

# Introduction To Teaching Skills

BY KIM ROBERTS-WALDRON

# Purpose

To explore the different learning and teaching styles and discover teachable moments conducive for a Pathfinder or Adventurer's Physical, mental, social, and spiritual development.



# Content



Brief overview of the Pathfinder & Adventurer achievement levels and understanding their objectives



Discover Learning Styles and multiple intelligences



Teaching the Pathfinder & Adventurer Curriculum creatively



Awareness of fundamental teaching concepts and styles you may utilise to be an effective leader

# Activity 1

(5 mins)

The Pathfinder and Adventurer course is progressive,

Correctly list the following:

- ▶ Pathfinder and adventurer classes according to their achievement levels and corresponding age. i.e. Age 4 - little lamb
- ▶ How many section headings in the pathfinder and adventurer classes, list them in the order they normally appear in the manual. i.e.

Pathfinders  
General

Adventurers  
General

# Classes

- ▶ **Pathfinder classes:**
  - ▶ (Can also go according to year group)
  - ▶ 10 Friend
  - ▶ 11 Companion
  - ▶ 12 Explorer
  - ▶ 13 Ranger
  - ▶ 14 Voyager
  - ▶ 15 Guide
- | <b>Adventurer Classes</b> |              |
|---------------------------|--------------|
| 4                         | Little Lamb  |
| 5                         | Early Birds  |
| 6                         | Busy Bee     |
| 7                         | Sunbeam      |
| 8                         | Builder      |
| 9                         | Helping Hand |

# Section headings

## **Pathfinders (9)**

- ▶ General
- ▶ Spiritual Discovery
- ▶ Serving others
- ▶ Friendship development
- ▶ Health and fitness
- ▶ Organization and Leadership Development
- ▶ Nature study
- ▶ Outdoor Life
- ▶ Lifestyle enrichment

## **Adventurers (5)**

- Basic
- My God
- My Self
- My Family
- My World

# Challenging Requirements / Awards / Honours requirements

- ▶ What proportion of the class requirements need to be completed to be invested?
- ▶ What proportion of honour requirements need to be completed to complete the honour?
- ▶ Basic and Advanced requirements – what's the difference, what is required ?

## Examples:

- ▶ Swimming – Friend & companion
- ▶ Work out ways to spend 2 hrs in your community demonstrating in a consistent manner real companionship to someone else - Companion
- ▶ Enrol three people in a bible correspondence course – Ranger
- ▶ List and discuss the needs of the handicapped and help plan and participate in a party for them – Voyager
- ▶ Make friends with a person of another culture or generation and invite them to a church event – Builder
- ▶ A& B – Discuss the work people do for the church, learn about one by helping the person – Busy Bee

# Strengths and Weaknesses of Online Learning

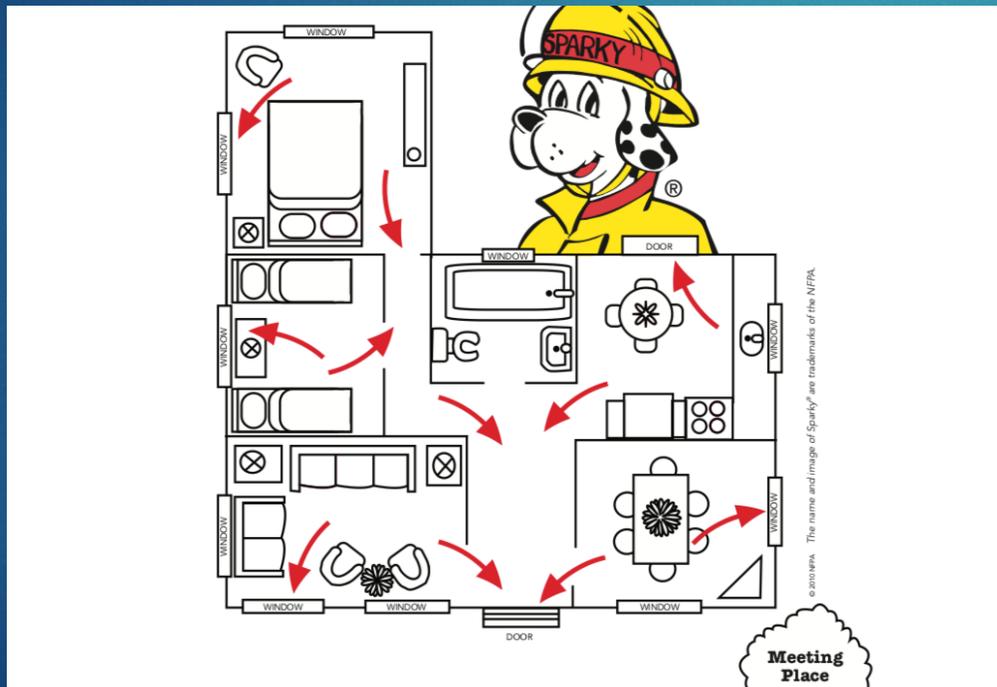
- ▶ Participate from Anywhere
- ▶ Anytime
- ▶ Any-pace
- ▶ Student centred
- ▶ Access to resources and materials
- ▶ Creative teaching
- ▶ Equity and Accessibility to technology
- ▶ Computer literacy
- ▶ Limitations of technology
- ▶ Student - Not appropriate for younger learners & screen time
- ▶ Lack of essential online qualities
- ▶ Curriculum and teaching methodology that cannot be easily translated for a virtual setting.

# Safety at home

<https://www.youtube.com/watch?v=CqH2QYt6oOc>



# FIRE escape plan and drill



# Earthquake drill practice

- ▶ <https://www.youtube.com/watch?v=AmFHOgP35vo&t=121s>



# SAFETY DETECTIVE GAME



# Fundamental Teaching Concepts to keep in mind

- ▶ Achievement
- ▶ Responsibility
- ▶ Respect for authority

**These three fundamentals are to be kept in mind as we:**

Plan activities

Train our teachers

Evaluate our effectiveness

# Assess the Number and Needs



Group or individual



Preferences of children or young people



Ability of children or young people (e.g. fine motor skills)



Your ability (e.g. may not want to consider cooking if you lack cooking skills yourself)



Suitable to the children or young people's needs 'one-off' or ongoing programme



Health and safety considerations, i.e. location of the activity assess hazards

# A word on Learning styles

An individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information.

## Learning Styles

### VERBAL

Words are your strongpoint!  
You prefer to use words both in speech and in writing!

### VISUAL

You prefer to use pictures, diagrams, images and spatial understanding to help you learn

### MUSICAL / AUDITORY

You prefer using sounds or music or even rhythms to help you learn.

### PHYSICAL / KINAESTHETIC

You use your hands, body and sense of touch to help you learn. You might 'act things out'.

## WHAT'S YOUR LEARNING STYLE?

### LOGICAL / MATHEMATICAL

Learning is easier for you if you use logic, reasoning, systems and sequences.

### SOCIAL

You like to learn new things as a part of a group.  
Explaining your understanding to a group helps you to learn.

### SOLITARY

You like to work alone. You use self-study and prefer your own company when learning.

### COMBINATION

Your learning style is a combination of two or more of these styles.

# Types

- ▶ Visual - SEE
- ▶ Auditory - HEAR
- ▶ Kinesthetic - DO
- ▶ Each pathfinder and adventurer learns differently. Discover how your students learn to enable you to be effective in your teaching.

# Types

- ▶ Visual - SEE
- ▶ Auditory - HEAR
- ▶ Kinesthetic - DO
- ▶ Each pathfinder and adventurer learns differently. Discover how your students learn to enable you to be effective in your teaching.



Multiple Intelligences – originally began in early 1980's with Howard Gardener.

Each person has a different way of learning and different intelligences they use in daily life.

Each person possesses each intelligence to an extent, but there is always a primary or more dominant intelligence.

**Differentiated instruction benefits all students but must be presented well and prepared.**

**By not embracing multiple methods of teaching based on different intelligences students often feel under-valued.**

What's the modality that describes you best?

- Kolbs learning style questionnaire

[www.bunbury.wa.gov.au](http://www.bunbury.wa.gov.au)

-VAK learning styles questionnaire

[www.hfe.co.uk](http://www.hfe.co.uk)

# Learning style questionnaire for your Adventurers and Pathfinders

Adventurers – children's learning style questionnaire  
(printable)

[www.Kids.lovetoknow.com](http://www.Kids.lovetoknow.com)

Pathfinders – online (pdf format 2014/08)

[www.VARK-learn.com](http://www.VARK-learn.com)

So how do kids  
learn ?



# Some examples of how kids learn

- ▶ Visiting places
- ▶ Being involved with people
- ▶ Talks
- ▶ Taking part in events and activities  
AKA games, crafts, projects, etc.
- ▶ Discussions
- ▶ Reading
- ▶ Audio Visuals



# Creativity

- ▶ Oxford living dictionary:
- ▶ The **use** of **imagination** or original ideas to **create something**.
- ▶ Imagination + Product = creativity

**Associated with** :*Innovation, novelty, Excellence*

**Linked to:** *Everyday resourcefulness*



# Activity 2

- ▶ **Team challenge**

- ▶ You have three (3) tasks and have five (5) mins. to complete them.

**Build** a tower

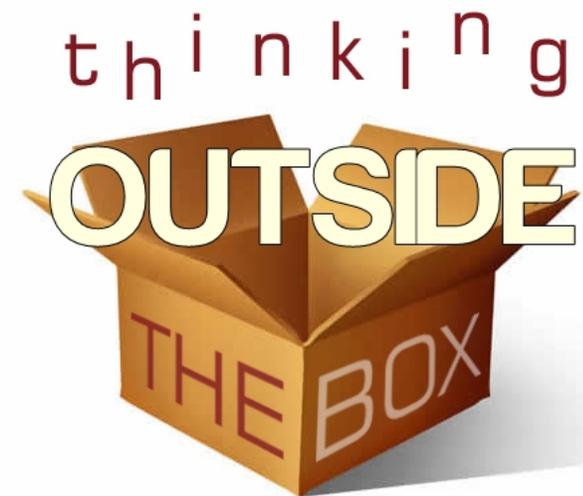
**Discover** the text – find a text that relates to a tower or has the word tower in it.

**Explain** : Identify your age group & Use an appropriate presentation style to explain the meaning of this bible truth.

**Capture** the evidence.

# What is Creativity

- ▶ 1. Creativity is the act of **turning** new and imaginative **ideas** into **reality**.
- ▶ Thinking outside the box.
- ▶ 2. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions.
- ▶ 3. Creativity involves two processes: thinking, then producing.



# Importance of Creativity for Individuals

- ▶ **Creative** experiences allow people to develop physical and perceptual skills, i.e.
- ▶ **Develop** their potential
- ▶ **Improve** their capacity for thought, action and Communication
- ▶ **Nurture** their feelings and sensibilities
- ▶ **Extend** their physical and perceptual skills to explore their values
- ▶ **Understand** their own and others' cultures

# Importance of Creativity for society



Society needs people who can:



Deal with the unexpected and extend current knowledge to new situations.



Bring together previously unconnected information



Use information in a new way



Formulate new problems



Deal with change

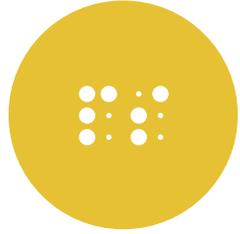


Think flexibly



Take risks and be innovative





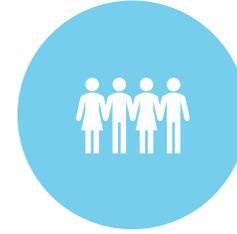
- IT **RECOGNISES** ALL CHILDREN HAVE THE ABILITY TO BE CREATIVE



- IT **MAKES** THE MOST OF THE TALENTS OF ALL CHILDREN



- IT **PROMOTES** ACCESS FOR ALL (E.G. VARIETY OF CULTURES)



**VALUES** ETHNICITY, CLASS, GENDER ETC.



- IT SHOULD **DIFFERENTIATE** (E.G. ACCORDING TO ABILITY, STAGE OF DEVELOPMENT, AND INTEREST)

# Creativity is Inclusive it is not ELITIST

# Outcomes

---

**Makes** learning more enjoyable, lasting and meaningful.

---

**Provides** opportunity for self expression.

---

**Instills** pride in accomplishment, building self confidence.

---

**Relieves** periods of physical restlessness with meaningful activity

---

**Prompts** respect for adults and leaders

# More outcomes

---

**Afford** opportunities to practice principles of christian living

---

**Enables** our young people and kids to express their relationship with God

---

**Teaches** co-operation, sharing , taking turns.

---

**Emphasize** a bible concept or Illustrate truth

# Steps in the creative process



# Embracing Creativity



**PASSION** – DESIRE ,  
CHALLENGING SPIRIT, CURIOSITY  
HARD WORK.



**KNOWLEDGE & EXPERIENCE** –  
USE WHAT YOU HAVE , ACQUIRE  
, THOUGHT, USE YOUR SENSES.



**METHOD** – DEFINE OBJECTIVE,  
COLLECT, ORGANIZE.

# Think . Do . Act

## **Seek Parallels :**

what is there like this, from which I can get an idea, is there something similar I can copy.

## **Modify :**

What if I changed this bit, alter it make it better. Change layout, timing

## **Magnify :**

Could this concept / idea be multiplied what if I made it bigger

## **Substitute :**

What else, who else, where

## **Surprises:**

Doing the unexpected

[https://www.youtube.com/watch?  
v=8Z\\_SMrnEial](https://www.youtube.com/watch?v=8Z_SMrnEial)



# Can You be a creative instructor?

- ▶ Creative thinking is not a talent, it is a skill that can be learnt.
- ▶ It empowers people by adding strength to their natural abilities
- ▶ Improves productivity, teamwork, and mind-blowing outcomes / profits.



# Creative tools for teaching

 Storytelling

 Singing

 Discussions

 Questions

 Quiz

 Debates

 Mime, drama , role play

 Finding things, scavenger, treasure hunt

# Teaching Styles

- ▶ Often teachers teach in the style they are comfortable with. Great teachers use teaching styles that are most effective for the learning styles of their students. Its important that teachers become effective in multiple styles.

## **Effective teachers have:**

- ▶ Planned well
- ▶ Works the plan
- ▶ Is able to adapt
- ▶ Sees teachable moments and responds
- ▶ Constantly looking for fresh ways and creative activities that can accomplish their teaching goals.

# STYLES

- ▶ Authoritative
- ▶ Delegator
- ▶ Facilitator
- ▶ Demonstrator
- ▶ Hybrid

**The Authoritative Style** – lecture style, auditorium setting, one way discussion, pre-assigned topic, students take notes and memorise key pieces of information. Popular in higher education.



**The Delegator Style** – this style is often adopted for subjects that necessitate group work , peer feedback, lab based learning. The delegator style may take an observer role to promote collaboration and peer to peer learning.

Some say it removes the teacher from the position of authority what's your view?



**The Facilitator Style** – activity based style, encourage self-learning, teachers asks student to question rather than give the answer, develop problem solving, can often lead to a deeper understanding of the topic.

Downside , teachers must actively interact challenging in a large classroom setting.

# The Demonstrator Style:

Like the lecture or authority style of teaching the demonstrator retains authority in the classroom. However instead of relying solely on verbal lecture, the demonstrator style combines lectures with other teaching forms such as multi-media , activities, demonstrations.

Suited to subjects where demonstration is needed, may not be suitable for all areas of study.



**The Hybrid Style** – Integrated teaching style that incorporates personality, preferences and interests. Teachers who use this style tailor tutoring, for different pupils, incorporating, extra curricular knowledge for deeper understanding.

Some say it weakens the learning process as teachers try to be all things to all students, what's your view?

# In Summary

To ensure Adventurers and Pathfinders receive the learning that works for them, its important for teachers to **experiment** with different styles, **challenge** yourselves and find **strategies** that reach all of our kids.

# Teaching Environments

- ▶ In the Adventurer and Pathfinder ministry it is important that teachers and instructors can teach in environments from the classroom to an outdoors, from driving down the road to sitting around a campfire.
- ▶ The setting not only determines the style of teaching but also the number of students being taught.

**What's your view on the different environments we teach in?**

# Teaching Task 15 mins

Choose one requirement from the pathfinder or adventurer coursework, award / honour / requirement and decide how you would teach it.

Create a teaching plan to include

- ▶ Lesson objective
- ▶ Success criteria
- ▶ Summary of tasks / action
- ▶ Resources / equipment ideas for teaching aids that take into account learning styles)
- ▶ References
- ▶ Take home tasks
- ▶ Evidence and assessment
- ▶ Evaluation

# Examples:

## Explorer Friendship Development:

Participate in panel discussion or skit on peer pressure and its role in decision making.

## Guide Health and Fitness:

Read Pages 102 – 125 in the book Temperance by Ellen White and pass the true or false quiz.

## Sunbeam His power in my life:

Ask three people why they study the bible.

## Little Lamb My God:

Listen to a book about Jesus

Sing a song about Jesus

Play a game about Jesus

Learn how Jesus grew up helping / obeying his parents

Make a craft

# The cycle



# Teaching Plans

1

**Outline Objectives :**

What is the topic, what do you want them to learn or understand

2

**Develop Introduction :**

Check for previous knowledge, how to introduce the topic.

3

**Plan the specific learning activities:** what will I do to explain the topic , how to illustrate.  
Resources

4

**Check for understanding**

– what questions will I ask, how do I know I have met the objectives, what to use for evidence and how to capture it.

# Work out your teaching plan



Base



Relate



Involve



Introduce



Organise



Support child/  
young person

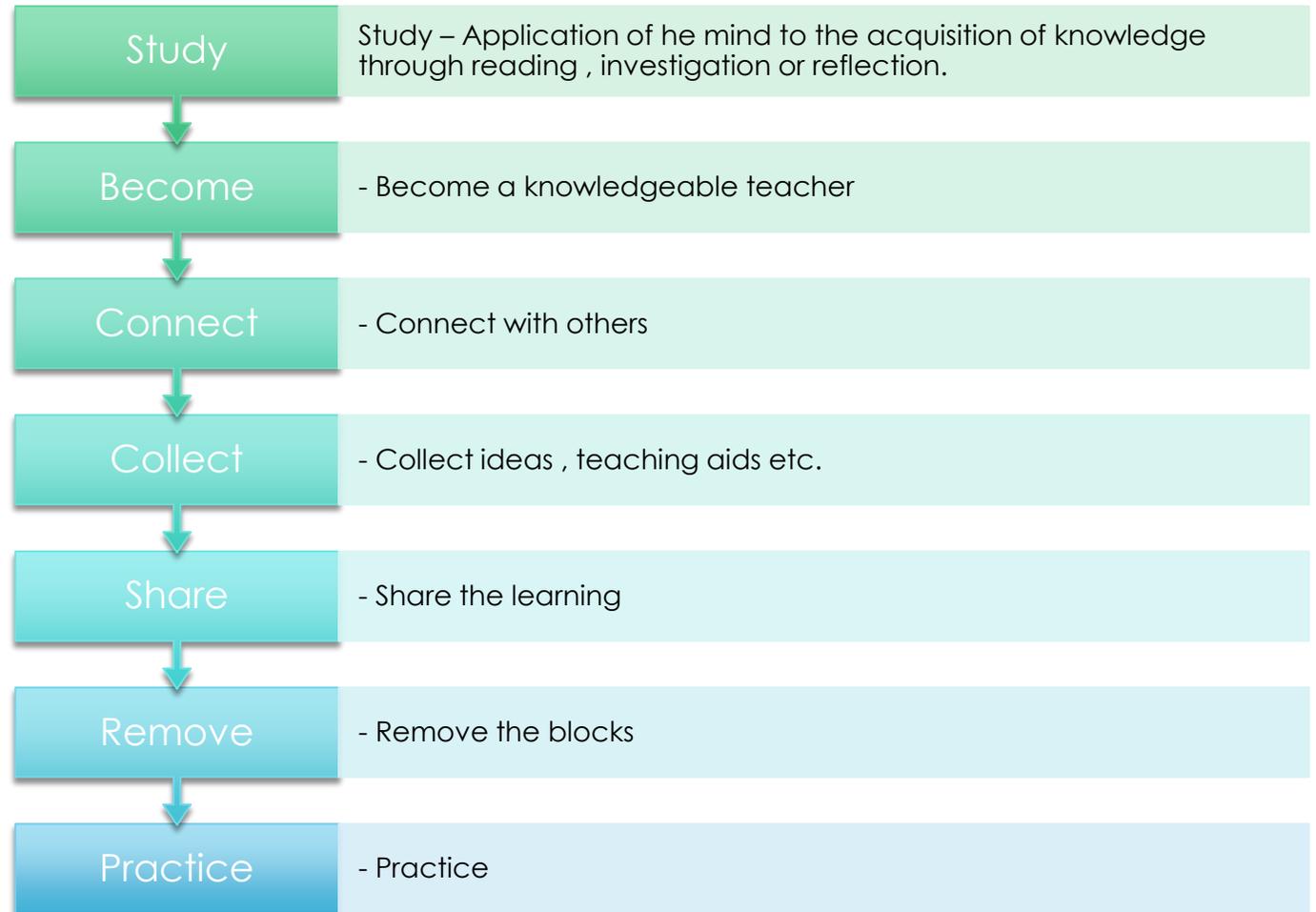


Consider how



Consider  
what

# Knowledge is Power



# Available Resources

- ▶ Use subject specialists
- ▶ Use the manuals, workbooks etc. Updated Adventurer manual available soon.
- ▶ Develop a new skill
- ▶ Collect – Resources from everywhere, nothing wastes ( but ensure that they are catalogued)
- ▶ Look online – Pinterest, pathfinders online, area websites etc.



# Top TIPS

- ▶ We are training missionaries
- ▶ Help them to understand what they must do to be saved.
- ▶ The message we share is invaluable and should be delivered by effective, messengers who believe in the value of continuous development.
- ▶ We will not see anything happen if we do nothing.

# Finally

- ▶ Pray
- ▶ Have empathy
- ▶ You can only do your best
- ▶ Love the children
- ▶ Seek knowledge and skill
- ▶ God will do the rest



A vibrant, multi-colored brushstroke graphic behind the word 'QUESTIONS'. The brushstrokes are in shades of purple, blue, green, yellow, and orange, creating a dynamic and artistic background for the text.

# QUESTIONS



THANK YOU FOR YOUR PARTICIPATION AND ATTENTION