

Presenting Our Lessons
Teacher Training Class – Week 5

- I. Introduction
 - A. Review of previous lessons
 - B. The typical Bible class is not presented well (Little Red Riding Hood example)
 - C. We have thoroughly prepared our lessons; it is time to present them to our students

- II. Fundamentals of class presentation
 - A. Plan your presentation
 - i. In the preparation phase, you made broad plans for the style of presentation you were going to use, including aids (visual, written , etc.) – it is time for specific plans
 - ii. How do I plan to present the material? Will it be a story? Will I have student participation or will it be a lecture? What aids will I use? How do I plan to review?
 - iii. Write out a complete lesson plan (an outline of the material you intend to present, along with the methods you will utilize to present it) – this is for your benefit
 - iv. Plan to use every minute of your class to review, teach, and drill your students; do not waste time with activities that do not help the students learn the Bible better
 - v. Consider especially the age and maturity of those you will be teaching as you decide what sorts of aids you will use in your presentation (what will help/distract/insult)
 - vi. Plan extra material in case you finish earlier than you expected
 - B. Show enthusiasm
 - i. Only show only a favorable response to the lesson (never “this section is boring”)
 - ii. Keep eye contact with your students (a period of reading/listening is very boring)
 - iii. Practice presenting your material in a way that makes the people “come alive”
 - C. Present the primary point
 - i. Ask yourself, “Why did God include this story in the Bible?” and teach your answer
 - ii. Do not use passages as springboards to launch into unrelated topics/studies
 - iii. Never let a word or concept detract from the main lesson (e.g. the “blind” game)
 - iv. Do not let visual aids/methods for acting out stories become the class’s focal point
 - v. Do not let a “pet peeve” sidetrack you from the divine lesson in the passage
 - D. Consider the literacy level of the students
 - i. We tend to take our own reading and writing skills for granted
 - ii. It is very difficult for a young student to apply reading/writing skills in class, especially when mixed with oral instruction/questions (Greek example)
 - iii. Teaching orally is almost always more valuable in the younger classes
 - iv. Make sure the learning value of any reading/writing activity is worth the trouble

- III. Discipline in the classroom
 - A. When a teacher has a problem with a class, most times, it is related to a discipline problem
 - B. Reverence for God
 - i. The most important lesson that can be learned in Bible class is reverence for God
 - ii. Teachers of the youngest classes should realize that one of their important tasks is to teach the children how to behave in a Bible class and to demand they obey rules
 - iii. No matter what age being taught, irreverence toward God must draw a rebuke
 - C. Be a strict disciplinarian – set definite guidelines and never deviate from them
 - D. General rules for good discipline
 - i. Keep the child’s mind busy – an interesting class will help him “forget” to misbehave

- ii. Keep his hands empty – what is in his hands will have his (and others') attention
- iii. No play time – it will confuse children into thinking the whole class is fun and games
- iv. Gauge behavior fairly – be realistic about how “well-behaved” young children can be
- v. Be strict – do not allow misbehavior at any time; never “sweet talk” about how good we ought to be, simply forbid bad behavior and be as stern as is required

E. Suggestions

- i. Begin with the basic determination that no child will totally disrupt your class
- ii. Be flexible in your methods – what worked in your last class may not work this time
- iii. Set definite, distinct rules for behavior – perhaps, have a poster with the rules on it
- iv. Ignore irritating actions that are not truly disruptive
 - 1. A wiggling child that is paying attention, but moving around (provided other children are not paying attention to/being distracted by his wiggling)
 - 2. Try to ignore the little things that happen; if a child is scolded so many times, it becomes almost normal for him to be rebuked
- v. Try a team teacher, to help give individual attention/keep the children focused
- vi. If a child is so disruptive that he will not respond to discipline, send him out

IV. Considerations for younger ones

A. The 2-5 year-olds

- i. 2-3 year-olds
 - 1. Important for this age group to learn stories, and not principles (i.e. epistles)
 - 2. Pick out the main stories from the unit and tell them in sequence
 - 3. This age group has a short attention span; the class must always move/vary
 - 4. They may not be able to learn or respond verbally very well yet; gestures, songs, and visual aids are extremely important to this age group
- ii. 4-5 year-olds
 - 1. May be able to perform simple tasks within a given length of time
 - 2. Very often this age group wants to try to read, recognizes some words
 - 3. There is a large difference in maturity between a 2 and 5 year-old (more than any other 3 year span) – if possible, they should be separated
- iii. Important concepts in teaching these ages
 - 1. Teach them to listen and behave in a Bible class
 - 2. Teach them the Bible – concentrate on teaching stories, not platitudes
 - 3. Do not fight maturity levels (attention span) – have many varied activities
 - 4. Use teaching aids, but consider how they may distract your class, not help it
 - 5. Review, review, review – we are laying the foundation for future Bible study

B. The elementary school child

- i. Attention spans are growing – be alert to the length of time that they listen well; try to vary the activity ahead of the time you expect to lose their attention
- ii. Vary the order of your activities each week to help prevent boredom
- iii. All written work must be on the youngest child's level (no mixed oral/written work)
- iv. Visual aids are necessary – consider charts, maps, and diagrams as well as pictures

V. How to be like Jesus, the master teacher

- A. Love people, and sincerely desire to help them
- B. Be sure that our will is what God wills
- C. Learn the scriptures and what they mean
- D. Learn about people and observe how they respond and react in different situations