

LLC Confirmation School

Directors and Teacher's Manual

Table of Contents

Title	Page #
TO THE CONFIRMATION SCHOOL DIRECTORS AND TEACHERS	3
FORWARD	5
DESCRIPTION OF CONFIRMATION	6
DEVOTIONS	7
MUSIC	9
BEHAVIOR AND HUMAN INTERACTION	11
TEACHING STRATEGIES AND TOOLS	
Luther Video Worksheet	12
General Tips for Teaching	13
Lesson Planning Guide	14
The Lesson	15
Anchor Charts	16
Opening the Day	18
Closing the Day	19
Getting Students to Talk – <i>Think, Pair Share</i>	20
Getting Students to Talk – <i>Concentric Circles</i>	21
Using Visual Aids – <i>Circle Visual</i>	22
Using Visual Aids – <i>Backwards Circle Visual</i>	23
Using Visual Aids – <i>Thought Bubbles</i>	24
Using Visual Aids – <i>Overlapping Circles (Venn Diagram)</i>	25
Summarizing Strategies – <i>3 Step Closing</i>	26
Summarizing Strategies – <i>Summarizing By Section</i>	27
End of Day Closing Box	29
Vocabulary Strategies	30

To the Confirmation School Directors and Teachers

Preparations by the Directors and Teachers begin well in advance of the Confirmation school.

The following documents are used at Confirmation and can be accessed on the LLC website:

<http://www.lchurch.org> >> Faith >> Resources >> Confirmation

Documents:

- LLC School Curriculum, October 28, 2017
- LLC Confirmation Exercise and Examination
- Schedule At-a-Glance
- Sample Schedule
- Director and Teacher's Manual
- *My Confirmation School* booklet (for all participants)
- Christian Doctrine – Reference document
- LLC Confirmation School, 2/26/2010 – Reference document

Videos

- *Luther and the Reformation* – (Used in Day 7: Lesson2)
- *Your Staff is Your Team*
- *Confirmation Overview, Music, Anchor Charts, Opening the Day, and Closing the Day*
- *Behavior and Human Interaction*
- *How to Create a Lesson Plan*
- *How to Use Resources in Lessons*

The *My Confirmation School* booklet provides a *Learning Outcome* for each lesson. The booklet includes an illustration, Bible verse, song verse, and two key objectives for students to learn. Where appropriate, Confirmation Exercise questions that fit the topic are included. The hope is that instruction and discussions point to the lessons' *Learning Outcomes* and that during the Closing session each day, students can discuss them in their own words, supported by God's Word.

This LLC Curriculum document supports the student's *My Confirmation School* booklet. It is hoped that the booklet will be central to all teaching. For teacher convenience, this LLC Curriculum includes the information in the student's booklet, which appears "above the line" in each lesson. The section under the line includes the 2010 Curriculum lessons, scripture references, additional lesson points that might be considered (select one or two – *if needed*), and a list of reference material. On the on-line digital version of this curriculum, click on the title of the reference to make it appear on your computer screen. The intent of the material "below the line" is to help the teacher become familiar with the topic. Some parts might be used in teaching the lesson – when appropriate.

Teaching guides, strategies and anchor charts are provided to help the teacher. Anchor charts are used for *Opening the Day* and referred to in the lessons and following days. Teaching strategies help to keep students engaged in the learning process.

Your lessons need not be perfect. Nor do they need to fit some other person's mold. Be free to use the gifts that God has given you to develop lesson approaches that work for you. Remember that your lessons are made alive by the Holy Spirit and remember also to freely offer the gospel of the forgiveness of sins in Jesus' name and blood to the students and all present.

The work of God is not done with single gifts. When preparing lessons, one can freely ask others for instruction and help. Asking for help does not mean that one is a poorer teacher than another. Humility is needed when identifying the essential theme and boundaries of a lesson.

We want to teach our youth in a way that they can relate it to personal experience. The teacher should ask him/herself: what does this Scripture portion mean to a believer today? What does God want to teach through this? Even extensive information about a topic does not help if a student does not understand what the teacher is talking about.

Faith is a joyous matter. Also, teaching and working with our youth can be done with a happy mind. Kindly, friendly teaching touches the heart of the student and opens it to receive God's Word.

God blesses the work of the humble, obedient teacher. We can gladly sow and water the seed. God gives the growth.

Forward

CONFIRMATION SCHOOL HAS BEEN ESTABLISHED to support homes and families, where God has placed the primary duty of rearing the coming generation according to His Word. Throughout the school, students confirm their Baptismal promise to keep faith and good conscience. We hope that each student will receive through faith the correct understanding of God's Word and the teaching of Christ.

Confirmation School has long been a precious part of the work of God's Kingdom among our youth. During Confirmation School, important topics concerning faith and Christian doctrine are discussed. It supports the work of the Christian home and Sunday school to root our youth in faith and in the Kingdom of God. This work is done with the prayer that the living seed of God's Word would find good soil in the hearts of our youth.

The Confirmation School curriculum has been developed and modified over the years. This curriculum is based on daily themes. An opening session introduces the theme and lesson *Learning Outcomes* for each day. There is a closing session at the end of the day for the students to tell in their own words what they learned or found special from the day's lessons and discussions. It is the intent that the lesson would cover the basic matters of faith and the Word of God, including essential matters of Christian doctrine. The curriculum includes timely topics pertaining to the life of our youth today and the work of God's Kingdom. Feedback on the lesson topics and objectives is welcome. This is not a final document but rather one that will need periodic review and update.

This curriculum is a framework to provide the directors and teachers with lesson topics and objectives to teach our children about the basic matters of living faith and the word of God. Based on circumstances, the agenda may need some modification by the director. However, it is expected that the core lesson topics and the Confirmation Exercise and Examination will be a part of all LLC Confirmation Schools. In the end, we know the lessons are done as the work of planting and watering among our children, and God alone can give the increase.

Devotions are scheduled at the beginning and end of each day. A list of suggested devotion texts is provided in this document. Those who are assigned devotions can feel free to use these suggestions or to select an appropriate and timely devotion text.

The Confirmation Examination is included the *My Confirmation School* booklet. This is the oral examination that is to be used in the Confirmation Exercise. The Confirmation Exercise and Exam can be downloaded from the LLC website.

Description of Confirmation

Confirmation is a school where young people are taught to personally treasure the gift of living faith as the means of gaining eternal life in heaven. This instruction also emphasizes the blessings of living a Godly life on this earth. “For by grace are ye saved through faith; and that not of yourselves: it is the gift of God” (Eph. 2:8). “For therein is the righteousness of God revealed from faith to faith: as it is written, The just shall live by faith” (Rom. 1:17).

Confirmation School is based on three guiding principles:

1. All teaching and discussion is based on God’s Word.
2. The Holy Spirit is needed to open God’s Word.
3. The Holy Spirit is found in God’s congregation.

Emphasis is on three areas of instruction:

1. Lessons on the Bible and Martin Luther’s small catechism
2. Instruction on the practices and traditions of living Christianity
3. Guidance on living a Godly life, including life in the congregation

Learning opportunities are fostered by formal lessons, as well as by structured activity time and interaction with staff and fellow students.

Youth is an important time for the sowing of God’s Word. Jesus commanded His disciples to go and teach. The children of God today want to observe this command. The enemy of souls knows the importance of this work and hates it. The enemy would want this work to be done incorrectly. Therefore, we do not want to have conflict or discrepancy regarding what we believe and what we teach. Above all, encourage the youth to freely believe all sins forgiven in Jesus name and blood.

The teacher also is a sinner, besieged by the enemy of the soul. For this reason, it is important that at each moment each of us can believe our own sins forgiven.

Devotions

During the Confirmation School, each day typically begins and ends with a devotion. The purpose of the morning and evening devotions is to pause and quiet in the hearing of God's Word. The devotions frame the day at Confirmation School. They remind the students and the staff of the purpose for being at Confirmation School. They help the students to learn about God's Word. They provide instruction and comfort to students and staff.

Devotions should not be too lengthy. A typical devotion might last about 15 minutes, although this is not a rigid guideline. Usually devotions involve one of the speaker brothers reading a text from the Bible and speaking about the text. However, devotions can take other forms as well. Sometimes there is a reading that has an important spiritual message for the students. Other options can also be considered. However, devotions should have a spiritual focus. Morning and evening devotions also generally include a prayer.

Devotional moments provide an opportunity to consider timely and relevant Bible texts that may not be covered in the Confirmation School lessons. Following are some suggestions for Bible portions that can be considered for devotions. Some of these suggestions contain longer portions of scripture than would be used in a devotion. In those cases, a shorter text can be chosen from the suggested chapter. This is not an exhaustive list. There are certainly many other appropriate texts that are not listed here.

One suggestion is to select a text that fits the **Theme of the Day**. The themes are:

Welcome
The Triune God
Jesus, The Son of God
Holy Spirit, the Spirit of God
Grace, I Need the Word of Grace Each Day
Caring for Faith Within the Congregation
Mission Work: Go Ye Therefore and Teach All Nations

Some suggested texts:

- Cain and Abel (Gen. 4)
- Noah and the Flood (Gen. 6, 7)
- The Call of Abraham (Gen. 12)
- The Birth of Isaac (Gen. 21)
- The Sacrifice of Isaac (Gen. 22:1-13)
- Jacob and Esau (Gen. 25:24-34)
- Joseph in Egypt (Gen. 39, 40)
- The Birth of Moses (Exo. 2)
- The Passover (Exo. 12)
- Man Does Not Live by Bread Only (Deut. 8:3; Matt. 4:4)
- I Have Set Before You Life and Death (Deut. 30:19-20)
- David and Goliath (1 Sam. 17:38-51)
- Nathan's Parable to David (2 Sam. 12:1-14)
- The Shepherd's Psalm (Psa. 23)
- Thy Word is a Lamp unto My Feet (Psa. 119:105)

- Unto Us a Child Is Born (Isa. 9:6)
- Parable of the Hidden Treasure (Matt. 13:44)
- The Greatest in the Kingdom (Matt. 18:1-4)
- Parable of the Unmerciful Servant (Matt. 18:23-34)
- Peter's Denial (Matt. 26:69-75)
- The Baptismal Command of Christ (Matt. 28:19-20)
- Parable of the Good Samaritan (Luke 10:25-37)
- Parable of the Prodigal Son (Luke 15:11-32)
- House Built on Rock and on Sand (Matt. 7:24; Luke 6:48)
- The Parable of the Sower (Matt. 14; Mark 4; Luke 8)
- Feeding of the Multitude (Matt. 15:32; Mark 8:1)
- Jesus Calms the Storm (Matt. 8:23; Mark 4:37; Luke 8:22)
- God So Loved the World (John 3:16)
- The Keys of the Kingdom (Matt. 16:19; Matt. 18:18; John 20:22-23)
- Doubting Thomas (John 20:26-31)
- Ethiopian Eunuch (Acts 8:27-39)
- Repentance of Saul of Tarsus (Acts 9)
- Repentance of Cornelius (Acts 10)
- The Gospel is the Power of God (Rom. 1:16-17)
- The Kingdom of God is Righteousness, Peace, and Joy (Rom. 14:17)
- The Greatest of These is Love (1 Cor. 13:13)
- Jerusalem Which is Above is Free (Gal. 4:26)
- For by Grace Are Ye Saved Through Faith (Eph. 2:8-9)
- For There is One Body (Eph. 4:4-6)
- Forbearing One Another, Forgiving One Another (Col. 3:12-15)
- Holding Faith and a Good Conscience (1 Tim. 1:18-20)
- The Grace of God Teaches (Titus 2:11-12)
- Faith is the Substance of Things Hoped For (Heb. 11:1-3)
- Surrounded by a Cloud of Witnesses (Heb. 12:1-2)
- Sin Brings forth Death (James 1:14-15)
- Holy Men of God Spake as Moved by the Holy Ghost (2 Pet. 1:19-21)
- If We Walk in the Light (1 John 1:7)
- If Any Come unto You and Bring Not This Doctrine (2 John 10-11)
- Be Thou Faithful Unto Death (Rev. 2:10)

Music

Sing praises to God, sing praises! (Ps.47:6) Music is an important part of the Confirmation schools and the life of a child of God. The songs and hymns believers sing are precious. They are like short sermons of faith that comfort, strengthen, and teach.

The purpose of music is to:

- Praise God and proclaim the Word of God through music
- Pray, and give thanks
- Encourage us in faith
- Unite the congregation
- Teach and guide
- Comfort and uplift

Think about music for your Confirmation school. Encourage students to bring instruments. Assign the music activities to someone on the staff who has musical gifts. This person could contact the LLC Music Committee for a reference to help with planning the music activities for Confirmation.

A song verse has been provided for each lesson. Typically, a song is sung at the beginning of a lesson and can be one that the students or teacher chooses. Lessons can be closed by singing one or two verses of a song. This might be a good place to use the Lesson's song verse.

It is important while playing during singing to play loudly and confidently. The students will mirror what the organ or piano is doing. The bass notes are especially important to support the singing underneath. It is encouraged to have staff support while singing. This gives the students a foundation to build from and makes it easier to sing. Rotate verses between boys and girls in longer songs. Keep a quicker tempo. It is natural for kids this age to sing faster, and songs will drag if the tempo is too slow

Don't say, "sing louder", but do encourage students to make sure their parts are heard. Youth at this age are very self-conscious and their voice is one of the first things that is affected. Our voice is unique and very personal to us. Students are often afraid to express themselves and the voice is a way of expression. If we say to sing louder, students may shut down. Singing will lose meaning and become an obligation. One technique to sing louder is to have staff stand at the back of the room and encourage the students to "sing out" to them. Tell students to imagine the staff is their parents/family. Remind them to keep their songbooks up to keep the sound coming out, rather than down. This automatically brings their faces up. On family night and Confirmation Sunday, have words printed on papers to keep noise down.

The Confirmation song should be discussed with the students to help them understand what a Confirmation song is and what it means. Favorite songs might not be fitting for the Confirmation service. Students should look at and think about the words before singing anything. This will help when practicing the song as they will sing from the heart when they know the meaning.

Family night is an occasion where the students could sing their favorite song or the "second choice" Confirmation song.

Practicing the Confirmation and family night songs: Try to spread out some of the stronger singers when lining them up. There may only be so much you can do, based on student's heights.

Hold Song Services to give the students a chance to sing their favorite songs. Track the songs on the whiteboard or chart paper so that everyone has opportunity to have their song sung. Ask students if there is a reason why the song is special to them.

Behavior and Human Interaction

“A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels:” (Proverbs 1:5)

Listening is an important part of the Confirmation school. So often we fear and worry that we will have nothing to say. We can trust that God will give words. Perhaps more importantly, we should pray that God would open our ears and teach us to listen. In Revelations we are instructed, “He that hath an ear, let him hear what the Spirit saith unto the churches;” (Revelations 2:7). If one is to learn, one must listen. It is important to listen to what the students and staff are saying. This will guide one’s thoughts on what to teach and how to have a great Confirmation school.

Time, Limits, and Care are key to all relationships. Spend time with the students enjoying the activities with them. Often these open opportunities for further visiting and showing interest in their lives. Limits are a must in all relationships. There are no exceptions here. Think of friendly and non-threatening ways to establish “behavior contracts” with the students. Show the students that you care for them.

Behavior contracts will address behaviors that are undesired and unmanageable. Students are asked for consequences, with guidance from staff on the appropriateness. Doing this at the beginning of the school is important, rather than after undesired activities have occurred. Preventive gospel work is important. Instruct with God’s Word, uplift and strengthen with the gospel of forgiveness of sins.

Intergroup behavior is a large part of relationships that happen without saying a word. For example, have everyone stand in two groups. Ask questions and have those that answer “yes” go into the other group. Just by moving to a different group, we learn something about each other without speaking. Typically, as youth are developing emotional maturity, they tend to seek out those that are like them. As is sometimes said, “Birds of a feather flock together”. People with the same interests, tastes, etc. will gather into groups, and we see this at Confirmation. Instead, encourage unity in the entire group. We have the same faith, same hope, same love. Strive to get to know each other as believers on the way to heaven. Encourage the students to get to know someone new.

Model good relationships and strive to carry out equal, friendly and caring relationships with all the students. Share and use stories to connect with the students.

If it feels “off” – watch it. You will almost always feel bad behavior and bullying before you see or hear it. If it is there, don’t be afraid to watch it and make the covert overt. In other words, bring the hidden, harmful relationships out in the open. Discuss and care for matters by preaching the forgiveness of sins.

Luther Video Worksheet

LLC Confirmation School: *Luther and the Reformation*

1. What was Luther's statement at the Diet of Worms?

2. Why did Luther survive?

3. How many songs are attributed to Luther in our Songs and Hymns of Zion (2010) hymnal?

4. What does "the Priesthood of Believers" mean to you?

5. Write down two things from the Reformation that are found in God's Kingdom today.

Teaching Strategies – General Tips for Teaching

TEACHING:

- **You don't have to be the expert!**
 - Do not apologize for not preparing well
 - Don't teach from someone else's presentation
 - Other's presentations can be a good resource for your own preparation
 - Be cautious about using material from the Internet

- **Don't overload the students with information**
 - The curriculum review teachers team emphasized this point – only two objectives
 - You don't need to find meaning from everything in the Bible; stick to the main points

- **Plan your lesson to fit the time – start on time; end on time.**
 - Allow for time in the Wrap-up for discussion
 - Be considerate of the next teacher's lesson so they have adequate time
 - Keep to the schedule in respect of the student's needs

Remember that it is God who can give life to His Word and to your lessons

Remember that the power of God is in the gospel. This is true for the one who prepares the lesson and for the listeners

POWERPOINT GUIDELINES

- Keep the number of slides small
- Use as little text as possible
- Use as large a font as possible (30 Pt, or larger)
- Use accurate illustrations (Raimo Österberg's illustrations are true to the text)
- Have lines of text (bullet points) appear one line at a time

Teaching Strategies – Lesson Planning Guide

PREPARATION:

- This is gospel work
- It is an opportunity for students to become familiar with the main content of the Bible
- It is an opportunity for all to receive instruction and encouragement from God's Word

Process of creating a lesson plan- working backwards

- What might the students already know about this topic?
- What are the Learning Outcome and Objectives?
 - What do I want the students to learn from the lesson?
 - Possible personal application and examples from my life
- What is the content of the lesson? What story is used?
 - Can I use the illustration to bring this out?
- **Study the scripture texts and resource material.** Do I understand the topic?
 - What Bible portion(s) can help me explain the topic?
 - What is (are) the main teaching(s)
- Do I need to consider Additional Lesson Points? (only 1 or 2 if needed)
- Is there any vocabulary that I need to explain up front?
- Are there Confirmation Exercise Questions for this lesson?
 - How will I teach these as part of the lesson?
- What is the Song verse included in the lesson?
 - How might I reference or use this in the lesson?
- How can I engage the students?
 - Look-up and read Bible portions
 - Prepare questions or discussion points ahead of time to use in the lesson
 - Consider asking some students or staff to be prepared to share thoughts/experience
- What materials do I need?
 - Are there instructions I need for the activity section?
 - Includes materials i.e. Bible, markers, paper, color sheets....
- How do I want to present the material?
 - Use of computer, iPad, or white boards,
- Asking Questions
 - Plan questions that are clearly worded and encourage thinking from the students
 - Avoid "everyone" questions or "yes/no" questions
 - After asking a question, allow some time to think
 - Do not embarrass someone if they answer incorrectly
 - Keep discussion questions at the end (in the wrap-up) to a few that address the main points of the lesson

Teaching Strategies – The Lesson

Opening Song: (5 Minutes)

- Sing a song that the students have selected

Warm-up (5 minutes)

- Use this time to find out what the students already know?
 - Ask a few questions that came to your mind as you prepared the lesson
 - Could have students share knowledge with each other, then summarize what they heard or discussed
 - Adjust your lesson to reinforce what they know and then teach to what the students didn't know or may have been weak in understanding
- Review vocabulary
- Introduce the lesson
 - Could use the illustration or relate a personal experience
 - Could read the Bible text together, ask for some thoughts
 - Could use a visual aid (*Teaching Strategies Section*), such as a Venn Diagram, Circle Map

Lesson: (15 minutes)

- May God richly bless your lesson and give the increase!

Activity (5 minutes)

- Have the students take a few minutes to do an activity that reinforces the learning outcome
 - For example: *Think-Pair-Share*, or review their notes and write key thoughts into booklet
- Its good if students are talking to each other, discussing faith

Wrap-up (10 minutes)

- Could show the illustration, Bible text and/or song verse again for the lesson
- Discuss as a group what students enjoyed, learned, or thought about the lesson.
- How does it apply to their life of faith?
- Review Confirmation questions – have students give the answers in their words
 - Assign as memory work
- Could pass out question sheet

Closing Song (1 minute)

- Close the Lesson by singing the song verse from the lesson.

Teaching Strategies – Anchor Charts

Definition:

An anchor chart outlines specific learning outcomes and is posted as a visual image in the classroom for reference by students and teachers.

Purpose:

To help teach the learning outcomes for the daily themes and lessons by using a visual image.

Description:

Four 24-inch by 36-inch laminated anchor charts are provided by the LLC for use at the confirmation school, as illustrated on the next page. Each chart shows the Theme for the Day and includes the Learning Outcome for that day's lessons.

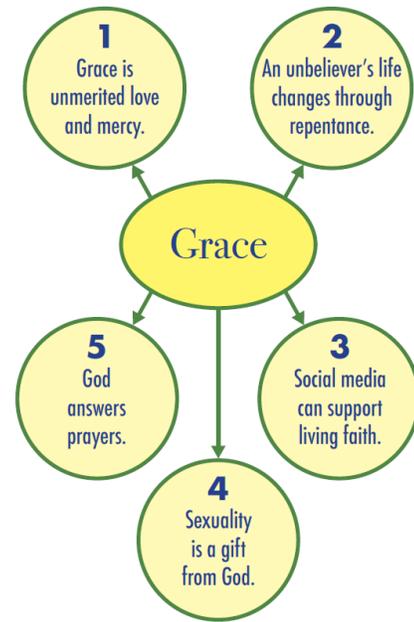
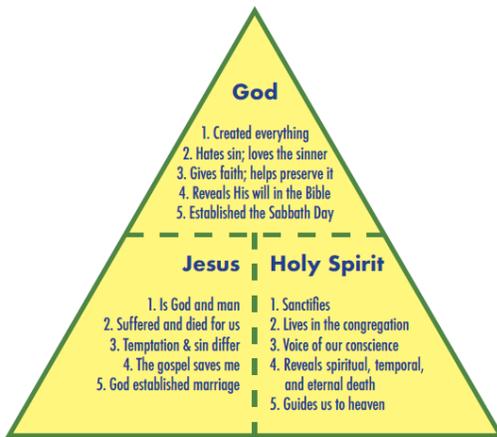
The Triune God chart is used for the first three days, in which the themes are God, Jesus and The Holy Spirit. On the first day, show the section on God, with the Jesus and Holy Spirit areas covered by a paper. On the second day, the God and Jesus sections will be visible. On the third day, all sections will be visible.

A separate chart is provided for Grace, Caring for Faith and Mission Work days.

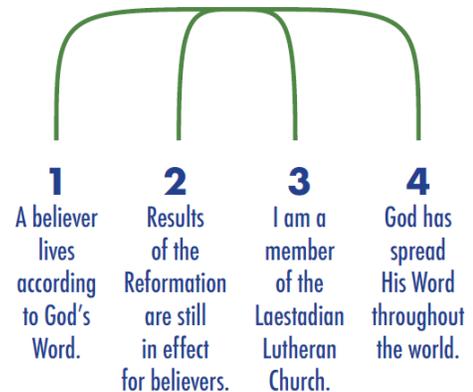
Application:

The laminated charts are provided for convenience. However, an anchor chart can be created on chart paper or a white board by the students and teacher in the *Opening the Day* session. Creating a chart together helps engage students to begin thinking about the day's lessons and what they know or don't know about the topic. This information can guide a teacher on key points to teach during their lessons. In the *Closing the Day* session, and as the confirmation school progresses, anchor charts can be used to review and reinforce learning outcomes.

The Triune God



Mission Work



Teaching Strategies – Opening the Day

Purpose:

To introduce daily theme, topics, and learning outcomes so that the students begin to think about what the lesson topics mean for their life of faith. In this 30-minute session try to activate prior knowledge (what students already know), ask interactive questions, open discussion, and make connection to previous days lessons, if applicable. Note that it is not the purpose now to “teach each lesson”.

Application:

Consider creating the day’s anchor chart as a visual to help open the day. (See Teaching Strategies – Anchor Charts). The chart could be developed on a large sheet of paper, the whiteboard, or on a PowerPoint slide. The laminated anchor chart could also be used.

Introduce the theme for the day. Ask the students what comes to mind when they think of the theme. Make two lists on the whiteboard or chart paper. “1. What they know and 2. What they want to learn?”

Then, list the lesson topics for day. Try to develop a learning outcome statement for each lesson. For example, if the theme is *I need the Word of Grace Each Day*, and the lesson is *Grace, Unmerited Love* then try through questions and comments to guide the students to developing a learning outcome. The result might be that they want to be able to “*explain or give examples of how grace is unmerited love and mercy*”, as described in the *My Confirmation School* booklet. Note that the wording does not need to match exactly to the statement in the book – but hopefully something similar. Or, it could be a learning outcome that is not in the booklet that could be addressed later in the lesson **in addition to** the curriculum’s learning outcome.

Activity:

Post the Anchor Chart on the wall in a visible place so the students and teachers can refer to it throughout the day and following days.

Teaching Strategies – Closing the Day

Purpose:

To summarize, re-teach, discuss, solidify learning, and review learning.

Application:

This is where teachers measure if the students have understood the lessons and have a grasp of the learning outcome. This can be done with a variety of ways with preference to the activities being teacher facilitated, rather than teacher centered.

Use the Anchor Chart to briefly review the theme, lesson topics and learning outcomes. Then engage the students in an activity that causes them to personally reflect on the theme, lessons and what the day has meant to them.

Activity:

Have a closing activity for students to demonstrate learning, which might be writing with self, partner and share with group, discussion, circle visuals, summarizing, etc.

Consider using one of the activities listed in this Director and Teacher’s Manual, such as:

- Teaching Strategies – Summarizing Strategies
- Teaching Strategies – End of Day Closing Box

Another activity could be to:

- Create groups for the number of learning outcomes for the day.
- Before getting into their group, give students 4 to 5 minutes to think about the assigned learning outcome.
- Each group plans a way to present their learning for the assigned learning outcome. This could include diagrams, Bible verses, song, poem or a story. If role playing is requested, review the plan to make certain that the role playing does not “act out sin”, offend, or teach in a wrong way.
- Provide tools for the students to use in their presentations (markers, chart paper, etc)

If time permits, have a group discussion about their classmate’s presentations. How did it help them to learn or remember the lessons from this day? Would there be more to discuss on this later in the school if time permits?

Teaching Strategies – Getting Students to Talk

In the next few pages you will find a few teaching strategies that will hopefully assist you in teaching your lessons. Most of these ideas can be used with any lesson being taught. Some are strategies to get your students talking, some are basic organizers to present information visually and some are best used to summarize learning.

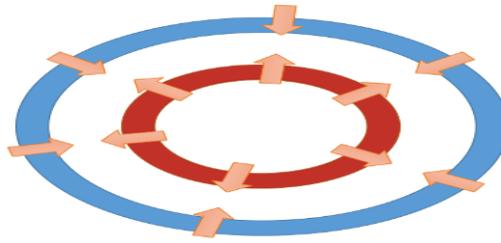
Think Pair Share



This is a strategy used to get your students to talk, but also a comprehension and thinking strategy. This can be used whenever you want kids to answer a question or just to talk (and gets them to talk!) Here's how it works:

1. Pose a question: **How are there believers on other continents?**
2. Have students think **SILENTLY** about the answer for about 30 seconds-1 minute (this can vary). Kids can write their thoughts if they want.
3. After this silent thinking, tell the students to talk with the neighbor sitting next to them. Monitor that **each** person in the group is getting a chance to talk. 1-2 minutes (this can vary).
4. Bring the group back together as a whole group. Ask for a few of the students to share their thoughts about what their partner and they talked about. They do not have to share their own thoughts and can share what their partner shared, too. Everyone does not need to speak. Time can vary on the discussion that happens.

Concentric Circles



This activity requires you to have a list of pre-made discussion questions for the partners to discuss. If you want your kids to have a discussion but are afraid they will not talk in a large group, put them into concentric circles.

Divide your group in half. One half stands in a circle facing outwards. The second group stands around them, facing the group in the center. Everyone should have one person they are facing.

Ask your first question: For example, what is some music that you think would be in the grey area for listening to and why?

Have students discuss their answers for about 2-4 minutes (time will vary). Have the outer circle move left one or two people. Each person should have a new partner. You can have students respond to the last discussion by providing, “I agreed with my last partner because...” or “I did not agree with my last partner, because...” or “My partner and I shared the same opinion that..., what do you think?”

Have students move again. This time provide a new question. You can ask a new question each time, or allow students to discuss the same question with more than one person.

Teaching Strategies – Using Visual Aids

Using Visual Aids as Teaching Tools

Graphic Organizers are tools that teachers use to connect instruction to the brain and memory. It helps with organization, discussion, visual learning, and recall to name a few. Below are examples of a few organizational methods.

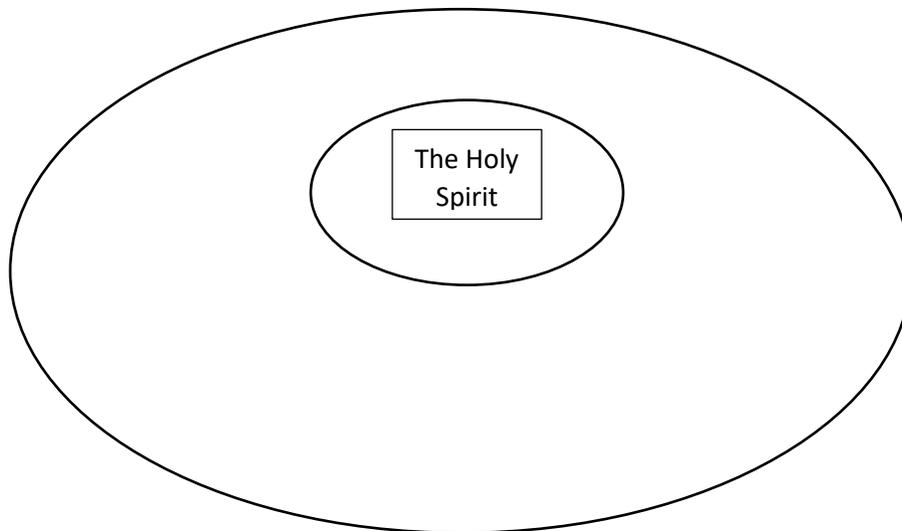
Circle Visual

This strategy can be used in a number of different ways. It can introduce a person, theme, vocabulary word or idea. It can be used as an introductory activity for students to guess, or as a review activity for students to summarize their learning and/or review with other students.

This is used to generate ideas and elicit discussion from students. Here's how it works:

The topic is The Holy Spirit. The teacher writes "The Holy Spirit" and circles it. Then a large circle is drawn around the small circle leaving space for notes.

The teacher asks the students what they already know about The Holy Spirit in order to get their brains primed for the lesson.

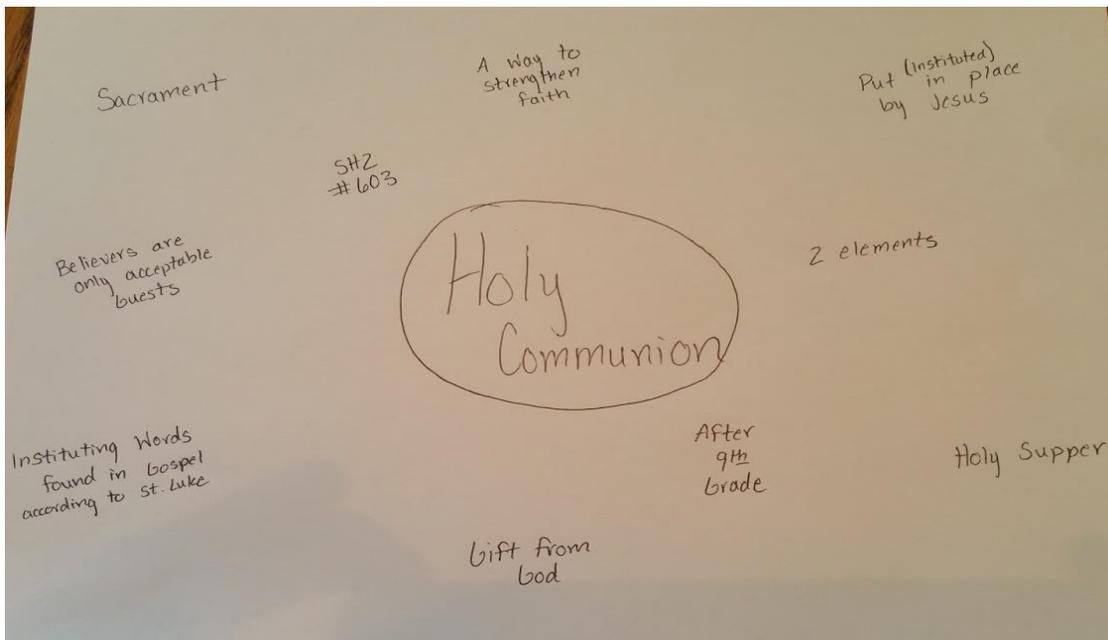


The Teacher then writes down students' answers within the circle as students share. Drawings/sketches may be used as well. This can be used as an opening, during the lesson, or as an independent writing activity at the end.

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Backwards Circle Visual:

This is similar to the circle map, only working backwards. It can be used in the same ways as the circle visual. Following is an example:



Before the lesson, draw a circle in the middle of a large piece of paper, or on the whiteboard. Write your topic in the center and circle it. In the area around the circled topic, write 10 clues that describe the topic. Your clues should range in difficulty. Students will be trying to guess the middle word based on the clues.

All words will be covered with post-it notes or pieces of paper at the beginning (including center word). Clues are numbered 1-10. 10 is the most general clue (hardest clue) and 1 is the most specific (the clue typically used to make sure everyone has it correct).

Pull clues off one, by one, starting with number 10.

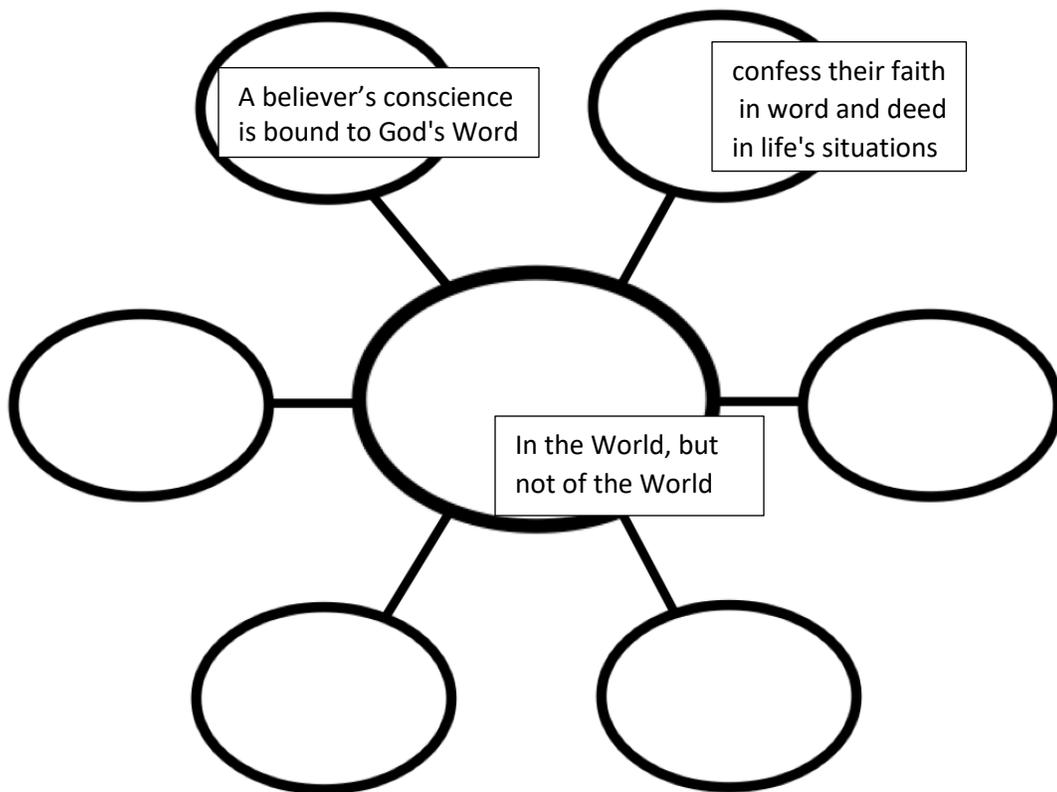
If they know the answer, they **CANNOT** shout it out. They must continue going through the clues to make sure their guess is correct.

When you have shown all clues, ask volunteers to guess what the word(s) are. Ask them at what clue they knew for sure and why.

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Thought Bubbles are a visual way of discussing details about a topic.

Example: The teacher is teaching the topic “In the World, but not of the World”. He/She writes the topic in the center bubble and then adds bubbles as details are added to the lesson. There is not a set number of bubbles, but you add as you write in details.

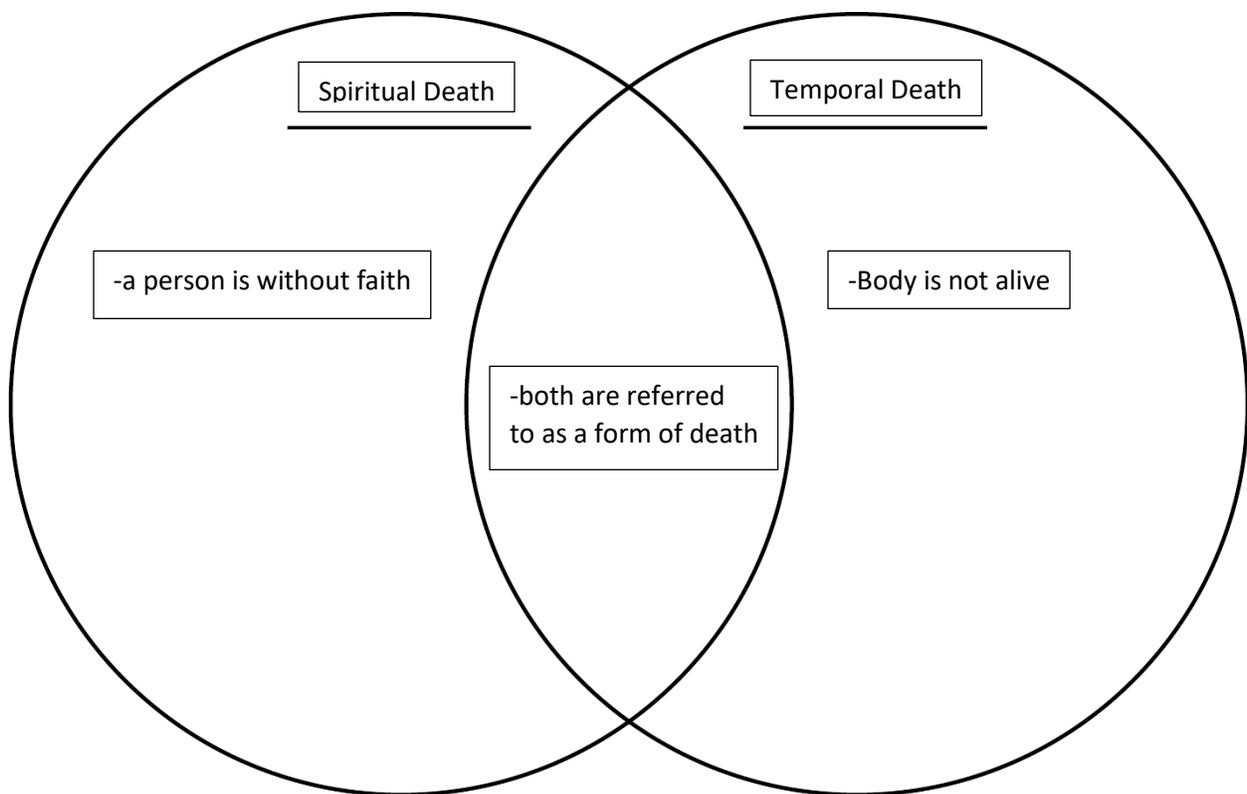


This could be used during the lesson or could be used as an activity that students could do independently or with a partner upon completion of the lesson.

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Overlapping circles diagram is a visual aid used to find similarities and differences.

Example: The teacher is teaching about Spiritual and Temporal Death. The teacher draws a Venn diagram (2 overlapping circles) and writes each topic on the line in each circle. As the teacher is teaching the lesson, he/she writes in pieces of information on the topics into the diagram. If the information being written is similar for both topics, it is written in the center where the circles overlap. If it is specific to only one topic, it is written in only that circle.



This could be used during a lesson or for students to complete at the end of a lesson to check their understanding the similarities and differences between topics.

Teaching Strategies – Summarizing Strategies

3 Step Closing

This is a summarizing strategy that allows students to say what they learned, ask questions and make connections.

Teach your lesson as normal. After the lesson, have students divide a paper in 3 sections (can be a small paper) the sections should look something like below

3 Facts I learned

- 1.
- 2.
- 3.

2 Questions I still have about this topic

- 1.
- 2.

1 Connection I can my make to my life.

- 1.

Give students about 2-5 minutes to fill in the information (Most often this is independent but can also be in groups of 2-3).

This can be modified for other information:

- a. 3 Things I learned about, 2 interesting facts, 1 question I still have
- b. 3 things I learned about, 2 things I want to learn more about, 1 question
- c. 3 things you remember from lesson, 2 examples of what you learned, 1 question.

This can also be used after a reading, or any other activity you use. The idea is to summarize what was learned.

Teaching Strategies – Summarizing by Section

Summarizing by section

This is a summarizing strategy that is often used after a reading (could be great for the Luther presentation video). Could also be used with any lecture type lesson. This asks students to pick keywords, phrases and/or a graphic that will help them remember what each section of the lesson was about. It is filled in as the lesson is taught. Students are given time to process their learning as they go.

Divide the lesson into meaningful sections (typically 2-4).

1.	2.
3.	4.
Closing	

Before your lesson, divide your reading (or lesson itself) into meaningful sections. This is a must. Know where you are going to pause or have students pause to make their notes.

Read or go through the first section. Pause. In box one, ask students to write down 3 or 4 keywords or phrases that help them remember what they read/heard in that first section. Ask them to add a graphic that helps them remember. Follow this procedure for each section.

After the lesson, ask students to use the notes from each box to summarize their learning. This could be one sentence per box. The following is an example of how this works.

“Daniel in the Lions’ Den” Story (Illustrated Home Bible by Raimo Österberg)

This story is 5 paragraphs long. Section 1- Paragraph 1, section 2- paragraph 2, section 3-paragraphs 3&4, section 4- paragraph 5.

<p>1. Paragraph 1 Daniel high position King Darius Jealous Decree= No praying</p>	<p>2. Paragraph 2 3X/day=prayed</p>
<p>3. Paragraph 3 and 4 Broken law Daniel --->Lions’ Den Saddened Darius</p>	<p>4. Paragraph 5 Angel Lions’ mouths shut Trust in God Accusers-----> Lions’ Den</p>
<p>Closing</p> <p>Daniel was given a high position by King Darius. This made others so jealous that they demanded a decree be given about praying to any other person but the King. When Daniel continue to pray 3 times a day, King Darius had to follow through with his decree and toss Daniel in the Lion’s Den. The following morning, Darius saw that Daniel had been saved by an angel of God. Daniel was saved because he trusted God.</p>	

Teaching Strategies – End of Day Closing Box

This is a simple summarizing strategy to wrap up each day's lessons. This strategy asks students to answer the day's *Learning Outcome* statements.

Take the *Learning Outcome* statements and create a document. The process is the same as think/pair/share, but this time they are writing and talking.

Use the Lesson Objectives and Learning Outcome Statements for *Closing the Day*. Ask students to take 5 minutes to answer the *Learning Outcomes* independently. Then, have them partner up with 1-3 people around them. Ask groups to discuss their answers for about 5 minutes. Finally, the whole group discusses together. Teacher/director refers to opening anchor chart.

1. Can we answer our *Learning Outcome* statements?
2. Discuss each question
3. Have students share

I can explain how God created everything.	I can give an example of how God hates sin but loves the sinner.
I can define faith and how to preserve it.	I can give an example of how God reveals his will in the Bible.

Teaching Strategies – Vocabulary Strategies

The most important part of teaching vocabulary is using visuals. Lots and lots of visuals. If you don't use visuals, you need to have kids create visuals. Below are a couple simple, and quick, ideas to teach vocabulary.

Vocabulary Squares

This is a simple visual aid that you can do at the front of the class as students watch, or have them fill it in with you as you go.

Draw a large square on your paper. In the middle of your square, draw a circle. Divide the rest of the square into 4 sections. Put your vocabulary word in the center of the circle. Label each of the sections as follows: definition, examples/synonyms, non-example/antonyms, and visual/graphic

In the first box students write the definition of the word. In box two, provide students with examples of the word. These can be sentences the word is used in or synonyms (words that mean the same thing). In box three, go through non-examples. What are some antonyms or words/things that this word is not? This could also be words that sound alike but are not correct.

The last box is most important. Have student draw a visual (stick figures are highly encouraged) that will help them remember what the word is.

Example Word: Decree

<p>Definition</p> <p>An official order or command by higher authority.</p>	<p>Examples/Synonyms</p> <ol style="list-style-type: none"> 1. Command, rule, law, requirement 2. David was given a decree not to pray to God.
<p>Non-Examples/Antonyms</p> <ol style="list-style-type: none"> 1. Not a degree (is not a measure of temperature) 	<p>Visual/Graphic</p> 

Word Walls

Save some room on a wall to add new vocabulary words learned throughout camp. Each time students learn a new word, at this word to the wall. Refer to these words as often as possible.