

Teaching Children According to Learning Preference

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Abstract

Several learning preferences describe students learning preferences. Learning sequence influences teaching order. Contemporary lecture-based, small group based, and activity-based methods for teaching are evaluated for which learning preferences are most compatible with each teaching method. Products can aid the teacher and student in their respective roles during the lesson. Other resources can instruct the people who lead the lesson in the classroom.

Teaching Children According to Learning Preference

Learning Preferences

Throughout history, many people sought to discover the different learning preferences. These researchers classified people's learning preference and used their own system and titles; there is not one comprehensive model. Learning styles hypothesis "claim[s] that individualizing instruction to the learner's style can allow people to achieve a better learning outcome."¹ However, this hypothesis does not have significant support from research. Learning preferences refer to a person's self-described favorite way for the teacher to present a lesson.² Learning preferences do not correspond with intelligence, but describe the way a person learns new material.³

Sunday school teachers and students who are familiar with learning preferences understand "how a person perceives and processes information."⁴ Perceiving is the first step, which is attained in observation of the subject via the physical senses. Processing is the second step, which refers to how the person handles or manages those observations.⁵ Ultimately, research shows that "children are by no means passive absorbers or recipients

¹Harold Pashler, Mark McDaniel, Doug Rohrer, and Robert Bjork, "Learning Styles: Concepts and Evidence," *Psychological Science in the Public Interest* 9 (2008), http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf (accessed March 20, 2013).

²Ibid.

³Charles S. Claxton and Patricia H. Murrell, *Learning Styles: Implications for Improving Educational Practices*, ASHE-ERIC Higher Education Report No. 4. (Washington, D.C.: Association for the Study of Higher Education, 1987), 3-5.

⁴Sam O'Neal, *Field Guide for Small Group Leaders* (Downers Grove, IL: InterVarsity Press, 2012), 55.

⁵Ibid., 56.

of [the] environment."⁶ Children learn by interacting with the environment in different ways.

Teachers should know about learning preferences and be able to recognize which preferences are present among the students in the classroom. Because "knowing the student includes understanding how individual students learn,"⁷ it is valuable to recognize each student's learning preference. This information helps the teacher understand how the students learn, which enables the teacher to cater to those learning preferences by using related teaching methods. The relationship between learning preferences and teaching methods is unique to every situation. According to Galindo, "[i]n deciding what to teach as well as how to teach, the Christian teacher relies on a biblical understanding of human personality."⁸ This statement demonstrates the importance of knowing the students and their learning preferences and considering each element to plan a Sunday school lesson. There are several learning preferences and each learning preference is recognizable.

Developmental Learning

Jean Piaget, a psychologist, described four stages of cognitive progression that span from birth to adulthood. He named the developmental stage from birth to two years, *sensorimotor*, from two to seven years, *preoperational thought*, from seven to eleven years, *concrete operations*, and from twelve years old into adulthood, *formal operations*.⁹

⁶Barbara Tizard and Martin Hughes, *Young Children Learning* (Cambridge, MA: Harvard University Press, 1984), 253.

⁷Israel Galindo, *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher* (Valley Forge, PA: Judson Press, 1998), 80.

⁸*Ibid.*, 22.

⁹Doris A. Freese, "How Children Think and Learn," in *Childhood Education in the Church*, ed. Robert E. Clark, Joanne Brubaker, and Roy B. Zuck (Chicago, IL: Moody Press, 1986), 69.

Due to the nature of this topic, only the stages for children ages two to eleven are discussed.

Preoperations stage describes the thought processes of children between two and seven years old. Preoperational thought consists of concrete ideas and objects. Children are able to categorize items based on the item's characteristics, but only focus on one characteristic at a time. Children at this age ask questions to gain knowledge from others. These children think based on what they see, rather than logic. A prime example is that a child who sees two equal-sized and shaped glasses which have equal amounts of water in them can recognize that they in fact have the same amount of water in them. However, if someone empties one of the glasses into a different sized or shaped container, the child thinks the glass with a higher water level contains more water.

Concrete operations stage refers to children age seven to eleven. By this time, children are mentally able to manage information more logically, but are still not proficient in abstract thought. Children are now able to describe and compare objects and ideas. Children in the *Concrete operations stage* understand spatial concepts such as maps. Children maintain literal concepts of what they learn. Children at this age are more capable of memorization than they were in the *Preoperations stage*. The teacher can recognize which of these stages a student is in using the student's age as a guideline. Students who are age two to seven years old are usually in the *Preoperations stage*, and students between age seven to eleven are commonly in *Concrete operations stage*.¹⁰

Psychological Spheres Method of Learning

Another description of how people learn is based on the idea that people have three psychological spheres that overlap. The ideal situation is for the learner to have

¹⁰Ibid., 69-72.

equal overlap of each sphere into the others, but most people have one or two dominant spheres. After helping the students see his or her own learning preference, the teacher can divide the standard class of students according to their preference; an even division among the groups is typical. The spheres are *Thinking*, *Feeling*, and *Doing*.

Thinking is the first sphere. It represents the cognitive, rational processes of the mind. Thinking provides the basis for deeper understanding. Thinkers prefer learning facts to learning through senses or activity. These learners tend to favor lectures to discussions. Teachers can recognize *Thinkers* because these students ask objective questions, since *Thinkers* seek facts.

Feeling describes the second sphere, which consists of the emotional and relational system. Those who prefer to learn through their feelings often value relationships and enjoy discussion and individual experiences. Teachers recognize which students are *Feelers* because those students ask personal questions about the material, particularly questions pertaining to experience or relevance of the subject to his or another's life.

Doing is the third sphere. In this area of life, behavior and actions demonstrate a person's beliefs. Once this type of person learns about a situation, he feels compelled to act. People who learn through doing prefer to have a real, concrete purpose and achievable task to complete. Teachers can identify *Doers* because students with this learning preference ask questions about application of the subject, such as how the main idea is used in daily life. Because each learning preference is likely represented equally in

every classroom, proficient teachers seek to provide varied opportunities for learning which suits each learning preference equally.¹¹

VARK Model

To describe another approach, O'Neal shared Neil Fleming's learning preferences, called the VARK Model. VARK stands for Visual, Aural (or Auditory), Reading/Writing, and Kinesthetic. Fleming also described multimodal learners.

Visual learners are those who favor learning through sight. They like to see information on a graph or other visual representation. Visual learners can easily form pictorial illustrations or physical models based on the content in a lesson. Visual learners may draw small pictures for themselves if a lecture does not include any visual stimulation. Teachers can recognize which students prefer to learn visually by considering how often the student is interested in the illustrations, maps, charts, and other models. Effective teachers of visual learners incorporate various visual aids, props, and items for object lessons. Because these students likely enjoy craft time, the skillful teacher makes an effort to include this portion of the lesson regularly. Whenever possible, the helpful teacher takes the time to describe anything from the Scripture used in the lesson, and visual learners may enjoy making a model or drawing a diagram of the item for the rest of the students.

Aural (or Auditory) learners benefit most from hearing information. People who prefer learning through sound often process information with spoken words as well. Since auditory learners enjoy gaining knowledge through hearing words, these students may prefer lectures. Some auditory learners prefer small groups to lectures, however,

¹¹Rick Yount, "The Goal of Christian Education: Christlikeness," in *The Teaching Ministry of the Church, Second edition*, ed. William R. Yount (Nashville, TN: B&H Publishing Group, 2008), 187-196.

because small groups allow the aural learners to talk about the information as well as hear it. Teachers may find that aural learners summarize the lesson or main point before moving to the next topic or activity. Indications that a student is an auditory learner are that he is eager to participate in discussions and uses phrases related to hearing. Effective teachers of students who prefer aural learning allow ample time for discussion during and after each lesson. Because hearing is such an important aspect for aural learners, successful teachers make an effort to include music or some other auditory activity in each lesson as well.

Reading/Writing learners prefer to see and write words, sentences, and essays about a topic. Reading/Writing learners enjoy using books for research, rather than a lecture or discussion. When Reading/Writing learners are in a lecture or discussion group, they likely take notes or write key words to refer to later. Reading/Writing students choose to learn using written words. These learners usually enjoy personally reading from the Bible, rather than for someone to read it to the class. A key aspect of students who are Reading/Writing learners is that they are apt to write down every piece of important information. Trained teachers of Reading/Writing learners provide homework assignments that allow the students to read, observe, and evaluate the Bible passage for the next session. When beginning a lesson, the helpful teacher allows Reading/Writing learners ample time to go through the passage a few times on their own. These students benefit greatly if the teacher uses a chalkboard or dry-erase board to note the main points and major ideas. Because Reading/Writing learners remember what they read, they enjoy short quizzes or tests at the end of the session to reinforce the main points or the portion of Scripture the lesson focused on. For games, these learners enjoy trivia-based games.

Kinesthetic learners are those who like to learn through the sense of touch. These learners typically enjoy activities and events in which they are able to move around and be hands-on. Kinesthetic learners appreciate it when the teacher incorporates experiments and other exciting experiences in the class. These learners like to apply their knowledge as soon as they learn it, such as through a service project. Kinesthetic learners enjoy being a mentor for someone or being mentored by someone. Because these learners enjoy using their hands, teachers may find that kinesthetic learners are able to focus better if the student holds or manipulates an object during a lecture or discussion. Teachers recognize kinesthetic learners because these students ask for a demonstration or model if they do not understand the topic. Teachers who have kinesthetic learners in the classroom can include relational experiences, activities that encourage the students to use their bodies, and objects that the student can keep in his hands during the lesson.

Multimodal learners are students who have one or more strong learning preferences in addition to the main learning preference. These people often assess the situation -- consciously or subconsciously- and use the learning preference among their strengths that is best for each situation. Others use more than one method at one time.¹²

Jung's Model

In an effort to describe human personalities and learning preferences, Carl Jung developed the following model. *Perception* and *judgment* are the two cognitive areas that form the basis of the entire model, and there are two options to describe each cognitive area. Jung described people based on the dominant characteristic of perception and judgment. Perception patterns are described as either *Sensing* or *Intuition*. Sensing refers to the five physical senses, and intuition refers to abstract observations and ideas about

¹²O'Neal, *Field Guide*, 55-71.

the subject. The teacher discerns whether a student mainly uses sensing-perception or intuition-perception because sensing-perception people like to follow procedures and see results, whereas intuition-perception people prefer freedom and exploration. Judgment is described by *Thinking* or *Feeling*. Thinking includes objectivity and logic, whereas feeling is based on subjectivity and personal assessment. Students who use thinking for judgment typically are orderly and non-emotional. People who judge by feeling are more spontaneous and personal. There are four potential combinations, *Sensing-Thinking*, *Sensing-Feeling*, *Intuition-Thinking*, and *Intuition-Feeling*.

People who Jung categorized as *Sensing-Thinking* are logical, factual, and enjoy applying what they know. They take pleasure in being actively involved in the learning process or lesson. Teachers can help sensing-thinking learners stay focused by showing the practicality of the lesson. *Sensing-Feeling* learners are relational and expressive. Consequently, these students enjoy discussion. Effective teachers can interest sensing-feeling learners by helping them understand how the lesson could affect their own or someone else's life. People who learn through *Intuition-Thinking* easily understand theories and are logical and organized. These students enjoy working individually to study a topic thoroughly. Teachers can challenge intuition-thinking learners by providing optional assignments for homework that would require this type of analysis. Students who tend to learn by *Intuition-Feeling* are creative and expressive. These students appreciate the opportunity to come to their own conclusions. Because intuition-feeling

learners value self-expression, effective teachers provide crafts and materials that allow these students to depict the theme or story using their own technique.¹³

Multiple Intelligences

In a different approach, the learning preference is described based on strength in different areas or subjects. Houser described eight pathways of intelligence. Each person is able to learn using each of these intelligences, or *smarts*, and most people have some stronger and some weaker *smarts*. Each *smart* describes a channel of learning. Teachers can recognize which *smart* or *smarts* each student prefers through observation, such as which items the student uses for learning and socializing. Because of the wide variety of intelligences, skillful teachers strive to teach using several *smarts* in each lesson to increase the chance of reaching each student in the class.

The first four *smarts* refer to the student's preferred lesson material. *Word Smart* refers to people who have strong skills with reading, writing, speaking, and word patterns. Effective teachers use books and writing tools to help *word smart* children learn. *Math Smart* describes a person who is skillful with numbers and patterns. Students who are predominantly *math smart* should have access to science-related materials and organization/strategy games. People who relate sounds or rhythm to everything are likely high in *Music Smart*. Successful teachers use educational music throughout the lesson to help students with *music smart* better remember the theme. *Picture Smart* describes individuals who learn most effectively when graphics are available to them. Any visual representation helps *picture smart* students remember the lesson and concepts better.

¹³Harvey F. Silver, Richard W. Strong, and Matthew J. Perini, *So Each May Learn: Integrating Learning Styles and Multiple Intelligences* (Alexandria, VA: Association for Supervision and Curriculum Development, 2000), 21-36.

The second set of four *smarts* involves how the learner interacts with the subject matter. *Body Smart* refers to people who learn through movements. These people enjoy games that involve moving around or using their bodies in some way. Teachers may incorporate active games, motions during songs, crafts, and acting or drama to help these students learn. *People Smart* describes those who are socially gifted. These students desire relationships with their teachers and classmates. Students who are highly *people smart* enjoy participating in community events and spending time with others. Teachers should allow time for the students to get to know one another at some point in the class and share opportunities for the students to attend local events. *Self Smart* suggests that the student enjoys time alone and prefers to complete projects or assignments in their own timing. Teachers ought to allow for quiet time during each lesson for students who are *self smart* to process the information from the lesson. *Nature Smart* indicates that the student learns most effectively when nature is involved in some manner. People who are *nature smart* may feel more connected to God when they experience His creation. Skillful teachers integrate nature in the lesson to help *nature smart* students connect to the topic.¹⁴

General Learning and Teaching Succession

Just as not every student learns in the same way, neither do all leaders teach in the same way. Several components are included in an effective Sunday school lesson. Below is a general guideline for the timing of a lesson; this outline for teaching is based on learning order, which is also discussed.

¹⁴Tina Houser, *Building Children's Ministry: A Practical Guide* (Nashville, TN: Thomas Nelson, 2008), 65-70.

Learning Order

Learning is a process. Following are four steps for effective learning. Students *Approach* the topic, *Explore* it further, *Discover* more about it, and finally *Assume Responsibility*. *Approach* is an introductory activity related to the lesson. This activity engages the student's mind, helps focus the class on the teacher, and prepares each student to think about the lesson to come. The *Approach* can be a fun or challenging task as a way of introducing the topic. During *Explore*, students engage in Bible study or interact with a model of an item from the story. When children have this time of investigation available, they are more captivated by and enthusiastic about the lesson. When teachers allow students to *Discover*, the students go through an experience similar to the events in the Bible passage, which helps students remember the ideas and impact of the lesson. *Assume Responsibility* refers to making the Bible passage applicable to the student's life. The class suggests ideas for practical application of the Scripture. When students use Scripture in their daily lives, they will experience spiritual growth.¹⁵

Teaching Order

Teachers may follow a suggested timeframe for classroom activities, which constitute sixty to seventy-five minutes total. Because of developmental characteristics, people are addressed in three age-based categories: Birth to six years, First through Sixth Grade students, and Youth/Adult. Due to the nature of this paper, the Youth/Adult class will not be discussed.

For children six years old and younger, teachers aim to have thirty to forty-five minutes of *Bible learning activities*. These activities are similar to the *Approach* time in

¹⁵Robert Joseph Choun, "Choosing and Using Creative Methods," in *The Christian Educator's Handbook on Teaching: A Comprehensive Resource on the Distinctiveness of True Christian Teaching*, ed. Kenneth O. Gangel and Howard G. Hendricks (Grand Rapids, MI: Baker Books, 1988), 169-170.

the section on learning order; they allow the student to interact with items from the lesson and aid the teacher in focusing the class on one subject. Ideally, the teacher provides several interesting options for this portion of the class that all reflect the theme of the lesson. The teacher maintains contact with the children during this time, rather than allow the children free time with Bible-related toys. The teacher plans *Worship time* for ten to fifteen minutes. The leaders may combine several smaller classes to use space efficiently. Worship activities may include music, songs with corresponding motions, Scripture memorization, and an offering. The songs and Bible verses used relate to the theme of the lesson. *Bible story and activity time* follows, and should be ten to fifteen minutes long. Students should be in small groups to encourage relationships between the students and teacher(s). The teacher can creatively share a section from the Bible and provide activities and discussion about the lesson. Children can color, complete a short assignment, or answer questions about the Bible story. The teacher can allow children to work on these activities until their parents come, as well as encourage the students to help the teacher clean up the classroom.

For children in First through Sixth Grade, the teacher should begin the class time with *Bible study*, which has three components. Readiness activities take about ten minutes, and may include activities to engage the students and guide them to think about the lesson topic. For the next ten minutes, the teacher shares the Bible story. Children in this age group enjoy watching a video of a piece from the Bible. The next ten-minute segment, life application, encourages students to see how the Bible story is applicable to their lives. The teacher focuses on helping the students learn God's Word and the ways He desires people to use it. The teacher may ask questions or begin a discussion to help

the students understand how they can relate the Bible to their life each day. Next, the teacher guides the class into *Bible learning activities* for twenty to thirty minutes. The class participates in activities such as crafts, drama, and games to review the Bible story. The last segment, *Bible sharing*, is a ten to fifteen minute time dedicated to focusing on the theme of the lesson through various activities similar to the *Worship time* for younger students -- music, Bible memorization, and an offering. For both age groups, the skillful teacher has relevant Bible games and music available from the end of the lesson until parents arrive to pick up the students.¹⁶

Teaching Methods

Because of personality variances and different experiences, teachers are apt to teach in their own way. Some teachers may prefer one method of teaching, and others may use multiple methods in separate lessons.

As Christian teachers we need to use those instructional methods that will most effectively help our learners incorporate the truths of God's self-revelation into their minds and hearts. All methods are not equivalently effective for all teachers: part of the artistry of teaching lies in discovering those strategies most appropriate for *you* as a teacher, *your* student, and *your* lesson.¹⁷

While there are multiple methods for teaching, the goal in teaching children in Sunday school is to help children grow in knowledge of the Bible and of God, Jesus, and the Holy Spirit. In Luke 2:52, Scripture speaks of Jesus growing in wisdom as He got older. Following this example, Sunday school teachers aim to help the students increase in wisdom through the lessons they share with the children. Galindo suggested, "Children need to know what the Bible says, understand what it means, and apply it to their daily

¹⁶Ibid., 170-173.

¹⁷Galindo, *The Craft*, 19.

lives."¹⁸ Therefore, the ultimate objective is to use the Bible and Scripture-based lessons to lead each person to a relationship with Christ and to disciple them from that point on. Therefore, "every Sunday School teacher should be concerned about the spiritual condition of each class member."¹⁹

The teacher should view every student as an important contributor to the class. Each student has a unique background and life experience, and the presence of multiple learning preferences provides students with different perspectives. In fact, in the ideal classroom, "teaching/discipleship views learners as valuable members of the same body," when the term *body* refers to the body of Christ.²⁰ When the teacher values each student individually, he strives to reach each person according to his or her learning preference. There are many methods for teaching; several methods are described below.

Contemporary Methods of Teaching Children

Teachers have a variety of methods available to implement in the children's ministry classroom. Because "in Christian education we are concerned with both acquisition of Bible knowledge (biblical truths) and change in behavior (application of those truths),"²¹ effective teaching is an essential aspect of learning and growth within the children's ministry class. Following is a description of several teaching techniques and information about which learning preference is most compatible with the method, as well as concerns related to the teaching method, when available.

¹⁸Robert J. Choun and Michael S. Lawson, *The Christian Educator's Handbook on Children's Ministry: Reaching and Teaching the Next Generation* (Grand Rapids, MI: Baker Books, 1998), 72.

¹⁹Elmer L. Towns, *What Every Sunday School Teacher Should Know* (Ventura, CA: Regal Books, 2001), 38.

²⁰Howard Mayes and James Long, *Leader's Guide for "Can I Help It If They Don't Learn?"* (Wheaton, IL: Victor Books, 1977), 35.

²¹Freese, "How Children Think," 68.

In general, early elementary students complete assignments best when they work together. Teachers may find that portions of the room dedicated to certain activities; such as story, drama, crafts, movie, and music; help students stay focused. Older elementary students may also benefit from these stations, and are capable of staying at a single station for a longer amount of time than younger children can stay. Older elementary children have the ability to work on a large project for several class sessions.²²

Lecture-based teaching methods

For a standard *Lecture*, Towns suggested that it contain an introduction, discussion, and conclusion. Often, the discussion is based on an outline, which can include questions, statements, a logical argument, or the events in the passage. For children, concrete examples can be especially useful. One benefit of *Lecture* is that teachers may use this method in a large class, unlike some other methods.²³ Based on this information, it seems that the *Lecture* would be best suited for children in the *Preoperations stage*; because these children are between the ages of two and seven, the leader should consider the class size. Additionally, the *Lecture* appears to fit the learning preferences of *Thinkers*, from the psychological spheres learning methods, and some auditory learners.

Hook, Book, Look, Took is a process designed to be effective with any age group. *Hook* refers to *Hooking the Students*, or capturing the students' attention. The *Hook* must be creative and interesting and can be anything related to the topic of the lesson. The teacher may ask a question, introduce a craft, or prompt the students to perform a skit.

²²Delia Halverson, *32 Ways to Become a Great Sunday School Teacher: Self-Directed Studies For Church Teachers* (Nashville, TN: Abingdon Press, 1997), 124.

²³Towns, *What Every Sunday School*, 83-89.

The next step, *The Bible is the Book*, is the teacher's time to share and explain the Scripture passage. Teachers are encouraged to use handouts or ask questions to ensure that the students are engaged and interested. Then, *A Contemporary Look* helps the students understand the relevance of the Scripture to their lives. *Look* makes the topic more significant to the learner and aids students' application. The step *Taking the Took* causes the learners to decide how to apply the lesson to their lives. This portion allows the teacher to give guidance for obeying the ideas presented in the lesson.²⁴ It seems as though the *Hook* portion is attractive to a variety of students because the teacher must be creative and exciting to get the students' attention. Since the *Book* segment contains facts, this piece is attractive to *Thinkers* and *Sensing-Thinking* learners. Because *Look* shows how the lesson is relevant to the students' lives, *Look* helps *Feelers*, kinesthetic learners, and *Sensing-Feeling* learners engage in the lesson. *Took* helps learners apply the knowledge from the lesson to their lives, and may be best suited for students who are *Doers*, kinesthetic learners, and *Sensing-Thinking* learners.

A teacher can use *Personal Illustration* in a lecture setting. The teacher shares an experience from his own life and provides a lesson or parallel to the Bible. Students may relate to this method more than a general lecture.²⁵ *Personal Illustration* contains aspects that seem to combine well with children in the *Preoperations stage*, *Feelers*, *Intuition-Thinking* learners, and students high in *people smarts* because of the personal aspect of this teaching method.

²⁴La Verne Tolbert, *Teaching Like Jesus: A Practical Guide to Christian Education in Your Church* (Grand Rapids, MI: Zondervan Publishing House, 2000), 106-110.

²⁵Wesley R. Willis, *Developing the Teacher in You* (Wheaton, IL: Victor Books, 1990), 126.

Linking is a method similar to *Personal Illustration* in that the teacher shares his own life experience. Galindo provided four steps for this process. *Linking* begins with *Entry*: asking questions or engaging students in an activity related to the topic. *Exploration* consists of a discussion to consider and analyze the subject. This step may include fun or informative video clips as well. During *Diving In*, students interact with the lesson; the teacher may ask students to make a model or representation of an item from the story, or the teacher can lead a more comprehensive discussion on the topic. During *Application*, the instructor helps the students understand the proper biblical response to the lesson. The content of a lesson using the *Linking* method prompts the students to respond.²⁶ Based on this information, it appears that because *Feelers, Doers, visual learners, aural learners, kinesthetic learners, Sensing-Thinking learners, Sensing-Feeling learners, Intuition-Feeling learners, and students who are picture smart, body smart, and self smart* would be interested in the many aspects of *Linking*.

There are several approaches to storytelling. Some authors provide step-by-step guides or instructions for storytelling. Generally, storytelling is best suited for the lecture format. Storytelling is one of the most valuable methods for faith development.²⁷ Dr. Elmer Towns said, "Storytelling is effective with everyone, from children to adults, from new Christians to the most mature saint; but perhaps its greatest value may be in teaching children."²⁸ Children love to hear stories, and in some cases, it can be the most useful

²⁶Galindo, *The Craft*, 117-118.

²⁷Ibid., 142.

²⁸Towns, *What Every Sunday School*, 91-92.

way of teaching young children. Another appealing aspect is that storytelling is flexible.²⁹ While props or special tools may enhance storytelling, they are not essential.

Galindo suggested four steps for successful storytelling; these steps are to *Choose the Right Story*, *Prepare and Practice Your Story*, *Focus Your Story*, and *Involve Your Learners in Discovery*. For *Choosing the Right Story*, the author described five story types: plot story, problem story, quest story, journey story, and character story. The plot story leads to a climax, such as the biblical story of Joseph. The problem story refers to a predicament the characters face. The quest story describes an expedition in which the characters are searching for an item, location, or person. The journey story is similar to a quest story, but the characters in a journey story may be unaware of the specific object or destination they are seeking. The character story focuses on one character for a portion or all of his life, including any changes that the character confronts.

The next step for the teacher is to *Prepare and Practice Your Story*. After deciding the intention of the story, the teacher organizes the story into an outline and then practices the story according to the outline. The teacher can achieve a natural tone by spending ample time practicing the story. Next, teachers should learn to *Focus Your Story*. Galindo suggested maintaining only one plot throughout story time and spending a maximum of one minute of storytelling for each year of the students' age. For example, teachers of five year olds should tell stories in five minutes or less. *Involve Your Learners in Discovery* is the last step and requires that the teacher provide a comfortable learning environment, maintain one's own storytelling style, make eye contact to help students perceive their connection to the story, innovatively handle student disruption,

²⁹Ibid., 92.

perceptively use one's voice and choice of tone, show the characters' personalities through dialogue, and make use of props.³⁰

As Towns stated, storytelling is effective with children of all ages; thus, it follows that storytelling is appropriate for children in the *Preoperations stage* and *Concrete operations stage*. It seems as though *Feelers* would enjoy relating to characters in the story, and if there are any illustrations, visual learners and those with *picture smarts* can enjoy the story, and aural learners learn from hearing the story. If the teacher uses a book, students with a preference for reading/writing enjoy the lesson as well. *Sensing-Feeling* learners and those with high *people smarts* enjoy the relational aspect of the story.

One Thing can be effective, especially with young children. During this process, the teacher reiterates one main point. The teacher first chooses the theme of the lesson, and then writes out the idea or topic in a single sentence. The lesson should continually refer to the main point. Focusing on one main point each week provides the students with 52 ideas to implement in their lives over the course of one year.³¹ Based on this information, *One Thing* would be enjoyable for children in the *Preoperations stage* and those in the *concrete operations stage* alike. It seems as though emphasizing just one idea will prevent the younger ones from being overwhelmed with information, and help the older students memorize the theme. Because aural learners notice repetition and students with high *word smarts* notice word patterns, this suggests that both of these learning preferences allow the learner to enjoy *One Thing*.

³⁰Galindo, *The Craft*, 142-145.

³¹Towns, *What Every Sunday School*, 58-62.

Small group based teaching methods

Small groups of children provide a different setting with subsequently different options for teaching. Small groups are conducive to discussion. According to Towns, "Your students have not learned the lessons you present until they hear, understand and express them in their own language."³² Small group discussion gives the children an opportunity to examine the lesson in that particular manner. Galindo shared five benefits of small groups: it is a personal and encouraging environment, there is greater efficiency in sharing information and ideas, members can react to and reflect on the topic, there is a larger collection of experiences with each additional group member, and the small group can provide guidance to its members.³³ Another benefit of small groups within children's ministry is that "helping kids to build friendships with other kids in your faith community is an important piece of their spiritual formation."³⁴

Guided Discovery Learning is a three-step process in which the teacher directs the students through various learning activities in which the students work together to gain and share information. The three steps of this method are *Focus*, *Discover*, and *Respond*. During the first portion of the session, called *Focus*, the teacher brings the students' attention to the subject and away from any other interests. The teacher may choose to tell a story as an introduction or provide a visual to capture the students' attention. *Discover* involves Bible study; the teacher helps the children understand the facts of the Bible and the personalization of the topic from the Bible. The time dedicated to *Discover* is unique

³²Ibid., 78.

³³Galindo, *The Craft*, 138-139.

³⁴Ivy Beckwith, *Formational Children's Ministry: Shaping Children Using Story, Ritual, and Relationship* (Grand Rapids, MI: Baker Books, 2010), 144-145.

in that the teacher allows the students to uncover the contents of the Bible. Teachers of young students can ask the children to retell a Bible story or take part in acting it out. This process demonstrates that the students are actively learning. During the time to *Respond*, the teacher may provide activities to guide the students toward application of biblical principles in their lives. Willis shared that Jesus used this teaching method on many occasions, eliciting questions from His disciples and allowing them to pursue answers on their own.³⁵ Based on the description of *Guided Discovery Learning*, it is likely to appeal to a wide range of learners. There is potential for *Thinkers*, *Feelers*, and *Doers* to each find an aspect of the lesson that relates to their learning preference. Depending on the presentation, this type of lesson can also combine well with the learning preferences of visual learners, aural learners, reading/writing learners, kinesthetic learners, *Sensing-Thinking* learners, *Sensing-Feeling* learners, *Intuition-Feeling* learners, and those with *word smart*, *picture smart*, *body smart*, *people smart*, and *self smart*.

In a similar method, Galindo used the term *Discovery Learning* and suggested that students "are required to organize [the subject matter] and discover it for themselves."³⁶ The teacher guides students to understand the relationships or connections between topics or other information.³⁷ Based on its description, the practices of *Discovery Learning* match the learning preferences of *Intuition-Feeling* learners, since it allows the student to come to his own conclusions. Students with strong *self smart* would appreciate the opportunity to work in their own time. Because this method is a hands-on approach to

³⁵Willis, *Developing the Teacher*, 12-16.

³⁶Galindo, *The Craft*, 43.

³⁷*Ibid.*, 43-44.

learning, *Thinkers*, *Doers*, reading/writing learners, kinesthetic learners, *Sensing-Thinking* learners, and those students who have strong *word smart* may enjoy this teaching method more than *Guided Discovery Learning*. Bruner, cited by Galindo, proposed that students gain knowledge, memory, critical thinking skills, and enthusiasm from this teaching method because *Discovery Learning* is an interactive form of teaching.³⁸

Another process, called *Interactive Discussion*, is similar to *Guided Discovery Learning* and *Discovery Learning* and requires the cooperation of the students to determine the solution for a question or issue raised by the teacher. Here, the teacher demonstrates a problem and provides adequate material for the students to ascertain a suitable response.³⁹ Because *Feelers*, aural learners, and *Sensing-Feeling* learners enjoy discussion, these students will likely be particularly involved when the teacher uses *Interactive Discussion* in the classroom. Teachers may face one of two difficult situations when attempting a discussion: none of the students is willing to talk, or, every student wants to share. Discussions can be challenging.⁴⁰

Question and Answer is effective in a small group because it requires direct communication between the teacher and students, which may be difficult with a large class. In this method, the teacher asks questions of the students to engage their mind and help engage the students with the topic. Alternatively, the teacher may request that the students ask questions regarding the topic to aid in their understanding as well. Allowing the students to ask questions can confirm that students have a fuller understanding of the

³⁸Galindo, *The Craft*, 44.

³⁹Willis, *Developing the Teacher*, 125-126.

⁴⁰Towns, *What Every Sunday School*, 80.

topic than a lecture-based lesson.⁴¹ Considering this information, it appears that students who are *Thinkers*, *Sensing-Thinking* learners, *Intuition-Thinking* learners, and students with strong *math smarts* (because of their strength in logic), are probably the students that most enjoy a lesson that encourages questions and answers.

Shared Life Experience is similar to *Linking* and *Personal Illustration*, which are discussed in a previous section. This method, however, requires the students' input and is best used in small groups. Discussion about happenings in each person's life is the basis of *Shared Life Experience*. Ideally, most or all of the students have experienced the occurrence the teacher chooses to discuss. Galindo suggested four steps for the teacher to use this method effectively. *Exploring shared experiences* refers to introducing to the topic and comparing each person's experience. *Theological reflection* relates the experience to faith. The group may discuss the ways that God used the event or helped strengthen the student through the experience. *Storymaking* connects the life event to the Bible. *Application* is a time for the students to decide conclusively what the Bible says about the life event.⁴² Based on the idea that students can compare the stated experiences with their own, children who are in the *Concrete operations stage* can enjoy *Shared Life Experience*; because of their learning preferences, *Thinkers*, *Feelers*, *Doers*, aural learners, kinesthetic learners, *Sensing-Thinking* learners, and *Sensing-Feeling* learners can relate well to the lesson and remain engaged throughout.

Galindo explained *Problem Solving* as a five-step process. The first step is *Presentation of the problem*, led by the teacher. Students may suggest an issue, or the teacher may decide on the topic before beginning class. During *Analysis*, students work

⁴¹Willis, *Developing the Teacher*, 126.

⁴²Galindo, *The Craft*, 118.

together in one or more small groups to understand as much about the problem as possible. Students may list attributes about the nature, cause, potential effects, and any other aspect of the problem. Next, students participate in *Information gathering and research*. The teacher provides sufficient resources to explore more about the topic, a Bible, possibly a list of suggested Bible references, and any other items the teacher chooses. After learning more about the topic, students share what they have discovered in the given resources. Next, the students form *Conclusions*, which are potential solutions or suggestions. The teacher could also use this step to review the problem and what information the students gathered. Lastly, *Application* leads the students to consider how to apply this new knowledge in a similar situation.⁴³ Because of their learning preferences, *Thinkers*, *Doers*, reading/writing learners, *Sensing-Thinking* learners, *Sensing-Feeling* learners, *Intuition-Thinking* learners, and students with strong *word smarts* would each enjoy aspects of the problem solving process.

Memorizing Understanding Doing, abbreviated as *MUD*, has five steps. The teacher gives a five to seven minute *lecture* to guide the learning experience. Next, students look through provided resources for material about the topic and choose a portion to memorize in the *small group process stage*. Each child in the small group memorizes the same thing, but each small group memorizes different material than the other groups. The next step is the *small group planning stage*. The teacher gives each group a worksheet with questions to help the students plan how to explore more about the concept. The *exploration and pondering stage* is next, and it allows students to discover, refine, define, and better understand the concept. The last step is *discussion, summary, and handouts*. The teacher addresses the class as a whole, rather than in small groups.

⁴³Ibid., 119-120.

Each small group tells what they are memorizing and why they chose that piece. The teacher then guides discussion of the entire topic and provides a handout for review.⁴⁴ Because Children in the *Concrete operations stage* able to memorize,⁴⁵ these students would have success with *MUD*. Based on the process described above, *Thinkers*, *Doers*, reading/writing learners, *Sensing-Thinking* learners, and *Intuition-Thinking* learners would enjoy *MUD* for the research and application. It also seems as though aural learners and *Sensing-Feeling* learners would appreciate the discussion in this teaching method.

Another method for small groups is *Lecture*, *Experience Groups*, *Outcome*, or simply *LEGO*. In *LEGO*, the teacher aims to help the students see the application of the topic to their lives. The teacher begins with a lecture for about ten minutes to establish the topic of the lesson. Then, students form groups of two and the teacher asks a broad question. Each pair of students lists their answer on the board. The teacher then puts the students in groups of three and asks a more focused question on the same topic. While in groups of three, the students discuss their answers to the questions, and then the teacher provides other sources of information to guide the students. Lastly, each group shares their answer or solution with the class. During *LEGO*, the teacher provides everything the students need to learn, and provides the topic, but does little traditional instruction.⁴⁶ Aspects of the process of *LEGO* imply that *Thinkers*, visual learners, aural learners, reading/writing learners, *Sensing-Thinking* learners, and *Sensing-Feeling* learners would enjoy this teaching method.

⁴⁴Ibid., 157-158.

⁴⁵Freese, "How Children Think," 72.

⁴⁶Ibid., 158-160.

Learning Centers can provide a unique experience for students. The teacher prepares one or more stations throughout the classroom. Depending on the number of students and the nature of the stations, the teacher may divide the group into several smaller groups, or keep the entire class together to move from one station to the next. At the beginning and/or end of the class, the teacher should ensure that everyone is spending time together as a class as well. This time would provide a great opportunity for the students to share what they learned and enjoyed at the stations, or the teacher can share the Bible lesson using the learning centers as supplemental stations. To set up learning centers, the teacher must plan the types of stations to use. While reviewing the curriculum, the teacher chooses activities that can be adapted into learning centers. Suggested centers are audiovisual, reading, art, music, puzzle/game, creative writing, and reflection stations. The teacher collects the necessary materials and provides written instructions at each station. The teacher may also choose to provide a token for the student to collect after completing the station to show which stations the student finished. The activities at the learning center reflect and complement the theme of the entire lesson. These learning stations allow the teacher to use several different variations in teaching the theme to the students. In addition, students may benefit from this method in particular because they may naturally gravitate toward the station that caters to their learning preference.⁴⁷ It seems as though this teaching method would be compatible with all of the learning preferences described above; the teacher could provide elements at different learning centers to appeal to every learning preference.

⁴⁷Halverson, *32 Ways*, 102-105.

Teach through activities

Any type of *Active Involvement* is a way of "work[ing] with a young child's nature, instead of against it."⁴⁸ *Active Involvement* helps children be involved and moving around. When choosing an activity, the teacher considers the lesson goals, the age and maturity of the students, the number of students, and the availability of resources and space.⁴⁹ From the information in their respective descriptions, many students, particularly *Doers*, kinesthetic learners, *Sensing-Thinking* learners, and those with strong *body smarts* enjoy the chance to be physically involved during the lesson.

Informal Activities include field trips, social gatherings, picnics, and other activities can be the setting for teaching as well. These activities could be done during the Sunday school hour with proper organization, but time restrictions may mean that these activities would be better suited for a different occasion. Each provides a different context, which the teacher could use as part of the lesson. Relationships between teacher and students may benefit from these activities as well.⁵⁰

Galindo provided four steps for a successful *Field Trip Experience*. Before the field trip begins, the teacher provides a *Briefing*. This process allows the teacher to explain the reason for the field trip and give information on what to expect during the outing. Arriving at the destination marks the beginning of the *Field Trip Experience*. The location supports the purpose of the trip and provides information and an experience related to the topic. Afterwards, the experience concludes with a *Debriefing*. The teacher encourages the students to discuss what they saw and learned on the trip. Lastly, the

⁴⁸Towns, *What Every Sunday School*, 102.

⁴⁹Ibid., 101-107.

⁵⁰Willis, *Developing the Teacher*, 126.

teacher leads the group in *Theological reflection*. During this step, students seek to understand the connection between the field trip and their lives as Christians.⁵¹ It is likely that *Doers* and kinesthetic learners would be thankful for time outside the classroom; these activities provide the occasion for being outdoors, which appeals to students with a strong *nature smart*. Because there is some discussion and reflection, *Thinkers*, *Feelers*, and *Sensing-Feeling* learners enjoy and profit from the event. Certainly, the activity provides visual stimulation that is different from the classroom; it follows that visual learners would benefit from this aspect.

The teacher and students can assume a *Project/Ministry* as a group project within or outside of the church. These projects may be ongoing, such as being responsible for the upkeep of a disabled person's yard, or a one-time event, such as baking cookies and giving them to the rescue squad. The nature of such projects is frequently hands-on type of work. *Project/Ministry* requires a high level of commitment and involvement for the students and teacher.⁵² Due to their learning preferences, *Doers*, kinesthetic learners, and those with strong *body smarts* and *people smarts* enjoy participating in *Projects/Ministry*.

In a *Skit*, students read or recite a script pertaining to the lesson. The *Skit* may teach the main idea of the lesson or provide an example from the lesson.⁵³ Similar to the *Skit*, the teacher can ask students to *Role Play*. Students assume the assigned character and personality, and act out their idea of how a particular situation may proceed. The class can offer alternative ideas for how the students should act. *Role Play* captures the interest of all the students, and may be most effective at the beginning of the class session

⁵¹Galindo, *The Craft*, 121.

⁵²Willis, *Developing the Teacher*, 127.

⁵³Mayes and Long, *Leader's Guide*, 3.

as an introduction to the topic. Teachers may ask students to *Role Play* to show how students can integrate the biblical principle in everyday life.⁵⁴ The *Skit* and *Role Play* potentially provide benefits in many ways: the activity is helpful for *Doers*, kinesthetic learners, and students with *body smarts*; observation allows visual learners to see the lesson clearly; and listening to the dialogue from the *Skit* or *Role Play* provides aural learners with material to reflect on.

Tactile Teaching allows the students to have a hands-on experience with the lesson. Options include making a model of an item, writing about it, or bringing in items that stimulate senses similar to those in the lesson or passage.⁵⁵ Because of the characteristics of their learning preferences, *Doers*, kinesthetic learners, and students with strong *body smart* enjoy creating and working with items that are representative of the lesson.

Lesson Helps

Visual Aids are items that are able to be seen and which help a teacher present a lesson. Children benefit from visual aids because visual aids make the lesson clearer, demonstrate hard-to-understand portions of the lesson, help children retain information for a longer period, keep the children focused, and help the lesson to be appealing and pleasant. Visual aids should not replace the lesson, but help to achieve the goals of the lesson. These lesson helps may be costly over time, and the church may not be able to house large items. Flannel boards and poster boards are reusable and versatile. Towns offered the following plan for teachers who choose to use visual aids: *know the field [of*

⁵⁴Ibid.

⁵⁵Roberta Hestenes, "Not Everyone Learns Alike," in *Mastering Teaching*, ed. Earl Palmer, Roberta Hestenes, and Howard Hendricks (Portland, OR: Multnomah Press, 1991), 57-58.

current visual aids], *know the visual-aid products*, *choose aids appropriate to your teaching situation*, and *test and practice using the visual aids*. When the teacher knows the product well, it allows him to be confident and natural when using the visual aid. The teacher can use durable teaching aids for more than one lesson and other teachers may be able to implement them as well. The aid should be appropriate for the age of the students. When preparing for the lesson, the teacher practices using the item to ensure smooth usage of and transition to the visual aid during the lesson. Ultimately, visual aids help the students understand the lesson.⁵⁶ Because students in the *Preoperations stage* learn based on what they see, visual aids can enhance the learning process for these young children. Unmistakably, visual learners appreciate it when the teacher uses visual aids. Students with strong *picture smart* may also benefit from this lesson help, because it provides a mental representation for the student to associate with the lesson.

To *Use Creativity*, Smith provided eight ideas for the teacher. The first idea is *brainstorming*. This step can be done with collaboration from other teachers before class or with the students during class. Here, each person offers every idea he or she can think of that is relevant to the topic. The second idea is *metaphors*. Metaphors can be visual or spoken, and provide a more relatable model that the students can understand. The third tactic is to *ask, "What if?"* During the class, the teacher can promote creative thinking within the students by exposing the students to different imaginary circumstances. Considering other potential situations can lead people to creativity and thinking of new ideas. Using *another area of study* can incorporate a larger variety of interests. Combining multiple types of activity, such as reading and acting, or hearing and drawing,

⁵⁶Towns, *What Every Sunday School*, 96-100.

causes students to think in ways that are potentially different from if the teacher used only one activity.

The fifth suggestion to *Use Creativity* is to *do it differently*. The teacher can think of portions of the lesson that are done in the same manner each week, and then change that part of the lesson. A new approach can revitalize the teacher and students alike. The sixth suggestion is using *failure* as an opportunity to try something new. If the teacher introduces a new idea or activity and it ultimately does not achieve the desired effect, the teacher can consider that failure to be a learning experience, which indicates that the teacher should seek other tactics with creativity. The seventh suggestion for using creativity in the classroom is to use *what others have done* as inspiration for the current classroom. The teacher can collect ideas from experiences he had as a student, magazine articles, sermons and sermon illustrations, leader conferences, and other sources; the teacher then incorporates relevant pieces in a creative manner. The last suggestion Smith provided is *humor*. Humor is a broad term, and application can take many different forms. Humor can lead to creativity, and creative ideas are often humorous. Each of the eight techniques described above can help the children's Sunday school teacher incorporate creativity into the lesson.⁵⁷

Resources for Teacher Training

Lesson Preparation

Willis provided seven steps for successful lesson planning when using published curriculum. First, the teacher *prays for the students*. A journal to keep track of prayer requests can be helpful in this practice. Second, the teacher *reads the assigned Scripture*.

⁵⁷Judy Gattis Smith, *77 Ways to Energize Your Sunday School Class* (Nashville: Abingdon Press, 1992), 14-19.

Ideally, the teacher reads the Bible passage several times before sharing it in the classroom. Third, the leader should *get a lesson overview*. The teacher looks at the curriculum's lesson title, memory verse and Bible section, and the lesson aims. The fourth step is to *read through the teaching guide*. The teacher reads the entire lesson at this point. Fifth, the teacher *studies the body of the lesson*, which means taking time to understand the part of the lesson that comes from the Bible. The sixth step is to *study the application section*. This step involves knowing how to apply Biblical truth to everyday life. The last step is to *study the introduction section*. Willis placed this step at the end of the process because at this point, the teacher knows the purpose and content of the lesson, which allows for more accurate introduction.⁵⁸

Teacher Training and Policies

Willis described several ways to train Sunday school teachers and improve the workers' ministry experience. Ministry directors should *provide leadership training*. To prepare volunteers for their work, the church may provide opportunities for worker training classes, workshops, conferences, videos, and printed resources. The church should have a *church-wide training/recruitment program*. In this situation, people who want to volunteer complete a training program before working in the classroom. The ministry should have a *policy of limited involvement* to prevent volunteers from tiring of the work. This policy is intended to make the volunteers happier and the ministries more effective. Ministry directors can *plan regular inspirational/motivational meetings*. During

⁵⁸Willis, *Developing the Teacher*, 26-31.

these meetings, the director encourages the volunteers and gives awards to those volunteers who have accomplished a worthy task.⁵⁹

Tips for Teaching Children

Hedin provided six suggestions for teaching children effectively. First, the teacher chooses stories from the Bible that focus on a single idea. The other activities complement the one topic. Second, the teacher ought to allow students to organize information and memorize material. Third, ask stimulating questions of the students. Fourth, the teacher incorporates prayer in the lesson. Fifth, the person who chooses leaders selects teachers who model the Christian faith. Sixth, the teacher can use tactics that track the student's progress individually, not corporately.⁶⁰

Equipping Sunday School Teachers

Effective teachers aim to lead the students to learn. Some teachers think that teaching only involves sharing knowledge from prescribed curriculum; what truly matters is "what the student does as a result of what the teacher does."⁶¹ Learning is accomplished when the student is capable of applying the knowledge that the teacher shares. For this reason, the teacher should concentrate on encouraging and allowing the students to learn.

Hendricks shared that teachers must know how the students learn, before the teacher is actually able to teach effectively. For this reason, Hendricks formed a program for instructing potential Sunday school teachers how to lead a lesson. In this program, he

⁵⁹Ibid., 86-88.

⁶⁰Norma Hedin, "Teaching Children," in *The Teaching Ministry of the Church*, ed. Daryl Eldridge (Nashville, TN: Broadman and Holman, 1995), 233.

⁶¹Howard Hendricks, "Training People to Teach," in *Mastering Teaching*, ed. Earl Palmer, Roberta Hestenes, and Howard Hendricks (Portland, OR: Multnomah Press, 1991), 130.

shared doctrine from throughout the Bible and helped the teachers examine the Bible on their own. He also conveyed the idea that it is acceptable to share one's own thoughts or experiences when teaching; the Bible is not the only source of information in Sunday school.

There are other resources available for teacher training. *Conferences and seminars* can help teachers gain ambition and supplement any training the teacher has already completed. Speakers at these symposiums share skills and ideas for effective teaching. Oftentimes the *curriculum* itself contains tips and suggestions for the teacher to implement in the classroom.⁶²

Training Teachers to Reach Each Student

O'Neal provided two steps for the teacher to take when planning the lesson. These steps are intended to keep the attention of each learner by considering each learning preference. The first step is to *check for gaps*. This process requires the teacher to look at the lesson and note which students (based on learning preferences) the lesson attracts and satisfies with the planned activities. The teacher records how frequently each learning preference is targeted and documents if there are no activities that appeal to one or more learning preferences; when the lesson is incompatible with one or more learning preferences, the lesson has *gaps*.

The second step is to *find a balance*. After seeing the pattern of which learning preferences are pursued and which are lacking relevance in the lesson, the teacher makes other activities available to reduce the gaps previously discovered; the teacher may need to be creative during this step. O'Neal mentioned there are activities that interest students of several learning preferences at one time. Teaching methods that appeal to multiple

⁶²Ibid., 129-138.

learning preferences at one time provide balance among learning preferences and maintain effectiveness at the same time. Another option is to add elements of the more-neglected learning preference into the planned activities, rather than inserting another activity. Because the teacher must consider the amount of time allotted to the lesson, the teacher may need to add or remove some parts of the lesson. If this is the case, some of the activities aimed at the most targeted learning preference are removed to maintain balance without compromising content. Balance among learning preferences is possible when the teacher takes the time to follow these two steps.⁶³

Conclusion

There are different views on learning preferences, and many labels for the ways people learn. People can have characteristics of several learning preferences at one time; learning preferences are not mutually exclusive. Developmental learning preferences are based on characteristics of children's thoughts at different ages. The Psychological Spheres model suggested that people are primarily *Thinkers*, *Feelers*, or *Doers*. The VARK Model categorized learning preferences as visual, auditory, reading/writing, and kinesthetic. Jung's model considered the areas of perception and judgment to describe how people learn and interact with the world. There are four steps for teaching a lesson successfully, based on the learning process. Similarly, there is a timetable for what to incorporate into the lesson and about how much time each segment consumes.

Many methods for teaching children are structured within a lecture, small groups, or activities. Because each method is unique, each one can be evaluated and compared to the characteristics of the learning preferences. Learning preferences are compatible with teaching methods based on the attributes of the teaching method. Some lesson helps

⁶³O'Neal, *Field Guide*, 73-75.

facilitate teaching and learning. Finally, other resources provide information on preparing a lesson, teaching, holding the attention of students with different learning preferences, and encouraging each type of learner to remain involved in the lesson.

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