

READY – SET – GO II

Questions for Catechists

Part 1

1. Why is it important to read the theological background for each chapter?
2. Why is it important to restate the learning objectives and outline the lesson for yourself?
3. What is the reason for taking the students' point of view in preparing?

Part 2

1. What does each of the following learning style need:
 - a. Imaginative
 - b. Analytic
 - c. Common Sense
 - d. Dynamic
2. How do you reach each type within the learning cycle?

Part 3

1. Considering the first unit of your textbook, what activity will you use for each of the following types of intelligence:
 - a. Linguistic
 - b. Musical
 - c. Logical-mathematical
 - d. Spatial
 - e. Bodily-kinesthetic
 - f. Interpersonal
 - g. Intrapersonal
 - h. Naturalistic
2. Give an example of the movements and methods in a lesson for your children/youth.

Part 4

1. What are some particulars to be aware of in using discussion in your sessions?
2. What is necessary to insure that games, group projects, and dramatizations are appropriate and work well?
3. How will you choose activities for your sessions? Name three activities that you will use in the next three sessions.

PART ONE

MAXIMIZING USE OF THE TEACHER MANUAL

- Work the Clock
 - Know how much time you have scheduled for your class session.
 - This time-span is the framework from which you should read the suggested lesson plan.
- Class Outline
 - Break your class into time segments so you know exactly what is going to happen and when
 - Using time effectively is essential to a well-managed class.
- Take the student's point of view
 - As you plan, ask yourself how your students will react
- You need to personalize the lesson
 - Make it fit your group of students
- By taking the students 'point of view', you are forcing yourself to focus on learning, not on teaching.
- Know, but do not teach, the theological background – the theological background is for you!
- It is not what you are to teach in the lesson.
- Its purpose is to inform you.
- The vocabulary and the concepts are beyond your students. Lessons are to be geared to the developmental readiness of the learner.
- Outline the lesson
- Do not rely on the lesson plan as it is written in the teacher manual.
- Make the lesson your own.
- Your outline should not be too elaborate. Keep it brief.
- Use your own words
- Do not read to the students from the teacher manual.
- Be able to give directions in your own words.
- Restate the learning objectives
- Try putting the outcome in your own words.
- State what the students will be able to do as a result of the class – this is the real learning objective
- State how you will evaluate this effectiveness of your lesson.
- Have what you need
- Knowing what supplies you will need is a must.
- As you plan, note what you need and whether or not you can obtain it. The importance of knowing what supplies you will need is one of the more compelling reasons to start your lesson planning early in the week.
- Having all of the supplies that are necessary and knowing that they are in working order is essential to creating and maintaining a well-managed class.
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Questions to Keep in Mind as You Prepare Your Lesson

- Is this lesson too sophisticated for my class? Too easy?

- What do my students already know about this topic? How can I build on this knowledge? How can I adjust for their lack of knowledge?
- Is this suggested activity suited to my students?
- Who in the class will find this an exciting lesson? How can I build on this excitement?
- Who in the class will have difficulty with the lesson? How should I adjust for these students?
- What questions will this lesson raise of the students? How will I answer them?
- How will my students feel about this topic? This lesson? What should I do to deal with their feelings?

PART TWO LEARNING STYLES

- Way a person sees or perceives things best and then processes or uses what has been seen
- Each person's individual learning style is as unique as a signature.
- A person learns faster and enjoys learning more if his or her unique learning style is affirmed by the way the teacher teaches.
- A person's preferred style has nothing to do with IQ, socioeconomic background, or achievement level
- If a person has opportunities to show what he/she can contribute within his/her preferred style he/she is more likely to succeed to his/her full potential.

Learning Styles

Imaginative Learner

- Are feeling people who get involved with others and learn best in settings that allow interpersonal relationships to develop
- Are curious, questioning learners
- Learn by listening and sharing ideas
- See broad overview or big picture much more easily than the small details
- Learn by sensing, feeling, watching
- Can see all sides of the issues presented

Analytic Learner

- Learns by watching and listening
- Expect a teacher to be the primary information giver
- Sit and carefully assess the value of the information presented
- Learn in the way most teachers have traditionally taught
- Strategic planners
- Aim for perfection
- Want all the data before they make a decision
- Maintain interest in 'just the facts, nothing but the facts'

Common Sense Learner

- Likes to play with ideas to see if they are rational and workable

- Want to test theory in the real world, to apply what has been learned
- Love to get the job done
- Hands-on-people who, using their own ideas, can analyze problems and solve or fix them
- Excel when dealing with what is practical and of immediate importance to them
- Learn best when learning is combined with doing

Dynamic Learner

- Enjoys action as part of the learning process
- Rather than thinking projects through to their rational conclusion excel in following hunches and sensing new directions and possibilities
- Risk takers thrive on situations that call for flexibility and change and find real joy in starting something new
- Feel that fire and come up with an amazing array of ideas for fanning the flame

How do you teach all four every class? The four different learning styles actually fit together into a learning cycle. If this teacher follows the four steps in the cycle, every student will have an opportunity to learn and share his or her contributions with the whole class.

An individual lesson or an entire curriculum can be built around the four types of learners. The lesson starts with Imaginative and moves to Analytic, then on to Common Sense, finally finishing with Dynamic.

You can see how this logical progression works by looking at the questions each learning style group is best at answering.

Learning Style

1. Imaginative
2. Analytic
3. Common Sense
4. Dynamic

Key Question

1. Why do I need to know this? (meaning)
2. What do I need to know? (content)
3. How does this work? (experiment)
4. What can this become? (creative application)

PART THREE

- Intelligence includes at least three characteristics
 - The ability to solve problems
 - The ability to pose new problems
 - The ability to fashion a product or provide a service which is valued in one or more cultural settings.
- Linguistic intelligence or word smart
- Musical intelligence or music smart
- Logical-mathematical intelligence or number smart
- Spatial intelligence or picture smart
- Bodily-kinesthetic intelligence or body smart
- Interpersonal intelligence or people smart
- Intrapersonal intelligence or self smart
- Naturalistic intelligence or nature smart

MULTIPLE INTELLIGENCES IN RELIGIOUS EDUCATION

Linguistic Intelligence

Oral expression is the currency of most classrooms. Ideas for developing linguistic intelligences in religious education include:

- ◆ Etymology of religious terms
- ◆ Word games and puzzles
- ◆ Respecting books, starting with the Bible
- ◆ Storytelling
- ◆ Emphasizing writing speaking skills

Musical Intelligence

Musical and rhythmic intelligences are vital to religious education because of their power to touch the soul. Ideas for nurturing musical intelligences in religious education include:

- ◆ Class song
- ◆ Liturgical hymns and responses for Mass
- ◆ Song as prayer
- ◆ Background and mood music

Logical-Mathematical Intelligence

Ways to incorporate logical-mathematical intelligence in religious education include:

- ◆ Indicating the religious significance of certain numbers
- ◆ Creating math problems and number games with religion material
- ◆ Activities in celebration of holiday, Sundays and holy days

Spatial Intelligences

Spatial intelligence is perhaps best utilized in religious education when it involves imagination activities requiring visualization. Some possible approaches in religious education include:

- ◆ Jumping into biblical situations
- ◆ Maps and models
- ◆ Graphic organizers

Bodily-Kinesthetic Intelligence

Activities that promote bodily-kinesthetic intelligence have long had a place in religion class. Some common activities include:

- ◆ Gesturing to accompany songs and prayers
- ◆ Using drama in the classroom
- ◆ Religious crafts
- ◆ Dance
- ◆ Everyday use of ritual gestures

Interpersonal Intelligence

Interpersonal intelligence is the ability to discern and interpret the feelings, moods, and intentions of others, and then to relate to them in an appropriate fashion based on that knowledge. Manifested in the ability to get along with others, to work and play together, and to motivate others, interpersonal intelligence contains a very Christian component of living peaceably with one's neighbors. Approaches to focus on interpersonal skills in religious education include:

- ◆ Cooperative learning
- ◆ Peer tutoring and peer sharing
- ◆ Teaching other students
- ◆ Games and simulations

Intrapersonal Intelligence

Intrapersonal intelligence should occupy a prominent place in religious education. Intrapersonal intelligence can be encouraged in religious education in any of the following ways:

- ◆ Quiet time for prayer
- ◆ Journal writing
- ◆ Personal prayer writing
- ◆ Autobiographical connections
- ◆ Self-assessment exercises

Naturalistic Intelligences

Honoring the naturalistic intelligence demonstrates that the world, and indeed the entire universe, truly is our classroom. Teachers can engage the naturalistic intelligence in a variety of ways, including:

- ◆ Using the outdoors as a classroom
- ◆ Nurturing plant and animals in the classroom
- ◆ Emphasizing the goodness of creation

◆ Praying the psalms

Appropriate Materials and Resources

<i>Linguistic</i> Textbooks Including Bibles Magazines Encyclopedias Newspapers Papers and pencils	<i>Bodily- Kinesthetic</i> Religious items Costumes Art supplies Puppets	Portable keyboard Musical instruments Songbooks Portable stereo system	<i>Interpersonal</i> Tables Cooperative games and projects Face-to-Face seating Lives of the
saints <i>Logical- Mathematical</i> Manipulatives Puzzles Games Graphs	<i>Intrapersonal</i> a candle Prayer space or rug	<i>Spatial</i> Art and craft supplies Religious art Videos Photographs Flash cards	books <i>Naturalistic</i> Camera Plant

SAMPLE LESSONS

Grade Level: Preschool

Topic: The cross

Objective: Students will recognize and identify different kinds of crosses
(parenthetical remarks indicate the intelligence involved).

- Have the teacher display a cross and explain what a cross is. (linguistic)
- Have the students make crosses with their bodies. (bodily-kinesthetic, intrapersonal)
- Encourage the students to make crosses with their bodies in small groups, then as one large group. (interpersonal, bodily-kinesthetic)
- Look for crosses in the classroom. (spatial)
- Compare the shapes and sizes of different crosses. (logical-mathematical)
- Sing a song about crosses or about Jesus' cross. (musical)
- Gather some twigs and branches to make crosses from their wood. (naturalistic)

- Read a selection from the Gospel about Jesus' cross. (linguistic)

Grade Level: Primary

Topic: Cooperation and respect

Objective: Students will work, talk, and play together in order to complete assigned tasks.

- Have the class work in pairs, and give each pair the materials needed to draw and color a picture together. (interpersonal, spatial)
- Make a puzzle out of each picture by cutting with scissors. (spatial, interpersonal, bodily-kinesthetic)
- Have each pair exchange their puzzle with another pair to reassemble it. (interpersonal, intrapersonal, spatial)
- Mix the pieces from the two puzzles and have each pair sort them out. (logical mathematical)
- Ask the students to talk about what was difficult and what was easy in working together. (intrapersonal, linguistic)
- Learn a song about cooperation or the virtues of working together. (musical)
- Look for examples in the animal world of cooperation. (naturalistic)
- Read a story about children who do not get along and ask the students to think of ways to make the story better. (linguistic, intrapersonal)

Grade Level: Intermediate

Topic: The Ten Commandments

Objective: Students will be able to express an understanding of each of the Ten Commandments.

- Have a graphic organizer, poster, or bulletin board that depicts the Ten Commandments. (spatial)
- Ask the students to write and copy the Ten Commandments from the display. (linguistic)
- Write each commandment on a separate card and number it; mix up the cards and have the students identify each commandment. (logical-mathematical)

- Have the students form the numbers one through ten with their bodies as each commandment is discussed. (bodily-kinesthetic)
- Ask the students to create hand gestures or sign language for a commandment of particular interest. (bodily-kinesthetic).
- Ask the students which commandments they think are the hardest to follow. (intrapersonal, interpersonal)
- Have the students brainstorm ideas to state each commandment positively, as something good to do, rather than some action to avoid. (logical-mathematical, linguistic)
- Make a replica of the two stone tablets Moses carried down from Mount Sinai. (spatial, naturalistic)
- Like a series of musical notes, rather than numbers, to indicate each commandment. (musical)

Grade Level: Intermediate

Topic: Creation

Objective: Students will read and describe the goodness and divinity of creation.

- Ask the class to discuss the Source from which all things come. (interpersonal, logical mathematical, linguistic)
- Listen to a tape recording of a reading of each day of creation. (linguistic)
- Have the students draw or sketch the events of each day of-creation. (spatial, logical mathematical)
- Dramatize the day of creation where God creates human beings. (bodily-kinesthetic)
- Using the melody of "The Twelve Days of Christmas," create a song about the seven days of creation. (musical)
- Watch the creation segment of the film, "The Ten Commandments." (spatial)
- Read the creation story from the Book of Genesis while outdoors as part of a concluding prayer on this lesson. (linguistic, intrapersonal, naturalistic)

Grade Level: Junior High

Topic: The Sacrament of the Anointing of the Sick

Objective: Students will appreciate the special needs of sick people and the importance of the sacrament of the Anointing of the Sick.

- Ask the students to recall and share a recent experience of sickness. (intrapersonal, interpersonal)
- Read a Gospel story about Jesus' care for the sick. (linguistic)
- Invite a health care professional to class to discuss the special circumstances surrounding illness. (interpersonal, logical-mathematical)
- Have the students make cards or write letters to encourage the sick and to visit a hospital or extended care facility to sing a few inspirational songs for the residents. (spatial, bodily kinesthetic, musical)
- Combine a science or health lesson with religion class on the theme of physical and spiritual health. (logical-mathematical)
- Investigate the origin of the oil used in the sacrament. (naturalistic, logical-mathematical)

Grade Level: Junior High

Topic: Saint Francis of Assisi

Objective: Students will express an understanding of the teachings of Saint Francis of Assisi through a study of his life.

- Learn and play a song about Saint Francis, such as "Brother Sun and Sister Moon" or "Make Me a Channel of Your Peace." (musical)
- Locate Assisi on a map of Italy. (spatial)
- Read selections from different biographies of Saint Francis, such as Butler's Lives of the Saints or Bodo's The Song of the Sparrow. (linguistic)
- Have the students work in groups with the biographical reading and share their insights with other groups. (interpersonal)
- Ask the students to write a letter or a poem in the voice of Saint Francis, responding to some current event in society or in school. (intrapersonal, linguistic)

- Study various artistic representations of Saint Francis and ask students to explain the meaning of each one. (logical-mathematical, spatial, linguistic)
- Create gestures to accompany the "Prayer of Saint Francis." Learn the words to the prayer in the original Italian. (bodily-kinesthetic, linguistic)
- Study the geography and topography of the Umbrian hills. Discuss how Francis appreciated nature and natural beauty. (naturalistic, linguistic, spatial)

Grade Level: High School

Topic: The humanity of Jesus

Objective: Students will study and reflect on various images of the humanity of Jesus in the New Testament.

- Ask the students what makes human beings different from other animals. (logical mathematical)
- Have the students in small groups read different Gospel accounts of Jesus' healing miracles. (linguistic, interpersonal)
- Ask the students how they would feel if confronted with serious sickness, injury or death of a loved one. (intrapersonal)
- Read the Gospel account of the raising of Lazarus to the class. (linguistic)
- Discuss the funeral and burial practices of New Testament times. (linguistic, logical mathematical, interpersonal)
- Watch the segment of the raising of Lazarus from the film, "Jesus of Nazareth." (spatial)
- Play several liturgical hymns and analyze their lyrics and verses for evidence of Jesus' feelings. Some suggestions are "The Cry of the Poor," "Mighty Lord,". and "The King of Love." (musical)
- Have students look for passages in the Gospels where the environment is central to what Jesus is doing. (naturalistic, linguistic)
- Summarize the various feelings of Jesus by use of facial gestures or charades. (bodily kinesthetic)

PART FOUR

Four Movements in the Catechetical Process

- Experience – emphasis here is on affective learning
- Message – core of the lesson development – cognitive learning – present information
- Discovery – tie the students' story together with the Church message – lead to understanding
- Response – behavioral aspect of your lesson most clearly observed – what are you going to do now
- Experience – discussion, guided reflection, role playing, situation games
- Message – story telling, lecture, Scripture reading, drama, audiovisuals
- Discovery – questions, personal sharing, imagining, reflection exercises
- Response – prayer, music, writing, art projects, service, celebration, creating a symbol

Art

- Give clear directions. Provide a sample
- Have materials organized so they can be distributed quickly
- Create a quiet, reflective atmosphere by playing appropriate background music
- Give children who wish to do so an opportunity to talk about their work
- Be aware that coloring books and patterns do not stimulate creativity
- Try to allow enough time for the project to be completed in one session

Audiovisuals

- Preview the entire audiovisual and read the guide that comes with it to be sure that it serves your catechetical purpose.
- Decide how you will use it – to introduce a subject or to review it.
- Introduce new vocabulary and concepts before showing the audiovisual.
- Plan discussion questions and/or activities to follow the presentation.
- After the presentation, provide time for quiet reflection and/or written response.

Celebrations

- Create an atmosphere of beauty, peace, and prayer through the use of candles, flowers or plants, cloth, religious art, music, and symbols
- Make sure all the children know what to do and say.
- Practice the songs used
- Encourage the children to make the celebration a prayer.

Children's Literature

- Describe a book in class
- Incorporate an incident from a book into a lesson
- Hold a copy of the book in your hand when you talk about it.

Dramatization

- Maintain an atmosphere of security and seriousness needed to give the children self-confidence.
- Ignore giggles and awkwardness.
- Use simple props and costumes.
- Allow the children to choose their roles. Have them take turns.
- Put signs on the participants for identification, if necessary
- Discuss the activity with the children in the light of Christian values.

Games

- Explain the game clearly and simply. Establish ground rules
- Have several groups play a game to allow for children to have more turns.
- Replay children's favorite games.

Group Discussions

- Write the topic on the board.
- Divide the children into groups. The ideal size is five members. Appoint a leader or have the children in each group choose one.
- Remind the children of the following rules for discussion:
 - Speak quietly
 - Speak one at a time
 - Stick to the topic
 - Contribute to the discussion
- Set a time limit. Circulate and give suggestions
- Ask leaders to stand and speak slowly, loudly and clearly when giving reports. Praise the efforts of the children.

Group Projects

- Explain the directions clearly and write them on the board.
- Show interest in the groups' work by encouraging them, offering suggestions, and asking questions.
- Make sure that all children are participating.

Memorization

- Children should understand the material they are memorizing.
- Acknowledge the children's success by charting their progress.
- Integrate memorized material into the lesson in a meaningful way.
- Lead the way by memorizing the material first.

Music

- As you teach a song, consider the following steps
 - Give a general introduction and ask the children to listen to the song
 - Have them listen again for specific ideas. Discuss difficult lyrics
 - Have them sing the song softly or hum along as you sing or play it.
- Ask the children to sing with enthusiasm and make the song a prayer. Invite the children to add gestures or interpretive dance steps.

Pictures and Visuals

- Use visuals to arouse interest, to raise questions, and to clarify concepts
- Choose visuals that are artistically good, convey an accurate religious message, and are large enough to be seen by all.
- Use questions or comments to lead the children to share insights. Ask them how the visual makes them feel and how it relates to the lesson.

Storytelling

- Make a story your own by adapting it to your children and your message.
- Practice telling the story using facial expressions, animated gestures, and expression in your voice for effect and emphasis.
- Use visuals to enhance the telling.
- Relate personally to each child during the telling of the story. Establish eye contact with individuals and be sensitive to how each is responding to the story.
- Let the story speak for itself. Its message may be less effective if you moralize.

Asking Questions

Some of the reasons why catechist should ask children questions are:

- ◆ To keep children alert, interested and attentive
- ◆ To provide pupil activity
- ◆ To develop the children so that they can articulate intelligent, personal answers to the questions of the faith
- ◆ To check to see what level of understanding the children have
- ◆ To permit the children to express themselves and their feelings

Questions from the catechist help children to:

- ◆ Understand their faith and explain it
- ◆ Believe the faith fully and know why they do
- ◆ Appreciate the faith and know why they should
- ◆ Be able to apply their faith to their daily life

Questions should be asked by catechists to stimulate these learning processes in the children:

- (1) Questions that help them to remember
These questions must be based on material presented or information the children have already learned. These are fact questions like who, what, when, how, where, etc.
- (2) Questions that help them reason
These are questions based on “why” – they challenge the student to translate things he/she remembers into his/her own thought patterns.
- (3) Questions that help them evaluate
These questions demand that students share their views and opinions with others and place themselves into the situation being questioned.
- (4) Questions that help them to think creatively

These are open-ended questions that rarely have an answer. This type of question permits the student to involve his whole background, understanding and experience. The catechist should avoid giving answers.

Let's take the example of the story of the Good Samaritan that Jesus told (Luke 10: 25-37) and phrase a question for each of these types mentioned.

1. Remembering Question: Where was the man in the story going? Who beat him up? How many people passed him by?
2. Reasoning Question: Why did the Samaritan stop and help the man? Why did Jesus tell the story?
3. Evaluating Question: What would you do if you saw a child on the playground crying because a bunch of boys had hit him and called him names?
4. Creative Thinking Question: What makes some people be kind to others and some people be mean?

Rules for Good Questions:

1. State the question clearly and concisely.
2. Direct the question to the entire class so that all have to pay attentions.
If you call the child's name first before asking the question, no one else pays attention to the question being asked.
3. Adapt it to the mental ability and experience of the children.
4. State the question only once.
5. Distribute the questions around the class.
6. Frequently address questions to inattentive pupils
7. Question in a manner that manifests sympathy and confidence.
8. Pace the questions according to the purpose of the activity.
9. Show interest in pupil's questions.
10. Answer and remark charitably to wrong or half-right answers.

Approaches to Be Avoided in Questioning:

1. Questions that suggest the answer.
2. Naming a pupil before asking the question.
3. Asking questions of pupils in order of seating.
4. Repeating the questions.
5. Repeating the pupils' answers.
6. "Yes and No" questions/answers.
7. Calling only on the brighter students.
8. Compound questioning.
9. Permitting the pupils to prompt the answer.
10. Questions that are meaningless to the subject at hand.
11. Questions that suggest wrong answers.
12. Questions in public regarding the child's practice of faith.
13. Permitting the student to feel ashamed because of his answer.
14. Multiple answers at one time.

Use all questions to:

- ◆ Test understanding – what.....
- ◆ Test application – how.....
- ◆ Test motivation – why.....

MORE EFFECTIVE DISCUSSIONS

Discussion in the upper grades particularly is of extreme importance. Not only does that catechist get to know the ideas and concepts of the students, but they get the chance to express themselves and articulate their views and feelings.

The ability to discuss effectively in a group is a skill . . . it takes a lot of practice and careful following of the ideas and rules below.

The most basic form in discussion is the catechist starting the discussion out with a question or statement and asking the students what they think about it. Then the discussion switches around the room, with the students raising their hands and taking their turn at expressing their views.

You as the catechist have to be sure that the question you ask the group to discuss is good, well phrased.

Example: You have taught the story of Jesus raising Lazarus from the dead.

A poor discussion question for small groups would be:

Why did Jesus raise Lazarus from the dead?

A better discussion question would be:

What do you think Jesus thinks about friendship and how people should act toward each other? Some clues to this question are found in the event of Jesus raising Lazarus from the dead.

These points should be discussed thoroughly with your students sometime at the beginning of the year. It's worth the time – the discussions will be a lot more fruitful.

A Good Discussion Should:

- ◆ Take place in a climate that encourages all to share ideas openly and without fear of embarrassment.
- ◆ Encourage working together and not splitting into fighting factions.
- ◆ Lead to a group product.
- ◆ Encourage participants to re-examine their ideas and feelings and change without losing face.
- ◆ Encourage the participants to listen perceptively.

For a Group to Function Effectively:

- ◆ All must contribute and have the chance to contribute.
- ◆ All must be willing to listen.
- ◆ All must be skilled in perceiving agreement and disagreement.
- ◆ All must manifest respect for each participant and his contribution.

- ◆ All must know each other and feel comfortable.
- ◆ All must stay on the subject.
- ◆ All must trust each other.

Pinwheel Discussion Technique Instructions

Divide the group into groups of **Eight or Six**.

Arrange chairs or let each group sit on the floor with **four** people back to back in an inner circle and **four** others sitting one in front of each person in the inner circle.

If you have **Six** in the groups, **three** will sit back to back in the inner circle and **three** will sit facing each

If you have to make a group of **Nine or Seven**, let **two** sit together on the outer circle.

After the pinwheels have been formed, ask each person to discuss the question or topic you give them with the person sitting in front of them. Remind them they will only have **two** minutes to discuss.

At the end of the two minutes, ask those in the outside circle to stand and rotate clockwise over one spot to the next person. Note: the inner circle never rotates; they remain seated.

The outer circle leaves the chairs where they are and each person simply moves clockwise to the next chair. In the case of a group of seven or nine, the two who are together in the outer circle rotate together to the next position. This will necessitate that one of them take a chair along.

Now facing a new person, they continue the same discussion for **two more minutes**. After two minutes, they are asked to rotate again like before.

They continue to rotate until they end up in front of the person they first had the discussion with. When they reach this person, the discussion is ended.

After each person has rotated three times, he has discussed for eight minutes with four different people on a one-to-one basis.

Choosing Activities That Fit

- Review your goals and learning outcomes
- Review the age, gender, spiritual maturity of your class
- Consult a list of possible teaching formats.
- Become thoroughly familiar with the various student activities available to you.
- Select an appropriate activity and see if it fits
- Employ praxis
- Select an alternate activity
- Keep all of the materials you need for each particular student activity well organized and in an accessible place.

Don't . . .

- Be an entertainer
- Be gimmicky
- Impose inappropriate activities
- Wing it
- Select activities just because you like them
- Settle for the same old thing
- Select activities just as busy work
- Take on more than you can handle
- Overuse any one activity

Do . . .

- Be creative and innovative
- Be versatile
- Be daring – be bold and innovative
- Know how to use your activities
- Prepare carefully