

TITUS BAPTIST BIBLE COLLEGE

TEACHING

Mrs. Yvonne Sorrells, Instructor

Textbook: Evangelical Training Association, Teaching Students Not Lessons, 2009. By Jonathan Thigpen
Student must order this textbook from Evangelical Training Association on line; or by phone at
1-800-369-8291. Textbook required for Class 4 and assignments will be given accordingly.

HOME WORK ASSIGNMENTS

- 1) Type questions and answers; do not return or give to your Director until you complete the course.
- 2) Read the textbook; study the content carefully.
- 3) Read John Chapter 4; select a portion of the Chapter and prepare a teaching outline. List your lesson aim: if teaching (1) Women, (2) Teens, or (3) Children.
- 4) Study for final exam.

Week 1, Class 1: Introduction to Teaching

- I. What is Teaching?
 - A. The communication of knowledge and ideas.
 - B. Something taught; by a teacher as a precept or doctrine.

- II. What is the duty of a Christian teacher?
 - A. Communicate through power and example of Christ the Master Teacher.
 - B. Teaching is commanded in the Scriptures; “teach” is listed 108 times.
 - C. To learn in order to teach others. 2 Timothy 2:2

- III. What Preparation is required for teaching a Sunday School Class? Bible Study.
 - A. Three requirements: 1) Know God 2) Know your Bible & 3) Know your students.
 - B. Time is required to pray and prepare to teach.
 - C. Knowing the “eye gate, and ear gate are both gates to the heart”. (John Bunyan)

- IV. What are the basic tools of Bible study for the teacher? A 1611 KJV Bible; reference edition. Plus:
 - A. A complete concordance (Cruden's, Strong's, Young's), Bible and secular dictionaries,
 - B. Bible commentaries, A textbook on doctrines, a topical Bible (Nave's),
 - C. Books on the subject to be taught, and a book of illustrations (Knight, or Morgan).
 - D. Online resource, www.e-sword.com can be downloaded at no charge.
 - E. A computer to type lesson plan and lesson outline; easy to edit lesson and save for later use.

- V. What is the Biblical Gift of Teaching? A supernatural gift from God to enable the teacher.
 - A. The teaching principle begins in Exodus 4:12, God instructs Moses, “I will be with thy mouth and teach thee what thou shalt say.”
 - B. Teaching is commanded by Jesus in the Great Commission, Matthew 28:19
 - C. Teachers were given and placed in the church, I Corinthians 12:28
 - D. Women are commanded to teach younger women, Titus 2:3

E. It is an embryo which must be nurtured to develop and grow into a gifted teacher.

Conclusion: Memorize the 5 W's of comprehension and use them in your study and lesson preparation.
Who? What? Where? When? And Why? Who is most important to the teacher? The students.

IN TEACHING I AM TAUGHT

**I heard the Father say, "Go teach," and marveled at His call,
"I cannot others teach," said I, "For I am least of all."**

**"Though thou be least," the Father said, "Yet I have need of thee.
Where thou art weak, I am full strong, Thou canst do all through me."**

**Since I've yielded to His call, whenever His help I've sought
His Spirit fills my every need, in teaching, I am taught.**

~Hazel M. Lindsey

Review Questions:

1. Define Teaching in your own words.
2. List the 5 W's of Comprehension.
3. What is the duty of the Christian teacher?
4. What should the teacher know in preparation; three things?
5. What are the basic tools of the teacher?
6. Explain the Biblical gift of teaching in your own words.
7. Who or what is of the most importance to the teacher?

Week 1, Class 2: The Role of the Teacher

THE TEACHER (Ministry Tools Resource Center)

How easy it is to focus on what a teacher should do to be effective. But, even what we do needs to grow out of who we are ... what's in our heart.

- I. A teacher communicates.
 - A. An effective teacher verbally informs students of what God's Word says in ways that hold interest
 - B. To fit their age level, and encourage students to do something with what they learn.
 - C. Requires Teacher to Be: Bible-based, Insightful, Inspiring, and Prepared
- II. A teacher disciples.
 - A. An effective teacher helps students know, love, follow and serve Jesus and become more like Him..
 - B. Requires Teacher to Be: Concerned, An Example, Inspiring, Practical, Purpose-Driven.
- III. A teacher trains.
 - A. An effective teacher wants to do more than maintain order in the classroom.
 - B. Problems and misbehavior are viewed as learning opportunities to teach students.
 - C. Requires Teacher to Be: Adaptable, Committed, Concerned, Diligent, Motivated by Love, Sensitive
- IV. A teacher befriends.

- A. An effective teacher comes alongside of students, personally relating with them, caring about them.
- B. Requires Teacher to Be: A Blessing, Caring, Concerned, Empathetic, Honest, Motivated by Love,
- C. An effective teacher is: Personal, Reliable, Sensitive, A Servant.

V. A teacher guides.

- A. An effective teacher facilitates learning in a way that enables students to discover truth.
- B. Through varied learning activities planned by the teacher that encourage participation and involvement.
- C. Requires Teacher to Be: Adaptable, Creative, An Example, Practical, A Servant

VI. A teacher models Christ-likeness.

- A. An effective teacher not only tells students what they need to know but also demonstrates it by her life.
- B. She models through actions, words, and attitudes both in and outside of the classroom.
- C. Requires Teacher to Be: Accountable, Controlled, Disciplined, Enthusiastic, An Example, & Teachable

VII. A teacher must guard her heart. because she speaks from the overflow of her heart.

- A. Unless reading from a script, word by word, what is in a teacher's heart will come out.
- B. If a teacher's heart is not rooted in truth, the teacher could misconstrue God's Word.
- C. If a teacher's heart is not rooted in love, the teacher could get bad attitudes toward students.
- D. If a teacher's heart is not rooted in righteousness, the teacher could lack integrity.

Because a teacher's words are a vehicle for communicating truth from God's Word, it is very important to guard the heart. The best way to guard your heart is to:

- Understand your need for God's help, that apart from the grace of God you can't do it.
- Yearn for the Word of God and let it saturate your being by meditating on it and memorizing it.
- Yield to the work of the Holy Spirit in your life. When the Spirit works IN a teacher, not merely THROUGH a teacher, the heart from which he/she speaks is filled with "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Gal. 5:22-23).

Review Questions:

1. List the 7 main points in the life of a teacher.
2. What are the requirements of communication?
3. What are the requirements of discipleship?
4. What are the requirements to maintain order and discipline in the classroom?
5. Why is it important for a teacher to guard her heart; how can she accomplish it?

Week 2, Class 1: Preparation of the Teacher: Where to begin?

Introduction: Studying the Bible by chapters. (How to Search the Scriptures by Perry and Culver)

- A. Read the chapter ten times at least. What is the theme or main thought?
- B. What verse (or verses) has the greatest appeal to you? Be sure that you understand the verses.
- C. Who is mentioned? What information is given about each one?
- D. Any commands given to be obeyed? Any promises to be claimed? Any lessons to be learned?
- E. Any significant words recur often? Any words need defining for you or your students?
- F. What does the chapter teach about God the Father, God the Son, and God the Holy Spirit?
- G. Make a simple outline using the theme or main thought.
- H. Prepare to give a brief summary of the chapter as you introduce the lesson.

THE LESSON PLAN AND ITS STRUCTURE (adapted by Dr. Raymond Sorrells)

THE TEXT

I. Definition of the text

The word *text* is derived from the Latin, *texture*, which means something woven. The text may consist of a single verse, or a whole passage from the Word of God, consisting of many verses. The text is our authority of the foundation on which the lesson is built.

II. The necessity of the text

- A. It gives authority to the lesson.
- B. It confines the teacher to his subject. Happy is he who sticks to his text, then the text may stick to his students.
- C. It gives unity to the lesson and presents a complete thought to be retained by the students.
- D. It prepares the hearer for the lesson that is to follow.
- E. It promotes variety in teaching.

III. The selection of the text

- A. Be careful in choosing a text. It should express a complete thought.
- B. Avoid the use of odd text. Or one that promises something that you cannot deliver.
- C. Do not be afraid to choose familiar texts.
- D. Do not use a text that you are not clear about the interpretation.

IV. The interpretation of the text

- A. It should be interpreted honestly
- B. It should be interpreted in light of the context
- C. It should be interpreted in the light of its language
- D. It should be interpreted in the light of Biblical history, manners, and customs.
- E. It should be interpreted in the light of typical significance only if it a true type.

THE THEME

- I. The definition of the theme: The part of the lesson which defines the main truth from the text.
- II. The choice of the theme: Depends entirely on the viewpoint of the teacher.
- III. Methods of stating the theme: 1) Logical (complete thought) 2) Rhetorical (inform of a phrase).
- IV. Advantage of stating the theme: Teacher needs to know what he is talking about; students need to know what the teacher is talking about.

THE INTRODUCTION

- I. The definition of the Introduction: The part of the lesson which introduces and leads up to the main body of the lesson. It prepares the students for the main part of the lesson.
- II. The purpose of the Introduction:
 - A. To awaken the hearer's interest in the subject to be chosen.
 - B. To prepare the students for and understanding of the theme under consideration.
 - C. To secure the good will of the students. Acts 2:14-21 Acts 3:12 & Acts 7:2
- III. The importance of the Introduction: The introduction has been called the crucial five minutes. In this

time, the teacher will either gain or lose the students.

IV. Some suggestions regarding the Introduction:

- A. It should lead directly to the lesson.
- B. It should not promise more than the lesson can supply.
- C. It should be simple and short.

THE BODY
Sample outline form

I.-----

A.-----

- 1.-----
- 2.-----
- 3.-----

B.-----

- 1.-----
- 2.-----
- 3.-----

C.-----

- 1.-----
- 2.-----
- 3.-----

II.-----

A.-----

- 1.**-----
- 2.**-----
- 3.**-----

B.-----

- 1.-----
- 2.-----
- 3.-----

C.-----

- 1-----
- 2-----

3.-----

III.-----

A.-----

1-----

2-----

3-----

B.-----

1-----

2-----

3.-----

C.-----

1-----

2-----

3-----

THE CONCLUSION

- I. It should be short.
- II. It should be varied
- III. It should be personal
- IV. It should be pointed
- V. It should conclude

AN EXAMPLE OF TEACHING OUTLINE
ADULT LADIES CLASS

A SEASON OF CHANGE

Ecclesiastes 3:1-15

(Note: Helium heart balloons were used to illustrate things we love; I released them while giving the introduction)

Introduction: Expecting unchanging happiness in a changing world brings disappointment. The Bible says there is a time and season for everything in this life. A season will bring change with it. "Change" is a word, mainly used as a verb, that often brings fear and stress when it arrives. Most women do not like change and often dread it. Sometimes, the result of change can be painful and we want to "fix it" and make it better. Like many of you, I have had to deal with painful changes this year. The Lord has helped me with this study of His Word and I pray that He will help you as well. God will give the strength and the ABILITY to survive and thrive in the midst of change.

- I. ProbABILITY of change: Life is a cycle of experiencing changes.
 - A. 100% -People change.
 - B. You are in a process of change.
 - C. Physically, spiritually, and emotionally we change.

- D. 100%-Situations change. The times of life bring change.
- E. With God 0%-Absolutely NO possibility of change in God. Malachi 3:6

II. UnpredictABILITY of change: In chapter 3, there are changes “*under the sun*”.

- A. We do not know how it will affect us or the people around us.
- B. We do not know when change will come.
- C. We do not know where change will come into our lives.

III. AdaptABILITY to change: Matthew 5:5, “*Blessed are the meek..*” Meekness is not weakness.

It is to be “bendable” and “adaptable” to God and to life” (*Colleen Evans*)

- A. Because we are “Blessed which means fully satisfied with God who indwells us.
- B. God makes us strong enough on the inside (Phil. 4:13) to adapt to the change on the outside
- C. Because we are content. Contentment can be learned (Phil. 4:11). Paul learned.

Conclusion: Through the years, I have learned to be content no matter what the state or situation. Even when I did not like or want the change, if I followed the Lord and my husband; contentment and peace came. During any season of change, God has promised NEVER to leave us. Hebrews 13:5. If we are busy trying to “fix” a situation or constantly thinking how things were or “use to be” we are not trusting God. God will help us adjust our thoughts about the “change”. He tells us what to think about in Philippians 4 in order to have peace. We do not know what tomorrow holds but we do know that He holds tomorrow and He will supply what we need in a season of change.

Are you busy chasing “balloons” that have floated away? Or, are you trusting God for the ability to be content with the change? Keep your eyes on Him and act and react to please Him in a season of change.

God has given you the ability to handle each and every change that you face!

Accept His gift of Grace and trust Him!

(end of sample outline)

THE PURPOSE:

- I. Effective Bible teachers focus on being the kind of teacher who makes a difference.
- II. The final test of all teaching is the changed lives of your students.
- III. The purpose is to apply the truth of God's Word to:
 - A. Build character; edify
 - B. Encourage Christian growth
 - C. Impart knowledge to build a foundation for Christian living
 - D. See lives changed by the transforming power of God's Grace

Review Questions:

1. Explain how a teacher is to study the Scriptures.
2. What are the five parts of a lesson plan outline?
3. How is the text to be interpreted by the teacher?
4. Define the Introduction?
5. What is the advantage of stating the Theme?
6. What is the main purpose of effective Bible teaching?

Week 2, Class 2: Preparation of the Teacher: Organizing to be Effective

EFFECTIVE BIBLE TEACHING (Ministry Tools Resource Center)

Effective teaching of God's Word requires . . .

- a sound teaching philosophy based on the Word of God
- an understanding of the teaching-learning process that includes how God made people to learn
- a biblical teaching style that focuses on being a servant teacher
- a mastery of teaching techniques, audiovisuals, and teaching methods that is secondary to being the kind of teacher God most desires to use
- an awareness and use of teaching resources and teaching tools that will enrich your Bible teaching but never take the place of the Holy Spirit

Effective Bible teachers remember that . . .

Teaching is part of the Great Commission.--a mandate of mission (Matt. 28:19-20).

Teaching is part of the reproductive process.--a means of multiplication (2 Tim. 2:2)

Teaching is part of body life.--a measure of maturity (Col.3:16).

I. Organize the Lesson.

A. By knowing the process of lesson preparation and organization:

B. Helps teachers clarify their thinking

C. Aids in using allotted teaching time more efficiently

D. Produces a lesson presented in a clearer; more logical way

E. It will be more interesting to students

F. In 4 areas: Approaching, Introducing, Developing, and Closing the Lesson

The Lesson Aim

A. A clear statement of what you hope to accomplish by teaching the lesson

B. Valuable for teaching, planning, and evaluating the lesson

C. Aids in planning the lesson step by step; approach, development, and application

D. No aim? Not shooting at the target, shooting verbally in every direction without aim

E. Assist in determining teaching methods.

Method of Teaching the Lesson. Used to maintain attention; motivate to desired aim

A. 1)Storytelling Method, "A mind picture painted by human voice instead of human hand"

B. 2)Lecture Method, a one-way transfer of information to the student

C. 3)Illustrations Method, A lecture illustrated by and object shown, drawn, or projected

D. 4)Participation Method, Students interact with teacher through various methods

E. Student participation improves the learning process when included in all methods of teaching

F. Best? Not to overuse one type of method because of habit;use one that accomplishes the aim

The Successful Lesson- Requires organizing the material:

A. According to a clear lesson plan

B. Logical; proceeds from the known to the unknown – clarify truth to be learned

C. Chronological; when the events took place -God's revelation to man was chronological

D. Psychological; planning the subject according to the comprehension and experience of students

PREPARING TO TEACH (*Understanding Teaching* from E.T.A.)

"All of life can be considered general preparation for teaching. However, there are specific steps involved in effective teaching. **PRAYER IS THE FOUNDATION** – there is no substitute for prayer as preparation for

Christian teaching. Recognition of God and dependence on His guidance are essential in any teaching that has spiritual goals.” We are urged to pray. I Thessalonians 5:17. Jesus taught us to pray. John 16, 23 & 24. John 17 should be read by every teacher to see Christ's example of prayer intercession. Prayerfully seeking God's wisdom results in answered prayer. James 1:5. Prayer is the foundational key of the effective teacher.

1. Answer the Review Questions:

2. List three things that the effective Bible teacher should remember.
3. Why do you think it is important to organize a lesson?
4. Define *lesson aim*.
5. List the 4 methods of teaching a lesson.
6. How is a successful lesson organized?
7. Explain the foundational key of the effective teacher.

Week 3, Class 1: The Laws of Teaching:

THE SEVEN LAWS OF TEACHING by Dr. John Milton Gregory, a Baptist minister and educator, was first published in 1884. Extensive changes were made in 1917 by William C. Bagley and Warren K. Layton, both of the School of Education at the University of Illinois. However, every effort was made to retain both the form and substance of the original. Baker Book House first reprinted this revised edition in 1954. Frequent re printings point to the timelessness of the content of THE SEVEN LAWS OF TEACHING. It is public domain and you can obtain a free copy at www.bibleteacher.org

I. Introduction: This is a clear and simple statement of the important factors governing the art of teaching. It has been used with great success as a handbook for teachers in the church school. Its reprint is the result of the strong demand for this book for this purpose, as well as for textbook use for those who are preparing for religious teaching.

- A. Teaching, in its simplest sense, is the communication of experience
- B. Experience may consist of facts, truths, doctrines, ideas, or ideals, or skills

II. The Seven Factors

- A. Two personal factors -- a teacher and a learner
- B. Two mental factors - common language or medium of communication and a lesson
- C. Three functional acts or processes: the teacher, the learner, and a final or finishing process to test

III. The Laws Stated

- A. (1) a teacher; (2) a learner; (3) a common language or medium of communication;
- B. (4) a lesson or truth; (5) the teacher's work; (6) the learner's work; (7) the review work,

IV. The Laws Stated as Rules

- A. (1) A TEACHER must be one who KNOWS the lesson or truth or art to be taught.
- B. (2) A LEARNER is one who ATTENDS with interest to the lesson.
- C. (3) the LANGUAGE used as a MEDIUM between teacher and learner must be COMMON to both.
- D. (4) The LESSON to be mastered must be explicable in the terms of truth already known by the learner -- the UNKNOWN must be explained by means of the KNOWN.
- E. (5) TEACHING is AROUSING and USING the PUPIL'S MIND to grasp the desired thought or to master the desired art.
- F. (6) LEARNING is THINKING into one's own UNDERSTANDING a new idea or truth or working into HABIT a new art or skill.
- G. (7) The TEST AND PROOF of teaching done -- the finishing and fastening process -- must be a REVIEWING, RETHINKING, REKNOWING, REPRODUCING, and APPLYING of the material that has been taught, the knowledge and ideals and arts that have been communicated.

V. Essentials of Successful Teaching

- A. These laws and rules apply to the teaching of all subjects in all grades
- B. Good teaching, in itself, will often bring about good order

VI. Skill and Enthusiasm

- A. A true worker's love for his work grows with his ability to do it well
- B. Enthusiasm will accomplish all the more when guided by intelligence and armed with skill

Let us, like the Master, carefully observe a little child, that we may learn from him what education is; for education, in its broadest meaning, embraces all the steps and processes by which an infant is gradually transformed into a full-grown and intelligent man.

Let us take account of the infant. He has a complete human body, with eyes, hands, and feet -- and all the organs of sense, of action, and of locomotion -- and yet he lies helpless in his cradle. He laughs, cries, feels; he has the attributes of the adult, but not the powers. On these two facts rest the two notions of education: (1) the development of capacities, and (2) the acquisition of experience. The first is the maturing of body and mind to full growth and strength; the second is the process of furnishing the child with the heritage of the race.

Based upon these two forms of educational science, we find the art of education to be a twofold one: the art of TRAINING and the art of TEACHING.

Since the child is immature in the use of all his capacities, it is the first business of education to give such training as will bring them to full development. This training may be physical, mental, or moral.

This statement of the two sides of the science and art of education brings us to the point of view from which may be clearly seen the real aim of this little volume. That aim is stated in its title -- THE SEVEN LAWS OF TEACHING. Its object is to set forth, in a certain systematic order, the principles of the art of teaching. It deals with mental capacities only as they need to be considered in a clear discussion of the work of acquiring experience in the process of education.

(1) A TEACHER must be one who KNOWS the lesson or truth or art to be taught.

Thus many teachers go to their work either partly prepared or wholly unprepared. They are like messengers without a message. They lack entirely the power and enthusiasm necessary to produce the fruits which we have a right to look for from their efforts. Let this first fundamental law of teaching be thoroughly obeyed, and our schools will increase in numbers and in usefulness.

(2) A LEARNER is one who ATTENDS with interest to the lesson.

Kindle and maintain the highest possible interest in the subject. Interest and attention react upon each other.

Present those aspects of the lesson, and use such illustrations as will correspond to the ages and attainments of the pupils.

Appeal whenever possible to the interests of your pupils.

The favorite stories, songs, and subjects of the pupils are often keys to their interest and attention. Find out what these are, and make use of them.

Look for sources of distraction, such as unusual noises, inside the classroom and out, and reduce them to a minimum.

Prepare BEFOREHAND thought-provoking questions. Be sure that these are not beyond the ages and attainments of your pupils.

Our purpose: FIRST, Teachers equipped with the knowledge he wishes to communicate, SECOND, students with attention fixed and interest aroused eager to pursue his studies, THIRD, the true medium of communication between the two -- a language clear, simple, and easily understood by both; FOURTH, the true lesson, the knowledge or experience to be communicated. These four, the actors and the machinery of the drama, have been shown in action, giving, FIFTH, the true teaching process, the teacher arousing and directing the self-activities of the pupils; SIXTH, the true learning process, the pupils reproducing in their own thought, step by step -- first in mere outline and finally in full and finished conception -- the lesson to be learned; and SEVENTH, the true review, testing, correcting, completing, connecting, confirming, and applying the subject studied. In all this there has been seen only the working of the great natural laws of mind and truth effecting and governing that complex process by which a human intelligence gains possession of knowledge. The study of these laws may not make of every reader a perfect teacher; but the laws themselves, when fully observed in use, will produce their effects

with the same certainty that chemical laws generate the compounds of chemical elements, or that the laws of life produce the growth of the body.

Edited into digital media in 1994 by Clyde C. Price, Jr. email:
76616.3452@compuserve.com from a public-domain print-media book
published by BAKER BOOK HOUSE, Grand Rapids, Michigan.

Six Laws of Dynamic Bible Teaching

NOTE: The contents of this outline are distilled from the tape entitled "Seven Laws of Dynamic Bible Teaching," by Bruce Wilkinson.

1. LEARNER-ORIENTED

It is your responsibility to cause the audience to learn--not theirs. You must be willing to do whatever it takes to accomplish this.

Be a servant of your audience. Focus on meeting their needs to grow, not on your need to be admired as a teacher.

2. EXPECTATION-ORIENTED

Your opinion of and your belief in your audience (whether stated or not) will radically affect their response.

Believe in your audience and express that belief.

3. APPLICATION-ORIENTED

Explanation without application is truncation of truth. Explanation should be seen as the proper means to application.

What is your audience going to leave the room convinced of, motivated, and determined to do?

4. RETENTION-ORIENTED

Distill your material to a form that can be easily remembered.

Make use of simple charts, illustrations and key words.

5. NEED-ORIENTED

No matter how well presented your teaching was, if it didn't meet your audience's needs, it was a failure.

Your content does not have a "need to be taught." Rather, your audience has needs to be met. Your job is not to impress your audience with how much you know. It's to discover what their needs are and gear your material to meet them. On the other hand, one need shared by all is the need to understand biblical theology and worldview.

6. EQUIPPING-ORIENTED

The final test of your teaching is not what takes place during the meeting--it's what takes place after the meeting. Your teaching should bear observable fruit in the their lives and in the lives of the people with whom they are working.

Assignments

1. Read chapters one and two of textbook, *Teaching Students not Lessons*
2. Carefully observe a good lecturer (taking notes of what makes his presentation interesting)
3. Begin a file of illustrations. Using a method that works for you, begin to save examples to use later

Week 3, Class 2: Teaching Methods (*Teaching Techniques* from E.T.A.)

“What is the best teaching method? The answer: the one that is most effective in accomplishing the lesson aim”.

Teacher-Centered Methods:

A. Lecture Method

1. Most useful when class is large
2. Seating arrangement of the class does not encourage discussion
3. Large amount of factual material must be presented
4. Material new to students or is rather of technical nature
5. The lecturer is especially capable and interesting
6. Class members have little or no experience with other teaching methods

- B. Obstacles to effectiveness of lecture method
 1. Teacher not having lesson material well in mind
 2. Not well organized and tend to ramble
 3. Not secure enough to allow free and open discussion by students
 4. Not speaking clearly
- C. Improve lecture method by the following:
 1. Use only in the right teaching situation
 2. Give advance assignments in reading and research to maintain interest in lecture topic
 3. Use vivid language; vary your speaking rate, pitch of voice, and volume
 4. Use frequent illustrations and examples
 5. Use visuals; intersperse other teaching methods with the lecture
 6. Prepare students by giving questions to think about beforehand
 7. Be alert to student attitudes; if they are losing interest change approach to gain attention
 8. Close with a review, summary, or evaluation time
- D. **Storytelling**
 1. Favorite method of teaching children
 2. Effective with all age groups
 3. Jesus told stories unsurpassed as models of “character painting” by action and spoken word
- E. Advantages to storytelling
 1. Captures and holds students' attention
 2. Makes past come alive so they can better experience it
 3. They can identify with some of the characters in the story
 4. In the process, they can learn to imitate or avoid those characters' actions
- F. Obstacles of storytelling
 1. Some Bible passages do not readily lend themselves to storytelling
 2. Especially passages that are strongly doctrinal
 3. If unable to dramatize and tell story at student level, they will lose interest
 4. If it is told above or below ability level, it will be too difficult or boring
- G. Improve storytelling by making it most effective
 1. By selecting a passage that has action, conflict, and suspense
 2. Know the details of the story so you will not have to read it
 3. Use strong action verbs and employ adjectives sparingly
 4. Use as few words as possible; relying more on emphasis, actions, and facial expressions
 5. Stir the students' imaginations
 6. Practice the story aloud ahead of time in front of a mirror
 7. Involve students by having them perform actions; ask questions to check understanding
- H. Developing the story: good stories develop with hard work, practice, and prayer
 1. *Introduction* or beginning of story captures interest, introduces main characters, and starts action
 2. *Growing action* results from the actions of characters
 3. A series of rhetorical questions and answers or problems and solutions holds attention
 4. *Conclusion* should be short and direct, providing vivid word pictures
- I. **Illustrations** are valuable tools of instruction to skillful teachers
 1. Two types of illustrations: visual and verbal (visuals discussed in a later class)
 2. *Parables*, more than simple stories, one type of verbal illustration
 3. *Figures of speech* illustrate a thought by making comparison
 4. *Allusions*, passing references to historical, biographical, literary or scientific data, also illustrate lessons
- J. Sources of illustrations
 1. The Bible KJV 1611
 2. Personal experiences; usually presented vividly and dramatically
 3. History, biography, nature, science, and current events
 4. Some maintain scrapbooks or file cards of illustrations to be used in later lessons

K. Using illustrations: Should be:

1. Clear
2. Brief
3. Fresh and new
4. Dignified; appropriate for the spiritual truth being conveyed

L. **Participation is essential**; learning is much more than listening

1. Students who are involved can completely understand the lesson are repeat it in their own words
2. Or in their own life situations
3. Helps achieve the goal of education which is a drawing out process

A teacher can improve skills by using a variety of teaching methods. The lecture method, though often over used, is a valuable teaching method if it is carefully prepared and delivered with enthusiasm. Story telling is the favorite method for teaching children but must be delivered in a way to hold attention of students. Illustrations, windows that let in light, are used to influence the lives of students through life-related situations and examples. Participation advantages: Teacher is able to know how much the student knows about the subject; or identify errors in thinking. And also, draw the student into the lesson material while encouraging self-study and preparation

Assignment:

1. Read chapter three of textbook, *Teaching Students not Lessons*
2. List some advantages of student -centered teaching methods.

Week 4, Class 1: Methods of Teaching (continued)

I. Student-Centered Methods: For Teens, older children, and adults

- A. Students become involved in the teacher-learning process
- B. Encourages the expression of different viewpoints
- C. Opportunities for students to share their various ideas
- D. Often more successful in producing attitude changes
- E. **Group discussion** takes more time than lecture method; can be dominated by one or two students who are outspoken and opinionated
- F. A discussion can ramble far from the topic which is an obstacle; teacher must keep the discussion on the lesson
- G. Discussion is not effective in a large class
- H. How to improve the discussion:
 1. Arrange chairs, if possible, in a circle or at a table so that students may face each other
 2. Design a provocative question or stimulating subject to produce a lively discussion
 3. Create the proper attitude in the classroom; consider yourself a co-learner not an authority figure who intimidates the other learners
 4. Evaluate the discussion. Spend a few minutes at the close of class to summarize what was said during the discussion. One student can keep a record of how many times each person spoke.
 5. A report will highlight those who talk too much and those who have not spoken at all, often this helps correct it without having to criticize the persons involved.
 6. Do your teachers and small group leaders know how to facilitate the discussion to maximize participation?
Can method can take students to higher levels of learning?

I. The answer to these questions will determine just how great the method is for you. A method is only as effective as its successful implementation.

G. Panel and Panel Forum: Two or more persons discussing various aspects of the subject in front of the class; moderator presides over and guides discussion. Advantages:

7. Panelists have opportunity to make adequate preparation for the discussion
8. Forum enlarges on the format by allowing class to raise questions and enter discussion after the panelist have made their presentations
9. Different personalities of panelist are more likely to hold student interest
10. Panels and panel forums can be used with large classes
11. Moderator is key to a successful panel. He introduces the subject, maintains order, keeps discussion flowing and focused on subject
12. Subject should interest class and panelist should present different viewpoints. Students lose interest if panelist reflect the same position
13. Make provision for summary at the end of discussions

H. Drama: Effective for students of all ages; used to illustrate a Bible event, depict the application of a Bible truth, or make clearer a scriptural principle

14. Drama involves students in the teacher-learning process
15. Bible stories come alive, take on a deeper meaning, and helps the students remember material longer
16. Drama also provides an outlet for students' energies, especially younger children and channel activities into something creative

I. Field Trip: Takes students out of classroom

17. Opportunities to visit places or situations to see things or activities first hand, or have a hands on experience
18. Use to give insights to Bible truths or stimulate spiritual growth
19. Planning requirements: consider lesson aims and decide whether they can be achieved by a field trip. Aimless activity alone is not good Christian teaching.

J. Project: A purposeful activity that students plan because they are interested in it.

20. Should have a practical application as well as teaching value
21. Opportunity for student to learn by doing; strengthens character and provides opportunities to acquire and develop skills
22. Helps them become independent investigators; during class the students may present their reports
23. Service projects involves students in activities which benefit others

K. Inductive Bible Study: Profitable in individual study, may be used as a group method of instruction

24. Leads students to discover Bible truths themselves. In a group, the teacher is a coordinator and resource person
25. Three steps in the inductive method: **1) observation 2) interpretation 3) application**
26. *Observation* (What does it say?)
27. *Interpretation* (What does it mean?)
28. *Application* (What does it mean to me?)

Conclusion: Using student-centered teaching methods has advantages. Discussion encourages every member of the class to participate. Drama enlivens Bible truths and directs student energies into useful channels. A field trip allows students to learn outside the classroom and share first hand in the learning experience. The project gets the students involved in research or in useful Christian service. Inductive Bible study stimulates the students to seek new insights into and application of scriptural passages.

Assignments:

1. Read chapter four of textbook, *Teaching Students not Lessons*
2. List some advantages of student-centered teaching methods.
3. Explain Inductive Bible Study and the three steps.

Week 4, Class 2: The Student and the Learning Process

Introduction: According to Leroy Ford, author of *Design for Teaching and Training* (published by Broadman Press), there are six levels of learning. Understanding of this process will help bring insight and assist in planning your approach to the lesson. **What are the Six Levels of learning?** 1) Knowledge 2) Comprehension 3) Application 4) Analysis 5) Assimilation 6) Evaluation

I. How students Learn: Gregory wrote, “ Learning is thinking into one's own understanding a new idea or truth or working into a new habit a new art or skill.” He taught basically that the lesson idea or concept is important and the individual himself participates in the learning process.

- A. Emphasis on the reproduction of an idea
- B. Memorization and recitation stressed in learning process
- C. Many make behavior that results from learning the focal point; but it is much more
- D. Learning is the process of growth in knowledge and wisdom

II. What is involved in the learning process? Communication is carried out in several ways:

- A. Appearance of room or teacher may communicate: chaos or order,
- B. Friendliness or coldness, brightness or dreariness, or similar feeling to the student
- C. Even though objects, pictures, or signs add to the lesson
- D. Communication through spoken words is the primary tool of the teacher in the learning process.
- E. By relating to students' environment and maturity
- F. Communicate: One person speaking to another in a language common to both

III. Characteristics of Age Groups for the learning process

- A. Children – Should be divided into properly graded groups according to level of understanding
 1. Make use of seeing, touching, smelling, hearing, & tasting to teach effectively
 2. Sensor experiences aid in the learning process for children
 3. Children think about like as it relates to them, their family, and things close to them; so
 4. Teacher should use life related terminology.
 5. By seeing present meaning and the truth making sense now, the child will learn and grow
- B. Youth
 1. Interaction and immediate relevancy are a must for teaching youth
 2. They want to be shown how the lesson will make a difference in their daily lives
 3. They desire to see practical importance
 4. Student involvement in the lesson will increase learning
- C. Adults -college age students are classified as adults for the learning process
 1. There must be a logical sequence of material presentation
 2. Emphasis should be on self-motivation and responsibility to others
 3. Adults have developed preferences on how they like to learn; Bernice McCarthy gives:
 4. Innovative or imaginative learners; “Why do I need to learn this?” Personal meaning, interaction
 5. Analytic learners; “What do I need to know?” Seek facts and enjoy research. Prefer lectures
 6. Common Sense learners; “How does this work?” Seek relevance and usability for themselves
 7. Dynamic learners; “What can this become?”
 8. For maximum learning, she says that curriculum should include all 4 learning styles for adults

IV. First level of learning: Knowledge

- A. Basic level of all learning; scripture memorization foundational but more is required

- B. Memorization and recalling facts – student may not understand what is being taught
- C. Learning is more than this but knowledge level is the place to begin the process

V. Second level: Comprehension – Gaining a fuller understanding

- A. Student takes the facts learned at level one and puts them in his own words
- B. The restatement level of learning; put the story in their own words
- C. The ability to explain how one idea relates to another
- D. Think in terms of what the words memorized in level one actually mean

VI. Third level: Application

- A. Transfer of learning
- B. Goes beyond the first two levels; student to apply what has been learned
- C. Ability to apply a principle learned in a new or different situation
- D. They are able to see how the lesson applies to them and to others

Conclusion:

Knowledge, comprehension, and application are basic and essential to the learning process. All three should be utilized and never ignored by the teacher. Real change will not take place in a life until personal application of God's Word is practiced. A teacher has a responsibility to encourage higher levels of learning. The first three levels are important and necessary in the learning process but they are not the final aim of teaching.

Assignments:

1. Read chapters five and six of textbook, *Teaching Students not Lessons*
2. Why is it important to understand the levels of learning? List 3 reasons.
3. Describe an “improving teacher”.

Week 5, Class 1: The Student and the Learning Process (continued)

Just as steps on a ladder are important to the climber, each level of learning is important for the teacher to remember in the learning process. Let's continue our climb:

I. Fourth level : Analysis

- A. Defined: Inquiry, consideration, study
- B. Investigation and dissection
- C. Student begins problem solving

II. Fifth Level: Assimilation

- A. To make like to, or become similar
- B. Take all that has been learned and puts it in his life
- C. Student lives the truth learned

III. Sixth Level: Evaluation

- A. To value carefully
- B. The highest level of learning
- C. Teachers should aim for this level
- D. Student takes lesson learned and makes value judgments and decisions based on what he has learned
- E. Decisions are based on what his beliefs in light of the Word of God; not what teacher believes

IV. How to reach the higher levels of learning?

- A. Different approach required for each level
- B. **Analysis level** reached through: problem solving activities, open ended case studies, true life stories
- C. Student then decides what should or should not be done; organize lesson in outline or other form

- D. Allow student to grow and use his own problem solving skills
- E. **Assimilation level** – teacher gives assignment; student does research and organized material
- F. He must understand it, organize it, and present it in a way for the class to comprehend it.
- G. The student will learn the most while preparing the presentation
- H. **Evaluation level:** is base on the student progressing through the first five levels
- I. Student should be able to explain the “whys” of their values from a Biblical perspective
- J. A teacher is to motivate the learning process

MOTIVATION FACTORS AND STRATEGIES, BY TIME PERIOD
BEGINNING, DURING, AND ENDING by Matthew Weller

BEGINNING: When learner enters and starts learning

MOTIVATIONAL FACTORS

ATTITUDES: Toward the environment, teacher, subject matter, and self

NEEDS: The basic need within the learner at the time of learning

MOTIVATIONAL STRATEGIES

- Make the conditions that surround the subject positive.
- Positively confront the possibly erroneous beliefs, expectations, and assumptions that may underlie a negative learner attitude.
- Reduce or remove components of the learning environment that lead to failure or fear.

TIME

During: When learner is involved in the body or main content of the learning process.

MOTIVATIONAL FACTORS

STIMULATION: The stimulation processes affecting learner during the learning experience.

AFFECT: The emotional experience of the learner while learning.

MOTIVATIONAL STRATEGIES

- Change style and content of the learning activity.
- Make learner reaction and involvement essential parts of the learning process, that is, problem solving, role playing, stimulation.
- Use learner concerns to organize content and to develop themes and teaching procedures.
- Use a group cooperation goal to maximize learner involvement and sharing.

TIME ENDING: When learner is completing the learning process.

MOTIVATIONAL FACTORS

COMPETENCE: The competence value for the learner that is a result of the learning behaviors.

REINFORCEMENT: The reinforcement value attached to the learning experience, for the learner.

MOTIVATIONAL STRATEGIES

- Provide consistent feedback regarding mastery of learning.
- Acknowledge and affirm the learners' responsibility in completing the learning task.
- When learning has natural consequences, allow them to be congruently evident.
- Provide artificial reinforcement when it contributes to successful learning, and provide closure with a positive ending.

Expand the Kinds of Learning Experiences You Create.

The most traditional teaching consists of little more than having students read a text and listen to a lecture, a very limited and limiting form of Dialogue with Others. Consider using more dynamic forms of Dialogue with Others and the other three modes of learning. For example:

Create small groups of students and have them make a decision or answer a focused question periodically,

Find ways for students to engage in authentic dialogue with people other than fellow classmates who know something about the subject (on the web, by email, or live),

Have students keep a journal or build a "learning portfolio" about their own thoughts, learning, feelings, etc.,

Find ways of helping students observe (directly or vicariously) the subject or action they are trying to learn, and/or

Find ways to allow students to actually do (directly, or vicariously with case studies, simulation or role play) that which they need to learn to do.

Assignments

1. Read chapters seven and eight of textbook, *Teaching Students not Lessons*
2. What is "good teaching" and what is it like? Chapter 2 of textbook
3. How should a teacher evaluate her teaching? In light of what?

Week 5, Class 2: The Results of Good Christian Teaching

I. What is Christian Teaching?

- A. Communicating the living Word, Christ
- B. From the written Word, the Bible
- C. Through the spoken word of the teacher

II. Results of the Teachings of Christ The Master Teacher

- A. Revealed in Mark 1:16-39 as He reached people and made them disciples.
- B. He went to them in order to change their lives
- C. He called them, he commanded their attention
- D. He taught them
- E. He showed them
- F. He sent them
- G. Growth of disciples and their development into workers to accomplish the work of Christ

III. What are the Hindrances?

- A. Lack of dedication
- B. Lack of sacrifice
- C. Lack of knowledge
- D. Lack of maturity
- E. Lesson aim too general and vague
- F. Lack of focus on the need of students
- G. Lesson not God-honoring, Christ-centered, or Spirit-empowered?

IV. Changed Lives: An acrostic from *Ministry Tools Resource Center*-

Our goal as teachers should be to see people's lives changed but specifically what needs to be changed?

- A. **Character:** From worldly, self-centered traits to godly virtues, the fruit of the Spirit
- B. **Heart:** From an impure, divided heart to a clean, fully-devoted heart
- C. **Attitudes:** From a proud, self-serving disposition to one of humble servant; not entitlement
- D. **Nature:** From the old enslaving sinful human nature to the new Christ-like, Spirit-filled nature
- E. **Grace:** From impatient, conditional, and unforgiving relationships to dispensers of His grace to others
- F. **Energy:** From too weak and powerless to strong in the Lord and able to persevere in all situations
- G. **Discernment:** From ignorant and foolish to not just knowing the truth but also understanding it and being able to see its implications for life

Assignments

1. Read chapter nine of textbook, *Teaching Students not Lessons*

Week 6, Class 1: Teaching a Sunday School Class

I. Characteristics of Children

- A. They are eager to learn and, like a sponge, will soak up information .
- B. They learn from everything and are naturally curious; they desire to explore and discover
- C. If their explorations bring pleasure or success, they will want to learn more.
- D. Attitudes about learning are formed; these last a lifetime.
- E. Learning process grows with the age of the child.

II. Sunday School Class Divisions (Determined by period of life)

- A. Preschool – Birth through age 5
- B. Elementary – first through sixth grade
- C. Youth – seventh grade through high school
- D. Adults – college age and older

III. Sunday School Departments or Grades

- A. Cradle Roll – Birth to age 1
- B. Nursery – Ages 2 - 3
- C. Kindergarten – Ages 4 - 5
- D. Primary – Ages 6 – 8, Grades 1 - 3
- E. Junior – Ages 9 – 11, Grades 4 - 6
- F. Junior High – Ages 12 – 13, Grades 7 - 8
- G. Senior High – Ages 14 – 17, Grades 9 - 12
- H. College/Career – Ages 18 - 24
- I. Adults – 25 and over

IV. Recommended Classroom Supplies for Children -(List could differ, this is just a sample)

- A. Brass paper fasteners (“brads”), scissors for teacher and helpers,
- B. Construction paper (variety of colors) and drawing paper (white)
- C. Lined writing paper, Crayons, pencils (sharpened), safety scissors for students
- D. Cotton balls, white glue, clear adhesive tape, colored markers (water soluble)
- E. Cleaning supplies and first aid kit

V. Recommended Classroom Supplies for Teens and Adults

- A. Extra Bibles, photocopier
- B. Music, paper and pencils

VI. Specialized and Age Appropriate Supplies

- A. Books, audiovisuals, CD players, DVD player, flannel graph story sets, (boards and easels)
- B. Toys for nursery and preschool students
- C. Teaching puppets, and maps from Bible times

VII. Teaching with Curriculum (a course of study)

- A. The teacher controls the curriculum, the curriculum does not control the teacher!
- B. Spend time praying for each of your students and saturate yourself in the Word of God which is your curriculum.
- C. Keep the objective for each lesson in focus
- D. Plan to do what is best for your class; choose learning activities that fit your age group
- E. Organize all the needed supplies before class; organization implies competence.
- F. Be creative. Why? Creative teachers ask questions like, "How can I make this lesson better understood?"

"How can I tap into the needs of my students?" "How can I engage my students in the process?" Consequently, as a result of constant evaluation, lessons are constantly improving

Assignments

1. Read chapter ten of textbook, *Teaching Students not Lessons*
2. Spend time preparing your assignment in John 4

Week 6, Class 2: How to Teach an Adult Ladies Sunday School Class?

I. Preparing the lessons

- A. Begin early in the week, preferably Monday.
- B. Become thoroughly familiar with the topic
- C. Write out your own outline of the lesson
- D. Select good illustrations; incorporate visual aids
- E. Plan ahead and use variety in teaching methods

II. Teaching the lesson- Teach:

- A. Enthusiastically, prayerfully, practically, scriptural, and spiritually
- B. Simply, personally, thoroughly, and directly.

III. Conducting the class

- A. Limit announcements or business to about five minutes; plunge right into the lesson due to time allowed
- B. Encourage discussion and questions, be sure they are controlled. Stay on the subject of the lesson
- C. Seek participation (reading Scripture, etc.) Do not embarrass class members. Never indiscriminately call on class members to read, pray, or answer a question unless you know that they will not mind.
- D. Know your Bible and know your students
- F. Call your students by name, look pupils in the eye and speak to them. Notice their strengths complement them. Look for opportunities to make direct contact, even in a large class.

IV. Promoting the class

- A. Systematic visitation of absentees and prospects – Teachers are builders as well as instructors.
- B. Well-planned outings to provide outreach and Christian fellowship.
- C. Encourage your students to bring visitors

Conclusion: Good resource for teachers: *Teaching Adults With Confidence, Evangelical Training Association*

“The Bible is your textbook; you are to explain its laws, enforce its precepts, unfold its beauties, and recommend its love. Mankind and the wide world are your field of illustration. To fit you for the calling, you need a mind disciplined in the school of the prophets, a heart daily imbibing wisdom at the cross of Christ.”
Joshua Wells Downing (1842)

Assignments

1. Read chapter eleven of textbook, *Teaching Students not Lessons*
2. Spend time preparing your assignment in John 4

Week 7, Class 1 Child Evangelism

I. Why reach others for Christ? It is a great task required to fulfill the Great Commission

- A. They will not come they must be brought
- B. They will not seek they must be sought
- C. They will not learn they must be taught

II. Why reach children for Christ?

- A. “Even a child of five, if properly instructed, can as truly believe and be regenerated as an adult.”
- C. H. Spurgeon

B. Studies have shown that the in United States,84% of people who receive Christ as Savior do so between the ages of 5 and 14!

C. Every day in America...”6 children commit suicide. 13 children are homicide victims. 5,753 children are arrested. 34 children die from accidents. 1,329 babies are born to teenage mothers. 367 children are arrested for drug abuse. 17,297 public school children are suspended.” - Children’s Defense Fund

III. How to lead a child to Christ?

A. Read to the child from your open Bible after explaining that it is the Word of God.

B. Explain each verse so the child can (clearly) understand

C. Show the child who Jesus is, why He came, why He died, and what that means for them.

D. The Holy Spirit must be dealing with them. Look in the child's eyes.

E. Be careful not to put words in the child's mouth; he will say what you want to hear.

F. Talk slowly using words the child understands

G. If you see that he does not understand say, “Why don't we wait and talk about this later”.

H. Stop at any point and wait on the Lord to deal with him.

IV. What are some good methods of presenting the Gospel to children?

A. The Gospel in a nutshell – I Corinthians 15:3,4- Jesus died for our sin, was buried, rose again

B. The Gospel Hand – have them trace their hand or hold their hands out and show them

C. Use the **thumb 1) God loves you- John 3:16**, next **index finger 2) You are a sinner -Romans 3:23**

D. **Middle finger 3) Jesus died for you -Romans 5:8**, next **finger 4) Believe in Jesus- Romans 10:9-10**

E. Also Revelation 3:20, **little finger 5) Receive everlasting life** John 5:24, Romans 10:13

V. If the child prays to receive Christ, what should you tell them?

A. Never ask a child a question that can be answered by “yes” or “no”.

B. Ask, “Where is Jesus now? And “If you die now , where will you go”

C. God wants him/her to: follow Jesus, pray and read Bible (daily), attend church and Sunday school

D. Tell others about Jesus. And, to follow the Lord in Baptism.

VI. Some places to reach children:

A. In your own family or in your neighborhood and community.

B. Start a Backyard Bible Club and invite them.

C. Ask other children to invite their friends

D. On church visitation

E. In church families

Conclusion: Our goal is to see changed lives! “Suffer the little children, forbid them not”

Assignments

1.Read chapter twelve of textbook, *Teaching Students not Lessons*

2.Spend time preparing your assignment in John 4

Week 7, Class 2: What is Generational Teaching? (Psalm 145:4, Psalm 78:4)

I. What is a “generation”?

A. A group of people growing up during a specific period of historical and cultural time.

B. Demographers use different dates to define groups, it is difficult to say when one ends and the other begins but it helps to tell the difference according to values.

C. Builder Generation – Born between 1901 and 1945

D. Baby Boomers – Born between 1946 - 1964

E. Generation X – Born between 1965 - 1983

F. Millennials – Born between 1984 and 2002. America's largest generation.

II. Generational differences and values:

- A. Builders – traditional family values, personal discipline, self-sacrifice, commitment to country, have high work-ethics, like to work in teams and follow task to completion
- B. Boomers – know for their sheer size and had power to change status quo. Rebelled against their parents' traditional moral and religious values. Many younger ones are returning to those values today.
- C. Generation X -grew up in difficult financial and family times with many experiencing divorce. The abandonment they felt led some to be skeptical, cynical, and non-committal. Recent research shows a movement of passionate Christians from this generation; more dedicated than their parents.
- D. Millennials – First generation to grow up with access to the Internet. They are upbeat and optimistic about the future. Say they are 'spiritual' but the least religious group in America.

III. How do generational differences affect your teaching?

- A. Being aware of their differences can impact your teaching ministry
- B. Builders can be a source of support for your younger generations during days of bad moral values
- C. Younger generations can encourage the older ones with their enthusiasm
- D. They have different values which involves a person's beliefs, emotions, and preferences.
- E. Promote dialogue and understanding between them about values.
- F. Keep a balanced and varied teaching environment, balance it with relationship building
- G. All will benefit from teaching on how the Bible works in real life and how they can serve others.

IV. Teaching with a difference to different generations

- A. Realize the task ahead when teaching students from different generations
- B. His truth endures to ALL generations – Read Psalm 100:5 and claim it!
- C. Declare His mighty acts and give Him praise as commanded, one generation to another Psalm 145:4
- D. Pray for your students. Ask for wisdom to reach them as you teach students from different generations

Conclusion: Your adult students have different learning styles and different strengths. They learn from each other through experience and the wise teacher will create a classroom environment to encourage interaction. Try a variety of teaching methods; those in line with the learning characteristics of your students. Learn to appreciate the unique contributions that each student makes to your class; thank God for them.

Assignments

1. Read chapter thirteen of textbook, *Teaching Students not Lessons*

Week 8, Class 1: Evaluating Your Teaching from *Understanding Teaching* by Gregory C. Carlson, Ph.D

I. What is 'evaluation' ?

- A. Defined: Evaluation describes how to assess the nature, impact and value of teaching ...
- B. Evaluation involves assessing the strengths and weaknesses in order to improve teaching.
- C. The process of comparison; present condition with desired condition
- D. Purpose to continue, change, and create new directions in teaching.
- E. Considering the present condition: concerned with the truth about teacher and students
- F. Considering the desired condition: Comparison of what is with what should or ought to be
- G. Used for teachers and students to see if they are meeting goals and progressing

II. Why use evaluation?

- A. It can chart the course to improve teaching in the future through new directions
- B. A teacher can see what she is doing right and what needs to improve
- C. It will help the teacher gain confidence, skill, and enthusiasm
- D. Can produce student growth, teacher effectiveness and development
- E. Check doctrinal accuracy and give administrative information

III. Sources for these 3 Types of Evaluation: Formative, Concurrent, and Summation

- A. Observation
- B. Testing
- C. Visits and family interaction
- D. Research, written inventories, surveys and interviews

IV. Evaluation Guide

- A. Keep it as simple as possible
- B. Clarify your goals
- C. Use the results and give them to interested parties
- D. State purpose and standards for evaluating
- E. Use best method to a true picture of present conditions

V. Informal evaluation of our teaching? See if goals have been achieved by the following questions:

- A. Did the lesson show organization?
- B. Did it produce an interest in the subject and create a desire for learning?
- C. Was the teacher personally interested and enthusiastic?
- D. Did she produce helpful classroom participation?
- E. Did she demonstrate working knowledge of the subject?
- F. Were students encouraged to express opinions whether or not they differed?
- G. Did she point toward practical relationships between biblical truth and life?
- H. Was there orderliness without repressiveness in the classroom?
- I. Was there friendliness and respect between teacher and students?
- J. Were assignments given clearly; did students understand what was expected?
- K. Teacher can evaluate her own teaching by recording classes or by a qualified observer.

Conclusion: In their book, *Effective Bible Teaching*, in Chapter 2; Wilhoit and Ryken list the task of an effective teacher as: Fostering active learning, motivating students, clarifying communication, challenging students, making class minutes count, focusing on the big idea, making the truth personal, building constructive class atmosphere and distinguishing between major and minor issues. Evaluation helps teachers improve their practices and techniques in order to become a more effective teacher.

Week 8, Class 2 Review

1. Define Teaching in your own words.
2. List the 5 W's of Comprehension.
3. What is the duty of the Christian teacher?
4. What should the teacher know in preparation; three things?
5. What are the basic tools of the teacher?
6. Explain the Biblical gift of teaching in your own words.
7. List the 7 main points in the life of a teacher.
8. What are the requirements of discipleship? Of communication?
9. What are the requirements to maintain order and discipline in the classroom?
10. Why is it important for a teacher to guard her heart; how can she accomplish it?
11. What are the Seven Laws of Teaching?
12. List the Six Levels of Learning.
13. What is the best teaching method?
14. What is Christian teaching?
15. List three of the hindrances to good Christian teaching.
16. Explain the Gospel in a nutshell from I Corinthians 15
17. What is like "shooting at a target"?

18. What is the name of your textbook?
19. Did you read your textbook as assigned?
20. Explain generational teaching?
21. How can a teacher evaluate her own teaching?
22. What is the purpose of evaluation?
23. What are the two gates to the heart according to John Bunyon?
24. Should a lesson conclude with an application?
25. What one word describes the importance of the truth of the application?
26. List the basics of a lesson plan.
27. List some areas of lesson application the teacher should consider.
28. How can a teacher prepare a lesson?
29. Teaching is more than telling a story, it is relating ____ to ____; to see students reproduce ____ in their lives.

Final Exam:

The final exam will be taken from the above questions. Please review them as you study for the test. Our goal is for you to take what you have learned and use it as you teach and train others. We challenge you to faithfully TEACH TEACHER TEACH!