



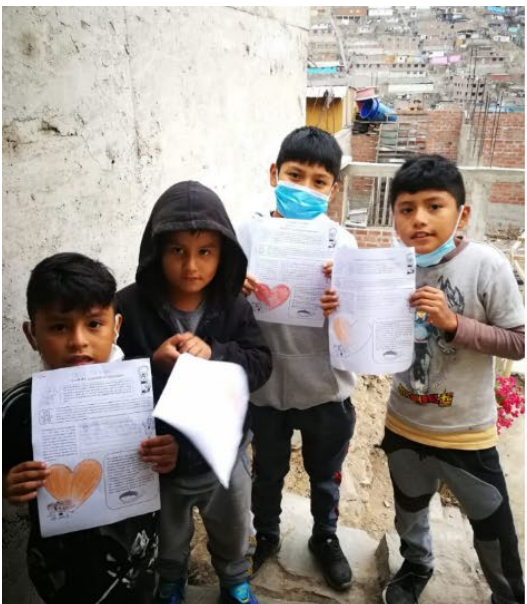
Module 1:

A Biblical Worldview

What is a worldview?

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

How does the Christian worldview impact learning communities?



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.

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.

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, Muniyiva 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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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
1	Write one insight from lesson 1 that you believe is important for you to apply in your life and in your work as a Christian educator.	
2	Consider the teaching that this world belongs to God. List three areas of your personal life or teaching that need to change to reflect the lordship of Christ. Then choose one of these areas. What two to three steps can you take to bring this aspect of your life under the lordship of Christ?	Three areas: 1. _____ 2. _____ 3. _____ Two to three steps: 1. _____ 2. _____ 3. _____
3	What are two to three specific changes in your teaching practice and behavior that will show you understand and affirm that God made his creation good?	
4	Write one or two insights from today's lesson that you believe are important for you to apply in your life and in your work as a Christian educator.	
5	Write one thing that you believe is important for you, as Christian educator, to do because you understand that you have caused others to groan and are called to bring healing.	



6	Write one thing that you believe is important for you, as a Christian educator, to do because you understand that God calls you to participate in transforming his world.	
7	Consider the chart again in question 3 of lesson 7. Choose one area that has the greatest need for transformation. God in his grace will use you as an agent of transformation when you trust him and commit this area to him.	
8	Think about the people you wrote down in question 4 from lesson 8. Choose one person, and write a specific way you can share God's grace with them this week.	
9	What is one thing you will do to help your classroom mirror God's intention for his kingdom?	
10	In what area of your life might the Spirit need to renew your mind? How might you cooperate with the Spirit? Be specific.	
11	Write one or two ways that you believe that God wants to "equip you with everything good for doing his will" or wants to "work in you what is pleasing to him."	



LESSON 1

What Is a Worldview?

DISCOVER

1. **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 set of beliefs about life and the universe held by a person or a group.**

A. How would you define the word “worldview” in your mother tongue?

B. What are some factors that influence how a person develops his/her worldview?

All of these things work together to shape our individual worldviews or the worldview of a group. God asks us to develop a worldview based on the teachings of Scripture. This is a biblical worldview. It will help us to understand our relationship with him, each other, and his creation. It will shape the way we believe, think, and act as Christians.

2. Read **Jeremiah 10:6-13**.

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

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

C. What more can we learn about a biblical worldview from this text?

3. **Worldviews and behavior**

A. Worldviews direct human behavior, either as an individual or as a group. The facilitator will give you several examples of worldviews. Divide into small groups. Give examples of individual or group behavior. What worldview shapes this behavior?



B. Read Proverbs 3:1-12

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

4. Other worldviews

A. *What are some worldviews that are not biblical? Think of examples that might be culturally acceptable but not in line with biblical teaching. Give some examples.*

B. *Compare and contrast a biblical worldview to these other worldviews.*

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

5. To develop 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.

A. *If someone asks you what a biblical worldview is, what would you say? Make a sketch that would help you explain a biblical worldview. Share your sketch with your neighbor.*

B. God makes his divine will and kingdom manifest on earth (that is, he brings about his will) through his people whose lives are shaped by a biblical worldview.

6. It is essential that adults pass on a biblical worldview to children.
A. *What happens to children when adults do not pass on to them a biblical worldview?*



B. What happens to the church and to the larger community?

C. Read **Deuteronomy 6:4-8, 20-25**.

Why is it important to pass a biblical worldview on to our children?

7. Schools help students develop a worldview. How is this done in your school or classroom?
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 ourselves, our children, schools, families, and communities as we continue learning how to serve him faithfully.
9. It is essential to pass on a biblical worldview to our child. It is also essential we examine the role and responsibility God gives us as educators to show how God's will can be seen in our own lives on earth. Educational Care (EC) gives you that opportunity.

APPLY

10. Learning for Kingdom Change takes four steps:

- 1) **Commitment to Discovering God's Truth**
EC relates the Bible to our lives and our teaching. We will answer the important question: "How can the application of biblical principles change me, the learning process of my students, my school, my community, and my neighborhood?"
- 2) **Commitment to Openness to Reflect, Learn, and Change**
As you participate in the learning sessions this week, ask what God is saying to you personally and what he is asking you to change as you develop a deeper understanding of a biblical worldview.
- 3) **Commitment to Change**
At the end of each lesson, you will complete a reflection activity. At the end of this module, your reflections will help you to discern, with the help of the Holy Spirit, an area of Kingdom Change where you will take action. That area will become the basis for the Action Plan that you will develop and put into practice.
- 4) **Commitment to Accountability and Prayer**
EC fosters learning and doing **in Christian community**.
Read Acts 14:26-27. What is the value of reporting? How does prayer fit into our working for Kingdom Change?

Throughout the course of the week, you have an opportunity to share your reflections or your plan for change.



A. Are you committed? (Silent reflection)

11. God's commitment to you

God's kingdom can become increasingly manifest in your classroom and school as you serve him. EC is one tool. Like all leaders in history, educators 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.

Read **2 Corinthians 12:9** aloud in unison:

“‘My grace is sufficient for you, for my power is made perfect in weakness.’ Therefore I will boast all the more gladly about my weaknesses, so that Christ’s power may rest on me.”

Read it together again emphasizing the words in bold print. This is God’s commitment to you.


“‘**My grace** is sufficient for you, for **my power** is made perfect in weakness.’ Therefore I will boast all the more gladly about my weaknesses, so that **Christ’s power** may rest on me.”

REFLECT AND PRAY

In silence, reflect: How can a biblical worldview shape your teaching? Write **one insight** from today’s lesson that you believe is important for you **to apply** in your life and in your work as a Christian educator. How can you cooperate with God for Kingdom Change?

Use the Lesson Reflection Log to record your thoughts.

Share that insight with the person next to you and pray for the Holy Spirit’s empowerment to show you how to apply that truth for Kingdom Change.



Our Father...Your
kingdom come,
your will be done,
on earth as it is in
heaven.

Matthew 6:10, NIV



LESSON 2

Who Does Everything Belong To?

DISCOVER

1. Psalms 24:1; Deuteronomy 10:14

A. To whom does the world belong?

B. As an educator, what does “... everything in it, the world, and all who live in it” mean to you?

C. How does your understanding of the above verses impact **how you see** your students?

D. How does it affect the **way you interact** with your students?

E. How does it affect the **way you teach** your students?

2. Psalm 104

A. This psalm lists many different parts of the earth that belong to God. In fact, it tells us that the whole world and everything in it belongs to God. A biblical worldview is based on this truth. **Everything belongs to God and he is Lord of all of life.**

B. Does education belong to God? How can you teach in such a way that makes it clear that education belongs to God?

C. How can your community see that God is Lord of your school?



D. Discuss how you can help your students appreciate the various aspects of God's creation outside the walls of your classroom and how these things belong to him.

3. Honoring and caring for God's world

A. What does **Psalm 8** tell us about our responsibilities as those who have been "made rulers over the works of his hands"?

B. What does **Exodus 20:10** suggest about taking care of ourselves and domestic animals?

C. What does **Leviticus 25:1-7, 18-22** prescribe about the care the Israelites should use when tilling the soil?

D. How do **Leviticus 19:9-10 and Deuteronomy 27:19** describe the way we should care for the powerless people in our communities?

E. With all of these passages in mind, what should we teach our students to do in order to honor and care for God's world?

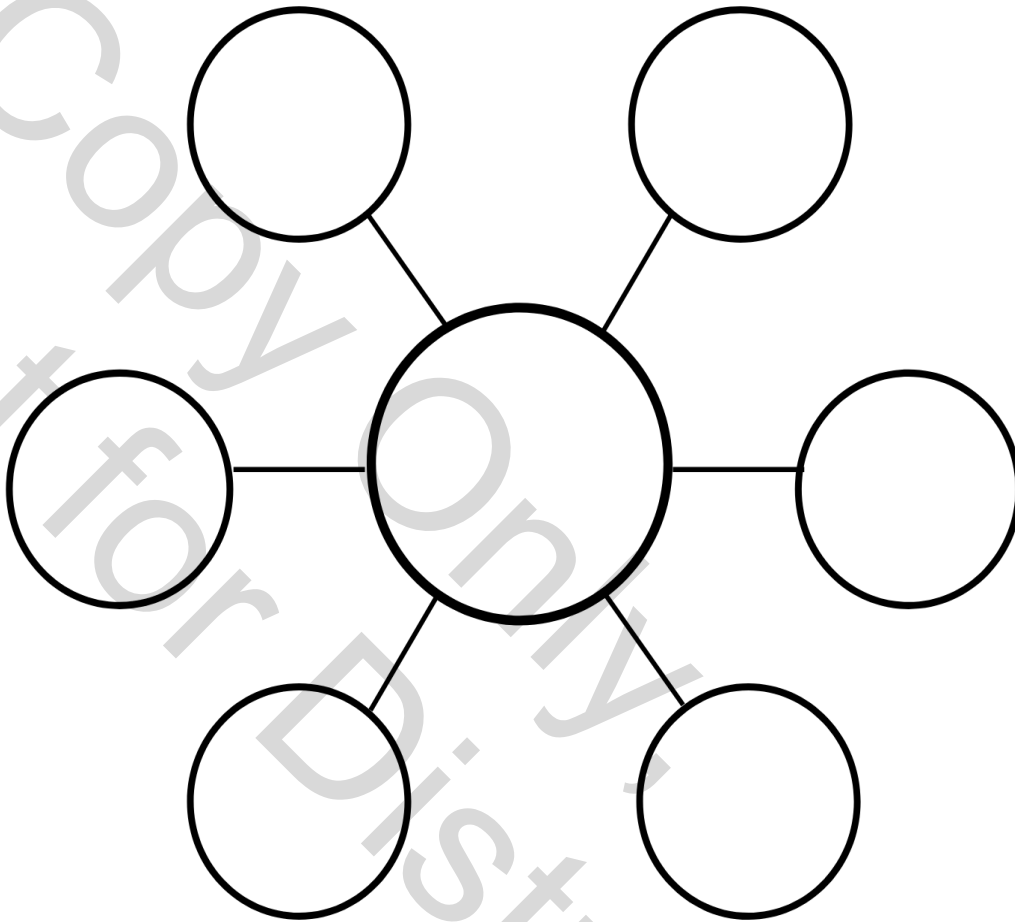
4. God is active in his world. We can see God working in our classrooms and schools as we serve him faithfully. In **Matthew 6:10**, Jesus teaches us to pray, "Your will be done. Your kingdom come." Explain in your own words what these two sentences mean.

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



APPLY

5. With a partner, make a word web. Put the central biblical truth—the world belongs to God—in the center circle. In the outlying circles, write areas of life that this central biblical truth touches.



6. Discuss with a partner: *What areas of life or work are hard to put under the lordship of Christ? What areas of life or work are less difficult to put under his lordship?*

REFLECT AND PRAY

Consider how you can cooperate with God for Kingdom Change. Consider the teaching that this world belongs to God. **List three areas** of your personal life or teaching that need a change to better reflect the lordship of Christ. Then **choose one of these areas**. What **two to three steps** can you take to bring this aspect of your life under the lordship of Christ?

Share your insights with the person next to you and pray for the Holy Spirit's empowerment. He will help you to take the steps needed to bring this under the lordship of Christ.



LESSON 12

Make an EC Action Plan

1. **Congratulations!** We are now at a time to put into practice what we have learned. We will write an Action Plan in this lesson.

2. Review **SMART goals and activities** again from lesson 4.

3. Reflect silently on the phrase of our Lord's Prayer that says, "May your kingdom come."

A. Think about the question: *What Kingdom Change can come in my school and community through God's power in the next three months because of what I will do and how I will carry out my responsibilities as a teacher?*

B. Review your **Reflection Log** and consider the following:

What do you believe is the area God is calling you to take ACTION in the next three months? What changes would you like to see? What activities will you do so that these changes happen?

4. Answer this question about **Kingdom Change**.

Remember: Kingdom Change describes what you expect to see God do in the school or community because of your SMART goal.

*What **Kingdom Change** do I expect to happen in three months, by God's grace, because of how I carry out my responsibilities as a teacher?*

5. Write your Action Plan:

- 1) Your **SMART** goal for Kingdom Change; and,

- 2) The **SMART** activity or activities you will do to accomplish your goal.

Each activity statement tells what? with/for whom? and when? Most activity statements begin with the words I will...

Reminder:
SMART plans are:

Specific
Measurable
Appropriate
Realistic
Time Bound



SMART Goal Worksheet

A. **Specific:** What Kingdom Change will happen?

B. **Measurable:** How will you know the Kingdom Change has happened?

C. **Appropriate:** Is it in line with God's will and Word, your context, and the students' age and abilities?

D. **Realistic:** Does it take into account your time and limitations, and the limitations of your community?

E. **Timely:** When will you see that this Kingdom Change has taken place?

F. This goal is important because:

G. The benefits of achieving this goal will be:

H. Complete the chart:

The potential obstacles to this goal:	The potential solutions to the obstacles:



I. Who are the people you will ask to help you?

J. Who will be affected by your goal or activities?

K. What will you need to carry this out? Think of the cost, or resources you will need to begin to carry out your Action Plan.

L. **Specific Action Steps:** What steps do you need to take to achieve your goal?

What will I do?	When will I start?	When will I finish?

6. Share your Action Plan and pray.
7. Hang your Action Plan in an appropriate place in your home or school where you will be reminded of it regularly.
8. Throughout the term, participants are encouraged to form Action Plan accountability teams to share their progress and pray for each other.
9. When we meet next, bring your completed Action Plan report form (on the next page) to your facilitator. You will have an opportunity to share your report with the group.

10. Go in peace and serve the Lord! The Lord goes with you!

“So we keep on praying for you, asking our God to enable you to live a life worthy of his call. May he give you the power to accomplish all the good things your faith prompts you to do. Then the name of our Lord Jesus will be honored because of the way you live, and you will be honored along with him. This is all made possible because of the grace of our God and Lord, Jesus Christ.” 2 Thessalonians 1:11-12, NLT