



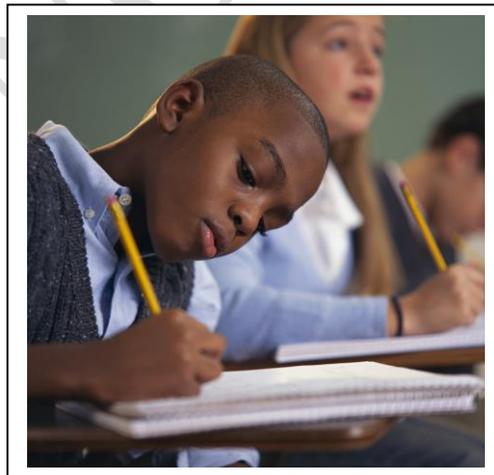
Taking Care of God's Children

Module 1: The Biblical Worldview

What is a worldview?

What is a Christian worldview and how is it different from other worldviews?

How does the Christian worldview impact learning communities?



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Introduction

Through the power of God's Spirit, this course will help you bring good changes where you live and lead. It is different from other courses. It is not meant to be worked through alone. It should be used in a group. One person will lead the lesson, but each one in the group should have a written copy of the lesson and should actively participate.

The course is divided into six modules, each with lessons addressing a particular question.

The Lessons

Four things happen during each lesson:

1. **Report:** At the beginning of each lesson (except for the first) each participant reports on what was accomplished since the last lesson.
2. **Discover and Discuss:** Participants read the Bible and discuss the questions together. Group discussion teaches participants to listen carefully to each other and to present their ideas clearly.
3. **Plan for change:** Toward the end of each lesson, participants write a plan to put into practice what they have learned. They report on that plan at the beginning of the following lesson.
4. **Pray:** At the end of each lesson these plans are brought before God for His guidance and blessing.

The training is for those who are prepared to make plans, to put their plans into action between the lessons and then report on them during the next lesson. Most learning takes place between the lessons as participants work their plans.

Training Sessions

The training sessions are sometimes held for several days, for example during a series of training weekends. Training sessions can also be held over a week, for example during morning, afternoon, or evenings. The group will work through several lessons during the training sessions. In this case, each participant will make a plan at the end of each lesson and these plans will be discussed, but participants will actually write up only **one plan at the end of the training session**. That plan will be reported on when the group meets again. The course leader will explain all this to the participants.

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LESSON 1

What is a Worldview?

1. What distinguishes the cultural group's that the people in this room represent?
2. How do the members of this group distinguish themselves from other groups living nearby?
 - A) On the board or on large paper, list various practices or values on which the group present and "people from a group not represented" have agreement and disagreement in two separate columns. (This is one way to begin recognizing a group's worldview, by noticing what that group supports and what it will not support.)

Following are some examples of behavior differences that you might find helpful in a discussion of world view:

Three friends, an African, an Asian and an American, all live in the same area about twenty miles from each other. The African and the American have a story they want to tell the Asian. The African calls and asks whether he can meet so that he can tell the story. The American calls and tells the story over the phone. Why did these two individuals approach the same situation differently?

Why do people in Africa often leave the lights off in their store or house when they go out, while people in N. America often leave the lights on in their store or house when they go out?

Describe the reaction of a rural population in your country to a lunar eclipse. Is there a difference in the way people from different parts of the world respond to a lunar eclipse? Why?

- B) Beneath each value or practice, very briefly list by what authority the respective group holds that value or practices such actions. (eg: Our told us thatand will)
3. Describe a situation where people made a decision differently because of how they understood the world, their worldview. (The facilitator should come up with a story that is appropriate to the context).

Why did these two people make a different decision?

A **worldview** is the overall perspective from which a person sees and interprets the world. Another way of putting it is that a **worldview** is a collection of beliefs about life and the universe held by a person or a group.

*How would you define the word **worldview** in your mother tongue? (Write down ideas that make sense to you from the group discussion.) What questions about worldview do you have?*

A **Biblical worldview** refers to the idea of looking at life through the lens of the Bible.

Christians are called to live their lives according to Biblical teachings and it is important for Christ's followers to develop a Biblical worldview.

Read **Jeremiah 10:6-13**

List at least three truths from this text that might help us develop a Biblical world view. Explain how you think each truth contributes to a Biblical worldview.

How does the fact that "the Lord is the true God....the living God" affect our view of the world?

What more can we learn about the Biblical worldview from this text?

Read **Proverbs 3:1-12**

This text gives us a lot of advice about how NOT to live. How does having a Biblical view of the world help us in life?

4. *What are some worldviews that are not Biblical? Give some examples. Focus on norms that are culturally acceptable.*

What is wrong with these worldviews?

*What troubles result from following these worldviews rather than the Biblical one? (For examples read: **Amos 5:11-13** and **Luke 18:18-30.**)*

5. To have a Biblical worldview we must understand what God has done in history. This is why in this first module we will be talking a lot about **Creation, the Fall, Redemption** through Christ and Christ's return. This history gives us the historical foundation for a Biblical worldview.
6. It is essential that adults pass on the Biblical worldview to children.
How are moral and historical traditions of a worldview in THIS land or culture passed on to children?

What happens to children when adults do not pass on to them a Biblical worldview?

What happens to the church and to the larger community?

Read **Proverbs 3:1-12** and **Deuteronomy 6:4-8, 20-25**.

What do these passages teach us about the importance of passing the Biblical worldview on to our children?

7. Look back at your list from #2, describe the impact that each of the group's values or practices that were identified in that question might have on how they think about educational philosophy, policy and practices.

Schools help students build a worldview.

Share some of your thoughts about how a school might do this.

8. **Kingdom Changes** are those that honor God and promote the coming of His Kingdom, as we pray in the spirit of **Matthew 6:10**. God will bring **Kingdom Change** in our children, schools, families, and communities as we continue learning to serve Him faithfully.

Discuss with the person sitting next to you: **What does promote the coming of His Kingdom mean to you?** Each team should be prepared to share their answer with the group.

A learning process that honors God and promotes the coming of His Kingdom takes four steps:

- 1) **Discover and discuss**

Educational Care (EC) relates the Bible to our teaching and life. It changes the learning process. It is not like learning in the traditional classroom setting where teachers do most of the talking! Each lesson requires that facilitators and participants engage in careful reflection and discussion, answering the important question: How can the application of Biblical principles change the educational process of my students, change my school, my community, and my neighborhood?

- 2) **Plan for change**

At the end of each lesson, we will make an EC Action Plan. Your lesson facilitator will assist you in learning how to make good action plans.

- 3) **Work your plan**

During the period between each learning session we put our plans into practice.

If you do not make action plans and put them into action between learning sessions, it is better not to follow EC. You will become discouraged by not seeing change and you will discourage the others in your EC learning group.

4) Report

What did Paul and Barnabas do at the end of their first missionary journey? Acts 14:26-27

At the start of each lesson, each participant in the learning group will take a turn sharing whether their plan was accomplished since the last lesson. They should also share the changes it brought in their classroom, school, and community. Sometimes a plan will not be accomplished. In that case, the group should identify the obstacles which prevented it from being achieved and discuss ways to overcome these obstacles.

9. 2 Corinthians 12:9

We are confident that God will bring wonderful changes to your classroom and school through EC. Like all leaders in history, we face obstacles. Sometimes the greatest obstacle is discouragement and lack of faith. But God is greater than all obstacles. He will use us to show His power and love to the world.

10. MY PLAN

Goal for Kingdom Change: Based on this lesson, write down a Kingdom change you would like to see occur before the next lesson.

For example: My classroom will better reflect the Biblical worldview.

How will you know this change has occurred?

For example:

- My students will be more creative and use their own ideas.
- I will correct my students with respect and not just shout at them.
- My students will talk about how God is at work in their lives.

Reminder: Kingdom Changes are those that honor God and promote the coming of His Kingdom.

Activity: Write a plan that reflects specific action(s) that you will do before the next lesson to enable this change.

For example:

- I will write down my own Biblical worldview.
- I will explain my Biblical worldview to someone (class member, spouse, neighbor, etc.)
- I will assign my students a project that requires their creativity.
- I will ask my students how they have seen God at work.

Finally, in writing, specify when you will do this activity.

11. At the end of the lesson, share your plan with another person and pray about it together.