

# Adult Education Newsletter

For Teachers and Leaders —ITN-NTI

There are two types of people.  
Those who come into a room and say, "Well, here I am!"  
and those who come in and say, "Ah, there you are."

Frederick L. Collins

## Delightful Diversity



What do you see?

Do you see a lovely young woman?

Do you see a man playing a saxophone?

Now that you know both are there, can you see both? Sometimes we are unaware that other possibilities exist. We see only from one perspective.

Diverse points of view illuminate various aspects of a discussion or issue. When everyone in the conversation has the same background and similar experiences, the chances of learning something new are slim. However, when men and women, young and old, villagers and city dwellers combine their experiences and knowledge, new insights can be gained.

The African church is blessed by the diversity available to it. From CG 203 (p.12): "This is the context of our work as preachers and teachers in present-day Africa. We find ourselves face-to-face with many cultures: the cultures of our birth, the culture of our countries, the culture of the people to which we minister, as well as the cultures of the people of the different periods of biblical history."

Yet, is the church as diverse as it can be? Is your classroom as diverse as it can be? From CG 203 (p. 26): "The Church has the responsibility, in all cultures, to serve as a public witness of God's acceptance and love of all people. To show the world that he values highly human beings regardless of gender. This is not always a simple task. It is necessary then for Christian love and wisdom to guide the local church in dealing with cultural presumptions."

What can we do to welcome visitors with both hands?

One way to show acceptance of people is to use inclusive language. Inclusive language is not a new idea. Read John 3:16— *For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.* It has become the academic and publishing standard. It not only refers to gender issues, but also cultural background and anything else that could be stereotyped.

Inclusive language is easy...

Change singular to plural —

The pastor should greet his people after the service.

Pastors should greet their people after the service.

Use the imperative —

The treasurer must never count the offering alone; she must have a helper.

Treasurers - never count the offering by yourself, get a helper.

Use "a" or "the" in place of the pronoun

Everyone needs to turn in his or her deposit for the retreat by next Sunday.

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For more on writing inclusively go to: <http://styleguide.yahoo.com/writing/be-inclusive-write-world/write-gender-neutral-copy>

Diversity is a gift from God. He could have made us all the same, but chose not to. Show your love for Him by making all welcome in your classes and churches. Women and men, young and old, healthy and sick, local and foreigner. You will see other dimensions to the love and plan of God if you do.

**Practice:** Change these sentences to be inclusive —

- \* Men need God.
- \* The baptism candidate should bring his change of clothes to the church.
- \* She who gives cheerfully is loved by God.



Ephesians 4: 11-13

It was he who gave some to be apostles, some to be prophets, some to be evangelists  
and some to be pastors and teachers,  
to prepare God's people for works of service,  
so that the body of Christ may be built up until we all reach unity in the faith  
and in the knowledge of the Son of God and become mature,  
attaining to the whole measure of the fullness of Christ,



# Blackboard Behaviors

## Write BIG

When a room is large or poorly lit, the students may have trouble seeing the blackboard. Problems could also be caused by too much sunlight streaming in and causing glare on the board.

As a matter of practice before class starts and whenever you are teaching in a new space, write a few words on the board in different sizes.

Titus 2:7-8 Titus 2:7-8 Titus 2:7-8 Titus 2:7-8 Titus 2:7-8

Then go to the back of the room and each side. Is there a lighting problem? Can it be adjusted by moving the board to one side or the other? What is the smallest size writing that can still be read without strain? If you are teaching in the afternoon and the sunlight weakens, will you need to write in a larger size to compensate?

If you know there are students with weak eyes, reserve a place for them nearer to the front.

## Write clearly

Some writing styles that look beautiful on paper are not good for the blackboard. Here are some examples:

*This is very nicely written, but from a distance, the slant can be difficult to read.*

This also poses problems because the letters are so close together and narrow.

*This one is spaced well and the size is large enough. However, because it is not regular, over the course of several hours, the students' eyes may get fatigued.*

For writing on the blackboard, it is best to use rounded, open letters that are well spaced.

What is true for letters also applies to numbers. Compare these: *1, 2, 3, 1, 2, 3, 1, 2, 3*

Writing in a different style for the blackboard will take practice, but it is worth the effort.

## Be organized

After a day of teaching, does your blackboard look like a jumble of words thrown up randomly with arrows connecting one bit here with another over there? Are there parts that are written in large letters and the rest in progressively smaller print? If a person who had not taken your class walked in could they figure out what the main point of the lecture had been? Can the students? If you recognized your blackboard, there is still hope.

How to organize the blackboard:

When you are preparing your lesson, think about what you may need to write on the board. If your students have the student books, there is no need to repeat everything they have in front of them. However, if they do not, you will need to choose carefully. Don't expect to copy your entire teacher book onto the blackboard.

Let's say you are teaching Lesson 2 of **HE201: History of the Church 1** —

A quote begins the lesson: "*The blood of the martyrs is the seed of the Church.*" - Tertullian of Carthage, AD 160-225. It can be written **at the top** of the blackboard as the theme of the day.

Draw a line under the quote and then draw a perpendicular line from that to the bottom of the board about one third of the way across.

**To the left of the line**, put a simple outline of the lesson:

Christ or Caesar?

Stephen ↑, Saul ↓↑ (Paul ↑), Domitian ↓, Decius ↓, Polycarp ↑

4 Reasons for persecution (Cairnes)

1.                    2.                    3.                    4.

Defenders of the Faith—apologists

Justin Martyr ↑, Tertullian ↑

The challenge of Gnosticism

Irenaeus of Lyons ↑ versus Valentinus ↓

**To the right of the line**, you will have space to respond to questions and ideas that the students have. If they bring up a point that you would like to discuss later in the session, make a note of it. You might want to give quiz results or other information related to the class.

Note — the 4 reasons will be filled in during the class session, but the rest could be put up before the class begins. You could also have the class vote whether the person deserves an up arrow (heaven bound) or a down arrow (hell bound) and add those later.

**Remember:** Write BIG, Write clearly and Be organized!



News



*Have you completed both high school and the ITN-NTI Diploma in Theology? Are you wanting to pursue a Bachelor's degree in theology?*

Nazarene Theological College (South Africa) serves our NTI graduates, and South African Theological Seminary (SATS) enrolls graduates of the ITN. SATS delivers all courses in French, so there is no need for students to first learn English. Both schools are reasonably priced and give some credit for your Dip.Th. toward the B.Th. Courses are delivered via the internet, meaning you can continue your ministry right where you are. For more information and information on bursaries, contact your Field Education Coordinator: French Equatorial Field – Spencer Baggott ([spencerbaggott@gmail.com](mailto:spencerbaggott@gmail.com)); Africa West Field – Dany Gomis ([educationawf@gmail.com](mailto:educationawf@gmail.com)).

