TEACHING THE FAITH: ELEMENTARY & MIDDLE SCHOOL

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• Mark 12:30

Love the Lord your God with all your heart and with all your soul and with all your mind and with all

your strength.

• A spiritually dead person—body & soul (Mt 10:28; Ep 2:4-5)

• A spiritually alive person—body, soul, & spirit (Jn 3:6; 1 Th 5:23)

• What is integrating the faith? (Dt 6:6-9)

Helping make connections between student’s faith & world

• Why integrate the faith? (Jn 6:63)

Spirit gives life through Word

• How to integrate the faith

1. Be in the Word (1 Ti 4:12-16)

2. Share the Word (2 Ti 4:2)

• Where to integrate the faith

1. Your life (Co 3:17)

 - *Organizing classroom setting, policies, and interactions so that your faith is evident. Your words,*

 *actions, and attitudes show Christ in you with or without students present.*

2. Your day--*carpe diem* (Ep 5:15-16)

 - *Taking advantage of unexpected circumstances to explore faith-related issues. Since these*

 *“teachable moments” are not rehearsed, students see that your faith helps you make sense of or respond to your world.*

3. Your instruction (Co 1:28-29)

*- Prepared ahead of time so students see intersections between God and your subject matter. Although the number of opportunities to make connections varies from one subject to another, students should come to see that there are connections.*

• What really is necessary in the end? (Mt 16:26)

• US Religious Identity 2018 (Barna)

 Boomers Gen X Millennials Gen Z

 Christian 75% 65% 65% 59%

 Other religion 5% 5% 5% 7%

Agnostic 4% 7% 8% 8%

Atheist 5% 6% 7% 13%

None of these 11% 17% 15% 14%

• When did doubting the Bible begin?

 1. 4%--elementary school

 2. 40%--middle school

 3. 44%--high school

 4. 11%--college

• **Tips for engaging non-Christians (explain everything)**

1. Address believers and unbelievers (“If you’re a believer…If you’re not sure about…”)

2. Explain basics in verses (“Lk 24:1 says…” vs. “Luke verified everything before…”)

3. Acknowledge “oddity” of beliefs and practice (“I know this may seem strange…”)

4. Start with commonalities; then discuss inconsistencies (“We all agree theft is wrong…”)

5. Question and answer time

• **Giving students God’s TIP—Truth, Identity, Purpose**

 1. Truth

 *- Its existence*

 *- God’s existence*

 • Beginning, Order, Mind & Morality

 • Historical records of Jesus

 *- Bible’s reliability*

 • No contradictions

2. Identity

 *- Born again spiritually (Jn 3:6)*

 *- New creation (2 Co 5:17)*

3. Purpose

 *- Cultural Commission (Ge 1:28)*

 *- Great Commission (Mt 28:18-20)*

 *- Vocation—the mask of God (God is working through us)*

• John Westerhoff’s faith development theory

 Emphasis on community & affective side

• Stages

 1. Experienced Faith—seeing words translate to actions (experience God’s love through

 other’s love)

2. Affiliative Faith—community gives identity; need to be involved in community

 *- Rituals*

 *- Congregation/school worship*

 *- Congregation/school service*

3. Searching Faith—trying to discover personal meaning in life

4. Owned Faith—putting faith in forefront of life; changing behavior

• James Fowler’s faith development theory

 Emphasis on cognitive side

• Stages

 1. Intuitive-Projective (ages 2-6)--Parents’ behavior reflects what God is like

 2. Mythic-Literal (ages 7-11)

 *- Fairness makes sense to them (law more than gospel)*

 *- Literal interpretation of Bible (don’t understand symbolism)*

 *- Moralistic (need help in admitting sin; will blame self when bad happens)*

• Imitate your Teacher

“Follow a rabbi, drink in his words, and be covered by the dust of his feet.”

• Luke 6:40

 “A disciple is not above his teacher, but everyone when he is fully trained will be like his teacher.”