

The Sunday School Teacher's Guide to...

Reaching

Young

Hearts

*A Hands-On Resource for all
Sunday School Teachers*

Written By:
Zonyia Bergsma & Michelle Snippe



The Sunday School Teacher's Guide to ...

Reaching Young Hearts

A Hands-On Resource for all Sunday School Teachers

2005 Edition

Zonya Bergsma & Michelle Snippe



Reach Hearts Ministries

The Sunday School Teacher's Guide to ...

Reaching Young Hearts

A Hands-On Resource for all Sunday School Teachers

2005 Edition

The Sunday School Teacher's Guide to ... Reaching Young Hearts – 1st ed.

All Scripture quotations, unless otherwise indicated, are taken from the King James Version of the Holy Bible (KJV).

Italics in Scripture quotations reflect the authors' added emphasis.

© 2005 by Zonya Bergsma and Michelle Snippe

All rights reserved. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying and recording, for the intent of resale.

Permission is granted to reproduce the indicated material from this book for ministry purposes only – not for resale.

Printed in Canada

10 9 8 7 6 5 4 3 2



Table of Contents



1. Introduction vi

SECTION A - The **Heart** of the Teacher

2. *Chapter 1*
Is There Sunday School in the Bible? 2

3. *Chapter 2*
The 'Credentials' for a Sunday School Teacher 7

4. *Chapter 3*
The Value of a Sunday School Teacher..... 12

SECTION B - The **Heart** of the Student

5. *Chapter 4*
Audience Evaluation 23

6. *Chapter 5*
Choosing Your Material & How to Teach It 28

7. *Chapter 6*
Understanding Your Story 36

8. *Chapter 7*
Verse Memorization..... 45

9. <i>Chapter 8</i>	
Incorporating Different Learning Styles	52
10. <i>Chapter 9</i>	
Pulling Your Lesson Together.....	64

SECTION C - Hearts in Action

11. <i>Chapter 10</i>	
I Need Encouragement!	73
12. <i>Chapter 11</i>	
Care Beyond the Classroom	79
13. A Final Note	86
14. Leader's Guide	87
15. SECTION D - Reaching Young Hearts Workbook	
Workbook Introduction	91
Worksheets	92
16. SECTION E - Workbook Answers	
Chapter Five Worksheet Answers	122
17. SECTION F - Appendixes	
Appendix A - Age Group Characteristics	126
Appendix B - Verse Motivators	130
Appendix C - Learning Style Tools	135
Appendix D - Lesson Plan Outline - Black Line Master	140
18. Notes	145

Introduction



*Commit thy works unto the Lord,
and thy thoughts shall be established.
- Proverbs 16:3*

*W*elcome to... *The Sunday School Teacher's Guide to... Reaching Young Hearts*. We're glad you have chosen this book as a means to learning more about the ministry of working with young boys and girls. This book was prayerfully written for those who take seriously the opportunity and task of teaching a Sunday school class. Our goal in writing this book is to benefit all teachers, whether new to this ministry, having taught for years, or even if you are just considering teaching at this time. We all lead busy lives and struggle to find the time for adequate Sunday school preparation. Hopefully, after reading this book, you will find it easier to prepare for your class each week. It also seems these days that the vast majority of Sunday school teachers have had minimal, or no guidance as to how to go about teaching a Sunday school class. Much time and effort are put into training teachers to educate our children in reading, writing and

mathematics, and we feel it is just as important to put an effort into a Sunday school teacher's training as well. Ecclesiastes 9:10 says, "*Whatsoever thy hand findeth to do, do it with thy might.*" Teaching Sunday school is a work that our hands have found to do. There is no room for half-heartedness when it comes to learning how to reach young hearts for Christ. After all, there are souls at stake for eternity!

How to Use This Book

This book is set up in such a way that it can be used for personal or group use. If you plan to lead a group in using this book, there is a section at the back that you will want to read entitled, "Leader's Guide." It includes helpful information to guide you in that role. If you choose to use the book for your own personal growth, be sure to answer the questions that are in the Workbook in Section D at the back. There are plenty of lines provided for you on which to record your thoughts. Answering the questions in written form will bring you to a better understanding of what God's Word has to say about our wonderful work as Sunday school teachers.

Yet, regardless of whether you study this book on your own or in a group, it is our desire that your heart be touched and challenged to grow in your teaching experience. Our prayer is that it will not be our words that move you, but the living Word of God that gives you the guidance and direction that you are looking for.

So then, is it your desire to reach young hearts for Christ? Then this book is for you! The information provided, if used correctly, can equip you to fulfil your responsibility of teaching and reaching hearts for eternity. This book covers such topics as understanding your story, choosing the right memory verse, planning your lesson and much more,

as well as extra thoughts and helpful tips. The gathered information is presented in a clear and simple, hands-on format providing many opportunities for you to practice the methods yourself. This information has been compiled from our own past years of teaching experiences, along with a little bit of help from some other resources. Many things have been learned along the way! We do not claim to 'have all the answers', nor do we claim to have covered every aspect of Sunday school teaching. However, we do believe that Sunday school is an important outreach and should be taught in an orderly way so that we might lead our students to an authentic relationship with Christ. Life skills are vital and should be taught, but knowing God is better than having values alone, and knowing Him will last for eternity!

We hope and pray that if you are already teaching a class that this book will be a further help and blessing to you. If you are prayerfully considering teaching a class in the future, might this information help you to feel more equipped and prepared to do so. There may not be much time left on this earth to teach and reach these dear young hearts that God has brought across our paths. The Lord Jesus said in John 9:10, *"I must work the works of Him that sent Me, while it is day: the night cometh, when no man can work."* Let us go forth boldly and do the work that God has given us to do. You, too, can help reach young hearts...for Christ!

God Bless!

Zonya Bergsma

Michelle Snippe

SECTION A



Chapter One

Is there Sunday School in the Bible?



What does God's Word say?

God's Word, the Bible, is an amazing book. It is God's personal love letter to us, and in fact, the Word of God is the guidebook for living our lives. All of the answers to life's questions are found in it. Unfortunately, not always are these answers obvious, nor are there specific instructions for everything we are to do and not do. Yet, there are principles that we gain from the Bible that give us direction for the actions that should be carried out in our lives. The first focus in this book that we would like to take in hand is, "Where do we find Sunday school in the Bible?", "Can we clearly find direction for teaching Sunday school from God's Word?" Maybe you've even wondered, "Why is it that we teach Sunday school anyway?" Well,

we've taken some time and studied some verses that we, and others, feel would adequately shed some light on these questions. Let's have a look at some of them! In the Workbook at the back of this book, you'll find a worksheet, on page 92, to go with this chapter. Take the time right now to answer the first question on this sheet. When you've finished, come on back and we'll see what God's Word has to tell us!

Oh good, you're back! What did you learn? You probably discovered that neither of these verses presents a clear command to teach Sunday school. Nevertheless we can observe from these passages the 'principle' for teaching children the Word of God as well as for spreading the gospel to them.

Sunday School in the Bible

Deuteronomy 31:12,13 gives us clearly the principle that we are to teach children so that, *"they may hear, and that they may learn, and fear the LORD [their] God, and observe to do all the words of this law..."* This teaching is not the only 'Bible' instruction that a child, whose parents are Christians, should receive. Most of their Biblical instruction should be taught to them by their parents at home. For these children, Sunday school only reinforces what they are already hearing at home.

In Mark 16:15 we read of the command for outreach into the world or 'community'. This verse is sometimes referred to as the 'Great Commission'. It's like having an assignment from God. Notice though, that it's not referred to as the 'Great Suggestion.' This verse gives us the command to *"preach the gospel."* To ignore any of God's commands would be disobedience. It is our responsibility, as a collective group, to spread the gospel to as many as we can reach. This outreach into the

community often takes place in the form of Children's Meetings, Vacation Bible School etc., which is done in a group setting. Often the goal of these activities is to get the children that come from the community to attend the regular Sunday school on Sundays, as well as to meet their family and parents and try to win them for Christ.

From these verses then, we can come to the conclusion that, no, there is no precise scripture telling us to form a Sunday school in our own gathering place. Yet, we can clearly see the principle and the importance of teaching our children in our own place of worship, as well as reaching out to the children from the community.

The Goal of Teaching

Now that we have uncovered from God's Word the direction for having a Sunday school, what exactly is the goal of a Sunday school class? Is it to entertain a few children for an hour or so every Sunday? Is it to give them a little knowledge of some Bible stories, their heroes and what God has to say about them? Not entirely. Yet, it seems the primary, unstated goal of many Sunday school teachers is to simply survive the time in the classroom. Well-meaning teachers look for ways to stretch activities and fill time to keep children occupied while the 'real' ministry takes place in the adult service. This mind-set is unacceptable when we consider how precious our time with our students really is. We must be very intentional with the short amount of time we are given to teach and influence the children in our classes.¹

Since we have discovered, from the Bible, the principle of teaching children in our own gathering place and as well as those from the community, we need to continue to search God's Word to uncover

the answer to our next question. "What is the purpose of a Sunday school class?" Before giving our own insights on this question, take a minute to think about this inquiry for yourself. Refer back now to the Chapter 1 worksheet on page 92 in your Workbook and record, in your own words, what you, personally, might think the purpose of a Sunday school is. Go ahead; we'll wait for you here!

Welcome back! What did you write down? Did you write that the purpose of a Sunday school class is to teach young ones Bible stories? Perhaps you wrote that we need to teach the love of God to these young hearts. Maybe you think that Sunday school is to see children from the community 'coming to church'. Well, all of these answers are great, and for the most part, are correct. All of these aspects definitely give purpose to a Sunday school class. Yet, we believe the Bible teaches that the purpose of a Sunday school class is to, not only familiarize children with God's love and other Bible stories, but to teach them the whole of God's Word. It is also to spread the gospel (Mark 16:15) so that ultimately, they may trust Christ as their Saviour. Sunday school should challenge children, from Pre-K's to teens, to search out Christ as their only means of eternal life. A Sunday school's goal should be to reach hearts for eternity!

*The entrance
of thy words
giveth light.*
- Psalm 119:130

II Timothy 3:15 says, "*And that from a child thou hast known the holy scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus.*" Note that this verse does not say, "Thou hast known the gospel", but rather, "Thou hast known the holy scriptures." It is very important to see that the revelation of God's Person, His Character and His Ways with men instructs the children as to how they may expect Him to deal with them. Presenting

these truths is the work of the Sunday school teacher who desires the child to be made "*wise unto salvation.*"²

Romans 15:4 also tells us, "*For whatsoever things were written aforetime were written for our learning...*" Mr. Burkitt, a Bible commentator, says it is important to note that the apostle Paul here informs us what the general use of the Holy Scriptures is. The particular reason for which they were written is namely, for instruction and for our learning. All the precepts, promises, threatening, rewards, and punishments, recorded in the scriptures, are for our information, conviction, and direction. So, we can noticeably see the importance of teaching children the "*whole of God's Word.*"



Does your class measure up? Are you just putting in time with your own group of students, or is it truly your goal to reach young hearts? It's not enough to just provide entertainment for a short period of time each Sunday morning. This, in no way, is what the purpose of a Sunday school is. The purpose is to teach children the whole of the Holy Scriptures trusting that, by God's grace, they may receive eternal life through His salvation (John 20:31). Search your own heart, dear teacher, and ask yourself, "Has this been my goal?" If not, what changes do you need to make? With God's help, you can make *your* time with *your* students count for Christ!

Chapter Two

The 'Credentials' for a Sunday School Teacher



Who Can Teach?

Picture it - your doctor calls you in to his office and regrettably informs you that you need to have surgery. He then proceeds to introduce you to his next door neighbour - who is the local grocery store manager - then informs you that he will be the one performing your surgery! Well, there is no doubt in our minds that you'd turn and promptly exit his office!

We would never allow anyone other than an experienced surgeon to perform our surgery. Nor would we permit anyone other than a

trained professional to clean our teeth, and only a certified mechanic will do to work on our cars.

Since this is the case, it only makes sense that a person who is a Christian would have the credentials to teach, reach, and lead souls to Christ. Therefore, the first and foremost requirement for a Sunday school teacher is, to be a Christian!

What is a Christian?

You might be saying, "Well, I've been a Christian all my life!" The Bible does not teach that we are 'born' Christians. In fact, it says that we are all born sinners and are separated from God because of our sin. Isaiah 59:2 tells us this fact when it says, "*But your iniquities have separated between you and your God, and your sins have hid his face from you.*" This sounds so desolate, yet we can be so thankful that God had no desire to leave us in this state. He made a way for us to be reconciled back to Him. The only way for reconciliation to take place - to become a Christian - is through the blood of the Lord Jesus Christ

For God so loved the world, that He gave His only begotten Son, that whosoever believeth in Him, should not perish, but have everlasting life.

John 3:16

which was shed almost 2000 years ago, on a cross, as a payment for your sin. I John 4:10 says, "*Herein is love, not that we loved God, but that he loved us and sent His Son to be the propitiation (or payment) for our sins.*" God loved you, dear friend, so much that He sent His only Son, His perfect Son, to pay the penalty for you so that you could be in heaven when you die. Without accepting these facts, and putting your trust in Christ's finished work on the cross, you will not have a relationship with Him. You then, will not be able to call yourself a Christian. Only an individual who has a personal relationship with the Lord Jesus Christ is able to claim the title 'Christian'.

The matter of salvation and becoming a Christian is of utmost importance when attempting to reach young souls for Christ. In fact, a person has no liberty to preach Christ and His way of salvation, if they have never been saved from their sins themselves. If a person does not believe in what they preach, how will they convince young or old, that they have a need for a relationship with the Lord Jesus Christ? It's pure hypocrisy!! The Bible tells us what the 'preaching of the cross or gospel' means to those who don't believe. Why don't you turn now to your Chapter 2 worksheet on page 94 in your Workbook and you can study for yourself some scripture with regards to these simple thoughts.

Wow! Was that simple or what? It's written there in plain black and white. Paul tells us in I Corinthians 1:18, if you are not a Christian - saved by grace - then when it comes right down to it, the cross of the Lord Jesus Christ and the preaching of it is foolishness to you. If you have no appreciation for the gospel, it will likely be near impossible to bring out the two main truths of the gospel - that we are born into this world as lost sinners, and that Christ came to seek and to save those who are lost (Luke 19:10). On the other hand, to those who are saved, the preaching of the cross is the power of God. They hear the message, they accept it by faith, and the miracle of regeneration takes place in their lives.¹ The cross then becomes of much value to those who have become Christians. It's also important to note here, that from this verse you can clearly see there are only two classes of people in this world, those who perish and those who are saved. There is no 'in-between' class. Which class are you in? Perishing or saved? There are many in this world today that call themselves 'Christians', but have never actually become one. Let every teacher then, ask themselves if they meet this qualification.

Love for Children

Surely we all know someone in our lives who sticks out as a person who does not like to be around children. Jesus was the perfect example in demonstrating love towards children when He said; *"Suffer little children, and forbid them not, to come unto me..."* There is no doubt that the children surrounding Jesus at that time did not need to be told twice to approach Him. Children respond to love almost immediately. They recognize right away - whether we believe it or not - who really cares for them and who doesn't. Children always gravitate towards those who have an interest in and a love for them. So then, it would only be obvious that a person teaching Sunday school would need to have a love for and enjoy being around children. Not every age may appeal to us, but if a teacher has no 'caring heart' towards their class, the students will not take long at all in recognizing this fact. A Sunday school teacher needs to possess a caring and warm nature if they ever intend to reach their students' hearts.

"One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. Warmth is the vital element for the growing plant and for the soul of a child."

- Carl Jung



This has been a short, yet straight forward chapter. However, addressing these credentials is mandatory. So the question is then, are you a Christian? Have you ever had a time in your life when you found out that there was no hope of your ever being in heaven for all eternity with your sins? Have you had your sins forgiven by the only One who can forgive sins? There is no such thing as being 'born' a Christian. If

you have never had a time in your life when you accepted the Lord Jesus as your own personal Saviour, then you, my friend, are not a Christian. Search your heart even now, and inquire of yourself - how can a person who does not have their own personal relationship with the Lord Jesus Christ, lead others - no matter what age - to a saving knowledge of Christ? Be sure to have this matter settled between you and God. Knowing 'about' God and His Son will not qualify you to teach the way of salvation to lost souls. You must have the experience of coming to know Him personally, for yourself, in order to be able to reach young hearts for Him.

3

Chapter Three

The Value of a Sunday School Teacher



What Value Should I Place on My Position?

For many of us as Sunday school teachers, we wouldn't be able to definitely say that we felt 'called of the Lord' to do this work when we first undertook it. It could have been a desire to do something for Him, or perhaps there was a need that just had to be met. In either case, once placed into this position, you might have found yourself saying, "But I don't know how to teach! I can't do this!" Well, not everyone who is teaching Sunday school has been equipped to do so. It's been said before that, *"God doesn't necessarily choose to use the equipped, but equips those He chooses to use."* How remarkable to

think that God cares enough about us to equip us even to teach Sunday school! But, the question is, does God need us? NO! Acts 17:24,25 tells us that He "*made the world and all things therein...*" and He is not worshipped or served "*with men's hands, as though he needed any thing, seeing he giveth to all life, and breath, and all things.*" God is not, in any way, dependant upon us. His purposes can be completely fulfilled without any of us. After all, He is the source of "*all life, breath, and all things.*"

The attitude with which we value our teaching position must be right. In this chapter, our purpose is to bring forth whether or not the position of a Sunday school teacher is a privilege or responsibility. In our first chapter, we discussed the purpose of a Sunday school. Now, keeping that purpose in mind, (which is to teach the whole of God's Word that it might bring about salvation), which one do you think the position of a Sunday school teacher might be? A privilege? A responsibility? Or, could it be both? Perhaps you even think it is neither. Let's put your thoughts to the test! Turn to your Chapter 3 worksheet on page 95 of your Workbook and answer the first question only. Take your time, we aren't going anywhere!

Well, what did you come up with? Did you determine that teaching Sunday school is a privilege? Great! Did you also discover that there is a great measure of responsibility in being a Sunday school teacher? Great again! It's BOTH!! Were you surprised? Holding the title of 'Sunday school teacher' is both a privilege and a responsibility.

The Privilege of Teaching

In I Corinthians 3:9, Paul tells us that we are "*labourers together with God.*" Earlier we mentioned how God does not need us for anything He wants to accomplish. Nevertheless, from this verse we see that

God does, in fact, use us. Teaching Sunday school is a privilege because He chooses to use us - He wants to use us! We, as His servants, work under Him as our Master, and we are accountable to Him! We ought to value being called servants because of Jesus Christ, and view our position as a Sunday school teacher as just that, a privilege and an honour. In verse 6 of the same chapter, we find out that it is "*God who gives the increase.*" We are like Paul and Apollos, planting the seed in these young minds and hearts, watering the seed as well. Yet it is God - and God alone - who produces the fruit unto salvation. Therefore, we can be effective only when we are teamed with God. All praise and glory should be given to Him, the One who brings the results. It takes two to teach, and imagine that - we are actually working with Him!

The Responsibility of Teaching

As teachers, we must recognize that this position is a serious responsibility in which we need to be found faithful and diligent. After all, our students are counting on us! A man by the name of George Goodman says this,

*"To take teaching lightly and carelessly, to do it in slack or in a sloppy way - sometimes missing, sometimes late, sometimes unprepared - is to grieve the Holy Spirit, to injure your own character, and to do grievous wrong to your students who have a right to expect their teacher to be diligent and faithful as a steward of the grace of God."*¹

II Timothy 2:15 unmistakably informs us that the work we are doing as Sunday school teachers needs to be done in such a manner that it is approved by God. We need to concentrate on becoming teachers "*that needeth not be ashamed.*" If we are doing our job in a way that

God would approve of, relying on Him for guidance, there will be no need for us to feel any shame. Only when we are teaching in a responsible manner, will we be able to reach our students' hearts for Christ!

Responsible Spiritually

There are two ways in which we need to be responsible Sunday school teachers. The first and foremost way is spiritually. We'd like to know what your thoughts are regarding a teacher's spiritual responsibilities. Go back to your Chapter 3 worksheet on page 95 and answer this second question there.

The work of the Sunday school teacher is a 'spiritual service'. You can be sure that just as certainly as manual labour uses muscular strength or mental work uses brain energy, so spiritual service uses up spiritual strength. The Bible clearly teaches the need for the inward man (soul) to be renewed day by day (II Corinthis 4:16). If we are not growing spiritually by means of consistent study of the Word of God and through prayer, we can rest assured that no spiritual work is being accomplished.



If I'm Empty, I Can't Give!

"The most helpful thing that ever happened to me," she said with her lovely smile, "was a little talk I had once with a Sunday school missionary who came here to speak. I had been working with my class just as hard as I could - organizing, visiting and trying to make the students do this and that. And yet I couldn't seem to see any lasting results at all. I was so discouraged!"

"Then this wonderful old man came to town and I went to him for help. He let me talk it all out, my hopes, fears, and failures and then he

smiled at me so kindly and said, 'It seems to me that you need, perhaps, to go back to the beginning and think: What is Sunday school really for? I think sometimes we forget that the primary purpose of Sunday school is to teach the children and young people about God and His Son, and how to use this knowledge in their lives. Therefore, I can tell you just where I would begin, if I were you. I would go home, sit down alone and ask myself these two questions: "What do I, personally, know about God and Christ?" and "What do they mean to me in my own life?" Then I would write my answers down in a little notebook.' I went home and did just that. And I was appalled at the results! I found that I had been an empty cistern trying to give out Living Water! So, I set out to pray and to study and to learn in order that I might teach. And every year, on the anniversary of that day, I write down in my little notebook the new things that I have learned about God in the past twelve months." - Author unknown



This aspect of being spiritually responsible brings us as well to the character of the Sunday school teacher. If we are looking after our souls through communion with our God, our character will naturally reflect that. There are many jobs in the Bible that lay out requirements for the character and actions of the possessor of that work. One scripture that we feel can be applied as laying out requirements for a woman teaching Sunday school is found in Titus 2:3-5. The woman who is mentioned in these verses as a "*teacher of good things*" must also display, "*behaviour as becometh holiness, ... be discreet, chaste, and ...good, ...that the word of God be not blasphemed.*" It is so important for a woman teaching Sunday school to bring honour to God through her actions. For a man holding the same position, we believe that he would need to display the same qualities that are mentioned for the bishop and deacon in I Timothy 3:1-12. It states that they should be, "*...temperate, soberminded, of good behaviour, ...able to teach, ... gentle, not quarrelsome..., patient, ruling their children and their houses well,*" bringing out as well that they,

"must have a good testimony among those who are outside." Once again, it is very important that the male Sunday school teacher possess these qualities in order that his life might be glorifying to God. Having our hearts in tune with God will reflect outwardly, by our actions, what is in our hearts. Not everyone possesses the qualifications that, in our opinion, are essential and need to be a prerequisite for each and every one holding the 'title' of Sunday school teacher. Do you possess these qualities in your own life?

Outward Performance and Diligence

This brings us to the second way in which we ought to be responsible Sunday school teachers. The first and primary way - being responsible spiritually - primarily benefits us, personally. The second way - by our outward performance and diligence - benefits our students.

Being aware now of how important it is to be responsible spiritually, let's find out what you think about being responsible outwardly. Once again, return to your Chapter 3 worksheet and jot down your thoughts with regards to the *third* question on page 96. It will only take a minute!

Well, what, in your opinion, would the model teacher 'look like'? We feel that in order to show outwardly our diligence as teachers, we ought to be *consistent* and *reliable*, as well as *prepared*.

Consistent & Reliable

The dictionary describes these two synonyms as being "*inclined to keep the same principles or course of action*", as well as being "*worthy*

of trust and one that can be depended on." How can you and I as teachers be sure that we are being dependable? Well there are a couple of ways to demonstrate these qualities as Sunday school teachers.

- **Our Relationship with the Lord**

This has already been mentioned to some degree, but we feel that this is also one of the ways that we, as teachers, are expected to be consistent. Remember that what we take in, by way of regular time spent with the Lord, is all that goes out!

- **Our Attendance**

Your students expect to see you when they enter the classroom. Don't plan every other Sunday away. This is a job and responsibility - not something that can be shirked off at every impulse and desire!

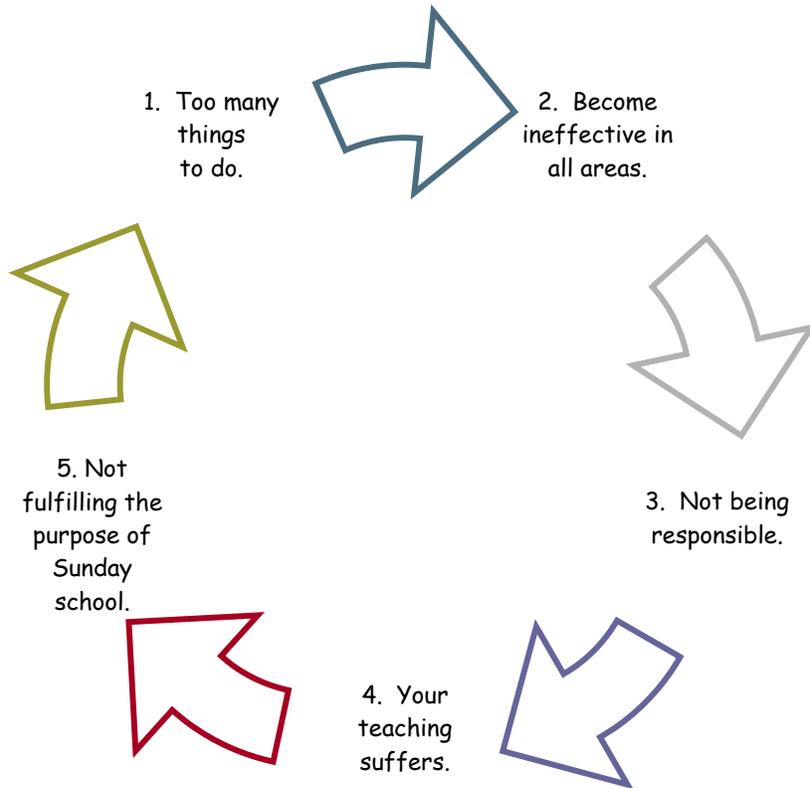
Children are discouraged when they come to class expecting to meet their own teacher and find someone, perhaps pressed into service at the last minute and without any preparation. To be responsible and reliable expresses interest, and goes a long way to make scholars believe you are earnest.

- T. Munro Steward

Being Prepared

Time and energy must be put into a Sunday school lesson if there is ever going to be results. Anyone who has taught Sunday school before knows the value of planning ahead and being prepared. One has said that, *"If we fail to plan, then we plan to fail."* How are you managing your time throughout the week? Are you waiting until the last minute to 'throw' your lesson together? Maybe you like to come Sunday morning and just 'wing it'. If this is the case, we can almost guarantee

you will not be effective! Imagine you're having dinner guests on Saturday night at 6:00 p.m. When, during the week, do you start thinking about your evening together? How soon will you begin to plan what you will be eating? What tablecloth are you going to choose? How do you want your guests to feel when they walk through your door? How do you want them to feel when it's time for them to leave and go home? You have put so much time and energy into making your guests feel welcome and important! They only see these results, not the effort of all your preparation! The truth is, none of us would leave dinner preparations such as these until the last minute, nor would we put no thought into the evening! The same should hold true when it comes to preparing our Sunday school lessons. Believe us when we say that we know there will be busier weeks than others when there won't be as much time to prepare your lesson. In the end though, there must be some kind of preparation and planning done ahead of time if your class is ever going to be reached. If you are preparing your lesson Saturday night, then you are not managing your time well during the week. Stop and ask yourself what changes need to be made! In some cases, just a matter of making a priority list or checking to see if there are any unnecessary activities that can be eliminated, helps you manage your time better. When there are too many activities on the go all at once, not only will you be ineffective in your Sunday school class, but other areas of your life will suffer as well. It's a never-ending cycle that keeps going around and around. The chart on the next page gives us a good picture of what this looks like.



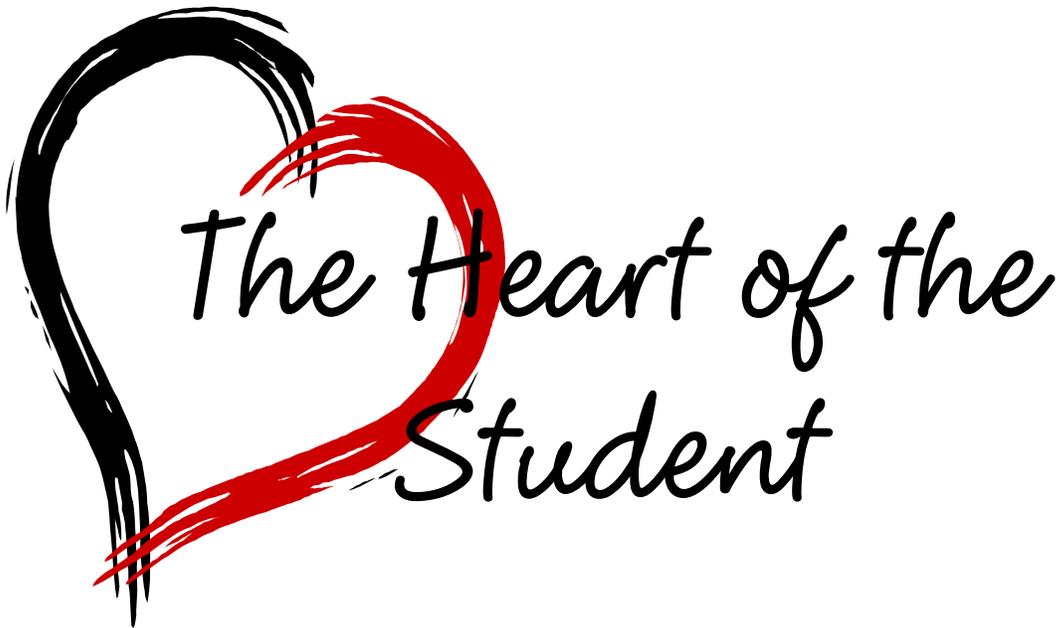
You can see from this chart that organizing your time and being prepared is the only answer to successful teaching. Having too many activities in your life all at once brings chaos. All areas of your life will suffer as a result of this cycle, not only your Sunday school class. Take the time to evaluate your priorities.

Reaching *Your* Heart

Wow, we certainly have considered a lot in these last few pages! Are you excited? We know that we are! What a way to view our positions as Sunday school teachers, as a privilege *and* a responsibility. Have you ever, in the past, considered your teaching position as just a 'job' - something that *has* to be done? If you have, is there anything that you have done or are doing to change your outlook? If not, perhaps this chapter has challenged you to change your view. We hope and pray these thoughts have influenced you to see the importance of

viewing your position as a privilege - a privilege to work with, and be used by, the Teacher of all teachers! As well, we need to keep in mind our responsibility as teachers - spiritually and by our outward performance. Perhaps there are some qualities in your own life that you are lacking. We all could use improvement in various areas! We challenge you to study the previously mentioned verses further for yourself. Might you glean more insight from God's Word for keeping your soul fed that it might reflect in your character and outward actions, bringing glory to the One for whom we are working!

SECTION B



4 Chapter Four

Audience Evaluation



Who Am I Teaching?

Our next topic is of utmost importance - in fact it can not be stressed enough! We, as Sunday school teachers, always need to keep in our minds that we are not simply teaching a story, but we are teaching - and reaching - *children*. If we are not aiming our lessons and stories towards them, then our teaching is in vain - they will absorb little from our time with them, and take little home practically for themselves. How sad it would be if we came to find out that what we had thought was profitable time spent with our students was not as worthwhile as it could have been! There is a large difference between teaching them and reaching them! How can we make sure that we are reaching our class?

Preparing to Prepare

Before any other preparation for a lesson can be done, every Sunday school teacher should ask this question, *"Who am I teaching?"* In other words, the teacher must evaluate their audience. By this we mean that the teacher needs to take into consideration the ages, genders, capabilities, and the state of their students' souls when choosing materials and the subject matter of the lesson. It is very important to understand that you as the teacher must be able to relate to the ages you are teaching. As well, improved understanding of the students' capabilities and interests will only better equip you in gearing your lesson to the class' needs. This task needs only to be done once. Upon completion of this evaluation, you will have a good understanding of your students.

Different Characteristics

Every age group has their own characteristics which make them unique. Yet, because of these differences, your approach to teaching will be different at every level. The teacher needs to choose their material on the basis of how it will best meet the needs of the students. Depending on their ages of course, some of these differences might be; attention span length, capabilities of sharing, memorization ability, and so on. Giving children more than they can handle, or not enough for a challenge, will end up being less beneficial.

Various Needs

Different levels also have different needs. Ages 3 to 5 are certainly going to have different needs than those in the 5th and 6th grades. For example, a 3 to 5 year old may need a frequent change of

activities to hold their interest, while a 5th grader may need more of a challenge. As the level of the students rises, the needs are ever changing and in some ways, increasing.

Levels of Understanding

As well, it is obvious that the understanding capabilities of those in higher grades will far surpass the capabilities of children in younger grades. A student in the 8th grade can definitely understand an abstract lesson such as *'Jesus Gives Living Water'* where the teacher would be bringing out that 'living water' is really the thought of salvation. However, a student at the age of 5 will generally think concretely. If you taught them that *'Jesus Gives Living Water'*, they would actually think that He was distributing water that was alive! The dictionary describes the word abstract as something that exists only in the mind, and young children can not grasp this concept yet. Keeping the lesson on your student's level will result in better understanding on their part.

Differing Abilities

Because the abilities differ from age to age, it is very important that our class activities be age appropriate. You certainly wouldn't allow a 3 year old to assemble a 250 piece model airplane, no more than you would have a 15 year old play with blocks and play dough! When our activities are geared to the correct age, they will help reinforce our story and lesson.

Salvation

With so many differing factors in evaluating your audience, it is sometimes easy to overlook a very significant detail; and that is the matter of salvation. It is important when evaluating your class you consider whether any of your students profess to be saved or not. If you are not sure, take the time to get to know them individually and ask them if they have ever had a time in their life when they trusted the Lord Jesus as their Saviour. Knowing these details will better equip you in your lesson preparation.

The likelihood is, you haven't worked with every level, which makes it difficult to know the needs and capabilities of each age group. We have included a list in Appendix A that identifies the different needs of various age groups. This list will hopefully help you better understand and meet the needs of your class level.

Well, there really is no better time than right now to do your class evaluation. On your Chapter 4 worksheet on page 97 of your Workbook, there are some simple questions that will guide you in doing this. Once the evaluation is complete, there is some space for you to jot down some of the relevant characteristics of your class that are important to keep before you as you prepare your Sunday school lessons. What a great job you are doing in preparing yourself to reach hearts for Christ!



With what kind of technique do you teach your class? If you are teaching younger ones, do you try to get down 'on their level'? Or, if you have an older class, do you try to relate to their every day lives?

Maybe you never even realized that you needed to evaluate your audience! What an awesome opportunity we have to develop a relationship with the students we are teaching! With a little effort put into understanding our students - their needs, interests, capabilities, and state of their souls - we can make a great impact upon them - an impact for eternity!!

5

Chapter Five

Choosing Your Material & How to Teach It



What Approach Will I Take?

Choices upon choices - we make them everyday! And so many of them too! What time will I wake up in the morning? What will I wear? Will I have toast or cereal for breakfast? And the list goes on and on. Just walk into your local grocery store and try to convince a person that we do not have the liberty of 'choice'!! When it comes to being a Sunday school teacher, choices need to be made in this area too.

Choosing Your Lesson Type

After you have thoroughly evaluated your audience as you did in the previous chapter, the next thing to choose is what you will teach. Be sure to be clear on *'whom'* you are teaching before you decide on *'what'* you will teach. The prior class evaluation is key in choosing a lesson that will apply to your audience.

Consecutive Lessons

There are many suggestions as to the type of lessons that you can choose. For instance, perhaps you would like to go through the Bible using a consecutive series of lessons. *"The Life of Christ"*, *"Egypt to Canaan"* or an *"Old Testament Journey"* series might appeal to you. These types of lessons would bring you through the topic of your choice in a successive manner. There are a number of advantages to these types of series. One of them is the structure they provide to both the students and teacher - you will be aware ahead of time as to what you will be teaching the next week and the students will know what is coming next. Individual, single week, lessons are okay from time to time, but doing these on a regular basis can sometimes leave a teacher feeling frazzled each week wondering, "What am I going to teach this Sunday?" Having a good plan gives a Sunday school teacher peace of mind. It also provides a measure of stability for the students in the class.

*But the word
of the LORD
was unto them
precept upon
precept,... line
upon line,...
here a little,
there a little.*

- Isaiah 28:9-14

Topical Units & Themes

Another type of lesson is a topical unit or theme. An example of these might be a study on "*The Tabernacle*", "*Names of God*", "*Jesus' Miracles*" and so on. Generally, when teaching these types of lessons, random stories from throughout the Bible, which apply to the theme or topic, are chosen. Again, these lessons tend to leave the teacher with the same peace of mind as teaching consecutive lessons - knowing where they will be going from week to week.

Character Studies

An additional type of lesson which certain teachers might enjoy (and a teacher needs to enjoy what they are teaching!) is a character study. Studying "*The Life of Paul*", or "*The Life of Joseph*", can be extremely interesting and rewarding for both the teacher and the students. Highlighting certain godly points of a character's life and comparing them to our own and our students' lives can often be challenging and soul-searching. Isn't that our desire as Sunday school teachers - to challenge our students and guide them in searching their souls?

Books of the Bible

There are so many ways to teach "the whole of God's Word", yet one more way might be to do a book study. Books such as "*John*" or "*Genesis*" are great to bring out God's plan of salvation and man's need for re-birth through the blood of the Lord Jesus Christ. The book of "*Ephesians*" would be a great study for a class of professing Christians who desire to become better acquainted with who they are in Christ and how to live out that truth in practical ways.

No matter what type of lesson you choose, you need to be comfortable with your choice. If you are not enjoying - for yourself - what you are teaching, it will be difficult to convince your group of students that it is something to be enjoyed!

Your Lesson Point

Now you know *'who'* you are teaching and *'what'* you are teaching! The time has come to decide on the point you will draw out from your story. Having a point to your lesson, and knowing how you are going to bring it out, is vital. Without expressing a point, the students will have no idea what they are to be applying to themselves from the story. Yet, just like there are so many types of lessons, there is also more than one type of point that could be brought out from most stories. We feel that there are three different types of points that can be communicated when teaching your lesson. Some approaches are better than others, but the main deciding factor in choosing the point to convey, will be whether the students in your class profess to be saved or not. There is no blanket 'formula' that can be applied in how to teach your lesson. Every situation and class needs careful consideration. After learning about the three possible ways to convey your point, you will need to rely upon your previous class evaluation to determine which approach will be best for your group of students.

Telling the Story

The first way to bring out your lesson would be to simply just tell your story. This, in our opinion, is not the most beneficial way to teach a Sunday school class. This method is only *telling* when in fact we are to be *teaching* our students. There is no main point being expressed in this situation. Simply telling the story from a Bible story book and

showing the students a picture or two, will not give the students something challenging to take home for themselves. However, this approach would be quite suitable for a group of preschool children. This age group is not capable of understanding anything in depth and therefore would be benefited most by this method of instruction.

Life Lessons

The second type of point that could be taught is a 'life lesson'. By this we mean teaching values such as 'being obedient', 'telling the truth', or 'not stealing'. This is a better way than just telling the story. You are actually teaching them something in this case that could be applied to their own lives. Biblical values are important to learn at a young age. Since very young students have a more difficult time to grasp the concept of salvation, this way would be the most valuable for them. They can easily remember a 'life lesson' and work to put it into practice in their lives. This teaching method would also benefit a class of older students who all profess to be saved. Teaching them practical truths such as 'studying your Bible' and 'learning to pray' would be very fitting. There would be no need to bring the gospel out in your lesson if what the class really needed was Biblical instruction on how to live their lives as Christians.

Present the Gospel

The third, and most valuable point to bring out in your lesson when your students are not saved, is the gospel. By using key details from your story, you can bring out God's plan of salvation. There are many Bible stories that point directly to Jesus and His death on the cross for sinners. Sharing the way of salvation through the blood of the Lord Jesus Christ is the most important message that could ever be given if

our goal is to reach young hearts for Him! For that reason, this point should be the one most often used when pertinent.

The following example uses the story of Zacchaeus to further demonstrate the use of the above three ways to teach your lesson.

Zacchaeus (Luke 19:1-10)

Telling the Story

- In this instance you would simply use a Bible story book, read the students the story and perhaps show them a few pictures.

Life Lesson - Be Truthful

- From this approach you could bring out that Zacchaeus was a dishonest man who stole money from people and the government. He became rich in a dishonest way. You could share with them the Ten Commandments and the law saying we should not lie or steal. From this, you would then teach your students that lying and stealing (which are both dishonest) are wrong and that we need to always tell the truth.

Present the Gospel

- In this case you could tell the students the same things mentioned above. Zacchaeus was dishonest and he stole from the people and the government. Because of his reputation, Zacchaeus couldn't be trusted. You then might proceed to explain to your class that people in general are not completely trustworthy and that there is only One who is completely trustworthy. Titus 1:2 says that God never lies. He can always be trusted. In John 14:6 Jesus says, "I am the way, the truth and the life...." You would also tell them that sins such as lying and stealing are against God

and that the only way to heaven would be through the Lord Jesus Christ who says that because He is the truth, He can be trusted as the only way to heaven.

Now it's time for you to give it an attempt. In your Workbook there is a Chapter 5 worksheet on page 98 provided for you to try bringing out the three different types of points yourself. See if you understand the different ways to teach your story. Fill in your thoughts and answers in the blanks provided and then check your answers in the back of the book in Section E of this book entitled 'Workbook Answers', page 122. Doing this exercise will assist you in some 'practice' at finding the three different lesson points you could bring forth from a Bible story. Go ahead, give it a try!

Not a Blanket 'Formula'

Since our goal is to reach young hearts for Christ, it is obvious that our first choice would be to present the gospel in every Sunday school class. However, this approach to teaching is not always the most advantageous - believe it or not. For example, if you teach a class of professing Christians, then the approach of applying the gospel would not be the most beneficial. You then might choose the second approach and emphasize life lessons and character building to be applied to their young Christian lives. Another example would be if you were teaching preschool children. At this level, the concept of salvation is difficult for them to understand, and since we want them to leave their Sunday school class with more knowledge than they came with, a better approach would be to simply tell them the story and teach them about God and His Word. So, even though the third type of point is referred to as the most valuable, it will all depend on your previous audience evaluation. Choosing the best approach for your students' capabilities and levels of understanding will bring better results and will provide

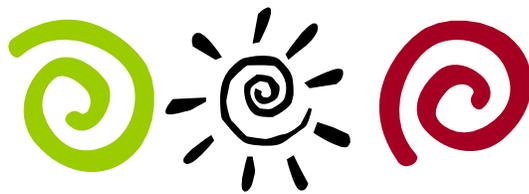
more of a challenge for them.



This chapter has probably provided you with some things to think about. Choosing what kind of lesson to teach is not always easy considering the number of choices we have. Do you have a plan? Or are you just hopping all over the Bible from week to week? The Bible is FULL of wonderful things to teach, but by having a goal to your lessons you will see more results from your students. How about your lesson point? Have you just been telling your Bible story without considering what the students might be able to grasp from it? Are you leaving it up to them to come to their own conclusions and interpretations? We as teachers are there to help our students understand that the Bible has been written for us to learn from. How will they ever understand their need for salvation if we are not bringing it before them? How will we ever reach their hearts without the good news of the gospel? With prayerful consideration, God will show you what He would have you to present to your students, and the best way to present it. Let us never lose sight of our goal in teaching - to reach young hearts for Christ!

Chapter Six

Understanding Your Story



What is My Story All About?

Once upon a time, in a land far away..... We've all listened to and told many stories in our lives. We tell stories every day! In fact, our lives are just one big story. Surely you would agree that in order to tell a story, you must first understand what you are telling about. It is our goal, in this chapter, to help you learn how to *get to know* and to better *understand* the stories you are teaching in your Sunday school class. But, in order to understand a story, you need to know just what a story is and what goes to make up a story. This is important because by understanding the structure of a story, you will become a better storyteller. Sound complicated? Well, it's not... read on!

What is a Story?

We all know that a shopping list, a table of contents, dictionary definitions and instruction manuals are NOT stories. But how do we know that? What makes a story, a story, and what is the structure of a story? Steven James, a professional storyteller, has written a book on storytelling. Upon reading parts of his book, we have learned a lot about these questions and purpose to bring before you some of his thoughts, mingled with some of our own, as we have very much appreciated his approach to storytelling.

Story Structure

What is the structure of a story? Or what goes to make up a story? Mr. James says that a story is a *'purposeful account'* where the events are not random and always lead somewhere. The scenes and events are all connected to each other and one thing causes the next thing to happen. These events build on each other until a climax is reached. Everything that happens in a story happens for a reason. If these points do not apply, then one must wonder if it is actually a story.

We have come to understand that a good story always has four main parts and is a story because...

"It is a *purposeful account* of a *vulnerable character*, who *faces a struggle*, and *makes a discovery*, that *changes his life*."

"A Vulnerable Character"

Most often stories revolve around a character (or group of characters) with a problem or an unfulfilled desire. It is often brought

out in the beginning of the story, that the character(s) lacks something and is vulnerable because he or she needs to grow in some way or learn something.

"Who Faces a Struggle"

In order for a story to be a real story, something must go wrong. If nothing goes wrong, you don't have a story. A good story doesn't simply explain or describe something, it reveals transformation or change. The character(s) in the story must face a struggle, make decisions or choices and make discoveries. Examples of struggles might be a mistake being made, a temptation, a question asked, or regrets experienced. Whenever you have a character with a struggle, emotions are brought into the picture. Feelings such as sadness or joy, fear or hope, all play a major part of the story. These emotions are what draws the listener into the story because, often, we can relate to these feelings and therefore can relate to the character. When you are reading a Bible story, let yourself be touched by the emotions that the character experiences. The real secret to discovering what a Bible story is all about is to ask yourself, "What goes wrong?" rather than just asking, "What happens?"

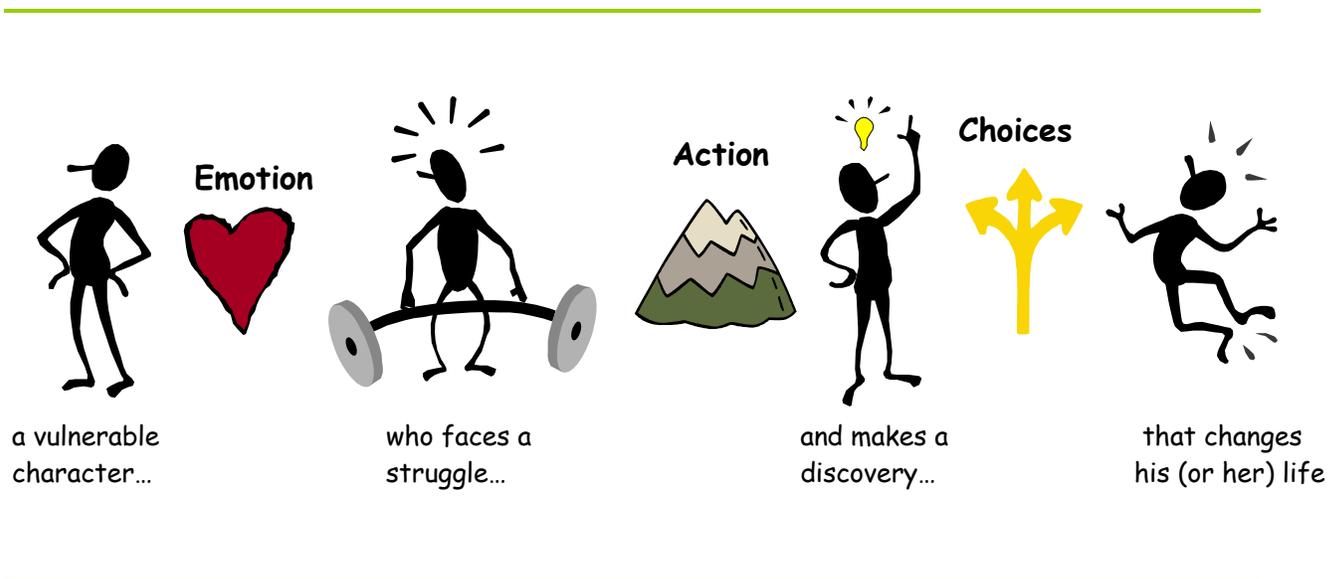
"Makes a Discovery"

Stories are all about transformations and changes being made in the character's situation. There is always a point in time or a 'moment of discovery' when a character realizes something he or she hadn't noticed, seen or understood before. Such discoveries might be a choice that needs to be made, or a consequence that will occur.

"Changes His Life"

It doesn't matter what any of the previous details of a story are, the character will always be better off or worse off at the end of the story than he or she was at the beginning. Whenever you come to the crossroads where discovery meets change, a choice will need to be made. Some stories don't share with us the inner change or growth of the character, but we can see how the circumstances changed altering the person's situation by the end of the story.

Look at the comic strip below. This is one way to visually see the different parts of a story.



By taking the time to find the vulnerable character in a story, you can identify *who* and *what* the story is really all about. You then can understand the purpose and point of the story and how it relates to your audience. This also helps you to emphasize the character's struggle(s), discovery(ies), and transformation(s), which will then draw your listeners into the character and therefore into the story. That is

your goal when telling your Bible story - to draw your students right into the story so that they can feel the emotion themselves.

Let's have a look at an example. Examples are always helpful in demonstrating the points that we have been attempting to emphasize. For our example story, this time we will use the Miraculous Catch of Fish.

Miraculous Catch of Fish (Luke 5:1-11)

Who is the "vulnerable character?"

Jesus?

- Well, He doesn't have a problem at all. Nor does He have a struggle or a question. He certainly does not learn any sort of lesson, or mature or grow as a result of the actions of the story. He doesn't change His action or His attitude at the end of the story either. So, is this story about Jesus? Not primarily.

The Disciples?

- Do they have a problem? Yes! They don't have any fish and they don't recognize who Jesus really is. Do they learn or mature in some way during the story? Yes! Peter recognizes his sinfulness and Jesus' holiness (vs. 8). Do they change? Yes! They leave their nets overflowing with fish and they follow Jesus (vs. 11).

So, is this a story about Jesus' power over the fish? Not primarily! Then *who* is this story really about? The Disciples!! *What*, then, is the story really about? It's about the change that occurred in the disciples' lives when they acknowledged their own sinfulness and

realized the true identity of Jesus Christ! It was all meant for learning about and following Jesus!

Do you see the connection? Do you recognize now, how easy it is to understand your story?! It's hard to believe that this story structure applies to every story, but if it doesn't, then your story isn't a story!

Now, we want you to give it a try. There is an empty Chapter 6 worksheet on page 101 in your Workbook. It's your job to fill it in! There is plenty of room on the worksheet for you to record your answers. We've included more than one copy of the worksheet so that you can try this activity using more than one story. Don't be shy! Remember why you are doing this. In the end, your Sunday school students will be the ones who will receive the benefits!

Studying Your Story

Now that you've discovered how to better understand your story, there is a need to get right down and study it. Knowing your story and getting to know it are two totally different things. Knowing it is fine, but *getting to know it* requires time and effort on your part. This process leads to better understanding and better storytelling too!

- **Story Details**

Part of getting to know your story is looking for details. Some questions to ask yourself, along with those you've already learned might be, "What is God telling us in these verses?" or "What is the lesson being taught here?" Read the text carefully and get a good grasp of what is going on. The best way to do this is to be sure and read all of

the places in the Bible where the account of your story is given. You will be surprised to find out that an Old Testament story might be referred to in more than one place in the New Testament. Often these other locations will shed some light on facts and information that was not present in the original story reference. For example, the story of Enoch is found in just a few short verses in the book of Genesis. There does not seem to be many verses devoted to a man who Genesis tells us, *"walked with God."* In fact there are only three things that we learn about Enoch in these verses: that he was 365 years old when he went home to heaven, he walked with God, and he was brought home to heaven without ever tasting death. But we want to draw your attention to the fact that there is a little piece of hidden information about Enoch. If you were to turn to the tiny book of Jude (only one chapter in fact!) you will find out that Enoch prophesied about the coming of the Lord! This was never mentioned about him in any other place in the Bible. Yet we can read it for ourselves in Jude 14 where it says, *"And Enoch also... prophesied of these saying, Behold the Lord cometh with ten thousands of his saints."* If that little book of Jude did not hold this piece of information in one single little verse, we would never have known that about him. See how there can be little hidden - yet huge! - pieces of information about the stories and characters we are learning about!? We can discover them if we only apply ourselves in studying our stories! So, if possible, be sure to check out more than one place in the Bible where your story or character is mentioned.

- **Story Context**

Another thing to look at carefully when getting to know your story is the context. This is simply the events that come before and after or the circumstances that surround your story. Take a good look at these things. Identify the storyteller, as well as who is listening to the story (the audience), and see if you can uncover why the story was told.

- **Story Setting**

Some other things that can be important would be the time period in which your story took place, such as the date, or what king was ruler at the time (if there was one). Perhaps even the season of the year or time of day might be relevant. Ask yourself if the story takes place during the morning, afternoon or at night. Check out the scenery of your story too! Did your story take place in a garden? In a boat? These are little details that can often be important. Geographical location is significant as well. What city or country does your story take place in? Do the characters in your story travel to another location?

Of course, all of these details are not always given, and we are not saying that they always need to be uncovered. However, if they are there, these facts and details need to be exposed. Although seemingly small, they can give you an increased understanding of your story. Better understanding leads to better presentation!



Well, was that a tough chapter? Do you think you have gotten a hold of how to understand Bible stories better? You may need to go over the chapter again to get a good grasp on this new concept. But, dear fellow teacher, we want you to stop and think for a moment. Reflect on your past teaching. Have you always taken the time to really make sure you know the Bible story that you are teaching? Or can you admit to just teaching from a few details that you happen to remember from reading the story in the past? Admitting that improvement is needed is the first step in correcting any past neglect. The presentation of your story is everything, and if you do not have a good

understanding of your story, your students will be at a loss for that. Studying your story will benefit not only them, but yourself as well.

Can we share with you a teacher's personal experience? Only a few short months ago, this teacher began a series of lessons on "Egypt to Canaan" with her intermediate class. She knew 'of' this journey and even knew quite a few details. But, in short, when she got right down to study the story, allowing herself to feel the emotions that the characters were feeling, she gleaned so much out of it for herself. Taking the time to study the details gave her a good look at so many things that the Israelites did to grieve God. She admits that while studying, her own conscience was pricked and she decided to take a look at her own life and the changes that needed to be made in it! What an experience - and only because she chose to 'study' and 'understand' her story! You too can have this same experience when you apply yourself to your story by taking the time to study it for yourself. We challenge you to try this. We can guarantee that you'll never go back to just 'improvising' again!

Chapter Seven

Verse Memorization



What Verse Will I Assign?

Verses, verses! So many of them! In fact, there are over 31,000 of them in your Bible! How do you decide which one to choose to go along with your lesson? Do you blindly choose any old verse out of a hat? Do you only teach your favourite verses? How much time and thought should you put into choosing the right verse?

In our world where everything is so fast paced, we need to be careful not to get caught up in the same atmosphere when choosing our Sunday school memory verses. If we only use certain 'prepared, easy-to-use' verses and neglect others that teach truths and apply to our

lessons, our students will be losing out on what these powerful verses can do when they are set in their young hearts and minds.

It is not enough to just simply *choose* a verse. Just because John 3:16 is a great verse, does not mean you should use it every other week because of its convenience. There are other verses in the Bible which will teach the same thing as John 3:16 does, but in a way that might better relate to your lesson. ¹

Bible Verse Memory

Psalm 119:105 says, *"Thy word have I hid in mine heart that I might not sin against thee."* Encouraging your students to memorize a weekly Bible verse is of much worth. This verse tells us that by

*So shall my word
be that goeth forth
out of my mouth: it
shall not return
unto me void, but it
shall accomplish
that which I
please, and it shall
prosper in the
thing whereto
I sent it.*

- Isaiah 55:11

memorizing God's Word and hiding it in our hearts, we will be able to enhance our chances of resisting sin. These verses memorized while children are young, stick with them for years to come! How often have we heard of times when a person has memorized a verse as a young child, only to have it arise in their mind at an appropriate time later in life? Why does that happen so often? The obvious answer would be found in Hebrews 4:12 when it says, *"For the Word of God is quick, and powerful, and sharper than any two-edged sword,... and is a discerner of the thoughts and intents of the heart."* God's Word, the Bible, and all of the verses contained in it, have more power in them than we give them credit for. That is why it is so important to put thought into the right choice for your memory verse.

Choosing Your Verse

When choosing a verse, your primary aim should be to make sure the verse brings out and backs up your lesson point. This will help the students remember what they were supposed to 'get out of' your lesson and think about how it can be applied to their own lives. The verse you choose will also depend on the approach you have chosen to tell your story (for more on your approach see Chapter 5). Each of the three different approaches would require a different type of verse.

Once again, let's have a look at some examples to help you better understand the concept of choosing your verse. The example story we've chosen is the story of Jonah.

The Story of Jonah - (Jonah 1&2)

#1 - Telling the Story

- **Lesson Point:** Read the story from a Bible storybook
- **Verse:** a verse selected from the story
- **Example:** *"But Jonah rose up to flee unto Tarshish from the presence of the Lord." Jonah 1:3*

#2 - Teaching a Life Lesson

- **Lesson Point:** Keep yourself from sin
- **Verse:** a verse that teaches your life lesson point
- **Example:** *"Ponder the path of thy feet." Proverbs 4:26*

#3 - Present the Gospel

- **Lesson Point:** Jonah thought his way would lead him to freedom from God's way. People today think they can get to heaven their own way rather than God's way.
- **Verse:** a gospel verse that emphasizes your lesson point
- **Example:** *"There is a way that seemeth right unto a man, but the end thereof are the ways of death."*
Proverbs 16:25

These are only some suggested verses that would apply to each approach. Do you see, though, how depending on your lesson approach, your verse will differ? This is why it is so important to make the right choice. Trying to bring out the gospel from the story of Jonah and then giving the verse that applies to the simple story telling method would be pointless! The students would never remember the gospel aspect from the lesson.

Finding the 'perfect' verse to go with your lesson is not always easy. On top of this, there are some other things that you need to consider when doing your search. After evaluating your audience and choosing your approach, the selection of verses should be narrowed down. Then, a very important issue to remember is to make your verse age appropriate. For example, a primary age group needs to memorize only short, *simple*, and yet meaningful scriptures. Having half of a verse learned well, is better than a long one forgotten. Intermediate ages are capable of memorizing lengthier verses. Keep in mind though, that the *quality* of your verse is more important than the *quantity* or length of it. Just because a verse is long doesn't mean it is necessarily meaningful. Teens are able to remember more difficult scriptures. These students can learn longer portions and even chapters at this age!

Well, it's practice time again! We would like you to try making some verse choices. Turn to your Workbook at the back to your Chapter 7 worksheets starting on page 105. These worksheets will assist you in learning how to choose the best verse to go with your story. Take the time to work on them - you'll feel more confident when choosing your verse for your next Sunday school lesson.

Teaching Your Verse

It is insufficient to just assign your students their memory verse each week. You must actually 'teach' it to the class. Taking the time to teach the verse means to explain its application to your story and ensure that the children understand the verse by explaining difficult words. It makes absolutely no sense for them to memorize and repeat something that they don't even know the meaning of. How can a verse speak to them personally if they don't understand it? Philip realized this while speaking to the Ethiopian in Acts chapter 8. Philip came upon him and heard him reading from the book of Isaiah. He then asked him, *"Understandest thou what thou readest?"* The Ethiopian replied, *"How can I, except some man should guide me?"* This clearly indicates how necessary it is for us to guide the students in their understanding or they might come up with their own interpretation which could be completely wrong! I'm sure too, that if we were all honest, we'd have to admit that we ourselves have laboured over certain verses and their meanings. How much more must the younger ones strive to understand!?

Practicing Your Verse

Once you've taken the time to explain your verse to the class and how it applies to your lesson, take a bit of your class time each week to

practice your verse. This can be very helpful to the students. Because each age group is unique in their capabilities and interests, the manner in which you practice the verse with them will be just as varied. There are many ways and methods that can be used. We've given these activities the name *'Verse Motivators'*. A verse motivator is an activity incorporating the weekly memory verse which helps the students learn the verse and often helps give them a good start in their memorization for the week. This is a more elaborate approach to practicing your verse. We have included some Verse Motivator examples for you to try with your class in Appendix B at the back of this book.

Is a verse motivator always necessary? Not in every class, but as stated before, primary aged students require more verse practice than students at the teen-age level. Primary children enjoy lots of fun, hands-on activities, and using a Verse Motivator now and again can be one way of assisting them in their memorization considering their lack of reading ability. Yet, whether by way of a Verse Motivator or simply by some class repetition, the important thing to remember is they need to practice their verse before going home. The intermediate aged class has an easier time to memorize their verse. A verse motivator might be a good idea for them on occasion, yet done in a more advanced way that would involve some reading. At the teen or young adult level, the need for verse motivators is reduced. These students are responsible enough to learn their weekly memory verse all on their own. Any verse motivator you might do with them would probably only be done for fun, as a change of pace. In any case, have fun using verse motivators with your students. It really will encourage them to learn their weekly verse!

We also need to keep in mind the children in your class that come from the outside community. Often there may not be much help for them in the home when it comes to learning their memory verse. Giving them a good understanding of the verse as well as a head start on

memorizing it while in class, will 'motivate' them to continue practicing! However, don't be too hard on these children if they don't know it perfectly. Always praise them for a 'job well done', or a 'good try'!

Memorizing the scriptures is very important. We, as the Sunday school teacher ought to make sure that just the right verse is being assigned to our students. Making the right choice requires some time and effort on our part, but it will only be to the students' advantage. They don't realize it right now, but we need to remember that we are helping them hide God's Word in their hearts.



Do you admit it? Have you ever just chosen 'any old verse' for your Sunday school lesson? Well, it's probably a sure thing that we've all done it a time or two. Perhaps you've done it more often. "It's so quick and easy," you might be saying. It sure is! But what, remember, is our goal in teaching? We hope you aren't forgetting what we went through in Chapter 1 already! When we have those purposes and goals in perspective, it's easy to see that choosing 'any old verse' might be convenient for us, but is only a cop-out and will not provide as many long-term benefits for your students. Use variety! The Bible is full of terrific verses to bring out your lesson point and approach. Don't forget to spend some time to explain and practice the memory verse with your students. Don't take for granted that they already understand it. Don't assume they'll 'be okay' to memorize it on their own. Do something fun with them to encourage learning! Take the time to really *care* about what your students will be memorizing and hiding in their hearts. You never know, this week's verse just might lead them to salvation!

Chapter Eight

Incorporating Different Learning Styles



What Else Can I Do?

Have you ever taught a lesson where the scenario is; Sally is talking to Sue, Johnny is staring out the window and Jane is picking the gum off her shoe? In your mind you're thinking, "What am I doing wrong? Why aren't these children paying more attention? I'm doing the best job I know how to tell the story in an interesting way!" Well, you're not alone. We've all had times when we've looked around at our students while teaching a lesson and thought to ourselves that something wasn't quite right! The question is, what exactly is the problem and what can we do about it? Let's first take the time to address the problem and then move on to a solution.

Three Styles of Learning

The 'problem' isn't really a problem per se - it's a lack of understanding if it can be put that way. Each and every child differs in the way that they learn - and learning starts with the encouragement to use one or more of the five senses - seeing, hearing, touching, smelling, and tasting. When we as teachers become more aware of each student's different style of learning, it will assist us in better gearing our lessons to meet their individual needs. When we meet their needs in a better way, we are promoting an environment wherein they will pay attention better and learn nearer to their full capacity. We do not need to become experts in understanding different learning styles, however, it is wise that we have some understanding of them. Below are listed the three learning styles by which every student learns.



Visual Learners

The first type of learner is the 'visual' learner. These students need to *see* the lesson. In order for their understanding of the story to develop, they need to be able to visualize it in front of them. This includes pictures or story props - anything that might give a visual understanding of the story. If the teacher just tells the story, having nothing for the children to see, these visual learners will not excel or understand the story as well as they potentially could. After all, "seeing is believing!"



Auditory Learners

The second type of learner is the 'auditory' learner. These are the children who learn best by listening alone. They can easily form pictures in their minds of what they are hearing. These students have

very strong imaginations and often enjoy listening to music and singing songs.



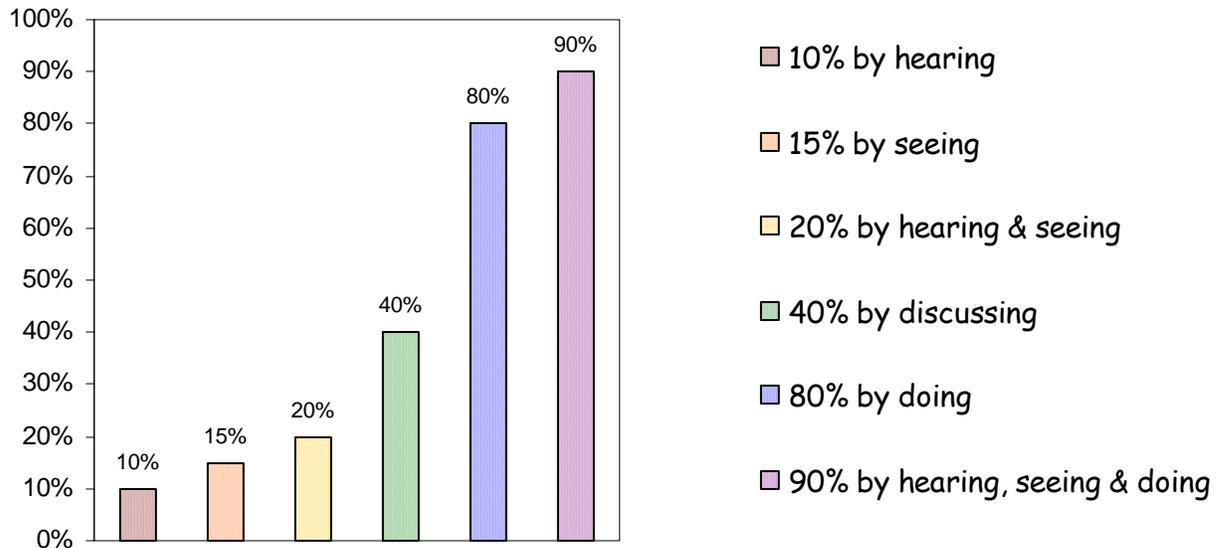
The third group of learners are called 'kinesthetic' learners. These are the students who primarily require the other three senses - touching, tasting, and smelling. We often call these types of learners 'hands-on' learners. They need opportunities to discover by getting their hands into things! They have a more difficult time developing an understanding of the story just by hearing it being told or even seeing it in picture form. They need to be involved in the story by hands-on exploration and experimentation.

When it comes right down to it, children always have that yearning to be doing something. How many times in a day do you hear from your own children at home, "I'm bored!?" You can be telling your Sunday school students the most exciting story in the Bible, but if there is any opportunity or some way for them to participate in it, they will become much more enthusiastic about it, interested in it, and will definitely want to contribute. Studies have been done and show that children only retain 10 percent of what they hear, whereas they retain 90 percent of what they hear, *see* and *do*. It's obvious then, what children enjoy most in the Sunday school classroom is interaction! The more opportunities your students are given to use their five senses, the more they will learn, the better they will understand, and the more memorable your lesson will be.

The graph on the following page shows the way in which an average student retains their knowledge. It's important to notice that

the involvement of all the senses contributes to better understanding. This is only an estimation, but is useful to us as teachers.

Learning Styles



Some students will have a more dominant learning style, but we do not believe that there are many students out there who do not possess a combination of the three styles of learning. Keep in mind though, that every age group has their own characteristics which make their learning styles differ somewhat. The younger the child, the more kinesthetic learning opportunities he or she will require. As children grow older, their learning abilities change and by the time they become young adults, they usually develop most of their learning through the visual and auditory learning styles. Yet, the five senses need to be incorporated at every level, only in different ways depending on the ages of the students.

The Solution

Now that you understand *why* some children are sometimes busy daydreaming and whispering during your lesson, it's time to put your newly found knowledge into action!! What can you do to incorporate these different learning needs into your lesson? Often most classroom times involve the *seeing* and the *hearing* but neglect the other senses. It is impossible to include all three learning styles during *every* minute of *every* class session. However, opportunities to learn visually, auditorily, and kinesthetically should be provided at some point during *every* class. That's where we come into the picture! We, as teachers, need to be attentive to ways that we can make lessons more meaningful by incorporating an increased number of the five senses. There are many things that a teacher can do to draw the students into the lesson. Here are some examples...

Lesson Props

Props are a great tool to use during the actual storytelling part of the lesson. These appeal to everyone no matter what their learning style, but especially to the visual learners. If you are teaching the story of Moses' birth, why not bring in a small doll in a basket for the children to see. These sorts of props help those who have a more difficult time to visualize in their minds what they are hearing. With your props, this struggle won't interfere with their comprehension of the story.

Music

Music is another fun way to involve students in the lesson. All young children like music and enjoy singing. So, teach them a new song!

Use this method of involving the students when you know a Bible song that goes along with your lesson point or with the story you have taught. This will especially appeal to the auditory type learners. For example, if you were teaching the story of David and Goliath, sing 'Only a Lad Called David' with the class. If your lesson point is 'The Bible's Importance', sing 'I Have a Wonderful Treasure'. You can even make up your own song using a familiar tune and adding your own words to fit.

Food

On occasion a lesson might revolve around a certain kind of food. Take advantage of this chance to bring it in and allow the students to *taste* it! An example of this might be, while teaching 'The Israelites Complain about Bitter Water', make some bitter water at home and bring it in for the students to try. Watch the faces they make! Another option might be to have the students *smell* a particular food. If you are teaching the story of 'The Resurrection', you might bring in some strong-smelling spices, like Mary was bringing to the tomb, for the students to smell. What a great opportunity for those students who are kinesthetic learners!!

Lesson Activities

Another way to incorporate the five senses is through what we call the '**Lesson Activity**'. The Lesson Activity applies to one of *three* things: 1) your story, 2) your lesson point, or 3) your memory verse. This activity is usually completed after your lesson story is finished. Different age levels require

*Always remember,
when preparing for
your Lesson Activity,
to prepare enough
for extra students.
You never know when
visitors might come!*

different activities so, below is the break down of what we feel are the requirements for these levels.

- **Primary**

At the primary level the Lesson Activity is important to them because it assists them in remembering the story or point of the lesson. Lesson Activities for primary aged children are usually crafts, such as cut and paste, or colouring. The thought of doing crafts with small children might seem to be an overwhelming task considering the messy glue and tape all over everything. But, just think about the learning styles you will be incorporating, primarily the hands-on style that this age group requires. The incorporation of the senses into your lesson makes it more memorable for them.

- **Intermediate**

Intermediate students enjoy a Lesson Activity also. Crafts like, cut and paste, colouring and painting, are enjoyed by them, but need to be done at a much more advanced level than the primary students. These activities help this age group remember your lesson and its point as well. Other things they enjoy doing are crossword puzzles, word searches, mazes, etc... They are able to read well and can benefit from a wider variety of Lesson Activities.

- **Young Adult**

At this age level, Lesson Activities are still required, but can be made somewhat more difficult. Most often the activity will centre on the lesson point, but sometimes could emphasize the memory verse. Examples of some activities for this age level might

be quizzes, Bible research, fill-in-the-blanks, etc... The need for incorporating the five senses is lessened at this age level since the learning styles and needs of the young adult age group have matured and changed.

Take Home Re-enforcers

What is a 'Take Home Re-enforcer'? It is an item that can be taken home, which wasn't made in the class, with the purpose of re-enforcing your lesson! Easy enough isn't it?! Not every lesson will provide you with the chance to send home a 're-enforcer'. So, when the opportunity does arise, seize it! Here are a few examples...

- **Snacks**

Snacks are a great re-enforcement tool. If you are teaching 'The Great Catch of Fish', send home some fish candies or crackers tied in some netting. When you teach the story of 'The Woman at the Well', send home a bottle of water with the memory verse glued to it. These are fun ways to help the students remember your lesson, all while engaging their senses and learning styles.

- **Other Tangible Items**

There are other objects that can be sent home with the student for lesson re-enforcement that won't necessarily be consumed! The Dollar Store is full of low-cost items that can be used to help your students remember your lesson. For example, mini magnifying glasses are a great thing to give out to the class after teaching that Jesus came to *'seek and to save that which was*

lost. Miniature Bibles can be handed out at the end of a lesson on 'How the Bible Came to Us'. These are great visual tools.

- **Sunday School Papers**

These papers are widely available through different Bible-based book distributors.* They are simply pamphlets that can be ordered for children of all ages to take home and read. They are full of biblical based stories that apply the gospel to the children's lives and emphasize salvation. This also is a great way to get the gospel and God's Word into homes where there might be unsaved parents.

There really are so many ways to incorporate the five senses into your lesson. It makes your class time - and learning - so much fun!! Now, let's see what kind of ideas you can come up with. It's time to go back to your Workbook to check out your Chapter 8 worksheet on page 111. On this worksheet you will practice incorporating the five senses into a Sunday school lesson. It's good practice to confirm in your own mind that you've understood what you've read. Have fun!

All finished? That was easier than you thought wasn't it? Did you surprise yourself at all the terrific ideas you had, or were you stumped? If you were having trouble, don't despair! Keep working on it and your creativity will begin to flow. Not always do these sorts of things come easily to every teacher. It sometimes takes a little bit of

* **Truth and Tidings Publishers** (send orders to: Light for Young Paths, 7799 Capri Dr. Canton, MI U.S.A. 48187) *The Little Light, Light For Young Paths, The Light*

Gospel Folio Press (304 Killaly St West, Port Colborne, ON L3K 6A6 (905) 835-9166), *Childhood Days, Words of Life, and more.*

Bible Truth Publishers (P.O. Box 649, Addison, IL 60101, USA. Phone (630) 543-1441), *Messages of God's Love*

thinking to come up with ideas, but once you get going, there'll be no stopping you!! To give you a little help, we've given you a list in Appendix C of some things that might be used as tools to incorporate the different learning needs and styles of your students.

Verse Card

Another thing that could be used to incorporate the five senses in a round about way is a 'verse card'. Having a verse card for each student keeps track of the weekly memory verse. To the side is a diagram of a verse card format that we use. Having a verse card assists the parents in knowing which verse the child is to memorize for the following week. By typing or printing the verse out on an appropriate sized white label, sticking it in the proper square, and then sending it home with the student, you are showing them the importance of learning their memory verse.

Front / Back

	<p>_____</p> <p>Sunday School</p> <p>~~~~</p> <p>Name: _____</p> <p>Teacher: _____</p>
--	--

Inside

<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; text-align: center;">□</td><td style="width: 50%; text-align: center;">□</td></tr> <tr><td style="width: 50%; text-align: center;">□</td><td style="width: 50%; text-align: center;">□</td></tr> <tr><td style="width: 50%; text-align: center;">□</td><td style="width: 50%; text-align: center;">□</td></tr> <tr><td style="width: 50%; text-align: center;">□</td><td style="width: 50%; text-align: center;">□</td></tr> </table>	□	□	□	□	□	□	□	□	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; text-align: center;">□</td><td style="width: 50%; text-align: center;">□</td></tr> <tr><td style="width: 50%; text-align: center;">□</td><td style="width: 50%; text-align: center;">□</td></tr> <tr><td style="width: 50%; text-align: center;">□</td><td style="width: 50%; text-align: center;">□</td></tr> <tr><td style="width: 50%; text-align: center;">□</td><td style="width: 50%; text-align: center;">□</td></tr> </table>	□	□	□	□	□	□	□	□
□	□																
□	□																
□	□																
□	□																
□	□																
□	□																
□	□																
□	□																

A professional print shop can create and print these for you.

Lesson Summary Report

A Lesson Summary Report is something that we have recently come to see the value of sending home with the students. You can keep it simple or make it as elaborate as you like. It merely is a small piece of paper with the lesson title, a written description of the lesson point or theme, and its application to the student, written on it. You could even include the memory verse as well. This has proven to be helpful to

the parent who asks, "What did you learn in Sunday school today?" who then receives the response, "Jesus." By reading this report, the parent then knows what the accurate interpretation of the lesson was and will be able to prompt the child for more details! Again, this could potentially be a tool brought into the home of a student from the community that could be effective in reaching an unsaved parent.

Help!!

"I'm not creative enough for all of this!" "Where do you get your ideas?" "I could never think of that!" Trust us - we've heard it all many times. Our favourite response is, "It takes time and practice!" While you are waiting to be 'delivered into your creative state of being(!)', we've included, in Appendix C, a list of suggested ways and activities to incorporate the three styles of learning into your lesson and throughout your entire class time. Take into account that not all of these approaches can be used with every age group. You as the teacher will need to determine which methods would be best for the ages of your students keeping in mind your previous audience evaluation. These are only a few suggestions. There are myriads of other ideas you could come up with. Keep working at it! There are so many ways to make your lesson and class time more interactive for the student, thus making it a lesson they will never forget!



Did this chapter seem kind of profound? Don't look at it that way, think of it as fun - learning how to have *more* fun! Although now as adults, we generally learn visually; think about your day. How often do you incorporate your five senses into what you do? Do you go clothes shopping and only *look* at the apparel? Don't you just have to *touch* the

fabric? What about when your family comes in the door in time for supper? Don't they all gravitate towards that wonderful *smell* of food coming from the kitchen? Then the time comes, of course, to *taste* it (and perhaps *touch* and play with it too!). God gave us our five senses to help us interact with our world in a more intimate way. We all know that if we lost the ability to use any of our senses, our world would be a lot less enjoyable.

This also applies in our Sunday school class. We need to involve our students in our lesson as much as possible. Yes, there will be more moving around as your class will not be sitting quietly (which they probably weren't before anyway!), but the more your students interact by *touching, tasting, seeing, hearing, and smelling* your story, the more they will remember! You might be thinking that you'll have to go out and buy all sorts of things. That isn't the case at all. You'd be surprised at how many items laying around the house you can use to incorporate into your lesson. There are so many activities you can do with your class to relate to their learning styles. Be inventive, use your imagination, and get your students drawn - and their differing learning styles - into your lesson! You really are working on reaching their hearts!

Chapter Nine

Pulling Your Lesson Together



How Do I Get Organized?

There are so many things that we need to prepare for in our every day life - and Sunday school is one of them. Without advance preparation for your Sunday school class, you will be left feeling unorganized and stressed out. We've considered so many aspects of preparation; audience evaluation, memory verses, lesson points, activities and even more! How does one go about planning a lesson and 'pulling it all together'? How do you make sure that all this hard work you've done gathering information stays in one place? Well, we've developed a Sunday School Lesson Plan Outline that we feel is very helpful. We, in our experience as teachers, have come to better understand that a Sunday school lesson will be more valuable to the

teacher and student alike if the lesson is prepared in an orderly fashion - ahead of time. God even encourages this in His Word. I Corinthians 14:40 says, *"Let all things be done decently and in order."* Having an organized message is pleasing to the Lord. Therefore, a plan is required!

Lesson Plan Outline

Once a teacher knows what they will be teaching, it is time to lay out the plan. In Appendix D is a sample black line master of a Lesson Plan Outline that we use and consider as being a good way to lay out your lesson and all the components needed to teach it. On the following page, you'll find a small version of this outline so it can be in front of you as we refer to it throughout the remainder of the chapter.

By writing an outline for your lesson and having it in front of you, you'll be less likely to miss anything that is needed for your lesson. This is where you can record your memory verse, your lesson point, the materials you will need to teach the lesson, what activity you will be doing at the end of the lesson, any advance preparations that need to be done, and all of the other elements that go to make up your entire Sunday school class. The order in which the headings of the outline appear are not necessarily the order in which you will prepare your lesson. This is a layout that has worked for us and we hope you feel free to use it as it is, or make some changes to suit your own thoughts and needs. Let's quickly take the time to go over each part of the Lesson Plan Outline to be sure that you understand what needs to be recorded under each heading.

Sample Lesson Plan Outline

<p>Lesson Title: _____</p> <p>Bible Reference: _____</p> <p>Memory Verse - selected Bible verse</p> <p>Lesson Point - point being brought out in your lesson</p> <p>Materials Needed to Teach the Lesson - props and visuals</p> <p>Advance Preparations & Supplies - any preparation that needs to be done before class (e.g. photocopying, things to cut out, items to purchase...)</p> <p>Lesson Script - your exact script of what you will say to the class</p> <p>Activity - the craft of activity that will be done at the end of the lesson</p> <p>Re-enforcer - if applicable, the item that will be sent home with the student re-enforcing your lesson point or memory verse</p>
--

Title and Bible Reference

At the top of the Outline is a line to record the title of your lesson as well as a line for the reference, or where the story is found in

the Bible. Having the reference is handy for when you are going to review your story or when you go to open your Bible to teach the story during the class time. It saves you from embarrassment by saying to yourself, "Now where was that story found again?!"

Memory Verse

Under this heading is where you would record your selected Bible verse that the students are to memorize during the coming week. If you are planning on using a Verse Motivator (see Chapter 7), this would be a good spot to jot down what you plan to do.

Lesson Point

This is an important feature on your Lesson Plan Outline. It is where you will record the main point you will be emphasizing throughout your lesson. For example; if you were teaching the story of Adam and Eve, what point would you be trying to bring out from that story? That Eve took the forbidden fruit and ate it, or that sin entered the world and that God can not tolerate sin? Having it recorded in front of you can help you to determine whether or not you really do have a point!

Materials Needed to Teach the Lesson

Under this heading is where you would record any props or visual items that you will be using while teaching your lesson such as, puppets, flash cards, flannel graph, a whiteboard, etc... Having these items written down for you to see means you will be less likely to forget to bring one of them. There's nothing worse than getting part way through your lesson only to discover you're missing a key object!

Advance Preparations & Supplies

Here is where you would make a note of anything that needs to be done before class time. For example, often for the Lesson Activity, things need to be cut out, photocopied, and other things of that nature. You may want to make a list under this heading of things such as glue, scissors, or markers that might be needed to complete the activity. Trying to cut things out, staple things together, or gather materials 10 minutes before class is not a good idea. Nor is it safe to count on another teacher to have scissors and glue. Record your needed advance preparations on your outline and make sure that you do them - in advance!

Lesson Script

This is where it's a good idea to write out all of the thoughts you want to be sure to bring out in your lesson. Both of us like to include the exact script of what we would like to say, written out (or typed!) for reference sake. This is also good because it helps us make sure that while we are teaching our lesson, the point is being led up to and brought out in an orderly way.

Lesson Activity

Under this heading you would record what you plan to do with the students as a lesson reinforcing activity. You might want to include a simple diagram and some instructions for the activity if you've come up with the idea yourself. Or you might record here the book title and page number where the activity sheet or design came from.

Re-enforcer

On occasion there is some item that you might find could be given out to your students for lesson re-enforcement. This is where you would record that item and how you would explain its pertinence to your lesson.

Why Bother?

By now you might be wondering why anyone would ever go to such the fuss to complete one of these outlines. Well, in all honesty, we feel it keeps us better organized and more accountable in our teaching. When you have it all laid out before you on paper, it makes it so much easier to see if there might be something missing. It helps to assure us that we are putting the needed effort into all aspects of our Sunday school class.

Not all of us teach Sunday school for years and years at a time, but if that is your case, having this all recorded in written form and filed away, makes it much easier to teach the lesson again down the road! This is another benefit to filling out a Lesson Plan Outline. How convenient it is, when you've changed classes or students have moved on and it's time to teach David & Goliath again, to be able to pull out that lesson - all ready to go! You put a lot of time and effort into preparing a Sunday school lesson and you deserve to be able to use it again some other time without having to put all the work into it once more.

Not only these thoughts give us a desire for an outline, but God's Word expounds on the thought of being 'orderly' too. Turn to your Chapter 9 worksheet in your Workbook on page 115 and answer the questions that are on it. Let's see what He has to show you, and then we will come back and discuss the truths you will have discovered.

It's interesting how we find these thoughts in a few verses in the book of Ecclesiastes! In chapter 12:9,10 we read that it was a 'wise preacher/teacher' who was sharing his knowledge with the people. He obviously was a 'student of the Word'. Verse 9 tells us that he pondered and studied many proverbs. This is evidently how he was able to teach the people, and thus was called 'wise'. The key thought here is what verse 9 tells us he did with his 'findings'. He very carefully **set them in order!** If you and are to be 'wise teachers', we ought to carefully consider this teacher's example! Even I Corinthians 14:40 tells us that all things should be done in an orderly way. How can we go against what God's Word is telling us?

Having a Lesson Plan Outline is up to you. We can only tell you how this has proven over and over to have benefited us in our many years of teaching experience. Choosing to do things in a haphazard, disorderly way, will only leave you unprepared and disorganized. It shows forth your attitude towards your lesson and your students. They can tell when you are organized and when you are not. Show them you really care about them and how you are teaching them by using the Lesson Plan Outline.



How well prepared are you coming to class on Sunday? Do you choose your memory verse ahead of time, or are you coming to class flipping through the pages of your Bible looking for one? How about some notes or an outline? Do you have any - or do you just plan to rattle off details of your story that you think you will remember? How many times in the last while have you forgotten something for your Sunday school lesson? When was the last time you got to class only to discover you had no glue? These are searching thoughts and questions

for each and every one of us! No doubt we've all been there a time or two!! When any of these situations occur, doesn't it leave you with an anxious, unorganized feeling? There is a way to prevent it! Try using the Lesson Plan Outline at the back of the book. We challenge you to give it a try - it can't hurt. You just might discover it only makes your preparation easier. Think of what God will say when He sees your efforts as you do your work heartily and orderly for Him!

SECTION C



10

Chapter Ten

I Need Encouragement!!



Who Will Encourage Me?

Encouragement - we all need it! Anyone who teaches loves to hear they've done a good job. But what if you're not hearing it? What if you are not receiving any encouragement? Do you ever wonder whether you're having any effect on your students? Are there times when you feel like giving up? Where do you go for advice? Many Sunday school teachers have asked these same questions and have had these same struggles. Let's take the time to look in God's Word to find out where others in the Bible have gone for encouragement.

David

I Samuel 30:6 says that David *"encouraged himself in the Lord."* What happened to "discourage" him? Well, if you were to read verses 1-6, you would come to find out that he had plenty of reasons to be discouraged. David and his men, upon returning from battle, came to Ziklag to find that the Amalekites had invaded, smitten, and burned the city. They had also taken the women and children captive including David's own two wives. When they laid eyes upon the sight the Bible says they, *"lifted up their voices and wept, until they had no more power to weep."* To top it all off, verse 6 tells us that the men with David turned on him and wanted to stone him. No wonder the beginning of verse 6 says that David was *"greatly distressed."* The end of that verse is wonderful though. It says, ***"BUT David encouraged himself in the Lord."*** Because David had a genuine and close relationship with his God, he was able to seek - and find - his encouragement from Him. When we get looking at the things going on around us, even in our Sunday school classes, we can become discouraged. When David looked around at all that had happened, he became discouraged too. Yet, when he looked 'up' he was able to receive his encouragement from the Lord. What do we find David doing then, a couple of verses later? He's not off looking for revenge. He's not taking matters into his own hands. But he's looking to the Lord for guidance. He wanted to do what God wanted Him to do in this situation. If we have a sincere relationship with the Lord, it should be our first reaction to look 'up' in times of discouragement. It should be our first reaction to seek God's Will for any situation in which we find ourselves - including in our Sunday school classes. We can seek our help, our guidance, and our encouragement from Him by reading His Word and through prayer. II Corinthians 7:6 says, *"Nevertheless God...comforteth those that are cast down."* This verse leaves us with no doubt that He's always there for us, to comfort and encourage us!

Paul

In the King James Version of the New Testament, we won't find the word 'encourage' per se. There are many other words though, that bring out the same meaning, such as, 'exhort', 'edify', and 'comfort'. These words all emphasize the thought of encouragement and building up. The apostle Paul uses these words many times. When he is writing to the Thessalonians, Paul clearly states in I Thessalonians 5:11 that they ought to, "*comfort [themselves] together, and edify one another...*" As well, Hebrews 3:13 tells us to, "*exhort one another daily.*" The thoughts here reveal to us that this exhortation or encouragement needs to be given on a continual basis, and it needs to be given to others *by us*. These verses wouldn't be there if God didn't think we would need encouragement regularly. Let us be sure that we are doing our job of encouraging those who need it!

The apostle Paul also found encouragement from the others working with him. Paul's relationship with the Lord leaves us with no doubt that he would have found encouragement from the Lord as well, but in Colossians 4:7-11 we read of him receiving encouragement from others. In this passage, as Paul closes his letter to the Colossians, he explains that Tychicus is being sent to "comfort" their hearts, along with Onesimus. In his closing, he sends greetings to them from other believers who are working with him. In the middle of these salutations, Paul states that those with whom he had been working had been a comfort to him (verse 11). Again, in II Corinthians 7:6, we find Paul saying that he had been comforted or encouraged by the coming of Titus to them. Even Paul needed comfort and encouragement aside from that which he received from the Lord!

Our Encouragement

So, other than the Lord, who else is there to turn to? From the above passages in Scripture we can see encouragement being given to, and being received from, fellow workers. The obvious answer then, other than seeking encouragement from the Lord, would be to seek

Perseverance is the hard work you do after you get tired of doing the hard work you already did.

- Newt Gingrich

encouragement from your fellow Sunday school teachers. We will not be alone in dealing with students who have discipline problems, lack of motivation, and provide us with plenty of other interruptions, which can sometimes cause discouragement. Between these and other 'speed bumps' in our teaching, we need encouragement! Ecclesiastes 4:9,10 gives us a lovely picture of 'working together'. When there are multiple workers working together towards the same goals, if one should struggle and fall, another will be there to lift them up. Verse 10 even says, "*woe to him that is alone when he falleth, for he hath not another to help him up.*" Proverbs 27:17 states that "*As iron sharpeneth iron; so a man sharpeneth the countenance of his friend.*" There are so many scriptures that support the thought of being there for and encouraging each other. God's plan and design is to have us exhort, edify, and comfort one another.

Regular Meetings

Fellow Sunday school teachers need each other! We can encourage one another to persevere when the going gets tough. Our goals in teaching are the same and so are our struggles. Therefore we suggest getting together on a regular basis to connect and discuss different issues. This can be a great opportunity for growth and fellowship and what a blessing it can be to have someone else beside

you to help 'pick you up' when you fall!

Perhaps you are dealing with behavioural problems in your class. Another teacher may have experienced the same issue in a time past and might be able to share a suggested solution with you. Maybe you yourself have dealt with certain issues in your class and another teacher needs some advice. By offering your thoughts and suggestions, you might be able to assist that teacher in reaching a solution to their problem. Another benefit of meeting together on a regular basis is to create the opportunity to share in joys together. So often we share our problems and complaints with one another. How exciting when we can share our joys together too - like a student professing Christ as their Saviour, or an issue being resolved and even answers to prayer. Being together and encouraging each other strengthens our bond as Sunday school teachers as well as our bond in Christ.

Pray For One Another

Not always are your problems and struggles going to be in the classroom directly. On occasion they may be related to yourself and your position as a Sunday school teacher. Maybe you are having your own personal struggles with such things as motivation (and the lack of it!), preparation and planning or even ideas for lessons. These are all things that could be shared in a meeting with your fellow teachers. Take the time to discuss these things and encourage one another. Most importantly, pray for one another collectively while you are together and, as well, individually at home. James 5:16 tells us to "*pray one for another.*" It's always very uplifting just to know that someone is praying for you.

It's time to go to your Chapter 10 worksheet on page 117. On it are some questions for you to answer - questions that will get you

thinking about encouragement and the value and importance of receiving and giving it!



Are you feeling like you could use some encouragement? Do you have some struggles in your class that you just don't have any answers to? Perhaps you have some classroom joys that you would love to share! Then why not call up your fellow Sunday school teachers to arrange a time when you could all get together? Express to them your desire to meet regularly to discuss all of the trials and joys that are involved with teaching Sunday school. There is no need to bear your burdens alone. Who knows - one of them might be in the need of some encouragement too! What a blessing you all could be to one another!

11

Chapter 11

Care Beyond the Classroom



How Do I Show I Care?

Have you ever had someone pay lots of attention to you in one situation, only to ignore you in another? Surely we've all had that experience. In any case, it leaves you with a feeling of rejection. Well, take a minute to think about your Sunday school students. Do you wonder if they ever feel like that? We pay so much attention to them and give them so much encouragement during class, but what about when we're not in class? If they come and say hello while you are standing there visiting with others, do you just 'brush them off' or give them an 'indifferent hello'? We hope not!! If you spot them in the grocery store, do you make an effort to greet them, or do you just continue on your way to the checkout? Being a Sunday school teacher requires a lot of time and hard work. The thoughts, planning, and

preparation that go into your lessons are vast. Finding the time to care for our families, our responsibilities, ourselves, and then prepare for our lessons is time consuming enough. How would we ever find extra time to show our students and their families we care outside of the classroom? Well, we believe that it's important to take an interest in our students during the week, not just on Sunday! The more we have to do with them, the more influence we can have in their lives. Reaching young hearts is not just done during our class time on Sundays! It's done through building relationships with our students. Each child matters to God. They should matter to us too! But how?

Making the extra effort to greet a child - by name! - outside of the classroom, is one of the basic ways you can show you care about them beyond the time you spend with them in Sunday school. Whether it is in the grocery store, or in your gathering place, be sure to make contact with your students aside from when you are with them in class. There are many more ways, depending on how much time you choose to devote to this ministry. Here are some other, simple ways, to show - outside of the classroom - that you care about them.

- Pray - take the time to pray for your students and their families (Although unseen to the natural eye, this can be more powerful in the lives of the student than any of the other suggestions below!)
- Game Day - have your Sunday school class over to your house to play some games
- Pizza - invite the class over for a pizza party

- One-on-One - take each student out individually for a doughnut, ice-cream, or even just a walk. Get to know them better! (Be sure to check with the parents before asking the child!)
- Birthday - remember their birthday and send them a card
- Notes - write them a note once in a while to tell them you are glad they are in your class
- Postcards - send them a "We Missed You" postcard when they are away for a Sunday or a "Get Well" postcard if they have been ill
- Phone Calls - give them a call now and again just to see how they are doing
- Visit - go right to their home and have a visit with them and meet their parents
 - This is especially important if the student is from an 'unsaved home'. You as the teacher have the opportunity to reach the families with the gospel through the children.
 - Perhaps bring along some cookies or some kind of a treat.
 - Showing love to these children might be the very thing that God will use to bring salvation to the family

Getting Others Involved

Each of us have our own individual situations at home that allow us more or less freedom to be involved with our students beyond our class. Married, single, kids, no kids, jobs or no jobs, the fact is we all lead busy lives. It is next to impossible to become heavily involved in this 'side-ministry' on our own. We feel this is a great opportunity to

get others from your place of worship involved! More than likely there are many people in your gathering place who are looking for ways to serve. This could be one of them!! A person does not have to have a child attending Sunday school to become involved in the Sunday school! It is a collective outreach, not something that a handful of people have an exercise about. It is a ministry orchestrated by your gathering place and it needs to include others! Here are a few suggestions for getting others involved.

- **Bulletin Boards**

Hanging some bulletin boards near your Sunday school classrooms is a great idea! But what do you hang on them? Have someone take some pictures of all the kids in Sunday school. Hang them on the bulletin board with their names and label the board with a title such as 'Our Sunday School'. People can then learn the names of the children and begin to greet them!

Artwork could also be displayed on these boards. Don't you remember being in grade school and having your creations hung on the school hallway walls? It sure gives you a proud feeling. Well, these children have something to be proud of too - their talents! Display them for all to see and make them feel special.

- **Name Exchange**

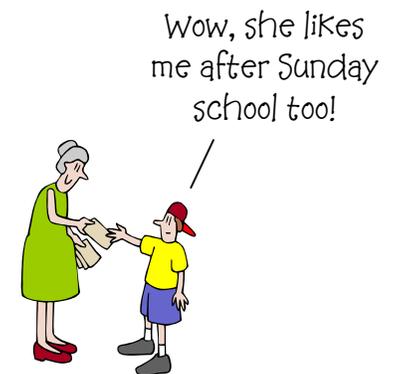
No, we aren't talking Christmas gifts!! We're talking about names! Invite some willing adults to be a part of this activity and give them the name of one Sunday school student - without the child knowing about it. The responsibility of the adult is to simply take an extra interest in their child, whether it be at gatherings, or during the week. Talk to them about their lives, and get to know them. Take the time during the week as well to pray particularly

for this child and their needs. After a while, change names so everyone has an opportunity to get to know and show care for more than one Sunday school student.

- **Monthly Newsletter**

How often have you wondered what the other Sunday school classes are learning about? Why not recruit some capable people to put together a once-a-month Sunday school newsletter. They could report in it what each class has been doing and learning about. Quotes from students and teachers could be included as well as some artwork done by individual children. If once a month is too often, try quarterly. Once finished, the newsletter could be copied and distributed amongst those who attend your gathering. This will provoke adults to become more interested and involved in what is going on in the Sunday school.

Children, young or old, love extra attention. It is our job as Sunday school teachers to see to it that our students receive it. Whether it be from us, or we recruit others to help us in our ministry, we need to make sure that they are shown the love, care and concern that they deserve - beyond the classroom. Below is a touching story that shows that caring can bring about results when we least expect it.



A Sunday school teacher in Arlington, Texas, told a remarkable story related to his routine of sending out an 'I Missed You' note each week.

"After nearly a year of sending out an 'I Missed You' note to a particular child, Larry was beginning to wonder if

there was any point to sending any more cards when he received a phone call from a woman. The caller was crying and nervous as she began, "I don't know anyone at our church, so I called you." This distraught mom decided to call the one person she knew at the church - her daughter's Sunday school teacher, whose postcards were delivered with regularity every week to their home. Her husband had just informed her that he was leaving, and she needed help."

"I didn't know what to say to her. After all, I was just a fifth-grade Sunday school teacher," said Larry. But this teacher knew who could help. He told the mom that he would get back to her in a few minutes but that he needed to call one of the pastors of the church. "One of the pastors met with this family, and their marriage was saved." Even he was surprised at the long-term effect of a simple postcard sent faithfully to an absent student."¹

Showing we care really counts!! Why don't you go back to your Workbook to your Chapter 11 worksheet on page 119? Check out some thought provoking questions that we would like you to answer. Take the time to answer, before God, your questions honestly and with an open heart.



Reaching Your Heart

Are you desperate to leave your students behind when the lesson is over every Sunday? Are you relieved that you won't be seeing them

for another whole week? Or do you have a genuine 'heart' for them and their need for attention. When was the last time you sent one of your students a note, a birthday card, or called them? I know... you have this to do and your own kids to look after and then there's that to do... you just don't have time! Well, guess what?!?! It doesn't take very much time! Show your students you really care about them by taking the time during the week to give them some extra attention. Try sending one of your students a quick note... then watch to see their reaction to you when they see you on Sunday. It's guaranteed, they'll head right for you. Why? Because you've shown you care - and children love to be near those who care about them!! Jesus never shunned children, and we shouldn't either. Taking the time to show you have a concern could also be healing for a heart-broken child. The children who come to us from the community sometimes come from despairing homes. We have no idea what kind of treatment they receive when they are not with us. Giving them some extra attention might play a huge role in what they decide to do with Christ in their lives. This is an important matter... it's a matter of the heart. We as teachers are in the ministry of reaching hearts. There is no better way to reach them while they are young than to show them that they really are important to us and to God. Putting the extra effort forth while working to impact these young lives on this earth will not only potentially show its fruit now, but definitely in eternity!



A Final Note

We've arrived at the end! What an incredible journey it has been. Learning, and sharing, and learning some more! Thank you for sticking with it!! Our heart's intent was to not only help equip you, but encourage you as well. We pray that we have done both. It really is an awesome work that we as Sunday school teachers have. It brings us right back to the thought of our positions being a privilege. The work in which we are involved is really a work that will bring about results in eternity. It's nice to see some of these results while here on this earth, but if we don't, just think of what we'll find out when we get to heaven! May all glory and honour be brought to Him through our work!

With our combined 23 years of experience, we have learned a lot, yet we are still learning. Neither of us will ever be the 'perfect' teacher, but are always looking for ways to improve our teaching and our methods. There is no better place to turn to for guidance in this, than to the Lord Jesus, the 'Model Teacher'. He was truly 'the Master'. We find in Him our authority for what we teach, our ideal behind our teaching, the inspiration to motivate our teaching, and the example to follow in our teaching. Let us seek to follow in His steps, steps marked by unselfishness, compassion, patience, love, and an earnest passion for our students' souls. Let us seek His presence in prayer that we may learn from Him. Let us spend time in His Word that we may know the mind and will of the Lord. When our students look at us, may they see Him!¹ With His help, might we always be striving to reach young hearts for Christ!



Leader's Guide



The original edition of this book was written and used by us in a group to recruit and train new Sunday school teachers. We've since revised it to be used for personal use as well. It sure has come a long way since its original version!

We're glad you've chosen to take it upon yourself to lead a group. The position of leader is a great responsibility! We'll be praying that God will give you help and wisdom as you seek to conduct this study.

Here are some things to consider when using this book to train other Sunday school teachers.

- Prayer. It's very important to commit this study, your role as a leader, and the others in the group to the Lord in prayer. You'll need His direction throughout the entire study.
- It is necessary that you purchase a copy of this book for each group member. Have each person pay you in advance. Considering you, as the leader, will be the one responsible for printing copies of this book, when collecting payment for it, you may want to charge each member \$5 extra to cover your cost of paper and ink. Each person will also require a 2" binder which you can purchase for them or have them purchase on their own. Another possible extra that could prove to be helpful, would be a set of page dividers for separating each section. These are optional.
- Meet on a consistent basis. Plan a weekly or bi-weekly time when you and your group will get together. Set aside approximately one

hour for each session. Our suggestion would be to attempt to cover a chapter per session.

- During your first session, take the time to let everyone introduce themselves, tell a little about any past teaching experiences and get to know one another.
- At your first session, you should be prepared to give each student their binder (if you have purchased them yourself), dividers (optional), the cover pages, as well as all section title pages.
- Prior to each session you, as the leader, need to read the purposed chapter to be discussed in advance and make copies of any necessary worksheets and chapters. When you arrive, after prayer and greetings, it is your responsibility to discuss the key thoughts and issues clearly to the group *before you hand out any worksheets or chapters*. Take the opportunity to share your own past experiences and allow others to do the same or ask questions.
- At the appropriate times, distribute worksheets and have the group answer only the required questions on the sheet (sometimes worksheet questions are to be answered at different stages during the lecture - other times they are completed all at once).
- At the end of each session, the discussed book chapter should be distributed to each group member to put in the correct spot in their binder to take home. Remind each member before they leave, to bring their binder back with them for the next session.
- Have someone in the group close in prayer. If no one feels comfortable to do this, you will need to close in prayer yourself.

- Enjoy your time with your group and we wish you God's blessing as you complete this study!

Note: If you have purchased downloaded copies of this book for any of your group members, and have them stored on your computer, at the end of your entire study, put these files onto individual CD's to distribute to each group member who has paid for the book. If the individual group members have a copy of the entire book prior to beginning the study, they may be tempted to work ahead of the rest of the group which, in our opinion, is not as favorable as working together all at the same pace.

SECTION D



Reaching Young
Hearts

Workbook



Workbook

Introduction

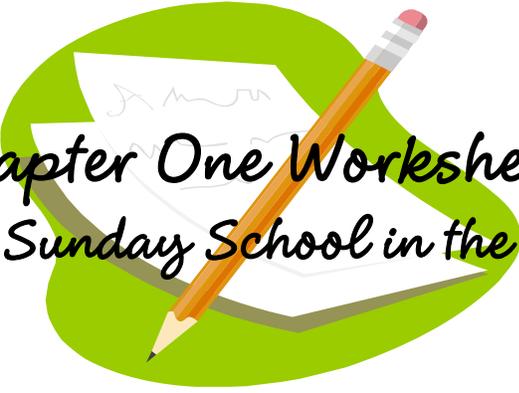


On the following pages are worksheets we have created for personal or group study to correspond with the chapters of our book. We have laboured over searching the scriptures for answers with regards to the spiritual side of Sunday school teaching as well as for a few of the practical points. The goal of this workbook is not for you to just simply fill in blanks, but to search and study for yourself what God's Word has to say.

When it comes to the practical side of teaching, we have shared different thoughts, methods, activities, etc. which we have used over our many combined years of teaching experience. In these worksheets we are challenging you to put what we have found to work best for us, to the test. Don't hurry through the questions. Take the time to ponder your answers. You may find it helpful to reread certain parts of a chapter before recording your answers.

There are many great truths, thoughts and insights brought out through our book, but the application of them is the most important part of completing the worksheets. Don't let the enemy keep you from regarding their importance.

It is our prayer that this workbook will help enlighten your own heart as you labour in your ministry of reaching hearts for Him!!



Chapter One Worksheet

Is There Sunday School in the Bible?

Since God's Word is the guidebook for everything we do in our lives, it is important to search out the answers to our questions from it.

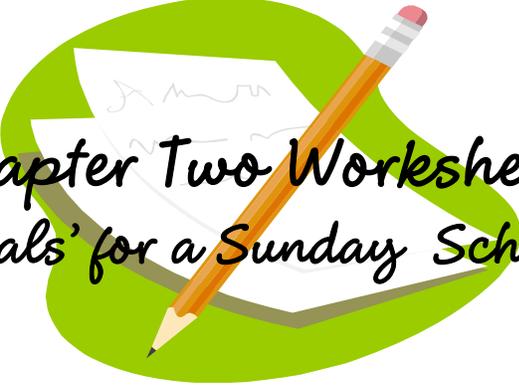
In view of this fact, read, in your Bible, the verses below. Then on the lines provided, write briefly in your own words, how you think these verses could apply to Sunday school teaching.

- a) Deuteronomy 31:12,13
- b) Mark 16:15

1) **Is there Scripture for a Sunday school?**

Record your thoughts in your own words with regards to the question on the following page.

2) What is the purpose of a Sunday school class?



Chapter Two Worksheet

The 'Credentials' for a Sunday School Teacher

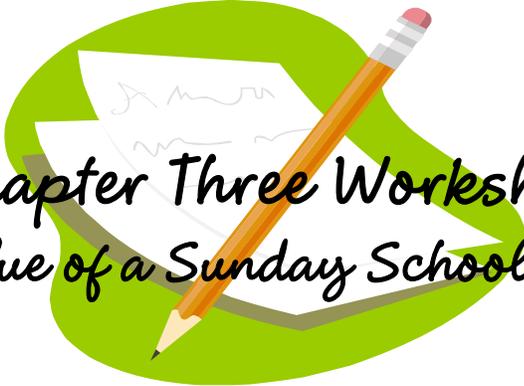
We believe that the Bible is the infallible Word of God. It can be trusted to tell you the truth and nothing but the truth. Throughout the Bible, God's plan of salvation through Jesus' death on the cross is brought forth. The cross of the Lord Jesus Christ does not mean the same thing to all people.

Read the following question as well as the verse indicated below. Then on the lines provided, record your thoughts and answers.

a) I Corinthians 1:18

1) How does Paul tell us that those who do not believe the gospel and are perishing, feel about the preaching of the gospel?

2) What does the preaching of the cross become to a person after they are saved?



Chapter Three Worksheet

The Value of a Sunday School Teacher

Teaching Sunday school is not something to be taken lightly. It is not a duty that can be shirked. If you are going to teach you need to understand the value and importance of your position.

Read, in your Bible, the verses below. Then on the lines provided, using these verses as a support, write your own thoughts on whether or not you think being a Sunday school teacher is a privilege or responsibility.

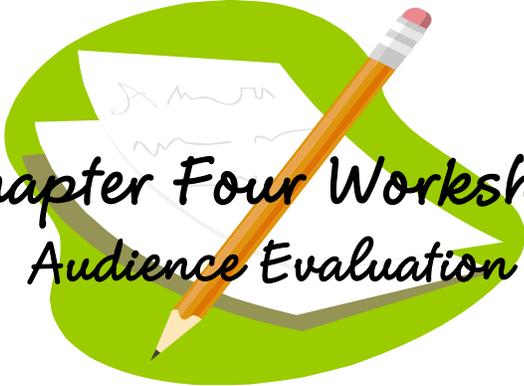
- a) I Corinthians 3:9
- b) II Timothy 2:15

1) Is teaching Sunday school a privilege or a responsibility? Why?

2) In what ways do *you* think a Sunday school teacher should be responsible spiritually?

Record your thoughts on the lines below.

3) What are some ways that we can show outwardly our diligence in our Sunday school teaching?



Chapter Four Worksheet Audience Evaluation

Evaluating your audience doesn't have to be difficult. Below are some simple questions to guide you in completing your evaluation.

1) What is the gender of your students - boys, girls or mixed?

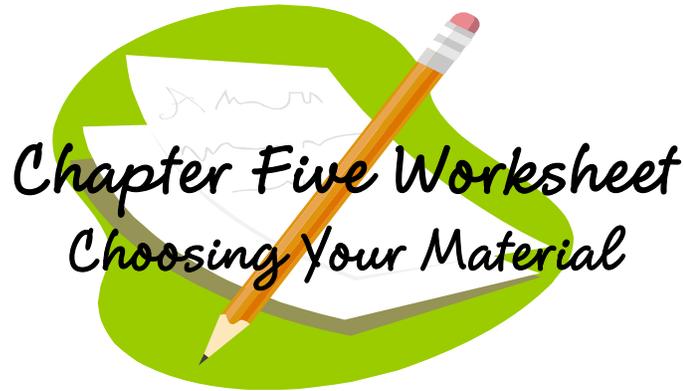
2) What are the ages of your students?

3) How many students are in your class?

4) What is the spiritual state of your students' souls?

5) Are there any other specific considerations (language barrier, trouble-makers, shy students, etc...)?

6) Characteristics & Capabilities:



Chapter Five Worksheet Choosing Your Material

After a thorough audience evaluation, you'll be familiar with your students' needs and capabilities. You are now able to discern which method is best to use in presenting your lesson. It's good though, to have some practice at bringing out all three ways. Using the following stories, decide how you would bring out each different approach.

1) **Story: Isaac on the Altar (Genesis 22:1-14)**

a) Tell the Story: Tell the story using a Bible story book.
(this answer is given for you since it will never change)

b) Life Lesson: _____

c) Present the Gospel: _____

2) **Story: The Adulterous Woman (John 8:1-12)**

a) Tell the Story: Tell the story using a Bible story book.
(this answer is given for you since it will never change)

b) Life Lesson: _____

c) Present the Gospel: _____

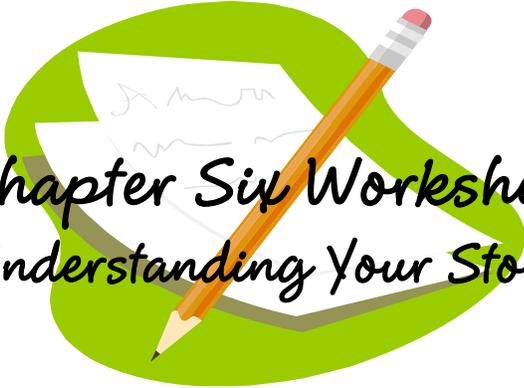
3) **Story: The Serpent on the Pole (Numbers 21:4-9)**

a) Tell the Story: Tell the story using a Bible story book.
(this answer is given for you since it will never change)

b) Life Lesson: _____

c) Present the Gospel: _____

Good work! In Section E entitled, 'Workbook Answers', you will find our thoughts regarding some suggestions and possibilities to the answers for this Chapter 5 worksheet.



Chapter Six Worksheet

Understanding Your Story

Choose a story from the Reference List below and attempt to identify the four main parts of the story. Record your findings on the worksheet on the next page. It's important to note that as we have watched others do this worksheet, we have noticed that it is often easier to identify who the story is really about after you pinpoint the other information. We have included more than one of the same worksheet so that you can practice this using different stories. Have fun!!

Story Reference List

Hagar & Ishmael - Genesis 21:9-21

Isaac & Rebekah - Genesis 24

Jochebed and Moses - Exodus 2:1-10

Achan - Joshua 7

God Speaks to Samuel - I Samuel 3:1-19

12 Spies Return from Canaan - Numbers 13:17-14:39

Man Lowered Through the Roof - Mark 2:1-12

Widow's Son Raised - Luke 7:11-17

Jesus Calms the Storm - Mark 4:35-41

Mary and Martha - Luke 10:38-42

Blind Bartimaeus - Mark 10:46-52

Man at the Pool of Bethesda - John 5:1-16

Woman at the Well - John 4:4-42

... or choose your own story!!

Story and Reference: _____

Part #1 - "The Vulnerable Character" - (who is the story really about?)

Part #2 - "The struggle, problem, etc..." _____

- what is the emotion that this struggle brings out? _____

Part #3 - "The discovery" - (a decision, lesson, choice, or consequence)

Part #4 - "The change in the character's life" - (what was different at the end of the story?) _____

Story and Reference: _____

Part #1 - "The Vulnerable Character" - (who is the story really about?)

Part #2 - "The struggle, problem, etc..." _____

- what is the emotion that this struggle brings out? _____

Part #3 - "The discovery" - (a decision, lesson, choice, or consequence)

Part #4 - "The change in the character's life" - (what was different at the end of the story?) _____

Story and Reference: _____

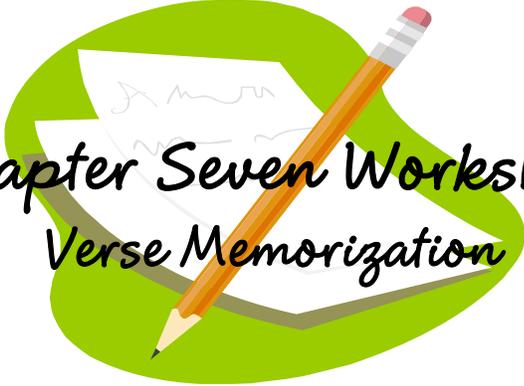
Part #1 - "The Vulnerable Character" - (who is the story really about?)

Part #2 - "The struggle, problem, etc..." _____

- what is the emotion that this struggle brings out? _____

Part #3 - "The discovery" - (a decision, lesson, choice, or consequence)

Part #4 - "The change in the character's life" - (what was different at the end of the story?) _____



Chapter Seven Worksheet

Verse Memorization

You've covered a lot of material with regards to choosing the right verse! Why not put what you've learned into action!? On the next few pages are worksheets using four different Bible stories. Following each section there are a number of verses listed. Your job is to choose the best verse from the list to go with the preceding story according to what lesson point you will be teaching

Story #1 - The Ten Lepers (Luke 17:11-19)

- Lesson Point: Tell the Story

Verse: _____

- Lesson Point: Life Lesson - Be thankful

Verse: _____

- Lesson Point: Present the Gospel - Leprosy is a picture of sin. Jesus can take away sin.

Verse: _____

Verses to Choose From...

"The blood of Jesus Christ his son cleanseth us from all sin." I John 1:17

"And Jesus answering said, were there not ten cleansed?" Luke 17:17

"For all have sinned and come short of the glory of God." Romans 3:23

"Give thanks unto the Lord for He is good." Psalm 118:1

"And one of them, when he saw that he was healed, turned back, and with a loud voice glorified God." Luke 17:15

"Be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you." Ephesians 4:32

Story #2 - The Fiery Furnace (Daniel 3)

- Lesson Point: Tell the Story

Verse: _____

- Lesson Point: Life Lesson - Do not worship idols

Verse: _____

- Lesson Point: Present the Gospel - God saved the three men in the furnace. God can save us.

Verse: _____

Verses to Choose From...

"Them that know not God, and that obey not the gospel,... shall be punished with everlasting destruction." II Thessalonians 1:8,9

"He answered and said, Lo, I see four men loose, walking in the midst of the fire... And the form of the fourth is like the Son of God." Daniel 3:25

"Jesus said, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind." Matthew 22:37

"And he commanded the most mighty men that were in his army... to cast them into the burning fiery furnace." Daniel 3:20

"Thou shalt not make unto thee any graven images,... thou shalt not bow down thyself to them, for I the Lord thy God am a jealous God." Exodus 20:4,5

"Behold, the Lord's hand is not shortened, that it cannot save." Isaiah 59:1

Story #3 - The Prodigal Son (Luke 15:11-31)

- Lesson Point: Tell the Story

Verse: _____

- Lesson Point: Life Lesson - Be happy with what you have.

Verse: _____

- Lesson Point: Present the Gospel - This story is a picture of a sinner coming to Christ for salvation. He is always ready to welcome the sinner with open arms.

Verse: _____

Verses to Choose From...

"For the wages of sin is death, but the gift of God is eternal life through Jesus Christ our Lord." Romans 6:23

"For this my son was dead, and is alive again; he was lost, and is found." Luke 15:24

"Godliness with contentment is great gain." I Timothy 6:6

"Come unto me all ye that labour and are heavy laden, and I will give you rest." Matthew 11:28

"And the younger son said to his father, Father give me the portion of goods that falleth to me." Luke 15:12

"For the love of money is the root of all evil." I Timothy 6:10

Story #4 - The Fall of Man (Genesis 3:1-7)

- Lesson Point: Tell the Story

Verse: _____

- Lesson Point: Life Lesson - God is Holy

Verse: _____

- Lesson Point: Present the Gospel - God is holy and does not permit sin. Adam and Eve sinned. This divided their relationship with a holy God. Sin causes division between us and God. Jesus came to reunite us.

Verse: _____

Verses to Choose From...

"For there is one God, and one mediator between God and men, the man Christ Jesus." I Timothy 2:5

"But your iniquities have separated between you and your God."
Isaiah 59:2

"And Adam was not deceived, but the woman being deceived was in the transgression." I Timothy 2:14

"Let them praise the name of the Lord: for His name alone is excellent; his glory is above the earth and heaven." Psalm 148:13

"And when the woman saw that the tree was good for good,... she took of the fruit thereof, and did eat..." Genesis 3:6

"Exalt the Lord our God, ...for the Lord our God is holy." Psalm 99:9



Chapter Eight Worksheet

Incorporating Different Learning Styles

Getting the students involved in your lesson by allowing them the use of all of their five senses makes learning more memorable and fun! Take the time to consider how you might incorporate these senses into one of the following Bible stories. There are enough worksheets to try this exercise twice. Go ahead! Think of how excited your students will be at your new teaching approach!

Cain and Abel - Genesis 4:1-13

Feeding of the 5000 - John 6:1-14

Lord's Supper - Luke 22:17-20

Mary Visits Jesus' Tomb - Luke 23:54-24:10

Story: _____

Visual



Seeing

Auditory



Hearing

Kinesthetic



Touching



Tasting



Smelling

Story: _____

Visual



Auditory



Kinesthetic

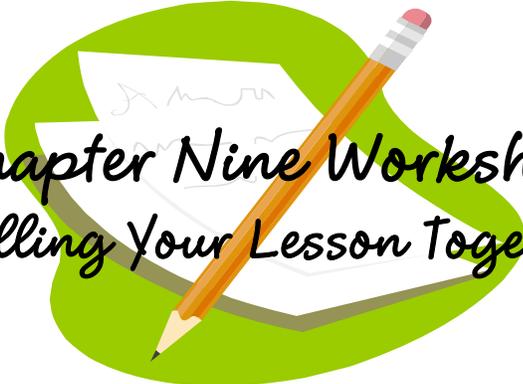




Tasting



Smelling



Chapter Nine Worksheet

Pulling Your Lesson Together

A Lesson Plan Outline is an effective tool for every teacher. Pulling your lesson together does not have to be difficult. By using the Lesson Plan Outline provided for you in Appendix D, organizing your lesson can become a cinch! Why would we be so concerned about an 'orderly' lesson plan? Because God's Word advises it!! Let's find out more!!

1) Look up and write out on the lines below, the verse in I Corinthians 14:40 that gives us a command regarding orderliness.

2) Do you consider yourself to be an 'orderly' person? _____

- If not, would you like to be? _____

Ecclesiastes 12:9,10 give us some more encouragement for being 'orderly'. Read these verses in your Bible and answer the questions below.

3) Who was it, in these verses, that was imparting his knowledge to the people? _____

4) How was he doing this? _____

5) What did he do with his 'findings'? _____

6) Do you consider your lesson planning to be 'comparable' to this
teacher's? _____

Ponder all the things you have just written, and remember; these
are not our words, but God's!!



Chapter Ten Worksheet

I Need Encouragement!!

There isn't a person on this earth who doesn't appreciate some encouragement now and again! It is a need in everyone's life. Below are some questions to answer to get you thinking about your own need for encouragement as well as meeting other people's same needs.

1) Do you like to receive encouragement? _____

2) Who do you receive most of your encouragement from?

3) Are you receiving any encouragement regarding your Sunday school class and your teaching efforts?

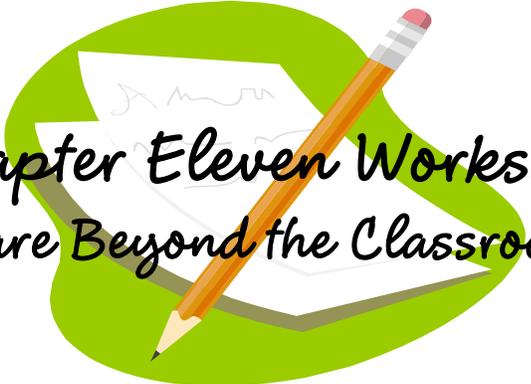
4) Do you encourage others? How?

5) The "Golden Rule" says that we should treat others the way we would like to be treated. Do you suppose if you were not receiving any encouragement, and you were not encouraging others, there might be some connection between the two? Why?

6) Do you think getting together on a regular basis with your fellow Sunday school teachers is a good idea?

7) If yes, what will you do to initiate or suggest these meetings?

We've learned in Chapter 10 that God's Word would have us encourage one another. Since we've brought forth this need - and especially the need amongst us as fellow Sunday school teachers - we pray that you might take the necessary action in implementing a regular teacher's meeting! The time spent together helping each other and encouraging one another will be very worthwhile.



Chapter Eleven Worksheet Care Beyond the Classroom

This is not exactly a 'worksheet'. We are going to call it a 'challenge' sheet. Below are a number of questions for you, personally, as a Sunday school teacher, to answer. The questions are meant to challenge you to commit to doing the best job you can in showing your care to your students beyond the classroom!

1) What interaction beyond the classroom do you have at the present with your students? _____

2) How do your students react to you when they see you outside of the classroom? _____

3) Do you feel that there could be room for improvement in the area of 'care beyond the classroom'? _____

4) List below some of the things that you are already doing to show your students you care about them. _____

5) What other things will you do now that you see the importance of this ministry? _____

Read over what you have written. Have you really been putting an effort into 'care beyond the classroom'? If not, be sure to follow up on the things you listed in question #5. Watch the difference your care makes in your students!

SECTION E



Reaching Young
Hearts

Workbook
"Answers"



Chapter Five Worksheet Answers

The following are only suggestions as to what could be taught from these Bible stories using the three different lesson point types.

1) **Story:** Isaac on the Alter (Genesis 22:1-14)

a) **Tell the Story:** Tell the story using a Bible story book.

b) **Life Lesson:** Obedience

- Abraham obeyed God even though he couldn't possibly understand why God was asking him to sacrifice his only son - the son God promised to him as his heir
- Isaac obeyed Abraham - he was not a little child and his father was old - he could have refused to obey his father, but instead he was obedient
- *Ephesians 6:1 "Children, obey your parents in the Lord: for this is right."*

c) **Present the Gospel:**

- God spared the son that Abraham obediently offered
- God would not / could not spare His own Son
- *Romans 8:32 "He spared not his own Son, but delivered him up for us all."*

OR

- The ram was a substitute for Isaac
- Jesus Christ was our substitute
- *I Peter 3:18 "For Christ also hath once suffered for sins, the just for the unjust, that he might bring us to God..."*

2) **Story: The Adulterous Woman (John 8:1-12)**

a) **Tell the Story:** Tell the story using a Bible story book.

b) **Life Lesson:** Don't Judge

- The Scribes and Pharisees were judging this woman by thinking they were much better than the sinful woman
- God doesn't think one person is better than another - and we shouldn't either
- *Acts 10:34 "Then Peter opened his mouth, and said, Of a truth I perceive that God is no respecter of persons."*

OR **Life Lesson:** Show Love

- These religious leaders didn't show any love or compassion to the woman - and yet Jesus did
- We should be like Jesus and be compassionate and loving to all people, no matter what they have done

OR **Life Lesson:** "The Golden Rule"

- "The Golden Rule" - these men wouldn't have wanted to have been treated the way they treated the woman
- We always should treat others the way we would want to be treated
- *Matthew 7:12 "Therefore all things whatsoever ye would that men should do to you, do ye even so to them."*

c) **Present the Gospel**

- We are never to condemn or judge others - when we do, we act as if we have never sinned
- Jesus is the only would who could have cast a stone because He had never sinned
- Jesus didn't condemn the woman - but forgave her - just like He wants to forgive our sins
- *John 3:17 "For God sent not his Son into the world to condemn the world; but that the world through him might be saved."*

3) **Story: The Serpent on the Pole (Numbers 21:4-9)**

a) **Tell the Story:** Tell the story using a Bible story book.

b) **Life Lesson: Don't Complain**

- The Israelites were constantly complaining along their wilderness journey - and all of it was against the Lord
- We are no different - we complain - and it is against the Lord as well
- God does not like our complaining
- *Philippians 2:14 "Do all things without murmurings and disputings."*

c) **Present the Gospel:**

- God sent serpents among the Israelites as punishment for their sin of complaining
- Moses pleaded with God to take the serpents away, but instead of removing them, God provided a way for them to be healed - a brass serpent lifted up on a pole
- No Israelite would be healed of their deadly snake bite unless they looked to the remedy
- Today we have sin to deal with in our lives and unfortunately we will never be sin-free
- God has provided a way to escape the punishment of our sin and that was by sending Jesus to be lifted up and crucified on a cross
- Without looking to and trusting in Jesus' death, we will never be saved from our punishment
- *John 3:14 "And as Moses lifted up the serpent in the wilderness, even so must the Son of man be lifted up."*



Reaching Young
Hearts

Appendixes

 Appendix A 

Characteristics of Different Age Groups

These are only general guidelines, which of course do not apply to every child and situation.

Primary (Ages 3-7)

Characteristics:

- active
- imaginative
- curious
- full of questions
- talkative
- eager to learn
- eager to help
- attention span of no longer than 10 minutes
- willing to work with others
- imitators
- enjoy playing
- learning to relate to adults other than parents
- developing conscience and sense of right and wrong
- thinks of God in a personal way

Needs:

- variety of activities
- concrete stories and examples
- consistent discipline
- explanation of new words

- one teacher for approx. 6 children

Level of Understanding

- knows God created the world
- appreciates the Bible as a special book
- loves Jesus and wants to please Him
- beginning to understand what sin is
- beginning to apply Bible principles to everyday situations

Intermediate (Ages 8-12)

Characteristics:

- energetic
- imaginative
- curious
- full of questions / talkative
- eager to learn
- eager to help
- attention span of 15-20 minutes
- memorizes easily
- "law and order" sense of morality
- likes group activities
- beginning to demonstrate specific interests
- building attitude about themselves
- beginning to think abstractly
- wants to be liked by their peers
- likes competition
- independent

Needs:

- involvement in learning activities
- challenge to memorize

- firm, loving discipline
- opportunities to pursue/demonstrate interests
- one teacher for 8-10 children

Level of Understanding

- knows what sin is
- understands Jesus came as a Saviour
- understands their need of salvation
- application of Biblical principles to everyday situations

Teen (Ages 13-19)

Characteristics:

- awkward
- self-consciousness
- growing rapidly
- able to reason
- increasing doubts/questions
- peer approval more important than adult approval
- developing their own faith (if saved) and values
- interested in the opposite sex
- dislikes outward display of affection
- likes competition
- can think abstractly
- definite interests and skills

Needs:

- guidance without pushiness
- opportunity to make choices on their own
- consistent, strong adult models of Christianity
- acceptance by patient adults who are not easily shocked
- social activities in a Christian environment

- one teacher for 10-12 students

Level of Understanding

- knows what sin is
- understands Jesus as a Saviour
- understands their need of salvation
- application of Biblical principles to everyday life
- interrelationships in Biblical material

 Appendix B 

Verse Motivators

Below are a number of examples of Verse Motivators. In chapter 7, the importance of using Verse Motivators was brought out. Some of them require more preparation ahead of time than others - so be sure to not leave it until the last minute to decide which one you will use. Some of these come from other sources and some we have made up on our own. They are listed generally in order from simple - for primary grades, to more difficult - for older grades. Have fun! The class will love it!

Loud and Soft¹

- Say the verse together. Repeat it saying it as quietly as you can. Now repeat it saying it as loudly as you can. Can you say it in a normal voice? Who can say it loudly? Who can say it softly? (I hope your class neighbours don't mind!)

Hopscotch¹

- Write each word of the verse on individual squares and tape them to the floor. Have the class take turns hopping on each square as they say the individual words that make up the verse.

Bean Bag Toss

- Write the verse on Bristol board and attach it to the wall. Have each child throw a bean bag at the verse and then say it.

Hot Potato

- Pass around some item that has to do with your lesson. (Example: Teaching the story of Jonah? Pass around a stuffed whale.) When you say stop, the person with the item has to say the verse.

Sign the Verse

- Make up hand signs or motions for the words to the verse. Say the verse out loud using the hand signs. Do it again but this time don't say a word out loud! Instead just sign the verse! Note: This is especially useful in the primary grades.

Match the Shape¹

- Cut out two sets of simple shapes from Bristol board, one shape for each word of the verse. Glue one set of these cut-out shapes onto another piece of Bristol board. Write the words of the verse on the second set of cut-out shapes. Have the children take turns matching the shapes with the words on them to the shapes on the Bristol board. Have them say the verse each time they put up a shape.

Roll-A-Verse (for review of more than one verse)

- Cover a square Kleenex box with construction paper. Write the verses to be practiced on the different sides of the dice.

Perhaps add a small picture of the story that went along with the verse. Have the children take turns rolling the dice and saying the verse that they roll.

Popcorn

- Pair up with a partner. Practice saying the verse together in this way: Partner #1 says the first word of the verse, and then partner #2 says the second word. Then partner #1 says the third word, partner #2 the fourth word, and so on until the verse is complete.
- **Alternative:** Divide the class into two groups and practice in the same way.

Verse Wheel

- Cut two circles out of Bristol board. Cut a window near the edge of one of the circles. With this circle on top, attach a brass fastener through the centre of both circles to join them together. Write the individual words of the verse on the second circle so that they appear in the window as the student turns the wheel to practice the verse.

Verse Puzzles

- Write out the verse on a Bristol board square. Cut it into puzzle shapes. Give one puzzle to each student. They put the puzzle together as they practice the verse.

Scrambled Verse

- Print out the verse on a stiff sheet of paper or on construction paper. Cut the words apart individually and put them in an

envelope for each student. The students put the words in the correct order while learning the verse.

- **Alternative:** Have teams and see which team can put the verse in order first.

Whiteboard Wipe-Off

- Write the verse on the white board or chalkboard. Have the class say the verse together then pick someone to erase a word (perhaps while everyone closes their eyes). The person who erased picks someone to say the verse. That student then gets to erase a word. Continue in this way until the entire verse is erased.

String-A-Verse¹

- On a piece of Bristol board, randomly write the words of the verse. Place a brass paper fastener in front of each word. Tie a piece of yarn around the fastener at the first word of the verse. Students loop the yarn around the fastener to show the correct sequence as they practice the verse out loud.

Word Scramble

- Write out the verse on a sheet of paper leaving blanks for the larger, more important words. Scramble these larger words and write them at the bottom of the sheet. Students then unscramble them and write them in the appropriate blanks to complete the verse.

Kleenex Box Verse

- Cover a square Kleenex box with coloured paper. Write a different instruction on each side of the box such as, *'say entire verse'*, *'put this verse into your own words'*, or *'say the verse reference'*, etc... Have the students roll the box and follow the instruction that they roll.

There are so many more things that can be done to help your students get a head start on memorizing their verse. These are only a few suggestions. Be creative, come up with your own ideas and let your students have fun!



Appendix C



Learning Style Tools

Below is a brief list of some of the things that can be used in your class time to incorporate the five senses and thus the three different learning styles.

Bible

- The Bible is the textbook and you and I should use it. Someone said that a man carrying a Bible as he walked down the street for a block preached a sermon a block long. The teacher with the Bible in hand teaches the student to recognize, to respect, to believe, and to obey God's Word.

Flannel graph

- A flannel graph is an effective method of teaching because action is involved and the story is developed picture by picture, keeping the interest at a high level. Also, because we remember mostly by what we see, the story or lesson is remembered. You can involve the students by allowing them to assist in adding pieces of felt to the story scene. Be sure not to use flannel graph when the scene of the story is not going to change. There is no action in this case and therefore the lesson will become less interesting (no different than using a single picture). When teaching older students, a flannel graph could be used in a non-picture

form. (Example - labelling the parts of the Tabernacle or Ark)

Diorama

- A diorama is a scene made in an open box including small figures, grass, and objects. (Items will depend on the story that you are telling.) It gives more of a 3-D effect than just a plain picture. This option adds variety to other methods of visually telling your story.

Map or Globe

- A map or globe is of interest to students who understand the concept of geography. These can be used to show the location(s) of the story that you are telling. It is an asset when you are studying the journey of a Bible character(s).

Pictures

- Pictures can be used in many ways. You can show pictures of different scenes from the story that you are teaching. If time permits at the end of the class, you could have the students re-tell the story by using the picture cards. If you are going to use this method, make sure that you have more than one picture card for your lesson. Staring at only one picture for the entire lesson will become dull. Also, avoid unscriptural pictures which may result in an unwanted interpretation by the child.

Chart

- A chart pictures information in an orderly form. This

method is particularly valuable because it appeals to the eye. A 'strip chart' can be of great help. Strips of paper cover the lesson points and can be uncovered by the teacher one by one as each point is introduced.

Puppets

- Younger children love puppets, so this is another way of telling your story visually. You can use one puppet to narrate your story or use different puppets representing each character. Either way, keep your puppets colourful and exciting ensuring that you will keep the interest of your students.

Whiteboard

- A whiteboard is an excellent tool. It can be used to write down points covered in a lecture or a lesson. Simple drawings can outline the lesson truth. These methods work best for older students. Avoid too much writing or you will lose the students' interest.
- A whiteboard can be useful in the younger grades as well to write out and explain the Bible verse being taught with your lesson.

Storytelling Props

- These props are items to bring along to enhance your storytelling and lesson point. They can be made, (example - a shoe-box house to use in the story of 'The Man Lowered through the Roof') or found around your home (example - a blindfold to bring out that we need to believe in God even

though we can't see Him). These items can also be used in the class for the students to look at or handle. Be sure to keep the story-telling props that you have taken the time to make. You never know when you might be able to use them again in another lesson.

Storytelling

- This is simply teaching your story which does pertain to the auditory type learners. Don't forget, if you don't tell a story, there isn't a lesson!

Lectures

- A lecture is not teaching a story. It is giving information on a particular subject. The only way that the student participates in a lecture is as a listener. This method is rarely used throughout an entire lesson and does not appeal to younger students. Keep it short or it will become boring!!

Music and Singing

- Read about this in chapter 8

Food

- Read about this in chapter 8

Object Lesson

- The Lord Jesus Himself, the greatest Teacher of all, used object lessons! Teaching an object lesson is simply taking everyday items and relating them to the student and

his/her everyday experiences - only spiritually.

- An example of this could be to bring in a piggy bank and some coins and teach the students that instead of storing up earthly possessions we should be storing up heavenly treasures. A verse that could go along with this would be Matthew 6:21 - "For where your treasure is, there will your heart be also."
- This is an exciting way to teach and allows the teacher to develop the lesson and hold the students' attention with a degree of mystery.

 Appendix D 

Lesson Outline Plan - Black Line Master

In this Appendix we have included our suggested Lesson Plan Outline. We have chosen to begin the outline on the following page so that if you choose to photocopy it, you will not have the Appendix heading and title on your outline.

Activity

Re-enforcer

Notes

Chapter One



1. Keith Johnson, *Teacher Training on the Go* (Loveland, CO: Group Publishing Inc., 2003)
2. Gary Sharp (Gospel Evangelist), *Sunday School Teacher Helper*

Chapter Two



1. William MacDonald, *Believer's Bible Commentary* (Nelson Publishers, Inc., Nashville, Tennessee, 1995)

Chapter Three



1. George Goodman, *Profitable Preparation* (Grand Rapids, MI: Gospel Folio Press), *Line Upon Line Modular Bible Lessons*

Chapter Seven



1. Gary Sharp (Gospel Evangelist), *Sunday School Teacher Helper*

Chapter Eleven



1. Keith Johnson, *Teacher Training on the Go* (Loveland, CO: Group Publishing Inc., 2003)

Summary



1. T. Munro Steward, *The Model Teacher* (Grand Rapids, MI: Gospel Folio Press), Line Upon Line Modular Bible Lessons

Appendix B



1. Vicki Wiley (ed.), *Nelson's Annual Children's Ministry Sourcebook* (Nashville, Tennessee: Thomas Nelson, Inc. 2003)



Reaching Hearts Together... for Christ!

For more information visit
www.ReachHearts.com

