

# Christian Worldview-- *How Now Shall We Live?* Course TEACHER'S GUIDE

## Requirements for this I credit course

Book:	<i>How Now Shall We Live?</i> by Charles Colson & Nancy Pearcey
Study Guide:	<i>How Now Shall We Live?</i>
Answer Keys:	Available from S.C.E.E.
12 Tests:	Available from S.C.E.E.
12 Test Keys:	Available from S.C.E.E.
Teacher's Guide	Available from S.C.E.E.
Glossary of Terms	Available from S.C.E.E.

## Study Guide

The Christian Worldview course based on the book *How Now Shall We Live?* requires students to complete the study guide that goes with the book.

The study guide features two X 13 week study sessions. Each study session is broken into 3 parts:

1. Observe — questions about what has been read in the book
2. Reflect — A Bible study on the same topic
3. Apply — questions which help personalise and apply what has been studied.

As the student works through the study guide, they need to check with the score keys for the “Observe” and “Reflect” sections. The “Apply” session can either be (1) assessed by the supervisor, or (2) be the basis for a discussion group. There would be added value if students could do this course together in a group along with the supervisor

At the completion of each study, the study guide should be handed in to the supervisor for checking.

At the completion of 2 or 3 studies, the student would be given a test - much like a PACE test. This would give a means of assessment from which scores/grades can be recorded onto the supervisor's progress card. As part of the last test, an oral report must be presented by the student from a list of suggested subjects.

## Credits and Course Level

For students in ACE schools, the Christian worldview course based on *How Now Shall We Live?* can earn one full credit for ACE Certificates. In New Zealand this credit would be recognised as a Year 13 level course and would count as one of the 4 Year 13 level credits required for a Year 13 Certificate. The Christian Worldview Course would be

suitable for Year 11 & Year 12 students (Australia) Year 12 & Year 13 students (NZ). The course is strongly recommended for those who are going on to institutes of higher learning.

## **Answer Keys**

Students should regularly check their answers with the score keys. Student answers are not required to have the same wording as the score key. In most cases it won't be. Students are expected to be mature enough to recognise if they have picked up the main points or concepts or not.

## **Tests**

When students have completed the 2 or 3 studies, according to the chart below, they should hand their study guide in and sit the test for the completed section.

The test will have a combination of short answers, answers requiring 2 or 3 sentences and in some cases, short essays. The test answers that need sentences or short essays do require the student to really know what they have been learning, so a careful reviewing of the material may be needed the night before the test.

Most Christian worldview tests will take longer to complete than normal A.C.E. PACE Tests. They will require more critical thinking skills and the writing of short essays. This change of style from PACE Tests is deliberate and has been done to meet the need expressed in recent graduate's response forms. Supervisors need to explain this to students. Most test questions are taken from the study guide, not the book, so review of the study guide is needed in preparation for each test.

Supervisors will note that there are no Self Tests but it is recommended that supervisor verbally ask the student some of the "observe" questions in the study guide when they are being handed in.

## **Test Keys**

The marking of tests using the test keys will be straight forward for the short answer questions. The sentence and essay style answers will require more analysing. The answers given for these in the test key are only guides for marking the test. It is not expected that students will touch on every point given in the test keys. The marking will therefore need to be more subjective than for normal PACE Tests. Because of this, it might be wise that only supervisors mark these tests.

## **Oral Report**

This is part of the last test (test 12) but may be presented by the student before then if they have it ready and it suits the school programme better. Students need to start preparing this approximately half way through the course or even

earlier. As well as the oral presentation, a full script of the talk needs to be submitted. Supervisors will need to discuss this with students early in the course and give some suggestions and encouragement re topics, preparation and resources.

Students are to choose one of the following subjects for their oral report:

- **The Role of Education in Cultural Change**
- **The Changing Attitude to Sin in our Culture**
- **Worldview Challenges a Christian Student can expect at University**
- **How Science has been Affected by Naturalist Philosophy**
- **How Evolution has Effected Western Culture**
- **The Changing Understanding of Truth in our Culture**
- **An Analysis of Worldview Influences Evident in (TV show or movie or book).**

Supervisors may want to eliminate some of these options. The last option listed could be a valuable exercise but it could also lead to some problems.

The oral report should be a minimum of 10 minutes and must be understood as being a requirement for the course.

Student Convention Judges Sheets may be of some help to supervisors scoring oral reports. The oral report will be worth 50% of the Test 12 marks.

## **Enhancement Ideas**

Ideally Christian worldview is a subject that ought to be expressed in action/activity rather than just knowledge/theory. During the course supervisors need to be thinking of ways to involve students in activities to enhance the learning from the book. Following are some ideas that could be utilized.

- Student is to identify the underlying worldview in some book, TV programme or movie.
- Collect a number of written articles to read to the students and tell them to call out “stop!” when a worldview statement is made. Discuss each “stop!”.
- Ask students to look for worldview examples of New Age, Marxism, Postmodernism, Subjectivism, Utopianism, Darwinism, etc in books, magazines, TV advertisements, computer games.
- Give opportunity during the course for students to share when they have discovered an area of thinking/opinion where they recognize that it was not according to a Christian worldview.
- Collect newspaper headlines/articles of current affairs that express problems in our society. Students are to identify the real root cause of the problem from a Christian perspective. This should promote discussion.
- Encourage students to think about the presuppositions and ideas behind everything they hear -music, radio talk back, films, TV shows, etc.. Train them to analyse and recognise the symptoms of various worldviews.

## **Tests**

Test 1	Covers	Studies 1 & 2 from Session 1 of the study guide. Introduction & Chapters 1 —4 in book
Test 2	Covers	Studies 3 & 4 from Session 1 of the study guide. Chapters 5— 10 in book
Test 3	Covers	Study 5 of Session 1 in study guide Chapters 11 —14 in book
Test 4	Covers	Study 6 of Session 1 in study guide Chapters 15—18 in book
Test 5	Covers	Studies 7—8 of Session 1 in study guide Chapters 19—21 in book
Test 6	Covers	Studies 9— 10 of Session 1 in study guide Chapters 22—25 in book
Test 7	Covers	Studies 11 _13 of Session 1 in study guide Chapters 26—29 in book
Test 8	Cover	Studies 1 —3 of Session 2 in study guide Chapters 30—33 in book
Test 9	Covers	Studies 4—5 of Session 2 in study guide Chapters 34—36 in book
Test 10	Covers	Studies 6—8 of Session 2 in study guide Chapters 37—39 in book
Test 11	Covers	Studies 9— 10 of Session 2 in study guide Chapters 40—42 in book
Test 12	Covers	Studies 11 _12 of Session 2 in study guide Chapters 43—45 in book