



CONNECTING THE HANDICAPPED WITH GOD

Manual 3 – Evangelism and Biblical Teaching



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I. CHILD EVANGELISM

A. BREAKING DOWN BARRIERS TO BRING HANDICAPPED PEOPLE TO CHRIST

How can we break the barriers? (Mark 2:1-12)

- Following Christ's example (vs. 1-2)
Even though Jesus was tired, he did not reject the multitudes that sought him. He did not allow his weariness or lack of time to stop him from sharing the salvation message with the needy. Jesus made evangelism and discipleship a way of life; he was a full-time worker, just as we should be, full-time Christians. Jesus clearly knew the reason for his life on earth. Mark 1:35-38
- Seeking alternatives (vs. 3-5)
With willpower and resolution to overcome obstacles, the four men climbed up on the roof and lowered their paralytic friend in front of Jesus. The anguish of some needy souls is such that it requires the faith of believing friends to bring them to Christ. Jesus, seeing the faith of the friends, said to the paralytic: "Your sins are forgiven". For Jesus, the main issue was taken care of; the spiritual disability had been removed.
- Overcoming the enemy (vs. 6-12)
When we are working for the Lord, there is always opposition. Jesus had to overcome the thoughts of the scribes. Even though there may be criticism, discouragement, or lack of support, we are not alone. We have the overcomer of overcomers as our guide in our walk.

B. THE IMPORTANCE OF THE TEACHER

1. Their identity

- It is someone who, through the process of learning and teaching the word of God, God produces changes in his/her life.
- It is someone who guides in the discovery of the truth, winning each student to Christ.
- It is someone who helps others to learn, guiding each student in the study of the Bible.
- It is someone who helps bring life change, not just passing on knowledge.

2. Their importance

- Their influence, i.e. words, actions and personality (Philippians 4:9). The teacher is being formed through their experience with God.

3. Their calling

- The teacher should pray and ask God to show him/her His will.
- The teacher's confidence should rest solely in the Lord, not in his/her abilities, preparation, etc.
- The Lord is looking for people who have a willingness to serve Him (2 Timothy 2:2).

4. Their task

- To pray that God gives them wisdom as they prepare for the class and to pray for their students.
- To study the material (Bible lesson, verses, song, etc.) ahead of time.
- To first apply the teaching to their own life, giving an example of how God's Word transforms.
- To teach, that is to share, the planned lesson (Ezra 7:10).
- To teach the Word of God in such a way that each student recognizes their need for Christ, learns to live a life of holiness by faith, knows how to apply the promises of God, and prepared to serve Him (Colossians 1:28).

The biggest mission that God gives to us as his children is to place his Word in our hands and to call us “Teachers”.

C. CHARACTERISTICS OF AN EVANGELISTIC TEACHER

1. Must trust in Jesus as Lord and Savior.

A Bible teacher should be able to remember how their life was before accepting Christ, how and when they accepted Christ, what Christ has meant in their life since they accepted him, and what Christ means in their life now.

2. Must follow Christ’s example.

The Christian teacher’s way of life should be a model of Christ-likeness. The lost have a preconceived idea of how Christians should live. Personal integrity is a vital factor in evangelism.

3. Must know and understand the people they will be teaching.

Having this knowledge means the teacher can help the students to apply Biblical truths in appropriate ways. It is necessary to make home visits, as well as to have fellowship and participate in other activities that allow the teacher to get to know the student, their family and their circle of friends.

4. Must know the biblical plan of salvation and be able to explain it.

It is important to be aware that the student is lost without Christ; we must be capable of guiding them on the correct road.

Presenting the salvation message.

- *Who is God* – He is love
- *The problem* – Sin
- *The solution / way* - The person and work of Christ
- *The provision / invitation* – Receive Christ

II. TEACHING METHOD - VISUALIZATION

1. Purpose of Visual Aids

- a. To give clarity to the ideas and words that one wishes to teach
- b. To highlight important points
- c. To awaken and maintain the students’ interest
- d. To fix the word of God in the students’ minds
- e. To accelerate learning, permitting the students to learn more effectively

It has been academically proven that we remember:

- 10% of what we hear
- 50% of what we see
- 80% of what we say
- 90% of what we do.

2. Types of Visual Aids

- a. Magazine pictures
- b. Felt figures for the flannel board
- c. Pictures, paintings
- d. Flash cards
- e. Puppets or dolls

- f. Chalkboard or whiteboard
- g. Flannel board
- h. Transparencies, movies
- i. Objects from daily life (fruits, flowers, etc.)

3. Practical Uses in the Classroom

- a. To teach a passage
- b. To present the lessons
- c. To teach songs
- d. For special moments
 - Prayer
 - Offering
 - Competitions

4. Preparation of the visual aids

Requirements

- a. Related to the theme
- b. That they illustrate truth, not for decoration
- c. Appropriate for the age group and their experience
- d. Appropriate for the size of the group

How visual aids should look

- a. Clean
- b. With good taste and good distribution on the page
- c. Simple and clear
- d. Easily understood figures
- e. Few letters
- f. interesting, attractive

Order

- a. Complete phrases
- b. Avoid shortened words and abbreviations
- c. Avoid vertical and slanted writing
- d. Avoid phrases with an incomplete idea

Planning with diagram

- a. Make the size small
- b. Use pencil on poster board or materials you available to you

Materials

- a. Collect and save useful materials and illustrations
- b. Have on hand the items you will need
 - 1. Markers
 - 2. Scissors
 - 3. Ruler, etc.

5. Our Attitude towards Visual Aids

- a. Be convinced that they help to teach.
- b. Prepare them ahead of time, so they will cover the theme you are teaching.
- c. Take the time to prepare them well, keeping in mind their importance as an instructive resource; you should use a variety of visual aids with different and attractive designs.

- d. Look for variety but do not allow it to become a burden; it is preferable that you use what is necessary to provide clarity to the teaching.
- e. Do not depend on or be bound by visual aids; you may determine at what point in the class it is most effective for using them.
- f. Remember that they are a means and not an end; our confidence to teach comes from God, not from the visual aids we are using.

III. STEPS FOR LESSON PREPARATION

- A. Study the Bible text in depth, in advance, and with prayer.
- B. Plan the lesson in relationship to the students, keeping in mind their age, interest and ability.
- C. Gather or prepare the visual aids.
- D. Decide on the lesson plan
 1. How to begin
 2. How to explain it
 3. Where to place the visual aids
 4. How to end
- E. Rehearse
 1. In front of a mirror
 2. How to place the figures
 3. Recording

1. Specific Preparation of the Lesson (Study of the Biblical text)

Read the Bible text several times to understand well who the characters are, When the events take place? Where? How? and Why? As you read consider the following: What does this lesson teach about God and what is God teaching me?

- a. Initial reading – Make a list of the characters, then compare it with other portions of scripture; understand well who each character is.
- b. Second reading – Make a list of the places in which the events take place; then with the help of maps or dictionaries, understand well the setting for the events.
- c. Third reading – Make notes about the time: Old or New Testament? Before or after the Lord's death and resurrection? etc. Find a point of reference.
- d. Fourth reading – Take note of the development of the events or else look at each of the characters to see what they do or say, why they act the way they do, etc.

2. Steps for Developing the Teaching of the Bible Lesson

The preparation of the class

- a. Clearly present the narration
 - Review the evangelism truths in order to focus attention on them without memorizing them word for word.
 - Focus attention on the use of the Bible and the visual aids.
 - Practice the applications you will give.

- Never read the story to the children.
- b. Principles of the narration
 - Bring the narration to life.
 - Use gestures, your voice and facial expressions.
 - Use suspense until you reach the climax.
 - Use appropriate language.
 - c. General principles of preparation
 - Study the lesson in depth from the Bible and the lesson book/manual.
 - Study in a predetermined place and hour, allowing sufficient time.
 - Study with prayer.
 - Rehearse the story in front of an imaginary group.
 - d. Highlight the spiritual requisites
 - Be well prepared before God.
 - Cover the class in prayer.
 - Depend on the work of the Holy Spirit.
 - Be a clean instrument.

IV. TEACHING TO PRAY

1. Introduce the subject of prayer.
 - What is prayer? (Talking to God). (Jeremiah 33:3)
 - What can we say to God? (Nehemiah 1:5-11)
 - a. Praise Him for who he is
 - b. Give Thanks for what he does
 - c. Ask for forgiveness for our sins
 - d. Pray for the needs of others
 - e. Pray for my requests
 - Explain the position in which we pray.
Close your eyes, bow your head and fold your hands together (so you will not to be distracted or tempted to play, and then you will be able to concentrate on prayer).
There is active participation of students.
2. Leading prayer
 - Brief, with short phrases
 - Use understandable language
 - When leading, be sure to include yourself in the prayer
 - Always stay within the experience of the students

V. TEACHING SCRIPTURE MEMORIZATION

It is important for students to memorize scripture. Having scriptures engraved in their minds can change their lives, but the passage must have a life application.

1. Teaching scripture memorization consists of:
 - Presentation: along with visual aids, read the verse from the Bible. Specify where the scripture is found (i.e. Mark 25:2)
 - Explanation: Clarify the difficult words or concepts so the students understand.
 - Application: Explain how the verse relates to the life of your student.

- Repetition: Use a variety of methods to repeat the verse.
- Review: Consistently review week after week and monthly using visual aids.

2. A Review Contest/Competition will help reaffirm the Scriptures

The teacher should:

- Be Flexible
- Be Enthusiastic
- Use visual aids

VI. TEACHING A SONG

Teaching songs in class that edify the students leaves the application, as well as the message of each song along with its melody, in the mind and life of each student. (Psalms 47:6, 7)

1. The purpose of using songs in these classes (Ephesians 5:19).

- To teach spiritual truths.
- To provide happy moments.
- To achieve active participation from the students.

2. Types of songs that are used

- Evangelistic; testimonial; strengthening; exalting God.
- Simple, understandable words.
- Tunes that are easy to learn and remember.

3. Teaching a song

- Presentation: read the song and use a visual aid.
- Explain the words and concepts.
- Apply it to the students' lives.
- Repetition: sing it together two or three times.
- Review.

4. Leading singing

- Know the words and melody.
- Lead with enthusiasm and happiness without yelling.
- Review the songs that have already been learned.

VII. EXPLANATION OF TEACHING MATERIALS

A. TOPICS TO TEACH IN THE PROGRAM

It is important to remember that the comprehension level of special needs students is variable; much depends on the handicap and its severity. It is appropriate to have a welcome time during the first class in order to meet the students. In the next class, you should develop the creation story with the purpose of each student realizing that God made everything that exists, and God made him or her.

The lesson plan is as follows:

First month. Chapter I. "The Creation"

- Get to know and understand the students who attend.
- God made the Heavens, the day, the night, the land and the sea.
- God made the plants and the trees.
- God made the sun, the moon and the stars.
- God made the animals.

- God made man.
- Review the lessons.

Second month. Chapters II and III. “Man in the Garden of Eden” and “Sin”

- Man in the Garden of Eden.
- The sin of man.
- Review chapters II and III

Third month. Chapter IV. “The life and death of Jesus”

- The life of Jesus.
- The death of Jesus.
- Jesus came back to life.
- Jesus wants to live in you.
- Timothy grows.
- Jesus wants you to grow.

Fourth month. Chapter V. “Salvation”

- Salvation
- What is not in heaven
- What is in heaven.
- Review lessons

B. PLANNING THE CLASS

Another aspect to take into consideration is planning the class schedule. The class schedule has been set up in the following way:

Interest center	10 minutes
Attendance and Welcome	5 minutes
Worship	10 minutes
Bible Lesson and Memory Verse	20 minutes
Activity	10 minutes
Snack	10 minutes
Craft	15 minutes
Lesson review	10 minutes
Offering and prayer	5 minutes
Closing	

In order to carry out the class program, each teacher is assigned to an activity so that all are participating. The activity is assigned for a one month period and then the activities are rotated amongst the teachers. This will ensure that all the teachers are prepared to carry out any of the program activities.

VIII. SOME RECOMMENDATIONS AND DEFINITIONS

1. Punctuality

It is of utmost importance that the teachers arrive at least 15 minutes before starting time. This will help them have everything ready before the students arrive, thereby avoiding problems in the development of the program.

For your students, it is important to be greeted by their teacher. This gives security to the student and builds trust from the parent knowing that the teachers who will be caring for their child is already in the classroom. **Punctuality is an absolute must for the teacher.**

2. Team meeting

In order to develop this Ministry in the best possible way, it is good to have weekly team meetings to answer questions, resolve problems, cover needs, plan classes, etc.

3. Identification

The teachers and students should wear name tags. Name tags are necessary to know the names of each student as well as those of the teachers. It is a way of introduction and it will help the parents to identify by name the people caring for their child.

4. Songs and Bible verse with good visual aids.

Concerning worship and memorization time, you should have the material well visualized, preferably plastic coated to improve durability and to prevent it from getting dirty, wet, torn, etc.

Before leading worship and memorization, you need to give a clear explanation of how it relates to the students' lives so that it can be meaningful for them.

5. Take home lesson review sheet.

It is very helpful for the child to take home either a lesson review sheet or the Bible verse for the purpose of daily review of what they learned. This will reinforce the Bible lesson or verse and will encourage relationship with the parents.

6. Attendance incentives.

With the goal of stimulating student attendance, it is recommended to have a monthly attendance incentive. It should be attractive and motivating so the student is encouraged to be in his or her class every Sunday.

7. Interest center

To set up the interest center, a physical space within the classroom should be designated where students are given the opportunity to participate in various activities that interest them. In order to carry out the activities, it is necessary to have in the classroom some tables and chairs or mats of an appropriate size for the students and that will be adequate for the activities. For these activities, you should have available educational games (building blocks, puzzles, Legos, balls, memory games, etc.), molding clay, books (with thick pages, big pictures, strong colors, etc.), music, big letter Bible, illustrated Bibles, etc.

The games should be made of plastic and not wood to avoid accidents (remember that some of the students have involuntary movements and can hurt themselves or others). The pieces should be large, making it easy to hold onto them.

8. Personal information sheet

In order to complete the personal information sheet, it is recommended that the teacher who is responsible for the student make an appointment with the parent to interview them and complete the needed information. From the questions and parental participation you can get to know the new student and the parent. In addition, you can understand the child's condition, how he or she is treated at home, what skills have been developed, etc. This will help to better understand the student and to know how to work more effectively with them.

IX. SUGGESTIONS FOR TEACHERS OF SPECIAL NEEDS STUDENTS

1. Show a positive approach, using a kind firmness.
2. You should always be happy and smiling. Even though you may have big personal problems, you must set them aside when you are with the students. The problems of your students and their families are so many that they need to have someone who will listen.
3. Always present the lesson, songs, verses, etc. with excitement.
4. Use a variety of teaching methods, such as flannel board, drama, puppets, student acting, etc. Each method should be effectively used to help the students understand the lesson and its life application.
5. Your creativity and originality will be of great value. With them, you can supplement many of the lessons using interesting objects and concrete illustrations to which the students can relate.
6. Bring things that your students can touch, look at, smell, taste or hear. Remember that the value of a multi-sensory approach is of great importance!
7. Use simple words so your students will comprehend and understand.
8. Carefully pronounce each word because the students do not comprehend as quickly as we do and in some cases they do not listen well.
9. Be aware of difficult words in the story, songs, verses, etc. It is recommended that you explain the words the children may not understand. It is important to use illustrations, drawings or play-acting so the student comprehends the idea. Repeat the explanation when necessary and ask them questions to find out if they understood and remember.
10. Students learn by means of repetition so repeat, repeat, repeat! Never tire of repeating!

APENDIX

List of Materials for Visual Aids

Materials and Quantities

1 Liquid Glue
1 large glue stick
1 Scissors
1 box cutter/knife
1 box of 12 markers
1 box of crayons
1 box of finger paints
1 box of colored pencils
1 pencil
1 ruler
1 Package of glitter of each color: blue and silver
1 skein of yellow yarn
1 skein of brown yarn
10 popsicle sticks/tongue depressors
2 sticks of 12 inches (ruler size)
1 yard of flannel
1 Yard of pellon (interfacing)
2 hinges
2 Pieces of particle board, OSB board or similar 40x60 cm. each
3 Sheets of poster board
1 sheet of green crepe paper
1 sheet of glossy paper in the following colors: brown, blue, light blue, black, white and red
1 sheet of tissue paper in the following colors: green, orange and yellow
3 sheets of construction paper in: yellow, red, blue and green
2 sheets of construction paper in: purple, brown and white
1 sheet of construction paper in: orange
4 disposable styrofoam cups
silk flowers

Recyclable Materials

5 Thick cardboard 30x20cm. each
4 toilet paper center rolls
4 empty thread spools
2 empty paper towel cardboard centers
2 empty clean 1 liter milk cartons
Crushed eggshells
Fabric scraps
Sawdust
Sand

PERSONAL INFORMATION SHEET

Full name: _____.

What name does he/she understand: _____.

Address: _____.

Telephone: _____. Age: _____. Date of birth: _____.

Parents' names: _____.

Parents' address: _____.

Parents' cell numbers: _____.

Is the father a believer? _____. Which church? _____.

Is the mother a believer? _____. Which church? _____.

Father's work: _____. Where? _____.

Mother's work: _____. Where? _____.

Where are the parents while the student is in class? _____.

Brothers? _____. Names and ages: _____.

Sisters? _____. Names and ages: _____.

Does the student attend any school? _____. If so, which one? _____.

A day care? _____. ¿Sheltered Workshop? _____. Other: _____.

Which one and where? _____.

Is there any physical problem? _____. Describe it: _____.

Is there a problem with any medication? _____. Which one? _____.

Does the student regularly take any medication? _____. Which one? _____.

Convulsions? _____. Diabetic? _____. Allergic? _____. If so, to what? _____.

Is there any food the student should not have? _____. If so, which one? _____.

Is there anything (like juice, milk, etc.) that the student should not drink? _____.

If so, which one? _____.

SPECIAL INTERESTS:

Pets (names) _____.

What does the student do in their free time? _____.

Does the child like music? _____. Can the child sing? _____.

What things does the child dislike? _____.

SKILLS:

Can the student communicate well with others? _____.

Can the student read? _____ What level? _____ Can the student write? _____.

Can the student sing? _____ Does the student know their colors? _____.

PLEASE WRITE COMMENTS ON THE BACK OF THE SHEET.

STEPS TO INCLUDE PEOPLE WITH DISABILITIES INTO YOUR CHURCH



- Identify and meet people with disabilities in your church and community.
- Talk to them and their families about how to improve their experience and how to participate in church.
- Study the Bible to understand the reasons why the church should include people with disabilities.
- Study the law of your country about equal opportunities for disabled people, and then to teach them and apply them to the church.
- Make necessary adaptations in the facilities and programs of the church in order to be able to receive them. Remember that disabilities can be physical, intellectual or sensorial.
- Make a note of the physical and emotional needs of families, and others who care for people with special needs, that you can relay to your pastor.
- Find people to care for them during meetings and activities of the Church. Encourage other children to maintain friendships with them.
- Encourage positive behavior activities and programs for children and adolescents in the Church to encourage greater acceptance of people with special needs.
- Evaluate Christian education programs to see if the concepts and the language they use are adequate to use in relation to people with disabilities.
- As a Church, celebrate International Day of Persons with Disabilities on December 3rd of each year.

(Created by Viva Network)

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- History of Mark 2: 1-12 with rules and visually songs (Cecilia Diaz)
- The Evangelistic glove (Odily Diaz Gomez, Missionary Volunteer in Cobán, Guatemala)