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**: Bible:  
Teaching**

**"A" Course**

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BIBLE TEACHING "A"

INTRODUCTORY LESSON:-

A. THE PURPOSE OF THE COURSE:

It is especially designed for Sunday School teachers and workers or prospective teachers and officers, that they may be efficient in their service for the Master in Sunday School work, both theoretically and practically.

B. OUTLINE OF THE COURSE IN TWELVE LESSONS:

1. THE PURPOSE OF THE SUNDAY SCHOOL.
2. THE SUNDAY SCHOOL TEACHER.
3. THE POINT OF CONTACT.
4. TEACHING PRINCIPLES.
5. TYPES OF LESSONS.
6. THE CHARACTERISTICS AND NEEDS OF THE AGE GROUPS.
7. METHODS OF TEACHING.
8. ATTENTION AND INTEREST.
9. THE ART OF QUESTIONING.
10. THE ART OF ILLUSTRATION.
11. ORGANIZATION OF MATERIAL AND THE PLANNING OF THE LESSON.
12. DAILY VACATION BIBLE SCHOOLS.

CALGARY PROPHEMIC BIBLE INSTITUTE

516 Eighth Avenue West,

Calgary, Alberta.

LESSON 1. THE PURPOSE OF THE SUNDAY SCHOOL:

1. The Purpose Defined:

- a. To lead souls to Christ.
- b. To teach faithfully the Word.
- c. To develop Christian character.
- d. To train Christian workers.

11. Details of Each Division of the Purpose:

A. TO LEAD SOULS TO CHRIST:

1. Why Important?

The sin problem requires the message of Christ, even in the young. "The Gospel involves no conditions that a child cannot fulfil, it imposes no requirements that a child cannot meet. A child may trust its promises, realize its blessings, and anticipate its rewards. The death of Jesus is the child's plea; the grace of Jesus is the child's strength; pleasing Jesus is the child's easiest rule of right; and going to be with Jesus is the child's best thought of Heaven." Rev. S. Coley.

2. The Sunday School is the most effective field of evangelism.

85% of church members come from the Sunday School.

REASONS:

- a. Because the pupil is at the impressionable age. Most Christians are saved while young.  
"I have usually found a clearer knowledge of the gospel, and a warmer love to Christ in the child convert than in the man convert. Children have not to unlearn those habits of doubt and misconception which hinder so many from accepting the gospel. When they receive it they are frank in confessing and so are eager to win others. There is everything in our Saviour to charm and attract the children, and His dear gospel does not present difficulties to their simple faith. The Lord told us to become as little children that we might enter His kingdom. Surely then the little children themselves have not far to go only a step to Jesus." Dr. F. B. Meyer.
- b. Because the text book is the Bible. The actual word of God is more specifically and consecutively taught in the Sunday School than in the Church service. God honors this teaching of His Word according to His promise, Isaiah 55:11, 11 Timothy 3:16. It is most natural then that children of the Sunday School find Christ, Who is the central theme of the Book.
- c. Because the organization of the Sunday School is for the purpose of evangelism. Library books, tracts of evangelical nature, interested teachers and superintendent are all working for the salvation of the individual pupil.

B. The Second Purpose of the Sunday School is to Teach Faithfully the Word.

1. Be sure to teach the Word of God. The blessing of the Holy Spirit will be on that Word.
2. Sunday School teachers need to know the Word, for the sake of their own development, and to be able to answer questions.
3. The knowledge of the Bible which a child gains at this period of his life, will remain with him, and continue to affect his after life, when human advice is long since forgotten.

C. The Third Purpose of the Sunday School is to Develop Christian Character.

1. It should be the earnest desire of every teacher to not only impart a head knowledge of the Scriptures to the pupils, but that the truths which they learn may so grip their hearts and lives, as to leave an unmistakable imprint on their characters.
2. The establishment of good devotional habits and a spirit of reverence and worship is essential to the molding of Christian character.
3. The Sunday School teacher's personal Christian character will unconsciously affect the pupils' conception of a spirit-filled life.

D. The Fourth Purpose of the Sunday School is to Train Christian Workers:

The Sunday School aims to train Christian workers in the following ways:

1. By Teacher Training Classes:

Sunday School teachers need to be efficient. These classes aim to provide special teacher training for each department; also to present the most efficient plans of organization and methods of management; also to present the teachers with the most practical methods of teaching.

2. BY Missionary Instruction:

Interest in missions can be aroused through prayer, books, messages by returned missionaries and by giving.

3. By Personal Evangelism:

Have special personal evangelism class for personal workers among the older pupils.

4. By Social Service:

Encourage acts of kindness to the sick and needy. (Dolls, stamps, books, flowers etc.) N.B. Guard against social service being the main idea, instead of just a point of contact, to win them to Christ.

REVIEW QUESTIONS SET 1.

1. What is the purpose of the Sunday School?
2. Someone tells you that he does not see the need for a Sunday School. He feels that the Church service is sufficient. Tell carefully just how you would answer him.
3. Why is it so important that each pupil should be won to Christ?
4. Tell why you believe the Sunday School to be the most effective field of evangelism.
5. Why is the teaching of the Bible the keynote to success in the Sunday School?
6. Having won a pupil to Christ, does the teacher's responsibility end there?
7. Christians are saved to serve. What four branches of training for Christian workers can be undertaken by the Sunday School? Explain.

ADDITIONAL HELPFUL QUOTATIONS:

"According to church statistics it costs \$10,000.00 to save an adult, and only fifty cents to save a child." Why not invest your money in evangelizing the children?

Outstanding Christian Workers Saved at an Early Age:

Lord Polycarp was converted at the age of nine; Matthew Henry at the age of eleven; Richard Baxter came to Christ as a boy; so did Moffatt the great missionary, and Paul Kanorami, who is called the Moody of Japan.

All Catherine Booth's eight children were led to Christ before they were ten years old. Her oldest daughter came to Christ between two and three years of age; Dr. Watts, the hymn writer was saved at nine years of age, and George A. Fox of the Friend Prayer League, came to Christ as a boy of 7.

LESSON 11

The Sunday School Teacher

1. Importance.

Regardless of equipment and organization, success or failure of the Sunday School depends upon the teacher, because of direct responsibility.

11. To be a Success as a Sunday School Teacher, You must have the following attributes.

- a. Regeneration. John 3:7, Luke 6:39.
- b. The power of the Holy Spirit in your life. John 15:4. The gifts of the Holy Spirit will guarantee your efficiency for Christ. Prophecy, exhortation, faith. 1 Cor. 12:28-30. Rom. 12:8, 1 Cor 12:9. Teaching is a deeper gift to equip a teacher for deeply interpretive subjects.
- c. Familiarity with the Scriptures on Regeneration. Isaiah 53:5,6. Eph. 2:8,9. Rom 3:23.
- d. Willingness to Testify of Christ.
- e. Knowledge, faith, vision, courage and love.

111. General Preparation for a Sunday School Teacher:

- a. You must give attention to your own devotional life. You must have spiritual food through Bible study and prayer. These will strengthen your own life and give guidance to your pupils.
- b. Suggestions for Bible Study:
  1. Study the Bible daily.
  2. Memorize helpful verses.
  3. Study the Bible topically.
  4. Study the Bible by books.
  5. Study the Bible biographically.
  6. Study the Bible in a Bible Institute.
- c. Your Prayer Life is Especially Important: 1 Thess. 5:17, Luke 18:1.
  1. Christ spent much time in prayer.
  2. As a result of your devotional life, your teaching and life will be in the power of the Holy Spirit.

1V. Specific Preparation for the Lesson:

You will need a broad background of general preparation and study. In addition to this a definite time of preparation is needed for each lesson. Since it is God's service it deserves our best.

V. The Teacher and the Pupil:

- a. It is necessary for the teacher to understand child nature.
- b. Also to know the characteristics of each age.
- c. To know the individual interests of each pupil.

VI. The Teacher's Teacher is Christ:

- a. Christ as the Master-teacher used the following methods:
  1. He established a Point of Contact. e.g. To fishermen He used the term "fishers of men". To the woman at the well He spoke of the water of life. To the multitude He had fed, He spoke of the Bread of Life. Mark 1:16-19. John 4:7-14.
  2. As a method illustration He used Parables. Matt. 13:1-23.
  3. He used the Question Method. Matt. 11:7-9; 16:13-17.
  4. He taught by object lessons. Matt. 22:18,19; 18:1-3.
  5. He used a Variety of Methods to Suit Time and Hearers.
  6. He had a Supreme Purpose. John 10:10.
- b. If we would be like Christ in our Teaching we must:
  1. Know God's Word.
  2. Keep Close to Him in prayer.
  3. Understand the technique of Teaching.

Then we will be able to effectively present the way of life to those we teach.

REVIEW QUESTIONS SET 11.

1. Upon what individual does the success or failure of the Sunday School depend? Why?
2. Discuss fully the essential attributes of an efficient Sunday School teacher.
3. Write a brief note on the necessary preparation for the Sunday School teacher.
4. What knowledge should the teacher have to correctly deal with the individual pupil?
5. Write a brief note on the teaching methods of Christ.
6. How can we be like Christ in our teaching?
7. What should be our supreme purpose in teaching?

ADDITIONAL HELPFUL QUOTATIONS:

"Prayerful Bible study is vital to the teacher who is intent upon turning the hearts of little children to the Saviour. It is the greatest responsibility as well as the sublimest privilege of the Christian teacher to introduce children to the Lord Jesus Christ.

"Before attempting this introduction, let us be sure that we know Him intimately and love Him sincerely. Read all you can about Him; spend much time alone with Him. Let His love draw you into a closer walk with Him. Let your love for Him make Him your dearest Confidant. Your enjoyment of His friendship will make itself manifest in the very tones of your voice as you speak of Him, and the children will become conscious of the dearness and nearness of Jesus."

"Effective teaching requires diligent study not only of the lesson but of the child, so that there will be assimilation of the one by the other."

"A study of the modern child reveals a necessity more urgent than ever before existed for beginning early to instruct him in the way that he should go. There is a tremendous need for clear, definite and sound teaching. Are you aware that in our day Satan is working havoc in the lives of children: There was a time when the life of a little child was cloistered behind nursery walls. The modern child sits in a darkened theatre while an illuminated screen depicts crime as glamorous, poverty as sordid and degrading, and slothful, luxurious living as the acme of success. The child a natural imitator, becomes possessed of a desire to be like the character who had made the greatest appeal to him. Lacking discernment and being interested in the spectacular, his choice of examples is apt to be a poor one. Thus Satan, by the use of the most valuable means of teaching, the eye-gate, sows tares of envy and strife in the hearts of children.

"Even in the sanctity of the home, children are learning to embrace that which they ought to be taught to shun.

"Who can tell when the first seeds of doubt and insecurity are sown in the mind and heart of a little child?

"Satan is working with a vengeance in our day to keep the little children from hearing and accepting the gracious invitation of the Saviour when He said, "Suffer the little children to come unto me." Let us not be one who slept while the enemy sowed tares."

LESSON 111

THE POINT OF CONTACT

1. THE POINT OF CONTACT \* WHAT IS IT?

A. Definition:

The point of contact is the point at which the child's experience and the lesson he is to learn can be brought into touch with each other.

B. APPLICATION:

In the child's instruction begin with what the child already understands and is interested in. Make your point of contact between spiritual truth in the lesson and the child's experience.

C. Illustrations:

1. A lesson on the Good Samaritan. Luke 10:25-37.

Point of Contact: At your school, do the boys and girls ever quarrel? Did you ever hear of someone who wouldn't speak to somebody else, or play with them, or have anything to do with them, for a week or so? That seems silly, doesn't it? In our lesson, the people in one part of the country wouldn't have anything to do with the folk in another part. They wouldn't even go through their country if they could help it.

2. A lesson on Samuel, based on 1 Samuel 3:1-21.

Point of Contact: Were you ever called in the morning, and you woke up with a start, and for a minute you couldn't think who it was that called you? A little boy in our story woke suddenly and couldn't even think where the voice was coming from.

3. A lesson on the impotent man, John 5:1-9.

Point of Contact: Have you ever been disappointed? Maybe you were too late for something, or maybe you were left behind. It isn't a very nice feeling, is it? The man we are going to tell about had been disappointed ever so often. He was always too late.

4. A lesson on Christ's visit with Martha and Mary, Luke 10:38-42.

Point of Contact: Did you ever see your Mother preparing for very special company? What does she do? Yes, she puts out her best dishes, and cooks and the most delicious meal. We are going to visit a home today, where they are preparing for a very important guest.

11. The Plane of Experience:

We speak of meeting a child on the plane of his experience; we mean that we must appeal to the child on the level of his thoughts. Simplicity is necessary.

REVIEW QUESTIONS SET 111

1. A. What is meant by the point of contact?  
b. How can this be applied in teaching a lesson?
2. What points of contact could you use in teaching lessons on the following.
  - a. The Good Shepherd. John 10:1-18. Ages 10 to 12.
  - b. Zaccheus. Luke 19:1-10. Ages 12-14.
  - c. Naaman the leper. 11 Kings 5:1-14. Age 8 years.
  - d. The siege of Jericho. Josh. 6:1-25. Age 12 yrs.
  - e. The report of the spies. Num. 13:26-33; 14:1-10. Age 6 yrs.
  - f. Feeding the five thousand. Mark 6:33-44. Ages 8 to 10.

3. What is meant by the plane of experience? Illustrate.

For Reference: "Point of Contact in Teaching" Patterson DuBois. page 56.

LESSON IV.TEACHING PRINCIPLES.1. Principles and Methods Distinguished.

- a. Principles are the foundations upon which all work is done, They apply regardless of type of lesson chosen or method presentation.
- b. Methods are the plans of building in accordance with the principles. Methods are many; principles are few. Methods may vary; principles never do.

11. Six Basic Principles of Teaching:a. The Principle of the Four Stages of Knowledge.

All knowledge is gained by the following process.

1. Perception:

One or more of the senses is stimulated, a sensation results a message is carried to the brain, there interpreted and the result is called a perception. (Dictionary: 'an unfinished idea!') e.g. hear horn of car, if sight and touch stimulated, more perceptions concerning car.

2. Conception:

An idea resulting from a number of perceptions. (Dictionary: 'an image in the mind.') e. g. Several perceptions concerning car, through hearing, seeing, smelling, & touching. Your idea of a car is much more complete than at first perception. You have an image in the mind, whenever a car is mentioned.

3. Judgment:

By comparing a number of perceptions and conceptions a judgment is formed. e.g. #1. The cars of your experience have all been of the streamlined type. A very decrepid Model - T comes in sight. You hardly know how to classify it, but you compare your perceptions of it with your previous conception of a car, and you finally judge that this too must be a car. e.g. #2. Child has a general conception of an animal - 4 legs head, 2 ears, tail etc. Child receives perceptions of a horse through sight. He compares these reaches a judgment, "a horse is an animal."

4. Reasoning:

Comparison of judgments produces reasoning. e.g. #1. You have learned through numerous conceptions and judgments that to own a car saves time and energy; to travel in a car is more comfortable than the wagon and makes you feel up to date. Therefore you reason - - - - - that you need a car yourself.

#2. Jesus healed the sick, restored life etc. Conclusion - Jesus helped the afflicted, futher reasoning- Jesus will help you.

N.B. The greater the number of accurate perceptions, the more complete will be the conceptions, judgments and reasonings. Therefore aim to appeal to as many senses as possible, by the use of stories, pictures and objects.

b. The Principles of Self-Activity:

1. Success depends upon the activity of the pupil.
2. The pupil must think for himself
3. Knowledge should be so mastered that the pupil can express it in his own words.



- c. The Principle of Apperception:
  1. We must proceed from the known to the unknown.
  2. No idea is made of wholly new material.
  3. The new material must be related to the old.
  4. The material must be arranged in a systematic order, each thought connected with the preceding and to the succeeding thoughts.
- d. The Principle of Adaptation:
  1. Teaching must appeal to what is within the pupil.
  2. Teaching material and methods must therefore be adapted to his changing powers and interests.
- e. The Principle of Organization:
  1. Teaching aims at an organization of ideas and powers within the
  2. It must work toward this in an orderly and consistent way. (pupil/
  3. All teaching must have a goal.
- f. The Principle of the Use of Knowledge:

Knowledge must be understood and used or it will be lost.

MONINGER'S ELEVEN PRACTICAL POINTS IN TEACHING:

1. A lesson must have a point in order to possess force.
2. Use illustrations freely, but wisely and pointedly.
3. Your life must be an illustration of what you teach.
4. We may judge the impressions we give by the expressions we get.
5. Be considerate of what people want to know and they will be considerate of what you want them to know.
6. Every person is a distinct individual. Study him as such.
7. You are teaching a growing individual first and a subject second.
8. Teach your pupils not only to "be good" but to be good for something.
9. Be accurate in what the pupils know and they will believe you to be accurate in what they do not know.
10. Understand where you are going when you begin, that your pupils may understand where you are when you get through.
11. Keep a good fund of knowledge in reserve. It is unsafe to tell all you know.

REFERENCES:

1. Preparation for Teaching - Oliver.
2. The Pupil and the Teacher - Weigle.
3. Training for Service - Moninger.

REVIEW QUESTIONS SET IV.

1. Distinguish clearly between teaching methods and teaching principles.
2. How many basic teaching principles are there? Name them.
3. Explain fully the first teaching principle giving illustrations where necessary.
4. Write a brief explanation for each of the remaining teaching principles.
5. On looking over Moninger's Eleven Practical Points, which seem to be the most helpful pointers for you? Why?

LESSON V.TYPES OF LESSONS.A. Introduction:1. Common Features of All Lessons:

- a. The GENERAL AIM is to develop the spiritual life.
- b. Each have a CENTRAL TRUTH, KERNEL or PARTICULAR PURPOSE.
  1. Select the central truth and make everything in the lessons contribute to it. e.g. Luke 15:3-7. Central theme; "Seeking and Finding One Lost Sheep."
    - vs. 4. One sheep out of one hundred is lost. Shepherd seeks until he finds it.
    - vs. 5. Layeth it on His shoulders rejoicing.
    - vs. 6. I have found my sheep which was lost.
    - vs 7. Joy in heaven over one sinner that repenteth.
  2. Never have two points of equal importance. e.g. Same passage "Stray Sheep and Other Sheep in Fold." Luke 15:11-32. "Prodigal Son and Elder Brother."
  3. Do not study the lesson verse by verse without a central theme linking them all together.

You can only teach one main lesson at a time. Each verse must contribute to main lesson and not be complete in itself. Lesser themes are to be avoided as they tend to weaken the main theme. e.g. Read a verse - Now what do we learn from that?

## c. All Lessons should have a LESSON TITLE:

It should contain: either or both of the following elements:

1. The Lesson Fact - e.g. 1. "A Call to Service" 1 Sam. 3:1-10.  
2. "Triumphant Faith" Psa. 23:1-6.
  2. Proper Name - e.g. 1. "Samuel" 2. "David."
- Combination - 1. "How God called the Boy Samuel."  
2. "David's Triumph of Faith."

B. THE TYPES OF LESSONS:

Several types may be used in one lesson. The teacher should know which she is using and why. SIX TYPES.

1. THE INFORMATIONAL LESSON:

- a. Aim: To supply the mind with new knowledge or facts needed as a part of the equipment of the thought and understanding of the pupil.
- b. Illustration: You are to teach an Informational Lesson on Acts 3: 1-11, the story of the lame man healed. The story is unfamiliar to the children. There are several points of information to be gained Who were Peter and John: When was the hour of prayer? A simple mental image of the temple necessary. What do we mean by asking alms? Healed by God's power - praising God. These points should be brought out in an interesting fashion making sure that they are understood. You would then likely combine this type of lesson with Application Type in conclusion.

11. The Developmental or Instructive Lesson.

- a. Aim: To teach the pupil through his own investigation and thinking to use the information already in his possession as a basis of discovering new truth and meaning.
- b. Five Formal Steps: (Known as the Hebatian Method.)
  1. Preparation: (Introduction)
    - (a) First Step: Develop point of contact from child's experience and the truth to be taught.

- (b) Second step: Correlation of material.  
N.B. Difference between the above two - Point of contact contributions which the pupil can make from his own experience. Correlation deals with contributions the pupil can make from his previously acquired knowledge. e.g. other Bible stories.

2. Presentation:

General methods

- (a) Story for children.  
(b) Questions for juniors and intermediates.  
(c) Combination of lecture and questions for adults.  
N.B. Make the setting of the lesson clear, go rapidly, distinguish clearly the important facts.

3. Association:

Period for:

- (a) Discussion.  
(b) Fitting in facts.  
(c) Making facts clear.  
(d) Hearing reports.  
(e) Organizing results.  
(f) Always seeking a fuller understanding of the main point.

4. Generalization:

- (a) It is a "broad statement of the truth being taught."  
(b) The conclusion is drawn from the lesson, sum up the general thought in the Bible text or brief statement.

5. Application:

To show the pupil the practical bearing of the truth of the lesson upon his own life. e.g. Christ died for sinners; Christ died for ME. N.B. The teacher should aim to move the pupil to action.

- c. Illustration: (in brief) John 12:1-9. Title: "A Loving Sacrifice."  
5 steps: 1. Preparation: Point of contact - saving pennies to buy a gift for someone you love. Correlation - Mary in this story a sister of Lazarus who was raised from the dead - Why should she love Jesus so?  
2. Presentation: Tell story beginning at feast, ointment, curiosity regarding Lazarus, Christ's rebuke to Judas.  
3. Association: Sacrifice and selfishness contrasted. Discuss the characters of Judas and Mary. He carried the bag.  
4. Generalization: God loves sacrifice from a heart of love.  
5. Application: God wants sincere sacrifice from our hearts. What can we give?

111. DEDUCTIVE or APPLICATION LESSON:

- a. Aim: to make application of some general truth or lesson already known, to particular problems and cases.  
b. Illustration: Mark 14:66-72.  
Lesson story well known - Peter denied Christ 3 times because of fear. Application: Christian's testimonies falter because of fear of man. We must trust God and not be afraid.  
N.B. Developmental or Instructive lesson aims to lead the learner to discover truth. (Inductive reasoning - to come to conclusion reasoning particular to general.) Deductive lesson aims to lead him to apply truth - from general truth to particular case.

IV. THE DRILL LESSON:

- a. Aim: To get fundamental facts or material practically automatic in thought or memory.
- b. 1. Drill should not stop short of mastery.  
2. Best results come from not too extensive material.  
3. Have a motive.
- c. Illustration: Matt. 14:22-33. Motive - to impress need of faith in God's power. Drill Questions: Where was Jesus at the beginning of this story? Where were the disciples? What was the water like? In the midst of the storm, Jesus began to do what? And when the disciples saw Him how did they feel? What did Jesus say to them? What was Peter's answer to Christ? Why did Peter fail etc?

V. THE APPRECIATION LESSON:

- a. Aim: To create a response of warmth and interest toward a person, object, situation or material in hand.
- b. Love, admiration and appreciation cannot be compelled. Teacher must first appreciate the material and then endeavour to get the pupils to do likewise.
- c. Illustration: "The Cross." emphasizing Christ's love which made Him willing to suffer so for us. Matt. 27:29-54.

1V. The Review Lesson:

- a. Aim: To gather up, relate and fix in mind the lessons or facts that have been studied.
- b. Two-fold Purpose:
  1. To help organize material previously learned.
  2. To reveal success or failure in mastery-
    - (a) Review should deal with essentials.
    - (b) Link related points together.
    - (c) A careful preparation is necessary.
- c. Illustration:

Lessons have been taught from John 3:1-17; John 4:1-26; John 4: 46-54; John 5:1-9. As you prepare your review lessons you do not go over again every detail of these stories as previously taught but rather, bring out essential from each lesson, linking them together as you proceed with review.

C. GENERAL INFORMATION FOR ALL TYPES OF LESSONS:

Concerning the Assignment of the New Lesson;

1. Purpose of assignment is that the required work may be stated definitely and clearly that there be no cause for lack of understanding.
2. Do not leave it until the last moment.
3. Teacher must be a week ahead in preparation.
4. Give help and arouse interest in next lesson.
5. Explain any memory work.

REVIEW QUESTIONS SET V.

1. What three features are common to all lessons? Discuss briefly.
2. Give interesting lesson titles for the following: Mark 5:25-34; Mark 5:1-19. Matt. 21:1-11.
3. Give the aim of the informational lesson.
4. What is the aim of the developmental lesson?
5. What are the five formal steps of the above lesson? Explain briefly.
6. State clearly the aims of the 4 remaining types of lessons.
7. Write a brief note on the assignment of the new lesson.
8. Choose either John 5:1-9. Luke 7:11-16 or Matt. 20:20-28 and using this as the scripture lesson, outline fully an inductive lesson for

ages 10-12 years.

9. Using John 19:13-37 or Acts 7:54-60, outline an appreciation lesson for Intermediate pupils.
10. You have taught a series of lessons from Exodus chapters 5,7,8,9, 12,14 dealing with Israel's afflictions, plagues upon Egypt, the passover, and the deliverance at the Red Sea. Outline a Review lesson dealing with the essentials of each past lesson, and summarize them.
11. Prepare a number of well worded Drill questions on Mark 4:3-20.
12. The class is familiar with the story of Mark 8:1-9. You are to teach an application or deductive lesson from this passage. Write out your lesson, including Point of Contact, Body, and conclusion. Give your lesson a title.

EXAMINATION QUESTIONS ON FIRST FIVE LESSONS:

- 21 1. (a) Define the term, "point of contact".  
(b) Choose interesting lesson titles and points of contact for any three of the following passages:
  1. Daniel 6:4-28.
  2. 2 Kings 4:1-7.
  3. Acts 8:26-40
  4. 1 Sam. 17:38-54.
  5. Matt. 10:16-31.
11. Discuss the Sunday School teacher under the following headings:
  - 2 (a) Importance
  - 6 (b) Essential preparation
  - 5 (c) Christ as his teacher.
111. There are certain principles which underly all teaching. Distinguish these from the methods of teaching. Name these principles and briefly explain each.
- 8 1V. Write a brief paragraph on the purpose of the Sunday School.
  - V. (a) What would be your purpose in teaching an appreciation lesson on Acts 7:51-60?  
4
  - 4 (b) Define the aim of a developmental lesson.
  - 4 (c) Name the remaining types of lessons.
- VI. Briefly outline an instructive lesson on Numbers 21:4-9 in connection with John 3:15 for Grade VI pupils. Use direct discourse. You will be marked for your procedure and lesson title.

The student must be able to obtain at least 75% on this test without the use of his notes, in order to feel that he has a fair grasp of the subject thus far.

LESSON VI.THE CHARACTERISTICS AND NEEDS OF THE AGE GROUPS:

Before giving most careful attention to the most suitable teaching methods, a study of the individual characteristics of child nature during the various periods of development is necessary.

There are seven more or less distinct periods in life, the traits of character, the likes and dislikes in one period, are somewhat different from those in any other. These changes do not come all at once, yet they do come as the child develops from year to year and from period to period from infancy to adult life. These seven periods in life are designated in the Sunday School world as: Cradle Roll, Beginners, Primary, Junior, Intermediate Senior and Adult. The ages, roughly speaking are Birth,- 3; 3-6; 6-9; 9-12; 12-16; 16-25; 25 to end of life.

1. General Characteristics of Childhood:a. Restlessness:

The restlessness of children has a deep underlying meaning which the intelligent teacher cannot afford to ignore. By the movements of his body he is gaining power to grow. He is strengthening his muscles. It is God's plan that his body should be harmoniously developed. Later this restlessness will give place to more organized activity.

b. Curiosity:

In the mental realm curiosity is a leading characteristic. It is the same characteristic which develops into the inventive genius of man, and without the exercise of which no human being can normally develop. Its chief manifestation in early childhood is in asking questions.

c. Imitation:

Just as the child is feeling after knowledge with his curiosity so he is feeling after right action through his imitation. He imitates largely through his play in early childhood, and in the actions of his daily life follows the pattern set for him by his parents and the other adults by whom he is surrounded. There are three phases of the imitative characteristic: Physical Imitation; Mental Imitation; Moral Imitation.

d. Imagination:

This is one of the strongest and most interesting of the characteristics of childhood. The world of fairy tales is the child's peculiar heritage. Nothing is too impossible for his imagination to accomplish. There is a danger of misguiding the imagination. The story is the chief aid in the training of the imagination and should be well chosen and attractively told. To be a good story-teller is one of the essentials of good teaching.

II. THE CRADLE ROLL DEPARTMENT.A. Importance:

"A childless church would be of all things in this world most hopeless. On the other hand the churchless home is a reality. The Cradle Roll becomes the bridge connecting the home and the Church. The Church which cares sufficiently for that little new life to seek it out and show continued interest in its development becomes the Church of that home."

B. Membership:

All children under four years of age should be enrolled, not just the children of church goers and church members.

C. How to Begin

Perhaps start with a nucleus of church babies or without. Seek for contact with homes with small children. Pay friendly visit, get their names and addresses. Another method is to advertise a meeting for mothers and babies, refreshments, little music, make enrollments. Many unique ways of advertising such a meeting can be devised.

D. The Record should contain:

1. The baby's full name.
2. Date of birth.
3. Parents names.
4. Church membership of parents.

As soon as a few names are gathered the wall roll should be made. This is always of unflinching interest to the members of each baby's home circle.

E. The Superintendent and Her Duties:

The Superintendent should have three qualifications; a love and understanding of little children, a love of the Friend of little children. Her first duty is the enrollment of the babies, and this work and tact is never ended. Her records should be carefully kept and accessible to the Church. Another duty is to remember the babies' birthdays by suitable card or note. Another much appreciated duty is the personal call. The Superintendent enters the home with no other motive than her interest in the baby. Sometimes she even makes it possible for the pastor to follow up her visits. Her first visits may be much looked forward to by the mother who is shut in from much social contact.

Another important duty will be mother's meetings for a social time and study, perhaps for Cradle Roll Mothers only or with Mothers in other departments. The Cradle Roll Superintendent will want to be in close touch with the beginner's department. She will be interested to watch the development of the little ones who were once hers.

F. The Cradle Roll Class in the Sunday School.

A separate room should be found where those below four years of age can be by themselves. There should never be more than fifteen of this age in one group.

Various suggestions for equipment, program, methods are to be found in the "Nursery Class" by Eva B. McCallum and "Cradle Roll Class at Work" by Elizabeth W. Sudlow. Songs, stories and games suited to their age and ability can be found, which will make their time in the Sunday School a happy and helpful one.

The Beginners are the children in our Sunday Schools four and five years of age.

A. Their Characteristics:

1. Physical Restlessness: He can sit still for only a few minutes at a time. His eyes are ever on the alert, and the first thing that moves across his field of vision becomes instantly more interesting to him than the thing to which he is listening.
2. Imagination:

The child's imagination is wonderful. It sometimes interferes with his conception of the truth.

3. Inquisitiveness:

Although his questions seem rambling and disconnected, they have a real value to him. He has everything to learn about the world in which he lives, and the question is his chief avenue of expression. Wonder is the dominating element.

4. Play Instinct:

The chief manifestation is in the personifying of objects, playing alone, moving about much, and being the thing which he plays.

B. Meeting the Beginner's Needs:

1. A Separate Room if Possible; At least a screened or curtained of apartment.
2. Suitable Chairs: of the right height for the comfort of the little body, of which the Beginner is so conscious.
3. Attractive Pictures: The subjects of which are chosen from the life of Christ, as a baby in His mother's arms, as a loving shepherd, as a tender, helpful friend, as blessing little children.
4. Suitable Music: Carefully selected as to subject-matter and tune.
5. Suitable Spiritual Atmosphere: In which they shall unfold as naturally as a plant in the springtime under the influence of the genial sun. The spirit of the teachers and superintendent must furnish this all important part of the spiritual environment.

IV THE PRIMARY PUPIL:

This age group includes aged six, seven and eight years.

a. Their Strong Characteristics:

1. Slow Physical Growth.

A much slower growth than in the Beginner's Period, so far as the body is concerned, but a rapid growth in the brain, which completes its rapid growth period at the age of eight.

2. Marked Activity. There is activity here which has more purpose than in the preceding period, as the mind and body work together more readily. The "joy of motion" is peculiarly apparent and this should be given full opportunity for expression.

3. Extended Social Life. His social life extends, for this is the period when the average child starts school for the first time and becomes a member of a larger group than his own family. New duties are presented to him, and the obligation of fitting himself into a new social order is a real problem.

4. Imitation. The imitative tendency is towards reproducing the actions of others, the social games entering into the expression of this tendency. Playing "School" succeeds playing "mother" etc.

5. Imagination: The imaginative tendency finds expression here in making up stories, seeing exaggerated situations as realities, delighting stories that deal with grotesque and seemingly impossible situations, and the rhymes which personify nature or describe its movements.

6. Curiosity. The curiosity manifests itself in a desire to know of the hidden or apparently mysterious motor force behind things why the clock goes, what makes the electric bell ring, how things are put together, and why things are constructed as they are.

7. Desire for Certainty and Fairness. While a child is very credulous yet the desire for certainty begins to show itself in this period.



b. Meeting Their Needs:

1. A separate room if possible or a room curtained off.
2. Chairs the right height.
3. Well planned programs where songs, prayers, rest exercises, marches, handwork etc. are well interwoven.
4. If possible not too large a class. (from 6 to 12)
5. Suitable working tools such as picture rolls, object lessons, blackboard, piano or organ, books etc.

IV THE JUNIOR PUPIL:

The Junior department includes children aged nine, ten, eleven and twelve years. At about nine years of age a gradual change comes over the child's nature. He is growing away from the things he loved so much in the first part of his primary period. The motion songs that were once his joy are now a bore. Things seem childish to him; he is now a big boy and wants to be treated as such. What may be said of the boy may in a large measure be said of the girl.

a. Characteristics:

1. Reading Period: The average child of nine years of age is beginning to read with ease. He will read as many story books as come his way. The teacher should take advantage of this desire for reading by telling him where he can find excellent stories in the Bible, and by giving him a chance to tell about what he has read. This is the time when each pupil should have a Bible of his very own, and he should be drilled in turning to various parts of it where splendid stories are found as well as interesting parables.
2. Steam Engine Period.  
Children of this period want to run rather than walk. They want games that are strenuous and that present opportunities to take risks.
3. Inquisitive Period: This trait now reaches its climax. He will notice inconsistencies and put questions that beggar all answers. He loves to scratch off all veneering and reveal the real material inside.
4. Friendly Period: Every boy has his chum and every girl her friend. They want to be constantly together. Boys prefer to play with boys, and girls with girls. The club spirit begins here.
5. Memory Period: The memory at this period is most impressionable and most tenacious.
6. HABIT-forming Period: This is the time when boys and girls are trying to do almost everything they see older folks doing. Such habits as swearing, smoking, stealing etc. are often begun at this time. During these junior years the children should form the habit if not already acquired, of daily Bible reading, daily prayer, attending the preaching services and systematic giving. The example of the teacher's life is most valuable in this connection.
7. Fruitful Period: Of all the seven periods of life, the junior furnishes the richest harvest of spiritual results. Children who have been well taught in the homes and in the Sunday Schools will naturally want to make a confession of their faith in Christ and surrender their lives to Him sometime between the ages of nine and thirteen. Wise teachers and superintendents will see that the child understands how to become a Christian and how to live a Christian life.

b. Meeting Their Needs:

1. His Own Bible: A good custom has grown up in many schools of presenting to each Primary graduate a good Bible. Where this is not done, some means should be provided so that the pupils may work for them or buy them.
2. Tables for Manual Work: The Juniors ought to be taught to make outline maps, pulp maps, write histories of men, and make illustrated scrap books. A lap-board may be used where the room is seated with pews.
3. Suitable Reading: As the average child reads easily at this period, he should be directed to read the right kind of stories. He is sure to read, so the problem of the teacher is, "What shall be read?"
4. Suitable Work: The boys and girls in steam engine period must do something. The wise Junior teacher will organize the boys into messenger corps and the girls into sunshine bands, thus giving them the opportunity of carrying messages to absentees, bearing flowers to shut-ins and to the sick. Social entertainments that are both instructive and fascinating should be provided.
5. Graded lessons: Especially recommended are: Lessons which present truth in narrative form through Biography; lessons which combine history, geography and literature, and which present causes and events through the persons who have made them live; lessons which present Jesus Christ as Lord and Saviour, as Friend and Brother, as Hero and Martyr; the lessons which afford definite opportunities for choices to be made and which lead the pupil naturally to choose Jesus Christ as Lord and Master.

VI THE INTERMEDIATE PUPIL.

The Intermediate department embraces pupils aged thirteen, fourteen, fifteen and sixteen. This is the golden period of life; mature life receives its setting and character from adolescence. The future race will be as its youth.

a. CHARACTERISTICS:

Individual characteristics show up this period. However the following stand out most prominently:

1. Rapid Physical Growth: From twelve to fourteen years of age is the time of the greatest growth in girls and from fourteen to sixteen in boys. Girls and boys of this period grow as much as seven or eight inches taller. Because of this rapid physical growth, it is the awkward age. It is the period when girls let dishes fall and boys fall over chairs. This physical transition manifests itself in giggling, crude jokes, blushing, loud talking, boisterous actions and sometimes laziness.
2. Keen Sense of Humor: Boys and girls of this period are especially fond of funny stories. Then too, things are funny to them that are a bore to adults. The boy delights especially in practical jokes. Teachers who do not appreciate the rude fun of the Intermediate do not get into their inner lives.
3. High Sense of Honor: Pupils of this age generally will not tell on each other. This dawning of the sense of honor should be fully recognized and developed.

4. Love of the Thrilling: This is the period when "blood and thunder" stories are in demand. Boys demand stories filled with daring activity and hazardous adventure. Girls take great pleasure in reading books written for the boys, as well as those written for themselves. Boys care little or nothing for girl's books and papers.
5. New Religious Experiences: Well-graded schools lead most of the pupils to Christ during the latter part of the Junior period. The Intermediate pupil is therefore undergoing new religious experiences. He is forming his Christian character in a most definite way.
6. Hero-Worship: At this time every boy has his hero and every girl her heroine. These ideal personages have much to do in the molding of character. Find the boy's hero and you have found the "point of contact". This hero may be a pugilist, a soldier, an inventor or an outlaw. Pictures and books have much to do in the formation of heroes and heroines in the minds of these Intermediates.
7. Fighting: The fighting or antagonistic characteristic is very marked at this period. Unless this characteristic has been carefully directed in the preceding periods, the full fledged "bully" may have developed in the youth. This tendency should be worked off in games which require resistance, endurance and absolute fair play. When a pupil can be led to realize that the victories of peace and that Keeping his body under the finest of all heroisms, he will be ready to adjust his fighting tendencies into their correct place in his social machinery.

1. MEETING THE NEEDS OF INTERMEDIATES:

1. Understanding teachers: Teachers who understand that these boys and girls are neither children nor adults; teachers who know why the girls giggle and blush and act boisterously; teachers who appreciate the criticalness of their physical and spiritual life at this point of transition.

2. Teachers of the Same Sex.

Generally speaking it is better for men to teach boys and women to teach girls in this department. There are however many exceptions to this rule. A woman of strong personality is much better than a man with neither enthusiasm nor inspiration.

3. Suitable Reading: Since these girls and boys demand stories that are filled with daring deeds and heroic adventure, this should be supplied by the Sunday Schools. It depends upon the teacher's suggestion and influence whether they will read bad heroic or noble heroic books.

4. ORGANIZED CLASSES: This is the "team" period, when the boys and girls work as a body, and not alone as individuals. Take advantage organize them for service. Boys of this period can often govern themselves to the satisfaction of the school better than the teacher can control them.

5. Suitable Social Life. If possible invite your scholars to your home, and entertain them according to their characteristics. Visit the ball field with the boys and go walking with the girls. In short direct the games and recreations of your pupils.

6. Close Friend. Each Intermediate wants a close friend. Outside of his home, this friend should be his Sunday School teacher. His teacher will watch for the crises of his pupil's experiences and help him to choose the proper paths. He will help him not only to choose, but to keep Christ as his hero.

## VII THE SENIOR PUPIL

The pupils from ages 16 to 24 approximately are included in the Senior Department. This corresponds to the college or university period in secular education. This is one of the most important divisions in the Bible School.

### a. CHARACTERISTICS OF YOUNG PEOPLE OR SENIORS:

1. Strong Intellect. The powers of rational thought are now rapidly developing. The sterner and deeper things of life are taking hold and demanding consideration.
  2. Investigative: In the previous periods of life the scholar is more or less likely to leap at conclusions when only a part of the evidence has been produced. In this department, however, it requires more to persuade him. He demands that all sides of the question be presented. He is more thorough in his investigation of evidence.
  3. Strong Sense of Honor. The young people's sense of honor must be respected if they are won to that which is best and most useful in the industrial and religious life. To put a young person on his honor, to depend on and trust with responsibility will aid in bringing out their desire to do right.
  4. Homing Instinct. At the close of the Intermediate period the homing faculty is ripe for development. The realities concerning married life now take a deeper hold. There is a danger here that the obligations of home life will be assumed too early. This is the period of desire for social gatherings and parties where young men and young women are together.
  5. Sensitive to Public Opinion. What other people think is a matter of greatest consideration.
  6. Life and Joy. Young people seem to live to have a good time. They overflow with enthusiasm for real fun. They enjoy life to the full. Hope and joy come naturally. This life of joy must be guided by teachers who understand God's way and will in the shaping of these happy, hopeful lives.
- b. Meeting the Needs of Young People

#### 1. Organized Classes

Where the school is large enough the young men and women may have separate classes. These classes should have a teacher, president, vice-president, secretary, treasurer and perhaps the following committees: Membership, Social, Devotional. Classes may now be larger than in the previous department, if necessary.

2. Proper Christian Atmosphere. Many schools do very little in atmospherizing the young people. How can this be done?
  - a. By having at least a half-dozen people at the door each Sunday morning to greet all comers. A hearty handshake from one is good, but from a half-dozen is better.
  - b. By a letter sent by the teacher on Monday morning to each new scholar, renewing the welcome of the class and the school.
  - c. By informal socials where the programs are arranged to meet the characteristics of this department.
  - d. By permitting none to be a stranger more than once. Put each new scholar to work immediately.
  - e. By having teachers who love both Christ and man.

3. Graded Lessons. These lessons should present the world as a field for Christian service, deal with every vocation, calling or profession in life as a special opportunity to continue the work of Christ in the world by making it a field of Christian service. Such noble ideal appeals to the finest emotions in the eager territory in which to express the activities of his life in Christian service.
4. A Training Class. Many of the pupils of this period will desire to take up special training that they may better serve their Master Teacher. To this end a teacher-training class should be organized each year. When each class graduates, an appropriate recognition service should be held.

## VII.. THE ADULT PUPIL

### a. CHARACTERISTICS

1. Patriotism: This is a characteristic that reaches its highest and truest power in this period.
2. Reflective Powers. The older people look back through memory's window and re-enjoy the activities of the past. To shut off what "Has been" from the adult is to take away one of his best sources of joy.
3. Love of Quiet Conversation: In social functions that bring the young people together, plans of entertainment must be provided. The adults however are contented to sit and talk quietly for hours concerning current and other topics.
4. Home-centered: Fathers and mothers find their lives largely centered in the members of the home circle. They are literally living for their children, and find joy in serving them.
5. Love for Humanity: The adult is interested in missions, home and foreign, in the state, in the public schools, and in all that relates to the general welfare of mankind.
6. A Sense of Leadership and Example: The adult feels his power as a leader, and realizes his duty as one who is marking out a path for others.
7. Executive Ability: Governors, lawyers, presidents and heads of large business concerns are in this department of life.

### b. MEETING THE NEEDS OF ADULTS:

1. Capable Teachers: One reason that adults have not attended the Bible school in larger numbers in the past is because the teachers were not making the lessons interesting. The teacher should beware of the following characteristics: "argues too much", "too preachified", "treats us as children". We owe the adult, teachers who are real Bible students, good organizers, and enthusiastic leaders.
2. Organized Classes: The adult wants to work systematically. There should be an organized executive, with opportunities for service.
3. Suitable Class Rooms: A separate room if possible is advised.
4. An Opportunity for Adequate Christian Service: This is supplied by the modern adult Bible Class.

A CHART STUDY

## CHARACTERISTICS

## MEETING THE NEEDS

CHARACTERISTICS	MEETING THE NEEDS
<b>PRIMARY</b> 1. Slower physical growth. 2. Marked activity. 3. Inattention. 4. Extended social life. 5. Imagination. 6. Curiosity. 7. Desire for certainty and fairness.	1. Separate room. 2. Chairs right height. 3. Well planned program. 4. Not too large a class, 6-12. 5. Suitable working material.
<b>JUNIOR.</b> 1. Reading period. 2. Steamengine period. 3. Inquisitive period. 4. Friendly period. 5. Memory period. 6. Habit-forming period. 7. Fruitful period.	1. His own Bible 2. Tables for Manual Work. 3. Suitable reading 4. Suitable Work. 5. Graded lessons.
<b>INTERMEDIATE</b> 1. Rapid Physical growth. 2. Keen sense of humor 3. High sense of honor. 4. Love of the thrilling. 5. New religious experiences. 6. Hero-worship. 7. Fighting.	1. Understanding teachers. 2. Teachers of same sex. 3. Suitable reading. 4. Organize classes. 5. Suitable social life. 6. Close friend.
<b>SENIOR</b> 1. Strong intellect 2. Investigative. 3. Strong sense of Honor. 4. Homing Instinct. 5. Sensitive to Public Opinion 6. Life and Joy.	1. Organized classes. 2. Proper Christian Atmosphere. 3. Graded lessons. 4. Training Class.
<b>ADULT.</b> 1. Patriotism 2. Reflective Powers. 3. Love of Quiet Conversation. 4. Home-centered. 5. Love for Humanity. 6. Sense of leadership and example. 7. Executive ability.	1. Capable teachers. 2. Organized classes. 3. Suitable class rooms. 4. Opportunity for Adequate Christian service.

REVIEW QUESTIONS SET VI

- Name the seven periods of life and give the approximate ages of each.
- What are the general characteristics of childhood?
- What are the strong characteristics of the Primary age?
  - How can a teacher attempt to meet the needs of the Primary age?
- What characteristics has the Junior?
  - Give several suggestions for meeting his needs.
- Why is the Intermediate age called the golden period of life?
  - What are its chief characteristics?
  - How should its needs be met?
- What outstanding traits have young people or Seniors?
  - What effort can be made to meet their needs?
- Discuss the characteristics of and suggestions for teaching, adults.

LESSON VIITHE METHODS OF TEACHINGA. TEACHING METHODS AND PRINCIPLES DISTINGUISHED.

1. A principle is a general truth.
2. A method is the manner of applying the principle to the specific lesson.  
N.B. Various combinations of methods may be used. They must be adapted to the lesson and the pupil.

B. METHODS MOST SUITABLE FOR EACH DEPARTMENT

1. The Story Method - Beginners and Primary.
2. The Recitation Method.
3. The Discussion or Question Method. )
4. The Special Research Method. ) Junior, Intermediate and Senior.
5. The Co-operative Method. )
6. The Lecture Method. - Senior and Adult.

C. ENLARGING ON THE METHODS:1. The Story Method:

This method may be used in three ways:

- a. As Preparation - any story to arouse interest or establish point of contact.
- b. As Presentation - The lesson told in story form.
- c. As Illustration - This is important. See Matt. 13:34.

2. The Recitation Method:

- a. Steps in the lesson.
  - (1) Assignment of the lesson for study.
  - (2) The Pupil's study.
  - (3) The Recitation itself.

N.B. Recitation is not merely answering questions. Work must be done outside of class and a report given. Teacher must prepare two lessons and the class period is divided into recitation and assignment periods.

## b. Problems:

- (1) How to get the pupils to study.
  - (a) Show them how.
  - (b) Make assignment interesting. Have a motive.
  - (c) Make assignment individual and definite.
  - (d) Call for assignments.
- (2) How to keep attention and interest during recitation.

Use all the answers and develop the main thought or truth in the lesson.

3. The Discussion or Question Method.

- a. The purpose is the organization of facts.
- b. Dangers involved in this method.
  - (1) The pupils may not study.
  - (2) Tendency to wander from the main point.
- c. Advantages:
  - (1) Questioning arouses interest and may be used at the beginning of lesson. Luke 10:26.
  - (2) Questioning reveals point of contact.
  - (3) Tests the knowledge of the pupil.
  - (4) Stimulates the pupil's thought.
  - (5) Leads to decision. John 21:15.

4. The Lecture Method:

The teacher does practically all the talking. This method has certain advantages:

- a. Definite and systematic presentation of the lesson.
  - b. Economy of time.
  - c. No outside study - attractive to adults.
- N. B. Used mostly with large classes especially if they do not study for themselves.

5. Special Research Method:

- a. This method is used in the assignment part of the Recitation Method.
- b. Steps of Procedure:
  - (1) Give individual topic assignments to individual pupils.
  - (2) Collect the results of their research in writing.
  - (3) Teacher uses all the material and weaves it into a complete whole and presents it to the class.
- c. Suggestions
  - (1) Assign to each pupil the subject that interests him most.
  - (2) Appeal to his sense of duty, to have work done.
  - (3) Give definite tasks and full directions.
  - (4) Expect the work to be done.
  - (5) Appreciate the pupil's effort.

6. The Cooperative Method:

- a. This method has the greatest possibilities as it is a combination of recitation, discussion and special research methods. Make assignments and have lively discussion.
- b. The teacher must keep a week in advance of the class. She must map out the course the discussion will take and assign different work to each pupil. Next Sunday guide the discussion so that each pupil's work is called for.
- c. The assignments should vary.
  - (1) Oral or written answers to questions.
  - (2) Topical study - more difficult but calls for more originality in the answers in class.

REVIEW QUESTIONS SET VII

- 1. Classify each teaching method according to their advisability for each department.
- 2. In what three ways can the story method be used?
- 3. What are the steps of procedure and the problems of the Recitation Method?
- 4. What are the dangers and advantages of the Question Method?
- 5. What are the particular advantages of the Lecture Method?
- 6. Give the steps of procedure and suggestions for the Special Research Method.
- 7. Discuss fully the Cooperative Method.



## LESSON VIII

## ATTENTION AND INTEREST.

A. Introduction.

- I. Christ sought to awaken interest. He presented truth that appealed to all.
- II. The teacher must awaken interest. An attentive class is the result not the cause of good teaching.
- III. Interest and Attention are Inseparable.
  - a. Attention is the expression of interest.
  - b. Interest is the motive for Attention and the feeling which accompanies attention.
  - c. To get attention and interest the Teacher must present new knowledge that will fit into some need of the pupil.

IV. Nature of Attention.

- a. Definition. Attention is definite mental activity. We are always paying attention to something. Only when we are unconscious do we pay no attention.
- b. The aim of the teacher is to get the mind's Activity focused upon some one thing.
- c. Problem. Attention shifts rapidly and cannot be kept long on an unchanging object.

B. Two Kinds of Attention:

- I. Involuntary Attention: It is given naturally without effort. It is aroused by interesting material given in an attractive manner. The attention of children is difficult to retain therefore the elements of surprise, expectancy and liveliness should be maintained throughout the whole lesson period.
- II. Voluntary Attention: Seldom younger children reach this stage of attention where they willingly listen in spite of distractions. Their interest is deep enough in the subject matter to make them decide to heed what the teacher has to present.

C. How to Get and Keep Attention.

- I. Remove the Distractions.
  - a. An ideal class room has room for each class and no unnecessary furnishings.
  - b. Physical conditions - comfortable seats, Fresh air, right temperature.
  - c. Seating arrangement so that each pupil can be seen.
  - d. Teacher's personality. Be natural, not affected, Be careful of dress.
  - e. Never introduce distractions, such as severe scolding, poor illustrations etc.
  - f. Administrative department do their work quietly.
- II. Know the lesson thoroughly, more than you give out.
- III. Be interested in the lesson.
- IV. Have a good point of contact.
- V. Keep the lesson alive with lively discussion. Get the pupil's ideas.
- VI. Keep to the theme, otherwise the lesson is ruined.
- VII. Have continuity in the lessons. Carry interest from one to the next. Connect each lesson with the last.
- VIII. Correlate the Sunday School lesson with the rest of the pupil's education.

D. Three Points About Interest.

- I. Interest depends upon comprehension.
- II. Interest can be encouraged by giving pupils active work to do.
- III. Interest requires variety and change. Methods of teaching should vary.

E. Guard Against Danger Points in Instruction:

- I. Lack of definiteness in purpose and failure in application.
- II. Failure to Distinguish and emphasize important points.
- III. Lack of movement in recitation: Careful preparation necessary.
- IV. Must not accept low standards of recitation.

F. Discipline:

- I. The Class in General:
  - a. The secret of discipline is to interest the pupil. Discipline and attention are closely related. Getting attention will remove difficulty of discipline.
  - b. The teacher must understand the nature of the Pupil, and realize when a certain pupil is sensitive.
  - c. The teacher must have the confidence of the pupil.
- II. Particular Individual Causing Disorder:
  - a. First reprove the class as a whole.
  - b. As opportunity permits speak to individual privately.
  - c. Ask individual to leave the class.
  - d. Refuse to have him in the class if he continues to cause trouble.

REVIEW QUESTIONS SET VII

1. Explain the relation of attention and interest to each other.
2. Distinguish between the two kinds of attention.
3. Give 8 important factors in getting and keeping the attention of the class.
4. Write a brief note on interest.
  - a. On what it depends.
  - b. How it can be encouraged and retained.
5. What are some of the dangers to be avoided in teaching.
6. Write a note on the problem of discipline and its solution.

LESSON IX

THE ART OF QUESTIONING

A. The Teacher must know how to ask questions:

Questions should stir the pupils to think for themselves. If the story is the most effective means of presentation, the question is the great instrument of association.

B. Kinds of Questions.

- I. The Preparation Question:
  - a. Aim: To correlate the new truth to be taught with the knowledge the pupil already has; to make him feel the need of more knowledge and thus arouse his interest.
  - b. Illustration: Jn. 4:35. "Say not ye, There are yet four months, and then cometh harvest?"
- II. The Recitation Question:
  - a. Aim: To test the pupil's mastery of the material assigned for study and to bring out the essential facts.
  - b. Illustration: What did Jesus say to the wind and the waves on the Sea of Galilee?
- III. Development Question:
  - a. Aim: To lead the pupil to think about the facts he has learned. This is the type used in discussion method.
  - b. Illustration: "In the story of the Good Samaritan why did the priest go on the other side of the road from the sick man?"

IV. Review Question:

- a. Aim: To freshen and strengthen impressions already made and to help to organize the material.
- b. Illustration: When the two sons of Zebedee came to Jesus, what request did they make? What lesson do we learn from Jesus answer?

V. Examination Question:

- a. Aim To test the pupil's knowledge and as a motive to its better organization.
- b. Illustration: What lesson did we learn from the story of the Good Samaritan?

VI. Personal Question:

- a. Aim: To make a direct appeal to the will, search the heart and arouse the conscience.
- b. Illustration: "Whom say ye that I am?" Mark 8:29. "Simon, son of Jonas, lovest thou me?" Jn. 21:6.

C. HOW TO ASK QUESTIONS:

1. The Question should be clear and definite.

- a. Avoid technical expressions and big words.  
e.g. Do not ask a class of young pupils - "How does sanctification differ from regeneration?"
- b. Avoid figures of speech. Use simple, direct statements. Avoid such figures as "In what sort of ground did Paul sow the seed at Corinth?"
- c. Do not ask questions for which several answers could be given.  
e.g. "Why did Jesus' parents go to Jerusalem when Jesus was twelve years old?"
- d. Avoid double questions. Both questions may be legitimate - But should be asked separately. e.g. "Of whom did Saul become jealous and why?" A more serious error is the assumption as the basis of your question of that which is itself questionable.  
e.g. "Why did Paul fail at Athens?"
- e. Do not confuse the pupils by a multitude of words, auxiliary clauses and parenthetical explanations. Do not insert superfluous remarks into the question period to add life to the teaching.
- f. A common source of vagueness is the careless use of general and indefinite verbs such as, "do", "be", "become", "happen".  
e.g. "What happens when you tell a lie?" "What do we become when we are baptized?"

11. The Question should be put so as to stimulate real thought.

The pupil should be compelled to think before he answers.

- a. Avoid questions that suggest the answer.  
e.g. "James and John were .....?" (brothers) "What did Jesus break with His disciples?"  
N.B. The question should not be asked in the same words that were used in the original presentation.
- b. Be careful not to encourage guessing. If the answer is not forthcoming, the teacher should give it. A wrong answer enables the teacher to diagnose the pupil's error.
- c. Give the pupil a chance to think for himself. Let him answer questions in an original manner provided that he embodies in the answer the truth required.
- d. Try to construct the question so that the answer will bring out new meanings and lead the mind to right conclusions.
- e. Questions that can be answered by "Yes" or "No" are generally condemned. Since there are just two answers, the pupil may be

correct if he merely guesses. e.g. "Did Joshua despair of conquering Canaan?"

III. Questions should deal with essentials:

To ask a question emphasizes the thing asked for therefore avoid too much questioning on minor details.

e.g. "What did Jesus do next?" "What truth do we find in the next verse?" These are poor questions. The question should supply the one term, the answer the other, of an association of ideas that has a permanent value. e.g. "What story did Jesus tell when a lawyer asked Him, 'Who is my neighbour?'" "What did Jesus do when He saw that His disciples would not wash one another's feet?"

IV. Questions should be put in logical order.

Each succeeding question must grow out of the preceding question and its answer. The teacher must see to it that the questions keep to the point.

V. Questions should maintain the social motive of the hour.

- a. Freedom of thought and expression should be encouraged. Respect the pupil's answers. Be ready to answer his questions. Remember that good questions from the teacher lead to questions from the pupils.
- b. The motive of questioning is destroyed if the teacher merely follows the printed questions of the lesson quarterly. The questions should be living, and progressive, growing out of the pupil's answers.

VI. Questions should be put so as to keep the whole class interested and at work.

- a. Do not allow concert answers. Call upon particular pupils.
- b. Ask the question first then call upon the one who is to answer.
- c. Call upon particular pupils several times in the course of a single recitation. Do not let a pupil feel that his duty is done when one question is answered.
- d. Do not repeat the pupil's answer.
- e. Do not get into the habit of calling most often upon your better pupils, and letting the weaker sit idle. Do not let the pupils get into the habit of failing to answer your questions and becoming content to fail. Never let a pupil feel that his case is hopeless.

D. REVIEWS:

The common mistake is to use the review merely to refresh the pupil's memory. Mere repetition is not review. Review means to see the material in a new light, and not for the sake of drilling the memory only. The purpose of review is for perspective and organization. In review opportunity should always be given for the pupil to ask questions. The best methods involve the use of a topical outline covering the outstanding points of the subject matter in logical order or Chronological order or Chronological order. The best method is to have each pupil make his own outline. The teacher should then guide the review by a lively class discussion.

E. EXAMINATIONS:

1. The true function of the examination.
  - a. Organization of the pupil's knowledge.
  - b. Testing the pupil's knowledge.
  - c. Testing the teacher's work. There is something wrong with the method of presentation if too many pupils fail.

11. Methods of Examination.

- a. Pupils may answer questions at home using Bible and notes.
- b. Give out 25 to 50 questions of thorough review. Announce that the following Sunday questions will be selected from this list.
- c. Examinations should be previously announced and should be made an occasion of importance. Reports should be sent to parents. Grade pupils on their class work, their note book work. When papers are marked a discussion should follow.

F. IMPORTANT USES OF QUESTIONS:

- I. To awaken interest. "The true stimulant of the human mind is a question."
- II. To aid the memory. Questions help the scholar to retain ideas conveyed to him.
- III. To test the pupil's knowledge. "A well directed question will at once strip off the mask and display the lack of knowledge."
- IV. To arouse the pupil's conscience. Jesus used this method when some of the disciples deserted Him. He said to the twelve, "Will ye also go away?" Matt. 16:26. John 6:66-68.
- V. To test the teacher's work. By questioning, the teacher finds whether or not he has made his teaching clear.

G. ADDITIONAL SUGGESTIONS:

- I. Put the element of the unexpected in your questions.
- II. Commend all earnest answers whether right or wrong.
- III. Do not question the members of your class in regular rotation.
- IV. Put enthusiasm as well as intelligence into your questions.
- V. Use all incorrect answers to guide you in your work.
- VI. Begin with simple questions.
- VII. Encourage your class to ask questions.

REVIEW QUESTIONS:

SET IX

1. Why is the art of questioning a subject of importance?
2. Name the kinds of questions. Distinguish between them.
3. What 6 essential qualities do good questions possess? Explain each.
4. Give 5 important uses of questions.
5. Give several general suggestions in regard to questioning.

LESSON X

THE ART OF ILLUSTRATION

A. Definition:

- I. An illustration is something that "lights up" a subject by comparing it with something already known to the scholar.
- II. Basis of illustration.  
Illustration is based on a great law of teaching. "That we must proceed from the concrete to the abstract."

B. Kinds of Illustrations:

Pictures and objects are material illustrations and stories are verbal illustrations.

1. Pictures. "A Picture is worth a thousand words."

- a. Pictures have a three fold value;
  1. Sense value - they appeal to the eye, the sense of sight is stimulated.

2. Fact Value - more definite knowledge is conveyed by seeing than by hearing. Pictures make Bible scenes real and mental images clearer.

3. Ideal value - good pictures uplift to higher levels of feeling.

b. How to Use Pictures:

1. Get pictures of various types and sizes either large enough for class use or small individual pictures to take home.

2. Be sure they can be plainly seen. Have them hung low, to be handled as well as seen.

3. Show pictures such as "Christ blessing the little children" or "The Triumphal Entry" to encourage a spirit of worship.

11. OBJECTS:

a. Objects have both a sense and fact value. Objects should be vitally connected with the truth to be taught.

b. Relics of ancient times; articles from Palestine or from mission fields are valuable.

c. Objects make more real those things about which they are studying.

d. With young children the appeal to the senses holds the attention and makes an impression.

e. Sense of touch may be appealed to.

f. Hand work, such as scrap book or sewing cards is valuable. This should follow the lesson.

111. STORIES:

A good story is often more valuable than either objects or picture as illustrative material.

a. Three chief ways we may use stories.

1. The Introductory Story:

This used as preparation for the lesson. It may be a bit of everyday experience given to stimulate interest, a review of previous lessons in vivid narration, or intervening events between lessons.

2. The Presentation Story:

The lesson itself may be told in story form in the two lower departments. In higher grades only if it is full of dramatic action.

3. The Illustrative Story:

Jesus used many parables - "Without a parable spake He not unto them."

b. The Selection of the Story:

The story must be judged from five standpoints.

1. Whether it is sufficiently interesting to produce enjoyment.

2. Whether it teaches anything or drives home any moral.

3. Must be on a level with hearer's experience.

4. Must be adapted to the age of the hearer.

5. Should be calculated to appeal to the emotions.

c. Important Facts Concerning Story-telling:

1. To tell a story well one must prepare and practice it.

(a) Know the story.

(b) Analyze the material content of the story.

(c) Note the persons, the scenes and the events.

(d) See in the mind's eye just what action follows each step.

(e) Place the climax at the end.

2. To tell a story well one must really possess it and make it a part of oneself.

3. The story must be reduced to its simplest terms.

4. Logical movement and unity must be maintained. Necessary facts must not be omitted, so that the teacher will be obliged to say, "Oh, I forgot to tell you --".

5. Direct Narration or discourse should be used in preference to indirect discourse.

6. The story-teller should put his whole self into the telling of the story.

C. Principles of Illustration:

1. The illustration should be more familiar than the truth it is meant to illustrate. Jesus drew his illustrations from common experiences of everyday life.

II. Illustrations should be natural, spontaneous and to the point.

III. It is an error to use too many illustrations.

IV. The illustration should not be incongruous or too unlike the fact it is illustrating.

V. The illustration should not be too suggestive, or vivid, so that it attracts attention to itself, rather than to the truth to be illustrated.

D. The Purpose of Illustrations:

1. They help to secure order and attention.

II. They enlarge the child's world.

III. They make things more real.

IV. They aid the memory. Many a truth is recalled by an illustration.

E. Three Classes of Verbal Illustrations.

These are classified according to their form.

1. Those which consist of a single word or phrase used in the typical or figurative sense - e.g. "wintry age", "lion-hearted" courage, "burning zeal" etc. In these there is implied or suggested a comparison, calling to mind an aspect of the fact represented.

II. Those in which the comparison is directly made - e.g. "The Bible is a lamp to our feet." "He was a burning and a shining light."

III. Those which consist of stories or parables in which the truth to be taught is illustrated by example. Matthew 21:28-32; 33-45.

F. How to Secure Illustrations:

1. Through observation.

2. Through speakers and teachers. Make note of good illustrations.

3. Through reading.

G. The Use of the Blackboard:

"A piece of chalk is worth more than a lot of talk." When the chalk accompanies and impresses your point it acts as a climax and rivets the lesson upon the minds of the hearers.

1. General Principles:

a. Chalk drawing should be simple using as few lines as possible each having a place and a meaning.

b. Chalk drawings should have a definite purpose or point. Crudeness of execution will be forgiven if the spiritual lesson point is plainly evident.

II. Chalk Talk Methods:

a. A chalk talk outline or drawing may be completely finished before presentation and then the lesson given.

b. Another method is to partially draw the design or object before presentation and then fill in the missing lines while the talk progresses.

- c. Still another method is to outline the object with very light marks and during the presentation the chalk marks are placed over the light outlines.
111. How To Print Correctly
- a. Plain letters that anyone can read, rather than freakish or ornamental are the best in demonstrative work. An ornamental initial, a colored line underneath the word, or different colors of crayons, are often employed for emphasis.
  - b. Crowding the letters destroys their effectiveness. Leave an ordinary amount of space around the lines of lettering.
  - c. Keep perpendicular lines perpendicular. Nothing is so noticeable as leaning letters.
  - d. Practice the correct formation of printed letters. Never Mix lower case and upper case printing. e.g. loVe, JOy, hATe.
  - e. Print large with bold strokes for easy reading.

REFERENCE BOOKS:

For further suggestions see the following:

"Fifty Chalk Talk Programs" Wm A. Bixler. Pages 4-14

"Seeing is Believing" C.W. Baker Jr. Pages 7 to 11.

"How to Picture Hymns with Chalk." Wm A. Bixler. Pages 7 to 15.

Summary of Important Suggestions: Concerning Illustrations:

1. Mix the element of expectation all through your illustration.
11. Be careful to have a clear idea of the subject to be taught; the lesson is first in importance, the illustration second.
111. Do not press the illustration too far.
- 1V. Make the story complete. Otherwise the scholars may be interested in wondering what the conclusion is.
- V. Use blackboard, pictures and maps freely.

REVIEW QUESTIONS SET X

1. What is an illustration?
2. Under what main groups can illustrations be classified?
3. Write a note on the value and use of pictures.
4. What suggestions would you make concerning the use of objects.
5. Deal with the story as illustrative material under the following headings:
  - a. Three chief uses.
  - b. Judging the usefulness of a story.
  - c. Tips to story tellers.
6. What are the general principles underlying illustrations?
7. Name 4 purposes of illustrations.
8. What classes of verbal illustrations are there? Illustrate.
9. Write a note on the use of the blackboard.
10. Summarize the general suggestions concerning illustrations.

EXAMINATION QUESTIONS ON LESSONS VI TO X.

- 26 1. Write an interesting note concerning the Intermediate pupil dealing with his general characteristics and needs in relation to the Sunday School.
- 7 2. (a) What are the distinguishing characteristics of the adult age?
- 3 (b) How can the Sunday School make a special effort to meet the needs of adults?



- 8 3. Write interesting paragraphs on the importance of having a Cradle Roll Department and the duties of a Cradle Roll Superintendent.
- 3 4. (a) Classify the various teaching methods according to their suitability to the age groups in the Sunday school.  
12 (b) Write a brief note of explanation on any three of these methods.
- 3 5. (a) Explain the relation of attention and interest to each other.  
2 (b) What is the great problem of attention?  
8 (c) Briefly enumerate the ways to get and keep attention.
- 6 6. (a) Name the kinds of questions.  
12 (b) Name and briefly explain the six practical pointers on how to ask questions.  
5 (c) What are the important uses of questions?
- 3 7. (a) Name the types of illustrations.  
5 (b) What are the fundamental principles of illustration  
7 (c) "Story-telling is an art." What points would you keep in mind in selecting a story? Give four good suggestions for effective story-telling.

100

The Student should obtain at least 75% on this test, without the use of his notes, to feel that he has sufficiently understood this section of the work.

## LESSON XI

### ORGANIZATION OF MATERIAL AND THE PLANNING OF THE LESSON

#### A. SELECTING AND ORGANIZING MATERIAL

##### 1. The Great Source

- a. The Bible is the great and authoritative source of information for Sunday School teaching.
- b. Its every message is inspired. 11 Tim. 3:16. It must be studied and scripture compared with scripture  
Use a concordance.
- c. Submission to the Holy Spirit is necessary in Bible study. He is the great teacher. John 14:26.

##### 11. Other Sources

- A. Common phrase experienced in every day life.
- b. Literature.
- c. History.
- d. Biographies.
- e. Natural science.

##### 111. Selection of the Material

Selection of material depends upon the purpose of the lesson and the pupils to be taught. The purpose of the lesson is based on the needs, capacities and age of the pupils. The material is selected to meet these needs.

##### 1V. Organization of Material

###### a. Logical Organization.

This is the arrangement from the standpoint of the subject matter itself and the teacher's knowledge of it. The teacher determines what should come first and what next, etc. Then the plan followed depends upon the material.

b. Natural or Psychological Organization:

This is an arrangement from the standpoint of the pupil and his ease in learning the new material. The material is so organized that it can be easily acquired by the inexperienced person. This is the teacher's problem.

V. The Text Book

Definition: "The text book is a presentation in printed form of given body of teaching material organized on a definite teaching plan".

To follow a text book too closely, blocks initiative and the teacher may become careless in preparation.

VI. Complete Preparation:

Complete preparation demands that the teacher study the Bible, compare references and consult other sources of information. e.g. Sunday School quarterlies, lesson notes, Bible commentaries, dictionaries etc.

Then he is prepared to proceed with the lesson plan.

B. Lesson Plans or Teaching Plans:

1. The course of study and the individual Teaching Plan.

a. The teacher has two problems.

1. He must study the course of which the particular lesson is a part.

2. He must produce a working plan for the immediate lesson showing:

(a) Material to be used.

(b) Method of procedure.

(c) Response expected from the pupils.

(d) Purpose to be served by this material.

b. The teacher should produce a flexible, efficient teaching plan.

II. Value and Uses of Teaching Plans:

a. Plans contribute to more careful preparation.

b. Written plans are a guide to the actual conduct of the class session. As you gain confidence leave plan book at home.

c. Plans should be preserved for both immediate and future use. Revise soon after use.

III. The plan must have Unity:

a. Definition of Unity.

"There must be harmony and fitness of all the parts when joined together.

Each lesson will have a number of related facts and truths, each necessary to the complete whole. It is the part of the teaching plan so to organize and relate all these facts that when the lesson is taught, it will issue in one harmonious impression.

b. To Secure Unity,

There must be proper co-ordination and subordination of parts. Unity will depend on the proper selection and arrangement of these parts of the teaching material, so that subordinate items will be clearly seen in their proper relationship to the main item under which they rightly belong.

IV. Some simple and consistent system of numbering should be used.

e.g. 1.

A.

1. - a,b,c, - I, II, III etc.

V. Adaptation of materials and methods to different grades. Every lesson must be planned to meet the needs of capacities of a particular age group.

VI. Suggestions for Plans.

- a. Plans may be kept in a loose-leaf note book.
- b. Any special points of information concerning the lesson should be recorded in the plan book.

VII. Formal Set-up of the Plan.

- a. Introduction. (A Point of Contact.)
- b. Body. (This includes presentation of facts and discussion.)
- c. Conclusion. N.B. By the time the conclusion is reached, the class has arrived at some plan or statement of truth to be used to guide thought or action.

VIII. Suggestion for Plan.

- a. Title of Lesson (What it is about, short, attractive, catchy.)
- b. Used at ..... Date ..... Remarks.....
- c. Lesson material. Bible references, books etc.
- d. Aim: What do you wish to accomplish? This is a concrete statement as far as possible in terms of results desired and outcomes sought for in the conduct and character of your pupils.
- e. Developmental or Instructive Type:
  - 1. Introduction:
    - Preparation (Point of Contact and Correlation.)
  - 2. Body:
    - Presentation: (General outline, major divisions, details)
    - Association: (Further investigation, questions, contributed Material)
  - 3. Conclusion:
    - Generalization: (Broad statement of great importance and value.)
    - Application: (Personal relationship, appeal.)

LESSON XII DAILY VACATION BIBLE SCHOOLS.

A. WHAT THE DAILY VACATION BIBLE SCHOOL ACCOMPLISHES:

- 1. Opens a new field.  
Statistics indicate that about one fourth of the pupils in the D.V.B.S. have not previously been reached through a Sunday School.
- 2. An example to the Sunday School.  
The D.V.B.S. is demonstrating to the church better than any other agency the great possibilities for improvement in the S.S.

B. What Does the D.V.B.S. have that the Sunday School lacks?

- 1. The vacation school has the best hours of the day.
- 2. The Vacation school provides a continuous program. Not like (once a week) sessions. Less is forgotten in the shorter intervals between lessons.
- 3. The Vacation school provides time for expressional activities such as handwork, writing and drawing.
- 4. The Vacation school usually has trained teachers. At least three fourths of the success of any school is dependent upon the teachers.

C. What it Takes to Make a D.V.B.S. a Success:

"With a vision of the need, a true surrender of the heart, a practical organization, a Bible-centered curriculum, and genuine consecration of all co-operating helpers, it is possible for any Church

to put on a successful D.V.B.S. THAT WILL REACH BOYS AND GIRLS and young people for Christ. If anyone of these requisites is missing in the set-up, the school will not accomplish the purpose for which it is begun!

D. SUGGESTED PROGRAM OUTLINES FOR D.V.B.S.

The following suggestions were contributed by various experienced workers. In addition to these, excellent material on D.V.B.S. may be obtained from the Child for Christ Crusade Supply Room.

1. A Two-Hour Program:

Opening Choruses - some lively then some reverent.	7 minutes
Prayer.	
Scripture Reading following Israel's Journeys.	7 minutes
Bible Town - Books of the Bible.	5 minutes
Bible Geography - large map of ancient world - pin on objects such as ark on Mt. Ararat.	
Lesson - - - - -	20 minutes
Recess - Prepare handwork for rainy day	15 minutes
Chorus - a quiet one to calm children down.	
Memory Work - salvation verses for unsaved, assurance for Christians	10 minutes
Quizz - on Book of Acts - Cardboard ticket with questions, answer, & place where answer is found. Give them the ticket, see how many they have at the end of the Quizz.	15 minutes
Testimony Period. - make it a privilege.	7 minutes
Chorus - actions	
Lesson - Following this occasionally give out suitable tracts.	20 minutes
Closing chorus and Prayer.	
Make appeal after each closing lesson.	
Encourage to go home promptly - then those desirous of extra help may remain.	
Quiet chorus - close eyes, bow heads, Sent away in a reverent attitude.	

2. For a Two Class School:

Processional Period: Line up according to seating arrangement.  
 March to Onward Christian Soldiers.  
 Carry Canadian flag, Christian flag and Bible. Have pledges  
 and saluting for each. (Detailed explanation in D.V.B.S.  
 Manual, C.C.C.)  
 Chorus: O Canada, He lives, B-I-B-L-E.  
 Music Period: Story of a Hymn (one or two during a week.)  
 Hymn.  
 Scripture Reading - volunteers.  
 Choruses - taught by series e.g.  
 Series on the Mansions -  
 We're going to the mansions. O come and go with me.  
 One deer and only one. In the Sweet bye and bye.  
 Just one day nearer home.

Dismiss into Two Classes:

Primary:

1. Handwork
2. Lesson.
3. Recess (short)
4. Stories of Jesus.
5. Recess. (short)
6. Story (strong moral)

Senior:

1. Lesson
2. Handwork.
3. Bible Town.
4. Recess.
5. Modern miracle or Missionary Story.

ADDITIONAL SUGGESTIONS:

Handwork: Sewing cards.  
Coloring Pictures.  
Mounting pictures.  
Tiny tots, booklets, e.g. "I am the Bread of Life", "I am the Door."  
Collect pictures.  
Daisy chain - memory verses.

CAN YOU ANSWER THESE?

- 7 1. The following is a problem which might arise in your Sunday School. Carefully analyze the difficulties and tell how you would deal with the problem, to make your Sunday School more efficient.  
"A primary class does not seem to be interested in the lessons given on the Book of Revelation. The teacher talks throughout the class period while the children look at everything else in the room. Some go to sleep while others whisper and make fun of the teacher's hat and dress."
11. Solve the following problems by applying what you have learned in your course:
  - 8 (a) "This Sunday School class seems to grow restless and disinterested soon after the first of the lesson. The pupils hidden from the teacher's view get into mischief and others just gaze at the ornaments and pictures on the walls or at the teacher's pretty jewelry or at the man giving out the papers. What improvements would you suggest to keep the class attentive?"
  - 8 (b) "A group of Grade IX boys seem to be losing interest, as they think it is too babyish to just listen to Bible stories. They want to give their own ideas and ask questions, but there is never time during the lesson period and the teachers want to follow closely the lesson and questions in the quarterly, as she doesn't feel prepared for more." What should be done in this case?
- 3 111. (a) Discuss fully the value and uses of the teaching plan.
- 10 (b) Briefly outline your suggestion for a model teaching plan for a developmental lesson.

- 4 IV. (a) What does the Daily Vacation Bible School Accomplish?  
4 (b) What advantages has the Daily Vacation Bible School over the Sunday School?  
6 (c) What does it take to make a Daily Vacation Bible School a success in any church? Answer fully.
- 12 V. Using a loaf of bread as an example, carefully explain and illustrate the principle of the four stages of knowledge.
- 10 VI. You are asked to take over a large class of Primary pupils. They have a reputation for noise and rowdiness and lack of interest in the lessons presented. Mention the various ways you would endeavour to make your class attentive, orderly and enthusiastic.
- VII. Tell Why the following are poor questions. Rewrite them, making any changes you wish, for their improvement.
- 24 (a) Do you think that Paul was in the Spugh of Despond in verse 5 of 11 Corinthians 7?  
(b) What gifts did the three wise men bring to Jesus?  
(c) When God's chosen people were oppressed by mighty opposing forces, and downtrodden and enslaved by the Midianites, a vast warlike nation, through whom did God execute deliverance?  
(d) Why did the disciples follow Jesus?  
(e) When Lazarus died, who sent word to Jesus, and what did He do then?  
(f) Daniel was thrown into .....?  
(g) Was Israel defeated at Jericho?  
(h) What happened to Jesus in Samaria?
- 4 VIII What are some of the common mistakes made by chalk talk amateurs?