

## Bible Class Lesson Planning Requirements

### Teaching I and Teaching II students must complete the following daily tasks in preparation for Friday's Lesson Presentations

**Monday:** Sign up for your lesson/passage from the list. Choose the age group for which you are designing your lesson. Write your age group and lesson on the top of your Lesson Plan Worksheet. Read the selected passage 3 times.

**Tuesday:** Choose a memory verse and write it on your lesson plan worksheet. Have a camp counselor initial your memory verse on the lesson plan worksheet.

**Wednesday:** Submit lesson outline for approval. (Have a counselor initial your outline on the lesson plan worksheet)

**Thursday:** Submit review questions based on your lesson. Be sure they are age appropriate. (Have a counselor initial your questions on the lesson plan worksheet)

**Friday:** Present an overview of your lesson to the campers/counselors. Using your lesson plan worksheet as a guide, you will explain your plans. You will not actually be teaching the lesson. You will tell us what you are teaching, how you plan to teach the lesson, present visuals, games, activities, etc. You should also be prepared to answer any questions about your plans, styles, activities, or preparation needs.



**FTTC Lesson Plan Rubric**

Name : \_\_\_\_\_ Teaching to: \_\_\_\_\_ (age/grade)  
 Topic/Title \_\_\_\_\_ Main Passage \_\_\_\_\_

	<b>Best Practices</b>	<b>Well Done</b>	<b>Needs Improvement</b>
<b>Lesson Title</b>	Creative title that gets your attention and makes you want to study the lesson.	Clear title descriptive of your bible lesson.	No Title or title is not descriptive of the lesson/topic
<b>Scriptures</b>	Main scripture and supporting scriptures. Conveyed the context of the scripture and a clear understanding of the passage as it applies to your lesson (New/Old Testament, author, background, how you will communicate this to the class)	Includes a main scripture and supporting scriptures. Scriptures match your lesson in context. Teacher understands the scripture.	Includes at least one scripture reference that is applicable to the lesson.
<b>Emphasis or theme</b>	Your theme is age appropriate and is carried throughout the lesson. The theme shapes and drives the topics and activities that make up the lesson.	Contains a main point that drives the lesson. Lesson & activities could be more focused. Theme is age appropriate.	Unsure what the main point of the lesson is. Some activities may not be age appropriate.
<b>Welcome &amp; pre-class activity</b>	Clear plan for students upon arrival (engages them in class/gets them ready for lesson). Interactive/hands on component. (bible drills, songs, memory verse game/puzzle, attendance activities, books of the bible game/activity, coloring sheets, play dough, folder games, bible matching games)	Has a basic plan for student arrival appropriate for your student age group.	Does not have clear plans for student arrival or plans not appropriate for age group.
<b>Prayer topic</b>	Geared toward your lesson/theme and what you want students to learn. Includes taking prayer requests	Includes prayer/prayer requests.	Does not include prayer in the plan or prayer seemed to be an afterthought.
<b>Introducing the Story</b>	Intro captures the attention of the students and is age appropriate. Important background material was included (such as map, book of the bible, important characters and/or an object or visual).	Introduction had a neutral effect on me. Important background material was not included.	The intro did not make me want to listen to the rest of the story. Not sure how the introduction relates to the lesson.
<b>Telling the story Use of visual aids</b>	Presented a clear outline of the lesson including a clear plan for the presentation. Main points were clear and related to the theme. Plan utilized visuals that were appropriate to the lesson and to the student age group.	Presented an outline of the lesson. Main points were clear, but plan was hard to follow at times. Some visuals were included.	Lesson plan/outline was unclear. Did not use supporting materials/visual aids or visual aids were used inappropriately.



<b>Application and supporting activities</b>	Take home message clearly presented. Lesson was relevant to students and clearly articulated. (life application presented; truth about God or His character described, or example of Godly living/consequences of ungodly living explained) Activity supported the application. (Games, worksheets, scenarios, pictures, craft, etc.)	Some life application was made but could be improved. Lesson relevance needs to be explained clearly.	Did not present a clear application of the lesson. Did not clearly understand the relevance of the lesson to the lives of the students.
<b>Review</b>	Presented a clear final wrap up. Brought the class to a close with an idea, game, take home sheet or other activity.	Closing idea was there but not clear. Could use improvement.	Did not present a clear closing or final wrap up/review.
<b>Preparation</b>	Clear list of supplies needed to teach the lesson. Included visual aids that needed to be made or gathered for the lesson.	Some preparation plans were included but additional planning needs to be done.	Materials needed or preparation plans were not made clear.
<b>Overall Effectiveness</b>	The presentation was informative and interesting, and I would LOVE to be in her bible class.	The presentation was informative and interesting. Student appears enthusiastic about teaching.	The presentation was not very informative or interesting. Student does not appear enthusiastic about teaching.
<b>Time Limit</b>	Presentation was within the time limit		Presentation was not within the time limit

Comments:



**FTTC Lesson Plan Rubric**

Name : \_\_\_\_\_ Class Age Group: \_\_\_\_\_ Topic or Passage \_\_\_\_\_

	Best Practices	
<b>Lesson Title</b>	Creative title that gets your attention and makes you want to study the lesson.	
<b>Scriptures</b>	Main scripture and supporting scriptures. Conveyed the context of the scripture and a clear understanding of the passage as it applies to your lesson (New/Old Testament, author, background, how you will communicate this to the class)	
<b>Memory Verse</b>	Choose an age appropriate memory verse.	(____initials)
<b>Emphasis or theme</b>	Your theme is age appropriate and is carried throughout the lesson. The theme shapes and drives the topics and activities that make up the lesson.	
<b>Welcome &amp; pre-class activity</b>	Clear plan for the students upon arrival that engages them in the class and gets them ready to learn the lesson you have prepared. Has an interactive/hands on component. Examples: bible drills, songs, memory verse game or puzzle, attendance activities, books of the bible game/activity, coloring sheets, play dough, folder games, bible matching games, etc.)	
<b>Prayer topic</b>	Plan to gear your prayer toward your lesson/theme and what you want students to learn. In addition to taking prayer requests (write them down). <i>Remember if it is important enough to the child to request a prayer, it should be included even if it seems trivial to you.</i>	
<b>Introducing the Story</b>	The intro captures the attention of the students and is age appropriate. This could be a question or statement or story. Also include Important background material (such as map, book of the	



	bible, important characters and/or an object or visual).	
<b>Telling the story</b> (outline of story/lesson) <b>Use of visual aids</b> (method of telling the story)	Include a clear outline of the lesson to be taught including a clear plan for the presentation. Main points need to be clear and related to the theme. Use visuals in the presentation that are appropriate to the lesson and to the student age group. Will you use pictures, drawings, flip charts, flannel boards, power point slides, stick figures, toy figures, puppets, clothesline pictures, black lights, story props, drama, sand box figures, posters etc.?	(____initials)
<b>Application and supporting activities</b> (games, crafts, activities)	What is the application of the story for the students in your classroom? What is the take home message? How is this relevant to their everyday lives? (life application presented; truth about God or His character described, or example of Godly living/consequences of ungodly living explained) What activities will you use to support the application? (question/answer games, what-if games, worksheets, scenarios to act out, pictures to draw or color, craft to create, etc.)	
<b>Review</b>	This is your final wrap up. How will you bring your class to a close? Will you have a game, take home sheet or other activity?	
<b>Preparation</b>	Make a clear list of what you need to do before class. Supplies you need to gather, visuals you need to find or make, games to create, review questions to write, etc.	



<b>Review Questions</b>	Write 5-7 review questions that are age appropriate.	
<b>Discipline</b>	What discipline plan will you have in place that is age appropriate?	
<b>Bible Skills and Drills</b>	What bible skills and drills are appropriate for this age group?	

(\_\_\_\_ initials)



### FTTC Devotional Rubric

Factors	Best Practices/Professional	Well Done/Proficient	Needs Improvement
<b>Introduction</b>	<input type="checkbox"/> Creative “hook” that draws us into the lesson <input type="checkbox"/> Successfully leads into the lesson <input type="checkbox"/> Delivered with passion or enthusiasm <input type="checkbox"/> Introduces the purpose clearly and creatively	<input type="checkbox"/> Introduces the purpose of the presentation clearly <input type="checkbox"/> Intro had a neutral impact	<input type="checkbox"/> Did not make me want to listen to the rest of the speech <input type="checkbox"/> The topic was not very clear.
<b>Organization</b>	<input type="checkbox"/> Extremely well organized <input type="checkbox"/> Effective, smooth, transitions are succinct but not choppy <input type="checkbox"/> Presents information in logical, interesting sequence	<input type="checkbox"/> Generally well organized <input type="checkbox"/> Transitions connect key points, but better transitions are needed <input type="checkbox"/> Most information logically sequenced; a few points confusing	<input type="checkbox"/> Poor/nonexistent organization <input type="checkbox"/> Transitions rarely connect points; jumps around topics <input type="checkbox"/> Several points are confusing <input type="checkbox"/> Presentation disjointed; no apparent logical order
<b>Content</b>	<input type="checkbox"/> Lesson was built on a specific text <input type="checkbox"/> Supporting scriptures kept in context <input type="checkbox"/> Doctrinal statements backed by Scripture <input type="checkbox"/> All information pertained to the thesis statement <input type="checkbox"/> Supporting materials (verses, facts, stories) were convincing, varied, and support main points <input type="checkbox"/> A practical application was made for the listener	<input type="checkbox"/> Lesson was mainly built on a specific text <input type="checkbox"/> Scriptures were kept in context <input type="checkbox"/> Most doctrinal statements backed by Scripture <input type="checkbox"/> Could have been more focused/most information pertained to thesis statement <input type="checkbox"/> Supporting materials sometimes used inappropriately <input type="checkbox"/> Practical application was implied but not clearly stated	<input type="checkbox"/> No main text presented <input type="checkbox"/> Scriptures were presented out of context <input type="checkbox"/> Doctrinal statements were presented without Scripture <input type="checkbox"/> Information included that was unrelated <input type="checkbox"/> Sufficiently inaccurate information <input type="checkbox"/> No practical application
<b>Conclusion</b>	<input type="checkbox"/> Logically tied to the lesson <input type="checkbox"/> Summarized the main points <input type="checkbox"/> Concise and to the point <input type="checkbox"/> Call to action was presented <input type="checkbox"/> Final point was memorable	<input type="checkbox"/> Logically tied to lesson <input type="checkbox"/> Summarized main points <input type="checkbox"/> Call to action needed to be stronger <input type="checkbox"/> Final point was there but could have been stronger	<input type="checkbox"/> No summary presented <input type="checkbox"/> Conclusion was too long <input type="checkbox"/> No call to action presented <input type="checkbox"/> Final point not strong or did not exist
<b>Presentation</b>	<input type="checkbox"/> Poised, clear articulation; proper volume; <input type="checkbox"/> Steady rate; enthusiasm; confident <input type="checkbox"/> Speaker is clearly comfortable <input type="checkbox"/> Correct pronunciation/enunciation <input type="checkbox"/> Correct grammar <input type="checkbox"/> Sentences complete, flows smoothly	<input type="checkbox"/> Clear articulation but not as polished <input type="checkbox"/> Seems uncomfortable at times <input type="checkbox"/> Pronounces most words correctly <input type="checkbox"/> Words appropriate for context and uses correct grammar <input type="checkbox"/> Sentences complete and grammatical, and flows smoothly	<input type="checkbox"/> Presenter obviously anxious; cannot be heard; monotone <input type="checkbox"/> Mumbles, incorrectly pronounces terms <input type="checkbox"/> Words inappropriate for context; incorrect grammar <input type="checkbox"/> Grammar and vocabulary interfere with focus on the ideas
<b>Eye Contact</b>	<input type="checkbox"/> Maintains eye contact; seldom returning to notes; like a conversation	<input type="checkbox"/> Maintains eye contact most of the time, but frequently returns to notes.	<input type="checkbox"/> Student reads all or most of presentation with no eye contact
<b>Overall Effectiveness</b>	<input type="checkbox"/> The devotional was interesting and informative. I would like to hear another presentation from this speaker.	<input type="checkbox"/>	<input type="checkbox"/> The presentation was somewhat interesting and informative.
<b>Time</b>	<input type="checkbox"/> Presentation was within time limits	<input type="checkbox"/>	<input type="checkbox"/> Presentation was NOT in time limits

Comments:



# Teaching I

## Overview of Understanding Children

Teaching methods vary based on the ages and levels of ability of our students.

- Children are not miniature adults.
- Children are all different; don't overlook their personalities, abilities, likes, and dislikes.

Here is some information about teaching different age groups and how to provide the best learning experience for them.

- Cradle roll
- 2-3 years
- Preschool
- Elementary
- Upper elementary





## Cradle Roll (6 mo-24 mo.)

Cradle roll sets a foundation for learning principles and loving Bible class!

Children are:	Lessons pointers:
<ul style="list-style-type: none"><li>• Physically active</li><li>• Explore objects with their hands and mouths</li><li>• Like routines</li><li>• Like repetition</li></ul>	<ol style="list-style-type: none"><li>1) Predictability/routine is key (routine, songs, toys, expectations)!</li><li>2) Keep the lesson content the SAME for at least a quarter</li><li>3) Infants/toddlers enjoy music. Sing, sing, and sing some more.</li><li>4) Every child should have something to hold to keep them engaged (tactile).</li><li>5) Be an enthusiastic, loving, compassionate teacher.</li></ol>

Lessons may revolve around the things God has made such as families, animals, and babies. Also included in the lessons are concepts that the Bible is God's special book and we love to go to church.

A few more things to keep in mind with this age group:

- You need at least one helper to work with the lead teacher.
- Strap them in! Safety is always your first concern.
- Wash your hands.
- Toys need to be washed every week – the helper can be taking up toys and wiping them with a Clorox wipe before they put them away while the lead teacher is handing out the next toy to go with the next song or part of the lesson.
- Give a toy/object to each child – even if they aren't big enough to really hold or explore it yet. NOTE: make sure every item is age appropriate – no small parts, no loose parts, no sharp edges; and be sure items have been properly cleaned.
- Check on the regulations at your congregation to determine snack options. NEVER give a child food without the parent's permission.
- Decorate the room to go with the quarter's theme so you have objects to point to or for them to find and point out during the lesson.
- WELCOME the parents.

Babies learn many foundational lessons in the cradle roll class. Here are a few lessons and then comments made from the baby's perspective (from Kim Higginbotham, teacherhelps.org):

1. Church/Bible class is a wonderful place to be. (My teacher is so excited to see me. She smiles at me, sings fun songs, and takes care of me).
2. Respect for God's word. (The Bible is God's book and I should take care of it. I will learn to pat the Bible gently and not eat the pages)!
3. God is the Creator of the Universe. (God made everything. He made mommy, daddy, food, animals, homes...).
4. Reverence for God. (When my teacher says that we are going to talk to God, I fold my hands and bow my head).



5. God loves me and I am special. (I will thank him for my eyes to see, nose to smell, ears to hear, hands to touch, feet to run)!
6. Compassion for others. (When my friend cries, I'll cry with them. When I cry, there's friend beside me who will share their Cheerios with me)!

## Two and Three Year Olds

Are physically active and cannot sit still for long periods of time.

Have VERY short attention spans: You will need to alternate between active and passive activities. You may need to capture their attention frequently or give them a little break from listening – with something they can do.

Have a limited vocabulary: Some 2-year olds are very vocal while others (especially boys) may not talk much. They can usually understand more than they can express. 3-year olds can be much more easily understood.

Tire Easily: Another reason to alternate between active and passive activities.

Are self-centered: They are at the center of their own little worlds. They need you to make them feel loved and special.

Need repetition: repeat the message of the story often while talking to them, doing the activity, or playing with them. They need to hear the story at least two times in every class and you need to retell it several weeks in a row reminding them what you talked about last week and how it ties into what we are talking about today.

Prefer routine: Routine has a calming effect on children. You will need a standard order/format for you class.

Need clear directions and assistance: You need to have their full attention when giving directions and you need to give clear instructions, one step at a time. You also may need to help them in their tasks – so you need to be well prepared so you can give them your full attention.

Like to be independent – They like to do things by themselves even though they may not be able to. Help them when needed, and try not to hurry them.

Often say “no” – It is better to give 2-3-year olds a choice of this or that – rather than asking a yes/no question – unless you are happy with “no” (Don't give them a choice when it matters which choice he makes).

Are emotionally fragile: They are developing emotionally and may quickly change from laughing, crying, or giggling. It's important to provide a loving, calm atmosphere. Routine helps.

Tantrums and aggressiveness: These may be an attempt to exert their independence or a result of



frustration. This is normal! Be firm and loving. Patiently and consistently teach children to share and be kind to others. In the case of attention-seeking tantrums – it's best to minimize the attention they receive. Use positive reinforcement for good behavior.

### **Other teaching tips:**

Visuals are very important. Larger pictures with less detail are good.

Felts, stick figures, and pictures are good visuals. Toy figures/animals etc. are good to use for the lesson and to give hands on experiences.

They can memorize simple verses and can begin learning books of the bible.

Songs and action rhymes are great for 2-3 year olds.

Be flexible and don't pressure them. You will have children who may not want to participate in an activity – but if they choose not to do it, they will have to learn to not disturb those who are doing it.

Communication with parents is important. Knowing what is going on in the child's life/family can help you prepare for issues.

Important concepts to teach 2 year olds:

God made everything...learn about creation.

God made me – each part of me – fingers, eyes etc. Also, a good time to learn to thank God for my eyes so I can see, etc.

God's love and care – are important concepts as they need love and security. Learning God loves me, cares for me, and is with me.

## **Preschool Children (4 and 5 year olds)**

Love listening to stories: Keep in mind that they listen to many stories and fairy tales at this age, so it's important to emphasize that the Bible is true and really happened!

Are creative & imaginative.

Are self-centered: Encourage awareness of others and how others feel. They often interrupt the story with their own stories. You want to give them opportunities to share but they have to learn the appropriate time to share.

Have limited ability to understand: It is important to teach stories within their ability to understand to keep stories and concepts simple. In simplifying a Bible story, never distort it and don't teach anything they will have to unlearn at a later date. Use vocabulary (words) they understand.

Think concretely: They think concretely and do not understand abstract concepts.

Need clear directions: Continue to give clear directions, one step at a time.



May be limited in small muscle tasks: Be prepared for a wide range of drawing, pasting, and cutting abilities. Think carefully about the suitability of activities and the time they will take as well as the amount of teacher involvement required.

Enjoy and need repetition: Reinforce the main message in as many ways as possible. Young children don't equate repetition with boredom – they need to hear it over and over.

Have a short attention span: Don't expect them to sit and listen for too long. They need a variety of activities requiring different levels of concentration. Order your activities carefully so that children are prepared for key concentration times like the story and are able to listen effectively when you want them to. They are easily distracted so be aware of potential distractions and minimize them. Be brief and to the point.

Are very active: They will wriggle and squirm and need to have active times to release energy. Again, alternating passive and active activities helps.

### **Other suggestions for preschool classes:**

Use your Bible. Teach from an open Bible. Let them know the stories are real.

Be clear about the Bible and Bible facts. If it's in the Bible it's absolutely true. Teach and review Bible facts: i.e. 2 parts, memorize books, ask 'is this story in the new/old testament'. Continually remind students that the lessons are from the Bible and they are real.

Simple time lines are good in the preschool room. Refer to them as you teach and talk about when the event happened in relation to past lessons as well as major points on the timeline.

Be enthusiastic – present things in a fun, enjoyable way and they will be "all ears."

They enjoy learning. It's fun. They are soaking up so much information during these years.

Incorporate all their senses when possible. They need to be seeing and doing, not just hearing. Again this is why visual aids are so important at this age.

The security of a familiar routine is important. Be organized so you avoid confusion and will be seen as firmly in control.

## **Early Elementary – 1<sup>st</sup>-3<sup>rd</sup> grades**

They are learning to read and write: Their ability will vary greatly as they all learn at different rates.

- Don't assume everyone can read and don't embarrass those who can't. Get to know their ability levels and keep reading material simple.
- They are learning to read, but not ready to read to learn.
- Writing abilities also vary. Keep writing to a minimum.

Attention span is increasing – but they still need wriggle and squirm. Make the most of key concentration times.



Need variety: use a variety of teaching techniques, variety of craft activities. You can now alter your routines.

Capable of learning more material and in greater detail than younger children.

Think in concrete terms: They are still thinking on a concrete level so you need to explain things on a concrete level. Limit abstract concepts.

Use a variety of visual aids. Use your Bible, time lines, games, posters, pictures, memory work visuals, simple maps. Consider visuals that you add to each week. Use attendance and memory charts. Require them to EARN rewards.

Easily excited: They can quite easily become over-excited and difficult to control. Aim to provide a calm atmosphere. All the same, harness their natural enthusiasm by doing activities that they enjoy.

Desire to please and be recognized by adults: Encourage them as much as possible and respond positively to their work. Show love and care. Remember important events such as birthdays as it will mean a lot to them.

Still need clear guidelines for behavior and close supervision.

They are curious – full of questions about everything. Encourage this as it helps them learn. Try to be prepared for questions related to the lesson. Don't be afraid to say "I don't know" but follow it with – let's look that up, or I will find out. And follow up next class!

Love bible games – This age loves to play bible games for review. Be sure to encourage good sportsmanship.

They love to share stories from their week. Be sure to limit when they can tell stories – not during the lesson. Talk to your students outside of class – this is good time to learn about their week.

Keys to teaching Elementary students:

- Simple reading and writing.
- Lots of variety!
- Bible review games.
- Continue to emphasize the Bible – the stories are from the bible and they are absolutely true.
- Memory work should be incorporated – verses, books of the bible, etc.

## **Upper Elementary 4<sup>th</sup>-6<sup>th</sup> grades**

Longer attention span.

Proficient at reading/writing – although still a lot of variability. Get to know your students and what level they are at. Students can read aloud, but should not be forced to.

Think more independently.



May enjoy competition (bible games, race to the passage, jeopardy or who wants to be a millionaire review games).

**Suggestions for teaching:**

Class should provide frequent practice finding passages in the Bible. Can play games to see who can find passages quickly.

Read stories directly from the bible. Have students look up and read passages in class.

Students can handle outside assignments in completing lessons, memory work, etc.

Fewer and different kinds of visual aids are needed. Use maps, time lines, realistic pictures. Decorate the room – make it visually appealing.

Use instruction and discussion. Avoid busy work.

Bible skills/drills: books of bible, bible divisions, bible writers, time lines, etc. Memory verses need to be learned as well as the reason for memorizing.

Songs – they may enjoy fun bible class songs and occasional worship songs. Consider having boys lead a song in class.