

LESSON 5

ORGANIZATION FOR EFFECTIVE BIBLE TEACHING

Suggested Class-room Procedure

How do I go about teaching my pupils on Sunday morning? What do I do and when do I do it? These are questions that any teacher who desires to teach effectively might ask. The following schedules are only suggestions for the three age groups with which we are dealing. They are to serve as guidelines to help the teacher organize the time effectively. Each schedule is based on a one-hour session.

Schedule for preschoolers

The word to remember in working with preschoolers is *informal*. Since small children are so unpredictable and active, they must have freedom from a rigid schedule. A certain amount of routine is expected and needed and gives confidence to the children, but they cannot be expected to follow a neatly-set-up schedule. Remember that small children must have their basic needs met in order to have happy experiences in the church.

Informal time (40 minutes).—As the children arrive, the teachers will be ready to greet them. The babies will be received along with careful instructions and supplies from the mother. Small children can place their offerings in a box or basket provided and be directed to the centres of activity. Activities can include the following:

1. playing house
2. playing with blocks
3. looking at books or being read to by the teacher
4. playing with toys
5. enjoying nature materials

During this period, time can be allowed for the children to nap.

Records can be kept by the secretary in an informal manner. The children should not be upset as they arrive by record taking. Records of attendance as well as notations concerning problems arising with each child can be kept.

Clean-up time (5–10 minutes).—The older children can help put toys away and tidy the room.

Group time (10–15 minutes).—The children can sit on a rug, at a table, or in a semicircle. Remember that since the children cannot sit still for long periods of time, the group time should be brief. Sing simple songs, tell a brief story, stimulate participation in conversation, and pray together.

Schedule for infant schoolers

Informal activities (25 minutes).—As the children arrive, mark their records and allow them to select an activity

In working with preschoolers, the word to remember is _____.

(informal)

Is the following true or false?

Small children have a happy experience in church when their basic needs are met. _____

(true)

List four activities that can be included in the informal time.

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

(1. playing house; 2. playing with blocks; 3. looking at books; 4. playing with toys)

Underline the correct word or words in the brackets.

Older children (should not, should) help put toys away and tidy the room.

(should)

Because the children cannot sit for long periods, the group time should be _____.

(brief)

in which to participate. Such activities can include the following:

1. playing house
2. listening to music
3. playing with building blocks
4. looking at books
5. colouring or painting
6. enjoying nature materials
7. putting together puzzles
8. looking at pictures in the room
9. making figures with modelling clay
10. playing doctor, preacher, or another person familiar to them
11. cutting out and pasting figures

Clean-up time (10 minutes).—Each child and each teacher cooperates in doing the following:

1. putting away materials used
2. arranging chairs for group time

Group-time (25 minutes).—The leader of the group guides the children in some of the following activities:

1. singing and conversing
2. talking about pictures
3. listening to a child-life story
4. talking about a Bible teaching and reviewing Bible stories
5. reciting Bible verses
6. taking part in a Bible activity
7. praying
8. listening to a Bible story
9. closing activity—should create joy, such as a game

Schedule for primary schoolers

The schedule for primary schoolers should include the assembly and the class. Of the hour session, five minutes should be allowed for going to and from the class.

First class time (5–10 minutes).—When the pupils arrive, they will go directly to their class-rooms where the teachers are waiting to greet them, talk with them, guide them in meaningful activity, and mark their records.

Opening assembly (20–25 minutes).—The assembly gives special opportunity for the following activities:

1. Fellowship—During the assembly time, announcements or explanations can be made. Visitors, new members, and birthdays can be recognized. Attention can be called to those who are absent or who have special needs. The group can share experiences, sing, pray, and read the Bible together. All these experiences provide enriching fellowship for the group.

Informal activities for infant schoolers can include

*p_____ h_____,
l_____ to m_____,
p_____ with b_____,
l_____ at b_____, and
colouring or painting.*

(Compare your answers with the text.)

*Children and teachers cooperate in putting away materials and arranging chairs during c_____ -
_____ time.*

(clean-up)

List four activities that infant schoolers can do during group time.

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

(Compare your answers with the text.)

The schedule for primary schoolers should include the _____ and the _____.

(assembly, class)

2. **Instruction and guidance**—The assembly is an opportunity to acquire knowledge. The children are motivated by each other's interest as they exchange ideas. Memory work awakens competition in the group. As the children worship together, they learn to appreciate music, the Bible, and prayer. Help for such problems as cheating, saying ugly things about others, and the like can be given at this time.
3. **Preparation for the worship service**—The assembly period should be used to prepare the children for the worship service. During this time, the children learn to express themselves in song, Bible reading, prayer, and personal testimony. They learn the art of giving. All these things prepare them for taking part in the church worship service.
4. **Evangelism**—In the class, the pupils have the opportunity to share personal and intimate matters. The assembly may provide opportunity for evangelization. Continual instruction on how to become a Christian and how to be a church member should be given. The children can make decisions in the assembly, in small groups, and with the teacher.

Second class time (25 minutes).—The wise teacher will choose activities that will stimulate interest in the Bible lesson. Children learn best when they are allowed to participate in developing the lesson. They should have time in the class to express their concerns and needs and have them met.

Providing Adequate Class-rooms

Some churches are able to provide permanent class-rooms for their children. An attractive room planned especially for children gives them a feeling of importance. Pleasant surroundings are conducive to learning. In providing these class-rooms, the church should provide, as far as possible, adequate equipment and materials to help make the teaching environment both attractive and practical. The following suggestions are some guidelines to help as you convert old facilities into adequate class-rooms or as you make plans to build an education building.

1. **Lighting**—Good lighting helps make the environment cheerful. It is a protection to the children's eyes as they participate in activities. Low windows provide natural light as well as allowing the children to see the outside world. When artificial lighting is used, adequate fixtures and bulbs should be provided.
2. **Ventilation**—A hot, stuffy room is not only unhealthy for children but can make them irritable and less alert. Adequate windows and doors that allow a good flow of fresh air will make the class-room more conducive to learning.
3. **Floors**—The floors should be of a material that can be easily cleaned. Flooring selected should be durable and resistant to noise. Colours that do not show shoe marks will save much cleaning.

The teacher should use the assembly period to prepare children for the _____.

(worship service)

The assembly provides an important opportunity for _____.

(evangelization)

Pleasant surroundings are conducive to _____.

(learning)

4. Walls—In selecting wall colouring, the amount of available natural lighting should be considered. For rooms lacking in sunlight, light yellow or pink can be used. Rooms that have a lot of sunlight can be subdued with soft shades of blue or green. Remember to avoid dark colours which reduce light.
5. Water-closets—When possible, it is good to provide a water-closet adjacent to or near the class-room. This room should also include a wash-basin. When a wash-basin is nearby, teachers are more free to use activities that require the clean-up process. The water-closet should be kept clean with a good supply of soap, towels, toilet-paper, and a can for waste.

Class-room Equipment

Equipment for the class-room can be gradually acquired. Limited funds or space require good planning and selection of the most necessary equipment. A study of some basic principles to remember in selecting equipment will help the teacher to use wisely the funds that are available.

Selecting equipment

1. Choose equipment that will fulfil the needs of the age group with which it is to be used.
2. Choose well-planned and well-constructed equipment that can be easily moved and cleaned. Poorly-constructed equipment is in the long run a poor investment.
3. Consider the size of the room and the number of children to determine how many chairs and tables are needed and their sizes.
4. Select materials and equipment that are attractive and that stimulate thought, interest, creativity, and a desire to learn. They should give the room a neat, clean appearance.
5. Balance the equipment. Too many tables and chairs and no shelves for keeping materials contribute to a crowded room that will not meet needs.

Permanent equipment for all age groups

There are some materials and pieces of equipment that are basic for all the age groups. These will be discussed below. Following this section, a complete list will be given for each age group along with a suggested floor plan.

Chairs.—Chairs should be made from solid material with a double support at the back. They should be strong but not too heavy for the children to carry easily. Folding chairs are practical when space is limited; however, permanent chairs are preferable. Rubber tips on the chairs will lessen noise in the room. Chairs should be the right height for the age group with which they are to be used.

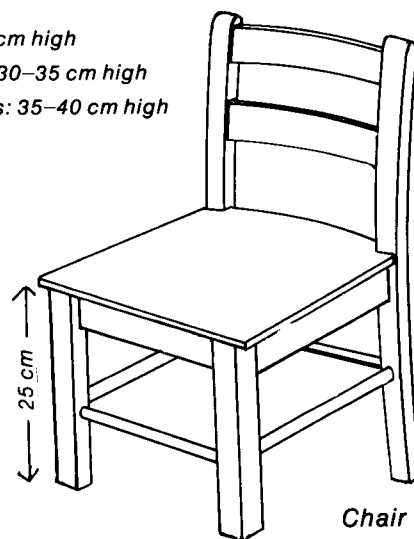
Benches are not always practical for permanent equipment, because of their size and weight. However,

List five basic principles to remember in selecting equipment for children's class-rooms.

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

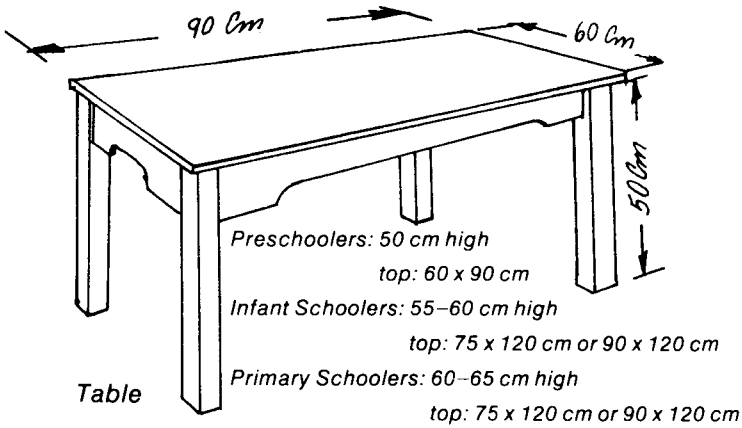
(Compare your answers with the text.)

Preschoolers: 25 cm high
 Infant Schoolers: 30–35 cm high
 Primary Schoolers: 35–40 cm high



where space and funds are limited, church pews can be used. As well as using them for seats, the children can kneel on the floor or sit on small stools or boxes and use the pews as tables for their activities.

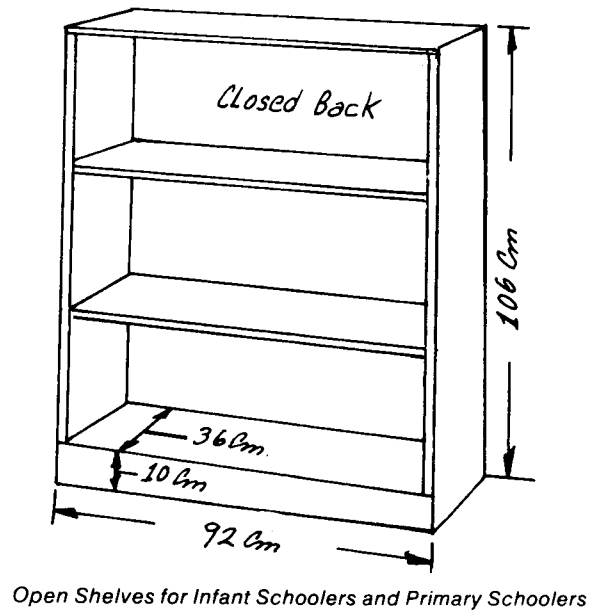
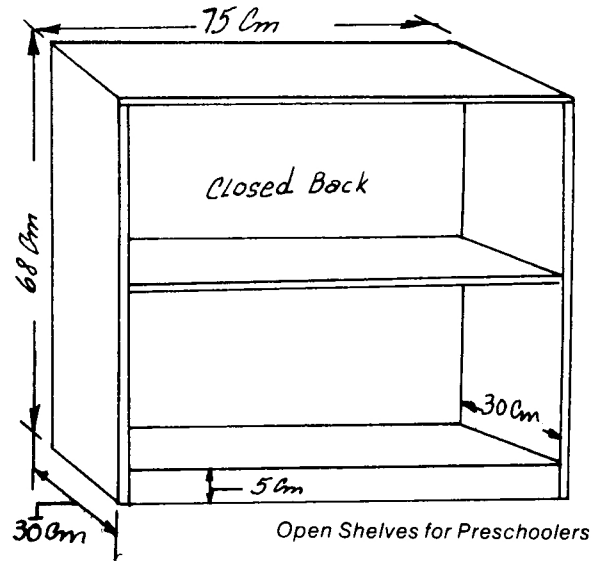
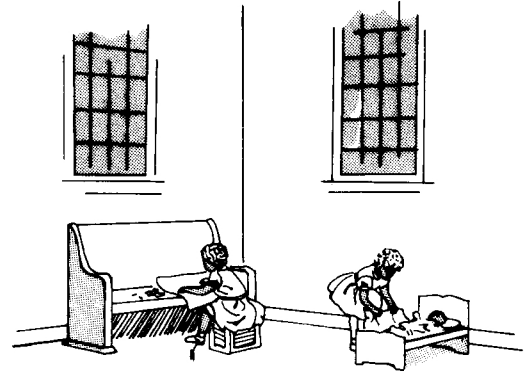
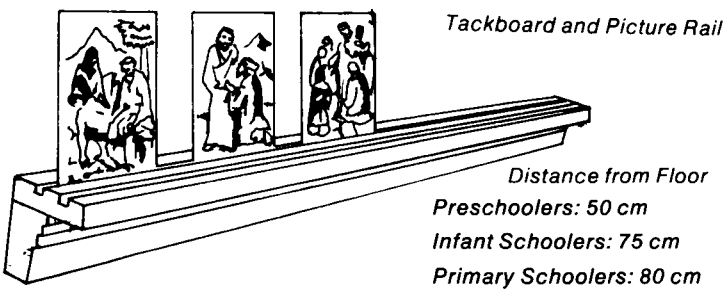
Tables.—Rectangular tables are preferable. Washable tops are more durable and easier to clean than finished wood. Where tables with wooden tops are used, a coat of hard wax will help protect the wood. A piece of plastic can be used to cover the table when doing certain activities. NEVER use thin, static plastic that could smother a child. Tables should measure 25 cm higher than the chairs. Calculate one table for every six to eight children.



Open shelves.—One or two sets of shelves are useful for keeping art supplies and nature materials. For small children, they can be used for storing toys and blocks. These pieces of furniture should be movable and have two or three shelves with a solid base which also serves as a shelf. The back should be closed.

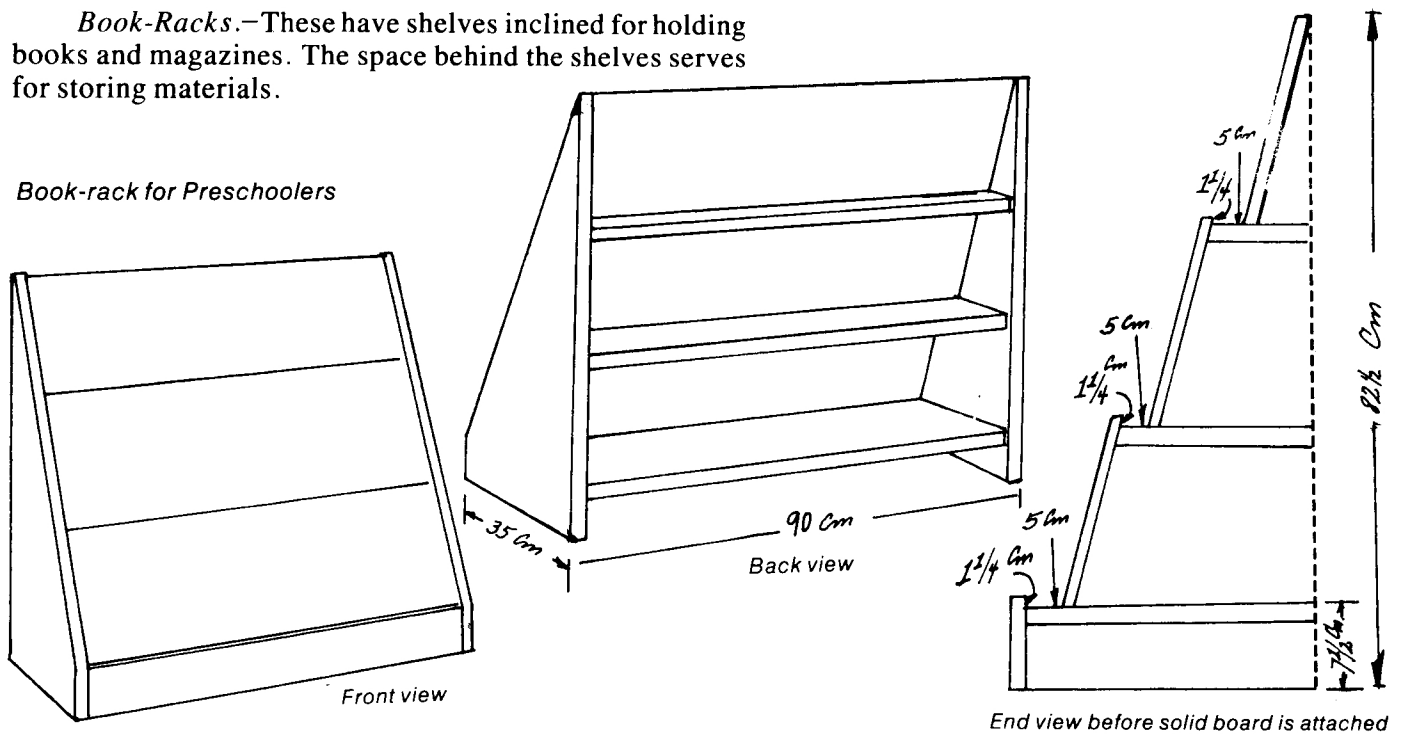
Tackboard with picture rail.—One of the most useful pieces of equipment in teaching children is the tackboard with a picture rail. The tackboard can be used for making friezes, murals, and for displaying work of the children. It can be any length depending on the space available. The distance from the floor depends on the age group. Corkboard makes the best tackboard, but if it is not available, beaverboard or celotex may be used.

The picture rail can be placed directly under the tackboard or on a separate wall if desired. If placed with the tackboard, it should, of course, be the same length. If placed separately, any length can be used. The longer the rail, the more spaces there will be for pictures and activities. The rail should have two or three grooves one centimeter apart for supporting the pictures.

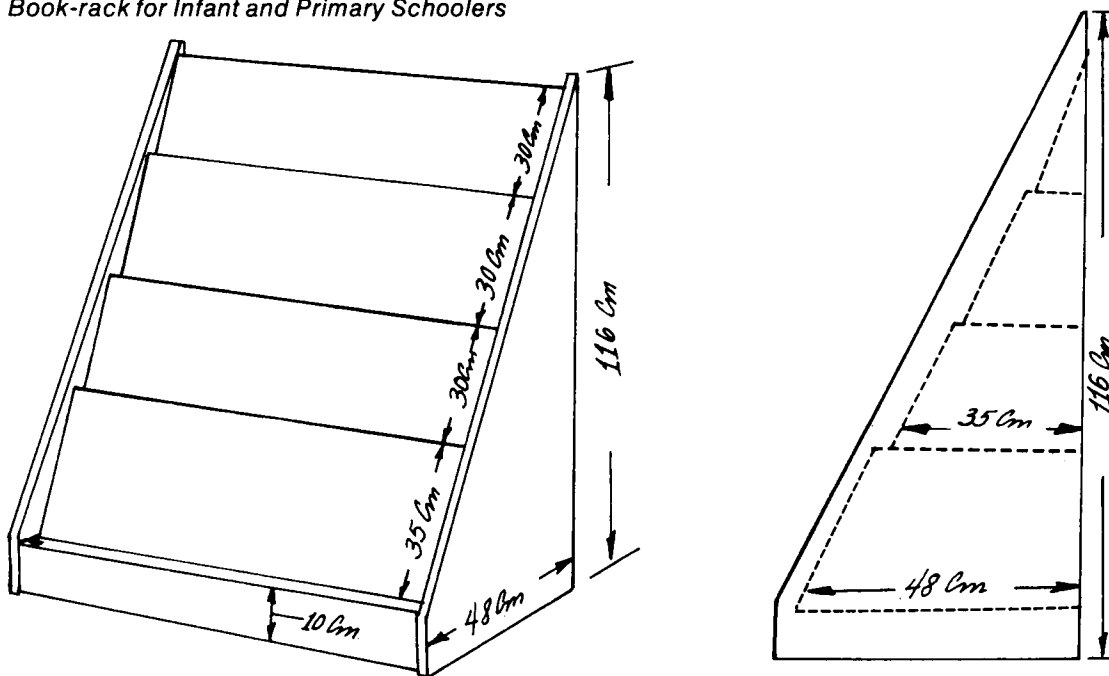


Book-Racks.—These have shelves inclined for holding books and magazines. The space behind the shelves serves for storing materials.

Book-rack for Preschoolers



Book-rack for Infant and Primary Schoolers



Storage cabinets.—Cabinets for storing materials not in use will help keep the room neat. A lock on the cabinets will not only help the teacher control the materials but will keep the materials from small children. The cabinets can be attached to the wall above the heads of the children or can rest on the floor. When building educational facilities, a built-in closet for storage purposes can be included in the plans.

File box.—The file box described in the section “How to Collect and File Materials” (see page 60) is a valuable

piece of equipment. Make plans to include one in each department.

Pictures.—At least one well-selected picture for the wall should be a part of the equipment for each class-room. It should be hung at the eye-level of the pupils.

Bible.—A Bible with pictures should be placed centrally in the class-room or department. Generally the Bible should be a little larger than one carried in the hand. It can be used when telling stories, reading to the children, or to show them pictures. Older children can read from it and use it for reference.

Equipment for the preschooler

When only one room is available for the preschool age, a partition should separate the toddlers and older children from the babies. The open shelves can be used as a partition. When possible, separate rooms are desirable and will provide the quiet atmosphere the babies need.

Providing for babies.—If the department for preschoolers is to minister to babies, it is necessary to provide safe equipment for taking care of them. Following is listed equipment adapted to their special needs.

Small beds with mattresses covered with plastic are necessary for the bed babies. The sides of the beds should be high enough to prevent the active baby from falling out. The beds should all be the same size. One recommended size is 96 cm x 62 cm. Built-in beds are practical because they conserve space, allowing for several babies in one piece of furniture. They can be constructed according to the plan in the adjacent illustration. Space under each bed can be used for storing the baby's bag containing his food and diapers.

If built-in beds are not provided, a shelf in the corner of the room out of the reach of small children will provide necessary space to place the baby's bags containing food and diapers. A small alcohol burner is handy for heating the baby's milk. A pan of water for washing the hands or for cleaning babies when changing them can be kept on the shelf. A basket for waste should be kept out of the reach of the children. Extra diapers should be kept on hand for emergencies.

A baby pen on the floor will permit the active baby to see the other children and at the same time protect him.

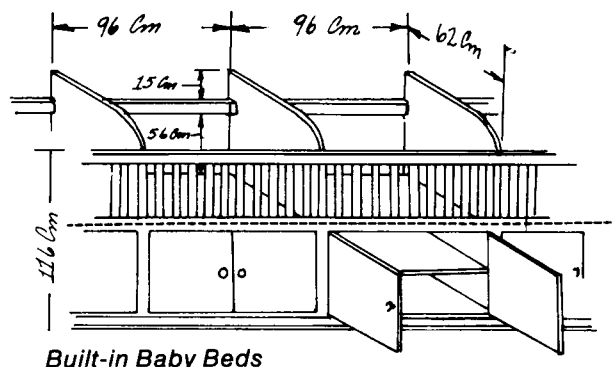
Toys for the small child should be made of soft plastic and should be washable. Care should always be taken that the toys not have sharp edges that could injure a child. Toys should be kept clean and disinfected. Rattles and small plastic dolls or animals are good toys for babies. Washable books are sometimes available.

A rocker for teachers to rock the babies is an asset to the nursery area.

Providing for older preschoolers.—The diagram on page 70 is a suggested floor plan for the preschool department when only one room is available. Beside it is a list of the equipment needed and a suggested arrangement of that equipment.

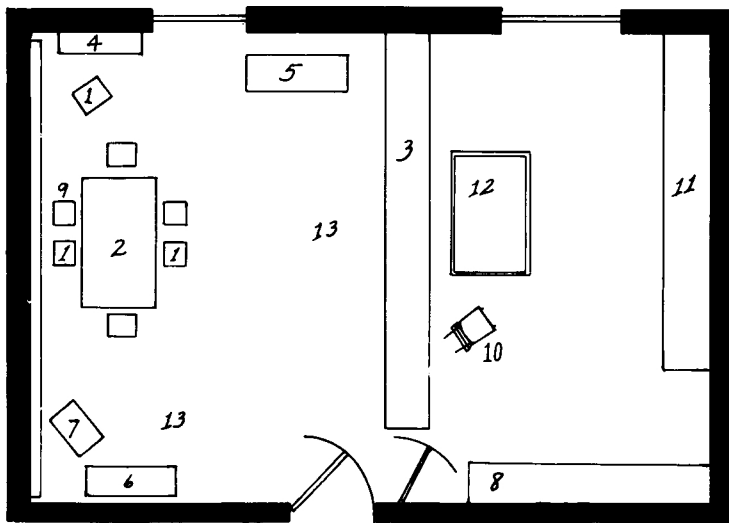
If the department for preschoolers is to minister to babies it is necessary to provide _____
_____ to take care of them.

(safe equipment)



PRESCHOOLERS

Suggested Floor Plan for One Room



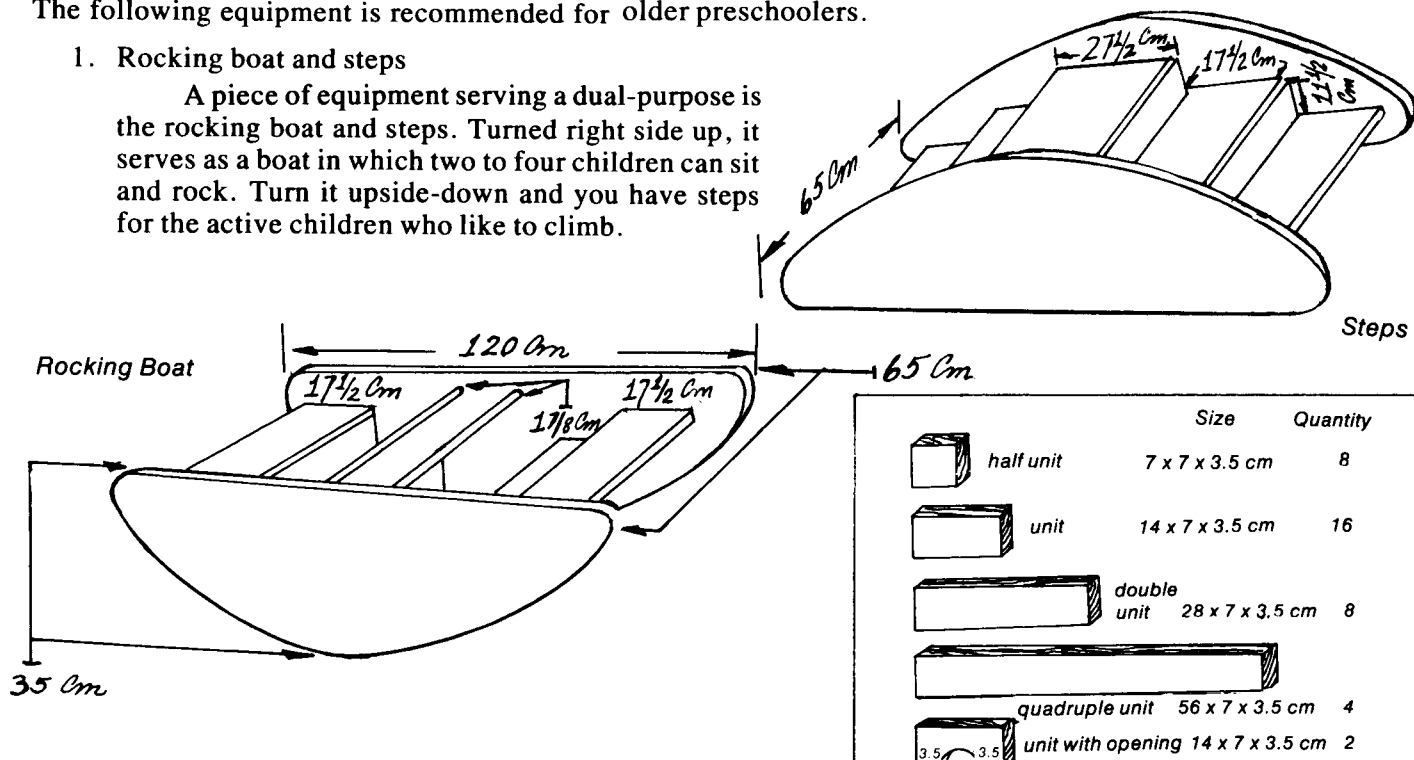
1. Chairs, 25 cm high
2. Table, 50 cm high; top, 60 cm x 90 cm
3. Open shelves for toys, blocks, etc.
4. Book-rack
5. Rocking boat and steps
6. Play stove and sink
7. Doll bed
8. Storage cabinet and storage shelf
9. Tackboard and picture rail
10. Rocker
11. Baby beds
12. Play pen
13. Play areas

File box (can be kept in storage cabinet)
 Pictures
 Bible
 Blocks

The following equipment is recommended for older preschoolers.




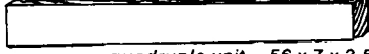
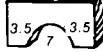


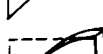
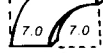
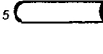
1. Rocking boat and steps

A piece of equipment serving a dual-purpose is the rocking boat and steps. Turned right side up, it serves as a boat in which two to four children can sit and rock. Turn it upside-down and you have steps for the active children who like to climb.

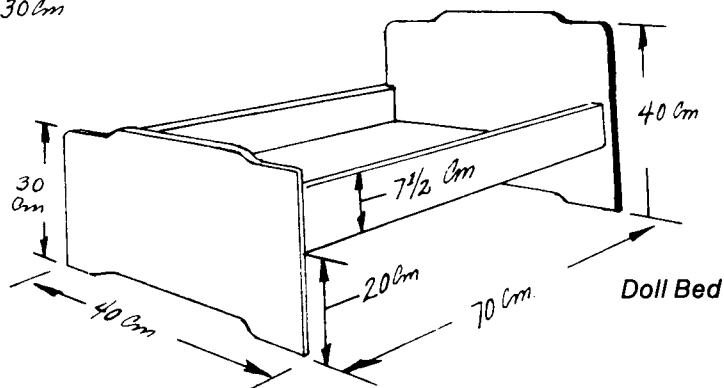
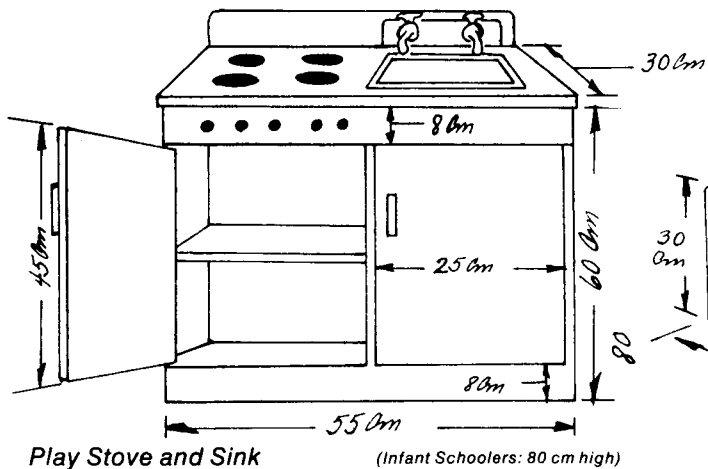


2. Toys and toy furniture

For children who can crawl and walk, the following toys are recommended: balls, little cars, plastic glasses or boxes of graduated sizes that can be stacked, and blocks (see adjacent diagram). Some stores sell excellent plastic educational toys for this age. The older preschooler girls enjoy housekeeping materials such as dolls, a doll bed (see page 71), plastic tea-sets, a small broom, and small pots and pans. Where there is room, a box can be used for a miniature stove. Rings can be painted on the top for burners. When funds are available for

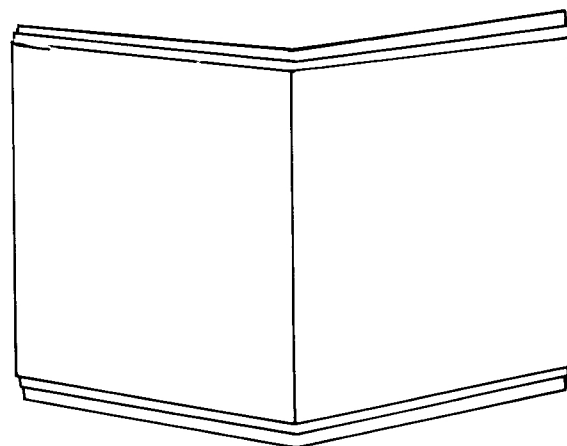
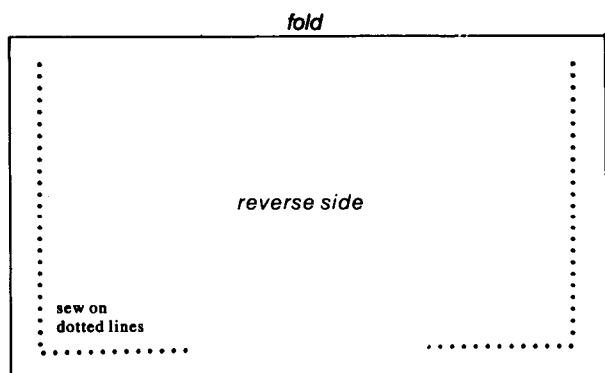
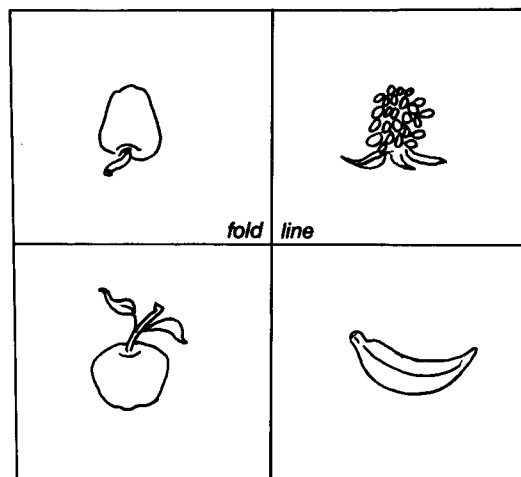
	Size	Quantity
 half unit	7 x 7 x 3.5 cm	8
 unit	14 x 7 x 3.5 cm	16
 double unit	28 x 7 x 3.5 cm	8
 quadruple unit	56 x 7 x 3.5 cm	4
 unit with opening	14 x 7 x 3.5 cm	2
 divided unit	14 x 3.5 x 3.5 cm	8
 unit triangle	14 x 7 x 3.5 cm	8
 half-unit triangle	7 x 7 x 3.5 cm	8
 curve	cut from square 14 x 14 x 3.5 cm	4
 cylinder	14 x 3.5 cm	4
Total		70

further equipment, a combination play stove and wooden sink can be built using the model in the diagram.



3. Cloth books

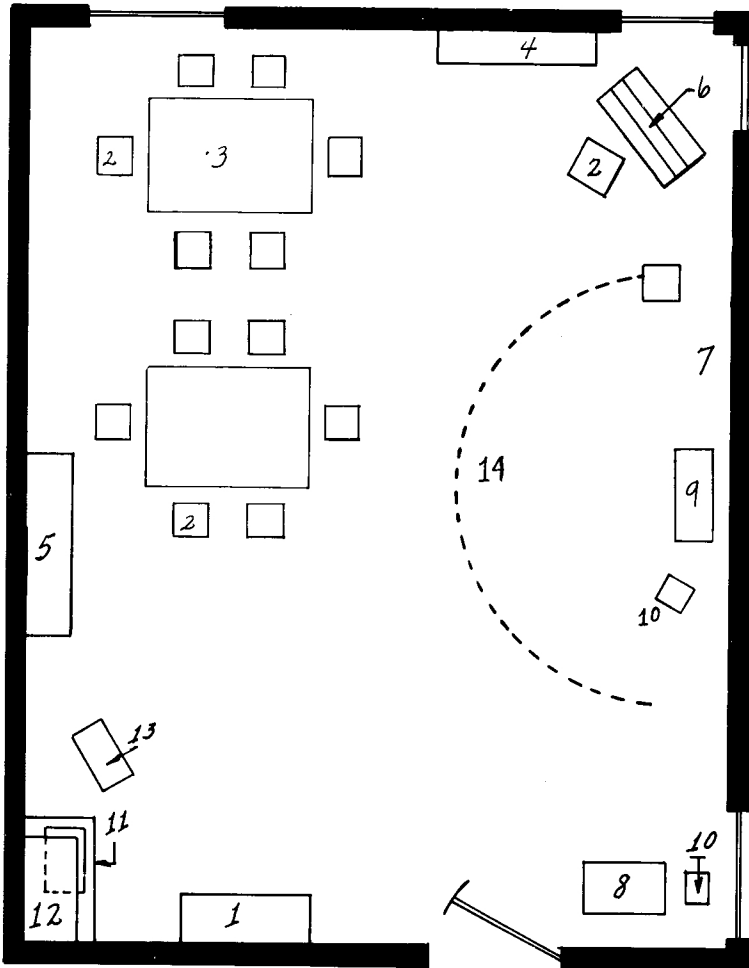
Books for small children can be made of one-half yard (one-half meter) of unbleached domestic material. Divide the piece of material in half and mark each piece off in four equal parts, as shown in the diagram. On the eight sections can be coloured pictures of animals, fruits, flowers, the Creation, or any other theme. Each book should follow a theme. The figures should be drawn in the position as shown in the picture and coloured with wax crayons. After colouring the figures, place a damp paper over each and iron over it to fix the colour. Next double the material in half with the figures on the inside. Sew each so that the pages are double. Leave a small section open to turn the cloth right side out. Put the two sewn halves together and sew down the centre forming a book. You should have an attractive book of eight pages. A child can play with and look at the book without tearing it. The book can be washed.



Place two halves together and sew down centre.

Equipment for the infant schooler

The diagram below comprises a list of equipment along with a suggested floor plan for children of the infant school age.



1. Supply Cabinet
2. Chairs, 30–35 cm high
3. Tables, 55–60 cm high; top, 90 cm x 120 cm
4. Open shelves for nature materials
5. Open shelves for work materials
6. Book-rack
7. Tackboard and picture rail
8. Small adult-sized table for secretary or teacher
9. Small table for Bible or display for group time
10. Adult-sized chairs
11. Toy stove and sink, 80 cm high
12. Supply cabinet (wall-hung)
13. Doll bed
14. Arrangement of chairs for group time

File box (can be kept in supply cabinet)
 Pictures
 Bible

Equipment for the primary schooler

When building for primary age children, a department with adjoining class-rooms as in the diagram on the following page is recommended. The large room provides for worship and activity by the entire group, while the smaller class-rooms give privacy for the individual classes. The class-rooms should open into the assembly room so that children will not be in a hallway while moving from the larger group activities to the class-rooms.

Where only one large room is available, classes can be separated by curtains or other partitions. Chairs used in the group worship can be carried to the class-rooms.

Basic furnishings for the department should include chairs, tables, open shelves for displaying projects, blackboards, pictures, and a storage cabinet. A piano, cassette player, or record-player, when available, is a helpful aid in worship and teaching. Well-selected curtains and plants will help beautify the room.

It is desirable to have adjoining class-rooms when building for _____ age children.

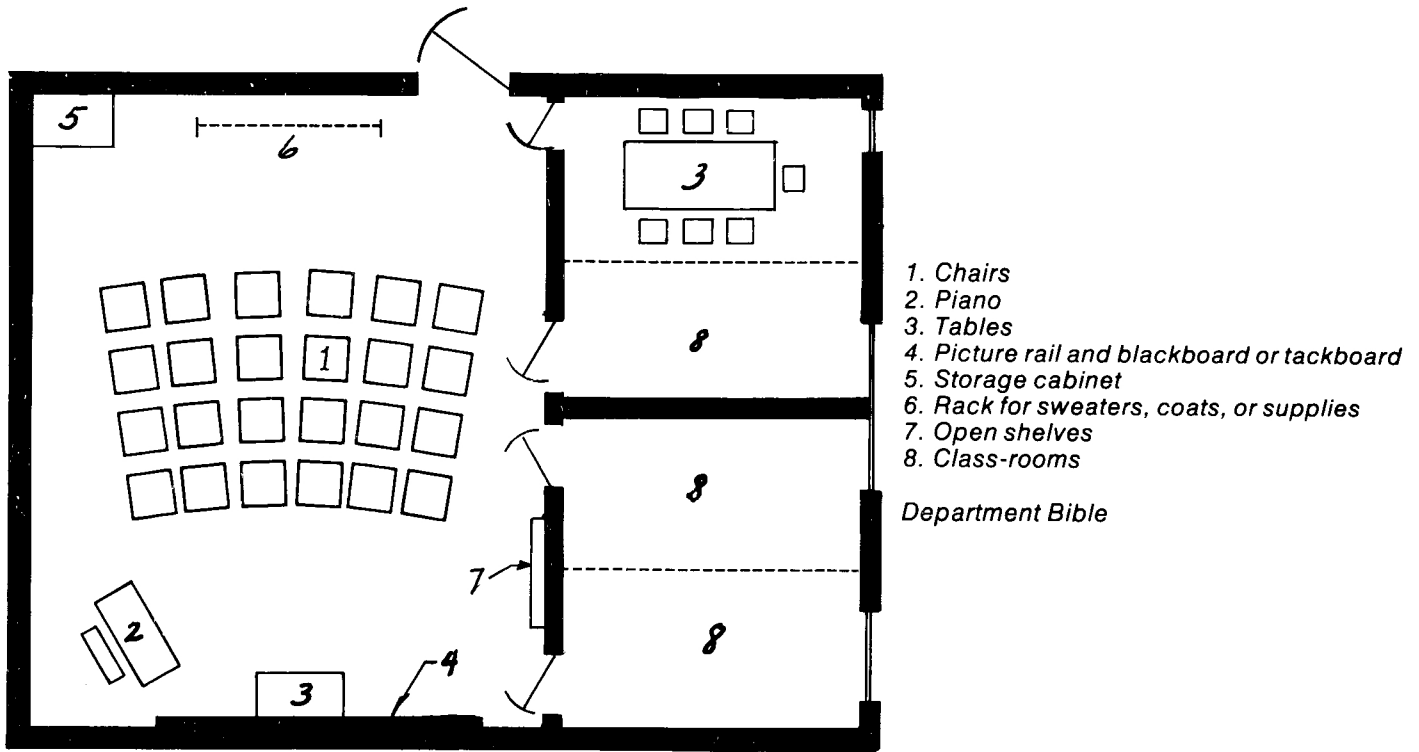
(primary)

Basic furnishings for a primary school department should include chairs, tables, open shelves,

b _____, p _____, and

(blackboards, pictures, storage cabinet)

Equipment for the class-room includes chairs, a table, a small blackboard, notice-board, and a shelf or drawer for supplies. A favourite Bible picture can be displayed to make the room more attractive.



Home Study Exercise

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

1. What word should be remembered in working with preschoolers? _____
2. When do small children have happy experiences in church? _____

3. List three areas of time that can be included in a schedule for preschoolers. _____

4. List five informal activities that infant schoolers enjoy. _____

5. What is meant by clean-up time? _____

6. What do the children do in group time? _____

7. What should be included in the primary schoolers' schedule? _____
8. What principles should be kept in mind in selecting equipment for a children's class-room? _____

9. List six pieces of equipment that are basic for all the age groups. _____

10. If the department for preschoolers is to minister to babies, what is necessary? _____

11. When building for primary age children, what is recommended? _____
12. What basic furnishings for the primary school department are needed? _____

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

1. Define class-room procedure.
2. Describe the principles that should be kept in mind when selecting equipment for a children's class-room.

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

1. After observing three children's class-room sessions, produce your own class-room procedure.
2. Select a specific children's age group, and diagram a class-room for that group including equipment.

Seminar Discussion

1. Discuss the procedures for teaching the following:
 - a. Preschoolers
 - b. Infant schoolers
 - c. Primary schoolers
2. Relate the procedures suggested in the study guide to the local situation.
3. Discuss principles for selecting furniture and equipment for children's departments or class-rooms.
4. What furniture and equipment are needed for the following:
 - a. Preschoolers
 - b. Infant schoolers
 - c. Primary schoolers

5. How should children's furniture and equipment be arranged in a room for more efficient teaching of:
 - a. Preschoolers
 - b. Infant schoolers
 - c. Primary schoolers
6. Discuss how churches with limited space can adapt their space for more efficient teaching.
7. Is it necessary to implement all the suggestions presented in this lesson? Why or why not?