

Teaching the Christian Faith

Prepared for Timothy Leadership Training by

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with Harold Kallemeyn

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This manual is a condensed version of a longer manual by the same author. Permission is granted to photocopy this manual. The best results will be obtained when **all** the lessons in the manual are studied and discussed.

INTRODUCTION TO TIMOTHY LEADERSHIP TRAINING

In 1997 a team of Christian educators from Africa, Europe, and North America was formed to meet two challenges. The first was to respond to an urgent call for entrance-level pastoral training coming from thousands of protestant evangelists and lay pastors throughout Africa. The second was to promote economic sustainability within the parishes and communities they serve.

The team developed a training program and field-tested it from 1998-2004 in ten English and French-speaking African countries. (Burkina Faso, Guinea, Ivory Coast, Kenya, Malawi, Mali, Niger, Uganda, Tanzania, Zambia) Week-long workshops were held with pastor-trainers from Anglican, Assembly of God, and other denominations as well as with leaders from independent churches. Between the workshops, the participants engaged their evangelists and lay leaders in the same training they had received. Training included pastoral care, Christian education, preaching, stewardship, and the relationship between work and worship.

Those who put this training into practice saw significant progress in their ministries and churches.

One Example from Nairobi, Kenya

In 1998 an Anglican pastor, Charles Muturi, was transferred by his bishop to the Kangemi parish, located in one of the most impoverished neighborhoods of Nairobi. At that time the church averaged 375 worshippers each Sunday. The annual church budget was 800,000 Kenya shillings, much of it raised through harambees (fund-raising events).

That year Pastor Muturi participated in the first Timothy training workshop. In 1999 he began to multiply what he had learned by training the evangelists and lay leaders of his parish. By 2004, the number of Sunday worshippers had increased from 375 to over 1500.

The year ending December 31, 2000, parish giving totalled 3,523,955 shillings, according to the audited report. All funds were raised by voluntary offerings. No more harambees. When all back salaries had been paid, the parish had a balance of 1,509,399 Ksh. Offerings totalled over 5.1 million shillings in 2003: Membership and church attendance continued to grow.

With the additional funds schools were started, scholarships were provided for destitute children, and low-cost housing for poor people was built. The church supports missionaries in other areas of Kenya; for example, in the Rafiki HIV/AIDS orphanage.

Pastor Muturi says, "We no longer accept outside subsidies. We consider financial dependency to be a sickness in the church."

May God bless you as you benefit from this same training for His glory!

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HOW TO USE THIS MANUAL

This manual was written to help train leaders. It is different from other books. It was not written just to be read. It should be used in a group. Participants should have their own copy of the manual.

If possible, participants should also receive the translation of the manual in their language. This will save much time during the lesson when the group is together. If that is not possible, time should be given to participants during the lesson to write down the translation.

To learn from this manual, it is important for participants to speak together and to listen carefully to each another. Four steps should be followed. All four steps are necessary for good learning.

1. **Report.** At the beginning of each lesson (except for the first lesson) each participant presents an action plan report.
2. **Discover.** During each lesson section participants discover new ideas.
3. **Explore.** These ideas are then explored in two ways: through personal reflection and through group discussion. Group discussion teaches participants to listen to each other, to present their ideas to the group and to carefully evaluate what is discussed.
4. **Plan.** At the end of each lesson, all participants make plans to practice what they have learned. They report on how they put their plan into action at the beginning of the following lesson.

If this is the first time your group is using a Timothy Leadership Training manual, spend your first session reading and discussing the first lesson on action plans. During your second session together you will begin Lesson 2.

A REMINDER TO THE TRAINER

You may be tempted to stand in front of the group you are teaching, read aloud what is in the manual and then talk about it for a few minutes before going on to the next section. That would be a mistake, since the participants will not learn well. They will learn well only if they can take time to talk together about what they are learning and then make good action plans.

When the time comes for you to train others, it will be obvious that you are a **good trainer** because you are:

- **Putting into practice** what is taught in the manuals. For example, you are making regular visits and you are a good listener.
- **Seeing measurable changes** take place in your church and community.
- **Enthusied and convinced** that the benefits of your ministry can be multiplied many times over through training others.

Your experience and enthusiasm will also enable those you train to become, in time, good trainers themselves.

SEQUENCE TO FOLLOW

Timothy Leadership training has been most effective when the manuals are taught in the following order:

1. Caring for God's People
2. Christian Stewardship

After these two manuals, you may choose whatever order the group desires:

- Biblical Preaching
- Work and Worship
- Teaching the Christian Faith

BEING PART OF THE INTERNATIONAL TRAINERS NETWORK

If you become a Timothy trainer, we invite you to contact the International Coordination Team at timothyinstitute@calvinseminary.edu to receive the quarterly information bulletin. This bulletin—sent via e-mail—includes news and comments from trainers throughout Anglophone and francophone Africa.

Lesson 1

ACTION PLANS

Throughout this manual, you will make an action plan at the end of each lesson.

Why is it important to plan? Matthew 7:24-27

What is God's response to those who won't risk making plans? Matthew 25:14-30

1. Good Intentions

Good intentions are important. For example, I may have a good intention to visit my church members regularly.

Give some other examples of good intentions.

What happens to many of our good intentions?

2. Action plans

Action plans are more than good intentions. They help us to be God's faithful servants. Action plans describe a) **specific activities** and b) **specific intended results**. They help us achieve what we want to do and what we know we should do.

How do you say "specific activities" and "specific intended results" in your language?

3. **Specific activities**

Good action plans answer five questions:

What exactly will I do?

When will I do it?

How will I do it?

For example:

I will make three crisis visits next week.

(What)

I will make one visit on Wednesday night and two on Sunday afternoon. **(When)**

I will make a special effort to listen carefully during each visit. (**How**)

When preparing an action plan, we also ask two kinds of reflection questions:

Is this **realistic**? For example, can I make the three visits next week with all the other things I have to do? (Luke 14:28-30)

Is this **faithful** to God's will? For example, will I make these visits to be with my friends, or to minister to those in need even if they are not my friends? (Luke 14:12-14)

IN SUMMARY

A good action plan *activity* is **SMART**
SPECIFIC. It describes specifically what I will do,
MEASURABLE. I will be able to tell whether it was done or not,
APPROPRIATE. It is in line with God's will,
REALISTIC. It takes into account my limitations and availability,
TIMEBOUND. It mentions an exact period of time

4. Intended results

- ✓ Action plans also include **intended results** or *outcomes*.
Intended results answer the question, "Why do I plan to do this activity?"

We can answer this "Why?" question in several **general** ways:

"I am doing this to be faithful to God and to his calling," or

"I am doing this to strengthen the faith of the people I visit,"

"I am doing this so that our church will grow," or

“I am doing this to train someone else in visitation ministry.”

These are all good **general** responses of the “Why?” question.

- ✓ Throughout the centuries, good church leaders have also answered the “Why” question in specific ways. They have set **specific goals**, also called **intended results** for their ministry. These goals have helped them set priorities and be focused in their activities and in their prayers.

*What was one of Jesus’ **intended results** when he met the disciples after the resurrection in John 21:1-21?*

*What was one of Paul’s **intended results** for the Ephesian Christians described in Acts 20:27? What were two of the activities he used to meet that goal in Acts 20:20?*

- ✓ Jesus and the apostle Paul had **intentional** ministries. They didn’t do what they did just to get things done, but because they wanted to accomplish an **intended result**. They thought about the future. They imagined how God could advance His Kingdom in the future. Then, with God’s strength, they acted to make it happen.

*Action plans help us to be like Jesus and the apostle Paul, with intentional ministries. Of course, we know that we will never be able to see **all** the results of our work. Only God knows all the results of our activities.*

A good action plan *intended result* is also

S M A R T

SPECIFIC. It describes specifically what I expect will happen because of what I will do.

MEASURABLE. I will be able to tell whether it happened or not.

APPROPRIATE. It is in line with God's will.

REALISTIC. It takes into account the limitations and possibilities of God's people.

TIMEBOUND. It mentions an exact period of time.

In an action plan, the **activity** refers to what **you** will do. The **intended result** is what you expect to happen in the **church** or the **community**. Both of them need to be **S M A R T**.

Here are some examples of action plans:

Example 1

I will make three visits next week, one on Wednesday evening and two on Sunday afternoon.

I will make an effort to listen patiently and carefully to those I visit (activity)

so that the people I visit will make good decisions about how to face their problems.(result)

Is this a well written action plan? Is it S M A R T?

Example 2

So that giving in our church will increase by 10% next month (result), I will preach three sermons on Christian stewardship this month and set an example through my own faithful giving (two activities.)

Is this a well written action plan? Is it S M A R T?

Example 3

Imagine that your church wants to better comfort those who are suffering.

This is a poorly written activity:

“I plan to make more visits.”

Why is this a poorly written activity? Is it S M A R T?

This is a well written activity:

“Every Thursday afternoon and evening I will visit 3 church families.”

Why is this a well-written activity? Is it S M A R T?

This is a poorly written result:

“The fellowship of our church will grow.”

Why is this a poorly written activity? Is it S M A R T?

This is a well-written result:

“By the end of six months of visiting, our church attendance will grow by 10% and the number of members involved in the ministry of the church by 15%.”

Note: Sometimes we write the activity before the result. Sometimes we write the result before the activity.

Example 4

Imagine that we wish our church members to practice better stewardship.

Is this a well written result?

“Our church members should increase their gifts and offerings.”

Is this is a well written result?

“During the 12 months of this year, the gifts and offerings of our church will increase 10% more than last year.”

Is this a well written activity?

“I will preach more often on subjects related to stewardship.”

Is this a well written activity?

“I will preach 7 sermons on each of the 7 keys to good stewardship during 7 Sunday’s of the month of March and April.”

Example 5

In your group, give an example of a poorly written action plan and an example of a well-written action plan.

5. Five-Step Action Plan Reporting

You will make an action plan at the end of each lesson. At the beginning of each lesson, **each participant** will report on his or her action plan written during the last meeting. Action plan reports have five parts:

- 1: Activity report: *Did I do what I said I would do?*
- 2: Result report: *Was the result what I expected?*
- 3: *What **obstacles (problems)** did I encounter?*
- 4: *How can I **overcome** those problems before the next lesson?*
- 5: **Thank God** for progress made and **pray** for the challenges facing each one.

After finishing this manual, we encourage you to form an action plan ministry team that continues to meet together regularly.

Lesson 2

Teachers and How they Teach

1. **Teaching is important.** Deuteronomy 6:4-8, Psalm 78:5-8, 2 Timothy 2:2

What are the words used in your language for “teacher,” “to teach,” and “to train”?

Why is teaching so important in the family and in the church?

2. **My testimony**

Think of a person who had an important influence in your life. Why did that person influence you? Think of a few words to describe that person’s life qualities (knowledge, attitudes). Share those words together and make a list of them. What are the words mentioned most often?

3. **Teachers in the Bible**

Think of one or two good teachers in the Bible (other than Jesus). Share your thoughts together. What were the life qualities that helped them be good teachers?

4. **Jesus the Teacher**

Jesus was a good teacher because of his life qualities. Matthew 9:6, Mark 1:27, 38, John 13:13-15

What were the life qualities that made Jesus a good teacher?

Jesus was also a good teacher because he taught in many different ways. Mark 12:41-44, Luke 8:4, Luke 10:1, Luke 11:1

What were some of the different ways Jesus taught?

5. What we teach: the Bible

In 2 Timothy 3:16, Paul gives four reasons to teach the Bible.

What are the four verbs used in your Bible translation? What are the words for each in your language?

These four verbs describe how to teach the Bible well.

- 1. Teach what is true.** Good teachers help us understand what God is doing in the world and His will for our lives.
- 2. Show what is wrong.** Good teachers warn us about wrong ideas and wrong living.
- 3. Correct.** Good teachers don't just tell us what is wrong. They help us correct what we are doing wrong.
- 4. Train.** Finally, a good teacher, like a good sports coach, helps train us to serve God and develop our talents.

6. The Teacher's Authority

Teachers do not have authority because they are always right! Their authority does not come from their position. A teacher's authority comes

from a good understanding of Scripture and the ability teach it.

*Why did Paul have authority in his ministry?
Acts 20:20,27*

7. Action Plan

Describe one thing that you will do in your family or your church, before Lesson 3, to practice one of the four verbs found in 2 Timothy 3:16 (activity)

What do you expect will change if you do this? (result)

Share your action plan with at least one other person in the group and pray together before the end of the lesson.

Lesson 3

Learners

1. Action Plan reporting. In smaller groups or in the larger group, report on the action plans made at the end of Lesson 2. Report on the **activities** and the expected **results**. What were the **obstacles** encountered which prevented some action plans to be accomplished? How can those obstacles be **overcome** before Lesson 4? Celebrate the results by applause or song.

2. Why Teach? Ephesians 4:13
What is the reason Paul gives for teaching in the church in verse 13? How does your Bible translate “grow up in the faith”?

Another word for “growing up” is **maturity**.
What is the word used in your language for a mature person?

3. Maturity

Christian maturity concerns **knowledge**, **attitudes**, and **actions**.

KNOWLEDGE

Read: Deuteronomy 6:6, Psalm 103:2, Acts 28:29-30, Titus 1:9-10, Ephesians 4:14
*What does God expect his people to know?
Give an example of how someone helped you discover and appreciate a biblical truth.*

ATTITUDES AND DEEP FEELINGS

Read: Deuteronomy 6:5, Proverbs 8:13, Exodus 18:21, Psalm 119:127, Ephesians 3:17-19, 1 John 3:17, 1 John 4:11-12

*What are some of the attitudes and deep feelings that God expects of his people?
Give an example of how someone helped you feel something deeply (like joy, sadness, love or anger).*

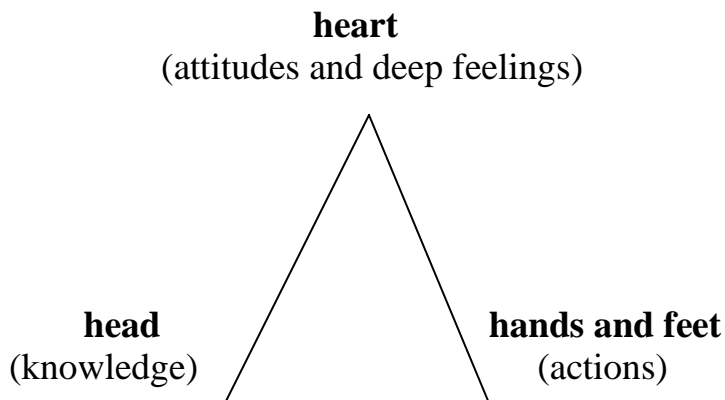
ACTIONS

Read: Deuteronomy 5:1, Deuteronomy 6:1, Psalm 37:3, John 13:12-17, James 1:27

*What are some of the actions that God expects his people to **do**?
Give an example of how you learned to do something from someone else.*

4. Head, Hands and Heart

Knowledge, attitudes and actions are all part of each person. We can think of these three parts as related to the **head**, the **heart** and the **hands and feet**.



Translate this diagram into your language

5. Evaluate

Give an example of how you teach for knowledge, for attitudes or for actions.

How could you teach for all three with the text “Love your enemies and do good to those who do evil to you”?

Do you tend emphasize the “head”, the “heart” or the “hands and feet” when you teach?

Think about what can happen if Christian teaching does not include “head,” “heart,” and “hands and feet.”

6. Action Plan

Describe one thing that you will do in your family or in your church, before Lesson 4, to better train the “head,” the “heart,” or the “hands and feet” of those you teach.

Activity _____

What do you expect will change if you do this?

Result _____

Share your action plan with at least one other person in the group and pray together before the end of the lesson.

Lesson 4

Two Informal Ways of Teaching: Be an Example and Apprentice Training

1. Action Plan reporting. Report on the action plans made at the end of Lesson 3. Please use the 5-step report process of Lesson 1, page 10.

2. Parents, pastors and other church leaders teach by **example** and by **apprentice training**.

Example. Young children watch and imitate parents and older brothers and sisters. They learn much through examples. Later, it is hard to change what was learned at an early age.
What have you learned through the example of your parents?
Why does Jesus speak so severely in Luke 17:1,2?

Church members constantly observe the pastor and other leaders to learn how to love their family and how to work.
Can your church members observe you in your family life and work? If they can, what will they learn from you?

4. Apprentice Training. Sometimes an experienced person takes a learner for assistance and training.

Here are the four steps of the apprentice method.

1. The learner carefully observes the trainer do a task.
2. The trainer then explains what he has just done. The learner listens carefully.
3. The trainer asks the learner to do the task and watches him do it.
4. The trainer evaluates the learner. He affirms what was right and corrects what needs to be changed. The learner listens carefully.

Then the trainer repeats step one and two, followed by steps three and four. *A good trainer does not skip any step.*

All four steps are repeated until the learner does the task well.

Give examples of training with the apprentice method in your community.

Give examples of training with the apprentice method from the Bible.

5. Action Plan

Describe one thing that you will do in your family or in your church, before Lesson 5, to be a better example (activity). What do you expect will change if you do this (result)?

Activity_____

Result_____

Share your action plan with at least one other person in the group and pray together before the end of the lesson.

Lesson 5

The Theme of the Text

1. Action Plan reporting. Report on the action plans made at the end of Lesson 4. Please follow the 5 steps at the end of Lesson 1, page 10.

2. Preparing a Bible Lesson

Sunday school teachers, youth leaders and pastors all prepare and lead Bible lessons. Four steps described in the next four lessons of this manual help teachers prepare good lessons.

1. What is the **theme** of the Bible text I will teach? (Lesson 5)
2. What are the **results** I hope to achieve by teaching this lesson? (Lesson 6)
3. What are the teaching **activities** I will use to achieve these results? (Lesson 7)
4. What is my **lesson plan**? (Lesson 8)

3. The Theme of the Text

The theme is the *main idea* or the *main subject* of the text.

What is the word in your language for “theme” or “main idea”?

Note: Even if you don't preach in the church, we recommend that you study the manual “Biblical Preaching.” It will help you prepare your Bible lessons. The three keys of good preaching are also the three keys of good teaching:

- *Teach the Text*
- *Teach the Gospel*
- *Teach for Results*

To find the theme of the text:

1. Read and then reread the Bible text. If you have difficulty reading, ask someone to read the text to you.
2. Think about the different ideas or the different events presented in the text. If possible, write them down.
3. Ask the most important question: “What is God doing in this text?”

These three steps will help you find the theme of the text.

For example:

1. Read and reread John 3:16.
2. Think about the different ideas in the text. *God gives his Son, believing, eternal life. What are some other ideas in the text?*
3. What is God doing? *God loves the world.* There are many ideas in John 3:16, but what God does is most important. *God loves the world.* This is a good theme for a lesson on this text.

Another example:

1. Read and reread Psalm 1
2. Think about the different ideas in the text: *meditate on the law of God, be like a strong tree or be like chaff that will perish, etc.*
3. What is God doing in this text? *God blesses those who keep his law.* This is a good theme for the text. What God is doing is the most important part of the text.

What is God doing in this text? It is important to answer this question so that the children and adults we teach will hear about *God's* deeds, *God's* call and *God's* encouragement for them. It often takes time and reflection to answer this question. Read the Bible chapter before the lesson text and the chapter after. It may also help to speak to someone else, like a pastor, to help answer the question.

4. Exercises

What is God doing in the following texts?

Psalm 6 - God is listening to the cries of his servant

Mark 10:13-16 - God, in Christ, welcomes children and honours them

Genesis 50:15-21 - *What is God doing in this text? What would be a good theme for a lesson on this text?*

The manual on preaching presents other exercises to help answer the question: "*What is God doing in this text?*"

5. Action Plan. Before Lesson 6:

- Choose a Bible text that you may have already used in your teaching.
- Reread the text carefully
- List the different ideas or events in the text.
- Answer the question, "*What is God doing in this text?*"
- What is a good theme for this text?

Lesson 6

Teaching for Results

1. Action Plan reporting. Report on the action plans made at the end of Lesson 5. What did you learn about finding the theme of the text ?

2. Review

The four steps to prepare a Bible lesson:

1. What is the **theme** of the Bible text I will teach?
2. What are the **results** I hope to achieve by teaching this lesson?
3. What are the teaching **methods** I will use to achieve these results?
4. What is my **lesson plan**?

Chapter 5 presented the first step: the **theme**.
This chapter presents the second step: **results**.

3. Results

What is the word used in your language for “results”?

Others words in English for *results* are *expected changes, objectives* or *outcomes*..

Reread Lesson 1, pages 4-6 on **Action Plans**.

The apostle John wrote his gospel to bring about *results* or *expected changes* (John 20:31). God wants his Word to bring change in our lives, in the church and in the world. (Isaiah 55:10,11) When we teach from the Bible, we too should expect the changes in our learners. Remember 2 Timothy 3:16, p. 8.

Here is a question which helps teachers bring results in their teaching.

How does the **theme** of my lesson relate to the **needs** of my learners?

Take time to make certain that the lesson is understood by everyone.

For example: John 3:16 (Theme: God loves the whole world)

How does God's love for the world relate to those I teach?

Discuss your answers to this question together.

Another example: Psalm 1 (Theme: God blesses those who keep his law)

How does God's blessing for those who keep his law relate to those I teach?

Discuss your answers to this question together.

Ask this question as it relates your text in your Action Plan for Lesson 5.

How does the theme of my text relate to those I teach?

Share and discuss your answers together.

4. Results for “head,” “heart,” and “hands”

Lesson 3 showed that God wants his Word to bring result to:

- our **head** (knowledge and understanding),
- our **heart** (attitudes and deep feelings) and
- our **hands and feet** (actions).

Good teachers think about how their Bible lessons will bring three kinds of results to the “head,” “heart,” and “hands” of those they

teach. Completing the following three sentences helps teachers bring results to “head,” “heart,” and “hands.”

KNOWLEDGE

My lesson will help those I teach to:

- (discover, know, understand, learn...)

ATTITUDES

My lesson will help those I teach to:

- (feel deeply, be affected by...)

ACTIONS

My lesson will help those I teach to:

- (do, act, say, practice...)

5. Example: John 3:16 “God loves the whole world”

My lesson will help those I teach to:

- **understand** that God loves the whole world,
- **feel** thankful and joyful that God loves sinful people and wants to share eternal life with them,
- **say** in their own words their faith in Jesus.

What are other possible results could be used to prepare a lesson on John 3.16?

6. Action Plan

Do your Sunday School teachers, youth leaders, and catechists meet for training? Will you teach these lessons on:

- the theme of the text
- teaching for results
- teaching to head, hands, and heart

When will you schedule these lessons for teachers?

What is the intended result of this teaching?

Lesson 7

Teaching Activities

1. Action Plan reporting. Report on the action plans made at the end of Lesson 6. Please follow the 5 steps of Lesson 1, page 6. What were the **obstacles** encountered which prevented some action plans to be accomplished? How can those obstacles be **overcome** before Lesson 8?

2. Review

The four steps to prepare a Bible lesson:

1. What is the **theme** of the Bible text I will teach?
2. What are the **results** I hope to achieve by teaching this lesson?
3. What are the teaching **activities** I will use to achieve these results?
4. What is my **lesson plan**?

Lesson 5 presented the first question about the **theme**.

Lesson 6 presented the second question about **results**.

This lesson presents the third step about teaching **activities**.

3. Teaching activities

How do you translate “teaching activities” in your language?

Some examples of teaching activities:

- The group learns a song together
- The group memorizes a Bible verse together.

- The teacher tells a story to the group.
- The teacher asks questions and those questions are discussed in small groups.
- Learners go out in pairs to visit sick people and report back to the group.

What are some other teaching activities?

Many different activities can be used to teach the faith. Good teachers use different activities. They know that if they always use the same activity, their learners will lose interest.

4. Organizing the group

Teaching activities also refers to the way the teacher organizes the learners. A teacher can organize the group in three basic ways:

- Activities for **the whole group** together,
- Activities in **smaller groups**,
- Activities for each **individual** learner.

For example, at the end of Lesson 4, p. 20, each **individual** in the group wrote an action plan. Then, in **small groups** of two or three, action plans were shared and prayed for.

4. Choosing good teaching activities

How do we choose good teaching activities? The **results** we expect will help us to choose good **activities**.

For example: John 3:16 “God loves the whole world” (theme)

“HEAD”: KNOW AND UNDERSTAND

Result: This lesson will enable learners to **know** that God loves the whole world.

What **activities** will help our learners know that God loves the whole world?

Possible activities:

- Memorize John 3:16 together.
- Ask questions like “Who does God love?”, “How does God show his love?”, “How can we show honor to God who loves us?”
- In small groups, read other Bible texts which present God’s great love, and answer questions prepared by the teacher.
- Discuss the difference between God’s love for us and our love for each other.

Can you think of other possible teaching activities for John 3:16 which concern especially the “head”?

“HEART”: FEEL DEEPLY

Result: This lesson will enable learners to **feel** thankful and joyful that God loves sinful people and wants to share eternal life with them.

What **activities** will help our learners feel thankful and joyful?

Possible activities:

- Singing about God’s great love.
- Listening to a testimony about someone in the group who discovered God’s love and became a Christian
- Reading (as individuals, in small groups or in the larger group) the story about Jesus’ death on the cross.
- Imagining the difference between eternal life or eternal punishment.

Can you think of other teaching activities for John 3.16 which concern especially the “heart”?

“HANDS AND FEET” : DO

Result: This lesson will enable learners to **respond** in faith and commitment to Jesus by actions and behaviors.

What **activities** will help our learners respond in faith?

Possible activities:

- Say prayers of thanksgiving for God’s great love,.
- Testify to personal faith and commitment to Christ.
- Invite non-Christians in the group to commit their lives to Christ.
- Plan a weekend of evangelism in a neighbouring village.

Can you think of other possible teaching activities for John 3.16 which concern especially the “hands and feet”?

4. Action Plan

Before Lesson 8 continue to prepare a Bible lesson for Psalm 1 and for the text you chose at the end of Lesson 5:

PSALM 1

“Head” result _____

“Head” activity _____

“Heart” result_____

“Heart” activity_____

“Hands” result_____

“Hands” activity_____

ANOTHER BIBLE TEXT
(Your text from Lesson 5)

“Head” result_____

“Head” activity_____

“Heart” result_____

“Heart” activity_____

“Hands” result_____

“Hands” activity_____

Please teach one of these lessons before
Lesson 8.

Lesson 8

Making Good Lesson Plans

1. Action Plan reporting. Report on the action plans made at the end of Lesson 7. What were the **obstacles** encountered which prevented some action plans to be accomplished? How can those obstacles be **overcome** before Lesson 9?

2. Practice

Preparing good Bible lessons takes time and practice. Do not get discouraged if you find this difficult! If necessary, ask your teacher to give more examples. Ask experienced teachers if you can observe them as they teach children, youth or adults. It is important that pastors learn to teach well so that they can be an example to other teachers.

3. Lesson Plans

The final step in lesson preparation is to make a **lesson plan**. It shows the different steps from the beginning to the end of the lesson. In a lesson plan, we put into **order** the different teaching activities.

For example, John 3:16: LESSON PLAN

- Welcome personally each person who comes for the lesson (Show God's love to each one) (heart)
- Sing about God's great love (heart)
- Ask the question, "Does anyone know of someone who made a great sacrifice for a person he or she loved?" (heart and head)

- Read together John 3:16 (head)
- Ask questions to help learners understand the text. For example, “How do we know that God loves us?” (head)
- Ask the question, “Would you rather be a loser or a winner? Do you know someone who likes to lose more than win? Would you rather gain eternal life or lose it?” (heart)
- Ask the question, “What does it mean to believe in Jesus?” Read other Bible texts which help answer the question. (head)
- Ask learners, in a few words, to say prayers of thank-you to God for his great love. (hands)
- Pray together, in small groups, for friends or family members who have not yet put their faith in Christ. (hands)

Often things happen during a lesson that are not planned! Good teachers know that interested learners often ask unexpected questions.

Why is it important to plan well even though we know that unexpected things will happen during the lesson?

4. Preparing a lesson is like making an action plan

Lesson planning and action planning have two things in common: **results** and **activities**.

Do you see how lesson planning and action planning are alike?

*We become better teachers when we take the time to plan the **results** and **activities** of our lessons. Why?*

4. Action Plan

Before Lesson 9, prepare **two** lessons plans: one from Psalm 1 and one from the Bible text you chose at the end of Lesson 5.

Use one of these lesson plans to teach a group of learners before meeting together for Lesson 9.

- What **results** do you expect if you use a good lesson plan?
- Which **“head” results** do you expect?
- Which **“heart” results** do you expect?
- Which **“hands” results** do you expect?

Lesson 9

Teaching Children

1. Action Plan reporting. Please report using the 5-step process of Lesson 1, page 10.

2. Teaching children is the pastor's responsibility. Psalm 78:2-6, Lamentations 4:2-4, Deuteronomy 6:7, Matthew 19:14, Ephesians 6:4

Some pastors think that that teaching children is not part of their ministry. Would Jesus agree with them?

What do these texts teach about the responsibility of a pastor to the children of the church?

It is important, at least from time to time, for pastors to teach children themselves and to listen to them. Why?

- Pastors will learn to speak simply and clearly.
- They give an example and encouragement to those who teach children regularly in the church.
- Their example encourages parents also to teach their children.

How can a pastor help parents train their children well?

Pastors also have the responsibility to teach, supervise and encourage Sunday school teachers. They should encourage their teachers to meet with teachers from other churches for training and sharing. Pastors should ensure that

the church budget includes Sunday school needs.

Pastors pray regularly during public worship for the children of the church, their parents and their Sunday school teachers.

3. Raising and teaching children

Here are some children's needs which families and churches should meet:

- Parents and older children who are good **role models**.
- **Participate** in church activities with their parents.
- **Personal attention** from their parents who show them love, counsel, discipline and encouragement.
- Listen to family and Bible **stories**.
Through stories, children discover who they are and their place in the world.
- Act out these stories in their **play**.
- **Memorise** the Bible and catechisms.

4. Action plan

In groups of three, evaluate the children's ministry of your church. What is one thing that your church does well? What is one thing that your church is not doing very well?

Activity Write one thing as a pastor that you will do before Lesson 10 to improve your church's ministry to children

Result: Write one thing that should change if you do this.

Lesson 10

Teaching Youth

1. Action Plan reporting. Please use the 5 steps of Lesson 1, page 10.

2. Teaching youth is the pastor's responsibility

Like children, young people need to participate in church activities with adults. They also need the personal attention of adults whom they respect. But they also must learn to think for themselves and make important decisions concerning their lives. Sometimes this creates tensions in the family and the church.

Pastors can encourage their youth in several ways:

- Show interest in each young person. Meet with them personally to give guidance and encouragement.
- Invite them to participate actively in public worship.
- Encourage the youth group to have their own activities and projects, especially HIV/AIDS projects.
- Teach them to think and live in a Christian way through Bible studies.

3. Learning to think and live in a Christian way

Youth leaders should prepare their Bible studies well following the four steps of lessons 4-7. Pastors should assist their youth leaders in learning to prepare well.

Good questions help young people learn to think in a Christian way. They should learn to search for answers to questions instead of being told the answers right away by the leader. When they find the answers for themselves, young people appreciate the truth they discover much more and are motivated to put it into practice.

Youth leaders who lead Bible studies:

- Ask good questions related to the *head*, the *heart* and the *hands and feet*.
- Help young people express themselves freely and clearly.
- Teach them to appreciate and evaluate the ideas of others.
- Keep the attention of the group focused on the theme of the Bible study.

4. Action plan

In groups of three, evaluate the youth ministry of your church. What is one thing that your church does well? What is one thing that your church is not doing very well?

Activity Write one thing that you as pastor will do before Lesson 10 to improve your church's youth ministry

Result: Write one thing that should change if you do this.

Lesson 10

Teaching Adults

1. Action Plan reporting. Please use the 5-step reporting process from Lesson 1, page 10.

2. Teaching adults is the pastor's responsibility

- Pastors teach regularly through their preaching.
Who chooses the texts and the themes of the sermons given in your church?
- For 2000 years, preachers have used catechisms to preach and teach “the full counsel of God” (Acts 20:27).
Does your church use a catechism to teach the “full counsel of God” to children, youth and adults?
Does your church train new adult converts? How?
- Pastors teach adults by answering their questions during home visits.
Have you been asked an important question during a recent visit?
- What is the main task of pastors according to Ephesians 4:12?
How do you prepare the adults of your church for Christian service?

3. How adults learn

Adults learn most when they face new responsibilities.

What does a newly engaged couple want to learn?

What does a father who has difficulty speaking with his son want to learn?

What does a new Sunday school teacher want to learn?

What does a new youth leader want to learn?

Adults like to meet with others who share the same kinds of responsibilities. For example, Sunday school teachers like to meet together. When they are together, they speak about the problems they are facing. They share their good ideas about teaching well and encourage each other.

Good pastors encourage their members to develop their gifts and talents to better serve God and others.

4. Action plan

In groups of three, evaluate the adult education ministry of your church. What is one thing that your church does well? What is one thing that your church is not doing very well?

Activity: Write one thing that you as a pastor will do before Lesson 12 to improve the adult education ministry of your church.

Result: Write one thing that should change if you do this.

Lesson 12

Making a Six-Month Action Plan

1. Action Plan reporting. Report using the 5 steps from Lesson 1, page 10.

2. Congratulations! You have completed a significant part of this TLT training manual. Now it is time, during the next six months, to practice and perfect what you have learned.

3. An important question:

“How can this training make a difference in my family, my church and my community?”

- Reflect silently on the phrase of our Lord’s Prayer: “May your Kingdom come”. Think about this question: *“How can God’s Kingdom be advanced in my family, my church and my community in the coming months through what I have learned in this workshop?”*
- After a time of personal reflection, share your thoughts together. *“In what way can your family, your church (with its children, young people and adults) and your neighborhood be changed through your ministry—by God’s grace and the power of His Spirit—in the next six months?”*
- Pray together that God would guide and inspire each one.

4. Write the Six-Month Action Plan

On a sheet of paper provided by the trainer:
Write an **intended result** which communicates one way in which your family, your church or your community can develop and change in the next six months. Remember that the intended result must be *S M A R T*.

Write one or more activities which describe what you will do to help achieve your intended result. Your activities should be related to what you have learned in this workshop. Remember that your activities must also be *S M A R T*. For example:

- preach 5 sermons on stewardship
- monthly, inform the congregation how much was received and what bills were paid
- train three elders to make ten visits each

5. Sharing the Six-Month Action Plan

In groups of three, each participant reads aloud his action plan so that the others can help improve it by asking *S M A R T* questions. Revise the action plans, if necessary.

All action plans are then placed on a table or posted so that the participants can walk around and read them all.

A second copy of each action plan is written and left with the trainer.

6. Commit each other to the Lord

Pray together that God would bless these action plans.

Participants take their own copy home and hang it in a place where they can be reminded of it regularly.

Lesson 11

Final Lesson

About six months later, the trainer will convene a final lesson.

1. Action plan reporting. All action plans will again be placed on a table or posted. Each participant will present his plan to the group and report following the five steps on page 10.

2. Your Testimony. Write down the most significant changes which this training produced in your family, your church and your community

(To the trainer: The TLT coordinating team will be pleased to receive a copy of these testimonies. They can be sent to timothyleadershiptraining@calvinseminary.edu

3. After a time of prayer and thanksgiving, each participant will write another six-month action plan following Steps 4, 5 and 6 of Lesson 11.

CONCLUSION

We encourage as many participants as possible to form an action plan ministry team that continues to meet together regularly.

BLESSING

Go in the grace and knowledge and power of our Lord Jesus Christ. It is His Church that you serve.