

Teaching The Faith Forming The Faithful A Biblical Vision For Education In The Church

This manual for teachers of Discovering courses is designed as a companion piece for the training video titled A Video Workshop for Teachers. Teachers can consult their program coordinator for further information. This manual is divided into two parts: Part 1, "A Video Workshop for Teachers," is a detailed outline of the training video, with plenty of space provided for teachers to record personal reflections as well as insights generated by discussion with the program coordinator and other teachers. Part 2, "Helpful Resources for the Teacher," is a kind of toolbox of useful resources on a wide variety of concerns confronted by the teacher. The contents of part 2 are as follows: Religious Instruction or Faith Formation? The Developmental Characteristics and Needs of Young Adolescents Building Positive Relationships with Young People Effective Group Management Effective Storytelling Using the Scriptures The Teacher as a Witness of Faith Teachers will want to refer to this material again and again for practical guidance in their work with young adolescents.

- A contemporary exploration of the intersection of theology, education and communication regarding faith formation - Examines eras in faith formation and communications including 1.0 (Jesus telling stories and the oral tradition), 2.0 (Paul's letters to build and guide the church), 3.0 (The Reformation, printing press, and rise of mass media) and 4.0 (reclaiming the oral tradition through digital media) - Accessible guide for pastoral leaders as they navigate the digital landscape Using an ecological approach to study how emerging technologies impact individual and communal formation, Faith Formation 4.0 looks at how our efforts to be story-keepers, story-sharers, and story-makers have evolved over four eras of human communication. Framed by the Great Commission imperative to "make disciples," this book offers a road map to help leaders develop goals to form, inform, and transform new members, as well as long-time believers, within a faith community. The author successfully illustrates that church success depends not only on knowing the Christian message of God's enduring love, but also how to use today's tools appropriately for evangelization and faith formation.

This inspirational book urges evangelical churches to find room for catechesis as a non-negotiable practice for the sake of their spiritual health and vitality.

Phinney Ridge Lutheran Church in Seattle discovered that by forming the faith of new Christians and leading them to the waters of baptism, they as a parish were renewed and revitalized for mission in the world. Faith Forming Faith describes the year-long process of faith mentoring that has become the center of this congregation's ministry. Hoffman's easy narrative style weaves together solid pastoral and theological insights with the practical, real-life stories of lives transformed by a vibrant new faith--the lives of newcomers and long-time members alike. This is a great primer for anyone wanting more than a pastor's class, more than another curriculum. It is a book for pastors, parish leaders, or seminarians. But it's also a great witness to a skeptical, questioning

world outside the Church as well, showing that a life of faith can be lived in a secular, questioning culture.

Contributors from various theological higher education institutions in South Africa and beyond come together to reflect on the best pedagogical practices to teach on often complex issues of gender, sexual orientation, race, and class, and on how they impact on health in our classrooms, in our churches, and in the communities where we live and work.

What happens after a congregation welcomes new Christians into its ministry? Building on the work of the first volume in this series, *Faith Forming Faith*, Paul Hoffman interprets how a congregation that intentionally practices baptism and its renewal is itself re-formed. Pastors, teachers, lay leaders, students of ministry, and people in the pew: all will find the compelling story of the ministry of Phinney Ridge Lutheran Church in Seattle, Washington--one of our nation's most secular cities--to be an inspiring and practical primer for renewal. Who would have thought? Bringing others to the waters of baptism transforms those already at home in the congregation. In fact, this intentional spiritual practice completely transforms the parish and the lives of God's people. There are new discoveries to be made in the ancient treasures of the Church as these gifts are shared with those hungering and thirsting for a place at God's table.

Are we following Jesus the wrong way? Do you ever wonder if maybe following Jesus has been a little too complicated? Like there are too many badges to earn or bridges to cross to be a disciple? What happens in many churches is very rarely discipleship. More often it is a nice religious service or class. It should be very concerning to us that we are not making disciples. If we can't even define what a disciple is and yet we have thousands of disciple-making ministries, shouldn't that at least cause us to question if we've actually defined the problem that discipleship is intended to solve? It seems like there is a different definition of discipleship for every Christian you talk to. If we can't even agree on a definition, is it any surprise that churches are creating disengaged Christians who can't answer basic questions of Christianity, don't seem to care about Christian ethics, and don't really seem to experience the presence of God? This book is an attempt to create a common definition based on one of the most foundational Christian doctrines--the Trinity--to help churches and people obey the command to make disciples.

Liturgical dance is a way to present, reflect, instruct, learn, study, and share religious beliefs with one's self, within one's worship community, and with one's God. Such a belief is confirmed and witnessed within a variety of religious settings throughout the world from the beginning of time to this present age. However, there is a vacuum of resources that connect liturgical dance within the Christian context as a tool for religious learning within the field of religious education. With the continual rise of liturgical dance as an artistic form of expression, this book proposes that liturgical dance offers unique attributes conducive to the teaching and learning of faith and to faith formation. Kathleen S. Turner shows how liturgical dance is religious education in two very important ways: first, by addressing the power and potential liturgical dance has in nourishing the faith life of Christian congregants through means that are both educative and reflective; and second, by giving examples of how liturgical dance can be implemented as a religious-education tool within the teaching life of the church.

This is a detailed examination of the theological innovations of Kevin Vanhoozer and John Franke. Each proposes that doctrinal

and systematic theology should be recast in the light of postmodernity. No longer can Christian theology be foundational, or have a stable metaphysical and epistemological framework. Vanhoozer advocates a theo-dramatic reconstruction of Christian doctrine, replacing the timeless propositions of the "purely cerebral theology" of the Reformed tradition in favor of a theology that does justice to the polyphony of multiple biblical genres. Franke holds that theology is part of a three-way conversation between Scripture, tradition, and culture, with an uncertain outcome. This study shows that each of these proposals is based on misunderstanding and exaggeration, and that the case against foundationalism is unclear and unpersuasive. It is argued that Vanhoozer's appeal to revelation as divine speech-acts is not as radical as he thinks, and his epistemology is weak. In the hands of postmodernity, Christian theology abandons its exactness and the standards of care that are a notable feature of doctrinal constrictions. The book will be of importance to those with interest in Reformed theology or Christian theology more generally. It provides a clear assessment of the impact of the postmodern mindset on theology.

This book is written in the conviction that the church is called into being and nourished by the Word of God that comes through Scripture. But how can Scripture offer any specific guidance for hearers lives today? What are modern readers to make of the dragons and slaughtered lambs in the book of Revelation? What are we to make of a man who turns water into wine while comparing himself to bread? Can people today know what the Bible says and means? The world of the Bible is strange and distant, not only in time and space but also in language, culture, and in its basic assumptions about reality. The first task in both pulpit and pew is not to be in too great a hurry to overcome this distance, but to acknowledge it and respect it. Communication across the gap is the task of the church's preachers and teachers. Drawing on his years of teaching and study, Gene Boring offers a way of opening the ears of those who take the message of the Bible seriously, a message from a world different from our own. Beginning with Revelation, Gene provides a historically informed and pastorally sensitive reading of the various Johannine voices in the New Testament for contemporary preachers and teachers.

An Arcadian Vision is about spirituality and faith. Author John W. Ekstedt presents faith as something enhanced through the exercise of the spirit. Faith is imagined as a real quality of life that can be acquired and improved upon through spiritual growth. Faith, as a gift of God and as an attribute of human beings, exists in time and space. People carry it with them wherever they are and exhibit it in the way they present themselves or in the actions they take. It is made better with practice, and many people go to specific places for the purpose of growing in it. An Arcadian Vision was written in such a place. The original Arcadia was a retreat in the Peloponnese Mountains of ancient Greece. It was considered a place of great beauty and pastoral repose. Over time the word Arcadia has come to refer to an ideal "suitable for writing in poetry or prose." To be Arcadian is to be a pleasing presence in an imperfect world. An Arcadian Vision is prose emerging from a place for spiritual exercise in the northern Rocky Mountains of Canada. It is about church as a means by which people improve their faith. It examines how people do the exercises that give form to their faith.

This book places catechesis against the background of popular religion and makes a new connection among theology, spirituality,

and catechesis. It examines six catechism formats, uncovering fascinating factors that made these faith formation texts effective or ineffective for Hispanics, from the inception of Hispanic Catholicism through the twentieth century.

J. K. Rowling was less obvious than C. S. Lewis or J. R. R. Tolkien in her grounding of the Harry Potter series in deeply held Christian convictions, leaving many with a strong sense that these stories are spiritual lessons but not sure how to flesh out these theological ideas for teaching, parenting, mentoring, and forming faith. The Harry Potter series stands as one compelling narrative, rooted in Rowling's Anglican convictions of the communion of saints, the power of sacraments, the redemption of sacrificial love, and the defeat of death in the resurrection through grace. Tricia Lyons identifies, clarifies, and systematizes the Christian themes J.K. Rowling uses throughout the series, so anyone can apply the Harry Potter universe in lifelong and life-wide formation. Readers will be able to use the book as a reference manual for using Harry Potter in preaching and formation, to integrate into the current theological season, or for book studies, sermons, bible studies, VBS content, youth groups, parish retreats, parenting classes, baptismal preparation, marriage, and confirmation.

Mainline Protestant congregations face a profound adaptive challenge. In the midst of significant social, cultural, and technological change, the denominations they represent generally abandoned a view of education capable of maintaining and renewing their faith traditions through their children and youth. New curriculum resources and innovative pedagogical strategies appropriated from the marketplace of religious education options have not met the challenge. A transformation of consciousness is required in congregations seeking a future through their children. It involves the exercise of an ecclesial imagination to reclaim a view of education rooted in the revitalization of their religious traditions in the past and re-envisioning the congregation as a catechetical culture of faith formation.

"Bound to Be Free" explores the scriptural concepts of church ("ekklesia"), freedom ("eleutheria"), and truthful speech ("parrhesia"), showing not only that the proper meanings of three concepts interpenetrate one another but also that rending them asunder lies at the root of Christian division today. According to Reinhard Hutter, the crucial interrelationship of these three concepts has long been obscured by ongoing church division. Separated from each other, many Christians assume that freedom can be maintained and truthful speech preserved only at the cost of unity. Others assume that Christian unity can be attained only if freedom and truthful speech are narrowly circumscribed in their proper exercise. Christian division issues from the all too familiar individualistic accounts of church, freedom, and speech that have haunted modernity and clouded the proclamation of the gospel. This book shows that here, at the beginning of the twenty-first century, it is imperative that Christians attend to this crucial interrelationship and its source in the God of the gospel. Hutter discusses the meaning, role, and importance of each concept in turn, engaging along the way a wide

range of classical and contemporary voices in theology, philosophy, and culture that reveal in different ways how church, freedom, and truthful speech support one another. "Bound to Be Free" is a groundbreaking work that challenges common approaches to ecumenism and points a fruitful new course ahead.

The recent Church Growth Research (see www.churchgrowthresearch.org.uk) identifies that the successful transmission of faith to children and young people is a key factor in stemming decline and promoting growth. This book explores the cultural and theological reasons as to why this is the case and makes research-based recommendations for the faith formation of children and young people. The central argument is that church communities need to engage in deliberate strategies that help foster 'intentional Christian Communities' within which children and young people can form and sustain Christian identity.

?Beginning in New Testament times, there is a time-honoured tradition of forming new Christians in the essentials of faith: catechesis. This volume aims to uncover the riches of this tradition for all who teach and preach the faith today, and well as animate it: St Augustine wrote that joy should be the prime characteristic of those who teach the faith. Six outstanding theologians and historians open up the tradition of catechesis for today's church: • Alister McGrath explores the role of the creeds in catechesis; • Susan Gillingham, Professor of the Hebrew Bible, looks at the Psalms in Christian formation; • Jennifer Strawbridge, Associate Professor of New Testament, reflects on catechesis in the early church; • Carole Harrison, Lady Margaret Professor of Divinity, offers lessons from the patristic period; • Sarah Foot, Regius Professor of Ecclesiastical History, draws lessons from the Anglo Saxon missions to Europe; • Simon Jones, Chaplain of Merton College and member of the Liturgical Commission, links formation and liturgy; • Steven Croft shows how this great tradition can be revitalised today.

The purpose of Catholic education is to transmit the faith to each generation of students. Church documents place particular emphasis on the importance of the teacher as the critical determiner of whether or not the purposes of Catholic education come to fulfillment (Declaration on Christian Education, 1965). In 1965 ninety-five percent of teachers were members of religious orders. In 2010 ninety-six percent of teachers were members of the laity (MacDonald, 2012). This increase in lay faculty laid the foundation for concerns regarding the formation and faith life of Catholic schoolteachers and their ability to transmit the faith to the next generation (Jabobs, 1996). This study examined the religious knowledge, beliefs and faith practices of Catholic high school teachers of all academic disciplines and their relationship to the teacher's understanding of the vocation of teaching. The theoretical framework for this study comes from Galetto's (1996) Building the Foundations of Faith: The religious knowledge, beliefs, and practices of Catholic elementary school teachers of religion. The four major variables of this study are: teacher religious knowledge, beliefs, faith practices and vocation.

Data for this national study came from an on-line survey responded to by 608 teachers in 510 secondary schools from each of the six secondary regions of the National Catholic Educational Association. Data analysis was performed on the teacher. The individual responses were averaged to form the total means for the instruments. Descriptive statistics of means, correlations and ranges were computed for the instrument and each of the subtests of the instrument. Pearson product-moment correlation coefficients were used to determine patterns among the variables. The results of these analyses reveal that there is a relationship between the vocation of teaching and the religious knowledge, beliefs and faith practices of teachers. All of the independent variables predict vocation. The faith practices of teachers have the most significant impact on vocation while teacher religious knowledge the least impact on the vocation of teaching. The findings of this study can provide Catholic educational leadership with data and suggestions to assist them in ensuring that Catholic high school teachers are fully engaged in the Church's ministry of education.

With the decline of traditional Sunday school and education programs in recent years, many Christians have not learned the fundamental doctrinal content of the faith. In this text Gary Parrett and Steve Kang set forth a thoroughly biblical vision for intentional teaching of the Christian faith that attends to both the content and process of educational and formational ministries. Christian religious education provides the content, processes, and settings to empower the church's mission in the world—a mission that includes health care, peace with justice, and disciple-making ministries. Today, the field Christian Education is clear about its tasks of helping form and nurture faith that is then embodied in faithful practices. Research studies on Christian faith practices show how participating in Christian community undergirds and complements thoughtful living through one's life. With an emphasis on practices and mission, this book offers readers concrete ways to empower vital faith formation in congregations as it describes current trends, which include richer diversity, entrepreneurial spirit, and interfaith dialog. This book will also help prepare students for leadership in the Church universal and in the field of Christian Education.

edited by Anne E. Streaty Wimberly A guide for pastors, church leaders, and all who help African Americans in their search for a meaningful Christian lifestyle. Forming Christians--leading fallen and flawed human beings into the path of discipleship to a crucified and risen Lord--is one of the central, if not the central, tasks of all Christian churches. It is a difficult enough task anywhere, but for African Americans, beset by racial conflict, personal crises, generational separation, and other concerns, it is especially so. African American churches must work particularly hard to counter the messages their members receive from the dominant and often unfriendly culture. This book employs the biblical text and African tradition to draw on the idea of the search for wisdom as a potent way to help African Americans in their pursuit of genuine Christian discipleship. Wisdom in African American tradition is not simply knowledge; rather, it is those insights, attitudes, beliefs, behaviors, and practices that create and sustain a life of hope and that produce an inherent sense of the worth of one's self. If their members are to engage in the search for wisdom, African American churches must build an intentional ministry of faith formation. Wisdom can be gained, the authors argue, when

African Americans listen to the black oral tradition with its proverbial sayings, revered Bible stories, songs, and narratives from the lives of exemplary individuals. The book offers several similar avenues for the search for wisdom, including helpful models of black males mentoring younger black males, as a remedy to the destructive effects that contemporary culture has on this segment of the African American community.

How Ministers Can Be Excellent and Effective Teachers Effective teaching is important not only to the Christian faith but to the success and impact of Christian ministry. This book champions the role of teaching as a necessary skill for ministers to develop, equipping them to work effectively for the spiritual growth of young people. Terry Linhart, who has more than twenty-five years of experience training youth workers, brings together expert Christian educators representing a broad array of evangelical institutions and traditions to show how teaching connects to discipleship and the church in current contexts. Designed for the classroom, the book covers a wide range of topics and includes helpful illustrative diagrams, tables, line drawings, and charts.

Presents evidence that the universe was created in six days approximately six thousand years ago, challenging Darwinian theories of evolution while demonstrating how evolutionist issues are answered by biblical and scientific data. Original.

Vocation is most often linked with a specific calling for those in professional ministry. **Doing More with Life** explores the way higher education can expand this limited understanding of vocation. Specifically, this volume shows that higher education can clarify how God calls all people, allow mentoring across specific vocations, and inspire future generations to think of their lives as vocations.

Historically, the church's ministry of grounding new believers in the essentials of the faith has been known as catechesis--systematic instruction in faith foundations, including what we believe, how we pray and worship, and how we conduct our lives. For most evangelicals today, however, this very idea is an alien concept. Packer and Parrett, concerned for the state of the church, seek to inspire a much needed evangelical course correction. This new book makes the case for a recovery of significant catechesis as a nonnegotiable practice of churches, showing the practice to be complementary to, and of no less value than, Bible study, expository preaching, and other formational ministries, and urging evangelical churches to find room for this biblical ministry for the sake of their spiritual health and vitality.

Why is the church a mile wide but only an inch deep? The remedy lies in translating wisdom from the past into the future.

Finding God is a faith-formation program for children in grades 1–6 and the significant adults in their lives. The program mentors children, parents, and adults in cultivating a special place in their hearts to meet with God. Preview samples online at www.findinggod.com/preview.

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