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

**BY WILLIAM F. COX, JR., KIRK BARNUM, AND NANCY J. HAMELOTH**

**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.
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.

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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**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 to 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)
   - 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)
   - 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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