

## Welcome to BeTween!

**BeTween** is a curriculum especially designed with the preteen in mind. A preteen is a student between the ages of 9–12. Most students this age have made the transition from childhood, but yet struggle to identify with adolescent teenagers. Thus, students in this age category find themselves caught in “between” two very different developmental stages and as a result are often referred to as “Tweens”.

This curriculum encourages the preteen student to simply “be” a “Tween” by embracing who he or she is right now at this stage in life. Many preteens wrestle with who they want to be, what image they want to assume, what worldview they want to adopt, and what popular opinions they want to understand. **BeTween** curriculum purposes to allow preteens to wrestle with Christian concepts in ways they have never been exposed to before without fear of rejection, embarrassment, or judgement.

## Explore BeTween

Please take time to explore how **BeTween** has been purposefully formatted and structured to provide the preteen student with a personal discovery experience rather than a classroom learning experience. This approach optimizes the preteen student’s ability to internalize the lesson.

## Learning Styles

This curriculum is designed to engage the four types of learners:

### 1. Visual Learners

Visual learners need to see the lesson. These learners will want something to look at while you teach.

### 1. Auditory Learners

Auditory learners need to verbally interact with the lesson. These learners will be the ones to both ask and answer questions and will be the most open to discussing how the lesson has personally impacted them.

### 1. Tactile Learners

Tactile learners need to touch the lesson, meaning they learn best by engaging in hands-on activities during a lesson.

### 1. Kinesthetic Learners

Kinesthetic learners need to practice the lesson and will learn the most from the activities they will be encouraged to participate in outside of the lesson.

## The 90% Goal

It is said that people learn:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they discuss in a meaningful way
- 90% of what they teach to others

This curriculum has been designed to intentionally engage students throughout the lesson so that they retain 90% of the lesson every week.

## **Teacher as Guide**

One of the most effective ways for students to retain what they have learned in a lesson is to have the students discover the lesson for themselves. Rather than telling or simply teaching the students what they need to learn, instead challenge yourself to guide the students through the lesson so that they discover its meaning for themselves. You will find that this curriculum provides you with purposeful questions to help you guide the students to a moment of discovery.

## **Discussion Based Learning**

A helpful way to guide students toward a moment of discover is to generate thoughtful and introspective discussion through posing purposeful and intentional questions. Each lesson component or activity will have a set of questions that will appeal to either the cognitive, affective or behavioural aims of that particular lesson. You are encouraged to use these to inspire meaningful discussions among the students on the lesson theme.

## **Lesson Aims**

Throughout the lessons in this curriculum you will discover lesson aims, which will describe what the students are intended to learn from that particular lesson on cognitive, affective and behavioural levels. Understanding the intended aim that each lesson aspires to reach will better help you as the leader guide the students toward a moment of discovery.

## **Series Structure**

Each lesson series will be comprised of three lessons. The first lesson will be a teaching lesson, which will provide the students with a broader understanding of the lesson series' topic. The second lesson will be an action lesson, which will challenge the students to become active participants in the lesson topic. Students will be encouraged to document their active participation throughout each week so that they can reasonably participate in the third lesson of the series, which is an accountability lesson. In the final lesson, students will share in small groups their genuine experiences gained through their active participation in the lesson.

## Lesson Planning

Each lesson in this curriculum series is designed to be one hour in duration, but it can be customized to suit the needs of your students or program structure. Simply choose which activities you want to use and in which order you want to introduce them to the students, and your lesson plan is complete. Each activity provides an estimated time needed to help you best fill your allotted time. The lesson components are broken down as follows:

**Getting Their Attention:** This lesson component purposes to grab the students' interest in the lesson theme so that they desire to learn more.

**The Bible Stuff:** As is indicated in its title, this lesson component introduces the biblical content of the lesson. This aspect of the lesson attempts to provide the students with a broader meaning of what the Bible says about the lesson's theme or topic.

**It's All About Me:** This particular lesson component is designed to move the students from understanding the lesson in their heads to making it applicable to their everyday lives.

**Taking it to Heart:** During this lesson component, students will be given the opportunity to take ownership of the lesson and put the lesson into immediate practice.

**Time Fillers:** A **Time Filler** is designed to do just that – fill time in your lesson plan! **Time Fillers** can come in the shape of an ice-breaker, team building activity, game, object lesson, or another teaching aid, but they will always relate to the lesson theme. Often, **Time Fillers** will serve to be a secondary component to one of the main lesson components.