

Sunday School Teachers' Manual



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A. GENERAL PRINCIPLES

1. Investment for the Future

- We must take care of our children
- The fruit depends on our investment during the early years
- Education is the foundation of understanding
- Parents support is essential

2. Regular Attendance

- Regular attendance becomes a habit
- Gives children a sense of belonging to our community
- Develops identity as a blessed child
- Strengthens them against pressures of society
- Understanding of God's word is more complete

3. A Structured Programme

- Progression from group to group
- Content is developed step-by-step
- File system to record work
- Learning through stories

B. THE PURPOSE OF SUNDAY SCHOOL

1. To learn Heavenly Tradition (live for others, Sunday attendance, prayer, offering)
2. To provide regular education for Blessed children
3. To gain a general knowledge of God's word
4. To apply that knowledge in daily life
5. To support parents in the education of their children
6. To help Blessed children know their identity as sons and daughters of God
7. To develop their original minds
8. To develop friendships
9. To have a sense of belonging to our Unification community

C. REASONS TO TEACH SUNDAY SCHOOL

1. Develop a public attitude, which is essential for spiritual growth
2. Develop responsibility for others.
3. Develop your heart by taking care of younger brothers and sisters. You had the experience of going to Sunday School. This is a good way to give something back
4. To learn God's word
5. to be a channel for God's word
6. to learn how to teach

D. TEACHING MATERIAL

Group 1 - (3-5 years)

My Book of God - 90 lessons

Group 2 - (6-8 years)

The Old Testament - 34

The New Testament - 34

My Journey in Life - 35

Group 3 - (9-11 years)

True Parents' Lives & the Early Church - 41

Principle Workbook - 51

Group 4 - (12-14 years)

Developing a Life of Faith - 33+

Additional Material

The Principles of Creation Workbook

21 Virtues that Develop My Character - 40+ lessons

There is enough material here for over 300 lessons. Each group has at least 90 lessons, which would fill three years of work

E. SCHEDULE

- 1) 10.30 - Children start to come
- 2) Time to give donations
- 3) 11.00 - Begin by everyone doing a half-bow to Heavenly Father & True Parents. Teachers and children bow to each other, then the leader offers a prayer.
- 4) Songs
- 5) Register
- 6) Greet each other.
- 7) Short message to everyone
- 8) Games
- 9) 11.45 - Lesson begins
- 10) 12.30 - Snacks
- 11) 13.00 - Tidy up
- 12) 13.30 - Parents arrive

F. RULES

1. Come on time
2. Greet each other
3. Respect the teacher
4. Think of others
5. Take care of things
6. Do your best
7. Take responsibility

G. TEACHERS' RESPONSIBILITIES

1. **Prepare the lesson in good time**
2. **Take care of the Sunday school room.** You are responsible for setting up and putting away. Get the children to help. Give them specific jobs (cleaning, tidying up)
3. **Keep your position as teachers.** Be an example Don't switch off after teaching. Be alert. Keep a public attitude
4. **Support each other.** Share teaching experiences so you can learn from each other
5. **Communicate with Parents.** Greet parents when they come. Share what you have done.

H. HOW TO PREPARE THE LESSON

1. Pray

- * for God's guidance so you can be a channel for God's word
- * for the children to be open to receive God's word
- * for the unity of the teachers
- * that God's spirit can be present during Sunday School

This will help you to have the right attitude and it will be easier for God to work through you.

2. Study the material in advance

Read through the lesson carefully, so you are familiar with it. You need to have a clear picture in your mind of what you will do. Know the aim, know the content and have a plan how to teach. A well-prepared lesson will give you more confidence and God can more easily work through you. You need time to internalize the content. Preparation helps you to take ownership of the lesson. Make the lesson yours.

3. Communicate with Teachers

Share experiences of teaching so you can learn from each other

If there are two teachers discuss how you will share the teaching

If you can't teach on your day switch with someone else in good time

4. Check you have all the materials you need, before the lesson begins

5. Arrive early

I. A TYPICAL LESSON

- Aims of the lesson
- Materials Needed
- Key words
- Lesson Outline
 1. Introduction
 2. Story
 3. Questions about the story
 4. Discussion
 5. Activities - worksheet, art and craft, game, drama
 6. Review the aims
 7. Prayer

J. HOW TO TEACH THE LESSON

• **Create a Learning Environment**

1. Establish a clear standard of behaviour, so the children know what you expect.
 2. Learn Sunday school rules off by heart and repeat them often, so they are reinforced
 3. Parents should know the rules also, so they can support from home
 4. Have specific lessons teaching the correct standard of behaviour
 5. Learn “Five Things Ready” to get the children focused at the beginning of the lesson
- Hands together - Eyes on the teacher - Lips closed - Ears open - Have a positive attitude*

- **Focus on the aim of the lesson.** What do you want the children to learn? Keep this in mind throughout the lesson. Tell the children what you want them to learn. At the end of the lesson review the aim. Did you achieve your aim?

- **Have a clear structure** – a beginning, middle, end - an introduction, main body, and conclusion. The introduction can give background information, review the previous lesson, introduce the theme, or talk about the aim of the lesson. It is to focus the attention of the children at the beginning of the lesson.

- **Keep the lesson varied.** Talking, listening, discussing, doing. Involve the children. Ask questions to keep their focus. Don't always tell the answer. Draw it out of them. Lead them to the answer

Involve the children in the lesson. Ask questions, ask them to read etc.. Challenge the children.

Don't make it too easy. If someone loses concentration, ask them questions, get them to read etc.

- **Relate the lesson to children's lives.** Ask them what they would do if they were that character in the story. Example. Joseph and his jealous brothers. Do you get jealous when someone gets all the attention or receives lots of gifts? How do you solve the problem?
- **Repetition.** Don't assume children will understand if you teach something only once. Repetition reminds and reinforces what you want the children to learn. Saying a word twice, asking children to repeat a word and repeating the lesson aims are different ways to do this.
- **Have a sense of humour.** Doing or saying something funny creates a joyful atmosphere. When children laugh they feel happy in their hearts. Of course, you should not just keep making jokes. It might not be appropriate at all. But when it is appropriate it can add to the enjoyment of the lesson. When a teacher has a sense of humour, children's hearts are more open to receive the message.
- **Be enthusiastic.** If you teach with enthusiasm the children will feel this and be more interested. Put your heart into the lesson. The more it comes from you, rather than saying what you are supposed to say, the more alive the lesson will be. If you prepare a few days before, there is time to internalize the content. Internalizing the content makes it easier to speak from your heart.
- **Check their work.** Show interest in what they have done. Don't accept any standard. Encourage them to do their best. Praise their achievements

The lesson plan is a guide, which gives detailed instructions. An inexperienced teacher would benefit from such detail. A more experienced teacher would adapt it more freely.

K. GAMES

1. Gymnastics

One piece of lively music is played while the leader does some actions. Everyone follows the leader until the music stops.

2. Freeze

As the music plays, everyone moves to the music. When the music stops, everyone freezes. Anyone who is moving is out of the game. This can be varied by adding extra things. For example, when the music stops clap hands, or stamp your feet. It can also be played in pairs or groups; when the music stops the whole group must stop.

3. Follow the Leader

Everyone sits in a circle. One person leaves the room. One person is chosen as the leader, who begins some action, such as clapping hands or nodding the head. Everyone in the circle copies the leader, without making it obvious who the leader is. The person outside the room returns, stands in the middle of the circle. They have three chances to guess who the leader is. After this the leader leaves the room and another leader is chosen. So the game continues.

4. The Name Game

Everyone sits in a circle. One person (A) stands in the middle holding a rolled-up newspaper (or a plastic bag, which is less lethal). One person in the circle (B) starts the game by standing up and calling someone's name (C). (A) must quickly strike (C) on the shoulder, before (C) calls another name (D). If (A) succeeds he changes places with (C) and the game continues. If (A) fails, he must strike (D). (A) can only change places when he succeeds.

5. Catch the Balloon

A handy name game involving balloons. Participants stand in a circle. Toss a balloon in the air and call someone's name. That person must catch the balloon before it touches the ground. If the person succeeds he/she then tosses the balloon up and calls the next name.

6. Man the Ship

Everyone stands in a line facing the leader. If space is short, they can line up in pairs, holding hands. When the leader calls "Man the Ship" everyone must stand in line in the middle facing the leader. When he calls "Man the Port" everyone moves to the left side. When he says "Man the Starboard" everyone moves to the right side. If someone goes the wrong way they are out. The game continues until there is only one person left, the winner. The game can be made more challenging by adding extra commands. On "Man the Lighthouse" everyone raises both hands. On "man the lifeboat" everyone crouch down.

7. Fruitcake

Everyone sits in a circle. Each person is given the name of a fruit, either a pear, orange or apple. One person, the leader, stands in the middle. He calls the name of one fruit, for example apple. Everyone who is an apple must move to another seat. While this is happening the person in the middle tries to sit in an empty seat. The person without a seat now becomes the new leader and the game continues. If the leader says "fruitcake" everyone must change seat. And the game continues.

8. Simon Says

Choose one person to be the leader. He is Simon. He orders all sorts of different things to be done, the funnier the better, which must be obeyed only when the order begins with "Simon says". For instance, "Simon says: 'Thumbs up!'" which, of course, all obey; then perhaps comes: "Thumbs down!" which should not be obeyed, because the order did not begin with "Simon says". When someone follows an order that does not begin with "Simon says", he or she is out of the game.

9. I Like

Begin with each person saying their name and what they like. Each person adds to what was said before. When everyone has said what they like, they add a second thing. Keep going for as long as necessary.

My name is Peter and I like football,

This is Peter. He likes football. My name is Susan and I like tennis.

This is Peter and he likes football. This is Susan and she likes tennis. My name is Andy and I like basketball

10. Fortunately, Unfortunately

This game looks for both the good and bad in each situation. Sit in a circle.

A begins with a sentence (e.g., One day Little Johnny walked to the local shoe shop).

B tells of something unfortunate that happens (e.g., Unfortunately, Little Johnny was hit by a car.)

C contributes a fortunate event (e.g., Fortunately, the car was made entirely of marshmallows).

D contributes an unfortunate event (e.g., Unfortunately, Johnny was allergic to marshmallows.)

E contributes a fortunate event (e.g., Fortunately, Johnny didn't eat any of the car.),

The process is repeated, but make sure you end with a fortunate event