



the **KIDOLoGY** handbook

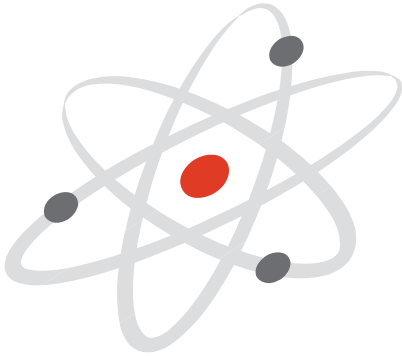
**TEACHER'S
EDITION**

*Relational
Teaching
That Changes
Kids' Lives*

**SPECIAL EDITION
QUESTIONS
CHAPTER ONLY**

**ORDER FULL BOOK at
Kidology.org/handbook**

By:
Karl
Bastian
↪



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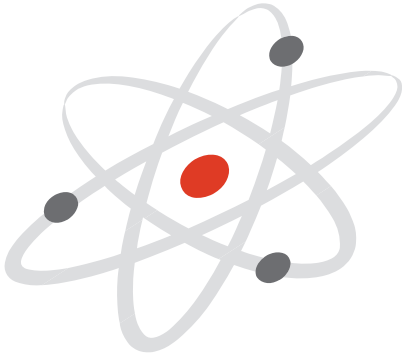
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How To Use This Handbook

This is not a book; it is a HANDBOOK! I am so glad you purchased the Kidology Handbook for Teachers! This handbook is designed to be a guide for you as you seek to be an effective communicator to children. If all you do is read this handbook, you will limit its impact on your ministry. Let me encourage you to make the most of this handbook by getting organized before you begin!

How to get the most out of this handbook:

- 1) Print the entire handbook. While the handbook ideally should be printed in color, it is designed to print in grey scale as well.
- 2) Get a 3-ring binder. Put this notebook in a three-ring binder that is at least 2 inches thick. If you get a binder with a clear cover you can slide the cover page into the front of your notebook.
- 3) Create category tabs. Purchase a set of three-ring binder divider pages and label the tabs with categories for content such as: HANDBOOK – ARTICLES – GAMES – OBJECT LESSONS – ETC. Add any other categories that you might want to collect along the way.
- 4) Complete the Labs! Don't go to the next chapter without completing the Kidology Lab Assignment at the end of each chapter. This will help you retain and apply what you are learning.

- 5) Join Kidology.org if you haven't already. Collect ideas and articles that will help your ministry. Be involved in submitting your ideas and engaging in the forum conversations. You will be equipped and encouraged as a part of our online community.

Let this Handbook be your ministry companion. This is not a book you read and put back on the shelf. It is designed to be a resource for you for years to come. Therefore it is expandable and adaptable as you add your own content. Eventually you will have a manual for your teaching ministry and ideas. Reminders and resources will be at your fingertips whenever you need them. You will even have tools for training others as well. So let's get started!

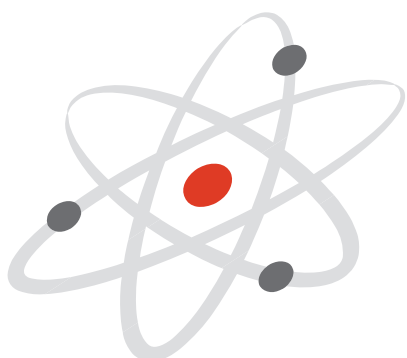


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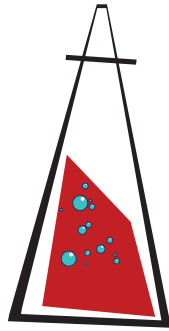
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“It is my prayer that God will greatly use this handbook to equip and encourage you in your teaching ministry! Be sure to visit Kidology.org often for even more helpful ideas and resources and to interact with others who love kids as much as you! See ya on Kidology!”





Chapter Sixteen:

The Quest for Quality Questions

A young man once asked his professor, "Teacher, why is it that every time I ask you a question, you respond with a question of your own?" The professor answered, "Why do you ask?"

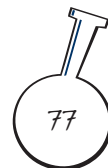


Questions are an essential element of teaching. It is hard to imagine a lesson without them. In fact, any quality lesson must have them. However, while everyone knows how to ask questions, most people do not put much thought into the questions they ask, and in so doing, tend to ask questions that are more of a hindrance than a help to the lesson. Good questions will enhance the lesson! BUT... Good questions require thoughtful planning ahead of time!

There are **three basic types of questions.** Every lesson needs to have a healthy balance of all three. Too many of the wrong type will have a negative effect on your lesson! Learn these well!

PERSONAL Level of Questions:

These are not questions about a student's personal life, rather they are questions that a student can identify with in a personal way. The intent of instruction is to guide students in their personal decision making and value forming. Questions at this level are an effective means for engaging students in the process of thinking, reflecting, expressing, and acting on concerns that relate to them



PERSONAL EXAMPLES:

"If you had been Joseph, what would you have done when..."

"When were some times when people did mean things to you?"

ANALYTICAL EXAMPLES:

"What are some reasons why Joseph's brothers would hate him?"

"What do you think Joseph meant when he said...?"

INFORMATIONAL EXAMPLES:

"How many brothers did Joseph have?"

"To which country was Joseph taken away as a slave?"

personally. They learn that the words of Scripture are relevant to their own lives.

ANALYTICAL Level of Questions:

These are questions that require the student to think in order to respond. These are not "yes" or "no," or "right" or "wrong" questions. They are more open-ended with the potential for many different answers and responses. The same analytical question could be asked to every student in the class and each one could give a different answer, and yet they could all be "right." Basically, analytical questions ask, "What do you think...?" and suggest that the teacher really does want to know what the student thinks, and that his answer will be accepted.

INFORMATIONAL Level of Questions:

These questions require that the student remember something in order to answer correctly. This type of question is more "closed," as there is only one correct answer. Informational questions are the most over used questions. They are important, but should be used with a few thoughts in mind. First of all, too many informational questions make kids feel that they are being tested. Also, it is almost impossible to have a discussion guided by informational questions.

Children are very sensitive to being made to feel dumb. It is best to only ask direct questions from the day's lesson, not trivia or past week's information unless reviewed first. They need to have a chance to get it right. A very valuable secret is to ask for guesses when entering new territory because a guess is always good, even if the answer is wrong. Then you can still affirm, "That was a good guess..."

instead of just saying, "No." Too many no's and they will stop offering answers. Whether they are wrong or right, you need to make them glad they raised their hand.

TEN KEYS to USING QUESTIONS EFFECTIVELY

Questions are one of the primary means for motivating students to think and express themselves and thereby become more involved in the process of their own learning. PLAN YOUR QUESTIONS AHEAD OF TIME.

Here are some helpful tips for making questions work for you:

Ask questions that are more OPEN than closed.

Avoid “yes” and “no” questions. When tempted to use them, make a statement instead, and then ask an open, analytical, or personal question.

Ask only ONE question at a time.

Too many questions only confuse kids.



After asking a question, BE SILENT.

Some kids are hesitant. **Give them time to build up courage. If you are silent for ten seconds usually someone will respond.** This lets them know that you care about what they think. Don't worry, if the silence

feels awkward to you, it does to them too! Someone will break it!

Present questions to the WHOLE CLASS.

Never put a kid “on the spot.” Also, don't allow the same kid to answer all the time either! Keep everyone involved.

Provide FEEDBACK after a student responds.

Reinforce the student and use the answer to facilitate discussion. Make students glad they raised their hands.

Express UNDERSTANDING at how the student arrived at his answer. Even if their answer is wrong, never think it is dumb! Say, “Good guess!”

Follow initial questions with more PROBING ones.

Lead the students into further inquiry and exploration.

INQUIRE, don't interrogate.

Inquiring says, “I'm with you, I'm interested in what you think and say.”

Interrogation puts them on the defensive and hinders creativity.

Encourage students to ask their OWN QUESTIONS.

This helps you find out what they are thinking or where they are confused and need further help.

Accept student responses as a GIFT.

When a student ventures to answer a question he is risking something of himself. Every student hopes his answers will be accepted. Lovingly accept it, regardless of the content.





QUESTIONS to ASK YOURSELF BEFORE teaching a lesson and AFTER preparing it.

Is the **MAIN IDEA** limited to ONE key concept?

Is the **MAIN IDEA** appropriate for the age group?

Is the **MAIN IDEA** directly related to the objectives?

Are the teaching activities ones that will interest and involve the kids? (Are they **FUN**?)

What **questions** do I need to ask during the lesson?

What **choices** do the students need to make during the lesson? Does the lesson guide them toward the correct choices?

Is there **variety** in the activities and resources being used? Are they different from previous weeks?

Will **each student** get an opportunity to get involved?

Will each student get an opportunity to be reminded of your **love and acceptance** of them?

Will you have enough **time** to accomplish all your objectives, or do you need to cut something out?

Do you need to contact someone about **resources**, input, or advice? (Don't be a lone ranger!)

PRAY that the Holy Spirit would be at work through you as you present this lesson and pray for each child.

Chapter Sixteen: The Quest for Quality Questions

KIDOLOGY LAB ASSIGNMENT

Transferring Knowledge from Head to Heart

Date Completed: ____ / ____ / _____

Call to your spouse, roommate, co-worker or someone nearby and ask them to name a Bible story, any Bible story.

Write it here:

Write a question relating to this Bible story in each of the three types:

A personal question:

An analytical question:

a note from Karl

Questions engage the mind and make us think. If you tell kids what to think, they may or may not think it. But if you ask good questions you will help them form what they think, and it will stick because they created the thought rather than just having received it from someone else.

An informational question:

Additional notes:

Chapter Sixteen: The Quest for Quality Questions

