



Teacher's Guide for the Ready Answers Bible Memorization Program

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1 Introduction

Every student in your class can learn to be a powerful evangelist, with your help and encouragement. People are most eager to learn about our beliefs when they are curious enough to ask a question. It is at these moments that your students can give the most effective witness. Ideally, this will include a Bible passage, its reference, and how it answers the question. This requires having the verse and reference memorized.

This guide describes the principles and methods we have found effective in our class. We welcome any additional techniques you find work for your class.

2 Your students can memorize more than they think

A lot of people are scared to try to memorize Bible verses, but you can share with your class these facts:

1. They have already learned a language, which requires memorizing thousands of words and their various meanings and usage.
2. In other cultures, past and present, memorization has been encouraged and expected:
 - The Waldensians were known in the Middle Ages for memorizing entire books of the Bible, especially the Gospel of John. [1]
 - Islamic children by the age of 10 frequently memorize the entire Koran, a book about the size of the New Testament. [2]

3 Encouragement needed

The single greatest role you can have as a teacher is to provide lots of abundant enthusiastic encouragement for even small progress. This will help your students to build confidence and to ease their fear of learning, and motivate them to eagerly learn more.

This guide provides a lot of other helpful suggestions. They don't all need to be followed completely. Since each student is different, techniques for some will be more effective than for others.

4 Our approach

We want our students to learn the material for not just one day or one quarter, but for their entire lives. God tells us how to teach our children about the Bible in Deuteronomy 6:7–9. We should have the Bible passages available to read, and talk of them when we sit in our houses, when we are walking or traveling, when we are getting ready for bed, and when we are waking up. The more things they learn to associate with a verse, the easier it will be to recall.

Our approach includes Preview, Learning, and Review with short-term and long-term rewards. We also think it is important to prepare the class to give a public presentation, and answer questions posed to them by their friends.

4.1 Preview

Before starting to memorize, we recommend you and your class take one or two weeks to become familiar with all the verses that will be learned for the entire unit. The best time to explain the meaning of the verses is during this phase. The early units can each be previewed in about 5 minutes per session. Ideally, the preview will be

completed at least once per day. However, we realize that not all families can do this every day. As a result of the preview, students find the verses easier to memorize and can recall them more smoothly.

There are a variety of activities that are helpful for different types of learners. Pick some combination of these to do at one or more of the times described in Deuteronomy 6: 7–9 for one to two weeks (depending on the student’s current learning ability):

- Looking at the picture helps visual pictorial learners. (We will not use the same picture for more than one memorized passage.)
- Reading the words helps visual word-oriented learners.
- Hand-copying the words helps visual word-oriented kinetic learners.
- Listening to the words (either by reading them aloud, by hearing others read, or by playing the audio recording) helps auditory learners.
- Walking or other activities while doing the above suggestions helps kinetic learners.

During the previews in class, share with your students the handles (see “Invent the Handles” section below for more information about handles) you used when learning the passage yourself. Once a passage is familiar, memorizing it will be easy.

4.2 Learning

We often learn a passage by breaking it into memorizable pieces, inventing a handle for each piece, memorizing each piece, and then mentally tying the pieces together. We will describe this in some detail and use Psalm 91 : 11 as an example.

4.2.1 Memorizable Pieces

It is best if the memorizable pieces you select can match the natural phrasing of the verse, but many people can’t easily learn more than 5 to 7 words at a time. After two years of practice, we have seen this can grow to as much as 18 words in some cases.

Here is an example of how you could divide Psalm 91:11 into memorizable pieces:

- Psalm 91 verse 11
- For He shall
- Give His angels
- Charge over thee
- To keep thee
- In all thy ways.
- Psalm 91 verse 11

4.2.2 Invent the Handles

Next invent a handle for each piece. A handle is something that can be used to recall that piece of the passage but doesn't have to convey its meaning. Some examples are

- A portion or object in the associated picture
- Hand motions or sign language (Older students often think that hand motions are too babyish for them, but are often interested in learning sign language signs.)
- Rhythmic patterns in the passage
- A melody
- A sequence of mental images

If you complete this step before your students complete the preview, you can suggest to them your handles. This will speed their learning process.



The following table gives example handles for Psalm 91 : 11 using portions of this picture of Daniel in the lion's den.

Psalm 91 : 11	You can think of the emergency number 911 which is similar to the numbers in this reference. Daniel was in an emergency situation. Alternatively, in some English dialects, “Nine” sounds a little like “lion”. Imagine there are 91 male lions and 11 female lions in the den.
For He shall	Look at the light. Imagine the light represents God.
Give His angels	Notice the light beams leading to the angel. Think of this as God giving (or sending) his angels.
Charge over thee	Look at the angel’s hand over, or on, Daniel’s shoulder and think of him having charge over Daniel and his situation.
To keep thee	Now look at the Angel’s other hand that is, in a way, pointing to the ground in front of Daniel. Think of God (through the angel) keeping Daniel safe.
In all thy ways.	Look at the lighted spot on the floor. Think of it showing Daniel the path in front of him. God has made sure his way is safe.
Psalm 91 : 11	Use the same handle you chose for the beginning.

4.2.3 Memorize the Pieces

Say the reference followed by the first piece and have the class repeat it back to you as a group. Have them use the handle as they do this, by looking at the portion of the picture, by doing the hand motion, etc. Repeat this piece perfectly 3 to 5 times. (As your students’ memory improves, you will find that fewer repetitions are needed.) Ask each student individually to repeat the piece. **Encourage them liberally** for any attempts they make. Without this, many students will be hesitant to participate. When everyone has said this piece correctly, repeat this process with the next piece. Before going on to the third piece, tie the first two pieces together.

4.2.4 Tie the Pieces Together

It is important to practice saying the transitions between pieces. After learning the first two pieces, say the two together as one long piece 3 times perfectly. Continue to use the handles when saying the parts.

Now you are ready to continue memorizing with the third piece. Practice it separately as you did with each of the first two pieces and tie it to its neighboring pieces. Continue in this same manner until you reach the end of the passage.

For Psalm 91 : 11, the phrases you may want to repeat until you have said each 3 to 5 times perfectly are:

1. Psalm ninety-one verse eleven
2. For He shall
3. Psalm ninety-one verse eleven. For He shall

4. Give His angels
5. Psalm ninety one verse eleven For He shall give His angels
6. Charge over thee
7. Give His angels charge over thee
8. Psalm ninety-one verse eleven For He shall give His angels charge over thee
9. to keep thee
10. charge over thee to keep thee
11. in all thy ways Psalm ninety-one verse eleven
12. to keep thee in all thy ways Psalm ninety-one verse eleven
13. Psalm ninety-one verse eleven For He shall give His angels charge over thee to keep thee in all thy ways
Psalm ninety-one verse eleven

If at any point during this process you find that the class is having difficulty with a certain portion, it is helpful to practice just that portion and then its neighboring pieces, before trying the larger portion again.

When a student has said the entire verse and reference perfectly and without help, the corresponding picture sticker may be placed on his Progress Poster.

4.2.5 Other hints

Most people find that the reference and the first few words of the verse are the hardest to recall. To help with this, we recommend you always say the reference before and after saying the verse. This is important even for the preview phase and for later.

When saying the reference for a passage, we always say the word “verse” between the chapter and the verse. This avoids the confusion that the sound “Twenty one” could mean 20 : 1 or chapter 21.

4.3 Reviewing the verses

The Encyclopedia Britannica article on learning says that memory works according to a logarithmic function.[3] This means that you need more frequent review the sooner after you have first been able to say a passage from memory, than later. We find that the first review should ideally be done 1–2 minutes after the first time the entire verse has been said. Most of the time, however, we have run out of class time, and need to ask the students after church to repeat the new verse they learned that day. This is often too long for them to remember it perfectly. Often, though, it will take only once or twice through the entire verse for them to be able to say it perfectly again. Here is another opportunity to **liberally praise their efforts**. Do not accept less than perfect as the standard, but encourage the progress they have made toward the goal.

4.3.1 An ideal review schedule in a perfectly unharried world

We have tried to come up with the ideal review schedule, that will enable all students of any ability level to be successful with this program. We have had success with teaching students who were in low math and reading groups, and an adult who had spent a majority of his life on mind-altering drugs, and had very little short-term memory left. A suggested time table might be as follows, but please adjust to meet your students’ needs:

1. One to two minutes after first time being able to say the verse without help.
2. Ten minutes after the initial review (perhaps before leaving church)
3. Thirty minutes after the second review (perhaps in the car on the way home from church)
4. One to two hours after the second review (perhaps after dinner or nap)
5. Before bedtime on the first day.
6. While getting dressed the second day
7. Two more times the second day (perhaps at meals)
8. Before bedtime the second day
9. While getting dressed the third day
10. One more time the third day (perhaps at noon meal)
11. Before bedtime the third day
12. While getting dressed the fourth day
13. Before bedtime the fourth day
14. While getting dressed the fifth day
15. While getting dressed the sixth day
16. At church the seventh day.
17. Once per week for two to three weeks
18. Once every other week for a month or two
19. Once per month for a few months
20. Every other month for 6 months
21. Once per quarter
22. Once per six months
23. Once per year
24. Every other year
25. Every 5 years

4.3.2 The “Reality” review schedule that seems to work for most students

The above schedule is what we think is ideal for students who have challenges in learning; but in reality, the schedule that works for most students is **much less** than what is outlined. If they can say the verse at least once later the same day, and once per week for the quarter, and once at each of the quarter’s cumulative recitation programs, and once or twice before the year-end recitation program, most students will retain all the verses for the year. The Progress Poster helps ensure periodic review for the following few months.

4.3.3 Using the Progress Poster

The Progress Poster is designed to encourage review. For each memorized passage, there is a box on the Progress Poster. In the upper left of this box is a letter and a number. The letter matches the unit's letter number; the number matches the sequence this student memorized the passages. For example, for unit B, the picture sticker for the first passage the student learns is placed in the B1 box, even if this isn't the first passage in the booklet. The picture sticker for the second verse learned goes in the B2 box, etc. To help both us and the student know which passages he still needs to learn, we have found it helpful to write his name on the Reward Sticker sheets and use these sheets only for that student. Any stickers remaining on the sheets are ones that he still needs to learn.

The upper right portion of each box contains a sequence of letter-number pairs. This is used to encourage review and retention of previously-memorized passages. After a student learns a passage and before he is permitted to get the next picture sticker, he needs to recite perfectly each of the passages that correspond to the letter-number pairs listed in this section. For example, in unit A, for passage A1 there is no review required, so this portion is blank. For passage A2, the student needs to review the passage he learned for A1. For passage A13, the student needs to recite the passages he learned for A12, A11, A9, A6, and A1. At the beginning of each subsequent unit, there are passages from the previous unit that are also listed for this review. To reduce the required class time, you can have students pair up to do this review and check each other. Place a standard star sticker on the letter-number pair or circle it when each verse is successfully reviewed.

For additional review, two games are described later in this Teacher's Guide.

5 Organizing the class time

With whatever time you can allocate to the memory work during the class time, here are some suggestions in how to organize the Ready Answers program. We usually spend 30 minutes per class period on memory work. Approximately equal portions of the time are allocated in organized learning, and self-study learning time.

The verses can be learned in any order. Some children will enjoy tackling the longer ones and getting them out of the way first, while others will try to say all the easy ones first.

We have had the challenge of teaching children of divorced families. They are only able to be with us every other week, by order of the court. This means we have less time to work with them in class, and they generally need to learn multiple (2–12) verses per learning session they are with us. The review schedule at home then becomes more important, because it is two weeks between the formal review we give them in class.

Usually, the first session of the quarter, we spend time previewing the entire quarter's verses. The next three sessions we concentrate on the learning, and the last two or three sessions they are with us for the quarter, we review all the verses for the quarter and practice the Recitation program for the current and previous quarters (see section on Putting on a Recitation Program).

5.0.4 Organized class preview, learning, or review: (5–15 minutes)

Spend some corporate time with all the students either explaining the verse meanings or handles, or focusing on one verse they all need to learn, or reviewing the verses to get ready for the Recitation program.

5.0.5 Self-Study or Individualized learning: (5–15 minutes)

Let your students have some self-study time, where they are allowed to get up and walk around (if they are not disturbing the other students in this process). Some students are kinetic learners, and learn best when they are moving. When a student feels he is ready to recite a verse, he may come to you and try to say it. If it is not perfect, you can help him with his particular tough spots.

During this time, you can give more individual attention to the children who need more help. It is best if you can have a few people who are willing to be assistants in the class for this time. Or, if you have one or more students who have said all the verses already, they can help other students learn during this time.

You can adjust the amount of time spent in corporate, organized learning and the time spent in self-study as the situation warrants.

6 Rewards

Everybody needs positive reinforcement for a job well done. The Reward part of this system is designed to help your students feel a sense of accomplishment, and give them an incentive for continuing to learn. The progress poster and stickers are to be used to keep track of the verses that are learned and reviewed, and the Certificate of Achievement is provided so you can have an awards ceremony at the end of the quarter, or whenever your students have completed the material. If you have some students that have not completed all the verses by the time most of your class is ready to move on to the next set of material, you may write in their certificates how many verses have been completed. They can start fresh with the other students then, and won't feel like they are being left behind the other students.

You should also provide some short-term and long-term rewards for their progress.

Some things that we have done for short-term rewards:

1. Everybody claps when a student can say the verse.
2. They get to take something home with them (pencil, small toy or gadget, etc) from a basket because they have said the verse.
3. They see their poster filling up with stickers.
4. We brag about their accomplishments in front of them to their parents and other adults at church.

Some long-term rewards need to be provided, such as:

1. A book or other item they would like to be given after they have said all the verses at least once in the quarter.
2. A cash award if they can say all the verses for the quarter in one session
3. A local trip to the zoo, or museum or some other place of interest if they can say all the verses for the quarter
4. An overnight trip with spending money to a place of interest if they can say all the verses for the year.

We have a small class, so the larger incentives work well for our class. This may not work so well in larger classes, unless the church is willing to subsidize your class rewards.

We cannot say enough about the importance of your role as being **Chief Encourager** and **Cheer Leader**. Most students do not get enough positive reinforcement from their parents and school teachers, and they will soak up your praise like it is water to a person dying of thirst. They will work really hard for you, if you give them praise and encouragement.

7 Put on a recitation program

It is certainly good to learn Bible verses. However, it is even better if the verses are put to good use! We as teachers also need to provide opportunities to train our students to be able to talk to their fellow students at school, and to become evangelists, pastors, teachers, and other church leaders. By putting on a recitation program at the end of the quarter, you can accomplish several of these objectives.

With the Ready Answers program, we have included computer files for you to make either 8.5 inch x 11 inch felts (pictures also fit on A4-sized paper), overhead projector transparencies, or traditional photographic slides (your local photo-developer companies may be able to help), or to be used in a video slide projector program, such as Microsoft Powerpoint. These should be made up in advance with enough time for you to practice with them a few times with your class. The students should be standing so they also can see the picture as they are saying the verse to the congregation. This may mean you will need an extra display, or place the students in a position that the display can be seen by both the audience and the students.

During the quarter, you should have your students also work on a song, or a prayer, or an introduction, or some part of a program that will give them a chance to get up in front and do something. This will build confidence, and give them an outlet for their beginning talents, especially if your church doesn't regularly include the youth in the special music scheduling.

When you are practicing with your students, have someone there who is authorized to operate the church's sound system, so they can practice with a live microphone. Encourage them to speak slowly and clearly, and with the correct inflections and pronunciations, and to have eye contact with the audience. You may need to show them several times what this is supposed to look and sound like, by your own example. Then, go stand in the back of the room that will be used for the recitation, and make sure you can hear and understand what they are doing and saying. Keep encouraging their progress in this area, also. It may take a few recitation programs for you to see real progress, as this seems to be the hardest part of all for the students to do.

If the students have gaps in their memory, or make mistakes in their songs, please minimize this to them and everyone else. They will feel badly enough themselves, and may not want to try again. Try to find something positive about the rest of the program to say back to them if they talk to you about it afterwards.

For example, if a student played six or seven wrong notes in a row for his song, but ended in the right time or on the right note, say, "I know it was a little rough in the middle, but you had a great ending!" or, "You made up your own arrangement to that hymn, didn't you!" or, "I'm proud of you for continuing and you even ended at the right time."

If your first recitation program has a lot of problems, then that means you need to schedule more practice programs. Usually, the parents are willing to stay after potluck; or, if they are coming to prayer meeting anyway, you can schedule extra practice sessions during that time with minimal schedule interruptions.

A sample recitation program might go as follows, with each part being done by a different student (for very large classes, you may need to rotate who gets to be featured each quarter):

1. Greeting and welcome.
2. Opening prayer
3. Song or poem
4. Introduction of quarter's subject
5. Read the question
6. Have class recite verse as answer
7. Read the next question

8. Have class recite verse as answer., etc, until all the verses are finished.
9. Another song or poem, if you have another student willing/able to do so
10. Presentation of the Certificates of Achievement
11. Closing Prayer

We have included some suggested songs for some of the units. If you have other songs that will fit into the program, please use those instead. Also, some of your students may only be able to play one or two songs. Perhaps they have a song they are working on for piano lessons, or band class that has a religious theme.

The Units A–E take about 15 minutes per quarter’s material, and the year-end program of 4 of them can be done in 45-50 minutes if you eliminate the extra songs or poems.

Units F–I take about 20-25 minutes each to present, and a half-hour to 45 minutes with the extra items included.

We have also done cumulative recitation programs throughout the year. For example, in the second quarter, we say first and second quarter’s materials, with more songs between the two recitation sections. For the third quarter, we say quarters one, two and three, and at the end of the year, we say all four quarters. It is best if you can keep the program to one hour or less. This is about the limit the students and audience can handle at one time.

This may seem like a lot of work, but it will reap great rewards. You will be teaching your students to be able to get up in front of others, and practice using the verses, and giving them an example of how to put on a program. It is also an incentive for some students to learn. Parents or neighbors who don’t regularly attend church can be invited and often attend.

8 Progressive learning

This Bible memorization system may look overwhelming at first, but as with any muscle or task to be done, the more you practice, and exercise your memorizing ability, the easier it will become. Our initial material, “Common Answers”, took an entire quarter for the students to memorize. By the time they got to ‘God’s Law of Liberty Part 1 and 2, they had memorized both parts in one week more than one quarter! We have had to increase the amount of material included in each quarter to keep up with their expanding learning ability.

If your class has a more frequent attendance then ours, you will be able to accomplish even more than we have been able to do. If you are using this in a church school setting, or home school setting, there will not be enough material here to keep you busy for a quarter!

If your students have come across other questions they need answers for at school or at after-school jobs, please let us know. We are continuing to make new units, and would like them to be beneficial to a wide audience.

God bless you as you endeavor to train a mighty army for His service!

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9 Tic-Tac-Toe

Two games are provided to help make the review more fun. The first one is Tic-Tac-Toe. This is the familiar game in which players take turns placing either X's or O's on the game board. A player who gets 3 in a row, column, or diagonal, wins.

The way we have played this before, is to divide the class into two teams. One team will use X's and the other will use O's. The board is arranged with a verse picture in each of the 9 positions on the Tic-Tac-Toe board. The first team consults among themselves to decide which verse to try to recite. They can also consult among themselves to agree on a wording for their recitation. If the team is able to recite this passage and reference perfectly, the picture is replaced with their symbol (either an X or an O). If they are unable to say it perfectly, their turn is forfeited.

Playing in this way helps build team cooperation and gives visitors a chance to feel a part of a team, and help to select where the team should try next.

10 Ask Me! for three or more players

We call the second game to help with the review, **Ask Me!** This game is designed to encourage practice for using the Bible verses in "real world" situations, of answering questions you may get from your friends, or co-workers. For three or more players. If trying to play with just two players: See instructions below.

10.1 Materials Needed:

1. Deck of **Ask Me!** cards (may use cards from one or more Ready Answers Units)
2. pencils
3. paper
4. Bible (may be highlighted with the verses learned prior to playing the game)
5. Bible (not highlighted with the verses learned)
6. Concordance
7. Ready Answers lesson booklets or other materials, such as the slide guide, etc. (optional, not necessary)
8. Topical index to the Bible, if available
9. Time piece that will mark 3 minutes (timer from other game, stopwatch, wall clock, kitchen timer, etc.)
Note: Some inexpensive Bibles may be purchased so that each player may have access to a Bible, or the player may use his own Bible that he is familiar with.

10.2 Game Setup

1. Choose one person to be the scorekeeper/moderator. He or she may also be included in the play, if desired.
2. Shuffle the deck of cards and place face down in the middle of the playing area.
3. The person to the left of the person who shuffled the cards will draw the top card. It will have a verse and a reference on it. The player will think of a question that this verse will answer, and ask it to the person to his left. When his turn has ended, he places the card face down by the deck in a "discard" pile.

4. After the question has been asked, the moderator starts the timer, and the person who was asked the question has 3 minutes to provide an answer, by giving the Bible verse and reference. It may be recited from memory or read from a Bible. If the person makes a mistake in reciting the reference or the verse, then the person posing the question tells him he has made an error. The person then is able to try to recite it again for full points, or use the Bible, or other reference material to correct the error, but must do so in the remaining time. The points awarded for the answer depends on the method used to give the answer. If the Bible verse provided by the person answers the question, but is not the one on the card, credit is still given. The moderator will determine if the text given is a valid answer, if any squabbles arise over the answer. The moderator can also ask the person to pose a different question, if he thinks it is an unsuitable question.
5. Play continues in this order: The person who is to the right of the first person posing the question chooses a new card, and poses the question to the person on his left (the first person who posed the first question.)
6. Play continues until the high score reaches 100, or until the cards run out. Then, the player with the highest score wins.

10.3 Scoring

Points are awarded for the methods used to give the answers.

- No assistance needed: 20 points
- Using a Bible that has not been previously highlighted with the answers: 15 points
- Using a Bible that has been previously highlighted with the answers: 10 points
- Using a Concordance: 10 points
- Asking a friend who is also playing in the game: 5 points for both of them.
- Asking a friend who is not playing in the game: 5 points for the person in the game.
- Using Ready Answers booklets or other topical Bible reference materials: 5 points
- Time runs out, or no answer given, or an answer that is not suitable: 0 points

10.4 Special cards

There are a few cards included in the deck that will change the play somewhat:

10.4.1 Ask Me! Card

If a person draws this card, he draws again until he has a verse card. He must place any other cards that are not verse cards into the “discard” pile, until a verse card is drawn. Then, he presents the question to the group, and whoever thinks he knows the answer, may shout “Ask Me!” The first person to shout this has an opportunity to answer the question. The moderator makes the final decision on this.

10.4.2 All Play Card

If a player draws one of these cards, he draws again until he has a verse card. He must place any other cards that are not verse cards into the “discard” pile, until a verse card is drawn. Then, he poses the question to the entire group. Each person writes down on a piece of paper just the reference to the verse, his name, the method used to get the answer, and the name of anyone helping, if applicable. He then passes it to the person posing the question. Any person in the group who knows the answer, may shout, “Ask Me!”, to let the others know he would be willing to help them. A person may help more than one person, and get more points that way. When the time runs out, the person who posed the question reads the answers aloud, and the moderator determines the scores for each answer. If there are any correct answers, then the person posing the question gets 10 points automatically. If no one has the correct answer, then there are no points awarded to the person posing the question. The person posing the question, (or the moderator, if he is not playing) should try to monitor the play, to help keep the players honest!

10.4.3 All Play Example

For example, four people are playing the game:

- Stephanie, Josh, Shelley and Bill. Bill is the moderator. and Shelley poses the question.
- Stephanie knows the answer from memory. She writes the reference, her name, and “from memory” on the paper and passes it to Shelley. She also says “Ask me!”
- Josh knows the answer by asking help from Stephanie. He writes the reference, his name, and “with Stephanie” on the paper and passes it to Shelley. He now says, “Ask Me!”
- Bill was looking in the concordance, but time is running out, so he asks Josh. He writes the reference, his name, and “with Josh” on the paper and passes it to Shelley.
- After the time is up, Shelley reads all the answers. Bill determines if each answer is suitable, and helps in the scoring.

Scoring:

- Since Stephanie knew it without help, she gets 20 points. She also gets 5 points for helping Josh. Total: 25 points
- Since Josh knew it with help from Stephanie, he gets 5 points. He also gets 5 points for helping Bill. Total: 10 points
- Since Bill knew it with help from Josh, he gets 5 points. Total: 5 points.
- Shelley posed the question, and gets 10 points.

10.4.4 Reverse Play Card

If a person draws this card, he draws again until he has a verse card. He must place any other cards that are not verse cards into the “discard” pile, until a verse card is drawn. Then, he asks the person on the opposite side of him from the current flow of play. The play then continues in the reverse order from what it was.

10.4.5 Grace Card

If a person draws this card, he must give it to someone else in the game. That ends his turn, and play continues with the next person drawing the next card. Whoever receives the Grace card has 10 points added to his score.

10.4.6 Advocate Card

If a person draws this card, he may keep it for future use, and continue drawing until he gets a verse card. He must place any other cards that are not verse cards into the “discard” pile, until a verse card is drawn. To use an Advocate Card: When it is the player’s turn to answer a question, after hearing the question, he may choose to have another person answer the question for him. He declares he is going to use his Advocate Card, and names someone else as his Advocate. The Advocate can be chosen from people playing the game, or not playing the game. The points awarded to the person using the Advocate card will be the number of points the Advocate would have gotten in giving the answer if it were his own question. If the Advocate gives the correct answer, and is playing the game, then he gets the score divided by 5 points. If he gives an incorrect answer, he gets 0 points. The player may choose to accept the Advocate’s answer, or give an answer of his own.

10.4.7 Advocate Card Example

- Stephanie is asked a question that she doesn’t know from memory. She thinks Shelley knows it from memory, and so to get 20 points instead of only 5 by asking her, she uses her Advocate card.
- Shelley didn’t know the answer from memory, but got the correct answer by looking it up in a concordance.
- Stephanie gets 10 points, and Shelley gets 10/5 or 2 points.
- If Shelley had to ask Bill for the answer, then Stephanie gets 5 points, Bill gets 5/5 or 1 point, and Shelley gets 5/5 or 1 point.

11 Ask Me! for only two players

Two people can play **Ask Me!**, but it will not be able to have all the features of the regular game. Remove the “Ask Me!” face cards, and the “All Play” cards. If there is someone willing to be an advocate who is not playing, then keep those cards in. Otherwise, remove those cards from the deck also. The Reverse Play will be like someone losing a turn, and the Grace card will always go to the opposite person who drew the card. The person posing the question acts like the moderator for that question, and the person being asked the question may request a different phrasing of the question, if it is not suitable, or clear to him. The person may ask the person posing the question to help him, and they both get 5 points.

12 Material selection and Printing

12.1 Instructions for USA letter-sized paper

Files are provided on the CD so you can print each of the materials described here or take the CD to a quick-print shop for them to print them for you. The file names listed in the following tables include the symbol “*” as a “wild card” to represent missing letters that change from one unit to the next. For example, RA*-2staple.pdf, represents files such as RA-Av01-2staple.pdf and RA-Bv01-2staple.pdf.

We have obtained good results with the “Auto Center” feature in the print dialogue of Acrobat Reader versions 5 and more recent.

12.1.1 Materials for each student

Product Name:	Lesson Booklet—stapled
File Name:	RA*-2staple.pdf

Media Type: Glossy laser paper
Binding and Finishing: First page of file contains cutting instructions

Product Name: **Certificate of Achievement**
File Name: RA*-certificate.pdf
Media Type: Archive quality photo paper
Binding and Finishing: none

Product Name: **Reward Stickers**
File Name: RA*-stickers.pdf
Media Type: Address Labels 1 inch by 2⁵/₈ inch. 30 labels on each letter-sized sheet
Binding and Finishing: none

Product Name: **Progress Poster**
File Name: RA*-poster.pdf
Media Type: card stock
Binding and Finishing: none

Product Name: **Handles Sheet**
File Name: RA*-handles.pdf
Media Type: Standard printer paper
Binding and Finishing: Single corner staple

Product Name: **Flash Cards**
File Name: RA*-tic-tac-toe.pdf
Media Type: Business Cards (pre-perforated, or standard card stock)
Binding and Finishing: Separate or cut

Product Name: **Ask Me!**
File Name: RA*-askme.pdf
Media Type: Business Cards (pre-perforated, or standard card stock)
Binding and Finishing: Separate or cut

Product Name: **Audio recording**
File Name: RA*-mono.mp3
Media Type: CD-ROM or record onto other audio media
Binding and Finishing: none

12.1.2 Materials for each class

Product Name: **Slide Guide**
File Name: RA*-slideguide.pdf
Media Type: Standard printer paper
Binding and Finishing: Single corner staple

Product Name: **Overhead Transparencies—full sheets**
File Name: RA*-felts
Media Type: Overhead Transparencies
Binding and Finishing: none

Product Name: **Felts, an alternative to “Overhead Transparencies—full sheets”**
File Name: RA*-felts
Media Type: iron-on transfer paper for computer printers, felt (available from fabric stores)
Binding and Finishing: Follow instructions provided with the transfer paper. Cut to desired size.

Product Name: **Computer Projection, an alternative to “Overhead Transparencies—full sheets”**
File Name: RA*-felts.pdf or *.jpg
Media Type: none
Binding and Finishing: See instructions following this table.

Product Name: **Overhead Transparencies—tic-tac-toe game**
File Name: RA*-tic-tac-toe
Media Type: Overhead Transparencies
Binding and Finishing: First page of file contains cutting instructions

Product Name: **Ask Me!**
File Name: RA*-askme.pdf
Media Type: Business Cards (pre-perforated, or standard card stock)
Binding and Finishing: Separate or cut

Product Name: **Teacher’s Guide**
File Name: TeacherGuide-v*.pdf
Media Type: Standard printer paper
Binding and Finishing: Single corner staple

Product Name: **Lesson Booklet—spiral**
File Name: If printing one book use RA*-1book.pdf
If printing four or more books use RA*-4book.pdf
Media Type: card stock
Binding and Finishing: First page of file contains cutting instructions

Product Name: **Copy of CD(s)**
File Name: RA*-cd-label*.bmp
Media Type: CD and CD label
Binding and Finishing: If you are making a copy of the CD(s) for a friend, please copy the entire unit.
This picture file can be used if desired to print onto a CD label.

Computer Projection

The use of two software programs is described here for projecting the pictures for public presentations or classroom use, but you may have your own favorite software you prefer to use. Adobe Acrobat is freely available for nearly all computer systems, but it introduces a delay between one slide and the next. The delay can be reduced a little by copying the file to your local hard drive. Microsoft Windows XP includes a program named “Windows Picture and Fax Viewer,” which is the default program for opening *.jpg files. The delay is not a problem when using this software, but neither program makes it easy to use a mouse to control which slide is being displayed. There are many other software programs that may be used for presentations. These two are described because they are widely available and fairly easy to use.

Using Adobe Acrobat

1. You may want to disable your screen saver. On Windows 98 and newer Windows operating systems, the area this can be changed can be accessed by right-clicking on the desktop and choosing **Properties**.

2. Copy the file RA*-felts.pdf to your hard drive. This is an optional step to slightly reduce the delay between slides.
3. Open the new copy of RA*-felts.pdf.
4. From the **View** menu, select **Rotate Clockwise**.
5. From the **View** menu, select **Full Screen**.
6. To advance to the next slide, press the **Page Down** key.
7. To return to the previous slide, press the **Page Up** key.
8. To return to a normal screen, press the **Esc** key.

Using Windows Picture and Fax Viewer

1. You may want to disable your screen saver. On Windows 98 and newer Windows operating systems, the area this can be changed can be accessed by right-clicking on the desktop and choosing **Properties**.
2. Copy the *.jpg files to a new directory on your hard drive. This is an optional step to eliminate the delay when the computer reads the picture files from removable media, like CDs.
3. With “Windows Explorer,” open the first *.jpg file in the directory.
4. Press the **F11** key to display the picture in full-screen mode.
5. Move the mouse to the upper right, and a list of controls will appear.
6. Click the “pause” button (second button from the left). This will stop the program from automatically advancing to the next picture.
7. To advance to the next slide, press the **Page Down** key or the right arrow key.
8. To return to a previous slide, press the **Page Up** key or the left arrow key.
9. To return to the normal screen, press the **Esc** key.

12.2 Instructions for European A4-sized paper

Files are provided on the CD so you can print each of the materials described here or take the CD to a quick-print shop for them to print them for you.

The files were prepared in the USA and with letter-sized paper in mind (8.5 inch by 11 inch). If you are printing on A4 paper, try using the “Shrink oversized pages to paper size” feature in the Acrobat Reader print dialogue. We think this will work for everything except the address labels. Until we have time to design a layout for a common European address label size, it will be necessary to print the stickers on USA-sized address labels.

References

- [1] Ellen G. White, *The Great Controversy: between Christ and Satan*, Pacific Press Publishing Association, Mountain View, California, Copyright 1888, Renewed 1939, Text copyrighted 1950 by the Ellen G. White Publications, Pages 67–68.
- [2] “Religious Education,” *Encyclopedia Britannica* 15th edition, Volume 15, page 645.
- [3] “Learning, psychomotor,” *Encyclopedia Britannica* 15th edition, Volume 10, page 749.