



Remnant

KIDS

12 LEARNING STYLES

A LEADER'S GUIDE TO UNDERSTANDING
AND TEACHING EVERY LEARNER



DISCOVER • CONNECT • ENGAGE

UNDERSTAND
EACH STYLE.
APPLY WITH
CONFIDENCE.
SEE EVERY KID
THRIVE!

THIS WORKBOOK BELONGS TO:

DATE:

LEARNING STYLE

VISUAL-SPATIAL

THE PICTURE THINKER

Visual-spatial learners understand ideas by seeing how things fit together. Pictures, colors, maps, diagrams, demonstrations, and visual organization help information make sense.



IN MINISTRY

These children often connect with Bible events, timelines, symbols, and big ideas when they can see the story take shape.

YOU MAY NOTICE THIS CHILD

- Notices colors, details, layouts, or visual changes quickly.
- Remembers faces, pictures, locations, and where things belong.
- Enjoys drawing, designing, building scenes, maps, or puzzles.
- May say, “Show me,” before trying something new.
- Can lose focus during long explanations without something to see.

KEEP IN MIND

A child can enjoy art without being primarily visual-spatial. Look for repeated patterns in how the child remembers and explains ideas.



learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Use picture cues, object lessons, maps, timelines, and color coding.
- Let the child sketch the story or arrange images in order.
- Keep important words visible while you teach.

LEARNING STYLE

VERBAL-LINGUISTIC

THE PICTURE THINKER

Verbal-linguistic learners understand through spoken and written language. Talking, reading, storytelling, wordplay, discussion, and explaining ideas strengthen understanding.



IN MINISTRY

These children often respond well to Bible reading, guided discussion, testimony, memory phrases, and opportunities to retell biblical truth.

YOU MAY NOTICE THIS CHILD

- Enjoys telling stories, reading, writing, jokes, or word games.
- Asks many questions and may think out loud.
- Remembers exact phrases, names, lyrics, or story details.
- Likes to explain what happened in their own words.
- May volunteer answers before quieter children are ready.

KEEP IN MIND

Talkativeness is not the same as understanding. Listen for whether speaking or writing helps the child organize and retain truth.



learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Invite retelling, interviewing, journaling, or reading aloud.
- Use memorable phrases, discussion prompts, and story structure.
- Give the child a moment to form their words before requiring an answer.

LEARNING STYLE

AUDITORY

THE INTENTIONAL LISTENER

Auditory learners understand through hearing. Spoken words, conversations, storytelling, discussion, repetition, and verbal instruction help ideas become clear and memorable.



IN MINISTRY

These children often connect through Bible storytelling, Scripture read aloud, worship, testimonies, group discussion, verbal prayer, and opportunities to hear and explain God's truth.

YOU MAY NOTICE THIS CHILD

- Remembers spoken directions, conversations, or stories with surprising accuracy.
- Learns quickly through listening and asking questions.
- Enjoys discussions, storytelling, podcasts, or being read to.
- Often talks through ideas to understand them.
- May repeat important information aloud to help remember it.

KEEP IN MIND

Talking is not always a distraction for an auditory learner. Many children organize their thoughts by hearing and speaking ideas aloud. Give appropriate opportunities for discussion while helping them develop respectful listening skills.

20-30%

learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Read Scripture aloud with expression and purpose.
- Use repetition, memorable phrases, and verbal review throughout the lesson.
- Encourage children to explain biblical truths in their own words.

LEARNING STYLE

MUSICAL-RHYTHMIC

THE RHYTHM KEEPER

Musical-rhythmic learners understand through melody, rhythm, sound, tone, and repetition. Music and patterned language help information stick.



IN MINISTRY

These children often connect with worship, Scripture songs, rhythmic declarations, sound effects, and repeated response phrases.

YOU MAY NOTICE THIS CHILD

- Sings, hums, taps, claps, or creates rhythms without prompting.
- Remembers songs and spoken patterns quickly.
- Notices changes in tone, volume, pace, or background sound.
- Enjoys instruments, chants, rhymes, or call-and-response activities.
- May be especially affected by noisy or chaotic environments.

KEEP IN MIND

Musical learning is broader than singing ability. A child may respond strongly to rhythm and sound without wanting to perform publicly.



learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Use rhythm, rhyme, chants, musical cues, and Scripture songs.
- Let the child add sound effects or create a memory beat.
- Offer a quieter option when sound becomes overwhelming.

LEARNING STYLE

LOGICAL-MATHEMATICAL

THE PATTERN FINDER

Logical-mathematical learners understand by finding patterns, causes, categories, sequences, and clear connections. These children want to understand how and why something works.



IN MINISTRY

These children often engage when leaders connect cause and effect, compare choices, trace themes, or investigate the structure of a Bible passage.

YOU MAY NOTICE THIS CHILD

- Sorts, categorizes, compares, counts, or organizes naturally.
- Enjoys strategy games, codes, riddles, experiments, or problem-solving.
- Frequently asks, “Why?” “How?” or “What happens if...?”
- Looks for consistency and may notice gaps in an explanation.
- Can become frustrated by vague directions or rules that do not seem logical.

KEEP IN MIND

Questions are not automatically defiance. Questions may be the child’s way of building a trustworthy framework for understanding.

15-25%

learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Use sequences, charts, clues, sorting tasks, and Bible investigation.
- Explain the reason behind an activity or instruction.
- Invite the child to identify patterns and make connections.

LEARNING STYLE

BODILY-KINESTHETIC

THE ACTIVE LEARNER

Bodily-kinesthetic learners understand through whole-body movement and physical experience. Acting, moving, practicing, building, and doing help



IN MINISTRY

These children often remember Scripture and Bible events through motions, reenactments, stations, games, and real-life practice.

YOU MAY NOTICE THIS CHILD

- Moves frequently and may struggle to sit still for long periods.
- Enjoys sports, drama, action games, dance, or hands-on challenges.
- Uses gestures while talking and learns steps by trying them.
- May remember where an activity happened more than what was said.
- Often volunteers to demonstrate, carry, arrange, or participate.

KEEP IN MIND

Movement can support attention. Look for whether appropriate action increases the child's listening, recall, and participation. of building a trustworthy framework for understanding.

20-30%

learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Build movement into transitions, review, prayer, and memory work.
- Let the child act out, demonstrate, or physically arrange the lesson.
- Give purposeful movement rather than treating all movement as disruption.

LEARNING STYLE

BODILY-TACTILE

THE HANDS-ON DISCOVERER

Tactile learners understand through touch and fine-motor interaction. Handling, assembling, shaping, writing, sorting, and manipulating materials support focus and memory.



IN MINISTRY

These children often remember truth through take-home objects, meaningful crafts, building tasks, sensory prayer, and interactive Bible tools.

YOU MAY NOTICE THIS CHILD

- Reaches to touch, take apart, arrange, fold, or build.
- Enjoys crafts, blocks, sensory materials, models, or manipulatives.
- Focuses better when their hands have an appropriate task.
- Learns detailed steps by physically handling materials.
- May fidget with nearby objects while listening.

KEEP IN MIND

Tactile and bodily-kinesthetic learning overlap, but tactile learners may prefer focused handwork rather than large-body movement.



learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Provide purposeful manipulatives, models, cards, or response objects.
- Explain what may be touched and what must stay in place.
- Tie the hands-on task directly to the spiritual truth.

LEARNING STYLE

INTERPERSONAL

THE TEAM CONNECTOR

Interpersonal learners understand through interaction with others. Conversation, teamwork, shared problem-solving, mentoring, and group energy support understanding.



IN MINISTRY

These children often grow through small groups, partner discussions, service projects, shared prayer, and opportunities to encourage others.

YOU MAY NOTICE THIS CHILD

- Seeks friends, partners, group roles, or conversation.
- Reads social cues and notices how others are feeling.
- Enjoys cooperating, leading, helping, or encouraging.
- Processes ideas by discussing them with someone else.
- May lose energy or confidence when expected to work alone.

KEEP IN MIND

Being socially confident does not always mean a child understands. Ask questions that reveal personal thinking, not only group participation.

25-35%

learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Use pairs, teams, role discussions, and cooperative challenges.
- Give the child meaningful roles that serve the group.
- Teach listening and make room for every voice.

LEARNING STYLE

INTRAPERSONAL

THE INNER PROCESSOR

Intrapersonal learners understand through personal reflection and self-awareness. Quiet thinking, individual choice, journaling, and private response help truth become personal.



IN MINISTRY

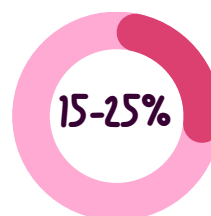
These children often connect through personal application, quiet prayer, private reflection, journaling, and choices that preserve emotional safety.

YOU MAY NOTICE THIS CHILD

- Prefers time to think before speaking or joining an activity.
- Has clear interests, personal goals, or strong internal opinions.
- Enjoys independent work, journaling, reading, or solo projects.
- May share deeply with one trusted leader rather than with a group.
- Can appear quiet while still listening and processing carefully.

KEEP IN MIND

Quiet participation is still participation. Do not measure spiritual engagement only by how quickly or publicly a child responds.



learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Provide thinking time before asking for group answers.
- Offer writing, drawing, or silent prayer as valid response options.
- Invite sharing without forcing public vulnerability.

LEARNING STYLE

NATURALIST

THE CREATION OBSERVER

Naturalist learners understand by observing, classifying, and connecting with the natural world. Creation, living things, seasons, environments, and real-world patterns spark curiosity.



IN MINISTRY

These children often understand biblical truth through creation imagery, outdoor prayer, observation, stewardship, and nature-based object lessons.

YOU MAY NOTICE THIS CHILD

- Notices animals, plants, weather, textures, rocks, or outdoor details.
- Enjoys collecting, sorting, caring for, or identifying things.
- Feels energized outdoors or drawn to creation-based activities.
- Recognizes patterns and differences in the environment.
- Connects abstract ideas to concrete examples from nature.

KEEP IN MIND

This learning style is not limited to children who love camping. Look for attention to living systems, environments, and natural patterns.



learners
strongly
prefer this
learning style

LEADER STRATEGIES

- Use plants, water, soil, weather, animals, and seasons as teaching connections.
- Invite observation, classification, collecting, or outdoor discovery.
- Connect caring for creation with worship and stewardship.

LEARNING STYLE

EXISTENTIAL

THE BIG-QUESTION THINKER

Existential learners understand by exploring meaning, purpose, identity, justice, eternity, and the biggest questions of life and faith.



IN MINISTRY

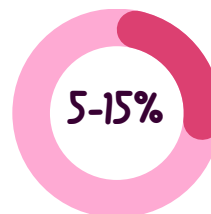
These children often respond to the whole biblical story, identity in Christ, apologetics, testimony, justice, mission, and honest faith questions.

YOU MAY NOTICE THIS CHILD

- Asks deep questions about God, death, purpose, fairness, or eternity.
- Looks beyond the activity to ask why it matters.
- Notices injustice, suffering, hypocrisy, or moral tension.
- Enjoys connecting one Bible truth to the larger story of God.
- May wrestle openly with doubts or questions others avoid.

KEEP IN MIND

Deep questions are not a spiritual problem. They can be an invitation to trust, discipleship, and a more deeply rooted faith.



learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Welcome sincere questions without rushing to shut them down.
- Connect each lesson to God's character and the larger story of redemption.
- Say, "Let's explore that," when an answer requires additional time or care.

LEARNING STYLE

REFLECTIVE

THE THOUGHTFUL REVIEWER

Reflective learners understand by pausing, reviewing, and considering experiences over time. Repetition, reflection, revisiting, and thoughtful feedback deepen understanding.



IN MINISTRY

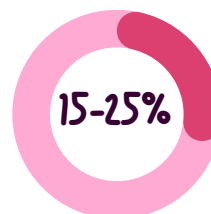
These children often benefit from recaps, testimony reflection, repeated truths, prayerful examination, and opportunities to revisit an idea.

YOU MAY NOTICE THIS CHILD

- Watches first and joins after understanding what is happening.
- Returns to earlier conversations or connects today's lesson with last week.
- Gives more complete answers after time has passed.
- Values routines, summaries, review, and clear closure.
- May feel pressured by rapid-fire questions or sudden transitions.

KEEP IN MIND

A slower response is not a lack of understanding. Some children show their strongest insight after they have had time to process.



learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Preview questions, allow pauses, and revisit questions later.
- Use weekly reviews, reflection cards, and "What changed?" prompts.
- Give a clear ending that names what the child can carry forward.

LEARNING STYLE

CREATIVE/IMAGINATIVE

THE POSSIBILITY BUILDER

Imaginative learners understand through creativity, stories, pretend play, invention, and open-ended possibilities. Imagination helps these children enter a concept and explore what it could mean.



IN MINISTRY

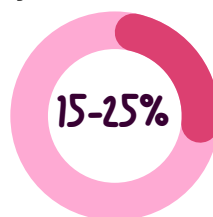
These children often connect through storytelling, perspective-taking, creative prayer, design challenges, drama, and imagining faithful choices.

YOU MAY NOTICE THIS CHILD

- Invents stories, characters, worlds, solutions, or alternate endings.
- Enjoys pretend play, creative writing, drama, art, and “what if” questions.
- Makes surprising connections between ideas.
- May add details beyond the original instructions.
- Can disengage when every task has only one acceptable outcome.

KEEP IN MIND

Imaginative engagement should deepen biblical truth, not replace it. Help the child distinguish biblical details from creative additions.



learners who
strongly
prefer this
learning style

LEADER STRATEGIES

- Offer open-ended prompts, role play, design, and creative retelling.
- Give boundaries that protect biblical truth while allowing originality.
- Ask, “How else could you show what this means?”