



computer skills
sessions 1-3

KidsHubs 

INTRODUCTION TO KIDSHUBS



KidsHubs is a free global program that helps reach out to and mentor children and young people. It can be used as part of an existing program or group, in a church, a school, a camp or to start a new group in your community. KidsHubs seek to help children learn how to follow Jesus from the Bible at the same time as learning a new skill for life. It is also a great way to encourage adults and teenagers to interact with and disciple children. KidsHubs can be based around just about anything—sport, media, photography, drama, cooking, farming, chess, music and so much more. KidsHubs is not an organisation, but a free idea and a movement.

KIDSHUBS SKILL SESSIONS AND HOW THEY CAN BE USED

KidsHubs Skill Sessions can be used as a plug-in to an existing Bible curriculum lesson such as 7Ways BibleMax (max7.org) with a two-hour-plus duration time. A KidsHubs Skill Session could also be used on alternate weeks if a club is limited to one hour Sessions. A group could therefore do a BibleMax lesson one week and a KidsHubs plug-in on the next week, and so on. KidsHubs Skill Sessions used at camps could be extended to three hours by introducing extra activities.

KIDSHUBTV

Alongside KidsHubs Sessions is KidsHubTV, an exciting new kids club-style TV program, which mirrors the local KidsHub groups featuring a Bible story and theme and skills demonstrated by a cast of children along with young adult leaders.

It is being produced in an open-source way so that producers across the world can have free access to core global content. Bible story animations and animated segment titles and music have been created and shared to build local versions of the show.

The long-term goal of this production is to see whole programs and short segments produced by local KidsHubs and shared via mobile phones and the KidsHubTV website with a view to broadcasting if possible.

It is hoped that as a result of seeing KidsHub videos children would be encouraged to participate in a local KidsHub or church group and/or visit the KidsHubTV website. And a church wanting to grow their children's ministry in a region (like India) where the show is screening could download Bible lessons written to complement each episode, and benefit from the momentum of the show.

RESOURCES TO USE WITH THESE LESSONS

Large sheets of paper or whiteboard
Writing implements

One KidsHub group continued the computer sessions by using an open-source touch-typing and email tutorial program online. Find it here:

<http://scripteh.info/rom/index.php/scripta/scripta/file/3-scripta-english>

COMPUTERS- INVENTION

OVERVIEW OF THE LESSON

Skill:	Identify, Name and Draw a Computer (Parts of a Computer)
Bible Passage:	Genesis 1: 1-28
Main Idea:	Children appreciate creation and invention
Discussion/Reflection :	Compare and contrast computer to human beings.
Application:	Uses and advantages of a computer

THE LESSON PLAN

Introduce the Skill (10-15 min)

Invent an amazing useful machine

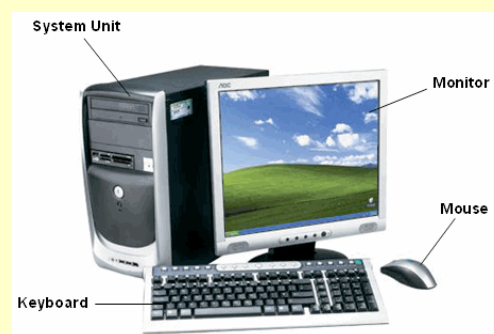
Give each child a piece of paper and a pencil. Ask each child to draw an amazing machine that can do something to help make life easier. Eg clean the house, fly you to school, collect your water or give you fun games to play. Then ask them to label each part.

Draw a computer and label it.

Now with the group, show them a computer and explain each of the parts. Here are some ideas to help you. As you show each part, the children can draw it and label it on the other side of their piece of paper.

Parts of a computer

- *Monitor*
- *Systems Unit (CPU)*
- *Keyboard*
- *Mouse*
- *Cables and (sometimes)*
- *Back/UPS (Uninterruptible Power Supply)*



Explain 'What is a Computer?'

- *A computer is an electronic device with the ability to input, store, process data and retrieve (bring out) data.*

You can use a computer to type documents, send email, and browse the internet. You can also use it to handle spreadsheets, accounting, database management, presentations, games, and more.

Brainstorm

Get into pairs. Each group needs to spend 3 mins writing down what all the advantages of a computer. After 3 minutes make a big list together. Here is a list to help you add more ideas if needed.

ADVANTAGES

- *It may help you solve problems faster than an ordinary human being can do.*
- *It helps you organize your data and information in a better way.*
- *It has much more computing and calculating power than an ordinary human.*
- *It may help your work to be a lot easier.*
- *It may store your important data and files.*
- *It helps you communicate.*
- *It helps you to find useful information using the Internet.*
- *It helps in businesses, factories, offices, schools and homes.*

Explain Hardware and software

Spend a few minutes explaining the hardware and software of a computer.

Computers Classification:

All types of computers consist of two basic parts:

- *Hardware is any part of your computer that has a physical structure, such as the computer monitor or keyboard.*
- *Software is any set of instructions that tells the hardware what to do. It is what guides the hardware and tells it how to accomplish each task.*

Examples of these include: A monitor (hardware) and Microsoft Word (software)

Anything you buy for your computer can be classified as either hardware or software. Once you learn more about these items, computers are actually very straightforward.

- *The first electronic computer, the Electronic Numerical Integrator and Computer (ENIAC), was developed in 1946. It took up 1,800 square feet and weighed 30 tons or about 14 kilograms.*

Practice the Skill (25-30 min)

If you have a computer that is connected to the internet, use it to research each of these types of computers using Google and Wikipedia. Use a different child for each type of computer to use the mouse and find the information and images as you direct them.

Research the Different Types of Computers

When most people hear the word "computer" they think of a personal computer such as a desktop or laptop computer. However, computers come in many shapes and sizes, and they perform many different functions in our daily lives.

Where do we use Computers?

When you withdraw cash from an ATM, scan groceries at the store, or use a calculator, you're using a type of computer.

Desktop Computers

- *Many people use desktop computers at work, home, school, or the library. They can be small, medium, or large in style, and usually sit on a desk. Once you add a monitor, mouse, and a keyboard, you have what is typically known as a desktop computer. It is also called a PC which is short for Personal Computer. The first computers were really big and would be the size of a whole room. They were very expensive so only governments and universities could buy them. In the early 1980's someone designed a small inexpensive one that could be used at home. This is when computers really became popular.*



Laptop Computers

- *The second type of computer that you may be familiar with is a laptop computer. This kind will allow you to use it almost anywhere. It is portable because it runs on a battery. A laptop computer is sometimes called a notebook computer because of its size.*



Other Types of Computers

- *Today, there are lots of everyday devices that are basically specialized computers, even though we don't always think of them as computers. Here are a few common examples:*

- **Tablet Computers:** *These use a touch-sensitive screen for typing and navigation. Since they don't require a keyboard or mouse, tablet computers are even more portable than laptops. The iPad is an example of a tablet computer.*
- **Mobile Phones:** *These phones are often called smartphones.*
- **Game Consoles:** *A game console is a specialized kind of computer that is used for playing video games.*



Discussion (5-10 min)

Chat to the children about their first experience with a computer.

- *How did you feel when you first saw or used a computer?*
- *How is making a computer like creating the world?*

Bible Time (10-15 min)

1. Introduce

Ask seven kids each to read from Genesis each day of Creation. We recommend that each verse(s) are typed or written out on a piece of paper where possible.

2. Explore:

Give each child a piece of paper and a pencil. Divide their paper into 6 boxes. Number the boxes 1 to 6. See if they are able to remember each day in creation and draw a picture in each box to show what happened on that day. Alternatively, you can split the big group in to teams of 3 or 4. Each group can design a game, skit, or song to show the order of creation as in Genesis.

(You can also print out photos, videos in relations to the Creation story and parts of the computer.)

3. Discussion of the biblical theme

- *What are some of the things that God created?*
- *Discuss some of things that you think Man has invented?*
- *Who is better at creating things? What evidence shows this?*
- *How are man's inventions like God's creations? How are they different?*

4. Memory verse:

'In the beginning God created the heavens and the earth.' Genesis 1:1

Application (5-10 min)

Tell the children there is a relationship between computers and human beings. ***It is amazing how man has borrowed a lot of God's ideas from creation and uses them to invent amazing things like computers.***

Draw a chart with 2 columns. In the first column write the list of all the parts of the computer. (Keyboard, CPU, Mouse etc)

Now ask the children to think about human bodies. What part of ourselves is like each part of the computer. In the 2nd column write the children's ideas.

The chart will end up looking something like this.

Computers	Humans
CPU	Brain
Power supply	Heart
Keyboard	Hands, eyes, ears
Mouse	Fingers
Monitor	Actions
Cables	Food and air
Printer	Actions that are permanent

Life Tip* Assignment (5 min)

Take some time to talk to the children about the creation.

The assignment is to try and find out more about how the human body compares with the computer. They can ask their peers or adults about what makes humans better than computers.

NB: It is important that Leaders are equipped to engage with the evolution theories as some kids may be already exposed to such theories.

Introduce Next Skill (5 min)

The computer skill we will learn in the next lesson will be the functions of each of the components we have seen in this lesson.

Pray (5-10 min)

Allow each child to pray if they want to. Thank God for their environment and how each part is connected and works together, just like a computer.

Use different prayer models (see “7Ways to Pray” in “Max7Ways Leader’s Guide” on max7.org for some examples of prayer activities).

COMPUTERS- LESSON 2- PURPOSE AND RESPONSIBILITY

OVERVIEW OF THE LESSON

Skill:	Connect together the parts of a computer and use it well.
Bible Passage:	Genesis 2:4-17, cf Psalms 139:13-14
Main Idea:	People have the job of caring for what God made.
Discussion/Reflection:	The effect of human activities on Creation.
Application:	Make a list of guidelines that can help us use the computer well. <i>The computer is made up of many different parts and each part serves the whole computer. The same with humans. We all have different roles and gifts but they all serve everyone.</i>

THE LESSON PLAN

Introduce the Skill (10-15 min)

Turn on a computer

Turn on the computer in front of the children and open a Word file that you put there earlier. When it opens it will say: ***'I have a job for you to do...do you want to know what it is?'*** Signed... ***God.***

Discuss with the children what our job might be... listen to some guesses and then tell the children we will find out later.

Memory game

Bring a set of 20 interesting objects on a tray and show them for 15 secs before covering them up. Now ask the children to try and remember as many as possible by writing a list. Show them the objects again and see how many they got right.

Tell the kids that we are a bit like a computer...it has different functions like us.

Revise the functions of a computer

Remind the children that a computer has 4 main functions. Use a child at the front to demonstrate each of these functions. A child sees (input)- they think about what they see to understand it (process)- they remember what they see (store)- and they recall a memory later when they need to (retrieve).

- *Input*
- *Process*
- *Store*
- *Retrieve*

Ideas to discuss	Item	Relationship	Active
What we say or show	Monitor	Window/Light/Eyes /outside	Output
What you are or think or plan	CPU	Heart/Soul/Mind - internal organs	Process
What you do	Keyboard	functions/Typing/Keys/Numbers	Input
Pointer: What do you want to do or be	Mouse	Focus to, destination, selection/choice	Process
Connection, Where do you get your strength/power	Cables	Hook up/Relationship	input/Electronic/power connection
Backup: Coach, peers, teacher, or friends	UPS	Reliability/reservoir	Input

Discuss this table.

Parts of a computer

Discuss each of the parts to the computer. Ask the children to tell you which function each part relates to. (For example is the part input, storage, processing or output related? e.g. the tower processes and stores, the printer outputs, the scanner inputs etc.)

CPU:

- Central Processing Unit, or "brains" of the computer

Monitor:

- An output display device (looks similar to a TV) in a computer system. You see information on the monitor's screen.

Disk Drive:

A device that reads data from (input) or records data onto a disk for storage (output).

Hard Disk or Drive:

- The main device that a computer uses to store information. Most computers come with a hard drive, called drive C, located inside the computer case.
- A CD can store a large amount of data including documents, photographs, software, and music (about 20 songs)
- Floppy Drives and CD Drive: A place where floppy Disks and CDs are inserted.

Mouse:

- A hand-held input device you roll on your desk to point to and select items on your screen. When you move the mouse, the mouse pointer on the screen moves in the same direction.
- Mouse pointer

- The little symbol on your screen that you move with your mouse. You use the mouse pointer to point to and select items on your screen. The mouse pointer changes shape, depending on its location on your screen and the action you are performing.
- How a Mouse Works:
- **Left Mouse Button** - usually use this button
- **Right Mouse Button** - occasionally use this button for "special" actions
- **Click** - Press and quickly release the button on a mouse
- **Double Click** - Press and quickly release the mouse button twice.
- **Drag** - Move objects or data around on the screen through the use of a mouse. Keep the left mouse button pressed while you move the mouse.

Speakers

- Output device that produces sound and music when connected to the computer. Speakers come in different shapes and may even be in the monitor's case.

Headphones

- Output device for listening that is held over the ears by a band worn on the head

Microphone

- Input device in which sound energy is changed into electrical energy for the sending or recording sound (your voice).

Scanner

- Input device that reads copy as an image and digitally records the image

Projector

- Output device for displaying onto a large surface (projection screen) what appears on the computer monitor.

Printer

- A device that produces a paper copy of the information on your screen.
- **Find graphics below:**
- **NB:** These other components can be discussed where necessary depending on the ages and availability of a computer that the trainer can open. It is advisable to use a desktop computer for this demonstration

Practice the Skill (25-30 min)

Option 1

Children get in pairs and set up a computer from scratch and see if it works. The leader will be helping by asking questions and answering questions.

Option 2

Allow children to use the internet to find images of each part of the computer (keyboard, tower, mouse etc) Copy all these pictures into a word document and print it off. Draw lines to show what connects to what.

Discussion (5-10 min)

Chat to the children about their first experience with a computer.

- *How did you find using the computer?*
- *What was easy and what was frustrating?*
- *How do we have to care for a computer?*

Bible Time (10-15 min)

5. Introduce

Ask seven kids to read from Genesis 1: 1-25 one day of Creation each. We recommend that the verse(s) are typed or written out on a piece of paper where possible.

6. Explore:

(it is important to recap on creation and how beautiful creations is)

Here we see the functions of all that God created and discuss functions;

Day One - Light; to give us light (Genesis 1:3-5)

Day Two - created the Expanse and separated water below from water above and called the Expanse **Sky**; (Genesis 1:6-8)

Day Three - Gathered water and formed the seas, oceans, rivers and lakes to give us water; (discuss uses of water). Created the Earth (dry land); to produce vegetation (different kinds of Vegetation/species) (Genesis 1:9-13)

Day Four - created the light in the sky; to separate day from night. Two **great lights** were created; The greater light (Sun) to give light during day and the lesser light (Moon) to give light during the night as well as the stars. (Genesis 1:14-19)

Day Five - God created the living creatures in the water and the Birds that fly above the earth. All wildlife and all sorts of creatures. Genesis 1:20-25)

Day six - God created Man in his own image (Note the uniqueness and how special that is) Genesis 1:26 – 31

7. Game/Activity:

Children should separate individually and write what God created, it is a competition to find out who will have the longest list. This exercise should be timed and remember to reward the child with the longest list.

Alternatively see how many things as a group you can think of that God created in 30 secs. Count them as they are suggested.

8. Discussion of the biblical theme

Look at Genesis 2: 15 – 24 children could take turns reading it out loud.

- *What is man's responsibility as given by God? (Expound on these issues, Fruitfulness, multiplication, tilling the land, made him a helper). Please note and be sensitive in approaching these especially when talking about women as some cultures view this differently.*
- *Has man really carried out his responsibility?*
- *What are the effects when human beings forget to do their part/ carry out their responsibility?*
- *List down responsibilities of man towards Creation?*

9. Memory verse:

Genesis 2:15 'The Lord God took the man and placed him in the garden of Eden to work it and watch over it'.

Application (5-10 min)

Make a list

Ask the whole group to remember what all the good things about a computer were. We listed them last week.

In pairs give the children 3 minutes to make a list of all the problems computers can cause. (eg viruses, internet gambling etc)

Compare the list with other groups encouraging them to share their answers.

Guidelines for Computer use

Ask the group how we solve these problems. What guidelines and safeguards can we put in place to help us use what God has given us well?

Create a list of rules for using the computer.

Now type up these rules on a computer using a Word program. Work in pairs depending on how many computers you have. If you can print out the computer rules and display them on the wall this would be wonderful.

Life Tip* Assignment (5 min)

Find activities that will help kids to appreciate the uniqueness of creation, or preserve the environment. Kids can plan for a hike, trip to the zoo, or game park, or by the lake side with adult trainer, parents or guardians.

Discuss what our responsibility is and how the creation can be protected.

Introduce Next Skill (5 min)

The following lesson will major on typing and words, the Keyboard.

Pray (5-10 min)

Pray and thank God for creating different things which are so beautiful each with a unique purpose also that whenever we see these things we may always remember how great and good He is to us.
Specifically thank God for giving us the responsibility over all creation to watch over it.

Use different prayer models (see “7Ways to Pray” in “Max7Ways Leader’s Guide” on max7.org for some examples of prayer activities).





COMPUTERS – WORDS HAVE POWER

OVERVIEW OF THE LESSON

Skill:	Keyboard or Typing Skills following a 'wysiwyg' principle
Bible Passage:	John 1:1-3, Proverbs 18:21, Psalms 119:105, James 3: 3-12
Main Idea:	Words have the power of life and death
Discussion/Reflection:	Are your words whether when speaking or writing/typing building up or bringing others down? Are they words of life or death? Are you following God's Word? Are you following His words of instruction in the Bible and the example of Jesus who is described as the Word in human form?
Application:	Think about what you say and what you write & type. Are they all helpful?

THE LESSON PLAN

Introduce the Skill (10-15 min)

Robot game

Divide the group of children into pairs. One person will pretend to be a 'robot'. The other will be the 'master'. The job of the master is to give commands to the robot to make it do what the master wants. The first thing to do is for the master to show the robots 'commands' or signals that mean; STOP, WALK, LEFT, RIGHT, SLOW. Eg the master could use his hands or make noises to signal the robot. Try to be creative and do it differently from other groups.

Once the robot understands the commands then let every robot in the room follow the commands of their master.

Debrief questions

1. What command signals did you use?
2. Why did it sometimes get confusing?

Explain inputs on a computer

Show some of the input commands of a computer keyboard by demonstrating with a computer.

- *A Keyboard is one of the most useful input devices which when pressed will choose letters, symbols, and actions. It is like the commands we made up in the last game when we commanded the robot.*



It derives its name from Key because once it is pressed it causes the computer to perform a specific task, like the normal key that helps to open a door so as to access a particular room, apartment or building.

- **NB:** *There are many other keyboards that are not exactly the same, these have evolved over time and now come with special features and more keys than others.*

- **Key:**

Any of the buttons on a keyboard that the user presses to input data (information) or to type commands

- **Escape:**

Usually pressed while you are working in a software application to stop the current activity, back out of a menu (or screen), or return to a previous screen.

- **Enter:**

Used to move the cursor to the beginning of a new line. It may also be called the return key. In some applications, pressing Enter tells the computer to stop waiting for more input and begin processing. Notice the arrow symbol on some Enter keys; it is sometimes used in instructions and means to press the enter key.

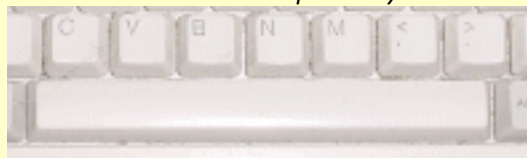
- **Backspace:**

Moves the cursor one space to the left, erasing any character that is in its path

- **Spacebar:** *(split spacebar)*

Moves the cursor one space to the right, leaving a small blank white area (space) on the screen.

If the spacebar is "split", the left "spacebar" acts like the backspace key - it erases the character to the left of the cursor.



- **Shift:**

Does nothing by itself, but when pressed and held down with another key it makes either a capital letter or the upper character on a key. Pressing Shift with a letter key when the CAPS LOCK key is "on" makes a lower case letter.

- *Caps Lock makes all letters uppercase without having to use the shift key - it is best to only use this when you are going to make many letters uppercase - don't use for just a few capital letters.*

- **tab Marked** with two arrows, one pointing left, the other, right. If pressed by itself, it moves the cursor to the next tab on the right. When pressed with the Shift key, it moves the cursor to the previous tab stop on the left.
- **alt**: Does nothing by itself. When pressed with another key, it performs a special function. For example, pressing Alt-F4 may quit a currently running program.
- **ctrl**: Does nothing by itself. When pressed with another key, it performs a special function. For example, pressing Ctrl-S may "save" a document.
- **Num Lock**: Typically "on" at start up. When "on", it changes the keys on the numeric keyboard from cursor control arrows to numbers arranged in a typical ten-key calculator keypad.
- **Delete** On our "Windows" computers (PC's) erases the character to the right of the cursor. Some people say it performs a "forward erase". It operates differently on a MAC.
- **End**: Moves the cursor to the end of the current line. Many programs also use keyboard shortcuts such as Ctrl+End to move the cursor to the end of a document.



- **Insert**: Changes between insert mode and overstrike mode in word processing programs. In insert mode, all characters typed are placed at the cursor position (or to the right of the insertion point). As you type, anything to the right of the cursor moves to the right to make room for the new typing. If insert mode is turned off, typing then overwrites (erases) the old characters instead of putting the new ones before the old ones. This is often called overwrite mode. Most PC keyboards have an Ins or Insert key that lets you switch back and forth between insert and overwrite modes. Many word processing programs display OVR in a status bar at the bottom when overwrite mode is on.

- **Home**:

The key you press to move the cursor to the beginning of the current line. Many programs also use keyboard shortcuts such as Ctrl+Home to move the cursor to the beginning of a document.

- **Function Keys**
(F1, F2 ...)

Special keys that perform a number of important tasks. Their exact functions are software dependent. **F1** usually is reserved for Help, while **F10** frequently exits or quits the program. **Print Screen** directs the computer to copy whatever is displayed on the screen to the clipboard for pasting later. It doesn't really "print" in Windows. **Scroll Lock** function is often software specific. In spreadsheets, it usually locks the cursor on

*its current screen line and scrolls text (rather than the cursor) up or down whenever an up or down cursor control arrow is pressed. **Pause** is not usually used with Windows.*

***The WINDOWS** key acts as another special function key. If you press the Window key by itself, the Start Menu will open. Windows+E will launch Windows Explorer.*

Power of Words Game

Divide the children in groups of 3. The game is played in 3 rounds. Round 1: one child from each group goes to the leader at the front to be given the name of an object, person or film title that they then have to act out/mime (no speaking). The challenge is to see which group guesses the word first. Round 2: The second child in each group gets a new word from the leader and has to draw a picture/s to help their group guess the word (no speaking). Round 3: After getting the word from the leader, the third child can speak and describe the object but is not allowed to actually say the word given.

- *What was the easiest round to play and why?*
- *How did feel when you weren't allowed to speak and could only use actions or drawings?*

Explain the power of words to communicate. And the power of God's words in the Bible – He's speaking to us through them.

Practice the Skill (25-30 min)

It would be ideal if you have enough computers so that each child can use one. If not have one computer between 2 or 3 and let children take it in turns.

This exercise will be very interesting with the aide of a typing program such as Mavis Beacon. (Search for it on Google).

Ask children to use the typing program to learn to input words into the computer the right way. Each finger will be used for different letters. After some practice, kids can start to use their skills to type letters to their friends and family. Print the letters if you can arrange to have a printer.

Make sure you watch over them because they can get frustrated easily when they can't easily find the keys or letters they are looking for in this lesson.

Discussion (5-10 min)

Talk about using the keyboard on a computer.

- *What did you find frustrating or good when using the keyboard?*
- *How was using the keyboard like the robot game we played earlier?*

Bible Time (10-15 min)

10. Introduce

The Bible is very clear about the power of speech to do great good or evil. Ask a child to read out Proverbs 18:21. Words are described as having the power of life and death--the power to build somebody up, or tear them down. The power of the tongue should not be underestimated.

11. Explore:

Quickly look at Genesis chapter 1. Have it printed on a piece of paper if possible so you can draw on. Ask the children to help point out how many times it says “God said” in Genesis 1 (9 times)

- *What did God do to create the world? (He spoke. His powerful words brought forth life!)*
- *What does Proverbs 18:21 say about words? (they have the power to give life & death)*

God’s powerful words brought forth life. His words in the Bible show us the way to have eternal life. Jesus God’s son is described as God’s words in human form. He shows us what God is like. But **our** words can also bring death that is; they can bring others down & hurt people.

Ask the children to take it in turns reading James 3: 3-12. Alternatively, you could slowly read through the passage stopping to allow the children to pretend they are a horse being pulled by the reins (vs3); a boat being turned by a rudder (vs4); poke out their tongue or crouch down to be really small (vs5); stand together waving their arms like a forest fire (vs5). Then get them to sit or lie down quietly to listen as you read verses 6 – 12.

12. Discussion of the biblical theme

- *What are some of the ways our words can bring death/discourage or hurt others?*
- *What are some of the ways our words can bring life/encourage & build others up?*
- *Verse 8 says “no human can tame the tongue”, what should we do then? (Ask God for help).*
- *When we’re using the computer, using words to send emails for example what should we be thinking about? (The effect or power of our words. Is what I’ve written encouraging or tearing someone down for example).*

13. Memory verse:

Psalms 119:105

‘Your word is a lamp for my feet and a light to my path.’

Application (5-10 min)

Discuss the importance of thinking about what we type when we’re on the computer particularly if we’re sending an email or letter to someone. Our words can build others up or tear them down. A good way to remember this is to ask yourself each time you type an email or message to someone “could I put this on a postcard for everyone to read?” If the answer is no then you need to re-word your message or email.

Role Play Activity

Ask for 2 or 3 volunteers to act out a scenario of learning to touch type (as they have just been doing). One person is very upset and agitated as they have trouble finding the right keys to press, they are making lots of mistakes. 1 or 2 others looking on make fun of them and their mistakes and tell them to hurry up so they can have a turn.

Now act out the scenario again (with same volunteers or new ones) but this time those looking on use encouraging words, tell them to keep trying & be patient as they will get there and offer to help them.

- Ask which scenario was better and why?
- Can they think of other ways they could use their words to encourage others? Where and how? (At home or school, leaving kind notes for others to find, sending encouraging emails, including Bible verses in messages to others to build them up etc).

Life Tip* Assignment (5 min)

Discuss the importance of being careful with our words when we type emails or send messages, particularly on social networking sites where others can read what you write. An email should never be written when we're feeling angry. Remind them that others can misinterpret emails & messages because they cannot see our facial expressions. Words can hurt or encourage. Again remind them to ask themselves "could I put what I have typed on a postcard for anyone to read?"

(This also leads to safety when online particularly when using social networking sites and instant messaging. To only message those you know personally. Never give away personal details to those you don't know online etc. This could be dealt with in another lesson).

If possible or appropriate make time to discuss one-on-one or in small groups times when a child has been hurt by someone else's words (things they've said or written). Maybe some one said something in their lives that hurt them greatly. Walk them through forgiveness and affirm as God, who by his Word created all things sees such situations and will help them.

Some children may be experiencing verbal abuse in their homes, discuss this sensitively with them and work out a way to help them during and after this lesson.

In some cases children that have been hurt, could be encouraged to write a letter of love, and care for those that hurt them as a surprise. Words have power encourage the children to use them for good.

These are all only suggestions. The leader should determine what is appropriate for their group.

Next meeting:

The skill of 'touch typing' taught in this lesson will take the children some time to learn so additional lessons could be spent teaching this skill.

The assignment is to encourage the children to try and use their words to build others up. Whether through encouraging words, notes or emails.

Introduce Next Skill (5 min)

Next lesson will be looking at how a computer processes information put into it. Likewise what information are we dwelling on and thinking about? How is our heart?

Pray (5-10 min)

Allow each child to pray and thank God for another person in the group to encourage them.

