

How to Share and Spread the Vision

Ian & Nina Fry

Introduction: Review of Seminar 1

A. Implementing the Vision: Practical Steps
for Pastors and Church Leaders.

for Parents.

for Children's and Youth Leaders.

for the Church.

B. Removing Blocks to the Vision

Educational/Psychological Thinking	Biblical Thinking
The purest form of human being is the primitive or the child. Their innocence is total. (1800s Romanticism)	Doctrine of original sin.
Teaching 'corrupts' this innocence.	Teaching opens understanding.
The desire to learn is 'natural' and if left to grow will provide all that is needed.	Truth is revealed not 'discovered.' Our natural inclination is away from truth, not towards it. Teaching should be structured and intentional.
Natural learning will be developmentally appropriate. (Developmentally Appropriate Practice). We must not expect too much of children—it will put them off.	We underestimate children and then limit their horizons. They are able to understand complex ideas if taught well. Big truths are for little people. Truth should be broken down not watered down.
Learning is through discovery / 'doing.' Experience, experiment and understanding are all important. Children do not learn by listening.	Knowledge comes through preaching/ teaching, example and application. Parents, teachers, pastors and other adults pass on knowledge and truth. One generation to another.
Information is the same as knowledge. It is enough to give facts. Children must decide for themselves. We must not pressurise them.	Information appropriated = knowledge. Knowledge applied to the heart and life = wisdom. Truth is for the heart and must control the life.
Learning must be fun and exciting or children will become bored.	Fun is a by-product not an aim. Fun (excitement, fulfilment and interest) are achieved through good teaching and receptive learning.
Curriculum must be child-centred and relevant.	Curriculum must be God-centred and applied.
Knowledge is 'value free.'	Knowledge does not develop in a moral vacuum and it informs choices. Right and wrong are real concepts and have real consequences.

'Only group learning' is interactive, teacher led learning is passive.	Listening to a good teacher is interactive not passive. Stimulating thinking, applying truth to life, challenging thought and actions, repenting, determining to change (act of will) and so on.
Self-esteem is all important.	God-esteem is all important.
Memorization is boring (not fun) and ineffective.	The proper use of memory is essential. It takes time and effort but yields great rewards. Many commands in scripture to remember, remember. Memorisation and meditation enrich the soul. There is no real progress without it.
Word based learning is not appropriate for everyone. (Learning styles and MI)	The Word is for all. God has spoken. Words paint pictures. Reading is for all (reading for yourself or being read to). Learning styles and MI theories are not universally supported.

C. Maintaining the Vision: Practical Steps

D. Ensuring the curriculum is not the focus of the ministry

E. Using the curricula in a variety of contexts

- Setting

- Time—length of session

- Staffing

- Space

- Other resources

- Age groupings

- Ability

Q&A