



I touch the future, I teach!

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HOOK - Interact/Create Connection/Warm-up/Create energy:

- * Use a song that children can add a word or there are actions, i.e., If you're happy and you know it, clap your hands, He's got the whole world in His hands, Kumbaya, or just a song that you and the students like.
- * If singing is not your forte or you do not feel so confident about leading singing, get a cd that you can learn a few songs and the children can sing along with you. If you only teach once or twice a month, you can do the same songs each time until the children learn it. Younger children especially enjoy repetition, it is part of how they learn.
- * You can do an active song with motions as well, a circle dance and song or a song with hand motions. If you do not know what to do, ask someone else who is a teacher or has taught Sunday School for a while.
- * Fingerplays
- * Beanbag exercises
- * Form a circle and throw one beanbag to one person. That person throws to another person, etc. for about 3 times. Then they reverse the order in which the beanbag was thrown back to the first person. Work up to 10 or 12 throws, forward and reverse or until each person in the circle has caught and thrown .
- * Give a beanbag to each person in the circle or at desk or chair. Have them pass it back and forth between hands in rhythm to a tongue twister or verse or poem.
- * Students in pairs face each other. Throw the beanbag with right and catch with the left hand. Reverse.
- * Use a balloon to keep in the air. Have children stand in a circle and count how many times that they can tap it up before it hits the ground.
- * Play a balloon challenge. Divide up into groups of 3. This group is a body that consists of hands (2 people), a mouth (1 person). This takes teamwork. The hands (2 people-one hand each with the other hand behind their back) hold the balloon and the mouth blows (but cannot touch the balloon.) After the balloon is blown up (at least somewhat), the hands tie the balloon. At this point, the mouth becomes the body or bottom and the hands hold the balloon so that the body can sit on and pop the balloon.
- * What other ways can you think of to use a balloon?
- * If space allows, do the same activity with a beach ball. Keep track of their record and see if they can beat it. You can go outside to do this if you need more space. It could be something is the first thing or the last thing that you do with the class.
- * Use a beachball or a beanbag and roll it or pass it to students and have them say something (complete a sentence, use one word to describe themselves, name a food that they like, etc.)
- * Clapping games-clap in rhythm to traditional rhymes or to jump rope verses.
- * Use a ball of yarn. You start by saying something yourself (completing a sentence, etc.) and then you hold onto the end of the yarn and toss it across to someone else. They do the same,

continue the activity until every person has gotten the yarn. At the end, admire your yarn creation before wrapping it up.

- * Ask everyone to finish a sentence such as-If I were president for a day, I would... Or if I were an animal, I would be...

- * Do an icebreaker kind of activity from any of the resource listed at the end of this handout or other sources

- * For older students, it may be that you ask them about their week, have some kind of informal talk.

- * Play Taboo

- * Play Ungame-stack of cards that have a sentence to complete or a question to answer. You can start with one student and have each of them read the card on top, answer it, put it on the bottom and pass it to the next students until everyone has a turn. Or, you can select one card and ask everyone to complete the same card. You can look through the deck ahead of time and select those cards that you feel are the most appropriate for your group.

- * Use a hand clapper, a talking stick or a stuffed animal to designate who is the one to talk. This is especially good if you have a very talkative bunch or you have some who never volunteer to talk. Pass the object around and everyone takes a turn at answering a question, or finishing a sentence. It can be as simple as: My favorite food is... or more deep like When I think about God, I think... or One thing that I am really afraid of is...

- * Use bubbles or the hand clapper to get everyone's attention.

- * Give each person a regular size construction sheet of paper and a marker and have them write their name in the middle of it. If you are seated at a table, desk or on the floor, ask each person to pass the paper one person to the right. Everyone has 30-60 seconds to write something that they admire or appreciate about that person. The teacher needs to keep time and say-pass each 30-60 seconds. Keep going until everyone has their own paper. Let everyone spend a few minutes admiring their appreciations. A variety to this is to have students help each other tape the construction paper on their backs after they have written their name. Then, go around the room and write appreciation on the papers. This is not as systematic but works if you do not have a way for everyone to pass the papers.

BOOK-Lesson

Check the syllabus/lesson outline. Find the main content of the lesson and plan how to present it. Figure out if more is needed to be added to the story (Bible story, from Book of Virtues, Chicken Soup for the Soul, children's storybook, myth, fairy tale, etc.) to include more D.P. or if something needs to be omitted from the story that is too far from our beliefs if you are using Christian curriculum. For some subjects, a reading from D.P. may be in order. Or give a personal explanation of D.P. rather than reading it. Do not hesitate to give your own personal stories that relate. Just keep them short and at the children's level. Use a flannel board, whiteboard, puppets or props to help the story come alive. Try telling the story, using different voices. Add drama to the tale with simple sound effects. Don't be shy. Put on a hat or other costume item to become Moses or David. Give some background to the story and let the children act out the story as you read or tell it. Use an object lesson (a visual to make a point.)

LOOK - Project/After the Lesson Activity

Use the activities provided in the lesson but do not be limited to them alone. Some kind of artistic activity helps to deepen the lesson material. Even modeling with homemade play dough or clay is good. This is true even for older students who sometimes don't have enough opportunity to create things with their hands and to connect their ideas, heart and body. Drawing and coloring about the story is good. The children like and need to work with their hands. Finger knitting, knot tying, string games or crafts are all good. There are many craft/activity ideas on line or in books. Playing a group game can also be an activity, charades, Bible or DP Jeopardy, charades, doing a word search, doing a drama, role playing, writing a poem, psalms, play, etc. about the lesson. Divide the children into groups and let them prepare a short play. Use charades to act out characters in the Bible. Use games with teams to ask/answer questions about the lesson-Jeopardy. Often, the best way to divide students is boys and girls. Give points for right answers. Let them collaborate amongst their team.

TOOK-Summarize/Review

The took is the final part of the lesson. It can be a phrase that wraps up the theme of the lesson. It could be a Bible verse or a chant, an object that is a reminder about the theme-a bookmark or simple gathering everyone again to go over the main points to help students internalize it.

Classroom Management

- If you have a good plan with a variety of ways to present the lesson, that will help tremendously with classroom management
- Be the subject of your class. If students are not listening or misbehaving, talk to them but don't judge them too harshly. Try to do it in a matter of fact way. Rearrange students if they are sitting next to them that constantly distracts them.
- Realize that people are all different in the way that they learn. This is a good reason to have different approaches or techniques.
- Recognize what is an appropriate expectation for the level of students that you teach. (Read a book on development, characteristics and needs.)
- Be patient
- If a student is misbehaving, try to talk to the student privately. Tell students at the beginning of class that you will let them sit by their friends as long as they do not distract each other. If they are too disruptive, you can move them.
- See yourself as God's representative and interact with each of your students from that point of view. Pray for your students.
- Have backup activities if you have extra time.
- Clean up the classroom, leave it as good as you find it. Have students help.
- Have an attendance book and take attendance each week. If there are students missing from the list, add their names. It helps you to get to know their names and see who is coming regularly or not.

Curriculum recommendation:

Tim Atkinson-English brother, church member living in Sweden. Professional teacher and has been working on Sunday School curriculum for over 20 years. **His email is tim.atkinson@spray.se**

-My Book of God-3-5 year olds (2+ years worth of material)

-The Old & New Testament plus My Journey in Life-6-8 year olds (2+ years worth of material)

-TP's Life and the Early Church plus Principle Workbook-9-11 year olds (2+ years worth of material)

Websites with ideas on them

- www.maedam.wordpress.com
- www.thesource4ym.com
- www.youthspecialties.com
- www.gameskidsplay.net
- www.standardpub.com
- www.wingclips.com-free
- www.reverendsunmyungmoon.org

Lesson Plan Outline

Teacher Name:

Grade:

Date:

Lesson Name or Topic:

Lesson Objective(s) (What do you want the kids to learn?):

Materials Needed/Used:

1. Interact/Create/Connect/Ice Breaker/Warm-Up:

HOOK

2. Lesson: (Use curriculum provided, make an outline, write down key points, etc.)

BOOK

3. Activity: chose one that supports the lesson objects if possible. This could be a discussion, project, drawing, writing, small group activity, make up a skit, a game, etc.

LOOK

4. Review. Summarize the main point, conclude with what you want the students to take home with them.

TOOK

5. Reflection: For yourself, review what went well, what would you do differently, what do you need help with by looking up resources, reading a book, asking someone else, praying about it.