

MR. D'S NOTES ON TEACHING



Rev. Stanley L. Derickson Ph.D.

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INTRODUCTION

While teaching I presented a class named Principles and Methods of Teaching. This was probably one of the more enjoyable classes that I was involved with.

This was a freshman class as I recall and one of the main assignments was to choose a teaching method and prepare a lesson for the class. Then toward the end of the semester each student had opportunity to share their skills or lack of to the class.

It was probably also one of the most eye opening experiences I had while teaching. These students, mostly teenagers right out of high school, were preparing lessons that were challenging and spiritually uplifting. They not only were doing the assignment, but most were doing it in a most excellent manner for their age.

I trust that some of the information contained herein will assist you in your teaching ministry before our Lord. Teaching is a privilege, and teaching well is honoring to God.

I would like to introduce this study with three short items from the past.

INSTRUCTIONS TO TEACHERS

Dakota Territory
September, 1872

1. Teachers will fill lamps, clean chimneys and trim wicks each day.
2. Each teacher will bring a scuttle of coal and a bucket of water for the day's use.
3. Make your pens carefully. You may whittle nibs for the individual tastes of the children.
4. Men teachers may take one evening each week for courting purposes or two evenings a week if

they go to church regularly.

5. After ten hours in school, the teacher should spend the remaining time reading the Bible or other good book.

6. Women teachers who marry or engage in other unseemly conduct will be dismissed.

7. Every teacher should lay aside from his pay a goodly sum for his declining years so that he will not become a burden on society.

8. Any teacher who smokes, uses liquor in any form, frequents a pool or public hall, or gets shaved in a barber shop will give good reason for suspecting his worth, intentions, integrity and honesty.

9. The teacher who performs his labors faithfully and without fault for five years will be given an increase of 25 cents a week in his pay providing the Board of Education approves.

FRIENDS OF THE MIDDLE BORDER

DAKOTA ART GALLERY &

AMERICAN INDIAN GALLERY

1311 South Duff Street

Mitchell, South Dakota

The following was copied from the cover for my mother's grade school teaching certificate from the 1920's in Nebraska.

The School Teachers Creed

I believe in boys and girls; the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficacy of schools; in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught not so much by precept as by example: in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in daily life and in out of doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward, for all we are and all we do. I believe in the present and its opportunities, in the future and its promises and in the divine joy of living.

Edwin Osgood Grover

Joseph Caro (1488-1575) a Jewish writer once mentioned some of the actions a young man should take when in the presence of a teacher.

He held that the student was to honor his teacher above his parents.

He likened anyone striving or complaining with/to his teacher to striving or complaining with/to the Lord.

A scholar was not allowed to answer a point of law if his teacher was present. To do so without permission was open to punishment.

The student was never, even after death, to call his teacher by his first name.

The student was never allowed to sit in the teachers seat.

When a teacher died the student was to tear his coat as if his father had died.

Basically the teacher in many ways was to be held as superior to one's own father.

The teacher however was also to honor the scholar as the scholar was to honor the teacher.

My how things have changed.

I. THE TEACHER

Chapter One Maintaining The Qualities of a Teacher

II. THE STUDENT

Chapter Two Inner Factors

Chapter Three Motivation to Learn

Chapter Four Children and Learning

Chapter Five Behavior

III. THE MINISTRY

Chapter Six Seven Laws of Teaching

Chapter Seven Feedback

Curriculum

Learning - overview

Chapter Eight Learning

Chapter Nine Lesson Plans

Chapter Ten Lesson Preparation

III. THE METHOD

Chapter Eleven The Lecture
Chapter Twelve The Buzz Group
Chapter Thirteen The Discussion
Chapter Fourteen The Debate
 The Forum
Chapter Fifteen The Object Lesson
Chapter Sixteen Miscellaneous methods

The Panel Discussion
The Symposium
The listening Teams
The Research reports
The Question and answer
The Storytelling
The Dramatization
The Non-projected visuals
The Projected visuals
The Role play
The Projects
The Field trip
The Testing
The Mime
The Interview
The Bible study methods
The Creative design and writing
The Circle response
The Case study
The Brainstorming
The Agree-disagree

Chapter 1

BEING A GOOD TEACHER

Pray for your students. "The minister who does not earnestly pray over his work must surely be a vain and conceited man. He acts as if he thought himself sufficient of himself and therefore need not appeal to God. Yet what a baseless pride to conceive that our preaching can ever be in itself so powerful that it can turn men from their sins and bring them to God without the working of the Holy Ghost." Charles Haddon Spurgeon

Pray for yourself. God wants your intercessions on the behalf of others yet he is interested in hearing what YOUR needs are and how He can help you.

You must keep up with the times. Stay up on what is happening in the world. You can sometimes use current news items as illustrations in your teaching. You might use the murder in New York City to illustrate the depravity of man etc.

Keep up on the town events for the same reason. Taking the hometown newspaper may give you insights into what is going on at the public schools and give you topics of conversation with the students.

Get up a little earlier in the morning and catch the news on the radio or tv.

Another method of keeping up is to read books, magazines, etc. Keep up on what books are good etc. The more you read the more resource you have for illustrations. Magazines and newspapers are also a great sources for all sorts of pictures for your files. Use them for bulletin boards - lessons - etc.

As you are reading jot down notes about quotes that you might be able to use in the future. Start a 3x5 card file or a computer database of illustrations by topic. There are illustration services available that make these cards up for you with quotes from many different sources. They are a bit expensive but good. There are a number of illustration cdroms for computers as well as online illustration listings.

You might try writing down stories that you make up or ideas you have and develop them into lessons of your own. You never know how you will do until you try it. Some of your writing may very well be useable.

Another good way to be a good teacher is to socialize with your students. Take them out for a coke or something now and then to see how they are getting along.

By getting to know your students you may begin to understand why they are bored or disinterested. I've known for a long time that older adult classes are a drag when I am a student.

I realized why in the early 90's. I'm a college age person inside. I've always worked with young people. I'm not really an older adult in mind set due to my socializing.

Be sure to conserve your time. Be a wise steward of the 24 hours per day that God gives to you. Use it wisely. There are many ways of saving and using time in a proper manner.

God seems to like busy people!

Moses was busy with his flocks.
Gideon was threshing wheat.
Saul was searching for his father's lost beasts.
Elisha was plowing with twelve yoke of oxen.
David was caring for his father's sheep.
Nehemiah was bearing the king's wine-cup.
Amos was following the flock.
Peter and Andrew were fishing
James and John were mending their nets.
Matthew was collecting customs.
Paul was persecuting Christians.

And what are you doing?

You will realize as you get older that as a human being, you fill the time you have. If you organize yourself and find you have an extra twenty minutes a day, you will find something that fills that twenty minutes.

Being a good steward, you should be sure that you fill that time with something that is beneficial to you or the Lord, otherwise it may well be filled with inconsequential things.

Being a student yourself is a necessity. Not only your Sunday School lesson but be in the Word on your own for your own nourishment. Study other things - secular things. This keeps your mind sharp and ready to think.

Older folks as they retire find that if they just sit around that their mental as well as physical abilities tend to decrease. Those that find things to do or become involved in seem to keep sharp and healthy.

A teacher needs to know humility. You will never arrive so don't wonder when you will, nor should you announce that you have. "He that is down, needs fear no fall;" John Bunyan

We all continue to improve our teaching abilities if we only are open to try. We continue to learn as long as we use our mental faculties.

Be sure you are trying to minister to your students. Many parents have no concept of how to raise a child spiritually. You may be the only spiritual influence in the students life. Take time to read Deut. 6:4-9; Deut 11:18-21.

God's design says all day - everyday. Many children have it one hour per week - YOU! Be sure you are the best that you can be.

Be sure that you are used by the Spirit in your preparation and your interaction with the student.

Be a leader.

In leaders we see several types. The cattle herder - Drive them into the coral - feed them and kick them onto the truck, the cat owner - pretty please - won't you eat this niiiiccee food? Pleeeeeeaseeee, and the shepherd - feed trusting the flock and leading them to water - food and home.

BE A SHEPHERD!

Chapter 2 INNER FACTORS

What is the major frustration of your life today - that is that you feel free to talk about? Is there anything on your mind that is bothering you? Are you homesick or do you miss someone right now very much? Is there something that you are very happy about today?

Why am I being so prying into your personal lives? Well I want you to realize that each one of us carries with themselves a set of INNER FACTORS each and every time we enter a classroom.

Every student that we approach will have inner factors of some sort! There are things going on at home that you know nothing about. There are things going on at school that you don't hear about.

As a 5th grader I had the biggest crush on the most beautiful girl in the 6th grade. My teachers had no idea why I wasn't interested in class for a month or two.

Things happen on the way to the church that may affect the inner life of the student.

The student may have had a pet die or killed the night before. Many things can affect the mind of a student.

I was in VBS once as a child. I ran across the street to our home to get something. When I returned I found our cat laying dead in the street. I was really upset. My teacher asked what was wrong - I told her and she acted like a dead cat wasn't something to get upset about. I couldn't understand her lack of feeling and I was only 8 or 9.

These inner factors are things that are keeping them from concentrating on what you are saying. These factors may be making them sad and tainting the true emotion of the story that you are telling.

If your mother had called you the dumbest kid in the world just as you were getting out of the car you might not see the joy in learning about Christ growing and learning.

Inner factors may keep them from retaining the information you are giving them as they ought to.

We need to communicate with the students not only when they come in to see what has happened just recently but to know what is going on in their life as a whole.

A student that is being abused at home can have some real struggles going on inside and will appear to be a poor learner or possibly uninterested.

Christ made it a habit to use the inner factors of people to hit them squarely in the face with their

sin. The Samaritan woman was confronted with her many husbands etc. The rich young ruler was confronted with his materialism.

Of course we must realize that Christ knew more about peoples lives than we will, yet we can have a lot of knowledge if we just listen and communicate with them.

In a similar manner we can confront students with their sin in an indirect manner through our lessons, HOWEVER we have to know what is going on in their life first!

We all need to be sensitive to one another's INNER FACTORS, not only in teaching situations but in our everyday life!

Chapter 3

MOTIVATIONS TO LEARN

1. **GOOD GRADES:** How many do you know that are excited when they get good grades and very low when the grades are poor. Normal human trait. Possibly an adaptation of this concept might be used in the Sunday school.

2. **INVOLVEMENT:** If you can get the student into the swing of things he will naturally learn and be interested in what is going on.

3. **VISUAL AIDS:** This helps in the above. It moves the learning into another channel to the brain. It also plugs that channel up to outside interference that might tend toward lack of interest in the lesson.

4. **INTEREST:** A bored student is lost to anything that you have to say no matter how good it is. You have to pick up that interest in some way.

Changing your method of teaching either on the spot or the next session.

Insert some humor now and then. If they are way out, just stop and insert a joke that relates somehow to what you are teaching.

Moving around tends to keep attention. It gives their necks some exercise at the same time.

Use of visuals keeps things moving along. Even daily use of the overhead seems to stir some activity in the student.

5. **CURIOSITY:** A catchy title will stir some attention. Mentioning something catchy about your conclusion may keep them looking till the end. When I was in about the fourth grade I was in an after school class where the teacher promised us all a Missouri canary if we came the next day. I **WOULD NOT HAVE MISSED IT.** I dreamed all evening and the next day about going to Bible club to get my little bird. I was very upset the next day when he gave us each a plastic mule.

A good well-prepared outline with parallel points on an overhead may help with older students.

6. **SATISFACTION OF NEEDS:** Each student has needs within themselves which they will try to meet.

There is the body needs movement to keep stiffness away and kids have more stiffness to ward off than the older people.

There is the mind - it is constantly trying to make sense out of the world so help them think about the lesson as it relates to the real world.

7. HAVING QUESTIONS ANSWERED:

The teacher needs to discern the underlying need that prompted the question. Is an inner factor trying to get out? Be sure to give honest answers to every honest question. Always answer simply and accurately. You should never ridicule a sincere question. Look further if the question seems superficial.

There are some further motivations that need not be explained. Fun, food, and encouragement

All teaching should be practical and applicable for the student.

REMEMBER - EVERY CHILD IS LEARNING IN YOUR ROOM. IT MAY BE WHAT YOU WANT THEM TO LEARN OR IT MAY BE SOMETHING COMPLETELY FOREIGN TO YOUR TOPIC OR INTENTIONS.

Chapter 4

CHILDREN AND LEARNING

Although this section is primarily aimed at children, there is a lot of truth relating to adults as well - remember all adults were kids once and many of them have areas of their lives where they forgot to grow up.

We need to understand that children aren't just popped out of molds. They are each a unique individual. In towns like small town USA you may not run into a large number of varieties, but in larger towns and cities you can find yourself trying to minister to a wide variety of children with a variety of backgrounds.

We used to wait for the boys to come out of their high school. We were impressed with the variety in a school of several hundred. Short, tall, fat, skinny, hoods, high society, smokers, eaters, everything.

I would like to touch on a little bit of what makes up the child's background.

The child has four basic worlds that put pressure upon him/her. We tend to think of peer pressure as the only pressure, yet there is much more.

THE WORLDS OF THE CHILD:

PHYSIOECONOMIC: The physioeconomic is that part of their world that makes up their standard of living. This may be determined by a number of things in the family.

- income
- number of children
- is it a two parent family
- is there alimony/child support
- is there an alcoholic or gambler in the family
- personal debt
- owning or renting of the home
- age of children
- etc.

How does this affect learning? We will see more on this as we go along.

CULTURAL: This is the culture or environment that the child comes from. This also can vary greatly and the variance may or may not affect the learning ability.

Within this world may be language barriers, both of the speaking and of the understanding

variety.

There may well be some cultural variances that the teacher does not understand. The teacher may be right on track for White anglo-saxons, but be totally losing the Spanish American or converted Muslim.

PERSONAL: The personal world is the world of the immediate family and surrounding people. In some cultures the friends of the family may well be an integrated part of this world.

In the ranch family of the west there may not be any family friends.

What might really affect the child in the personal world?

- if the father is the house person
- if the mother dominates
- if the father dominates
- if the parents share in leadership with man as head
- if a parent is abusive/sexually/physically/verbally
- if a relative is one of the above
- if a parent works hours when child is home or awake
- if one parent is missing from the family

PRIVATE: This world is the world within the child themselves.

What makes up this world?

- thoughts
- dreams
- desires
- drives
- hopes
- feelings of greatness/worthlessness/smallness
- dislike for themselves
- searching for meaning
- searching for God
- misconceptions

PHYSICAL: This would include the physical environment around the child. This may include slums or mansions for housing.

We can't necessarily know all of the ramifications of all these things, but we can tune in on the conversation and quite often the child will be talking about the problems that they are having in these areas.

Realize that all of these worlds can be affecting the child either positively or negatively and thus be affecting the learning, attendance habits etc.

Realize that there will be interrelationships between the children's worlds and this also will affect the vbs and camp situations.

If you have some children of another nationality there may well be a little bit of built in problem in what the parents have communicated to the children from the parents biases.

Realize that there are some definite differences between the sexes that may well dictate how much learning is going on in the sessions.

What are some general differences between boys and girls?

BOYS	GIRLS
wear blue when small	wear pink when small
mechanical	non-mechanical
active	passive
detailed	generalized
doers	talkers
fun oriented	people and social oriented
never cry	cry easily
wrongs are outward	wrongs are sneaky
misbehavior usually minor	misbehavior more serious
looking for approval from guys	looking for approval from guys

LATER ON DIFFERENCES:

decisive in thinking	prone to deception
think of sex	think of love
showing off	watching
touch oriented	emotional and verbally oriented
as education goes up/masculinity stable but accepting of female	as education goes up/femininity goes down

What are some needs that most children have when they come to your class, camp or vbs?

1. Success
2. Recognition
3. Sympathetic understanding
4. Acceptance as he is with respect

5. Status with his peers
6. Increasing self-direction
7. Contact and harmony with reality

I would like to look at these for a few moments.

1. Success: It is only normal for all human beings to desire success. Even within the confines of Christianity we desire to succeed. Not necessarily that we become a Swindol or McArther, but we want to know that other believers feel we have something that is good and that we can contribute to the overall work of God.

Success is built into most programs.

Students will see success in the following areas:

VBS:

memory work
learning stories
crafts
games - if they win
getting to help in the opening - flags etc.
getting mom and dad to the program will help

Camp:

the first four above
succeeding at some of the sports activities/archery etc.
possibly by allowing them to assist dorm leader
being allowed to take the offering/etc.

How can we build in more of this success? Structure in some possibilities. Allowing them to help others will do wonders. Allow those capable of doing some of the work in the classes rather than just sitting there. Use some as helpers in the crafts. Help them with their memory work and learning activities so that you assure that they are succeeding.

2. Recognition: This is accomplished through praise in the classroom, craft time, game time and any other time that they are doing a good job.

The final program is a help because the crafts are usually out for all of the people to see.

If you have children helping then recognize them in the next Sunday service. You could do it as a group - you don't need to take half the service to introduce each one necessarily.

3. Sympathetic understanding: They need to have sympathy, but don't feed their inferiority complex either.

Times when they need a little sympathy:

when something has gone wrong at home
when they are having trouble memorizing
when they are having trouble with a craft
when they are having trouble getting to know "that" boy/girl.
when they are homesick/don't overdo it or they will go home.
when they have difficult times.

4. Acceptance as he is, with respect: They may have red hair and freckles - don't laugh - accept them. They may talk funny - don't laugh - accept them. They may think you are funny and laugh. TOLERATE THEM. They may have handicaps - don't baby - accept and help them.

How do we help them find respect?

normal activities will help
normal treatment of others will help
normal hygiene will help

5. Status with his peers: This relates with success.

How do they gain status with their peers?

by doing their work
by joining in on activities
by being part of the group in down and fun times
by helping others
by not being a pain in the neck
by not pulling pranks

You might consider - Do we really want them to gain a lot of status with their peers? Status could be a bit dangerous in a way. They might find themselves too high on their own priority list. They may become a leader in a wrong direction. If they are leaders in good directions then great!

6. Increasing self-direction: This should be encouraged but with the understanding that they are to do so within their parents direction and permissions.

You probably shouldn't outwardly encourage this with the students or campers.

You can encourage them to take some of these steps in the spiritual realm.

Setting their own course for devotional life.

Setting their own course for prayer life.

Setting their own course for dedication and commitment.

7. Contact and harmony with reality: This is where the application of your lessons and sermons will need to be down in the nitty gritty of life. If you don't relate the Word of God to where they live then it will not be real to them. They must see that the Word is good for today, good for the teacher or counselor, and most of all GOOD FOR THEM!

They may need to have a shot of reality. In many cities the youth and children are surrounded with the drug culture and that is all they know. If you find that you have one of these in your class or camp you will have to help them just find reality in the world, before you can get the Word to be a reality to them.

They may not even understand someone being concerned for them, or loving them for who they are.

We need to understand that children learn quite often by association.

Pavlov the Russian that was studying responses to stimuli made some very interesting discoveries.

What is a response to a stimuli? If I were to start describing a fine T-bone dinner with all the trimmings would it start your mind and possibly your stomach?

Pavlov found that if he rang a bell and gave a dog a bit of food that they dog would salivate. He found over time that if he withheld the food that the bell became the response that caused salivation rather than the food.

If a child is asked what he wants for lunch, and he receives a sandwich, he will ultimately relate lunch to sandwich and exclude all other foods from his thought of lunch.

This is why we need to help all children, especially the smaller ones to understand that the lesson that you are giving is coming from the Word of God and not just some book. Use your Bible! Let them see that you use it. You may even teach them to respect the Bible just by treating yours with care.

There are some miscellaneous problems that may come up.

ONLY CHILD PROBLEMS: Why is an only child a pain in the neck? I trust that none of you is an only child! Why are only children oft times a problem in the classroom? They usually have

no other children to relate themselves to. They have no one else to judge their activities by so assume that they must judge their own activities to the activities of the parents.

We need to help these children to learn to relate to how other children their age act. If we don't then they will not really mature mentally and emotionally as a child should.

This may well be the problem that many home school graduates face. All of the children in the family relate only to mom and dad so their actions are judged according to adult standards.

HAVE LOTS OF OTHER CHILDREN AROUND IF YOU ONLY HAVE ONE CHILD OR IF YOU HOME SCHOOL!

UNDERPRIVILEGED CHILDREN PROBLEMS:

What kind of problems might come up from a child that comes from a poor area?

- lack of manners
- lack of cleanliness
- lack of emotional stability
- lack of value
- lack of knowledge of reality
- lack of knowledge of God
- overt hostility
- trouble
- inattention

You may also find underprivileged children that are well adjusted and stable.

Why do these things relate to the underprivileged child? They come from poor background and homes where they have not had the possibility of learning as they should.

These are generalities and not true in all cases.

Due to lack of money the following may be true:

- no books to read
- no things to feel and touch and discover
- no play area thus poor physical development and coordination
- no travel to help them understand the outside world
- used to anti-establishment teaching and influence of parents
- little encouragement to learn
- little example of good quality to learn from

You need to realize if you have children from these backgrounds that you may have some built in problems that come with them other than what we have discussed.

What might be some of these problems?

Resentment of your education.
Resentment of your finances.
Resentment of your church or campgrounds.
Resentment of your knowledge.
Resentment of your clothes, car etc.

How do we compensate for some of these items?

Don't push your education and knowledge.
Don't take all your material toys with you to camp. Ruff it.
Don't charge for everything that comes along.

Help them to understand that God brings different people up spiritually in different ways. Moses was raised in the courts of Pharaoh while David was a shepherd, but God was able to use both in special ways.

Help them to follow the Lord and allow Him to do the work that He wants to do in his/her life.

PROBLEM OF ABSENTEEISM:

You need to try to find out why the person is tardy. If it is laziness then a swift kick verbally might help.

If the teachers are doing a good job and they are encouraging the students to come tomorrow there will be a lot of reason for the student to return. Possibly a hint of the next lesson to draw interest would be good.

Getting to know the pupil on the first day will help as well. They will feel welcome and wanted, plus they have someone that is friendly that is encouraging him/her to return.

Why might people be absent?

boredom in the program
boredom with the entire thought of the class
sickness
feeling outside the group
vacation
transportation

lack of permission from a parent
a hundred other things

So what can you do? Call and find out why they weren't there and see if there is anything that you can do to draw them back.

Talk to the student and see what can be done. If it is goofing off then some discipline would be in order. We will look at discipline in the future.

Getting the students involved may well create within them a desire to come back to be involved. Helping set up the room, helping set up crafts, visuals, etc.

Attendance charts, prizes, contests, etc. may well be useful as well.

The program itself if attractive and interesting will have a lot of draw.

PROBLEM OF TARDINESS:

Tardiness is quite often training on the part of the church staff. If the staff is late there will be a day in the future when the students will be late. I have observed this in many churches over the years.

There is only one cure if this is the cause and that is for the staff to get on the ball and be on time. If there is going to be a big turnaround in things it would be good to announce for a couple of days that things will change and that things will start on time.

If the people aren't there then start without them and the embarrassment will assist in bringing them in on time in the future.

Proper planning will do wonders for problems.

Chapter 5

BEHAVIOR

In the area of behavior we have two basic types and I think that we all know what they are. Good and Bad! Good we like and bad we dislike.

So if we don't like it how do we get rid of it?

How do you handle misbehavior?

1. Encourage good behavior and activity while, discouraging bad behavior and activity.
2. If it gets bad you might try talking to the parents, though this may or may not help.
3. At times a word during class will stop it. Embarrassment is a mean, but good teacher.
4. At times just a stern look will control the minor misbehavior.
5. If you have an assistant available have them sit beside, or stand behind the troublesome student for awhile. Proximity to authority may work.
6. Sending them out of the situation may be required, but you need someone to supervise them or bigger trouble will emerge.

You can't spank. You can't send home. (Unless safety is involved.) You can't lock them in the closet. You can't sit on them. You can't ignore it! It won't usually go away on it's own. You can't ignore misbehavior for long without allowing the student to make it a habit.

Behavior and misbehavior rests on the result of decisions made in the students mind. Good decisions lead to good behavior and bad decisions lead to bad behavior.

I trust that this does not surprise you, because you and I operate on the same principle. When we make a decision to not sin, we behave properly, and when we make a decision to sin, we behave improperly.

As you teach a class, be it Sunday school, VBS, or camp or any other class for that matter you have students that are making choices. Based on those choices, the child will behave or misbehave. If the child makes wrong choices, then misbehavior becomes the norm. If they make good decisions then good behavior will be in place.

Some things that affect behavior in the class.

1. Situation: The curriculum can very definitely affect behavior. If the lesson is poor, boring, or lagging, then the students will be the same and they will be looking for things to do that are more fun and interesting.

THEY WILL FILL THE TIME IF YOU DON'T!

Anything that allows for trouble in the area will affect the behavior. If you have a session in the out of doors, you are wide open to interruptions that will allow for poor decisions. The benefit of outside sessions may well be worth the risk.

Look at your situation and evaluate before the students arrive. If you have pranksters and there is a glass of water on the table you can remove a problem or situation by getting rid of the water before the trouble comes.

If you are not properly prepared, you have set a situation that may lead to trouble due to the students boredom and lack of things to do.

2. Personal Characteristics: The personal makeup of the students will determine some of the decision making.

Example: If you have a class of shy kids, you probably have it made. If you have live wires, then you will need to be on your toes.

Example: If you have a child of 150 IQ and several of 100 IQ then you have potential of one student that is bored stiff with what you have prepared.

Example: If you have students from wide variety of ethnic or financial backgrounds you will have a wide spectrum of interests to overcome.

3. Goals: If the student has a goal, or set of goals for the time spent in the class there will be significantly less chance of problems. The student will be working toward the goal and be interested in reaching it.

When you introduce the class session, be sure to introduce what the session goal is and why they should be interested in the lesson.

Goals will tend to raise the motivation that they need to get into the class. Motivation is not something that you can give them but rather it is something that you must stir up.

Contests can help in starting to gain interest.

We took a Jr. Hi/Sr. Hi Sunday school class that had a group of kids that had not been motivated in a good way for many moons.

The first thing we ran into was behavior problems. The problems were left over from the poor class situations of the past.

We set up a contest and it began to help. The boys were against the girls and the guys weren't going to let those girls win, and the girls were out to blow the boys away.

It took a couple of months before we felt that the behavior problems were transferred from disruptive to fun jabs at one another. As time went along the class settled into a relatively good attitude and the main behavior problems disappeared.

4. Interpretation: The student may misinterpret your situation and make a poor decision leading to misbehavior, because you have set up the situation in a wrong manner.

Example: You decide to have a birthday cake for one of the students and you leave it in the room before class. You need the overhead so go to find it leaving the room unattended. The child arrives - no one around - cake - hunger - poor decision.

You might set wrong goals for the session and again the student may misinterpret leading to misbehavior.

Example: You set a goal that is not achievable by the student and this results in boredom that leads to trouble.

5. Actions: If you have a situation that is uncomfortable for the student you may cause anxiety which usually surfaces as nervous actions, hesitancy in answering etc.

A good calm relaxed atmosphere is best if you can create it. Questioning or calling on students that are very shy will also cause this type of anxiety.

Irritability may result if things become heavy in this area.

Example: If you are nervous about a situation and you sit on the edge of your chair long enough the discomfort may well translate into outward problems.

6. Reaction frustration: This is what can set in if the student responds wrongly to some part of the situation. As they realize they have responded wrongly it frustrates them and they may continue to other wrong decisions, or they may quite in frustration, or they might dive into tears, fights, etc.

Part of my personal mental make up is to do correctly. If I know the rules, I will naturally follow them. If I know the rules and obey them and find that I have done wrong because of an exception to the rules that I was not told about I will become frustrated.

When in college I had a professor that graded very strangely at times. Many of the students were becoming frustrated because they did not know what he wanted or how to approach the assignments to get a good grade.

I went into a final test under the man with this frustration and found that I made some real dumb mistakes on the test because I was nervous over doing work for him. I had studied well for the test and when I read a question I took it wrongly and laid out the wrong information. I knew the information that he wanted, but the frustration caused enough anxiety to upset my normal thinking patterns.

In general you need to understand the above items and set up your teaching situations to the best extent that you can to counter wrong situations and incorporate all of the students that you have into the class equally.

You will want to see to it that you have goals for the students to react to and aid their interpretation of all that you are doing. (This is done by explaining things to them as you go along.)

You need to watch the student's reactions and actions to the overall situation and help in any way that you can if you see anxiety coming to the surface.

The point of all this is to say, you need to do the best you can to eliminate these misbehavior traps from your teaching situations.

ATTITUDES:

There is a difference between knowing what right action is and doing it. The difference between these two is attitude. If the student does correctly then the attitude is good. If the student knows right and does wrong, then attitude surfaces.

Where do wrong attitudes come from?

1. They may come from following a model. Models can be good models and some can be bad models. This is one reason that we want all students to take Christ as their model for their life. If they do this then their attitudes and actions will be correct. To put it another way you might say, "Monkey see monkey do!"

If the student sees or believes that the model would act a certain way then that will be their action as well.

Where do students find models? Parents are first to enter the child's mind as a model to pattern themselves after.

Our granddaughter saw her mother rocking the baby in the infant seat with her foot. Granddaughter got her doll and doll bed, set it up and began rocking her doll. She looked at her mom and asked her, "How old is your baby?" Her mom replied, "About six months. How old is yours?" "Oh, about sixty."

She imitated the present situation as well as a situation she had observed at some time in the past.

Parents as models last till about five. Models do change and the parent should be prepared for this.

The Sunday school teacher also should be watching for changes. A choice of a bad model will not be easily changed by a parent, but a teacher might be able to.

The teacher may well be the next model on the list. Surveys have revealed the following things that students like in their teacher models:

Students like for the teacher to respect them.

Students like for the teacher to be patient.

Students like for the teacher to talk on wide range of topics.

Students like for the teacher to be fair.

Students like for the teacher to have a sense of humor.

If the student has a variety of teachers as in a camp situation there may be one teacher where trouble arises, and other teachers may not have a problem. The teacher that receives trouble may be very different than his/her model.

Curriculum can also introduce a new model. Historical figures discovered in secular school may be the hero. Many younger students accept Abraham Lincoln for a goal for their life for awhile.

An improper attitude can come from wrong influence in the verbal area as well. If the student has spent time with another with an attitude problem, then it is a good possibility that there will be two bad attitudes.

Being forced to attend can certainly dig up a bad attitude or two or three or a dozen.

Being out of fellowship with God will certainly result in off centerdness as well as discontent or dislike of a situation can cause attitudes to falter.

Attitudes can be deepened or eliminated. If you can determine where the problem came from, it may be as simple as explaining the correct view of things.

Attitudes may deepen if the student shares the feelings with someone that agrees and reinforces that attitude. If the student is running in bad company there will be reinforcement of all sorts of

wrong attitudes.

FOOD FOR THOUGHT - TEACHER/PUPIL CONTRAST:

TEACHER	PUPIL
1. disorganized, aloof, uncertain	boredom, unruliness, misbehavior
2. orderly, responsible, democratic friendly, consistent	interested, cooperative
3. if # 2 is true but teacher is not flexible	docile (like sheep)
4. understanding, original, creative democratic	proud of teacher, go getters in the learning area

Chapter 6

SEVEN LAWS OF TEACHING - or maybe eight.

There are two books that I would recommend to everyone desiring to teach. Both are older books and may not be easy to find. They are "PRINCIPLES OF TEACHING FOR CHRISTIAN TEACHERS", C. B. Eavey, Ph.D., 1940; Zondervan and SEVEN LAWS OF TEACHING by John Milton Gregory. The latter most likely is not available, but there is a redo of the seven laws which is also quite worthwhile - EXCELLENCE IN TEACHING WITH THE SEVEN LAWS a "contemporary abridgment of Dr. John Milton Gregory's SEVEN LAWS OF TEACHING by Carl Shafer, Ed.D., Editor.

The original laws were published in 1884 by Gregory.

Dr. Shafer mentions in an article in Christian Ed. Today summer 1988 ("The Seven Laws of Excellence in Sunday School Teaching") that he did not hear of these laws until AFTER he held a Doctorate in Education.

My own introduction to the laws was in 1988 several years after receiving my doctorate.

I have read all three of these books - much to the enjoyment of my students I am sure.

Dr. Gregory was first a lawyer, then became a Baptist minister. He later became superintendent of public instruction in Michigan (1859-1865). He was at one time president of Kalamazoo College and the first president of the University of Illinois.

THE SEVEN LAWS OF TEACHING

These laws are valid for all levels of teaching from children to university. They are laws that do not change.

Learn them!

Laws as listed in Gregory's book.

- I. "The teacher must know that which he would teach."
- II. "The learner must attend with interest to the material to be learned."
- III. "The language used in teaching must be common to teacher and learner."
- IV. "The truth to be taught must be learned through truth already known."

V. "Excite and direct the self-activities of the pupil, and as a rule tell him nothing that he can learn himself."

VI. "The pupil must reproduce in his own mind the truth to be learned."

VII. "The completion, test and confirmation of the work of teaching must be made by review and application."

Let us give some thought to these laws before us.

I. "The teacher must know that which he would teach."

The teacher must know what he is teaching otherwise there will be no teaching.

The reverse of this is normally true as well. What the teacher knows they will teach.

Poor or defective knowledge will result in poor or defective teaching.

The student will have confidence in a teacher that knows the subject well. There is a confidence that the teacher will exhibit when the knowledge is REALLY known. Mk 1:22 states, "And the were astonished at his doctrine; for he taught them as one that had authority, and not as the scribes."

How do we do this?

1. Prepare a new lesson or freshen old ones with new ideas and concepts.

Use reference materials to see what you can find that would help in your lesson. Research your topic properly.

2. Use illustrations that will move from the familiar to the new knowledge that you want to convey. Keep your illustrations fresh and up to date.

3. Prepare until the lesson flows with clearness of speech.

4. Organize the information in a logical sequence for the presentation.

5. Find practical application for the truth to be taught. This will require that you know your students. You should not under-prepare just because you think that you know enough to teach them already.

6. See to it that you understand the lesson fully.

7. Study in advance so that you have time to redo poor spots or add to weak spots.

8. Be sure that you have enough material to fill the time. Don't plan on filling with idle discussion or conversation. **THAT IS NOT TEACHING - THAT IS WASTING TIME!**

In the area of Bible and theology it is very dangerous to be under-prepared. If you do not know your subject and know what others know then you are in danger of being proven wrong with a verse or two that you hadn't found in your inefficient search for knowledge.

The proof of the law is in this illustration.

Can you teach a person to paint a beautiful picture with oil paints if you do not know how to paint with oil paints? No, of course not.

DON'T TRY TO TEACH THE WORD OF GOD UNTIL YOU KNOW YOUR LESSON.

II. "The learner must attend with interest to the material to be learned."

Gain and keep the attention and interest of your pupils. Do not try to teach without their attention. Disinterest may come from many things. Just not interested in the subject - fatigue - sickness - boyfriend or girlfriend sitting close by - etc.

1. Always look to see if the students are ready to receive information. In the computer world if a printer or disc drive is not connected the computer will tell you "DEVICE NOT PRESENT". There is little value in beginning if the devices are not present and ready to receive data.

2. If you can, stop when attention slips and wait for the devices to reconnect.

3. Don't overtax the attention span or physical endurance of the students.

4. Keep interest and attention high. What is the difference between these two terms? Interest is a desire to know more about this thing. Attention is being alert to what is going on. Attention may not be because they are interested in your study but they may be attentive because you have a neat accent or daughter.

5. Relate to the students and their interests as you teach. Draw them into what you are saying.

6. Try to determine the sources of distraction in a classroom. If it is a student turning around to talk to someone then a separation the next class hour would be of help.

7. Ask thought-provoking questions.

8. Use the resources you have to make the session as attractive and interest drawing as possible.

9. Use as many visuals and helps as you can locate and use.

10. When someone is talking to you pay careful attention to them. This may stimulate them to do the same for you.

Keep good eye contact with your students. Let them know you are talking to them.

The above are aimed at the teacher gaining and holding the attention of the learner.

Let us think for a moment about the learner's interest in the material at hand.

a. In the church situation you have in the children's departments the need to attract the students interest however in the adults there should be a built in desire to know more about the Lord.

b. This desire to know God will be a big help however only a person that is walking with the Lord will have this interest.

As I view disinterested parties in classes or congregations where I minister I usually will observe a very poor walk on the outside of the classroom or church walls. This is not always true however if you ever find yourself feeling that you really aren't interested in what is going on I would recommend that you seek out the Lord on a one to one basis for awhile to see where you are spiritually.

III. "The language used in teaching must be common to teacher and learner."

Years ago a friend of mine had a Macintosh computer. I had a Commodore 64 (the commodore was one of the first home computers to come to the public - just some information for the younger generation). This is like a bi-plane of World War I having a dog fight with an F-15 fighter. If we were to hook the two computers together there would be absolutely no transfer of information because they use completely different language!

When you talk be sure your students can listen.

Why do people listen when E.F. Hutton speaks? They talk the language!

1. Learn the language of the student. Find what level they are on. Learn what wavelength they are on.

2. Learn how much the student knows about the subject. You may be able to give them the full vocabulary or you may have to limit yourself.

3. Be sure you communicate what you want to communicate and not something else.

In a theology class we were speaking of people that were under church discipline that had sued their churches. We were discussing the Bible's view on the people involved. I made mention of the suee's or those being sued and then I mentioned the suers (sewers) meaning the person doing the sueing. Now that would lead people to think that I have bad feelings toward the person sueing the church and that is not what I was trying to convey!

4. Use short terms and short sentences to convey the maximum information. The more verbiage and longer the sentences the more chance of misunderstanding there is.

5. If the student hasn't taken hold of the truth go over it again with more clarity or simpler terminology.

Use illustrations and visuals to help them know what you are talking about.

6. Help the student to increase his vocabulary by using words that are new to them however introduce the word by giving it's meaning and be sure that they understand it and then use the term from time to time so that they will become acquainted with it.

Since we are interested in a special vocabulary as believers we need to be sure the students understand these words. They are outside of their normal realm and will be new to them. This is also why we must help them to expand their vocabulary.

As they learn more words they will be able to learn more of what the pastor is saying in the worship service.

IV. "The truth to be taught must be learned through truth already known."

Begin with what is already well known to the pupil or information that has been experienced - and proceed to the new material by single, easy, and natural steps - letting the known explain the unknown.

For example in Sweden we know many need to know the Lord as Savior however many do not know who God is - in fact they do not know that God exists. They do not really comprehend the term God.

To witness to them if you begin to tell them who Jesus Christ is you will mention that He was God. Oh, what is God? You will not be able to share the gospel to them in an understanding way until you tell them about God and that He exists.

Teaching should be a series of steps leading from the simple to the complex. You show one thing and when that is learned you lay another block of information out for them to learn. It must relate to the first block.

1. Find out what they the student knows about the subject you desire to teach them. You may find out that they know more than you do.

When a pastor arrives at his new church how does he know what to teach?

Ask some of the Wednesday night people what has been taught in the past.

Give the church a test on Bible knowledge after a potluck. It will be fun and it will help you know where they are at in their Christian education.

2. After you find out what they know encourage them to talk about it to freshen it up. As you talk about a subject your mind will be jarred into remembering other things about the subject as well.

3. Tie each lesson into the lesson before it. Show how the two relate to one another.

V. "Excite and direct the self-activities of the pupil, and as a rule tell him nothing that he can learn himself."

Stir the pupil's mind to action. Encourage the pupils to think of themselves as discoverers.

1. Keep the teaching closely related to the characteristics of the age of the students.

2. Try to find lessons that will relate closely to the student and his interests.

3. Try to gain their interest with sharp questions or objects that are unknown to them. Anything to get to their curiosity.

Try to get them to think something is worth knowing and then they will see that it has value.

Suggest questions that they can seek answers for outside of class.

As they ask questions try asking them questions that will help them find the answer so that you do not have to give them the answer. Let them find it themselves and it will have more meaning to them.

VI. "The pupil must reproduce in his own mind the truth to be learned."

The learning process is all in the pupils corner. The teacher must help them learn however the teacher can only put out information. It is the learner that must pick it up and react to it and put it to work in their lives.

I can tell you how to make a computer print your name on the screen once or multiple times.

That information just would thrill you right now wouldn't it? However if I sat you in front of a computer and allowed you to try what I taught, you would be fascinated that you were able to make that thing do that.

If I taught you to do it on the black board today I would guess that you would not remember it in two days. Yet if I taught you here and we went right over and let you do it you would remember it for weeks.

1. Try to bring the student to the point where they can relate to you in their own words what you have said.

Have you ever been introduced to someone and said hello and had to ask them what their name was again. You did not learn it the first time. If you immediately repeat a name of someone you have been introduced to and then use it again a time or two that day you will probably have the name for some time.

2. Try to create in the student the desire to research and question and seek information and knowledge on their own.

VII. "The completion, test and confirmation of the work of teaching must be made by review and application."

Review, review, review, reproducing the old, introducing new thoughts to deepen the impression it has made, adding fresh meaning, finding new applications, correcting any false ideas and completing the true.

Review is for the perfecting of knowledge, the confirming of knowledge, and the readying of knowledge for use.

Frequent reviews that are complete and interesting are very profitable to the student.

1. Review is always appropriate.

2. Review the lesson from last time at the beginning of the period and review the days lesson at the close of the session.

3. Periodically review the entire section of study.

4. Not only review on an official basis but also review by using new illustrations and questions to bring their minds back to what you've been talking about.

5. Final review should be very complete and interesting. All topics should be tied together and shown as a unit.

May I dare to add an eight law to the list?

VIII. "Spiritual truth should not be applied to the life of the student unless it is already resident in the life of the teacher." sld

There is little that the student can learn of truth unless he views that truth as coming from a valid source.

May the Holy Spirit teach us before we dare attempt to teach others.

THINK ABOUT THESE LAWS IN RELATION TO THE TEACHING OF THE LORD WHILE HE WAS HERE ON EARTH. If you would like to study teaching methods go to the Gospels. Christ was the master teacher - you will find that He was the example each of us should follow. "YOU CALL ME TEACHER AND LORD - YOU SAY WELL - SO I AM" Jo. 13:13

Chapter 7

We have some miscellaneous subjects to cover so we will skip around a little in this study.

FEEDBACK

What do I mean by feed back? It is the information that you gain back from your students. It is very important information.

You can tell if they are tired - the droopy eyes or the uplifted eyes. You can tell by the closed eyes what is going on. The snappy eye can indicate they are about to get into trouble or they have just had a fantastic idea.

Body language is actually what we are talking about. We used to visit a girl that was in the state girls school. She came out one Sunday afternoon with her usual I could care less attitude and went through the usual I'm the innocent one that they are persecuting. She was terribly disgusted one day because they had talked to her about body language. I listened and laughed my head off inside. She was describing herself to a T and she didn't even know it.

The way people sit and look quite often are a give away to their attitudes and thinking. Inattention is quite obvious to the teacher for it is quite often talking or passing notes.

All these things can help you adjust your teaching to the point where you can wake up the sleepers or interest the bored or draw in the inattentive.

How can you draw in the person that is not being attentive? Ask them a question. Use them for an illustration.

Keep your eyes moving to see what your students are trying to tell you.

In a classroom situation I see many things going on that ought not. Usually if there is no seeming distraction I won't worry about it. The next test usually teaches the goof off that they should have been studying.

There are many differences in how students learn. Some learn poorly by reading. Others learn poorly by listening. Now how do we apply this to our teaching? Just what application can this have for you?

Since reading has poor retention possibly you should not include reading as a part of your study and teaching methods. NO! Incorporate it in with other things to bring a combination of skills to bear. Have them read and report. This will give a higher retention. Have them read and verbalize what they have read to someone or the class. Have them read and visualize what they have read.

The point to all this is, do not just assign one thing or use one method. Mix them up so that they are learning in more than one way.

If you have your student read a chapter then have him listen to it on a tape recording then ask him to view it on a filmstrip then require of him to tell the class of what he has learned and then to visualize or demonstrate the knowledge you will be able to expect 270% retention, correct? NO! however you can gain a lot of learning just by mixing your methods.

We can give some value of the different things related to learning in the manner of how much learning takes place.

1. Heard information is probably least retained. LECTURES!
 2. Visual characters are retained somewhat better than hearing. READING!
 3. Next you have slides, overlays, objects and the like. These will assist retention better than just lecture. Moving pictures, be they film or tape, are next in order!
 4. Exhibits or displays of a number of items or objects with descriptions alongside. Missionary tables would fit in here quite well.
 5. Field trips involve the student in a manner so as to really stir within them much learning.
 6. Demonstrations will bring the person to know the principle and it is easier to accept as valid. How many have been to a fair and seen someone demonstrating a veg-o-matic or some such food slicing machine? Aren't you impressed after you view some of this demonstration. That is why they do it and that is why they sell so many of the things.
- 20/20 had a report on the 1/2 hour commercials (infomercials). One of them was on the super duper hand mixer. They demonstrated all sorts of uses and blades and it was impressive. They then went to consumers to rate the thing. None were satisfied. When the report was over Hugh Downs grinned and said he had been sold by that very ad - he bought and the thing was a flop.
7. Dramatic participation can be great. Someone a number of years ago tumbled to the idea of an Old Testament walk through (the leader places different people around the floor as geographical locations then walk another person through the geography - possibly you could do the missionary journeys of Paul).

I recently wanted to have some students think of a sequence of items. I had no overhead nor blackboard so I had them visualize the first item to my right, the next behind me, the next to the left of me. I then filled in by having them visualize another item way down the room past the doors. I could tell from the feed back that they were really tracking with me even though I had no visual. They began to actually scan the blank wall to see the things I had placed there in their

minds.

8. Staged experiences are fantastic teaching aids. The first semester of Bible College I had a professor that wanted to teach us a particular idea and as we gathered into the classroom his wife showed up with a loaf of hot - freshly baked bread and a large plate of butter with knives. He spoke to us of Christ the bread of life for a few moments then cut the bread and passed it around. I very seldom read or hear of Christ as the bread of life that I don't immediately think back to that freshly baked bread (and the aroma which preceded) it and the thought that Christ is our daily spiritual sufficiency.

9. Direct experiences allow the best learning experience. I do not recommend you try to find personal experience in this area that I'm going to tell you about, however it will illustrate what I am getting at.

My father came home one day when I was little and was telling my mother that he had stapled his finger accidentally and that it was really sore. I had played with the stapler at his office many times when I was there and the thought fascinated me to the point that I decided I needed to see how that would work. It did work quite nicely - it was somewhat bloody but that staple slipped into my finger so easily and nicely. Yes, the experience comes to mind even 40 years later at times when I pick up a stapler.

As a small child, I had two straight pins and was experimenting. I poked each into a different side of a wall outlet. ZAPPPP. I told mommey that that thing bit me!

Those items earlier in our list help us learn but let me tell you if you really want to learn and retain, well try stapling your finger - NNOOOOO!!! Include some experience in your teaching if you can.

We won't get into audio visuals very deeply however you need to consider them as you think of your teaching in the future. Audio visuals are anything that produce sight images or audible sounds that will help teach.

These materials are available through

Your SS suppliers

Libraries

Textbooks

Stores

Artists in your church

Film suppliers

Record and tape suppliers

Some of the materials that are available are:

Movies
Filmstrips
Tapes
Overlays
Books
Flannelgraph
Flip charts and pictures
Video tapes
Objects that they can touch
Field trips
Cdrom
DVDs
Computer programs

Availability to you depends on your church's finances. If you want to use a lot of films you probably won't have the churches backing unless they think your class will greatly benefit.

Know your community and know what is available from free sources. Public libraries have many items of use to you available for nominal fees or free.

Other teachers may have materials or equipment that they would be glad to loan to you.

Public school systems in small towns sometimes will help by loaning or renting hard to find equipment.

The photocopier has greatly improved availability of visuals not available before. You can find many things in the library that you can copy for use later.

TEACHING STYLE

I don't think I've ever seen this concept and truth displayed more vividly than in fun chapel that students put on at the Bible school where I taught. The time was taken up by reenacting each of the professors teaching sessions. The students had done a very serious evaluation of each teacher and his style. The realization should have been hard for some of the professors.

Some have said that a person will teach as he was taught. Do you agree with this statement? It may not be true across the board however I have found it to be true very often.

The first college I attended had a faculty made up of basically Dallas Seminary graduates. Their students for the most part went forth teaching very much as did their teachers.

Indeed, one of those teachers was probably the teacher I have most patterned my style after if there was any patterning. He almost always went with discussion plus lecture method. I

basically till this point in my life have done the same.

It would probably be of interest also to note that he was a maverick in the school in his methods. He loved to try what was new and the rest of the faculty was more reserved. I also love to try the new just to see if it will work in teaching.

Evidently the personality helps in the determination.

I have had other teachers that have impressed me with their methods and they also crop up in my methods at times.

CURRICULUM

Several ideas have arrived on the scene concerning curriculum in the public school system through the years. We need to see these to see where Sunday School Curriculum is at.

John Dewey came on the scene a number of years ago with a lot of thought on what good education was. He was reacting to the idea that science is taught as science and history is taught as history and was trying to bring a learning system that would be more exciting and effective.

He aimed at using the student's experiences and environment as much as possible to bring forth the learning. He stressed an interaction of the student with his daily environment.

You will find very few Christian educators that try to follow his ideas for he is one of the prime movers in the humanism that is in the public school system today. I may reject his humanistic values, but he certainly has a point. The student's surroundings and environment certainly affect their learning - as well as our relating their learning to their surroundings/environment will assist in their overall experience of learning.

INTERRELATED CURRICULUM

Some believe that you should mix the courses that are related. For example if you have New England history you should include New England art appreciation as well as literature.

This system also stresses the placing of the student in a place where he has some ideas then problems are introduced and the student is to use his mind to solve the problem.

This is a good concept. It helps the student relate all the information together. Many colleges use this and it is built into their curriculum. At most colleges the first semester or possibly year set forth the basics, then the following semesters built on the first.

EMERGENT CURRICULUM

I would say this is the no curriculum plan. The curriculum was to emerge out of what was going on in the classroom. Basically as the student reacted to one thing the reaction was the new subject at hand.

TEACHING UNIT CURRICULUM

The teacher gives an outline of the course and the students fill in the gaps.

UNIT AS A FRAMEWORK CURRICULUM

This curriculum takes a topic and builds the lessons around that one topic. It is a method that is often build around a main theme of living. Sunday School conventions and large gatherings work this way. They have a central theme and then all seminars and meetings revolve around some facet of that theme.

RESOURCE UNIT CURRICULUM

The teacher structures the class with outline, bibliography, activities etc. and the student listens or reacts to the results.

Where is Christian education in these systems? Bible Institute, Bible college and Seminaries are mainly in the Resource system.

Many Sunday School publishers are into the experience thinking which, if done correctly, can be beneficial however it quite often degenerates into experience only learning which tends to leave the Word of God out.

Some sermons are the emergent variety. As the minister thinks through things the sermon kind of emerges along whatever line. JOKE!

Some Sunday School literature is in the correlated topic area. They will take a main theme such as the Holy Spirit and then teach topics which relate to the Holy Spirit such as fruit of the Spirit and Gifts of the Spirit.

The Christian Education curriculums on the market today major on getting the student through the major items of the Bible between the age of toddler and adult. There is a general sequence and thought pattern that is followed which produces this aim in the student.

The method of the teaching however often rests in the experience-oriented thought so as you select information to teach be sure that the material is fitting your/your churches philosophy.

This has been aimed at the curriculum that will carry you through many years of materials.

As you begin to teach in a Sunday School or youth group or what ever might come along you need to set some thought on what your philosophy of education is going to be.

What are you trying to accomplish in your students lives? You have to know where you want to go in teaching before you can accomplish it. If you haven't any idea where you want to go you will be able to accomplish very little.

You need to set some goals in your teaching. What do you really want to achieve in this time of teaching with these particular students?

When you have your philosophy and goals set then you are automatically set in a certain direction. Then you can look at the curriculum available and select one that will take the student your direction. If you do not find a curriculum that suits your needs then possibly you should consider making up your own.

LEARNING

Let's talk a bit about learning.

Learning is a very illusive item to describe. Men have tried to explain it for years. It is an item similar to God. We can give many of the attributes but to describe the item itself is not possible.

Learning is the process by which we take external information and incorporate it into our memory banks. How this is done by a mass of flesh and blood is beyond the scope of our imaginations.

There are many thoughts as to how we learn and how we must teach to help the student learn. We need to look at some of these approaches to see if we can learn anything from them.

Some have suggested that as we are born we are a clean slate and that all that happens in and around us will be placed on that slate. As we progress in age and learning our memory fails in some areas and there are parts of the slate that are wiped clean for reuse with new material.

Learning is a combination of many items such as, past experiences, past learning, present experiences and present facts. The past experience and learning will control what is learned in the present.

Some have introduced the grid idea of learning. All new information is passed through the mind and it is compared to what is already there. If the new information is not understood it passes on into oblivion. If the information relates to a familiar fact it may be understood and retained quite easily.

There are times when something is understood but actually misunderstood and as a result there is

learning that takes place but it is learning that is incorrect information.

Remember the child that came home talking about the bear they sang about in Sunday School. "Gladly the cross eyed bear".

As a child I sang with great gusto the Christmas carols. One that I remember is "no crib for his head" It was years before I as an adult - saw the words and realized it was "No crib for his bed" - I had never thought about it - just sang it!

Once as a child I went to a wedding in a home. I ask my mother when they were going to bury the couple that had been married. My mother had no idea what I was talking about. I had the concept in my mind from some unknown place that when a couple was married they were placed in a chest of drawers and buried. Nothing grotesque - just that was the way it was.

BE CAREFUL WHAT YOU TEACH KIDS AND MAYBE YOU SHOULD HAVE THEM REPEAT BACK THE THOUGHTS YOU'VE BEEN SHARING TO BE SURE THEY ARE TRACKING WITH YOU.

Clear learning in the past will help to accept the clear learning of the present and future.

Remember the grid as you try to teach someone. If you are bringing up a subject that they learned of years ago then you might want to freshen up the image that they have on the grid so that the thought you are trying to convey will find acceptance via the sharp learning of the past.

I trust as you consider what has been covered you will think through these things in your preparation to teach God's people in the future.

Chapter 8

LEARNING

Let's talk further about learning.

We have suggested that learning is a very illusive item to describe. Men have tried to explain it for years. It is an item similar to god. We can give many of the attributes but to describe the item itself is not possible.

Learning is the process by which we take external information and incorporate it into our memory banks. How this is done by a mass of flesh and blood is beyond the scope of our imaginations.

There are many thoughts as to how we learn and how we must teach to help the student to learn. We need to look at some of these approaches to see if we can learn anything from them.

We know that learning takes place at least from birth.

Illustration:

Consider the baby that cries and the mother that attempts to stop the crying - how does the mother act? Usually checks the diaper then sees if the child is hungry. Imagine the following sequence.

BIRTH
THUMB SUCKING
CRY
CRY/ CHOW
CRY/CHOW/WOW
CRY CHOW/WOW
CRY CHOW
CRY
CRY/SCREAM/CHOW
CRY SCREAM/CHOW
CRY SCREAM CHOW
CRY SCREAM CHOW/WOW
CRY SCREAM CHOW WOW/CRY SCREAM CHOW WOW
CRY SCREAM/POW
CRY SCREAM/POW
CRY/POW
SMILE
SMILE/CHOW

SMILE/CHOW/WOW
SMILE/CHOW
LEARNING!

We are not even sure when learning begins. Some have toyed with the idea of pregnant mothers reading to their babies. They have placed mini microphones next to the ears of a very small fetus and the sound is identical to the external sound with a slight muffle to it.

Very small fetuses can scream if air passes their mouths when they are in pain. A doctor that was aborting a small fetus heard one of these screams, and he determined that he would never do another abortion.

There have been mothers that have read to their child and they seem to be very sharp children after birth. Hopefully we will see some research on this subject in coming years.

Imagine the impact it might have if you ladies were to do your Bible reading out loud while pregnant.

Learning is a combination of many items such as, past experiences, past learning, present experiences and present facts. The past experience and learning will control what is learned in the present.

There are three types of learning that we need to look at briefly.

1. NATURAL

This is the learning that comes from just observing what is going on around the child. The words they pick up, the bad habits they pick up etc. This was well illustrated a few years ago in a commercial against smoking. The commercial pictures a man and his young son out for some air by the lake. The dad reaches down and picks up a rock - the son does the same - the dad skips the rock across the surface of the lake - the son does the same - the dad sits down by a tree - the son does the same - the dad reaches into his pocket and pulls out a pack of cigarettes and pulls one out and lays the pack on the ground - as the dad lights his cigarette the son takes the pack and pulls out a cigarette.

2. INFORMAL

This is the learning that comes from mom and dad teaching as they go along. Tying shoes, feeding themselves, potty training, keeping their room clean, not biting and hitting one another, etc.

The public schools are realizing how much learning can be accomplished in the early years and are trying to get children into the public system at age three. This is being accomplished slowly

but you can count on it happening. They now are using Pre-school as a tool to get the children into the system at four.

This is where learning may be getting sidewise to some of our children. If the parent and those around the child are constantly telling them they don't know or don't have time for their foolish questions, soon the child will get the message that they are dumb and shouldn't ask questions. They may also go elsewhere for their answers.

There is a tremendous built in desire to learn and question. We as parents and teachers should be open to feed those open minds all that we can find to feed that is of good content.

3. FORMAL

This is that training that they gain from school, Sunday school and all other types of learning situations.

You might want to analyze your homes and churches to see what surroundings your kids are growing up in.

The child in a home where study, books, magazines, newspapers etc. are important will naturally come away with the idea that learning is important.

In my home growing up education seemed to be unimportant though I found out later in life that both my folks had gone to college. My brother and I skimmed through high school. God called me to the ministry and I knew that I would need to attend college - that certainly was not my idea! My wife and I did not push education but books and college were in our children's young lives. Our three children all have gone to college.

One other illustration might be of use. The older Kennedy's began when their children were young to teach them at the dinner table. The folks would post articles from newspapers on a board and all children were responsible to discuss the article at the dinner table. We all know the effect of that on the Kennedy children.

On the other hand if you have video games, tvs, vcrs etc. they will soon realize that the in thing to do is have fun on the end of a transistor.

Maybe that may help us understand how to furnish a classroom in our Sunday school.

Lawrence Richards suggests a simple method of teaching that is of interest and we will throw it in here.

The HOOK, BOOK, LOOK, TOOK, method.

You hook their interest by picking up on some need in their life and telling them you have an answer.

You take them to the book or the Word of God.

You help them look into the book and find their answers.

You then help them take that answer to themselves to care for their need.

There are a number of theories we can look at and they fall within three main schools of thought.

Let us look at some of these theories and schools of thought.

We must understand that there are numerous theories of learning and all are the theories of men that have observed the process of learning in others, thus all theories are based on the possibly flawed observations and assumptions of their inventor.

There are basically three schools of thought:

1. Learning as connection:

As the student goes through a series of steps and arrives at a pleasing end there are a series of connections made within the nervous system. These connections if repeated will always bring pleasant feeling in the end. The repetition is needed to solidify the series of connections in the nervous system. After awhile these connections become somewhat permanent and the item is learned.

It is the linking of stimuli to certain responses.

This might relate to the cry scream idea. As the cry wov comes into play the child has learned through connections that have been made and the approach to getting food is set until it is reset.

The stimuli of hunger can be seen as an indicator for the response of cry. Food at that point reinforces the baby's thought patterns.

2. LEARNING AS WHOLENESS IN EXPERIENCE

This line of thinking sees learning as a series of experienced situations in which the learner experiences, and perceives the situation and then he understands what is going on and this understanding is called insight.

An example might be that of a child in the kitchen that has never known the heat of boiling water. He places his hand into the water and quickly perceives that the boiling water caused

great pain. He might well perceive that kitchens are painful, so you might want to sit down and explain that the only problem was placing the hand in the water.

Students learn in the same manner at times. They are asked to read a packet of information. They decide they won't do it when asked to but will get to it sometime future. The next class period they come and find a quiz over the material on their desk. They perceive, or understand that they should have done as they were told.

3. LEARNING AS REASONING AND CREATIVE EXPRESSION

This line of thinking attempts to go a step further than the first two.

The first two are true but fall short of all that learning is.

The third school of thought sees the student as taking what ever is going on and using their own mind and abilities, reasoning through it all and coming to conclusions that they act on. They then express that which they have learned.

It takes into account the Christian aspect of man and realizes that we are a spiritual being and learning within the framework of not only the scientific discoveries, but also we are knowledgeable of God's estimation of man as a whole and man as an individual.

We function on the scientific as well as the revealed knowledge from God.

For centuries learning was the presentation of material for memorization and regurgitation. The student would memorize and then recite back the information.

To a point this is still used in some schools for some items of learning.

Then in the mid-19th century the thought of reducing ideas to the smallest possible information for presentation to the student. The student would take that idea and relate it to their knowledge and hopefully assimilate the new information. In mathematics the student is taught to add then subtract then multiply, then how to divide.

Some believe that all new information is passed through the mind and it is compared to what is already there. If the new information is not understood it passes on into oblivion. If the information relates to a familiar fact it may be understand and retained quite easily.

This thought is often called the Grid system.

There are times when something is understood but actually misunderstood and as a result there is learning that takes place, but it is learning that is incorrect information. Remember the child that came home talking about the bear they sang about in SS. "Gladly, the cross eyed bear."

As a child I sang with great gusto the Christmas carols. One that I remember is "no crib for his head". It was years before I as an adult saw the words and realized it was "No crib for his bed" - I had never thought about it - just sang it.

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Some have suggested that as we are born we are a clean slate and that all that happens in and around us will be placed on that slate. This theory is called the slate theory.

As we progress in age and learning our memory fails in some areas and there are parts of the slate that are wiped clean for reuse by new material.

Others believe in the reward/punishment theory. Most teachers operate in this area. You forget to study for a test. I give you a zero. You study for the test. I give you a 100! The natural desire is to receive the reward and avoid the punishment.

The additive theory has the idea that you should do a lot of memorizing to add to your store of knowledge that you will use someday.

The being told theory is used by many parents. You might see this in the child that is told that the fire will hurt them. Some will learn from this and be satisfied. Others will just have to learn for themselves.

My father came home from the office one time years ago and told my mom that he had accidentally stapled his finger. Being the questioning young boy that I was, decided I wanted to see what that would feel like.

DO YOU HAVE ANY IDEA HOW PAINFUL THAT IS? I'm sure that if my father had told me how painful it was, that I would have believed him!

Others hold to the step by step theory. The idea of taking one step at a time and introducing the theory before the practical. The theory is often forgotten long before the practical is achieved.

Then there is the automatic transfer of training theory. Ideas and learning from one situation at times are transferred into other learning situations of similar nature.

Example: You have been asked to read something in my class and you fail to do so and fail a quiz the next day due to your not reading the assignment. That learning experience may transfer into one of your other classes when the teacher asks you to read a certain item. You may well have learned that reading is the wise choice.

There is the thought that learning is painful. This idea is that the harder that a person works, labors, sweats and strains over an item the more he will learn. This is often the case, however unfortunately not always.

Learning is pleasant is the opposite of the above in idea, however the results quite often are not that great!

Some conclusions:

Some feel that learning is permanent. May I suggest - hogwash! I have forgotten most of what I have learned. I go through notes I covered and passed tests on 15 years ago and I don't recognize the material as having ever been covered.

Indeed, I don't remember some things that I have personally studied. One day after a chapel session my wife came to me and said - "Isn't that great - the speaker today agrees with you." I asked what she was talking about. She pointed to her Bible and there was a note she had made several years prior from one of my messages that agreed with what the speaker had said about the passage. I at the time of the speaker covering the text thought that he had a good interpretation, not remembering that I had ever studied the text.

The Gestalt theory follows the thinking that unless the teacher understands the whole of the child then they can not teach the child properly. The whole has the idea of in physical, mental, emotional, spiritual and all other aspects of the child. To teach - understanding only part of these is to not teach properly.

This is why it is important to know a little about the characteristics of the age group that you are working with. This is why it is important to know what is going on at home, and at school. This is why it is important to know the spiritual condition of the child.

The stimulus-response theory understands that there are certain things that can be taught by using stimuli. The Russian Pavlov discovered that if he rang a bell, and fed a dog the dog would salivate. After awhile he found that if he rang the bell with no food that the dog would salivate.

Indeed, we can do the same thing to ourselves. If you shine a light in the eyeball and ring a bell, the pupil will grow smaller. Over time you can stop using the light and ring the bell and the pupil will react.

Indeed, is this not what habits are. We do a certain item when a certain stimuli is given and we later on continue without the stimuli.

There is some truth to this thinking, yet there is little real evidence from humans that it works for learning. The research is done with animals and not humans.

For the Christian teaching in a church situation to not understand the public school system methods is to not understand how to teach their students. The public system is anti-God, based on humanism and funded by the riches of the government. You on the other hand teach God, individual responsibility and are on a very limited budget most likely.

Don't forget that the public system is also teaching Darwinism as truth.

To boil it all down into one phrase that you might remember, Know all that you can about your students, know all you can about your subject, know all you can about your God, know all you can about teaching, and know that you will do the best that you can!

Chapter 9

LESSON PLANS

This section uses an outline I adapted from Eavey's "PRINCIPLES OF TEACHING FOR CHRISTIAN TEACHERS. I trust I won't give undo distress to Mr. Eavey's thoughts with my own comments.

VALUE OF A LESSON PLAN

A plan will assist in attaining the ultimate goal of the lesson.

Unless you plan toward your goal you will never be able to attain it. If you have no plan then you will never know where you are going within your lesson until you get there.

A lesson plan will clarify the main goal as well as assist you to set some sub-goals for your ministry.

As you plan you may find that your goals are unclear or unreasonable. You can then clarify them as you proceed.

A plan will help relate the past and future lessons to this one.

One of the hallmarks of teaching is review. In the college situation you will find that there is little review for there is little time for it. Most review is in the form of tests.

When you are teaching in the church situation the review is very needed. The student needs to know how this lesson relates to what he learned last week. He also will be a step ahead if you let him know how it relates to next week's lesson.

The plan will assist in selection of materials, activities, procedures and methods. You will know what you want to do and will be able to do it because you have prepared before hand.

If you have not planned ahead and you realize that the students do not have anything to do the last fifteen minutes you will have to refresh yourself from your panic attack and think quickly!

A lesson plan will encourage the use of better methods and techniques.

If you don't know where you are going how can you know what mode of transportation to take. If you plan to take a car and in the middle of the trip decide to go to Japan you are going to get wet. Likewise in education, if you don't know what methods you are going to use until the middle of the lesson you are going to be all wet.

The plan will give confidence to the teacher and assist him/her in future lesson preparation. As they develop in planning many of the items will become automatic to them.

If you know how to get to a destination in the city, you drive with confidence and are always in the proper lane at the proper time. When I was in Bible college one semester I took 18 hours, was working 25 hours per week, drove 20 miles each way to work in Denver traffic. I always took the same route to work. I was very tired due to the heavy load and I was also very active in a local church.

I had the bad habit of going to sleep at times on the way to work. One day I found myself sitting in the left hand turn lane where I needed to turn north. The last thing I remember was about eight blocks back. My eyes must have been open and my subconscious had to have been helping me control the car. My turn signal was even on.

If you don't know for sure where you are going you will be driving slowly and be very nervous about every intersection. Not only are you nervous, but the poor people riding with you and in the cars around you will be very nervous, wondering what you are going to do next.

So, the students will be uneasy if you do not know what you are going to do.

A lesson plan requires proper preparation. To have a plan you need to do some very important steps that will allow you to set up a plan. You will have to consider many things before you can set down a plan.

A lesson plan will allow the teacher to plan for special students and needs of the class.

If you have a hearing impaired student you will need to be sure that your lesson won't be a problem to him. If you are going to use a tape or record you should make special provision for his hearing or have a copy of the script so that he can read it.

A plan will assist the teacher to see problems before they get to the classroom.

If you realize that you have five minutes free time for some of the students you need to program in something for them to do or they will find something to do.

A plan will demand some forethought to the lesson and not allow the teacher to put off planning to the last minute.

You can not set a lesson plan down at 10:00 PM Sat. night. You will have to start very early in the week. Most suggest that you spend Sunday afternoon reading over your next week's materials to get things into your mind so that you can be thinking about them.

The lesson plan should be started in the early part of the week to allow for gathering of

information and materials.

I met an adult SS teacher that prepared his lesson in the car as his wife drove him to church Sunday morning. That is not teaching. Sad to say you could tell that was the type of preparation he had.

A plan will give time to acquire needed lessons and materials.

If you do the plan Friday evening during the late movie you may find Saturday morning that the crafts shop is closed and you are in trouble.

A lesson plan will give the teacher time and ease of setting down a summary for the end of the class.

To set down a summary you need to know what you have taught or at least what you are planning to teach. If you do not know what you are going to do then there is no possibility of summarizing.

A summary can be done at the end of a session on the spur of the moment, however some planned thoughts would be much more effective.

A plan gives basis to evaluate the lesson and presentation. If you had a plan you can look back and know if you hit or missed.

To form a plan you must take into account many things.

What age group are you working with? If you are working with the nursery you will have to plan in lots of drink and diaper breaks. If you are working with teenagers you will have to have a completely different plan of attack.

What classroom facilities are available? Get to know your room and the equipment that is readily available to you. Even when I'm asked to speak in a strange church I ask for the size of the group, if there is an overhead available etc. It may help know what I want to do.

Know what you can do and not do before you plan to do it and find that you can't do it.

What amount of time you are trying to fill? Another must when I talk to people about speaking. Many Sunday School publishers plan for an hour and you may be in a church that has a half hour opening exercise and a 20 minute class time.

Adjust in advance!

What particular physical needs your students have? If there are general needs in the age group,

then plan ahead. If there are special needs of only some of the students then you also need to plan.

What materials and activities are required by the Sunday School or church you are ministering in? Again, I often ask if there is a special topic they would be interested in. At times it is very specific - other times anything will do.

If they only allow the use of Baptist press materials and you show up with your own homemade materials you might have a problem. Some churches can be very sticky in what you teach.

In general you need to know about everything that you can possibly know about before you set your plan and then when you are finished be sure to plan for some unexpected things to come along to help mess up your neat plan.

We went to speak in the AM and PM services at a church about five hours away. We left home about three in the morning to arrive on time. We were just settling into the pew for the Sunday school lesson by the pastor. I had planned well so that I would be well prepared. My plan of attack was flawless. Indeed, it was except for one minor point. The pastor on the spur of the moment ask me to take the Sunday School class.

Planning will keep you in good stead as a teacher. Planning will force organization of your ministry. Planning will result in organized teaching of your students. Planning is probably a teachers best friend.

Chapter 10

LESSON PREPARATION

All of the following should be done well in advance of the first session if there is more than one session.

If you are teaching on a weekly basis begin the new lesson Sunday afternoon. Take a full week to develop the lesson and prepare for its presentation.

I know of many pastors that begin their Sunday morning sermon on Saturday morning - this is not proper preparation for most people.

DETERMINE THE FACTS

1. What age group am I teaching?
 - a. This will help you determine the method that you want to use.
 - b. This will help you determine the visuals that you want to use.
 - c. This will help you determine some of the items such as aim and purpose.
 - d. This will give you some guidelines in how to pray properly.
2. What lesson am I teaching?
 - a. Is there a lesson quarterly that I am to follow?
 - b. Is there a prescribed topic for me?
3. Why am I teaching?
 - a. Am I a substitute for a sick teacher?
 - b. Do I have the whole session or just part of it?
4. What is the purpose of my teaching?
 - a. Is this a regular class that I will be working with?
 - b. Is this a single quarter class situation?

Now that you know a little about where and why you are going you can begin to get down to specifics.

1. What is the theme of this lesson that I am about to prepare?
2. What do I desire God to do in this lesson for me?
3. What do I desire God to do in this lesson for my students?
4. Read through the text that the lesson is based on several times.
5. Read through any related texts that might help in the preparation.
6. If there is a quarterly read through it and be sure it is going to fulfill your aim for the lesson. Be sure it is Biblical.
7. Begin, if you haven't already, to pray about the lesson and what you feel you want the Lord to accomplish. Be sure that you are open to his leading to change directions a bit if He so directs. At times I am prepared for Sunday and Saturday night the Lord directs me to do something totally different. I allow Him to lead in topics and preparations.
8. Begin to look for more information to help with the lesson.

Bible atlas
Encyclopedia
Concordance
Bible dictionary

9. As things progress spend some time preparing the lesson plan. Begin to form in your mind the outline and conclusion or application.
10. Begin to give thought to the visuals that might assist in getting your story or lesson across to the students. Be sure they are an assistance to learning and not just something to fill the time.
11. Ask yourself questions about the lesson and the text.
12. Heaven forbid that you use this one but you might even apply some of what you are learning in Bible Study Methods class.

This is a free-bee and is only my opinion but here it is anyway. Your knowledge of how to study the Bible is key to your success. There are a number of different ways to study the Word and you should know them to give variety to your teaching as well as your own understanding of the Word.

Most Bible colleges offer courses in Bible study methods. I would recommend that anyone teaching in the church make every effort to take one of these classes. I suspect you could find the class online or by extension as well as on campus. Some of them will not look useful at all, yet in your future study you will begin to use them!

13. Just what is that passage trying to get at?

Look at it and
study it and
think about it and
consider it and
chew it up and
mull it over and
find out what God is trying to tell YOU.

THEN

and only then can you really try to relate it to the student.

14. Consider if you need to have handwork. If it is a childrens class you will need it.

15. The key is the Word of God and the prayer!

16. Put your information into a proper order and build your lesson.

17. The method and age group will determine the particulars of this process.

18. The application is the key.

You must know your students and their needs before you can be explicit yet if you don't know these things you can make general applications to the age group.

Sin is a problem for all ages and peoples so that is a good area to apply in.

19. When you are teaching be looking for feedback to know how you are doing.

If you see someone leaning way over with his hand cupped to his ear you might try speaking a little louder.

If some one is plugging their ears try reducing your volume. I saw a man with a hearing aid turn his aid completely off one day when the music was getting a bit loud.

If you see someone that is acting indifferent, do what you can to gain his interest. If it continues

you can bank on one of two things.

a. The student is being cool - listening and learning, but keeping a good COLD exterior. When interim pastor at a small church we had a unique man and his four children begin to attend - he wanted the kids to have a proper spiritual education. He, however, did not need to pay attention. He would sit in the car and wait or if it was cold would go to the church library and pick up a book to read while he sat in Sunday school and church. He never paid attention - however a number of his comments after church let me know he was listening quite intently.

b. The student has a bad attitude.

If it is a, then let him be cool. If it is b there's not much you can do - try to talk to them and pray that the Lord will work.

20. Take time soon after you give the lesson to think over the way the lesson progressed etc. Determine if there were things that you could do that would improve the lesson. Was that paper airplane in the ear an indicator of something? Was there anything you did wrong or did not do? Are there ways that you can involve the students more? Were there things that you did correctly that you want to plan into your next lesson?

Evaluate what you have done and see if you can improve. For example I gave a large handout to a class and ask them to read it. I gave a pop quiz to see if they learned what I wanted them to learn. As I evaluated the outcome of the quiz I decided that the handout was not a good way to communicate this information. I immediately made a note not to do that again!

Evaluation is necessary for you to learn how to teach more effectively.

After awhile you will tend to do this automatically and you won't have to sit down to do it - it will just happen in your mind. Don't be so automatic about it however that you forget to do it!

Teaching takes time! Spend time! It's a great investment.

A proper lesson or sermon from the average pastor takes ten hours to prepare and then the time to go over it and prepare to give it. If you plan visuals then there will be added time.

If you are in teaching to fill an opening then you ought to make an opening. If you are in teaching to make a difference in lives, then you need to take time to prepare for such an important ministry.

Paul, tells us what teaching is all about in Ephesians 4.11 "And he gave some, apostles; and some, prophets; and some, evangelists; and some, pastors and teachers; 12 For the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ: 13 Till we all come in the unity of the faith, and of the knowledge of the Son of God, unto a perfect man, unto

the measure of the stature of the fulness of Christ: 14 That we [henceforth] be no more children, tossed to and fro, and carried about with every wind of doctrine, by the sleight of men, [and] cunning craftiness, whereby they lie in wait to deceive; 15 But speaking the truth in love, may grow up into him in all things, which is the head, [even] Christ:"

Chapter 11

LECTURE

The lecture method of teaching is described by Webster as "formal discourse delivered for instruction"

You may have not thought about it but likely hear a lecture everyday of your life in one form or another. Sermons, car salesmen, doctor telling you what to do, television newscasts, etc.

You must admit that many of these are quite effective in communicating information.

VALUES of the lecture method

1. You can present more material in a given period of time with this method.
2. Your material can be highly organized for delivery as opposed to the discussion methods where your itinerary may vary with the responses.
3. Be sure you have no interruptions which take away from your delivery time.
4. You do not have to field questions which you may or may not have time to answer - or that you do not know how to answer.
5. It allows you to give information which the student might not have access to otherwise.
6. It is a very good method for large groups.
7. It allows the teacher complete control of the teaching session.
8. It allows the teacher to direct the session in any direction that he/she wishes - just information or devotional - etc.
9. It is the easiest method to use for most people.
10. It allows the teacher the most security emotionally. They are in total control and there is little chance of that position changing.
11. The lecture is good for setting down a principle or concept and then proving or showing the thinking behind it.

DRAWBACKS to the lecture method.

The lecture can be very beneficial to the student or it may be very detrimental. A dry lecture can do serious damage to the listeners listening ability. The student subjected to poor lecture procedures over a prolonged period of time will ultimately be conditioned to a state of comma.

1. It quite often is boring plus a bunch!
2. There is little if any audience participation.
3. There is little possibility of the teacher knowing the audience's reaction to his information.
4. There is little initiative on the part of the student to get involved in the information. The only possible reason would be tests and grades.
5. It allows for no difference of opinion. This is very frustrating for the student at times. (Very secure for the teacher however!)
6. It requires a great ability at speaking and lesson preparation to continually bring good - interesting studies.
7. For a teacher in a classroom that teaches the same material over and over there will be a tendency toward boredom on his part as well. This is not good for the teacher nor for the pupil.
8. You must be sure to give time for the student to take down notes if it is a test/grade situation. You may have to repeat long quotes several times so that everyone is able to get them down.
9. There is less of a relationship built between the teacher and the student. This tends to limit the amount of learning. The student that likes and is interested in his teacher will be more attentive and will be able to follow his line of thinking quicker and easier than if there is no relationship.

HOW TO DECIDE WHETHER TO LECTURE OR TO USE SOME OTHER METHOD

If there is a wealth of facts or material, or if the information is of a Biblical or technical in nature then lecture would be a good method. Another consideration is the amount of time you have versus the content.

You can't, for example, explain effectively the charge path of a capacitor in a transistor circuit with the discussion method.

If your audience is large and/or likely to reject your line of thought then again, the lecture method might be the better choice.

In a contemporary theology class we had men come to present their views - which they knew we

disagreed with. Not one of them used the discussion method. Each chose to lecture and leave! Some did allow questions.

If you know the audience is not the discussion type group then humor them with a lecture. We spoke several times to a church in central Oregon. After several times of falling flat on my face trying to get a discussion going I resorted to one discussion and two lecture sessions on Sundays. After several sessions I was able to get a fair discussion going but nothing fantastic.

If you are just plain chicken then opt for the easier method. At times you will have an audience that will be very hard to face with a discussion.

I taught sessions in a church on the West Coast where there was a Christian College president, several faculty members, a doctor, and other professionals. You can bet your bottom dollar I considered the lecture method. I did opt for discussion but I'm here to tell you I was nervous plus nervous, and even a little nervous!

PREPARATION FOR THE METHOD

1. Prepare your information well. Set an outline. Work from what they know to what they don't know and teach them. Let them know exactly where you are going so they can catch up if they get behind.
2. Be very organized. Have an outline and follow it in your presentation.
3. Set a goal or aim for each session and then prepare toward that aim or goal only. Concentrate on that goal. It is good to share this goal with your audience in your introductory remarks.
4. Use illustrations as often as possible.
5. Use visuals or at least handouts as much as possible to help the students retain what they are hearing.

The Socony-Vacuum studies reveal that:

In the lecture only method a student remembers 70% of what he hears three hours after he hears it. In three days the retention is only 10%. With the use of visuals the retention at three hours rises to 85%. The retention after three days however is at 65%!

LET'S USE VISUALS WITH THE LECTURE METHOD.

Further facts that may interest you from these tests. People learn 1% from taste, 1 1/2% from touch, 3 1/2% from smell, 11% from hearing, and 83% from sight. People remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear,

70% of what they say as they talk, and 90% of what they say as they do something.

6. If you feel comfortable doing it, a question answer session at the end will help to cut down on the disadvantages.

7. Keep the lecture time as short as possible.

8. Most experts say you should use the lecture only with other methods and as little as possible. This may be true in Sunday school yet not necessarily in the classroom situation.

9. If you use the material over and over as in a school situation be sure to go over the material each time and update it to the present. New illustrations - comments that would date the material - etc.

10. Use of reproduced notes or outlines can increase the amount of information that you cover in a lecture.

11. Stress must be placed on the organization of the materials. If the lecturer is not clear in his own mind where he is going the student will certainly never get there.

12. Practice before you present the lesson. Go over the material several times so that you can easily find your place if you step away from your notes for a moment.

13. You might tape the session before you use it to see how you sound and whether you are communicating the information the way that you want. Video taping would be excellent if you have the equipment available.

14. Use language that the students will understand. They must know the words that you use to know what you are saying. You must realize that most people do not enjoy reading dictionaries like you do!

Use words that are modern and up to date. Example: If I were to say I wanted to get a Yul Bryner what would I mean? How about if I wanted to get a Kojak? Both of these men had shaved heads, but many young people would have no idea what I was talking about.

If you are in a foreign country or cultural group you might do well to have someone go over your material to see if there are any terms that you are going to use that will cause conflict or humor at an unwanted moment.

For example if you were to speak to some European immigrants and tell something like the following you might well get embarrassed! I had forgotten my handkerchief so I blew my nose on the napkin that was on the table. You see the napkin in many European countries is what we call a diaper.

15. Vary your method of delivery as much as possible. You might read portions of your lecture. You might have students read printed portions either silently or have one do it out loud.

Have the students verbalize what you've said in some way to someone else in the audience.

You might possibly use tapes that deal with your subject as a part of the session.

CONCLUSION

The lecture method is very effective if used properly.

It is very good over a long period of time if the lecturer is well prepared and illustrated.

Use this method wisely!

Chapter 12

BUZZ GROUPS

A buzz group is a class where you divide into small groups to study or discuss questions or topics.

THE METHOD:

1. Introduce your subject and give preliminary information.
2. Explain what is expected from the groups.
3. Assign groups and topics.

Keep the groups small if you can - 5 maximum if possible.

You can use the same topic for each group or assign different topics. You might want to assign Bible texts for study and draw conclusions at the end.

Give the instructions verbally and have them written out as well so that they can double check them without disturbing other groups.

4. Divide and tell them how much time they have to work.

You might assign a spokesperson if time is limited or allow the group to appoint their own.

Stop the groups when the interest is high if you can. (5-10 minutes.)

5. Allow the time allotted but be sure to stop at the time allotted as well.
6. Gather the groups together and call for reports. Discussion is good if you have time.
7. Conclude with some pertinent application and information.

ADVANTAGES OF THE BUZZ GROUP:

1. You have total involvement (participation and interaction) of the total class.
2. Each student is free to share his or her opinion and/or ideas within the group and also at the end if you have discussion time.
3. You may uncover needs and problems that you can deal with at a later time.

4. It gives the students time to get acquainted. At least enough so that they might talk to one another after class.

5. It can be used in most any size classroom.

6. It helps the students to evaluate, judge and act on information that is given.

DISADVANTAGES OF THE BUZZ GROUP:

1. It takes a lot of time.

2. It will limit your total presentation time for your material. If you have a limited amount of material this might be a good way to hold your class.

3. Buzz groups tends to get old over time so you would want to use it with other methods.

CONSIDERATIONS:

1. If your class hates one another don't try buzz groups.

2. If you use this method it would be nice if the students had some knowledge of the subject to be discussed. Give them some introductory reading before hand if possible.

3. Some adult groups dislike this method. Some teachers act as though the students are ten years old and assign groups, where to sit, who is spokesperson - then every two minutes - you'd better hurry! NOT GOOD! You need to allow the students freedom to fulfill their appointed task.

Over all this method is quite effective if you have a good subject to share with your students. It involves them with you as well as the information. It is hard to not be paying attention with this method.

Chapter 13

DISCUSSION

The discussion method has been termed "pooled ignorance".

Generally those using such terminology have never been very successful at handling a group discussion on their own or fail to properly understand the methodology of it and thus feel they must demean the method.

There is a danger in this method upon which those terming it "pooled ignorance" base their accusations. We will see this in the section on methodology.

Discussion is the thought of taking a topic and seeking to investigate all options to it with an ultimate goal to reach a mutual understanding of the topic.

Christ at times ask questions that were designed to make the person think and respond if not verbally at least mentally.

Matt. 9:5 "For which is easier, to say, 'Your sins are forgiven,' or to say, 'Rise and walk?'"
WHICH IS EASIER?

Matt. 16:13-15 "Who do men say that the Son of man is?" His next question was "Who do you say that I am?"

If He had ask the last question only there wouldn't have been anywhere near as much thought on the part of the listener.

ADVANTAGES OF THE METHOD

1. You have interaction between the students themselves as well as with the teacher. Not only will you have the students attention, but there will be a growing together of the group and there will develop a greater freedom to interact on a personal basis.
2. There will be much more participation and activity to keep the students awake!
3. The method causes several things in the students:
 - a. Thinking - they must consider what has been ask - what has been said - what his thoughts are on the information heard - etc.
 - b. Listening - they will have to pay attention to the whole session if he is to learn and understand what is going on. This attention will also dictate their willingness to interact personally on a

verbal basis - they will want to be sure they are on target with comments.

c. Communication - they will have to communicate their own thoughts on the subject in a manner so as to make those listening to understand.

d. Problem solving - they will learn different ways in which they can approach problems and solutions.

e. Study - if used correctly this method will stir the student to want to study so that they will have proof for his/her view and know what the other views might bring up. This of course assumes the student is given the topics before the sessions convene.

4. It will help the teacher to uncover any misunderstanding that the students might have. As the person verbalizes a wrong concept the teacher can help them to see where they are incorrect in their thinking.

5. It quite often uncovers personal needs in the student's lives that they would not normally share.

6. It will give opportunity to share personal experiences and how the students faced them. This can be a very good learning experience for others that might be facing the same problems.

DISADVANTAGES OF THE METHOD

1. There may be in some cases a limiting in the amount of material that can be given, however I personally feel that by mixing a small amount of lecture in with the discussion as you go you can cover just about as much material as with other methods. Certainly you can cover more with this mix than with debate, forum, panel, and buzz group methods. The lecture might give freedom to convey more information.

2. There may be lots of sidetracks that are wasted time. More will be said later about sidetracks.

3. A few may monopolize the discussion.

CONSIDERATIONS

1. The type of group you are working with will determine whether you want to use this method or not.

If working in a Bible study with people from five different denominations the discussion method would be similar to Russian Roulette with a fully loaded gun. You WILL BE SHOT DOWN!

2. Immature Christians will work well with the method if they have some knowledge of the topic

from reading or previous teaching, however without some knowledge they will be very limited in discussion.

3. Very quiet people may not relate well to this method though it also tends to draw them out as times goes on - they will want to be a part of the group - face it, they have ideas too and will want to share them. These people are also at times very hard to draw into the discussion, yet you should endeavor to include all students in the discussion.

4. Larger groups may not discuss as readily yet some will. I taught a large Sunday School class one Sunday. The class was about 75 and we had a very excellent time of discussion and interaction. They knew each other quite well which helped. The topic of discussion was also quite interesting which assisted the time of learning.

In the larger group you may not have as much interaction between students - it is more student to teacher interaction, however not necessarily.

METHOD

1. Prepare as well as if you were going to lecture. In the area of organization be prepared! If you do not know where you are going you will never get there. I tend toward over preparation due to the fact that I desire to know what all might be brought up so that I can have an intelligent reaction prepared.

2. You need to have a definite plan to your lesson so that you do not become the "pooled ignorance" that we mentioned earlier. If you have no plan and fail to prepare properly then you will have a group of X number of students that are going X number of different directions and no one knows where the goal or end is. This indeed can become "pooled ignorance".

3. Try to include all students in some way. Asking non-threatening questions of those that are hanging back might help.

Questions like:

a. Would you explain the 2nd law of thermal dynamics to us in fifty words or less. NO NO NO NO NO NO NO!!!!

b. What do you think about that?

c. How do you feel about that?

d. Do you have any comments on what we've said?

Years ago my wife and I were in a liberal church for Sunday School and they topic was the great

commission. The discussion had discussed every topic possible except the thought of missions and the extension of the Gospel. At one point late in the class the teacher turned to me and asked what I thought. That may have been the last time she asked that question in a class - I shared many thoughts concerning the Gospel and our need to share it with the world.

4. Keep your questions completely void of information that would give the answer - keep them headed toward the answer but don't give it to them unless they just can't come up with it. Keep them guessing as to what you think. Keep the questions as thought provoking as possible. At times playing the devil's advocate in questions will get discussion started.

Design questions to help them find the answers. At times students will have some facts but do not know exactly how to apply those facts to find a solution. Don't just give them the information they need, but question in the direction that they need to move and help them find the answer themselves.

Questions should be asked to help them clarify any unclear areas that might arise.

ATTENTION! DO NOT FAIL TO WRITE THIS DOWN! DO NOT ASK QUESTIONS THAT CAN BE ANSWERED YES OR NO! YOU WILL PAY THE PRICE OF SILENCE IF YOU DO AND THAT IN THE DISCUSSION METHOD OF TEACHING IS AKIN TO THE QUARTERBACK DROPPING THE FOOTBALL JUST BEFORE HE CROSSES INTO THE END ZONE IN THE LAST TWO SECONDS OF THE SUPER BOWL GAME! DON'T DO IT!

5. Pit people against each other to stir up further thought and discussion yet do not antagonize people. If you feel someone is getting frustrated cool it down by giving them time to explain what they are getting at.

6. Sidetracks are not uncommon to say the least however give due consideration to them. Some people say they dislike discussion because of the possibility of side tracks. At times a sidetrack may be present because someone has a real question in that area. You as the teacher must evaluate the moment on a moments notice. Is this worth while or a waste of time?

At times you can go back to the subject if you are in question and see if the person returns to the sidetrack. If they do it might be good to take time to discuss it. Sidetracks often will head down a track that you as the super intellectual super prepared teacher missed. Maybe it is a very needed avenue to pursue!

Be very sensitive to side tracks for they may lead to some very good learning experiences not only for the student but also for the Teacher. Quite often after a good discussion I find myself jotting down notes of things and thoughts that I want to include in my notes for future reference.

7. Be sure in your conclusion to have a statement of where you have taken them so that those that missed you will catch up. Usually if you have done your homework properly all students

will be tracking with you if you keep it on their level of thought and learning.

8. If you wind up with a monopolizer or two you have a problem. These are people that have all the answers and they take half your class period to tell you about it. If you get two monopolizers on opposing sides you have lost the next two class sessions.

This is a problem but if you gently cut them off a time or two they will begin to shorten up their comments.

You won't run into very many of these people that won't realize that they are being too long. They normally realize it on their own and curtail their own comments.

9. Introduce your subject well. At times a brief comment or two about the opposing lines of thinking on the subject will help to get things rolling.

10. The ultimate problem probably for the discussion method, short of the possibility that there is of no discussion, is when you have asked a question and the response was totally incorrect.

What do you do in this situation? Ask them to state it another way. This gives them time to be sure you have understood correctly and also time for you to think quickly on your feet. PANIC! WHAT NOW?

One method is to ask the class if they see the point the person is getting at or some other generic question that puts the monkey on the classes back.

The class can disagree quite easily and no one will think about it however IF THE TEACHER DISAGREES THERE CAN BE HURT FEELINGS!

If the class doesn't clear it up you might ask how a particular verse relates to that line of thinking. This again places the class as a possible correction instrument.

After these steps if it still isn't resolved you often can step in and share some verses that correct the line of thought. Be careful but it can work nicely.

11. The next important thing to good preparation and good questions is good listening. You must be on your toes to hear what they are saying! If you aren't listening you will not know what is going on in the class. Listening opens the teacher to new information that might even challenge his own thinking - even bring him to change his mind on some things. YOU MIGHT EVEN LEARN SOMETHING!

Listening allows you to respond intelligently to the thoughts expressed. Listening gives the student the idea that you are interested in what they have to say.

12. When you ask questions it is good for you to recap and/or restate the answers so that everyone hears it. Also the student will know that you have understood them.

Be careful however not to change what the person says. Putting it into different words is good but changing the meaning of the statement will kill discussion very quickly.

We had a pastor that would ask a question and if the answer wasn't just what he wanted he would reword it in a way that he could answer his own question. At times he was very rude about it. From that point on he had a very hard time getting people to interact in his classes.

13. When the student asks you a question think it over for a moment. Is this a question that the class could answer? If so turn them loose with it. Just be sure the answer is forth coming in class.

If the class can not answer the question then see if you can bring up a question that would jog thinking toward the answer. If you nor the class know the answer be sure to promise to find one and DO IT!

At times questions will be direct enough or of a type that you will want to answer them yourself immediately.

If a question is ask that is not quite on target for the topic you might ask "Why do you ask?" Sometimes people will have a problem that they don't want to verbalize and they will hedge the issue with a not quite on target questions. These are questions that are somewhat related to the discussion but not really. They are really about something else that really isn't what they want to talk about anyway. When you hear one you will know it.

14. Be enthusiastic and friendly!

15. Keep YOUR talking to a minimum yet maintain control of the class. The best is if you can limit your own talking to about 20% of the class time. This would be in a pure discussion situation.

16. Keep the Word of God involved as much as possible. I personally do not tolerate "The Bible says" statements unless I know it does for a fact say that. Even then I like to try to put a reference to it before leaving the subject. Ask for references. If the person doesn't have a reference then someone else might. If no reference is found relegate the comment to a "maybe truth" situation by saying that we need to look up a reference on that before we include that in our thinking or "I'm not sure about that one - we should check it out."

At the same time keep this standard for yourself. If you want God to say something - be sure that He did!

17. Do not argue with an opinion that you have asked for. You can, by questions call opinions into question by the group but try your best not to be outwardly judgmental of what people say.

18. Silence in a discussion may mean failure on your part or it may well mean you just can't hear the thinking going on.

When you ask a question wait for thought processes to kick out an answer. You can fill these little dead spaces with small talk about the subject or at times maybe even fill in with some of the material you have to share with them that you can't share through discussion.

19. Restatement of your questions that seem to be failing may help to clarify what you are trying to get at.

20. Do not demand that all comply with your line of thinking for they may not. Let them go home and think about all that has transpired.

Much information and many ideas can be exchanged in discussion and it may take time to soak in and change a mind.

Chapter 14

DEBATE

What is debate? What you put on de hook.

Debates take on many forms, but usually they are two opposing teams/groups that attempt to disprove their opponent's position while proving their own.

ADVANTAGES OF THE METHOD

1. Allows opposing opinions to be aired in a very formal setting where there is a fair amount of controversy. Usually the method provides the listener and members a good amount of material.
2. Much more interesting than lecture or a speech or two on opposing views.
3. Students are more involved.
 - a. Those on the debate teams are prepared for the debate by study.
 - b. The listener is automatically drawn into the debate as he hears, evaluates and begins to take a side.
4. It allows for bringing forth the major facts on a given subject so that the students can view them and bring themselves to a decision.
5. It brings forth information in a very organized manner and in a very brief form.

DISADVANTAGES OF THE METHOD

1. It leaves very little decisive information. Quite often one side will claim the other is in error on a point yet doesn't have time to prove their own point.

Accusation almost becomes fact so the members need to be sure to correct misconceptions for the listeners.

2. Strong personalities tend to weight the sides to the point of poor representation of the sides.
3. Division and hurt feelings are easy if the teams REALLY believe what they are debating.

Embarrassment can come if one side is poorly prepared. Being shot down in flames is not pleasant - especially if this is in a group that regularly meets together.

METHOD

1. Limit the number on the teams to 2 to 4 people.
2. Assign the topic well in advance so that proper preparation will be forthcoming.
3. Help the teams in their fact finding. Be sure that they have a couple of real problem questions for their opposition. This will help to spur them to dig deeper.
4. Be sure your subject is controversial enough to produce a good debate.
5. Allow specified times for each member, alternating teams. At the end of this round allow a 2 minute rebuttal session to each teammember.
6. Give time for audience input at the end of the session.
7. The topic is put into a form that requires proof. Examples follow:
 - a. "The son's of god and daughters of men are the lines of Seth and Cain respectively."
 - b. "Abortion is the unmerciful taking of a human life."

The fact given or as some call it a "resolve" should always be in the affirmative and very clear as to it's statement.

8. The affirmative side goes first in the first round of speeches. The negative goes first in the rebuttal sessions.
9. In actual debates there is quite often a vote as to which side won the debate. This may or may not be good in the classroom.
10. Provide as much information as you can to both teams or at least help them find info.

CONSIDERATIONS

1. Are there enough students to have teams and an audience?
2. Are there enough students that would be able to do the research and put together a debate?
3. Is the subject adaptable to a debate?

FORUM METHOD

In the debate if you are for the affirmative, you are forum! Yes, a bad joke!

To start with there seems to be disagreement about what a forum is. Some view it as a discussion following a single speaker, film, or video. Others suggest it is a discussion following two opposing speakers.

I would describe it as an open discussion of a topic or body of information that has been given previously in the session. This would allow for both of the above definitions. This allows for any type of information, be it films, tapes or speakers.

PURPOSE OF THE METHOD

The purpose of the forum is threefold.

- a. To allow for discussion of the ideas presented.
- b. To allow for questions and clarifications of the ideas presented. If a speaker has misinformed there is opportunity for challenge and/or clarification.
- c. The method allows further information to be added to the session by the teacher or students.

ADVANTAGES OF THE METHOD

1. It gives the student opportunity to interact with the principles or information that has been presented.
2. Keeps the student active to a certain point during the first part of the session. They will be listening so that they can join in the discussion later.
3. It allows the teacher to clarify or comment on anything that he disagrees with or any thing which he wants to emphasis to his class.
4. The forum is a built in review of the main body of information given to your class.

DISADVANTAGES OF THE METHOD

1. Questions from the class may or may not be relevant to what you want to get across.
2. It takes a tremendous amount of time for the teacher in that they have to study both sides of the issue and be prepared to challenge and lead on both sides.

METHOD

1. Announce before hand that there will be a time for questions.
 - a. You may take the questions verbally from the floor or
 - b. have the students write them on a piece of paper and read them from the front.
2. You can use this after any general giving of information be it film, filmstrip, tape or live speakers that have presented something before the class.
3. The teacher should set the stage for what is going to be done and then enforce that plan.
4. The chairman or teacher is able to direct the course by selecting the questions that are ask as well as by prodding the speakers into areas that the speakers might try to avoid.
5. The teacher should give a brief recap of the issues of the session. The teacher should also give any further information which is relevant.
6. This is a method for introducing information and stirring thought - not necessarily for settling issues or solving problems.
7. If a lull in the discussion appears the chairperson should have questions of his own to ask.
8. The chairperson's questions should be on mark and aimed to bring the discussion back to a controversial point.

CONSIDERATIONS

1. You could use this form to introduce a subject for the following weeks study. This could give forth the facts and incentive to go home and study for next weeks session.

Chapter 15

OBJECT LESSON

An object lesson is using some object or group of objects to illustrate a point. The object lesson might well be viewed as a visual yet it is more than just a visual. It is drawing a truth from something you are showing or doing.

ADVANTAGES

1. The interest is very high.
2. The interest extends to all age groups even though the method is usually relegated to smaller children.
3. The retention is very good due to the high interest as well as the identification of the truth with the object.
4. They are fairly easy to use in a class.

DISADVANTAGES

1. The time is usually short so must be used as a part of a class. Usually as an introduction or an illustration or conclusion.
2. Thinking of them is very hard for many people. There are however several books on the market that have ideas. Keep your mind open to possible object lessons in your everyday life.

The method of doing an object lesson.

1. The method is wide open to the ideas of the teacher.
2. You have to have the idea and find the object that you want to use.
3. Practice, practice, and practice some more.
4. You want it to flow as smoothly as possible.
5. You want the lesson to be as clear as possible.

In Bible camp a man came to speak. He was dressed in a nice suit and tie. He was teaching on the fact that some of us have an inside and an outside to our appearance. He started taking his clothes off. Underneath he had a clown's outfit on. What an illustration. Someone might be just

right outside but really be a clown or a goof off inside.

6. Keep the punch line to the very end and build the suspense if you can.

Example one:

The "do you have faith in what I say?" I am going to show you something that no human eye has ever seen and put it where no human eye will ever see it again. Do you believe that I can do it? Admit that no I can't is one answer to show the importance of knowing what you are placing faith in, or you could open a peanut and eat it.

Example two:

How do you illustrate 2.5 billion lost souls in the world to grade schoolers? You would have to eat 274 large bags of M & M's (plain) per day for 50 years to eat 2.5 billion M & M's.

The object lesson is great for kid gatherings, but I have seen them in worship services (with the children up front) where the adults were just as glued to the presentation as the kids.

Chapter 16

Other Teaching Methods

In this section I would like to cover a number of possible methods. Many of these can be stand alone methods, or they might be mixed with other methods - again - know what you want to do and where you are going - then select the method/methods to be used.

This section will look briefly at the following methods.

- Panel discussion
- Symposium
- Listening teams
- Research reports
- Question and answer
- Storytelling
- Dramatization
- Non-projected visuals
- Projected visuals
- Role play
- Projects
- Field trip
- Testing
- Mime
- Interview
- Bible study methods
- Creative design and writing
- Circle response
- Case study
- Brainstorming
- Agree-disagree

PANEL DISCUSSION

DEFINED

This is a discussion of a topic by a group of people called to make up the panel. This is done before a class or audience. The panel discusses the values of the alternatives and attempts to come to a consensus on the topic.

ADVANTAGES

The teacher can present information from differing points of view very quickly and efficiently.

This is a good method for larger groups when a lecture is not desirable. It allows for presentation of controversial information in a controlled situation.

Ideas may be exchanged among the panelists to give the class a good overview of the subject. This method allows you to bring together people that are quite knowledgeable about the information that they are giving.

If the topic is good, then the attention and retention will be very good as well.

DISADVANTAGES

If the moderator is poor the teacher may find the panel sidetracked or just having a conversation. If there is a failure to structure the program the class may become confused as to the point.

To produce a panel discussion the teacher must be well prepared and knowledgeable of the topic so that he can guide the panel if they stray from the subject. He should provide a summary of the information and positions at the end of the discussion.

He should provide specific topics and program to the panelists so that they are well aware of what is expected of them. Panelists must be well prepared in their area of information.

SYMPOSIUM

DEFINED

A symposium is a series of speeches by several persons on one subject. (These are usually relatively short in length.) A chairperson will introduce the topic and speakers, and limit the speeches to the time allotted.

ADVANTAGES

The use of several speakers speaking on different aspects of the main subject will help to avoid the boredom of the straight lecture. (However, remember this is still lecture.) There is a possibility of giving a great amount of information in a brief time. This information can include a lot of factual information that would be very dry in a lecture by one person.

DISADVANTAGES

The unity of the speeches will be lacking unless there is good preparation.

There is little if any class participation.

The advantage would be that it is good for topics that are to inform and share information. (Aids,

abortion, the Democratic or Republican platform.) It is also good for large classes.

The chairperson should summarize at the end. He should plan and organize the speakers before hand so that preparation can take place.

You might consider either a forum or open discussion if time permits, to involve the class.

LISTENING TEAMS

DEFINED

Pairs or trios of students that are assigned specific items to watch for during a film, video, filmstrip or similar presentation.

ADVANTAGES

There is an ability to focus the different teams on different aspects of the presentation.

This will involve the whole class in trying to gain information.

This will make a review of the material possible while at the same time bringing forth special points of interest.

DISADVANTAGES

This method takes time at the end for reports from the teams. If you are limited on time this would not be the method to use.

To have listening teams the teacher should preview the visual and prepare questions or items for the teams to watch for. (Example: You might have one team look for negative things and the other team look for positive things.)

Give the teams a brief time before the visual to make preparation and become familiar with their questions. Show the visual and follow it with a time for the teams to gather their thoughts together. Have a reporting time from each team, and tie the session up with a summary of your own.

If the class is too small for teams then you could easily have individuals do the same thing.

RESEARCH REPORT

DEFINED

The teacher assigns a topic to the class for study outside of the class. You can do this with one student and have them report to the class or you might have several, or the whole class, prepare reports and have them give verbal reports to the class.

ADVANTAGES

This will increase retention in the one reporting as well as the listener. As in other methods the idea of several giving information as opposed to one person lecturing helps to avoid boredom on the part of the students.

The students are much more involved and interested.

DISADVANTAGES

The student will have to be interested in doing this and have the motivation, or they will likely avoid doing a good job.

The teacher must be at least one week ahead in planning the class so that topics can be assigned.

Material and books may be hard to find if the student isn't near a library.

With this method the interest and motivation would be best raised before the assignment is given. As you seek students to do the research you might want to ask for volunteers for the first time. This may excite others to help next time.

The topic and thrust and purpose should be very clear, and in writing, so that the student can refer back to it if they need to. The assignments should be made ahead of time so that the student isn't trying to do it at the last minute.

Before the presentations you might suggest things to look for on the part of the other students.

A summary at the end would be excellent.

If you are involving several students you might assign different aspects of the same topic to gain more information.

QUESTION - ANSWER

DEFINED

The teacher and student exchange questions and answers. Normally the teachers gives the questions and the students give the answers.

ADVANTAGES

This method will stimulate the teacher and student to do some homework.

This allows the teacher to direct the student to begin thinking on special topics and in specific directions.

This method encourages outside study and preparation.

It also helps the student begin to express their thoughts.

DISADVANTAGES

As in many of the methods there is a lot of time consumed.

There tends to be embarrassment on the part of unprepared students - yet that may stimulate study.

It also tends toward boredom if not on an interesting topic.

To use this method make the questions in advance and see to it that they are very clear, concise and to the point while covering the topic you want to cover.

Give enough time for the student to think and respond.

Encourage the pupils to ask questions as well.

The teacher will be able to guide the session to the desired end if he structures his questions properly.

STORY TELLING

DEFINED

The telling of a series of events which leads to a climax.

ADVANTAGES

The story will usually gain interest while stirring the emotions and giving information.

It usually is very interesting and a very painless method of learning.

A story can at times help a group understand a truth that is hard to grasp.

The story method increases retention and you can draw application from the story for life situations.

DISADVANTAGES

Preparation is very time consuming because the story must be very well prepared.

Reading of the story would even be of further disadvantage.

The story, if well told, can be better than the lesson it is placed with. The story can overshadow the lesson.

To use story telling choose a story that fits your aim and age group and go over and over it until you know it very well. Know the characters. Plan inflections and gestures. Get into the story and feel the emotion of it. Build always to the climax. End it as quickly as possible after the climax is delivered.

Don't overuse the story method in older classes, as it will become old very very fast.

DRAMATIZATION

DEFINED

A play or skit - the acting out and verbalization of information or a story.

ADVANTAGES

You can bring past events to life for consideration by your class. It becomes much more real. This will develop self-expression and cooperation in the students and at the same time teach their lesson.

DISADVANTAGES

You may come out of your production with a STAR and some hurt feelings if someone turns out to be very good.

The preparation will be lengthy.

The story may overshadow the thrust of the lesson if the lesson is not well planned.

Some churches might relate this to being too theatrical, so this method should be checked out with the pastor.

We visited a church for the first time and the pastor walked out dressed as an Old Testament character and began a dramatization of the man's life. The process was well done and quite good overall, however the church leadership suggested strongly that it would be more appropriate for an evening service rather than a worship service. The pastor realized that they were correct.

To use the method make the story and information as accurate as possible to help in the impression that the student receives.

The students could write their own script if you have time.

Puppets may be less threatening for some students.

If all the students are not involved it might be good to have them team listen. Try to have a similar session soon to include those that were left out the first time.

NONPROJECTED VISUALS

DEFINED

These are visuals that are used to assist in the showing of a point in the lesson. This is not a method that can stand alone but is one that can be very effective if used with others. (Examples: Maps, posters, objects, charts or any realia that illustrates your point.)

ADVANTAGES

It will hold the student's attention to the point that is to be made.

The object should help clarify the topic at the moment and help retention of the information.

DISADVANTAGES

Time is involved. You must first think of what is wanted and then acquire it and plan how you will use it.

In the use of visuals use as many different visuals as possible as you go along so that boredom does not set in.

The size should be big enough for all to see or if this is not possible it should be passed around.

Be sure it helps teach instead of detract from what you are doing.

Some Sunday School material publishers suggest or provide the visuals that you need.

Be prepared before the class so that you aren't trying to set things up in the middle of your class session.

In preparing this file, I have realized just how boring this section is, even though it may have valuable information. If you have read this far you must really be interested in the information.

Let me take a break and tell a story that relates to the non-projected visual. I was told by a friend which was in a finance class of a Christian businessman that had been asked to speak to the class. The man was introduced - walked to the front - removed a wad of money from his pocket and held it high. He related that he always carried lots of money that money meant nothing to him. He handed the roll of money to one of the students and asked that they pass the money around the room.

The man continued to speak on his topic, but was intently following the money with his eyes. So intently in fact that the entire class noticed the occurrence and were completely distracted by the man's reaction in light of his comment that money meant nothing to him. I asked my friend what the topic of the talk was and he could not tell me.

Be sure your visual is going to work before using it to assist in learning.

PROJECTED VISUALS

DEFINED

These are materials that are projected with a projector of some sort. (Film, opaque, slide, overhead, filmstrip etc. Television and VCR equipment are also in this area.)

ADVANTAGES

The projected image usually is very interesting and will help retention.

The overhead can be good because the visuals are easy to transport and use.

It is a good substitute for a chalkboard.

DISADVANTAGES

Preparation time is great.

Overlays take a considerable amount of time. An hour to an hour and a half will produce a fairly nice overlay, however more time may be involved in some.

Films require that the teacher preview them to be sure they are appropriate for showing and to be

sure they teach what is desired.

There is also time involved in setting up the equipment.

Unforeseen equipment problems relating to motion pictures is also very frustrating when trying to teach.

If using this method be sure the equipment is set up before class. An extra bulb is needed in case the one in the machine fails.

The teacher must know how to operate the equipment, or have someone that does run it for them.

Introduce the visual and help them know what they are to learn from it.

Discussion or summary after the visual would be very effective.

ROLE PLAY

DEFINED

Acting out a story or life situation with little or no preparation. (Example: If the class was going to talk about the selling of Esau's birthright to Jacob the teacher might enlist two students to read through the text and play out the situation trying to include some of the emotion etc. of the moment.

ADVANTAGES

The group will get into the excitement of it and will be paying attention.

Problems can be presented in a short situation.

It helps the students understand the situation.

It will draw the acting abilities out in the students.

DISADVANTAGES

The students might not get the point across that is desired.

They may not carry through with the situation before cracking up in embarrassment or messing up of lines.

The teacher must be prepared with just the right thing to act out.

Time, as usual, is involved.

If you are to use role playing if it is a life situation, give the student the feel of the situation emotionally, mentally and spiritually.

Pick good responsible students to avoid problems.

When the role-play is over have a discussion or question answer time to draw knowledge of the problem presented out to the student and then bring forth application to their life situation.

FIELD TRIP OR PROJECT

DEFINED

Taking a trip to some location for gaining knowledge or producing a result in a project.

ADVANTAGES

This gives the student firsthand experience and knowledge.

If it is a project, there will be a feeling of accomplishment.

The student is learning via sight, as well as hearing, on a field trip.

DISADVANTAGES

The trip may be so interesting that the lesson is lost in the shuffle.

There will be a lot of time spent in this type of teaching. There is much preparation of many, many details.

Projects:

The project may be an outgrowth of a lesson. If you have been teaching on the sanctity of life, then a demonstration at an abortion clinic might interest your students.

Let the students do most of the planning for the entire project. This will make it "theirs".

Help them to remember all of the details involved.

Have plenty of help to assist the teacher.

After it is all over, try to help them evaluate the whole project from start to finish.

Field trips:

Be sure there is application between the trip and the course of study in the class.

(Examples: If the students are studying the life of Joseph a visit to a museum with an Egyptian exhibit would be beneficial. Or if studying Judaism you might visit a synagogue.)

TESTING

DEFINED

Is an explanation needed for this one? NO!

ADVANTAGES

It will reveal what the student has retained from the class room experience.

It will be an evaluation of what is going on in the overall classroom situation - including your success or failure.

DISADVANTAGES

It is hard to know why there is a lack of retention if a student fails. This will need to come from other sources of information.

To test in younger age groups games and puzzles can be used instead of questions.

In older students there are many types of tests that can be given. I even developed a take home true false test - it was well accepted, even though the grades were not great. They learned valuable information because they had to dig so deep into the material to gain the detail required to properly answer the questions.

The test needs to be prepared in advance and duplicated.

Test for attitude as well as factual retention. (Try to see if they have changed their life style due to the teaching.)

MIME

DEFINED

Mime is the dramatization of some situation or story without the use of words or sounds.

ADVANTAGES

Causes the person to convert ideas into action rather than into words.

DISADVANTAGES

Some students may have trouble doing it. Others will find it hard to follow if the mime is not done properly.

To have a successful mime give clear instructions to the mime students so that they know exactly what they are expected to communicate.

The teacher should have some ideas on hand in case the students draw a blank.

Instruct the observers to watch closely and give them some idea what they are looking for.

INTERVIEW

DEFINED

The student forms questions on a topic then goes forth to interview people. The questions are asked of each individual interviewed.

Information is gathered and reported to the class.

Conclusions and applications are then drawn from the information gathered.

ADVANTAGES

Involves the student while challenging their ability to form thoughts into questions and his ability to approach other people.

This will provide several different viewpoints for discussion.

There will be increased time given to the lesson outside of the classroom.

DISADVANTAGES

The inventiveness and ingenuity of the student will dictate the response that you receive.

You may or may not gain the responses and information that you desire for the thrust of your lesson.

When assigning interviews let the interviewer know what type of information you desire and on what topic. Help him to form his questions the first time or two.

Be sure the interviewer gets outside of the church people for his interview, or you will not be getting the views that you desire.

Using tape recorders would make the interview easier, however some people might not feel comfortable with this sort of thing.

BIBLE STUDY METHODS

DEFINED

There are a number of Bible study methods that would work well in the Sunday School classroom such as Historical study, Topical study or Inductive Bible study

ADVANTAGES

The student is involved in his own education, and as he begins to study he will hopefully be challenged to go further than the assignment.

The Word of God can speak to students without the teacher around in this method.

DISADVANTAGES

Student motivation will determine how well this type of study will go.

To use these methods you should study the methods for yourself, and then teach the method of study to the students.

Give them an assignment to try on their own using this method.

You need to go over what they have learned and be sure that they have learned proper Biblical concepts from the study.

Summarizing the knowledge gained before the session closes would be beneficial.

CREATIVE DESIGN AND WRITING

DEFINED

This is allowing the student to "do their" own design in art or writing to illustrate a part of the lesson that is to be covered.

ADVANTAGES

The student is usually excited that someone wants them to do something THEY want to do. Involvement will be good.

DISADVANTAGES

There will be a need to give time from your class time for them to work on their project.

There may be many materials involved in the design.

In using this method be sure the design or writing is related closely to the lesson that is being taught. This should not be busy work.

Design possibilities are, pictures, collages, doodles, banners, signs, sculpture etc. Encourage all to take part even if they feel that they will do poorly. They will enjoy it as well as learn from it.

CIRCLE RESPONSE

DEFINED

A situation where one question is asked and each student answers it in turn.

ADVANTAGES

Everyone is included in this method.

Individuals learn to communicate through this method.

DISADVANTAGES

This will put some shy students on the spot, and may cause embarrassment.

To do a circle response form a circle with the students. Ask the question and have each student respond in turn. Go a different way around the circle each time so everyone has a chance to be first.

The questions must be constructed so that each student will have some possibility of response to it.

CASE STUDY

DEFINED

A case study is the examination of a life situation that has been told or read.

ADVANTAGES

Interest is usually high and will encourage a variety of responses from the students.

Ask the students to apply Scripture to the situation and draw application from it. The teacher can also then bring forth application if it is needed.

DISADVANTAGES

The life situations, or ideas for them, will need to be prepared beforehand so that they can be presented to the students.

There may not be as much control in this type of situation. The topic will need to be known very well so that the leader is able to guide the direction of the class.

To do a case study if the class is a large group use buzz-groups to involve all of the students. Come together for a gathering of ideas.

BRAINSTORMING

DEFINED

Students respond to questions with short answers as fast as they can with no thought of evaluation.

ADVANTAGES

This excites, for there are no wrong answers at this point, and each can share any idea that comes to mind.

DISADVANTAGES

Control of the direction of the answers is very limited and the instructor may end up in areas they did not anticipate or prepare for.

To do a brainstorm situation use a limited amount of time for this part of the session. Jot each response down on a board or overhead for later evaluation. Have questions well planned to give desired effect upon the students.

When this is over the leader can take time to buzz-group or discuss the answers collected and begin to analyze them

The teacher needs to direct the activities and path of movement so that the class ends at the desired destination.

AGREE - DISAGREE

DEFINED

Questions that have no correct or incorrect answers are presented to students to draw out answers from their own ideas.

ADVANTAGES

This method is flexible. The instructor may go any direction the students take him, or he can guide it with his questions.

It will require the student to think through his ideas and come up with his own decision on the subject, then present it and stand with it or change it if he is correctly challenged on his thinking.

DISADVANTAGES

This method will be threatening to some students, so be careful not to pressure the student.

In this sort of session have them respond to the question either verbally or in writing.

Discuss responses and compare them with the Word of God to see if they are correct.

The teacher needs to know where the lesson is going to end and direct the class toward that point, or else the students will determine it for him.

This is an example that I have seen around for many years. If you were God and you wanted to destroy the world and planned to save only three (or four, if you like) people, which of the following would you save? (There is no answer to this question -- it's merely for discussion and to see what each might think).

1. Bookkeeper (age 31)
2. His wife (6 months pregnant)
3. Black militant (medical student)
4. Historical author (age 42)
5. Hollywood starlet, singer, dancer
6. Bio-chemist
7. Rabbi (age 54)
8. Olympic athlete
9. College Co-ed

10. Policeman and his gun (can't be separated)

The question might come to your mind, how could we use this type of discussion to teach a class?

1. You will find out a lot of how the students view:

The importance of people.

The importance of occupation.

The importance of social status.

The importance of age.

The importance of beauty.

The importance of religion.

The importance of the family.

The importance of the past.

The importance of priorities.

2. You might pick up on any misconcepts or wrong concepts that show up in the conversation to use as subjects for future classes.

3. You might use something similar to stir up interest and open students up at a youth get together.

4. You might pick up on prejudice or other underlying attitudes that should be addressed at a later date.

Do you see any problems with this example?

a. It calls on man to make value judgments that should be left to God.

b. It calls on man to make life and death decisions that should be left to God.

These two principles might be the truths of your lesson!

Can you think of any other variations on this idea that could be used?

If you were going to be marooned on an island what pain reliever would you prefer? NO NO NO NO NO!!!

1. If you knew you were going to be marooned on a desert island for the rest of your life alone, what four books would you take with you?

This question was posed in a movie based on a book by H. G. Wells The Time Machine where the main character traveled in time to a time that he liked. He returned to his library to pick up

three or four books to take into the future with him. What books were they, was the question that was left in the viewer's mind.

2. If you were being transported to the moon with your spouse to set up a new colony and you weren't married yet but had all the time you needed to find your special choice for life, what qualities and qualifications would you look for in a mate?

Understand that this is going to be radically different for male and female.

If you were to be given one million dollars what would you do with it? How would you spend it?

REMEMBER with this method - Be sure you have a Biblical point to the whole thing. You do not want to raise more questions than you answer.

Humanism gives no answers because it has none. We don't want to be in the same boat.