

Christian Education Goals and Objectives

With a Focus on Level III Objectives:

How to Be Sure that Your Students Are Understanding and
Doing What You Have Taught Them

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This program has been produced as a resource for the section on Curriculum Development and Lesson Planning in the seminary level course, *Church Education in the 21st Century*, the main documents for which are available free of charge on my Websites at www.fromacorntoak12.com or www.edwardseely.com and <https://seelyedward.academia.edu/>.

Why are Level III Objectives so important?

- Human learning involves three domains: cognition (e.g., knowledge), affect (e.g., love), and behavior (e.g., obedience). There is nothing in God's Word that says when we all appear before the Lord to give an account, that the account will be a quiz on how much we know. Knowledge, while important, e.g., to facilitate understanding and love of the Lord and fellow humans and to inform obedient behavior, is not enough: even the devil knows but he neither loves nor obeys the Lord.
- BUT GOD'S WORD DOES SAY that we will be required to give an account that will reveal how well we behaved, including obeying God (e.g., Romans 14:10c-12; Matthew 7:21; James 2:14-26; Ephesians 2:8-10). We are saved by grace but to do good works in accord with God's will. Notice how important obedience is to Jesus also in John 14:21 (where all three domains are present). When we sin and ask God to forgive us, we repent, resolving to not repeat that sin. God, in his grace which forgives our sin, expects repentance ("go, and sin no more" [John 8:11]). Repentance, the New Testament word for which is *μετάνοια* (*metanoia*), involves not only sincere regret (affect) for the sin but also a turning away from, discontinuing, that sinful behavior and committing to obedience to God's will that shows forth in a track record over time, e.g., Acts 2:38. For more on repentance, see the [Essential Christianity](#) program.
- We need to remember another key reality pertaining to behavior: As globally respected Michigan State University education professor, Dr. Ted Ward, observed, "People tend to be poor predictors of their behavior." How many times have you heard, "Oh Yeah; I'll do that!" Did they? And, if so, how well? Therefore, those of us whom the Lord has called to feed and shepherd his sheep (John 21:17), must help them follow through with their commitments to obey Christ's commands. (John 14:21; 15:10) But how?
- We must teach the importance of obeying the Lord, and part of that instruction needs to include a feedback mechanism for both the student and the teacher that clearly indicates to both that the needed knowledge, love, and behavior are being accomplished—not just "one and done" and then on to something else—but continuing over time and becoming habitual.
- Level III Objectives give us that vital feedback mechanism.

The Context: Schema of Models and Methods for Teaching in Christian Education Curriculum and Lesson Development: An Adaptation of Hilda Taba's Systematic Model

1. Identify Student Needs
 - a. Felt Needs (needs a student knows he or she has; a key source of motivation to learn)
 - b. Unfelt Needs: For Present and for Future (a student's needs of which he or she is unaware)
2. Formulate Objectives (to meet the needs)
 - a. Level I Objectives
 - b. Level II Objectives
 - c. Level III Objectives
 - d. Level IV Objectives
- 3/4. Select and Organize Content (that will accomplish the objectives in order to meet the needs)
- 5/6. Select and Organize Learning Experiences/Teaching Methods (that will help students learn the content that will accomplish the objectives, which will meet both their felt and unfelt needs)
7. Evaluate (to determine if the objectives were accomplished, and, therefore, that the needs were met) using a criterion, not a norm, standard of reference
 - a. Formative Evaluation (progressive analysis for conducting necessary ongoing modifications)
 - b. Summative Evaluation (analysis of end result)

Progressive Sanctification—A Key Goal of Church Education: One of the Main Biblical Bases of a Teaching Ministry

“...to prepare God's people for works of service, so that the body of Christ may be built up¹³ until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.

¹⁴Then we will no longer be infants, tossed back and forth by the waves, and blown here and there by every wind of teaching and by the cunning and craftiness of men in their deceitful scheming. ¹⁵Instead, speaking the truth in love, we will in all things grow up into him who is the Head, that is, Christ.” (Ephesians 4:12-15 NIV)

In addition, throughout Bible, we learn that God commands that we obey him, not to earn our salvation but in gratitude for and as a result of our salvation. See, e.g., Exodus 20:1-17; Matthew 5:17-19; 7:20-27; John 13:34-35; 14:15, 21; James 2:14-26. It is not enough to just know our faith, we must also do our faith. How do we teach our students to go from knowing to doing? Jesus has strong condemnation of hypocrisy and ignorance. (Matthew 23; John 3:10)

- *An essential question teachers of the Bible must ask: “How can I be sure that each of my students has learned this part of God’s Word and is doing it?”*
- In order to answer that question, it is necessary to establish objectives. Such objectives should be used for teaching all age groups. Of course the subject matter content and expected performance will vary according to the age range of the participants.

Formulating Objectives

Levels of Objectives

Level I Objectives—broad statements of intent that are aims or goals expressed in terms of what the teacher plans to do regarding lesson subject matter.

Level Two through Four Objectives are statements of intent that are expressed in terms of what the student will do. Therefore, they are typically called performance objectives.

Level II Objectives—state in general terms what the students will be able to do as a result of the teacher's planned instruction.

Level III Objectives—contain THREE observable and measurable components:

- (1) The students' terminal, or observable, behavior;
- (2) condition(s) under which the terminal behavior is to be done; and
- (3) how well the activity is to be accomplished by the students—evidence to assure the teacher that the students have developed the intended competencies.

Level IV Objectives—the most specific indications of the teacher's expectations. Where mentioned at all, typically they are expressed in terms of test questions or very precise definitions within objectives. An example in this course is the course checklist.

A Level I Objective

“In this class I will teach how to witness effectively for Jesus Christ.”

In this objective, who is doing the intended action?

A Level I Objective

“In this class I will teach how to witness effectively for Jesus Christ.”

In this objective, who is doing the intended action? (The teacher)

Such objectives (actually considered goals, general aims of the teacher) are helpful for giving students, parents, teachers, elders, administrators, and others a brief overview of the subject matter that will be presented, but these goals do not inform anyone as to whether the students have in fact learned the subject matter that has been taught, especially whether they can use what they've learned. In particular, the teacher cannot be certain that what was taught was in fact understood and, more importantly, whether it is being applied in life by the students, as the teacher intended.

Nevertheless, these statements are useful for a succinct listing of what the learning opportunity (e.g., class, course, seminar, retreat) will focus on and which the teacher can use as a base for the development of objectives that will be more helpful for the students, the teacher, and others. Yet more is needed.

A Level I Objective for This Course

“In this course I will teach students to write Level III objectives.”

Again, notice who is doing the action, who is active and who is passive, who is talking and who is listening. If this is all the teacher does, is there any evidence, and any assurance, that the students know what a Level III objective is, much less how to write one, and even less how to use one?

A Level II Objective

“The students will be able to witness for Christ.”

Notice the key change in this objective: Who is doing the intended action?

A Level II Objective

“The students will be able to witness for Christ.”

Notice the key change in this objective: Who is doing the intended action? (The students)

But, stated in this manner, who can tell whether the students are doing what is intended **and whether they are doing it well enough?** Such objectives offer helpful indications as to the subject matter of the class and what the students are expected to do, but these objectives do not sufficiently specify what the students will be doing to demonstrate that they have developed the desired competency to function as well as necessary as a result of the instruction.

- As such the teacher has no certainty that the students have learned and comprehended what he or she taught, nor can he or she be certain the students are in fact doing it in their daily lives over time.
- Also the student has no certainty that he or she has learned and developed the level of competency to use what has been taught. This is one reason why many students and others view much “education” as useless and a waste of their valuable time.

Typically, the statements of intent in standard curriculum materials and the usual teacher lesson plans only consist of Level I and Level II objectives. We must do more!

A Level II Objective for This Course

“In this course the students will write Level III objectives.”

Now, who is doing the activity?

A Level II Objective for This Course

“In this course the students will write Level III objectives.”

Now, who is doing the activity? (The students)

However, can the teacher and the students know for sure that the students are able to write a Level III objective that contains all the components, be able to explain how to write Level III objectives, and in fact produce Level III objectives that they can use effectively in their own teaching to help their students to mature in Christ, serve the Lord well, and, with the Holy Spirit’s help, facilitate the maturity in Christlikeness that is God’s will expressed through the apostle Paul, which we read above in Ephesians 4:12-15? Of course, the answer is “No;” we need more.

Level III Objectives

Level Three Objectives are the focus of the rest of this section, which in the author's mind and experience are those statements of intent that are most informative and helpful to a teacher for indicating the likelihood that his or her students have learned what was taught and is being applied in the students' lives over time. I ask teachers, "After having put a lot of effort into your preparation and teaching, do you ever wonder whether your students (1) have clearly understood your lesson and (2) are applying what you taught in their daily lives?" All usually respond "Yes."

Most importantly, it is this life application that God requires. See, e.g., Matthew 7:16-29; John 14:21; 15:8; Ephesians 2:8-10; 4-6; James 1:22-25; 2:14-26. In the Greek of James 1:22, "Be doers of the Word," the verb is in the imperative mood; i.e., it is a **command**, **NOT** an **option** if we can fit it into our busy schedules or only when we feel like it. In church education contexts, Level III objectives, with the Holy Spirit's help, typically suffice to facilitate the desired student competencies and learning transfer to life situations (what I call "going from the text to the turf") in addition to providing the assurance to the teacher that the learning has occurred and is being used. The failure of Christians to "practice what we preach" is not only a negative witness for Christ but a significant reason why many reject the church and the Word we proclaim.

One other reality is necessary to keep in mind. Neglecting to use Level III objectives is the main cause of a student's feeling that, "I didn't get anything out of this class; it was a waste of time." Conversely, using Level III objectives helps the students to sense and see that the class has been very helpful. Let's now look at an example of a Level III objective and then how to construct and use these objectives.

A Level III Objective

“In a reality practice session, each student will be able to explain at least three reasons why he or she believes Jesus rose physically from the dead.”

Level Three Objectives contain three observable and measurable components.
In this objective, what is

(1) the students' terminal, or observable, behavior?

A Level III Objective

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- (3) the statement of how well the activity is to be accomplished by the students to assure the teacher that the students have developed the intended competencies?

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- (2) the condition(s) under which the terminal activity is to be done? (“In a reality practice session”)
- (3) the statement of how well the activity is to be accomplished by the students to assure the teacher that the students have developed the intended competencies? (“at least three reasons why he or she believes Jesus rose physically from the dead.” Also: All the students—“each.”)

A Level III Objective for This Course

“In groups of three or four, each student will be able to explain all three components of a Level III objective and to produce a written Level III objective for an upcoming class he or she wants to teach.”

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- (2) condition(s) under which the terminal activity is to be done? (“In groups of three or four,” and “a Level III objective for an upcoming class”)
- (3) how well the activity is to be accomplished by the students to assure the teacher that the students have developed the intended competencies? (“all three components”)

Level III Objectives

Three Components

Level III Objective: (1) Terminal Behavior

Terminal behavior refers to the observable and measurable actions the learners are to be able to perform at the end of the period of instruction. Identification of this behavior assures the teacher that what has been taught has been understood and the requisite skills developed by the students in order to function accordingly.

Examples of terminal behavior include such actions as being able to

- recite,
- define,
- explain,
- apply,
- compare and contrast,
- evaluate.

Level III Objective: (2) Condition(s)

The conditions are the specific contextual details within which the terminal behavior is to occur. Examples of conditions include:

- the timeframe in which the behavior is to be performed (e.g., by the end of the class or within one week),
- resources to be used (e.g., a specific part of the Bible, in writing, using a role play),
- location in which the behavior is to take place (e.g., in groups of three or four, in the classroom, in the mall, at school, or out under a tree),
- and/or any other people involved.

Level III Objective: (3) How Well?

The specification of how well the terminal behavior is to be done is a crucial component of the objective both for determining the degree to which the objective has been accomplished in the student's learning and also for evaluating the results of your teaching and the education program. Examples of how well the behavior is to be accomplished include:

- identify at least three reasons why we believe Jesus rose physically from the dead;
- list at least one application in your life for each of the Ten Commandments in order of their appearance in Exodus 20:1-17;
- recite every statement in the Nicene Creed in order and without error.

Whenever you write an objective that has a number of desired responses, I suggest you add the words, "at least," preceding the number of responses you require. Otherwise, the maximum number you will receive usually will be the number you specify. On the other hand, if you add "at least," you'll often receive more than the required number; the students keep thinking and learning!

Level Three Objectives for Each Domain of Human Development

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Three main domains or categories of human learning and development are referred to in the field of education. The description of Level Three objectives that follows occurs in the context of these three standard domains of learning: cognitive, affective, and psychomotor or behavioral, i.e., action and performance in life. First of all in church education, such performance involves obeying the Lord.

In theological terms what we're trying to do as teachers is to help our students develop in higher stages of progressive sanctification, the process of becoming oaks of righteousness for glorifying God (Isaiah 61:3) by maturing in Christlikeness. (Ephesians 4:13) Since Scripture specifies that believers in and followers of the Lord Jesus Christ are to mature in each domain, it is vital that in our teaching we include Level III objectives for all three domains.

Level Three Objectives for Each Domain of Human Development

These three categories are indicated throughout the whole Bible. All three are very important. The psychomotor category refers to behavior and herein will be primarily referred to as behavioral. God clearly teaches that while his will is for us to know certain information, and to love him and one another, he also expects us to act accordingly in obedience to his will in his revealed Word. In the field of education, this movement from cognition and affect to behavior is referred to as transfer of learning.

Level Three Objectives for Each Domain of Human Development

While the use of these three domains, and Level Three objectives within each domain, will focus on education in this course, their use will be helpful in all areas of church ministry, e.g., not only teaching but also pastoral care, sermon preparation, worship, youth ministry, camp ministry, and small group ministry to name some. Certainly, in each area of ministry, adaptations will need to be made concerning the subject matter, and the applications will be unique to each ministry area, but the model will be a helpful guide for teachers, pastors, youth directors, and other church leaders to insure the coverage of all aspects of the relevant learning. Such learning includes information, comprehension, skill development, and the transfer to life that is required for maturity in Christ, in the gifts he has given, and in their most effective employment in the Lord's service. Examples of a Level Three objective will be given for each domain.

Level III Objectives

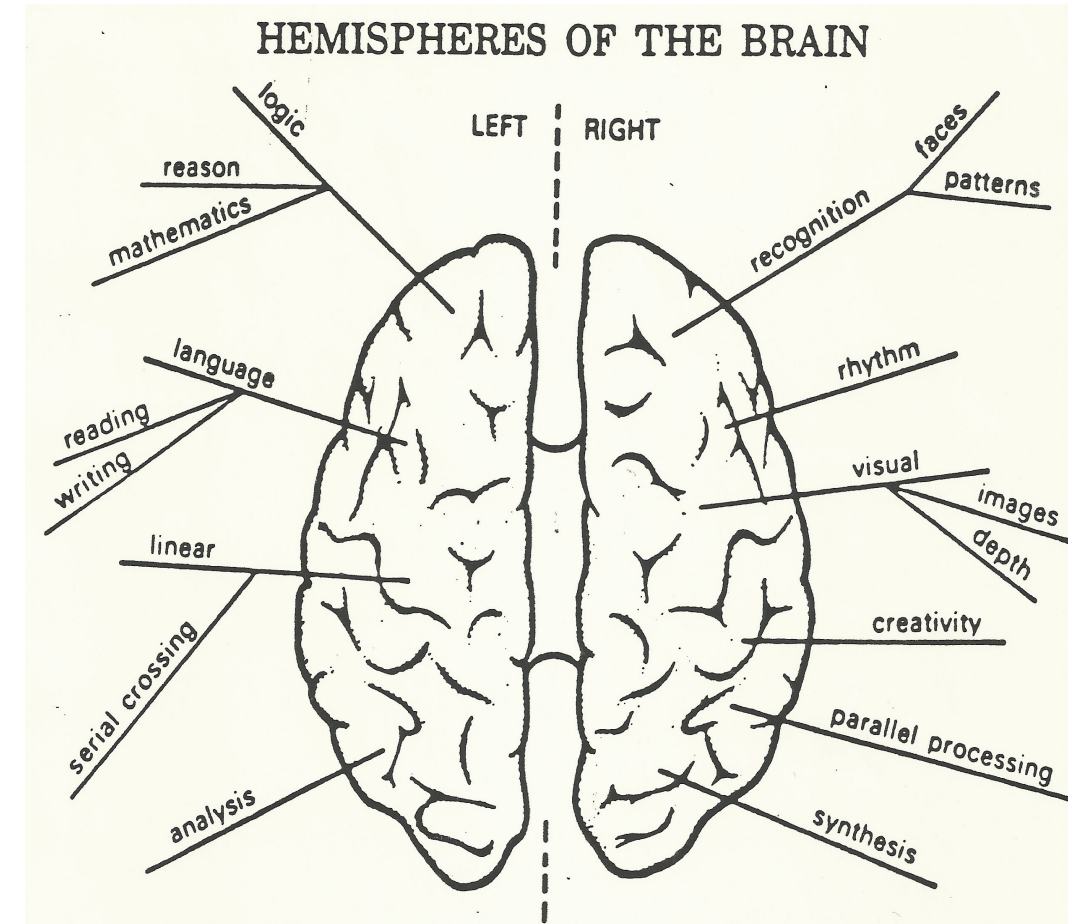
General Revelation and Special Revelation:
The Scientific and Biblical Bases of the
Triangular Continuum of the Three Domains

How Do We Know?

SPECIAL REVELATION	GENERAL REVELATION
<p>Psalm 19:7-11</p> <p>John 14:6</p> <p>2 Timothy 3:14-17</p> <p>God's disclosure that comes to us in His Word, the Bible, in the revelation of Jesus Christ as the only way to salvation; he is the way, the truth, and the life. The Bible is the standard of truth against which we measure, assess, and evaluate all else, including general revelation. If something we read or hear contradicts the Bible, we believe the Bible.</p>	<p>Psalm 19:1-6</p> <p>Romans 1:18-32</p> <p>God's disclosure of some aspects of his being, that all people on earth can observe, which disclosure is sufficient for coming to some knowledge of God, enough to render all without excuse for not believing in him. As important and useful as is general revelation, it is insufficient for salvation. General revelation includes true science, and it never contradicts special revelation. All truth comes from God, and God does not contradict himself.</p>

Cerebral Basis of the Cognitive-Affective-Behavioral Continuum

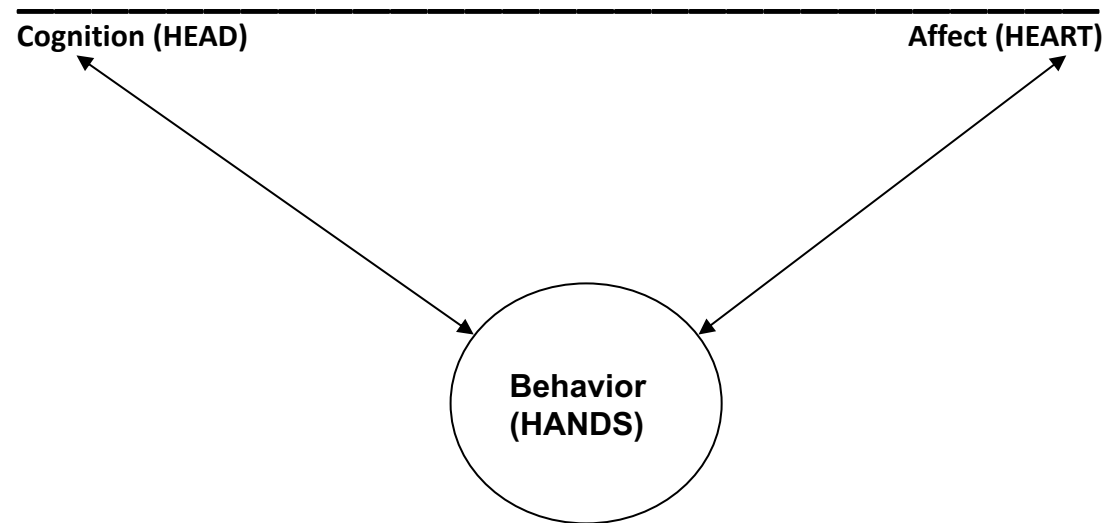
- The symbols (head, heart, and hands) must be recognized as simple learning and mnemonic aids. They are all centered, though distinguished, in the brain.
- Input from the environment (e.g., the classroom) is processed cognitively by the left hemisphere of the cerebrum. (“HEAD”)
- The right hemisphere processes feelings, emotions, attitudes, visual and spatial functioning, and relationships. (“HEART”)
- These two hemispheres don’t operate independently of each other but interact across the 200,000,000 nerve fibers in the corpus callosum, the conduit, which connects both parts of the cerebrum, forming a continuum.
- The resultant cognitive-affective interaction engages and motivates the student’s actions (“HANDS”).
- This observation is one of the main reasons why the relationship between the cognitive, affective, and behavioral domains is understood as functioning on a continuum, not as discrete categories. While they are distinct entities they are intrinsically connected.



Implications of Human Learning Research for Teaching Obedience to God's Word

From the Bible and Human Learning Research: The Three Domains of Human Learning

Jesus said, "The one who has my commands and is obeying them, that one is the one who is loving me. The one loving me shall be loved by my Father, and I will love him and reveal myself to him." (John 14:21; Greek, EDS translation. "He" in Greek and English is generic, including both male and female human beings.)



The Triangular Continuum of Human Functioning in the Three Domains

1. Cognition—objective mental functioning, knowledge, comprehension, application, analysis, synthesis, evaluation: HEAD
2. Affect—subjective emotional orientation, feelings, values, motivations, attitudes: HEART
3. Behavior—action on the subject in life settings: HANDS

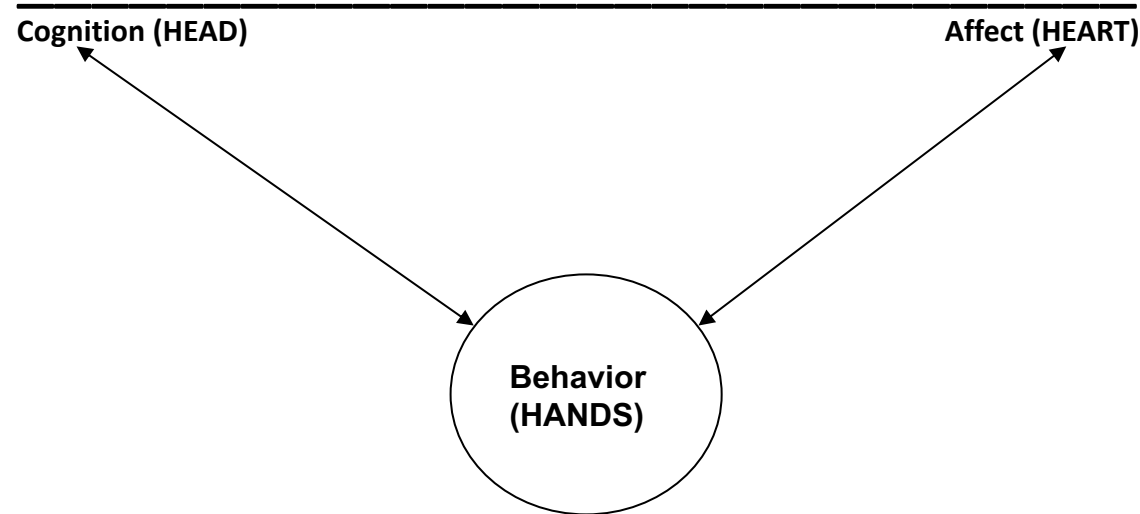
The Bible and human learning research indicate that the relationship among the cognitive, affective, and behavioral domains is best understood as functioning on a continuum, not as discrete categories. While they are distinct entities, they are intrinsically connected. Thus, we can graphically portray them as with this diagram.

Notice all three domains are included in John 14:21 and in other Biblical texts.

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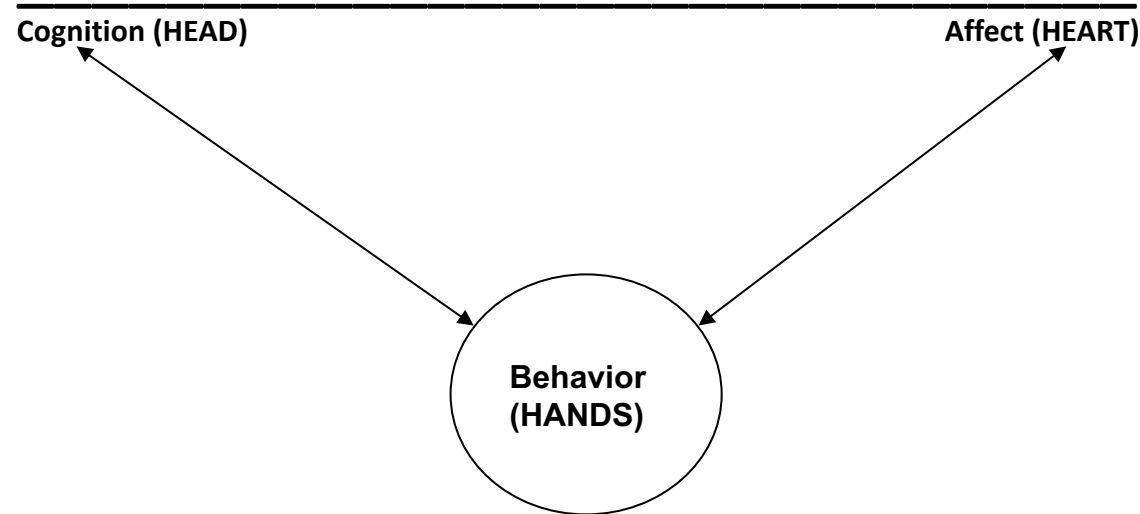
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What is the cognitive component in John 14:21?

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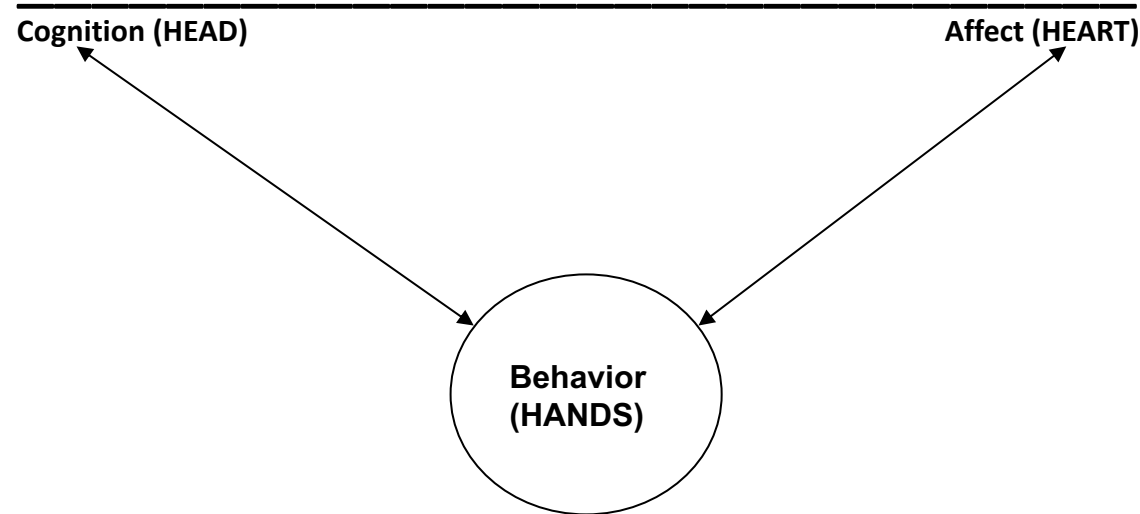
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What is the cognitive component in John 14:21? ("my commands" See Exodus 20:1-17 and John 13:34-35.)

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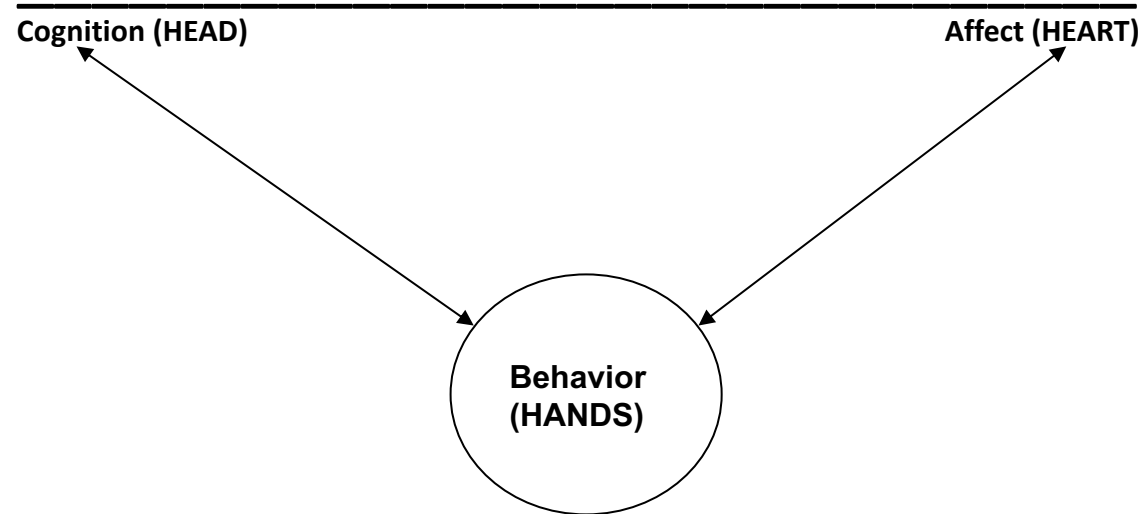
What is the cognitive component in John 14:21? ("my commands")

What is the affective component in John 14:21?

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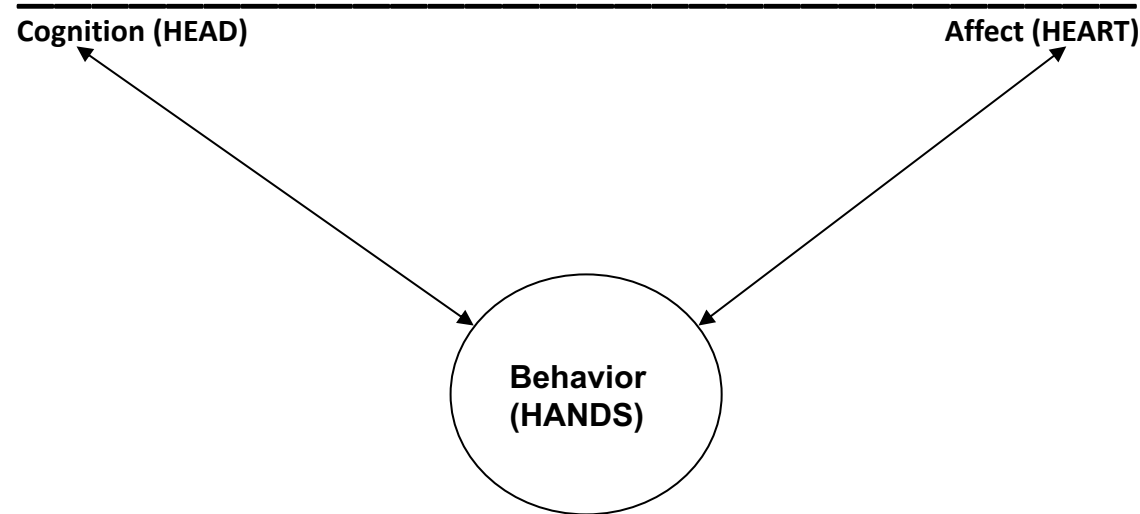
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What is the affective component in John 14:21? ("love," but notice that the Greek verb, ἀγαπάω, *agapaō*, love also has a built-in behavioral aspect: patient, kind, not rude..." (1 Corinthians 13:4-7)

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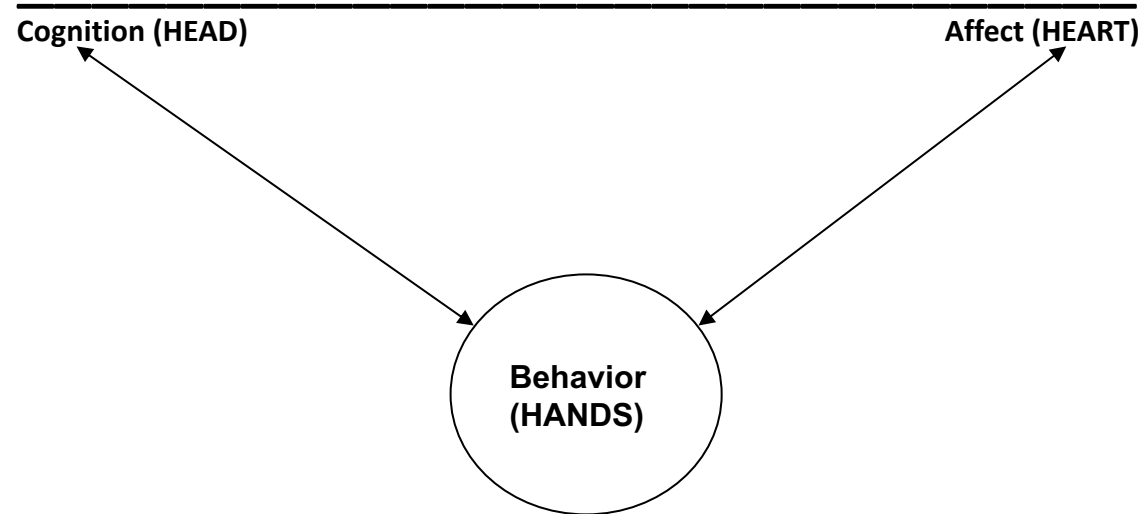
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What is the behavioral component in John 14:21?

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3. Behavior—action on the subject in life settings: HANDS

What is the cognitive component in John 14:21? ("my commands")

What is the affective component in John 14:21? ("love," but notice that the Greek verb, ἀγαπάω, *agapaō*, love also has a built-in behavioral aspect: patient, kind, not rude..." (1 Corinthians 13:4-7)

What is the behavioral component in John 14:21? ("obeys")

Implications of Human Learning Research for Teaching Obedience to God's Word

In the cognitive domain, we come to understand a particular subject. Accompanying and intertwined with that understanding are certain attitudes, emotions, which have varying degrees of feelings about that subject which motivate a behavioral response. As we teachers keep in mind these essential components of our students' learning and development, we can help them make the needed modifications in the degree of their cognitive comprehension of the subject we're trying to teach them **and** their affective emotions toward the subject, the combination of which will lead to an increasing motivation to make the behavioral response in obedience to the Lord's Word and will. Being able to visualize the process helps us facilitate what the students need to do in order to develop and function, i.e., behave, with more and more Christ-like maturity. (Ephesians 4:12-15)

Implications of Human Learning Research for Teaching Obedience to God's Word

Another crucial understanding with regard to the interconnectedness of the three domains needs to be mentioned at this point, concerning the impact of behavior on affect, emotions. Notice the arrows go both ways. Considerable evidence can be adduced to show that behavior strongly influences affect, especially over time, and not necessarily a long time. Behavior also affects our cognition; we learn from doing. For example, consider John 3:19-21. Speaking to Nicodemus, Jesus said

“¹⁹This is the verdict: Light has come into the world, but men loved darkness instead of light because their deeds were evil. ²⁰Everyone who does evil hates the light, and will not come into the light for fear that his deeds will be exposed. ²¹But whoever lives by the truth comes into the light, so that it may be seen plainly that what he has done has been done through God.”

Implications of Human Learning Research for Teaching Obedience to God's Word

In the John 3:19-21 passage, notice Jesus' explanation in verse 19 of why men loved darkness instead of light: because their deeds were evil. What is clear in the original Greek verb that Jesus used, that isn't obvious in the English, is that this doing of evil deeds was done over time in a lifestyle committed to doing evil. It was **not** a one-time mistake. The Greek verb, "were," is in the imperfect tense, which denotes continuous action in past time.

Further, the verb is in the active voice, which asserts that the subject (the men who loved darkness) were actively involved in the evil doing; they were not passively submitting to some exterior action of others. In using the word, "because," Jesus is explaining cause and effect: i.e., the continuous doing of evil deeds, the repetition of sinful behavior over time, caused these men to develop a love for the darkness of these evil deeds.

Implications of Human Learning Research for Teaching Obedience to God's Word

Furthermore, Jesus is not just making an explanation; when teaching this text, we should call it as he does: the κρίσις (*krisis*), which means the judgment, the primary meaning of the word, and in the Greek, it is in the first part of the sentence for emphasis. The word also means damnation, decision, verdict, justice; it is a strong word; what these men have done is very serious, jeopardizing their eternal well-being. The NIV rendering of verdict, while being true, is too soft (unless clearly seen as a legal decision); in common parlance verdict is often heard as indicating an opinion as to a preference between two options, e.g., “Well, here’s my verdict on the decision about where we should go.” We must not be afraid in this post-modern, relativistic, permissive age in which we live to “call a spade a spade.” We must not water down the truth. To be sure, we must speak the truth in love (Ephesians 4:15), i.e., patiently, kindly, not arrogantly, and not rudely (1 Corinthians 13:4-5), but we must speak the truth as we are called by God to do as teachers of his Word.

Implications of Human Learning Research for Teaching Obedience to God's Word

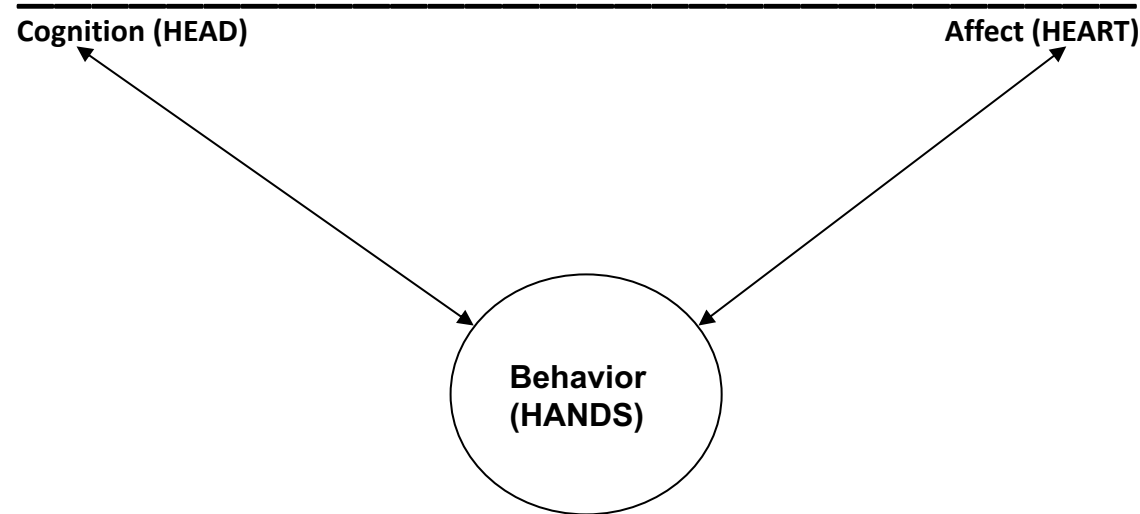
The converse is also true when it comes to doing good deeds. When we do what is good, especially over time, we can develop a love for that behavior. One of the world's outstanding educators, Dr. Ted Ward, who Providentially became my major professor in my Ph.D. program at Michigan State University, told his graduate students the story of how a neighbor came to him one day and said he was going on a three-week trip. He asked Ted if he would take care of his goldfish while he was gone. Ted said, "I didn't even like goldfish, and the thought of having to regularly feed them and clean their tank was unpleasant to say the least, but since this fellow was my neighbor, and I wanted to help him, I said, 'Yes; I'll take care of your goldfish while you're away.'" Then, over the course of the three weeks of caring for the goldfish, Ted's attitude and affect toward the fish changed. When the owner returned from his trip to retrieve his goldfish, Ted was sorry to see them go; he had developed an affection for the goldfish! His daily caring for them had positively affected his feelings about the little animals.

Writing Level Three Objectives for Each Domain of Human Development

Implications of Human Learning Research for Teaching Obedience to God's Word

From the Bible and Human Learning Research: The Three Domains of Human Learning

Jesus said, "The one who has my commands and is obeying them, that one is the one who is loving me. The one loving me shall be loved by my Father, and I will love him and reveal myself to him." (John 14:21; Greek, EDS translation)



The Triangular Continuum of Human Functioning in the Three Domains

1. Cognition—objective mental functioning, knowledge, comprehension, application, analysis, synthesis, evaluation: HEAD
2. Affect—subjective emotional orientation, feelings, values, motivations, attitudes: HEART
3. Behavior—action on the subject in life settings: HANDS

The Bible and human learning research indicate the relationship among the cognitive, affective, and behavioral domains is best understood as functioning on a continuum, not as discrete categories. While they are distinct entities they are intrinsically connected. Thus, we can graphically portray them as with this diagram.

Notice all three domains are included in John 14:21 and in other Biblical texts.

Level Three Objectives for Each Domain of Human Development

1. **Cognition:** Cognitive Objectives—measure mental capabilities, factual knowledge. HEAD (E.g., Deuteronomy 6:1-2, 4, 6; Proverbs 10:14; Matthew 22:29; John 14:21)
 - a. For a lesson on systematic theology: Each student will be able to recite in order and define all six major heads of doctrine in historic Christian systematic theology and give at least one reason why each relates to the one(s) following and or preceding it.
 - b. For a lesson on love: Each student will be able to identify in writing at least three components of the Apostle Paul's definition of love in 1 Corinthians 13:4-7.
 - c. For a lesson on witness: Following the viewing of a witnessing scenario on a DVD, each student will be able to evaluate in writing the effectiveness of the communication for Christ, comparing and contrasting what was done with at least two Bible texts, and including at least one suggestion for improvement for any miscue that was made.
 - d. For a class in Christian education: Given a 4 x 6 card, every student will do the following in writing, pertaining to all three domains of human mentality: (1) identify all three domains, (2) define each, (3) give at least one example for each, (4) state how the three relate to each other, and (5) cite at least one Bible text that contains all three domains, and point out where all three domains are referred to in that text.
 - e. For a class in Christian education: Given a 4 x 6 card, each student will write a Level III cognitive, affective, and behavioral objective for a class he or she will be soon teaching or that he or she wants to teach sometime in the future.

DISCUSS: For each of these Level III objectives, ask the students to point out the three components: terminal behavior, condition(s), and how well the behavior is to be accomplished. What would be another good Level III cognitive objective?

Level Three Objectives for Each Domain of Human Development

2. **Affect:** Affective Objectives—state instructional intentions pertaining to outcomes that reveal the students' subjective emotional orientation, including feelings, values, motivations, attitudes, and related emotive expressions toward the subject being taught. HEART (Deuteronomy 6:2, 4-6; John 14:21; Ephesians 4:23)
NOTE: This above use of the word heart is the contemporary concept, which in common parlance is not as complete as typically used in the Bible, which is more encompassing, referring to the core of the human spirit, the inner self, the center of the total human being, which gives rise to thought, emotions, courage, motivations, and action (e.g., Psalm 4:7; Exodus 35:29 [לב, *lēv*, heart, interior, mind, will]; Matthew 5:8; 15:19-20; Romans 10:9 [καρδία, *kardia*, heart, mind, motivating deeds]), more evidence of the continuum.
- a. For most church lessons: No one will drop out of the class, and at least three new students will begin attending before (Christmas).
 - b. For a lesson on growth in Christ-likeness (progressive sanctification): In next week's class session at least 10 students in this course will report to me verbally that they have begun to read their Bible and pray at least once a day.
 - c. For this course: Each student, who is currently teaching, will report to the class evaluator by the end of the month that he or she has taught a lesson, willingly using a different method from those he or she has used previously, while all other members of the class, who are not currently teaching, will report to the class evaluator by the end of the month at least one concept or teaching method that they have learned in this course and that they will implement in their teaching in a future class or course.

DISCUSS: For each of these Level III objectives, ask the students to point out the three components: terminal behavior, condition(s), and how well the behavior is to be accomplished. What would be another good Level III affective objective?

Level Three Objectives for Each Domain of Human Development

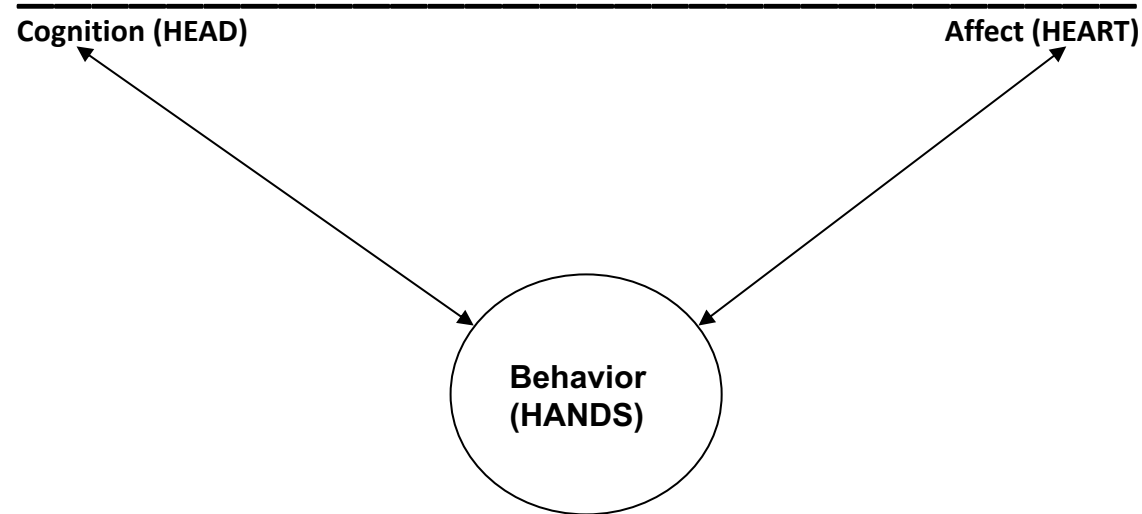
3. **Behavior:** Behavioral or Psychomotor Objectives—measure action on the subject in life settings, application of knowledge, attitudes, and skills being learned to life. HANDS (Deuteronomy 6:1, 3, 7; John 14:21; 15:8; Ephesians 2:10; James 1:22; 2:26; 1 John 5:2)
- a. For lessons on love and hospitality: By the end of October, I will hear no mean statements being made to any other member of the class during class sessions or at any other church activity.
 - b. For a lesson on hospitality: At every class session, at least three students will talk with every visitor to the class and at no time will a visitor be left alone.
 - c. For this course: By the halfway point of this course, at least half of the attendees will report to the teacher (in person; by phone; or via text, email, or regular mail) that they have explained to at least one other person, citing at least one Bible passage, at least one reason why it is essential for church education in the 21st century to emphasize transfer of learning and observable behavior change over time through Level III objectives in church teaching.

DISCUSS: For each of these Level III objectives, ask the students to point out the three components: terminal behavior, condition(s), and how well the behavior is to be accomplished. In groups of three or four, let's construct another good Level III behavioral objective. Each person first write his or her own, then share it with the rest of the group. Ask the group members to help refine the objectives as needed, then report to the large group as time allows.

Implications of Human Learning Research for Teaching Obedience to God's Word: A Review

From the Bible and Human Learning Research: The Three Domains of Human Learning

Jesus said, "The one who has my commands and is obeying them, that one is the one who is loving me. The one loving me shall be loved by my Father, and I will love him and reveal myself to him." (John 14:21; Greek, EDS translation)



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Writing Level III Objectives

- Form groups of three or four. Appoint one person to be the group's recorder/reporter. One way to do so: The person who travelled the farthest from his or her home to be here.
- Ask each group to decide on a subject to teach (one subject for the whole group to address). One way to decide: does one of the members of the group have a class to teach soon? Select a goal for that class and state it as a Level I objective.
- State the goal as a Level II objective.
- State the goal as a Level III objective.
- Reconvene as a whole class. Ask the recorder/reporter from each group to state the Level III objective his or her group constructed. Discuss: For each Level III objective, are all three components included? Ask the whole class to identify out loud all three components.
- DISCUSS: Are there any questions that still remain in your mind as to what constitutes a Level III objective? Ask now. Don't be afraid to ask. This is a challenging subject that usually takes people a while to master. Any question you have, is typically one others are wondering about as well.
- NOW: Take time to write a Level III objective for an upcoming class you will be teaching or that you want to teach sometime in the future.
- If time: Volunteers share their objective and point out each of the three components.

Writing Level III Objectives

Most objectives for classroom learning are designed for evaluating learning in the cognitive domain. Nevertheless, for each class, to facilitate the growth and development of each person in Christlikeness, it is valuable for the teacher and the students to also include at least one objective each for the affective and behavioral domains.

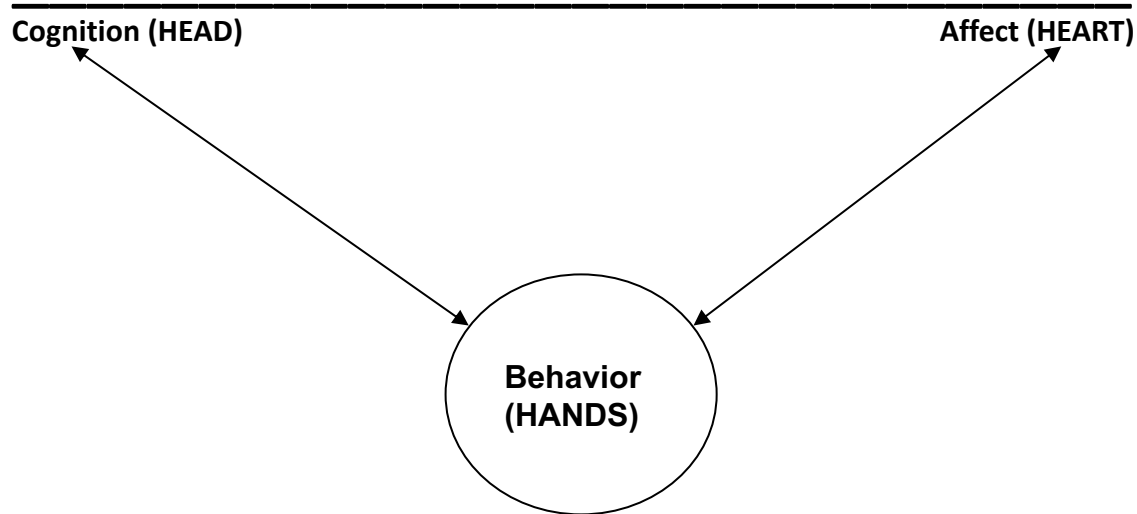
Learning to write Level Three objectives is sometimes challenging, but in my experience as a teacher of students and as a teacher of teachers, I find that by keeping at it, one soon becomes able to write such objectives very naturally, easily, and quickly. Furthermore, after a period of time using these objectives, they become “second nature” in lesson planning; the teacher thinks in these specific terms while preparing his or her instruction.

It isn't necessary to write an objective for everything you teach in the class, but Level III objectives for the most important subjects are essential. It is especially helpful and productive for the students to give them at least some of the objectives at the beginning of the course and all of the objectives for a particular lesson at the start of the class.

Key Resources for Church Education

From the Bible and Human Learning Research: The Three Domains of Human Learning

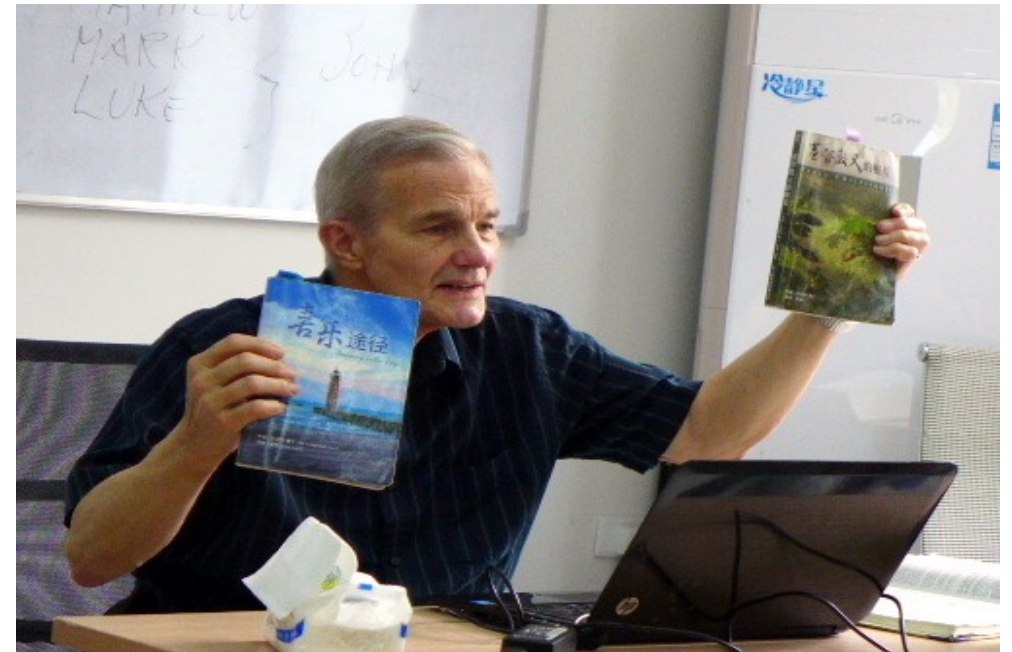
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For Focus on Cognitive Learning: *Basic Christianity* by Arthur H. DeKruyter (Systematic Theology); and

For Focus on Affective Learning: *Journey into Joy* by Arthur H. DeKruyter (Spiritual Disciplines)

Both resources relate to Behavioral Learning.



Why are Level III Objectives so important?

Again, to summarize: Why use Level III Objectives?

- God's Word is clear: when we all appear before the Lord, we will be required to give an account of how well we obeyed, behaved.
- As teachers we must teach the importance of obeying the Lord and part of that instruction needs to include a feedback mechanism to both the student and the teacher that clearly indicates to both that the needed knowledge, love, and behavior are being done—not just “one and done”—but continuing over time and becoming habitual.
- Level III Objectives give us that vital feedback mechanism.

Resources for Further Information

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_____. “Essential Christianity: Historic Christian Systematic Theology” PowerPoint on the Christian Theology page at <https://fromacorntoak12.com/theology/>.

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Resources for Further Information

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