

# Kindergarten Teacher Training Notes

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## Topics

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2. **Activity centres and organization (Page 5):** Room set up, design and organization; hands-on activities; group time
3. **Getting ready for reading, writing and maths (Page 7):** sorting colours, sizes, shapes; jigsaws, language development (speaking and listening), stories, rhymes, fine motor
4. **Beginning Reading, writing and maths (Page 8):** Phonics, Big Books; Expectations of 4- & 5-year-olds
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## Session 1: A Child's Garden

### What is kindergarten?

It is the German word for "A child's garden". In a garden we see colours, smell the flowers, explore and find living things; we hear the birds, feel the warmth of the sun, the soil, and the water needed to help plants grow.

Children are active.

Children make choices – to explore the 'garden' you set up for them. (Your kindergarten is the 'garden'.) The 'garden' is something the teacher creates – not necessarily a garden full of plants – but a garden of activities, full of colour, shapes, textures and sounds.

Children are developing language by talking to one another.

Children are involved in play.

Children are involved in creative activities.

### What kindergarten is not –

Children sitting in rows of tables, all completing worksheets.

Does this mean that the children can never have instruction from the teacher?

No. There are times for teacher instruction, and times when children explore the garden and choose what they want to do.

### Exploring the garden

How does the teacher create this garden?

## **Colours**

Painting, printing, drawing, collage (sticking coloured paper shapes of materials on to paper), picture story books, dress ups

## **Shapes**

Jigsaw puzzles, shape collage, blocks

## **Textures** (how things feel)

Sand, water, fabric collage, toys, plants, play dough

## **Sounds**

Music, listening to stories, talking to one another while playing, using puppets, pretending or dressing up.

## **Learning about the Creation**

Outside activities – nature walks looking for insects or plants

Science table where children can explore things from nature, such as leaves, stones, shells

## **What is play-based learning?**

What are the children learning while they are playing?

Many people think that a child is not learning unless they are being instructed by a teacher in phonics, reading, maths and science. This is not the case. Children between the ages of 3 and 5 are learning about the world by exploring it. The teacher has to set up situations that allow the child to explore.

## **Principles of play-based learning**

### **From the perspective of the child...**

#### **When I'm painting, I'm learning:**

- To develop my imagination and creativity
- To develop eye-hand coordination, that I will need for writing
- about colour and shape

#### **When I'm drawing and making marks, I'm learning:**

- To hold a pencil and control the pressure
- To express myself with words when I tell others about my drawing
- about colour, shape and size
- Eye-hand coordination
- The basic strokes of the printed language

**When I'm cutting with scissors, I'm learning:**

- To control the small muscles in my hand
- about shape, size and colour

**When I'm gluing and doing collage or junk-modelling, I'm learning:**

- About different textures
- How to create patterns and designs

**When I'm learning about the Creation, I'm learning:**

- To appreciate God as our wonderful Creator
- New vocabulary
- about texture, colour, weight and size
- To group things into categories
- To recognize likeness and differences

**When I'm looking at books and listening to stories, I'm learning:**

- That books are important and enjoyable
- That print on the page is written-down words
- To express my own thoughts, feelings, and ideas
- To handle books with care
- To follow the ideas in the plot of a story
- That I like books and someday, when I'm ready, I'd like to be able to read them too
- To recognise certain words when I see them in print
- To use the language of the story in my own speech
- To use my imagination and make up my own stories

**When I'm playing with blocks, cars, and trucks, I'm learning:**

- about shape, size and length
- To create and repeat patterns
- To cooperate with others

**When I'm playing on climbing equipment, I'm learning:**

- Physical strength, coordination, and balance
- To cooperate with others when involved in group play
- To solve problems

**When I'm playing with sand or water, I'm learning:**

- How to use tools
- To solve problems
- How to play socially with others
- about volume – how much sand will this cup hold?

**When I'm sorting things, I'm learning:**

- To notice likeness, differences, and to form groups
- about colour, size, and shape
- which group has more, which group has less

**When I'm playing in the home centre, I'm learning:**

- To express myself with my words while playing with others (language)
- To make decisions
- To use my imagination

**When I'm making music and dancing, I'm learning:**

- about of rhythms in music
- that music can be fast, slow, loud, soft, high, low
- Listening skills
- to recognise different sounds
- Memory skills when singing songs

**All these activities help the children develop and get ready for the next stage of learning:**

**Physical** – *gross motor*: (development of large muscles, e.g. arms and legs); *fine motor*: (development of small muscles, e.g. fingers)

**Intellectual** – Puzzles, memory games, building with construction toys, picking out similarities and differences

**Language** – Books, pictures, songs, rhymes, dramatic play using imagination, discussion, talking with friends

**Emotional** – learning to do things that are challenging

**Social**– working on activities alone or in a group, playing with one friend, two friends or a group of friends

## **The kindergarten age groups**

**Age 3** – still very dependent on parents; the home is usually the best environment for them. If they attend 3-year-old kindergarten, it should be for a short space of time and only one or two days of the week.

**Age 4** – starting to develop more independence. In the kindergarten setting they can learn how to interact with other children, make choices and decisions and do things for themselves.

A kindergarten that places 3-year-olds and 4-year-olds in the one classroom is not ideal. Each group has a different level of independence and different educational needs.

**Age 5** – getting ready for formal education. In many countries, 5-year-olds begin formal school. Whether we call it 'kindergarten' or 'school' doesn't matter. The 5-year-old needs an environment where they can choose from a variety of creative activities, but also begin formal instruction in literacy and numeracy.

A kindergarten that places 4-year-olds and 5-year-olds in the one classroom is not ideal. Each age group has different educational needs and goals. If this has to be done because there is only one classroom, there must be different teachers assigned to 4- and 5-year-olds. The whole group can be involved in the creative activities, but 'group times' should be separate – one group time for 4-year-olds and one for 5-year-olds.

## **Session 2: Activity centres and organization of materials**

Different activities are set out in different areas. You do not have to have a table for everything. A ground sheet on the floor can provide a play space.

Children do not have their own 'desk' or table. When they decide on an activity they like, they go and sit at that table, or on the floor if it's a play activity such as blocks. The teacher can help the children decide which activity they want to go to.

### **Activity spaces:**

#### **Dramatic Play areas:**

- Home setting real life objects like cups, plates, saucepans
- dolls, animal toys
- dress ups
- puppets

#### **Building area:**

- Wooden blocks, plastic bricks
- junk materials such as cardboard boxes and cardboard tubes
- toy trucks and cars

**Toys on a rotation basis:**

Change variety and types of toys weekly (no later than bi-weekly based on interest levels)

**Puzzles table:**

Jigsaw puzzles

Number or letter matching

**Playdough table:**

Can be combined with the home centre

Add tools like bottle caps, cookie cutters, sticks, knives, forks, spoons

**Painting area:**

Easels are best.

Paint pots of separate colours, with one brush in each, so no need to wash brushes in between colours. Best if containers have lids for storage.

**Drawing area:**

Different drawing materials – crayons, coloured pencils, felt pens, chalk

**Quiet Area:**

Books of children's own drawings, photographs and writings; age-appropriate books, picture books, cushions

**What to do in group time**

- Stories
- Songs
- Counting
- Discussion on topics such as things in the Creation, or the family and community.
- Show and Tell

You may have two or three group times in a day, and two or three activity times in a day.

**What to do in outdoor times:**

- Games with balls
- Skipping ropes
- Hoops
- Water and sand play
- Outdoor pretend 'cooking'

## DAILY ROUTINE SCHEDULE

Switch throughout the day between

1. Activity time (tables set out where children choose their activities)
2. Group-time (Children sit together on the floor in front of teacher, not more than 20 minutes at a time)
3. Eating/drinking time
4. Outside play time

## Session 3: Getting ready for Reading, Writing and Numeracy (Under 5 years)

**Language development in the pre-school years.**

Children will develop their language through:

- Conversation
- Stories read or told to them
- Play situations, e.g. shops, building together, dramatic play
- Creating together

### Language and listening

We have been created with an ability to learn a language. Children learn their mother-tongue by listening to their parents. Children under the age of 5 have a special ability to learn languages. The kindergarten is therefore a good place to start learning a second language. Reading starts with listening and speaking. Listening and speaking go together.

Listening gets the children ready for learning PHONICS.

Matching up sounds with letters is called “Phonics”. But children need practice in identifying the sounds that the letters make before they are introduced to the letter symbols.

### Listening activities

We can encourage children to listen. They can identify sounds in the environment, near/far sounds; high/low sounds in music. They can listen for the sounds around them: animal sounds, sounds of wind and rain, and to hear how words rhyme.

Games: Simon Says; Clap what I clap

Encourage young children to *listen* for sounds, without seeing letters.

- Say: “What sound can you *hear* at the beginning of *cat*?” (You can show them a picture of a cat.)
- Which words rhyme? *cat* pot *rat*
- Clap word syllables, e.g. their name – Jo/seph, Jer/e/mi/ah
- Guess the word I am saying, e.g. fl – a – g
- Play listening games such as “I spy”.

At this stage, don’t show them the alphabet symbols, but use pictures of objects.

### **Starting to recognize that words have shapes - Beginning to gain an interest in print**

- Pointing out signs in the environment helps them understand what words are.
- Children can be shown words in story books. By pointing to the words as you read, they will see that there are spaces in-between words.

### **Word shapes**

Children start by identifying shapes around them – circles, triangles, squares. Teachers can help develop this ability by providing jig saw puzzles, toys of different shapes and ‘which is different’ activities.

### **Getting ready for writing**

- Children will experiment with ‘pretending’ to write. They need plenty of writing materials for experimentation.
- Their finger muscles can be developed through finger plays, play dough, picking up small objects

### **Reading readiness**

Readiness is the step before reading.

- they learn language through conversations, songs, stories and rhymes
- they develop listening skills to get them ready for hearing the sounds of letters, (phonics)
- they start to recognize shapes through activities that will help their eyes see the shapes that words make, e.g. cutting and pasting shapes, jigsaw puzzles, which is different activities
- small finger muscles are being developed ready for writing.

### **Are they ready?**

It is important not to introduce children to formal reading and writing unless they have had plenty of pre-reading experiences. If a child misses vital readiness activities, they may not have good comprehension once they start formal reading. That is, they may be able to read the words, but do not understand the meaning. They may also be poor in expressing their ideas in sentences when they start to write their own stories. It’s a bit like learning to crawl before you learn to walk.

## **Session 4: Beginning Reading & Writing**

Around age 5, once the child has had plenty of experience with informal pre-reading and pre-writing activities, the child may be ready to start formal reading. This will depend on the level of language development.

### **Phonics**

In kindergarten we teach the SOUNDS the letters make, not the letter names.

The 5-year-old child will already be familiar with the sounds the letters make. If you show them a ball, they will be able to say that it begins with ‘b’. They may not yet know the symbols the letters make, and how to match symbols with sounds.

Before they start to do this, they must be able to tell you the first sound of a picture or object. If you hold up a picture of a cat, they can say that it begins with 'c'. You will need lots of small pictures so they can practice this.

## Sight words

We also give the children practice in looking at shapes, to get their eyes ready to see the shapes of words, (sight words).

Not all words need to be sounded out. For example, "the". This word is recognized by its shape. It is called a sight word.

Examples of sight words – (can't be sounded with initial sounds):

- the
- was
- here
- one

We also make and read **Big Books** with children to help them see that in a text, there are words and spaces. You can teach sight words by making Big Books, where there is one sentence for each page plus a picture, e.g., This is a dog (Page 1); This is a cat (Page 2) This is a tree (Page 3).

## Phonics Stage 1: initial sounds

e.g. cat starts with 'c'. (Say the sound you hear at the beginning of cat, not the letter name.)

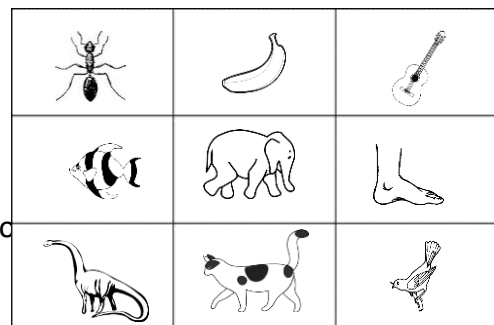
### Resources:

Bible Phonics; initial sounds small pictures

### Games for initial sounds:

- I spy
- Picture-letter matching

By the end of the year a four-year-old (turning five) should



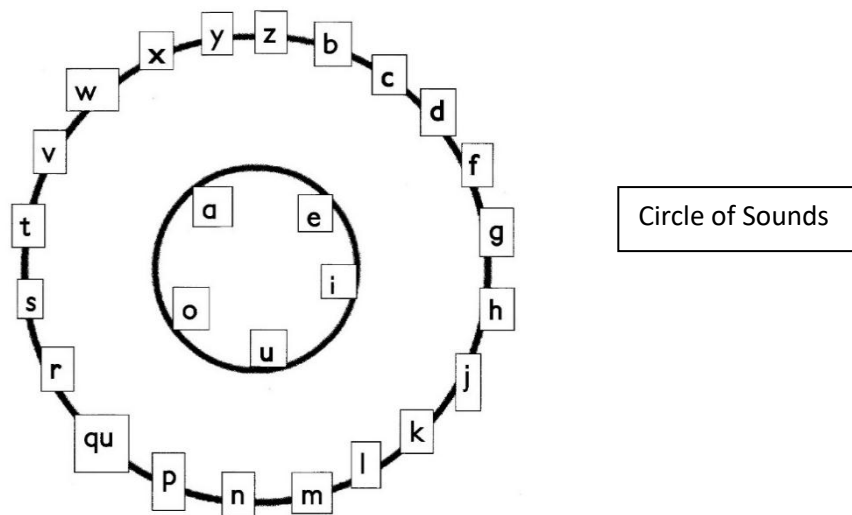
## Phonics Stage 2: Three letter words

e.g. sounding out c – a - t

### Activities and games to teach 3-letter phonetic words

- Word wheel
- Phonics flipper
- Circle of sounds
- Bottle top letters





Teach **sight words** at the same time as **initial sounds**

**Use short repetitive sentences.**

**Example: I went to the ...**

“I went to the market”; “I went to the house”; “I went to the river”

**Resource: Level 1 Reading cards (See Beacon Media website)**

For some words, the student just points to the picture and does not have to read the word.

If the picture is of a word unknown to the student, the student can guess the word from the picture.

### **Sight word flashcard games**

- Pass flash cards around the circle. When the teacher says “stop” the students say the flashcard in their hand.
- Stepping stones – set the flashcards out like stepping stones for the students to walk along while saying the words.

### **Expectation of skills to be mastered in the kindergarten year (4 years-olds)**

- Cutting and pasting
- Perseverance (*Ask children to try hard to do something that they find difficult*)
- Drawing a recognizable human figure
- Forming a circle with other children in a group. (*Teacher gives instructions to stand up and hold hands.*)
- Counting to 10 (or 20) and number recognition to 10 (or 20)
- Colour recognition
- Shape recognition (circle, square etc.)
- Recognizing their name written on a card, and later, write their name.
- Learning the initial sounds of the alphabet. Use pictures or objects, *e.g. show three pictures or objects: an apple, an orange and a banana. Ask, “Which one starts with the ‘a’ sound.” At this stage don’t use letter name yet.*

### **Expectations for 5-year-olds**

- All expectations for 4-year-old kindergarten should be continued PLUS:
- Recognition of alphabet sounds; matching letters to pictures
- Writing letters of the alphabet
- Making up a verbal 'sentence' about a picture they have drawn. (The teacher can write the sentence for them.)
- Reading Big Books made by the class.
- Numbers to 20 - counting, adding and subtracting, making groups, completing patterns

## **Session 5: The Curriculum, the daily program, class management**

### **The Curriculum**

- Originally written by Rite & Stephen Mayers for YWAM
- Adapted to group the Bible stories under the themes of God's character
- Bible stories are provided for the teacher to read, along with a picture for each story.
- Adapted to include literacy and numeracy activities
- Note: There are separate Literacy and Numeracy activities for 4-year-olds and 5-year-olds.

### **Which attributes of God's character are the basis for our themes?**

God is ...

Love, Provider, Saviour, Pure-Holy, Creator, Wise, Servant, Protector, Truth, Lord & King

Each study on God's character goes for 3 to 5 weeks.

The studies are THEMATIC.

For example, in a study on *God is Provider*, we learn about how Jesus fed 5000 people, and at the same time, we learn about how God provides food for us.

In a study on *God is Protector*, we learn about how God protected Daniel in the lion's den, and at the same time we learn how God places us in families to keep us safe.

## **Kindergarten daily program – example only – adjust this to suit your needs**

If you have 4-year-olds and 5-year-olds in the same room, you will need a minimum of two teachers. Note that Maths and Literacy requirements are different for each age-group, so you will need a teacher for each group during Maths and Literacy sessions.

**8.30 – 9.30** Greet the children as they arrive. Help the children choose different free choice activities.

**9.30 – 10** Christian Songs, Bible story, Prayer

**10 – 11** Snack time and outdoor play. Healthy snacks and water only. Balls, skipping ropes, climbing equipment, sand, water

**11 – 11.30** Literacy - jigsaw puzzles, making books, which is different activities, Phonics matching activities.

**11.30 – 12** Maths - number puzzles, number lines, counting

**12 – 1** Lunch and outdoor play

**1 – 1.15** Group time – songs and story book

**1.15 – 1.45** – Theme activities - Science/Social Studies/Health topic on your current theme.

**1.45 – 2** – Rest time or quiet time - Lying quietly listening to calming music, or quietly looking at books.

**2 – 2.30** – Art

**2.30 – 3** – Pack up, clean up, Then Show and Tell or read another story book.

## **How to get preschoolers to listen to you & respect you**

### **Dealing with behaviour issues**

1. Have a one-on-one conversation with the child. Get down to the child's eye level and talk to him/her if necessary.
2. Stay calm during the entire situation.
3. Don't give in to anything. Make the situation go the way you want it to go.
4. Don't give in. Stand your ground until your point is understood.
5. Have patience and keep control of your anger.

**You will have fewer behaviour problems if you keep the children interested and motivated.**

Get them to stop and listen by starting to sing a song. Get them to join in.

Keep them interested - Find out what they are interested in and provide the activities that keep them motivated and busy.

### **Give clear and simple instructions**

Tell your children what you want them to do:

Rules should tell children what to do, instead of what not to do.

For example, instead of always saying don't for every rule which sends out a negative tone, try setting the rule in a more positive tone to help in managing your child misbehaviour better.

Examples:

“Speak in a kind voice”, is a much better rule than, “Don ‘t yell”.

“Walk inside” is better than saying “No running inside”.

## Rules

- Rules should say what to do instead of what not to do
- Have no more than 4-5 rules
- Rules should be age appropriate and easy to follow
- There should always be consequences when rules are broken
- Write the rules on a large sheet of poster paper. Add pictures because the children may not be able to read them yet. Post them for everyone to see and revise them often.

## How to present a Bible story

1. Get the children ready to listen

- Revise the rules – eyes are watching, ears are listening, voices quiet, body is calm

2. Don't read your notes.

- Keep eye contact... especially with 4-year-olds. The more distracted you are by your notes, the more distracted the children will tend to be.



3. Use voices and big gestures

- Make the Scripture come to life for the kids you are teaching. You might want to do hand motions to represent different words in the story (LOVE = hug yourself, GOD = point up, etc.). Use expression in your voice. Change the tone of your voice for different people in the story.

4. Show pictures Use pictures, especially for things the children have no concept of – the temple, sheep & shepherds, etc. Teach the children that the Bible stories happened in a real place in the land of Israel, where people wore different clothes and lived in different houses to what we are used to. Point out the cultural aspects in the pictures – dress, animals, houses, plants, desert etc.

5. Act it out or use puppets. You can make stick puppets from paper and sticks. You could also have two teachers act out the story. Act out parts of the story yourself while telling the story, e.g. kneel and wash a child's foot while teaching about Jesus washing the disciple's feet.

# Session 6: Biblical Worldview

## What is a worldview?

- A set of beliefs which you use to sort out the ideas around you.
- Your opinion on issues, morals and values.

Everyone has a worldview.

Christians have a Biblical worldview.

They make sense of the world according to God's standards as set down in the Bible.

<b>The big questions of life</b>
<b>1. Who am I?</b>
<b>2. Where did I come from?</b>
<b>3. Where am I going?</b>
<b>4. What is my purpose?</b>
<b>5. Why is there suffering?</b>
<b>6. What is right and wrong?</b>
<b>7. Does God exist?</b>

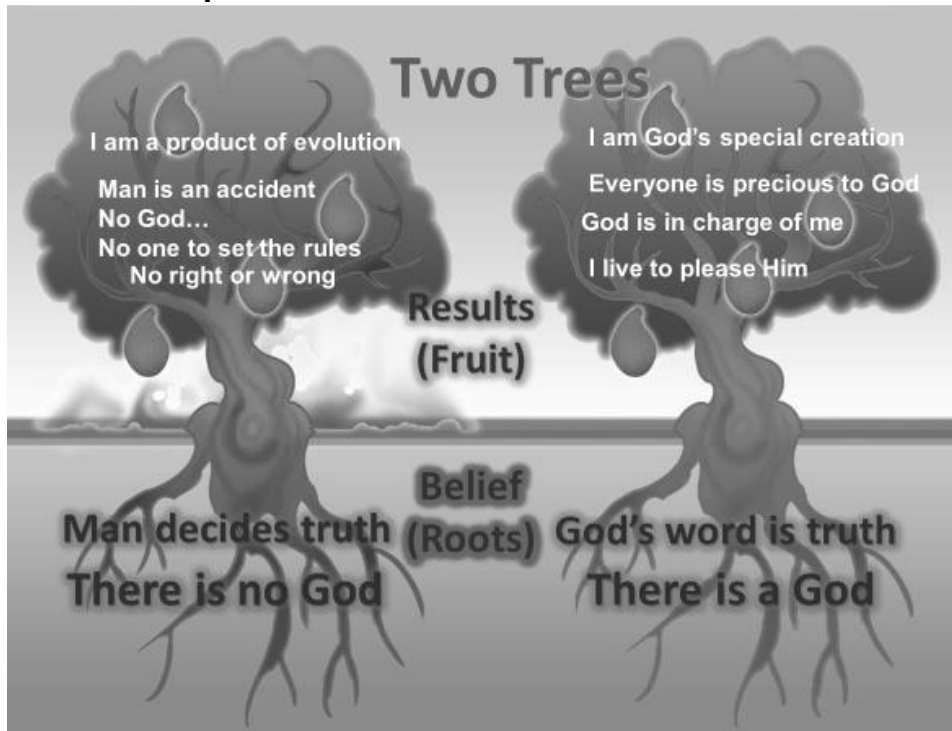
## What does the Bible say?

1. I am created in God's image and I am special to Him.
2. God created me and knew me before I was born (Ps 139).
3. Heaven is real and is a home for those who love Him.
4. My purpose is to love and serve God and others.
5. Suffering in the world is the result of sin.
6. The Bible tells us what is right and wrong.
7. The created world and our conscience tell us that there is a God, (Romans 8).

## What beliefs make up a non-Biblical worldview?

1. I am a free individual, free to do whatever I like.
2. I am a product of evolution, evolved from a single cell.
3. I am on my own journey through life, doing as I please. We cease to exist after death.
4. My purpose is to live for myself and to feel good.
5. If there is a God, why does He allow suffering?
6. There is no right or wrong. Everything is to be tolerated, except for Christianity because it believes in right and wrong.
7. There is no God.

## Beliefs have consequences

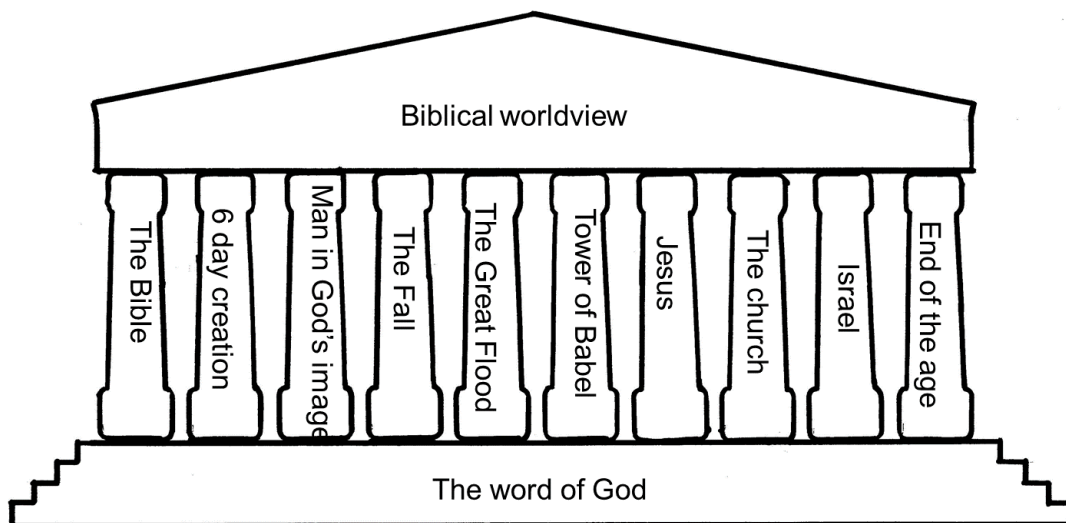


If we believe that we are a product of evolution, then human life has no greater value than that of animals.

But when we believe that every human life is special to God, we will want to serve God by caring for others.

## Ten pillars of Biblical worldview

### Biblical truths that hold up the Christian faith



### **Pillar no. 1 The Bible as the measure of truth**

- The Bible is without error and is an accurate historical record.
- Standards for right and wrong are clearly explained to us in the Bible.
- The Bible sets the standard for morality.
- The Bible tells us that the God of the Bible is the only true God.

*Psalm 11:3 If the foundations are destroyed, what can the righteous do?*

#### **Application for our students:**

- Morals, right and wrong, are not a matter of opinion. God's answers should be pointed out.
- We can teach about other religions, but always show that only the Bible has the truth.

### **Pillar no. 2: Creation in six days**

- God created the universe in six 24-hour days, (Genesis 1).
- Nothing exists apart from Him.
- God's creation was perfect.
- Living things were created after their own kind.
- The age of the earth can be calculated through Biblical history as being around 6,000 years old.

The genealogies help us calculate the age of the earth.

Genesis chapters 5-7 give names of people and the age at which they had their children.

For example, Adam became the father of Seth at 130.... through to ... Lamech became the father of Noah at 182.

The Flood occurred around 2348 BC; the Tower of Babel 2246 BC; Abraham 1996 BC; Joseph 1745 BC; Moses and the Exodus 1491 BC; David 1085 BC; Assyrian Destruction of Israel 722 BC; Babylonian Captivity of Judah 586 BC; Jesus 4 BC

### **Was Adam a real person? If not, then the others are not real either.**

#### **The Bible is History**

- Scientists were not there to observe the beginning of the universe.
- They can only come up with theories.
- But we know the One who was there. He is trustworthy and His word is true and reliable.

*Job 38:4 "Where were you when I laid the earth's foundation? Tell me, if you understand.*

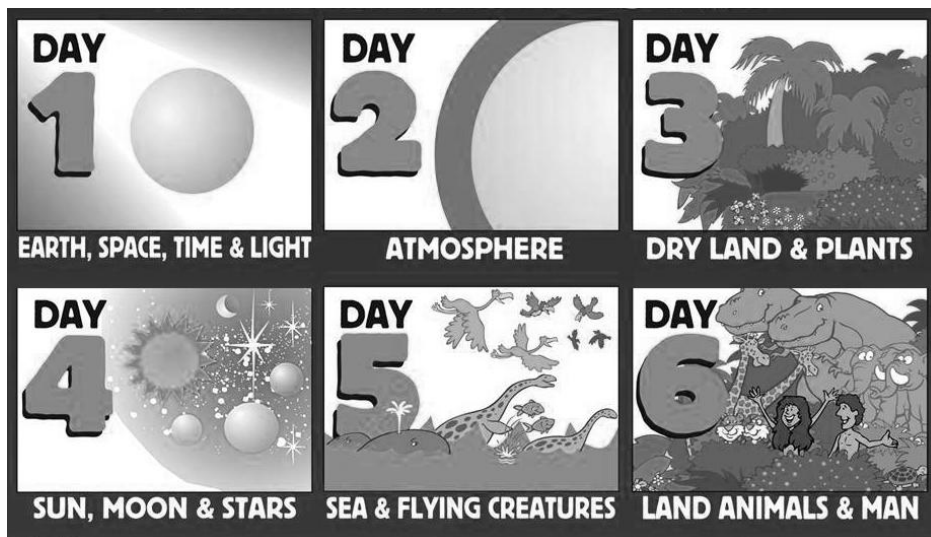
**Two beliefs:**

- The theory of evolution is based on belief (that there is no God)
- The Creation account is based on belief (in the true God)

A person who believes in evolution also believes that there is no need for God. They may say:

“If God didn’t make me, then I do not have to answer to Him, and I can decide for myself what is right and wrong.”

But for the person who believes in Biblical creation, there has to be a God, who created us, who loves and cares for us, who gives us rules to follow, who has a plan for our life, who requires obedience.



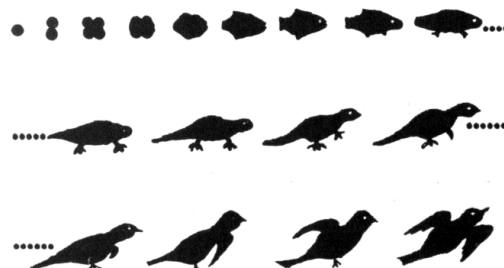
**How old is the earth?**

Who came up with the idea that the earth is millions of years old?

**Answer:**

Those who wanted to ignore God and please themselves. If there’s no Creator, no God, then there’s no such thing as sin and we can do what we like.

**The theory of evolution:** a living thing was created out of nothing. Then it developed and changed and developed and changed... until we have the living things in our world today.



### **The problem for evolutionists is...**

- We don't see living things changing.

### **Their solution...**

Millions of years! They tell us that if things take millions of years to change, we don't see the changes happening.

### **There's still a problem...**

- Living things only make changes through mistakes in living cells. Some diseases are caused by these mistakes.
- This means that living things are not getting better. They are getting worse.
- How could something like green slime have developed into something as beautiful as a bird?
- How could the beautiful animals in our world have developed from mistakes?

### **When did these mistakes begin? The Fall.**

Until the Fall, God's creation was perfect.

*God looked at everything He had made, and it was very good (Genesis 1: 31)*

**The original Creation is perfect. It is no longer perfect because of sin.**

### **How do we know what is true?**

We must believe that the whole Bible, not just parts of it.

*Mark 5:46-47: But Jesus said, "If you believed Moses, (who wrote Genesis) then you would believe Me, but if you do not believe his writings, how will you believe my words?"*

### **Some people say that God's perfect world came about by evolution**

They say that God created the first living cell and then over millions of years, other living things developed through evolution.

**Problem:** This goes against what the Bible tells us. God says He created in six 24-hour days. God said His creation was good.

### **Why do scientists tell us that rocks and other things are millions of years old?**

They **guess** the starting point as millions of years, and then add their measurements to that.

### **Why does it matter?**

Belief in millions of years means that you also believe that there was death before the Fall, (that animals killed each other and died before Adam and Eve came along.)

If we believe that humans came along millions of years after the original creation, then we must believe that death was always with us, and not caused by the Fall. No Fall – no need for Salvation.

### **How do we teach?**

- Throw out books that talk about evolution and millions of years.
- Teach students to value themselves as God’s special creation.
- Teach students to appreciate and care for God’s creation.



### **Pillar no. 3. Man in the image of God**

#### **Why are we here?**

If we are a product of evolution, then we are here by chance and there is no real purpose for us. No one is in charge of us and we can do what we like.

But if we believe that we were created in God’s image, then we know that God has a special plan for us to fulfill on this earth, and we live according to His standards.

- Human life therefore has great value and worth.
- God loves all human beings equally.
- Every human being is special to God. We are loved by God.
- Our purpose is to love and serve God, not ourselves.

*Romans 5:8 But God demonstrates His own love for us in this: While we were still sinners, Christ died for us.*

We were created to have relationship with God. He wants us to love Him.

*1 John 4:19 We love Him because He first loved us.*

#### **God created male and female.**

God created both sexes as equal but different. The two sexes have need for one another.

*Mark 10:6 At the beginning of creation God made them male and female.*

#### **When does life begin?**

God says: *For you created my in-most being; you knit me together in my mother’s womb; I praise you because I am fearfully and wonderfully made, (Psalm 139: 13-14)*

### **How do we teach?**

- Marriage is between man and woman.
- We have a mission to save lives, including the unborn, and to stand up for those who suffer.
- Racism is based on pride and selfishness, and against God’s commandment to love one’s neighbour as ourselves.
- We are to show God’s love to people from all cultures and language groups, rich and poor.

- We are to live to serve God and not ourselves.

#### **Pillar no 4. Man's fall into sin**

- The Fall of man brought sin and suffering into the world.
- People are not naturally good. We have the ability to choose right and wrong, to choose God or ignore Him.
- People were created to have a relationship with God but man's fall into sin broke that relationship.

#### ***How do we teach?***

- Everyone has sinned. We cannot reach God by trying to be 'good' in our own strength. We have to ask Jesus for forgiveness.
- God is only pleased with the 'goodness' that comes out of a desire to love and serve Him, and to make Him Lord of our lives.

#### **Pillar no. 5. The Great Flood**

- This was an actual event. The flood covered the entire world around 4,000 years ago.
- This accounts for many of the earth's geological features which are falsely dated by evolutionists to be millions of years old.
- Layers of fossils were buried quickly, not slowly over millions of years.

#### ***How do we teach?***

- Point it out when records give false information about the age of the earth.
- Show students the evidence of the Great Flood in the local environment – volcanoes, landforms, rocks, fossils

#### **Pillar no. 6. The Tower of Babel**

Recorded in Genesis 11:1-9

Adam and Eve were created with the ability to produce children with any of the skin colours we know today, from very light to very dark. But as people grouped together according to their language at Babel, and then they moved away to live together, specific traits were expressed, e.g. some groups all had dark skin and some groups all had light skin.

#### **How many different skin colours are there?**

There is only one. Melanin is the chemical in our bodies that causes skin to be light or dark. Dark skinned people have more melanin than light skinned people.

#### ***How do we teach?***

All races descended from Adam and Eve.

We make a stand against racism because we are one human family.

## Pillar no. 7. The coming of Jesus and His death on the cross

- Christ died on the cross to give us an opportunity to be one with God.
- Because *all* have sinned, *all* need to ask Jesus Christ for total forgiveness and restored relationship with God.

### ***How do we teach?***

- Give students the opportunity to receive Christ as their Saviour and Lord.
- Teach them in the ways of God, and teach them about God's character. Teach them how He wants us to live.

## Pillar no. 8. The role of the church

The church has a God-given role to:

- stand against wrong standards
- show the love of God
- live according to Biblical principles
- spread the Gospel

### ***How do we teach?***

We teach our students to:

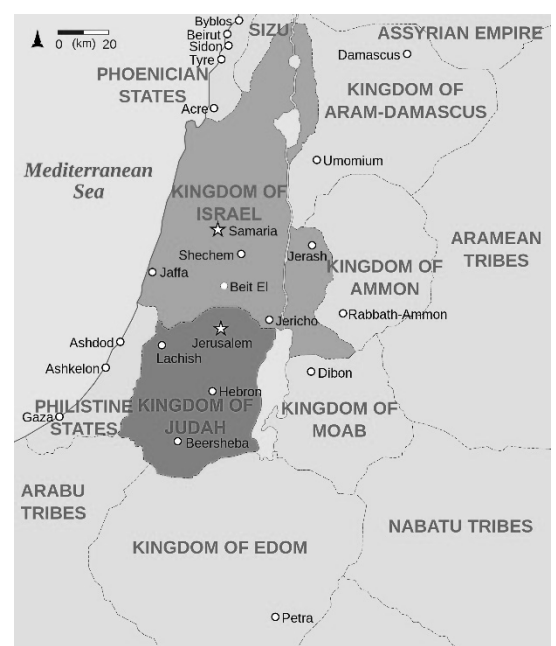
- Make a stand against the works of the devil – e.g. wrong treatment of human beings, disease, drug abuse, hunger, poverty, terrorism, unfair practices
- Care for the poor, elderly, hungry, widows, orphans, prisoners
- Live in obedience to Jesus
- Be lights to the world
- Find the servant role that God has for them
- Carry the Gospel to the nations

## Pillar no. 9. The role of Israel in world history

- Israel is God's chosen nation and through this nation Jesus came into the world.
- Israel has been a target for persecution throughout history.
- Israel has a part to play in the fulfillment of Biblical prophecy.

### ***How do we teach?***

- Teach students that the Bible is true, and tells us about real people in a real place called Israel.
- Teach them about the land and the people of Bible times – their clothes food, animals, homes.
- Teach them that the Jews have a special place in history because Jesus came to live among them.



## **Pillar no.10. The end of the world**

The Bible tells us that the world will not go on indefinitely and the fulfillment of Biblical prophecy will point to the end of the age.

Matthew chapters 24 and 25 tell us:

- Jesus will come again.
- God's perfect world will be restored in a new Heaven and Earth.

### ***How shall we teach?***

*We teach our student that:*

- The universe as we know it will not go on forever.
- Our time on earth is temporary.
- God is in control.
- A better home awaits us.
- Heaven is a real place, (Rev. 22).
- We should always be ready to meet Jesus, doing what He has called us to do.
- Jesus said that the gospel must first be preached to all nations, so that Jesus can return again.



*Matthew 24:14 Jesus said, "And this gospel of the kingdom shall be preached in the whole world for a witness to all the nations, and then the end shall come."*

The Gospel not only has to be preached, but also practiced and demonstrated.

## **The importance of Biblical Christian worldview in education**

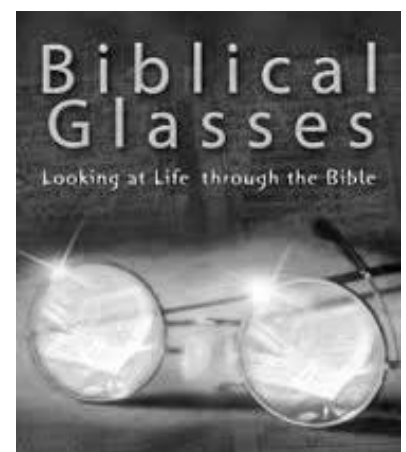
The secular education system gives a wrong view of world history. Only the Bible has the true history, and can tell us what is right and what is wrong. Students who can process the information they receive through the glasses of a Biblical worldview will have confidence and strength to stand in a secular world.

Some verses that encourage us to make a stand for God:

*Be on your guard; stand firm in the faith; be courageous; be strong.  
(1 Corinthians 16:13)*

*So then our brothers, stand firm and hold on to those truths which we taught you. (2 Thessalonians 2:15)*

*Put on the full armour of God that you can stand against the devil's schemes. (Ephesians 6:11)*



# Session 7: God-centred Education

## What does God require of Christian parents?

*Proverbs 22:6 - Train up a child in the way he should go, and when he is older, he will not depart from it.*

Education is either with God or without Him.

### The school that honours God...

- serves Christian families
- is a place where students can grow in Godly character
- strengthens students in the Christian faith
- helps students to achieve academic excellence.

### Knowing God, (not just knowing about Him)

- It is possible to know the Bible without knowing God.
- Christian teachers therefore need to point students to a personal God who can be their Saviour, Lord, friend and role model.

### How do we show students what God is like?

- We use the Bible to point out God's ways
- We teach about God's Creation
- We teach about the work of Christians, past and present
- We teach God's standards for living
- God has something to say on EVERYTHING!

### How is the Christian classroom different to the secular one?

- The students are cared for by Christian teachers. They learn about God.
- **But there is another important reason...**

### God can be included in all parts of education

This is called 'God-centred education'.

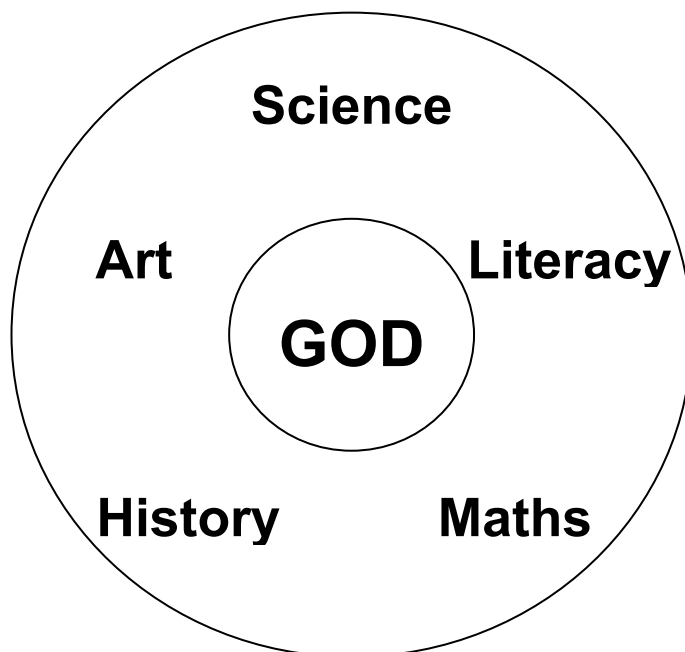
### In God-centred education:

- Christian teaching **does not** stay in a separate section of the timetable called "Bible study", or "Devotions".
- God **is not** left out of mathematics, science, and other subjects. Instead, God is placed at the centre of all education.

God and the Bible should be included in all education, not separated.

## Hebrew Education

Hebrew education is the foundation for Christian education.



- Based on the scriptures
- God and His word were central to life.
- God was not separate from education.
- Everyone knew that the whole of Creation, (man included), was dependent upon God the Creator.
- Right and wrong were measured by the Scriptures.
- God's commands were central to life.
- Each person was seen as precious to God.

*Deuteronomy 6:5*

*Love the Lord your God with all your heart, soul and strength.*

*Deuteronomy 11:13-24*

*If you faithfully obey the commands I am giving you today - to love the Lord your God and serve Him with all your heart and with all your soul - then I will send rain on your land in its season...*

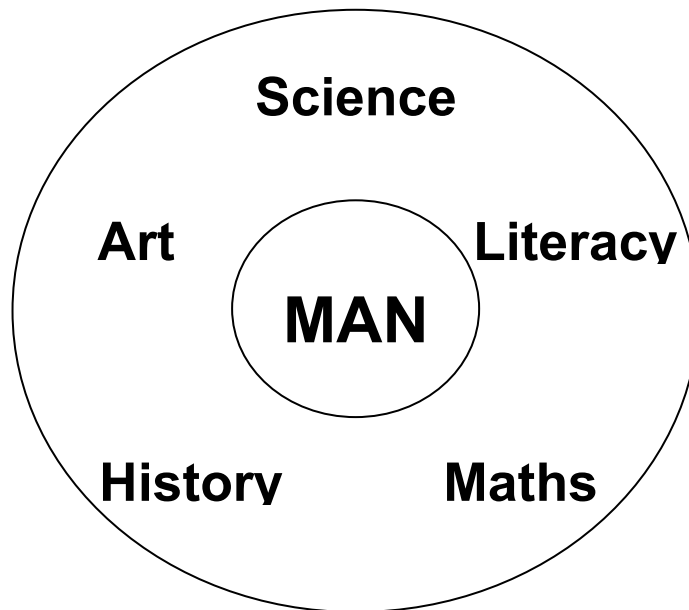
*Fix these words of mine in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads. Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. Write them on the door frames of your houses and on your gates, so that your days and the days of your children may be many in the land that the Lord swore to give your forefathers.*

## Hebrew education was not just for Old Testament times.

- Jesus was educated in the Hebrew way.
- He gave us a new commandment, to love one another and to be His disciples.
- He was the example of the greatest teacher who ever lived.
- He told us to go into the world and make disciples of all nations.

## **Greek education**

Greek education is the foundation for the modern western education system.



- This is the system on which modern Western education is founded
- God was not part of education.
- Man's ideas were all that mattered.
- Educated people were proud.
- People made a god out of physical fitness and the human body.
- They worshiped false gods, ('self' was one of them)
- Education was for the rich.

### **Humanism – the foundation of modern education**

- Education without God is called Humanism.
- Humanism is man-centred education.

### **A definition of "Humanism" from the American Society of Humanism**

**Motto of Secular Humanism:** "Good without God"

The goal of humanism is to meet human need through human effort alone.

### **What does a humanist think?**

- "If God doesn't exist, then there are no rules."
- "Man is in control, not God."

### **What does God say about serving ourselves?**

*Philippians 2:3-7 Be humble... think about others ... Have the attitude of Christ Jesus...He took on the nature of a servant.*

**What makes a school “Christian”?**

**Some answers:**

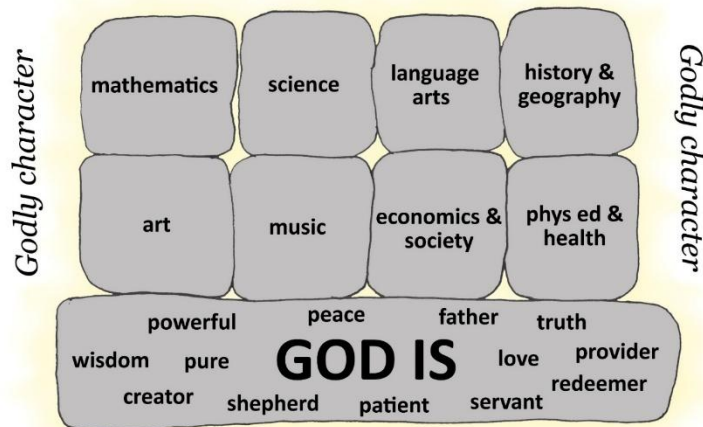
- The teaching of good morals?
- Having Christian teachers?
- Evolution exposed?
- A Bible study period each day or each week?



**These are important but... we can do more than this!**

A school that honours God can lead students to know God personally through an understanding of His character, His nature, His word.

**Build your curriculum on the rock**



**The rock is God** – His character, His nature, His word.

**His character** – loving, kind, humble, a provider, a protector, truth, wise (We can reflect His character.)

**His nature** – a creator, eternal, all knowing, present everywhere (Things we can never be)

## **Our curriculum is based on God's character and nature**

**As we get to know God's character and nature we can make these responses:**

### **God is Love**

We love others as Jesus loves us. We forgive others, show kindness, gentleness and compassion.

**Jesus the loving shepherd - John 10**

### **God is a Provider**

We have trust and confidence that God cares for us and will provide for us. We let God take care of all our worries.

**I have provided all kinds of grains and all kinds of fruits for you to eat. Gen 1:29**

### **God is our Saviour**

God sent His Son so that the whole world may be saved.

John 3:16

### **God is Pure and Holy**

We ask for God's forgiveness; we live according to God's standard; we are careful in the words we speak and in what we think.

**Wash me and I will be whiter than snow. Psalm 51:7**

### **God is Creator**

We are amazed at God's power; we believe God's plan for the world, beginning with creation.

**The sun knows the time to set. Psalm 104:19**

### **God is Wise**

We seek God's opinion, not our own; we know that wisdom comes from obeying God.

**Learn from the wisdom of the ant - Prov.6:6**

### **God is a Servant (the life of Jesus)**

God is our helper; He wants us to help one another.

***Learn from the insect communities where the members help one another.***

**Let love cause you to serve one another. Gal 5:13**

### **God is Protector**

When we understand that God is our protector, we have trust and confidence in a great and powerful God, a loving father.

**The name of the Lord is a strong tower. Proverbs 18:10**

### **God is Truth**

We weigh up information against God's standards; we tell the truth and live the truth.

**Live a life that measures up to the standard God set. Eph 4:1**

### **God is Lord and King**

He is in control of the world. He is to be worshiped.

**Our classroom topics are linked with 10 themes of God's character and nature:**

**Love** – God loves ME – my name; my body

**Provider** – Food

**Saviour** – Easter

**Pure and Holy** – light and colour; feelings and emotions

**Creator** – animals, insects, plants

**Wise** – healthy habits; safety rules; germ safety

**Servant** – people who serve – doctors, nurses, dentists

**Protector** – people who protect – police; animal camouflage

**Truth** – life in Bible times – the Bible is true

**Lord and King** – Christmas – Jesus came as a baby but He is king of the whole world.

**Can you think of Bible stories for each of these themes?**

**Each of the 10 themes represent other aspects of God's character.**

**LOVE** – kind, patient, gentle, caring, faithful, a friend

**PROVIDER** – faithful, generous, a father

**SAVIOUR** – love, eternal, forgiving, life

**PURE & HOLY** – righteous, good, the light

**CREATOR** – designer, powerful, ordered

**WISE** – just, all-knowing, a guide

**A SERVANT** – Jesus - humble, faithful, healer

**PROTECTOR** – a refuge, a father, a defender

**TRUTH** – perfect (Ps 19:7), just, the only way

**LORD & KING** – powerful, eternal, in charge

**When students get to know God's character and nature, at the foundation of their education, they will grow in faith and show His character in their lives.**

**Stay connected to Jesus in all you teach.**

*John 15:5 I am the vine; you are the branches. If a man remains in me and I in Him, he will bear much fruit; apart from me you can do nothing.*