

EDUCATION: THEORY AND PRACTICE

DESCRIPTION

The focus of this workshop is to introduce the overall themes of the book *Education*, and how these themes form the foundation of club ministry. These overarching themes include: restoration, love, development of the whole person, the lesson book of nature, service, and character development. Curriculum for Adventurers, Pathfinders, and Master Guide is built upon the theme of wholistic development. The distinctive Seventh-day Adventist focus of nurturing spiritual, mental, physical, and social health with the goal of service, is sometimes referred to as “The Adventist Blueprint.” God will bless our educational and club ministry as we follow the divine counsel for education. In conclusion, this workshop will cover the practical components of building lesson plans for teaching.

PARTICIPANTS

Master Guide candidates

RESOURCE MATERIAL

- *Education* by Ellen White, or True Education (contemporary English)
- Graph of Investiture Achievement requirements grouped by themes (created by Divisions)
- Sample Lesson Plans

WHAT YOUR PARTICIPANTS WILL LEARN

1. Luke 2:52
2. The Biblical worldview as the foundation of all Adventist education
3. Principles from the book, *Education* which form the foundation of club ministry curriculum
4. How to Design a Lesson Plan

WORKSHOP CONTENT

The principles of Scripture and the book *Education* offer insights into nurturing healthy character development, so our youth can increase “in wisdom and stature, and in favor with God and men.” Luke 2:52. The distinctive depth of the Seventh-day Adventist focus of nurturing spiritual, mental, physical, and social health with the goal of service, is sometimes referred to as “The Adventist Blueprint.” What are the components that create the development of a balanced individual?

Spiritual development

refers to all that supports the restoration of a relationship with God.

Social

refers to both the interactions with peers as well as interactions with the broader community.

Service

is one goal of Christian development. However, it is not merely for the goal of service itself. Service is to bring glory to God.

Mental development

is divided into two different aspects: the intellect and the emotions. These aspects are tightly interwoven.

Physical

refers to not only the growth in height and strength, but to all the needs of the physical body. The body requires physical activity, fresh air, sunshine, nutrition, water, rest, and temperance.

THE OVERARCHING THEMES OF THE BOOK, *EDUCATION*

RESTORATION (1) is the predominant theme.

“To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized-- this was to be the work of redemption. This is the object of education, the great object of life.” (Education, 15-16).

What is the basis of true education? What human faculties are involved? What is the end result? The following quotes help to clarify this.

LOVE (2) and **DEVELOPMENT OF THE WHOLE PERSON (3)** are two of the overarching themes found in the quote below as well as many others.

“Love, the basis of creation and of redemption, is the basis of true education. This is made plain in the law that God has given as the guide of life. The first and great commandment is, ‘You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind.’ Luke 10:27. To love Him, the infinite, the omniscient One, with the whole strength, and mind, and heart, means the highest development of every power. It means that in the whole being—the body, the mind as well as the soul—the image of God is to be restored.” (Education, 16).

The overarching themes of **SERVICE (4)** and **CHARACTER (5)** development are introduced here and further developed throughout the entire book.

“Like the first is the second commandment: ‘You shall love your neighbor as yourself.’ Matthew 22:39. The law of love calls for the devotion of body, mind, and soul to the service of God and our fellow men. And this service, while making us a blessing to others, brings the greatest blessing to ourselves. Unselfishness underlies all true development.” (Education, 16).

NATURE (6), a lesson book from our Creator, is also a thread running throughout the book.

“All that had been lost by yielding to Satan could be regained through Christ. This intimation also nature repeats to us. Though marred by sin, it speaks not only of creation but of redemption. Though the earth bears testimony to the curse in the evident signs of decay, it is still rich and beautiful in the tokens of lifegiving power.” (Education, 27).

The balanced, harmonious development of the human faculties not only brings happiness to the individual, but it also allows for service with the goal of bringing glory to God. These overarching themes provide the basis of education as it relates to Adventurers, Pathfinders and Master Guides.

SUGGESTED ACTIVITY

Match one Education quote from the Overview below, to each of these overarching themes:

- | | |
|-----------------------------------|---|
| 1. Restoration | 4. Service |
| 2. Love | 5. Character development |
| 3. Development of the WHOLE being | 6. Nature as a lesson book from our Creator |

EXCERPTS FROM THE BOOK *EDUCATION*

- › *“The Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in education.” (17)*
- › *“Every human being, created in the image of God, is endowed with a power akin to that of the Creator— individuality, power to think and to do.... It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men’s thought.” (17)*
- › *“Higher than the highest human thought can reach is God’s ideal for His children.” (18)*
- › *“He who co-operates with the divine purpose in imparting to the youth a knowledge of God, and molding the character into harmony with His, does a high and noble work. As he awakens a desire to reach God’s ideal, he presents an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above.” (19)*
- › *“It is his [the true teacher’s] ambition to inspire them with principles of truth, obedience, honor, integrity, and purity—principles that will make them a positive force for the stability and uplifting of society. He desires them, above all else, to learn life’s great lesson of unselfish service.” (29-30)*
- › *“In the highest sense the work of education and the work of redemption are one, for in education, as in redemption, ‘other foundation can no man lay than that is laid, which is Jesus Christ.’” (30)*
- › *“True education is not the forcing of instruction on an unready and unreceptive mind. The mental powers must be awakened, the interest aroused.” (41)*
- › *“In the home and the sanctuary, through the things of nature and of art, in labor and in festivity, in sacred building and memorial stone, by methods and rites and symbols unnumbered, God gave to Israel lessons illustrating His principles and preserving the memory of His wonderful works.” (41)*
- › *“God’s commandments were chanted, and, bound up with the blessed influences of nature and of kindly human association, they were forever fixed in the memory of many a child and youth.” (42)*
- › *“A knowledge of God, fellowship with Him in study and in labor, likeness to Him in character, were to be the source, the means, and the aim of Israel’s education—the education imparted by God to the parents, and by them to be given to their children.” (44)*
- › *“... it was regarded as a sin to allow children to grow up in ignorance of useful labor. Every youth, whether his parents were rich or poor, was taught some trade ... a knowledge of practical life was regarded as essential to the greatest usefulness.” (47)*

- › *“With us, as with Israel of old, success in education depends on fidelity in carrying out the Creator’s plan.” (50)*
- › *“The greatest want of the world is the want of men—men who will not be bought or sold, men who in their inmost souls are true and honest, men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole, men who will stand for the right though the heavens fall.” (57)*
- › *“The youth need to be impressed with the truth that their endowments are not their own. Strength, time, intellect, are but lent treasures.” (57)*
- › *“None can know what may be God’s purpose in His discipline; but all may be certain that faithfulness in little things is the evidence of fitness for greater responsibilities.” (61)*
- › *“He did not deal in abstract theories, but in that which is essential to the development of character; that which will enlarge man’s capacity for knowing God and increase his power to do good.” (81) “Never can there be a circumstance of life, a crisis in human experience, which has not been anticipated in His teaching, and for which its principles have not a lesson. The Prince of teachers, His words will be found a guide to His co-workers till the end of time.” (81–82)*
- › *“The more quiet and simple the life of the child—the more free from artificial excitement and the more in harmony with nature—the more favorable it is to physical and mental vigor and to spiritual strength.” (107)*
- › *“... for a young man starting in life, integrity, diligence, temperance, purity, and thrift constitute a better capital than any amount of mere money.” (137)*
- › *“Whether we recognize it or not, we are stewards, supplied from God with talents and facilities, and placed in the world to do a work appointed by Him.” (137)*
- › *“He Himself is responsible for the results. ... our part is faithful compliance with His directions. Thus there is no place for anxious care. Diligence, fidelity, caretaking, thrift, and discretion are called for. Every faculty is to be exercised to its highest capacity. But the dependence will be, not on the successful outcome of our efforts, but on the promise of God.” (138)*
- › *“As an educator no part of the Bible is of greater value than are its biographies.” (146)*
- › *“The strongest bulwark of vice in our world ... is that life which otherwise appears virtuous, honorable, and noble, but in which one sin is fostered, one vice indulged.” (150)*
- › *“All who in this world render true service to God or man receive a preparatory training in the school of sorrow. The weightier the trust and the higher the service, the closer is the test and the more severe the discipline.” (151)*
- › *“The melody of praise is the atmosphere of heaven; and when heaven comes in touch with the earth, there is music and song ...” (161)*

- › *“Before the army went singers, lifting their voices in praise to God—praising Him for the victory promised.” (163) “With a song, Jesus in His earthly life met temptation. Often when sharp, stinging words were spoken, often when the atmosphere about Him was heavy with gloom, with dissatisfaction, distrust, or oppressive fear, was heard His song of faith and holy cheer.” (166)*
- › *“Music is often perverted to serve purposes of evil, and it thus becomes one of the most alluring agencies of temptation. But, rightly employed, it is a precious gift of God, designed to uplift the thoughts to high and noble themes, to inspire and elevate the soul.” (167)*
- › *“Amidst the strife and tumult of nations, He that sitteth above the cherubim still guides the affairs of the earth.” “To every nation and to every individual of today God has assigned a place in His great plan. . . . All are by their own choice deciding their destiny, and God is overruling all for the accomplishment of His purposes.” (178)*
- › *“The mind, the heart, that is indolent, aimless, falls an easy prey to evil.” “. . . let the life have a noble aim, an absorbing purpose, and evil finds little foothold.” (190)*

LESSON PLANS

“Every teacher should see to it that his work tends to definite results. Before attempting to teach a subject, he should have a distinct plan in mind, and should know just what he desires to accomplish. He should not rest satisfied with the presentation of any subject until the student understands the principle involved, perceives its truth, and is able to state clearly what he has learned.” (Education, 234).

THE PARTS OF A LESSON PLAN

- **Event, Time, Venue:** Adventurers, Pathfinders, Children’s Story, Family Worship, Sabbath School
- **Teaching Goal:** What will the class learn?
- **Evaluation:** How will you check if they ‘got it’? Assessment includes: projects, discussions, quizzes, portfolios. (Beginning with the end in mind, your evaluation, helps you build the lesson with the goal of creating a successful learning experience for each student.)
- **Audience:** Age, learning styles, ability levels.
- **Resources to Use:** story, manipulatives, music.
- **Activity:** What will you have them do to succeed?
- **Adaptation** for audience members.

Lesson Plan Template

- Event, Time, Venue
- My topic and goal are
- How I will check if they 'got it'
- My audience
- Resources I need
- Learning Activity/ies
- How will I adapt for different ages, special needs, or online platform?

LESSON PLAN EXAMPLE # 1

Time and Venue: Family Worship; 4+ minutes.

Built Upon Scripture

1. What do you want them to know? Christ is the best foundation for my life.
2. How will you check if they 'got it'? Group participation.
3. What will you have them do to succeed? Hear God's Word; participate in activities.

My Topic: The Wise Man and the Foolish Man.

How will I check if they 'got it'? Group participation.

My Audience: different aged children in family worship.

How will I adapt? Older children will help teach the hand motions to the younger.

Resources I Need: sand, rock, blocks, water, the song "The Wise Man and the Foolish Man."

Learning Activities:

1. Read Bible verse
2. Use blocks on rock and sand
3. Repeat Bible verse
4. Sing song with motions

LESSON PLAN EXAMPLE # 1

Topic: Trees—Lesson plan for grade 3

Objective: At the end of this lesson students will be able to identify:

1. The main parts of a tree and describe their functions and purpose. Trees have five main parts:
 - a. The root is that part of the tree that grows underground.
 - b. The leaves are part of the crown, and some leaves can be used for food.
 - c. The branch stores the nutrition.
 - d. The trunk holds the tree in place.
 - e. The crown is the top of the tree. It shades the root and collects energy from the sun.
2. How trees are used by humans and society. Tree are used for lumber to build houses. Some trees provide different types of food.

Material: Picture, markers, pencil, paper, and videos on trees.

Activities: Bible verse: Psalms 1:3 “He shall be like a tree planted by the rivers of water, that brings forth its fruit in its season, whose leaf also shall not wither; and whatever he does shall prosper.”

Encourage children to look up text, read and discuss it, and make a song.

- Worksheet: They can work in pairs to complete the worksheet.
- Group discussion: with questions and answers.

Projects:

- Scrapbook: to identify trees common to where they live, name them, and state the benefits to society.
- Participate in earth day project: to show the importance of keeping their environment clean and how they can help.
- Field trip: to a lumber mill with proper planning and supervision.
- Evaluation: Ask students for feedback on what they achieve from the lesson. Give students the Adventurer Tree Award.

SUGGESTED ACTIVITY

Using the lesson plan template, individuals or small groups create lesson plans about:

- a) teaching a parable of Christ, or
- b) a portion of an award or honor. Share lesson plans with class.