

# Involving the Student in the Learning Process

## **Ask questions**

- ◆ Don't just tell children what you want them to learn, help them to discover what you want them to learn.

## **Get them moving around, using their bodies, raising their hands, etc.**

## **Invite them to participate in teaching the lesson with you.**

- ◆ Have children come to the front and dramatize the story or situation.
  - ◆ Have children pantomime actions.
  - ◆ Have children help with illustrations.
  - ◆ Ask the children to make sound effects.
  - ◆ Ask children to underline key words or phrases.
- ◆ Let children pass things out, collect things, hold up a visual, etc.
  - ◆ Ask children to record key points on the board.
  - ◆ Ask children to help you visually illustrate a part of the lesson.
- ◆ Involve children in scripture reading: sword drills; taking turns reading verses, raising hands at significant points; fill in words, etc.
  - ◆ Have children discuss something in the lesson with a partner.
    - ◆ Have children open or close in prayer.
    - ◆ Have a child give a testimony.

## **Dangers:**

- ◆ Dragging out the lesson—make your point and move on
- ◆ Involving children for the sake of involvement only—make sure the activity adds to the understanding of the lesson
- ◆ Not planning the involvement—be sure to plan in order to avoid chaos and to make sure the activity works well

# FIVE LEVELS OF LEARNING

From *CREATIVE BIBLE TEACHING* by Lawrence Richards  
Moody Press: Chicago, © 1970, p. 75

## ROTE

ability to repeat without without thought of meaning  
memorizing a body of information  
example: repeating a memory verse— “A soft answer turns away wrath.”

## RECOGNITION

ability to recognize biblical concepts  
example: Teacher— “This verse tells us to speak kindly... How should we speak to those who are angry?”  
Student— “Kindly.”

## RESTATEMENT

ability to express or relate concepts to biblical system of thought  
example: Teacher— “What does this verse mean?”  
Student— “It means that we should treat a person who is angry gently. We should speak to them gently instead of harshly. That’s what Jesus did on the cross when He asked God to forgive the people who were shouting insults at Him.”

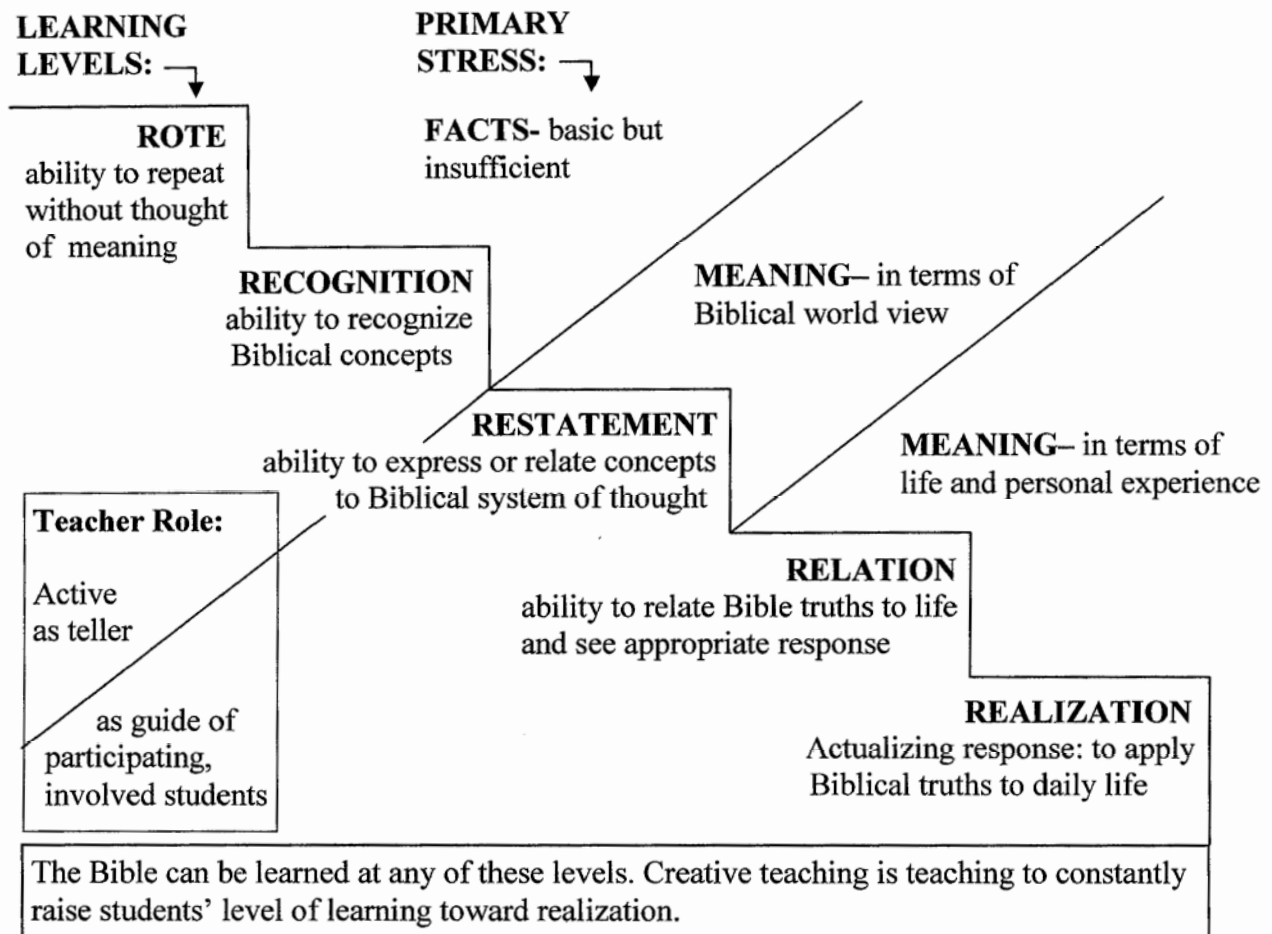
## RELATION

ability to relate Bible truths to life and see appropriate response  
the real-life application of the Biblical truth  
Example: Teacher— “If someone yells at you angrily, how should you respond?”  
Student— “You should not respond by yelling back at them. Instead, you should give them a gentle answer. If you yell back at them, they will just get madder. But if you show gentleness instead, they will be less angry.”

## REALIZATION

actualizing response: to apply biblical truths in daily life  
Example: The student’s brother yells at him for accidentally bumping into him. The student doesn’t yell back but instead apologizes for his carelessness.

# Five Levels of Learning



<sup>1</sup>Richards, Larry, *Creative Bible Teaching*, Moody Bible Institute: Chicago, © 1970, p. 75