

**TEACHING**  
**WITH** *Practical tips and  
techniques for more  
effective teaching*  
**VARIETY**

**Arlo & Jane Moehlenpah**

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Teaching With Variety

by Arlo and Jane Moehlenpah

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## Preface

"Iron sharpeneth iron; so a man sharpeneth the countenance of his friend" (Proverbs 27:17). I was convinced of the application of this verse of Scripture to teacher training while doing practice teaching at the University of Minnesota in 1961 as a partial requirement for a teaching certificate. Even though I had taught Sunday school for several years and chemistry for two years at Macalester College, I soon found out that I had a lot to learn and my supervising teacher had much constructive criticism to offer. I believe that practice teaching should be a part of the training of Sunday school teachers. This philosophy is emphasized in the last chapter of this book, "How to Conduct a Teacher Training Course."

We have conducted teacher training courses in Bible colleges and churches since 1970. Most of the material in this book has been used in these courses. Some of the material was previously printed in the Thrust magazine published by the Sunday School Division of the United Pentecostal Church International.

The first three chapters of the book cover the importance of teaching, teaching by example, and aims and objectives. The next chapters deal with specific teaching methods, including separate chapters on storytelling, asking and answering questions, leading a discussion, student-centered teaching methods, and teaching with panel discussion, audio aids, charts, chalkboard, overhead projector, hand puppets, and objects. Also included is an important chapter on various techniques to teach Scripture memorization. Next the book discusses lesson

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preparation, applying the lesson, good discipline, and evaluating your teaching, a much neglected subject in Sunday school teaching. The chapter on a filing system should apply to every teacher or preacher, and the last chapter, on how to conduct a teacher training course, should interest Sunday school superintendents and pastors.

This book has been written as a textbook for the training of teachers in both churches and Bible colleges. The chapters do not have to be covered in the order presented. We trust that this material will benefit your teaching and those you train.

## CHAPTER ONE

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### **THE IMPORTANCE OF TEACHING**

When we hear that some churches retain only ten percent of their converts, two verses of Scripture come to mind: "My people are destroyed for lack of knowledge" (Hosea 4:6) and "Train up a child in the way he should go: and when he is old, he will not depart from it" (Proverbs 22:6). We either train our children and new converts or we lose them. We have no other choice. If we train them we have the promise that we will retain them.

Moses commanded the Israelites to teach the Word of the Lord diligently to their children when they sat down, walked, lay down, and rose up (Deuteronomy 6:7). The priests were to "teach my people the difference between the holy and profane, and cause them to discern between the unclean and the clean" (Ezekiel 44:23).

In the New Testament Jesus did considerably more teaching than preaching. He also commanded us to go and teach all nations (Matthew 28:19-20). One of the qualifications of a servant of the Lord and a bishop

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(pastor) is to be "apt to teach" (I Timothy 3:2; II Timothy 2:24). God gave the church apostles, prophets, evangelists, pastors, and teachers for the perfecting of the saints for the work of the ministry, for the edifying of the body of Christ (Ephesians 4:11-12). We should not consider teaching to be the least important because it is mentioned last in this passage. For example, I Corinthians 13:13 lists charity after faith and hope but then says charity is the greatest. We must recognize that the ministry of teaching is as important to the church as that of evangelizing and pastoring. Someone said that God extends His church through the "foolishness of preaching" and edifies His church through the "simplicity of teaching."

We have been involved in Bible college teaching for most of the past twenty years. Year after year, as we give entrance examinations to incoming students (who are the cream of the crop), we are often appalled at the lack of Bible knowledge of many of them. Many of these young people have grown up in the church. Some of their fathers are pastors and district officials. While we must not deemphasize evangelism, we definitely need an emphasis on teaching. If not, God's people will be destroyed for a lack of knowledge.

If a child in your Sunday school compared the quality of instruction to that in the public schools, how would your Sunday school fare? What will his attitude toward the Bible be if he sees unprepared teachers trying to function with inadequate equipment and facilities? Often millions are spent on sanctuaries while Sunday school rooms have inadequate equipment without chalkboards, overhead projectors, screens, or other useful equipment.

The Bible contains numerous examples of parents who



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failed to train their children and the tragic results that followed. Eli failed to teach his sons, who never came to know the Lord but instead became greedy, vile, and immoral. Samuel's sons also did not walk in his ways but turned after money, took bribes, and perverted judgment. The result was that the people of Israel rejected God's plan and wanted a king like other nations.

Today we can see the tragic results of children who have been neglected. Some have become drug addicts, fornicators, and even murderers. When the training of a child is neglected it not only affects the child's life but also many others. If a servant of the Lord wins the whole world and loses his own children what does it profit him?

Family prayer and devotions have been greatly neglected. In many cases the only hope for spiritual training is the Sunday school. Of course, it costs money to erect Sunday school rooms, buy literature, and carry on the work of Christian education, but it is ten thousand times more costly not to do so.

The following story also emphasizes the importance of teaching. It was taken from Anthony Campolo, *Who Switched the Price Tags?* (Dallas, Texas: Word Books, 1986). (Used by permission.)

#### TEDDY STALLARD

Teddy Stallard certainly qualified as "one of the least." Disinterested in school. Musty, wrinkled clothes; hair never combed. One of those kids in school with a deadpan face, expressionless-sort of a glassy, unfocused stare. When Miss Thompson spoke to Teddy he always answered in monosyllables. Unattractive, unmotivated, and distant, he was just plain hard to like. Even though

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his teacher said she loved all in her class the same, down inside she wasn't being completely truthful.

Whenever she marked Teddy's papers, she got a certain perverse pleasure out of putting X's next to the wrong answers and when she put the F's at the top of the papers, she always did it with a flair. She should have known better; she had Teddy's records and she knew more about him than she wanted to admit. The records read:

1st Grade: Teddy shows promise with his work and attitude, but poor home situation.

2nd Grade: Teddy could do better. Mother is seriously ill. He receives little help at home.

3rd Grade: Teddy is a good boy but too serious. He is a slow learner. His mother died this year.

4th Grade: Teddy is very slow, but well-behaved. His father shows no interest.

Christmas came and the boys and girls in Miss Thompson's class brought her Christmas presents. They piled their presents on her desk and crowded around to watch her open them. Among the presents there was one from Teddy Stallard. She was surprised that he had brought her a gift, but he had. Teddy's gift was wrapped in brown paper and was held together with Scotch tape. On the paper were written the simple words, "For Miss Thompson from Teddy." When she opened Teddy's present, out fell a gaudy rhinestone bracelet, with half the stones miss-

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ing, and a bottle of cheap perfume.

The other boys and girls began to giggle and smirk over Teddy's gifts, but Miss Thompson at least had enough sense to silence them by immediately putting on the bracelet and putting some of the perfume on her wrist. Holding her wrist up for the children to smell, she said, "Doesn't it smell lovely?"

And the children, taking their cue from the teacher, readily agreed with "oo's" and "ah's."

At the end of the day, when school was over and the other children had left, Teddy lingered behind. He slowly came over to her desk and said softly, "Miss Thompson . . . Miss Thompson, you smell just like my mother . . . and her bracelet looks real pretty on you, too. I'm glad you liked my presents." When Teddy left, Miss Thompson got down on her knees and asked God to forgive her.

The next day when the children came to school, they were welcomed by a new teacher. Miss Thompson had become a different person. She was no longer just a teacher; she had become an agent of God. She was now a person committed to loving her children and doing things for them that would live on after her.

She helped all the children, but especially the slow ones, and especially Teddy Stallard. By the end of that school year, Teddy showed dramatic improvement. He had caught up with most of the students and was even ahead of some.

She didn't hear from Teddy for a long time. Then one day, she received a note that read:

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Dear Miss Thompson: I wanted you to be the first to know. I will be graduating second in my class.

Love,  
Teddy Stallard

Four years later, another note came:

Dear Miss Thompson:  
They just told me I will be graduating first in my class. I wanted you to be the first to know. The university has not been easy, but I liked it.

Love,  
Teddy Stallard

And four years later:

Dear Miss Thompson:  
As of today, I am Theodore Stallard, M.D. How about that? I wanted you to be the first to know. I am getting married next month, the 27th to be exact. I want you to come and sit where my mother would sit if she were alive. You are the only family I have now; Dad died last year.

Love,  
Teddy Stallard

Miss Thompson went to that wedding and sat where Teddy's mother would have sat. She deserved to sit there; she had done something for Teddy that he could never forget.

Is teaching important? Absolutely yes.

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REVIEW QUESTIONS

1. What will be the result if we don't train our children and new converts?
2. When were the Israelites commanded to teach their children the Word of the Lord?
3. What did Jesus command us to do in Matthew 28:19-20?
4. Who did Paul say must be "apt to teach"?
5. What must be put on the same plane as the call of the evangelist?

DISCUSSION QUESTIONS

1. How does the quality of instruction, equipment, and facilities of your Sunday school compare to that of the public schools?
2. What impact did the story about Teddy Stallard have on you?

## CHAPTER TWO

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### **TEACHING BY EXAMPLE**

Perhaps the greatest method of teaching is teaching by example. Whether we are conscious of it or not, much that we learn is by imitation. This is especially true with small children, which is why it is so important for them to have proper role models. The teacher needs to be one of those good examples.

Jesus Christ was the greatest teacher of all times. He left us an example, that we should follow in His steps (I Peter 2:21). He not only taught with words, but He lived what He taught. For instance, in addition to giving several parables and lessons on forgiveness, He set the example by forgiving those who crucified Him (Luke 23:34).

It has been said; "Actions speak louder than words." Emerson said, "What you are speaks so loudly that I can't hear what you are saying." Jesus rebuked the Pharisees because "they say, and do not" (Matthew 23:3). The teacher's example will either contradict or underscore what he is trying to teach. If a teacher tells his pupils

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about the dangers of smoking and yet smokes himself, his example contradicts his teaching. If he teaches about honesty yet lies or tells half-truths, his example contradicts his teaching. Even when a teacher is not aware of it, his students are carefully observing all aspects of his life.

Paul told Timothy to be "an example of the believers, in word, in conversation, in charity, in spirit, in faith, in purity" (I Timothy 4:12). To be effective Timothy needed to be an example of what he taught. If we are to be effective teachers, not only our words must be right but also our attitudes, actions, appearance, and affections.

Years after the students have forgotten the facts we have presented, they will remember our attitudes and our lives. I can still remember some of my former Sunday school teachers. Although it has been over forty years ago, I remember one denominational Sunday school teacher who was interested in football and smoked cigars. I can also remember my first Pentecostal Sunday school teacher after I received the Holy Ghost. His name was William Case. He would stand in front of the class and weep as he told how he was praying for us that morning. Although I don't remember many of the words that he said, I will never forget his spirit.

Let us live in such a way that as we teach our students we will be able to use Paul's words from I Corinthians 11:1: "Be ye followers of me, even as I also am of Christ."

### REVIEW QUESTIONS

1. What is one of the main ways that children learn?

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2. What did Emerson say about being an example?
3. List six ways in which Paul told Timothy to be an example to believers.

DISCUSSION QUESTIONS

1. What are some ways in which Jesus was an example for us to follow?
2. What will your students remember long after they have forgotten the facts that you present?



## CHAPTER THREE

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### **AIMS AND OBJECTIVES**

Why do we teach? If our motive is for quick rewards in this life, we will probably be disappointed. Rarely does a Sunday school teacher get paid in this life or receive much acknowledgement. Most Sunday school teachers realize this and probably teach with the right motives. But what are we trying to accomplish? What do we want our students to know, to feel, and to do as a result of our teaching? In other words, what are our aims and objectives?

Teaching without aims is like a man who starts out on his vacation without knowing where he is going or what he is going to do. He does not know whether to fly or drive. If he drives he does not know which highway to take. He does not know what kind of clothes to take because he does not know whether the place he is going is hot or cold, or if the occasion will be formal or informal. He does not know whether to bring a fishing rod, golf clubs, or skis. He does not know how much money

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to take because he does not know where he will be staying or how much it will cost. He would have a much better vacation if he took time to target a specific place or places. With this aim in mind he can select his mode of travel, clothing, and equipment and bring along sufficient finances.

Teaching without aims is also like a man with a rifle who shoots without aiming. The bullet will land somewhere, but it may hurt someone. It is hard to hit a target without aiming. It is even harder to hit a target if you do not know what the target is.

Some teachers have aims but, unfortunately, aims that are inadequate. One teacher wanted the students to be quiet, so she had them play the quiet game. Another wanted the students to be busy, so she had them color or make items with popsicle sticks. Another wanted to keep the students from fighting and so put them in separate corners of the room. All these aims are good, but when they are evaluated by asking, "What did the students learn?" we see that they are inadequate aims. It is not enough just to get the students through the time period without hurting themselves.

An aim is a clear statement of what we hope to accomplish by teaching the lesson. We should write down our aims and objectives on our lesson plan. To clarify our aims and objectives, we can ask ourselves three questions: (1) What do I want my students to know as a result of this lesson? (2) What do I want my students to feel? (What attitudes and convictions do I wish to impart?) (3) What specifically do I want my students to do during and after the lesson?

Vague lesson aims result in vague teaching. How will

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we know if we hit the target if we do not know what the target is? Teaching without clear-cut aims is probably the greatest weakness of teaching. On the other hand, when we know specifically what we want to accomplish our teaching will be more effective.

Clear-cut aims serve several purposes in teaching. Aims give direction regarding the changes we want in the knowledge, attitudes, and behavior of the students. By establishing objectives we determine where our students now are and where we want them to be. Aims also help the teacher to avoid rambling. We should omit activities or material that will not help us to accomplish our aim.

Aims help us to select materials, activities, and teaching methods. For example, if our aim is to develop tolerant attitudes, we may choose the discussion method, which allows students of different backgrounds to express their ideas, attitudes, and opinions. If our aim is to teach soulwinning through home visitation, we might create a role-playing situation using a door (imaginary or real) to knock on as well as a couch and chair to sit on. Some students can play the part of the people being visited and others can play the part of the ones doing the visiting.

Specific aims also provide a sound basis for measurement of progress. If the teacher's goal is for the students to learn to spell and list in order the books of the Old Testament, he will need to make paper and pencils or pens available for them. Upon reading the results, he will know how far each student has reached toward accomplishing this goal. The student who sees that his teacher has aims will be motivated to make aims for himself. If the teacher does not know what the students are to learn, how can

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the students set aims for their learning activities?

Right aims also inspire the worker. Satisfaction will result when the teacher sees intermediate goals achieved. He will be encouraged to work on in spite of difficulties and distractions until long-range aims are achieved. Like a mountain climber who goes through some valleys before reaching the peak, the teacher with goals will keep on striving until they are reached.

Long-range aims can be broken down into short-range aims. For example, it should be the aim of every teacher for his students to be saved. The salvation experience includes faith, repentance, water baptism, and receiving the Holy Ghost. In order to instill faith, the teacher should proclaim the Word of God and share testimonies of what God has done, is doing, and can do. After a student has been born again, the teacher's goal should be for the student to grow in Christ. In order to develop the spiritual lives of his students the teacher should teach about prayer, Bible reading, worship, character traits, and so on. His goal should be to encourage his students to fulfill God's will in their lives.

How does a teacher determine his lesson aims? If the lesson is from a Sunday school curriculum he should consider the aims included in the lesson. Since the lesson author is writing for thousands of classes, however, his aims may not be specifically suited for a particular class. The teacher should read the Bible text several times, pray, and allow God to impress him with some aims. He should also consider the needs and interests of his class. By listening to them and observing their behavior both inside and outside of class, he can often see needs that his teaching can meet. He can also learn of these needs by knowing

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general characteristics of their age group.

In summary, the teacher should ask, What do my students need to know? What do they need to feel? What do they need to do? Then he should write these aims on the lesson plan.

Everything in a lesson, including attention getters, variety, humor, visuals, and activities, should be planned to accomplish the aims. We must not just fill in the time with unrelated material and activities. With the aim clearly in mind, let us teach with the intensity of a basketball player driving for a lay-up or a football player running for the goal line.

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#### REVIEW QUESTIONS

1. What is teaching without aims like?
2. List some inadequate teaching aims.
3. Define what a teaching aim is.

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4. What three questions should you ask yourself when formulating teaching aims?
  
5. List purposes for aims in teaching.
  
6. What are some long-range aims for teaching?
  
7. What should everything in your lesson help accomplish?

DISCUSSION QUESTIONS

1. Why are you teaching?
2. How do you determine your lesson aims?

CHAPTER  
FOUR

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**STORYTELLING**

Since much of our teaching is based on the ability to tell a story, we need to learn about stories and what makes sentences into a story. Storytelling is not limited to use by Sunday school teachers. We use storytelling ability almost every day. For example, you may need to tell an insurance agent how you had an accident, or you may want to tell your friends a humorous incident concerning your child or grandchild.

No doubt all of us have been on the listening end of a poorly told incident. A friend may begin to tell about his accident. "Well, I was just driving along and this car was very close behind me. It was blue-dark blue-like indigo. Were you aware that there was a lot of indigo grown in the U.S. at one time? It's true; in fact, the U.S. used to export indigo . . . um . . . as I was saying, this car was close behind me. You know, there must be a lot of accidents caused by people driving too close to the car in front. If only this guy had been more cautious." The listeners have been waiting quite a while, and the teller still has not come to the point. In fact, he will probably include a few more tangents.

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The first component of a story is the *introduction*. According to Ethel Barrett, the function of the introduction is to get started. Getting started right is important because the speaker is trying to arouse the interest and curiosity of his listeners. Sometimes he will use simple words to create a picture, almost as though a play were about to take place. It really is—with the storyteller as the only player.

The introduction should do more than introduce the main character; it should provide a clue as to the problem the character faces. The introduction may tell when the story happened or where it happened. In Luke 19:12-13, Jesus introduced a story by saying, "A certain nobleman went into a far country to receive for himself a kingdom, and to return. And he called his ten servants, and delivered them ten pounds, and said unto them, Occupy till I come." Here we have the setting: the nobleman, his servants, his money, and his time. The question is, What will the servants do with the nobleman's money and time?

The introduction can be used to review a serial story and bring the students up to date as to what has happened so far in the story before continuing with the new chapter. The main thing to remember is not to retell the whole story again, but just to include a few high points to recreate the tension or emotion of the story and to put first-time visitors or absentees in possession of a few salient points so they too can enjoy the story.

The teacher can start the story as soon as the students arrive, perhaps with a routine such as lighting a candle to indicate that the story is about to begin. Then when the listeners are interested and curious about the story, he can stop to take the attendance or offering, welcome



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visitors, or have the group sing. This gives the listeners a sample of the story, and if the teacher has chosen a good story, they will be interested to hear the rest of it. For example:

"At about 8:00 on a Monday morning in September 1944, a ragged, aimless old man of eighty-two collapsed on the sidewalk in New York. Many people noticed him in his agony of retching, but since they thought he was drunk, they passed him by.

"Finally a policeman came along and saw the old man. He also thought he was drunk . . . until he saw that the man's nose, lips, ears, and fingers were sky-blue. The man was admitted to the hospital at 8:30. At 10:30 a second man with the same symptoms was brought in. By 11:10 three more were admitted. At 11:25 numbers six and seven were brought in. By 11:40 the total rose to eight and then nine. Around noon a tenth man was admitted. And at 6:45 that evening an eleventh man who had been too sick to call for help was brought in.

"All eleven men were elderly, raggedly dressed, dilapidated, rigid, and in a state of shock. And all were blue."

This story is adapted from a book of true medical mysteries called *Eleven Blue Men* by Berton Roueche. In case you do not have this book, we will finish the story later!

Although we need to discipline ourselves to eliminate unnecessary tangents in storytelling, we also have to avoid being too brief. Sometimes a teacher may feel intimidated because he thinks the children already know the Bible story. This intimidation or nervousness often leads a teacher to say, "Boys and girls, I am going to tell

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you about a boy named David who killed a wicked giant with his sling." This brevity causes the teacher to reveal the whole story in the first sentence! A better introduction would be: "I am going to tell you about a boy named David who faced a challenge that made even his older brothers afraid. Here's how it happened."

The next part of a story is the *body*, which is the sequence of events containing action and suspense that move the story to a climax. The body of the story about David would include David's interest in the challenge of Goliath, his visit with King Saul, his trip over the brook with a pause to pick up five smooth stones, and his source of bravery. ("I come to you in the name of the **LORD.**")

Most of us are aware that Bible stories have action, but they also have moments of suspense. We can imagine the suspense as Adam and Eve hid in the garden after their disobedience, wondering if their sin will be known, wondering what the consequences will be. We can imagine the suspense as the Shunammite woman whose son died rode to Elisha's house. She wondered if Elisha would come back to her house with her and if her son would live again. Yes, Bible stories have moments of suspense, so let us remember to make the most of them.

The third part of the story is the climax, which is the high point of the story. At the climax the purpose of the story is made known, the victory takes place, or the winner is revealed. Any action or words that tend to weaken the climax should be eliminated. This may mean editing a story that continues long after the thrilling, emotional climax.

The *conclusion* is the last part of the story. It is just as important to end well as to start well. The conclusion

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is the time to stop; it is not the time to retell the story "in other words."

The following parallel illustrates the problems some people have with the conclusion. It seems that the hardest thing for some visitors to do is to leave. They may want to go, they may even sense they should go, but they still linger on saying, "Well, we have to go," and all the while they make no real move to leave. Visiting someone is nice as long as both people are enjoying the visit, but when the visitor senses that he should leave (maybe his friend has to get up early in the morning) or when he realizes that he needs to leave (perhaps he is the kind of person who falls asleep at 8:59), then he should simply say that he must leave now, get up, thank his host for the evening, and go out the door. He should not wait until he gets the door open and then explain why he has to leave. (In summer bugs and flies come in and in winter the host gets cold!)

The same is true with the conclusion of a story. When it is time to end the story, the teller should simply conclude. If the story has suggested problems, those problems should be solved or the way opened for the solution. The story characters should all be accounted for. The teller should not send a character off to investigate something and then never have him come back to report. We have all been frustrated by speakers who start a story, get us very interested, and then jump to another illustration without ever finishing the first one. We want to know what happened! As storytellers we need to follow the example of Jesus when we are interrupted (by inspiration). When Jesus was going to Jairus's house and stopped to heal the woman with the issue of blood, He afterwards

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continued on to the house of Jairus. He did not leave Jairus with his problem or forget to finish His trip.

What about those eleven blue men? An investigation revealed that all the men were alcoholics and had eaten an oatmeal breakfast at the same restaurant. The salt shakers in the kitchen and at the tables had been carelessly refilled with sodium nitrite instead of salt. The cook put a handful of that mixture in the oatmeal as he cooked it. The eleven men added more from the shakers at the table, and it became a toxic dosage. Carelessness caused misunderstanding, agony, and the death of one of the eleven men.

Jesus called us "the salt of the earth." Carelessness in our own lives could mean spiritual asphyxiation for someone else who is depending on us.

The preceding paragraph leads us to the next part of the story: the application. In everyday storytelling this part is usually omitted. It is not necessary to look for a spiritual principle to emphasize when telling an insurance agent how an accident occurred. (Then again, maybe there is a lesson to learn!) But the stories told to a Sunday school class should have a spiritual application. Searching for the application is good discipline, and it helps to determine if the story is really worth telling. Otherwise the students may remember the story but be unable to recall how it fit into the lesson.

Where does the application fit into the story? Some people stop the story at obvious places to bring a point home to the students several times during the lesson. For example: "Joseph's brothers were jealous of him. Are you ever jealous of your brothers and sisters?" or the teacher may weave the application throughout the story. For ex-

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ample, one story emphasizes the need to tithe. A problem arises because the family does not tithe, but their cook/friend knows they are missing out on a blessing. They feel they are doing their "duty" by giving an offering from the funds they have available when special needs arise. Throughout the story from the beginning to the end, the cook places emphasis on tithing and refers to it often. As in this story, sometimes it is effective for one of the story characters to make the application.

Jesus made the application in the story of the good Samaritan (Luke 10:36-37) when He said, "Which now of these three, thinkest thou, was neighbour unto him that fell among the thieves? . . . Go, and do thou likewise."

Ideally, the application will be as interesting as the story, and the teacher should show as much excitement about it as about the story itself. Some of the impact of the application is lost if the teacher finishes the story, pauses a long time, and then continues in a let-down voice, "Now we should learn from this lesson that . . ." And the words "Now the moral of this story is . . ." are overused.

It is important to keep the application simple. Many stories lend themselves well to several principles. It is a mistake, however, for the teacher to tell all he knows or to bring out every facet of the story during his application. Rather he should emphasize one or two main points. Ethel Barrett advised, "The application is a spiritual matter." You have to seek God's help on this.

Let us now discuss some helps for story preparation. If you plan to use a story in teaching you should read it first. This is the only way to get the real story. The old game Gossip, in which a message is whispered from player to player and invariably becomes greatly distorted, shows

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the importance of reading the story for yourself, especially a Bible story. If the Bible provides several accounts of the same story, it is helpful to read each account to obtain insight and details unique to each account. If you do not feel that you are imaginative and creative, you may find it helpful to read the story in other books and commentaries.

If you find the story appealing, then consider its good points and how it can strengthen your aim for a particular lesson. You need to be enthusiastic about the story, for it is as hard to interest someone else in a story you are not interested in as it is to get someone to eat a vegetable you do not like.

At this point it is wise to decide the character of the story. Is it humorous? Does it deal primarily with courage or heroism? Is it a sad story or one that is told just for fun? It is important to remember that these features do not always mix well. For example, if you try to put humor in the story of Abraham's offering of Isaac as a sacrifice, you will have trouble.

A story does not always have to be told the same way. You can choose a different viewpoint each time you tell the story. For instance, you can tell it as a narrator and reveal everyone's feelings and thoughts. Or you can present a one-man play and be the main character yourself, telling the story from that character's point of view. In this case, you might start the story like this: "My name is Mordecai. I am a Jew." As Mordecai, you will not always understand the emotions and reactions of others, but you can guess or suppose about them to help the story.

Another way to add variety to the story is to tell it from the viewpoint of a bystander. This is more difficult

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in that the uninvolved character has limited knowledge. He is like a witness who can only tell his view of things.

Another creative approach is to tell the story from the viewpoint of an animal or another nonhuman. One student told the story of the good Samaritan from the viewpoint of the signpost between Jerusalem and Jericho, which was located just at the right spot to be able to see the assault on the traveler and the inn where the Samaritan took the wounded man.

Another student gave a very convincing presentation by becoming the money bag used by the prodigal son when he left home. He wrapped his head with a bandanna and attached a stick. Whenever money was needed it came from the bandanna. Although it became empty, the son did not throw it away, and the bag was able to chronicle the whole story, including the son's return to his father's house. The Bible itself uses similar illustrations. Jesus said the rocks would cry out if people did not praise Him, and Habakkuk 2:11 states, "For the stone shall cry out of the wall, and the beam out of the timber shall answer it."

A limited number of Bible stories can be told from an animal's point of view, and some are very effective when told this way. Balaam's donkey could have had an interesting story to share (and he did speak!). Perhaps the Gadarene pigs could tell one also—except that there would be none to finish the story, for they all ran down to the sea and were drowned.

It helps to visualize the characters in your story. Perhaps the Bible reveals something about their physical characteristics. For example, Goliath was over nine feet tall. To help your listeners understand his size you can compare it with something in the room. The weight of

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the armor he carried also gives insight into his size.

We know that Zaccheus was short, and being short affects the way a person reacts to different situations. For example, my husband and I and our three children were living in England when the queen celebrated her silver jubilee. We took the forty-mile trip to London to see her in her carriage as she was driven to Buckingham Palace. We found places near the roadway and assured each other that we could see. I was not in the first row, but I could see very well in the space between the two people in front of me. The rest of the family also found good places to stand. The band played and then we heard people saying, "The queen is coming." Just as her carriage reached the spot where I would be able to see her, one of the men in front of me lifted his arms and took a picture with a camera. The people were cheering but, because I am short, all I saw was an elbow and later the back of the queen's head. My husband assured me that she looks just like her pictures, but I will always be able to empathize with Zaccheus, who was short and climbed a tree in order to see Jesus.

The given names of the characters in your story often reveal something about the nature of the person. At times you may tell a story without revealing names; however, most of the time, names are needed to avoid confusion of characters.

Give thought to the sound of their voices. Voices can be loud, soft, low, high, worried, sweet, helpful, sloppy, mature, gravelly, or nasal. Peter probably had a loud voice, because he was a fisherman, and a person who works where there is a lot of noise or a lot of space between people usually develops the habit of talking loudly to compensate.



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You can use your imagination to fill in probable details. Ethel Barrett said that imagination is taking one step beyond the literal, verifiable fact. Consider the way your story character might react. For example, James and John were impetuous. They were filled with indignation and anger and ready to call down fire from heaven to devour the Samaritans when they apparently would not receive Jesus. On the Mount of Transfiguration they agreed with Peter that they should build three tabernacles for Moses, Elijah, and Jesus because they really did not know what to say.

To review the life of Jesus, consider using props such as a head scarf and a scrapbook to portray Mary as she reminisces over His life. You can also use this idea to review the lessons of a quarter.

If you use a written story you will probably need to edit it. I prefer to rewrite the whole story in my own words and then to tell it or read it aloud. If a sentence seems ponderous, I often rewrite it in words that I feel comfortable with. A story often has to be edited to fit into the available time.

You can usually find whole paragraphs in the middle of the story that can be deleted if necessary. Delete those which add details that are not essential to understanding the point of the story. Read the remaining sections to see if they still work together. Usually you will need to add some transitional words such as "three weeks later," "meanwhile," or "he said."

The edited version should make the point without the listeners feeling that you left something out. Keeping your notes and edited stories will save you untold hours in review when you tell these stories again.

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It is difficult to tell stories well without practice. In your practice session you should tell the story aloud in order to become accustomed to your own voice. My favorite place to practice is in the car while it is parked in the garage (without the motor running!); it is just like a private sound studio. Some people try to practice storytelling while driving, but if you do so, be prepared for people to look at you strangely for talking to yourself! For most people it is difficult to concentrate on driving and storytelling at the same time.

You can identify problem areas in your story if you use a tape recorder as you practice. For those trouble spots, refer to your edited version or re-read the story. The tape recorder will also reveal your voice quality and clarity.

Most storytellers advise against memorizing every word, but when you practice you will tend to use the same phrases at the same places in the story because they will seem to be the most natural. Memorizing will tend to stifle you, because if your concentration is broken you could have trouble picking up the threads of the story.

Now let us discuss some recommendations and ideas for actually telling the story. Although you may be influenced by the style of another storyteller, your best stories will happen when you allow your own personality to show. Some storytellers are very active and include a lot of dramatization, which can be effective in younger groups, but storytellers can also be effective by depending on words to convey the picture.

As a storyteller you are on exhibition, so be well-groomed, stand straight, and avoid ostentatious clothing that will distract from your story.

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The story will have a greater impact if you make eye contact with your listeners and avoid looking over their heads at the back wall. If you have a very large group, you can make eye contact with a few and use them as a gauge to determine how your story is being received.

It is important to use good grammar, especially when quoting God.

By imitating sounds (drip, drip as well as other more sophisticated sounds) you can add variety and interest to your story. The same is true with repetitious phrases such as is in the story "God's Trees." That story is about three trees, and suspense builds up around the future of each. When disappointment comes, the phrase "But God, who loves little trees said, Just wait. . ." is used each time.

Dialogue also adds interest, so do not limit yourself to a monologue; let your characters do the talking. Instead of saying, "David said he would fight the giant," say, "And David said, 'I'll fight this giant myself.'" A little dialect can also add interest to a story.

You do not have to rush through a story. You can use pauses to emphasize what you are saying, to change scenes, or to show time changes.

Gestures can be as subtle as a beckoning movement of the fingers, a twinkle of the eye, a nod of the head, a warning frown, or a shrug of the shoulders. They can also be more encompassing, such as sawing boards for the ark, smoothing pitch over the ark to waterproof it, or flinging a stone from a sling. Unconscious gestures can be distracting; make an effort to avoid them. Examples are buttoning and unbuttoning a suit coat, jingling change in a pocket, twisting buttons or hair, clearing the throat, or breathing heavily.

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A storyteller appeals to the emotions of the listeners by using his or her own imagination and emotions.

Avoid making miracles from the Bible story seem like magic; instead, emphasize a person's need and Jesus' ability to meet it. An interesting example is the story of the man with palsy (Matthew 9:2; Mark 2:5). The first thing Jesus did was forgive his sins. He was more concerned with the man's spiritual need than his physical need.

As a storyteller, keep the facts straight. As an example, many of the Arch books are quite enjoyable, but some of them are inconsistent with biblical facts. "Noah's Ark" shows Noah's family peeking out of windows all around the ark and standing on the deck, but the Scriptures tells us there was only one window and one door. Perhaps this fact may seem insignificant, but when we explain salvation it is important to remember that there is one way.

When telling a story, be sure to indicate at some point whether it is a biblical account, a historical fact, a tradition, or a might-have-been situation. As a teenager when I first heard about the death of some of the apostles, I fruitlessly searched through the epistles many times trying to find the story of John being boiled in oil and of Peter's death by an upside-down crucifixion.

Unless it is absolutely necessary for discipline, it is best not interrupt a story. When you first notice a potential problem, do not ignore it, but try to continue telling the story. You can direct the offenders with your eyes or put your hands on their shoulders and indicate where they should move without actually saying anything to them directly. Ideally, a helper should be available to take care of discipline problems while you are teaching.

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The story time will be much more pleasant if the listeners are comfortable, and chairs of the right size can help greatly. If you stand while small listeners are on the floor, they may begin to fidget because their necks are hurting from having to keep them in one position for so long.

Storytelling is really a series of word pictures. As the *Reader's Digest* suggests, "it pays to increase your vocabulary" to help your listeners see what you are trying to describe. Relate sizes by making a comparison with something in the room or items with which the listeners are very familiar. Explain unfamiliar words such as priest, Levite, or Samaritan. It is also important to remember that words change meanings. If a word has a sordid connotation, avoid it. And check and eliminate the use of "mild oaths."

If you learn your stories well, your listeners will want to hear you tell and retell them. Perhaps you could even arrange to visit another Sunday school department to tell your particular stories. It is important to study every time you retell a story.

Sometimes you may need a story to finish an extended teaching period, such as when a church service lasts longer than planned. For those times a story can be used for entertainment value. It also can be used to emphasize a particular point, or to improve the relationship between storyteller and listener or between listener and listener.

Many speakers begin their talks with a short, humorous story to help people relax. A story can also be used to give a better understanding of life and people, especially people from other lands.

A story can make Christian attitudes and conduct

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desirable and reveal the understanding and insight of the characters. In the story of the good Samaritan the prejudice of the characters is revealed and a member of the hated minority group is the hero! You might try telling the Bible story using modern terms. One group of puppeteers told this story using cowboys and Indians.

Storytelling is exciting and enjoyable. Join the fun!

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REVIEW QUESTIONS

1. List the five parts of the story and briefly explain the function of each part.

A.

B.

C.

D.

E.

2. List ten tips for story preparation.

A.

B.

C.

D.

E.

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F.

G.

H.

I.

J.

3. Why should a storyteller not memorize a story?

4. List seven tips for storytellers.

A.

B.

C.

D.

E.

F.

G.



*Storytelling*

5. What are some purposes of stories?

A.

B.

C.

D.

E.

CHAPTER  
FIVE

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**ASKING AND  
ANSWERING QUESTIONS**

One of the chief tools of good teachers is the ability to ask and answer questions. In the four Gospels Jesus asked over one hundred questions. He also answered many questions asked by His listeners. Likewise, the disciples and the apostles asked and answered many questions. For example, Philip asked the Ethiopian eunuch, "Understandeth thou what thou readest?" (Acts 8:30). And Paul asked the Ephesians, "Have ye received the Holy Ghost since ye believed?" (Acts 19:2). It is also interesting to note that Peter's sermon on the Day of Pentecost consisted of answers to four questions.

Educators have long realized the importance of the question-and-answer method of learning. Textbooks in the school systems of early America were often written in the form of questions and answers. Many denominations use a catechism, which is a handbook of questions and answers for teaching the principles of religion. With the advent of modern technology, questions and answers have

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been put on computers and called programmed learning.

Anybody can ask questions, but it takes skill to ask good questions that will cause the students to respond and really learn.

### **Advantages of Questioning**

1. *Questions increase student interest.* In addition to hearing the instructor, students like to hear the voices and opinions of others. Students also feel more involved in the class when they can ask and answer questions.

2. *Questions stimulate student thinking.* Students pay closer attention when they are held responsible for learning.

3. *Questions gear instruction to the ability of the class.* Asking questions is the fastest way to check the general level of ability in the class.

4. *Questions provide an opportunity for the expression of attitudes.* From the students' questions, the teacher can learn their interests and attitudes in order to motivate them.

5. *Questions introduce student experiences.* Many times, because of reading, travel, and personal experiences, students can contribute material to the class that otherwise would not be available.

6. *Questions emphasize main points and provide drill.* At the end of a class period, often an instructor can ask questions that summarize the high points of a lesson.

7. *Questions test the effectiveness of the instruction.* Questions can reveal what the students have understood. Some points may need to be taught in a different manner so the students will understand.

### *Asking and Answering Questions*

8. *Questions direct thought.* Jesus often used a series of questions to direct a conversation. For example, in Luke 11:11-13 He asked if a father would give a stone to a son who asked for bread, or a serpent instead of fish, or a scorpion instead of an egg. After asking these three questions He asked another: "How much more shall your heavenly Father give the Holy Spirit to them that ask him?"

9. *Questions drive home a truth.* In reply to the question "Who is my neighbour?" Jesus told the story about the good Samaritan. Afterward He drove home the truth by asking, "Which now of these three, thinkest thou, was neighbour unto him that fell among the thieves?" After receiving the obvious answer He said, "Go, and do thou likewise." (See Luke 10:29-37.)

### **Characteristics of Good Questions**

1. *Good questions have a specific purpose.* Is the purpose to emphasize a major point, stimulate thought, provide opportunity for expression, test understanding, or accomplish one of the other advantages of questions mentioned above?

2. *They are brief.* The question should not be so long that the student does not remember the question after it is asked.

3. *They are understood by students.* Questions should be phrased in the vocabulary of the students. Those who know the answer should be able to answer the question.

4. *They emphasize one point.* Unless a progressive series of questions is used to direct thought, the teacher

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should avoid asking more than one question at once. Otherwise it may not be clear as to which question the answer applies. The disciples asked Jesus three questions at once: "When shall these things be? and what shall be the sign of thy coming, and of the end of the world?" (Matthew 24:3). Many theologians think that the answers to these questions are separated by at least a thousand years. It is no wonder there are so many different interpretations of Matthew 24.

5. *They require a definite answer.* Good questions do not allow students to bluff.

6. *They discourage guessing.* Questions should require an answer based on knowledge rather than guesses. In general, the teacher should avoid asking oral questions that merely require yes or no or true or false as answers.

7. *They arouse curiosity.* A good question will sometimes so motivate a student that he will research the answer by further study.

### **Types of Questions**

1. *Contact questions are used to arouse interest and attention.* Most good questions accomplish this goal. Jesus really captured the attention of His listeners when He asked, "For whether is easier, to say, Thy sins be forgiven thee; or to say, Arise, and walk?" (Matthew 9:5).

2. *Rhetorical questions are asked for effect rather than reply.* For example, Jesus asked, "Why beholdest thou the mote that is in thy brother's eye, but considerest not the beam that is in thine own eye?" (Matthew 7:3).

3. *Factual questions seek information.* Jesus asked

### *Asking and Answering Questions*

the disciples, "How many loaves have ye?" (Matthew 15:34). After He felt healing virtue go out from Him, He asked the crowd, "Who touched my clothes?" (Mark 5:30).

4. *Opinion questions seek for personal opinions of people.* Jesus asked the disciples, "Whom say ye that I am?" (Matthew 16:15). He also asked, "What thinkest thou, Simon?" (Matthew 17:25).

5. *Application questions lead to a personal application of truth.* Jesus asked Peter, "Lovest thou me?" and then followed it with, "Feed my lambs" (John 21:15-17).

6. *Faith strengthening questions help people to believe.* Jesus asked a man who had an infirmity for thirty-eight years, "Wilt thou be made whole?" (John 5:6). He asked a blind man, "Believe ye that I am able to do this?" (Matthew 9:28).

If you decide to find the more than one hundred questions that Jesus asked, you might try to determine what type of question each of them is. There is some overlap, and perhaps some do not fit into the categories we have mentioned.

### **Method of Asking Questions**

There is a definite method to use in asking questions. Some teachers obtain no class response because they do not adhere to the following steps:

1. *Ask the question.* Ask it to the whole class before designating a student to answer. Each student will then be motivated to think, because anyone may be called on to answer.

2. *Pause.* Allow the pupils sufficient time to formulate

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an answer. There is nothing wrong with a period of silent thinking. Jesus taught us to love the Lord with all our mind as well as soul, body, and strength.

3. *Call on the student.* Sometimes students will acknowledge that they wish to answer a question by raising their hands. At other times the teacher should call on students in an unpredictable way. Otherwise, if he goes alphabetically down a list or down a row, for example, most of the students will relax and not think about the question.

4. *Recognize the student's answer.* Comment positively when a student replies correctly. Do not repeat the answer. If it was too soft to be heard by the class, have him repeat it. Rarely, if ever, rebuke a student for a wrong answer. Even if he answers incorrectly, you should appreciate that he tried. You may then call on another student.

### **Suggestions for Asking Questions**

The following suggestions will help in using the question-and-answer method of teaching.

1. *Do not read your questions.* Even though good teachers prepare their questions in advance they ask them while looking at the students.

2. *Ask questions in a natural, conversational tone of voice.* Questions should be a part of the instruction and not an abrupt, separate segment of the class or a threat to the students.

3. *Avoid questions that reveal the answer.* Otherwise the students do not have to know the material to answer the question.

### *Asking and Answering Questions*

4. *When a pupil says he cannot answer a question, assume he is telling the truth.* Do not further embarrass him by saying, "Surely, Johnny, you know the answer," or by trying to give him clues. If he is still unable to answer the question it will further alienate him by causing the rest of the class to chuckle at him.

5. *Occasionally ask questions to those who are sleepy or inattentive.*

6. *Beware of asking too many questions.* The class should not sound like a spelling bee all of the time.

7. *Avoid foolish and unlearned questions that gender strife.* Some discernment is necessary to recognize this situation. Two people may ask the same question, one sincerely wanting to know the answer and the other wanting to stir up strife. If this is the case, you may offer to discuss the question after class but not during class.

8. *Do not allow one person to answer all the questions.* Some Bible studies have been ruined when a teacher allowed one student to monopolize the class. One technique that can be used in this situation is to acknowledge the student by saying, "Tom knows, now who else can answer the question?" In this manner Tom's ego is satisfied, but the rest of the class becomes involved.

9. *Do not be afraid of questions you cannot answer.* Most people realize that no teacher knows the answer to every question. There is nothing demeaning about admitting you do not know something. Perhaps you could ask if anyone else in the class can answer the question, or else you could say you will try to research the answer by the next class period. If you consider that the student is sincerely interested and able to find out the answer on his own, suggest possible sources for the answer. If the



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question is of general interest have him report the answer at the next class period.

A teacher should encourage questions, for questions are an indication of an inquisitive mind. Questions indicate interest and readiness for instruction. Good questions enliven classes.

Plan to ask and answer questions; you will be pleased with the results.

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### REVIEW QUESTIONS

1. What are the four questions Peter answered on the Day of Pentecost?
2. What is a catechism?

*Asking and Answering Questions*

3. List the four steps in asking questions.
4. What should you do if a student says he cannot answer a question?
5. What should you do with a student who wants to answer all the questions?
6. What should you do if you cannot answer a question?

DISCUSSION QUESTIONS

1. What is the value of asking and answering questions in a class?
2. In your opinion, what are some of the best questions Jesus asked, and why did He ask them?

CHAPTER  
SIX

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**LEADING A  
DISCUSSION**

The discussion method of teaching is a natural method of teaching. It occurs everywhere in life but probably most frequently at a dining table. For it to be an effective teaching method the recommended group size is from five to twenty. The chairs should be in a circle or around a table so each face is visible to all in the group. It is difficult to discuss something when some people are facing the backs of others, as is the case in most classroom arrangements.

To be a teaching method the discussion must be a directed but free conversation on some well-selected question or problem. A solution to this question or problem must be sincerely sought. Sometimes the discussion can be aided by writing down pertinent information or ideas as they are given, so a chalkboard or easel can help in the discussion. The problem or question should affect the lives of the members in some way; otherwise the members will probably lose interest and not participate.

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For the discussion method to be effective the members of the group must have a spirit of unity but also some honest differences.

The discussion method has much value. It provides for the sharing of experiences, knowledge, convictions, ideals, and dedication rather than just facts and figures. It tends to create interest and eliminate the stiffness of a formal class setting. It stimulates different opinions and challenging statements, which force individuals to think. Members learn to be tolerant of the viewpoints of others. In the discussion method everyone is put on an equal basis and has a right to contribute his best knowledge and experience. People's thinking is broadened as their horizons are extended beyond the limits of their own living. As all sides are presented, they obtain a broader foundation for making judgments and conclusions. A discussion facilitates clear-cut reasoning since the views presented will be often challenged in the climate of the discussion. When used properly, the discussion method encourages cooperative and group thinking. The old saying "Two heads are better than one" is consistent with the biblical thought that "in the multitude of counsellors there is safety" (Proverbs 11:14). Finally, the discussion method provides a real and natural connection between the lesson and the practical needs of the pupils in their daily living.

The discussion must be structured properly if it is to be a teaching method rather than just "shooting the breeze." The teacher usually sets up the problem, which must be clear and recognized by all the pupils. It must also be somewhat controversial. When everyone agrees, it is time to find another subject. The teacher asks the students to analyze the problem and suggest solutions.

### *Leading a Discussion*

Values are weighed, opinions are criticized, and suggestions are accepted or rejected. The discussion method attempts to arrive at a solution to the problem. This conclusion should be better than what any one member could have come up with by himself. The solution may need to be tried out before being accepted, however, and it may have to be studied more. Moreover, compromises may be required.

The success or failure of the discussion method depends on the teacher. He must be tactful, resourceful, and a leader. His role is that of a guide who is always fair, tolerant, and well poised. While he must keep the discussion on the track, he cannot dominate the discussion. He should know the material well and should plan for the discussion well in advance so that necessary materials and sources of data will be available. By skillful questions the leader should guide the group from one position to another nearer the goal. He will ask questions such as "What do you mean by...?" and "Why?" to get further clarification and purpose. He will ask "What can be done?" to attempt to obtain a solution and "How?" to arrive at a plan of action. He will see that the facts given are accurate and authentic. He will put questions to the group as a whole; and when he is asked questions he will usually throw them back to the group. At appropriate times the teacher will summarize the ideas and opinions so that the group will feel that it is making progress. He will point out unanswered questions and attempt to lead the class to a plan of action.

Although the discussion method has many real advantages, there are also some real dangers. The problem may not be clear to all and may not be of vital concern. If the

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teacher allows it, a few members may monopolize the discussion. The discussion may result in no increase of knowledge and thus be a waste of time, or else it may lead to a conclusion far from the truth. And if the teacher is unwilling to let the class work out a satisfactory solution to the problem, he cannot have a successful discussion group.

#### REVIEW QUESTIONS

1. What size of a group is recommended for discussion?
2. How should the chairs be arranged?
3. List six advantages of the discussion method.
4. What are some of the functions of the discussion leader?

#### DISCUSSION QUESTION

What are some real dangers of the discussion method?

CHAPTER  
SEVEN

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**STUDENT-CENTERED  
TEACHING METHODS**

Most teaching methods are teacher-centered teaching methods. For example, in lectures, storytelling, and use of visual aids, the teacher does the talking, explaining, or sharing. By contrast, student-centered teaching methods involve the students to a greater degree. These methods often result in more interest and retention of learning, because the students are doing as well as hearing and seeing. They also add variety to a class.

Try some of the following student-centered teaching methods.

1. *Neighbor nudge*. The teacher suggests a question, topic, or problem and asks the students to nudge someone near them and discuss it. This method allows everyone to express his thoughts and ideas even though the class may be large. Though the class may seem noisy, each student can hear his neighbor. Students remember things longer when they formulate ideas in their minds and

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express them in their own words. This method is also excellent for review.

2. *Living chart.* This method is excellent for teaching the chronological order of events or people. The technique is to hand out small charts with events of the Bible written on them to a limited number of students. These students go to the front of the room and arrange themselves in a line in what they think is the chronological order of the events. They hold their charts so the remainder of their seated classmates can see. The class then determines whether the order is correct. This method can also be used for names of Bible characters, books of the Bible, or anything else for which ordering is important. A variation of the living chart is for the students to clip the charts to a wire attached to the side walls of the room or to prop them on the chalk tray of a large chalkboard. The teacher may also record the length of time needed for the members to arrange themselves in order or have two teams competing at the same time in a race.

3. *Learning a Bible verse in song.* Many verses of the Bible have been set to music. Each student can use his own Bible, or the words of the verse can be written on a chart or an overhead transparency for the whole class to see. A musical tune can help students remember the Bible words. Sometimes these tunes will go over and over in their minds throughout the week, each time reinforcing the verse they learned. Some verses that have been set to music are Numbers 14:21; Psalm 1:1-3; 19:7-11, 14; 25:1-2; 30:11-12; 34:1-4; 47:1; 48:1-2; 50:23; 61:1-3; 68:1; 86:10-12; 92:1; 118:28-29; 122:1; 150:1-6; Matthew 4:4; 6:33; 7:7; I Thessalonians 5:16-22; and I Timothy 1:17. It is likely that the Israelites sang many of the psalms.



### *Student-Centered Teaching Methods*

#### *4. Showing charts and having students tell the story.*

Some Bible story books such as the Arch books are excellently illustrated, and these can be traced onto charts or overhead transparencies. The teacher can then reveal these illustrations in order one at a time. For each illustration the teacher calls on a different student to continue the story.

*5. Inductive Bible study.* This method requires the student to discover Bible truths for himself. For example, the teacher may ask the class to read through the Epistle of James to find the objects he used as illustrations and to identify what lessons he taught from these objects. Another inductive study from James is to find the Old Testament characters James mentioned and why. This method is effective for a passage, a chapter, or an entire book of the Bible. It works well with mature students.

*6. Agree-disagree.* The teacher writes a controversial statement on a chart, the chalkboard, or an overhead transparency. The statement must have proponents from both sides. An example of such a statement would be, "Christians should picket or protest in front of abortion centers." Students who agree with the statement are asked to stand on one side of the room while those who disagree stand on the opposite side. An orderly debate is then conducted, and each side tries to convince the other side by sharing why they agree or disagree. Individuals can change sides as they change their minds.

*7. Brainstorming.* The leader presents a real problem for which he desires a solution. For example, the problem may be how to reduce the number of teenagers who backslide. The members of the class are asked to respond

### *Teaching With Variety*

quickly with all the answers or solutions that come to their minds. Someone is designated to write all these ideas down on a large chalkboard. No evaluation or criticism is made of any response during brainstorming. At the end of the time limit previously set, or when ideas quit flowing, the evaluation begins. With the help of the class the teacher erases or deletes the least valuable or practical ideas. Then the class evaluates the remaining suggestions in order of importance. Finally, they work out a plan that puts the best ideas into effect.

8. *Letter writing.* After hearing a lesson or reading a passage of Scripture, the students are asked to try to put themselves in the place of a suggested character. Then they use their imagination to write a letter that person may have written that day. For example, if the lesson is on Acts 7, where Stephen was stoned, the students can be asked to write a letter that Saul might have written to a friend in Tarsus regarding the events of that day.

9. *Listing.* The teacher has the students read a passage of Scripture and make a list of something. For example, the students are asked to read John 5:31-47 and list what bore witness of Jesus.

10. *Outlining.* The students are asked to read a chapter or a passage of Scripture and outline it using Roman numerals and so on. One example is to ask students to outline Paul's sermon on Mars' Hill as recorded in Acts 17:22-31.

11. *Paraphrasing.* This means to rewrite the meaning of a passage in one's own words. Students can be asked to paraphrase a verse, a parable, or even a short epistle such as Philemon or III John.

12. *Contemporary parallel story.* The students are

### *Student-Centered Teaching Methods*

asked to write a modern-day story that illustrates the principles of a Bible story. Students need to relate the principles of the Bible to present situations. The story of the good Samaritan and the story of the prodigal son each adapt well to this method.

13. *Poem writing.* You may be amazed at the creativity of some students when they are asked to write a poem about some Bible character or topic.

14. *Song composition.* Those with less musical ability could write a song using a melody they already know, while others may be able to compose an original tune with words based on some passage of Scripture or the topic being studied.

15. *Graffiti.* Graffiti are slogans or drawings crudely scratched or scribbled on a wall or other public surface. Although we usually associate unrestrained graffiti with vandalism, it can be effectively used in the classroom. Students can write slogans or drawings on some theme on a chalkboard, a large piece of butcher paper, or a paper table covering. For an excellent preclass activity, give students chalk (or crayons if paper is used) as they arrive, and encourage each to write or draw whatever is appropriate. They may be asked to complete a phrase such as "Thanks, Lord, for. . ."

16. *Montage.* A montage is a combination of several distinct pictures used to make a composite theme. For example, the class can make a montage on the "pride of life" by cutting out pictures from magazines and pasting them with rubber cement (or glue sticks) on a posterboard. They will need a stack of old magazines, many scissors, posterboard, rubber cement or glue sticks, felt pens, and tables to work on.

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17. *Pantomime.* A pantomime is any dramatic presentation played without words and using only action or gestures. This method can be used for many Bible stories and incidents. A pantomime can be effective in the introduction or for review. Children, especially, love to do pantomimes.

18. *Role playing.* Various situations can be set up in which students participate in a would-be situation. This method is often used when training salesmen and can also be used effectively in teaching personal evangelism. As an example, a scene can be set up in a store using a cash register as a prop and involving a purchase for which the cashier returns too much change. From this situation honesty can be taught.

19. *Play or drama.* Full-length plays or dramas with costumes can be good teaching methods. Care must be taken, though, to emphasize learning rather than acting abilities. This method does require the students to research the Bible passages and customs being enacted.

20. *Students as silent characters.* This form of dramatics requires very little acting ability. For example, you could use it in a lesson about Samuel's going to Jesse's house to anoint a king from among his sons. Have one boy come to the front of the class to be Jesse and have seven other boys line up at the front of the room. As the tallest boy passes by, call him Eliab. Another teacher (using a microphone or tape-recorded message) could loudly read, "Look not on his countenance, or on the height of his stature; because I have refused him: for the LORD seeth not as man seeth; for man looketh on the outward appearance, but the LORD looketh on the heart" (I Samuel 16:7). Then have a well-dressed boy pass by,

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call him Abinadab, and again read the verse. Repeat the procedure for the other five boys. After determining that Jesse has one other son tending the sheep, send for another boy to come to the front, call him David, and anoint him to be king.

21. *Hangman*. The teacher tells the class that he is thinking of some Bible character, event, or book of the Bible. He then writes on a chart, chalkboard, or overhead transparency a blank for each letter of the word he has in mind. He also draws a gallows. The class then guesses a letter. If the letter chosen is one of the letters of the word, he writes it down in the blank(s) where it is used. If the letter is not used then he draws a head on the noose of the gallows. (It should be determined ahead of time how many members the body will have.) The object of the game is for the class to complete the word before the man is hanged. If a chalkboard is available the game can be played in reverse order using a fully drawn man already on the gallows. For each correct letter a member of the body is erased. The class wins if they guess the word before the man is fully erased.

22. *Bible quiz*. The teacher divides the class into two teams and has each team go to opposite sides of the room. He instructs the class that there will be no coaching and he asks one member on one team a question. If the student answers correctly he is allowed to remain standing, and the teacher proceeds to ask another question from a member of the second team. If a student cannot answer a question correctly he must sit down and the same question is asked to a member of the opposing team. The process continues until one team is completely eliminated. The ones left are declared champions. If time runs out

### *Teaching With Variety*

before one side is eliminated, then the side with the most people remaining is the winner.

23. *Crossword puzzles.* Although these puzzles are difficult to prepare, there are good ones in Sunday school activity books. Rick Jansen of the Voice of Pentecost in San Francisco, California, has written some excellent crossword puzzles for various books of the Bible.

24. *Book review.* For eager college and adult classes you might occasionally assign a good, small paperback book for the students to read. Then use a class period for the students to discuss the book. Many excellent books are available on themes such as prayer, motivation, and leadership and could help accomplish some of your aims and objectives for your students.

The preceding list for student-centered teaching methods is not complete. Teachers should regularly read books and attend seminars in search of fresh teaching ideas.

### REVIEW QUESTIONS

1. What are some advantages of student-centered teaching methods?
2. Explain or define the following student-centered teaching methods.
  - A. Neighbor nudge

*Student-Centered Teaching Methods*

- B. Living chart
  - C. Inductive Bible study
  - D. Paraphrasing
  - E. Graffiti
  - F. Montage
  - G. Pantomime
  - H. Role playing
3. How does brainstorming differ from the ordinary discussion method?

DISCUSSION QUESTION

What student-centered teaching methods have you personally participated in or observed?

A chalkboard is terrific for student-centered teaching.



## CHAPTER EIGHT

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### **PANEL DISCUSSION**

A panel discussion occurs when two or more persons discuss a topic, question, or problem in front of the class. Usually the panel members are experts in their fields. The teacher or someone else serves as the moderator, asking prepared questions and guiding the discussion. The moderator must resist the temptation to enter into the discussion.

A panel discussion should have rules such as the following:

1. Only the questions which have been turned in will be used otherwise it will be a panel forum.
2. Questions will be asked of all panelists.
3. Panelists will volunteer to respond.
4. All panelists do not need to respond to each question. A panelist may feel that the question has already been answered adequately or may not feel qualified to give an answer.
5. Responses will be limited to two minutes. (Bring a timer and have someone be the timekeeper as a sole responsibility.)

This method can become a student-centered method in one of the following ways:

## *Teaching With Variety*

A. Allow the students to write out questions and give them to the moderator, preferably a day before. This enables the moderator to select and perhaps rephrase the best questions. Often the panelists are allowed to see the questions the night before the panel discussion and ponder possible answers.

I was so impressed by many of the questions turned in at the youth camps in which I was involved one summer that I have included some in this chapter. As you read them, ask yourself, Does my teaching answer the questions and real needs of my class, or do I teach on subjects about which my class is not vitally concerned? Many times young people are more concerned about the pimples on their faces than about Melchizedek or the visions in Daniel.

B. Use mature, spiritual class members as the panelists. Often students will respond better to the opinions of peers than those not of their age group.

C. At the end of the discussion allow the class to ask spontaneous questions directed to one or all of the panelists. This technique is called a panel forum.

### **Sample Questions Obtained from Students at Youth Camps**

#### **I. Relationship with Parents**

1. How are you able to talk freely with your parents?
2. How are you able to get your parents to understand you?
3. How can I make spiritual progress when the influence of my unsaved parents and TV seems to be robbing me of my victory?

*Panel Discussion*

4. My parents won't let me date until I'm out of high school. I am fifteen years old. My friends and everyone else thinks this is wrong. What do you think?

5. I want to go steady with a boy in our church. Mom says no. I don't see anything wrong. What do you think?

6. Does my mother have a right to tell me that somebody I like a lot cannot be my friend?

7. Should teenagers sit with their parents in church?

8. What can I do when my mother insists on my wearing dresses shorter than I feel comfortable in?

9. What should I do and say when my parents complain that I spend too much time at church?

**II. Dating**

1. Is it all right to date an unsaved person?

2. If a boy asks for a date and you don't want to date him, how do you tell him no without hurting his feelings?

3. When you are working and a guy constantly makes passes at you, how do you avoid it?

4. What can Christians do on a date besides just going to eat?

5. What do you do if a girl wants to talk about sex?

6. Is it wrong to sit real close to a boy in a car?

7. Is it wrong to hold hands and put your arm around a girl?

8. Do you think it is okay to kiss on a date if both persons are Pentecostal?

9. How do you cool down a relationship that you want to keep?

10. How come everybody thinks that you have to get married? What is wrong with being single?

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11. How old should you be before you get engaged to a Christian person?

12. If a girl or boy leaves their girlfriend or boyfriend and wants them back afterwards, should the girl or boy take them back?

13. Does it matter if there is quite an age difference between a boy and a girl who are dating?

14. How old should a person be before dating?

15. How do I go about meeting someone I would like to meet without being forward?

**III. Sexual Behavior**

(Some of these questions may not be as appropriate in a mixed group as in a class of all boys or all girls.)

1. Can you think about fornication without it being a sin?

2. What exactly is adultery?

3. What exactly is prostitution?

4. Is it wrong to believe you should be a virgin when you get married?

5. If you have already committed fornication, will God forgive?

6. My former boyfriend promised he wouldn't tell about some things we did, but he blabbed it all over the school. He lied too. Now I feel like a creep. How can I get my good friends back?

**IV. Standards Regarding Outward Appearance**

1. Is it wrong for a girl to cut her hair? Why?

2. Is it wrong for a girl to streak or color her hair? Why?

3. What is long hair on boys?

*Panel Discussion*

4. How long should women's dresses be?
5. Is it wrong for girls to wear pants? Why?
6. Is it wrong to wear makeup? Why?
7. Is it wrong to wear rings, necklaces, and bracelets? Why?
8. Why do people who don't hold up a standard of holiness get blessed? Will they be saved?

**V. Friendships**

1. What do you think about becoming involved in school activities? Is it good to become very involved so more people could see your life, or to spend more time working in the church and its activities?
2. How can you tell if a friend is a true friend?
3. How should you pick your friends?
4. I'm always getting mad with my friends because they want to do wrong and I want to live for the Lord. What can I do?
5. I have a friend who gets mad if I won't let her copy my paper. Is this cheating? How can I say no without making her mad?
6. What should I do if one of my friends won't speak to me?
7. What should I do if my friends want me to do something I shouldn't?

**VI. School and Future**

1. Do you recommend going to Bible college even if you don't know what you want to do or be?
2. What should you do if you feel that you are called to be a preacher?
3. If you were to live your life over again what would you do differently while you were a teenager?

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4. What should be the attitude of Christians toward running for student council?

5. Is it okay to participate in sports?

**VII. Witnessing**

1. What do you do or say when you want to witness to someone but their friend stops you and won't let you talk?

2. How do you witness to a person who believes in evolution?

3. What should you do if every time you try to talk about God to kids or your friends they laugh at you for taking religion so seriously?

4. How do you know that what you feel on your heart is a burden for a person's soul and not merely an emotion?

**VIII. Miscellaneous**

1. Can the devil speak through you and make other people think you are speaking in tongues?

2. I ripped off a couple of transistor batteries, some peas, and other small stuff. I think about them when I go back to that store. How can I get over this? P.S. I asked God to forgive me.

3. I have a bad habit. I keep telling myself I won't do it, but I do it anyway. How can I stop?

4. What should I do if someone next to me is disorderly in service?

5. Sometimes I can feel God's Spirit really beautifully. When I go to find Him again, why can't I feel Him like I want to?

6. When we have an all-night prayer meeting and we're supposed to pray an hour, what if we can't?

7. What about people who pray at an altar and are seemingly blessed yet they never seem to be changed?

*Panel Discussion*

REVIEW QUESTIONS

1. How does a panel discussion differ from a regular discussion?
2. List three ways a panel discussion can become a student-centered teaching method.

DISCUSSION QUESTION

What questions would you like to hear some experts discuss?

## CHAPTER NINE

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### **AUDIO AIDS**

For this chapter an audio aid is defined as any sound, other than an unrecorded voice, that helps to accomplish teaching aims and objectives. One of the simplest and most effective audio aids is the tape recorder. This chapter is mostly limited to the exploration of its use.

Here are some ways to use a tape recorder in teaching.

1. *Enhance a story or puppet play with sound effects.*  
You can add interest to a story or puppet play with recorded weather sounds. For rain you can try to record a real rainstorm or use rice dropped on a cookie sheet. For wind you can blow into the microphone, varying the volume of air. For fire simply crackle cellophane paper. If someone in your story is drowning, you can blow air bubbles while your mouth is almost covered by water in a glass. You can also share the sound of the pages of the Book of Life being turned. Other recorded sound effects are often available on cassettes and CDs at the audiovisual department



### *Teaching With Variety*

of the local public library. Some tape recorders allow you to record at a slow speed and play back at high speed. This can result in unusual voices that can be used in some situations.

2. *Set moods.* Recorded music can help set the right mood for your class. It can also help to settle your students during the preclass time.

3. *Play background music.* When telling a story, you can use background music near the climax, but you do not have to depend on a loud, crashing cymbal for the climax—you can use silence instead. Short, quick, high-pitched notes can draw the picture of fast action in your story, while booming notes can be used to designate fear or authority.

It is preferable to use an instrumental recording rather than a vocal group in order to avoid distraction from your own words. You will lose some of the impact of your presentation if your voice is overpowered by the volume of the background music, so check the volume ahead of time.

#### *4. Present voices of people who cannot be in class.*

Many times Sunday school children who ride the bus rarely meet the pastor of the church. You can introduce him and make him a more familiar person to them by having him record a short welcoming message for your Sunday school class. You can display a picture of your pastor during his recorded message. A missionary, a missionary child, or an authority on a subject that interests your class could also be shared in this way.

5. *Record interviews.* Elaborating on the previous idea, you can prepare pretended interviews with Bible characters. You can also use your tape recorder to stage

### *Audio Aids*

a mock two-sided telephone conversation. The caller's voice can be recorded with pauses so that you can answer as if the conversation is taking place at the time the class hears it. A phone interview can also be used to call up a Bible character or to present the biblical answer to a friend's modern-day problem. It takes practice to get the pauses and interruptions in the right place, but the end result is well worth the effort. The most effective phone to use is a whole unit or a portable phone with an aerial.

When interviewing Bible characters or unseen people, you can play the role of a reporter. A real or mock microphone (hold your fist up near your mouth as if holding a mike) will add to the presentation. Wear an earphone and fiddle with pretended knobs while you are interviewing as if you were having trouble getting the voices. Use interesting and different voices for the interviewees. It is usually more effective for a man to read the lines belonging to God.

6. *Play songs.* You can teach new and unfamiliar songs by a tape recorder. If your class does not have access to a piano or other instrument, this method can enhance your musical program.

7. *Practice storytelling techniques and other presentations.* Listen for obvious places to improve your voice tone, volume, speed, and to remove unplanned pauses. Check your choice of words, and determine if the words in assumed voices can be understood.

8. *Play foreign languages.* Use the tape recorder to share Bible verses in another language. Have your students follow in their Bibles at the same time. To illustrate Paul's vision in which a man of Macedonia asked him, "Come over and help us," you could have a person

### *Teaching With Variety*

who speaks Greek to record the man's words. When sharing a message in another language it is good to explain or translate it.

9. *Play the narration for a slide or filmstrip presentation.*

10. *Be a silent teacher for the pre-session children.*

With a special multiple jack, several of your pre-session children can listen to a recorded story or message. If you only have one tape recorder and earphone, the children can take turns listening.

Using the tape recorder or phonograph to share an entire story with the class may sound like a good idea, but it can leave you with a blank look on your face if you do not decide ahead of time what you will do while the story is being shared. You may wish to sit down with the class and observe their reactions to the story. Another way to avoid a blank look is to use more than one method at a time. You might combine charts, an overhead projector, or a chalkboard with your recording. You might silently read a letter from a Bible character while a recorded tape by the pretended writer reveals what you are reading. For example, you could be Timothy as he silently reads a letter from Paul while your class hears the words as Paul speaks them. Your facial expressions at this time are important; if you appear enthusiastic your presentation will be enhanced. Natural enthusiasm and your own apparent enjoyment of your presentation will make it easier for your audience to enjoy what you are doing.

When using a tape recorder, you do not have to record all the material for the lesson. The presentation will be

### *Audio Aids*

more active and effective if you say some words at the time of the presentation. For instance, if you are sharing recorded examples (such as music styles) recorded, you can start and stop the tape often to make comments during the presentation.

Eye contact while using an audio aid is very important. You need to look at your listeners while you are making your presentation to gauge their response to your lesson and to keep on top of discipline problems that might arise.

It is important to have the tape and volume cued up before you start your presentation. Attention problems arise when you have difficulty getting started. Your other props should also be set up before the class starts.

Limit the time that the tape recorder will be used. You can lose the interest of your students if you depend entirely on a prerecorded teacher.

Know how to use the recorder and be familiar with the controls. Your presentation will lose impact if you have to ask someone how to put the tape in or if you begin playing the wrong side. Check your recording for problems before sharing it with the class. For example, a loud hum can result when the volume is turned up too high. It may be necessary to use a microphone to amplify your recording in order to avoid this problem.

If you are using a tape that has been used previously, allow plenty of empty space so that your class will not be distracted by unrelated words or music in case you forget to stop the recording immediately.

When you plan to use a recorded presentation do not depend on someone else to bring a recorder to the class unless you have made arrangements ahead of time. Write

### *Teaching With Variety*

down what you need in the "Materials needed" section of your lesson plan.

An audio aid does not have to be recorded. For example, a trumpet or other musical instrument can be used. An audio aid can be as simple as the alarm on a clock.

The use of the tape recorder as an audio aid does not take the place of preparation and practice before class time.

Prepare well and make your presentation with confidence.

### **REVIEW QUESTIONS**

1. Define an audio aid.
2. What are some ways to produce weather sound effects?
3. Why is it important to plan what you are going to do while your class listens to a recorded story?
4. Why is it important to have eye contact with the class while using a recorded audio aid?
5. List some audio aids that are not recorded.

DISCUSSION QUESTION

What are five ways that you could use a tape recorder in a Sunday school class? (See the ten ways given in the chapter.)

## CHAPTER TEN

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### **HOW CHARTS CAN HELP YOUR TEACHING**

Charts are a simple form of flat visual aids. God Himself used flat visuals when He wrote the Ten Commandments on tablets of stone (Exodus 24:12). He made a tremendous impression on Belshazzar when He wrote some words on the wall which meant that Belshazzar was weighed in the balance and found wanting and that his kingdom would be divided and given to the Medes and the Persians (Daniel 5:5-28). In the New Testament Jesus wrote something on the ground that caused the accusers of the woman taken in adultery to leave (John 8:6-9). God instructed His people to use flat visuals when He commanded the Israelites to write His Word upon the posts of their houses and on their gates (Deuteronomy 6:4-9).

Using charts while teaching has the following advantages:

1. Charts combine the visual with the oral for better communication and retention of learning.

### *Teaching With Variety*

2. The teacher does not need separate notes because the charts act as a guide throughout the presentation.
3. Material can be prepared in advance, thus saving valuable time.
4. Pages can be saved for review and emphasis.
5. Group discussions stay on track because the charts help focus and hold attention.
6. Charts encourage greater creativity in discussion as other members of the group hitchhike on the visually illustrated ideas.
7. Charts force the teacher to organize his thinking.
8. Charts make presentations concise and clear.
9. Ideas can be emphasized and dramatized with cartoons, graphs, and so on.
10. Emergency situations are not apt to occur when teaching with charts because no electricity is required, and there are no bulbs to burn out.
11. Charts save on the teacher's cleaning bill because there are no messy blackboards to put chalk dust on clothes.

The following hints for preparing charts can make them look more professional.

1. List all major points of the lesson on 8 ½ by 11-inch sheets of paper, with just one major point per sheet.
2. Arrange them in order for the best continuity.
3. Show the title of the presentation on the first chart.
4. Make scale models of each chart on 8 ½ by 11-inch sheets of paper. Prepare each page as though it were a billboard, using just one idea per sheet. Those who prepare



### *How Charts Can Help Your Teaching*

billboards realize their message must be grasped at a glance and that the first impression is the last impression. Do not crowd or clutter the charts; otherwise the audience will read ahead of your presentation.

5. Prepare the final charts by drawing straight lines using a T-square, a yardstick, or ruled pads.

6. Rough out with pencil the copy you want.

7. Do not capitalize all the letters.

8. Make the letters large enough to be seen easily. The size of the lettering will be governed by the size of the audience.

9. Use felt tip markers, wax writing crayons, or speed ball pens.

10. Use different colors for emphasis.

11. If you need a picture that you cannot draw yourself, cut pictures from magazines and paste them on your chart. You can also use an opaque projector or a copier to enlarge a picture for tracing on your chart.

12. Glue objects to your chart to achieve a three-dimensional effect. For example, cotton can be used for clouds.

The teacher must consider ahead of time how he will display his charts. The charts must be high enough so those in the back of the room can see.

To prevent charts from falling down here are some suggestions.

1. Display the chart on an easel.

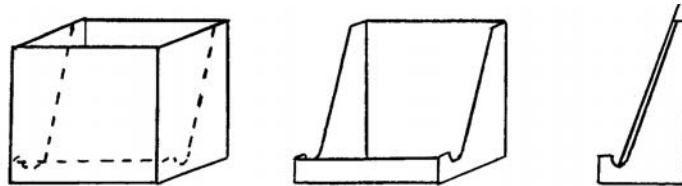
2. Tape the chart to a wall using masking tape. Don't use Scotch tape, because it will peel the paint off the wall.

3. Thumbtack the chart to a bulletin board.

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4. Support the chart on the chalk tray of a chalkboard. If the chart is not stiff enough it will buckle and fall down, so experiment with it ahead of time.

5. Make a cardboard stand for your chart by cutting a box as follows:



6. Have a student hold the chart. In this case, however it is not fair to expect him to take notes.

The teacher should avoid standing in front of the chart, thereby obstructing the view. Instead, he should point toward specific items with a pointer. A ruler or broomstick will suffice if nothing else is available.

Normally, charts are made using posterboard. If you are really limited in finances, however, you can write on newspaper want ads using a magic marker felt-tip pen. At a distance the small print of the want ads will blend in with the background.

As the following chapters discuss, often an idea can be presented equally well by a chalkboard or an overhead projector instead of a chart. Some of the same hints, such as making the lettering large enough, apply to these methods also.

Which method should you use? If all three will apply equally well, use the method you have not used lately. If you have been mainly using the overhead projector and

### *How Charts Can Help Your Teaching*

the chalkboard, try some charts for variety. You may find some artistic talent among the members of your class that you can utilize for chart preparation, and the students may enjoy getting involved.

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2. Oravisual Catalog No. 11, Meeting and Training Aids, St. Petersburg, Florida.

#### REVIEW QUESTIONS

1. List three times God used flat visuals.
2. How can you ensure that your lettering will be on a straight line?
3. How can you make a three-dimensional chart?
4. List ways to prevent your charts from falling down while you are teaching.
5. Why should you use a pointer when teaching with charts?

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DISCUSSION QUESTIONS

1. List what you consider the five greatest advantages of charts.
2. What are some disadvantages of charts?
3. Which colors make a chart difficult to see from a distance?

picture here

The chalkboard is probably the most flexible visual aid.

CHAPTER  
ELEVEN

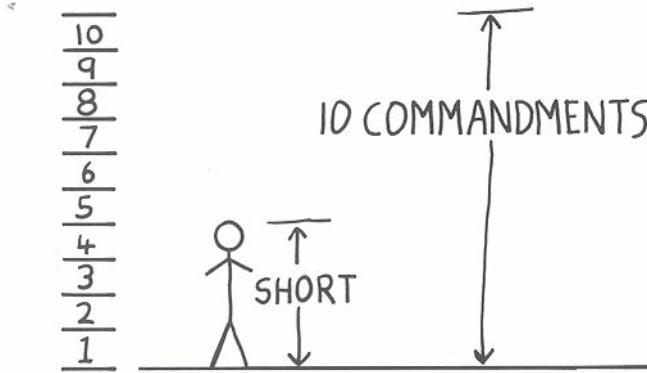
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**THE CHALKBOARD**

Next to the voice, the most flexible instrument of instruction available is the chalkboard. It is also perhaps the most widely used training aid. During World War II the newspapers carried a picture of General Montgomery on the front lines using a portable chalkboard to explain a plan of attack to his officers. If this teaching aid was important enough to carry to the battlefield, we ought to consider its importance today.

There are several excuses given for not using the chalkboard in teaching. One often given is "I can't draw." This excuse reveals a narrow concept of what can be done with the chalkboard. It implies that the chalkboard can only be used for diagrams and drawings and that the instructor must be an artist to do a good job with the chalkboard. But these assumptions are incorrect. For example, here is a simple way to illustrate that all have sinned and come short of the glory of God.

## Teaching With Variety



Another excuse is "My handwriting is pretty bad." Actually, writing or printing on a vertical surface is easier than on a horizontal surface. Moreover, the teacher's objective is to convey truth and not to impress students with artistic ability. A student remembers longer what he both sees and hears more than what he hears alone.

"Chalkboard work takes too much time" is another excuse for not using the chalkboard. But there is a great difference between covering a subject and teaching it. It is much better to cover less and teach something than to cover much and teach nothing. If the students fail to learn, the teacher has not taught, and the chalkboard can help students learn. Time can be conserved in class by preparing detailed work in advance and revealing it as needed.

Some advantages of the chalkboard are as follows:

1. *Convenient.* No equipment heavier than a piece of chalk is required. The teacher can just turn around and draw as ideas come.

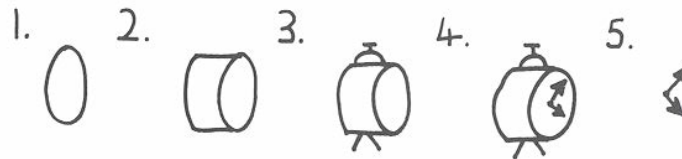
2. *Adaptable.* Work can be tailored to fit any type of teaching problem.

3. *Active.* The teacher's movement creates variety. The student has the feeling of having participated.

## *The Chalkboard*

4. *Progressive.* The teacher can focus attention exactly where he wants it. Students see the presentation unfolding before their eyes. The teacher first introduces a point orally, then writes or illustrates it on the chalkboard, and afterwards explains or discusses it.

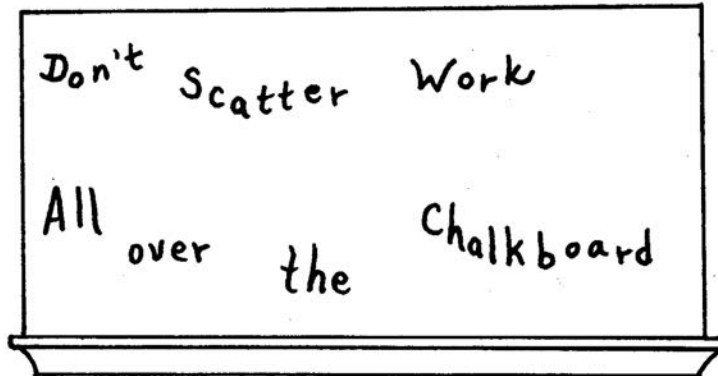
Here is an example of developing an idea progressively on a chalkboard. Some Christians only want to give their hands to God's service when God actually wants their whole heart. This idea is like the man whose clock would not run. He only gave the jeweler the clock hands and expected him to fix the whole clock.



In planning chalkboard work, the teacher should ask himself the following questions.

1. What parts of the lesson are important?
2. What diagrams should be used?
3. How can I help the students take notes? It may help to outline the lesson.
4. Will it consume too much time? Perhaps the material ought to be printed as a handout.
5. What will it look like? It is a good idea to practice the work on the chalkboard before teaching. A good substitute is to experiment with the layout on a proportioned sheet of paper.

*Teaching With Variety*



Here is a checklist on how to use the chalkboard.

1. *Check to see that equipment such as chalk, rulers, and erasers are in the room.*
2. *Check on glare.* Install adequate light fixtures and make sure the shades are working. Green chalkboards with yellow chalk result in less glare than black chalkboards with white chalk.
3. *Clean the chalkboard before starting the class.*
4. *Plan in advance.* Show the layout of the chalkboard work in the lesson plan.
5. *Use titles.* Some students come in late and others occasionally daydream. Titles will help them to capture the thought.
6. *Be accurate.* Look up the spelling of words and check your facts.
7. *Be concise.* A phrase is better than a sentence. A word is better than a phrase. An illustration is better than a word.

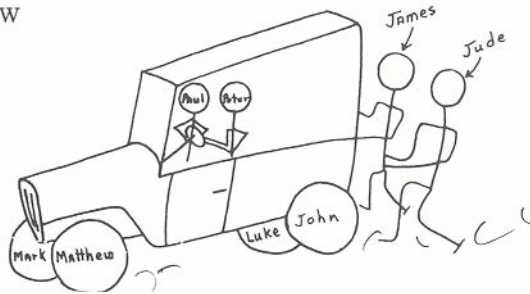
Here is an example of a simple illustration to teach the authors of the New Testament.



## The Chalkboard

Authors of New Testament:

- a. Matthew
- b. Mark
- c. Luke
- d. John
- e. Peter
- f. Paul
- g. James
- h. Jude





8. *Use animation.* 9. *Write legibly.*
  - a. Strive for neatness.
  - b. Write clear enough-large and hard
  - c. Do not mix writing and printing on the chalkboard except for emphasis.
  - d. DO NOT MiX UPpeR AnD LOWER CaSE letters arbitrarily on the chalkboard.
10. *Do not crowd your work.*
11. *Use emphasis and variety.*
  - a. CAPITALIZE
  - b. Underline
  - c. Use color. (Some colors do not show up clearly. Try them in advance.)

d. **LARGE**

e. ← ←

*Teaching With Variety*

f.  or 

12. *Prepare complicated illustrations beforehand—and cover with paper.*

13. *Use a pointer.* Avoid standing in front of the chalkboard when the class is taking notes.

14. *Allow adequate time for note taking.* Do not write with one hand and erase with the other.

15. *Erase unrelated material.* Otherwise, the unrelated material tends to be a distraction.

16. *Avoid talking to the chalkboard.* A poor planner concentrates on the material to avoid making an error and thus turns his back to the audience.

17. *Use mechanical aids.*

a. Rulers or boards can be used to draw straight lines or graphs.

b. A string, compass, or can lid can be used to draw circles.

c. Music lines can be painted on chalkboards used for music teaching.

18. *Make sure that everyone can see.* Write on the top half of the chalkboard if the chalkboard is too low in relation to objects between the students and the chalkboard.

19. *Do not squeak the chalk.* This can be avoided by holding the chalk at a proper angle or by using short pieces of chalk.

20. *Use the perforated paper technique for preparing complicated drawings that you want to be exact.* Another way to do this is to carefully draw ahead of time what you want on the chalkboard and then erase enough of it before class so that the class cannot see it but you can. Then while teaching all you have to do is darken what you have already drawn.

## *The Chalkboard*

### References

1. Sanner, Richard L. *Let A-V Aid You*, University High School, University of Minnesota, 1956.
2. *Chalktalk*, Special text no. 21-6-2, U. S. Army Ordnance School, Aberdeen Proving Ground, Maryland, July 1957.
3. Techniques of *Military Instruction*, Field Manual 21-6. Washington, D.C.: Department of the Army, 1959.

### REVIEW QUESTIONS

1. What is probably the most flexible visual aid?
2. How does the excuse "I can't draw" indicate a narrow conception of what can be done with a chalkboard?
3. Why is the time element not always a disadvantage for using the chalkboard?
4. What does it mean to say that chalkboard work can be progressive?

*Teaching With Variety*

5. Why should you lay out chalkboard work to scale on paper before teaching?
6. Why should you use titles on chalkboard work?
7. List five ways to emphasize something on the chalkboard.
8. Why erase unrelated material?
9. How do you prevent squeaking the chalk?

DISCUSSION QUESTION

1. Of what benefit to the class is the added activity of a teacher when he writes on the chalkboard?

CHAPTER  
TWELVE

.....

**THE OVERHEAD  
PROJECTOR**

The Overhead Projector uses a mirror and lens to project images of transparent materials onto a screen behind the teacher.

**Advantages of the Overhead Projector**

1. The teacher faces his audience while writing on or changing visuals. This feature aids in eye contact and audience control.
2. The overhead projector can be used in a completely lighted room because of the brightness of the projected image. Thus someone does not have to continually turn the lights on and off. Moreover, since the room is completely lighted, the teacher can have eye contact with his audience while using the visual.
3. The teacher can write on transparencies (clear plastic sheets) as he teaches and project the image as he writes, thus providing almost the same activity as with the chalkboard.

### *Teaching With Variety*

4. Marking pens can be purchased in a variety of colors. Color can be used for variety and emphasis.

5. Mistakes can be erased with the wipe of a damp paper towel or handkerchief if marking pens with water-soluble ink are used. Removing the transparency and replacing it with a fresh, clean one is a quick, clean way to get a fresh writing surface.

6. Transparencies can be easily filed in folders for future use since the transparencies are usually 8 ½ by 11 inches. Moreover, holes can be punched in the transparencies so that they can be put in notebooks or binders.

7. The overhead projector is ideal for large audiences because the size of the projected image is limited only by the size of the screen or a light-colored wall upon which the image is projected. A twenty-foot by twenty-foot image can be seen by an extremely large audience.

8. The overhead projector can be used to project the outline of solid objects to large audiences who would not ordinarily be able to see the object.

9. A variety of transparencies can be used. Practically anything that has been printed, including maps and diagrams, can be copied onto a transparency with the use of modern copy machines. If a copy machine is not available, one can merely trace the items onto a clear transparency.

10. Complicated visuals can be prepared ahead of time to save valuable class time.

11. Overlay techniques, where one transparency is laid on top of another, can be used to build ideas within a given framework.

**Specific Suggestions for Using  
the Overhead Projector**

1. Project the image at an angle rather than straight behind you. This will minimize the obstruction of view caused by your body.

2. Keep the screen as high as possible.

3. Tilt the screen, if possible, to prevent a keyhole image (an image larger at the top than at the bottom.) Some of the newer screens have an extension arm for this purpose.

4. Make sure the picture is in focus. Focusing is accomplished by rotating the lens closer or further away from the light source. It is a good idea to set up and focus the projector before the audience arrives. Check to see that the image is clear and large enough. If part of the audience is already present and you do not wish to reveal your transparencies, you can focus the edge of a solid object such as a coin, key, or paper clip.

5. Point out items with a pen or pencil by pointing directly on the transparency (the pen or pencil will show on the screen as a large black pointer) or by using a large pointer to point to the image on the screen.

6. Arrange the transparencies in order so that you will have a well-organized, smooth-flowing presentation.

7. Write notes on cardboard mounts for the transparencies so that you do not have to run back and forth between your notes and the overhead projector.

8. Use the revelation technique by putting an opaque sheet of cardboard under the transparency and sliding the cardboard out as you reveal parts of the transparency. When you put the cardboard under the

### *Teaching With Variety*

transparency instead of over it, the weight of the transparency will often hold the cardboard down so that you are free to move about without having to keep your hands on the transparency and the cardboard.

9. Flip off the lamp when you are not using the transparencies. The overhead projector can help control the audience by easily focusing the audience's attention onto the image and back to the speaker. It is sometimes called the electric flip chart. It has an advantage over the chalkboard, where one cannot erase and recreate material with such speed.

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1. *Teaching Your Overhead Projector Some New Tricks*, Visual Products Division, 3M Company, 3M Center, St. Paul, Minnesota 55101.

2. Sleeva, James, *Object Lessons*, unpublished Paper presented in Teaching Training Class, Gateway College of Evangelism, Florissant, MO 63031, January 16, 1973.

### REVIEW QUESTIONS

1. What type of ink can be washed off with a wet cloth?
2. Why is filing transparencies so easy?



*The Overhead Projector*

3. What limits the size of the projected image?
4. How can you transfer material from a book onto a transparency?
5. Why should you project at an angle rather than straight behind?
6. How can you focus without using your transparency?
7. What handy thing can be used as a pointer for the overhead?
8. What is the revelation technique?

DISCUSSION QUESTION

Discuss the advantages and disadvantages of charts, the chalkboard, and the overhead projector.

*Teaching With Variety*

Comparison of  
Chalkboard,  
Charts,  
and Overhead Projector

ADVANTAGES	DISADVANTAGES
CHALKBOARD	
1. Easiest to erase	1. Least portable.
2. Easiest to do progressive work	2. Most difficult to prepare work in advance.
3. Can have several students do work on it at the same time.	3. Cannot store work for future use or review.
4. More active.	4. Messiest in that chalk dust can get on clothes.
5. Forces teacher to allow time for notes.	5. Most time consuming on part of instructor during class session.
6. Most convenient for spur-of-the-moment illustrations.	

*The Overhead Projector*

CHARTS

ADVANTAGES

1. Most portable.
2. Easiest to have done professionally.
3. Least expensive for limited use.
4. Can be three dimensional and can have different textures

DISADVANTAGES

1. Large charts are difficult to store.
2. Usually an easel or something to support the charts is needed.

OVERHEAD PROJECTOR

ADVANTAGES

1. Easiest to use revelation technique.
2. Easiest to store and save visuals.
3. Can be blown up to large size for large audience.
4. Can prepare visual from printed material.
5. Can face audience easier.
6. Handiest for exams when time does not permit other copying methods.

DISADVANTAGES

1. Needs electricity.
2. Bulbs can burn out.
3. Needs a screen or light-colored wall to shine on.

picture

One great advantage of the overhead projector is that the teacher faces the audience while writing on it.

CHAPTER  
THIRTEEN

.....

**COMPUTER  
PRESENTATIONS**

**Advantages of Computer Presentations**

Notebook computers and projectors have replaced transparencies and overhead projectors as the technology of choice. However, the overhead projector should not be discarded because one can more easily annotate a projected image while presenting and also present images of solid objects.

There are many advantages of a computerized presentation.

1. It combines text, color, animation, and graphics to enhance your message visually.
2. You can change your presentation in a hotel room the night before your lesson. You would not be able to do this with overhead transparencies, or charts.
3. You can easily customize the presentation, including the names of the people you are teaching.
4. An electronic presentation suggests that you are on the cutting edge of technology. While the teacher is still very important, in today's media-saturated world a

## *Teaching With Variety*

successful presentation requires more than just standing before an audience and giving a speech.

### **History**

The original digital projectors in the early 1990's were big, expensive and had limited features. Now they are of better quality, have more features, less expensive and designed for a wide range of applications.

### **Types of Projectors**

The type of projector you select depends on the application. In some situations the presenter brings the projector to the teaching area while in large auditoriums the projector is usually mounted on the ceiling. Some categories of projectors are as follows:

Pico Projectors are about the size of a cell phone and fit easily in your pocket. They are designed to project your presentations onto almost any surface for just a few people. Image size is adjusted simply by moving the projector.

Pocket projectors can be used with a small audience. They are brighter, larger in volume and heavier (one is about 1.4 pounds) than a pico projector. The name pocket projector is deceiving, in that most people do not have pockets that big.

Ultra Portable and Portable Projectors are usually under 5 pounds. For the person who travels by air these can be carried in a small case along with a laptop computer and stored in the overhead bin. Portable projectors can be used in classrooms and conference rooms.

## *Computer Presentations*

Education projectors are heavier than portable projectors but can be moved from one room to another on a cart or installed in the ceiling.

Projectors for large conference rooms or auditoriums are almost always permanently installed. They are usually larger projectors and much brighter.

### **What Equipment Is Recommended if You Use Your Own System?**

#### 1. Projector

What to look for in a projector:

- a. Weight. If you plan to carry it on an airplane, you will probably want an ultraportable or portable projector. These projectors weigh under five pounds and typically have a footprint similar to a laptop computer. If you are just moving the projector from one room to another a heavier projector would be suitable if an audiovisual cart is available. If the projector will be permanently installed weight will usually not be a factor.
- b. Image Quality.
  - (1) Brightness. This is usually measured in ANSI lumens. The higher the ANSI lumen rating the brighter the image will be for a given image size. You should consider the size of the audience, room, and screen. The image must be bright at the corners as well as the center of the image. Churches typically have challenging lighting conditions. The secret is to keep most of the room light off your screen. You may also have to place your projector closer to the screen, making sure that it doesn't block your audience's view.

### *Teaching With Variety*

- (2) Contrast ratio. This refers to the ratio of darkness to brightness. In general the higher the better,
  - (3) Resolution. This is the number of dots of light (or pixels) that appear on a screen to make up a projected image; the higher the better. It is best to match your projector resolution to the computer resolution. SVGA is 800 x 600 and XGA is 1024 x 768. Higher resolution projectors are more expensive, but you can display more information or detail on the screen.
  - (4) Color saturation. The images should not appear washed out.
- c. Lens type. A fixed-focal-length lens always projects a constant size image at a set distance from the screen. A zoom lens can change the focal length of the lens, thus changing the size of the projected image without moving the projector. This is very beneficial because there sometimes are limiting factors such as the length of the cord from the computer to the projector and the location of the podium, screen, and plugs.
  - d. Bulb type. Make sure the bulb can be replaced by the user. Since bulbs are very expensive one should consider the expected life of the bulb if the projector will be used a lot.
  - e. Ease of setup. How long will it take you to hook up all the equipment, load the programs, and focus the projector? How long will it take you to shut down? Wireless projectors take less time to set up and take down.
  - f. Document camera. Do you need a document camera presenter with your projector? This can be used to project images of solid objects or printed materials



### *Computer Presentations*

- g. Loaner or replacement projector. How critical is it to have a loaner or replacement projector within twenty-four hours of a problem occurring? Rentals can be prohibitively expensive if you need to rent them for more than several days.
  - h. Warranty. Shop for name-brand projectors with at least a one-year warranty.
2. Computer. The most common method now used for traveling presenters is a laptop computer plugged into a power source. Use the battery only for short presentations. PowerPoint and Keynote are the leading software programs used for making presentations.
  3. Removable storage drive. When you are away from home, backup can mean the difference between success and disaster. USB flash (sometimes called travel, thumb or jump) drives are great for this.
  4. Wireless remote control device. This will enable you to move around while teaching instead of having to stand next to your computer. Be sure to get one that operates with radio frequency (RF) then you don't have to point the remote at the projector.
  5. Pointer. Rather than standing in front of the screen and blocking the view, you should use a pointer. Laser pointers are ideal for electronic presentations. Many remote control devices will have a built in laser pointer.
  6. Powered speakers. If your presentation contains audio and the room does not have a public address system to plug into, you will need to bring additional speakers along. The speakers in the projector are usually not loud enough for a large audience to hear.
  7. Projector screen (large enough for audience). If one is not available you may have to project on a wall. The more reflective the surface and the more neutral the surface color, the better your image quality will be.
  8. Table on which to set computer projector.
  9. Electricity for laptop and projector

### *Teaching With Variety*

10. Table or podium for laptop and notes paced close enough to the projector so the cables will reach.
11. Miscellaneous items for traveling.
  - a. An extension cord. You might have to position the projector quite a distance from the power source.
  - b. An adapter. Some old buildings might not have three-hole plugs.
  - c. Hardcopy backups. By bringing paper printouts of your slides, you will always be prepared even if there is a projector or computer failure.

### **Suggestions For Using The Projection Systems Already Installed In Churches or Large Auditoriums.**

A VGA cable should be located in the podium so all the speaker has to do is connect his laptop. In this way the speaker can see which slide is being shown on his laptop without having to look back at the screen. Newer presentation software enables the speaker to see his notes on the laptop as well as what is being presented on the main screen. It is very important that the speaker can control the advancement of bullet points and slides. Otherwise the timing of the slides may be not in synch with the speaker.

If you cannot connect your laptop at the podium the next best way is to connect your laptop to the church system and use your remote device to control the advancement of the slides. Hopefully the church will have a second projector shining on the back wall or have a monitor near the podium so you do not have to look back to see which part of the slide is showing.

A less reliable method is to load your presentation on the church computer with a flash drive. This has to be tested because often the church system is not compatible

## *Computer Presentations*

with your version of presentation software. Your remote receiver will have to be connected to a USB port on the church computer. In any case go to the church early and get all set up and hopefully bug free.

### **How to Make Your Presentation More Powerful**

Your presentation's success will depend on how much you prepare and practice. If you are working with a partner, you should make sure you both are clear as to who does what when. It is a good idea to rehearse until you are confident. If possible, visit the speaking venue the night before to check the room for the location of the power source, the screen, the podium, and so on. Also check to see that your lettering size and colors can be read easily by persons sitting in the back of the room. On the day of the presentation, you should arrive early and, if possible, run through your presentation one more time, checking the equipment, sight lines, and room temperature. Test all your equipment in advance of the presentation. Also, have a backup plan if your projector or your computer fails.

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## CHAPTER FOURTEEN

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### **HAND PUPPETS**

Puppetry provides an opportunity for people to loosen up and become creative. This chapter will discuss hand puppets and their use in the Sunday school or a similar situation.

Here are some factors that contribute to a good puppet production.

1. *The puppet story.* Many times you can adapt a story for a puppet production. You should thoroughly research the story before you try to adapt it for puppetry. When referring to the Scriptures and quoting them you should be as precise as possible. The puppet story should have an aim or purpose, and you should decide what you wish to emphasize.

Puppet plays should have at least two characters; otherwise you will have a monologue that will not be nearly as exciting as having more puppets in use. Unless two people work as puppeteers it is best to limit the number of puppets, since it is hard to put on a new hand puppet without losing the rhythm of the play.

### *Teaching With Variety*

Puppets can be used to teach songs or to sing a song to emphasize an aim. Singing is a very effective tool for bringing across a clear aim.

Some subjects do not go over well with hand puppets. People have a tendency to expect humor from hand puppets, and many times our inexperience as puppeteers causes laughter at inappropriate times. We should avoid solemn subjects such as suicide. We should also avoid depending on sarcasm and insults to make people laugh.

Puppets can be used to teach friendliness, faith, Christian principles, character, and morals. We should avoid using an animal puppet when speaking of receiving the Holy Ghost since animals cannot receive the Holy Ghost. Likewise, it is better not to have animals pray or repent since this is a plane of spirituality they cannot attain. These things are better taught using puppets that represent people. Animals can be used to teach character traits and good standards. Animals might be more appropriately used in stories such as the creation, prodigal son, Noah's ark, Balaam's donkey, the birth of Jesus, or any place where animals are known to be in the story. No one minds a puppet being ignorant while it is learning a lesson, and children are more impressed with a visual lesson.

When you use the puppet to ask for audience response, you should keep in mind the age of the audience. The younger the audience the more likely it is that they will answer a puppet. Review the chapter on asking and answering questions and avoid asking numerous questions that can be answered with a yes or no.

Most puppet plays are short enough to fit into the attention span of any age group, but they need to continue long enough to develop the emphasis needed for the lesson.

## *Hand Puppets*

Although there are plays in which one puppeteer behind the curtain announces the name of the play or narrates without benefit of a puppet, a play will be more effective if you use a special puppet (not one of the characters connected with the play) to introduce the play itself.

2. *The puppet appearance.* It is not necessary to have expensive puppets. Years ago, small hand puppets were almost the only kind used in the Sunday schools, but since the advent of the Muppets, large mouth and rod puppets are also used. Small puppets can still be enjoyed in a small group when the audience is not seated very far away from the puppet theater, but the larger puppets give more of an illusion of reality with their large mouths and are more easily seen and enjoyed.

In order for the puppets to be seen from a distance you must exaggerate features and feelings. The eyes, especially, should be visible. Small eyes tend to look mean on a puppet. Be sure that the head of a soft puppet does not fold and hide the eyes. To avoid this, stuff something in the head on top of your hand to hold the fabric off the eyes. To be most effective each puppet should have a personality, and the heroes and heroines should be lovable.

If you wish to use a puppet that has printing or advertising on it, cover the advertising words to avoid distractions.

It is best to use real puppets, but you can improvise with stuffed animals. The presentation will be improved if you wear dark socks on your hands and arms to deemphasize your hand.

3. *The puppet voice.* Few people can make as many voices as Mel Blanc, who was famous for at least forty voices, including Bugs Bunny, Daffy Duck, and Elmer

## Teaching With Variety

Fudd. Nevertheless, you can change your voice by simply speaking faster than normal, though you should not speak so fast that you cannot be understood. Another way to vary the voice is to speak slowly. Sometimes a slow voice seems just right for the puppet personality who is a thinker. The tone of the voice can be high or low, nasal, cracked and gravelly, or even like a kazoo—the kind of voice spoken through a paper-covered comb held against the lips. If a character uses a kazoo voice it will probably be necessary to have another character interpret what was said. Using a loud or soft voice can also add variety.

If you decide to change voices to present your application, it is better to use a special puppet for this.

It really adds to a play to have each character sound different. Be sure that the puppet who is supposed to be speaking is the one with the mouth moving. Sometimes you may get the voices mixed up, but a change in voices for different characters will be appreciated. If the voice of God appears in your play, it would be interesting to have someone who is not regularly in the class to record the speeches on tape.

Other sounds can add interest to the play. You can make sounds such as telephone rings, or dialing beeps yourself or else use recorded sounds.

4. *The puppet action.* The puppet has no movement outside of your movement. The puppet movement will involve your hands, voice, face, mind, and heart. It will help you get the right action if you let your face reflect a frown or smile while using puppets.

When using a hand puppet with no mouth movement, the entire puppet must move when the puppet is speaking. The other puppets should remain almost motionless

## *Hand Puppets*

in order to direct attention to the one who is speaking. A constant shake will detract from the rest of the story.

The puppets should appear to interact with each other just as people in a conversation. A puppet who is speaking should look at the listener occasionally and then turn to look at another part of the room. He should look at the audience also. Since this is a performance, the audience should be included in the gazes. At times a puppet can turn naturally to the audience and repeat something that another character has just said such as, "He was afraid I would laugh at him." This will make the audience feel a part of the play.

Practice the natural movements that you use in conversation with your friends. Have the puppet throw back his head to laugh, turn to the audience, bow, and look at the other characters in the play. He should especially look at them when he starts speaking to them or when they start speaking to him, after which he can turn in another direction.

If the play calls for two puppets to be on the stage at the same time while making a phone call to each other you can foster the illusion that they are in different parts of the town by having them turn their backs to each other while using the phone. To portray digging a ditch, let the puppet get lower and lower as his pretended hole gets deeper. To portray a swagger walk, let the shoulders alternately dip and lead in the walk. A limp is fun to use: lead with one shoulder, bring the other shoulder in line, and then lead again with the same shoulder. A chase can be used in many stories such as Jonah and the whale, Onesimus and Philemon, Joseph and his brothers, and Esau and Jacob. If the puppet is an animal, you can put in some



### *Teaching With Variety*

of the natural movements of the animal or those we associate with the animal. For example, a kitten can be playful and turn over on its back.

Practice opening the mouth of the puppet in rhythm with the syllables of a word. If you use a three-syllable word, open the mouth of the puppet three times, once for each syllable. Just as you do not open your own mouth to its widest extent with every syllable, so you should add variety by opening the puppet's mouth just a little or a lot for emphasis on different and appropriate words.

Syllable synchronization is one of the hardest things to do. Sometimes inexperienced puppeteers talk and then realize they did not move the puppet mouth. At other times the beginning puppeteer will move the mouth when the puppet is not speaking. But we all have to start sometime, and we do not need to wait till we have perfected all the actions before sharing puppetry with a class.

The stage should have the illusion of a floor. This means that a puppet should not pop up and down in the middle of the stage unless there is supposed to be a hole. Puppets should enter and exit from the sides.

One thing to avoid is draping or resting your hand on the stage. You may cause part of the stage to fall down and thereby reveal yourself behind the curtain or else give the impression that the puppet character fell asleep or died.

When you use your right hand for the puppet and you are on the right side of the stage, arrange yourself so that you can still turn the puppet toward the audience on the right of you. Each section of the audience needs to be included in your line of sight. This will involve some contortion of your arm and hand, but it will become easier

## *Hand Puppets*

with practice. The use of two puppets simultaneously demands more concentration unless you are naturally left-handed, but practice will make it easier.

When using mouth puppets, hold them high enough so the audience can see more than just the underside of the mouth. To avoid a "stuck-up" look, tilt the puppet head by bending your hand at a downward angle so the eyes are visible. The puppet head and part of the body should be held above the curtain line, but if you hold it too high, the audience will see your arm. When the puppet covering is not long enough, you can wear some type of sock or dark covering on your arm; that way the audience will not lose the illusion that the puppet character is moving on its own.

Props should be simple. Most of the time the audience will understand the idea without needing too many props. A moneybag or a bottle to drink from can be used, but the size of props have to be exaggerated somewhat in order for the audience to see them. To give the illusion of height you can use a cardboard representation of a building and have one puppet stand on top of this building while another stays on the "floor" level of the stage. Be careful to avoid the impossible when using props. For example, if a character picks up a glass of water to take a sip, he will have to wait until he takes the glass away from his lips before he begins to speak.

Let your characters show their enthusiasm. For example, in the story of the prodigal son, you can show enthusiasm by having the puppets hug many times during the reunion of the father and son.

There are many advantages of using hand puppets. For one thing, puppets never get sick unless you want

## Teaching With Variety

them to! Costumes are relatively inexpensive in comparison to dressing a whole cast for a play. Puppets are easy to transport: you can place many puppets in one box, and some puppets can be used for all ages.

Puppetry is creative. Children are usually enthusiastic about putting on a puppet play, and shy people often open up behind stage when they are hidden from the audience.

Puppet stages can be elaborate: made of wood or made of plastic pipe frames filled in with curtains. Or they can be as simple as a large cardboard box with a cut-out window, a table turned on its side, or a doorway with a curtain draped across the lower section. Sometimes one puppet can be used while being held across the other arm but this tends to be more in the line of ventriloquism, which requires special mouth manipulation on the part of the puppeteer.

If you want to get even more elaborate, you can make scenery by using ideas from storybooks. These scenes can be painted directly on the scrim. Or they can be colored with crayons on inexpensive material that is then ironed to set the colors. Simple plays can take place with no scenery.

A tape recorder can be useful during a puppet play, but it is not advisable to record an entire play and try to fit the actions to it. Most of the time something unforeseen will happen, and the action will not be synchronized with the voices on the tape. The unforeseen could be something as simple as the audience laughing longer than you planned. If you use a musical background, take care that the volume of the recorder does not overpower your voices.

Simple puppets can be made from many different ma-

## *Hand Puppets*

terials. You can create a puppet by using the end of your fist as the face and draw eyes and add "clothes" to your arms. This type of puppet has a limited use with a stage, however. It has very limited movement and is best used with your own two hands facing each other. It is almost impossible to turn your right hand around to face the fist puppets of a person who is on your right side.

A sock puppet can be made by pushing the toe back into the sock to form a mouth. A sock puppet does not have to be a worm or snake. With the addition of appropriate clothes it can become a person. With the addition of antlers or a cloth turtle shell, it can become a deer or turtle.

With the addition of hair and eyes, boxes can become puppets. You can add fabric arms and mitten-type hands. These can swing freely to give an illusion of life. You can use them flat or cut and fold them in the middle with a hinge for a mouth puppet.

Paper plates can make an interesting puppet. Use two paper plates for each face. Fold one in the center. Cut the other in half and staple or sew it to the other plate around the outside edges to form pockets for the hand. If you do not like the flat look, build a forehead at the top with foam. Add a cloth sleeve to cover your arm and represent clothing. Glue, sew, or staple the sleeve around the straight top of the cut plate and around the bottom border of the hinged plate to form a jaw line. Long yarn hair can make interesting braids or free-swinging ponytails when glued down, parted in the middle, and tied with large bows at the end of the plate. Make large eyes and eyelashes from smaller pieces of paper plates. Fold down a small section at the bottom of them to glue in place on top of the puppet face.

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Styrofoam cups and balls form good heads. With cloth bodies they make acceptable puppets.

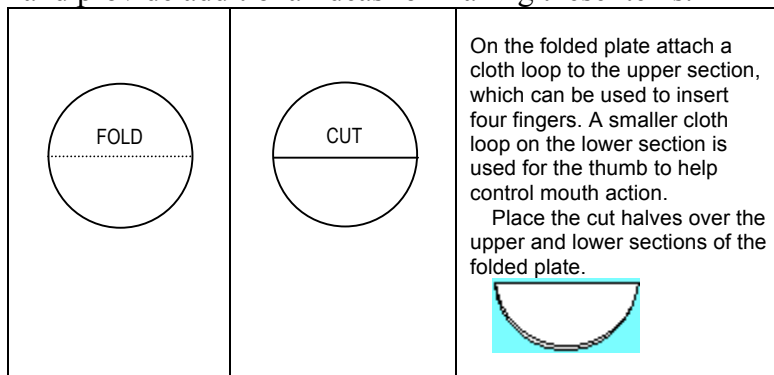
Most paper-bag puppets are the size of lunch bags. The fold at the bottom of the bag becomes the top of the puppet, and with a hand inserted the fold becomes the mouth by the movement of the fingers against the fold. These small bags usually are noisy and crackle when the mouth is moved. A large grocery bag can also be used for a puppet. With the addition of some old T-shirts, ties, and yarn hair such a puppet can be effective and not noisy.

Rolled paper cylinders (empty paper-towel rolls) can make tall, thin puppets. By placing a small cylinder inside you can draw the mouth at a point that allows you to open it wide by pushing the cylinders apart.

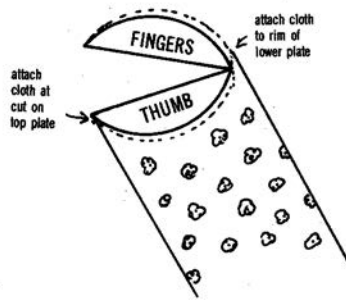
Wooden spoons can be used as puppets with the addition of arms, hair, eyes, and brows. These puppets can have faces drawn in the bowl of the spoon or on the back of the spoon bowl.

Hair and eyebrows for puppets can be made from yarn or string. Eyelashes made of foil add sparkle to the eyes.

Many puppet books are available in local libraries and provide additional ideas for making these items.

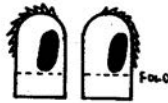


## Hand Puppets



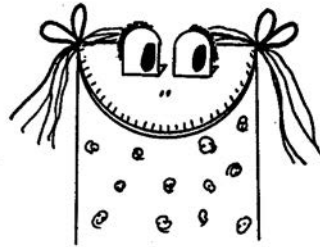
Attach a cloth sleeve. This is the clothing of the puppet, and it covers your arm. Attach (glue) it to the cut edge of the upper section and around the outer rim of the lower section.

Add yarn hair. (I have used orange and pink successfully.) Glue along cut edge and allow to hang loose at plate edge. Gather with another color yarn for a ribbon.



Make eyes from a third plate or stiff paper. Cut the eyelashes at the same time and emphasize with a marker.

Glue eyes at fold on to the top plate.



## *Teaching With Variety*

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3. Flower, Cedric, and Alan Jon Fortney. *Puppets Methods and Materials*, Worcester, Massachusetts: Davis Publications, 1983.
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### REVIEW QUESTIONS

1. Why should you limit the number of puppets you use in a puppet play if you are working alone?
2. Why is it difficult to use hand puppets with solemn subjects?
3. In a puppet play why should you not have animal puppets pray, repent, or receive the Holy Ghost?

*Hand Puppets*

4. Why should a puppet have large, clearly visible eyes?
5. List some ways to alter the voice of a puppet.
6. When might puppets have their backs to each other?
7. Why should a puppet not pop up and down in the middle of the stage?
8. How do you avoid puppets having a stuck-up look?
9. What are some inexpensive ways to make a puppet stage?
10. List six inexpensive materials from which simple puppets can be made.

DISCUSSION QUESTION

Are puppets suitable for use with people of all ages, or are there age limitations?



visuals

Puppets can be made from paper plates.

Paperbag puppets of a lion and an elephant.

CHAPTER  
FIFTEEN

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**TEACHING WITH  
OBJECTS OR MODELS**

In Christian teaching, objects can be used as tangible materials to help clarify spiritual truths. Models are small- or large-scale replicas of actual objects. Of all visual methods of teaching in the Bible, the object method is used the most.

In the Old Testament God used objects. He used a rainbow as a covenant to Noah that He would never again destroy humanity by water (Genesis 9:11-17). He used the stars of heaven to describe Abraham's promised seed (Genesis 15:5). Even today God uses the heavens to declare His glory (Psalm 19:1-4). He used a burning bush to capture Moses' attention in commissioning him to lead the Israelites (Exodus 3:1-4). To reiterate and emphasize His commission to Moses, God turned Moses' rod to a snake and made his hand leprous (Exodus 4:1-7). God also used objects to reinforce His message by Moses and Aaron to the Egyptians (Exodus 7:10). God led the Israelites with a pillar of cloud by day and a pillar of fire by night (Exo-

### *Teaching With Variety*

dus 13:21). He used a gourd to teach Jonah a lesson on selfishness and love (Jonah 4:6-11).

In the New Testament God used a star to direct the wise men to Jesus Christ (Matthew 2:9). Jesus Christ became God's greatest object lesson. Through, by, and in Him we learn how to love, forgive, and live. God manifested Himself in flesh to be an example for us (I Timothy 3:16; I Peter 2:21).

The greatest object a teacher can bring to class is his dedicated, consecrated life as an example for the students. In Acts 3:4 Peter and John said, "Look on us," while Paul exhorted, "Be ye followers of me, even as I also am of Christ" (I Corinthians 11:1; see Philippians 3:17).

It appears that God showed Moses a model of the Tabernacle before Moses built it, for Exodus 25:9 reads, "According to all that I shew thee, after the pattern of the tabernacle, and the pattern of all the instruments thereof, even so shall ye make it."

Old Testament prophets and writers found objects useful in emphasizing and illustrating certain truths. Haggai likened investing in self and forsaking the house of God to putting wages into a bag with holes (Haggai 1:6). Solomon compared the awful odor of flies in the ointment of the apothecary to the ruined reputation of a wise and honorable man because of folly (Ecclesiastes 10:1). Hence the saying, "There's a fly in the ointment." Solomon also asked us to consider ants, conies, locusts, and spiders and thereby be wise (Proverbs 30:24-28).

The New Testament teachings of Jesus are filled with objects. To show His disciples who was greatest in the kingdom, Jesus set a little child in their midst (Matthew 18:2-6). Similarly, in one seminar, I called a small boy who

### *Teaching with Objects or Models*

was a complete stranger to the front of the audience. I commanded him to lie down, roll over, get up, jump, and sit down. The child obeyed all the commands without question, thus showing the simplicity and humbleness of a child compared to an adult.

Jesus also used the "fowls of the air" and the "lilies of the field" to teach complete reliance on God for material needs (Matthew 6:25-28). To teach civic duty He used tribute money as His object (Matthew 22:15-22). Jesus memorialized the widow's two mites to teach real giving (Mark 12:41-44).

Many more pages could be written about the objects that Jesus used in His teaching. But how can we use objects in teaching today?

#### **Objects Can Help Teaching in Many Ways**

##### *1. Objects help students understand more clearly.*

Imagine you are teaching children in a remote jungle area far from civilization. Your lesson is to teach the children how scissors work. To do so with just words would be impossible. The most gifted verbalist would be a failure compared to the teacher who brings a pair of scissors to class, demonstrates its use, and allows the students to use it.

Concepts of God, love, forgiveness, and other spiritual truths are often as foreign to Sunday school classes as scissors are to a jungle class. Here is where objects become a great aid to help their understanding. How can students understand why God showed Amos a plumbline if they are unaware of what a plumbline is? The ideal situation would be to bring a plumbline to class, show what it is used for, then teach about lining up with God's Word.

### *Teaching With Variety*

Unless someone knows what a balance is, the scriptural statement "Thou art weighed in the balances, and art found wanting" is hard to comprehend. Learning is progressing from the known to the unknown. Hence the reason for objects is to transfer the student's understanding of what they know to what they do not know regarding spiritual truths.

2. *Objects can be exciting.* Just as variety is the spice of life, so it is the spice of teaching. Suppose a Bible lesson pertains to the division of Israel into the northern kingdom of Israel and the southern kingdom of Judah. This somewhat dull lesson could be spiced up by a used coat from Goodwill or a rummage sale. Unknown to the rest of the class, the instructor could have someone wear this coat to class, call him forth, and ask to borrow his coat. Upon receiving the coat, the instructor could proceed to cut it into twelve pieces. Now the lesson becomes quite exciting!

Perhaps the lesson is from Matthew 6:19-21, where Jesus talked about laying up treasures in heaven. While the instructor is emphasizing proper values, someone dressed as a thief could break in and steal the objects of the lesson. This will prove to be a more exciting lesson than usual.

3. *Objects hold attention.* Curiosity stimulates the mind. A closed casket could be used while teaching about the raising of the widow of Nain's son (Luke 7:11-17). The student's attention would be held out of curiosity as to who or what the casket contained.

In teaching about building upon the foundation of Jesus Christ according to I Corinthians 3:11-15, objects could be the key to explaining the main point. Wood, hay,

### *Teaching with Objects or Models*

stubble, gold, silver, and stones could be put into a metal pan, one at a time, and lit with a match. The curiosity of the class will be aroused during each attempted burning, and this will stimulate thinking. At this point the teacher can present the meat of the lesson. Fire will someday try every person's work to see whether it is valuable and lasting.

4. *Objects help the student remember.* If a teacher uses an object with sufficient emphasis, when a student sees that object thereafter he will immediately associate the spiritual truth with it. If each time a person saw a plumbline he would remember to line up with God, it would be like having an instant replay of the lesson.

#### **Principles for Using Objects While Teaching**

1. *In general, keep the object concealed until referring to it.* The object will gather little attention when used if it has been exposed all period.

2. *Show and explain the object first, and then explain the spiritual truth.* One mistake often made is to explain a spiritual truth first and then use an object to illustrate it. The more effective way is to show a candle and discuss its uses, and then proceed to light it and teach the spiritual truth it illustrates.

3. *Make certain that the object is clearly visible to all students.* If possible, use large objects and hold them high enough for everyone to see. Using a mustard seed to teach on faith may seem nearly impossible since the seed is so small, but it could be placed on an overhead projector and shown on a screen. For the proper effect another object such as a penny should be placed alongside the mustard seed to give a proper perspective as to its size.

### *Teaching With Variety*

4. *Allow pupils to touch objects if possible.* If possible, collect enough mustard seeds for each pupil to have one to take home. Of course, if an object is expensive, fragile, dangerous, or messy, the students should not handle it.

5. *Be sure objects are compatible with the lesson.* An egg smashed on someone's head is exciting and entertaining, but it does not serve to illustrate the thought "Take my yoke upon you." Everything in the lesson, including the objects, must serve to accomplish the aim of the lesson.

6. *Limit the use of objects per lesson.* The primary purpose of the teacher is not to entertain. One truth taught well is better than many truths covered lightly. In any case, the objects that can be used for most lessons are limited. Moreover, the best way to teach is to use various techniques, such as using objects in conjunction with questions, discussions, and so on.

7. *Be sure the object lessons are clearly comprehended.* A good way of testing this is to allow pupils to explain the spiritual truths they have derived from the lesson.

### Types of Object Lessons

1. *Objects suggested in the Bible.* Scriptural references have been given for almost every object suggested in this chapter. A good concordance can aid in finding scriptural references for many other objects that teach truths. Some of them are a basket of summer fruit, nets, sheep, bread, a stone, an anvil, an apron, water, a cup clean on the outside but dirty on the inside, an axe, a bridle, night clothes,

### *Teaching with Objects or Models*

filthy rags, corn, a cymbal, fish, flowers, grass, lamps, milk, a nail, salt, swords, vinegar, and pearls. Some objects suggested in the Bible are too expensive or too large to bring to class, so a model will suffice. For example, a model of a ship could be used to illustrate how a small helm turns a great ship. James used this illustration when referring to the tongue. Models of the Tabernacle aid in understanding the "church in the wilderness."

2. *Environmental objects.* Often objects located within a classroom or teaching area can be used for a lesson. This will impart naturalness to the teaching presentation. Ordinary objects such as a door, a foot, a hand, an eye, hair, coins, keys, and coats are what Jesus used in teaching. Although most objects used in a lesson are planned in advance, by using an environmental object on the spur of the moment, a teacher can drive home a truth quite smoothly and efficiently.

3. *Special objects.* Certain objects lend themselves more readily to illustrate the point of a lesson than others. To avoid confusion the object used should emphasize one basic truth. Examples are a mask in teaching hypocrisy, removing nails from wood to teach that sin leaves scars, and a telescope or binoculars to explain that the Holy Ghost is promised to "all that are afar off."

Gospel magic books and other object lesson books provide sources for many special objects. Another source is the personal background of the teacher. For example, a teacher who works at a welding shop could obtain a clear gallon bottle of oxygen and use it to illustrate prayer as follows.

Begin by allowing each student to smell the odorless bottle. Next light a wood splint, allowing it to go out ex-



### *Teaching With Variety*

cept for a few sparks. Place the glowing ember into the bottle of oxygen. The splint will immediately burst into flame. Repeat this several times for emphasis. Then apply it to prayer and the Holy Ghost. Prayer causes the Holy Ghost to burn brightly within a person, while lack of prayer causes the Holy Ghost to merely smolder in embers.

A person who works in an ice cream parlor could use dry ice. By dropping it in water, he could create a vapor to show how life is like a vapor.

Even common household items can illustrate certain truths. An electric mixer is useless unless it is connected to the source of power. Likewise a Christian is useless unless he is "plugged" into God with God's Spirit moving through him.

Chemists, doctors, lawyers, and other professionals can be good sources of special objects. A sanctified imagination combined with prayer will provide an unlimited supply.

If Jesus and the prophets used objects to communicate spiritual truths, it behooves modern-day instructors to do likewise. Since a classroom environment will only provide a limited supply of objects, the teacher must allot time to search for instructional objects. The reward to an instructor who uses objects effectively will be an excited, enthusiastic classroom of students.

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*Teaching with Objects or Models*

REVIEW QUESTIONS

1. List some objects that God used in the Old Testament.
2. List some objects that Old Testament prophets and writers used.
3. List some objects that Jesus used in His teaching.
4. How can seeing an object be like an instant replay?
5. What is one way to determine if students comprehend the object lesson?
6. List the three types of object lessons.

DISCUSSION QUESTIONS

1. Why should the natural use of an object usually be explained before the spiritual truth?
2. What objects could you bring from your employment or areas of expertise to teach spiritual truths?

visuals

Objects will hold attention.

Objects help students understand more clearly.

CHAPTER  
SIXTEEN

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**MEMORY  
WORK**

There are a number of reasons why we should memorize God's Word; the most compelling is that God commands us to put His Word in our hearts. Deuteronomy 6:6-7 says, "And these words, which I command thee this day, shall be in thine heart: and thou shalt teach them diligently unto thy children; and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou risest up."

Memory work can lead the unsaved to salvation. What we put into the mind influences behavior, so we must put good things in our minds and in the minds of the people we teach. One woman asked her unsaved husband to check verses as she quoted them. He became convinced that he had not been born again, and a few days later he sought the Lord. One Bible quizzier received the Holy Ghost after learning the passages of Scripture needed for his quizzes.

Memory work is a means of growth for the saved. If

### *Teaching With Variety*

we read and memorize God's Word, the Word will become a part of our daily life and thinking. As a humorous illustration, at the end of one quarter when I took an examination at the University of Missouri in St. Louis, the instructor asked, "How did you do?" The verse immediately came to my mind: "She hath done what she could."

Memory work helps us resist temptation. David wrote, "Thy word have I hid in mine heart, that I might not sin against thee" (Psalm 119:11). Scripture that we have memorized will help us in the absence of the printed Word.

Memory work is not just for the future. God's Word helps us to live right now. It is a source of strength in difficult times. A number of prisoners of war have testified to the strength and encouragement the memorized Scriptures gave them.

The more we read and learn the Word of God, the more we will respect it, and our students need to learn this respect also. They should not think, Hath God said? but rather, God hath said. Our students need to love the Word of God, and we have to love the Word before we can help others love it.

Memorized Scriptures also gives us confidence as we face doctrinal questions when we witness.

Here are some techniques for teaching memory work.

1. *Choose the verse.* Ask yourself, "How useful will this passage be to my students in future years?" If you have the opportunity, choose a verse that they will enjoy learning and that is appropriate to their age level. Some nursery or beginner class students are more comfortable with a portion of a verse that contains two to six words, while older students can learn longer passages.

## *Memory Work*

2. *Define the verse.* Defining the verse means explaining unfamiliar words. Many times a student can read the words of a passage for himself, but just a simple explanation by a teacher will open his understanding of it. If your students are old enough to understand and enjoy it, and if the time permits, you might discuss the background of the passage of Scripture, including the author, when and where it was written, the recipient (if it is a part of a letter), and the value it has for our lives today. You could also give the students an opportunity to say what they think the passage means.

A verbal or pictorial illustration can help students understand the meaning. Many times a student can quote a verse of Scripture but has no understanding of the words. Often he mistakes one word for another, as did the child who quoted, "And I shall duel in the house of the Lord forever." Some illustrations are available through Christian bookstores, or you can develop your own illustrations by using your picture file or objects for key words.

3. *Present the verse.* A passage of Scripture can be presented in a variety of ways by using puppets, the chalkboard, a flannelgraph, a pocket chart, a board-and-string game, Scripture choruses, or motion choruses.

4. *Involve the verse.* You could ask the students to draw a picture to go with the verse. As each child shows his picture, the individual or the class can repeat the verse. You can use games such as Scrambled Verses to teach the verse. In this game the verses are written on stiff paper, cut apart, and scrambled. The students then try to arrange the words in the correct order.

You can add more activity for restless students by

### *Teaching With Variety*

hiding the words around the room. When they are found the students arrange them in the correct order. You can also use a quieter version with flash cards. Each of these methods can also be used to review verses learned previously.

5. *Recite the verse.* Not all drills have to be boring. Add some excitement to your memory time by taking a Nerf or Koosh ball to class. Toss it gently to a student. The catcher has to quote the verse of Scripture. He then has the privilege of tossing the ball to another person.

Another game is Bible Ping-Pong. Two or four people stand before the group and say the verse in order while tossing a ball. The first person says the first word of the verse, and each person after that catches the ball and says the next correct word of the verse. The game can be adapted for older students by ruling that instead of catching the ball, they must bat the ball with their hands (similar to a regular game of ping-pong) while saying the verse.

You can call for different groups to recite. Ask all the people with red hair or those who are wearing something red to quote the verse of Scripture. Designate those with blue eyes or those wearing tennis shoes or gray socks.

You could also choose a special chair before class. If the student sitting in that chair can recite the verse correctly the first time, he or she receives a reward.

You could have all the names of the students in a box and draw a name. That student would then recite the verse.

6. *Reward the verse.* Students will work harder to memorize if they are rewarded for memory work; they want their achievement recognized. This can be done with verbal praise that is given publicly and personally. "That was perfect" and "You did an excellent job" are words

## *Memory Work*

we all like to hear. Awards for achievement could include pencils, bookmarks, gum, stars on a chart, or medals made by covering mints with foil.

7. *Review.* Games are good for review. You can use a piece of a metal shelf and magnetic tape from a hobby store to create verses word by word. The student has to put the scrambled words in order. It adds fun to have a timed race with someone else who is working another game.

A board, nails, and string can be used to create a similar game. The words of the verse are placed in mixed-up order at different nails. With the string the student creates a correct path to show the order of the verse.

Bible turn-down can be played like a spelling bee, using the verses the students have learned during the month, the quarter, or the year.

Musical review is a noisier form of review. It gives the students an opportunity to be active. If nearby classes would be affected by the noise from your class, you will have to forego this one. It is played like musical chairs using music from a tape recorder, phonograph, or a piano. While the music plays the students march around a group of chairs (one less than the number of students), and when the music stops, the person left without a chair attempts to say the verse.

Hot potato involves passing an unbreakable object until the announcer calls a halt. The person holding the "potato" attempts to say the verse. Students can have an enjoyable time while they are learning verses of Scripture that will affect their lives for a long time.

## References

Judi Maki, *Teaching*



*Teaching With Variety*

REVIEW QUESTIONS

1. List five reasons why people should memorize God's Word.
2. What are some factors to consider when choosing a verse for your class to memorize?
3. Why should the verse to be memorized be explained?
4. List some games for involvement, recitation, and review of verses.

CHAPTER  
SEVENTEEN

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**LESSON  
PREPARATION**

Ezra 7:10 gives us a good example of lesson preparation: "For Ezra had prepared his heart to seek the law of the LORD, and to do it, and to teach in Israel statutes and judgments." Let us notice in order: (1) prepare the heart, (2) seek the law, (3) do it, and (4) teach. Before lesson preparation there must be heart preparation. I Corinthians 2:14 teaches us that the natural man does not receive the things of the Spirit of God, and Romans 8:7 teaches that the carnal mind is at enmity against God. We can be led of the Spirit, however, who will guide us into all truth. Just as the ground must be prepared before seeding, the heart must be prepared for the Word of the Lord. We must prepare our hearts with prayer and fasting as we seek the law of the Lord.

The word "seek" indicates diligent effort. Paul told Timothy, "Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth" (II Timothy 2:15). Sometimes a cook

### *Teaching With Variety*

will spend hours preparing a good meal; likewise, it often takes hours of time and effort to prepare a good lesson. Solomon advised us to incline our ears unto wisdom, apply our hearts to understanding, cry after knowledge, lift up our voices for understanding, seek for her as for silver, and search for her as for hidden treasures (Proverbs 2:4).

After determining what the scriptural passage means we must "do it." In other words, we must practice what we teach before we teach; only then we will be ready to teach. In Psalm 51:9-14 David asked God to blot out his iniquities, create in him a clean heart, renew in him a right spirit, and restore unto him the joy of salvation. After this he said, "Then will I teach." Nothing takes the place of the good Word of God flowing from a heart that is bubbling over with the Holy Ghost. As we pray and meditate God can give us the message and the method.

As you meditate on your lesson, you should consider several factors in selecting your teaching methods:

1. *The nature of the aim or goal.* If your goal is to develop a skill, then your teaching method must provide some way to practice. For example, if you desire for your students to learn to teach you must give them an opportunity to teach, either in a laboratory session or an actual class.

2. *The maturity of the students.* The discussion method is not usually profitable for preschoolers, nor are handcrafts usually acceptable for adults.

3. *The attitude of the pupils toward learning.* The project research method is good for eager students but is a flop for lazy, nonmotivated students.

4. *Previous study in the same field.* Those students with much experience can contribute much if discussion is allowed.

### *Lesson Preparation*

5. *Nature of the material.* The story method is excellent if you wish to provide incidents from the lives of Bible characters. When using an unfamiliar Bible passage you may prefer the lecture method.

6. *Physical equipment and facilities.* If you plan to use projection equipment, you need a proper source of electricity. This may seem obvious, but the voltage, plugs, and frequency are usually different in foreign countries, and at many campgrounds the teaching may be done in tents. If you use slides or films you may not be able to darken the room. In these situations, and unfortunately in many churches, adequate chalkboards may not be available.

7. *Time for teaching.* Some methods take longer than others. For example, it takes longer to write on a chalkboard than to use prepared charts or the overhead projector. The discussion method can also take a lot of time when you have a number of students who have much to contribute. If you have a lot of material and just a short period of time, you may wish to lecture and prepare a handout that the students can read at another time.

8. *Skill and qualifications of the teacher.* Every teacher is not skilled in every teaching method. A wise teacher uses methods he can employ with best results. A good storyteller should tell stories frequently, while those talented in art may use charts and the chalkboard more often. If you cannot carry a tune, put less emphasis on music or else have someone else help you get started with a melody. Nevertheless, you can develop skills in teaching methods, and your class will appreciate a variety of teaching methods. Good teachers will use several methods during one class.

### *Teaching With Variety*

Now let us consider aspects of structuring a lesson. Chapter 3 discussed the importance of writing down aims and objectives. Having done this we now should think of four words that end with "ook."

1. *Hook*. The hook is the introduction, which must catch the students' attention. More than likely students come to class with things on their minds other than the lesson. In the hook portion of the lesson you must get their minds off these things and on to you and the lesson. Try something more attention getting than, "Good morning, today's lesson will be on. . ." or "Today I am going to tell you a story about . . ." Instead, ask a thought provoking question, show and explain an object, start by telling a story, or show a recent newspaper headline that relates to something in the lesson.

2. *Book*. The sole authority for our faith is the Word of God. Students must first of all be taught to believe that the Bible is the Word of God. Faith comes by hearing the Word of God. The students must see that the truths taught in the class are based on the Bible. They must also discover truths themselves from the Word of God. It is good to include Bible-learning activities in the class. These can range from reading Scripture in unison to using some of the student-centered teaching methods discussed in chapter 7. The teacher should read the Sunday school quarterly in preparing the lesson, but usually he should leave it at home except when reading quotations. Instead, it is better to teach from the Bible and notes prepared from the Bible, the quarterly, and other sources.

3. *Look*. In each lesson the teacher should try to have at least one visual aid. Students remember longer what they see and hear than what they just hear. We have

### *Lesson Preparation*

discussed such visual methods of teaching as teaching with objects, charts, the chalkboard, the overhead projector, and puppets. It takes time to find and prepare good visuals, but the effect is rewarding. Visual aids can be used in any portion of the lesson.

4. *Took.* We must always consider what the students will take with them from the class. This is the application portion of the lesson, discussed in greater detail in chapter 17. Often the last portion of the class is reserved for making sure truths are driven home. Skilled teachers weave applications throughout their lesson.

At the end of this chapter is a form that can be filled out as a teaching outline. At the top are spaces for the lesson title, the date, scriptural references, and the aims and objectives. Next is a section for writing down all the materials needed during the class. This would include paper, crayons, scissors, objects, equipment, and so on. This section serves as a checklist to make sure that everything is available before the start of class. Then comes a space for preclass activities. Preclass activities encourage students to arrive early. This is a good time to use some of the student-centered teaching methods discussed in chapter 7. If the teacher makes no other preparation, at least he should use this time to get to know the students better.

The outline itself should include the major sections of the lesson—Introduction, Body, Conclusion—as well as the estimated time for each. The outline should include questions, verbal and oral illustrations, materials, activities, applications, and any assignments.

In the outline use any technique such as coloring, underlining, and abbreviations that will help you spot and

## Teaching With Variety

emphasize items from your outline. The outline will help you concentrate more on what the pupils are getting than on what you are giving.

### **Teaching Outline**

Lesson Title:

Scriptural Text(s):

Aims and Objectives:

What do I want my students to know?

What do I want my students to feel?

What do I want my students to do?

Materials Needed:

Pre-class Activities:

I. Introduction

II. Body

III. Conclusion

REVIEW QUESTIONS

1. What did Ezra do before he taught?

*Lesson Preparation*

2. What did David desire before he taught?
3. List and explain the four portions of a lesson that end with "ook."
4. What should be included on your lesson plan?

DISCUSSION QUESTIONS

1. Identify the factors to consider when selecting teaching methods and explain why these factors are important.
2. Why is an estimated time breakdown important for a lesson plan?



CHAPTER  
EIGHTEEN

.....

**APPLYING  
THE LESSON**

We can compare the steps of the educational process to the following steps in the painting process.

1. Purchase the best paint available in the right color and type.
2. Understand how to prepare the surface, how to use the necessary equipment, and the allowable temperature ranges.
3. Store the paint, brushes, rollers, and other needed equipment in a place where you can find it.
4. Apply the paint to the surface.

What good is it to purchase the paint, understand the directions for its use, store it, and even stir it, if you never apply it? Likewise, the educational process consists of the following four steps:

1. Acquisition of facts. The Bible calls this knowledge.
2. Assimilation or comprehension. The Bible calls this understanding.
3. Appropriation. This means storing the knowledge and understanding in the brain and in a filing system.

### *Teaching With Variety*

4. Application. The use of the knowledge and understanding is called wisdom. Of what value is the gaining of knowledge and understanding if they are never used?

The purpose of all Bible teaching is to effect change for good in the lives of the students. The real test is not what students learn but what they become. The goal of true education is the use of acquired knowledge. The task of the Bible teacher is not completed just by imparting Bible knowledge. The teacher should endeavor to develop godly characteristics and habits in the lives of the students. Habits of study, prayer, reverence, worship, obedience, and unselfishness should be established, and bad habits, including the habit of doing nothing, should be broken.

The teacher must first apply the lesson to his own life. Paul said, "The husbandman that laboreth must first be partaker of the fruits" (II Timothy 2:6). The teacher must practice what he teaches, or it is doubtful that the students will. (See chapter 2, "Teaching by Example.") Truths that have not helped the teacher probably will not help the students.

Students, especially younger ones, have difficulty taking general biblical truths and making specific application to their lives. The application of the lesson is vitally related to the aim of the lesson. The application is what the teacher wants the students to do with what he taught. It is the task of the teacher to draw out or suggest specific things for the students to do with the truths taught.

The book *Teaching Techniques for Church Education* suggests that there are four general areas of spiritual development in which the lesson can be applied.

1. *Salvation*. What a tragedy if a student acquires

### *Applying the Lesson*

much biblical knowledge and understanding but never receives salvation! Terms such as faith, repentance, water baptism, and receiving the Holy Ghost must not only be understood but obeyed.

2. *Spirituality.* Applications of praise, worship, prayer, fruit and gifts of the Spirit, study, and faithfulness to God should be emphasized often.

3. *Stewardship.* Students should be taught to give their tithes systematically and to give liberal offerings for missions and other worthy causes. They also must be taught to be good stewards of their time, talents, and possessions.

4. *Service.* Many areas of Christian service can be suggested. The first place people can serve Christ is in their homes, whether children or parents. They must not neglect duties at home while attempting to serve in other areas. Hospitals, retirement or care homes, and jails are just a few of the unlimited areas where the salt of Christianity needs to be applied.

As an exercise, read the miracle of the coin in the mouth of the fish as recorded in Matthew 17:24-27. Cover the following text and try to think of the applications you could make from this passage.

You probably thought of some of the following.

1. The need to be subject to higher powers such as the government.

2. Jesus can supply our needs. If the disciples had money to spare, then Jesus could have asked Judas to pay the taxes out of the treasurer's bag. Jesus can supply the specific needs that each student has.

3. Jesus is omniscient (all knowing). If Jesus knew about someone losing a coin, which fish had it, and where

### *Teaching With Variety*

it was, He certainly knows all about us physically, mentally, and spiritually.

4. God's ways are above our ways. It is highly unlikely any of the disciples or any of us would ever have thought of this method of raising funds. God is "able to do exceeding abundantly above all that we ask or think" (Ephesians 3:20).

5. We must obey the commands of Jesus even if they seem strange. If God speaks we will never go wrong by obeying His commands.

A teacher must continually ask himself what he can apply from the lesson to the lives of the students. The prophet Haggai asked, "Is the seed yet in the barn?" (Haggai 2:19). The Word of God is like seed. The Word must affect the lives of the students not only in the church but in their everyday lives.

### Reference

1. *Teaching Techniques for Church Education*. Wheaton, IL: Evangelical Teacher Training Association.

### REVIEW QUESTIONS

1. List the four steps in the educational process.
2. What is the real test of Bible teaching?
3. To whom must the lesson truths first be applied?

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4. What is one thing younger children have difficulty doing?
5. Where must Christianity first be demonstrated?

DISCUSSION QUESTION

What applications did you bring out in the last Bible lesson that you taught?

CHAPTER  
NINETEEN

.....

**GOOD  
DISCIPLINE**

Effective teaching is impossible when a class is out of control. Paul wrote, "Let all things be done decently and in order" (I Corinthians 14:40). The words *disciple* and *discipline* come from a word that means "trained in orderliness." The second fundamental law of teaching given by John Milton Gregory is "A learner is one who attends with interest to the lesson." It is difficult, if not impossible, to "attend with interest" if the class is in confusion.

The organization and layout of a classroom can contribute to good discipline in a class. For example, there should be a coat and hat rack in cold or rainy climates so these items will not be spread all over the room. To reduce discomfort there should be properly sized chairs for the age group being taught and, if possible, some padding on the chairs. The classrooms should be separated by adequate visual and noise barriers, and chairs should be arranged facing away from the door to minimize distur-

### *Teaching With Variety*

bances by latecomers. The Sunday school class secretary should sit by the door to perform duties such as welcoming students, handing out materials, checking roll, and taking offerings. If possible, there should be a slot in the wall or door through which the offering envelope can be passed to avoid disturbance by the person who collects this information.

The teacher can do several things prior to the class to improve class discipline.

1. *Thoroughly prepare for the lesson as discussed in chapter 16.* In general, well-prepared teachers with interesting lessons have less discipline problems than unprepared teachers.

2. *Dress carefully so as to avoid drawing attention to anything other than the lesson.*

3. *Arrive in the classroom early* to make sure the room is neat and clean and the chairs are properly arranged.

4. *Pull the drapes or shades to prevent glare* in the eyes of the students.

5. *Make sure that all the supplies and equipment are ready for the class* so no one will have to go looking for chalk, erasers, and other items at the last minute.

6. *Ensure that the room is properly heated and ventilated.* It is hard to keep attention in a hot, stuffy room or a very cold room.

Different types of disorderly pupils may require different treatment. Many disorderly students are just thoughtless, and with patience they can be taught reverence for sacred things either inside or outside the classroom.

Other students are restless. The average child is an

## *Good Discipline*

active creature, and if the teacher does not keep him employed, he will supply his own entertainment. The teacher must be aware of the attention span of the particular age group and vary the learning activities accordingly.

Some pupils want to be the center of attraction and always want to have their own way. Generally this self-centered pupil will be reprimanded by the ridicule of others. He will soon learn that stubbornness and selfishness may mean self-exile.

Only a few boys and girls are malicious and come to Sunday school with the intention to disrupt. The teacher cannot allow unruly pupils to spoil the lesson. If firm yet loving admonitions are not respected, the pupil should be sent to the Sunday school superintendent. It is good if the teacher can also make several friendly personal contacts. More than one problem child has been conquered by a persevering teacher who visited his home, discovered his interests, and won his confidence. Our objective is not to kick people out but to win them and train them for Christ.

Here are some guidelines for discipline.

1. *Recognize that external control is only temporarily effective.* As students mature they should develop self-discipline so that they will, on their own, be orderly and respectful.

2. *Pray regularly for each class member.* As a Christian teacher you have the Holy Spirit helping you.

3. *Love and be concerned for the students.* If you build a personal relationship with the students they are much less apt to do things that displease you. Love persuades but does not manipulate.



### *Teaching With Variety*

4. *Clarify rules of behavior.* The students can help in establishing the rules. They are less apt to break the rules if they have made them and set the punishments.

5. *Use student leaders as an extension of yourself.* In some situations you may elect class officers to perform various functions. In meeting with them you might discuss discipline problems and possible ways they can help.

6. *Do not make rules or threats that you cannot carry out.* For example, do not threaten to spank or dismiss a child if the pastor, Sunday School superintendent, or parents will not back you up on this. It is better for the teacher to be able to send a student to a higher level of discipline in cases of severe discipline problems.

7. *Work in cooperation with the home.* The parents can be your greatest asset in good discipline. They usually are interested in their children and want them to get much out of Sunday school, which can only be accomplished if there is good discipline in the class.

8. *Use the principle of the unknown.* If a student is misbehaving you might whisper in his ear, "What time will your father be home today?" The student does not know what you are going to say or do and as a result will probably start behaving properly.

9. *Be adequately staffed.* Even the best teachers cannot handle a class by themselves if there are too many children. The staff members should sit among the students, who will behave better when a staff member is near them.

10. *Be consistent.* Students do not understand if you tolerate things one week and then lower the boom for the same things another week.

11. *Do not play favorites.* It is not right to tolerate

## *Good Discipline*

misbehavior on the part of some students and not others.

12. *Use your eyes to discipline.* Students will rarely misbehave if they know you are watching them. When a person is misbehaving, stop talking and look the offender straight in the eyes. He will usually stop without your saying anything. You may even walk toward the person and on occasion, if it is a person of the same sex, touch the student's hand or shoulder.

13. *Deal with the source of the problem.* Often behavior problems are only symptoms of deeper problems. Some children are hungry and their problems can be solved with a snack. Others crave attention and can be given responsibilities for which they can be recognized.

14. *Use student-centered teaching methods occasionally.* Involvement and variety may be just the thing to turn around some discipline problems.

15. *If you must criticize, let it be a criticism of behavior- and not of the person.* Reject a wrongdoer's actions and not him as a person. Do not say, "You are a bad boy (or girl)," but recognize that he is a good child who has done wrong or made a mistake. Try not to humiliate a student, especially in front of others.

## REVIEW QUESTIONS

1. List five things about the organization of a classroom that can contribute to good discipline.

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2. What does preparation have to do with discipline?
3. List four types of disorderly pupils.

DISCUSSION QUESTIONS

1. How can the Holy Spirit help you with regard to discipline?
2. What do you consider to be an adequate staff in a Sunday school class?
3. Why is it good to have an authority level of discipline above the Sunday school teacher?

## CHAPTER TWENTY

.....

### EVALUATING YOUR, TEACHING

Testing is one of the most overlooked aspects of teaching in Sunday school. Many people think that the only purpose for testing is to give out grades; since grades are not given in Sunday school, why should tests be used? But the first purpose of all tests is to determine the effectiveness of the instruction. Many teachers, superintendents, and pastors would be shocked to find out how little their students have learned.

Tests also provide a means for motivation. Many people like to work quizzes in the *Reader's Digest* and elsewhere just to see how much they know and how well they are doing compared to others. In Sunday school the instructor can divide the class into teams and determine the team winner by the total score on the quiz. Students will help others on their team study so their team can win.

A good test can also be a real learning experience if the answers are reviewed and discussed.

The teacher can use tests to help determine what the

## *Teaching With Variety*

students know or do not know and revise his teaching accordingly. A superintendent may also use the results of an exam to divide the class. In public schools students who do not know how to add are not placed in the same mathematics class as those taking calculus. Yet in Sunday school we often group everyone together in one class with the teacher either going over the head of some or boring others by covering material they already know well.

There are a number of different types of tests.

1. *Oral Tests.* Oral testing can often be done by asking questions without the students really knowing the purpose for the questions. Sometimes, though, a teacher is fooled during oral questioning by assuming all the students know the answer when only a few bright, responsive students answer the questions correctly. (See chapter 5 regarding the use of questions and answers in teaching.)

2. *Written Tests.* The most common type of test in schools is the written test. In a written test each student is required to try to answer all the questions. Here are some common types of written questions.

a. *True-False.* In true-false questions a statement is made and the students determine if the statement is true (correct) or false (incorrect). The instructions can read as follows: "Darken or cross out the letter of the correct choice. If the statement is true darken or cross out the T, if the statement is false, darken or cross out the F."

Here are some sample true-false questions.

T F 1. Uriah the Hittite was Bathsheba's first husband.

T F 2. Rehoboam was the first king of Israel.

### *Evaluating Your Teaching*

Another way to write the question is to put a blank before the question with instructions such as the following: "In the blank to left of the statement write true if the statement is correct or false if the statement is incorrect.

\_\_\_\_\_ 3. Absalom was the son of Saul.

Do not allow the students just to put T or F in the blanks. Some students who do not know the answers can make a T look like an F or vice versa. To avoid confusion some instructors use + for true statements and - for false statements.

True-false questions have advantages and disadvantages. They are relatively easy to grade if the students darken out the T or F since a key can be made by using an extra copy of the examination and punching holes over the correct choices. Then the key is laid over the tests to be scored. Good true-false questions are quite difficult to write. For example, the words *never* and *always* should be avoided because the students can usually think of exceptions that would make the question false. And true-false questions are open to guessing. A student who knows nothing should be able to score fifty percent by just guessing.

One way to reduce guessing is to require students to modify all false statements to make them true. For example, question 2 could be modified by changing "Rehoboam" to "Saul" or changing "Israel" to "the southern kingdom of Judah after Israel was divided." Question 3 could be modified by changing "Saul" to "David" or by changing "Absalom" to "Jonathan." The grader of the

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test must have adequate knowledge to determine if the modifications make the statement true. For example, the grader must know the sons of Saul if the students write a name in place of Absalom.

b. *Completion* (short answer). These questions are more exacting than true-false questions. They require a higher level of learning because the student must recall information and not just recognize it. Guessing is reduced because the choices are infinite. In this type of question the students are required to write the correct answer to a question in a blank provided. Instructions can read as follows: "Place the answer correctly spelled in the blank to the left of the question."

Here are some sample short-answer questions.

- \_\_\_\_\_ 1. What is the first book of the Bible?
- \_\_\_\_\_ 2. On what mountain did Moses receive the Ten Commandments?

This type of question can also be used for short listing questions such as the following:

- \_\_\_\_\_ 3. List two people in the Old Testament whom God took to be with
- \_\_\_\_\_ 4. Him before they died.

It is quite easy to make up this type of question, and it is relatively fast to grade. If the answer blanks are arranged in a column, a key can be made and placed adjacent to the answers. However, the grader must be quite knowledgeable if the question can have many suitable answers.

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Even multiple completion questions can be arranged in this manner. For example if the students were required to memorize James 4:7, they could be instructed to put the correct words in the appropriately numbered blanks.

\_\_\_\_\_ 5. (5) yourselves therefore to  
\_\_\_\_\_ 6. (6), (7) the (8), and he  
\_\_\_\_\_ 7. will (9) from you.  
\_\_\_\_\_ 8.  
\_\_\_\_\_ 9.

c. *Multiple Choice.* In multiple choice questions the student is usually given a choice of four or five answers. He is normally instructed to pick out the one correct answer while assuming the others are wrong. Instructions for the following sample question could be: "Place the letter of the correct choice in the blank to the left of the question."

- \_\_\_\_\_ 1. Which of the following was the second husband of Ruth?
- A. Boaz
  - B. Chilion
  - C. Elimelech
  - D. Mahlon
  - E. None of the above

It is more difficult to grade such a test if the students are to circle the correct choice. Another form of instruction that makes this test easy to grade is: "Darken the letter of the correct choice."



### *Teaching With Variety*

Wrong choices are called distractors. They should seem like a logical choice to someone who has not studied adequately. They can be collected by saving results from completion tests that were previously given in other classes.

If a question is negative the negative word should be underlined to emphasize that it is a negative question. For example:

- \_\_\_\_\_ 2. Which of the following was not a son of Jacob?
- A. Benjamin
  - B. Joseph
  - C. Manasseh
  - D. Reuben
  - E. Simeon

Multiple choice questions can also take other forms such as picking the best out of all the answers, several of which may be correct, or choosing all the correct answers.

Multiple choice questions have several disadvantages. It is difficult to think up good distractors that are not obvious giveaways. Since fewer questions can be printed on one page, the examination is longer, which results in higher copying and collating costs.

d. *Matching*. The matching test in reality is a giant multiple-choice question. The questions are usually listed in a column on the left side with a blank in front of the question. The possible answers (choices) are listed in the right column with a letter in front of each choice. To save the students time in finding the choices it is best to list the choices in alphabetical order. The following sam-

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ple matching question concerns women of the Old Testament. The instructions can read as follows: "Place the letter(s) of the correct choice(s) in the blank to the left of the statement. Choices may be used more than once or not at all."

- |       |  |                      |
|-------|--|----------------------|
| _____ | 1. Mother of all living                              | A. Abigail           |
| _____ | 2. Wife of Abraham                                   | B. Deborah           |
| _____ | 3. Sister of Moses                                   | C. Delilah           |
| _____ | 4. Grandmother of Esau                               | D. Esther            |
| _____ | 5. Married to Jacob                                  | E. Eve               |
| _____ | 6. Moabite woman                                     | F. Hannah            |
| _____ | 7. Tempted Samson to tell the secret of his strength | G. Jael              |
| _____ | 8. Judged Israel                                     | H. Leah              |
| _____ | 9. Smote a nail in the temple of Sisera.             | I. Rachel            |
| _____ | 10. Mother of Samuel                                 | J. Rebekah           |
|       |  | K. Ruth              |
|       |  | L. Sarah             |
|       |  | M. None of the above |

Several things were done to prevent a student from answering these questions by the process of elimination. First, more choices were listed than there are questions. Second, the choices can be used more than once or not

### *Teaching With Variety*

at all. One choice was used twice, and two choices were not used at all. One question has two answers and one is correctly answered by "None of the above."

This type of question is ideal for Bible characters, books of the Bible, and places. It is relatively easy to write and very simple to grade by laying a key adjacent to the answers.

For a set of matching questions where there are more than twenty-six choices, you can use double letters for the choices. For example, choice twenty-seven would be AA and choice twenty-eight would be BB.

e. *Essay.* Essay tests are probably the easiest to make up but the hardest to grade. The grader is subconsciously influenced by handwriting, neatness, spelling, grammar, and sentence structure. Essays take a long time to read, and the grader often finds it hard to grade the last papers in the same way as the first papers. However, in Sunday schools where grades are not given, many of these disadvantages are not important. Essay tests allow for the expression of thoughts and attitudes, which cannot be done with more objective tests.

If you have the time to read the essays, this can be one of the best types of tests, for you will probably learn more about your students from essays than any other form of written test.

3. *Behavior tests.* What a student becomes and does is far more important than what he can say or write. Although it is possible to measure some aspects of behavior such as attendance, punctuality, and giving, it is usually more difficult to evaluate behavior than to grade a written test. It also takes time to observe a person's behavior at work, play, school, or church. It is in these

### *Evaluating Your Teaching*

situations, however, where you really want the spiritual truths that you have taught to be applied. Teaching must be life changing for the good and not only mind changing.

4. *Self-examination.* The ultimate in evaluating your teaching is to motivate your students to examine themselves. Paul wrote the Corinthian church, "Let a man examine himself" before taking the Lord's Supper (I Corinthians 11:28). In his second epistle he instructed them, "Examine yourselves, whether ye be in the faith; prove your own selves" (II Corinthians 13:5). The student should regularly examine whether his thoughts, attitudes, words, and deeds are in harmony with the Spirit and Word of God.

#### REVIEW QUESTIONS

1. Why is more testing not done in Sunday schools?
2. List four benefits of testing.
3. For which type of test question is it easiest to guess the correct answer?
4. What technique can be used to make completion (short answer) questions easier to grade?

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5. What are some disadvantages of multiple-choice questions?
6. List four ways to design matching questions to reduce the chance of students answering them by the process of elimination.
7. What can you do if you have more than twenty-six choices in a set of matching questions?
8. What are some advantages of essay questions?
9. Why are behavior tests much more important than oral or written tests?

DISCUSSION QUESTION

What do you think testing would reveal in your Sunday school?

CHAPTER  
TWENTY-ONE

.....

**A FILING  
SYSTEM**

Every teacher needs to have a good filing system. In the past I have spent hours looking through drawers for material that I knew I had but could not remember where I had placed it. Often when I could not find it, I found it necessary to prepare another lesson on material I had previously studied. In fact, in my desperation I even had one of my students attempt to develop a filing system as an independent studies project. Later I came across what I consider to be the best filing system: the *New Baker's Textual and Topical Filing System* prepared by Neal Punt and published by Baker Book House, Grand Rapids, Michigan. Although it is somewhat expensive (over thirty dollars), it is well worth every penny. I have used it for a number of years.

Since it has been occasionally out of print this chapter will briefly explain how it works. The entire system consists of one large book the size of a relatively large dictionary, some file folders, and a box or filing cabinet. The

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first part of the book is a topical index. In this section is a seventy-eight-page alphabetical list of over fifteen hundred religious topics with spaces between so others can be added if they are not on the list. For example, the topical index starts out as follows:

A.A. See Alcoholics Anonymous

Abasement. See Humiliation

Ability Divine. See Omnipotence of Man  
See Also Arminianism; Free Will

Abortion

Abraham, Seed of. See Seed of Abraham

The second part is a textual index with a column for each book of the Bible that contains the same amount of numbers as chapters in the book. The third section is the major part. It contains two thousand reference spaces, each with twenty numbered lines.

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The reference spaces look like the following:

Inspiration of the Bible	1	Sin	2
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____
4.	_____	4.	_____
5.	_____	5.	_____
6.	_____	6.	_____
7.	_____	7.	_____
8.	_____	8.	_____
9.	_____	9.	_____
10.	_____	10.	_____
11.	_____	11.	_____
12.	_____	12.	_____
13.	_____	13.	_____
14.	_____	14.	_____
15.	_____	15.	_____
16.	_____	16.	_____
17.	_____	17.	_____
18.	_____	18.	_____
19.	_____	19.	_____
20.	_____	20.	_____

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<u>Repentance</u>	3	<u>Water Baptism</u>
1. _____		1. _____
2. _____		2. _____
3. _____		3. _____
4. _____		4. _____
5. _____		5. _____
6. _____		6. _____
7. _____		7. _____
8. _____		8. _____
9. _____		9. _____
10. _____		10. _____
11. _____		11. _____
12. _____		12. _____
13. _____		13. _____
14. _____		14. _____
15. _____		15. _____
16. _____		16. _____
17. _____		17. _____
18. _____		18. _____
19. _____		19. _____
20. _____		20. _____

For topical indexing you reserve one reference space for each topic to which you want to make references. This is done by writing the number of a reference space behind the topic as it is found in the topical index and writing the topic on the title line of that reference space. For example, the first material I wished to file concerned the

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inspiration of the Bible. In the topical index I wrote "1" in two places. Under the B's of the topical index I found under "Bible" the subheading "Inspiration of the. See Inspiration of the Bible." In addition to placing a "1" here, I turned to the I's of the topical index and wrote a "1" after "Inspiration of the Bible." Next I turned to the first reference space and wrote "Inspiration of the Bible" in the blank for the heading. In the twenty lines of the reference space I wrote my references.

Make references to books by writing on a reference line the author's last name, an abbreviated title of the book, and the page number. Make magazine references by writing the name of the magazine, the date of publication, and the page number. Write the reference space number on the upper margin of any materials you wish to file that are not in a book or magazine, such as notes or clippings. For example, clearly write a "1" on all material that you wish to file under the topic "Inspiration of the Bible" and list some identification of the material on a reference line.

Use the next empty reference space for the next topic to be referenced. For example, my second reference space is "Sin," my third is "Repentance," my fourth is "Water Baptism," and so on. Thus everything I have on water baptism is listed on reference space 4 and has a "4" written on it.

You only need one file folder to start this system. Place everything you have in numerical order with all the material on the inspiration of the Bible at the front. You will soon outgrow one file folder, however. Then you may have topics 1-10 in the first file folder, 11-20 in the second file folder, and so on. Later some of your topics will

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have so much material that you will want a file folder on that subject alone. When you have more than twenty items of material on one subject you will need to use an additional reference space. For example, in my filing system, I have more than twenty pieces of material on the inspiration of the Bible so I started another reference space for the additional material. Since the next available space at that time was 222, I put "222" after the "1" in the two places in the topical index. Also in reference space 1 I wrote by the heading "see also 222." When I want to teach on the inspiration of the Bible I look at the material in both reference spaces 1 and 222. If I want to find a particular item, I can usually locate it by skimming the reference spaces before digging into the files.

Textual filing is done in a very similar manner to topical filing. These materials are filed by chapter and verse rather than by a topic. I reserved reference spaces 101-166 for the various books of the Bible with 101 for Genesis, 102 for Exodus, and so on to 166 for Revelation. For example, when I came across a chart on the Book of Leviticus, I put "103" at the top and placed it in file 103.

You may wish also to have a separate file for sermon notes. I list them on my reference lines but also mark an "S" in front of the line to indicate that it is in a sermon file. Some people also have a separate file for materials too large to fit in a file folder. They can be arranged numerically in a chart file and indicated by a "C" at the front of the reference line.

This system is much better than an alphabetical filing system. Filing by number is much faster and cross-referencing is much easier. If you want others to help you file they will also find it easier to file numerically and thus less material will be misfiled.

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REFERENCES

1. Neal Punt, *Baker's Textual and Topical Filing System* (Chicago: Northland Books, 1989).

REVIEW QUESTIONS

1. Explain the difference between topical and textual filing.
2. Why is a numerical filing system better than an alphabetical one?

DISCUSSION QUESTION

What problems have you had due to the lack of an adequate filing system?

CHAPTER  
TWENTY-TWO

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**HOW TO CONDUCT A  
TEACHER TRAINING COURSE**

The best way to learn how to teach is to actually teach a number of times under the supervision of capable, experienced teachers who will critique the classes. In order to conduct a teacher training class, the first task of the pastor, Sunday school superintendent, or director of Christian education (referred to as "you" in the rest of this chapter) is to select these supervising teachers and obtain their agreement to serve in this capacity.

Next you must get suitable people to enroll in the class. One method of doing so is to present a sermon or Bible study to the entire church using the material in chapter 1, which shows the importance of teaching, and then ask for volunteers to enroll in a teacher training class. You may also need to approach people individually to encourage their attendance in this class. No commitment regarding teaching needs to be made at this time. The people should only be asked to participate in the training course. If the class is offered at a convenient time,

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those who are already teaching may be invited to take the class as a refresher course. Usually the best and most experienced teachers are eager to attend a course like this to pick up fresh ideas. During the course you can choose teachers.

If the class meets once a week in the evening, a two-hour block of time from seven to nine P.M. should be reserved. This schedule allows time for two fifty-five-minute sessions with a five- or ten-minute break in between. The following is a tentative eleven-week schedule.

<u>Week</u>	<u>Session 1</u>	<u>Session 2</u>
1	Teaching Aims	Lesson Preparation
2	Storytelling	Teaching with Charts
3	Short Story Lab	Storytelling
4	Charts Lab	Teaching with Chalkboard
5	Bible Story Lab	Teaching with Puppets
6	Chalkboard Lab	Teaching with Overhead Projector
7	Puppet Lab	Teaching with Audio Aids
8	Overhead Projector Lab	Teaching with Objects
9	Audio Aids Lab	Student-Centered Teaching Methods
10	Objects Lab	Applying the Lesson
11	Memory Work	Panel Discussion

If you wish to have a course that lasts longer than eleven weeks you should cover the topics most needed in your Sunday school. Additional topics to consider are Teaching by Example, Asking and Answering Questions,

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Leading a Discussion, The Seven Laws of Teaching, Good Discipline, and Evaluating Your Teaching. These topics could also be reserved for monthly or quarterly teachers meetings. If overhead projectors are not available, a lab using a student-centered teaching method could be substituted.

Several instructors can be used to conduct the teacher training course. In the first session the instructor could again briefly emphasize the importance of teaching before stressing the need for aims and objectives. (See chapter 3.) Session 2 of the first week and both sessions of the second week are devoted to storytelling. It is necessary not only to teach the information in chapter 4 but also to demonstrate it by actually telling some good stories. You may also wish to play tapes of stories told by good storytellers such as Jesse Norris, Ethel Barrett, or Dennis Witkus.

Each of the first sessions for weeks 3 through 10 is called a lab. In the labs, each student teaches two to three minutes using the technique taught and demonstrated the previous week. For each lesson, the students should prepare a lesson plan similar to the one found in chapter 17. A one-hour session provides adequate time for ten to twelve students to give their lessons with time for a critique at the end. An evaluation form such as the following can be completed for each presentation. You can also have the students evaluate each other.





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If there are more than twelve students in the course you will need a longer session or an additional lab at another time. You can use another instructor to supervise the second lab in another room.

In our teacher training courses in Bible college we have had as many as seven labs. One of us teaches and supervises the short story, Bible story, puppets, and audio aids labs, and the other teaches and supervises the charts, chalkboard, overhead projector, and objects labs. In this manner we have labs on two different topics meeting at the same time in a different room.

Here are the lab requirements for the students.

1. *Teaching with a short story.* Tell a two- to three minute story using an experience from your own life or a story you have read. Do not tell a Bible story in this lab. The story should have some spiritual application.

2. *Teaching with charts.* Teach a two- to three minute lesson on some spiritual thought using a chart or series of charts that you have prepared. Before preparing your charts read chapter 10 again. The charts are only a means to accomplish your teaching aims and objectives and not an end in themselves. Your lesson plan should indicate how you will use the charts.

3. *Teaching with a Bible story.* Teach a two- to three minute lesson that focuses on a Bible story. Although there should be a spiritual application, most of the story time should be spent in developing and presenting the Bible story.

4. *Teaching with chalkboard.* Teach a two- to three minute lesson on some spiritual thought using a chalkboard as a visual aid. Before preparing your lesson read chapter 11 again. Your purpose is not to impress people

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with your artistic ability but rather to accomplish your aims and objectives. Write or draw on your lesson plan what you intend to put on the chalkboard.

5. *Teaching with puppets.* Teach a two- to three minute lesson using hand puppets. The puppet story should have a spiritual lesson and can be a Bible story presented dramatically. Since you are otherwise limited to two puppets (one on each hand), two students can work together for this lab. Refer to chapter 14 for ideas.

6. *Teaching with overhead projector.* Teach a two- to three minute lesson on some spiritual truth using an overhead projector. You may project either solid objects or transparencies that you have prepared. Before preparing for this lesson read chapter 12 again. Keep in mind that the overhead projector is only a visual to help you accomplish your aims and objectives. Describe on your lesson plan what you will show on the overhead projector.

7. *Teaching with audio aids.* Teach a two- to three minute lesson using a tape recorder or other audio aid. Refer to chapter 9 for ideas. The lesson presented should have a spiritual application.

8. *Teaching with objects.* Teach a two- to three minute lesson on some spiritual truth using an object or model. Before teaching with the object or model read chapter 15 again. The purpose of the object or model is not only to get attention but to help you accomplish your lesson aims and objectives. Indicate on your lesson plan how you will use your object or model.

Encourage the students to be as original as possible while recognizing that most of what we know we get from others. Proper credit for the ideas of others should be written on the lesson plan.

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The lessons may be for any age level. If the lesson is for any group other than adults, the student should simply state, "This lesson is for the \_\_\_\_\_ age level," and begin teaching. Each student teacher should be encouraged to minister to the rest of the class. Sometimes the Lord will direct several students to have the same lesson aim or objective. If this is the case both should give their lessons even if there is some repetition. The Lord may be trying to drive home a truth.

We have been very pleased with the development of teaching skills of many of the students in our classes. Some are so nervous at the first that they knock over the charts they are using. By the end of the course most develop considerable poise and have the courage to try different methods when they teach, which is one of the aims and objectives for this course.

#### REVIEW QUESTIONS

1. What is the best way to learn how to teach?
2. Who will probably be most eager to take a teacher training course?
3. What is a teacher training lab?

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4. What is the purpose of using various teaching techniques?
5. What should you do if you get ideas from others?

DISCUSSION QUESTION

How would you go about setting up a teacher training course for your Sunday school?