



# Lesson Planning

# **Introduction**

**Before planning a lesson teachers must make a number of decisions to include:**

- 1. What will I teach?**
- 2. What will the students learn?**
- 3. What teaching activities and methods will I plan for the session?**
- 4. What instructional aides and resources will the students and I use?**
- 5. What strategies will I use to evaluate the student's progress and my teaching?**

# Writing Objectives

## **Characteristic of Instructional Objectives:**

There are certain characteristics that should be included in all instructional objectives.

1. The statement should be brief enough to be remembered.
2. The statement should be clear enough to be written down.
3. The statement should be specific enough to be achieved.
4. The statement should be flexible enough to allow for change.
5. The statement should be practical enough to be attainable.

## **Types of Instructional Objectives:**

In the teaching-learning process, as a general rule, teachers have three objectives in mind when they teach.

1. Knowledge (Content) Objective: The dominant purpose of this objective is to lead the class in a mastery of a body of knowledge.
2. Inspiration (Attitude) Objective: The dominant purpose of this objective is to lead the class to a deeper appreciation of some Christian truth.
3. Demonstration (Action) Objective: The dominant purpose of this objective is to lead the class to express action in their daily life.

## **Criteria for writing Instructional Objectives:**

The best way to write instructional objectives is to include in them the types of outcomes you expect from your teaching. What can the students do after they have seen the demonstration? How you teach is not the point of the objective, but what happens in the life of the student is the key.

1. An objective should be written in terms of student performance.
2. An objective should state in observable terms what students, will be expected to do.
3. An objective should be specific.
4. An objective should be measurable.
5. An objective should be sequential in relation to previous and following objective.

Start writing an objective with the following statement:

*“At the end of the session the student will be able to:*

This is a very helpful way to begin every instructional objective. It focuses on the students and what the teacher intends for them to be able to do. After the introductory statement the next word is the key to the whole objective:

At the end of the session the students will be able to: **X**

understand	know	believe	feel
realize	appreciate	acknowledge	

Avoid using words that are general and non-specific as these are. They do not help the teachers measure the student’s performance.

At the end of the session the students should be able to: **+**

demonstrate	list	cite
compare	describe	follow
identify	show	quote
state	organize	name
create	summarize	write
explain	express	contribute
present	suggest	participate
locate	select	define
find	discuss	ask

All of the above words are actions students can perform, which can be seen or heard by teachers. Such actions by students will enable the teacher to evaluate more objectively whether or not students have achieved what teacher intended.

When writing objectives for a session, include as many different levels of learning as possible. Below are key words associated with each of the six aspects of the teaching/ learning process.

**Remembering:** The first step toward learning and that it is just that, a first step.

Locate	Name	Define	Find
List	Recall	Retell	Match

**Comparing:** When information that is remembered is compared to other information, more learning about a subject is possible.

Categorize	Distinguish	Contrast	Differentiate
Debate	Review	Sort	Connect

**Interpreting:** This aspect of the learning process seeks to respond to the question. “Why?” Students are invited to search for the meaning of the subject they are studying.

Explain	Analyze	Conclude	Summarize
Question	Suggest	Explore	Discuss

**Creating:** Students show evidence of what they have learned when they are able to express, by some creative means, their understanding of the subject.

Dramatize	Write	Design	Create
Speak	Construct	Draw	Revise

**Applying:** Learning is reinforced and made personal when students are able to apply the subject to their own experiences, values and life.

Relate	Show	Apply
Identify with	Connect	Illustrate

**Deciding:** A goal of teaching in the church is to influence the way persons incorporate what they have learned into the way they live their lives.

Choose	Serve	Decide	Act
Participate	Use	Help	Work

# Organizing Teaching-Learning Methodology

Every lesson plan has a beginning, middle, and end. There are many alternative activities that are appropriate for beginning, developing and ending a lesson.

**Opening the Session:** The first thing that the teacher and students do in a session is one of the most important activities of the whole hour.

1. Students participate in game or icebreaker.
2. Teacher reads a story or passage of scripture and asks questions.
3. Students listen to a recording: song, story, commentary or other prerecorded material.
4. Students view a film or filmstrip which introduce subject.
5. Students do quick write.
6. Teacher and students brainstorm a subject.

**Presenting the Subject.** Before students can engage in purposeful study it is helpful to present to them some of the basic information related to the concepts to be developed in the session.

1. Teacher makes a brief presentation (lecture).
2. Students read a selection from scripture or other resource book.
3. Students view a dvd.
4. Students listen to a cd.
5. Students present brief reports that are previously prepared.
6. Guest speaker or other resource person makes presentation through lecture, interview, panel, debate, etc.
7. Teacher reads or tell story.

**Exploring the Subject:** Students are more motivated for learning when they are able to work individually or in small groups to explore further the subject matter that is the focus of the day's session.

1. Students do research in Bible and or other resource books.
2. Students interview other person and record interview.
3. Students discuss with teacher and other students.

4. Students use prepared worksheets.
5. Students participate in a simulation game.
6. Students listen to prerecorded resources.

**Responding Creatively:** Learning is reinforced and students are able to express themselves in meaningful or more creative ways to what they have learned.

1. Writing activities (letters, reports, poems, newspapers, scripts).
2. Recording activities (news reports, scripts, song, dramas, interviews).
3. Drama activities (role play, puppets, dance, drama).
4. Construction activities (scale models, maps, three-dimensional objects).
5. Painting or drawing activities.
6. Photography activities (slides, photos, powerpoint).
7. Collage (felt and burlap, natural materials, photos, magazines).
8. Multi-media activities.

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

1. Each student shares his/her creativity.
2. Teacher leads discussion in which students express their own ideas.
3. Teacher summarizes.
4. Students write completion of open-end sentences.
5. Teacher and or student close with prayer.
6. Students decide on a project or action for next week.

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