



Principles of Teaching
Teaching Notes

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Lesson 1

Introduction

Today the student will learn what it means to be ready to teach, the importance of repetition and practice, how to speak to students in a positive manner and other teaching delivery tools which will promote learning and classroom participation.

Part 1 – Important Principles in Learning and Teaching

A. Environment - Think carefully about the learning environment.

1. *Readiness* - Creating an environment for learning, interest in the subject matter by showing its value and by giving challenges both mental and physical.
2. *Learning Space* – Eliminate distracting noises and any other visual distractions. Choose a location that will allow the students to focus on the lesson being taught not what is happening around them.
3. *Visual Aids* – Use maps, charts, videos, music, objects and other things surrounding you to help the students see what you are describing and teaching.

B. Value - Show the value of your lesson or topic.

You must give the subject matter value or teach the students the value of what is being taught. If the students deem the material to have no value they will not learn it. A hoe is just a piece of wood and metal. However, when you can show the students that a hoe can be used for planting and maintaining a garden, which will yield food, then you have placed a value on the piece of wood and metal.

C. Challenges - Use appropriate challenges to help students grow in their understanding.

Use thought provoking questions that will stretch the student and take them outside their comfort zone for a period of time. Ex. Read Romans 8: 29 – 30. If God elects some to heaven then does He also elect others to hell?

D. Practice – Give the students opportunities to practice what they have learned through repetition, drills, and practical exercises. Repetition helps students remember what they have learned.

1. Repetition – As you move thru the points in your lesson, repeat the point you have already covered. If you have 4 points then after point 1, briefly repeat it. After point number 2, briefly repeat point number 1 and number 2. Continue this process for as many points as you have for the lesson.
2. Drill – Pop quiz the students throughout the lesson. Ex. Ask for scripture references to what you are studying.

- E. Creating a Positive Effect: Learning is strengthened when accompanied by positive reinforcement or pleasant feelings. Teaching too advanced or too basic to early will frustrate students. Find the extent of the students' ability and knowledge then increase teaching by 5-10%. The students need to feel they can attain the goal.
1. Focus on the positive aspect of the student's questions or comments. Not every question or comment is a perfect contribution to the lesson, so take what is good and offer positive feedback on that part of the question or comment.
 2. Correct any unrelated or incorrect question or comment graciously with scripture. Example: If someone makes a comment that Jesus is one of many ways to get to heaven, you can say, "Let's see what scripture has to teach us." Avoid telling a student he is wrong, but allow the truth of scripture to speak.
 3. There are no "dumb questions". As the teacher you should encourage all forms of questions. Everyone comes to the conclusion in their own way. What is most important is the answer, not the question. Questions also help you recognize where the student is in the learning process.
 4. Teach to their level. If you teach too basic or too advanced the student will become frustrated and lose interest.
- F. Expecting Success - Let them know they are able to attain this goal. It will require time and effort and will be difficult, but it is something they can achieve.
- Example: Athletes who train in football or weight lifting know they will improve as they continue to work hard and practice. Students also expect to grow and improve as they continue working hard.
- G. Primacy: Things learned first create a strong impression in the mind that is difficult to erase. You **MUST** teach it correctly the first time. Do your homework and make sure you are correct before you teach. Present your material in a logical order, step-by-step, making the students understand really well before moving on. Creating good notes will help you stay focused and chase fewer rabbits.
1. Write down the specific truths in your notes word for word.
 - Teach like an instruction manual. Take apart the truth little by little moving step-by-step making sure your students are with you every step of the way. You can slow down or even back up but don't move forward until everyone is with you.
 2. Remember, you have studied this topic and had time to reflect on every aspect and now you are asking the students to understand, in 30 mins, what took you a week or more.
 3. Use diagrams, visual aids, charts, maps etc. to help students make a connection with the truth that is being taught.

- H. Recent Learning: Most recently learned material is best remembered. At the end of the lesson repeat the important points.
- Begin each lesson by repeating the major points from last week's lesson and end by repeating the major points of the current lesson.
 - Try to do this at the beginning of each class as well. This helps to connect what you are teaching to the previous lesson.
- I. Intensity: A sharp, clear, dramatic, and/or exciting learning experience teaches more than a boring experience. You should be excited about what you are teaching. You should combine visual aids and practice for the material just covered. Demonstrations, skits and role playing all help the learning process. Analogies, examples, and personal experiences make learning come to life. Jesus is the master of this, and you can see it in His parables and teachings.
1. Skits are good because they include the whole class. They help to connect the lesson thru group interactive participation.
 2. Use analogies that the students are familiar with to help tie the truth of the lesson together. Example: Explain "to repent" by using elephants and you on the same path at the same time. Or, like Jesus does in John 15.
- J. Freedom: Students need to feel they are free to learn. The teacher/professor should help protect that freedom. Learning is an active process and students must have the freedom of choice and action. Students should feel free to ask a "dumb question" or formulate an idea not held by the professor or the other students.
- Different does not always mean wrong or bad, it simply means it is different. However, make sure your idea or action has been checked against scripture first. Just because something feels right doesn't mean it is right.

Part 2 - Review and Discussion

1. What tools can you use in the classroom to promote learning?
2. Why should you repeat your points as you move thru your lesson?
3. Explain what it means to teach using positive reinforcement.
4. How do you create an environment where the student feels free to learn?

Lesson 2

Introduction

In this lesson the student will learn what it means to teach. They will learn the importance of giving homework and tests. They will discuss three different styles of learning and how each student is geared for learning through one of the styles. The student will learn to explain their expectations for learning in the class as well as learning how to pace themselves for teaching the course over the week.

Part 1 - Teaching Basics

A. What does it mean to teach?

1. To impart knowledge or skill: to instruct.
To cause to learn by example or experience.

B. Homework and Tests

1. Homework is designed to help learners hold onto what was learned in class. In class you learn the theory, and at home you put that theory into practice.
2. Students must learn to match the proper exercise with the lesson.
- Example: A lesson on Matthew 28:19-20 should include homework or practice on evangelism.

C. Tests are designed to gauge your learning process and show you your weaknesses. You should take what you discover from a test and build on your weakness.

D. Learning Styles – What are some different ways that people can learn important lessons?

1. Visual: Show me. This learner wants to see it. Use hand-outs, write on the board, show them a skit, etc. By watching a lesson or looking at an example, this learner will be able to remember what is important.
2. Auditory: Tell me. This learner wants to hear the information thru class discussion, Q&A, your voice, etc. When you explain ideas clearly, this learner will understand and remember.
3. Kinesthetic: Let me do it. This learner wants to do it, to be a part of the information process thru helping, skits, role play, etc. This learner remembers things best if he is able to participate in an active way.

E. Expectations

1. Let students know what you expect up front. Be very specific about what you want learners to know, to become, or to be able to do when the lesson is complete.
2. Expect more, get more. Jesus expects us to obey everything we he has commanded us in the Bible (Matthew 28:19-20). This means we must understand and do everything,

even if we do not like it or it goes against what we have been told before. Jesus doesn't tell His children and followers, "If you feel like it then do it." Jesus teaches them what the standard is and then says do it.

F. Help learners understand why each lesson is important.

1. Make sure you explain the "why" of the lesson.

- To say that Jesus died for you is true and important, but without answering the question

"why", then Christ would be like anyone else who has died before.

2. Don't teach too much in each lesson.

3. Make sure your students understand and are with you before you continue on.

4. Pace yourself.

Part 2 - Review and Discussion

1. What does it mean to teach?

2. What is the purpose of homework?

3. What are the different learning styles and explain them?

4. How do you let students know what your expectations are?

5. Why is it important to explain why?

Lesson 3

Introduction

In this lesson the student will learn how to teach a bible study by learning all the steps involved in teaching. They will learn all the steps in creating notes, as well as the format for teaching them.

Part 1 - How to Prepare for Teaching a Bible Study

- A. Choose a Text
- B. Study to learn important details about the text, such as:
 - 1. Who wrote it?
 - ex. Jonah, David, Moses, Paul, John, Luke, etc...
 - 2. When was it written?
 - ex. O.T./N.T., exact date, etc...
 - 3. To whom was it written?
 - ex. Jews, Gentiles, men, women, married, divorced, etc...
 - 4. What was the writer saying to the reader at that time?
- C. Identify all of the important truths or lessons taught in your passage. Sometimes a text will have several truths inside.
 - Choose 1-3 truths to teach.
 - Create a thesis or main idea statement. This should be a single sentence that simply states the most important truth taught in your text.
 - Example of a thesis statement: "John 3:16 teaches that God made a way for people to be saved because he loves us deeply."
- D. Study the context of the truth. You must read before and after the verses you want to teach.
 - What is happening or being taught in the chapter before the text you are studying?
 - What happens or is taught in the chapter after the text you are studying?
 - How are the important lessons in each of these places related to one another? How do they fit together to teach a bigger lesson?
 - Example of studying context in Mark 5:1-20, the healing of a demon-possessed man:
 - In the passage before (Mark 4:35-41), we see Jesus calm a storm on the sea by speaking.
 - In this passage, Jesus heals a demon-possessed man by speaking.
 - In the next passage (Mark 5:21-43), Jesus resurrects a dead girl by speaking.
 - What is the relationship between these? In three consecutive passages, we see

Jesus show power to control nature, demonic spirits, and even death by simply speaking. These stories work together to prove that Jesus has absolute power over all things and that he is God in human form.

E. Determine the application of each truth.

- What should learners know that they did not know before?
- What should learners believe that they did not believe before?
- How should learners obey what God has revealed in this text?
 - Does this lesson change they way they should pray or worship?
 - Does it require them to start doing something that they were not doing before?
 - Does it require them to stop doing something that they have been doing?

Part 2 - Create a Plan for Teaching (3 Parts)

1. Introduction

- a. Read text
- b. Share some background information. le.. who, what, where, when, why, etc...
- c. Share the truths to be studied.
- d. State the thesis statement.

2. Body

- a. Truth number 1
 - Explain what truth number 1 meant then, and use scripture verses to help.
 - Explain what truth number 1 means now, and use scripture verses to help.
 - Show how this truth applies to life here and now.
- b. Truth number 2
 - Explain what truth number 2 meant then, and use scripture verses to help.
 - Explain what truth number 2 means now, and use scripture verses to help.
 - Show how this truth applies to life here and now.
- c. Truth number 3,4,5 etc...

3. Conclusion

- a. Restate the thesis.
- b. Restate the truths you covered.

Part 3 - Review and Discussion

1. What details do you need to study about a text as you prepare to teach it?
2. How do you determine the context of the truth?
3. What does application mean and how do you do it?
4. What are the three parts to teaching?

Lesson 4

Introduction

In this lesson the student will learn how to make good notes by organizing their thoughts, and how to express their thoughts on paper through formatting skills, use of different colors, and how to stress major points. They will also learn how to write down leading questions on the notes in preparation for the lesson.

Part 1 - How to Make Good Notes

- A. Organize your thoughts
 - 1. Separate your points
 - Put all scripture references and illustrations and thoughts together.
 - 2. Introduction
 - Write out your thesis statement.
 - Include an interesting question or situation that is related to your topic to help learners feel excited about what you are going to teach them.
 - 3. Conclusion
 - Restate your thesis and major points.
 - Remind your learners about the points of application and how they are related to the truths learned from studying the this text in the Bible.
- B. Think of some ideas for application.
 - 1. Put your thoughts on paper.
 - Use an organized format so that you can easily find where you are while you are teaching.
 - Example: Formal outline using numbers and letters or using different markings to show main ideas and supporting points (like you see in these class notes).
 - 2. Use different colors, highlights or underlining for major points.
 - 3. Write down questions you want to ask the students in your notes.
 - 4. Write down your scripture references.
 - 5. Write down your practical application.
- C. Write your notes in large and clear print so that you can see them easily while teaching.

Part 2 - Review and Discussion

1. How do you make good notes?
2. How do you organize your thoughts?
3. Why should you use an organized format for writing your notes?
4. What is the purpose of using colors, highlights, and underlining major points?
5. Why should you write down scripture references in your notes?

Lesson 5

Introduction

Today students will begin working on a Bible study lesson that will be their final project for this course. At the end of this lesson the student will present their notes to the group as a group exercise. They will learn how to deliver notes, ask questions, and anticipate questions/responses. They will learn how to stay on point and work their way through the notes giving ample time to each section and point by delivering their notes in a timed exercise.

Instructions

Each student must prepare teaching notes and a clear plan for presenting a Bible study. Instruct the students to follow the practical steps learned in lessons 3 and 4 to select a passage of Scripture, study it, plan a Bible study, and create teaching notes for that Bible study. Students should use the time in class today to work on this project. As the instructor, you should be available to answer questions and offer guidance as needed. If students do not complete their study and notes during class time today, they can continue to prepare on their own time.

Principles of Teaching Final Presentation

Each student will present the plan and teaching notes for the Bible study that they prepared in lesson 5. Explain to the students that they need to present their plan and notes to the class, not to teach the actual Bible study. This means that students should discuss:

- Which passage of Scripture did they choose and why did they choose it?
- What steps did they follow to study the passage in preparation for teaching?
- What are the main ideas of the passage and the important truths they plan to teach?
- What is their plan for how they would teach the lesson in a Bible study?
- How did they create and organize their teaching notes?
- What practical tips from this course did they use to help them prepare this lesson?

Each student should be given a maximum of 10-15 minutes to make their presentation (taking less time is ok if the student covers all of the important information listed above). Students should also give a copy of the teaching notes they created to the instructor to inspect.

How to grade the final presentation:

After giving the students full instructions, allow the students to make their presentations one by one. If there is enough time, allow the class to ask questions or offer helpful suggestions or encouragement after each presentation. Instructors should award a student a passing grade if you can see that the student has (1) understood the assignment, (2) worked earnestly to follow the steps learned in this course for preparing a Bible study lesson and teaching notes, and (3) created a Bible study plan which accurately and thoughtfully teaches the truth found in the chosen passage of Scripture.