

# A Nine-Point Lesson Plan Format for *Christian Education*

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## APPENDIX A

### Sample Lesson Plan: **Grade 6 Mathematics Unit**

(approximately two weeks)

**1. Learning Outcome** (the learning outcome desired in the student after and because of instruction)

*The student will:*

- Be able to solve various types of “percent” problems, specifically “parts of a whole as percentages” and “one quantity as a percent of another.”
- Create a personal budget, including tithe and offerings, using percents.

**2. Purpose** (the rationale for choosing the Learning Outcome)

*The student will:*

- Master the concept of percentages.
- Be able to set up a simple personal budget.
- Understand and be able to explain these concepts: God expects people to take dominion over their environment (Genesis 1:26, 28), to be good stewards of their resources (Matthew 25:14-30), and to tithe (Luke 11:42).

**3. Learner Attributes** (the internal attributes of the student that affect his or her receptivity to the instruction)

Students have the God-given ability to reason and solve complex problems but are sometimes intimidated by assignments that require quantitative reasoning.

*Prerequisite skills:*

- Student can convert fractions to equivalent percentages (using a denominator of 100).
- Student can multiply fractions by wholes and other fractions.
- Student is familiar with model drawing heuristic (see explanation in other sections).

- Student can mentally multiply decimals by 0.1 and 100.

**4. Principles** (cause-effect relationships, regularity, and generalizability statements in educational content)

- God sees our giving partially in terms of percentages (Mark 12:41-44) and returns to us accordingly (Luke 6:38).
- We reap what we sow (Galatians 6:7).
- Learning to think and reason is partial fulfillment of God’s dominion mandate (Genesis 1:26).
- Regarding “budgeting,” it is the doer and not the hearer who pleases God (James 1:23).

**5. Plan** (how the lesson will be taught/presented)

*The teacher will:*

- Introduce the topic with the story of the “widow’s mite” (Mark 12:41-44, NKJV)\* and discuss what God said about “percents.”
- Review the meaning of *percent*.
- Use grids to demonstrate the relationship between a fractional part of a whole and its equivalent fractional representation, using a denominator of 100.
- Use bars (model drawing) over number line (0%-100%) to demonstrate the relationship between fractions and their equivalent percents.
- Use the model-drawing heuristic to solve percent problems of the type “parts of a whole as percentages” and “one quantity as a percent of another.”
- Use the model-drawing heuristic to solve percentage problems.

- Discuss biblical principles of personal fiscal responsibility.
- 6. Plan Effectiveness** (Rationale from various sources [e.g., research, professional practice] for regarding the proposed plan as the best one possible)
- Model drawing is a simple yet powerful way to visualize a variety (e.g., types and difficulty) of percent problems (Step 1 in G. Polya's *How to Solve It*\*\*) and to devise a plan to solve them (Polya's Step 2).
  - Research shows that when students solve meaningful problems, they remember them longer.
  - Pray with and for students that they will be wise stewards of God-given resources.
- 7. Practice** (activities engaged in by the student to help make the learning outcome permanent)
- Daily activities:
    - Mental math – estimate results before calculations; practice finding common percents (e.g., 10%, 25%, 50%) of “easy numbers.”
    - Guided practice
    - Homework
  - Encourage students to draw a model for each problem.
- With input from students and parents, describe budget categories (e.g., church offerings, savings, spending) using appropriate percents for each category. Using these figures, have students create personal budgets.
  - Challenge students to implement their budgets.
- 8. Citizenship Equipping** (how the Learning Outcome will contribute to equipping the Church universal)
- Through responsible stewardship, the Church will be blessed by God (Galatians 6:7-10) and a positive witness to others.
- 9. Assessment** (how the student will be assessed for Learning Outcome acquisition)
- The student will be assessed through the use of*
- Daily homework assignments
  - Class participation
  - The unit test
  - Analysis of the student's personal budget

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\*\* G. Polya, *How to Solve It* (Garden City, N.Y.: Doubleday & Co., 1957).

## APPENDIX B

# Sample Lesson Plan: High School Bible Course

(one week)

- 1. Learning Outcome** (the learning outcome desired in the student after and because of instruction)
- The student will demonstrate apologetics skills by role-playing witnessing to a pretend Muslim.
- 2. Purpose** (the rationale for choosing the Learning Outcome)
- 1 Peter 3:15: “Be ready to always give an answer to every man that asks you a reason of the hope that is in you with meekness and fear” (NKJV).\*
  - Witnessing strengthens the faith of believers.
  - Jesus calls us to be witnesses (Matthew 28:18-20).
  - Obedience to the Great Commission shows Christ our love: “If you love me, keep my commandments” (John 14:15).
- 3. Learner Attributes** (the internal attributes of the student that affect receptivity to the intended instruction)
- Prerequisites: The student should understand and be able to articulate the fundamental differences between a Christian's and a Muslim's religious beliefs.*
- The student should be sensitive both to the *imago Dei* quality in the Muslim hearer to want, like all humans, to know God (Romans 1:20; Ecclesiastes 3:11) and to the fact that Muslims believe they already know the true God.
  - Instruction to the student should help release the *imago Dei* property of being joyful in the Lord.
- 4. Principles** (cause-effect relationships, regularity, and generalizability statements in educational content)
- Christians are commanded to share the gospel with everyone (Matthew 28:18-20).
  - A community characterized by unity promotes belief in Christ (John 17:21).
  - “A soft answer turns away wrath” (Proverbs 15:1).
  - “And unto the Jews I became as a Jew, that I

might gain the Jews; to them that are under the law, as under the law, that I might gain them that are under the law” (1 Corinthians 19:20, 21; 2 Timothy 4:2).

**5. Plan** (how the lesson will be taught/presented)

- Discuss major religions of the world and the various people groups who practice the Muslim religion.
- Have students make a chart to help them analyze the similarities and differences between Christians and Muslims.
- Divide the class into pairs, and have students role-play an evangelistically oriented conversation between a devoted Christian and a devoted Muslim.
- Discuss ways to befriend people of other faiths.
- Show a video of recent converts from various faiths. [<http://www.cbn.com/spirituallife/onlinediscipleship/understandingislam>]
- Teach principles of logic and how to make a convincing argument.
- Discuss with the students how to befriend a Muslim through genuine love and caring.
- Pray with the students for people from different religions to come to know Christ.

**6. Plan Effectiveness** (rationale from various sources [e.g., research, professional practice] for regarding the proposed plan as the best one possible)

- Stories of Muslims who have recently come to faith in Christ can be used help empower student witnessing efforts.
- Friendship evangelism has a high rate of success.

- Prayer can change the hearts of people, including those being witnessed to (James 5:16).
- Use of the power of logic will sometimes convince people to change.

**7. Practice** (activities engaged in by the student to help make the learning outcome permanent)

*The student will:*

- Role play, with feedback, witnessing to a Muslim and use a journal to record ideas for follow-up.
- Journal about three experiences he or she has had witnessing to someone about Christianity.
- Pray for open doors to witness to an unbeliever.
- Strategize how to befriend someone from another religion.

**8. Citizenship Equipping** (how the Learning Outcome will contribute to equipping the Church universal)

- Development and engagement of apologetics is expected to add souls to the body of Christ (Acts 2:47).

**9. Assessment** (how the student will be assessed for Learning Outcome acquisition)

*The student will:*

- Share his or her faith in a role-playing situation.
- Pray for opportunities and anointing to share his or her faith with others.
- Pray for missionaries and persecuted Christians in Muslim countries.

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