Facilitator’s Guide

Integrating Biblical Worldview
On-Demand, Digital PD for Teachers

“For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Ephesians 2:10
This manual is designed to coordinate with videos and handouts provided as part of the professional development packet. The following introduction is to help you facilitate the program effectively.

1. A chart is provided to help you pace the teaching of each topic. In addition, several options for the timing are provided. Please adjust it to your situation, but be aware that there are “better” places to stop than others. The recommended stopping points are indicated in your manual.

2. It is recommended that there be a minimum of six hours of training for this program. This does not include the time used for worship, school information, and breaks. Eight hours or more allow for better processing of the material by teachers and for more interaction. Feel free to extend the time as your teacher’s need.

3. There are four marker phrases used to help you know what you are to do as you read the manual.

   - **For Your Help:** This instructional marker indicates information that is included in the manual for your own knowledge. It will provide background material to help with discussions.

   - **To Do:** This instructional marker indicates something that you are to do such as handing out papers, having participants get into groups, or leading activities as the trainer. It usually does not include things to say.

   - **VIDEO:** This instructional marker indicates when you should play a provided video to watch together as a group. The video title and number are indicated.

   - **STOP:** This is used to catch your attention as you teach. It is to ensure that interaction is occurring in the session and participants are having the opportunities to ask questions, interact with one another, and write answers to questions. Interaction is key to the learning.

4. Resist the temptation to just “tell” everything in the manual. You are to be modeling interactive teaching in your instruction. This means that you must encourage the participants to share with each other and to share with the larger group.

---

**PACING CHART**

**Session One**

- **Hour 1**
  - What is a biblical worldview?
  - God’s Big Story

- **Hour 2**
  - Why do we want to help students develop a biblical worldview?

**Session Two**

- **Hour 3**
  - True Christian education and what is worth knowing.

- **Hour 4**
  - What do “integrated” lessons look like?

**Session Three**

- **Hour 5**
  - How can we write truly “integrated” lessons that illuminate the biblical worldview?

- **Hour 6**
  - Critical thinking, curriculum planning, and practicing worldview focused lessons.

**POTENTIAL PLANS FOR TRAINING:**

- One day of in-service
  - Hours 1-4 in the AM
  - Hours 5-6 in the PM

- Two days of in-service
  - Hours 1-4 in day one
  - Hours 5-6 in day two

- Three days of in-service
  - Hours 1-2 in day one
  - Hours 3-4 in day two
  - Hours 5-6 in day three

- Six after school trainings of 1 hour each
SESSION ONE
WHAT IS A BIBLICAL WORLDVIEW?

SESSION OBJECTIVES:
• The participant will be able to describe a worldview.
• The participant will be able to articulate how worldview impacts all teaching.
• The participant will be able to draw "God’s Big Story."
• The participant will be able to briefly explain a biblical worldview using the “God’s Big Story” framework.

Description of Training
As participants enter and you greet them, please encourage them to sit with teachers who teach in a different grade level or subject area from them. For this two-hour segment, it is best to have a mixed group of teachers together.

FOCUS: GOD’S BIG STORY

To Do:
If you desire, please take care of all school-related announcements or in-service day type announcements. You can also have a time of school-related announcements. If you desire, please take care of all school-related announcements.

A potential devotional related to today’s topic.

Second Timothy 3:10–17
Handout 1, Focus on Scripture’s role in our teaching and the fact that teachers are important. We need to be teachers who correctly divide God’s Word. This means that we must study God’s Word. We encourage you to spend some time in prayer, as well.

“You, however, have followed my teaching, my conduct, my aim in life, my faith, my patience, my love, my steadfastness, my persecutions and sufferings that happened to me at Antioch, at Iconium, and at Lystra – those persecutions I endured; yet from them all the Lord rescued me. Indeed, all who desire to live a godly life in Christ Jesus will be persecuted, while evil people and imposters will go on from bad to worse, deceiving and being deceived. But as for you, continue in what you have learned and have firmly believed, knowing from whom you learned it and how from childhood you have been acquainted with the sacred writings, which are able to make you wise for salvation through faith in Christ Jesus. All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.”

For Your Help:
Throughout this training, the term “biblical integration” is used. This is one term for what is the desired end goal. There is often much debate on whether the term is a misnomer. You know your school community best and will need to decide what term to use.

Integration: The act or instance of combining into a whole. When used with worldview, this term implies that our thinking is made whole through the biblical perspective of what we are learning.

Illumination: Intellectual or spiritual enlightenment. When used with worldview, it is when we allow Scripture to enlighten how we think.

More terms are discussed in the videos.

To Do:
Before viewing the first video, make sure teachers are prepared to listen, take notes, and ask questions. Make sure participants can see the video and hear the video.

For Your Help:
Research has shown that adults can watch about seven to eight minutes of a video before losing interest or being distracted. Throughout the trainings, please encourage teachers by sharing the amount of time of each video will last.

VIDEO ONE: SEGMENT ONE AND TWO
Start with the introduction video.

Show segment one of video one (time: 1:43) to set the introduction to the day. Before showing segment two, allow teachers to ask questions. Then show segment two (starts at 1:56; time: 3:37).

STOP

To Do:
At the end of segment two, participants were asked to depict God’s Big Story on a page. The word “depict” is used because we are encouraging pictures not words in this activity. Please provide either Handout 2 (blank page) or a larger piece of paper and colored pens or pencils for each group to use. Colored markers work best as they are better seen. Make sure groups are no larger than four people, even if you need to make many groups. Give, minimally, fifteen minutes for this activity.

For Your Help:
The next activity is a “Gallery Walk.” You may shorten this session by skipping this activity and just have a few groups share; however, the gallery walk has a dual purpose. First, this demonstrates a method that teachers may be unfamiliar with that allows for excellent group participation, learning, and movement. Second, it will allow the participants to see how the various groups crafted the themes of “God’s Big Story.”

To Do:
Conduct a Gallery Walk. Each group will choose one person to stand and hold their picture. It is best to put all of the pictures either in a line on the stage or around the meeting room walls. Then, all other participants will walk through the “gallery” of pictures. They may ask questions (if you have a lot of time) or you may ask them only to look at the pictures and note similarities and differences (if you have less time). Once all have had the opportunity to see the pictures, allow those who have been holding the pictures to see the other pictures as well.

Once the Gallery Walk is complete, ask participants what they saw that was the same in all of the pictures. Ask what they were unsure of (allow the groups to explain if they need to for understanding). Take the time to summarize what you all believe is a part of “God’s Big Story.”

For Your Help:
It is tempting to skip these times of summarizing and sharing as they seem to consume time. However, for adult learning, these times of summary and discussion are critical. If you desire your participants to be able to help their students develop a biblical worldview, please give them this time to process what they have been thinking about in the session.

STOP

VIDEO ONE: SEGMENT THREE
Show segment three of video one (starts at 5:51; time: 4:30) on “God’s Big Story.”

STOP

To Do:
In their small groups, have participants list out worldview questions that they know. Give about five minutes for them to brainstorm. Then, have the small groups share with one other group near them in order to allow them to hear what another group suggested as worldview questions.

This is a good stopping point for an hour-long training session. If you have not taken that amount of time, you may be moving too fast for the activities and reflections on those activities.

STOP

To Do:
If you are restarting on a separate day, please start with “God’s Big Story.”

To Do:
In our next video, we will be examining the term “biblical integration.” Several different terms will be introduced. Please be ready to discuss, after the video, why we should be desirous of developing lessons and units that help our students develop a biblical worldview.

VIDEO TWO: SEGMENT ONE
Show video two, segment one (time: 3:48), STOP

To Do:
Have participants conduct a “Think, Pair, Square, Share.”

First, THINK: On your own, write down some ideas of why you think we should biblically integrate. Why is this process important at our school? (Give participants about five minutes for this activity; more if they have documents to examine first.)

Next, Pair: Turn to one neighbor each and share what you jotted down. Decide together what your combined list will be. (Give about five minutes for this activity)

Third, SQUARE: Each pair should pair up with another pair of teachers. Each pair shares their combined list with the other pair. Together, as a group of four, decide on the key points. (This activity also takes about five minutes)

Finally, SHARE: Call on different “squares” to share their key ideas.

Note: If you are a leader at your school, this is a good time for you to highlight those ideas you wish to enforce through this training.

VIDEO TWO: SEGMENT TWO
Show segment two of video two (starts at 4:01; time: 7:40). In this segment, we examine approaches to bringing a biblical worldview into the classroom. We also see what biblical integration is “not.” Please be prepared to discuss misconceptions regarding biblical integration.

To Do:
Handout 3
This handout is a recap of what biblical integration is not. Individually please review Handout 3.

Please note, even the trainer on the video session has things to put on the list. We all do many things with good intentions, but some are just not integration.

If it helps, distinguish those things you’ve done that are more about spiritual formation or more about biblical community than they are about “biblical integration.” Remember these terms are often intertwined, too.

Integrating Biblical Worldview • ACSI  •  4

Integrating Biblical Worldview • ACSI  •  5