



Module 3:

Helping Students Learn and Develop Their Gifts



Produced by:
Raise Up Global Ministries

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Introduction

Through the power of God’s Spirit, this course is designed to help you bring good changes to your living and learning communities. It is different from other courses. It provides a series of key questions geared toward facilitating reflection and discussion. This discussion should be relevant to your local community. It is not meant to be worked through alone. It should be used in a group. One person will facilitate the learning process, but each participant should have a copy of the lesson and should actively participate. The course is divided into five modules, each with lessons addressing a particular question.

The program is for those who are prepared to make plans, **to put their plans into action before the following manual**, and then report on them during the next learning session.

The Lessons

Three things happen during each lesson:

1. **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.
2. **Apply:** Next, participants apply what they have learned to actual situations. Using a variety of activities, participants consider ways to use what they have learned in practical ways relevant to their local contexts.
3. **Reflect and Pray:** At the end of each lesson, participants personally and prayerfully consider how God is prompting change in and through their lives and service as they put into practice what they have learned. These reflections are brought before God for his guidance and blessing.

Learning Sessions

Each learning session (one to two modules) needs four to five days or approximately forty hours. The entire course takes four to five learning sessions. Educational Care facilitators, school administrators, or hosts work together to identify the best way to present the course—the number of learning sessions, the days required, the dates, time, and the venue.

Educational Care (EC) was prepared by John DeJager, Munyiva Wa Kitavi, Albert A. Hamstra, Tim Steenstra and Stephanie Sytsema and was produced by the Promoting Christian Education Globally Project of Christian Reformed World Missions. Revised by Diana Boot, Mwikali Wambua, Gillian Ferwerda with input from Kathy Bosscher, Sosthene Maletongou, Shreen Samuel, Mark Wiersma, and Paul Yu.

The Educational Care materials were inspired by and modeled upon the Timothy Leadership Training Program’s training program for pastors and church leaders. We thank TLT for their generosity and support in the development of this EC program for educators.

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Training: An interactive learning process that develops leaders with Christ-like character, biblical understanding, and practical skills to join in the work of God in his world.



Course Requirements

Course Requirements

Welcome to Educational Care (EC)! Before we begin the course, we would like to review the basic expectations of this program.

To complete this module you must:

- Attend every session on time and participate in all the learning activities.
- Complete all assignments and homework as presented.
- Write an Action Plan and carry out the Action Plan in the following term.
- Present an oral and written report on your Action Plan.

To graduate from EC you must:

- Complete EC Modules 1-5 as outlined above.
- Successfully complete final evaluations where required.

Criteria to become an EC Facilitator, you must:

- Understand educational theory and practice.
- Show willingness to grow and develop as a facilitator, utilizing adult dialogue learning and its principles.
- Successfully complete the EC program.
- Be curious, teachable, and an ongoing learner.
- Show sensitivity to contextualize based on understanding of local culture.
- Have experience with diverse classrooms and realities.
- Show a coaching posture and servant leadership.
- Have good interpersonal skills and connectivity.
- Walk in authentic Christian faith and life.
- Demonstrate a passion for the church and Christian school in its community.
- Be a self-starter, and able to work with a team and complete tasks.
- Be endorsed by an Educational Specialist and/or Partner Organization.
- Have related certification and experience background.

Recommended Steps toward Becoming an EC Facilitator

- Apprentice with a certified EC Facilitator through a full EC process of five manuals, with evaluation and recommendations at the end.
- The apprentice will complete the Facilitator Development Guide under the guidance of the Coordinator.

Ongoing Facilitator Development

- EC Facilitators will meet regularly with other EC Facilitators for shared learning, encouragement and ongoing skill development. The meetings will take place in either one-to-one, small group, or virtual meetings.
- EC Facilitators will monitor work and effectiveness through reports, evaluations and feedback from partner schools.



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Your facilitator is:

Phone:

WhatsApp:

Email:



Reflection Log

	Reflection Question	My Reflection Response
Lesson 1	Choose one of the methods that Jesus used to teach. How can you use it in your classroom?	
Lesson 2	Who was a helpful “teacher” for you from your community? Thank them personally, if possible, and thank God for bringing that person into your life. Choose one thing you can do this week to emulate the person who was a “teacher” to you.	
Lesson 3	Choose one learning style that is not your primary style. Choose one activity to teach using that learning style.	
Lesson 4	What is one intelligence that you find challenging or avoid? What is one way that you can more intentionally use that in your teaching practice?	



Lesson 5	Identify two of the intelligences that are not your strengths. Which students in your class have those strengths? Write down two specific ways you can include their intelligences.	
Lesson 6	Which of the executive functions do you need to develop personally? What is one thing you can commit to doing to develop this skill?	
Lesson 7	What has been a barrier to not doing group work in your classroom? What one thing can you do to fix the barrier, or in spite of the barrier?	
Lesson 8	<p>Think of your own life. What is one area of your life in which you can contribute to God's work of justice, truth, beauty, service, community, stewardship, or showing his character? What is one thing you can do this week to do as a result of your reflection?</p> <p>As you reflect on your curriculum, what is one way you can connect a lesson to God's character, love, or will? Use the Reflection Log to record your thoughts.</p>	
Lesson 9	What are two steps you could take to improve the sense of family or community in your school or classroom?	



LESSON 1

How Did Jesus Teach?

DISCOVER

1. Reflect a moment individually. *What is your favorite gospel account about Jesus? What do you like about it?*

2. **Jesus the Good Teacher**

- A. Read **Matthew 22:16; Mark 10:17, 20; John 9:1-2**

How is Jesus addressed in these passages?

In Jewish cultural tradition a rabbi (or teacher) was one who had studied the Hebrew Bible and was qualified to act as a spiritual leader or religious teacher in the Jewish community.

- B. Read **Luke 2:46, 52**. *What was Jesus' preparation for his ministry on earth which also included teaching?*

- C. Read **Matthew 13:53-56** and **Mark 6:2-3**. *What question are people asking in these verses?*

Read the following passages. *How do they answer the question from Matthew 13:53-56 and Mark 6:2-3?*

1. Matthew 3:16-17

2. John 3:1-2

3. John 5:36

4. Matthew 9:6

- D. *How is the authority with which Jesus taught different from our authority?*

3. **How is Jesus' teaching a model for us?**

- A. Break up into four small groups; each group will discuss their Scripture passages using the following two questions.

- i. *What teaching methods did Jesus use in these passages?*

- ii. *Why might he have chosen this method for this situation?*



1. Mark 10:2-3 and Luke 15:1-7
 2. Matthew 5:1; John 8:2; Matthew 21:42; Matthew 26:54
 3. Luke 13:10-17; and Matthew 16:13-15; 17:25-26
 4. John 13:12-17; Luke 10:1; Mark 3:14
 5. John 20:19, 20; 24-27; Matthew 6:25-26
- B. Each group will share what they have learned. *As you look at this collection, what do you notice?*
- C. *Why might Jesus use so many different methods? What does he know about people?*
- D. *Why is teaching students today important to Jesus? Why is the way you teach important to Jesus?*

APPLY

4. We saw Jesus used many different ways to teach. He changed them based on the person and the circumstance.

How did Jesus match his method with a situation and/or person? If we taught like Jesus, how might we do the same in our classroom?

5. In upcoming lessons, we will look at how to use different methods to teach our individual students. For now, as a group name some important themes from this lesson. Then in groups write a song or poem of praise to Jesus that reflects these themes.

REFLECT AND PRAY

Consider how you can cooperate with God for Kingdom Change. Choose one of the methods that Jesus used to teach. How can you use it in your classroom? Use the Lesson Reflection Log to record your thoughts.

Share with the person next to you and pray for the Holy Spirit's empowerment.