



CHAPTER 8 PREPARING TO TEACH

by David Reynolds

OBJECTIVES :

Determine what teachers must know, feel, and do in preparation to teach.

Discover how to prepare the heart as well as THE subject material.

Learn how to prepare for students and lessons for students

ACTIVITIES: Read 'Preparing to Teach' in the textbook; Read Ezra 7:6-10; Psalm 126:5, 51:10-13; I John 2:27; Acts 18:24-26, 6:2-4;

Read Philippians 3:13-14; II Timothy 2:15; I Timothy 6:20;
Luke 2:46-52;

ASSESSMENT : _____ / _____

STUDY GUIDE:

Section 8-1. Preparing your Heart to Teach

A previous study guide dealt with thoughts on teacher preparation. The subject is vital and important enough to warrant its own chapter.

The teacher must prepare his heart and mind before beginning to teach. Requisites are:

- * Know to teach with a pure motive for the cause of Christ and a sincere desire to help the student learn. Power, economics, honor, respect, instant fulfillment, or other causes are themselves insufficient.
- * Know your students are subjects of the Kingdom of God. They are His children.
- * Since teaching is a ministry, minister with a servants heart.
- * To teach transgressors, a teachers heart must be repentant before God.

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- * Maintain a teachable spirit, with desire to learn.
- * Cherish a definite call, anointing, and unction of the Spirit on a right attitude.
- * Preparation of the heart and mind are of highest prerequisites and priority.
- * Keep your call uppermost in mind along with the subjects of the kingdom you are to affect.
- * Remember you are but a servant with a special anointing, so be willing to learn and receive.
- * Choose for excellence the Master teacher to emulate in all things; feel as He felt, do as He would.
- * Pay careful attention to what you read and study. Dwell on fulfilling Philippians 4:8.
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Activity: How did Ezra prepare himself for the teaching ministry?

Section 8-2. Preparing the Subject Material to Teach

- * Know that teachers are themselves students of subjects they teach and the material they offer to others. Ezra (7:6, 10) was a ready scribe and pupil.
- * Allow feelings of inadequacy to prompt a deeper search for knowledge and understanding.
- * Remember teachers themselves must be on a conquest to know and divide the truth for learners.
- * Understand that practical discipline areas of study fall within the truth of the work of God. All truth is Gods, whether mathematics, geography, biology or philosophy and psychology. Therefor a teacher, to discern, must know the Scriptures.
- * Apollos was prepared to the job of teaching before he was acceptable and effective.
- * Jesus prepared Himself as a child to teach, and sought out sources of enlightenment among the doctors and lawyers to challenge His youthful mind.

ACTIVITIES: Read Ezra 7:10; II Timothy 2:15; Isaiah 28:9-13;

List character qualities of Apollos.. _____

Section 8-3. Teachers Prepare to Teach Students

Teachers remember that they prepare to teach students - not classes, not subject mater.

- * Learn to ascertain personality and aptitude of your students along with their mental strengths and weaknesses.
- * Know that each student differs from every other. Time and exposure to content creates different demands.
- * Each student is shaped by environment and a parent / peer belief system.
- * Each student holds a philosophy of life from which motivation, credibility and performance arise.
- * Know that students are motivated by the desire to fulfill basic needs and for affirmation. The behavior of the rich young ruler, Zaccheus, and the woman at the well reveal inner drives.

* Learn the background of each student. Meet parents and significant others who shape events in their life, their friends, peers, personal goals, and desires--these give insight for the teacher to use in teaching.

* Since a teacher has not truly taught until the pupil learns, first determine the level of understanding in what students know and proceed to instruct them--going from the known to the unknown.

* Insofar as possible apply a scriptural " diagnostic" to determine their spiritual standing. Look for evidences of conversion, faith, love, fruit of the spirit, and gifts of the spirit.

* Know that abstract ideas are understood by the use of common concrete objects, examples, and experiences of the students. These include experience with nature, agriculture, fishing, weather, and authority, among others.

* Acts 8:29-36 provides the three aspects of instruction. A teacher bringing understanding of a lesson to a student. This shows a teacher ascertaining the level of understanding of the student--then taking him further. He used the following teaching skills:

1. Proximity; more effective teaching is close up, one on one.
2. Noted the content or matter under study
3. Ascertained by question the level of comprehension.
- `4. Motivation to learn--He noted that the student was interested.
- `5. Found a mentoring level to begin to influence the student.
- `6. The point of beginning coincides with interest and `understanding.
- `7. Revealed new insights and routes to truth.
- `8. Pointed out applications of truth for the student to use.
9. Helped student fulfill lesson.

Activity: Look for the motivation needs that moved:

Zaccheus _____

Woman at the Well _____

Rich Young Ruler _____

Section 8-4. Preparing to Teach the Lesson

Preparation - where resources, skills, knowledge, aptitude, affection meets the students

* A teachers performance is determined on several areas:

Content - knowledge of subject matter

Heart - aptitude and desire to teach

Affection - genuine concern and liking for the students

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* A teachers must aim for a high rate of success in presenting material the first time because failure to understand produces: Frustration in the students,

Diminishes faith,

Kills incentive, and

Stunts motivation.

Early or initial failure may lead to acceptance of false doctrine or error because it is more easily understood and accepted.

* Present new material in simple lists and concepts to assure assimilation into the matrix of the mind. The mind accepts a matrix of chronology, sequencing (small to large, east to west, alphabetic, etc) logic (order) and diagram (structure).

* Isaiah 28: 9-13 teaches that the abstractions of religion are grasped by older (weaned) children when offered line by line and precept by precept.

Activity: According to Isaiah 28-- when should we begin doctrinal studies with children? What methods are to be used?

Conclusion

Lesson learning is a natural result of the art of preparation. The greater the degree of thoroughness, clarity - without extraneous and undue complexity, example using illustration, appropriate to the age and level of maturity, the greater the chances of success in teaching.