



DVD WORKSHOP
LEADER GUIDE

Making *the* Connections

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A Division of Cascade Christian Schools
815 21st Street S. E. • Puyallup, WA 98372
253.841.1776 • www.biblicalworldviewinstitute.org



Leader Guide

Welcome!

You are about to help your staff understand the remarkable significance of the biblical worldview and how it connects with all aspects of life studied in school. Making the Connections presents a specific methodology for integrating biblical worldview truths into academic content at any grade level, with any subject. The primary audience for this course is teachers in Christian schools, pre-school through 12th grade.

Location and Schedule: This information to be provided by the DVD facilitator and sent to **Biblical Worldview Institute** no later than one week following the conclusion of the DVD course:

Meeting location: _____

Phone number of Facilitator: _____

e-Mail: _____

Starting date: _____ Ending date: _____

I (print name of facilitator) _____ hereby verify that the following people have attended all sessions of the Making the Connections workshop, totaling at least 6 hours of "seat time."

Signed: _____

Date: _____

Address: _____

City, State _____ zip _____

Names and addresses of CEU recipients (please print—use the back of this page for additional names and addresses):

PLEASE MAIL THIS DOCUMENT TO THE BIBLICAL WORLDVIEW INSTITUTE WITHIN ONE WEEK OF COMPLETION OF THE COURSE:

815 21ST Street SE, Puyallup, WA 98372

Questions? Call 253.841.1776.



Your Role as Leader

You do not need to be an expert in biblical worldview integration to lead a group through the DVD course. Your role is not to teach the material, but to facilitate discussion, leading the participants to share their thoughts and their work as directed by the instructors on the DVD itself.

If you are familiar with the general topic of biblical worldview¹ and biblical worldview integration, feel free to share your expertise as you are comfortable. But remember your primary role is to get group members to share their thoughts with each other. Participants will have a Participant Guide and the Making the Connections text to assist in the process of walking through the concepts and applying the material presented in the DVD.

Group discussion is an integral part of the Making the Connections course. Most of the DVD sessions contain “pause points” at which you will put the DVD on pause to allow the group to think and/or talk about whatever question or exercise is presented by instructors in the DVD.

Avoid a situation where one or two people dominate the discussion. Foster a comfortable atmosphere for thinking out loud without fear of criticism.

Prior to viewing each DVD session, it is recommended that a word of prayer be given, asking for the Lord’s help and blessing on the time to be spent learning together.

May the Lord bless you and your staff in this endeavor!

¹ A sister-course to Making the Connections, called Think Again!, is available from The Biblical Worldview Institute as a complimentary course in biblical worldview training. It is approved by ACSI for 1 CEU in Biblical Studies. Think Again! will strengthen the staff’s understanding of biblical worldview concepts, and reinforce their mastery of the five worldview components that form the backbone of Making the Connections: God, Creation, Humanity, Moral Order, and Purpose.



Quick Start:

1. Go through the DVD yourself first, to become familiar with the content and to make sure all discs are working properly.
2. Order additional Participant Guides and Making the Connections Texts if needed.¹ Each participant will need to have his/her own Participant Guide.
3. Contact The Biblical Worldview Institute for an electronic version of the Biblical Worldview Integration (BWI) Planner and forward that document via e-mail to all of your participants so they can use their laptops (if desired) to fill out the BWI Planners they will be creating throughout the workshop.

Send your request to: info@biblicalworldviewinstitute.org

4. Determine the meeting schedule. The Making the Connections DVD may be used:
 - a) As a one-day, 6-hour in-service training experience.²
 - b) As part of weekly staff meetings over a period of multiple weeks. The number of weeks will depend on how long you allot for the Making the Connections (MtC) training each week. Plan on at least 6 weeks at 1 hour per week, or 12 weeks at 30-minutes per week.
 - c) As a tool to refresh individual staff members on aspects of the BWI Planner, as needed.
 - d) As a means for bringing new staff members up to speed with the BWI methodology.

¹ Additional Participant Guides and Making the Connections texts may be ordered from The Biblical Worldview Institute by calling 253-841-1776. Allow 10 days for delivery.

² The DVD itself is not 6 hours in length, but with “pause-points” throughout the DVD for participants to work, 6 hours should be allotted for the course to be completed in one day. Please note: If completing the DVD course for CEU credit, ACSI requires at least 6 hours of “seat time” for the CEU.

5. If you are going through the DVD in a single day, have the participants read the full MtC text immediately after they go through the course. If you are going through the DVD session by session in multiple staff meetings, have the participants read only the assigned text portions that correspond to the sessions as outlined below. Note that the text readings are not in sequential order, but correspond with the material presented in the DVD.
6. Let the viewers know that throughout the DVD there are some PowerPoint slides with blanks that are filled in on the screen. These blanks correspond to blanks in the Participant Guide which are to be filled in by the viewers.



Chapter 1, Segment 1

Introduction

Objectives

1. To define the term “worldview.”
2. To explain the critical role of biblical worldview integration in creating a distinctly Christian “culture” in the classroom and the school overall.

Key Concepts

This session is an overall introduction “worldview” and the idea that culture is shaped by the collective behaviors of the people within a given group. These behaviors are largely governed by values. But where do these values come from? They come from their worldview.

Session Activities

Pause the DVD when Don Johnson asks the participants to write down behaviors (and values) that relate specifically to their own work as educators. The objective here is to personalize this material as much as possible, making it relevant to the sphere of responsibility and experience of your staff. Have them write their answers in their Participant Guides.

Assignment

Have participants read the Preface, Foreword, Chapters 1 and 2 of the MtC text within one week after viewing this session.

- G. Define and explain the various steps of filling out the BWI Planner, including determination of the following:
 - a) “lesson/unit objective”
 - b) “set,” “delivery,” “closing”
 - c) “biblical worldview component to be integrated”
 - d) “specific biblical truth to be integrated”
 - e) “integration objective”
 - f) “integration plan”
 - g) “post-lesson comments”
- H. Understand “core biblical truths” and their importance.
- I. Determine congruity between the “academic objective” and the “integrative objective.”
- J. Understand the difference between “integration” and “correlation.”
- K. Understand the difference between “integration” and “object lessons.”
- L. Experience guided practice in constructing an integrated lesson plan using the BWI Planner.
- M. Glean from the advice given by teachers (via videotape interviews).
- N. Comprehend the main goal in training Christian young people in the skills of integrative thinking and behavior that is aligned with the biblical worldview.



Making the Connections

DVD Course Content and Outline

“Making The Connections” equips Christian teachers to design lesson plans integrating the biblical worldview with academic subject matter, using a planning tool called the “Biblical Worldview Integration Planner.” This methodology is appropriate for all grade levels, in all subject matter, using any published or non-published curriculum.

By the end of this workshop, participants will be able to:

- A. Define what a “worldview” is, and demonstrate how it shapes a person’s view of reality.
- B. Compare and contrast the biblical worldview with other worldviews in terms of 5 basic components germane to all worldviews: God, Creation, Mankind, Moral Order, and Purpose.
- C. Recognize how the biblical worldview provides a frame of reference for all academic subjects, and realize that no subject is taught apart from worldview presuppositions, whether articulated, implied, or ignored.
- D. See that biblical worldview integration is a matter of “making the connections between all subjects and the bigger picture of reality shaped by the biblical worldview.”
- E. Watch videotape examples of classroom teachers modeling biblical worldview integration (BWI) in the classroom and learn from their examples.
- F. Watch a videotape example of a teacher modeling the planning process using the “BWI Planner” and learn from her example. (Biblical Worldview Integration Planner—a tool specifically designed for planning integrative lessons.)



Chapter 2, Segment 2

Worldview Questions

Objectives

1. To distinguish the five key components inherent in all worldviews.
2. To associate the five worldview components with respective fields of philosophy.

Key Concepts

This session identifies five major components of all worldviews: God, Creation, Humanity, Moral Order, and Purpose. These five worldview components are explained and their origins are identified.

Session Activities

Pause the DVD during Thinking Exercise #1. Give the participants only about 5-6 minutes to read the directions and get as far as they can with their “thinking partners” during this amount of time. Keep the DVD on pause as you take some time to discuss their responses to this exercise. Note that the suggested answers to this exercise are near the back of the Participant Guide

Assignment

Have participants read Chapter 3 of the MtC text within one week after viewing this session.

Chapter 2, Segment 3

The Larger Frame of Reference

Objectives

1. To examine how the meaning of smaller things is influenced by the larger frame of reference surrounding those things.
2. To compare and contrast biblical worldview beliefs with non-biblical beliefs using the five worldview components of God, Creation, Humanity, Moral Order, and Purpose.

Key Concepts

In this session, participants are exposed to the idea that we interpret “smaller pieces” in light of “larger wholes.” It’s the larger “frame of reference” that determines how students view the various “pieces” of every subject. How this works is illustrated with a video revealing how people view trees in certain ways depending on larger assumptions about God, Creation, Humanity, Moral Order, and Purpose.

Session Activities

Pause only for 5-6 minutes to have the participants complete Thinking Exercise #2. Keep the DVD on pause as you take time to discuss staff responses to this exercise. Note that the suggested answers to this exercise are near the back of the Participant Guide.

You may discover that many of your participants will come up with “object lessons” when they identify connections between mathematics and the five biblical worldview components. To avoid this from happening, it is recommended that you have the viewers listen to the suggested answers given by Christian Overman in the DVD.

Assignment

Have participants read Chapter 4 of the MtC text within one week after viewing this session.

CEUs for Teachers

The Association of Christian Schools International (ACSI) has approved the Making the Connections DVD workshop for 1 CEU (Continuing Education Unit) in Biblical Studies or Educational Studies. The following guidelines must be adhered to:

- a) Participants must attend all sessions, and these sessions must total at least 6 hours of “seat time.” Seat time includes DVD viewing, “pause point” activity, and group discussions. It does not include social time or time spent on outside reading assignments.
- b) A copy of the outline of the course objectives and requirements is to be given to each teacher at the start of the workshop. (Use the Course Content and Outline provided on the next page.)
- c) At the end of the course, a list of the printed names and addresses of those earning the CEU must be mailed to The Biblical Worldview Institute, 815 21st SE, Puyallup, WA 98372, along with a signed statement from the facilitator indicating that the people listed have met all requirements for the CEU. (Please use form provided on the last page of this guide.) Send this document within one week of completing the course. No CEU will be considered official until these documents are received by The Biblical Worldview Institute.
- d) The Biblical Worldview Institute will e-mail an official CEU Certificate with the appropriate date and place of completion to the Facilitator, who will in turn sign the Certificates and distribute them to recipients.



In addition, we highly recommend the sister course to Making the Connections, called, the Think Again! workshop. This course goes into more depth with respect to the five components of the biblical worldview, and how the biblical worldview contrasts with other worldviews. This DVD (or live) course is also approved by ACSI as a CEU course in Biblical Studies. Contact The Biblical Worldview Institute for more information at info@cascadechristianschool.org.

Assignment

Have participants read Chapter 11-14 of the MtC text within one week after viewing this session.

Chapter 2, Segment 4

Making the Connections

Objectives

1. To apply the five worldview components to understanding mathematics from a Christian frame of reference.
2. To define genuine Christian education as education that helps students to “make connections” between specific academic subjects and the larger picture of a biblical worldview.

Key Concepts

The idea presented in the previous session (i.e., that we view small things in light of the larger whole) is carried further with a discussion on how mathematics can be viewed uniquely when seen within the context of a larger frame of reference that is distinctly biblical. The role of the Christian educator is to “pull back the veil” to allow students to view all subjects in light of the biblical view of God, Creation, Humanity, Moral Order, and Purpose. When the teacher does this, genuine Christian education can take place.

Session Activities

There are no activities for this session.

Assignment

Have participants read Chapters 5 and 6 of the MtC text within one week after viewing this session.

Chapter 3, Segment 5

Planner Overview

Objectives

1. To recognize authentic biblical worldview integration in the context of an elementary math lesson and a secondary computer technology lesson.
2. To summarize the eight steps of the BWI Planner.

Key Concepts

In this session, video examples are given of teachers “making connections” between the academic content of their lessons and the “bigger picture” of a biblical worldview. A 3rd grade math lesson and a high school computer technology lesson are observed. The BWI Planner is introduced.

Session Activities

There are no activities for this session.

Assignment

Have participants read Chapter 7 of the MtC text within one week after viewing this session.

Chapter 9, Segment 16

Conclusion

Objectives

1. To critique a good example of biblical worldview integration at the pre-school level.
2. To decipher the four stages in everyone’s “Worldview Journey.”

Key Concepts

A sample of a BWI lesson at the pre-school level is presented. Some practical advice from Cascade Christian School teachers is presented through video interviews, and concluding remarks are made with respect to the “Worldview Journey” we all take.

Session Activities

Have the teachers critique the pre-school lesson. See if anyone has any suggestions for improvement.

The other resources mentioned in the Conclusion are designed to assist schools in deepening their understanding of biblical worldview in general (via the *Think Again!* workshop), and to further develop skills in biblical worldview integration.

Administrators or lead teachers who are involved in training staff members in the use of the BWI Planner are strongly encouraged to go through the follow-up course for supervisors and peer coaches called “Maintaining the Connections.”

Visit www.biblicalworldviewinstitute.org for further information about this very helpful course.¹

¹ Maintaining the Connections is usually taught once a year in Puyallup, Washington, at Cascade Christian Schools. However, if a group of at least 15 people can be guaranteed, a qualified instructor may come to different locations to teach this course. Contact info@biblicalworldviewinstitute.org for more information.



Chapter 8, Segment 15

What Integration in NOT

Objectives

1. To compare and contrast genuine biblical worldview integration with mere “association” of Bible verses with academic content.
2. To compare and contrast genuine biblical worldview integration with “object lessons.”

Key Concepts

Integration is not just “making associations” with Bible verses, or doing “object lessons.” How “object lessons” and “association” differ from true integration is examined, and staged video examples are viewed.

Session Activities

The most common problem with Christian teachers is the tendency to create an “object lesson” instead of real integration. This can be a hard habit to break. There is a time and a place for an object lesson, but this activity is something much different than biblical worldview integration. Have the teachers go back and critique their entire BWI Planner to make sure they have not designed an object lesson, or just made associations with Bible verses.

Assignment

Have participants read Chapter 10 of the MtC text within one week after viewing this session.



Chapter 3, Segment 6

Steps 1& 2

Objectives

1. To write appropriate references in Step 1 of the BWI Planner.
2. To write a well-framed Academic Objective in Step 2 of the BWI Planner.
3. To identify the six levels of thought in Bloom’s Taxonomy.

Key Concepts

In this session, identifying the subject of the academic lesson and the references the teacher will use in the course of the lesson [Step 1 in the BWI Planner] is presented, as well as identifying the academic Lesson Objective [Step 2]. Bloom’s Taxonomy of thinking skills is introduced.

Session Activities

Bear in mind that the importance of writing a clearly stated academic objective cannot be overstated. You may have to spend more time on this skill than you think. After teaching this course at one particular teachers’ convention, a principal came up to the instructor and said, “I’m going to go back to my staff and just work on writing academic objectives for the next year. They are in need of instruction and practice in this skill.” Having a well-written academic objective, as explained in the DVD, is a critical part of a successful BWI Planner.

Some astute teachers will point out that a good lesson objective is always supposed to have a statement about how student success is going to be measured. Let the participants know that when they are using the BWI Planner, they should put how they are going to measure student success in the Lesson Plan section of the BWI Planner (see Step 3). This is to keep Step 2 as simple as possible by not putting in more information than absolutely necessary.



Take enough time with the participants to make sure they all have a well-constructed academic objective, and that it is an objective for a lesson that they will actually give to their students. The objective is to be written in one complete sentence. Remind the viewers that the verb that identifies the thinking level is underlined, and the academic content is circled.

Also, have the participants take a look at how the academic objectives are stated in the six examples given in the Making the Connections text in Chapter 8.

Assignment

Have participants read Chapter 15 of the MtC text within one week after viewing this session.

Chapter 7, Segment 14

Steps 7 and 8

Objectives

1. To outline an appropriate Integration Plan in Step 7 of the BWI Planner.
2. To recognize Step 8 of the BWI Planner as a place to summarize post-lesson improvements for future presentations of a given lesson.

Key Concepts

Step 7 deals with the Integration Plan that a teacher determines, whereby the academic subject matter is “connected” with the biblical worldview component as determined in the Integration Objective of Step 6. Step 8 is the place on the BWI Planner where a teacher writes down any suggestions for future presentations of the lesson.

Session Activities

Be sure the teachers draw an arrow from the Integration Plan activity to the corresponding area in the Lesson Plan (Step 3) where the desired activity is to be inserted into the overall lesson. This may be in the Set, the Delivery, or the Closing.

Assignment

Have participants read Chapter 8 of the MtC text within one week after viewing this session.



Chapter 6, Segment 13

Congruency

Objectives

1. To determine elements of incongruency between the Integration Objective and the Academic Content of any given lesson.
2. To view a staged video example of incongruency in the classroom.

Key Concepts

“Congruency” refers to the fact that the integrative focus of a lesson must be congruent with the academic content (or subject matter) that was determined in Step 2 of the BWI Planner. A staged video example of “incongruency” is presented as a sample of what not to do in this regard.

Session Activities

Be sure to remind the teachers that when writing the Integration Objective, the third element of the Objective always includes a direct reference to the Academic Content circled in Step 2.

Assignment

There is no assignment for this session.



Chapter 3, Segment 7

Step 3

Objectives

1. To associate an Academic Lesson Plan with three elements: Set, Delivery, and Closing.
2. To write the three elements of an Academic Lesson Plan in outline form.

Key Concepts

Step 3 in the BWI Planner involves determining the Academic Lesson Plan itself. The Academic Lesson Plan has three parts: the Set, the Delivery, and the Closing.

This is the section of the BWI Planner where the teacher will include how they are going to measure student success in their Lesson Plan.

Session Activities

There are no activities for this session.

Assignment

Have participants read Chapter 16 of the MtC text within one week after viewing this session.



Chapter 4, Segment 8

Step 4: The Focus Question

Objectives

1. To differentiate Step 4 in the BWI Planner as the pivotal point in the process of developing a plan for biblical worldview integration.
2. To ask and answer the Focus Question based upon the academic content that was specified in Step 2 of the Planner.
3. To summarize what it means to “think worldviewishly.”

Key Concepts

In this session, the transition from determining the academic content and academic lesson plan to determining how this particular content will be “connected” with one of the five biblical worldview components [God, Creation, Humanity, Moral Order, or Purpose] is presented. Also, a discussion on what it means to “think worldviewishly” and the importance of this skill is presented.

Session Activities

Suggestion: Go around the room and have various staff members first identify what the academic content is for their lesson (i.e., “bones,” or “the life cycle of a butterfly,” or, “multiplying by 9s,” etc.) and then have them read the Focus Question with their particular academic content in the “blank.”

Assignment

There is no assignment for this segment.

Truth statement by using the conjunction “by,” or “through,” or the phrase, “by means of,” or “in connections with.” Note the examples given in Chapter 8 of the Making the Connections text.

Assignment

There is no assignment for this session.



Chapter 6, Segment 12

Step 6: Integration Objective

Objectives

1. To write a concise Integration Objective based on elements of the BWI Planner already determined in Steps 2 and 5.
2. To analyze examples of Integration Objectives given in the Making the Connections textbook.

Key Concepts

Step 6 in the BWI Planner involves forming a clear statement of the Integration Objective. The Integration Objective is stated in the form of one complete sentence with three parts: a reference to the student Thinking Level [TL] used by the students, a reference to the Specific Biblical Truth [SBT] to be “connected” with the academic subject matter, and a reference to the Academic Content [AC] of the lesson.

Session Activities

When first starting to use the BWI Planner, have the teachers always begin the Integration Objective with the phrase, “The students will understand that...”

“Understand” is not a verb with a measurable or observable quality, which is ordinarily the case for verbs used in an objective statement. In the case of the Integration Objective, however, just have the teachers indicate the general thinking level of “comprehension.” How the students demonstrate this understanding can be specified in Step 7, the Integration Plan.

Remember, writing the second part of the Integration Objective, that is, the “Specific Biblical Truth” statement, is simply a matter of rewriting whatever has been written in Box 5.

The third and final part of the Integration Objective is simply a matter of making reference to the academic content given in Step 2 (the Academic Objective), linking it to the Specific Biblical



Chapter 4, Segment 9

Specific Biblical Truths

Objectives

1. To identify Specific Biblical Truths within the five worldview categories.
2. To extract Specific Biblical Truths from Bible verses.

Key Concepts

In this session, five “boxcars” of Specific Biblical Truths [SBTs] are presented, with respect to God, Creation, Humanity, Moral Order, and Purpose.

Session Activities

We cannot emphasize enough the importance of The Biblical Worldview Integration Guide. It is a gold mine when it comes to thinking about specific biblical truths that relate to specific academic subjects. Your staff will thank you profusely for this helpful resource! Go to for www.biblicalworldviewinstitute.org for this teacher resource.

Assignment

Have participants read Chapter 9 of the MtC text within one week after viewing this session.



Chapter 4, Segment 10

The Back of the Planner

Objectives

1. To examine the purpose and structure of the back of the BWI Planner.
2. To apply the back of the Planner to specific academic content.

Key Concepts

In this session, the process of using the back of the BWI Planner to think about how the academic subject matter of a given lesson relates to the five worldview components (God, Creation, Humanity, Moral Order, and Purpose) is presented.

Session Activities

Give the participants plenty of time to fill out the back of the Planner, thinking about how their particular academic content connects to the five worldview components. Remember, they do not have to come up with a connection for each component. But they should consider connections with each component.

Have some of the participants share how their particular subject area connects to the five worldview components. See if other participants can think of additional connections. Watch out for object lessons, however. Since the participants have not yet received instruction on how to avoid object lessons, some may inadvertently come up with object lessons. So that you are really clear yourself on this matter, it is suggested that you jump ahead and watch Session 15.

Assignment

There is no assignment for this session.



Chapter 5, Segment 11

Step 5

Objectives

1. To transfer one Specific Biblical Truth [SBT] from the back of the Planner to the front of the Planner. (See Box 5).
2. To recognize that the question “What about...?” is being answered in Box 5 in relation to the worldview component specified in Step 4.

Key Concepts

The statement of the Specific Biblical Truth [SBT] in Box 5 is taken from the back of the Planner. Sometimes a little word adjustment is necessary in order to phrase the statement as a single sentence.

Session Activities

Be sure the teacher only selects one of the connections from the back of the Planner to put into Box 5 on the front of the Planner. The purpose of this is to narrow the focus to one integrative element, in the same way that Step 2 requires that the teacher decide on one academic subject.

Assignment

There is no assignment for this session.