Intro:
- teaching is one of the works we do as a church (1 Tim. 4:11-16)
  - teach the lost, converted to Christ
  - ground new Christians
  - teach children and bring to maturity, in addition to parents
  - teach all members, growing, growing stronger, etc.

- one of the ways to make the biggest difference in someone’s life is to be a teacher
  - big responsibility – incur a stricter judgment (Ja. 3:1)
  - commend teachers

What is a teacher?
- teacher is more than regurgitating information (facts)
  - if that were the case, we’d just have kids read a book and they’d never have to go to school (joke)

- teacher is one who educates people (when both teacher and student do their job)
  - Jn. 6:45 God taught, some heard and learned, others didn’t – both teacher and student must do job
  - note: talked about students and learning in recent lesson, here talk about teachers

- result of a teacher teaching: knowledge, understand, and the ability to apply principles (concepts)
  - Col. 1:3-7 Epaphras taught, they heard (vs. 4-5) and understood (vs. 6) and learned (vs. 7)

- sober thought: if we have students who want to learn and follow instruction, but we fail to teach them, it’s because we are poor teachers
What makes a good Bible teacher?
- educated spiritually, knowledgeable of the word, topic teaching
  - illus.: 
    - Jesus, age 12, his knowledge astounded people, and He continued to grow in wisdom
    - Jesus taught apostles before commissioning them, then gave them Holy Spirit to remind them of His teachings and guide them into all truth
  - 2 Tim. 2:2 first be taught, and learn, before we can teach others
    - if not know how to learn, can’t know how to teach
    - not have to be Biblical expert, but have to be knowledge about the topic you’re teaching

- communicates well with his audience – teacher is a communicator, result is learning
  - passion for the subject, and for teaching
    - illus.: Jesus, cleansed the temple 1st time (describe), disciples remember OT Scripture speaking of Jesus, “Zeal for your house will consume Me ” (Jn. 2:17 from Ps. 69:9)
    - knows their audience – what they need, what’s important for them to learn, how to make the lesson meaningful to them
      - illus.: Jesus, parables appropriate to His audience
      - illus.: Paul, Mars Hill, knew his audience, used their culture and religious beliefs when teaching them, knew what lessons were most important for them
Tips for preparing to teach a Bible class – preparation

- **#1 personal Bible study**: study the lesson for yourself
  - [1 Tim. 4:15-16](https://www.biblegateway.com/passage/?search=1%20Timothy%204:15-16&version=ESV) first study the lesson for yourself, before you can teach it to others
  - Bible study series, study method, resources and aids (online)
- **illus.: current Bible class series in Acts**
  - first study personally, for self, before preparing to teach others

- **#2 consider your audience and pull out lessons** that would be good for them to study
  - probably not able to teach every possible lesson from the text – pick and choose for your audience
- **illus.: Lesson 10 (Acts 4:23-37)** current Bible class series in Acts, Peter and John return to companions after being interrogated and threatened, prayed, benevolence of saints
  - **Middle School**: peer pressure, prayer, sharing
  - **High School / Young Adult**: persecution, obey God over man, benevolence
  - **Adult**: focus more on the work of the church, who authorized to be help financially as a church, method of distribution of funds

- **#3 prepare a lesson outline** (plan) to teach the lessons – road map – if not know where going, won’t get there

- **develop a system** of outlining (notes) that works for you
  - outline (notes) helps you present an organized lesson, which is critical to learning
  - teaching outline may be different from outline to study from

- **script the introduction**
  - how start, introduce the study, warm up the students

- **script major verses / lessons**
  - keeps you on tract throughout the lesson
  - script transitions from point to point, staying focused on the major theme

- **script which verses to read and which to reference**
  - better decision making while studying than presenting
  - script whether teacher read or student read – consider student’s abilities

- **script illustrations**
  - important, especially to younger students – makes lesson meaningful
  - usually not able to think up on the fly, while presenting lesson

- **script questions and possible answers**
  - helps teacher avoid asking unimportant or frivolous questions
  - will lose audience
  - stalling by asking questions seldom works well
  - helps to have questions worded well, easy to understand
  - helps to have answers written in case have to help audience, or to give answers students not think of
  - unanswered questions:
    - death nail, hard to recover if persists – be careful with rhetorical questions
    - consider that questions not answered is because not set up well enough for audience
    - usually because not scripted and thought out when preparing lesson

- **team teachers: helps to plan together**, at least in the beginning (meet, phone, email)
  - same page
  - know how to help each other
  - more experienced teacher can teach less experienced
- #4 prepare teaching aids, especially for younger students – auditory, visual, tactile learners
  - illus.: classrooms – way to tell the quality of teaching, work teachers doing
  - illus.: Allyson Stanfill, Beth co-teaching with (and others)
- hands on activities – a lot of time and work often goes into this, especially with young classes
- songs to teach, help learn (Col. 3:16)

Tips for teaching a Bible class – presentation
- before the class: review
  - lookover outline before the class
  - memorize major points and transitions
  - read verses, memorize how they relate to your lesson
  - stay focused on what makes the lesson meaningful to the students – don’t lose focus during class
- beginning of the class: warm up the class with an introduction
  - rhetorical questions to get them thinking (Steen) – make sure students know which questions are rhetorical
  - review earlier lessons to get them thinking about context of current lesson
  - note: usually not good to start with questions expect students to answer
- participation / asking questions:
  - exponentially more learning takes place when the students participate
    - orally: answering questions, giving reports, reading Scripture, etc.
    - writing it down: taking notes, written projects
    - activities that reinforce the lesson: coloring pages, etc.
  - seldom ask questions that have obvious answers
    - no one likes to answer – teacher stalling technique
    - quickly deteriorates class
  - seldom ask for a volunteer to read
    - confusing
    - slows down the class
    - people don’t like to start reading with the chance that someone will start at the same time
  - know if anyone does like, or conscientiously objects, to speaking in class
    - some women believe it’s wrong for them to speak in class
    - don’t call on a woman unless you know she doesn’t have a conscientious objection
    - some people are shy
- visual aids: - some students learn more by seeing
  - Bible best visual aid: make sure all students have, use techniques to make sure using Bible during class
  - chalk board / dry erase board: write notes as teach
  - PowerPoint: helps class stay focused on lesson
- timing: don’t rush through the lesson, but don’t drag it out and make it boring
  - it’s better to study 1 or 2 things are learn something, than to rush and learn nothing
- Jerry Flatt: words of encouragement and admonition
- Dennis Trask: prayer for teachers and teaching program
- inv.