

Spring 5-4-2015

Integration of Content in Early Childhood Education

Sara Rayburn
sarar@bgsu.edu

Follow this and additional works at: <https://scholarworks.bgsu.edu/honorsprojects>

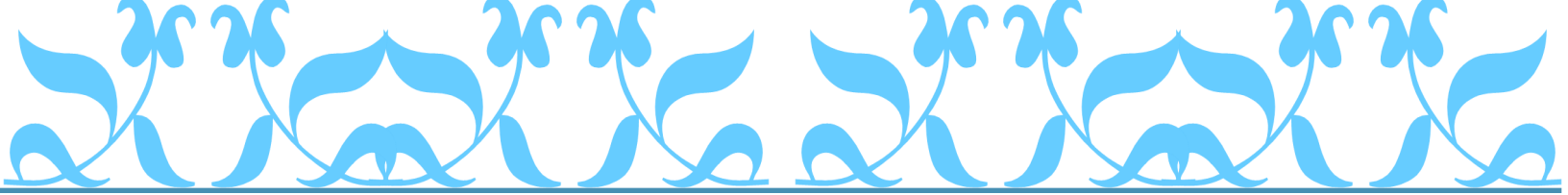


Part of the [Curriculum and Instruction Commons](#), and the [Educational Methods Commons](#)

Repository Citation

Rayburn, Sara, "Integration of Content in Early Childhood Education" (2015). *Honors Projects*. 185.
<https://scholarworks.bgsu.edu/honorsprojects/185>

This work is brought to you for free and open access by the Honors College at ScholarWorks@BGSU. It has been accepted for inclusion in Honors Projects by an authorized administrator of ScholarWorks@BGSU.



Integration of Content in Early Childhood Education

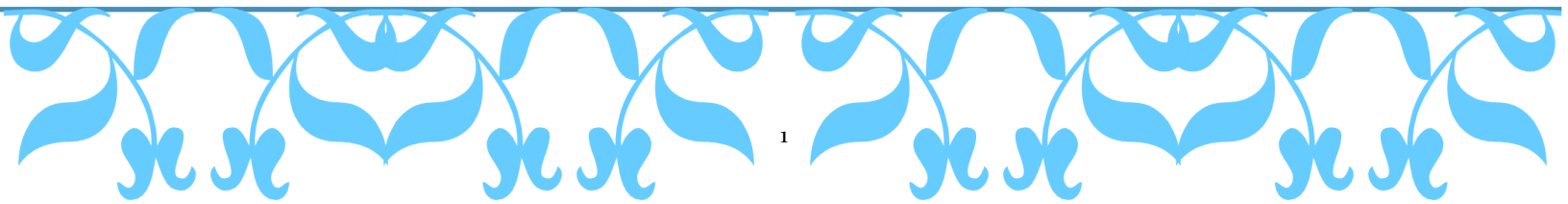
Honors Project

Completed by Sara Rayburn

Faculty Advisors Mary Ann Culver & Dr. Patrick Vrooman

Bowling Green State University

Fall 2014-Spring 2015



HONORS PROJECT TEAM



About Sara Rayburn:

- Early Childhood Education Major, Class of 2016
- From Cincinnati, Ohio
- Member of the following organizations:
 - Educators in Context and Community (ECCO) Learning Community
 - Kappa Phi Club, Alpha Gamma Chapter
 - Presidential Honors Cohort, 2012-2016

About the Faculty Advisors:

Mary Ann Culver

- Prior experience as a kindergarten teacher in Findlay City Schools
- Director of the Creativity Studio at the Jordan Child Development Center, Bowling Green, Ohio
- Faculty Advisor for the Early Childhood Organization (ECO)
- Instructor in the College of Education and Human Development, particularly with the Inclusive Early Childhood Program

Dr. Patrick Vrooman

- Director of the Educators in Context and Community (ECCO) Learning Community
- Instructor in the College of Education and Human Development: School of Teaching and Learning



TABLE OF CONTENTS

Project Proposal (completed for Honors 4980)	4-13
Annotated Bibliography (completed for Honors 4980)	14-20
Overview of Event Planning Process	21-37
Event Materials & Photographs	38-78
Presentations:	79-81
ECCO Conference Presentation (March 19-22, 2015)	
Northwest Ohio Undergraduate Research Symposium (April 18, 2015)	
Final Reflection:	82-87
Graphic Organizer of Skills Developed	
Reflection on Event & Personal Growth	

Honors Project Proposal

Completed for Honors 4980

Abstract

My Honors Project will consist of an event that integrates Language Arts curriculum with Christian religious education for elementary-aged students. The event will take place during Bowling Green State University's Sibs-n-Kids weekend of spring 2015. In this proposal, I have included the research questions, literature review, proposed activity, methodology, and expected results/ conclusions for the planning and facilitation of the event.

key words: elementary, ministry, Christianity, education, planning, facilitation, event

Research Questions

My research will be done in preparation and in planning for an event to occur during the spring 2015 Bowling Green State University (BGSU) Sibs-N-Kids weekend. The central question driving this research is "What are the steps needed to effectively plan an event, integrating Language Arts learning outcomes with Christian religious education, for elementary-aged children?" Within this broad question, there are more specific underlying questions that will need to be addressed.

In planning the content of the event activities, the questions include, but are not limited to, "What are the content areas and standards within the Language Arts domain of teaching and learning for elementary-aged students?", "What standards are there for teaching Christian religious education to elementary-aged students?", "What learning objectives can be created incorporating these Language Arts and religious education standards?", and "What activities can be planned to meet these learning objectives for a diverse group of learners?".

After the content has been planned, advertisement and event planning questions include "What current religious education activities are there during BGSU Sibs-N-Kids weekend?", "What are effective advertisement strategies?", "What steps need to be taken to host a Sibs-N-Kids event?", "What materials, space, and resources will be needed to host the event?", and "How can volunteers be recruited and organized to assist with facilitating the activities?".

Lastly, the success or failure of the event will need to be determined based upon the answers to questions, such as "What marks a teaching endeavor as effective or ineffective?", "How could this event have been improved?", and "What was successful about this event?".

Literature Review

The research that I have completed thus far can be broken into three main categories. One of those sections covers child development, teaching, and learning. The second category is religious education, which will include all of the research pertaining to the controversies, concerns, and successes in present day children's ministry. The third section includes leadership and event planning resources.

Within the child development, teaching and learning section, I found a variety of resources. One of the first books that caught my attention was *Bright Beginnings for Boys: Engaging Young Boys in Active Literacy* by Brozo and Zambo, which addresses the modern problem of young boys not engaging in reading and literacy as much as their female peers. The authors present research on how children develop and give ideas on why many young boys may not be as interested in reading as girls. There are suggestions on how to better engage boys and to promote their literacy, such as with active games, picture book suggestions, and recreational reading ideas.

The authors of this book are credible in their field; Zambo has a PhD in educational psychology, as well as teaching experience in public schools and Arizona State University, and Brozo is a Professor of Literacy at George Mason University with extensive research on literacy and masculinity. I think the content of their research could be very helpful in understanding how young children can be engaged in learning activities. While traditional teaching strategies tend to work well with young girls, the ideas in this book will be useful for expanding methods to reach out to young boys as well.

Supporting Early School Success by Daniels is a case study that looks into the aggression of young children in relation to the quality of their early childhood learning environments, such as in a preschool or childcare program. Another key aspect of the piece is the ability of the young child to form friendships in these settings. There are developmental components related to both of these concepts, such as the development of emotion and behavior regulation skills. The author discusses ways parents and teachers can help a child to positively transition into school and to gain the needed skills for managing feelings and actions.

Although brief, I think this case study could provide insight on how to create a learning environment that is supportive of early childhood development. Regardless of the context or content area, children are going to learn and develop life skills. My event planning will need to be cognitive of how children develop emotionally, mentally, and physically. The case study is limiting in the fact that it only shows one child's situation; however, the more general research provided in relation to that child's experience could help me to create activities that will be developmentally appropriate.

Art and Creative Development for Young Children by Fox and Schirrmacher explores ways for teachers to provide art experiences for children that are developmentally appropriate, as well as artistically sound. The topics covered fall within a broad spectrum of art concepts, including artistic development in children, types of art, ways to create an art curriculum, and assessment strategies. The book includes both research and activity ideas.

One portion of the book in particular that appears to be very helpful for forming activities includes subtitled sections of "How to Choose Art Activities" and "What Early Childhood Art Should Be". I think these sections of the book could help me to form activities for my

event that incorporate creativity and hands-on learning. The book was reviewed by a number of professors from a variety of universities prior to being published, which leads me to believe the research and ideas included in the text are credible.

Effective Instructional Strategies: From Theory to Practice by Moore covers a wide variety of teaching methods and organizational strategies. The author organized the book to flow chronologically from planning a lesson, to teaching the content, and concluding with evaluating student learning. Broad, general methods and concepts are addressed, as well as the smaller details of how to implement educational theories into practice.

There is a section that explains how to plan curriculum and lessons, which could be particularly useful for developing the learning objectives and creating activities to match those standards. Another section includes ways to maximize student learning, such as through types of questioning and instruction techniques. This portion of the book could be relevant when determining the most effective ways to present and communicate the religious content to children. The author, Kenneth Moore, appears to be quite credible. He has his doctorate, has authored several books, has public school teaching experience, and has worked in the field of education on the national level.

The article *Integrate Science and Arts Process Skills in the Early Childhood Curriculum* by Morrison is focused around the skills children can learn through participating in science and art. The author presents the benefits of integrating science and art into early childhood learning, such as the development of systemic and creative thought processes. Additionally, a few sample activities are explained to provide practical application ideas.

I found the article to be somewhat one-sided in the fact that it only covers the positives of integrating art and science. However, the research supporting that view still appears to be credible and useful. The author, Kathy Morrison, provides a list of reputable sources and cites the research throughout the article. She also has experience as Director of the School of Education at University of Texas at Tyler, which makes her work appear to be credible. I think in using the research and ideas presented, consideration would have to be made in regards to the unaddressed limitations of the author's argument, such as the additional time and materials the science and art integration might take.

The article *Literacy Trails: A Whole-of-Community Program to Encourage Literacy and Numeracy Awareness for Children in Preschool and Early Primary* by Ollerenshaw explains a whole-of-community approach to planning programs that encourage literacy and numeracy for young children. The author includes research on family and educator collaboration, with references to a significant number of sources that could be helpful for further research on the topic. Literacy Trails was the name of one of the key programs described in the article. The article states that the program was made possible through involvement from many different people from the community, such as business owners, senior citizens clubs, and community agency workers.

Although the communities described in the article were in Moorabool Shire, Victoria, the author explained that the approach could be modified and applied in other communities as well. I think the idea of having community members assist in running an educational program could be very useful and applicable in the Bowling Green, Ohio, area. I could modify the concept of whole-of-community to fit the needs of the people here and to reach out to those involved in local children's ministry efforts.

The New Inclusion: Differentiated Strategies to Engage ALL Students by Perez was recently published and provides practical ways to differentiate instruction to reach all types of students. There are ideas presented to help with teaching students of varied ability levels and learning styles. The book starts by explaining how to create a positive, inclusive learning environment, as well as describing what it is like to be a struggling student. The following sections of the book explore methods for making learning tactile, auditory, visual, kinesthetic, and more. The conclusion of the book addresses classroom management strategies and ways to modify curriculum.

The author, Kathy Perez, is knowledgeable in her field with experience as a teacher, administrator, and author. She is a professor at Saint Mary's College of California and has served as an international educational consultant. Based upon this strong background, I find her book to be very useful and credible for planning instruction to reach all types of children.

Family Values through Children's Literature: Grades K-3 by Roberts is a resource for families and educators to use in sharing character traits and family values with children. The content is divided into chapters covering acceptance, empathy, friendship, good deeds, honesty, morals, pride in heritage, respect for elderly, responsibility, self-reliance, and sharing. Each chapter has suggestions of early childhood literature to use in teaching the value, as well as corresponding activities for children to practice and better understand the concept. I found this book to be very helpful and well-linked to the concepts I will be teaching children at my event. Much of religious education is focused on character traits and family values, which makes this book relevant and useful. The author, Patricia Roberts, is credible because she has her doctorate, is a member of professional groups, is a professor at California State University, and does research on family values and literature-based instruction.

Another helpful article is *Teaching Practices that Promote Motor Skills in Early Childhood Settings* by Robinson, Webster, Logan, Lucas, and Barber. In this piece of research, the authors explore if teachers can be taught to implement activities and techniques that promote motor skill development in preschool-aged students. The motor skill development utilized in this study is in a mastery climate program, which focuses on student-centered and child-directed learning. The results of the research show that early childhood educators have the capabilities and potential to learn and implement such techniques for the preschoolers with a mastery climate approach. However, the authors also make the point that pre-service teachers should receive training on how to create and use movement programs in order for their teaching to effectively influence the children's development of motor skills.

The study discussed in this article could be beneficial for considering how to implement motor skills and/or a mastery climate into children's learning in a variety of content areas. The authors give clear descriptions and definitions of the terminology and approaches used by the teachers in the study. The research methodology appears to be reliable because the teachers in the study were supervised by those knowledgeable in kinesiology, such as doctoral students and professors. In addition, the children were tested consistently and equally, both before and after the motor skill instruction was provided. The authors provide limitations and research on the topics surrounding their study.

The next category, religious education, presents a variety of research and information that could be useful in planning my event. These resources will be useful in preparing my content in a way that meets the needs of the congregation and community's children.

Postmodern Children's Ministry: Ministry to Children in the 21st Century by Beckwith is a book that explores how today's churches are planning and leading their children's ministry, as well as the benefits and disadvantages to those methods. The author advocates for

children to feel incorporated in the larger church and to have opportunities to participate and serve in the church community. There is discussion about the types of curriculum being used and the reasons behind the churches of America choosing them.

I think this book could be useful because it looks into common issues with the way children's ministry is being planned in the 21st century; nevertheless, I will need to keep in mind that the author's argument is one perspective and that the information and ideas cannot be generalized without verifying the research first. One of the key concerns I found to be relevant was overemphasizing fun and downplaying the religious content being taught. This is an important consideration for me to make as I plan my event to ensure my activities are attractive and interesting, but still meaningful for the children's spiritual development.

The article *What Reaches Children?* By Ely Pearson provides an overview of the problems and considerations with Sunday school and other forms of children's ministry in the modern church. Some of these issues include volunteer training, family commitment, attendance consistency, and curriculum selection or development. The author provides results from a survey of churches regarding their children's ministry programs, which shows some of the variety of approaches as well as strengths and weaknesses of the different styles of organization.

I found this article to be incredibly helpful due to the wide overview it provides of the field of children's ministry. The author was honest in presenting limitations to her survey, which makes it clear what information and insight can be trusted as credible. The sections of the article discussing curriculum planning will be really beneficial when deciding how to plan the activities for my event. The idea of using a Montessori approach in religious education was new to me and could be useful for developing activity ideas.

IndoctriNation: Public Schools and the Decline of Christianity in America, a motion picture by Gunn Productions, explores the controversial idea of how Christianity does not fit within the American public school system. The main argument behind the film's production is that Christian parents should not be sending their children to public schools; rather, the parents should instruct their children in the faith and in academics from the homeschool setting. A variety of parents, teachers, and administrators are interviewed in the film regarding how being a Christian has related to their experiences in public schools. A few of the main points from these interviews are that teachers feel they cannot express and practice their faith in the public school setting and that parents are not serving their children well by exposing them to these school environments.

I found the film to be very biased towards the views of the Christian parents behind the film. There was not clear factual evidence of why their argument should be seen as logical and valid. Instead, much of the information was based upon the personal opinions of the interviewees. Nevertheless, I think this film could be helpful in planning my event because many of the issues and controversies surrounding religious education are represented in the movie. These concepts will be important to consider in order to prepare for the assumptions, values, biases, and perspectives parents/guardians may have on religious education when sending their children to the event.

The article *Spiritual Supports and Inclusive Congregational Ministries: Celebrating Gifts Beyond the Holidays* by Gaventa covers the variety of ways that children with special needs and their families are being included into congregations and ministry efforts. Exceptional children, such as those with autism, disabilities, and other special needs, are being incorporated into more inclusive ministry efforts than in the past. The article describes some strategies and programs being used throughout the United States and in various types of churches and religious denominations.

I think this article is somewhat brief, but it does outline some key ways to make religious education meaningful and inclusive to all types of children. Additionally, there are ideas on how to help the families of exceptional children to feel supported by their congregation. I can use the ideas in this article to ensure I make all types of families and children feel welcome to my event. My activities will also be more meaningful and effective for all children if I consider the special learning needs presented in the article.

Does God Make It Real? Children's Belief in Religious Stories from the Judeo-Christian Tradition by Vaden and Woolley is an article that takes a look into how children come to believe in a story and how their view of a Bible story may differ depending on their upbringing, religious beliefs, and other influences. The authors share research on how adults tend to view Bible stories as analogies, whereas children tend to believe them as literal. Additionally, a child's familiarity and belief in God's involvement with a story affected their level of seeing a story as real versus non-real.

I found this article to be credible because it shared the research as being realistic possibilities, yet still as theory and not firm knowledge, as well as cited sources that were academically well-respected, such as the theorist Piaget. The authors made it clear that the one study could not be overgeneralized and that every child has different experiences leading to their belief or non-belief in a story. I think this article could be helpful in understanding how children gain and assess knowledge.

Mission Statements of Christian Elementary Schools in the United States and the Netherlands by Zandstra is an article that does a comparison of the mission statements used within Christian schools in the United States and the Netherlands, while also exploring why the terminology and messages within those statements may differ. There are facts regarding what percentage of Christian children attend those schools, as well as what the structures of schooling are in the public and private education spheres in both countries. The research in the article shows that schools in the United States incorporate more religious terminology in their mission statements than those in the Netherlands.

I found the research in this article to be relevant in the fact that there are ideas provided on what makes an effective mission statement within the arena of Christian education. There is discussion of what outcomes are communicated and why they do or do not match the culture of the people who participate in the program. These concepts could be helpful for determining and clarifying my outcomes for the event, as well as for deciding how to best communicate those messages to my participants.

The final section of my literature review regards leadership and event planning. These sources cover both the practical, tangible aspects of leading an event, as well as the emotional needs of a leader.

Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives, and Other Special Events by Allen is a guide to planning a variety of events and includes sections on all aspects of event planning. These topics include visualizing the idea for the event, budgeting for it, designing and determining logistics, and more. Although this book is not specified for the religious or educational fields, the topics and ideas are broad enough to cover any sort of large-scale event.

The general ideas and advice in the book will be helpful for figuring out the logistics of planning an integrated event. Using a guide specifically for education or religious settings would not be as applicable as a general guide because my event incorporates a variety of

integrated fields. Although this one book might not have all the answers I need, I think it could be a good starting point for figuring out what steps need to be taken to plan the event.

Exploring the Dance of Early Childhood Educational Leadership by Krieg, Smith, and Davis is an article that explains an educational leadership program called Educational Leadership in Early Childhood Settings. The program addresses the current issue of leadership being dynamic in today's changing world. A few key ideas discussed are the difference between management and leadership, perceptions of leadership, and the value of shared leadership in the educational setting. The program resulted in changing views on educational leadership for the participants.

I think it will be crucial for me to examine what my view of leadership is as I pursue hosting and leading an event. As stated in this article, children come from a variety of backgrounds and will require leaders to be able to approach teaching in a contextually-aware way. I can use the ideas and concepts from the program discussed in this article in order to prepare my own mindset for being an educational leader in the context of Bowling Green, Ohio.

Contextual Intelligence: Smart Leadership for a Constantly Changing World is a book recently published by Dr. Matthew Kutz, a Bowling Green State University faculty member. The subject is contextual intelligence and how it applies to leadership. The book is designed for the business world, but the concept of contextually intelligent leadership is marketed as being applicable to all aspects of life. Kutz outlines the components of being a leader who can adjust and adapt to any context. He provides examples and tangible ways to incorporate contextually intelligent leadership into one's life. There are twelve key behaviors and a 3D Thinking Framework, as well as ideas for implementing the leadership model.

I found the book to be somewhat repetitive and general, but the key concepts are very applicable to any career, project or situation. The fact that Kutz is a faculty member of Bowling Green State University, as well as a respected leader among the business world to which he markets his leadership concepts, makes his ideas credible and reliable. There is clear evidence that his ideas of contextually intelligent leadership have worked and could work for me in planning and leading my event.

Developing and Supporting Early Childhood Teacher Leaders: A Leadership Project Connecting University, Community and Public School Resources by Maxfield, Ricks-Doneen, Klocko, and Sturges is a peer reviewed article and discusses the relationship between early childhood educators and those who teach older K-12 students, as well as their role in creating educational change in society. The authors' project involved creating a link within a community's early childhood and K-12 school experience. Through this link, the author believes students will transition and develop better. The article explains the successes, limitations, practices and further ideas for implementing such a program.

I found this article to be relevant in considering how the teaching of early childhood students relates to that of older students. My event will be drawing upon a variety of age groups and skill levels, which means that if it would become an annual program there would need to be a smooth flow of educational experiences as the participants grow older. This article explains the importance and potential for creating this link from one year of education to the next.

Perhaps most importantly, a leader must be able to manage the stresses of event planning. Joyce Meyer's *Battlefield of the Mind: Winning the Battle in Your Mind* is a guide to adjusting negative thought processes to develop a more positive and beneficial mindset. In her book, Meyer addresses common problems people face when it comes to negative thinking, such as doubts, worries, and confusion. She uses a faith-based approach in explaining how to overcome those negative thoughts. The book outlines practical ways to stay positive in order to be more successful and peaceful in the midst of the unpredictability of life.

This book is not heavily research-focused, but Meyer has a significant, credible background in her field of ministry. I think her book could be a helpful reference for managing the stresses and unpredictability of planning, teaching, and managing an event. Due to the Christian topics of my event, it makes sense for my mindset to be positive and aligned with those represented in Meyer's book. The practical ways to develop and maintain positive thinking will be helpful for pursuing my end goal with fewer mental roadblocks, such as doubt and worry.

Proposed Activity

My Honors Project proposed activity consists of researching, planning, and hosting an event during BGSU's Sibs-N-Kids weekend of spring 2015. I developed my idea after considering the fact that this year, there are only three activities listed for the Sunday of the Sibs-N-Kids weekend, one of those being a church service through H20, the church I attend on campus. I realized there are not many options for BGSU students, especially those who typically attend church on Sunday, to have their sib or kid participate in a Christian-oriented activity that is age and skill appropriate. As an education major, I am also interested in studying how students can learn information through integrated means. I developed an authentic question to answer based upon this observation, paired with my interest in content integration: "What are the steps needed to effectively plan an event, integrating Language Arts learning outcomes with Christian religious education, for elementary-aged children?"

Considering how ambitious planning such a large-scale event might be, I realize I need to be passionate about the idea and dedicated to making the event happen. I feel that I am invested at this level, due to my personal interests in the Christian faith and in educating children. I would like to see children have a positive faith experience in which they have fun, while also learning and growing in their spirituality. Additionally, I would like to gain personal insight for my own future endeavors. I would consider a career or future leadership role in directing children's ministry, which would be aligned with many of the tasks this event will require. I am motivated to make this event happen as a way to gain experience and insight on whether or not I enjoy and have the skills it takes to be successful in the field. My passion for sharing my faith with others will be a huge motivator during the stressful times this project may present.

The current theme idea for the event is "Princes and Princesses of the King" and the activities and curriculum would focus on how God values children as His own special possession. There would be an emphasis on positive self-image and on recognizing children's unique talents and gifts. This theme, however, could potentially change to better relate to the Sibs-N-Kids theme of spring 2015. The integration aspect of the event activities would be that the games, stories, and crafts would also match learning objectives for Language Arts. I envision children moving from a large group lesson to stations with various activities that relate to content standards. For example, the children could write a short poem about how God sees them to fulfill a content standard for writing, while also learning about their religion. All of the

activities during the event would be linked to the learning objectives, which will make this project applicable to my current future career path of teaching, as well as to my interests in children's ministry and involvement in the church.

Ideally, I would like to see this event become an annual tradition for the Sibs-n-Kids experience. There is a void in the Sunday Sibs-n-Kids scheduling that could be filled if the event is successfully transferred from one year to the next. I plan to reflect and evaluate my successes and shortcomings, as well as leave transition manuals for those interested in being future leaders of the event.

Methodology

I intend to work with a minimum of two advisors in order to complete the planning and execution of this project. My steps will begin with research on integration of content, religious education, child development, event planning, leadership, and other related subjects. Once this research is completed, I will have discussions with leaders of organizations on campus, as well as leaders within H20 church, to learn more about the process of developing and hosting a Sibs-N-Kids event. I would consider reaching out to churches within the local community to see if they would be interested in partnering in the initiative. Those community churches may have resources or insight that could benefit the event, as well as provide an additional group of children to participate.

Once I have a clear understanding of what steps are necessary to plan the event, I will contact the University Activities Organization to learn how to place my event on the Sibs-n-Kids schedule. I will ask for information regarding the policies, rules, and theme. Then, I can begin the process of selecting content standards and creating activities to fit that curriculum and match the theme. I will have my advisors review the lesson and activity plans to ensure they are matched to the content standards in a way that is age, skill, and developmentally appropriate for elementary-aged children. Once the planning is complete, I will advertise for the event, as well as find volunteers to assist in running the activities during the program. On the day of the event, I will facilitate the program and ensure all volunteers are prepared to run their activities. I will determine with my advisors appropriate ways to document or record my experience and to evaluate the success of the event.

Following the event, I plan to create transition manuals for those interested in being future leaders of the program. I want to ensure any future leaders have a starting point, including contacts, curriculum planning advice, logistics information, and other key matters.

Expected Results and/or Potential Conclusions

I expect this event to go relatively well considering there will be a team of people planning and running the events. Although I will be the main facilitator, I plan to gain ideas not only through independent research, but also through discussions/interviews and collaborative efforts. All ideas will be examined by my advisors. I will also gain insight through interviews of people who completed similar events during the planning process. Through a team of volunteers and resources from local churches and campus organizations, I think there will be the manpower and advertisement necessary to run the activities and to make the event a success. My goal is to utilize all available ideas, resources, and people to create a well-developed and successful event.

Some limitations to my project would be that there may be constraints on resources, budget, and time available to me in planning the event. Sibs-n-Kids has a set date, so I will need to develop a clear timeline to ensure plans are completed in time and resources are acquired by the necessary dates. I plan to overcome this obstacle by starting the networking and planning process early. Through a clear schedule and efforts to reach out to those around me, I think it is possible to troubleshoot before major problems arise and to develop activities and plans that will be effective in teaching the content.

References

See annotated bibliography for a complete listing and description of references used in this proposal.

Annotated Bibliography

Completed for Honors 4980

Child Development, Teaching, and Learning:

Brozo, W. G., & Zambo, D. (2009). *Bright Beginnings for Boys: Engaging Young Boys in Active Literacy*. Newark, DE: International Reading Association.

This book addresses the modern problem of young boys not engaging in reading and literacy as much as their female peers. The authors present research on how children develop and give ideas on why many young boys may not be as interested in reading as girls. There are suggestions on how to better engage boys and to promote their literacy, such as with active games, picture book suggestions, and recreational reading ideas.

The authors of this book are credible in their field; Zambo has a PhD in educational psychology, as well as teaching experience in public schools and Arizona State University, and Brozo is a Professor of Literacy at George Mason University with extensive research on literacy and masculinity. I think the content of their research could be very helpful in understanding how young children can be engaged in learning activities. While traditional teaching strategies tend to work well with young girls, the ideas in this book will be useful for expanding methods to reach out to young boys as well.

Daniels, D.H. (2011). Supporting Early School Success. *Educational Leadership*, 68(7), 18-22.

This case study looks into the aggression of young children in relation to the quality of their early childhood learning environments, such as in a preschool or childcare program. Another key aspect of the piece is the ability of the young child to form friendships in these settings. There are developmental components related to both of these concepts, such as the development of emotion and behavior regulation skills. The author discusses ways parents and teachers can help a child to positively transition into school and to gain the needed skills for managing feelings and actions.

Although brief, I think this case study could provide insight on how to create a learning environment that is supportive of early childhood development. Regardless of the context or content area, children are going to learn and develop life skills. My event planning will need to be cognitive of how children develop emotionally, mentally, and physically. The case study is limiting in the fact that it only shows one child's situation; however, the more general research provided in relation to that child's experience could help me to create activities that will be developmentally appropriate.

Fox, J. E., & Schirrmacher, R. (2012). *Art and Creative Development for Young Children*. Belmont, CA: Wadsworth, Cengage Learning.

This book explores ways for teachers to provide art experiences for children that are developmentally appropriate, as well as artistically sound. The topics covered fall within a broad spectrum of art concepts, including artistic development in children, types of art, ways to create an art curriculum, and assessment strategies. The book includes both research and activity ideas.

One portion of the book in particular that appears to be very helpful for forming activities includes subtitled sections of “How to Choose Art Activities” and “What Early Childhood Art Should Be”. I think these sections of the book could help me to form activities for my event that incorporate creativity and hands-on learning. The book was reviewed by a number of professors from a variety of universities prior to being published, which leads me to believe the research and ideas included in the text are credible.

Moore, K. D. (2009). *Effective Instructional Strategies: From Theory to Practice*. Thousand Oaks, CA: SAGE Publications, Inc.

This book covers a wide variety of teaching methods and organizational strategies. The author organized the book to flow chronologically from planning a lesson, to teaching the content, and concluding with evaluating student learning. Broad, general methods and concepts are addressed, as well as the smaller details of how to implement educational theories into practice.

There is a section that explains how to plan curriculum and lessons, which could be particularly useful for developing the learning objectives and creating activities to match those standards. Another section includes ways to maximize student learning, such as through types of questioning and instruction techniques. This portion of the book could be relevant when determining the most effective ways to present and communicate the religious content to children. The author, Kenneth Moore, appears to be quite credible. He has his doctorate, has authored several books, has public school teaching experience, and has worked in the field of education on the national level.

Morrison, K. (2012). Integrate Science and Arts Process Skills in the Early Childhood Curriculum. *Dimensions of Early Childhood*, 40(1), 31-38.

This article is focused around the skills children can learn through participating in science and art. The author presents the benefits of integrating science and art into early childhood learning, such as the development of systemic and creative thought processes. Additionally, a few sample activities are explained to provide practical application ideas.

I found the article to be somewhat one-sided in the fact that it only covers the positives of integrating art and science. However, the research supporting that view still appears to be credible and useful. The author, Kathy Morrison, provides a list of reputable sources and cites the research throughout the article. She also has experience as Director of the School of Education at University of Texas at Tyler, which makes her work appear to be credible. I think in using the research and ideas presented, consideration would have to be made in regards to the unaddressed limitations of the author’s argument, such as the additional time and materials the science and art integration might take.

Ollerenshaw, A. (2012). Literacy Trails: A Whole-of-Community Program to Encourage Literacy and Numeracy Awareness for Children in Preschool and Early Primary. *Australasian Journal of Early Childhood*, 37(3), 147-153.

This article explains a whole-of-community approach to planning programs that encourage literacy and numeracy for young children. The author includes research on family and educator collaboration, with references to a significant number of sources that could be helpful for further research on the topic. Literacy Trails was the name of one of the key programs described in the article. The article states that the program was made possible through involvement from many different people from the community, such as business owners, senior citizens clubs, and community agency workers.

Although the communities described in the article were in Moorabool Shire, Victoria, the author explained that the approach could be modified and applied in other communities as well. I think the idea of having community members assist in

running an educational program could be very useful and applicable in the Bowling Green, Ohio, area. I could modify the concept of whole-of-community to fit the needs of the people here and to reach out to those involved in local children's ministry efforts.

Perez, K. (2014). *The New Inclusion: Differentiated Strategies to Engage ALL Students*. New York, NY: Teachers College Press.

This book was recently published and provides practical ways to differentiate instruction to reach all types of students. There are ideas presented to help with teaching students of varied ability levels and learning styles. The book starts by explaining how to create a positive, inclusive learning environment, as well as describing what it is like to be a struggling student. The following sections of the book explore methods for making learning tactile, auditory, visual, kinesthetic, and more. The conclusion of the book addresses classroom management strategies and ways to modify curriculum.

The author, Kathy Perez, is knowledgeable in her field with experience as a teacher, administrator, and author. She is a professor at Saint Mary's College of California and has served as an international educational consultant. Based upon this strong background, I find her book to be very useful and credible for planning instruction to reach all types of children.

Roberts, P. L. (2000). *Family Values through Children's Literature: Grades K-3*. Lanham, MD: Scarecrow Press, Inc.

This book is a resource for families and educators to use in sharing character traits and family values with children. The content is divided into chapters covering acceptance, empathy, friendship, good deeds, honesty, morals, pride in heritage, respect for elderly, responsibility, self-reliance, and sharing. Each chapter has suggestions of early childhood literature to use in teaching the value, as well as corresponding activities for children to practice and better understand the concept.

I found this book to be very helpful and well-linked to the concepts I will be teaching children at my event. Much of religious education is focused on character traits and family values, which makes this book relevant and useful. The author, Patricia Roberts, is credible because she has her doctorate, is a member of professional groups, is a professor at California State University, and does research on family values and literature-based instruction.

Robinson, L., Webster, E. E., Logan, S. S., Lucas, W. W., & Barber, L. (2012). Teaching Practices that Promote Motor Skills in Early Childhood Settings. *Early Childhood Education Journal*, 40(2), 79-86. doi: 10.1007/s10643-011-0496-3

In this piece of research, the authors explore if teachers can be taught to implement activities and techniques that promote motor skill development in preschool-aged students. The motor skill development utilized in this study is in a mastery climate program, which focuses on student-centered and child-directed learning. The results of the research show that early childhood educators have the capabilities and potential to learn and implement such techniques for the preschoolers with a mastery climate approach. However, the authors also make the point that pre-service teachers should receive training on how to create and use movement programs in order for their teaching to effectively influence the children's development of motor skills.

The study discussed in this article could be beneficial for considering how to implement motor skills and/or a mastery climate into children's learning in a variety of content areas. The authors give clear descriptions and definitions of the terminology and approaches used by the teachers in the study. The research methodology appears to be reliable because the teachers in the study were supervised by those knowledgeable in kinesiology, such as doctoral students and professors. In addition, the children were tested consistently and equally, both before and after the motor skill instruction was provided. The authors provide limitations and research on the topics surrounding their study.

Religious Education:

Beckwith, I. (2004). *Postmodern Children's Ministry: Ministry to Children in the 21st Century*. Grand Rapids, MI: Zondervan.

This book explores how today's churches are planning and leading their children's ministry, as well as the benefits and disadvantages to those methods. The author advocates for children to feel incorporated in the larger church and to have opportunities to participate and serve in the church community. There is discussion about the types of curriculum being used and the reasons behind the churches of America choosing them.

I think this book could be useful because it looks into common issues with the way children's ministry is being planned in the 21st century; nevertheless, I will need to keep in mind that the author's argument is one perspective and that the information and ideas cannot be generalized without verifying the research first. One of the key concerns I found to be relevant was overemphasizing fun and downplaying the religious content being taught. This is an important consideration for me to make as I plan my event to ensure my activities are attractive and interesting, but still meaningful for the children's spiritual development.

Ely Pearson, S. (2014). What Reaches Children?. *Christian Century*, 131(4), 28-32.

This article provides an overview of the problems and considerations with Sunday school and other forms of children's ministry in the modern church. Some of these issues include volunteer training, family commitment, attendance consistency, and curriculum selection or development. The author provides results from a survey of churches regarding their children's ministry programs, which shows some of the variety of approaches as well as strengths and weaknesses of the different styles of organization.

I found this article to be incredibly helpful due to the wide overview it provides of the field of children's ministry. The author was honest in presenting limitations to her survey, which makes it clear what information and insight can be trusted as credible. The sections of the article discussing curriculum planning will be really beneficial when deciding how to plan the activities for my event. The idea of using a Montessori approach in religious education was new to me and could be useful for developing activity ideas.

Fernandez, J., & Gunn, C. & Eash, S (Producers), & Fernandez, J. & Gunn, C. (Directors). (2011). *IndoctriNation: Public Schools and the Decline of Christianity in America* [Motion Picture]. United States of America: Gunn Productions.

This film explores the controversial idea of how Christianity does not fit within the American public school system. The main argument behind the film's production is that Christian parents should not be sending their children to public schools; rather, the parents should instruct their children in the faith and in academics from the homeschool setting. A variety of parents, teachers, and administrators are interviewed in the film regarding how being a Christian has related to their experiences in public schools. A few of the main points from these interviews are that teachers feel they cannot express and practice their faith in the public school setting and that parents are not serving their children well by exposing them to these school environments.

I found the film to be very biased towards the views of the Christian parents behind the film. There was not clear factual evidence of why their argument should be seen as logical and valid. Instead, much of the information was based upon the personal opinions of the interviewees. Nevertheless, I think this film could be helpful in planning my event because many of the issues and controversies surrounding religious education are represented in the movie. These concepts will be important to consider in order to prepare for the assumptions, values, biases, and perspectives parents/guardians may have on religious education when sending their children to the event.

Gaventa, B. (2011). Spiritual Supports and Inclusive Congregational Ministries: Celebrating Gifts Beyond the Holidays. *Exceptional Parent*, 41(12), 20-22.

This article covers the variety of ways that children with special needs and their families are being included into congregations and ministry efforts. Exceptional children, such as those with autism, disabilities, and other special needs, are being incorporated into more inclusive ministry efforts than in the past. The article describes some strategies and programs being used throughout the United States and in various types of churches and religious denominations.

I think this article is somewhat brief, but it does outline some key ways to make religious education meaningful and inclusive to all types of children. Additionally, there are ideas on how to help the families of exceptional children to feel supported by their congregation. I can use the ideas in this article to ensure I make all types of families and children feel welcome to my event. My activities will also be more meaningful and effective for all children if I consider the special learning needs presented in the article.

Vaden, V., & Woolley, J.D. (2011). Does God Make It Real? Children's Belief in Religious Stories from the Judeo-Christian Tradition. *Child Development*, 82(4), 1120-1135.

This article takes a look into how children come to believe in a story and how their view of a Bible story may differ depending on their upbringing, religious beliefs, and other influences. The authors share research on how adults tend to view Bible stories as analogies, whereas children tend to believe them as literal. Additionally, a child's familiarity and belief in God's involvement with a story affected their level of seeing a story as real versus non-real.

I found this article to be credible because it shared the research as being realistic possibilities, yet still as theory and not firm knowledge, as well as cited sources that were academically well-respected, such as the theorist Piaget. The authors made it clear that the one study could not be overgeneralized and that every child has different experiences leading to their belief or non-belief in a story. I think this article could be helpful in understanding how children gain and assess knowledge.

Zandstra, A. M. (2012). Mission Statements of Christian Elementary Schools in the United States and the Netherlands. *Journal of Research on Christian Education*, 21(2), 116-131. Doi: 10.1080/10656219.2012.698827

This article does a comparison of the mission statements used within Christian schools in the United States and the Netherlands, while also exploring why the terminology and messages within those statements may differ. There are facts regarding what percentage of Christian children attend those schools, as well as what the structures of schooling are in the public and private education spheres in both countries. The research in the article shows that schools in the United States incorporate more religious terminology in their mission statements than those in the Netherlands.

I found the research in this article to be relevant in the fact that there are ideas provided on what makes an effective mission statement within the arena of Christian education. There is discussion of what outcomes are communicated and why they do or do not match the culture of the people who participate in the program. These concepts could be helpful for determining and clarifying my outcomes for the event, as well as for deciding how to best communicate those messages to my participants.

Leadership and Event Planning:

Allen, J. (2000). *Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives, and Other Special Events*. Toronto: Canada: John Wiley & Sons.

This book is a guide to planning a variety of events and includes sections on all aspects of event planning. These topics include visualizing the idea for the event, budgeting for it, designing and determining logistics, and more. Although this book is not specified for the religious or educational fields, the topics and ideas are broad enough to cover any sort of large-scale event.

The general ideas and advice in the book will be helpful for figuring out the logistics of planning an integrated event. Using a guide specifically for education or religious settings would not be as applicable as a general guide because my event incorporates a variety of integrated fields. Although this one book might not have all the answers I need, I think it could be a good starting point for figuring out what steps need to be taken to plan the event.

Krieg, S., Smith, K., & Davis, K. (2014). Exploring the Dance of Early Childhood Educational Leadership. *Australasian Journal of Early Childhood*, 39(1), 73-80.

This article explains an educational leadership program called Educational Leadership in Early Childhood Settings. The program addresses the current issue of leadership being dynamic in today's changing world. A few key ideas discussed are the difference between management and leadership, perceptions of leadership, and the value of shared leadership in the educational setting. The program resulted in changing views on educational leadership for the participants.

I think it will be crucial for me to examine what my view of leadership is as I pursue hosting and leading an event. As stated in this article, children come from a variety of backgrounds and will require leaders to be able to approach teaching in a contextually-aware way. I can use the ideas and concepts from the program discussed in this article in order to prepare my own mindset for being an educational leader in the context of Bowling Green, Ohio.

Kutz, M. R. (2013). *Contextual Intelligence: Smart Leadership for a Constantly Changing World*. Perrysburg, OH: Roundtable Group, LLC.

Dr. Matthew Kutz, a Bowling Green State University faculty member, recently published this book on contextual intelligence and how it applies to leadership. The book is designed for the business world, but the concept of contextually intelligent leadership is marketed as being applicable to all aspects of life. Kutz outlines the components of being a leader who can adjust and adapt to any context. He provides examples and tangible ways to incorporate contextually intelligent leadership into one's life. There are twelve key behaviors and a 3D Thinking Framework, as well as ideas for implementing the leadership model.

I found the book to be somewhat repetitive and general, but the key concepts are very applicable to any career, project or situation. The fact that Kutz is a faculty member of Bowling Green State University, as well as a respected leader among the business world to which he markets his leadership concepts, makes his ideas credible and reliable. There is clear evidence that his ideas of contextually intelligent leadership have worked and could work for me in planning and leading my event.

Maxfield, C., Ricks-Doneen, J., Klocko, B. A., & Sturges, L. (2011). Developing and Supporting Early Childhood Teacher Leaders: A Leadership Project Connecting University, Community and Public School Resources. *International Journal of Educational Leadership Preparation*, 6(1).

This article is peer reviewed and discusses the relationship between early childhood educators and those who teach older K-12 students, as well as their role in creating educational change in society. The authors' project involved creating a link within a community's early childhood and K-12 school experience. Through this link, the author believes students will transition and develop better. The article explains the successes, limitations, practices and further ideas for implementing such a program.

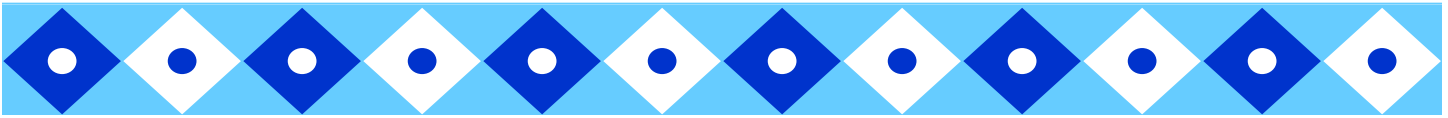
I found this article to be relevant in considering how the teaching of early childhood students relates to that of older students. My event will be drawing upon a variety of age groups and skill levels, which means that if it would become an annual program there would need to be a smooth flow of educational experiences as the participants grow older. This article explains the importance and potential for creating this link from one year of education to the next.

Meyer, J. (1995). *Battlefield of the Mind: Winning the Battle in Your Mind*. New York, NY: FaithWords.

Joyce Meyer's *Battlefield of the Mind: Winning the Battle in Your Mind* is a guide to adjusting negative thought processes to develop a more positive and beneficial mindset. In her book, Meyer addresses common problems people face when it comes to negative thinking, such as doubts, worries, and confusion. She uses a faith-based approach in explaining how to overcome those negative thoughts. The book outlines practical ways to stay positive in order to be more successful and peaceful in the midst of the unpredictability of life.

This book is not heavily research-focused, but Meyer has a significant, credible background in her field of ministry. I think her book could be a helpful reference for managing the stresses and unpredictability of planning, teaching, and managing an event. Due to the Christian topics of my event, it makes sense for my mindset to be positive and aligned with those represented in Meyer's book. The practical ways to develop and maintain positive thinking will be helpful for pursuing my end goal with fewer mental roadblocks, such as doubt and worry.

OVERVIEW OF EVENT PLANNING PROCESS



Content Standards & Learning Objectives	22-24
Timeline	25-27
Activities & Differentiation	28-31
Volunteers	32-33
Logistics & Advertisement	34-35
Materials	36-37

Explanation of Content Standards & Learning Objectives:

In order to begin the planning process, I started with finding content standards for both Language Arts and Christian religious education. I decided to choose content standards that I felt could link in some way; in this case, the link was found in the concepts of storytelling and communication, which are commonalities between Language Arts and Christian religious education. Once these content standards were selected, I developed specific learning objectives to be utilized for the event, similar to how learning objectives are set for classroom lessons. These learning objectives are an integration of both the Language Arts Common Core and the religious content expected to be acquired by the children at the event. Due to the different abilities of varied grades of children, the learning objectives and standards are arranged in a grade-specific manner. This provides each type of learner with an appropriate learning outcome for his or her ability level. ***See below for the full listing of content covered by the Sibs-n-Kids event.***

Once commonalities between the content areas were found and the learning objectives were set, I developed an overall concept for the event. Initially, the event was going to be themed as planned with “Princes and Princesses of the King”; however, after learning the Sibs-n-Kids theme was “Camp Falcon Takes Flight”, I decided this theme should be changed to better match the rest of the weekend festivities. The new theme that was utilized at the event was “Flight Partners for Life.” The central focus of the event was posted at the event to ensure all participants knew the main idea and purpose of the activities. ***See below for the central focus, as written for posting at the event.***

Learning Objectives for the Event:

- ***Kindergarten:*** The students will be able to retell a Bible story, asking and answering questions about its key details with 90% accuracy.

- **First Grade:** The students will be able to retell a Bible story with its key details, then ask and answer 2-3 questions about how to apply the moral of that story to their lives.
- **Second Grade:** The students will be able to describe the key details of a Bible story and tell how 1-3 people in the story responded to challenges.
- **Third Grade:** The students will be able to retell a Bible story at a clear, understandable pace, with three character descriptors, including a motivation, trait, and feeling.

Common Core Standards, Language Arts:

- **Reading: Literature**

- o Kindergarten

- § RL.K.2. With prompting and support, retell familiar stories, including key details.

- o First Grade

- § RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- o Second Grade

- § RL.2.3. Describe how characters in a story respond to major events and challenges.

- o Third Grade

- § RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- **Speaking and Listening:**

- o Kindergarten

- § SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

- o First Grade
 - SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- o Second Grade
 - § SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- o Third Grade
 - § SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Christian Objectives and Learning Outcomes

Resource used: BEKA Academy <http://www.abekaacademy.org/About/objectivesAndLearningOutcomes.aspx>

- Spiritual: Through daily Bible instruction and use of a Christian, traditional curriculum, instructional methods and procedures, students will be able to
 - o Apply biblical truths from God’s Word to their own personal lives
 - o Demonstrate knowledge of the doctrines of the Bible
 - o Choose prayer and memorizing Scripture to grow in faith

Central Focus:

- During the time that Jesus was alive, there were not airplanes. But there were boats! Today, we will be learning about how Jesus calmed a storm. God is always looking out for us and will be by our side for life.

Honors Project Timeline

Fall Semester, 2014

- By Nov. 5
 - o Determine the applicable curriculum standards for elementary language arts and Christian education
 - o Create learning objectives for children who participate in the event
- By Nov. 19
 - o Contact Mary Ellen Cramer (acquaintance of Mary Ann Culver) to discuss her event process, successes/challenges, and materials
 - o Contact Kappa Phi organization to see if the membership is interested in assisting with providing space and people (volunteers/sibs)
 - o Create a basic outline/list of four possible learning activities for the theme
 - § Ensure these activities would meet the learning objectives
- By December 3
 - o Bring ideas for second required advisor for the Honors Project
 - o Begin to plan for the logistics of a Sibs-n-Kids event
 - § Brainstorm advertisement ideas
 - § Contact Sibs-n-Kids planning team with University Activities Organization (UAO) to secure space
 - § Budget: ensure activity ideas cost less than \$30 total
- By December 15
 - o Turn in signed, graded Form 2, as well as proposal and annotated bibliography to the Honors Program office
 - Sign up for HNRS 4990 for spring 2015 (add form in Honors Program office)

Spring Semester, 2015

- By January 12
 - o Finalize theme selection and related activities
 - o Continue working on logistics of planning a Sibs-n-Kids event (space, budget, advertisement, volunteers)
 - o Create an evaluation or reflection strategy to determine effectiveness of the event and teaching strategies utilized
- By January 26
 - o Create a clear, organized, well-formatted plan for activity #1
 - o Continue working on logistics of planning a Sibs-n-Kids event (space, budget, advertisement, volunteers)
- By February 9
 - o Create a clear, organized, well-formatted plan for activity #2
 - o Continue working on logistics of planning a Sibs-n-Kids event (space, budget, advertisement, volunteers)
- By February 23
 - o Create a clear, organized, well-formatted plan for activity #3
 - o Continue working on logistics of planning a Sibs-n-Kids event (space, budget, advertisement, volunteers)
 - o Follow up with UAO on space and advertisement in official Sibs-n-Kids papers
- By March 9
 - o Create a clear, organized, well-formatted plan for activity #4
 - o Continue working on logistics of planning a Sibs-n-Kids event (space, budget, advertisement, volunteers)

- By March 23
 - o Verify that all logistics for the event have been organized
 - o Create a box of any materials needed for the activities at the event
- By April 6
 - o Ensure all materials have been gathered/arranged for
- Sibs-n-Kids Weekend, April 10-12
 - o Facilitate event on Sunday, April 12 from 10 am-1 pm
- By April 20
 - o Complete reflection (include both event and personal growth)
 - o Finalize portfolio of project
 - o Turn in portfolio to advisors
- By April 27
 - o Write and deliver thank you gifts/notes to advisors and donors
- By May 4
 - o Turn in any required paperwork to the Honors Program office
 - o Mayeux application due

Activities & Differentiation

I planned four main activities for the event, which built upon each other in sequential order. The children would follow a “flight itinerary” to be stamped at each activity station, keeping in theme with the Sibs-n-Kids weekend. ***Each activity is listed below, along with explanations in regards to how they match the learning objectives and were differentiated for various types of learners.***

An assessment was developed for this event, but was not utilized due to it simply being a fun weekend event to be shared between students and their siblings/children. However, this assessment was looked over by my advisor Mary Ann Culver as practice for developing an evaluation of student learning in the classroom setting. ***The evaluation tool is included in the materials section of this portfolio.***

Lastly, a packet of information and activities was created to be sent home with each child. Family connections are a key component of student learning and success, so it made sense to develop a take-home packet to extend the learning process beyond the event. ***The family connection packet is included in the materials section of this portfolio.***

Activity Station 1: Read Aloud and Sing Along

- Connection to learning objectives:
 - This activity introduced the story of Jesus calming the storm through a short picture book. The children then learned a memorable song to help remember the key details of the story. This activity station presents children with the key question “When was a time that you felt scared?” as a way to help them initially connect with the story and its meaning.

- Differentiation:
 - o Children can move at their own pace. If desired, the child can listen to the story or song multiple times for reinforcement.
 - o Advanced or older children can read the story from the actual text of the Bible, rather than from the picture book, if desired. This provides additional challenge and reading practice.

Activity Station 2: Create Rain Makers

- Connection to learning objectives:
 - o The children will use recycled materials to make a rain maker (water bottle with dry pasta/rice inside). This activity integrates art with the literacy skills and religion content to make the story concepts engaging, memorable, and hands-on. The children are presented with the key question about the story, “How did the storm make the disciples feel?”
- Differentiation:
 - o As with the other stations, children can move at their own pace. Once they feel that the concept or task is completely understood, the children are free to move to the next area.
 - o Children can use a spoon and funnel to make the task of pouring pasta/rice into the bottle easier. This could be especially helpful for children who find fine motor skills difficult.
 - Advance or older children can look at the challenge questions, which link to other content areas for an added level of story comprehension. These questions include “What different thoughts do you think were going through the disciples’ heads during the storm?”, “What other things can we put in a noisemaker?”, “How could we describe the

noise a storm makes?”, and “What are the steps of the water cycle needed to make a rainstorm?”

Activity Station 3: Water Play with Boats

- Connection to learning objectives:
 - o Water play is a sensory-based learning activity that provides children with a way to explore the problem of the story—how to stop the storm. The children were asked to make waves in the water so that the boats rocked. Once there were waves, the children were told to use their voices like Jesus to stop the storm. When the children realize this does not work, it reinforces the solution of the story, that Jesus has the ability to calm even the worst of storms. This learning station provides a look into why the story is important and has meaning for one’s life, which is the moral of the story in literary terms.
- Differentiation:
 - o As with the other stations, children can move at their own pace. Once they feel that the concept or task is completely understood, the children are free to move to the next area.
 - o For children who are not interested or unable to partake in water play, a discussion could be started around the question, “What would you do if you were stuck in a storm?” This will lead to talk of what the disciples did and why Jesus was able to prove that they should have faith.
 - As a social studies and math connection, a map will be posted on the wall at eye-level for a young child’s height. Children can try to find the Sea of Galilee and try to estimate how long it would have taken to travel across during the storm.

Activity Station 4: Act It Out

- Connection to learning objectives:
 - o This final activity station pulls the previous three activities together. The children will be prompted to act out the story, including the key details, problem, solution, characters, and setting. Props and rain makers from the earlier activity will be used to make the story seem to come to life.
- Differentiation:
 - o Advanced or older children can write their own script. This would add additional challenge by integrating a writing activity with the story comprehension skills practiced throughout the rest of the event.
 - o A critical thinking question can be posed to any child as an extension: “If you could ask Jesus one question, what would it be?”
 - o Children who seem to need assistance remembering the story can go through the pre-written script with the volunteer at the activity station.
 - o As much or as little time desired can be spent at this activity by each child. This allows for multiple and varied approaches to practice the skill of retelling.

Volunteers

I certainly could not have made this event possible without the help of my advisors and some great volunteers. Whenever working with children, it is beneficial to have an extra set of hands, eyes, and ears to ensure there is safety and support in the learning experience. I went to campus organizations and classmates to find volunteers. These organizations were the Educators in Context and Community (ECCO) Learning Community, which is specifically for education majors, and the Kappa Phi Club, which is a Christian service sorority. These communities were a strong partnership, considering the event was an integration of education and religion.

I have been a member, as well as a leader, within the ECCO organization for the past three years. Kappa Phi Club has been a part of my college experience for the past year. I felt comfortable asking people in these groups to engage in a volunteer position, regardless of their stance on religion, because I knew that any help would be beneficial for set-up, tear-down, and greeting at the door, which are all positions that are not faith-based. However, I did make the option available for those interested to engage in faith-based positions as activity station leaders.

In order to organize volunteers, I reached out to the organizations involved several months prior to gain a sense of whether or not people were interested. Once the event grew closer, I made announcements at ECCO seminar meetings and Kappa Phi chapter meetings about the event. Finally, in the two weeks before the event, I sent out a Google form for interested individuals to apply to be a volunteer. ***A screenshot of the Google form is provided later in this portfolio.***

I contacted all who completed the volunteer form at the beginning of the week leading to the event. This e-mail contained information about shift times, location, dress code, and food/drink allergies. I wanted to ensure my volunteers knew the full expectations before arriving in order to make the event run smoothly and professionally. ***A copy of this e-mail is provided later in this portfolio.***

On the day of the event, I had five volunteers in attendance. This provided for a greeter and leaders at each activity station. I felt that it had been helpful that I had asked about the volunteers' comfort working with children prior to the event because it gave insight on which volunteers would be best suited for each activity or role. I am also glad that my application form had included a preference of role option, which made sure none of the volunteers felt awkward or uncomfortable by being placed in their role. The faith-based aspect of this event made that preference of role option necessary for success of the teaching at each learning station. The volunteers all left the event with smiles on their faces and positive remarks regarding the organization of materials and instructions for the activities. They liked that I had made a file for each area of the room, making it easy for them to know exactly what materials and instructions were needed for their activities.

Logistics & Advertisement

I took several steps and connected with multiple organizations in order to arrange for the logistics and advertisement of the event. In order to ensure that there was proper space, materials, and notice of the event, I had to contact the Sibs-n-Kids team from the Undergraduate Activities Organization (UAO), as well as the Educators in Context and Community (ECCO) Learning Community and the Campus Update e-mail system.

UAO's Sibs-n-Kids team was led by Shannon Andrews, an undergraduate student. I contacted Shannon with the initial proposal for the event, including the preferred location, date, and program listing. Shannon and her team approved of this proposal and provided a space reservation for the Bowling Green Student Union (BTSU) room 201, also known as the Sky Bank Room, from 10 AM until 1 PM on Sunday, April 12, 2015. This approval also meant that the listing for the event was placed in the program for the Sibs-n-Kids weekend, which would be distributed to every child upon his or her arrival and registration for the weekend. A meeting was held with Shannon's team and all event liaisons the week leading to the weekend. I attended this meeting to gain final details on policies, rules, and plans for the Sibs-n-Kids weekend, as well as to verify that the time and location was correct.

In order to gain materials for the event, I set aside a personal budget of \$30 and also looked for ways to recycle materials. My budget covered the tablecloths, signage/printing, toy boats, and volunteer snacks/drinks. I reached out to the ECCO community to gather recyclable materials to be used in an activity. The members of this community were able to provide donations of approximately 40 empty, clean water bottles, as well as donations of two boxes of uncooked pasta and two boxes of uncooked rice. ***The flyer utilized for gathering materials and donations is included later in this portfolio.***

The final area of logistics that had to be covered in order for the event to be a success was advertisement. I utilized the Campus Update to spread the details of the event to the local community in

advance of the weekend. I sent out Campus Update submissions on March 27, April 3, and April 10. The submission said, "Christian children's event - Save the date! God thinks kids are cool and wants to be their flight partner for life! Come do some fun, hands-on activities and learn about God with your little sibling or a special child in your life as part of Sibs-N-Kids weekend. Event details: BTSU 201 Sky Bank Room, Sunday, April 12, from 10 a.m. - 1 p.m. Free of charge! Contact Sara Rayburn at sarar@bgsu.edu with questions." Sending this campus update, along with having the event posted in the official Sibs-n-Kids program, ensured that people were aware of the event and its details.

Materials

I developed my own materials in order to make this event authentic and engaging. However, in planning the activities, I did incorporate my own prior experiences as a student to develop the initial ideas. The ideas of placing dry pasta and rice in bottles, using a handmade picture book, having water play, and making a set for acting, all came from classes and field placements I have experienced as a student at BGSU. These ideas were made unique by adding key questions and connections to the specific learning outcomes of the event.

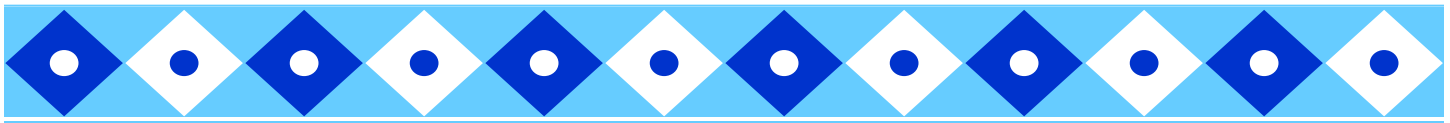
In order to make the signage and handouts for the event, I used software with which I have prior experience, called GIMP 2. This software works similarly to Photoshop and allowed me to edit my personal photo of a lake and add an illustration of a plane, computer-drawn by myself. I also was able to draw a cloud to use as clipart on several of the papers. These customized images made the signage and handouts unique to the event, while still themed to match the Sibs-n-Kids weekend plans.

When reaching out to volunteers, I decided to incorporate my knowledge of current technology to provide the link to the sign-up form. I found a website called qrstuff.com that allows individuals to develop a QR code, which can be read by a Smartphone. I made a QR code of the link to the sign-up form to make it easy for potential volunteers to find the Google form online. All they needed was an application on the Smartphone that could scan the QR code to connect them to the Google form link.

I made all of the handouts in Microsoft Word and PowerPoint. I typically saved them as a PDF in order to ensure the layout of the text boxes and clipart did not change when printing. This was a skill learned in prior technology courses at BGSU, as well as through talking to friends in my classes while working on projects.

A final aspect of materials was the large signs and posters displayed at the event. I used my Cricut machine to cut paper letters and shapes for the signs for the event. I already owned the card-stock paper, Cricut machine, cartridges, and mats to make these letters and shapes. In order to make a large poster of the Sea of Galilee, I found a website that makes block posters. The website, blockpost-ers.com, was a free resource and allowed me to upload an image found online, which was then saved for printing to my computer. The map image I found was titled *The Ministry of Jesus* and was from kidsbiblemaps.com. Once saved to my computer, I was able to print the map from blockposters.com to enlarge it. The four sheets of printing were able to be taped together to form the larger image to hang on the wall at the event.

EVENT MATERIALS & PHOTOGRAPHS



Overall Plan for Day of Event	39-40
Travel Itinerary	41
Family Connection Packet	42
Activity Guides for Volunteers	43-49
Printed Signage	50-52
Event Attendance Sheet	53
Volunteer Approval Form (ECCO Learning Community)	54-55
Material Donation Approval Form (ECCO Learning Community)	56
Volunteer Advertisement	57
Volunteer Application (Google Form)	58-59
Material Donation Advertisement	60
Volunteer Roles	61-62
Volunteer Email & Recommendation Letter	63-64
Volunteer Sign In/Out Form	65
Photographs from Event (courtesy of Melissa Gaige, BGSU student)	66-78

Event Plan: Flight Partners for Life!

Date: April 12, 2015

Event Planned and Hosted by: Sara Rayburn

Focus: During the time that Jesus was alive, there were not airplanes. But there were boats! Today, we will be learning about how Jesus calmed a storm. God is always looking out for us and will be by our side for life.

Learning Objectives:

- ***Kindergarten:*** The students will be able to retell a Bible story, asking and answering questions about its key details with 90% accuracy.
- ***First Grade:*** The students will be able to retell a Bible story with its key details, then ask and answer 2-3 questions about how to apply the moral of that story to their lives.
- ***Second Grade:*** The students will be able to describe the key details of a Bible story and tell how 1-3 people in the story responded to challenges.
- ***Third Grade:*** The students will be able to retell a Bible story at a clear, understandable pace, with three character descriptors, including a motivation, trait, and feeling.

Materials Needed:

- "Travel itinerary" (1 per child)
- Stamps, stickers, etc. to mark travel itineraries
- Picture book- Jesus calms the storm
- Poster with lyrics to song about story
- Rain maker supplies (pasta, rice, beads, empty containers)
- Tub or water table with toy boats

- Props (stormy clouds, robes, and a cardboard boat)
- Story script
- Evaluation tool
- Guide sheet for each activity station
- Family Connection packets

Flow:

Activity stations below progress in sequential order. Children can move at their own pace. The children will receive a travel itinerary upon entering the room and will get to stop at different activity stations.

- 1. Read-Aloud and Sing Along-*** Children will listen to the story of how Jesus calms the storm (through a short picture book). Then, they will learn a memorable song to remember what happens in the story.
- 2. Create rain makers-*** Key question: How did the storm make the disciples feel?
- 3. Water play w/ boats-*** Key question: What did Jesus do to stop the storm?
- 4. Act it out-*** Children can stand on a “movie set” and act out the story with each other. A basic script will be provided so volunteers can guide the children through the story. An evaluation checklist will be provided for volunteers to assess children’s learning.
- 5. Family Connection-*** Provide a goody bag with information on how families can continue to learn about this Bible story (Mark 4:35-41) at home.



*Activity 1:
Read Aloud and
Sing Along*



*Activity 2:
Create a Rain
Maker*



*Activity 3:
Water Play with
Boats*



*Activity 4:
Act It Out*



Family Connection: Grow in faith with your child!

Focus:

During the time that Jesus was alive, there were not airplanes. But there were boats! Today, we will be learning about how Jesus calmed a storm. God is always looking out for us and will be by our side for life.

Discussion Questions:

- When was a time that you felt scared?
- How did the storm make the disciples feel?
- What did Jesus do to stop the storm?

Activity Ideas:

- Play with toy boats in the bathtub. Talk about how Jesus calmed the waves with only his voice.
- Color the attached picture. Help your child to write a sentence about what is in the picture.
- Think of someone the child knows who is having a tough time. Help your child make a card and say a prayer for the person.

Pray Together:

Lord, thank you for keeping me safe. I know that just like how Jesus calmed the storm, you are always with me and can ease my fears. Help my friends, family, and I to remember that you will always take care of us. We can trust you, God, no matter how difficult life gets.

Key Verses: Mark 4:35-41

Event Plan: Flight Partners for Life!

Date: April 12, 2015

Event Planned and Hosted by: Sara Rayburn

Activity Station 1: Read Aloud and Sing Along

- Children will listen to the story of how Jesus calms the storm (through a short picture book). Then, they will learn a memorable song to remember what happens in the story.

Materials Needed:

- Picture book- Jesus calms the storm
- Poster with lyrics to song about story

Steps:

1. Tell the children that you have a special story to share about a time when people were scared. Ask the children: ***When was a time that you felt scared?***
2. Read the story. Tell the children: ***Jesus calmed the storm and He is God's son. Just like Jesus in this Bible story, God is always with us. He will be with us for life.***
3. Tell the children that you think this story is really great and that you have a fun way to remember it. Sing the song. Then, tell the children to try singing it with you. Sing a few times through to help the children remember the song.
4. Whenever the children wish, they may move to the next activity station.

Jesus Calms the Storm

Sing-Along

Where is Jesus?

Where is Jesus?

He's asleep.

He's asleep.

Make the waves stop!

Make the waves stop!

Be still.

Be still.

*To the tune of "Where is Thumbkin"

Event Plan: Flight Partners for Life!

Date: April 12, 2015

Event Planned and Hosted by: Sara Rayburn

Activity Station 2: Create Rain Makers

- Children will make rain makers and discuss how they feel during storms. They will talk about how God is with us when we are scared.

Materials Needed:

- Rain maker supplies (pasta, rice, beads, empty containers)

Steps:

1. Show the children a sample of a rain maker. Tell them that they will get to make their own rain maker.
2. Instruct children to add a handful of pasta, rice or beads to an empty container. Help them seal the container so materials do not spill out.
3. Ask key question: ***How did the storm make the disciples feel?***
4. Remind the children of key idea: ***Based on the story of Jesus calming the storm, we can remember that God is with us when we are scared.***
5. Whenever the children wish, they may move to the next activity station.

Event Plan: Flight Partners for Life!

Date: April 12, 2015

Event Planned and Hosted by: Sara Rayburn

Activity Station 3: Water Play with Boats

- Children will play in water and with toy boats as a reminder of how Jesus calmed the uneasy waters during the storm.

Materials Needed:

- Tub or water table with toy boats

Steps:

1. Invite the children to play in the water and to try to make stormy, uneasy waves to make the boats rock.
2. Ask key question: ***What did Jesus do to stop the storm?***
3. Tell the children to try to stop the waves with their voice. Point out that it doesn't work! We do not have that kind of power.
4. Remind the children of key idea: ***God has power beyond what we can do on our own. He can protect us and calm us when we are scared.***
5. Whenever the children wish, they may move to the next activity station.

Event Plan: Flight Partners for Life!

Date: April 12, 2015

Event Planned and Hosted by: Sara Rayburn

Activity Station 4: Act It Out

- Children can stand on a “movie set” and act out the story with each other. A basic script will be provided so volunteers can guide the children through the story. An evaluation checklist will be provided for volunteers to assess children’s learning.

Materials Needed:

- Props (stormy clouds, robes, and a cardboard boat)
- Story script
- Evaluation tool

Steps:

1. Assign characters to each child. Provide props as needed.
2. Help the children read and/or act out the script. Improvisation (as long as it matches the storyline) is encouraged as well!
 - a. Prompt children to discuss the story and its meaning. Have a volunteer mark the child’s assessment results on the evaluation sheet.
3. Thank the children for a great day! Remind them that God will always be with them and will protect them, just like how Jesus was with the disciples during the storm.

Script: Jesus Calms the Storm

*Written by Sara Rayburn, based on the Biblical text

Characters/Props Needed:

Jesus
Disciples
Narrator (teacher or child who can read)
Stormy clouds (child can hold these)
Waves (child can hold these)
Noisemakers (children will have these from prior station)

Narrator: This is the story of when Jesus calmed the storm.

Jesus: (walks up to disciples) Let's go to the other side.

Narrator: The disciples and Jesus got in a boat. A storm began and the waves almost swamped the boat! (children move stormy clouds, noisemakers, and waves to make it feel like a storm)

Jesus: (laying in boat, making loud snoring noises)

Narrator: Oh no, Jesus is sound asleep!

Disciples: Teacher, don't you care if we drown? (they wake Jesus)

Jesus: (stands up) Quiet! Be still!

Narrator: The wind died down. It was completely calm!

Jesus: Why are you so afraid? Do you still have no faith?

Disciples: (look at each other with shocked faces) Who is this? Even the wind and waves obey him!

Flight Partners for Life! Event Evaluation Tool

Evaluator Name(s): _____

Date of Event: _____

First Name	Retelling				Central Message Understanding			Observations	
	K	1	2	3	K	1	2		3
									<input type="checkbox"/> Characters <input type="checkbox"/> Story sequence <input type="checkbox"/> Ask/answer questions <input type="checkbox"/> Application to life
									<input type="checkbox"/> Characters <input type="checkbox"/> Story sequence <input type="checkbox"/> Ask/answer questions <input type="checkbox"/> Application to life
									<input type="checkbox"/> Characters <input type="checkbox"/> Story sequence <input type="checkbox"/> Ask/answer questions <input type="checkbox"/> Application to life
									<input type="checkbox"/> Characters <input type="checkbox"/> Story sequence <input type="checkbox"/> Ask/answer questions <input type="checkbox"/> Application to life
									<input type="checkbox"/> Characters <input type="checkbox"/> Story sequence <input type="checkbox"/> Ask/answer questions <input type="checkbox"/> Application to life
									<input type="checkbox"/> Characters <input type="checkbox"/> Story sequence <input type="checkbox"/> Ask/answer questions <input type="checkbox"/> Application to life

Retelling:

- K- Includes key details, story is familiar
- 1- Include key details
- 2- Describes major events and challenges
- 3- Describes characters and relates their actions to events of story

Central Message Understanding:

- K- Can restate key message
- 1- Can respond to 2-3 questions about application of key message
- 2- Can explain how the characters responded to challenges
- 3- Can explain motivations and feelings of characters

SIGNAGE (PRINTED FOR EVENT)



Flight Partners for Life!

***Takeoff:
Travel Itinerary***



Flight Partners for Life!

***Volunteer
Check-In/Out***



Flight Partners for Life!

***Landing:
Family Connection
Packet***

Activity 1:

***Read Aloud &
Sing Along***

Activity 2:

***Create a
Rain Maker***

Activity 3:

***Water Play
with Boats***

Activity 4:

Act It Out

Event Focus:

During the time that Jesus was alive, there were not airplanes. But there were boats! Today, we will be learning about how Jesus calmed a storm. God is always looking out for us and will be by our side for life.



Caution:
Small Pieces



Event Plan: Flight Partners for Life!

Date: April 12, 2015

Event Planned and Hosted by: Sara Rayburn

Attendance Sheet:

***tally only for child, not for BGSU sibling or parent**

<p>10:00 AM – 11:00 AM</p>	
<p>11:00 AM – 12:00 PM</p>	
<p>12:00 PM – 1:00 PM</p>	

REQUEST FOR ECCO EVENT APPROVAL

*MUST BE SUBMITTED AT LEAST 3 BUSINESS DAYS PRIOR TO YOUR EVENT

(IT MAY TAKE UP TO A WEEK TO SECURE PROGRAMMING SPACE, SO PLEASE PLAN AHEAD!!!)

FILL OUT COMPLETELY AND EMAIL TO CARI URABE: CURABE@BGSU.EDU

Name of Event: Sibs-N-Kids Event Volunteer

Date of Event: April 12, 2015 **Time of Event:** 10:00 AM – 1:00 PM

Estimated Attendance: 10

Location of Event Preference: Location provided through Sibs-N-Kids

(Please note- if your first choice is unavailable, we will assign you an alternate location)

Meeting Place for Event (If different from actual location): Union 201 SkyBank Room

Please mark one:

- a. **This is for my IPDP**
- b. This counts towards my participation points
- c. I am an ECCO leader and this event does not count towards my points

NOTE: If this is an IPDP goal, you will not receive participation points for planning and attending the event, however others will receive points for attending.

Host of event: __Sara Rayburn__ **Host Email:** __sarar@bgsu.edu__

Brief Description of Event (who, what, where, when, why). This will be advertised on Canvas as is and sent to social media without editing. **It should include the name of the event, date, time, meeting place and location of event:**

Do you love children? Spend some time during Sibs-N-Kids weekend volunteering to help me lead an event for my IPDP and Honors Project. I am in need of several volunteers to lead small group and hands-on activities. All materials are provided and activities are planned, you just have to help lead them! The event is called “Flight

Partners for Life!” and focuses on teaching children the Christian story of Jesus calming the storm. You *do not* need to be a Christian to volunteer, just let me know and I can ensure you are in a position that is not faith-based. The event is on **Sunday, April 12 from 10:00 AM – 1:00 PM in Union 201 SkyBank Room**. You will receive 5-15 points for participating, depending on hours spent working at the event (5 per hour). Here is the link to sign-up: https://docs.google.com/forms/d/1pUDFQkYTxdPlbGH3paoOfodKQ6YRtZHx23lrlnL7KE/viewform?usp=send_form . ***If you sign up, you MUST let me know if your plans change and you can no longer attend. Contact me, Sara Rayburn, via e-mail at sarar@bgsu.edu with questions.***

Please check the following:

Is this a university run event? Yes **No**

If you have any special AV needs (Laptop, speakers, projector, screen), please contact the Technology and Resource Center (213 Education building). For events held in Olscamp, you may also visit Olscamp 122 or call 419-372-6993 to reserve items such as microphones.

REQUEST FOR ECCO EVENT APPROVAL

*MUST BE SUBMITTED AT LEAST 3 BUSINESS DAYS PRIOR TO YOUR EVENT

(IT MAY TAKE UP TO A WEEK TO SECURE PROGRAMMING SPACE, SO PLEASE PLAN AHEAD!!!)

FILL OUT COMPLETELY AND EMAIL TO CARI URABE: CURABE@BGSU.EDU

Name of Event: Material Donations for Sibs-N-Kids Event

Date of Event: March 30, 2015 **Time of Event:** 9:30-10:00 PM **Estimated Attendance:** 10

Location of Event Preference: ECCO Lounge

(Please note- if your first choice is unavailable, we will assign you an alternate location)

Meeting Place for Event (If different from actual location): N/A

Please mark one:

- a. **This is for my IPDP**
- b. This counts towards my participation points
- c. I am an ECCO leader and this event does not count towards my points

NOTE: If this is an IPDP goal, you will not receive participation points for planning and attending the event, however others will receive points for attending.

Host of event: ___Sara Rayburn___ Host Email: ___sara@bgsu.edu___

Brief Description of Event (who, what, where, when, why). This will be advertised on Canvas as is and sent to social media without editing. **It should include the name of the event, date, time, meeting place and location of event:**

Material Donations Needed! I am leading an event during Sibs-N-Kids weekend for my IPDP and Honors Project. Children will be participating in various activities and I am in need of supplies for making rain-makers. Stop by the **ECCO Lounge on Monday, March 30 between 9:30-10:00 PM** with at least **one box/bag of pasta, rice, or dried beans**. A donation of at least **3 small (clean) empty containers/bottles with lids will also be accepted**. You will earn 5 participation points for one of these donations options, along with listening to a brief explanation of my event to earn credit. Contact me, Sara Rayburn, via e-mail at sara@bgsu.edu with questions. Thanks for your help!

Please check the following:

Is this a university run event? Yes No

If you have any special AV needs (Laptop, speakers, projector, screen), please contact the Technology and Resource Center (213 Education building). For events held in Olscamp, you may also visit Olscamp 122 or call 419-372-6993 to reserve items such as microphones.

Volunteers Needed!

~Earn ECCO Participation Points~

5 points per hour!

Up to 15 points!

What:

- Spend some time during Sibs-N-Kids weekend volunteering to help me lead an event for my IPDP and Honors Project. I am in need of several volunteers to lead small group and hands-on activities. All materials are provided and activities are planned, you just have to help lead them!

Event Details:

- The event is called “Flight Partners for Life!” and focuses on teaching children the Christian story of Jesus calming the storm. You *do not* need to be a Christian to volunteer, just let me know and I can ensure you are in a position that is not faith-based.
- The event is on **Sunday, April 12 from 10:00 AM – 1:00 PM in Union 201 SkyBank Room.**

Points:

- You will receive 5-15 points for participating, depending on hours spent working at the event (5 per hour).

Here is the QR code and link to sign-up: <http://goo.gl/6bUioO>



*If you sign up, you **MUST** let me know if your plans change and you can no longer attend.*

Contact me, Sara Rayburn, via e-mail at sarar@bgsu.edu with questions.

Flight Partners for Life: Sibs-N-Kids Volunteer Sign-Up

This is an event for my IPDP and Honors Project. It will take place on Sunday, April 12 from 10:00 AM - 1:00 PM in Union 201 SkyBank room.

*** Required**

First Name: *

Last Name: *

E-mail address: *

How you heard about this volunteer role: *

Check all that apply

- ECCO Learning Community
- Kappa Phi Club
- Omega Phi Alpha
- Other

Preferred Volunteer Role: *

- Faith-Based Activity Leader
- Greeter/Check-in/Check-out
- Either option is fine

How experienced/comfortable are you when it comes to working with children? *

- Very experienced, confident and comfortable
- Somewhat experienced, somewhat comfortable
- Little experience, somewhat uncomfortable
- No experience, very uncomfortable

How long do you intend to volunteer? *

Check all that apply (ex: if entire event, check the top three boxes)

- 10:00 AM - 11:00 AM
- 11:00 AM - Noon
- Noon - 1:00 PM
- Other

If these time frames do not work, during what time frame are you available?

Ex. 10:15 AM-11:15 AM

Do you have any questions?

If so, please list/explain below.

Thank you for volunteering! Keep an eye on your e-mail for a confirmation and reminders the week of the event.

submit

Never submit passwords through Google Forms.

Material Donations Needed!

~Earn ECCO Participation Points~



Why: I am leading an event during Sibs-N-Kids weekend for my IPDP and Honors Project. Children will be participating in various activities and I am in need of supplies for making rain-makers.

When:

- Stop by the *ECCO lounge* on **Monday, March 30 between 9:30-10:00 PM**
- If this time does not work, stop by room 1311 at your convenience

What to Donate:

- At least **one box/bag of pasta, rice, or dried beans**
or
- At least **3 small (clean) empty containers/bottles with lids**

Contact me, Sara Rayburn, via e-mail at sarar@bgsu.edu with questions.

Thanks for your help!

Event Plan: Flight Partners for Life!

Date: April 12, 2015

Event Planned and Hosted by: Sara Rayburn

BTSU 201, 10 AM-1 PM

Volunteer Roles:

Role	Location	Description
Greeter	1 at door (optional), 1 at registration table	Keep track of how many people are in attendance. Welcome attendees, then provide and explain the “travel itinerary”.
Activity Leader	1 per activity station	Lead the teaching at an activity station.
Activity Assistant (optional)	1 per activity station	Ensure children are paying attention while activity leader is teaching. Assist leader with helping the children as needed.
Check-Out Table Staff	Check-Out Table	Provide family connection packet and tell attendees to have a great rest of their day.

Tentative Schedule:

Time:	Name (position)
10:00 AM – 11:00 AM	Brittany Wilkewitz (Greeter) Sara Rado (Check-Out) Kristen Tabesh (Activity Leader) Nicole Busdeker (Activity Leader) Abbie Tuttle (Activity Leader)
11:00 AM – 12:00 PM	Brittany Wilkewitz (Greeter) Sara Rado (Greeter) Kelly Naylor (Check-Out) Kristen Tabesh (Activity Leader) Nicole Busdeker (Activity Leader)
12:00 PM – 1:00 PM	Brittany Wilkewitz (Greeter) Sara Rado (Greeter) Kelly Naylor (Check-Out) Kristen Tabesh (Activity Leader) Nicole Busdeker (Activity Leader) Nicole Newman (Activity Leader)

Volunteer E-mail:

Hello Everyone!

Thank you for your willingness to spend some time serving the community during this upcoming Sibs -N-Kids weekend. I look forward to seeing your smiling faces on Sunday, ready for a fun time!

Here are some key details you need to know in preparation for volunteering:

a) ***Dress code:*** Please wear khaki, jean, or dress pants and a BGSU shirt or solid/striped shirt. This is somewhat flexible, just no other schools' logos on shirts please! Make sure you are wearing something comfortable for working with children.

b) ***Food:*** Snacks and some basic drinks will be provided. Feel free to bring anything with you as well. Let me know by Friday at noon if you have any dietary restrictions.

c) ***Check-In/Out:*** There will be a table with a sign-in/out sheet and volunteer name tags when you arrive to BTSU 201 (Sky Bank Room).

d) ***Schedule:*** Please see attached document for complete schedule and description of your volunteer role. Feel free to e-mail, text/call, or ask any questions the day of the event!

e) ***Recommendation Letter:*** I will be providing a letter of recommendation for each of you as a thank you for serving! This can be used as proof of your service hours for any organization or application of your choosing. Feel free to make copies. These will be available at the event for you.

Thanks so much for your help!

Sara Rayburn

513-417-5237
sarar@bgsu.edu

Early Childhood Education Major
Kappa Phi Club, Chaplain
ECCO Learning Community, Resident Advisor

Volunteer Recommendation Letter:

April 12, 2015

To Whom It May Concern,

This letter is in recognition of _____'s service time spent working to set-up, tear-down, and facilitate an event during Sibs-N-Kids 2015 at Bowling Green State University (BGSU). Flight Partners for Life was an event hosted on April 12, 2015 as an Honors Project in collaboration with the Educators in Context and Community (ECCO) Learning Community and the Kappa Phi Club at BGSU. The event served children visiting campus for the weekend by providing an educational event combining literacy skills with Christian religious education concepts.

_____ was a very helpful member of the team by assisting in facilitating the event and working with the children who attended it. _____ spent _____ as a volunteer at this function.

I certainly recommend this volunteer for any future endeavors involving work with children or in a team-based setting. Feel free to contact me with any questions regarding this service experience.

Sincerely,

Sara Rayburn

Kappa Phi Club Chaplain, 2014-2015

ECCO Resident Advisor, 2013-2015

Presidential Honors Cohort, 2012-2016

513-417-5237

sarar@bgsu.edu

Event Plan: Flight Partners for Life!

Date: April 12, 2015

Event Planned and Hosted by: Sara Rayburn

Volunteer Sign-In/Out Sheet:

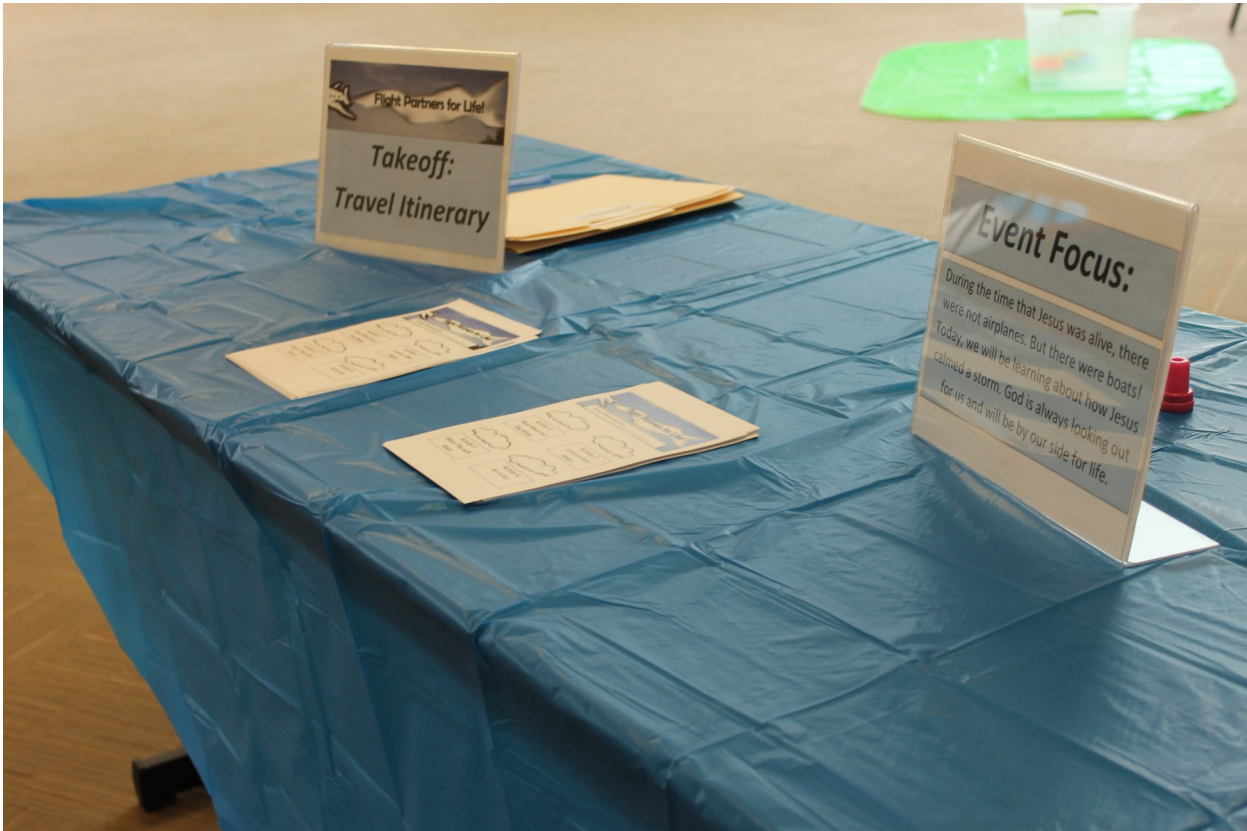
Name	Organization (circle)	Time In/Out
	Kappa Phi ECCO	/
	Kappa Phi ECCO	/
	Kappa Phi ECCO	/
	Kappa Phi ECCO	/
	Kappa Phi ECCO	/
	Kappa Phi ECCO	/
	Kappa Phi ECCO	/

1
2
,

PHOTOGRAPHS

* Many courtesy of Melissa Gaige, BGSU Student







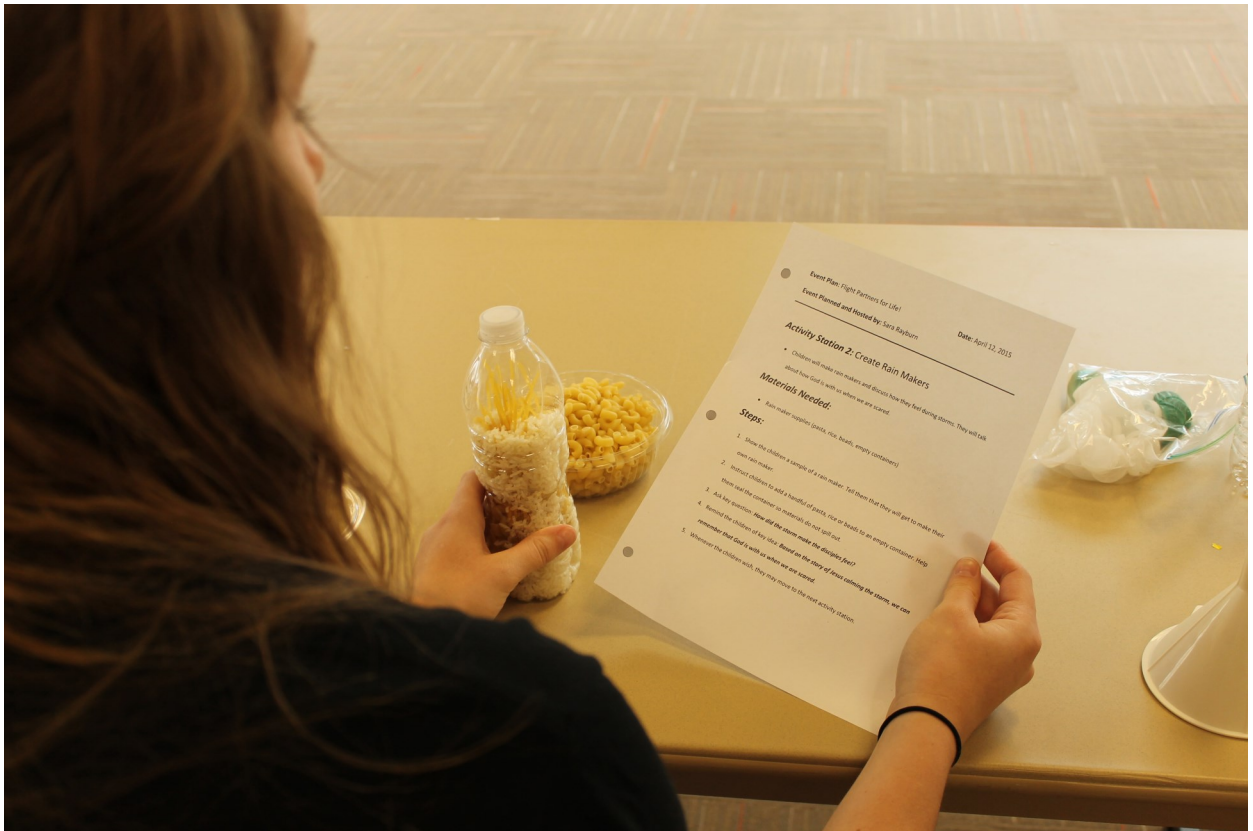


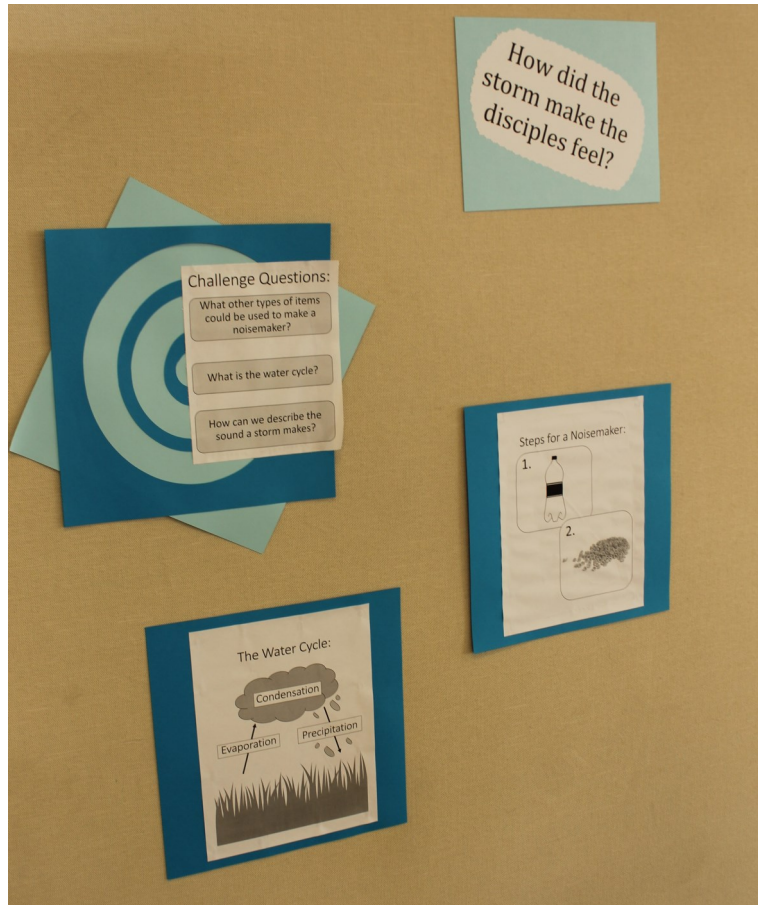
Note: All photos of children were taken for academic purposes with permission granted from parents/guardians



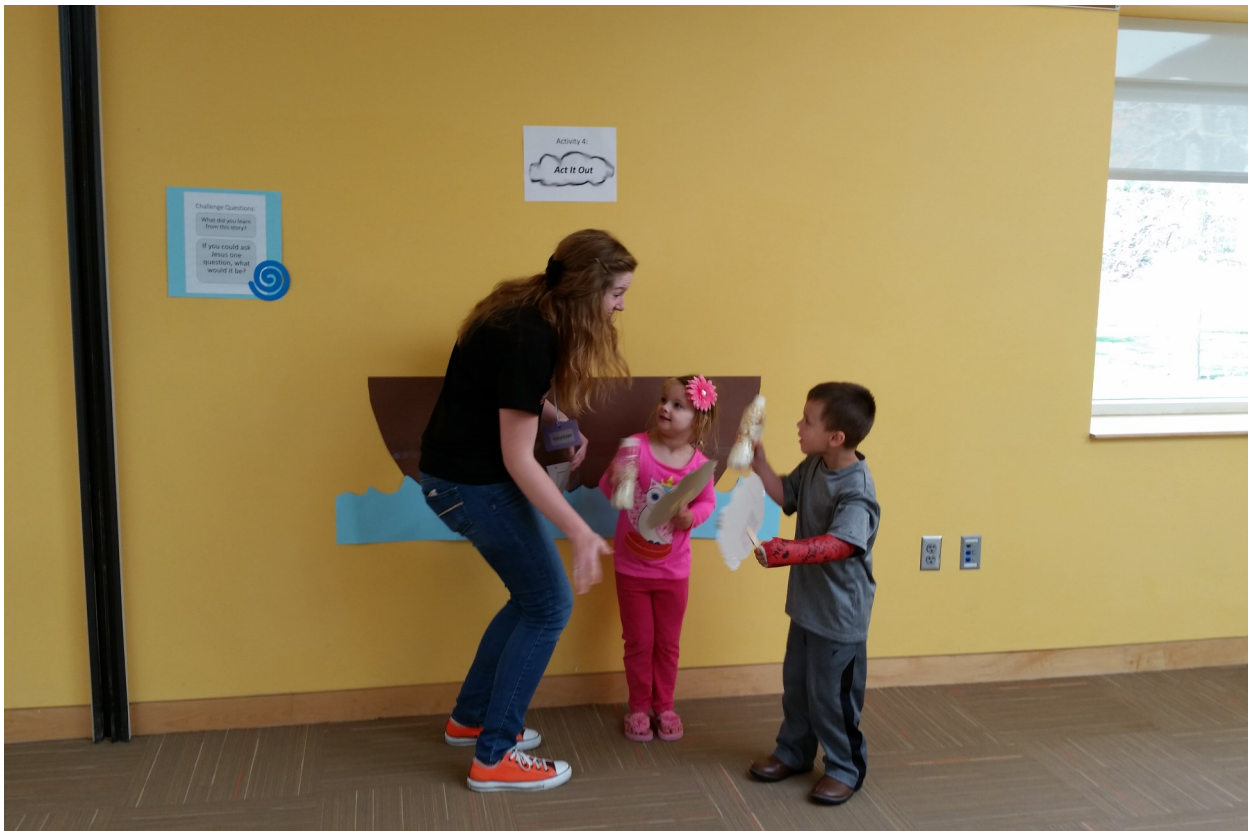


















PRESENTATIONS

ECCO Conference

March 19-22, 2015

***Northwest Ohio Undergraduate
Research Symposium***

April 18, 2015



ECCO Conference

March 19-22, 2015

- Presented on how to integrate different content areas in order to plan events, lessons, and units. Education majors at BGSU attended this presentation.



Northwest Ohio Undergraduate Research Symposium

April 18, 2015

- Presented the basic process, research, and results of planning “Flight Partners for Life” event for Sibs-n-Kids Weekend

FINAL REFLECTION

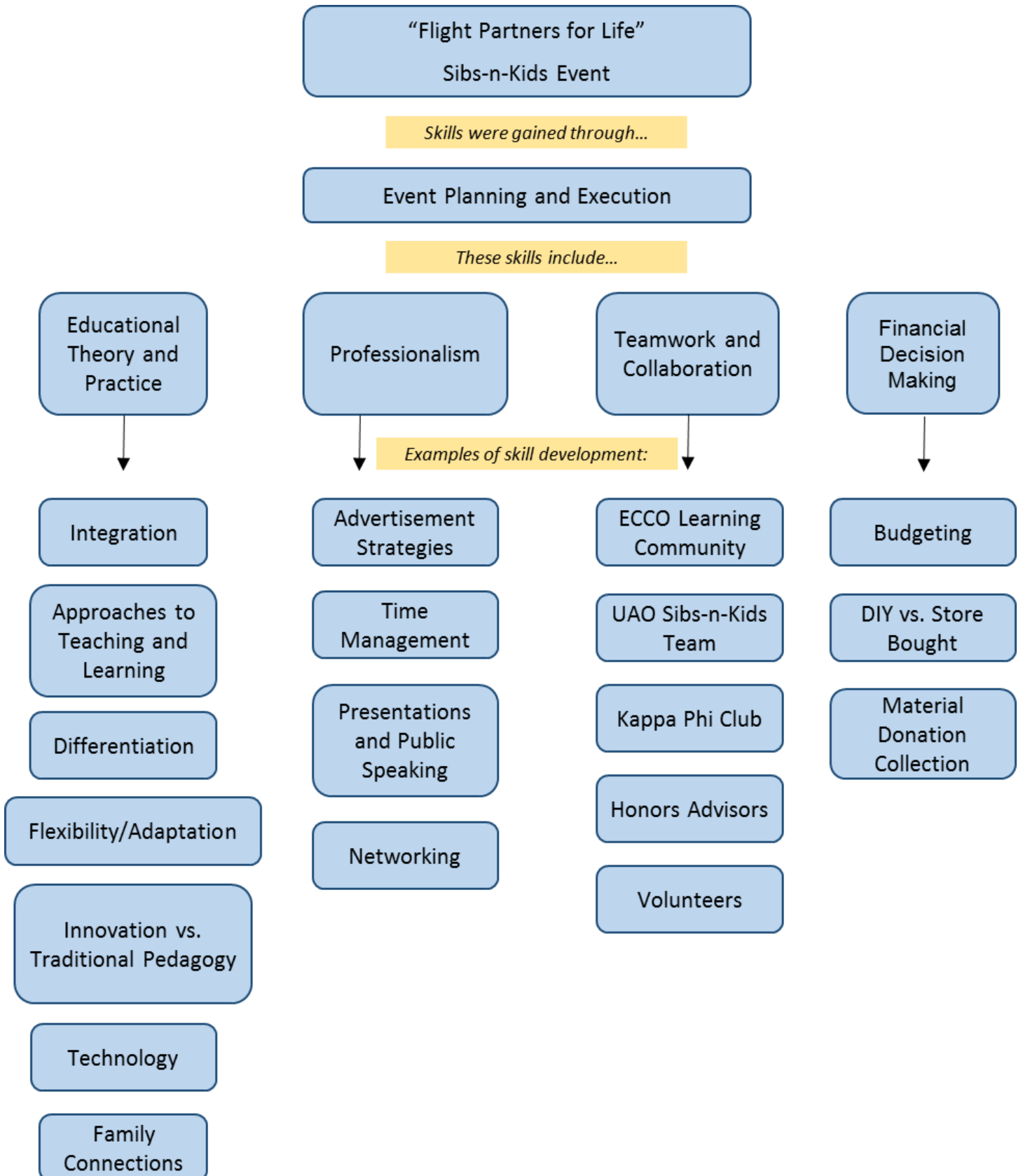
Graphic Organizer

Skills Developed

Written Reflection

Event & Personal Growth

Graphic Organizer: Skills Developed



Written Reflection on Event & Personal Growth:

Completing this Honors Project was quite the undertaking, but now that it is complete, I am pleased with the results of both how the event went and the personal growth that occurred throughout the process. As a junior at BGSU, I have been exposed to the concept of integration of content in classes and seminars. However, the opportunity to fully embrace this pedagogical concept and put it into action could not have been done as a college student without the opportunity of completing an Honors Project. I gained a myriad of skills through the planning and execution of this project, which I intend to apply to my career as a teacher and as a member of the professional world. The time, effort, and innovation required when integrating content was worthwhile and I hope to put this concept into action in my future classroom as an Early Childhood Educator.

During the planning and execution of the Honors Project, I gained skills in four major categories: Educational Theory and Practice, Professionalism, Teamwork and Collaboration, and Financial Decision Making. These are all significant in their own ways and will apply to my future as a teacher and professional member of society. Educational Theory and Practice is the key to being an effective leader for children through the learning process. Understanding who I am as an educator is an important component of enhancing the success of my future students. Professionalism is a skill that will help me to find a job, develop in that position, and make connections to move forward in my career. Teamwork and Collaboration will ensure I am taking time to seek others' ideas, opinions, and skills in completing projects and tasks. This will likely make the projects and tasks more effectively executed due to the outside critique, feedback, and assistance. Lastly, Financial Decision Making is a skill needed in order to make responsible use of the resources I have available as a future teacher.

Educational Theory and Practice was the first area of personal development that I had during the process of completing my Honors Project. As a pre-service teacher, it was helpful to look into what

I believe as an educator and how I can enact those beliefs. With this project, I was able to research approaches to teaching and learning through integration. I learned that this innovative approach is worth the risk and I think it could be used in a traditional public school setting, with some support from research and administration. Different subject areas can be linked and the research from this project showed that it helps make the learning experience meaningful for children. I would certainly not link between religion and a content area in the public school setting, but I could take the integrated approach to combine subject areas that are expected to be taught in this setting. As with traditional teaching, it is still possible and important to provide for differentiation to meet the needs of different types of learners. I also learned that being flexible and adaptable is equally as important because students may present scenarios and questions that were not in the lesson plan. I found that practicing making connections with families and using technology were effective planning and teaching strategies, and I hope to use these skills in my future career.

Professionalism is the second area of development from the Honors Project completion. In the planning of the event, I had to demonstrate effective time management strategies and learn how to advertise to the community. By presenting at the ECCO Conference and the Northwest Ohio Undergraduate Research Symposium, I enhanced my abilities to give a professional presentation and speak with others in my field. Additionally, I learned networking skills by speaking with others and hearing their presentations. I made connections in the field that could benefit my professional career.

Teamwork and Collaboration is the third aspect of learning that took place during my Honors Project. I was responsible for most of the initial planning and work as the project leader, but I did have to find ways to delegate tasks, such as collecting materials. I also utilized feedback from my advisors to ensure that my plans were thorough and complete. When the time came for the event, I collaborated with volunteers, UAO, Kappa Phi Club, and ECCO. All of these organizations and people made the event a success by providing the hands, eyes, and ears to provide for a safe and productive learning en-

vironment for children. Having the feedback, ideas, and donations from others verified my prior belief that collaboration is a key skill to have as a teacher.

Financial Decision Making is the fourth and final component of my growth as a future professional educator during the Honors Project process. Teachers have a limited budget from their school, which was reflected by my own small budget of \$30 for this event. I had to practice organizing my materials and supplies to fit this budget. I learned that donations and do-it-yourself (DIY) approaches are invaluable as a teacher. Without those donations and hand-made signs, I could not have provided the quality of a learning experience for the children. In my future classroom, I would like to further look into ways to recycle materials and to apply for grants to develop a hands-on learning experience with high-quality activities and technology.

In conclusion, this Honors Project was an effective way for me to develop my skills as a teacher in training. I not only learned how to plan an event, but also gained perspective on what my beliefs are as an educator. I hope to use these skills to develop after-school programs and events in my future school, as well as to foster a positive learning environment in my own future classroom. The insight that I now have on my Educational Theory and Practice, Professionalism, Teamwork and Collaboration, and Financial Decision Making, will help me to be a truly effective teacher and community member for the rest of my professional career.

Additional Sources

-Utilized throughout planning process and reflection

Daniels, D.H. (2011). Supporting Early School Success. *Educational Leadership*, 68(7), 18-22.

LaJevic, L. (2013). Arts Integration: What Is Really Happening in the Elementary Classroom?. *Journal For Learning Through The Arts*, 9(1).

Ludwig, Meredith J., Mengli Song, Akua Kouyate-Tate, Jennifer E. Cooper, Lori Phillips, and Sarah Greenbaum. (2014). Evaluation of professional development in the use of arts-integrated activities with mathematics content: findings about program implementation." *EScholarship: University of California*.

Morrison, K. (2012). Integrate Science and Arts Process Skills in the Early Childhood Curriculum. *Dimensions of Early Childhood*, 40(1), 31-38.

Note: The NIV Bible was also utilized as a reference throughout this project. Due to this being a classic work, a full citation is not required by APA.