

May 2022

## Plan Integrated Lessons for Deep Learning and Life Change

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### Recommended Citation

Cavner, D., & Bryant, J. (2022). Plan Integrated Lessons for Deep Learning and Life Change. *International Christian Community of Teacher Educators Journal*, 17(1). DOI: <https://doi.org/10.55221/1932-7846.1271>

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## Plan Integrated Lessons for Deep Learning and Life Change

### Abstract

God has given everyone the capacity to learn deeply so that we will follow Him with “a whole heart and with a willing mind” (2 Chron. 28:9). This essay focuses on lesson planning that draws students to learn deeply and develop skills and habits that lead to life change. It first explores the background of integrated learning by analyzing models endorsed in the field of education. It introduces a lesson plan that integrates the head, heart, hands and habits and that promotes a heart response for each phase of learning. Finally, it reminds teachers how essential it is to prayerfully cooperate with the work of the Holy Spirit. When teachers plan lessons in ways that encourage students to put effort, depth, and passion into learning, the results can be deep and transformational.

### Keywords

integrated model, integrated lesson plan, phases of learning, flow of learning, deep heart learning, skills, habits

# Plan Integrated Lessons for Deep Learning and Life Change

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**W**hen Christian teachers plan lessons, it is not just to impart knowledge; it is to help save lives (Moroney, 2014). Christian teachers do not just plan for minds to learn. Rather, they plan for integrated learning that also touches the heart, develops skills, and promotes a godly lifestyle. Since the heart is the center of our being, it is the center of our passions that motivate us to learn deeply, develop skills, and make choices for lifelong habits. For true life change, teachers need to integrate learning within the heart (Newton, 2012; Yount, 2010). This essay explores integrated learning and asks what is essential to integrate so that life transformation takes place. Our aspiration is for students not merely to learn content long enough to pass an exam, but to learn it in a way that endures and that shapes students'; commitment to Christ.

God has given everyone the capacity to learn deeply so that we will follow Him with "a whole heart and with a willing mind" (2 Chron. 28:9, ESV). With this verse in mind, teachers can plan lessons that draw students into learning wholeheartedly and that encourage them to desire to develop skills and habits that are pleasing to God. Learning that takes place in the heart is necessary for receiving biblical truths in clear and memorable ways so that they are internalized deeply and become transformational (Newton, 2012). In this essay, we will refer to this as deep learning. In Mark 12:31-34, the scribe asked Jesus, "What is the greatest commandment?" Jesus replied, "The Lord our God is one Lord; and you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength" (NIV). These verses show us the depth of loving God with our entire beings. We have the capacity to love God with our entire being, and we also have a deep capacity to learn with all our mind, heart, soul, and strength. When

teachers plan lessons in ways that encourage students to put effort, depth, and passion into learning, the results can be deep and transformational.

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*Since students are whole people--not just minds to be filled--then, for each course (and even each lesson prepared), teachers can plan ways to challenge students'; minds (head), to promote deep learning and application (heart), to expand skills (hands), and to motivate for life change (habits). Planning in this way looks at students'; past experiences, current challenges, and future desires in a way that is not compartmentalized and insignificant, but is relevant for the whole person.*

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Impacting a student's head, heart, hands, and habits requires planning. This paper is written not only for pre-service and emerging teachers, but also for practicing teachers who would like to take students more deeply into learning with their

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whole being and to build more effectively on foundational knowledge that leads to Christian growth and life transformation. To accomplish this, first we will study the background of integrated learning then explore integrated lesson-plan models already endorsed in the field of education. Next we explain an integrated lesson plan that highlights heart responses for each phase of the plan. We conclude with a reminder that when teachers seek to encourage life change in students, it is essential to prayerfully cooperate with the work of the Holy Spirit.

### **Integrated Learning vs. Compartmentalized Learning**

Christian schools often strive to minister to the whole person. However, some of them do it in a segmented way. Segmented refers to organizing content into separate compartments such as knowledge, faith, family, past experiences, cultural rhetoric, and future plans. If so, then it may not be possible for these separate categories to be reconciled into a consistent and single worldview. For example, if course work is presumed to be a cognitive activity (head), class time focuses on the cognitive domain. Then, instead of including heart learning within classes, schools may try to help students' affective domains (heart learning) by providing chapels and devotionals (Newton, 2012; Yount, 2010). To develop ministry skills (hands), some schools plan for outreaches or internships in which students may participate. Lifelong habits might be developed in small groups or clubs, but these habits are often promoted outside of the classroom. This is not integrated learning. When learning is separated into little categories such as cognitive learning in class or affective learning in chapel, students may not develop a consistent worldview in the various compartments of their lives. If students learn this way, they may not connect what they are learning in class with what they believe in the Bible or have learned from other classes. This approach can lead to inconsistent values and hinder a deep heart commitment to God.

Christian educators who want to avoid compartmentalizing student learning, recognize the need for learning to be strategically integrated with a Christian worldview (Rasmussen & Rasmussen, 2005). Smith (2018) explained that this faith integration is not just about a Christian cognitive response to controversial topics, but is also a biblical response to incorporate Christian virtues, values, and wonderment of God's creation.

Moroney (2014) even recommended that teachers' goals include focusing on developing disciples in the classroom. Van Brummelen (2009) explained that how teachers prioritize and respond to content and issues, "must reflect our dedication to hearing and doing the Word of the Lord" (p. 155). He challenged teachers to respond to the content with their hearts and lead students to do the same. These educators all agree that teachers can build on ways of learning within each course--even within each class period--that can help students learn deeply and experience life change.

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*Each class, regardless of the content, can arouse students' hearts to desire to understand and build on cognitive content by studying its consistency with God's Word as well as to recognize different worldviews, to grapple with inconsistencies, to practice related skills, and to recognize what lifelong choices and habits are needed.*

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This unified approach is more effective because it has the potential to make the learning in each class integrated into all areas of students' lives. This approach also takes learning to a deeper level calling for a heart response. Without this kind of learning, much of students' learning is forgotten because it was just head knowledge with little deep-heart response. Students need to see how each course fits in with their faith and obedience to the scriptures. They need willing teachers within each course to guide them to learn more deeply by modeling strong foundational knowledge, biblical discernment, and godly habits.

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*Teaching should include planning and guidance in such a way that students learn foundational knowledge deeply (with their minds and hearts) and develop the related skills, convictions, and habits that begin to change*

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*their lives. This type of learning involves every part of a person.*

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In this paper, we will simply refer to these as the head (mind), heart (deep learning), hands (skills), and habits (choosing to walk in obedience to God's ways). We have chosen these words because they are broader, biblical concepts acknowledging that people are spiritual beings with a spirit, soul, and body (1 Thes. 5:23). If students study subjects with their minds only (head), it lacks the connection to the needed personal application and life integration within different spheres of living. If a subject is addressed only at the affective (heart) level, then students will not have the foundational knowledge to consistently make godly choices. If students only practice skills (hands), they will become weary without having a passionate purpose promoted by desire and understanding. And certainly, life choices (habits) must be grounded in both foundational knowledge and desire in order to be long-lasting. To approach learning within all domains of our students, teachers will help students have a consistent and deep biblical paradigm for interacting in society, with education, and within work. To accomplish this, teachers can plan to simultaneously integrate these four learning avenues within their lessons and course content for deep learning.

When a component relates to another component, it is interrelated. These interrelated concepts become valuable to students when learning how to use foundational concepts skillfully (and with understanding) and when using these concepts meaningfully in their lives. These interrelated components become integrated as the learning goes deeper and involves heart choices (Newton, 2012). Simply put, students are led to address foundational knowledge not separated from heart responses, skills, and application. Integrated learning supports learning experiences that are useful throughout life and that promote a biblical lifestyle.

### **Research of Integrated Learning Models**

To develop a lesson plan that integrates the head, heart, hands, and habits, we first examine how the concept of integration is used in education. Basically, integration means to bring disconnected concepts together. This whole-person approach enhances understanding and provides a

foundation for problem solving and application. Dewey is well known for integrating content with using real-life experiences to help students make sense of their learning and be able to use it (Newton, 2012). Although integration can refer to courses and units of study, the purpose of this investigation is to study how to develop a flow of learning within a single lesson plan that moves the knowledge of the content to increasingly deeper understanding, application, and personal commitment.

Educators have different ideas of what to include in a lesson plan. Fink (2013) stressed the integration of other courses, whether intradisciplinary or interdisciplinary. He also stressed holistic concepts such as the importance of application and caring as well as metacognitive skills of how to learn and to understand oneself and others. Wiggins and McTighe (2011) focused their integrated approach on enduring understandings, meaningful purpose, and skill development. They stress that learning needs to go beyond the trivial and be relevant to life and also offer ideas for using the affective domain, metacognition, and habits of mind. Other integrated approaches, such as Problem-based Learning (Larmer & Mergendoller, 2010; Merrill, 2007), integrate knowledge with a single driving question and student inquiry of a real-life issue. Taking a different approach, Davis and Arend (2013) suggested that integration is when educators determine which teaching method is best suited for the content, integrating several methods when possible. In this approach, teachers select the strategy based on what students need--whether to develop a knowledge base, think creatively, solve problems, practice skills, use good judgment, recognize beliefs, or explore interests. See Table 1 for an overview of what these educators recommend.

The concepts in Table 1 have contributed to the development of the Integrated Plan for Deep Learning discussed in this paper and are useful in the various phases of a lesson. For example, all the models in Table 1 noted the need for real-world application. Most suggested teaching with empathy, feelings, and care that are emphasized in the affective domain. Some promoted teaching through the use of stories, images, and modeling. They offered ideas for actively engaging students during the lesson and promoting reflection.

Some educators have tried to develop their own integrated model from a more biblical perspective.

Fink (2013)	Wiggins & McTighe (2011)	Davis & Arend (2013)	Merrill: Problem-Centered (2007)
<p><i>*Foundational Knowledge</i> – understanding information and ideas</p> <p><i>*Application</i> – developing critical, creative, or practical thinking skills</p> <p><i>*Integration</i> – making connections between information, ideas, perspectives, other courses, or real life using intradisciplinary, interdisciplinary, transdisciplinary approaches.</p> <p><i>*Human Dimension</i> - Learning about oneself or others</p> <p><i>*Caring</i> - Developing new feelings, interests, or values</p> <p><i>*Learning How to Learn</i> - Becoming a better student</p>	<p><i>*Explain</i> with facts, and data</p> <p><i>*Interpret</i> using real-world stories, images, analogies, and models</p> <p><i>*Apply</i> to varied contexts using interdisciplinary and transdisciplinary approaches.</p> <p><i>*Have perspective</i> by seeing the big picture.</p> <p><i>*Empathize</i> even with indirect experience.</p> <p><i>*Have self-knowledge</i> through metacognitive strategies and habits of mind.</p>	<p><i>*Building skills</i> through practice and feedback</p> <p><i>*Acquiring knowledge</i> through presentations and explanations</p> <p><i>*Developing critical, creative, dialogical thinking</i> – supported through question-driving inquiries and discussions</p> <p><i>*Cultivating problem solving</i> and decision-making abilities – supported through problems, case studies, labs, projects</p> <p><i>*Exploring attitudes, feelings</i> and perspectives – supported through group activities and team projects</p> <p><i>*Practicing professional judgment</i> with role play</p> <p><i>*Self-discovery</i> and personal growth through reflection</p>	<p><i>Problem-Centered</i> Analyze real-world problems</p> <p><i>. Activation.</i> Recall prior knowledge.</p> <p><i>. Demonstration.</i> Show knowledge or skills in a real context</p> <p><i>. Application.</i> Do it in a variety of contexts using interdisciplinary and transdisciplinary approaches.</p> <p><i>. Integration.</i> Merge knowledge or skills through reflection, discussion, debate or presentation. This is being engaged or active in the learning process.</p>

One theologian (Yount, 2010) wanted his taxonomy for teaching to be based on the Lord living within us and within our students. He shows how the difference domains each lead to that understanding. He also stressed the importance of the Holy Spirit, who works inside our students to transform lives in a tangible way. It is the Holy Spirit who convicts us of sin, who helps us choose to live righteous lives, and who changes our daily habits to be godly habits (Hendricks, 1987). Yount explained that learning theories of education may be helpful, but the presence and power of the Lord operating from within is essential for true life change. Still, he explains that the following come together when we focus on the Lord within us: cognitive changes of the mind; humanistic changes of the heart including emotions, feelings, choices, emotional safety and relevance; and finally, behavioral changes of both skills and habits. Newton (2012) also explained that students need for the Lord to work in all domains to bring about life change. Thus, the lesson integration that Yount and Newton promoted centers on bringing together different domains of learning so that students learn deeply, practice skills, and develop lifelong habits.

### **An Integrated Plan for Deep Learning and Life Change**

In Christian education, teachers will ask: What are the essential elements that need to be included in

planning lessons that go beyond foundational knowledge to help students experience deep learning, application, and lifelong commitment? Because we have taught in teacher preparation for many years, we have used a variety of lesson plan models. Some lesson plans that we have used are the Inquiry Lesson Plan, also called the 5-E Lesson Plan (Bybe et al., 2006), Madeline Hunter's seven-step plan (Hunter, 2004; Sousa, 2017), the I do-We do-You do model that is also called the Gradual Release of Responsibility model (Sousa, 2017), and Problem-based Learning models (e.g., Larmer & Mergendoller, 2010; Barell, 2007). Some lesson plans are more effective for particular content or for certain times in the semester. Some plans are more for mastery learning, whereas others are more suitable for student inquiry. Teachers will want to select and use lesson plans purposefully and effectively.

Furthermore, having sought to teach for deep learning that leads to life change, we tried various ways and combinations of plans to accomplish this goal. As a result, we wrote an integrated lesson plan and have found that it helps us plan for deep-heart learning and for the development of skills and habits with more intentionality. Although several researchers were helpful as we developed the plan: Newton (2012) particularly confirmed planning for



deep-heart learning from a theological perspective and Jensen and Nickelsen (2008) confirmed planning for deep learning from a brain-research perspective. We would recommend the integrated lesson plan in this essay to those wanting to purposefully engage students deeply, motivating them toward commitment to develop skills and habits that are pleasing to the Lord. In this plan, the emphasis is on learning, not teaching. Teachers can tell themselves that they explained the content clearly, they illustrated it well, and they gave an example of how the concept can be applied; but that does not mean that students have learned well or will use it. To be effective, teachers will want to focus on how students learn, respond, and apply content and biblical truths.

If we analyze Jesus'; teaching moments, we can see that Jesus used "a carefully chosen instructional approach—one that brought out the truth in a way that was most accessible to his specific student" (Lederhouse, 2016, p. 8). In His teaching, Jesus engaged learners emotionally in a way that required some kind of a response. He guided their questions, explained biblical principles and truths, asked more questions, and provided practical illustrations to guide them to new understandings. As Jesus taught, he looked for a heart response.

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*In His teaching, Jesus engaged learners emotionally in a way that required some kind of a response. He guided their questions, explained biblical principles and truths, asked more questions, and provided practical illustrations to guide them to new understandings. As Jesus taught, he looked for a heart response.*

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When teachers analyze the heart response of students throughout the lesson, it moves learning to a deeper level. Just like Jesus' teaching led His listeners to respond with their hearts, the Integrated Plan for Deep Learning has merged the appropriate heart response to learning the content. After each phase, teachers can be looking for a heart response before moving forward in the lesson. In Visual 1, notice the heart responses as

well as the difference in the roles of teachers and students.

Following is a discussion of ideas for planning each phase of learning.

### **Phase 1: Students observe it, while teachers show it!**

In Phase 1, students often need to see what is to be learned before they want it for themselves. This is demonstrated in Proverbs 6:6-8, "Go to the ant, O sluggard, observe her ways and be wise, which, having no chief, officer or ruler, prepares her food in the summer and gathers her provisions in the harvest" (NASB). This verse first stresses come and see (observation) and then consider what can be learned personally (desire). Jesus used many visuals and object lessons such as the lilies of the field and the birds of the air. As He encouraged His followers to first observe the common item found around them, He led them to desire to learn by telling them stories, asking questions related to the content, or exploring a metaphor. His followers observed and had a heart response evidenced by a desire to learn more.

The purpose of Phase 1 is to increase students' desire to learn and to provide a way to help them better understand and experience the lesson before it is taught. Newton (2012) called this "priming the heart pumps of students" (p. 152). He stresses the importance of staying clearly aligned with the big idea of the lesson during this initial phase by avoiding a fun, but unrelated, activity. The role of the teacher is to demonstrate to students the importance and the intrigue of learning the content. If students observe a role play or participate in a reader's theater, they can be led to recognize real-life problems and focus their attention on the lesson. In this phase, teachers model for their students in various ways including role playing a problem, discussing a problem, showing a picture illustrating the issue and asking questions, demonstrating, or telling a story. By encouraging student-talk about a real-world problem, teachers can move directly into heart learning first before studying the cognitive content. This is not the time for teachers to provide answers, but to let students share about the need or problem. It is a time for teachers to determine where students are in their understanding of the content through open-ended questions. The role of the student is to observe what is modeled, discover its meaning, and desire the knowledge with their hearts.



Imagine a writing class where the teacher shows excerpts of outstanding writing from a book the class has just read such as *The Lion, the Witch and the Wardrobe* by C. S. Lewis, then asks the students to help develop a list of good writing qualities from the book. As a class, they brainstorm together and the teacher writes the list on the board as students dictate.

Then, using the list that the class created, the teacher models writing a paragraph by thinking aloud about what makes a good paragraph while composing. The students observe the thoughts of the teacher to determine good writing qualities and desire to become better writers. Using another example, teachers also want their students to enjoy the subject and ask questions like a professional would ask. For instance, if a science class is studying buoyancy and air pressure, starting the lesson with a discrepant event that demonstrates buoyancy will engage students and help them explore the kinds of questions that scientists ask (Spangler, n.d.). Specifically, when beginning the buoyancy lesson with the cartesian diver demonstration, the teacher can ask, "If I squeeze this bottle, will the eyedropper go up or down?" During that time, all the students will be watching and will want to discover what happens and why. Another example is if the class is studying how to share the Gospel, the teacher can show a video of someone sharing the Gospel with an unbeliever. Then they can discuss what the students noticed (what was effective or not effective). Finally, students need context and experiences to understand new concepts such as when a lower-level math class is just beginning a study of data collection and representation. It is valuable to allow students the opportunity to first experience data collection such as asking students to come to one of two lines depending on whether they prefer chocolate or vanilla ice cream and, while everyone is standing in their respective line, the teacher leads

a discussion about what could be a problem with the representation--like the need to have the same space for each student and the importance of starting the line at the same place.

In this phase, teachers need to equip students with the skills to notice, focus, ponder, question, to be actively involved, or watch for more meaningful learning to take place. This phase should arouse interest and draw learners into the topic. If students desire to learn something, they are more likely to study with all their minds and hearts.

### **Phase 2: Students study content through teacher explanation and active learning.**

In Phase 2, the role of the teacher is to lead students to deeply and reflectively study the content and yet stay focused on the big idea of the lesson. Newton (2012) reminded teachers that although telling students the content and the overarching principles is a faster way to instruct students, it may not be the "best way to help students internalize truth at a deeper level" (pp. 140-141). For students to learn, they need to interact with new ideas (Sousa, 2017, p 156). Although this is the phase for building a strong knowledge base, to help students interact with ideas, teachers will want to make their lectures more interactive with a variety of teaching strategies such as a quick think-pair-share, short discussions, questions, or filling out graphic organizers. In general, teachers can help students connect with the content in various ways, either with some sort of direct instruction (acquisition learning) before shifting to an active learning task or by having students explore the topic first before the teacher gives a mini-lesson (as in inquiry learning). For example, if the class is studying how to share the Gospel, the teacher may either present what different people believe and how sharing the gospel for each could be different (direct instruction) or the class can explore in



small groups and develop a list of different examples of how Jesus varied the ways He shared the Gospel with different people (inquiry). Another example for an inquiry approach can be seen in a lesson on narrative writing. In small groups, students study paragraph excerpts provided by the teacher, critiquing which excerpts are good paragraphs (and why). As the groups share what they have learned, the teacher responds by reinforcing, correcting, reviewing, and listing the good writing strategies on the board. Yet, when using a direct instructional approach, the teacher talks about good qualities of narrative writing, listing them on the board and giving examples. Then the teacher reads or passes out a model paragraph, stopping to let students determine how the writing qualities are illustrated. Finally, students imitate the teacher's model by writing their own paragraph.

Whether using inquiry or direct instruction in this phase, students need to develop their knowledge and understanding. Teachers can encourage students to define, identify, recall, and retell to interact with the content in a way that brings personal meaning to the students. The heart response is to reflect on and even imitate the content in some way such as by patterning after examples provided.

### **Phase 3: Students practice the learning and both teachers and students illustrate it!**

In Phase 3, the role of the teacher is to further illustrate the concepts and truths to be learned that are relevant to students' lives and to lead students to practice building more connections with the content. This involves teachers using various strategies to make the information more meaningful for students. Teachers can use stories, personal examples, art, graphic organizers, music, movement, drama, and other means to help students more clearly visualize the content. Goodwin and Dey (2020), speaking from a brain-research perspective, stressed the importance of receiving information both visually and verbally. During this phase, teachers can help students use and improve skills to illustrate, dramatize, draw, personalize, or perform. Interaction with the content not only reinforces the content, but also allows the concepts to be understood more deeply. For instance, after reading an excerpt from a novel such as *The Lion, the Witch and the Wardrobe*, students can write another story that illustrates one of the major themes (such as the power of forgiveness). They can choose to read

their story to the class or to act out their story for the class. English as a Second Language students can practice retelling the story using miniature picture cards similar to the larger ones the teacher used for telling the story (Cavner, 2009).

This time of practice is more effective and meaningful if elaborative rehearsal is used. This is a brain-research term to show that practice does not need to be a rote drill, but instead builds connections using more complex thinking strategies (Marzano, 2007; Sousa, 2017). Jensen and Nickelsen (2008) explained that this phase of learning is a time for the brain to process new information and lists many benefits for this processing time. This practice leads students to a greater appreciation of the foundational knowledge and they will place more value on it in their lives. After practice, students will recall and apply the foundational knowledge more effectively. When students practice what is being taught, they come to value and appreciate the content.

### **Phase 4: Students and teachers apply it!**

In Phase 4, the role of both the teacher and students is to apply the new understandings in their own lives or to extend their new ideas to relevant topics by building connections. At this time, teachers can lead students to problem solve real-world issues or integrate previous courses and topics with the new foundational knowledge. This is also the time when students analyze the foundational learning from different worldviews and cultures, from various contexts, and from biblical principles. Using the example of studying *The Lion, the Witch, and the Wardrobe*, students can apply a concept from the story (such as forgiveness) to their lives by writing a reflection. Or students can use a T-chart to compare concepts from the chapter with biblical principles. Graphic organizers help students extrapolate principles from a story that can be applied. For example, students can reread the portion of the story about Edmund's betrayal and use a cause-effects diagram to show how Edmund's betrayal led to many more problems such as Mr. Tumnus being turned to stone, Aslan's death, and the stone table breaking (Cavner, 2009). To personalize this activity, students can work in groups to use the cause-effects graphic organizer to think of something positive they can do that has multiple good effects.

To help students learn more deeply in this phase, teachers encourage students to analyze, compare and contrast, problem solve, debate, reflect, and evaluate using their new understanding. Also, in this phase, students are able to solve problems in which they think creatively and reorganize solutions. To do this, they need to see a purpose that is meaningful and relevant to life. Students can interpret meaning and relevancy using real-world stories, images, analogies, models, and problems. Also, teachers can lead students to think more deeply and to analyze how to integrate the new learning into their own lives. This assures that the new application of ideas belongs to them personally and has been integrated at the heart level.

### **Phase 5: Students choose ways to use their learning while teachers challenge them to live it!**

The final phase is a time of closure. This is a brief time when teachers challenge students to use their deeper understanding. Sousa (2017) reminded teachers of the importance of reviewing the main concepts at the end of class in his discussion of how the primacy-recency effect reinforces long-term memory. During closure, teachers can help students see ways to personally live out the principles taught in the content of the lesson, but they should draw these principles and ideas from the students—not impose them on the students (Newton, 2012). This is not a time for teachers to pressure students for a commitment. Life change does not occur from external pressure. In addition, Newton warned teachers not to do the same activity each time for this phase. The role of the student is to choose to internalize the content, to learn to listen to the Holy Spirit, and to use it wisely in their own lives. There are a variety of ways to use this time effectively:

- Teachers can lead a discussion about the most important thing learned.
- Teachers can ask: What would you still like to know about this topic?
- Students can propose how this new understanding shows that they care about others.
- Students can propose how to apply it to other life situations (home, school, or church).
- Teachers can lead students in brainstorming how the new understanding would affect their

schedule or their relationships.

- Students can discuss in small groups what the lesson means to their future work.

Van Brummelen (2009) suggested having discussions of how the content affects our habits--these could be “habits of the mind, habits of the heart, or habits of action” (p. 252). Using *The Lion, the Witch, and the Wardrobe* example, students can individually select one habit based on the theme of the book--whether a habit of mind, heart, or action--that they could work on that would help them apply the content (such as forgiving someone who has betrayed them). Teachers can also select one of the habits recommended by Van Brummelen that relates to the lesson topic and lead the class in praying for God’s strength to make it a habit in their lives. Once students have studied these habits individually, they can better self-select an appropriate habit to improve. When students internalize new learning and choose to live out the concepts taught, they begin to form the habits that come from deep, whole-heart learning.

### **Using the Lesson Plan**

To make this plan more useful, we analyzed verbs from Bloom’s taxonomy to help guide the development of learning objectives (Bloom, 1956). Nevertheless, since Bloom’s model is for the cognitive domain, it was useful to study the affective taxonomy begun by Bloom and his colleagues and further developed by his associates (e.g., Krathwohl, 1964). We also studied biblical terms that represent learning objectives. Furthermore, some educators stress that Bloom’s cognitive taxonomy is not necessarily hierarchical (Ford, 1978; Newton, 2012; Yount, 2010).

They explained that the ways of learning above the knowledge level (i.e., comprehension, application, analysis, synthesis, and evaluation) are simply different ways of understanding. Plus, from a biblical perspective, knowledge and understanding are often mentioned in conjunction with obtaining wisdom, which would be the highest in a hierarchy, because wisdom is a practical application of knowing and understanding (Newton, 2012). Newton even suggested developing an objective for each domain of learning. When studying Visual 2, notice that the order of the lesson plan moves the content deeper and builds toward the purpose of application and life change. The action verbs at each phase are suggestions for teachers to write

# Integrated Plan for Deep Learning

Teachers	Show it	Explain it	Illustrate it	Apply it	Challenge to Use it!
Students	👁️ Observe ❤️ Desire	🧠 Study ❤️ Imitate	👋 Practice ❤️ Value	🔗 Apply ❤️ Integrate	❤️ Choose to 👉 Use it!
	Become aware	Define	Do	Apply	Adapt / Revise
	Focus	Identify	Dramatize	Analyze	Creatively apply
	Notice	List	Draw	Classify / Rank	Customize
	Perceive	Quote	Explain	Compare / Contrast	Design / Compose
	Ponder	Read	Experience	Discuss / Debate	Evaluate
	Question	Recall	Follow	Distinguish	Formulate
	Reflect	Recite	Illustrate	Examine	Organize
	See	Repeat	Personalize	Probe	Propose
	Watch	State	Rehearse/Perform	Prioritize	Self manage
	Take notes	Tell / Retell	Role play	Search / Solve	Synthesize
	❤️ Accept/Receive	❤️ Pattern after	❤️ Appreciate	❤️ Reorganize	❤️ Internalize

**Topic:**

**The Big Idea**

**Materials needed:**

**Guiding questions and principles:**

**Corresponding guiding biblical passage:**

**Vision:**

**Goals:**

**Objectives:** The students will...

**Assessment Strategies** (select one): \_\_\_\_\_

Observation, Checklist, Peer assessment, Presentation or performance, Anecdotal notes, Focused questions, Rubric, Work samples/Portfolio, Self-assessment, Learning log or journal, Interview/Conference, Other

**Show it/  
Observe it**

**Explain it/  
Study it**

**Illustrate it/  
Practice it**

**Apply it**

**Challenge/  
Use it**

learning outcomes and consider the roles of both the teacher and students at each phase.

## Conclusion

Whether pre-service teachers just getting started or experienced teachers, all Christian educators will plan lessons for students. When planning, teachers can choose to integrate the head, heart, hands, and habits within their lessons and strive for deeper learning and heart responses of their students. The goal of teaching is to affect the deepest part and to influence every aspect of a person (Newton, 2012). Newton summed up his study of heart learning like this: “The more I am learning about how people learn, the more convinced I am that the wisdom found in scripture parallels the most empirically grounded principles of education” (p. 203). God’s Word confirms effective educational strategies. Proverbs 23:12 explains: “Apply your heart to instruction and your ears to words of knowledge” (NIV). When students apply their hearts to what they are learning, they learn deeply and begin to develop a heart of wisdom.

However, students are not likely to naturally integrate these domains of learning on their own. Because of that, teachers can consider ways to draw students into longing for that kind of learning. First, we regularly engage in prayer, asking the Lord to reveal Himself to our students, to help them understand His Truths, to value His ways, and to be obedient to His guiding voice. We also pray for our students to have open hearts and minds (Yount, 2001). Then, we dedicate our lives to planning and teaching in such a way that our students can grow and allow the Holy Spirit to work in their lives.

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*We limit the work of the Holy Spirit if we are not cooperating with the Lord to seek change in students’ lives. It is truly the work of the Holy Spirit to open students’ hearts to learn and change. When this happens, we will be teaching with our true purpose to advance the Kingdom of God and point our students to Jesus.*

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