

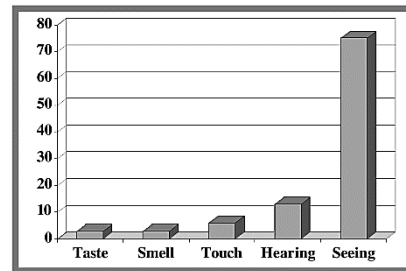
Visual Aids in the Classroom

As Sunday School teachers, we work diligently to teach Biblical Truths accurately. However, speaking alone, is not always very effective. Once we understand why visuals are important to the teaching process, we should be excited to take extra steps to provide these tools in our lessons.

Though we use all our senses to learn, it appears that seeing is the sense where most of our learning comes from. This, of course, tells us that the most effective way to clarify and bring understanding to what is being taught is to allow students to “see” for themselves. Secondly, visuals make learning more permanent for the learner.

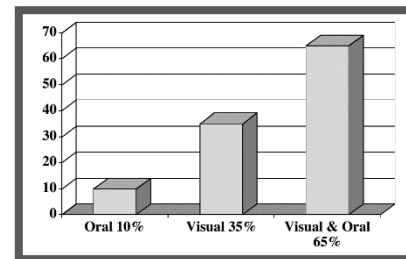
In normal day-to-day living, we learn:

- 3% through taste
- 3% through smell
- 6% through touch
- 13% through hearing
- 75% through seeing

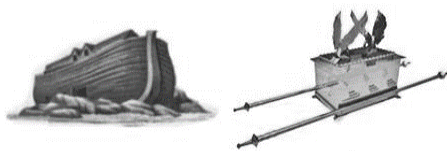


Typically, in 3 days we will remember

- 10% of all we hear
- 35% of all we see
- 65% of all we see and hear at the same time



It is more effective to hand someone visual instructions with diagrams on folding origami, rather than give verbal instructions. Similarly, it is easier to show students a picture of Levite Priests carrying an Ark of the Covenant on their shoulders, rather than explain “this is not the same ark Noah had built before the flood.”

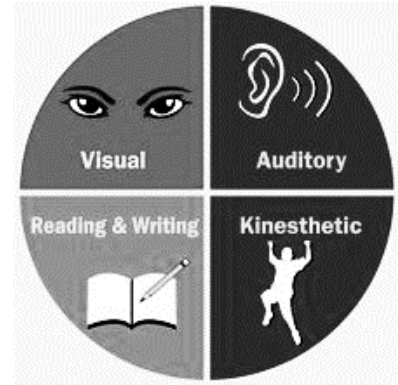


I. FOUR LEARNING STYLES

Neil Fleming put together the VARK model which shows us the 4 dominant learning styles. As a teacher, you must attempt to reach every learner in your classroom. By incorporating various resources, you will be able to reach students more effectively with the Biblical Truths you are relating to them.



- A. **Visual Learners**- Learns through seeing written instructions, pictures, charts, or illustrations.
- B. **Auditory Learners**- Learns through hearing by listening, discussing, and verbal repetition.
- C. **Read/Write Learners**- Learns by reading materials or instruction and writing it down.
- D. **Kinesthetic Learners**- Learns with a hands-on approach by doing or getting physically involved.



II. PURPOSE OF USING VISUAL AIDS

- A. Aids memory by allowing thinking in pictures.
- B. Starts discussions.
- C. Children identify better with pictures.
- D. Holy Spirit can use visuals to teach and rebuke.
- E. Visuals are not used to make children happy, they are used to make your lesson effective!

III. VISUALS IN THE BIBLE

We find that the Scriptures are filled with many visuals. Imagery and visuals are seen in both the Old and New Testament. Jesus, when teaching, used many visuals to convey the message while identifying with the hearer.

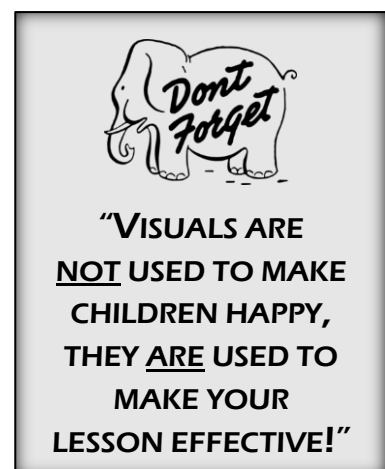
Examples:

- Ant- Prov.6:6, Prov. 30:25
- Yoke- Matt. 11:28, Gal. 5:1
- Plumb line- Is. 28:17, Amos 7:7
- Belt- Job 12:21, Is. 11:5, Eph. 6:14
- Clay- Jer. 18, Dan. 2:33, 2 Cor. 4:7
- Lamp- Ps. 119:105, Mat. 5:15, Rev. 2:5

IV. HOW TO CHOOSE THE RIGHT VISUAL

Ask yourself:

1. Is it **TRUE** to the Bible?
2. Is it **FIT** for spiritual truth?
3. Is it **RELEVANT** to the message/lesson?
4. Does it **STRENGTHEN** the lesson?
5. Does the child **UNDERSTAND** the visual?
6. Is it an **AID** or a crutch?
7. Is it **EASY** to use?
8. Are you **ABLE** to use it?



V. EXAMPLES OF VISUAL AIDS

The most important visual in your classroom is **YOU!** Your voice, your gestures, facial expressions, your enthusiasm, and your demeanor all play an important part in the message you wish to convey. You will be observed and yes, judged by your listeners who will take notice of your outward appearance, cleanliness, clothing, hair, make up, and jewelry which can impact them either negatively or positively.



Secondly, as a Sunday School Bible Teacher your Bible should be present at every lesson. Your students watch how you study it, read it, use it, carry it, and revere it.

Other examples of visual aids:

- Flash Cards/ Pictures
- Flannel Graphs
- White/Black Boards
- Puzzle Board
- Storybook
- Video
- PowerPoint/Slideshow
- Puppets
- Drama/Costumes
- Maps/Globes
- Charts/Graphs
- Timelines
- Objects
- Models/Volunteers

VI. PREPARING TO USE VISUALS

A. Choose

- a. Take time to choose your visual.
- b. Know Your Audience: Choose visuals appropriate to age and lesson.
- c. Keep it Simple: Even the best visual can be misunderstood.
- d. Size Matters: Visual should be large enough for everyone to see clearly.

B. Prepare

- a. Prepare the Classroom: Does seating arrangement or lighting need to be adjusted for your visual?
- b. Prepare the Child: Is the visual to be used to introduce lesson? Or will you be building climax and suspension before the visual is brought out?
- c. Prepare all supplies necessary: Do you have the proper cords for electronics? Is the projector working? Do you have working speakers? Do you need a pointer? Board markers? Eraser? Etc.

C. Practice

- a. Practice makes perfect: Practice using the visual with someone or at least a mirror.
- b. Be in control: The aid is meant to help- not control. If it doesn't go as planned, put it away and move on!

