

## EFFECTIVE TEACHING FOR TRANSFORMATION

### MODULE FIVE: “WHEN YOUR CHILDREN ASK YOU IN TIME TO COME, “WHAT?”

#### Learning Goals

- ✚ Establishing learning goals
- ✚ Working with curriculum—selection and evaluation/ how to create a curriculum
- ✚ Adapting curriculum to your setting

#### \* As needed

*If you are using the modules in a retreat format, you will not need to continue to do introductory activities, though some brain breaks or icebreaker activities will vary the pace and allow group members to continue to get acquainted.*

#### Establishing Learning Goals

Learning goals help those who can establish them to take responsibility for their own growth and learning. Goals should relate to more than just content, because we are teaching for transformation.

Learning goals are outcomes, not the activities we use to get to those outcomes.

Three basic kinds of **outcomes or goals** in transformational teaching: **1)** Students will know (content, information); **2)** Students will be able to (abilities, skills, processes, service); **3)** Students will be (what sort of change may be experienced or at least attempted; how to help student move from where he/she is to someplace more theologically mature)

A word about your own learning goals: As a lifelong learner and current teacher, what is your learning plan?

#### 1. \*Gathering [30]—Pre-workshop time [\* as needed]

✚ If at all possible, have participants bring with them a piece of curriculum that they are using. Or, have on hand several curriculum resources from different age groups that can be looked at. (The resources will remain intact.)

✚ Activity 6 will work best if you have copies of the *Hymnal* and the list of teaching/learning activities. (See the sidebar note for that activity.)

#### 2. Welcome/ Introduction [15-20]\*

✚ Read Deuteronomy 6:1-9/ 10-25

✚ Offer a prayer of welcome.

#### 3. Establishing Learning Goals [40]

✚ Learning **goals** are the targets or outcomes we want to achieve, and learning **activities** are the means by which we reach those goals. Before setting goals, consider these questions:

1. How do your students learn? (Do they read? Think abstractly? Reason inductively and deductively?)

2. Is context conducive to this learning? (What about the location of the learning site or the circumstances around this learning session will influence the learning?)

3. What prior knowledge is necessary? (Can a particular learning goal be accomplished in the absence of some other knowledge or skill? Will information or experiences be familiar or foreign, and what impact will that make?)

✚ **Handout – Deuteronomy 6:1-9.** In small groups read over the passage and think about what learning goals and activities might work for knowledge, skill, and transformation. (This activity considers only two age groups that differ greatly. You can also do this according to the age group you teach.) Consider that the young adults are capable of suggesting their own learning goals. What ‘ownership’ might older elementary kids take?

✚ After working on the goals, groups can come together to share answers.

### Curriculum

“Curriculum” describes the over all teaching plan—what is to be learned and what resources are needed to learn it. “Curriculum resources” are the particular tools employed in the curriculum plan.

The teacher is also a resource and is seven times as important as the specific materials that are used. A good teacher can use poor resources, but good resources can’t make up for a poor teacher. No curriculum can create nurturing relationships or mentoring.

*The curriculum activities require that participants have brought a sample or that you have samples available.*

*Teachers who have printed curriculum on hand need to understand how to evaluate its appropriateness and to decide on ways to adapt it to their particular setting and group. Teachers who must create their own curriculum need to understand that as well. In addition, they must have some kind of framework, outline, or information to develop useful and high-quality resources.*

### Curriculum Selection

*An added challenge would be to try to name things in alphabetical order. Group members should help each other so that no one gets put on the spot. For example, I like lots of **artwork**/ I don’t want any **ambiguity** OR I want **theological** depth/ I can’t stand **talking head** videos. Be clear that these answers should include both the tangible (artwork) and intangible (theological depth).*

## 4. Analyzing Curriculum [25]

✚ Ask: What is curriculum? What has been your experience of the importance of the teacher? (You are a curriculum resource.)

✚ Have participants look over the curriculum sample they brought. Group them according to the age level they teach or would like to teach. If not everyone has curriculum, they can share.

✚ Use the **handout Key Questions For Lesson Development** to evaluate the curriculum to 1) understand its appropriateness for the age group; 2) identify how well this would work, as it is, for their class; and 3) what they might need to adapt.

✚ When each person (or small group) is done, discuss what they discovered, including how their skills and abilities as a teacher help the curriculum to “work.”

## 5. Curriculum Selection [10]

✚ Divide the group in half and have them line up facing each other. One group represents “Gotta Have It” and the other represents “Deal Breakers.”

✚ Invite them, alternating in turns between groups, to mention one thing in that they either must have (or would be sure to add) in a curriculum resource (Gotta Have It) or that would be a deal breaker (activities that would be ignored, what might prevent them from buying or using a resource).

✚ **Hand out Curriculum Selection and Adaptation.** Review these factors and compare with what was mentioned in the game.

✚ Keep these “non-negotiables” in mind for the next step.

**Key Elements**

*If teachers must develop their own lessons, there is a temptation to choose only their favorite Bible passages or to select Scriptures that don't have any relationship with each other. Curriculum planning is more than just putting together one lesson. Lessons should have a context and some kind of organizing principle, such as major figures of the Old or New Testament, progression through the same book of the Bible, or connection to the seasons of the church year.*

**\*Teacher Tips**

[Teachers Tips](#) is a lengthy list of teaching/learning activities. If the link is not working, look for it at [www.gbod.org/education](http://www.gbod.org/education). Click on Resources for Teachers, then Teachers of Adults. Since it's so long, one copy for each table group would suffice.

**Adapting Curriculum**

*The purpose of this activity is to think about how curriculum plans can be adapted to fit within the resource limitations of the church and still be effective.*

*In addition, it is inevitable that something in a printed curriculum will not quite fit your group. How do you decide what to use and what not to use or how to tweak an existing activity to make it work for you.*

**6. Determine Key Elements in New Curriculum [60]**

✚ Look now at the **Key Elements** (on the previous handout). Group members will now put together a short curriculum **plan** (3 or 4 lessons). First choose an organizing principle, then at least one Scripture passages per lesson, and then establish learning goals. Next, choose a lesson structure and content and keep in mind the elements that “you gotta have” as well as the optional elements.

✚ **Hand out** or make available a copy of the **\*Teacher Tips**. This list of different teaching activities may best be suited for youth or adults, but many can be done with (or adapted for) children. This next step is to identify several activities that could be used to accomplish each of the learning goals. You can also make use of the *Hymnal*.

✚ Write out an outline of the lessons, identifying as much of the items in #3 in the Key Elements. **You do not have to write out all the instructions.** (You won't have time, and that's not the point.)

✚ As time allows, have volunteers explain what they have constructed.

**7. Adapting Curriculum to Your Setting [20]**

✚ **Handout- Adapting Lessons/ Church Profiles-** Choose the church that seems most like your own and then remain with your “church” group. Within the church group, form subgroups according to the age level you teach.

✚ There is a list of **teaching tools available**, which is intended to be suggestive of the limits of the church's resources, other than is what is supplied with the curriculum resource (like activity papers, for example). Your lesson is on the Good Samaritan. Using what you have on hand, what are two learning goals and two different activities you could do?

✚ After working out the curriculum issues, discuss any insights or tips for adaptation.

**Learning hooks**

1. Find common ground
2. Build on previous knowledge
3. Establish an emotional connection
4. Ask Questions
5. Expose Misconceptions
6. Clarify Vocabulary
7. Create interest
8. Connect learning to life

**8 . Wrap Up [30]**

✚ Use the learning hooks to review what people have learned.

✚ Take care of any lingering questions.

✚ Do the session evaluation that you have prepared or use the standing evaluation continuum. On the left is “I feel completely comfortable and knowledgeable in curriculum analysis, adaptation, and creation.” On the right is “I need more experience in analyzing, adapting, or creating curriculum.” Stand within the continuum at a place that indicates your agreement with the statements.

✚ Spend a few minutes debriefing the group.

✚ Close the session with a benediction.

## DEUTERONOMY 6:1-9

### The Great Commandment

**6**Now this is the commandment—the statutes and the ordinances—that the Lord your God charged me to teach you to observe in the land that you are about to cross into and occupy, <sup>2</sup>so that you and your children and your children’s children may fear the Lord your God all the days of your life, and keep all his decrees and his commandments that I am commanding you, so that your days may be long. <sup>3</sup>Hear therefore, O Israel, and observe them diligently, so that it may go well with you, and so that you may multiply greatly in a land flowing with milk and honey, as the Lord, the God of your ancestors, has promised you.

<sup>4</sup>Hear, O Israel: The Lord is our God, the Lord alone. <sup>5</sup>You shall love the Lord your God with all your heart, and with all your soul, and with all your might. <sup>6</sup>Keep these words that I am commanding you today in your heart. <sup>7</sup>Recite them to your children and talk about them when you are at home and when you are away, when you lie down and when you rise. <sup>8</sup>Bind them as a sign on your hand, fix them as an emblem on your forehead, <sup>9</sup>and write them on the doorposts of your house and on your gates.

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#### For Older Elementary Class

##### Learning Goals

✚ For Knowledge

✚ For Ability

✚ For Transformation

##### Activities

✚ For Knowledge

✚ For Ability

✚ For transformation

#### For Young Adult Class

##### Learning Goals

✚ For Knowledge

✚ For Ability

✚ For Transformation

##### Activities

✚ For Knowledge

✚ For Ability

✚ For transformation

## KEY QUESTIONS FOR LESSON DEVELOPMENT

1. For whom are you developing this?
  - ❖ For yourself? Church?
  - ❖ For this week? For a series?
2. Who is it for?
  - ❖ Ages
  - ❖ Church/ community
3. For what time frame?
  - ❖ 45 minutes for one shot lesson
  - ❖ x minutes for each series session
4. What are the abilities of the learners?
  - ❖ Readers? Non-readers?
  - ❖ Think abstractly or not?
  - ❖ Familiarity with church? With faith? At what level(s)?
5. What to study?
  - ❖ Key stories/ figures
  - ❖ Books of the Bible
  - ❖ Key theological themes
6. What are the learning goals
  - ❖ For a single lesson
  - ❖ Series
  - ❖ Quarter
7. What resources are on hand?
  - ❖ Bibles?
  - ❖ Paper/ pencil/ crayons
  - ❖ Other supplies
  - ❖ Anything in print
8. What kind of space (if you know)
  - ❖ One room school?
  - ❖ Place to work? Move around?
  - ❖ Just chairs? Any Tables?
  - ❖ Lighting/ sight
  - ❖ Noise level / hearing

## KEY ELEMENTS

1. Choose a Bible passage:
  - ❖ Balance Old Testament and New Testament
  - ❖ What pattern? (passages that fit a theme; a church season; a theological point, like a series on forgiveness; key people or events)
2. Learning goal(s)
  - ❖ As a result of this lesson students will (know\_\_\_\_; will be able to do \_\_\_\_\_)
  - ❖ Goal is attainable within the structure of the lesson (you have time, students can succeed; supplies are available)
3. Teaching Activities
  - ❖ What activities fulfill the learning goals
  - ❖ Plan a balance of learning activities to account for the multiple intelligences and that lead to good questions and experiences
  - ❖ Identify learning hooks
  - ❖ Plan activities that are suitable for the learners
  - ❖ Change pace at least every 15-20 minutes for adults; more often for younger learners
  - ❖ Blend content instruction with the opportunities that develop people in relationships with God and each other
  - ❖ Incorporate Christian spiritual practices

## CURRICULUM SELECTION AND ADAPTATION

### Characteristics

- ✦ Resources may be dated or undated
- ✦ Resources may have more than one component, which may have to be used together
- ✦ Resources may not be in book form
- ✦ Some resources may have leader and participant materials in one book or package
- ✦ There are different ways of naming items intended for the leader of a class or other study group: Teacher book, Leader guide, Study guide, study helps

**Choosing Resources:** Consider these issues and ask yourself if the curriculum resource meets the needs and abilities of the participants and will accomplish your learning goals.

### 1. *For the group and its leaders*

- |   |   |
|---|---|
| ✦ Age group   | ✦ Level of experience of participants with the church as an institution |
| ✦ Attention level                                     | ✦ Level of spiritual maturity of participants                           |
| ✦ Reading level                                       | ✦ Cultural make up of the group/ images and depictions in resource      |
| ✦ Level of physical ability                           | ✦ Time frame for the class or group                                     |
| ✦ Experience of teacher/leader                        |   |
| ✦ Learning preferences of the group                   |   |
| ✦ Level of familiarity of participants with the Bible |   |

### 2. *Focus of Each Class or Group*

- ✦ What is the focus?
- ✦ What are the learning goals

### 3. *The Level of Faith Maturity in the Group*

- ✦ Are the children able to think abstractly yet or still in concrete operations
- ✦ What background do children and youth have with the faith/ is their attendance pattern conducive to faith development
- ✦ Is there any help at home with religious formation
- ✦ Will participants understand the faith language, images, and allusions in the resource

### 4. *Theological and Biblical Foundations*

- ✦ What is your doctrine of Scripture
- ✦ What is the apparent doctrine of group or class members
- ✦ Does the Bible have to be quoted for the material to be 'biblical' enough
- ✦ Is there balance of Old and New Testament
- ✦ Is the resource compatible with denominational theology and practice

### 5. *Ease of Use*

- ✦ Any training or orientation helps
- ✦ Are needed supplies listed/ advance preparation noted
- ✦ How long is the session; how much must be covered for the session to make sense
- ✦ Is the teaching plan step by step or must you decide from options
- ✦ How many components do you need to use at once
- ✦ Any indicator of which activities could/should be team led

## ADAPTING LESSONS / CHURCH PROFILES

Choose the church that seems most like your own.

### Barbara Heck UMC—

#### Your Church Profile

- ✚ Ave. attendance 135
- ✚ SS- ave. 22 children; 8 youth; 34 (mostly senior) adults
- ✚ Most of the children are 'drop-offs'
- ✚ Town church/ stable
- ✚ Church chartered in 1959
- ✚ About 60% African American; 27% Hispanic/Latino; 13% White
- ✚ Ave. education for adults- High School
- ✚ Ave. household income \$48,000
- ✚ Mission-minded ministry

#### Teaching tools available

- ✚ Bibles
- ✚ Bible land maps
- ✚ Some craft materials
- ✚ One VCR/DVD set up
- ✚ Several files of recent "Bible" pictures

### Richard Allen UMC

#### Your Church Profile

- ✚ Ave. attendance 172
- ✚ SS ave. 61 children; 24 youth; 55 adults; handful of young adults
- ✚ About half the congregation commutes
- ✚ City church/ slight decline
- ✚ Chartered in 1893
- ✚ About half African American, 40% white; 10% Hispanic
- ✚ Ave. Education for adults- 2 years post-high
- ✚ Ave. household income \$56,000
- ✚ New vigor in evangelism ministry and hospitality

#### Teaching tools available

- ✚ Bibles
- ✚ File cabinet full of old pictures, filmstrips; videos; old curriculum; flannel figures
- ✚ White board and markers
- ✚ Crayons, paper
- ✚ Current curriculum for children
- ✚ Recent slides and photos of Holy Land
- ✚ Two VCR/DVD set ups

### Martin Boehm UMC

#### Your Church Profile

- ✚ Ave. attendance 40
- ✚ SS ave. 13 for all ages
- ✚ Attendees are all members; mostly older adult
- ✚ Members live in the rural community
- ✚ Church and area in great decline;
- ✚ Church chartered in 1937
- ✚ About 73% white
- ✚ Ave. education 10<sup>th</sup>-12<sup>th</sup> grade
- ✚ Ave household income \$31,000
- ✚ Host a lunch program for community families

#### Teaching tools available

- ✚ Hand-me-down One Room Sunday School curriculum from last year
- ✚ Several copies of Adult Bible Studies Teachers books (different quarters) from 2-3 years ago
- ✚ Bibles