

The
“idea” NOTEBOOK

Teaching Techniques



For the Sunday School teacher

For the Bible study group

For individual study for personal growth

These were taught in a “Personal Growth Seminar” as well in many different churches by the author... for the Sunday School staff. They will greatly aid any serious worker for the Lord and would help the Christian School teacher or parent who does “Home Schooling” for his children!

-- Dr. Edward Watke Jr.

Preface

One of the greatest joys in life is to be a teacher. I am not just speaking of those who formally teach. But of the parent in the home who has a tremendous opportunity to mold the lives of children through consistent family devotional times, sharing the Word of God as a family.

All of these lessons ... *Teaching techniques...* can be of great assistance to the parent who will read them, study them, and then apply them. These lessons will bring a greater joy in the personal study of the Word of God and will surely produce much for fruit in anyone's study. May it be so.

-- Dr. Edward Watke Jr.

Table of Contents

Lesson #	Title	page
# 1	Fantastic Story Telling	pg. 3
# 2	Teaching a Bible Lesson	pg. 8
# 3	Gaining and Holding Your Child's Attention	pg. 11
# 4	Preparing a Bible Lesson	pg. 17
# 5	The Importance of Child Development	pg. 22
# 6	Presenting the Gospel Story	pg. 29
# 7	Motivating Others for God's Glory	pg. 35

Teaching Techniques

Lesson One

“FANTASTIC STORY TELLING!”

Tell Me A Story!

Everybody loves to either hear a good story or be the one who tells it! Most everyone enjoys stories because, if told well, they have interest, movement, enthusiasm, dramatics, and are usually about things that are of interest to all of us.

Teaching is causing a person to feel, to think, to do what God desires... it is bring change into the life.

Why is story telling so important? Why did Christ give all those parables? Why are there so many stories in the Old Testament? Sure we know from the answer to these questions that stories was a major way of giving truth.

Parents would have more impact on the character building of their children's lives if they would cloak much of their teaching in story telling form.

Almost everyone tells stories, at least at one time or another.

There are:

- Personal stories with interest, movement, enthusiasm, etc.
- Stories about hunting, fishing, sports, work, daily events.
- Stories about children, antics, funny things, etc.
- Stories about the unusual, the scary, and the dramatic.

Many fail to tell a story well because they:

- don't follow the right techniques,
- don't follow right principles, and they
- are bound to the print before them, or
- are bound to misconceptions about story telling,
- and fail to get the point across.

I. WHAT IS A STORY?

A. Stories are “word” pictures that arouse intense interest and feeling.

B. A narrative of real or imaginary events, forming a vitally related whole.

1. They may be Bible stories or illustrations from the Scriptures.
2. They may be stories in real life of varied content to illustrate a point.
3. They are like windows that “*let the light in*” on the subject at hand.

C. To succeed in story telling, we must

1. meditate on it,

2. reconstruct it,
3. think through the scene of it,
4. relive it, feel it,
5. and imagine the possible, probable, and improbable.

II. WHY IS STORY TELLING SO IMPORTANT?

A. It is the most effective method of presenting truth to children.

1. Truths made to live; 2. for, imagination strengthens memory.
3. Characters are brought to life, observed as individuals.

B. Christ used it extensively, (parables, events, etc.)

C. The Bible is narrative to a large extent, made up of stories.

1. In the Old Testament vast amounts of it are made up of history.
2. The gospels are a story of Christ's life and teachings, etc.
3. The Book of Acts is made up of stories of Peter's and Paul's life -- doings, and words, etc. (As well as the stories of many others.)
4. Rev. 1:11 _____
5. John 21:24-25 _____
6. Rom. 15:4 _____

III. WHAT IS THE PURPOSE OF STORY TELLING?

A. To Communicate Bible knowledge. (to inform, but it must go much farther than this.)

1. To arouse the pupil's mind (attention, and interest).
2. To direct his mind to facts you desire to drive home to his heart.
3. To help the student to understand.
4. To aid them in receiving and understanding truth.

B. To Illustrate and to Apply Biblical truth.

C. To Reach the Will (operations of the mind, to lead the person TO DO.)

KNOWING -- FEELING -- WILLING
(Memory is strengthened by **feelings**, and by relating to truths of a story.)

1. KNOWING -- includes the powers of memory, imagination, reasoning, deliberation, and judgment.

2. FEELING -- or emotions the states of mind as love, joy, hatred, shame, anger, etc.
3. WILLING -- the will is what we are after, to bend the heart of the person to Christ and to action.

What do I want them to know, to feel, to do?

IV. WHAT ARE THE PARTS OF A STORY?

- A. Introduction B. Body**
C. Climax D. Conclusion

There will be the “narrative”, characters, action, scenes, gestures, etc.

V. WHAT ARE THE QUALITIES OF A GOOD STORY?

A. A Good Beginning!

1. This is the introduction to the story.
2. It should soon be obvious how it relates to the Bible teaching taking place.
3. It must *grab* the attention or interest of the person.
4. It must be in the realm of understanding or within the experience of the persons listening.
5. It must be brief, for it is just the beginning.

B. A Good Plot!

1. This is the body of the story, or series of events that make up the story.
2. It must contain action and characters.
3. It must have movement, life -- relating to a series of events, in proper order, moving steadily, quickly to the climax.
4. It might have direct “quotations” for this makes it live.

C. A Good Climax!

1. This is the highest point of interest with a quick ending.
2. It should hit the point of the story.
3. It should carry the audience to the end.
4. It should be the high point of emotional involvement of the hearer.

D. A Good Ending!

1. Brief, to the point.
2. Must satisfy the mind and be completed.
3. Don't moralize or preach.
(The characters do the preaching not you as the story teller; main truth at the end ought to be brief.)

VI. WHAT DIFFERENT KINDS OF STORIES ARE THERE?

A. Illustrative Story:

1. These illustrate Bible truth -- from human experience or knowledge.
2. These are stories from real life, practical situations, etc.

B. Bible Story, Biblical in content, from Bible narrative.

1. Using the Bible only, can also imagine probably details.
2. Make It real, no question as to whether it happened or not.

VII. HOW CAN I ADAPT STORIES TO VARIOUS AGE GROUPS?

A. Small Children, 3- 5

1. Give stories of familiar things -- animals, people, objects they know.
2. Plot or body of the story must be simple, maybe only one or two characters.
3. Story may follow circular path, (Like story of Moses at home, then in the river, and then back home again.)
4. Story should or could have much repetition.
5. Jingles and rhymes are an illustration -- like of church and steeple.
6. Avoid stories that contain cruelty, pain, violence, etc.
(If told, it must be very tactfully.)

B. Primaries -- grades 1-3

1. Stories of wonder and awe.
2. Stories of miracles.
3. Stories of personal experience, God's works and love.
4. Stories of great missionary adventures.

C. Juniors -- grades 4-6

SUNDAY SCHOOL - TEACHER TRAINING

1. Heroes to follow. (are hero worshipers by nature.)
2. Stories of conflict and conquest,
3. Stories of bravery,
4. Stories of activity and accomplishment.

D. All other ages -- All the above and more.

1. Men who dared and did,
2. Adventure, heroism

VII. WHY ARE STORIES OFTEN FAILURES?

A. Because stories are often read instead of told.

1. There is little if any eye contact,
2. Interest is lost if there was any.

B. Because the story teller is dull, unprepared.

1. There is no personal "feel" of the story.
2. The person can't hold attention if dull and unprepared.
3. There won't be sustained interest to the end.
4. **And nobody will enjoy it.**

C. Because important aspects are not present.

1. Gestures are not used.
2. The Holy Spirit is not trusted to lead and use the story teller.
3. It is not suited to the audience.
4. The person telling the story does not realize they could make it live, make it vital and life related, bringing wonderful results.

Oh, Tell Me A Story -- But Make It LIVE!

Teaching Techniques

Lesson Two

“TEACHING A BIBLE LESSON!”

Effective Christian teaching is the result of the Holy Spirit’s empowerment but He can best use a *sharp instrument* a teacher using

- the best methods,
- the best possible preparation,
- and the best possible presentation.

Far too much teaching could be described as a woodsman using a dull axe, one that is so poor that it is almost impossible to bring the tree down. There are many things involved in good teaching. Let’s look at them:

I. APPROACHING THE LESSON PERIOD:

A. You must be ready to begin.

1. With prayer preparation.
2. Having planned the work, and now work the plan.
3. Each lesson period ought to be a satisfying experience.

B. Capitalize on the Pre-session period.

1. Attention begins when the child comes into the room.
2. Come 15 minutes early always, to personally greet all you can.
3. Late teachers are at a great disadvantage for the personal response stage is set early.

II. INTRODUCE THE LESSON:

- First sentences determine much of the success of a lesson hour.
- Results follow the spirit of the beginning and method of attack.

A. Contact with the class:

- They are absorbed with other interests.
- Their minds are elsewhere, intent on other things, and maybe even prejudice against being there.

1. Current news events!

- a. Possibly begin by referring to some current news,

SUNDAY SCHOOL - TEACHER TRAINING

- b. Refer to a play, school or something relating to their lives.
- c. Begin where their thoughts may be.
2. Use some good story, or illustration to gain their attention.
 - a. Use a well told, moving story,
 - b. picture, or some object.
3. Use a report from prior assignment, or
 - a. some activity, or pupil's work recognized
 - b. comment on some project, relate to lesson.
4. Use something to create interest
 - a. get them to grasp the subject
 - b. use every response available to *hold interest*.

B. Contact with the lesson.

1. Related to previous lessons
 - a. to increase interest and understanding,
 - b. to orient student where today's lesson relates to the whole
 - c. by carefully reviewing of previous Sundays lesson, associating it with present one if you are in a series.

*Review procedures need to be fresh, vital, varied.
Don't do it the same old way, use much variety.*

2. Announce subject naturally
 - a. Be informal, be yourself, but seek to get as much attention as a *headliner of a newspaper would*.
 - b. Use a surprise presentation
3. Announce your objective (possibly, but vary this)
 - a. disclose your aim, (maybe, but not always)
 - b. at times yes, and at times no.
4. Make your outline LIVE!
 - a. There is value in presenting your leading thought.
 - b. Use a good outline to create thought and interest.

III. DEVELOPING THE LESSON

A. Stimulate the pupil to think!

1. Expect them to listen, you will basically receive what you expect and what you inspect.
2. One does not teach unless the pupil has learned.
3. Sum up each point, repeat, seek to get truth into the heart and life.
4. Test to see if they are alert, profiting from it.

B. Reproduce thought.

1. Encourage them to reproduce thoughts in their own words.
2. Help them to express themselves, give time for them at times to repeat, and possibly *act out* the lesson.

C. Apply truth

1. Lead the class to face specific situations, to see truth, and practice thoughts about its applications.
2. Help them to apply truth to conduct, action, attitudes, and overall life.

IV. CLOSING THE LESSON:

A. Recapitulate the truths

1. Plan for 3 - 5 minutes to *draw the new, give an invitation, making final moments live.* (A fitting conclusion -- not an abrupt ending.)
2. Summarize, emphasis the fundamentals.

B. Anticipate future lessons.

1. Prepare them for the next week, give panoramic view of what is to come.
2. Arouse interest
 - a. Whet the appetite for the next week.
 - b. Use questions, illustrations, curiosity, and any and all good methods to gain interest and anticipation.

Make the Lesson Time Live!

How?

1. Maintain a consistent study and reading program.
2. Determine to grow as a teacher. Know your weaknesses, strengths, and what you need to change.
3. Reflect, absorb, and apply truth to your own life.

Teaching Techniques

Lesson Three

“GAINING and HOLDING YOUR CHILD’S ATTENTION!”

As parents (and teachers) we often wish we could do better about having our child’s attention. Far too often parents (and teachers) continue to talk, give directions and instruction, etc., while they know they do not have the child’s ear or heart. What about getting attention? Are there methods or aspects that would make a difference, **if** we understand and practiced them?

Have you tried to pull a car with the brakes on, or in park? Can you imagine a train pulling out without the engine connected to the coaches? So we can talk without having the minds of the listener. Success or failure in teaching is *in the balance* at the beginning of every class session. It is largely dependent upon the opening time ... definitely in the first few minutes of the class time.

It is so easy for any teacher or parent to give up and feel that to *get attention is just too difficult*. Or we fall into the *trap of leading* without having attention from the child. I have seen teachers continue to go through the motions of teaching a lesson while the classroom was bedlam. How sad, and how unnecessary! And many a parent has gone through the motions of leading without the child’s **heart!**

We want to study a double application as it applies to the home and to the classroom.

I. THE ATTENTION GETTER --- the Teacher and the Parent:

- It is the responsibility of the Christian parent and teacher to teach Biblical truth.
- They must illustrate and apply Scriptural truth in such a way that the pupil, or child -- ***knows it, feels he wants to do it, and does it.***
- Without attention there can be no learning.

A. “Johnny doesn’t pay attention!” (But he does, just not to you.)

B. Teachers (as parents as well) are responsible to:

1. Get attention,
2. hold attention,
3. Use attention as a powerful teaching tool!

C. There are two kinds of attention:

1. **voluntary** -- (disciplined, self-given, proceeding from the will, freely given, intentional, absorbed attention.)

2. **involuntary** -- (uncontrolled, passive, must be forced, demanded, distracted, not given willingly or freely.)

a. All are capable of this.

b. Concentration is always brief until late childhood and adolescence.

Much teaching -- is so much talk; we are not teaching unless the pupil (or child at home) gives attention, thinks about the subject, and sees himself doing it.

3. Attention may be passive, absorbed, or active. It takes a disciplined mind to give the right kind of attention.

So What Do I Need To Do?

II. USE ATTENTION-DRAWING APPEALS:

A. Appeal to the ear:

1. Vary the pitch of voice, the loudness or softness, or the expression of your voice.

2. Ask questions. When you do, attention then fastens on the question. The mind begins to function and the thought processes are stirred into action. In other words - they learn!

The questions need to be well thought out, appropriate for the age, and arrest the mind.

3. Make arresting statements, **pause for effect**, then continue. Use words they understand, or are slightly above their familiarity, then explain.

B. Appeal to the eye: *Memory holds much more if **seen and **heard!*****

1. Visual aids are important -- the mind remembers about 10% of what is heard, 50% of what is seen, 70% of what is seen and heard, and nearly 90% of what is done.

2. The eye is more easily distracted than the ear. Eliminate visual distractions.

3. Monotony is the source of much inattention. (Probably, most parents are boring in the way they talk to their children. We easily fall into a trap of sameness, doing what is easiest without thought or consideration.)

To regain wandering attention:

a. Look the child in the face, put your hand on his shoulder and speak directly to him.

SUNDAY SCHOOL - TEACHER TRAINING

- b. Speed up your pace. Proceed to a more interesting part.
 - c. Always proceed from what he knows to what he does not know.
 - d. As a teacher, move about occasionally. Do not assume an “*I shall not be moved*” position!
 - e. Have the inattentive ones participate in some way.
 - f. Change pace -- suddenly lay down Bible, pick up visual, have someone hold it. Involve the class.
- Never give the child the idea or feeling that you don’t expect him to give attention to you, what you say, etc. -- as a teacher or parent.
 - As a parent, attention is something you must expect the child will give.
 - And you must teach them you won’t allow inattention to you as a parent.

C. Appeal to the touch (Especially for younger children.)

1. Simple hand work, memory project, etc.
2. Note taking for older children also reinforces teaching.

Teacher: Use as many of these appeals as possible in each lesson time.

III. USE ATTENTION-WINNING METHODS:

Analyze your teaching in the light of the following:

A. Is my room conducive to good teaching?

1. Can my situation be improved? Does it need paint, curtains, black boards, different chairs, or different room arrangement? (Sometimes in the home things are not conducive for a child’s best attention to the parent.) *Consider this:*
2. It is best to control heat between 68 - 74 degrees, a little cooler actually is better for thinking and attention.
3. Limit interruptions, plan so that you can avoid them.
4. Can everyone in the class see you clearly and hear you distinctly?
5. Vary the room arrangement monthly, if possible.

B. Do you speak naturally or in an affected tone?

1. An assumed manner may be interpreted as insincerity, not really you.
2. Speak to the group (or child) in a personal way as to each one -- “*boys and girls*” or “*young people*” do not use “*now children*”.
3. Speak as softly as possible. A soft voice actually commands greater attention. From the beginning get softer, not louder, to gain attention.

C. Do you show that:

1. you love them?
2. you are pleasant, and you smile?
3. you are not strained, nervous, or cross?

Be thoroughly prepared so you can be calm and reassuring.

D. Do you assume command of the class in a firm but pleasant way?

1. Are you timid? Seek His grace to be strong. Know what you will do next, and understand what God wants you to do.
This applies to the parent as well.
2. Are you too easy going? Do you allow the situation to get out of hand?
3. Are too good-natured? Get carried away with trivialities?
4. Are you self conscious? Think of the child (s) and your message, not of yourself.
5. Are you on edge? Sharp? Irritable? (Isa. 30:15: Phil. 4:6-7)
6. What is your attitude toward those you teach or lead? Do you count it all a privilege to teach?

E. Are you in a rut, though it may be comfortable?

1. Don't be satisfied! Seek to improve! Try new ways of gaining and holding attention.
2. If one thing fails to produce attention -- try something else, and expect the Lord to lead you.
3. Can the class anticipate what you will do next and how? Parent, do your children have you all figured out? *If so, YOU ARE IN A RUT.*

F. Do you praise them enough?

1. The briefest cooperation **should be praised!**
There will be improvement.
2. Always end the class period on a happy note! (This should also be applied as you work with your child in the home.)
3. Praise them, thank them, and encourage them.

G. Do you really pray for the pupils and search the Word for a message for them?

H. Do you stay within the time limit of their ability to concentrate?

1. Nursery -- (3 - 5 minutes)

2. Kindergarten -- (5-7 minutes)
3. Primary -- (maximum of 12 minutes)
4. Junior -- (up to 20 minutes)
5. Junior-Hi -- (up to 25 minutes)

IV. ATTENTION-HOLDING ATTRACTIONS:

A. Attraction of curiosity:

Examples: Items of interest, reveal reason in part -- more fully during the lesson, *"How would you feel if ?"*

B. Attraction of interest:

1. In your preparation look for a point of interest that can be linked with their experience. They are not interested in the totally unknown. (As a parent, don't have the response or thought that since you are a parent they should give attention. It does matter how you talk to your child. If you treat them with respect and honor, as a person of worth, then you will be as concerned to gain their attention as any good teacher would.)
2. Interest is the mother of attention! And attention is the mother of knowledge. *You must have both.*

C. Attraction of variety:

1. Contrast change in approach, visual aids, methods, or arrangement.
2. Avoid sameness like the plague! ***Variety is the spice of life!!***

D. Attraction of the unusual:

1. Use illustrations that appeal to the senses; sight, hearing, touch, taste, and even smell, if that is possible.
2. Present important truths in an unusual way. Use illustrations from the lives of soldiers, missionaries, etc., to drive your point home! **READ widely!**
3. Plan to have a backwards class. Do what you do last, first, etc.
4. Perhaps take a restless class out on the lawn once.

E. Attraction of the familiar:

1. View the story from a different angle, more details, new emphasis.
2. Review the highlights of the last lesson, use familiar songs, etc.

F. Attraction of association:

SUNDAY SCHOOL - TEACHER TRAINING

1. Adopt their level of experience -- what it means to them.
2. Associate the characters with things they would be interested in.
3. Apply the truths to their lives. Discuss, "*How could you do that?*"

G. Attraction of participation:

1. Plan for them to do things for you during the lesson.
2. Ask well-directed questions. Why? How? What do you think? What would you do? Limit the use of factual questions like: what? when? who? These are usually factual and are not apt to cause them to think deeply.
3. Dramatize as you teach! Have them act out as a review. You can do this especially through third grade.
4. Pass objects around so all can see (at the beginning or end, not during the important parts of the lesson.)
5. Have them place a figure or two on the flannel board.
6. Let some ask questions and others answer. You would then conclude and bring more insight, etc.

Additional Thoughts:

- Criticize and evaluate your own teaching. Locate the cause for misbehavior and apply corrective measures.
- Ask a friend to sit in and tell you what needs to be done.
- Choose a friend who has had some experience with your age group.
- Seek to improve.
- Try using one new principle for several weeks before choosing something else.

Make a study of motivating -- toward gaining and holding attention!

Teaching Techniques

Lesson Four

“PREPARING A BIBLE LESSON”

Lesson preparation is basic to successful Sunday School teaching. The teacher who is well prepared on Sunday mornings will have the satisfaction of seeing results in the lives of the students. The prepared teacher is at rest with the Lord. His conscience is not confused by the anxiety which so often grips the teacher who tries to put on a good front without preparation to teach.

One Sunday School teacher may get by with a minimum of preparation. That is only because he is satisfied with poor results. You want MAXIMUM results; so, of course, you will make adequate preparation. Be so well prepared in study and prayer that you can approach the class with real enthusiasm and anticipation. You will then be a joyous and fruitful teacher. A teacher's greatest threat is to be personally satisfied -- to fail because we don't grow or ask ourselves, "*How can I improve?*"

Six kinds of preparation are necessary for maximum results:

Early Preparation
Prayer Preparation
Thorough Preparation
Purposeful Preparation
Practical Preparation
Expectant Preparation

I. EARLY PREPARATION (I Tim. 4:15)

- A typical Sunday School teacher has about 30 minutes to work directly with the class.
- These 30 minutes are all important. What he does, he must do quickly.
- Skill is required on the part of the teacher to utilize the time to the best advantage.
- The teacher is representing God before the class. He is to teach truth of the Word of God.
- Some of the pupils seated before the teacher have had 7 days filled with distractions from spiritual things.

A. You must give yourself one full week for the preparation of each lesson.

1. Do some reading on Sunday afternoon or Monday for the next week.
2. There are two advantages in reading the Scripture portions early.
 - a. The teacher will recognize how the portions of Scripture tie in with what he has just taught the pupils that day or the day before.
 - b. While the lesson materials he just taught are fresh in his mind, he can

SUNDAY SCHOOL - TEACHER TRAINING

understand better how the next lesson will fit into this one.

- c. Also there is need for ample time for the Scripture to soak into the mind and heart before it is taught.

B. At least 7 days ought to be given for:

1. thinking, meditating, and memorizing,
2. considering, reviewing, rethinking, and rereading the Scriptures.

C. Early preparation will help you:

1. Digest the message.
2. Apply and prove the truths in daily life.
3. Find helpful materials and teaching aids.
4. Know the lesson thoroughly.
5. Practice telling it.

II. PRAYER PREPARATION:

- As it is very wise for the teacher to begin the week reading and rereading the Scripture portion (we suggest reading it at least seven times) so early prayer preparation is extremely important.
- Prepare the ground of your heart and the hearts of the hearers by fervent prayer (James 5:16). Prepare your mind and heart for the entrance of the Word of God. Ask the Holy Spirit for His presence and power in your life.

A. Ask the Holy Spirit --

1. to interpret the Word to your mind and heart and to help you apply it to your life, first of all.
2. for wisdom to apply the Word to your pupils' needs.
3. for insight as to the most interesting, effective way of presenting that lesson to the pupils (or your child at home).
4. To stir the heart of each pupil to receive the Word of God into their own hearts and act upon it.
5. To use the lesson for spiritual results in each one's daily life.

III. THOROUGH PREPARATION (I Tim. 4:16)

A. Study the lesson with a questioning mind.

1. Get acquainted with the characters, places, actions, etc., by asking:
 - who,
 - where,
 - when,
 - why,

SUNDAY SCHOOL - TEACHER TRAINING

- how,
- what if,
- and would I?

B. Close your eyes and visualize the lesson story.

1. Try to **see** and **hear** and **feel** exactly what happened to whom and where -- as if you were there!
2. Use your imagination that God has given you, within the bounds of God's Word.
3. If the lesson is real to you, it will be easily made real to the pupils.

C. Always read the lesson from your Bible first -- several times.

1. Get God's message directly from His Word before you open your mind to another's ideas of interpretation and thought.
2. Get the leadership of the Holy Spirit in the understanding of the Word for yourself first.

D. Study the pupils' materials and other helps you might be given.

E. Consult all the other helps you can.

1. Check a Bible dictionary, commentary, atlas, and maps, book on Biblical archeology, etc.
2. Do all you can to deepen your knowledge of the Word and to increase your effectiveness in presenting the Word.

IV. PURPOSEFUL PREPARATION (I Tim. 4:13)

A. The well-prepared teacher has a purpose.

1. The purpose of the instructor is to teach the truth of God and to relate this truth significantly to the lives of the students so that they can see it and live it during the week.
2. His goal is to see the Holy Spirit use the Word of God to transform lives.

B. The teacher who is going to succeed in these purposes must have purposeful preparation in at least three ways:

1. The truth of the lesson must ***grip the life of the teacher.***
2. The teacher must consider the needs of the pupils and make the truth of the lesson significant to their lives.
3. The teacher will need to think through the ways in which he will teach the lesson most successfully; i. e., what method of teaching to use.

C. The following questions taken seriously and prayerfully will help the teacher be purposeful in every teaching event.

SUNDAY SCHOOL - TEACHER TRAINING

1. What should be my aim in teaching this lesson?
2. What do I want the class to understand?
3. What do I want them to feel?
4. What do I want them to do?

V. PRACTICAL PREPARATION (II Tim. 2:15)

A. Use a lesson plan sheet.

1. This will save time and give consistent organization to the preparation and presentation of each lesson.
2. It will get you on course, help you stay there, and help you to teach effectively. (Note the lesson plan sheet.)

B. Decide on the teaching method.

1. Don't teach the same way all of the time; vary your method.
2. You could use any of the following:
 - story telling • discussion • dramatization,
 - question and answer • visual • project, • lecture, etc.
3. Perhaps you could use a combination of methods in the same teaching session.

C. Plan a visual aid (for smaller children)

1. Use one which will best illustrate the truth of the lesson.
2. You should use some means to "capture" the interest of the pupils from the very beginning to plant in their minds a permanent mental picture of the lesson.

D. Outline your lesson

- Always teach from the Bible and your outline, not from a manual.
 - Each week plan what you will do at each of the five following points. Then your teaching procedure will be clear in your own mind. You will know where you are going.
1. Approach to the lesson.
 - Plan some short illustration, questions, or idea which will arouse curiosity or interest, or create in the minds of the pupils a problem or sense of need.
 - The beginning is very important.
 - Attention not gained in the beginning will probably never be gained.

SUNDAY SCHOOL - TEACHER TRAINING

2. Develop the lesson.

- This is the body of the lesson or the truths you want to present.
- It may be all the materials printed for your use in the lesson of the day.
- You develop the lesson by knowing the action, characters, or ideas in proper sequence.
- By truly knowing your lesson you ought to be like a well, running over with joy and enthusiasm . (Jh. 7:37-39)
- Use whatever method it takes for you to bring to your memory at a glance all the materials and the story or lesson progression.

3. Bring the lesson to a climax.

- The climax should illustrate the central truth of the lesson.
- It should demonstrate your aim for that lesson.
- It should bring action, decision, and results in the lives of your pupils.

4. Make opportunity for spiritual decisions.

- Allow the Holy Spirit to press home the personal need in the heart of each pupil.
- Give opportunity for public decision as the Holy Spirit leads.
- At times, allow for a quiet decision time in silent prayer on the part of the whole class.

5. Plan and give assignments for the following Sunday. Give the class something to do for the anticipated lesson for the next week.

VI. EXPECTANT PREPARATION (I Tim. 2:23-26)

A. Plan toward each lesson with an expectant heart.

B. Believe that God will use His Word. (See I Samuel, chapter 17)

C. Trust the Holy Spirit to make the Word of God powerful, living, and effective in the hearts of the students.

D. Look to the power of God for victory in each heart.

E. Hold each pupil up in prayer for expected victories. (Heb. 11:6)

God will use YOU. . . trust Him. . . Expect Him to work.

Teaching Techniques

Lesson Five

“THE IMPORTANCE of CHILD DEVELOPMENT!”

Probably, understanding our children is one thing that most of us would say we have trouble doing. Most parents have never been in a class in which they studied *Child Development!* No wonder parents have difficulty understanding what is normal, and what to expect from children at various stages of development. In this lesson we are interested in sharing the basics, or the foundation for understanding children.

Maybe, it is often like the parents at the birth of their first child. Many were at their house when they brought the little one home. One of the first comments made by the mother as she held the little one was, “*Oh, there are no instructions with him!*” *How we wish there were instructions with each child, given by God, based on the special character traits of the little one just born.*

Dr. G. Stanley Hall was one of the first to point out that life is under the control of some certain laws which are practically universal and unchangeable. He states that “*Child development has a basis in facts!*”

It means there are certain basic facts in:

- human development,
- in natural order of growth,
- and in the modifying effects of various conditions and activities in different stages of development.

In all of this we think of the government of a holy personal God. He has laid down the laws which are foundational to personal development, of any person.

God is above law, and at times works miracles,

- but generally we can trace a child’s development to the normal outworking of basic laws which God has laid down.
- A miracle is an event taking place outside of nature and brought about by the special intervention of God.
- God never works miracles to relieve men of their common sense or their duty and obligations as set forth in the Word of God.
- We too often presume that God will change a law we have ignored and over-rule our irresponsibility or deliberate sinfulness.

God does not set aside the basic rules such as:

1 . *Train up a child* (Prov. 22:6)

2 . *What we sow, we shall reap* (Gal. 6:6-9)

3 . *Bring them up in the nurture and admonition of the Lord. . . .* (Eph. 6:4)

4 . *Ye shall teach them diligently unto thy children. . . .* (Deut. 6:6-19)

I. LIFE CAN BE PLANNED!

A. It is evident that Hannah had a plan for her son's life.

(I Sam. 1:1-28)

B. It is evident that Manoah expected that God had a plan for their son's life which they could see carried out. (Judges 13:7-12)

C. It is evident that God had a plan for John the Baptist's life, for which his parents were accountable to carry out . (Luke 2:57-80)

The success of the Roman Catholic church lies in their firm belief that religious life can be planned. The Church of Rome learned during the days of the Reformation that although Protestantism threatened to sweep Romanism from the face of Europe, they could change the tide by rearing up a new generation of lovers and defenders of Rome. **They did this by child-teaching!** Xavier said, "Give me a child until he is seven and anyone may have him afterwards." They learned well the lesson that -- *a life can be planned!*

D. There is hope in formation and regeneration, but not in reformation!

1. The grace of God can give a repentant man a new heart but that does not give him a new body.
2. It does not restore the loss during childhood!
3. It does not replace the character training and personality traits not gained.

E. Consider human tragedies, why do they happen?

1. We speak often of human tragedies, but do not investigate their causes as we ought.
2. Why did Samson fail? Why did Samson go wrong? Why did Eli's sons go into adultery and other wickedness? *What was the "key" to their failure?*

No engineer called upon to build a bridge would build it carelessly or indifferently, with haphazard measurements and estimates! All would be done as perfectly as possible. Think of the large number of people over whom no one labors. ***If no care (much care is needed) is taken about the building of a life, the most natural thing in the world is catastrophe. If we are to teach a child little about right living, we have no reason to complain if he goes wrong. It is not his fault; it is our neglect!***

II. LIFE'S SUCCESS CAN BE ASSURED!

Consider the picture cloaked in the description of a sea-going vessel.

- Our business is to bring the *cargo* (all that God wants the child or youth to

SUNDAY SCHOOL - TEACHER TRAINING

be) *and not an wrecked vessel into the port of heaven!*

- It makes a difference if the ship reaches the other side, and whether the cargo is safe!
- It makes a difference if every precaution is taken to built the boat (the life) so that it can weather the storms of life.
- What about the child on the sea of life? Why is it that many do not make it to the haven of adulthood living for Christ?

A. It depends upon obedience to God's Word!

(Deut 6:6-9; II Tim. 3:16-17; Rom. 6:16-18)

B. It depends upon our building a life! (Prov. 6:20-23; 2:1-11; Eph. 6:1)

1. Bring them to Christ -- "*do the work of an evangelist!*"
2. Develop their personality, all they are for Christ!
 - The life and action of the child must be molded.
 - The parent (and teacher) must secure the operation of the will behind the actions.
 - It is this initiative and action on the part of the child or teen that gives him personality, and it is the development of the **WILL** that is so all important. When the child exercises his **will** to do right, it develops his life toward godliness.

III. LIFE'S MOLDING CAN AND MUST TAKE PLACE!

A. The aim of a parent (and teacher) is not just to impart knowledge.

1. Education is not the acquisition, but the use of knowledge.
2. The parent and teacher is to *lead out, to draw out, and to show how to do!*
3. It is the drawing out of the will and action of the child upon the knowledge that has been imparted -- that is the heart of the development of personality!

And remember that *the life and history of every race is written in the biographies of its personalities. **Personality is the heart of the matter!***

Observe the gardener.

- He is working with the flowers, with his plants.
- He understands the principles of growth, what will bring it about, and what to do.
- He does not create the plant, does not enlarge or beautify them; he is neither a builder nor an artist.
- All the power lies in the plant for its development, but the gardener knows the laws of the plant world and the laws of the individual flower.
- He cares for the watering, trimming, and trains the tender plant

according to its need.

Apply these facts to working with God in the molding of a child!

IV. LIFE'S BUILDING FORCES MUST BE UNDERSTOOD!

A. Three important forces are at work in the building of a life --

1. heredity
2. environment
3. will, or character, or personality

Heredity bestows the “*capacity*” which the child has; environment provides the “*opportunity*”; and by the act of the will or choice the person *makes the most* of the capacity and improves the opportunity, thus building his or her character.

As Professor H.H. Horne has written, “*The child is born in part, he is made in part, and in part he makes himself.*”

4. These three forces combine to make each individual who he is!

B. These life forces are at work whether the person is saved or not.

Of course the saved person has a different dimension within. The Holy Spirit dwells within and imparts a divine nature at the time of salvation. But the basic things above are still at work in every choice and decision of life.

V. LIFE'S FORCES AS SEEN IN DAILY LIFE!

A. Heredity --

1. Each child is born into this world with certain racial and family characteristics.
 - These are his from birth.
 - These were transmitted to him by his immediate and also more remote ancestry.
2. These things are noticed in physical features -- in height, weight, length of life, and in personality of “*b e n t*” of the person! (Prov. 22:6)
3. Children are much like their parents -- in interests, abilities, goals, and desires. (Example: fields of education interest, music, energy, ability to learn, etc.)
4. Children do not inherit character; they must be trained. They do inherit the abilities or weaknesses of their ancestry and of course the sin nature.
 - He may inherit an *ear for music*, and the desire and zeal to achieve in that field, but he does not inherit a desire for strong drink, drugs, smoking, etc.
 - He may inherit a constitutional weakness that may make him easily fall into many failures.

SUNDAY SCHOOL - TEACHER TRAINING

- A child may not inherit asthma, but he may inherit weaknesses which would make him more susceptible.
5. Heredity is determined more by grandparents than by parents.
- (Compare with Exodus 20:5) For example the wicked King Ahaz had a righteous son, but a wicked grandson. The good king, Hezekiah had a wicked son, but his great grandson was a wonderful, godly king. We are all responsible with what we DO with our heredity, with what we received from our ancestry.
6. Educators say that heredity is more evident in adolescence than in childhood.
- The stamp of the race and family is upon the face and form.
 - The period of adolescence is not only the time when youth discover the gifts of heredity, but also there is the confirmation and/or needed correction of tendencies which will manifest themselves.
- The unexpected likeness in body, mind, and characteristics of parents and grandparents are more evident in the life of the teen than in earlier childhood.
7. It is very important that we recognize that heredity effects what we shall be in many ways.

B. Environment --

1. This the child receives
- he is largely helpless to change it;
 - he is the recipient of the helps and hindrances handed down to him as the heritage of his ancestry.
2. Many a child would change his environment if he could, for when older he may know what he wishes was different.
- This is largely set by parents on the basis of their own ideals, motives in life, aspirations, and especially the parents' character.
 - The upbringing of the parents in many cases provides the capacity for the "*kind of life*" the parents may now provide.
3. The home is the most important environment. The child is in the home during the "*formative, impressionable years*" of life.
4. Children are molded by the opinions, moral standards, spiritual life (or void), sentiments, etc., of the parents. It depends upon what prevails where they spend most of their hours.
5. Habits and attitudes of life are largely fixed in the home and by the parents.
6. The home is the place where the child can be fashioned and shaped during his most susceptible years. ***Imitation comes first and then***

comprehension later.

7. The child's environment is set by . . .

- His mother for the first years. The mother (in preschool years) is the child's constant companion and almost his only teacher in a home where she does not work outside the home. (Which is God's planned ideal.)

The mother gives to the child the materials for the construction of his personality.

His **moral** and **spiritual** nature is largely up to her in most homes. Her example is the **stimulating** and **elevating** force.

Righteousness does not come by heredity, or nature, but by **precept** and **practice**.

- His father has a very great responsibility also. He gives the masculine viewpoint.

He must see that the home is what it ought to be. (Cf. Eph. 6:1-4)

The home is the world's greatest university and the parents are the world's greatest teachers.

The father must be the head of the home, and the **"house band."**

He must be the resident professor as the children mature. He is to be the spiritual leader -- as prayer warrior and teacher.

- Community, where we live, our location, and the people of the area makes a big difference. We understand better what people face when we take into account their community environment.
- School furnishes the intellectual environment. But it should also bring about a large percentage of development in character and in spiritual life -- hence the need of Christian Schools today. Most schools are not only void of this but also are largely negative factors.
- The teacher is most important. The *Personality* of the **teacher** of the boys and girls, of the church, and of the pastor, etc., has a greater effect even than what is taught.

Knowledge gained is received through people . What they **are** is extremely important.

The spiritual power of the people of a church is the greater factor. ***The contribution of the church lies in the pulpit, pew, and the leaders and teachers of the various ministries.***

- The gang are the kids of the neighborhood; the unorganized group from school, etc., who effect the child.

In far too many homes the group is looked to for the satisfaction of social and physical interests because the home is not meeting the need of the child.

Parents forfeit their privilege of molding the child, how sad!

C. Personality --

"The sum total of the traits of the person, especially the W I L L!"

SUNDAY SCHOOL - TEACHER TRAINING

1. Up to this point in the heredity and environment --- the child has been “acted upon”!
2. The child is also an acting agent with the power of “choice” and with the ability to use that which he has gained.
3. He, so to speak, “**creates**” his own personality, with the building blocks which have been given him.
4. We soon discover the child has a “mind of his own”.
 - He may improve upon his heredity and environment, if he wills.
 - What he amounts to depends upon his use of the capacities, and opportunities and the WILL to do with what he has been given.
5. As parents, we help determine the extent or limitation of *capacity*, *opportunity*, and *will* that the child has.
6. We help or hinder the child to reach what could be done with these three things. For partly we shape the child and partly he shapes himself.
 - Habits shape the personality.
 - Thinking processes and attitudes intensifies (or molds) the personality.
 - Spiritual life depends upon obedience, saturation of the mind and heart in the Word, submission of the will to God’s Word, and control of the heart by the Lord. (Matt. 12:33-35; Eph. 6:6; 5:10; Prov. 4:23, I Pet. 3:15)

Let us Mold a Life -- Filling the Mind -- Impact the Will -- Instruct the Conscience -- Prepare a Life to Serve the LORD!

Teaching Techniques

Lesson Six

“PRESENTING the GOSPEL STORY!”

How do we share the gospel story? How can we best present the message of salvation to the lost? How can I as an adult lead my child to Christ, lead others to Him, and also better teach my child how to share the message of saving grace to the lost?

My intent in this lesson is to share with you a *model presentation plan!* This is one that the Lord has given me, not original with me entirely, but none the less this will be the content of how to simply, comprehensively, and clearly share with someone the heart of the message of God's gospel plan. (I Cor. 15:14)

There are many different basic methods given by many over the years. What is shared here is a compilation of the content from many different sources brought together in one clear outline form. I trust it might be a help to you!

Note:

This outline, exploratory questions, transitions and Scripture verses ought to be memorized word for word. After memorizing this model, it is easy to adapt it, change it, and form your own model. Learn how to talk through the illustrations and all the basic points. **Nothing will take the place of memorizing.**

I. INTRODUCTION, Opening the Conversation:

This presupposes that you are sharing God's simple plan of salvation with a lost adult who is not well known to you. (Potentially a stranger)

You could talk about these four things that follow as a means of:

- building rapport,
- getting to know the person, and also
- helping yourself to be at ease and
- to gradually guide the conversation. (Not monopolize, but guide)

F -- amily: talk with them about their background, children, etc. where they grew up, moved from, etc.

O -- ccupation: where they work, interests, hobbies, etc.

R -- eligion: background, attendance where? knowledge, interests ?

M -- essage: sharing Christ, what He means to you, giving the gospel plan. Notice the word **F O R M!** Memorize this as a *key to help you* to know how to share with the people. Be interested in them!

II. EXPLORATORY QUESTIONS:

These are for the purpose of opening the conversation toward spiritual things and to begin sharing the gospel. This is after you have used F O R M as a means of getting them to talk and share with you.

These four questions are merely suggestive! You do not need to use them in the order given below nor do you have to use them at all. But I have found over the years some of them are very helpful.

- A. Have you thought much about spiritual (or eternal) things?**
- B. Have you ever come to the place in your life when you knew for certain that you have eternal life and that you would go to heaven when you die?**
- C. If someone (a friend, or your child or spouse) asked you “how to get to heaven, what would you say?”**

*** No matter what they would say at this point or how they answered any one or two of the above questions you could use the following verse as a

Transition:

The Bible says, ***“These things have I written unto you that believe on the name of the Son of God; that ye may know that you have eternal life.”***

(I Jh.. 5:13) (Or you may want to quote or show them 5: 11-13.)

At this point give them a brief testimony of your salvation and share with them that you are certain that if you were to die right now you would be with the Lord in heaven. Then ask the following question!

- D. Suppose you were stand before God right now and He asked you, “Why should I let you into my heaven?” What do you think you would say?**

*** NO MATTER how they have responded you would just flow on into the following outline:

III. THE GOSPEL PLAN or STORY:

- A. God’s Purpose:** (Sharing these will help you build an interest on the part of the hearer.)

- God has a **wonderful gift** that He wants us to have right now! That gift is eternal life, and it is a free gift.
The Bible says, ***“The gift of God is eternal life through Jesus Christ, our Lord.”*** (Rom. 6:23b)
- God has a wonderful **plan for your life** and He wants you to have life and *life more abundant!*
Jesus said, ***“I am come that they might have life, and that they might have life more abundant.”*** (John 10:10)
- Gods wants us to know that we will **spend eternity with Him** in heaven.
Jesus said, ***“And if I go and prepare a place for you, I will come again and receive you unto myself; that where I am, there ye may be also.”*** (John 14:3)

B. We See Our Need:

Be very thorough in sharing the lost condition of the lost! An example of words: *“We all have a great problem we were born with. It is something we would rather not talk about, nor admit, but God is very clear about our need. Let me show you what our need is, and we will also look at God’s*

remedy. There are four basic facts we need to look at.”

1. God says that we are all under sin! We are under its **power, guilt, control, and penalty.**
God says, **“What then? Are we better than they? No, in no wise: for we have before proved both Jews and Gentiles, that they are all under sin; As it is written, There is none righteous, no not one.”**
(Rom. 3:9, 10 and you may want to also read through verse 18.)
2. Notice also that none of us can do perfectly right, for there are none righteous. If we were to get to heaven by works, it would have to be perfect works. (You may want to quote Eph. 2:8-9.)
3. We have gone our own way in sinfulness. God says, **“They are all gone out of the way, they are together become unprofitable, there is none that doeth good, no, not one.”** (Rom. 3:12)

None of us are profitable, for there are none that do good in comparison to Christ's perfection. For God declares that we are all sinners and fall short of what He would want us to be because of our sinfulness. **“For ALL have sinned and come short of the glory of God.”** (Rom. 3:23)

4. I want you to see that God says we can't do a thing to improve our state. God says that we are totally without strength. **“For when we were yet without strength, in due time Christ died for the ungodly.”**
(Rom. 5:6)

We are as helpless as a sick person on a hospital bed, unable to do a single thing to help our condition.

Transition:

We see that we can't save ourselves. It is **“not of works, lest any man should boast,”** according to Eph. 2:9. God is holy and just and must punish sin, yet He loves us and has provided forgiveness and reconciliation for our sin: John the Baptist said, **“Behold the Lamb of God, which taketh away the sin of the world.”** (John 1:29)

B. Now We Will Look at God's Provision:

1. Jesus is God, and became Man!

In the gospel of John we read these words, **“In the beginning was the Word, and the Word was with God, and the Word was God.” “And the Word was made flesh, and dwelt among us (and we beheld His glory, the glory as of the only begotten of the Father), full of grace and truth.”** (John 1:1, 14) Christ is the living WORD, and is equal with the Father for He is the GOD-MAN.

2. God, the Father, gave the Lord Jesus to die for us that He might totally pay for all our sins.

God says, **“For when we were yet without strength, in due time Christ DIED FOR THE UNGODLY.” But God commendeth His love toward us, in that, while we were yet sinners, CHRIST DIED FOR US.”** (Rom. 5:6,8)

SUNDAY SCHOOL - TEACHER TRAINING

You may also desire to show them I Tim. 1:15; I Tim. 2:5; and I Pet. 2:24 at this point. Emphasize that Christ paid for ALL our sins!

Book of sin illustration: “Let me illustrate this way. Let my left hand represent me and my right hand represent Jesus. (Hold up a book with the left hand.) This book represents my sin, my wrongs, my imperfections. (Let us say that this book contains a list of all my sins, it would be far more than this book). Now God loves me (point at left hand), but hates my sin, (point at the book) and must punish it. Because of His love, God the Father (point at heaven with right hand) sent Jesus into the world (move right hand parallel to the left hand). The Bible says, **“All we like sheep have gone astray: we have turned everyone to his own way: and the Lord hath laid on Him the iniquity of us all.”** (Isa. 53:6) As you say the words, **“laid on Him”**, transfer the book in one distinct motion from the left hand to the right hand and leave it here. Say, “For when Jesus died on the cross, God the Father laid on Jesus all my sin and guilt.”

3. Jesus is alive and can save fully, any who come to Him. (Heb. 7:25)

God says, **“Who (Jesus) was delivered for our offenses, and was raised again for our justification.”** (Rom. 4:25)

4. God has provided a gift of eternal life, or we will experience eternal death; it is our choice.

In Romans 6:23 we read, **“For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord.”**

Death is the result of our sinfulness. Sin brings its wages which is death. (Read Romans 5:12 at this point.) Death means separation, for we can be alive physically and be dead spiritually. (See Eph. 2:1.) Eternal death means to be in Hell, separated from God forever.

God offers eternal life. It is a gift from God the Father and it is available through His Son -- not through works, being good, doing our best, not baptism (the water did not die for us), nor anything we can do. We cannot work for a gift; it must be received to be ours.

Transition:

The only way Jesus can affect our lives is for us to receive Him. We have seen the facts of our sin and of God’s provision. The Bible says, **“But as many as received Him, to them gave he power to become the sons of God, even to them that believe on His name.”** (John 1:12)

Now we have seen the facts about our need and God’ provision and . . .

D. We must respond to these facts:

1. We must repent of our sins.

In Acts 3:19 and 20:21 we read, **“Repent ye therefore, and be converted, that your sins may be blotted out.” “Testifying both to the Jews and also to the Greeks, repentance toward God, and faith toward our Lord Jesus Christ.”**

Repentance is not just feeling sorry for our sins. It means to have a change of mind, heart, and will as we turn from our sin to Christ.

Military command illustration: Repentance is similar to what happens in the military when all the soldiers are marching in one direction and the command is given *to the rear march*. Everyone turns immediately and marches in the opposite direction. When we repent, we turn from our sins and turn to Jesus.

2. We must place our trust in Jesus alone!

God says in Ephesians 2:8, ***“For by grace are ye saved through faith; and that not of yourselves; it is the gift of God.”***

Chair illustration: As we put faith in a chair, accepting it to sit on, so we must put faith in Jesus alone -- accepting Him, resting in Him, relying on Him. Faith is taking Him at His Word and acting upon what He tells you to do. (Get up from your chair, act out setting in it, resting in it, etc.)

3. Now we notice in Romans 10:9-10 that we must, with our mouth confess our need of Christ and with our hearts put our trust in Him as our personal Savior and Lord.

“That if thou shalt confess with thy mouth the Lord Jesus, and shalt believe in thine heart that God hath raised Him from the dead, thou shalt be saved. For with the heart man believeth unto righteousness; and with the mouth confession is made unto salvation.”

With our mouth we pray and confess to Christ that we need and want Him as our Savior. As we pray and accept what Christ did on the Cross, and put our faith in Him, we must trust Him with our whole being, with all our hearts.

4. Accepting Christ should take place right now, and He will make you His child at the very moment you receive Him as your Savior.

“But as many as received Him, to them gave He power to become the sons of God, even to them that believe on His name.” (John 1:12)

Marriage illustration: In marriage we believe in a person, put faith in that person, and receive that person as a spouse. We know **about** the person, but we must go beyond that to putting faith **in** the person. This we do at the time of the marriage ceremony. As we receive the person into our lives, so we must accept Christ into our lives with *expected change*. We must put our trust **IN** Him. (See Acts. 16:31)

IV. LEADING TO A COMMITMENT

A. Commitment Questions:

1. Willingness question: “Is there any reason why you would not be willing to receive God’s gift of eternal life provided in Christ’s death for you?”

2. Commitment question: “Are you willing to turn from your sin and place your faith in Jesus right now?”

(It is a matter of putting faith in Him for the very purpose for which He came, just like you trust that chair to hold you up.)

B. Clarification:

To receive Christ as YOUR Savior, you must:

- 1 .repent of your sins,
- 2 .place your trust in Jesus alone, and
- 3 .surrender your sin and your life to Him..

“For whosoever shall call upon the name of the Lord shall be saved.”

(Rom. 10:13) If you truly want the Lord to give you eternal life, and you want Him as your Savior, tell Him now, out loud as we pray.

C. Prayer, accepting Him NOW:

- 1 .The soul winner ought to lead in prayer, praying for the person with whom you are dealing. Pray for understanding and for God’s work in the heart.
- 2 .Encourage the person to pray and ask Christ to save him. **Note:** Possibly have him repeat to you what he wants Christ to do for him. By this you will also know if he understands.
- 3 .If necessary, lead him in a prayer of decision: have him repeat after a prayer of acceptance.

D. After the Decision:

- 1 . Rejoice with him in his new decision, and encourage him to immediately say, “Thank you, Lord for saving me.”
- 2 .Lead in a prayer of thanksgiving for his salvation.
- 3 .Share some verses on assurance: (John 1:12; 3:14-17; 5:24; 6:37-40; 10:27-29)
- 4 .Encourage him in the need of being disciplined, make plans for it!

Teaching Techniques

Lesson Seven

“MOTIVATING OTHERS FOR GOD’S GLORY!”

Motivation is important in every area of God’s work and in the home as we work with and seek to mold our youth for Christ. It is a characteristic which should develop spontaneously when the right conditions, and attitudes are present.

- To get God’s people involved in the work of the Lord is an extremely important thing.
- One of the tasks pastors face is trying to motivate people to fervency, and enthusiastic ministry for the Lord.
- And to create godly motivation in the lives of our children will greatly aid them toward being what God desires them to be in adulthood.
- *Teaching tends to be most effective when the learner is properly motivated.* Even motivation can come in different forms. There is the “*lollipop motivation*,” (giving something), then there is the “*pouring on guilt*” method in order to motivate. Sometimes this is done deceitfully and can be intentional or unintentional.
- People are motivated from within or from without. The best motivation is that which comes from the heart.

The test of your ability, or mine, to motivate is what we can get done with few, or get five people to do... not what we can get 5,000 doing in response to some mass movement. The motivator is not *the one who speaks louder, longer, or better than someone else*, but the person who is able to get to the heart of the person and create the desired response.

Possibly one of the greatest burdens parents have, at times, is the inability to motivate a child to obey, to do right, to excel, and to fulfill his responsibilities. While what we will study here does not guarantee success, at least it does give us some specific guidelines for motivating others.

Motivation Makes the Difference!

I. WE MUST DISCOUNT THE IDEA THAT SOME PEOPLE CANNOT BE MOTIVATED!

1. Mentally we set some people aside. Some people we *give up on* when we should not do so! We will treat people exactly as we see them!
2. You can’t plant negative seed and raise positive kids! We can’t get across negative “*vibes*” and get positive responses!
3. There is a “key” to the heart, to the person whereby that individual can be motivated -- find the key!

II. WE MUST DEFINE NEEDS AND DESIRES! (Matt. 11:28-30; Jh. 7:37-39)

1. For many people **need** is the greatest motivator there is! When people, sense a need -- then they will respond. Does your child feel needed? Do you help your youth to respond to needs about him?
2. A good salesman seeks to create a desire or a need for the product at hand.
3. He uses various things to motivate. He may appeal to the following:
 - desire to excel,
 - to feel the product is needed,
 - to feel fulfillment through its purchase,
 - to gain goals, etc.
4. We cannot create motivation, but we can seek to bring about the right conditions is get it.
5. Everybody is motivated to some extent, in some way and we must find how or why! Christ got to the heart of the matter.... to meet the needs, desires and concerns of people.

III. WE MUST DEVELOP A SENSE OF RESPONSIBILITY!

(John 14:12; 14:21; 15:1-8; 15:9; 15:16)

1. Everybody must feel **needed and wanted**. If the person does not feel any sense of responsibility, they won't contribute time, money, effort, or whatever is needed.
2. All of us have responsibility, this must be taught at an early age! And we must find ways to teach our child the importance of the acceptance of personal responsibility.
3. The leader may feel deeply about some need or project! *But he senses that the average person won't contribute, and does not show interest.*
 - Maybe the person (s) just needs to know what is expected of him.
 - Maybe they need a job description.
 - We develop responsibility by peoples' knowledge of the desires of the leader as he leads in a positive manner!

IV. WE MUST DELIGHT IN ENCOURAGEMENT! (Acts 11; Acts 20)

In Acts chapter nine and also in chapter eleven we find Barnabas ministering to Saul. In both of these chapters he was the one who endeavored to encourage Saul toward ministry. At Antioch, Barnabas went all the way to Tarsus to bring Saul there to minister to the people who were newly saved. This was the beginning of ongoing labor for Saul, soon to be called Paul. What would have happened to Saul without Barnabas we do not know.

SUNDAY SCHOOL - TEACHER TRAINING

1. We must work at commending. It won't come naturally, therefore, we must work at commending others.
2. Watch for things to commend! Just get into the habit of commending at least two or three people every day! Work at it! Your child or youth will respond much quicker to encouragement than complaint. PRAISE THEM! (Consider Romans chapter sixteen where Paul wrote of 27 different people giving commendation about their person and labors for Christ.)
3. Sometimes we would desire to commend people, but we have left them in the dark as to our desires. Parents are apt to only explain about one-half what is needed. The child does not feel responsible for he does not know what is required or wanted.
4. We so often only tell people what they have done that is wrong, rarely what is RIGHT.
5. Many a youth would respond so much better if praise and appreciation was given and those about him were actually looking for at least one thing to commend daily.

V. WE MUST DISPLAY ENTHUSIASM AND ZEAL!

(Col. 3:23; Eccl. 9:10; I Cor. 15:58; Isa. 59:17; Lk. 2:49; Jh. 4:34; 9:4)

1. Definitions:

- a. Enthusiasm *may seem inappropriate, like fans (fanatics) at a game, but the players are seeking a definite, rational objective.*
- b. Those possessed by enthusiasm may be *inflamed by opposition*, but *they will not change*, for their fervency is like leaping lightning that blasts obstacles from its path.
- c. Enthusiasm is like a contagious disease that laughs at quarantine, and inoculates all who come in contact with it.
- d. It is the vibrant thrill in your voice that sways the wills of others into harmony with your own.
- e. It is the magnet that draws kindred souls with irresistible force and electrifies them with the magnetism of its own resolves.

1. Zeal or enthusiasm is commanded:

- a. in our love, Deut 6:5 _____
- b. in our obedience, Psa 119:2 _____
- c. in our trust, Prov. 3:5 _____
- d. in our service or labors, Rom. 12:10; Col. 3:23; I Cor. 14:2; Tit. 2:14

2. The results of the lack of zeal or enthusiasm is given.

SUNDAY SCHOOL - TEACHER TRAINING

- Psa. 123:4;
- Rev. 3:15-16
- Amos 6:1;
- Matt. 24:12
- Prov. 6:4, 9-11; 10:5; 19:15; 20:13; 24:30-35 (thou sluggard)

3. We are **encouraged** to be enthusiastic.

- Psa 5:11; 66:1
- Gal. 6:9-10
- Deut 10:12
- Eph. 6:5-8

VI. WE MUST DEEPEN PERSONAL RELATIONSHIPS!

1. Doing things together, alongside your child or the other person is important.
2. Learn to enjoy people and doing together!

VII. WE MUST DEFEAT “I CAN’T - I - TIS”, overcome the negative ideas, etc.

1. Trust that God is going to do it through you. Consider David in I Sam 17.
2. Defeat those negative mental blocks that render us impotent!

Phil. 4:13 _____

Eph. 6:10 _____

Phil. 2:13 _____

I Thess. 5:24 _____

VIII. WE MUST DEMONSTRATE LOVE TO THOSE WE WANT TO MOTIVATE!

II Cor. 5:14 _____

Rom. 5:5 _____

Eph. 3: 16-19 _____

I Jh. 4:16-19 _____

IX. WE MUST DECIDE THAT GOD CAN MAKE SOMEBODY SPECIAL OUT OF EVERY PERSON!

Study the various gifts as given in I Corinthians 12. The Holy Spirit does give gifts and he is not partial. In Ephesians 1:6 we find we are accepted in the

SUNDAY SCHOOL - TEACHER TRAINING

Beloved. What could make anyone more special than to be totally accepted in Christ Jesus.

X. WE MUST DECLARE GODLY PURPOSES IN MOTIVATION!

Col. 3:17 _____

I Cor. 10:30-31 _____

Eph. 1:6 _____

Eph. 1:12 _____

Enthusiasm or fervency means to “be on fire, consumed with a vision, burning brightly, or full of zeal.”

Often the world is consumed with its agenda, its philosophies, its ideals, and goals... only for this brief life !

What about us! Are we consumed for the things of eternity?

Colossians 3:1-4, 23