

Toward Effective Teaching

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I. Introduction

II. The Objectives of Sunday School

- A. Investigation - Find the man. Luke 19:10
- B. Evangelization - Win the man. John 4:35
- C. Identification - Hold the man. Colossian 2:6
- D. Information - Build the man. II Peter 3:18
- E. Sanctification - Purify the man. John 17:14-19
- F. Consecration - Use the man. Romans 12:1-2
- G. Supervision - Improve the man. II Timothy 2:15
- H. Perfection - Mature the man. II Timothy 3:17
- I. Baptism of the Holy Spirit - Empower the man. Ephesians 3:16 Acts 1:8

III. The Role of the Teacher:

- A. A teacher as a leader of Bible study program for children:
 - 1. We must pray and mastering the Bible knowledge.
 - 2. It demands our best in dedication and faithfulness.
 - 3. We need plan well, work hard, and encourage our student to do what we teach.
- B. A teacher as a friend:
 - 1. Personal
 - 2. Caring
 - 3. Loving
 - 4. Being-with relationship.
- C. A teacher is a translator, not transmitter
 - 1. Transmitter: send messages in one direction, from the source to the receiver.
 - 2. Translator: someone who helps facilitate communication between persons who are otherwise unable to communicate with each other.
- D. A teacher is a lesson planner:
 - 1. The teachers in the classroom can determine whether or not a particular activity is appropriate for all, some or none of his class.
 - 2. The teachers assume some responsibility for tailoring the curriculum so that it fits the specific class.
- E. A teacher continues to be learner:
 - 1. About children
 - 2. About teaching
 - 3. Teachers learn from children.
 - 4. Teachers learn as they teach.
 - 5. About the biblical and theological concept you are teaching.

IV. The Curriculum Decisions teachers must make:

- A. What will I teach? Focus on key concepts:
1. Start where the learner is.
 2. Begin with concepts based upon the learner's experience.
 3. Reinforce what is taught by comparison and repetition.
 4. Be selective; focus on one concept at a time.
- B. What will the students learn?
1. Objectives:
 - a. Objectives are written in terms of what students can be expected to accomplish, in particular learning activities.
 - b. Objectives are achievable.
 - c. Objectives are just little steps along the way toward the larger goal.
 - d. Objectives are very helpful guidelines for teachers to use in planning and evaluating teaching activities.
 - e. A person's achievement of objectives is directly influenced by the work of the teacher.
 2. Goal:
 - a. Goals are big enough to spend a whole lifetime pursuing.
 - b. Goals are beyond our reach; we will never fully achieve the goals of Christian living.
 - c. Goals give us direction for our teaching, learning, relating, deciding, etc.
 - d. Goals are too general to use for planning and evaluating teaching activities.
 3. Samples:
 - a. Goal: Persons will become more loving and caring toward other persons.
 - b. Objective: At the end of the period of study, the students will be able to visit an elderly person of the church to share a gift and conversation with that person.
 - c. At the end of the session(s) the students should be able to:

| | | |
|-----------------|--------------|-----------------|
| Demonstrate ... | List ... | Cite ... |
| Compare ... | Describe ... | Follow ... |
| Identify ... | Show ... | Quote ... |
| State ... | Organize ... | Name ... |
| Create ... | Write ... | Summarize ... |
| Explain ... | Express ... | Contribute ... |
| Present ... | Suggest ... | Participate ... |
| Apply ... | Locate ... | Select ... |
| Find ... | Discuss ... | Ask ... |

C. What teaching activities will I plan for the session?

1. Definition: Teaching activities are defined as all those actions of students and teachers in the classroom.

2. Categories:
 - a. Verbal activities: lecture, discussion, recording, sermon, story, reading etc.
 - b. Visual symbols: use of teaching pictures, filmstrips, map study, seeing movies, looking at books, etc.
 - c. Stimulated experiences: role playing, dramatics, stimulation games, some field trips, some creative writing etc.
 - d. Direct experiences are those activities when students are actually involved in “for real” situations, problems, and concepts.
3. Samples of ways to organize teaching-learning activities:
 - a. Opening the session: It could be as brief as one minute or as long as ten minutes, examples:
 - i. Students read a definition of concept and state questions.
 - ii. Teacher reads a story.
 - iii. Students listen to a recording.
 - iv. Students view a film or filmstrip, which introduces subject.
 - v. Teacher and students look at and discuss a photo or painting.
 - vi. Students select a passage of scripture or concept to explore further.
 - vii. Teacher and students brainstorm a subject.
 - viii. (Add your own).
 - b. Presenting the subject: is the basic information related to the concepts to be developed in the session, examples:
 - i. Teacher makes a brief presentation (lecture).
 - ii. Students read a selection from scripture or other resource book.
 - iii. Students view a film or filmstrip.
 - iv. Guest speaker or other resource persons could present subject through lecture, interview, panel, debate, etc.
 - v. Teacher reads or tells the story.
 - vi. Teacher or students present a puppet play.
 - vii. Students go on field trip.
 - viii. (Add your own).
 - c. Exploring the Subject: Students are more motivated for learning when they are able to work individually or in small groups to explore the subject matter.
 - i. Students do research in Bible and/or other resource books.
 - ii. Students write scripts for filmstrips, slides, puppet plays or other dramas.
 - iii. Students discuss with teacher and other students.
 - iv. Students use prepared worksheets.
 - v. Students participate in a simulation game.
 - vi. (Add your own).
 - d. Responding creatively: Learning is reinforced and students are able to express themselves in meaningful ways when they are encouraged to respond in one or more creative ways to what they have learned.
 - i. Writing activities (letters, reports, poems, newspapers, scripts, etc.)
 - ii. Drama activities (role play, puppets, pantomime, drama, etc).
 - iii. Painting or drawing activities.
 - iv. Write-on slide, filmstrip and film activities.

- v. Multi-media activities.
- vi. (Add your own).
- e. Concluding the Session

Each session should be brought to a fitting conclusion so that students sense completeness to the sequence of learning activities experienced that day.

 - i. Each student shares his creativity.
 - ii. Teacher leads discussion in which students express their own ideas.
 - iii. Teacher and/or students prepare for time of worship.
 - iv. Teacher summarizes.
 - v. Students write completion of open-ended sentences.
 - vi. Teacher and students sing song and pray together.
 - vii. Students decide on a project or action for next week.
 - viii. (Add your own).
- D. What resources will the students and I use?
 - 1. Resources for verbal activities:
 - a. Cassette tapes to listen to.
 - b. Bible story books.
 - 2. Resources for visual activities:
 - a. Overhead projector and transparencies.
 - b. Chalk board, white board, flannel board, magnetic board, and bulletin board.
 - c. Books with photographs, painting, and diagrams.
 - 3. Resources for simulated activities:
 - a. Puppets and stage for puppet plays.
 - b. Directions and supplies for simulation games.
 - c. Resources for motivating, presenting and responding in ways that help students identify with a person, event, or concept.
 - 4. Resources for direct experience activities:
 - a. All the above resources could be used to help students do something directly related to key concept that is connected with his own life experience.
 - b. Fieldtrip.
- E. What strategy will I use to motivate students to be involved?
 - 1. Select the main ideas you want to focus on in Session One.
 - 2. Select the objectives that are appropriate for the main ideas you have already selected.
 - 3. Select teaching activities that will help communicate the main ideas and achieve the objectives.
 - 4. Select the resources that are necessary to do the activities that are planned.
- F. How will the room be arranged?
 - 1. The room arrangement, decoration, and display of resources teach as much as the words we use.
 - 2. Allow for maximum visibility of all materials and easy movement of all students.
 - 3. Rearrange the furniture, equipment, displays, and materials regularly.

- G. What questions will I ask?
1. Questions are very flexible because they can be asked by teachers and students:
 - a. Teachers can ask questions to a whole class.
 - b. Teachers can ask a question of one student.
 - c. Questions can be written on worksheets or tests.
 - d. Questions can be used as part of a set of instructions.
 - e. Students can ask questions of teachers.
 - f. Students can ask questions of each other.
 - g. Students can raise questions for their own research.
 2. Most questions can easily be identified by one of the following three categories:
 - a. Personal level of questions.
 - b. Analytical level of questions.
 - c. Information level of questions.
 3. Some helpful guidelines for asking questions:
 - a. Ask questions that are more open than closed.
 - b. Ask only one question at a time.
 - c. Present questions to the whole class.
 - d. Provide feedback after a student responds.
 - e. After an initial question and response, follow up with probing questions.
 - f. After asking a question be silent.
 - g. Use an inquiry style rather than an interrogation style.
 - h. Encourage students to ask their own questions.
 - i. Avoid echoing student response.
 - j. Accept student responses as if they were gifts.
- H. What directions will I give?
1. The success of students in the learning activities is often determined by the kinds of directions the teacher gives.
 2. Students are guided in their participation by the teacher's directions.
 3. Directions should be visible as well as verbal.
- I. How will I respond after a student says or does something?
1. A teacher's reinforcement of students leads to great participation by the students.
 2. Students need to receive feedback or responses from their teachers.
 3. Teachers can develop a repertory of responses.
- J. Criteria for evaluating lesson plans:
1. Is the main idea limited to a few key concepts?
 2. Are the main ideas and objectives appropriate for the age group?
 3. Are the main ideas and objectives directly connected?
 4. Which types of teaching activities and resources are to be used?
 5. What kinds of questions did the teachers ask during the session?
 6. Are there a variety of activities and resources planned for the session?
 7. Have students had a chance to practice or experiment something new?

V. Conclusion