



**BASIC
TRAINING
MANUAL War
On the Cities**

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Following is the training material used at the World Christian Training Center. It can train one, two, a small group, a church or a community. Everything is here to change your personal witness, your block, your church, your community.

INTRODUCTION TO BASIC TRAINING MANUAL

Essentially there are two principles at work in this curriculum.

The first is that these materials are written **holistically**; that means, there is a learning objective for the mental, the emotional and will aspects of a person. Since people learn holistically--that is, know a fact, process the meaning emotionally and then choose to take action--these lessons have been constructed to accommodate the learning process. This serves to build "thought-out" conviction. The Bible passage has been learned, talked about and its meaning processed with others and then application is built in. Obedience then becomes a personal conviction, not just outward performance.

Secondly, these materials have been written to involve the learner. People learn best and retain more if they can be **active participants** and not just **passive receptacles** of the learning process. Therefore, this curriculum provides references to pairing up, completing charts and graphs, discussion, agree/disagree and so forth. **As a teacher, follow through on these activities as they are there by design to involve the person and train the leader to teach.**

THE BENEFITS OF THE BASIC TRAINING MANUAL

Adults learn best when they are actively involved in the teaching/learning process. According to studies on learning, students who merely "sit and listen" retain significantly less content than those who are personally involved in well-planned learning activities. Students retain 90 percent, after three days, of what they **hear**, **see** and **do**. Conversely, they retain only 10 percent of what they hear. The point is clear, the more a student is involved the more he/she will learn. Meaningless "fun and games," activity for activity's sake, or a group "pooling of ignorance" is not the idea. The object is to select learning activities that directly contribute to the accomplishment of specific learning objectives.

Learning indicates that the purpose of the activity is to promote change in the learners. Learning is a change, a change in knowledge (facts, information), attitudes (feeling, opinion), and/or behavior (skill, ability). Our task as teachers is to help our adult students change and become more like Jesus Christ. Therefore, a learning curriculum's activities should facilitate learning that leads toward this change process.

Learning activities should be centered in the BIBLE. God's Word is our standard for both faith and practice. Consequently, a Bible learning activity is a task or method that is centered in helping our students to gain God's perspective as revealed in the Bible.

One important premise is, don't tell a student something that he can discover for himself. The method in which this training has been developed assists the student (adult, teen, child), to do this very thing. As a result, while simple telling may pass on information, planned involvement leads not only to information but to superior and lasting learning in the largest sense of the idea.

Tips for Guiding Group/Individual Involvement

Proper use of Bible learning activities is very important. Here are some useful tips that have proven to be valuable:

1. **Clear instructions:** Whether you are teaching one person or a group of 30 learners, the necessity of clear, simple instructions cannot be overstressed. **Verbal instructions should always be accompanied by some type of written instructions.** Writing the instructions on the chalkboard, a poster, the overhead, on small index cards, or any other method will help assure that your learners understand what you are asking them to do. Making instructions clear and to the point will make the task easier and more productive for the learners.
2. **Leader and recorder:** When using learning activities that call for several groups (3 to 7 persons), make sure the groups appoint a leader and a recorder. The leader serves to keep the group on track while the recorder takes notes or in some other manner records the group's results. You may need to provide some direction by stating, for example, "The person wearing the most blue will be your leader, and the person who lives the farthest away should be your recorder."
3. **Time limits:** Always state the amount of time the group (s) will have to complete the task. Group members will be more motivated to work if they know there is a time limit. Once or twice during the activity tell them how much time they have left. Learners will often do as much work in the last three minutes of a ten-minute project as they did in the first seven minutes. Remember, time limits are flexible; feel free to add or subtract time as the abilities and interests of your class may necessitate.
4. **Encourage students:** Assure your students that you have confidence in their ability to accomplish the learning activity. By being alert to your students' "comfort level" and selecting activities which you are fairly certain they can handle, your encouragement will be well-founded. Telling them you are available for questions and further explanation will also serve to encourage their efforts.
5. **Let them do it!** You may know all the answers and may know the best way to complete the task you have assigned, but let your class members find the answers for themselves and do the project with their own minds and **hands**. Guide them, encourage them, assist them, but let them do it.
6. **Needed resources:** Make certain that you have on hand an ample supply of those materials necessary to complete the activity. Nothing can be more frustrating for your students than not having what they need to finish the task.
7. **Reporting results:** How will you have the individuals or groups report the results of their efforts? Students enjoy hearing or seeing what others have done. In large groups you may ask for a few volunteers to share, or have each group share one idea each before opening it up to further suggestions or comments. Art projects can be affixed to the wall or placed on a bulletin board. Creative songs that apply biblical truth can be sung. The principle is to allow students to benefit from mutual sharing of ideas and results.

8. **Be appreciative:** Thank students for their effort whether they complete their project or not. Every word of appreciation and affirmation is an investment in the future of your class as an involvement-oriented learning experience.

Asking the Right Questions

Fortunately, the creative teacher does not have to be skilled in all the arts of group dynamics in order to use Bible learning activities successfully. But learning how to use questions as a teaching tool can be of tremendous value to a teacher. Well-thought-out questions will help learners to identify and evaluate information, to interpret it, and to assess how that information affects their values and decision making. This means you must choose your questions with care. Here are six suggestions that will help you in choosing good questions:

1. Questions should require the learner to think. Avoid asking questions which may be answered with only yes or no.
2. Keep the questions brief and simple, restricting each question to only one main thought. Often we confuse our students by actually asking several questions within one question. Make certain your questions are clearly focused.
3. Distinguish between a question asking for facts and one seeking feelings or opinions.
4. Avoid asking questions which the group cannot answer because of a lack of information or background. Also, stay away from highly personal questions as discussion starters. Many a group discussion has failed to get off the ground because a well-meaning teacher began with a question that learners were afraid to answer,
5. The questions should be a natural part of the class session, not something artificially tacked on at the end to fill some time.
6. The tone and manner of your questions should encourage the learners to express themselves. A friendly, pleasant and sincere tone of voice will encourage confidence and understanding. Remember, while every contribution may not be worthwhile, every contributor is!

Keeping in mind these basic suggestions for good questioning, let's examine three different types of questions that you can use:

1. **Informational Questions.** An informational question requires the learner to remember or refer to specific facts in order to answer the question correctly. A teacher can discern how well a learner knows the basic facts or guide the discovery of those facts by the proper use of an informational question.

Examples: Where was Jesus born? According to Matthew 20:21, what was Jesus' answer to the rich young man? What was the name of the river in which Jesus was baptized?

It is almost impossible to have a meaningful discussion guided by informational questions alone. Therefore, we also need analytical questions.

2. Analytical Questions. Analytical questions encourage learners to attach meaning or explore principles in facts. Questions of this type are more open-ended than informational questions. By using this type of question the teacher helps learners share what they understand and perceive about the facts.

Examples: What do you think Jesus meant when he said to Nicodemus, "You must be born-again?" What principles of witnessing can we derive from the story of the woman at the well in John 4?

A WORD ABOUT FACILITIES FOR ADULTS

The biggest obstacle to overcome while developing a creative environment for adults is the attitude "all you need are rows of chairs, a chalkboard and a lectern." The general consensus has been that a teacher with a great personality and a large repertoire of stories which reinforce Bible truths can inspire, motivate and promote people's spiritual growth. However, the best way to insure that adults are learning to apply Bible truths to their lives is to involve them in discovering truth for themselves.

Involvement in Bible study is facilitated by the use of both large and small group learning activities. Consider these benefits of small group involvement:

1. Discussion is easier in groups of not more than eight people (teams of two, or groups of three to eight each). When there are more than eight in a group, not everyone is heard from, learners withhold ideas/comments, and it is difficult to get personal feedback to ideas.
2. Forming small groups also allows learners to consider several questions or explore information in several ways. and then share their observations and findings with the large group.
3. When small groups share their insights, the teacher is able to check their understanding of concepts/ideas and to clarify misunderstandings.

For the most effective adult, teen, and child learning experiences, your facilities should allow for a maximum of four (or possibly five) groups of eight learners each. The number of small groups should not exceed four (or five) because of the time it takes for sharing and feedback. When you have more than 40 learners, divide into separate departments or learning units.

Room arrangement has a great deal to do with the effective use of new procedures and methods. Adult rooms should provide warmth, interest and flexibility for the use of lecture, films and discussion groups. No classroom can guarantee that adults will learn. But, the following guidelines have proven effective in developing facilities that support effective learning.

Space Requirements for Adults

Adult education facilities are strategic to the development of growth and leadership in the church. A good room will provide an atmosphere of warmth and relaxation. It will also enable you to provide sound biblical instruction within a

setting that encourages building relationships, group interaction and individual participation in learning. Placing chairs in a circle or semi-circle may be an advantage.

Fixed Seating Situation

Many adult classes must meet in rooms where seats cannot be moved, While this situation makes it more difficult to encourage interaction, any activity that can be done well by individuals or in groups of two or three can easily be accomplished in fixed seating arrangements or cramped quarters.

Specifics Concerning Training Manual

Each training class is designed to involve approximately two hours, with the exception of lesson four which may need to be extended to learn the gospel presentation. This may be an additional two to four hours for training with the on-the-job training added as well.

Each lesson is presented in four parts:

1. Overview of lesson
2. Teacher's Plan
3. Teacher's Outline
4. Student's structured notes.

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