

WRITTEN PLANS

One of the major steps in preparing to teach is to put into written form everything that will happen in a period of instruction. This would be the lesson plan. But before arriving at this point, there are other written plans to consider.

A. Course outline; a plan designed to give the profile of a course. This plan is used for long range planning and should include:

- 1. Course title**
- 2. Day and time**
- 3. Course description**
- 4. Textbook**
- 5. Recommended reading**
- 6. Course requirements**
- 7. Course goal**
- 8. Specific objectives**
- 9. Weekly activities**

B. Unit Plan; a unified phase of a course covering two or more lesson. In planning, certain groups of lessons can be used to accomplish the same objective and should include:

- 1. Class**
- 2. Unit topic**
- 3. Dates**
- 4. Instructional objectives**
- 5. Textbook and references**
- 6. Methodology**
- 7. Instructional materials and aides**
- 8. Instructional plan**
 - a. Introduction**
 - b. Presentation**
 - c. Summary**
 - d. Evaluation**

C. Lesson Plan; a blue print of a period of instruction. This plan maybe written in a number of ways, but should include:

- 1. Class**
- 2. Lesson topic**
- 3. Date**
- 4. Instructional objectives**
- 5. Textbook and references**
- 6. Methodology**
 - a. Opening (invite)**
 - b. Presenting (inform)**
 - c. Exploring (investigate)**
 - d. Responding Creatively (illustrate)**
 - e. Concluding (inspire)**
- 7. Instructional aids, resources and materials**
 - a. Opening (invite)**
 - b. Presenting (inform)**
 - c. Exploring (investigate)**
 - d. Responding Creatively (illustrate)**
 - e. Concluding (inspire)**
- 8. Instructional plan**
 - a. Introduction**
 - b. Presentation**
 - c. Summary**
 - d. Evaluation**

In the process of writing and implementing a plan for a period of instruction, teachers must make a number of decisions to include:

- 1. What will I teach?**
- 2. What will the students learn?**
- 3. What teaching activities and methods will I plan for the session?**
- 4. What instructional aides and resources will the students and I use?**
- 5. What strategies will I use to evaluate the student's progress and my teaching?**

Writing Objectives

Characteristic of Instructional Objectives; There are certain characteristics that should be included in all instructional objectives.

1. The statement should be brief enough to be remembered.
2. The statement should be clear enough to be written down.
3. The statement should be specific enough to be achieved.
4. The statement should be flexible enough to allow for change.
5. The statement should be practical enough to be attainable.

Types of Instructional Objectives; In the teaching-learning process, as a general rule, teachers have three objectives in mind when they teach.

1. **Knowledge (Content) Objective:** The dominant purpose of this objective is to lead the class in a mastery of a body of knowledge.
2. **Inspiration (Attitude) Objective:** The dominant purpose of this objective is to lead the class to a deeper appreciation of some Christian truth.
3. **Demonstration (Action) Objective:** The dominant purpose of this objective is to lead the class to express action in their daily life.

Criteria for writing Instructional Objectives; The best way to write instructional objectives is to include in them the types of outcomes you expect from your teaching. What can the students do after they have seen the demonstration? How you teach is not the point of the objective, but what happens in the life of the student is the key.

1. An objective should be written in terms of student performance.
2. An objective should state in observable terms what students, will be expected to do.
3. An objective should be specific.
4. An objective should be measurable.
5. An objective should be sequential in relation to previous and following objective.

Start writing an objective with the following statement: “At the end of the session the student will be able to: This is a very helpful way to begin every instructional objective. It focuses on the students and what the teacher intends for them to be able to do.

After the introductory statement the next word is the key to the whole objective:

At the end of the session the students will be able to:

understand	know	believe	feel
realize	appreciate	acknowledge	

Avoid using words that are general and non-specific as these are. They do not help the teachers measure the student’s performance.

At the end of the session the students should be able to:

Demonstrate	list	cite
compare	describe	follow
identify	show	quote
state	organize	name
create	summarize	write
explain	express	contribute
present	suggest	participate
locate	select	define
find	discuss	ask

All of the above words are actions students can perform, which can be seen or heard by teachers. Such actions by students will enable the teacher to evaluate more objectively whether or not students have achieved what teacher intended.

When writing objectives for a session include as many different levels of learning as possible. Below are key words associated with each of the six aspects of the teaching/ learning process.

Remembering:

The first step toward learning and that it is just that, a first step.

Locate	Name	Define	Find
List	Recall	Retell	Match

Comparing:

When information that is remembered is compared to other information, more learning about a subject is possible.

Categorize	Distinguish	Contrast	Differentiate
Debate	Review	Sort	Connect

Interpreting:

This aspect of the learning process seeks to respond to the question.

“Why?” Students are invited to search for the meaning of the subject they are studying.

Explain	Analyze	Conclude	Summarize
Question	Suggest	Explore	Discuss

Creating:

Students show evidence of what they have learned when they are able to express, by some creative means, their understanding of the subject.

Dramatize	Write	Design	Create
Speak	Construct	Draw	Revise

Applying:

Learning is reinforced and made personal when students are able to apply the subject to their own experiences, values and life.

Relate	Show	Apply
Identify with	Connect	Illustrate

Deciding:

A goal of teaching in the church is to influence the way persons incorporate what they have learned in the way they live their lives.

Choose	Serve	Decide	Act
Participate	Use	Help	Work

Organizing Teaching-Learning Methodology

Every lesson plan has a beginning, middle, and end. There are many alternative activities that are appropriate for beginning, developing and ending a lesson.

- 1. Opening the Session. The first thing that the teacher and students do in a session is one of the most important activities of the whole hour.**
 - a. Students participate in game or icebreaker.**
 - b. Teacher reads a story or passage of scripture and asks questions.**
 - c. Students listen to a recording: song, story, commentary or other prerecorded material.**
 - d. Students view a film or filmstrip which introduce subject.**
 - e. Students do quick write.**
 - f. Teacher and students brainstorm a subject.**

- 2. Presenting the Subject. Before students can engage in purposeful study it is helpful to present to them some of the basic information related to the concepts to be developed in the session.**
 - a. Teacher makes a brief presentation (lecture).**
 - b. Students read a selection from scripture or other resource book.**
 - c. Students view a film or filmstrip.**
 - d. Students listen to tape recording.**
 - e. Students present brief report that are previously prepared.**
 - f. Guest speaker or other resource person makes presentation through lecture, interview, panel, debate, ect.**
 - g. Teacher reads or tell story.**

3. **Exploring the Subject.** Students are more motivated for learning when they are able to work individually or in small groups to explore further the subject matter that is the focus of the day's session.
 - a. Students do research in Bible and or other resource books.
 - b. Students interview other person and record interview.
 - c. Students discuss with teacher and other students.
 - d. Students use prepared worksheets.
 - e. Students participate in a simulation game.
 - f. Students listen to prerecorded resources.

4. **Responding Creatively.** Learning is reinforced and students are able to express themselves in meaningful or more creative ways to what they have learned.
 - a. Writing activities (letters, reports, poems, newspapers, scripts, ect.).
 - b. Recording activities (news reports, scripts, song, dramas, interviews, ect.).
 - c. Drama activities (role play, puppets, dance, drama, ect.).
 - d. Construction activities (scale models, maps, three-dimensional objects).
 - e. Painting or drawing activities.
 - f. Photography activities (Slides, photos, 8 mm films, Polaroid cameral).
 - g. Collage (felt and burlap, natural materials, photos, ect.).
 - h. Multi-media activities.

5. **Concluding the Session.** Each session should be brought to a fitting conclusion so that student sense a completeness to the sequence of learning activities experienced that day.
 - a. Each student shares his creativity.
 - b. Teacher leads discussion in which students express their own ideas.
 - c. Teacher summarizes.
 - d. Students write completion of open-end sentences.
 - e. Teacher and or student close with prayer.
 - f. Students decide on a project or action for next week.

CATALOG OF ACTIVITIES

The following is an additional list of learning activities, which can be used in planning a lesson.

A. Discussion Activities:

- (1) **Buzz groups:** Small groups (4-8 persons) discuss a given topic for a limited time.
- (2) **Brainstorming:** Class members suggest as many ideas as possible on a subject, withholding evaluation until all ideas are presented.
- (3) **Circle Response:** Each person in turn gives his response to a question or statement presented. No one may comment except during their turn.
- (4) **Questions and Answer:** Teacher guides class into a given topic or Scripture by asking a variety of specific questions.
- (5) **Talk Back:** Class members respond to a film, demonstration, lecture, by discussing it in groups.

B. Writing Activities:

- (1) **Quick Write:** Students write anything they know or can think of a subject. Quick writes are 2-5 minutes long.
- (2) **Prayer:** Written prayers help students verbalize their communication to God more concretely.
- (3) **Scramble Verses:** Key Bible verses may be scrambled and students are asked to write them in correct order.
- (4) **Telephone Number:** Students translate key verses into telephone numbers for easy recall (i.e., Galatians 6: 1-5 becomes GA6-0105)

C. Art Activities:

- (1) Banner:** A key Scripture from the session may be lettered and illustrated on a banner made of shelf or butcher paper.
- (2) Bulletin Boards:** Boards may be decorated to correspond with the topic or lesson theme.
- (3) Time Line:** Students work together to visualize biblical events chronologically on worksheets or butcher paper on the wall.

D. Drama Activities:

- (1) Dramatic Reading:** Students are assigned different parts of a Scripture and read their part dramatically.
- (2) Interview:** Students interview each other in pairs. Student then share information.
- (3) Litany:** Leader and group read or recite aloud a Scripture or prayer responsively.
- (4) Role-Play:** Students are given specific problem situations to act out extemporaneously.
- (5) Skit:** Students plan and act out a situation, which relates to the lesson.
- (6) This is Your Life:** Students review the life of a biblical character by presenting imaginary interview of people who knew him.

E. Music Activities:

- (1) Commercial Jingle:** Students write new words to the tune of commercial jingles to present a message from the session Scripture.
- (2) Hymn Song Paraphrase:** Students write the message of a hymn or song in their own words.
- (3) Hymn Song Rewrite:** Students write new words for a familiar tune, which expresses a biblical concept.

F. General Activities:

- (1) Assignment Projects: Students complete specific study task at home.**
- (2) Games: Real-life situations are reproduced in a game format so that students can simulate their feelings, responses.**
- (3) Memory: Students memorize selected Scripture passages.**
- (4) Oral Reports: Students share the results of their research on a specific topic.**

Instructional Aids Resources and Materials

Teaching-learning activities/methods are what teachers and students do in and out of the classroom to experience and communicate particular concepts. Instructional aids, and resources are what teachers and students use in the process of teaching and learning.

Resources may be organized in categories of verbal activities, visual activities, or simulated activities. Examples of resources in each category are:

A. Resources for Verbal Activities

- 1. Cassette tapes to listen to**
- 2. Cassette recorder for recording student's statements**
- 3. Phonograph player for listening to records**
- 4. Pens or pencils and paper for writing activities**
- 5. Resource books without diagrams, maps or photos with word.**

B. Resources for Visual Activities

- 1. Maps, charts posters, photographs and banners**
- 2. Filmstrips and projectors**
- 3. Overhead projector and transparencies**
- 4. 16mm films and projectors**
- 5. 8mm cameras, films and projectors**
- 6. Chalk board, bulletin board**
- 7. Books with photographs, paintings diagrams, maps**
- 8. Magazine pictures flannel board, magnetic board**
- 9. 35mm cameras slides, filmstrips, and films**

C. Resources for Simulated Activities

- 1. Puppets and stage for puppet plays**
- 2. Directions and supplies for simulation games**
- 3. Scripts, props, costumes, ect., for dramas**
- 4. Materials for constructing some scale models**
- 5. Resources for motivating, presenting and responding in ways that help students identify with a person, event, or concept**

**BETHANY CHRISTIAN BIBLE COLLEGE
COURSE OUTLINE TEMPLATE**

COURSE OUTLINE

COURSE TITLE:

DAY AND TIME:

INSTRUCTORS:

COURSE DESCRIPTION: (A brief description of the course.)

TEXTBOOKS: (Required textbook (s))

RECOMMENDED READING: (List of books and references to support the course)

COURSE REQUIREMENTS: (Description of required activities with points and grades)

(A) **ACTIVITIES**

(B) **POSSIBLE POINTS**

(C) **GRADES**

COURSE GOALS: (Skills the students will have mastered at the end of the course)

SPECIFIC OBJECTIVES: (Specific skills students will learn)

WEEKLY ACTIVITIES (Outline of weekly activities and assignments)

(A) **WEEK**

(B) **TOPICS AND ACTIVITIES**

COURSE OUTLINE

COURSE TITLE: TEACHING METHODS B-290
DAY AND TIME: TUESDAY 7:30 – 9:30 P.M.
INSTRUCTORS: BRO. EDWARD RUSSELL
DR. GINA RUSSELL-WILLIAMS

**“Who is the student?
A child of God, not a tool.
Who is the teacher?
A guide, not a guard.
What is learning?
A journey, not a destination.
What is discovery?
Questioning the answer, not answering the question.
What is the process?
Discovering ideas, not covering content.
What is the goal?
Open minds, not closed issues.
What is the test?
Being and becoming, not remembering and reviewing.”**
Anonymous

COURSE DESCRIPTION:

This course will explore teaching principles and strategies, which influence the learning process.

TEXTBOOKS:

Teaching Today’s Teachers to Teach: Donald L Griggs, Nashville: Abingdon Press, 2003.

RECOMMENDED READING:

Carlson, Gregory C. Understanding Teaching, (Evangelical Teacher Training Association, 110 Bridge Street, Box 327 Wheaton, Illinois 60187-0327, 1998)
Gangel, Kenneth. 24 Ways to Improve Your Teaching. Wheaton: Victor Books, 1983.
Gangel, Kenneth. Hendricks, Howard. **The Christian Educator’s Handbook On Teaching.** Wheaton: Victor Books, 1989.
Pazmino, Robert W. **Basics of Teaching for Christians.** Grand Rapids: Baker Books, 1998.
Griggs, Donald L. **Teaching Teachings to Teach,** Nashville: Abingdon Press, 1980.
LeFever, Marlene D. **Creative Teaching Methods.** Colorado Springs: Cook Ministry Resources, 1996.
Rusbult, Richard E. **Basic Teacher Skills.** Valley Forge: Judson Press, 1997.
Wilkinson, Bruce H. **The 7 Laws Of The Learner.** Sister: Multnomah Press, 1992.

COURSE REQUIREMENTS:

<u>ACTIVITIES</u>	<u>POSSIBLE POINTS</u>
Weekly Study Questions	50
Examination #1 (Weeks 1-4)	50
Examination #2 (Weeks 5-10)	50
Key Concepts/Main Ideas	100
Instructional Objectives	100
Activities and Resources	100
Lesson Planning Worksheet	400
Lesson Test	100
Portfolio / Journal	<u>50</u>
CLASS TOTAL:	1000

Note: Twenty (20) points will be deducted for late assignments. Make-up exams must be taken prior to next class meeting to receive full credit.

GRADING:

A	=	920 -1000
B	=	839 - 919
C	=	759 - 838
D	=	679 – 758
F	=	678 – Below

COURSE GOALS:

Course will enable students to identify and implement instructional strategies that provide a teaching environment conducive to learning.

SPECIFIC OBJECTIVES:

1. Identify to students the qualifications and responsibilities of Christian teaching.
2. Identify to students those factors that influence the learning process.
3. Acquaint students with the basic principles of teaching.
4. Guide students in the process of identifying and implementing instructional strategies.
5. Acquaint students with methods in planning and evaluation of instruction.

WEEKLY ACTIVITIES

<u>WEEK</u>	<u>TOPICS AND ACTIVITIES</u>
1	The Call to Teach. (Chapter 1,3)
2	Focus on Key Concepts/Main Ideas. (Chapter 4,5)
3	Focus on the Learning Process. (Chapter 6) MAIN IDEA DUE;
4	Focus on Instructional Objectives. (Chapter 7)
5	EXAMINATION # 1 (WEEKS 1-4)
6	Focus on Activities and Methods. (Chapters 8,10) INSTRUCTIONAL OBJECTIVES DUE;
7.	Focus on Instructional Aids and Resources. (Chapters 8)
8	Focus on Planning. (Chapter 9) ACTIVITIES/REOURCES DUE;
9	Focus on Evaluation. LESSON PLANNING WORKSHEET DUE;
10	Focus on Creativity. (Chapter 11,12) LESSON TEST DUE;
11	EXAMINATION # 2 (WEEKS 6-10) PORTFOLIOS /JOURNALS DUE;

**BETHANY CHRISTIAN BIBLE COLLEGE
LESSON PLAN TEMPLATE**

DATE:

CLASS:

INSTRUCTOR:

SESSION TITLE:

INSTRUCTIONAL OBJECTIVES: (Specific skills students will learn?)

TEXT AND REFERENCES: (List necessary books and references used to support this lesson.)

METHODOLOGY: (Select activities for the session)

**Opening,
Presenting,
Exploring,
Responding creatively
Concluding**

RESOURCES: (Select aides and resources that will support the planned activities.)

**Opening
Presenting
Exploring
Responding creatively
Concluding**

INSTRUCTIONAL PLAN:

Introduction: (what the teacher will say or do to introduce the topic/task.)

Presentation: (outline of lessons.)

Closure: (final statement by teacher summarizing, reviewing the lesson.)

Evaluation:(activities the teacher will use to determine if the objectives were achieved.)

LESSON PLAN:**DATE:** WEEK 8**INSTRUCTORS:** EDWARD RUSSELL
GINA RUSSELL-WILLIAMS**CLASS:** TEACHING METHODS B-290**TOPIC:** FOCUS ON PLANNING**TIME:** ONE SESSION**INSTRUCTIONAL OBJECTIVES:**

The student shall demonstrate at the end of this session that he can:

- Review the essential parts of a sound lesson plan;
- Design a sound lesson plan for a period of instruction;
- Illustrate the ability to write effective lesson plans;

TEXT AND REFERENCES:

- **Teaching Today's Teachers to Teach:** Donald L. Griggs
- Understanding Teaching: Gregory C. Carson
- Planning for Competence: Eugene C. Kim
- Basic Teacher Skills: Richard Rusbuldt

METHODOLOGY:

- Quick Write
- Storytelling
- Read-a-round
- Lecture
- Buzz Group
- Group Report
- Summary/Questions and Answers

INSTRUCTIONAL MATERIALS AND AIDES:

- Direction Quick Write (What you do to plan for a lesson?);
- Story (Father planning for Sunday school lesson.);
- Overhead Projector and Transparencies;
- Lesson Plan #7, Focus on Planning;
- Lesson Planning Worksheet Assignment;

INTRODUCTION:

“Let all things be done decently and in order.”
(1 Corinthians 14:40)

The universe operates according to orderly processes ordained by God. The earth on which we live is not the result of some accident or freak of nature. It exists and operates the way it does because God planned it that way. The Bible is a revelation of this plan and of God's plan for our salvation.

Man follows God's pattern. A pilot will plan a navigational course. An architect will plan a building before the builders begin to work. A homemaker will plan a meal. Teaching a lesson, the Christian teacher likewise will follow a plan.

Experience tells us that the competent teacher know what he is going to teach, why he is going to teach it and how he is going to teach it. Professionally minded teachers do not question the need to plan lessons, but may differ to the questions concerning the format of the plan itself. We are convinced from our own experience that one of the reasons some teachers have difficulty in lesson planning is that they do not clearly understand the principles of writing a plan. This session demonstrates the essential parts of an effective lesson plan and the patterns to follow to write this plan

PRESENTATION:

- I. Why Plan
- II. Advantages of Planning
- III. Practical Aides in Lesson Preparation
- IV. Planning the Lesson
- V. Written Plans

SUMMARY:

When planning we should always include prayer (James 1:5), “If any of you lack wisdom let him ask of God and it shall be given to him”. There is no substitute for prayer as preparation for Christian teaching. Recognition of God and dependence on His guidance are essential in any teaching that has spiritual goals.

We start preparation by reading and studying the printed material for the lesson. It is our task as teacher to tailor this printed material to the needs, skills, interests, and abilities of our students. By studying the course material we can select the key concepts to focus on, and have specific objectives for our students to achieve.

Select teaching activities and resources that will help communicate the main ideas and achieve the objectives. Give as much consideration to the opening and closing activities as you do to the lesson. This will help you in bring the lesson together for the students, to insure their learning.

A lesson plan is to a teacher what a map is to a traveler, a blueprint to a builder or a sketch is to an artist. Successful teaching requires the careful organization of material according to a clear lesson plan. Prepare each lesson carefully as if you were a surgeon preparing for an operation or trial lawyer preparing a court case.

Learning takes place more readily when the presentation of the teacher is organized and well structured. The competent teacher organizes and plans each learning experiences that will take place during the class period.

Lesson Planning Worksheet

Date:	Key Bible Passages
Class:	
Session Title:	

Main Ideas/Focus of the Session: I would like to communicate:

Objectives: At the end of the session the students will be able to:

- 1.
- 2.
- 3.
- 4.

Opening (invite):	Teaching Activities	Resources:

Lesson Planning Worksheet

Presenting (inform):		
Time:	Teaching Activities:	Resources:

Exploring (investigate):		
Time:	Teaching Activities:	Resources:

Responding Creatively (illustrate):		
Time:	Teaching Activities	Resources:

Concluding (inspire):		
Time:	Teaching Activities	Resources:

LESSON PLANNING WORKSHEET ASSIGNMENT

Using the Lesson Planning Worksheet on page 20 develop and write a “Lesson Plan” for a lesson you will teach this quarter. Include in your lesson plan the components from the “Lesson Plan Template”.

- **Class**
- **Lesson Topic**
- **Instructional Objective**
- **Date**
- **Text and References**
- **Methodology (opening, presenting, exploring, responding creatively and closing.)**
- **Instructional Materials and Aides**
- **Instructional Plan**

Introduction

Presentation (outline form)

Closure

Evaluation

Lesson Planning Worksheet

Date: Week 8	Key Bible Passages “ Let all things be done decently and in order.” (1 Corinthians 14:40)
Class: Teaching Methods B-290	
Session Title: Focus on Planning	

Main Ideas/Focus of the Session: I would like to communicate:
<p>The purpose and advantages of planning. Identify the essential parts of an effective lesson plan. Explore the principles and the patterns to follow to create and develop a solid lesson plan for a period of instruction.</p>

Objectives: At the end of the session the students will be able to:
<ol style="list-style-type: none"> 1. Review the essential parts of a sound lesson plan; 2. Design a sound lesson plan for a period of instruction; 3. Illustrate the ability to write effective lesson plans; 4.

Opening (invite):		
Time:	Teaching Activities	Resources:
15 minutes	Quick write Storytelling	Direction Q.W. (What you do to plan for a lesson?) Story (Father planning for Sunday school lesson)

Lesson Planning Worksheet

Presenting (inform):		
Time:	Teaching Activities:	Resources:
60 minutes	Read-a-round Lecture	Course Syllabus Overhead Projector and Transparencies Lesson Plan #7

Exploring (investigate):		
Time:	Teaching Activities:	Resources:
20 minutes	Buzz Group	Activity assignment; Develop objectives; Select activities and resources to communicate the objectives.

Responding Creatively (illustrate):		
Time:	Teaching Activities	Resources:
10 minutes	Group reporter reports and receive feedback from students and teacher.	Activity worksheet

Concluding (inspire):		
Time:	Teaching Activities	Resources:
10 minutes	Assignment Teacher Summarizes and answer questions.	Lesson Planning Worksheet Course Syllabus

WRITTEN PLANS

**Prepared and submitted by
Edward Russell**