



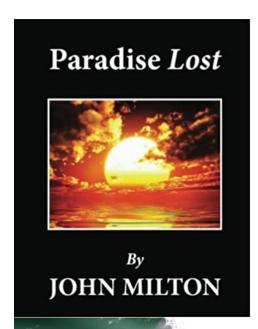
### Christian Education is....

- Commandments of God (Matt 28:20)
  - Trinity: Teachers
- Reviving youth Christian life from the dead-spiritual living
  - School-prison pipelines
  - Spiritual emptiness
  - Silent exodus
- Future of Christianity
  - 4/14 window



### **Education Always Matters**

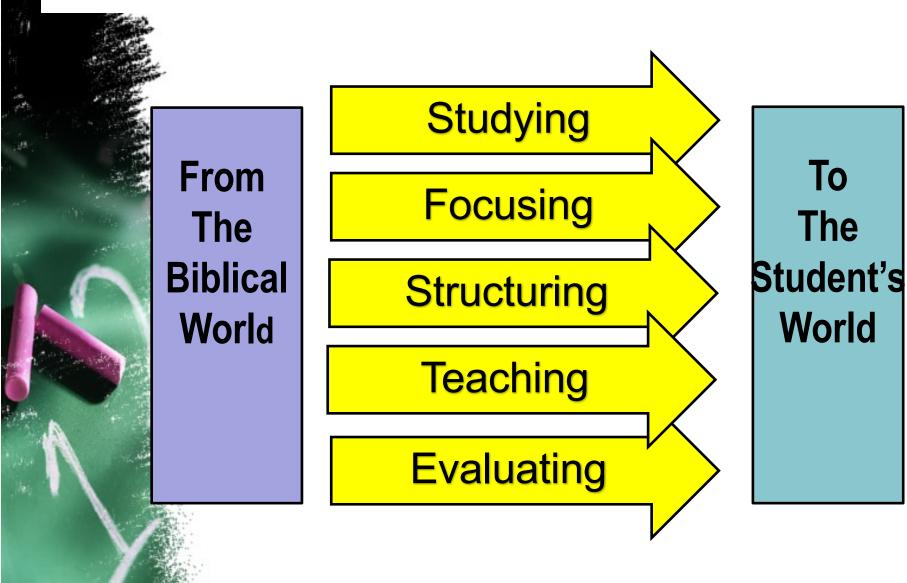
- God, the Teacher
- Synagogue
- Moses
  - Hear O Israel, the decrees and laws I am to teach you (Deut. 4:1)
- Jesus
  - Everyday I sat in the temple court, teaching (Matt 26:55)
- Paul
  - Boldly and without hindrance he taught about the
     Lord Jesus (Acts 28:31)



### John Milton, Paradise Lost

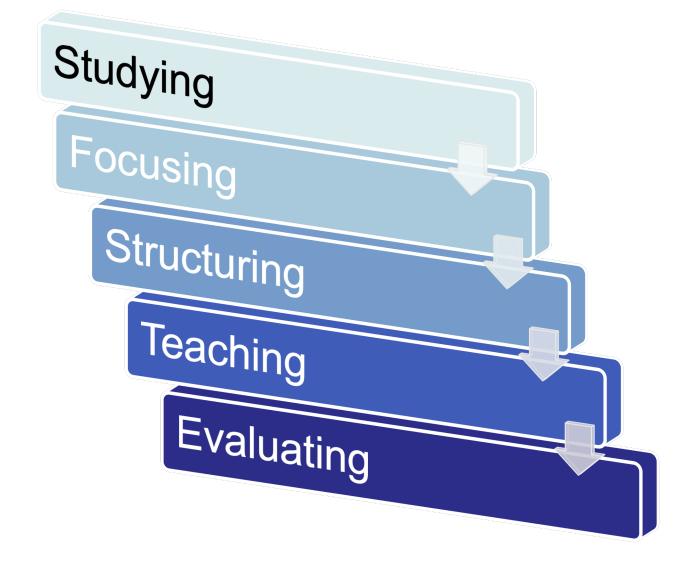
- Education is the major concern of God and the Bible
- How can He teach Adam and Eve so that they remain free and yet know enough to resist temptation?
- How does He teach them so that after they have left Eden they can still have hope and direction for the future?

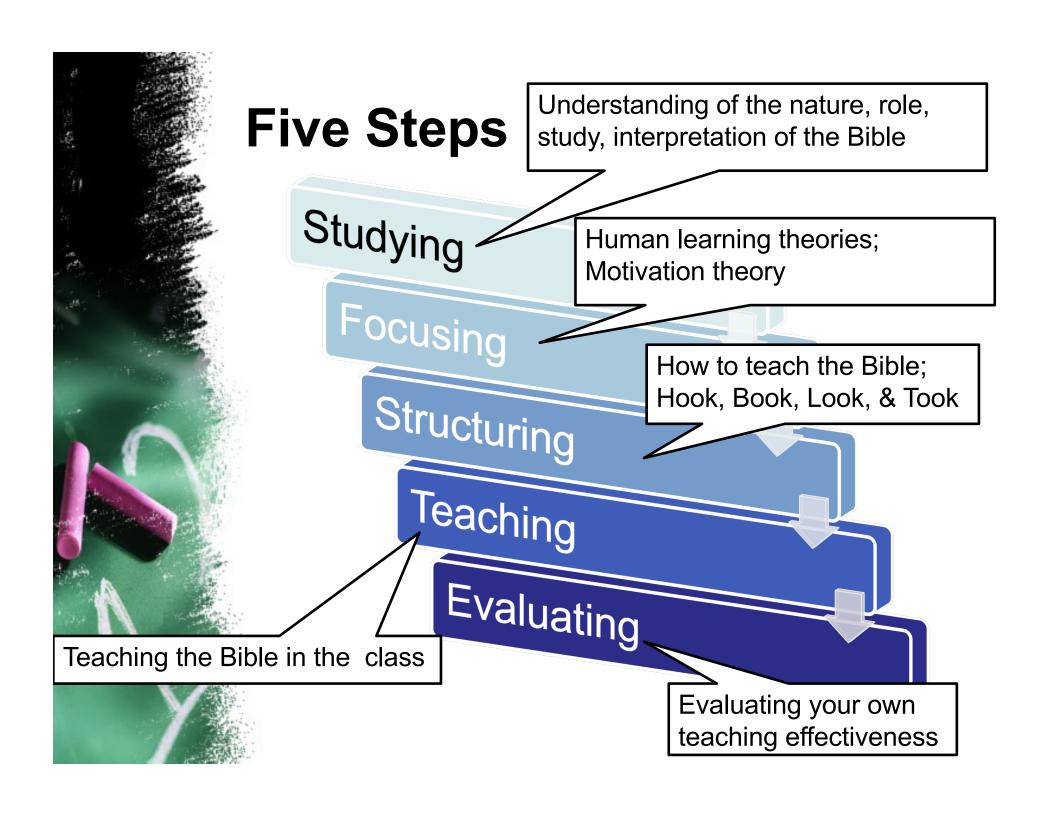
# **Creative Bible Teaching Model**



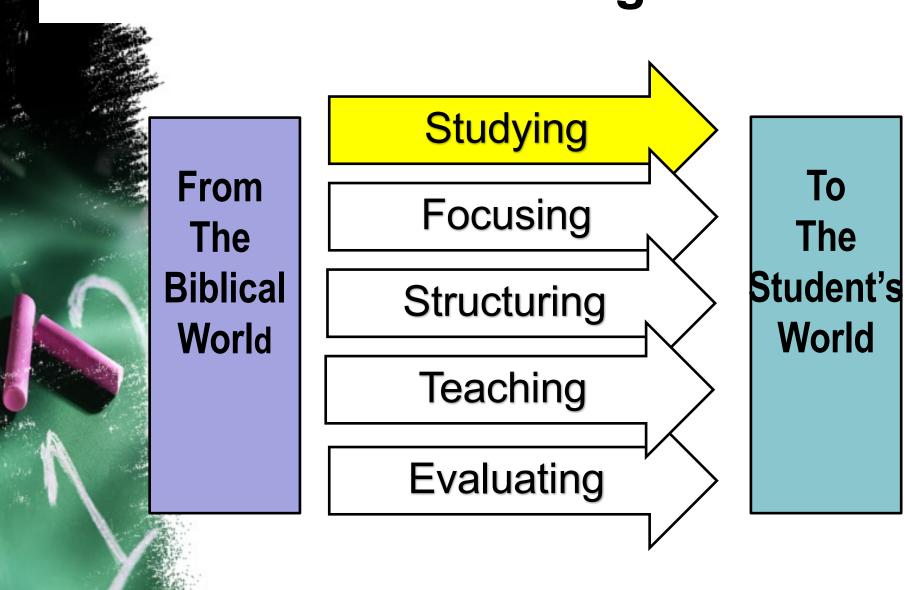


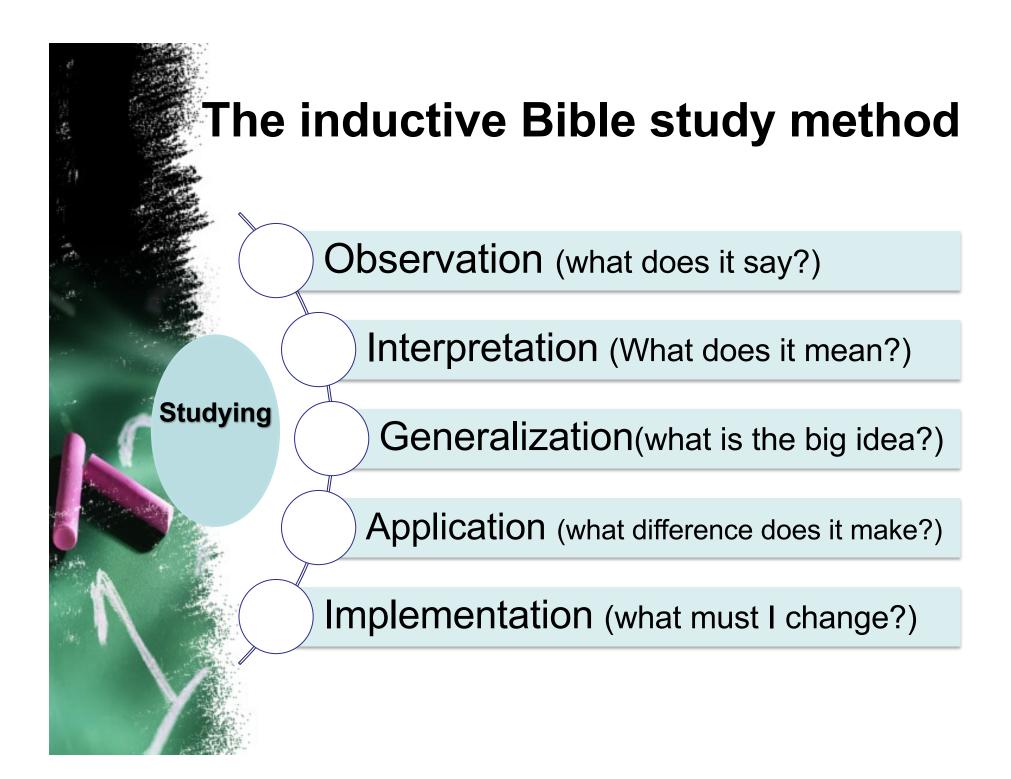
# **Five Steps**





# **Creative Bible Teaching Model**





### **Hebrews 10:19-25**

Therefore, brothers and sisters, since we have confidence to enter the Most Holy Place by the blood of Jesus, by a new and living way opened for us through the curtain, that is, his body, and since we have a great priest over the house of God, let us draw near to God with a sincere heart and with the full assurance that faith brings, having our hearts sprinkled to cleanse us from a guilty conscience and having our bodies washed with pure water. Let us hold unswervingly to the hope we profess, for he who promised is faithful. And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching.



# **Observation:** What does it say?

Setting questions	<ul><li>Who is the author?</li><li>Why was this book written?</li></ul>
Context questions	<ul><li>What literary form is being employed?</li><li>What is the overall message of this book?</li><li>What precedes (follows) thus passages?</li></ul>
Structural questions	<ul> <li>Are there any repeated words (phrases)?</li> <li>Does the author make any comparisons?</li> <li>Does the author raise any questions/answers? Cause-effect? Figure of speech? Any liking words?</li> <li>What verbs are used?</li> </ul>



# Interpretation: What does it mean?)

	Continuity of message	Jesus opens a new and living way Believers have a great priest always available, so let us
443	Context of material	Jesus' final sacrifice made all believers holy.  Jesus is the complete sacrifice.
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Customary meaning	Believers' priesthood is made possible by Jesus. Jesus continues to intercede over the house of God.



# **Generalization:** What is the big idea?

• The priesthood of the believer, accomplished by the sacrificial work of Christ, along with Christ's high priestly ministry, calls every Christian to draw near to God, hold fast to his faith, and spur on other believers so that each one might persevere through difficult times and situations

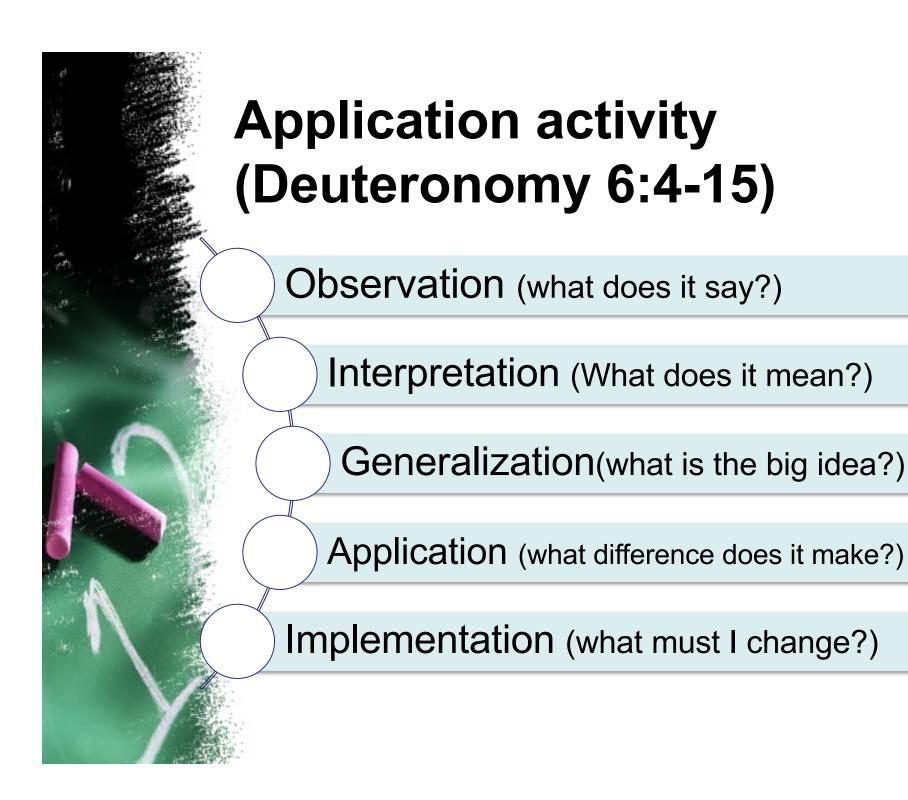
# **Application:** What difference does it make?

Is there a teaching here to be learned and followed?	Each believer confidently to enter God's presence
Does this passage communicate a rebuke to be heard/heeded?	A personal failure to meet together with fellow believers
Is there a correction to be noted?	When our hearts are sprinkled with the blood of Christ, our conscience is freed from guilt and our lives are purified
In what way does this passage train us to be righteous?	Spiritual growth is a group project (not an individual effort)

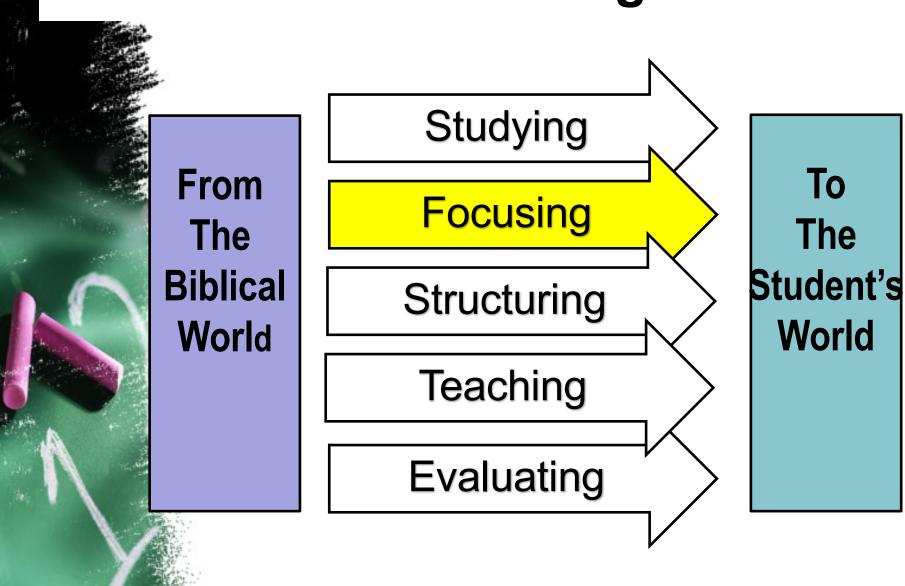


## **Implementation**

- Establish the clear and direct relationship with Jesus daily;
- Build a small-group circle where shares and keeps sharpening faith each other



# **Creative Bible Teaching Model**





### Needs?

 What is 'needs' and why needs assessment is important?





### **Understanding student needs**

- The goal of teaching the Bible
  - It is applied Bible knowledge in the student's everyday life
  - We teach people (not lesson)
  - Need to understand the needs of students
- The reason why Jesus' teaching was amazing
  - He understood the needs of audiences



## Maslow's Hierarchy of **Needs**

### **Self-actualization**

desire to become the most that one can be

### **Esteem**

respect, self-esteem, status, recognition, strength, freedom

### Love and belonging

friendship, intimacy, family, sense of connection

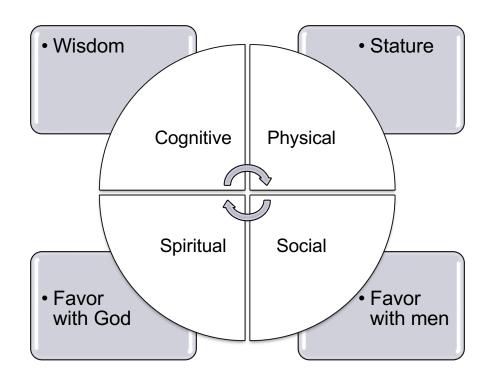
### Safety needs

personal security, employment, resources, health, property

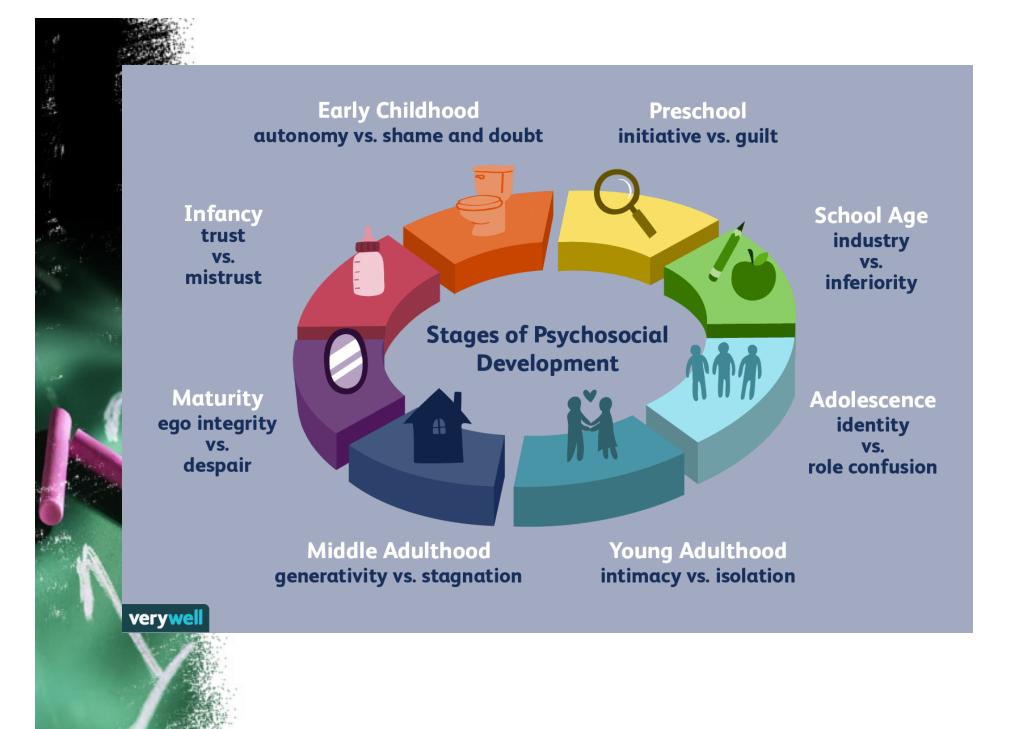
# Physiological needs air, water, food, shelter, sleep, clothing, reproduction

# **Comprehensive Needs Analysis**

Jesus grew in wisdom and stature, and in favor with God and men (Luke 2:52)



Stages	Physical	Cognitive	Social	Spiritual	Key words
0-1	Senses developing,	Sensorimotor stage	Trust vs. mistrust		Parents' role; Needs met
2-3	Learn control body, movement		Autonomy vs. shame/doubt	Intuitive- projective	Joyful, encouraging
3-6	Walk backward, climb chairs, bike	Preoperational stage	Initiative vs. guilt	Mythical-literal	Self-concept, expression
7-12	Ride a bike, jumps, runs, hops	Concrete operational	Industry vs. Inferiority	Synthetic- conventional	Spirituality, character
12-18	Rapid growth, secondary sexuality	Formal operational	Identity vs. Role confusion	Individuative- reflective	Identity, self esteem
20-30	Golden period		Intimacy vs. isolation.	Conjunctive	Independence, discipleship
30-50	Declining metabolism		Generativity vs. stagnation		
> 50	Deterioration of body system, poor balance		Integrity vs. despair	Universalizing	





## Cognitive development

The adolescent can reason abstractly and think in hypothetical terms.

#### Formal operational (12 years-adult)

The child can think logically about concrete objects and can thus add and subtract. The child also understands conservation.

#### Concrete operational (7–12 years)

The child uses symbols (words and images) to represent objects but does not reason logically. The child also has the ability to pretend. During this stage, the child is egocentric.

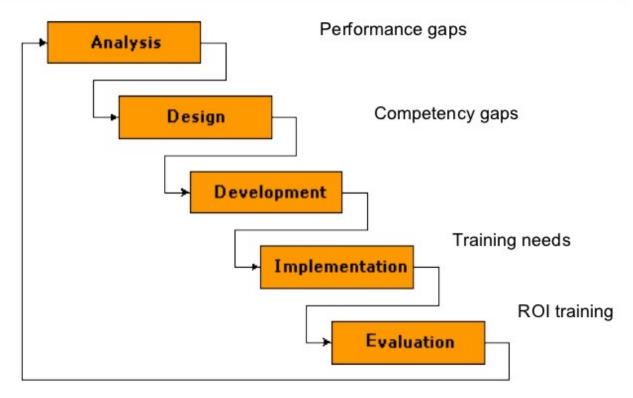
#### Preoperational (2-6 years)

The infant explores the world through direct sensory and motor contact. Object permanence and separation anxiety develop during this stage.

Sensorimotor (0-2 years)



### **Training Development Process**





# **Design-> Lesson Objectives**

Learning Objectives

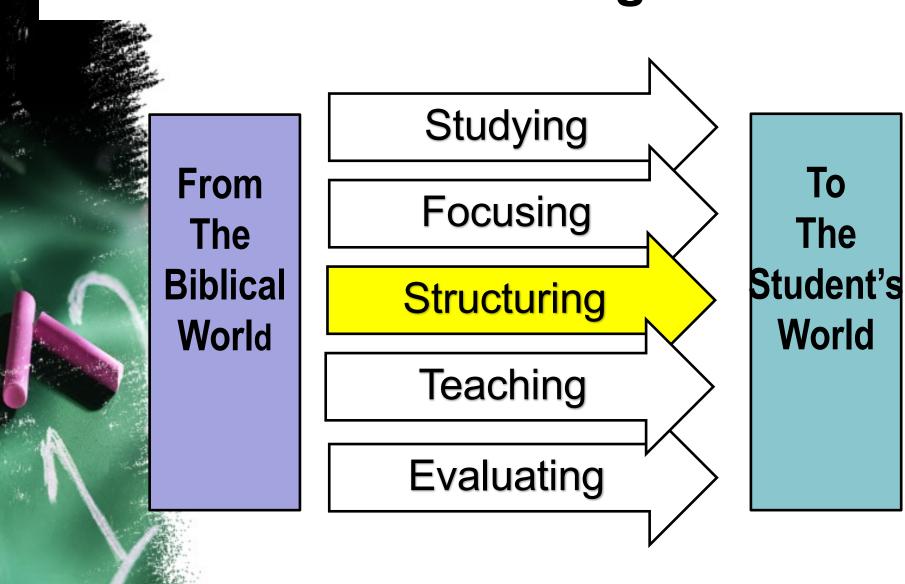




# Classification of objectives

Domains	Explanation
Cognitive	Learning involves an array of intellectual capabilities
Affective	Learning involves attitude, belief, feelings values,
Motor skill (psychomotor)	Learning involves athletic, manual and other such physical skills
Interpersonal	Learning involves interaction among people. Examples include teamwork, counseling techniques, administrative skills, and discussion.

# **Creative Bible Teaching Model**





### Lesson plan

- Writing a lesson aim
  - Short enough to be remembered
  - Clear enough to be meaningful
  - Specific enough to be achieved
  - Written in terms of the students
- Three aims of a lesson
  - Content aim (cognitive)
  - Inspirational aim (affective)
  - Action aim (behavioral)



### **Hebrews 10:19-25**

Therefore, brothers and sisters, since we have confidence to enter the Most Holy Place by the blood of Jesus, by a new and living way opened for us through the curtain, that is, his body, and since we have a great priest over the house of God, let us draw near to God with a sincere heart and with the full assurance that faith brings, having our hearts sprinkled to cleanse us from a guilty conscience and having our bodies washed with pure water. Let us hold unswervingly to the hope we profess, for he who promised is faithful. And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching.



### **Example of Aims**

### Content aim (Cognitive)

 Students will be discover the three primary life implications that grow out of the priestly work of Christ by doing an inductive study of Hebrews 10:19-25

### Inspirational aim (Affective)

 Students will commit themselves to the practice of encouraging one another in times of persecution and difficulty by agreeing to meet together for prayer before school twice each week

### Action aim (Behavioral)

 Students will draw upon three vital means of survival in the midst of persecution and difficulties by meeting together each week to spur each other on.



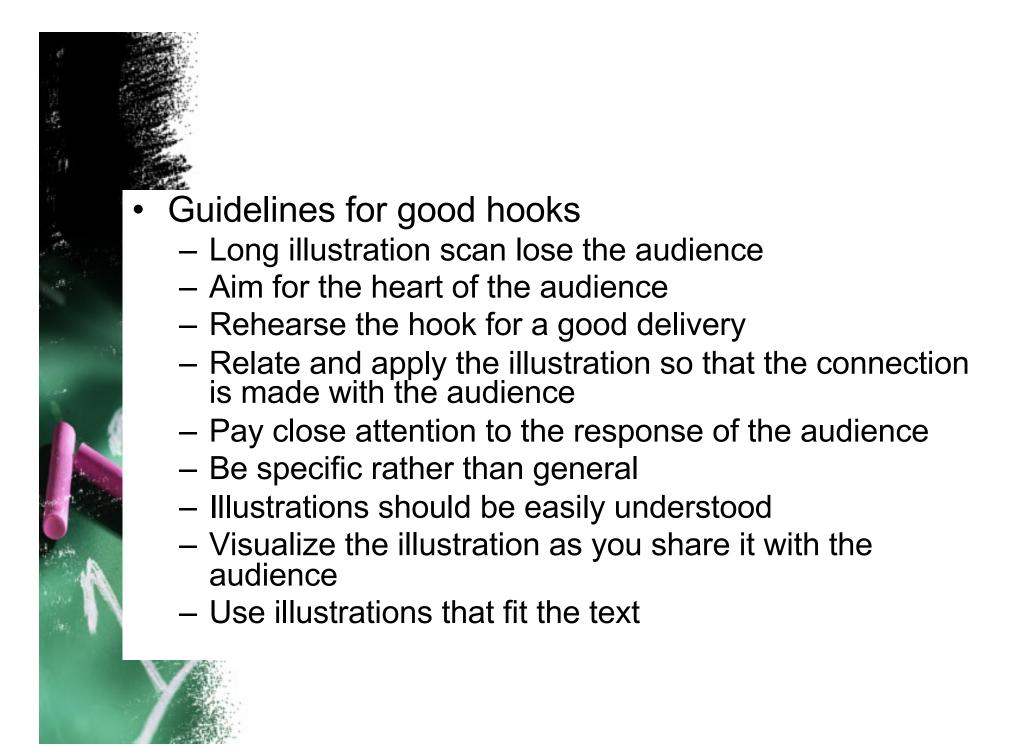
- Hook, Book, Look, Took
  - Grab their attention focused on the lesson with a relevant and interesting introduction
  - Communicate the bible information. This can be done through lecture, Q&A, in-class assignments for small groups etc.
  - Draw principles for godly living from the relevant biblical information.
  - Motivate the students to develop a personal plan of implementing the learned principles



## Hook (Introduction)



- The hook introduces the lesson.
- It is a creative means of getting the audiences attention, and showing the audience their needs for the information to come in the lesson.
- The hook can take on many forms.
  - Scripture reading, personal experiences, newspapers, TV news, magazines, cartoons, encyclopedias, books, fictions, history, art, quotes, biography, hymns and testimonies, personal interviews, movies, literatures, radio, church history.

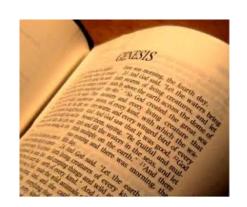




### Hebrews 10:19-25

- Hook
  - Video clip: The hiding place
  - Questioning: "Do you think you have hidden the Jews?" "What risk was there in doing so?"
  - Introduce the book, The Diary of Anne Frank
  - Questioning: "Does persecution of Christians still happen today?"

## **Book (Bible study)**



- You exegete the text for the learners
- It designs to draw the students into inductive study and bring into focus the central point of the passage
- A good outline has 3-5 main points stated as imperatives or questions, not as generalities.
   Each main point must have 2-3 supporting points



#### Questions

- What is the big picture or main topic?
- What are the sub points/topics you want to focus on?
- What is unusual, different, unique in this week's reading that is not in the previous?



### Hebrews 10: 19-25

	Content	Methods
	Background to text	Mini lecture: Christians' persecution in the first century (5 min)
	Truth: The New Testament Priesthood	<ul><li>Team discussion (20 min)</li><li>The roles of priest</li><li>Jesus and high priests</li><li>OT vs. NT</li><li>Team presentation</li><li>Wrap-up (findings)</li></ul>
The state of the s	Application (three vital means of survival for persecuted Christians) - Prayer - Perseverance - People	<ul><li>Think-pair-share (three implications, actual application plans)</li><li>What actions are we to take?</li><li>How do these actions benefit people under perecution?</li></ul>



## **Look (Interpretation**



- A review of the key principles from the book
- Encourage students to look inside themselves and make the teaching personal
- The life-situation technique of using hypothetical life situations to engage the learners in applying the principles from the text



#### Questions

- How can these principles look in the context of;
  - My life
  - My family
  - My community and church
  - My career
  - My neighborhood



#### Hebrews 10:19-25

- Brainstorming (5 min)
  - Make a list applications
- Goal setting
  - Write a goal for supporting each other through persecution and challenges to their faith
- Group commitment



## **Took (Application)**

- The take-away for the lesson
- The assignment you want to your audience to leave with
- The conclusion of the lesson and so it must be carefully planned. It is never good to just stop because time has run out. Careful time management with a planned conclusion is always the most effective approach to teaching.



- Questions you may ask
  - How can I leave out these principles this; Week
    - Month
    - Year
  - What do I need to commit to to live out these principles
  - Who do I need to request help from?



#### Hebrews 10:19-25

- Commitment signing ceremony
  - Each person will receive a photocopy of the group commitment in the mail this week as a reminder
- Group prayer
  - Time focused on supporting one another in persecution and in times of doubt

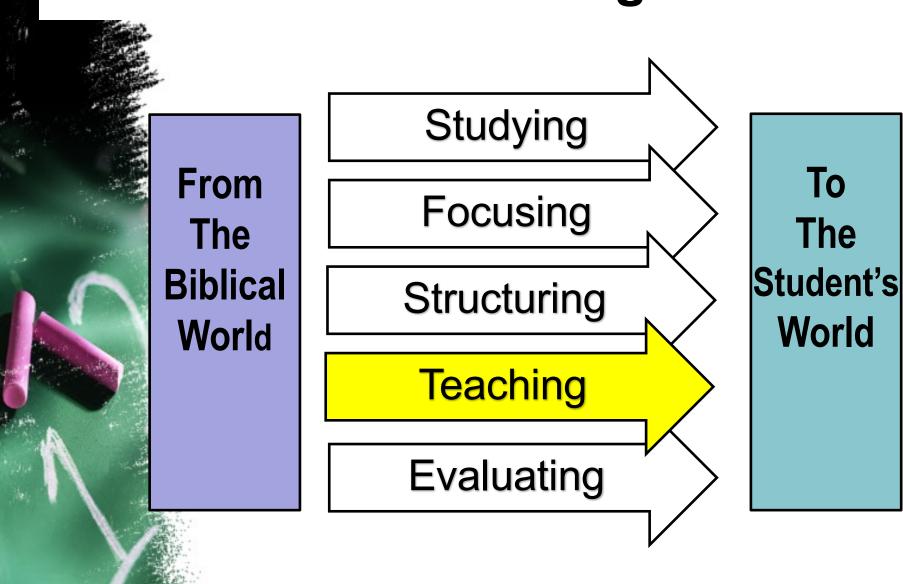


### **Application Activity**

- Read Matthew 25:14-30 (Parables on your talents) and plan your bible study lesson based on the HBLT strategies
  - Hook
  - Book
  - Look
  - Took



## **Creative Bible Teaching Model**





## **Lesson Implementation**

- Anticipatory Set
- Input
- Modeling
- Guided practice
- Independent practice
- Closure

#### God's style is captivating, multisensory, memorable = motivating

There the angel of the LORD appeared to him in a blazing fire from the middle of a bush. Moses stared in amazement. Though the bush was engulfed in flames, it didn't burn up. "This is amazing," Moses said to himself. "Why isn't that bush burning up? I must go see it." When the LORD saw Moses coming to take a closer look, God called to him from the middle of the bush, "Moses! Moses!" "Here I am!" Moses replied. (Exodus 3:2-4, NLT)





- Teachable moment!
- Visual learning: appeared to him in flames of fire
- Surprising: Moses stared in amazement...I must go see it.
- Kinesthetic, physical learning: the bush was on fire it did not burn up
- Auditory: God called him, "Moses, Moses"
- Social learning: Shepherd, context, two-way communication



## Jesus' Teaching

Teachable Moments

Encouraging Applications

Guiding Inquiry

Exploring Hypotheses



## Identifying Teachable Moment

- Jesus effectively identified a teachable moment to teach how to pray (Luke 11:1-2)
- He knew when he reached his hands to Peter to teach the faith
- He used resources that are relevant to the audiences' lives



## Guiding inquiry with intriguing questions

- His questions were neither in an essay nor a simple t/f format.
- He asked questions to review general principles and to inspire audiences' to think deeply about the content.
- He allowed hearers many levels of uncertainty and ambiguity.
- He motivated learners by adopting many teaching methods to inspire learners to think deeply, such as
  - Contrast, humor, metaphor, paradox, simile, parable etc.
  - He who has ears let him hear (Matt 11:15, 13:9, Mark 4:23, Luke 14:35)



# Allowing exploration of a hypothesis

- Jesus' teaching was not simply pouring new information into listeners' head. The ambiguity and in-directedness of figurative question was the key of His teaching
- The Pharisee's teaching resulted in "though seeing, they do not see; though hearing, they do not hear or understand (Matthew 13:13). However, Jesus' teachings made the learners' ears and eyes open. "But blessed are your eyes because they see, and your ears because they hear" (Matthew 13:16)
- Jesus believed that learning is gained through deep insights and reflections in which learners review underlying principles and assumptions
  - Paradigm change, Disequilibrium (Piaget), Unfreezing & Refreezing (Lewin)



## **Encouraging application**

- Jesus criticized Pharisees because for 'they do not practice what they preach (Matt 23:3)
- His teaching of the good Samaritans, go and do likewise (Luke 10:37)
- When Jesus forgave an adulterous woman, he said, 'go now and leave your life of sin."
- Wherever you have learned or received or heard from me, or seen in me, put into practice (Philippians 4:9)



## Pedagogy vs. Andragogy

- paidi (child) and ago (guide)
- andras (man) and ago (guide)
- Andragogy refers to the methods/approaches used in adult education and is directed towards self-actualization, gaining experience, and problem-solving.
- Pedagogy is an education method in which the learner is dependent on the teacher for guidance, evaluation, and acquisition of knowledge.

*	Pedagogy	Andragogy
. A.	Learner is dependent on the teacher who evaluates progress and assumes full responsibility for what is taught	Learner is depending on self. The method requires self-evaluation and direction and self takes responsibility for the process.
	Learner comes to the table with little life experience and teacher is the most influential figures.	Learner uses life experience as a foundation. Teacher builds on existing knowledge and require an understanding of diverse backgrounds.
	Students advance once they have completed the necessary steps in order to move onto the next one.	Learners don't advance to another topic, but rather fill knowledge gaps as where needed.
	Learning is prescribed by an instructor and sequenced in a way that makes logical sense.	Learning is prescribed by self, seeing a problem or knowledge gap and organize topics around life solutions.
	Learners are motivated by external sources, such as parents and teachers.	Learners are motivated by intrinsic means: self-esteem, quality of life, problem-solving, and the quest for recognition



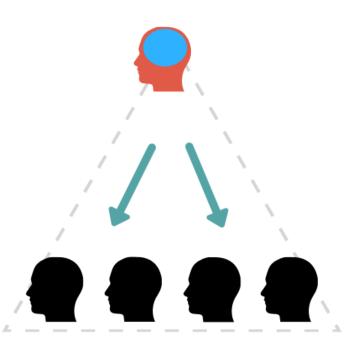
## Pedagogy

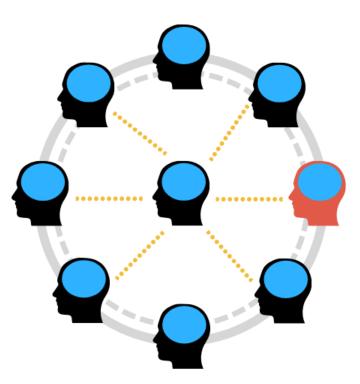
VS

Children's learning process

**Andragogy** 

**Adult Learning Process** 





Arte: linkedin.com/in/isabelarossi/



# **Knowles' Theory on adult learning**

Adults are self-directed;

Adults use their past experiences as learning resources;

Adults are motivated to learn in relation to their social roles;

Adults prefer to learn solutions that can be applied in realistic situations;

Adults rely on intrinsic motivations;



#### John 14:22-24

Then Judas (not Judas Iscariot) said, "But, Lord, why do you intend to show yourself to us and not to the world?"

Jesus replied, "Anyone who loves me will obey my teaching. My Father will love them, and we will come to them and make our home with them.

Anyone who does not love me will not obey my teaching. These words you hear are not my own; they belong to the Father who sent me.



## Teaching adult using HBLT

- The Hook (Grab their attention)
  - Stimulating a deeply personal, shared interaction with the Word;
  - Building a responsive, responsible fellowship of co-learning adults;
  - Awaken the learners' sense of need for personal experience with Christ;



#### Hook strategies

- Questioning: agreement or disagreement with the Bible passages chosen;
- Quoting a letter, article, newspaper related to the passages;
- Give learners a blank sheet of paper and ask them to write a brief description of one time when they were aware of the presence of Christ;



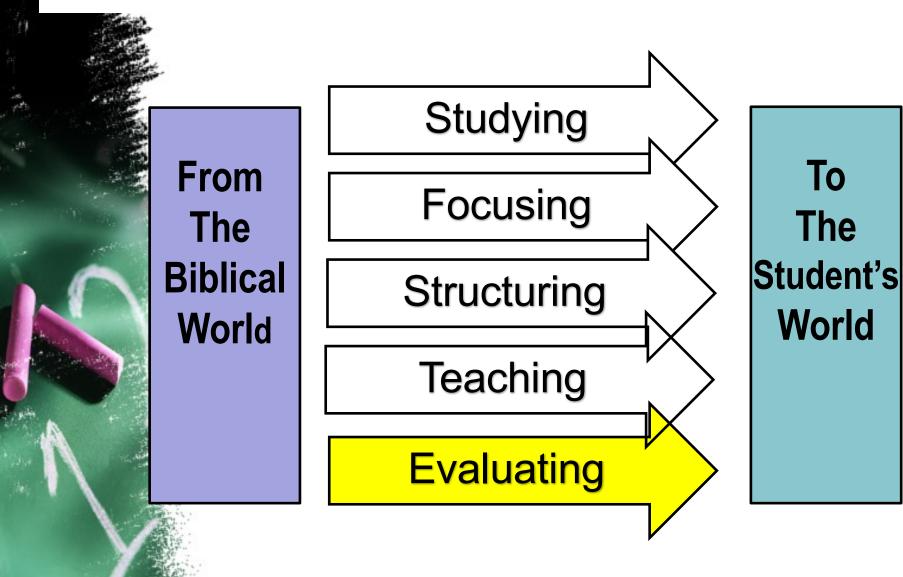
- The Book: Communicating Bible content to adult learners
  - The Word should be rightly taught/ interpreted;
  - Discovering what God is saying in the passages;



#### Book strategies

- Ask them to research key terms/words and prepare reports for the class;
- Form a team of 2, giving each pair a list of key questions they are to attempt o answer from the passages;
- Ask them to read a commentary in advance and share what they found in the class;

## **Creative Bible Teaching Model**





## Why do evaluation in the church?

- It helps us determine if we are reaching the objectives we have set for our class;
- It allows teachers to make changes in the future in order to achieve goals more effectively;
- It provides a basis for the improving one's teaching skills and abilities;



#### What shall we evaluate?

• TLP = f (L, T, C, E)

TLP (the teaching-learning process)

L (the learner)

T (the teacher)

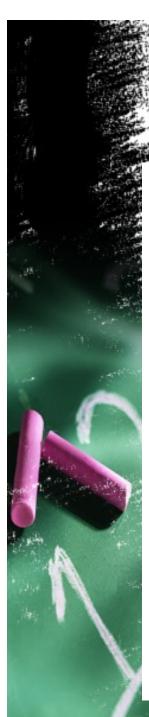
C (the curriculum)

E (the environment)



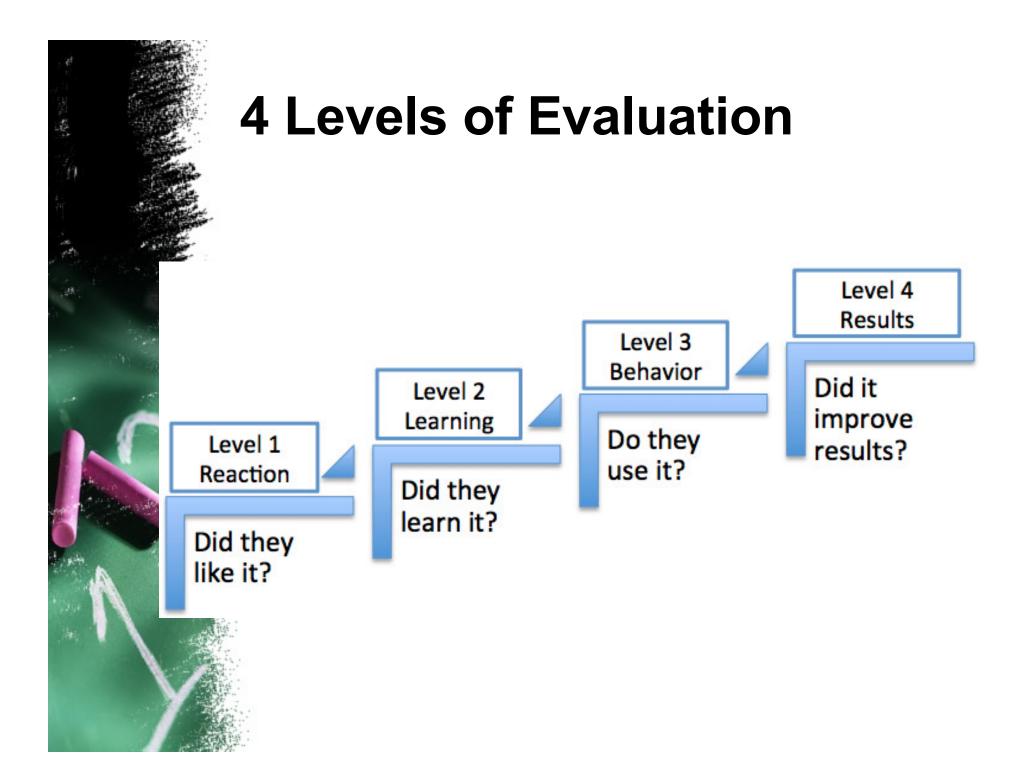
# How to Know Whether Your Bible Study was a Success

- Did a lot of people come? Is the group growing?
- Was the meeting exciting?
- Did I faithfully speak the truth?
- Did I follow all the steps and have the right interpretation?
- Do people feel close to each other?
- Were they happy?
- Are people learning?
- Are they really changed because of the class?



## How do you measure it?

- Ownership (belonging)
  - People have commitment to the group and concern for the group's welfare.
- Participation (Involvement)
  - People prepare for the meeting, engage with the discussion, and/or interact deeply with the text.
- Openness (Honesty in self-disclosure)
  - People feel safe to celebrate success, confess failure, and commit to personal change.
- Service (Using their gifts)
  - People trust each other and all pitch in. They don't rely on the leader to do all the work.
- Achievement (met the aims)
  - People pray and work to the end that they would know Christ more and that others would come to know Christ.





#### Level 1: Reaction (Smile test)

- Reaction data captures the participants' reaction to the training experience.
- Specifically, it refers to how satisfying, engaging, and relevant they find the experience.
- Participants rate, on a scale of 1-5, how satisfying, relevant, and engaging they found the experience.



#### **Level 1 Evaluation Examples**

Were you satisfied with the training overall?

Was the training an effective use of your time? Was it disruptive or did it work in tandem with your current life situation?

Did the course cover enough materials? Was it at the right proficiency level, or too easy/advanced?

Did the training address the needs in your role and context?

Did the training style work for you? Consider pace, delivery method, location (in-person or online), content, etc.

Did the training motivate you to pursue more continuous learning the Bible?

Would you recommend this kind of training to others?



#### Level 2: Learning

- Learning evaluation tells us whether or not the people who take the training have learned anything.
- Specifically, it helps you answer the question: "Did the training program help participants learn the desired knowledge, skills, or attitudes?".
- 10-question multiple choice assessment to measure the knowledge associated with the new learning.
- Review your three aims (cognitive, inspirational, behavioral) and ask students whether or not they met the aims at the end of the class.

#### **Level 2 Evaluation Examples**

You jot down three aims (Cognitive, affective, behavioral aims)

- Do you think you've gained the aims you needed to learn?
- How would you rate your knowledge on these aims from 1-5? If you rate low, can you tell me the reason why?
- Are there any topics in the course/concepts you still don't understand?
- Do you feel as though you can apply what you learned to your life?
- What is the biggest change you've noticed in your life so far with these new learning?
- Did anything noticeably hinder or promote your ability to learn during the training?
- Does our church's culture contribute to your ability to learn?
- Are there any topics you would like to pursue learning further?



#### Level 3 (Behavior)

- It tells us whether or not students are behaving differently in their lives as a consequence of the training program.
- Interviewing their parents/friends, observing them directly, and checking their life patterns are the most common ways to conduct level 3 evaluation.

#### **Level 3 Evaluation Examples**

Discuss what they wrote during the TOOK session.

- Are you using what you learned in training in your daily life?
- Are there noticeable changes in your or your community?
- Think back to prior training. How are you understanding in your role/identity now compared to after previous learning initiatives?
- Are there any obstacles or bottlenecks preventing you from using your new learning efficiently?
- Have you felt supported and motivated to use the new learning you've learned? What can I help you to promote this?
  - Is there anything you need in the life environment to help you use what you've learned?



#### **Level 4: Results**

 It measures how the training program contributes to the success of the organization as a whole (class, school, family, community).



Think about your plan to conduct the interview about 3-6 months after the training you conducted;

- Do you feel that you have been changed since training?
   Which areas have improved the most?
- Are we making you better to be a disciple of Jesus? If so, can you tell me your success stories?
- Are your family, friends, community, church pleased with your change/improvements?
- To what extent has the training helped you change your life?
- Has the training helped you work toward and/or achieve any personal (spiritual) development goals?



### Teaching is...

Teaching is patient, teaching is kind. It does not envy, it does not boast, it is not proud. It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Teaching does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Teaching never fails. (1 Corinthians 13:4-8)