

CHAPTER 1
Biblical and Historical Basic of Teaching/Learning
(*Dr. C. Doug Bryan*)

Christian teaching/learning must be based on biblical material. The variety of methods such as drama, poetry, and exposition should be used in order to teach effectively. Our methods should also be included the presentation methods used in Scripture.

The biblical material is not dead, therefore it should be present as living material. Men and women experienced the living God because this material is alive.

The central part of Christian education is the family. Both godly vocation and life itself came from the foundation of family communication.

In the Bible time, God called the priests and prophets to expand ministries according to the need of human. Their tasks were to perform multiple ministries, they lived everywhere and remained pure in God's purposes.

Although we have different backgrounds, experiences, and opportunities, God calls us through our varying personalities in accomplishing His Kingdom.

Christian teaching/learning should recognize the importance of the experience of those who live godly lives. The faithful Christian has a powerful role model to share their faith with others.

The Sabbath should be keeping as part of our life-style, time of worship, study, and rest. The busy church activity that does not promote real worship and family time, the warning should be given so we will not exhaust the Sabbath.

Our faith in God should teach to both our family and communities on the holidays. The holidays should be meaningful celebration to all participants.

Buildings and homes are important. They should not be self-centered, but should be the places to reach out and for teaching/learning.

The church always used symbols and ceremonies, they must be used properly and thoughtfully. Our symbols and ceremonies should be carefully evaluated especially the ways of witnessing and teaching our Christian faith.

Our authority emerges from our relationship with Christ. Christian teaching/learning nurture both teachers' and learners' relationship to God. Through authority that Christ offers, we can fellowship others and teach them with authority.

In apostle Paul's time, the church had variety contexts and patterns of teachings. Today we should have variety and freedom to teach where people are.

Our discipleship responsibility in Christian teaching/learning is to help individual read and think carefully for themselves about the biblical material.

Christian education does not minister exclusively to itself, but reaches out to others in love. Christian teaching involve change in our own lives and in our world. Genuine Christian teaching/learning should have potential in missionary outgrowth.

CHAPTER 2
A Theory of Teaching/Learning
(*Dr. C. Doug Bryan*)

The relationships influence both what is learned and what is taught. In relationship, trust adheres the relationship together and make learning to happen. Teacher gain trust of the learner by earning it. The learner will not put himself at risk to discover the unknown, if there is no trust.

Feedback is important in teaching/learning process because we may want to know what is in learner's mind. Feedback makes each of us vulnerable, but it helps both teacher and learner to grow in teaching/learning process. The giving and receiving of feedback needs encourage from both the teacher and learner.

Words have different meanings for different culture and age groups. Words can discourage and encourage, open and close an audience, and hurt and heal. Language is not limited to the spoken word. Often body language communicates a stronger message than words.

Senses are the carrier through which we receive and give communication with others. The amount of channels we have to receive and give information are depending on how much senses are involved. If we involve our sense of touch by writing the main ideas expressed, we may remember and apply what we heard. We tend to remember and apply it, if we can smell it, can hear it, can see it, and can touch it.

Variety is one way to maintain attention and interest. Variety is definitely the spice of teaching, it may or may not be the spice of life. Our enthusiasm for the subject and effectiveness in teaching may rekindle by trying a different approach and presentation. Jesus used variety when

He taught others. He used question and answers, parables, object lessons, field trips, large and small group, and learning by doing.

Attendance and quality learning can be encouraged by emphasizing how the material affects, changes, and applies to daily life. The application and relevancy of the Christian faith must be committed. In order to encourage relevancy we must believe in the value of what we teach and what we ask of the learner.

Teacher can work at securing the attention of their learners by constant exposure and focusing on immediate learner interests. Attention and interest go hand-in-hand. The teacher must remember that interest and attention of the learner is dependent upon his or her maturity level. Teacher can secure interest and attention by the use of the question, the humorous, the paradox, the dramatic, and a new experience.

Various factors are involved in modeling. Both in and out of the classroom the models should be real, worthy, and credible. Learner tend to live up to the standards and example set before them. In the Christian faith, the influence of the teacher is so persuasive, therefore teachers must carefully model what they teach.

Teaching and learning involves a degree of competency. It means that teacher should be working toward improving his competency and teaching abilities. The opportunity to improve and to develop the respective levels of competency should be given to both the teacher and the learner.

Active learner involvement begins with learners selecting and formulating their own learning goals. Active involved students learn from each other. Give guidance as needed. Let the learner have input as the teacher selects the best teaching/learning strategy that will be used such as lecture, discussion groups, research project, or drama.

Learning environment involves two separate areas: the physical aspect of the environment and the spiritual climate. The physical aspects appear first upon a casual glance into the room, well organized, pleasant light, and comfortable temperature. The spiritual climate where God is honored, and relationship are built among learners and between the teacher and learner.

In Christian education, the Holy Spirit is a vital part of the learning process. The Holy Spirit moves in the interactions between teacher and learner. The Holy Spirit provides gifts for the upbuilding of the body of Christ. Christian teaching and learning are a part of the continual upbuilding of the body of Christ, the Church. Apart from the Holy Spirit, genuine Christian education cannot exist. The Holy Spirit allows the individuals to share in self-sacrificing or agape love.

CHAPTER 3
The Learner
(*Dr. C. Doug Bryan*)

In Christian teaching/learning, several key ideas will be explored about the humankind's nature that have significance.

Because people are created from the dust, we can gain information about them as we study such disciplines as biology, physiology, anatomy, psychology, and sociology. To teach people we must understand them both theologically and scientifically. Science alone does not give us a full picture of the learner. We must examine the spiritual side which is the image of God.

As teachers plan for teaching/learning activities, they must acknowledge the implication of the "image of God." Men and women have potential for creative thought and activity, they are not merely machines. The guidelines for targets in teaching and learning can be obtained by knowing the uniqueness and capacity of human. Good teaching utilizes their cognitive potential.

According to Scripture, sin is missing the mark or failing to live up to God's expectation for us. Sin may be described in various ways. Sin is not only bad, it also prevents us from having a quality life. Scripture teaches that we all have sinned, regardless of our personal life style (Rom 3:23).

Teacher must teach according to the learner's mental ability. Each learner differs in cognitive or intellectual development and must be understood in light of this individuality.

By the end of first two years of life, the young child can do such things as having goal-

directed behavior, knowing characteristics of familiar objects; using more complex language; and acquiring object permanence. The young child is beginning to develop a sense of self as distinct from the environment.

At the age of 2-7, the child is egocentric and thinks all events center around her and her intents. The child is quite literal in thinking and comprehension, even though the child is quickly developing language and communication skill. The child regards everything very personally. Teachers must be aware of the sensitive nature of the child.

The older child, at the age of 7-11, is marked by the development of more complex mental skill. Toward the end of this age, the child grasps the nature of symbols and symbolic language. Now the learner is aware of the others' viewpoint.

Like a scientist, the adolescent develops the ability to think and reason. The adolescent can take the others' viewpoint; formulate and test the hypotheses; and can observe facts. Youth need teachers who are sensitive to their quickly developing cognitive abilities. To nurture and encourage these abilities, activities must be designed.

The adult is more concerned with the daily issues of living, such as shelter, food, clothing and transportation. The adult's thinking is philosophical to the pragmatic. Adult want information and answers that will make a difference in their every day lives.

Human beings are created for relationships, they may be inclusive or exclusive; constructive or destructive; healthy or unhealthy relationships. We must understand the learner's social and emotional needs in order to teach more effectively.

The young child is born into the world totally helpless, his own physical and emotional well being is depending upon others. From infancy, the human being sets upon quest of future relationships.

In adolescence, the challenge is to determine his or her own identity and destiny with the greater world. These new mental abilities and physical changes create an unbalance or tension for the learner.

In adulthood, the learner learns how to invest in lasting relationship. The mature individual must now determine his or her own contributions to the growth and life of others. Middle-aged adults often face such social and emotional crises when realizing that certain ambitions will go unfulfilled. For example, when acknowledging that accompany decreased physical health, one's life may be half over, and children have left home.

Teachers should not ignore the tremendous social emotional needs and contributions of the learners. Teaching/learning must seek to nurture and complete these basic needs. These types of needs can only be met through the involvement of caring teacher and fellow learners.

Moral development is an important element because it deals with choices and decisions we make, and involves how we feel, think, and act in moral issues. As learner develop in their ability to make decision, challenge, love, and trust. Christian teachers should be sensitive to the moral reasoning of their learners.

The physical aspects of the learner are a vital part of the learning process. We teach individuals who are physical, intellectual, spiritual, and social emotional. If physical needs are not being met, other needs may not be satisfied. Because physical needs are related to higher needs.

CHAPTER 4
The Teacher
(*Dr. C. Doug Bryan*)

Our well prepared of teaching methods and presentation techniques can be damaged by our personality. One of the greatest assets and the greatest liabilities for the teacher is his or her personality.

Since personalities are communicable, the learners absorb the personality of the teacher. Personality is modifiable, although certain personality traits may be inborn. For developing characteristics that may enhance effectiveness as a teacher, the following are suggested guidelines.

Clear vision of reality. Perception of reality can be sharpened by reading or studying both Bible and the newspapers. Encourage realistic thinking among students. The teacher should be actively involved in the world, a contributing of God's creation.

Acceptance of persons and the world. Before the teacher can accept his learners, he must first accept himself. Teacher's self-concept influences the way he behaves toward his learners. Therefore, teacher must accept both himself and people around him. The more teacher gets to know people, the more likely he is to accept them as persons of value.

Lack of pretense. Be genuine and natural in our conduct and who we are. As children of God, focus on the gift that is within us. If we are natural and sincere, people will more respond to us. Knowing that God gives and accepts us the freedom to be natural.

Commitment to a task. The task of teaching is a great task. Do not concentrate on the little important, but be willing to make the sacrifices for the vital and necessary task. Share and

discuss the requirement with others. Outline what it mean to be committed to a task of teaching.

Need for rest, reflection, and revitalization. The periodic times of rest and reflection should be planned. An expenditure of energy in the task of teaching must be replenished. To teacher's revitalization, daily time and special occasion should be devoted. Plan for personal quiet time, renewal and worship experiences.

Independence of culture and environment. The teachers should be an active and transforming agent in society instead of being a passive and conforming agent. When necessary, the teacher can go against the crowd in confident of a higher loyalty. The teacher should be able to distinguish between what is man-ordained and what is God-ordained.

Attitude of appreciation and excitement. Every encounter is significant either great or small. Share excitement and appreciation with brothers and sisters in church.

Interest in social issues. Isolated Christianity is not possible. To be a Christian is to become involved in social concerns and problems. Involve the learners in the various activities both inside and outside of the church.

Interest in interpersonal relations. Close relationship with others can provide support, strength, and guidance. This relationship can nurture the task of teaching and minimize teacher burnout.

Willingness to learn from all. A willingness to learn from all reinforces the dignity of every person. All people and situations are possible sources of new learning and insight.

Discriminates between means and ends. The goals and the ways to reach the goal are different. The goals should be periodically reviewed, so teacher does not involve too much in the unimportant steps that he misses the ultimate goal.

Sense of humor. Positive humor does not degrade self or others. Positive humor keeps

our spirits refreshed and our energies focused on the job at hand.

Display of creativeness. Take chances to develop a creative awareness for life. Try to do what will best communicate in the teaching/learning process.

CHAPTER 5
Lesson Planning
(*Dr. C. Doug Bryan*)

If a destination is known, plans can be made to reach it. In writing, pre-steps in lesson planning provide the necessary building foundations for the teaching/learning process.

In teaching/learning process, the material to be presented should be initially examined. The material may be the Bible, a book, life's experience, or case study. The teacher must familiar with the material as thoroughly as possible.

In Bible study, various sources should be consult, a Bible dictionary, a Bible atlas, a concordance, a commentary, and a study Bible. The more sources teachers are able to consult, the greater the possibility for gaining a deeper understanding.

Examine the struggles develop mentally, and the needs of the learners. Examine their cognitive, social level, emotional level, physical level, and spiritual level. Know if they are mature or immature Christians, and what their specific social needs are.

One teaching/learning situation does not exist in isolation, it is built upon previous weeks of study and various experiences of the learner. Relate how this week's lesson is related to past studies, and demonstrate how this will be expanded next week. If someone has experienced a personal crisis, relate this experience to the lesson if appropriate.

Relate previous comments or testimonies of the members to the current lesson under study. The class members will become more attentive when they know the teacher listens, remembers, and cares for their comments and questions.

Be alert to the current events, in church, in community, and the greater world. As the teacher seeks to make the lesson have application and relevancy for the learner, these special situation may be valuable.

Use contemporary situation to help illustrate the relevancy of God's word such as social problems, and world events. Sharing appropriate life experiences will help learners to experiences

God's working today.

The organizational structure such as a Sunday School, a one-hour discussion group, or a discipleship training retreat impact the planning process.

Time.- Use the time allotted effectively. It is not a good practice to go beyond the time allotted, but be respectful of the time allotted for the teaching. If the lesson be concluded early, simply dismiss the class. Do not go back and reserve the lesson in an attempt to fill up the time.

Purpose.- Keep the purpose of the organization and its teaching opportunity in mind. If the purpose is to include fellowship and support, help these aspects becomes natural. If the purpose is to impart knowledge, let the experience do so. The organization purpose can guide in teaching.

Restraints.- In the teaching situation, be ware of any physical or other restraints. Plan for the unexpected, and visit the teaching area prior to the session. If the room lacks of electrical outlets, plan not to use an overhead projector. Keep both materials and presentation simple, if unsure of surroundings.

The goal shapes and directs the flow of the lesson. Without a goal, there is no specific direction of both teacher and learner. The following questions may be appropriate in defining the learning goal: What should the learners gain from this teaching/learning session? What should the

learners feel from this teaching/learning session? What should the learners be able to do after this

teaching/learning session? The needs of the learner and the material under investigated are two basic sources of lesson goals. The lesson goal should be what the learner will achieve, knowledge, understanding, attitude, or skill.

Secure interest.-The opening through the end of the lesson must secure the interest or attention of the learner. The use of the paradox, objects, questions, drama, life needs or situations

of the learner are suggested in order to stimulate interest of the learner.

Construct appropriate learning activities.- The individual should be directed toward appropriate learning activities. Each should have these common elements: input, response and feedback. Input may be in the form of a lecture, discussion questions, directions, materials for an art activity, or a dramatic monologue. Response involves the active involvement of the learner. Feedback relates to the learner's giving evidence to what has been achieved and the teacher responses to the learner.

Use transition.- Transition, in writing, make the connection between ideas or between paragraphs. Transition make the flow of the lesson and the teaching of material easier. Transition

also make possible the connecting among the various learning activities.

Allow closure. - Teaching/learning session demands some kinds of closure. Closure can serve various functions such as summarize the lesson, review the key elements, apply the lesson content to daily life, provide assignments until the next teaching session, and anticipate what the future teaching/learning session will take place.

The teacher should secure in advance any special materials that will be needed for the lesson. Materials prepared for a lesson are very important such as charts, posters, pictures, diagrams, typed directions, listening guides, and art materials.

Planned materials allow the teacher freedom in the lesson help in the actual presentation, demonstrate to the learner that teacher has spent time in preparation, and enhance the quality of the learning and the possibility of retention.

In implementing or demonstrating the lesson, the following guidelines will help; Secure attention at the beginning of the lesson; Personalize the learning activities; Use Transitions; Apply the lesson, through transitions and learning activities, to the every day experiences of the learner; Focus upon the learner; Be flexible.

CHAPTER 6
Motivation and Teaching/Learning
(*Dr. C. Doug Bryan*)

The teacher stimulates and motivates students indirectly through the developing of the teachers' own motivation. The following guidelines may be help increase teacher motivation. Teacher have physical, social, emotional, psychological, and spiritual needs. Having needs met allows for focusing on the teaching/learning task. The teacher must devote time to meeting his individual needs.

Being adequately prepared will motivate teacher to do his best in the current moment because he already has background information. Teacher may have to discipline himself to study the lesson each day rather than cramming it all on the night before his teaching. Being a quality teacher is a demanding process.

We tend to become like the people with whom we associate. The fellowship that we keep can either increase or decrease our motivation. Carefully select the people with whom we associate. Choose to be around people who are motivated and are motivating.

Remembering our call will motivate us to do our best. Being called of God to be involved in the teaching/learning process is significant. We may forget the reason for all that we do, if we are not remembering and practicing our call.

Waiting to become motivated will not work. Rather, get up and begin the process. As we begin to take the minor steps in doing a task, we will self generate and build upon our motivation.

If we wait until we feel like getting up and preparing the lesson, chances are we will stay in bed

and lesson will not be prepared.

Being motivated compels us to share our interest enthusiastically with others. As we seek to motivate others, we must focus upon their particular developmental and personal needs. Meeting the need may not be always be done in the church setting of teaching/learning, it may involve work outside the church as well. If the learners have a deficiency in any area, teacher should seek to satisfy that deficiency. If the needs are being met, there will be greater likelihood of motivation and commitment to the teaching/learning process.

If significant relationships are being established and nurtured in the teaching/learning process, people are more motivated. If everyone is made to feel that it is his or her class, the group is on its way to meeting its goals. Feeling a part of the group encourages working toward the task of the group.

If we believe that we have some degree of participation in the setting of goals, we are motivated to work harder. Feeling joint ownership of the teaching/learning process encourages all to be responsible for what happens.

Use interest to involve people in learning and serving. Two aspects of interest must be incorporated, the interests of presentation and the interests of learners. We tend to secure learner's attention by concentrating upon his or her interests.

In some particular direction, individuals have an instinctive desire to be challenged. To challenge means to be available in time and resources to help meet the challenge. The learners may be more likely to commit energy to meeting the challenge, if we offer them a challenge.

Appropriate and gradual self-disclosure motivates others to participate and grow. By sharing personal struggle, both victories and defeats, will motivate others to do likewise.

Application convinces people. Teacher can motivate others by showing importance and

application of what is being taught and learned. If a scriptural truth is shared, involve the learners

in applying its truth to everyday life.

Reinforcements can be used to shape and modify behavior, if used properly.

Reinforcement is a way of either increasing or decreasing behavior by providing special attention to the behavior.

Explanations can be potent in motivating learning. Explain or share the purpose behind the activity will benefit the learner. If the teacher explains the reason behind the work, attitudes and potential learning can be changed.

When teachers and learners honestly participate together in these three components, the goals, the procedures, and the rules, high motivation is more likely to occur. Motivational climate

refers to condition that encourage teaching and learning.

The goals.-Goals are established by both teacher and learner. Working together on mutually satisfying goals increases the likelihood of success.

The procedures.- By considering the various ways that learners learn, teaching methods can be established. Variety of methods allow for different learning styles of the learners.

The rules.- If the learners are genuinely involved in making the rules and establishing the goals and procedures, they will be more motivated toward learning. Make sure the rules are clearly stated and understood by class members.

We must teach with different methods because people learn in many different ways. In selecting appropriate teaching methods, the following questions should be considered. What is the nature of the material to be presented? What method are appealing to this particular age group? What is the desired outcome of the teaching/learning session? What are the most comfortable strategies?

Specific learning principles help learners reach the goals. These principles of teaching, knowledge, understanding, attitudes and values, and motor skills are given and applied in local church teaching. Knowledge is ability to repeat facts or recall specific information.

Understanding

is translating knowledge, given information, into more personalized and applied ways. Attitudes and values are mindset toward a specific situation or life in general. Motor skills is performing physical activities with a degree of skill and ease.

CHAPTER 7
Sunday School or Bible Teaching Program
(*Dr. C. Doug Bryan*)

Every minute of the allotted Sunday School time is precious because of the scarcity of time and other significant outside influences. Begin the teaching/learning at the appointed time is very important. One of the great problems in Sunday School work is starting on time. Starting on time is a first step toward the discipleship process. The following ideas may be helpful to a group notorious for not starting on time.

Begin with ourselves.- If the teacher doesn't start on time, the class never will. As a leader, we have a build-in responsibility to set the example for the department and class.

Offer meaningful activities from the beginning.- Meaningful activities should happen from the people enter the classroom until they leave for the worship service. Greeting and fellowship at the first moment should not extend too long.

Honor the ending time.- Ending time is very important as well as starting time. Ending Bible teaching hour on schedule is important. Do not hold a captive audience, even though some were late in attending. When ending time comes, conclude the Sunday School session in a meaningful manner.

Involve all Workers.- Faithful workers produce faithful Sunday School members. The effective Sunday School is comprised of many dedicated workers such as the greeters, secretaries, and music leaders.

Various theories exist regarding the best organizational plan for Sunday Schools. One of the best ways to organize adults is by a common age range. If age grading is used, each church must decide upon the best age ranges for its own current situation and its potential for growth. Grading means organizing the people into workable and teachable units.

The class size and the class enrollment is another issue in organization. A good class size is approximately ten to twelve in attendance. If numbers exceed twenty-five enrolled, new classes are started. Smaller classes allow for greater learner participation.

Organization should also allow for flow with the Sunday School groups. Healthy groups tend to have members moving in and out of the group.

The Bible is primary. Commentaries, concordances and other sources may be used. The Sunday School must keep the Bible as its central task in its teaching/learning. It is to abandon the Book that provides ultimate meaning and direction to all, if teaching/learning is not focus on the Bible.

The following key concepts will describe some unique and important aspects of the teaching/learning process for preschoolers.

Relationships have special significance for this age. Relationships formed in this age will influence future relationships. As relationships among the child and his teachers and other children are emphasized, the foundations for future relationships with God are established.

Although activities for preschool are important, these activities should be based upon some type of concept or theme. These themes may include God, friendship, cooperation, the family, self and helping.

Quality planning allows for the unexpected, the teacher must be flexible and adaptable. The best constructed plans may need to be altered according to individual need. Therefore,

activity may be changed in light of interest level, mood level, and number of students.

Repeat activities with variety. Children enjoy doing and learning through repeated activity. Bible game can be delightful to the young child as well as a reinforcement to learning.

It is very important to arrive early to prepare an atmosphere for early arriving preschoolers. Well-kept rooms and bright colored will enhance teaching experience. In teaching preschoolers, the atmosphere is important.

For the preschoolers, provide as many varied sense experiences as possible. The greater the sense experience, the greater the teaching/learning possibilities. The teaching/learning should involve various experiences such as sight, sound, taste, and touch.

As the children exhibit more and more of their innate intellectual capacity, guiding the teaching/learning of children becomes more challenging. The world of the children are; field trips to the zoo and museum, computer-based instruction, computer-based game, athletic fields, music, drama, art, and dance lessons. The church must provide some of these activities and must compete with other attractions. The following guidelines may help in teaching children.

Because children need experience in making wise choices, teacher must allow them to make their own choices. One child may choose to make a poster; another may create a newspaper; another may make a Bible mobile. The church has a unique opportunity in developing this ability.

The child is acquiring more developed skill in such areas as reading, writing, and arithmetic. Reading aloud Scripture, reading silently and follow directions, telling a story, playing a game, and writing are important learning accomplishments for the child. The teacher should allow the child to develop these skills.

Children who are not successful in school tend to drop out of school. Plan Bible-learning

activities in which all children will be successful. Each child needs some measure of success because each child may have a different level of success.

Make the learning meaningful to children experiences. Children have more capacity to apply biblical truths to their daily lives as they grow older. Give children opportunity to practice that they have learned.

Children are experiencing a world with varied influences. Children need a chance to talk about what is going on in third world. The teacher must establish a relationship that allows the child to trust to communicate his joys and sorrows.

The adolescents rapidly change in their physical bodies, mental, and social lives. These changes highly influence their religious growth and development. Socially, this age group is trying desperately to find a group with which to identify. They will be attracted to those groups where they feel accepted. Vocationally, the youth is trying to discover how they fit in with the rest of the world.

Adolescents have the ability to think inquisitively and critically. Work with youth as they use their minds to explore God's Word and His World. Help them begin to see the relevancy of Scripture for daily life and practice.

Regardless of how indifferent they may appear, either physically or verbally, youth need to feel a part of the church body. Youth need opportunities for experiencing and developing relationships with the same sex as well as the opposite sex. Be sensitive to helping them find acceptance in the church.

The role modeling provided by contact with both male and female teachers is important to adolescents. Often, a powerful message is presented if males are not a part of the Sunday School session for adolescents. Role models help in learning and choosing an appropriate mate for later life.

The teaching/learning session plan must increase attention to the concerns and the questions raised by youth. The adolescents may fail to listen to the church and its teaching, if the church fail to listen to them.

Youth need the ability to know how to find God's will in such areas of their life as sexuality, vocation, relationships, and school. This age group faces many significant questions. Help them to know how to use the resource of Scripture, and the power of prayer.

Adolescents need the tools and the reassurance to know that God is the author of all truth. All of life, including academic study, vocational pursuits, and personal relationships should be integrated with Christian faith.

In the world of adult, life concerns become more pragmatic and practical. In young adulthood, there is a heavy pressure to establish relationships and to achieve such success as having a family, a nice home, automobile, and luxurious vacation. In middle adulthood, there is the crisis of recognizing one's own mortality as life changes. In senior adulthood, there are various ways to discover that he can still make meaningful contribution to life. In working with adults in Sunday School, the following guidelines may provide insight.

A successful teaching/learning situation allows the adult to share from his experience and knowledge. Adult has a wide range of experience in business, raising a family, and managing a budget. Adult learn together through mutual participation.

If the teacher can relate biblical truth with the adult's life concerns, good participation and attendance should occur in a class. Adults are interested in studying what has practical value for them because of various time and energy demands placed upon them.

Sunday School work should encourage adult participation in the community of faith. Adults need to be confronted with their relationship and responsibility to the church as a whole.

Crises offer an opportunity either to grow as a Christian or to regress. Each man and woman experiences various identity crises throughout life, so teachers need to be sensitive to these. Biblical instruction can give direction and comfort in meeting these crossroad in life.

Teaching/learning is enhanced if adults are given responsibility for choice and direction. Teaching adults involves allowing them to make choices regarding their study. By making adults feel they have a choice, their own faithfulness in achieving the established goals is increased.

CHAPTER 8
The Worship Service
(*Dr. C. Doug Bryan*)

In worship structure, ornaments may hinder worship if we focus upon the beauty of the ornaments instead of God. Also, worship is hindered if we fail to look beyond our own church walls to the hurts of people both inside and outside the church. The worship must be fresh and alive. Fresh flowers were a sign of both respect and joy.

Varied participation by all members of the congregation gives the message of unity and interdependence. No one else may be important, not a preacher or a leader. Participation by all ages and both sexes gives the message that God's family involves everyone. Mutual participation encourages worship and learning.

The various components in the worship service teach that we consider to be most important. The worship elements themselves teach what we consider significant. For example, the role of announcements, signing, special music, preaching, offering, prayer, and confession. What we know of worship is often learned by observing these various elements.

What we expect becomes our goal. For example, activities and elements are directed toward the end of worship service. Goal and expectation are often related in the worship service. In planning a worship service, plan to the best of our abilities and pray that God will work in individual lives.

At the end-result of a worship service, the individual should positively respond during the invitation time. The participants should leave the worship service with a sense of direction and

purpose for the coming week. Ideally, worship should result in more holy living outside of the place of worship.

Various principles may assist in strengthening the teaching aspects of the worship service. Unless the Holy Spirit guides, all is in vain.

In worship, identifying the theme is an important consideration. The whole service should revolve around the message. For example, select the Scriptures, the hymns, the special music, and testimony that will focus, illustrate, and emphasize the theme. The impact of repetition and reinforcement will help the congregation in learning and practicing the message, if the service revolves around the theme.

When examining the various aspects of the worship service, its elements should flow together smoothly. Each aspect should move toward the end. The prayer, the songs, the offering, and the message should appear graceful.

In all aspects of worship, language selection is important. Using understandable language enhances the teaching potentials of the worship service. Language is a medium which communicates and links human beings with one another and with God.

The printed order of worship can provide information regarding various activities, meetings, and other needs of the congregation and the community. Printed information can greatly enhance the learning of the congregation.

People tend to forget what they studied when leaving Sunday School for the worship service. Brief comments about the Sunday School lesson may be made before the singing of an appropriate hymn or the presentation of the special music. The pastor may refer in his sermon to the ideas studied in the Sunday School lesson.

Giftness is not something to be hidden and stored but something to be revealed and shared. All gifts have an opportunity to be shared within the Body of Christ. Involving various

members of the congregation emphasizes the community of God. Activities involvement includes

the use of drama, the use of music, or giving a testimony.

In Christian education and practice, the children's sermon is often one of the most misunderstood and misused. We prepare and deliver the children's sermon with the eyes, the ears, and the mind of an adult, not a child. We must remember that the children is our audience, not the adults.

The language we use must be appropriate to those with whom we are communicating. Children understand in ways different from that of an adult. Adult language is filled with symbols, metaphors, and figurative language. While the child does not yet understand these figurative facets of human language.

In the children's sermon, the objects is commonly used. These objects are concrete example to introduce abstract ideas to children. Children are often unable to make the transition from the concrete object to an abstract principle. Select object carefully so that they arouse initial interest.

The presentation of the message is often too lengthy. The message must be brief and to the point. The children quickly become bore, while an adult may wish the message to continue.

Care must be note that the presentation is given to the children, not to the adults. The audience or target group for the children's sermon often not the children.

The basic motivation must involve a sincere desire to present some information or convey some feeling the child. A good relationship should exist between the children and the storytellers.

Children's message are often directed at an audience comprised of four to eight year olds. Large age group make affective communication more difficult. If diverse age groups exist,

alternative activities may be provide.

1. When preparing the children's sermon, keep the cognitive development of the children in mind.
2. Keep message simple and something easily applicable to the child's mind. Summarize the major idea or them that wish to convey to the child.
3. Carefully select any learning aids that will help in demonstrating the lesson. Let the lesson choose the learning aid, not the learning aid to select the lesson.
4. Practice presentation and keep in mind the words to use. Children attention span is limited, generally focus about three to five minutes.
5. Focus on relationship with the children beyond the children's sermon. Showing love and kindness is important before and after the worship service and during the children's sermon.
6. Work with parents and other staff members to find ways of meaningfully involving the children in worship. Children are a part of the church, involve them appropriately and lovingly.

CHAPTER 9
Leadership Training
(*Dr. C. Doug Bryan*)

In leadership training, three basic areas must be surveyed; the church, the world, and the individual.

The church.- Identifying needed leadership skills is the first step in developing and a leadership training program. Consult the church's key leadership to determine areas of need.

The world.- Christian need training, if they are to be a key force in the world. In concerning where leadership training is needed, the newspaper can often provide information. Christians need to discover their role in meeting hunger, in helping the homeless, in fighting pornography, and in preventing child abuse.

The individual.- Individual often knows his own needs for growth and development, although the educational process is often ignored. Surveying the members of the congregation may determine areas where growth training is needed.

In the context of Christian leadership, many church members have specialized skill that can be shared. These include teachers, lawyers, secretaries, businessmen, nurses, doctors, or farmers. These individuals may have abilities that can enrich the lives of others through various teaching/learning experiences, they may or may not be seminary-trained.

Leadership training must be characterized by active participation and application. The simple formula such as input, practice, response, and feedback will provide guidelines for teaching/learning.

Input involve the sharing of information, the demonstration of a skill or the sharing of an attitude. With this input we will know what we are trying to develop.

Practice involves activities in which the learner has opportunities to use the newly acquired input. Practice does contribute to improvement, it may not always make perfect.

Response involves an opportunity in which the learner can demonstrate his mastery of the material, the skill, or the attitude.

Feedback is crucial in leadership training because it is a way to exchange information on performance. In the teaching/learning process, individuals need to know how well they are doing.

The retreat or conference is one the special avenues for leadership training. Retreat or conference may be focused upon various age groups, educational organizations, committees, family relations, Bible and doctrinal study, specialized ministries, and other specialized interests. Several guidelines are suggested the retreat or conference.

1. Establish theme and goals. Both leader and learner should work jointly in establishing the theme and the goal.
2. Establish the target. Knowing age group or interest group.
3. Establish the location. Find the best possible location for the conference.
4. Establish the time. Select the best time in church calendar for the retreat or conference.
5. Determine leadership needed. Who will be the suitable teachers or leaders.
6. Schedule events. Be realistic on the events that wish to accomplish.
7. Plan for food. Know what types of food are appropriated.
8. Plan for publicity. The publicity include an announcements, posters, letters, and church newsletters.
9. Work at communication. Leaders and participants need to be kept inform. It is best if the information can be done in writing.

10. Plan a detailed calendar and assignment sheet.
11. Remember to evaluate. Evaluation assists to improve future conference.
12. Give praise. Throughout the retreat, give praise to both leadership and participants.

Write thank you note to leadership.

CHAPTER 10
Missions Education
(*Dr. C. Doug Bryan*)

Missions education must be both experience-oriented and progressive because of the very nature of missions.

The goal of education is helping the learner to develop the powers of reasoning, the ability to make intelligent choices. Therefore, at the center of the education process is the learner.

In true missions education, the teacher should be learning more and more of God's grace and will for his own life. The teacher should be one who creatively shares his own experiences and leads learners in new life experiences.

The content of missions education develops from the interaction of the gospel and the life concerns of the learner and the world.

Goals and evaluation are essential for Mission education. We can not evaluate without goals. We will not know when we have met our goals unless we evaluated. Biblical Message, World Situation, and Learner Characteristics may be used in developing mission education goals. Our goals should be ones that will bring honor to God. We evaluate ourselves according to our goals.

We are a product of the missionary vision of those who went before us. Our current world situation and our heritage demand the church to be engaged in mission education. Mission education prepares people to go and to share the gospel.

Characteristics of a church life-style promoting mission may include the following:

1. Discipline. The church must give priority to developing disciples who can assume their rightful place of spiritual leadership.
2. Personal and active involvement. Individuals should be privileged to discover their giftedness and how to use that giftedness in Christian service.
3. Church staff leadership. The staff of the local church should be firmly committed to the missionary enterprise.
4. Bible-centered preaching and teaching. The preaching and teaching must be involve the Bible.
5. No respecter of persons. Willing to accept and welcome all into the kingdom.
5. Atmosphere of expectation and energy. When we are willing to work and expect it to do so, the world changes.
7. Mission support. This support involves specific time, talent, finances and prayer.
8. Goal and evaluation. Goals lead us toward growth, while evaluation helps us how we grow.
9. Healthy fellowship. Involved in relationship from the large group worship to the small group.

The mission teaching/learning opportunities within the church can be enhanced by the following guidelines.

1. Give priority to Scripture. Relate the study to Scripture in any mission program.
2. Involve both men and women as participants. A mission education program must involve all members, young, old, men, and women.
3. Provide a variety of leaders. The greater the variety of individuals leading the study, the better.
4. Make the missionary real. Show people the real struggle, fears, frustrations,

- accomplishment, joys, as well as victories of being a missionary.
5. Relate the program to the developmental needs of the hearers. Use common interests to make the transition from the study to everyday concerns.
 6. Be well prepared in any presentation. Prepare and practice, don't read a program.
 6. Provide special activities that involve the various senses of the participants such as the
sight, sound, taste, and touch.
 7. Provide and suggest challenging activities. Give the listeners something they can do, such as write a letter to a new Christian, pray for a specific item, collect certain items for a project, or volunteer time in a day-care center.
 8. Provide opportunity for feedback of new activities, mission projects, and goals. Send people out, then bring them back for periodic reports.
 9. Relate on study to other previous studies. Help individuals to discover the connection
between what is studied yesterday, today, and will be studied tomorrow.
 10. Relate the mission programming to other major group within the church. Missions should be a part of the entire church's life-style.

Mission dedication is as broad and varied as the needs and interest of people. Use variety and challenge in presenting mission information.

CHAPTER 11
Mission Activities
(*Dr. C. Doug Bryan*)

Mission activities are dependent upon volunteer leadership like other activities of the church. The leaders will make sacrifices on both time and energy to become a part of activities preparation. Prepare the learning activities in advance is crucial. Three areas of preparation include spiritual, physical, and educational. Be familiar and rehearse the materials that will teach.

The more preparation done before hand, the more teaching/learning opportunities will be enjoyed.

In working with the disadvantaged in various types of mission, the following guidelines may help.

1. Use positive language. Use word that convey friendship and concern . Avoid the use the language of condescending such as "poor, " "low class," and "down and out."
2. Don't blame the victim. We have a tendency to blame the victim of a misfortune such as the lost of a job, the disability from an illness to living in poverty, and etc.
3. Recognize other religious backgrounds. The most important goal is to help them to become a Christian. Often those in mission activities have faith backgrounds different from our own. Avoid focusing on making others to become our own denomination
4. Don't belittle people. If we talk about dirtiness of a certain neighborhood, criticize those of other religious faiths, certain behavior or languages, and home without fathers is being bad, we may belittle people. Care must be used as we seek to uplift, not to

downgrade people.

5. Recognize cultural differences. For people to hear our message, we must be respectful of them as persons. Take time to learn of cultural differences and traditions important in the group.
6. Use hand projects/crafts. Projects and crafts have value. A picture made of dry beans, or macaroni necklace may not appeal to all, but these little things are important especially for those who are disadvantaged.
7. Be prepared for potential discipline. There are several things to minimize discipline problems. First, let the group know the rules and how they will be enforced. Second, plan activities to keep the children and youth busy. Third, if a child must be corrected, make sure the punishment fits the crime. Don't punish on the first offense.
8. Be prepared for the unexpected. Respond to the unexpected calmly. Often children use language or convey information in an attempt to impress or to anger a teacher.
9. Remember missions can be an everyday activity. Be like the good Samaritan who noticed and responded to people along the way. Don't overlook small opportunities to do mission work.
10. Be prepared to be blessed. Sometimes people bring blessing to us, we do not always bring blessing to them. Because we fail to recognize and to receive blessings, therefore we missed them.

CHAPTER 12
Committees
(*Dr. C. Doug Bryan*)

The nature and function of committees can greatly enhance their effectiveness with the local church, when properly understood. The work of the committee can quickly become

misunderstood and distorted without a solid understanding of its purpose.

1. Committees exist to do the work or enhance the work of the church. A committee is a tool can be led by the Holy Spirit to do the work of the church.
2. Committees are formed from the basic nature and intent of the church. The church must define its basic mission and outline its basic tasks to accomplish its mission. Basic task may include to educate, witness, worship, and minister. Then the church must seek best possible structure for the accomplishment of these tasks.
3. No one committee should have greater prestige than other committees. One committee should have more prominence than any other committee in Christian community.
4. Committees should be made up of individuals with the talents, interests, and commitments necessary for the functioning of that committee. If people have the talent, interest, and commitment for the task, they work more effectively. Not all work of the church should be done exclusively by committees.
5. Not all of the church should be done exclusively by committees. The committee is an

avenue for corporate or group ministry. Certain tasks may be done more quickly and easily by individuals. Other tasks require the corporate working together of the church through committees.

6. The committees are accountable to the church for their work. No committee should become isolated. Each committee receives its assignment from the church; therefore, each committee is accountable to the church.

7. Committees have a basic teaching ministry that is inherent within its assignment.

Committees have a basic teaching responsibility for the individual and the church. In teaching role of committee, various methods may be used to reach teaching goal in order for the committee to effectively.

1. Explain and describe. The work of the committee must be clearly explained to the congregation.
2. Analyze gifts and interest. Help in identifying individuals and their particular place of ministry by observing their strengths and interests.
3. Train and function. Once committee members have been chosen, time must be spent in their training. Help each committee to examine the current needs of the church, especially as it relates to its assigned tasks.
4. Report. Report enhance the congregation's awareness of its mission, work, and opportunity. Committee should periodically report progress on their assigned task to the congregation.
5. Evaluate. To determine its effectiveness in doing its assignment, each committee should be evaluated. Evaluation itself is a teaching/learning experience.

CHAPTER 13
Study Groups
(*Dr. C. Doug Bryan*)

When two or more people join together, a new dynamic force is created. Each group is different, possessing its own rules, standards, and codes of conduct. Each group has two primary tasks; the socio-emotional task and the instrumental task. The socio-emotional task refers to the emotional bonding and strengthening that must occur within the group to maintain its cohesiveness. The instrumental task is the one whereby the group fulfills its own basic task.

Group development can be identified in five stages. The first stage is called Forming, which involves the group's seeking to identify its task, its rules and its methodology. The second stage is called Storming, where individual members experience emotional resistance to the task. The person may rebel by not participating, by showing up late, or belittling the opinion of others. The third stage is called Norming, if the early conflict can be weathered the group will enter this stage which reflects the resolution of these conflicts. The fourth group, called Performing, involves the completing of the tasks. The fifth stage is called Adjourning. As group members accomplish the task, they remove or disengage themselves from the tasks and from each other.

Group interaction provides an opportunity to express feelings and insights. Members can receive feedback from other group members. Principles have special application to didactic or teaching/learning groups.

1. Consistent values and objectives. Both leader and group members should feel they have similar values and objectives to increase effective teaching/learning.

2. Satisfying individual member needs. Let responsibility belong to everyone. The more satisfying the group experience, the more likely for future teaching/learning opportunity.
3. Group leader influence. The quality of the leader's life greatly impacts the accomplishment of the goals of the group. If the group leader is respected, the group members feel a part of the prestige.
4. Consistent methodology. Methods used in the group must be compatible with the accepted norms of the groups.
5. Convincing the group. The group must be convinced to the need and the urgency of its task.
6. Charity of communication. Look for clues to understanding facial expression, body language, and heads nodding. Good communication is essential to the functioning of a group.
7. Strains or conflicts. Where there is no strain, there is no growth. Both leader and members should be aware that conflicts will occur as a group function. Conflicts not explore early may build up, causing greater damage at a later date. Recognize and work through strains as soon as possible.

Several key ideas are important to discussion group in order to facilitate quality teaching/learning.

1. Initially establish the rules for discussion. Determine rules early to avoid needless later conflict.
2. Allow and encourage each individual an opportunity to participate. Don't force anyone to speak, but give them the opportunity.

3. Avoid generalities. Being specific helps in clarifying ideas for both the speaker and listeners.
4. Share feelings in a nonjudgmental manner. Share feelings in ways that help, not hurt, the person and the situation. Do not make judgment on the other person.
5. Request feedback. Feedback is a vital part of our sharing of ideas. Discussion should involve interactive feedback, not solitary and serial monologues.
6. Make all members accountable for keeping the discussion on target. Let each member of the group be responsible for keeping the discussion on target.
7. Accept positions and personalities. Fruitful discussion occurs only when we demonstrate acceptance of all people and their ideas.

The book review is one method often used in sharing information in various study groups. To help the group in increasing its understanding of a book and to present an evaluation of the book, book reviews are wonderful opportunities to produce a subject to a group. The following basic outline may help in preparing the book review for delivery.

1. Capture the audience's attention with a vivid illustration. Capturing attention may involve reading a section from the book that particularly appealing. The first words spoken in an oral book review should secure the attention of the audience. Don't stumble, but prepare the beginning and speak confidently and clearly.
2. Develop the theme or purpose of the book. Select a few key ideas in the book that are appropriate and significant for audience. The following ideas should keep in mind.
Make personal applications.- Relate instances from the author's life and work that have relevance or interest to those hearing the review.

Make from general to specific.- Provide specific examples to substitute any general

statement.

Analyze symbols and images.- Look for symbolism that may occur in the work. Relate the

symbolism to the development of the theme.

Capture to other works.-Compare and contrast the work to any others that the author has written. Look for its strength and weakness, what make this book special.

Focus on questions raised.- When first reading the book, what questions about the book and what should be the answers.

Limit your key ideas.- Select what is important and deliverable. Avoid delivering several points to cloud the audience's minds.

Relate the book to its title.- Why the author choose the title, what its significance?

3. Conclude the review in a thought-provoking manner. Concluding by summarizing the major points. End presentation with the same preparation as it was at the beginning.
4. Practice your delivery with audience relationships in mind. Do not read the review, know it, and practice it. Make sure to have a complete script or good notes.

CHAPTER 14
Music
(*Dr. C. Doug Bryan*)

Christian hymns offer a right source of Christian teaching/learning. When studied carefully, music teaches us theology or beliefs about God and His creation. Hymns help us relate to other Christians throughout the world and throughout time. Music can be our means of witness to God as we proclaim His sovereignty and majesty through solos, congregational hymn, instrumental music, and choirs. Music can be uplifting for those who are depressed. Music provides an opportunity to inspire us to more positive Christian living and decision making.

Music

is one way of focusing our thoughts, our feelings, and our attitudes toward God and godlike concerns. Music can build and strengthen relationships with fellow believers. Music has value in worship. Music is a significant way of worship.

Music can prepare the learner the lesson at hand. Music can be used to direct thoughts toward specific issues or questions. Music can be used to supplement the other activities. Background information can be used to enhance the teaching aspects of the music. Use the music as a time of testimony to show what periods of time in life this music was particularly meaningful.

Music should also complement the basic message in the worship service or the aim of the teaching. Music and the theme found in the church year such as Easter or Christmas. In worship service, the music through congregational singing is one way to actively involve the participants.

CHAPTER 15
Writing
(*Dr. C. Doug Bryan*)

General Guidelines in Writing:

1. Keep the audience in mind. Writing is to communicate, it is not to mystify. Writing styles differ depending upon the needs, interests, and educational levels of the audiences.
2. Know what to say. Write from strength of knowledge and experience. Do the necessary research if needed.
3. Determine the best way to say it. The following ideas may help in effective communication.

Illustrate broad and general statements.- Move from the broad statement to the specific with numerous example. Create readable paragraphs.- The first sentence should give the major focus of the paragraph. The rest of the paragraph should develop the ideas set forth in the topic sentence. Often the last sentence summarized the main ideas in the paragraph.

Paragraphs should revolve around a central idea.

Use strong language.- Use the active voice, rather than the passive voice. Make the words in writing strong, not weak.

Use transitions. - Use the transitional expressions, such as accordingly, as a result, consequently, finally, for example, furthermore, in fact, likewise, otherwise, therefore and similarly. Transitions are the connection between ideas in sentences or in paragraphs.

Vary sentence patterns. - Using some long and some short sentences. Variation to begin sentences include an adverb; adverb and verb; prepositional phrase; participle phrase; infinitive

phrase; noun clause as an object of a verb; and an adverb and a predicate adjective.

3. Rewrite the material. Rewriting is reshaping and refining work of art. The key ingredient in the writing process is rewriting.
4. Submit the material. The material cannot become published without being submitted, regardless of how wonderful the written material is.

Type of Material Needed:

Devotional writing.- Devotional tend to have on topic or theme that is developed. It is an attempt to share with the reader some inspirational message.

Feature articles.- These articles often center around the idea of "hot to"; personal experiences; an interesting people, events and places.

Short stories.- The short story contains many of the same qualities of the novel, only on a small scale.

Novels.- Novels are longer fictional stories, providing an opportunity to present important problems, to entertain, to challenge, and to inform readers.

Church newspapers and newsletters.- These publications provide an opportunity to begin to express oneself with a growing number of people. They are source for the beginning writer.

Letter and other correspondence.- Letter writing is an important, although it is a dying art.

Receiving a letter is specially meaningful. Receiving a letter can be comforting to those who are ill and encouraging to those experiencing difficulty.

CHAPTER 16
Conclusion
(*Dr. C. Doug Bryan*)

Although this book is a starting point for one who explore the world of teaching/learning, it is covered with the term and the concept. The book allows for the exploration of new people, new places, new situations, and new teaching/learning, because the work is based upon the concept of a passport which provides the basic credentials.

Part I contains the necessary elements in a passport to teaching/learning opportunities. It focuses upon the foundations for Christian teaching/learning including a biblical view, a theory of learning, the place of the learner, the role of the teacher, the lesson planning process, and motivation and methodology.

Part II deals with the various opportunities for teaching/learning. It covers the Bible teaching program, the worship service, leadership training, missions education, study groups, committees, mission activities, music, and writing.

Each chapter provides numerous activities and resources to enhance understanding and application. It contains good model of teaching/learning for the reader such as establishing importance of the topic, defining chapter goals, looking back to review the opportunity, and looking ahead to preview upcoming material.

The teacher is responsible for how he learns how to teach and how he practice his learning. We cannot teach without learning occurring. Teaching/learning are integral processes. We must direct our teaching in ways appropriate to facilitate learning.

Christian teaching is a part of the everyday experience of a disciple. All Christians are teachers or witnesses of what they have experienced, few may become professionals.

Christian teaching/learning is life-giving as we share the gospel. Teaching is growing in the teacher's own understanding and helping others to grow in their understanding. Christian teaching/learning is an adventure in faith. Faith is needed in God in learner and teacher himself.