

### Script for Module 3

Stop right now and quickly tell me where you have been, what you have done, with whom you have talked, what thought from your quiet time is impacting you in your behavior today. What thoughts can you retrieve and share? Find it easy or hard?

We truly are living in a technological society with its entire plethora of ideas and gadgets, and we are being inundated with information beyond what we need or want. So how do we sort all of this into the compartments with files that are easily found, easily retrievable and more importantly can discard the unwanted and unnecessary? How do we forget and how do we remember? Why is it that our kid can recall a promise we made eons ago but our mind has completely forgotten? Recently a well known author had an experience that shed light upon the brain's functions. A prolific author writing a book with one week to deadline opens her computer and reads this: Agttt Higg Bowq Sm. Pvxef byiz alwb. As she sat staring at her screen she began to think she must have been quite weary the night prior but then she began to surmise that perhaps something more radical had occurred. The physicians with whom she met verified the diagnosis of a stroke the next day. Now, three years later, this author [Mrs. S. ] has undergone extensive therapy to regain her memory of language, both English and Spanish,

Did you ever wonder how our marvelous brain, that we so take for granted so easily and without grace and thankfulness, takes in, processes, stores and retrieves information and then what happens when it all goes haywire? To understand the brain and its functions it is good to stop and peer within to see what it holds as far as the treasures God has given to us.

Our brain is made up of several "lobes" or parts. Each part has its function and has been studied extensively. For example the Occipital Lobe is responsible for reading as well as vision. Reading encompasses the cognitive that includes reasoning, reflecting, remembering and evaluating. One must begin with reasoning that an "a" is an "a" and not a "d". From there the memory function helps the brain to recognize the "a" each time it sees it. For some the "b's and d's" are incorrectly perceived and reflects perhaps a memory or a vision inaccuracy. The brain must work to place in its memory bank the vision of the letters; add to that the name, the sound and its placement in the alphabet along with its placement in words. The brain works rapidly to take in this information, correlate it with other data, sort it, file it, and accurately retrieve it when needed. Think of a filing clerk who has the job of taking a piece of paper, accurately record its function, then find the appropriate file, sort it, file it which may take several minutes. What took a filing clerk some time is done in a fraction of time in the brain. We have an efficient mechanism within us.

But, how do we explain this process to a student or a teacher who are questioning why a child cannot read or an adult has had a stroke such as Mrs. S? Let's take a few minutes and meet and understand the work of Dr. Benjamin Bloom who also wondered and set about to discover how this marvelous brain of ours works. To his credit he gathered data and wrote much about this phenomenon which he then titled "Bloom's

Taxonomy”. As we ponder this we see that Bloom began with the most basic of steps that the brain must take beginning with the gathering of facts being presented. What is this “b”? What is this “d”? The brain then takes a mental picture of this letter, listens to its sound, begins the active step of comprehending what a “d” is and accurately responds much like a filing clerk and files the letter under the appropriate category all without picking up a pencil or opening a file drawer. When we stop to think that Our Creator saw fit to give us the function of being able to discern where it should be filed, under what category, in the correct file “alphabet” and file the sound in the correct Temporal Lobe, and all within a fraction of a second we stand in awe.

The challenge begins when someone asks you to retrieve it. Where is it? The marvelous brain is able to wind through the maze of nerves, corpuscles and labyrinth of “hallways” to locate the “d”, retrieve it when asked, and apply the “d” to the right situation. Most often it works like clockwork but in Mrs. S’s case it did not and so therapy was needed.

But let’s look at how the brain works to achieve the higher level of critical thinking skills. From taking in data (facts) we move up the ladder to the comprehension level. It is at this level the “b” becomes a “b” both alone and in context of words, its placement within the construct of the alphabet, its proper writing direction, and its sound. This is a complex issue and should one or more of these components be found to be missing or altered in any way this step on the ladder is weakened. Thus in studying scripture we must be looking at our students to observe and to understand if they actually comprehend such things as the book placement, the order of words in a verse, the understanding of who spoke the words, when it was spoken and why. This then is the basis of comprehension levels along with some analysis. These ladder rungs often overlap and we can see one or more of the ladder rungs being used in many of the steps. But, basically the level of comprehension is to say that one understands the facts that were presented.

The next ladder rung is the application level. It is here that the person in mind is asked to respond with the correct answer to “what is this letter” by speaking, writing, editing, etc. Can the person retrieve the information and tell the name of the letter but also respond in drawing the appropriate design of the letter and if incorrect, be able to edit it with precision. Application then is the measure of the first two steps on the ladder and reflects whether the person is ready to move beyond. In the study of the Bible a student is asked what is this book, where do I find the book of John, who is the author; tell me who Nicodemus is etc.

We will continue our study of Bloom’s Taxonomy and begin to put our pieces of the puzzle together to make a beautiful tapestry of God’s love, wisdom and His principles.