

FTTC Lesson Plan Rubric

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

	Best Practices	Well Done	Needs Improvement
Lesson Title	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.
Scriptures	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.
Emphasis or theme	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.
Welcome & pre-class activity	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.
Prayer topic	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.
Introducing the Story	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.
Telling the story Use of visual aids	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.



Application and supporting activities	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.
Review	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.
Preparation	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.
Overall Effectiveness	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.
Time Limit	Presentation was within the time limit		Presentation was not within the time limit

Comments:



FTTC Devotional Rubric

Factors	Best Practices/Professional	Well Done/Proficient	Needs Improvement
Introduction	<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.
Organization	<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
Content	<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
Conclusion	<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
Presentation	<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
Eye Contact	<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
Overall Effectiveness	<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.
Time	<input type="checkbox"/> Presentation was within time limits	<input type="checkbox"/>	<input type="checkbox"/> Presentation was NOT in time limits

Comments:

Devotional Preparation Worksheet

Title: _____

Text: _____

1. Identify the central theme of the passage.
2. What is the basic meaning of the passage?
3. Develop a brief outline of the major points.
4. What are the key words or phrases?
5. What are other passages that might shed light on this one?

Lesson Outline

Lesson Title: _____

Lesson Text: _____

Thesis Statement: _____

Introduction: _____

I. _____

A. _____

B. _____

II. _____

A. _____

B. _____

III. _____

A. _____

B. _____

Conclusion: _____

My Bible Class Planner

Lesson Title:	
Scripture References:	
Emphasis or Theme:	
Welcome and Pre-class Activity: <i>(what to do as children arrive-songs, attendance chart...)</i>	
Introducing the Story: <i>(create an interest)</i>	
Telling the Story: <i>(outline of the story and the method I will use to tell it)</i>	
Application Activities: <i>(games, crafts, activities)</i>	
Review: <i>(games, crafts, activities, re-tell the story)</i>	
Closing: <i>(prayer, last song...)</i>	
Preparation: <i>(What I need to do before I begin to teach this class)</i>	



Bible Class Outline

Class Title:

Bible Reference:

Age Group Teaching:

Lesson Aim (What do you want the kids to take away from this lesson?):

Beginning:

- Would you have puzzles, color sheets, etc., ready before class begins?
- How would you begin this class (song, prayer, etc.)?

Lesson (Including what visuals you will use to teach this lesson):

Personal Application (How do you want this lesson to affect the student's daily lives?):

Game (Explain the game or activity you would include in your lesson):

Delivery (How would you deliver this lesson to your age group (tone of voice, interactions, etc.):



WHAT



HOW

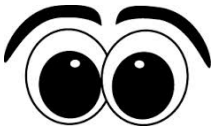
HOOK

- Gains attention
- Surfaces a need
- Sets a goal
- Leads into Bible study



BOOK

- Involves the students in the study of the passage
- Clarifies the meaning of the passage
- Communications the general principles from the passage



LOOK

- Relates Truth to life
- Provides opportunity to explore general implications of passage to life
- Motivates the students to action



TOOK

- Provides opportunity to identify out of class application to life
- Leads the students to specific actions or life change
- Allows meaningful completion of the lesson

FTTC Lesson Plan

Name : _____ Class Age Group: _____ Topic or Passage: _____

	Best Practices	
Lesson Title	Creative title that gets your attention and makes you want to study the lesson.	
Scriptures	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).	
Memory Verse	Choose an age appropriate memory verse.	(____ initials)
Emphasis or theme	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.	
Welcome & pre-class activity	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.)	
Prayer topic	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>	
Introducing the Story	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).	



<p>Telling the story (outline of story/lesson) Use of visual aids (method of telling the story)</p>	<p>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.?</p>	<p style="text-align: right;">(____ initials)</p>
<p>Application and supporting activities (games, crafts, activities)</p>	<p>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.)</p>	
<p>Review</p>	<p>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?</p>	
<p>Preparation</p>	<p>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.</p>	
<p>Review Questions</p>	<p>Write 5-7 review questions that are age appropriate.</p>	<p style="text-align: right;">(____ initials)</p>
<p>Discipline</p>	<p>What discipline plan will you have in place that is age appropriate?</p>	
<p>Bible Skills and Drills</p>	<p>What bible skills and drills are appropriate for this age group?</p>	



Ways To Present A Lesson

1. Black Light - use fluorescent paint, chalk, crayons, magic markers, clay or poster board with a black light
2. Puppets - Can use any kind from simply to fancy: glove, paper sack, stick, etc.
3. T.V. - use an old TV set with the insides removed as a shadow box
4. Ceiling drop surprise - lower visual from the ceiling
5. Flannel board - lesson is built as you go along
6. Magnet board - place characters as you teach
7. Bulletin board - can assemble as you teach
8. Chalk board - draw the lesson as you teach
9. Sand box - can use figurines, etc.
10. Add-a-word posters - write out the lesson on poster board & leave blanks for the students to fill in as you teach
11. Posters with pictures of scenes from the lesson
12. Picture wheel - each slice of the wheel has a different part of the lesson
13. Models - Bible buildings, cities, ark of the covenant, Noah's ark, etc.
14. Paper cutouts
15. Object lesson - something physical to make spiritual application with
16. Revolving Story - place representatives of the lesson on a lazy susan
17. Dramatization - Act it out, have students act it out, or teach in character
18. Shadow box - any size with a cloth background & light behind
19. Diorama - 3-D pictures of the lesson
20. Flip Charts - stick figures, flannelgraph, magazine pictures, etc.
21. Stand ups - large stand-up figures to teach the story
22. Flash cards - Can be used to teach & review
23. Timeline - use a clothesline to tell the story
24. Songs

