

**SOUTHERN UNION CONFERENCE OF SEVENTH-DAY ADVENTISTS  
OFFICE OF EDUCATION  
COURSE OUTLINE  
BIBLE METHODS FOR EARLY CHILDHOOD EDUCATION**

**(Two (2) non-academic credit hours/continuing education units)**

Contact Information: Local Conference Superintendent and/or  
Associate Superintendent of Education

**I. Course Description**

A course to develop teaching objectives, materials, and strategies in Biblical education with emphasis on the Christ-centered curriculum and integration of faith and learning.

**II. Textbooks**

1. Bible
2. White, E. G. (1943) *Counsels to Parents, Teachers, and Students*
3. White, E. G. (1991) *Education*
4. *Pebbles: A Faith-based Early Childhood Curriculum (PFECC)*

**III. Objectives**

- To develop exemplary Bible lesson plans using developmentally appropriate practices for the various learning styles
- To become aware of a variety of concepts and methods that help young children to develop personal interest in Bible stories and Bible teachings and actively practice Christ-likeness
- To demonstrate an understanding of principles outlined in Ellen G. White's writings about the teaching of Bible.
- To define objectives for each unit of the *Pebbles: A Faith-based Early Childhood Curriculum* Bible/worship curriculum.

**IV. Course Requirements**

- A. Technology References: Locate five website addresses that offer useful resources for supplementing the teaching of Bible to young children. For each, give website address and a brief description of how it will be used for teaching Bible.
- B. Devotionals: Write three Bible/worship 4MAT (or similar)\* lesson plans from three different *Pebbles Curriculum (PFECC)* concepts\*\*. Include a Bible story, character growth component, song titles, memory verses, an object lesson and a sample prayer that ties into the concept being taught.

C. Read the following and journal key messages personally gained from each chapter.

1. *Education*

Pages 73-96 “The Teacher Sent from God” and “An Illustration of His Methods”

Pages 128-134 “Science and the Bible”

Pages 146-158 “Bible Biographies”

Pages 185-194 “Bible Teaching and Study”

Pages 225-239 “Education and Character: and “Methods of Teaching”

2. *Counsels to Parents and Teachers*

Pages 421-464 “The Bible in Education”

D. Twenty-five Integrated Activities:

One important aspect of teaching and instruction in early childhood education is the integration of core and creative subjects. Over the duration of the course, develop a collection of at least 25 activities that integrate Bible lessons and character growth studies with traditional subject areas to be taught in the near future. *Each* of the 25 activities is to include the following basic elements:

1. Title of the activity
2. Target age
3. Subject areas integrated, a minimum of three in addition to Bible
4. Standard(s) addressed from: *Southern Union Conference ECEC Teacher Goals & Developmental Performance Standards for the Growth of the Young Child*
5. Description of the activity and teacher instructions – in *sufficient detail* that another teacher who reads the collection can understand it and the objective for the child’s learning experience.
6. The source of the idea (e.g., self, URL, book, CD-ROM, journal article, etc. – full reference required)
7. Concept from *Pebbles (PFECC)\*\** that the activity ties into
8. The primary learning style the activity supports\*\*\*

The collection should come from a variety of sources (including some original ideas).

## V. Assessment/Evaluation

Upon completion of the above Bible Methods for ECE course, the following must be submitted from the Course Requirements to the Southern Union Conference Office of Early Childhood Education for evaluation.

1. Technology reference list (5)
2. Devotional lesson plans (3)
3. Journal on EGW writings
4. Integrated Activities with all eight basic elements clearly stated (25)

\* For candidates seeking certification that have not taken a course in 4MAT, the lesson plan for this assignment must show a minimum of the following components:

1. an activity that provides a personal connection between the children and the concept being taught specific content information to be taught and how it will be taught
2. a hands-on, developmentally and culturally appropriate activity to practice and reinforce the information taught (Note: Worksheets are usually not accepted)
3. a creative activity that promotes celebration and/or extension of new information learned in the lesson and concept

\*\* Concepts from *Pebbles: A Faith-based Early Childhood Curriculum (PFECC)*

1. Empathy
2. Acceptance
3. Responsibility-Trustworthiness
4. Interdependence
5. Generosity
6. Relationships
7. Determination
8. Change
9. Overcoming
10. Compassion

\*\*\* For candidates seeking certification that have taken a course in 4MAT, identify the learning styles as Quadrant 1 type learner (Q1), Quadrant 2 type learner (Q2), etc. For those who have not had 4MAT training, use Howard Gardner's list of multiple intelligences to identify at least two intelligences utilized in each activity.