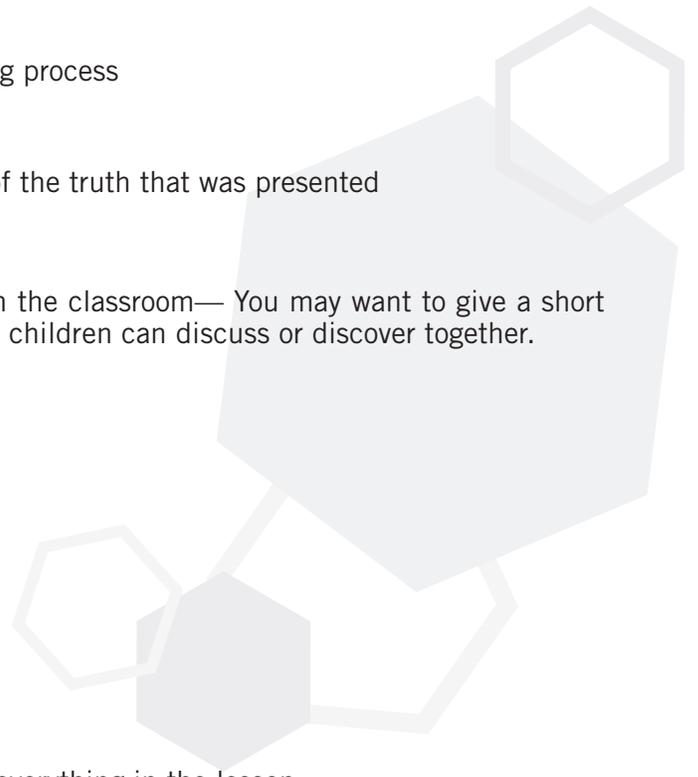


Intergenerational Teaching: Why and How?

by Sally Michael

Suggestions for Teaching an Intergenerational Class

- Use a variety of teaching methods
- Interact with the learners
- Don't use terms children won't understand without explaining them
- Modify your language
- Match activities with the appropriate age group OR adapt the activity to match the age group
- Encourage discussion between adults and children
- Encourage the children to participate in the learning process
- Encourage the class to make personal application of the truth that was presented
- Recognize that learning does not only take place in the classroom— You may want to give a short assignment for the week to the class that parent and children can discuss or discover together.
- Adapt the material for the group you are teaching
- Be sure to use visuals
- Give “hints” to younger children
- Remember that children don't need to understand everything in the lesson.



Intergenerational Teaching: Why and How?

Deuteronomy 31:9-12 Then Moses wrote this law and gave it to the priests, the sons of Levi, who carried the ark of the covenant of the LORD, and to all the elders of Israel. 10 And Moses commanded them, "At the end of every seven years, at the set time in the year of release, at the Feast of Booths, 11 when all Israel comes to appear before the LORD your God at the place that he will choose, you shall read this law before all Israel in their hearing. 12 Assemble the people, men, women, and little ones, and the sojourner within your towns, that they may hear and learn to fear the LORD your God, and be careful to do all the words of this law, 13 and that their children, who have not known it, may hear and learn to fear the LORD your God, as long as you live in the land that you are going over the Jordan to possess."



Introduction

Call a child to the front of the room and give him the five-dollar bill. Give the following illustration:

Pretend this is your five-dollar bill. I know that you have the five dollars so I pull this pen out of my pocket and say to you, "This is a special pen. I know it looks like an ordinary pen, but it is really a secret camera. When I click the end of the pen, it takes pictures. That way I can take all kinds of secret pictures."

(Show the child the photographs.) *"All these pictures came from this pen-camera. I paid \$500 for this special pen, but I will let you have it if you give me your five-dollar bill."*

What would you do? Would you give me your five dollars for my pen? Why not?

Now, instead of offering the pen to you for five dollars, suppose I offered the pen to a five-year-old child for his five dollars. Do you think I would have a better chance of fooling the five-year-old? Why?

Explain to the children that it is easier to fool a five-year-old than someone their age because the five-year-old doesn't understand about being fooled. He is more likely to believe what someone tells him instead of thinking things through. He might be smart, but he easily believes what someone tells him.

Lesson

Tell the children that the Bible tells us about a kind of fool who is like a five-year-old. This kind of fool is called the simple fool. He doesn't think things through; he believes what others tell him because he doesn't think for himself; he is easily led by others, and he is immature—he doesn't have a lot of experience to help him figure out if what he is being told is right or not.

Explain to the children that most young children are like this—they believe everything. But as they grow up, they learn that they can't believe and follow everything they are told. The simple fool is like a person who hasn't grown up; he is like a person who is still five years old. He often believes whatever he hears and doesn't stop to think about if it is right or true. (Place the SIMPLE FOOL [9A] piece on the Way of the Foolish side of the *WAY OF THE WISE* banner.)

Have a sword drill with the following verse:

Proverbs 14:15—A simple man believes anything, but a prudent man gives thought to his steps.

See sword drill directions on Appendix 1

Identify with the children the two different kinds of people that this verse talks about: (Post the two signs on the wall or the board as you identify these two people.)

Simple man—believes anything. *He doesn't stop to think or check out if something is right.* (Post the "SIMPLE MAN" sign.)

Prudent or wise man—gives thought to his steps. *He thinks about what he has heard and decides if it is true. He asks God to help him be wise and to know what is right and what is wrong. He thinks about what will happen if he follows what he has heard.* (Post the PRUDENT/WISE MAN sign.)

Give the children the background of Saul's pursuit of David:

† Saul was the king of Israel but he disobeyed God. Saul was a rebellious fool. Saul did not walk in wisdom but was foolish.

† God sent the prophet Samuel to Saul and God spoke these words to Saul through Samuel:

Because you have rejected the word of the LORD, he has rejected you as king. (1 Samuel 15:23b)

You may want to have a child look up this verse and read it to the class.

† God took the kingdom away from Saul and promised to make David king of Israel in place of Saul.

† When Saul saw that God was with David, Saul was jealous and angry and tried to kill David. He threw a spear at David in the palace but he missed. When David fled from Saul, Saul chased David in order to kill David. David lived in the wilderness in caves, and moved from place to place because Saul was looking for him so that he could kill him.

Tell the children the story of David sparing Saul's life from 1 Samuel 24. Call three children to the front to role play the parts of Saul, David, and David's men. Place a nametag identifying each role. Make the following points:

† David and his men were hiding far in the back of a cave.

† Saul went in the cave and David's men gave him some advice—they told him to do something. Have a child read **1 Samuel 24:4a**: [The men said,] **"This is the day the LORD spoke of when he said to you, 'I will give your enemy into your hands for you to deal with as you wish.'"**

You may want to provide Saul with a robe (tape a piece of cloth on the edge which can be "cut off" by David) or just have the children pantomime the actions.

You may also want to print out the words of David's men and David's words (1 Sam. 24:4a and 24:6) for the children playing these two parts.

What did David's men want David to do? [Kill Saul.]

What would a simple fool do in this situation? (Point to the simple man sign that you have posted.) [Listen to the men and kill Saul.]

Let's see if David was a simple fool.

† Read **1 Samuel 24:4b-6a**: **Then David crept up unnoticed and cut off a corner of Saul's robe. Afterward, David was conscience-stricken for having cut off a corner of his robe. He said to his men,**

Ask "David" to read **1 Samuel 24:6b**: **"The LORD forbid that I should do such a thing to my master, the LORD's anointed, or lift my hand against him; for he is the anointed of the LORD."**

Ask a child to come to the front and take the posted sign that describes David and give it to "David" to show the class. [Prudent or wise man.]

Was David a simple fool? Did he listen to what his men said and just follow it? No. David was a prudent or wise man. He thought through what his men said and what it would mean if he killed Saul. He thought about what his men told him to do and if it was the right thing to do. He "gave thought to his steps"—he thought about what would be right for him to do.

Remind the children that young children often don't think things through. They just blindly follow what others tell them. They often believe whatever they are told. Tell the class that although they are not young children, they are still children and are much more easily influenced than an adult is. They don't always think for themselves and will often believe what others tell them. If the person teaching and leading them is trustworthy, they can learn good things. But if the person influencing them is not trustworthy, they can learn bad things.

Tell the children that the Bible tells us about this. Have a sword drill with the following verse:

Proverbs 13:20—He who walks with the wise grows wise, but a companion of fools suffers harm.

Ask the children to paraphrase this proverb.

Tell the children that you are going to show them what this verse means. Then give the following illustration:

Show one piece of celery. Ask the children to note the color. Explain that you placed the celery in the water of that color.

Then show them the other piece of celery. Explain that you placed the celery in the water of that color.

Why do you think that this piece of celery became (name color)? What do you think would have happened to it if I had placed it in (name the other color)? The (color) celery is (color) because it was placed in the (color) water; the (name the other color) celery is (other color) because it was placed in the (other color) water. The celery became the color of the water in which it was placed.

You are like celery. Just like the celery becomes the color of the water, you can become like the people with whom you spend time. This verse is saying that if you are with wise people you can become wise; if you hang around with foolish people, you can become foolish. And when you are foolish, you could come to harm—hard and painful things could happen to you. (You may even want to go back through the illustration, this time equating one color of water as “wise people” and the other as “foolish people”, and the children as the celery. That is, this water is foolish people. The celery is you. Put the celery in the water. If you are with foolish people you can become foolish...)

Choosing the right people to be with is very important. If you want to be wise, you must be around wise people, not around foolish people.

End by reviewing that the simple fool listens to everyone and doesn't think things through; the wise or prudent man gives thought to his steps—he thinks things through and decides what is right and acts on what is right. Being with wise people can help a person become wise, but being with fools will encourage a person to become foolish.

You may want to do this review by turning the SIMPLE MAN and PRUDENT MAN signs over and see if the children can give you the definitions—or teach the children these truths using motions. For example, listens=hand to ear; everyone=arms stretched out, doesn't=shake head, think=point to head, steps=walk in place, decides=quick nod; acts=make a fist and bend your arm.

Application

KEY THEMES:

- † A simple fool believes anything; a wise man thinks things through
- † Being with wise people can help you become wise; being with fools can help you become foolish

What does the Bible mean when it says that a “simple man believes anything?” What should you do instead of believing everything? Does not wanting to be a simple fool mean that you never believe what others tell you? How can you tell if something is good advice

Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children. Be sure to pray for the children and encourage them to pray for each other.

or foolishness? How can you find out what is right and good in a situation?

What happens to simple fools? Does this mean that nothing hard or painful or bad or hurtful can happen to a wise person? What is the difference?

Do you want to be a simple fool or a wise person? What will you do to become a wise person?

What kind of people do you have for friends? What do you think about that?

What are other ways that we are negatively or positively influenced? [Books we read, television, etc.] What kinds of influences should we look for? Why? Is there any bad influence in your life that you need to get rid of? What will you do about this? What are some good influences you need to add to your life?

Read and discuss the following verse:

Psalm 19:7—The law of the LORD is perfect, reviving the soul. The statutes of the LORD are trustworthy, making wise the simple.

You may want to encourage the children in their reading of the book of Proverbs. You may also want to encourage them to share with the group some of the verses they have read in Proverbs.

Activities



1. If the children did not work on the workbook page during the discussion, they can work on it now.
2. Play a Key Verse game.
3. Children can print out and illustrate Proverbs 14:15.
4. Option One: Take a bowl of vinegar and liken it to foolish people. Then take a glass of milk and liken it to the children. Ask the children what they think will happen if the milk is poured into the vinegar and sits in the bowl with the vinegar. Then pour the milk into the bowl of vinegar. Talk about Proverbs 13:20 as they are watching the milk change.
5. Option Two: Two pans of colored water (two different colors) can be used to illustrate fools and wise men. Take a piece of white fabric and lay it in each pan of colored water. Watch the fabric change color as you discuss Proverbs 13:20.
6. Work with the children on their badges, or give them opportunity in class to work on their badges.

