

LESSON 11

PLANNING THE LESSON

God is the master Planner. He does not act fortuitously. The Creator's world is not ruled by chance. God did not "wind up" the world like a toy for His amusement. He planned an orderly universe. A person has only to look into a night sky to get a glimpse of the plan of God's universe. Neither can one intelligently read the Old Testament without noticing that God had a special plan for Israel. The reader also recognizes God's plan for redeeming the human race when he examines Jesus' life.

Since God places such importance on planning, should not Bible teaching be well planned? Bible teaching should seek to reach specific goals: to lead individuals to encounter the living God, to train them for Christian service, and to guide and shape their daily lives to conform to the Saviour's example and teachings. To be effective, then, teaching cannot be left to chance. Achieving the worthwhile goals of teaching requires definite, planned, methodical steps. One writer stated:

Successful teaching—teaching that changes lives and promotes growth toward Christian maturity—waits on the skilful planning, organizing, and timing of appropriate learning experiences.¹

One of the most serious weaknesses in adult Bible teaching is the failure on the part of teachers to choose a teaching objective.

Choosing the Objective

Before a person goes on a trip, he chooses his destination. He decides where he wants to go. For example, he may say, "I'm going to New York." This destination becomes his objective. In Bible teaching, a well-chosen objective also helps a teacher to arrive at a specific learning destination. The objective becomes the specific learning destination: it keeps the teacher aiming at the learning result he wants to achieve.

Choosing a teaching objective is one of the most difficult parts of a teacher's preparation. It is difficult to decide which objective is best. And since the teacher is human, he must be careful that his objective is not based on personal opinions and prejudices. Before he chooses his objective, the teacher should seek God's guidance. After all, it is God's work he is about. He should ask God's help in selecting the proper objective for his group. The teacher should then make a fair analysis of the learning situation

¹ John T. Sisemore, *Blueprint for Teaching* (Nashville: Broadman Press, 1964), p. 8.

List three specific goals Bible teaching attempts to achieve.

1. _____
2. _____
3. _____

(Compare your answers with the text.)

One of the most serious weaknesses in adult Bible teaching is failure to choose a _____

(teaching objective)

A teaching objective should not be based on personal o_____ and p_____

(opinions, prejudices)

before choosing the objective he will use. At least three things should be considered when choosing an objective:

1. The Scripture passage

The teacher should determine what truth or truths are conveyed by the passage to be studied by the learning group. The truth to be taught by the passage will significantly affect the choice of an objective.

2. Life situations

A teacher should ask himself, "What problems do people have? What decisions must people make?" The answers to these and other questions will help the teacher choose an objective that is life-centred.

3. The membership

An adult teacher teaches a particular group of people. A teacher's objective should also be determined by the specific needs of the group members. One way the teacher can keep up with these needs is to maintain a notebook with information on each member's home life, work, recreation, hobbies, abilities, and religious life.

Using Different Objectives

Most Bible teaching in churches is done in the Sunday school. Three types of objectives will make Bible teaching in the Sunday school more effective: the overall objective, the unit objective, and the lesson objective.

The overall objective

Most Sunday school literature covers a quarter (three months) of study. The teacher should write an overall objective for an entire quarter's lessons. He can then relate each lesson in the quarter to one objective. The teacher should state his overall objective before the quarter begins. He needs to state early what he expects to achieve for the quarter. Each Sunday he can review the previous lesson and explain how it relates to the other lessons for the quarter. In this way, he builds each lesson on the previous one to help him achieve his overall objective.

The unit objective

A quarter's lessons may be divided into units to help achieve the overall objective. A unit objective groups two or more lessons together naturally. The teacher plans and teaches each lesson to accomplish his unit objective. The accomplishment of each unit objective contributes to achieving the overall objective for the quarter.

The lesson objective

In his lesson objective, the teacher states what the learner should be able to do when the teaching period is over. People's lives can be changed in three areas: knowledge, attitude, and action. The effective Bible teacher chooses his lesson objective to influence one of these areas.

The knowledge objective.—When a teacher wants to influence the learner's thinking, he uses a knowledge

List three things a teacher should consider when choosing a teaching objective.

1. _____

2. _____

3. _____

(Compare your answers with the text.)

With an overall objective the teacher can relate each lesson in the quarter to one

objective.

(quarter, objective)

What is a unit objective? _____

(Compare your answer with the text.)

Is the following statement true or false?

If the teacher has a lesson goal, it is not necessary to have a unit goal. _____

(false)

objective for the lesson. The teacher leads learners in a serious study of some portion of the Bible to gain more knowledge about it. According to Edge, a teacher should use a knowledge objective "if the dominant purpose of the teacher is to lead the class in a logical, systematic, intensive study of a body of knowledge and to lead to a mastery of that knowledge."² A teacher chooses a knowledge objective when he thinks that learners should have more information, develop new concepts, and recognize things that were previously unknown.

The attitude objective.—Learning takes place at a deeper human level when it touches the emotions or feelings of an individual. When a teacher wants to influence a person's attitudes, he chooses what may be called an attitude objective. Sometimes a teacher needs to influence how pupils feel about certain things, such as race relations, ethical problems, or sharing the gospel with people in distant lands. The teacher can help learners deepen appreciation for some Christian principle when he uses an attitude objective.

The action objective.—An action lesson objective is used by teachers to improve performance and to perfect skills in Christian living and service. A teacher chooses an action objective because he wants learners to do certain things. For example, in a lesson on sharing one's Christian testimony, a teacher may ask learners to write out their own testimony according to the instruction given in the lesson. Some religious educators claim that action improves learning at the knowledge and attitude levels. These persons believe that more teaching should help develop skill and performance in Christian living. Involvement in some Christian service also helps motivate individuals to increase their knowledge and change their attitudes.

Teachers often blunder because they attempt to accomplish all three objectives in one lesson. Effective teachers use one overriding objective for a lesson. When the teacher wants to impart information, he should choose a knowledge objective. He should choose an attitude objective when he wants to change an attitude or deepen appreciation. If the teacher plans to involve learners in some kind of activity, then he should choose an action objective.

How may an inexperienced Bible teacher know which type of objective to choose for a given lesson? The following questions are given to help teachers choose their objectives:

1. Is the main purpose of this lesson to teach facts, give information, or master the meaning of the Bible passage? If the answer to this question is yes, then the teacher should choose a knowledge objective.
2. Is the purpose of this lesson to teach an attitude? A positive answer to this question means the teacher should select an objective that influences attitudes.

² Findley B. Edge, *Teaching for Results* (Nashville: Broadman Press, 1956), p. 97.

With a knowledge objective, the learner is led to gain more _____ about a Scripture portion being studied.

(knowledge)

The teacher can help deepen appreciation for a Christian principle with an _____ objective.

(attitude)

To improve performance and skill in Christian living and service, the teacher should choose an _____ objective.

(action)

Involvement in some Christian service further motivates individuals to increase their _____ and change their _____.

(knowledge, attitudes)

Finish reading this paragraph, which continues on the next page, before doing the following exercise.

List three questions a Bible teacher may use to help him select the proper objective.

1. _____
2. _____
3. _____

(1. Is the main purpose to teach facts? 2. Is the purpose to teach an attitude? 3. Is the purpose of this lesson to secure a definite response in the life of the individual?)

- Is the purpose of this lesson to secure a definite response in the life of the learners? What is the response to be secured? How can it be expressed? How can the learners be motivated to give the desired response? Answers to these questions will help the teacher select an action objective for the lesson.

Expressing the Objective

The objective is not the teaching plan or process. Rather, it describes what a teacher hopes to achieve through his instruction. It is a statement of instructional intent. The content, materials, and methods of instruction arise out of the objective. They are not the objective and are not stated in it. When the teacher states his objective, he is better able to decide what instructional materials and methods he should use to achieve the objective.

Communication is perhaps an objective's most important quality. In most instances, the teacher may share the objective with the group. Sharing an objective speeds up the learning process. Therefore, the objective should be understood. To be useful, the objective must communicate instructional intent: what the teacher wants learners to learn. Thus the best statement is one that excludes the greatest number of possible meanings other than what the teacher intends.

There are times, however, when the teacher should refrain from sharing an attitude objective. The teacher should not share an attitude objective when:

- Sharing prevents the learners from being open and honest. (Learners may try to please the teacher or to impress him.)
- Sharing prevents any kind of response. (Learners cannot plan to be spontaneous.)
- Sharing confuses or turns off learners. (The objective should not frighten, confuse, or bewilder the learners.)

The best way to insure communication is to write the objective down. Writing helps a person to clarify his thinking and say what he means more precisely. The objective should not be fuzzy. If an objective, or a goal, is unclear, it probably will not be reached. An objective should be stated in clear, precise, and easily understood terms. Writing the objective down helps to do that.

A well-stated objective needs more than clear language. It must also be specific. Clarity of expression helps the teacher understand what he has written, but it does not necessarily state the specific outcome to be reached by the learners. Learning is retarded by a vaguely stated objective. Time limits what the teacher can accomplish in a class session. He cannot teach everything in the lesson's content. He must be selective and state the specific result he wants the learners to achieve.

Is the following statement true or false?

An objective is the complete teaching plan. _____

(false)

Define objective. _____

(Compare your answer with the text.)

An objective should be stated in clear, precise, and

easily understood terms.

(easily understood)

An objective should be _____

(specific)

When stating the objective, the teacher should make it brief. It is easier to remember if it is brief. He should not clutter the objective with other matters that make it hard to read, remember, and interpret. "If you begin to stuff all sorts of things into it, it will fail to serve its purpose (thousands upon thousands of such objectives have been written . . . but never used)."³

The following examples illustrate how the kinds of objectives could be stated:

The Overall Objective

My objective for this quarter is to lead learners to express their Christian faith in (1) their home life, (2) their work life, and (3) their community life.

The Unit Objective

Unit one

My objective for this unit is to lead learners to begin a family worship time in their home.

Unit two

My objective for this unit is to lead learners to witness for Christ at work.

Unit three

My objective for this unit is to lead my learners to help someone in need.

The Lesson Objective

A knowledge objective

My objective for this lesson is to lead learners to understand the biblical concept of salvation.

An attitude objective

My objective for this lesson is to lead learners to love their neighbour.

An action objective

My objective for this lesson is to lead learners to share their Christian testimony with a non-Christian before the next class period.

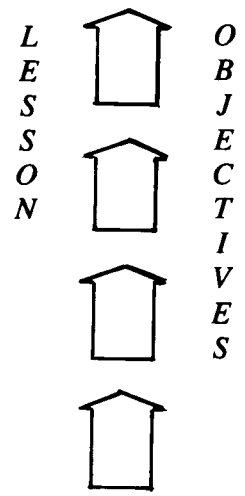
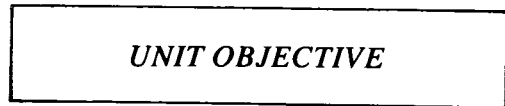
Choosing Methods

Three basic methods are most frequently used in teaching adults: lecture, discussion, and question-answer. These methods will not be discussed in this unit because they were presented in Lesson 8. Teachers of both youth and adults use these same basic methods. Each teacher adapts these methods to his particular age group. The student is referred to Lesson 8 for more information on using these methods.

Many more techniques are available to adult teachers than the three just mentioned. A list of other learning techniques that adult study leaders may choose follows:

A knowledge objective

1. Book reports
2. Panel discussions



Three basic teaching methods most frequently used are _____, _____, _____.

(lecture, discussion, question-answer)

Is the following statement true or false?
 Not many techniques are available to the adult teacher. _____

(false)

³ Robert F. Mager, *Preparing Instructional Objectives* (Belmont, Calif.: Fearon Publishers, Inc., 1975), p. 22.

3. Research and reports
4. Symposia

An attitude objective

1. Brainstorming
2. Case studies
3. Debates
4. Films with discussion
5. Inductive Bible study
6. Interview forums
7. Panel forums
8. Seminars
9. Small study groups

An action objective

1. Demonstrations
2. Field trips
3. Work projects
4. Workshops

Teachers should keep several things in mind when they are choosing a teaching method.

1. The learning objective should be determined before a method is chosen.
2. The teacher should know his group. A learning technique that works in one group may not work in another one.
3. All the persons in the learning group need to know how to learn. Learners should be taught how to use new methods.
4. More than one teaching method may be used in any learning situation. But teachers should not use many techniques just for variety. Methods should be appropriate to the lesson objective.
5. Teaching space seriously affects a method's effectiveness.

Teachers should beware: appropriately chosen methods are only one part of the total teaching plan. The other parts of the plan should be considered when choosing methods.⁴

Getting the Learner's Attention

The teacher must get the learner's attention and interest before he can proceed with the lesson. How may the teacher accomplish this task?

Attracting attention

Before the Bible is read to the group, the teacher should stimulate the learners to want to read the Bible; he

⁴ For helpful information concerning methods see the following: Findley B. Edge, *Helping the Teacher* (Nashville: Broadman Press, 1959); Janet Burton, *Guiding Youth* (Nashville: Convention Press, 1969); LeRoy Ford, *A Primer for Teachers and Leaders* (Nashville: Broadman Press, 1963); and James Williams, *Guiding Adults* (Nashville: Convention Press, 1969).

List five things a teacher should keep in mind when choosing a teaching method.

1. _____
2. _____
3. _____
4. _____
5. _____

(Compare your answers with the text.)

The teacher must get the learner's _____ and _____ before he can proceed with the lesson.

(Compare your answers with the text.)

should provide them with a good reason for reading the Scriptures. A good rule for adult teachers to follow would be: Do not read the Bible until the learners have been made ready to read it. Bible reading in a teaching situation should have direction and meaning. The introduction to the lesson must be planned carefully by the teacher to secure the attention and interest of the learners in meaningful Bible study.

An effective teacher does not select items at random to introduce the lesson. Rather he chooses material for his introduction that is in line with the interests and needs of the learners. The teacher should begin the lesson on the level of the students' interest and need. The first thing the teacher says to the group will be one of the most important things he will say during the whole teaching period. Thus, it should be planned carefully.

Asking a few carefully planned questions is one of the best ways to begin establishing learning readiness. Such readiness may also be attained by reading a famous quotation, telling a story, or reciting something from the newspaper. The teacher may talk about a party, sports, or the world situation to capture the learners' interest and participation. Interesting events happen daily that the observant teacher can use to begin his Bible lesson.

What the teacher talks about in his introduction should have purpose. Pupils may discuss sports, a wedding, or a funeral without ever getting around to studying the Bible lesson. Whatever the teacher plans to say at the beginning of the lesson should be in line with the lesson theme and the objectives of the lesson and unit.

A good lesson introduction includes a natural and smooth transition that leads the learners naturally into the reading of the Bible and the discussion of the lesson. Teachers should plan how to lead the learners' attention from the introduction to the problem to be considered in the lesson.

Focusing attention

After the teacher has stimulated the interest of the learners, and before the Bible is read, he should give them something to be ready to look for when the passage is read. The minds of the learners will tend to wander if no purpose is given for reading the Bible and the reading is not meaningfully directed.

The teacher should not focus attention on the Scripture passage the same way every time the group meets. Sometimes he may use questions—not more than three. At other times he may ask the learners to pick out the key verse in the passage or to note the emphasis given a specific truth in the Scripture. The important thing is to be certain that the class understands clearly what they are to look for when the Bible is read.

Using attention

When the learners have been prepared for the reading of the Bible, have been led to want to read the Scripture, have been given a reason for reading it, and have been told what to look for, then the Bible should be read—not before.

The teacher chooses material for his introduction that is in line with the _____ and _____ of the learners.

(interests, needs)

A good lesson introduction includes a s _____

t _____.

(smooth transition)

Recognizing attention

Learners are discouraged when they are asked to do something and then not given the opportunity to do it. The teacher should always provide the learners with an opportunity to give the answers for which they have been listening during the Bible reading. This will take very little time of the study session. In this way, the teacher can be sure the group found the right answers to the listening exercise. This information will help the teacher clear up any confusion that may be in the learners' minds. The teacher should also give the learners a chance to state their answers to assure them that he really wants them to do what he asks. This recognition of the students' participation should lead naturally into the development of the lesson.

Building the Lesson

The body of the Bible lesson should consume the major portion of time in a group learning session. An alert Bible teacher will give serious thought to the construction of the body of the Bible lesson. In developing the lesson material, the teacher prepares to accomplish three things:

1. He wants to lead learners in a useful and appropriate study of the Bible.
2. He wants to help learners see and accept the Christian principle upon which he based his lesson objective.
3. He wants to help learners grow in Christian commitment and service.

Any given Bible lesson, whether for Sunday school or for a Home Bible Study group, usually contains more material than can be covered in one session. Many teachers have taught nothing while trying to cover everything in the Bible lesson. What is a teacher to do? The teacher can select the content he needs to teach the lesson. The lesson objective determines what should be included in the discussion of the lesson as well as what should be omitted. If the teacher will keep his objective in mind, he will choose verses and actions that will lead towards it.

This lesson has stressed three types of objectives for Bible teaching: knowledge, attitude, and action. The Scriptures will be used differently to accomplish each of these objectives. For example, when the teacher has an action objective in mind, he probably will use different verses than he will use in achieving a knowledge objective. This approach to teaching in no way minimizes the place and importance of the biblical material. Rather it attempts to improve Bible study by making it more specific, directed towards achieving the teacher's objective for the lesson.

The following list will help teachers create their own teaching plan for the body of any lesson they intend to teach:

1. Give the learners something to discover or a problem to solve.
2. Get the learners to participate in actual Bible study.

Is the following statement true or false?

Learners should be given an opportunity to participate in the lesson. _____

(true)

List three things the teacher prepares to accomplish in developing the lesson.

1. _____

2. _____

3. _____

(Compare your answers with the text.)

Are the following questions true or false?

1. Any given Bible lesson usually contains more material than can be covered in one session.

2. The lesson objective determines what should be included in the discussion of the lesson as well as what should be omitted. _____

(1. true; 2. true)

Use the following to help plan the body of the lesson:

1. Give the learners something to _____
or _____
2. Get participation in _____

3. Give a brief survey of the entire Bible passage under study.
4. Select important verses for special study to help achieve the lesson objective.
5. Locate the main truth of the lesson.
6. Reveal new insights.

Getting the Lesson into Life

Perhaps the most difficult part of Christian teaching is getting the truth being taught into the daily lives of learners. Simply leading a group discussion on the meaning of a Christian principle does not get the lesson into life. The teacher should discover ways to help students apply the lesson practically.

Before a teacher can make the lesson personal, he should know and understand the learners. The author suggested earlier in this lesson that a teacher keep a notebook on his adult students. In choosing ways to make the lesson personal to the learners, a teacher should include a variety of methods. It is still true that variety is the spice of life. The learning leader should not use the same approach to making teaching personal in every class session. Some of the following suggestions may be helpful:

1. The teacher may pose a problem to be solved. Findley Edge suggested that posing real life situations is an effective way to make learning personal. These are also called "What-would-you-do?" situations. The situation is real or imaginary and is related to the normal experiences of the learners. It should contain drama, action, suspense, and a decision to be made.⁵ The teacher presents a situation to his group and then asks, "What would you do?" This presentation should be well planned in advance of the study session and should be in keeping with the teacher's lesson objective.
2. The teacher may give an illustration. Jesus used illustrations effectively to make His points. An illustration is like a photograph. It focuses and reveals the truth; it allows the learner to see the point, while everything else is in the background or out of focus. It has been said that an illustration opens the windows of the mind.
An illustration should be closely related to the truth being discussed in the lesson. Also, learners should be able to grasp its meaning quickly. Long, involved, and far-fetched illustrations that take longer to explain than to tell should be avoided. They hurt rather than help teaching.
3. The teacher may attempt to deeply engrain the lesson's theme into the learner's life. This may be done in several ways: summary, repetition, recapitulation, and review (revision). Penetrating questions

3. Give survey of entire _____

4. Select verses to help achieve the _____

5. Locate _____

6. Reveal _____

(Compare your answers with the text.)

Perhaps the most difficult part of Christian teaching is to get the truth being taught into the _____ of learners.

(daily lives)

Five ways the learning leader can make teaching personal are:

1. Pose a problem to be _____

2. Give an _____

3. Deeply engrain the _____ into the learner's life.

⁵ Edge, *Teaching for Results*, p. 138.

deepen impressions and stimulate learners to ask searching questions.

4. The teacher may help learners discover applications. Learners should not be told how a lesson applies to their lives but should rather be helped to apply the truth for themselves.
5. The teacher may devise other ways to help learners make the lesson personal.

Planning for Carry-over

In this part of the lesson, the members with the teacher's guidance decide how to carry out the truth learned in the lesson. Carry-over involves three things: (1) a decision to do something; (2) a decision as to what to do; and (3) making plans for carrying out the response chosen.

Although the teacher should make careful plans for carry-over, the members must be free to make suggestions. Religion is an intensely personal matter. Teachers should remember two things in planning for carry-over: (1) the response must be freely chosen by the members; and (2) the response must be spiritually motivated. The teacher should never pressure the class or the members individually, and he must be careful not to embarrass anyone.

The carry-over sought by the teacher, or chosen by the pupils, will be as varied as the Christian life itself. The carry-over plan may be quite simple, such as leading learners to start reading the Bible daily. Necessary plans for carrying out the response might be completed quickly and easily in the class session. The plans, however, might be so complex that they cannot be completed during the group session and meetings outside the session may be necessary.

The teacher needs a follow-up plan to find out if his teaching is really influencing the lives of the learners. A follow-up plan is necessary for two reasons. First, the teacher uses a follow-up plan because he is genuinely interested in the spiritual growth of the learners. He should never use follow-up to spy on the learners to get "ammunition" for his next lesson. Secondly, follow-up shows learners that the teacher really expects them to do something about what is taught in the Bible study sessions. The method of follow-up will be determined by the type of response chosen.

Providing Teaching Space

The place used for Bible study greatly affects learning. If an attractive, comfortable space is provided for an adult study group, learning will be more effective. If the group has to meet in a place that has much noise and many distractions, learning is more difficult. In many cases, an ideal learning space cannot be immediately provided. But

4. Help learners apply the _____ for themselves.

5. Devise _____ to help learners make the lesson personal.

(1. solved; 2. illustration; 3. lesson's theme; 4. truth; 5. other ways)

List three things involved in carry-over.

1. _____

2. _____

3. _____

(Compare your answers with the text.)

In planning for carry-over, the teacher should remember the _____ must be freely chosen by the members, and it must be _____ motivated.

(response, spiritually)

Is the following statement true or false?

The carry-over sought by the teacher, or chosen by the pupils, will be as varied as the Christian life itself.

(true)

The place used for Bible study _____ learning.

(greatly affects)

Is the following statement true or false?

Learning will be more effective in an attractive, comfortable space. _____

(true)

every church's goal should be to provide appropriate space for teaching and learning as soon as possible.⁶

The members should feel "at home" in the teaching room. It should be inviting and conducive to learning. Walls painted in pastel colours will help create a learning attitude. One wall should be kept free of objects to allow room for using learning aids.⁷

Folding or stacking chairs are the most appropriate furniture for the teaching room. They can be arranged easily for a variety of teaching techniques. These chairs can also be removed easily so the room can serve other purposes as well. The best teaching arrangement is to place the chairs in a circle or semicircle. This plan invites greater member participation. The teacher should be seated along with the learners in the circle. The members feel that the teacher is more a part of the group when he sits among them.

When pews or benches are the only seats available, the teacher can arrange these for effective teaching. The pews could be placed in a U shape with the teacher in the open end.

⁶ The study guide *The Church Teaching and Training* by W. W. Graves, pp. 127-37, gives helpful information on effectively using available space for teaching and learning.

⁷ See LeRoy Ford's *Tools for Teaching and Training* (Nashville: Broadman Press, 1961) for help with teaching aids.

A SAMPLE WORKSHEET FOR LESSON PLANNING

1. Write the objective for the quarter. _____

2. Write the objective for the unit. _____

3. Write the objective for the lesson. _____

4. Write the plans to obtain purposeful Bible study. _____

5. Write how you will develop your lesson.

6. Write how you will make the lesson personal.

7. Write how you will achieve carry-over.

8. Write how you will evaluate the teaching-learning experience. _____

Home Study Exercise

Basic activity (Levels 1, 2, and 3). After reading the study guide text, answer the following questions.

1. What specific goals does Bible teaching attempt to achieve? _____

2. What is one of the most serious weaknesses in teaching the Bible to adults? _____

3. What three things should be considered when choosing teaching objectives? _____

4. List three types of objectives that may be used in Bible teaching. _____

5. What is meant by overall objective? _____

6. What is a unit objective? _____

7. List three types of lesson objectives. _____

8. How many objectives should be used in a lesson? _____

9. How may a Bible teacher know what type of objective to use? _____

10. Define objective. _____

11. Name three things that should be included in each objective. _____

12. List five things a teacher should keep in mind when choosing teaching methods. _____

13. Why is it important for the teacher to gain the learner's attention? _____

14. What three things should the teacher prepare to do in building the lesson? _____

15. List six things that will help teachers prepare a lesson plan for the body of the lesson. _____

16. What is perhaps the most difficult part of Christian teaching? _____

17. List five ways the teacher may use to make teaching personal. _____

18. What is involved in carry-over? _____

19. List two things the teacher should remember in planning for carry-over. _____

20. What does the teaching space have to do with learning? _____

Supplementary activity (Levels 2 and 3). The following activities are based on the study guide text.

1. Explain three things that should be considered when choosing teaching objectives.
2. Summarize the three ways the teacher gets the learner's attention and interest.
3. Give examples of how the learning leader may make teaching personal.

Advanced activity (Level 3). The following activities are based on the study guide text.

1. Justify the statement: One of the most serious weaknesses in teaching the Bible to adults in churches today is failure to select teaching objectives.
2. Write a one-page essay on the subject making teaching personal. Select your own title.
3. Describe the use of carry-over in teaching.

Seminar Discussion

1. Define the following:
 - a. Objective
 - b. Overall objective
 - c. Unit objective
 - d. Lesson objective
2. Discuss and give examples of the three types of lesson objectives.
3. Discuss the importance of using a teaching objective.
4. Discuss the variety of methods available to teachers.
5. What should be the relationship of a method to the objective?
6. Discuss how teaching can be made personal.
7. Explain carry-over.
8. The seminar group should prepare a lesson plan for a Sunday school lesson under the guidance of its tutor.