



## CHAPTER 11: GOOD TEACHING PRACTICES

*By David Reynolds*

**OBJECTIVE:** To determine and to use the practices used by Master Teachers.  
To understand and to follow the methods of the best teachers.

**ACTIVITIES:** Read chapter 11 in *Teaching Methods of the Master*. Find examples of these practices in the teachings of Jesus in the Gospels. Discuss Matthew 13:52. What ‘treasures’ does a teacher have? Read Nehemiah 8:7-8. How does a teacher give sense, and cause students to understand?

**ASSESSMENT:** \_\_\_\_\_/\_\_\_\_\_

**INTRODUCTION:** To be the best teacher we must be a student of the best teaching skills and methods. Let us look at some of the best and proven teaching techniques.

### Section 11-1 Teacher Directed

The best lessons are directed and are under the control of the teacher.

- Jesus always was in control -Matthew 7:29
- Jesus directed the learning
- Jesus knew His lesson material
- This gave authority to His teaching.

### Section 11-2 Direct Instruction

A sign of good instruction is when you see the teacher \_\_\_\_\_ teaching during the lesson.

- The teacher is actively involved in the teaching process.
- Jesus actively taught. Matthew 5:1,2

**Section 11-3 Student Targeted**

The focus of the teacher is to bring understanding to the student. The teacher must be so full of his lesson, that he becomes the lesson and can then focus on the \_\_\_\_\_.

- The teacher must know the strengths and weaknesses of his students.
- The teacher must know the \_\_\_\_\_ level of his students
- The teacher must know the interest of the students.
- Activity: Read Matthew 14:16 and then compare Jesus giving physical food with a teacher providing a necessary lesson.

**Section 11-4 Individualized Instruction**

A good teacher not only must meet the general needs of the class but must meet the instructional needs of \_\_\_\_\_.

- Activity: How is the needs of the Rich Young Ruler unique?  
Mark 10:17-21
- Activity: As Jesus ministered to the multitudes--cite times when he noticed the needs of the individual \_\_\_\_\_

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**Section 11-5 Teaching To An Objective**

- Good teachers have well defined lesson objectives
- Good teachers, while instructing, target the \_\_\_\_\_ of the lesson.
- Good teachers can state their lesson objectives without \_\_\_\_\_ in a short but succinct \_\_\_\_\_.
- Jesus always had an objective for every lesson He taught.

**Section 11-6 Teaching to the Lesson Plan**

Every building begins in the mind of the builder--as a vision. He must then put his vision in the form of a building plan. So it is with a lesson.

- A good lesson will have a design to it--and will be developed on paper.
- A good lesson will build from an introduction to a body and finally to a \_\_\_\_\_.
- Activity: Read Hebrews 8:5. Compare the construction of the tabernacle to the building of a lesson. Is it important to do it by the plan?
- Activity: Read Isaiah 28:9,10. How is knowledge and doctrine to be taught?

### Section 11-7 Teaching In Natural Sequence

- A good teacher must teach from the known to the \_\_\_\_\_
- A master teacher builds from the simple to the \_\_\_\_\_
- A spiritual teacher builds from the natural to the \_\_\_\_\_
- Activity: How does Jesus explain the coming of the end times in Matthew 24:25 and Luke 17:26-28

### Section 11-8 Adjusting The Level of Difficulty

- A teacher's challenge--is to challenge a student and yet allow him enough success so as to keep motivating him.
- A student should be able to answer successfully at least \_\_\_\_\_% of the time.
- A lesson must not be too hard--or too easy.

### Section 11-9 Monitoring and Adjusting

A teacher must constantly monitor his students--checking for \_\_\_\_\_ • A teacher must adjust the instruction when the students are experiencing frustration.

- A teacher monitors his students by \_\_\_\_\_ by \_\_\_\_\_ or by \_\_\_\_\_. pp202
- Activity: Read John 14:9-11 How did Jesus adjust his instruction to meet Philip's frustration?
- Activity: How did Jesus adjust his instruction for Nicodemus in John chapter three?

### Section 11-10 Active Participation

A teacher makes sure the student is an active participant in his own instruction.

- Activity: How did Jesus get the disciples actively involved in Luke 9:16?

### Section 11-11 Students Held Responsible

- A master teacher holds all of his students responsible for their \_\_\_\_\_
- A good teacher makes sure she is calling on all students to respond.
- A good teacher never calls on students to \_\_\_\_\_ in a set order.

### Section 11-12 Warm, Yet Structured Climate

- A warm classroom is a \_\_\_\_\_, non-threatening place for all students.

- A structured classroom is one in which learning is the order of the day.
- The classroom must be clean and orderly.
- The teacher has discipline based upon \_\_\_\_\_  
not upon \_\_\_\_\_ pp205

### Section 11-13 Teacher Is Moving

Good teachers are constantly moving.

- Good teachers move the furniture, when necessary, to support the needs of the lesson.
- When there is a \_\_\_\_\_ the good teacher moves into the area.
- When the students leave for the day good teachers are exhausted.

### Section 11-14 Closure

- Good teachers summarize the lesson.
- Good teachers \_\_\_\_\_ the lesson to \_\_\_\_\_ learning. pp207

Closure: Teachers can learn and practice good teaching techniques to improve their instruction.

## CHAPTER 12 TEACHING TO AN OBJECTIVE

OBJECTIVE: To understand that a teacher must have a well defined objective in mind as teaches.

To understand that ‘nothing is taught unless a student learns’.

To understand that a ‘Behavioral Objective’ is a discription of the student--after instruction.

ACTIVITIES: Read *Teaching Methods of The Master*--Chapter 12, Discuss the passage from *Alice In Wonderland* pp. 211, Read Ephesians 2:20, Look for the lesson objectives in Luke 8, Discuss the Model on page 214, Read Matthew 20-25, Read Philippians 3:13-14

ASSESSMENT: \_\_\_\_\_/\_\_\_\_\_

INTRODUCTION: There is no more important part of an effective lesson than a well defined ‘Teaching Objective’. A Behavioral Objective is a statement of what the student will be able to do after instruction takes place. It must be kept in mind by the teacher at all times as the lesson unfolds.

### Section 12-1. The Importance of a Teaching Objective

A Teacher has not taught unless a student has learnt

• Without a definite objective in mind the teacher never knows if the student has learnt the lesson.

• As a ‘cornerstone’ is to a building--so is the objective to the lesson [Ephesians 2:20]

### Section 12-2. Jesus, The Master Teacher Always Taught to an Objective

Jesus never taught His parables just to entertain. There was always a teaching objective in mind.

• Example: The Parable of Sower--Luke 8: 10-15

Objective: \_\_\_\_\_

Note: In this lesson Jesus did not tell them the lesson objective until the disciples showed enough interest to ask.

### Section 12-3. Every Organization Must Have a Mission, Written Goals and Objectives

- The Mission comes when the leader catches a \_\_\_\_\_ of what is needed. When he verbalizes it, it becomes a \_\_\_\_\_.
- From the Mission Statement comes \_\_\_\_\_.
- From the Goals come short term \_\_\_\_\_.

• Example 1:

Mission Statement: [John 10:10] , \_\_\_\_\_

Goal: [Matthew 24:3] \_\_\_\_\_

Lesson Objective: [Matthew 25:13] \_\_\_\_\_

- Lesson Material:
1. The Ten Virgins
  2. The Two Grinding at the Mill
  3. The Good Man’s House Broken Up

• Example 2:

Mission Statement: [John 10:10] --Remains the same.

Goal: [Matthew 12:38] \_\_\_\_\_

Lesson Objective [Matthew 12:42] “Behold” \_\_\_\_\_

- Lesson Material
1. Story of Jonah [v. 39-41]
  2. Story of the Queen of Sheba [v. 42]

**Section 12-4 A Lesson Objective Must be Specific.**

- Your Lesson Objective is the first thing which a teacher determines.
  - It should be written
  - It should be narrow and specific
  - Each Objective must be built upon the one before.

**Section 12-5 A Teacher Must not Deviate from The Lesson Objective**

- Every activity within the lesson should reflect the Objective

**Section 12-6 A Lesson Objective Must be Within the Ability of the Student to Master**

- The level of difficulty of the lesson objective is derived from the \_\_\_\_\_ of the \_\_\_\_\_ to understand it.
- The teacher must first determine the ability of the class in general.

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- The teacher must next determine the ability of each student.
- The Lesson Objective must challenge--yet not be too easy of too hard.

**Section 12-7 A Lesson Objective should be Observable**

The best objectives describe what the teacher wishes the \_\_\_\_\_ to do after the lesson is taught.

- Example: [John 8:32] \_\_\_\_\_

- One will know if they have learnt the truth if they \_\_\_\_\_

• An observer can determine the success of a taught lesson by \_\_\_\_\_ observing whether or not the students can successfully perform the \_\_\_\_\_ skills of the lesson.

- “Nothing is taught--unless something is caught.”

**Section 12-8 The Classroom must Target the Objective**

- The Classroom and all \_\_\_\_\_ must always direct attention to the Lesson Objective.
- Nothing in the classroom setting must distract away from the Lesson Objective.

**Summary Activity: Read Philippians 3:13-14**

How important was a goal to Apostle Paul? \_\_\_\_\_

How did it help to focus his life? \_\_\_\_\_

What did he have to discard and reject? \_\_\_\_\_

# CHAPTER 13: THE MASTER OF THE QUESTION

- OBJECTIVES:**
1. To be able to use questions to promote and incite thinking.
  2. To be able to use questions to ascertain whether learning has taken place.
  3. To be able to use questions to focus the minds of the students on the lesson.
  4. To be able to use questions to confront error.

**ACTIVITIES:** Read chapter 13 of *Teaching Methods of the Master*. Learn and discuss 'Blooms Taxonomy of Thinking Skills'. How can the questions a teacher ask promote deeper and higher learning?

**ASSESSMENT:** \_\_\_\_\_ / \_\_\_\_\_

## Section 13-1 Jesus, The Master of the Question

Jesus used the question as a tool for learning.

- Jesus used the question to set the stage for the lesson.  
Example: Mark 4:21 \_\_\_\_\_
- Jesus used the question to determine whether learning had taken place. Example: Mark 8:27 \_\_\_\_\_
- Jesus used The question to force His students to re-examine beliefs.  
Example: Mark 3:3-5 \_\_\_\_\_
- Jesus used questions to promote thinking.  
Example: Matthew 11:7-9 \_\_\_\_\_  
Example: Mark 3:22-23 \_\_\_\_\_

## Section 13:2 Levels of Thinking--And The Question

A teacher can access different levels of thinking by the questions they ask.

- Not all questions are of equal \_\_\_\_\_ pp226
- A. Knowledge: Simple Recall Questions.  
Simple questions promote simple thinking.  
-Include questions involving, What? Who?  
-Includes True and False questions.  
-Includes 'Fill in the blanks'.  
Example: Luke 20:24 \_\_\_\_\_



- B. Comprehension Questions  
 Answers show understanding  
 - Include: Why?, How?, Justify..., Give Reasons....  
 Example: Matthew 11:7-9 \_\_\_\_\_  
               Matthew 21:24-25 \_\_\_\_\_
  
- C. Application Questions  
 Attempt to get students to use the new knowledge and understanding.  
 - “How can this information be used?”  
 Example: Luke 20:24-24 \_\_\_\_\_
  
- D. Analysis Questions  
 The teacher attempts to encourage the students to take a situation apart, weigh the arguments and to come to a conclusion.  
 Example: Mark 3:4 \_\_\_\_\_  
               Matthew 12:10-12 \_\_\_\_\_
  
- E. Synthesis Questions  
 The teacher encourages the students to take a number of diverse \_\_\_\_\_ and put them together to form an opinion.  
 Example: Matthew 16:13-15 \_\_\_\_\_
  
- F. Evaluation Questions  
 The highest level of questioning is to challenge a student to evaluate ideas and to give \_\_\_\_\_ [pp231] to the information.  
 Example: Matthew 21:24-25 \_\_\_\_\_  
               Matthew 22:41-42 \_\_\_\_\_
  
- A teacher must make sure they are challenging all students to all levels of questions.

**Section 13-4 Dignifying Answers Encourages Answers.**

- A good teacher accepts all answers as worthy of acceptance and consideration.
- Not all answers are correct, but the teacher accepts the attempt and then salvages what part is correct.
- The teacher then lead the students to the truth and greater understanding.  
 Example: Mark 12:28-34 \_\_\_\_\_

### Section 13-5 Directing and Probing--Directs Students to the Answers

- The teacher never quickly gives the correct answer--but keep probing.
- The student is held \_\_\_\_\_ [pp235] and must keep answering questions until he himself has the satisfaction of the correct answer.

### Section 13-6 Answering a Question with a Question

- When a student is forced to answer his own question, the answer is better remembered.
- Answering a question with a question forces the student into a higher \_\_\_\_\_.

Example: Mark 2:18,19 \_\_\_\_\_

### Section 13-7 Random Selection when Questioning

- Random Selection of students when questioning--encourages involvement.
- A Teacher should never set a pattern when selecting \_\_\_\_\_ to answer.
- A student should never know when he/she will be called upon to answer.
- A teacher must make certain all students must recite--not just the able.

## CHAPTER 14 THE MASTER STORY TELLER

- OBJECTIVES:**
- To understand that stories are a powerful tool of a teacher.
  - To understand that the story is not the message--it carries the message.
  - To understand that the story must never overpower the message.
  - To understand that a story must target the lesson objective.
  - To understand that a story must be part of the lesson plan

**ACTIVITIES:** Read chapter 14 of *Teaching Methods of the Master* . Take one of the stories of Jesus and identify the parts of a classic story. Write a parable and give the moral meaning.

**ASSESSMENT:** \_\_\_\_\_/\_\_\_\_\_

### Section 14-1 Stories should target the Lesson Objective.

- The story is not the lesson
- The story support and \_\_\_\_\_ [p246] a lesson.
- A story can be used at the beginning, in the body, or at the conclusion to focus attention to the lesson objective.

### Section 14-2 Jesus always had a reason for His Stories.

- Some of the reasons for His stories [pp247]
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_

### Section 14:3 The Parables of Jesus had Lesson Objectives

- A \_\_\_\_\_ is an earthly story with a \_\_\_\_\_ lesson.
- The parable of Jesus always had a lesson objective.
  - Examples: Matthew 13
  - A. The Parable of the Sower.  
Lesson Objective: \_\_\_\_\_
  - B. The Parable of the Tares  
Lesson Objective: \_\_\_\_\_
  - C. The Parable of the Mustard Seed  
Lesson Objective: \_\_\_\_\_
  - D. The Parable of the Leaven  
Lesson Objective: \_\_\_\_\_

E. The Parable of the Hidden Treasure [v 44]

Lesson Objective \_\_\_\_\_

F. The Parable of the Pearl of Great Price [v44-46]

Lesson Objective \_\_\_\_\_

G. The Parable of the Net [v 47-48]

Lesson Objective: \_\_\_\_\_

### Section 14-4 The Short Stories of Jesus are Classics

- The Classic Short Stories of Jesus
  - A. The Prodigal Son Luke 15:11-20
  - B. The Good Samaritan Luke 10:10-35
  - C. The Ten Virgins Matthew 25:1-25
  - D. The Wicked Husbandman Matthew 21:33-44
- A good Short Story has the follow characteristics:
  - A. A Hero and a \_\_\_\_\_
  - B. Conflict of good and evil
  - C. Builds to a \_\_\_\_\_
  - D. Good wins over evil

Activity: Pick one of Jesus' story and identify the four parts.

## CHAPTER 15: THE VISUALS AND ILLUSTRATIONS OF THE MASTER

**OBJECTIVES:** To understand that visuals and illustrations:

- Can be used to set the stage for new learning.
- Can shed light and understanding to new material.
- Can develop and explain concepts during instruction
- Can be used to review past learning

**ACTIVITIES:** Read chapter 15 of *Teaching Methods of the Master*. Pick two Object Lessons from the Prophets in the OT and explain the message they taught.

- What were the advantages of the Illustrations of Jesus--in His teaching?
- What are the advantages and disadvantages of modern visuals?

**ASSESSMENT** \_\_\_\_\_ / \_\_\_\_\_

### Section 15-1 The Object Lessons of the Master Teacher

- Jesus used the common things in the students environment to teach a spiritual lesson.

Examples:

- A. A child Luke 9:47-48
- B. Water John 4:14
- C. Taking up the collection Mark 12:41-43
- D. Washing the disciples feet John 13:4

- The Old Testament has many examples of using common everyday items to convey a message.

Examples:

- A. The potters house Jeremiah 18:1-10
- B. The valley of dry bones Ezekiel 37:1-14
- C. The marriage of adulterous wife Hosea

Other Examples from:

Jeremiah \_\_\_\_\_

\_\_\_\_\_

Ezekiel \_\_\_\_\_

Amos \_\_\_\_\_

\_\_\_\_\_

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Zachariah \_\_\_\_\_  
\_\_\_\_\_

### Section 15-2 The Illustrations of the Master

Illustrations are much like object lessons--but the objects are not present.

- Illustrations use mind pictures to convey truth.
  - A. Similes: Here the speaker will use the word 'like' or 'as'.
  - B. Allegories: Here the likeness is taken for granted.
    - Example: "I am the good shepherd."  
"I am the true vine."
  - C. Using The Absurd
    - Example: "Do men gather grapes of thorns or figs of thistles?" Matthew 7:10

### Section 15-3 Good Illustrations Work For The Teacher

- Good illustrations shed light on truth--but never overpower.
- A good illustration does not have to be explained.
  - It starts with what we know.
- A good illustration deepens the impression and strengthens the memory.
- A good illustration increases the speed of learning.

### Section 15:4 Good Illustrations are Planned

- It is used to \_\_\_\_\_ and to set the stage for learning.
- It is used to support truth. John 20:27
- It is used as the foundation for probing questions.

### Section 15: 5 Modern Day Visuals

- We remember \_\_\_\_\_ of what we hear.  
We remember \_\_\_\_\_ of what we see.
- Visuals should never be used:
  - A. As a substitute for instruction.
  - B. To entertain only
  - C. As a reward for good behavior.
  - D, As a substitute for preparation.

Activity: What are the advantages and disadvantages of the following?

Pages 269-275

A Blackboards \_\_\_\_\_

- B. Maps, Globes, Charts \_\_\_\_\_  
\_\_\_\_\_
- C. Flannel Graph \_\_\_\_\_  
\_\_\_\_\_
- D. Puppets \_\_\_\_\_  
\_\_\_\_\_
- E. Pictures/Books \_\_\_\_\_  
\_\_\_\_\_
- F. Projection Visuals \_\_\_\_\_  
\_\_\_\_\_
- G. Aides for Student Expression \_\_\_\_\_  
\_\_\_\_\_

**Section 15-6 Rules For Visuals and Illustrations**

- A. The illustration must point to the lesson objective.
- B. The illustration must bridge the gap from the known to the unknown.
- C. The teacher must not have to explain an illustration or visual.
- D. The illustration should never cheapen or lighten a spiritual lesson.
- E. The teacher should gather and file more \_\_\_\_\_ than they can use.
- F. The teacher should seek to use the illustrations and visuals used by Jesus, whenever possible.

## CHAPTER 16 THE MASTER'S CLASSROOM

**OBJECTIVES:** To structure our classroom the way Jesus would structure it.

To move toward a more caring and cooperative model of instruction.

To encourage students to work together on their own learning.

To encourage more practical learning experiences.

**ACTIVITIES:** Read Chapter 16 in *Methods of the Master*. Compare modern classrooms to industrial factories. Why does the author feel modern schools are impersonal? compare and contrast 'competitive classrooms' with 'individualized classrooms'.

**ASSESSMENT** \_\_\_\_\_ / \_\_\_\_\_

**Introduction:** Jesus taught without a designated building or classroom. Rather than bringing the lesson to the classroom He took the class to the lesson. He adapted His methods to the needs of the students.

In order to have learning take place you only need:

- A. Students \_\_\_\_\_
- B. An important \_\_\_\_\_
- C. A teacher who \_\_\_\_\_

### Section 16:1 The Modern Classroom

- **Modern classrooms have become** very impersonal
- Bigger schools are not necessarily better.

### Section 16:2 The Classroom of Jesus

- Would be a warm caring place
- Would have a flexible schedule and class numbers.
- Would have less competition and more cooperation
- Would have less group lectures and more \_\_\_\_\_
- The Bible advocates \_\_\_\_\_ but never promotes competition at the expense of \_\_\_\_\_ and caring for others.

### Section 16:3 A Balanced Classroom--Promoting Cooperation

- We are known as Christ disciples if we \_\_\_\_\_ one another.
- For God's church to evangelize the world there must be \_\_\_\_\_ between the members of His church.
- "In today's world cooperating and getting others to \_\_\_\_\_, leading others, \_\_\_\_\_ people and solving problems involving people are the heart of the jobs today." pp290
- We cannot teach people to work together by keeping them apart.



- The three main types of classrooms:  
 Describe each-
  - A. Competitive Classrooms \_\_\_\_\_
  - \_\_\_\_\_
  - B. Individualized Classrooms \_\_\_\_\_
  - \_\_\_\_\_
  - C. Cooperative Classrooms \_\_\_\_\_
  - \_\_\_\_\_
- What could a Christian classroom based upon the methods of Jesus look like? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Section 16:4 The Classroom Promoting Practical Experiences**

- The classroom of the Master was a very practical and hand’s on experience.
- Jesus then sent his students out in groups to practice what they were taught.
- Jesus taught and coached them for three years before they were sent out to work independently.

**Section 16:5 The Little Red Schoolhouse Model**

Activity: Describe this model which was popular in America in the past and is still used in many parts of the world. pp304

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conclusion:** We should strive to make our schools into small, healthy, real world communities based upon the values and principles of the Master, Jesus Christ.

## CHAPTER 17 THE MASTER MEETS THE SPECIAL STUDENT

**OBJECTIVES:** To understand the worth of the individual  
 To understand that the greatest instructional opportunity comes at the point of a student's need.  
 To understand that all students can learn if they are given a caring teacher, enough time and the correct methods.

**ACTIVITIES:** Read Chapter 17 in *Teaching Methods of the Master*. Write a short paper on "Jesus Meets A Special Student", and note the need which is addressed.

**ASSESSMENT:** \_\_\_\_\_/\_\_\_\_\_

### Introduction

Many people are hurting spiritually and academically today for the lack of someone to care. They need a teacher to come to where they are and touch them. New and expensive programs are not necessarily the answer.

### Section 17-1 The Touch of the Master

- Research shows that if a child finds just one person who will take an interest in them for just \_\_\_\_\_ --This may be enough to save them.
- Jesus was always looking for the needy individual who he could touch and influence.

### Section 17-2 Teaching Curriculum--Or Teaching Students

- A teacher must not teach curriculum to students--but rather teach a student a lesson.
- There is a great need for \_\_\_\_\_ to young people. What an opportunity for the church.

### Section 17-3 Teacher: Some Student Needs You

• Christian teachers are needed who will get their eyes of the 'many' and onto the individuals who want to be touched--and taught.

**Conclusion:** The worth of one soul is worth more than the worth of the whole world. It is given to teachers the task to plow the ground and to plant the seed. Maybe, they may never see the harvest--but the harvest will come.

## CHAPTER 18 WORDS... THE TOOLS OF THE TEACHER

**OBJECTIVES:** To understand the beauty and power of words.  
 To understand that words are the primary tools of a teacher.  
 To understand that words must be used wisely

**ACTIVITIES:** Read and discuss chapter 18 in *Teaching Methods of the Master*.  
 Research and discuss what the Book of James says about the power of the tongue.

**ASSESSMENT** \_\_\_\_\_/\_\_\_\_\_

### Section 18:1 The Beauty and Power of Words

- Words can build or destroy.
- Knowledge and poetry are passed on in the form of words.
- A student must have a grasp of words before he can form ideas.
- Words bring:
  - A. Faith Romans 10:17
  - B. Comfort I Thessalonians 4:18
  - C. Healing Psalms 107:20
  - D. Peace John 14:27
  - E. Cleansing John 15:3
  - F. Communicate

### Section 18:2 The Power and Beauty of The Word--The Bible

- Jesus used The Word to resist Satan
- The Word of God is quick and powerful Hebrews 4:12
- Jesus said, "The words which I speak unto you are \_\_\_\_\_  
 and \_\_\_\_\_ John 6:63

### Section 18:3 Jesus... the Word Revealed

- In the beginning was the Word, and the Word was with God and the Word was \_\_\_\_\_ ...." John 1:1,2
- And the Word was made \_\_\_\_\_ and dwelt among us ...." John 1:14
- Jesus was the greatest visual illustration of a word, ever given.

**Section 18:4 The Teacher and His words**

- The main tools of a teacher are his words
- A teacher must understand:
  - A. He must use words easily \_\_\_\_\_.
  - B. He must watch the spirit behind his words.
  - C. He must be in control of his tongue.

**Conclusion:**

We are not just teachers--we are Christian teachers. We are not just using words--we are holding forth the Words of Life.

## CHAPTER 19: TEACHER ... TEACH THE WORD

**OBJECTIVES:** To understand the power of God's Word.  
 To encourage Christian teachers to use the scripture in their teaching --wherever possible.

**ACTIVITIES:** Discuss the advantages of using scripture, as you teach.

**ASSESSMENT** \_\_\_\_\_/\_\_\_\_\_

**Introduction:** If the Word of God addresses a subject--let the Word speak to it.  
 It will need very little commentary.

### Section 19-1 Jesus Used The Word

- Jesus read from the scriptures Luke 4:17-20.
- Jesus combated the devil with scripture Luke 4: 4,8,12.

### Section 19-2 Timothy--Preach The Word

- Timothy--preach the word  
 Psalm 119:11 \_\_\_\_\_
- Hebrews 4:12 \_\_\_\_\_
- I Peter 1:23-25 \_\_\_\_\_

### Section 19-3 Timothy--Teach The Word

- “ Teaching is preaching to the mind.”
- A Christian teacher should have the anointing on their teaching.
- A Christian teacher should rely heavily on the Word of God.  
 Jeremiah 23:29 \_\_\_\_\_

### Section 19-4 Timothy--You must know the Word

- II Timothy 2:15 \_\_\_\_\_
- Romans 10:8 \_\_\_\_\_

### Section 19-5 Timothy--Stick to the Word

- Psalms 119:105 \_\_\_\_\_
- Psalms 119:130 \_\_\_\_\_
- Philippians 2:13-16 \_\_\_\_\_