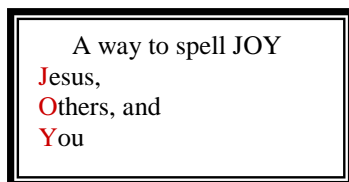


Learning Activities to Use in Your Curriculum

1. Acrostics

An acrostic allows you to create a message or summary related to your lesson that involves using each letter in a key word to start another word or phrase that further describes or illustrates some aspect of the key word.



2. Bible Drill

Each student has a closed Bible in front of him while the leader calls out a Scripture reference for them to find. At the command to "go," each student tries to find that verse first. The one who finds it first stands and begins reading it out loud. All verses are related to the main truth being taught that day.

3. Brainstorm


Have all the students try to come up with different ways to apply the main truth in their lives. Have someone write all the suggestions on the board (or each can write what is shared on paper). Do not evaluate the suggestions as they are given (in order to keep everyone sharing). After a minute or two, have students start thinking about what was shared and have them select ones that they can apply that week.

4. Charades

Have students silently act out a Bible character, event from the story, or a specific application of the lesson, while the other students try to guess who or what he is acting out.

5. Continuum

A horizontal line is used to depict two extreme viewpoints of any issue. Students can choose at what point on this continuum line their viewpoint or behavior lies.

Sample: Always  Always
Lie Speak Truth
(Mark the position on the line that best describes your speech)

6. Crafts

Have materials, pictures, or patterns that students can color, cut out, and glue or fasten together to form some scene related to the lesson or a visual tool that helps them apply the main truth throughout the week.

Samples: Students cut out and color 2x3 inch boxes the colors of the Wordless Book, then staple these pages together to form a Wordless Book

7. Crossword Puzzle

Crossword puzzles are learning activities where students answer questions or clues in order to determine the exact words that fit in numbered spaces arranged in downward and across patterns. These words are all related to the main concepts taught.

8. Creative Writing

Have students write a poem, song, or short story that reviews, illustrates, or applies the truth taught in the lesson. It is helpful to include a sample of what you are looking for to guide their thinking.

9. Color a Picture

A picture related to the story characters, events, or modern day application is given to students to color (in class or take home). It is more helpful if the memory verse or main truth is also written on the picture to remind students of the truth to apply throughout the week.

10. Decode the Message

Design a system of symbols or letters to represent the normal letters in your alphabet. Write a message (of the main truth, application, or story facts review) using the coded symbols or letters. Have the students use the code to discover the message.

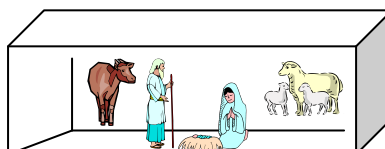
Sample: Decode the following message to find out how to be sure you have the kind of life it takes to get into heaven.

S V G S Z G Y V O R V E V G S L H G S V
 H L H S Z G S V E V I O Z H G R H T
 O R U V ; Z H W S V G S Z G
 Y V O R V E V G S H L G G S V H I H
 H S Z O O H L G H V V O R U V ; Y F G
 G S V D I Z G S L U T L W Z Y R W V G S
 L H S R N Q L S H 3:38

A = Z	F = U	K = P	P = K	U = F
B = Y	G = T	L = O	Q = J	V = E
C = X	H = S	M = N	R = I	W = D
D = W	I = R	N = M	S = H	Y = B
E = V	J = Q	O = L	T = G	Z = A

11. Diorama

A small box in which students build a three dimensional picture related to the lesson or application where the background scenery is drawn or glued onto the back inside of the box, while the characters or other related objects are glued in the foreground.



12. Drama

Scripts are prepared for each person needed in the play, and time is given for each person to at least read through (and possibly practice) his lines before it is presented to the class or chosen audience. The play either relates to the Bible story itself or a more modern drama of life situations that illustrate the need for the truth to be applied or how to apply it.

13. Drawing

Students are asked to draw some scene from the lesson taught or current scenes that relate to application of the main truth.

*Sample: Draw a picture of how you can be kind to someone in your family or
Draw the faces of the disciples when they saw Jesus walk on water.*

14. Echo Pantomime

The teacher or leader gives a series of short phrases (with movements to depict the words), one phrase at a time, with the students repeating the same phrase and motions.

*Sample: Leader -- Come follow me (extend arm, then motion hand towards yourself).
Students -- (Repeat above words and motions)
Leader -- I will make you (point to self on "I" and point to students when saying "you")
Students -- Repeat words and motions
Leader: Fishers of men (motion as if catching fish)
Students: Repeat words and motions*

15. Fill in the Blank

Write verses or sentences that review the lesson or main truth, but leave out some of the words. Have students try to fill in the blank from memory or from looking up verses that contain the answer.

Sample: My God shall _____ all your needs (Philippians 4:19)

16. Finish the Sentence

Begin a sentence that students are asked to complete according to their opinions and feelings:

*Sample: I am happy when _____.
I get angry when _____.*

17. Journaling

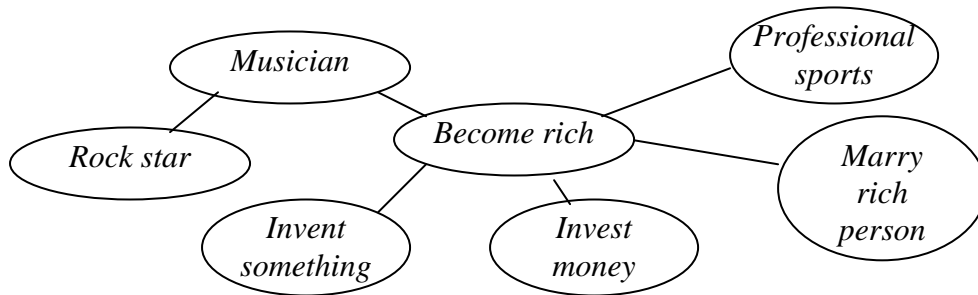
Have students make or use a journal where they can make daily entries for a specific period of time (week, month, quarter, or year). Give them something specific to include in their entries.

- *Major events of the day*
- *Their feelings or reactions to what happened in the day*
- *What they learned from their Bible reading*
- *How they tried to obey this week's main truth*

18. Mind or Concept Mapping

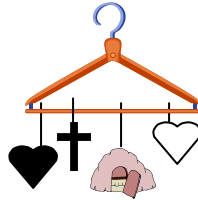
A mind map is a more visual web-like method of organizing and showing relationships between important words and concepts from the lesson. Begin with one key word and begin writing down other words of ideas and concepts that are associated with the first or any of the following words (one idea often leads to another). Circle each word shared and draw lines to show how the words/concepts are connected.

Sample (started with the idea "become rich"):



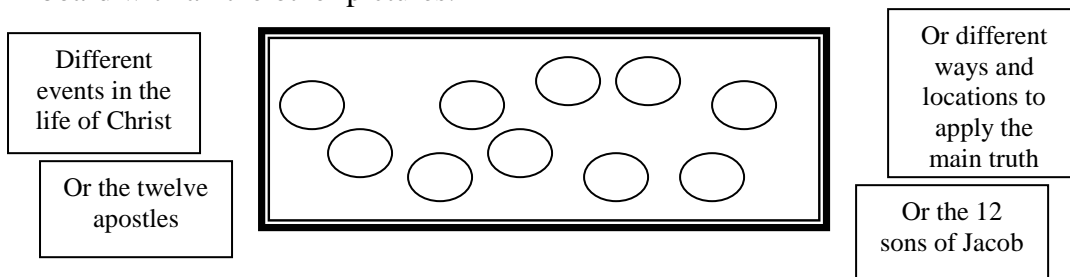
19. Mobile

Students color and cut out various symbols or pictures related to the story and hang them by a string from a clothes hanger or stick. Each child can take his own mobile home to hang up and remind him of truth taught.



20. Mosaic

Have each student draw a picture related to an event or character in the lesson or application. Let each cut out their picture and place it on a larger paper or bulletin board with all the other pictures.



21. Role Play

A role play is similar to a drama, except the characters have no script to follow. Each character behaves in the way he believes his character would in the story.

Sample: Select three students to role play how a Christian student may be pressured at school to cheat on an important history exam. Have the Christian refuse to yield to the peer pressure.

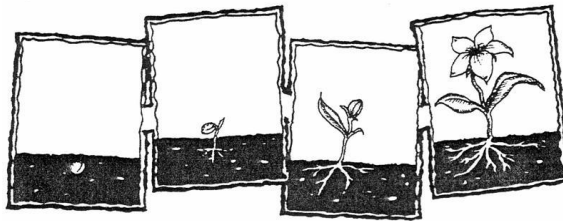
22. Research and Report

Assign a topic, character, or Bible passage for your students to research during the week. Give a worksheet to complete or explain the type of things you want them to find out about their assigned topic or person and help them know where they can discover the needed information (books, web sites, or people to ask). Have them bring their results the following week to share with the class.

Sample: Discover what you can about the Old Testament feast of the Passover. Consult a study Bible, Bible dictionary, concordance, or a commentary on the book of Exodus (see comments on chapter 12).

23. Sequencing Cards

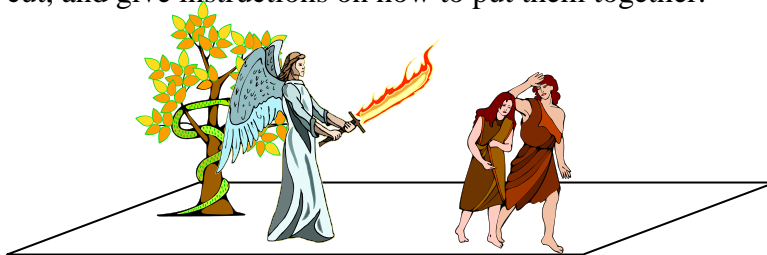
Provide or have students draw a set of cards (pictures for younger children; phrases for older students) that can be used to recreate a story in the order it took place.



*Sample: Pictures of soils from the parable
Four pictures related to Noah and the flood (Noah building the ark, Noah preaching to people, animals coming, and the ark in the rain)*

24. Stabile

Similar to the idea of a mobile, only now the pictures or drawings are fixed to a stationary paper or stand so they don't move. You must provide the initial pictures to color and cut, and give instructions on how to put them together.



25. Scripture Search

Include a list of questions and verse references that must be looked up in order for students to find and write down the answers.

Sample: What decision had Daniel made in his heart when he was taken captive to Babylon (see Daniel 1:8)? _____

26. T-Chart

This is a chart that is divided in half to look like the letter "T." Students are told to record a certain type of information on one side of the chart and a different kind of information on the other. Normally it helps students write down what they observed or heard during a segment of the lesson or explain an object, verses, or an audio-visual teaching method, and then describe the feelings this generated.

Sample:

<i>What I heard</i>	<i>How I felt</i>

27. True or False (agree or disagree)

Write the words true or false (or agree/disagree) in front of several statements concerning the lesson content or application to life situations. Have students circle their response to each statement. Make some of the statements as difficult as the developmental characteristics of that age group will allow (i.e., not all too easy).

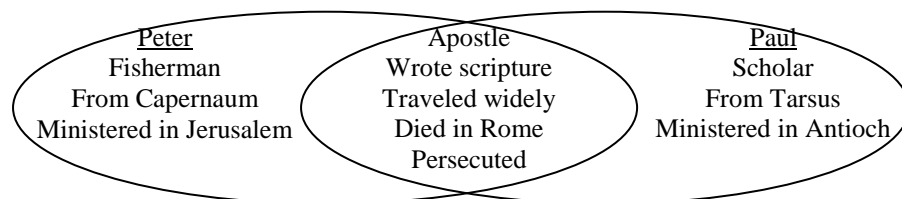
Sample:

<i>Agree</i>	<i>Disagree</i>	1. <i>Lying is a sin</i>
<i>Agree</i>	<i>Disagree</i>	2. <i>Lying can sometimes be justified</i>
<i>Agree</i>	<i>Disagree</i>	3. <i>It was alright for David to lie to the high priest to get the food he needed</i>

28. Venn Diagram

Venn diagrams are used to visually compare and contrast people, events, or concepts. A circle is used for each item to be compared (two or three items are ideal). The circles connect in a way that leaves some space unique to each circle and some space that overlaps and interconnects them. The differences or unique things to each item being compared are written in the space that is unique to that circle while the characteristics that are shared or similar between the items are recorded in the space that is overlapping and interconnected.

Sample:



29. What? So What? Now What? Chart

This is a chart that takes students logically through cause and effect sequences concerning the lesson. Students are asked to write answers to each of these questions on the chart. **What?** refers to the facts taught. **So what?** refers to an implication or principle that the incident illustrates. The **Now what?** helps students think through how that principle can be lived out in his life today.

Sample:

<i>What?</i>	<i>So What?</i>	<i>Now What?</i>
<i>Jews and Samaritans were enemies</i>	<i>For a Samaritan to stop and help an injured Jew was an unusual act of kindness</i>	<i>Jesus is telling me to show kindness even to those I may be prejudiced against or who mistreats me</i>

30. Word Search Puzzle

A word search puzzle is seemingly rows and columns of letters appearing to be in random order, but which actually contain several key words related to the lesson taught. The words can be spelled in any direction (going down, going up, right to left, left to right, or diagonally in either direction). Normally the list of words that are contained in the puzzle are listed so students know how many words to try and find.

Sample:

Love is . . .

All except one of the words of love hidden in this puzzle can be found in 1 Corinthians 13:4-8. Words can be found in any direction. Can you find them all?

Y	V	N	E	T	O	N	S	E	O	D	M
Z	N	O	T	R	U	D	E	A	I	W	T
A	I	E	F	H	X	C	Y	D	W	O	V
B	K	A	V	D	K	A	U	X	T	J	V
E	T	D	P	E	H	O	P	E	S	A	T
P	R	X	R	J	R	N	M	H	O	R	A
A	U	K	O	P	U	F	Y	X	U	E	O
G	T	V	T	A	I	Q	A	S	F	P	A
A	H	O	E	X	P	A	T	I	E	N	T
W	N	G	C	H	E	S	N	M	L	D	R
Y	O	Q	T	X	D	N	I	K	P	S	A
P	E	R	S	E	V	E	R	E	S	W	S

<i>Patient</i>	<i>Never fails</i>
<i>Kind</i>	<i>Agape</i>
<i>Trusts</i>	<i>Perseveres</i>
<i>Protects</i>	<i>Hopes</i>
<i>Not rude</i>	<i>Truth</i>
<i>Not proud</i>	<i>Does not envy</i>

Which word is the special word? What does it mean?