



your name _____

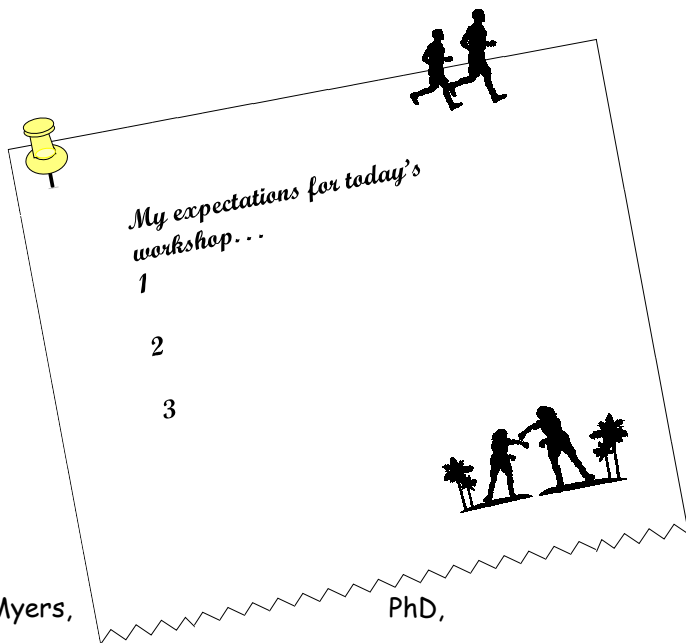
Bible Teachers' Workshop

9 Keys for Teaching the Word!
from the ministries of Jesus and Paul

Enjoy the thrill of teaching God's Word!
(II Timothy 4:2)

a seminar for
BIBLE TEACHERS
teaching school age through adult

www.teachforyourlife.org



Phil Myers,

PhD,



instructor phil@teachforyourlife.org

- # 1 _____
- # 2 _____
- # 3 _____
- # 4 _____
- # 5 _____
- # 6 _____
- # 7 _____
- # 8 _____
- # 9 _____
- # 10 _____
- # 11 _____
- # 12 _____

DECISION
TIMES

True teaching is not that which gives knowledge, but that which stimulates pupils to gain it.
John Milton Gregory
The Seven Laws of Teaching



What day next week will you take time to reflect on choices you made today?



the DECISION TIME



SMTWTFS What time? _____ am pm

What time each week is the best for you to prepare your lesson? SMTWTFS What time? _____ am pm

What day of the week can you usually set aside to spend an hour 1-on-1 with students outside of class? SMTWTFS

What time? morning afternoon evening

Will this be weekly? every other week? monthly?

There will be a mini=Bible TEACHERS' WORKSHOP next month. Date _____ time _____ Room _____



Myers' blog
teachforyourlife.com

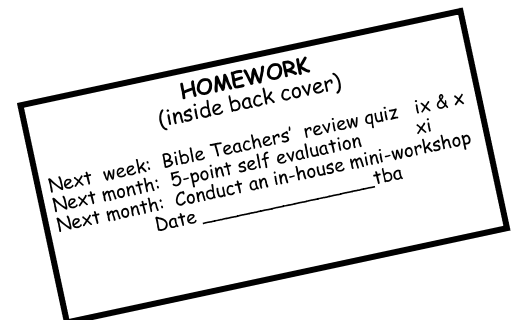
Bible Teachers' Workshop *Level One*

Where are we going today?

I. MASTERING THE BASICS	p. 1
Five depths of learning	
Attention / Retention / Inattention	
What are your personal strengths in teaching?	
"The Terrible Ten"	
II. FOCUSING ON THE NEEDS OF YOUR STUDENTS	p. 3
More than just spiritual needs	
Making your class time effective	
Basic needs of all people	
Four levels of knowledge	
Making your classroom personal	
III. COAXING STUDENTS TO ABSORB MORE	p. 5
Teachers' responsibilities and roles	
Five of our common mistakes	
IV. DEVELOPING A "BIG IDEA" EACH WEEK	p. 5
Six steps in lesson preparation [<i>targeting your lesson</i>]	
Presenting Your "BIG IDEA" [<i>Shooting with bullets, not birdshot</i>]	
<i>Without a doubt, this is the most crucial part of the whole day!</i>	
Ten secrets of preparation from highly effective teachers	
V. HITTING THE BULL'S EYE MORE OFTEN	p. 9
Putting today's principles into practice	
Developing a lesson around a BIG IDEA	
VI. BECOME A SPECIALIST AT EXPLAIN SALVATION CLEARLY, OFTEN, & SIMPLY	p. 11
VII. IMPACTING STUDENTS OUTSIDE THE CLASSROOM	p. 12
Individual needs / Age groups needs / Becoming a specialist at the	
age group you teach / Classroom discipline / "Good Enough"	

APPENDICES

Sample lesson worksheets	i & ii
Scripture memorization: pre-school to high school	iii
A Teacher's Covenant	iv
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90 teaching techniques	back cover



WHAT IS THE STRENGTH OF YOUR MINISTRY?

Each of the following goals could be considered a valid purpose for a ministry focus, but in your opinion which of these are the most important in your corner of the ministry? Check 2 or 3 that you feel are the primary reasons for the existence of the Sunday School [or whatever facet of teaching/mentoring you're are involved in]?

- | | |
|--|---|
| <input type="checkbox"/> reaching the lost | <input type="checkbox"/> proving worship & praise |
| <input type="checkbox"/> providing fellowship with a small group of believers
(<i>support group, study fellowship, small group, etc.</i>) | <input type="checkbox"/> equipping saints for service |
| <input type="checkbox"/> providing a haven from the pressures of the world | <input type="checkbox"/> training in evangelism |
| <input type="checkbox"/> other _____ | <input type="checkbox"/> teaching the Word |

I. MASTERING THE BASICS

FIVE DEPTHS OF LEARNING

- A. _____ in -the-sea-of-knowledge
[emphasis is placed on _____]
- B. _____ Technique
[emphasis is on _____ & _____]
James 1.22 "Be ye _____ of the Word and not _____ only."
- C. Helping him _____-the-truth-by-himself-Method [an educator's concept of learning]
[emphasis is placed on _____ with the Word of God.]
Psalm 119.105 "Your Word is a _____ unto my feet and a _____ unto my path."
- D. _____/Mentoring Style
[emphasis is placed on teacher-student _____]
II Timothy 2.2 . . .me. . .you. . .commit to faithful men. . .others also.
- E. _____ Education Method
[emphasis on total exposure of the teacher's _____ to the student's life]
I Corinthians 11.1 . . .be imitators of me. . .

Whatever thy hand finds to do, do it with your might!
Ecclesiastes 9.10

YOUR TURN

Focus On The Master Teacher **Key # 1**
 Jesus Christ used every opportunity to **put His learners** _____ **with the BIG IDEA** He was teaching. He asked them questions, gave them assignments, and probed their minds to see what they remembered from the Old Testament teachings. Of course He gave them new information, but His primary teaching work was to get them to figure out how to put truths into their everyday living.



3 KINDS OF

ATTENTION

1. _____ childish attention
2. _____ "paying attention"
3. _____ carried along



PERCENTAGES OF RETENTION

- We retain:
- ____% if we only hear a concept spoken [lecture, tape, sermon, or radio]
 - ____% if we both hear and see the truth [poster, chart, overhead, pictures, "vivid illustrations"]
 - ____% if we hear, and see, and are required to explain it or put it in our own words. [taking tests, taking notes, giving feedback, or discussing]
 - ____% if we hear, see, give feedback, and do. [put it into practice, teach it to someone else, & make it a part of our daily living]

ONLY ILLUSTRATE THE POINTS YOU WANT THEM TO REMEMBER.

Every point that we do NOT illustrate visually will probably be forgotten by 90% of our students.

Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime--Chinese proverb.

★ **DECISION TIME #1**
Put a star next to any item you need to focus on.

REASONS FOR INATTENTION

There are four SLEEPING PILLS guaranteed to promote drowsiness in your students.



1. _____ seating, temperature, crowded conditions, lighting
2. _____ outside noise, flies, noise from other classes, latecomers, too few helpers, misbehavior,
3. _____ drabness, peculiar mannerisms, open windows, distracting clothing
4. _____ S.O.S. [Same Old Stuff], no eye-to-eye contact, no practical application, too slow, monotone, disorganization, too few visuals, no teacher enthusiasm, lack of preparation, too elementary



WHAT ARE YOUR PERSONAL STRENGTHS IN TEACHING?

Give yourself a check ✓ if you are doing "okay" in this area. Two ✓✓ or three checks ✓✓✓ if this is a true strength of yours! [If you are terrible and need lots of improvement, give yourself an X.]

- ___ 1. Do you _____ your students?
- ___ 2. Do you want to _____ yourself?
- ___ 3. Do you know your students as _____?
(Could you fill a 4x6 card with succinct comments about each student's: likes & dislikes, hobbies, home, school or occupation, spiritual walk, salvation, plans for the future, etc.)
- ___ 4. Do you arrive ___ to ___ minutes early?
a. _____ by name
b. _____ the room
c. put them _____
d. _____ perceptive _____
- ___ 5. Are you teaching an _____ you truly enjoy?
- ___ 6. Do you look forward _____ to get to class?
- ___ 7. Do you prepare _____ in the week?
- ___ 8. Do you give your students time before leaving class to figure out how to _____ the day's _____ to their lives?
- ___ 9. Do you ever get _____ by the lessons you teach?
- ___ 10. Have you been _____ in your students' lives outside of class?



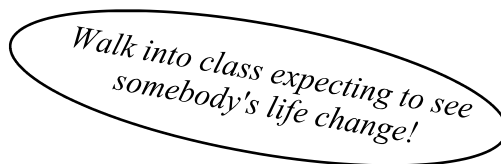
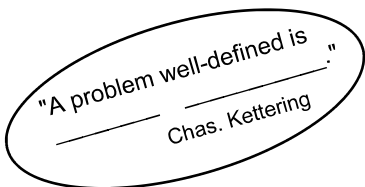
YOUR TURN

THE TERRIBLE TEN

Which of these "Terrible Ten" stops you from becoming the kind of teacher you would like to become?

- | | |
|---|--|
| <input type="checkbox"/> preparing too late in the week | <input type="checkbox"/> laziness |
| <input type="checkbox"/> too many jobs in the church | <input type="checkbox"/> time squeeze |
| <input type="checkbox"/> fear of failure | <input type="checkbox"/> discouragement |
| <input type="checkbox"/> priorities out of balance | <input type="checkbox"/> lack of teaching role models |
| <input type="checkbox"/> apathy | <input type="checkbox"/> lack of vision for my teaching ministry |

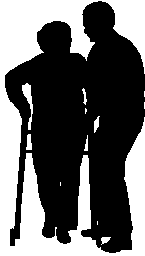
Work to your strengths ! Work on your weaknesses !



II. FOCUSING ON THE NEEDS OF YOUR STUDENTS

SPIRITUALLY

salvation
morals
opportunities to serve in the church
knowledge of the Word
spiritual growth



PHYSICALLY

activity
health
fitness
food



MENTALLY

stimulation
acceptance of himself mentally
diligence



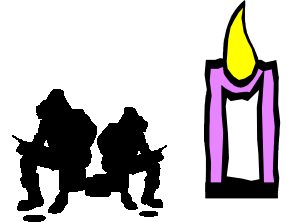
SOCIALLY

Christian friends
usefulness and purpose in life
acceptance in a group
encouragement



EMOTIONALLY

forgiveness
love
honesty
gratefulness
self-acceptance
praise
submission



MAKING YOUR CLASS TIME

EFFECTIVE

- * Get students _____
- * Set goals for each student to _____ [examples p. i,ii]
- * Avoid the fatal flaw of tacking on an _____ at the end of the lesson.
- * K.I.S.S. K _____ I _____ S _____
- * Put _____ in your teaching once a month.
- * Constantly explain _____
 Repetition cements the content in their minds.
 Repetition underlines its importance.
 Repetition enables them to repeat it outside of class simply by "quoting the teacher."
 Regularity assures them that visitors they bring will always hear the gospel
- * Look for evidence of _____ and spiritual thirst.
- * R _____, R _____, R _____, R _____, R _____
- * Every student _____ every class.
 - a. aloud
 - b. to a neighbor
 - c. in writing
 - d. in silent prayer to God

* Promptness is a politeness of kings. Ray Wallace

The teacher's job is to give his students a THIRST to learn.

A nationwide survey of teachers showed two significant things.

- #1. Only ___ students in 100 think that their favorite teacher knew them _____.
- #2. Most teachers believe they have made no significant _____ impact on their students, yet they also believe they were effective.

*"Most businesses would go bankrupt if their most important employees had the commitment of my kids' Sunday School teachers."
a dad*

YOUR TURN



★ DECISION TIME #3
Put a star next to any item that stood out in your mind.

BASIC NEEDS OF ALL PEOPLE

Place a check next to those which you are meeting fairly well.

- The urge to be _____.
- The urge to be _____ by someone significant.
- The urge to find _____.
- The need to be touched _____ by someone.



YOUR TURN

Focus On The Master Teacher

Key # 2

The Lord constantly _____ of each person. On His way to Jairus' house He stopped to heal a terribly sick woman. He scooped up the little people in His strong carpenter's hands. His rebuke to Mary and Martha after the funeral of their brother was gentle but firm. Another time He singled out a special friend after His resurrection and called her by name, "Mary!"

4 LEVELS OF KNOWLEDGE

SCARCE _____	0-15% =	grade F
CASUAL _____	16%-60% =	grade F
READY _____	61%-100% =	grade A, B, C, or D
DRIVING _____	???	= A+++

It is not what they remember— it is what they can't forget that really matters.

MAKING YOUR CLASSROOM PERSONAL

1. _____ your stuff.
2. Be _____ with yourself and your students.
3. Be willing to _____ for information.
4. Be _____ and _____.
5. Find out where they are _____.
6. Be conscious of the Spirit's role in your teaching.
7. Earn their _____.
8. Look 'em in the _____!
9. Obey everything in the _____.
10. Be _____ and _____ to know and meet the needs of your students.
11. Work hard at remembering their _____ !!!!!!!
Say it when you meet.
Say it again during class.
Say it when they leave.

YOUR TURN

Read the Teachers' Covenant on p. iv



*[If you forget, just say, "Tell me your name again, please."]
Write it down and pray for them everyday by name for a week.*

YOUR TURN

Focus On Another Master Teacher

Key # 3

Paul was outstanding in his effort to call _____ . In almost all of his letters he refers to friends personally. He mentions over 70 people by name and usually cites something that he remembered about them. One of the habits which obviously endeared him to so many was his intense desire to focus on each person as an individual.



★ DECISION TIME #4
Put a star next to any thing that caught your attention.

III. COAXING PEOPLE TO ABSORB MORE

WHAT IS THE TEACHER'S CHIEF RESPONSIBILITY IN THE CLASSROOM?

[check one]

- | | |
|---|--|
| <input type="checkbox"/> Question Raiser | <input type="checkbox"/> Teller of information |
| <input type="checkbox"/> Guide to Discovery | <input type="checkbox"/> Help in Trouble |
| <input type="checkbox"/> Example to Follow | <input type="checkbox"/> Nag |

Real teaching results in changed lives.
-anon.

WHAT IS THE TEACHER'S ROLE?

1. He is a _____ himself.
2. He has been where he is leading his _____.
3. He is at the point of _____.
4. He is _____ on what he sells.
5. He is like salt to make his students _____.
6. He _____ them to get their own answers from Scripture.
7. He _____ each one _____.
8. He is a _____.
9. He _____ them personally.
10. He meets their _____ by tailoring his _____ to them.



FIVE OF OUR COMMON MISTAKES

- * We think learning only takes place in _____.
- * We only gather enough material to _____.
- * Don't make them _____, [We let them shift into S _____ S _____ G _____.]
- * We give away the _____.
- * We cheat on _____.

YOUR TURN IN UNISON

*My brethren, be not many masters
knowing that we shall receive
the greater condemnation.*
James 3.1

IV. DEVELOPING "THE BIG IDEA"

SIX STEPS IN PREPARATION

STEP A. READ your _____ before you read the _____

1. READ until you have a personal understanding.
2. READ until you have a good idea why God has decided to include this chapter in the Bible.
3. READ until you can write a concise statement of the purpose of the passage.

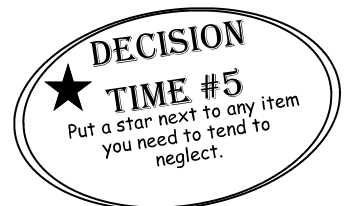
YOUR TURN

For example:

- * "The account of Noah shows us God's hatred for sin."
- * "The thief on the cross shows God's love for sinners."
- * "The 10 Commandments reveals God's holiness."

*We are engaged in the
joyful job of learning.*

-anon



Phil Myers' blog
AskAMinistryQuestion.com

**OBSERVATION... then
INTERPRETATION... then
APPLICATION**



EIGHT RULES FOR READING THE BIBLE

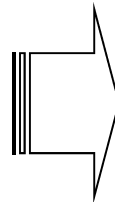
1. _____ of the paragraph
 2. _____ sense
 3. _____ setting. Before Moses? After Moses? Paul's day?
 4. _____ Israel? Church? Individual?
 5. _____ style: narrative poetic? prophetic? didactic?
 6. Understand the _____ verses in light of the _____
 7. S _____ A _____ Principle
 8. Doctrinal _____ essential? major? minor? unclear?
- These are called the "Hermeneutical Rules of Interpretation."*

STEP B. WRITE your "BIG IDEA."

Hit three areas of their lives.

1. **KNOW** - "I want my students to know _____."
[facts, concepts, sins to avoid, promises to claim, examples to follow, attributes of God, etc.]
2. **FEEL** - "By the time class ends I think they should feel _____."
[list any attitudes, ambitions, burdens, or desires.]
3. **DO** - "In the near future this is a change I expect to see in their lives _____."

YOUR TURN



My **BIG IDEA** for this section of the workshop is:

KNOW—that you know the 6 Steps in Preparation.
FEEL —that you want to prepare your lessons more thoughtfully in the future.
DO —that you decide to prepare your **NEXT** lesson this way.

Focus On The Master Teacher

Key # 4

YOUR TURN

When the Lord taught **He aimed His** _____ **very carefully**: i.e. Nicodemus, rich young ruler. Can you think of other conversations which show how He guided His conversation to touch a particular "student"?

_____, _____, _____

★ DECISION TIME #6
Put a star next to any item you need to improve on.

STEP C. CHOOSE a Scripture verse to _____.

It is important to memorize it well yourself before class.

1. Choose the BEST verse to emphasize your BIG IDEA.
2. Visualize it [whiteboard, overhead project, handout sheet, flipchart, poster]
Give each student a copy of the verse(s) to take home.
3. Explain its importance. . .briefly (2 minutes).
4. Spend 3 minutes repeating it together as a class.
 - * Read it together 3 times.
 - * Cover (or erase) some of the words.
 - * Stop when you feel about half the class could say it "word perfect."
5. Repeat the last 4 weeks verses aloud. (Remember, you should already have them visualized.)
6. Encourage or require Scripture memorization for teen and adult classes.
Start at age 3. (See page iii.)
7. Students will repeat verses "word perfect" the following week to the teacher.
Students get to check the teacher, too.
8. Quote the verse once or twice during the lesson.



YOUR TURN in unison

Focus On The Master Teacher **Key # 5**
 Jesus _____ Scripture.

STEP D.

Teachers aim at nothing and hit it with precise accuracy.
Elmer Towns.

DECIDE on your teaching _____. (See back cover.)
Use Ben Bloom's Staircase. (page # 9)

STEP E. CONSULT Now study your manual or quarterly as well as commentaries, resources, and atlases. Read the lesson book thoroughly.

STEP F. It is finally time to make your TEACHING OUTLINE.
(#1 introduction / #2 body / #3 conclusion)

#1 INTRODUCTION: The "Two-Minute Warning"

- a story from your own life
- hypothetical situation
- object lesson
- arouse suspense
- quote an expert (write it on the board)

- a loaded question
- demonstrate something
- current events
- state an arresting fact
- role play



YOUR TURN →
"The ladder"

← **YOUR TURN**

An educated man is not one who knows all the answers--but one who has learned how to ask the right questions and find the right answers.

#2 THE BODY
Teach the lesson more than once: exposition, illustrations, jokes, stories, & verses. Elaborate, but don't wander from your main point—your BIG IDEA.

Focus On The Master Teacher **Key # 6** **YOUR TURN**
 Jesus used a _____ of methods in teaching. Try to recall how many different methods Jesus used to get His points across: questions, lectures, illustrations, stories, history lessons, quoting Scripture, parables, sermons, discourses, assignments for His disciples, challenges, object lessons, demonstrations, as well as answers to their questions.

★ DECISION TIME #7
Put a star next to any item which could enhance your teaching.

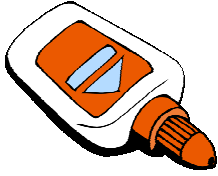
#3 CONCLUSION / REVIEW / SUMMARY

*Repetition is the Mother of Learning
[and the Father of Boredom].
Pat Cate*

"Repetition is _____."

Mark Cambron

Eight Ways to Review Your BIG IDEA Try a different one each week for 2 months.



Repeat or recite
Discussion
Question/Answer
Summary by teacher

Summary by a student
Homework
Hypothetical situations
The "Ice Cream Exam" (a written test)

MYERS' Three Laws of Review

#1 _____ in your notes the points you need to check them on next week.

#2 List the _____ Questions

- * Everyone should be able to answer these before leaving class.
- * Ask these questions this week.
- * Ask them next week, too.

#3 Never review _____ of your head !!

Plan your last 5 sentences of the class as carefully as you plan your first five sentences.

*A lesson learned only once is soon forgotten.
anon.*

Is there one question you can ask next week to find out how they applied the BIG IDEA to their own lives?

YOUR TURN

Make a deal with your poorer readers.

Focus On The Master Teacher **Key # 7** **YOUR TURN**

Jesus used _____ effectively. Think of the number of times that the Lord Jesus taught the same lesson several times back to back. He reinforced kingdom truths with 8 parables in a row in Matthew 13. After the feeding of the 5,000, he reviewed the lesson of faith on the stormy lake. He told about the lost sheep, the lost coin and the lost son in one sermon.

TEN SECRETS OF PREPARATION FROM HIGHLY EFFECTIVE TEACHERS

YOUR TURN
everybody



1. Do it _____ in the week.
(A rule of thumb is to have it half done by the middle of the week.)
2. Have a specific _____ to study. **S M T W T F S** at ____ o'clock
3. Always sit in the same _____ to study. _____
(Fill these lines in NOW!)
4. Allow yourself enough _____ to do a thorough job.
5. Prepare with one (or all) of these four student-needs in mind.
II Timothy 3:16 "All Scripture is given by inspiration. . . ."
 1. _____: (knowledge, doctrine) what God says
 2. _____: what your students do wrong
 3. _____: what they should have done
 4. _____: how to live right
6. Raise a _____.
7. Show an _____ in your students' lives that they can actually accomplish during the next week. Have a **DECISION TIME** each week.
8. Develop a teacher's _____ of materials to take to class.
9. Schedule a time to _____ after class.
(see page viii)
10. Check your "Prayer"peration: C _____ T _____
C _____ G _____
O _____



Half prepared by halfway through the week.

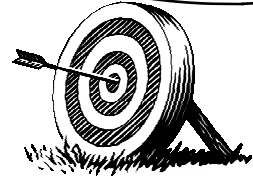
★ DECISION TIME #8
Put a star next to any area you are weak in.

V. HITTING THE BULL'S EYE MORE OFTEN

The BIG IDEA should be

- _____ enough to be written.
- _____ enough to be remembered.
- _____ enough to be done.

*He knows the lesson when he can put it into his own words.
He knows it **best** when his life changes.*



*The teacher has not taught until the learner has learned.
Henrietta Mears*

EXAMPLES: Each of these five teachers has the same basic aim. Which one has stated her BIG IDEA the most specifically?

- YOUR TURN**
- #1. I want you to KNOW all about soul winning.
 - #2. I want you to LIST several things to cover when leading a person to Christ.
 - #3. I want you to DESCRIBE how to start a conversation about salvation.
 - #4. I want you to DEMONSTRATE in front of the class how you would talk to a member of a cult.
 - #5. I want you to BRING someone in next week whom you have led to Christ.

Note: Each one is more "measurable" than the one above it.
Note: The "risk factor" also rises at each level.

PRACTICE IDENTIFYING AIMS

Three teachers have written out their aims for a class on future things. Which is the clearest? Which teacher's student will probably learn the most? [i.e. Can we measure how much they learned?]

Will you be able to tell whether they actually applied the lesson?

Note the action words in Bloom at the bottom of this page.

TEACHER A: Following this class, everyone in the group ought to UNDERSTAND fully the events of the last days.

TEACHER B: By the end of today's class each one should be able to PUT THESE EVENTS IN ORDER- Rapture, 2nd coming of Christ, Antichrist, 2 witnesses, lake of fire, etc.

TEACHER C: Each person in my class should KNOW about the end times---Rapture, Tribulation, Battle of Armageddon, Day of the Lord, etc.

The action words are not capitalized in this next list. Start by choosing and underlining verbs from Bloom's Staircase.

TEACHER X. I want each of my students who has not been having a personal Quiet Time in the Word to start that habit this week.

TEACHER Y. Following this class, everyone in the group ought to recall why it is important for believers to read and study the Bible daily.

TEACHER Z. At the end of the class my students should be able to list five reasons why there can be little spiritual growth without constantly feeding on the Word.

ACTION VERBS TO USE AT BLOOM'S DIFFERENT STEPS OF LEARNING

- 6. EVALUATION: appraise, assess, criticize, detect the fallacies, evaluate, form criteria, judge, support your conclusion
- 5. SYNTHESIS: compose, create, devise, plan, reorganize, write
- 4. ANALYSIS: distinguish, point out, select, diagram, identify the author's assumptions, identify the methods used, identify reasons, identify the structure of the argument
- 3. APPLICATION: calculate, decide, predict, produce, solve, do, begin to adapt to life, start a habit, etc.
- 2. COMPREHENSION: compare, contrast, explain, give an example, imply, infer, describe in your own words, paraphrase, summarize
- 1. KNOWLEDGE: name, list, tell, define, recall, identify, who? what? where? when? how? how many? know

If we want their lives to change we MUST reach at least level # _____.
 Otherwise they just become smarter sinners.

PRACTICE USING A BIG IDEA

Suppose you were to teach the following three lessons to *your* students this week morning. Circle which BIG IDEA you feel would best meet *their* needs?

Elijah and the Prophets of Baal

1. small prayers / big answers
2. one against 450
3. the prayer of faith
4. the power of false gods
5. God vs. Baal
6. "... that all the earth may know that there is a God is Israel ..."

The Cock's crowing

1. Peter's sin of cursing
2. the sin of denying the Lord
3. Jesus knows everything we do
4. even if we deny Him, He won't deny us
5. God uses backsliders
6. sin should produce anguish to our souls

David & Goliath

1. God uses little people
2. God uses prepared people
3. The battle is the Lord's
4. Children obey your parents
5. Getting rid of giants in your life
6. God hates those who hate Him
7. We can trust the Lord when we have good reason to be scared stiff
8. The enemy is vulnerable
9. God uses willing people

YOUR TURN

YOUR TURN

Divide into Buzz Groups with others who teach the same age. (2 or 3 or 4 in a group)

A "STAND UP" ASSIGNMENT

1. Anyone may appoint the group leader or you may volunteer.
2. Someone volunteer to act as secretary to fill in the following lines.
3. Together choose an age group you want to "teach."
[children / youth / young adults / adults]
4. The group leader selects a "BIG IDEA" [from top of page]

WRITE

5. Each person think of one student who need to apply the BIG IDEA personally. Write these names below.

6. CHOOSE - a verse to memorize (write the first 4 or 5 words here)

7. DECIDE on 3 teaching methods [underline the ones you will use]

Introduce the lesson [choose 1]: *story from teacher's life, quiz over last week's BIG IDEA, skit, take a survey, video clip,*
Body [choose 3]: *discussion, Scripture reading, teacher's explanation, video clip, use chart, pray on our knees, overhead projector, inductive Bible study, other* _____
Wrap-up or review [choose 1]: *sword drill, test, summary by a student, Q/A, poem, prayer on knees, other* _____

8. PICK one homework assignment for your students to DO this week:

read _____ practice _____
 write a poem start the habit of _____
 find a _____ tell someone _____

#2 new group leader

WRITE

CHOOSE

DECIDE

Intro

1. _____

2. _____

3. _____

Review

DESIGN a homework assignment



We teach for decisions.
 --Elmer Towns.



DECISION TIME #9
 Put a star next to the part you tend to slide over too quickly.

NOW WE WILL EACH WRITE A BIG IDEA

Below write at least one reason you feel God has given us for each of the following two accounts:

1. Joseph sold by brothers
 - a.
 - b.

2. Crossing the Red Sea
 - a.
 - b.

Focus On The Master Teacher**Key # 8****YOUR TURN**

Tailor-making the lesson to the _____ was one of the hallmarks of Jesus' teaching ministry. He often used stories, illustrations, and parables to do this. Can you see how differently He spoke to the Pharisee named Nicodemus than to the Pharisees who were trying to trap Him in His words? He was gentle with the woman at the well and the woman caught in adultery, but harsh with Peter when He said, "Get behind Me, Satan."

VI. BECOME A SPECIALIST AT MAKING THE MESSAGE OF SALVATION CLEAR & SIMPLE



The issue to clarify is *GRACE vs. WORKS*

The Product of Clear Thought Is Clear Speech!

- 1 Because their presupposition is that salvation comes to *GOOD* people, then this is the point of clarification they need most.
- 2 Spend 80% of your conversation clarifying the need to depend on Jesus rather than to depend on our own good lives to earn the right to enter heaven.
- 3 After you have explained what the Bible says about salvation, even an unbeliever should understand that the Scripture teaches we are saved by *faith without works.*

Weave salvation throughout the entire lesson. For example:

- Give an illustration of a time when you explained the gospel recently.
 - Go over a salvation verse briefly.
 - Have your students underline a salvation verse in their Bibles.
 - Have class members practice explaining the gospel to each other.
- Practice the "wallet illustration" together aloud. [repeat each phrase after the teacher.]
 - Ask a student to tell how he brought his own child to Christ.
 - Have someone tell how he came to faith in Christ.

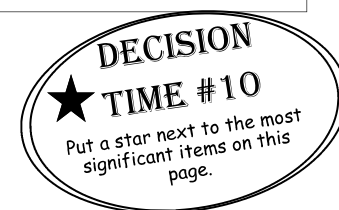
Most people put their faith in Jesus Christ the first time they finally comprehend that the Bible teaches that salvation comes by faith alone and not by good works.

AVOID CONFUSING EXPRESSIONS

- A. Let Buddha come into your throat.
- B. Meditate to receive Mohammed.
- C. Give your liver to Allah.
- D. Commit your life to Vishnu.
- E. Follow a spirit.

Many Christian use expressions like these in place of phrases like "Trust in Jesus Christ."

1. God is holy.
2. We are not holy, but He loves us.
3. The punishment for sin is death in hell forever.
4. Jesus died for bad people, not good people.
5. All we can do is trust Jesus Christ as the One who paid for our sin.
6. Good works won't work to take away the punishment for sin.
7. We have eternal life as soon as we put our faith in Him. We can never perish. We pass from death to life.



Focus On The Master Teacher

Key # 9

YOUR TURN

The most often used method of teaching which the Master used (and this is the reason He was a master-teacher) was to be _____ His disciples. He let them watch and He showed them by example. "He chose them that He might be **with** them and that He might send them forth to teach" (Mark 3:14).

One of the greatest mistakes teachers and preachers and leaders make today is **not allowing their followers to get too close**. It is very easy to admire leaders who are distant, but true respect only comes when the "admirers" are given an opportunity to get close. Sometimes His followers got so close to Him that they failed to remember who He was; yet they learned the lesson well, "Thou art the Christ, the Son of the Living God" (Matthew 16:16).

Transparency is one of the qualities God demands in the lives of the leaders of His church. First Timothy mandates that elders are men who are "given to hospitality." This is quite different than entertaining. Hospitality is the ministry of opening our homes especially to unbelievers and new believers to give them exposure to homespun godliness.

VII. IMPACTING STUDENTS OUTSIDE THE CLASSROOM

People are your reason for teaching.
Become a specialist in the age group of your choice.

Write the names of two students whom you know pretty well.

Student #1 _____

a. Greatest present need _____

b. One word description _____

c. Attitude to be corrected _____

d. Possible temptation area _____

e. How he views himself as a member of the group _____

f. In what areas of his life have you seen growth _____

g. Something which you could do _____

Student #2 _____

a. Greatest present need _____

b. One word description _____

c. Attitude to be corrected _____

d. Possible temptation area _____

e. How he views himself as a member of the group _____

f. In what areas of his life have you seen growth _____

g. Something which you could do _____



By the end of the year you should be able to fill half a sheet of notebook paper with information about each student you teach.

YOUR TURN IN UNISON

DISCIPLINE [children] IN THE CLASSROOM

3 Culprits: _____



He chose them that they might be **WITH Him** and that He might send them forth to teach!

Mark 3.14



DISCIPLINE IN THE CLASSROOM

- I. Children want _____.
- II. Order begets _____.
- III. Chaos begets _____.
- IV. Your word is _____.
- V. Exceptional _____ is your best weapon.
- VI. Getting them to _____ is our goal; not just getting him to sit still, be quiet, and raise hands.
- VII. Spending time with him _____ brings dividends in class.
- VIII. P _____ him.
- IX. Use as _____ rules as possible.
- X. Use all the rules _____.
- XI. Use the _____ rule. (No one gets more than 5' away from a teacher or helper.)
- XII. Have enough _____ so the teacher will not have to correct from the front. Troubled children as well as troublemakers get individual attention.
- XIII. Use the 30 second rule. (Don't let it _____.)
- XIV. Withhold not _____ nor _____ when needed.
- XV. Keep your _____.
- XVI. Discipline them by _____.
- XVII. KNOW THEIR _____!!

*Speak as the oracle of God.
1 Peter 4.11*



- We have actually focused on only two things today.**
1. Your lessons need exceptional P _____.
 2. Get to know your P _____ as individuals.

★ DECISION TIME #12
Put a star next to the item hardest for you to be consistent with.

GOOD ENOUGH

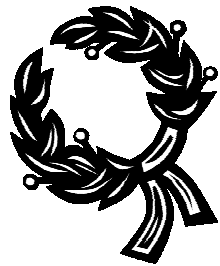
My son, beware of "Good Enough"
It isn't made of sterling stuff.
It's something any man can do,
It marks the many from the few.
It has not merit to the eye.
It's something any man can buy.
It's name is but a sham and bluff,
For it is never "good enough."

With "good enough" the shirkers stop
In every factory and shop.
With "good enough" the failures rest,
And lose to men who give their best.
With "good enough" the car breaks down,
And men fall short of high renown.
My son, remember and be wise,
In "good enough" disaster lies.

With "good enough" have ships been wrecked,
The forward march of armies checked,
Great buildings burned and fortunes lost,
Nor can the world compute the cost,
In life and money it has paid
Because at "good enough" men stayed.
Who stops at "good enough" shall find
Success has left him far behind.

There is no "good enough" that's short
Of what you can do and what you ought.
The flaw which may escape the eye
And temporarily get by,
Shall weaken underneath the strain,
And wreck the ship or car or train;
For this is true of men and stuff,
Only the best is "good enough."

Edgar Allen Guest
[used by permission]



DECISION TIME REVIEW: We have paused 12 times to identify areas in which to seek God's help in taking our teaching ministries to a higher level. Look for the stars you have drawn on each page, then pray in your groups about each other's teaching ministries. You may slip out quietly when you finish if others are still praying.

May God bless you richly as you TEACH FOR ALL YOU'RE WORTH!