

TEACHERS AND TEACHING

INTRODUCTION:

1. The religion of Christ is a taught religion.

(1) Under the new covenant knowledge of God precedes covenant relationship with Him. (Jer. 31: 31 – 34)

(2) Jesus commanded that the gospel be taught to every creature (Matt. 28: 18 – 20; Mk. 16: 15 – 16).

(3) Jesus said, “Every man therefore that hath heard, and hath learned of the Father, cometh unto me” (John 6:45).

2. Two vital truths about teaching:

(1) In teaching others we help them to be saved (I Tim. 4:16).

(2) In teaching others we save ourselves (I Tim. 4:16; Ezek. 3: 17 – 19).

3. The teacher is the medium through which God’s word is planted in the minds of students.

(1) In the parable of the sower Jesus discusses four (4) types of soil (minds) in which the seed (Word) is planted (Matt. 13: 4 – 8, 18 – 23).

a. The teacher will see failures many times – not because he failed in teaching, but because of the soil in which he planted the seed.

b. The Hebrew writer had problems teaching because they were “dull of hearing” (Heb. 5:11).

4. A teacher needs knowledge and training.

(1) God expects His children to know His will (II Tim. 2:15; Eph. 5:17; Col. 3:16; Matt. 7:21).

(2) A teacher of God's word must know God's word; no teacher can teach that which he does not know.

(3) A person who knows God's word need training in order to be able to teach that Word.

(4) There is a difference in knowledge and training.

a. Knowledge: What we learn from studying the Word.

b. Training: Learning to impart that knowledge to others in the most effective way.

5. Three things a good teacher is to do:

(1) First, the teacher must arouse the student's desire to know.

(2) Second, the teacher must help the student in learning:

a. He must impart knowledge.

b. He must stimulate and guide the learning process.

(3) Thirdly, he must help the student to form right conclusions and encourage him to act on them.

6. Things that will help you to be a better teacher:

(1) Confidence

a. Two things that give confidence

i. Know your lesson.

ii. Practice.

(2) Love your students.

(3) Be filled with enthusiasm for your work (Col. 3:23).

(4) Learn to have some variety in your methods and ways of teaching.

(5) Think about your class and ask yourself, “What do they need?”

(6) Be ready and happy to sacrifice for those whom you are trying to help through teaching.

7. The teaching program of the church is under the oversight of the elders.

(1) Acts 20: 28; I Pet. 5: 2 – 4

(2) Class teaching is just as important as teaching in the pulpit.

(3) Error in the classroom is often more dangerous because it can go undetected for a longer period of time.

(4) Elders are to know what is being taught and how it is being taught (Acts 20:28).

(5) Elders must learn to recognize good and poor teaching.

(6) Elders should be looking for new teachers to be trained and used.

(7) Elders should ask these questions before they place a teacher in a classroom:

a. Would Christ approve of the teacher selected?

b. Is this the best teacher for this class?

c. Does this teacher have any undesirable habits?

d. Is this teacher willing to grow and develop?

I. THE TEACHER'S QUALIFICATIONS

1. A teacher should be a Christian in the fullest sense of the word.

(1) Must be an example to the believers (I Tim. 4:12).

(2) Must behave himself (I Thess. 2:10).

(3) Must flee youthful lusts (II Tim. 2:22).

(4) Must take heed unto self (I Cor. 9: 27).

(5) Must follow after:

a. Righteousness (I Tim. 6:11; II Tim. 2: 22).

b. Godliness (I Tim. 6:11).

c. Faith (I Tim. 6: 11; II Tim. 2: 22).

d. Love (I Tim. 6: 11; II Tim. 2:22).

e. Patience (I Tim. 6:11).

f. Meekness (I Tim. 6:11).

g. Peace (II Tim. 2:22).

2. A teacher must be a good student of the word of God.

(1) Is an investigator, a seeker of truth (John 8:32; Prov. 23: 23).

(2) Is an explorer – follows wherever the Bible leads.

(3) Has the courage to learn; it is often costly to learn a new truth.

(4) Uses his right to think for himself.

(5) He believes God is speaking to him in the New Testament (Heb. 1: 1 – 2).

3. A teacher must be able to teach himself as well as others.

(1) Rom. 2: 21 – 23.

(2) II Cor. 13:5.

4. A teacher must have ability to teach.

(1) II Tim. 2:24

(2) Time is needed for gaining skill in handling the word of God. (Heb. 5: 12 – 14).

5. A teacher must teach with all authority (Tit. 2: 15).

(1) He must teach the Word as the requirements of God – not as advice.

(2) He must teach without ambiguity (clearly and concisely).

6. He must not teach to please men (I Thess. 2:4; Gal. 1:10).

7. A teacher must be sound in the faith.

(1) Titus 2:1

(2) II Tim. 1:13

8. The teacher must understand the needs of the students.

(1) Some need “milk” (Heb. 5: 12 – 14).

(2) Some need “meat” (Heb. 5:14).

(3) The teacher must learn to fit the lesson to the needs of the class.

9. The teacher must give himself continually to prayer (Acts 6: 4; II Thess. 3:1).

II. SOME “NOTS” FOR TEACHERS:

1. The teacher must NOT make himself (herself) prominent.

(1) We must not make the classroom the “showcase” for our abilities.

(2) If we teach a lesson to display ourselves, we are misusing our ability which God has given us.

(3) The teacher is never as important as what he is teaching.

2. The teacher must NOT expect too little of his (her) class.

(1) The teacher has a right to expect the students to have their lessons prepared in advance.

(2) The teacher has a right to expect the students to answer questions.

3. The teacher should NOT become discouraged.

(1) Teachers become discouraged because they think the students aren't listening to them.

(2) They think the students are not learning.

(3) If you feel that something is wrong, take a good look at your teaching:

a. Look at your method of presentation.

b. Look at the material you are using.

c. If correction needs to be made, make it; but don't become discouraged.

d. Gal. 6:9

III. PRINCIPLES TO GUIDE OUR TEACHING

1. The lesson must be designed to fit the needs of the students.

(1) In designing our lessons, we must consider:

a. Age of the student.

b. Intellectual ability.

c. The moral and spiritual condition of the student.

2. The teacher must arouse in the student a desire to know what he is teaching. Effective teaching cannot be done without cooperation between the student and the teacher.

3. The lesson must be presented by the teacher in clear, precise language.

(1) It is better to present one clear truth than a dozen “clouded” truths.

(2) Be definite:

a. In asking questions.

b. In stating dates and facts.

c. In presenting commands.

4. The teacher should begin with the known and advance to the unknown.

5. Illustrations should be used to aid in the comprehension of truth.

6. The teacher needs to review what has been learned (Heb. 2:1).

7. The teacher needs to use variety in presentation of his lessons.

(1) The Recitation method.

a. A systematic use of questions.

b. The advantage of this method:

i. The teacher is able to determine whether the student is understanding the lesson being taught.

ii. It encourages class participation and individual development.

iii. It helps the teacher to detect erroneous impressions in the minds of the students in order to correct them.

(2) The Drill method.

a. Excellent method for children.

(3) Class Discussion method.

a. The teacher must keep a tight rein on the class when he has this method in order to keep it from drifting away from the subject under consideration.

(4) The Lecture method.

a. The teacher does most of the talking.

b. This method works well for adult classes.

8. The teacher must realize that nothing is taught unless something is learned.

9. The teacher should understand fully the background of the lesson.

(1) A broader and more thorough study should be made by the teacher than that which is found in the lesson material the student has.

(2) No teacher should be satisfied with merely “getting by” with the lesson.

10. A full knowledge of the subject which is being taught will demand respect from the student for the teacher.

(1) If the students see that the teacher does not know much about the lesson, they soon lose respect for the teacher.

(2) When the students lose respect for the teacher, it is time to get another teacher!

11. Success as a teacher is not a haphazard affair; not a matter of chance or luck; it is the result of a well-planned work persistently carried out.

12. The teacher should not spend a lot of time on minor details to the neglect of the main points of the lesson that need to be drive n home.

13. Teachers need to realize that failure is generally due to lack of preparation.

(1) Many teachers do not give themselves enough time for preparation.

(2) Preparation should begin well in advance.

14. A teacher needs to realize that he (she) has only been successful in teaching when Bible truths have been imparted to the students and they are built up in the Faith (Acts 20:32).

15. A teacher needs to realize that true enthusiasm in a Bible class can only be created by a deep and pious reverence for the word of God and a strong desire to know it.

(1) False motives will not produce it.

16. The teacher needs to realize that the first five minutes are crucial to the rest of the class period. If the opening of the lesson is dull and ineffective, the teacher may not retrieve the situation.

17. Class discipline is very important; very little teaching can be done where there is confusion.

(1) A teacher who cannot keep order can never be a successful teacher.

(2) A teacher who is nervous, fretful, and fussy cannot command respect and control others.

(3) To command respect and control others, one must be able to control self.

(4) No one can keep order outside when there is disorder within his (her) own heart.

(5) A teacher should be well-poised, self-possessed, dignified in bearing, and even-tempered – these qualities command respect.

IV. THE TEACHER NEEDS SUFFICIENT EQUIPMENT TO DO HIS WORK.

1. A good teacher will use every aid possible in Bible study.

2. These are:

(1) A good readable Bible.

a. One's main study Bible should be a word-for-word translation:

i. The American Standard Version; King James Version; New King James Version; New American Standard Bible.

b. Modern translations – translations by individuals. It is best to use these as one would use a commentary.

i. They are more concerned with bringing out the thought of a verse than in making it a word-for-word translation; so, what you have is what the translator thought the verse meant.

ii. One must be aware of the tendency by modern translators to produce what is more a commentary or paraphrase than an accurate translation.

(2) A good Concordance.

a. A concordance lists key words in the Bible along with the places where these words are found.

b. These key-words are listed alphabetically.

i. *Strong's Exhaustive Concordance* is very good. It has a dictionary of the Hebrew and Chaldee, words of the Old Testament; and a dictionary of the Greek New Testament.

(a) A good thing about buying this concordance is that other works have been keyed to its numerical code:

A. Interlinear Greek-English New Testament

B. Thayer's Greek-English Lexicon of the New Testament

C. Gesenius' Hebrew-Chaldee Lexicon of the Old Testament.

ii. Other Concordances:

(a) *Cruden's Complete Concordance*

(b) *Young's Analytical Concordance*

(3) A good Bible Dictionary.

a. One of the reasons people have trouble in Bible study is a failure to know the meaning of words.

b. You will need both a Bible dictionary and an ordinary English dictionary.

(4) Bible Encyclopedias are also good if you can afford them.

a. Articles on Bible Topics.

(5) Books on Bible Geography.

a. *Baker's Bible Atlas* is about as good as you can get.

(6) Commentaries.

a. A commentary is simply some person giving what he believes to be the meaning of some portion of scripture.

b. They are only as reliable as the person doing the writing.

c. One must always study commentaries with the constant awareness of human weakness and the possibility of error.

d. One needs to know the religious background of the writer of the commentary before reading his comments on the word of God.

e. Begin your Bible study with the Bible alone and with an open mind; let the study of the commentary always be secondary.

i. Some people do all their Bible study and teaching from a commentary. This is a lazy way to begin with, and is also very dangerous.

f. Some commentaries by members of the church:

i. *The E.M. Zerr Bible Commentaries* (six volumes).

ii. *The Gospel Advocate Commentaries* (different writers in this set: David Lipscomb, H. Leo Boles, C. E. W. Dorris, and Guy N. Woods).

iii. J. W. McGarvey Commentaries:

A. The Four-Fold Gospel

B. Acts

C. Thessalonians; Corinthians; Galations; Romans (by McGarvey & Pendleton).

iv. *Romans*: by Robertson L. Whiteside

v. *Revelation*: by Homer Hailey

vi. *The Minor Prophets*: by Homer Hailey

(7) Books on Bible Background:

a. *The New Testament Survey* (by Merrill C. Tenney).

b. *New Testament Times* (by Merrill C. Tenney).

c. *An Introduction to the Old Testament* (by Edward J. Young).

d. *The Old Testament Speaks* (by Samuel J. Schultz).

e. *Alleged Discrepancies of the Bible* (By Haley).

V. A TEACHER SHOULD KNOW THE SEVEN LAWS OF TEACHING.

1. The Law of the Teacher: “One who knows the lesson or truth or art to be taught”.

2. The Law of the Learner: “ One who attends with interest to the lesson”.

3. The Law of the Language: The medium used by the teacher and the learner must be common to both.

4. The Law of the Lesson: “The unknown must be explained by means of the known”.

5. The Law of the Teaching Process: “Teaching is arousing and using the pupil’s mind to grasp the desired thought”.

6. The Law of the Learning Process: “Learning is thinking into one’s understanding a new idea or truth, or working into habit a new art or skill”.

7. The Law of Review and Application: “The test or proof of teaching done—the finishing and fastening process—must be a reviewing, re-thinking, renewing, re-knowing, re-producing, and applying of material that has been taught”.

(These Laws are from John Milton Gregory’s book, “*The Seven Laws of Teaching*” which I copied from John D. Cox’s book, “*Another Men’s Training Class*” dt)

NOTE: The material used in preparing these outlines has been taken from several books:

1. *Teaching to be Saved*, by J. W. Andrews

2. *Manual for Teaching*, by H. Leo Boles

3. *The Men’s Training Class*, by John D. Cox

4. *How to Study the Bible*, by Earle H. West

5. *How to Study the Bible*, by Albert Sweet

6. *Guiding Junior Boys and Girls*, by Myrtle Owens Looney

7. *Martha, Martha*, by Marge Green

8. *Church Leadership Training*, by Arvid McGuire

These lessons were compiled by Donald Townsley