

## TEACHING MATERIALS

A course developed and written by Mama Lorella Rouster of Every Child Ministries, for the training of Teacher Trainers and Specialists in Christian Education.

### Course Outline:

Definition of teaching materials, their importance and the biblical base for using them

1. Using teaching materials in various parts of the lesson
2. Care, storage, organization, recovery, and repair of teaching materials
3. Making and using display boards:
  - Flannelgraph
  - Magnetic and velcro boards
  - Blackboards or chalkboards (White boards)
  - Bulletin boards
4. Writing and Drawing
  - Writing and Calligraphy
  - Kinds of Drawings & Pictures
    - Photocopies
    - Tracing
    - Copying by pantograph
    - Copying by an opaque projector
    - Copying by an overhead projector
    - Cartooning
    - Silhouettes
    - Symbolic colors
    - Invisible drawings
    - Invisible colors
    - Graphics
    - Using pictures
    - Making and using touchy-feely pictures
5. Principles of Design
  - Balance and Arrangement on the page
  - Pictures and backgrounds
  - Variety
6. Making and using some visuals:
  - Photos
  - Collages
  - Scrolls and imitation T.V.
  - Flashcards
  - Mobiles
  - Objects
  - Banners, posters, and murals
  - Models
  - Marionnettes and puppets
  - Maps
  - Time Lines

Games

7. Using homemade instruments and rhythm bands
8. Using projected materials
  - Films (movies)
  - Filmstrips
  - Slides
  - Opaque projectors
  - Overhead projectors
9. Using audio materials
  - Cassette recorders/players
  - Radios
  - Chorales
  - Speaking chorales
10. Art Projects
11. Planning variety and evaluating effectiveness in audio-visual materials

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1. **Definition of teaching materials, their importance and the biblical base for using them**

2.

**Definition:** Teaching materials are all the things the teacher plans for the learner to see or hear, touch, feel or do, using one or more of the senses God gave us to better communicate an idea, a truth, or a principle. They are helps to facilitate learning.

3.

**Importance:**

**Teaching aids have power.** They have power to communicate and to teach.

**DISCUSS:** Why do companies like Skol Beer and others spend millions of dollars on visuals for advertising? What does this have to do with visuals in Christian education?

**Teaching aids have power to teach.**

**DISCUSS:** Why do all the greatest educators make so much use of visual aids?

**DISCUSS:** A Chinese proverb says one picture equals a thousand words. Why is this true and to what degree?

**Teaching aids have power to teacher more and faster.**

Why is this so?

Because they draw interest to the lesson.

Because they help maintain interest.

Because they add variety to the teaching.

Because they help clarify ideas.

Because they help people understand the unknown.

Because they help faraway places, long-ago times, and unknown cultures seem near.

Because they help tell a story.

Because they reduce the need for explanation.

Because they facilitate review and help to summarize succinctly.

Because they inspire the heart

**Teaching materials help the student remember longer.**

**Teaching materials, if well chosen and well used, can help adapt teaching to various ages and levels of comprehension.**

**The Biblical Base:**

**God uses the senses He has given us to teach us.**

Proverbs 20:12

**God has given us an example how to teach by the way that He teaches His people.**

**DISCUSS:** How did God teach His people in the Tabernacle, and later, in the Temple? What did He plan for the people to see? To do? To touch? To smell? To hear? How did He utilize their senses in teaching them?

**Jesus often used audio-visual aids in His teaching.**

**DISCUSS:** Matthew 6:26-28, 18:2, 22:17-21, Mark 10:15. What teaching materials did Jesus use and how?

**God calls on us to use all our senses in worshipping and praising Him.**

**DISCUSS:** Psalm 150:1-6. How does God encourage us to use our senses.

**4. Using teaching materials in various parts of the lesson**

In the pre-session time

In songs

In teaching memorization of Bible verses and books of the Bible

In prayer

In the lesson introduction

In the development of the lesson

In the application

In the invitation

In leading people to Christ

In follow up ministry

In lesson review

In projects and activities

In games

**5. Care, transportation, storage, organization, recovery, and repair of teaching materials**

**Careful use:**

Clean hands

Choice of materials suitable for the conditions

Teaching the teachers how to use the materials carefully

**Transportation and Storage:**

How to avoid or minimize damage and wear

By rain or mist or other water damage

By insects and rodents

Unwanted folding and wrinkling

Dirt

Protective coverings and supports

Choice of materials that hold up well

**Organization and Recovery of materials:**

Systems or ways of organizing materials--

Biblical order (for pictures of Biblical events, people, objects)

Follows order in which events occur or are narrated in the Bible

Generally historical order, with a few problem spots:

The Gospels (following a harmony of the Gospels a possible Solution)

Kings-Chronicles

Poetic books

Epistles

Job

Requires--a good knowledge of the whole Bible, an overview type of thinking

Used for--Bible lesson packets, individual lessons, pictures of people, objects or events from the Bible, illustrated Bible verses or passages

**Thematic:** For non-biblical pictures of things, people or animals, and pictures illustrating ideas

Requires--an index, best with cross-filing

**Pedagogical:** Whole packets grouped by teaching units

For example, all the pictures, charts, illustrated verses and songs for one a book or series of lessons, a seminar or lecture on a particular topic, study on a particular Bible book or theme, etc.

**Advantage:** You normally classify the materials only one time.

Afterwards, you simply take the packet of materials, which should be complete.

**Disadvantage:** The materials are tied up with the packet of materials and are not available to or not easily found for other purposes.

**DISCUSS: What methods of classification are best suited for ECM Teachers' Resource Libraries, and what methods are best for classification of materials you own personally?**

**How to Begin the Classification Methods**

**Repair of Materials:**

Useful materials--transparent plastic "contact" paper, glue, tape, pieces of paper and cardboard, soft eraser, permanent markers in a variety of colors, scissors, paper cutter, clothes iron.

**Some Frequently-Needed Repairs**

Color faded or washed out

Picture gone completely or in part

Paper torn

Paper frayed around the edges

Paper dirty

Paper crumpled

Binders broken

**PRACTICE: Repair some materials from the centers.**

**6. Making and using display boards:**

**Definition:** A display board is a surface which faces the group to be taught, on which one can easily write and erase, or attach and move pictures and objects by various methods.

**General Advantages:**

The teacher can prepare the pieces before class (as opposed to drawing or writing while teaching)

The teacher can show each piece at the most strategic or favorable moment during the

lesson.

The boards are very versatile. One can easily use them for review or Bible games.

### **Surfaces on which one can write:**

#### **Blackboards or chalkboards (White boards)**

Definition: A blackboard or chalkboard is a flat surface made of wood, masonite, or cement which is painted with a flat paint or a special kind of paint that makes it easy to write on with chalk. The most common colors are black and green.

Write on a chalkboard with: chalk, either white, yellow, or colored. **DO NOT USE** anything containing oil like crayolas or oil pastels. **DO NOT CLEAN THE SURFACE USING SOAP**, which contains oil. Do not erase with your hand, because your skin is oily. Oil can permanently damage the surface so that it becomes more and more difficult to write on it with chalk.

Clean a chalkboard with: A soft piece of cloth and plain water

#### **Teaching using Chalk-talks**

- A chalk talk is a Bible lesson that is taught while drawing a simple but realistic picture on a chalkboard with chalk. (Rough paper like manilla or construction paper may also be used.)
- 
- Best done with two people--one to read or teach, and one to draw.
- 
- Plan the drawing carefully and practice it, at least in miniature.
- 
- Before class, place the equipment in order and the chalk in the order in which you will use it.
- 
- Place any guides necessary on the board with tiny dots or lines of chalk.
- 
- Stand to the side of the chalkboard, so that all the students can see as you draw.
- 
- Begin with the background. Colors can be blended with a little piece of cloth or a sponge.
- 
- Afterwards, draw the things in the foreground.
- 
- Finally add contrasting accents.

#### **Using a chalkboard to illustrate a lesson or story with simple cartoons:**

Plan and place guides if necessary before class time.

Draw simple cartoons that are symbolic of ideas or acts that you are teaching.

Teach a little, draw a little, and teach a little more, always showing in the sketches exactly what you have been teaching. Some teachers eventually gain enough skill that they can teach and draw at virtually the same time.

### **Using the ground or sand as a chalkboard:**

If you are teaching outdoors in a village setting, it is possible to use the ground or the sand as a writing board, writing or drawing with a stick in the sand. You could write Bible verses or words, numbers pertaining to the lesson, or simple sketches. The students can stand in a circle or semi-circle about the teacher.

### **Surfaces to which one can attach pictures or objects:**

#### **Flannelgraph**

**Definition:** A surface covered with fuzzy material like flannel or felt, to which lightweight pieces of flannel or papers backed with flannel, felt or any fuzzy material may be attached.

#### **Use flannelgraph for:**

Showing the progression of events in a lesson or Bible story, or other historical lesson (missionary, church history, etc.), for teaching and reviewing Bible verses, the main ideas of a lesson or series of lessons, or to trace travels on a map.

#### **Flannelgraph is very versatile:**

It can be very simple, using one piece and one background of a solid color, or it can be very complicated, using many pieces and a complicated, realistic background and changing pieces to show the progression of the action.

#### **Some principles for effective use of flannelgraph:**

- Attach each piece in Biblical, chronological, story, or logical order, while explaining or teaching about the action or idea shown in the piece.
- Remove all the pieces after each scene, except for the background (unless the background also changes.) Some pieces might carry over from scene to scene.
- Keep the pieces in order both before and after using them.
- In teaching little children or in open air teaching, attach only one or two figures at a time (to avoid having the wind suddenly whisk them all away with a sudden gust.)

- In teaching little children, utilize a plain colored background, or a very simple one.
- The little cartoon-like guides can help you to know where to position each piece in each scene by silhouette. Practice arranging the pieces before you teach.

**Cutting flannelgraph pieces:**

Cut small details of pieces in larger blocks whenever possible, to strengthen the pieces and minimize damage in use.

**Magnetic and velcro boards**

**Definitions:** **A magnetic board** is a system of attaching pictures or objects to a metal (non-aluminum) board using magnets which adhere to the board. Magnets may also be used to fasten pictures to the side of a truck or other automobile. **A velcro board** is a system of using special cloth or ribbons called velcro, one side of which contains many tiny thread-like hooks, and the other side of which contains many tiny thread-like loops. The velcro pieces may be attached by sewing or by glue. Both magnetic and velcro boards can be used to attach heavier pictures and objects, even those of considerable weight.

**Pocket Charts**

**Definition:** A pocket chart is made of heavy paper folded back and forth to form pockets, and secured to a flat board. The pockets are used to secure and display word cards or pictures. One can use it to show: order, outlines, development of ideas, important words or phrases, Bible books, Bible verses, or pictures. The pocket chart is also very good for teaching beginning literacy. The cards can set in the pockets or hang from the pockets by little tabs.

**Practice: Make a pocket chart. Make cards to illustrate two chapters of "Sunday School: Teaching Children." One set should set in the pockets and the second set should hang from tabs. Use both words and pictures. Include one memory verse from or related to the chapter. Practice teaching the chapters and the memory verse using your pocket chart.**

**Bulletin boards:**

**Definition:** A bulletin board is a special surface, cardboard or soft board covered with fabric, cork, or other soft material, to which pictures may be pinned and changed frequently. Another alternative is to have a surface covered with a glossy finish to which pictures may be taped. It may be a semi-permanent (fixed) or a movable (portable) fixture.



**Uses of bulletin boards:** Bulletin boards are usually used for seasonal or thematic decorations that will be left up for one to three months. They are commonly used to attract the attention of students to a general theme, to provide a general feeling or atmosphere for teaching, to give additional examples of a problem or a theme, to encourage, or to recognize good attendance or other achievement on the part of the students.

**Principles for using bulletin boards:**

- The board should be based around a single theme, correlating to the season, the unit theme for the lessons being studied, certain attitudes the teacher wants to encourage, etc.
- The board should carry a simple and short title that can attract interest.
- Plan the spacing and arrangement of items by drawing on a piece of paper or by laying out the objects on a table top of similar dimensions before you place any items on the board. Arrange items from left to right (like we read), or on a diagonal line, a curve, or an S in reverse.
- Consider the direction of the eyes of people and animals. They should be mostly looking in toward the center of the board, not off the edge.
- Strive for a balance between dark and light letters. Contrast is effective.
- Consider the division of space--horizontal, vertical, or diagonal
- Strive for a feeling of balance. Perfect symmetry is not required.
- The title need not be at the top of the board.
- Decide on a color scheme using harmonizing colors.
- Consider whether some actual objects should be attached.
- Consider the style and placement of letters. If measuring, remember that all letters do not require the same amount of space. It requires very little; m and w require more than the others.
- If creating bulletin boards regularly, add variety by trying writing with yarn or string, vine, feathers, bark, leaves or other plant parts, etc.
- Dimension can be created by gluing blocks or cardboard under the letters or pictures, or by folding the paper in various ways.

- A border can add beauty and interest.
- Stretch a string to create a line to use as a guide for placing letters. Take it down after use.
- Attach pieces with an open stapler or with pins.
- After all is assembled, check the board from a distance and make corrections if necessary.
- Note: Making and putting up a bulletin board can be an art project for your class.

### **Pieces that may be attached to the boards:**

- Words, phrases or short, simple sentences
- Pictures and sketches
- Lightweight objects\*
- Shapes
- Borders and streamers.

Note: Only very lightweight objects can be attached to flannelboards. Heavier paper or cardboard can be used with pocket charts. Heavier yet objects may be attached to magnetic boards or velcro boards.

## **Writing and Drawing**

### **Writing and Calligraphy**

#### **The tools:**

**Markers:** Round points, fine points, chisel points, calligraphic points

#### **Ink: permanent**

- Dry quickly when exposed to air—a big problem if you leave the cap off for even a very short time
- Greater variety of colors—darker colors
- Feathery edges on porous paper, bleeds through to other side on many papers
- Reacts with lines (ink) of photocopies
- Does not wash off with water and does not fade easily in sun

- More than twice as expensive as non-permanent
- **Ink: non-permanent (washable)**

### **Pencils and colored pencils**

Easily erased

Don't bleed through the paper to the other side—can be used with light or porous paper

Light colored

### **Crayolas**

Permanent, but can come off on other surfaces placed on top of it (as in a book or a stack of papers)

A huge choice of colors of every shade

Don't dry out, but can melt in extreme heat, (like in a locked car)

Don't bleed through—can be used with many kinds of paper

Can be used many different ways—with sharpened point, flat on the side, dark, light, etc.)

### **Oil pastels**

### **Paint and paintbrushes**

#### **Oil paints--**

Do not dry out easily, but require a long time to dry after applying the paint

Colors can be blended

Possible to use it on wood, glass, metal, plastic, etc.

More expensive

#### **Water-based paints**

Come on palettes, in powder form, or in bottles

Wash out easily with moisture

Possible to mix colors

Less expensive

**Indigenous paints**—earth, plant juices or parts, etc.

**DISCUSS: How did the indigenous people of your area paint before other paints were imported?**

**What practices are still known? How could this knowledge help you in your teaching?**

**Rulers**—use for making guide lines to keep lines of letters straight

**Lettering guides**—allows you to trace letters

**Spacing:**

Spacing distinguishes between letters, word, and sentences.

**Guidelines:**

Straight, evenly spaced, using good spacing principles

Light, easily erased

**Some alphabets and variations:**

Normalized (Congo schools)

**What is the standard alphabet in schools there?**

**Gothic and Gothic Round**

These letters are written in gothic.

**THESE LETTERS ARE WRITTEN IN GOTHIC.**

**Roman**

These letters are written in Roman.

**THESE LETTERS ARE WRITTEN IN ROMAN.**

(Most of this syllabus is written in Roman.)

**Balloon**

These letters are written in Balloon.

**Cooper Black**

**THESE LETTERS ARE WRITTEN IN COOPER BLACK.**

**Stencil**

**THESE LETTERS ARE WRITTEN IN STENCIL.**

**THESE LETTERS ARE WRITTEN IN STENCIL.**

Some other scripts:

Advertiser	Agency	ALGERIAN	Bar	<b>Bernard</b>	<i>Blackadder</i>	<b>Braqqadocio</b>
<b>Britannic Bold</b>		<i>BrushScript</i>	Calisto	Computer	Curly	<i>Devition</i>
Jurassic		<i>Monotype Corsiva</i>	Tempus	Sans	<b>Wide Latin</b>	Futura
						Zuri

**Variations using these alphabets:**

**You can change:**

- The roundness or squareness of the letters
- The height of the letters
- The serifs
- The slant --straight up and down, italics forward, italics backward to varying degrees
- The swirls and embellishments
- The quarters or points at which the parts of the letters are separated



- The shadows
- The filling designs
- The size

**Calligraphy:**

**Definition:** A method of decorative writing using a flat even marker or a flat even pen, which is capable of making very wide or very narrow lines.

Demonstration and practice:

Tools, materials written in calligraphy

**Practice: Experiment with calligraphic markers of various sizes, trying several different alphabets. Then, write a favorite verse in calligraphy.**

**Practice: Practice several alphabets. Which are your favorites and why? Look through posters, magazines, or newspapers, and identify several kinds**

**of type. Try to copy at least one new style that you like. Bring some examples to class and be ready to tell why each is or is not effective in the way it is used.**

**Kinds of Drawings & Pictures****Stenciling**

- Two kinds of stencils--you trace the outline following the interior or the exterior
- Tracing directly onto the surface to be decorated
- Tracing onto another paper which is then cut and placed on the surface to be decorated
- Variety may be achieved by silhouetting or outline framing with a contrasting color (by making a second shape just a bit bigger than the original and then placing it under the original)
- Glue small objects onto the outline after it is traced--seeds, buttons, straw, little pieces of cloth, wood, dried leaves, plants, manioc skins, colored sand, feathers, dried flowers, etc.)
- Sprinkle or dab color outside the stencil, leaving the inside shape uncolored, or vice versa
- (Sprinkle or dab the color with a bunch of grass, a sponge, an old piece of cloth, or an old toothbrush.

**Practice: Experiment with stenciling, using objects that give different textures.**

**Photocopies**

Pictures may be copied by photocopier. Cut away any unwanted parts. Many photocopiers can enlarge or reduce drawings.

### **Tracing**

Place a translucent or thin piece of paper over a picture that has thick lines. Place it against a piece of glass if necessary and hold up to light. Trace the picture with a pencil, then lay it flat and go over the drawing with marker.

### **Copying by an opaque projector**

A means of enlarging a picture in which you place a paper picture in or under the opaque projector, which projects an image on the wall. Tape up a piece of paper and trace the picture.

### **Copying by an overhead projector**

Pictures or writing can be copied onto special transparent sheets by photocopier or printer, or written directly onto the film. One must use the appropriate kind of film. The overhead projector projects it onto a screen or wall. Tape up paper and trace the design or writing.

### **Cartooning**

Using simple sketches, fanciful, symbolic or somewhat realistic, to illustrate people, objects, and actions.

The cartoons need not be complicated or realistic, especially if done in class.

However, they should not seem to be ridiculing, unless this is deliberately intended.

Tell the students ahead of time what the cartoon is supposed to show.

Then sketch only the part of the lesson you are talking about right then.

Eyes should look forward or inward toward the center of the chalkboard, unless the person being sketched is leaving the scene of action.

Large objects look nearer; smaller objects look farther away.

You may use any of these: Paper and marker or crayola, chalkboard and chalk, paper and paint, sand and a stick.

You can include a word, a verse, or a very short phrase.

**Practice: One of these verses: Philippians 2:8, 2:21, 4:4, 4:6 or John 3:36**

**And One of these stories: Mark 9:38-41, Mark 14:43-51.**

### **Silhouettes**

The teacher cuts out the shape of an object using a dark color paper, then places it on light colored paper for contrast. One may get an accurate shape of a living person by placing a large paper on the wall, then placing the person sideways with a light on one side and the paper on the other, so that the person's head casts a shadow on the paper.

Trace the shadow with a pencil.

## Symbolic colors

Wordless book colors:

Gold for heaven (the streets of gold or the glory of Jesus)

Black for sin that keeps us from going to heaven

Red for the blood of Jesus that He paid for our sins

White for a clean heart when we let Jesus in

Green for growth (Living, growing plants are green)

Other significant colors in African society:

Leopard spots? Other?

## Invisible drawings

Lines visible to the teacher who is close to the drawing, but not to the crowd of students who are further away (light pencil lines, light yellow lines)

**OR--**White crayola or wax marks made by a candle, which become visible when dark paint is applied around them.

## Invisible colors

The teacher rubs bright colored crayola on the paper, using one or more colors, perhaps in bar style. Afterwards, he applies a dark crayola color over it, totally covering the bright under color. Then a picture or words can be scraped off, revealing the bright color underneath in brilliant contrast to the overall dark color.

## Graphs

### Line graph-

Effective for showing changes over time such as attendance patterns or growth, number of villages evangelized, offerings, membership changes, number of conversions or baptisms, villages having Sunday school, etc.

Can follow several years with different colored lines

### Bar graph-

Simpler to understand at a glance than the line graph, the bar graph can be a powerful and persuasive visual tool. It is very effective for comparison and contrast. It usually uses larger numbers than the line graph, rounded off. It can be drawn two or three dimensional.

### Circle graph-

Shows percentages, fractions or parts of a whole. Uses a circle (360°) divided by the number of parts or divisions. It shows parts in relation to the whole, for example, the number of villages having Sunday school compared to the number not having it.

### How to do it—

- Make the number into a fraction.
- Divide the numerator by the denominator, giving a decimal.
- Multiply the decimal by 360 (the number of degrees in a circle).

- This gives you the number of degrees to be measured to show the portion of that item in relation to the whole.
- Measure the degrees using a protractor.
- Place a point in the exact center of the circle.
- Draw a line from the point out to the edge of the circle.
- Draw another line from the point in the center to the number of degrees measured.
- Color and label the different parts of the circle appropriately.

### **Picture Graph-**

Shows part of a whole or the whole in pictures or symbols related to the topic.

Each picture symbolizes a certain number of things.

Use part of a picture or symbol to designate a number less than the designated one.

Consider carefully the range of numbers used--the lowest and highest numbers, so as to choose an appropriate number for each symbol to represent.

**DISCUSS: What symbols could you use for a picture graph showing the number of literate and illiterate people in your church? For the churches that have baptized at least ten children or more in the past year?**

**For the churches in your city that have active women's fellowships?**

**PRACTICE: Let's say there are 617 villages in the Eastern Region of Ghana that have Sunday schools including teen classes. There are 9,000 total villages in the region that have Sunday school. Make a picture graph showing the number of teen-class Sunday schools in relation to the total number of schools. Be ready to explain your graph to the class.**

### **Coloring Pictures: Some principles to observe in coloring--**

Know who or what you are coloring before you begin.

Use the same colors for the same persons or objects throughout a series of lessons.

Pay close attention to color all the parts of a person or animal—follow the arms and hands, feet, neck, etc.

Follow natural curves whenever possible.

When you want to glue something together, color it first, then glue it.

Put a little color under people's feet and a little in the sky. However, it is not necessary to color everything or every part of the paper.

Strive for a balance between light and dark colors.



**Guide to colors normally used in coloring Bible stories:**

Hair (African)—black

Skin—shades of chocolate (light brown) or brown

Eyes—dark brown

Jesus—Blue or white robe (be consistent within one series)

Animals—natural colors—gray, brown, black, white, yellow-brown, etc.

Sky—blue, gray, yellow

Other: Use natural colors of the object as much as possible, but it is possible to use bright colors for clothing.

Use colors that harmonize or complement one another on the circle wheel.

Remember that crayons can be used flat to color larger surfaces faster.

Accentuate the most important lines with a fine marker or pointed crayon in a dark color or in black.

**Emphasizing & De-emphasizing parts of the picture:** You can make the background seem less important by coloring it all one neutral color like gray or light brown. Brightness suggests importance, so keep bright colors for the most important people or objects.

**PRACTICE:****Coloring a series of photos, coloring using the two kinds of stencils.****Adaptation of pictures:**

- You can Africanize the pictures by darkening the skin color and adding curly black hair.
- You can remove objects foreign to African culture by whitening out or cutting away.
- You can sometimes recolor and draw around the clothes to make them more African looking.

**Teaching in primitive villages:**

Research has shown that primitive people usually understand better complete, realistic line drawings. They do not understand a hand detached from a body, a head alone, or cartoon-like drawings. In cities and in more educated areas, it is possible to use the more abstract pictures.

**Using pictures**

Making and using touchy-feely pictures

Trace parts of the picture, cut out something with appropriate or interesting texture and glue over the corresponding part of the picture. Allow the children to touch and feel the picture by rubbing their finger over it.

**7. Principles of Design****Balance and Arrangement on the page--**

**Spacing is important.** Do not fill every space. It is difficult for the eyes to see without blank space.

Use a ruler to lay out straight guide lines, and watch that the space between them is even.

**Simplicity is important.** The design must not be very complicated.

**Color adds a lot.**

For lettering—one or two colors

For the pictures or illustrations

For the paper or border

**Variety adds a lot.** What can you change?

-the style of the writing

-the color of the writing

-the size of the writing

-the underlining and accentuation devices

-the kind of paper

-the style of alignment

-the way the paper stands and is folded

-the shape of the paper

**Neatness is important.****In choosing the style of writing, you must consider the age and educational level of the students.**

The younger and less educated they are, the simpler and more “normal” you should make the writing and the layout.

**Accentuate the most important words by:**

Changing the color (bright colors like red, bright blue or green, or yellow outlining on words you want to emphasize.

Changing the style of writing—italics, balloon letters, etc.

Underlining or squiggle lining

Making them larger

Setting them apart by themselves

Adding a block of background underneath the writing

**Write idea by idea, phrase by phrase.**

**In writing a Bible verse, write only the part which is most important, according to the age of the pupils.**

**Advance planning is important.** Sketch your general layout and your specific letters lightly in pencil ahead of time.

**Size of the card** is determined by the number of people who must see it at one time. Check the legibility of your writing from the distance where your pupils will be.

**PRACTICE: Visualize John 1:1a for First year primary class**

**PRACTICE: Find out what kind of printing is taught in the lower level primary schools of Ghana and practice it until you know it well.**

**PRACTICE: Visualize a Bible verse of your choice for Sixth year primary class**

## **8. Making and using some visuals:**

Photos  
Collages  
Scrolls and imitation T.V.  
Flashcards  
Mobiles  
Objects  
Banners, posters, and murals  
Models  
Marionnettes and puppets  
Maps  
Time Lines  
Games

## **9. Using homemade instruments and rhythm bands**

## **10. Using projected materials**

Films (videos)

Overhead projectors  
Computer projectors  
Powerpoint presentations

### **11. Using audio materials**

Cassette recorders/players  
Radios  
Chorales  
Speaking chorales

### **12. Art Projects**

### **13. Planning variety and evaluating effectiveness in audio-visual materials**