

Lesson #14: Two Dead Men and a Diamond

As we develop or purchase curriculum the first three, key questions we ask are:

1. **Is it sound theologically? Is it God-centered?**
2. **Is it developmentally appropriate for the children?**
3. **Does it reinforce key truths about God in different ways?**

These questions are summarized by "Two Dead Men and a Diamond"

Dead Man #1: Martin Luther

Luther spoke of theology—the study of God—as not just dry, heady stuff, but how you live and how you die. Children want to learn real, solid truths about God because He created them to know Him. They want to know about the world, God and His great plans for the world and their lives. Teaching biblical truth is how they can know these things.

Dead Man #2: John Bunyan

Bunyan spoke of reaching people through the gates to their heart. We want to use every gate we can to reach the children. The eye gate, the ear gate, the hand gate, the feet gate, even the stomach gate. The more gates used, the better the chance for the learning time to be enjoyable, understandable and memorable.

A Diamond

The great Puritan preachers meditated upon a single truth from many different facets, seeking to expand their knowledge of God and the implications and applications of this knowledge to their lives. We strive to lead children in thinking upon God in ways that might expand their own understanding of Him, and help them see implications and applications of this knowledge to their lives. We find that curriculum which reinforces the same biblical truths in different ways and at different levels helps to achieve this goal.

See all nine of the questions we ask ourselves as we choose or create new curriculum in Appendix H.

Lesson #14: Questions for You in Your Ministry Setting:

1. What deep truths about God would you most want the children to learn?
2. What "gates" to the heart do your teachers/curriculum use? What gates might you add to these? Are there any gates that are consistently more effective with your children? Why do you think this is the case? Do most teachers realize which gates are most effective or is it just a few teachers? How could you write in these gates into the curriculum if they are not suggested?
3. How can you help the teachers think about these gates to the heart and develop their use with the curriculum you are using?
4. Does your curriculum provide opportunities for ideas to be reinforced or does it just "move on" to the next truth the next session? How could you provide repetition to help the children truly remember and understand each concept, yet keep the learning fresh?