

Christian Education

Teacher

Certification Leader Guide

The *Christian Education Certification Leader Guide* is an electronic companion volume to the *Christian Education Certification* (GPH order number 02-0602).

Scripture taken from the HOLY BIBLE, NEW INTERNATIONAL VERSION®, NIV®.
Copyright © 1973, 1978, 1984 by International Bible Society.
Used by permission of Zondervan. All rights reserved.

© 2008 by Gospel Publishing House, 1445 N. Boonville Ave., Springfield, MO 65802.
All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopy, recording, or otherwise—without prior written permission of the copyright owner, except brief quotations used in conjunction with reviews in magazines or newspapers.

Printed in the United States of America

Contents

Preface / 4

1. You and the Word / 6
2. You and Your Mission / 33
3. You and Your Students / 62
4. You and the Groups You Teach / 91
5. Excellence in Teaching / 104

Preface

Teachers have a great responsibility. In James 3:1, James cautions his readers, “Not many of you should presume to be teachers, my brothers, because you know that we who teach will be judged more strictly.” That doesn’t sound like a great recruiting slogan. But James wasn’t recruiting, he was giving a warning. There’s nothing more important than following Jesus’ Great Commission to “go and make disciples” (Matt. 28:19). Teachers follow that commission by training followers of Christ to be disciples and make disciples. That is a great responsibility.

Being willing to take on such a responsibility is an important part of being a teacher. But willingness to teach does not automatically make you a great teacher. Learning and training must be added to enhance and expand the teaching ministry.

The main purpose of the *Christian Education Teachers Reference Manual* and the certification clinic that accompanies it is to encourage a teacher’s progression on a journey of training and learning. The certification that comes with completion of this process is designed as a starting point of training, not the end of training. A seminar, training manual or a teaching certificate will not magically transform anyone into a perfect teacher. But our purpose is improvement, not perfection.

Using This Guide

A Leader Guide is a tool to help you teach the basic content of a book to the teachers at your training event. It is not a perfect tool, but by using the notes and resources in this guide combined with your own teaching skill and the power of the Holy Spirit, I believe your training event can provide an excellent supplement to the material contained in the *Christian Education Teachers Reference Manual* and even bring new areas of practical application to the manual’s ideas.

This Leader Guide is divided into five sections. Teaching some of these sections will take longer than others, but we believe you should average about 45 minutes per session. However, your timetable is your own. So if you have a greater amount of time, feel free to expand the notes and allow for more interaction and discussion. If you are running short on time, there are areas you might want to cover quickly. This workshop could be taught in a weekly series, or all at once in a one or two day session. Feel free to be creative in how you present this material.

The *Christian Education Teachers Reference Manual* includes materials that have been gleaned from dozens of books and articles from some of

our Fellowship's most respected experts on Christian education. It is not meant as a complete presentation of the topics covered in the manual, but rather it gives a general overview of a variety of practical topics. It is designed to be a continuing resource that you can consult over and over in the course of a ministry of teaching.

The clinic is designed to give a general knowledge of what's covered in the *Christian Education Teachers Reference Manual* and give teachers an opportunity to interact with you and their fellow teachers as topics from the manual are covered. Masters for overhead transparencies are included with this Leader guide and they match up to the Power Point® slides available as a free download on the GPH and discipleship.ag.org web sites. A note-taking device for your students is also available there as a free download. This note-taking device can be adapted to meet the needs of your training event, but we encourage you to utilize this resource and you'll find that it will help your students to focus on the material..

There is an evaluation form at the end of this leader's guide. After you have taught this material, please take some time to fill out that evaluation and send it to us at the Discipleship Ministries Agency. We want to do our very best to provide you with materials that will meet your needs and help you to build strong disciple makers in your church.

At the end of the *Christian Education Teachers Reference Manual* there is an examination your clinic participants must complete to receive their Christian Education Teachers Certification. This is an open book and open notes examination of 70 questions. Once that exam is completed, it should be removed from the manual and mailed to the address at the end of the exam. Should you wish to extend your clinic to give people time to take the exam you may do so, but you should know that the exam could easily take 2 hours to complete. The exam may be completed on their own or in groups at a later date.

I will be praying for you and all who use this Leaders Guide. I encourage you to spend time in prayer preparation as well as lesson preparation in the days and weeks prior to your training event. It is God's will that people grow into true disciples of Jesus. Thank you for doing your part in fulfilling God's will.

1

You and the Word

Getting Ready

Before beginning this session, you should familiarize yourself with the content of the chapter. With the needs of your group in mind, note what you feel are the most important points to cover in the session. Decide what your aim is for your group for this session and let everything you do move you toward that goal.

WHAT YOU WILL NEED FOR THIS SESSION

- Copies of note pages for each student (student notes, pages 2 – 7)
- Copies of Resource 1R (page 32) for each student
- A whiteboard and markers or a chalkboard and chalk
- Computer projection equipment for electronic slide presentations or an overhead projector for transparencies
- Download of electronic slide presentation for session 1 or transparencies of Resources 1A through 1Q (pages 15 – 31)

Beginning the Session

Show Resource 1A (Use PowerPoint® slide presentation or overhead transparency on page 15)

Remind the class of the importance of the Bible. Ask your class how the Bible helps them in the classes that they teach and allow time for responses.

Explain to your class that the Bible is our main textbook for the classes that we teach, but it is also our main training manual for helping us to be teachers. Most importantly, it is the primary way God reveals himself to us.

Agree/Disagree Activity: Give this statement, “The most sacred duty of a teacher is communicating the Word of God.” Ask students to raise their hands (without comment) if they agree. Ask students to raise their hands (without comment) if they disagree. Ask some students to defend their answers.

Explain that communicating the Word of God is our most essential duty, but only when it is combined with helping students to apply the Word of God to their lives and equipping students to study the Bible on their own.

PART 1

FINDING THE TRUTHS OF THE BIBLE

Introducing the Concepts

1. THE PURPOSE OF BIBLE STUDY

Show Resource 1B (Use PowerPoint® slide presentation or overhead transparency on page 16)

ASK: “Why do we study the Bible in a group setting?”

STATE: “There are many reasons why a group might study the Bible. Most of these reasons can be expressed in two main reasons we study the Bible.”

Show Resource 1C (Use PowerPoint® slide presentation or overhead transparency on page 17)

POINT 1: Constructive Discipleship

STATE: “Studying the Bible as a group will help build up the group. Building each other up is essential if we are to be the body of Christ. This helps us all to be better disciples and disciple makers.”

POINT 2: Life Application

STATE: “Life application is where the ‘rubber meets the road.’ Applying the Bible to our real lives allows us to live our lives for Christ, grow closer to Him, and even helps us to grow closer to each other in the process.”

2. THE IMPORTANCE OF CONTEXT

Show Resource 1D (Use PowerPoint® slide presentation or overhead transparency on page 18)

ASK: “How would you define context?”

STATE: “Context is basically the circumstances surrounding something. For the purpose of studying the Bible, the context is the facts and circumstances surrounding a passage. Seeing a Bible passage in its context is crucial to understanding and applying the Bible to our lives. There are four main types of context that we’ll discuss here.”

Show Resource 1E (Use PowerPoint® slide presentation or overhead transparency on page 19)

POINT 1: Cultural Context

STATE: “Cultural context refers to the behaviors, beliefs, and characteristics of the people surrounding the passage you’re studying.”

POINT 2: Geographical Context

STATE: “Geographical context refers to the countries, regions, cities and topography of the areas in the passage you’re studying.”

POINT 3: Historical Context

STATE: “Historical context refers to the history surrounding the passage you’re studying.”

POINT 4: Literary Context

STATE: “Literary context refers to how the passage you’re studying relates to the Scripture surrounding it.”

3. THE IMPORTANCE OF GENRE

Show Resource 1F (Use PowerPoint® slide presentation or overhead transparency on page 20)

EXPLAIN: Genre is the type of literature God chose to communicate His message in the passage you're studying.

STATE: "Each type of genre has its specific purposes and limitations. The *Christian Education Teachers Reference Manual* has explanations of the purposes and limitations of genres found in the Old and New Testaments."

POINT 1: Old Testament Genres

Show Resource 1G (Use PowerPoint® slide presentation or overhead transparency on page 21)

STATE: "Old Testament genres include

- ❖ Law
- ❖ Historical narrative
- ❖ Wisdom and poetry
- ❖ Prophecy."

POINT 2: New Testament Genres

Show Resource 1H (Use PowerPoint® slide presentation or overhead transparency on page 22)

STATE: "New Testament genres include

- ❖ Gospels,
- ❖ Historical narrative,
- ❖ Epistles, and
- ❖ Apocalypse."

4. PITFALLS TO AVOID IN FINDING BIBLE TRUTHS

Show Resource 1I (Use PowerPoint® slide presentation or overhead transparency on page 23)

STATE: "As a teacher in Christian education, you must do your best to avoid some of the common pitfalls that many people make when studying the Bible. Here are two of the most common pitfalls."

POINT 1: The "Bits and Pieces" Pitfall

STATE: "Teachers fall into this pitfall when they pluck verses out of the Bible without considering the context. They look at verses of Scripture as bits and pieces rather than part of a greater whole."

POINT 2: The "Everything Represents Something Else" Pitfall

STATE: "Teachers fall into this pitfall when they try to see every detail of a story or passage in the Scripture as an allegory even though the author did not mean it to be an allegory."

PART 2

TEACHING THE TRUTHS OF THE BIBLE

Introducing the Concepts

1. THREE ESSENTIAL QUESTIONS TO ASK WHEN YOU PREPARE A LESSON

Show Resource 1J (Use PowerPoint® slide presentation or overhead transparency on page 24)

POINT 1: What did the message mean to the original readers?

STATE: “To answer this question you must know the basic facts surrounding the passage.”

POINT 2: What does the passage have to do with my students’ lives today?

STATE: “To answer this question you must look for issues in your students’ world that are similar to the situations in the Bible passage being studied.”

POINT 3: What should our response be to this passage?

STATE: “To answer this question you must ask your class to respond appropriately to what they’ve learned from the Scripture.”

EXPLAIN: For more information on this topic, we recommend the book *Student Focused Learning* by Larry Thomas. A Teacher Enrichment Clinic is available for this resource.

2. ESTABLISHING A STRATEGY FOR TEACHING BIBLE TRUTH

Show Resource 1K (Use PowerPoint® slide presentation or overhead transparency on page 25)

EXPLAIN: Although there are different approaches for different age levels, here are some general Bible rules that will keep you on track for teaching the truth of the Bible to all age levels.

POINT 1: Insist on biblical interaction

STATE: “Encourage all students to interact with the biblical truth that’s being presented.”

POINT 2: Focus on principles rather than cultural expressions you see presented in Scripture

STATE: “The culture has changed greatly since the Bible was written, but the principles have not. Therefore, focus on truth principles and apply them to today’s culture.”

POINT 3: Move from philosophy to faith

STATE: “Help your students make biblical truth more than just something they believe in. Help them make it part of their lives.”

POINT 4: Let the Scripture determine your content

STATE: “The primary focus of Bible study is thoroughly and systematically studying the Word and applying it to our lives. Instead of picking the topic first and then finding Scriptural application, look to the Scripture first and then apply it to the lives of your students.”

POINT 5: Acknowledge your limits

STATE: “Don’t pretend to know all the answers. But when you don’t know the answer, promise that you’ll work to find the answer.”

PART 3

IMPORTANT BIBLE DOCTRINES

Introducing the Concepts

1. Who God Is

Show Resource 1L (Use PowerPoint® slide presentation or overhead transparency on page 26)

POINT 1: He is the one true God

STATE: “There is no God, but God and he exists as the Father, Son and Holy Spirit.”

POINT 2: Jesus is divine

STATE: “Jesus has always been and always will be the Son of God.”

2. God’s Word

Show Resource 1M (Use PowerPoint® slide presentation or overhead transparency on page 27)

POINT 1: The Bible is God’s special way of revealing himself to us

STATE: “The Bible is our authority on what we believe and how we live our lives.”

3. Man's Relationship to God

Show Resource 1N (Use PowerPoint® slide presentation or overhead transparency on page 28)

POINT 1: The fall of man

STATE: "Mankind was created good in God's image, but through his own choice man sinned and that resulted in physical death and separation from God."

POINT 2: Salvation

STATE: "Men and women are only united with God through the blood of Jesus Christ. We receive this gift of salvation through repentance and faith in Jesus Christ."

POINT 3: The ordinances of the Church

STATE: "The ordinances of the Church are two special instructions God gave us to follow. These include:

- ❖ Water baptism by immersion which declares to the world that a Christian has died with Christ and is raised with Him into new life.
- ❖ Communion, consisting of bread and the fruit of the vine, is a symbol expressing our sharing of Jesus' nature, a memorial of His death, a promise of the New Promise He brings, and a prophesy of His second coming."

POINT 4: The Sanctified Christian

STATE: "Sanctification is an act of separating yourself away from evil and dedicating yourself to God. We are sanctified through the sacrifice of Jesus and by continually offering every part of ourselves to the authority of the Holy Spirit."

POINT 5: Divine Healing

STATE: "Divine healing is provided for us through Christ's sacrifice and is a privilege for all believers."

4. The Baptism in the Holy Spirit

Show Resource 10 (Use PowerPoint® slide presentation or overhead transparency on page 29)

POINT 1: Timing and purpose.

EXPLAIN: The baptism in the Holy Spirit is available to every Christian and every Christian should begin to seek this gift from God after their salvation.

STATE: “Being baptized in the Holy Spirit was the normal experience of the early Church and its purpose is to give us power to live a bold Christian life.”

POINT 2: The initial physical evidence

STATE: “The first physical sign that the baptism in the Holy Spirit has occurred is speaking in tongues at the prompting of the Spirit.”

5. The Church

Show Resource 1P (Use PowerPoint® slide presentation or overhead transparency on page 30)

STATE: “The mission of the Church is to win the lost for Christ, worship God together, and to build each other up. The leaders of the church are called and appointed by God to help the Church fulfill its purpose.”

6. End Times

Show Resource 1Q (Use PowerPoint® slide presentation or overhead transparency on page 31)

POINT 1: The rapture

STATE: “The rapture is our ‘blessed hope’ and refers to the time when the dead in Christ along with those of us Christians still alive will be caught up to be with Jesus.”

POINT 2: The millennial reign of Christ

STATE: “The millennial reign of Christ will begin at His second coming as He reigns on earth, along with His saints, for 1000 years.”

POINT 3: The final judgment

STATE: “During the final judgment, the wicked dead will be judged according to their works.”

POINT 4: New heaven and a new earth

STATE: “God’s word promises Christians a glorious new home of righteousness.”

EXPLAIN: For more information on the important truths of the Bible, we recommend the book *Truths for Life* by Clancy Hayes. A Teacher Enrichment Clinic is available for this resource.

Conclude the Session

STATE: “There is much more information about studying and using the Word of God in your *Christian Education Teachers Reference Manual*. Teaching the Bible is a sacred responsibility so please accept that responsibility with all seriousness and accept the help that the Holy Spirit has for you.”

DISTRIBUTE: Resource 1R. Ask the students to take the next few minutes and respond to each question on the handout.

PRAYER: Encourage each student to pray quietly, asking God to show them how they can apply what they’ve learned in this session and to speak to them during coming sessions.

Session 1

YOU AND THE WORD



The Purpose of Bible Study

❖ **Constructive
Discipleship**

❖ **Life Application**

The Importance of Context

- ❖ **Cultural Context**
- ❖ **Geographical Context**
- ❖ **Historical Context**
- ❖ **Literary Context**

The Importance of Genre

Old Testament Genres

- ❖ **Law**
- ❖ **Historical narrative**
- ❖ **Wisdom and poetry**
- ❖ **Prophecy**

New Testament Genres

- ❖ **Gospels**
- ❖ **Historical narrative**
- ❖ **Epistles**
- ❖ **Apocalypse**

Pitfalls to Avoid in Finding Bible Truths

- ❖ **The “Bits and Pieces” Pitfall**
- ❖ **The “Everything Represents Something Else” Pitfall**

Three Essential Questions

- ❖ **What did the message mean to the original readers?**
- ❖ **What does the passage have to do with my students' lives today?**
- ❖ **What should our response be to this passage?**

A Strategy for Teaching Bible Truth

- ❖ **Insist on biblical interaction**
- ❖ **Focus on principles rather than cultural expressions**
- ❖ **Move from philosophy to faith**
- ❖ **Let the Scripture determine your content**
- ❖ **Acknowledge your limits**

Who God Is

❖ **He is the one true God**

❖ **Jesus is divine**

God's Word

- ❖ **The Bible is God's special way of revealing himself to us**

Man's Relationship to God

- ❖ **The fall of man**
- ❖ **Salvation**
- ❖ **The ordinances
of the Church**
- ❖ **The Sanctified
Christian**
- ❖ **Divine Healing**

The Baptism in the Holy Spirit

- ❖ **Timing and purpose**
- ❖ **The initial physical
evidence**

The Church

- ❖ **Win the lost for Christ**
- ❖ **Worship God together**
- ❖ **Build each other up**

End Times

- ❖ **The rapture**
- ❖ **The millennial reign of Christ**
- ❖ **The final judgment**
- ❖ **New heaven and a new earth**

Session 1 Worksheet

Take a few minutes and answer the following questions honestly and to the best of your ability.

1. Why is the Bible important?

2. On a scale of 1 to 5, with one being poor and five being very successful, how would you rate yourself as a teacher of the Word? (circle your answer)

1 2 3 4 5

3. From what we've learned so far, what specific steps can you take to improve your ministry as teacher of the Word?

4. Assess your current teaching in your mind. What important Bible truths have you not taught in your class that need to be taught?

2

You and Your Mission

Getting Ready

Before beginning this session, you should familiarize yourself with the content of the chapter. With the needs of your group in mind, note what you feel are the most important points to cover in the session. Decide what your aim is for your group for this session and let everything you do move you toward that goal. Do your best to prepare different methods for use in this session so you can model the lessons being taught.

WHAT YOU WILL NEED FOR THIS SESSION

- Note taking device for each student (student pages 8 – 12)
- Copies of Resource 2Q (page 61) for each student
- A whiteboard and markers or a chalkboard and chalk
- Computer projection equipment for electronic slide presentations or an overhead projector for transparencies
- Download of electronic slide presentation for session 2 or transparencies of Resources 2A through 2P (pages 45 – 60)

Beginning the Session

Show Resource 2A (Use PowerPoint® slide presentation or overhead transparency on page 45)

1. Open the session by reading First Timothy 5:17. Ask the students what is it about teaching that might make Paul consider it worthy of “double honor.”
2. Read James 3:1. Ask the students what is it about teaching that makes the apostle James look upon it as such an awesome responsibility.

STATE: “Facing such a responsibility can be overwhelming. Thankfully, we do not have to do face this mission alone. Our Savior is with us through the power of the Holy Spirit to guide, encourage, and empower us. However, God still expects us to put forth our best efforts to face this great responsibility.

PART 1

VISION AND PURPOSE

Introducing the Concepts

1. THE PURPOSE OF THE CHURCH

Show Resource 2B (Use PowerPoint® slide presentation or overhead transparency on page 46)

Brainstorming Activity: (Write your class's responses on the board without comment or discussion from the group.) Ask your class, "What is the reason for your church?" After a list of possible reasons have been listed, state, "As part of the ministry of your church, your class or group exists to help fulfill the mission of your church. It is important to keep the purpose of your church in mind when you consider the mission of your class."

EXPLAIN: According to the *Christian Education Teachers Reference Manual* there are 5 main purposes for the existence of the Church.

POINT 1: Evangelism

STATE: "The world is filled with unsaved people. It is the purpose of the Church to bring people to a point of redemption through the blood of Jesus Christ."

POINT 2: Discipleship

STATE: "Discipleship is helping believers conform to the image of Christ. Evangelism efforts become futile if they are not followed up with intentional discipleship ministries."

POINT 3: Fellowship

STATE: "Fellowship is more than *being* together. It's more than *eating* together. It is even more than just *talking* together. Fellowship is the supernatural bonding of believers who share a common faith in Christ."

ASK: "How can the church promote this kind of Fellowship among believers and how can Christian education classes play a part?"

POINT 4: Ministry

STATE: "Ministry is service. As we serve God we become the channel through which Jesus can meet the needs of those around us."

POINT 5: Worship

STATE: “Worship is more than just music. Worship is a series of acts a person can do to bring honor and glory to God.”

EXPLAIN: For more information on the purpose of the Church, we recommend the book *Student Focused Learning* by Larry Thomas. A Teacher Enrichment Clinic is available for this resource.

2. LEARNING TO LIVE THE L.I.F.E.

Show Resource 2C (Use PowerPoint® slide presentation or overhead transparency on page 47)

EXPLAIN: LIFE is an acronym for the four major traits of an effective Christian education ministry.

POINT 1: Learning together

STATE: “An effective Christian education ministry is a learning environment where people learn together to use biblical principles as a moral compass to guide and protect us throughout everyday life.”

POINT 2: Including all who come

STATE: “An effective Christian education ministry presents the Bible to *all* people of *all* ages.”

POINT 3: Finding others who need to know

STATE: “An effective Christian education ministry sends out its students each week ready to share God’s Word with those who need to hear it.”

POINT 4: Emerging for ministry

STATE: “An effective Christian education ministry helps people to discover and develop their abilities to serve others.”

PART 2

DISCIPLESHIP

Introducing the Concepts

1. THE NEED FOR DISCIPLESHIP

Show Resource 2D (Use PowerPoint® slide presentation or overhead transparency on page 48)

POINT 1: THE STATE OF AFFAIRS

STATE: “The church desperately needs a rebirth of discipleship. It’s the only means that will enable us to continue to exist through the next generation.”

POINT 2: THE BIBLICAL MANDATE

STATE: “The primary reason for building your students into strong disciples is because *the Bible says so*. Your job as a teacher is to transform your students spiritually.”

EXPLAIN: For more information on the need for discipleship, we recommend the book *Make a Difference Be a Teacher* compiled by Clancy Hayes. A Teacher Enrichment Clinic is available for this resource.

2. THE BENEFITS OF DISCIPLESHIP

Show Resource 2E (Use PowerPoint® slide presentation or overhead transparency on page 49)

POINT 1: GROWTH

STATE: “Being part of a discipleship process allows for the Holy Spirit’s work in our lives.”

POINT 2: TRAINING

STATE: “The discipleship process is a great way to provide training for aspiring Christian workers.”

POINT 3: ASSIMILATION

STATE: “This is the process of blending and becoming part of a group. Newcomers involved in a discipleship process are much more likely to be assimilated into the church.”

EXPLAIN: For more information on the need for discipleship, we recommend the book *Developing Dynamic Disciples* by Glen Percifield.

3. THE FIVE HABITS OF A DISCIPLE

Show Resource 2F (Use PowerPoint® slide presentation or overhead transparency on page 50)

POINT 1: BIBLE READING

STATE: “True disciples understand the power that is available to them as they meditate on the Scripture.”

POINT 2: PRAYER

STATE: “Communication with our heavenly Father is essential to the disciple’s continued growth.”

POINT 3: ATTENDANCE

STATE: “Attending church helps disciples develop a consistent life in accordance with God’s standards.”

POINT 4: TITHING

STATE: “A consistent habit of giving indicates the priority that following Jesus has in one’s life.”

POINT 5: EVANGELISM

STATE: “Sharing the good news is a habit for the disciple because it is a command of Jesus to His disciples.”

EXPLAIN: For more information on discipleship, we recommend the book *Building the Winning Team* by Alton Garrison.

PART 3

WORKING WITH YOUR CHURCH AND PASTOR

Introducing the Concepts

1. RELATIONSHIPS WITH THE CHURCH AND PASTOR

Show Resource 2G (Use PowerPoint® slide presentation or overhead transparency on page 51)

EXPLAIN: In order to minister in your church it's important that you maintain strong relationships with your church leaders and fellow church members. Here are some keys to maintaining those strong relationships.

POINT 1: ACCOUNTABILITY

STATE: "As you become accountable to the leadership of your church an atmosphere of trust and teamwork is built."

POINT 2: LOYALTY

STATE: "Loyalty allows the teacher and the ministry leader to operate in an atmosphere of unity."

POINT 3: CREDIBILITY

STATE: "To be credible is to be believable. People are unwilling to build strong relationships with someone they do not believe."

POINT 4: COMPATIBILITY

STATE: "It is almost impossible to build a discipling relationship with someone if you cannot relate to each other. Compatibility is not automatic; it often requires working at getting along with each other."

EXPLAIN: For more information on church relationships, we recommend the book *Building the Winning Team* by Alton Garrison.

2. RELATIONSHIPS WITH FELLOW WORKERS

Show Resource 2H (Use PowerPoint® slide presentation or overhead transparency on page 52)

EXPLAIN: One of the most destructive attitudes for teachers to have is an isolationism that only thinks about *their* class. We must see our fellow workers as members of the same team working together towards the same goals. Here are some pointers.

POINT 1: HANDLING CONFLICT

STATE: “If you have difficulty with a fellow worker, the biblical thing to do is to take it directly to that worker.”

READ: Matthew 18:15, “If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over.”

POINT 2: PRAYER

STATE: “You have the responsibility to pray for your fellow workers, your church, and its leadership.”

POINT 3: RESPECT

STATE: “Show respect to your fellow workers. Respect their time and their ministry. Cleaning up your classroom after you’re done is a sign of love and respect.”

EXPLAIN: For more information on working as a team, we recommend the book *Focus on Children* by Dick Gruber.

PART 4

WAYS TO BUILD YOUR SPIRITUAL GROWTH

Introducing the Concepts

1. DAILY QUIET TIME

Show Resource 2I (Use PowerPoint® slide presentation or overhead transparency on page 53)

EXPLAIN: It's awfully hard to encourage growth in your students when you're stuck in neutral yourself. Daily quiet time is an important part of moving forward in your spiritual growth.

POINT 1: THE PURPOSE OF A DAILY QUIET TIME

ASK: "Why do you feel a daily quiet time with God is important?" Allow for student answers.

STATE: "Some of the reasons we have a daily quiet time are

- ❖ to give devotion to God,
- ❖ to get direction from God,
- ❖ to gain delight in God, and
- ❖ to grow daily in God."

POINT 2: THE PRACTICE OF A DAILY QUIET TIME

STATE: "In our hectic schedules, putting that daily quiet time into practice can be difficult. Here are some practical helps for you to put your daily quiet time into practice.

- ❖ Schedule your quiet time at the same time every day.
- ❖ Have your quiet time in the same place every day.
- ❖ Gather the resources you will need (Bible, notebook, etc.).
- ❖ Begin with the right attitude
- ❖ Follow a simple plan by setting an easy schedule."

EXPLAIN: For more information on personal daily quiet time, we recommend the book *Building the Winning Team* by Alton Garrison.

2. THE TEACHER'S DEVOTIONAL LIFE

Show Resource 2J (Use PowerPoint® slide presentation or overhead transparency on page 54)

EXPLAIN: In order to grow spiritually, here are four important things that your devotional life should include.

POINT 1: BIBLE STUDY

STATE: “Let the Scripture speak to you first as a seeking disciple and *then* as a teacher.”

POINT 2: PRAYER

STATE: “Seek different ways to express yourself through prayer. You might try writing your prayers or singing prayer songs.”

POINT 3: DEVOTIONAL READING

STATE: “Reading devotional books by trustworthy authors can greatly aid you in your spiritual growth.”

POINT 4: CHURCH ATTENDANCE

STATE: “As a teacher, you’re constantly giving out to others. Attending church services and Bible studies allows you to recharge your spiritual batteries.”

EXPLAIN: For more information on the teacher’s devotional life, we recommend the book *Building the Winning Team* by Alton Garrison.

3. THE TEACHER AND SPIRITUAL DISCIPLINES

Show Resource 2K (Use PowerPoint® slide presentation or overhead transparency on page 55)

EXPLAIN: Spiritual disciplines are points of grace that God uses in order to free us from our ingrained habits, thoughts, emotions, etc. and open our lives to the reality of the Kingdom of God. They are a partnership between you and the Holy Spirit.

POINT 1: COMMON SPIRITUAL DISCIPLINES

Show Resource 2L (Use PowerPoint® slide presentation or overhead transparency on page 56)

STATE: “Most of the common spiritual disciplines are ones you’ve already heard of, some of which we’ve already mentioned. They include prayer, fasting, meditations, Bible reading, study, worship, etc.”

POINT 2: LESSER KNOWN SPIRITUAL DISCIPLINES

Show Resource 2M (Use PowerPoint® slide presentation or overhead transparency on page 57)

STATE: “Some of the lesser known spiritual disciplines would include sacred/spiritual reading, listening to music, submission, confession, hospitality, and other methods of being in God’s presence and will.”

POINT 3: THREE ESSENTIAL SPIRITUAL DISCIPLINES FOR THE TEACHER

Show Resource 2N (Use PowerPoint® slide presentation or overhead transparency on page 58)

STATE: “There are three essential disciplines that teachers should remember and practice. They include:

- ❖ listening to God with your heart and with eyes open
- ❖ time, when it is valued as a gift from God
- ❖ practicing the presence of God, recognizing He is with you at every moment.”

PART 5

CONTINUING TEACHER TRAINING

Introducing the Concepts

1. THE BENEFITS OF TEACHER TRAINING

Show Resource 20 (Use PowerPoint® slide presentation or overhead transparency on page 59)

POINT 1: SKILL DEVELOPMENT

STATE: “Continued teacher training can enhance the skills that are necessary for your success in your teaching ministry.”

POINT 2: SPIRITUAL DEVELOPMENT

STATE: “Continued teacher training can encourage your spiritual growth and give you direction for progress in your journey as a disciple.”

POINT 3: PROBLEM SOLVING AND CONFLICT RESOLUTION

STATE: “Continued teacher training can give you a clearer picture of your situation to help you solve problems and resolve conflicts in your ministry.”

POINT 4: COMMUNICATION, FEEDBACK AND AFFIRMATION

STATE: “Continued teacher training can give you the kind of information you need to make a serious evaluation of your strengths and weaknesses in your teaching ministry.”

POINT 5: PLANNING

STATE: “Continued teacher training can help you to make better plans for your class so that your students are more likely to receive what God has for them each class.”

POINT 6: ACCOUNTABILITY

STATE: “Continued teacher training keeps you accountable so you are not tempted to fall into a rut.”

EXPLAIN: For more information on the benefits of continuing training, we recommend the book *Awakening the Sleeping Giant* by Rob Burkhart. A Teacher Enrichment Clinic is available for this resource.

2. OPPORTUNITIES FOR CONTINUED TRAINING

Show Resource 2P (Use PowerPoint® slide presentation or overhead transparency on page 60)

STATE: “There are many opportunities to participate in continuing training in your ministry. Some of these include

- ❖ church workshops
- ❖ Teacher Enrichment Clinics
- ❖ district seminars
- ❖ online training
- ❖ books and magazines.”

EXPLAIN: For more information on opportunities for continuing training, we recommend the book *Make a Difference Be a Teacher* compiled by Clancy Hayes. A Teacher Enrichment Clinic is available for this resource.

Conclude the Session

STATE: “As a teacher of Christian education you are one of God’s chief weapons in the spiritual battle for the souls of men. Following the mission God has called you to is a great responsibility, but with it comes the satisfaction of knowing you are fulfilling the Great Commission of Jesus Christ.”

DISTRIBUTE: Resource 2Q. Ask the students to take the next few minutes and respond to each question on the handout.

PRAYER: Encourage each student to pray quietly, asking God to show them how they can apply what they’ve learned in this session and to speak to them during coming sessions.

Session 2

YOU AND YOUR MISSION



The Purpose of the Church

- ❖ **Evangelism**
- ❖ **Discipleship**
- ❖ **Fellowship**
- ❖ **Ministry**
- ❖ **Worship**

Learning to Live the LIFE

- ❖ **Learning** together
- ❖ **Including** all who come
- ❖ **Finding** others who
need to know
- ❖ **Emerging** for ministry

The Need for Discipleship

- ❖ **The State of Affairs**
- ❖ **The Biblical Mandate**

The Benefits of Discipleship

❖ **Growth**

❖ **Training**

❖ **Assimilation**

The Five Habits of a Disciple

- ❖ Bible Reading
- ❖ Prayer
- ❖ Attendance
- ❖ Tithing
- ❖ Evangelism

Relationships with the Church and Pastor

❖ Accountability

❖ Loyalty

❖ Credibility

❖ Compatibility

Relationships with Fellow Workers

❖ **Handling Conflict**

❖ **Prayer**

❖ **Respect**

Daily Quiet Time

- ❖ **The Purpose of a Daily Quiet Time**
- ❖ **The Practice of a Daily Quiet Time**

The Teacher's Devotional Life

- ❖ **Bible Study**
- ❖ **Prayer**
- ❖ **Devotional Reading**
- ❖ **Church Attendance**

The Teacher and Spiritual Disciplines

Common Spiritual Disciplines

- ❖ **Prayer**
- ❖ **Fasting**
- ❖ **Meditation**
- ❖ **Bible Reading**
- ❖ **Study**
- ❖ **Worship**
- ❖ **Etc.**

Lesser Known Spiritual Disciplines

- ❖ **Sacred/Spiritual Reading**
- ❖ **Listening to Music**
- ❖ **Submission**
- ❖ **Confession**
- ❖ **Hospitality**
- ❖ **Etc.**

Three Essential Spiritual Disciplines for the Teacher

- ❖ Listening
- ❖ Time
- ❖ Practicing the Presence of God

The Benefits of Teacher Training

- ❖ **Skill Development**
- ❖ **Spiritual Development**
- ❖ **Problem Solving and
Conflict Resolution**
- ❖ **Communication,
Feedback, and
Affirmation**
- ❖ **Planning**
- ❖ **Accountability**

Opportunities for Continued Training

- ❖ **Church workshops**
- ❖ **Teacher Enrichment Clinics**
- ❖ **District seminars**
- ❖ **Online training**
- ❖ **Books and magazines**

Session 2 Worksheet

Take a few minutes and answer the following questions honestly and to the best of your ability.

1. On a scale of 1 to 5, with one being not helpful and five being very helpful, how would you rate your teaching ministry on how helpful you are at fulfilling the purpose of the church? (circle your answer)

1 2 3 4 5

2. How can you do a better job at helping your church fulfill its purpose through your teaching ministry?

3. On a scale of 1 to 5 with one being doing poorly and five being doing very well, how would you rate your spiritual growth and development?

1 2 3 4 5

4. From what you learned in this session, what are some practical ways you can apply yourself to spiritual growth?

3

You and Your Students

Getting Ready

Before beginning this session, you should familiarize yourself with the content of the chapter. With the needs of your group in mind, note what you feel are the most important points to cover in the session. Decide what your aim is for your group for this session and let everything you do move you toward that goal. Do your best to prepare different methods for use in this session so you can model the lessons being taught.

WHAT YOU WILL NEED FOR THIS SESSION

- Note taking device for each student (student pages 13 – 16)
- Copies of Resource 3P (page 90) for each student
- A whiteboard and markers or a chalkboard and chalk
- Computer projection equipment for electronic slide presentations or an overhead projector for transparencies
- Download of electronic slide presentation for session 3 or transparencies of Resources 3A through 3O (pages 75 – 89)

Beginning the Session

Show Resource 3A (Use PowerPoint® slide presentation or overhead transparency on page 75)

1. Open the session by reading Colossians 3:15-17. Ask the students how their classes can be used to “teach and admonish” one another.

STATE: “Students are the reason we’re here. Teaching is not for the benefit of the teacher. Our efforts are useless without receptive students. In this section we’ll be focusing on how to best touch the lives of students so that our purpose is fulfilled.”

PART 1

MANAGING A DISCIPLINED CLASS

Introducing the Concepts

1. THE PURPOSE OF DISCIPLINE

Show Resource 3B (Use PowerPoint® slide presentation or overhead transparency on page 76)

ASK: “Why do you feel it is important to have a disciplined classroom?”
Allow time for responses.

EXPLAIN: A disciplined classroom is not only desirable, it is vital to our mission. According to the *Christian Education Teachers Reference Manual*, here are the three main purposes for a disciplined classroom.

POINT 1: MAKING DISCIPLES

STATE: “The word *disciple* and *discipline* come from the same root word that means “pupil.” Christian discipline influences pupils to change their behavior to align with what God says is good behavior. This builds discipleship.

POINT 2: BUILDING RELATIONSHIPS

STATE: “In setting a structure of acceptable behavior, you help your students build their relationship with you, with their peers and with God.”

POINT 3: CREATING AN ENVIRONMENT FOR LEARNING

STATE: “A disciplined class doesn’t make your students godly. But it does create an environment where real learning is more probable and the more your students learn about who God is the more likely they are to become His disciples.”

2. PREVENTATIVE DISCIPLINE

Show Resource 3C (Use PowerPoint® slide presentation or overhead transparency on page 77)

EXPLAIN: Preventative discipline is shaping your class in such a way that you reduce the chances of future discipline problems. By incorporating these ideas into your teaching, many discipline difficulties can be prevented.

POINT 1: APPROPRIATE LESSON PLANNING

STATE: “When lesson activities fit students’ interests and skills, the need for frequent responsive discipline decreases.”

POINT 2: COMMUNICATING THE RULES

STATE: “Clearly define acceptable and unacceptable behavior to your students. Patiently explain the rules as often as needed.”

POINT 3: EFFECTIVE ROUTINES

STATE: “Effective routines go a long way to keep a class disciplined. Plan activities for those who show up early and provide choices of activities when possible.”

POINT 4: ARRIVE ON TIME TO CLASS

STATE: “Students behave better when they’re greeted by a calm, prepared teacher. Arriving late or arriving in a rush leads to discipline breakdown.”

POINT 5: BUILD LOVING RELATIONSHIPS

STATE: “Students are more willing to listen to someone who they know loves them.”

POINT 6: GIVE ONE-ON-ONE ATTENTION

Show Resource 3D (Use PowerPoint® slide presentation or overhead transparency on page 78)

STATE: “Call your students by name and speak to them individually, showing them you appreciate them.”

POINT 7: PLAN MOVEMENT ACTIVITIES

STATE: “Young students have short attention spans and many of them actually learn better while they’re in motion. Plan activities that require them to move and it’s less likely they’ll be in motion at inappropriate times.”

POINT 8: GIVE FAIR WARNING BEFORE TRANSITION TIMES

STATE: “Transition times are often times when discipline breaks down. Give students fair warning when you’re about to transition to a new activity.”

POINT 9: PRAY FOR WISDOM

STATE: “Ask the Holy Spirit to minister through you to touch the lives of your students. God will provide the wisdom you need as you rely on Him.”

EXPLAIN: There are more examples of preventative discipline in the *Christian Education Teachers Reference Manual* beginning on page 38.

3. RESPONSIVE DISCIPLINE

Show Resource 3E (Use PowerPoint® slide presentation or overhead transparency on page 79)

EXPLAIN: Responsive discipline is responding to inappropriate behavior when it is interrupting the lesson, hurting others, endangering the student or damaging property.

POINT 1: REMIND STUDENTS OF THE RULES

STATE: “Children need to be reminded of the rules after one has been broken if they’re going to remember them so they can obey the rules on their own.”

POINT 2: EXPLAIN WHY WHAT THE STUDENT DID WAS WRONG

STATE: “Then describe a better way to behave. Help the student start the better behavior, with assurance that God sees them trying to learn good ways to live.”

POINT 3: BE PERSONAL IN SPEAKING WITH THE STUDENT

STATE: “Use the student’s name and speak to him/her directly rather than addressing the whole class. This one-on-one approach is not only more effective, it builds your relationship with the student.”

POINT 4: REDIRECT BEHAVIOR WHENEVER POSSIBLE TOWARDS GOOD BEHAVIOR

STATE: “If you replace the source of bad behavior with a good activity, the young student will often forget what was causing the problem.”

POINT 5: REMAIN CALM

STATE: “Discipline done in a quiet voice protects the student’s dignity and avoids embarrassment.”

POINT 6: BE CONSISTENT

Show Resource 3F (Use PowerPoint® slide presentation or overhead transparency on page 80)

STATE: “Be consistent in your rule enforcement. If you do this you’ll help the students eventually adopt the rules as their own.”

POINT 7: DON’T HANDLE SEVERE PROBLEMS ALONE

STATE: “A good general rule is to always have two adults in a classroom. If a student becomes very upset and the situation escalates, get another adult involved immediately.”

POINT 8: THINK THROUGH THE CONSEQUENCES

STATE: “The smallest unjust action by a teacher can have a devastating effect on a student. Thinking through possible reactions and repercussions will enable you to be a better disciple maker.”

POINT 9: NEVER USE CORPORAL PUNISHMENT IN CHRISTIAN EDUCATION

STATE: “Even with parental permission you open yourself up to the appearance of wrongdoing and potential liability.”

POINT 10: PRAY FOR WISDOM

STATE: “Pray before, during, and after responsive discipline. Godly wisdom is necessary in helping your classroom discipline result in discipleship.”

EXPLAIN: There are more examples of responsive discipline in the *Christian Education Teachers Reference Manual* beginning on page 40.

EXPLAIN: For more information on classroom discipline, we recommend the book *Focus on Early Childhood* by Sharon Ellard.

PART 2:

MENTORING STUDENTS

Introducing the Concepts

EXPLAIN: Mentoring is a term used both in the church and in the business world. For the purpose of our discussion, mentoring is simply Christian education done through relationships.

1. THE ROLE OF A MENTOR

Show Resource 3G (Use PowerPoint® slide presentation or overhead transparency on page 81)

POINT 1: MENTORS HELP THEIR LEARNERS FOCUS ON WHAT IS MOST IMPORTANT

STATE: “Jesus, the ultimate mentor, admonished, ‘But seek first his kingdom and his righteousness, and all these things will be given to you as well’ (Matthew 6:33).”

POINT 2: MENTORS CHALLENGE AND ENCOURAGE THEIR STUDENTS

STATE: “When a disciple achieves a spiritual plateau, the temptation is to stay put. A mentor must be clear that there are new heights to reach.”

POINT 3: MENTORS DEMONSTRATE THE PRINCIPLES AND PRACTICES THEY TEACH

STATE: “Knowing that others follow their example, they realize what is at stake and stay in control of their attitudes, words, and deeds.”

POINT 4: MENTORS ESTABLISH CLOSE, ONGOING RELATIONSHIPS

STATE: “Jesus demonstrated this principle in the calling of the Twelve. ‘He appointed twelve—designating them apostles—that they might be with him and that he might send them out to preach’ (Mark 3:14).”

EXPLAIN: For more information on the role of the mentor, we recommend the book *Awakening the Sleeping Giant* by Rob Burkhart. A Teacher Enrichment Clinic is available for this resource.

2. CHARACTERISTICS OF A GOOD MENTOR

Show Resource 3H (Use PowerPoint® slide presentation or overhead transparency on page 82)

POINT 1: A GOOD MENTOR SEES POTENTIAL

STATE: “Jesus saw through the roughness of an individual and saw the possibilities within.”

POINT 2: A GOOD MENTOR SHOWS TOLERANCE

STATE: “Jesus was tolerant with the disciples’ mistakes, faults, and abrasiveness in order to fully develop their potential.”

POINT 3: A GOOD MENTOR IS FLEXIBLE

STATE: “Jesus was not rigid in his schedule, but showed flexibility in responding to people in varying circumstances.”

POINT 4: A GOOD MENTOR IS PATIENT

STATE: “Jesus was patient with the disciples, knowing that time and experience are needed for development.”

POINT 5: A GOOD MENTOR ENCOURAGES GROWTH

STATE: “Jesus had vision and ability to see the future and to guide the disciples to the next step in their growth.”

EXPLAIN: For more information on the characteristics of a mentor, we recommend the book *We Build People* by Michael Clarensau, Sylvia Lee, and Steven Mills.

3. STEPS TOWARD BETTER RELATIONAL TEACHING

Show Resource 3I (Use PowerPoint® slide presentation or overhead transparency on page 83)

POINT 1: TEACH STUDENTS, NOT LESSONS

STATE: “Understand what students need, and remember that their lives are the most important concern.”

POINT 2: USE A PARTICIPATORY TEACHING STYLE

STATE: “Lecture or tell stories only in moderation. Use techniques like small-group discussion, question and answer, and research and reporting not only to improve learning but also to help develop relationships.”

POINT 3: BUILD SYSTEMS THAT DEMONSTRATE YOU CARE

STATE: “Mark significant days and occasions with a card, phone call, e-mail, or better yet, your presence. Make sure that when they are absent, they know they were missed.”

POINT 4: DEVELOP A RELATIONSHIP OUTSIDE THE CLASSROOM

Show Resource 3J (Use PowerPoint® slide presentation or overhead transparency on page 84)

STATE: “Visit students at their activities, such as athletic events or concerts. Plan fun activities that help build friendships. Involve the class in service and ministry projects that provide opportunities for students to get to know you in other ways.”

POINT 5: LET STUDENTS GET TO KNOW YOU

STATE: “Let them know who you are, who your family is, and what your life is like.”

EXPLAIN: For more information on relational teaching, we recommend the book *Awakening the Sleeping Giant* by Rob Burkhart. A Teacher Enrichment Clinic is available for this resource.

PART 3

RELATIONSHIP BUILDING

Introducing the Concepts

EXPLAIN: Relationships are very important. They're the main reason people choose a church. Jesus, as our example of the perfect teacher, taught through relationships. It is the church's responsibility to initiate these relationships and you can be a big part of fulfilling that responsibility.

1. THE ELEMENTS OF A GOOD RELATIONSHIP

Show Resource 3K (Use PowerPoint® slide presentation or overhead transparency on page 85)

POINT 1: COMMON INTERESTS

STATE: "A common interest provides a doorway into deeper sharing and discipleship. You as a teacher often need to search to find those common interests."

POINT 2: MUTUAL RESPECT

STATE: "If you want respect from your students you must respect them, regardless of their ages. Otherwise good relationships cannot be established."

POINT 3: OPENNESS AND SELFLESSNESS

STATE: "Real relationships only take place when you show your students the real you and show them that you really care about their needs."

2. MAKING THE RELATIONSHIP CONNECTION

Show Resource 3L (Use PowerPoint® slide presentation or overhead transparency on page 86)

POINT 1: GOOD RELATIONSHIPS DEVELOP OVER TIME

STATE: “Relationship development centers on people spending time together and listening to each other talk.”

POINT 2: OUTSIDE EVENTS ARE IMPORTANT FOR RELATIONSHIPS

STATE: “If your class is like most, your time is very limited. Fellowship time during a class is important but opportunities to meet outside the class setting are necessary as well.”

POINT 3: RELATIONSHIPS MUST GO BEYOND THE SURFACE

STATE: “We are often reluctant to share personal hurts and struggles we have in our lives. Closing ourselves off keeps us safe, but also prohibits the growth of true relationships.”

EXPLAIN: For more information on relationship building, we recommend the book *Student Focused Learning* by Larry Thomas. A Teacher Enrichment Clinic is available for this resource.

PART 4

EVANGELISM

Introducing the Concepts

EXPLAIN: Evangelism is the first step a person takes in becoming a disciple of Jesus. It is establishing a relationship with Him in which He becomes their Savior and Lord. Your classroom should be an opportunity for evangelism!

1. STEPS TOWARD MAKING YOUR CLASS EVANGELISTIC

Show Resource 3M (Use PowerPoint® slide presentation or overhead transparency on page 87)

POINT 1: PURSUE GOD

STATE: “Our primary responsibility to our students is to follow God’s lead. To do this we need to pursue His presence through regular time in the Word and prayer beyond lesson preparation. Without Him, we can do nothing—least of all change a life.”

POINT 2: PURSUE PEOPLE

STATE: “Evangelism needs God’s people to initiate relationships through which the gospel may be communicated. The ability to share your faith is one thing; getting someone to listen is another.”

POINT 3: PRACTICE HOSPITALITY

STATE: “Fellowship outside of the church is often necessary for evangelism to take place.”

POINT 4: MEET PRACTICAL NEEDS

STATE: “If the needs of your students are being met, people will beat a path to your class.”

EXPLAIN: For more information on making your class evangelistic, we recommend the book *Make a Difference Be a Teacher* compiled by Clancy Hayes. A Teacher Enrichment Clinic is available for this resource.

2. THE RESPONSIBILITY OF THE TEACHER IN EVANGELISM

Show Resource 3N (Use PowerPoint® slide presentation or overhead transparency on page 88)

POINT 1: PERSONAL CONTACT

STATE: “Consistently contact absent members and prospects with the purpose of seeing nonbelievers come to Christ and become active in the life of the church.”

POINT 2: PLANNING THE INVITATION

STATE: “Make and take time in the class session to invite students to commit and recommit their lives to Christ.”

POINT 3: KEEPING TRACK OF STUDENTS

STATE: “In Jesus’ parable the good shepherd not only knew when one of his sheep was missing, but he knew where to go and get it.”

POINT 4: PLAN EVENTS FOR NONBELIEVERS

STATE: “Plan events that give your students an opportunity to invite their unsaved family and friends to come to your class.”

POINT 5: REMIND YOUR CLASS OF THEIR RESPONSIBILITY

STATE: “Consistently present the needs of the lost and the responsibility of believers to reach them.”

POINT 6: CREATE A PERSONAL PRAYER LIST

STATE: “A prayer list of unsaved class members, visitors, and prospects.”

EXPLAIN: For more information on the teacher and evangelism, we recommend the book *Awakening the Sleeping Giant* by Rob Burkhart. A Teacher Enrichment Clinic is available for this resource.

3. PRESENTING THE GOSPEL IN CLASS

Show Resource 30 (Use PowerPoint® slide presentation or overhead transparency on page 89)

POINT 1: BE YOURSELF

STATE: “Nothing turns people off more than a fake. The only way you’ll be able to relate to your class is to be honest and present yourself as you really are.”

POINT 2: BE PREPARED

STATE: “Be prepared for the possibility that nonbelievers may be in your class. Plan time in your class for sharing the gospel and allowing for response.”

POINT 3: BE SENSITIVE

STATE: “Always be sensitive to what the Holy Spirit is doing in your class. Your student’s spiritual growth is more important than your lesson plan.”

POINT 4: BE A DISCIPLER

STATE: “To start someone on that journey and not help them as they continue is a recipe for spiritual failure. Let your class be a place where evangelism takes place and the journey of discipleship continues.”

Conclude the Session

STATE: “Affecting the lives of students is what your ministry is all about. The call to be a teacher is a call to evangelize and disciple. God never calls someone without giving them the equipment that’s necessary to do the ministry He’s called them to.”

DISTRIBUTE: Resource 3P. Ask the students to take the next few minutes and respond to each question on the handout.

PRAYER: Encourage each student to pray quietly, asking God to show them how they can apply what they’ve learned in this session and to speak to them during coming sessions.

Session 3

YOU AND YOUR STUDENTS



The Purpose of Discipline

- ❖ **Making disciples**
- ❖ **Building relationships**
- ❖ **Creating an environment for learning**

Preventative Discipline

- ❖ **Appropriate lesson planning**
- ❖ **Communicating the rules**
- ❖ **Effective Routines**
- ❖ **Arrive on time to class**
- ❖ **Build loving relationships**

Preventative Discipline

- ❖ Give one-on-one attention**
- ❖ Plan movement activities**
- ❖ Give fair warning before transitions**
- ❖ Pray for wisdom**

Responsive Discipline

- ❖ **Remind students of the rules**
- ❖ **Explain why**
- ❖ **Be personal**
- ❖ **Redirect behavior**
- ❖ **Remain calm**

Responsive Discipline

- ❖ **Be consistent**
- ❖ **Don't handle severe problems alone**
- ❖ **Think through the consequences**
- ❖ **Never use corporal punishment**
- ❖ **Pray for wisdom**

The Role of a Mentor

Mentors...

- ❖ **help their learners focus**
- ❖ **challenge and encourage**
- ❖ **demonstrate in their lives**
- ❖ **establish close ongoing relationships**

Characteristics of a Good Mentor

- ❖ Shows tolerance
- ❖ Flexible
- ❖ Patient
- ❖ Encourages growth

Steps Toward Better Relational Teaching

- ❖ **Teach students,
not lessons**
- ❖ **Use a participatory
teaching style**
- ❖ **Build systems
that demonstrate
you care**

Steps Toward Better Relational Teaching

- ❖ **Develop a relationship outside the classroom**
- ❖ **Let students get to know you**

Elements of a Good Relationship

- ❖ **Common interests**
- ❖ **Mutual Respect**
- ❖ **Openness and
Selflessness**

Making the Relationship Connection

- ❖ **Good relationships develop over time**
- ❖ **Outside events are important**
- ❖ **Relationships must go beyond the surface**

Steps toward Making Your Class Evangelistic

- ❖ Pursue God
- ❖ Pursue people
- ❖ Practice hospitality
- ❖ Meet practical needs

Responsibility of the Teacher in Evangelism

- ❖ **Personal contact**
- ❖ **Planning the invitation**
- ❖ **Keeping track**
- ❖ **Planning events for
nonbelievers**
- ❖ **Remind class of
their responsibility**
- ❖ **Create a personal
prayer list**

Presenting the Gospel in Class

- ❖ **Be yourself**
- ❖ **Be prepared**
- ❖ **Be sensitive**
- ❖ **Be a discipler**

Session 3 Worksheet

Take a few minutes and answer the following questions honestly and to the best of your ability.

1. On a scale of 1 to 5, with one not disciplined at all and five being very disciplined, how would you rate your class on how disciplined it is? (circle your answer)

1 2 3 4 5

2. What ideas have you learned that you can put into practice to help you build a more disciplined classroom?

3. On a scale of 1 to 5, with one being not at all satisfied and five being very satisfied, how would you rate your satisfaction with how evangelistic your class is? (circle your answer)

1 2 3 4 5

4. What ideas have you learned that you can put into practice to help you build a more evangelistic classroom?

4

You and the Groups You Teach

Getting Ready

Before beginning this session, you should familiarize yourself with the content of the chapter. With the needs of your group in mind, note what you feel are the most important points to cover in the session. Decide what your aim is for your group for this session and let everything you do move you toward that goal. Do your best to prepare different methods for use in this session so you can model the lessons being taught.

WHAT YOU WILL NEED FOR THIS SESSION

- Note taking device for each student (student pages 17 – 19)
- Copies of Resource 4G (page 103) for each student
- A whiteboard and markers or a chalkboard and chalk
- Computer projection equipment for electronic slide presentations or an overhead projector for transparencies
- Download of electronic slide presentation for session 4 or transparencies of Resources 4A through 4F (pages 97 – 102)

Beginning the Session

Show Resource 4A (Use PowerPoint® slide presentation or overhead transparency on page 97)

EXPLAIN: For this certification presentation, we're not going to get into training for specific age groups. One reason is that there is not enough time to cover every age group. Another is that we have teachers who teach a variety of age groups here today. However, there is a wealth of information in your *Christian Education Teachers Reference Manual* on teaching various age groups from early childhood through senior citizens.

STATE: “On your certification exam there will be six questions about the age group you teach. You’ll need to look in that portion of the *Christian Education Teachers Reference Manual* (section 4) to find those answers.”

EXPLAIN: There is some information about specific groups of students that we feel would be beneficial to all involved in Christian education.

PART 1

INTERGENERATIONAL GROUPS

Introducing the Concepts

1. THE INTERGENERATIONAL FAMILY OF GOD

Show Resource 4B (Use PowerPoint® slide presentation or overhead transparency on page 98)

EXPLAIN: Intergenerational ministry is ministry to groups of individuals of different age groups, especially parents and children meeting together.

POINT 1: Family is the Plan of God

STATE: “From beginning to end, the Bible demonstrates the plan of God for family. The Bible’s story of mankind starts with a family and ends with a family reunion.”

POINT 2: Families are Part of Sacred Gatherings

STATE: “When the nation of Israel came together, the families were together in order that the children would know how important that time was.”

POINT 3: God’s Plan is Clear

STATE: “The Old Testament is clear that God’s Word was to be imparted in the homes as well as gatherings where families were together.”

2. CLASS TIME AND SEASON

Show Resource 4C (Use PowerPoint® slide presentation or overhead transparency on page 99)

POINT 1: An Elective Class

STATE: “An intergenerational class could be an elective class that families choose to participate in which meets at the same time as other Sunday School classes.”

POINT 2: A Seasonal Class

STATE: “An intergeneration class could be an elective that meets at certain times during the year during the Sunday School hour.”

POINT 3: A Class Outside of the Sunday School Hour

STATE: “An intergenerational class could be offered at the church at a special weekly time other than the traditional Sunday School hour.”

POINT 4: A Home Group

STATE: “An intergenerational class could meet as a family fellowship group which meets in someone’s home.”

PART 2

POSTMODERNS

Introducing the Concepts

1. THE KEY TRAITS OF POSTMODERNS

Show Resource 4D (Use PowerPoint® slide presentation or overhead transparency on page 100)

EXPLAIN: We are in the era of “postmodernism.” This is a philosophy that dominates the culture of much of the world, including the United States. We are called to disciple the postmoderns of this age in the church and to reach out to postmoderns outside the church.

POINT 1: Disillusionment with Authority

STATE: “Postmoderns tend not to trust government, church, and corporate authorities. This is coupled with a general pessimism for the future.”

POINT 2: No Single Defining Story for Humanity

STATE: “Postmoderns believe there is no way to be certain what is truth, or even to be certain if truth truly exists. Many believe that those who claim to know the truth are trying to sell you something.”

POINT 3: Value of Diversity

STATE: “Postmoderns claim a tolerance of diversity as one of their most important values. Postmoderns believe a diversity of race, religion, beliefs, and lifestyles are important to their personal experience and growth.”

POINT 4: Value of Relationships

STATE: “Postmoderns value their individual personal relationships and their own subcultures above the large categories that try to define them such as being Christian or American.”

POINT 5: Interest in Spirituality

STATE: “Though postmoderns generally reject authority presented by religious establishments, they often are interested in spiritual *experience* and in a diverse spirituality.”

POINT 6: Value of Process and Journey

STATE: “Postmoderns view the present as broken or in process, and accepts that the future may not lead to perfection, so the journey should be enjoyed.”

2. MINISTERING TO POSTMODERNS

Show Resource 4E (Use PowerPoint® slide presentation or overhead transparency on page 101)

POINT 1: We Must Show Humility, Credibility and Authenticity

STATE: “It is imperative that we have integrity and that we are honest about our brokenness. It is not a perfect life that attracts postmoderns to God and gains credibility, but honesty about life’s struggles that is compelling.”

POINT 2: We Must Affirm When We Can

STATE: “Christians have been known by what they are *against* rather than what they are *for*. To reach postmoderns we must be positive when we can and show how Jesus is the answer to our greatest needs.”

POINT 3: We Must Allow for Belonging before Believing

STATE: “Postmoderns want to work and walk along side you before they make the decision to come to Christ. This can provide tremendous opportunities for evangelism and discipleship.”

POINT 4: We Must Disciple Everywhere

STATE: “Go where people are to disciple them, rather than expecting people to come to the church. Many clusters of Bible studies are happening on college campuses, break rooms, airport terminals, and at local coffee houses.”

POINT 5: We Must Create a Sense of Community

Show Resource 4F (Use PowerPoint® slide presentation or overhead transparency on page 102)

STATE: “By creating a sense of community people begin to view their church or discipleship group as a second family.”

POINT 6: We Must Create a Spiritual Atmosphere

STATE: “Postmoderns respond well to and learn from spiritual imagery and art. They desire an encounter with the living God, especially since that is what we claim to offer.”

POINT 7: We Must Exhibit Authentic Spiritual Gifts

STATE: “If the Holy Spirit is evident in love and power, then we have compelling evidence that we are ambassadors of the living God.”

Conclude the Session

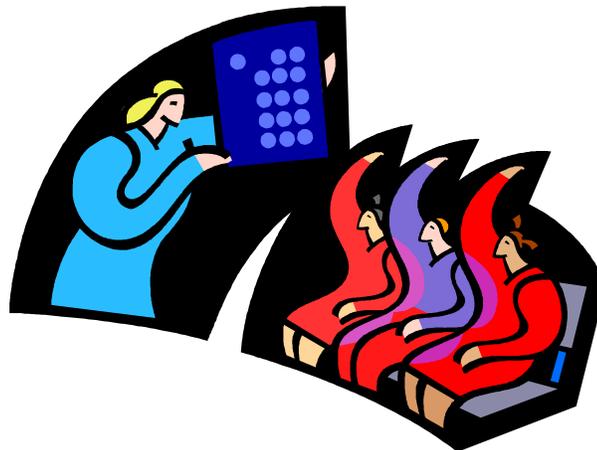
STATE: “Our churches are made up of a wonderful diversity of ages, cultures, and different situations. We are called to meet these groups where they are. Only then will we be truly successful in our discipleship efforts.”

DISTRIBUTE: Resource 4G. Ask the students to take the next few minutes and respond to each question on the handout.

PRAYER: Encourage each student to pray quietly, asking God to show them how they can apply what they’ve learned in this session and to speak to them during coming sessions.

Session 4

YOU AND THE GROUPS YOU TEACH



The Intergenerational Family of God

- ❖ **Family is the plan of God**
- ❖ **Families are part of sacred gatherings**
- ❖ **God's plan is clear**

Scheduling Intergenerational Ministry

- ❖ **An Elective Class**
- ❖ **A Seasonal Class**
- ❖ **A Class Outside of the
Sunday School Hour**
- ❖ **A Home Group**

Key Traits of Postmoderns

- ❖ **Disillusionment with authority**
- ❖ **No single defining story for humanity**
- ❖ **Value of diversity**
- ❖ **Value of relationships**
- ❖ **Interest in spirituality**
- ❖ **Value of process and journey**

Ministering to Postmoderns

- ❖ We must show humility, credibility and authenticity
- ❖ We must affirm when we can
- ❖ We must allow for belonging before believing
- ❖ We must disciple everywhere

Ministering to Postmoderns

- ❖ **We must create a sense of community**
- ❖ **We must create a spiritual atmosphere**
- ❖ **We must exhibit authentic spiritual gifts**

Session 4 Worksheet

Take a few minutes to look through your *Christian Education Teachers Manual* and find the section on the age group you teach (Early Childhood, Children, Youth or Adults). These will be found in part 4 of the manual (“You and the Groups You Teach”).

Once you’ve found the age group you teach, find the part which describes the discipleship goals for that age level in the areas listed below. Give a brief description for each of these goals. (This will help you in your certification exam!)

Salvation: _____

Bible Knowledge: _____

A Spirit-filled Life: _____

Christian Service: _____

Christian Living: _____

5

Excellence in Teaching

Getting Ready

Before beginning this session, you should familiarize yourself with the content of the chapter. With the needs of your group in mind, note what you feel are the most important points to cover in the session. Decide what your aim is for your group for this session and let everything you do move you toward that goal. Do your best to prepare different methods for use in this session so you can model the lessons being taught.

WHAT YOU WILL NEED FOR THIS SESSION

- Note taking device for each student (student pages 20 – 26)
- A whiteboard and markers or a chalkboard and chalk
- Computer projection equipment for electronic slide presentations or an overhead projector for transparencies
- Download of electronic slide presentation for session 5 or transparencies of Resources 5A through 5W (pages 127 – 150)

Beginning the Session

Show Resource 5A (Use PowerPoint® slide presentation or overhead transparency on page 127)

STATE: “As we stated in the beginning of our clinic, there’s no way to turn someone into a perfect teacher in one session. Our purpose is to introduce you to areas of potential growth and give some equipping and encouraging. This final section of our clinic covers some of the most practical aspects of teaching (learning styles, methodology, curriculum, etc.) but covers them only briefly. We encourage you to read these sections in your *Christian Education Teachers Reference Manual* which cover these topics much more thoroughly and also to take advantage of future training clinics in these areas.”

PART 1

LEARNING STYLES

Introducing the Concepts

1. WHAT ARE LEARNING STYLES

Show Resource 5B (Use PowerPoint® slide presentation or overhead transparency on page 128)

EXPLAIN: We learn in a variety of ways. We all learn through hearing, some through seeing, some through touching something, etc. But most of us have a way we learn best, and that is our learning style.

STATE: “Most teachers tend to teach in the way that they were taught, but not everyone learns best the way that you learned. It is essential that as you make your lesson plans you keep in mind the wide range of learning styles represented among your students.”

EXPLAIN: Your responsibility is to determine the learning styles of the students you lead and to adapt your teaching style to the students’ learning styles. For the sake of this certification, we have classified four learning styles which include:

Show Resource 5C (Use PowerPoint® slide presentation or overhead transparency on page 129)

- ❖ Auditory learners (they learn primarily through what they hear)
- ❖ Visual learners (they learn primarily through what they see)
- ❖ Tactile learners (they learn primarily through what they touch and feel)
- ❖ Kinesthetic learners (they learn best through movement).

2. METHODS THAT WORK WELL WITH AUDITORY LEARNERS

Show Resource 5D (Use PowerPoint® slide presentation or overhead transparency on page 130)

POINT 1: Lecture

STATE: “The lecture is actually an excellent teaching method that can be used with all learning types, but it should not be the ‘only’ learning method a teacher uses.”

POINT 2: Discussion

STATE: “Discussion can be a great teaching method, but its strengths are also its weaknesses. Discussion can take too much time in exchange for the value received by the students.”

POINT 3: Storytelling

STATE: “Stories work wonders in the classroom. With good content and solid preparation, stories can have a long-lasting impact.”

POINT 4: Debate

STATE: “Students are assigned in advance to prepare the presentation. Some students are assigned to argue the ‘for’ side and some prepare to argue ‘against’.”

POINT 5: Case studies

STATE: “The case study method requires students to read a real-life situation and then respond to a series of questions to explore how they would react to a similar situation.”

POINT 6: Bible paraphrase

STATE: “Students read an assigned passage from the Bible and rewrite it in their own words, so that the passage becomes personalized to them. This is an excellent tool as a lesson starter to help get students thinking about the passage of the day.”

POINT 7: Music

STATE: “Students of all ages will appreciate appropriate music to reinforce the lesson aim.”

POINT 8: And more

STATE: “More examples of methods that work for auditory learners can be found in your *Christian Education Teachers Reference Manual*.”

3. METHODS THAT WORK WELL WITH VISUAL LEARNERS

Show Resource 5E (Use PowerPoint® slide presentation or overhead transparency on page 131)

POINT 1: Object lessons

STATE: “Many people relegate object lessons to children, but in truth, object lessons work for all age groups.”

POINT 2: Maps

STATE: “When dealing with passages of Scripture in which the geographical information surrounding the text plays a large role, instead of just talking about the information, show the students on a Bible map where the event took place.”

POINT 3: Guided imagery

STATE: “The teacher tells a story and encourages the student to use his/her imagination to place themselves in the story.”

POINT 4: Chalkboards and white boards

STATE: “It isn’t important if you are a great artist. Your visual learners will just appreciate that you are trying to give them something to look at and to recall.”

POINT 5: Printed outlines

STATE: “Just as an auditory learner prefers hearing to reading because they have a hard time recalling words on a written page, the visual learner has a difficult time remembering concepts that are presented orally. Having the outline or even the entire text in front of the student allows them to read the words and internalize them.”

POINT 6: Puppets

STATE: “Puppets can be extremely expensive, but with a little creativity they can be constructed cheaply.”

POINT 7: Picture books

STATE: “Picture books can bring realistic depictions of the biblical accounts in bright and colorful layouts.”

POINT 8: Skits

Show Resource 5F (Use PowerPoint® slide presentation or overhead transparency on page 132)

STATE: “Skits are a great way to pull teens and young adults into the learning process. Those who aren’t willing to be players can still learn important principles in a nonthreatening manner.”

POINT 9: Overhead Projectors

STATE: “Unlike computer equipment that is gaining popularity in the local church, you can generally be confident the overhead projector will work when you get to class.”

POINT 10: Flannel graphs

STATE: “The flannel graph holds young students’ attention because the teacher systematically adds pictures to the board as the story progresses. The visual learner’s interest is piqued as she waits to see what the teacher is going to pull out next.”

POINT 11: Video-based curriculum

STATE: “Most of the best curriculum on the market today uses a short five-to-ten-minute quality visual presentation followed by questions springing from the video presentation. These questions direct the students to the Bible for the solution to the issues being raised by the video presentation.”

POINT 12: Projection software

STATE: “There are numerous programs available that provide unique options. Projection software allows teachers to do what they used to do with overhead transparencies, with the additional features of animation, film clips, music, and easy-to-load clip art.”

POINT 13: And more

STATE: “More examples of methods that work for visual learners can be found in your *Christian Education Teachers Reference Manual*.”

4. METHODS THAT WORK WELL WITH TACTILE LEARNERS

Show Resource 5G (Use PowerPoint® slide presentation or overhead transparency on page 133)

POINT 1: Handling objects

STATE: “There is just something about handling an object that makes it more real. Touching and throwing a baseball is much more memorable than just reading about one or seeing a picture of a baseball in a book.”

POINT 2: Playing games

STATE: “Tactile learners will not be as excited about a word-oriented game as they might be about a game that requires movement and physical interaction. Making the game match your student’s preference is a major part of making games an effective teaching tool.”

POINT 3: Taking notes

STATE: “Any time a lecture is given it is useful to provide a “note-taking device” for your tactile learners to use to follow along.”

POINT 4: Music

STATE: “A great way to touch the hearts of our tactile students is to regularly use music in the classroom.”

POINT 5: Poetry

STATE: “Poems have the ability to create images and emotions that prose is often unable to evoke.”

POINT 6: Food

STATE: “Snacks allow the tactile learner to touch his food and fill his stomach. Snacks demonstrate a care and concern for the child, provide fellowship opportunities, and can even be a teaching tool if the snack of the day is tied in with the lesson.”

POINT 7: Praying together

STATE: “When a student sees another student crying out to God on behalf of his or her needs, it draws the individuals closer and reinforces the importance of being a part of a spiritual community.”

POINT 8: And more

STATE: “More examples of methods that work for tactile learners can be found in your *Christian Education Teachers Reference Manual*.”

5. METHODS THAT WORK WELL WITH KINESTHETIC LEARNERS

Show Resource 5H (Use PowerPoint® slide presentation or overhead transparency on page 134)

POINT 1: Role playing

STATE: “Role-playing is a contrived situation depicting a problem (yet representing a real problem) that is acted out. After the role-play, the group discusses the problem.”

POINT 2: Illustrated lessons

STATE: “Lessons become illustrated when you add a dramatic effect to the story to make a deeper impression on your students. For illustrated lessons to address the needs of kinesthetic learners, they must participate at some level in the production.”

POINT 3: Human videos

STATE: “Human videos combine music with body movements for a visual display which will move the emotions of those who witness it, thus appealing to all learning types.”

POINT 4: Skits

STATE: “Kinesthetic learners don’t have to have a speaking part in the skit, but you can use them as “extras.” They could also be used to carry the props on stage or to perform some physical feat in the skit.”

POINT 5: Arts and crafts

STATE: “Kinesthetic learners use arts and crafts time in the class to stretch, move, and get their hands dirty. Art and crafts should not be limited to the early years.”

POINT 6: Scavenger hunts

STATE: “The best part about a scavenger hunt is that it gets the students out of their seats doing something that is exciting for them and provides an experience they will remember.”

POINT 7: Action games

STATE: “Action games can be as exciting as dodgeball or as tame as musical chairs. These games should not take a large portion of the class time, but they can add a great deal of excitement and anticipation when used from time to time.”

POINT 8: And more

STATE: “More examples of methods that work for kinesthetic learners can be found in your *Christian Education Teachers Reference Manual*.”

EXPLAIN: For more information on learning styles and teaching methodology, we recommend the book *Reach All Your Students* by Clancy Hayes. A Teacher Enrichment Clinic is available for this resource.

PART 2

USING CURRICULUM

Introducing the Concepts

1. GETTING THE MOST OUT OF CURRICULUM

Show Resource 5I (Use PowerPoint® slide presentation or overhead transparency on page 135)

POINT 1: Keep a proper perspective

STATE: “Curriculum is a *tool* for the teacher; it is not *the* teacher.”

POINT 2: Curriculum should be a flexible resource

STATE: “Curriculums provide a large amount of ideas for activities for each lesson. These ideas are for you to pick and choose. You’re not expected to do *all* the activities listed in the curriculum.”

POINT 3: Curriculum provides a purposed approach

STATE: “Your curriculum can help you stay on target by providing themes and objectives.”

POINT 4: Curriculum can be a training tool

STATE: “Curriculum can stretch you by giving you tips and ideas. It can help you be more effective as a teacher.”

EXPLAIN: For more information on getting the most out of curriculum, we recommend the series *StepOne – A Guide for Teachers* available from www.gospelpublishing.com.

2. THE FUNCTION OF CURRICULUM

Show Resource 5J (Use PowerPoint® slide presentation or overhead transparency on page 136)

POINT 1: Curriculum gives guidance to the teacher

STATE: “A good curriculum guides rather than dictates.”

POINT 2: Curriculum presents options to the teacher

STATE: “It offers choices and options in the teaching-learning process. It makes suggestions, but leaves final decisions to you.”

POINT 3: Curriculum gives the teacher continuity in study

STATE: “Most curriculum use a building block plan, meaning that each lesson is connected to the ones before and after it.”

POINT 4: Curriculum helps the teacher in reaching educational goals

STATE: “The level of learning is different at each age-level. Curriculum contains the desired learning concepts attainable at each particular age-level.”

EXPLAIN: For more information on the purpose of curriculum, we recommend the book *Focus On Administration* by George Edgerly, Efraim Espinoza, & Steve Mills.

3. THE OBJECTIVES OF RADIANT LIFE CURRICULUM

Show Resource 5K (Use PowerPoint® slide presentation or overhead transparency on page 137)

EXPLAIN: Gospel Publishing House has developed a Sunday school curriculum which brings into clear focus Bible content and human experience. This is not the only curriculum available, but it is a Pentecostal curriculum of the highest quality which we highly recommend.

STATE: “The objectives of Radiant Life Curriculum can be summarized in the following manner:

- ❖ **Salvation** – to lead each student into a personal experience of the new birth in Christ as their Savior.
- ❖ **Biblical Knowledge** – to help each person know, believe, and obey the Bible as the inspired Word of God.
- ❖ **Spirit-Filled Life** – to encourage each believer to receive the baptism in the Holy Spirit, with the initial physical evidence of speaking in other tongues and the beginning of a Spirit-filled life.
- ❖ **Christian Growth** – to help each believer grow toward Christian maturity through prayer, worship, Bible study, self-discipline, personal witness, and fellowship with other believers.
- ❖ **Personal Commitment** – to lead each believer into a continuing commitment of his life to the will of God.
- ❖ **Christian Service** – to help each believer find and fulfill his place of service as a member of the Church, the body of Christ. It also stresses the importance of joining a local congregation which provides the believer with increased opportunities for Christian service and world-wide influence.
- ❖ **Christian Living** – to help each believer apply Christian principles to every relationship of life.”

4. THE ESSENTIAL ELEMENTS OF RADIANT LIFE CURRICULUM

Show Resource 5L (Use PowerPoint® slide presentation or overhead transparency on page 138)

EXPLAIN: A curriculum usually is broken down into different sections. These elements are given to help the teacher prepare their lessons effectively. These elements may vary from curriculum to curriculum, but basics will, for the most part, remain the same. Here are the essential elements of the Radiant Life curriculum.

POINT 1: Units of study

STATE: “Units of study provide an overarching theme with three to seven studies per unit.”

POINT 2: Guiding elements

STATE: “The guiding elements section gives information to help you understand how the curriculum is put together and how it can best be utilized.”

POINT 3: Teacher training

STATE: “Articles are included in the curriculum that deal with topics that will help improve your teaching ministry.”

POINT 4: Lesson content

STATE: “This section provides the introductory elements that you’ll need to prepare your lesson. They include:

- ❖ the Bible text
- ❖ the lesson objective
- ❖ the life application objective
- ❖ the key verse
- ❖ the fundamental truths to be taught
- ❖ the ‘teacher focus’ which provides a bird’s-eye view of the lesson
- ❖ the ‘checklist’ which lists the items that will be needed for your lesson”

POINT 5: Lesson presentation

STATE: “This section provides the basic instructions on how to present each week’s lesson. These include:

- ❖ lesson lead in activities (these are welcoming activities that help pull students into the group and prepare them for the coming lesson)
- ❖ learning activities (these are options that the teacher can incorporate depending on facilities, resources, the amount of class time available, and the number of students)
- ❖ life application
- ❖ student resources (workbooks, handwork, story papers, etc.)
- ❖ resource packets (posters, charts, maps, CDs, etc.)”

EXPLAIN: For more information on the elements of curriculum, we recommend the book *Opening the Toolbox* by John Maempa. A Teacher Enrichment Clinic is available for this resource.

5. THE IMPORTANCE OF A PENTECOSTAL CURRICULUM

Show Resource 5M (Use PowerPoint® slide presentation or overhead transparency on page 139)

POINT 1: A Pentecostal curriculum teaches about the baptism in the Holy Spirit.

STATE: “The baptism in the Holy Spirit can be experienced at almost any age, from early childhood through senior adulthood.”

POINT 2: A Pentecostal curriculum encourages you to model Pentecost in your own life.

STATE: “Have your students ever observed you worshiping God in the Spirit in a church service? You can be sure they are watching.”

POINT 3: A Pentecostal curriculum emphasizes the power for living the Spirit brings.

STATE: “Not only are we given greater boldness to witness, but also we are given strength to stand for Christ.”

POINT 4: A Pentecostal curriculum teaches the purpose of the powerful prayer language the Spirit brings.

Show Resource 5N (Use PowerPoint® slide presentation or overhead transparency on page 140)

STATE: “Sometimes when we kneel to pray, our minds are so cluttered by everyday life that our prayer is like a small trickle. But when we allow the Holy Spirit to pray through us, things are much different.”

POINT 5: A Pentecostal curriculum emphasizes the Gifts of the Spirit available to the Christian

STATE: “It is important to have a curriculum that provides focused studies on those gifts to help students understand what they are and why they are important to the church.”

POINT 6: A Pentecostal curriculum perpetuates Pentecost to new believers and to a new generation.

STATE: “Without ongoing emphasis on the baptism in the Holy Spirit and the operation of the gifts, there is great risk of losing sight of this distinctive altogether.”

EXPLAIN: For more information on the importance of a Pentecostal curriculum, we recommend the book *Opening the Toolbox* by John Maempa. A Teacher Enrichment Clinic is available for this resource.

PART 3

LESSON PLANNING

Introducing the Concepts

1. THE VALUE OF LESSON PLANNING

Show Resource 50 (Use PowerPoint® slide presentation or overhead transparency on page 141)

POINT 1: Unity and Continuity

STATE: “As a result of planning our lessons will flow smoothly from previous to future lessons.”

POINT 2: Discipline for the Teacher

STATE: “Planning requires the teacher to study and research.”

POINT 3: More Interesting Presentation

STATE: “A teacher has time to secure resources, choose creative methods, and find interesting stories.”

POINT 4: Builds Confidence

STATE: “Following a well-designed lesson plan almost always makes your class session more interesting and productive.”

EXPLAIN: For more information on the value of lesson planning, we recommend the book *Focus On Adults* by William P. Campbell.

2. COMPONENTS OF LESSON PLANNING

Show Resource 5P (Use PowerPoint® slide presentation or overhead transparency on page 142)

POINT 1: What is my lesson's Scripture text?

STATE: "Your lesson should start from the Scripture and flow naturally rather than trying to force Scripture into a focus that you've predetermined."

POINT 2: What is the lesson's main idea?

STATE: "A good grasp of the main idea is important because it sets the boundaries for the lesson."

POINT 3: What is my lesson objective?

STATE: "In teaching, an objective is what you want to happen in the lives of the students as a result of the lesson you're teaching."

POINT 4: What teaching activities will I use?

STATE: "Teaching activities are those actions of the student and the teacher designed to bring better understanding of a particular idea."

POINT 5: What resources will I need?

STATE: "A resource is something that helps you demonstrate, explain, or clarify an idea, process, or fact. Numerous resources are available to you for meeting your lesson objectives."

POINT 6: What is my evaluation of this lesson plan?

STATE: "Evaluating your lesson plan will force you to look at your lesson preparation with a critical eye. Flaws and oversights will become apparent. This kind of evaluation is imperative."

EXPLAIN: For more information on lesson planning components, we recommend the book *Opening the Toolbox* by John Maempa and *Focus on Adults* by William P. Campbell. A Teacher Enrichment Clinic is available for *Opening the Toolbox*.

STATE: "A sample lesson plan is available in your *Christian Education Teachers Reference Manual* on page 120."

PART 4

GOAL SETTING AND EVALUATION

Introducing the Concepts

1. REASONS FOR SETTING MEASURABLE GOALS

Show Resource 5Q (Use PowerPoint® slide presentation or overhead transparency on page 143)

POINT 1: The Biblical Mandate

STATE: “The primary reason for monitoring your students’ growth as disciples is because God says so. In Ephesians 4:11-13, Paul says that teachers (along with other church leaders) are responsible to ‘prepare God’s people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.’”

POINT 2: The Importance of Being Intentional

STATE: “Teachers must design each session to reinforce an overall plan that leads students from one level of maturity to the next.”

POINT 3: People Respond to Expectations

STATE: “People who have a clear spiritual goal will generally expend more effort than if they have nothing to aim at.”

EXPLAIN: For more information on the reasons for setting measurable goals, we recommend the book *Make a Difference Be a Teacher* compiled by Clancy Hayes. A Teacher Enrichment Clinic is available for this resource.

2. EVALUATIONS METHODS

Show Resource 5R (Use PowerPoint® slide presentation or overhead transparency on page 144)

POINT 1: Personal Information File

STATE: “Start a personal information file for each student. Regularly add comments or brief anecdotes to the student’s file. Remember your objectives—salvation, Bible knowledge, Spirit-filled life, etc.”

POINT 2: Bible Knowledge Tests

STATE: “Non-threatening Bible knowledge tests can provide an excellent review.”

POINT 3: Spiritual Progress Evaluation

STATE: “Short essays describing personal spiritual conditions allow students to chronicle their spiritual progress.”

POINT 4: Observe Students

STATE: “Observe students in the church, social settings, school, the home, and at work.”

EXPLAIN: For more information on the reasons for setting measurable goals, we recommend the book *Focus on Youth* by Glen Percifield.

PART 5

CLASS SET UP (SPACE AND ENVIRONMENT)

Introducing the Concepts

1. THE IMPORTANCE OF ENVIRONMENT

Show Resource 5S (Use PowerPoint® slide presentation or overhead transparency on page 145)

POINT 1: The Classroom as Instructor

STATE: “The classroom begins teaching the moment the first student arrives. Its impressions remain with the learner long after he leaves.”

POINT 2: Environment Affects Attitude

STATE: “Environment creates a feeling of reverence or disrespect, comfort or discomfort, warmth or coldness, love or indifference.”

POINT 3: Environment Reflects on what’s Being Taught

STATE: “In some situations, the surroundings speak so loudly the students cannot hear what is being said.”

2. SPACE REQUIREMENTS

Show Resource 5T (Use PowerPoint® slide presentation or overhead transparency on page 146)

POINT 1: The 80% Rule

STATE: “Your average class attendance will usually not exceed 80 percent of the capacity of the room.”

POINT 2: Different Age Levels Have Different Space Requirements

STATE: “See your *Christian Education Teachers Reference Manual* (p. 123) for specific information.”

3. COMPONENTES FOR AN EFFECTIVE CLASSROOM ENVIRONMENT

Show Resource 5U (Use PowerPoint® slide presentation or overhead transparency on page 147)

POINT 1: Sound

STATE: “Students should be able to hear clearly, and without distraction.”

POINT 2: Lighting

STATE: “You should have some way to control the amount of light to meet different needs.”

POINT 3: Décor

STATE: “The decorating scheme for the local Sunday School classroom has a great influence on the mental and emotional attitudes of the students.”

POINT 4: Ventilation

STATE: “Your building’s heating and cooling system should keep the temperature of each classroom within the comfort range through-out the class period.”

POINT 5: Maintenance

STATE: “Walls, floors, ceilings, and light fixtures should be clean and in good repair. Curtains or window blinds should be clean and in good working condition.”

POINT 6: Furnishings and Equipment

STATE: “The physical needs and comfort of the students are important considerations for leaders and teachers. Tables and chairs should be the right size for the age-group.”

EXPLAIN: For more information on space and environment, we recommend the book *Focus on Administration* by George Edgerly, Efraim Espinoza, and Steve Mills.

PART 6

CHRISTIAN EDUCATION WEB TOOLS

Introducing the Concepts

EXPLAIN: The internet is like a Swiss Army knife. It has different functions to meet many kinds of needs. In this section we'll look at some of the functions.

1. FUNCTIONS OF THE INTERNET IN CHRISTIAN EDUCATION

Show Resource 5V (Use PowerPoint® slide presentation or overhead transparency on page 148)

POINT 1: Self Improvement

STATE: “The internet can be a great place to find ideas to improve your teaching. One of the strengths of the internet is that anyone can say anything. This can also be an incredible weakness when you are searching for quality teaching items. Just because it is on the internet does not mean it is reliable, recommended, of high quality, or even theologically sound. Some excellent places to start your search include:

- ❖ the Assemblies of God Sunday School website:
www.sundayschool.ag.org
- ❖ the Commission on Discipleship website:
www.discipleship.ag.org
- ❖ websites devoted to the particular group you are teaching (such as men’s ministries, women’s ministries, girls’ ministries, etc.), you can start your search at www.ag.org.”

POINT 2: Peer Community

STATE: “Forums and message boards are a great way to interact with likeminded people, including those who serve in similar ministries.”

POINT 3: Contact with Your Students

STATE: “Email, instant messaging, blogs, and social networking sites are all ways you can keep up with your students outside of the classroom.”

PART 7

HOME-BASED SMALL GROUPS

Introducing the Concepts

EXPLAIN: Home-based small groups are a fast growing discipleship ministry that date back to the early Church. In this section, we'll be looking at the basic components of a home-based small group ministry.

1. BASIC COMPONENTS OF A HOME-BASED SMALL GROUP

Show Resource 5W (Use PowerPoint® slide presentation or overhead transparency on page 149)

POINT 1: Group Size

STATE: “Home Bible studies generally are comprised of five to ten people who have decided to get together on a regular basis to study the Bible.”

POINT 2: Curriculum

STATE: “The curriculum of a true home Bible study is the Word of God. There may be additional books brought to the group to enhance the learning of the Bible.”

POINT 3: Fellowship

STATE: “The fellowship aspect of home Bible studies is important, but must not supersede the teaching time.”

POINT 4: Advantages

STATE: “Two advantages of home Bible studies as a discipleship vehicle are the flexibility groups have to extend the time if the study warrants it and the informal setting of the study.”

POINT 5: Disadvantages

STATE: “Seldom does a home Bible study lend itself to having children present.”

EXPLAIN: For more information on the reasons for setting measurable goals, we recommend the book *Reach All Your Students* by Clancy Hayes. A Teacher Enrichment Clinic is available for this resource.

Conclude the Session

Show Resource 5X (Use PowerPoint® slide presentation or overhead transparency on page 150)

STATE: “You have now completed the seminar section of the certification process. Our prayer is that the information you’ve heard will bless your ministry and that you now have a basic understanding of some of the information that is available to you in the *Christian Education Teachers Reference Manual*.”

EXPLAIN: The final step in the initial certification process is taking the exam at the end of the *Reference Manual*.

For this exam:

- ❖ You are free to consult your manual and your seminar notes while taking this exam
- ❖ You may even consult with your fellow seminar participants to answer questions. The purpose of the exam is to evaluate your ability to *find* the answers as much as it is to evaluate your knowledge of the answers.
- ❖ Make sure you fill out the personal information and certify that you have received your copy of the manual and attended this seminar
- ❖ Once the exam is completed, it should be removed from the manual and mailed to the address at the end of the exam.
- ❖ A final score of 75% must be achieved for certification. If you score below 75%, you will be allowed to retake the exam. If you score 75% or higher, an official teaching certificate will be mailed to you.

STATE: “Your certification can be “upgraded” by completing further workshops and clinics made available by the Discipleship Ministries Agency. Many of these clinics utilize the resources that are highlighted in this manual.”

PRAYER: Pray with your seminar participants.

NOTE: You are free to proctor the exam for any who want to stay at the end of the clinic, but the exam could easily take two hours or more to complete.

Session 5

EXCELLENCE IN TEACHING



What are Learning Styles?

Four Learning Styles

- ❖ **Auditory learners**
(learn primarily through what they hear)
- ❖ **Visual learners**
(learn primarily through what they see)
- ❖ **Tactile learners**
(learn primarily through what they touch and feel)
- ❖ **Kinesthetic learners**
(learn best through movement)

Methods that work well with auditory learners

- ❖ **Lecture**
- ❖ **Discussion**
- ❖ **Storytelling**
- ❖ **Debate**
- ❖ **Case Studies**
- ❖ **Bible Paraphrase**
- ❖ **Music**
- ❖ **and more**

Methods that work well with visual learners

- ❖ **Object Lessons**
- ❖ **Maps**
- ❖ **Guided Imagery**
- ❖ **Chalkboards & White Boards**
- ❖ **Printed Outlines**
- ❖ **Puppets**
- ❖ **Picture Books**

Methods that work well with visual learners (continued)

- ❖ **Skits**
- ❖ **Overhead Projectors**
- ❖ **Flannel Graphs**
- ❖ **Video-based Curriculum**
- ❖ **Projection Software**
- ❖ **and more**

Methods that work well with tactile learners

- ❖ **Handling Objects**
- ❖ **Playing Games**
- ❖ **Taking Notes**
- ❖ **Music**
- ❖ **Poetry**
- ❖ **Food**
- ❖ **Praying Together**
- ❖ **and more**

Methods that work well with kinesthetic learners

- ❖ **Role Playing**
- ❖ **Illustrated Lessons**
- ❖ **Human Videos**
- ❖ **Skits**
- ❖ **Arts & Crafts**
- ❖ **Scavenger hunts**
- ❖ **Action Games**
- ❖ **and more**

Getting the Most Out of Curriculum

- ❖ **Keep a proper perspective**
- ❖ **Curriculum should be a flexible resource**
- ❖ **Curriculum provides a purposed approach**
- ❖ **Curriculum can be a training tool**

The Function of Curriculum

- ❖ Curriculum gives guidance to the teacher
- ❖ Curriculum presents options to the teacher
- ❖ Curriculum gives the teacher continuity in study
- ❖ Curriculum helps the teacher in reaching educational goals

Objectives of Radiant Life Curriculum

- ❖ **Salvation**
- ❖ **Bible Knowledge**
- ❖ **Spirit-Filled Life**
- ❖ **Christian Growth**
- ❖ **Personal Commitment**
- ❖ **Christian Service**
- ❖ **Christian Living**

Essential Elements of Radiant Life Curriculum

- ❖ **Units of Study**
- ❖ **Guiding Elements**
- ❖ **Teacher Training**
- ❖ **Lesson Content**
- ❖ **Lesson Presentation**

The Importance of a Pentecostal Curriculum

**...teaches about the baptism
in the Holy Spirit**

**...encourages you to model
Pentecost in your own life**

**...emphasizes the power
for living the Spirit brings**

The Importance of a Pentecostal Curriculum

- ...teaches the purpose of the powerful prayer language the Spirit brings**
- ...emphasizes the Gifts of the Spirit available to the Christian**
- ...perpetuates Pentecost to new believers and to a new generation**

The Value of Lesson Planning

- ❖ **Unity and Continuity**
- ❖ **Discipline for the Teacher**
- ❖ **More Interesting Presentation**
- ❖ **Builds Confidence**

Components of Lesson Planning

- ❖ **What is my lesson's Scripture text?**
- ❖ **What is the lesson's main idea?**
- ❖ **What teaching activities will I use?**
- ❖ **What resources will I need?**
- ❖ **What is my evaluation of this lesson plan?**

Reasons for Setting Measurable Goals

- ❖ **The Biblical Mandate**
- ❖ **The Importance of Being Intentional**
- ❖ **People Respond to Expectations**

Evaluation Methods

- ❖ **Personal Information File**
- ❖ **Bible Knowledge Tests**
- ❖ **Spiritual Progress Evaluation**
- ❖ **Observe Students**

The Importance of Environment

- ❖ **The Classroom as Instructor**
- ❖ **Environment Affects Attitude**
- ❖ **Environment Reflects on What's Being Taught**

Space Requirements

- ❖ **The 80% Rule**
- ❖ **Different Age Levels
Have Different
Space Requirements**

Components for an Effective Classroom Environment

- ❖ **Sound**
- ❖ **Lighting**
- ❖ **Décor**
- ❖ **Ventilation**
- ❖ **Maintenance**
- ❖ **Furnishings and Equipment**

Functions of the Internet in Christian Education

- ❖ **Self Improvement**
- ❖ **Peer Community**
- ❖ **Contact with Your Students**

Basic Components of a Home-Based Small Group

- ❖ **Group Size**
- ❖ **Curriculum**
- ❖ **Fellowship**
- ❖ **Advantages**
- ❖ **Disadvantages**

Certification Exam

- ❖ **Free to consult manual and notes**
- ❖ **Free to consult fellow seminar participants**
- ❖ **Fill out personal information**
- ❖ **Remove and mail in exam when completed**
- ❖ **Certification requires a final score of 75%**