

Creating Lessons That Last A Lifetime

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Introduction To Creativity

1. What stops you from being creative?
 - a. Fear of looking foolish
 - b. Fear of failure
 - c. Fear of others' opinions
 - d. Traditions
 - e. What others do
 - f. Lack of time
2. God is the Creator, and He can give us creativity!
3. Ways to develop creativity
 - a. Do things differently (remove "ruts")
 - b. Change the way you view things
 - c. Combine things not normally combined
 - d. Try new things
 - e. Find use for "throw away" ideas

A Whack on the Side of the Head by Roger von Oech
4. Listen to the "voice" inside you that says, "You shouldn't do that." Maybe that's what you should do.
5. Everyone has 7 holes in their head. A creative lesson "injects" the lesson into as many "holes" as possible. The most difficult (and effective) hole is the mouth.



Understanding Learning Styles

1. **"Imaginative"** learner – Asks, *"Does this interest me?"*
This person learns through the "imagination" being stimulated. He/she wants to be interested before becoming involved in the learning. He/she must be attracted with visuals, object lessons, etc. to the lesson content.
Requirement: Must attract his/her attention right away!
2. **"Analytic"** learner – Asks, *"What are the details?"*
This person learns through a logical thought process. He/she must be involved in the learning. He/she questions frequently, likes to read, and wants to know the details of the lesson.
Requirement: Must let him/her discover new information
3. **"Common Sense"** learner – Asks, *"How does this work? Let me try it."*
This person needs to "get his/her hands into the lesson" by doing some sort of craft or project. Personal involvement is critical. He/she needs activity, movement, personal exploration, and hands-on learning experiences.
Requirement: Must let him/her be involved with the topic or activity
4. **"Dynamic"** learner – Asks, *"How can I use this in my life?"*
This person is highly motivated to learn by the application of the information. He/she needs the lesson to be placed into the setting of his/her own life. Role-plays or personal stories help tremendously.
Requirement: Must prove how this information is useful today or tomorrow



The 4-Part Lesson

1. The 4-part lesson offers something for all 4 learning styles
2. The lesson objective

**“The learners will demonstrate their understanding
of _____ by _____.”**
(topic/learning) (observable action)

Without the learning, there is no focus on a subject or topic. Without the observable action, the topic or learning exists without any focus on the learner. You **must** have both for an effective objective!

a. Bad examples of lesson objectives:

- i. “The students will learn about Noah and the flood.” – *There is no way to prove, or evaluate whether or not the students have actually learned anything. There is no observable action!*
- ii. “The students will watch a movie about elephants, and then take a test.” – *The learning is unclear. The students are watching a movie; but why? What are they supposed to learn from it, and then how will they demonstrate that they have learned. The taking of a test is **not** a demonstration of understanding.*

b. Good examples of lesson objectives:

- i. “The learners will demonstrate their understanding of long division by successfully solving 10 math problems in which long division is required.” – *The lesson objective follows the formula, clearly states the learning, and identifies a visible demonstration of the learners’ successful understanding of the lesson.*
- ii. “The learners will demonstrate their understanding of the process for proposing a constitutional amendment by participating in a classroom role play in which an amendment is successfully proposed, voted on, and passed.” – *The lesson objective follows the formula, clearly states the learning, and identifies a visible demonstration of the learners’ successful understanding of the lesson.*

c. The objective “shortcut”: “TLW demonstrate their understanding of _____, by _____.”

3. The learning modes (methods of presenting the lesson)

a. **Audio** – Let them hear something new, interesting, or memorable.

- Recorded stories
- Songs
- Sound effects
- Choral readings
- Debates
- Panel discussions
- Testimonies
- Reading out loud

Learners will only remember about 10 – 20% of what they hear.



b. **Visual** – Thrill them with something they’ve never seen or won’t forget.

- Video clips
- Object lessons
- Science experiments
- Skits
- Pictures
- Maps/charts
- Timelines

Learners will only remember about 30% of what they see.



c. **Tactile** – Let their hands get “into” the lesson.

- Collages
- Crafts
- Model building
- Puzzles
- Storyboards
- Murals
- Cooking / baking
- Building

Learners will remember about 60 – 80% of what they build or create.



d. **Experiential** – Get them out of their seats and involved in the lesson.

- Problem solving
- Service projects
- Charades
- Field trips
- Role plays
- Fasting
- Evangelism



Learners will remember about 90 – 100% of what they do or experience.

Part 1 – First Base – “*The Attention Getter*”

1. Ask yourself, “*How can I interest them in the lesson?*”
2. Use the advantage of surprise – don’t explain what you’re doing, just do it.
3. The “First Base” experience must connect to learners’ lives.
4. Consider using “back door” possibilities (displaying the opposite of the lesson focus).
5. Connect the “First Base” experience to lesson objective.
6. Evaluate the arrival at “First Base” by seeing visual reactions in the learners’ faces, laughter, screams, or captivating silence.

First Base Ideas

- Object lessons
- Use of food
- Unusual attire
- Sounds / smells
- Video clips
- Unusual objects in room
- Signs on wall
- Animals / guests
- Unusual position of teacher
- Unusual procedures
- Staged drama
- Covert drama (within audience)
- Interruptions (phone calls, etc.)
- Preoccupations (eating, etc.)
- Science experiments
- Rearrangement of room

Part 2 – Second Base – “*Content Discovery*”

1. Ask yourself, “*How can I let them discover the information on their own?*”
2. Your work is done BEFORE your learners enter the class.
3. Create an environment of learning; once the learners enter, they have no option but to learn.
4. Prepare the needed materials beforehand / provide the learners what they need to explore.
5. Protect the “80 / 20 Rule.” (80% learners’ voices / 20% teacher’s voice)
6. The more discovery that there is in the lesson, the deeper the retention.
7. “Prime” the learners with only the basic information to get them started.
8. The learners must talk as they discover. A quiet classroom is a non-effective classroom.
9. Stimulate the learners’ exploration, rather than tell them what to think.
10. Make sure you connect “Second Base” to the “First Base” action or demonstration.
11. Evaluate the arrival at “Second Base” by interactive noise, activity, page turning, the lack of discipline problems, and the inability to end the activity.

Second Base Ideas

- Brainstorms
- Debates
- Role-plays
- Team competitions
- Discussions (lg./sm. group)
- Letter writing
- News story writing
- Interviews
- Field trips
- Re-enactments
- Scripture searches
- Mock witnessing

Part 3 – Third Base – *“Interactive Response”*

1. Ask yourself, *“How can I let them ‘play with’ or ‘personalize’ the learning?”*
2. Learning is “sealed” when it is made “personal.”
3. When the hands and feet are involved, the lesson is remembered.
4. The more activity you can “infuse” into the lesson, the more enjoyment and retention increases.
5. During “Third Base,” the teacher backs off and encourages.
6. “Third Base” materials must be prepared beforehand.
7. Freedom of expression is vital during “Third Base” activities.
8. Consider a “take-home reminder” object that goes home and reminds of the lesson.
9. The “Third Base” activity is usually the “demonstration” that is mentioned in the lesson objective.
10. Make sure to connect “Third Base” to “First Base” and “Second Base.”
11. Evaluate the arrival at “Third Base” by how much mess is made, and how long it takes for you to clean up afterward.

Third Base Ideas

- Crafts
- Murals
- Rebus relay puzzles
- Balloon pop challenge
- Board games
- “Jeopardy”
- Mobiles
- Collages
- Letter writing
- Story writing
- Song writing
- Game designing
- Role playing
- Service projects

Part 4 – Home Plate – *“Real Life Application”*

1. Ask yourself, *“How will their lives be different as a result of this lesson?”*
2. A lesson with no application is a lesson with no value.
3. The “Home Plate” challenge must be connected to all other bases.
4. The “Home Plate” challenge is enhanced by a “check-up” the next week.
5. “Home Plate” should involve plenty of rewards or encouragement.
6. “Home Plate” begins when the learners walk out the door.
7. Evaluate the crossing of “Home Plate” by the conviction of the learners and by comments from parents or learners next week or in weeks to come.

Home Plate Ideas

- Take-away lesson “tokens”
- Accountability feedback
- Self-rating charts
- “Mid-week Time Capsule”
- Phone calls
- Letters / cards / emails
- Mirror reminders
- Certificates / diplomas
- Prayer partners
- Journals
- Rewards / prizes
- Personal goals

Object Lesson Creation Process

How to design a creative “attention-getter” or object lesson for the lesson.

Principles To Remember

1. “There is nothing new under the sun!” (Solomon)
2. Search for ideas on websites, in books, or from others.
3. Your idea should be unusual, “risky,” and unexpected.
4. Your idea will probably not be found in your “things I’ve done before” file.
5. Your idea must include objects, visuals, experiences, or food from your audience’s world.
6. Your idea should be more visual than anything else.
7. Your idea can involve the audience moving (very limited!).
8. Your idea must relate to the lesson topic either directly, or indirectly.
9. Your idea should be accomplished within a 4-minute maximum (less is better).

The Process

1. Formulate your lesson objective (what do you want your learners to learn, and how they will prove it to you).
2. Consider your learners’ interests (food, clothes, terminology, entertainment, “toys,” etc.)
3. Consider what would be unusual, “weird,” or strange to your audience (related to their interests).
4. Seek a connection between #3 and #1
 - a. An positive example or representation of the lesson topic
 - b. A negative (opposite) example or representation of the lesson topic
 - c. Something that would make the learners understand the topic’s value(Example: (For a lesson on forgiveness) Two people begin arguing, as they do, they light matches and throw on a barbecue. The fire lights. They continue yelling as the fire blazes. Then one person stops arguing, admits wrong, asks for forgiveness. The other agrees and also asks for forgiveness. They both grab CO2 fire extinguishers and blast the fire out. They walk off together.)
5. Purchase the needed materials.
6. Practice before you present.

Unusual Objects To Use

Motorcycle	Plants / trees	Lasers	Illusions (magic)
Toothbrush	Cameras	Mirrors	Unicycle
Yucky food	2-way radios	Spy equipment	Speakerphone
Pet food	Animals	Manure	TV shows
Eggs	Insects	Water	Vacuum cleaner
Lawn mower	Horse equip.	RC cars	Bubbles
Kitchen utensils	Science equip.	Balloons	Pogo stick
Tools	Police equip.	Darkness	Hula hoop
Clothes	Rockets	Smells	Roller skates
Power tools	Models	Wind	Fire
	Computer games	Music instruments	Breaking glass

Science Experiments As Object Lessons

Everybody enjoys a science experiment! The thrill of seeing an explosion, or marveling at a reaction is captivating and can be useful in teaching a lesson.

It isn't difficult to discover science experiments. They are available in books or on the Internet. The difficulty comes when you create the connection between the experiment and your lesson. Obviously, this is a challenge that needs to be bathed with prayer. Remember, God, the Creator, wants to help you tell others about Him and His plans for living. The steps to go through in connecting the science experiment to your lesson might include:

1. Identify your lesson objective (what do you want the learners to learn, and how will they demonstrate that they've learned it).
2. Understand your learners (their interests, their abilities).
3. Search for unusual or surprising experiments (easy to perform in class).
4. Prayerfully consider the "connection"
 - a. What does the experiment do (smoke, explode, smell, etc.)?
 - b. How does the experiment's action "illustrate" your lesson (the action/reaction, the result of the action/reaction, etc.)?

Here are some resources for finding science experiments:

1. Science Bob – <http://www.sciencebob.com/experiments/>
2. Science Kids – <http://www.sciencekids.co.nz/experiments.html>
3. Steve Spangler Science – <http://www.stevespanglerscience.com/lab/experiments>
4. Funology – <https://www.funology.com/>
5. Scifun – <http://scifun.org/scifun.htm>
6. Scholastic Science Experiments – <http://www.scholastic.com/teachers/article/40-cool-science-experiments-web>
7. National Geographic Kids – <https://kids.nationalgeographic.com/>
8. The Naked Scientists – <http://www.thenakedscientists.com/HTML/content/kitchenscience/>
9. Exploratorium – http://www.exploratorium.edu/science_explorer/
10. Discovery Education – <https://www.discoveryeducation.com/>