

FOR CLASSROOM USE ONLY  
THE BOULDER SCHOOL

# MANUAL FOR SUNDAY SCHOOL TEACHERS

This manual was prepared by Mrs. Elsie Lockwood, for a group of teachers who attended her seminar class for Sunday School Teachers.

As a child she attended the Granville Avenue Methodist Church Sunday School. She became a teacher in the Chicago Public Schools and for many years was Superintendent of the Granville Avenue Methodist Church Sunday School.

The supplement, herewith, was prepared by a member of her class to call to the attention of the class, Jesus "Instructions to Teachers and Believers."

Group teachers should study harder than anyone else. True teachers must remain learners, ever seeking new truths and more light on the path.

The greatest teacher of all time was Jesus. All teachers, ministers, and leaders will welcome and be inspired by the account of the life and teachings of Jesus, so beautifully and chronologically narrated in the Urantia Book.

## GOALS OF THE COURSE

It is hoped that the study of this course will help each member of the group achieve:

1. A deeper appreciation of what teaching is--how persons learn and how they may be guided in their learning; how through their experiences persons not only acquire information but may develop Christian attitudes and ideas and may be led to personal commitment to the Christian way of living.
2. Clearer insight into the fact that every person and situation and condition which influences an individual teaches him, and that a church school teacher should understand how community forces affect his pupils.
3. Increased ability to use printed materials--the Bible, lesson materials, and teachers' helps--in a constructive and creative fashion.
4. A wider knowledge of various classroom practices, greater skill in using them as means rather than as ends, and ability to select such practices as the needs of his pupils and the particular occasion demands.
5. The desire to live more fully as a Christian, to dedicate himself anew to Christian service through teaching, to attain greater efficiency in teaching through study, observation, experimentation, and practice.

## QUALIFICATIONS OF SUNDAY SCHOOL TEACHER

"Now abideth Faith, Hope, Love, these three; but the greatest of these is Love."

--1 Cor. 13:13

THE SUNDAY SCHOOL TEACHER MUST:

### 1. Love God

First Commandment: "Thou shalt love the Lord thy God with all thy heart, and all thy soul, and with all thy mind, and with all thy strength." Mark 12:30

Cannot love one we do not know.

How can we know God?

Revealed in Jesus Christ. Jn. 10:30, 38; 14:7-11.

#### A. To know God we must know Jesus Christ

1. Who He is. Matthew 3:17

2. What he did. Luke 19:10

Difference between Christianity and all religions. God seeking man, not man seeking God.

3. What we do. John 1:12

When we know Christ and accept what he did, we become a child of God or a Christian. This means one has:

A) Accepted Christ as own personal Savior

B) Been born again. II Cor. 5:17

C) Believes Bible as word of God. I Thess. 2:13

D) Believes in personal Triune God

E) Surrenders to Christ as Lord and

Follows His example

Obeys Him

Seeks to please Him in everything

Loves God

### II. Love Pupils

Second Commandment: "Thou shalt love thy neighbor as thyself." Mark 12:31.

New Commandment, John 13:34,35; 15:12, 13,17 Love one another

Cannot love those we do not know.

#### A. To love pupils one must know:

1. Characteristics of age group

2. Individual personality

3. Individual capabilities

4. Mind - what he is thinking, learning

5. Personal needs

6. Home life and parents

Remember we are teaching immortal souls. They will live to tell the tale in another world. We must try to know and understand them-- at least love them!

#### B. Love produces a concern for one loved.

Love produces an interest for one loved.

Love produces self sacrifice for one loved.

Love produces fellowship with one loved.

III Love Church

"Christ also loved the church, and gave himself for it." Ephesians 5:25

## A. What is the church?

1. True church  
Body of Christ the Head. Eph. 1:22,23; I Cor. 12:12-27
2. Visible Church  
Professing believers in various denominations.
3. Local Church  
Assembly of professed believers living in one locality who assemble together in His name for breaking of bread, worship, praise, prayer, fellowship, etc.

## R. History of the Church

1. Birth of New Testament church  
Pentecost. Acts 2:47
2. Persecution period of church  
Acts 8:1  
Three centuries of spasmodic persecutions.  
Under Galerius insane butchery 4 years. 306 A.D.
3. Christianity Accepted  
In 313 Christianity was placed on same level as paganism. Each man could choose his own divinity.  
Union of church and state  
Creeds - to settle disputes of belief  
Nicene 325 A.D.  
Apostles - present text dates from 5th century.
4. First great break - 1054  
Eastern Orthodox Church and Roman Catholic Church. Neither the great original apostolic church which each claims to be.
5. Reformation - 16th Century  
1517 - 95 Theses of Luther  
Lutheran - Luther  
Reformed - Calvin  
Presbyterian - John Knox - 1560  
Anabaptist Movement  
Church of England  
Henry VIII and Thomas Cranmer - 1535  
Elizabeth I - 1559

## Methodist

- John Wesley (1703-1791)  
Charles Wesley  
Holy Club at Oxford - 1729  
First Methodist Society - 1736  
Aldersgate - 1738  
Wesley persuaded by Whitfield to preach to the masses - 1739  
First conference of Methodist preachers - 1744  
First Methodist society in New York - 1766  
Consecration of first "elders" - 1784  
Thomas Coke and Francis Asbury assigned to America  
Christmas Conference in Baltimore establishes church in America-1784  
African Meth.Episcopal Church formed by secession of Negroes-1816  
Methodist Protestant Church formed to give laymen larger voice-1830  
Methodist Episcopal Church, South, separates from north on the issue of slavery - 1844  
The Methodist Church is formed by a union of the Methodist Episcopal Church, North, the Methodist Episcopal Church, South, and the Protestant Methodist Church - 1939  
Methodist's world-wide fellowship

- 25
- C. Doctrine of Methodism  
 Reformed theology  
 Bible final authority  
 Emphasis on personal religious experience  
 Apostles' Creed and Twenty-Five Articles of Religion
- D. Methodist Government  
 Episcopal in form  
 Ministers appointed by the bishop  
 Conferences  
 General Conference  
 Jurisdictional Conferences  
 Annual Conference  
 Quarterly Conference  
 Official Board
- E. Ministry of the Church  
 Great Commission Matthew 28:19,20; Mark 16:15.  
 Preach, Baptize, Teach, Fellowship
1. Preach the Gospel
    - A. What is the Gospel
      - 1.) Man's condition Romans 3:23
      - 2.) Man's need Acts 16:30
      - 3.) God's provision Romans 5:6-11, 6:23
    - B. How is this to be done
      - 1.) Through corporate worship I Cor. 1:21
      - 2.) Through personal conversation Acts 8:26-40
      - 3.) Through whatever means will bring people to knowledge of gospel.
  2. Administer the Sacraments
    - A. Baptism
 

Ordained by Christ Matthew 28:19  
 Practiced in early church Acts 2:38,41; 8:36-38;10:44-48;16:14,15,  
 Modes-Immersion, pouring, sprinkling 30-34.  
 Methodist - infant and adult

Meaning  
 Confession of sin  
 Repentance from sin  
 Cleansing from sin  
 Grafting into Christ John 15:1-8  
 Surrender to Christ as Savior and Lord  
 Sign and seal of covenant relationship with God Rom.4:11, Col.2  
 11-12
    - B. The Lord's Supper (Holy Communion - Euchrist)
 

Instituted by Christ Matthew 26:26-29 Luke 22:17-20  
 Commanded by Him - "This Do"  
 Used in early church. Acts 2:42-46; 20:7  
 Meaning - Sacrificial presence of Christ, spiritual nourishment,  
 communion, discipleship
  3. Teach - Training in Christian Life
    - A. For growth in grace and knowledge of Lord
    - B. Church a great educational institution
    - C. What we have to offer here
  4. Fellowship
 

"Lo, I am with you always"  
 "Neglect not the assembling of yourselves together"

    - A. Fellowship with God
    - B. Fellowship with other Christians
    - C. Ministry in weddings, funerals, personal counselling

IV. Love Bible

God's love letter to us.

1. Search the scriptures John 5:39
  - Knowledge of Christ
  - Wisdom IITimothy 3:15
  - Profit IITimothy 3:16
  - Instruction "
  - Correction "
  - Light Psalm 119:105
  - Power Hebrews 4:12

2. How to study
  - A. With a purpose
  - B. Regularly
  - C. Systematically
    - By book
    - By topic
    - By character

V. Love to Serve

"The harvest truly is great, but the laborers are few." Luke 19:2

12 sent Mathew 10

70 sent Luke 10:1,17

120 commissioned Acts 1:8

We are ambassadors for Christ. II Cor. 5:20 Represent Him, take His message.

GO - TEACH - I WILL BE WITH YOU.

I. Cr

I. Challenge to Teachers

- A. Patriotic
  - 1. Youth of today - leaders of tomorrow
  - 2. Spirituality - only hope of nation
- B. Spiritual
  - 1. Need of Christian teachers
    - a) To reach army outside - lost 27,000,000 to 36,000,000 under 18
    - b) To teach ever increasing number of children
  - 2. Command of the Lord - Matthew 18:14, 28:20 Proverbs 22:6

II. Importance of the Teacher

Choicest personalities in church should be teachers.

- A. Superior position 1 Cor. 12:28
- B. Sacred commitment
  - 1. Messengers of the Master Matthew 28:18,20
  - 2. Ambassadors for Christ John 15:8
  - 3. Instructors in Righteousness 2 Timothy 3:16
  - 4. Trainers of Children, Adults Proverbs 22:6
  - 5. Builders of Lives, Homes, Churches Ephesians 2:20,21
  - 6. Evangelistic (Eternal life of pupils may rest in your hands) 2 Timothy 4:5
- C. Key person
  - 1. If teacher fails, the Church School fails
  - 2. 85% of success due the teacher

III. Belief of the Teacher

- A. Believe in the Lord Jesus Christ
  - 1. His deity - Crux of Christianity John 1:1-3,14; 11:27; 17:5;20:31
  - 2. His vicarious death - Galations 1:4; 1 Peter 2:24; Revelation 1
  - 3. His bodily resurrection Romans 10:9; 1 Peter 1:7
  - 4. His eternal life Hebrews 7:25
  - 5. His personal return Titus 2:13

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Essential Requirement for Every Christian Teacher

- Believe in the Lord Jesus Christ Acts 16:31
  - Receive Him as personal Saviour John 1:12
  - Take Him as Lord of your life 1 Cor. 1:9
  - (Covers everything - Teach because He calls)
- 

- B. Believe in the Bible, God's Holy Word Psalm 19:7, Romans 7:12,14:
  - If you do NOT believe the Scriptures, 2 Peter 1:21
  - you DARE NOT teach them. Zach. 7:12
- C. Believe in the Holy Spirit
  - 1. Indwelling Comforter John 14:16
  - 2. Guide to all truth 1 Cor. 2:13, Luke 12:12, John 14:26, 1 Cor. 12:3, 1 John 2:27
    - a) Ask Him to help you prepare lesson
    - b) Ask Him to teach through you

IV. Consecration of the Teacher

Dedicated to the service of the Lord. Devoted!

- A. Disciplined, devotional life
  - 1. Prayer - very breath of Christian life
    - a) For yourself 1 Chronicles 16:11 Matthew 26:41
    - b) For your pupils James 5:16
  - 2. Bible study - spiritual food Deut.8:3, Job 23:12, 1 Peter 2:2
  - 3. Devotional reading

## B. Christian Living - Separation

"Walk worthy of the vocation wherewith ye are called." Eph.4:1; Col.1:10  
1 John 2:6; 3:3

1. Your Christian living influences pupils
  - a) "What you ARE speaks so loudly, they cannot hear what you say."
  - b) Futile to advise pupils to do what you say and not follow your example. 1 Timothy 4:12; Titus 2:7; 2 Peter 1:5-7
2. Your Christian living magnifies the Lord - Matthew 5:15; Phil. 1:20;  
1 Pet. 4:11

## V. Responsibilities of the Teacher

- A. Prepare thoroughly 2 Timothy 2:15
- B. Adhere closely
  1. To policy of Department, of Church
  2. To curriculum Isaiah 28:10
- C. Teach interestingly (Teach from Bible)
  1. Lesson Romans 15:4
  2. Memory Work Psalm 119:11
    - a) Explain meaning 1 Cor. 14:9
    - b) Make application
    - c) Drill
  3. Prayer
    - a) Jesus taught His disciples Matthew 6:7-15
    - b) Teach your pupils to pray
- D. Study continuously
 

"You cease to be a teacher when you cease to be a Learner."

  1. Read books, periodicals on Christian education
  2. Attend conferences, conventions, training classes, refresher courses
- E. Motivate insistently
  1. Encourage daily Bible reading Deut. 17:19
  2. Assign homework
  3. Anticipate difficulties
  4. Recognize finished work
- F. Attend Regularly
  1. Sunday School
    - a) Nothing kills class so quickly as teacher's irregular attendance
    - b) Only reason for absence - one which you can conscientiously give the Lord. (Notify substitute as soon as possible)
  2. Teachers' Meetings
    - a) To know the over-all plans
    - b) To study and pray together
    - c) To work out problems together
    - d) To receive inspiration of group
  3. Planned Prayer periods
 

Yoke fellows with each other; co-labourers with God. 1 Cor. 3:9
  4. Church Worship Services Luke 4:16
- G. Be punctual always - 15 minutes before Sunday School starts
  1. Opportunity to get close to pupils
    - to know them better
    - to allow them to get rid of some talking
    - to gather materials
    - to set room in order
  2. Example to pupils
- H. Use time wisely
  1. Don't waste a minute
  2. Plan your time - for roll, prayer, review, lesson, application, assignment, closing prayer
- I. Set example constantly
  1. In worship - reverence, participation
  2. In attendance; loyalty to church services
  3. In Christian living



- 101.1:10
- J. Discipline necessarily
    - 1. Realize importance
      - A. God's Word - 1 Timothy 3:15; 1 Corinthians 14:40
      - B. Little or no teaching when disorder
    - 2. Discover Causes
      - A. Conditions
        - 1) Environment; appearance of room, etc.
        - 2) Discomfort, Distractions, disturbances
        - 3) Seating arrangement
        - 4) Previous activity
      - B. Home background
        - 1) Lack of love, discipline, authority
        - 2) Parents separated, unstable, overindulgent, "smother" love, etc.
      - C. Child's personality, characteristics: Physical, mental, social, emotional, spiritual
      - D. The teacher - frequently you are cause
        - 1) Poor preparation
        - 2) Attitude - personality
        - 3) Lack of tact
    - 3. Follow suggestions
      - A. Recognize achievement; give praise
      - B. Notice virtues more than faults
      - C. Never send child home or to stand outside
      - D. Speak to child when necessary
        - 1) Privately if possible
        - 2) In love
      - E. Help him see conduct as Lord sees it
      - F. Pray for him with him; have him pray, asking God's help in problem
  - K. Reduce absenteeism considerably! (No truancy law). It is up to you!
    - 1. FOLLOW UP EVERY ABSENCE - The attendance in your class is a test of your teaching.
      - A. By phone
        - 1) Warmth of voice
        - 2) Friendly - assume he had legitimate excuse
        - 3) No set speech
      - B. By letters, notes, cards (personal)
      - C. By personal visit - most effective
    - 2. Have Class contests (See chart for point system)
    - 3. Plan social functions
  - L. Know and love each one personally - John 13:35; 15:12; Colossians 3:14; Ephesians 5:2
    - 1. Learn name; make welcome; feel he belongs
    - 2. Become really acquainted
  - M. Visit purposefully
    - 1. Periodically
      - A. Semi-annual calling day
      - B. Absentee visitation
    - 2. Purposefully - make call count (alert memory, observing eyes, large ears)
      - A. Learn pupil's interest, environment, etc.
      - B. Make pupil feel important, loved
      - C. Open way to reach other members of family
  - N. Win to Christ prayerfully! If we fail here, we fail utterly!
    - 1. Pray - only Holy Spirit can convert a soul
    - 2. Keep eye on goal. Evangelism - John 4:35-38
      - A. Tell good news (sowing)
      - B. Bring to decision (reaping)
      - C. Help to grow and serve Christ - Challenge magnificently for Christ
        - 1) Not always ministry or so-called "Full-time service"
        - 2) But full-time service as Christian doctors, teachers, businessmen, etc.

## VI. Conclusion

- A. Great is your responsibility      Romans 14:12  
Man's response to God's ability!
- B. Great is your motivation      1 Corinthians 15:58
- C. Great is your reward      Daniel 12:3

## TIPS FOR TEACHERS

This bulletin was written with the idea of listing helpful information for our new teachers (and possibly for some of the teachers who have been working for a longer time). It is the first attempt to put into one place various ideas that have been presented from time to time. Perhaps it would be a good idea to state at the beginning the aims of our Church School, and then keep those aims in mind as we read through the list that follows.

We feel that the Granville Avenue Methodist Church School succeed in its mission when it produces:

1. A person who unflinchingly sees in every human creature of whatever race or color a brother and a child of God;
2. A person who is able at any time and in any place to discover God in worship;
3. A person who can use the Bible as a handbook of living;
4. A person who has an intelligent understanding of the background and purpose of his church and is happily related to it;
5. A person who is continually growing in Christian character.

These are our aims. It is my belief that the devoted workers in our Church School are trying hard to achieve these aims, and it is with the idea of helping them in this task that the following "tips" are listed.

### THE GOOD TEACHER:

1. is prompt, arriving at least 15 minutes before the opening of Sunday School at 9:30 to prepare for class and to greet pupils.
2. is present each Sunday morning unless prevented by circumstances beyond his control. In such an event, the teacher notifies his substitute as early in the week as possible.
3. knows that he can secure materials from the Literature Secretary that will make his class more interesting and meaningful. These materials include handwork, maps, and the use of a fine collection of pictures in addition to the regular lesson books. The Literature Secretary will be glad to order things that are not on hand.
4. will devote adequate time to prepare for teaching. He will read through the quarterly lesson book in its entirety to get an overall idea of the unit's work and thereby be able to plan each week's lesson with greater understanding. He will encourage the pupils to learn their lessons by doing handwork which ties in with the lesson (otherwise it is merely busywork).
5. will want to become a better trained worker by:
  - A. Reading approved books on Church School work.
  - B. Enrolling in a teacher training course offered each year.
  - C. Taking a Home Study course dealing with this work.
  - D. Attending the three annual Workers' Conferences that meet with the Commission on Education to discuss problems in our Church School and to learn effective ways of dealing with them.

- 6.. works to establish a close relationship with her pupils by:
- A) Having pupils fill out a questionnaire at the beginning of the year that will give important information about them;
  - B) Visiting each pupil's home at least once during the year. Such calls mean much in bringing about a closer relationship between teachers and parents.. Several important matters can be introduced such as the importance of pupils studying their lesson every week; also, the matter of regular church and Sunday school attendance both for pupils and their families. Acquaint the parents with the unit of study for the coming quarter and suggest ways they may co-operate.
  - C) Doing something about important dates and anniversaries - (sending a birthday card which may be secured from the Literature Secretary; congratulations on the birth of a baby sister)
  - D) Spending some extra time with class, if possible, on outings, et
7. The good teacher helps to build membership in her class and Church School by developing an interest in evangelism - seeking out new pupils who should be in Church School, and helps make a new pupil feel at home by appointing another class member as a "sponsor" for the first six weeks.
8. helps keep attendance high in her class by:
- A) having interesting sessions in which pupils take an active part
  - B) building class spirit through (1) use of a class name; (2) Class officers with specific duties (for example, a class secretary takes attendance quickly so that time is not taken from the lesson, or a special crew of boys can set up easels for pictures, etc.); and (3) Class projects (preferably of a philanthropic nature).
  - C) following up EVERY ABSENCE with (1) a personal visit (this is best) or (2) a telephone call, or (3) a written message (personal, or "We missed you" cards can be secured from the Literature Secretary. A supply should be kept on hand so that these can be sent out the very next day after an absence.
  - D) By building in her pupils a sense of the need for regularity or continuity in attendance--that they are going to miss something very important if they stay away on Sunday morning!
9. cooperates with fellow workers to make Church School more efficient for example, helps the Attendance Secretary by seeing that the roll book is accurately filled in, slips for new pupils filled out, and both returned promptly.
10. encourages her pupils to take part in the Memory Work, knowing that this familiarity with passages from the Bible is one of the greatest gifts the Church School can give the pupil.
11. encourages a positive attitude on the part of her pupils regarding stewardship, cultivating in them a sense of pride in giving to their Church School and to other people.
12. develops and follows a plan for her own spiritual growth, for example attending one church service each Sunday. She remembers that if she occasionally becomes discouraged, she is never alone - for THE MASTER TEACHER IS ALWAYS WITH HER!

CHARACTERISTICS OF THE NURSERY CHILD (Ages 1-3)

THEY ARE LIKE THIS . . .

SO DO THIS. . .

Physically

1. Very active, but tire easily
2. Attention span 3 to 7 minutes.
3. Approximately three feet tall.
4. Have sensitive nervous system.
5. Use only their large muscles.

1. Provide varied activity and rest.
2. Vary program with periods of rest.
3. Place their things within reach.
4. Make program calm and unhurried.
5. Give them unbreakable materials. Ask them to do things within their ability.

Mentally

1. Curious. Nothing escapes their notice.
2. Ask innumerable questions.
3. Have a limited knowledge and vocabulary.
4. Credulous and impressionable.
5. Imaginative, sympathetic and open to suggestions.
6. Enjoy learning through senses.
7. Impulsive, have no inhibitions.
8. Individualistic.
9. Short interest and memory span.
10. Have strong fear instinct.
11. Regard little things as very important.

1. Provide materials to arouse curiosity. Avoid abstractions when teaching.
2. Try to give simple answers to each.
3. Talk with them on their level, using words they understand.
4. Be truthful. Untruths must be unlearned.
5. Feed imagination with wholesome ideas. Actions teach as well as words.
6. Use materials they see, feel, smell.
7. Teach by leading and guiding.
8. Provide times for free play.
9. Repeat often. Give brief directions.
10. Offset fears with stories of bravery.
11. Lead them to think loving thoughts about Jesus, God and the Bible.

Socially

1. Individualistic, self-centered.
2. Have strong instincts.
3. Primitive and have no inhibitions.
4. Desire attention.

1. Give them individual care, but help to develop social consciousness by providing group play.
2. Provide ample room for play.
3. Develop control without coercion. Make sure punishment is understood.
4. Give much individual attention.

Spiritually

1. Have natural trust and absolute faith.
2. Sensitive. May be compared to a fine instrument.
3. Have a beginning sense of right and wrong.
4. Have a hunger for love.
5. Sensitive to color and beauty.
6. Teachable.
7. Have a natural wonder and reverence for the church and for God.

1. Be truthful, Be consistent. Instill natural trust in Jesus.
2. Be sensitive toward their needs and responses.
3. Reward the right. Distinguish between right and wrong.
4. Create consciousness of God and His love for them.
5. Show them God's hand in beauty. Use soft colors. Help them to see that all beauty comes from God.
6. Take advantage of teachableness. Do not underestimate their ability.
7. Inspire and build prayer out of this wonder.

## CHARACTERISTICS OF THE KINDERGARTEN CHILD (Ages 4-5)

THEY ARE LIKE THIS. . .

SO DO THIS. . .

### Physically

- |                                                           |                                                                               |
|-----------------------------------------------------------|-------------------------------------------------------------------------------|
| 1. Very active, but tire easily.                          | 1. Break activity with rest periods often.                                    |
| 2. Attention span 5 to 10 minutes.                        | 2. Plan games, stories, etc. accordingly.                                     |
| 3. Ears, eyes easily strained.                            | 3. Watch lighting. Keep voice audible, low.                                   |
| 4. For most part use large muscles.                       | 4. Teach rhythm and skipping games                                            |
| 5. Have active sensory processes.                         | 5. Let them handle materials used.                                            |
| 6. Susceptible to disease.                                | 6. Insure sanitation in teaching area.                                        |
| 7. Brain growing rapidly, but they are mentally immature. | 7. Be sure they understand what you want done. Explain new materials clearly. |
| 8. Have spontaneous motor reaction.                       | 8. Direct activity. Don't repress it.                                         |
| 9. Bony structure is pliable.                             | 9. Use furniture designed for them.                                           |
| 10. Have strong food interest.                            | 10. Develop gratitude for God's gifts.                                        |

### Mentally

- |                                                           |                                                                           |
|-----------------------------------------------------------|---------------------------------------------------------------------------|
| 1. Inquisitive.                                           | 1. Answer all their questions simply.                                     |
| 2. Are having their initial thinking ability challenged.  | 2. Help them distinguish fact or fancy. Encourage independent thinking.   |
| 3. Memory and interest span is about five to ten minutes. | 3. Give brief directions. Vary program, repeat lesson, etc. several ways. |
| 4. No concept of time or distance.                        | 4. Omit history and chronology.                                           |
| 5. Form mental pictures of Bible truth.                   | 5. Use concrete terms. Avoid symbolism.                                   |
| 6. Highly imaginative.                                    | 6. Use simple visuals. Use new adjectives to increase their vocabulary.   |

### Socially

- |                                               |                                                                                                      |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1. Individualistic. Say "No" often.           | 1. Teach that obedience brings joy.                                                                  |
| 2. Imitative.                                 | 2. Teach by example.                                                                                 |
| 3. Like "Silly" words, "Silly" jokes.         | 3. Smile if innocent. Discipline if not.                                                             |
| 4. Like being with people.                    | 4. Promote social opportunities.                                                                     |
| 5. Learning to lead in activities.            | 5. Encourage leadership activities.                                                                  |
| 6. Have mother instinct. Like to be mothered. | 6. Provide dolls and animals for them. Use stuffed toys as visuals.                                  |
| 7. Learning to adjust to others.              | 7. Give opportunities for them to do so. Plan games to help them become acquainted with one another. |

### Spiritually

- |                             |                                                                                      |
|-----------------------------|--------------------------------------------------------------------------------------|
| 1. Credulous.               | 1. Be truthful. Untruths must be unlearned. Encourage natural trust in Jesus.        |
| 2. Full of wonder.          | 2. Stimulate their desire to worship. Build reverence for prayer and desire to pray. |
| 3. Ready to learn.          | 3. Be watchful for children who are ready to receive the Gospel.                     |
| 4. Think in concrete terms. | 4. Avoid use of symbolism.                                                           |
| 5. Have a desire for love.  | 5. Stress God's love and His care for them.                                          |

## CHARACTERISTICS OF THE PRIMARY CHILD (Ages 6-8)

THEY ARE LIKE THIS. . .

SO DO THIS. . .

### Physically

- |                            |                                                                                |
|----------------------------|--------------------------------------------------------------------------------|
| 1. Very Active             | 1. Provide program including activity so energy and restlessness finds outlet. |
| 2. Fatigue easily.         | 2. Vary program with stories and worship.                                      |
| 3. Susceptible to disease. | 3. Do not overcrowd small rooms.                                               |
| 4. Keen senses.            | 4. Let them handle objects that teach.                                         |

### Mentally

- |                                         |                                                                |
|-----------------------------------------|----------------------------------------------------------------|
| 1. Imitators.                           | 1. Teach them to imitate daily great Bible characters.         |
| 2. Learning greater self-control.       | 2. Teach them the joy of self-control.                         |
| 3. Learning to read.                    | 3. Teach them to read the Bible.                               |
| 4. Highly imaginative.                  | 4. Tell vivid stories, differentiate between fact and fancy.   |
| 5. Developing reasoning power.          | 5. Exercise it to solve their problems.                        |
| 6. Limited self-expression.             | 6. Foster their self-expression, patiently.                    |
| 7. Attention span from 7 to 15 minutes. | 7. Challenge their thinking. Don't tax it.                     |
| 8. Can memorize longer passages.        | 8. Encourage memorization of Bible verses they can understand. |
| 9. Emotionally immature.                | 9. Teach within their ability to act.                          |

### Socially

- |                                                      |                                                                  |
|------------------------------------------------------|------------------------------------------------------------------|
| 1. Very sensitive.                                   | 1. Give individual attention. Avoid gory stories.                |
| 2. Individualistic and egotistical.                  | 2. Foster group ideas.                                           |
| 3. Friendly and cooperative.                         | 3. Encourage working in groups.                                  |
| 4. Respond quickly to fatigue, hunger and suffering. | 4. Use their natural reactions to accomplish Christian purposes. |
| 5. Communicative.                                    | 5. Promote self-expression, conversation.                        |

### Spiritually

- |                                                 |                                                                                                            |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1. Have a sense of the supernatural.            | 1. Stress wonders which really happened.                                                                   |
| 2. Credulous.                                   | 2. Teach the truth.                                                                                        |
| 3. Have increasing sense of right and wrong.    | 3. Reward the right. Be firm.                                                                              |
| 4. Learning of God in every new experience.     | 4. Use these experiences to teach spiritual truth.                                                         |
| 5. Desire love and security.                    | 5. Teach God's great love and care for them.                                                               |
| 6. Have a beginning concept of abstract things. | 6. Avoid symbolism which is beyond their understanding.                                                    |
| 7. Have eagerness to learn.                     | 7. Watch for opportunities to lead them to Christ as Savior when they indicate sufficient self-motivation. |

## CHARACTERISTICS OF THE JUNIOR CHILD (Ages 9-11)

THEY ARE LIKE THIS. . .

SO DO THIS. . .

### Physically

- |                                          |                                                                            |
|------------------------------------------|----------------------------------------------------------------------------|
| 1. Desire exuberant activity.            | 1. Have well-directed program of activity.                                 |
| 2. Slow physical growth, much strength.  | 2. Use abilities. Challenge with hard jobs.                                |
| 3. Smaller muscles developing.           | 3. Give them finer handwork. Weave in varied musical program. Use talents. |
| 4. Longer attention span, 10-20 minutes. | 4. Make program one of variety.                                            |

### Mentally

- |                                               |                                                                                                                                       |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1. Alert.                                     | 1. Give opportunities to think.                                                                                                       |
| 2. Secretive about thought life.              | 2. Use hero stories. They'll live them.                                                                                               |
| 3. Inquisitive.                               | 3. Lead them to ask questions. Don't make answers obvious.                                                                            |
| 4. Practical.                                 | 4. Give them the truth.                                                                                                               |
| 5. Interested in heroic stories in real life. | 5. Channel their interests. Teach truth and let them investigate it. Suggest reading material that challenges their Christian living. |
| 6. Memorize easily.                           | 6. Make memorization a big thing.                                                                                                     |
| 7. Developing reasoning power.                | 7. Teach them to discern right and wrong.                                                                                             |
| 8. Chronological sense developing.            | 8. Challenge them with Biblical facts they understand.                                                                                |
| 9. Forming life habits.                       | 9. Cultivate promptness, good habits of devotion. Teach joy of doing right.                                                           |

### Socially

- |                                                         |                                                                                                      |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1. Respond to authority, but are still individualistic. | 1. Challenge them to loyalty and confidence in sound Christian groups. Be militaristic in authority. |
| 2. Strong play interest, "Gang" spirit.                 | 2. Plan competitive games. Stress "Team".                                                            |
| 3. Individualistic in group activities.                 | 3. Do not mix sexes. Show them their responsibility in group activities.                             |
| 4. Collectors.                                          | 4. Use hobbies as basis for a competitive program.                                                   |
| 5. Imitators and good actors.                           | 5. Play the story you have told.                                                                     |

### Spiritually

- |                                                                         |                                                                                   |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1. Believe things they are told. Their reasoning ability is developing. | 1. Lead them to Christ. Help them to hold confidence in the truth.                |
| 2. Have a sense of justice, loyalty and honor.                          | 2. Teach them the attributes of God.                                              |
| 3. Worshipers.                                                          | 3. Use worship service to challenge them.                                         |
| 4. Hungry for God.                                                      | 4. Satisfy them by showing them the righteousness of Christ and His work in them. |
| 5. Have simple faith.                                                   | 5. Do not expect more of salvation than faith and a slight change.                |
| 6. Beginning to have an understanding of symbolism.                     | 6. Use symbols, but be sure their meaning is understood.                          |

CHARACTERISTICS OF THE JUNIOR HIGH YOUNG PERSON (Ages 12-14)

THEY ARE LIKE THIS . . .

SO DO THIS. . .

Physically

- |                                                                  |                                                                             |
|------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 1. Changing from childhood to adolescence.<br>Girls more mature. | 1. Don't treat them as children. Call them fellows and girls, not children. |
| 2. Voices are changing, especially boys.<br>Possible acne.       | 2. Be thoughtful of their fears or failings. Give them a sense of security. |
| 3. Uneven growth of parts of body.                               | 3. Give counsel on physical changes.                                        |
| 4. Enormous appetites.                                           | 4. Feed them well, they'll be your friends.                                 |
| 5. Restless, tired, due to growth.                               | 5. Provide varied program of activity.                                      |
| 6. Excessive glandular activity.                                 | 6. Be understanding. You've been a junior high; they've never been adults.  |
| 7. Slovenly posture.                                             | 7. Love and encourage them for themselves.                                  |
| 8. Dislike work.                                                 | 8. Show appreciation for what they do.                                      |
| 9. Interested in clothes, fads.                                  | 9. Notice improvements, new clothing, etc.                                  |

Mentally

- |                                                                   |                                                      |
|-------------------------------------------------------------------|------------------------------------------------------|
| 1. Have newly acquired reasoning power, active, even if crude.    | 1. Ask and respect their opinions. Praise them.      |
| 2. Critical, knowledge exceeds their experience.                  | 2. Be patient. Don't be offended easily.             |
| 3. Very imaginative.                                              | 3. Encourage and supervise projects.                 |
| 4. Very forgetful, no perseverance.                               | 4. Win confidence. Don't be "Palsy-walsy".           |
| 5. Irresponsible, thoughtless, frank.                             | 5. Don't show surprise or shock.                     |
| 6. Resent discipline, but despise you if you don't administer it. | 6. Correlate your teaching with their everyday life. |
| 7. Interested in science.                                         | 7. Use scientific facts in teaching.                 |
| 8. Irritable.                                                     | 8. Try to overlook irritableness, moods.             |
| 9. Sharp thinkers, inexperienced.                                 | 9. Reason with them. Don't <u>insist!</u>            |
| 10. Have sense of humor.                                          | 10. Respect their intelligence.                      |
| 11. Have sense of honor, fairness.                                | 11. Be just. Demand and get discipline.              |

Socially

- |                                                                                                       |                                                                                                    |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 1. Beginning of cliques.                                                                              | 1. Foster activities with group.                                                                   |
| 2. Hero worshippers, show-off stage.                                                                  | 2. Introduce them to worthwhile heroes.                                                            |
| 3. Lack respect for adults.                                                                           | 3. Visit in homes. Learn about background.                                                         |
| 4. Conscious of opposite sex, but deny it, some violently.                                            | 4. Furnish opportunities for wholesome, informal get-togethers.                                    |
| 5. Some have crushes on adults.                                                                       | 5. Be an adult they can respect, follow.                                                           |
| 6. Desire attention.                                                                                  | 6. Spend much time with them.                                                                      |
| 7. Worry about being compared with other students.                                                    | 7. Be impartial. Realize each pupil is an individual. Treat them accordingly.                      |
| 8. Their typical goals: Be somebody, make money, be popular, do good, have high ideals, be religious. | 8. Help them in setting and attaining the best goals. Suggest helpful, appealing reading material. |
| 9. Love to carry wallets, wear pins, badges, medals, to belong.                                       | 9. Give awards, form clubs, etc.                                                                   |

Spiritually

- |                                            |                                                                                  |
|--------------------------------------------|----------------------------------------------------------------------------------|
| 1. Definite religious interests.           | 1. Feed this interest.                                                           |
| 2. Want reasons for their faith.           | 2. Provide them in abundance.                                                    |
| 3. Interested in moral & spirit. concepts. | 3. Give spiritual guidance-class, privately.                                     |
| 4. Can be reached for the Lord easily.     | 4. Lead them to accept Jesus Christ.                                             |
| 5. Lose interest and faith easily.         | 5. You can't compete with the world. Just give them Christ. He meets their need. |
| 6. Have no religious prejudices.           | 6. Try to keep their minds & hearts open.                                        |



## CHARACTERISTICS OF THE HIGH SCHOOL YOUNG PERSON (Ages 15-17)

THEY ARE LIKE THIS. . .

SO DO THIS. . .

### Physically

- |                                                                        |                                                |
|------------------------------------------------------------------------|------------------------------------------------|
| 1. Teens mark the beginning of maturity.                               | 1. Give them responsibility.                   |
| 2. Girls are more advanced than boys.                                  | 2. Give practical helps in Christian behavior. |
| a. A girl attains full height and almost adult weight.                 |                                                |
| b. A boy grows for two or three more years, both in height and weight. |                                                |
| 3. Romantic feelings begin.                                            | 3. Provide wholesome social activities.        |

### Mentally

- |                                                                     |                                             |
|---------------------------------------------------------------------|---------------------------------------------|
| 1. Intelligence is reaching maturity.                               | 1. Challenge with well-prepared lessons.    |
| 2. Special aptitudes are developing rapidly.                        | 2. Find abilities and talents and use them. |
| 3. Increased reasoning and judgement.                               | 3. Make them think for themselves.          |
| 4. Can think things through for themselves and reach own decisions. | 4. Respect their thoughts and decisions.    |
| 5. A period of emotional extremes.                                  | 5. Respect confidences.                     |

### Socially

- |                                                                           |                                                                     |
|---------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1. The sexes gradually begin to mix.                                      | 1. Discuss Christian marriage.                                      |
| 2. Self reliance increases enormously.                                    | 2. Keep your leadership unobtrusive.                                |
| 3. Desire complete freedom and rebel against formal control.              | 3. Allow class officers to assume responsibility                    |
| 4. Organized gangs and clubs are popular with them.                       | 4. Provide week-day activities in abundance. Keep them interesting. |
| 5. An adventurous spirit dominates their behavior.                        | 5. Challenge with Christian service as a vocation.                  |
| 6. Keenly responsive to any confidence placed in them, assume leadership. | 6. Encourage them to excel in at least one thing.                   |

### Spiritually

- |                                                                                       |                                                                                        |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 1. Youth do not desire God's protection as much as courage and power in difficulties. | 1. Present Christianity as a challenge to them.                                        |
| 2. Have a strong desire for achievement.                                              | 2. Recognize achievement in some special way.                                          |
| 3. Young people forgive and forget easily.                                            | 3. Be a good example; don't hold a grudge or be petty.                                 |
| 4. Often this is a period of intense religious fervor with girls.                     | 4. Challenge with the lordship of Jesus Christ.                                        |
| 5. Young people respond to an appeal for service in the face of persecution.          | 5. Give opportunities for the types of service which call for sacrifice on their part. |



## NINE BASIC NEEDS OF ALL CHILDREN

(As developed by a work conference at the U.S. Office of Education under the guidance of Dr. Louis Rath, New York University)

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c

1. NEED FOR FREEDOM FROM FEAR - Where a child shows embarrassment and it is having a bad effect, rush in and take some of the blame yourself. Don't threaten a child with failure in order to force compliance.
2. NEED FOR FREEDOM FROM GUILT - Let the child know that in our society so many new rules are made that it is hard for children to know about them; even grown-ups don't know about all of them. Help the child to minimize unpleasant past behavior; enable him to make a better choice in the future. Don't give the child the idea that anybody is perfect.
3. NEED FOR UNDERSTANDING AND KNOWLEDGE - Provide an atmosphere in which students may raise questions which bother them. Don't give the children the idea that there are some questions which must not be raised in class. Take seriously questions which are called "naive." Don't tell the child that he is too young or too stupid to understand a controversial problem.
4. NEED FOR ECONOMIC SECURITY - Be considerate in pressing requests for contributions. Never announce the names of children who did or did not contribute to a fund.
5. NEED FOR ACHIEVEMENT - Reward children with a feeling of satisfaction of their own accomplishment. Don't reward achievement with material things. Help the child to learn how to accept disappointment. Don't stress the value of winning in every situation.
6. NEED FOR BELONGING - If a child is absent for a session or two, do call his home. Don't ignore a child's absence. When you criticize, criticize the work - the specific thing wrong - not the personality.
7. NEED FOR LOVE AND AFFECTION - Show the child you like him; be hurt if the child is hurt; sympathize with him. Don't reject any child. Don't brush off a child's hurt or try to minimize it if he needs sympathy.
8. NEED FOR SHARING - Make something of the child's contribution no matter how small. Get across to the student the idea that one may share by following. Don't ridicule or minimize a child's contribution.
9. NEED FOR LOVING OTHERS - This is absolutely necessary if child is to mature and to grow in Christian love for others. This love for others is grown through expression, in thoughts about other persons, attitudes toward other persons, words about and to other persons, and deeds to help in fellowship of others. Encourage to express a love for others.

## HOW TO PREPARE A LESSON

The lawyer, who stays in business, carefully prepares his cases before appearing in court. The successful surgeon checks each step and estimates every possibility before undertaking to operate. Salesmen are briefed on what they should say and the correct approach to a prospect. Public-school teachers must know how to plan lessons before they are licensed by the state to enter the classroom. But workers in the field of Christian education all too frequently come to their tasks with little or no preparation and with only the vaguest idea of what they are supposed to do. A church school teacher, for example, who spends as much as an hour preparing for her Sunday morning class is above the average. No teaching proceeds by inspiration alone. Good teachers are made, not born ready-made. They develop through hard work, careful study, and consistent planning. A blueprint of the experience the teacher hopes to provide for his pupils is just as important as the plan of an engineer for a bridge. Without planned instruction, goals remain vague, procedures are undetermined, materials chosen may or may not minister to the spiritual growth of the students. A lesson plan sets the course, keeps the teacher on the track and secures adequate time for desirable points of emphasis in the learning activity. ~~Stated another way the teacher prepares:~~

1. To eliminate aimless haphazard teaching or monotonous routine.
2. To provide thoughtful, deliberate, and therefore better, selection and organization of subject material.
3. To be able to teach easily without forgetting essential points.
4. To tailor the lesson to the needs of each individual pupil.

PREPARATION IS NECESSARY FOR SKILLED WORKMEN. ~~LET US CONSIDER SEVEN POSSIBLE STEPS IN LESSON PREPARATION.~~

### I. Preparation of the teacher

#### A. Spiritually

1. Pray for guidance and wisdom in preparation.
2. Pray for understanding of pupils' needs and how to meet them.
3. Pray for the Holy Spirit to speak to the minds and hearts of your pupils.

#### B. Physically

1. Health, sleep, etc.
2. Personal appearance.

### II. Study of Lesson Material

- A. Become familiar with entire quarter's lessons.
- B. Begin specific lesson preparation early - at least one week in advance.
6. Study the lesson passage from the Bible before studying the quarterly. Read it five times: for the story, for the incidents, for persons mentioned, to get its message for yourself, to find its relation to the lives of your pupils. Also read the context and other related portions of Scripture.
- D. Read quarterly and other helps.
- E. Get acquainted with characters, customs, geography, action, etc. until you can see, hear and feel exactly what happened to whom and where--as though you were there. (Bible Atlas, maps, Bible dictionary, Bible manners and customs Books.)

### III. Determine Aims

- A. General: What is my aim for the quarter?
- B. Specific: What is my aim for this lesson? What do I want to take place in heart, mind, or will of my pupils as a result of this lesson?
  1. Consider your pupils and their individual, current needs.
  2. Rethink lesson material in relation to meeting those needs.
  3. Write down your aim (it may be different from that in teacher's manual)
    - a) What knowledge do you wish to give?
    - b) What attitude do you wish to change or strengthen?
    - c) What action do you wish to be taken or skill developed?

IV. Choose your teaching method(s), visual aids and learning activities.

A. Methods

1. Lecture
2. Questions
3. Discussion
4. Story

B. Visual Aids

1. Picture - newspaper clipping.
2. Map
3. Flannel-graph
4. Blackboard
5. Poster - chart
6. Puppet - doll
7. Object
8. Filmstrip, slides
9. Motion picture
10. Recording
11. Books (Pre-school)
12. Interest center

C. Learning Activities

1. Dramatization
2. PROJECT
3. Exhibit
4. Visit church, museum, hospital
5. Nature walk

V. Outline your lesson

A. Decide on point of contact

1. Attract attention.
2. Arouse curiosity.
3. Create interest.
4. Relate to your aim, if possible.

Getting off to a good start is important. Plan it well. Use a short illustration, current event, question, object that will attract attention and capture the mind.)

B. Develop lesson toward climax

1. Select illustrations from various sources that will illuminate the truth being taught.
2. Prepare questions that will keep the minds of the pupils in action. (Avoid vague questions and those suggesting the answer or requiring only "Yes" and "No.")
3. Practice telling the story.
  - a) Know it. Use vivid understandable words.
  - b) Believe it. Be interested, even excited.
  - c) See it. Make story and setting seem real.
  - d) Feel it. Help listeners identify themselves with characters.
  - e) Use direct discourse, some gestures and facial expressions.
  - f) Tell it from Bible, NOT teacher's manual. (Do not use the manual in class; it is for study at home.)
4. Remember to link the current lesson with previous ones. Allow for a brief review of former lessons.
5. Provide something for your pupils to do: Don't do all the talking.

C. Plan prayerfully the climax or application of lesson.

1. First backward toward teacher before it will go forward to pupils.
2. Must have vital connection with everyday life.
3. Avoid moralizing.
4. Apply the aim to the lives of your pupils.
5. Expect action and decisions.

- VI. Make List of assignments for following Sunday.
- A. Encourage pupils to prepare lessons at home.
  - B. Learn memory work assigned to pupils.
  - C. Select and encourage reading of books related to lessons.

VII. Evaluation or self-criticism

As soon after teaching as possible, think over the session for strong points and weak points. Jot down any ideas for improving. You might ask yourself such questions as these:

- A. Did I accomplish my aim?
- B. Did I relate the teaching clearly to the pupils' everyday living?
- C. Did my introduction capture the pupils' attention?
- D. Did my key questions arouse good discussion?
- E. Did I remember to call for any assignments or reports I had asked for?
- F. Did the pupils use their Bibles?
- G. Did I make home assignments and motivate them well?
- H. What have I learned, and what better ways will I use next week?

Only careful preparation will insure a successful class period. ~~Be-so-prepared-that~~ you are:

Enthusiastic about the lesson and its message to your pupils. Enthusiasm is contagious!

Able to relax and enjoy the lesson period.

Sensitive to the Spirit's working and able to adapt your teaching to the situation.

I was working in the Temple  
With my Master by my side,  
And the multitude around Him  
In its misery and pride.

Glancing upward from my labor,  
I just caught His kindly smile,  
"You have placed your work between us.  
Come and talk with me awhile."

## METHODS USED IN HELPING PUPILS LEARN

- I. My preparation comes first.
- Understand scope of the total curriculum: entire quarter.
  - Grasp place of next Sunday's lesson in the curriculum.
  - Knowledge of how persons learn and other educational procedures.
  - Know my class individuals.
  - Memorize PURPOSE of lesson for next Sunday.
  - Begin to work on the lesson plan for the lesson on Sunday afternoon or evening, at least one week ahead, and work on it at least 15 minutes each day.

- II. I ask: "What method(s) will help pupils learn this lesson?"
- A. What methods, techniques and approach shall I use? (or combination). Which one or more of these 28 methods shall I use or which other method? Every person is endowed with five physical senses - hearing, seeing, feeling, smelling, tasting through which he learns. The method which calls into play more than one of these five senses, will be effective in direct ratio to the number of senses used. Helen Keller, who is blind and deaf, has learned all she knows from feeling, tasting, and smelling. The learning of many pupils is greatly limited when a teacher confines himself to the two senses - hearing and seeing, with which Helen Keller was not endowed. These 28 methods might be arranged on basis of pupil participation as follows:

- Maximum pupil participation
  - General Discussion
  - Drama
  - Research
  - Pagentry
  - "cells"
  - "Buzz Session"
  - Committee
  - Question and Answer
  - Work Book or Notebook
  - Use Reading Book
- Limited pupil participation.
  - Panel discussion
  - Symposium
  - Forum
  - Seminar
  - Round Table
  - Debate
  - Clinic
  - Deputations
  - Visitation group
  - Conferences
- Apt to have very limited, or no pupil participation.
  - "the hearing"
  - public conversation
  - reading club
  - private interviews
  - lecture
  - guest speaker
  - Directed study
  - Personal counseling
  - story telling
  - tutor (mentor)
  - the audio-visual

- III. I decide: "I WILL USE THE AUDIO-VISUAL METHOD"

- A. Now I ask, "Shall it be NON-PROJECTED or PROJECTED?"

### Non-Projected

- |                      |                 |                  |
|----------------------|-----------------|------------------|
| 1. Flat picture*     | 5. Specimens    | 9. Diorama       |
| 2. Globe or map      | 6. Graph        | 10. Electric Map |
| 3. Object            | 7. Model        | 11. Sand Table   |
| 4. Blackboard (etc.) | 8. Flannelgraph | 12. Field Trip   |
- (Make own pictures)

### Projected

- |                      |                                   |                    |
|----------------------|-----------------------------------|--------------------|
| 1. Opaque Projection | 5. Record-filmstrip combination   | 8. 16mm silentfilm |
| 2. 2 x 2 slides      | 6. Record (Recording disk? Tape?) | 9. tape recording  |
| 3. 2½ x 4 slides     | 7. 16mm sound film                | 10. transcription  |
| 4. 35mm film strip   |                                   | 11. radio program  |
|                      |                                   | 12. television     |

\*Helpful suggestions on Use of Flat Pictures found on next page.

NOTES  
Proj  
make  
rec

In asking adults to think about a Church School Teacher that he she had in childhood or youth and liked best, and name what they like the various adult groups always mentioned the fact that the Teacher made the lessons interesting. This was done thru varying the method of presentation of the lesson. There was practically no lecturing. The Teachers that were not especially "liked" were those who bored the boys and girls because they used the same method every Sunday, and often just read the lesson to the boys and girls, and never had them take part all thru the lesson discussion.

This sheet is given out with the hope that teachers will greatly vary their method of presentation of the lesson Sunday mornings, and will find that their pupils are much more interested in the lesson, and are really LEARNING to live out in daily life the truths about prayer, faith in God, doing Christ's will, etc.

\*\*\*\*\*

SUGGESTIONS ON HOW TO USE FLAT PICTURES

Since pupils learn so much from what they see, the use of flat pictures is unlimited. All it takes are time and imagination on the part of the user. Distinct advantages of these materials are that they:

1. Can be handled by the individual
2. Can be exhibited on walls, tables, etc.
3. Can be projected (opaque projector)
4. Can be mounted in books
5. Can be framed for permanent display
6. Can be catalogued and filed for future use - (Every teacher should acquire a Picture Box!)

The Selection of Pictures

There is no dearth of pictures - they are all around us. Keep only the very best artistically and educationally. Don't collect and accumulate many worthless materials - keep the shelves and files clear for really important pictures. Set standards for the selection of pictures. The following criteria may help in choosing them.

1. Should be of high technical quality, and pleasing to the eye.
2. Should portray a meaningful life situation, relating to the course of study.
3. Theme of each picture should be clear and the focal point of attention.
4. Ideas expressed should be represented by the picture-making technique and not by some other form of expression.
5. Should contain no secondary values that are highly objectionable, or in direct contradiction to the accepted group values.
6. Dimensions should make for easy visibility, reading & handling.

The use of pictures will be widely varied, according to the needs and interests of each group. Pictures are adaptable; oftentimes, the same picture can be used for different purposes with children, young people and adults. They may be used:

1. To serve as a means of illustration.
2. To tell a story
3. To focus the attention on something concrete and meaningful
4. To furnish information
5. To develop an understanding of the world in which we live
6. To stimulate a worshipful feeling
7. To enrich our learning experiences
8. To encourage the desire to do something creative and worthwhile



NOTES FROM MRS. TOMPKINS' COURSE ON "CREATIVE ACTIVITIES"

Projects should be geared to age of children: Kindergarten through Primary can make simple gifts; Juniors and up can make more complicated things like maps, records.

Kindergarten children should finish projects in one Sunday because of short interest span.

Primary children can spend 2 or 3 Sundays on a project.

Juniors and up can spend whole unit on large project like Palestine map.

The younger the child, the more supervision is needed.

Finished products should be exhibited, possibly at a Sunday afternoon tea in the Spring to which the parents have been invited. Pupils can give song or dramatics, something they have done. Handwork should be left up for whole week at least.

Every department should have a browsing table, with books, viewmasters (scenery), large puzzles for kindergartners -

Older children can make their own puzzles by pasting pictures on tag board, then cutting into pieces.

Kindergarten should have an interest center, a housekeeping center, a beauty center, etc.

There will be time for everything IF:

the importance of the 15 minute pre-session is realized

20 minutes for lesson, 20 minutes for project, only 10 or 15 minutes for worship

teacher knows lesson so well she doesn't need to refer to book

LIST OF HANDWORK PROJECTS:

Posters - Children can tear or cut colored paper free hand to make clouds, shepherds, or can make cotton clouds, etc.

Stained glass windows - Paste two sheets of onion skin paper together; Oil with vaseline or mineral oil - Young children do pasting only - OR, shave crayons between 2 pieces of onion skin, then press with hot iron.

Colored squares with Bible verses on them - by youngest children

Frieze on different phases of the church - Each pupil draws a picture that interested them - Ask, "What story does this tell?" never "What is It?" - Attach pictures into strip with masking tape OR

Make a movie with pictures such as above by using shelf paper and broom sticks - either unwind or put around wall

Get Well Cards - make for sick children

Flower posters in Spring of year

Gifts and ornaments for Christmas - or Books of old Christmas cards (to be given away?) - make pattern on cover of book with crayons, brush over with different color using tempera paint. Shelf paper is inexpensive for wrapping gifts and pliable enough for wrapping.

Baskets for Easter or May day - with flowers in them.

Invitations to Parent-Teacher meetings can be made by children with printing inside and crepe paper design outside.

Tapestry Pictures (for older children, not for kindergarten) - put gauze over picture, then shellac and bind with colored mystic tape.

Make prayers for Thanksgiving Graces

Make "Church" holders for Bible verses; can be used for invitations, also

Bookmarks or book covers with litany inside - use finger paints or kindergarteners can spatter paint on covers.

Make "My Book on Jesus" or "on Church" or Song books - Accordion books are folded, can be on life of Jesus or illustrated song such as "I Would See Jesus" - child can print Bible verses under pictures in book.

Triptych - Picture or stained glass window in center, with Bible verses on either side.

Use glitter for making illuminated letters, making the first letter twice as high as the others - Use the 23rd or 100th Psalm and have children memorize.

Use glitter with scroll that can be made by 4th graders

Clay tablet can also be made by them

Bible Dictionaries - in little notebooks - pupils to look up words they don't know.

Diaramas - Keep simple for young children, can be more complex for older ones with a regular box. First just start with folded cardboard for back and sides. Make pipe cleaner figures, dress in cleansing tissue that has been striped with caryons. Use paper cup for house. Older children who have done their own research can make map, then use streamers leading to diaramas.

Butterflies can be made by youngest children simply by putting spoon or finger paint in a folded brown paper; then open, after smoothing out; antenna and stripes are put in with crayons.

Past cardboard letters on pieces of cardboard (Bible verses)  
(shirtboards are good for this)

Puppets - put 3 fingers in paper bag or sock-tell story and act out.

Jewish kit can be bought from Anti-Defamation League for \$10.00. Older children can make their own prayer shawls by striping sheeting; also can mazuzeh. Take pupils to visit a temple after this project is completed.

Maps of Palestine or typographical map - make with mixture of asbestos, cement powder, 1 tea. of wheat meal and water - Reinforce large map - turn over curtain rod.

Time Line - can be made on old window shade - show Abraham at altar, etc.

Altar cloths - these hangings can be made by Juniors - use sateen cloth and brush on to it white shoe polish or bluing thru screening nailed across cigar box (or use spray gun).

Recommended books: Creative Activities - Rebecca Rice  
 Here's How & When  
 You Can Do It - Bowman (Judson Press, 60¢, each teacher  
 should have one)

GENERAL NOTES FROM MRS. TOMPKINS' COURSE

1. A confused teacher makes confused pupils.  
 Start preparing lesson Sunday afternoon.  
 Pupils should NOT read lesson in class.  
 Stories should be told; need 5 readings beforehand.  
 Studying the lesson is not enough, teachers need Bible Study courses for  
 inspiration.  
 Use experiences from your own life - lead life that can be an example.
  
2. Methods -  
 Drop ineffective or boring methods.  
 Select the best out of the lesson material for your class.  
 Don't be bound by time boundaries (take 3 months to teach the Lord's Prayer if  
 need be.)
  
3. Pupil participation -  
 Introduce worship naturally - When looking at a beautiful picture, take time  
 to thank God.  
 Story, discussion, creative activities (handwork) must tie in with lesson,  
 otherwise it becomes "busy work".  
 We remember 90% of what we do, forget 50% of what we're told.  
 Use maps, globes.  
  
 Read Introduction all the way thru, also entire unit, to see goal. Good to  
 evaluate at end of unit.  
  
 No discipline problems if lesson plans are carefully planned and followed.
  
4. Be clear as to your purpose.  
 PLAN your teaching.  
 Prepare your lesson material.  
 Have something for children to do - Browsing table with books, viewers, jigsaws.  
 Make children at home in the House of God.  
 Start on time.  
 Children should participate in worship service.  
 Let children make their own assignments.  
  
 LET GOD HAVE A PART - YOU CAN'T DO IT ALONE.

## HOW TO PRESENT A LESSON

- I. Are you prepared?
  - A. Physically
    1. Sleepy? Thrown together? Poised? Unhurried? Friendly?
  - B. Mentally
    1. Worried? Nervous? Ill at ease? Composed? Confident? Assured?
  - C. Spiritually
    1. Lifeless? Apathetic? Uncertain? Alert? Alive? Enthusiastic?
- II. Did you arrive before your pupils?
  - A. Room Ready
    1. Neat, comfortably arranged - ventilation.
    2. Change occasionally (arrangement of chairs, tables, pictures, tack board, flowers, etc.)
  - B. Visuals ready to use.
  - C. Greet each pupil by name on arrival. Informal visit.
- III. Did you sit with your class in worship service?
  - A. Participate with them.
  - B. Help them worship - Example.
  - C. Maintain good discipline. (Worship leader cannot stop and ask your pupils to quit talking.)
- IV. Do you arrive in class room before (or with) first pupils?
  - A. Check attendance quickly
  - B. Waste no time in class - every minute is important.

If your pupil has perfect attendance, you still have only 26 hours a year with him. Just over one day in 365!
- V. Do you pray with your pupils?
  - A. To begin class session.
  - B. To close class session.
  - C. At peak of worship experience with pre-schoolers.
  - D. For special need of pupil or his family.
  - E. Be sure you teach pupils to pray and give them opportunity to pray.
- VI. Do you review previous lesson?
  - A. For continuity.
  - B. For deeper impression - we learn by repetition.
  - C. For information regarding their knowledge and understanding.
  - D. For questions they might have after their study.
- VII. Is your point of contact "Sharp"?
  - A. Secure attention and interest. (Impact depends on contact)
    1. Thought provoking question
    2. Pertinent illustration (verbal or visual).
  - B. Do not try to teach without attention.

One of the laws of learning is: "The learner must attend with interest to the material to be learned."
  - C. Talk to the class - not to floor or wall.
    1. Look straight into pupils' eyes.
    2. Make each pupil feel you are talking to him.
    3. See all the class all the time.
    4. Glance occasionally at your Bible or notes (Not quarterly).
  - D. Be aware of all that is going on.
    1. Alert to first indication of disorder.
    2. Observe attitude and reaction to lesson.
    3. Fit words and actions to conditions that confront you moment by moment. Create and maintain an atmosphere for learning.
- VIII. Is your lesson interesting? Stimulating? Informative? Practical?

How would you like to listen to you?

  - A. Draw out pupils' thoughts by letting them express themselves.
    1. Questions, discussion, reports, projects, activities.
  - B. Be a good story teller.

Everyone likes a good story. The most effective means of reaching those under twelve years of age.

1. Characteristics of a good story.
  - a) Interesting - Bible has fascinating stories.
  - b) Dramatic - Moving drama with conflict, plot.
  - c) Full of action - not full of words.
  - d) True to life - Bible stories are true.
  - e) Much direct discourse (Jesus says, ".....").
  - f) Unity, continuity of movement, climax.
- C. Watch your language  
Have something to say and say it simply.
  1. Words  
"The difference between the right word and the almost right word is the difference between lightning and the lightning bus." Mark Twain.
    - a) Familiar, simple, short words to express meaning.  
("Work" instead of "Maintaining Operations")
    - b) Words that appeal to the senses.
      - 1) Seeing - Flash pictures on mind of pupil
      - 2) Hearing - Wind in the Pines
      - 3) Smelling - Gardenias; Skunk!
      - 4) Tasting - Strawberry Sundae; Fresh orange juice
      - 5) Touching - Velvet; Slide down splintery board
    - c) Strong, Dynamic, Forceful words; action verbs.
    - d) Sharp, clear, crisp words. Avoid foggy, fuzzy obscure words.
    - e) Only necessary words. Check for (the sum of) \$4.00.  
Unnecessary words add to the child's work and increases possibility of misunderstanding.
  2. Sentences
    - a) Short - Avoid marathon sentences. Vary in length.
    - b) Simple, clear - Promote easy understanding.
    - c) Complex - Strains attention. Loses listener. Use for variety.
  3. Enunciation
    - a) Listen to your tone, inflection - good, clear.
    - b) Speak out to be heard - in last row or seat.
- D. Use something visual  
Pupils remember 50% of what they see. Little children "See with hands".
  1. Thorough preparation will make for smooth presentation
  2. Visual aid related to aim - not to amuse.
  3. Use to:
    - (a) Secure and hold attention.
    - (b) Stimulate imagination.
    - (c) Clarify understanding.
    - (d) Develop memory.
    - (e) Inspire action.

IX. Is your application clear? Forceful? Motivating?

Remember you are not there to entertain!

A. Relate to aim.

B. Relate to action.

What should we do about it?

What will I do about it?

C. TEACH FOR A VERDICT - CHRIST DID!

X. Are your assignments purposeful? Practical? Challenging?

A. Anticipate the next lesson.

B. Arouse Pupils' curiosity.

C. Announce enthusiastically.

What's your grade? Do you pass?

Evaluate your teaching - Use tape recorder?

Study your attendance card - are pupils coming?

Note spiritual growth of pupils.

Remember the teacher has not taught until the learner has learned.

Are you keeping on learning, loving, lifting?

## STORY TELLING

The story is our most effective means of conveying truth. It was used often by Our Lord. It puts truth into warm flesh, with a heart and a voice. It captures the pupil's interest and helps truth to get a firm hold upon his mind and heart. Since the story is so valuable, use it well. Be a good story-teller! Here is a delightful art in which you can develop skill by observing the following suggestions.

LIMIT YOUR STORY, with pre-school children, to few characters & events

PRACTICE TELLING THE STORY until you are at home with the words and ideas. Keep your vocabulary within the understanding of your pupils. Use short sentences. Practice before a mirror.

KNOW YOUR STORY SO WELL that you can tell it as though "you were there when it happened."

BE ENTHUSIASTIC about the story. Begin it as something wonderful you want to share with your pupils. Forget yourself and enjoy it.

TALK WITH YOUR EYES. Never read your story! Look directly into the eyes of your pupils; let them see the story drama in your eyes.

HAVE YOUR BIBLE OPEN before you and occasionally read a verse or statement directly from it. Keep your lesson outline in your Bible.

USE DIALOGUE whenever possible. Give life to your characters by letting them talk ("Mother, may I go to see Jesus?"), rather than describing what they said ("Marcus asked his mother if he could go to see Jesus").

USE YOUR ENLIGHTENED IMAGINATION to build a vivid picture of the story. Never change or distort any fact. But do provide enough description of people, places and incidents to form a mental picture for your pupils.

COMPARE BIBLE PEOPLE, places and customs with those known to your pupils. ("Peter's bed was just a mat like a very thick rug.")

~~USE SIMPLE GESTURES as you describe and illustrate, particularly with children. Do not overdo your dramatizing.~~

LET YOUR VOICE EXPRESS THE FEELING OF THE STORY. ~~Imitation and impersonation of story characters will increase reality.~~ Keep your tone soft but strong. Practice to develop a pleasant voice quality.

~~NEVER MORALIZE. Let your story make the application clear.~~

Name \_\_\_\_\_

Date \_\_\_\_\_

BASIC TEACHER TRAINING COURSE EXAM

1. What do you think are the most important characteristics of a good Sunday School Teacher?

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2. What are the basic steps in planning a lesson?

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3. How much time should a teacher spend in preparing a lesson? \_\_\_\_\_

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4. What visuals can be used with your age group? \_\_\_\_\_

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5. Why in your opinion is a definite aim necessary to effective teaching?

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6. I (have) (Have not) read the Bible from Genesis to Revelation?

7. Give four reasons why home visitation is asked of a Sunday School teacher?

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8. List names of books or pamphlets you have read relating to this course since it began.

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9. As you think back over the sessions we have just completed on Qualifications of a Sunday School Teacher, How to Know your Pupil, How to prepare a Lesson, How to Present a Lesson, Visitation, etc. (A) List some new things you have learned and (B) some things you knew vaguely but now understand more clearly.

HOW TO

1.  
2.

(A) \_\_\_\_\_  
\_\_\_\_\_

(B) \_\_\_\_\_  
\_\_\_\_\_

10. For improvement of future classes, what would you suggest of the following?

	<u>More</u>	<u>Same</u>	<u>Less</u>
A. Number of sessions. . . . .	.....	.....	.....
B. Length of session period. . . . .	.....	.....	.....
C. Class participation. . . . .	.....	.....	.....
D. Home assignments. . . . .	.....	.....	.....
E. Church History. . . . .	.....	.....	.....
F. Bible study methods. . . . .	.....	.....	.....
G. Lesson preparation instruction . . . . .	.....	.....	.....
H. Characteristics of pupil age group . . . . .	.....	.....	.....
I. How to present a lesson. . . . .	.....	.....	.....
J. Visuals. . . . .	.....	.....	.....
K. Qualifications of teacher. . . . .	.....	.....	.....
L. Visitation. . . . .	.....	.....	.....
M. Use of filmstrips in sessions 1 . . . . .	.....	.....	.....
N. Something that should have been included but wasn't _____			



On Pupil, etc you

HOW TO INCREASE MEMBERSHIP

- 1. Discover Prospects
- 2. Keep a Record of Prospects
- 3. Assign Prospects to Workers
- 4. Invite Prospects Intelligently
- 5. Welcome New Members

HOW TO INCREASE ATTENDANCE

- 1. Follow up Every Absence!
  - 2. Attack Causes of Absence
- Frequent causes:
- A. Unattractive Surroundings
  - B. Inadequate teaching
  - C. Lack of hospitality

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How can we bring about more effective home and church co-operation, better teaching, and increased attendance for the church school?

VISITATION is the answer! Visitation of every member of the church school by his teacher.

What are some special reasons for having a visitation program?

- 1. Such a visit will let every member know that his teacher cares about him personally.
- 2. Such a visit will acquaint the teacher with the home situation and religious needs of each member of his class and thus help him do more effective work.
- 3. The teacher will solicit the co-operation of parents in helping the children prepare for Sunday school each week.
- 4. The teacher can urge all adults to attend church school and prepare for their classes for the sake of their personal spiritual growth and their example to their children.

What will be gained by visitation?

Better loyalty, attendance, preparation, and participation on the part of members!

Better and more understanding teaching!

Better learning because of a deepened sense of Christian fellowship between members and teachers.

While a personal call to the home by the class teacher is the ideal way to achieve the aims listed above, in cases where it is impossible for the teacher to make personal calls, may I urge the teachers to establish close personal relationships with the pupils and homes by other means, possibly telephone calls or postcards.

## INSTRUCTION FOR TEACHERS AND BELIEVERS

At Edrei, where Thomas and his associates labored, Jesus spent a day and a night and, in the course of the evening's discussion, gave expression to the principles which should guide those who preach truth, and which should activate all who teach the gospel of the kingdom. Summarized and restated in modern phraseology, Jesus taught:

Always respect the personality of man. Never should a righteous cause be promoted by force; spiritual victories can be won only by spiritual power. This injunction against the employment of material influences refers to psychic force as well as to physical force. Overpowering arguments and mental superiority are not to be employed to coerce men and women into the kingdom. Man's mind is not to be crushed by the mere weight of logic or overawed by shrewd eloquence. While emotion as a factor in human decisions cannot be wholly eliminated, it should not be directly appealed to in the teachings of those who would advance the cause of the kingdom. Make your appeals directly to the divine spirit that dwells within the minds of men. Do not appeal to fear, pity, or mere sentiment. In appealing to men, be fair; exercise self-control and exhibit due restraint; show proper respect for the personalities of your pupils. Remember that I have said: "Behold, I stand at the door and knock, and if any man will open, I will come in."

In bringing men into the kingdom, do not lessen or destroy their self-respect. While overmuch self-respect may destroy proper humility and end in pride, conceit, and arrogance, the loss of self-respect often ends in paralysis of the will. It is the purpose of this gospel to restore self-respect to those who have lost it and to restrain it in those who have it. Make not the mistake of only condemning the wrongs in the lives of your pupils; remember also to accord generous recognition for the most praiseworthy things in their lives. Forget not that I will stop at nothing to restore self-respect to those who have lost it, and who really desire to regain it.

Take care that you do not wound the self-respect of timid and fearful souls. Do not indulge in sarcasm at the expense of my simple-minded brethren. Be not cynical with my fear-ridden children. Idleness is destructive of self-respect; therefore, admonish your brethren ever to keep busy at their chosen tasks, and put forth every effort to secure work for those who find themselves without employment.

Never be guilty of such unworthy tactics as endeavoring to frighten men and women into the kingdom. A loving father does not frighten his children into yielding obedience to his just requirements.

Sometime the children of the kingdom will realize that strong feelings of emotion are not equivalent to the leadings of the divine spirit. To be strongly and strangely impressed to do something or to go to a certain place, does not necessarily mean that such impulses are the leadings of the indwelling spirit.

Forewarn all believers regarding the fringe of conflict which must be traversed by all who pass from the life as it is lived in the flesh to the higher life as it is lived in the spirit. To those who live quite wholly within either realm, there is little conflict or confusion, but all are doomed to experience more or less uncertainty during the times of transition between the two levels of living. In entering the kingdom, you cannot escape its responsibilities or avoid its obligations, but remember: The gospel yoke is easy and the burden of truth is light.

The world is filled with hungry souls who famish in the very presence of the bread of life; men die searching for the very God who lives within them. Men seek for the treasures of the kingdom with yearning hearts and weary feet when they are all within the immediate grasp of living faith. Faith is to religion what sails are to a ship; it is an addition of power, not an added burden of life. There is but one struggle for those who enter the kingdom, and that is to fight the good fight of

faith. The believer has only one battle, and that is against doubt--unbelief.

In preaching the gospel of the kingdom, you are simply teaching friendship with God. And this fellowship will appeal alike to men and women in that both will find that which most truly satisfies their characteristic longings and ideals. Tell my children that I am not only tender of their feelings and patient with their frailties, but that I am also ruthless with sin and intolerant of iniquity. I am indeed meek and humble in the presence of my Father, but I am equally and relentlessly inexorable where there is deliberate evildoing and sinful rebellion against the will of my father in heaven.

You shall not portray your teacher as a man of sorrows. Future generations shall know also the radiance of our joy, the buoyance of our good will, and the inspiration of our good humor. We proclaim a message of good news which is infectious in its transforming power. Our religion is throbbing with new life and new meanings. Those who accept this teaching are filled with joy and in their hearts are constrained to rejoice evermore. Increasing happiness is always the experience of all who are certain about God.

Teach all believers to avoid leaning upon the insecure props of false sympathy. You cannot develop strong characters out of the indulgence of self-pity; honestly endeavor to avoid the deceptive influence of mere fellowship in misery. Extend sympathy to the brave and courageous while you withhold overmuch pity from those cowardly souls who only halfheartedly stand up before the trials of living. Offer not consolation to those who lie down before their troubles without a struggle. Sympathize not with your fellows merely that they may sympathize with you in return.

When my children once more become self-conscious of the assurance of the divine presence, such a faith will expand the mind, ennoble the soul; reinforce the personality, augment the happiness, deepen the spirit perception and enhance the power to love and be loved.

Teach all believers that those who enter the kingdom are not thereby rendered immune to the accidents of time or to the ordinary catastrophes of nature. Believing the gospel will not prevent getting into trouble, but it will insure that you shall be unafraid when trouble does overtake you. If you dare to believe in me and wholeheartedly proceed to follow after me, you shall most certainly by so doing enter upon the sure pathway to trouble. I do not promise to deliver you from the waters of adversity, but I do promise to go with you through all of them.

And much more did Jesus teach this group of believers before they made ready for the night's sleep. And they who heard these sayings treasured them in their hearts and did often recite them for the edification of the apostles and disciples who were not present when they were spoken.

URANTIA BOOK - Page 1765, Section 3.

"I admonish you ever to remember that your mission among men is to proclaim the gospel of the kingdom--the reality of the fatherhood of God and the truth of the sonship of man.

That which the world needs most to know is: Men are the sons of God, and through faith they can actually realize, and daily experience, this ennobling truth." URANTIA BOOK 2052:4.

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(The above excerpts were transcribed for study group purposes and should not be copied or substituted for direct study of the Urantia Book.)

YOU ARE A V.I.P., A VERY IMPORTANT PERSON.

The Spirit of God indwells your mind and the Spirit of Jesus dwells in your hearts. You are never alone. We are all children of God. We are all kin, in the Family of God.

365:4 "There is in the mind of God a plan which embraces every creature of all his vast domain, and this plan is an eternal purpose of boundless opportunity, unlimited progress, and endless life. And the infinite treasures of such a matchless career are yours for the striving! The goal of eternity is ahead! The adventure of divinity attainment lies before you! The race for perfection is on! Whosoever will may enter, and certain victory will crown the efforts of every human being who will run the race of faith and trust, depending every step of the way on the leading of the indwelling spirit of God and on the guidance of that good spirit of the Universe Son, which so freely has been poured out upon all flesh."

Each one of us is equally important in the Universe. Each one of us has a contribution to make not only to the lives of those about us but for the progress of the entire Universe. There is no one that can do just what you can do.

483:2 You have been given many divine gifts and one of them is a unique personality, an exclusive and unique pattern of identity. Your personal identity is forever changeless in this constantly changing world and Universe. No other person can match your finger prints or render the special services you can do for God and humanity.

194:4 "Personality is unique, absolutely unique: it is unique in time and space; it is unique in eternity and on Paradise; it is unique when bestowed—there are no duplicates; it is unique during every moment of existence."

21:3 Down through the ages has come God's supreme admonition: "Be you perfect even as I am perfect." And Jesus said, "Be you perfect even as your Father in Heaven is perfect."

1276:3; 24:2 To help us in our progress toward perfection God has given each of us a fragment of himself that lives in each of our minds and is exclusively engaged in co-ordinating our thoughts and urging us to do the best we know.

1609:6 Jesus said: "By your faith and the spirits transformation, you become in reality the temples of God, and his spirit actually dwells within you."

1204:3 "The indwelling Spirit of God remains with you in all disaster and through every sickness which does not wholly destroy the mentality. But how unkind knowingly to defile or otherwise deliberately to pollute the physical body, which must serve as the earthly tabernacle of this marvelous gift from God. All physical poisons greatly retard the efforts of this indwelling spirit to exalt the material mind, while the mental poisons of fear, anger, envy, jealousy, suspicion, and intolerance likewise tremendously interfere with the spiritual progress of the evolving soul."

1205:7 "The success of your Adjuster in the enterprise of helping you through the mortal life and bringing about your survival depends not so much on the theories of your belief as upon your decisions, determinations, and steadfast faith." No one in the Universe is permitted to interfere with our freedom of choice. It is our sacred right and our responsibility to make our own decisions in choosing the right or the wrong. And we have spiritual help if we will listen. 1246:1

1766:8 Jesus said: "When my children become self-conscious of the assurance of the divine presence, such a faith will expand the mind, enoble the soul, reinforce the personality, augment the happiness, deepen the spirit perception, and enhance the power to love and be loved."

2060:6 Jesus lived on earth and taught a gospel that redeemed man from the superstition that he was a child of the devil and elevated him to the dignity of a faithful son of God.

2060:n1 "Jesus' message as he preached it and lived it in his day, was an effective solvent for man's spiritual difficulties in that day of its statement. And now that he has personally left the world, he has sent his Spirit of Truth, who is living in man and, for each new generation, restates the Jesus message so that every new group of mortals to appear upon the face of the earth shall have a new and up-to-date version of the gospel, just such personal enlightenment and group guidance as will prove to be an effective solvent for man's ever new and varied spiritual difficulties."

1948:4 This Holy Spirit of Truth, guides and comforts men and eventually leads them to all truth. This Spirit strengthens your inner soul by the constant renewing of your minds. It makes the doing of the will of God a pleasure and gives you faith in God's great and precious promises.

381:3 "There truly exists within you a conspiracy of spiritual forces, a confederation of divine powers, whose exclusive purpose is to effect your final deliverance from material bondage and finite handicaps."

1917:4 "You are not given truth to crystalize into settled, safe, and honored forms. Your revelation of truth must be so enhanced by passing through your personal experience that new beauty and actual spiritual gains will be disclosed to all who behold your spiritual fruits and in consequence thereof are led to glorify the Father who is in heaven."

1225:8 "There is only one gift man can make to God, that is the dedication of his will to the doing of the will of God."

1739:5 "Your spiritual destiny is conditioned only by your spiritual longings and purposes."

1739:4 "Do not be discouraged by the discovery that you are human."

2097:2 "The great challenge to modern man is to achieve better communication with the divine Spirit of God that dwells within the human mind."

383:3 "Having started out on the way of life everlasting, having accepted the assignment and received your orders to advance, do not fear the dangers of human forgetfulness and mortal inconstancy, do not be troubled with doubts of failure or by perplexing confusion, do not falter and question your status and standing, for in every dark hour, at every crossroad in the forward struggle, the Spirit of Truth will always speak, saying, 'This is the way.'"

1103:7 "Jesus was the perfectly unified personality. And today as in Galilee, he continues to unify mortal experience and to co-ordinate human endeavors. He unifies life, ennobles character, and simplifies experience. He enters the human mind to elevate, transform, and transfigure it. It is literally true: 'If any man has Christ Jesus within him, he is a new creature; old things are passing away, behold all things are becoming new.'"

2090:4 "To 'Follow Jesus' means to personally share his religious faith and to enter into the spirit of the Master's life of unselfish service for man. One of the most important things in human living is to find out what Jesus believed, to discover his ideals, and to strive for the achievement of his exalted life purpose. Of all human knowledge, that which is of greatest value is to know the religious life of Jesus and how he lived it."

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The Urantia Book contains many times as much of the life and teachings of Jesus as does the Bible. It increases an appreciation of the religious wisdom and spiritual truths contained in the Bible. It opens new vistas of time and eternity, new concepts of man's ever ascending adventure of finding God the Father.

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Very truly for diligence in freely sharing the teachings of the Urantia Book with the people of all nations.

Robert Burton. 1970

The Urantia Book is a unique publication of epochal significance to all the people of this planet, Urantia. It has 2097 pages of the most important revelation of truth since the earth life of Jesus. (Page 1008)

This presentation contains many times as much of the life and teachings of Jesus as does the Bible. It increases an appreciation of the religious wisdom and spiritual truths contained in the Bible. It satisfies the intellect and fully harmonizes religion, philosophy, and today's science. It speaks in modern terms of astronomy, physics, geology, chemistry, biology, anthropology, and psychology. It discloses a cosmology commensurate with this atomic, electronic, outer space age. It opens new vistas of time and eternity, new concepts of man's ever ascending adventure of finding God the Father. This book in 196 papers (chapters) gives a new, comprehensive, organized record of history, truth and wisdom.

31 Papers, Part 1. (21) The Universal Father. The Central Universe. The orderly creation, administration, vast scope, and future of the Grand Universe.

25 Papers, Part 2. (357) The Local Universe. (Our sub-galaxy, with its potential of ten million inhabited worlds.) It's location, administration, and function in relation to the ascendant career of mortals after death. (532 Sec. 3)

63 Papers, Part 3. (651) The History of Urantia (our planet). Its origin, evolution, establishment of life (664), first human family (711), colored races (718), human institutions (772), advanced civilizations (624, 803, 808). Adam and Eve (828), Melchizedek (1014). Thought Adjusters (indwelling spirits of God) (1176). Personality Survival (1225). Bestowals of Christ (1309).

(Parts 1, 2, and 3 constitute the background for Part 4.)

77 Papers, Part 4. (1323) The Life and Teachings of Jesus. A new detailed, chronological, narrative restatement that will be enlightening and helpful for this and all future generations. (1343) You will enjoy reading about his natural birth, August 21, 7 B.C.; early childhood; excellent Jewish home training (Mary taught him Aramaic; Joseph, Greek); learned Hebrew in synagogue school; brilliant student, popular with everyone; skilled carpenter at 14 years, when his father was killed. Supported his mother, brothers, and sisters as head of the family. (1392)

Personal Ministry. The Human Jesus. (1424) Began Mediterranean tour 28th year, as tutor for Indian boy, Ganid. Influenced thirty-two religious leaders in Rome. Discussed: Reality (1433); Time and Space (1438); Wealth (1462); Mercy and Justice (1468); Science (1476); Soul (1477); Mind (1479). Conducted caravan to Caspian Sea. (1484) Lectured at Urmia on Divine and Human Sovereignty, Law and Liberty, Global Government and World Peace. (1491)

Public Ministry. Baptism and Forty Days. (1509) Training apostles. Ordination and Sermon on the Mount. (1570) Discourses on Prayer and Worship (1618); Evil, Sin, and Iniquity (1659); Affliction (1661); Salvation (1682, 69: last, 2053:5); True Religion (1728); Success (1739:3); Truth about Hebrew Scriptures (1767); Kingdom of Heaven (1858); Forgiveness (1898). Last Supper. (1936) New Commandment. (1944) Spirit of Truth. (1949) Betrayal (1971), illegal trials, death, and resurrection. True Meaning of the Cross. (2016) "There must come a revival of the actual teachings of Jesus." (1866:2) Christianity's Problem. (2082) The Future. (2084 Sec.10) The great hope of Urantia. (2086:2) "The time is ripe to witness the figurative resurrection of the human Jesus from his burial tomb amidst the theological traditions and religious dogmas of nineteen centuries." (2090:3) The Faith of Jesus. (2037) The great challenge to modern man. (2097:2)

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The Urantia Book is a most valuable Modern Guide for human understanding and progress. To me it is very precious and incomparable. I believe that someday it will be welcomed in every church, studied in every school, and treasured in every home. So I recommend it to my friends who value the odd, think for themselves, and seek new truths. Be sure you read it. Robert Burton, Attorney, Three Rivers, Route 3, Michigan 49093, USA. Revised July 1969

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