

PROJECT ABSTRACT

Master of Arts in Pastoral Theology

Adventist University of Africa

Theological Seminary

TITLE: DEVELOPING MATERIAL TO TEACH FUNDAMENTAL BELIEFS TO THE JUNIOR CLASS (8-10 YEARS) IN CHITUNGWIZA CENTRAL DISTRICT, EAST ZIMBABWE CONFERENCE OF SEVENTH-DAY ADVENTISTS

Name of researcher: Irvine Gwatiringa

Primary adviser: Eugene Fransch, DMin

Date completed: April 2019

According to the *Shema* (Deut 6:1-9), God commanded parents to impress the divine commandments to their children. This injunction was to be a clear and incisive teaching of children, which was so essential it was to be at the very core of the guardian's labour and life—when parents sit in the house or walk, by the way, lie down, and rise up. Thus parents must make it their priority to diligently teach their children Bible truths. The intention of this study was to discover reasons for little or no intentional teaching of Bible doctrines to Junior children between the ages of 10 and 12 years at home or church in preparation for baptism and to recommend a solution to the problem.

Following a careful study of the available materials for teaching Bible doctrines to Junior children in Chitungwiza Central District of the Seventh-day Adventist Church (CCD) in preparation for baptism, the researcher investigated to

what extent the materials were realising their intended goal of preparing Juniors for baptism and building their faith.

The materials for teaching fundamental beliefs and preparing Juniors for baptism are not fully realizing their potential in CCD. This is evidenced by a low baptismal rate of 9% of children less than fifteen years of age. The major reasons include a lack of material to teach Juniors Bible doctrines. The few materials that are available are all in English, and yet some of the children do not understand the English language. Moreover, both parent and Junior class teachers have not been trained to teach Bible beliefs to Junior children.

Adventist University of Africa

Theological Seminary

DEVELOPING MATERIAL TO TEACH FUNDAMENTAL BELIEFS
TO THE JUNIOR CLASS (8-10 YEARS) IN CHITUNGWIZA
CENTRAL DISTRICT, EAST ZIMBABWE CONFERENCE
OF SEVENTH-DAY ADVENTISTS

A project

presented in partial fulfillment

of the requirements for the degree

Master of Arts in Pastoral Theology

by

Irvine Gwatiringa

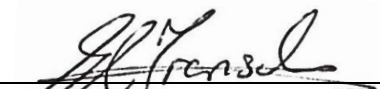
April 2019

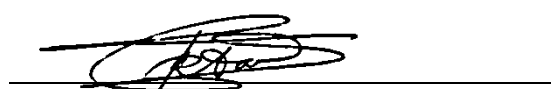
DEVELOPING MATERIAL TO TEACH FUNDAMENTAL BELIEFS
TO THE JUNIOR CLASS (8-10 YEARS) IN CHITUNGWIZA
CENTRAL DISTRICT, EAST ZIMBABWE CONFERENCE
OF SEVENTH-DAY ADVENTISTS

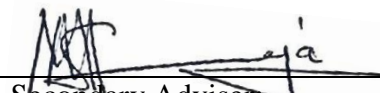
A project
presented in partial fulfillment
of the requirements for the degree
Master of Arts in Pastoral Theology

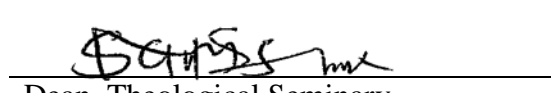
by
Irvine Gwatiringa

APPROVAL BY THE COMMITTEE:


Primary Adviser:
Eugene Fransch, DMin


Programme Director, MAPTh
Davidson Razafiarivony, PhD


Secondary Adviser:
Mussa Muneja, ThD


Dean, Theological Seminary
Sampson Nwaomah, PhD

Extension Site: Solusi University

Date: April 2019

This work is dedicated to my dear wife, Nicola,
and my children, Shekinah and Sheyna.

TABLE OF CONTENTS

LIST OF TABLES	viii
ACKNOWLEDGEMENTS	ix
CHAPTER	
1. INTRODUCTION	1
Background of the Study	1
Statement of the Problem.....	3
Purpose of the Project	3
Significance of the Study	3
Delimitation of the Study.....	3
Methodology and Procedure	4
2. THEORETICAL FOUNDATION.....	5
Biblical Mandate to Teach Children	5
Teach Them Diligently to your Children.....	6
Train Up a Child	7
Importance of Teaching Children Bible Principles	9
Need for a Bible Study Guide for Junior Class.....	12
Building the Faith	15
Preparation for Baptism	17
Understanding Juniors	19
Spiritual Characteristics	20
Social Characteristics.....	20
Physical Characteristics	21
Cognitive Characteristics	21
How Juniors Learn.....	22
The “R” in R.E.A.L Learning: Relational.....	22
The “E” in REAL Learning: Experiential.....	23
The “A” in REAL Learning: Applicable	23
The “L” in R.E.A.L Learning: Learner-based	24
Teaching Doctrines to Juniors	24
Teach Simply, but Always Teach Accurately.....	25
Let the Juniors Experience the Message	26
Focus on Understanding the Doctrine.....	26
Be an Example of Loyalty to God	27
Employ Delight.....	27
Ellen White on Teaching Children Bible Principles.....	28
Summary	30

3. DESCRIPTION OF LOCAL SETTING	31
General Description of Zimbabwe.....	31
Political Background.....	32
Socio-Economic Background	33
Religious Setting.....	34
General Description of Zimbabwe Union Conference	34
General Description of East Zimbabwe Conference	35
Setting of Chitungwiza Central District.....	36
Religious Setting.....	37
Political Setting.....	38
Sabbath School Report.....	38
Materials Available	41
Justification for a Contextualised Study Guide	42
Methodology	42
Results of Surveys and Interviews	43
Results of the Group and Face to Face Interviews	46
Lack of Resources.....	46
Lack of Training	47
Absence of Vernacular Resources	47
Conclusion	48
4. SUGGESTED SOLUTIONS	49
Training and Teaching	49
Preparation for Baptism	50
Contextualised Resources	51
Developing the Bible Study Guide	52
Essentials in the Treasure Bible Study Guide.....	52
Creative activities.....	53
Use of stories.....	55
Contextualizing the guide.	57
Complementing bible beliefs with values.....	59
Administering The Study Guide	60
Step one: Training by pastor to elders.	61
Step two: Training by pastor and elders to teachers and parents.....	61
Step three: Application by parents and teachers.	62
Step four: Assessment by pastor and elders.....	62
Step five: Evaluation.....	62
Findings and Evaluation	63
5. SUMMARY, CONCLUSION, AND RECOMMENDATIONS.....	66
Summary	66
Conclusion	68
Recommendations for Further Research.....	69

APPENDICES	70
A. LETTER REQUESTING TO CONDUCT SURVEY	71
B. LETTER GRANTING PERMISSION TO CONDUCT STUDY	72
C. BAPTISMAL BLUE CARDS	73
D. QUESTIONNAIRE FOR PARENTS	74
E. QUESTIONNAIRE FOR JUNIOR CLASS TEACHERS	76
F. ASSESSMENT FORM FOR PARENTS AND TEACHERS	78
G. ZUC MAP	79
H. TREASURED BIBLE STUDY GUIDE.....	80
BIBLIOGRAPHY	154
VITA.....	161

LIST OF TABLES

1. Facets of the Spiritual Formation of Children by Age.....	17
2. Number of Juniors in each Local Church	39
3. Number of Juniors Baptised in Each Local Church Per Year	41
4. Respondents of the 12 Churches in CCD	44
5. Results of the Questionnaires Conducted	46
6. Key Result Areas and Objectives	50
7. Number of Juniors Baptised in Each Local Church Per Year	64

ACKNOWLEDGEMENTS

My sincere gratefulness to God for affording me this rare opportunity to mature in ministry by seeing me through the challenging stages of this project and granting me the wisdom and grit necessary to complete the project.

I am appreciative of the support of East Zimbabwe Conference and the opportunity for my master's degree. Special mention to my adviser, Dr Eugene Fransch, and my reader, Dr Muneja, for your gracious cooperation, commitment and encouragement, your roles have been pivotal in this research. Last, but not least, I want to thank my wife, Nicola, and my two beautiful children, Shekinah and Sheyna, for being my source of encouragement. Blessings to you all.

CHAPTER 1
INTRODUCTION

Background of the Study

With a membership of one hundred and seventy-two thousand, five hundred and seventy-one congregates (172,571) East Zimbabwe Conference EZC is one of the six conferences in Zimbabwe Union Conference (ZUC). Statistical reports have shown that less than 1% of the children have access to Seventh-day Adventist education at the primary level. The Conference has 25 primary schools; only two are in cities and the rest in rural settings to service over 132,000 primary-school-aged children within the constituency.¹ Thus, the only opportunity the other 99% of the children have of an Adventist foundation is through the local church Sabbath School lesson. Is that enough to build a strong doctrinal foundation?

Chitungwiza Central District (CCD) has twelve organised churches and three (3) companies with a total membership of 3,932.² Currently, CCD has no Adventist school, although plans are at an advanced stage to establish one primary school in the district. Therefore, for children in CCD, the only prospect for Adventist foundation is through the church programs. It appears that there is a need to develop a contextualised Bible study guide that can be used in any character building institution of the Junior children.

¹ East Zimbabwe Conference (EZC), “Statistical Report” (Seventh-day Adventist Church, December 31, 2016).

² Chitungwiza Central District (CCD), “Statistical Report” (Seventh-day Adventist Church, December 31, 2016).

Additionally, there are very few available materials in the EZC and CCD for faith development and baptismal preparation for children and the few available materials are prepared in the English language; yet most of the churches are Shona speaking churches. In CCD, all twelve organised churches are Shona³ speaking churches, though some Junior children understand English because of their private English medium schooling background, some do not comprehend English especially those attending rural churches.⁴

If that were not enough, the church at large is losing young people to new teachings and doctrines more than ever before and the church in CCD is not spared. Adventist young people need a good foundation of doctrinal study to help them know what they believe and why. The objective is to have children who are equipped, doctrinally sound, and spiritually independent.

Therefore, the *Treasured Bible Study Guide*⁵ seeks to give children aged between 10-12 years of age (Juniors) a closer walk with their friend and personal Saviour Jesus Christ. This guide will direct them into the fundamental truths of the Seventh-day Adventist Church in preparation for baptism. The child-friendly guide is used in East Zimbabwe Conference of the Seventh-day Adventist Church (EZC), however, for this research, it will specifically focus on Chitungwiza Central District (CCD).

³ *Shona* or *chiShona*, is believed to be the most commonly first spoken Bantu language, native to the *Shona* people of Zimbabwe. Shona is the major language in Zimbabwe, along with Ndebele and the official business language, English. The term is also used to identify peoples who speak one of the *Shona* language dialects: Zezuru, Karanga, Manyika and Korekore, sometimes also Nda. Herbert Chimhundu, ed., "Shona," *Shona Dictionary (SD)*, 2001.

⁴ Chitungwiza Central District (CCD), "Statistical Report," 1.

⁵ This piece of literature was developed for this study and it will be discussed later.

Statement of the Problem

Children between 10 and 12 years of age belong to the Junior class. This is the age when many children join the church, or at least adults expect them to be ready for baptism. However, in CCD, there has been little deliberate preparation of child baptismal candidates due, at least in part, to lack of contextualized materials that are intentionally designed to prepare the Juniors for baptism.

Purpose of the Project

The purpose of the project was to (1) determine the need for a doctrinally sound Bible study guide for the Juniors in EZC so they understand and are better prepared for baptism and, (2) develop a contextualised, biblical, and child friendly Bible study guide for the Juniors that will prepare the children to be spiritually independent to make a decision to be baptised.

Significance of the Study

It is envisioned that this project will provide a foundation for local churches in the EZC territory to enable many children to study the Bible. Also, it will teach them doctrines, ground them in the Adventist faith which will result in many baptisms. It will provide additional faith learning to the children on a Sabbath afternoon, and hopefully interest them to bring their non-Adventist friends to church.

Delimitation of the Study

The project was limited to Chitungwiza Central District in the East Zimbabwe Conference of the Seventh-day Adventist Church. Although this district is a minor sample of the churches in EZC, it will provide reasonable conclusions to be drawn, that can be tested on a larger scale. Furthermore, it was not the intention of the researcher to compare the need for a Bible study guide with other parts of the

Conference, thus one district was elected as a unit of analysis.⁶ In addition, the researcher was serving in this particular district at the time of writing.

Methodology and Procedure

This is a materials development project. A Bible Study Guide for Junior class children will be compiled with both existing materials from the children's department and other Adventist sources as well as new ideas from the researcher. The Guide has thirteen (13) lessons and will be piloted for a quarter in the selected district. The following steps will be taken in accomplishing the project:

1. Establish through scripture and other authors, the need for a Bible study guide for Junior class in preparation for baptism.
2. Review of literature on how to lead children to Christ and how to address theological topics with them.
3. Examine existing baptismal preparation materials available to Juniors to determine how to develop an appropriate and needful resource.
4. Develop, translate, implement and recommend a Bible study guide for the Junior class to help children understand Bible doctrines before baptism.
5. Write a report on the findings.

⁶ Margaret Fletcher and Emmanuella Plakoyiannaki, "Sampling," *Encyclopedia of Case Study Research* (Thousand Oaks, CA: Sage, 2010), 838–839.

CHAPTER 2

THEORETICAL FOUNDATION

The purpose of this chapter is fourfold. Firstly, the study focuses on the biblical mandate to teach and train children as imperative to those who care for these little ones. The second part answers the question: Is there a need for a Junior class Bible Study guide? Also included in this section is the primary purpose of the study guide; to build faith and prepare children for that all important decision to go through the sacred ordinance of baptism. The third section focuses on understanding the Junior children in order to effectively work with them; also in this chapter is how Juniors learn. Lastly the fourth section emphasizes at the counsel and exhortations by Ellen White regarding teaching children Bible principles.

Biblical Mandate to Teach Children

The principle of teaching children weaves throughout scripture; some passages are imperatives while others it is inferred. For this study, however, the following two passages will be considered; Deuteronomy 6:7 and Proverbs 22:6. It is the onus of every parent and teacher to meticulously teach children in their care to be valuable in this contemporary world and in the one to come. Every guardian waiting for the soon coming of the Saviour should devote time from their demanding schedule every day (Deut 11:18-19) to educate and instruct their children. The guardian's primary work and service to their children is to impart both spiritual and general life principles in character development of the very children.

Teach Them Diligently to your Children

Humanity's love for God is apparent when there is unwavering obedience to keep His imperative command. In Deuteronomy 6:7 not only does God require His commands to be transferred from memory into the hearts of man, but they were also to be faithfully inculcated in their children. Keck posits that the importance of the Deuteronomic teaching is also manifest in the injunction to teach "these words" (הַדְּבָרִים הָאֵלֶּה *haddebārîm hā'êlleh*) to children. 'These words', he argues must refer to the Ten Commandments to be taught diligently to the children. The inference is purely addressed to Israel's laity who would carry out such commands in the home setting.¹

The word 'teach' from the Hebrew שָׁנַן (*shaw-nan*) is a primitive root which only appears in this verse in the Old Testament and means to point (transitive or intransitive); to pierce, prick, sharpen, (intensively); figuratively it denotes to inculcate, teach diligently, whet.² Southwell avows that in Ancient Near Eastern times the root *shanan* is attested in various forms, in Aramaic it denotes sharp, in Syriac language it signifies point while in Ugaritic it means tooth. However in Old Testament times particularly in Deuteronomy 6:7 it renders sharpen, prescribe, enact and establish (as law or custom).³

Similarly, Spence postulates that the phrase 'thou shall teach them diligently unto your children' literally mean '*Thou shall sharpen them to your children*'

¹ Leander E. Keck, *The Book of Deuteronomy*, vol. II, The New Interpreter's Bible (NIB) (Nashville, TN: Abingdon, 1998), 343.

² James Strong, "Teach," *New Strong's Exhaustive Concordance* (Nashville, TN: Thomas Nelson, 2003).

³ Peter J.M Southwell, "שָׁנַן," ed. Willem A. VanGemeren, *New International Dictionary of Old Testament Theology and Exegesis (NIDOTTE)* (Grand Rapids, MI: Zondervan, 1977), 195.

denoting impressing the command in the children deeply like a sharp weapon.⁴ Nichol avows that the word translated ‘teach’ means ‘to whet’ or ‘to sharpen,’ making the appeal to teach children incisively. Parents, therefore, have a cumbersome responsibility⁵. This metaphor implies the method of inculcating the Lord’s commands was to be done diligently, deeply, recurrently, and inconspicuously.

O’Connell claims, the context of Deuteronomy 6 makes it plain that the teaching of God’s commandments to each succeeding generation was laid upon the nation as a responsibility by God through Moses His servant.⁶ Ryken avers that children need to be taught biblical knowledge since they are oblivious of good and evil (Deut 1:39). Basing on the manifold admonition to teach children in scripture he challenges guardians to carry the responsibility of teaching their children about God’s mercy, judgement and justice.⁷ The book of Deuteronomy, therefore, displays the parental importance of conscientiously teaching children God’s commands as a way of life.

Train Up a Child

Verily, children are committed to guardians as a valuable trust which God will certainly require at their hands one day. Therefore guardians have a duty to give to the training of their children more prayer, more time, and more care because they need

⁴ W. L. Alexander et al., *The Pulpit Commentary: Deuteronomy, Joshua and Judges*, ed. H. D. M. Spence and Joseph S. Exell, vol. 3 (New Baltimore, MI: MacDonald, 1985), 119.

⁵ Francis D. Nichol, ed., “‘Teach’ (Deut 6:6),” *Seventh-Day Adventist Bible Commentary (SDABC)* (Washington, DC: Review and Herald, 1980 1976), 974.

⁶ Matthew O’connell, “Shanan,” ed. Willem A. VanGemeren, *New International Dictionary of Old Testament Theology and Exegesis (NIDOTTE)* (Grand Rapids, MI: Zondervan, 1977), 197.

⁷ Leland Ryken, James C. Wilhoit, and Tremper Longman III, eds., “Children as Learners,” *Dictionary of Biblical Imagery* (Downers Grove, IL: InterVarsity Press, November 2, 1998).

more of the right kind of teaching.⁸ Equally, the Biblical injunction (Prov 22:6) emphasise the training. The word train comes to us from the Hebrew verb (חָנַךְ, *chanak*) meaning ‘to train up, or dedicate.’ Apart from Proverbs, the verb appears only four times in the Old Testament but without the meaning ‘train up’ but rather ‘dedicate’ (temple or house) (Deut 20:5; 1 Kgs 8:63; 2 Chr 7:5), and dedication offering (Num 7:10).⁹ Clarke suggests that children must be dedicated to God in the first instance and the guardians must nurse, teach and discipline them as God’s children whom He has entrusted to their care.¹⁰

In as far as the development of the word, Dommershausen advances that *hanak* with an impersonal object developed into the concept “initiate”, though initially without religious connotations, with a personal object, the meaning “accustom” stands in the backdrop. He suggests it may have developed from the Arabic *hanaka* whose primary meaning denotes rubbing gums of a new-born child with the juice of dates or with oil, hence initiate, including “initiate into something” and “make experienced.”¹¹ However contemporary and New Testament usage signifies intentional training and dedication.

Waltke promulgates that the relatively rare imperative in this passage ‘dedicate’ in context means continual ‘training’, however the virtually general

⁸ Ellen G. White, *Adventist Home*, Complete., Ellen G. White Writings [CD ROM] (Silver Spring, MD: Ellen G. White Estate, 2007), 161.

⁹ James Strong, “Train,” *New Strong’s Exhaustive Concordance* (Nashville, TN: Thomas Nelson, 2003).

¹⁰ Adam Clarke, *Adam Clarke’s Commentary of the Bible* (Kansas City, MO: Beacon Hill Press, 1967), 546.

¹¹ W. Dommershausen, “חָנַךְ,” ed. G. Johannes Botterweck, Helmer Ringgren, and Heinz-Josef Fabry, trans. David E. Green, *Theological Dictionary of the Old Testament* (Grand Rapids, MI: Wm. B. Eerdmans, 1980 1977), 20.

translation “train up” overlooks the lexeme’s emphasis on the inauguration and possibly consecration. Additively he sums by suggesting that the proverb implies the teaching of religious and moral initiations of children should be adapted to in the early years to counteract any foolish ways.¹² Garrett submits that a better interpretation of (22:6) lightly rendered would be ‘*Train a child in a manner befitting a child,*’ thus committing to the teaching of children concepts, vocabulary, and illustrations that children plainly understand.¹³ Hence it is important to dedicate children to God at a very tender age of their lives through constant teaching of both religious principles and moral values in a method that children will understand clearly without watering down the Biblical principles that will keep them in the faith until they are grown up.

Albeit other scholars argue that training in this context is inclusive of spiritual, moral direction, manners and vocational activity,¹⁴ for the purposes of this study, the researcher gives attention to the importance of spiritual training. The imperative “train” which has the notion of “dedicate” would suggest teaching spiritual principles with purpose, thus both parents and teachers at home or church should endeavour to teach children with the purpose of building their faith in God and ultimately prepare them for baptism.

Importance of Teaching Children Bible Principles

The need to teach children Bible principles in contemporary society cannot be overemphasized. It is no secret that the world is trying to control children. The social

¹² Bruce K. Waltke, *The Book of Proverbs*, ed. R. K. Harrison, New International Commentary on the Old Testament (NICOT) (Grand Rapids, MI: Eerdmans, 2005), 204.

¹³ Duane A. Garrett, *Proverbs*, vol. 14, The New American Commentary (NAC) (Nashville, TN: B&H, 1993), 187.

¹⁴ Alexander et al., *The Pulpit Commentary: Deuteronomy, Joshua and Judges*, 3:438.

media, music industry, movie house, internet and the printed page all alike have something to teach the children which is contrary to God's word. Brown encourages guardians to be proactive rather than reactive by providing a wholesome atmosphere in which to bring up children by way of committing time to the teaching of Bible beliefs.¹⁵ Remembering the influence of a diligent parent to teach their children modest life principles to be useful in this world and the world to come is second to none.

To a great extent, parents stand in the place of God to a child. Hence, Van Pelt proposes that discipleship by teaching Bible lessons gives a child's visual image of God by a blend of information from pictures they have seen and the Bible stories they have heard. She further suggests that the child's concept and understanding of God as a father will be greatly predisposed by both the relationship the child has with the guardian and their commitment to impart Biblical instructions.¹⁶

Teaching children to obey the commands of Christ is more than just teaching doctrine, or merely the transfer of information. It involves the application of the doctrine in their hearts in order to obey. Melton suggests that if guardians neglect to disciple and instruct their children from the Bible, they will become 'spiritual orphans' and will likely become a part of the mass exodus of young people from the church.¹⁷ For that reason, guardians must ensure that their children grasp these

¹⁵ Jeffrey Brown and Pattiejean Brown, *A Guide to Parenting* (Grantham, England: Stanborough Press, 2006), 9.

¹⁶ Nancy Van Pelt, *Train Up a Child: A Guide to Successful Parenting* (Washington, DC: Review and Herald, 1984), 117.

¹⁷ Alan Melton and Paul Dean, *Disciple Like Jesus For Parents* (Maitland, FL: Xulon Press, 2009), 74.

Biblical principles so much that it brings about visible positive changes in their deportment.

Dudley expresses that, guardians should strongly embolden devotional habits such as personal prayer and Bible study; since a strong child's devotional life is likely to model disciple making children. However, for parents and teachers to make these devotional experiences rich and meaningful, they need not prescribe but rather demonstrate by being totally involved in teaching and making sure they understand Bible doctrines.¹⁸ Moreover, children value lessons they are taught by their guardians when they realize an abiding commitment by the parent or teacher to communicate the lessons to them.

Barna postulates that most parents and spiritual leaders have lost the essence in viewing spiritual development as a value-added proposition rather than the single most important facet of the development of children. He, therefore, encourages all involved with the development of children to prioritize spiritual growth and recognize it as being more important than social, physical, intellectual, cognitive and even emotional development.¹⁹ And thus the need to impart Biblical doctrines to our children as early as we possibly can.

Unfortunately, the imperative to teach children has been overlooked more so by parents who are supposed to be the primary teacher of the child at home and Sabbath school teachers, who continue the teaching in a church setting. A Bible study guide in the home institution as well at church will go a long way in helping children have a closer walk with Christ and eventually make a decision for Him.

¹⁸ Roger L. Dudley, *Why Our Teenagers Leave the Church: Personal Stories from a 10-Year Study* (Hagerstown, MD: Review and Herald, 2000), 76.

¹⁹ George Barna and Bill Hybels, *Transforming Children into Spiritual Champions: Why Children Should Be Your Church's #1 Priority* (Ventura, CA: Regal Books, 2003), 19.

Need for a Bible Study Guide for Junior Class

According to Child Developmental Study theories, Lindon enunciates that what a child learns in the first twelve years of their life informs the greater part of their life, and chances are even in their old age they will return to the beliefs they held during their childhood stage.²⁰ Accordingly, parents and Sabbath school teachers (hereafter referred to as guardians) need to be equipped with materials for their children at an early stage of their lives to establish a formidable faith-based foundation. One way of achieving the latter is undoubtedly through a Bible study guide to establish strong beliefs during this critical stage.

“All your children shall be taught by the Lord and great shall be the peace of your children” (Isa 54:13).²¹ Children will have a deep personal relationship with God only as they carefully search the scriptures. Spurgeon posits that we should disciple children to know the Lord by mingling the name of Jesus with their ABCs from the beginning. They should read their first lessons from the Bible.

On the issue of teaching of children, he adds that we should never be guilty as parents and teachers of forgetting the religious training of our children lest we may be guilty of the blood of their souls.²² As such, an intentional Bible study guide will play a pivotal role in teaching children of the Lord through meditation, fervent prayers, Bible study, and daily conversion.

²⁰ Jennie Lindon, *Understanding Child Development: Linking Theory and Practice* (London, UK: Hodder Education, 2010), 31.

²¹ Scripture quotations from this paper will be taken from the New King James Version unless otherwise stated.

²² Charles H. Spurgeon, *Spiritual Parenting* (New Kensington, PA: Whitaker House, 2003), 9.

At this stage, some children are deciding to commit their lives to Jesus as their personal saviour and friend, yet some parents do not know how to help their children make that all important decision with understanding. Nevertheless, the Seventh-day Adventist minister's manual recognizes this important phase and counsels thus:

Parents should play a significant role in the baptism of their children.- Parents whose children desire to be baptised have a work to do, both in self-examination and in giving faithful instruction to their children. Baptism is a most sacred and important ordinance, and there should be a thorough understanding as to its meaning. It means repentance for sin, and the entrance upon a new life in Christ Jesus. There should be no undue haste to receive the ordinance. Let both parents and children count the cost. In consenting to the baptism of their children, parents sacredly pledge themselves to be faithful stewards over these children, to guide them in their character building. They pledge themselves to guard with special interest these lambs of the flock, that they may not dishonor the faith they profess.²³

The availability of a Bible study guide will go a long way in assisting both the child to make a conscious decision with understanding and the guardians to render faithful instructions as well as an in-depth understanding of the essential ordinance of baptism.

Southern Africa Indian Ocean Division Children's Ministries leader Chola asserts that much research in recent years has shown that the largest group who accept the gospel is the group below thirteen years of age. Furthermore, making reference to George Barna's research she identifies 32% of the children who accept Jesus as their personal friend and remain in faith are those below thirteen years old.²⁴ For this reason, it is imperative to develop an intentional study guide for children in their earlier years that will guide them to make a decision that gives them the assurance of their salvation.

²³ General Conference of Seventh-day Adventists, Ministerial Association, *Seventh-Day Adventist Minister's Handbook* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1995), 164.

²⁴ Caroline Chola, "We Need to Reach Kids for Jesus," *Adventist Echo*, October 2014, 29.

Current religious trends show that in both developed and developing countries, our churches are increasingly ageing. Pews are filled with mainly elderly people. Though not as bad as the western world, African churches are predominantly young adults and the elderly. Most young people for one reason or the other have left the church or are thinking of leaving the church. Dudley in his research states that teaching our children faith issues is a priority in this present-day society and should be purposeful for the reason that more than 51% of young people leave the church. Amongst various reasons given by the young people themselves, lack of understanding of the faith probably due to lack of teaching or deliberate training by guardians.²⁵ Therefore, to nurture the young people in the faith, there is a necessity for a contextualized, child-friendly study guide to ground them in the faith and help them grow in Christ and take an active participating role in the church.

In addition, in the current postmodernism era, as churches react to culture changes, the surfacing of a new wave of movements such as the emerging church movement, post-church movement, missional church movement, and the house church movement require principled children to remain unmoved.²⁶ Hence, guardians at home, in schools, and at church must tirelessly train, teach, and study fundamental Bible doctrines with their children to safeguard them from the doctrines of men. The Bible study guide provides the relevant lessons that will equip our children to stand for the truth and defend their faith.

²⁵ Of course this research was done in Seventh-day Adventist Church in America, however the mass exodus of young people is a global problem in the Adventist church. Dudley, *Why Our Teenagers Leave the Church*, 35.

²⁶ Anna Galeniece, “Class Notes for CHMN 639” (presented at the Church Growth and the Equipping Pastor, Adventist University of Africa, Bulawayo, Zimbabwe, February 2015).

Junior children need a forum where their religious questions are discussed and answered, questions like who is Jesus Christ, Who am I? What choices do I have to make? Laurent observes that children must be afforded an opportunity to experience religion as a rational, thinking faith that fits the kind of candid questioning that typifies their minds. He argues that it is an important developmental task of children to acquire their own set of values and a personal belief system to direct behaviour. It is every parent's dream to hear their child announce "Mom and Dad, I'm no longer a Christian because it's what you believe; I'm a Christian because I believe in it."²⁷ Treasured Bible Study Guide offers that forum to discuss and answer children's religious questions and help Juniors build their faith.

Building the Faith

In a world disarrayed with confusion, a culture of moral uncertainty, and a misunderstood religious liberty concept, building the faith of our children based on the Bible cannot be overstated. Habenicht and Burton note that faith formation of children is multifaceted; it is more than just Bible narratives and amusing activities. It encompasses learning about beliefs (theology), acquiring biblical knowledge, moral character development, understanding grace and salvation, and getting the entire picture of sin and its effects. The authors affirm that faith formation is manifest in baptism, commitment to growing in Christ and witnessing to others.²⁸ Hence the study guide is structured to meet the needs of all these virtues.

The proverbial saying that it is better to build a child than to repair men becomes fundamental in this purpose of building faith. The primary objective of this

²⁷ Robert Laurent, *Bringing Your Teen Back to God* (Elgin, IL: David C. Cook, 1991).

²⁸ Donna J. Habenicht and Larry Burton, *Teaching the Faith An Essential Guide for Building Faith Shaped Kids* (Hagerstown, MD: Review and Herald, 2004), 314.

child-friendly guide is to build their faith at a tender age so as to avoid mending broken characters in their old age. Scharen concurs that children need to learn a language of faith that can give them alternatives to the “it’s all about me” culture. He exhorts guardians who understand faith deeply to intentionally teach them to become fluent in the language of faith so that they can learn and practice their faith.²⁹ Thus a bible study guide can be used at the comfort of homes, during a bible study at church, and even in the classroom setting at school to learn the language of faith.

Additively, the **Treasured Bible Study Guide** emphasizes beliefs, character development, biblical knowledge, Christian growth, service, and many other virtues that have been identified by Habenicht and Burton as key facets to spiritual formation as noted in Table 1 below.³⁰

²⁹ Christian Scharen and Miroslav Volf, *Faith as a Way of Life: A Vision for Pastoral Leadership* (Cambridge, England: Eerdmans, 2008), 47.

³⁰ Christian Scharen and Miroslav Volf, *Faith as a Way of Life: A Vision for Pastoral Leadership* (Cambridge, England: Eerdmans, 2008), 315. The chart (Table 1) provides a quick overview of when different facets are most important for the spiritual formation of children. Some facets are more important at certain ages; others remain important throughout all ages. As children grow spiritually, their lives become like multifaceted diamonds for God’s kingdom, and it is important to develop that area

Table 1. Facets of the Spiritual Formation of Children by Age

Facets	Birth to 5 years	6 to 9 Years	10 to 14 years
General Spiritual development	*	**	***
Beliefs and theology	*	**	***
Character development	***	**	*
Grace and salvation	*	**	***
Biblical knowledge	*	***	***
Service for others	**	***	***
Prayer life	***	***	***
Conscience development	***	**	*
Church community	*	***	***
Great Controversy (Big Picture)		**	***
Baptism and commitment		*	***
Growing Christian life	*	**	***
Sharing God with others	*	**	***

Key: 1 Symbol = beginning time to learn (or major learning has occurred at younger ages); 2 Symbols = important time for learning; 3 Symbols = most important time for learning

The **Treasured Bible Study Guide** through the various facets, activities, lessons and learning models endeavours to build faith for Junior children to understand the doctrine into their hearts in a way that it develops part of their very being and is mirrored in their attitudes and comportment throughout their lives as they prepare to make the all-important decisions for baptism and their commitment to sharing their faith in God to their peers.

Preparation for Baptism

Soon after the ordinance of baptism, during evangelistic campaigns, or any church services when altar calls are made, many children commit and make decisions for Christ. Generally, children are not afforded an opportunity to adequately prepare themselves in the facet of Bible beliefs so that they fully understand what it means to be baptised. This preparation is very vital. Church Manual alludes to the same and recommends that:

Only those giving evidence of having experienced the new birth and enjoying a spiritual experience in the Lord Jesus are prepared for acceptance into

membership. Pastors must instruct candidates in the fundamental teachings and related practices of the Church so they will enter the Church on a sound spiritual basis. While there is no stated age for baptism, it is recommended that very young children who express a desire to be baptized should be encouraged and entered into an instruction program that may lead to baptism.³¹

It is clear from the recommendation stated in the official Seventh-day Adventist Church manual that children desirous to be baptised must be prepared through an instruction program culminating in baptism. Hence the study guide is to become a resource for the instruction program.

In complement to the above-stated principle, Children's Ministry handbook avers that children aged ten to twelve have come of age to be addressed on issues of personal religion. In relation to preparation for baptism, it endorses a children's baptismal study guide that is approved and conform to the Seventh-day Adventist standards.³² **Treasured Bible Study Guide** hinges on the fundamental beliefs of the Seventh-day Adventist and is profitable for preparing children for baptism.

Habenicht in the chapter '*Preparing for Baptism and Church Membership*,' suggests and recommends a three-step preparation process for church membership for children; Step 1: Getting to know God and His Family Step 2: Baptismal Preparation and finally Step 3: Growing in Jesus. In Step 2 specifically, she says:

The next step is a formal "preparation for baptism" class, which includes a study of what the Seventh-day Adventist Church believes. Again, the baptismal preparation class is taught so that the Junior-age children can understand. The leaders should use a children's baptismal manual, such as Steve Case's *It's My Choice: Junior Baptismal Guide* or Marjorie Gray's *Good News for Today* (available at Adventist Book Centers).³³

³¹ General Conference of Seventh-day Adventists, *Seventh-Day Adventist Church Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 2010), 44.

³² General Conference of Seventh-day Adventists, *Children's Ministries Handbook* (Silver Spring, MD: General Conference of Seventh-day Adventists, 2004), 197–198.

³³ Habenicht and Burton, *Teaching the Faith An Essential Guide for Building Faith Shaped Kids*, 341.

The preparation for baptism for children wanting to receive Christ as their personal saviour and friend is paramount in building a generation of children with a strong biblical background and faith that they would be comfortable to share with their friends. The Treasured Bible study Guide has a dual primary aim, that is to build faith and prepare children for baptism.

Understanding Juniors

Effective teaching of Christian truths, the proficiency, effectiveness and competency of a guardian with the Juniors lies in the ability to understand who they are, what they like and importantly how they are developing. Juniors by nature are enthusiastic, innovative, animated, competitive, companionable, carefree, loud and unpredictable only to mention a few characteristics. Habenicht identifies that most children make a decision for Christ and church membership during their Junior-teen years. Throughout these years, children progressively transition into a more mature way of thinking, gaining the ability to comprehend previous and future plans. Importantly, they will be capable to combine reaction to different situations so that they can make decisions.³⁴ As such it is essential to note these transitions as one works with the Juniors.

West in a chapter entitled ‘What is a preteen?’ advances that Juniors are characterized by seven key developmental needs: (i) positive social interaction with adults and peers, (ii) structure and clear limits, (iii) physical activity, (iv) Competence and achievement, (iv) meaningful participation in families, schools, and communities, (vii) Opportunities for self-definition.³⁵ Therefore an effective Junior program must

³⁴ Ibid., 283.

³⁵ Jim Wideman et al., *Children’s Ministry That Works: The Basics and Beyond*, ed. Craig Jutila (Loveland, CO: Group, 2002), 165.

meet these key existential needs as well as give attention to social, physical, cognitive and spiritual physiognomies that define the Juniors. There is no physiognomy that is more important than the other when all are given due attention they will work towards a holistic approach to understand Juniors.

Spiritual Characteristics

Caskey defines Spiritual development for adolescents as a developmental process for making meaning of one's life.³⁶ Juniors make meaning by initiating a personal relationship with Christ. They become conscious of their own behaviour and behaviour of others. West postulates that Juniors may quickly correct inconsistently or acts of injustice, however, he notes that Juniors may themselves negate to apply the same standards to their own behaviour. Juniors may condemn adults who steal or cheat yet rationalise their own shoplifting or copying school work.³⁷

Social Characteristics

Generally, at this stage, Juniors are fast cultivating social awareness and developing their sense of belonging. Juniors desire to be liked by friends, so they seek role models in media or amongst older children. Habenicht and Burton suggest those Juniors are gregarious, often insecure in new social settings, developing leadership skills, and love challenging activities but not difficult. They also like to know the

³⁶ Micki M. Caskey, "Young Adolescents' Developmental Characteristics" (AMLE: Association for Middle Level Education, 2016), accessed February 19, 2017, <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/455/Developmental-Characteristics-of-Young-Adolescents.aspx>.

³⁷ Wideman et al., *Children's Ministry That Works*, 167.

reason why they should do learning activities, and thus their activities must be meaningful to them.³⁸

Physical Characteristics

This is probably the most difficult facet in Juniors' characteristics because they begin to experience rapid physical developments. Although it is generally accepted that boys begin puberty³⁹ later than girls, the Junior age is the time both girls and boys begin puberty. Moreover, Juniors are zealous to exercise and exhibit their physical abilities West suggests that since early adolescents are very physical, it is prudent to involve them in a lot of activities. However it is important to note that not all children make these transitions during this period, thus teaching must reflect the varied discerning capabilities.⁴⁰

Cognitive Characteristics

Most Juniors are solid thinkers, very realistic, innovative and imaginative. They are starting to envision opportunities and becoming aware of the consequences of their actions. Juniors also begin viewing things as right or wrong. They are easily bored unless their interest is aroused. West observes that though Juniors' brains and neurological system are virtually developed, their practical experience is thin. One

³⁸ Habenicht and Burton, *Teaching the Faith An Essential Guide for Building Faith Shaped Kids*, 290.

³⁹ Puberty is associated with many body changes that are largely controlled by hormones which play a central role in the physical drama of adolescence. Hormones, which are secretions of the various endocrine glands in the body, govern pubertal growth and physical changes in several ways. These are some changes: Girls (body fat increases, breasts begin to enlarge, pubic hair grows, height and weight increase, first menstrual period occurs, and hips widen) Boys (scrotum becomes darker, testicles grow larger, pubic hair grows, muscles develop, wet dreams occur, voice cracks and gets deeper). Helen L. Bee, *The Growing Child: An Applied Approach* (New York, NY: Longman, 1998), 426.

⁴⁰ Wideman et al., *Children's Ministry That Works*, 166.

cannot assume they will maturely make the right decisions. In spite of their assurances to the contrary, they still need direction in making important decisions.⁴¹ In summation, any guardian who recognizes developments in the life of Juniors would enjoy teaching them to have a personal relationship with Jesus as their personal friend and saviour.

How Juniors Learn

Having discussed the characteristics of the Juniors, it is imperative to understand how to teach them so that they learn. Teaching children Bible principles is not merely for head knowledge but rather to realize transformed lives by touching their hearts. This is made possible by creating a favourable environment in which children are essentially motivated to learn. Jutila suggests that regardless of the curriculum, four elements are critical to inspiring intrinsic motivation to develop and for authentic learning to occur, and these four elements are termed “R.E.A.L Learning.”⁴² The four elements; Relational, Experiential, Applicable, and Learner-Based will be discussed in light of effective learning for pre-teens.

The “R” in R.E.A.L Learning: Relational

For Juniors, relationships are exceptionally essential. Julita points out that a relational learning atmosphere recognises this dynamic and makes time for children to create a friendship with their peers and the guardians. For the reason that Juniors learn in the context of friendship rather than separate individuals, the learning is deeper, richer and most importantly shared.⁴³

⁴¹ Wideman et al., *Children’s Ministry That Works*, 167.

⁴² Ibid., 86.

⁴³ Ibid.

Flowers affirms that children need guardians who take a keen interest in what's happening in their lives, who know their close friends by name, guardians who are available when they need to confide, guardians who share important events in their lives, and importantly guardians who work and play alongside them.⁴⁴ By so doing, both parents and teachers whether at home or church can easily help their children to learn desired Bible principle.

The “E” in REAL Learning: Experiential

Experiential learning commonly known as active learning is a holistic perspective that combines experience, perception ⁴⁵ totally involves the learners. When Juniors “learn by doing”, numerous senses are involved in making the learning fruitful. Experiential learning is ideal for the reason that it thumps the boredom factor. Juniors will always find something to do to thump the boredom factor if assigned passive listener role.⁴⁶ Thus guardians ought to create a learning environment that involves children through their participation.

The “A” in REAL Learning: Applicable

The success of teaching Juniors is not the guardian's ability to impart the knowledge but rather how well their lives are transformed. In order for Juniors to care about and commit to Bible truths, it is imperative for them to understand the importance of knowing the truths and the impact of Jesus' sacrificial death on the cross mean to them individually. Furthermore, when Bible principles are connected to

⁴⁴ Karen Flowers and Ron Flowers, *Family Faith: Experiencing Love, Contagious Joy, and Jesus at Home* (Nampa, ID: Pacific Press, 2005), 56.

⁴⁵ David A Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Upper Saddle River, NJ: Prentice-Hall, 1984), 39.

⁴⁶ Wideman et al., *Children's Ministry That Works*, 87.

the Juniors' real world, their natural curiosity is propelled to learn, retain and apply.⁴⁷ Hence guardians should be circumspect to monitor the impact of their lessons in the character development of the Junior children.

The “L” in R.E.A.L Learning: Learner-based

Learning is more fruitful when the lessons are designed to meet the existential needs of the Juniors and not the guardians. Once their attention span, their learning styles and their interests are considered they will naturally display more interest in the lessons. Juniors by nature love choices, and they expeditiously come to love the environment and teacher where they have choices and can be innovative.⁴⁸ In summary, if R.E.A.L learning is applied and administered properly in teaching Juniors a transformed life is inevitable and both the Junior and the guardians will enjoy the learning experience.

Teaching Doctrines to Juniors

Many guardians sense that the teaching doctrines to children is too complex a matter and they wonder how to water it down without losing its meaning. Conversely, imparting solid fundamental beliefs is indispensable for conserving them from compromise and for inspiring real faith. On the contrary, children possess an innate God-given gift to learn and understand complex subjects. To effectively teach doctrines to Juniors, one must know and understand their age and being able to converse at their level.

Habenicht argues that when very young, children do not have the mental capacity to comprehend theological ideas as grown-ups can, but they build basics for

⁴⁷ Wideman et al., *Children's Ministry That Works*, 88.

⁴⁸ Ibid.

later theological thought. Not until children reach 10-12 years of age (Juniors) do children use the word “religion” impulsively in reaction to questions about churches and begin to grasp that religious identity is an inner commitment.⁴⁹ Realising the later, there are some keys to teaching theology to Juniors though they are not exhaustive.

Teach Simply, but Always Teach Accurately

It is very important for the parent or teacher to incarnate and come down to the level of children if teaching doctrine has to be effective. Incarnational ministry does not, however, mean that the fundamental beliefs will lose their meaning, but rather they will be taught so that children can understand. The book “*Teaching the Faith*” has summarized this key in eleven (11) potent points as follows:

1. Be sure you understand clearly what you are trying to teach the children.
2. Use easy-to-understand words. Avoid adult religious phrases and symbolic explanations. On the other hand, be sure your simple explanation is doctrinally correct.
3. Use familiar objects and everyday events to teach Bible truths.
4. Use illustrations familiar to the child
5. Explain the Bible lesson using objects to handle or visuals to see.
6. Illustrate your teaching with stories.
7. Don't rush the children. Use short periods of instruction. Teach here a little and there a little. Give the children time to digest what they are learning.
8. Do not confuse children with too many ideas at a time. Teach one idea well before on to another.
9. Teach the same idea in many different ways. Strive for a real understanding of a few very important ideas rather than encyclopaedic knowledge with little understanding. Teach an important idea in 10 different ways, instead of teaching 10 different ideas.

⁴⁹ Habenicht and Burton, *Teaching the Faith An Essential Guide for Building Faith Shaped Kids*, 382.

10. Don't talk too much. Avoid long, tedious explanations and prayers. Children will become bored with religion.
11. Give the children an opportunity to explain in their own words what they have learnt.⁵⁰

Let the Juniors Experience the Message

Generally, children commit to memory vivid experiences. Schultz purports that teaching through experiences is an effective way to inculcate Bible doctrines to Juniors. Gleaning an object lesson from the life of Jesus, he advances that when Christ desired to teach His disciples about servanthood, He went down on His knees to wash their feet. Likewise to aid Juniors experience the concept of grace involves your family or class in giving the undeserving without expecting anything in return.⁵¹ When children experience the faith lessons in their lives chances are they will never forget both the experience and lessons learned.

Focus on Understanding the Doctrine

Many guardians endeavour to impart faith primarily through transfer of Bible truths, but those seeds are unlikely to take root except Juniors truly understand the meaning of the truths.⁵² The primary goal of creative, experiential and relational learning is not that the Juniors enjoy their learning experience but so much that they understand the Bible beliefs. Both parents and teachers should expend most of their time assisting Juniors to really understand Bible doctrines, their relevance in everyday life and how they can be applied in their individual lives.

⁵⁰ Ibid., 387.

⁵¹ Thom Schultz, "Faith and Children: Growing Faithful-Kids," last modified 2004, accessed March 13, 2017, <http://www.focusonthefamily.com/faith/spiritual-development/faith-and-children/growing-faithful-kids>.

⁵² Ibid.

Be an Example of Loyalty to God

Burns asserts that the Shema (Duet 6:1-7) reminds us that we ought to love God with our entire being. As guardians, this goes to the heart of the matter because one cannot pass on a principle that he or she does not possess. Parent and teachers are the role models for faith and loyalty to God for their children.⁵³ Therefore when teaching Juniors Bible doctrines, it is imperative for the guardians to believe what they teach and more so to live by the doctrines lest the Juniors undermine the very principle they are taught.

Employ Delight

Juniors will learn more and are most likely to apply what they have learnt if they enjoy the process of learning. This demands employing delightful ways of putting across the doctrines. Unlike adults, Schultz argues that Juniors will not gain a love for anything that is marinated with drudgery and advances that faith learning for Junior children must be delightful.⁵⁴ As previously stated there are various ways of imparting Bible doctrines to children in a delightful way and still maintain the accuracy of the belief.

It is imperative for guardians to make commitments to hand down the torch of unwavering faith to their children by instructing them to think biblically. This is made possible through demonstration of faith by teachers of the lessons they have rendered to the Juniors. Of course, the summary in the book *“Teaching the Faith”* encapsulates the essence of how to teach Bible doctrines to Junior children.

⁵³ Jim Burns, “3 Ways to Leave a Legacy of Faith for Your Children,” *Crosswalk.Com*, last modified September 29, 2015, accessed March 14, 2017, <https://www.crosswalk.com/family/parenting/kids/3-ways-to-leave-a-legacy-of-faith-for-your-children.html>.

⁵⁴ Schultz, “Faith and Children: Growing Faithful-Kids.”

Ellen White on Teaching Children Bible Principles

Ellen White has under inspiration written scores of inspirational exhortations on teaching children Bible principles. One could write volumes on the matter; however, for this study, a few counsels will be considered. In some of her selected messages, White articulates that:

You must make provision for your children to be educated in Bible principles. And do not rest satisfied merely with having them study the Word in the church school. Teach the Scriptures to your children yourselves when you sit down, when you go out, when you come in, and when you walk by the way. Walk with your children much oftener than you do. Talk with them. Set their minds running in a right channel. As you do this, you will find that the light and the glory of God will come into your homes. But how can you expect His blessing when you do not teach your children aright?⁵⁵

I am merely touching upon a few points on a number of subjects relating to the training and education of children. In regards to how Bible study should be conducted with Children, the pen of inspiration recommends that Bible study must be made interesting to Children. She further encourages the children to be taught to love the study of the Book of books, for the reason that in it is knowledge which they need above all others.⁵⁶

Exhorting parents, White encourage fathers and mothers to become acquainted themselves with the Word of God in order to have a fruitful Bible study with their children rather than speaking vain words and telling idle tales to their children. This is so because she reckons the Bible was not intended for scholars alone. It was written in a plain, simple style to meet the understanding of the common people; and, with

⁵⁵ Ellen G. White, *Selected Messages*, Complete., Ellen G. White Writings [CD ROM] (Silver Spring, MD: Ellen G. White Estate, 2007).

⁵⁶ Ellen G. White, *Child Guidance*, Complete., Ellen G. White Writings [CD ROM] (Silver Spring, MD: Ellen G. White Estate, 2007), 513.

proper explanations, a large portion of it can be made intensely interesting and profitable to very small children.⁵⁷

In counselling teachers, the servant of the Lord warns the instructors not to reason that the Bible will become a tiresome book to the children. Under a prudent and astute instructor, the Word will become more and more desirable. If Bible study is given its due attention, it will be to the children as the bread of life; it will never grow old.⁵⁸

Teaching children Bible study will inevitably mould characters in children that will meet the standards of the current world and the world to come. White notes that:

To know God is eternal life. Are you teaching this to your children, or are you teaching them to meet the world's standard? Are you getting ready for the home that God is preparing for you? Teach your children of the Saviour's life, death, and resurrection. Teach them to study the Bible... Teach them to form characters that will live through the eternal ages. We must pray as we never have before that God will keep and bless our children.⁵⁹

Additively, White encourages guardians to take time diurnally for Bible study with their children. It will surely necessitate determination and planning and some sacrifice to undertake this, but the effort will be richly rewarded. As a preparation for teaching His precepts, God's Word must be hidden in the hearts of the guardians, (Deuteronomy 6:6, 7). In order to interest children in the Bible, teachers and parents must be interested in it. To awaken in children a love for the study of the scriptures, guardians must love the Word, obey its commands and claim its promises.⁶⁰

⁵⁷ Ibid.

⁵⁸ Ellen G. White, *Counsels to Parents, Teachers and Students*, Complete., Ellen G. White Writings [CD ROM] (Silver Spring, MD: Ellen G. White Estate, 2007), 171.

⁵⁹ White, *Child Guidance*, 494.

⁶⁰ Ellen G. White, *Education*, Complete., Ellen G. White Writings [CD ROM] (Silver Spring, MD: Ellen G. White Estate, 2007), 187.

In summation, Ellen White expresses the importance of teaching children Bible principles because both parents and teachers are ultimately accountable to God for the children under their care. Furthermore, there is an injunction in her counsels that Bible study material should be interesting and prepared to their level so that they understand Bible principles better.

Summary

To conclude this chapter, one can confirm that a contextualised Bible study guide is needed to help our Junior children grow in faith and to prepare them for that sacred decision to be baptised and have a saving personal relationship with Christ. For this guide to be effective it is imperative for guardians to have an appreciation and understanding of the characteristics of the Juniors and how they learn effectively. It is also imperative to know methods to employ when teaching this group about Bible doctrines. However, when all these elements and programs have been implemented, like the Bible, counsel from Spirit of Prophecy, and various authors have made it plain, it is an honour to work for the salvation of these children.

CHAPTER 3

DESCRIPTION OF LOCAL SETTING

Divided into four main sections, this chapter seeks to describe the local setting of the study and present the findings and conclusions obtained from the qualitative research. The first section considers the general setting of Zimbabwe. This consists of its location, history, socio-economic, political and population composition. The second section studies the general setting of Zimbabwe Union Conference. The third section considers East Zimbabwe Conference. The fourth section focuses on an in-depth study of Chitungwiza Central District and provides a justification to why the district was elected for this study.

General Description of Zimbabwe

Sitting on 390,580 square kilometres, Zimbabwe¹ is a landlocked country that borders Zambia, South Africa, Botswana, Mozambique, and Namibia (see map).² According to United Nations latest estimates, (Tuesday, December 13, 2016), Zimbabwe's current population is 16,126,314 equivalent to 0.21% of the total world population. Its population density is 41 per km² Zimbabwe covers an area of 386,606

¹ In Southern Rhodesia (now Zimbabwe meaning "House of stones") the British government in London tried to negotiate political rights for the black majority before granting independence, but the small white community resisted, and in 1965 it unilaterally proclaimed independence from Britain. After 15 years of escalating guerilla warfare and international political and economic pressure, the white leaders yielded. In 1980 Southern Rhodesia became, Zimbabwe with a black majority government. R. R. Palmer, Joel Colton, and Lloyd Kramer, *A History of the Modern World: Since 1815*, 10th edition. (Boston, MA: McGraw-Hill, 2007), 957.

² Google Map, "Zimbabwe," accessed November 22, 2016, <http://www.newstrackindia.com/information/locations/Zimbabwe/2698847-city-mutare.htm>.

km² (149.269 sp. Miles)³. The *Lingua Franca*⁴ of Zimbabwe is English, however, the majority of people speak Shona in all its dialects and Ndebele. There are thirteen official minority languages these are Chewa, Chibarwe, Kalanga, Koisan, Nambya, Ndau, Shangani, sign language, Sotho, Tonga, Tswana, Venda, and Xhosa.

Research estimates that children between 0-14 years constitute the largest percentage of the population at 37,8% (male 2,877, 806/ female 2,820, 033). The birth rate is projected at 31.9 births/1,000 population, while the total fertility rate is anticipated at 3.5 children born/woman. The school life expectancy from primary to tertiary education is set 10 years with a literacy⁵ level of 86.5%.⁶

Political Background

Historically, Zimbabwe was once Southern Rhodesia under British colonial rule; however, it attained its independence on 18 April 1982.⁷ The politics of the Republic of Zimbabwe in generally is in the framework of a full presidential republic. The president is the head of the state and government. While the legislative power is conferred in both the parliament and the government, executive power is implemented solely by the government. The Zimbabwe constitution was necessitated by the negotiations between the Patriotic Front and the Smith Regime at the Lancaster House

³ Admin, "Zimbabwe Population," *Worldometers*, accessed December 14, 2016, <http://www.worldometers.info/world-population/zimbabwe-population/>.

⁴ Often referred to as official language, it is the language for discourse between people speaking different languages. Oxford University Press, "Lingua Franca," *Shorter Oxford English Dictionary* (Oxford, UK: Oxford University Press, 1950).

⁵ Literacy level here is defined: age 15 and above that can read and write English

⁶ Admin, "Zimbabwe Demographics Profile," *Index Mundi*, accessed December 14, 2016, https://www.indexmundi.com/zimbabwe/demographics_profile.html.

⁷ Paul Nugent, *Africa Since Independence: A Comparative History* (Hampshire, UK: Palgrave Macmillan, 2012), 284.

Agreement of 1979.⁸ Despite the economic fragility and the political instability within the country, Zimbabwe has only two major political parties and many other small and insignificant parties. There is the ruling party that has been in power since independent; Zimbabwe African National Unity- People's Front (ZANU-PF) led by His Excellency President Robert Mugabe and the main rival party Movement for Democratic Change-Tsvangirai (MDC-T) led by Morgan Tsvangirai. Furthermore, the ethnic rivalry between the two main tribes, the Shona and Ndebele have played a huge role in Zimbabwean politics.⁹

Socio-Economic Background

The economy of Zimbabwe is a shadow of its former self. Formerly called 'The bread basket of Southern Africa', Zimbabwe's economy wilted remarkably in the late 90s. The decline has primarily been attributed to poor monetary policies, catastrophic fiscal policies to control the budget deficit, and the controversial land reform program.¹⁰ The majority of Zimbabweans live under the poverty datum line and unemployment is estimated at around 95%. According to the survey, most of the estimated 5, 4 million people who are gainfully engaged, about 84% work in the informal sector, with only 11% engaged in formal employment. However, approximately a quarter of those deemed employed did not receive financial

⁸ Ibid., 281.

⁹ Richard J. Reid, *A History of Modern Africa: 1800 to the Present* (West Sussex, UK: Wiley-Blackwell, 2012), 14.

¹⁰ The event that set off this decade long crisis was a mismanaged policy by President Robert Mugabe. The President acted very radically in the early 80's when he implemented a policy of land reforms. In August of 2007, a BBC article summarized the situation perfectly when they said "The seizure of white farms was [what] opened and thus began the long slide into today's economic crisis". The political-economic landscape has been defined by competing ownership of resources. Grant McIntire, "The Event That Caused the Economic Crisis in Zimbabwe," *OpEdNews*, last modified May 10, 2009, accessed February 9, 2016, <https://www.opednews.com/articles/The-event-that-caused-the-by-Grant-McIntire-090505-911.html>.

reparation for their work. Thus the unemployment rate is approximated at close to 97%.¹¹

Religious Setting

Zimbabwe is generally considered a Christian country; however, there are pockets of Muslims, Hindus and other religions. Pentecostalism is fast growing in the country, according to research, it is projected that Protestant constitute about 75.9% (includes Apostolic 38%, Pentecostal 21.1%, other 16.8%), Roman Catholic 8.4%, other Christian churches 8.4%, other 1.2% (includes traditional, Muslim, and other religions), and about 6.1% are not committed to religion.¹²

General Description of Zimbabwe Union Conference

The church emerged as a mission station when the first pioneers arrived at what became to be known as Solusi Mission. The Union was first organised as Rhodesia Nyasaland Mission (that included what is now Zambia and Malawi). In 1919 it was re-organised as Zambezi Union to include what are now Botswana, Malawi, Zambia, and Zimbabwe. At that time the church had 28 congregations, 953 members, one field, 4 boarding schools, and 3 clinics which were known as dispensaries. By 1997 the Union had grown to 545 congregations, 259 848 members and 3 conferences. During the same period, it ran 7 boarding schools and 10 clinics. It

¹¹ The Independent, "Unemployment: Serious Political Will Now Needed," *The Zimbabwe Independent*, May 6, 2016, accessed February 9, 2017, <https://www.theindependent.co.zw/2016/05/06/unemployment-serious-political-will-now-needed/>.

¹² Ibid.

was organised as a Union conference in November 1997 when the total membership was 259 848. From 1919 to 1997 the average baptisms were 3331 per year.¹³

Currently, ZUC is one of the fastest growing Union in Southern Africa Indian-Ocean Division (SID), second only to Zambia, baptizing \pm 50, 000 people each year. ZUC is made up of six conferences, together with their stated membership, Central Zimbabwe Conference (CZC) 147,047, East Zimbabwe Conference (EZC) 180,112, North Zimbabwe Conference (NZC) 152, 050, North-West Zimbabwe Conference (NWZC) 140,605, South Zimbabwe Conference (SZC) 102, 502, and West Zimbabwe Conference (WZC) 163,114. The Union has 2,180 organised churches, 2,441 companies totalling 4,621 congregations.¹⁴

General Description of East Zimbabwe Conference

EZC is a part of the Zimbabwe Union Conference, which in turn is a part of the Southern Africa-Indian Ocean Division of the General Conference of Seventh-day Adventists, a world church organization; and all its purposes, policies and procedures are in harmony with the working policies and procedures of the Southern Africa-Indian Ocean Division and the General Conference of Seventh-day Adventists.¹⁵ East Zimbabwe Field was first organised as a mission field in 1964 with a membership of

¹³ Zimbabwe Union Conference, “Constituency Meeting Report” (Seventh-day Adventist Church, December 31, 1997).

¹⁴ Zimbabwe Union Conference (ZUC), “Constitution and By-Laws” (Seventh-day Adventist Church, December 2014).

¹⁵ Zimbabwe Union Conference (ZUC), “Constitution and By-Laws” (Seventh-day Adventist Church, December 2014).

less than 2 00, and less than 15 schools. In 1993 with a membership of 40, 123 and 81 churches, it was organised into a conference.¹⁶

In 2013, EZC took a vote to request the higher office to re-align the conference into two conferences namely East Zimbabwe Conference and North Zimbabwe Conference. Currently, the conference is the biggest of the six conferences in ZUC with a membership of 180,112, out of 40 districts manned by 40 district Pastors. It has 456 organised churches, 567 companies, and in 2016 the conference baptised 9,723 souls.¹⁷ Of the 456 organised churches, only 12 are English speaking churches, 1 deaf church, and the rest are Shona speaking churches.

With the highest number of children in the Union, EZC has a recorded nine thousand and four children (9004) children less than 15 years attending church. In the last quarter of 2016, fifty-three (53) of the above mentioned were baptised. According to the report, only 158 of 9,004 either study the Bible, Spirit of Prophecy, and or Sabbath School study Bible.¹⁸

Setting of Chitungwiza Central District

This section, which strives to describe the local setting of Chitungwiza, is divided into three parts. The initial part deliberates on the socio-economic setting of Chitungwiza district. The second focuses on the political while the third part miens at the religious setting of Chitungwiza district. CCD is located in Chitungwiza, a high-density dormitory suburb of Harare, the capital city of Zimbabwe. By and large, Chitungwiza is a largest and heavily populated suburb in Zimbabwe with an estimated

¹⁶ Ibid.

¹⁷ East Zimbabwe Conference (EZC), “Statistical Report.”

¹⁸ East Zimbabwe Conference (EZC), “Children’s Ministries Statistical Report” (Seventh-day Adventist Church, December 31, 2016).

population of 485,630¹⁹ . Known colloquially as Chi-Town, it was formed in 1978 from three main townships St Marys, Seke and Zengeza. Moreover, Chitungwiza boasts of hosting two teacher training colleges, a provincial hospital and shopping malls.²⁰

Religious Setting

Religiously, history suggests that Chitungwiza was once the stronghold of mainstream conventional churches such as the United Methodist, Roman Catholic, Salvation Army and the Seventh-day Adventist Church.²¹ However, the last few years because of the influx of people in the area, indigenous churches especially Pentecostal churches and African Indigenous Churches have been mushrooming at a tremendous rate. Actually, one of the biggest Pentecostal churches led by Prophet Emmanuel Makandiwa²², United Family International Church (UFIC) is situated in the centre of Chitungwiza.

The Adventist Church is also visible in Chitungwiza especially after the visit by the current Seventh-day Adventist General Conference president Pastor Ted Wilson to conduct a campaign in Chitungwiza at the famous Chitungwiza Town

¹⁹ Zimbabwe National Statistics Agency, “Chitungwiza Urban Population” (Government of Zimbabwe, 2015), accessed March 15, 2017, www.Zimstat.co.zw/sites/default/files/img/publications/.../Chitungwiza.pdf.

²⁰ Robert Mutsindri, ed., “Chitungwiza,” *Best of Zimbabwe* (Harare, Zimbabwe: GVPedia Communications, 2015).

²¹ Chengetai Zvobgo, *A History of Christian Missions in Zimbabwe* (Gweru, Zimbabwe: Mambo Press, 1996), 214.

²² Born in Chitungwiza in 1977, Emmanuel Makandiwa is the founder of one of the largest Pentecostal churches in Zimbabwe, United Family Interdenominational Ministries (UFIM) in 2008. The Church is located in Zengeza 4 close to Town Centre, the town’s business centre. Christopher T. Mugaga, “Makandiwa: Key to the Promised Land,” *The Zimbabwe Daily Herald Newspaper*, April 27, 2011, 4.

Centre, which saw the baptism of 2,479 souls at the site²³. Moreover, during the same period, ADRA donated twelve community boreholes in major civic centres as well areas that have water problems and the Health Expo that provided basic health care to over 34,100 patients going through various booths have many still talking about the church.²⁴ Additively the construction of a centre of influence in the form of a school has also aided in the presence of Adventism in Chitungwiza.

Political Setting

Chitungwiza is a relatively peaceful place as far as political stability is concerned. Unlike other parts of the country, both the ruling and opposition parties have adherents who exercise their freedom of allegiance. However, the opposition party has a greater number of supporters. As such, Chitungwiza City Council is dominated by the opposition Movement for Democratic Change. The Chitungwiza constituency itself has a total of 238 525 registered voters, thus the electorate constitutes 45% of the entire constituents. There are 25 wards in Chitungwiza, and from the 25 ward councillors, a mayor and a deputy mayor.²⁵

Sabbath School Report

There are approximately 60,578 children less than 15 years of age in ZUC and 641 were baptised fourth quarter of 2016.²⁶ As indicated in one of the sections above,

²³ Andrew McChesney, “Thousands Baptised in Major Outreach Effort in Zimbabwe,” *Adventist Review*, May 2015, 19.

²⁴ Fatima Bulla, “Seventh Day Church Mends Bodies, Souls,” *The Sunday Mail*, April 27, 2014, 5.

²⁵ Admin, “Constituency Profile for Mufakose Constituency,” *Parliament of Zimbabwe*, accessed February 9, 2016, <https://www.parlzim.gov.zw/>.

²⁶ Zimbabwe Union Conference (ZUC), “Children’s Ministries Year End Report” (Seventh-day Adventist Church, December 31, 2016).

in EZC 9004 children less than 15 years attending church. In the last quarter of 2016, fifty-three (53) of the above mentioned were baptised. According to the report, only one hundred and fifty-eight (158) of the 9004 either study the Bible, Spirit of Prophecy, and or Sabbath School Study Bible.

Unfortunately, this figure cannot be broken down to give us the actuals in terms of Junior class children. For Chitungwiza Central district, the researcher took time to visit each church and physically count as well as checking with the Sabbath School class register the actual number of Junior children at each local church. The table below shows the results:

Table 2. Number of Juniors in each Local Church

Church	Boys	Girls	Total
Battle Creek	3	4	7
Parkview	2	3	5
Seke	5	4	9
Seke 7	4	6	10
Seke 8	3	5	8
Seke West	4	4	8
Seke South	6	7	13
Southview	5	5	10
Town Centre	3	3	6
Zengeza 4 Main	5	4	9
Zengeza 4 North	4	6	10
Zengeza 4 South	1	3	4
Grand Total	45	53	98

Table 2 above shows CCD has ninety-eight (98) Junior children who can be systematically taught fundamental beliefs with the intention of preparing them for baptism. Forty one (41) of these children have already turned twelve years of age,

which is the generally accepted minimum age of baptism in Zimbabwe.²⁷ The researcher went on further to check how many Junior children were baptised whilst they were in Junior class in the past three years. Table 2 below shows the results. The statistical information was taken from the CCD baptismal blue cards.²⁸

From the gathered information, most of these Juniors are baptised during the third quarter, specifically during the month of August and the researcher assumes that it is so because of the annual camp meetings that are done during the month of August. Of notable interest, is the relatively high baptism in the year 2015, which is about four times more than any other year under study. As earlier alluded to, this was as a result of the ‘Revelation of Hope’ major crusade by Dr Ted Wilson right in the city of Chitungwiza. Thirty-six Juniors were baptised during this campaign.

²⁷ Ellen G. White also recognizes that children do make serious decisions for baptism. She counsels the church in *Testimonies*, vol. 1, p. 400 that: “*Children of eight, ten or twelve years, are old enough to be addressed on the subject of personal religion. Do not teach your children with reference to some future period when they shall be old enough to repent and believe the truth. If properly instructed, very young children may have correct views of their state as sinners, and of the way of salvation through Christ.*” Though not written down, In Zimbabwe because of cultural background children are encouraged to be baptised at the age of twelve though some still get baptized before they reach the age of twelve. General Conference of Seventh-day Adventists, *Children’s Ministries Handbook*, 196.

²⁸ The Baptismal Blue card is a system put in place to capture the necessary information that is needed for Computerised Membership System. SEE APPENDIX C

Table 3. Number of Juniors Baptised in Each Local Church Per Year

Church	2013	2014	2015	2016
Battle Creek	-	2	4	1
Parkview	-	1	2	-
Seke	2	-	3	2
Seke 7	1	-	4	-
Seke 8	Not organised	-	3	-
Seke West	2	2	5	1
Seke South	1	3	6	2
Southview	-	2	7	2
Town Centre	Not organised	-	2	-
Zengeza 4 Main	2	3	4	3
Zengeza 4 North	1	-	5	-
Zengeza 4 South	-	-	3	-
Total	9	13	49	11

Materials Available

One of the challenges in the district, as well as the conference, is the lack of children's materials. Moreover, all the available materials are only in English.

Currently the Conference inventory shop has the following materials available for Children's Ministries; (1) 'Be like Jesus', a guide for teaching children fundamental beliefs; (2) 'A handbook for Child Preachers', authored by the researcher, it is a read to train child preachers; (3) 'Crowns and Castles', Vacation Bible school kit; and (4) 'My Place in Space' a guide to help children understand stewardship.²⁹

We do have a sister institution, Adventist Book Centre (ABC) but because of the economic instability and maybe other reasons not known by the researcher, ABC has been struggling to stock materials especially for kids. Normally what you access at ABC are the Quarterly guides and usually, they are so few that most of the churches will not have access to the study guides.

²⁹ East Zimbabwe Conference (EZC), "Pastor's Meeting Announcements" (Seventh-day Adventist Church, August 31, 2017).

Justification for a Contextualised Study Guide

East Zimbabwe conference has 456 churches, of which only 12 are English speaking and the rest are Shona speaking churches. Furthermore 302 Churches are in the rural setting where the local language is used throughout all the services.³⁰ However, there has never been in the history of the church in East Zimbabwe conference materials for children in the local language Shona. In Chitungwiza Central all 12 organised churches and the companies thereof are Shona speaking churches.

Methodology

The principle method for collecting data was through Questionnaires and Interviews. Having been granted permission by East Zimbabwe Conference after a written request,³¹ the researcher personally conducted and administered the surveys. This enabled the researcher to establish a good rapport with respondents and to clearly explain the significance of the study. An initial survey was done to determine the number of Junior class members within the district and to assess the materials at the disposal.³² Two questionnaires were prepared, one for parents/ guardians and one for teachers.

The first questionnaire was distributed to randomly chosen parents of Junior class students in all churches in CCD during Sabbath church programs and was collected the following Sabbath. Likewise, the second questionnaire was distributed to randomly selected teachers of the various churches within the district. Since interviews are time-consuming and expensive to conduct, the researcher organised a

³⁰ East Zimbabwe Conference (EZC), “Statistical Report.”

³¹ See APPENDIX A

³² See APPENDIX C

group interview with all the Junior class teachers from the twelve churches within the district. For the reason that some churches are bigger than others, some churches have more than one teacher and from the expected nineteen teachers sixteen attended the interviews and face to face consultations were conducted. For parents, only ten were interviewed on a one on one basis as they submitted their questionnaires. In most cases, the questions were translated to Shona so that the interviewees would understand the questions. Additionally, I personally monitored the completion of the surveys, in case participants requested assistance. The results of the questionnaire survey and interviews are described and evaluated in the ensuing section.

Results of Surveys and Interviews

Out of a total of 120 participants, 78 females and 42 males participated in the survey that I conducted in Chitungwiza Central District. Figure 1, below is a representation of percentage participation by females and males that participated in the survey.

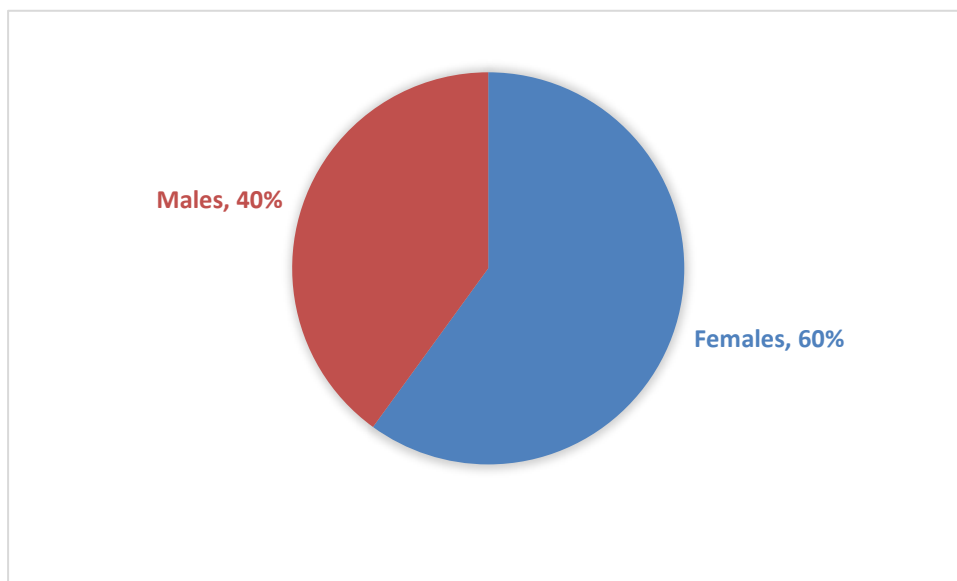


Figure 1. Gender Distribution of Respondents

The questionnaires used for the survey are included in Appendix D and E. The questionnaire was conducted in all the 12 churches in CCD and 120 respondents were selected randomly. Table 4 and Figure 2 below shows the respondents of the 12 churches within the district.

Table 4. Respondents of the 12 Churches in CCD

Battle Creek	Park View	Seke	Seke 7	Seke 8	Seke South	Seke West	South View	Town Centre	Zengza 4	Zengza 4 N	Zengza 4 S
11	7	10	8	6	14	11	13	9	10	12	8

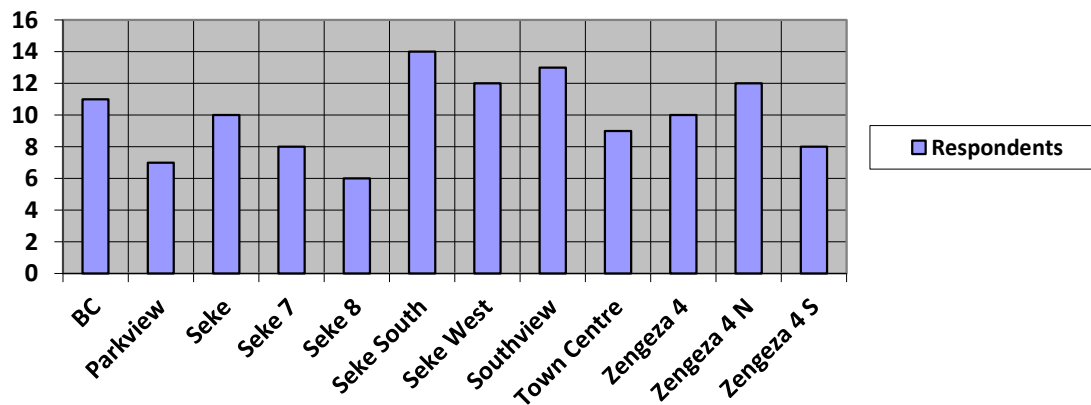


Figure 2. Respondents from the 12 Churches in CCD

Seventy-six parents, seventeen guardians, twenty-seven teachers and their assistants to make a total of seventy respondents were able to complete the surveys and return them. About 19 % of the respondents have never done a bible study with Juniors in their care, most citing lack of resources and training. Only 11% have at any time talked about baptism to their children or students. Only 21% of the respondents have access to Sabbath school quarterlies. None of the respondents has vernacular

resources for the Juniors. However, 96% think it is necessary to have children's material in the local language as it helps both the teacher and child.

Regarding essential elements that can help in teaching faith to Juniors, both guardians and teachers agree 100% that pictures and asking questions play an important role. About 98% agree that stories are essential in explaining faith issues. Close to 96% concur that activities for Juniors are needful. Cumulatively about 93% reason that all the above-mentioned element would aid in teaching faith to the Juniors. Moreover, most respondents are advocating for continual training and seminars to assist both guardians and teachers in teaching faith to the Juniors. Table 5 below presents the summarised results of the opinions as completed by respondents on the need for a contextualised Bible study guide.

Table 5. Results of the Questionnaires Conducted

Question	Option	Response
Age	18-35 years	41
	36-50 years	64
	51+ years	15
Education	Primary	4
	Secondary	46
	College	44
	University	23
Marital Status	Single	32
	Married	69
	Divorce	19
Have you done Bible Study with your child(ren)	Yes	23
	No	97
Have you helped prepare your child for baptism?	Yes	14
	No	106
Do you have access to children's Sabbath School quarterlies	Yes	26
	No	94
Do you have access to various children's ministries materials	Yes	38
	No	82
Do you have any children's materials in vernacular?	Yes	-
	No	120
In Teaching faith, which elements are Essential	Stories	118
	Pictures	120
	Activities	96
	Question	120
	All	112
Do you think it is necessary to develop contextualised material in vernacular?	Yes	118
	No	2

Results of the Group and Face to Face Interviews

Lack of Resources

The most frequently mentioned reason for not doing Bible studies with children and preparing them for baptism was lack of resources. Out of the 16 teachers interviewed 13 of them were elected this year to teach children's class and they have started without being equipped with teaching resources. Only five (5) have access to

teaching guides from the internet. Four (4) of them mentioned that during Sabbath school classes they just teach stories from memory and sing Sabbath school songs.

All sixteen of them were concerned about the fact that most Sabbath school classes have been conducted with a few parents having study guides and other classes are conducted without even a study guide. As for the parents, their principal reason was children's material is not easily accessible. Six (6) out of ten raised a flag on the pricing of the few available materials that they are also expensive for the general parents.

Lack of Training

The training was emphasised as needful both amongst teachers and parents. All respondents indicated that they require training on how to conduct Bible studies with Juniors as well as how to prepare them for baptism. Twelve teachers have gone through various pieces of training which are related to working with children but not necessarily on the subject of conducting bible studies. Eight parents have undergone a lesson on how to conduct Bible studies although with an emphasis on outreach.

Absence of Vernacular Resources

Almost all teachers and parents agreed that resources in our local language are needed to complement the English materials. However, two parents stressed the need to encourage children to acquaint with the official language of business. Thirteen teachers expressed the challenge that comes with translating the main thoughts as all our churches in CCD are Shona speaking churches. For the reason that CCD is in a predominantly Shona speaking suburb there are some teachers who raised concern over other children who are not conversant with English who fail to grasp the lessons, from the group discussions they are quite a handful and most of them end up playing during lesson time.

Conclusion

The findings of the statistical survey in this section was a learning experience for me. The survey revealed four main elements:

1. the realisation that about 19% of teachers and guardians have done bible study with their children and the fact that only 11% of them have intentionally helped in preparing the Juniors for baptism is a call for intensive parent-child discipleship program;
2. all our churches in CCD are Shona speaking churches yet we do not have any material for children in the vernacular language, thus developing contextualised resources is imperative;
3. most teachers are elected into office without proper training and without the necessary resources, therefore local churches must invest in training and equipping Junior class teachers and parents;
4. only 21% of teachers have access to Sabbath school material, of which about 9% of them access them on internet, for that reason there is need to source more materials for the benefit of both the children and the guardians to have meaningful lessons.

Having outlined these challenges, the ensuing chapter will work on addressing these challenges.

CHAPTER 4

SUGGESTED SOLUTIONS

Having presented a description of the local setting in chapter three, this chapter seeks to give suggested solutions to revealed problems in chapter three. The chapter hinges on the findings from the review of literature, observations, questionnaires and interviews conducted in CCD. A literature review was mainly from Adventist authors, however, a few pre-Adventist scholars were consulted. Questionnaires and interviews were conducted with parents and Sabbath school teachers, 120 people participated. It is from this backdrop that the chapter recommends the development and administration of a bible study guide as part of the solution to the problem revealed.

Training and Teaching

It is clear from the survey that both parents and teachers in CCD lack training on teaching children bible doctrines and how to prepare Juniors for baptism. The datum that only 19% have done Bible studies with their children and that all interviewed guardians stressed the need for training may imply that the Adventist church in Chitungwiza is confronted by the following predicament; (1) local church leaders are not fully aware of the impact of untrained teachers and parents in teaching faith, (2) teachers and parents are not adequately equipped in teaching faith to Junior class as well as preparing them for baptism, (3) there are a few resources for parents and teachers to effectively teach Juniors faith issues. Table 6 below displays the key result areas and the objectives of this section.

Table 6. Key Result Areas and Objectives

Key Result Area	Objectives
Training	<ul style="list-style-type: none">• Training elders, children’s ministries leaders, Sabbath School teachers how to effectively teach the faith to Juniors.• Train all parents how to conduct bible study with their children as well as preparing them for baptism.• Train all local church members the importance of teaching children faith principle at an early stage.
Teaching	<ul style="list-style-type: none">• To encourage lessons on fundamental beliefs and value system.• Promote teaching methods that resonate with age and context.

At the conclusion of the training and teaching seminar, the Junior teachers and parents must be able to, (1) appreciate the role of both parents and teachers in teaching faith to Juniors; (2) being able to conduct bible study with Juniors, (3) prepare Juniors for baptism, (4) train and equip other church members in teaching faith to Juniors.

Preparation for Baptism

Baptismal preparation for Juniors is a neglected yet essential function of the local church growth and administration. This neglect has resulted in many young people leaving the church for other denominations for the reason that they do not understand their purpose and role in the church. Furthermore, the lack of preparation for baptism leads to an inactive youth since those who are not baptised cannot actively participate in many programs of the church. The recommended ways of encouraging preparation for baptism include:

1. Local pastor through the children’s ministries department should train and encourage a discipleship program that fosters a deep relationship between the guardian and the Junior child. The researcher suggests a Kids in Discipleship

program by Don MacLafferty.¹ This program focuses on how the home, the church and the school institutions can be used in teaching faith in children at a very early stage.

2. The local district leadership can conduct training every quarter for teachers and parents on how to teach fundamental beliefs with the purpose of making children understand the reason for their faith. This will also help the guardians to teach what they understand as well. The researcher recommends the use of available material such as ‘Be Like Jesus’, or source a book ‘Jesus loves me 28 Ways’,² these books will help teach fundamental beliefs at the level of children without watering down the principles.
3. The district Pastor with the aid of local church leadership should establish a baptismal class small groups for Juniors who are expected to make a decision for baptism and make sure they do understand the decision they are about to make. Recommended for this class amongst other resources is General Conference “Preparing children for baptism.”³

Contextualised Resources

Apart from the fact that resources for Juniors are limited, the available resources are not produced in the context of the intended reader. Additionally, there are no resources in the local language. This has proved a serious challenge especially in areas where English is not the everyday language. In some cases, illustrations used in explaining concepts use imagery that is not even known by Juniors.

¹ Don MacLafferty, *Inside Out: Children and Families Trusting, Following, and Sharing Jesus* (Joplin, MO: College Press, 2010).

² Linda Koh and Charles Mills, *God Loves Me 28 Ways* (Madrid, Spain: Pacific Press, 2006).

³ PowerPoint presentation by GC Children’s Min department

Consequently, many Juniors are tossed about by all sorts of teachings that are readily available to them. The researcher suggests the development of a Bible study guide which is both in English and in Shona so that all the children within the constituency can actively participate.

Developing the Bible Study Guide

Essentials in the Treasure Bible Study Guide

Realising that times have changed, contemporary children require a balanced package of activities for them to be fully involved and to appreciate programs made for them. From this viewpoint, the Treasure Bible Study guide has essential elements for children to have a fun filled yet holistic study. This section will justify the inclusion of these elements such as the use of stories to cement the lesson, complementing each Bible belief with value, an activity for each lesson, and most importantly translating the Bible Study Guide from English to Shona, the commonly used local language in the area of study.

In the seventeenth chapter, ‘Teaching the Bible to Children: Please understand me’, Richards and Bredfeldt emphasize relevance in teaching children, they advocate for use of all relevant elements to make sure children understand faith principles.⁴ Therefore, the essentials have been included to enhance the learning process. Barna, a guru in research focusing in studying the religious beliefs and behaviour of Americans, and the intersection of faith and culture notes that many factors produce positive spiritual growth in children as they relate to the materials in ways that make sense to them. Top of his three important elements that yield positive spiritual growth

⁴ Lawrence O. Richards and Gary J. Bredfeldt, *Creative Bible Teaching* (Madrid, Spain: Editorial Safeliz, 2006), 180.

is conveying information and lessons in methods that the student relates to, some learn through visuals, others hearing, others must experience through activities, and others still through multi-sensory adventure.⁵

Creative activities. The Treasure Bible Study Guide in trying to involve all faculties for learning will use activities (paper games). Activities are usually employed in children's materials to elucidate the lesson and to give understanding beyond the text. At times good activity can draw the attention of children to read the text and better comprehend the intended lesson. With children, activities can determine the effectiveness of a book because they can help the children to, better recall and develop, mental pictures to appreciate concepts.

Vermillion, asserts that activities can be the most versatile part of any children's program because they afford children new experiences that lead to learning. It is important however to have a purposeful activity that reinforces the Bible lesson and helps children understand the point better.⁶ Important as they are, activities should not just be carelessly placed for the amusement aspect; however, it must be carefully designed to buttress the main lesson that is intended for the children. It is advisable for one to assess the effectiveness of the activity before it is rendered to children for use.

Use of activities in teaching children fundamental beliefs and general values bolsters interest in learning. Swan purports that creativity and activity recognise that there are various ways of achieving something. When one applies creative activities, it

⁵ Barna and Hybels, *Transforming Children into Spiritual Champions*, 115.

⁶ Wideman et al., *Children's Ministry That Works*, 93.

augments the child's social, physical, mental, emotional and spiritual growth.⁷

Creative activities apart from breaking the monotony in learning, they enact the faculties of the mind to function.

Additionally, activities help children to build their understanding because they use most if not all senses depending on the activity. Mostly the sense of sight becomes important to the child. Habenicht and Burton acquiesce that:

Children learn factual knowledge better when they do learning activities that include sensory experiences: touching, smelling, tasting, observing, or listening. Sensory learning helps create a lasting impression on young minds. Invite older children to imagine through their senses what it would have been like to actually experience what they're hearing or reading. These imaginary sensory experiences will give them a deeper understanding of the Bible story.⁸

Cox argues that the conventional way of reading and writing has been basically the core way students were taught from times past and has proved to be an effective method for students to learn. Contrariwise, modern research shows that when children are given multiple activities they learn and retain information better. Furthermore, scientists believe that when children put to use all their senses, it aids the brain to create pathways making it easier and quicker to retain information.⁹ Moreover, children learn best and at the same time really enjoy when they are involved in practical classroom games and activities, and involved in what they are learning.

⁷ Mary Gray Swan, *Adventurous Art and Creative Crafts* (Colorado Springs, CO: Group, 2002), 103.

⁸ Habenicht and Burton, *Teaching the Faith An Essential Guide for Building Faith Shaped Kids*, 178.

⁹ Cox Janelle, "Classroom Management: Teacher Burnout Causes & Prevention," *TeachHUB*, last modified 2017, <http://www.teachhub.com/classroom-management-teacher-burnout-causes-prevention>.

Holford, notes that the contemporary church worship is probably more diverse than it has ever been. She outlines the benefits of incorporating different learning styles in teaching faith. Inclusion of activities for different learning styles echoes the way Jesus taught in His ministry.¹⁰

Use of stories. Another essential element of the Treasure Bible Study guide is the use of stories in extolling the value. Apawo posits that recovery of the story method in teaching faith, relating it to an African context and grounding it in Biblical hermeneutic is very effective.¹¹ Habenicht and Burton reckon that storytelling never goes out of style. Many teaching approaches may come and go, yet storytelling is here to stay. Contemporary specialists on moral character development are convinced that storytelling is amongst the most effective method of helping children develop morally.¹² Stories have such an impact on children, even in diverse cultures many children were brought up on stories, thus in religious education, they have to be used to impart life principles.

Stories are essential in teaching faith issues since they afford practical models for teaching children the relationship between personal experiences and biblical experience. Wimberly agrees that stories reveal the very persons lives and the lives for which they hope. Relating it to an African context, he further asserts that stories reveal persons' yearning for God's liberating presence and activity in their lives and

¹⁰ Karen Holford, *Altogether Wonderful, Exploring Intergenerational Worship* (Silver Spring, MD: General Conference of Seventh-day Adventist, Children's Ministries, 2010), 49.

¹¹ Isabel Apawo Phiri and Dietrich Werner, eds., *Handbook of Theological Education in Africa* (Dorpspruit, South Africa: Cluster, 2013), 84.

¹² *Ibid.*, 121.

the persons' yearning for meaning and purpose in life. Stories also reveal God's concrete presence and actions in persons' lives and persons' response to God.¹³

Rightfully taught, stories can explain even the deepest of theological concept so as to give children meaning to their beliefs. Like the parables in Jesus' times, stories can be defined as earthly narratives with a heavenly meaning. Equally, Simmons defines a story as a reimagined experience that is narrated with adequate detail and feeling to cause listeners' imaginations to experience it as real.¹⁴ There are lessons that are best expressed in stories more than anything else. Simmons also agrees and submits that:

Certain lessons are best learned from experience – some of them over and over again during a lifetime. Patience, for instance, you can tell someone to “be patient”, but it's rarely helpful. Better you tell a story that creates a shared experience (simulated of course) of patience along with rewards of patience. Your story will change behaviour much better than advice. The story is as close to modelling patience as you can bet in three minutes.¹⁵

With stories, values are easily caught and children will have a better understanding of what it means to possess the particular value and at times they want to live out or imitate what they understood from the story.

The effects of stories on both children and adult are amazing, so amazing that it has an effect on people without consciously realising it. For children, it becomes even vivid that they will always associate the lesson they were taught with the story they heard being illustrated. Haven affirms that stories are structured so powerfully so much that minds automatically custom the story elements, stormy relationships, story

¹³ Anne E. Streaty Wimberly, *Soul Stories: African American Christian Education* (Nashville, TN: Abingdon Press, 1994), 38.

¹⁴ Annette Simmons, *Whoever Tells the Best Story Wins: How to Use Your Own Stories to Communicate with Power and Impact* (New York, NY: AMACOM, 2007), 19.

¹⁵ *Ibid.*, 24.

architecture to comprehend and to make sense out of, the real-world events and people around us.¹⁶

Drane submits that Jesus' most characteristic teaching was rendered in parables and validated through miracles. Additively, he suggests that Jesus as a creative thinker, who recognised the power of storytelling, defined His teachings with memorable stories and sayings for the reason that stories hold people's attention, seize the imagination, and stories create an open space in which people can reflect and draw practical lessons.¹⁷ Thus stories form an integral part of learning and teaching Bible principles more so for children who have imaginative minds.

Contextualizing the guide. An understanding of worldviews¹⁸ will make one realise the importance of religious experience in one's local language. Language is one of the elements of culture that propels Christian proselytization. As such the Treasured Bible Study Guide recognizes the local language commonly used in the area of study and for maximum impact, the guide will be translated in Shona.

Jim Harries a missionary to Africa has observed a fissure between what outsiders suppose and the reality he observes in Africa. Having moved from agricultural teaching to Bible teaching often using African languages, Harries is convinced that ministry in Africa is more effective using indigenous languages and locally available resources.¹⁹ He notes

¹⁶ Kendall F. Haven, *Story Proof: The Science Behind the Startling Power of Story* (Westport, UK: Libraries, 2007), 10.

¹⁷ John Drane, *Introducing the New Testament* (Singapore, India: Lion Hudson, 2010), 87.

¹⁸ Kelvin Onongha, "Class Notes for MSSN 660" (presented at the Topics in Missions, Adventist University of Africa, Bulawayo, Zimbabwe, March 2016).

¹⁹ Jim Harries, *Vulnerable Mission: Insights into Christian Mission to Africa From a Position of Vulnerability* (Pasadena, CA: William Carey Library, 2011), 6.

Ministering in indigenous languages and not using outside resources to subsidise their ministry. These strategies, together known as “vulnerable mission”, will enable a clear, contextual communication of the gospel and an empowering of non-Western Christian communities.²⁰

Similarly, Hiebert in addressing the use of local languages and cultural context to fulfil missions, he considers the incarnation of Jesus Christ as an analogy to be used to understand the divine revelation in the local language.²¹ Thus the significance of translating the study guide into Shona so that many children especially those in a peri-urban and rural setting will be able to understand fully the lessons.

Research by UNESCO shows significant evidence that proves using the learners’ mother tongue is crucial to effective learning. UNESCO defines mother tongue or mother language as a child’s first language, the language learned in the home from older family members.²² Rahn in her articles “Children learn better in their mother tongue” lists some of the advantages advanced by UNESCO:

UNESCO has encouraged mother tongue instruction in primary education since 1953 (UNESCO, 1953) and UNESCO highlights the advantages of mother tongue education right from the start: children are more likely to enrol and succeed in school (Kosonen, 2005); parents are more likely to communicate with teachers and participate in their children’s learning (Benson, 2002); girls and rural children with less exposure to a dominant language stay in school longer and repeat grades less often (Hovens, 2002; UNESCO Bangkok, 2005); and children in multilingual education tend to develop better-thinking skills compared to their monolingual peers (e.g., Bialystok, 2001; Cummins, 2000; King & Mackey, 2007).²³

²⁰ Ibid., 96.

²¹ Paul G. Hiebert, R. Daniel Shaw, and Tite Tienou, *Understanding Folk Religion: A Christian Response to Popular Beliefs and Practices* (Grand Rapids, MI: Baker Academic, 1999), 25.

²² Dorthe Buhmann and Barbara Trudell, *Mother Tongue Matters: Local Language as a Key to Effective Learning* (Paris, France: United Nations Educational, Scientific and Cultural Organization, 2008), accessed March 8, 2017, <http://unesdoc.unesco.org/images/0016/001611/161121e.pdf>.

²³ Michele Rahn, “Children Learn Better in Their Mother Tongue: Advancing Research on Mother Tongue-Based Multilingual Education” (Global Partnership for Education (Dominican Republic), February 21, 2014), accessed March 8, 2017, <http://www.globalpartnership.org/blog/children-learn-better-their-mother-tongue>.

The teaching of children Bible doctrines in their mother language is highly important.

Complementing bible beliefs with values. Cognisant of the society that surrounds us, it was needful that the Treasure Bible Study Guide would complement the Bible beliefs with standards of behaviour that are important in life and that we expect the children to uphold in their daily lives. Greenleaf shows the importance of not only imparting values but clarifying values in teaching so that learners are given as strong a basis for making the choices they make or have already made.²⁴ When children are taught values and they understand them, even decision making will be based on principles of what matters in life.

One of the purposes of the Bible study guide is to instil in Junior children awareness that values are a vital part of whom they are and who they want to be so they may use these values as a guide to making the best choice in any predicament. Strom upholds that since we are faced by a generation spoiled for choice, there is the worthy intention for teaching to include valuing process for the reason that a multitude of options can overwhelm people if their learning lacks a coherent set of values.²⁵

Drawing from their experience in values seminars, classes, programs and workshops for people of diverse ages, Roland and Doris Larson discovered that

²⁴ Robert K. Greenleaf, *Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness* (Mahwah, NJ: Paulist Press, 2002), 178.

²⁵ Robert D. Strom, *Values and Human Development* (Columbus, OH: Bell & Howell, 1973), viii.

teaching values in an encouraging and accepting atmosphere in the lives of children and youth causes learning that leads to informed choices and transformed lives.²⁶

Ruggiero asserts that teaching of values is so important because even though conduct and deportment differ greatly from one culture to another, the underlying values are, as a rule extraordinarily alike. Once values are taught, regardless of ethnicity, race or cultural variances they would be meaningful to people around each other.²⁷

Posse is in accord and emphasising on value systems posits that Juniors have adequate intellectual and moral maturity to be capable to establish their own ethical value system.²⁸ Moreover, the emphasis is given on imparting spiritual values. “Teaching spiritual values in the most delicate task and requires not only education but also faithfulness on the part of the parent; spirituality, rather than the foundation, is the ‘fabric’ that gives consistency to the entire value scale.”²⁹ Teaching these values to our children is so important because they will ultimately become positive influences in any community they reside.

Administering the Study Guide

The study guide has thirteen lessons that should be taught in a quarter, as such the guide was used in the first quarter of 2018 in CCD, all twelve churches were used

²⁶ Roland Larson, Doris Larson, and V. Bailey Gillespie, *Teaching Values* (Riverside, CA: La Sierra University Press, 1992), 15.

²⁷ Vincent Ryan Ruggiero, *Thinking Critically About Ethical Issues* (New York, NY: McGraw-Hill Education, 2007), 55.

²⁸ Raul Posse and Julian Melgosa, *For Raising Your Child* (Madrid, Spain: Editorial Safeliz, 2006), 180.

²⁹ Posse and Melgosa, *For Raising Your Child*, 182.

to sample the guide. Diagram 8 below summarises the steps taken in administering the study guide in CCD.

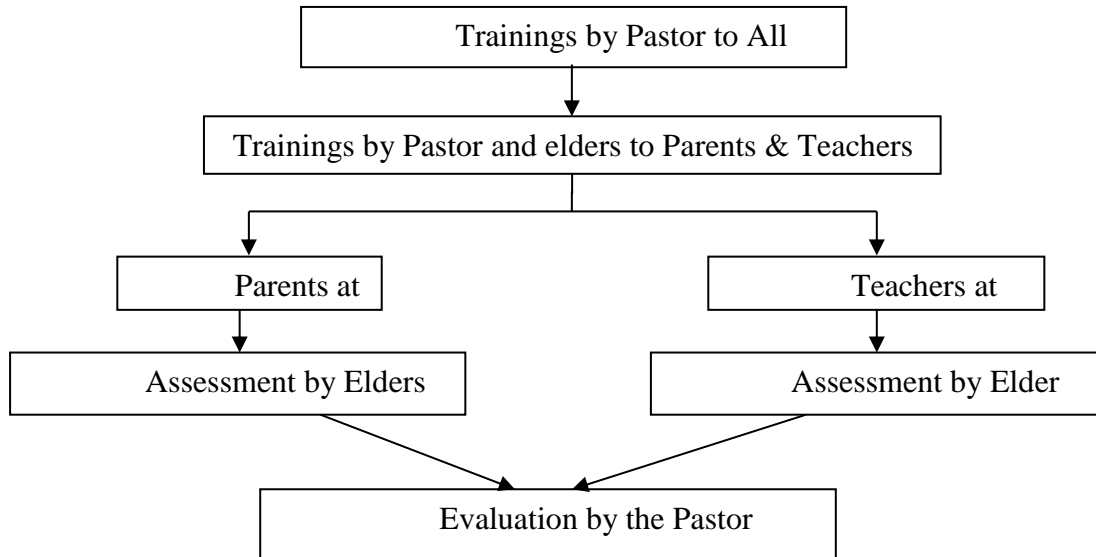


Figure 3. Steps in Administering the Study Guide in CCD

Step one: Training by pastor to elders. The initial step was to train all elders within CCD. A total of forty-one elders gathered at Zengeza Four Main Church to go through the training on the importance of teaching faith and how to use the developed study guide for Juniors. Each elder was given the chance to pick the guide he is comfortable to use twenty-eight elders chose the Shona guide and thirteen opted for English.

The training was conducted in both Shona and English so that all the participants would understand. For the reason that most elders are teachers in their respective local churches the training a success although many confessed to having never taught children.

Step two: Training by pastor and elders to teachers and parents. The second step was to gather both parents and teachers to go through the same training. However, this time it was a combined training by the Pastor and the elders. All twelve

churches selected two different elders who helped with training a team of parents and teachers from their church. A total of 258 participants were trained at Revelation of Hope Primary School. 151 being teachers and 107 parents. Not as easy as the training with the elders, but it was successful. A combined total of 183 participants were using the Shona guide while 75 used the English version.

Step three: Application by parents and teachers. The next step was to allow the trained teachers and parents to administer the guide. The parents were to use it in the home setting and the teachers at church. The same lesson that they were doing at home would be summarised at church during the afternoon. Each parent and teacher was asked to give a brief report for each lesson. Both the Pastor and team of elders were on standby to assist should any need of assistance arise.

Step four: Assessment by pastor and elders. The next step was done concurrently with the previous step. As the parents and teachers were administering the guides, assessments were ongoing as well. The assessments were dual in nature, that is (1) evaluating the ability of both parents and teachers to use the guide and (2) to check the relevance of the guide to the Juniors.

Step five: Evaluation. The purpose of this process is to ascertain and measure the impact of the entire program. The researcher, therefore, designed assessment forms for Juniors, teachers and parents³⁰ which were used to evaluate the Bible Study program from the training to the actual bible studies. To a greater extent, the Treasured Bible Study guide is essential in helping guardians and Juniors to understand the Bible doctrines better.

³⁰ Appendix G

The success of this Bible Study guide hinges upon total involvement from local church leadership, Junior class teachers and parents. Additively if the study guide is wholly administered within East Zimbabwe Conference, it would help children understand their faith, prepare them for baptism, and keep them in church. Furthermore, it gives parents more time to study the Bible with their children and help them in their Christian journey and for the church at large, it enables them to fulfil their biblical mandate of teaching the children.

Findings and Evaluation

The actual development of the resource in both English and Shona is a great achievement in fulfilling the purpose of the study. Its complementary use in the homes, at church, and at Church schools including some schools that are owned by Seventh-day Adventist members has been valued. Furthermore, with the current economic situation in the country which has made it difficult for Adventist Book Centre (ABC) to acquire resources in general, The *Treasured Bible Study Guide* also stands in the gap to address the resource availability crises.

Moreover, the vernacular version (Shona) has been greatly appreciated by the rural and peri-urban churches. Currently, it is the only Shona resource for children in circulation within our constituency. However, since there are two major vernacular languages within the country, and as already stated Chitungwiza is in the capital which is predominantly Shona speaking, there are some Ndebele speaking congregates who are recommending that a Ndebele version be considered also.

The increase in baptism in the year 2018 for the children between ages 12-15 years as shown in the table below could be partly attributed to the intentional preparation for baptism as well as a better understanding of the Bible principles as the guardians have been studying with their children. The study guide gives the guardian

the opportunity to comprehend what their children are thinking thereby assisting them in faith development and preparation for baptism.

Table 7. Number of Juniors Baptised in Each Local Church Per Year

Church	2013	2014	2015	2016	2017	2018
Battle Creek	-	2	4	1	3	5
Parkview	-	1	2	-	2	2
Seke	2	-	3	2	-	1
Seke 7	1	-	4	-	1	2
Seke 8	Not organised	-	3	-	1	1
Seke West	2	2	5	1	3	3
Seke South	1	3	6	2	2	4
Southview	-	2	7	2	1	3
Town Centre	Not organised	-	2	-	-	2
Zengeza 4 Main	2	3	4	3	3	2
Zengeza 4 North	1	-	5	-	1	3
Zengeza 4 South	-		3	-	-	1
Total	9	13	49	11	17	29

The training of teachers and guardians to be able to study the Bible with their children has ushered in a new culture of training and equipping guardians to be able to confidently discuss faith issues and prepare their children for baptism. Many guardians who were not part of the initial training have shown interest and desire to be trained in scheduled continuous training.

The assessments and evaluation process will help to continuously develop the *Treasured Bible Study Guide* as well as the system of administering it in fulfilling its purpose and biblical mandate to diligently teach Bible principles to the children. Unexpected challenges can be expected during the training and implementation stages, thus the periodic assessment and evaluation will help effectively deal with these challenges.

In Summary, the findings show that the Treasured *Bible Study Guide* has to a large extent fulfilled both the purpose and the significance of this study and has faithfully answered the existential questions of the purpose of the study.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

Though CCD has been teaching children fundamental beliefs and Bible doctrines to Juniors in preparation for the all-important decision to be baptised, there has not been a systematic way and as well as little materials intentionally designed to teach faith and prepare the Juniors for baptism. Therefore, this study emanated from the realization that Junior class members are expected to learn faith and be ready for baptism yet there is no intentional program to prepare them. Moreover, the purpose of this study is to develop a biblically sound Bible study guide both in English and Shona (local language) so that all may have an opportunity to understand their faith.

Various bodies of literature revealed six important aspects for intentional teaching of faith to our children: biblical mandate as underlined in Deuteronomy 6:7 and Proverbs 6:22; the need to impart faith in contemporary society cannot be emphasised; the purpose is to help build faith and possibly lead to baptism; understanding who Juniors are and what they like and dislike; How Juniors learn; and counsel from Ellen White.

The imperative to diligently teach children are implanted in the Shema Deuteronomy 6:7 as well as Proverbs 6:22. It emphasizes that the primary work and service of guardians to their children is the impartation of Spiritual education. Most authors are in accord with the fact that teaching faith to children is much more than

just taking them through fundamental beliefs but rather involves applying the doctrines in their hearts so that they may obey God.

The purpose of teaching faith is acquiring biblical knowledge, character development, growing in Christ, and understanding grace and salvation. Also, the researcher discovered that to effectively teach the faith to Juniors it is imperative to know who the Juniors are, what they like doing, and importantly how they are developing. Equally important is understanding how to teach them so that they learn and transformation takes place.

The local setting of Zimbabwe in general, Zimbabwe Union Conference, East Zimbabwe Conference, and Chitungwiza Central District were offered for a wider appreciation of the study and its relevance. Questionnaires and interviews were the principal methods of obtaining information and detailed information was collected.

The researcher gleaned some challenges that lead to a lack of thorough preparation of Juniors for baptism. Firstly most parents are not doing Bible studies with their children, because of busy schedules. Secondly, some parents do not even know how they can take an active role in teaching faith as well as preparing their children for baptism. Thirdly most parents think or assume that teaching of the faith is the duty of the church. Fourthly the scarcity of children's materials especially in our local language, and finally lack of training of the guardians to be able to facilitate the studies. However, the detection of these challenges ushers a platform for all local congregation in CCD to develop programs, materials, and training that are relevant in teaching faith and preparing Juniors for baptism.

The indication from the 122 respondents of the questionnaires, the group interviews, as well as individual interviews reveals that to large extent parents, teacher, and guardians have neglected their duty to impart faith to their children and

are not actively involved in preparing them for baptism. Nevertheless, most parents are willing to begin the essential journey with their children of studying the bible and preparing them for the important decision for baptism. Moreover, most parents have not invested in acquiring materials for their children for them to do be able to conduct such studies.

It is clear from the survey results that we do have a significant number of teenagers who are leaving the church. It is possible that if the church in Chitungwiza Central District and East Zimbabwe Conference as a whole neglect to close this gap of intentionally teaching fundamental beliefs to the Junior class children with the purpose of grounding them in the faith and preparing them for baptism, the church will continue to lose a significant number of young people to other denominations such as charismatic movements or the world at large.

Conclusion

Gleaning from the findings of the literature reviewed and the survey results, it was concluded that teaching children faith and preparing them for baptism is paramount, though the church in CCD has not taken an intentional systematic approach to realising the latter. Reasons for the reluctance are not limited to but include: parents have no time to study the Bible with their children; guardians suppose the work of teaching children faith and preparing them for baptism is the work of the church; lack of teaching resources; non-availability of contextualised vernacular resources; and lack of training to both Parents and teachers on how to conduct Bible study with their children.

Therefore, these basic essentials were recommended to ensure systematic teaching of faith and intentional preparation for baptism for Juniors: (1) developing contextualised Bible study materials, (2) translation of materials to local language, (3)

train and equip parents and teachers to conduct Bible studies with their children, (4) developing child-friendly resources. When the foundations of our children are grounded in the doctrines of the church, then we will have a biblically sound church and thereby curb the ageing church, thus emphasis must be put on teaching children fundamental truth.

Recommendations for Further Research

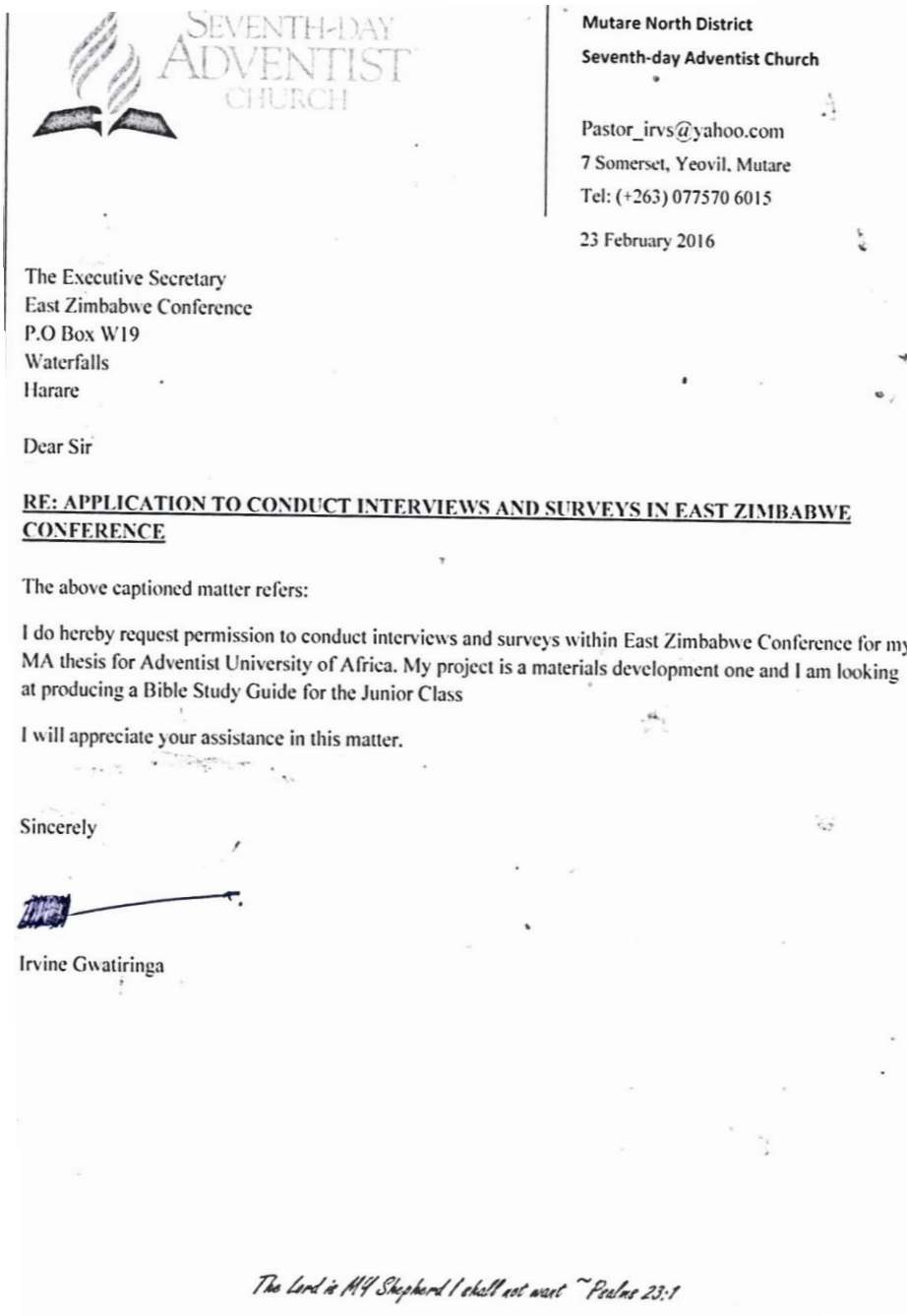
Based on the literature review, findings of the survey and the study in general, the researcher would recommend the following areas as valuable for further research:

1. Why are our young people leaving the church?
2. How to motivate parents to take an active role in doing Bible studies with their children.
3. What is the impact of vernacular resources on teaching faith issues to children?
4. How to motivate African Church leaders to develop resources for use in local churches in Africa.

APPENDICES

APPENDIX A

LETTER REQUESTING TO CONDUCT SURVEY



APPENDIX B

LETTER GRANTING PERMISSION TO CONDUCT STUDY

**East Zimbabwe Conference
Seventh-day Adventist Church**

4 Thorn Road, Waterfalls, Harare
P.O Box W19, Waterfalls
Telephone: +263 772 124 941-4



SECRETARIAT

May 29, 2018

Pastor Irvine Gwatiringa
Youth Ministries Director

Dear Pastor Gwatiringa

RE: PERMISSION TO CONDUCT A SURVEY- IRVINE GWATIRINGA

This letter serves to confirm that the East Zimbabwe Conference Administrative Committee sat on July 14, 2016 and took the following action;

VOTED to allow Irvine Gwatiringa to conduct a survey in East Zimbabwe Conference territory for his MA Thesis,

Subject: Developing Bible Study for juniors to prepare them for Baptism.

(16-306)

If there is any further information you may deem important in this regard, please contact the undersigned.

May the Lord bless you as you continue to labor in His vineyard.

Yours Sincerely,

Dr. Sunny Musiwa
EXECUTIVE SECRETARY

SM/vh

"Fear God and give glory to Him, for the hour of His judgment has come." Revelation 14:7

APPENDIX C

BAPTISMAL BLUE CARDS



EAST ZIMBABWE CONFERENCE

This is to certify that

Name:

ID No.

Profession:.....

Physical Address:.....

Of the.....

Company Of the..... Organized Church

Has been examined on all points of Doctrine, and the Local Church has certified that he/she has been faithful on all points, including payments of an honest tithe, during the probationary period, and we recommend him/her as a

Candidate for Baptism

Class Teacher: _____ Date _____

District Pastor: _____ Date _____

Date of Birth _____ Sex _____

Telephone/Cell: _____ Email _____

Date entered into Baptismal Class _____

Date of baptism _____

Is he/she a backslider _____

Has he/she accepted as a result of studying the V.O. P Course? _____

8. Name of spouse _____

9. Is he/she a Church Member? _____

10. Date of marriage? _____

APPENDIX D

QUESTIONNAIRE FOR PARENTS

Dear Respondent

I am conducting a study on the need for a contextualized Bible Study Guide for Junior class for my MA Pastoral Theology degree with Adventist University of Africa (AUA). It is my pleasure to involve you in this study. The information you will give is to be used for the purpose of this study only, no names are required. As you respond please keep the following in mind:

Be objective

Try to the best of your ability to answer all questions

There is no right or wrong answer, your opinion is valued

Thank you for your participation

Church _____ e.g Seke Church

Gender Male Female

Age: 18-35 years 36-50 years 51 years and above

Education: Primary Secondary College University

Marital Status: Single Married Widow(er)

How many children?

Have you done a bible study with your child(ren) Yes No

Have you helped prepare your child for baptism

If answer to 8 above is yes explain how briefly: _____

Do you have children that have left the church during their adolescence: Y / N

Do your children have access to Sabbath School Quarterlies: Yes No

Do your children have access to various children's Material: Yes No

If answer to 11 above is yes, please indicate the materials available:

Do you have any children's materials in your vernacular language:

Yes No

Is it necessary to have children's materials in your local language:

Yes No

If answer to 14 above is yes please explain why: _____

In teaching faith to children, please circle the elements that you think are essential

Stories

Pictures

Activities

Questions

All

None of the above

List any three materials that you have that can help you teach faith to your children:

What do you think the church should do to help teachers, guardians and parents to help them teach their children faith issues?

Do you think it is necessary to develop contextualized Bible study material in vernacular languages and why?

Would you get a Bible study guide in your local language to help you teach your children faith issues? Yes No

APPENDIX E

QUESTIONNAIRE FOR JUNIOR CLASS TEACHERS

Dear Respondent

I am conducting a study on the need for a contextualized Bible Study Guide for Junior class for my MA Pastoral Theology degree with Adventist University of Africa (AUA). It is my pleasure to involve you in this study. The information you will give is to be used for the purpose of this study only, no names are required. As you respond please keep the following in mind:

Be objective

Try to the best of your ability to answer all questions

There is no right or wrong answer, your opinion is valued

Thank you for your participation

Gender Male Female

Age: 18-35 years 36-50 years 51 years and above

Education: Primary Secondary College University

Marital Status: Single Married Widow(er)

How many children are in your class?

Have you done a bible study with your children in your class Yes No

Have you helped prepare children in your class for baptism? Yes No

If answer to 8 above is yes explain how briefly: _____

Do members have access to Children's Sabbath School Quarterlies:

Yes No

Do you have adequate materials to teach your students faith? Yes No

If answer to 11 above is yes, please indicate the materials available:

Do you have any children's materials in your vernacular language:

Yes No

Is it necessary to have children's materials in your local language?

Yes No

If answer to 14 above is yes please explain why: _____

In teaching faith to children, please circle the elements that you think are essential

Stories

Pictures

Activities

Questions

All

None of the above

List any three materials that you have in your church that can help you teach faith to children:

How many children between the ages of 12-15 were baptized this quarter?

Do you think there is need to develop a contextualized Bible Study guide for Junior class in vernacular languages? Give reason for your answer

Do you think with a contextualized Bible study guide for Juniors it might help in faith development and increased baptisms? Give reason for your answer

Would you recommend a Bible study guide in your local language to help teach children faith issues? Yes No

APPENDIX F

ASSESSMENT FORM FOR PARENTS AND TEACHERS

Assessment for Parents and Teachers.

Dear Respondent

Thank for your active participation in this project. We have come to the time and place of assessing the impact of our project. Kindly fill in this assessment and remember:

Be objective

Try to the best of your ability to answer all questions

There is no right or wrong answer, your opinion is valued

Thank you for your participation

Training

Did you attend the training on teaching Juniors fundamental beliefs and preparing them for baptism: Yes No

What was most helpful about the training?: _____

What new things did you learn from the training: _____

If you were to change some elements of this training wat would it be?

Conducting the Bible Study

Was this your first time conducting a Bible study: Yes No

Any challenges you encountered in conducting the study with the Juniors

Do you have any recommendations on how this program can be improved?

APPENDIX G

ZUC MAP



APPENDIX H

TREASURED BIBLE STUDY GUIDE

Treasured Bible Study Guide

English Edition

Written by Irvine Gwatiringa

Cover design by Sydney Kanyama,

Story illustrations by John King and inside illustrations by Obey Mushonga:

Copyright @ 2018 by Treasured Kids Ministry

Cell: +263-775-706-015

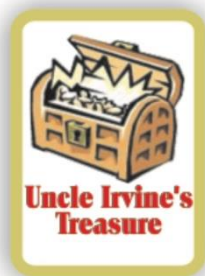
Email: treasurekids@ymail.com

pastor_irvs@yahoo.com

All Rights Reserved

No part of this book may be reproduced in any form, photocopying or by any electronic or mechanical means, including information storage or retrieval systems without permission in writing from both the copyright owner and the publisher of the book.

Scripture quotations, unless otherwise specified, are taken from the New King James version. Copyright @ 1982 by Thomas Nelson, Inc. Used by permission. All rights reserved



Printed By: Treasured Kids Ministry

1036 Rydale Ridge, Harare

Cell: +263 775706015

Cell: +362 715105694

ACKNOWLEDGEMENT

My sincere gratefulness to God for affording me this rare opportunity to mature in ministry by seeing me through the challenging stages of this project and granting me the wisdom and grit necessary to complete the project.

I am appreciative of the support of East Zimbabwe Conference and the opportunity for my master's degree. Special mention to my advisor, Dr Eugene Fransch and my reader Dr Mussa Muneja for your gracious cooperation, commitment and encouragement, your roles have been pivotal in the writing of this resource. Last but not least I want to thank my wife Nicola and my two beautiful children Shekinah and Sheyna for being my source of encouragement. Blessings to you all

Treasured Bible Study Guide for Junior kids (10-12 years.)

Preface

What is treasure? It is something valuable. When one has treasure, they value it and take care of it. The *Treasured Bible Study Guide* seeks to give children 10-12 years of age a closer walk with their friend and personal Saviour Jesus Christ. This guide will direct them into the fundamental truths of the Seventh-day Adventist Church that will not only help them to be useful in this world but will prepare them for the world to come. This child-friendly guide can be used at any of the character-building institutions in the life of a child: at church, at school or at home.

This series has thirteen (13) lessons that explain the Bible doctrines. It is designed to be studied in a quarter of the year. The guide is not essentially a new book, but gleaning treasures from *Seventh-day Adventists Believe*¹, *Handbook of Bible Doctrines*², and *Be Like Jesus*³, endeavours to buttress the moral standards of our children by harmonizing each lesson with a related value that we wish to encourage in our children in contemporary society. Thus each lesson will have a section which focuses on the fundamental belief and a section which emphasizes values.


¹ Southern Africa Indian Ocean Division of Seventh-day Adventists, *Handbook of Bible Doctrines* (Pretoria, South Africa: Southern Africa Indian Ocean Division of Seventh-day Adventists, 2013).


² General Conference of Seventh-day Adventists, *Seventh-Day Adventists Believe: A Biblical Exposition of Fundamental Doctrines* (Silver Spring, MD: General Conference of Seventh-day Adventists, 2005).

³ Southern Africa Indian Ocean Division of Seventh-day Adventists, *Be Like Jesus: Baptismal Preparation for Children* (Pretoria, South Africa: Southern Africa Indian Ocean Division of Seventh-day Adventists, 2014).


Each lesson includes:

Treasure Map  - Directs you to a Bible verse

Hidden Treasure  - Explanation of the Bible belief

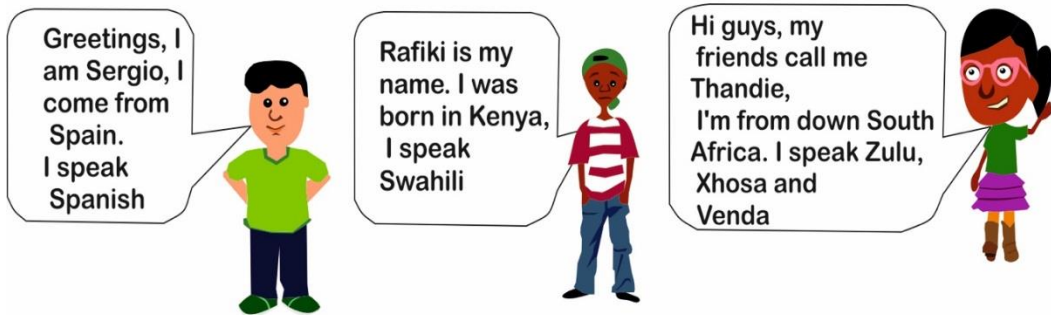
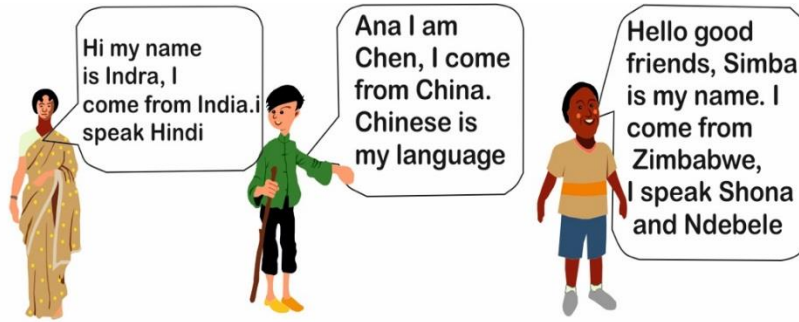
Treasure Key  - Unlocking insights into the belief

Treasure Hunt  - Searching deeply into God's Word

Treasured Gem  - Discovered value

Treasured Story Chest  - Story to express the value

Who am I?



Let us get to know you

My name is

I am years old. I live in

I speak the following languages:

My family has the following members:.....

My best friend is

My pet's name is It's a Paste a picture of yourself

... every language

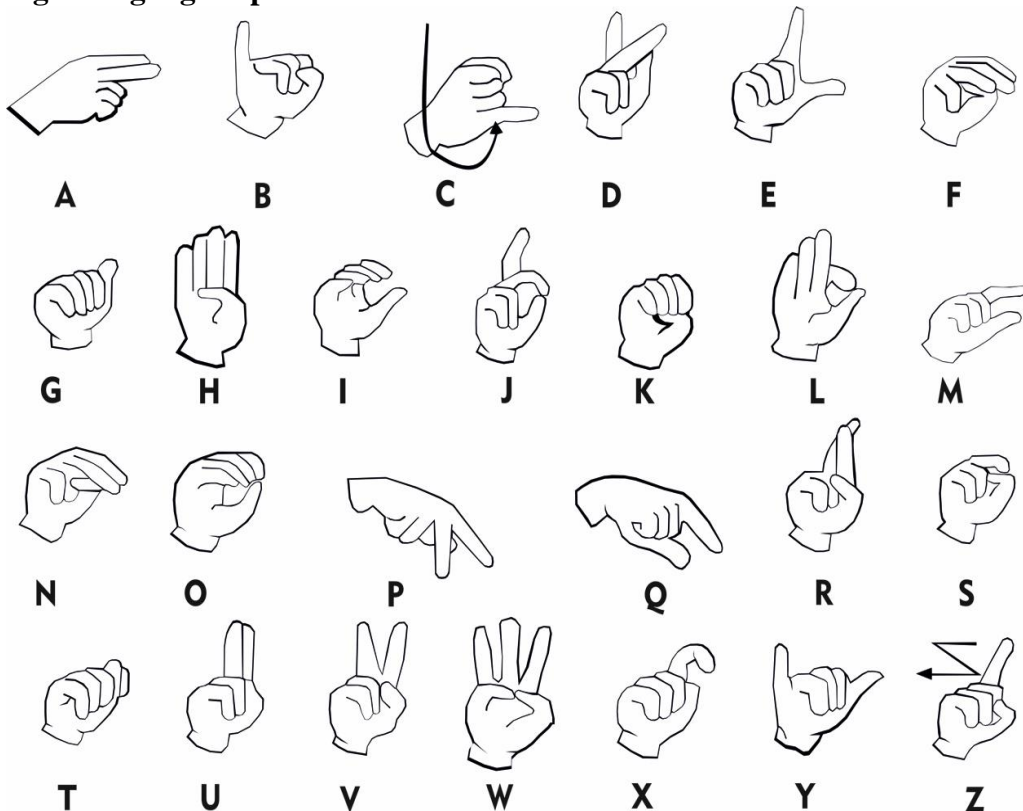
Gone are the days when some community believed that deaf people could not find salvation as they could not hear God's Word. Fortunately, this is no longer the case as numerous religions world over now cater to the deaf. In fact, the Bible Commission as recorded in Revelation is inclusive of the deaf because the sign is a recognized language. (Rev 14:6) *"And I saw another angel fly in the middle of heaven, having the everlasting gospel to preach to them that live on the earth, and to every nation, and kindred, and language, and people."*

Did you know? 

Fun Facts about Sign Language⁴

- Sign language is the fourth most-used language in the US.
- Deaf History Month is observed from [March](#) 13th to April 15th every year.
- There are hundreds of sign language dialects in use around the world.
- Each [culture](#) has developed its own form of sign language to be compatible with the language spoken in that [country](#).

Sign Language Alphabet



⁴ Admin, "American Sign Language," *National Institute of Deafness and Other Communicable Disorders*, last modified March 6, 2017, accessed March 20, 2017, <https://www.nidcd.nih.gov/health/>.

TABLE OF CONTENTS

1. Letter of Love from Above	06
2. How great is our God.....	10
3. Symbols of our Faith	14
4. Who am I?.....	18
5. Be like Jesus.....	22
6. Creative Creator	25
7. It's my Life, It's my Choice.....	29
8. A Monument in Time.....	33
9. The Longest Sleep.....	36
10. A Special Gift Amongst Gifts.....	39
11. Marriage and the Family	42
12. The Coming Friend	46
13. The 1000 Years and the New Earth	42
Bibliography	53

1. Letter of Love from Above

Section 1



Treasure Map:

“For the prophecy came not in old time by the will of man: but holy men of God spoke as they were moved by the Holy Spirit.”(2 Peter 1:21)



Hidden Treasure:

The Bible is the revelation of God’s will, the standard of character, the source of doctrines and a trusted record of God’s acts in history. Both New and Old Testament are inspired by God with the knowledge necessary for salvation and in them is the basis for Christian faith and practice.



Treasure key:

- ❖ The Bible is the inspired Word of God, it is the only book that can teach us to be faithful, truthful, correct faults, give good directions for righteous living. Therefore let us study the Bible for if we do so we will live in favour with both God and man.
(2 Timothy 3:16)
- ❖ The Word of God is powerful (Hebrews 4:12), when you openly read it, your life will never be the same again. The Bible provides the reader with guidance in making the right decision every day. (Psalms 119:105).
- ❖ The deeper our love for God, the more we spend time alone with the Bible because we regard it as the pure voice of God to us. (Proverbs 30:5)
- ❖ Just as Jesus our personal friend and Saviour came down to us (John 1:1,14) in order that we know the truth, the Bible also was given to us in a language we know, showing that we can trust the Bible.



Treasured Hunt:

1. Who is the author of the Bible? Please give a supporting verse

2. Read John 17:17 and discuss the connection between the Word and truth.

3. True or False?

Answer by ticking or shading the correct box. T is for true and F is for false.

The word is able to keep us from sin (Psalms 119:11)

T	F
---	---

The scriptures do not testify of Jesus (John 5:39)

T	F
---	---

The Bible is referred to as “Holy Scriptures” (Rom 1:2)

T	F
---	---

Scripture was not given by inspiration (2 Timothy 3:16)

T	F
---	---

Jesus stressed the authority of scripture (Matt 4:4)

T	F
---	---

False prophets speak against the word of God (Isaiah 8:20)

T	F
---	---

The Word of God will not stand forever

T	F
---	---

Section 2

Treasure Gem:



“Trustworthy”

Trustworthy is an attribute of people that are worthy of being trusted, reliable, honest and dependable.⁵

The Bible is the Word of God and it was inspired by God who is faithful and true. The Bible can be trusted; therefore trustworthiness is a value every Bible student should possess.

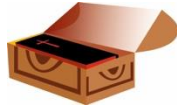
⁵All the definitions of the values are taken from the Macmillan Dictionary. Michael Rundell, ed., “Trustworthy,” *Macmillan English Dictionary (MED)* (Oxford, UK: Macmillan Education, 2002).

Abraham trusted God (Genesis 22:1-14)

Read the story of Abraham and how he trusted God to the point that he was ready to sacrifice his son. Of course, God did not let him go through with it. Go through the puzzle and look for the under noted words:

A	B	C	O	P	L	O	R	D	X	R	W	O	O	D
G	E	R	X	I	W	N	N	S	A	Q	O	J	I	P
Y	G	A	S	T	I	I	T	U	I	S	A	A	C	B
C	L	M	E	V	R	A	O	Y	K	L	N	H	O	S
B	T	V	R	E	W	U	Q	A	N	S	O	N	L	A
X	L	I	M	G	M	R	S	Z	I	U	O	E	A	F
W	Z	E	T	O	U	K	E	T	E	O	A	D	B	A
O	V	F	S	J	R	M	R	K	W	B	A	C	R	I
R	Y	T	F	S	R	I	V	C	P	O	B	V	X	T
S	O	Z	D	I	O	U	A	I	A	E	R	B	T	H
H	I	F	I	R	E	C	N	H	Q	H	A	T	D	B
I	U	D	C	U	I	A	T	E	B	F	H	W	H	J
P	P	W	K	E	P	Z	E	O	K	L	A	B	M	Y
Q	K	P	H	E	A	V	E	N	Y	A	M	I	T	R

LORD, ABRAHAM, ISAAC, SERVANT, TRUSTWORTHY, MORIAH, SON,
HEAVEN, RAM, FIRE, WOOD, FAITH, BLESS, GLORY, & WORSHIP



Story Chest:

“The Desire of Her Heart.”



Tendai was a reliable, responsible, honest and intelligent girl. Even the teachers at her school trusted her so much they would send her to pick up their mail from the nearby post office. Her mother and father were proud parents in the community because she was eager to help everyone especially the old people. Tendai's parents were not rich or well-to-do; they just had enough to carry them through each day. One day Tendai asked her parents to give her \$10 so that she could buy some groceries for her spiritual parent, an old lady at a local old people's home. Unfortunately, her parents did not have ten dollars to spare. Tendai began to pray about this need, and she also looked for ways to earn some money so she could help her spiritual parent.

One beautiful sunny day, Tendai was cleaning the headmaster's office. The headmaster was a very busy person, and she helped him whenever she could. As she was whistling and pushing the broom across the floor, she noticed a new \$100 note under the desk. “Just what I needed to help my parents and my spiritual parent,” she thought to herself. “Maybe God is answering my prayer!” she picked up the \$100 bill. As she was about to put it in her pocket, she told herself, "NO, Tendai, you can do better than this. You were trusted with this responsibility, do not break the trust." The young girl took an envelope from the top drawer of the headmaster's desk, put the money inside, and put it in the drawer. With a feeling of relief, she closed the drawer. When she was done cleaning, she met the headmaster in the corridor looking very worried. "Sir, are you ok?" she asked, “you look very worried!" "I just misplaced some of the exam fees. I don't know what happened," he said. Tendai smiled and whispered to him, "If it is a \$100 bill you are looking for, you dropped it in your

office. I put it in a white envelope in the top drawer of your desk." The headmaster was relieved. He put his hand on Tendai's shoulder, looked her straight in the eyes, and said: "God bless you, my daughter!" The school administration knew Tendai could be trusted and rewarded her with a Bible and a \$10 bill. Tendai could not believe it! God had indeed answered her prayer for money to buy groceries for her spiritual parent! Tendai knew it was true - God had rewarded her honesty by giving her the desires of her heart.

Treasured Quote:

“Those who work for Christ are to be upright and trustworthy, firm as a rock to principle, and at the same time kind and courteous.”⁶ (E G White, *Gospel Workers*, p. 121.)

My Treasured Commitment:

“I believe the Bible is the Word of God. I will make an effort to read it every day, and to do what it says. Especially when it comes to being honest, I promise to tell the truth even when it isn't convenient, and to be trustworthy in everything, just as the Bible teaches us to do.”

⁶ All treasured quotes are taken from Ellen White's writings; the book and page where the quote has been taken are indicated in brackets at the end of each quote. Ellen G. White, *Gospel Workers, Complete.*, Ellen G. White Writings [CD ROM] (Silver Spring, MD: Ellen G. White Estate, 2007), 121.

2. How Great is our God?

Section 1



Treasure Map:

“Hear, O Israel: The LORD our God is one LORD:”(Deuteronomy 6:4)



Hidden Treasure:

There is one God; Father, Son and Holy Spirit, a unity of three living persons. God the Father is the creator and source of life for all creation. God the Son was born as Jesus Christ to save the human race. God the Holy Spirit inspired the writing of the Bible; He was active in creation and the salvation of man with the Father and the Son.



Treasure Key:

- ❖ God the eternal Father is just and holy, merciful, gracious; slow to anger, loving and faithful. (Psalms 103:8) God the Father is also revealed in the qualities and power shown by the Son and the Holy Spirit.
- ❖ God became a man like us through Jesus (Matthew 1:21). Christ showed God’s power by the many miracles He performed. He died for our sins, He was raised from the dead, went to heaven to pray for us and He will come again to take us to heaven.
- ❖ God the Holy Spirit was actively involved in creation with God the Father and God the Son (Genesis 1:27). He leads the church to know the truth and give it the power to use spiritual gifts for ministry.
- ❖ The Oneness of God, a unity of three co-eternal persons having a special relationship. God is immortal, all-powerful, all-knowing, above all things, and ever-present. (Ephesians 4:4-6)



Treasure Hunt:

Match the words in the Box to each Question

Answer

1. “The Comforter, which is the Holy Spirit, whom the father will Send in my name, shall teach you all things (John 14:26)

2. “The Lord is the true God, He is the living God, and an Everlasting King (Jeremiah 10:10)

3. “In the beginning was the Word, and the Word was with God... ..And the Word was made flesh (John 1:1, 14)

4. Then God said, “Let us make man in our Image..” (Genesis 1:26)

- a) God the Father
- b) Trinity
- c) God the Spirit
- d) God the Son

Section 2



Treasure Gem:

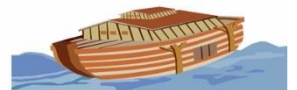
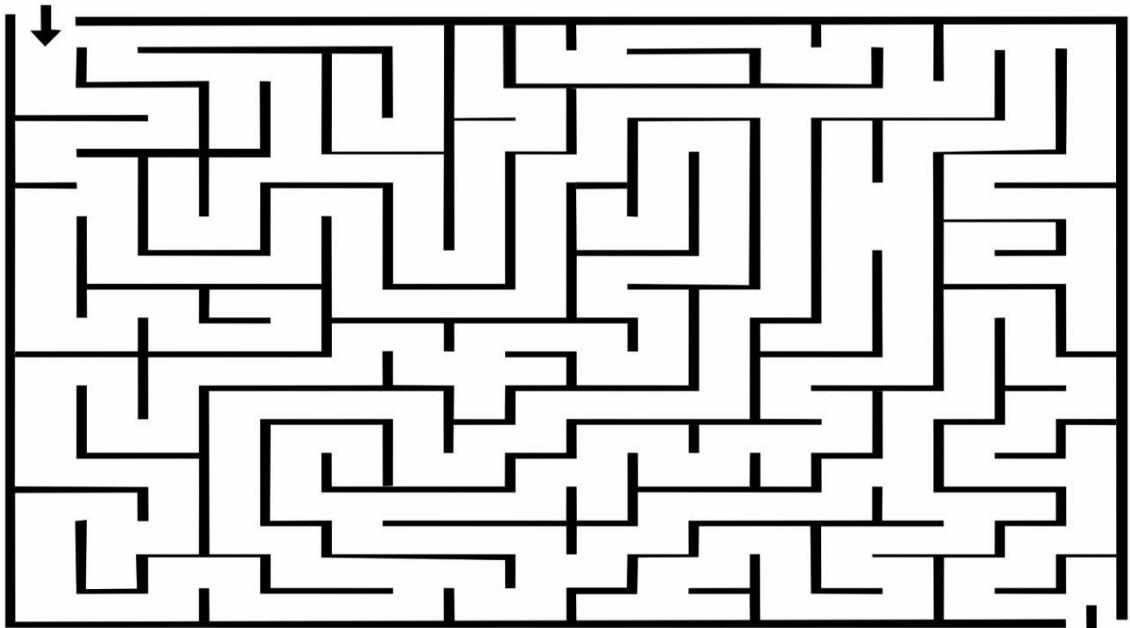
“Faithfulness”

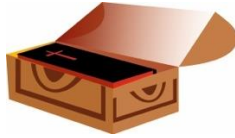
Faithfulness is remaining loyal to someone or something and putting that loyalty into consistent practice, regardless of the circumstances.

God is faithful and He cannot lie, nor can He break a promise that He says He will fulfil. God’s faithfulness is certainly found throughout the Bible and is still given in testimonies by people today. Likewise His followers should be faithful as well.

Noah built the ark faithfully (Genesis 6:13-22)

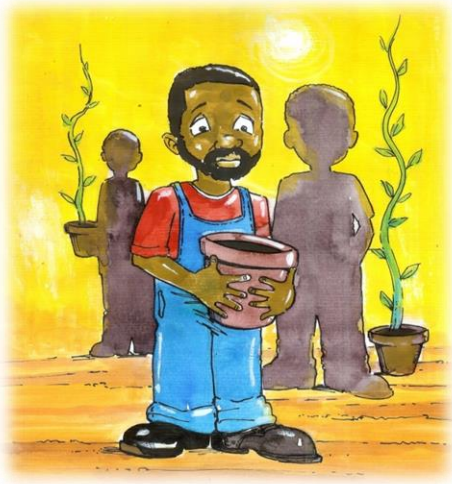
Study the story of Noah and how he faithfully executed the task that God had given him even though others discouraged him. Now help Noah find the Ark in this maze.





Treasure Story Chest:

“It pays to be faithful”



The valley of Mombasa had one of the wisest Chiefs who ever lived. One sunny Sunday morning he summoned all the village young men and gave them a bean seed each to plant. In return, he promised to give in marriage his only daughter to the one who had the biggest plant out of all the participants. They were all given a year to present the plant. Each of the participants was determined to become the son-in-law to the chief. So they all went to their parents soliciting for their help. Some bought expensive vases, some bought manure, others fertiliser and others even made a greenhouse for the bean plant. One month passed and other plants were starting to shoot. Others were still buried in the soil. Two months passed and most of the plants were out, but still, a few were still buried in the soil.

After three months all seeds had germinated save for poor Caleb’s seed. He tried everything he could possibly do to help it germinate but still after six months nothing came. Seeing that he was discouraged, his parents told him that he should not be discouraged because he had done his best and they knew he had done his best. After twelve months all the boys gathered by the Chief’s court to present their bean plants as proof of their hard work. Sadly, poor Caleb was there with his empty vase and other boys were laughing at him, calling him names but his parents were there to comfort him.

As the boys laid their plants in front of the Chief, some had planted as long as 20 metres. The shortest plant was probably around 15 metres. As the Chief was

inspecting, Caleb's heart was beating fast, afraid that the Chief was going to say that he was useless and he did not work hard. When the Chief got to Caleb's vase, he looked at the vase and it was empty. He then looked Caleb straight in his eyes. The poor boy expected to be shouted at as he shivered with fear. However, the King stretched his hand, shook the young lad's hand and said to the amazement of all the participants and parents, "Well done faithful servant, I gave all of you boiled bean seeds. Therefore they were not supposed to germinate. You are the only one who has proved to be faithful in small matters. I will, therefore, entrust you with my daughter and my Kingdom".

Treasured Quote:

"And in our appointed place, we should discharge our duties with as much faithfulness as do the angels in their higher sphere." {EG White, Child Guidance, 121.1}

My Treasured Commitment:

I pledge to serve God with all that I have and to become a faithful steward of this great God.

3. Symbols of our Faith

Section 1



Treasure Map:

“One who believes and is baptised will be saved...” (Mark 16:16)

“For as often as you eat this bread, and drink this cup, you do show the Lord's death until he comes again.” (1 Corinthians 11:26)



Hidden Treasure:

Baptism means our union with Christ, the forgiveness of sins and reception of the Holy Spirit, while the Lord's Supper is a participation in the symbols of the body and blood of Jesus as an expression in Him as our Lord and saviour.



Treasure Key:

- ❖ Baptism by dipping in water is a confession of our faith in the death and resurrection of Christ. It shows death to our old life and our purpose to walk in newness of life. (Romans 6:3-6)
- ❖ One who believes and is baptised will be saved (Mark 16:16). Thus Christ made baptism the mark of access for everyone who wishes to enter the kingdom of heaven (John 3:1-5)
- ❖ When we participate in the Lord's Supper we declare that as the bread was broken and the wine poured out, as such on the cross of Calvary Christ's body was broken and His blood poured to save us from our sins. (1 Corinthians 11:23-30)
- ❖ The service of foot washing was established before partaking communion to signify a renewed cleansing, to bring humanity to the humility of heart and serve one another in the similitude of Christ. (John 13:1-17)



Treasure Hunt

1. Jesus confirmed the importance of baptism in Matthew 3:13-17. How? And why?

2. Read Mark 1:5, John 3:23 & Acts 8:38-9 and discuss the form of Bible baptism,

3. Who should participate in the service of Holy Communion? (John 6:54-58)

4. The Lord's Supper is a celebration of deliverance from sin. Which festival of the old-covenant era does it replace? (Exodus 12:3-8)

Section 2



Treasure Gem:

“Forgiveness”

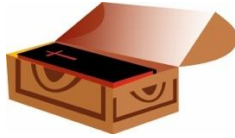
Forgiveness is letting go of the need for revenge, or not to hold something against another person, regardless of what they have done to you.

Scripture portrays a God of second chances who is faithful and just to forgive those who confess their faults. Our forgiveness of others should be the same measure as God's gracious forgiveness of our sin. Forgiveness may seem like weakness, but rather it is an act of the will. It is an integral part of the life of a Christian.

Instructions: Rearrange the seven double columns of letters into a 7 by 14 rectangle of letters. A red square indicates the end of a word. When you have placed all the double columns in their correct places, you will be able to read the Bible verse across the diagram from left to right, top to bottom.

U	S	E	■	I	V	A	N	R	G	D	■	F	O
S	S	P	A	S	S	■	O	R	E	U	R	■	T
L	S	■	A	E	■	E	S	R	■	,	■	F	O
E	R	E	V	■	E	O	■	I	V	F	O	R	G
S	P	R	E	T	R	Y	O	H	O	N	E	■	W
U	S	T	■	S	T	A	S	A	I	S	■	A	G
V	■	K	J	■	K	L	U	1	:	K	E	■	1

			■								■		
■				■									
			■				■			■			
	■							■					
				■				■					
			■							■			
				■					■				■



Treasure Story Chest:

“Lasting Impressions”



After reading the story of Christopher Columbus, Nomusa agreed with her best friend Nothabo that they would make a trip around Southern African Countries (SADC) in 8 days. They decided to start with Kgalagadi desert in Namibia stretching into Botswana. As they were enduring the heat of the desert, Nothabo dropped their container of water and all the water spilt out and sank into the vast sands, Nomusa was so angry that she shouted at her friend, calling her names. Nothabo just kept quiet and wrote in the sand “today my friend shouted at me”. From the desert, they decided to cool themselves and went down South to the beach in Cape Town via Durban. There they had so much fun but some of their personal belongings such as clothes, cell phones and some other small items were stolen at the beach. Nothabo had left by the towel on the shore. Nomusa was so angry that she pushed her best friend around for being irresponsible. Nothabo did not say anything, this time she just knelt by the seashore and wrote: “today my best friend pushed me.”

From the fresh waters of Cape Town, they passed through the majestic Victoria Falls better known as the ‘Smoke that thunders’. Whilst they were there, Nothabo mistakenly stepped on Nomusa as she was enjoying the scenery at the falls. Nomusa did not even wait for Nothabo to apologise and with rage she slapped Nothabo across the face. As usual, Nothabo kept quiet and wrote in the mist “today my friend slapped me across the face”. On the sixth day, they visited Lilongwe Botanical gardens in Malawi. While they were there they had an argument about trees. Seeing Nothabo had her facts Nomusa resorted to scolding her. Nothabo did not scold back but she just

plucked a leaf from one of the tree and with a thorn she wrote: “today my best friend scolded me”. On the eighth and last day of their mini-tour they found themselves in the great copper belt in Zambia. As they adored the vast copper belt, Nothabo slipped, but before she could tumble down Nomusa quickly got hold of her hand, saving her from the likely fatal accident. As usual, Nothabo said nothing; she took her hiking knife and wrote on a piece of stone in the belt, “today my best friend saved my life”. Puzzled by all this Nomusa asked her best friend why this time she wrote on the stone. Nothabo replied “when you shouted at me in the desert, I wrote it in the sand because the wind will blow it away, when you pushed me at the beach I wrote it on the seashore so that when the water comes, it will wash it away, when you slapped me at the falls I wrote it in the mist because when the sun shines it will vaporise in thin air. While we were in the botanical gardens you scolded me and I wrote on the leaf because it will dry and it will decompose. And when you saved my life, I wrote it on the stone so that it remains forever that you saved my life.

Treasured Quote:

“If we expect our own prayers to be heard we must forgive others in the same manner and to the same extent as we hope to be forgiven.” {EG White, A Call to Stand Apart, 27.5}

My Treasured Commitment:

At baptism, my sins were forgiven and I desire to forgive those who trespass against me.

4. Who am I?

Section 1

Treasure Map:



“What is man that you think of him? and the son of man, that you visit him? For you have made him a little lower than the angels, and have crowned him with glory and honour.”(Psalms 8:4-5)



Hidden Treasure:

God made men and women in His image with freedom of choice. God made people perfect, however, due to disobedience, God’s image was spoiled and people became subject to death. But God in Christ provided a way of escape from the penalty of disobedience.



Treasure Key:

- ❖ Humanity has its origin from God. The work of creation was finished by the making of man. It was God’s intention that man would enjoy the beautiful world on condition of obedience and loyalty to the law of God. (Genesis 1:26-28)
- ❖ Although created in God’s image and perfect, the man went contrary to God’s command by eating of the forbidden fruit having been enticed by Satan in his rebellion against God. (Genesis 3:1-7)
- ❖ Man and creation had by sin come under the power of the enemy, but the promise of a saviour encouraged humanity (Genesis 3:14-15). The plan of redemption revealed God’s great love for the world that He gave His only-begotten Son (John 3:16)
- ❖ Through Christ’s sacrifice, we are adopted as God’s sons and daughters and delivered from the bondage of sin (John 1:12). Through the power of the Holy Spirit, our minds are renewed, and God’s law of love is written in our heart to live a Holy life. (Romans 8:1-4)



Treasured Hunt

1. How did God create Adam and Eve? Please give a supporting verse

2. Read Genesis 3:4-6 and discuss how the first people disobeyed God.

3. What was the punishment for the disobedience? (Genesis 3:19-24)

4. Read John 3:16 and show how God demonstrated His love for fallen humanity. (John 3:16)

Section 2:



Treasure Gem:

“Sharing”

Sharing is willingly giving a part of something to someone else without counting the cost.

The Godhead was willing to give us the Son, that Jesus may share in our troubles. We should therefore be willing to give our very best for the joy of our family and friends.

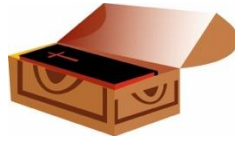
A little boy shares a meal with the multitude (John 6:9-14)

Read the story of the boy who was willing to share his food with the multitude and discuss the importance of sharing. Go through the anagram and unscramble the words from the given verses that encourage sharing.

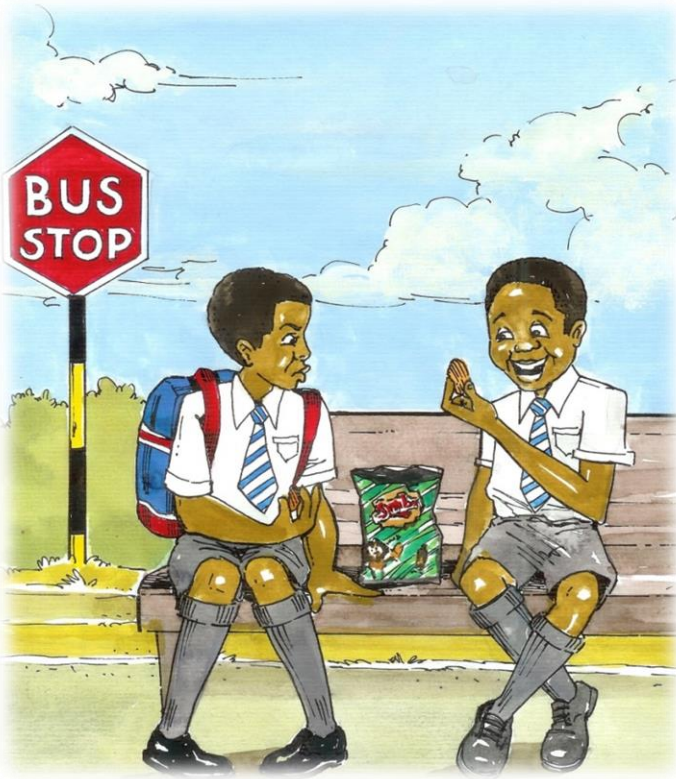
Unscramble the letters to find the words in this Anagram. The words are taken from the following two verses: 2 Corinthians 9:6 “He who sows little shall reap also little; and he who sows generously shall reap also generously” and Acts 20: “It is more blessed to give than to receive.”

- ows _____
- eapr _____
- remo _____
- telilt _____
- hcmu _____
- ivggni _____
- selbesd _____
- ecrieve _____
- igasrhn _____
- rgoesneu _____





Treasured Story Chest:
"The power of sharing"



Takunda was a nice humble lad who loved his food very much. One day after school he went to the school snack bar and got himself a tomato and egg sandwich and a big pack of Simba fruit and chutney potato crisps, which was his favourite flavour. He thought to himself 'let me eat my crisps now and I will finish with the sandwich in the school bus on my way home'. He identified a quiet place by the lawn on one of the lay bye-benches. As soon as he sat, he was joined by a classmate Tafadzwa and in between them a packet of chips. They just exchanged greetings and Takunda opened the packet of chips and he could not help to see the grin on Tafadzwa's face as he thought to himself, "I hope he is not smiling because of my chips". Takunda took his first chip and munched it. With a smile on his innocent face,

Tafadzwa did the same. Takunda took a second bite and likewise, Tafadzwa took a second bite.

Takunda was beginning to get annoyed when they got to the half of the pack whilst Tafadzwa kept on smiling. In his mind, Takunda thought, ‘How can this guy just come and share my crisps without even asking from me; to make matters worse he is smiling about the whole thing.’ They continued to pick a chip one after the other until there was one big chip left in the pack. Takunda waited to see what Tafadzwa would do. To his surprise, Tafadzwa went on to pick the chip, broke it in two and he smiled and gave the other half to Takunda. In his mind, Takunda just said ‘is he not ashamed of what he just did?’

Tafadzwa was courteous enough to fold the empty pack and take it to the bin. Just as he took the empty pack to the dust bin, the school bus came. A bit annoyed, Takunda took his bag and quickly jumped onto the bus hoping to sit alone so that he would not share his sandwich this time. Unfortunately or fortunately Tafadzwa was staying for swimming so he did not ride the bus and with excitement, he waved goodbye to Takunda who just waved back because he was happy he was not sitting with Tafadzwa again. Halfway to his house, Takunda opened his backpack and to his surprise, his sandwich and his packet of crisps were still there. So he thought to himself ‘so all along I have been eating Tafadzwa’s crisps. I am so ashamed’.

Treasured Quote:

“How helpful we may be to one another by receiving from Christ the divine blessing, and then sharing it with those in need. {PUR, } .” (E G White, *Pacific Union Recorder*, Dec 8, 1904 par. 10.)

My Treasured Commitment:

“I understand that I was made in the image of God, though sin has marred my image. however Christ died for me, therefore, I promise to share all that I have, especially the good news of Jesus Christ.”

5. Be Like Jesus

Section 1



Treasure Map:

“But grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ. To him be glory both now and forever. Amen.” (2 Peter 3:18)



Hidden Treasure:

Jesus triumphed over evil by His death on the cross. His victory gives us victory over evil forces that seek to control us. A fruitful relationship with Christ as a personal friend and Saviour is important to living a victorious Christian life.



Treasure Key:

- ❖ For us to grow in Christ we must first die to the old self and live for Jesus. A Christian’s life is not merely adjusting the old life but rather a complete change of lifestyle. (Galatians 2:20-1)
- ❖ Without the power of the Holy Spirit, we can never grow in Christ. The Spirit guides us into all truth and makes us understand God’s will through the Bible. Growth requires fruit of the Spirit such as love, peace, patience, and joy. (Galatians 5:22-3).
- ❖ Prayer is important for communion with Christ and growing in Him. Prayer is talking to God as to a friend, kneeling in submission and rising up in power of God’s strength. (1 Thessalonians 5:17)
- ❖ We also mature in our Christian life by becoming disciple-making disciples. Christ has commanded “to go make a disciple” as part of growing in Him. (Matthew 28:18-20)



Treasured Hunt

1. How can we have a fruitful relationship with Christ? (John 15:5)

2. What is the secret of growing up in Christ? (2 Corinthians 3:18)

3. Does the Bible promise that we can overcome temptations? (1 Corinthians 10:13)

Section 2



Treasure Gem:

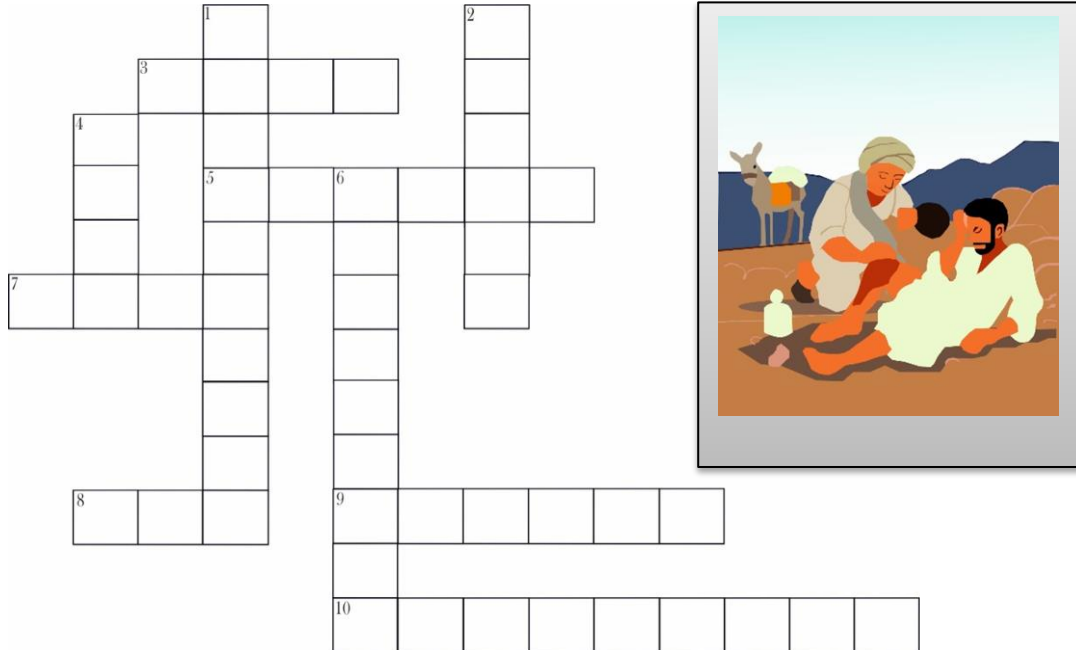
“Kindness”

Kindness is being helpful towards someone in need, not in return for anything, nor for the advantage of the helper himself, but for that of the person helped.

Throughout His ministry, Christ showed kindness to all classes of people even those that were neglected in society. Therefore children who desire to grow and be like Christ must likewise possess the virtuous attribute of kindness.

The Good Samaritan (Luke 10:30-5)

Read the story of the Good Samaritan and discuss the important lessons you have picked from the story. Thought Question – Are we supposed to be kind to only those whom we know?

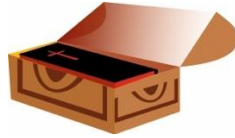


Down

1. We all should have c_____ just like the Samaritan had it.
2. This was the first person to pass by and not help.
4. Jesus said “Love God and your neighbour and you will _____”.
6. The only person to help the robbed man was a _____.

Across

3. We are to _____ one another.
4. The man was robbed, yet people _____ the man without helping him.
7. The ___ did not get along with the Samaritan
8. The Good Samaritan took the man to an ___ while he recovered.
9. There were _____ who robbed the man.
10. Jesus told the parable to answer the question, “Who is my _____?”



Treasured Story Chest:

“Kindness saved the day”



A rascal was released from jail after 15 years. He had been convicted on multiple accounts of theft and armed robbery. News went across town that he was out of jail. The rascal met a certain Pastor on the day of his release and the man of God agreed to show him some kindness and host the man whilst he was looking for a place of his own. Upon arriving at his house the shepherdess alerted her husband that the man was a criminal but, after a long discussion the family through the influence of the pastor, agreed to give the man a second chance. The following morning the Pastor was woken from his sleep by the wife’s scream and as he moved to the lounge he was surprised to find the room empty as a children’s playground. The shepherdess reminded the Pastor how she had been against the idea of accommodating the ex-convict.

In no time the police came by the Pastor’s house with the criminal and the officer asked if the couple recognized any of the loot in the rascal’s possession. The Pastor said he surely recognized all the things only that they were not stolen but he had given them to the rascal. Everyone was surprised and even the criminal himself. After the police had left, the Pastor told the criminal that he should leave with his new property. Over and above the property, the Pastor gave the ex-convict money worth a month’s wages. The ex-criminal was dumb-founded as he left the place finding it difficult to comprehend the kindness of the Pastor. He, however, came back after a few minutes and requested to be baptized.

Treasured Quote:

“Put on kindness, humbleness of mind, meekness, and longsuffering. Walk in love, as Christ also has loved us.” {E G White, Adventist Home, 114.3.}

My Treasured Commitment:

“I desire to be more like Jesus, and to be kind to all regardless of their status in life.”

6. Creative Creator

Section 1



Treasure Map:

“You are worthy, O Lord, to receive glory and honour and power; for you have created all things, and for your pleasure, they are and were created” (Revelation 4:11)



Hidden Treasure:

God is Creator of all things and the Bible reveals the authentic account of His creative activity in six literal days and He rested on the Seventh day. Therefore the Sabbath was established as a constant memorial of His creative work.



Treasure Key:

- ❖ Creation is the basic event with which the history of the world and humanity has its origins. God is the creator of all things and has revealed the true account of His creative activity through His written Word, the Bible. (Genesis 1)
- ❖ God created in six literal days; day one God created a light, day two firmaments, day three separation of dry land and the seas. Day four, the moon, sun, and the stars, day five the fish and the birds. Day six, land animals and human beings. Finally, God created the Sabbath on the seventh day and He rested (Genesis 2:1-2).
- ❖ Creation was made possible by the creative Word of God, “God said”. (Psalms 33:9). This creative word was not reliant on things that were already there (Hebrews 11:3).
- ❖ Creation day of the biblical account indicates literal twenty-four hour periods. The expression “the evening and the morning” stipulate single days with the day starting at sunset. (Genesis 1:5, 8, 13, 19, 23, 31).



Treasured Hunt

The answers to this treasure hunt are combined with the treasure gem activity. Draw a picture of anything that represents what was created on that particular day on the space provided on the chart on the next page.

Section 2



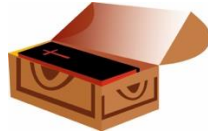
Treasure Gem:

“Obedience”

Obedience is the practice of doing what someone tells you to do, or of obeying a law or rule.

When Christ came down to earth, He was obedient to God the Father and He did all He was sent to do. As Children of God we should be obedient to the law of God.

What was created on	Answer- Draw an image
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	



Treasured Story Chest:

“Co-operation is a big word, so is obedience”



Mpho was born with beautiful eyes. Everybody liked her eyes and always used to comment on how lovely her eyes were. One day she went for a holiday to her grandmother’s place with her beloved mum. Her grandmother lived close to a prison where all the notorious criminals were kept. The criminals were kept in the enclosure of a 15-foot tall durawall so that they could not escape. So as soon as they arrived, her grandmother told Mpho not to go near the durawall because inside were bad people. Since Mpho loved the song that says “cooperation is a big word and so is obedience”, she purposed in her heart that she would be obedient and cooperate with her granny. The following morning she went to look for friends to play with. She passed through the prison walls and heard the prisoners shouting the number 13 at the top of their voices. When she came back they were still shouting 13-13-13-13. Curious, she moved towards the wall. Then she thought – ‘co-operation is a big word and so is obedience’ as she continued with her journey home. The following day she again passed by the prison wall and this time the noise was even louder – prisoners shouting “13-13-13-13”. Drawn by the noise, she walked towards the wall and again she remembered “co-operation is a big word and so is obedience” and she proceeded to her friends’ place.

As she was coming back home, the prisoners were now even clapping their hands still shouting ‘13-13-13-13’. Drawn by the clapping of the hands she moved towards the wall as the song rang a bell in her mind. ‘Co-operation is a big word and so is

obedience' she told herself. 'I am a good girl, I am going to be co-operative and obedient to my parents' and she proceeded home. In the evening she was sent to the shops to buy milk and bread for breakfast and she passed by the prison walls. This time the prisoners were clapping their hands and stamping their feet still shouting '13-13-13-13'. Mpho said to herself 'This time I should find out who they are saying '13-13-13-13' to'. Halfway through she remembered 'co-operation is a big word and so is obedience' and she continued to the shops. This continued for the 5 days she was staying at her grandmother's place. Just before Mpho and her mother returned to their home, she decided to go and bid farewell to her friends. This time as she passed by the prison wall, the prisoners were shouting at the top of their voices, clapping hands, stamping their feet, hitting the durawall and still shouting "13-13-13-13". Mpho looked back, sideways and in front and she saw no one looking. Immediately she saw a small hole through the wall and she said "I will look just this once before I go and see who these prisoners are saying 13 to. She tiptoed her way to the wall and the more she got closer to the prison wall, the more the noise increased. "13-13-13-13" the prisoners kept shouting. Full of curiosity, Mpho peeped through the hole not knowing that on the other side were some prisoners with a sharp wire. As soon as she put her eyes on the wall to see, the prisoners poked her eye and immediately they started shouting "14-14-14-14", signifying that she was culprit number 14 of those who do not obey.

Treasured Quote:

"Obedience to every word of God is another condition of success. Victories are not gained by ceremonies or display, but by simple obedience to the highest General, the Lord God of heaven." (E G White, *Testimonies to the Church Vol 6*, 140.1.)

My Treasured Commitment:

"I have faith in the biblical account of creation in six literal days. I will commit to obey all the rules at home, school, community, and God's Word."

7. It's my Life, it's my Choice

Section 1



Treasure Map:

“Do not be conformed to this world, but be transformed by the renewing of your mind, that you prove what is good and acceptable and perfect will of God.” (Romans 12:2)



Hidden Treasure:

The Christian lifestyle is a grateful response to God's amazing salvation through Christ. God has called us to a different lifestyle governed by principles so as to reach our full potential for service.



Treasure Key:

- ❖ God has called us to reflect, feel, and live in harmony with the principles of heaven. The lifestyle of a follower of God desires to honour God and live as Jesus would live. (Romans 6:3-6).
- ❖ Our bodies are the temple of the Holy Spirit; therefore we must diligently care for them. We are to abstain from alcoholic beverages, tobacco, drug abuse, tattoos and even piercing our body because we are not our own. (1 Corinthians 6:19)
- ❖ We must honour Christ in the food we eat, the clothes we wear, the television programs we watch, the music we listen to, the friends we have and the drinks we take. (Philippians 4:8)
- ❖ Despite cultural differences, our recreation and entertainment must adhere to the taste and beauty of Christian standards. Likewise our dressing should be simple, smart and modest to reveal inner beauty rather than outward beauty. (1 Timothy 2:9)



Treasure Hunt

1. Can a Christian be in the world, yet separate from its activities? (Ephesians 5:1-4, 8)

2. Read 1 Corinthians 15:33 and discuss what bad company means.

3. What should be our purpose in everything that we do?(Acts 24:16)

4. Read and discuss (3 John: 2). How do we prosper in good health?

Section 2



Treasure Gem:

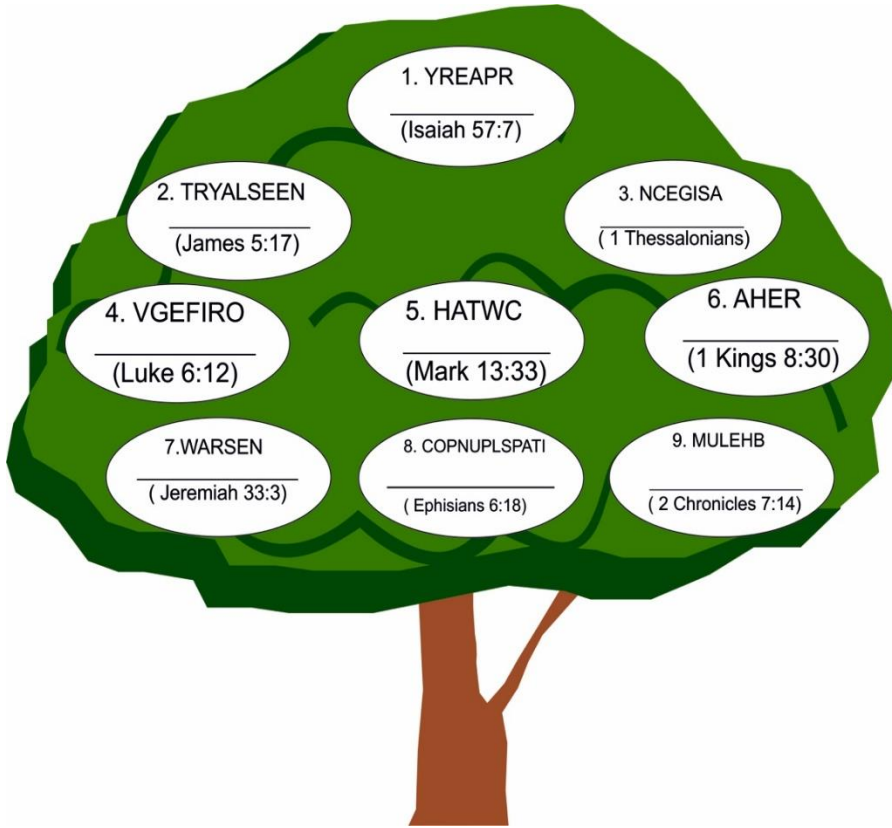
“Prayerful”

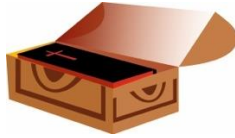
Prayerful is a value that is expressive of a devoted, earnest, and sincere prayer life.

Throughout the Bible, children of God are seen praying in different situations. Therefore children of God today must be prayerful

PRAYER TREE

Climb the prayer tree by unscrambling the words on it. Bible scriptures are included to help you should you get stuck





Treasure Story Chest:

“Power of Prayer”



Gareth always wanted to visit his grandparents who lived overseas but his desire was to travel over the seas, he loved the waters. So he always prayed that one day he would be able to visit his grandparents. One day he received a letter from his grandparents with a photo, money and a ticket for the cruise ship to his grandparents' place. Gareth was so excited that he packed his clothes a week before his departure. Finally, the day came when he was supposed to leave. His mother prayed for him as they took him to the seaport. Gareth was so excited to be in the cruise ship as they set off into the vast waters towards his destination. His eyes were constantly fixed on the waters hoping to see as many sea creatures as possible.

Halfway through the journey terror struck. Around midnight, a strong easterly wind with a heavy storm came. It tossed the ship around and people started to panic. As if that was not enough, the wind was so strong that it broke the pin that holds the mast at the top of the pole. The captain looked for someone to go up and fix the pin but no one volunteered to go because it was dark. In a panic, people suggested several ways of dealing with the situation. This went on for some time and others started to throw their belongings into the water hoping to save the situation. At exactly 03:00hrs, to the amazement of the captain, Gareth volunteered to go up and fix the pin. Everyone thought he was too young but he insisted he wanted to go up and fix the pin. Eventually, they let him climb up the pole, and surely he fixed the pin. Upon climbing down, the captain asked him why he insisted to go and why after such a long time and

Gareth replied “because I know at exactly 3 am in the morning my mother is praying for me and with prayer, I know God will be protecting me”

Treasured Quote:

“Prayer is the opening of the heart to God as to a friend. Not that it is necessary in order to make known to God what we are, but in order to enable us to receive Him. Prayer does not bring God down to us, but brings us up to Him.” {E G White, Steps to Christ, 93.2}

My Treasured Commitment:

I thank God for giving me the freedom to choose and I choose to have a prayerful life.

8. A Monument in Time

Section 1

Treasure Map:



“And on the seventh day God ended his work which he had made, and he rested on the seventh day from all his work. And God blessed the seventh day and sanctified it: because that in it he had rested from all his work which God created and made.”(Genesis 2:2-3)

Hidden Treasure:



The Sabbath is God’s eternal sign of His everlasting covenant between Him and His people. It is a day of pleasant fellowship with our creator God and with one another.

Treasure Key:



- ❖ The fourth commandment of God’s moral law calls for the observance of this Seventh-day Sabbath as a day of rest celebrating God’s creative act. God commands all people to rest from their work and worship Him. (Exodus 20:8)
- ❖ God has created the heavens and the earth in six literal days, rested on the seventh day and He instituted the Sabbath for all nations as a memorial of creation (Genesis 2:1-3)
- ❖ The Sabbath day was made for the benefit of man; It was not made for Jews only but for all people. (Mark 2:27-28)
- ❖ The joyful observance of this Holy time is from Friday sunset to Saturday sunset (evening to evening) since a day starts from evening to evening (Genesis 1:5)

Treasured Hunt



1. Why should we keep the Sabbath day Holy? (Exodus 20:11)

2. Did Jesus keep the Sabbath? Please provide a supporting verse.

3. How should we keep the Sabbath day Holy? (Nehemiah 13:15-22)

4. Read the following verses and discuss which is the seventh day? (Luke 23:54-6, 24:1)

Section 2:

Treasure Gem:






“Perseverance”

Perseverance is strong-minded attitude that makes one continue trying to achieve something hard.

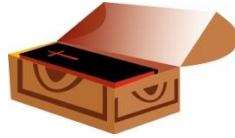
The Bible is a story of men and women who never gave up until God came through for them. Likewise children of God should be determined to achieve their God-given goals even when faced with difficult situations.

Bible Character – Name Game 1

This is the first and simple of the two Bible Character/Name game.⁷ Try to think of a Bible Character whose name sounds just like the clue given in the first column. An example has been given for you in the first row.

Clue	Bible Character
	A B E L -----
	-----
	-----
	-----
	-----
	-----
	-----

⁷The Bible Names game concept was taken from PowerPoint presentation by Shawna Vyhmeister and was modified to suit the intended readers.



Treasured Story Chest:

“Your attitude determines your altitude”



Silindile was a very nice and hardworking girl. She lived with her mum in the high density of Mbare in the capital city. Her mum was a vegetable vendor in the market place and her father had since left her mum and her when she was five years of age. After her dad left, the mother struggled to pay for her school fees and at times they would go a day or two without food to eat. Most of the times Silindile would help her mother sell fruits and vegetables to help raise her own school fees.

Unfortunately her relatives were not supportive, actually, many of them told her to drop out of school and help her mother full-time at the market. Fortunately, her own mother encouraged her to persevere and continue with her studies. For the reason that her mother was not making enough to pay for the bills and her school fees, Silindile would occasionally help out at the market after school. Also, Silindile would make ‘*maheu*’, a traditional drink made with malt, she sold it to her friends, neighbours and her mother’s friends at the market. In no time her ‘*maheu*’ was the talk of the town and most importantly it helped her finish her high school.

After high school, some of her classmates were asking her “Slie where are you going for University?” and she would always respond, “I am not sure but I believe God will make a way”. After being accepted at Solusi University, Silindile told her mother “I would love to study at Solusi but do not worry about my school fees, I will like in the past see myself through.” Determined to complete her studies, Silindile would make ‘*maheu*’ and sell to both students and the faculty. After four years she graduated with

a degree in Business studies, and today Silindile and her mum own one of the biggest 'maheu' making companies.

Treasured Quote:

“Integrity, firmness, and perseverance are qualities that all should seek earnestly to cultivate” (E G White, *Child Guidance*, p. 161.3)

My Treasured Commitment:

“I pray for God to give me the strength to keep the Sabbath Holy and the courage not to give up in life.”

9. The Longest Sleep

Section 1



Treasure Map:

“For the living know that they shall die: but the dead know nothing, neither have they any more a reward; for their memory is forgotten.”(Ecclesiastes 9:5)



Hidden Treasure:

The final result of sin is death, but God gives eternal life to those who obey Him at His second coming. While waiting for that day, death is like sleep for all the people.



Treasure Key:

- ❖ When God created Adam with the dust of the earth, he only became a human being after He had given Adam the breath of life. Nothing functioned in Adam’s new body without the breath of life. (Genesis 2:7)
- ❖ At death, the breath or spirit leaves the man’s body. The spirit is only air. Without the breath, the body cannot live, therefore it returns to dust and man then ceases to exist. (Ecclesiastes 12:7)
- ❖ When a man dies, he knows absolutely nothing (Psalms 6:5) and while sleeping in the grave, a man waits for Christ to come back again. (Job 14:14)
- ❖ The dead cannot talk with the living. Satan and his angels pretend to be those people who died. (2 Corinthians 11:13-15)



Treasured Hunt

True or False?

Answer by ticking or shading the correct box. T is for true and F is for false.

The man was made only from the dust of the ground (Genesis 2:7)	T	F
Man does not go to heaven after death (Psalms 146:4)	T	F
Only man has the breath of life (Ecclesiastes 3:19)	T	F
The man knows everything in death (Psalms 6:5)	T	F
The other term for 'breath of life' is 'Spirit of God' (Job 27:3)	T	F
The Bible uses 'sleep' to describe condition at death (John 11:11)	T	F
We give ourselves eternal life (John 14:6 and 10:27-8)	T	F

Section 2:



Treasure Gem:

“Self-Control”

Self-control is the ability to control your behaviour and not show strong emotions such as anger or sadness.

Self-control is one of the fruits of the Spirit. Being self-controlled is the very foundation for living a life of righteousness and we should do pray to God for strength to control our behaviours.

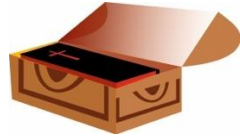
Joseph chose not to sin against God (Genesis 39:7-13)

Read through the story of Joseph and discuss how it is possible in contemporary society for young children to exercise self-control. Now match the following Characters and their decision to exercise self-control or failure. The example of Joseph is given.

- | | | |
|-------------------------|---------------------------|--------------------------|
| 1. Joseph |Premarital sex | <input type="checkbox"/> |
| 2. Daniel | | <input type="checkbox"/> |
| 3. Three Hebrew boys | | <input type="checkbox"/> |
| 4. Rechabites | | <input type="checkbox"/> |
| 5. Job-Peer Pressure | | <input type="checkbox"/> |
| 6. Ham, Shem, Japheth | | <input type="checkbox"/> |
| 7. Job | | <input type="checkbox"/> |
| 8. Ananias and Sapphira | | <input type="checkbox"/> |
| 9. Prodigal son | | <input type="checkbox"/> |
| 10. Esau | | <input type="checkbox"/> |



- | | | |
|----------------------|-----------------|---------------------|
| 1. Lying | 2. Pornography | 3. Worship |
| 4. Premarital sex | 5. Idle Talk | 6. Greedy |
| 7. Diet | 8. PeerPressure | 9. Plessure Seeking |
| 10. Wine and Alcohol | | |



Story Chest:

“Tongue A-la-King”



The Count of Hope fountain enjoyed the peace and good relations with all of his neighbouring friends except for the Count of Kasane. In fact, His best friend, The Count of Jwaneng once saved his life from the Count of Kasane. So to honour him he invited his best friend for a special dinner at his residence. The Count of Hope Fountain then told his chief chef Tawanda, to prepare the best meal for his guest for he had saved his life. Tawanda then prepared the hosting count’s favourite three-course meal with the main course served with the buffalo’s tongue and it was called “Tongue A-la-King”. The Count of Jwaneng was impressed with the meal and it strengthened their relationship.

Two months later, The Count of Hope Fountain wanted to make peace with his enemy the Count of Kasane so he invited him for dinner. As usual, he advised his chief chef that he was going to host another fellow Count, but this time it was his enemy. The chef prepared a three-course meal, and to the surprise of the Count of Hope fountain, the chief chef prepared his special “Tongue A-la-King”. The invited Count was also impressed and it surely helped their relationship. Dinner was finally over and the two Counts bid each other farewell. Immediately the Chief Chef was called into the Count’s chamber. A bit bothered, the Count said to the chef, “When my best friend who saved my life came for dinner you prepared “Tongue A-la-King” and now my enemy comes for dinner and you serve the same meal – ‘Tongue A-la-King’. Can you explain to me why you did such a disappointing thing”? The Chief Chef looked the

Count straight into the eyes and said “With a tongue, you can bless, and with the same tongue you can curse. Blessed are they who can control their tongue and use it for the good”.

Treasured Quote:

“As the youth are educated, and as their characters are moulded in their childhood to virtuous habits, self-control, and temperance, so will their influence be upon society.”
(E G White, *Adventist Home*, p. 15.)

My Treasured Commitment:

“I believe the dead know absolutely nothing. I will make an effort to exercise self-control in all that I do, so that should I rest before Christ comes I may see Him when He appears the second time when the dead in Christ shall be raised.”

10. A Special Gift among Gifts

Section 1

Treasure Map:



“Now there are diversities of gifts, but the same Spirit. And there are differences of administrations, but the same Lord.”(1 Corinthians 12:4-5)

Hidden Treasure:



The Holy Spirit was given to the church as a guide. His method of guidance is through His gifts. One of the fundamental gifts of the Holy Spirit to the church is the gift of prophecy, often referred to as the ‘spirit of prophecy’ one of God’s appointed ways of communicating with His church.

Treasure Key:



- ❖ The Spirit does not give all gifts to each believer but imparts to each one severally as He will. The gifts of the Spirit are promised to every believer according to his need for the Lord’s work. (1 Corinthians 12:1)
- ❖ God bestows the gift of prophecy for three main reasons; revelation, guidance and teaching (Amos 3:7)
- ❖ The deeper our love for God, the more we spend time alone with the Bible because we regard it as the pure voice of God to us. (Proverbs 30:5)
- ❖ When these spiritual gifts are used faithfully, the church is protected from false teachings. (1 Corinthians 14:6)



Treasured Hunt

Match the words in the Box to each Question

1. Holy Spirit was given to benefit and guide.....
2. It is regarded as the pure voice of God to us
3. One of the fundamental gifts of the Holy Spirit to the church
4. One of the three reasons the gift of prophecy is bestowed on us.

Answer

- a) Gift of Prophecy
- b) Revelation
- c) The Church
- d) Bible

Section 2:



Treasure Gem:

“Contentment”








Contentment is a state of happiness and satisfaction regardless of the circumstances

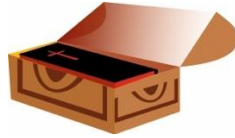
Without contentment many Bible characters would not be what we adore of them, as such Contentment is a virtue that should be desired by many children living in the days of our lives.

“It is well” (2 Kings 4:8-37)

Go through the amazing story of the Shunammite woman with a friend or your guardian and list five things that show that contentment is a virtue to be desired.

Thereafter complete the second Bible Character/Name game.

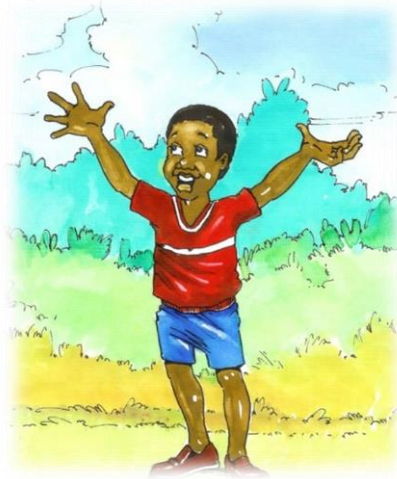
Clue	Bible Character
	EMMANUEL -----
	-----
	-----
	-----
	-----
	-----
	-----



Treasured Story Chest:

“Count your blessings name them one by one

1 Timothy 6:6 “But godliness with contentment is great gain”



Tubudo was staying with his uncle Kuchemedza Mbudzidzambuya in Mashonaland Central in a place called Dotito. He was attending school at Chimimba Primary school. His uncle popularly known as Mr Kuche in Dotito was a postman. Tubudo was staying with his uncle for the reason that his mother had gone to South Africa to look for greener pastures as things were not looking promising as his mother would always say. He was now in grade three (3). One day he came back from school with a long face, showing that he was really frustrated about something. He asked for a writing pad, a pen and an envelope from his uncle. “what do you need it for?” the uncle asked. “I want to write God a letter” Tubudo replied. “I want God to know that I am not happy about his unfairness”. A bit worried Uncle Kuche asked Tubudo “Why would you say that?”. Tubudo answered, “How come Tinashe changes shoes every term of the year when I am still using the same pair of shoes since grade one. Also, Shingirayi brings to school bread with eggs, cheese and different spread every day when at times I go with nothing. My uniform is torn and worn out and all my friends have new uniforms.”

After writing his letter, Tubudo sealed it in an envelope addressed it to God and asked his uncle the postman to send it to God. His uncle did not argue with him, however, he took the letter and asked him if he would accompany him to see his old time friend Tariro, to which Tubudo agreed. The two of them got on Mr Kuche’s

bicycle and he rode towards Tariro's place. As they entered into Tariro's yard Mr Kuche with gladness shouted greetings to Tariro who was inside his small hut. With even greater joy and a voice full of enthusiasm Tariro responded. As they got into the hut, Tubudo was surprised to see that Tariro had no legs, however, he was so happy as if he had legs. Throughout the time Tariro was having a good time and he never complained of anything but he kept on thanking God for the many blessings He had given him. After a good time of chatting Mr, Kuche bade farewell to Tariro but before they left Tariro prayed for them and in his prayer, he thanked God for his visitors and he also mentioned the good life he has and many other things.

As soon as they got home Tubudo started crying and he asked his uncle for the letter he had written to God venting his anger. And his uncle asked him why he was crying and he responded: "How can I be so cruel and mean, here I am complaining to God about shoes yet a man without legs is so grateful for the life he has". Looking up in the heavens Tubudo whispered a prayer "Father forgive me for being ungrateful, help me to count my blessings and name them one by one every day of my life." From that day onwards Tubudo would not complain about things, he had no control of but rather he would always thank God for His blessings on life.

Treasured Quote:

Joseph and Mary possessed little of earth's riches, but they had the love of God, and this made them rich in contentment and peace. They were children of the heavenly King, who was about to give them a wonderful honour. (E G White, *The Story of Jesus*, p. 13.)

My Treasured Commitment:

"I believe God has given His Church the various gifts of the Spirit to benefit His church and the special gift of prophecy for revelation, guidance and teaching. Moreover, I desire God to help me accept who I am and where I am to the glory of His name.

11. Marriage and the Family

Section 1

Treasure Map:



“Therefore shall a man leave his father and his mother, and shall be joined to his wife, and they shall be one flesh.”(Ephesians 5:23)



Hidden Treasure:

Marriage was made by God in the Garden of Eden (Genesis 2:18-25) and it was confirmed by Jesus Christ to be a lifetime union between one husband and one woman in loving friendship.



Treasure Key:

- ❖ God loves families, from creation until today He desires that husbands and wives stay together in a home where everyone feels safe and loved.
- ❖ In the family, parents are to teach children to love and obey God (Deuteronomy 6:5). Children are to respect and honour their parents in the Lord (Ephesians 6:1)
- ❖ Marriage is between one man and one woman who as husband and wife work together in making a family and establishing a Christian home. (Genesis 2:24)
- ❖ Marriage is a symbol of God’s relationship to the church. Therefore when a Christian marries an unbeliever, he/she misrepresents the meaning of the marriage of God to the church. (Ephesians 5:23)



Treasured Hunt

1. How does God view marriage with people who do not love God? (Ezra 7:2, 12-4)

2. Can married couples seek divorce if they want to? (1 Corinth 7:10)

3. Read Exodus 20:12 and explain the duty of children to their parents.

4. What is expected of parents to their children? (Prov 22:6)

Section 2



Treasure Gem:

“Brotherly love”

Brotherly love, feeling of humanity and compassion towards one’s fellow humans

Brotherly love demands that one treat others as they would
love others to treat them.

“The Golden Rule” (Luke 6:31)

If all of us would do to others what we would expect them to do to us, the world will surely be a better place. Share five things that you have done to others and you wish you had not done them because you do not want others to do it to you. Use the coded message below to find a Bible Narrative that talks about brotherly love.

The Coded Message from (Luke 6:28-31)

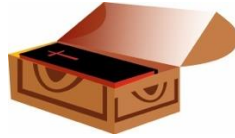
Bu♥ I say to you which ♥ ear, Love your en enemies, do good to them which hate you, Bless them that curse you and pray for them which spitefully use you. And to him that smites you on one cheek offer also the other; and him that takes away your cloak forbid not to take your coat also. Give to every man what he asks of you; and of him that takes away your goods do not ask again. And as you would that men should do to you, do you also to them likewise.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



Use the coded message to find the Bible narrative that shows brotherly love

----- (-----)



Treasured Story Chest:

“Masvingo”

Galatians 6:9 “Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up”



Masvingo was a mad man who lived at the Masvingo Bus rank. He had lived at the bus rank for 38 years, hence the nickname “Masvingo”. He slept at the rank, lived at the rank, ate at the rank and begged at the rank. Every time anyone did something to him, whether good or bad, he would respond with his well-known statement, *“if you have done good you have done it for yourself if you have done badly you have done it for yourself”*. If you shout at him or hit him he would look you straight into the eyes and softly say, *“if you have done good you have done it for yourself, if you have done badly you have done it for yourself”*. Likewise, if you gave him food or even helped him with cash or anything good, he would smile at you and tenderly say *“if you have done good you have done it for yourself, if you have done badly you have done it for yourself”*.

One sunny day, Masvingo was thirsty like a desert camel and went to one of the vendors by the rank and asked for water to drink. Unfortunately, he was greeted with a harsh outpour of words. The woman said so many things that hurt Masvingo so much. As usual, he just tilted his head, looked at the woman straight in the eyes and softly said to her, *“if you have done good you have done it for yourself if you have done badly you have done it for yourself”*.

The woman was so upset with Masvingo that she purposed in her heart to make life difficult for Masvingo. The following day she prepared samp with rat killer and brought it to the rank so that she could give it to Masvingo to eat and die. When Masvingo passed by her vegetable market stall she secretly called him by the side and gave him the same with poison hoping it would kill him. Soon after receiving his packed lunch Masvingo danced and before he left he remarked, *“if you have done good you have done it for yourself if you have done badly you have done it for yourself”*. As he gladly sang and strolled down the road, he met the woman’s twins who quickly noticed their mother’s container and sought to take it from Masvingo. They grabbed it from him and said, “Masvingo you always get food from our house. Today we are going to teach you a lesson. Learn to cook your own food”. Before the two slipped into a quiet corner to eat their food, poor Masvingo just said *“if you have done well you have done it for yourself, if you have done badly you have done it for yourself”* and dejectedly went to sit at his usual place.

Meanwhile, the twins were munching on their loot but after their meal, they started to feel upset in their stomach until they could not hold it anymore. They rushed to their mother to report the excruciating stomach pain. Sounding concerned, the mother asked what they had eaten. The older of the twins responded “nothing, we just ate the samp we took away from Masvingo”. The woman tried to get help but that is when it dawned on her truly *“if you have done good you have done it for yourself if you have done badly you have done it for yourself.”* Fortunately the twins were able to be helped at Masvingo General Hospital, however, it was a lesson learnt for their mother that we ought to treat everyone the way we expect to be treated.

Treasured Quote:

It is the purpose of God that His children shall blend in union with Christ and brotherly love. (E G White, *Counsels for the Church*, 43.1.)

My Treasured Commitment:

“I have faith that the biblical marriage of one husband to one wife is a symbol of God’s relationship to the church. In addition, I desire God to help me to do good to everyone in my sphere of influence.

12. The Coming Friend

Section 1



Treasure Map:

“Look, Jesus is coming with the clouds, and everyone will see Him, yes this will happen.”(Revelation 1:7)



Hidden Treasure:

Jesus is coming again and His coming is the blessed hope of the church that has been waiting for Him. Jesus’ coming will be visible, glorious, personal and worldwide.



Treasure Key:

- ❖ All the signs of the time tell us that Jesus is returning soon when He returns everyone in the world will see Him. (Matthew 24)
- ❖ The day and time of Christ’s second coming have not been made plain to man, therefore everyone must be ready at all times. (Mark 13:32)
- ❖ When Jesus returns, the righteous dead will be resurrected first, then together with the righteous living they will be glorified and taken to heaven, but the unrighteous living will die. (1 Thessalonians 4:12-3)
- ❖ The coming of Jesus is a reality and knowing that Jesus is coming back soon should affect the way we do things. (Revelation 22:12)



Treasured Hunt

1. Do we know the exact date and time of Jesus’ second coming? (Matt 24:43-4, Luke 21:34-6)

2. What are some of the signs of the second coming of Jesus? (Matt 24)

3. Read John 14:1-3 and show what promise Jesus gives to His followers.

4. Who will see Jesus at His second coming? (1 Thess 4:16-7)

Section 2



TreasureGem:

“Patience”

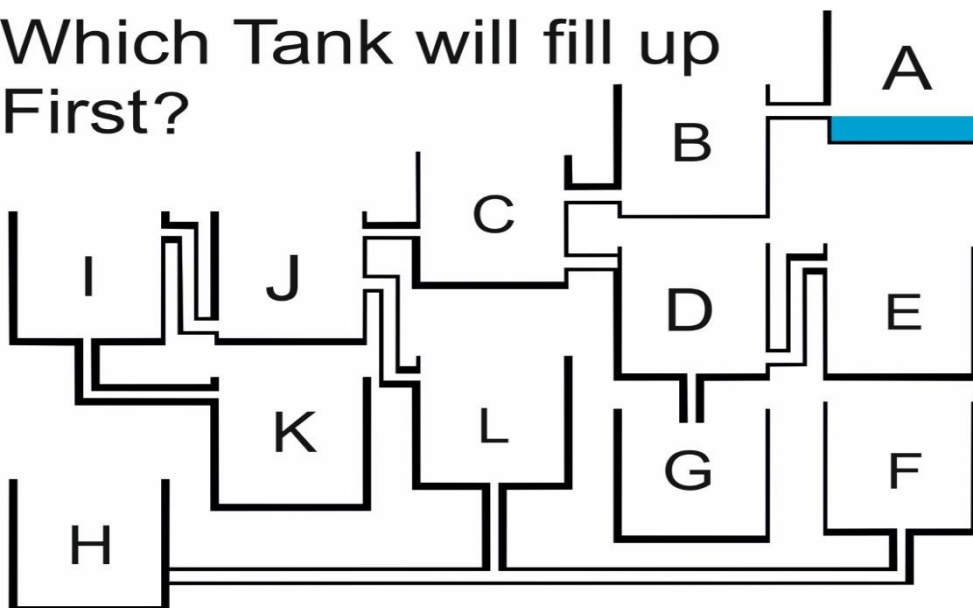
Patience is the ability to accept delay without becoming annoyed.

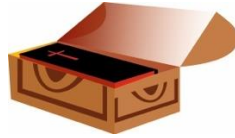
Patience is an attribute that runs through the Bible narratives and it is evident that those who exercised it were rewarded. Thus it is required more to those waiting for the soon coming Saviour

Waters camels (Genesis 22:1-14)

In the narrative above discuss how patience is showed in the process of watering the camels. Find out on average how much water one camel can take in. Afterwards, help us find the tank that will fill up first

Which Tank will fill up First?





Treasured Story Chest:

“Waiting For Jacarandas to bloom”



Silindile loved nature so much. She had a beautiful flower garden; she also had different animals for pets a dog, a cat, a tortoise and a parrot. She would usually take nature walks with her father around their farm learning about the different names of the trees and shrubs on the farm. She also enjoyed bird watching and star gazing. During her spare time, she would read books and magazines on nature.

As usual, Silindile's father took her for a nature walk around the farm and as they were walking they came to a Jacaranda tree and the father knelt close to her and said to her, "I love you my girl, but daddy has to travel to a faraway country for work, but I promise you I will surely come back." Holding his hand, she asked her father "how long are you going and when will you be back?" Her father just smiled and said, "when you see the Jacarandas bloom know for sure that I am coming back home and I will bring you nice flowers when I come back." She also smiled and said, "I will patiently wait for your dad." The following day Silindile and her mother accompanied her dad to the airport. After some farewells, her father reminded her to check the Jacaranda tree.

After her father had gone, she would always go for nature walks alone, wishing her father was back and with each nature walk she would pass through the Jacaranda tree to see if there were any signs of budding flowers. This she did patiently for some months until she saw the flowers blooming and she rejoiced knowing that the long wait was coming to an end. Surely enough when all the Jacaranda flowers had bloomed her father came back.

Treasured Quote:

“Severe trial endured by the grace of God develops patience, vigilance, fortitude, and a deep and abiding trust in God.” (E G White, *Acts of the Apostles*, p. 467.3.)

My Treasured Commitment:

“I am eagerly waiting for the soon return of my Lord and saviour Jesus Christ and may God grant me the patience to keep the faith until His return.”

13. The 1000 Years and the New Earth

Section 1



Treasure Map:

“But the Holy people of the Highest will receive the Kingdom and will possess it forever, yes forever and ever.”(Daniel 7:18)



Hidden Treasure:

When Christ returns, He will take all who believe in Him back to heaven for a thousand years, while everyone else on earth will die. After the thousand years, Christ and His people will return to earth in the Holy City. The New Jerusalem. Then all those who hated God will return to life and follow Satan; they will try to attack the Holy City, but God will destroy sin and sinners forever.



Treasure Key:

- ❖ During the 1000 years (millennium) God’s children will look carefully in the records of those who are not saved.
- ❖ After sin and sinners are destroyed the “New Jerusalem” will come down from heaven and God will live in His city with those whom He saved forever.
- ❖ God has prepared good things for the saved in heaven. The things God has planned for His children; no eye has seen, nor ear heard or mind has imagined.
- ❖ On the earth made new, God will provide an unending home for the redeemed and a perfect environment for eternal life, joy, love and learning in His presence.

Treasured Hunt



1. What will happen to the Devil at the second coming? (Revelation 20:1-3)

2. Who will rule in the new earths? (Matt 24)

3. Read John 14:1-3 and show what promise Jesus gives to His followers.

4. Who will see Jesus at His second coming? (1 Thess 4:16-7)

Section 2



TreasureGem:

“Selfless”

Selflessness is a virtue that is concerned more with the needs of others than with one’s own.

Jesus left all glory and honour in heaven and became man, so that he may die for our sins, what an act of selflessness. We also should look out for the concerns of others

Thousand years with the Lord

The redeemed of God who is those that keep the commandments of God, and they will enjoy a (1000) thousand years with the Lord which are called the

.....

Now, look up the following verses showing a group of people at various times of Bible history. Multiply the number of people in the verses with a thousand years. The answer you get has a code which is a letter of the alphabet. Now rearrange these letters to get the name given to the 1000 years. Please note some letters may repeat.

Genesis 2:23; Judges 7:6; Daniel 5:1; Matthew 19:25; Genesis 45:15

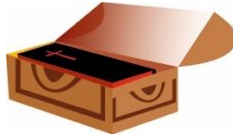
Daniel 3:23 Luke 10:1 Songs of Solomon 3:3; 1 Chronicles 11:21

Key

L= 2,000 N= 300,000 E= 1,000,000

M= 12,000 I= 3,000 U= 70,000





Treasured Story Chest:

“Life is worth living because of John 3:16”

John 3:16 “For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life”



After the sudden death of his parents during a car accident when he was 6 years old, Bombo became an orphan and eventually a street kid after his relatives rejected him. His real name is Bombo Mujamuragko, Chimwemwe Chimwemwe Tsotsotso, Jujitang but his friends call him Bombo. On the 1st of June 1982, it was a very cold day and Bombo was trying to sell newspapers at the corner of Independence Street and Nelson Mandela way. Bombo was so cold that he wasn't trying to sell many papers.

As he was shivering in his tattered shirt and short, a lady in a green uniform written “Dorcas Ministries” walked up to him and said, "Son, you could do with a decent meal and a warm place to sleep tonight would you?". Very excited Bombo responded with a stammering voice “That would be lovely, I sleep in a box down the alley and it is unpleasant and with this cold, I would truly appreciate it." The Dorcas lady looked down at the little boy and said, "You go down Independence road, up to the mountain, down the valley, meander to the left and straight ahead there is a big white house in Salvation street go and knock. When they come out you just say John 3:16 and they will let you in."

Still shivering, Bombo followed the instruction and walked up to the steps and knocked on the door of the white house, granny adorned in a similar green uniform written ‘Dorcas Ministries’ answered. He looked up and said, "John 3:16." Granny

said, "Come on in, Son." With a smile, she took him in and she sat him down on a rocking chair by the fireplace, and she went off. With the heat slowly warming him, Bombo sat there for a while and thought to himself: 'Wow John 3:16 I do not understand it, but it sure makes a cold boy feel very, warm, I love John 3:16'. Later granny came back and looked Bombo in the eyes and said: "You must be hungry?" Bombo answered, "Sure. I have not put anything in the stomach for about a week now, I guess I would appreciate a little bit of food." Granny took him to the dining table full of good natural foods. There was brown rice, sadza, bulgur, rockmelon, watermelon, corn, sweet potatoes, apples, mangoes, grapes, vegetarian pizza, soya milk and home-made orange juice. Bombo ate and ate until he could not eat any more. Then he thought to himself: 'Wow John 3:16 ...Boy, I do not understand it but it surely makes a hungry boy full, I love John 3:16'.

After the meal, Granny took Bombo upstairs to a bathroom with a huge bathtub filled with warm water, bubble bath and some bath salts. He sat there and soaked for a while. He had since had a real bath. The last time he had water running his body was during the rainy season when his paper cubicle was destroyed by rains. As he soaked, he thought to himself: 'Wow John 3:16 ... I don't understand it, but it sure makes a dirty boy clean, I love John 3:16.'

Soon after the bath, he did put on his old tattered clothes. However granny said to him "o-oh sonny you don't have to put on those old clothes I got new clothes for you." She gave him the new clothes, so he removed the old clothes and he put on a new black trousers, a white shirt, a blue jacket, black stockings, a woollen hat, a pair of gloves and a scarf. With a big smile on his face, he thought to himself 'Wow John 3:16 ... I don't understand it, but it sure makes a dirty boy clean, I love John 3:16.'

At night granny took Bombo to a room upstairs, tucked him into a big old feather bed, with a big throw over, some winter sheets, continental pillows and a big teddy bear. She pulled the covers up around his neck, kissed him goodnight and turned out the lights after a bedtime story. As he lay in the darkness and looked through the window at the trees swaying to the left and to the right on that cold night, he thought to himself: 'Wow John 3:16 ...I don't understand it but it surely makes a tired boy rested, I love John 3:16.'

The next morning granny came back up and took him down again to that same big table full of food 'African Breakfast'. After he ate, she took Bombo to the rocking chair in front of the fireplace and picked up a big Bible. She sat down in front of him

and looked into his young face. "Son do you understand John 3:16?" she asked gently. Shaking his head Bombo replied, "No, Ma'am, I don't. The first time I ever heard it was yesterday when the lady told me to use it," She opened the Bible to John 3:16 and began to explain to him about Jesus. Right there, in front of that big old fireplace, he gave his heart and life to Jesus. He sat there and thought: 'Wow John 3:16, I don't understand it, but it sure makes a lost boy feel safe, I love John 3:16'. After that Bombo went back to the street to explain to his friends the love of God to all who accept Him.

Treasured Quote:

“Of all people in the world, reformers should be the most selfless, the most kind, the most courteous. In their lives should be seen the true goodness unselfish deeds..” (E G White, *Temperance*, p. 133.)

My Treasured Commitment:

“I desire to be in the New Heaven and the New Earth. I also desire to live a selfless life just like Christ my personal saviour & friend.

BIBLIOGRAPHY

- General Conference of Seventh-day Adventist. *Seventh-day Adventists Believe*. Silver Spring, MD: General Conference of Seventh-day Adventist, 2005.
- National Institute of Deafness and Other Communicable Disorders. "American Sign Language." March 6, 2017. Accessed March 20, 2017. <https://www.nidcd.nih.gov/health/>.
- Rundell, Michael, ed. *Macmillan English Dictionary*. London, UK: Bloomsbury, 2002.
- Southern Africa Indian Ocean Division of Seventh-day Adventist. *Be Like Jesus: Baptismal Preparation for Children*. Pretoria, Southern Africa Indian Ocean Division of Seventh-day Adventist, 2014.
- Southern Africa Indian Ocean Division of Seventh-day Adventist. *Handbook of Bible Doctrines*. Pretoria, Southern Africa Indian Ocean Division of Seventh-day Adventist, 2013.
- White, Ellen G. *The Bible Echo*. Complete Published Ellen G. White Writings [CD ROM]. Silver Spring, MD: Ellen G. White Estate, 2007.

Answers

A	B	C	O	P	L	O	R	D	X	R	W	O	O	D
G	E	R	X	I	W	N	N	S	A	Q	O	J	I	P
Y	G	A	S	T	I	I	T	U	I	S	A	A	C	B
C	L	M	E	V	R	A	O	Y	K	L	N	H	O	S
B	T	V	R	E	W	U	Q	A	N	S	O	N	L	A
X	L	I	M	G	M	R	S	Z	I	U	O	E	A	F
W	Z	E	T	O	U	K	E	T	E	O	A	D	B	A
O	V	F	S	J	R	M	R	K	W	B	A	C	R	I
R	Y	T	F	S	R	I	V	C	P	O	B	V	X	T
S	O	Z	D	I	O	U	A	I	A	E	R	B	T	H
H	I	F	I	R	E	C	N	H	Q	H	A	T	D	B
I	U	D	C	U	I	A	T	E	B	F	H	W	H	J
P	P	W	K	E	P	Z	E	O	K	L	A	B	M	Y
Q	K	P	H	E	A	V	E	N	Y	A	M	I	T	R

Answer to the Bible

Answer to the Bible

Characters Name Game 1

Characters Name Game 2

1. Abel
2. Boaz
3. Jacob
4. Joshua
5. Isaac
6. Obed
7. Hannah

1. Emmanuel
2. Peter
3. Herod
4. Pilate
5. Saul
6. Joel
7. Abednego

Answer

U	S	E		I	V	A	N	R	G	D		F	O
S	S	P	A	S	S		O	R	E	U	R		T
L	S		A	E		E	S	R		,		F	O
E	R	E	V		E		O	I	V	F	O	R	G
S	P	R	E	T	R	Y	O	H	O	N	E		W
U	S	T		S	T	A	S	A	I	S		A	G
V		K	J		K	L	U	l	:	K	E		l

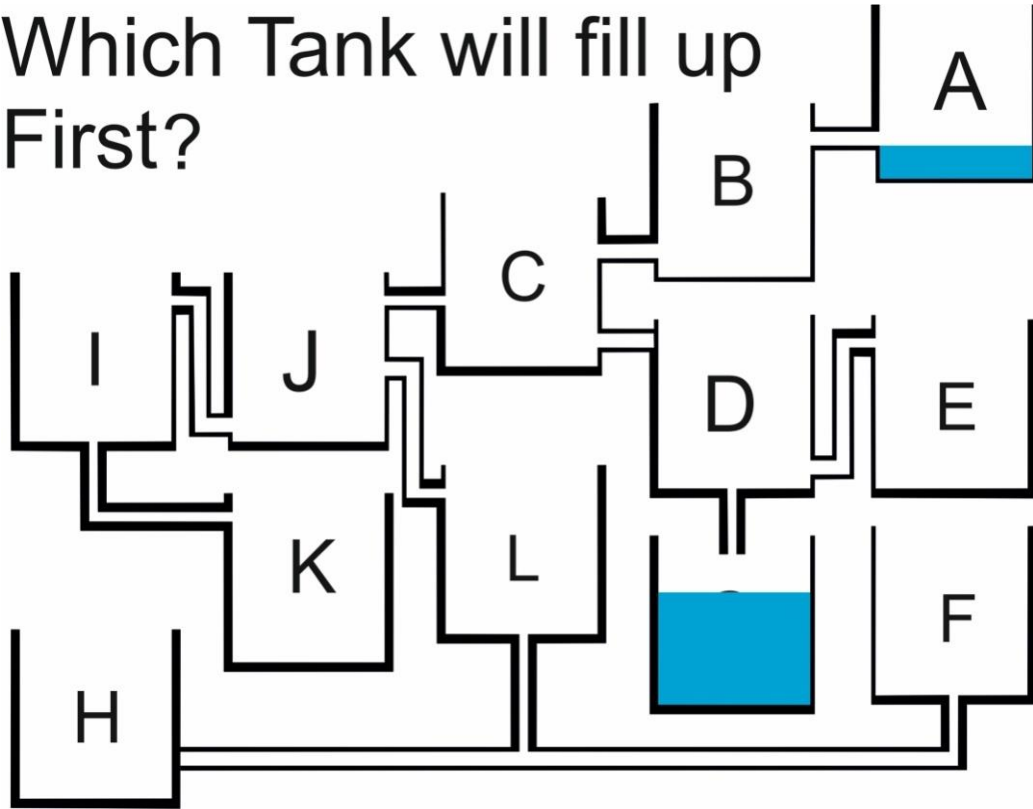
A	N	D		F	O	R	G	I	V	E		U	S
	O	U	R		T	R	E	S	S	P	A	S	S
E	S	,		F	O	R		W	E		A	L	S
O		F	O	R	G	I	V	E		E	V	E	R
Y	O	N	E		W	H	O		T	R	E	S	P
A	S	S		A	G	A	I	N	S	T		U	S
L	U	K	E		l	l	:	6		K	J	V	

Answer - Prayer Tree

- | | | |
|------------|-----------------|------------|
| 1. PRAYER | 2. EARNESTLY | 3. CEASING |
| 4. FORGIVE | 5. WATCH | 6. HEAR |
| 7. ANSWER | 8. SUPPLICATION | 9. HUMBLE |

Water Teaser - Answer

Which Tank will fill up First?



BIBLIOGRAPHY

- Admin. "American Sign Language." *National Institute of Deafness and Other Communicable Disorders*. Last modified March 6, 2017. Accessed March 20, 2017. <https://www.nidcd.nih.gov/health/>.
- _____. "Constituency Profile for Mufakose Constituency." *Parliament of Zimbabwe*. Accessed February 9, 2016. <https://www.parlzim.gov.zw/>.
- _____. "Zimbabwe Demographics Profile." *Index Mundi*. Accessed December 14, 2016. https://www.indexmundi.com/zimbabwe/demographics_profile.html.
- _____. "Zimbabwe Population." *Worldometers*. Accessed December 14, 2016. <http://www.worldometers.info/world-population/zimbabwe-population/>.
- Alexander, W. L., C. Clemance, J. Orr, D. Davies, and R. M. Edgar. *The Pulpit Commentary: Deuteronomy, Joshua and Judges*. Edited by H. D. M. Spence and Joseph S. Exell. Vol. 3. New Baltimore, MI: MacDonald, 1985.
- Barna, George, and Bill Hybels. *Transforming Children into Spiritual Champions: Why Children Should Be Your Church's #1 Priority*. Ventura, CA: Regal Books, 2003.
- Bee, Helen L. *The Growing Child: An Applied Approach*. New York, NY: Longman, 1998.
- Brown, Jeffrey, and Pattiejean Brown. *A Guide to Parenting*. Grantham, England: Stanborough Press, 2006.
- Buhmann, Dorthe, and Barbara Trudell. *Mother Tongue Matters: Local Language as a Key to Effective Learning*. Paris, France: United Nations Educational, Scientific and Cultural Organization, 2008. Accessed March 8, 2017. <http://unesdoc.unesco.org/images/0016/001611/161121e.pdf>.
- Bulla, Fatima. "Seventh Day Church Mends Bodies, Souls." *The Sunday Mail*, April 27, 2014.
- Burns, Jim. "3 Ways to Leave a Legacy of Faith for Your Children." *Crosswalk.Com*. Last modified September 29, 2015. Accessed March 14, 2017. <https://www.crosswalk.com/family/parenting/kids/3-ways-to-leave-a-legacy-of-faith-for-your-children.html>.

- Caskey, Micki M. "Young Adolescents' Developmental Characteristics." AMLE: Association for Middle Level Education, 2016. Accessed February 19, 2017. <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/455/Developmental-Characteristics-of-Young-Adolescents.aspx>.
- Chimhundu, Herbert, ed. "Shona." *Shona Dictionary (SD)*, 2001.
- Chitungwiza Central District (CCD). "Statistical Report." Seventh-day Adventist Church, December 31, 2016.
- Chola, Caroline. "We Need to Reach Kids for Jesus." *Adventist Echo*, October 2014.
- Clarke, Adam. *Adam Clarke's Commentary of the Bible*. Kansas City, MO: Beacon Hill Press, 1967.
- Dommershausen, W. "חַנּוּךְ." Edited by G. Johannes Botterweck, Helmer Ringgren, and Heinz-Josef Fabry. Translated by David E. Green. *Theological Dictionary of the Old Testament*. Grand Rapids, MI: Wm. B. Eerdmans, 1980 1977.
- Drane, John. *Introducing the New Testament*. Singapore, India: Lion Hudson, 2010.
- Dudley, Roger L. *Why Our Teenagers Leave the Church: Personal Stories from a 10-Year Study*. Hagerstown, MD: Review and Herald, 2000.
- East Zimbabwe Conference (EZC). "Children's Ministries Statistical Report." Seventh-day Adventist Church, December 31, 2016.
- _____. "Pastor's Meeting Announcements." Seventh-day Adventist Church, August 31, 2017.
- _____. "Statistical Report." Seventh-day Adventist Church, December 31, 2016.
- Fletcher, Margaret, and Emmanuella Plakoyiannaki. "Sampling." *Encyclopedia of Case Study Research*. Thousand Oaks, CA: Sage, 2010.
- Flowers, Karen, and Ron Flowers. *Family Faith: Experiencing Love, Contagious Joy, and Jesus at Home*. Nampa, ID: Pacific Press, 2005.
- Galeniece, Anna. "Class Notes for CHMN 639" presented at the Church Growth and the Equipping Pastor, Adventist University of Africa, Bulawayo, Zimbabwe, February 2015.
- Garrett, Duane A. *Proverbs*. Vol. 14. The New American Commentary (NAC). Nashville, TN: B&H, 1993.
- General Conference of Seventh-day Adventists. *Children's Ministries Handbook*. Silver Spring, MD: General Conference of Seventh-day Adventists, 2004.
- _____. *Seventh-Day Adventist Church Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 2010.

- General Conference of Seventh-day Adventists. *Seventh-Day Adventists Believe: A Biblical Exposition of Fundamental Doctrines*. Silver Spring, MD: General Conference of Seventh-day Adventists, 2005.
- General Conference of Seventh-day Adventists, Ministerial Association. *Seventh-Day Adventist Minister's Handbook*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1995.
- Google Map. "Zimbabwe." Accessed November 22, 2016.
<http://www.newstrackindia.com/information/locations/Zimbabwe/2698847-city-mutare.htm>.
- Greenleaf, Robert K. *Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness*. Mahwah, NJ: Paulist Press, 2002.
- Habenicht, Donna J., and Larry Burton. *Teaching the Faith An Essential Guide for Building Faith Shaped Kids*. Hagerstown, MD: Review and Herald, 2004.
- Harries, Jim. *Vulnerable Mission: Insights into Christian Mission to Africa From a Position of Vulnerability*. Pasadena, CA: William Carey Library, 2011.
- Haven, Kendall F. *Story Proof: The Science Behind the Startling Power of Story*. Westport, UK: Libraries, 2007.
- Hiebert, Paul G., R. Daniel Shaw, and Tite Tienou. *Understanding Folk Religion: A Christian Response to Popular Beliefs and Practices*. Grand Rapids, MI: Baker Academic, 1999.
- Holford, Karen. *Altogether Wonderful, Exploring Intergenerational Worship*. Silver Spring, MD: General Conference of Seventh-day Adventist, Children's Ministries, 2010.
- Janelle, Cox. "Classroom Management: Teacher Burnout Causes & Prevention." *Teach HUB*. Last modified 2017. <http://www.teachhub.com/classroom-management-teacher-burnout-causes-prevention>.
- Keck, Leander E. *The Book of Deuteronomy*. Vol. II. The New Interpreter's Bible (NIB). Nashville, TN: Abingdon, 1998.
- Koh, Linda, and Charles Mills. *God Loves Me 28 Ways*. Madrid, Spain: Pacific Press, 2006.
- Kolb, David A. *Experiential Learning: Experience as the Source of Learning and Development*. Upper Saddle River, NJ: Prentice-Hall, 1984.
- Larson, Roland, Doris Larson, and V. Bailey Gillespie. *Teaching Values*. Riverside, CA: La Sierra University Press, 1992.
- Laurent, Robert. *Bringing Your Teen Back to God*. Elgin, IL: David C. Cook, 1991.
- Lindon, Jennie. *Understanding Child Development: Linking Theory and Practice*. London, UK: Hodder Education, 2010.

- MacLafferty, Don. *Inside Out: Children and Families Trusting, Following, and Sharing Jesus*. Joplin, MO: College Press, 2010.
- McChesney, Andrew. "Thousands Baptised in Major Outreach Effort in Zimbabwe." *Adventist Review*, May 2015.
- McIntire, Grant. "The Event That Caused the Economic Crisis in Zimbabwe." *OpEdNews*. Last modified May 10, 2009. Accessed February 9, 2016. <https://www.opednews.com/articles/The-event-that-caused-the-by-Grant-McIntire-090505-911.html>.
- Melton, Alan, and Paul Dean. *Disciple Like Jesus For Parents*. Maitland, FL: Xulon Press, 2009.
- Mugaga, Christopher T. "Makandiwa: Key to the Promised Land." *The Zimbabwe Daily Herald Newspaper*, April 27, 2011.
- Mutsindri, Robert, ed. "Chitungwiza." *Best of Zimbabwe*. Harare, Zimbabwe: GVPedia Communications, 2015.
- Nichol, Francis D., ed. "'Teach' (Deut 6:6),." *Seventh-Day Adventist Bible Commentary (SDABC)*. Washington, DC: Review and Herald, 1980 1976.
- Nugent, Paul. *Africa Since Independence: A Comparative History*. Hampshire, UK: Palgrave Macmillan, 2012.
- O'connell, Matthew. "Shanan." Edited by Willem A. VanGemeren. *New International Dictionary of Old Testament Theology and Exegesis (NIDOTTE)*. Grand Rapids, MI: Zondervan, 1977.
- Onongha, Kelvin. "Class Notes for MSSN 660" presented at the Topics in Missions, Adventist University of Africa, Bulawayo, Zimbabwe, March 2016.
- Oxford University Press. "Lingua Franca." *Shorter Oxford English Dictionary*. Oxford, UK: Oxford University Press, 1950.
- Palmer, R. R., Joel Colton, and Lloyd Kramer. *A History of the Modern World: Since 1815*. 10th edition. Boston, MA: McGraw-Hill, 2007.
- Pelt, Nancy Van. *Train Up a Child: A Guide to Successful Parenting*. Washington, DC: Review and Herald, 1984.
- Phiri, Isabel Apawo, and Dietrich Werner, eds. *Handbook of Theological Education in Africa*. Dorpspruit, South Africa: Cluster, 2013.
- Posse, Raul, and Julian Melgosa. *For Raising Your Child*. Madrid, Spain: Editorial Safeliz, 2006.

- Rahn, Michele. "Children Learn Better in Their Mother Tongue: Advancing Research on Mother Tongue-Based Multilingual Education." Global Partnership for Education (Dominican Republic), February 21, 2014. Accessed March 8, 2017. <http://www.globalpartnership.org/blog/children-learn-better-their-mother-tongue>.
- Reid, Richard J. *A History of Modern Africa: 1800 to the Present*. West Sussex, UK: Wiley-Blackwell, 2012.
- Richards, Lawrence O., and Gary J. Bredfeldt. *Creative Bible Teaching*. Madrid, Spain: Editorial Safeliz, 2006.
- Ruggiero, Vincent Ryan. *Thinking Critically About Ethical Issues*. New York, NY: McGraw-Hill Education, 2007.
- Rundell, Michael, ed. "Trustworthy." *Macmillan English Dictionary (MED)*. Oxford, UK: Macmillan Education, 2002.
- Ryken, Leland, James C. Wilhoit, and Tremper Longman III, eds. "Children as Learners." *Dictionary of Biblical Imagery*. Downers Grove, IL: InterVarsity Press, November 2, 1998.
- Scharen, Christian, and Miroslav Volf. *Faith as a Way of Life: A Vision for Pastoral Leadership*. Cambridge, England: Eerdmans, 2008.
- Schultz, Thom. "Faith and Children: Growing Faithful-Kids." Last modified 2004. Accessed March 13, 2017. <http://www.focusonthefamily.com/faith/spiritual-development/faith-and-children/growing-faithful-kids>.
- Simmons, Annette. *Whoever Tells the Best Story Wins: How to Use Your Own Stories to Communicate with Power and Impact*. New York, NY: AMACOM, 2007.
- Southern Africa Indian Ocean Division of Seventh-day Adventists. *Be Like Jesus: Baptismal Preparation for Children*. Pretoria, South Africa: Southern Africa Indian Ocean Division of Seventh-day Adventists, 2014.
- _____. *Handbook of Bible Doctrines*. Pretoria, South Africa: Southern Africa Indian Ocean Division of Seventh-day Adventists, 2013.
- Southwell, Peter J.M. "יָצַד." Edited by Willem A. VanGemeren. *New International Dictionary of Old Testament Theology and Exegesis (NIDOTTE)*. Grand Rapids, MI: Zondervan, 1977.
- Spurgeon, Charles H. *Spiritual Parenting*. New Kensington, PA: Whitaker House, 2003.
- Strom, Robert D. *Values and Human Development*. Columbus, OH: Bell & Howell, 1973.
- Strong, James. "Teach." *New Strong's Exhaustive Concordance*. Nashville, TN: Thomas Nelson, 2003.

- Strong, James. "Train." *New Strong's Exhaustive Concordance*. Nashville, TN: Thomas Nelson, 2003.
- Swan, Mary Gray. *Adventurous Art and Creative Crafts*. Colorado Springs, CO: Group, 2002.
- The Independent. "Unemployment: Serious Political Will Now Needed." *The Zimbabwe Independent*, May 6, 2016. Accessed February 9, 2017. <https://www.theindependent.co.zw/2016/05/06/unemployment-serious-political-will-now-needed/>.
- Waltke, Bruce K. *The Book of Proverbs*. Edited by R. K. Harrison. New International Commentary on the Old Testament (NICOT). Grand Rapids, MI: Eerdmans, 2005.
- White, Ellen G. *Adventist Home*. Complete. Ellen G. White Writings [CD ROM]. Silver Spring, MD: Ellen G. White Estate, 2007.
- _____. *Child Guidance*. Complete. Ellen G. White Writings [CD ROM]. Silver Spring, MD: Ellen G. White Estate, 2007.
- _____. *Counsels to Parents, Teachers and Students*. Complete. Ellen G. White Writings [CD ROM]. Silver Spring, MD: Ellen G. White Estate, 2007.
- _____. *Education*. Complete. Ellen G. White Writings [CD ROM]. Silver Spring, MD: Ellen G. White Estate, 2007.
- _____. *Gospel Workers*. Complete. Ellen G. White Writings [CD ROM]. Silver Spring, MD: Ellen G. White Estate, 2007.
- _____. *Selected Messages*. Complete. Ellen G. White Writings [CD ROM]. Silver Spring, MD: Ellen G. White Estate, 2007.
- Wideman, Jim, Chris Yount, Thom Schultz, Joani Schultz, Sue Miller, Pat Verbal, and Mary Rice Hopkins. *Children's Ministry That Works: The Basics and Beyond*. Edited by Craig Jutila. Loveland, CO: Group, 2002.
- Wimberly, Anne E. Streaty. *Soul Stories: African American Christian Education*. Nashville, TN: Abingdon Press, 1994.
- Zimbabwe National Statistics Agency. "Chitungwiza Urban Population." Government of Zimbabwe, 2015. Accessed March 15, 2017. www.Zimstat.co.zw/sites/default/files/img/publications/.../Chitungwiza.pdf.
- Zimbabwe Union Conference. "Constituency Meeting Report." Seventh-day Adventist Church, December 31, 1997.
- Zimbabwe Union Conference (ZUC). "Children's Ministries Year End Report." Seventh-day Adventist Church, December 31, 2016.
- _____. "Constitution and By-Laws." Seventh-day Adventist Church, December 2014.

Zvobgo, Chengetai. *A History of Christian Missions in Zimbabwe*. Gweru, Zimbabwe: Mambo Press, 1996.

VITA

Personal Details

Name: Irvine Gwatiringa

Nationality: Zimbabwean

Date of Birth: 01 June 1982

National I.D No: 63-1177242-T-77

Educational Profile

Solusi University 2009 BA. Theology with a Minor in Child Studies

Work Experience

Ruya Adventist Mission 2010 to 2011 Chaplain

East Zimbabwe Conference 2011 to 2017 District Pastor

East Zimbabwe Conference 2018 to current Youth Director