

FALL 2009

MISSION STATEMENT

Arlington Baptist College endeavors to prepare men and women for Christian life and ministries, both lay and professional, through studies in Bible, general education, church vocations and practical service, integrating faith and learning in the context of a Christian world view.

I. COURSE DESCRIPTION

This course is designed to introduce students to a variety of standard visual aids for teaching young children. Through lecture, demonstrations, and classroom participation, students learn to construct and properly use some of the following tools: puppets, display boards, videos, flashcards, dioramas, and other interactive visual aids. A variety of teaching methodologies will be emphasized.

II. COURSE GOALS

- A. To help students prepare themselves for teaching and for using “visuals” by first recognizing who they are – their strengths, weaknesses, qualifications, gifts, etc. – as it relates to teaching children.
- B. To familiarize students with the developmental / learning characteristics and needs of, as well as age-appropriate visuals for children primarily from birth through sixth grade.
- C. To impress upon students the importance of and some of the methods of preparation and planning for the use of visuals specifically, and for teaching in general.
- D. To familiarize students with the variety, construction, and proper use of visuals useful in presenting Bible truths to children (birth through sixth grade).
- E. To give students opportunities to use a variety of “visuals” and teaching methodologies through peer teaching and other in-class presentations.

III. INSTRUCTIONAL GOALS

Upon the completion of this course, students will be able to:

- A. Verbalize their own strengths, weaknesses, qualifications, gifts, talents, etc. as they relate to teaching children.
- B. List and discuss age-appropriate visuals for children (birth through sixth grade), as well as discuss the learning/developmental characteristics and needs of these children.
- C. List and discuss various types of “visuals” and their uses in teaching Bible truths and other concepts.

- D. Explain the difference between categories of “visuals” (methods of expression and impression).
- E. Construct and use “visuals” properly and effectively.
- F. Teach more effectively by incorporating a variety of types of “visuals” and by employing a variety of teaching methodologies and plans.

IV. INSTRUCTIONAL OBJECTIVES

- A. After discussing and evaluating a person’s call to and qualifications for teaching children, each student will formulate an essay describing his / her own qualifications, gifts, talents, etc. as they relate to teaching children. The content of these essays will be shared with the class.
- B. After researching an assigned age group (from birth through sixth grade), each student will present a written and oral report on his/her assigned group. The students are encouraged to present the following information in the form of a chart: the age group’s learning / developmental characteristics, level of understanding, and needs, as well as age-appropriate “visual” ideas.
- C. Throughout the class discussions on knowing one’s subject, knowing how to teach and lesson planning, each student will research an assigned content area and will help teach the content by using note takers, charts, and other visuals.
- D. After researching “visuals” and discussing two major categories of visuals (impression and expression) used in presenting Bible truths and general content, each student will write a summary paper which defines / discusses these two major categories. The students will also have several opportunities to construct visuals and prepare short presentations using those visuals.
- E. Making use of all of the theoretical and practical information covered by the course, the students will have an opportunity to write a lesson which would cover an entire lesson time for Sunday school or other children’s programs. The format for this lesson will be created during the course and must be followed. The emphasis of this lesson will center on the use of various “visuals” discussed in class, yet they must be used effectively to present a certain theme or point.
- F. In an effort to extend learning beyond the constructs of the course itself, students will be required to put together a notebook which will include all course assignments, handouts, and projects, as well as, a curriculum of specific “visual” teaching activities. These activities must contain adequate explanation, a diagram or picture of the visual used, and an objective for the activity.
- G. Through the use of examinations, the students will demonstrate their knowledge of the following content: knowing themselves and their purpose as teachers, knowing their pupils, knowing the subject matter presented, as well as the methods of planning and presenting the subject matter.

V. REQUIREMENTS

- A. Compose a short essay which describes what you know about yourself as a teacher – as it relates to children’s ministries or to teaching in general. You should include a discussion of your “calling” as well as a summary of your qualifications (strengths). Please be as honest as possible, but do not be embarrassed to mention talents, gifts, and abilities God has given you. This essay should be no less than 2 pages, type-written. Please consider a proper essay to have an introduction, body (with main points), and a conclusion.
- B. After being assigned an age group (birth through 6th grade), each student will research the developmental and learning characteristics of that age group. Along with these characteristics, each student will list the needs and level of understanding of children in that age group, as well as, list the types of “visuals” or presentations appropriate for them. This will be a verbal and written presentation. The written presentation should be in chart form. After everyone has presented, we will copy the charts and distribute them to each student to be placed in the class notebook.
- C. After reading class material and personal research articles, etc. which relate to methods of impression and expression, the students will compose a three-page typed summary of their findings. This will not be a summary of just one source, but it will be an organized essay which demonstrates what the students have gleaned from the readings and discussions.
- D. During the discussion of methods of impression and expression, each student will be given the opportunity to present Bible truths using at least three of each method of presenting. These presentations will be verbal and written. At each time of presentation, the student must have the “visual” present and use it to present a truth from the Scriptures. The method of presentation will vary depending on the visual. The “effect” should be to capture and hold the attention of the students and involve them either physically or mentally. These presentations are **not** to be viewed as an entire lesson presented during the Sunday school hour. These presentations should be from 10 to 15 minutes in length. A written description of the presentation and a drawing / picture of the “visual” must be turned in on the day of each presentation. The written description must include an objective for the presentation. The written presentation cannot be a photocopy from an “activity” book. It must be type-written.
- E. After being exposed to the use of flannel graph as well as the use and construction of flannel background scenes, the students will each make one flannel background scene that can be used when presenting a Bible story.
- F. The students will complete two examinations which cover the major content discussed and researched.
- G. During the semester, each student will accumulate all handouts, activities, assignments, projects, lesson plans, etc. and place them in a notebook to be turned in during the last week of classes. This notebook will be graded on neatness, completeness, and organization. The student must use

dividers that are easily visible. Other than that, he/she may be creative and unique in the organization, decoration, etc. Please include the following among the previously mentioned items:

1. Five lesson “activities” for nine (09) different categories of methods of impression. (These may be photocopied from activity books. However, each one must contain an objective and must be clear as to the “visual” being used.)
 2. Three lesson “activities” for six (6) different categories of methods of expression. (These may be photocopied from activity books. However, each one must contain an objective and must be clear as to the “visual” being used.)
 3. Five (5) **interactive** bulletin board ideas for Sunday school or other children’s ministries. (These may be photocopied from bulletin board idea books. However, each one must contain an objective and must be clear as to the instructions for use. Also, a picture or diagram of the bulletin board must be provided.)
- H. Each student will participate in a peer teaching activity toward the end of the semester. The students will prepare and present an entire Sunday school lesson with an emphasis on varying “visual” aids. A combination of methods of impression and expression must be used during this lesson. On these particular lessons, less emphasis will be placed upon visualized songs and visualized memory work. However, these certainly may be incorporated into a lesson. Each student must complete a written lesson plan (using the form discussed in class) and present it to the instructor prior to the lesson. For certain types of visuals, students may certainly include other members of the class. Students will be graded on preparation, organization of visuals (other props), presentation, manipulation of “visuals”, and the accuracy of the lesson plan itself.
- F. The students will complete two exams which will cover the handouts and lecture notes.

VI. ATTENDANCE / GRADING

To be counted present for the class, one must be present at the time role is taken. For every absence incurred after two, one point will be deducted from the student’s final grade. Every two tardy infractions will constitute one absence. Due to the nature of student presentations and peer teaching, where attendance is sometimes vital to the presentation, no absences will be allowed. Three points will be deducted from the final grade for absences during any announced day of student / faculty presentations. Emergencies and subsequent penalties will be considered on an individual basis.

The grade you receive for the class will be determined by your performance in the following areas:

Essay – “You the Teacher”-----	05%
Age-Group Characteristic Chart -----	10%
Summary Paper (Impression/Expression)-----	10%
Presentations (3-5) - Methods of Impression-----	10%
Presentations (3-5) – Methods of Expressions-----	10%
Flannel Background Scene-----	10%
Peer Teaching -----	15%
Notebook-----	15%
Exams-----	15%

Grading scale according to the college catalog:

A = 93 – 100%

B = 85 – 92%

C = 76 – 84%

D = 70 – 75%

F = Any grade below 70% constitutes a failing grade.

VII. ASSIGNMENT SCHEDULE

August 24	Introduce the Course / Discussion
August 26	Know Yourself / Your Purpose
August 31	LABOR DAY HOLIDAY
September 02	Know Yourself / Your Purpose – ESSAY DUE Know Your Pupils / Discussion / Presentations
September 07	Know Your Pupils / Presentations Age-Group Characteristics Chart Due
September 09	EXAM Know Your Subject
September 14	Know Your Subject: Lesson Preparation
September 16	Know How to Teach
September 21	Know How to Teach
September 23	Follow a Plan: Lesson Planning
September 28	Follow a Plan: Lesson Planning
September 30	EXAM

Methods of Impression / Expression

October 05	Methods of Impression / Expression SUMMARY PAPER DUE
October 07	Methods of Impression: Preparations
October 12	Methods of Impression: Presentations
October 14	Methods of Impression: Presentations
October 19	Methods of Impression: Presentations
October 21	Methods of Expression: Presentations
October 26	Methods of Expression: Presentations
October 28	TIMOTHY DAY – No Classes
November 02	Methods of Expression: Presentations
November 04	Methods of Expression: Presentations
November 09	Flannel Graph Demonstration
November 11	Flannel Graph Demonstration
November 16	PEER TEACHING
November 18	PEER TEACHING
November 23-24	ACSI CONVENTION
November 25-27	THANKSGIVING HOLIDAYS
November 30	PEER TEACHING
December 02	PEER TEACHING
December 07	Notebook Due Flannel Background Scene Due
December 07-11	FINAL EXAM WEEK PEER TEACHING

BIBLIOGRAPHY

Books

- Allen, Edith Beavers. *Better Bible Games*. Grand Rapids, MI: Baker Book House, 1969.
- Anderson, Vernon. *Before You Teach Children*. Philadelphia: Lutheran Church Press, 1962.
- Beechick, Ruth. *Teaching Preschoolers*. Denver, CO: Accent Books, 1983.
- Benson, Clarence H. *Teaching Techniques for Sunday School*. Wheaton, IL: Evangelical Teacher Training Association, 1963.
- Bolton, Barbara J. and Charles T. Smith. *Creative Bible Learning For Children Grades 1 – 6*. Glendale, CA: International Center for Learning, 1978.
- Clark, Robert E., Joanne Brubaker, and Roy B. Zuck. *Childhood Education In The Church*. Chicago: Moody Press, 1986.
- Doan, Eleanor. *145 Fun To Do Handcrafts*. Grand Rapids, MI: Zondervan Publishing House, 1972.
- Fine, Eddie and Billye Joyce. *Teachers Are Made, Not Born*. Cincinnati, OH: Standard Publishing, 1990.
- Foushee, Clyde. *Animated Object Talks*. Grand Rapids, MI: Baker Book House, 1956.
- Haystead, Wes and Sheryl, editors. *Sunday School Smart Pages*. Ventura, CA: Gospel Light, 1992.
- Leavitt, Guy P. *Teaching With Success*, Revised, ed. Dr. Eleanor Daniel. Cincinnati, OH: Standard Publishing, 1990.
- Mager, Robert F. *Preparing Instructional Objectives*. (Second Edition). Belmont, CA: Fearon Publishers, Inc., 1975.
- Morrison, Eleanor Shelton and Virgil E. Foster. *Creative Teaching In The Church*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1963.
- Pentecost, Dorothy Harrison. *Seasonal Object Lessons*. Chicago: Moody Press, 1972.
- Richards, Lawrence O. *Creative Bible Teaching*. Chicago: Moody Press, 1976.

Sargent, John H. *Delightful Three Minute Object Talks*. Grand Rapids, MI: Baker Book House, 1952.

Sargent, John H. *Popular Object Lessons*. Grand Rapids, MI: Baker Books House, 1948.

Schantz, Daniel. *You Can Teach With Success*. Cincinnati, OH: Standard Publishing, 1994.

Schultz, Thom & Joani. *Why Nobody Learns Much of Anything at Church: And How to Fix It*. Loveland, CO: Group Publishing, 1993.

Standke, Linda. *Super Bible Game Book*. Grand Rapids, MI: In Celebration, N.D.

Weisheit, Eldon. *61 Worship Talks for Children*. St. Louis: Concordia Publishing House, 1968.

Internet Resources

mintools.com (Tools to help you to discover your spiritual gifts, get equipped for serving God, and find useful ministry resources)

teacherhelp.org (Resources for Christian teachers)

beyondthisplanet.org (Provides ideas and free downloadable teaching material, visual aids, practical advice, review games and more)

childrensconference.com (Ideas for day care, summer camp, Sunday school, children's church, vacation Bible school, and nursery)

childrensministry.com (Tips and resources for children's ministry teachers)

childrensministry.net (Provides useful resources for children's ministry workers)

childrensermons.com (Over 100 free Christian children's sermons that take less than five minutes to give)

christiancrafters.com (Christian resources to teach children about Jesus)

disciplinehelp.com (Website to help parents and teachers to handle over 100 different misbehaviors)

**kidssundayschool.com (Children's Ministry resources including Sunday school lessons, crafts, activities, object lessons, stories, skits, games, songs, and more)

letusteachkids.com (Resources including puppets, object lessons, stories and music for teachers and parents to build children with strong character)

Magazines

Children's Ministry Magazine (cmmag.com)

Evangelizing Today's Child