

Tips for Bible Teachers

➤ = next PowerPoint slide

➤ Intro:

- **teaching is one of the works we do as a church** (1 Tim. 4:11-16)
 - **teach the lost**, converted to Christ
 - **ground** new Christians
 - **teach children** and bring to maturity, in addition to parents
 - **teach all members**, growing, growing stronger, etc.
- **one of the ways to make the biggest difference in someone's life is to be a teacher**
 - **big responsibility** – incur a stricter judgment (Ja. 3:1)
 - **commend teachers**

➤ What is a teacher?

- **teacher is more than regurgitating information** (facts)
 - **if that were the case**, we'd just have kids read a book and they'd never have to go to school (joke)
- **teacher is one who educates people** (when both teacher and student do their job)
 - **Jn. 6:45 God taught, some heard and learned, others didn't** – both teacher and student must do job
 - **note:** talked about students and learning in recent lesson, here talk about teachers
- **result of a teacher teaching:** knowledge, understand, and the ability to apply principles (concepts)
 - **Col. 1:3-7** Epaphras taught, they heard (vs. 4-5) and understood (vs. 6) and learned (vs. 7)
- **sober thought:** if we have students who want to learn and follow instruction, but we fail to teach them, it's because we are poor teachers

➤ **What makes a good Bible teacher?**

- **educated spiritually, knowledgeable of the word, topic teaching**

- **illus.:**

- **Jesus, age 12**, his knowledge astounded people, and He continued to **grow in wisdom**

- **Jesus taught apostles before commissioning them**, then gave them Holy Spirit to remind them of His teachings and guide them into all truth

- **2 Tim. 2:2** **first be taught, and learn, before we can teach others**

- **if not know how to learn, can't know how to teach**

- **not have to be Biblical expert**, but have to be knowledge about the topic you're teaching

➤ - **communicates well with his audience** – teacher is a communicator, result is learning

- **passion** for the **subject**, and for **teaching**

- **illus.:** **Jesus, cleansed the temple 1st time** (describe), disciples remember OT Scripture speaking of Jesus, “Zeal for your house will consume Me” (**Jn. 2:17 from Ps. 69:9**)

- **knows their audience** – **what they need, what's important for them to learn, how to make the lesson meaningful to them**

- **illus.:** **Jesus, parables** appropriate to His audience

- **illus.:** **Paul, Mars Hill**, knew his audience, used their culture and religious beliefs when teaching them, knew what lessons were most important for them

- **Tips for preparing to teach a Bible class – preparation**
 - #1 **personal Bible study**: study the lesson for yourself
 - **1 Tim. 4:15-16** first study the lesson for yourself, before can teach it to others
 - **Bible study series, study method, resources and aids (online)**
 - **illus.: current Bible class series in Acts**
 - first study personally, for self, before preparing to teach others

- - #2 **consider your audience and pull out lessons** that would be good for them to study
 - **probably not able to teach every possible lesson from the text – pick and choose** for your audience
 - **illus.: Lesson 10 (Acts 4:23-37)** current Bible class series in Acts, Peter and John return to companions after being interrogated and threatened, prayed, benevolence of saints
 - **Middle School**: peer pressure, prayer, sharing
 - **High School / Young Adult**: persecution, obey God over man, benevolence
 - **Adult**: focus more on the work of the church, who authorized to be help financially as a church, method of distribution of funds

- - #3 **prepare a lesson outline** (plan) to teach the lessons – **road map** – if not know where going, won't get there
- - **develop a system** of outlining (notes) that works for you
 - **outline (notes) helps you present an organized lesson**, which is critical to learning
 - **teaching outline may be different** from outline to study from
- - **script the introduction**
 - **how start**, introduce the study, warm up the students
- - **script major verses / lessons**
 - **keeps you on tract** throughout the lesson
 - **script transitions** from point to point, staying focused on the major theme
- - **script which verses to read and which to reference**
 - **better decision making while studying** than presenting
 - **script whether teacher read or student read** – consider student's abilities
- - **script illustrations**
 - **important, especially to younger students – makes lesson meaningful**
 - **usually not able to think up on the fly**, while presenting lesson
- - **script questions and possible answers**
 - **helps teacher avoid asking unimportant** or frivolous questions
 - will lose audience
 - stalling by asking questions **seldom works** well
 - **helps to have questions worded well**, easy to understand
 - **helps to have answers written** in case have to help audience, or to give answers students not think of
 - **unanswered questions**:
 - **death nail**, hard to recover if persists – **be careful with rhetorical questions**
 - **consider** that questions not answered is because not set up well enough for audience
 - **usually because not scripted** and thought out when preparing lesson
- - **team teachers: helps to plan together**, at least in the beginning (meet, phone, email)
 - **same page**
 - **know how to help** each other
 - **more experienced** teacher can teach less experienced

- - #4 prepare teaching aids, especially for younger students – auditory, visual, tactile learners
 - illus.: classrooms – way to tell the quality of teaching, work teachers doing
 - illus.: Allyson Stanfill, Beth co-teaching with (and others)
- - hands on activities – a lot of time and work often goes into this, especially with young classes
- - songs to teach, help learn (Col. 3:16)

- Tips for teaching a Bible class – presentation
 - before the class: review
 - lookover outline before the class
 - memorize major points and transitions
 - read verses, memorize how they relate to your lesson
 - stay focused on what makes the lesson meaningful to the students – don't lose focus during class

 - beginning of the class: warm up the class with an introduction
 - rhetorical questions to get them thinking (Steen) – make sure students know which questions are rhetorical
 - review earlier lessons to get them thinking about context of current lesson
 - note: usually not good to start with questions expect students to answer

 - participation / asking questions:
 - exponentially more learning takes place when the students participate
 - orally: answering questions, giving reports, reading Scripture, etc.
 - writing it down: taking notes, written projects
 - activities that reinforce the lesson: coloring pages, etc.
 - seldom ask questions that have obvious answers
 - no one likes to answer – teacher stalling technique
 - quickly deteriorates class
 - seldom ask for a volunteer to read
 - confusing
 - slows down the class
 - people don't like to start reading with the chance that someone will start at the same time
 - know if anyone does like, or conscientiously objects, to speaking in class
 - some women believe it's wrong for them to speak in class
 - don't call on a woman unless you know she doesn't have a conscientious objection
 - some people are shy

 - visual aids: - some students learn more by seeing
 - Bible best visual aid: make sure all students have, use techniques to make sure using Bible during class
 - chalk board / dry erase board: write notes as teach
 - PowerPoint: helps class stay focused on lesson

 - timing: don't rush through the lesson, but don't drag it out and make it boring
 - it's better to study 1 or 2 things are learn something, than to rush and learn nothing

➤ **Elders / inv.**

- **Jerry Flatt:** words of encouragement and admonition
- **Dennis Trask:** prayer for teachers and teaching program
- **inv.**