

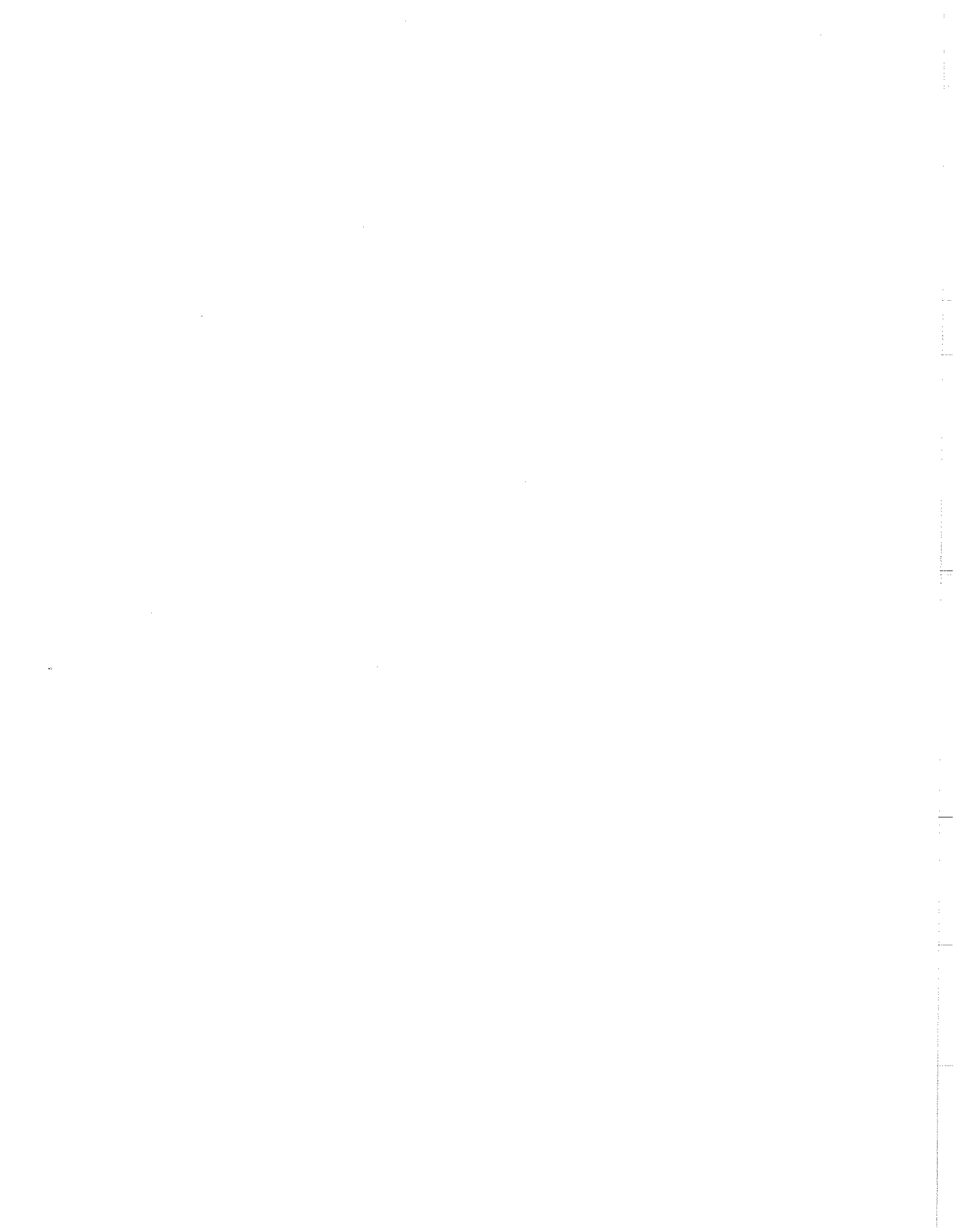
**American Baptist Churches of New York State
Lay Study Program**

CHRISTIAN EDUCATION

FACULTY GUIDE

Curriculum Committee
of the
ABC/NYS Lay Study Team

September 2003



Course Objective and Description

This ABC/NYS Lay Study Program course is designed to enable the student to relate Christian education to all aspects of church life. The course consists of 20 contact hours. As outlined below, the course is formatted for ten 2-hour sessions. Sessions may be re-ordered or taken in groups if matters of scheduling require it.

Student Requirements and Assessment

To receive a passing mark for this course, students are expected: (1) to read the materials as assigned, (2) to participate in a minimum of 8 of the 10 scheduled sessions, or to arrange with the instructor a satisfactory make-up for missed sessions, and (3) to complete all assignments in a satisfactory manner. The instructor is responsible for giving the student both constructive suggestions for improvement and affirmation of progress and achievements. Though the instructor is ultimately responsible for evaluation of student work, feedback from other students in some cases may be useful to the student.

The instructor's assessment of the student's work in the class is based on evaluation of the student's class participation, presentations and projects, and written work. The final grade for this and all Lay Study Program courses is pass/fail.

General Texts

The Lay Study Program allows the instructor to choose the course text or texts, keeping in mind the cost to the students of these materials and their availability. It is up to the instructor to judge which texts will offer the best approach, given current events, relevant issues, and teaching style. The instructor may elect to not use any text, but to rely on collateral reading and/or handouts. It is strongly recommended that you select which text(s) you will be using and convey this information to each of the Association Lay Study Committee and known registrants at least three weeks prior to the start of the first class. You should also indicate at this time the specific reading assignments for the course. By doing this, they will have time to secure the material(s) and prepare the readings that you require prior to the first class.

The curriculum is written to be topically based not text based. There is a list of texts to choose from at the conclusion of the curriculum that might be helpful. All were available at Cokesbury Bookstore as of Spring 2003. The following texts and video have been used and are recommended:

Griggs, Donald. Teaching Today's Teachers to Teach. Abingdon Press, 2003. ISBN 0687049547

Halverson, Delia. The Nuts and Bolts of Christian Education. Abingdon Press, 2000. ISBN 068707116X

Hammar, Richard R., Steven W. Klipowicz and James F. Cobble, Jr. "Reducing The Risk" (video) by Church Law and Tax Report. Distributed by Church Mutual Insurance Co. Christian Ministry Resources, P.O. Box 1098, Matthews, NC 28106. Ph: (704) 841-8066. Fax: (704) 841-8039. ISBN 1-880562-07-3.

General Note to Faculty

Please remember that we are trying to strike a proper balance between faculty presentation (lecture) and active student involvement. The course is structured in such a way as to allow both teacher and students to interact and learn from each others experiences as well as the text and materials. The instructor may assign other activities or projects within the time constraints and objectives for the course.

Lesson Plans

The instructor is expected to develop his or her own lesson plan based on the suggestions in each of the following session outlines. Each session outline below may include (1) the session learning objective(s) or topics the instructor is expected to cover; (2) Biblical references which may be used to inform discussion; (3) suggested discussion questions; (4) suggested learning activities; and (5) assignment suggestions. The instructor should add whatever reading assignments are relevant to the course texts, keeping in mind that the total expectation for out-of-class work should not exceed two hours for each in-class hour.

Session One

Introduction and Bookkeeping

The first session will likely begin with bookkeeping activities. A Lay Study Program representative is usually on hand to deal with course registrations and paperwork. This time also allows for greetings and introductions, an overview of the instructor's chosen text(s), course assignments, procedures and expectations.

Learning Objectives

The students will be able to:

- A. discuss the purpose of the church's educational ministry.
- B. determine the interwoven aspects of teaching and learning.
- C. determine the most significant ways of learning.

Suggested Topics and Discussion

1. What is the purpose of the church's educational ministry? Write on the board: The task of Christian education is....
2. Complete handouts 1 and 2 (Teaching is... and Learning is...). Ask each student to agree or disagree with each statement and discuss reasons.
3. Discuss what is learning. How do we learn? Give handout 3 (Cone of Learning Retention). Discuss the ways we need to teach our task (i.e. examples, demonstrations, importing information, spontaneous experiences, structured experiences, props, etc.).
4. Discuss Gardner's Eight Ways of Learning: This may be presented under different titles in some educational material. Most people are a combination of the different types of learners. How will a lesson reach as many of these learning styles as possible?

Eight Intelligences:

Linguistic Intelligence (Word Smart) - ability to communicate, read and write with words; highly developed auditory skills; has good memory for places, names, and dates; and prefers doing word processing on a computer.

Logical-Mathematical Intelligence (Number Smart) - ability to reason and calculate; think in a logical and systematic manner; likes to explore patterns and relationships; works in sequential order; and likes problem solving and experimentation.

Visual-Spatial Intelligence (Picture Smart) - ability to think in pictures and visualize results; enjoys art activities; and good at map reading and jigsaw puzzles.

Musical Intelligence (Music Smart) - ability to compose, sing, understand and appreciate music; and sensitive to the sounds in the environment.

Bodily-Kinesthetic Intelligence (Body Smart) - ability to use the body in skilled ways such as: acting, construction, surgeon, and others who are good with their hands; process information through bodily sensations; and prefer hands-on learning.

Interpersonal (Social) Intelligence (People Smart) - ability to work well with and relate to others; shows understanding and empathy; enjoys group activities; and stimulated by the ideas of others.

Intrapersonal Intelligence (Self Smart) - ability for self-analysis and reflection; able to review one's own behaviors and accomplishments; able to make plans and goals; likes to work independently; shows strong opinions and self-confidence.

Naturalist Intelligence (Nature Smart) - ability to use nature; able to recognize flora and fauna; enjoys the outdoors; and comfortable around animals.

Assignment

1. Read text assignment.
2. Read handout 4 "The Teaching Church" and handout 5 "Reviewing the Goal of the Church's Teaching Ministry".
3. The students should research their own church's mission statement. Does it reflect teaching? Does the church have a particular statement or written goal about education? Once the students receive their church's statement, they should analyze it and rewrite the mission statement for their particular church that would reflect the educational aspect. This will be due at Session 9. This will allow time for learning from the course and provide feedback for their statements.

Session 2

Learning Objectives

The students will be able to:

- A. understand the blocks to learning and other ways learning is unsuccessful.
- B. relate experience and teaching to Christian education.
- C. list different facets of church life and relate to teaching and learning.

Suggested Topics and Discussion

1. Discuss the two articles and text assignment.
2. Discuss mission statements for educational aspect or if they have any questions.
3. Make a list of those things that cause a block to learning (i.e. dullness, incomprehensiveness of materials, irrelevance, lack of motivation, lack of involvement, disagreement with others or content, personality conflict, poor atmosphere, etc.). Discuss ways in which students have experienced these and what might be done to avoid or change these blocks.
4. Is experience the best teacher? If so, what does this mean for Christian education? How can we provide experience for practicing the Christian faith?
5. List as many different facets of church life and ministry (i.e. choir, parts of worship, different meetings, mission work, fund raisers, etc.). Then circle those that teach something about what it means to be part of Christ's community. What do budgets teach? Hymn singing? Fellowship gatherings? Special offerings? Building maintenance? Etc. Everything we do we teach and learn.
5. Are some teachings potentially negative or inappropriate for the church?

Assignment

1. Read text assignment.
2. Continue working on mission statement.

Session 3

Learning Objectives

Students will be able to:

- A. by using scripture, understand why we teach.
- B. understand the importance of when, where, and how we teach and learn.

Suggested Topics and Discussion

1. Discuss the text assignment.
2. Discuss scripture related to teaching (Deuteronomy 6: 4-9, Psalm 78: 1-8, and Acts 2:37-42). Have the students work in small groups to discuss the verses and then come back together for discussion.
3. Review where Christians teach inside the church.
4. Discuss where Christians teach outside the church. Is there a difference in teaching within or outside the church? Why or why not? Should there be a difference?
5. Discuss how we are teaching, include the idea that teaching and learning goes together. How do we teach inside and outside of the church? What methods do we use (questions and answer, creative activities, demonstration, etc.)? How important is organization?
6. Discuss Dimensions of Learning: This also may be presented under different titles in some educational materials.

Dimension 1 Attitudes and Perceptions (Invite). Is the classroom space welcoming and inviting? Does it focus on student learning? Is it organized? Are the students greeted and made comfortable to share their ideas? Can students participate in the discussion and activities presented?

Dimension 2 Acquire and Integrate Knowledge (Inform). Are the students able to relate the new knowledge to what they already know, organize that information, and make it part of their long-term memory. It is important for students to be active in order to internalize the information. How is the teacher going to engage the students?

Dimension 3 Extend and Refine Knowledge (Investigate). Learners need to make new distinctions, clear up misconceptions, and reach conclusion. Investigation activities may include: comparing, classifying, reasoning (inductive and deductive, analyzing errors and perspectives, questioning, discussion of issues, working on a task, etc. This will allow them to develop their own interpretations, conclusions, and judgments. How will the teacher guide the learning? What activities would allow this to happen?

Dimension 4 Use knowledge Meaningfully (Illustrate). This is the most important part of planning a lesson. The students must have the opportunity to use the knowledge meaningfully and to show what they have learned. The meaningful use of knowledge includes: systems analysis, experimental inquiry, investigation, problem solving, invention, and decision making. What tasks should a teacher have the students perform to illustrate the new knowledge?

Dimension 5 Habits of Mind (Inspire). The effect of learning is students will think critically, think creatively, and self-regulate their behavior and thinking. This will be carried into their everyday activities and decision making.

Assignment

1. Assign text reading.
2. Continue with mission statement.

Session 4

Learning Objectives

The students will be able to:

- A. understand the role and duties of the teacher.
- B. understand and be able to discuss and use different programs and curriculum available.

Suggested Topics and Discussion

1. Discuss reading assignment from text.
2. Discuss roles and duties of the different teachers (pastor, deacons, teachers - both Sunday school and VBS, choir leader, etc.) within the church. Are the duties written or assumed? Who determines these duties? How are they evaluated and changed if necessary? How are teachers recognized and honored?
3. Discuss different church programs and Sunday school and VBS curriculum. What resources are available? How are they to be found? What are some valuable sources from the internet? What is the difference in credibility between .com, .org, .edu and .net?

Assignment

1. Reading from the text.
2. Continue with mission statement.
3. Each student should develop a lesson plan for a particular age group. Encourage the "teacher" to plan for a group that he/she has no/little experience or would be more difficult for them to do. Teaching the lesson in the safe environment of the class would provide experience, positive feedback, and constructive criticism. Give the lesson plan format (Handout 6) and discuss. Remind the students in their lessons to use as many categories as possible from the Dimensions of Learning and the Multiple Intelligences. You, as the instructor, will evaluate for these. The lessons may be a one time lesson or one part of a unit. It need not be the first lesson of the unit. The student may explain previous knowledge already taught and reviewed. The lessons should be about 30 minutes in length and may be adjusted during class for the time frame. Depending upon the size of the class, these lessons will be presented during Sessions 8 -10.

Session 5

Learning Objectives

The students will be able to:

- A. discuss ways of recruiting and enabling teachers.
- B. determine ways of gaining the resources needed for education.

Suggested Topics and Discussion

1. Discuss reading from text.
2. Discuss any questions about lesson presentations.
3. Discuss ways of recruiting people for church work in education. Who should work with the different age groups within the church? How do we encourage the youth, adults and elderly to share in the responsibility of education? What unique characteristics do they have that would be helpful to the teaching and learning? How do we instruct the congregation of the importance to be involved in the work of education? What are some reasons of why people are not involved? What are some solutions to this? What necessary resources are needed/missing and how should they be supplied? How do we involve the people, especially the youth, in the decision-making?
4. What should be the criteria to be in this leadership position? How do we protect the church from liability? Show the video "Reducing the Risk: Making Your Church Safe From Child Sexual Abuse." This video can be obtained through Church Mutual Insurance Co. It is NOT an advertisement, but gives many helpful ideas on how to protect the church and its reputation, the pastor, the teachers, and the children. The video is only about 20 minutes in length. The kit comes with a video, a cassette tape, a training manual, and a guide book. It is well done, and the kit is not expensive. Abuse is prevalent in our society today, and the church is not immune. We cannot ignore the responsibility to protect the people and the church.

Assignment

1. Reading from text.
2. Continue with mission statement.
3. Continue with lesson plan.
4. Assign reading from handouts 7-15, in part or whole as time will allow.

Session 6

Learning Objective

The students will be able to become aware of preschool - grade school children's mental and emotional growth that affects learning and development.

Suggested Topics and Discussion

1. Discuss reading from text.
2. Receive/discuss handouts 7-15. Discuss the intellectual and developmental aspects of preschool - junior age children. What qualities do they possess? How do they learn best? What activities would best work for them? What level of subject material would best be suited for this age group? Give specific examples. What experiences did the students have with this group? What were some difficulties? How could these be solved?

Assignment

1. Assign reading from text.
2. Assign reading from handouts 16-31, in part or whole as time will allow.
3. Remind the students of the mission statement due Session 9 and the lesson presentation with the lesson plan due Sessions 8-10.

Session 7

Learning Objective

The students will be able to become aware of younger adolescent - adult's mental and emotional growth that affects learning and development.

Suggested Topics and Discussion

1. Discuss reading from text.
2. Receive/discuss handouts 16-31. Discuss the intellectual and developmental aspects of young adolescent children to adults. What qualities do they possess? How do they learn best? What activities would best work for them? What level of subject material would best be suited for this age group? Give specific examples. What experiences did the students have with this group? What were some difficulties? How could these be solved?

Assignment

1. Assign reading from text.
2. Remind the students of the mission statement due Session 9 and the lesson presentation with the lesson plan due Sessions 8-10.

Session 8

Learning Objectives

The students will be able to:

- A. demonstrate their knowledge to create a lesson plan.
- B. demonstrate teaching the lesson prepared using as many as possible the elements of Dimensions of Learning and Multiple Intelligences.
- C. respond to the actions and questions of the “children/students” participating.

Suggested Topics and Discussion

Each student will present his/her lesson. When done, the class will discuss and critique the lesson for effectiveness, age appropriateness, and use of techniques.

Assignment

1. Assign reading from text.
2. Remind the students of the mission statement due Session 9 and the lesson presentation with the lesson plan due Sessions 9-10.

Session 9

Learning Objective

The students will be able to:

- A. demonstrate their knowledge to create a lesson plan.
- B. demonstrate teaching the lesson prepared using as many as possible the elements of Dimensions of Learning and Multiple Intelligences.
- C. respond to the actions and questions of the “children/students” participating.

Suggested Topics and Discussion

1. Collect the mission statement from each student to be evaluated for the educational focus.
2. Each student will present his/her lesson. When done, the class will discuss and critique the lesson for effectiveness, age appropriateness, and use of techniques.

Assignment

1. Assign reading from text.
2. Remind the students of the lesson presentation with the lesson plan due at Session 10.

Session 10

Learning Objectives

The students will be able to:

- A. demonstrate their knowledge to create a lesson plan.
- B. demonstrate teaching the lesson prepared using as many as possible the elements of Dimensions of Learning and Multiple Intelligences.
- C. respond to the actions and questions of the “children/students” participating.
- D. understand students with special needs may have different learning abilities and levels.
- E. understand lessons and teaching techniques may need to be adjusted for those with special needs.

Suggested Topics and Discussion

1. Each student will present his/her lesson. When done, the class will discuss and critique the lesson for effectiveness, age appropriateness, and use of techniques.
2. Discuss students with special needs and special topics such as: hearing/sight impaired, ADD/ADHD, depression, Oppositional Defiant Disorder, Tourette Syndrome, autism, bullying, grandparents raising grandchildren, fear of terrorism and war, suicide, alcohol and other drugs, etc. A good resource for this information and others comes from the American Academy of Child & Adolescent Psychiatry “Facts For Families” website at <http://www.aacap.org/publications/factsfam/>. What is the best way to teach and handle these types of students? How could a lesson be changed to help these students and still reach the non-disabled person?
3. Discuss special needs churches (i.e. 12 step churches). Also, churches used for special groups such as AA and weight watchers. How may the teaching and learning be different in different churches?
4. Final evaluations completed.

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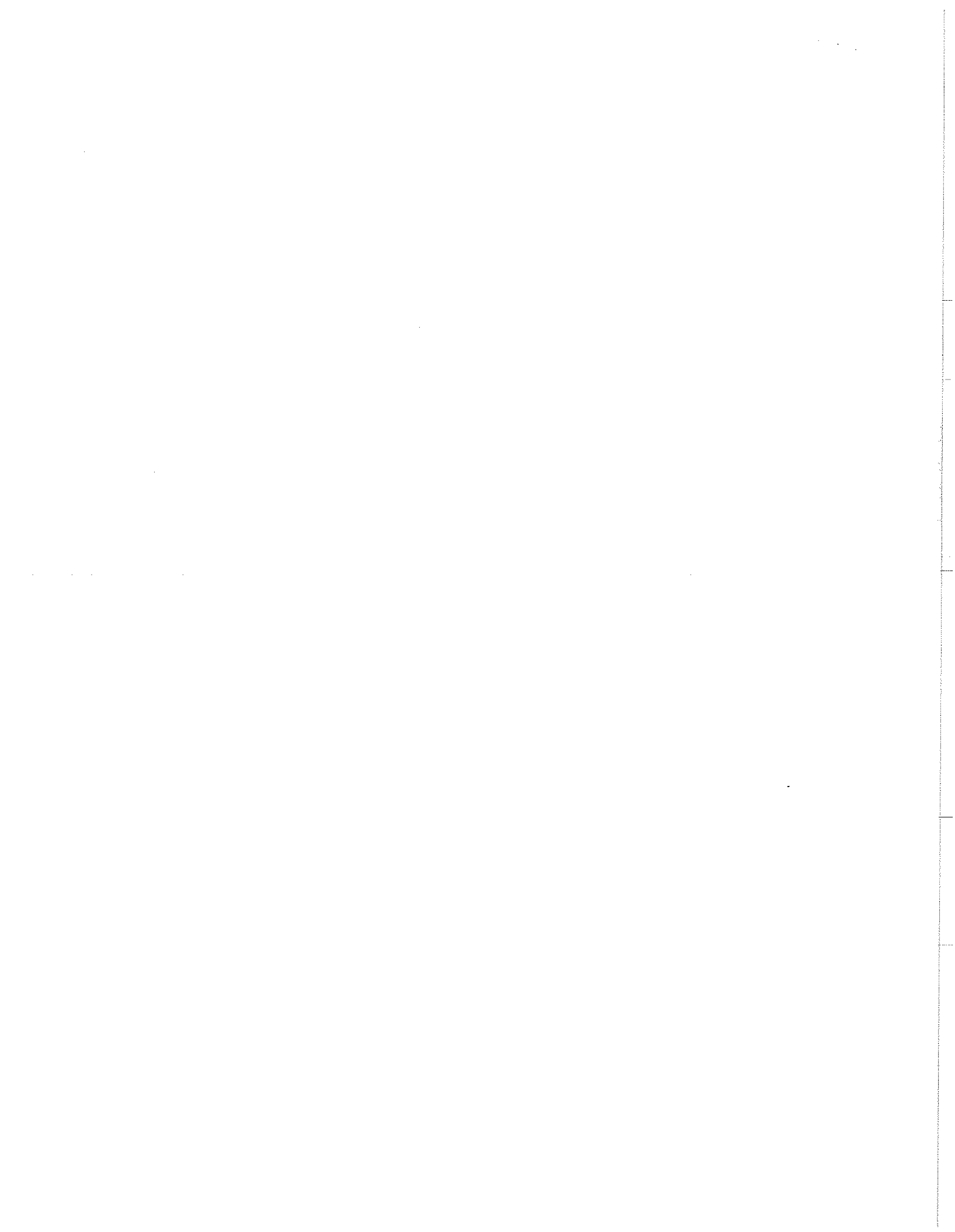
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CHRISTIAN EDUCATION

STUDENT GUIDE

Curriculum Committee
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September 2003

Course Objective and Description

This ABC/NYS Lay Study Program course is designed to enable the student to relate Christian education to all aspects of church life. Education within the church takes place in other venues besides Sunday school. This course also explores those areas as well as how people learn at different age levels. The course also teaches about finding curriculum, how to write and present a lesson plan, and how to develop an educational mission statement for your church.

Student Requirements and Assessment

This is understood to be a course equivalent to a first year college level course. As such, students should expect 20 class-session (contact) hours and an additional estimated 40 assignment hours.

To receive a passing mark for this course, students are expected: (1) to read the materials as assigned, (2) to participate in a minimum of 8 of the 10 scheduled sessions or to arrange with the instructor a satisfactory make-up for missed sessions, and (3) to complete all assignments in a satisfactory manner. The instructor is responsible for giving the student both constructive suggestions for improvement and affirmation of progress and achievements. Though the instructor is ultimately responsible for evaluation of student work, feedback from other students in some cases may be useful to the student.

The instructor's assessment of the student's work in the class is based on evaluation of the student's class participation, presentations and projects, and written work. The final grade for this and all Lay Study Program courses is pass/fail.

Your instructor should attach a course outline and specific instructions about your assignments.