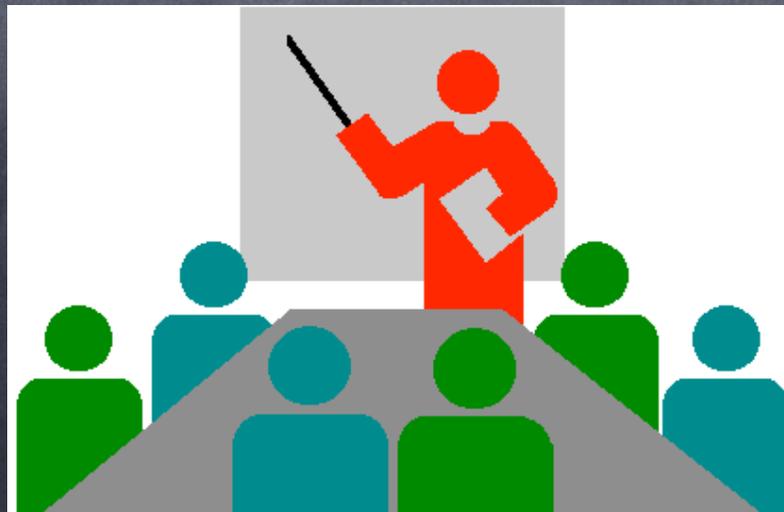




Welcome to

Teacher Training I



Why do you teach?



Don't be in any rush to become a teacher, my friends. Teaching is highly responsible work. Teachers are held to the strictest standards.

James 3:1

Where to begin?

Biblical Text

Q: What is a BIG IDEA?

A: “The central truth that the author of the scriptural passage intended to communicate to the original recipients or hearers of the text.”

–Richards and Bredfeldt

Q: Why is it important to write a
BIG IDEA? What are the benefits?



Q: What is pedagogy?

Q: What is a PEDAGOGICAL IDEA?

A: “restates or revises the bridge principle (or exegetical idea or big idea) in light of the student context.”

A: Answers the question, “What do I want my students to learn?”

-**Richards and Bredfeldt** (parenthesis mine)



Q: Why is having a pedagogical idea important? What are some of the benefits of adding this step?



So...



Q: What is a LESSON AIM?

A: "A lesson aim is a statement developed by the teacher to describe the kind of learning and life change that is desired or expected in the life of the student as a result of completing a lesson, unit, or course of study. Teachers develop aims to describe changes that grow out of learning. Aims describe the targets of teaching."

-Richards and Bredfeldt

Bloom's Taxonomy of Educational Objectives: 3 Domains of Learning

Behavioral
(Action Aim)



Affective
(Inspiration Aim)



Cognitive
(Content Aim)

Q: What are the LESSON AIMS?

A:

Content Aim: Purpose is to communicate the biblical information.

Inspiration Aim: Purpose is to inspire, touch the emotions, change or challenge an attitude, affect a personal value choice, or engage commitment to an ideal or belief.

Action Aim: Purpose is to move to action or impart a skill.

-Richards and Bredfeldt



Q: What does a LESSON AIM look like?

A: Should be:

- *Short enough to be remembered
- *Clear enough to be meaningful
- *Specific enough to be achieved
- *Written in terms of the students

“Students will (learning verb) the (learning concept) by (learning response)”

–Richards and Bredfeldt

Q: What's the value of doing LESSON
AIMS?

Q: Is it really worth doing all this
foundational work before you actually get
into the lesson?

Let's try an example...

1 Kings 19:9-13a

Spend a few minutes at your tables to come up with a **BIG IDEA, PEDAGOGICAL IDEA,** and **LESSON AIMS** for this passage. One person at your tables be ready to report back what you came up with.



Q: What is a HOOK?

A: "You must seek to entice them (the busy, distracted people you are teaching) away from their private thoughts and share in this time of learning. And so you use the hook. Fisherman use it to get the fish out of the lake into the boat. You use it to bring your students into the Word of life."

-Richards and Bredfeldt





A good HOOK...

- ...gets attention
- ...surfaces a need
- ...sets a goal
- ...naturally leads into the Bible study

Let's try another example...

1 Kings 19:9-13a

Spend a few minutes at your tables to discuss **HOOKS**. What have you found to be most effective in your own teaching? Try to come up with a **HOOK** for our example passage.

When you're done, feel free to take a break...



Q: What is a BOOK?

A: "the teacher seeks to clarify the meaning of the passage being studied."

A: Answers the question, "What does this passage mean?"

-Richards and Bredfeldt



A good BOOK...

- ...effectively communicates the BIG IDEA of the text.
- ...but also digs deeper than just the BIG IDEA to bring out a fuller understanding of the passage.
- ...is taught more effectively with adults through a participatory (andragogy) method, rather than through a lecture (pedagogy) method.



A good BOOK...

- Adults need to be involved in the planning and evaluation of the instruction.
- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-centered.

Let's try another example...

1 Kings 19:9-13a

Spend a few minutes at your tables to come up with a **BOOK**, the fuller meaning God intended by having this text in the Bible. Try answering these questions to get you started...

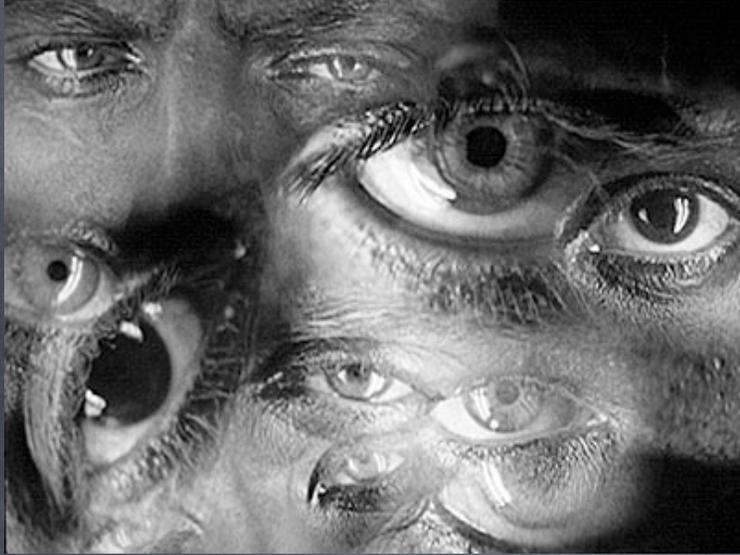
- 1) Why do you think God asks Elijah what he is doing there?
- 2) What was going on in Elijah's life leading up to this passage? How do you think Elijah was feeling? What was his mood?
- 3) What do you think God was trying to convey to Elijah by passing by him? What do you think was the significance of God being in a "gentle whisper"?
- 4) Read verses 14-18. How does God respond? What do you think He responds this way?

Q: What is a LOOK?

A: "Application to the students' daily lives."

A: Answers the question, "What does this mean for the pattern of our daily lives?"

-Richards and Bredfeldt



A good LOOK...

- ...brings the passage into the 21st century.
- ...helps make the passage come alive to the students.
- ...effectively applies the BOOK to the students' daily lives.

Let's try another example...

1 Kings 19:9-13a

As an example of a LOOK, spend a few minutes at your tables reading the case study. Discuss the questions at the end...

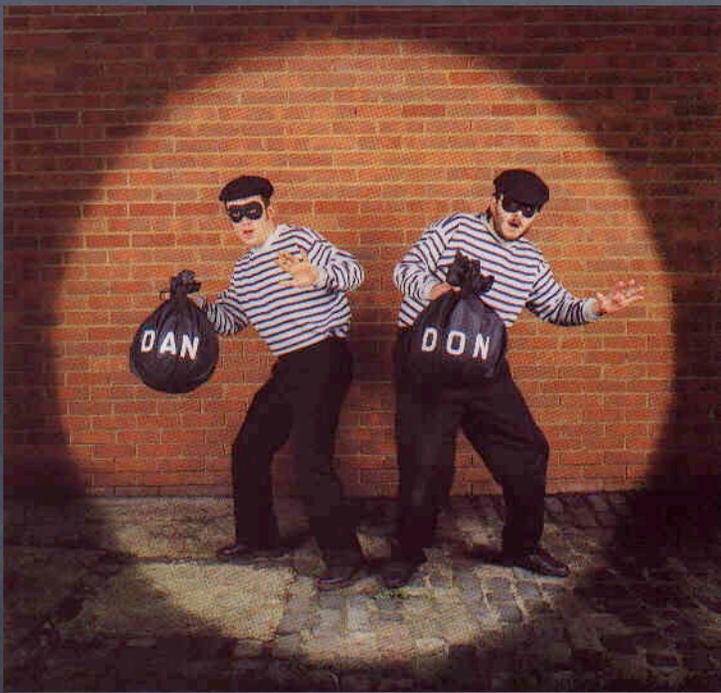


Q: What is a **TOOK**?

A: This is the portion that gets specific and personal for your students.

A: Answers the question, "How do we live out the biblical truth we just discussed in our world, where we live, work, and play?"





A good TOOK...

- ...moves your students to action.
- ...gives your students something practical to do/change as soon as they walk out the classroom doors.
- ...often affects the behavioral/psycho-motor domain most intentionally.

One last activity...

1 Kings 19:9-13a

- **(Option 1)** Now imagine that Harold and Ruth are you. You are the one going through terribly difficult circumstances. You are feeling helpless, and frustrated and bitter towards the Lord. What would encourage you to hear or receive from someone else? How could they best minister to you? Take 5 minutes to write down your thoughts.
- **(Option 2)** Being able to help others quiet distractions, be still, and know that God is God and always loves us and never leaves us or abandons us, begins in our own hearts. How will you seek to grow in this discipline this week? What changes will you make? How will you quiet your own life's distractions and hear God's still, small voice and his gentle whisper? Write down specific ways, keep the paper in your Bible, and next week report back how you did.

Questions?

Discuss at your tables first...

...Then we'll discuss unresolved questions in about 5 minutes as group

