

BIBLICAL WORLDVIEW IN THE GRAMMAR SCHOOL

by Terri Covil, Cary Christian School

*This is a transcription of an excerpt from Terri's workshop given June 16, 2021,
at the Repairing the Ruins Conference in Frisco, Texas.*

The most important responsibility and the greatest privilege we have been given as teachers is to present everything we teach from a biblical worldview. We're fighting against a worldview that is presented by the ruler of this age, Satan. This worldview says that there is not objective truth, but the Bible says there is truth, and that truth is found in the word of God. How does the Bible respond to the worldviews of our culture?

Ephesians 2 says, "As for you, you were dead in your transgressions and sins, in which you used to live when you followed the ways of this world and of the ruler of the kingdom of the air, the spirit who is now at work in those who are disobedient. All of us also lived among them at one time, gratifying the cravings of our flesh and following its desires and thoughts."

Colossians 2 says, ". . . so that they may have the full riches of complete understanding, in order that they may know the mystery of God, namely, Christ, in whom are hidden all the treasures of wisdom and knowledge. I tell you this so that no one may deceive you by fine-sounding arguments, for though I am absent from you in body, I am present with you in spirit and delight to see how disciplined you are and how firm your faith in Christ is."

I love what these verses say about truth. We can have all wisdom, we can have all knowledge, we can understand all things, but truth only comes from Christ. That brings us to the point of the entire workshop: How do we do it? How do we teach kids to add and subtract, label insects and birds and fish, and put sounds together to make words—and still teach with a biblical worldview, never straying away from talking about the Creator?

The first thing we do is start each morning with a firm foundation. Start your students' day off well by greeting them cheerfully when you see them, putting them in a good mood with your cheerfulness (1 Peter 5:14). Then, sing hymns together. This connects us with centuries of believers, and when the words get stuck in their heads, they will ponder what the words mean (Ephesians 5:19). After we greet and sing together, we have a catechism. The question and answer flow of the catechism trains and inculcates students in a biblical worldview, equipping them with ready answers to hard questions (1 Peter 3:15). Finally, we pray together. The Bible tells us to pray on all occasions with all kinds of prayers and requests (Ephesians 6:18). Most days we go around the room and every student adds one sentence to the prayer. Other days prayer is teacher-

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led, and sometimes we have a place on the board where students can write prayer requests. Other times we have a “thank you day.” On these days we talk about how we could pray all day, praising God for the gifts He’s given. This morning routine takes about fifteen minutes, but it is invaluable, and creates a classroom full of students who are ready to learn.

Using catechism has helped me transform my teaching, helping me to be more intentional in incorporating a biblical worldview. For example, for the language arts, I use this simple catechism:

Who made you and all things?

God made me, and God made all things.

How did God make all things?

God made all things very good, out of nothing, by the power of His word. He spoke and it was so.

Why do we learn to spell correctly?

We learn to spell correctly because God delights in order and the right use of the tongue.

Why do we learn to read and write well?

We learn to read and write well because God has created the written word, and He has placed the mystery of salvation in a written story.

As we study the language arts, we want to help students take note of the beauty of language and the power of storytelling, and how it moves our souls. It helps us think; it helps us understand the world. We always want to bring it back to the story we’re all part of, God’s redemptive story. As you read with your students, teach them to look for truth, goodness, and beauty in the stories. Try not to tell them where it is. Instead, ask them if they can find examples. Don’t stop there. Make sure they are identifying sin and recognizing the consequences of sin in the story. Ask deep questions to gauge whether biblical connections

**WORKSHOP VIDEO:
BIBLICAL WORLDVIEW IN
THE GRAMMAR SCHOOL**

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https://mrc.classicalchristian.org/conference_media/biblical-worldview-in-the-grammar-school-terri-covil-2/

are being made. Have applicable Bible references ready for students to look up to help them draw connections. With these tools they will be able to articulate clearly what they know about God, because they have learned to spell well, to read well, and to write well.

We also use catechisms for math, for history, and for science. Math helps us understand the language of creation, the mind of the Creator and his eternity, the beauty of orderliness, and the symmetry of God’s design. History helps us put the Bible in context, see God’s plan in action, and notice how He uses both good and evil people to bring about his will. Science helps us discover and understand God’s creation, so that we see how all of nature points to the Creator.

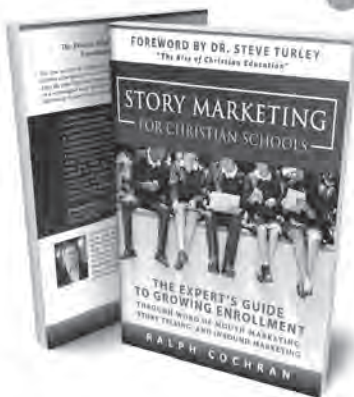
The most important way to cultivate a biblical worldview for your students is to ensure that you are cultivating your own biblical worldview. Paul teaches us how to live like Christians; he says, “Follow me as I follow Christ” (1 Corinthians 11:1). Our students are following us, so it is imperative that we are following Christ, modeling a biblical worldview. If we view the world with awe and wonder, our students are going to react to the world with awe and wonder. We have to be ready to answer questions, and the way we do that is by reading, pondering, and meditating on Scripture. Music teaches us and gets stuck in your heads—so listen to music with deep lyrics. Spend

time in nature, filling your own soul. Look around and ask questions. Wonder about things. Ask “Why?” Also, be okay with not knowing all the answers. Be willing to say “I don’t know.” It’s a good thing to teach your students that you can rest in God’s mysteries. By creating a classroom where you are vulnerable, you help your students become willing to ask hard questions, without fear of being wrong.

Our daily goal as teachers can be summarized by Colossians 2:6–8: “So then, just as you received Christ

Jesus as Lord, continue to live your lives in him, rooted and built up in him, strengthened in the faith as you were taught, and overflowing with thankfulness. See to it that no one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the elemental spiritual forces of this world rather than on Christ.” The last thing we want is for our students to be taken captive. We want them to be firmly rooted in the rich soil of the gospel and we spend our days planting seeds that will grow into strong trees.

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“When it comes to marketing that (excellent) school, two kinds of failures are common. Either the school is not marketed at all, or the school defaults to the American factory settings, which means the school is marketed in the same way other products are. Be it butter, cars, books, widgets, or schools, we revert to what someone learned in his business major thirty years ago. But it is a new world, and Ralph Cochran has provided us with a valuable service. He proposes a way of marketing your school as though people mattered, and, as it turns out, this is consistent with the conviction that results matter also.”

Douglas Wilson

Co-Founder of The Association of Classical Christian Schools, Logos School, and New Saint Andrews College and Minister at Christ Church



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