

Faith Based Lesson Planning: Imagine Flow

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“FLOW IS BEING COMPLETELY INVOLVED IN AN ACTIVITY FOR ITS OWN SAKE. THE EGO FALLS AWAY. TIME FLIES. EVERY ACTION, MOVEMENT, AND THOUGHT FOLLOWS INEVITABLY FROM THE PREVIOUS ONE, LIKE PLAYING JAZZ. ”

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- MIHALY CSIKSZENTMIHALYI

Remember your goal!



A heart changed for Christ reflected through a specific action based response

Decide how you will incorporate the direct instruction needed for young people to know and understand; and the active learning prompts needed for young people to practice doing & deciding. Then add on a method to prepare young people for the experience at the beginning; and evaluate their abilities at the end. Several popular approaches are provided below.

How can I organize my session?

Gagne's 9 Events

1. Gain attention and provoke thought & intrigue.
2. Prepare young people for learning, by telling them what they need to learn about.
3. Provide a starting place. Connect this new material to something they have learned before, or something familiar.
- 4/5. Present new information in chunks using examples, and provide tips to remember it.
6. Engage them in active learning to practice the ideas.
7. Walk around the room and encourage, redirect, or correct through leading questions.
8. Evaluate if they know the information and can do it.
9. Provide resources and suggest a task they can do when they leave, related to the topic.

Reference:

Gagne, R.M. (1985). The conditions of learning and theory of instruction

Gagne, R.M., Briggs, L. J., & Wager, W. W. (1992). Principles of instructional design

Or the 5E sequence...

Engage - pique interest through an activity, presentation of a problem, or activity prompt.

Explore- young people unpack the task, scenario, problem or activity by thinking and doing research.

Explain- young people share what they have learned with a peer, group or whole class.

Elaborate (Extend)- the Minister asks the young people to elaborate or extend their knowledge through leading questions. If needed the Minister provides corrective feedback and fills in any missing pieces such as new vocabulary or concepts.

Evaluate- young people reflect on their own understanding and show evidence of learning.

Reference:

BSCS Science Learning (1987). <https://bscs.org/bscs-5e-instructional-model/>

Or First Principles that promote learning (Merrill, 2002)

1. Learning is promoted when learners are engaged in **solving real-world problems.**
2. Learning is promoted when existing knowledge [and skill] is **activated as a foundation** for new knowledge [and skill].
3. Learning is promoted when new knowledge is **demonstrated to** the learner.
4. Learning is promoted when new knowledge is **applied by** the learner.
5. Learning is promoted when new knowledge is **integrated into the learner's world.**