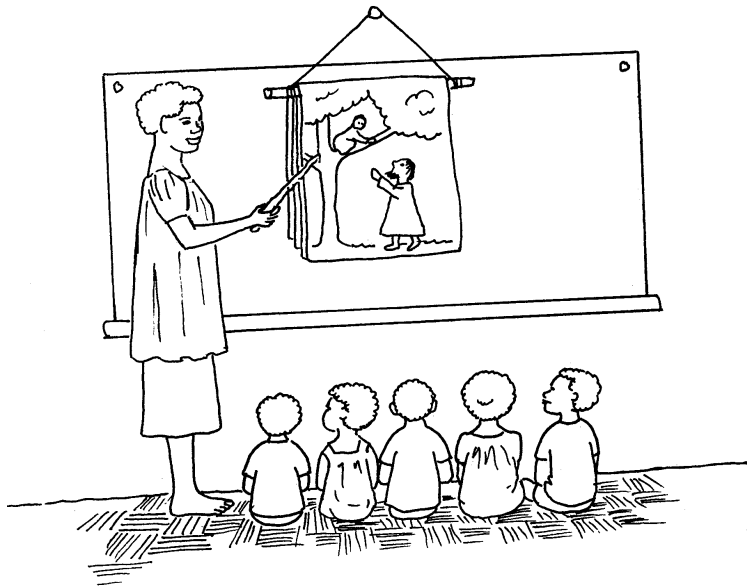


Sunday School Teacher Training Manual



English

Scripture Use

MT Title

SUNDAY SCHOOL TEACHER TRAINING MANUAL

Original text by: Heidi Matthews, Robin Rempel, Agatha van Ginkel, BTL, Kenya, 2003 ©
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Sunday School Teacher Trainers Workshop Schedule (Example)					
	Mon	Tues	Wed	Thurs	Fri
		Using Mother Tongue	Characteristics of a Good Teacher	Leading children to Christ	Salvation studies / practise
	God & Children in Bible	Bible Study Steps	Practice SS lesson 4 small groups	Practice using salvation materials	Choosing / Organizing themes and lessons for a year curriculum
	Welcome Expectations & Objectives What is happening in your areas?	Bible Study lesson 3: The first time God destroyed the world Large Group	Characteristics of Children	Bible Study 5: The beginning of many languages	
Chai Break					
	Demo SS lesson 1: The Beginning of the world Debrief	Demo SS lesson 3: Debrief	Parts: Story	Demo SS lesson 5: One individual to teach whole lesson Debrief	Curriculum planning continued
Lunch					
	Bible Study for lesson 2: The First time people sinned Large group	Bible Study 4: The First Covenant small groups	Parts: Memory Verse	B Study for lesson 6: The Call of Abraham church groups	Practice lesson 6 church groups
	Prepare SS lesson 2 small groups	Prepare SS lesson 4 small groups	Parts: Songs Parts: Prayers	Prepare lesson 6 church groups	Closing ceremony Closing meal
	Practice lesson 2 Small groups	More preparation time if needed	How to do revision		
PM		Video		Video	

* This schedule could be improved by allowing a preparatory week for more practise and learning how to do Bible study before combining that skill with learning teaching techniques for teaching children.

Sunday School Teacher Trainers Workshop
Training by Bible Translation & Literacy (East Africa)
Hosted by:
location, November 2003

Objectives

By the end of this workshop you will:

1. Understand from God's word why it is important to teach children the Bible.
80880412. Understand from God's word why it is important to use mother tongue.
80880413. Understand some important characteristics of teachers and children.
80880414. Have analytically observed three demonstration Sunday School Lessons.
80880415. Understand how to and have done several Bible studies.
80880416. Understand how to identify a key truth in a Bible Lesson.
80880417. Understand how to apply a key truth to a child's experience.
80880418. Understand how to plan a creative and effective Sunday School lesson using local resources.
80880419. Have planned and presented three Sunday School lessons in small groups.
80880420. Be able to use creative ways to sing, present Bible stories, teach memory verses and pray with children.
80880421. Be familiar with a series of Bible Lessons on the theme 'Beginnings in the Bible' from the book of Genesis.
80880422. Understand how to identify themes for Bible Lessons.
80880423. Have outlined Sunday School lessons for a year.
80880424. Have thought through ways to apply your new skills in your own area.
80880425. Have developed skills, materials and resources to train other Sunday School teachers.

Devotional 1: Jesus and children

Deuteronomy 31:12-13

Call them all together—men, women, children, and the foreigners living in your towns—so they may listen and learn to fear the Lord your God and carefully obey all the terms of this law. [13] Do this so that your children who have not known these laws will hear them and will learn to fear the Lord your God. Do this as long as you live in the land you are crossing the Jordan to occupy."

1. **Who should listen and learn to fear the Lord and carefully obey all the terms of the law?**

2. **Why should the people do what God has commanded, and how long should they do it for?**

Psalms 127:3

Children are a gift from the Lord;
they are a reward from him.

3. **What does this psalm say about children?**

4. **How do we treat gifts and rewards?**

Mark 10:13-16

One day some parents brought their children to Jesus so he could touch them and bless them, but the disciples told them not to bother him. [14] But when Jesus saw what was happening, he was very displeased with his disciples. He said to them, "**Let the children come to me. Don't stop them! For the Kingdom of God belongs to such as these.** [15] **I assure you, anyone who doesn't have their kind of faith will never get into the Kingdom of God.**" [16] Then he took the children into his arms and placed his hands on their heads and blessed them.

5. **Why did the parents bring their children to Jesus?**

6. **Why was Jesus displeased with his disciples?**

7. **To whom does the Kingdom of God belong?**

8. **What kind of faith does a child have?**

Mark 9:33-37

After they arrived at Capernaum, Jesus and his disciples settled in the house where they would be staying. Jesus asked them, “What were you discussing out on the road?” But they didn’t answer, because they had been arguing about which of them was the greatest. Jesus sat down and called the twelve disciples over to him. Then he said, “Anyone who wants to be the first must take last place and be the servant of everyone else.”

Then he put a little child among them. Taking the child in his arms, he said to them, “Anyone who welcomes a little child like this on my behalf welcomes me, and anyone who welcomes me welcomes my Father who sent me.”

9. What was the position of a child in Jesus’ time? Were children regarded as important? Respected? _____

10. What kind of kingdom was Jesus referring to when He spoke about the Kingdom of God? To whom does the Kingdom belong? What would life in the Kingdom of God be like?

11. Why did Jesus use a child as an example in his teaching? What can we learn from children?

12. From these Scriptures, what do you think is God’s attitude towards children?

13. What are our responsibilities towards children?

Sunday School Lesson Plan (x7)

Theme of this series of Bible lessons:

Bible Reference for today's lesson:

Age Group:

Bible Reference for today's memory verse:

Main *truth* being taught in today's lesson:

How children will apply the truth in today's lesson:

1. Songs:

a)

b)

Teaching method/aid:

2. Story:

Teaching method/aid:

3. Memory Verse:

Teaching method/aid:

4. Prayers:

Teaching method/aid:

Materials to prepare:

Skills to practise beforehand:

Devotional: Mother tongue, speaking a language both you and God understand very well!

Intro Questions

1. How many languages are there in the world?
2. How many languages have the Scripture or part of the Scriptures in their own language? When did you receive those?

Why are there so many different languages?

Genesis 1:28

“God blessed them and said to them, ‘Be fruitful and increase in number, fill the earth and subdue it.’”

Genesis 9:1,7

God blessed Noah and his sons and told them, “Multiply and fill the earth.... Now you must have many children and repopulate the earth. yes, multiply and fill the earth!”

1. What was God’s plan for the people of the world in the beginning?

Genesis 11:1-5

Now the whole world had one language and a common speech. As men moved eastward, they found a plain in Shinar and settled there. They said to each other, “Come, let us make bricks and collect natural asphalt to use as mortar.” Then they said, “Come, let’s build a great city with a tower that reaches to the skies -- a monument to our greatness! This will bring us together and keep us from scattering all over the world.”

2. Were the people obeying God’s command? _____

3. How were they disobeying?

Genesis 11:6-9

The Lord said, “If as one people speaking the same language they have begun to do this, then nothing that they plan to do will be impossible for them. Come let us go down and confuse their language so that they do not understand each other.” So God scattered them from there all over the earth and they stopped building the city. That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth.

4. What did God observe about the people’s disobedience?

5. What was God’s punishment?

6. What happened to the people of the world?

What will become of all languages in the world?

Revelation 7:9-10

After this I looked and there before me was a great multitude that no-one could count from every nation, tribe, people and language, standing before the throne and in front of the lamb. They were wearing white robes and were holding palm branches in their hands. And they cried out in a loud voice, "Salvation belongs to our God, who sits on the throne, and unto the lamb."

7. Who will praise God with one voice?

Why should we teach children in their own language?

1 Corinthians 14:9-11

Unless you speak intelligible words with your tongue, how will any one know what you are saying? You will just be speaking into the air. Undoubtedly there are all sorts of languages in the world, yet none of them is without meaning. If then I do not grasp the meaning of what someone is saying, I am a foreigner to the speaker, and he is a foreigner to me.

8. Why should we use the language that people understand best?

Does God care about our different languages?

Acts 2:1-12, 21

9. Where did this take place? _____

10. How many different languages were spoken by the people who lived in Jerusalem?

11. How did God by His Spirit communicate to the people of Jerusalem?

God desires to communicate His message of Good news meaningfully with people in their own languages. God wants the Good News to spread to everybody all over the world.

12. Is it helpful to speak in a foreign language? How can speaking in a language that is not understood be useful to those who are listening?

13. Why should we use the language that people understand best?

14. Which language do your children understand best?

15. Which language is best to use in your Sunday School and church? Why?

Bible Study Steps

5 Steps to help you understand the Bible passage

1. PRAY

Ask God to help you, by his Spirit, in your study.

2. READ

Read the passage at least 3 times. Read it in context (the whole section of the book, if possible...)

3. OBSERVE

Work out what the text is actually saying. Ask yourself:

- a. What **KIND** of literature is it? (e.g. narrative, poetry, parable, teaching, apocalyptic/symbolic)
- a. **WHERE** are events taking place? Get a map!
- b. **WHEN** are the events taking place? In what order?
- c. **WHO** are the main characters?
- d. **WHAT** is happening? What is said? What was the historical situation?
- e. **HOW** are ideas communicated? List or mark **key words**, **linking words**, **contrasts**, etc.(the structure of the text). Look up any difficult words you don't understand

4. INTERPRET the MEANING

- a. **WHY** was the passage written? What did the passage mean for the first readers?
 - Look at other Bible passages that help explain this passage.
 - Ask someone to explain anything you don't understand, or look in a Bible reference book (dictionary, concordance...)
- b. **List** the **key things** this passage teaches.

5. APPLY PERSONALLY

- a. *Think and pray about the passage so God can show what he wants you to learn.*
- b. Personalize one key truth from the passage (use "I" or "me" or "we").
- c. Based on the key truth, write one specific thing you can do or think to obey God today or this week.

****** When preparing a Sunday School lesson, do #5 with children in mind rather than yourself.

PRAY READ OBSERVE INTERPRET the MEANING APPLY!

*Adapted from "Keys for fruitful Bible study, by Phil Heage, YWAM.

Copy onto card stock or heavy coloured paper, cut out, and use as Bible book marks

Bible Study Steps

PRAY

"I will ask the Father and he will give you another Counselor who will never leave you. He is the Holy Spirit who leads into all truth." John 14:16-17

READ the passage in context at least **3 times**.

OBSERVE the passage.

1. **Kind** of literature?
2. **Where**? (Map)
3. **When**?
4. **Who** is involved?
5. **What** is happening? ... said? ... historical situation?
6. **How** does the text communicate? Note **Key words, contrasts, linking words** ...

INTERPRET the **MEANING**.

1. What did the passage mean for the first readers?
2. **List** the **key things/truths** this passage teaches.

APPLY PERSONALLY

1. Ask God what He wants you to learn from this passage.
2. Personalize one key truth (use "I" or "me")
3. Write one specific thing you can do or think to obey God based on a key truth.

Bible Study Steps

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APPLY PERSONALLY

1. Ask God what He wants you to learn from this passage.
2. Personalize one key truth (use "I" or "me")
3. Write one specific thing you can do or think to obey God based on the key truth.

Bible Study: "What is the Role of a teacher?"

Read the following verses and consider the questions:

2 Timothy 2:2

What sort of people should teach others? _____

1 Timothy 6:6-11

For some teachers, being involved in religion is just a way to get rich. What sort of people should teachers of the truth be?

John 13:12-15

What did the greatest teacher do to help us know what teachers should do?

1 Corinthians 12:28

Who made teachers to be an important part of the body of Christ? _____

Will everybody in the church be a teacher? _____

Who are the ones in the church that need to be taught? _____

Ephesians 4:11-13

What is the responsibility of teachers?

Matthew 5:19

What promise is given to those who disobey God's commands and teach others to also disobey? _____

What promise is given to those who obey and teach God's commands to others?

Romans 12:7-8

If you are a teacher, what are you supposed to do? _____

2 Timothy 2:15

Timothy was a teacher in the early church. What was he supposed to do?

Teaching children is a very big responsibility and is not to be taken lightly. Teaching a child the Word of God is **NO LESS IMPORTANT** than teaching it to adults.

A teacher must:

- ◆ Love Jesus!
- ◆ Have much wisdom and patience.

- ◆ Be a good example to the children.
- ◆ Be dedicated and responsible.
- ◆ Study the Bible and know God's word.
- ◆ Pray for the children, often.
- ◆ Be faithful to his job
- ◆ Be respected by others (especially the children's parents.)

For good results a teacher needs to:

- ◆ Love and relate to the children.
- ◆ Help the parents in their responsibility to teach children.
- ◆ Talk with village elders and church leaders about the class.
- ◆ Receive help and advice from older, wiser leaders.
- ◆ Meet with other teachers to discuss ideas, share problems and pray together.

Discipline:

Proverbs 13:24
 Proverbs 19:18
 Proverbs 29:17
 Hebrews 12:5-11

What do these Scriptures tell us?

1 Corinthians 13:4-7
 Matthew 18:2-6

What do these Scriptures tell us?

Characteristics of Children

1. Goal

At the end of the lesson, the participants will know some characteristics of children of different age groups. They will also know how to take these characteristics into account when preparing lessons for different age groups.

2. Introduction

Children learn in different ways than adults. If we want children to learn, we must adapt our teaching to their ways of learning. For example, a child cannot concentrate for a long time. If you want to keep their attention, you must use a variety of ways to teach them during the class.

A child learns.....

...a little of what they hear

...half of what they hear and see

...much more of what they hear, see and do

...most of what they hear, see do and say.

Things to use:

- ◆ Things to see and touch, such as objects and pictures.
- ◆ Talk and discussion, share ideas with the children.
- ◆ Activities with hands, they learn best when they are doing.
- ◆ Simple language that the children speak, the whole purpose of
- ◆ Sunday school is so that Children will learn. We need to focus all that we do with them in mind.
- ◆ Examples from the lives of the children, real life experiences brings interest.
- ◆ Repetition, this helps to facilitate understanding.

In this lesson, you will learn about the different characteristics of children at different ages. When you know them, you will be able to adapt your teaching methods to the needs of the children.

3. Characteristics of children of different ages

Each age group has different characteristics. For example, some of the characteristics of 3 - 5 year olds are:

- They like to move, and cannot sit still for very long.
- They learn through play, pretending and activities.
- The longest they can concentrate on one activity is about 5 minutes.
- They like to imitate adults.
- They love repetition and actions.
- They want to see, hear, touch, smell and taste everything that they see.
- A child of this age will normally believe everything that an adult tells him or her.

- They don't know how to read

Exercise 1. Think about what implications the characteristics of these children will have for your teaching methods.

Exercise 2. What are some characteristics of the children **6-10 years of age**?

Exercise 3. Think about what implications the characteristics of these children will have for your teaching methods.

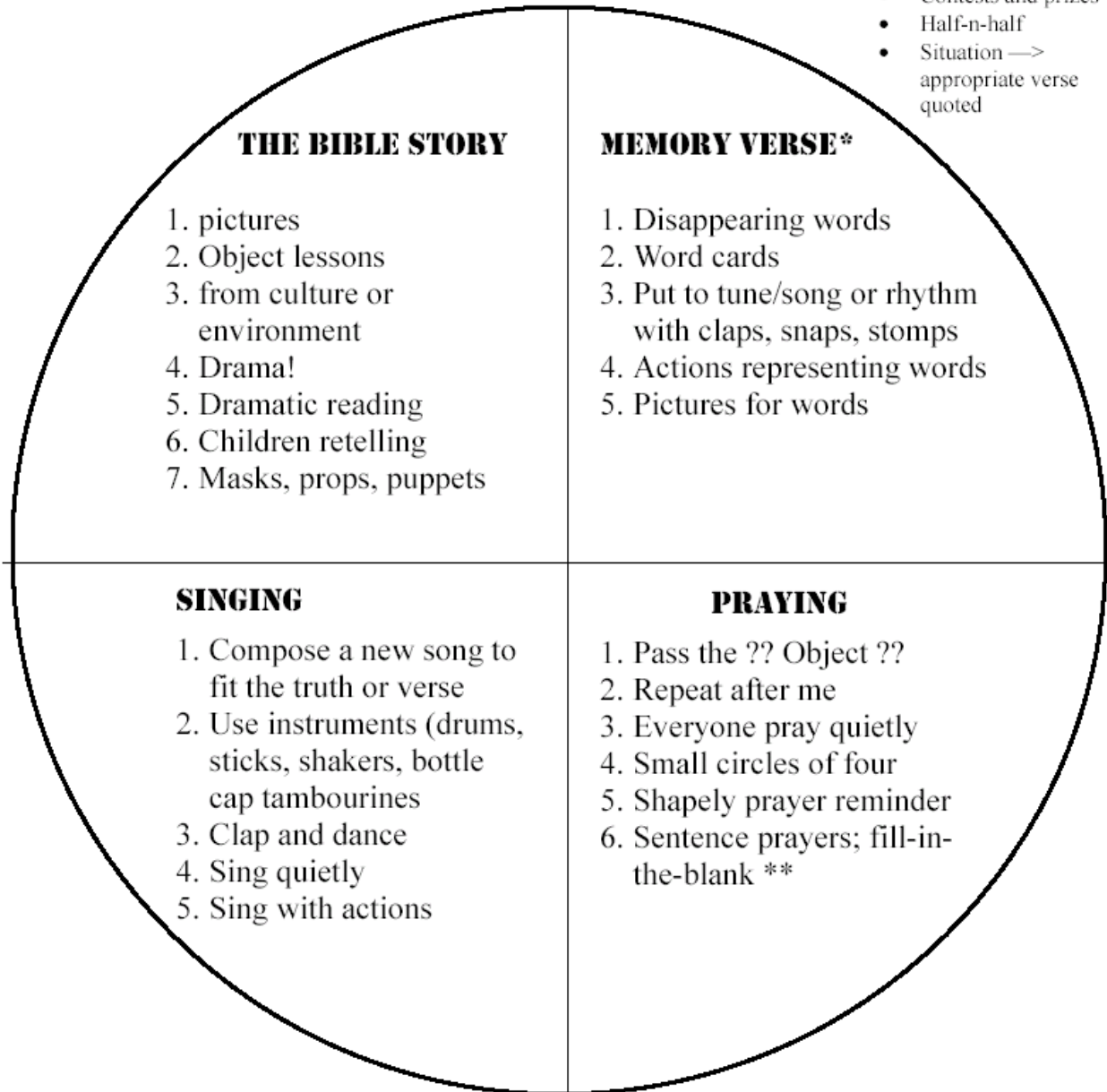
Exercise 4. What are some characteristics of the children **10-15 years of age**?

Exercise 5. Think about what implications the characteristics of these children will have for your teaching methods.

Developing Bible lessons for children ... almost as easy as eating chapatis...!

*** Revision ideas:**

- Contests and prizes
- Half-n-half
- Situation —> appropriate verse quoted



**Lord/Father,

Thank You for _____

Please save/heal _____

Help me trust You when _____

Help me obey You by/when _____

You are _____

I confess my sin of _____

Teaching Bible Stories

The teacher needs to:

- ◆ Prepare early and well. Do your Bible study!
- ◆ Read and study the story for yourself. Understand the main truths.
- ◆ Ask God for wisdom.
- ◆ Ask yourself...
 - “What are the main points?”
 - “What will I ask the children?”
- ◆ Find a specific truth that you will focus on during the teaching. (Remember your age group!)
- ◆ Make it interesting. DO NOT just read the story.

If the teacher knows the story well, the children will learn it well

Practical – Teaching Aids

1. Use pictures or Big Books to help tell the Bible story.

2. Utilize object lessons from nature or your environment.

3. Use drama and action!

4. Do dramatic readings.

5. In addition, after telling the story, have the children retell. And then?.... then?.... then?...

Other Ideas: Use puppets, masks, outside props...

Teaching Memory Verses

Bible Verses:

Psalm 119:11

Psalm 119:105

What do these Scriptures tell us?

Practical Teaching Aids

1. Disappearing Words
2. Use word cards.
3. Put a tune to the words – make a song. Or clap, snap, stomp, nod a rhythm to fit the words.
4. Use actions to represent the meaning.
5. Use pictures for some words

Ways to revise memory verses:

1. Competitions/contests
2. Half-and-half
3. Ask a question or describe a situation and see who can think of an appropriate verse to fit the situation or answer the question.
- 4.

Teaching Songs

1. Compose new songs to fit the main truth of the lesson.
2. Get the children involved with easy-to-make instruments.
 - a. drums - Kimbo containers
 - b. sticks – coconut shells, sticks
 - c. tambourines – “Y” wood and bottle tops
 - d. shakers – gourds; plastic bottles filled with sand, rocks, beans, rice...
3. Clap and dance.
4. Sing quietly.
5. Sing with actions.

Teaching Prayer

1. Pass the Bible (or a shapely reminder)

– Those who are too shy or who don't want to pray can simply pass the Bible to the next person.

2. Boiling porridge [*Note to trainers: it is possible that this particular 'technique' is too disruptive or disrespectful for prayer; it may need to be omitted or changed. Perhaps a variation could be to pray like popcorn popping - each child stands up to pray a short prayer - combine with #6 - and then sits down.*]

– Get inside an imaginary giant pot (draw a big circle with chalk or a stick). Those who would like to pray can pray a short “sentence” prayer and then jump out.

3. “Shapely” prayer reminders

- Cut shapes out of paper which remind the children of the lesson/truth/story and can help the children pray for an appropriate item.

Examples:

- a. a sheep shape reminds me to pray for a lost “sheep” (person” who needs to be saved
- b. a fish shape reminds me to fish for people and catch them for Jesus
- c. a fish or bread shape reminds me that Jesus cares about my needs and can take care of me
- d. a stone reminds me to obey Jesus and be wise like the man who built his house on the rock
- e. a stone reminds me of the story of Stephen who forgave those who mistreated him
- f. a rooster or cock shape reminds me to not deny that I know Jesus

4. Everyone pray silently together.

5. Pray in small groups of 3 or 4

6. Pray very short “sentence” prayers.

- This is good for when there are many people in a group. Have something very specific to pray about (e.g. Thank you, God, for _____ ; Lord, please save _____ ; Father, help me to obey you by _____ ; Jesus, you love _____ and s/he needs your healing/touch.....).

How to do Revision

What does revision do?

Revising helps children remember the last lesson.

Revising helps children learn the truths better.

Sometimes revision helps and prepares the children's for the present day's lesson, especially if it is on the same theme.

Ways to revise:

- ◆ Ask questions
- ◆ Show pictures
- ◆ Show objects
- ◆ Act out a drama
- ◆ Write important words
- ◆ Have children retell truths, verses, stories
- ◆ Be reminded of the theme and past stories

Personal notes:

Sunday School lesson schedule idea

1	PRAYER AND WORSHIP
2	REVISION OF PREVIOUS WEEK
3	BIBLE STORY
4	MEMORY VERSE

5	SONGS
6	PRAYER AND FINISH

Salvation Module: Leading children to Christ

Goal

At the end of the lesson, the participants will be able to tell what salvation means, how someone can be saved, and how a child can be led to Christ.

Possible Introductory stories: See appendix for ideas.

1. The perfect relationship between God and people.

Read Genesis 1:26-31

What does this Bible passage tell you about the beginning of mankind?

What was the work of men?

Read Genesis 2:16,17.

God told Adam one thing NOT to do, what was that?

What would happen if Adam disobeyed this command of God?

2. Sin

Read Genesis 3

Why did Adam and Eve disobey God's commandment?

How did this change the relationship between people and God?

Read Romans 3:23

What does this verse say about people?

Read Romans 5:12, 14

How does this passage connect you and me to Adam's sin?

3. Why Christ died

Read John 3:16

How did Jesus Christ's death prove God's love for us?

How did Christ's death remove the gap/barrier/shame of sin between God and us?

Read Romans 5:19

What do these verses say about Adam and Christ?

4. Your part

Read Romans 3:22-26

What does it mean to be put right with God?

Who can be put right with God (Romans 3:26)?

What do people have to do to be put right with God (Romans 3:24, 25)?

Read Revelation 3:20

What does this verse say about Jesus and you?

What would you have to do to let Jesus in your life?

Read 1 John 1:9

What does this verse say about what we should do with our sin?

What will Jesus do if we do confess our sin?

5. Summary

The way to God is open, BUT...

- You are a sinner, and therefore you need to confess your sins.
- You have to believe that Christ died for you.
- You have to give your whole life to Him, your time, money, friendships, and family
- You have to accept Jesus as the Lord of your life.

If you have confessed your sins, believe that Christ has died for you, and have given Him your whole life and accepted Jesus as the Lord of your life, then you are a true Christian, a

follower of Christ. You are saved from God's anger. Jesus will never leave you. The Holy Spirit will always be with you.

Example Prayer of Salvation

This prayer is for the teacher to pray with a child or any other person who wants to give his or her life to Jesus. A child can repeat each line after you.

Lord Jesus Christ,
I know that I have sinned in my thoughts, words and actions.
There are so many good things I have not done.
There are so many sinful things I have done.
I am sorry for my sins and turn from everything I know to be wrong.
You gave your life upon the cross for me.
With my thanks I give my life back to you.
Now I ask you to come into my life.
Come in as my Saviour to cleanse me.
Come in as my Lord to control me.
Come in as my Friend to be with me.
And I will serve you all the remaining years of my life in complete obedience.
Amen.

As a teacher you might need to explain to a child that Jesus has come in his or her life. He or she has asked Jesus Christ to come into his or her life and He has come. He now lives in the child's heart by His Holy Spirit. However, the child cannot rely on feelings; he or she may not feel any different now. However, the child can trust the promises of Jesus:

"If any one hears my voice and opens the door, I will come in to him" (Revelation 3:20)

"He who believes has eternal life." (John 6:47)

"I am with you always, to the close of the age." (Matthew 28:20)

"Anyone who is joined to Christ is a new being/creation; the old is gone, the new has come ... Christ changed us from enemies into His friends and gave us the task of making others His friends also." (2 Corinthians 5:17-18)

The teacher can tell the child:

"You are now a member of God's Kingdom, a child of God's family, part of his body the church."

Notes for facilitators on Leading children to Christ

1. Goal

At the end of the lesson, the participants will be able to tell what salvation means, how someone can be saved, and how a child can be lead to Christ.

This lesson is just an example or one way in which Salvation might be taught. As a teacher you should teach this in the way that is taught and approached in your church. This is just one example of how salvation could be taught! For this lesson, the booklet: "Journey into Life", by Norma Warren' has been used as a guideline.

2. Needed

- Four "bridge" illustrations of Salvation, which you can find at the end of this book, in the Appendix.
- Article or story of "*Kupalanhanya*" by Jon Arenson, *Ethno-info* No. 12, January, 1990 or any other cultural redemptive analogy examples. See Appendix.
- Other tools which could be used for this module are the African Animal Parable books (adapted from Paul White, 1981 ©), specifically the Hippo or Leopard story books, which nicely lead into the need for salvation. They present salvation by way of a story or analogy. Question and answer discussion could follow to present further Scripture verses and explanations. See Appendix for story texts and discussion ideas. A4 Big Book formats or smaller A6 formats are available for these two animal story books on the Scripture/SU shellbook CD.

3. Introduction.

✚ Ask the participants the following questions: What is a Christian? How do you know that you are a Christian?

Write the different answers on the blackboard and discuss them with the participants.

Possible answers, but which do not make someone a Christian:

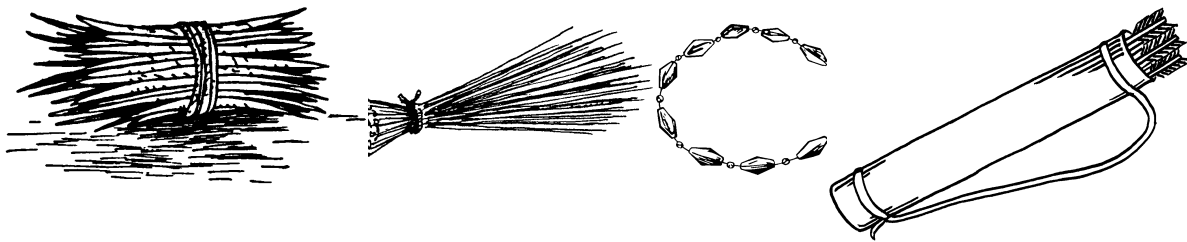
- ◆ I was brought up in a Christian home.
- ◆ My mother always went to church.
- ◆ I was baptised and confirmed.
- ◆ I was born a Christian.
- ◆ I am not a Muslim.

✚ Tell a cultural redemptive analogy story (e.g. *Kupalanhanya*, *How to see the President*, *Peace Child* by Don Richardson ...)

The next part is the main component of this lesson, it will talk about how God created people and how they lived in perfect harmony. However, sin entered the world by the choice of people, and as a result the relationship between God and people was broken. But God promised to send his Son Jesus to die for the sin of all people. In that way, God made it possible for people to live in harmony with him again, but only if they believe (accept) that

Jesus Christ has died for their sin. Every person on this earth has to make a choice. By not choosing to accept Christ's sacrifice, someone is not accepting God.

Understanding Themes and Lessons



All of these pictures show how many things can be held together by one thing. Discuss what is the one thing holding each of the things together.

This one thing holding other things together is like a theme. The things being held together are like lessons.

There are two kinds of themes:

- (1) topic/idea/concept
- (2) chronological (timing) or historical events in order that they happened

Here are some themes. Decide if each theme is a topical or chronological theme.

1. Stories from the life of Abraham	11. Miracles of Jesus
2. The Life of Joseph	12. The Life of Christ
3. The Creation of the World	13. The “I AMs” of Jesus
4. God is in control of everything	14. People who prayed in the Bible
5. Prophecies about Jesus	15. Satan is our enemy
6. The life of Daniel	16. Do not be afraid
7. Teachings of Jesus	17. Farming in the Bible
8. Parables that Jesus told	18. Lessons about money
9. Stories from the book of Acts	19. Teachings about marriage
10. Jesus has the power to save	20. Lessons on the story of Jonah

Every theme has several lessons that could be taught in a series on that theme.

Discuss 2 topical themes and 2 chronological themes and list together on the board the series of lessons (with the appropriate Scripture passage) that could be taught for each of those themes.

Make a list of a few other themes you would be interested in studying.

1. _____
2. _____
3. _____
4. _____

Now look at the *Sunday School Curriculum Outline*. This is a good resource which can be used to plan for years of SS lessons and to assist with the “bones” or outline of each lesson. Use this resource to help plan the Sunday School Curriculum for the years ahead.

Appendix

How to see the President

A story to help illustrate salvation (adapt as appropriate)

Little Markus wants so much to go see the President and shake his hand. But it is very difficult to see the President -- he is a very important man and there is a lot of people around him who guard him from bad people who might want to harm him. You cannot just walk up to the President. There is certain rules you follow in order to get close to him. Markus tried and tried to see the President, but he was never able to do it.

However, the President had a son that was the uncle of one of Markus' friends. One day, as Markus was at his friend's house, this uncle was also at the house. Markus and the others were drinking chai and talking and chatting. During the conversation, Markus mentioned how very much he wished to go see the President and to shake his hand, but it seemed that he would never get the chance because he just wasn't important enough; he was just a little kid.

When the son of the President heard what Markus said, he said to Markus, "It is true that in order to see the President, you must be very important and you must have an invitation from the President. But there is a better way to see him."

Markus got very excited and said, "Do you know how I can get to see him?!"

The President's son said, "Yes, I know how you can get to see the President. You can come with me, and I will take you see him. After all, the President is my father and I can go to see him any time."

So a few days later, the President's son picked up Markus and held his hand as they walked into the big building where the President worked. As long as Markus stayed close to the President's son and held his hand, nobody bothered him or questioned him. Everybody important and all the security guards knew the President's son, so anybody with him was very much welcome to come close to the President. The President's son was able to easily open every gate, every security door, and every blockade. There was absolutely no trouble for Markus, and before he knew it, he was shaking the President's hand and having a nice conversation with him. The President warmly welcomed all the people who were brought to him by his son.

Sunday School Lesson Plan (demo day 1; SS lesson #1)

Theme of this series of Bible lessons: Beginnings

Bible Reference for today's lesson: Genesis 1:1- 2:3

Age Group: adults play acting as children

Bible Reference for today's memory verse: Genesis 1:1

Main truth being taught in today's lesson: God created everything and everything was very good

How children will apply the truth in today's lesson: (1) thanking him throughout the week for what they see that he has created; (2) obeying Him because He is our creator

1. Songs:

a) If I were a butterfly

b) He made the mountains

Teaching method/aid: actions

2. Story: : seven days of creation

Teaching method/aid: pictures - simple "stick" art

The seven days of creation	
(1) separation of light and darkness; Day and night;	(4) lights to govern day and night -- sun & moon + stars
(2) sky space to separate waters above and below	(5) fish & sea creatures and birds
(3) waters restricted so dry land appears -- earth & seas; plants	(6) land animals; people (in Our image; rule all other creation)
(7) day of rest	

3. Memory Verse: Genesis 1:1 "In the beginning, God created the heaven and the earth."

Teaching method/aid: flash cards.

4. Prayers: thank God for things He has created

Teaching method/aid: pass the flower (or whatever)

Materials to prepare: (1) memory verse cards; (2) story pictures; (3) pick a flower before SS

Skills to practise beforehand: (1) telling the story with pictures and emphasizing key truth;

Sunday School Lesson Plan (demo lesson day 2; SS lesson #3)

Theme of this series of Bible lessons: Beginnings

Bible Reference for today's memory verse: Genesis 6:9-22; 7:1-24

Main truth being taught in today's lesson: (1) God will save all those who believe and obey Him ; (2) God always punishes sin; sin brings death

How children will apply the truth in today's lesson: Pray for the salvation of someone they know who is not saved (use shapely reminder).

1. Songs:

- a) Stop, and let me tell you, what the Lord has done for me!
- b)

Teaching method/aid: instruments

2. Story: Noah and the flood

Teaching method/aid: drama

3. Memory Verse: Teaching method/aid: disappearing words on black board

Psalms 1:1-2a,6

Blessed is the person who rejects the advice of evil people,
who do not follow the example of sinners,
or join those who have no use for God.

Instead they find joy in obeying the Lord

These righteous people are guided and protected by the Lord
but evil people are on the way to their destruction

or Hebrews 11:7 (a or b) It was faith that made Noah hear God's warnings about things in the future that he could not see. He obeyed God and built a boat in which he and his family were saved.

4. Prayers:

Teaching method/aid: shapely reminders: boat (fold or cut or make from bark) - write name of unsaved person you know and pray for them

Materials to prepare: (1) shapely reminder paper boats; (2) containers and beans etc to make instruments; (3) another song about Noah or salvation; (4) marker or crayon for writing names of unsaved friends, family

Skills to practise beforehand: (1) memorize memory verse; (2) practice telling story

Sunday School Lesson Plan (Demo lesson 3 day 4; SS lesson #5)

Theme of this series of Bible lessons: Beginnings

Bible Reference for today's lesson: Genesis 9-11

Age Group: Adults play acting as children

Bible Reference for today's memory verse: Psalms 119:71

Main truth being taught in today's lesson: (1) Sometimes God sends painful difficulties to help us obey him; (2) God gave us our language

How children will apply the truth in today's lesson: (1) thank God for even difficult circumstances and ask help to obey Him (pray in your own language)

1. Songs: Teaching method/aid: (new composition)

- a) God gave me my language (He knows my heart) - parts
- b)

2. Story:

Teaching method/aid: object lessons and dramatic reading and dress up character Peleg

3. Memory Verse:

Teaching method/aid: rhythm with snaps and claps

Psalms 119:71 It is good for me that I was afflicted, that I may learn to obey you.

4. Prayers:

Teaching method/aid: small groups

pray in your language that God will help you obey Him during difficult times

Materials to prepare: (1) dramatic reading papers with parts marked; (2) somebody to help with clothes and charcoal for beard for Peleg character; (3) syringe for object lesson

Skills to practise beforehand: (1) practise dramatic reading with readers (2) memorize verse with snaps and rhythms; (3) practise new songs; (4) Peleg to practise telling story

Salvation

The Bible teaches that there is nothing that people can do to save themselves. Only God can save people, and he does it because he loves them (John 3:16). He saves people as a gift, not as a reward for doing good deeds (Romans 3:24; Ephesians 2:7-9; Titus 3:4-5).

The Bible teaches that people who sin and don't repent will experience God's anger/punishment (Colossians 3:5-6; Romans 1:18). God does not want to punish people, but he hates sin. So God made a way to save people. God sent his Son into the world to die on the cross as a sacrifice (Romans 3:25; 5:6-10). God punished his own Son Jesus Christ for our sins. Jesus died instead of us so we could be made right with God (2 Corinthians 5:21). Jesus was willing to do this because he loves us very much. When Jesus died on the cross, he was separated from God the Father (Matthew 27:46). This was the worst thing that happened to Jesus while he was in this world.

Thus, Jesus was God's sacrifice to pay the penalty for our sins (Romans 5:8-9). This is God's plan to save people (1 Thessalonians 5:9). But God will only save those people (from his anger/punishment) who repent of their sins and believe in Jesus Christ (John 3:36; 5:24; Acts 3:19; 17:30-31; 20:21; Romans 10:9-10).

The person who believes in Jesus will live forever (John 3:16; Acts 10:43). But if a person does not trust in the sacrifice of Jesus, God will make that person die and pay the penalty for his own sin (John 3:18; Ephesians 2:1-3; Revelation 6:16-17).

When a person believes in Jesus Christ, he is born of God and becomes a child of God (John 1:12-13; 1 Peter 1:23; 1 John 3:1-3). Also, God considers that person to be straight/righteous and totally holy/clean (Romans 3:23-26; 4:22-25; 5:17-19; 8:33; 10:8-10; Philippians 3:8-9).

When a person receives Jesus and becomes a Christian, Jesus reverses/changes many things.

- He bears/carries God's wrath toward/against us so that we might receive God's grace/love (John 3:36; Romans 5:9; Ephesians 2:3-5; 1 Thessalonians 1:10; 5:9; 1 Peter 2:10).
- He makes people who were enemies to be friends (Romans 5:10-11; Colossians 1:21-22).
- He makes people who were strangers/aliens to be friends and family who belong to God and are his heirs (John 1:12; Romans 8:16-17; Galatians 3:26; 4:6-7; Ephesians 2:19; Colossians 1:21-22).
- He brings people from darkness to light (John 3:20-21; 12:44-46; Acts 26:18; 2 Corinthians 4:6; Colossians 1:13; 1 Peter 2:9).
- He turns death and condemnation into life and resurrection (John 11:25-26; 20:31; Romans 5:17-18, 21; 6:23; 8:1-2; 1 Corinthians 15:20-22; 1 John 5:13).
- He makes people who were spiritually dead to being spiritually alive (John 3:3-8; Ephesians 2:1-5; Colossians 2:13; 1 Peter 3:18).



