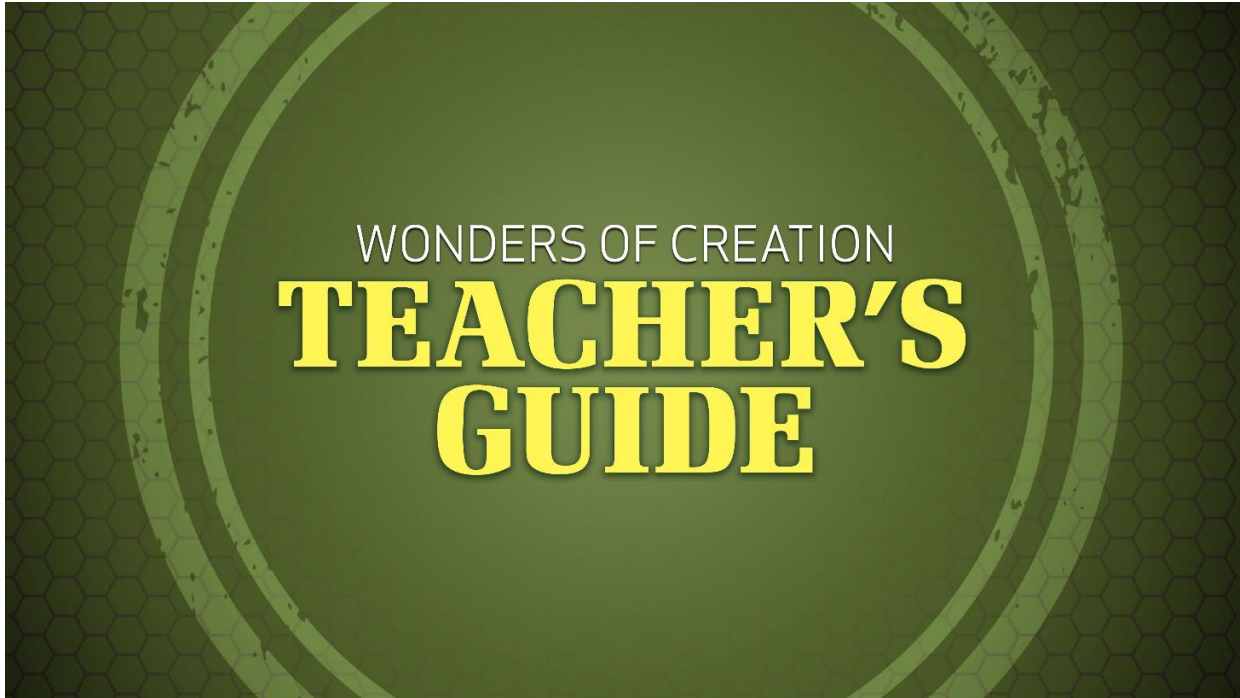


Wonders of Creation: Classroom Series

Teacher's Guide



(Click Image for Video Message)

The above video message introduces the overall goals for this curriculum bundle, discusses the instructional setup for the video lesson presentations, and then provides some thoughts for application of the lessons suitable to different circumstances.

- Video at the following address: <https://video.wvbs.org/video/teachers-guide-wonders-of-creation-classroom-series/>
- The video transcript is included on the next page.

Video Transcript

As a fellow teacher, I want to take a moment to discuss the educational setup for this new program, the Wonders of Creation Classroom Series. We are excited to offer this new and focused sequence of studies that builds a curriculum study using the existing, short-form Wonders of Creation videos.

In this classroom series, we take a survey of animal classifications, such as mammals, birds, reptiles, insects and spiders, and sea creatures. We discuss some general characteristics for how each group fills their various biomes and ecosystems, and then utilize the short focused Wonders of Creation videos to specifically discuss some impressive and curious examples of each. We especially take note of the complexity, functionality, and design that contrasts a purposeful origin in creation by God versus the random chance description of an evolutionary origin.

Instructional Setup

For the instructional setup, the classes are guided by an in-class instructor, Branyon May (Ph.D.) using expert teachers, Eric Lyons and Kyle Butt, to break down each detailed investigation.

As the in-class instructor, I (Branyon May) welcome the students and provide an opening summary for the general topic being considered. As we proceed to our specific animal examples, I provide an introduction for the expert teacher who will then take over the instruction exploring one group or a single species of animal. The expert teachers provide detailed exploration with video footage, visual illustrations, and key scientific diagrams to clearly convey both facts and design points.

At the end of each full class, there is a “Review” section where the students are asked key questions from the class period covering all of the topics or animals discussed. Special emphasis is placed on identifying design features and the contrast between Creation and Evolution. The correct answers are given after each question so the student can be reminded or better understand what was taught.

Applications

Now let’s consider how this series can be applied in your teaching situation. Each class video can be a standalone instructional resource. The video does not depend on outside resources or external information for the students to be successful in understanding or feeling accomplished through the Review Section.

Each class is approximately 30 minutes in its full length, but within each class there are 3-5 smaller subsections taught by the expert teacher. So one video could be one class, or you could break the video over different times if you have a shorter class period or wish to expand what is taught. Remember though that the review at the end pulls questions from each expert teacher subsection, so you would probably not want too much time between viewing the first section and the last review.

Depending on your teacher/student setup, whether homeschool, private school, hybrid education, or public school, classes can be watched as group assignments or independent study. They can be watched in whatever time-schedule is most appropriate, but weekly classes would allow for the student to review or reflect on the material taught, as well as possible assignments given through the week.

Encouraging Student Comprehension

Now considering student interaction and possible assignments. The encouraging of note taking during each class will help students in their retention of the information and can help them focus on gathering details. To aid in this process, structured note sheets are available that help promote the key areas of content where we want the students to pay attention: Amazing Facts, Design Points, and Creation vs. Evolution. There is also a Sketch Area for those inclined to draw what they hear to help them remember.

While each class' Review section is complete in the video and can simply be used for the students to interactively self-evaluate, there are possible approaches and/or resources that can augment and enhance the learning.

First, during the Review section you can simply pause the videos after each question to allow answering by your students as a group, either aloud or written. Then when everyone has answered, the video can be resumed to see the answer on-screen and hear a small bit of summary to help remind about key information or give an explanatory connection.

Second, there are printable quiz sheets with the same questions and space for answers available for each class. By pausing the video lesson at the transition into the Review Section, you can have the students take the quiz individually. Then by playing the video, the students can either grade themselves, swap papers and grade each other, or turn in the quiz to you and watch the video to consider the correct answers.

Third, in a similar approach as the previous idea using quiz sheets, PowerPoint files are available for each class' Review section to allow you as the teacher to guide the student's review at your own pace. This could allow as much discussion time as you want and allow you to be the source of answers.

Conclusion

Obviously this is not an exhaustive list and teachers, and parents, are some of the most creative people. So please take a look at this classroom-style approach and make use of as much or little as benefits you, tweak its application to whatever seems to fit your needs, or simply let the completed structure take a little stress off all of the other preparation your doing for other areas or subjects.

If God can be glorified and young minds taught to be observant for His fingerprints in Creation, then that would be a successful endeavor.