

# The WRAP Leader's Guide

God bless you, as you lead your staff through the Worldview Matters® **Worklife Restoration and Advancement Project!** This Leader's Guide will help you in the process.

Don't let this Leader's Guide overwhelm you. It is meant to give you the "big picture" of the full WRAP process. Your Worldview Matters® coach will help walk you through each step of the way. If you have any questions whatsoever, do not hesitate to contact your coach.

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## The WRAP Works Best When...

**1. The senior-most member** of the school's leadership is an active participant, engaged in the training process along with the other participants, and not just a "supportive observer."

**2. There is collective buy-in** from a small group of key leaders during the first year [the "Advance Team" in "Phase 1"] before the remaining full staff engages in the training process ["Phase 2"]. The Advance Team provides moral support for the remaining staff that follows.

**3. A regular schedule** for "Viewing," "Discussion," and "Practice and Sharing Times" is laid out ahead of time (with specific dates), with full participation on the part of parties concerned.

**4. All participants complete assignments by due dates given**, so the group progresses together *as a whole*. If individuals fall behind, it is extremely difficult to catch up. Having a few fall behind keeps the WRAP from being a truly *collective experience*, with all team members discovering and practicing things together in community, collaboratively.

**5. No other major projects are being undertaken at the same time as the WRAP**, such as preparing for an accreditation visit. Put other projects on hold until the WRAP is finished, or start the WRAP after other projects are done. The WRAP is a major time commitment for all teachers and administrators, and not to be entered into lightly, nor added on top of other major endeavors, such as curriculum reviews, etc. You and your staff will need to "clear the decks" for the WRAP, as a primary focus for staff development over at least 2 years. This is no small commitment.

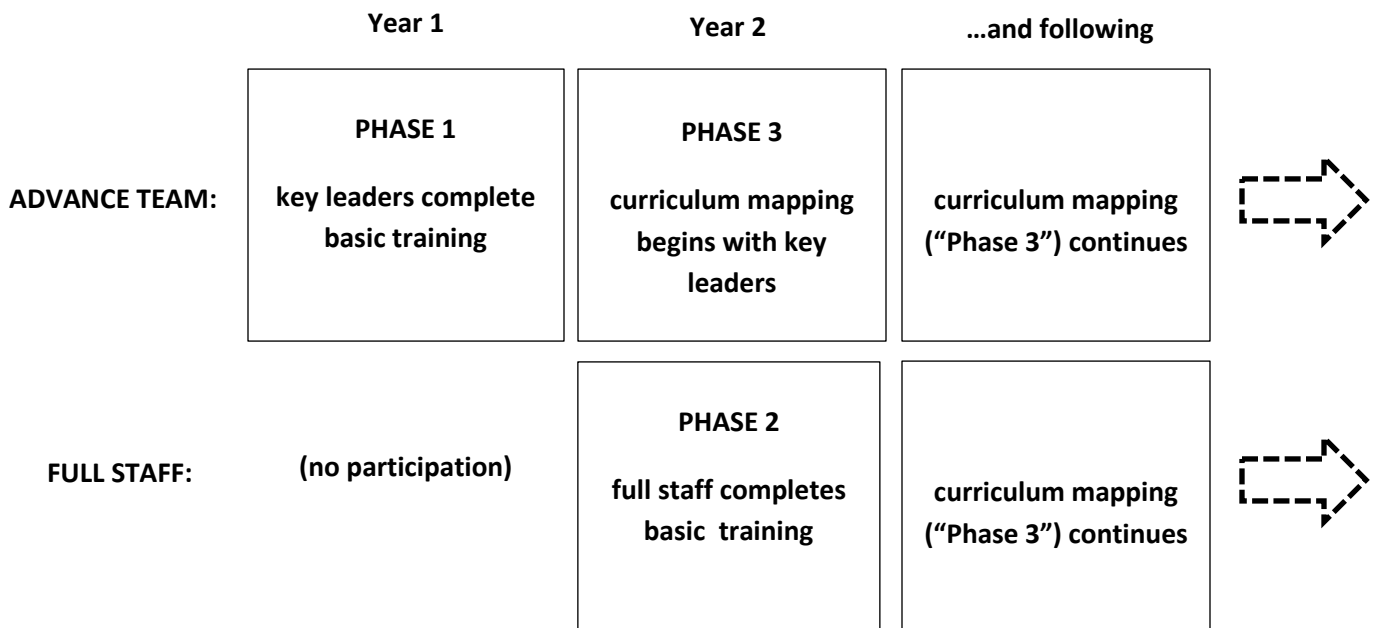


## 3 Phases of the WRAP

**Phase 1:** An “Advance Team” of key leaders<sup>1</sup> completes the basic training during the first year of the WRAP. **Administrators and Superintendents who are members of the Advance Team will receive their training through Option B or C only. Other key staff who are members of the Advance Team leaders may receive training through Option A, B or C.** The Advance Team will read the *Assumptions That Affect Our Lives* text and *The Lost Purpose for Learning* during the summer prior to the start of the first academic year, and meet together as a group with the WRAP facilitator throughout the first year, for Viewing, Discussion, and Practice/Sharing Times.

**Phase 2:** The full (remaining) staff completes the basic training through one of 3 options (explained on the next page). Phase 2 is accomplished during the second year of the WRAP.

**Phase 3:** This is the **curriculum mapping phase**. The Advance Team starts work on “Phase 3” during the second year, while the remaining staff is receiving the basic training in “Phase 2.” This “Phase 2” group will begin working on curriculum mapping during the year following the official WRAP program. In other words, curriculum mapping gets started in Year 2, but continues after your school’s formal relationship with Worldview Matters® in the WRAP is finished.



<sup>1</sup> This “Advance Team” of key leaders is a small group determined by the school’s Head. It should include all administrative personnel, department heads and/or curriculum specialists. The Advance Team completes the training in 1 year ahead of the full staff. This team will get started on the process of curriculum mapping during year 2, while the remaining staff is engaged with the basic training.

# Options for Training

The WRAP teacher training comes in 3 “sizes,” or “options.” Each option covers the same basic ideas and tools, but requires differing amounts of time, effort and cost. These 3 options are described below, and their respective costs. Whether a teacher will take Option A, B or C will be determined by the school Head in consultation with the Worldview Matters® coach. Determining factors may be economic, the teachers’ loads, and/or teaching experience.

## All Participants:

- No matter which option the teachers take (A, B or C), participants will meet regularly with fellow staff members and the school Head for discussion, at a time and frequency determined by the school Head in consultation with the Worldview Matters® coach.
- No matter which training option is taken, the school Head will have an individual video conference (or telephone conversation) with the Worldview Matters® coach, at least once per month for at least 30 minutes.
- Participants will complete required readings and applications. All written assignments will be reviewed and commented upon by the Worldview Matters® coach. The coach will send these documents back to the participant as well as to the Head of the school.
- Secondary level students (if the school has a middle school or high school program) will complete a course in “Theology of Work” using a text provided by Worldview Matters®, as part of either a Bible class, a worldview class, a personal finance class, an economics class, an introduction to careers class or a business class, taught by the respective classroom teacher. The cost of the materials is \$35 per student. (See [www.maximizemeaning.blogspot.com](http://www.maximizemeaning.blogspot.com).)

## Training Option A:

- During the summer months prior to the start of the academic school year, participants will read a 54-page booklet, called *The Lost Purpose for Learning*, and a 181-page text will be read, titled, *Assumptions That Affect Our Lives*.
- During the academic school year, participants will read a 180-page e-text titled, *God’s Pleasure At Work & The Difference One Life Can Make*. This e-text contains over 50 short video clips. Each participant will also complete a 48-page Participant Guide that accompanies the text.

## Training Option B:

- *Participants taking this route will be awarded 10 CEUs approved by the Association of Christian Schools International [ACSI] in either Biblical Studies or Educational Studies. This option also fulfills the ACSI requirement for a course in the philosophy of Christian education.*
- During the academic school year, participants will read a 181-page text titled, *Assumptions That Affect Our Lives*, a 347-page text titled, *LifeWork*, and 2 articles of about 17-pages each, and submit written “reflection and response” papers for each book and article. Participants will also complete a short Bible study on Education.
- Participants will view 12 on-line lectures by Dr. Christian Overman, averaging about 60-minutes per lecture.
- The same specific teaching tools introduced to those taking Option A will be introduced to those taking Option B. Participants will use these tools in classroom settings (or with family members or other staff). A copy of the lesson plans and a brief description of how the lesson went will be sent to the Worldview Matters® coach, who will review and make comments and send these documents back to the participant as well as to the Head of the school.
- Participants will also read a 54-page booklet, called *The Lost Purpose for Learning*, during the summer months prior to the academic school year.
- For a complete description of the course requirements for this option, click [here](#).

## Training Option C:

- *The requirements for this option are the same as the requirements for the above option. The difference is that participants receive 5 university credits from Seattle Pacific University, in addition to being awarded 10 CEUs approved by the Association of Christian Schools International [ACSI] in either Biblical Studies or Educational Studies. This Option also fulfills the ACSI requirement for a course in the philosophy of Christian education.*
- For a complete description of the requirements for this option, click [here](#).

**TO DO: Please send your coach the names and e-mail addresses of each participant in the “Advance Team” (Key Leaders) prior to the start of the WRAP program. Then, prior to Year 2, send the names and e-mail addresses of the remaining staff (“Phase 2”), indicating whether they will be taking Option A, B or C, identifying the teaching role that each participant has in the school.**

	<b>Training Option A</b>	<b>Training Option B</b>	<b>Training Option C</b>
<b>5 Graduate Level Credits through Seattle Pacific University</b>	-0-	-0-	YES
<b>10 Continuing Education Units (CEUs) recognized by ACSI (Association of Christian Schools International)</b>	-0- <sup>2</sup>	YES	YES
<b>Fulfillment of the ACSI requirement for a "Philosophy of Christian Education" course</b>	-0-	YES	YES
<b>Number of pages to read</b>	413	614	614
<b>Number of "Reflection Papers" to write (related to readings)</b>	-0-	5	5
<b>Number of practical "Applications" (lesson plans) to write</b>	7	8	8
<b>Training Cost (including materials)<sup>3</sup></b>	\$174	\$270	\$567
<b>Coaching Cost (per school)</b>	\$800/yr	\$800yr	\$800yr
<b>Cost of student e-text (for 1 secondary level class)</b>	\$35	\$35	\$35
<b>Time<sup>4</sup></b>	2 years	2 years	2 years

<sup>2</sup> Under certain circumstances, it may be possible for 2 CEUs to be awarded if the individual school works this out independently with ACSI.

<sup>3</sup> Financial assistance may be available for schools in developing nations. Ask Worldview Matters® for details. Shipping costs for materials are additional.

<sup>4</sup> Schools desiring to go at a slower pace may take 3 years rather than 2, if desired.

## The WRAP is done in 3-Phases over 2 Years:<sup>5</sup>

Once the Head of the school determines which option (A, B, or C) is best suited for the various members of the faculty, the following phases will be implemented:

### ***Phase 1: (during year 1)***

- The leader(s) of the school (headmaster/superintendent/associate principals) will complete the training as an “Advance Team,” with a small number of “Key Players” selected by the administration. “Key players” could be department heads, curriculum supervisors, board members, etc.
- Administrators and superintendents in this group will receive training through Option B or C only. Others (staff members) may take Option A, if desired.

### ***Phase 2: (during year 2)***

- All teachers not in the “Advance Team” will engage with the training through Option A, B or C.
- Those in the Key Players group (that completed the course in year 1) will begin the process of curriculum mapping. They will create models for the others to follow in Phase 3.
- Secondary level students (at a grade determined by the school Head) will read the *God’s Pleasure At Work* e-text as either a Bible class, a career-prep class, or an introduction to economics course. This is the same e-text that the teachers doing Option A will read.

### ***Phase 3: (during year 2...and following)***

- During Phase 3, the process of curriculum mapping is extended. This phase (curriculum mapping) begins in year 2 with the “Key Players” group, but continues for as many years as necessary for the full curriculum of the school to be mapped, beyond the official WRAP program with Worldview Matters®.

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<sup>5</sup>Schools wanting to go at a slower pace, spreading the training over 3 years instead of 2, may have this option, if desired. This should be discussed with the Worldview Matters® coach.

## Summer Reading

All participants in the Advance Team (Key Leaders) will read *Assumptions That Affect Our Lives* and *The Lost Purpose for Learning* during the summer months prior to the first school year. The Phase 2 Group (the remaining staff) who are taking Option A, will read these books during the summer prior to the start of the second school year. Those in Phase 2 taking Option B or C will read *The Lost Purpose for Learning* during the summer, and read *Assumptions That Affect Our Lives* during the academic school year.

These books are to be passed out with instructions before the summer break begins.

**TO DO:** Let your coach know how many books to send to your school (for the Advance Team, and later for the Phase 2 Group) at least 30 days prior to the start of the summer break.

When you pass the books out to the participants, instruct them to mark parts of the text that are particularly meaningful to them as they read. These are their personal “ah-ha” moments, or the things they feel are particularly important. Instruct them collect the “best of the best” of their ah-ha moments in a 2-3 page document. (This may be a list of bullet points.)

Instruct the participants to send their “ah-ha” documents (for both books) to the Worldview Matters® coach at least 3 days prior to Discussion meeting #1. The coach will forward these documents to you after reviewing them and giving the participants credit for completing their first assignment.



## The Purpose of Group Meetings



While participants are reading the course materials on their own (whether in the Advance Team or the Phase 2 Group), it is important that they meet together regularly for:

1. Viewing video lectures. This type of meeting is identified below as a “**Viewing**” meeting.
2. Discussing “ah-ha” moments from their readings and/or the viewings of videos. This type of meeting is identified below as a “**Discussion**” meeting. This is based on the idea that *new thinking leads to new practice*.
2. Practicing various teaching tools together, and share how the application of such tools went in the classroom. This type of meeting is identified below as a “**Practice and Sharing Time.**” This is based on the idea that *new practice leads to new thinking*.

Understand that meeting times with participants are times for them to view lectures together, to talk about what is being read in the texts and viewed in the lectures, to practice the teaching tools, and to share how these teaching tools are working with the students. It is not a time for you to provide new content for them to digest. They will be getting more than enough content through their required readings and viewing of videos.

**TO DO: Instruct the participants to note any “ah-ha” moments as they read the course materials, just as they did for their summer reading of *Assumptions That Affect Our Lives*.**

**Instruct the participants to send their “ah-ha” moments (bullet points are fine) to the Worldview Matters® coach at least 3 days prior to Discussion #1.**

**The coach will review these documents, grant credit for work completed, and send a copy back to the participants before the Discussion Meeting, with a cc to you.**

Having the participants send the coach their “ah-ha” moments prior to Discussion meetings will help them in preparing for those discussions. It is also a way for you (and the Worldview Matters® coach) to know if the participants are completing their readings and viewing of videos in a timely manner.

**TO DO: Determine a schedule of group meetings, according to the guidelines given below. Send this written schedule to your coach at least 2 weeks prior to the start of the new school year.**

**1. Short frequent meetings are better than long meetings spread far apart.** It is better to meet, say, for 30 minutes once per week, or 60 minutes once every other week, than to meet for 3 hours once per month. The exact length of time for your meetings should be discussed with your coach.

**The WRAP training phase requires participants to engage in the viewing of 12 video lectures (figure on about 45-minutes per lecture, viewing at 1.5x speed, which may be split into 2 shorter viewing sessions), participating in 13 Discussion meetings (plan on at least 30-minutes each), and 12 Practice and Sharing Times (plan on at least 30-minutes each).**

**This comes to roughly 20 hours of WRAP meetings over a full school year (over and above your “regular” school-matters meetings). If you feel that accomplishing this in one school year may be more than your teachers can handle, it is possible to spread it over 2 years. But this should be worked out with your Worldview Matters® coach ahead of time.**

**2. During Phase 2, if your school has a wide range of grade levels, it may be best for your teachers to meet in discussion groups of similar grade levels.** You might want to have your pre-school and Kindergarten teachers meet as a group, your 1-5 grade teachers as a group, your 6-8 grade teachers as a group, and/or your 9-12 grade teachers as a group. This will keep the number of participants in the group discussions down, which will allow more time for all to share. It also allows for various developmental levels of students to be considered in the application of teaching tools.

If you are not able to meet with every group yourself, you may appoint someone from the Advance Team to facilitate some of the group meetings for you.

Specific content for each meeting is outlined below. This progression and order of topics applies to the Advance Team as well as the Phase 2 Group, for those taking either Option A, B, or C.

**During “Viewing” meetings, show the videos to your group at “1.5x” the normal speed. While viewing the videos as a group, do not pause for discussion or practice (as the video may ask you to do), since all discussion and practice will take place in the following meetings.**

Also bear in mind that during Phase 2, some of your teachers may be going through the on-line distance learning course (Option A or B), while others may be going through the high school e-text (Option C). As a result, **it is possible that certain concepts or teaching tools introduced to one group may be introduced at an earlier time to the other group.** This is not a problem. Sticking to the following topic schedule will allow both groups to move together.

Please follow this order of topics (next page) and progression of content:

1. **Discussion #1:** Summer reading ah-ha moments from *Assumptions That Affect Our Lives* and *The Lost Purpose for Learning*
2. **Viewing #1:** *A Conversation with Darrow Miller* [video from Session 11 of the on-line course]
3. **Practice and Sharing Time #1:** Introduce the “99 Truths about Work, Economics and Human Flourishing” and “Questions for Contextualizing Work” documents
4. **Viewing #2:** Session 1 video from the on-line course: *The Big Picture*
5. **Discussion #2:** Distance Learning Course Session 1; High School e-text Chapters 1-2.
6. **Practice and Sharing Time #2:** “Awesome Activator” group practice
7. **Viewing #3:** Session 2 video: *A Wholistic View of Creation and Our Role In It*
8. **Discussion #3:** Distance Learning Course Session 2; High School e-text Chapters 3-5.
9. **Practice and Sharing Time #3:** “Awesome Activator” sharing how it went with students
10. **Viewing #4:** Session 3 video: *The DADI Plan and The Awesome Activator*
11. **Discussion #4:** Distance Learning Course Session 3; High School e-text Chapters 6.
12. **Practice and Sharing Time #4:** “DADI Plan” group practice
13. **Viewing #5:** Session 4 video: *Eliminating the Gap Part I*
14. **Discussion #5:** Distance Learning Course Session 4; High School e-text Chapters 7-8.
15. **Practice and Sharing Time #5:** “DADI Plan” sharing how it went with themselves, and students
16. **Viewing #6:** Session 5 video: *Eliminating the Gap Part II*
17. **Discussion #6:** Distance Learning Course Session 5; High School e-text Chapters 9-10.
18. **Practice and Sharing Time #6:** “Conversation Starter” group practice
19. **Viewing #7:** Session 6 video: *Integration Conversation Starter*
20. **Discussion #7:** Distance Learning Course Session 6; High School e-text Chapters 11-12.
21. **Practice and Sharing Time #7:** “Conversation Starter” sharing how it went with students
22. **Viewing #8:** Session 7 video: *Have You Ever Seen a Secular Color?*
23. **Discussion #8:** Distance Learning Course Session 7; High School e-text Chapters 13-14.
24. **Practice and Sharing Time #8:** “Activity Contextualizer” group practice
25. **Viewing #9:** Session 8 video: *The Truth and Baloney Detector*
26. **Discussion #9:** Distance Learning Course Session 8; High School e-text Chapters 15-16.
27. **Practice and Sharing Time #9:** “Activity Contextualizer” sharing how it went with students
28. **Viewing #10:** Session 9 video: *The Biblical Worldview Finder*
29. **Discussion #10:** Distance Learning Course Session 9; High School e-text Chapters 17-18.
30. **Practice and Sharing Time #10:** “Truth & Baloney” group practice
31. **Viewing #11:** Session 10 video: *A Wholistic Vision for Vocation*
32. **Discussion #11:** Distance Learning Course Session 10; High School e-text Chapters 19-20.
33. **Practice and Sharing Time #11:** “Truth & Baloney” sharing how it went with themselves and students
34. **Viewing #12:** Session 12 video: *A Call to Action*
35. **Discussion #12:** Distance Learning Course Session 11; High School e-text Chapters 21-22.
36. **Practice and Sharing Time #12:** “Biblical Worldview Finder” and “Board of Directors”
37. **Discussion #13:** Distance Learning Course Session 12; High School e-text Chapters 23-24.

## How to Lead a Discussion

If your teachers have done their homework (that is, they have read the readings and viewed the video clips specifically related to the Discussion meeting, and they have sent their collection of “ah-ha” moments to the Worldview Matters® coach), there will be no shortage of things to discuss at any Discussion meeting.

Ask the teachers to share their most significant “ah-ha” moments (or the most important ideas they have read/viewed), and explain why it was important for them. Feel free to ask follow-up questions, or clarifying questions, along the way.

In addition, you might want to come prepared with a few questions of your own, related to the topic(s) of that particular Discussion Meeting.

Many questions related to *Assumptions that Affect Our Lives* are included at the end of each chapter.

**Below are some discussion questions related to the course in general:**

1. Was there anything that especially “resonated” with you in what you read, or viewed?
2. What are you already discovering about yourself as a result of this course? Are you discovering anything about your students?
3. What are the favorite ideas you have picked up so far?
4. What has gone well so far? What has not gone well so far?
5. What can we do to help each other move forward?
6. What are you sensing the Lord saying to you through this course?
7. What was the most helpful to you about his course?
8. What new patterns of thinking are you experiencing as a result of taking this course?
9. What part of the learning you have experienced has given you energy, joy or excitement? What part of this has drained you, or cause you stress?
10. Are there any changes God is calling you to make based on what you are learning?
11. What has the learning thus far done for your confidence in biblical worldview integration in your classroom?
12. On a scale of 1-10, how important is what we are learning to you?
13. What have you been most motivated to improve because of what you are learning?

14. What benefits are you seeing that we can celebrate together?

15. Where are you “at” compared to where you would like to “be” in this project?

**Below are some discussion questions related to various portions of the book *Lifework*, by Darrow Miller:**

1. Have you ever known Christians to say, “I want to go into full-time Christian service?” What did they mean when they said this?

2. How did the Greek philosopher Plato lay the foundations for the dualistic thinking that so impacts Christians today?

3. What is Gnosticism?

4. How has Gnosticism impacted the church historically? Today?

5. Describe in your own words what it means to live *Coram Deo*.

6. Describe the distinction between using your place of work for spiritual outreach and advancing the kingdom of God by your work.

7. What does the statement “everyone is a theologian” mean?

8. Describe a person who is living an unexamined life.

9. What is culture? Give your own definition.

10. Is culture neutral? Do all cultures equally bring their people freedom, justice, economic well-being, health and social peace?

11. What is the ultimate purpose of our life and work?

12. Describe the two major elements of the cultural mandate.

13. Outline the two ways that we are called to function as stewards of creation.

14. Why is it a good thing for a Christian to use the word “vocation” rather than the word “job” in describing his or her work?

15. Finish the following sentence: “When a person comes to Christ it is not the end of a process, but...”

16. According to Colossians 1:19-20, why did Jesus die on the cross?

17. Describe in your own words the comprehensive nature of salvation.

18. What does it mean that: We have not been saved by our works, but that we are saved to work?

19. Reflect on the fact that God “inhabits the ordinary.” What are the implications of this for your life?
20. How is God glorified in our work?
21. Describe the 4-step process of how the kingdom of God expands outwardly from the human heart to the larger world. (pp. 204-207)
22. Think about your work and place of work. What is one small way that you can bring an aspect of kingdom culture into your workplace? Be specific as to which aspect of kingdom culture and how you want to bring it into the place where you work.
23. Why are so many nations with large Christian populations languishing in moral or material poverty? (p. 212)
24. Why is it so important for Christians to consciously understand Scripture and to occupy the “gates of the city?” (p. 212)
25. Reflect on the Sharon Watkins story (p. 214). What was she willing to do to represent justice in the marketplace? What did/could her witness to Kingdom culture cost her?
26. What have you learned about the concept and importance of the “gates of the city” for your life and nation?
27. Describe in your own words the Christian principle of self-government? (pp. 231)
28. Pick an area of social reform that most interests you. List ways Christians throughout history have contributed to the healing of society in this domain. (pp. 273-293)
29. What practical things that you can do to “kindomize” your work?
30. What is the church?
31. What should the church begin to do NOW?
32. Based on this book, what does it mean to “build” or live with the end in mind? (p. 321)



## How to Lead a Practice and Sharing Time

At some of the Practice and Sharing Times you will **introduce and practice an instructional tool teachers will use with students in the classroom, or for themselves**. At other Practice and Sharing Times you will allow the teachers to share how it went with the students in using the tools.

Your role as the facilitator is to provide the opportunity for enough group practice to give the teachers a solid grasp on how to use the tool.

**The teaching tools and resources are described below. Detailed instructions on how to lead your teachers in group practice exercises using the tool are provided in the Appendix that follows.**



## “99 Truths about Work, Economics and Human Flourishing”

Participants will refer to this resource often throughout the course. This document comes in a short form (1-page) and a long form (20-pages). The long form has Scripture verses that go along with each truth statement.

Participants will be immersing themselves in the topic of “theology of work.” For some, this may be a new concept that requires some definition. This is one reason why the list of *99 Biblical Truths* was created, and why it is important.

## “Questions for Contextualizing Work”

Used in connection with many of the teaching tools introduced in the course.

## **“The Awesome Activator”**

Used to help students make intentional connections between the work they are doing (at home and at school) and the “bigger picture” of the Biblical Worldview.

## **The “DADI” [daddy] Plan”**

The *DADI Plan* is most fitting for secondary level students (and for the teachers themselves). It aligns specific work with a biblical foundation and an action plan.

## **The “Conversation Starter” and The “Activity Contextualizer”**

The “Conversation Starter” and “Activity Contextualizer” are two variations of the same tool, which uses a graphic organizer format to engage in conversations about any subject matter or idea, or to also put any activity or project into the context of the biblical worldview.

## **The “Truth & Baloney Detector”**

Used to help students to be intentional and systematic about looking for truth in films, books, the media, etc., and also looking for “baloney,” that is contrary to the Biblical Worldview.

## **The “Biblical Worldview Finder”**

Used for helping students (and teachers) to put difficult circumstances or trials into the context of the Biblical Worldview to gain perspective “when things go wrong.”



# APPENDIX

**Masterlist for those taking Option A or B**

**Masterlist for those taking Option C**

**Teaching Tools, Examples and Resources:**

*99 Truths about Work, Economics and Human Flourishing* (short form)

*99 Truths about Work, Economics and Human Flourishing* (long form)

*Questions for Contextualizing Work*

*Awesome Activator* blank template

*Awesome Activator* dishwashing example

*DADI Plan* blank template

*DADI Plan* George Washington Carver example

*DADI Plan* William Wilberforce example

*Conversation Starter* blank template

*Conversation Starter* plants example

*Activity Contextualizer* blank template

*Activity Contextualizer* oil painting example

*Truth & Baloney Detector* blank template

*Truth & Baloney Detector* Reading Rainbow TV program example

*Biblical Worldview Finder* blank template

**Instructions for introducing “*99 Truths about Work*” and “*Questions for Contextualizing Work*”**

**Instructions for introducing the *Awesome Activator***

**Instructions for introducing the *DADI Plan***

**Instructions for introducing the *Conversation Starter***

**Instructions for introducing the *Activity Contextualizer***

**Instructions for introducing the *Truth & Baloney Detector***

**Instructions for introducing the *Biblical Worldview Finder* and *Personal Board of Directors* exercise**

# MASTERLIST for OPTION A

(using the e-text)

## To be completed prior to Discussion #1:

- \_\_\_\_\_ Read *Assumptions That Affect Our Lives* and *The Lost Purpose for Learning* (by Christian Overman). As you read the texts, mark any parts that are particularly meaningful, or especially important to you. These are your personal “ah-ha” moments. Collect the “best of the best” of your personal ah-ha moments into two, 2-3 page documents (one for each book). This may be as simple as a list of bullet points.
- \_\_\_\_\_ Send your “best of the best” ah-ha documents for the 2 books above to the WRAP coach prior to the end of the summer (at least 3 days before Discussion #1).

## To be completed prior to Discussion #2:

- \_\_\_\_\_ In the *God’s Pleasure At Work & The Difference One Life Can Make* text, read “Quick Start,” “How this Book Came to Be,” “Foreword,” and Chapter 1-2
- \_\_\_\_\_ As you read the text, make note of the most meaningful information (for you personally) or your most significant “ah-ha” moments. This may be a bullet-point list.
- \_\_\_\_\_ Send your “ah-ha” list to the WRAP coach.

## To be completed prior to Discussion #3:

- \_\_\_\_\_ Read *God’s Pleasure At Work & The Difference One Life Can Make*, Chapters 3-5
- \_\_\_\_\_ As you read, make note of the most meaningful parts (for you personally) or your most significant “ah-ha” moments. This may be a bullet-point list.
- \_\_\_\_\_ Send your “ah-ha” list to the WRAP coach.
- \_\_\_\_\_ Use the “Awesome Activator” tool with a group of students.
- \_\_\_\_\_ Write a 1-2 page report of your experience using the “Awesome Activator” with a group of students. In this report, describe who you were teaching, what you did, and how the experience went. Is there anything you would do differently the next time you do this? Send this report to the WRAP coach.

**To be completed prior to Discussion #4:**

- \_\_\_\_\_ Read *God's Pleasure At Work & The Difference One Life Can Make*, Chapter 6
- \_\_\_\_\_ As you read, make note of the most meaningful information (for you personally) or your most significant "ah-ha" moments. This may be a bullet-point list.
- \_\_\_\_\_ Send your "ah-ha" list to the WRAP coach.

**To be completed prior to Discussion #5:**

- \_\_\_\_\_ Read *God's Pleasure At Work & The Difference One Life Can Make*, Chapters 7-8
- \_\_\_\_\_ As you read, make note of the most meaningful information (for you personally) or your most significant "ah-ha" moments.
- \_\_\_\_\_ Send your "ah-ha" list to the WRAP coach.
- \_\_\_\_\_ Fill out a personal DADI Plan for yourself, and teach the "DADI Plan" tool to a group of students if your students are in grade 6 or above.
- \_\_\_\_\_ Send your personal DADI Plan to the WRAP coach.
- \_\_\_\_\_ If you taught your students how to use the DADI Plan tool (grade 6 and above), write a 1-2 page report of your experience. In this report, describe who you were teaching, what you did, and how the experience went. Is there anything you would do differently the next time you do this? Send this report to the WRAP coach.

**To be completed prior to Discussion #6:**

- \_\_\_\_\_ Read *God's Pleasure At Work & The Difference One Life Can Make*, Chapters 9-10
- \_\_\_\_\_ As you read, make note of the most meaningful information (for you personally) or your most significant "ah-ha" moments.
- \_\_\_\_\_ Send your "ah-ha" list to the WRAP coach.

**To be completed prior to Discussion #7:**

- \_\_\_\_\_ Read *God's Pleasure At Work & The Difference One Life Can Make*, Chapters 11-12
- \_\_\_\_\_ As you read, make note of the most meaningful information (for you personally)

or your most significant “ah-ha” moments.

\_\_\_\_\_ Send your “ah-ha” list to the WRAP coach.

\_\_\_\_\_ Use the “Conversation Starter” tool with a group of students.

\_\_\_\_\_ Write a 1-2 page report of your experience using the “Conversation Starter” with a group of students. In this report, describe who you were teaching, what you did, and how the experience went. Is there anything you would do differently the next time you do this? Send this report to the WRAP coach.

**To be completed prior to Discussion #8:**

\_\_\_\_\_ Read *God’s Pleasure At Work & The Difference One Life Can Make*, Chapters 13-14

\_\_\_\_\_ As you read, make note of the most meaningful information (for you personally) or your most significant “ah-ha” moments.

\_\_\_\_\_ Send your “ah-ha” list to the WRAP coach.

**To be completed prior to Discussion #9:**

\_\_\_\_\_ Read *God’s Pleasure At Work & The Difference One Life Can Make*, Chapters 15-16

\_\_\_\_\_ As you read, make note of the most meaningful information (for you personally) or your most significant “ah-ha” moments.

\_\_\_\_\_ Send your “ah-ha” list to the WRAP coach.

\_\_\_\_\_ Use the “Activity Contextualizer” tool with a group of students.

\_\_\_\_\_ Write a 1-2 page report of your experience using the “Activity Contextualizer” with a group of students. In this report, describe who you were teaching, what you did, and how the experience went. Is there anything you would do differently the next time you do this? Send this report to the WRAP coach.

**To be completed prior to Discussion #10:**

\_\_\_\_\_ Read *God’s Pleasure At Work & The Difference One Life Can Make*, Chapters 17-18

\_\_\_\_\_ As you read, make note of the most meaningful information (for you personally) or your most significant “ah-ha” moments.

\_\_\_\_\_ Send your “ah-ha” list to the WRAP coach.

\_\_\_\_\_ Develop a lesson plan and teach a lesson to a group of students (or peers, or parents) that incorporates theology-of-work-related content from any portion of the *God's Pleasure At Work & The Difference One Life Can Make* text.

\_\_\_\_\_ Write a 1-2 page report of your experience guiding your students through the above lesson. This report should describe how the lesson went.

**To be completed prior to Discussion #11:**

\_\_\_\_\_ Read *God's Pleasure At Work & The Difference One Life Can Make*, Chapters 19-20

\_\_\_\_\_ As you read, make note of the most meaningful information (for you personally) or your most significant "ah-ha" moments.

\_\_\_\_\_ Send your "ah-ha" list to the WRAP coach.

\_\_\_\_\_ Fill out a "Truth & Baloney Detector" for yourself, analyzing a film, TV program or book, and do a "Truth & Baloney Detector" analysis with a group of students if your students are in grade 6 or above.

\_\_\_\_\_ Send your personal "Truth & Baloney Detector" analysis to the WRAP coach.

\_\_\_\_\_ If you taught your students how to do a "Truth & Baloney Detector" analysis, write a 1-2 page report of your experience. In this report, describe who you were teaching, what you did, and how the experience went. Is there anything you would do differently the next time you do this? Send this report to the WRAP coach.

**To be completed prior to Discussion #12:**

\_\_\_\_\_ Read *God's Pleasure At Work & The Difference One Life Can Make*, Chapters 21-22

\_\_\_\_\_ As you read, make note of the most meaningful information (for you personally) or your most significant "ah-ha" moments.

\_\_\_\_\_ Send your "ah-ha" list to the WRAP coach.

\_\_\_\_\_ Develop a lesson plan and teach a lesson to a group of students that incorporates one key aspect of theology-of-work-related to the content from the *God's Pleasure At Work & The Difference One Life Can Make*, text.

\_\_\_\_\_ Write a 1-2 page report of your experience guiding your students through the above lesson. This report should describe how the lesson went.

\_\_\_\_\_ Send your lesson plan and your report to the WRAP coach.

**To be completed prior to Discussion #13:**

\_\_\_\_\_ Read *God's Pleasure At Work & The Difference One Life Can Make*, Chapters 23-24

\_\_\_\_\_ As you read, make note of the most meaningful information (for you personally) or your most significant "ah-ha" moments.

\_\_\_\_\_ Send your "ah-ha" list to the WRAP coach.



# MASTERLIST for OPTION A or B

(through the on-line course)

## To be completed prior to Discussion #1:

- \_\_\_\_\_ Read *Assumptions That Affect Our Lives* and *The Lost Purpose for Learning* (by Christian Overman). As you read these, mark any parts that are particularly meaningful, or especially important to you. These are your personal “ah-ha” moments. Collect the “best of the best” of your personal ah-ha moments into two, 2-3 page documents (one for each book). This may be as simple as a list of bullet points.
- \_\_\_\_\_ Send your “ah-ha” documents for the 2 books above to the WRAP coach prior to the end of the summer (at least 3 days before Discussion Meeting #1).

## To be completed prior to Discussion #2:

- \_\_\_\_\_ In *Lifework* by Darrow Miller, read the “Preface” and “Introduction,” pp. xv – xxxvi
- \_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter One: Worldviews at Work,” pp. 3-14
- \_\_\_\_\_ As you read *LifeWork*, mark any parts that are particularly meaningful, or especially important to you. These are your personal “ah-ha” moments. [At the end of the course, you will collect the “best of the best” of your personal ah-ha moments in a single document. This may be a simple as a list of bullet points.]
- \_\_\_\_\_ Complete the Vocation-related Bible Study on Education provided in the Session 1 folder of the on-line course platform.
- \_\_\_\_\_ Submit your completed Bible study to the WRAP coach, who will review it and send it back to you, with a cc to your supervisor.

## To be completed prior to Discussion #3:

- \_\_\_\_\_ In *Lifework* by Miller, read “Chapter Two: How Did We Get Here?,” pp. 15-33
- \_\_\_\_\_ As you read *LifeWork*, mark any parts that are particularly meaningful, or especially important to you. These are your personal “ah-ha” moments. [At the end of the course, you will collect the “best of the best” of your personal ah-ha moments in a single document. This may be a simple as a list of bullet points.]
- \_\_\_\_\_ Read provided article “A Church Without a View: Jonathan Edwards and Our Current Lifeview Discipleship Crisis” by Dr. David Scott

\_\_\_\_\_ Write a 3-4 page “reflection and response” paper to the Scott article

*Note: Your “reflection and response” papers should identify the most meaningful parts of the article for you personally. What are the implications of those “ah-ha” moments for your life and for your teaching? Your “reflection paper” is not a book report or a summary of what the author said. It is not an analysis of the author’s work. It is something you could look back on in three years that will remind you of what was most helpful for you, and how it pertained to your life and your role as an educator.*

\_\_\_\_\_ Submit your completed “reflection” paper on the Scott article to the WRAP coach, who will make comments and send it back to you, with a cc to your supervisor.

\_\_\_\_\_ Use the “Awesome Activator” tool with a group of students.

\_\_\_\_\_ Write a 1-2 page report of your experience using the “Awesome Activator” with your students. In this report, describe who you were teaching, what you did, and how the experience went. Is there anything you would do differently the next time you do this? Send this report to the WRAP coach.

#### **To be completed prior to Discussion #4:**

\_\_\_\_\_ In *Lifework* by Miller, read “Chapter Three: The Sacred-Secular Dichotomy,” pp. 35-46

\_\_\_\_\_ In *Lifework* by Miller, read “Chapter Four: One Lord, One Realm,” pp. 47-53

\_\_\_\_\_ In *Lifework* by Miller, read “Chapter Five: Coram Deo,” pp. 55-68

\_\_\_\_\_ As you read *LifeWork*, mark any parts that are particularly meaningful, or especially important to you. These are your personal “ah-ha” moments. [At the end of the course, you will collect the “best of the best” of your personal ah-ha moments in a single document. This may be as simple as a list of bullet points.]

#### **To be completed prior to Discussion #5:**

\_\_\_\_\_ In *Lifework* by Miller, read “Chapter Six: The Need for A Biblical Theology of Vocation,” pp. 71-76

\_\_\_\_\_ In *Lifework* by Miller, read “Chapter Seven: The Essential Metanarrative,” pp. 77-86

\_\_\_\_\_ As you read *LifeWork*, mark any parts that are particularly meaningful, or especially



important to you. These are your personal “ah-ha” moments. [At the end of the course, you will collect the “best of the best” of your personal ah-ha moments in a single document. This may be as simple as a list of bullet points.]

- \_\_\_\_\_ Read provided article “Calvin and Geneva: Nation-Building Missions” by Thomas A. Bloomer
- \_\_\_\_\_ Write a 3-4 page “reflection and response” paper to the Bloomer article
- \_\_\_\_\_ Submit your completed “reflection and response” paper to the WRAP coach, who will make comments and send it back to you, with a cc to your supervisor.
- \_\_\_\_\_ Fill out a personal DADI Plan for yourself, and teach the “DADI Plan” tool to a group of students if your students are in grade 6 or above.
- \_\_\_\_\_ Send your personal DADI Plan to the WRAP coach.
- \_\_\_\_\_ If you taught your students how to use the DADI Plan tool, write a 1-2 page report of your experience. In this report, describe who you were teaching, what you did, and how the experience went. Is there anything you would do differently the next time you do this? Send this report to the WRAP coach.

**To be completed prior to Discussion #6:**

- \_\_\_\_\_ Send your personal “DADI Plan” to the WRAP coach.
- \_\_\_\_\_ Teach a group of students, or peers, how to use the “DADI Plan.” If you are teaching a group of early elementary students, you may use the “Awesome Activator” instead, which is designed for younger students.
- \_\_\_\_\_ Write a 1-2 page report of your experience in teaching the “DADI Plan” or the “Awesome Activator.” In this report, describe who you were teaching, what you did, and how the experience went. Is there anything you would do differently the next time you do this? Send this report to the WRAP coach.

**To be completed prior to Discussion #7:**

- \_\_\_\_\_ Write a lesson plan that includes the use of the “Conversation Starter” tool as a means of creating a classroom discussion about a topic of your choice.
- \_\_\_\_\_ Present the above lesson plan to your class and write a 1-2 page report of your Experience. This report should describe how the lesson went.
- \_\_\_\_\_ Send your completed “Conversation Starter” lesson plan and report to the WRAP coach.

**To be completed prior to Discussion #8:**

- \_\_\_\_\_ In *Lifework* by Miller, read “Chapter Eight: Culture: Where the Physical and Spiritual Converge,” pp. 89-98
- \_\_\_\_\_ In *Lifework* by Miller, read “Chapter Nine: Elements of the Cultural Mandate,” pp. 99-104
- \_\_\_\_\_ In *Lifework* by Miller, read “Chapter Ten: The Fall, The Cross, and Culture,” pp. 105-114
- \_\_\_\_\_ As you read *LifeWork*, mark any parts that are particularly meaningful, or especially important to you. These are your personal “ah-ha” moments. [At the end of the course, you will collect the “best of the best” of your personal ah-ha moments in a single document. This may be as simple as a list of bullet points.]

**To be completed prior to Discussion #9:**

- \_\_\_\_\_ Use the “Activity Contextualizer” tool with a group of students.
- \_\_\_\_\_ Write a 1-2 page report of your experience using the “Activity Contextualizer” with a group of students. In this report, describe who you were teaching, what you did, and how the experience went. Is there anything you would do differently the next time you do this? Send this report to the WRAP coach.
- \_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 11: The Call: Lifework,” pp. 117-123
- \_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 12: The General Call,” pp. 125-135
- \_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 13: The Particular Call: To Work,” pp. 137-153
- \_\_\_\_\_ As you read *LifeWork*, mark any parts that are particularly meaningful, or especially important to you. These are your personal “ah-ha” moments. [At the end of the course, you will collect the “best of the best” of your personal ah-ha moments in a single document. This may be as simple as a list of bullet points.]

**To be completed prior to Discussion #10:**

- \_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 14: Characteristics of Our Lifework,” pp. 155-168
- \_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 15: Stewardship: The Protestant Ethic,” pp. 171-187

\_\_\_\_\_ As you read *LifeWork*, mark any parts that are particularly meaningful, or especially important to you. These are your personal “ah-ha” moments. [At the end of the course, you will collect the “best of the best” of your personal ah-ha moments in a single document. This may be as simple as a list of bullet points.]

NOTE: Do not complete “The Biblical Wordview Finder” or the “Personal Board of Directors” exercise at this time. These will be done at the end of the course.

### **To be completed prior to Discussion #11:**

\_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 16: The Economics of Giving: Generous Compassion,” pp. 189-199.

\_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 17: The Kingdom Advance From the Inside Out,” pp. 203-209.

\_\_\_\_\_ In *Lifework* by Miller, read “Chapter 18: The Gates of the City,” pp. 211-226.

\_\_\_\_\_ As you read *LifeWork*, mark any parts that are particularly meaningful, or especially important to you. These are your personal “ah-ha” moments. [At the end of the course, you will collect the “best of the best” of your personal ah-ha moments in a single document. This may be as simple as a list of bullet points.]

\_\_\_\_\_ Fill out a “Truth & Baloney Detector” for yourself, analyzing a film, TV program or book, and do a “Truth & Baloney Detector” analysis with a group of students.

\_\_\_\_\_ Send your personal “Truth & Baloney Detector” analysis to the WRAP coach.

\_\_\_\_\_ After teaching your students how to do a “Truth & Baloney Detector” analysis, write a 1-2 page report of your experience. In this report, describe who you were teaching, what you did, and how the experience went. Is there anything you would do differently the next time you do this? Send this report to the WRAP coach.

### **To be completed prior to Discussion #12:**

\_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 19: The Domains,” pp. 227-269.

\_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 20: The Great Commandment,” pp. 271-294.

\_\_\_\_\_ As you read *LifeWork*, mark any parts that are particularly meaningful, or especially

important to you. These are your personal “ah-ha” moments. [At the end of the course, you will collect the “best of the best” of your personal ah-ha moments in a single document. This may be as simple as a list of bullet points.]

\_\_\_\_\_ After viewing the lecture, develop a lesson plan and teach a lesson to a group of students (or peers, or parents) that incorporates theology-of-work content from the resources *God’s Pleasure At Work and/or The Difference One Life Can Make*, as explained in the lecture. Important note: You do not need to have fully read either book prior to teaching this lesson. Feel free to skim them for ideas.

\_\_\_\_\_ Write a 1-2 page report of your experience guiding your students through the above lesson. This report should describe how the lesson went.

\_\_\_\_\_ Send your lesson plan and your report to the WRAP coach.

### **To be completed prior to Discussion #13:**

\_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 21: Serving as Gatekeepers,” pp. 297-303.

\_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 22: The Body of Christ—Churches Without Walls,” pp. 305-317.

\_\_\_\_\_ In *Lifework* by Darrow Miller, read “Chapter 23: Occupy Till I Come,” pp. 319-325.

\_\_\_\_\_ Write a 3-4 page “reflection” paper for *LifeWork*. Remember, *your “reflection and response” paper should identify the most meaningful parts of the article for you personally. What are the implications of those “ah-ha” moments for your life and for your teaching? Your “reflection paper” is not be a book report or a summary of what the author said. It is not an analysis of the author’s work. It is something you could look back on in three years that will remind you of what was most helpful for you, and how it pertained to your life and your role as an educator.*

\_\_\_\_\_ Send your completed reflection paper to the WRAP coach.

\_\_\_\_\_ Complete “The Biblical World Viewfinder.” *This exercise does NOT need to be submitted to the WRAP coach. This is a personal exercise for you.*

\_\_\_\_\_ When all assignments for the class have been completed, fill out the final page of the syllabus (included with materials for this course). Include your initials for each assignment completed), scan that page and email it to the WRAP coach.

# Teaching Tools, Examples and Resources

All of the handouts you will need for leading **Practice and Sharing Times** are below via links. **Print off copies for all participants prior to Practice and Sharing Times.**

**Copy these on 3-hole punch paper**, and advise participants to put them into a 3-ring binder to have them in one spot for easy access. Many of these handouts will later be copied off by participants for use with their own students.

[99 Truths about Work, Economics and Human Flourishing \(short form\)](#)

[99 Truths about Work, Economics and Human Flourishing \(long form\)](#)

[Questions for Contextualizing Work](#)

[The Awesome Activator blank template](#)

[The Awesome Activator dishwashing example](#)

[The DADI Plan blank template](#)

[DADI Plan George Washington Carver example](#)

[DADI Plan William Wilberforce example](#)

[The Conversation Starter blank template](#)

[Conversation Starter plants example](#)

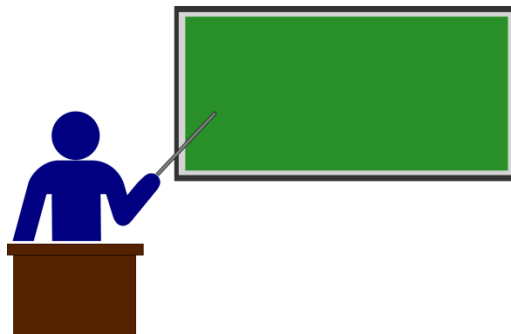
[The Activity Contextualizer blank template](#)

[Activity Contextualizer oil painting example](#)

[The Truth & Baloney Detector blank template](#)

[Truth & Baloney Detector Reading Rainbow TV program example](#)

[The Biblical Worldview Finder blank template](#)



## Instructions for Introducing “99 Truths about Work” and “Questions for Contextualizing Work”

**Prior to instruction, make copies of the “99 Truths about Work, Economics and Human Flourishing” document, in the short form as well as the long form. Also make copies of the “Questions for Contextualizing Work” document.**

**Copy these on 3-hole punch paper so participants may put them into a 3-ring binder.**

Some may ask, “What do you mean by ‘theology of work?’” Not only is it important for teachers to understand what this means, but for them to be able to explain what this is about to parents who might ask.

The “99 Truths about Work, Economics and Human Flourishing” document answers the question of “what is meant by theology of work?” But more than giving meaning to a term, the “99 Truths about Work, Economics and Human Flourishing” document is used in conjunction with many of the practical teaching tools introduced in this course.

To become very familiar with the concept of “theology of work,” and the biblical view of work, economics and human flourishing in general, ask participants to “chew” on one truth per day. That is, read one of the 99 truths each day, along with the Scripture provided in the long form of the document, and think about it a bit.

*A truth per day keeps ignorance away.*

**Instruct participants to read and think about 1 of the “99 Truths about Work, Economics and Human Flourishing” per day, if possible, reading the Scripture provided in the long form, and thinking a bit about that truth.**

**One way to do this is read 1 truth with Scripture per day at family meal times at home. In this way, the whole family may benefit.**

**Another way is to read 1 truth with Scripture per day with students, during class “devotions time.”**

**Skim through the 99 truths together, picking some that strike particular interest.**

Introduce the “Questions for Contextualizing Work” document as one that will often be referenced, and used with students.

**After passing out the “Questions for Contextualizing Work” document, have participants select one question that relates especially well to some particular work they are currently asking students to do. This could be solving math problems, writing an essay, creating a piece of artwork, memorizing lines for the school play, participating on the school soccer team, learning to read, studying plants, etc.**

**Have the participants suggest possible answers to the question, in relation to the particular work identified above.**

## Instructions for Introducing the “Awesome Activator”

**Prior to instruction, make copies of the Awesome Activator template (blank copy), and the Awesome Activator example of dishwashing. Copy these on 3-hole punch paper.**

**Also prior to meeting, remind participants to bring copies of “99 Truths about Work, Economics and Human Flourishing,” and “Questions for Contextualizing Work” that were distributed earlier.**

It’s one thing to get rid of the sacred-secular divide in our thinking, and it’s another thing to put a wholistic biblical view into practice. The key to putting things into practice is to be *intentional* about it. With this in mind, a number of practical application tools are used with students.

The first practical tool is called the **Awesome Activator**.

With this tool, the two other resources introduced earlier are required, namely: **99 Truths about Work, Economics and Human Flourishing**, and **Questions for Contextualizing Work**.

The *Awesome Activator* printed template may be used with students of upper elementary age (4<sup>th</sup> grade) and higher, but the printed template is not intended for use with younger ones.

Let the participants know that the idea behind the printed template is to provide a discussion guide for teachers, but the printed *form* itself is not the important thing. With very young children, teachers will walk through the process verbally, using language that is easily understood by the child. This same principle holds true for the information contained in the *99 Truths* document and the *Questions for Contextualization*. Teachers of young children will have to put these ideas into age-appropriate language, verbally shared, not expecting the child to read the documents. Teachers will need to be selective in which of the *99 Truths* and *Questions* they will discuss, and use common sense. With students in the 6<sup>th</sup> grade and above, the written forms of all documents are appropriate.

On the first page of the **Awesome Activator**, there is a circle inside a large box. The first step is to write whatever work activity you and the students will focus upon inside that circle. Make it relevant to what the students actually do.

For example, you and the students might want to focus on “learning to read,” or “learning to do algebra,” or “learning to speak Spanish.”

The next step is to take a look at the **99 Truths about Work, Economics and Human Flourishing** document, and consider *which of these truth statements relate directly to the work activity you and the students are focusing on.*



**For the sake of practice, have the participants focus on the work of *dishwashing*.**

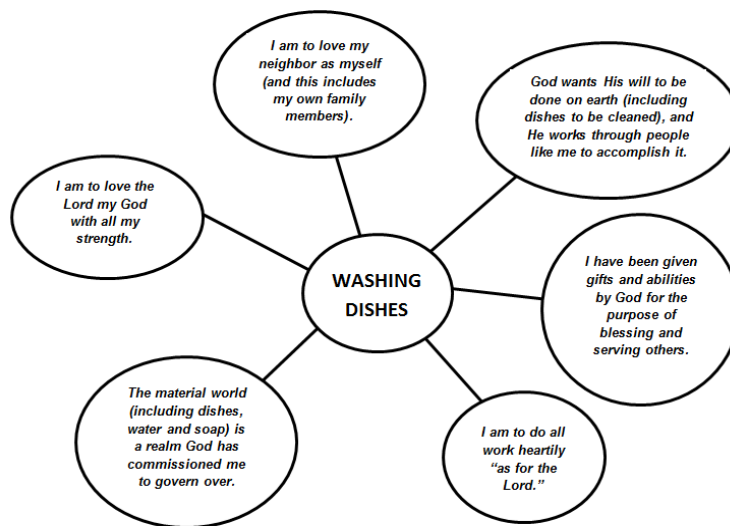
**Have them place a small checkmark next to *any* of the “99 Truths” that *directly relate to dishwashing*. Discuss.**

The next step is to look over the list of **Questions for Contextualizing Work**, and think about which of these questions relate directly to the work focus. (Not all of the contextualizing questions will relate directly to the work you are focusing upon. Just skip those that don't apply.)

**Have participants look over the list of “Questions for Contextualizing Work,” and place a small checkmark next to any questions that are particularly appropriate for *dishwashing*. Discuss.**

After considering how the *99 Truth* statements and *Contextualizing Questions* relate to dishwashing, have the participants write 5-6 connections between the “big picture” of the biblical worldview and dishwashing.

Have them write these connections in “bubbles” around the work focus on the blank template, connecting them to the work focus with lines, as illustrated below.



On the second page of the *Awesome Activator*, have participants answer the 3 questions given, in relation to dishwashing. Here are some possibilities:

1. Ways I could see myself applying Biblical Truths (as shown in the outer bubbles) to my endeavor (shown in the middle):

*I could see washing dishes as an act of loving service to my family, and it could be a direct expression of my love for those who are closest to me.*

*I could see washing dishes as an act of service to God Himself, and as fulfillment of His commission for me to govern over all the earth—including water, soap, cups and plates.*

2. Skills I must develop (or preparation I must make) in order to succeed: [Training? Discipline? Research?]

*I must be convinced that dishwashing is the will of God for me, and that He wants His will to be done on earth as it is in heaven through me in this way.*

*I must be conscious of the fact that when I am washing dishes, I am doing work that God wants done.*

*I must keep in mind that I am washing the dishes as though Jesus were going to eat on them.*

*I must fully realize that I am loving and serving God and others through washing dishes.*

3. Action steps I will take:

*I will put a little sign near my sink that reads: “Here I directly serve God, love others, and fulfill my role of governing over the material world.”*

*I will use my dishwashing time as a time of practical discipleship, putting my faith into action in a very real and practical way.*

*I will wash dishes regularly and consistently “as unto the Lord,” in a timely and organized fashion.*

**Pass out the completed Awesome Activator example of *dishwashing* so they can put this into their 3-ring binders.**

**Before finishing the group guided practice, have each member determine which work focus they will put into the center of the Awesome Activator when doing it for themselves.**

**Also let the group know that each of them will be given time at the next meeting to share how things went using the tool with students.**

**Conclude with prayer.**

## Instructions for Introducing the “DADI Plan”

**Prior to instruction, make copies of the DADI Plan template (blank copy), and the DADI Plan examples of George Washington Carver and William Wilberforce. Copy these on 3-hole punch paper.**

**Also prior to instruction, remind the participants to bring copies of “99 Truths about Work, Economics and Human Flourishing,” and “Questions for Contextualizing Work” distributed earlier.**

“DADI” is an acronym for **DISCOVER, APPLY, DEVELOP** and **IMPLEMENT**. The DADI Plan starts out by asking this question:

*With respect to my work as \_\_\_\_\_ what can I “DADI” (Discover, Apply, Develop, Implement) in connection with the biblical view of God, Creation, Humanity, Moral Order or Purpose?*

In the above question, there is a blank to fill in. That’s where you put whatever kind of work you (or the students) do, or whatever particular aspect of your work you want to focus upon.

For example, if you are a student, you can fill in the blank in a general sense with “my work as *a student*,” or more specifically with, “my work as *the goalie of the soccer team*,” or, “my work as *a member of the school band*.” If you were a plumber, you could fill in the blank in a general sense with “my work as *a plumber*,” or if you were a plumber who submits bids on large construction jobs, you might want to focus on that particular aspect of your work and fill in the blank with something like, “my work as *a bidder on large plumbing jobs*.”

If George Washington Carver were to fill out a DADI Plan, he may have filled in the blank with, “my work as *an innovator of new products from plants*.” So he might have filled in the DADI Plan blank this way:

**“With respect to my work as an innovator of new products from plants, what can I ‘DADI’ (Discover, Apply, Develop, Implement) in connection with the biblical view of God, Creation, Humanity, Moral Order or Purpose?”**

The best way to learn how to use the DADI Plan is to look at an example. With this in mind, take a look at the short video clip about the life and work of George Washington Carver. This video is at <https://youtu.be/1wv4qYIyJoM>.

Below is how a DADI Plan may have been filled out by George Washington Carver, based upon what we know about the man from books written about his faith. Understand, however, that this DADI Plan “ala Carver” is only an educated guess.

**To start the DADI Plan, first identify a specific *challenge, vision or opportunity* you wants to *align* with the bigger picture of a biblical worldview. Narrow this statement to about 25 words or so. Carver’s “challenge/vision/opportunity” may have been stated like this:**

*I want to bring about positive economic opportunities for southern farmers.*

**Step 1** is to figure out *which aspects of the biblical worldview directly relate to this challenge/vision/opportunity*. Identify key biblical truths that provide a solid biblical foundation for this work, a biblical reason for this work, and/or biblical guidance for this work.

To assist in this process, look through the **99 Truths about Work, Economics and Human Flourishing** document, and the **Questions for Contextualizing Work** document.

In Step 1 of the DADI Plan, Carver may have written down what he has been able to **DISCOVER** from Scripture that relates to his desire to bring about positive economic opportunities for southern farmers. He would have written these truths as “I BELIEVE” statements in the DADI Plan:

*I believe* *God created plants, and He intends for humans to govern over them.*

*I believe* *humans have a responsibility to govern over plants in ways that are resourceful and beneficial, without waste or abuse.*

*I believe* *God shares His secrets with those who wait on Him for direction.*

**Step 2** in the DADI Plan is to figure out how these biblical truths *could* be *applied* to the particular challenge, vision or opportunity you have identified.

For the sake of illustration, Carver might have wanted to *apply* his beliefs to his work by writing the following *visionary ideas* in the **APPLY** section of the DADI Plan, written as “I COULD SEE” statements:

*I could see* *co-working with God to create new products from peanuts, sweet potatoes and soybeans that are beneficial to humans.*

*I could see* *helping to generate new economic markets for these products.*

*I could see* *demonstrating my love for farmers by teaching them how to rotate cotton crops with plants that will revive the soil, such as peanuts and soybeans.*

**Step 3** in the DADI Plan is to figure out what training, discipline, or preparation must take place in order to successfully fulfill the *I COULD SEE* statements in the **APPLY** section of the DADI Plan.

In Carter's case, he may have written something like the following, in the **DEVELOP** section, as "I MUST" statements:

*I must turn my attention to chemistry and add it to my knowledge of botany.*

*I must continue to make prayer a regular part of my day, to hear God's secrets about plants, and discover ways to make new products from them.*

*I must educate farmers about the importance of crop rotation.*

*I must find new markets for products created from plants.*

**Step 4** in the DADI Plan is to determine specific *action steps*. In Carver's case, he may have written something like the following, as "I WILL" statements in the **IMPLEMENT** section of the Plan:

*I will combine my knowledge of botany with my knowledge of chemistry in the laboratory.*

*I will rise early and seek God for His directives daily, and set aside time to be alone with God in "His Little Workshop," listening to what He has to share with me about creating products from peanuts, sweet potatoes and soybeans.*

*I will develop a "School on Wheels" to go to the farmers and teach them first-hand how to rotate crops successfully.*

*I will establish a center at Tuskegee Institute for the development of renewable resources from plants, and contact Henry Ford to urge him to use plastics from soybeans in his production of automobiles.*

**After explaining how to fill out a DADI Plan, using Carver as an example, pass out the completed sample DADI Plan of Carver for the participants to put into their 3-ring binders.**

**Then pass out the completed sample DADI Plan of William Wilberforce and discuss this together.**

**Instruct the participants to fill out a personal DADI Plan for *themselves*, before teaching students (grade 6 and above) how to use it.**

**Conclude with prayer.**

**The following questions are useful in reflecting about the DADI Plan:**

- 1. How was your personal experience creating a “DADI Plan?” Did it help you to organize your thoughts about the topic?*
- 2. Why do you think the assignment is broken down into “I want...,” “I believe...,” “I could...,” “I must...,” and “I will...” statements?*
- 3. After completing the “DADI Plan,” are there any changes you feel you need to make? What challenges will you face as you make these changes?*
- 4. How did your students respond to the “DADI Plan” or the “Awesome Activator?” Were these kinds of questions difficult for them?*

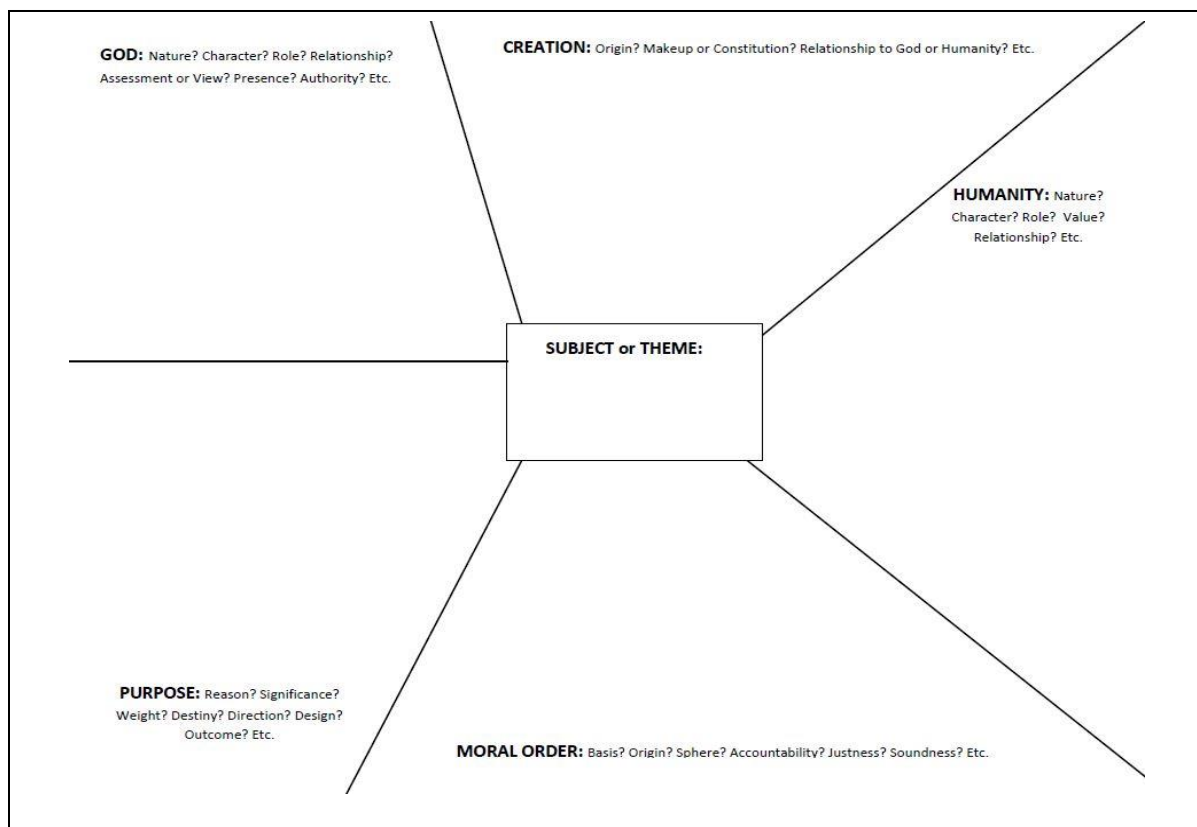
## Instructions for Introducing the “Conversation Starter”

**Prior to instruction, make copies of the Conversation Starter template (blank copy), the Conversation Starter plants example, and Questions for Contextualizing Subjects. Copy these on 3-hole punch paper.**

Remind the participants that it is the “bigger picture” that helps us to properly interpret the “smaller” parts of life, such as what we do in our work. Keeping the “bigger picture” of a biblical worldview in mind is essential if we want to approach our work as “the work of God.”

Thinking about all things in the context of the “bigger picture” is the starting point for doing all things in that context. With this in mind, the Conversation Starter has been developed as a “graphic organizer” of thought, whereby any subject matter is placed in the center of God, Creation, Humanity, Moral Order and Purpose.

Here is what the blank **Conversation Starter** graphic organizer template looks like:



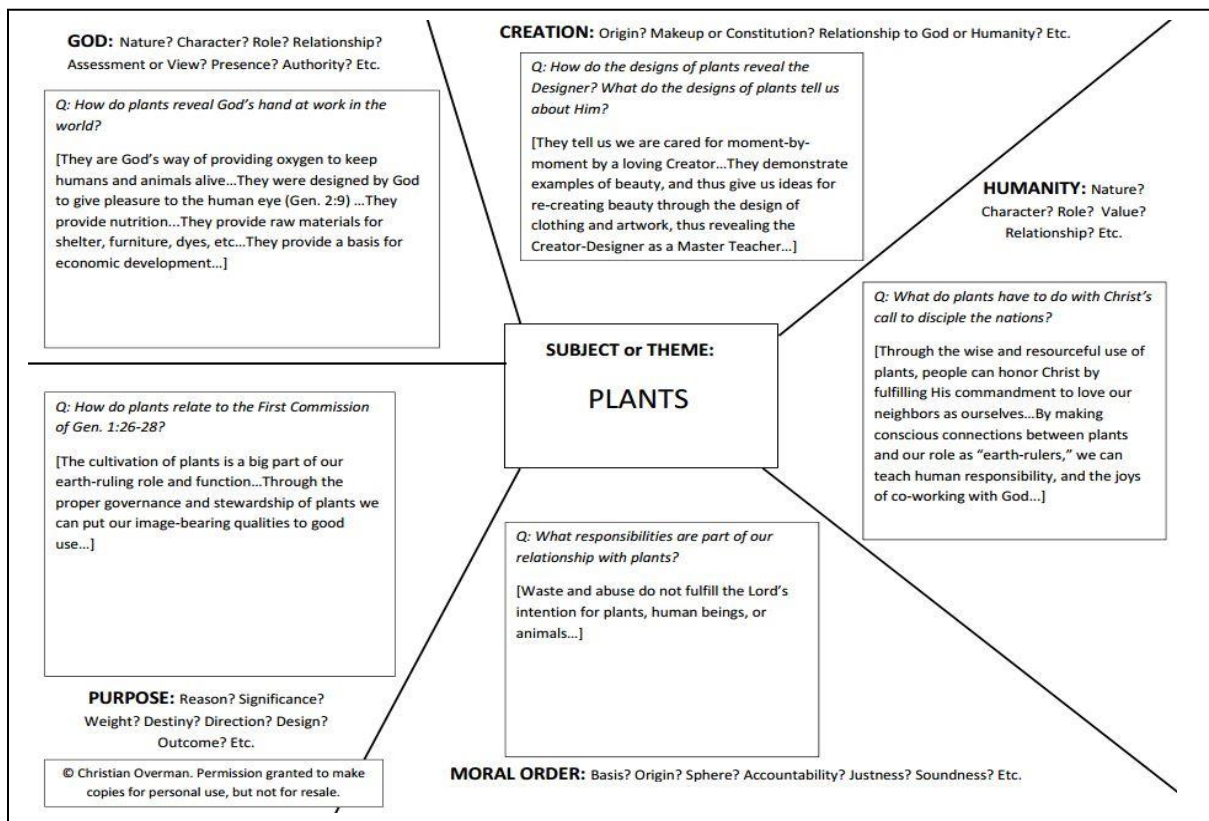
The way the Conversation Starter works is, you put whatever *subject or theme* you have in mind in the center of the graphic organizer. Then you consider how GOD relates to this subject or theme, writing in your thoughts about this in the “GOD” area in the upper left hand corner. You repeat this process with the other 4 worldview factors: CREATION, HUMANITY, MORAL ORDER and PURPOSE.

A subject or theme can be anything your students are studying at the time. It can be a very broad subject, such as “biology,” or a narrower topic such as “plants.” It can be a very broad subject like “US history,” or a narrower topic like “the story of Lewis and Clark.” It can be very specific, such as “the earthquake that happened in Peru last night.”

A helpful resource for considering how any topic relates to the 5 worldview factors is the document, “**Questions for Contextualizing Subjects.**”

The “*Questions for Contextualizing Subjects*” resource is used to generate ideas about how any particular subject, or topic, can be “contextualized” by the biblical worldview. This is what it is about. It’s about putting any subject matter into the larger “context” of the biblical “frame of reference.” Without seeing how things fit into this context, students are not truly being educated.

Distribute the example of the Conversation Starter filled out around the topic of *plants*, as perhaps Dr. George Washington Carver may have done it, and evaluate this together:





**After explaining how to fill out a Conversation Starter and examining the example of “plants,” have the participants do use the Conversation Starter and Questions for Contextualizing Subject Matter with a particular subject or topic of importance to the school at the moment, such as an issue of import to the parents, students, or the teachers. Pick any topic that would have relevance to participants.**

**Have the participants select specific questions for contextualization they think will generate discussion in each of the 5 worldview categories with respect to the topic above, and discuss these questions together.**

**Instruct the participants to use the Conversation Starter with their own students.**

**Conclude with prayer.**

**The following questions are useful in reflecting about the Conversation Starter:**

*1. How was your personal experience using the Conversation Starter with your students?”  
Did it help you to organize your thoughts about the topic?*

*2. After using the Conversation Starter with your students, are there any changes you feel you need to make? Why?*

## Instructions for Introducing the “Activity Contextualizer”

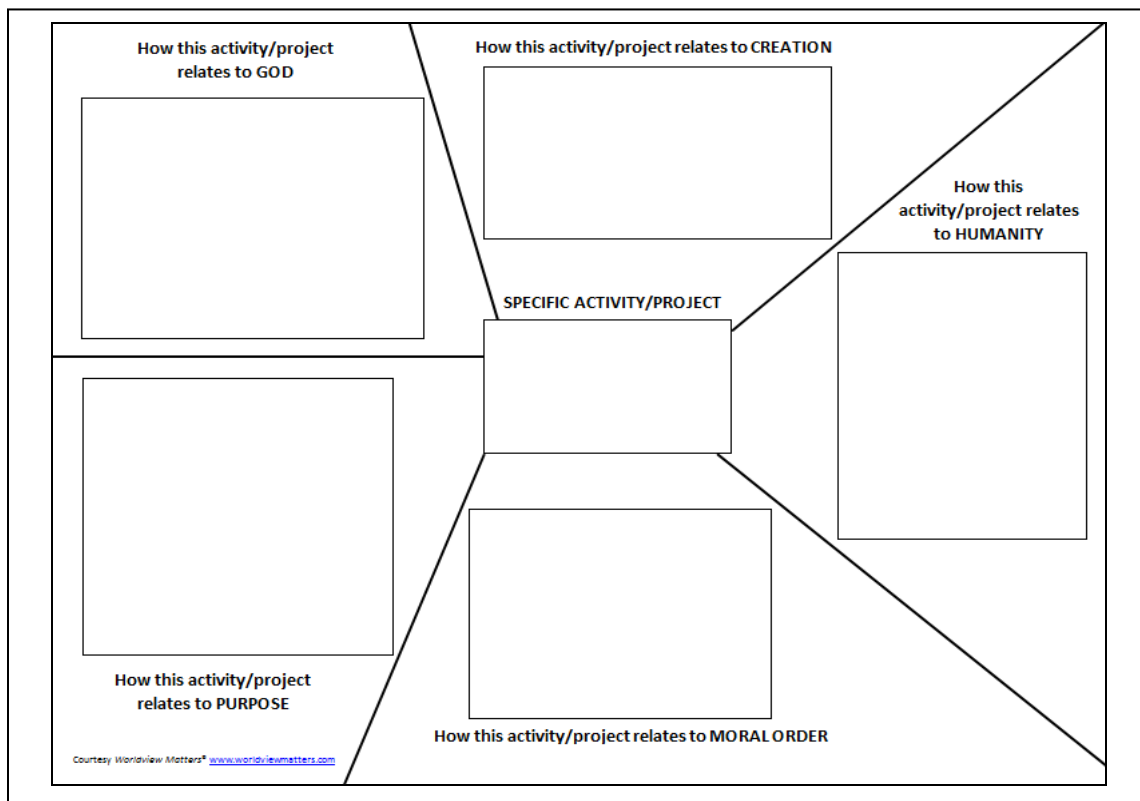
**Prior to instruction, make copies of the Activity Contextualizer template (blank copy), and the Activity Contextualizer oil painting example. Copy these on 3-hole punch paper.**

**Also prior to instruction, remind all participants to bring copies of “99 Truths about Work, Economics and Human Flourishing,” and “Questions for Contextualizing Work.”**

The “Activity Contextualizer” is a variation of the “Conversation Starter.” Both are graphic organizers. However, the “Activity Contextualizer” is used when placing an activity or project into the context of the biblical worldview, rather than a concept or academic subject matter.

Remember, it is the “bigger picture” that helps us to approach our work as “the work of God.” This is as true for students as it is for teachers. The Activity Contextualizer is a practical tool that helps people “contextualize” their work.

This is what the blank template of the Activity Contextualizer looks like:



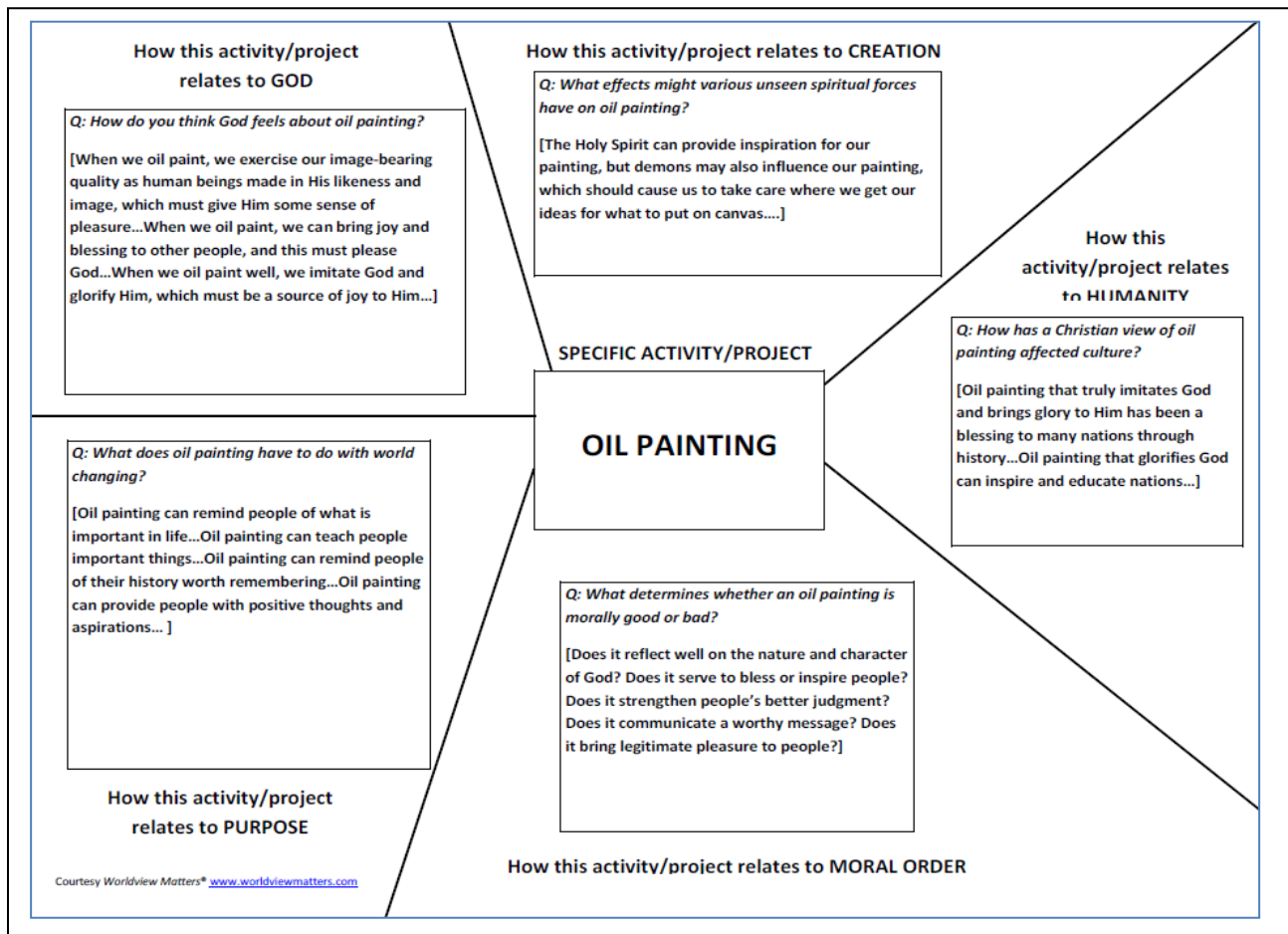
The way the Activity Contextualizer works is, you put an *activity or project* in the center of the graphic organizer. Then you consider how GOD relates to this activity or project, writing in thoughts about this in the “GOD” area in the upper left hand corner. You repeat this process with the other 4 worldview factors: CREATION, HUMANITY, MORAL ORDER and PURPOSE.

An activity or project can be anything the students are involved with at the time. It can be a community service project or a school improvement project, it can be a school play, a science experiment, writing an essay, reading a book, or taking photographs.

A helpful resource for considering how any activity or project relates to the 5 worldview factors is the document, “**Questions for Contextualizing Work,**” which was given out at the first Practice and Sharing Time. In addition, the “**99 Truths about Work, Economics and Human Flourishing**” document can be very helpful in generating ideas in each of the 5 worldview areas.

These resources are used to generate ideas about how any particular project or activity can be “contextualized” by the biblical worldview. This is what it is all about. It’s about putting activities and projects into the larger “context” of the biblical “frame of reference.”

Distribute the example of the Activity Contextualizer filled out around the topic of *oil painting*, and evaluate this together:



**After explaining how to fill out an Activity Contextualizer, and examining the example of “oil painting,” have the participants use the Activity Contextualizer, along with the Questions for Contextualizing Work and the 99 Truths about Work, Economics and Human Flourishing, in connection with a particular school project, or community project, that has some relevance to the participants.**

**Have the participants select specific questions for contextualization they think would generate discussion in each of the 5 worldview categories, and discuss together.**

**Instruct the participants to use the Activity Contextualizer with their own students.**

**Conclude with prayer.**

**The following questions are useful in reflecting about the Activity Contextualizer:**

- 1. How was your personal experience using the Activity Contextualizer with your students?” Did it help you to organize your thoughts about the topic?*
- 2. After using the Activity Contextualizer with your students, are there any changes you feel you need to make? Why?*

## Instructions for Introducing the “Truth & Baloney Detector”

**Prior to instruction, make copies of the Truth & Baloney Detector template (blank copy), and the example from the Reading Rainbow TV program. Copy these on 3-hole punch paper.**

The Truth & Baloney Detector is a tool based on the idea of analyzing input through the “grid” of the five biblical worldview components of God, Creation, Humanity, Moral Order and Purpose.

In this tool, students (and teachers) identify what is being assumed, taught, ignored or implied about God that is in harmony with the biblical worldview, and what is being assumed, taught, ignored or implied about God that is in conflict with the biblical worldview. The process is repeated for the other four worldview components: *Creation, Humanity, Moral* and *Purpose*.

Watch the Reading Rainbow TV program together. As you view the program, have the participants use the Truth & Baloney Detector too to jot down anything they see that is in *harmony* with the biblical view of God, Creation, Humanity, Moral Order and Purpose, and anything that is in *conflict* with it.

The Reading Rainbow TV program is on You Tube at this address: <https://youtu.be/CsrAr-9cUlw>

After viewing the program and jotting down instances of truth and baloney, examine the example of how the analysis of the *Reading Rainbow* episode was done by one person who used the Truth & Baloney Detector.

The Truth & Baloney Detector can be used when trying to assess *any* input, whether ideas from fellow students, or input from the media, or literature, or whatever. It can be used to evaluate current issues, legislation, etc. It can also be helpful when trying to organize thoughts for giving presentations of any kind to any group, or writing essays.

**Remind participants that at the next meeting, they will be given time to share how things went at home using the *Truth and Baloney Detector* with their students.**

**Conclude with prayer.**

# Instructions for Introducing the “Biblical Worldview Finder” and “Personal Board of Directors” exercise

**Prior to instruction, make copies of the Biblical Worldview Finder template (blank copy).  
Copy this on 3-hole punch paper.**

Sometimes, when things are troubling us, it is helpful to get perspective by specifically putting whatever issue is bothering us directly into the context of the bigger picture of a biblical worldview.

We can do this by using twelve “Big Picture Pieces” related to the biblical worldview components of *Creation, Fall, Redemption* and *Restoration*.

On the Biblical Worldview Finder template, you will see the following 12 “big picture pieces:”

## **#1 CREATION:**

- 1. The entire universe was spoken into existence by the Designer-Creator’s willing choice.*
- 2. God caused all things to first appear, and He continuously sustains all things throughout the present.*
- 3. The Creator-Sustainer is a personal Being.*
- 4. Men and women are specially created in the likeness and image of God, with intrinsic value and inherent worth.*

## **#2 FALL:**

- 5. God has put in place non-optional, non-negotiable laws for our good, and when we disregard them, we hurt ourselves and others.*
- 6. Since the Fall, human beings have experienced an internal problem with sin—a natural “bent” to go our own way rather than God’s way, and to be a law unto ourselves.*

## **#3 REDEMPTION:**

- 7. At the cross, Christ took upon Himself the sins of the human race in order to bridge the relational gap between us and God, and to provide a way of forgiveness through faith in His death on our behalf.*

8. *Genuine freedom is the internal self-control that comes from self-government under God through the enablement of the Holy Spirit, regardless of the circumstances.*

#### **#4 RESTORATION:**

9. *We live in a fallen world, which is not the way it was originally made to be, but we do not live in a forsaken world.*

10. *The earth and everything in it remains God's own possession, and therefore it has great significance.*

11. *The First Commission given by God to humans is to govern over all the earth.*

12. *God purposes to do His will on earth as it is in heaven, and by His grace, He will work through redeemed people to bring His light to every sphere of life.*

The Biblical Worldview Finder as a kind of “thought prompter” to use to *gain perspective* on a particular *crisis or difficult situation*.

The object of The Biblical Worldview Finder is to take time to look at a particular issue or challenge through the “lens” of the biblical worldview, or, to put it another way, in the context of the larger biblical chronicle of Creation, Fall, Redemption, Restoration.

A particular issue or challenge may be a big mistake you make, being chewed out by someone, or someone rubbing you the wrong way, or saying something untrue about you, etc.

Francis Schaeffer once wrote: “*The basic problem of the Christians...is that they have seen things in bits and pieces instead of totals.*” We can’t “see the forest for the trees”. We don’t see things in light of the “total” picture that a biblical world-and-life view provides.

Practice using The Biblical Worldview Finder in connection with a real challenge that faced a real person, Ivan, a follower of Christ who was overlooked for a promotion at work.

Ivan’s true story is found in Chapter 5 of a book called, *Faith Dilemmas for Marketplace Christians*, published by Wipf and Stock Publishers, Eugene, Oregon, titled, “A Thumb on the Scale of Justice.” To hear what happened to Ivan, and his response to it, view it on You Tube, here: <https://youtu.be/v5Dn7PF17-w>

Ivan’s problem is the same one we all have, of not being able to view the “pieces of life” in the context of a much larger whole that will help us to interpret the pieces properly, and act accordingly.

Imagine being passed over for promotion and being deeply hurt or angry, as Ivan was. (Or for students, imagine having not received the lead role in the school play, while thinking you are by far a much better actor than the person who was given the role.) Then use the Biblical Worldview Finder to get perspective.

Consider each of the 12 “big picture pieces,” thinking through how each aspect of the Big Picture might have helped Ivan to respond differently than he actually did, had he taken time to put his problem into the context of the biblical Big Picture.

For example, the first Big Picture Piece. “*The entire universe was spoken into existence by the Designer-Creator’s willing choice*” could have reminded Ivan that life is not about him. It’s about the Lord and His purposes for us, and the planet He made and sustains. Also, if God is big enough to speak the universe into existence, He’s big enough for Ivan’s issues.

The second Big Picture Piece, “*God caused all things to first appear, and He continuously sustains all things throughout the present.*” Could have reminded Ivan that God is sustaining him, and giving him his next breath. So let’s get this problem in perspective. The world did not fall apart because Ivan was overlooked. This should tell him something. God continues to sustain both Ivan’s breath and his boss’s breath for a purpose.

The third Big Picture Piece, “*The Creator-Sustainer is a personal being*” could have reminded Ivan that the Lord is a Person he could talk to about his feelings, and that this Person knows and understands him completely. He cares about Ivan.

You get the idea. Take a few moments to consider the ramifications of each of the Big Picture Pieces, and how they could have helped Ivan to gain perspective on his challenge.

At the end of the Biblical Worldview Finder is a wonderful exercise called, *My Personal Board of Directors*. Lead the participants through this exercise.



## How to Bring Parents On Board

Worldview Matters® has developed a training experience for parents with children age 8-18, called, “**Working Wonders.**” This is an abbreviated form of the WRAP.

The “Working Wonders” course requires just 6 meetings. These meetings may be spaced either 2 weeks apart or 3 weeks apart, and should be at least 90-minute in length. For more details, visit <http://pikespeakplace.blogspot.com/>

A school may provide a fall opportunity, a winter opportunity, and a spring opportunity, if the meetings are spaced 2 weeks apart. If the meetings are spaced 3 weeks apart, there could be a First Semester opportunity and a Second Semester opportunity.

The meetings may take place on an evening, a Saturday morning, a Sunday afternoon, or whatever fits the schedule of the participants. Although it is recommended that husbands and wives attend group meetings together, it is possible that childcare or other circumstances may make it difficult for both to attend. This is OK.

### **Bear the following in mind:**

1. Each small group is to have no more than 6 participants, plus a facilitator (and the facilitator’s spouse, if the facilitator is married). This is a maximum of 8 people in any group. The reason for limiting the group size is because the meetings are for discussion, and this is best accomplished with fewer people. Another reason for the small number is because this is a *relational* experience, and smaller numbers help.
2. Parents of elementary children age 8-12 should be together in groups, and parents of secondary children age 13-18 in other groups.
3. Let each prospective group member know before they commit to the course, that there is required work to be done between meetings, and this work may require as much as 2 hours between each meeting. This is a good reason to have at least 2 weeks between each meeting.

The between-meeting work includes reading 35-40 pages in the high school e-text that teachers pursuing Option C read. Homework will also include using various teaching tools with their own children at home, just as the teachers do at school.

4. Ask group members to commit to all 6 meetings, unless ill, prior to signing up. If a business trip is planned, or any other event that would prohibit attendance during the 6 meeting times, have them join a group the next time around.

**To fully understand how the “Working Wonders” course works, and what a group facilitator does, request a “Working Wonders Facilitator Guide” from Worldview Matters® at 425.246.5386. This Guide will explain everything you need to know about how to make this experience a truly successful and valued part of your school program.**

## How to Bring New Teachers Up to Speed in the Future

WRAP schools may bring new staff members up to speed through the *Working Wonders* approach described on the previous page.

Consult with your Worldview Matters® coach regarding how this may best be done in your particular school situation.

