

Personal Studies for New Christians Teacher Certification

Contents

Section One

Teacher Training Materials

- 1-1. Personal Teaching Background Questionnaire
- 1-2. Policies for the PSNC Educational Program
- 1-3. Teacher Training Lesson 1, Who am I as a Teacher?
- 1-4. Teacher Training Lesson 2, Philosophy of Education
- 1-5. Teacher Training Lesson 3, The Role of the Teacher
- 1-6. Why does Teen Challenge exist? (Statement of Purpose)
- 1-7. Personal Studies for New Christians and Accelerated Christian Education
- 1-8. Operating the Personal Studies for New Christians Classroom
- 1-9. Sequencing of Lessons for PSNC Classroom
- 1-10. Teaching to Change Lives, Reading Project Record Sheet
- 1-11. How to be a People Helper, Reading Project Record Sheet
- 1-12. Creative Bible Teaching, Revised Edition - Reading Project Record Sheet
- 1-13. Procedures for ordering *Personal Studies for New Christians* student materials

**PSNC Teacher Certification
Personal Teaching Background Questionnaire**

Submit this questionnaire with your application to your Global TC curriculum representative

or scan & email to: **Global Teen Challenge** gtc@globaltc.org

1. Name: _____
2. Address: _____
3. State or Province, Postal Code, Country: _____
4. Date: _____ Email Address: _____
5. Name & location of the ministry where you will be teaching these classes

6. How long have you worked with this ministry? _____

Describe previous work experience In Teen Challenge or similar Christian ministries.
(Include local church work.)

	Place	When worked there	Type of Work
1.	_____	_____	_____

2.	_____	_____	_____

3.	_____	_____	_____

4.	_____	_____	_____

Any further experience may be written on a separate piece of paper and included with application.

7. Place an X the appropriate ones below

Single _____ Married _____ Male _____ Female _____
Volunteer staff _____ Full time paid staff _____
Full time teacher _____ Part time teacher _____

8. Educational background

A. High school diploma or equivalent completed. Yes___ No___

B. College or Bible school degree

Diploma ___ (major) _____ School _____

B.A./B.S. ___ (major) _____ School _____

M.A. ___ (major) _____ School _____

C. Describe any other post high school studies. _____

9. Have you been a student where the *Personal Studies for New Christians* curriculum was used? . When? Where? How long? _____

10. List any courses you have taken in the area of education or religious education. _____

11. Describe your teaching experiences. Include teaching in local churches.

	Where	When, how long	Type of Teaching
1.	_____	_____	_____
	_____	_____	_____
2.	_____	_____	_____
	_____	_____	_____
3.	_____	_____	_____
	_____	_____	_____
4.	_____	_____	_____
	_____	_____	_____

12. Have you taught Accelerated Christian Education (ACE) curriculum? _____

Where

When/How Long

- 1. _____
- 2. _____
- 3. _____

13. List the classes you presently teach at your place of ministry. _____

email to gtc@globaltc.org

**Policies for the
Personal Studies for New Christians
educational program**

Who am I as a Teacher?

By David Batty



PSNC Teacher Training Lesson 1
Second Edition

Name _____

Who am I as a Teacher?

Teacher Training Lesson 1

By David Batty

Scripture references are used in this lesson from the following versions of the Bible.

Verses marked (GNB) are from the *Good News Bible*, Old Testament: Copyright 1976, American Bible Society; New Testament: Copyright 1966, 1971, 1976, American Bible Society. Used by permission.

Verses marked (NLT) are from the *HOLY BIBLE, NEW LIFE VERSION*, Copyright © 1969, 1976, 1978, 1983, 1986, Christian Literature International, PO Box 777, Canby, Oregon 97013. Used by permission.

Verses marked (Phillips NT or PNT) are from *The New Testament in Modern English*, Revised Edition, by J. B. Phillips, copyright 1958, 1960, 1972, J. B. Phillips. Published by the Macmillan Co., NY. NY. Used by permission.

Verses marked (TLB) are from *The Living Bible*, copyright 1971, Tyndale House Publishers, Wheaton, IL. Used by permission.

Second Edition

Copyright © 1978, 1991, 1993, 2006 Teen Challenge International, USA

This lesson is part of the *Personal Studies for New Christians*, developed for use with new Christians and others interested in spiritual growth. These are currently being used in churches, schools, prison ministries, Teen Challenge, and similar ministries working with new Christians. *The Personal Studies for New Christians* are designed for use in an individualized educational program. A teacher training course is available to those interested in using these materials. For more information contact:

Global Teen Challenge
PO Box 511
Columbus, GA 31902
Phone: 706-579-6555
Email: gtc@globaltc.org
www.globaltc.org
www.iTeenChallenge.org

1. How big is your education program?

What things do you consider to be part of the educational program of your ministry?

Ten students are seated in folding chairs in the room. The teacher is standing up in front, earnestly talking as he writes some notes on the chalk board. Is this part of the educational program?

It is 8 A.M.—breakfast time. Toni watches as the staff talks to Ruth who has been late for breakfast the last three days. Is this part of the education program?

It is 8:45 A.M.—clean-up time. John’s responsibility is to clean up the bathroom. The staff is talking to John about the green ring around the bottom of the sink and the yellow-brown smudges inside the sink. “But I already did clean it!” snaps John. “Why should I have to do it again?” Is this part of the educational program?

How big is your educational program? Does education take place only in the classroom for the two or three hours scheduled for class each day?

The students are learning both in the classroom and outside the classroom. But what are they learning? How is this learning affecting them? Is what they learn transforming their lives? How does their behavior match the content they have been taught?

As you study this lesson, we want you to begin to think about how big and how influential the educational process is at your place of ministry.

Learning takes place in both formal and informal situations. Formal settings could include the classes, chapel services, and church services. Informal settings might include personal conversations, mealtime chats, recreational times, and work time.

Questions for you to answer

1. What are the formal learning situations the students participate in at your center?

2. In your opinion, what are some of the most significant opportunities (situations, times, places) where biblical truths can be taught in an informal learning situation at your center?

2. Who are you working with—children or adults?

"Well, how are the boys (girls) doing today?" How many times have you heard that question? Maybe you've asked it yourself.

But are they boys and girls? What does the word "boy" or "girl" mean to the people who come into our place of ministry?

Yes, sometimes our students do act like children. But let's face reality—they are adults. We need to treat them like they are adults. Talk to them like they are adults. Call them adults. They are men and women.

Just like the biblical proverb states, "As a man thinks, so is he," the principle works the other way, too. The more we say something, the more we think about it and believe it. If we call our students adults, pretty soon we will begin to think of them as adults and treat them like adults. If they are going to continue to live successful Christian lives after they leave our ministry, they must begin to see themselves as adults and accept the responsibilities that go with being an adult.

I can remember when I was a young teenager how much I resented being called a boy. "Boys are little children, 5, 8, or maybe 10 years old," I said. "I'm a teenager. I'm no longer a boy. I've grown out of that stage. Now I'm ready to take on the world." I saw myself as an adult.

A young adult? “Yes.”

With lots of room to grow? “Yes.”

But still I saw myself as an adult,—well, at least some of the time. (Whether anyone else saw me as an adult is an entirely different issue!)

In many ministries the majority of our students are in their twenties—all the more reason to treat them as adults.

I recently asked a Teen Challenge student how he felt when people—staff or visitors—referred to him as a “boy.” He responded slowly, “I guess they think I am immature.” Later he commented on one staff who addresses them as “men.” “Every time I hear that, I notice it,” he said with a smile.

People become what we label them. If we want to produce graduates who are adults, then we need to start thinking and talking to them as adults.

Questions to answer

1. At your place of ministry, either in private or public conversations, how often is the resident referred to as “boy” or “girl”?

2. When you were a teenager, what were your feelings about being called a “boy” or a “girl”?

3. After reading this section of the lesson, what is your initial reaction to the ideas discussed here?

3. Our Theme

We have chosen a theme for the educational program of the *Personal Studies for New Christians* which we feel both teachers and students can own.

“Make learning a JOY.”

Our theme is even biblical! Proverbs 15:2a (The Living Bible) says, “A wise teacher makes learning a joy.” One teacher’s motto is, “Keep them laughing and keep them learning.”

Obviously not many students come to our ministry with the attitude—“I love school so much I can’t wait to go to class! Can we spend all day in class today?”

Our theme, “**Make learning a JOY**” is also a goal. We want to make learning fun. But we also want our educational program to transform lives—not simply improve people, change people, help people, or entertain people. The transformation process is supernatural.

Turning a caterpillar into a beautiful butterfly is transformation. The worm was not simply improved, or helped. It was completely transformed.

We want to be part of God’s miraculous work in transforming people ruined by sin into “men (& women) of mature character, men (& women) of integrity with no weak spots” James 1:4b (Phillips NT).

Can we complete this transformation process in a few days or weeks?

NO.

But we can start the process. We must guide our students into solid local churches where this process of transformation can continue. They will have to learn that as members of the body of Christ, they must always be functioning and growing within the context of the Body.

But whatever we do, let’s “**Make learning a JOY!**”

How do you accomplish that? There is no perfect way to make learning a joy. But throughout this training we will begin to see that there are many ways to make learning fun.

Questions to answer

1. Our theme is: _____

2. What was your first reaction to this theme?

3. What additional opinions do you have about the theme?

4. In reflection on your past—what teacher made the class fun? _____

How would you describe the quality of learning that occurred in that class?

Superior _____ Average _____

Above average _____ Poor _____

Why? _____

5. What things make learning fun for you?

4. A rear-view mirror look at learning

Education is more than knowing the facts.

Education is people.

Let's take a few minutes and look at some of the educational experiences you have had in your life. Our own experiences often provide valuable insights concerning the attitudes and beliefs we have about education and how learning best takes place.

Take a minute and think back over all the classes you have attended—public school, Sunday school, college, Teen Challenge, trade school, whatever. Try to recall a situation in which you learned something efficiently.

1. Briefly describe that experience. _____

2. What were some of the different things that made this such an effective learning experience?

3. Now take a few minutes and think of a school situation that you would label as one of the worst learning experience you have had. Briefly describe the main things that made this such a bad experience.

4. D. Smith is about to begin working as a teacher at your ministry. This will be one of Smith's first full time teaching jobs. Based on your own experiences (especially the two described in this part of the lesson), what basic words of advice would you give to Smith?

Obviously every person does not experience the same feelings in every teaching situation. However, in looking back on your own learning experiences, I am sure you realize the importance of thinking about the student. How is s/he responding to this learning experience? If they were rating your teaching on a scale of their best or worst learning experience, how would they rate it?

We want to build into the *Personal Studies for New Christians* curriculum specific ways for you, the teacher, to find out what the students think of your classes.

6. Learning the facts or learning how to think

The culture in our nation is continuing to change. Many of those coming to our ministries have had significant exposure to religious ideas. As you face this mixture of religious ideas, the challenge is to move them closer to living in God's truth. How do we accomplish this transition?

We all agree that knowing God's truth is a vital part of this process. However, if you have done any amount of outreach, you have likely encountered those who have lots of "biblical information" but are not applying this to their daily living. So how do we prevent our students from ending up as "religiously educated sinners"?

Two writers have addressed this same kind of problem in the secular educational setting.

While knowing facts is important, it is less important than knowing how to think, if for no other reason than rapid change in our technological society that continually makes many facts obsolete. (Furth & Wachs, p. 7)

Write a paragraph in response to Furth and Wachs' statement. What parts do you agree with them. Disagree? Explain why you believe this way.

It is my opinion that one of the reasons why some of our students drop out (and some of our graduates fall back into a life of sin) is that they have not learned how to think. They are taught plenty of facts—including many Bible truths. But they never learned how to integrate these truths into their own patterns of thinking. We need to seriously consider how we teach our students. What will bring about meaningful learning? What will make learning a joy?

Questions to answer

In reflecting on your teaching, how much of your teaching focuses on what to think (the facts you need to know) vs. how to think?

7. Anyone can teach—right?

Romans 12:6 (The Living Bible) says that “God has given each of us the ability to do certain things well.” Verse 7 of Romans 12 says teaching is one of the gifts of the Holy Spirit.

Many different ideas are being expressed today about the gifts of the Holy Spirit. I believe that some people are specially gifted in the area of teaching. What about you? What do you feel is the spiritual gift(s) God has given you? Teaching?

Do you enjoy teaching? Or is it a constant frustration? Or do you find a lot of fulfillment in teaching? How much experience have you had in teaching? Have other mature Christians affirmed your teaching abilities? Have the majority of your present or former students affirmed your teaching abilities?

We don't have any secret method for you to determine whether or not God has gifted you in the area of teaching. But even if you are not gifted in this area, you can learn how to be an effective teacher. We hope the training you receive in the next few months will help you develop some of these basic skills and attitudes essential to effective teaching.

Questions to answer

Rate your awareness of your spiritual gifts.

1. I am fairly certain of what spiritual gifts I have. _____

I am not at all sure of what spiritual gifts I have. _____

2. List the spiritual gifts you think you might have.

a. _____

b. _____

c. _____

3. How much impact will these gifts have on your teaching ministry?

_____ They will definitely benefit me.

_____ They will indirectly help me.

_____ I'm not sure how they will help me.

Additional comments

4. Based on my past experiences, I think I will:

_____ find great fulfillment in teaching.

_____ somewhat enjoy teaching; but I find other kinds of ministry more enjoyable.

_____ be able to teach; but I definitely would not want to do it full time as a career.

Additional comments

Counseling situation

S. Jones has been working at your ministry for the last 18 months. Jones has told you several times that s/he would like to teach the Bible classes. You have seen Jones substitute teach several times. What a disaster! The students were bored. Jones was wandering from one subject to another. Several people have told you that Jones is a nice person, but a poor teacher. Jones comes to you and asks what you think about his/her teaching some of the Bible classes. What would you say? Explain why.

8. Do teachers ever work?

Some of you may have an idea lurking in the back of your mind—teaching looks like it’s hard work. Take heart—it is! It’s very easy to stand up in front of class and spit out a bunch of facts. Tape recorders and TVs can do that too! But how do you teach to bring about transformation in the lives of your students? That’s not easy.

We hope this training program will give you some ideas on where you can start developing your own teaching ministry. We hope you will become more effective in working with the Holy Spirit in transforming lives.

Creative teaching can be emotionally exhausting. And spiritually draining, too. Here are two scriptures that I have found especially meaningful in my own teaching. Neither of these verses were written specifically to teachers. Both of these scriptures were addressed to people

facing challenging ministry situations. I believe the advice given here is very appropriate for each of us as teachers.

2 Corinthians 8:11 Good News Bible

On with it, then, and finish the job! Be as eager to finish it as you were to plan it, and do it with what you now have.

1 Chronicles 28:20 Living Bible

Be strong and courageous and get to work. Don't be frightened by the size of the task, for the Lord my God is with you; He will not forsake you. He will see to it that everything is finished correctly.

Choose one of these verses and tell how it relates to a situation (problem, job, etc.) facing you this week. Tell how you can apply the ideas from this verse in your situation.

Bibliography

Furth, Hans G. and Wachs, Harry. Thinking Goes to School: Piaget's Theory in Practice. New York: Oxford University Press, 1974. (This book is full of classroom activities for elementary school learning.)

Philosophy of Education

By David Batty

PSNC Teacher Training Lesson 2
Second Edition

Name _____



Philosophy of Education
Teacher Training Lesson 2
Second Edition
By David Batty

Scripture references are used in this lesson from the following versions of the Bible.

Verses marked (NLB) are from the HOLY BIBLE, NEW LIFE VERSION, Copyright © 1969, 1976, 1978, 1983, 1986, Christian Literature International, P.O. Box 777, Canby, Oregon 97013. Used by permission.

Verses marked (TLB) are from The Living Bible, Copyright © 1971, Tyndale House Publishers, Wheaton, Illinois. Used by permission.

Second Edition

Copyright © 1978, 1991, 2006, Teen Challenge International, USA

All rights, including the right of presentation or reproduction in whole or in part in any form, are reserved under the Universal Copyright Convention and all other pertinent conventions, treaties, or proclamations.

No part of this publication may be reproduced without written permission from the Teen Challenge International, USA.

This lesson is part of the *Personal Studies for New Christians*, developed for use with new Christians and others interested in spiritual growth. These are currently being used in churches, schools, prison ministries, Teen Challenge, and similar ministries working with new Christians. The *Personal Studies for New Christians* are designed for use in an individualized educational program. A teacher training course is available to those interested in using these materials. For more information contact:

Teen Challenge International, USA
PO Box 249
Ozark, MO 65721
417-581-2181
www.PSNCweb.com

Printed in the USA

I. Philosophy of Education—What is it?*

Question 1: Define your philosophy of education in 50 words or less.

Could you easily answer that test question?
Or would you rather skip that one and pass on to this question?

Question 2: Explain the significant points that distinguish a Biblical philosophy of education from the dominant secular philosophies of education.

While you are meditating on that question, consider this one.

Question 3: How does learning take place? Explain in 50 words or less your ideas on how learning takes place.

Here's one more question to round off this little test.

Question 4: List 5 ways that a Biblical philosophy of education will affect the way a person teaches.

If you can easily answer all these questions, you may find this lesson is mainly a refresher of the things you already know. But if you are a little uncertain about how to answer any of these questions, then read on. We hope by the end of this lesson you will feel a lot more comfortable about answering these four questions.

*Note to the reader—In this lesson, the term “learning activity” will be used. This term refers to any activity used to bring about learning. Examples: lecture, a test, a quiz, a story, a video, a filmstrip, discussions, role plays, small group activities, questions.

Maybe you have a rather fuzzy idea of exactly what is a philosophy of education. Let's take a look at the following four statements about this subject.

- _____ 1. We are really talking about your philosophy of change. Change is one of the essential ingredients of education. How do we best bring about change? What do we want to change? How will we know if we have accomplished the change we wanted? The basic guidelines a teacher uses to answer these questions are, in essence, his philosophy of education.

- _____ 2. "Without a grounding in and permeation by theory, instructional practices become an assortment of isolated tools in a toolbox." James Michael Lee in The Flow of Religious Instruction, p, 41.

- _____ 3. "I don't have a philosophy of education. I let the Holy Spirit guide my lips when I stand up to teach. Like the Bible says in John 3:8, 'The Spirit blows where he wills.'"

- _____ 4. The Random House Dictionary (College Edition) defines the word *philosophy* as "the critical study of the basic principles and concepts of a particular branch of knowledge (in this case—education), A system of principles for guidance in practical affairs." (Parenthetical information added by author.)

II. Why Study Philosophy of Education?

“Is it really necessary for me to study philosophy of education?”

“Aren’t there more important things to study which will help me improve my teaching ministry?”

“Doesn’t the Bible somewhere talk about vain philosophies?”

Do you find yourself asking any of these questions? Or maybe you have heard others ask these questions. Why should we take a closer look at our philosophy of education?

Secular philosophies of education build on theories that are not always consistent with Biblical principles.

Our theories of education have a tremendous impact on the kinds of teaching goals and teaching methods we use in our classes

We need a Biblical philosophy of education so that **what** we teach and **how** we teach does not conflict with the principles of education that God has given us in His Word.

III. A Quick Look at History

A. Greek and Hebrew philosophies of education

Even before the time of Christ two distinct philosophies of education were dominant in the schools of the Middle East. By far the most widely accepted philosophy had its roots in the Greek scholars. “Know thyself” captures the key idea of this philosophy of education. Knowledge was an end in itself. You were a truly educated person if you knew a lot of information.

The Greek scholars earned their esteemed positions by learning everything they could. These walking encyclopedias were viewed as the truly educated people of the day.

In sharp contrast was another philosophy of education whose roots go back thousands of years before Christ. “If you know these things, then do them,” characterizes this philosophy. Obedience, not simply knowledge, was the goal of this school. This was known as the Hebrew philosophy of education.

B. The teaching style of Jesus

The ministry of Jesus is filled with examples of His teaching. We consistently see His emphasis go beyond knowing the truth. Both by His words and His actions he demonstrated the importance of doing God's truth.

What Jesus did at the Last Supper is a good example of His teaching in action. In John 13:1-17 we see Jesus washing the feet of His disciples. Notice Jesus' question in verse 12, "Do you understand what I have done to you?" (NLB) The impact of His words in the next few verses was greatly increased by His actions just a few minutes earlier.

What was the main lesson He was trying to teach His disciples?

Notice the conclusion of Jesus' lesson. "If you know these things, you will be happy if you do them." (John 13:17 NLB) Simply knowing the truth will not bring the joy of the Lord into our new Christians (or older ones either for that matter). The primary focus of Jesus' teaching was action — obedience, not simply awareness.

The Teacher of the Law who came to trick Jesus (Luke 10:25-37) saw a clear demonstration of Jesus' philosophy of education. Both His words and His actions were consistent in focusing on obeying Biblical principles of education. Jesus' parting words to the man were "Go and do the same" (Luke 10:37 NLB).

Just as the Good Samaritan demonstrated by His actions how one can obey Biblical truth, so Jesus challenged the teacher of the Law to go and do the same. The "lesson" was not complete when the student **knew** the right thing to do. Only as the man went and **did** what Jesus had told him to do was the lesson completed.

C. Greek and Hebrew philosophies in action

Let's take a look at how the Greek and Hebrew philosophies of education would handle this situation described in Luke 10:27-38. The man's first question to Jesus was "What must I do to have eternal life?" (Luke 10:25) The Greek teacher would respond by expounding on the essence of life and its eternal qualities. The man would have left with a new understanding of life.

Jesus did an excellent job of demonstrating the Hebrew pattern by first taking a look at the facts. "What does the Bible say?" was Jesus' first response. When the man correctly answers by quoting the two greatest commandments in the Bible, Jesus focuses his attention on action—"You have said the right thing. **Do this** and you will have life" (Luke 10:28 NLB). When the man raises another question (v. 29), Jesus answers with the story of the Good Samaritan and again comes back to "You go and **do** the same."

One of the key issues that separate the Greek and Hebrew philosophies is the goal they see for education. The Greeks saw knowledge as their goal. The Hebrews saw obedience or personal application of truth as the goal of education.

This difference of goals has a tremendous impact on their theories of how learning takes place. The "Greeks" are only concerned about bringing the students to the point where they know the truth. So they look for methods of teaching that will help the student learn certain facts.

The "Hebrews" see the learning process as far more complicated because their goal—personal application—is far more difficult than to simply know a given truth. The Hebrew theory of learning includes the ability to apply facts to daily living.

IV. How learning takes place

A. Three step process of learning

Let's take a look at an oversimplified explanation of the process of learning. This will give us a starting point for observing how learning takes place.

Three Step Process of Learning

1. Know
2. Understand (relate)
3. Do

The first step, "Know," involves getting a basic understanding of the facts. Proverbs 23:23 (TLB) says, "Get the facts at any price." The Greek would be content to stop here. "We have arrived! Our goal is reached!" But the Hebrew sees this as only the first of three important steps.

The second step, "Understand," includes more than simply understanding the definitions of the words. We are talking about a deeper understanding—specifically to the point that I can see how this truth relates to my own daily living.

It's one thing to understand what the words in James 1:2 (NLB) mean—"My Christian brothers, you should be happy when you have all kinds of tests." The words are very simple, even a child can understand what God is saying here. But it may not be so easy to understand how I can be happy when someone is falsely accusing me of something.

Being able to see "all kinds of tests" all day long is a little harder, than being able to list 10 different kinds of tests Christians face.

The third step, "Do," is by far the hardest for many people. This step requires that I have the skills to consistently live out this truth each day—to "be happy" in "all kinds of tests."

B. A closer look at the Good Samaritan Story

Let's take another look at the Luke 10:27-38 story. The man came with a question — his motive was to trick Jesus. How did Jesus respond? He responded by showing love to the man. He took time to help the man discover the truth about how to show love. The way Jesus handled the whole situation was an excellent demonstration of showing love to those who don't love you.

The man's first question was for information — What must I do to have eternal life? Jesus responded by asking him for information to answer that question. The man quoted the two greatest laws in the Bible. Jesus responded by affirming him, "you have said the right thing," and Jesus jumped to the third step — do this and you will live.

But notice the man's next question — who is my neighbor? — which when taken at face value (forgetting the man's motive) shows that he doesn't understand who is his neighbor. Jesus answers by telling a story which illustrates two people not showing love and one man showing love. The story really shows how to love others (the second greatest command). Notice how Jesus changes the focus of the question at the end of the story — "which one proved himself to be a neighbor?"

The man's answer shows that he truly understands what Jesus is getting at. He answers by describing the action the Samaritan took to demonstrate love—"the one who showed loving kindness."

When Jesus sees that the man truly understands the truth being discussed, He again goes to the third step of learning, action "You go and do the same."

These three steps—*know*, *understand*, *do*—describe in a very simple way the process a student goes through to learn something. According to Hebrew philosophy of education, a student has not really learned a truth until he has applied it.

C. Learning Gaps

When you try to take this three step process of learning and apply it to your teaching, you will probably discover that there are often significant gaps between the three steps. Students don't automatically progress from *knowing* to *understanding* to *doing*. You will find that some students have a much harder time than others in bridging these gaps. This is where the teacher really earns his money. The teacher must help the students bridge these gaps if they are going to experience meaningful growth.

Let's take a look at how this works when trying to teach your students the main truth of James 1:2 (NLB) "My Christian brothers, you should be happy when you have all kinds of tests."

Step one—*know*—will probably be very easy. The words are simple words. There are no unusual theological concepts here. It talks about being happy when we have all kinds of tests.

Step two — *understand* — may not be quite so easy for some students to grasp. Let's take a look at some of the things we might do to help the student bridge the gap between knowing this Biblical truth and being able to successfully relate this truth to his daily living.

We could easily make a list of some of the different kinds of tests Christians face. But could each student identify the tests that he or she faced that day? Harder yet is being able to identify the "test" while I am right in the middle of it.

But this verse is not talking about simply being able to identify the tests that I face each day. God is telling me I must be happy when I have all kinds of tests. Step 3 — *Do* — says I must do what God is telling me here. Here is where the biggest gap will probably exist in the learning process. We may know what the verse says, and be able to relate this truth to our own lives — but to actually do it? Well, that's different.

We can talk about how Christians can be happy when we have certain tests. But what happens when we leave the classroom? Will they bridge the gap between the classroom and their daily experiences? Will our students be happy when they face each test that day? Will they even realize they are in a "test" when it is happening? How will they express happiness when in each test? These are the kinds of questions and problems that create this gap between step 2 and step 3.

If you are going to use a Biblical philosophy of education in the classroom, you must be careful of how you spend your time. If you spend all your time giving out content, discussing it, and making sure your students know it, then you have shown by your actions that you are operating with a "Greek" philosophy of education.

Jesus spent most of His time helping people relate Biblical truths to their lives and put those truths into action. That doesn't happen by accident. You have to plan your teaching to accomplish that.

The teacher has the responsibility to design lessons in such a way that the students will be able to successfully bridge these gaps and apply God's truths to their own daily situations. How can a teacher accomplish this in one hour? Is this a realistic goal? Let's take a look at one example of how this Biblical philosophy of education can be used to design a lesson.

V. Designing lessons consistent with a Biblical philosophy of education

The Life to Life Pattern of Teaching

Dr. Larry Richards has designed a four part lesson plan which is consistent with our Biblical philosophy of education. He uses four words to describe this process — **Hook, Book, Look, and Took**. The **Hook** section is designed to capture the interest of the students. Starting with an activity that has the students looking at some area of their life is the key here (instead of starting the class with reading the scripture text of the day).

After we have captured their attention, and focused their attention on the subject of the lesson, then they are ready to take a look at what the Bible has to say — the **Book** section. All too often we start the lesson and end the lesson in this section. That's how we fall into the trap of the "Greek" philosophy of education.

The **Book** section corresponds to the Know step of the learning process. The **Look** section is where we focus on helping the students relate the Biblical truths to their own daily living. We *Look* at how these truths can be used today.

The **Took** section is designed to bring the students to the point of applying this Biblical

truth today. The students do more than talk — they act — they do something. The teacher must select learning activities that will help achieve our goals for each of these four sections. Can it be done?

Yes! The three major Christian publishing companies that produce Sunday School curriculum in the USA are using Larry Richards' model for lesson planning (David C. Cook, Scripture Press, and Gospel Light). In the past few years the Gospel Publishing House has started developing their Sunday School curriculum using this same model.

For a more detailed explanation of this model see Creative Bible Teaching, by Larry Richards (Moody Press) Part II of the book.

In conclusion, let's take another look at why a Biblical philosophy of education is so important for us as teachers.

1. It will have a tremendous impact on the goals and objectives we develop for our educational program. Will the majority of our goals focus on what we should know, or will our goals focus on behavior?
2. It will affect what we teach and how much we teach.
3. It will affect how we teach the lesson. Do the learning activities focus only on knowing this truth? Or do the learning activities focus on knowing, understanding and skill building?
4. It will determine what our priorities are in the class time.
5. It will determine the priority we place on counseling our students. It will also affect the approach we take. Do we simply tell them what they need to know? Or do we guide them to discover it themselves and apply it to their own situation?

James Michael Lee has given a caution to those who would be quick to ignore the importance of clarifying their philosophy of education, "Without a grounding in and permeation by theory, instructional practices become an assortment of isolated tools in a toolbox." (The Flow of Religious Instruction, p. 41.) Today in our ministries, we need teachers who know why they are using the educational tools included in each lesson. Clarifying your own philosophy of education is one of the first steps in this process.

Learning Activities

1. Describe the basic differences between the Greek and Hebrew philosophies of education.

2. Counseling Situation

You have been given the responsibility of training a new teacher.

“I don’t see why we have to take time to discuss my philosophy of education,” says the new teacher. “Isn’t this a Christian ministry? Why don’t we just let the Holy Spirit lead us?”

How would you respond to your trainee?

How would you explain the importance of studying philosophy of education?

- 6. Look back at the four questions on page 1 of this lesson. Do you feel a little more comfortable about being able to answer these questions?

Which of these areas do you feel still need to be discussed in more detail?

What other questions about philosophy of education do you still have?

Bibliography

Lee, James Michael. The Flow of Religious Instruction: A Social Science Approach. Dayton, OH: Pflaum/Standard, 1973

Richards, Lawrence O. Creative Bible Teaching. Chicago: Moody Press, 1970.

The Role of the Teacher

By David Batty

Teacher Training Lesson 3
Second Edition

Name _____



The Role of the Teacher

Teacher Training Lesson 3

By David Batty

Scripture references are used in this lesson from the following versions of the Bible.

Verses marked (NASB) are from the *New American Standard Bible*, copyright 1960, 1962, 1963, 1968, 1971, 1972, 1973, 1975, The Lockman Foundation. Used by permission.

Verses marked (NLB) are from the *HOLY BIBLE, NEW LIFE VERSION*, Copyright © 1969, 1976, 1978, 1983, 1986, Christian Literature International, PO Box 777, Canby, Oregon 97013. Used by permission.

Verses marked (NLT) are from *The New Living Translation*, copyright 1996, Tyndale House Publishers, Wheaton, Illinois. Used by permission.

Second Edition

Copyright © 1978, 1994, 2006, Teen Challenge International, USA.

All rights, including the right of presentation or reproduction in whole or in part in any form, are reserved under the Universal Copyright Convention and all other pertinent conventions, treaties, or proclamations.

No part of this publication may be reproduced without written permission from the Teen Challenge International, USA.

This lesson is part of the *Personal Studies for New Christians*, developed for use with new Christians and others interested in spiritual growth. These are currently being used in churches, schools, prison ministries, Teen Challenge, and similar ministries working with new Christians. The *Personal Studies for New Christians* are designed for use in an individualized educational program. A teacher training course is available to those interested in using these materials. For more information contact:

Teen Challenge International, USA
PO Box 249
Ozark, MO 65721
Phone: 417-581-2181
www.PSNCweb.com

Printed in the USA.

“I just can’t wait to start teaching,” commented Joe, a new Teen Challenge staff. “I really learned a lot in my college classes, and I can’t wait to get up in front and tell them all the good things I’ve learned.”

Do you want this person to work at your place of ministry? Does he seem to have the qualities you want your teachers to have?

The National Teen Challenge Curriculum Committee has developed a curriculum that may change the role of the teacher in the *Personal Studies for New Christians* classroom. Most likely your ministry will continue to have group classes. But with the PSNC classes forming a major part of the curriculum, our teachers will be functioning in a role quite different from the traditional lecture situation.

But let’s take a look at how Jesus describes His ministry. “For even the Son of Man did not come to be served, but to serve and to give His life a ransom for many.” (Mark 10:45 NASB)

In Isaiah 52:13 God the Father describes Jesus as “My Servant.” In reading the Gospels, one cannot help but see the ministry of Jesus as one of serving others. The evening before His crucifixion, Jesus again demonstrated His servant style of leadership by washing the feet of His disciples. He concludes this teaching experience with an explanation of what He was trying to teach them.

¹²After washing their feet, he put on his robe again and sat down and asked, “Do you understand what I was doing?” ¹³You call me ‘Teacher’ and ‘Lord,’ and you are right, because it is true. ¹⁴And since I, the Lord and Teacher, have washed your feet, you ought to wash each other’s feet. ¹⁵I have given you an example to follow. Do as I have done to you. ¹⁶How true it is that a servant is not greater than the master. Nor are messengers more important than the one who sends them. ¹⁷You know these things—now do them! That is the path of blessing.” (John 13:12-17 NLT)

It all sounds very spiritual to say that I must be a servant just like Jesus served others. But Jesus made His point clear in verses 15 and 17— “do as I have done to you,” and “you know these things—now do them.” Jesus wants to see more than words about being a servant—He wants to see us consistently demonstrating (practicing) this kind of lifestyle in our daily living.

Questions to answer

1. What is a servant? What does a servant do?

2. What do you think a servant teacher is?

3. What do you think makes a servant teacher different from other kinds of teachers?

How do you become a servant teacher?

A servant teacher doesn't drive a dump truck.

He what?

Dump trucks back up and dump everything all at once.

So what does that have to do with teaching?

Some teachers drive their dump truck to class every day. They unload a great big pile of information on their students and then drive off, leaving the student with the monumental task of sorting everything out. The student is left to himself to figure out how to apply all this to his life.

So why do teachers drive dump trucks?

Because it's the easy way to teach.

But what about the students? Who is going to help them apply these facts to their lives?

The servant teacher.

I suppose servant teachers don't drive dump trucks to class.

Right.

What do they bring to class?

They bring a shovel, a guidebook, and calluses on their hands and feet.

Calluses?

Yes, they have calluses from helping so many other students shovel their way through the facts. They work right along side the student.

What does the servant teacher do with the guidebook?

He gives it to the student.

*Gives it to the student? Why doesn't he keep it and just tell the student how to do it?
If he has helped so many other students, he should know the best way to get the job done.*

A servant teacher knows from experience how to help others. He realizes that people learn best by discovering for themselves.

But doesn't it take longer that way?

Yes.

Doesn't it take more teachers that way?

Yes.

Is it really worth it? Surely there must be a faster, easier way.

Yes, it is worth it. Yes, there is a way that is easier for the teacher. But then the student doesn't learn as much. Plus, every student is unique.

So what?

The servant teacher starts at where the student is, he doesn't make all the students start where he is. He works at the same speed the student works.

This must be a real drag for the teacher. Driving a big truck sounds like more fun to me.

The teacher stops every time the student has a question.

He stops for every question?

Yes. Remember, he serves the student.

The teacher should have all the answers memorized by now, right?

The teacher doesn't always give the student the answer to his question.

Why not?

The teacher shows the student how to find the answer to his question in the guidebook.

More wasted time!

No. The student is really making progress. He is learning how to grow. And he is growing.

Plus, the servant teacher is having fun.

You call this fun?

Yes. It gets boring to drive the same dump truck every day. It's much more fun to serve others.

Really?

The Servant Concept

The word “servant” goes against the American concept of success. To be successful you become a leader — not a slave. You climb up the ladder to success — not down the ladder.

Jesus' disciples got into a big argument over who would be the greatest of them all. James and John asked Jesus for permission to sit next to Him in heaven. Jesus told them He couldn't make that decision. When the other disciples heard about this request for special favors, they got angry.

Jesus took this opportunity to teach them about greatness. He focused on how to become great. What He said relates directly to how a person becomes a servant teacher.

²⁵But Jesus called them together and said, “You know that in this world kings are tyrants, and officials lord it over the people beneath them. ²⁶But among you it should be quite different. Whoever wants to be a leader among you must be your servant, ²⁷and whoever wants to be first must become your slave. ²⁸For even I, the Son of Man, came here not to be served but to serve others, and to give my life as a ransom for many.” (Matthew 20.25-28 NLT)

Questions to answer

1. What part of this scripture speaks most to me about my teaching ministry? Explain why.

2. After reading this scripture, what questions do you have about how to be a servant teacher?

3. How can a teacher express a servant attitude to the students who are under his/her authority?

The servant teacher — actions or motives?

Developing attitudes consistent with a servant style of teaching is very important. But motives are important, too. Motives are the underlying reasons why we do something.

In the Old Testament, Joshua 9 records the incident of the Gibeonites coming to the Jews and offering to become the servants of Israel. Little did the Jews realize the motive of these strangers. The Gibeonites were trying to save their own necks—their motives were very self-centered. They would benefit the most from this deal.

But Jesus taught a different motive for serving. His acts of serving were not done for personal gain. He always served others for their benefit, not His. Jesus didn't get any hidden benefits from washing the disciples' feet. The Good Samaritan didn't get any tax deductions for the time and money he spent in helping the Jew that had been robbed, beaten, and left to die. Serving meant giving, not getting.

If I become a servant-teacher, what will be my motive for doing this? Second Corinthians 9:7 talks about our motives when giving for the Lord's work.

Each man should give as he has decided in his heart. He should not give, wishing he could keep it. Or he should not give if he feels he has to give. God loves a man who gives because he wants to give. (2 Corinthians 9:7 NLB)

Questions to answer

1. What does this verse say to you about the motives of a servant teacher?

2. Look back to page 3 of this lesson. What do you think might be Joe’s motives for wanting to teach his style?

3. What do you think are some of the important reasons why (motives) a person would want to be a servant teacher?

The challenge to be creative

Can the servant teacher be creative?

What does it mean to be creative? Is the creative person one who has a good imagination? Or is creativity more than imagination?

One definition of creativity is “imagination controlled by a goal.” Unique and imaginative visual aids won’t help the teacher unless they are related to the lesson s/he is teaching. Imaginative questions will not lead to meaningful learning unless they are designed in such a way to help the teacher and the students accomplish the goals of the lesson. That’s creativity.

Creativity is not simply a gift that some people have and some don’t. It is true that some people are gifted in this area. But we all can learn to be more creative.

We start by setting goals. What are we trying to accomplish? Once that is determined, then it is time to turn our imagination loose. Brainstorm, list as many ideas as you can. But keep your goals in clear view.

For beginners in this field of creativity, the word “variety” might be a good starting place. Creativity is not using the same method or question or answer all the time. Variety is the spice of life — so let’s make it spicy!

Where creativity is in action, variety will be evident. Creativity may seem idealistic to some of us, but variety is a reality to us all. We can use variety. We can collect ideas on different ways of accomplishing a goal.

The servant teacher can be a lot more creative in his teaching than the dump truck teacher. After all, there are only so many ways you can back up and dump the truck.

Creativity—imagination controlled by a goal

The servant teacher has new opportunities to be creative with every student he has. His creativity comes in how he helps each student discover the truth for himself.

Let’s take a look at how Jesus used His creativity in ministering to others. When He called Peter and Andrew to be His disciples, he said, “Follow Me, and I will make you become fishers of men.” (Mark 1:16 NASB)

This approach is quite different from the one Jesus used in ministering to the Samaritan woman who came to get water at the well at noon. Jesus asked her for a drink, and then offered to give her living water. Her curiosity aroused, she continued the discussion with Jesus. The end result of the whole encounter was that Jesus stayed longer and ministered to the whole village.

What would have happened if Jesus had used the same approach with the Samaritan woman as He did with Peter and Andrew?

If we are going to be creative in how we deal with each student, we will have to get to know our students—the quicker, the better.

Right now in most Teen Challenge ministries, the highest dropout rate occurs during the first two weeks students are in the program. We may be able to reduce this dropout rate if we can get

to know our students quickly and begin to relate to them at their level.

Being creative is hard work. The easy way out is to treat all the students the same. But that is not consistent with the servant style of teaching.

Questions to answer

1. How would you define creativity?

2. Read the following statement. Do you agree with it, or disagree? Explain why.

The teacher working with students doing individualized lessons has a greater potential to be creative than the teacher in the traditional classroom setting.

3. How would you rate your creative skills?

____ Very creative

____ Moderately creative

____ Not very creative

4. At the present time, how easy is it for you to deal with your students creatively?

____ I find it very easy to be creative with my students.

____ I find it is sometimes easy and sometimes hard to be creative with my students.

____ I find it is almost always hard for me to be creative in dealing with my students.

5. What is one thing you could do that would help you to be more creative in your teaching?

6. What is one area in your teaching where you see a need for more creativity?

What is more important — people or content?

Counseling situation

P. Garcia is faced with a dilemma. The lessons Garcia has been teaching are totally inadequate. But that is only part of the problem. Garcia works at a small ministry, limited budget, understaffed. Teaching the Bible classes is only one of several major jobs Garcia has each day.

“If I take time to adequately prepare for the Bible classes, I will have to neglect my other responsibilities,” Garcia says. The director seemed sympathetic when Garcia explained the problem. However, since their meeting, the director has done nothing to free Garcia of any work of responsibilities.

1. What should Garcia do? Neglect some responsibilities and take time to prepare better lessons? How will the students interpret this? How will the director interpret this?

2. In your work, have you encountered the same (or a similar) problem as Garcia?

Yes _____ No _____

If you answered yes, how did you deal with this problem?

If you answered no, describe what you would do if you were faced with this problem.

- 3. What would you like to see the Teen Challenge International, USA Curriculum committee do to help solve this problem?

This problem is unfortunately quite typical in many centers. This has been one of the primary motivating factors behind the formation of the Teen Challenge International, USA Curriculum Committee. Our goal is to provide teachers with the materials so they can spend more of their time working directly with the students.

The PSNC educational program is specifically designed to build into the class time many one-to-one contacts between the teacher and each student.

We are part of a team

“My job is one of the most important jobs in this whole center,” said the man in charge of the mailroom at one Teen Challenge center. “Why my job is even more important than the director’s. Look at how many days he is gone a month. Can you imagine what would happen to this place if I was gone that many days a month?”

This guy is probably not the only one who has had problems seeing how he fits into the total ministry of Teen Challenge. We all are a little prejudiced about how important our job is to the success of our ministry.

The church at Corinth had a similar problem. Who was the greatest — Apollos or Paul?

1 Corinthians 3:5-9 NLT

⁵Who is Apollos, and who is Paul, that we should be the cause of such quarrels? Why, we're only servants. Through us God caused you to believe. Each of us did the work the Lord gave us. ⁶My job was to plant the seed in your hearts, and Apollos watered it, but it was God, not we, who made it grow. ⁷The ones who do the planting or watering aren't important, but God is important because he is the one who makes the seed grow. ⁸The one who plants and the one who waters work as a team with the same purpose. Yet they will be rewarded individually, according to their own hard work. ⁹We work together as partners who belong to God. You are God's field, God's building — not ours.

How do we fit into the life of each student that comes to our ministry (home)? Let's examine a little more closely how Paul saw his role in the ministry.

1. How does Paul describe Apollos and himself? (v. 5)

2. What was Paul's role? (v. 6)_____

What was Apollos' work? (v. 6)_____

What was God's part in this? (v. 6)_____

3. Why is God's work most important? (v. 7)_____

4. What kind of a working relationship does Paul see himself having with Apollos?

v. 8 _____

v. 9 _____

5. How does Paul compare his goals in ministry with those goals of Apollos? (v.8)

6. How does Paul perceive ownership of those to whom he is ministering? (v.9)

What is your role in the ministry of the place where you work? How does that fit into the work God is trying to accomplish through His Church?

Stop and think for a minute about your role in the discipling process of each of your students. How does all the other staff fit into this process? How do all the other students and family members fit into the process? How does the local church you attend on Sunday fit into this process?

Now write down what you see is your role in the discipling process of each student you teach.

In this series of teacher training lessons we have been stressing the importance of personally applying in our lives the things God is teaching us. We would be violating our own philosophy of education if we fail to take time to apply the significant principles of this lesson.

Why does Teen Challenge Exist?

At the first meeting of the National Teen Challenge Curriculum Committee in May 1977, representatives from Teen Challenge centers across the nation developed the following statement of purpose to clarify why Teen Challenge exists. This statement became the focus for the development of the discipleship training curriculum developed for Teen Challenge.

Statement of Purpose for Teen Challenge

Evangelize people who have life controlling problems and initiate the discipleship process to the point where the student can function as a Christian in society, applying spiritually motivated Biblical principles to relationships in the family, local church, chosen vocation, and the community.

We have a goal for the young men and women who come into our centers for help. When they leave, we want them to be able to “function as a Christian in society.” How will they be able to apply “Biblical principles to relationships in the family, local church, chosen vocation, and the community”? Each staff must provide a living example of how a Christian can apply God’s truths to each of these key areas of life.

Personal Studies for New Christians and Accelerated Christian Education

A look at the major similarities and differences
between these two educational programs

by David Batty

The *Personal Studies for New Christians* are designed around the same basic educational methodology that Accelerated Christian Education (ACE) uses. ACE is basically an individualized curriculum. The same is true of the *Personal Studies for New Christians* (PSNC).

The major distinctive of individualized education is that the teacher is not up in front of the class lecturing the whole group. Instead the teacher works on a one-to-one basis with the students. Each student has an office or study carrel in the classroom. The lessons they use are in a booklet form. ACE calls these booklets PACEs — Packets of Accelerated Christian Education. Each lesson contains a certain amount of content. Different kinds of learning activities are periodically included in the lesson.

One of the valuable strengths of individualized education is that the student can proceed at his or her own speed. The teacher can be working with several students while each one is at a different level or on a different lesson.

The PSNC are similar to ACE in that both provide different kinds of individualized lessons for the student to work on each day. Both use specific positive reward systems. Both incorporate daily goal setting by the student as a means of helping to develop one's skill in managing his or her time. Both require mastery learning—students must successfully complete one lesson and pass the test before going on to the next lesson. Both educational programs require special classrooms for the students. Both require special training for the teachers.

The PSNC curriculum (and ACE, too) is not simply a new set of lessons. It is a totally different approach to education than the traditional group classes using the lecture method. Therefore, the special training for the teacher is very important. It is essential that the teacher receive the necessary special training because most teachers have not worked in an individualized educational program before, and most have not been a student in an individualized educational program.

What are the basic differences between the PSNC and ACE? The purpose of the two educational programs and the target audiences are significantly different. ACE is designed to be a general educational program for grade school and high school students. In essence, it functions as an alternative educational program to the public school system. The PSNC exists as an integral part of the ministry of Teen Challenge. The purpose of Teen Challenge is to:

“Evangelize people who have life controlling problems and initiate the discipleship process to the point where the student can function as a Christian in society, applying spiritually motivated Biblical principles to relationships in the family, the local church, chosen vocation and the community.”

Teen Challenge is not trying to duplicate what ACE is doing. The primary focus of the PSNC is to help young men and women come to a decision about being a Christian, and then help them understand the basic principles of Christian living.

Because ACE is designed to provide students with a general education, their focus in many cases is heavily content-oriented. In distinct contrast the PSNC is designed to be very much life oriented, guiding the student to discover Biblical truths that will help him or her resolve the life controlling problems s/he faces in life.

The PSNC is specifically focusing on how to apply Biblical truths to one's daily living. The main role of the teacher in the PSNC classroom is to assist the students in bridging the gap between knowing the truth and being able to relate it to their daily living. The teacher is also there to assist the student in bridging the gap between understanding how this truth relates to life and being able to actually go out and apply that truth.

Another major distinctive between ACE and PSNC educational programs is the target audience of each. ACE is primarily designed for Christian grade school and high school students. They discourage schools from working with problem students. Teen Challenge is the opposite. Teen Challenge works with people who have life controlling problems. If a person does not have life controlling problems, then they should not be at a Teen Challenge center.

This major distinctive will cause a significant difference in the teacher's work in the classroom. In the PSNC classroom, the teacher will have to spend a significant amount of time helping students discover their life controlling problems and then guiding them in applying Biblical truths that will help them resolve those problems. In essence, the PSNC teacher will be spending much more time counseling in the classroom than would the ACE teacher.

Another major distinctive between ACE and Teen Challenge is that ACE is set up on a nine month school year just as the public school year is. Teen Challenge centers are generally set up quite differently. Some induction centers keep students for only about 3-4 months before graduating them on to another Teen Challenge center which continues

the training of the students. The induction center will have significant challenges that are quite different from the educational program of a TC training center. Some Teen Challenge centers keep their students from six to twelve months. These centers will obviously operate their educational program much differently than do the induction centers.

However one significant distinctive of all Teen Challenge centers is that students are constantly coming in and going out. This continual turn over of the student body provides the teacher with the additional challenge of constantly having to train new students how to function in this kind of educational program.

There are other differences and similarities between ACE and the PSNC. Those teachers who have worked with an ACE curriculum will probably be quick to list many other similarities and differences. However, the most significant difference between ACE and PSNC is our purpose. PSNC lessons are primarily focusing on guiding the student to apply Biblical truths in his daily living today. ACE is much more content oriented, providing a 12 year general education.

Operating the Personal Studies for New Christians Classroom

A. Teacher's Agenda during class time.

1. Conduct opening exercises
 - a. Opening comments
 - b. Introduction of new students
 - c. Scripture of the month
 - d. Hand out congratulations slips
 - e. Student book reports or other special project report
 - f. Announcements

(Regular class activities)

2. Hold conferences with any students who need to revise their daily goals.
3. Have students take final tests on lessons and/or scriptures they have memorized.
4. Hold conferences with any students who have papers in the stack tray labeled "Conference." Be sure to collect the papers from the student before the end of the class. Then return the papers to the stack tray labeled "File."
5. Put on your *Daily Checklist for Teachers* any message for today or tomorrow regarding the progress of each student.
6. Before the end of class, check the daily goals of each student. (These are the student's goals for the next class period.)
7. Assist any student who puts up his/her flag. Give first priority to new students in the PSNC classes.
8. Check on the progress of students even if they do not have their flag up.
9. If no one needs assistance, pray for each specific student in your class, silently, without them even knowing you are doing this.
10. As students complete lessons, scripture memory verses, character qualities, book reports, or any other project which needs to be graded or prepared for testing, put their work in the top tray labeled, "To Test."

B. Teacher's agenda after class each day

1. Take all the student materials out of the top stack tray labeled "*To Test*."
 - a. Check to make sure they have completed all the work properly.
 - b. For lessons in the 100 series, make sure the self test is attached to the back of the lesson, and that it has been completed.
 - c. Pull the Final Test from the file cabinet and put it inside the student's lesson.
 - d. Put the lesson back into the "*To Test*" stack tray.
 - e. These are now ready for class tomorrow. First thing in the next class period, have the student take the final test.
 - f. For scripture memory class work and character qualities class work, make sure they have completed all required work, and are ready to take their final test. Attach the test paper to their work and put it back in the "*To Test*" stack tray.

2. Take all the papers out of the "*File*" stack tray.
 - a. File them in the appropriate folder.
 - b. For student lessons that have been completed and final test passed, make sure the lesson and final score are written on the *Student Record Sheet* stapled to the student's file folder.
 - c. For new students who have filled out the *Student Information Sheet*, make up a new student folder for them.

3. Take all the papers out of the stack tray labeled "*Tested*."
 - a. Grade all the final exams for lessons, scripture memory verses, character qualities, etc.
 - b. Record their scores and lesson number on their *Student Record Sheet* stapled to the back of the student's folder in your file.
 - c. Staple the final test to the back of the lesson.
 - d. Put the lesson in the stack tray labeled "*Conference*." These are now ready for class tomorrow. Make sure to discuss the final test with the student, the next day in class.

-
- e. Make out a *Congratulations Slip* for the student, listing all the Bible lessons, scripture verses or books that s/he has successfully completed in class today.
 4. Check Your Student Files–Active Students–to see if any of them are no longer in the program. If any student has dropped out of the program, place his file in the Inactive Student file. Clean out his/her office (desk).
 5. Plan your agenda for the next day.
 - opening exercises
 6. Check the goals of the students.
 - if they need to be revised, make a note on your *Daily Checklist for Teachers*, and talk to them first thing the next class period.

C. First Day in Class for a New Student

1. Introduce yourself to the student. Learn his or her full name.
2. Have the new student fill out the *Student Information Sheet*.
3. Briefly go over this with them after they have completed it.
4. Then briefly explain how the PSNC class functions.
5. Give the student the *Reading Placement Test*. If possible, you may want to give them this test before class starts.
6. Explain how the flags are used in the class. Be sure to clarify the reasons why we use the flags. Have them design their own flag. Give them plain index cards, 4x6 or 5x8, and magic markers.
7. Give the student a Bible or New Testament and any other class materials they will need the first day—pencil, paper, notebook, etc.
8. Give the student Project 301, “*I’m Here*.” Explain the instructions carefully. Tell him/her that you will discuss his/her work on this project when it is completed.
9. After the student has completed Project 301, give the student Lesson 1 or 101 (depending on how they scored on the Reading Placement Test.) Page through the lesson and explain briefly what needs to be done. Show him or her the first “STOP point” in the lesson.
10. If they complete Lesson 1 (or 101) the first day, have them come to the grading table, and show them how to grade their lesson.
11. The next step is to take the self test for this lesson (after they have been given time to study). They generally don’t need to take more than one-half hour for study before taking the test.
12. After they take the self test, have them grade it immediately. Discuss the results. Tell them to plan to take their final test on this lesson first thing tomorrow—not the same day they took the self test. If they want to study the lesson some more after they take the self test, that is OK, but be sure to collect their lesson before the end of the class period. Put the completed lesson in the top stack tray labeled “*To Test*”.
13. They are not allowed to study their lesson or review their self test the day they take their final test. This is to prevent them from cramming.

D. Sequencing Materials for New Students

1. Fill out the *Student Information Sheet*
2. Take Reading Placement Test
3. Make flag
4. Complete Project 301, *I'm Here*
5. Complete Lesson 1 or 101, *Does God Have Plans for My World?*
6. Grade Lesson 1 or 101
7. Take Self Test on Lesson 1 (101) and grade the test.
8. Take the Final Test on Lesson 1 (101) the day after the self test is successfully completed. The teacher grades the final test after class.
9. Complete student manual for *Scripture Memorization Class (SMC)*
10. Complete learning activities on first verse for SMC.
11. Take an oral test on the first verse for SMC.
12. Take a written test on the first verse for SMC—on the next day after completing the oral test.
13. Student chooses second Bible lesson to do, after reading information sheet entitled *Choose Your Next Lesson*. Give this lesson to the student after s/he successfully completes the oral test on the verse of the SMC.
14. SMC—2nd verse.
15. Complete (read) the student manual for *Personal Reading Class*. Choose first article or book to read.
16. Read the student manual for the *Bible Reading Class*. Begin reading the first book required for this class. You may want to start the students on the *Bible Reading Class* before you start them on the *Personal Reading Class*. Or you could introduce both at the same time.
17. From now on the student should spend some time each day on the four different classes.

18. As soon as the student completes a Bible lesson, s/he should be given the next one. The same for the *Scripture Memorization Class* and *Personal Reading Class*.
19. As soon as the student is familiar with the above four kinds of PSNC class materials, s/he should be given the student manual for the *Character Qualities Class*.
20. See the separate insert “*Sequencing of lessons for the PSNC Classes*,” for more information on this subject.
21. After the student has been in the program for 10 days to two weeks, introduce him/her to the PSNC units and Student Learning Contracts. Explain that they are already working on their required study materials for Unit 1—Salvation. Show them what they still need to complete for Unit 1. Explain that when they are ready to begin their work on Unit 2, we will write a Student Learning Contract.

Sequencing of lessons for the PSNC classes

One area of individualized education which raises many questions for new teachers is how to plan the sequence of the different lessons for each student. Are they all working on the same materials at the same time? Should every student be required to meet certain deadlines on “x” amount of lessons?

The *Personal Studies for New Christians* (PSNC) are designed in such a way to provide the teacher and the student with several alternatives in planning the sequence of the student’s lessons. At this point in the development of the PSNC, we have tried to provide a specific pattern for sequencing these lessons for new students.

1. Individualized Bible Lessons

Each student will be working on at least four different kinds of individualized studies as a regular part of these classes. The student begins with one kind of individualized study—the Bible lessons. These include Lessons 1, 101, 102, 103, 104, 105, 106, & 108.

2. Scripture Memorization Class

After the student has completed the first Bible lesson, s/he is introduced to the second kind of individualized study—the *Scripture Memorization Class*. Within a few days of entering the PSNC classes, the new student is spending part of each class period working on Bible lessons, and part of his/her time on the *Scripture Memorization Class*.

3. Personal Reading Class

How soon should the student start the third type of individualized study? *Personal Reading Class*, the third type of individualized study, can be introduced several days after the *Scripture Memorization Class* has been introduced. It would probably be best to wait until the student is working on his or her second Bible lesson and second Scripture Memory verse.

At this point, the teacher must try to evaluate the abilities of the individual student. Does s/he need several more days before having something new introduced? Or is this student in need of greater challenge—which possibly the *Personal Reading Class* can provide?

One note regarding the *Personal Reading Class*, make sure the student gets plenty of supervision the first few days of working on this class. Check to make sure that they are enjoying the book they are reading.

This also is a good time to introduce the *Daily Goal Sheet* and explain its purpose. Setting daily goals will be difficult for many of the students. Many have never before been required to set daily measurable goals for their studying. The students often need plenty of help the first two or three weeks of doing this.

4. Bible Reading Class

This course can be used here in the PSNC classes, or it can be a separate class meeting at some other regular time of the day.

The *Bible Reading Class* can be introduced before or after the *Personal Reading Class*, or the two can be introduced simultaneously to the student. The particular needs of the student should help you determine when you will start the student in this course.

5. Character Qualities Class

After the student has become familiar with the *Personal Reading Class* and the *Bible Reading Class*, then begin to consider when you will introduce the *Character Qualities Class*. This new class will not replace any one of the other individualized types of classes.

When a student begins working on this class, s/he is now supposed to be doing at least 4 different kinds of individualized classes.

Here it is especially important that the student be using the *Daily Goal Sheet*. This will help both you and the student to keep track of his or her progress in each area of study. As a general guideline, the student should work on each area of individualized study each day. If you have class for only one hour a day, you will probably have to make some exceptions to this.

Optional Lessons & Projects

At the time of the writing of this article, several projects are available for student use, depending on their personal needs.

Project 201, Showing Kindness, Ephesians 4:32
Project 202, Forgiving Others, Colossians 3:13
Project 203, Your Thoughts, Philippians 4:8-9
Project 204, A New Way of Talking, Ephesians 4:29
Project 205, Showing Respect, 1 Peter 2:17-18
Project 206, Enthusiasm, Romans 12:11
Project 207, Showing Gentleness, James 3:17

Project 302, New Hope for Life
Project 303, Go See the Judge
Project 304, Discoveries of Today
Project 305, Biography of My Family
Project 306, Responsibility
Project 307, My Life of Work
Project 308, Interviewing Christian Workers
Project 309, Sometimes I Feel Like Leaving
Project 401, God's Expression of Love

Sequencing of PSNC lessons for new students

Special Projects and/or Remedial Reading Classes			
Character Qualities Class Read the student manual	Do the first Character quality	Do 2nd quality	See teacher's note #2 on page 7 of Sequencing PSNC lessons
Bible Reading Class Mark	James	Philippians	Galatians
Personal Reading Class 1st Book - Begin daily reading summaries	When 1st book is completed, write a book report.		From here on, they start a new book according to their Student Learning Contract
Scripture Memory Class 1st Verse	2nd Verse	From here on, they start a new verse as soon as they finish one.	
Lesson 1 or Lesson 101	Second Lesson 102, 108, or 309	Lesson 102 if the student has not completed it yet.	Next lesson is one of these 103, 104, 105, 106
Project 301 I'm Here!			Next lesson 108
			Unit 2 Bible study lessons (See Note #1, page 7)

When should the student choose which Bible lesson to study?

On the sheet entitled, “Choose Your Next Lesson,” you will find the instructions for the student to choose their next Bible lesson (See page 5 of this article for a sample). The purpose of this activity is to help the student begin to develop a sense of responsibility in determining what s/he needs to learn next in his or her spiritual growth.

This is also designed to give the student the opportunity to be involved in making decisions regarding his or her education. What are they interested in studying? Choose what interests you and do it.

At this point, the number of lessons they have to choose from is very limited. We hope to develop more electives in the future.

After the student completes his or her first Scripture Memory verse, s/he should be given the opportunity to choose his or her next Bible lesson to study. Give them the sheet “Choose Your Next Lesson” and explain what they should do. All of the lessons are going to help them, so it doesn’t really matter which one they choose. If the student can’t make up his or her mind, give him or her Lesson 102, “A New Look at Life.”

If the student chooses Lesson 102, his/her next lesson will be Lesson 103, 104, 105, or 106. You choose which of these lessons they will do next based on the answer they give at the end of Lesson 102.

If the student chooses Lesson 309 or 104 as his or her first option, then give them Lesson 102 after they complete the lesson they chose to do. After they complete Lesson 102, follow the same procedure listed above in determining which will be their next lesson: 103-106.

After the student completes Lesson 103, 104, 105, or 106, then he should complete Lesson 108. The student by this time will probably have his/her first Student Learning Contract. That contract should give direction to you and the student regarding how to budget his/her time on the different areas of study.

Choose Your Next Lesson

At this point in your studies, you have the opportunity to choose which lesson you would like to study next. Below is a brief description of the lessons which you can choose from. Choose a lesson that you have not done yet.

Lesson 102 “A New Look at Life”

In this lesson you will take a look at the new life God offers to everyone, What are the plans God has for my life? How do I know if God is happy with my life? How do I see God fitting into my life in the near future?

Lesson 108 “Who is God?”

The main purpose of this lesson is to give you some basic facts about God. Who is Jesus? Who is the Holy Spirit? Who is God the Father? What does God do today? At the end of this lesson you will have the opportunity to take a look at your thoughts and feelings about God.

Lesson 309 “Sometimes I Feel Like Leaving”

Does the title of this lesson describe the way you feel about being here? Then maybe this lesson is for you. In this lesson you will take a look at what you think about this place. How much have you been tempted to leave this place? What are your reasons for feeling like this? Are family problems back home making it hard for you to stay here?

You will also take a look at how much you feel “at home” here. Do you feel accepted here? We hope this lesson will help you be successful in finding out what God wants you to do in the next few days.

Teacher Notes

1. After a student has completed Unit 1, you can choose their next lessons from a variety of materials. See the resources listed with each unit in Section 2 of this book for a description of commercially produced materials which may fit here.

You can also at this point have the students start the *Sunday Sermon Personalization Class* - with either sermons from chapel, church, or sermons on tape. The *Sunday Sermon Personalization Class* can be done individually even though the teacher's manual and student manual present it as a group class.

2. After students have done several Character Qualities, you may want them to do some of the special projects. These special projects should be done in addition to the regular activities for each Character Quality. Check the *Character Qualities Class* student manual pages 9-13 for the instructions for the special projects.

Name _____

PSNC Teacher Certification Reading Project Record Sheet

Teaching to Change Lives

by Howard G. Hendricks (Multnomah Press)

Each teacher and counselor should read the following chapters from the book **Teaching to Change Lives**.

Howard Hendricks is not writing specifically to those who teach in an individualized educational setting—like the *Personal Studies for New Christians* classes. However, the principles of teaching and learning are presented in such a way as to easily relate to what is happening in the PSNC classroom. Hendricks is deeply committed to teaching in a style that is clearly Biblical in its philosophy and its methodology.

Please fill in dates when you start and complete each chapter. We would strongly recommend that you follow the same procedures that students use in the *Personal Reading Class* as you do your assignments below. Try to read at least two pages every day, and take time to write a paragraph or two listing new insights and personal application ideas you got from your reading.

Each chapter in this book ends with several questions and activities for applying these truths to your own teaching ministry. We strongly recommend that you take time to follow through on those activities.

Chapter 1: The Law of the Teacher

date started _____ date completed _____

Chapter 2: The Law of Education

date started _____ date completed _____

Chapter 3: The Law of Activity

date started _____ date completed _____

Chapter 4: The Law of Communication

date started _____ date completed _____

Chapter 5: The Law of the Heart

date started _____ date completed _____

Chapter 6: The Law of Encouragement

date started _____ date completed _____

Chapter 7: The Law of Readiness

date started _____ date completed _____

This completed form must be submitted with your PSNC Provisional Teacher Certification Application along with the other required materials to the Teen Challenge USA office.

Name _____

PSNC Teacher Certification Reading Project Record Sheet

How To Be A People Helper

by Dr. Gary Collins (Regal Books)

Each teacher and counselor should read the following chapters from the book **How to be a People Helper**.

This book contains a lot of practical ideas on counseling. Because of the way the *Personal Studies for New Christians* classes are designed, each teacher will have many opportunities to talk to the students about personal issues. The teachers may have a number of "mini-counseling sessions" on any given day. We hope this book will give you some ideas on how you can increase the effectiveness of your ministry in this area.

Please fill in dates when you start and complete each chapter. We would strongly recommend that you follow the same procedures that students use in the Personal Reading Class as you do your assignments below. In other words, try to spend time reading at least two pages every day, and take time to write a paragraph or two listing some new insights and personal application ideas you got from your reading.

At the end of each chapter in this book are learning exercises. We encourage you to take the time to respond to these to increase your people helping skills.

Chapter 1: The Heart of People Helping

date started _____ date completed _____

Chapter 2: The Basics of People Helping

date started _____ date completed _____

Chapter 3: The Techniques of People Helping

date started _____ date completed _____

Chapter 4: The Direction of People Helping

date started _____ date completed _____

Chapter 5: Paraprofessional People Helping

date started _____ date completed _____

Chapter 6: Stress and People Helping

date started_____ date completed_____

Chapter 7: Helping in a Crisis

date started_____ date completed_____

Chapter 8: Helping When People are Desperate

date started_____ date completed_____

Chapter 9: Helping on the Telephone

date started_____ date completed_____

Chapter 10: Helping in the Church

date started_____ date completed_____

Chapter 11: Helping by Prevention

date started_____ date completed_____

Chapter 12: Helping Yourself

date started_____ date completed_____

Name _____

PSNC Teacher Certification Reading Project Record Sheet

Creative Bible Teaching

by Lawrence Richards and Gary J. Bredfeldt (Moody Press)

Each teacher should read the following chapters from the book **Creative Bible Teaching** (Revised Edition 1998). This book may be purchased from Teen Challenge International, USA with any curriculum order.

Please fill in the dates when you start and complete each chapter. We would strongly recommend that you follow the same procedures that students use in the Personal Reading Class as you do your assignments below. In other words, try to spend time reading at least two pages every day, and take time to write a paragraph or two listing some new insights and personal application ideas you got from your reading.

Creative Bible Teaching is a book for teachers. The content is very challenging and thought provoking. It is very likely that you will want to go back over some of these chapters two or three months later after reading them for the first time. The ideas discussed in this book are appropriate for individualized teaching, even though many of the examples given are using these principles in a group class situation.

The first five chapters lay a foundation regarding the Bible we teach. You are not required to read chapters one through five but we strongly encourage you to read them.

Chapter 6: Focus on Needs: Understanding and Assessing Student Needs

date started _____ date completed _____

Chapter 7: Focus on Learning: Truth into Life

date started _____ date completed _____

Chapter 8: Focus on Results: Teaching for Life Change

date started _____ date completed _____

Chapter 9: The Pattern: HBLT Approach

date started _____ date completed _____

Chapter 10: The Process: Engaging Student Response

date started _____ date completed _____

Chapter 11: The Means: Methods Make a Difference

date started _____ date completed _____

Chapter 12: The Tools: Choosing and Using Curriculum

date started _____ date completed _____

Chapter 13: Teaching Principles: Common Practices of Truly Great Teachers

date started _____ date completed _____

Chapter 14: Teaching Effectiveness: Motivating the Learner

date started _____ date completed _____

Chapter 15: Teaching the Bible to Adults: Can We Get Practical Here?

date started _____ date completed _____

Chapter 16: Teaching the Bible to Youth: What Difference Does This Make?

date started _____ date completed _____

Chapter 19: A Model for Evaluation: Something to “Stake” on

date started _____ date completed _____

Chapter 20: Developing and Improving as a Teacher: You Can Get There from Here

date started _____ date completed _____

Note to the teacher: You may want to read chapters 17-18 and chapters 1-5. There are many practical ideas in these chapters.

Procedures for Ordering
Personal Studies for New Christians
Student Materials

For materials in English outside the USA, contact Global Teen Challenge at gtc@globaltc.org

All *Personal Studies for New Christians* classes and forms can be purchased from Teen Challenge, USA. It is best if you check and restock your supply of lessons regularly. Having a well stocked inventory of the PSNC materials will avoid expedited shipping costs to rush an order to your center, or a student not having the necessary lesson.

Order forms and descriptions of materials can be found on the Teen Challenge, USA website. Materials can also be ordered online.
[www. TeenChallengeUSA.com](http://www.TeenChallengeUSA.com)

Phone orders are also accepted at:
417-581-2181

If you have any questions please contact:

Teen Challenge, USA
P.O. Box 249
Ozark, MO 65721
417-581-2181