

LEARNING OBJECTIVES

Clearly stated objectives are imperative to give productive direction to each lesson, yet must not become so rigid and mechanical they choke out vitality and spontaneity.

Therefore, the teacher must determine his own specific objectives for each lesson, carefully instilling life and meaning to build interest and bring relevance to the classroom. Even preset objectives in a published lesson must be given individual scrutiny to adapt those outlined plans to each congregation's uniqueness of environment and personality. Objectives must never become static.

So how should you determine learning objectives? The following question should be predominant in your preparatory work. What will the children know, or be able to do, or how will they behave differently after you have completed this lesson?

Now, simply state the primary aim you want to accomplish. Do you want them to memorize the first and second commandments? To be able to apply the first four commandments to concrete life situations? To actively demonstrate respect to their parents? This primary objective is then kept uppermost in the teacher's mind throughout the lesson.

Secondarily, state other incidental yet important learning objectives that aid in achieving your primary goal. Are they to understand the law's origin? The circumstances surrounding the codification of the law?

Aids to Writing Objectives:

1. State the action desired.

Learning demands action by the student. Therefore, begin the objective with an action verb. Here are some verbs for your consideration.

Recall	Find	Prove	Predict	Receive
Name	Make	Analyze	Discover	Respond
List	Compute	Compare	Reorganize	Value
State	Identify	Contrast	Generalize	Organize
Label	Recognize	Relate	Discuss	Internalize
Define	Apply	Justify	Judge	
Explain	Arrange	Interpret	Evaluate	

The verb will often follow an introductory clause such as "The students will be able to ..."

2. Follow the action verb with a definitive statement showing the specific material or attitude to be learned by the student.

It needs to be brief and directly to the point, so anyone involved can know exactly what is expected of them. Following are some examples:

Recall the ten commandments verbatim.

Apply the fifth commandment to three phases of their daily lives.

Predict the outcome of obedience to the ninth commandment.

Contrast life today in Los Angeles with the life in Los Angeles in the World Tomorrow.

Again, ask yourself what you want the students to know, to be able to do, or how they should behave differently after they've completed the class. Do your objectives clearly lead to the desired result?

After tackling the subject matter and organizing your material and teaching aids, you should review your objectives. Refine, alter, change, or add to them at that juncture, taking into consideration the time available and the level of the students cognitive skills and their interests.

DESCRIPTION OF LEARNING ACTIVITIES

Outline or state in order the basic content and progression of the lesson, showing where graphics, audio-visual aids, or arts and crafts were used to amplify the instruction. Briefly give the essence of the lesson by including all scriptures used and questions asked which were vital to develop discussion periods. Please include only the material actually used in the class, as additional ideas you have for graphics and audiovisual aids should be listed in the evaluation section for consideration by others who will use your lesson. You may add another page or two if necessary to adequately present your outline.

Following are some terms which may help you to succinctly outline your learning activities.

Scriptural Explanation

Story Telling

1. Biblical
2. Secular
3. Personal example

Role Play

Puppetry

Discussion Periods

Questions and answers

Demonstrations

Singing

Recitation

Arts and Crafts

Coloring

Drawing

Construction

Audio-Visual Aids

Music

Movies

Tapes

Records

Graphics

The majority of lesson plans can probably best be written down by showing the introduction, body, and then conclusion. Incorporate the main points of the body, showing the use of aids.

Please send any detailed core information you feel necessary in addition to your outline and brief statements. Stories, plays, and songs might fit in this category.

RESOURCES AND AIDS

List the specific books, movies, tapes, music, audiovisual aids, and arts and crafts used. Give specific references (author, title, place of publication, name of publisher, date of publication, and pages cited).

FAMILY INVOLVEMENT

An important aspect of our program is the communications with parents so they can be involved with the educational process. Here are some possibilities to consider.

1. Church Bulletins or notices printed periodically to show the topics to be covered in ensuing weeks. This way the parents can be priming their child in advance.

2. Letters to parents describing what was taught, perhaps with suggestions on how they can follow-up the lesson.
3. Papers or crafts done by students to be shown to parents.
4. Graphics or teaching aids which expressly support the parents.
5. Questionnaires sent to parents to help evaluate how their children have reacted to lessons.
6. Specific statements by you as the teacher in class expressly designed to support the parents.
7. Memory work for children which involves parental help.
8. Questions given to the children to ask their parents either as follow-up to a lesson or preparatory to future lessons.

EVALUATION

After presenting the lesson to the students, determine how effective the objectives and learning activities actually were. Where can improvements be made for others using your plan? If this lesson is part of a unit, are you progressing adequately to the next level?

Don't be overly critical. The evaluation process is important for the mutual success of teacher and student, yet it can become a block if overemphasized. Becoming "pushy" and "uptight" about accomplishment is often counterproductive, converting a friendly environment into a "battleground for antagonist."

Methods of evaluation will differ due to subject matter and teaching style. Here are some testing ideas for your consideration.

Observation

Were the students particularly restless at times? If so, note those places. Were they keenly interested throughout the lesson? Only at certain times?

Discussion

Key questions can elicit comments which are invaluable in perceiving the effectiveness of your teaching. Are they enthusiastic about the subject? Were they able to arrive at the answers? Do answers evidence a thorough knowledge of

the material, with the ability to apply it personally?

Testing

Written tests are a well-known method. One caution is appropriate though. Be careful not to make the Sabbath class an extension of their school week, laboring through lessons and tests. Perhaps the greatest effectiveness of testing is at the completion of a unit or quarter rather than repeatedly after each lesson.

Objective, quickly answerable oral questions are often effective in reinforcing the lesson while allowing a general evaluation of success or failure of that lesson.

General Comments

Students and parents will invariably make comments from time to time about various aspects of the programs.

STRENGTHS AND WEAKNESSES

List the aspects of the lesson you found to be the most interesting and effective for the students. If there were any definite weaknesses, list them also.

POSSIBLE ADDITIONAL ACTIVITIES

Please list any additional ideas for graphics, audio-visual aids, and crafts that might be used for this lesson but were not. This list will allow others to select teaching aids based on availability of materials and adapt the program to student interest and teacher personality.

SUGGESTIONS FOR THE FUTURE

After your evaluation is concluded, what would you change in the format if you taught the lesson again? Should there be a shift of emphasis in the objectives or learning activities? Any deletions or additions?