

**Curriculum Outline**  
Prepared for  
**Gospel Baptist Bible Seminary**  
GPO 766, Yangon, Myanmar  
Phone: 951-854-774

**Course Title**  
**BASICS**  
from  
**Wholistic Ministry TOOLS for the Local Church**  
Curr1-GBBS

**Academic Context**

Time Frame: 16 Weeks  
Sessions/Week: 3  
Classroom Hours: 3 sessions of 50 minutes/week for 16 weeks = 40 hours  
Homework Hours: 2 hrs/week for 15 weeks = 30 hours  
Fieldwork Hours: 0 hrs during semester - one month summer ministry  
Total Hours: 70 hours + Fieldwork hours  
Academic Credit: 3 Units

Context:

5 daily sessions of 50 minutes each for 16 week/semester  
1 session/week for 16 weeks = 1 academic credit  
4 hours/class-day of non-class of homework study  
0 hours of field work for BD level and under, but 1 month of summer ministry per/semester (year?)  
4 hours/week of field work for 15 weeks per semester for MA level

Class 1 - Course orientation – 50 min

- Goal: Preparing new believers to be servants
- Review of BASICS content
- Course expectations

Non-class – Read and outline – 2 hours

- An Introduction to BASICS, pg. v - xii
  - Master guide for BASICS, pg. xiii - xx
- Note 1: Page numbers from the English edition

Class 2 – Discussion of above readings – 50 min

- Teacher Guide and Student Handout
- Lesson construction:
  - Evaluation
  - Introduction
  - Study
  - Application

Class 3 - Discussion of learning theory – 50 minutes (See attachment)

- Hearing + seeing + doing + discovery
- Teaching versus training

- ❑ Interaction and discovery versus lecture
- ❑ Application guidelines: Realistic; Specific; Beyond what student usually does
- ❑ Contextualization
- ❑ Physical arrangements
- ❑ Role of love

### **1<sup>st</sup> Practice Teaching Cycle (Each cycle is 4 classes)**

Note 1: Each cycle is designed to allow:

- a. The professor to demonstrate (model) how the lesson can be taught
- b. The student to participate in a small group (3-4 recommended size) where one student practice teaches the lesson and the other students play the role of the study group members
- c. The student to personally apply the lesson and journal the application
- d. The professor to debrief and lead a student critique of the student practice session and student personal applications

Class 4 – Professor modeling of Lesson #1 – 50 min

Note 2: Lesson #1, “Salvation” is skipped in this outline but could be added and another deleted.

Non-class – Student preparation for class-room practice teaching of Lesson #1 – 1 hour session

Class 5 – Small group student practice teaching of Lesson #1 – 50 min

Class 6 – Debrief student practice teaching of Lesson #1 – 50 min

Non-class – Student application and journaling of application of Lesson #1 – 1 hour

Class 7 – Debrief of student applications of Lesson #1 – 50 min

### **Practice Teaching Cycles – (Repeat above sequence)**

Classes 8-11 – Lesson #2

Classes 12-15 – Lesson #3

Classes 16-19 – Lesson #4

Classes 20-23 – Lesson #5

Classes 24-27 – Lesson #6

Classes 28-31 – Lesson #7

Classes 32-35 – Lesson #8

Classes 36-39 – Lesson #9

Classes 40-43 – Lesson #10

Classes 44-47 – Lesson #11

### **Final Class**

Class 48 – Review and/or final exam – 50 min

Note 2: If possible, have the students field teach one lesson during the semester and write a written report on the experience. Be sure to have the students report on the applications of their students. It will require at least one week between the student field teaching and **their** student applications. Therefore the field teaching should be scheduled far enough in advance of the end of the semester to allow the Bible school student to gather the application data and include it in his/her written report.

Note 3: Depending on the context of the field teaching assignment, it may require multiple weeks for the students to complete the teaching and application of one lesson.

Note 4: Use the classes from the final cycle for Lesson #11 for the students to orally report on this field teaching and the student applications. Or, otherwise adjust the above schedule. The professor should guide a discussion to critique the strong and weak points of the field experience and to guide students in a discovery of what could be done to strengthen the field teaching.

Note 5: Have the students teach at least two lessons in the field during the summer and submit a written report on the field teaching experience and the applications of **their** students. The professor teaching this course may or may not want to require these reports as part of the requirements for course credit.

**END**

**Curriculum Outline**  
Prepared for  
**Gospel Baptist Bible Seminary**  
GPO 766, Yangon, Myanmar  
Phone: 951-854-774

**Course Title**  
**Community Development Skills**  
from  
**Wholistic Ministry TOOLS for the Local Church**  
Curr2-GBBS

**Academic Context**

Time Frame: 16 Weeks  
Sessions/Week: 3  
Classroom Hours: 3 sessions of 50 minutes/week for 16 weeks = 40 hours  
Homework Hours: 2 hrs/week for 15 weeks = 30 hours  
Fieldwork Hours: 0 hrs during semester - one month summer ministry  
Total Hours: 70 hours + Fieldwork hours  
Academic Credit: 3 Units

Context:

5 daily sessions of 50 minutes each for 16 week/semester  
1 session/week for 16 weeks = 1 academic credit  
4 hours/class-day of non-class of homework study  
0 hours of field work for BD level and under  
1 month of summer ministry per/semester (year?) for BD level and under  
4 hours/week of field work for 15 weeks per semester for MA level

Class 1 - Course orientation – 50 min.

- Goal: Development of skills for leading the local church and its community in community development activities
- Course content review – 15 community development skills
- Course expectations
- Homework assignment

Homework – Read and outline – 2 hours

- Teacher selected Background Readings from Chapter 1 on Leadership

Note: On the basis of their knowledge of the students capacity, instructors select one or more of the Background Readings for the skill area to be covered in the next class. They give these selections as an assignment to read and outline before the next class. For example, in Chapter one, the Background Readings are on Pages 1-49 through 1-46 There are five readings. One or more of these can be selected. The instructor should feel free to require readings not included in the Harvest text as long as they are readings in the same or related skill area.

Class 2 – Discussion of assigned readings – 50 min

- ❑ Teacher led discussion

Note: Teacher should not lecture but lead a discussion including:

1. Content of the readings
2. Personal experiences of the students that support or do not support the conclusions in the readings
3. New and important ideas in the readings
4. Real life examples of differences that would be made if these principles were applied in the local church and/or community

Class 3 – Skills building exercises – 50 min

- ❑ Teacher facilitated skills building exercises

Note: Teacher should prepare one or more exercises from SECTIONS A and B from the chapter of the skill area being studied.

Note: Exercises will need preparation. Instructions for leading exercises (including master copies of material that needs to be photo copied) is included with each exercise. Be sure to study and even practice exercises before attempting to present the exercises in class.

Class 4 – Skills building exercises and summary – 50 minutes

- ❑ Additional teacher facilitated skills building exercises – 30 min
- ❑ Summary of principles learned in this skills area – 10 min
- ❑ Teacher prepared test over this skills area – 10 min

Note: Classes 2 through 4 represent a three-session cycle which is used to cover one chapter/skill area in the text. This cycle is repeated to cover the other chapters or skill areas. The instructor may feel some skills areas are more important and devote more than one cycle to a given skill. However, each additional class session used to cover a particular skill means there will be less time to cover other skill areas.

Cycle Two – Classes 5 through 7

Cycle Three – Classes 8 through 10

Cycle Four – Classes 11 through 13

Cycle Five – Classes 14 through 16

Cycle Six – Classes 17 through 19

Cycle Seven – Classes 20 through 22

Cycle Eight – Classes 23 through 24

Cycle Nine – Classes 25 through 27

Cycle Ten – Classes 28 through 30

Cycle Eleven – Classes 31 through 33

Cycle Twelve – Classes 34 through 36

Cycle Thirteen – Classes 37 through 39

Cycle Fourteen – Classes 40 through 42

Cycle Fifteen – Classes 43 through 44 for BD Level  
Oral Presentation of Project for MA Level

Cycle Sixteen – Review of Skills for BD Level  
Continuation of oral presentations for MA Level

Class 48 Final Exam

## Field Work Options

For BD Level – during summer ministry

- ❑ The students will lead their local church in one community development exercise. The exercise could be a Seed Project.
- ❑ The student will write a report on the project. Guidelines for the report are found on Pages 18-17 and 18-18 of the LDTP-Level II.
- ❑ The students will write an additional report describing four of the skills from this course that they used in leading the church in the project. The students should write a 250 word minimum report on each of the skills selected.
- ❑ Credit for this course will not be granted until the project is completed and the above reports are submitted to the professor.

For MA Level – during the semester

- ❑ The students will lead a local church in one community development exercise. The exercise could be a Seed Project. This project will be done throughout the semester. The project should last one to two months from initial discussion with the local church to project completion and writing the project report.
- ❑ The project leaders should work with the student to prepare a written report on the project. Guidelines for this report are found on Pages 18-17 and 18-18 of the LDTP-Level II.
- ❑ From weeks 3 through 16, each student will reflect on one skill discussed in the course that they used in leading the local church in this community development project. They will identify:
  - What skill(s) was used?
  - How the skill was used
  - Self-evaluation of the strength and weakness of how this skill(s) was used.
- ❑ As soon as students begin to implement their field projects, the first ten minutes of each class session should be used for debriefing this field application. Take one or two students as case examples for discussion. Use different students each week.

**Curriculum Outline**  
Prepared for  
**Gospel Baptist Bible Seminary**  
GPO 766, Yangon, Myanmar  
Phone: 951-854-774

**Course Title**  
**Readings in**  
**Wholistic Ministry in Church History**  
**Theological Perspectives in Wholistic Ministry**  
**Contextual Issues for Local Church Ministry**  
from  
**Wholistic Ministry TOOLS for the Local Church**  
Curr3-GBBS

**Academic Context**

Time Frame: 16 Weeks  
Sessions/Week: 3  
Classroom Hours: 3 sessions of 50 minutes/week for 16 weeks = 40 hours  
Homework Hours: 2 hrs/week for 15 weeks = 30 hours  
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Academic Credit: 3 Units

Context:

5 daily sessions of 50 minutes each for 16 week/semester  
1 session/week for 16 weeks = 1 academic credit  
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0 hours of fieldwork for BD level and under, but 1 month of summer ministry per/semester (year?)  
4 hours/week of fieldwork for 15 weeks per semester for MA level

Important

- ✓ This course is based on a repetition of a four-part cycle:
  1. Student reading of an article and completion of a written reflection of Study Guide questions
  2. One class period discussion of the article
  3. Community interview with a person with an opinion about the issues raised in the article
  4. Two class period discussion of the interviews and conclusions that can be drawn from cycle.
- ✓ Depending on the length of time needed for each cycle, the instructor should extend or contract the number of class session needed and adjust the number of articles to be presented during the semester.
- ✓ The context of the seminary may make it difficult to require an interview with each article. In this case instructors should design an alternate assignment designed to find out what others outside the class think about the issues presented in each of the articles read. For example, students could be assigned to research the library for other literature that would support or contradict what is presented in the assigned reading.

- ✓ This learning in this course is based on student discovery and discussion rather than lecture. Instructors should be careful to allow the important points of the individual lessons to be developed through student interaction (discussion) over the content of the articles and the community interviews. The interviews follow each class in which the articles are discussed. Instructors should facilitate discussion of the students through questions, encouragement, correction, etc. Instructors should be careful to not use class time to lecture.
- ✓ Students cannot participate in either the discovery or discussion if they have not completed the assignments. **We recommend that completion of assignments be a requirement for attending class.** In other words, the instructor should prohibit students who have not completed an assignment from attending the class, which follows the assignment.
- ✓ Instructors should monitor class time so that sufficient time at the end of class periods can be reserved for summary of the points learned. In this summary, the instructor can take the lead in summarizing the points brought about through the student discussions.
- ✓ If needed, instructors should assist students by pre-arranging the interviews described as homework in the Action section of the chapter Study Guides.
- ✓ *Instructors are encouraged to replace any of these articles with ones that would be more appropriate to the context of their particular country, culture, training institution and/or students. If done, the instructor should develop questions for reflection and assignments for community interviews for each replacement article.*

#### Class 1 - Course orientation – 50 min.

- Goal: To provide a general overview of readings in wholistic ministry in the areas of:
  1. Wholistic ministry in church history
  2. The influence of theological perspective on wholistic ministry
  3. Contextual issues in which the church ministers
- Course content review – from the three readers
- Course expectations
- Homework
- Non-class – Read and outline – 3 hours

#### Cycle-One

#### Class 2 – Discussion of article – 50 min.

- Teacher facilitated discussion of article in above assignment
- Teacher facilitated summary of conclusions drawn from assignment
- Directions for Action step in Study Guide
- Non-class – Community interviews by students – 3 hours  
(If necessary, students can pair up for an individual interview. However no more two students should participate in the same interview.)

#### Class 3 – Debriefing of community interviews – 50 min

- Teacher facilitated discussion of interviews



Class 4 – Debriefing of community interviews – 50 min.

- ❑ Continuation of teacher facilitated discussion of the interviews
- ❑ Teacher facilitated summary of conclusions drawn from interviews
- ❑ Homework
  
- ❑ Non-class – Read and outline – 3 hours

Classes 2-4 – Cycle-One readings: “The perspectives of church History from New Testament Times to 1960.” Chapter 1. Wholistic Witness in Church History

Classes 5-7 – Cycle Two readings: “Mapping the Terrain: Four Divergent Models.” Chapter, Theological Perspectives on Wholistic Ministry

Classes 8-10 – Cycle Three readings: “Mission and Community Development: A Historical Perspective.” Chapter 3, Wholistic Witness in Church History

Classes 11-13 – Cycle-Four readings: “An Inseparable Partnership.” Chapter 5, Theological Perspectives on Wholistic Ministry

Classes 14-16 – Cycle-Five readings: “The Church and the Ministry of Compassion.” Chapter 4, Wholistic Witness in Church History

Classes 17-19 – Cycle-Six readings: “The Gospel as the Prisoner and Liberator of Culture.” Chapter 7, Theological Perspectives on Wholistic Ministry

Classes 20-22 – Cycle-Seven readings: “William Carry and the Modernization of India.” Chapter 7, Wholistic Witness in Church History

Classes 23-25 – Cycle-Eight readings: “Involvement: Is It Our Concern?.” Chapter 5, Wholistic Witness in church History

Classes 26-28 – Cycle-Nine readings: “From the Halls of Cambridge to the Slums of Bangalore.” Chapter 7, Wholistic Witness in Church History

Classes 29-31 – Cycle-Ten readings: “The Development Ethic Hope for a Culture of Poverty.” Chapter 1, Context Issues for Local Church Ministry

Classes 32-34 – Cycle-Eleven readings: “Economic Development from the Bottom Up.” Chapter 7, Context Issues for Local Church Ministry

Classes 35-37 – Cycle-Twelve readings: “Bringing about Hope; Bringing about Empowerment; Solving Problems Together.” Context Issues for Local Church Ministry

Classes 38-40 – Cycle-Thirteen readings: “Parable of Vision; Jesus’ Development and the Concept of Empowerment.” Chapter 13, Context Issues for Local Church Ministry

Classes 41-43 – Cycle-Fourteen readings: “Jesus as a Model for leaders.” Chapter 14, Context Issues for Local Church Ministry

Classes 44-46 – Cycle-Fifteen readings: “Expect a Miracle.” Chapter 19, Context Issues for Local Church Ministry

Class 47 – Semester review – 50 min

Class 48 – Final Exam – 50 min

# Course Outline for “Tools”

## Part One of the three-part Harvest curriculum, “Wholistic Ministry for the Local Church”

*Prepared for Christian College of Theology, Bangladesh*

**Tools include the following components:**

1. BASICS
2. LDTP-I
3. LDTP-II

**Course Objective:**

To equip pastors and other church leaders to teach and implement wholistic ministry in the local church.

**Time Frame:**

This course is based on 52 class-room sessions of 45 minutes each.

**Course Schedule:** (To be modified as needed)

Session Title	# of Sessions
Course Introduction	1
<b>BASICS</b>	
Welcome, Introduction, and Master Guide to BASICS	1
Salvation	2
The Responsibilities of New Life in Christ	2
The Meaning of Discipleship	2
Commands of the King	2
Extending the Kingdom	2
Field Test Teaching Reporting (See Note #3)	3

<b>LDTP-I</b>	
<b>LDTP-I (Christian Response to Human Need)</b>	
The Irreducible Minimum	2
The Good Creation and Broken Relationships	2
Man's Brokenness-Causes and Solutions	2
God's Intentions-Their Reducible Minimum (Background Paper)	1
LDTP-I (Luke 2:52)	
Luke 2:52 and Development	2
The Three Relationships of Man	2
Jesus Development and the Concept of Adequacy (Background Paper)	1
LDTP-I (The Kingdom of God)	
The Kingdom of God, Jesus and the Church	2
Characteristics of the Kingdom	2
Implications of the Kingdom	2
LDTP-I (Kingdom Math)	
Kingdom Math	2
Kingdom Math: Concepts and Principles (Background Paper)	1
LDTP-I (Moving Toward a Vision)	
Moving Toward a Vision	2
Moving Toward a Vision of the Kingdom of God (Background Paper)	1
LDTP-II (God's Intentions for the Church)	
Man's Need and God's Future Intentions	2
God's Intentions for the Present	2
God's Intentions for His Church	2
What Kind of Disciples? What Kind of Churches? (Background Paper)	1
<b>LDTP-II</b>	
Seeds	2
Seed Project Planning	3
Seed Projects-Loving your Neighbor (Background Paper)	1
<b>Total Sessions</b>	<b>52</b>

**Notes:**

1. The purpose of this course is to prepare students to contextualize and teach the course content in their present and/or future local churches. The course is designed to familiarize students with 1) the content of critical lessons and 2) a teaching pedagogy with an interactive emphasis on discovery and application.
2. “A Spiritual Discipline of Love” (LDTP-II) may be taught by Nancy Swanson and therefore not included here. If she doesn’t teach this session as a separate course it could be included as an overlay to done by students over the time of the entire course. One class session could be deleted to make room for this session. If done this way, I recommend students be asked to complete the first cycle of the discipline only and that it be assigned one class session immediately following the Course Introduction. Journal entries would be handed in at appropriate times during the course.
3. Students would be required to teach one of the BASICS lessons covered in the class in the context of a local church. They would report on the results of their teaching at a time appropriate during the course. Three sessions are reserved for this reporting. The professor may need to help facilitate venues for this teaching assignment since students may not have the necessary contacts with local churches during their residency.
4. Each lesson in the course text is given two class sessions each. Background Papers are given one class session each and are designed for student discussion and reflection on possible implications of the article for the local church. Reading and a written reflection in Background Papers should be assigned the session prior to the class session when the Background Paper will be discussed. Completion of the written assignment is suggested as a condition of attendance for these sessions.
5. Seed Project Planning is given three sessions in order to provide the necessary time for students to plan and report on seed projects. It is suggested that two to four students work together in the planning on each project. Students working together should come from similar (size, denomination, rural/urban context) local church venues.

END

**Wholistic Ministry TOOLS for the Local Church**  
**Curriculum Outline Prepared for**  
**Holy Cross Theological College**  
**Saw Maung Doe, Principal**  
**104 Inya Rd, Kamayut – Yangon, Myanmar**

Time Frame: 17 Weeks Sessions per Week: 1 Classroom Hours: 5 hours/week for 17 weeks = 85 hours Homework Hours: 2 hrs/week for 16 weeks = 32 hours Fieldwork Hours: 4 hours/week for 15 weeks = 60 hours Total Hours: 177
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**Class – Week 1**

Course Orientation – 1 hour

- Goal: Preparing believers and the local church as servants
- Review of curriculum content (lesson titles and summary): BASICS, LDTP-I and II
- Textbook layout: Teacher Guides; Student Handouts; Role Plays; Overheads; Background Papers
- Course expectations

Learning Theory – 2 hours (See attachment)

- Hearing + seeing + doing + discovery
- Teaching versus training
- Interaction and discovery versus lecture
- Application guidelines: Realistic; Specific; Beyond what student usually does
- Contextualization
- Physical arrangements
- Role of love

Sample Lesson – 2 hours

- Professor modeled sample lesson (lesson used to demonstrate lesson construction) (Suggest use of BASICS Lesson # 3)
  - Goals/Outcomes
  - Evaluation
  - Introduction
  - Study
  - Application

<b>Homework – Week 1</b>
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Reading and Writing – 3 hours

- Review and outline teaching methodology as discussed in Trainers Pages and Master Guides in BASICS, and LDTP-1

**Fieldwork – Week 1** None

### **Class – Week 2**

- ❑ Hand in assignment from Class 1 as students arrive
- ❑ Review of Class 1 – 1 hour
- ❑ Professor modeling of BASICS Lesson #4 1 hour
- ❑ Small groups (3-4 students/groups) preparation for practice teaching – 30 minutes
- ❑ Practice teaching in small groups – 1 hour
- ❑ Professor led debriefing of practice teaching – 30 minutes
- ❑ Discussion of field teaching assignment – 1 hour
  - Including:
    - Preparation
    - Field teaching
    - Application
    - Bible study members report of application the next week
    - Student report of field teaching and field applications

### **Homework – Week 2**

- ❑ Student personal application of BASICS Lesson #4 and written report – 2 hours

### **Field Work – Week 2**

- ❑ Preparation for teaching – 1 hour
- ❑ Teaching – 1.5 hours
- ❑ Written report – 1.5 hours

Note 1: Students may need assistance by the seminary to arrange permission for the field teaching assignment. Suggested venues for field teaching include Sunday School, Bible studies, home cell groups, etc.

Note 2: The written report for Week 2 will not include the report of Bible study participant's application since this is the first lesson taught in the field. However, subsequent reports on the field teaching should include the Bible study participant's applications from the previous lesson.

Note 3: Note, the student may not be able to teach a complete lesson in one session if they are limited to a one-hour Sunday School class. Professors should make adjustments for such contingencies.

Note 4: The syllabus outline is to be repeated for Week 3 through Week 13. The lessons suggested for the subsequent weeks are listed below. See description below for Weeks 14-16.

### **Lesson Titles for Weeks 3-13**

#### From BASICS

- ❑ The Kingdom
- ❑ Commands of the King

#### From LDTP - I

- ❑ The Irreducible Minimum – LDTP-I (Additional Homework assignment - read Background Paper “God’s Intentions – Their Irreducible Minimum”)

- ❑ Luke 2:52 and Development - LDTP-I (Additional Homework assignment - read Background Paper “Jesus Development and the Concept of Adequacy”)
- ❑ The Three Relationships of Man - LDTP-I
- ❑ Kingdom Math - LDTP-I

### From LDTP-II

- ❑ Man’s Need and God’s Future Intentions – LDTP-II
- ❑ God’s Intentions for the Present - LDTP-II (Additional Homework assignment - read Background Paper “What King of Disciples? What Kind of Churches”)
- ❑ God’s Intentions for His Church - LDTP-II  
Note: Omit the verses in Question 1 “What are the characteristics of the church we see in the New Testament” Do only Question 2.
- ❑ Seeds – LDTP – II

### **Lesson Title for Week 14-16**

- ❑ Seed Project Planning – LDTP – II (Additional Homework assignment - read Background Paper “Seed Projects – Loving Your Neighbor”)

Note: This is the final study. It is designed to enable the study group work together in a project that will minister to the community. The study itself should be completed in one week. The planning of the project will take another one or two weeks. The execution of the project by the group will take one week. Three to four weeks should be reserved for this final lesson.

### **Week 17**

The final week can be used for

- 1) Evaluation of the Seed Project done by the student’s study group.
- 2) General review of the course
- 3) Final exam (optional)

**END**



# Course Outline for BASICS

Prepared for Myanmar Theological College, Mandalay, Myanmar

Rev. L. T. Muana, Principal

PO Box 9, Mandalay, Myanmar

Time Frame: 21 Weeks

Classroom Hours: 3 hours/week

Non-class/field Hours: 3 hours/week

Total Hours: 126 hours

## Week One:

Class 1 - Course orientation -1 hour

- Goal: Preparing new believers to be servants
- Review of BASICS content
- Course expectations

Non-class – Read and outline – 2 hours

- An Introduction to BASICS, pg. v - xii
- Master guide for BASICS, pg. xiii - xx

Note 1: Page numbers from the English edition

Class 2 – Discussion of above readings – 1 hour

- Teacher Guide and Student Handout
- Lesson construction:
  - Evaluation
  - Introduction
  - Study
  - Application

Class 3 - Discussion of learning theory – 1 hour (See attachment)

- Hearing + seeing + doing + discovery
- Teaching versus training
- Interaction and discovery versus lecture
- Application guidelines: Realistic; Specific; Beyond what student usually does
- Contextualization
- Physical arrangements
- Role of love

Non-class – Take home test – 1 hour

## **First two-week cycle**

### **Week One: Preparation for Field Teaching**

Class 1 – Professor modeling of Lesson #2 – 1 hour

Note 2: Lesson #1, “Salvation” is skipped in this outline but could be added and another deleted.

Non-class – Student preparation for class-room practice teaching of Lesson #2 – 1 hour

Class 2 – Small group student practice teaching of Lesson #2 – 1 hour

Non-class – Student application and journaling of application of Lesson #2 – 2 hours

Class 3 – Debrief of student practice teaching and journaling – 1 hour

### **Field Teaching Weekend at Local Church or Bible Study**

Non-class – Student preparation and field teaching of Lesson #2 – 2 hours

Non-class – Student written report of field teaching of Lesson #2 – 1 hour

### **Week Two: Debrief/Evaluation and Refinement**

Class 4 and 5 – Debrief/Evaluation of student field teaching of Lesson #2 – 2 hours

Class 6 – Role-play of lesson portions that need improvement – 1 hour

Note 3: The first week is designed to allow:

- e. The professor to demonstrate (model) how the lesson can be taught
- f. The student to participate in a small group (3-4 recommended size) where one student practice teaches the lesson and the other students play the role of the study group members
- g. The student to personally apply the lesson and journal the application
- h. The professor to debrief the student practice session and student evaluation

Note 4: The weekend in between the two week cycle should be used for the student to field teach and write up a report of the experience of teaching the lesson at a local church or Bible study.

**IN CYCLES 2 - 10 THE STUDENT REPORT OF THE FIELD TEST EXPERIENCE SHOULD INCLUDE A REPORT ON HIS/HER STUDENT’S PREVIOUS LESSONS’ APPLICATION.**

Note 5: The second week is designed to allow:

- a. The students to report on their field teaching experience
- b. The professor to debrief/evaluate the student experiences and role-play needed corrections

### **Second through Tenth Two-Week Cycles**

Repeat the above cycle for Lessons #3 through #11

Note: 6 The last cycle may be shortened as necessary for a final exam and/or course closure.

**END**