



# A WORKSHOP



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## Teaching Template

**Main Point:**

**Antithesis:**

**Intro:**

**Outline:** (Include: main point, antithesis, supporting points, discussion, illustrations, and examples)

**Application:**

# Inductive worksheet explanation

Passage:

Title:

<ul style="list-style-type: none"> <li>• <b>Context</b></li> <li>• Before: Summarize the main point of the preceding paragraph</li> <li>• After: Summarize the main point of the following paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Structure</b></li> <li>Remind yourself of the big picture.</li> <li>How does this passage fit in the argument of the book?</li> <li>Based on the context, what do you expect this paragraph to be about?</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Thought Development (outline)</b></li> </ul> <p>Do a detailed outline of the thought-flow of the text. Look carefully at the grammar to find the MAIN POINT and SUPPORTING POINTS. This is where a lot of the time is spent. Be careful to stay within the text</p>	<ul style="list-style-type: none"> <li>• <b>Character Development</b></li> <li><b>Author</b></li> <li>What do you learn about the author in this paragraph?</li> <li>General summaries are good here since the book overview has this in detail.</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Audience</b></li> <li>What do you learn about the audience in this paragraph?</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>3<sup>rd</sup> party</b></li> <li>What do you learn about the 3<sup>rd</sup> party in this paragraph?</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Main Point (argument)</b></li> <li>Summarize the thought-flow</li> <li>• Include MAIN POINT and main SUBPOINTS only</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Theology 1 – Historical reading</b></li> <li>Identify and define key and unfamiliar words, customs &amp; institutions.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Theology 2 – Literary reading</b></li> <li>How do themes of the book or technical terms relate to the text?</li> <li>How does the passage fit into the argument of the section in which it is located?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Theology 3 – Canonical reading</b></li> <li>Understand the passage in light of antecedent or informing theology rooted in OT (note how OT texts are used)</li> <li>Contrast with other passages that teach the same topic</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Application 1 – original audience</b></li> <li>What did the author intend his audience to do in light of this passage?</li> <li>How should it have effected their actions, convictions or thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Application 2 – now</b></li> <li>How is this passage relevant to your actions, convictions and thinking?</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Comment</b></li> <li>Are there other issues that are worth commenting on (illustrations, personal examples, teachings that apply, etc.)?</li> </ul>		

HOMILETIC WORKSHEET	
Passage:	Date:
Structural Context:	Passage Outline:
Theses:	Antitheses:
Goal:	
Introduction:  Major Points:  Conclusion:	<u>Illustrations/Applications</u>

## TEACHING FEEDBACK

Teacher:

Date:

Topic:

Feedback By:

Start Time:

End Time:

Total time:

**ONE MAIN THEOLOGICAL POINT?** (define it. was it the main point in the passage?)

**ONE MAIN APPLICATION POINT?** (define it. tied to the theological point? relevant? practical?)

**ANTITHESIS** (did teacher argue against something relevant to student and cultural thinking?)

**ILLUSTRATIONS/EXAMPLES** (relevant to audience? linked to main theological point?)

**DELIVERY** (enough humor, passion, conviction? It's a sin to bore students w/ bible)

**DISCUSSION** (How was it? anything teacher can do to draw out discussion further?)

**TIME** (too long or short? Goal is 20 to 45 minutes depending on grade level, for teaching, discussion, prayer)

**OVERALL IMPRESSION & OTHER COMMENTS:**



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**“Is not my word like fire,” declares the LORD, “and like a hammer which crushes a rock?” –Jeremiah 23:29**

Most of the points below are derived from Greg Scharf’s excellent book, *Prepared to Preach* (Christian Focus, 2005), and Gary DeLashmutt’s paper “Authoritative Speaking” from the Xenos Homiletics Class notes (<http://www.xenos.org/classes/homiletics/authorit.htm>).

**Burden-** your *passionate conviction* of the *great need* of your hearers to *be transformed* by the truths you are teaching.

#### **Where to Get It:**

- From the WORD
  - Read, and reread, and reread until you are convinced and moved!
  - Meditate on it, pray through it, and memorize it (or just key sections/phrases) if possible.
    - If you are stuck, read it again and think about each word, each phrase, or each detail of the story—how different would it be if this one element was missing?
  - **Before you break it down... let it break you down.**
    - Resist the temptation to start your preparation by making an outline—that’s skipping a key step.
- From your EXPERIENCE
  - How has grasping the main point of this passage been vital to your own life and ministry?
    - If you’re not sure, then one of two things is probably true:
      1. You are teaching something that is not worth your time.
      2. (More likely) You need to repent of neglecting this area in your life/ministry.  
Don’t be afraid to do this—it could give you a really powerful teaching!
  - Consider including some personal reflection in your delivery, but be sure to include it in your own preparation either way.
- From your LOVE FOR THE AUDIENCE
  - Look over a list of your hearers’ names and pray for them to get the main point.
  - Ask yourself (or co-leaders) these questions:
    - How amazing would it be if they really *get it*? How will their lives be transformed as a result of this very teaching... *if only they truly grasp the truth and its importance*?
    - How terrible would it be if they *never realize this*? How will their lives or prospective ministries languish or fall apart as a result of missing out on the truths from this very teaching?
  - Consider the one or two students who need to hear this teaching the most, and teach to them.
    - They are dying of starvation and you are convincing them to eat! They are killing themselves and you are convincing them to stop! The abundant life is right at their fingertips!
    - Keep those audience members in mind when you prepare *and* when you are speaking (just don’t stare at them the whole time).

## How to Communicate It:

- **PLAN**

- The better prepared you are for your teaching, the less you need to focus on remembering your points, and the more you can focus on urging your audience to consider it.
- Make sure your teaching is clear and focused! Passion without focus is worse than useless—it's confusing and uncomfortable.
- Look over your outline and make a note (mental or otherwise) about the *one place* in your outline where you will speak with the most urgency.
- Practice your teaching aloud to streamline your wording, again so you can think more about your audience than about your wording as you speak.
- Make sure your burden arises from the text. Although it's not always possible, the best scenario is if the phrase or idea that you urge upon your readers most strongly is something more or less directly stated in the text (e.g. "You are free! *Do NOT* let yourself be bound as a slave again!"). For narrative sections, hone in on the big moment in the story that best demonstrates your main point. The more your burden is grounded in the words of the text, the better effect it will have on the way your hearers view the Bible.

- **URGE**

- Plead with your hearers! Think about times when you have pleaded with someone you love, and communicate with that tone.
- Look around at your audience, pausing and making eye contact with hearers around the room, and sustain the eye contact for at least a few seconds at a time. Speak to the person you are looking at! Use pauses, but look at your hearers when you pause so they don't think you just got lost.
- Urge in a way that suits your personality. If you get loud about football, get loud about the word of God! If you speak with quiet intensity when you are deeply moved, then do that when you teach.
- For most of us, if you feel like you have brought an adequate level of passion to your teaching, you probably didn't bring nearly enough. If you think you took it way over the top, then you probably had *almost* as much energy as you should bring. (Although, you can check with your co-leaders to see if you really did come on too strong, but most teachers never do).
- Urgency can come in many forms, which again should be informed by the passage you are teaching:
  - Be angry when talking about the rich oppressing the poor!
  - Be sad for the lost!
  - Be exuberant when inviting people to experience the joy of the Lord!
  - Be in awe when God does a miracle!

## Keep in Mind:

- Don't forget that it is the Holy Spirit's job to convict hearts. What counts in teaching is faith expressing itself through love.

- Tips for dealing with the great burden killer: self-consciousness—
  - Don't let Satan convince you that you are disqualified to teach because you can't stop thinking about how you will be received!
  - Remember, every good work is done with mixed motives this side of heaven. It's not *humble* to want to serve only when your motives are pure. It's *pride* that thinks that way. What is *serving* is to give to offer yourself to God, mixed motives and all, to be used for the good of your hearers.
  - God loves using broken vessels! You're self-consciousness makes you even more qualified to glorify God, because it shows that all of the good is coming from him!
- Try to pray as you speak if you can—it's not easy!
- Let the way God chose to communicate his truth in your passage inform the way you will communicate it:
  - For example, if the passage is an explanation, then explain with clarity and urge understanding; if the passage is a call to action, then call to action with urgency; if it is a story, then put yourself and your audience into the story to see God's mighty acts (use lots of sensory details for narrative passages).

# Tips for Teaching Jr. High Students

Brian Runk

## Have a main point and antithesis

- It's best if the main point is rooted in application (an imperative) that calls students to action, not just a theological (indicative) truth that is abstract.

## Be energetic and animated

- a rule of thumb—if you feel uncomfortable with how animated you are being, you are probably only half way there, and could still be more enthusiastic.
- Jr. High students are insecure, awkward, and they make mistakes. Saying something ridiculous or giving an embarrassing story about your life helps them connect.
- don't be afraid to be goofy (we don't want to be "so serious" all the time)
- plan humor
- practice your teaching out loud

## Use simple tactics to keep them engaged

- "Who can put this verse in their own words?"
- misread a verse and pause to see if they catch it...have a funny look on your face
- pause at key points during your teaching
- move around and use hand movements
- see *Cell Meeting Management* (in this booklet) for issues with disruption

## Use illustrations and personal examples

- think of experience when you were a student that relate to topic
- use personal illustrations that humanize (show your sin or failures)
- ask other people to help you brainstorm illustrations
- use tactile illustrations that invoke sensory input

## Keep teachings 20-30 minutes (depending on grade level, content, and discussion time).

- Don't ruin a good teaching by going an extra 10 minutes leaving them feeling bored or agitated.
- ask a co-leader to give you a cue to if you are going to long

## For narrative sections of scripture

- help students use their imagination by storytelling
- Write out the narrative section of scripture beforehand in your own words. Read between the lines of the story, and give them a mental picture of what was happening.
- Relate to modern times "It would be like this happening today..."

## Don't read long sections of scriptures (students will zone out)

- break up what you can into different sections
- summarize larger sections instead of reading
- be a good storyteller for narrative sections

## Use visual aids

- Videos, pictures, timelines, animations, object lessons

**Incorporate multimedia that relates to teaching**

- trivia, skit, game, powerpoint or prezi
- (ex: teaching on fear- do a food fear factor)

**Relevance**

- Familiarize yourself with pop culture
- Don't use stuff they can't relate to (parenting, marriage).
- Think of your audience and where they are at spiritually. Pray for them.

**Spell out the application in concrete terms. Give creative ways to practice the application. (Many application points are still too abstract for Jr. High students)**

- "Love one another" **vs.** "tell a friend you care about them and are glad you're friends"
- "Give your whole life to God" **vs.** "write out a scary prayer of giving your whole life to God. Then decide, do I really want to pray this?"
- "encourage your friends" **vs.** taking 10 minutes after teaching and have them write an encouragement on paper to one of their friends.
- "study the bible" **vs.** "read the book of John" or "memorize these verses" or "get a mentor"
- "obey your parents" **vs.** "tell them you respect them", "surprise them by cleaning the garage"

***Boring students with the Bible is a sin!***

- Students need to be engaged and view Bible study as fun, otherwise we are damaging them! (Ouch!)

***Have a Main Point***

- Bible authors all have main points.
- Sections/books of Bible have main points.
- Jesus had main points (even in parables).
- The main point in a teaching should be the SAME as the main point in the passage:
  - Otherwise we are not emphasizing what the Bible emphasizes.
- “If you can’t write your message in a sentence, you can’t say it in an hour.”

***Main point rooted in application/action***

- “If your text does not include a command, your main point should be the logically, contextually-mandated application point..... If we haven’t called on students to give themselves to God in a new radical obedience, we haven’t taught the Bible.”
- Delete everything that doesn’t directly fit the main point.
- If they can learn to apply one point during each teaching, that will be incredible.

***How to communicate (Aim at rocks)***

- How do students think? Not abstractly, but **concretely**.
- If they are not processing in a formal way, we will have to teach differently.
- We need to teach abstract truths in a concrete way.
- We need to spell out both the meaning and implications.
- Not too simple... that’s patronizing. We are not softening content, just teaching concretely.
- Illustration:
  - “We must explain (concepts) in terms of human actions, in terms of sensory information.”
  - Object lessons are effective.
  - Examples that allow students to participate actively
  - “You didn’t just accidentally step in dog poop; you felt the steamy brown pudding squeezed through your sandals and gagged.”
  - Talk about your Jr. High experiences.
  - Illustrations must support your main point; they can’t just be cool stories.
- Antithesis: What happens if students reject the main point? What happens to people who have? What consequences have I faced when I’ve rejected the main point?
  - Meditating on the antithesis helps us develop a burden for the passage.
  - Without strong antitheses teachings are flat and boring.
  - Give vivid pictures of what is wrong in the world, and how things could be better if people followed God.

***Emotional Communication***

- More than “enthusiasm.” Emotional communication fits the context and content.

- Jesus was compassionate, angry, sorrowful, fearful, etc.
- Emotional expression is concrete because students experience emotions.

***Application***

- Give your students something to do as a result of your lesson.
- Provide application steps for the audience.
- We must do the thinking for them and explain how we identified the application points.
- Emphasis on application should be promoting ongoing intimacy with Jesus, not just external compliance (legalism and ritualism).
- Give them specific words to say to God to confess, worship and make requests.

# Bible teaching for students

By Dennis McCallum

## Key = generate power!

- Flatness is a sinful contradiction
  - if this stuff is so important, why does the teacher not seem to care all that much?

## Content:

Depth...

- Yes, you can go deep! A lot of talk about how xers won't listen to content - not true. Just can't go too long.
- Don't be too simple; want to be seen and treated as adults. Can really patronize and lose their respect.
- #1 challenge is to keep from boring them; what a shame to get them to a meeting and then to bore them with Biblical truth!
- 1, maybe 2 points that you hit hard.

Discussion...

- Discussion can be good, or can be very bad. Students can really bore each other - some discussions just meander or get weird. Need to have couple points in the teaching where you allow students to react & give their opinions, impressions. Question that is really challenging.
- Don't confuse discussion with recitation: *—And Jesus said that if our eye causes us to stumble we should what?*” and they say, *—gouge it out.*” This is not discussion and it only appeals to those with some knowledge of the bible - will alienate pagans.

## Thesis/Antithesis Teaching

- very key at this age to use this method: they like a sense of violence and a good fight; they are hormonal and aggressive
- enjoy seeing the teacher getting into a fight with someone (the antithesis)
- got to find an antithesis they can relate to and understand (not neo-orthodoxy)

## Delivery

Emotion...

- They want to feel something while they sit there
- Some people get into one emotion; need to experience a whole range of emotion during the teaching : anger, humor, intrigue, contempt, awe,...
- -Catch fire and let people watch you burn!”



Eccentricity is good...

- Weird figures of speech; strange pronunciations; contorted facial expressions. They really remember these!

Physical activity...

- At certain points in the teaching, need to stimulate them visibly - not just a listening experience.
- Jumping at a student; waving; one teacher lied down on the ground
- Physical contact can be good - beating a student on the head as you emphasize a point. Of course, needs to be appropriate.

Volume

- May seem to you like you are shouting, but you need to be loud
- Not just so others can hear - can't rely on PA for that - there is a sense of urgency and intensity that is communicated through a loud, even strained voice; may need to turn PA down, but don't tell teacher to be more quiet

Appearance

- What looks good to adults may not look good to students; there is a balance here : can't dress like students, you'll look stupid to them and everyone else. Look casual.
- They are intolerant of obesity; you are discredited off the bat if you are too fat to them

Humor

- Of course it is great to get them laughing, but many teachers use humor exclusively. Loses its effect if used too much; again, they need to experience a range of emotion.

Illustrations

- The ones we use are not always appropriate to the age - story about getting frustrated with kids or spouse - they can't relate to that.
- Need to be earthy (God was in OT, Jesus was)
- No need to get into profanity
- Find illustrations that fit into their lives & meet them where they are at (job, car stuff, dealing with parents, friends)

Heroic Thinking

- They are not idealistic, more cynical; they are suspicious of heroes, but still thirst for them
- Need to play off their loathing of being controlled; the boundaries their peers put on them are the most limiting and frustrating to them - they will rebel against this and be their own person if they have a good reason to.
- Need to gradually build a thirst for non-conformity

**Black** & White Thinking

- We as adults know there are usually shades of gray involved with most issues; but when you qualify your points, they lose all their fizz.
- Lay out teaching in stark, black and white manner - will get more reaction & involvement; qualify later, if needed; every once in awhile you'll get a sharp kid who questions you, and then you can qualify your point, but most won't.

**1 Cor 2:1-5**

- Who you are is nearly as important as what you teach.
- When we compare ourselves to other people, we lose.

# Teaching Dos and Don'ts- Gary DeLashmutt

From <http://www.xenos.org/classes/homiletics/tips.htm>

## DO'S

- In every teaching, you should speak both as a fellow-learner/sinner and as a prophet. Somehow, you should communicate that you have much to learn and a long way to go in your own walk with God. This helps people to identify with you and is a way of communicating God's grace. But having done this, you also need to boldly proclaim God's Word and call on people (as God's mouthpiece) to respond to it. Your use of personal pronouns is important in achieving this balance. "We" and "I" are usually appropriate in speaking as a fellow-learner. "You" is often most appropriate in speaking as God's spokesperson. Also, you should normally speak as a fellow-learner before speaking as a prophet.
- Every teaching should include both indicative and imperative points. Indicative-only teachings tend to be theoretical and lack punch. Imperative-only teachings tend to be legalistic because they aren't sufficiently grounded in God's part. If your passage contains only indicatives or imperatives, you will need to supply the complementary portion either by simply explaining it or by reading another passage.
- Be sensitive to non-Christians and new people. Keep them in mind throughout your preparation primarily in the terms and examples you use. This doesn't mean you can't talk about truths or issues that pertain primarily to Christians; it means you should be understandable and relevant to new people in the way you communicate your points.
- Anticipate qualifications that need to be made in your teaching. One-sentence qualifications are often needed when making a strong point. It is usually best to make the point strongly first and then qualify it, rather than vice-versa. Beware of over-qualifying which dilutes impact ("death by a thousand qualifications").
- If you lose your train of thought during a teaching, it is usually better to go on to the next point instead of backtracking.
- Anticipate common secular objections, verbalize them and respond to them. These make good antitheses. (EXAMPLE: "victimology" versus Rom. 8:28; 1 Cor. 10:13; Gen. 50:20)
- Use personal applications. This projects warmth and draws people in. But beware of using them exclusively or even predominantly, because your teaching will come across as self-focused. Mix personal applications with illustrations, contemporary antitheses, etc.
- Use good illustrations, especially for abstract points. If you can't come up with an effective original illustration, use one that is proven.
- You may use technical terms (theological, psychological, scientific, etc.), but be sure to define them immediately.
- Be yourself! God recognizes individual gifting and styles. For example, use your own sense of humor--not someone else's. On the other hand, lean against your temperamental tendency in delivery. For example, if you are passive, you will need to animate to the point that you feel like you are being too extroverted.
- Have good, clear thought development. Good transitions make it easier to follow your train of thought. The best transitions are brief and tie the next point back into the main theme.
- If you do have a gospel message, explain *how* to become a Christian. During this section, resist the tendency to fear boring the Christians present. Also resist the tendency to look only at the new people.
- Smile, use humor, and warm up to your audience. This helps them relax and relate to you.
- Explain the subject of your teaching early on--within the first minute.
- The proper use of slang (i.e., slang that they know and relate to) relaxes your audience. However, the use of slang that they don't know or relate to alienates them.
- When giving the gospel, power comes from the Word. Therefore, try to include a verse like Revelation 3:20; John 1:12; Ephesians 2:8,9; etc.
- Make use of vivid imagery and graphic description. Why say "bad" when you can say "unacceptable" or "despicable"? Practice this when talking with people in normal conversations.
- Throughout your preparation, keep asking yourself, "What is the goal of my teaching? What one thing do I want people to understand and *do*?"
- When you teach Christian ethics, remember to communicate that God gives us both the power and the motivation to do his moral will (Phil. 2:13), and that his moral will is for our own good (Deut. 10:12,13; Rom. 12:2b). These truths enable us to teach ethics/imperatives strongly and confidently--which is how they should be taught--without putting people under the law.
- Have a *concise* introduction, and get into your text quickly. Once people have already turned to the passage, they will start to read it on their own if you don't guide them into it quickly.
- Use rhetorical questions when possible.
- Pause briefly after humor or important statements. This increases impact.
- Try to work from the text. Arrange your points so that you can refer them back to the text frequently. This is a practical way of standing on the authority of the Word. Also, it is strange to say you are teaching a certain passage, and then not really get into that passage seriously. If you are going to work primarily from other passages, say this in the beginning.

## DON'TS

- Unless you are a very experienced teacher, don't tinker with your main outline 24 hours prior to teaching. You'll only get more confused and less confident.
- Don't say "second Cor" or "first Thes;" say "second Corinthians," etc. Don't refer to temperaments and other Xenos "slang." This has the effect of alienating the new person by making them feel they are outside an inner circle.
- Don't bore people with the gospel. Be excited!
- Don't have nebulous applications. They should be specific enough that people can see clearly what it looks like to put the concept into practice. It is better to give a very specific application and say, "There are other ways to apply this truth," than to be overly general.
- Don't have too much material. A few points that are well developed and applied are far better than many points. Resist the urge to tell everything you know about the passage.
- Don't over use hand gestures.
- Don't narrate what you went through as you prepared your teaching: "So I wondered what this word was in the Greek . . ." Tell your audience what you discovered, *not* what you went through in the process.
- Don't say, "An example/illustration of this is . . ." Just give your example/illustration.
- Don't feel compelled to give the whole plan and logic of salvation every teaching, or every time you make an evangelistic point.
- Avoid using too many biblical references. This dilutes impact and focus. It is usually better to simply refer to a passage and quote it, than to have them turn to that passage--which takes time and distracts people's attention. If you decide it's necessary to turn to another text, be sure to give clear directions on how to get there, and then graciously give people the time to find it. Wait for the pages to stop turning.
- Avoid doing a verse-by-verse commentary. This dilutes impact because there is no clear thesis with application.
- Avoid overuse of application points. Don't make them the whole teaching. You must ground your application in the theology of the text, or it will come across legalistic.
- Don't express as a personal opinion what God says in the Word--state it as a fact. In the same way, don't declare as authoritative what is only your opinion--say it is your opinion.
- Don't act timidly about touchy subjects (e.g., financial giving; homosexuality). Be confident with God's Word in these areas.
- Don't end declarative statements with a questioning tone in your voice. This dilutes impact.
- Don't mix corniness with a serious point. Comic relief may be used *after* making a serious point to give people a breather, but if you get corny while making a serious point, you dilute impact.
- Don't always address the non-Christian at the end; this is too predictable. Christians (wrongly) will tend to lose interest at this point, knowing that you're winding up, and thus distract the non-Christians.
- Don't say, "I'm sure you're all familiar with this passage/doctrine . . ." New people are usually unfamiliar with the Bible, and this comment will make them feel even more aware of and intimidated by their ignorance.
- Don't apologize for your inexperience, lack of full knowledge on a subject, etc. This needlessly erodes your authority. Stand on the authority of God's Word and trust it to move your audience.
- Don't turn to another passage but say, "You don't need to turn there." Either quote the passage from memory, or let them turn to it with you. Saying "You don't need to turn there" sounds like you have something to hide.

# High school home church teaching

By Tad Hale

This paper provides helpful insights to those charged with teaching high school aged home church meetings. It is not an attempt to cover the much broader topic of homiletics. The intent is to focus on students meeting in a home church context.

1. Teaching the Word is always profitable. (Isaiah 55:11)
2. Teaching the Word forms a strong hub for Christian meetings. (1 Timothy 4:13)
3. While teaching the Word is essential, it is not the most effective aspect of high school ministry. A mistake the church has historically made is to assume proclaiming the Word alone was adequate. At Xenos we hold that, in order to be most effective, all ministry should be done in the context of relationships. Certainly discipleship, by definition, requires relationship. To be most effective, lower-end work (especially evangelism) must be done in the context of a relationship. The high school worker must not fall into the trap of believing teaching the Word will suffice. We are not practitioners caring for a tooth. We are mentors giving away our lives.
4. Expound God's Word with confidence and authority. Many students are skeptical and are looking to discover any sense of softness. We have good reason to be confident. We are not expressing our opinion; we are proclaiming the inspired word of God. (2 Timothy 3:16)
5. Many high school students have difficulty processing abstract thought. This is largely a developmental issue that improves greatly during the student's upper class years.
  - a. Among the best tools to make your teaching more concrete are illustrations and antithesis. Antithesis can be especially effective with students. It's an opportunity to attack the status quo while clarifying the radical. Many times the antithesis is much more concrete than the thesis. (Luke 15 is a classic example of using antithesis to drive home the thesis.)

Illustrations are much like paintings, which are carefully crafted to make a point. The artist adds detail, contrast and color to communicate and drive home their perspective. Likewise the most effective teachers will carefully craft their illustrations in order to illuminate the point they are communicating. Jesus utilizes illustrations throughout His teachings (e.g. Luke 6:47 – 49, John 13).
  - b. Illustrations are great; stories effectively told are even better. High school students love stories. Stories use literary techniques such as intrigue, action, romance and mystery to capture the attention and imagination of your audience. Jesus was a master storyteller who utilized stories to communicate many of His teachings (e.g. Luke 15, Matthew 13, Matthew 21:33-46).

Take time to carefully prepare the details of your story . . . remember, when you tell a story you are not painting a picture (illustration) you are painting a mural (something much larger and more detailed).

- c. Once you have made a point of application it is important to provide an example. Examples not only explain but also provide practical ideas of how to apply a truth. It's best to use examples with which students can relate (Examples from leadership, ministry houses, or marriage will be lost on many students. What is an example they can relate to? Think of their sphere of experience . . . something about their relationship with parents or friends, something about school, something about working at a fast food place, etc.)
  - d. Mix personal and impersonal illustrations, stories and examples. Students place a high value on personal examples (especially those which are humanizing – our struggles and failures). However, an overabundance of personal examples may take the focus off God and put the focus on us. We are not there to talk about ourselves. When we do talk about our own experience it is only to illustrate a truth about God.
  - e. It is better to illustrate one point well than to present many points without much development/illustration. We are more interested in clarity than breadth of knowledge.
  - f. If you get the gospel out and make one point that registers with a majority of students, you have had a very successful teaching.
6. The scriptures are alive but we need to be sure that we too are animated when we present God's truth. It is essential students see our enthusiasm about the scriptures. Pathos helps students become engaged and it underscores points of emphasis. We need to utilize a full range of emotions: humor, satire, anger, sorrow, indignance, etc. Pathos is a communication channel which helps explain points. It also communicates our own, personal response to the situation or issue being described. Don't be afraid to over do it (you won't) . . . yell, pout, cry, mock . . . these will add impact to your words.
7. Students really enjoy humor. It's good to include humor in most (though not all) teachings. Humor can put people at ease and build a momentary sense of connectedness. Be careful though. Humor can be overused. It also can be inappropriately used. Many topics do not lend themselves to humor (death, judgment, etc.) Also, timing is important. If you crack a joke immediately after making a serious point, the joke will rob your point of all its strength.
8. Even our choice of words can animate our teachings. Use strong, evocative, descriptive words such as: ~~—adical~~ or ~~—sold out~~ not ~~—committed~~, “cling to” not ~~—hld~~ on”, “gigantic” or ~~—immense~~ not ~~—big~~ “despicable” not ~~—ba~~, “hate” not ~~—dislike~~, ~~—despair~~ not ~~—ge~~ up”, “worthless” not ~~—usless~~, “fantastic” not ~~—god~~, “bitchy” not ~~—ni~~ a bad mood”, “awesome” not ~~—reat~~, “despise” not ~~—dislike~~. Slang is a point of identification that can add life to our teachings. Be careful though, slang has a limited life and after awhile slang words start to loose their punch . . . they become fillers that don't add any real meaning (e.g. really, cool, excellent, etc.)

Other tip/ideas:

### 1. Preaching Points

- a. Put yourself in the student's shoes. They are all about rebellion and being radical. Jesus was a radical who actively rebelled against the compromised institutions of His day. Appeal to them that Christ does not want us to settle for the status quo . . . He wants us to make a difference -- to rebel against the American Dream -- to be radicals dedicated to changing the world.
- b. Students also have a very naïve self-righteousness that consistently asks, —~~bw~~ dare God? How dare the church? How dare anyone?" It can be effective to appeal to this sense of indignance when teaching about God's judgment or the account of the Flood or Abraham and Isaac. Once you have drawn them out you can effectively teach how fallen we all are.
- c. It can be effective to end the teaching with a question. Asking students to provide other ways to apply a truth has enhanced many good teachings. A caveat is that we must be careful not to omit application from our teachings. Remember our points of application must be well developed . . . if we count on the sharing portion of the meeting to make and develop points of application we are going to be disappointed. Practically speaking, the teacher needs to be prepared to ask a series of questions to draw out additional points of application.

### 2. Logistics:

- a. Home Group teachings should be about 30 minutes long. Especially gifted teachers may be able to go longer but even in this case we need to consider how much high school students are able to digest.
- b. Maps and diagrams are well received. Often it is best to hand out diagrams to each individual student.
- c. Students should be compelled to sit up and face the teacher.
- d. Stand and move around while you teach. Do not sit.
- e. Involve students by asking them to read passages. If you are going to use a number of passages, pick students ahead of time and ask them to be prepared to read the passage upon request.
- f. It's best to have the teacher publicly pray before the teaching. The opening prayer sets the tone. After the teaching there will be adequate time for corporate sharing and prayer.

### 3. Miscellaneous

- a. If you lose your train of thought during a teaching, it is usually better to go on to the next point instead of backtracking.
- b. Don't cite too many biblical references . . . each time you ask students to search for a passage is a point of distraction.
- c. Use pauses and periods of silence to emphasize points. Remember, it may take students longer to understand/absorb a point.

# Teaching techniques for high school

From James Rochford

Some high school workers got together and discussed teaching the Bible to students. Here is a summary of what they came up with.

HERE IS THE LIST OF TEACHING TECHNIQUES THAT WE CAME UP WITH:

1. Explain the verse before you read it. Never read the verse first and then explain. We think the students zone out unless you've explained what they're reading.
2. Call on students to read. Don't ask, "Who wants to read a passage?" It takes too long. Also, you can use this when someone is being disruptive. You can call on someone eight times in a row if you want and if they keep screwing off.
3. Approach two students before the meeting to get them to answer a discussion question of yours or to pray. Maybe give an example to your own question to help them get the picture.
4. Give the group 5 minutes in the middle of your teaching to look through a passage and draw out whatever you want them to find. Changes up the pace; makes them think.
5. More DISCUSSION, VISUALS, ANALOGIES. Why not use the white board every teaching? It helps draw them back in.
6. Think of a catch phrase for your teaching: Bill Hybels "Just Walk Across the Room." Try and slip it into your teaching at strategic times.
7. If you aren't teaching, try and think up good discussion questions during there teaching to help them out.
8. Better application. Not just Bible, Prayer, Fellowship.
9. Repeat your teaching outline for each stage of the teaching. If you're at the first point explain it. When you get to your second point, explain your first then your second. When you get to your final point, explain all of your points all over again.
10. Strong introductions: Analogy, joke, pop culture.
11. At the end of your teaching, have flexibility with the discussion. Maybe somebody there doesn't want to talk about the topic of your teaching, but maybe they want to talk about something else. Why stop them?

# Discussion question template

Scott Risley

## Compare and contrast: Reconcile apparent contradictions

- How is \_\_\_\_\_ similar to or different from \_\_\_\_\_?
- What's the difference between \_\_\_\_\_ and \_\_\_\_\_?
- What's the relationship between \_\_\_\_\_ and \_\_\_\_\_?
- What do these things have in common?
- How does this fit in with what we read/said earlier?
- How do you think \_\_\_\_\_ reconciles with \_\_\_\_\_?
- These both sound good. Let's hear more evidence for each.
- Set up an apparent contradiction in your introduction, and ask the group how it might be resolved

## Application: Connect abstract concepts with concrete realities

- How does \_\_\_\_\_ illustrate \_\_\_\_\_?
- What would it look like if we applied this in our lives?
- What would it look like if we had \_\_\_\_\_ but not \_\_\_\_\_?
- What kind of results would we see if \_\_\_\_\_?
- How might this particular truth apply either to life in general, or to specific situations?
- Where do you see \_\_\_\_\_ play out in this situation?

## Reaction: Personal opinion and experience

- We've covered several important points. What do you think of them so far?
- Do you agree or disagree with \_\_\_\_\_? Why?
- Are you in favor of \_\_\_\_\_? Why/not?
- What is your reaction to this?
- What does \_\_\_\_\_ mean to you?
- When you think of \_\_\_\_\_ what comes to mind?
- What is your reaction to this statement? (Read a statement from a third party – either real or imaginary)
- Who can share an experience about \_\_\_\_\_?
- How do we \_\_\_\_\_? OR What are some ways that we \_\_\_\_\_?
- What types of things might \_\_\_\_\_? (e.g. —God call us to do?" "we need to do in order to forgive?" )



**Role play: View from another perspective**

- How might \_\_\_\_\_ have felt when \_\_\_\_\_?
- How would you feel if you were in \_\_\_\_\_'s shoes?
- What thoughts and fears might \_\_\_\_\_ have had when \_\_\_\_\_?
- How do you think someone from *x, y, or z perspective* would answer this question?
- How do you think he might have reconciled \_\_\_\_\_ with \_\_\_\_\_?
- What advice would you give someone in this situation?
- Do you think he wanted this to happen? Why?

**Summarize, draw conclusions, and predict future outcomes**

- What results do you think this attitude might produce?
- What trend or pattern are you noticing here?
- What are we to make of this?
- How did you come to this conclusion?
- What would our group look like if we really understood this?
- What themes do you notice in this passages?
- If you had to summarize this in a single sentence, what would it be?

**Creative thinking**

- If we were going to construct a definition for \_\_\_\_\_, what would that need to include?
- What are some other ways that \_\_\_\_\_ could have responded here? What benefits or drawbacks do you see for each?
- What might be some different solutions to this problem?

**Critique, Analyze or Evaluate**

- Before we reject this perspective, who can share some of its strengths?
- What are the strengths and weaknesses of this position?
- What are some problems with that line of reasoning?
- What do you think of this approach?
- What are the underlying assumptions here?
- What are some suggestions that Paul gives in this passage about how to deal with suffering?
- Present and analyze a complicated ethical situation
- What are the principles at work here?
- What effects did this produce?
- What are some reasons this passage gives for \_\_\_\_\_?

**Other**

- Brainstorm and then organize
- Play devil's advocate

# Temperamental teaching sins

June 24, 2010

## Melancholy

- Refusal to have a main point
- Reluctance to get practical
- Overly complex thought-flow and wording
- Tries to be DEEP and cover EVERYTHING
- STRENGTH = Discerning, moved by content

## Phlegmatic

- Refusal to speak prophetically (challenge, apply)
- Boring!
- Lack of spiritual power
- Tries to be LIKED
- STRENGTH = Clear thinking

## Sanguine

- Refusal to work hard and suffer to learn and communicate
- Lack of structure
- Heat without light
- Tries to be ENJOYED
- STRENGTH = Fun and engaging

## Choleric

- Refusal to serve and support audience
- Lack of relational investment leads to dismissal of message
- Preachy and legalistic
- Ego involved instead of trusting God's power
- Tries to be IMPRESSIVE
- STRENGTH = Prophetic message

# What about boys?

By Dr. Dan Hodgins

## Boy Statistics:

- Last year 34 percent of preschool children were expelled; 87 percent were boys
- 81 percent of children “kicked out” of school last year were boys
- Boys are six times more likely to be “misdiagnosed” with ADD or ADHD
  - Highest usage of ADD medications are in the Midwest
  - By “misdiagnosed” he means that in a stimulating environment they do well and brain function is normalized
  - Hodgins: —“Many boys labeled ADHD are highly bored and highly mobile.”
- Boys are four times more likely to be labeled special education
- Boys are seven times more likely to be labeled with reading or language delays
- Boys are more likely to complete high school
- Boys are nine times more likely to be labeled with a behavioral problem
- Boys are four times more likely to commit suicide

## Developmental and structural differences

- In most cases girls’ brains mature earlier (boys can be 12-18 months behind)
  - It is OK for boys to act a little less mature . . . they are.
- Girls acquire their complex verbal skills as much as one year earlier
- The corpus collosum in females is up to 20 percent larger (center of emotion)
  - Boys don’t talk about their feelings and are less motivated by compassion
- Girls take in more sensory data
- Boys have thicker skulls (literally)

## Functional differences

- The resting female brain is more active than the activated male brain
- Male brains turn on, like a machine to do a task, then go into a pause state
  - When boys are sitting still (i.e. being well-behaved) they are very likely in a pause state and are NOT learning
  - Good teachers help boys stay in an active-learning mode
  - Three things that turn the brain back on . . . incorporate these into learning environment
    - 1. Spinning
    - 2. Jumping
    - 3. Yelling
- The male brain is overwhelmed by stimulation more quickly
- Boys have smaller auditory canals than girls
  - Boys respond better to loud noises
    - Talk louder to them
  - Six times more girls sing in tune
- Males are better than females in bright lights
- Girls have better long term memory

## **Language differences**

- Communication among boys is 55 percent facial expressions, 38 percent voice tone and 7 percent voice alone
  - Lectures are ineffective
  - Showing is better than telling when possible
- On the average females produce more words than males
  - Girls by age five have 5-7,000 words and boys have 3-5,000 words (adults need about 10K)
- Girls use words as they learn them
- Boys work silently
- Boys work out codes among themselves
- Boys relate language with action

## **Use of space**

- Boys tend to need more space when they learn
- Girls usually stay within a confined space
- Boys build tall and wide
- Boys move more objects in space
- Boys tend to be better at spatial relationships

## **Testosterone**

- Preschool boys can have up to five spikes an hour
- School-age boys can have up to seven spikes an hour
- Adolescent boys can have up to 10 spikes an hour
- During a spike, boys either engage in motor activity or get an erection
  - Keep boys moving during learning experiences

## **Feelings and emotions**

- Boys process and release feelings in quick bursts of energy
- Males are wired to have delayed reactions to problems
- Boys project emotions to outside space
- Males' feelings are expressed more physically
- Males can go into a "fight or flight" state for protection
- Boys do not talk about their feelings
  - Hodgins made a big point about this
  - Seems like boys need good modeling here

## **Bonding and attachment**

- Bonding and attachment must occur before the age of five
- Roughhousing is essential for bonding
  - We need to allow and facilitate this
  - When girls complain (use complex verbal skills about boys' behavior) he says, —Get away from them! You're going to get hurt unless you GET AWAY!"
  - He provides space in his classroom for boys to be aggressive
- Hugging, handshaking, back slapping, punching and pinching are modes of bonding
- Gun play, sword fighting and kicking games are not violent initiators
- Bossy kids are healthy kids
- Give choices that are powerful
  - Don't offer a choice if it isn't real
  - —Would you like to sit here or there?" vs. —Would you like to take your seat now?"

## **Learning**

- 98 percent of information we receive leaves within five minutes unless it is:
  - REAL (how to get to the candy store vs. states and capitals)
  - Tied to EMOTION (intentionally communicating emotion in teaching)
  - RELEVANT (tie what they need to what they want)
- Movable objects are needed
- Power play
- Firm adults
- Time to solve problems
- Visual guidance
  - Give visual commands
  - Avoid abstractions

## **Rule setting**

- State a rule only if you can enforce it
- Give real choices
- Ask: —Is it really that bad?"
- State rule if *they* need it

## **Guidelines for dealing with boys**

- Provide regular opportunities for major motor movement during learning times
- Minimize rules (i.e. only rule = —show respect")
- Use visual clues (signs, etc.)
- Give choices that are powerful
- Talk louder
- Use reward structures
- Transition quickly

## **Cell Meeting Management: Dealing with Disruption**

Often times, perfectly taught and well planned cell groups can be sabotaged because of one or two disrupting students. Let's consider ways we can minimize the disruptions without being too controlling. Remember these guys are young and immature, so don't be discouraged if your group feels like chaos at times. Here are some ideas to help minimize distractions.

- The best way to minimize unproductive disruptions in your meeting is to have **strong and exciting teachings**. However, this doesn't always work.
- **Clearly state your expectations** up front, before the teaching starts. (*You must raise hand to talk, don't disrupt, etc.*)
- **Stand up** when you teach, move around, keep their attention.
- Consider involving **distracting students** in your teaching. Maybe they can do a short skit or be challenged to interact in discussion. Look for productive roles they can play in the meeting or during the activity.
- **Challenge key students** to lead and participate in this area, and let them know the impact they are making.
- **Use primary reinforcement**, like candy if necessary, but it must be done correctly. Make it contingent on their actual behavior. For example: *Whoever has the best contribution/participation at this teaching gets a free milkshake at McDonalds*. Also, the rewards should be intermittent. Be careful not to do this every time as they will begin to expect it. Consider using rewards in the first several cell groups, but fading these as the year continues.
- **Change the seating**. (*ex: have HS helpers sit between problem, limit how many may sit on the couch when they all want to pile on*).
- **Separate disrupting students**. First, give students a warning. Ex. *If you persist, you'll have to move to another seat, away from your friend*. If the student continues disrupting, follow through on your threat. After being moved, if they continue disrupting, move them out of the room. If this becomes a recurring issue, consider suspending a student from one or two cell group meetings. However, before you follow through on this, confer with your senior cell group leader or your cell group coach.
- **Help them see their negative and positive spiritual impact**. Pull the disruptive student aside later. Discuss how their actions are effecting the meeting and drawing attention to themselves, etc. Explore whether their actions are pointing to a deeper problem with God. At the same time, try to give them a vision for how they can be a positive influence. Read some scripture that might be applicable. See [Titus 2:6](#) *Likewise urge the young men to be sensible*. See [1 Peter 5:5](#) *You younger men, likewise, be subject to your elders; and all of you, clothe yourselves with humility toward one another, for GOD IS OPPOSED TO THE PROUD, BUT GIVES GRACE TO THE HUMBLE*.

