

Bible Lessons for Children
Learning to Know the Triune God through His Holy Word
By Tamarie Tigh

Teaching Strategies

Spiritual understanding comes from God. The recognition of sin, need for repentance, and desire for sanctification come from the work of the Holy Spirit. “Now we have received...the Spirit who is from God, that we might understand the things freely given us by God.” *I Corinthians 2:12* “...for it is God who works in you, both to will and to work for his good pleasure.” *Philippians 2:13* Instructors cannot forget this fact, but must balance it with the responsibility to teach the Word of God effectively. “Not many of you should become teachers, my brothers, for you know that we who teach will be judged with greater strictness.” *James 3:1*

God has created each person as a unique individual, including learning style. Research supports the fact that people learn in many different ways. Therefore, lesson procedures will include multi-sensory, interactive learning techniques that maximize the use of sensory pathways carrying information to the brain, increase memory storage and retrieval, and stimulate children’s desire to learn. The teaching strategies used in Bible Lessons for Children are based upon the foundation of the concepts of the three learning modalities, the three memory pathways, the eight intelligences, and the importance of questioning, which are explained in the following pages.

The Three Learning Modalities

- (1) Visual – seeing
- (2) Auditory – hearing
- (3) Kinesthetic – doing

“There are three basic modalities to process information to memory: visual (learning by seeing), auditory (learning by hearing), and kinesthetic (learning by doing). Most people have one predominant modality, but some have a balance between two or even all three. Many students are aware of their preference, which helps them approach their own learning more efficiently...Depending on their preferred learning modality, different teaching techniques have different levels of effectiveness. Effective teaching requires a variety of teaching methods which cover all three learning modalities. No matter what their preference, students should have equal opportunities to learn in a way that is effective for them.”

(Team C005704 Kim, SlowByte, Ca3rine. “Learning Modalities.” Year 2000. October 2007 <http://library.thinkquest.org/C005704/content_hwl_learningmodalities.php3>.)

The Three Memory Pathways

- (1) Motor Memory – tactile/kinesthetic, bodily movement
- (2) Episodic Memory – location, association
- (3) Semantic Memory – language

“Most researchers include three memory pathways through which information is stored in long-term memory. While most learning in the classroom is directed toward the semantic pathway, educators should strive to incorporate all three pathways to make learning more powerful and to help students do a better job of retrieving information.”

(Tileston, Donna Walker. What Every Teacher Should Know About Learning, Memory, and the Brain. Corwin Press, 2003.)

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Note: Semantic memory works best when combined with motor and episodic memory, such as memorizing words with hand or body motions and memorizing words in a song.

The Multiple Intelligences

“Howard Gardner separated human ability into seven groups based on cognitive-contextual intelligence theory. The abilities are collectively referred to as the Seven Intelligences.”

- (1) Linguistic: Children with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.
 - (2) Logical-Mathematical: Children with lots of logical intelligence are interested in patterns, categories and relationships. They are drawn to arithmetic problems, strategy games and experiments.
 - (3) Bodily-Kinesthetic: These kids process knowledge through bodily sensations. They are often athletic, dancers or good at crafts such as sewing or woodworking.
 - (4) Spatial: These children think in images and pictures. They may be fascinated with mazes or jigsaw puzzles, or spend free time drawing, building with Leggos or daydreaming.
 - (5) Musical: Musical children are always singing or drumming to themselves. They are usually quite aware of sounds others may miss. These kids are often discriminating listeners.
 - (6) Interpersonal: Children who are leaders among their peers, who are good at communicating and who seem to understand others' feelings and motives possess interpersonal intelligence.
 - (7) Intrapersonal: These children may be shy. They are very aware of their own feelings and are self-motivated.
 - (8) Naturalist: These people have an affinity for nature, love animals, notice the weather, and care about the environment around them. (Howard Gardner later added this eighth intelligence.)
- (Numbers 1-7 <http://ProfessorLamp.com/ed/TAG/7_intelligences.html>.)

“Intelligence is not fixed, but instead is a set of abilities and skills. This is why someone may excel in one situation, while having great difficulty with another. Intelligence develops, and can be improved by learning to make the most of your natural abilities. Consciously making use of your full range of intelligences leads to well-balanced learning while promoting creativity and new ways of thinking.”

(Team C005704 Kim, SlowByte, Ca3rine. “Learning Modalities.” Year 2000. October 2007 <http://library.thinkquest.org/C005704/content_la_intel_seven.php3>.)

Questioning

“Questioning is a critical strategy that helps readers make meaning of literature by promoting critical thinking about what is being read. Questioning occurs as a natural part of the classroom routine as teachers encourage students to pose, discuss, and answer questions... While most questions require having the text available, some might not.”

There are four key types of questions:

- (1) "Right there" (text explicit). These are literal questions where the answer is in the text itself.
- (2) "Think and search" (text implicit). The answer is implicit in the text but the student must synthesize, infer, or summarize to find the answer.

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- (3) "Reader and author" (text implicit or experience-based). The answer needs the reader to combine his or her own experiences with what the text states, the knowledge presented by the author.
- (4) "On my own" (text implicit or experience-based). The reader needs to generate the answer from his or her prior knowledge. The reader may not need to read the text to answer, but the answer would certainly be shaped differently after reading the text.
- (Educational Development Center, Inc. "Reading: Questioning." 2002-2007. October 2007
<http://www.literacymatters.org/content/readandwrite/question.htm>.)

Summary

Question: What are the various learning modalities (visual, auditory, tactile/kinesthetic), memory pathways (motor, episodic, semantic), and intelligences (linguistic, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal, naturalist) addressed in the following scripture?

*"And these **words** that I command you today shall be **on your heart**. You shall **teach them diligently to your children**, and you shall **talk** of them when you **sit in your house**, and when you **walk by the way**, and when you **lie down**, and when you **rise**."* (Deuteronomy 6:6-7)

Answer:

All 3 Learning Modalities: Visual*, **auditory**, **tactile/kinesthetic**

All 3 Memory Pathways: **Motor**, **episodic**, **semantic**

4 of the 8 Intelligences: **Linguistic**, **bodily-kinesthetic**, **interpersonal**, **intrapersonal**

*Visual is implied, assuming that the people can see and are using their sight as they sit, walk, lie down, and rise.

Question: The summary question required what types of skills to answer it, right there, think and search, reader and author, &/or on my own?

Answer:

Right there (some information was explicit), think and search (some inference was required), and reader and author (some reader knowledge was necessary)