

First Edition November 1990





EDUCATION DEPARTMENT 12501 Old Columbia Pike Silver Spring, MD 20904, U.S.A.

ACKNOWLEDGEMENTS

During the writing and editing of this framework, a number of teachers have given their time, creative ideas and resources. We would like to acknowledge their contributions and thank them for their commitment and effort. Those whose names are listed below are the group who have participated in workshop sessions.

Carol Bacon Brisbane Adventist High School David Bertlesen Auckland Adventist High School Robert Bolst Longburn Adventist College Murray Chapman Avondale High School Strathfield Adventist High School **Ron Craig** Heather Dixon Avondale High School Allan Hedges **Curriculum Unit South Pacific Division Dwane Hedges** Sydney Adventist High School Lionel Hughes Sydney Adventist High School David McClintock Carmel Adventist College **Rosalie** McFarlane Balmoral Adventist Primary School **Randall Pieterse** Doonside Adventist High School **Ron Pieterse** Pacific Adventist College. Don Roy Avondale College Max Smith Carmel Adventist College Curriculum Unit South Pacific Division Jennifer Steley Ken Weslake Longburn Adventist College Craig Whitsed Lilydale Adventist Academy

We in the South Pacific Division Education Department are pleased that teachers are engaged in developing Bible curriculum materials, and we look forward to seeing more structure and professionalism in our teaching as we attempt to implement the intentions of this framework.

Yours sincerely

Barry Nice

Barry Hill Director Secondary Curriculum Unit.

South Pacific Division Seventh-day Adventist Church Department of Education 148 Fox Valley Road WAHROONGA NSW 2076

November 1990 First Edition

CONTENTS

| ACKNOWLEDGEMENTS | 1 |
|--|----------------|
| CONTENTS | 2 |
| USING THE FRAMEWORK | 3 |
| WHAT IS A FRAMEWORK? | 4 |
| WHO IS THE FRAMEWORK FOR | 4 |
| FRAMEWORK OVERVIEW | 5 |
| PHILOSOPHY | 6 |
| RATIONALE | 7 |
| OBJECTIVES | 8 |
| VALUES | 9 |
| CHRISTIAN LIFE ISSUES | 11 |
| LIFESTYLE ISSUES | 13 |
| BIBLE SKILLS | · 17 |
| APPROACHES TO TEACHING BIBLE | 21 |
| STRATEGIES FOR TEACHING VALUING | 22 |
| ASSESSMENT | 25 |
| SAMPLE UNIT OUTLINE | 26 |
| APPENDICES | 27 |
| Elements of Religion Learning Strategies Textbook Overview | 28 29 30 |

SUGGESTIONS FOR USING THE FRAMEWORK

There are many ways to use the framework to help you plan courses, units of work, or topics. The aim is to provide a basic checklist for planning. For topics or units, try the following steps, summarizing your plan on a page or two.

| Look at the flowchart on page | 5 which overviews | key parts of the framework. |
|-------------------------------|-------------------|-----------------------------|

Read the philosophy, rationale, and objectives on pages 6-8 to gain a picture of the key emphases of your subject.

Choose a topic or unit and start to make a summary overview using the following steps. (See the example on page 26)

Check through the list of values on pages 9-10. An example is 'integrity'. Select those that seem to need most emphasis, and write them down.

Read the suggested issues on pages 11-16 and choose those that are appropriate for your topic.

On pages 17-20 there are some suggested skills. Include those that seem to need attention in your unit.

Select from the list of possible approaches to teaching Bible on page 21. Remember the need to have variety.

Read the suggestions on how to teach values on pages 22-24. An example is making value judgments about text. Now add some ideas on teaching methods to your summary.

For ideas about assessment, check page 25. Assessment must be linked with your teaching content, emphasis and methods. Jot down some ideas.

To see how value-concepts, skills and teaching methods can be worked into planning a unit, look again at the example on page 26. You can now refine your own summary overview page of your topic or unit.

Refer to the appendices for further teaching resources. As you can see, you are required to thoughtfully bring together a number of strands in the planning process. By this stage, the topic or unit is certain to be taking on a values-oriented Adventist Christian perspective.

WHAT IS A FRAMEWORK?

In the Adventist school context, a 'framework' is a statement of values and principles which guide curriculum development. These values and principles are derived from Adventist educational philosophy which states important ideas about what is real, true and good. The objective of the framework is to show how Adventist Christian values and faith can be integrated with academic learning, and it provides some examples of how this can be done. The framework is organized as a resource of ideas for subject planning, so it is intended to be useful rather than exhaustive.

In attempting to present an Adventist perspective, it is clearly understood that some aspects of a course may be taught in similar fashion no matter where it is taught. However at a superficial level the objectives and content of other topics taught in Adventist schools will seem little different from state syllabi merely because the content appears relatively neutral in philosophical terms. With thoughtful teaching there will in fact be differences in content emphasis and approach for these topics, while there will be more noticeable differences in other topics and curriculum processes. These differences of varying degree will stem from the underlying philosophy of the framework.

This Bible framework contains: a philosophy; objectives; a list of values; a list of issues; a list of skill groups; suggestions on approaches to teaching Bible; guidelines on assessment; and an explanation of what the elements of religion are.

The document has been designed to provide a basic reference, often in the form of a checklist with the essential elements of Bible and practical suggestions, which will be used by the teacher in the preparation of course outlines, programmes, units and lessons. No attempt has been made to replace an individual teacher's working document programmes. The framework mainly attempts to show how good practice can be placed in a value perspective which is Christian. It is intended to help you bring a values-orientation and Adventist perspective to your planning.

WHO IS THE FRAMEWORK FOR?

The framework is primarily designed for all Bible teachers in Adventist secondary schools. It also provides a reference point for curriculum planning for principals and administrators in the Adventist educational system. Further, it attempts to show government authorities that there is an Adventist curriculum emphasis which provides some justification for the existence of an Adventist school system. The document is to be used in establishing the direction for any curriculum planning, whether it involve creating courses from scratch, adding to state syllabi, or evaluating units and resources.

FRAMEWORK OVERVIEW

| THE MAIN OBJECTIVES OF BIBLE ARE: | Acquainting the students with God's revelation of Himself to the universe. Challenging students to evaluate Christianity and to be committed to Christ. Helping the students to develop a personal relationship with God. |
|--|--|
| | |
| THEY ARE DEVELOPED THROUGH PURSUING KEY IDEAS SUCH AS: | God is the Creator and sustainer of the Universe. The Bible reveals God's plan and outlines the most satisfactory principles for living. The great controversy between good and evil has led God to initiate a plan of Salvation for humans. |
| | |
| THEY ARE ILLUMINATED BY FOCUSING ON VALUES SUCH AS: | Cheerfulness Honesty Love Respect Truthfulness Worship |
| | |
| THEY ARE UDNERSTOOD BY DEVELOPING SKILLS SUCH AS: | Handling emotions Praying Studying the Bible Using Bible resources Valuing |
| | |
| THEY ARE ILLUSTRATED THROUGH DISCUSSING: | Issues facing us and what God says abouthem: • Future existence • God and purpose in life • Good and evil • Relationships • The church |

PHILOSOPHY

Seventh-day Adventist Education is based upon a world view derived from the Christian faith. This view begins with an eternal, loving and personal God who has always existed, is all-powerful and is the source of all life, truth, beauty and Christian values.

All truth finds its centre and unity in this God who communicates truth to man in a general way through nature and His providential acts, but more specifically through Jesus Christ and His inspired revelation, the Scriptures.

A key objective of Seventh-day Adventist education therefore is to develop students' understanding of this revelation and to develop faith in the God of the Bible. Such faith grows as students learn how to build a relationship with God, and it leads to lifelong commitment to the Adventist lifestyle, and to salvation in God's eternal kingdom. The study of the Bible therefore becomes central to an understanding of all subjects in the school curriculum. Bible provides coherence for all other school subjects, and it is the principal means by which students interpret the meaning of events in their lives. Bible study not only addresses Adventist doctrinal beliefs, but it relates to lifestyle issues, ethical decision-making, interpersonal relationships, reasons for faith, and personal religious experience.

Bible teaching rests on a number of assumptions. Adventist Christians accept that through reason which is led by the spirit of God humans can know the God of the Bible. They endorse by faith that man was created by God to be perfect and in His image, but that man exercised his God-given powers of choice and rebelled against God. Man is now naturally depraved, dependent on the divine initiative of God for salvation and the restoration of former God-man relationships. Man's true value is only found in his relationship with God and not in isolation from Him. Man, placed in the context of eternity, is seen as being accountable to God for the choices he makes. The anticipation of the blessings of perfect relationships among redeemed men and women after the second coming of Christ therefore gives impetus to vibrant living now.

It is evident from the assumptions mentioned above that a central focus of Bible teaching is the development of relationships. The most important of these relationships is the one we develop with God. As we seek fellowship and communion with Him, we believe that we are enabled to develop a character which is expressed ultimately in service to others.

It is assumed that in acquiring knowledge, skills, values, attitudes and feelings, students refer constantly to the Bible as the most important single means for mental and spiritual growth. Bible study enhances the individual's ability to think for himself and encourages the modeling of God's life in one's own character guided by the Holy Spirit. We believe that such study leads students to share the gospel in loving service for others. The test of the effectiveness of Bible teaching is in the lifestyle that a person adopts. Good Bible teaching emulates the example of Christ who was innovative, accepting, and positive in approach. Ultimately, Bible teaching encourages a sound application of Biblical principles in one's relationships and life.

44

RATIONALE

Seventh-day Adventist schools have been established primarily to establish an environment where the Bible is promised as God's word, and where the principles of Christianity as defined in Scripture are the basis of all education. The teaching of Bible in the school therefore becomes the starting point for establishing the relevance of the scriptures to the understanding of our place in the world and the development of a satisfying Christian lifestyle which harmonizes with the teachings of the Seventh-day Adventist Church.

Bible is the springboard for the most deliberate attempt to be evangelistic. Here is where the students are grounded in scriptural knowledge. Emphasis is given to developing of the skills necessary for handling God's word and applying research techniques which unlock the scriptures. Here is where the students are presented with a justification for the Adventist world view, values and attitudes, a sense of the heritage and history of the Christian church, and an understanding of the Adventist Church's place in God's plan. Above all it is the place for developing the student's ability to evaluate and make decisions leading to where they are challenged to accept Christ and relate to Him.

Bible also provides an opportunity for inspiring the students to be better people, better citizens within the community where they learn to serve others. As they relate to Christ, witness for Him, and serve others, they become people of principle who possess a well balanced Christian character.

OBJECTIVES

Below are set out the objectives for teaching Bible. The attempt is being made lead students to:

- 1 Develop the conviction that God is the creator and sustainer of the Universe.
- 2. Understand that God is Love and therefore is intimately concerned and involved with His creation, desiring a personal relationship with that creation.
- 3. Understand that humans were created with free choice, and that by exercising that choice they have become part of the controversy between good and evil which has caused alienation from God.
- 4. Understand that God unfolded a plan of salvation which involved His becoming human; living, dying and being raised so that man could be restored.
- 5. Believe that God has chosen to reveal Himself to humans in many ways, including Jesus Christ, nature, and writings inspired by the Holy Spirit.
- 6. Develop a variety of Bible study techniques.
- 7. Use a variety of Bible study tools.
- 8. Apply Bible study skills to the establish and maintain a personal devotional life.
- 9. Develop a personal sense of value in Christ.
- 10. Develop the process of identifying, evaluating and applying Christian values.
- 11. Clarify, control and express a range of emotions in Christian experience.
- 12. Develop a vibrant, meaningful and personal relationship with God which is demonstrated by a willingness to follow His revealed will.
- 13. Understand the doctrines of the Seventh-day Adventist Church.
- 14. Develop a sense of responsibility for their actions.
- 15. Recognize that the Holy spirit leads in the development of each individual's potential.
- 16. Develop a willingness to be involved in service for others and the sharing of their Christian experience as a response to God's gift of salvation.

VALUES

Listed below are a group of values which the framework committee have identified as being important to Bible teachers. The list is not exhaustive, and will doubtless be added to over time. It is a starting point to give teachers some ideas for planning.

Religious and Moral Values

Acceptance Accountability Adaptability Affection Affirmation Altruism Appreciation Autonomy Awareness of heritage Awareness of moral, religious issues Awe Benevolence Candidness Charity Cheerfulness Christian Marriage/home Citizenship Cleanliness Compassion Concern Consideration Contentment Cooperation Courtesy Decisiveness Dependability Determination Devotion Devotion to family and home Dignity Diligence Directness Disposition to act Duty Earnestness Efficency Empathy Encouragement Enthusiasm Equality Ethical sensitivity Fairness Faith Faith in God Family Fidelity

Flexibility in moral judgment Forethought Forgiveness Forthrightness Freedom Friendship Gentleness Genuineness Good health Goodness Grace Graciousness Gratitude Holy life Honesty Hope Hospitality Humaneness Humility Humour Impartiality Independence (action) Independence (choice) Independence (thought) Individuality Industriousness Influence Ingenuity Initiative Integrity Interdependence Joy Justice Kindness Liberality Liberty Lifestyle Long suffering Love Loyalty Management Marriage/home Meekness Mercy Mission Modesty

Moral integrity Nobility Obedience to law **Open-mindedness** Openness **O**ptimism Order Organization Parenthood Participation Patience Patriotism Peace Perceptiveness Perfection Personal growth Personal worth as a child of God Politeness Positive outlook Praise Pride in school Punctuality Purity Purpose Purposefulness Ouiet Reasonableness Recreation Reliability Religion Repentance Respect (authority) Respect (race) Responsibility Responsibility for moral decisions Rest Reverence Righteousness Security Self-confidence Self-control

Self-esteem Self-motivation to develop faith Self-realization Self-respect Selflessness Sense of community Sense of worth in God's eyes Sensitivity Service Sharing Sincerity Sobrietv Social sensitivity Solemnity Spirituality Spontaniety Stability Stewardship Supportiveness Sympathy Tactfulness Temperance Tenderness Thankfulness Thoroughness Thoughtfulness Tolerance Trust in God Trustworthiness Truthfulness Unanimity Understanding of ultimate truth Unselfishness Uprightness Virtue Wholistic lifestyle Willingness to be involved Work ethic Worship

CHRISTIAN LIFE ISSUES

Listed below are a set of issues which are thought important to all Adventist Christians, no matter what their age. They are listed as basic questions. Following this list is another list of issues relating to lifestyle.

:

:

THREE BASIC QUESTIONS

• What is truth?

- What is of value?
- How do I know?

BELIEF

My God and Purpose:

- Is there a God?
- What is God like?
- What does the Bible reveal about God?
- Why does God love me?
- Why do I need values if I am saved by faith?
- How can I know that revelation is from God?
- Should I fear God's judgement?
- Do I feel comfortable with God?
- How does God's knowledge effect the great controversy?
- What is the place of prayer?What does it mean to believe?
- Can I believe the Bible?

My Future Existence:

- Am I saved?
- How am I saved?
- What is the point of life?
- Should I fear God's judgement?
- What is freedom (authority)?
- What is the place of worship?
- What is death like?
- What is the New Age Occult?

My Church:

- Why do I need rules if I am saved by faith?
- What's the point of being an Adventist Christian?
- What is distinctive about Adventism?
- What is the role of Ellen G White?
- What is the role of our Church heritage?

Good and Evil:

- How did evil originate?
- Why is there evil?

Good and Evil (cont'd):

- Why does a loving God allow evil to continue?
- Why does God punish?
- Why do good people suffer?
- Why do bad people prosper?

EXPERIENCE AND PRACTICE

- Why do I need rules if I am saved by faith?
- What does God want me to do in life?
- What is worthwhile in life?
- How can I witness best to others?
- What is balanced Christianity?
- How do I grow in Jesus?
- What is the place of faith and works?
- How do I know that my experience touches God?
- How does Christianity affect my whole life?
- Why is there a gap between rhetoric and action?
- How important are moral standards and behaviour?
- How do I control and express sexual feelings?

RELATIONSHIPS

1

- How can I witness best to others?
- What does it mean to be in a relationship with Christ?
- How do I know when I'm relating?
- How do I relate to poor role models?
- Expression of morals for teens
- How do I control and express sexual feelings?

FEELINGS ABOUT SELF

- Does Adventist's understanding of 'Laodicea' lead to low self-esteem?
- How can I, a guilty sinner, feel good about myself?

LIFESTYLE ISSUES

Whatever aspects of Bible we teach, it is evident that lifestyle issues of all kinds will pervade our teaching. Discussion of issues is a vehicle for considering many values. Some of the lifestyle issues that may affect adolescents are listed below as prompts for teachers seeking ideas for stimulus material. The issues are categorized into ten groups.

:

:

Acceptance:

- Accepting our individuality
- Church
- Cultural difference
- Family
- Forgiveness
- God
- Peers
- Self
- Significant others
- Within society

Entertainment and Leisure:

- Acceptable social activities
- Closet drinking
- Computer games
- Concerts
- Controlling television
- Disco and dancing
- Drugs
- Films
- Graffiti writing
- Joy riding
- Lotteries, gambling and games of chances
- Low alcohol drinking
- Magazines, novels and books
- Music
- Night clubs
- · Parties home based
- Parties abroad
- · Sabbath leisure activities
- Sex
- Social drinking
- Sport
- Street violence
- Theatre
- Transport
- Videos and television
- Violence

Health:

- · Community support systems ie drug centres, child abuse, referral counselling
- Diet
- Drugs, alcohol, smoking (advertising subtitles)
- Exercise
- Handling stress and crises
- Problems

Making Decisions:

- Discovering the will of God in decision-making
- Establish a starting point philosophical presuppositions to give credibility to decisions, making reference points
- Peer influence on decision-making
- Processes
- The use of the Bible in making decisions
- Values

Self-identity:

- An awareness of self worth from God's perspective
- Appearance
- Control
- Developing self-worth
- Developmental awareness cognitive; moral; physical; social
- Dress
- Heroes
- Sexual androgeny (awareness of sexual roles male/female; characteristics of maleness/femaleness)
- Success development; vocation
- Suicide and death

Love, Sex and Marriage:

- Abortion
- Dating
- Divorce
- Heavy petting
- Homosexuality
- Incest
- Love as giving
- Nurturing family responsibility
- Sex before marriage
- Sexual relationships
- Single parentness
- Socially transmitted disease ie AIDS
- Technical virginity
- Violence in the home

Relationships:

- Basic relationships:
 - Relating to the family
 - The family
 - What is an Adventist family?
 - Solo parenting
 - Merged family
 - Split family
 - Peers
 - Authority
 - God
 - Adoption situations
 - Abuse mental, physical, emotional, sexual and physcological

- Utilizing:
 - Communication skills
 - Coping with conflict, rights and freedoms
 - Forgiveness
 - Respect
 - Tolerance and acceptance
 - Rights and freedoms

Social Concerns:

- Advertising regulation, cost, amount
- Consumer rights
- Corruption
- Credit use and abuse, bankruptcy
- Environment
- Euthanasia
- Freedom of expression
- Immigration composition and amount
- Inequality

- Manipulation
- Media ownership, bias, style, concentration
- Oppression
- Personal privacy ID cards, freedom of information
- Pollution
- Poverty
- Pressure groups
- Racism
- Rejection
- Road toll
- Sexism
- Street kids
- Threat of nuclear annihilation defense
- Unemployment
- War

Vocation:

- Career
- Service orientation
- Social needs and social awareness
- What part do I play in God's plan?

Values and Ethics:

- Fairness/justice
- Hypocrisy
- Honesty
- Criticism
- Language use of appropriate language/speech
- Acceptance
- Compassion
- Gratitude
- Courtesy
- Manners

Evangelism and Community Interaction:

- ADRA cells
 Work-a-thons for the aged
 Litter control
 Fore-shore cleanups
 Rotrary projects

SKILLS

This section of the framework sets out seven skill groups for Bible. These groups are a means of organizing topics and skills for planning purposes. They are a starting point, a way of showing that there are a range of skills to be taught.

Valuing Skills

- Identifying values
- Making personal value applications
- Clarifying values
 - Choosing from alternatives
 - Prizing and cherishing
 - Affirming
 - Acting upon choices
 - Repeating in life
- Analysing values
 - Posing a dilemma
 - Stating alternatives
 - Considering consequences
 - Weighing up evidence
 - Evaluating consequences
 - Evaluate the decision
- Evaluating moral arguments and authorities
- Expressing values through creative activities
- Acting out values

Emotions Skills

- Identifying emotions in faith
- Clarifying emotional feelings in the spiritual context
- Distinguishing motives from geelings
- Feeling rmotions with varying fegrees of intensity
- Extending one's range of emotional responses in worship
- Identifying and coping with negative emotions in religious experience
- Developing emotional control
- Accepting responsibility of emotional behaviour
- Acting out emotions in appropriate ways

Bible Resource Skills

- Locating scope of resources
- Identifying the function of different resources and be able to use:
 - Bible Commentaries
 - Bible Dictionaries
 - Bible Concordances

• Identifying the function of different resources and be able to use (cont'd):

- Bible Encyclopaedias
- Bible handbooks
- Bible surveys
- Bible histories
- Biblicial archeologies
- Word studies
- Topical treatises
- Index to EGW
- Bible Atlas
- Accurately use a range of resources
- Apply the use of a resource to the study of scripture

Social Skills

- Becoming aware of others' needs
- Showing care and concern for other's needs
- · Listening to others
- Co-operating with others
- Developing leadership
- Accepting responsibility for one's actions
- Communicating ideas appropriately

Prayer Skills

- Sensing prayer needs
- Private meditations
- Pryaer attitudes
- Analysing the components of prayer
- Composing ideas
- Recognize and use a variety of prayers
- Recognize the appropriateness of prayer to the type of situation

Bible Study Skills

A. Observation: Find the facts in the text:

• Look:

- Literary form
- Structure
- Context
- Grammatical clues
- Shifting words

• Ask:

- Who?
- When?
- What?
- Where?
- How?

- Ask (cont'd):
 - Why
 - So?
- Note:
 - Repetition
 - Comparison
 - Contrasts
 - Emphasis or proportions
 - Arrangements of ideas relationships
- B. Interpretation:

• Determine the meaning of the facts:

- Analyse the key words and phrases and verses for their meaning.
- Evaluate the facts.
- Correlate the ideas.
- Check uncertain or difficult points.
- Summarize author's basic message to his readers.
- C. Application:
- Act on the conclusions:
 - Meditate on the theme.
 - Admit the truth honestly to yourself
 - Look for specifics.

Worship Skills

When reading the worship skills listed below, remember that each skill needs to be considered from the perspective of a continuum from formal public ownership to private informal worship, and also that the worship leader and worship group will see these from different positions.

- Praise
- Sharing
- Participation
- Communal singing
- Role and practice
- Role of music
- Reverence
- Testamonies
- Affirmation
- Directing emotional response
- Leading out in:
 - Prayer
 - Praise
 - Preaching
 - Inspiring
 - Directing

- Leading out in (cont'd):
 - CommunicatingOrganizingEmpathizing

- AttendingRespondingReflecting

APPROACHES TO TEACHING BIBLE

The following suggestions of activities and techniques are intended as a guide for introducing variety into the teacher's approach to Bible.

Chalk and talk

- Visual aids assisting presentation
 - Overhead projector
 - Maps, charts
 - Models etc
- · Audio-visual aids such as slides, cassettes, films and videos
- Student textbooks
- Reading materials
 - Duplicated notes
 - Associated resource information
- Projects of an individual and small group nature
- Class discussion and panels
- Small group discussions
- Guest speakers
- Take a word, ie 'salvation', and express its meaning as a montage
- Writing a poem or a prayer
- Role play or drama
- Paint or draw a theme
- Write a play or a musical drama
- Make a mobile
- Clay modelling
- Write or find a song that expresses the theme of a passage
- Create a collage using soap materials
- Biblical simulations
- Symbol sharing method
- Assignments and essays
- Tests and quizzes
- Posters
- Utilize known committed Christians in a discussion
- Relate theme and content to history, personal interests, music, and literature
- Use relevant stories, biographies, and interesting information

Adapted from John Malison, <u>Creative Ideas</u>, Book 2, West ryde: Renewal Publications, 1979, pp123,124.

STRATEGIES FOR TEACHING VALUING

This section of the framework briefly outlines some types of possible teacher tactics for introducing and emphasizing values.

1. Analogies

Using object lessons. For example, just as a machine needs a designer, so the natural world needs a Creator.

2. Analysing Values

Considering the consequences of a mixed marriage.

3. Application of Values

Putting into practice the principles of healthful living.

4. Building Support for a Position

For this tactic, we would show how to support a case both for and against a position. For example, we would support a case for a universal flood by building up arguments.

5. Classroom Organization and Procedures

We can teach values such as orderliness, organization, attention to detail, and good preparation by insisting on them in day-to-day classroom organization.

6. Comparing and Contrasting

We can draw out values by comparing opposing views on topics such as creationism, or views on temperance, or views on a day of worship.

7. Debate

Appropriate Sabbath activities or music.

8. Demonstration

Respect, care and positive attitude to the use and handling of the Scriptures and Ellen G White.

9. Experiments

Replace part of weekly TV viewing with a worthwhile activity. Reporting, comparing, evaluating results.

10. Explanation

We often have a duty to explain why we hold value positions, or why values are important to students. For example, we would explain why smoking is dangerous.

11. Field Experience

Excursion to visit and assist children at a school for handicapped, physically/mentally impaired.

12. Hypotheticals

We may pose hypothetical problems for students to solve. Examples are case studies about abortion or euthenisia.

13. Identifying Values

What are the implications of the environmental debate for Christian responsibility for care of God's creation?

14. Media Stimulus

We can use media such as, news items, Quantum, and Towards 2000 programs, to raise values and issues and weigh them up. For example, from '60 Minutes', show an excerpt on selling children and discuss the value conflicts and issues raised.

15. Modelling

The teacher constantly models values such as caring, acceptance, self-control and justice. Also, try to show how peers, media, sporting heroes and biblical heroes are models. Show class student's values such as those involved in making music choices.

16. Narration

We can use narration to identify and support many values. Examples of narration may include lives of patriarchs, dynamic serial stories or real-life experiences.

17. Problem Solving

We can help students weigh up values by asking them what to do next? In a Bible context, examine the problems of the relationship between David, Mephibosheth and Ziba, or Lot's decision to go to Sodom.

18. Projects

Projects on issues such as th relationship between creation and environment or on principles in stories (eg Joseph) can include a valuing component.

19. Questioning

In a lesson on honesty, have students justify what they do in certain situations. Or when teaching about faith, clarify issues revolving around the idea of walking on water.

20. Raising Issues

We may, for example, raise issues about racism, war, poverty, crime, doctrine to have students explore the tensions between competing values.

21. Role Plays

When students act out roles they are forced to think about the values the role represents. For example, we could have students role play emotive situation such as the expression of anger and discuss the dynamics of the role play. Sometimes role plays can be repeated with a different re-structured emphasis.

22. Simulation

Simulation forces students to cast themselves in life-like problem situations. For example, students are given societal roles such as policemen or shop keepers. Each must build up money or a collage of possessions. At the end of half an hour, discuss corruption, greed and other negative and positive values emerging.

23. Visiting Speakers

Visiting speakers present value positions on many topics. For example, child poverty, 'right for life'.

24. Rewriting Stories

Rewriting Bible stories in contemporary settings. For example, prodigal son.

25. Surveys

Surveys on topics such as "What makes you happy?" or "What would you do with complete freedom?" can be used as a starting point for discussing students' values.

26. Creative Imagination

We can use imagination to trigger the valuing process. For example, students may draw concepts such as 'God' or 'faith'. They may ride a timeship back to creation to imagine what it was like. They may take a spaceship into their body. They may imagine they are a foetus and discuss the values emerging from their environment.

ASSESSMENT

Bible is a unique subject because of its heavy emphasis on developing values, religious faith, motives and lifestyle. Somehow assessment must reflect this emphasis. The suggestions below simply indicate some directions for teachers.

Bible teachers can assess the development of a range of thinking processes, emotions, motives, attitudes, and even some actions. Assessment is therefore both cognitive and affective as in many other subjects. The challenge is to make assessment balanced, and not simply cognitive.

Teachers should use a variety of methods to assess learning. This variety will to some extent parallel the teaching methods they employ. For example, students can write assignments, critical essays, reports, plays, case studies, stories and other creative work which can be assessed. Oral presentations, role plays, group work and general participation can be marked. Research projects, art work and productions of drama etc can also be assessed.

Many of the tactics used to teach values can be used again to assess learning. For example, relatively cognitive tasks such as identifying values, analysing values, explaining, problem solving, devising hypotheticals, comparing, building support for a position, questioning and rewriting stories can be marked. Consult the section on strategies for teaching values in this framework for more ideas.

A variety of student attitudes developed in Bible can be assessed in a descriptive way. Teachers can build a descriptive profile of a student over time by using anecdotal records. Students can describe their own attitudes, and the attitudes of their peers and record these observations. Students can also participate in projective techniques. To illustrate, an open-ended sentences such as: 'What I most like about Bible....' could reveal numerous attitudes. Some of these descriptions could complement marks in reports.

Attitudes can also be assessed descriptively by using a number of scales, surveys and check lists. For example, a teacher could have students rate this statement:

| The topic about friendship was great | SA | A | U | D | SD | |
|--------------------------------------|----|---|---|---|----|--|
|--------------------------------------|----|---|---|---|----|--|

Students would react by strongly agreeing with the statement, or by strongly disagreeing, *et cetera*. A survey could address questions such as: 'What do you like best about Bible?', or 'about this character?', or 'about this approach?'

Overall, Bible teachers need to be resourceful in using a variety of methods to build up a balanced assessment summary of student learning.

SAMPLE UNIT OUTLINE

YEAR 9 UNIT 7

THE HISTORICITY OF CHRIST:

Content

The evidences of Jesus' life on earth

Skills:

- Interpreting historical data
- Asking: who? When? What? Where? How? Why? So?
- Comparing the violence of Christ's world and our world
- Empathising with the Jews of Christ's day
- Linking the old and new testaments through prophecy
- Finding gospel parallels
- Bible atlas, encyclopaedia use
- Mapping and location skills

Values:

- Self-sacrifice
- Genuiness
- Integrity
- Truthfulness
- Empathy
- Faithfulness

Teaching Strategies:

- Media stimulus (video 'Masada') to show the contrasts between Romans and Jewish zealots and other Jews or archaelogical films.
- Research on the different religious groups and values.
- Simulation to show how contrasting groups compete for leadership of the temple. Draw out contrasting value positions and identify these.
- Explain the appropriateness of the time for Jesus to come.
- Visiting speaker who has studied the era.
- Creative imagination, eg paint or draw the place of Jesus in the tension between group.
- Worksheets eg Geography of Palestine, comparison of major religious groups, cultural aspects, quiz.

Resources:

- Videos and films Masada, Ben Hur, Jesus of Nazareth, Quo Vadis, The Big Fisherman, The Bible, David Down's Series, The Media Series.
- Bible tools encyclopaedia, dictionary, atlas, commentary, Bible, Desire of Ages.

.

· •

n an Standard († 1990) 1990 - Standard († 1990) 1990 - Standard († 1990)

APPENDICES

1

الية. 1995 - محمد على المحمد الم 1996 - محمد المحمد ا 1996 - محمد المحمد ا

APPENDIX 1

ELEMENTS OF RELIGION

STUDIES IN RELIGION AND LIFE

Below is an explanation of one way in which we can describe what religion is. In describing religion as being made up of elements such as beliefs and ethics, we are trying to ensure that our Bible courses are balanced, and that faith is developed more systematically.

Stories:

Stories about important people and events.- history etc.

Individual Experience:

Life philosophy positions and the development of a personal 'world view'. Includes motivations and attitudes, awareness, and history of an individual. Views of the supernatural, how one relates to God, religious intuition etc.

Beliefs:

Give system, clarity, and intellectual power to religious faith and ritual. World religions owe some of their living power to their success in presenting a total picture of reality, through a coherent system of doctrine.- 27 fundamentals etc.

Ethics:

Generally include both thinking about ideal types or codes and the actual behaviour of people. Issues about how to act, and how to support certain ethical positions. This is the practice of doctrine and faith.

Social Structure:

Structural relationships such as the organizational patterns of institutions and groups. Includes the decision-making and communication patterns associated with them. And the size, extent and interplay with the surrounding culture.

Ritual:

Ceremonies such as Lord's Supper, worship service formats, music, baptism, marriage, funerals etc.

Symbols:

Symbolic objects such as buildings, the cross which have a relationship with ritual but which exist independently of such ceremonies - even though these may invest the objects with many layers of meaning. May be extended to include gestures and actions, as well as the visual symbols (including dreams).

Texts:

Addresses the issues of authority, inspiration and interpretation. The high status and authority accorded to a text shapes the way participants address the stories contained within the text. Consider here the authority, inspiration and nature of the Scriptures and how we should study the Bible etc.

APPENDIX 2

LEARNING STRATEGIES

- Pre-reading to survey for an overall view.
- Writing down impressions to warm up your mind for careful study.
- Discovering the structure to undestand the author's development of thought.
- Titling the paragraphs to summarize, correlate units of thought.
- Observing facts about the author to understand his viewpoint.
- Asking questions from your reading to stimulate thinking.
- Observing the laws of learning to focus on the author's emphasis by:
 - Repetition
 - Comparison
 - Contrast
- Observing the laws of relationship to discern underlying ideas of:
 - Cause and effect
 - Means to an end
 - Progression of thought
- Sharing and discussiong your discoveries to confirm, clarify, correct and expand what you have personaly learned.
- Looking for general statements to discover the main thoughts.
- Observing the use of illustrations to understand abstract truth.
- Classifying and summarising to gather up facts into a whole.
- Locating the problem to discern and clarify the important issue.
- Defining words or phrases to make accurate distinctions.
- Using other translations to get more insight into the passage.
- Paraphrasing to test your grasp of the facts and ability to communicate their meaning today.
- Relating the passage to its context to see the part in the whole.
- Comparing contemporary viewpoints and practice.
- Reflecting and praying the truth into your life to hear God.
- Applying the truth to yourself and your community to be realistic.

(Ada Lum and Ruth Siemens, <u>Creative Bible Study</u>, Bombay: Jyoti Pocket Books, 1973, pp71-81)

APPENDIX 3

BIBLE TEXTBOOK RESOURCE OVERVIEW

There are currently set textbooks for the secondary school system, which are outlined below:

Year 7 God is the Victor

This textbook basically deals with the story of the great controversy from the inception of sin in heaven to the triumph of the Second Coming and the new earth.

Year 8 Into His Likeness

Outlines the joys and responsibilities of the Christian life in following Christ. The major topics covered are:

- Ways of knowing God
- The Christian church and commitment
- Interpersonal relationships
- The uniqueness of being a Seventh-day Adventist
- The concept of a full dedication and commitment

Year 9 Breakthrough With God Books A-D

Gives an exposure of the book of Genesis and then the book of Matthew.

| A | God, Adam and You | Genesis 1-3 |
|---|---------------------|---------------|
| B | God and Your Family | Genesis 4-50 |
| С | God's Style of Life | Matthew 1-16 |
| D | God So Loved You | Matthew 17-28 |

Year 10 Breakthrough With God's Church **Books E-H**

A treatment of the experiences of Israel through the Exodus with a brief scan of the Old Testament followed by the development of the Corinthian church and the two letters that Paul wrote to that church.

| • E. | My Kind of People | Exodus |
|------|---------------------|------------------------|
| • F. | Gathered to Scatter | Numbers to Malachi |
| • G. | A Closer Walk | 1 & 2 Corinthians |
| • H. | Moving Out | Denominational History |

Moving Out • H.

Year 11 and 12 **Books I-N**

The remaining six books in the Breakthough series are spread across Years 11 and 12 and are listed in their alphabetical order.

| • I | • | More Power to You | Romans |
|-----|----|-----------------------|--|
| • J | Γ. | This is Life | Fitness, Vocation and Witnessing |
| • • | K. | Shadows of Hope | Hebrews |
| • I | | Anchors of Truth | Sabbath, Law and Grace, Death, Second Coming |
| • 1 | М. | Prophetic Guide Posts | Daniel and Revelation |
| • 1 | | The Best of Life | Purpose in Life, Community Issues, Personal Finance, Marriage |