

Games

Rock School

Find some steps. Take one small rock. Place the rock in one hand and hide it. Let the first student try to choose which hand the rock is hidden in. If they get it right, they can go on to the next step or grade. When someone finishes all the steps, they become the teacher. They hide the rock and let others guess.

Balloon Race

Blow up two balloons. Put two teams on benches facing each other. Each team tries to get the balloons to the end of their bench. They score one point for each time it goes to the end. If the balloons go to the sides then place them back at the beginning.

Number Ball

Number each team one, two, three until each one has a number. The other team will have the same numbers. Someone takes a ball and tosses it up into the air. They call a number. Each team races to get the ball. The team getting the ball scores a point.

Nkhosa/ Mbusi

Get in a circle. Someone goes around the outside. They touch each person on the back saying mbusi, mbusi, mbusi, until they want to choose someone. Then they say nkhusa. The person runs around the circle trying to get back to the place of the person tagged. The one tagged tries to chase and catch the person before they get back to the place. If caught the person must do it again. If the one tagged fails, then they become the leader.

Drop the Duku

Make a circle. Someone goes around the circle. They choose someone to drop the duku behind. Then they run around the outside of the circle to try to get back to the same place. The other person tries to catch them. If caught the person must do it again. If the one tagged fails, then they become the leader.

1 Blindfolded and 1 Seeing

The Seeing person must lead their partner that is blindfolded. Take turns. This can be done to show cooperation. It can encourage us to have faith and let God lead us even when we can not see where we are going.

Balloon Volleyball

Use a string or pew as a net. Make two groups. They must sit facing each other. They must stay down on the ground with their bottoms at all times. They get three tries to hit the balloon over the net to the other team. If the balloon hits the ground the other team scores a point. Another way to keep score is to have the team that lost to say the memory verse.

Treasure Hunt

Make clues to find the greatest treasure of all - the Bible. Make two sets of clues for the two different teams. Have each team do all the clues but in different order. The first one to find the treasure wins.

Water Balloons

Put water in balloons and tie in a knot. Let two people toss it to each other until it bursts. The two that are able to do this from the greatest distance wins.

Egg Race

Carry an egg in a spoon as a relay race. If the egg drops that person must try again from the beginning. The egg can be eaten by someone from that team.

You can roll cooked eggs. Put each person on a line. Then have a line for them to try to reach. They must roll the egg with their head. The first one to get to the other line wins.

Relay Races

Make several groups. Each group races to a certain place and back. They can run, walk forward, walk backward, hop, etc. They come back and tag the next person in their group. When everyone in the group has had a turn that group wins.

Mother May I

Someone is the mother. She stands far away from the group. The group gets in a line. Mother tells her children different things to do. If they say Mother May I, then they can move like she said. If they forget to say Mother May I, they must go back to the beginning.

1, 2, 3 Red Light

Someone is the leader. They go far away from the group. The group gets in a line. The leader turns away from the group and counts 1, 2, 3 and then says red light. They turn around and any one they see move must go back to the beginning. The ones in a line are trying to run up and touch the leader, but they can not be seen moving. They must be frozen or very still when the leader turns around.

Fruit Game

Make 4 pews with the leader in the middle. People sit on the pews as teams. The first person has the fruit. They run out side the pews in a circle back to their pew at the end and pass the fruit to the one at the front. They run around and back and pass the fruit to the one at the front. When each person on the pew has had a turn the first one eats the fruit and give the leader the peeling or seed.

Three Legged Race

Use a scarf to tie around two legs from two different people. Then do this as a relay race.

Wheel Barrel Race

Someone gets down on the ground. Their partner takes their legs and then they try to get to the other line. This is done like a relay race. You can switch people and go back.

SONGS FOR CHILDREN

1. THE B-I-B-L-E (S 'N' C)

The B-I-B-L-E,
Yes, that's the book for me;
I stand alone on the Word of God;
The B-I-B-L-E

2. DEEP AND WIDE (S 'N' C)

Deep and wide, deep and wide,
there's a fountain flowing deep
and wide. (x2)

3. ALL NIGHT, ALL DAY (S 'N' C)

Day is dying in the west,
angels watchin' over me, my Lord.
Sleep, my child and take your rest,
angels watchin' over me.

*All night, all day, angels watchin'
over me, my Lord. (2)*

4. I'VE GOT PEACE LIKE A RIVER (S 'N' C)

I've got peace like a river,
I've got peace like a river,
I've got peace like a river in my soul.
Repeat.

- (2) I've got love like a river.
- (3) I've got joy like a river.
- (4) I've got peace, love, joy like a river.

5. ZACCHAEUS WAS A VERY LITTLE MAN (S 'N' C)

Zacchaeus was a very little man,
A very little man was he;
He climbed up in a sycamore tree,
for the Lord he wanted to see.
And as the Saviour passed that way,
He looked up in the tree.

(Spoken) And He said: "Zacchaeus,
you come down."

For I'm going' to your house today,
for I'm going' to your house today.

6. HALLELU, HALLELUJAH! (S 'N' C)

Hallelu, hallelu, hallelu, hallelujah!
Praise ye the Lord! (x2)
Praise ye the Lord! Hallelujah! (x3)
Praise ye the Lord!

7. KEEP ME TRUE (S 'N' C)

Keep me true, Lord Jesus, keep me true,
Keep me true, Lord Jesus keep me true.
There's a race that must be run,
There's a vict'ry to be won,
Ev'ry hour - by Thy power - keep me true.

8. THIS LITTLE LIGHT OF MINE (S "N" C)

This little light of mine, I'm gonna let it shine. This little light of mine, I'm gonna let it shine, let it shine, let it shine, let it shine.

Hide it under a bushel? No!
I'm gonna let it shine.

Don't let Satan blow it out,
I'm gonna let it shine.

9. JESUS LOVES THE LITTLE CHILDREN (S 'N' C)

Jesus loves the little children,
all the children of the world.
Red and yellow, black and white, they
are precious in His sight.
Jesus loves the little children of the world.

Jesus died for all the nations,
all the nations in the world
Every tribe and every race
are included in his grace.
Jesus died for all the nations of the world.

10. DO LORD (S 'N' C)

Do Lord, Oh do Lord oh do remember me (x3) 'way beyond the blue.

I've got a home in glory land that out-shines the sun (x3)

I took Jesus as my Saviour, you take Him too (x3)

11. I HAVE THE JOY DOWN IN MY HEART (S 'N' C)

I have the joy, joy, joy, joy down in my heart, down in my heart, down in my heart.

I have the joy, joy, joy, joy down in my heart, down in my heart to stay.

I have the peace that passeth understanding down in my heart,

I have the love of Jesus, down in my heart,

12. LET US BREAK BREAD TOGETHER (S 'N' C)

Let us break bread together on our knees,(x2)

When I fall on my knees, with my face to the rising sun, O Lord, have mercy on me.

Let us drink the cup together on our knees,(x2)

Let us praise God together on our knees, (x2)

13. PRAISE HIM, PRAISE HIM (S 'N' C)

Praise Him, praise Him, all ye little children; God is love, God is love.
Praise Him, praise Him, all ye little children, God is love, God is love.

- (2) Love Him, love Him.
- (3) Thank Him, thank Him.
- (4) Serve Him, serve Him.

14. WIDE AS THE OCEAN (S 'N' C)

Wide, wide as the ocean,
High as the heavens above.
Deep, deep as the deepest sea
is my Saviour's love.

I, though so unworthy,
Still I am a child of His care,
For His Word teaches me that His love reaches me ev'ry where.

15. GOD IS SO GOOD (S 'N' C)

God is so good, God is so good,
God is so good, He's so good to me.

- (2) He died for me.
- (3) He rose again
- (4) Now I am free.
- (5) He cares for me.
- (6) I love Him so.
- (7) I praise His name.
- (8) He answers prayer.

16. JESUS IN THE MORNING (S 'N' C)

Jesus, Jesus, Jesus in the morning,
Jesus at the noon time,
Jesus, Jesus, Jesus when the sun goes down.

- (2) Love Him.
- (3) Serve Him.
- (4) Thank Him.
- (5) Praise Him.

SONGS FOR CHILDREN

25. TELL ME THE STORIES OF JESUS

Tell me the stories of Jesus
I love to hear,
Things I would ask Him to tell me
If He were here;
Scenes by the way side,
Tales of the sea,
Stories of Jesus, Tell them to me.

26 ONE DOOR, AND ONLY ONE

One door, and *only* one,
And yet its sides are two:
"Inside" and "Outside." On which are
you?
One door, and *only* one, And yet its
sides are two;
I'm on the inside, On which are you?

27. I AM THE DOOR

I am the Door, I am the Door, By me if
any man enter in, He shall be saved, He
shall be saved, He shall be saved.

I am the Door, the words are but four,
Millions are in, but there's room for
more, The door's open wide, Come right
inside, and thou shalt be saved.

28. I'M FEEDING ON THE LIVING BREAD

I'm feeding on the living bread, I'm
drinking at the fountain head; And
"Whosoever drinketh" Jesus said, "Shall
never, never thirst again". What, never
thirst again? No! never thirst again.
What, never thirst again? No! never
thirst again For "Whosoever drinketh"
Jesus said, "Shall never, never thirst
again". (Say: NEVER THIRST
AGAIN!)

29. JESUS LOVES EVEN ME

I am so glad that our Father in heav'n
Tells of His love in the book He has
given; Wonderful things in the Bible I
see; This is the dearest, that Jesus loves
me.

*I am so glad that Jesus loves me,
Jesus loves me, Jesus loves me,
I am so glad that Jesus loves me,
Jesus loves even me.*

Tho' I forget Him and wander away,
Still He doth love me wherever I stray;
Back to His dear loving arms would I
flee,
When I remember that Jesus loves me.

30. PRAISE HIM, PRAISE HIM

Praise Him, praise Him, all ye little
children; God is love, God is love.
Praise Him, praise Him, all ye little
children; God is love, God is love.

Love Him,
Thank Him
Serve Him
Crown Him

31. THERE WERE TWELVE DISCIPLES

There were twelve disciples Jesus called
to help Him: Simon Peter, Andrew,
James, his brother John;
Philip, Thomas, Matthew, James, the
son of Alpheus, Thaddeus, Simon,
Judas, and Bartholomew.

*He called us too, He called us too; We
are His disciples, I am one and you.
Disciples we His work must do.*

32. JOY! JOY! JOY!

Joy! Joy! Joy! with joy my heart is
ringing
Joy! Joy! Joy! His love to me is known;
My sins are all forgiven, I'm on my way
to heaven,
My heart is bubbling over with His Joy!
Joy! Joy!

33. I BELIEVE GOD ANSWERS PRAYER

I believe God answers prayer; I am sure
God answers prayer; I have proved God
answers prayer. Glory to His name.

34. BOOKS OF THE NEW TESTAMENT

Matthew, Mark, Luke, John, Acts and
Letter to the Romans,
First and Second Corinthians, Galatians
and Ephesians; Philippians, Colossians,
Hebrews, James,
First and Second Thessalonians, First
and Second Timothy Titus and
Philemon.
First and Second Peter, First, Second,
Third John, Jude and Revelation.

35. CHRIST IS COMING

(Tune: Jesus Loves Me This I Know)
Christ is coming, this I know,
He, Himself has told me so.
John fourteen, and one, two, three,
Read yourself, and there you'll see.

*Yes, He is coming, Yes, He is coming,
Yes, He is coming, The Bible tells me
so.*

36. BY AND BY WE'RE GOING TO SEE THE KING

By and by we're going to see the King;
By and by we're going to see the King;
By and by we're going to see the King;
And crown Him Lord of all.

37. I WAS GLAD

I was glad, I was glad, I was glad when
they said unto me: Let us go, Let us go,
Let us go into the house of the Lord.

38. THE LIGHT OF THE WORLD IS JESUS

The whole world was lost in the
darkness of sin;
The Light of the world is Jesus;
Like sunshine at noonday His glory
shone in,
The light of the world is Jesus.

*Come to the Light, 'tis shining for thee;
Sweetly the Light has dawned upon me;
Once I was blind, but now I can see;
The Light of the World is Jesus.*

No darkness have we who in Jesus
abide,
The Light of the world is Jesus;
We walk in the Light when we follow
our Guide,
The Light of the world is Jesus.

39. THE CHILD OF A KING

My Father is rich in houses and lands,
He holdeth the wealth of the world in
His hands! Of rubies and diamonds, of
silver and gold, His coffers are full, He
has riches untold.

*I'm the child of a King, The child of a
King!
With Jesus, my Saviour, I'm the child of
a King.*

My Father's own Son, the Saviour of
men,
Once wandered o'er earth as the poorest
of men;
But now He is reigning forever on high,
And will give me a home in heav'n by
and by.

SONGS FOR CHILDREN

Beautiful Saviour! Lord of the nations!
Son of God and Son of Man!
Glory and honour; Praise, adoration,
Now and forever more be Thine!

55. HALLELU, HALLELUJAH! (GS)

Hal-le-lu, Hal-le-lu, Hal-le-lu,
Hallelujah, Praise ye the Lord. (x2)

Praise ye the Lord, Hallelujah (x3)
Praise ye the Lord!

56. WHEN I GET TO HEAVEN (GS)

When I get to Heaven, gonna walk with
Jesus.

When I get to Heaven, gonna see His
face.

When I get to Heaven, gonna talk with
Jesus, saved by His wonderful grace.

Because I'm saved, saved, wonderfully
saved, washed in the blood of the Lamb.

Saved, saved, wonderfully saved, and
I'm so glad I am, hallelujah! saved by
His wonderful grace.

57. AMAZING GRACE (GS)

Amazing grace! how sweet the sound
That saved a wretch like me! I once was
lost but now am found, Was blind but
now I see.

58. JOY TO THE WORLD! (GS)

Joy to the World! the Lord is come;

Let earth receive her King;

Let ev'ry heart, prepare Him room.

And heav'n and nature sing, And heav'n
nature sing, And heav'n, and heav'n and
nature sing.

He rules the world with truth and grace,
And makes the nations prove
The glories of His righteousness,
And wonders of His love,
And wonders of His love,
And wonders, wonders of His love.

59. O COME, ALL YE FAITHFUL (GS)

O come, all ye faithful, joyful and
triumphant,

O come ye, O come ye to Bethlehem!

Come and behold Him, born the King of
angels!

*O come, let us adore Him, O come, let
us adore Him, O come, let us adore
Him, Christ the Lord!*

60. MY JESUS, I LOVE THEE (GS)

My Jesus, I love Thee, I know Thou art
mine. For Thee all the follies of sin I
resign; My gracious Redeemer, my
Saviour art Thou: If ever I loved Thee,
My Jesus, 'tis now.

I love Thee because Thou hast first
loved me And purchased my pardon on
Calvary's tree; I love Thee for wearing
the thorns on Thy brow: If ever I loved
Thee, My Jesus, 'tis now.

61. WHAT A MIGHTY GOD WE SERVE (GS)

What a mighty God we serve,
What a mighty God we serve.
Angels bow before Him,
Heaven and earth adore Him;
What a mighty God we serve.

62. O, HOW I LOVE JESUS (GS)

O, how I love Jesus,
O, how I love Jesus,
O, how I love Jesus,
Because He first loved me!

63. THE WISE MAN BUILD HIS HOUSE UPON THE ROCK

The wise man build 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.

*And the rain came down and the flood
came up, The rain came down and the
flood came up, The rain came down
and the flood came up, And the house
on the rock stood firm.*

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.

*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.*

64. ALLELUIA, AMEN

Al-le-lu-ia amen, Ale-lu-ia Amen,
Al-le-lu-ia Amen, Al-le-lu-ia Amen.

65. CHRIST IS BORN

Once a Baby softly lay, Cradled in a
bed of hay, Angels guarded night and
day, Little Baby Jesus.

*Fill the air with joyous song, Christ was
born one Christmas morn; children
sing this happy song, Christ is born.*

We're so glad that Jesus' birth
Brought God's message to the earth,
Peace on earth, good will to men,
On that Christmas morning.

66. I LOVE THEE

I love Thee, I love thee, I love Thee my
Lord;

I love Thee, my Saviour, I love Thee,
my God:

I love Thee, I love Thee, and that Thou
dost know;

But how much I love Thee my actions
will show.

67.. HE'S GOT THE WHOLE WORLD IN HIS HANDS

He's got the whole world in His hands;
He's got the whole wide world in His
hands;

He's got the whole world in His hands.
He's got the whole world in His hands.

He's got the wind and rain in His
hands; (x2)

He's got the whole world in His hands.

He's got you and me in his hands; (2)
He's got the whole world His hands.

He's got ev'ry body in His hands; (2)
He's got the whole world in His hands.

68. THY WORD IS A LAMP TO MY FEET

Thy word is a lamp to my feet,
A light to my path always,
To guide and to save me from sin,
And show me the heav'nly way.

*Thy word have I hid in my heart,
That I might not sin against Thee,
That I might not sin, That I might not
sin, Thy Word have I hid in my heart.*

Forever, O Lord, is Thy Word
Establish'd and fix'd on high;
Thy faithfulness unto all men
Abideth forever nigh.

At morning, at noon, and at night, I ever
will give Thee praise;
For Thou art my portion, O Lord, And
shalt be thro' all my days.

SONGS FOR CHILDREN

Are we weak and heavy-laden,
Cumbered with a load of care?

Jesus only is our refuge,
Take it to the Lord in prayer!
Do thy friends despise, forsake thee?
Take it to the Lord in prayer!
In His arms He'll take and shield thee,
Thou wilt find a solace there.

83. I'M IN THE LORD'S ARMY

I may never march in the infantry, ride
in the Calvary, shoot the artillery.
I may never fly o'er the enemy, but I'm
in the Lord's army. I'm in the Lord's
army. I'm in the Lord's army.

84. O the Blood of Jesus (JP)

O the blood of Jesus
O the blood of Jesus,
O the blood of Jesus,
it washes white as snow (x3)

(2) O the word of Jesus (x3)

(3) O the love of Jesus, (x3)

85. THE FIVE-FINGER EXERCISE

I'm H-A-P-P-Y, I'm H-A-P-P-Y, I know
I am, I'm sure I'm, I'm H-AP-P-Y.

For I'm S-A-V-E-D, I'm S-A-V-E-D,
By Jesus' blood, His precious blood, I'm
S-A-V-E-D

Through F-A-I-T-H, Through
F-A-I-T-H, The gift of God, the gift of
God, Through F-A-I-T-H.

In J-E-S-U-S, In J-E-S-U-S, The only
Son, God's precious Son, In J-E-S-U-S.

86. SAVIOUR, LIKE A SHEPHERD

Saviour, like a shepherd lead us,
much we need thy tender care;
In thy pleasant pastures feed us,
for our use thy folds prepare.
*Blessed Jesus, blessed Jesus,
thou hast bought us, thine we are.
Blessed Jesus, blessed Jesus,
thou hast bought us, thine we are.*

87. **Come into his presence singing,**
Alleluia! Alleluia! alleluia!
Come into his presence singing,
Alleluia!

Come into his presence singing,
Jesus is Lord!

88. Who is on the Lord's side?

Who will serve the King?
Who will be His helpers?
Other lives to bring?
Who will leave the world's side?
Who will face the foe?
Who is on the Lord's side?
Who for him will go?
By Thy call of mercy,
by Thy grace divine,
We are on the Lord's side;
Saviour, we are Thine.

89. In the name of Jesus. (repeat)

We have the victory.
Demons will have to flee.
Who can tell what God can do?
Who can tell of his love for you?
In the name of Jesus, Jesus,
We have the victory

90. His name is higher than any other,

His name is Jesus, His name is Lord.
His name is Wonderful, His name is
Counsellor,
His name is Prince of Peace, the mighty
God.
His name is higher than any other.
His name is Jesus, His name is Lord.

91. **Count Your Blessings**, name them
one by one;
Count your many blessings, see what
God hath done
Count your Blessings, Name them one
by one,
Count your many Blessings, see what
God hath done

92. He Keeps Me Singing

There's within my heart a melody
Jesus whispers sweet and low,
"Fear not, I am with thee, peace, be still"
In all of life's ebb and flow.
*Jesus, Jesus, Sweetest name I know
Fills my ev'ry longing,
Keeps me singing as I go.*

93. All Day Long

All day long I've been with Jesus
It has been a glorious day
I've just moved up one step higher
And I'm walking on the King's highway

Won't you come and walk with Jesus?

It will be a glorious day.
You can leave your sin and so-row
You can walk upon the king's high-
way.

94. We Are Climbing Jacob's Ladder

We are climb-in Jacob's lad-de
We are climb-in Jacob's lad-de
Soldiers of the cross.

(2) Every round goes high-er high-er
(3) Sinner do you love my Jesus?
(4) If you love him, why not serve him?

95. Heavenly Sunlight

Walking in sunlight, all of my journey
Over the moun-tains thro' the deep vale
Je-sus has said, "I'll never forsake thee"
Promise divine that nev-er can fail.

*Heavenly sunlight heavenly sunlight
Heavenly sunlight,
Flooding my soul with glory divine
Hallelu-jah. I am rejoicing,
Singing His praises Jesus is mine.*

96. Have Thine Own Way Lord

Have Thine Own way
Thou art the potter I am the clay
Mold me and make me After thy will,
While I am wait-in Yielded and still

Have Thine Own way Lord
Have Thine Own way
Search me and try me Master today
Whiter than snow Lord,
Wash me just now
As in thy presence, humbly I bow.

97. I Have Decided To Follow Jesus

I have decided to follow Jesus, I have
decided to follow Jesus
I have decided to follow Jesus
No turn-in back no turn-in back
(2) Tho' none go with me, I still will
follow
(3) The world be-hind me, the cross be-
fore me,

98. My Jesus I love Thee

I know Thou art mine
For Thee, all the follies of sin I resign
My graci-ous Redeemer, my Saviour art
Thou
If ev-er I loved Thee,
My Jesus 'tis now.

I love Thee be-cause Thou hast first
loved me

SONGS FOR CHILDREN

115. No, Never Alone! (SUC)
No, never alone, No never alone;
He promised never to leave me,
Never to leave me alone. (Repeat)
Never to leave me alone.

116. O Happy Day! (SUC)
O happy day, O happy day,
When Jesus washed my sins away!
He teaches me to watch and pray,
And live rejoicing every day.
O happy day, O happy day,
When Jesus washed my sins away.

117. The Best Book to Read (SUC)
The best book to read is the Bible,
The best book to read is the Bible;
If you read it every day
It will help you on your way,
Oh, the best book to read is the Bible.

The best Friend to have is Jesus,
The best Friend to have is Jesus;
He will hear me when I call;
He will keep me lest I fall,
Oh, the best Friend to have is Jesus.

The best thing to do is to trust Him,
The best thing to do is to trust Him;
And if you on Him depend,
He will keep you to the end;
Oh, the best thing to do is to trust Him.

118. There is Power In the Blood
There is power, power,
wonder-working power
In the blood of the Lam;
There is power, power
wonder-working power
In the precious blood of the Lamb.

119. I Will Make You Fishers of Men
I will make you fishers of men,
Fishers of men, fishers of men;
I will make you fishers of men
If you follow me,
If you follow Me, If you follow me;
I will make you fishers of men
If you follow Me.

120. My Prayer (SUC)
Into my heart, into my heart,
Come into my heart, Lord Jesus,
Come in today, come in to stay,
Come into my heart, Lord Jesus.

121. I Can Do All Things (SUC)

I can do all things through Christ
Who strengtheneth me.
I can do all things through Christ
Who strengtheneth me.
Day by day, hour by hour,
I am kept in His power
I can do all things through Christ
Who strengtheneth me.

122. And God Said The Sun Should Shine (SUC)
And God said the sun should shine
The dew should fall,
the flowers should grow.
And God said the birds should sing,
And it was so, was so.

And God said the grass should grow,
The trees bear fruit,
the winds should blow,
And God said the streams should flow
And it was so, was so.

123. Be Careful, Little Hands
Be careful, little hands, what you do
Be careful, little hands, what you do;
There's a Saviour up above,
and He's looking down in love,
So be careful, little hands what you do.

124. Walking With Jesus
Walking with Jesus
Walking every day
Walking all the way
Walking with Jesus
Walking with Jesus alone.

Walking in the sunshine,
Walking in the shadows
Walking every day
Walking all the way
Walking in the sunshine
Walking in the shadows
Walking with Jesus alone.

125. For Thy Gracious Blessings
(Mission Songs Now)
For thy gracious blessings,
For thy wondrous Word;
For thy loving kindness,
We give thanks, O Lord.

FRIENDS OF JESUS CLUB

SLOGAN : "GROWING LIKE JESUS"

SCRIPTURE : LUKE 2:52

CHILDREN LEARN WHAT THEY LIVE

- IF a child lives by criticism,
HE learns to condemn.
- IF a child lives with hostility,
HE learns to fight.
- IF a child lives with ridicule,
HE learns to be shy.
- IF a child lives with shame,
HE learns to feel guilty.
- IF a child lives with tolerance,
HE learns to be patient.
- IF a child lives with encouragement,
HE learns confidence.
- IF a child lives with praise,
HE learns to appreciate.
- IF a child lives with security,
HE learns to have faith.
- IF a child lives with approval,
HE learns to like himself.
- IF a child lives with acceptance
and friendship,
HE learns to find love
in the world.

BY : D.L. NOLTE

WHO SHOULD BE TAUGHT THE WORD OF GOD?

"Call together all the men, women, and children, and the foreigners who live in your town, so that everyone may hear it and learn to honour the Lord your God and to obey his teachings faithfully. In this way your descendants who have never heard the Law of the Lord your God will hear it. And so they will learn to obey him as long as they live in the land..."

DEUTERONOMY 31 : 12-13

WHEN SHOULD WE BE TAUGHT THE WORD OF GOD?

"Remember these commands and cherish them. Tie them on your arms and wear them on your foreheads as a reminder. Teach them to your children. Talk about them when you are at home and when you are away, when you are resting and when you are working.."

DEUTERONOMY 11 : 18-19

--ooOoo--

TEACHERS' TRAINING MANUAL

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1. TEACHING CHILDREN IN THE AFRICAN CONTEXT
2. INTRODUCTION, PURPOSE AND PRINCIPALS OF TEACHING
3. CHARACTER OF THE CHILD
4. PREPARATION
5. METHODS
6. VISUAL AIDS
7. ACTIVITIES AND GAMES
8. PRESENTING A LESSON
9. EXAMPLE LESSON

BY : MM SPANGENBERG

PAGES 1 - 26

TEACHING CHILDREN IN THE AFRICAN CONTEXT

By: D.W. Waruta

Introduction

Scholars of personality development and dynamics have observed that personality development depend mostly on nurture and only remotely on nature or heredity. It is also observed that nurturance is best accomplished during the first sixteen years of life, the so-called formative years. Nurture means what the physical and social environment provides in terms of physical, emotional, social and spiritual developments of the developing individual and how such an individual is able to internalize, use and demonstrate or exhibit the acquired traits. The entire process of nurturance is accomplished through both informal and formal educative process.

All human beings of all cultures have been exposed to some form of nurturance, the differences is in the quality and quantity each person has been given. It is important to observe that we are mostly "what we have eaten" or what we have been exposed to. Such understanding should be able to help us appreciate the fact that some have been fortunate in nurturance while others have not been so lucky. This should help us develop an attitude of humility, tolerance and compassion and as Christians, give us the urgency of making a positive contribution in the development of persons particularly the children during their formative years and the word of Proverbs 22:6 are basic: Teach a child how he/she should live, and he/she will remember it all his life (TEV).

I. Teaching the African Child

1. The African Child:

- a). Physically deprived of basic needs of physiological development - adequate food, decent shelter, medical care and image-enhancing clothing.
- b). Emotionally deprived - Disrupted family life, social breakdown of kinship systems, insecurity and psychological deprivation.
- c). Hostile social-political environment of wars, humiliation and exploitation.
- d). Lack of dependable adult role models and peers and unhealthy influences of television, urban and rural competitiveness and a morally decaying environment.
- e). Impersonal and often hostile and competitive school environment.
- f). All the same, the African child is still as curious, hopeful, eager and teachable as any other child anywhere and the possibility of their positive development may be reduced but not totally destroyed.

2. Teaching the African Child:

- a). Never forget the child's physical and social environment and consider these as you relate to the child. Be very understanding and sympathetic.
- b). Win the child's trust and be his or her trusted friend. The one who teaches is more influential than the truth he or she teaches.

- c). Enhance the child's self-esteem, let them feel good about themselves and enhance their Hope.
- d). Involve the child in what he learns especially immediate practise of what is being learned in real life. Do it with them.
- e). Story-telling, riddles, proverbs, discovery of clues, etc. should make the main part of communicating the truth.
- f). Engage in Drama, Dance, Song, and Games as part of the learning experience.
- g). Affirm the children by rewarding them all, not the best. If possible, have occasional groups parties, picnics and promotional rituals from one grade level to the next!
- h). Employ the role-modelling method of the teacher as the uncle, aunt, older brother or sister, grandmother, grandfather and more than all these relationship being perceived as a friend of each child individually and all of them as a group.

3. The Content of the Teaching Process:

- a). The child himself or herself teach them about themselves especially what is good and important about themselves.
- b). Teach them about the world they live in - how to best make use of the opportunities they have and the resources they have however humble.
- c). Teach them about human relationships - in the family, church, school and society.

- d). Teach them about God, helping them root their trust and hopes in a God who in Jesus affirms children.
- e). Teach them about their duty as individuals in their families, church and society. Let them do things not from fear of hell but because it is nice to be nice, it is good to be usefull.
- f). Teach them the values of respect for others, cooperation, tolerance, forgiveness, trustworthiness, honesty, courage and kindness.
- g). Teach them simple good manners, cleanliness, self-discipline, diligence etc.
- h). Assist them in identifying the professions or careers they may wish to pursue in life. Be their counsellor.

II. The Church as the New Village for the Child

- 1. The qualities of the village community:
 - a. Children are a blessing and are valued.
 - b. Children belong to the whole community.
 - c. Children are the reason for all the efforts of the community.
 - d. A good and healthy community is known by the quality of life of its children.
 - e. It is the responsibility of the whole community to transmit its values to the children.
 - f. Initiation rites and life-cycle integrated every child into the community.
 - g. Correction of children was communal and open so it was a lesson to others.

2. The Church as the New Village and Community

- a. Christian Churches have refused or are ignorant of African world view, symbols and social institutions. The Church has yet to become an African Church.
- b. Religious values cannot be transmitted outside of a particular cultural milieu.
- c. The Church as the new village should engage all its resources to shape the destiny of the children - the grandparents, the parents, the uncles, aunts and brothers and sisters. In Churches to-day, Sunday School means children teaching other children and there is lack of "family" setting in these classes.
- d. The Church as the new community may wish to experiment with significant African institutions such as initiation rites as a means of transmitting values to younger generations particularly the child to adult rites at the dawn of adolescence and throughout the adolescent phase.
- e) Religion should be taught in the context of the totality of life and not as a special and separate subject.
- f) Religion and moral values are best taught by example, through modelling by significant persons in a child's life.
- g) Every Church should identify excellent story-tellers and engage them in special sessions of story-telling.

- h. Some Churches are using drama but quite often these drama do not bring out themes closest to the real life of the children.
- i. Dance and song are rare in mission Churches. The primitive teachings that all dance is evil must give way to creative and positive dance activities in the Churches.
- j. Cultural history of African peoples must be part of what the children learn. This should be related to Biblical themes.
- k. Printed Sunday School material must be written in Africa and should utilize stories, case studies, history, parables and mythological epics which reflect Biblical truths from the African heritage.

Conclusion

Much of Christianity in Africa to-day can be labelled "Classroom Religion" as J.V. Taylor had observed several decades ago. It is religion for Sunday, for civilization that is foreign but which does not affect the person internally. The Catholic catechetical teachings to children and the Protestant Sunday School have remained largely academic events in a child's life hardly transforming their lives or nurturing them for life. Research must continue and experimentation in culturally based and oriented Biblical teaching be employed if the Christian faith will make a significant difference in the life of the African people.

2. PURPOSE AND PRINCIPALS OF TEACHING

Teaching people, especially children is an unique calling. We are being trusted with a holy responsibility - to bring the Word of God to children and to reconcile the child and God. We must remember that we are representatives of God - Gen. 1:26 - "Then God said, "And now we will make human beings; they will be like us and resemble us..."

PURPOSE OF TEACHING

The purpose of teaching children about God is to lay a foundation for the child to get to know Jesus Christ as personal Saviour and for the child to live a life committed to God and to grow as a Christian.

Also to help the child know that they are persons of worth and to encourage them to know God's will for their lives.

PRINCIPALS OF TEACHING

1. TEACHING MUST COMMENCE ON THE STUDENT LEVEL

You must get to know the child as individual to understand at what level the child is and then only can you start teaching the child, otherwise you will loose him.

2. TEACHING IS BASED ON INTEREST

Find out what the child is interested in. Whilst preparing a lesson, the teacher must bear in mind that what will be of interest to the child and then start your lesson with something so interesting to the child that you will keep his attention throughout the lesson.

3. TEACHING IS BASED ON NEED

Whilst preparing a lesson, the teacher must identify the childs' needs and prepare material that their needs are met.

4. TEACHING THROUGH ACTIVITIES

Stimulating activities should be included in the lesson so that their emotional, physical and spiritual needs are met. Play games, ask questions, challenge them to think about the lesson.

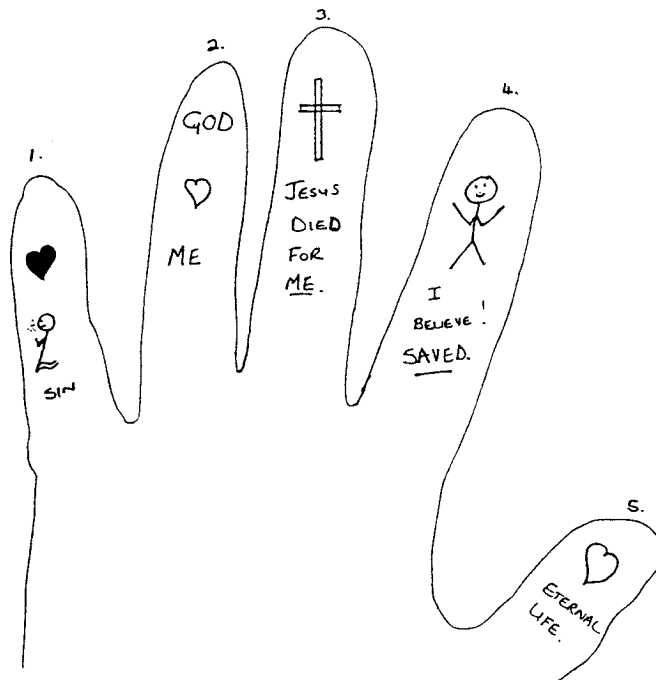
5. TEACHING THROUGH IDENTIFICATION

Children love to identify with someone - introduce Jesus as their roll-model for them to follow. You as the teacher should also be a roll-model and your life should be lived in such a way that the children would want to identify with you and be like their teacher.

THE CHRISTIAN TEACHER MUST PRESENT CHRISTIANITY IN SUCH AN INSPIRATIONAL MANNER THAT THE CHILDREN WOULD WANT TO FOLLOW THAT LIFESTYLE.

LEADING A CHILD TO THE LORD

USE THE HAND WITH THE FIVE FINGERS AS INDICATED



FIRST FINGER

I am a sinner - Romans 3:23 - explain sin - doing wrong, stealing, etc.
I must repent and ask the Lord to forgive me.

SECOND FINGER

God loves me even though I am a sinner - John 3:16. He wants me to let go of my sin - 1 John 1:9

THIRD FINGER

Jesus Christ died for my sin - 1 Corinthians 15:3

FOURTH FINGER

I believe - if I believe, I get redeemed immediately and forgiven for my sins - I am a child of God now - I accept Jesus as my personal Saviour - John 1:12, Acts 16:31

FIFTH FINGER

I have eternal life - John 3:36

THE ABOVE ARE GUIDELINES, OTHER VERSES CAN BE USED.
EXPLAIN TERMINOLOGY SUCH AS ETERNAL LIFE, SIN, REDEMPTION, ETC.
IF POSSIBLE, SPEAK TO THE CHILD ALONE
PRAY WITH THE CHILD
PRAY FOR THE CHILD AND FOLLOW UP

3. CHARACTER OF THE 9 - 12 YEAR OLD CHILD

"Jesus grew both in body and in wisdom, gaining favour with God and men." Luke 2 : 52

EACH PERSON HAS THE FOLLOWING CHARACTERISTICS:

PHYSICAL	-	Jesus grew in body
INTELLECTUAL	-	and in wisdom,
SOCIAL	-	favour with men
EMOTIONAL	-	gaining favour
SPIRITUAL	-	favour with God

PHYSICAL DEVELOPMENT

Active, healthy, strong.

Likes to make a noise, love competition. He has plenty energy.

Likes to play and act our stories.

INTELLECTUAL DEVELOPMENT

He thinks he is wise.

He is very curious and wants to take things apart to see how it works.

He has a good memory.

See things in a realistic way - can not understand the abstract.

Likes to read and wants to achieve.

Learns best by doing.

SOCIAL DEVELOPMENT

He wants to socialize with own sex - shuns other sex.

Likes gangs and identifies with a roll-model.

Are hero-worshippers.

Likes to collect things.

Like to help.

EMOTIONAL DEVELOPMENT

He wants to impress people.

He enjoys little jokes and laughs a lot.

Child is confused because his roll is not clear - feels insecure.

One day he is the breadwinner, the other day he is treated like a child.

Wants to please and are easily influenced.

Likes to be praised.

Mature at different rates.

Are quick-tempered.

RELIGIOUS DEVELOPMENT

He knows sin and has questions about Christianity.

Acknowledge that they need God to help them choose between right/wrong.

Knows what it is to repent of sin and turn to God.

Is ready to make a decision for Christ.

4. PREPARING A LESSON

IF YOU FAIL TO PLAN, YOU PLAN TO FAIL !!

START PREPARING YOUR LESSON EARLY IN THE WEEK ALREADY - DO NOT WAIT FOR THE SATURDAY BEFORE THE SUNDAY TO TRY AND PREPARE A LESSON - THE CHILDREN WILL DETECT THAT YOU ARE NOT WELL PREPARED.

REMEMBER TO PRAY : FOR YOURSELF, FOR YOUR PUPILS.

READ DIFFERENT VERSIONS OF THE SCRIPTURE.

MAKE USE OF BOOKS ON BACKGROUND INFORMATION.

EACH LESSON SHOULD HAVE AN AIM - SHORT AND CLEAR.

A SHORT INTRODUCTION SHOULD BE MADE TO GET THE ATTENTION OF THE PUPILS - MAKE USE OF QUESTIONS, ILLUSTRATIONS, STORIES, ETC.

THEN MOVE ON TO THE LESSON ITSELF.

THE CONCLUSION SHOULD ALSO BE SHORT AND HAVE A CHALLENGE FOR THE PUPILS ON HOW TO PRACTICALLY APPLY WHAT THEY HAVE LEARNED.

EVALUATE AFTER THE LESSON - DID I REACH THE PUPIL, WHAT CAN I DO TO BETTER THE LESSON?

MAKE USE OF THE "SPADE" METHOD WHEN STARTING PREPARATIONS:

- S - SETTING
- P - PEOPLE
- A - ACTIONS
- D - DOCTRINE
- E - ESSENTIAL TRUTH

SETTING

WHERE (Place), WHEN (Time), WHAT (is it a parable, history, a conversation, etc.)

PEOPLE

WHO : (all people names eg. Moses, Jesus, Missionaries, Son of God, etc.)

ACTIONS

Write down all the actions from the Scripture.

DOCTRINE

What can you learn from the specific passage?

ESSENTIAL TRUTH

This should be the single truth of the aim of your lesson.

5. METHODS

METHODS ARE THE BRIDGE BETWEEN THE TEACHER AND THE PUPIL,
Jesus also used different methods to teach his followers,
eg. Luke 10:25-37, 11:1-4, etc.

VARIOUS METHODS (See examples attached)

1. LECTURE METHOD

Teacher discusses the topic, gives facts, explains.

A wide field is covered in a short time.

Practical for a big group.

Pupils need no preparation - only the teacher participates.

Problems:

Can be boring

Only teacher participates - does not know what the pupils
are thinking.

Use the Lecture method with another method of teaching
and/or with a visual aid.

2. STORY TELLING METHOD

Everyone loves a story.

Jesus used lots of stories.

Very easy way to teach pupils.

Use your imagination - remember your age group .

Practise before presenting.

Act while you are telling the story.

3. DRAMATISATION

After your lesson, let the pupils dramatise the Scripture -
interesting and they will remember the lesson.

4. ROLLPLAYING

Choose 2 or more to rollplay the lesson. Spontaneous, short
and unprepared - close with a Biblical stand.

5. PROJECT METHOD
Work on a specific project, eg. Creation - each week different information/articles could be brought and discussed.
6. DISCUSSIONS
A specific topic could be raised and the pupils could discuss this - the teacher participates, but does not dominate. Close by summing up and see what the Bible says.
7. QUESTIONS AND ANSWERS
Ask questions throughout lesson - it will keep their attention.
8. RIDDLES
Give a riddle and let them do it at home and report back the following week.
9. TALKING CHOIR
Let class talk together as a choir to highlight certain Scriptures.
10. DEBATE
Choose a specific topic and divide the group into two - one speak against and one for. Close by summing up and telling them what the Bible says.
11. BRAINSTORM
During your lesson, ask questions and they must answer what comes to mind first - make a summary and discuss.

12. BUZZGROUPS
Divide group into smaller groups and give topics to discuss.
Get everyone together and discuss.
13. ILLUSTRATIONS
Pupils get a chance to illustrate certain happenings.
14. PANTOMIME
Do different actions and let the pupils guess what the lesson is about.
15. PREACHING
Ask students to prepare a sermon for 3 minutes and present it to the class. Have a discussion about the topic thereafter.
16. MUSIC
Let the pupils write a song about the lesson and everyone sing together.

WHICH METHOD TO USE

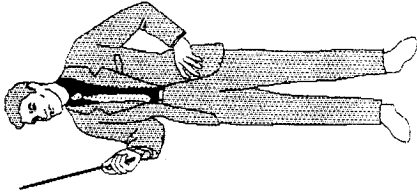
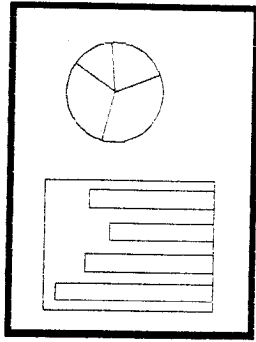
Keep the age of the pupil in mind.

Method must fit in with the time available.

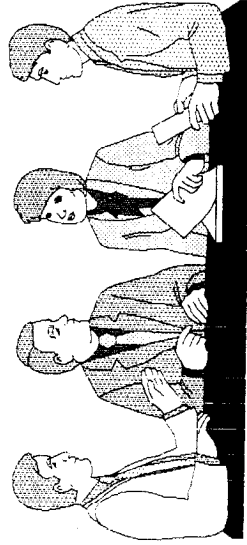
Combine methods eg. story telling and drama, lecture and buzz groups, etc.

Accommodation - one room available, do not disturb other classes.

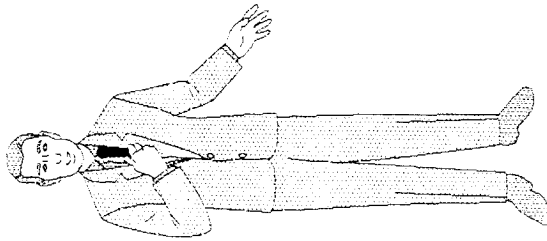
SOME METHODS:



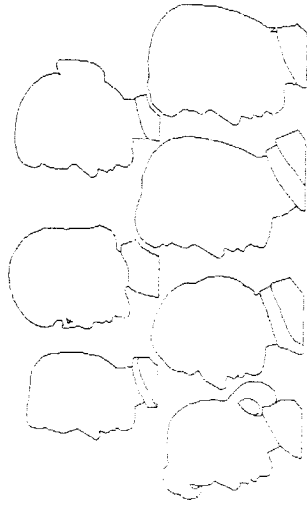
LECTURE



GROUP DISCUSSIONS



STORY-TELLING



6. VISUAL AIDS (See examples attached)

VISUAL AIDS HELP PUPILS REMEMBER LESSON.
YOU AND YOUR BIBLE ARE THE MOST IMPORTANT VISUAL AIDS.
TRY TO USE A VISUAL AID IN EVERY LESSON, CHILDREN LEARN MORE FROM
DOING AND SEEING THAN LISTENING.

WHY USE VISUAL AIDS

Jesus used visual aids to make it easier for people to understand
Him eg. Matthew 22:20-22 - let the children come - He pulled one
towards Him - everyone could see and remember.

HOW TO USE VISUAL AIDS

Must be visible for the whole class.
Must only contain the most important information.
Must be connected to the lesson which you are presenting.
NOT for entertainment.
Practise first.
Visual aid alone has no aim, remember it is only an aid.

VARIOUS VISUAL AIDS

FLANNEL BOARD

Keep picture in sequence, ready for use.
Practise before presenting.
Let the pupils participate and give the picture to place on the
flannel board.

CHALK BOARD

Keep the board clean otherwise their attention will wander.
Prepare ahead on how you are going to use it.
Do not put too much on the board.
Make sure everyone can see it.
Wipe out that which is not applicable.
Let pupils participate.

PICTURES

Must be visible.

Use to illustrate the lesson.

It will keep their attention.

Must be used to teach not to entertain.

MAPS

Maps are useful in illustrating lessons on travels, Biblical background, etc.

DIFFERENT ARTICLES

Illustrate lesson with various articles that can be found in and around the house.

SANDBOX

Use an ordinary box and put sand in. Different things can be pictured, eg. water, mountains, etc.

PUPPETS

Make your own - finger puppets : draw a face on a piece of cardboard and use an elastic to tie it around your finger/s.

Make puppets out of an ice cream stick.

Use cardboard boxes to make puppets. Cut the box halfway through the middle and fold back. Then stick a face on the top and the mouth over the opening of the two sides.

Use a wooden spoon to make puppets - draw faces on cardboard and stick onto that.

CARDS

Make flash cards and use to review lesson.

Make a washline and use washpegs to peg cards on.

MODELS

Build a robot to tell the story.

Use a tape recorder and pre-record the story you want to tell.

MAGNETIC BOARD

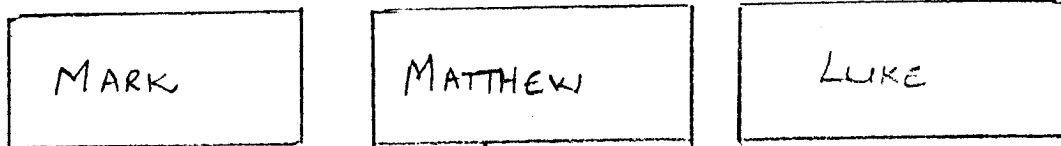
Take a piece of square metal - use magnets to stick on cards and place cards on magnetic board. Works on the same principal as the flannel board.

LOOK AROUND YOU AND YOU WILL DEFINITELY FIND SOMETHING YOU CAN USE AS A VISUAL AID IN YOUR LESSON, YOU DON'T HAVE TO BUY - USE WHAT YOU GOT.

EXAMPLES OF VISUAL AIDS

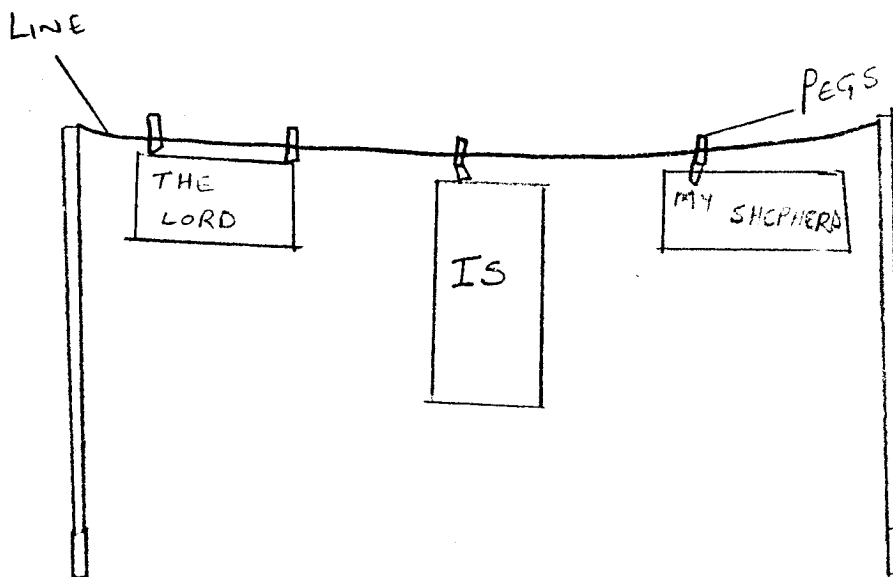
CARDS :

FLASH CARDS

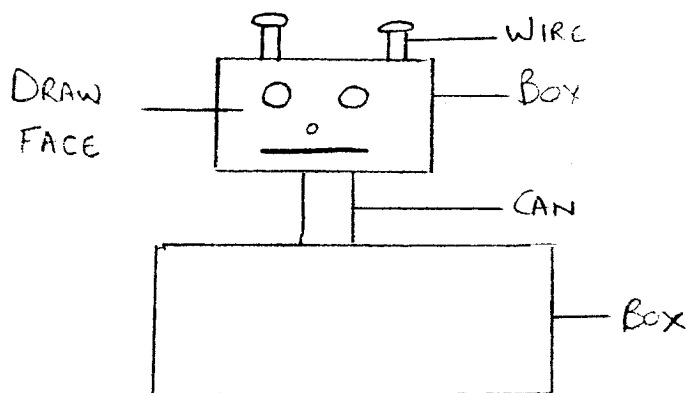


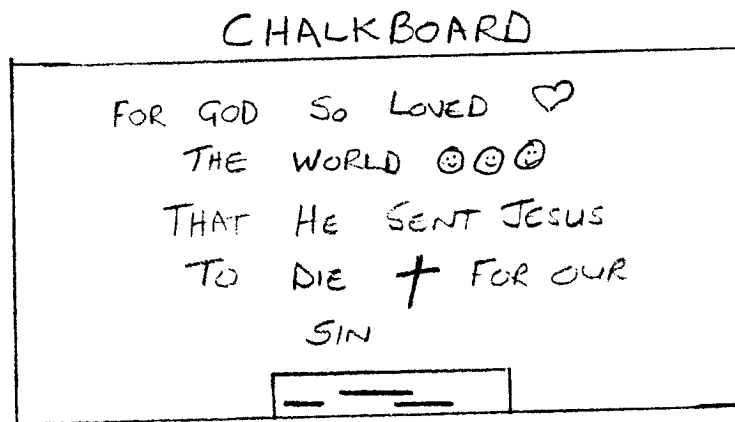
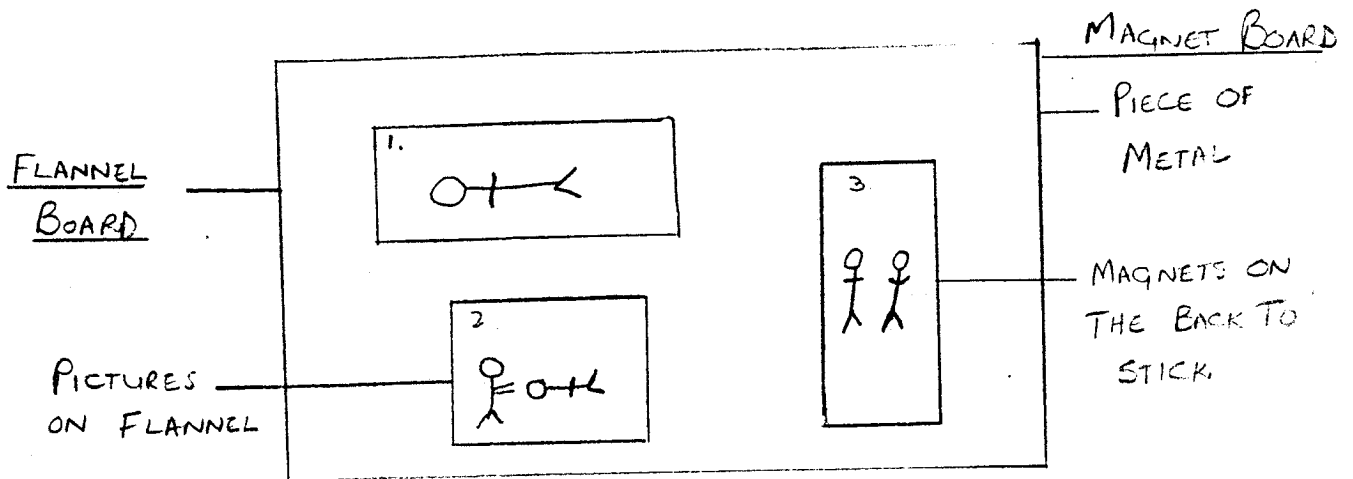
PAPER - PUT IN RIGHT ORDER.

WASHLINE

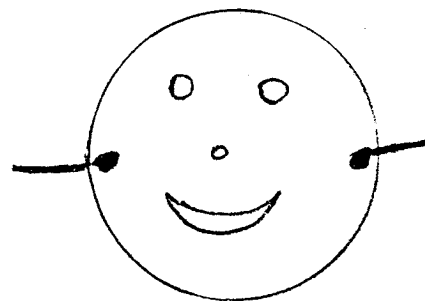


ROBOT

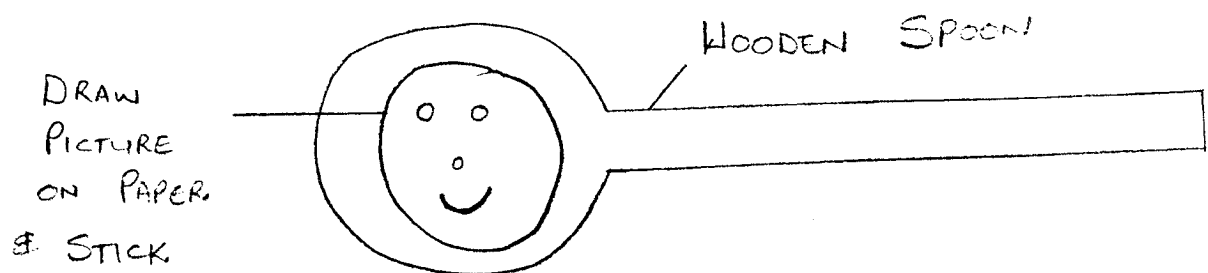




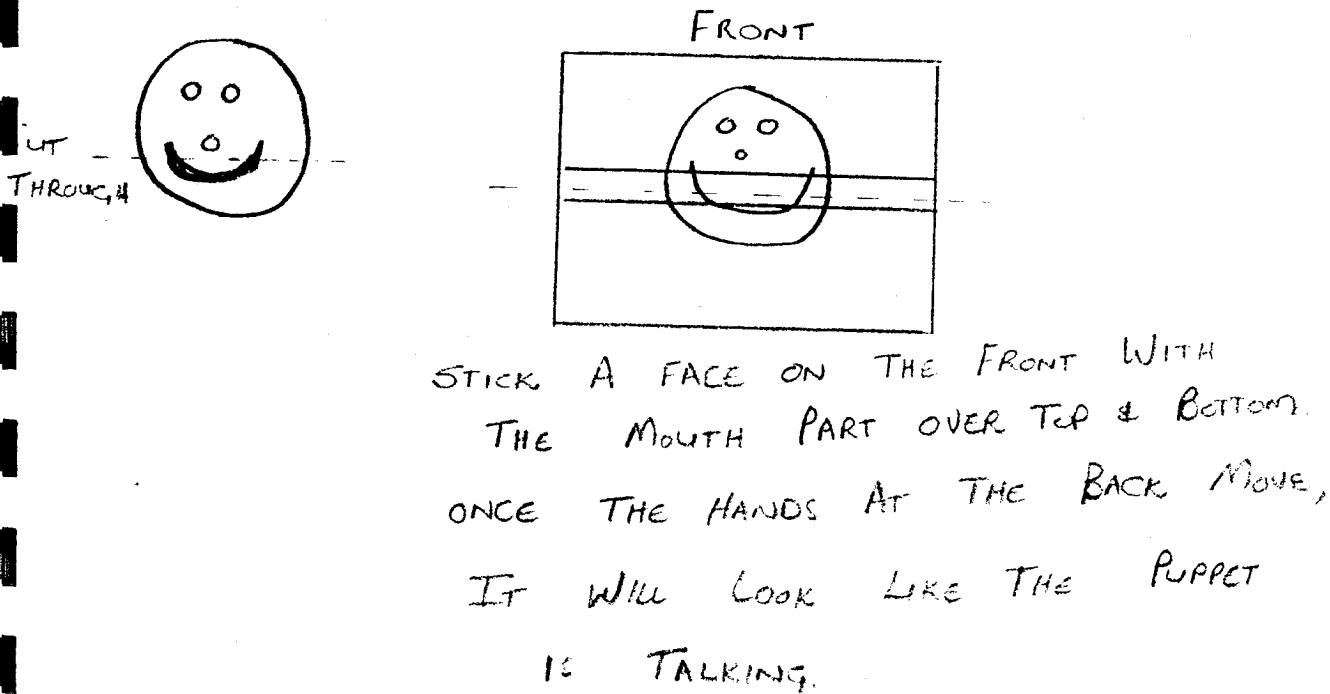
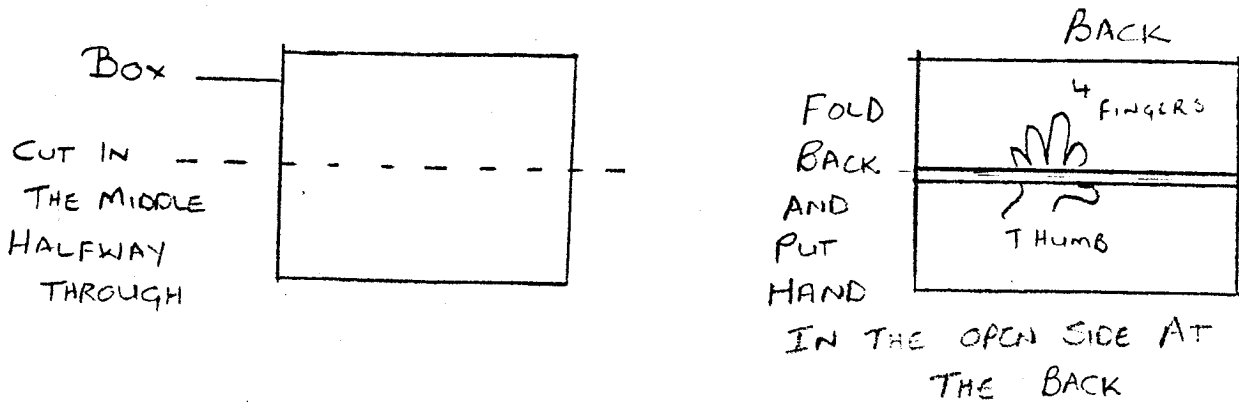
PUPPETS :



DRAW PICTURE ON
 PAPER - TIE
 ELASTIC AROUND IT
 AND PUT OVER FINGER.

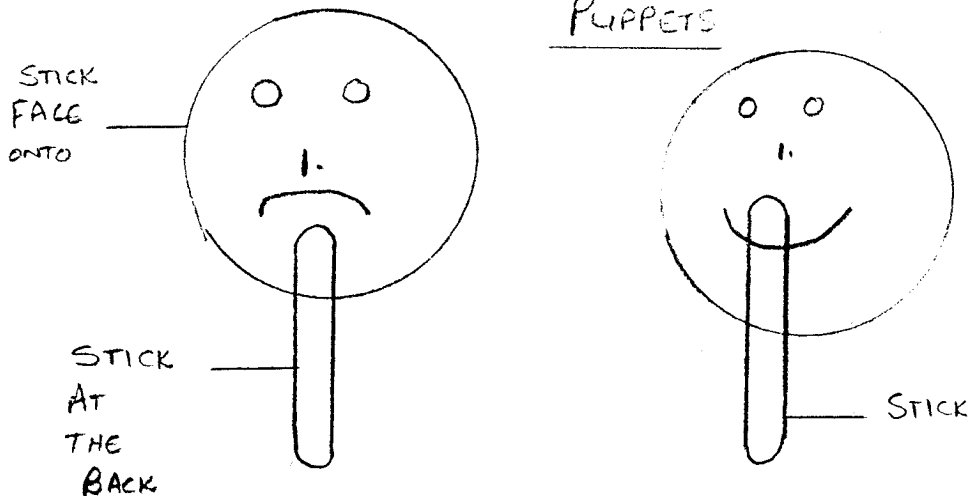


Box - PUPPETS

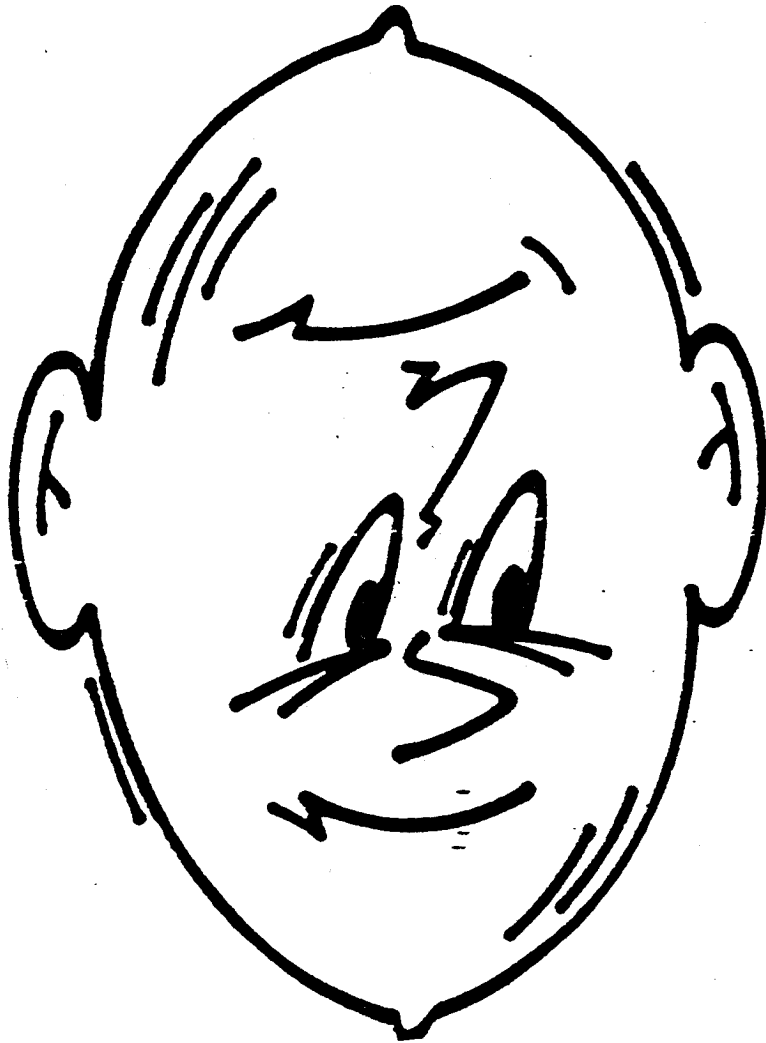


ICE-CREAM STICK

PUPPETS

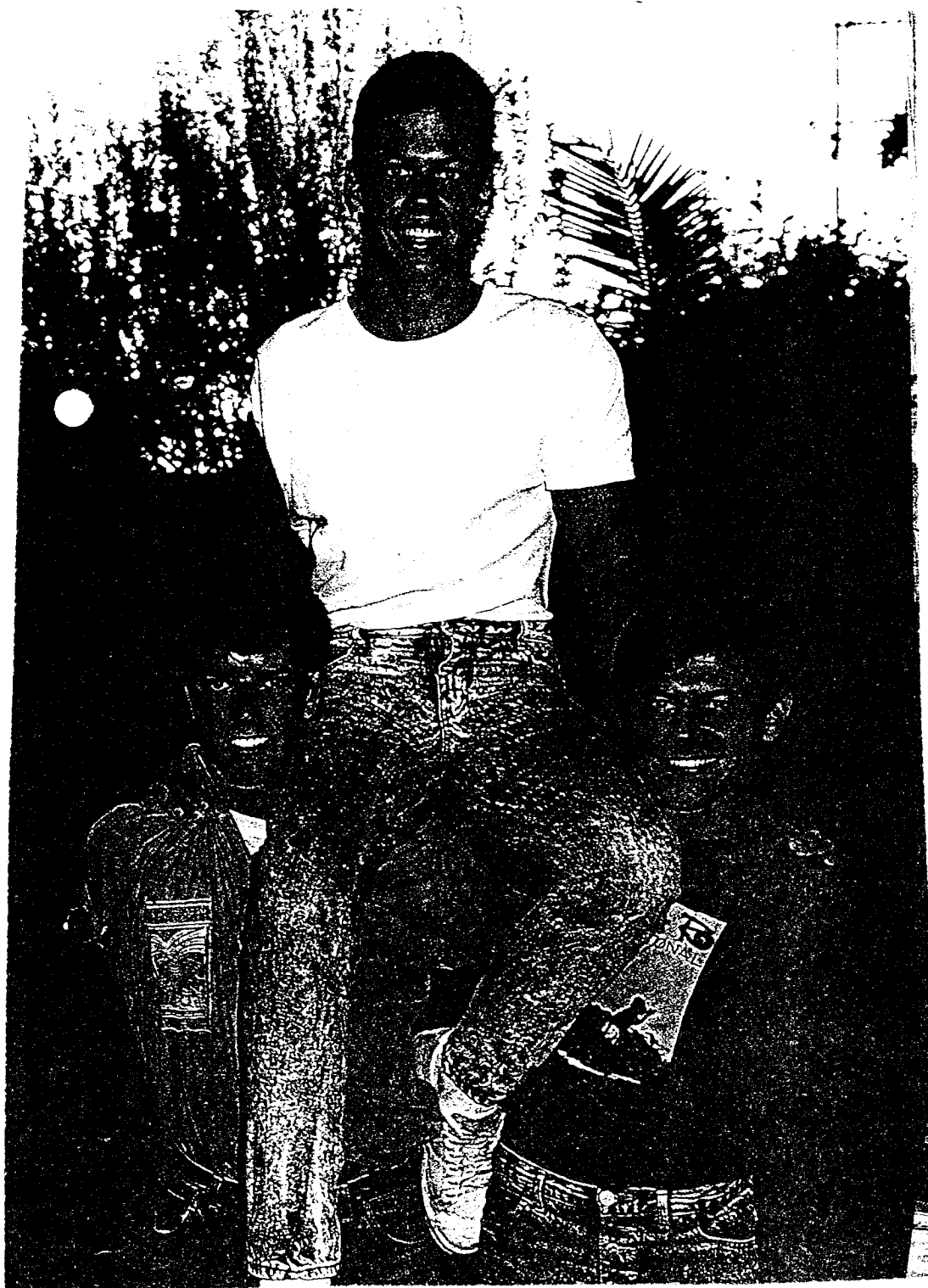


WE MUST BE LIKE THIS :



(TURN
AROUND)

NOT LIKE THIS !!



"MAY YOU ALWAYS BE JOYFUL IN
YOUR UNION WITH THE LORD. I SAY
IT AGAIN : REJOICE!"
PHILIPPIANS 4:4

NOTE: ALL THREE BOYS HAVE ONLY ONE
ARM EACH - DO THEY HAVE
REASON TO SMILE? THEY CAN
- WITH THE LORD!

7. GAMES, ACTIVITIES AND MEMORY VERSES (See examples attached)

AIM

Activities and games are aids to let the pupil learn different things in different ways - by doing it themselves.

Pupils learn consideration for others, discipline and learn to win/lose in a good manner.

Use various activities/games - children learn more by doing and seeing than listening alone.

EXAMPLES OF VARIOUS ACTIVITIES, GAMES

MEMORY VERSES

- OUT-OF-ORDER VERSE - Write the verse out on a piece of hardboard and cut it up. Put paper clips on each piece and use a fishing rod that you made to let them catch "fish". Place the verse in the right order.
- MAGNETIC BOARD - Cut the verse up and give to pupils to place on board in the right order.
- PUZZLE VERSE - Write the verse out on a big sheet of paper - cut out like a puzzle and put in an envelope. Divide into teams and give the same to all. First team to sort the "puzzle" out gets a prize.
- LINE-A-VERSE - Write a verse on a piece of wood and use a piece of string to tie the verse together.

FLASHCARDS

Make cards with Bible names - what is the book before/after - first one who gives the right answer, gets to keep the card. One who has most, gets a prize.

ART

Bring pictures, use clay to create, make puppets.

WRITING ART

Make a puzzle and let pupils complete

Give cartoon - let pupil write own Bible story according to the pictures.

Set up a test to see what they can remember.



Let pupils write an essay on the lesson.

True/False - Joseph was sold - T/F

Short question/answer - How many parts in the Bible?

Write own songs/poems with Bible truths.

FIT TOGETHER

DAVID  1st Book
GENESIS  GOLIATH

NAUGHTS AND CROSSES

2 teams, ask questions, right, draw O/X - first team to get 3 in a row gets a point.

QUESTION AND ANSWER

Quiz-box - use a box and put pieces of paper with various questions in - let pupil draw and answer - correct - prize.

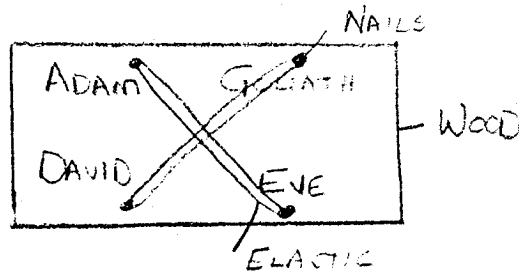
Fish-a-question - use a rod with a magnet and pupils fish and must answer question they "caught"

Teaspoon question - Write questions on small pieces of paper - put in a teaspoon. Let pupil walk with teaspoon in mouth on a line - must not drop question. Answer on the other side. Use two teams.

PUPPETS

SEE VISUAL AIDS.

BOARD WITH ELASTIC



ALPHABET

A B C D E F G

! @ # \$ % & ' &

Decipher by using different characters.

GOD'S CREATION

Take pupils out to the open and discuss God's creation - collect flowers, rocks.

EMOTIONS

How are you feeling today? Let pupils draw faces and discuss.

SWORDS IN THE SHEATH

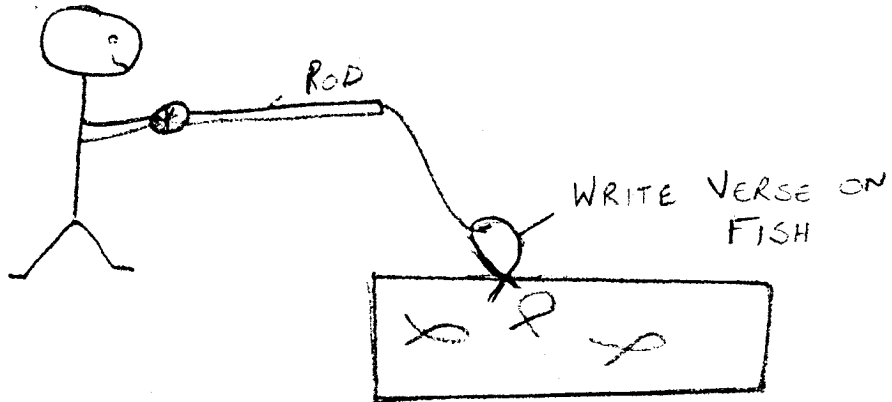
Teacher chooses a Bible verse. Pupils must keep their Bibles in their side (sheath) and teacher says : Sword in the sheath, sword out. Pupils put Bible up. Teacher says the verse and pupils must look up.

THANKFUL

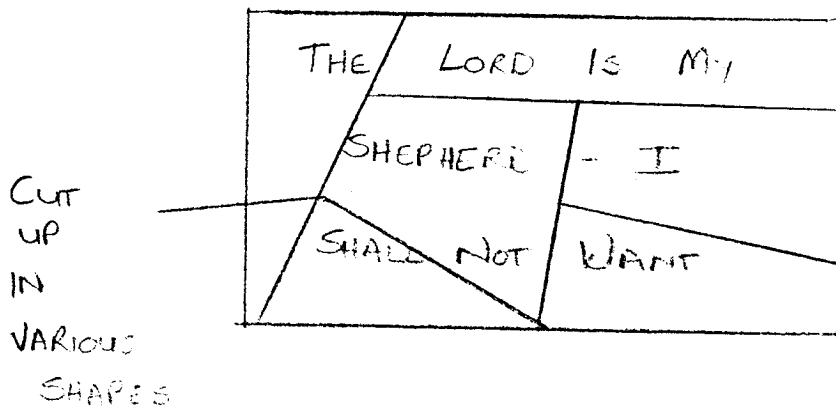
Give each pupil a sheet of paper and let them think about what they are thankful for. They can use the paper any which way to project what they are thankful for - except to write on it - fold it, tear it, etc. Discuss.

EXAMPLES OF GAMES/ACTIVITIES

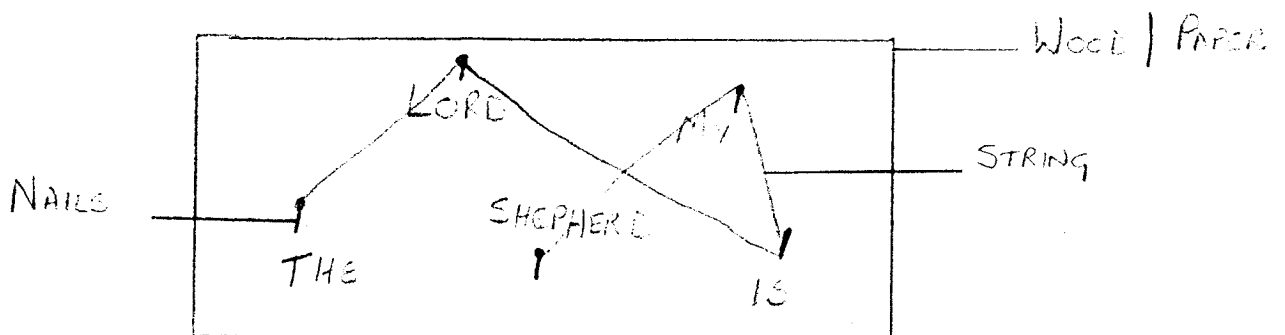
MEMORY VERSE - FISH



PUZZLE - VERSE



LINE - A - VERSE

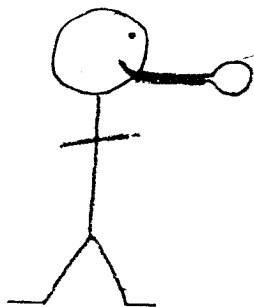


NAUGHTS / CROSSES

3 IN
A ROW
WINS

X	O	X
X	X	O
X	O	O

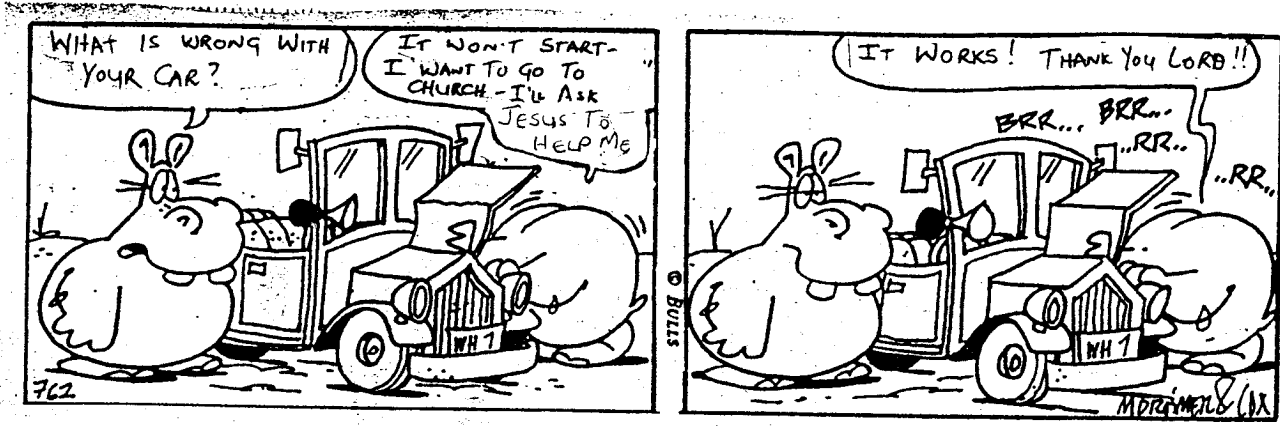
TEASPOON - QUESTION



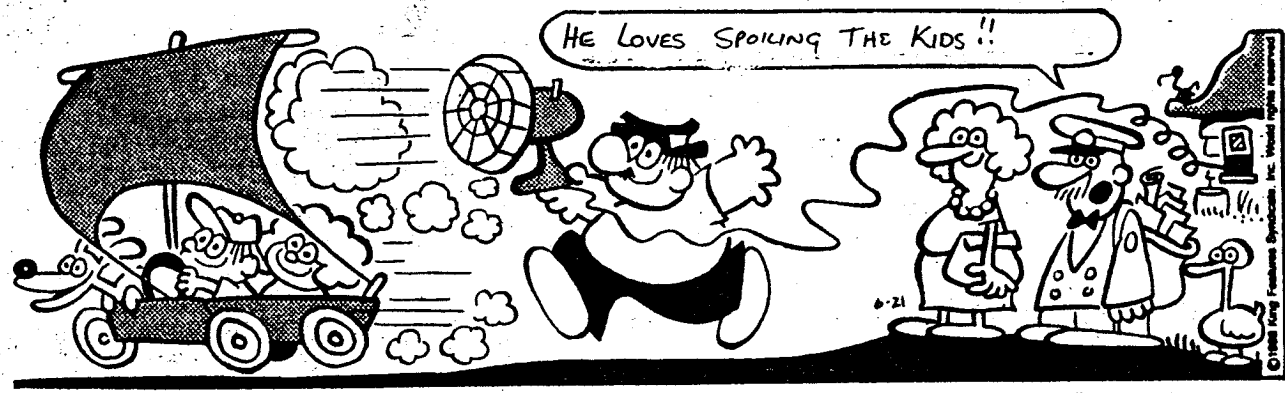
SPOON - PUT QUESTION
IN SPOON -
WALK TO OTHER
SIDE, ANSWER
- PRIZE

WRITING YOUR OWN WORD FOR CARTOON CHARACTERS

1. CAR - TROUBLE



2. IS SPOILING GOOD FOR YOU?



DISCUSS WITH THE CLASS

8. PRESENTING A LESSON

Effective teaching is a result of the working of the Holy Spirit. Teacher must have knowledge of the topic as well. Preparation through prayer and the leading of the Holy Spirit is necessary.

THE TEACHER

Pupils look up to you and you must be an example to them always - at church, at home, everywhere you go.

Arrive early before the children.

Greet each child individually.

Remember to take your Bible - pupils must see you use it.

Clothing must be neat and tidy.

Mind your habits - don't walk up and down, chew your nails, etc.

Do not wear jewellery that will be in the way.

Ask the pupils about happenings throughout the week, otherwise the lesson may be interrupted unnecessarily.

PRESENTING YOUR LESSON

Each lesson has three parts : the introduction, the lesson and the conclusion.

INTRODUCTION

Must be short and catching - to get and keep their attention eg. tell a story, use a visual aid - use a "catch phrase", etc.

LESSON

Keep it interesting to hold their attention.

Make eye contact with your pupils.

Stimulate them by asking questions throughout the lesson.

Let pupils participate.

CONCLUSION

Sum up.

Challenge with an idea to practically apply what they have learned.

Give homework.

9. EXAMPLE OF A LESSON

9.1 TITLE : JESUS LEARNS ABOUT GOOD NEIGHBOURS

9.2 SCRIPTURE : LUKE 10:25-37

9.3 AIM : TO TEACH THAT GOOD NEIGHBOURS ARE THOSE WHO LOVE THE LORD AND SHOW IT BY HELPING OTHERS

9.4 MEMORY VERSE : LUKE 10:27

"Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind"; and "Love your neighbour as you love yourself."

9.5 BACKGROUND MATERIAL :

The road from Jerusalem to Jericho dropped down hill very rapidly, therefore it was very steep. It had many caves and large rocks which provided good hiding places for robbers. The Jews and Samaritans didn't like one another and wouldn't have anything to do with each other.

9.6 PRESENTING YOUR LESSON

INTRODUCTION

Ask the pupils who they think their neighbours are. Show a picture of another tribe and ask if they are our neighbours. Discuss the answers and then read the Scripture.

THE LESSON

Today we meet a lawyer who talked with Jesus. He was a clever man who really knew the Old Testament Law. He decided to ask Jesus a question that might trick Jesus into giving an answer that would disagree with the Old Testament writings.

Ask one pupil to take the part of the lawyer. He will read the words the lawyer spoke as found in Luke 10:25,27 and 29. Ask another student to read Jesus' words from Luke 10:26 and 28. Ask : "Do you think the lawyer really wanted to learn about eternal life? Was Jesus fooled by his trick question?".

To answer him, Jesus asked the lawyer a question. The answer he gave is what we want to remember today. Then the lawyer wanted to know who his neighbour was and Jesus told him the following story. Use the background info to explain the road the man travelled on. The man had been robbed and beaten and left near death by the road. As he lay there he must have prayed that someone would come by and help him. Soon he heard footsteps. He was so thankful! When he saw that the man was a priest, he thought that surely he would help him, seeing that the priest worked in God's temple. The priest looked right at him, but did not stop to help and even went to the other side of the road to avoid passing close to him. Soon another man came by. This time it was a Levite, a man who also helped in temple services. Perhaps he would help. But no, the Levite just looked at the wounded man and passed by. Surely by now the man was very sad - he had no money or clothes. After a while he heard another traveller coming along. This traveller was a Samaritan (use background information again). Surely this man would not help him, but what happened? The Samaritan not only stopped and treated the wounds, but even put the man on his donkey and took him to a hotel where he would be cared for. The Samaritan even paid for the care of the Jew at the motel. Which was a good neighbour? The Samaritan. If you could ask Jesus who your neighbour is, what do you think he would say?

CONCLUSION

Can you think of someone you can help? Maybe a boy or girl from another tribe who may be lonely? Let us make a special effort this week to be a good neighbour to someone who needs a friend. Remember that good deed so that we can share it with the class next Sunday.

9.7 ACTIVITIES

If time permits, let the pupils act out the story AND/OR
Write the following down on the black board and let the
pupils give the right answers:

Love the Lord your God with all your
heart money soul friends mind strength clothes
Love your neighbour as much as your love
your mother other friends yourself

A certain man
was held up by thieves was riding on a bicycle clothes
were stolen was wounded

A Priest
saw the wounded man gave him clothes passed on the other
side prayed for the man

A Levite
looked at the man passed on the other side was kind to
the man

A good neighbour
helps others in order for them to like him
helps people he likes
helps people in need because he loves Jesus

METHOD USED : STORY TELLING, QUESTION/ANSWER
VISUAL AID : CHALKBOARD
Picture of another tribe
ACTIVITY : Question/answer
Roll-playing

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QUOTATIONS FROM THE GOOD NEWS BIBLE - TODAY'S ENGLISH VERSION -
BRITISH USAGE EDITION

CHILDREN LEARN WHAT THEY LIVE - D.L. NOLTE
TEACHING CHILDREN IN THE AFRICAN CONTEXT - D.W. WARUTA
TEACHING FOR RESULTS - FINDLEY B. EDGE

YEAR 2 LESSONS - BOOKS 3 & 4
Carolyn Eells, Editor

WHO AM I?

- Mary Chiseko*
1. I am someone special - created to be like God (Gen. 1:26-27).
Objective: To teach that God made children to be like Him.
Memory Verse: Ecc. 12:1a.
 2. I am someone with special gifts (1 Cor. 12:1-31).
Objective: To teach that God gives children special gifts.
Memory Verse: Prov. 20:11
 3. I am someone with something to share (Jer. 1:5-7).
Objective: To teach that children can share their special gifts.
Memory Verse: 1 Sam. 3:19.
 4. I am someone with decisions to make (Col. 3:12-17; Gen. 3:1-24).
Objective: To teach that children have to make decisions.
Memory Verse: 1 Sam. 3:10.

Blace Natupai
SALVATION

5. Jesus was born in Bethlehem for our ^{to save us from our sin} salvation (Lk. 2:1-20).
Objective: To help children know why Jesus was born.
Memory Verse: Luke 2:7.
6. Jesus died on the cross for our salvation (Jn. 19:1-29).
Objective: To help children know why Jesus died on the cross.
Memory Verse: Rom. 5:8.
7. Jesus rose on the third day for our salvation (Jn. 20:1-18).
Objective: To help children to know why Jesus arose from the dead.
Memory Verse: Rom. 10:9.
8. What does it mean to be saved? (Rom. 5:1-2; 2 Cor. 5:17; 1 John 5:11-12).
Objective: To help children know what being saved means.
Memory Verse: John 3:16.
9. Why do I need to be saved? (Rom. 6:23).
Objective: To help children to know that they need to be saved.
Memory Verse: Rom. 3:23.
10. How can I be saved? (Rom. 10:8-13; Acts 4:12; Acts 16:30-31; Gal. 2:16; Eph. 2:8-9; 2 Tim. 3:15).
Objective: To help children to understand the plan of salvation.
Memory Verse: John 14:6.

Robert Mairya
CULTS

11. What is a cult? (Exodus 32:1-35; Psa. 25:5; Rom. 1:25).
Objective: To explain the difference between a cult and Christianity.
Memory Verse: John 8:31-32.
12. How to avoid cults (2 Tim. 4:3-5).
Objective: To teach children how to avoid cults.
Memory Verse: Psa. 119:11.



CHRISTIAN VALUES

13. Respect for self & others (Matt. 7:12; Rom. 12:10; Phil. 2:3).
Objective: To help children learn to show respect for self and others.
Memory Verse: Matt. 22:39.
14. Tolerance - Learning to live with others (Rom. 15:1-3; Phil. 2:3-4).
Objective: To help children learn how to live with others.
Memory Verse: Matt. 5:44.
15. Cooperation - Learning to work & play together (Ecc. 4:9-12).
Objective: To help children to learn to work and play together.
Memory Verse: Prov. 17:17.

AIDS

16. What is Aids? (Mark 5:25-34).
Objective: To help children understand what aids is.
Memory Verse: Psa. 119:9.
17. How can I keep from getting Aids? (1 Cor. 6:18-20; 2 Tim. 2:22).
Objective: To teach children how not to become infected with aids.
Memory Verse: James 4:7.

SEX EDUCATION

18. What God says about sex (Heb. 13:4; 1 Thess. 4:3-8).
Objective: To teach children God's standard for sex.
Memory Verse: Job 31:1.
19. Saying NO to sex before marriage - abstinence (1 Cor. 6:12-20).
Objective: To teach children that sex is reserved for marriage.
Memory Verse: Heb. 13:4
20. Rewards of keeping yourself sexually pure (2 Tim. 2:21-22).
Objective: To help children to know the benefits of remaining sexually pure.
Memory Verse: 2 Tim. 2:21a.

HEALTHY HABITS

21. Taking care of my body - personal hygiene (Psa. 139:13-14; Eph. 5:28-30).
Objective: To teach children the importance of personal cleanliness.
Memory Verse: 1 Cor. 10:31.
22. Good nutrition (Dan. 1:8-17).
Objective: To help children to understand the importance of a balanced diet.
Memory Verse: Dan. 1:16.
23. Rest & exercise (Mark 6:31-32; 1 Cor. 6:19-20; 9:26-27).
Objective: To teach children that rest and exercise are necessary for proper growth.
Memory Verse: Luke 2:52.



Elizabeth
Mwale

CHURCH

24. What is the church? (Rom. 12:4-5; 1 Cor. 12:12-28; Eph. 1:22-23).

Objective: To teach children the church is not a building but people who have been saved, worshipping God together.

Memory Verse: Col. 1:18a.

25. What is the work of the church? (Luke 2:52, educate; John 13:34-35, minister; Acts 2:42, fellowship; Psa. 95:6, worship).

Objective: To help children understand the work God has given the church to do.

Memory Verse: Acts 1:8.

26. How can I be a member of the church? (Acts 2:41).

Objective: To teach children what church membership means.

Memory Verse: Matt. 19:14.

PRAYER

27. What is prayer? (Luke 11:2; Eph. 3:14; Phil. 1:3-4; Heb. 4:16).

Objective: To teach children the meaning of prayer.

Memory Verse: 1 Thes. 5:17.

28. Learning how to pray (Dan. 6; Jonah 1-4; Psa. 55:1, 16-17; 139:1-12; Matt. 6:6-12).

Objective: To teach children how to pray.

Memory Verse: Luke 11:1b.

29. God answers prayer - we must have faith (1 Kings 18:41-46; Isa. 65:24; Psa. 116:1-2; Eph. 1:19-20; Heb. 11:6; James 1:5-8).

Objective: To teach children how to have faith so that God can answer their prayers.

Memory Verse: 1 John 5:14.

Joyce
Mwase

HARMFUL HABITS

30. Lying (Eph. 4:25).

Objective: To teach children that lying is a sin.

Memory Verse: Exodus 20:16.

31. Stealing (Luke 19:1-8).

Objective: To teach children that stealing is a sin.

Memory Verse: Exodus 20:15.

32. Swearing (2 Tim. 2:16).

Objective: To teach children that swearing is a sin.

Memory Verse: Exodus 20:7.

Doreen
Kwalira

PROBLEMS (Psa. 55:22; Matt. 11:28; John 16:33; Rom. 8:28).

33. Hunger (Matt. 6:26-34).

Objective: To answer the question: starving Does God love me when I am hungry? family is not here for me.

Memory Verse: Phil. 4:6.

34. Sickness - lack of medicine (Mark 2:1-12).

Objective: To answer the question: Does God care when I am sick?

Memory Verse: 1 Peter 5:7.

35. Education (Psa. 34:11; Prov. 1:7; 2:10; Luke 2:52).

Objective: To teach children that it is important to learn.

Charity
Kasenge

Poverty



Memory Verse: Prov. 22:6.

CHRISTIAN ACTION (Prov. 20:11; 2 Tim. 2:15).

36. Telling your friends about Jesus (John 1:40-45; Philemon 6).
Objective: To teach children how to share about Jesus.
Memory Verse: Gal. 6:9.
37. Helping others in Jesus' name (John 13:1-17).
Objective: To help children to know how to help others.
Memory Verse: Acts 10:38.
38. Being a Christian citizen (Matt. 22:17-21; Rom. 13:1-7; Titus 3:1; 1 Tim. 2:1-2; 1 Pet. 2:13-17).
Objective: To help children to know how to be a good citizen.
Memory Verse: Luke 20:25

GOD'S WILL

39. What does "God's will" mean? (John 6:38-40). *(using movie story)*
Objective: To teach children that God has a plan for their life.
Memory Verse: 1 Sam. 3:19.
40. How can I know God's will for me? (John 5:19, 30, 39).
Objective: To teach children that God speaks to them through the Bible, other Christians, circumstances and prayer.
Memory Verse: John 5:19a.
41. Doing God's will - obedience (Jer. 29:11-14; Gen. 12:1-3).
Objective: To teach children to do what God says.
Memory Verse: 2 Tim. 3:15.

MIND

42. I CAN learn (Psa. 119:73). *Daniel*
Objective: To teach children they have the ability to learn.
Memory Verse: Prov. 22:6.
43. I CAN know God (John 8:19; 14:6-7; 17:3).
Objective: To teach children they can know God personally.
Memory Verse: John 14:6.
44. I CAN think (Ex. 4:11-12; Prov. 3:5-6; Matt. 22:37; Mark 12:30; Rom. 8:6; 12:2; 1 Cor. 2:16; Acts 17:2; 1 Pet. 3:15).
Objective: To teach children they have the ability to think.
Memory Verse: Isa. 26:3.
45. I CAN ^{be} creative (1 Chron. 28:1-21).
Objective: To teach children how to use their minds creatively.
Memory Verse: Phil. 4:13.
46. I CAN appreciate beauty, others, good, etc. (Ecc. 3:11).
Objective: To teach children what it means to appreciate God's creation.
Memory Verse: Ecc. 3:11.

PREJUDICE (Acts 10:34)

47. God is no respecter of persons - God loves everyone and so should we (Acts 10:1-35).
Objective: To teach children how to treat others.



Memory Verse: Acts 10:34, 35.

CONFLICT RESOLUTION (Forgiving others)

48. Being forgiven and forgiving others (2 Cor. 2:5-11).

Objective: To teach children how to forgive and accept forgiveness.

Memory Verse: Matt. 6:15.

FAITH

49. What is faith? (John 11:25-27; Rom. 4:1-25; Gal. 3:1-29; Eph. 2:8-9; 1 Tim. 6:17; Heb. 11:1-39).

Objective: To teach children what faith is.

Memory Verse: Heb. 11:1.

50. How to have faith (Heb. 11:1-39).

Objective: To teach children how they can have faith.

Memory Verse: Heb. 11:6.

HOPE

51. What is hope? (Rom. 8:24-28; 15:4, 13; Eph. 1:18-23).

Objective: To teach children what hope is.

Memory Verse: Psa. 31:24 or 33:18.

52. How to have hope (Psa. 112:6-8; Prov. 3:5-7; Jer. 17:7-8).

Objective: To teach children how they can have hope.

Memory Verse: Psa. 71:5.

*Martha
Chaves*

