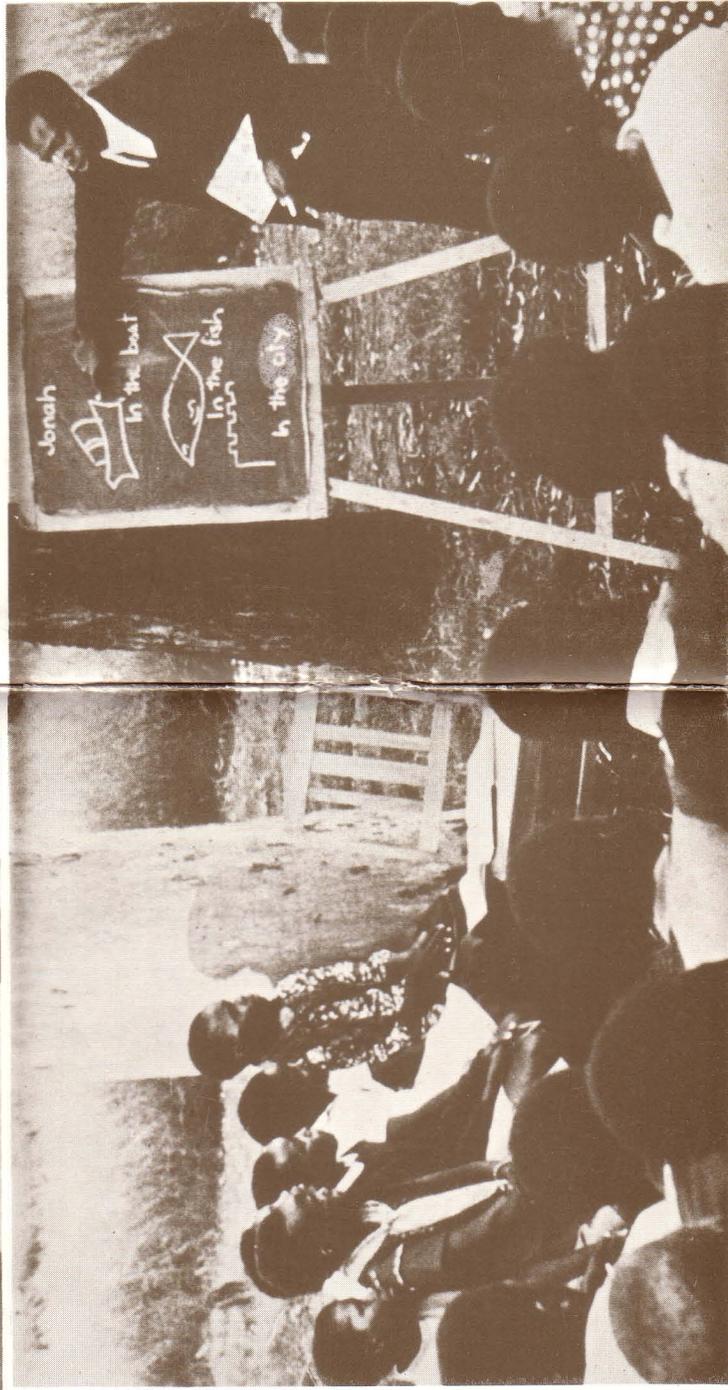


A TRAINING GUIDE FOR BIBLE TEACHERS

JO SCALES

ILLUSTRATED BY CATHY SCHELLENBERG



8 NOW TEACH

Are you ready to teach? God has placed this wonderful opportunity in your hands. What you do with it is up to you.

Do not wait for someone to ask you to teach. God has done that already. Do not wait until there are other teachers who will take other classes. That is between them and God. Do not wait until you are a master at every principle, method and aid preparation in this book. That will come as you teach. Do not wait until you can divide the class into small groups. God will call other teachers to help you. Do not wait until you have all the materials you need. If you have a Bible, you can start. The materials can be ordered and received later.

Plan to begin your teaching the Bible right now. Have your first class within the next thirty days. God will bless you as you begin this work of training Christian people.

A TRAINING GUIDE For BIBLE TEACHERS

By JO SCALES

ILLUSTRATED BY CATHY SCHELLENBERG

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MUSIC

Much can be taught through music. Use songs to teach Bible history, the books of the Bible, the names of the Apostles or scripture passages. A good way to make sure that your students have understood the lesson is to have them make up a song about it.

FLANNELGRAPH

Flannelgraph kits may be bought or made. These are effective story-telling aids. Instructions in the kits are usually very clear. Never use flannelgraph until you have practised, practised, practised.

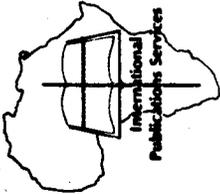
This method is easy to use if the teacher is experienced in it. It is quite difficult at the very beginning to use because the figures must be arranged and presented in a definite order.

Children are especially attracted by flannelgraph. The bright colours and interesting figures catch the eye quickly and hold the attention.

AND IN CONCLUSION

Varying your methods will help make you a good teacher. Try several. Have a meeting with other teachers and practise using all of these methods. As you progress you will find that the more methods you can use, the better you teach.

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At a church service a young man might walk in pretending to look for his friend. He asks several people if they have seen him. The friend finally stands up and calls to the first young man. "What are you doing here, John? You are interrupting the singing." The first young man says that he has come to find him to tell him about a youth rally. The second youth asks when the rally is, who will speak, what the theme will be.

ADVANTAGES OF SKITS

1. They get people's attention immediately.
2. They are enjoyable.
3. They get information over quickly and effectively.

CAUTIONS

1. Do not use them too often. They will lose their effectiveness.
2. Make sure they are no longer than three or four minutes.
3. Tell the pastor or song leader ahead of time if you use a skit in a worship service.

PRINCIPLES OF USING SKITS

1. Plan beforehand to use a skit.
2. Enlist your players early.
3. Do not ramble. Get to the point.
4. In a lesson, explain after the skit why it was used. Connect the skit to the lesson.

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This book is number 1 in a series on Christian Education in the Local Church.

PRINCIPLES OF ROLE-PLAYING

1. Use few or no props (furniture, special clothing).
2. Do not make advance assignments.
3. Let the participants speak their own lines.
4. Read the scripture or briefly outline the situation, quickly select the actors, and get on with it.

THE PLAY

A play should be used only on special occasions as it requires memorization of lines, adequate props and much practise. Use plays for Christmas, Easter or some other special times.

IMPROVISATIONS

An improvisation is like role-playing in some ways. The aim is different. While role-playing is primarily to teach how people feel in certain situations, improvisations teach information. Do them like role-playing, but use them to introduce the lesson, stress a main point or conclude a lesson.

Improvisations are very good to use when teaching a person how to witness to another. Or, use it to teach counseling. Play out a scene where a person decides to become a Christian so others will see the complete turn-around he makes.

SKITS

A skit is like a very small play with assigned parts which have been memorized. Use a skit to introduce a lesson. Use one to announce a special event.

DRAMA

We will discuss drama under four headings: role-playing, plays, improvisation, and skits.

ROLE-PLAYING

In role-playing, the teacher's purpose is to have the students "experience" how another person feels. The teacher asks various students to play a part with the idea of finding out the feelings of the participants. A good example of how to use this method is to act out the story of the prodigal son. Afterwards, each actor would be asked, "How did you feel toward your father when you saw that he had forgiven you?" or "As the father, did you feel that it was impossible to accept what your son had done?" Another example would be to play out the story of the good Samaritan.

ADVANTAGES OF ROLE-PLAYING

1. The learner will discover Bible truths that he could never discover in another method.
2. Role-playing is a very versatile teaching procedure. It can be used to act out Bible stories, real-life situations or "how-to" situations.
3. It is a very enjoyable way to learn.

SOME CAUTIONS

1. Choose only willing participants.
2. Make sure the presentations are biblically sound.
3. Allow the play to continue only until the aim has been reached.

INTRODUCTION

It was the middle of the night. Sleep would not come to the pastor. In his mind he reviewed the questions a troubled church member had shared with him. The man's young son had stolen some books from his school. The headmaster had dismissed the boy, refusing to return his school fees. At home, the father had beaten the boy in anger. But the man's questions had to be answered: Why did my son steal? Did he not know stealing was wrong? Who had failed to teach his son properly? Had he failed as the father or had the church failed?

In the darkness, the pastor sat asking God, "Why did this happen?" "Who failed to teach this boy properly?" Late that night the answer came from God. The parents had failed to teach the boy that stealing is sin. The pastor had failed. He had failed because he had not lead the church to have Bible study classes. The church had failed. They did not have youth programmes nor opportunities for the adults to study the Bible. There was only the weekly sermon. Yes, the pastor had preached every Sunday. This boy and his family had been present when he preached, but this was not sufficient. The family needed to be taught the Bible more completely.

The pastor recalled how many hours his wife spent in teaching their daughter to cook. At first the girl observed her mother at work. Then she began to help with the cooking. Slowly the teacher-mother added more duties for the daughter until the girl could cook as well as her mother.

Now, he thought, "How can I expect the people of my church to learn about God and spiritual matters when I preach to them only forty minutes each week?" There before God the pastor came to a new understanding of his responsibility to lead his church to have Bible teaching programmes for all of the people.

If God has led you as he led this pastor, this book will show you how to be a teacher of Bible studies in your church. These studies may be called youth programmes, discipleship training, T.E.E., women's unions, or Sunday School.

ADVANTAGES OF THE PANEL DISCUSSION

1. Much information can be given within a short time.
2. The class benefits from the preparation of the panel members.
3. Class members are interested in this type of presentation.

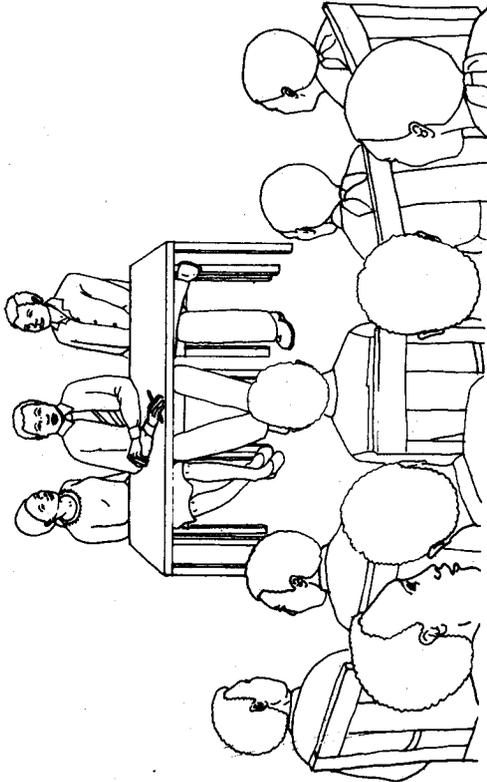
SOME CAUTIONS

1. Some panel members may be dry or boring in their presentations.
2. At the discussion time, the panel may be unable to agree on a conclusion.

PRINCIPLES OF A GOOD PANEL DISCUSSION

1. Think carefully about the panel members. Are they qualified for the job? Will they make a good contribution?
2. Invite them well in advance so that they will have time to prepare.
3. Tell the class beforehand what the subject will be.
4. Lead the panel to reach a valid conclusion.
5. Allow time at the end to summarize the findings of the panel.
6. Let the listeners ask questions of the panel members.

they will be prepared to discuss it. Different parts of a topic might be assigned to each panel member. The teacher or a chosen leader will direct the discussion.



1 WHY?

There are three reasons why Christians should have Bible study and spiritual training in their churches. These are:

1. God commands Christians to teach others.
2. Churches will grow in number and in spiritual strength.
3. Many Christians have never been taught and are weak in their faith, although they may have been Christians a long time.

We will examine each of these reasons.

GOD COMMANDS US TO TEACH

The Bible is very clear concerning Christians' responsibility to teach. The last thing that Jesus told his disciples before he ascended to heaven was to teach. "Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you; and lo, I am with you always, to the close of the age" (Matthew 28:19-20).

What did Jesus command his disciples to do? Teach! This command is for us today just as surely as it was for his disciples. We must teach. If we fail to teach, we sin.

Paul knew that Jesus had left this commandment to teach others because he said: "Therefore I sent to you Timothy, my beloved and faithful child in the Lord, to remind you of my ways in Christ, as I teach *them everywhere, in every church*" (1 Corinthians 4:17).

Paul, who was a tentmaker by trade, followed the commandment of Jesus to teach. Although he had learned much knowledge from some of the great men of his day, he had never been taught how to teach. He had not attended any teacher's training college. He still followed Jesus' command to teach. "And the Lord's servant must not be quarrelsome but kindly to every one, an apt teacher..." (II Timothy 2:24).

"And what you have heard from me before many witnesses entrust to faithful men who will be able to teach others also" (II Timothy 2:2).

Peter and the other disciples obeyed Jesus, too. "And when they heard this, they entered the temple at daybreak and taught" (Acts 5:21).

These are not the only references to teaching that the Bible gives. Jesus himself was a teacher and our example. When he commanded us to teach, he was only telling us to do what he himself had done.

THE CHURCHES WILL GROW

When the Christians in the churches are taught, the churches will grow. This is easy to understand. When we follow God's commands, he blesses us. We see this blessing in the new strength our members have. As Christians learn more about what God expects in their lives, they are motivated to follow him in witnessing to others and inviting them to church.

This is how it works. If a person lights a small paraffin lamp in a dark house, a little light will be seen outside. However, if he uses his lamp to light another lamp, the light is increased in the house. As he goes on lighting lamps, the house is filled with light. Finally, the house becomes so bright with light that the neighbours will come running to see what is going on inside the house.

ADVANTAGES OF THE QUESTIONS AND ANSWERS METHOD

1. Use this method when teaching time is short.
2. Questions and answers pull each student into participation.
3. Students will draw on their own backgrounds to answer the questions and will increase the general knowledge.
4. The teacher can keep the questions and answers moving toward the lesson aim.

SOME CAUTIONS

1. Using this method too often may tire or bore the student.
2. Use questions that require more than yes or no to answer.

PRINCIPLES IN GOOD QUESTIONS AND ANSWERS

1. Prepare your questions ahead of time, following your teaching outline.
2. Ask the questions in class, or hand them to your learners early so that they will be ready to answer.
3. End your lesson with a brief summary of "What we have learned today."

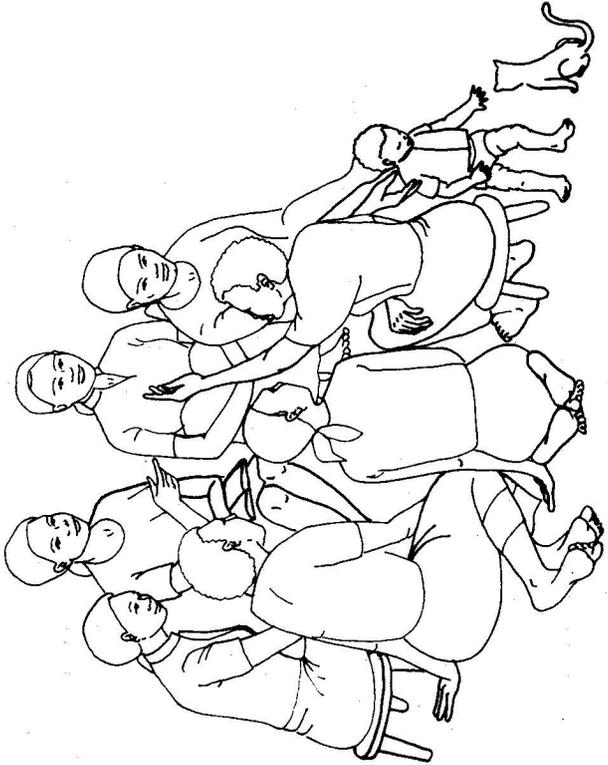
PANEL DISCUSSION

This is the fourth discussion method. A small group of persons is invited to sit before the class and carry on a discussion. This discussion is limited to the panel. It may be made up of invited guests or it may be persons from within the class. The topic to be discussed is given to them early so that

QUESTIONS AND ANSWERS

This method of teaching is often combined with the lecture method as a form of review or revision at the end of a lesson. This is not the only way this method may be used. With an orderly progression of questions the teacher can direct the entire learning experience.

The procedure would be that the teacher asks the question of a student who answers. If satisfied with his answer, the teacher goes to his second question. If not, he asks another student the first question, or adds information and redirects his question to the first student.



If one Christian has some knowledge and passes it on to another, this increases the light inside the church. If those two pass this "light" on to others, the church is filled with light. The neighbours will come running to see what is going on in the church.

THE FAITH OF EACH CHRISTIAN WILL BE INCREASED

Many Christians have very little knowledge about God or his commands. They know few spiritual laws. They do not understand the purpose of the church. They miss many of God's joys and blessings simply because they do not know him well.

When a person first receives Christ as Saviour in his life, he is like a new-born baby. He has to learn and grow. He needs to learn easy lessons at first. The Bible calls these easy lessons the "milk" of God's word. It is necessary to learn these easy lessons before the new Christian can learn more difficult things. Many Christians are not receiving enough teaching for them to progress to these harder lessons. "For though by this time you ought to be teachers, you need some one to teach you again the first principles of God's word. You need milk, not solid food; for every one who lives on milk is unskilled in the word of righteousness, for he is a child. But solid food is for the mature, for those who have their faculties trained by practice to distinguish good from evil" (Hebrews 5:12-14).

No mother would fail to give her baby enough milk to grow properly. Yet the mature Christians of some churches are failing to teach their new Christians enough for them to grow in Christ.

A small child can easily be led to do many things. A new Christian, too, can be easily led. He can be led away from the

church. Or, he can be led to become a strong, mature Christian ready to teach others.

Why must we teach in the churches? We teach because Jesus has commanded us to do so. We teach because we want our churches to grow. We teach to strengthen ourselves in spiritual matters.

SOME CAUTIONS

1. Some class members may dominate their group.
2. Keep the groups to seven members or less.
3. Do not permit the groups to use extra time while the others have to wait until they finish.
4. At times a group may reach a wrong conclusion.

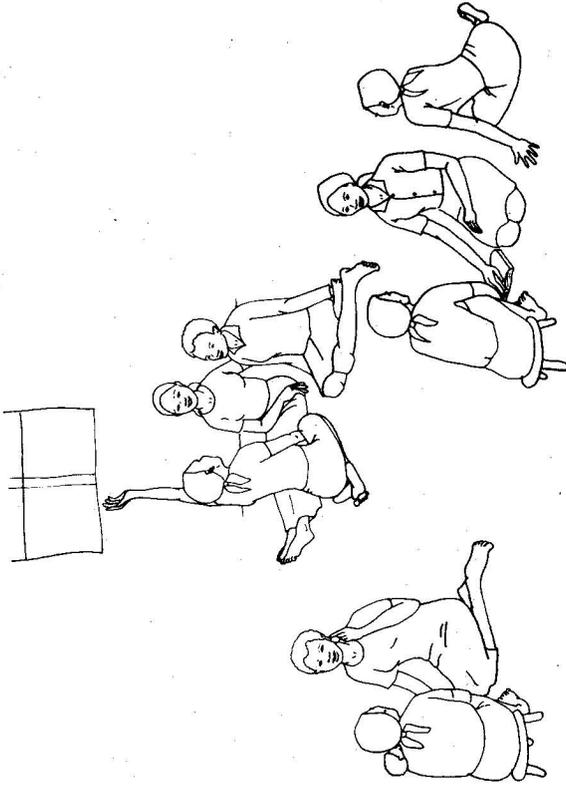
PRINCIPLES IN GOOD BUZZ GROUP DISCUSSIONS

1. Prepare the assignments before hand. Make sure they are clearly stated.
2. Allow enough time to rearrange chairs or mats.
3. Make sure that each group has a leader and a recorder. The leader will direct the discussion while the recorder takes notes and makes the report to the full group.
4. Set a definite time limit for the meetings of the groups.
5. Go from group to group to make sure that all are allowed to share, to make the assignments clear, and to spread enthusiasm.
6. Allow enough time to hear reports from each group.
7. Schedule a forty-five minute lesson as follows:
Ten minutes to make assignments and arrange seating.
Fifteen minutes for the small groups to meet.
Twenty minutes to hear reports from the groups.
8. As the reports are given, add your own comments or corrections.

BUZZ GROUPS

Buzz groups are another kind of discussion method. The teacher divides the group into smaller groups, then assigns each group a discussion topic. These groups meet for an assigned period of time, then bring a report back to the full group.

A picture of buzz groups might look like this.



ADVANTAGES OF THE BUZZ GROUP METHOD

1. Smaller groups allow more participation.
2. More topics can be discussed in a short period of time.
3. Shy students are more willing to share in a small group than in a large one.

2 WHAT IS TEACHING?

Some teachers do not understand what teaching is. You can hear them clearly if you are in another class some distance away. They have heard the pastor preach every Sunday. They think they must teach as he preaches. They stand before the group and wave their arms about. They do all the talking themselves. They use very loud voices. They are not teaching. They are preaching. There is a difference.

Other teachers think that teaching is reading a lesson sheet to the class, then leading them in some songs. The learners have little or no opportunity to contribute anything to the learning experience. They are spectators only. Very little teaching and learning is going on.

Still other teachers feel they must please their class members. They avoid teaching about sin and its results. They may bring sweets to give their students. They do not want to offend their class members in any way. Their students may be coming to class to be entertained, not to be challenged.

What, then, is teaching? There are many definitions of teaching. This is one. Teaching is an act of communicating information or knowledge from the teacher to the student. This information will make the life of the student richer, fuller or more meaningful. In church and Sunday School, we teach so that people will know God better. The life of our learner changes if we are really teaching.

Good teaching follows certain basic principles of education. These principles are:

- a) Prepare carefully and well
- b) Use as many senses as possible

c) **Respect the student**

d) Use a variety of methods and materials.

PRINCIPLE ONE: PREPARE CAREFULLY AND WELL.

The responsibility of teaching the Bible is a big one. We are commanded to teach, but we are warned that the teacher will be held responsible for what he teaches. It is an awesome task. How can we do such work? We cannot, but the Holy Spirit can do it through us. Jesus promised that when the Comforter came, he would cause us to remember everything that Jesus had taught. He is our teacher.

Our job is to stay spiritually alert and ready for the Spirit's teaching. How is this done? By Bible study and prayer. The Bible teacher can never allow a day to pass without spending time with the word of God. There are many plans to use in studying the Bible, such as studying chapter by chapter, verse by verse, or subject by subject. The method is not important. What is important is that we do it.

This little story shows how this works. Once there was a book seller who travelled about selling books. He didn't know much about business. As he sold a book, he used the money for food and lodging. The further he went, the more he sold, and the fewer books he had to sell. One day, he looked into his pack and saw that he had sold his last book. He looked into his pockets and found no money. He was without money and could buy no more books to sell. This foolish man discovered that you must continually replace your books if you want to sell books.

Some Bible teachers may fail in this same way. They keep teaching and giving out of their spiritual store without going back to the Source, God, to get new supplies. The only way to

SOME CAUTIONS

1. Unless the teacher is very alert, the class may leave the lesson and begin to discuss other matters.
2. You can embarrass a shy student if you force him to participate. The teacher should have a sensitivity for his students and never force them to say something when they would rather not.
3. Do not use this method with a large group. Only a few will be able to share. Another kind of discussion, called a buzz group, can be used with large groups.

PRINCIPLES IN GOOD DISCUSSION

1. Make sure that your question is clear and will cause your students to think.
2. The question must lead toward the teaching aim.
3. Prepare to be a participant, rather than the dominating person.
4. Deal with the student who monopolizes the discussion. A quiet, "Thank you, Esther, for your ideas. Now I think Fatima would like to share her thoughts", will help at this point.
5. At first, the students may not know how to discuss in a Bible class. They usually have heard only lectures, so they will know only to listen. The teacher may have to spend some time showing them how to participate in discussion.

Mr. Mwenjes: No, no. They wrote wherever they were. God told them what to write anywhere they happened to be.

Mr. Njoroge: How? Did they hear a voice that spoke each word they were to write?

Teacher: That is a good question.

Mr. Karisa: God directed them through the Holy Spirit.

Mr. Njoroge: What do you mean?

Mr. Karisa: You know how the Holy Spirit tells you to do something? Well, he spoke to the writers in the same way.

Teacher: That is a very good answer. God does direct us today through the Holy Spirit. He used the same way to direct the writers of his Word.

Although this discussion is not finished, it shows how the teacher directs the conversation. Use discussions to introduce lessons or conclude them. Some complete lessons can be taught in this way.

ADVANTAGES OF THE DISCUSSION METHOD

1. Everyone can share their ideas.
2. The group rather than the teacher can correct wrong ideas.
3. Students will be interested and will enjoy the lesson.
4. The students will begin to feel a unity with the group as they realize others share the same ideas and feelings they have.
5. The teacher will know immediately whether the students have grasped the truth he is teaching.

make sure you have something to teach is through prayer and Bible study.

PRINCIPLE TWO: USE AS MANY OF THE SENSES AS POSSIBLE WHEN TEACHING.

The body has five doors or senses through which information comes to the mind. These five are the eyes, the ears, the nose, the mouth and the sense of touch. Through these doors come all of our information. Tests have shown that if more than one of these senses are used in the teaching process, more learning takes place. From a sermon we will remember the main points and the stories the preacher tells. After two or three days we will forget part of what we had remembered. A week later we will be able to remember still less. A month later we may not be able to remember any of the sermon. We forget most of what we hear unless the hearing is reinforced with the use of at least one other sense.

For example, a teacher wishes to teach how a village looked in the time of Jesus. He describes the village in words. The pupil uses his ears as doors to receive the information. Later he will forget much of what he heard. Another teacher who plans to teach the same lesson decides not only to tell how the village looks, but to show a picture of the village. This teacher uses two doors: the ears and the eyes. He has reinforced his words with a picture. Later the learner will remember far more about how the village looked.

We receive much information through the sense of taste and the sense of smell. But these senses are not as useful in Bible teaching as the other three are.

The effective teacher remembers that he teaches for life change. If his teaching is to bring about the results he desires, he must use as many of the doors to the mind of the pupil as he can.

PRINCIPLE THREE: RESPECT YOUR STUDENTS.

We often hear, "He is a good teacher," or "She is the best teacher I have ever had." What makes a good teacher? Why do we feel that one teacher is better than another? The answer is that the good teacher is the one who really cares about his students. He respects them. A teacher can show this respect for his learners in at least five different ways. These are:

a. Keep the class small. Ten or twelve is an ideal maximum number for any Bible class. If the membership of your class reaches nine, begin to look for another teacher to take half the class. When the division is made, it will be amazing how fast each half will grow!

If the class is kept small, the teacher will be able to know each member well. Unless the teacher knows the weaknesses, the concerns, and the needs of his class, he cannot teach them well.

b. Visit your students by plan. This means that each teacher should know when he last visited every student in the class. He ought to plan to be in the home of each student at least once a month. This is another reason to keep each class small. The teacher cannot visit all of his members if there are 30 or 40 in a class.

If we really want to know our students we must see them in their homes. If we have a man in our class who does not bring his family to church with him, we may understand the man better after we have visited his home. There the student may be more open with his teacher, sharing troubles or needs.

When the student has his teacher visit him in his home, he will recognize that the teacher cares for him. He will see that he is important to that teacher.

Mr. Karisa: Yes, but I think he means how we got our Bible from God.

Teacher: Mr. Karisa is right. How did God give us his Word?

Mr. Njoroge: God gave it to Moses up on the mountain. He went up there and stayed until God gave him the Bible.

Mr. Kamau: That was not the whole Bible, was it?

Mr. Njoroge: I think it was.

Mr. Simon: I don't agree with you, Brother. A lot of the Bible was written after Moses came down from the mountain. The Bible tells us about Jesus' birth. That didn't happen until a long time after that.

Mr. Njoroge: Yes, but God knew it would happen. He knows everything.

Mr. Samuel: That's right. God knows everything, but I do not think he gave the whole Bible to Moses. Some of the books of the New Testament were written by Paul.

Mr. Kamau: One was written by Matthew and another by Peter. Right, Mr. Nyaga?

Teacher: Yes, Mr. Kamau. You are right.

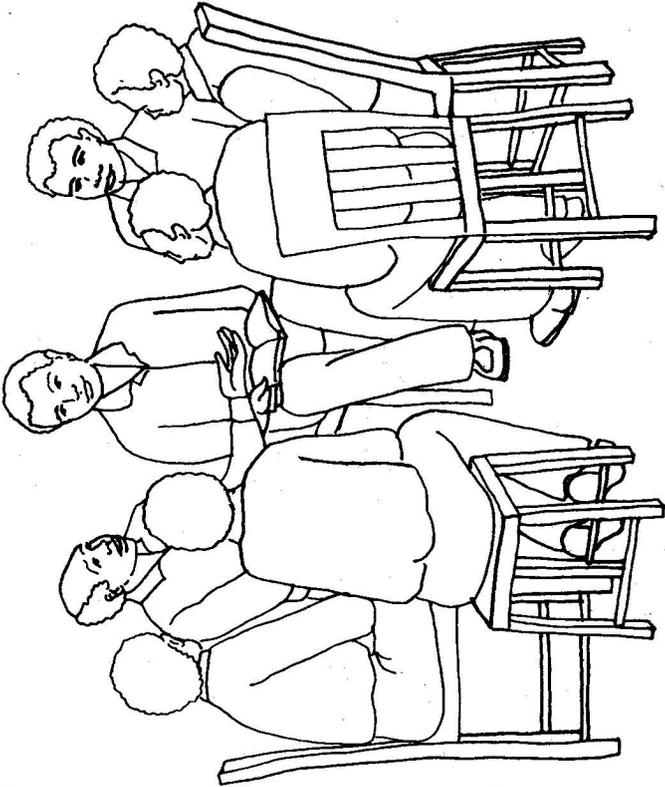
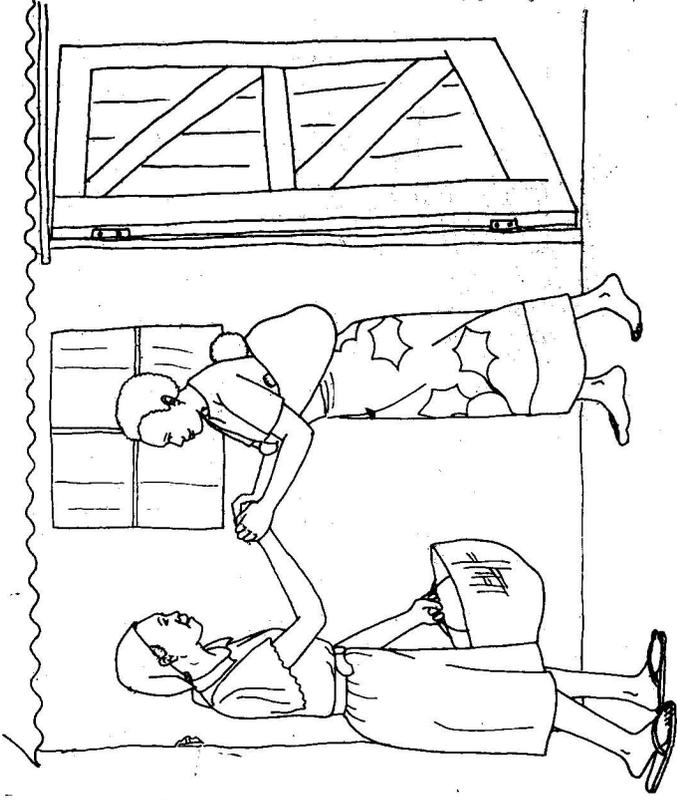
Mr. Njoroge: If they wrote parts of the Bible, then what part did Moses bring down?

Mr. Simon: It was the Ten Commandments. But how did those other writers, like Paul, know what to write?

Mr. Karisa: God told them what to write, too.

Mr. Njoroge: Did they all go up on mountains like Moses did?

Keep these visits fairly short. Let the pupil talk as much as he will. Have a scripture ready to share. Always pray during the visit. Greet each member of the family and invite them to church if they do not regularly attend. Use the time to talk about past lessons or any questions your student has. Make your time together as spiritually rich as you can.



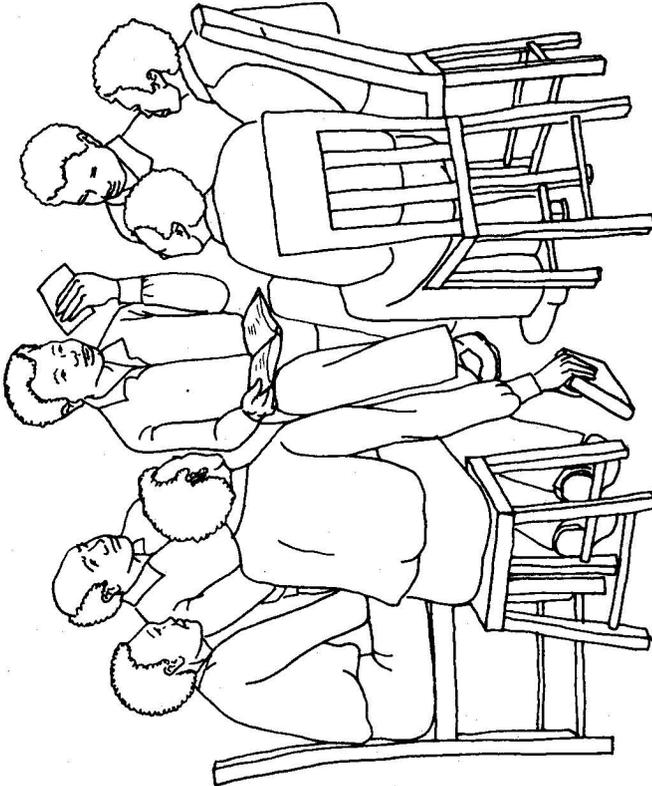
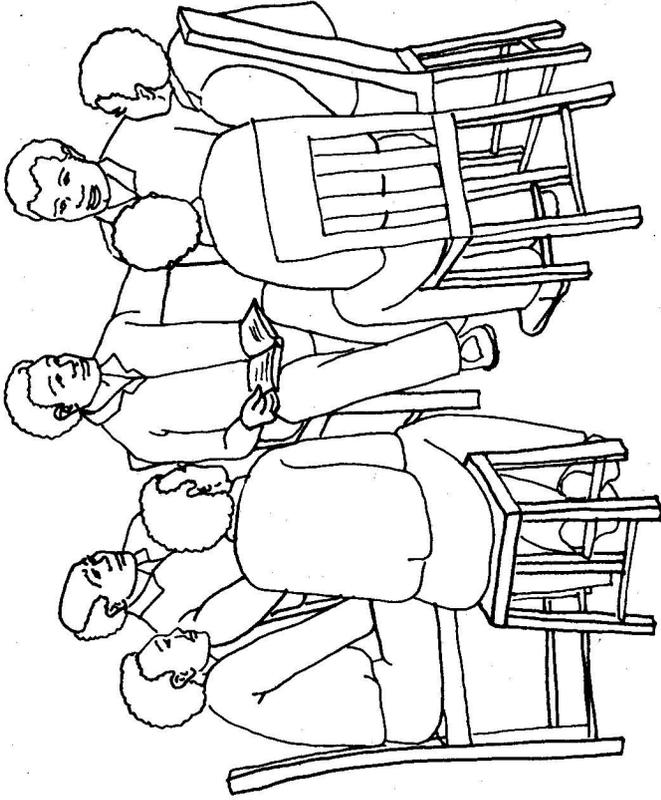
Not all statements are made to a particular person, but rather to the group.

A discussion follows:

Teacher Nyaga: We have been studying new life in Christ for several weeks. Our lesson today is about our need to study God's Word. How did we get our Bible?

Mr. Kamau: Do you mean these Bibles we have here with us today?

c. Seat your students in a circle. This will suggest to them that they are as important as anyone else in the class. They will be able to see one another's faces. This encourages each member to participate in discussion or other class activity.



d. Make sure your head stays on the same level as the heads of your learners. This is very important.

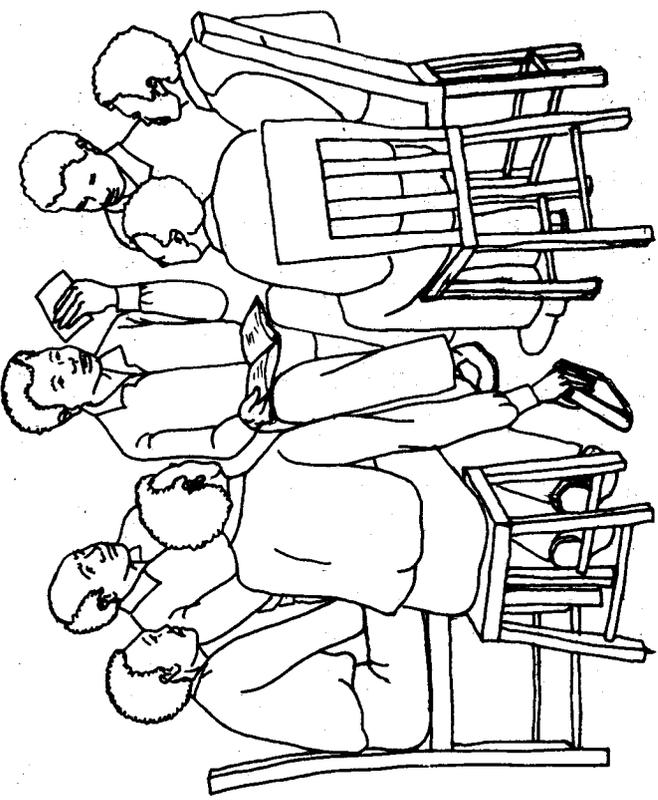
When an important political figure comes to an area, the people build a platform so that he will be physically higher than all the other people. This is good because it shows his position which is above the people in a leadership role. However, it is not good for a Bible teacher to be above his students. When he stands, the teacher becomes the authority; and the student must listen, not speak. A quick way to get discussion going in a class is for the teacher to sit down. A quick way to stop it is for him to stand up.

Many teachers feel they cannot teach unless they are standing up. Of course, you may need to stand up to write on the chalk-board or to display an object. Most of the time, however, the teacher will sit.

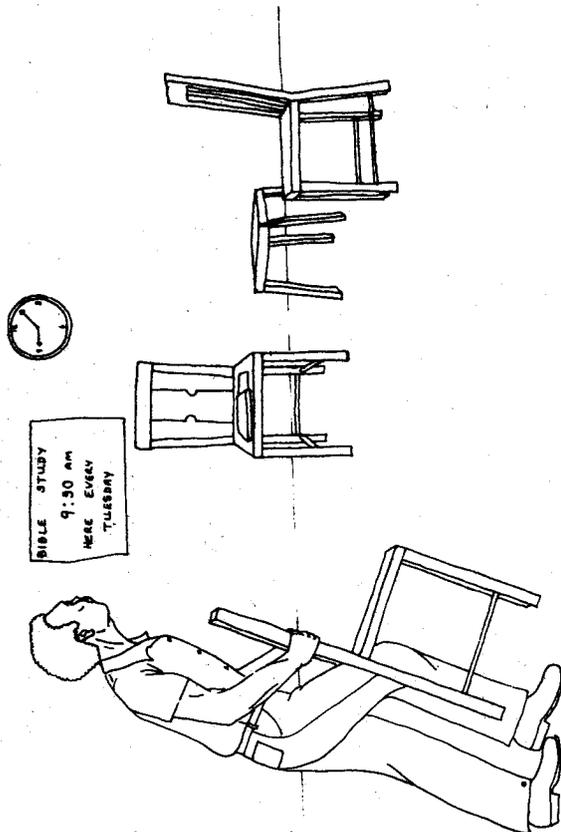
Some people have not taken the job of teaching because they "do not know all the answers." It is not necessary to know all the answers or even most of the answers. It is quite all right to say, "That is a good question. I would like to know the answer myself. I will talk to the pastor (or check it in the Bible) and tell you the answer next week." However, once you have become the authority by standing while your class is sitting, it is hard to admit that you do not know everything.

If your class is seated on chairs, you sit on a chair. If they are on mats of the floor, you sit there too. If they are on the ground that is where you, too, will sit. Stand only when you must.

e. Get to your meeting place early. You, the teacher, are the host. No one likes to be invited to a home and arrive with no host there. Get there early. Spend a few minutes in prayer. Arrange the chairs or mats. Get your materials ready. Greet the



first student with a smile and a welcome to let him know you are glad that he has come.



PRINCIPLES OF GOOD LECTURING

1. Follow a basic, well-planned outline.
2. Support the lecture with good teaching aids.
3. Use good illustrations and examples.
4. Combine this method with other methods.
5. Maintain good eye contact, good volume and a good speaking rate.

DISCUSSION

Discussion is one of the best methods of teaching adults and young people. It gives opportunity for each person to contribute to the general knowledge. A tactful teacher can use this method to draw opinion or views from even the quietest person in the class.

In discussion, the teacher sits in a circle with his learners. He asks a leading question* (that is, one that will cause the student to think and answer in more words than just yes or no). The teacher waits for the answer. He may call the name of a person to draw him into the discussion. "Solomon, can you explain what it means for a Christian to be the salt?" Otherwise, the teacher takes no greater part than the other class members. He listens carefully. Later he may need to correct something that has been said if the class has not done so. With other questions, he leads the class toward the aim of the lesson.

A discussion group looks like these pictures. First one, then another will speak. Notice that the teacher does not dominate the discussion.

LECTURE

Probably the most common teaching method is the lecture. In fact, some teachers seem to think it is the only method. Good lecturing is good teaching, but using it too much and using it badly is poor teaching.

You can use the lecture in Bible teaching in a variety of ways. Lecture on prayer. Teach a brief summary of the history of God's chosen people. Use the lecture to explain Paul's missionary journeys. Lecture on Christ in the Old Testament or on the Judges and their tasks.

The lecture is a method where the teacher does all of the speaking. It has both advantages and disadvantages. The good teacher will occasionally make use of this method.

ADVANTAGES OF THE LECTURE

1. You can give a lot of information in a relatively short period of time.
2. You can lecture to both small and large groups.
3. It requires less preparation than most other methods.
4. You can tie Bible truth to everyday living easily.

SOME CAUTIONS

1. Lectures can bore and tire the student quickly.
2. There is no way the teacher can tell whether the student is actually learning.
3. The student may begin to think of the teacher as the final authority.

PRINCIPLE FOUR: USE A VARIETY OF TEACHING METHODS AND MATERIALS.

There are many ways to teach and many materials to use in teaching. These will be discussed in later chapters. A teacher who changes his method and his teaching aids often is an interesting teacher. He will create the desire in his students to come to the class every Sunday. Changing methods and materials will make learning exciting.

In this chapter, we have looked at what teaching is and at some teaching principles. We're ready now to find out who needs to be taught.

3 WHO NEEDS TO BE TAUGHT?

Every member of the church needs teaching from the youngest to the oldest. No one has passed his need for training.

THE CHILD

Children are the adults of tomorrow. If they are taught today they will follow what they have learned tomorrow. If we fail to teach them, we have truly failed.

In many churches there is one big class for all the children. They are placed together in one room for teaching. Some of this teaching is good. Much of it is not. The classes are too big. The teacher cannot know the students individually. He cannot follow the principles of good teaching. All he can hope to do is maintain some kind of order, lead the children in a few songs, tell a story and send them on their way. The child seldom gets to speak, ask a question or share an idea. Many of the pupils have smaller children with them. Their attention is on these other smaller ones. In a situation like this, a child learns very little.

What can be done? Get more teachers. Divide the class into smaller groups. Put the children of the same age together. Use lessons written for their age level.

If the church is really serious about training its members it will not fail to teach the children properly.

THE YOUNG PERSON

We need to train our young people. Long-held customs are being put aside, and the young people need a new authority in their lives. This authority should be the Bible. The active role in directing the lives of youth today will be important as the church assists them in building Christian homes of tomorrow.

3. You involve the emotions of your students.
4. The student can "see" the story in his mind.

SOME CAUTIONS

Because a good story-teller makes this method look easy, some teachers fail to prepare adequately. Good story-telling takes thorough preparation and practise. Some common mistakes are:

1. Leaving out the emotion and excitement.
2. Including too many details.
3. Using language or expression unfamiliar to the student.
4. Reading the story instead of telling it.
5. Getting the story out of its proper time sequence.

PRINCIPLES OF GOOD STORY-TELLING

1. Always be well prepared. Practise the story aloud several times at home alone. Make sure you know the order of the story and the important facts. Do not rely on notes.
2. Be enthusiastic in your presentation. Tell the story as if you are enjoying it as much as your listeners are.
3. Use your hands, arms and face to tell the story. Get involved in it yourself.
4. Maintain good eye contact. Make every student feel as if he were the only one to whom the story is being told.
5. Keep the volume of your voice loud enough to be heard by everyone in your class. Raise or lower your voice for emphasis. Use different rates of speech in the same way. A breathless pause is a good technique.

7 TEACHING METHODS

Jesus loved to tell stories. He enjoyed discussing ideas with his disciples. He liked interviews. He was a master at using questions and answers to teach truths. Story-telling, discussion, interviews, questions and answers are each a teaching method. Jesus used them all in getting the message to his listeners. We, too, can use a variety of methods to make our teaching more attractive and interesting.

Bible lessons can often be taught in several different ways. Knowing which to use and using it well improves our teaching. As you study these methods, think of spiritual truths or Bible stories that could be taught by each.

STORY-TELLING

Story-telling has been used in Africa to pass history and culture from generation to generation. Though entertaining, story-telling has played an important part in keeping tradition alive.

Everyone enjoys hearing a good story told by a good storyteller. Adults and young people like stories as much as children do. Often the only part of a sermon that a person can remember is the story the speaker told to illustrate a point.

Use story-telling whenever your lesson contains a story. Much of the Bible is stories. Use stories from everyday life to illustrate the spiritual lesson you are teaching.

ADVANTAGES OF STORY-TELLING

1. It is an enjoyable way to learn.
2. Your students will remember many details in sequence.

From the beginning, two teachers are needed, a man to teach the youth and a woman to teach the young ladies. Many matters discussed in Bible classes are more easily handled when young men and young women are separated. Usually the young ladies will feel more at ease in a class of their own.

THE OLDER PERSON

Many adults in the churches feel that "Sunday School" is for children. They feel that they have no need for any further training. They think that the help they get in the worship service is enough to defeat Satan and to live the Christian life which God wants them to live. This is wrong. Many of the adults in the churches are still in the milk drinking stage (See Hebrews 5:12-14.) They are not ready for the solid food of God's word.

Pride sometimes keeps adults at home when they should be in a Bible class. They do not like to think they are in need of anything. The pastor of the church can do a lot to overcome this idea by telling of his own need of training. He should not teach a class if he can avoid it. Rather, he should be a member of one of the classes. When the adults hear him tell what he is learning, they may want to come to hear the same teaching.

The teachers of the adult classes must remember that they are dealing with adults. They must not treat them as children. They need to show respect for their class members in every possible way.

Many churches will find it easier at the beginning to have only one adult class. As the class grows, it can be divided. Women may want their own class apart from the men. Or, the class might be separated into various language groups. The secret is to keep dividing as the class grows. This insures further growth.

THE PASTOR AND THE LEADERS

The pastor and the church leaders need training. However, often there is no provision for this learning time because these are the ones who teach others. A good answer to this problem is for the pastor to have a time during the week when he has a class for the teachers. He may use the time for special studies or to teach the lesson for the following Sunday. No church should be satisfied with its training programme until every person in the church has a weekly training opportunity.

THE LOST PERSON

Some Bible classes have lost persons in them. A teacher will know the spiritual condition of the class members and will teach for the purpose of bringing each person to the Lord. However, many lost people do not come to the church. How do we reach them?

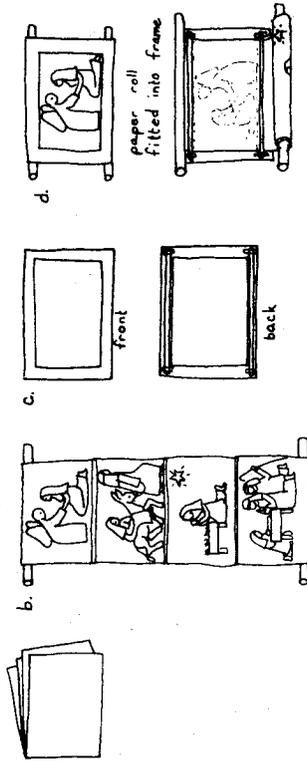
The best way to reach the lost person with Bible study is to have it in various homes. There a person will be more relaxed about coming. Other ideas might be to have Bible studies in hospitals, prisons or schools.

A FINAL WORD

Many fine programmes have been developed through the years to use to train our people. Some of these are Bible Study, TEE, Bible Way, Discipleship and women's programmes. All of these are opportunities to learn. We cannot be taught too much. The more training the church offers, the better the maturity of our members will be.

OTHER TEACHING AIDS

Make a long strip of paper by pasting several sheets of paper end to end. Divide this into sections. Draw pictures in each section. Make a picture frame from stiff paper. Slip the long strip of paper through the frame section by section. Let the pictures tell a story for you.



Use graphs to show attendance, the names of students who are memorizing scripture or other numerical facts.

If you have a tape recorder and tapes, use them in class. They catch the learner's attention. Do not teach the whole lesson on tape, however. Play only small portions.

Flannelgraphs are fine tools to use. They require some skill in use. Kits may be bought or made. To make your own, draw pictures on paper, colour them, cut them out and paste them on flannel cloth.

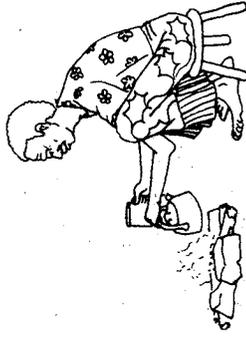
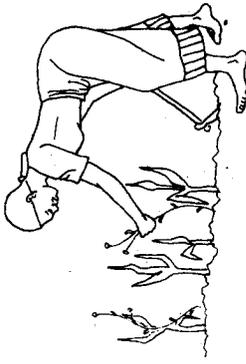
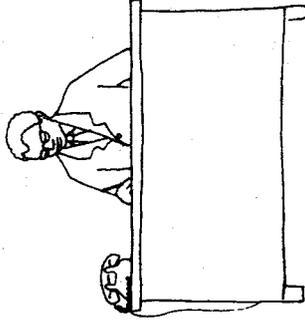
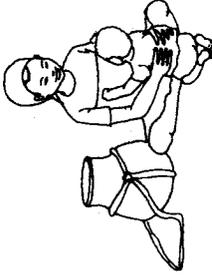
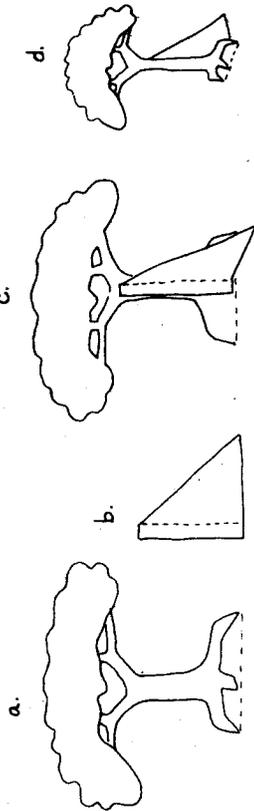
Explore new ideas that come to you. Try them out to see if they work for you. Use every one that you can.

5. Erase the rectangles.
6. Use crayons to colour the map.
7. After you use it, put the map away to use later.

OBJECTS

Teachers will find many things to use which are just ordinary, every-day items. These can bring meaning to a lesson. For a lesson on the creation, the teacher may display flowers, stones, water, grass. A lesson on David, the giant-killer, calls for a slingshot or catapult.

Make models of real life objects from paper. Draw a tree and cut it out. Put stiff paper at the back to make a support or leg so it will stand up.



Use models and objects with children's classes. They like them very much.

4 WHERE TO TEACH

Bible study can be held in many places.

THE CHURCH

The first place that should be considered is the church. Church members are used to coming to the church on Sunday for the worship service. It is a simple matter to begin the Bible class 30 to 45 minutes before the worship service begins. A good time-table to follow is this one.

- 9:45 Bible Study for all ages
- 10:30 Dismiss classes
- 10:45 Morning Worship

The schedule can be made to fit your own situation.

BIBLE STUDY SPACE

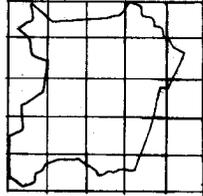
Many churches have only one large room. A few have two small rooms in addition to the main church. This is usually all the space that is available. If the church is to do a good job of training and teaching its members, space must be found for all the classes. As new churches are built, adequate Bible study space can be included. At existing churches, extra rooms can be built for Bible classes. Until a permanent solution is found, the church can use other space.

Each church will have to consider its own situation and decide what it can do. Some churches are in heavily populated areas where people live close to the church. These neighbours may be willing to have Bible groups in their homes. Class members will remember to be very considerate toward their hosts if they are meeting in a home.

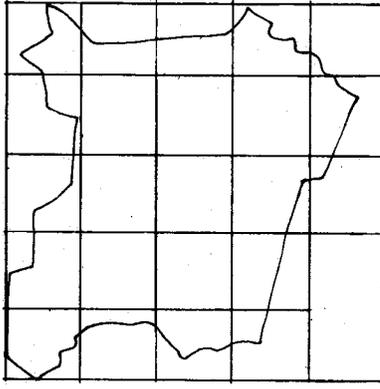
3. Beginning in the top left hand rectangle of the blank paper, draw in the details that are in the corresponding square of the map.

4. Work through all the rectangles in the same way.

small map



large map



2. Use charts to teach the steps of a process or a series of events in a lesson. These may include the steps to salvation, how to witness, Paul's missionary journeys, or Jesus' last week on earth.
3. Use charts to teach the order of items such as the books of the Bible, the names of the Apostles, or names of Bible women.
4. Use charts to teach Bible verses, especially memory verses.
5. Use charts to list important facts.
6. Use charts to show a time sequence.

Never put too much information on your chart. Write large enough that you can read your chart from a distance. Keep the lines straight and even. Vary the colours if you can so that your chart may have two or three colours on it. Use a chart, then take it down. Do not leave it up longer than it is needed.

MAPS

Maps are very helpful tools for the Bible teacher. You can buy maps in bookstores. They can be made fairly easily with a large sheet of paper, a pencil and a straight-edge. Some Bibles have good maps. Enlarge these maps so that the whole class can see them at one time. You can follow this procedure to make the small maps in your Bible large.

1. Divide the small map into equal sized rectangles.
2. Divide the large sheet of paper into the same number of rectangles. These will be much larger rectangles.

The pastor's home may be located beside the church. Classes might use various rooms of this home.

The church may have an overhanging roof. Classes could sit outside the church in the shade and shelter of the roof.

The large central meeting room can be divided so that several classes can meet there. This limits the activities the class might engage in. Noise has to be considered.

A good, shady tree is a fine place for a Bible class.

Simple rooms with poles and a roof can be built by the class members. These should be large enough for the class to meet in comfortably.

Other ideas will come to those who seek God's direction in finding space for Bible classes.

ALTERNATE TIMES OF MEETING

As classes grow and divide, space will be even more cramped. Another plan may become necessary, that of teaching classes at other hours. This is possible for Sunday afternoon or evening or another day of the week. Some of the classes may meet at one time, others at a different time. This is not a good solution to the problem of space, but it may be necessary.

THE VILLAGE OR TOWN

Away from the church there are many places available to have Bible study classes. Members can look for these places after a good programme is going along at the church. The teachers who teach on Sunday and others might find a good opportunity in public places.

THE HOSPITAL

Many hospitals are glad to have church groups come in with a Bible study programme. Some patients are long-term and welcome Bible study. To begin such a programme, the teacher or pastor should go to the matron of the hospital and discuss the possibility. They should know exactly what they want to do and how they will do it. They must listen to the matron's suggestions. A definite time and meeting room will be agreed upon. Then, the church should make sure that a teacher is there on time every week.

THE PRISON

Bible study is usually welcome in prisons. Permission should be received from the prison authorities. Start a Bible study in a prison if the church is sure of being able to continue it. If you wish to teach for only a specified time, such as six months, this can be arranged.

HOMES

Bible studies in homes are especially helpful for those who cannot attend church because of illness, work, or other problems. The church can reach people of other religions in homes. Ask to have Bible studies in the homes of the church members. Find a teacher. Invite those who live in the neighbourhood. Many of these home studies will grow into churches.

ANYWHERE

Bible study classes can be held anywhere: in schools, in shops, in hotels, in the market. The only requirement is a willing teacher.

Use pictures to stimulate discussion, explain facts, give information or introduce a lesson. If a student hears and sees he is less likely to forget.

CHARTS OR POSTERS

Charts or posters are valuable to a teacher. Use them to give important information in a few words. Prepare them early and use them when needed in the lesson. Include pictures on your charts. Make a series of charts and put them together with thin rope. Flip the pages of the chart as you teach.

1. Use charts to announce a coming event. This example calls attention to a youth meeting.

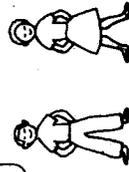
Bible Study 

Games 

Food 

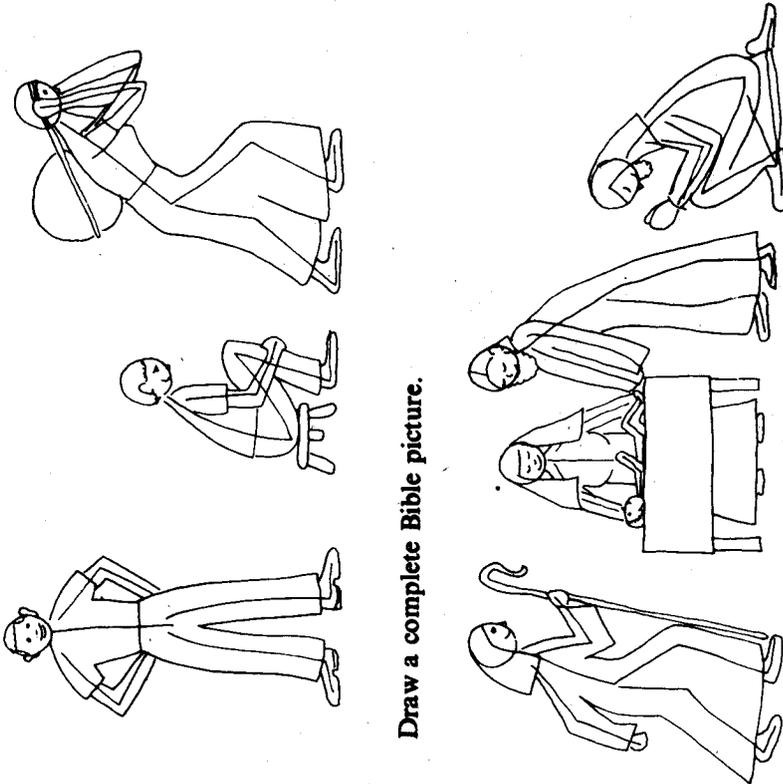
Ages 11-16

Jan 15 SAT.



10 Am Church

Try to draw the body in other positions. Practise, practise, practise.



Draw a complete Bible picture.

Practise drawing scenes of this kind.

It is best to draw the picture early so that it is ready for the lesson. Use paper or the chalkboard. Some lessons can be taught while drawing a picture. Practise doing this before the class begins.

5 HOW?

For many, the biggest problem in building a good Bible study programme has been how to go about the job. How is a class started? How is a lesson prepared? Where does the teaching material come from and how is it ordered? What teaching helps can be used? How are teaching aids made? What methods of teaching are effective in Bible teaching?

In this chapter, the answers to some of these questions are given. Teaching aids will be discussed in chapter six and methods in chapter seven.

STARTING A BIBLE CLASS

From the day he put away his carpenter's tools and began his earthly ministry, Jesus was a teacher. He taught in the synagogues, in the temple, in the homes of friends, in the streets and on the slopes of a mountain. Jesus was a teacher and he left his example for us to follow. When he completed his mission, Jesus charged his followers to continue the teaching he had begun. What a responsibility, but what a joy!

The first step in starting a Bible class is to accept this responsibility that Jesus has given us. When we accept the task of teaching, God will prepare the way for us. The commitment is between the teacher and God.

Because all the programmes of a church are the responsibility of the church as a whole, it is the church which will decide who will teach in the Bible programme. However, if you have felt God leading you to teach you need only to tell the pastor. He will bring your name either before the church committee or the whole church. He will help you make your plans.

Once the commitment has been made, the teacher must decide who he will teach. This is his second step. If this is the first class the church has, the pastor may suggest that it be for adults. It really does not matter which class is begun first.

The third step is to find the first student. If this is indeed the first Bible class of a certain church, the teacher's task will be easy. He will be teaching those already attending church. A simple announcement in the morning worship service will inform the prospective class members when and where the new class will meet. Many classes will begin in this manner. The teacher might make a poster and put it on the church door as well.

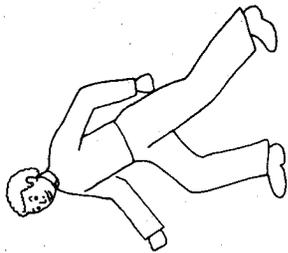
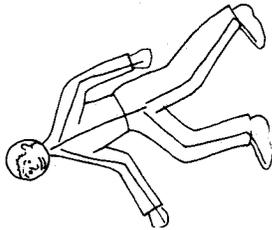
If, however, the class is to be for a group not presently attending the church, the teacher must go further to get his first student. He can make the announcement in church so the church members can tell others. Then he will need to put posters where those prospective members might see them. A poster at the market will attract women, one at the school will draw the youth or children. In addition, the teacher will visit the prospective students and invite them to the class.

Once the commitment is made, the decision made as to which group the class will contain, and the first student located, the teacher must take the fourth step and prepare his first lesson. There are four basic steps to follow.

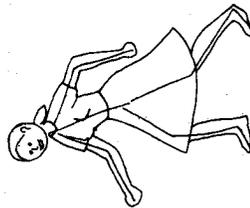
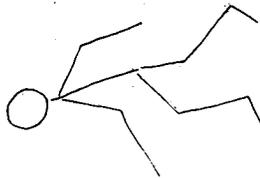
a. Choose the teaching aim.

Most prepared lessons will have a teaching aim or purpose stated in the lesson. The teacher can use this purpose or another of his choice. If he has observed a special need in his class, he may try to meet that need in his lesson. That is his aim. It is stated in broad terms, such as, "To lead my students into a fuller understanding of who Jesus is." Another example might

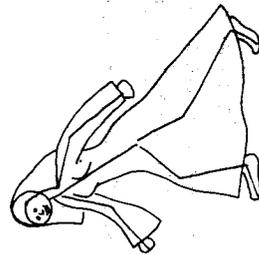
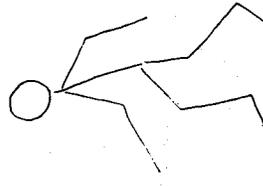
Draw other lines for trousers.
Put on shoes.
Add lines for arms and neck.
Erase the inside lines.



Draw a woman.



Try a biblical character.



6 TEACHING AIDS

Jesus was the Master Teacher. His disciples understood his lessons easily. He filled his lessons with references to yokes, seeds, sheep, foxes and other things the people knew about. One day he told his listeners to lift up their heads and see the white fields ready for harvest. Jesus knew how to use objects to make his teaching clearer. We have a good example to follow.

You can buy teaching aids in some large towns. In small towns or villages where many Bible teachers are, ready-made aids are hard to get. Usually paper, pencils, crayons and paste are available. You can make most of what you need with these items.

PICTURES

Pictures are excellent teaching aids. Find useful pictures in newspapers and magazines. Cut them out and paste them on plain white paper. Choose large pictures rather than small ones. Your class will be able to see these better. Plan to store your pictures in a box so they can lie flat. Or you may want to roll them up.

Teachers do not have to have great skill in order to draw a picture. Simple figures made with straight lines and circles represent people and animals. Try this:

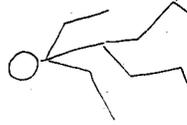
Draw a round circle for the head.

Add a straight line for the body.

Four more lines for the arms.

Six more for the legs and feet.

Practise drawing this man. Now dress him.



Draw lines outside your other lines to represent a shirt.

be "To encourage my class to spend more time in prayer." The aim should be stated clearly and briefly. All the teaching must lead toward that aim.

It is hard to measure our teaching. Have we reached our teaching aim? For example, does the student have a fuller understanding of who Jesus is? Is he spending more time in prayer? The aim is the big target that all the teaching moves toward.

b. Choose the objectives of the lesson.

Like the aim of the lesson, the objectives are the targets the teacher is going to hit with his lesson. However, the objectives are different from the aim because they are measurable. Another difference is that the teacher will have only one aim, but several smaller objectives. For example, if the teaching aim is knowing who Jesus is, the objectives might be:

- 1) The students will be able to quote Matthew 16:16.
- 2) The students will say in their own words what the mission of Jesus on the earth was.
- 3) The students will draw a picture of what they think the transfiguration of Jesus was like.

These objectives can be measured by the teacher. During his teaching he will provide opportunities for the student to demonstrate his knowledge by doing one or all of the activities listed.

c. Choose the teaching method.

Keeping the activities of the objectives in mind, the teacher will select a method or combination of methods to achieve the

teaching aim. Most prepared materials will suggest methods, but the teacher is free to choose his own.

d. Choose a possible teaching aid.

Remember that the more senses that the student uses to receive the lesson, the better he learns it. Teaching aids make the learning experience much richer.

The four steps in starting a Bible class are:

1. Accept the responsibility.
2. Decide what group the class will involve.
3. Contact the first student.
4. Prepare the first lesson.



MATERIALS

If a teacher has a Bible, he has the material he will be teaching. Taking a lesson from the Bible is harder than using a lesson already prepared for you. However, until materials can be ordered and received, the Bible will do quite well to provide the teacher with lessons.

A visit to the Baptist Publications Building will be rewarding for the new teacher in choosing materials to use. There you will find lessons which are written especially for the people in your class. You can buy teaching aids such as pictures. The publications people will explain how the books can be ordered and used. They will also show you how the books are planned so that certain Bible portions are covered in a certain period of time.

If a visit is impossible, get the address of the publications building from your pastor. Write them and order a catalogue. Ask them to explain the curriculum for your age group. Send your order in quickly so you can begin to use these prepared books.