Name 5 kinds of books, besides the Bible, that can help the teacher prepare her lessons.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_

7. Using your New King James version of the Bible, fill in this chart. In your concordance in the back of your Bible, look up the words *teach, teacher, teachers, teaches, teaching*. Choose 1 reference from the list for each of these words to use to fill in the chart. At least one reference you choose must have a footnote.

Reference chosen from concordance. Copy what it says.	Cross-references given for that word in the verse you chose.	Footnote to what word? (in either the first reference or a cross-reference)	What does footnote say?
<i>example:</i> word: teaching t them to observe all... Matt 28:20	Acts 2:42	in Acts 2:42 "doctrine"	"teaching"
word:			

LESSON 5

KNOW HOW TO TEACH

1. Fill in the blanks:

A Christian who wants to learn to teach must make an important investment of \_\_\_\_\_ and \_\_\_\_\_.

2. What is teaching?

3. Good teachers achieve their success by \_\_\_\_\_ and \_\_\_\_\_.

But this sounds like it is all up to her. What else is needed? \_\_\_\_\_

4. If your pupil does not \_\_\_\_\_ and does not \_\_\_\_\_ what he has learned, you have not taught.

5. List the rules of teaching.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

6. Always teach the Bible with an \_\_\_\_\_ in hand and in \_\_\_\_\_.

7. Someone has said that we remember:

\_\_\_\_\_ % of what we see;                      \_\_\_\_\_ % of what we do;

\_\_\_\_\_ % of what we hear;                      \_\_\_\_\_ % of what we say.

8. Name the 5 basic methods of teaching:

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

9. Which method is the least effective? Using question 7, tell why.
10. Which of the 9 rules of teaching will Chapter 8 in *The Effective Teacher* help you to apply.
11. What does it mean to "speak on the pupil's level"?

by Margaret Elliott  
1995,1998

LESSON 6

KNOW YOUR ROOM AND EQUIPMENT

1. Where were some of the places in which Jesus taught?

Matthew 5:1 \_\_\_\_\_

Mark 6:2 \_\_\_\_\_

Luke 21:37 \_\_\_\_\_

Matthew 13:1,2 \_\_\_\_\_

Mark 2:1,2 \_\_\_\_\_

2. Name 7 or 8 places where it would be possible to hold a Bible class, other than in the church meeting house.

3. Which is more important, the classroom or the teacher? Why?

4. *Teach With Success* lists 9 "It ought to be"s. List 5 that you consider to be the most important. Tell why you chose those 5.

5. If you don't have the following items in your classroom, be innovative and tell what you would do.

1. a table

2. a chalkboard or markerboard

3. a storage cabinet

4. chairs to fit your pupils

LESSON 7

FOLLOW A PLAN

1. Write 5 reasons that you consider important for making lesson plans (use both texts).

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

2. A teacher must use her time wisely in planning and teaching each lesson. What do each of these scriptures say that is helpful in considering this?

- 1. John 9:4 \_\_\_\_\_
- 2. 2 Corinthians 6:2 \_\_\_\_\_
- 3. James 4:13,14 \_\_\_\_\_
- 4. Ephesians 5:16 \_\_\_\_\_

3. Why is this true? "The lesson plan is best when made by the person who is to use it."

4. Why is it necessary for both the teacher and the pupils to understand the connection between each lesson and the general theme for the unit or course?

5. What important teaching does James 1:5 give that has to do with choosing the aim or application of each lesson.

6. Fill the blanks: (Use both texts)

"Uncertainty in \_\_\_\_\_ results in poor teaching."

"Aim helps the teacher \_\_\_\_\_."

"The aim ties \_\_\_\_\_."

"The aim determines the \_\_\_\_\_."

"Teach them (the pupils) to consider every event of life in light of \_\_\_\_\_  
\_\_\_\_\_."

"Apply the lesson to \_\_\_\_\_ first...."

7. Name 4 good rules for starting a lesson.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

8. After each scripture, tell who is the person who so excellently gained the attention of the people. Then, tell his method.

- 1. Matthew 18:2 \_\_\_\_\_
- 2. Matthew 13:3 \_\_\_\_\_
- 3. Acts 17:23 \_\_\_\_\_
- 4. Acts 22:2 \_\_\_\_\_

9. Why bother with background material for a Bible lesson?

10. What kind of background material would you need to use with a lesson based on 2 Kings 2:23-25? \_\_\_\_\_ on Acts 10:9-23?

Where would you look for this information?  
2 Kings 2:23-25

Acts 10:9-23

11. Why should the teacher always take the students to the Bible to see what it has to say about the answer to their questions?

12. Give 3 or 4 possible good ways of closing a lesson.

13. Read 2 Kings 5. Write down as many ways as you can think of (You should have at least 8.) to apply this story to our lives. Think of the attitudes, words and actions of the people, whether good or bad.

*my example:* Return good for evil. A slave girl taken from her home because of war, offered help to her master. She could have been glad he was sick.

# LESSON PLAN SHEET

*Teach With Success*

Lesson Topic

General Theme and Purpose of the Quarter or the Unit

My Teaching Aim for This Lesson

Materials Needed for Teaching This Lesson

My Procedure for Teaching This Lesson

How I plan to begin

Main Points in the Bible Study

1.

2.

3.

4.

Main Points of Application

1.

2.

3.

4.

How I Plan to Close

How I Plan to Encourage Class Participation

*We will be studying this in later lessons but if you have ideas, write them down.*

How I Plan to Evaluate the Learning Process

*We will be studying this in later lessons but if you have ideas, write them down.*

# LESSON PLAN SHEET by Margaret Elliott

LESSON 9

Age range of class

Lesson title

No.      Date

Scripture

Schedule for class

Memory verse

Lesson aim/application

Introduction

Lesson outline

- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*

Questions to ask class

Difficult words to explain

Visual aids

Pupil's worksheet

Review

Singing

Prayer

Evaluation

What materials needed?

- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*

LESSON 10

USE METHODS OF IMPRESSION

1. Explain these 2 general ways by which we learn:

Impression--

Expression--

2. Another way to say the answer to question #1 is: "We learn by being

\_\_\_\_\_, being \_\_\_\_\_ and then by \_\_\_\_\_"

3. These scriptures reveal some of the visual aids that Jesus used. Fill in the chart.

*Scripture*

*Visual aid*

*What He taught*

Matthew 18:2-4

Mark 12:41-44

John 4:4-14

Luke 6:1-11

4. Name 3 stories Jesus told when He was teaching. Give the reference.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

5. One reason for not using only the lecture method of teaching in the Bible class is that it is already always used in church by the \_\_\_\_\_.

6. When the lecture method is used alone, why is it the least effective method in any Bible class, but especially with children?

7. When the lecture method is combined with illustrations and visual aids, what happens?

8. When the lecture method is used with children, give 5 pointers that you consider essential for the teacher to remember in order to make it effective.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

9. Tell 4 things that visual aids are NOT to be.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

10. List 10 methods of impression that you would like to learn to use.

- 1. \_\_\_\_\_ 2. \_\_\_\_\_
- 3. \_\_\_\_\_ 4. \_\_\_\_\_
- 5. \_\_\_\_\_ 6. \_\_\_\_\_
- 7. \_\_\_\_\_ 8. \_\_\_\_\_
- 9. \_\_\_\_\_ 10. \_\_\_\_\_

LESSON 17

USE METHODS OF EXPRESSION

1. Being a Christian is more than just hearing and teaching what the Bible says. Something else must go with these things. In your own words, what do these scriptures say about this?

Luke 8:21 \_\_\_\_\_

Matthew 23:3 \_\_\_\_\_

Luke 6:46-49 \_\_\_\_\_

Acts 1:1 \_\_\_\_\_

James 4:17 \_\_\_\_\_

2. What important thing happens to the pupil when he participates in the class?

3. Pupil participation helps him use his \_\_\_\_\_, gets him to \_\_\_\_\_.

4. At what age do people memorize most easily? \_\_\_\_\_

5. Name 3 kinds of things from the Bible that are valuable to memorize.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

6. What are the 4 steps of the process of participation?

1. \_\_\_\_\_

2. \_\_\_\_\_

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

4. \_\_\_\_\_

7. Not only does participation help the \_\_\_\_\_ to learn, but it makes the class more \_\_\_\_\_, both for the \_\_\_\_\_ and the \_\_\_\_\_.

8. Name 4 obstacles to pupil interest.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

4. \_\_\_\_\_

9. Name 10 types of participation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

10. Name 9 factors to consider in choosing a method of getting the pupils to participate.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

11. Name 5 methods of participation you would like to use. Tell why.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

12. Choose and name what you consider the 3 most important values of a workbook.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

13. Name 3 rules that you think are important in teaching memory verses.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

14. Who must make prayer an important part of their life before they can teach others to pray? \_\_\_\_\_

15. How do we talk to God? \_\_\_\_\_

16. How does God talk to us? \_\_\_\_\_

17. What are the 4 elements of prayer? How would you explain these to children?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

18. Name 3 important things to consider about the songs to be used in class.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

19. What is the purpose of handwork?

20. Why must the teacher always make a complete sample of any handwork?

## MAINTAIN CLASSROOM CONTROL

1. What is discipline? Give the definition from 2 sources.

1.

2.

2. Copy Proverbs 13:24. How does this verse apply in a classroom situation?

3. What attitudes must a teacher have in order to discipline well?

1. \_\_\_\_\_

2. \_\_\_\_\_

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

4. Being well-prepared to teach requires \_\_\_\_\_.

5. In class the teacher must be: (Give 3 rules for each F\_\_, F\_\_, C\_\_.)

1. \_\_\_\_\_

F\_\_ 2. \_\_\_\_\_

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

1. \_\_\_\_\_

F\_\_ 2. \_\_\_\_\_

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

1. \_\_\_\_\_

C\_\_ 2. \_\_\_\_\_

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

6. Why would it be a good idea to have a helper in some classes?

1. \_\_\_\_\_

2. \_\_\_\_\_

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

7. Name 5 things a teacher's helper can do.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

8. Choose a discipline problem you have seen in a children's class. Write a paragraph telling how you did handle or would handle such a situation.