

# A VISION FOR THE EVERYDAY CLASSROOM

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I. Introductory examples: lessons to imitate and to avoid

II. How to distinguish good lessons from poor ones

A. Guiding principles: distinguishing between information, habit formation, and character formation

B. Bringing your school's vision into the classroom

C. Example: intellectual habits

1. Rhetoric: ability to communicate with clarity, precision, and aesthetic persuasiveness
2. Dialectic: ability to draw distinctions and connections, to analyze and synthesize, to induce and deduce
3. Perspective: a humble understanding of oneself, and of one's opponents, of the limitations of one's own understanding, without that humility leading to relativism
4. Observation: ability to pay close attention at various levels of detail
5. Process: ability to see a problem and to then develop an intelligent process for going about finding a solution
6. Imagination: a creative eye, which is eager to look for new ways of telling the story, of solving the problem, an intellectual curiosity, and a habit of copiousness

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### D. Example: character formation

1. Courage: not brash fearlessness, but a conviction that what must be done or said will be done or said, regardless of the opposition it will create, unflustered and undistracted by personal panic or by others venting their emotions
2. Toughness: an intolerance directed towards self for convenient excuses, resulting in perseverance and dependability, a disposition to see trials and challenges as opportunities, and a readiness to assume responsibility
3. Initiative: the free man's ability to drive himself to complete tasks without a master standing over, the ability to push himself into new ventures without handholding, resulting in a desire to be more than an appreciator, but a doer and a creator
4. Intellectual Integrity: an intolerance for inconsistencies, a patience for mysteries
5. Zeal: a godly hunger for the advance of God's kingdom
6. Evangelical Loyalty: a deep and abiding loyalty to and confidence in the Gospel and the faithful church, a love for God and for neighbor, a hunger for holiness and the fruits of the Spirit

### E. Interrogate your lessons with diagnostic questions

1. Is this busywork?
2. Are students doing any creating?
3. Is information the boss here? And if so, should it be?
4. What skills does the lesson demand? Am I building the skills I want to build?