

Kindergarten

Bible Stories – Old Testament

Developmental Characteristics	Implications for Christian Education
Physical	
<ul style="list-style-type: none"> • Rapid growth with constant physical activity • Motor skills are improving, beginning to gain control over small muscle movement • Play is becoming more purposeful and directed 	<ul style="list-style-type: none"> • Include activities that utilize both large and small muscles • Use more sophisticated toys and art materials (however, do not expect neatness and perfection)
Cognitive	
<ul style="list-style-type: none"> • Pre-Operational thinking – imagination is in the forefront of thinking; begins to use and understand symbols to represent objects, people or events; • Curious, eager to learn, asks many questions • Vocabulary far exceeds their comprehension • Thinking is concrete and not logical • Egocentric • Thinking is from particular to particular; unable to generalize 	<ul style="list-style-type: none"> • Intuitive-Projective – imagination emerges through stories, gestures, and other symbols. • Enjoys using imaginative and imitative play • Innate sense of awe and wonder; the world is constructed by what they can see and understand as well as what they can imagine. Primary learning is through personal exploration; provide many opportunities for firsthand taste, touch, sight, and smell • Love to hear Bible stories • Constantly review and check for accurate understanding of verses and Bible stories • Make simple, concrete applications points • Avoid using symbolism and figures of speech; • Provide concrete pictures and objects of subjects discussed • Routine and ritual are important • Provide opportunities to freely share thoughts, ideas and, creativity; finger plays, role modeling, movement, simple storytelling, singing and lots of affirmation is important
Social/Emotional	
<ul style="list-style-type: none"> • Tend to be loving and expressive • Enjoy opportunity to initiate activity • Begin to play in groups with other children 	<ul style="list-style-type: none"> • Praise child's efforts • Opportunities to play and learn in groups • Teachable moments to aid child in learning to share and work with others

<ul style="list-style-type: none"> • Fears become more prominent • Self-centered • Testing limits • Gender role socialization is occurring • Thinking and feeling are tied together 	<ul style="list-style-type: none"> • Allow child to freely express fears and not deny validity • Need the security of consistent discipline and behavior guidelines, look for changes to reinforce and praise desirable behaviors
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Spiritual

<ul style="list-style-type: none"> • Pre-conventional morality – concern for self-interest and survival; respond to rules and good/bad labels, punishment and reward • “God created the world and me” • “God is good, powerful, loving, and always with me” • “God cares for me and helps me to do right things, He will forgive me” • “Jesus is God’s Son” • “Jesus is my friend” • “Jesus died on the cross, arose from the dead, and now lives in heaven with God” • “I can learn about God and Jesus in God’s Word – the Bible” 	<ul style="list-style-type: none"> • With perception and feelings imagination creates powerful faith images • Moral emotions emerge, understanding of God takes shape • Influenced by experiences with parents and other adults • Faith experiences are episodic, a collection of independent events • Help children choose and do simple activities that show their love for God • Practice being kind, sharing, taking turns, saying please/thank you during class • Provide planned and spontaneous simple worship experiences • Talk to God in short prayers of thanks and about matters of concern to children • Sing songs that tell about Jesus and God • Encourage children to repeat Bible stories to others
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First Grade

Bible Stories – Old Testament

Developmental Characteristics	Implications for Christian Education
Physical	
<ul style="list-style-type: none"> • Often restless and energetic • Increased small muscle coordination, though clumsy at times • Slower growth period; girls tend to be ahead of boys • Constant movement – need to wiggle • Like to make things 	<ul style="list-style-type: none"> • Provide activities using skills such as printing and cutting • Provide opportunity to change activities and pace often • Provide for physical movement about the room and from activity to activity • Enact Bible stories • Create projects relevant to concrete aspects of Bible stories
Cognitive	
<ul style="list-style-type: none"> • Pre-Operational - Imagination is in the forefront of thinking • Begins to use and understand symbols to represent objects, people or events; • Engages in dramatic or make- believe play. • Begins to reason and consider other points of view; • Eager to learn, asks a lot of questions • Still limited in time-space concepts • Much variation in reading skills • Tends to focus on only one or two details of a story or experience at a time • Attention span limited – seven to ten minutes • Literal thought processes • Able to use simple categories 	<ul style="list-style-type: none"> • Intuitive-Projective – imagination emerges through stories, gestures, and other symbols. With perception and feelings imagination creates powerful faith images • Thinking is “rule-bound” where everything is either right or wrong and fair means equal. Linking Bible stories with real life experiences is vital • Listen and respond to their questions • Beginning to ask “how” and “why” although generally accepts what is told about God • Reading skill is emerging, but do not overly depend on a child’s ability to read printed curriculum materials • Use active and varied learning activities to accommodate different learning styles • Avoid symbolism in telling Bible stories and Bible concepts • Avoid object lessons • Use visual illustrations to support Bible story • Plan for active Bible learning involvement • Emphasize one main point and idea at a time • Teach the Bible as a book of true stories, not as a story that might be mistaken for one more fairy tale or

	fantasy adventure
Social/Emotional	
<ul style="list-style-type: none"> • Need for adult approval • Sensitive to criticism • Testing ability to be independent • Awkward in knowing how to get along with others • Beginning to pair up with “best friends” • Competitive with siblings • Positive attitudes toward school and church • Moodiness, thinking and feeling are tied together 	<ul style="list-style-type: none"> • Communicate care to each individual child • Help children in accepting each other and practicing acts of kindness • Facilitate group activities • Give time for solitary activities
Spiritual	
<ul style="list-style-type: none"> • Pre-conventional morality – orientation or concern for self-interest and survival; respond to rules and good/bad labels, punishment and reward Create story • Stories of Bible people and how they obeyed God and so should we • Learning how to worship God • Jesus is God’s Son and my friend, and he teaches me how I should live • Expand on the events in Jesus’ life and ministry 	<ul style="list-style-type: none"> • Moral emotions emerge • Child’s understanding of God takes shape • Is influenced by experiences with parents and other adults • Faith experiences are episodic: a collection of independent events • Emphasize the truth of the Bible stories • Provide opportunity to experience as much of the Bible story as possible • Lead them in worship and celebrative experiences

Second Grade

The Bible – Jesus

Developmental Characteristics	Implications for Christian Education
Physical	
<ul style="list-style-type: none"> • Increased small muscle coordination, though clumsy at times • Slower growth period; girls tend to be ahead of boys • Constant movement – need to wiggle • Like to make things 	<ul style="list-style-type: none"> • Provide active and varied learning activities to accommodate different learning styles. • Provide activities using such skills as printing and cutting • Provide opportunity to change activities and pace often • Provide for physical movement about the room and from activity to activity • Enact Bible stories • Create projects relevant to concrete aspects of Bible stories
Cognitive	
<ul style="list-style-type: none"> • Concrete Operations – Able to: think operationally, more logically about their environment and execute mental operations; reason more consistently; plan ahead; can deal with several aspects of an issue simultaneously; can work backward from conclusion to beginning. • Eager to learn, asks a lot of questions • Still limited in time-space concepts • Much variation in reading skills • Tend to focus on only one or two details of a story or experience at a time • Attention span limited seven to ten minutes • Literal thought processes • Able to use simple categories 	<ul style="list-style-type: none"> • Intuitive-Projective – imagination emerges through stories, gestures, and other symbols. With perception and feelings imagination creates powerful faith images, • Listen and respond to their questions • Begin to ask “how” and “why” though accepts most of what is told about God • Avoid symbolism in Bible stories and Bible concepts • Avoid object lessons • Use visual illustrations to support Bible story • Do not overly depend on a child’s ability to read printed curriculum materials, reading skill is emerging (though abilities vary) • Plan for active Bible learning involvement • Emphasize one main point to idea at a time • Teach the Bible as a book of true stories, not as a story that might be mistaken for one more fairy tale or fantasy adventure • Linking Bible stories with real life experiences is vital

Social/Emotional

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| <ul style="list-style-type: none">• Need for adult approval• Sensitive to criticism• Testing ability to be independent• Awkward knowing how to get along with others• Beginning to pair up with “best friends”• Competitive with siblings• Positive attitudes toward school and church• Moodiness | <ul style="list-style-type: none">• Communicate care to each individual child• Help children accept each other and practice acts of kindness• Facilitate group activities• Give time for solitary activities• Moral emotions emerge• Child’s understanding of God takes shape, is influenced by experiences with parents and other adults• Faith experiences are episodic: a collection of independent events• Thinking is “rule-bound” where everything is either right or wrong and fair means equal |
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Spiritual

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| <ul style="list-style-type: none">• Create a story• Stories of Bible people and how they obeyed God and so should we• How to worship God• Jesus is God’s son and my friend, and he teaches me how I should live• Expand on the events in Jesus’ life and ministry | <ul style="list-style-type: none">• Consider providing each child with a Bible and begin helping them become familiar with it.• Able to use own Bibles in simple fashion – looking up a Bible verse and reading it• Emphasize the truth of the Bible stories• Provide opportunity to experience as much of the Bible story as possible• Lead them in worship and celebrative experiences |
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Third Grade

Developmental Characteristics	Implications for Christian Education
Physical	
<ul style="list-style-type: none"> • Active use of developing large and small muscle coordination • Increasing in strength • Attempt mastery of basic skills • Enjoys team sports and other athletic activities • Impulsive in their active pursuits 	<ul style="list-style-type: none"> • Provide opportunity for children to work at tasks with little assistance • Facilitate activities requiring game rules • Focus on participation and trying one's best rather than on winning • Praise children's efforts at new skills • Experiences for children to play together • Help children learn to appropriately handle the property of others • Challenge children to create projects on their own that illustrate Bible stories and personalities being studied • Provide active and varied learning activities to accommodate different learning styles.
Cognitive	
<ul style="list-style-type: none"> • Concrete Operations - Able to: think operationally, more logically about their environment and execute mental operations; reason more consistently; plan ahead; can deal with several aspects of an issue simultaneously; can work backward from conclusion to beginning. • Continued eagerness to learn • Ability to understand others view point • Concerned with the why of events • Time-space concept expanding beyond the here and now • Continued development of writing and language skills • Academic achievement becoming important • Able to comprehend more of the whole picture • Highly creative and inventive • Highly curious • Memorizations comes easily • Refinement of right/wrong concepts 	<ul style="list-style-type: none"> • Greater use of the Bible in learning activities – able to locate scripture passages • Beginning to grasp some of the chronological sequencing of Bible events and simple Bible geography – use concrete means to discuss these time-space concepts (maps, timelines) • Enjoy discussing Bible topics, Bible personalities, and Bible stories • Able to memorize books of the Bible and Bible verse/passages • Able to become familiar with the Bible • Comprehension should be checked as memory skills exceed ability to understand all of the words and concepts • Help children verbalize and practice practical application of biblical truth • Able to learn new games and songs at an increased pace • Provide for a variety of Bible learning activities that utilize writing, crafts, drama, and music

	<ul style="list-style-type: none"> • Thinking is “rule-bound” where everything is either right or wrong and fair means equal; Link Bible stories with real life experiences • Beginning to ask “how” and “why” though generally accepts what is told about God • Reading skill is emerging (abilities vary)
Social/Emotional	
<ul style="list-style-type: none"> • Primarily same-sex friends peer group • Group influence is strong • More critical in choice of friends • Sensitive to criticism and ridicule • Generally outgoing and self-confident • Competitive attitudes developing • Attentive to adult actions and behaviors • Awareness of sex-appropriate behaviors • Beginning to separate from family, able to participate in activities apart from the family • Developing a sense of humor, experiencing arrange of emotions –fear, guilt, anger, etc. • Enjoy camping and club-type activities • Awareness of current social issues, though not emotionally mature enough to handle all the implications 	<ul style="list-style-type: none"> • Allow same sex groups if desired • Facilitate social activities • Provide opportunities to assume responsibilities within learning environment • Provide a wide assortment of varied and unique learning experiences • Model for the children what acceptable and Christ like behavior looks like • Stories of Bible heroes and strong personalities • Introduce children to recent Christian heroes • Turn current events and social issues into possible curriculum emphasis • Be transparent with children concerning personal experience of normal human feelings • Explore related topics in the Bible • Avoid abstract discussions
Spiritual	
<ul style="list-style-type: none"> • Pre-conventional morality – concern for self-interest survival; respond to rules and good/bad labels, punishment and reward • Continued expansion and greater detail of basic concepts studied earlier • God is all-wise, all-powerful, all-knowing, and always loving • God hears my prayers and answers them • Sin is when I am disrespectful and disobedient • Jesus died for my sin. • When ask for forgiveness, God will forgive 	<ul style="list-style-type: none"> • Mythical-Literal faith – takes stories, beliefs and practices of faith community • Distinguish between reality and fantasy, views God anthropomorphically • Right/wrong viewed through lens of consequences • Plan activities to demonstrate God’s love and kindness to others • Facilitate participation in mission involvement and support activities • Provide opportunity to interact with people of other races, nationalities, and social statuses • Design means for children to become more active members of their local

- Awareness, understanding of need for salvation
- Awareness of need for Gods care and help

church

- Encourage and help children to begin reading the Bible and praying on their own at home
- Provide opportunity for the children to give financially to need projects; include visual aids of how their money will help
- Be prepared to talk with interested children individually about their need for salvation

Fourth Grade

Developmental Characteristics	Implications for Christian Education
Physical	
<ul style="list-style-type: none"> • Active use of large and small muscle coordination • Increasing in strength • Attempt mastery of basic skills • Enjoy team sports and other athletic activities • Impulsive in their active pursuits 	<ul style="list-style-type: none"> • Provide opportunity for children to work at tasks with little assistance • Focus on participation and trying one's best rather than on winning • Praise children for efforts at new skills • Design experiences to play together • Facilitate activities requiring game rules • Help children learn to appropriately handle the property of others • Challenge children to create projects on their own that illustrate Bible stories and personalities being studied • Provide for a variety of Bible learning activities that utilizes writing, crafts, drama, and music
Cognitive	
<ul style="list-style-type: none"> • Concrete Operations - literal and concrete thinking skills strong; able to think operationally, more logically about their environment and execute mental operations; reason more consistently; plan ahead; can deal with several aspects of an issue simultaneously • Work backward from conclusion to beginning. • Continued eagerness to learn • Growing ability to understand others view • Concerned with the "why" of events • Time-space concept beyond the here and now • Continued development of writing and language skills academic achievement becoming important • Able to comprehend more of the whole picture • Highly creative and inventive • Highly curious • Memorizations comes easily • Refinement of right/wrong concepts 	<ul style="list-style-type: none"> • Greater use of the Bible in learning activities – able to locate scripture passages • Reading levels vary • Beginning to grasp some of the chronological sequencing of Bible events and simple Bible geography – use concrete means to discuss time-space concepts (maps, timelines, etc.) • Enjoy discussing Bible topics, Bible personalities, and Bible stories • Able to memorizes books of the Bible and Bible verse/passages • Comprehension should be checked as memory skills exceed ability to understand all of the words and concepts • Help children verbalize and practice practical application of biblical truth • Able to learn new games and songs at an increased pace

Social/Emotional

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| <ul style="list-style-type: none"> • Primary peer group of same-sex friends • Group influence is strong • More critical in choice of friends • Sensitive to criticism and ridicule • Generally outgoing and self-confident • Competitive attitudes developing • Sensitive to fair play • Attentive to adult actions and behaviors • Awareness of sex-appropriate behaviors • Beginning to separate from family; able to participate in activities apart from the family • Developing a sense of humor experiencing arrange of emotions –fear, guilt, anger, etc. • Enjoy camping and club-type activities • Awareness of current social issues, though not emotionally mature enough to handle all the implications | <ul style="list-style-type: none"> • Awareness of larger world increasing; feelings of justice and fair play • Need opportunities to reflect and engage with wider community and church ministry • Peer group becoming increasingly important; small/large group activities and projects are useful • Allow working in same sex groups if desired • Facilitate social activities • Provide responsibilities within learning environment • Provide a wide assortment of varied and unique learning experiences • Workers of this age group will become models for the children of what acceptable and Christ like behavior looks like • Stories of Bible heroes and strong personalities • Introduce more recent Christian heroes • Be transparent with children concerning personal experience of normal human feelings • Turn current events and social issues into possible curriculum emphasis • Explore related topics in the Bible • Avoid abstract discussions |
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Spiritual

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| <ul style="list-style-type: none"> • Pre-conventional morality – concern for self-interest and survival; respond to rules and good/bad labels, punishment and reward • Continued expansion into greater detail of basic concepts studied earlier • God is all-wise, all-powerful, all-knowing, and always loving • God hears my prayers and answers them • Sin is when I am disrespectful and disobedient • Jesus died for my sin. • When I ask for forgiveness, God will | <ul style="list-style-type: none"> • Mythical-Literal faith – takes stories, beliefs and practices of faith community; distinguish between reality and fantasy, views God anthropomorphically • Right/wrong viewed through consequences • Plan activities to demonstrate God's love and kindness to others • Facilitate participation in mission involvement and support activities • Provide opportunity to interact with people of other races, nationalities, and social statuses • Design means to become more active |
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<p>forgive</p> <ul style="list-style-type: none">• Awareness and understanding of need for salvation• Awareness of need for God's daily care and help	<p>members of local church and its ministries</p> <ul style="list-style-type: none">• Encourage and help children to begin reading the Bible and praying on their own at home• Provide opportunity for the children to give financially to need projects; include visual aids of how their money will help• Be prepared to talk with interested children on an individual basis about their need for salvation
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Fifth Grade

Parables of Jesus

Developmental Characteristics	Implications for Christian Education
Physical	
<ul style="list-style-type: none"> • Rapid physical growth • Increasingly well-adapted to their bodies • Fine motor coordination developed • Boys move ahead of girls in strength and endurance • Girls often taller, heavier than the boys • Tremendous energy and activity • Increased appetite • Increasing concern and curiosity about sex (especially among girls) 	<ul style="list-style-type: none"> • Structure active learning activities • Challenge this age-group with projects requiring greater concentration, inventiveness, and fine motor skills • Be sensitive to the child who is feeling awkward about his/her appearance • Discuss with parents the possibility of designing a unit on sexuality and the preadolescent from a biblical perspective
Cognitive	
<ul style="list-style-type: none"> • Concrete Operations - Able to: think operationally, more logically about their environment and execute mental operations; reason more consistently; plan ahead; can deal with several aspects of an issue simultaneously; can work backward from conclusion to beginning. • Becoming rational , logical , and reasonable • Development of classification, conservation, and reversibility in thought • Thinking and fantasizing about the future – considering vocational options • Curious, questioning, and challenging • Prefer material that can be learned easily • Concrete in understanding, though may parrot concepts that sound abstract 	<ul style="list-style-type: none"> • Require tasks suitable to their ability level, they fear failure and despise tasks that seem childish to them • Beginning to understand the person and work of the Holy Spirit as someone who helps and guides the Christian • Able to understand the basics about Baptism and the Lord's Supper • God's word is inspired, true, and available for personal advice about daily living • Lay foundation for teaching evidence of biblical creation • Reading levels vary • Teach children how to use Bible aids like concordances, encyclopedias, and dictionaries • Encourage memorization of scripture, but continue to check for concrete understanding and practical application • Provide opportunity for children to write and create their own responses to application of Bible stories and concepts
Social/Emotional	
<ul style="list-style-type: none"> • Powerful peer group influence replaces adult influence • Eager to fit in with peers • Fairly stable emotionally; occasional outbursts – become increasingly irritable 	<ul style="list-style-type: none"> • Awareness of larger world increasing; feelings of justice and fair play; need opportunities to reflect and engage with wider community and church ministry • Continue to provide group learning

<p>as approaches puberty</p> <ul style="list-style-type: none"> • Enjoy organized group activities • Working at self-identification and demanding independence • Desirous of making own choices • Challenged by basic moral questions • Demonstrate beginnings of parental conflicts • Beginning to challenge authority and becoming critical of adults • Hero worship is strong-often choosing heroes from the entertainment and sports industry • Enjoy competition 	<p>activities</p> <ul style="list-style-type: none"> • Facilitate time to be with same-sex peers – perhaps in out-of-class settings • Be alert for opportunities to engage in conversations with children as communication with adults decreases • Avoid judgmental attitudes in interacting with this age-group • Peer group is becoming increasingly important; small and large group activities and projects are useful • Become familiar with their social culture. Discover what TV programs, games, etc. are of value to them • Adult guidance should of the low profile variety involve students in developing creative service projects • Utilize Bible stories of people on the move • Bring current topics and issues in the curriculum at a level they can deal with (war, drugs, alcohol, sex, divorce, abuse, violence) • Facilitate development of their own group identity with the church – own club, own room, etc.
Spiritual	
<ul style="list-style-type: none"> • Pre-conventional morality – concern for self-interest and survival; respond to rules and good/bad labels, punishment and reward • Share naturally about God with friends • Increased sense of responsibility toward involvement in church activities and feeling of belonging to the local church • Deepening feeling of love for God • Acceptance of Jesus as personal Savior • Seek God’s guidance in decision-making • Critical of lifestyle discrepancies they may notice in the lives of family members and/or other Christians in the church 	<ul style="list-style-type: none"> • Mythical-Literal faith – takes stories, beliefs and practices of faith community; distinguish between reality and fantasy, views God anthropomorphically, right/wrong viewed through lens of consequences • Able to read and study Bible at home • Pray regularly, encourage them; to bring friends to fun activities • Offer Christian reading material appealing to their interests • Facilitate opportunity to plan and lead both social and Bible learning activities for the rest of the group • Discipleship and relational emphasis

Sixth Grade

Hawaiian Values

Developmental Characteristics	Implications for Christian Education
<ul style="list-style-type: none">• Formal Operations – Able to: manipulate abstract ideas; to think outside the box, of possibilities not just present reality; reflects on own thinking process; begins to construct a personally meaningful value system or worldview that incorporates beliefs, opinions, and attitudes.• Conventional morality – concern for being responsible, caring for others; maintaining family, group or nation is seen as valuable in its own right regardless of consequences; goodness is identified with responsibility to others; loyalty is of utmost importance; authority vs. social order	<ul style="list-style-type: none">• Peer group is becoming increasingly important; small and large group activities and projects are useful; reading levels vary; beginning to think abstractly; highly skeptical – need opportunities to develop own belief systems and make own decisions; awareness of larger world increasing; feelings of justice and fair play; need opportunities to reflect and engage with wider community and church ministry• Mythical-Literal faith – takes stories, beliefs and practices of faith community; distinguish between reality and fantasy, views God anthropomorphically, right/wrong viewed through lens of consequences

Seventh Grade

The Early Church in Hawai'i

Developmental Characteristics	Implications for Christian Education
<ul style="list-style-type: none"> • Formal Operations – Moving from concrete to more abstract thinking; able to: manipulate abstract ideas; to think outside the box, of possibilities not just present reality; reflects on own thinking process; begins to construct a personally meaningful value system or worldview that incorporates beliefs, opinions, and attitudes. • Conventional morality – concern for being responsible, caring for others; maintaining family, group or nation is seen as valuable in its own right regardless of consequences; goodness is identified with responsibility to others loyalty is of utmost importance; authority vs. social order; 	<ul style="list-style-type: none"> • Beginning to break away from parental ties and form important ties with peers; fluctuate between good and bad self-esteem; need opportunities to develop a real sense of belonging in a positive and accepting group; needs faith role models, people to accept their questions, have choices in learning projects, activities that deal with real life concerns, enjoyable and stimulating group game activities, discussions that deal with everyday problems; • Synthetic-Conventional faith – formal thought emerges, use of abstract ideas to determine meaning of life, see self as others see them, relationships play a large role in shaping faith, conformity to expectations and judgments of others, faith shaped by identity concerns; hunger for a personal relationship with God who knows, accepts, and confirms

Eighth Grade

Seasons of the Church

Developmental Characteristics	Implications for Christian Education
<ul style="list-style-type: none"> • Formal Operations - Moving from concrete to more abstract thinking; able to: manipulate abstract ideas; to think outside the box, of possibilities not just present reality; reflects on own thinking process; begins to construct a personally meaningful value system or worldview that incorporates beliefs, opinions, and attitudes. • Conventional morality – concern for being responsible, caring for others; maintaining family, group or nation is seen as valuable in its own right regardless of consequences; loyalty is of utmost importance; authority vs. social order; 	<ul style="list-style-type: none"> • Beginning to break away from parental ties and form important ties with peers; fluctuate between good and bad self-esteem; need opportunities to develop a real sense of belonging in a positive and accepting group; needs faith role models, people to accept their questions, have choices in learning projects, activities that deal with real life concerns, enjoyable and stimulating group game activities, discussions that deal with everyday problems; • Synthetic-Conventional faith – formal thought emerges, use of abstract ideas to determine meaning of life, see self as others see them, relationships play a large role in shaping faith, conformity to expectations and judgments of others, faith shaped by identity concerns; hunger for a personal relationship with God who knows, accepts, and confirms

Ninth Grade

The Bible

Developmental Characteristics	Implications for Christian Education
<ul style="list-style-type: none"> • Formal Operations - Moving from concrete to more abstract thinking; able to: manipulate abstract ideas; to think outside the box, of possibilities not just present reality; reflects on own thinking process; begins to construct a personally meaningful value system or worldview that incorporates beliefs, opinions, and attitudes. • Post-conventional morality – dynamics between and concern for self and others as interdependent; make autonomous decisions; avoid violating rights of others 	<ul style="list-style-type: none"> • Formal Operations - Moving from concrete to more abstract thinking; able to: manipulate abstract ideas; to think outside the box, of possibilities not just present reality; reflects on own thinking process; begins to construct a personally meaningful value system or worldview that incorporates beliefs, opinions, and attitudes. • Post-conventional morality – dynamics between and concern for self and others as interdependent; make autonomous decisions; avoid violating rights of others

Tenth Grade

Personal Faith Disciplines

Developmental Characteristics	Implications for Christian Education
<ul style="list-style-type: none"> • Formal Operations: Students are able to manipulate abstract ideas reflects on own thinking process; begins to build the bridge of “lesson to life” • Post-conventional morality – increased awareness of themselves and the feelings of those around them. • Make autonomous decisions 	<ul style="list-style-type: none"> • Begins to question his/her beliefs. • Takes a more serious look at religion and how it affects their lives. • Some inquire more into faith traditions • Moving from literal and conventional to a more symbolic understanding of faith • Quiet and active learning opportunities are still needed at this age as well as opportunities to discuss the Bible and exchange ideas about what it might mean for their lives

Eleventh Grade

World Religions

Developmental Characteristics	Implications for Christian Education
<ul style="list-style-type: none"> • Post-conventional morality – dynamics between and concern for self and others as interdependent; make autonomous decisions; avoid violating rights of others 	<ul style="list-style-type: none"> • Moving into owning faith on own terms; some inquire more into faith traditions; moving from literal and conventional to a more symbolic understanding of faith; need opportunities to engage in the local church, community as well as global issues; need both quiet and active learning opportunities and opportunities to discuss the Bible and exchange ideas about what it might mean for their lives • Synthetic-Conventional faith – formal thought emerges, use of abstract ideas to determine meaning of life, see self as others see them, relationships play a large role in shaping faith, conformity to expectations and judgments of others, faith shaped by identity concerns; hunger for a personal relationship with God who knows, accepts, and confirms

Twelfth Grade

Personal Systematic Theology

Developmental Characteristics	Implications for Christian Education
<ul style="list-style-type: none">• Leaving the family and adolescent groups to begin making preliminary choices for adult life; begin to view the world in polar terms, to see the possibility of several right positions,• Post-conventional morality – concern for self and others as interdependent; make autonomous decisions; avoid violating rights of others	<ul style="list-style-type: none">• Moving into owning faith on own terms; some inquire more into faith traditions; moving from literal and conventional to a more symbolic understanding of faith; need opportunities to engage in the local church, community as well as global issues; need both quiet and active learning opportunities and opportunities to discuss the Bible and exchange ideas about what it might mean for their lives• Synthetic-Conventional faith – formal thought emerges, use of abstract ideas to determine meaning of life, see self as others see them, relationships play a large role in shaping faith, conformity to expectations and judgments of others, faith shaped by identity concerns; hunger for a personal relationship with God who knows, accepts, and confirms