

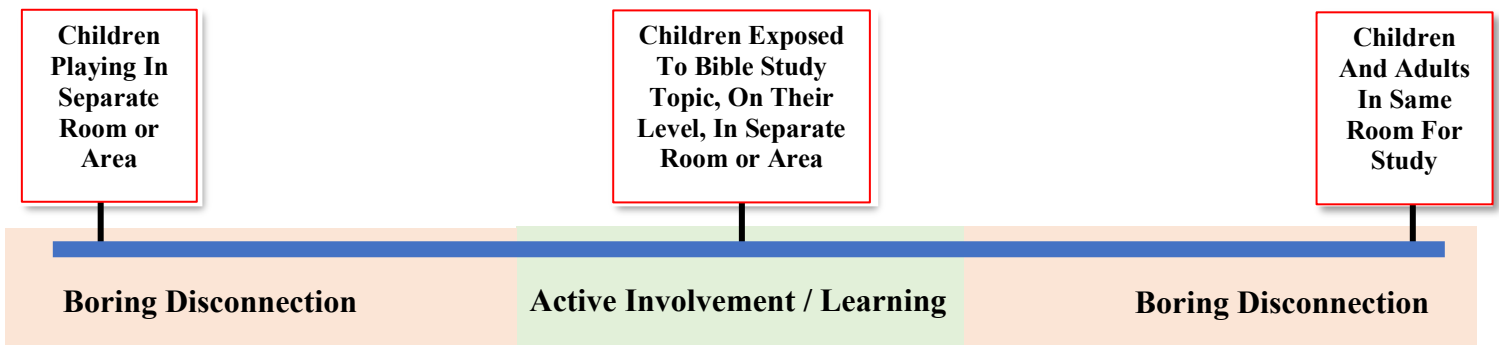
Options For Children And The Home Bible Study

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Background

Traditionally, home Bible studies have been focused on the adults or teens. The study includes deep consideration for the Biblical text and personal life application. In order to attract the adults, “childcare” is “provided.” This childcare is usually a room in the home where children can go to play games, or watch videos. The unfortunate “side effect” of this tradition is that the children are either bored or they feel “left out” concerning Bible study. It is also a misfortunate “waste” of time that could be spent enriching children’s spiritual lives.

Here is a depiction of the “range” of possible involvement of the children, with associated effects:

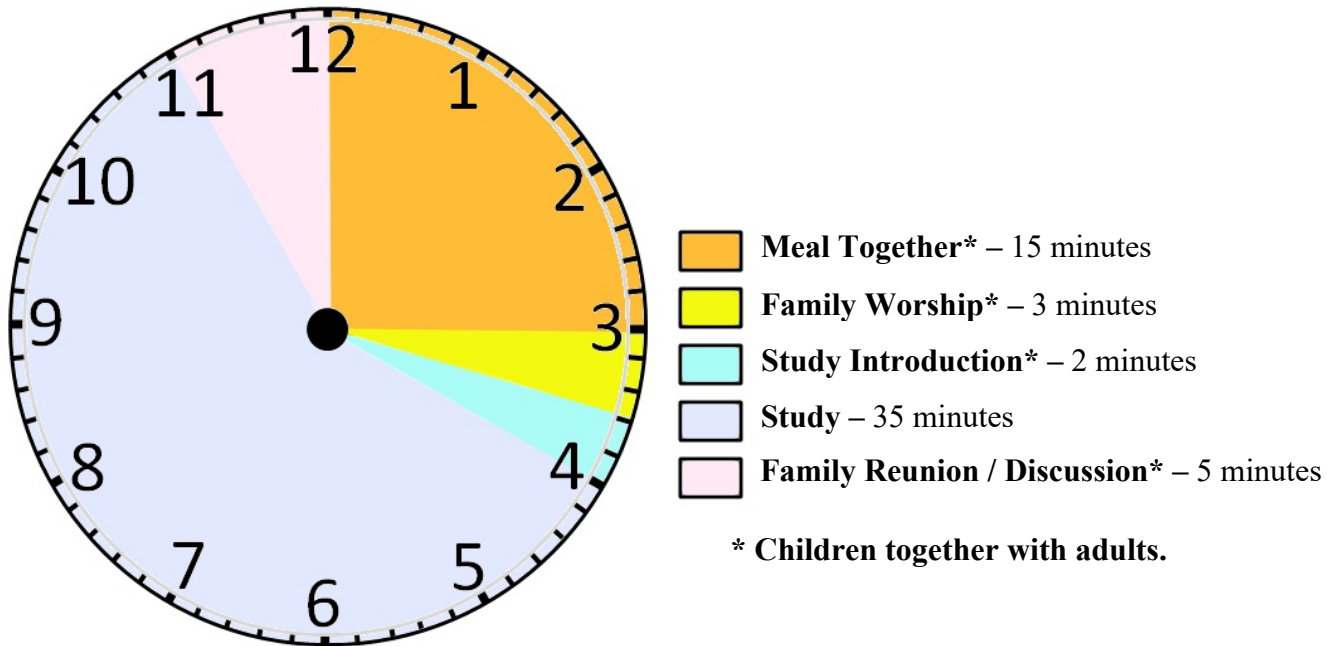


The Challenge

Since home studies are usually held in the evening, the challenge of “actively involving” children in the study topic is significant. Here are some components that must be part of the experience for children:

1. **Depth Possibilities** – Because of the mixed ages, the activities must permit various levels of “depth,” depending on the age of the child. For instance, a coloring or art activity will permit younger children to “scribble,” and older children to create a “piece of art.”
2. **Interactive Variety** – Children of all ages need to move, so the activities for the evening must include physical movement. The “variety” factor is accomplished through times of physical movement blended with times of enjoyable, interactive discussion, and games. The concept of “interactive” can only be satisfied by letting the children talk, be noisy, and laugh out loud. Since there may be a significant age range for the study, changes in activity should occur every 10-12 minutes.
3. **Topic Connection** – The activities and interaction must all be connected to the Bible study topic. This connection is accomplished through “guided conversation” before, during, or after the activity. The experiences must all relate to **one** clear topic or focus for the evening. The “guided conversations” may be conducted by supervising adults/teens or by the older children in the group.
4. **Significant Goodies** – Children deeply enjoy a snack. Incorporating a yummy goodie into the learning experience “sears” the learning, while significantly increasing the enjoyment. The snack must be sweet, safe, and connected to the study topic.

Possible Time Allotment For An Hour Study



Possible Rotation Schedule of Children's Activities

The blend of ages and the evening setting both require activity, variety, and frequent changes. The older ones can assist the younger ones. Here are some possibilities for a rotating schedule that will fill the 35-minute study time period.

1. **“Wow Me!”** – Topic-related attention-getter (6 minutes)
 - a. Science experiment / Object lesson (something that reflects or introduces the topic)
 - b. Mystery box (asking children to guess what is in the box, with limited prompting)
 - c. Scavenger hunt (go and find clues hidden in room or area)
2. **“Let Me Discover!”** – Topic-related story / passage discovery (10 minutes)
 - a. Story with missing words – compare to scripture passage
 - b. Role play (act out characters in passage or story)
 - c. The opposite (tell the story with “opposite” ending or contents – children react)
 - d. Detective investigation (challenge children to find answers in text themselves)
3. **“Let Me Make It!”** – Topic-related personal interaction / activity / snack (12 minutes)
 - a. Crafts / building something
 - b. Art (color, paint, record)
 - c. Comic story panel (based on application of passage or topic)
 - d. News story (based on application of passage or topic)
 - e. Letter writing (write a letter to a friend or relative about the topic or application)
 - f. Instagram post (actual or imaginary post about the topic or application)
 - g. Facebook post (actual or imaginary post about the topic or application)
4. **“Challenge Me!”** – Application challenge / prayer (7 minutes)

Specific challenges about specific attitude or action changes.