

Curriculum Outline
Prepared for
Gospel Baptist Bible Seminary
GPO 766, Yangon, Myanmar
Phone: 951-854-774

Course Title
BASICS
from
Wholistic Ministry TOOLS for the Local Church
Curr1-GBBS

Academic Context

Time Frame: 16 Weeks
Sessions/Week: 3
Classroom Hours: 3 sessions of 50 minutes/week for 16 weeks = 40 hours
Homework Hours: 2 hrs/week for 15 weeks = 30 hours
Fieldwork Hours: 0 hrs during semester - one month summer ministry
Total Hours: 70 hours + Fieldwork hours
Academic Credit: 3 Units

Context:

5 daily sessions of 50 minutes each for 16 week/semester
1 session/week for 16 weeks = 1 academic credit
4 hours/class-day of non-class of homework study
0 hours of field work for BD level and under, but 1 month of summer ministry per/semester (year?)
4 hours/week of field work for 15 weeks per semester for MA level

Class 1 - Course orientation – 50 min

- Goal: Preparing new believers to be servants
- Review of BASICS content
- Course expectations

Non-class – Read and outline – 2 hours

- An Introduction to BASICS, pg. v - xii
 - Master guide for BASICS, pg. xiii - xx
- Note 1: Page numbers from the English edition

Class 2 – Discussion of above readings – 50 min

- Teacher Guide and Student Handout
- Lesson construction:
Evaluation

Introduction
Study
Application

Class 3 - Discussion of learning theory – 50 minutes (See attachment)

- ❑ Hearing + seeing + doing + discovery
- ❑ Teaching versus training
- ❑ Interaction and discovery versus lecture
- ❑ Application guidelines: Realistic; Specific; Beyond what student usually does
- ❑ Contextualization
- ❑ Physical arrangements
- ❑ Role of love

1st Practice Teaching Cycle (Each cycle is 4 classes)

Note 1: Each cycle is designed to allow:

- a. The professor to demonstrate (model) how the lesson can be taught
- b. The student to participate in a small group (3-4 recommended size) where one student practice teaches the lesson and the other students play the role of the study group members
- c. The student to personally apply the lesson and journal the application
- d. The professor to debrief and lead a student critique of the student practice session and student personal applications

Class 4 – Professor modeling of Lesson #1 – 50 min

Note 2: Lesson #1, “Salvation” is skipped in this outline but could be added and another deleted.

Non-class – Student preparation for class-room practice teaching of Lesson #1 – 1 hour session

Class 5 – Small group student practice teaching of Lesson #1 – 50 min

Class 6 – Debrief student practice teaching of Lesson #1 – 50 min

Non-class – Student application and journaling of application of Lesson #1 – 1 hour

Class 7 – Debrief of student applications of Lesson #1 – 50 min

Practice Teaching Cycles – (Repeat above sequence)

Classes 8-11 – Lesson #2

Classes 12-15 – Lesson #3

Classes 16-19 – Lesson #4

Classes 20-23 – Lesson #5

Classes 24-27 – Lesson #6

Classes 28-31 – Lesson #7

Classes 32-35 – Lesson #8

Classes 36-39 – Lesson #9

Classes 40-43 – Lesson #10

Classes 44-47 – Lesson #11

Final Class

Class 48 – Review and/or final exam – 50 min

Note 2: If possible, have the students field teach one lesson during the semester and write a written report on the experience. **Be sure to have the students report on the applications of their students.** It will require at least one week between the student field teaching and **their** student applications. Therefore the field teaching should be scheduled far enough in advance of the end of the semester to allow the Bible school student to gather the application data and include it in his/her written report.

Note 3: Depending on the context of the field teaching assignment, it may require multiple weeks for the students to complete the teaching and application of one lesson.

Note 4: Use the classes from the final cycle for Lesson #11 for the students to orally report on this field teaching and the student applications. Or, otherwise adjust the above schedule. The professor should guide a discussion to critique the strong and weak points of the field experience and to guide students in a discovery of what could be done to strengthen the field teaching.

Note 5: Have the students teach at least two lessons in the field during the summer and submit a written report on the field teaching experience and the applications of **their** students. The professor teaching this course may or may not want to require these reports as part of the requirements for course credit.

END