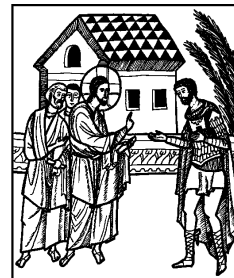


"Then He came to Bethsaida, and they (some men) brought a blind man to Him and begged Him (Jesus) to touch him. So He took the blind man by the hand and led him outside the village. And when he had spit on the man's eyes and put his hands on him, Jesus asked him, "Do you see anything?" And he looked up and said, "I see men (that look) like trees walking." Then He (Jesus) put His hands on his eyes (the man's eyes) and made him look up. And he (eyesight) was restored and saw everything clearly. Mark 8:22-25

WHY USE PICTURES?



Pictures help us to see, learn, and feel. They help us to see "clearly." Pictures broaden viewers' knowledge of themselves, others, and the world. They communicate the unknown, stimulate imagination and cause wonder.

Pictures are full of information. They can challenge, excite, report, interpret, state a thesis, pose a problem, reconstruct past scene, encourage individual thinking, introduce new ideas, tell a story, clarify details, demonstrate a skill, explain, compare, ask, direct learning, motivate action, and help to make concrete and specific what has been previously abstract and general.

Pictures focus attention of all members of a group at one time on one common theme or concept.

Pictures are an excellent resource for recalling and reviewing.

Pictures

- ★ Can suggest songs or stories to young children who do not yet read,
- ★ Brighten and beautify rooms.
- ★ Create a learning / discovery environment.
- ★ Set a stage for learning.

The choice of pictures is important. Look at any picture through the eyes of your group, and then ask yourself.

- ★ What do I want to communicate?
- ★ Can the participants identify with the experience or concept presented?
- ★ Does it relate in an easy way?
- ★ Will it require too much explanation?
- ★ What can be learned from seeing this picture?
- ★ Would it be better to stimulate students' own imagining with words or with this picture?
- ★ Is it good art or is there a more worthy, imaginative picture available?
- ★ Will it help participants to react, reflect, relate, and respond?

PICTURES HELP US TO ENJOY CREATING.

Choose a picture from your curriculum.

If you teach from one picture each session, store all the used pictures in a file. Use the pictures as a review at the end of the unit of study.

1. Write a story, prayer, or poem about it. Give the picture a title. (Ask: "What would you call this picture? Why?")
2. Use pictures with the songs you are singing.
3. Write a group story, encouraging everyone to participate. A whole class session can be designed around a picture. If so, write the story on the back of the picture.
4. Choose a picture to fit the purpose of your session and add creative activities, finger plays, poems, story, songs, and other related resources.

PICTURES CAN BE USED IN GAMES

1. **Play a Discovery Game:** "Close your eyes and describe the picture in words or drawings." "Find ... in the picture."
2. **Action pictures** - Place a set of pictures that depict "action" on a table. As a student turns over a picture, s/he is to act out what occurs in the picture.
3. **Hang pictures on a clothesline.** Take a picture walk.
4. **Learning Names** - To help students recognize and learn their classmates' names, take photographs during class; have two sets made. Tape each student's picture to the place where his/her things are kept. Sit on the floor in a circle, with the second set of photographs face down. As each picture is turned over, that student stands up and tells his/her name.
5. **Sequence of a story** - Use a number of pictures of the same Bible story, and ask the students to put them in proper sequence.
6. **Cut pictures into puzzles.** Before cutting the picture, outline the puzzle pieces on the back. Write one word of a Bible verse on the back of each piece. Cut the puzzle; ask participants to put the puzzle together then read the verse. [Do not cut a regular paper icon, please, as per Metropolitan Maximos' directive. It is not appropriate. There have been paper icons at Camp that have wept!]
7. **Puzzles & Teams** - For variety, divide the class into 2 groups. Provide one puzzle for each group. Competition: Who can complete the project first?

GUIDELINES FOR SELECTING PICTURES

1. **Content.** Keeping the above questions in mind, select pictures that convey the message you wish to create or convey.
2. **Size.** Use large pictures mounted on a background for display or to use with an entire group.
3. **Action.** Choose pictures showing an emotion or idea with which the students can identify. Ask yourself whether they will cause feeling or thinking (or both).
4. **Color.** Color can set a mood or atmosphere. Choose colors to fit your intention.
5. **Quality.** Pictures create taste and should have esthetic appeal.
6. **Beauty or inspiration.** Choose pictures that recall memories or create experiences of beauty, stirring the imagination and emotions, and activating praise and thanksgiving in the observer.
7. **Uniqueness.** Choose pictures that encourage new insights and discussion. Avoid "busyness" but not abstractness. Seek variety in the pictures selected.

SUGGESTIONS FOR THE PHYSICAL USE OF PICTURES

1. **Use one central picture** during the telling of a story.
2. **Display pictures** on commercial stands or mounted on a cardboard box.
3. **Make a mural** using pictures the children choose or draw.
4. **Have a picture exhibit** with commercial or original pictures.
5. **Use cardboard boxes of different sizes;** paint them with latex paint; place them in unusual arrangements. (a) Cover with paper or paint a tall appliance box. Display pictures on all four sides. Place it in the center of the room. (b) Smaller cartons covered with butcher paper, and pictures affixed to the sides can be stacked on the floor, table, or desktops.
6. **Tape pieces of corrugated cardboard** in the shape of **triangles.** Affix pictures on what will be the visible sides. Stack, them in zigzag order.
7. **Make mobiles** with pictures and then hang them.

About 30% of students learn more effectively visually than verbally. Some messages are communicated best visually, some verbally, but if we combine the two, we can be even more effective. Think about how to include pictures in your next lesson. Your students will enjoy the varying style and will probably remember more of the lesson!

Source Unknown, 2005 or 2006. Edited by Phyllis Meshel Onest