

HOW TO GET THE MOST FROM THESE LESSONS

Danger of a Teacher's Manual

A teacher's manual can be dangerous, if it is not used properly. The danger is when the teacher's manual replaces the Bible as the most used textbook in preparing a Bible lesson. Many teachers may not even be aware of this danger, but it is a threat in churches that provide lesson manuals for its teachers. The fact that churches and teachers are not aware of this danger makes it even more dangerous. This danger can be observed whenever the teacher prepares his lesson with the wrong text in hand. Watch out for these danger signals in your lesson preparation:

1. Do you usually read your teacher's manual first, then the Bible if there is time?
2. Do you use the Bible to read scattered Bible references mentioned in the manual rather than read the whole lesson from the Bible?
3. Do you study your manual more than your Bible to get your lesson prepared?

Whenever you do any of the above things, it is wrong, and it must grieve the Spirit of God. It is wrong for several reasons. First, the **wrong textbook** is studied most. Whenever the manual is studied more than the Bible, the teacher has substituted the imperfect for the perfect.

No matter how good the manual is, it is imperfect. Untrue statements can be slipped into the manual by mistake by good men, or on purpose by evil men, where they will go undetected, if the Bible is neglected. Only the Bible is perfect. It must remain the chief textbook of the Bible teacher.

Second, the **wrong author** is honored. The human author of the manual is honored above the divine author of the Holy Bible. Our actions speak louder than words. What do you want your actions to say?

Third, if the wrong textbook is studied and the wrong author is honored, then the **wrong lesson** will be taught. It may be 5% wrong, or 90% wrong, but it will be wrong, because the main source of the lesson was wrong.

A teacher will teach that which he has studied. Woe unto the church that has teachers which refuse or neglect to study the Bible first and most in preparing their lessons. There is no way to protect that church from the subtle attacks of Satan. Therefore, the warning is given so that churches and teachers might beware of this danger, a real danger that has corrupted and destroyed tens of thousands of churches. If this warning is heeded, teachers will determine to keep the Bible first and foremost in their preparations and this will be reflected in their teaching.

Value of a Teacher's Manual

What then is the value of the teacher's manual? There is at least a four-fold value. **First**, it is to help the teacher organize the lesson. This manual will suggest the KEY — HE — SEE — WE — BE plan, which was developed for BIBLE LIGHT lessons. This plan for lesson organization will be explained later.

Second, it is to bring to the teacher's attention certain Bible facts that might be overlooked. The teacher does not need to use all of these facts, or any of these facts, but they are merely presented for his consideration. The teacher may have discovered other facts through independent study of the Bible which

are more useful in meeting the needs of his class than the ones in the manual. Then by all means use those Bible facts.

Third, it is to give the teacher some ideas as to how the lesson might be applied. Application of God's Word to the students' hearts is one of the most important aspects of a teacher's task, and yet it is one of the most neglected. Somehow, teachers feel that their task is completed when their students know the Bible facts and can recite them accurately. However, this is only one third of their task. Applying the Word of God to their lives, so that they can see what God wants them to do, is another third of their teaching task. These lessons will suggest to the teacher some ways that his students might act upon the Word as taught in a particular lesson. Students must be challenged to act upon God's Word. Give them an chance to make a decision at the end of the class from time to time as the Spirit leads.

A final third of the teachers' task is to keep in contact with the students that have made decisions to encourage them to follow through with the decisions that they made in class. The Great Commission of Jesus Christ says that older believers are to teach young believers to observe all things that He has commanded them (Mt 28:20). The words, **to observe**, mean more than to look at or to notice. These words mean to guard with one's life. Young believers are to guard God's Word by putting it into their lives. So teachers are to challenge their students to do the same.

In summary, the manual is to help the teacher get organized and to meet the three-fold task of every teacher: 1) to help the students **to know** certain Bible facts; 2) to show these students how **to apply** these facts to their lives; and 3) to challenge them **to practice** these truths from God's Word every day of their lives.

Read the Bible, First and Most

Read the Bible to put fire into your teaching. To get fired up spiritually, one must go to the Bible. Even though you may not understand everything you read, what you do understand will have special meaning to you. This is of utmost importance to the teacher. When God speaks to your heart from His Word, you will be compelled to teach that truth, and you will teach it with greater enthusiasm as it gets a greater hold of your life.

Read the Bible first to give more authority to your teaching. The greatest authority of all is God, and when you quote God's Word, you are supporting your lessons with the greatest authority in the universe. Therefore, read the Bible first. Get first-hand authority from God, Himself. If you read this manual first, or some commentary, you are reading second-hand authorities. It is best that God impresses you with His truth first, because first impressions are often lasting impressions, and lasting impressions should be based upon the strongest authority.

Read the Bible most to get deeper insight from God for your teaching. Someone has said, "The Bible sheds a lot of light on commentaries." There is a place for commentaries and for teacher's manuals, but they are not to take the place of the Bible for deep, serious study. A thorough study of the teacher's manual and a quick scan of God's Word is unfair to God, unfair to your students and unfair to yourself. Read the Bible most for these five reasons: 1) to get the general idea of the passage; 2) to fix truths in your mind when you get some insights from the comments made in this manual or in the commentaries; 3) to correct or reject ideas and thoughts gathered from these human writers not in harmony with God's Word; 4) to discover specific applications of God's Word for your life and for those students in your class; and 5) to saturate your mind and soul with God's Word so that it will flow from your heart like a fountain of living water.

Explanation of the KEY — HE — SEE — WE — BE Lesson Plan

This plan for organizing a lesson was designed especially for teachers using the BIBLE LIGHT Sunday School Lessons. The meaning of the words, KEY - HE - SEE - WE - BE, and the purpose for using them, is as follows:

KEY stands for attention. Gaining the student's attention is the **KEY** to successful teaching. The teacher may as well teach an empty classroom as to teach an inattentive class of students. Before he can teach the Bible he must attract the attention of the students and secure their interest. He must begin where the students are thinking as they come into his classroom and skillfully lead them to the Bible lesson. Ideas for doing this are given in each lesson.

HE stands for authority. God's authority is found in His Word. **HE** has given us principles in His Word that we need to practice. A teacher must determine which of God's principles needs to be emphasized in each lesson. A suggestion is given in each lesson and is always related to the memory verse which the students are to learn. By this means a student can carry the principle of the lesson in his heart by memorizing the verse that goes with the lesson.

SEE stands for apperception. Apperception is the student's grasp of the lesson. The first task of the teacher is to help the student **SEE** the main Biblical principle of the lesson. This manual may suggest many Biblical principles in each lesson, but one is the main principle. However, the teacher should not feel bound to teach any of these principles. He or she may find better ones in studying the Bible that are more suitable to the needs of the class. Nevertheless, one main principle should be taught from the Bible in each lesson until it is caught by the students.

WE stands for application. The second task of the teacher is to apply the lesson to the lives of the students. A student should be able to tell others, "This is how the lesson applies to me." The teacher must know the students well enough so he or she can make the Bible come alive to them. This manual will suggest many different applications of God's Word to the student's life in each lesson, but the teacher must select those that fit his class' needs best.

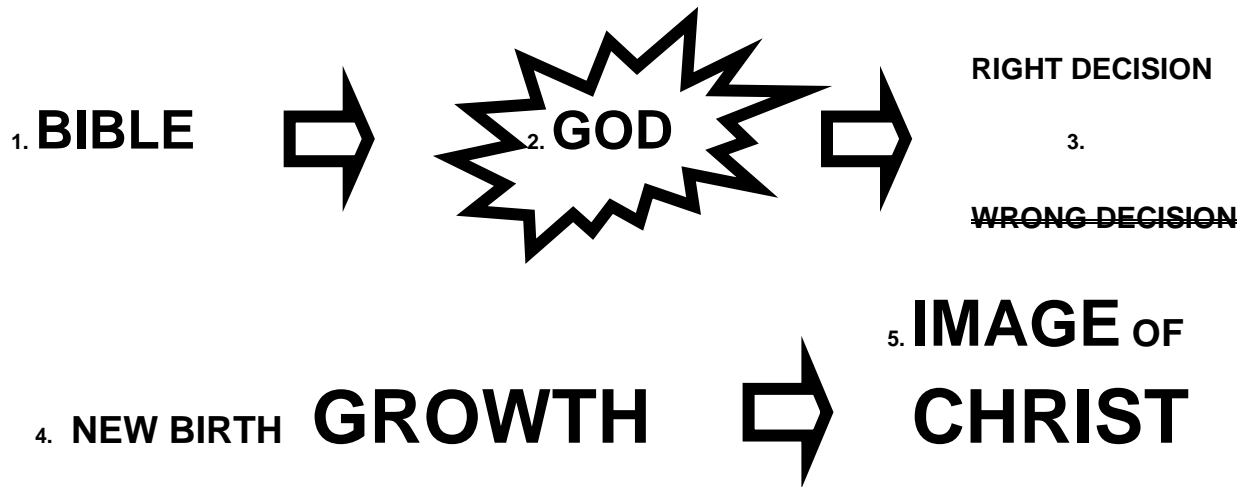
BE stands for action. The third task of the teacher is to lead the student to **BE** like Christ, and this task is the most important of all. This is done by helping the students make decisions based on Bible truths taught in the lessons. The first decision that students need to make is to receive Christ for salvation. Then other decisions must be made for growth in Christ's likeness. This manual will give suggestions at the end each lesson on challenging students to make a decision. When decisions are made, the teacher needs to have a follow-up plan to help the students keep those decisions.

Explanation of the SEE and WE Organization in the Lesson

It will be noticed that the-SEE and WE parts of the lesson are combined.

The SEE part, which deals with Bible facts to know, is given first. It is not identified, but the WE part that follows each Bible fact is identified as "WE," so there should be no confusion.

The Teacher's Task Diagrammed



1. Teach Bible facts with personal meaning for the student.
2. Introduce the claims of God on his life.
3. Lead him to a right decision and avoid a wrong decision.
4. Challenge him to be born again/saved and to grow in Christ's likeness.
5. Look for Christ's likeness in his life.

How to Prepare a Lesson

As you begin your lesson preparation, we suggest you follow this procedure for good results:

1. Read the lesson from the Bible and make notes that were a blessing to you. Always teach from a full heart.
2. Read the lesson from the Bible again and make notes that you believe will be helpful for your class. Some of the notes will be the same as those that blessed you, but remember, your class may have different needs than you, depending on their physical and spiritual maturity.
3. Now you are ready to read the teacher's manual and other commentaries to gather other facts and applications for your lesson. However, do not feel compelled to use any of the material gathered outside of the Bible. Use them only if they help you to teach God's Word more effectively.
4. Read the Bible again, one to five times, and let its message fill your heart and mind. Think through the applications as you read the Bible.

Now you are ready to teach without notes or with very little need for them. The less you depend on notes, the better your eye contact with the students will be. It will also give you a greater sense of freedom and you will be more natural in your teaching.

Elementary teachers will usually use the story method to present the lesson. Learn how to tell stories well, and make your applications as you tell the story. Sprinkle in a few questions for student participation before you begin the story and at the end of the story for best results. Build the story toward the climax of the lesson, that is, the main application of the story and use questions after the story to get the point of the lesson home to the hearts of your students.

An Explanation Regarding These Lessons

These lessons are designed for grades 1-6, which usually goes from ages 6-11. Teachers are expected to adapt the lesson to the age level of the classes they are teaching. Lessons are provided for the teachers and lessons are provided for the children. The children's lessons have been created to be fun for the children to complete. They can be handed out during the class as a part of the teaching or after the class as a means to review the lesson. The worksheets are to be printed so that grades 1-3 are on one side of a 8½ X 11 sheet of paper and grades 4-6 are printed on the other side. This allows older children, who are less gifted to do the easier lesson and the younger children, who are more gifted, to work both sides of the worksheet.

There are enough lessons for four years of teaching. When an order is requested, an electronic package of lessons for one year will be sent by internet. It will be the responsibility of the church or teacher to print the teacher's lessons and children's lessons. A package for one year will include 49 regular Bible lessons and 3 special lessons. The special lesson will include a Commencement lesson, a Resurrection (Easter) lesson and a Christmas lesson. The Commencement lesson is the first lesson that a teacher will teach when he or she receives a new class. It is a salvation lesson to give the teacher an opportunity to give the gospel to the students that are new to him or her. Special lessons for Resurrection Sunday and Christmas are provided in the package so they can be used whenever the teachers will need them for these holidays.

The last of the four electronic packages will complete the stories of the Bible in Acts before the fourth year is completed. In order to complete the fourth year, 19 lessons on Bible doctrines are added to the stories of the Bible. These doctrine lessons are simplified for children and are made interesting with a story that fits the doctrine being taught.

Bible Light Lessons Are Without Charge

These lessons are free to anyone that will use them to teach God's Word. The only cost you will incur is the cost of paper and ink used in printing copies for your students.

We are strong believers in the local church, but we do not represent any organization or denomination.

We write the lessons with the desire to help believers teach children the Bible. We want to do it as inexpensively as possible and yet do it so that it pleases God. Let us know, if you find an error in composition or in formatting and we will correct it.

We do not ask for contributions for using these materials, nor do we want you to feel obligated to make a contribution. But any contributions we receive will be used to defray our minimal cost of operation.

Our Objective

We want children to have an opportunity to know how to be saved from their sins and how to grow as believers. We want children to know God's will for their lives as early as possible. We hope these lessons will help teachers do that for the children that they teach.

Special Recognition

Special recognition needs to be given to my wife, Jo Peterson, for typing into the computer 208 of the original teachers' lessons that I wrote years ago. She also revised 416 students' lessons. This work would not be available on the internet without her dedicated and determined work for the Lord. Thanks also is given to Terry McLeish for the skillful art work that she did for most of the children's lessons. Also, Paul Peterson was very helpful in getting these lessons on the internet.

Questions????

If you have questions regarding the lessons, please contact Roger Peterson or whoever is available at the sites mentioned at the bottom of the page.