

LESSON 3

BASIC ELEMENTS IN TEACHING CHILDREN

Using the Bible with Children

The teacher's attitude towards the Bible plays an important role in his ability to create in the child an interest in the Bible. If the teacher loves the Bible and is convinced that it is really true and that God will do what He says He will do, then he can teach from the Bible with convincing authority. Bible verses and passages come alive for a teacher when he has found them true through experience. The teacher who makes Bible study a part of his daily life will gain new insights into its teachings. The teacher can become more familiar with Bible stories and understand them in the light of God's overall plan for the redemption of the world. Such understanding and love for the Bible can be transmitted to the child through the teacher.

Children are not easily deceived. If the teacher says one thing and lives another, the child detects the true person. For example, one teacher taught convincingly the verse, "What time I am afraid, I will trust in thee" (Ps. 56:3). She explained that at night when all is dark or when there is a storm, God will take care of His children, and they need not be afraid. Then one Sunday morning during class a violent storm came. Lightning, wind, and thunder raged outside. The teacher, always terrified by storms, ran in panic to the window and slammed it closed. The children were affected more by her fearful actions in the moment of crisis than by her words, "What time I am afraid, I will trust in thee," spoken on a clear day.

If this teacher had been more mature and had experienced God's presence during this crisis, she would have lived the Bible truth by demonstrating calmness during the storm. Such action would have bred calmness and faith in her class-room. Bible truths should be lived and related to the daily experiences of children.

How to help the child grow in his love for the Bible

The Bible may be a difficult book for children. The ability of the teacher to draw out truths and present them in a simple way will help children grow in their love and appreciation for the Bible.

The use of Bible verses.—There are many verses in the Bible that are appropriate for use with children. Some verses, of course, are too difficult for children to understand. Verses should be selected for their simplicity and meaning. Emphasis should not be placed on memorizing a verse just to meet the requirement of learning a verse each Sunday. The verse has meaning only as a child understands

An important role in creating the child's interest in the Bible is played by the _____ towards the Bible.

(teacher's attitude)

Because children are not easily deceived, the teacher should say and _____ the same thing.

(live)

Verses for children should be selected for their _____ and _____.

(simplicity, meaning)

its significance. It should be applied in such a way as to relate to the child's daily experience.

Some of the best loved and most used verses for children are as follows:

"Be ye kind one to another" (Eph. 4:32).

"God loveth a cheerful giver" (2 Cor. 9:7).

"What time I am afraid, I will trust in thee" (Ps. 56:3).

"I was glad when they said unto me, Let us go into the house of the Lord" (Ps. 122:1).

"God is love" (1 John 4:16).

It is better to avoid using verses with abstract meanings or symbolism when dealing with children under twelve years of age. For example, "I am the door" (John 10:9a) provokes a mental picture of a door. Children think and picture things in a concrete manner. Since a child does not capture the significance of the relationship of Christ and the door, it is best to avoid its use until later years.

Memorizing verses and knowing many is commendable. Some adults can stand up and quote verses and even long passages from memory whenever they are requested to do so. Perhaps this is a result of Sunday school teachers who have emphasized memorization of verses. However, it is unfortunate if this adult cannot relate the significance of these verses to his daily living. It is better to teach a child a few simple verses and help him to live by their teaching than to boast of a group of children who can stand before the adults and recite the memory verses correctly.

Memorizing verses, however, does have a very positive role in the life of the Christian. Verses can be stored in the memory to be pulled out in times of need. For example, an eighty-three-year-old woman was grieving at the death of her husband. Because of the failure of her eyes, she was no longer able to read her Bible. A younger Christian woman came to console her. As the two sat quietly, the older lady through her tears began to quote the Twenty-third Psalm. She could not remember all the psalm and as she groped for words the younger woman supplied them. The older lady drew comfort from the passage when she needed it most. Notice that both women had memorized the psalm in younger years. The words, perhaps not so significant to both women at the time they were memorized, now came forth bearing comfort, promise, and hope.

Prisoners of war during the Vietnam conflict, when released, told the story of how they pieced together parts of the Bible by drawing on their memory. The comfort and encouragement they drew from those passages, which most had learned as children, gave them hope that helped them live through their terrifying prison experiences. No effort to learn Bible verses is in vain when we get a broadened vision of their purpose and ministry in human life.

Bible stories.—Children love stories. Bible stories told well, dramatically, and often can encourage the child in a faith that will equip him for living. David's strength in meeting Goliath encourages children to be brave in tackling difficult situations through God's help. The story of Moses leading the children of Israel out of Egypt

Is the following statement true or false?

It is better to avoid using verses with abstract meanings or symbolism when dealing with children under twelve. _____

(true)

Is the following statement true or false?

Memorizing verses does not have a very positive role in the life of the Christian. _____

(false)

Bible stories can encourage the child in a faith that can equip him for life. _____

(Compare your answers with the text.)

demonstrates God's love and care for His people. Samuel's obedience to the voice of God helps children know that God can speak to children. Many adults recognize that their knowledge and love of the Bible came as a result of the Bible stories they were taught as children.

Children like to have Bible stories read to them. If the teacher chooses to tell the story, he should become sufficiently familiar with it so he can tell it naturally. In telling Bible stories, a teacher must be careful to follow the Bible with regard to details. Small details added to make the story interesting are all right if they are not presented as facts. For example, a pastor was teaching a Bible study on the Book of Acts. In telling the story of the young man Eutychus who fell three stories from the window ledge while listening to Paul preach, the pastor stated that Eutychus broke his neck. The passage does not mention that the young man broke his neck. Perhaps the pastor had learned the story as a child and took as fact a detail told by a teacher.

How many people have seen pictures and heard stories of how the shepherds followed the star to the stable where the baby Jesus lay? The truth is that the wise men, not the shepherds, followed the star and likely arrived in Bethlehem some time after the birth in a manger. The Bible states that Mary and Joseph were in a house at that time.

Good books of Bible stories can be bought at bookshops. When cost or unavailability are factors, a teacher can make his own collection of stories.

Reading Bible passages.—When a teacher takes the Bible in hand to read, the tone of voice and way the Bible is handled are expressions of his attitude toward the Bible. Children are sensitive and absorb the teacher's feelings.

There are times when a teacher wishes to read a Bible passage to the pupils. The children may not always understand all the details, but they can capture the general message and atmosphere of the passage.

Reading passages helps the child to appreciate the beauty of the language and rhythm of the Bible. Reading different versions will enhance the child's understanding. Examples of passages appropriate for reading are as follows:

Praise: Psalms 23; 47; 63:1-4; 92:1-5; 96; 100; 105:1-5; 117; 148; 150

Christmas: Luke 2:8-14

God's world: Ecclesiastes 3:11; Song of Solomon 2:11-13a; Psalm 136:1

God's nearness: Psalms 104:10, 13-14; 119:151

How to use the Bible with preschool and infant school children

The following suggestions will aid the teacher to vary the use of the Bible for effectiveness:

1. The Bible should be displayed in a special and conspicuous place in the class-room. It should be given good care and handled reverently.

In telling Bible stories be careful to follow the details given in the _____.

(Bible)

Reading the Bible to children helps them to appreciate the beauty of the l _____ and r _____.

(language, rhythm)

In the class-room, the Bible should have a special and _____ place.

(Compare your answer with the text.)

2. Appropriate verses should be chosen that do not contain symbolism or abstract ideas.
3. Memory verses should be based upon a recent experience of the child. This will give the verse significance and result in a learning experience.
4. The teacher should explain the meaning of words and terms, such as *only begotten*.
5. The child's interest can be heightened by varying the teaching of the verses:
 - a. For little children, the teacher can form a make-believe Bible with the hands and "read" the verse.
 - b. If a child brings his own Bible to class, the teacher should underline the verse.
 - c. Some verses have been put to music, such as, "I was glad when they said unto me, Let us go into the house of the Lord" (Ps. 122:1) and "The heavens declare the glory of God" (Ps. 19:1a).
 - d. The group can act out a Bible verse, such as, "Be ye kind one to another" (Eph. 4:32a).
 - e. Occasionally something to remind the child of a verse can be given to him to take home.

How to use the Bible with primary school children

Primary school children are eager to learn new ways of doing things. The wise teacher will capitalize on their interest in exploring and adventure to help them gain interest in and love for the Bible.

Teaching Bible verses.—From the study of the characteristics of the primary school child, we learned that his capacity for memorizing is at its height. The following are suggested ways for creating interest in learning Bible verses:

1. Verses can be used to teach songs on the same theme. For example, "I was glad when they said unto me, Let us go into the house of the Lord" (Ps. 122:1).
2. Teaching-pictures can be used allowing the child to choose the verse that corresponds to the action in the picture. This is especially good for review after teaching several lessons. Four or five pictures can be put up and the children can match the memory verses they have learned with the pictures.
3. The name of a Bible character may be given and the children may describe the character, or the teacher may describe a character and the children may guess the character's name.
4. Bible markers can be made by cutting strips of coloured paper and writing the verses on the strips.
5. The child may be given a card with a verse written on it. Then the child can be told to cut out pictures that express the verse's truth and paste them on the card.
6. The teacher may write several verses on cards, cut the cards in half, and let the children put the halves

Other than displaying the Bible, list four ways the Bible can be used with children.

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

(Compare your answers with the text.)

Place a check mark (✓) beside the item(s) in the following list that can help teach Bible verses to primary school children:

- _____ 1. Songs
- _____ 2. Teaching-pictures
- _____ 3. Bible characters
- _____ 4. Bible markers
- _____ 5. Scripture cards

(Compare your answers with the text.)

together correctly forming the verses. A verse can be given to each child with one word on each card, letting the child put the verse together like a puzzle.

7. Posters can be made by writing verses and allowing the children to select pictures to represent the verses.
8. Little books can be made to illustrate one or more verses. A seven-page booklet on the Creation is good, allowing each page to represent one day of the Creation.
9. The children may be asked to do original drawings to illustrate a verse.
10. Letters of persons or things may be mixed and the child asked to unscramble them, such as MULESA for SAMUEL, or NIBAWOR for RAINBOW.

Leading older primary school children to use the Bible.—The older primary school child is capable of moving into a deeper study of the Bible. If he is to grow in his love for and use of the Bible, he needs guidance. His capacity for handling the Bible is at its highest level and should be developed. The capacity and skills are of little value unless the child is stimulated to use them.

1. How to stimulate interest in the Bible

The teacher should take into consideration the basic characteristics of the primary schooler and use them for arousing interest in the Bible. Interest in success in the primary school age is high. The Bible can be presented as the most widely sold book. A display of different versions as well as of the Bible in various languages can heighten interest in the Bible. The child may be led in a search for answers to such questions as, “How was the Bible written?” “How did the Bible reach us?” and “How is the Bible made up?”

The teacher can encourage children in this age group to learn the books of the Bible by making blocks of wood the size of small books. These blocks can be labelled with the names of the Bible books and placed on shelves. The children can learn the books of the Bible by placing the blocks in order as they would in a library. They should learn to group the books of law, history, poetry, and the like as seen in the illustration.

Eleven-year-olds like stories of adventure. Stories of the lives of such men as Wycliffe, Tyn-dale, and others who suffered persecution in order to translate the Bible into foreign languages to reach many people will captivate them. The authors of the books of the Bible also lived adventuresome lives. The fact that some New Testament writers were martyred should interest adventure-seeking children.

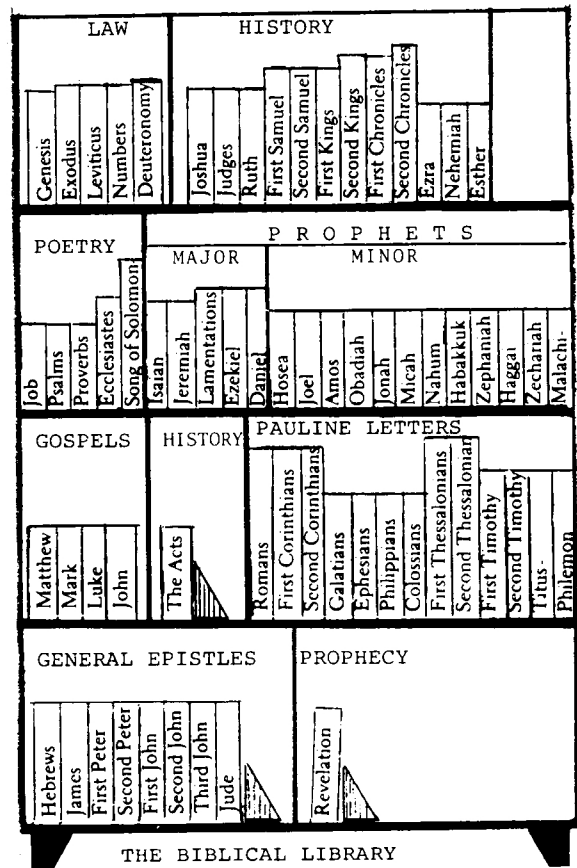
2. How to lead children to enjoy the Bible

Many children associate the Bible with restriction and difficulties. A modern translation will make Bible reading easier and more understandable.

Underline the correct word in the brackets.

Little books made by the children (can, cannot) help teach Bible verses.

(can)



The children should be helped to learn to read and appreciate the Bible as they would other books.

An enthusiastic teacher can help Bible scenes, actions, and characters to come alive. Enthusiasm and interest are contagious.

The teacher can show the children that Bible stories, such as those concerning Abraham, Moses, Joseph, Samuel, and David, have adventure. They can be helped to compare the characters in the parables of Jesus with people they know.

Passages related to the child's experience should be selected.

The teacher can stimulate the pupils to read their Bibles voluntarily by sending them to their Bibles to look for answers to questions.

3. How to guide children to seek help in the Bible

Most children experience feelings of vengeance, jealousy, hate, and the like. Their attention should be called to the fact that Bible characters also experienced such feelings. The teacher can show them how the characters dealt with these feelings. For example, David, in his treatment of King Saul in the cave, overcame feelings of vengeance. Joseph did not try to pay back his brothers for selling him into slavery.

An atmosphere of liberty and sincerity should be maintained in the class. The pupils need to feel free to talk about their problems without feeling that adults are trying to fit them into a mould or are making a set of rules that they cannot live up to. The teacher should think of their problems and help them arrive at solutions. He can recall facts in Bible stories that will help them.

The children should be led to look for help in the Bible. Many times children fail in their way of responding to situations, but the Bible will help them to recognize better ways in which they can respond. The teacher should help them to grow in their attitudes and actions. He should teach them to believe and to claim promises of help from God. He should pray with them about situations that involve them. The following section on prayer treats how to deal with the child under conviction. The teacher should be prepared to show the child passages in the Bible that can lead him as he confesses his sins, receives forgiveness, and experiences salvation.

Children should be taught that just as any game they play has rules to follow, so the Bible is a guide to teach us how to live and get along as we live with others.

Helping Children Learn to Pray

Prayer is fellowship with God. For many people, prayer involves a change of attitude, tone of voice, and vocabulary in order to meet God's requirements of piety. Learning to pray spontaneously and naturally is an art.

The Bible can come alive through an _____ teacher.

(enthusiastic)

In the class, maintain an atmosphere of

I _____ and s _____.

(liberty, sincerity)

Children should be taught that the Bible is a g _____ for life.

(guide)

Prayer is _____ with God.

(fellowship)

Children can be led to talk with God in the same simple manner in which they talk with others.

A child needs to feel God's presence. This is important when he is afraid or alone. The teacher can tell a child that God is near just as he is near, and that the child can talk to God just as he talks with the teacher. The effectiveness of the teacher's own prayer life will be evident in his capacity to guide the child to have meaningful experiences through prayer.

The child should understand that God always knows what is best for him. He should do what pleases God. He needs to learn to accept the gift that God gives him although he asked for something else.

One child showed his acceptance of a rainy day when he wanted to go on a picnic by saying, "I imagine that God knew the flowers needed water."

Expressions in prayer

Adoration.—To express adoration is to honour one for whom we have deep regard or love. The child loves the person that does the most for him or means the most to him. He loves his mother because she tells him stories, prepares his food, plays with him, and cares for his clothes. He loves his father because he takes him places and provides for him. In the same way he loves God, when he realizes that God has made beautiful things for him to enjoy. He learns through prayer to express to God his praise and love for the things God has provided.

Define adoration.

(honouring one for whom we have deep regard or love)

Gratitude.—In the same natural way that a child thanks his parents for things, he can learn to thank God. He can understand that God made the sun, moon, and stars. It is a little more difficult for him to understand that God gives him his breakfast. His understanding is that his mommy bought the food in the store with daddy's money, cooked the breakfast, and placed it before him. Some explanation, with pictures, can help him to know that God made the hen that laid the eggs, that bacon comes from hogs, and milk comes from cows. All these are God's creation. The child should be helped to relate his prayers to his daily experience—things that have happened during the week for which he can be thankful. Such relating will help the child to think before he prays. Learning to express gratitude can become a natural part of his prayer life.

A child should be taught to t_____ God.

(thank)

Petition.—Children need to learn to pray for the things they need. The teacher can help the child to understand that God wants the best for him. This means that God will not always give the child what he asks for but what will be best for him.

Children need to learn to pray for the things they _____.

(need)

A child can be taught that God not only helps in providing his needs but that He can help him in conduct and attitudes.

The child should be taught to be specific in his requests, such as, "Please help mommy to have money to buy food for supper tonight" or "Help me not to get mad and hit Johnny when we play together."

What is one of the most important elements in prayer?

(confession)

Confession.—One of the most important elements in prayer is the ability to verbalize that one has done wrong.

The greater part of the responsibility for teaching this truth lies with the parents. But, sad to say, many parents do not know how to help their children express themselves. The teacher or parent should not lead the child to share publicly all his personal errors. The sensitive parent or teacher will sense a child's need and help him express it to God in a quiet time alone or with the teacher or parent. The child should be taught that when he is truly sorry, God forgives him and forgets what he has done. The prayer of confession should surge from the heart, spontaneously, and not be a repetition of the teacher's or parent's words.

It is very important that the child be allowed to freely express himself in confession without the fear of being reprimanded or condemned by parent or teacher. The fact that he has recognized his wrong indicates that he feels and is sorry. He needs help in experiencing God's forgiveness. Also, he should be counselled as to whether or not he should ask forgiveness of the person whom he has wronged if another person has been involved. He may need help in knowing how to go about asking for forgiveness.

Intercession.—One basic characteristic of the child is self-centredness. He is mainly concerned for his own needs. He can be helped to reach beyond himself and become concerned for other people. One of the best ways to express this concern for others is to pray for them. The teacher should help a child to remember to give thanks to God when a prayer is answered.

Types of prayers

There are two types of prayers. One is the written, or formal, prayer. It ranges from the simple bedtime prayer "Now I lay me down to sleep" taught to children to more extensive prayers contained in prayer-books for adults. The other type of prayer is the spontaneous prayer, expressed naturally from the heart.

Written prayers.—Should a child be taught to say written prayers? There are advantages and disadvantages as discussed below:

1. Advantages
 - a. Written prayers teach a certain vocabulary in praying. They help to form phrases with meaning.
 - b. Written prayers help to express feelings the child has but is unable himself to express. Sometimes it is uplifting to a child to use beautiful words to express what he wants to say.
 - c. Written prayers extend the horizon of thought, leading the child to think of definite objects for which he can pray.
 - d. Written prayers unite the group thus enriching the experience of the whole group.
2. Disadvantages

There are some cautions that should be made concerning the use of written prayers.

Name one of the best ways to express concern for others. _____

(Pray for them.)

Two types of prayer are w_____ and s_____.

(written, spontaneous)

Is the following statement true or false?

There are advantages and disadvantages to written prayers. _____

(true)

- a. A child can become dependent on form instead of thinking out his own prayers.
- b. Written prayers offer little enrichment of personal experience when they take the place of the spontaneous prayer.
- c. Written prayers can become mechanical. For example,
 "God is great, God is good
 And we thank Him for our food."
 One child knelt beside his bed and hurriedly prayed this mealtime prayer. The words had become so mechanical they lost their meaning for the appropriate occasion.
- d. Written prayer can lose its beauty and significance.

The important thing is to teach children to pray not just on special occasions with mechanical prayers, but to express prayer in any situation.

Spontaneous prayers.—The most valuable prayer is that prayed in a teacher's or child's own words. An alert teacher will sense a good moment to pray. This informal prayer may be expressed after a song, a story, a conversation, or at any time the child feels like praying.

The following suggestions are to aid in teaching the child to pray spontaneously:

1. He should use short and simple phrases.
2. He should be encouraged to express his own feelings.
3. Attitude and not position in prayer should be emphasized.
4. Prayer should be voluntary.

Prayer should become a natural part of every area of a child's life, not something he does only when he goes to church, eats, or goes to bed. A teacher who maintains a deep prayer life will have much to teach a child about prayer in everyday experience.

Conversing with the Child

Few people capture the true art of conversation. Conversation is more than just talking. It is the involvement of two or more persons in a verbal exchange that can be either positive or negative, edifying or depressing. A good conversationalist is interested in the other persons involved in the exchange and what concerns them. The art lies in the ability to listen attentively and to be sensitive to what is being said and felt. Love and sincere concern or lack of them is transmitted from the listener by the way he reacts to what is said, how centred his attention is on the person talking, and how willing he is to shut out all distractions in order to help meet the needs of this person.

Some children come from homes where parents do not take time to listen to the children's thoughts and ideas. A child needs someone who will listen. He is usually happy when an adult, such as his Sunday school teacher, takes

A prayer prayed in a teacher's or child's own words is the most _____ prayer.

(valuable)

The involvement of two or more persons in a word exchange is _____.

(conversation)

time to talk with him. He likes to be treated as a person and not as a baby. He needs to know that what he thinks and says has value. Caring children's teachers will seize this opportunity to involve children in group conversation as a means of teaching eternal truths.

Values of group conversation

When conversing in the group, the teacher should remember that his responsibility is not to "get over" to the children the material of a given lesson, but to use teaching materials and resources to meet the individual needs of the children. A lesson should meet needs or it will not have learning value. The following statements will help children's teachers use group conversation in their teaching.

1. Group conversation needs to be directed.
2. Group conversation helps children to feel satisfaction and a certain self-respect.
3. Directed conversation helps develop self-control and courtesy.
4. Group conversation helps a child to listen to others.
5. Well-directed conversation helps timid children to talk of their interests.
6. Conversation increases vocabulary. It affords an opportunity to correct false impressions or ideas about words. Words that might be misunderstood should be defined. Symbolic language should be avoided.
7. Conversation helps the teacher discover the real interests, needs, and capacities of the children.
8. Conversation offers an opportunity to introduce material for topics to be studied.
9. Conversation provides a means for planning together for activities or projects.
10. Group conversation helps evaluate teaching.
11. Conversation contributes to a better understanding among the members of the group.

The teacher should cultivate his effectiveness as a conversationalist. He should study and criticize objectively his own words as he talks with a friend. The teacher should notice if he talks mostly about himself or if he shows interest in what his friend is saying. How much does he talk, and how much does he listen? Such a study should help him improve his ability to communicate and will enhance his relationship with others. This improvement will better qualify him to lead children effectively in group conversation.

Responding to the child under conviction

The principles that guide in group conversation may be applied to conversation between the teacher and one child. The teacher will find opportunities to spend time alone with the individual child. Such moments give opportunity for a child to share things he may not wish to share with the group.

Read the section **VALUES OF GROUP CONVERSATION**. Draw a line under the statements listed below that are values of group conversation.

1. directs discussion
2. causes dissatisfaction
3. improves listening
4. retards learning
5. helps discover children's interests
6. helps evaluate teaching
7. stimulates strife in the group

(Compare your answers with the text.)



When a child is under conviction, he needs the undivided attention of a concerned teacher. The teacher should never assume an attitude of condemnation that will increase guilt feelings in the child or cut him off from sharing. A teacher should be sensitive to the needs of the child.

To know what is happening inside the child, the teacher should create an atmosphere that will lead the child to share his feelings. The teacher should listen. To embark on a sermon and pressure a child to make a decision to "accept Jesus as his Saviour" is a tendency that many teachers have. First, the child should be given a chance to express himself. If he does not have this chance, a problem may be covered up only to crop up later. It sounds very fruitful for a teacher to be able to say he has won a child to Christ when in truth he is only satisfying his own ego and leaving the child still searching. A child must have a willing listener, one who tenderly guides him through the painful process of confessing his wrong. The child needs to recognize his need for help. An understanding teacher will listen in a non-judgemental manner, and lead the child to express to God freely what he is feeling. A teacher needs to recognize the direction of the Holy Spirit both in his life and in that of the child. The fact that a child is under conviction indicates that he needs to be dealt with skilfully and gently. The teacher who has experienced God's forgiveness and love is more likely to render adequate support in such a situation.

The Importance of Giving

The child's giving should not be confined to the Sunday offering. There is a basic principle at work in giving that few people put into practice. It is important for the teacher to know and believe not only the principles Jesus set forth in the New Testament but those established in the Old Testament. The most-used passage to teach the giving of the tenth part of one's means is Malachi 3:10. With the command to give, there is also a promise of blessings. Too many people fear that giving will cause them to have less, when actually it is the secret of having more. The value is not placed only on monetary blessing. Proverbs 11:24-25 says that the generous man shall increase, whereas poverty comes to the man who withholds his gifts. Acts 20:35 says it is more blessed to give than to receive.

The following guidelines will be helpful as the teacher encourages the child to give.

The spirit of giving is more important than the gift.— "God loveth a cheerful giver" (2 Cor. 9:7). The desire to give should surge from the heart. Reluctant giving or giving because one feels "it is the thing to do" does not nourish the giver. When we love someone, we want to give to him. Giving should result from love and more love results from giving. If there is resentment or regret over the loss of that which is given, then the spirit of giving is not present. Giving is dependent upon faith, faith in God's promise to provide needs as confirmed in Luke 6:38.

Is the following statement true or false?

When a child is under conviction, he needs to be left alone. _____

(false)

List two ways a teacher may help a child under conviction.

1. _____
2. _____

(1. Listen in a non-judgemental manner; 2. Lead the child to express to God freely what he feels.)

The spirit of giving is more important than the

(gift)

A little boy sat down and made a card with drawings and little notes of love to give to his mother on her birthday. The card had far deeper significance than a lovely gift the boy's father might have bought for him to give his mother. It was his own expression toward her. A child should learn to give from his own resources.

When a child is given ten cents, he can be taught that one cent of it belongs to God. The struggle as to whether or not to give the one cent to God should be his own. If the parent forces him to give it, the child could harbour resentment. But if the child decides on his own to give it, he experiences the joy and satisfaction of generosity. A child can be led to give as he grows in his understanding of what belongs to God.

No gift is too small.—The one cent a child gives from the heart is of more value than a larger amount provided him by his parents to place in the Sunday offering.

Allow the child to exercise freedom and generosity in giving.—The generous person is not concerned with how he can give as little as possible, but seeks to give sacrificially. If a child decides to give away his best toy, allow him to do so. It is difficult for parents not to get the dollar sign in their eyes when they see their child give away something valuable. One mother related that when one of her daughters was small, the daughter would go to the store to buy a bag of candy. When the girl returned from the store, she looked up her playmates and passed the candy around to them until none was left for herself. Then she stood back happily and watched the others enjoy the candy.

A child should be taught to give of himself.—Little acts of love, such as doing little jobs around the house, saying "I love you," being kind to brothers and sisters at home, or taking time to be a friend to a playmate, are all ways of becoming less centred on oneself and becoming involved in making others happy. Seeing these qualities in action in a parent or teacher will encourage the child to give not just his money but his time and abilities to help others.

No gift is too s_____.

(small)

In giving, the child should be allowed to exercise f_____ and g_____.

(freedom, generosity)

A child should be taught to give of _____.

(himself)

Home Study Exercise

Basic activity (Levels 1, 2, and 3). After reading the study guide text, answer the following questions.

1. What plays an important role in the teacher's ability to create in the child an interest for the Bible?

2. What guidelines should be used in selecting verses for use with children? _____

3. What part can Bible stories have in the faith of a child? _____

4. Why should a teacher read from the Bible? _____

5. What are five ways the Bible can be used with preschool and infant school children? _____

6. Name five ways to interest primary schoolers in learning Bible verses. _____

7. How can a teacher stimulate in older primary school children interest for the Bible? _____

8. How can older primary school children be led to enjoy the Bible? _____

9. How can a teacher guide children to seek help in the Bible? _____

10. What is prayer? _____
11. Name five expressions in prayer. _____

12. List two types of prayer. _____
13. What is conversation? _____

14. How does a teacher deal with a child under conviction? _____

15. List four guidelines that will be helpful as the teacher encourages the child to give. _____

Supplementary activity (Levels 2 and 3). The following activities are based on the study guide text.

1. Explain five ways to use the Bible with preschool and infant school children.
2. Give four examples of how to stimulate interest for the Bible in primary schoolers.
3. Summarize five expressions in prayer.
4. Paraphrase the definition of conversation.
5. Defend the five guidelines for teaching a child to give.

Advanced activity (Level 3). The following activities are based on the study guide text.

1. In addition to those in the text, compose two ways to use the Bible with preschool and infant school children.
2. By interviewing two teachers of primary school children, discover a new way to stimulate interest for the Bible.
3. Distinguish between the two types of prayer.
4. Justify the use of conversation in teaching children.
5. Summarize what you feel is the best guideline for teaching giving to children.

Seminar Discussion

1. Discuss how to use the Bible more effectively in teaching children.
2. Discuss how children's teachers may use prayer effectively in their teaching.
3. Compare the lecture with the conversational method of teaching children in Sunday school. Which method is most effective? Why?
4. Discuss the importance of teaching stewardship to children.
5. Discuss ways that Christian giving may be taught to children.
6. How may pastors implement this lesson in their churches?