

Teaching Tactics

Describe a successful assignment, exercise, or teaching tactic that could be replicated by other instructors.

Lectio Divina - Bellwork

The context: Students who come into the classroom can sometimes be rowdy and excited about what happened in the hallway, in their previous class, etc. In order to settle them down and prepare them for my class bell work can be a useful tool.

The pedagogical purpose: Bell work taking the form of a lectio divina accomplishes a few goals: 1) Bell work gets the students into their desks and working on an assignment which helps with classroom management 2) Lectio Divinas allow students to continue to hone their skills of comprehension of scripture 3) The various questions/tasks posed on the Lectio allows students to utilize different skills as they complete the worksheet (critical thinking, making connections, drawing, etc.)

Description of the strategy:

- The teacher chooses a passage from the Bible that might coincide with the unit being covered in class, or perhaps that lines up with the liturgical calendar and puts that passage on the top of the worksheet
- 4-5 minutes are given to the students at the beginning of class to complete one of four different tasks. Because I taught each class four times a week there were four tasks created (see attached worksheet)
- The first day of the week the teacher should read the passage as intentionally as possible and the students will complete day 1
- When day 1 is completed the teacher might ask if anyone would like to share their response (usually taking three or four responses from students is enough)
- This bell work is kept by the students and each subsequent day the student will read the passage and then answer the prompt for the given day

Why it is effective: This technique is effective because it gets the students thinking and using scripture immediately before I even begin a lesson for the day. Additionally, bell work calms students and brings them into the classroom space leaving behind what might have been going on in a previous class or the hallway before Theology begins. Also, students are able to share their experiences with the classmates in an environment where they can feel heard and without judgement. Finally, the different styles of learning are presented in a way that if students enjoy writing they get a chance to do that every week and if they enjoy drawing they get to do that every week as well.

Attachment (if appropriate):

Name _____

Per _____

Lectio Divina – 20 points

Genesis 1:14-19 Then God commanded, “Let lights appear in the sky to separate day from night and to show the time when days, years, and religious festivals^[c] begin; ¹⁵ they will shine in the sky to give light to the earth” —and it was done. ¹⁶ So God made the two larger lights, the sun to rule over the day and the moon to rule over the night; he also made the stars. ¹⁷ He placed the lights in the sky to shine on the earth, ¹⁸ to rule over the day and the night, and to separate light from darkness. And God was pleased with what he saw. ¹⁹ Evening passed and morning came—that was the fourth day

DAY 1 – Circle the words you find interesting or that you don’t understand. Sit with these words and think about why they are interesting to you.

DAY 2 – Describe what you think it would be like to witness this Bible passage. Write 2-3 sentences about what you think it would look like,

DAY 3 – Draw the scene from the Bible.

DAY 4 – Write 6-7 sentences about how this particular Bible passage might connect to your life. Have you had a life experience that ties into the themes of the pass