

Implementation of Classroom Pedagogies into a  
Children's Church Environment Through Volunteer Training

by

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## Dedication

This work is dedicated to the teachers who sacrifice their time and pour their effort into the lives of students. I pray that this work can inspire you to never stop pouring and inspiring students. The work you do weekly is creating a lasting impact on the generations to come. Never stop learning.

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## Abstract

The goal of this creative project is to provide Sunday School volunteers with evidence-based pedagogies commonly used in a general education classroom to better the teaching practices used in the Sunday School learning environment. The volunteer training curriculum is based on four main aspects of teaching: small group instruction, large group instruction, classroom management, and active engagement. This creative project includes a handbook with easy to implement and research-based techniques for volunteers with little to no teaching experience, five lesson plans for ministry leadership to use as training material that accompany the volunteer handbook, and presentation visuals that correspond with the lesson plans.

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## **Introduction**

Learning connects students of all ages to the world around them. It opens the doors of the mind to new opportunities and challenges. It imparts advice and guidance for being a committed, helpful, and productive citizen. Students learn from both positive and negative experiences, whether a teacher distinctly recognizes this principle or not.

Although the majority of learning happens within the walls of a classroom, other learning environments impact students just as heavily. A learning environment “comprises where and how a student learns physically, culturally, and contextually” (Popan, 2016).

Considering this definition, a learning environment constitutes any location where a learner receives outside knowledge. Classrooms are being improved daily with new ideas, and rightfully so. However, children are learning in many different environments beyond school walls, including after-school programs, extra-curricular activities, and religious organizations. Teachers in these environments also play instrumental roles in every student’s learning process. No matter where a student goes, learning should be effective, and those who are teaching students should be equipped to convey the message in a positive way wherever learning takes place. A clear need for these types of transformative teaching practices can be found within the walls of the church.

Christian churches are meant to be havens for families and students. For many families, Biblical teaching is a crucial aspect in the moral and character development of their children. Learning excellence should be of the utmost importance in the church environment, as it is in secular schools. Churches are considered “learning environments,” yet church volunteers are not readily equipped to teach. Instead of handing volunteers a curriculum packet with little to no guidance, children’s ministries

should produce volunteers with the skill and confidence to effectively teach Christian values in a Sunday School atmosphere. Howard Hendricks (2006) of Dallas Theological Seminary states that “if Harvard cannot assume their professors can teach well, how much less can churches? Proper training not only prevents us from producing gun-shy teachers, it also helps our teachers effectively communicate the gospel” (p. 5). Effective teachers are effective communicators. The United States requires classroom teachers to go through years of higher education to receive a license to impart knowledge to children. In contrast, W.C. McCoy (2010), in his Edgewood College dissertation, argues that “there may be no more important position in the church than to be a Sunday school-teacher—and yet we often only offer the most minimal training” (p. 94). If teaching is upheld as a position of great importance, volunteers should be given the tools necessary to be impactful, just as a pre-service teacher is trained for a classroom setting.

The effectiveness of a classroom stems from the effectiveness of the teacher. Though the material taught in Sunday School is transformative on its own, an effective teacher takes the information and makes it relevant to the student. The material by itself does not matter as much as the expert teaching (Vacca & Vacca et al. 2017, p. 47). Even if churches note the importance of “expert teaching,” Sunday School teachers may not know research-based teaching strategies. As noted by Hendricks, “unfortunately, many teachers still think of teaching as dumping content. They assume that when they have unloaded the weekly information from the curriculum, they have taught” (2006, p. 1). Although there are many Sunday School teacher trainings that reinforce the basics of ministry and the importance of solid curriculum, there are not many research-based training manuals that give volunteers basic tools and pedagogy, or instructional methods,

for use in teaching to a large or small group of students. Even if volunteers are given a well-designed weekly curriculum, proper training on how to present the knowledge in a purposeful and meaningful manner increases the probability that the material will impact the learner. By approaching methods considered best practice in the modern-day classroom such as small group instruction, large group instruction, classroom management, and active learning, churches can transform these pedagogies into usable, applicable strategies when presenting Biblical topics to students. If churches can reinforce behaviors and practices cultivated in a schoolroom, student understanding of Biblical lessons can soar to greater heights. By incorporating critical educational concepts into a church setting, the goal is to improve the way volunteers teach Bible and character development curriculum and increase retention rates of volunteers who teach in a children's ministry environment.

### **History of Sunday School Teachers**

In the 19<sup>th</sup> century after the Civil War, Sunday School teachings became critical to the moral and academic development of the child. In attempting to find and train volunteers, women became the main caregivers in the Sunday School. According to Davidson College historian Sally McMillen (2001), "Women found the Sunday school a perfect place to employ their energy and talents, for this type of volunteer work pleased even tradition-minded southerners" (p. 9). Although women volunteering outside of the household was only beginning in the post-Civil War era, women became valued in the role of teaching children in church settings and shaped young people's Christian education into what it is today. However, McMillen (2001) does emphasize that although women were utilized as teachers, men were always the Sunday School leaders (p. 125).

The Sunday School movement of the 19<sup>th</sup> century would not have even survived without those willing women volunteers (McMillen, 2001, p. 9). Women today are incredible teachers in the Sunday School classroom, however, both males and females play a critical part in the teachings of children's ministry. To extend the legacy of the Sunday School teacher, church leadership can offer opportunities for learning and expanding the teaching portfolio for the benefit of the students and the volunteers.

### **Small Group Instruction**

Using small group instruction in a classroom has become increasingly important among elementary educators due to the benefits that small groups bring when discussing literature. Since in a Sunday School setting volunteers present literature in the Bible, following suit with a small group approach to teaching the Bible would be a natural adjustment. One benefit of small group instruction is differentiated instruction to aid in literacy instruction (Farley, Piasta, Dogucu, & O'Connell, 2017). In a small group instruction setting in which a teacher leads the discussion, a small group "empowers teachers and children to be responsive to individual learning needs by allowing for more individualized feedback than is possible in whole-class instruction" (Farley et. al., 2017, p. 489). By decreasing the number of students in a small group, a teacher can more effectively learn the needs of the group and modify instruction in real time for the presented needs. Therefore, comprehension of a text increases within the context of small group instruction. A second benefit is the interactive nature of small groups. Mary L. Hoch of National Louis University makes note of the small group movement, noting that "the small group discussion movement provides opportunities for students to delve

deeply into topics and use social interaction to jointly construct meaning” (2017, p. 53). Not only do more opportunities for deeper comprehension of concepts arise but also opportunities for impactful and meaningful interactions with peers becomes more frequent.

When constructing an effective small group setting in a classroom, two different types of small groups can be implemented: centralized and decentralized small groups. Centralized small groups are those in which a teacher or other expert authority is present to lead the discussion. On the other hand, decentralized small groups do not have the teacher present (Peterson, 2016). Students in decentralized groups are tasked with guiding the discussion without a higher authority figure leading the conversation. With the purpose of literacy instruction considered, a centralized group would be most effective. A teacher with expertise on the presented literature is necessary for student comprehension of more in-depth, complex concepts that students may not build connections with when left to themselves.

Facilitating an effective small group first starts with an environment that encourages participation within the small group. Hoch emphasizes that a teacher must “establish a culture in which open and respectful dialogue occurs and is valued” (2017, p. 58). The teacher sets the tone of the group, meaning that practicing proper academic and topic-appropriate vocabulary is a habit cultivated by the teacher, then passed down to the students of the group. Also, building student-teacher relationships becomes an effective tool when guiding small group discussion since positive relationships build a positive learning environment. Another factor to consider in building an effective small group discussion is the structure and distribution of the students in small groups. Grouping the

students can be done heterogeneously, with different ability levels and backgrounds, or homogenously grouping based on similar characteristics. Both have their benefits for students and teachers, and should be done based upon the setting and the content provided. In a study conducted by Lisa Beaulieu-Jones, a second-grade teacher at Newton Public Schools in Massachusetts, and C. Patrick Proctor, an associate professor of education at Boston College, an instructional blueprint for collaborative small group discussions was implemented in order to perceive the benefits and challenges of small group instruction in the classroom. In their findings, Jones and Proctor noted that when “done well, collaborative discussions can be an engaging and unique way to expand on reading groups, using heterogeneous and homogenous grouping practices” (2016, p. 682). When the grouping is appropriate for the given population of students and the teacher engages students in meaningful collaborative discussion of text, student engagement and comprehension deepens.

Once the teacher creates a positive learning environment conducive to effective literacy instruction, he or she must then take on the responsibility of guiding the discussion towards one that promotes higher-level thinking of a text. For example, Hoch discusses the importance of exploratory talk, which “is tentative in nature and gives students a chance to talk about ideas for the purpose of further developing them, rather than just sharing answers” (2017, p. 53), in a small group setting. For the meaning of a text to be fully developed by a student, the teacher and students must go beyond answering the question on the given lesson format. Students must be able to fully engage and interact with a text and with each other. To create meaningful interactions with exploratory talk, teachers must model the proper discussion behavior and academic

language as well as set the boundaries of the discussion. A few ground rules such as being respectful of others' ideas and staying on topic can go a long way to not only create great discussion but also manage behaviors within the small group. Also, having questions set to guide the discussion gives students parameters for proper interaction while also giving them creative freedom within the bounds of the topic. Jones and Proctor discuss in their 2016 study the importance of having guiding questions to open discussion. When formulating the instruction, Jones and Proctor note that "asking a yes/no question is often a good way to start discussions on a path to an open participation structure" (2016, p. 678). Though questions do not have to require strictly yes or no responses, an opening question gives students a theme to look for in the study of a text and gives direction to their critical thinking process. Direct opening questions also support the need of textual evidence to back a text (Jones & Proctor, 2016, p. 679). Having guiding questions helps to facilitate the small group collaboration, while giving meaning to what is being studied.

### **Large Group Instruction**

An experienced teacher places great value on different instructional methods in a classroom and has many ways of teaching under his or her toolbelt. While small group instruction is critical to the success of a classroom, effective whole group strategies must be used to provide balance. Since whole group instruction is one of the more widely used strategies in a classroom, "teachers should strive to incorporate strategies that increase opportunities for student participation, engagement, and self-evaluation" (Nagro, Hooks, Fraser, & Cornelius, 2018, p. 244). Whole group instruction should not be the teacher

talking at a large group of students, but rather the teacher using his or her platform to inform and engage all the learners in the classroom in a meaningful manner. When attempting to engage dozens of different learners at the same time, many different strategies can be implemented to ensure the engagement of learners in any setting. The type of strategy used should be dependent upon the learners who are present, as well as the learning environment and tone that have been set. Knowing the learners present is critical to effective whole group instruction just as with any other instructional method. When an educator is familiar with the group of students present, he or she can then choose the most appropriate tool in the toolbox.

According to McLeod, Fisher, and Hoover (2003), “typical whole-class strategies include lecture, discussion, debate, teacher demonstrations, and giving directions” (p. 127). In consideration of the list provided, teachers have a plethora of whole class strategies available to them at a given time. However, each strategy has a purpose and a place in the classroom, and these tools should be used accordingly within the teacher’s skillset. For example, when new information must be presented to the class, lecture may be more appropriate than a debate, though debate may be an appropriate way to engage learners in review of a concept or topic. To choose the most fitting tool in the toolbox, a teacher must take into consideration the definition and purpose of each strategy.

Lecture can be defined as “the verbal imparting of knowledge” upon a group (McLeod, Fisher, & Hoover, 2003, p. 127). The purpose of the lecture is to provide a large amount of information effectively in a way that students can retain the knowledge for future use. While the lecture format is used to give students necessary knowledge, lecture should not be used alone. McLeod, Fisher, and Hoover (2003) make note that

lecture is typically used best when paired with another strategy. This tool is a catalyst for student's learning and retention, rather than the means to the end. Other methods of large group instruction are used to supplement the information presented during lecture. For example, discussion, which is defined by McLeod, Fisher, and Hoover (2003) as "a student-centered strategy in which teachers assume the role of facilitator, and students become interactive participants" (p. 132), encourages application and review of a concept, rather than explicit instruction of the given information. Discussion, whether in large or small group settings, is an effective tool in engaging students' knowledge of a topic since a student must activate what he or she knows about a topic in order to actively participate in a conversation. As an informal assessment, discussion is also effective in gauging students' understanding of the day's concept. If a student is not participating, it could largely be due to his or her lack of understanding, allowing the teacher to then go pinpoint these areas for more instruction.

Teacher demonstrations are a critical tool for a well-rounded teacher to create well-rounded students. An effective teacher must be able to demonstrate and model a concept, topic, or activity in a way in which student groups could perform the activity themselves efficiently after the demonstration. According to Allington and Cunningham (2018), "demonstration usually involves modeling and explaining along with demonstrating the thinking that occurs" in whichever process the student is learning at the time. When teachers lead a demonstration, they are modelling the proper technique or behavior necessary for a student to lead to success in a specific academic or personal area. Demonstration in character education then would be just as important as modeling

a mathematical algorithm or writing strategy. Using this method of instruction requires a mastery of content and strategy on the part of the teacher.

### **Classroom Management**

Perhaps one of the most frequently addressed issues in any setting with children is classroom management. Ball State University educators Dustova and Cotton (2015) argue that, “when classroom management strategies are executed effectively, teachers minimize behaviors that impair learning for both individual and groups of students” (p. 32). When a teacher has a variety of classroom management strategies at hand, he or she can choose which tools will be most effective while taking into consideration the learners currently in the classroom. A teacher with effective tools of classroom management not only improves the quality of his or her teaching abilities but also improves the pathway of success for learners. According to Gage, Scott, Hirn, and MacSuga-Gage, “teachers’ classroom management practices have a direct impact on their students’ probability of success” (2018, p. 303). Effective managing of students opens the doors for all learners in the classroom to learn in a safe and focused environment. Kratochwill, DeRoos, and Blair of the University of Wisconsin-Madison discuss that effective classroom management “establishes and sustains an orderly environment in the classroom, increases meaningful academic learning and facilitates social and emotional growth, and decreases negative behaviors and increases time spent academically engaged” (2018). When a teacher conducts his or her classroom in a manner that allows many facets of learning to thrive, student and teacher success will grow over time.

In thinking about how to implement effective classroom management, one must consider the greater picture of classroom management. Evertson of Vanderbilt University discusses effective classroom management and how research has shown that discipline actions themselves are not as effective as preventions used in a well-managed classroom (2015, p. 0.03E). To use preventative management rather than disciplinary interventions, a teacher must first set necessary guidelines for the whole group. Such management is called universal intervention. According to the American Psychological Association, “approximately 80-85 percent of students will be able to meet classroom behavior expectations when given high-quality, universal instruction/ intervention on behavior” (Kratochwill, DeRoos, & Blair, 2018). By setting expectations for the students at the beginning, the teacher and the students will be aware of the appropriate behaviors and expectations of the classroom and be more inclined to follow these set boundaries. From a student’s perspective, following the expectations of the teacher is difficult when the expectations have not been voiced outright. Although some students may be aware of how to conduct themselves appropriately, a teacher cannot expect them to inherently know all that is expected in the classroom for the year. An appropriate classroom practice would be taking time at the beginning of the year to set guidelines and review them in the following weeks, setting the expectation at the beginning so that the guidelines will not have to be constantly addressed throughout the school year. These rules should be clear, concise, and developmentally appropriate for the age of the learners. In creating classroom expectations, the teacher must keep in mind the classroom environment as well as the demographic of the students in the classroom (Kratochwill, DeRoos, & Blair,

2018). When procedures of the class are established, they must be upheld by the teacher fairly and consistently.

Once expectations are set, positive behavior reinforcement becomes a critical aspect of the classroom. However, positive reinforcement in the classroom should be more than candy and stickers when a student follows procedures correctly. According to an article from *Curriculum Review*, methods of extrinsic motivation such as stickers and bracelets “can thwart intrinsic motivation and creativity, limit performance, stifle good behavior, promote cheating and can become habit forming and contribute to a short-term mindset” (“Moving From Behavior Rewards to Character Development,” 2017, p. 8). By giving materials to motivate rather than giving students an intrinsic purpose to motivate towards success, educators can stunt long-term growth while promoting instant gratification of actions. Perhaps one of the strongest methods a teacher can use to intrinsically motivate a student is through building relationship. Williams suggests that “teacher-student relationships influence students’ social and intellectual development from preschool to high school” (2009, p. 77). Students remember the positive and negative relationships they had with their teachers, which can impact their learning later for better or worse. Williams (2009) goes on to explain that though teachers shouldn’t use relationship just to make students do whatever they would like, a positive teacher-student relationship creates a learning environment in which students will be more likely to address problems with behavior rather than avoiding them (p. 78). A positive teacher-student relationship forms by utilizing affective, or emotion-based, skills. Christy Hill discusses the use of affective skills in her doctoral dissertation about classroom management in Christian schools for Liberty University:

[M]ore effective teachers exhibited high affective skills, especially in the areas of listening and expressing feelings. Teachers who listen to their students can better meet student concerns, while teachers who can express their feelings tend to be more predictable and send clearer signals to their students (2014, p. 31).

A teacher who knows not only how to connect with his or her students academically and affectively has a sharp tool in terms of classroom management. However, positive relationship with a student does not have to be soft. While teachers should be firm, instilling fear in the students should not be a method to motivate. Fear will not only diminish a working relationship with students, it could potentially stifle the growth of the learner. An impactful relationship based on trust will assist tremendously when managing students in a classroom.

Even in a classroom where expectations are established, and a learning environment is filled with positive, cultivated relationships, troubles will arise. Students will break a rule. Conflict will present itself. When anticipating behavior disruptions in the classroom, having a planned set of consequences, positive and negative, will be a time and classroom saver. Everston notes that, “if you plan ahead which positive, negative, and corrective consequences you will use, and when you will use them, then you will be more confident of your ability to manage your classroom” (2015, p. 4.01E). Confidence and consistency in a classroom are key to keeping students on task and engaged with the lesson at hand. Everston (2015) then goes on to argue that keeping the lesson going while “nipping the behavior in the budding stage” (p. 4.02E) stops the behavior before it becomes a consistent problem with multiple students. Consistent consequences determined prior to entering the classroom allow the teacher to know

exactly which protocol to use when a behavior disruption presents itself, which then allows more time and effort engaged in learning rather than disciplining. Creating a simple system of fair and logical consequences to actions helps to reinforce desired behavior and curb inappropriate responses. Also, another practice is correcting student behavior, rather than just criticizing it. For example, if a student is talking when a teacher has given silent reading time, rather than just telling the student to stop talking, the teacher should address why he or she shouldn't be talking, and inform the student of the correct behavior to pick next time. Though prevention should precede interventions in initial management, "for emerging student disruptive behavior, a teacher's use of a systematic intervention plan involving both body language and verbal statements can curb over 90% of the incidents" (Everston, 2015, p. 4.04E). No teacher enjoys correcting behavior, but this aspect of classroom management is a critical skill to cultivate in order to create and maintain a learning environment conducive to growth.

While each of these classroom tools will assist educators in cultivating and sustaining a stable classroom, if the behavior expectation is not set and modeled by the classroom teacher, then any rules or systems implemented will be null and void. A teacher must present best practice to expect best practice from his or her learners. This modeling should not just be for the purpose of keeping a group of students under control, but rather for giving them tools of how to conduct themselves even outside of the classroom. Williams (2009) gives the perspective on management that "children deserve far more than classroom management for management's sake. They deserve classrooms where management is designed to help them think, make decisions, and learn" (p. 119). Classroom management, like every other tool discussed, should be seen as a tool to

benefit the student and promote learning, not just to make the life of the teacher easier. If classroom management is executed correctly, an abundance of time and effort will be utilized. However, with the amount of effort given towards classroom management will come a great reward.

### **Active Engagement**

In recent years, a great amount of emphasis is being placed on the term active learning or engagement, which can be defined as “the process of involving all students in activities that encourage them to develop a deeper understanding of content by working with and reflecting upon the material being presented” (Coastal Carolina, 2018). Active engagement of a student is not attempting to hold his or her attention during lecture but rather seeking out as many opportunities as possible to engage the student with the presented content in a meaningful manner. Actively engaging the students in a classroom will utilize all of the previously discussed tools such as small group and large group instruction as well as effective classroom management. In order for a student to be actively learning, a teacher must use the many resources and tools given to them creatively and efficiently. P.L. Samson (2015) of the University of Windsor notes that “increased and multiple forms of communication and interaction between teachers and students may be connected to higher levels of engagement” (p. 154). An effective teacher will implement best practices in a way that is most suitable for both the curriculum being taught and the types of learners that are in the classroom. Keeping in mind the many personalities of students and teachers as well as the plethora of topics that can be taught on a given day, active engagement can take on many forms. The purpose of this research is to give user-friendly techniques that will best fit the Sunday School environment and

many learners that could encounter that environment. Though there are too many ways to count in which teachers can actively engage students, this research will cover those relevant to Sunday School teachers.

One of the most critical aspects of active engagement is knowing the learners whom the teacher desires to captivate for the duration of time. Teaching multiple personalities within one classroom can be overwhelming. However, familiarizing oneself with theories of teaching that are meant to reach many types of learning personalities is useful to any teacher. One of the most popular teaching theories is the Multiple Intelligences Theory (MIT). Howard Gardner is attributed with the founding of MIT, which emphasizes that each person has a dominant individual learning style, with nine focused intelligences ranging from logical-mathematical to musical to bodily-kinesthetic. The Multiple Intelligences theory is becoming increasingly utilized in classrooms, as it can be used “as a conceptual framework for organizing and reflecting on the curriculum” (Tamilselvi & Geetha, 2015, p. 2). By creating lessons that cover several different intelligences, students can have different activities in which to thrive, then other activities in which to learn from their peers that may be stronger in a certain intelligence. Students who learn in an MIT classroom have the ability to gain self-confidence, self-knowledge, and greater respect for individual intelligences (Bas, 2016, p. 1836). As an example, a teacher may want to use MIT by implementing different intelligences into a lesson about plot. This teacher may have students create a story plot/diagram sequencing the events of a book, allowing the visual and logical learners to thrive. Also, the teacher could find a song that outlines the idea of plot to aid the musical learners in remembering the elements of plot. Or, a teacher could have each group act out a scene of different elements of plot

for bodily/kinesthetic learners. Though incorporating all nine intelligences into a lesson is nearly impossible, allowing students to express their understanding of the concept through several different modes allows all types of learners to participate, actively engage, and make the information personal. Incorporating this learning theory into Biblical teaching emphasizes the idea that each person is “fearfully and wonderfully made” (Psalm 139:14, New International Version), while teaching volunteers how to be aware of their group’s personal intelligences.

Another potential difficulty that can be addressed through active engagement would be the volume of students and tasks at hand. Teachers crave for each student in their classrooms to have opportunities to be hands-on with the material being taught, just as students crave hands-on experiences. In elementary classrooms today, learning stations are aiding in giving students more intimate time with the teacher and peers, as well as more quality time with the content. Learning centers or stations are “designated areas set up inside a classroom for the purpose of improving and enriching a student's learning experience” (Caffrey, 2017). These centers set up throughout the classroom have materials and activities specifically built to give students an active role in learning the material. In some cases, the teacher is even facilitating the station for those who he or she has observed need more direct instruction to improve understanding of the material. However, learning centers should not be used as an excuse to leave students on their own with the material for most of the time. According to David Ginsburg, a seasoned educator with over 20 years in the field, learning centers should meet four components: 1) create, communicate, and practice procedures; 2) group with intention; 3) provide meaningful tasks; and 4) assess the impact of the instruction on the student (2016). When done well,

a learning center allows the student to “interact in a relaxed setting, and empower them to navigate the learning environment on their own” as well as “accommodate different learning styles, and allow students to self-direct as they apply skills and strategies in fun, engaging ways” (Ginsburg, 2016). Just as with any activity, centers take effective classroom management on the part of a teacher to have their full effect. However, the outcome of an efficient and creative learning center on a student’s academic and social progress is well worth the effort used to create and implement the topics and tasks. In a Sunday School classroom, stations could be set to cover different parts of a Bible story and give more guided hands-on experiences that allow abstract concepts to become more concrete.

While stations and elaborate lesson plans do have their merit and position in the classroom, teachers must also have simple tools on hand that can make a lesson as engaging for a student as a learning station. Within direct instruction, teachers can implement little opportunities for students to interact with each other while attempting to apply the given content in a manner that is meaningful to the student. One method that can reach these criteria effectively is the Think-Pair-Share method, which is when students think about the answer to a question posed by the teacher, turn to a neighbor to discuss possible answers or solutions, then use the pair discussions to share with the whole group (University of Central Florida). Having the pair discussion allows for students to discuss ideas in a more intimate way before sharing with an entire group, which for many students gives them the opportunity to share ideas in a setting where they usually may or may not feel comfortable sharing.

Another idea specifically to aid in direct instruction of whole group would be a method called the Jigsaw method. This classroom technique received its name because “each child in a jigsaw classroom has to become an expert on a single topic that is a crucial part of a larger academic puzzle” (American Psychological Association, 2003). In implementing the jigsaw method, the teacher divides the class into diverse groups and gives each group a specific “piece of the puzzle” that the students must research intently so as to inform fellow classmates with different information on another topic. This method helps involve all students in the whole group learning process and allows children in the class to interact with other diverse learners present.

With the above strategies and many more, the objective is to give students a sense of autonomy in the classroom, while diversifying the pedagogical portfolio of the teacher. When implementing active learning strategies, “[t]he teacher becomes a facilitator of learning rather than a giver of knowledge” (Strang & Hurd, 2013). In a classroom using active engagement, the teacher should not be the only one contributing to the conversation. Learning should be participatory for students and teachers alike. Active learning should not be a special occasion but rather an integral aspect of the instruction and management of curriculum on the part of the teacher.

### **Conclusion**

If one walks into a typical elementary classroom in a public school today, one if not many of the research pedagogies would be present. Today’s teachers are trained on the best practices with the research to support them. Though the learning environment may have a different climate, the Sunday School learning environment is still considered to be conducive to learning, a place where knowledge buds and skillsets are instilled each

week. Those who volunteer their time to teach in the Sunday School environment should have the training available to them to teach with the utmost of excellence. Each of the pedagogies presented in this academic component will play a role in the creative component of this project. The teachings presented in the handbook will be based upon this literature review and resources compiled. Just as in a teacher's lesson plan, the research and pedagogies are weaved into the deepest aspects of this project in order to create a desired outcome of progress and growth on the part of the students and teachers who play roles in the Sunday School learning environment.

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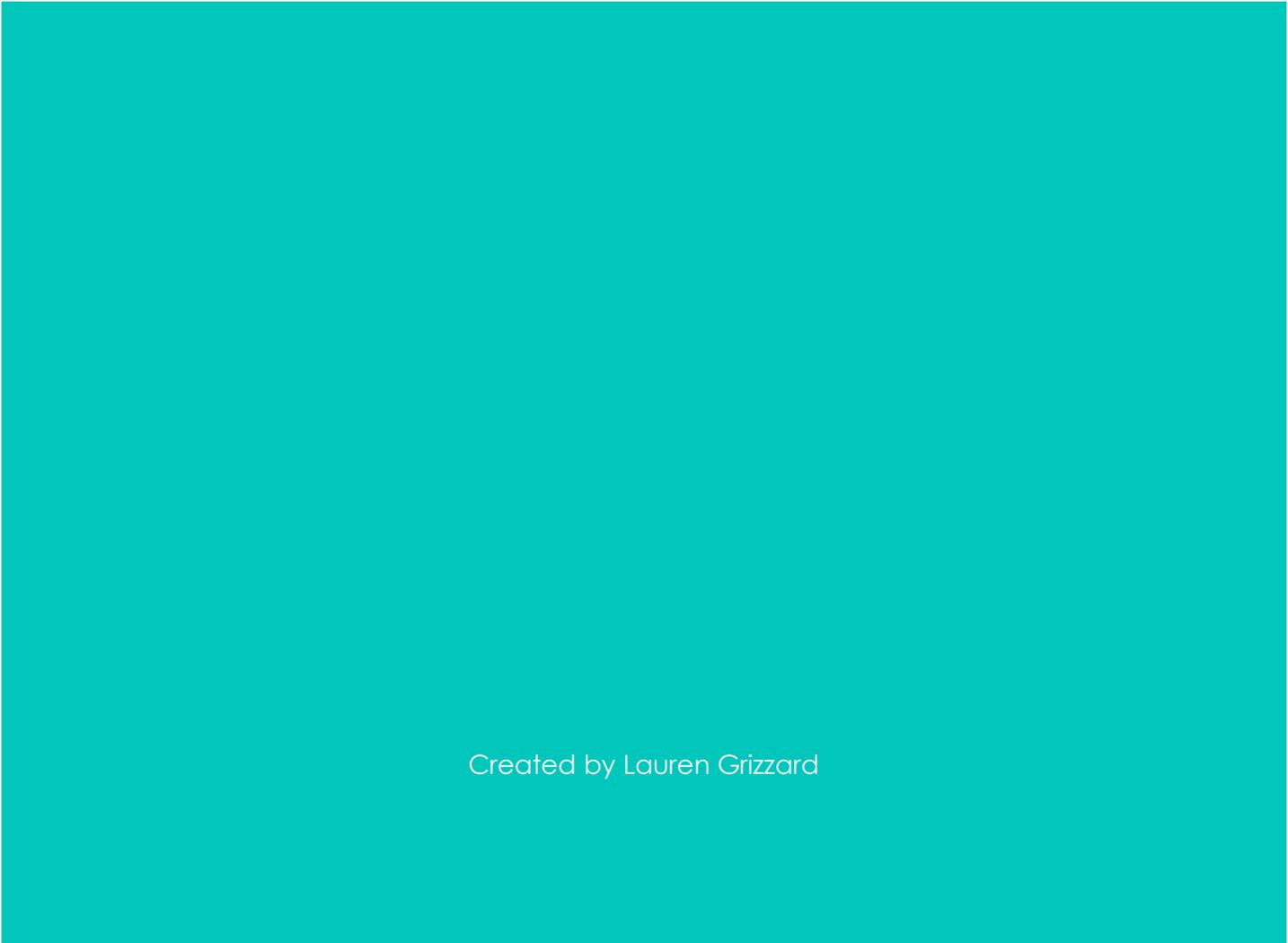
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## Appendix A



FROM CLASSROOM TO  
SUNDAY SCHOOL:  
BRINGING CLASSROOM  
PEDAGOGIES TO THE  
SUNDAY SCHOOL ENVIRONMENT



Created by Lauren Grizzard

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Appendix A: Example Interest Inventory

Appendix B: Learning Centers

## Introduction

In a typical school district, best practices are being taught and implemented daily. The schoolroom is progressing and growing to improve student learning and understanding through the latest and greatest methods in teaching today. Why should a church environment be any different? Students deserve to have the greatest possible learning experience, especially when learning about the Word of God. Students should be taught to see value in learning the Bible, rather than dreading a Sunday morning of sitting in the Sunday School classroom. If we truly want our students to learn and value the Word of God, we must provide the best that education has to offer in our Sunday School classrooms.

The purpose of this handbook is to provide Sunday School volunteers with practical tools and techniques that can be easily implemented into any learning environment with elementary-aged students. From teaching small groups to engaging learners in meaningful and fun ways, this handbook provides Sunday School teachers with valuable insight that can not only impact how they teach but how students perceive learning about the Bible.

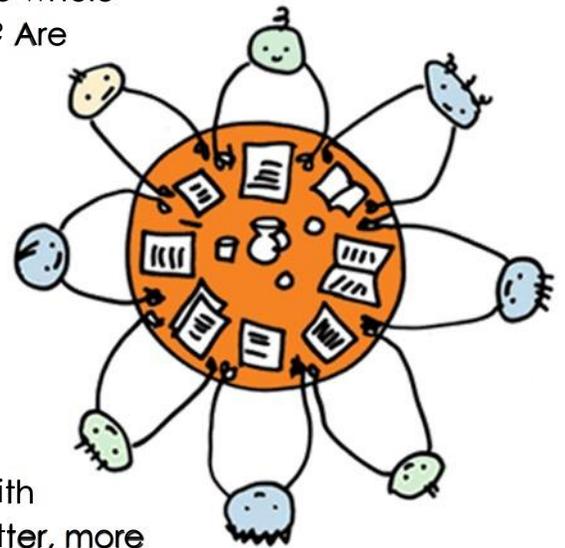
## Small Group Instruction

When teaching the Bible, learning in small groups can be one of the most effective ways to talk about more in-depth concepts with students. The small group approach to teaching “empowers teachers and children to be responsive to individual learning needs by allowing for more individualized feedback than is possible in whole-class instruction” (Farley et al., 2017, p. 489). Small groups allow for teachers to know their students in a more intimate way and allows for greater interaction and dialogue between teacher and students. This more intimate interaction creates more opportunities for differentiated instruction, instruction that is altered to accommodate the needs of the student. Jesus himself models the small group format for us. Though Jesus preached to crowds, he called twelve disciples to follow him and learn from him, so they could go preach the Gospel when he left the earth. With these twelve, he taught more directly and deeply than he did with the crowds. His purpose was to intentionally train and teach them, to lead them in what was right. Jesus was able to have more direct dialogue with them about his teachings. In a Sunday School setting, we can take Jesus’ small group method and implement it in the classroom to create more meaningful and direct dialogue about the Bible with students.

## Forming your group:

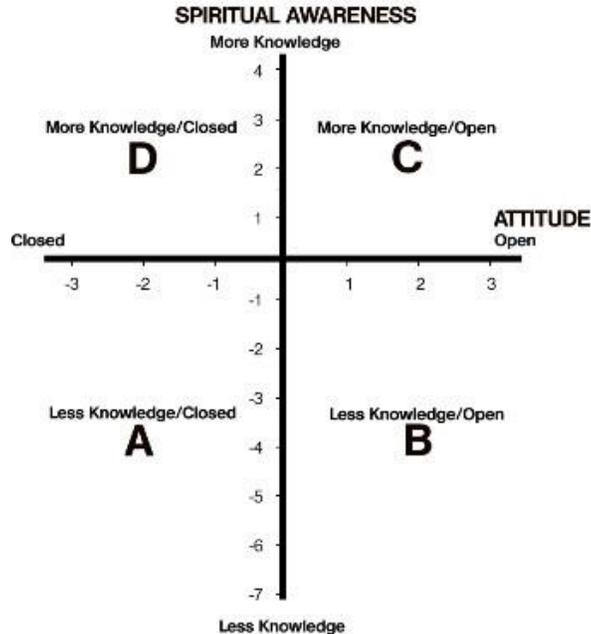
Consider the demographics and abilities of the whole group. Who would be best grouped together? **Are** there some students who will work better in a certain group?

- Ex: Johnny and his friend tend to be a distraction to others when grouped together. Forming two different groups for each of them may create small groups more conducive to learning.



Consider the size of the small group. Groups with 12 students and under tend to give way to **better, more** meaningful conversation. The benefit of the smaller size is that it allows for each student to participate and interact with his teacher and peers.

## Knowing your group:



Take time to get to know your small group. Memorize names, where your students go to school, what they do in their free time, etc. An example interest inventory created by Sonja Khan can be found in Appendix A. Positive teacher and student interactions lead the way to more meaningful conversations. Students are more willing to learn from someone they know and trust.

Learn the personalities and knowledge base of your small group. What do they know about the Bible? What do they not know? Knowing personalities helps you

Figure 1.1- The Gray Matrix. Retrieved from graymatrix.org (see References)

prepare your lesson. If you know your students learn well with visuals, you can incorporate that into your small group lesson for the week. Tools such as the Gray Matrix can aid you in knowing where the students in your group are spiritually (See Figure 1.1). The Gray Matrix is a tool used in giving volunteers a greater idea of where someone is spiritually through evaluating and plotting growth on a graph similar to the one in Figure 1.1.

## Beginning your group:

Establish a positive and safe culture open to learning.

Set learning and behavioral expectations with the students in your group. What goals do you want to meet? This is a great time to set group norms such as when to raise your hand. Creating and setting these learning and behavioral expectations creates consistency within your group and keeps disruptions at a minimal. Confidentiality must also be addressed here. Let students know that what is shared in confidence will stay in confidence. This practice builds trust and a positive relationship between teacher and student.

### Example Expectations:

- **Raise your hand before you speak.**
- **Keep prayer requests between friends in the group.**
- **Bring your Bible with you every week.**
- **Listen and respect others' thoughts.**

## Teaching your group:

One main responsibility of leading small group instruction is guiding the discussion towards a progression of higher-level thinking regarding the text.

## Discussion

Discussion is where positive teacher-student relationship also becomes important. Students need to know that their ideas and questions will be heard and valued in the midst of discussion. For a discussion to be productive, a centralized small group works best for teaching literature in most cases. A centralized group is one that is led directly by the teacher (Peterson, 2016). This leads to more impactful discussion since an expert on the material is in charge and able to correct any misconceptions and capitalize on the main points.



To guide discussion, being prepared is CRITICAL. To make sure a discussion is fruitful, the small group teacher should come into the discussion with questions to guide the conversation.

Questions should be more than “yes or no.” Questions should be thought provoking and promoting critical thinking. Engage students in the learning of the Bible with meaningful questions beyond the surface. Involve them in critical thinking to help the material stick!

### Example Questions:

- How does this story relate to today’s world?
- How would you feel if you were in their shoes?
- Compare this to another situation. What is the same? What is different?
- Give an example of how you can practice this in your life.

## Closing your group:

Have a place to land your point. What is it that you want your group to take away from your time studying the Bible together? Close the lesson in a way that creates ownership of the material and relates back to the expectations set at the beginning of the lesson. Giving students a tangible takeaway makes the information more accessible to them.

Example strategies could be:

- Having students retell the story to a partner.
- Having students share one statement summarizing what they learned to the group.
- Creating a fun innovative way to take the material with them, such as hand motions or an acronym.



## Large Group Instruction

While small group instruction adds great value to a classroom, an effective classroom implements a variety of instructional methods that provide a fine balance of learning. Perhaps one of the more widely used methods in Sunday School settings is large group or whole group instruction. Though large group instruction adds incredible value, “teachers should strive to incorporate strategies that increase opportunities for student participation, engagement, and self-evaluation” (Nagro, Hooks, Fraser, & Cornelius, 2018, p. 244). Teaching to a whole group of students is *not simply just talking at them* but communicating information to them in a way that actively engages and promotes retention of knowledge. Therefore, an effective teacher should have many tools in his or her toolbelt to use when communicating a message to a large group of students. According to McLeod, Fisher, and Hoover (2003), “typical whole-class strategies include lecture, discussion, debate, teacher demonstrations, and giving directions” (p. 127). Though not every strategy has to be used in every lesson, having one or two on hand per lesson provides life to the material. When we look at how Jesus modeled teaching to the crowds, he incorporated many parables and metaphors into his teachings. These left room for individual thinking, leaving the crowds engaged and drawn to his words. Though we cannot measure up to Jesus’ teaching, we should be inspired by his teachings to consider our crowd and teach them in a way that engages them and makes information relatable and personal.

## First, know your PURPOSE!

Every decision that is made while planning and teaching must be intentional and justifiable. Why are you teaching the content this way? The proper answer will not be “because I felt like it” but rather “because it best fits the learners and the material.” Deciding your whole group strategy is twofold:

### *What am I teaching?*

The method you use must fit WHAT you are teaching. If you are just introducing a topic, having a debate on the information may not be the best fit. Introducing Biblical concepts may require some lecture time. Using a physical demonstration to help explain abstract concepts may also be considered.

### *Who am I teaching?*

Knowing your audience is key. For younger students, you will not lecture for 20 straight minutes. Perhaps something more active and engaging may fit the younger learners.

“Rule of Thumb” for timing: A general rule to go by for timing lecture time is considering the age of the students. Take the age of the student and add two. That is your lecture time! For example, if the child is 8, go for 10 minutes. Try not to exceed 10-15 minutes.



## Whole group strategies:

To know which strategy to use, you must first know what each strategy entails.

### Lecture

Lecture can be defined as “the verbal imparting of knowledge” (McLeod, Fisher, & Hoover, 2003). The purpose of the lecture is to provide a lot of information in a way that sticks. However, lecture should not occur in isolation. It is best paired with another whole group strategy or activity.



### Discussion



Discussion is “a student-centered strategy in which teachers assume the role of facilitator, and students become interactive participants” (McLeod, Fisher, & Hoover, 2003, p. 132). Discussion is meant to create needed dialogue between the teacher and students, allowing students

to share their thoughts and feelings on the covered information.

#### Prompting Questions:

- How does this make you feel?
- What do you think about what he or she said?
- Do you agree or disagree?
  - Can also use nonverbal cues such as thumbs up/down.

## Demonstrations



Demonstrations give students a hands-on example of a topic. For example, in large group, a teacher and some helpers could role-play a story in the Bible to make it come alive to students. According to Allington &

Cunningham (2018), “demonstration usually involves modeling and explaining along with demonstrating the thinking that occurs.”

### Examples:

- A teacher and some volunteers role-playing a Bible story.
- Using a creative science experiment to make an abstract point concrete.
- Using hand motions to allow students to interact with a Bible verse.
- Having an object lesson to demonstrate an abstract concept.

## Managing the Classroom

One of the most frequently addressed issues in the classroom would be that of classroom management. Dustova and Cotton (2015) argue that, “when classroom management strategies are executed effectively, teachers minimize behaviors that impair learning for both individual and groups of students” (p. 32). When children are taught how to be respectful and conduct themselves effectively in a classroom, we not only minimize distraction but also develop character in students that will help them grow into productive citizens. Proverbs speaks explicitly about directing and disciplining children on several occasions, saying to “start children off on the way they should go, and even when they are old they will not turn from it” (Proverbs 22:6, New International Version). When we give children the guidance they crave and need, we set them up for success in the classroom and beyond. Therefore, classroom management is essential not just to control the room but to teach children valuable social and emotional skills to carry with them throughout their lives. However, we must keep in mind that children are not little adults. They are children, and children need guidance to be passed down by those who pour wisdom into them.

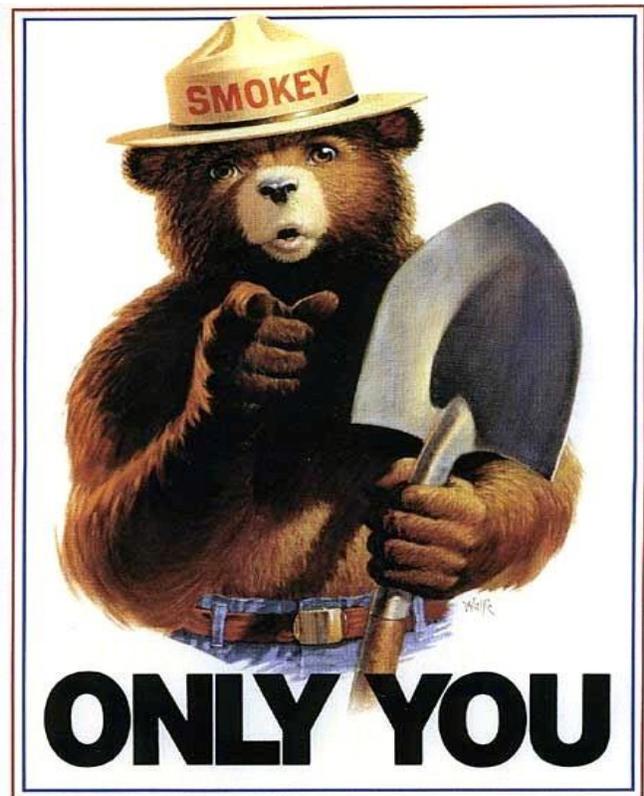
## The “Smokey the Bear” method:

Classroom management should NOT be seen just as disciplining children, but a set of ideals in place for the purpose of prevention. Evertson of Vanderbilt University discusses effective classroom management and how research has shown that discipline actions themselves are not as effective as preventions used in a well-managed classroom (2015, p. 0.03E).

### Think about it like this

Classroom management is like a forest fire. Some cases of disciplinary action will be necessary every once in a while. Fires will occur. However, if you take preventative action, you greatly reduce your need for discipline consistently.

You as a teacher choose to play one of two roles: Smokey the Bear or the firefighter. You can take preventative action or stand back and pay the consequences later. Remember, **ONLY YOU** can prevent forest fires. Classroom management is the responsibility of the teacher, not the students.



Smokey the Bear is an iconic symbol of the National Parks system used as a campaign for forest fire prevention since the 1940s.

## Setting expectations:

In preventative management, the typical first step is setting expectations for students. Research shows that “approximately 80-85 percent of students will be able to meet classroom behavior expectations when given high-quality, universal instruction/ intervention on behavior” (Kratochwill, DeRoos, & Blair, 2018). Remember: students cannot read your mind. If there is a certain way you want them to behave, you must set that expectation.

How do I set expectations for my students?

To set your expectations, the following acronym is a great rule of thumb to remember when creating procedures.

### **C[lear] A[ppropriate] C[oncise]**

**Clear-** The rules must be written in student-friendly language.

**Appropriate-** Know the developmental age of your students. What can they do? What is the demographic of your class?

**Concise-** Keep it simple and reachable. There is no need for a long list of complex rules. Keep the procedure list from 3-5 rules.

Remember: Be FAIR and CONSISTENT. If you set an expectation, you must follow through with it for all students.

## Positive reinforcement:

Once procedures and boundaries are set within the group, reinforcement is needed to keep students on task and adhering to these set expectations. Students need motivation. However, motivation should come from more than a nice sticker sheet.



## Extrinsic v. Intrinsic Motivation

To pinpoint a student's motivation, we must first know the difference between the two types of motivations:

1. Extrinsic- Physical or external factors that motivate a student.



Ex: stickers, bracelets, extra free time, etc.

2. Intrinsic- factors within oneself that promote motivation

Ex: academic drive, competitiveness, relationships

## *A note about extrinsic motivation*

Though extrinsic motivation may work better for struggling students or to jump-start a behavioral program, teachers should not be quick to jump on the sticker sheet. Research suggests that outward motivators “can thwart intrinsic motivation and creativity, limit performance, stifle good behavior, promote cheating and can become habit forming and contribute to a short-term mindset” (“Moving From Behavior Rewards to Character Development,” 2017, p. 8).

## Intrinsic Motivation: Teacher-Student Relationships

Perhaps one of the greatest student motivators is teacher-student relationship. Williams suggests that “teacher-student relationships influence students’ social and intellectual development from preschool to high school” (2009, p. 77). Building a relationship with your students MATTERS!

### How can I build a positive relationship?

Positive teacher-student relationships are built using affective, or emotion-based, skills. Affective skills can look like the following:

**Listening-** As a teacher, be an active listener. Show your students that you care! Make eye contact, ask questions, and invest in their lives.

**Expressing yourself-** Someone who is well-versed in affective skills can express themselves easier. Be clear with your signals and be upfront with your students. A little honesty and vulnerability can go a long way in the classroom.



**Knowing your students-**

Knowing your students is a common theme throughout teaching styles. You cannot effectively teach a student you do not know. Take time to invest and build relationship in a meaningful way.

**Be firm-** Knowing a student and building positive relationship does not mean you have to be soft. Don't be afraid to be firm, meaning not being afraid to give a student correction when necessary. If a positive relationship is built on trust, the student will be more trusting of your firmness. However, being firm is done out of love, not as a fear tactic. Firmness should not come from raising your voice.

## Putting out the Fire: Discipline

Fires come even with the greatest of prevention. Even in a perfectly managed classroom, conflict arises. When those problems come, an effective teacher has a plan in place to address discipline.



### Having a plan

Everston notes in her research that “If you plan ahead which positive, negative, and corrective consequences you will use, and when you will use them, then you will be more confident of your ability to manage your classroom” (2015, p. 4.01E).

### Creating a system

Emerging behavior problems need to be resolved quickly before they become a classroom-wide problem. Have a clear plan in place for discipline needed for certain actions, such as a verbal warning prior to being removed from an activity or parents called. Never underestimate the power of body language and verbal cues!

#### **Examples of Corrections:**

- **Proximity/ getting closer to child if disengaging**
- **Redirection; correct behavior, don't criticize**
- **A simple pat on the back**
- **Modeling and asking student to repeat the process**

## **The Three C's of Discipline:**

**Consistency:** Any discipline system should be fair and constant. If you have a set of consequences, stick to them, no matter the child.

**Confidence:** Be firm and sure of what you say. As a teacher, when you are sure in what you say and in your authority, children will have a greater respect for you as a teacher.

**Correction:** Teachers should correct behavior over criticize. Giving corrections on how a behavior should look will go farther than just telling a student he is wrong.

## A Note About Classroom Management...

Behavior must be modeled to be expected!

To truly have students who value good character and behavior, this value must be modeled. SHOW the respect you want to see in your students. We cannot expect to see behavior that is not modeled for students.

## Food for Thought...

Children deserve far more than classroom management for management's sake. They deserve classrooms where management is designed to help them think, make decisions, and learn"

(Williams, 2009, p. 119)

## Actively Engaging Learners

In recent years, the term “active learning” is being used in the classroom more frequently. Active learning or engagement can be defined as “the process of involving all students in activities that encourage them to develop a deeper understanding of content by working with and reflecting upon the material being presented” (Coastal Carolina, 2018). When students are more involved in the content, they receive more from the content. As teachers, even in Sunday School, our job is to meet the students where they are and give them meaningful engagement in the Word of God. The Bible is “living and active” (Hebrews 4:12, New International Version), meaning that it is not meant to be antiquated but applicable to all generations in all seasons. If we want the next generation to live out the content of the Bible, today’s teachers of the Bible must be willing to actively engage our learners in the content, allowing them to explore and participate in the topics presented. Learning of any kind is not meant to be a spectator sport. A learner is meant to participate and dive head first into the material. Implementing one or two active engagement strategies that work in your classroom can make a difference in the way your students learn. This chapter has multiple tips and tools that can be utilized with a multitude of learners in a Sunday School class. Think about your students, take the tools that would work best for them, and implement them in your weekly routine.

## Teaching Multiple Personalities

As noted in every other chapter, knowing your students is of the utmost importance as a teacher. You must be aware of your population and the students you teach. What captures their attention? An overwhelming aspect of teaching can be that your class has many different

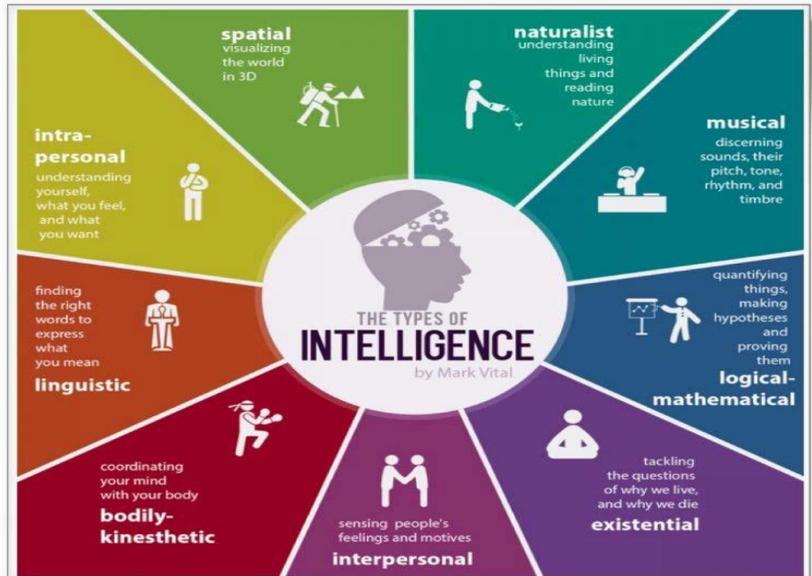


Figure 5.1: Here is a simple graphic summarizing each of Gardner's nine intelligences. Though some may have one strong intelligences, a learner has multiple with which they learn.

personalities present. However, knowing strategies and theories that target multiple personalities will be useful to a teacher.

## The Multiple Intelligences Theory (MIT)

Psychologist Howard Gardner is attributed with the founding of MIT, which emphasizes that each person has a dominant individual learning style, with nine focused intelligences ranging from logical-mathematical to musical to bodily-kinesthetic (See Figure 5.1). Incorporating this learning theory into Biblical teaching emphasizes the idea that each person is "fearfully and wonderfully made" (Psalm 139: 14, New International Version). Though you do not have to teach to every intelligence in every lesson, incorporating two or three different activities to engage different intelligences will give multiple opportunities for students to connect with the material.

### Examples of Using MIT:

1. Incorporate a song into the lesson to engage musical learners.
2. Have graphic organizers to help retention rates of visual as well as logical learners.
3. Have students act out a scene to help bodily/kinesthetic learners and interpersonal learners.

## Teaching Loads of Material

Much is asked of teachers these days. So much content is expected to be covered in so little time. Many teachers even get ambitious with how much they can fit in lessons. Learning stations or centers are a great solution to this problem, as well as offering a variety of hands-on experiences and applications with the content learned.

### Learning Centers/Stations

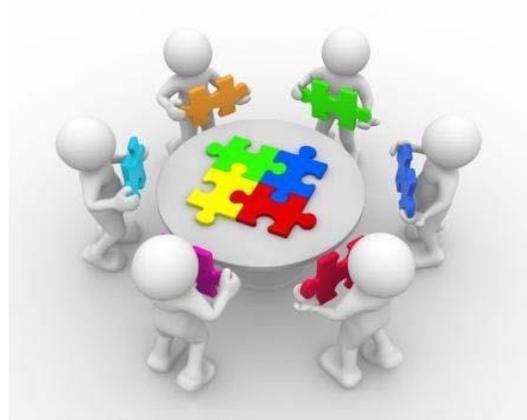
Learning centers or stations are “designated areas set up inside a classroom for the purpose of improving and enriching a student's learning experience” (Caffery, 2017). Stations are an effective way for the students to have hands-on experiences with the material and with each other. As needed, teachers should step in. However, the beauty of learning centers is their focus on student learning.

#### An Effective Learning Center Should...

1. Create, communicate, and practice procedures.
2. Group students with intention.
3. Provide meaningful tasks.
4. Assess the impact of the instruction on the student.

(Ginsberg, 2016)

When executed well, a learning center should be allowing students to grow with the material by addressing many intelligences as well as grow in social/collaboration skills. Examples of learning stations that can be used can be found in Appendix B. Though stations can be more effort, the value, when done well, can outweigh the effort.



## Teaching Directly

Direct instruction is critical to any lesson. You as the teacher are the expert. To engage students in direct instruction, having little tools in your toolbelt to use during a lesson can come in handy while engaging students with less effort.



### The Jigsaw Method

The Jigsaw method resembles exactly what it sounds like: a jigsaw puzzle! This classroom technique received its name because “each child in a jigsaw classroom has to become an expert on a single topic that is a crucial part of a larger academic puzzle” (American Psychological Association, 2003).

#### Easy Steps for the Jigsaw Method:

1. Distribute students evenly into groups. This will be “home base.” Give each student in the group a separate number.
2. Give each group a different subtopic to the lesson. Allow each group to research and become “experts” on their specific topic. Topic information can be given by teacher if needed.
3. Once every group is completed, break students into groups based on the number you gave them. That way, each new group has a person with a different topic.
4. Have each student teach his peers on their subtopic.
5. Come together and review subtopics briefly as whole group for closure.

## Think-Pair-Share

This is a simple method typically used when questioning the students during whole group instruction of a lesson. It is a perfect activity used to break up the length of time that the teacher is talking. It also allows for a check for understanding in the lesson, giving the teacher an idea of where the students are with the material. Below are some basic steps to follow for the Think-Pair-Share method.

1. **THINK:** After asking a question, allow students time to think to themselves about how they would answer.



- a. **PAIR:** Have the students pair up with a peer. This can be the student closest to them, one with the same color shirt, etc. Allow students to discuss with the peer their answer to the question.

2. **SHARE:** Bring back to whole group discussion and allow a few or all pairs to share briefly about their answers.



## Active Engagement: A Change of Mindset

In active engagement, “[t]he teacher becomes a facilitator of learning rather than a giver of knowledge” (Strang & Hurd, 2013). When we implement these learning strategies to increase student participation, we must decrease our time in front of the class. Changing your teaching mindset from teacher-centered to student-centered will make all the difference when executing each of the strategies listed above.



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## Appendix A

# **Student Survey - All About Me!**

**Complete all parts to introduce yourself to your teacher!**

<b><u>The Basics</u></b>	<b><u>My Favorites</u></b>
<b>My Name:</b> _____	<b>Color:</b> _____
<b>My Birthday:</b> _____	<b>TV Show:</b> _____
<b>Who Lives With Me:</b> _____ _____	<b>Sport:</b> _____
<b>What I'm Really Good At:</b> _____ _____	<b>School Subject:</b> _____
<b><u>What Makes Me Special</u></b>	<b>Place to Travel:</b> _____
<b>I love to _____</b> <b>on the weekends.</b>	<b>Animal:</b> _____
<b>My friends like me because I am</b> _____.	<b>Book:</b> _____
<b>I love my family because _____</b> _____.	<b>Food or Dessert:</b> _____
<b>My goal for this school year is</b> _____.	

Kahn, S. (n.d.) Back to school student survey. *Teachers Pay Teachers*. Retrieved from <https://www.teacherspayteachers.com/Product/Back-to-School-Student-Survey-2024916>.

## Appendix B

### Learning Centers

A learning center provides a hands-on experience with the content presented in the classroom. If you are desiring to provide a hands -on experience with Biblical content, some potentially helpful ideas for stations are as follows:

- Giving students a Bible story and having them prepare a skit to act out a scenario.
- Having a science demonstration for students to explore that relates to a Bible story or verse.
- Having pieces of a Bible verse on separate index cards and having students piece together the Bible verse as a group.
- Creating an arts & crafts station with a craft regarding your Bible story.
- Implementing a media station for students to watch a video about a Bible story.
- Having a game station where students can play a game about their Bible story.

## Appendix B

## Session One

### Introduction

#### Classroom to Sunday School: An Overview (45 min)

#### Materials:

- Chart paper (4 pieces)
- Poster markers (per piece of chart paper)
- "Classroom to Sunday School: An Overview" PowerPoint presentation
- Pair Reflections worksheet (per person)
- "Two Stars and a Wish" handout (per person)
- Pens/pencils (per person)
- "From Classroom to Sunday School" handbook (per person)

#### Lesson Objective(s):

- Volunteers will identify the main categories of teaching that can be used in the Sunday School classroom.
- Volunteers will collaborate with peers to identify characteristics of each of the four categories of teaching covered in the "Classroom to Sunday School" curriculum.
- Volunteers will reflect on their own strengths in teaching and areas for improvement.

#### Activating Strategy ("The Hook"):

"Brain Dump" (10 min)

Have four large pieces of chart paper on the wall, with one piece of chart paper placed in each corner of the room. One piece will be labeled "Small Group Instruction," another "Large Group Instruction," with the last two labeled "Classroom Management" and "Active Engagement." Split whole group into 4 evenly distributed groups and assign each group a category. Once every group has moved to the appropriate piece of chart paper, give them two minutes to write down words and phrases they associate with that category. After two minutes, rotate groups clockwise to next category. Give them 1 minute to complete the same task at that category. Rotate groups and give 1 more minute at next category. Repeat process until each group has seen each of the four categories and had time to contribute to each station. Have groups return to original category. Give each group 1-2 minutes to summarize what was said about their category for whole group.

Instruction:

1. As you begin, have learning objectives visible for volunteers. If desired, have a volunteer read each learning objective aloud, demonstrating how knowing learning objectives create a more cohesive lesson and keep students on track towards their target.
2. Introduce the concept of "Classroom to Sunday School" with a purpose statement. Use PowerPoint Slide as a visual.

3. Have volunteers turn and talk to a neighbor about their purpose in volunteering.
  - a. Prompting Question: Why do you teach Sunday School?  
What keeps you coming back to teach every weekend?
4. After 1-2 minutes of talking to neighbors, ask for volunteers to give an example of what his or her neighbor said (not own response).
5. Emphasize that everyone here is present to help children know the Word of God on a deeper level and guide students to becoming more fully devoted followers of Christ. That is also within the purpose of these trainings.
6. Point out visual of 4 categories of teaching to be implemented in Sunday School lessons and touched on in the handbook and trainings. Emphasize how each of them must work together to create a cohesive and effective lesson. One cannot be separate from the other.
7. Give quick overview of each category using visuals given in PowerPoint. Build on common ideas given in the Activating Strategy.
  - a. Small Group Instruction
  - b. Large Group Instruction
  - c. Classroom Management
  - d. Active Engagement

8. Once each category is covered in whole group, have groups return to their categories and agree or disagree with any words or phrases given during the Brain Dump.
  - a. Prompting Questions: Which ideas were correct? What are areas in which we will need more guidance?
9. Once each group has completed this task, bring everyone back to whole group setting to close lesson.
  - a. Closing:
    - i. Pair Reflections- Give each volunteer an "Overview Reflection" worksheet. Have them reflect with a partner and provide written response on given worksheet.
      1. What are my strengths as a Sunday School volunteer?
      2. What is at least one area I wish to seek improvement on?
      3. What can be my first step in improving my desired area?
10. As volunteers finish up pair reflections, pass out "Two Stars and a Wish" to each volunteer.
  - a. Each volunteer will give two take aways from the training and one thing they wish they could have received from the

training. This is to have academic feedback to build upon future trainings.

- b. Have volunteer return this activity to training leader as session concludes.

Name: \_\_\_\_\_

## Two Stars and a Wish!

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

@Mme.Blier

- 11. As volunteers leave, pass out "From Classroom to Sunday School" handbooks to each person. Have each volunteer read "Small Group Instruction" prior to the next session.

Assessment:

Pre-assessment- "Brain Dump"

During instruction assessment- Checks for Understanding in "turn and talks" and revising Brain Dump

Post-assessment- Pair Reflection and "Two Stars and a Wish" for feedback

"Two Stars and a Wish" citation:

French, C. (2018). Two stars and a wish. *Teachers Pay Teachers*. Retrieved from <https://www.teacherspayteachers.com/Product/Two-Stars-and-a-Wish-2811205>

## Session Two

### Small Group

#### Classroom to Sunday School: Teaching in a Small Group (45 min)

#### Materials:

- Post-it note and pencil (per person)
- Paper and pencil (per person)
- Chart paper and markers (per group)
- Demonstration Scenarios
- "Small Group Instruction" PowerPoint
- "Two Stars and a Wish" handout per person

#### Lesson Objective(s):

- Volunteers will identify characteristics of an effective small group lesson.
- Volunteers will plan a small group with peers including prompting questions.

*Note: Each volunteer should have handbook with them and have read the "Small Group Instruction" section of handbook prior to Session Two lesson.*

#### Activating Prior Knowledge: (5 min)

Hand each volunteer a post-it note and a pencil. Have each volunteer reflect on one takeaway from the previous lesson ("Classroom to Sunday School: An Overview"). Give 1-2 minutes to complete thoughts, then have

each volunteer find a partner with the same color shirt to share their takeaway from the previous lesson. Return to whole group and have each pair share a takeaway from Session One. Emphasize main ideas, then move on to Activating Strategy.

Activating Strategy ("The Hook"):

"Quick Write" (10 min)

Give each volunteer a blank piece of paper and a pencil. Ask them to close their eyes and reflect on the greatest small group session they can think of in which they took part, either as a student or a teacher.

Prompting Questions:

1. What about that small group made it your favorite?
2. What did the teacher or leader do that made it so successful?
3. If you cannot think of a specific time, what does a perfect small group look like to you?

After one minute of thinking, instruct volunteers to begin to write about that experience. Since it is a quick write, the writing can be in any format the volunteer desires. Allow about 2-3 minutes for writing. Once writing is completed, ask volunteers to partner up with someone around the room (example: someone with the same type of shoes) and share what they wrote with a partner. Allow 2-3 minutes for pairs to share, then return to whole group.

As a whole group, create a concept map incorporating the qualities of a well-done small group that were brainstormed through the quick writing process.

Instruction:

1. Introduce the topic of small group instruction using corresponding PowerPoint slides.
  - a. What is small group instruction?
2. Once small group is defined, discuss “knowing your group” using the corresponding PowerPoint slide.
3. Have volunteers turn and talk to a neighbor about a characteristic we should know about students in order to teach them better. Ask pairs to share ideas that were discussed.
4. Share and explain examples of graphics and worksheets that help get to know students better, such as the Gray Matrix and an interest inventory.
5. Display the “beginning your group” slide in PowerPoint and discuss the significance of beginning with a healthy and safe group culture.
6. Move on to the slide entitled “Teaching your group”
  - a. Have volunteers turn and talk to another neighbor about one quality of a good discussion. What makes a discussion worthwhile?

- b. Have pairs share with group about the qualities of a good discussion.
  - c. Show types of questions that are helpful in leading a small group discussion and discuss with whole group.
- 7. Show final section of PowerPoint entitled "Closing your group."
  - a. Discuss examples of ways to close group.
  - b. Have volunteers split into their partners and brainstorm ways that would work for their groups.
- 8. Closing: Split into 4-5 groups. Have a different scenario/topic of small group discussion for each group. Have each group talk and brainstorm about their own scenario and walk through how the small group would go/prompting questions to ask to students.
  - a. Once each group is done, ask them to share ideas with whole group.
- 9. As whole group discussion ends, hand each volunteer a "Two Stars and a Wish" handout to complete for instructor feedback on session. If desired, have separate index cards and basket available for additional comments and feedback.

Assessment:

Pre-assessment: Quick write strategy

During lesson: Checks for Understanding, Questioning, pair discussion and feedback.

Post-assessment: Small Group scenario brainstorming session, “Two Stars and a Wish” handout for feedback (refer to Session One graphic)

## Session Three

### Large Group

#### Classroom to Sunday School: Teaching a Large Group

##### Materials:

- Post-it note and pencil (per person)
- Catch Phrase phrase cards (x2)
- Whiteboard (or any other method to keep score)
- Large Group Strategies cards (1 per group)
- Index card and pencil (per person)
- "Two Stars and a Wish" handout (per person)
- "Teaching a Large Group" PowerPoint presentation

##### Lesson Objective(s):

- Volunteers will define and demonstrate one large group strategy with a collaborative group.
- Volunteers will describe one large group strategy and describe how they will implement it into teaching.

*Note: Each volunteer should have handbook with them and have read the "Large Group Instruction" section of handbook prior to Session Three lesson.*

##### Activating Prior Knowledge: (5 min)

Hand each volunteer a post-it note and a pencil. Have each volunteer reflect on one takeaway from the previous lesson ("Classroom to Sunday

School: Teaching a Small Group"). Give 1-2 minutes to complete thoughts, then have each volunteer find a partner with the same shoes to share their takeaway from the previous lesson. Return to whole group and have each pair share a takeaway from Session Two. Emphasize main ideas, then move on to Activating Strategy.

Activating Strategy ("The Hook"): "Catch Phrase" (10 min)

In this game, the whole group will be divided into two different teams. Each team will be given a set of cards with random phrases. The goal of the game is to have the lead team member communicate the phrase in a way in which his team can guess correctly and quickly. The team with the most points wins. One team will go at a time. The lead member can either tell about the phrase or act out the phrase to have his team guess correctly. Repeat process an even number of times as time allows. Debrief and emphasize the importance of effective large group communication. It is more than just talking at someone but rather reaching your audience in a way that impacts their learning positively.

Instruction:

1. Introduce the topic of large group instruction with definition slide in PowerPoint.
2. Continue to the "Knowing your purpose" slide of the PowerPoint visual. Emphasize the importance of knowing your students and the

material prior to choosing a large group instruction technique for your Sunday School lesson.

3. Briefly explain each of the following large group strategies using the “Whole Group Strategies” slide. The strategies are as follows:
  - a. Lecture
  - b. Discussion
  - c. Demonstration
4. Split whole group into 3 different groups evenly. Each group will be given a category of large group instruction. Each group will use their large group strategy to create a brief presentation/skit demonstrating the strategy. The following criteria must be met in a group presentation:
  - a. The presentation must clearly demonstrate what the strategy looks like in a classroom.
  - b. The presentation must show the common characteristics of the given strategy that were communicated in the PowerPoint review of each strategy.
  - c. The strategy must effectively communicate the topic.
  - d. Everyone in group must participate in presentation.
5. Give groups 10-15 minutes to create short presentation using the large group strategy provided. Once each group has completed

presentation, each group will present the final product to the rest of the whole group as if teaching the lesson.

6. During each presentation, each individual not performing the task will take notes regarding each strategy presented using the following prompt:
  - a. Name the characteristics that you see in this large group strategy.
  - b. What is a potential strength of this strategy? What is a potential weakness?
7. After all presentations are complete, debrief each strategy using the corresponding PowerPoint slides. Note that this list is not mutually exclusive. Though these would fit best in a Sunday School environment, explore other options of large group strategies as well.
8. Give each volunteer an index card and pencil. Have them reflect on the following:
  - a. Which strategy could I use next time I lead whole group instruction? How could I implement it?
9. Once volunteer is finished with individual reflection, hand out "Two Stars and a Wish" to each volunteer. Note that if additional comments are necessary, there will be separate index cards and a basket available after the completion of the handout.

Assessment:

During instruction- Checks for understanding/questioning.

Product- group presentation of large group strategy

Post-assessment- individual reflection and “Two Stars and a Wish” handout for feedback (refer to Session One graphic)

## Session Four

### Classroom Management

#### Classroom to Sunday School: Managing Your Classroom

##### Materials:

- 4 Scenario Cards
- Post-it note (3 per person; one for activating prior knowledge)
- Pencil (per person)
- Chart paper and poster markers (1 per group x 4)
- "Two Stars and a Wish" handout (per person)
- "Managing Your Classroom" PowerPoint presentation

##### Lesson Objective(s):

- Volunteers will define classroom management and the importance of preventative management.
- Volunteers will implement management strategies to real-life situations.
- Volunteers will reflect on own practice and identify at least one area of growth.

*Note: Each volunteer should have handbook with them and have read the "Managing Your Classroom" section of handbook prior to Session Four lesson.*

Activating Prior Knowledge: (5 min)

Hand each volunteer a post-it note and a pencil. Have each volunteer reflect on one takeaway from the previous lesson (“Classroom to Sunday School: Teaching a Large Group”). Give 1-2 minutes to complete thoughts, then have each volunteer find a partner with the same birthday month to share their takeaway from the previous lesson. Return to whole group and have each pair share a takeaway from Session Three. Emphasize main ideas, then move on to Activating Strategy.

Activating Strategy (“The Hook”): “What Would You Do?” (15 min)

Distribute volunteers evenly into four groups. Have scenarios of classroom management issues for each group. Each group will create a skit that accomplishes two targets: 1) acting out the given situation and 2) giving a solution to the issue given. Give the groups about 8-10 minutes to prepare a skit following the two listed guidelines (make guidelines visible to volunteers). Have each group act out skit for whole group. Prompt volunteers to take notes and reflect on what they think is effective and not effective from the debrief later.

Instruction:

1. Introduce the topic of classroom management with the “Managing Your Classroom” PowerPoint. Define classroom management using definition provided.
2. Instructor will display the Smokey the Bear slide of the PowerPoint without words. Volunteers will turn to a partner and discuss what

Smokey the Bear could possibly have to do with classroom management.

- a. Once some pairs have shared with whole group, discuss changing perspective of classroom management.

Preventative management invests heavily on the front end with less issues in the future, while discipline-focused management puts out many fires along the way.

- b. Give each volunteer a post-it note and have them reflect on the following: What would preventative management look like? What does discipline-focused management look like?

3. Move on to "Setting Expectations" PowerPoint slide.

- a. Question whole group using the following prompt: What is the importance of expectations? Why do we use them? Allow several volunteers to share answer with whole group.

- i. Emphasize that students are not mind-readers. They cannot inherently know what you expect. Effective teachers make their expectations visible and clear!

- b. Show acronym model on CAC slide of PowerPoint. Explain each letter of the acronym and its importance to creating and setting expectations with a group of students. Lead a choral response of each letter of the acronym (i.e. "C is Clear")

4. Show slide entitled "Positive Reinforcement" on PowerPoint. Have volunteers discuss with neighbor what the difference is in extrinsic and intrinsic motivation. Define the difference between extrinsic and intrinsic motivation.
  - a. Explain the dangers of too many extrinsic motivators and the importance of building intrinsic motivation in our students.
5. Explain that teacher-student relationship is a critical factor in building intrinsic motivation. Split volunteers back into the 4 groups from activating strategy. Give each group a piece of chart paper and poster markers and have them create a T-chart. One side will be labeled "positive" while the other "negative."
  - a. Have groups "brain dump" words and phrases that characterize a positive relationship and a negative relationship. Give 2-3 minutes to complete, then briefly have each group share.
  - b. Emphasize the importance of affective skill. Define it using PowerPoint slide on "Teacher-Student Relationships."
6. Move on to the "Discipline" portion of the presentation. Discuss the importance of a set system of discipline. Have example of a discipline system to show as visual in PowerPoint.
  - a. Have volunteers turn and talk to a neighbor, listing examples of good discipline that can be used in a church setting. Ask

two or three groups to share with whole group, then display instructor's list of appropriate discipline strategies. Note that the list is not exclusive, but one must carefully consider the type of discipline necessary.

b. Display the 3 C's of discipline and briefly explain each one using the given visual in PowerPoint.

7. Have volunteers reconvene in groups from activating strategy and revisit their given scenarios. Display the prompting questions: What would work well? What strategy/strategies would improve this situation?

a. Give groups no more than 4-5 minutes to reconfigure their skits. If skit changed from beginning activity, have group act out new skit and explain the reasoning behind the strategies changed and used.

8. Closing- Hand each volunteer another index card and pencil. Have them reflect on one strategy that stood out to them and create a mini-plan for how to use this strategy with their Sunday School group.

9. As volunteers begin to finish, give "Two Stars and a Wish" handout to each volunteer. Have them complete handout to provide instructor with academic feedback. Note the comments cards and box if someone desires to leave additional feedback.

Assessment:

Product- skit and revising skit to better fit knowledge gained throughout lesson

Questioning during lesson serves as a formative assessment.

Individual Strategy reflections

Post-assessment: "Two Stars and a Wish" handout for feedback (refer to Session One graphic)

## Session Five

### Active Engagement

#### Classroom to Sunday School: Engaging Learners

#### Materials:

- Post-it note and pencil (per person)
- Topic Cards (x4)
- Chart Paper (x4)
- Poster Markers
- “Engaging Learners” PowerPoint
- Paper and pencil (per person)
- “Two Stars and a Wish” handout (per person)
- “Engaging Learners” PowerPoint presentation

#### Lesson Objective(s):

- Volunteers will define, describe, and use 1 active engagement strategy.
- Volunteers will reflect on strategies that best suit their teaching styles and their groups and identify one strategy to implement.

*Note: Each volunteer should have handbook with them and have read the “Engaging Learners” section of handbook prior to Session Five lesson.*

#### Activating Prior Knowledge: (5 min)

Hand each volunteer a post-it note and a pencil. Have each volunteer reflect on one takeaway from the previous lesson (“Classroom to Sunday

School: Managing Your Classroom"). Give 1-2 minutes to complete thoughts, then have each volunteer find a partner with the same hair color to share their takeaway from the previous lesson. Return to whole group and have each pair share a takeaway from Session Four. Emphasize main ideas, then move on to Activating Strategy.

Activating Strategy ("The Hook"): "Paparazzi" (5 min)

This game is a variation of the classic game Rock, Paper, Scissors. Before beginning, set guidelines for rock, paper, scissors (ex: go on "Shoot," paper beats rock, etc.). Have each volunteer pair up and play rock, paper, scissors against another volunteer. If he loses, the volunteer must follow the winner to chant and cheer them towards victory. The winner goes to find another opponent. The process continues until one person is left standing as the winner. Explain that movement and games can be a great way to engage learners in the lesson. Relating them back to a Bible story can create great meaning and attachment to a subject based on the level of engagement.

Instruction:

1. Introduce the topic of engaging learners with the PowerPoint. Use definition slide to discuss the definition of "active engagement" with whole group.

2. Whole group will split into 4 different groups evenly. Each group will have a topic in which to collaborate and discuss together with information provided from the handbook and PowerPoint. The four categories are as follows:
  - a. Multiple Intelligences Theory
  - b. Learning Centers/Stations
  - c. Jigsaw Method
  - d. Think-Pair-Share and other questioning methods
3. Each group will be given a topic card with one of the previous categories, chart paper, and poster markers. Each group must research with handbook, PowerPoint notes, or devices and discuss given engagement technique to present to class. Guidelines are as follows:
  - a. Presentation must have an engaging activity relating to topic.
  - b. Presenters must give brief definition/description of engagement technique.
  - c. Presenters must give at least one example of how their strategy can be used to teach a Bible lesson.

Note: Instructor can give one specific Bible story for every presentation to cover (ex: David and Goliath or the story of Abraham.)

4. Each group will give a brief presentation regarding their strategy of engagement. Presentation should be no more than 5-7 minutes. If not presenting, volunteers should note at least one take away from each presentation.
5. Each volunteer will be given a blank piece of paper and a pencil. Volunteers will individually reflect on the following prompt:
  - a. Which strategy would be most practical for my group? How could I implement this strategy into my teaching?

Assessment:

Product- expert presentation to whole group of given topic

Individual reflection of knowledge

"Two Stars and a Wish" handout for academic feedback (refer to Session One graphic)

## Appendix C

# Classroom to Sunday School: An Overview

Created by Lauren Grizzard

Session One

## Learning Objectives:

- ❑ Volunteers will identify the main categories of teaching that can be used in the Sunday School classroom.
- ❑ Volunteers will apply prior knowledge of teaching to the Sunday School classroom.
- ❑ Volunteers will classify different teaching methods based on category and apply these teaching methods to their instruction.
- ❑ Volunteers will reflect on their own strengths in teaching and areas for improvement.

“Brain Dump”

Classroom to Sunday School: A  
Purpose

## Purpose Statement

The purpose of this handbook is to provide Sunday School volunteers with practical tools and techniques that can be easily implemented into any learning environment with elementary-aged students.

Students deserve the best learning, especially with the Word of God!

Question:

Why do you teach Sunday School?

What keeps you coming back to teach every weekend?

# An Overview of the “Classroom to Sunday School” Curriculum

## Four Categories

Small Group

Large Group

Classroom  
Management

Active  
Engagement

## Small Group Instruction

- A more intimate way for students and teachers to interact
- Building trust through positive teacher-student relationships
- Focus on discussion



## Large Group Instruction

- Using multiple strategies and tools to communicate to a large group of students
- Giving students opportunities to soak in and communicate information



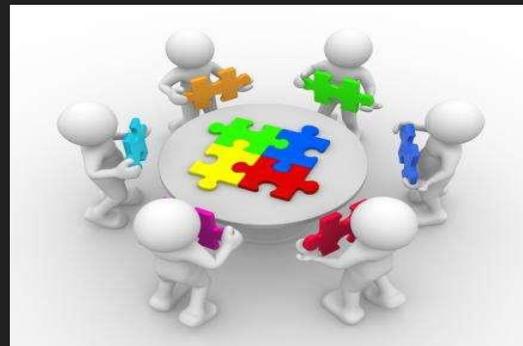
## Managing Your Group

- Minimizing behaviors that could impair learning and environment
- Developing character in learners



## Engaging Your Learners

- Using tools and strategies to make learning meaningful
- Making the information stick!
- Allowing participation with the material



## REFLECT

1. What are my strengths as a Sunday School volunteer?
2. What is at least one area I wish to seek improvement on?
3. What can be my first step in improving my desired area?

## “Two Stars and a Wish”

- “Two Stars”
  - List two takeaways or positive feedback that you will carry away from today’s lesson.
- “A Wish”
  - What is one thing you wish the lesson taught? OR What is one thing the teacher could do to improve the next lesson?

# Classroom to Sunday School: Teaching a Small Group

Created by Lauren Grizzard

Session Two

## Lesson Objectives:

- ❑ Volunteers will define small group instruction and apply it to their Sunday School teachings.
- ❑ Volunteers will apply teaching a small group with peers.

“QUICK WRITE”

PROMPT:

Describe the best small group session you have ever been in.

## Questions to Guide You...

- What about that small group made it your favorite?
- What did the teacher or leader do that made it so successful?
- If you cannot think of a specific time, what does a perfect small group look like to you?

## Small Group Instruction

### Why Small Group Instruction?

Small groups allow for teachers to know their students in a more intimate way and allows for greater interaction and dialogue between teacher and students.

## Knowing Your Group

- Memorize names, schools, family information, etc.
  - Interest Inventory
- Knowing personalities and spiritual walks
  - The Gray Matrix

## Beginning Your Group

- Establishing a positive and safe culture open to learning
  - Expectations?
  - Goals?
- Building trust through confidentiality

## Teaching Your Group

- Leading Discussion
  - What makes a discussion worthwhile?
- Positive Teacher-Student Relationship
- BE PREPARED!
- Sample Questions
  - How does this story relate to today's world?
  - How would you feel if you were in their shoes?
  - Other Examples?

## Closing Your Group

- LANDING POINT!
  - What is your main point?
- Encourage Questions!
- Have closing questions prepared...

SMALL GROUP  
SCENARIO

What would you do?

Two Stars  
and a  
Wish

# Classroom to Sunday School: Teaching a Large Group

Created by Lauren Grizzard

Session Three



“Catch  
Phrase!”

## Purpose of Large Group

- Not simply just talking at them
  - Communicating information in a way that engages and promotes retention of knowledge
- Incorporate engaging and increasing participation

## Knowing Your Purpose

- To pick a strategy...
  - BE INFORMED!
- WHAT am I teaching?
- WHO am I teaching?

## Whole Group Strategies

- Lecture
- Discussion
- Demonstration

LET'S  
TEACH!

## LECTURE



- “the verbal imparting of knowledge” (McLeod, Fisher, & Hoover, 2003)
- Purpose:
  - provide a lot of information in a way that sticks!
- NOTE: best paired with another activity (whole group or small group)

## DISCUSSION



- “a student-centered strategy in which teachers assume the role of facilitator, and students become interactive participants” (McLeod, Fisher, & Hoover, 2003, p. 132)
- Create dialogue
- Giving students place to share thoughts and feelings

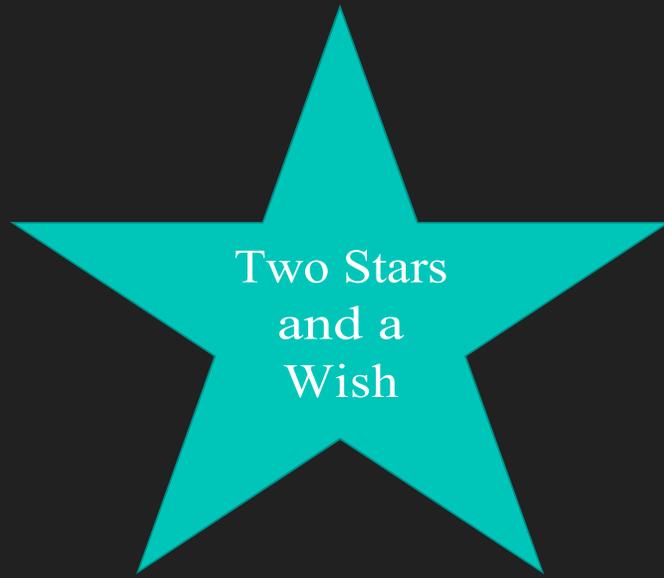
## DEMONSTRATION



- Hands-on example of a topic
- Modeling and explaining along with demonstrating
- Example:
  - Science Experiments
  - Drama Role Play

## REFLECT

Which strategy could I use next time I lead whole group instruction? How could I implement it?



# Classroom to Sunday School: Managing the Classroom

Created by Lauren Grizzard

Session Four

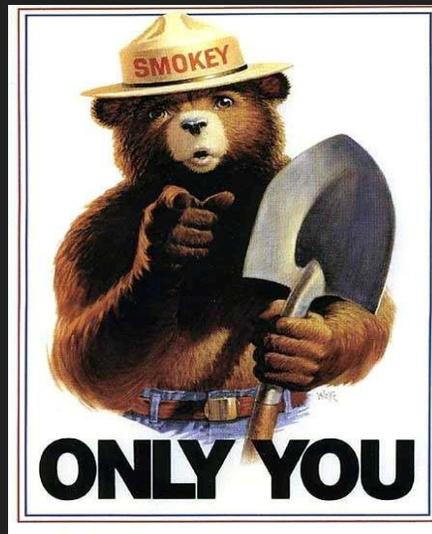
What Would You  
Do?

# Purpose of Classroom Management

- Minimize behaviors that impair learning
  - Individuals
  - Whole Group
- Develop character

“Start children off on the way they should go, and even when they are old they will not turn from it.”

(Proverbs 22:6 New International Version).

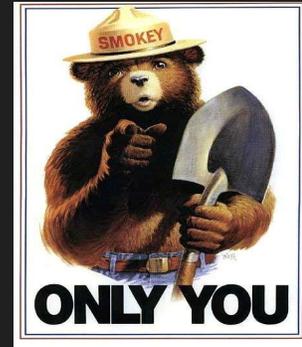


## The “Smokey the Bear” Method

Classroom management is like a forest fire...

- Smokey the Bear
  - Preventative management
- Firefighter
  - Discipline-focused management

WHO WILL YOU CHOOSE TO BE?



## Setting Expectations

- 1<sup>st</sup> step of preventative management
- REMEMBER: STUDENTS ARE NOT MIND READERS!
- Expectations should be...
  - Clear
  - Appropriate
  - Concise

### C[lear] A[ppropriate] C[oncise]

Clear- The rules must be written in student-friendly language.

Appropriate- Know the developmental age of your students. What can they do? What is the demographic of your class?

Concise- Keep it simple and reachable. There is no need for a long list of complex rules. Keep the procedure list from 3-5 rules.

## Positive Reinforcement

- Extrinsic v. Intrinsic Motivation
  - Extrinsic- Physical or external factors that motivate a student
    - Ex: stickers, bracelets, extra free time, etc.
  - Intrinsic- factors within oneself that promote motivation
    - Ex: academic drive, competitiveness, relationships

## Intrinsic Motivator: Teacher-Student Relationship

- Affective skills= emotion-based skills
- How to use affective skills
  - Listening
  - Expressing Yourself
  - Knowing Your Students
  - Being Firm

## “Putting Out the Fire”

- Have a SYSTEM!
- Example: “Three Strikes” Policy
  - 1<sup>st</sup> offense: Verbal Warning
  - 2<sup>nd</sup> offense: Written Mark
  - 3<sup>rd</sup> offense: Staff and parent contacted



## Appropriate Discipline Strategies

- Proximity/ getting closer to child if disengaging
- Redirection; correct behavior, don't criticize
- A simple pat on the back
- Modeling and asking student to repeat the process

NOTE: Not an exclusive list!

## Three C's of Discipline

- Consistency: Any discipline system should be fair and constant. If you have a set of consequences, stick to them, no matter the child.
- Confidence: Be firm and sure of what you say. As a teacher, when you are sure in what you say and in your authority, children will have a greater respect for you as a teacher.
- Correction: Teachers should correct behavior over criticize. Giving corrections on how a behavior should look will go farther than just telling a student he is wrong.

What Would You  
Do?

REFLECT:

What is one strategy you learned today that you could use?

Create a mini-plan!

Two Stars  
and a  
Wish

# Classroom to Sunday School: Engaging Learners

Created by Lauren Grizzard

Session Five



“PAPARAZZI”

## Active Engagement

- “The process of involving all students in activities that encourage them to develop a deeper understanding of content by working with and reflecting upon the material being presented.”

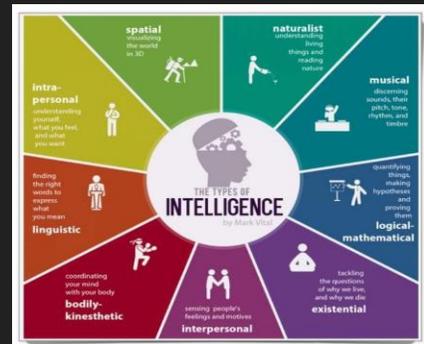
“For the word of God is alive and active.”  
Hebrews 4:12

## Four Categories:

- Multiple Intelligences Theory
- Learning Centers/Stations
- Jigsaw Method
- Think-Pair-Share and other questioning methods

# Multiple Intelligences Theory

- Each learner has a dominant learning style
  - 9 different learning styles
- Examples of Using MIT:
  - Incorporate a song into the lesson to engage musical learners
  - Have graphic organizers to help retention rates of visual as well as logical learners
  - Have students act out a scene to help bodily/kinesthetic learners and interpersonal learners



# Learning Centers/Stations

- “designated areas set up inside a classroom for the purpose of improving and enriching a student's learning experience”

An Effective Learning Center Should...

1. create, communicate, and practice procedures
2. group students with intention
3. provide meaningful tasks
4. assess the impact of the instruction on the student

(Ginsberg, 2016)

## Jigsaw Method

- Each learner holds a “piece of the puzzle”
  - Becoming an expert
  - Sharing with peers



## Think-Pair-Share



**THINK:** After asking a question, allow students time to think to themselves about how they would answer.

**PAIR:** Have the students pair up with a peer.

**SHARE:** Bring back to whole group discussion and allow a few or all pairs to share briefly about their answers.

REFLECT

Which strategy would be most practical for my group?

How could I implement this strategy into my teaching?

Two Stars  
and a  
Wish