

TALKING IS NOT TEACHING

Effective teaching does not happen by accident. It is preceded by time to pray, time to prepare, and time to plan.

“The task of the modern educator is not to cut down jungles, but to irrigate deserts. The right defense against false sentiments is to inculcate just sentiments. By starving the sensibility of our pupils, we only make them easier prey for the propagandists when he comes. For famished nature will be avenged and a hard heart is no infallible protection against a soft head.”¹

What does it mean *to know* something? Write your own definition in the following blank. _____

1. Discernment between good and evil (Proverbs 2:11).
2. Perceive accurately (Genesis 19:33).
3. Growth that comes through experience (Psalm 51:5).

“Teaching and learning are not synonymous.”²

THE HIDDEN CURRICULUM

What We Think We Are Teaching

Big doses of God’s Word
in a lengthy sermon.

Clever word puzzles that
teach God’s eternal truths.

Students become pleasing to God by
sitting still, being quiet, and listening
to the teacher talk.

What They *May* Be Learning

If God is as boring as my teacher,
count me out.

The Bible is confusing, and God
hides the truth from me.

Church is a place where I do not
have to think because other people
do it for me.³

PRAY

1. There is a lot of information about learning channels, however one channel that cannot be neglected is the prayer channel.
 - a. This is the channel in which we receive power, strength, and guidance from God.
 - b. The first step in effectively teaching is to fall on our knees in complete dependence on God.
 - c. If you plan well and prepare adequately, you can still fail because everything will be done in your strength and will glorify your efforts.

2. Things to pray for include the following:
 - a. What to teach.
 - b. How to teach.
 - c. Connection with each student.
 - d. Students themselves.
 - e. All aspects of the class.⁴

PLAN

1. Where learning takes place.
 - a. In the context of the lesson.

Hook, Book, Look, and Took method applied.⁵
 - b. In the context of the ministry.
 - c. In the context of life.
2. Our teaching should model effective teachers—no other teacher has been as effective as Jesus, because He
 - a. understood the learner;
 - b. taught based on the development of the individual;
 - c. took advantage of teachable moments;
 - d. was sensitive to time;
 - e. began with the learner's context;
 - f. allowed the learner to discover truth—appealed to mind, emotions, and behavior;
 - g. provided opportunities for the learner to practice what he had learned.
3. Has learning occurred?
 - a. **Knowledge**—students can recall. The teacher will know that they have learned when students repeat or answer *who, what, when* or *where*.
 - b. **Comprehension**—students can put the lesson into their own words. The teacher will know that students have learned when they restate, describe, paraphrase, put into their own words, compare, contrast, or explain the main idea.
 - c. **Application**—students can choose one correct answer to solve a problem. The teacher will know the students have learned when they tell a Bible account selecting the right flannel-graph characters. Students can make a selection, give one right answer, choose from several options, write an example, and apply/organize information correctly.

- d. **Analysis**—students can identify reasons, motives, or causes. The teacher will know that the students have learned when they answer *why*, debate, distinguish, analyze, identify reasons, look at causes, draw conclusions, find-supporting evidence, and identify motives.
- e. **Synthesis**—students can solve problems. The teacher will know that students have learned when they write their own story, complete this story, plan, design something original, find supporting evidence, and identify motives.
- f. **Evaluation**—students can judge. The teacher will know that the students have learned when they decide which is better, give an opinion, agree or disagree, and evaluate which is the best solution to a problem.⁶

PREPARE

Whether studying a curriculum or preparing your own sermon, remember one important rule—it is best if the preparation takes place early in the week. Final touches can be made later in the week and even on the weekend, but effectiveness is best fostered when you can begin early.

Notes

1. C. S. Lewis, *The Abolition of Man*, quoted in Clyde S. Kilby, ed., *A Mind Awake*, (New York: Harcourt Brace, 1968), 241.
2. Thom Schultz and Joani Schultz, *Why Nobody Learns Much of Anything at Church: And How to Fix It* (Loveland, CO: Group Publishing, 2004), 29.
3. *Ibid.*, 31.
4. LaVerne Tolbert, *Teaching Like Jesus: A Practical Guide to Christian Education in Your Church* (Grand Rapids: Zondervan, 2000), 95.
5. *Ibid.*, 106–108.
6. *Ibid.*, 104.