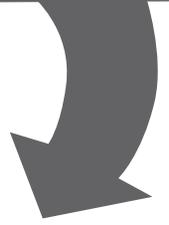




Everyone's Included!



“Therefore encourage one another and build each other up, just as in fact you are doing” (1 Thessalonians 5:11).

- How does encouragement change your outlook?
- How can you build others up in the same ways you like to be encouraged?

▼ Training Session

Kids (and adults!) learn by doing. It's that simple. That's why it's so important to include every child in your class in doing hands-on activities.

But not all lessons that *say* they include active learning actually do. For example, a teacher may do a perfectly acceptable object lesson in front of the class. And that's active—for the teacher, at least. But *kids* are not actively involved.

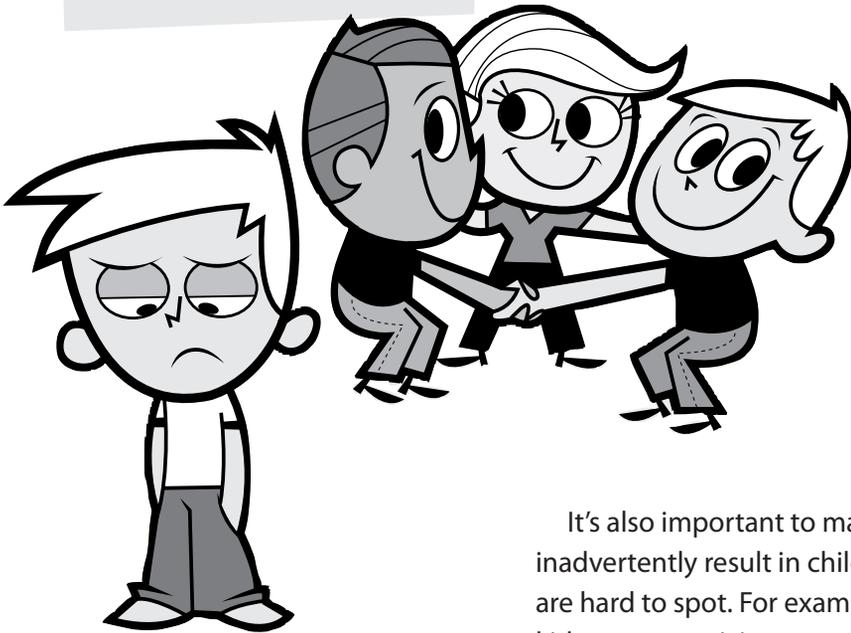
How much more effective would that object lesson be if students formed pairs and performed it themselves? And then went home and performed it with their families and friends? By having kids *do* the activity, rather than simply watch the activity, you will have exponentially increased the retention value for kids.

OK, so we now know to actively involve kids in the learning. But kids are different, and they learn differently. That's where an understanding of learning styles becomes crucial.

You could actively involve kids every week in dramas. But you probably have some kids in class who are musical learners, and some who are visual learners, and some who are kinesthetic learners. And those kids won't learn best by doing dramas every week. That's why it's important to vary the kinds of activities you do so no child will be left out of a lesson.

It's also important to make sure lessons don't include activities that inadvertently result in children being left out. Sometimes such activities are hard to spot. For example, you might play a game where only certain kids get to participate, or a game where “losers” are knocked out of the game early on. Because such games are common in secular settings, you might be tempted to overlook the fact that some kids are not actively involved throughout the game.

But if they're not involved in the play, they won't be involved in the learning. And that's your goal—to make sure that every child is involved in every activity, because that's how learning takes place!





Take this training deeper as you think over these questions:

- How sure are you that all of your students always participate in class? How can you make sure?
- How can you add more variety to your lessons to make sure you reach and include everyone in the lesson?

▼ Journal

I want to include each student in class in each lesson I teach. I can do that better by...

Think of it—you only get one hour each week to reach your students for God. One hour. How will you use that hour to reach each and every student? God has put the children in your class there for a reason. Make the most of the time you have together!

▼ Application

Use a marker to go through a lesson you've already taught. Next to each activity, note whether every child is actively included. At the end of the lesson, evaluate the lesson for effectiveness. Was it truly active?

Now use the same process to evaluate the next lesson you're planning to teach. Where is it weak? What can you do to make sure that every child participates in every activity? Make sure that no child is left out of the learning!