

# Teaching from a Biblical Perspective

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*Workbook*

练习册

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Close the Gap Now  
[mbessenburg@caj.or.jp](mailto:mbessenburg@caj.or.jp)  
[closethegapnow.org](http://closethegapnow.org)

and  
Janz Team Ministries  
[hklassen@janzteam.com](mailto:hklassen@janzteam.com)  
[www.transformingteachers.org](http://www.transformingteachers.org)

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## **What happens in Christ-centered education?**

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1. Students learn Christ-centered content...(What do students learn?)
  
  
  
  
  
  
  
  
  
  
2. For a Christ-centered purpose...(What are the purposes of Christian education?)
  
  
  
  
  
  
  
  
  
  
3. From Christ-centered people...(What are Christians like?)
  
  
  
  
  
  
  
  
  
  
4. In a Christ-centered environment. (What's a Christ-centered environment like?)

## How can students develop a Christian worldview?

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### **By learning about God and His world:**

- ☐ Studying the Bible
- ☐ Studying God's world
- ☐ Connecting Biblical teaching & content/skills

### **By developing Christian character:**

- ☐ Learning about Christ-centered character traits
- ☐ Observing Christian teachers modeling Christ-centered behaviors
- ☐ Having opportunities to demonstrate Christian character

### **By participating in community:**

- ☐ In classroom devotions
- ☐ In chapel
- ☐ By following classroom guidelines
- ☐ By practicing spiritual disciplines

### **By serving others:**

- ☐ At school
- ☐ At home
- ☐ In the community

## How can I think Christianly about what I teach?

### 我如何从基督教的观点思考我所教的内容？

1. Why did God make \_\_\_\_\_? What is \_\_\_\_\_ "for"? 为什么神造了\_\_\_\_\_？\_\_\_\_\_是“为了”什么？
2. What aspects of God's nature, character, power, and purposes do I understand better because of \_\_\_\_\_? 因为\_\_\_\_\_, 我对神的本性、品格、能力和目的的哪些方面理解得更好？
3. How should \_\_\_\_\_ direct our attention "to Him"? \_\_\_\_\_ 应该如何把我们的注意“引向祂”？
4. How does God hold \_\_\_\_\_ together now? How is He presently involved in \_\_\_\_\_ since He originally made it? 神现今如何维持\_\_\_\_\_自从神创造了\_\_\_\_\_之后, 祂现在是如何参与其中的？

**What does \_\_\_\_\_ reveal about God?** \_\_\_\_\_ 启示了神的什么？

**What is God's purpose for \_\_\_\_\_?** 神对\_\_\_\_\_的目的是什么？

1. How has \_\_\_\_\_ been affected by sin? 罪如何影响了\_\_\_\_\_？
2. How has my understanding of \_\_\_\_\_ been affected by sin? 罪如何影响了我对\_\_\_\_\_的理解？
3. How has \_\_\_\_\_ been misused because of sin? 因为罪, \_\_\_\_\_如何被错用？
4. How has God frustrated \_\_\_\_\_? How is \_\_\_\_\_ different now from what it will be when He restores all of His creation?  
神如何让\_\_\_\_\_受挫? \_\_\_\_\_ 现在与将来神恢复祂的所有创造时如何不同？
5. What about \_\_\_\_\_ has sin stolen, killed, or destroyed?  
罪偷走、杀害或毁灭的\_\_\_\_\_是怎样的？
6. What created thing is given credit for \_\_\_\_\_ instead of God?  
\_\_\_\_\_归功于哪个受造之物而不是归功于神？

**How is God misunderstood because of \_\_\_\_\_?** 因为\_\_\_\_\_, 神如何被误解？

**How is \_\_\_\_\_ misused?** \_\_\_\_\_如何被错用？

1. What has God graciously revealed in His Word about \_\_\_\_\_?  
神在祂的话语里恩典地启示了关于\_\_\_\_\_的什么？
2. How did God use \_\_\_\_\_ in the past? 过去神如何使用\_\_\_\_\_？
3. How will God use \_\_\_\_\_ in the future? 将来神将如何使用\_\_\_\_\_？
4. How did Jesus use \_\_\_\_\_? 耶稣如何使用\_\_\_\_\_？

**How does the Bible confirm God's revelation in \_\_\_\_\_?** 圣经如何确认神在\_\_\_\_\_的启示？

**What does the Bible say about God's purpose for \_\_\_\_\_?**

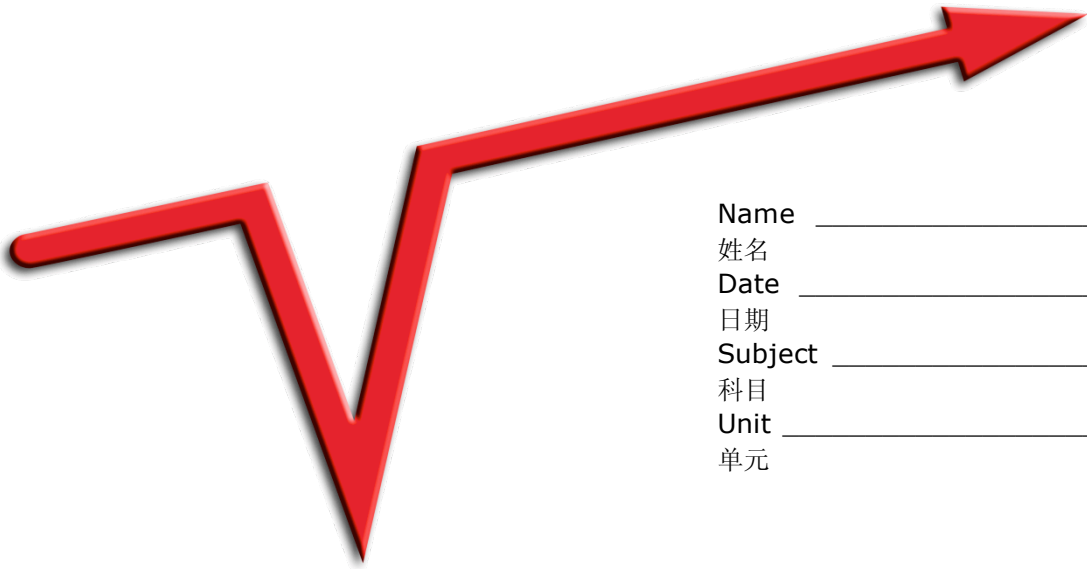
圣经是如何讲述神对\_\_\_\_\_的目的的？

1. How has my relationship to my heavenly Father been changed by considering \_\_\_\_?  
通过思考\_\_\_\_, 我与天父的关系是如何改变的?
2. What do I appreciate more about God because I have considered \_\_\_\_?  
因为我思考了\_\_\_\_, 我更加感激神的什么?
3. How might Jesus want to use \_\_\_\_ to prepare me to fulfill my unique role within His Body? Do I trust God's eternal plan enough to allow Him to use \_\_\_\_ in my life even though it may cause me to suffer now? 耶稣如何可能想用\_\_\_\_来预备我完成我在祂身体里的独特作用? 我足够信任神的永恒计划因而允许祂在我生命中使用\_\_\_\_吗? 即使现在它可能使我受苦?
4. How might Jesus want to use \_\_\_\_ to accomplish His purposes among those that are not yet part of the Body? Will I allow Him to use \_\_\_\_ in my life to help others rather than myself? 耶稣如何可能想用\_\_\_\_来成就祂在那些还不是肢体的人中的目的? 我会允许祂在我生命中使用\_\_\_\_来帮助别人而不是我自己?
5. Will I thank God for \_\_\_\_ - no matter how little or much I know about it - because I am confident that \_\_\_\_ was made "for Him" and is to direct our attention "to Him"?  
无论我对\_\_\_\_知道多少, 因为我有信心, 相信\_\_\_\_是"为祂"造的, 为要把我们的注意"引向祂", 我会为它感谢神吗?
6. Will others desire to worship God because of the way that I interact with \_\_\_\_?  
因着我与\_\_\_\_的互动方式, 其他人会想要敬拜神吗?
7. Does my attitude toward \_\_\_\_ reflect an appreciation for \_\_\_\_ because it was made by God? 因为\_\_\_\_是神造的, 我对它的态度反映出对\_\_\_\_的感激吗?
8. Is my use of \_\_\_\_ shaped by God's purposes or mine?  
我对\_\_\_\_的使用是受神的目的还是我的目的影响?

**How has \_\_\_\_ changed my relationship to my heavenly Father?**  
\_\_\_\_如何改变了我与天父的关系?

**How does Jesus want to use \_\_\_\_ to fulfill His purposes in my life and the life of others?** 耶稣如何使用\_\_\_\_来成就祂在我生命和其他人生命中的目的?

**Will I allow the Holy Spirit use \_\_\_\_ to give me a thankful, worshipful spirit?**  
我愿意让圣灵使用\_\_\_\_给我一个感恩的、敬拜的灵吗?



Name \_\_\_\_\_  
 姓名 \_\_\_\_\_  
 Date \_\_\_\_\_  
 日期 \_\_\_\_\_  
 Subject \_\_\_\_\_  
 科目 \_\_\_\_\_  
 Unit \_\_\_\_\_  
 单元 \_\_\_\_\_

\_\_\_\_\_ and a Biblical worldview

\_\_\_\_\_和圣经的世界观

### Creation/Reflection 创造/反映

1. How does \_\_\_\_\_ reflect God's character?  
 \_\_\_\_\_如何反映了神的品格?
2. What was God's original purpose for \_\_\_\_\_?  
 神对\_\_\_\_\_起初的目的是什么?

### Fall/Distortion 堕落/扭曲

1. In what ways has \_\_\_\_\_ been distorted by the fall of man?  
 \_\_\_\_\_在哪些方面被人的堕落扭曲了?
2. In what ways has \_\_\_\_\_ been misused?  
 \_\_\_\_\_在哪些方面被错用了?

### Redemption/Revelation 救赎/启示

1. Why did Christ need to die so \_\_\_\_\_ can fulfill God's purposes?  
 为什么基督需要死, 这样\_\_\_\_\_才能完成神的目的?
2. What prescriptions does the Bible have for common misuses of \_\_\_\_\_?  
 圣经对通常的错用\_\_\_\_\_有什么治疗(解决)办法?

### Fulfillment/Application 完全/应用

1. How does \_\_\_\_\_ make me appreciate God and desire to worship Him?  
 \_\_\_\_\_如何使我感激神并想要敬拜祂?
2. How can \_\_\_\_\_ be used for God's purposes within His family & His world?  
 如何在神的家和祂的世界把\_\_\_\_\_用于神的目的?

**Using your answers to the above questions, complete the statement below:**

用你在上述题目中的答案完成下面的句子:



**God made** \_\_\_\_\_ **so** \_\_\_\_\_  
(subject) (purpose)

神造了\_\_\_\_\_ 所以 \_\_\_\_\_  
(科目) (目的)

**but our rebellion** \_\_\_\_\_  
(distortion)

但是我们的叛逆\_\_\_\_\_

(扭曲)

**God provided His Word, His Son and His Spirit so that \_\_\_\_\_**  
(revelation)

神给了祂的道、祂的儿子和祂的灵，这样 \_\_\_\_\_  
(启示)

**so His children would** \_\_\_\_\_  
(application: benefit mankind)

所以祂的儿女要\_\_\_\_\_

(应用：造福于人类)

**and give glory to God by** \_\_\_\_\_  
(application: reveal God's character)

并通过\_\_\_\_\_归荣耀给神。

(应用：揭示神的品格)

## What does an effective lesson include?

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Grade:

Subject:

Unit/Topic:

In this unit, students study...

Lesson description:

**1 Story:** What story will you tell about the lesson content?

**2 Connections:** What 2 connections to God's story do you want your students to make?

**3 Questions:** What 3 questions will you ask to help your students make connections?

**2 Objectives:** What are your objectives?

**1 Assessment:** How will know if you accomplished the objectives?

Discuss • Draw • Role play • Think-pair-share • Thumbs up/down • Write • Other \_\_\_\_\_

Description:

## What's a sample lesson look like?

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**Grade:** 8

**Subject:** Science

**Unit/Topic:** Electricity in Society

**In this unit, students study:**

- ★ Electrons and how they move around in metals when given energy to do so.
- ★ How the ability of scientists to control this movement gives rise to a huge range of everyday devices that are easy to take for granted.
- ★ How a microscopic semi-conductor can be used as an information storage device by varying the flow of electricity through it.
- ★ *How technology impacts us.*

**Lesson description:** Students focus on *how technology impacts us* by brainstorming and discussing answers to: How did you electricity today? How would you survive if you woke up one morning and nothing electric worked? How does technology impact you?

**1 Story:** *What story will you tell about the lesson content?*

It's Yusuke's birthday. His parents give him a wrapped box. Yusuke unwraps the box. Inside is the latest music player. It's black, can hold a lot of music, comes with cool earphones, and has a rechargeable battery. Yusuke is excited! It's just what he wanted. He smiles and thanks his parents. His parents are glad he likes his present. Yusuke starts loading his music on his new player.

The next day, Yusuke takes his new music player to school and shows it to his friends. They are impressed. Yusuke is glad.

Yusuke listens to music on his player every day. Three weeks later, he sees an ad for a new player. It's purple, can hold more music, and has a better battery. He looks at his birthday present and wonders what it would be like to have the newest player.

**2 Connections:** What 2 connections to God's story do you want your students to make?

1. Be content (1 Timothy 6:6-10, Proverbs 30:7-9, Philippians 4:12-13).
2. Possessions are temporary (Proverbs 23:4-5, Matthew 6:19-34, Ecclesiastes 4:6).

**3 Questions:** What 3 questions will you ask to help your students make connections?

1. What's the problem?
2. What's the solution?
3. How important is contentment?

**2 Objectives:** What are your objectives?

1. Students will understand how new technology impacts them.
2. Students will think about their response to technology.

**1 Assessment:** How will know if you accomplished the objectives?

Discuss • Draw • Role play • Think-pair-share • Thumbs up/down • **Write** • Other \_\_\_\_\_

Description: Write a paragraph answer (that includes specific Bible content studied in class) to "How content are you with the technology that you have?"

## What story will you tell about the lesson content?

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### How do stories help your students learn?

1. What story has someone told you recently? Why did they tell you that story?
2. What's a story Jesus told? Why did Jesus tell that story?
3. What's a story you've told your students? Why did you tell that story?
4. What kinds of stories do you tell your students? (Biographies? Anecdotes? Fables? Proverbs? Personal experiences?)
5. What do you like/dislike about telling stories?
6. How do stories help your students learn?

### What story will you tell about your lesson content?

1. What's your lesson about? (Content?)
2. What's your lesson really about? (Values? Principles?)
3. What stories can you tell about your lesson? (Biographies? Anecdotes? Fables? Proverbs? Personal experiences?)
4. What story will you tell about your lesson content?

**Take action:** Write your story in your 1-2-3-2-1 lesson plan.

## What 2 connections to God's story do you want your students to make?

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### God

1. Father loved Christ (John 17:24)
2. Father chose Christ (1 Peter 1:20)
3. God is omnipotent, omniscient and omnipresent (Hebrews 1-3, Psalm 139:1-6, 7-12)
4. God is divine Person with intelligence, emotion and free will (Isaiah 1:18, Isaiah 19:65, Psalm 3:115)

### Creation

1. Triune God made everything perfect (including spiritual beings)
2. God sustains everything (Colossians 1:16-17, Hebrews 1:3)
3. God made everything for His glory
4. God has revealed Himself to us through His Word and His world
5. God made man in His image and we are valuable and unique
6. God communicates with man (Romans 1:18-21)
7. Man is different from the animals (1 Corinthians 15:39)
8. Man was created to live in relationship with God and others
9. Man has been given responsibility to care for the animate and inanimate creation
10. God provided for everyone's and everything's needs
11. Man was created for God's pleasure and purposes
12. Human life come from God
13. Relationships were based on interdependence, service, & enjoyment; by nature they were sustaining and demonstrated unity in diversity
  - a. Angels are ministering servants
  - b. Inanimate world (planets) feed the animate through their fruit and also through the oxygen they produce
  - c. People are to care for the animate & inanimate universe
  - d. Animate and people's waste products feed plants (CO<sub>2</sub> and excrement)
  - e. Inanimate heavenly bodies mark times & seasons
  - f. God enjoys everything He made → beauty in everything
  - g. Man enjoys God & everything He made
  - h. Only God and man are creative
  - i. Reproduction after kinds but great variety
  - j. Man requires a helpmate
  - k. Helpmate has a service role
  - l. Man needs the inanimate world—atmosphere, water, food
  - m. Man isn't an animal
  - n. Animals came in male & female
  - o. God established what is right—everything else is wrong
  - p. God's moral order is non-optional and non-negotiable (Exodus 20:1-17, Romans 1, 6, 7)
  - q. Man did not decide what was right and wrong
  - r. Man will live forever
  - s. Man was created to live in relationship with others in families (Genesis 2:21-24)

### Fall

1. Autonomy destroys because it is contrary to the nature of creation and its planned purpose
  - a. Nature & purpose are interwoven because creation is an expression of God's nature and His eternal purpose was self-giving within the
  - b. Trinity as well as in time
  - c. Satan was the first to desire to be autonomous rather than dependent

- d. Because created autonomy is contrary to the nature of the universe, Satan by nature is a liar → no created thing can be autonomous
- e. Man adopted his false perspective
- f. Man's dreams don't exist apart from him & neither do God's material "day-dreams" that He spoke into existence = entire universe
- 2. Everyone has sinned
- 3. Sin involves the desire to make decisions without depending on God—without His word or His power
- 4. Sin always has consequences
  - a. Personal sin has personal to universal consequences
  - b. National sin has national consequences
- 5. Man's sin has affected everything in the physical universe
- 6. Weeds, "hard" work, "pain" in childbirth, floods, storms, creation "groans"
- 7. Sin causes death and dying (Romans 5:12)
- 8. Personal relationships between God and man are broken (Isaiah 53:6)
- 9. Sin produces eternal separation from God as well as physical death
- 10. Relationships between man and others are marred by conflict caused by selfishness and pride
- 11. Man's heart has been changed so our view of everything is blinded, distorted
- 12. Man uses everything for himself
- 13. Man has rejected God's revelation (John 3:19-20)
- 14. Man sins by nature and by choice
- 15. Creation is treated as more important than the Creator (Romans 1:25)
- 16. Man's sin didn't destroy God's creation but perverted it
- 17. Wicked spiritual beings influence the physical universe and people

### **Redemption**

- 1. Redemption always begins with God's initiative
- 2. Repentance is the first step in redemption whether personal or national
- 3. God didn't abandon man in his sin—this world is not forsaken
- 4. God's word is the standard of right and wrong (Psalm 19:7; Psalm 119; 2 Timothy 3:16-17)
- 5. God's revelation in Christ completes His revelation of Himself (Hebrews 1:1-2)
- 6. God established the state and church to uphold moral order on the earth (Romans 13:1-7, Matthew 16-18)
- 7. Nothing man does can remove the results of sin
- 8. God has provided the only answer to sin and all its effects in the incarnation, crucifixion, resurrection and ascension of Jesus Christ
- 9. Personal transformation is the path to any kind of group transformation
- 10. Everyone and everything is redeemable by Jesus' death and resurrection (2 Peter 3:9)
- 11. Jesus understands man's situation because He is the God-man and He has lived in this sin-distorted physical universe
- 12. Through Jesus, man can be restored to fellowship with God (Romans 6-8)
- 13. Jesus has defeated all the wicked spiritual beings

### **Fulfillment**

- 1. God wants us to live as His children from now through eternity
- 2. Jesus desires that God's children function together as a living organism that He directs and empowers
- 3. God's children are indwelt by the Holy Spirit and are individually and collectively to worship God
- 4. Christians are the "light of the world" (Matthew 5:14-16)
- 5. Christians are the "salt of the earth" (Matthew 5:13)
- 6. Man is still responsible to care for the animate and inanimate creation (Genesis 1:26-28)
- 7. Christians are to make disciples (Matthew 28:18-20)
- 8. Everything we do has eternal significance
- 9. The life of God is available by the Holy Spirit to His children so they can live in hope and

victory in this life

10. God desires His will be done on earth as it is in heaven (Matthew 6:10)
11. God will accomplish all His purposes in all creation but it will require that He makes everything anew, replacing the physical, temporal universe with something that is eternal
12. Wicked spiritual beings and all people that reject God's redemption will be removed from God's eternal kingdom so that it will be completely without sin

## What 3 questions will you ask to help your students make connections?

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### Why does God ask questions?

1. What questions does God ask? Gen. 3.9, 3.11, 3.13, 4.6-7, 4.10, 18.9. Job 38.2, 38.4-11, 38.12-13, 38.16-20, 38.22-41, 39.1-5, 39.9-12, 39.19-20, 39.2-27, 40.2, 40.8-9, 41.1-7.
2. What questions does Jesus ask? Mark 2.8, 2.9, 2.19, 3.4, 3.23, 3.33, 4.13, 4.21, 4.30, 4.40, 5.9, 5.30, 5.39, 6.38, 7.18, 8.5, 8.12, 8.17-21, 8.23, 8.27, 8.29, 8.36, 8.37, 9.12, 9.16, 9.19, 9.21, 9.33, 9.50, 10.3, 10.18, 10.36, 10.38, 10.51, 11.17, 11.30, 12.9, 12.10-11, 12.15, 12.16, 12.24, 12.26, 12.35, 12.37, 13.2, 14.6, 14.37, 14.41, 14.48, 15.34. Acts 9.4.
3. Which question that God asks in Genesis or Job interests you? Tell me about that.
4. Which question that Jesus asks in Mark or Acts makes you uncomfortable? Tell me about that.
5. Why does God/Jesus ask questions?

### What makes a good question good?

1. What questions do you ask your students?
2. What's exciting/frustrating about asking your students questions?
3. What kinds of questions do your students like/dislike responding to?
4. What makes a good question good?
  - ★ **G**rabs attention.
  - ★ **R**equires upper-level thinking.
  - ★ **A**llows for a variety of acceptable responses.
  - ★ **C**onnects content & skills/Bible/life (or content & skills/life)
  - ★ **E**ssential—universal, timeless, at the heart of learning.
  - ★ **S**tudent-friendly—short, with developmentally appropriate vocabulary.

### What 3 questions will you ask to help your students make connections?

1. What's your lesson about?
2. What story are you going to tell?
3. What 2 connections to God's story do you want your students to make?
4. What 3 questions will you ask to help your students make connections?

**Take action:** Write your 3 questions in your 1-2-3-2-1 lesson plan.



## What do sample questions look like?

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1. How are you a witness for God?
2. How are God's mercy and justice related?
3. How aware should you be of culture?
4. How can art express your beliefs?
5. How can art express our relationship with God and creation?
6. How can you be a good caretaker?
7. How can you be a wise steward?
8. How can you bring change?
9. How can you care for God's creation?
10. How can you care for your body?
11. How can you care for sound?
12. How can you communicate the truth in love?
13. How can you depict the Christian faith?
14. How can you maintain your body as God's temple?
15. How can you make healthy decisions?
16. How can you relate to the target culture?
17. How can you bridge cultural differences?
18. How can you repair relationships?
19. How can you serve God and others?
20. How can you solve the problem?
21. How can you use \_\_\_\_ (subject/topic) wrongly?
22. How can you use a Biblical perspective?
23. How can you use math to serve others?
24. How can you use mathematical habits of mind?
25. How can you use music?
26. How can you use your creativity?
27. How can you use your gifts and learning?
28. How can you use the Bible to guide your life?
29. How can you work with others?
30. How can learning a language change you?
31. How can math help you learn about God and creation?
32. How can music help you learn about God and creation?
33. How can religion undermine God's work?
34. How can you use math to make sense of God's world?
35. How can we praise God through music?
36. How can we see God's creative power in creation?
37. How do authors help us see truth?
38. How do you balance head and heart?
39. How do cultures affect/reflect worldviews?
40. How do you balance needs and caretaking?
41. How do you learn, live, and serve with others?
42. How do you live out your convictions?
43. How do others help us see?
44. How do patterns help you make sense of God's world?
45. How do we know?
46. How do we know God cares?
47. How do we use language?
48. How do worldviews affect life?
49. How does \_\_\_\_ (subject/topic) help you develop as a person?
50. How does \_\_\_\_ (subject/topic) help you serve others?
51. How does a belief system influence a point of view?
52. How does belief affect design?
53. How does culture affect who you become?
54. How does evil work in our lives?
55. How does God show sovereignty?
56. How does God show us who He is?

57. How does God speak to us?
58. How does God use ordinary people to do His work?
59. How does God want you to carry on His work?
60. How does God want you to live?
61. How does God want you to view others?
62. How does God work?
63. How does God's Word help you see?
64. How does nature reveal God?
65. How has culture shaped you?
66. How can you reflect God's glory?
67. How important is this?
68. How is Jesus the purpose of your life and learning?
69. How shall we then live?
70. How should Christians apply truth and justice?
71. How should Christians live in a world filled with suffering?
72. How should Christians respond to bias?
73. How should Christians use wealth and power?
74. How should you deal with injustice?
75. How should you live?
76. How should you respond to competition?
77. How should you respond to God?
78. How should you use resources?
79. How should we live in God's world?
80. How tolerant can a community be?
81. How will you achieve the "good"?
82. What does being a disciple of Jesus mean?
83. What does it mean to be human?
84. What does it mean to lead a meaningful life?
85. What does Jesus' life mean to you?
86. What if?
87. What's the problem?
88. What's your responsibility?
89. What's the significance of words?
90. What's the solution?
91. What's wrong with the world?
92. What makes good music good?
93. What makes us who we are?
94. What's true?
95. Where do you belong?
96. Who are you?
97. Who is God?
98. Who is your neighbor?
99. Why breathe?

## What? So what? Now what?

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**Reflection is a powerful tool for leveraging your learning. To reflect, respond to 3 questions:**

1. What? (What did you learn?)
2. So what? (What does this mean to you? How important is this?)
3. Now what? (How can you apply your learning?)

What?	So what?	Now what?