

Sunday

School

Teachers

Handbook

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Please let us know whether this has been helpful to you in your role as a Sunday School teacher and send us any amendments, additional ideas, comment, etc so that we can produce a more comprehensive Handbook in the future.

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PSALM 78:1-8

*My people, hear my teaching;
listen to the words of my mouth.*

*I will open my mouth with a parable;
I will utter hidden things, things from of old—
things we have heard and known,
things our ancestors have told us.*

*We will not hide them from their descendants;
we will tell the next generation
the praiseworthy deeds of the Lord,
his power, and the wonders he has done.*

*He decreed statutes for Jacob
and established the law in Israel,
**which he commanded our ancestors
to teach their children,***

***so the next generation would know them,
even the children yet to be born,
and they in turn would tell their children.***

***Then they would put their trust in God and
would not forget his deeds
but would keep his commands.***

*They would not be like their ancestors —
a stubborn and rebellious generation,
whose hearts were not loyal to God,
whose spirits were not faithful to him.*

Why have a Sunday School?

If anyone was wondering why we bother with Sunday School hopefully a read through of those verses from Psalm 78 will have answered their question.

The primary duty of telling the next generation about God - His character, His power, His marvellous deeds and the commandments He has given for us to live by - lies with the parents. Sunday School should never be seen as a replacement for this parental duty but rather as a means of reinforcing what is taught at home.

However, there are a number of situations where the parent(s) are unable to teach the children consistently and in these cases the Sunday School literally becomes a lifeline. Examples of such situations include where a parent is too sick, has to work constantly to feed the family, only one parent is a believer, in which case the Sunday School is a real support or where neither parent is a believer but the child wants to learn about God.

Why are we required to teach the children? So that the next generation will trust in God, keep His commandments and pass on this trust and obedience to their children. By doing this they will not be like Israel of old who forgot the wonderful works of God, His compassion and His promises, who broke His commandments and turned away from Him to follow worthless idols.

In Genesis we learn why God chose Abraham from among all the peoples of the earth to be the start of His special nation: *'For I have chosen him, so that he will direct his **children** and his household after him to keep the way of the LORD by doing what is right and just, so that the LORD will bring about for Abraham what he has promised him.'* (Gen 18:19)

The law given through Moses reiterated the need to teach the children about God:

'Hear, O Israel! The LORD is our God, the LORD is one! "You shall love the LORD your God with all your heart and with all your soul and with all your might. "These words, which I am commanding you today, shall be on your heart. "You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up."You shall bind them as a sign on your hand and they shall be as frontals on your forehead. "You shall write them on the doorposts of your house and on your gates'. (Deut 6:4-9) [See also Deut 4:9 & Deut 11:19].

The New Testament also underlines the need to teach the children: *'But when Jesus saw this, He was indignant and said to them, "Permit the children to come to Me; do not hinder them; for the kingdom of God belongs to such as these. "Truly I say to you, whoever does not receive the kingdom of God like a child will not enter it at all.'* (Mark 10:14)

Paul writing to Timothy mentions: *'I am reminded of your sincere faith, which first lived in your grandmother Lois and in your mother Eunice and, I am persuaded, now lives in you also.'* (2 Tim 1:5)

How did Timothy come to have such faith? Because he been taught God's word since childhood by his mother and grandmother.

*'But as for you, continue in what you have learned and have become convinced of, **because you know those from whom you learned it, and how from infancy you have known the Holy Scriptures**, which are able to make you wise for salvation through faith in Christ Jesus. All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.'* (2 Tim 3:14-17).

So we have a duty to assist our children to get to know God's personal message to them so that they may respond to the offer of salvation through faith in Jesus.

Running a Sunday School

If the brothers and sisters in an ecclesia have children then a Sunday School should be started to complement the scriptural teaching going on at home. An ecclesia may choose to set up a Sunday School even if they have no children themselves as this is a good work to do for the neighbourhood children and is a means of preaching to their parents as well.

Once an ecclesia has made a commitment to running a Sunday School they will need to get together and make some decisions on such issues as:

- Where will it be held?
- When will it be held?
- How long will it last?
- What age group(s) will it cover?
- How many classes will there be?
- How many teachers are needed?
- Who will the teachers be?
- What syllabus will it follow?

These questions should be discussed in detail by each individual ecclesia as what suits one ecclesia may not be appropriate to another. As a general rule it is a good idea to start small and expand rather than rushing into providing classes for huge numbers of children from the outset.

It is a good idea to have several teachers per class for several reasons:

- there is not too much of a burden on a single individual
- a rota can be drawn up taking into account when teachers might be away from the ecclesia for any reason and so that everyone knows who is teaching on which Sunday
- a variety of teachers means a variety of teaching methods which will be more interesting for the children
- both sisters and brothers can teach Sunday School and sisters should be actively encouraged to take on this role

The ecclesia should provide a large book in which teachers can record the lesson taught, the memory verse chosen and the activities used so that they can make sure that the lessons are as varied as possible to appeal to all types of children.

Learning Styles

Educationalists have discovered that there are several different learning styles and that while most people will operate in at least two of these ways, everyone has a preferred method of learning and processing information.

These learning styles are found within educational theorist Neil Fleming's VARK model of Student Learning. VARK is an acronym that refers to the four types of learning styles: Visual, Auditory, Reading/Writing Preference and Kinesthetic.

When students are able to access their preferred learning styles they are better behaved and their comprehension of the lessons and their motivation to learn increases.

Including these different learning styles in your teaching will greatly benefit the children in your Sunday School.

Visual

Visual learners like to use pictures, images, diagrams, mind-maps, flow charts, symbols etc.

Auditory

Auditory learners like discussions, explaining things to others, teaching linked to anecdotes/jokes, songs, poems, rhymes and chants, etc.

Read/Write Preference

These students learn best through the written word, love to read and like to make lots of notes.

Kinesthetic Learners

These learners like real life examples, group work, moving while learning, hands-on activities, using objects to describe things, etc.

Ideally you will be able to include an activity from each of these different areas in your lessons.

NB: Sunday School needs to be enjoyable if the children are going to carry on attending each week and learn the lessons we are trying to teach them.

Sunday School Syllabus

There are many different ways of compiling a Sunday School Syllabus and you need to think about what you are trying to achieve before deciding on the best option for your Sunday School. We need to consider carefully what are the most important aspects of the Bible message that we wish to get across to the children and young people.

So here are some of the ways you could put a Sunday School Syllabus together.

Chronologically:

It is all too easy to fall into a pattern of covering some Old Testament and New Testament stories in chronological order year on year, possibly completing the whole Bible in four years ... and then just starting over on the same stories but looking at them in greater detail for the next four!!

Themes:

Another way of putting the syllabus together is to look at themes. This is more difficult as you need to come up with the themes and then work out which parts of scripture to use and how many lessons to use for one particular theme. Some examples of this type of programme are:

Prayer:

Jesus teaches us about prayer 1) the Lord's Prayer 2) Parables about Prayer 3) The prayers of Jesus
Lessons on prayer from: 4) Moses 5) Hannah 6) David -particularly the Psalms 7) Nehemiah 8) Mary
9) The apostles 10) The New Testament Letters

God's promises:

1) The promise in the Garden of Eden 2) The promise of the rainbow 3) Promises to Abraham 4)
Promises to Isaac & Jacob 5) Promises to David

Lessons from a specific book : eg James

1) How to face trials & temptations 2) Listening & Doing 3) No favouritism allowed 4) Faith & Deeds
5) Godly Wisdom 6) Humility before God 7) Patience in suffering 8) The power of prayer

Developing the fruit of the spirit:

A lesson on each of the characteristics listed in Galatian 5:22 -exploring where else it is mentioned, looking at the lives of those who did or did not put them into practice then applying these examples to the children's lives

Lessons using Animal Stories:

eg serpent in Garden of Eden, Noah's Ark, Balaam's Donkey, Jonah & Big Fish, Moses & Quail, Elijah & Ravens, Daniel & Lions, Jesus entry into Jerusalem, Paul and the viper, etc

Lessons from parts of the body: eg Hands, Feet, Heart, Eyes, Ears

Lessons from the Five Senses

There are endless numbers of themes you can choose from - be creative.

Go through the Bible looking at stories from a different angle

By using the approach you can make the lesson more personal and applicable eg:

The Great Creator	(Gen 1&2 - enjoying fellowship with God)
Don't listen to lies	(Eve and the serpent)
Sibling Rivalry	(Cain & Abel)
Standing out in the crowd	(Noah)
God saves the righteous	(The Ark)
How not to communicate	(The Tower of Babel)
You want me to do WHAT??	(God tells Abram to journey to an unknown destination)
Unselfishness in action	(Abraham lets Lot choose)
God keeps his promises	(Birth of Isaac)
A tough test of faith	(Abraham is prepared to do what God asks)
How not to react to God's word	(Zechariah)
A joyful submission to God's word	(Mary)
A miraculous birth	(Birth of Jesus)
Just because you're young ...	(Jesus in the Temple)
Baptism is important	(The baptism of Jesus)
A great example	(Jesus shows us how to overcome temptation)
Always consult God before making choices	(Jesus chooses his disciples)
Jesus can help in embarrassing situations	(Wedding at Cana)

Suggestions for the Syllabus

We have thought long and hard about this question of producing a syllabus which not only teaches the children about the great and precious promises we hold so dear but also provides them with helpful guidelines for their everyday life whether they choose to accept the call of the gospel or not.

Overleaf you will find a ten week syllabus for Infants, Juniors and Seniors which we believe covers the most useful topics for children in those specific age groups. Each set of topics builds on what has been learnt in the younger age group. You will also find a Lesson Plan for one topic from each of those syllabi later in the booklet, which we hope will be helpful to you as you craft together a programme for the term and/or year.

	INFANT THEME	Other topics	Additional Topics	PRACTICAL	Take home message
					(Find verses)
1	God is love	God is Invisible A treasure like gold	The need for Faith Truth	Love one another Listening	We must love Read
2	God wrote a Book	Adam & Eve		Life is from him	Thank God for life
3	God made man				
4	Right and wrong	There are 2 ways Someone who did right	What is wisdom?	Choices	Choose right
5	Abraham		Faithful people	Trust / faith	Have faith
6	Promised Land	Promise to Abram Pictures of Kingdom	Promises	Make your own piece of Land Imagine kingdom	God promises Pray kingdom come
7	Promised Kingdom				
8	Jesus, son of God, as child	Birth		Obedience to parents	Obey parents
9	Jesus' death and resurrection	Resurrection		No fear of death Those who love like God	Jesus saves from death
10	Jesus return	Set up Kingdom			Be godly

JUNIOR THEME		Other Topics	Additional Topics	PRACTICAL	Take home message
Week					(Find verses)
1	Creation	God's greatness	Genesis 1	Look at things near by	Praise God
2	How Bible written	Teaching	Tells the past & future	Favourite passages	Read daily
3	Made man from dust	Death	No heaven going	Dust to dust	Thank God for life
4	Angels	God in control	Obey & message	How do they behave?	Hospitality
5	Abraham had faith	Obey God	Trials of faith	Parable of sower	Be faithful
6	Family of Abraham/ Isaac/Jacob	Jews	Marriage	Family life	Godly families
7	Sin	Breaking God's commands	The reason all die	James 1 : sin process	Keep commands
8	Temptation	Adam/Eve	All sin	Tempter = human heart	Avoid temptation
9	Bread and wine	Jesus death	Fellowship	Jesus did not sin	Remember Jesus
10	Jesus resurrection	Witnesses	Resurrection of dead	Witnessing	Thank God for hope of everlasting life

Week	SENIOR THEME	Other Topics	Additional Topics	PRACTICAL	Take home message
1	The Character of God	Lives in Heaven	Spirit of God	Need to develop Character of God ourselves	Be godly
2	David	Promises to David	Jerusalem	Heart like God's	Psalm 23
3	Choose wisdom	Prov 1	Fear of God	Honesty	Read God's wisdom
4	Birth, life	Teaching in Parables		Lord's prayer	Pray
5	Return then resurrection	Acts 1	Time of Noah	Surprise	Be ready
6	Judgement	We will be rewarded for works		Judge examples	Be good
7	Forgiveness	Forgive one another	Jesus will forgive	Forgiveness	Forgive
8	Kingdom	Pictures	What at end?	Prepare NOW	Pray for kingdom
9	Baptism	Receive promises		Change	Change
10	Life in Jesus	Work	Overcoming problems	Responsibilities	Live as a Christian

Preparing Lessons

- Pray: for God's guidance during your preparations and for the children in your class
- Start preparing your lesson early - this means your brain will be thinking about the lesson even when you're not actively working on it which allows time for your creative side to come up with some great ideas
- Look at the topic allocated for the day - read and re-read the Bible story so that you know it really well
- Look up any related passages which may cast light on the story
- Think about how you will tell the story
- What visual aids will you use? Do you have these objects yourself or will you have to ask to borrow them from somebody?
- What lesson do you want the children to take away with them?
- How are you going to check you have got that lesson across?
- What activity will you use to help them remember the lesson?
- Think about the relevance of the story to the children's lives and how they can put it into practice in the coming week
- Think about things to pray about which arise from the story
- Decide on a suitable memory verse for the children to learn for the following week
- Make sure you use the Bible in the lesson so the children realise they are learning from God's word - it is fine to tell the story in your own words/from a book but do pick out some relevant verses to read out (or get the children to)
- Think about what the story teaches us about God? About Jesus? About ourselves?
- Think about yourself as a role model to the children - how are you incorporating this lesson into your own life?
- Depend on God - He will give you the time, resources and creativity you need

Lesson Structure

There are many different ways in which a lesson can be structured, depending on each teacher's aims and objectives. The structures of the three lessons below for each of the age groups may be useful as a guideline when you are putting your lesson plan together.

Always review your lesson when Sunday School is over and decide what went well and what not quite so well. Think about how it could be improved and incorporate what you have learned in the next session.

Right/Wrong Lesson Plan: *Infants: Ages 5-8*

Aims and Objectives:

- Define right (good, correct, acceptable) and wrong (incorrect, dishonest, unsuitable)
- Talk about wisdom (being able to make the correct judgement having appropriate knowledge)
- Accept we have a choice about how we react to a situation; we can choose to do the right thing or the wrong thing
- Behave in the way God would want us to

Resources:

- Stick (to draw line in the ground)
- Bible (story of the wise and foolish man)

Lesson Structure:

- Welcome children
- Ask children what they think right and wrong means?
- Explain the meaning of wisdom (to know what is wrong and right and make a decision to do the right thing)
- Tell children the story of the wise and foolish man and ask questions about it (Matt 7:24-27)
- Teach the song about the wise and foolish man
- Discuss choices we make in our lives/what is right or wrong
- Stand on the right side of the line activity
- Talk about how God wants us to behave
- God says activity (Simon says)
- Recap learning
- Set take home activity

Activities:

Wise and foolish man song:

Verse 1: The wise man built his house upon the rock
 The wise man built his house upon the rock
 The wise man built his house upon the rock
 And the rain came tumbling down

Chorus 1: And the rain came down and the floods came up
 The rain came down and the floods came up
 The rain came down and the floods came up
 And the house on the rock STOOD FIRM

Verse 2: The foolish man built his house upon the sand
 The foolish man built his house upon the sand
 The foolish man built his house upon the sand
 And the rain came tumbling down

Chorus 2: And the rain came down and the floods came up
 The rain came down and the floods came up
 The rain came down and the floods came up
 And the house on the sand FELL FLAT

Stand on the right side of the line activity

Draw line on the ground with the stick

Right

Wrong

Ask children questions and instruct them to step to the appropriate side of the line when answering such questions as :

Is it right or wrong to:

Tell lies, hurt someone, steal, look after someone whose ill, tell the truth, listen to your parents, help out at home, go to school, be mean to someone etc - the list of questions you could ask is endless!

God Says activity:

The Sunday School teacher stands in front of the class and tells the children what they must do. The children must only do what the teacher says if the instruction begins with "God says".

For example "God says touch your toes". If the teacher says "stand on one leg" and a child does it they must sit out of the game.

Take Home Message/Activity:

- We are responsible for our actions and have a choice to do the right thing or the wrong thing.
- We should choose the right way which is God's way

Related Bible Verses:

- Luke 6:27 (love your enemies)
- Matthew 7:12 (do to other what you would have them do to you)
- Micah 6:8 (act justly, love mercy, walk humbly)
- James 2:8 (love your neighbour as yourself)
- Psalm 34:14 (turn from evil and do good, seek peace)

Creation Lesson Plan: Juniors Age 9-11

Aims and Objectives:

- Understand that God created the world
- Appreciate all that God has done for us
- Encourage praise for our wonderful God

Resources: Bible (Genesis 1)

Lesson Structure:

- Read creation story, Genesis 1
- Repeat the days of creation so the children can remember what was made on which day.
 - Day 1: Heaven, the earth and light
 - Day 2: The atmosphere (the sky and the clouds)
 - Day 3: Dry land (with plants growing) and seas
 - Day 4: The sun, moon and stars
 - Day 5: Animals to fill the sea and the sky (birds and fish)
 - Day 6: Animals to fill the land (including humans)
 - Day 7: God rested

Activity: 'What Day is it, Mr Wolf?' game

Summary: The children take steps forward in order to get to 'Mr Wolf' first. If Mr Wolf turns around and catches a child moving then they are out.

Rules:

- (1) Line the children up in a row shoulder to shoulder
- (2) Pick one child to be 'Mr Wolf'; stand them in front of the other children facing away from them
- (3) Get the children to call out to Mr Wolf "What day is it Mr Wolf?"
- (4) Mr Wolf replies with one of the things made during creation, eg "*the day the fishes were made*"
- (5) the children walk forward the number of steps of that day of creation, so in the example above they would take 5 steps
- (6) If Mr Wolf turns round and catches the children taking their steps, the ones caught will be out
- (7) repeat steps 3-6 until a child reaches Mr Wolf or all the other children are out
- (8) if a child reaches Mr Wolf he/she wins and becomes Mr Wolf': if nobody manages it then Mr Wolf can pick who gets to be Mr Wolf next.

Creation Appreciation : To help the children appreciate what God has done,

- Ask each child to name the part of creation that they are most thankful for and why.
- Next get each one to name whatever they are most thankful for - use the opportunity to explain how everything comes from God as whatever man makes uses the materials that God has already provided
- Talk about James 1:17: *'Every good gift and every perfect gift is from above, and comes down from the Father of lights.'*
- Discuss what would have happened if God had made the animals first - emphasise that God knew what each part of His creation needed and provided the right environment and that He still providing for us.

Song: 'Our God is a great big God' with actions.

Our God is a great big God (x3),
And he holds us in his hands,
He's higher than a skyscraper and deeper than a submarine,
he's wider than the universe and beyond my wildest dreams,
and he knows me,
and he loves me,
since before the world began,
how wonderful to be a part of God's amazing plan!

True or False

If there is time at the end of the lesson, you can play **'True or False'** about the story of creation. You would make a statement about creation and the children would answer whether it was true or false. For example; If you said *'the birds were made on the same day as the earth'* the children would answer *'false.'* If you then went on to say you: *'the animals were made on day 6'* the children would answer *'true'* ... and so on.

Take Home Activity:

- Ask the children to say a prayer to God thanking Him for the beauty of his creation and for all the blessings in their life
- Encourage the children to look after God's creation during the coming week for example by not dropping rubbish, being kind to people and animals, etc

Related Bible Verses:

Genesis 1: Creation story

James 1:17: *'Every good gift and every perfect gift is from above, and comes down from the Father of lights'*

Kingdom Lesson Plan: *Seniors Age 12-15*

Aims and Objectives:

- To have a picture of the Kingdom in their minds
- For the children to be able to speak openly with one another about the Kingdom
- To be excited about the Kingdom(!)

Resources: Bible(s)

Lesson Structure:

- All sit in a circle and take it in turns to say the thing you're most looking forward to about the Kingdom
- Tell the children to close their eyes and imagine the Kingdom while you read Isaiah 35 aloud to them.

Get the children to list all the things that stood out to them in this chapter.

For example;

weak people will be strong, blind will see, deaf will hear, the desert will have water, no more sorrow.

Then talk about how this all describes the characteristics of the Kingdom, get them to list what the Kingdom will be like overall. For example; peaceful, joyful, without worry, full of food, beautiful...

- Discuss what all this means to them? What are they now most excited about? Is there anything that they're worried about? What questions do they have about the Kingdom? – get them to be as honest and open with each other as you can(!)
- Split the group into groups of about 4-5 people and get each group to do a silent short play about the Kingdom.

For example; they could pretend to be sad becoming happy, or a seed growing from the ground, or a lion chasing a child but then stopping... Encourage them to be really imaginative.

- Discuss Proverbs 29:18 *'Where there is no vision the people perish'*

We should always keep an image of the Kingdom in our minds to make sure that we are focussed on serving God.

- Talk about what type of people will inhabit God's Kingdom

We need to start developing those characteristics now

Possible Additional Activities:

- Carry out an imaginary interview with someone living in the Kingdom
- Write a song or poem about the Kingdom

Take Home Activity:

- Read Isaiah 11 and pick a favourite verse to learn, either from Isaiah 11 or Isaiah 35 to make sure that they have a 'Kingdom vision'
- Talk to one person outside of the class about the Kingdom – whether it be a parent, a brother/sister, someone from their ecclesia or even better, someone who hasn't been to a Christadelphian ecclesia before.
- Say a prayer asking for Jesus to return and set up the Kingdom, possibly including a request for help to prepare for the Kingdom themselves and to share this wonderful vision with others.

Related Bible Verses:

Isaiah 35, 11, 65:17-25, 2

Micah 4:1-4

Daniel 2:44-45

Proverbs 29:18

Matthew 6:9-13

James 2: 5 (poor in the world's eyes but rich in faith)

Matt 25:31-40 (contrast between the sheep and the goats)

Matt 5:3-10 (meek, merciful, pure in heart, etc)

Short parables told by Jesus about the kingdom:

Matthew 13:31-32, 13:33, 13:44, 13:45-46, 13:47-50, 13:52, Mark 4:26-29.

For example; Matt 13:45-46;

'Again, the kingdom of heaven is like a merchant in search of fine pearls, who, on finding one pearl of great value, went and sold all that he had and bought it.'

Revelation 21:1-4

'Then I saw a new heaven and a new earth, for the first heaven and the first earth had passed away, and the sea was no more. And I saw the holy city, new Jerusalem, coming down out of heaven from God, prepared as a bride adorned for her husband. And I heard a loud voice from the throne saying, "Behold, the dwelling place of God is with man. He will dwell with them, and they will be his people, and God himself will be with them as their God. He will wipe away every tear from their eyes, and death shall be no more, neither shall there be mourning, nor crying, nor pain anymore, for the former things have passed away.'"

Sustainable Sunday School Activities

Use a stick and the ground for drawing pictures/creating games

Action songs

Interviews

Act out the story -if large numbers of children divide class into groups, give them 5-10 mins to prepare then get them to act out story in turn while others watch

Role Plays

News Reports

Singing

Charades - act out a story without using words

True or false

Quiz

Tell story with the wrong facts -see if kids can correct the passage

Letter to a friend

What would they pray about

How would they react in that situation

Write a song about the story to a tune they already know - add actions if possible

Tell story with actions for specific words which get repeated every time they occur

Who would you choose for the job:

eg to start a special family for God/ lead a nation out of Egypt/ to be a disciple

Compare your choice with those whom God or Jesus chose

Make instruments to accompany songs

Make up a board game/word search/quiz/Bible Taboo/Join the dots pictures/ Who or What am I ?

Guess Who:

20 questions to find out - the other person can only answer yes or no

Look at parallels between Old Testament Characters and Jesus

eg: Isaac, Joshua, Joseph,

If refreshments are provided use them as part of the lesson:

eg: Elijah fed by ravens -flapping relay

Parable of wedding banquet

Feeding of 5,000

Daniel refusing the King's meat

Giving Jairus' daughter something to eat

Relay Races

Circle games : Can be used for a variety of stories/purposes eg

'Joseph's coat was...' Each person takes a turn to add a colour e.g. 'Joseph's coat was blue' the next repeats the first sentence and adds another colour and so on. 'Joseph's coat was blue and red' 'Joseph's coat was blue and red and green'

"I took a trip through the Bible and found : "Abraham". The next child repeats the sentence and adds something beginning with B and so on. The second child might say: "I took a trip through the Bible and found Abraham and Beersheba". The third child: "I took a trip through the Bible and found Abraham, Beersheba and Canaan". Play continues for the whole alphabet.

What's the Difference - come up with as many differences as possible between two opposing characters, eg:

story of pharisee and publican/behaviour of prodigal son and older brother/good kings and bad kings/Noah and the people around him/ Adam & Jesus etc/Old & New Testament Books of the Bible Fruit of the spirit & works of the flesh

Directions for Fruit of the Spirit & Works of the Flesh:

Draw two different areas with a walkway in between in the dust - one area to represent *Fruit of the Spirit* and the other to represent Works of the Flesh. Ask the kids to move to the relevant area according to the behaviors or attitudes you call out.

You will need to choose different titles of each side depending what story you are telling

Brainstorming Bible Letters:

Choose any letter and go around the room (or form teams) and ask each to give a word (person, place, thing, etc.) from scripture that begins with that letter. Play continues until teams cannot think of any more words. Then choose another letter.

Seeing God in everything:

Collect together a variety of items eg a key, a pen, a pair of glasses, etc.

How To Play:

Fill a bag with 10-15 items depending on the length of time you have and the number of children. Ask several volunteers to come and pick an item out of the bag. Do not let them peek in the bag.

Once the items are selected give them a few minutes to think about: 'How is God like this object' or 'How you can see a Biblical truth in the object;' then allow them to volunteer to tell their idea.

eg if they picked the key they might say: 'God's word is the key which opens our understanding' or if they picked the glasses "God helps us to see things we cannot see with our own eyes."

Rounders

How to play:

Divide into 2 teams. Have 4 bases around the room/area and a list of questions.

The first player is asked a question and if they answer correctly, move to first base. The second person is asked a question and if they answer the correctly, they move to first base (and the first person moves to the second base). A point is scored for each correct answer.

Once a player gets a rounder by completing all 4 bases, an extra point is awarded.

A wrong answer puts a player out.

When there are no players left to bat then the other team is in.

Spot the Difference - any story when someone is different to those around them

How to play:

Sit in a circle and get all the children to have a good look at each other. One child goes out of the room/to somewhere where they can't see what is going on. Choose one or two children to change what they look like and then call the child back. They have to try and spot the difference.

Noah was different to the rest of the people around him in the days before the flood, Daniel chose not to fit in with the Babylonian culture and refused to eat the king's meat. He also refused to stop praying to God, his 3 friends refused to bow down to Golden Image. Spot the differences between them and the people around them.

We are called to be different - to obey God nor man and live by God's rules not those of our society.

Ten Commandments Game

Before the children arrive mark different areas from 1-10.

Divide the children into teams. If you have enough Bibles for one per team that is fine

Once the children are in teams explain you are going to read out some scenarios in which people break one of the 10 commandments. They need to work out which commandment has been broken and send a member of their team to stand by the appropriate number.

If more than one commandment has been broken they send a team member to each place.

Depending on the age of the children you can give very simple scenarios such as:

'Faith stole some sweets' or more complicated 'Chloe got arrested for theft last week' Obviously both break commandment 8.

You could adapt this for The Fruit of the Spirit -with love, joy, peace, etc written round the room ...

Can you think of any other lessons where this type of game could be used?

Dramatic monologues

Create a monologue for a character. What are they thinking/feeling at that moment? Why?

Create a monologue for a character looking back on how events affected them later. Where are they? Why? What are they thinking?

Limerick Create one about a character (or event) in the story

Limericks are five line poems where the 1st, 2nd and 5th lines rhyme and so do the 3rd and 4th lines The following will give you the idea although it's obviously not related to any Bible story!

There was an old man with a beard,
who said, "It is just as I feared!
Two owls and a hen,
four larks and a wren,
have all built their nests in my beard. (Edward Lear)

Summarise

Put children in pairs and ask them to summarise a chapter or section in no more than 2 sentences to help the class think about plot/motives/characters, etc. Particularly helpful if you are covering a long Bible story or book.

Talkshow

Students play both the host and the characters and take questions from the audience as well.

Bible friends

Which Bible character would the pupils like as a friend? Why? What would they do together? What would they talk about?

Highly Recommended

The President of Uganda wants to recommend a book of the Bible to the nation: tell him one important lesson you learnt while reading this book and why he should recommend it.

Character analysis

Describe a character from the point of view of a psychologist or recruiting officer: What is the person like? Provide examples from the Bible. Why are they like that?

Imaginary Interview

Carry out an imaginary interview with a Bible character about their experiences and/or with their friends and family o you can get to know and understand the character better.

Games

Put the children in groups, get them to design games based on stories - and then play them.

Still Life

Split the children into groups. One group designs a still life from the story and the class discuss what is going on.

You could play this as a game where each group produces a still life and the rest have to guess which Bible story it is.

As an additional activity get a child from a different group to touch one of the characters who then comes alive to talk about their part in the story.

On Trial

Use the story as the basis for a court trial; allocate students different roles such as witnesses, expert witnesses, the judge member of the jury, reporters and photographers, etc.

Debate

Have the students debate one or more of the issues raised in the Bible story. Take questions from the audience.

Suggested games/activities to bring out Bible lesson

Bible Story	Possible Game
Elijah & prophets of Baal	Musical statues - the children dance while music is playing but when it stops they have to freeze in the position they are in
Elijah running ahead of Ahab	Wheelbarrow Race
Noah	Put children in two rows and give them names of animals, when the name of their animal is called they have to run round their row and try to get back to their place first Mime some of the things Noah would have to do to make the ark e.g. chopping and sawing, planing, chiselling, hauling up the planks with rope, hammering, covering with pitch. Can the children guess what each action is?
Helping	Holding up hands - see how long they can do that alone then have in three like Moses, Aaron & Hur and see difference help makes
Healing of Paralysed Man (or any other Helping story eg The Good Samaritan)	Carrying relay - put children into teams and mark out a running course. They have to get in pairs and carry a third member of their team to the end and back and then one of the carriers goes to the back, the other carrier and the person carried do the running and a new person is carried.
Daniel in the Lion's Den	Sleeping lions - the children sit or lie on the floor completely still - when anyone moves they are out.
Healing of Blind Man	Obstacle course - blindfold member of SS and get someone else to guide them round obstacle course Try to identify items with eyes closed/blindfolded simply by feel
Healing of Dumb Man/John the Baptist's Dad	Try to explain what you want without talking
Healing of Deaf Man	Try to lip read or communicate with sign language
Good Shepherd	Learn Psalm 23
Moses in the Bulrushes/Lost Sheep/Lost Coin	Hide & Seek Give one child to the count of 100 to hide somewhere and then all the rest try and find them
Promises to Abraham	Try to count grains of sand (soil)

Bible Story	Possible Game
God's care	Try and count number of hairs on your neighbour's head
Hezekiah	Make a tunnel
Prayer	Learn the Lord's Prayer Write a prayer using Lord's Prayer as model Try out the various different positions for prayer mentioned in the Bible Complete this prayer 'Dear Lord help me to be glad when
Keeping the commandments of God	God says ...
Nebuchadnezzar's Dream	Nabs Skittles - set up 6 - 10 objects in a line Put the children into teams See how many they can knock down with one stone each
Shepherds hear about Jesus	use damp earth to sculpt a hillside add a twig fire and a sheep fold made of pebbles or sticks. With earth or stones some houses to represent Bethlehem. Think of what to use to represent shepherds and sheep and re-tell the story
Following Moses, Joshua, Jesus, Paul	Follow my leader - the teacher or one of the children is the leader and everyone else forms a line behind them and have to copy whatever they do
Honesty	Two truths and a lie - give 3 facts about yourself ... two should be true and the other false. See if the others can work out which is which
Creation - God created us in his image	Group members form pairs and stand opposite one another. They choose an activity to mime and one has to be the mirror image of the other
Saul hunting David	Cat and Mouse - one child is chosen as Saul & the other David. The rest of the children form a series of straight lines with their arms outstretched. Saul chases David along the passageways formed - but they can switch at any time.

Tips for Teachers

(in no particular order)

- Arrive at Sunday School before the children
- Get silence before you start speaking to your class
- Know and use the children's names
- Think about your questions beforehand. Avoid 'yes or no' questions.
- If you know a child could be a problem use them throughout the lesson, involve them in the acting or reading as they could be 'acting out' because they already know the story/subject.; use that knowledge, magnify their strengths.
- Praise the involved/participating child right from the start.
- Help the distracted get back on track by helping them start the task. - -
- Don't tell them what you'd like them to stop doing, tell them what you'd like them to be doing.
- When introducing lessons, connect to something in their life in order to engage their attention
- To make sure students all feel welcome comment on each of their responses in a positive manner
- . - Be mobile - walk around the class
- Give clear instructions
- Prepare lessons thoroughly and structure them firmly
- Develop the art of timing your lesson to fit the available time slot

Run your own

Sunday School Teachers'

Training Day

1. Welcome and Introductions

- Aims and objectives of today
- Introduce self (name, ecclesia, experience teaching Sunday school)

2. Why have a Sunday school?

- Duty to teach God's message
- Encouraged to teach our children
- Give them understanding/knowledge of God
- Circumstances may mean parents/carers are unable to teach their children

3. Setting up a Sunday school:

- Practical aspects
- Where, what time, how many teachers etc?

4. Break

5. Learning styles:

- Visual
- Auditory
- Kinaesthetic
- Verbal
- Importance of using a mix of styles to meet all needs

6. Preparing a lesson:

- Gathering resources
- Refresh knowledge of subject
- Identify aims and objectives of lesson
- Outline appropriate activities
- Set take home task
- Go through example (right and wrong)

7. Lunch

8. Practical activity

- Split into groups, get each group to plan a different lesson considering the points raised and present back to the group.

9. Sustainable lesson ideas

- Go through activities that could be used (outlined in handbook)
- Teach some songs

10. Groupwork:

- Discuss teaching ideas/tips
- Identify lessons that have gone well and why this was
- Reflect on lessons that have gone badly and what could have improved this
- Share experiences

11. Recap:

- The importance of Sunday school
- Reinforcing message
- Take home activity
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Notes/Ideas/Etc

Notes/Ideas/Etc

Notes/Ideas/Etc

