




EFFECTIVE TEACHING FOR TRANSFORMATION

MODULE TWO: “IF YOU INTEND TO BUILD THE TOWER, FIRST ESTIMATE THE COST”

Learning Goals

-  Teaching the basics: the Seven Smarts
-  The importance of having a plan and knowing how to form a plan
-  What does it mean to ‘do no harm’ and ‘to do all the good you can’

* As needed

If you are using the modules in a retreat format, you will not need to continue to do introductory activities, though some brain breaks or icebreaker activities will vary the pace and allow group members to continue to get acquainted.


“Smarts”: Multiple Intelligences


Inventories are easily obtained online by searching ‘multiple intelligences.’

These inventories ask for a tally of the number of affirmative responses for each segment (i.e. 7 checked answers in Musical or 5 checked responses in Linguistic.


“Smarts” Posters are in PDF format in a separate file among these modules.

1. *Gathering [30 minutes]—Pre-workshop time [* as needed]

 Put up Seven Smarts posters, spread out around the room.


 Recruit three volunteers for an easy ‘interview’ in activity 4.


2. *Welcome/ Introduction [10]


 Read Luke 14:25-33.


 * Offer a prayer of welcome.

3. Looking at Our “Smarts” [40]

 Pass out an inventory for the Multiple Intelligences. Have every one complete it and tally their scores.


 Ask participants to move to the poster for which they scored the highest. (If there is a tie, just choose one, because you will move more than once.)

 Move to next highest score, then next highest score, then to lowest score.

 Have participants remain in place for a moment to ask:

1. Think about how you teach. Do you usually choose activities that reflect your high scores? Do you ever use activities that use your lowest score?

2. Who scored high in areas where others scored low? What would the classroom experience be like for when student and teacher favor different areas?

 Review the **handout** on **Overview of the Eight Core Intelligences** for what sorts of activities match what intelligences. Ask the group to keep a tally of what is used in the workshop, including what happened before this activity. Activities can use more than one intelligence.

Learning Hooks

Learning hooks are simply the ways we engage learners, and that relates to how the brain makes sense and meaning of input. Another way to describe the hooks might be to think about “connectors.” What will connect new information to what the brain already has stored so that there is a way to relate new input to the brain’s existing “database”?

Comprehensive Plan

The General Rules for John Wesley’s Societies is in the *Book of Discipline* (Part II, after all the Articles of Faith). The Comprehensive plan uses the two extremes, Do No Harm and Do All the Good You Can as a way to describe the minimum and the desired standards for teachers in various areas of education, faith formation, and preparation.

The teacher’s job is more important, or at least as important, as the plan, because you are helping to form people of faith, trust, integrity, hospitality, generosity, and hope—qualities that transcend schooling content. Think about the standards expressed in some way to you.

If what you see in your own church is not all that it could be, begin thinking about what might need to change and how you can help to effect that change.

4. Understanding and Using Learning Hooks [20]

✚ Distribute the **handout Learning Hooks**. Group people according to the age-level they teach.

✚ Describe the learning hooks. The worksheet shows examples for the passage in Ruth 1. Be sure everyone understands them.

✚ Have participants figure out learning hooks for one of the other passages that are appropriate for the age level they teach or would like to teach.

5. Do No Harm/Do All the Good You Can [25]

✚ **Hand out the Comprehensive Plan for Teacher Development** (see Module One). Give a brief explanation of the General Rules and how they are used to organize the Plan. Then ask: When you were asked to teach or lead a group, were you given any:

1. Description of what you were asked to do or to be?
2. Description of the measures that would be used to see if you were doing what you were asked to do or to be?
3. Idea of the accountability system (what happens if you don’t meet expectations)?

✚ Skim through the Comprehensive Plan so participants see what it is. Ask if there are questions.

Using the Plan


The discussion questions are on the handout.

Encourage teachers and leaders to give careful thought to how they will plan. We typically think first about “what should I do?” and that is a good question, though not really the first question. (The first one has to do with goals and vision, on which the “doing” is based.)


Personal preparation is important too; that is, How will I be the presence of Christ with and for my students? and How will I see to it that I cultivate those practices and experiences that allow me to grow?

In addition, we do not engage in the teaching ministry (or any other) all alone. How can your students and you be co-learners? Who in the congregation (or elsewhere) can be a partner in some way with you?


6. Using the Plan [60]


 We'll think about planning in two ways. One, your own planning.

1. How will you see to your own spiritual and theological development?
2. What will be your typical practices for organizing, preparing, and leading your class or group (or whatever is your responsibility)?
3. How will you work with others and independently?
4. How will you work with your students or group members in and out of the group? What is your baseline “do no harm” behaviors or characteristics?
5. What are your own goals for “Do all the good you can”?
6. When you plan for your teaching or leading, how will you use the Multiple Intelligences (and/or other teaching techniques) to enhance the learning experience and work on your own skill development?

 The second kind of planning is how you will work within your church in those venues in which you have input, such as in teacher meetings or teacher training opportunities, education committee, church council, age-level council, and so on.

7. In what area do you have a voice? (If nowhere, how can you be heard?)
8. How are classes and groups currently organized? How would you like them to be organized?
9. How will you adopt measures that establish a “do no harm” baseline and “do all the good” goals and standards? (Assuming you don't have them.)
10. What skills are needed to do this kind of organization?
11. Who in the planning loop has those skills? Who else / what else might be needed?
12. When you're doing this planning, how can your understanding of MI be helpful?

 Form small groups of 4-5. Half of you will spend 20 minutes doing the personal planning and the other half the church planning. After 20 minutes, you will change planning tasks. **Handout: Using the Plan.**

 Use the last 20 minutes for reflections, observations, questions.

Learning Hooks

1. Find common ground
2. Build on previous knowledge
3. Establish an emotional connection
4. Ask Questions
5. Expose Misconceptions
6. Clarify Vocabulary
7. Create interest
8. Connect learning to life

Evaluation Continuum

Stand in a space big enough to allow participants to form a row. Designate one end of the room or open space for one extreme and the other end for the second extreme measure.

7. Wrap Up [35]

✚ Use the learning hooks to review what people have learned. Include in the review the multiple intelligences that were used in what activities.

✚ Answer lingering questions as time permits.

✚ Use an evaluation form of your choosing or this evaluation continuum. Move to the place within the continuum that reflects your stance on these statements.

1. On the left end is “I have a full understanding of the different intelligences and how to use them” On the right end is “I’m unsure how to identify what intelligence is what.” (Move)

2. On the left is “I feel confident that I can teach or plan a lesson using a variety of intelligences.” On the right is “I need more time to learn about and test which intelligence is used in an activity.” (Move)

✚ After the second question, do a short debriefing of what participants indicated. If there is uncertainty or confusion, encourage participants to look at the handout materials as they teach or plan other lessons so that they can become better acquainted with this technique in teaching.

✚ *Close with a benediction.

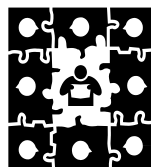
OVERVIEW OF THE EIGHT CORE INTELLIGENCES



Word Smart-- Verbal/Linguistic

Learners who are “word smart” enjoy working and playing with words and need verbal stimulation.

Some Verbal Learning Activities: ★ reading ★ writing ★ telling stories ★ readers theater ★ completing sentences ★ memorizing names or dates ★ writing poems ★ keeping a journal ★ debate ★ jokes



Number Smart-- Logical/Mathematical

Learners who are “number smart” enjoy numbers, patterns, and problem solving.

Some Logical/Mathematical Activities: ★ number and word puzzles ★ exploring patterns, sequences, and relationships ★ step-by-step instructions ★ games ★ deciphering codes ★ outlining ★ learning what lies beneath the surface



Picture Smart-- Visual/Spatial

Learners who are “picture smart” enjoy seeing and visualizing things.

Some Visual/Spatial Activities: ★ using pictures ★ imagining (see with our inner eye) ★ maps ★ graphs ★ charts ★ video or movies ★ understanding the relationship among things ★ drawing



Music Smart-- Musical/Rhythmic

Learners who are music smart receive information through music and rhythm (but do not necessarily have skill as a musician).

Some Musical/Rhythmic Activities: ★ writing musical formulas for information ★ tapping out rhythms ★ listening to music while working ★ create rap singing ★ playing instruments ★ using story songs ★ making musical instrument



Body Smart-- Body/Kinesthetic

Learners who are “body smart” need to use movement and touch.

Some Body/Kinesthetic Activities: ★ games that require movement ★ using motions with songs or stories ★ marching ★ touching objects ★ pantomime ★ role playing and drama ★ dancing ★ sports



People Smart--Interpersonal or Social

Social learners learn from and with others in small groups or teams

Some Social Learning Activities: ★ interviews ★ discussion and dialogue ★ asking and answering questions ★ cooperative learning games ★ brainstorming ★ parties ★ service projects



Self-Smart—Intrapersonal or Independent

Independent learners work best on their own.

Some Independent Learning Activities: ★ using reflection and self-knowledge ★ figuring out things for themselves ★ work in silence (for a while at least) ★ identifying with a character in a story ★ research project ★ focusing on inner feelings



Nature Smart -- Naturalist

Naturalist learners appreciate nature and the natural world, including the “heavens.”

Some Naturalist Learning activities: ★ observing and interacting with nature and natural elements (living and not living) ★ categorizing the order of things (species, types) ★ understanding the relationship between patterns of growth and development and the natural consequences ★ nature walk ★ work with pets or animals ★ learn outside ★ look at stars

Intelligences are formed in a specific developmental order.

Researchers believe intelligences are formed and developed in the following order:

- **Musical/Rhythmic** - Formed in utero, the fetus hears the rhythm of the mother's heart beat. After birth, an infant quickly learns to discern the rhythm and tone of familiar voices, particularly the voices of Mom and Dad.
- **Visual/Spatial** - Bright colors and black and white patterns pull a child's attention and stimulate the brain.
- **Body/Kinesthetic** - A child learns about his or her world by touching it and often tasting it.
- **Verbal/Linguistic** - Speech begins as babbling sounds, which connect into patterns, which eventually form simple then more complex words. A child is capable of learning any one of hundreds of languages at birth.
- **Logical/Mathematical** - Children begin to recognize cause and effect and learn what makes Mom come quickly.
- **Intrapersonal** - Children begin to make discoveries about themselves - that they have definite likes and dislikes. They learn what makes them laugh and cry, what makes them feel safe or anxious, and what comfort and discomfort are.
- **Interpersonal** - Children learn to interact with others, to share, and to communicate. This takes a while (some may argue a lifetime).

LEARNING HOOKS

Ruth 1:1-5

¹ In the days when the judges ruled, there was a famine in the land. So a man from Bethlehem in Judah, together with his wife and two sons, went to live for a while in the country of Moab. ² The man's name was Elimelek, his wife's name was Naomi, and the names of his two sons were Mahlon and Kilion. They were Ephrathites from Bethlehem, Judah. And they went to Moab and lived there. ³ Now Elimelek, Naomi's husband, died, and she was left with her two sons. ⁴ They married Moabite women, one named Orpah and the other Ruth. After they had lived there about ten years, ⁵ both Mahlon and Kilion also died, and Naomi was left without her two sons and her husband.

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- 1) **Find Common Ground** (Most of us know the pain and distress of losing a loved one)
- 2) **Build on Previous Knowledge** (Most of us remember Ruth for her loyalty to Naomi. This story tells us the details.)
- 3) **Establish an Emotional Connection** (Have you ever experienced a time of great insecurity? How did you feel?)
- 4) **Ask Questions** (What, do you think, was the situation of widows in Naomi's day?)
- 5) **Expose Misconceptions** (Naomi and her family went to Moab to escape the famine, but Moab was not a guaranteed safe place. Moab and Judah were enemies.)
- 6) **Clarify Vocabulary** (The names of the characters in the story mean something relevant. Mahlon means 'sickly' and Kilion means 'weakness'.)
- 7) **Create Interest** (Naomi's family had to travel at least 100 miles on foot. What would they need to carry and how might they do it)
- 8) **Connect Learning to Life** (What has been a great challenge for you and how have you seen God's hand in it?)

In the spaces above, write your own example of the 8 learning hooks for one of these passages:

- ❖ Exodus 5:1-11
- ❖ Isaiah 55:5-11
- ❖ Mark 2:1-12

USING THE PLAN

✚ We'll think about planning in two ways. **One, your own planning.**

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5. What are your own goals for 'Do and the good you can'?
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✚ **The second kind of planning is how you will work within your church** in those venues in which you have input, such as in teacher meetings or teacher training opportunities, education committee, church council, age-level council and so on.

1. In what area do you have a voice? (If nowhere, how can you be heard?)
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