

Idea Notebook

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FOR ANYONE WHO STUDIES THE WORD OF GOD!

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**Here are a number of helps toward getting more
from the Word of God, for studying,
for preparing to teach, or
preach.**

**You will find these subjects of great benefit, so
read them, practice them, make them
yours in daily life.**

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Teaching Techniques

Lesson One

IDEAS AND HELPS ON HOW TO TEACH A LESSON

There are basics which always come into play in any Sunday School or Bible Class lesson that is taught. If a teacher will do the things necessary in the preparation and understand the basic that are needed it will reduce the stress, help the teaching to become more thorough, and simplify the efforts involved.

I. THE MATERIALS YOU WILL NEED.

1. A King James Bible, for we use it exclusively in our teaching situations.
2. Your Sunday School quarterly, or manual as the case may be. You should not teach directly from the manual or quarterly, but from the Bible and the outline given or which you have prepared.
3. The Teaching Training materials which you have received over the months in the workers' meeting. (They are available and will be taught again.)

You ought to study and reread these lessons which have been given such as: These will be found on this web site... under idea notebook!

- * *A Teacher Must Gain and Earn Attention.*
- * *Magnifying the Teacher's Task.*
- * *The Use of the Voice.*
- * *Preparation of the Lesson.*
- * *The Major Methods of Teaching.*
- * *Lesson Preparation*
- * *Story Telling*
- * *How To Lead a Guided Discovery Learning Bible Study.* (It is imperative that every adult teacher study these thoroughly.)
- * *Preparing Questions for Guided Discovery Learning.* (This is part of the above and must be studied thoroughly, also.)
- * *You Teach a Lesson by Following a Plan.* (How to develop and use a lesson plan as your guide in teaching.)
- * *How To Successfully Teach Lesson Materials.* (Materials to help you understanding how to teach from quarterlies and manuals others write.)
- * *More Helps on How to Teach a Lesson.*

A series of lessons involving Christ's teaching is also found on our web site... study them to be a good teacher!

- * *A Look at Christ -- The Master Teacher*
- * *Christ's Approach to People's Problems.*
- * *Christ's Use of Motivation.*
- * *Christ's Use of the Points of Contact.*
- * *Christ's Masterful Use of Questions.*
- * *Christ's Use of Variety in the Teaching Process.*
- * *Christ's Aims and Answers in the Teaching Process.*

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4. Other helps such as: A concordance, Bible Dictionary, Bible Handbook, good Biblical Commentary, and another good translation for study for your own benefit.
5. A small blackboard if possible, or large piece of blank paper (like newsprint sheets) should be available with chalk and/or markers. These things should be large enough in the adult classes to be seen by a small class.

II. You Must Recognize That You Have About 30- 35 Minutes for Teaching Weekly.

III. You Will Need To Organize An Outline That Will Make It Possible for You To Do a Good Job of Teaching.

SUBJECTS... FOR TEACHER TRAINING SESSIONS:

Here are ideas to help you select different subjects to study. Also this could be used as a list to give guidance toward subjects to be covered in a Teacher Training Course. Such a course ought to be taught in your church every year, or offering subjects each week, or potentially having a “*Growth Seminar*” where you make the subjects available.

You will find these subjects being dealt with in the section of the web site under “*Idea Notebook*”! Or elsewhere in this section of our site.

1. Gaining and Holding Attention
2. Magnifying the Teacher's Task
3. Preparation of the Lesson
4. Equipment for teachers
5. The Seven Laws of Teaching
6. How To Double Your Class in Six Weeks
7. Publicity and Promotion
8. Why's and Wherefore's of Reaching Adults Through the S.S.
9. General Counseling Principles
10. What Kind of A Teacher Am I? (40 questions)
11. Planning Your Lesson.

12. The Lesson Planning Sheet... using..
13. Major Methods of Teaching
14. Keeping Good Discipline
15. Looking at The Ideal Christian Leader
16. Story Preparation
17. Giving Spiritual Guidance or Counseling.
18. Vitalizing Your Visitation
19. Tenable Tips to Training in Teaching Truth
20. Basic Important Principles in Teaching
21. Follow-up: Why, How, When
22. Understanding Youth and Children
23. The Importance of Child Development
24. The Use of the Voice
25. Prepare to Teach

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Lesson Two

TEACHING THE 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, best possible preparation, and the best presentation.

Training establishes a "frame of reference" from which a teacher teaches, and it also establishes basic attitudes of a teacher.

I. APPROACHING THE LESSON PERIOD:

A. Preparing to begin-- There must be prayer preparation! Each lesson ought to become a satisfying experience. The teacher must plan his work, and work his plan. Thorough preparation will bring joy in the presentation.

B. Capitalizing on the pre-session period-- Plan to "win attention". Attention should begin when the first person is there. Come 15 minutes early and personally greet pupils as they come. A late teacher is at a disadvantage, for the "stage" of personal response is set early.

II. INTRODUCE THE LESSON:

How you begin may bring success or failure to the teaching hour.

A. Contact with the class-- Their minds may be elsewhere as they are intent on other things. As the teacher you must create the right atmosphere, and attitude. They may come to class prejudiced, upset, indifferent, and burdened from many failures in their personal life, marriage, and home.

1. Gain interest through current news events. You could begin by referring to current news relating to their lives, to school, or play. Begin where their thoughts may be, or were, during the week-end.
2. Gain interest through stories and illustrations. A well told story that illustrates the aim and subject at hand does much to introduce the lesson. This could be done with an object lesson, picture, flash-card story, etc.
3. Gain interest through reports and assignments. Even primary and junior age children can work at some types of assignments. This becomes their own activity, and brings commendation and recognition.

You will want to work at sustaining their interest. Motivate them and get them excited about the subject at hand. Use every available method to hold their attention.

B. Contact with the lesson-- You will want to relate the present lesson to the previous lessons. Orient the student to the whole, and how the lessons fit together. This will increase interest and understanding and bring recall. Carefully review the previous lesson and associate it with the present one.

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1. Announce the subject naturally. Be natural, informal, relaxed, and excited. Have a surprise presentation when possible! Seek to attract attention as a head-line of the news paper would.
2. Announce objective. At times giving the aim at the beginning is good, and at other times you may feel it is best not to disclose it.
3. Make the outline live. Stimulate interest. There may be value in giving the whole outline at the beginning, and other times it may be unwise.

III. DEVELOPING THE LESSON:

- A. Stimulate the pupil to think.** One does not teach unless someone learns. Expect them to think with you. Test to see if they are alert; ask questions. See that they are profiting from the lesson. Sum up each point along the way.
- B. Reproduce thought.** Encourage and help them to express things in their own words. Help them to see applications and interpretations. What DO they remember?
- C. Apply truth.** Lead them to face specific situations and to practice applying the Word of God. Help them to acquire understanding, and to apply truth to conduct, actions, attitudes and overall life style.

IV. CLOSING THE LESSON:

It ought to be a fitting conclusion not an abrupt ending.

- A. Review the lesson.** Plan on 3 to 5 minutes to draw the net, to summarize, to emphasize the lesson aim and the fundamentals and principles of what you have taught.
- B. Anticipate future lessons.** Prepare them for and excite them about the future lesson. Give a panoramic view of what is to come if at all possible. You need to arouse attention, whet the appetite and incite the desire. Ask questions, bring illustrations and do whatever necessary to arouse curiosity about the next Sunday.

As the teacher ask yourself the following questions as you prepare:

1. What are the important truths?
2. What are the fundamental facts?
3. What are the practical lessons to life?
4. How will Christ be exalted through this lesson?
5. How will God the Father and the Holy Spirit be exalted in the teaching?
6. How can this lesson be demonstrated in daily life in the confines of home, school, and work?

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Lesson three

PREPARING TO TEACH THE WORD OF GOD

We want to look at some basic steps for outlining any particular portion of the Word of God. Ability in this will help the teacher immensely as he prepares for teaching. It also can be an aid to parents as they teach the Word of God in the home.

Steps to understanding and outlining the Word of God.

1. **Read the Scripture text** and context until you see the whole and its parts. (Read it 10 to 12 times.)
2. **Find the setting of the passage** and its relationship to the context. Usually in the setting you will find the need or the need is implied.
3. **Write down all the ideas** out the passage in your own words, phrase by phrase. Do not write down interpretations, but just what the text says -- every idea in its sequence.
4. **Find the primary idea (s)**, or theme, and key verse - if there is one in the passage.
5. **Find subordinate ideas**, or foreign ideas, as related to the primary ones.
6. **Note the divisions**, or main subjects as they seem to be in the passage. (This comes out of the primary ideas and their relationship to the subordinate ones.)
7. **Make a teaching outline.**
8. **Strengthen the teaching outline** with other related Scripture passages.
9. **Fill in the outlines with illustrations**-- work on the beginning, body of lesson, and the closing, and applications. (*Illustrations are usually Biblical, personal, current events, historical, etc.*)

Work through the above points as you study any particular lesson.

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Lesson Four

“KEYS TO UNLOCKING THE WORD OF GOD!”

(For Myself and for TeachingGetting More From the Word of God)

Preparation for a lesson can be exciting! And study of the Word of God for oneself can be very rewarding. What we want to do in this lesson is to present some *keys for unlocking the Bible for personal study!*

Neither personality or methodology can substitute for good study methods. You cannot communicate something you do not know. Nor can you know it, if you do not truly study well. Christ taught with clarity, authority, and variety. So you must prepare yourself to teach as He taught.

These keys, if fully practiced, will bring rich blessing, new insights, and the joy of personal discovery as we study in the Word of God. Only then can you teach the Word of God with clarity, enthusiasm, and the power of the Holy Spirit.

G. Campbell Morgan’s approach to the study of the Scriptures was the following:

- Read the text 50 times.
- Expect the Holy Spirit to be the teacher.
- While reading, write down the impressions received from the reading.
- Read with a pen and paper at hand.

Consider:

- If you were asked to prepare a message, or lesson from scratch -- how would you go about it?
- If you truly wanted to not just read, but study the Scriptures -- how would you go about doing so?
- If you wanted to teach your child, or youth to know how to study the Word of God for himself how would you go about teaching this?
- How much should I prepare? Just enough to “fill in the time”? Enough to just keep going?
- How important is teaching and studying? *“In teaching of every class someone has to suffer . . . if the teacher does not suffer before the class session, pupils are apt to suffer afterwards”*
- **As a teacher, you are primarily a learner**, a student among students and as such you are to perpetuate the learning process. You must keep on growing.

Lessons need 1) organization and both 2) elimination and 3) accumulation!

I. THERE MUST BE OBSERVATION!

1. **Read** the text numerous times
2. **Observe** the context: book, chapter, ideas you might see therein.
3. **Divide** into natural thought paragraphs.

II. THERE MUST BE INVESTIGATION!

1. **Research** the passage. (Read and think about it, read every book you can get your hands on that deal at all with the portion.)
2. **Understand** the geography of the passage if there is such. (Relate to culture and history of the period of time.)
3. **Grasp** the background if there is such involved. (Like the cities involved in the message to the churches in Revelation, chapter two and three.)
 - like the city of Ephesus,
 - city of Corinth,
 - life of shepherds, etc.
4. **Define** key words and phrases. Key words are very important, often they will open up the passage and give you insight.
5. **Study** some commentaries.
6. **Utilize** these questions: who? what? when ?
 where? why? how?
7. **Consider** the:
audience, to **whom** was it written?

purpose, **why** was it written?

Consider God's will, **what** was God's purpose?

III. THERE MUST BE ORGANIZATION!

Far too often organization is done haphazardly, or poorly at the best.

1. It ought to be done **logically** -- sorting, selecting, fitting together, proceeding from the known to the unknown.
2. It ought to be done **chronologically** -- relating parts, relating past to the present, and as it flows and fits together.
3. **Outline** main points and subpoints. See how the passage flows and how these parts naturally fall into place.
4. **Develop** the logical flow of the message of the portion as you seek to outline the portion for teaching and understanding.
5. **Write** your introduction and conclusion if this is a study to be shared in a classroom.

IV. THERE MUST BE APPLICATION and ILLUSTRATION

1. Make both **relevant**.
 - appeal to the mind

- appeal to the heart
- appeal to the will

2. Make it **interesting** and **vital**.

- Don't bore people with the Word of God.
- Don't put people to sleep with your technical truths.

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Let's apply this to the following portions:

Scripture text: Mark 10:46-52

I. Observations:

1. Read _____ times.
2. context: book, chapter, idea
3. natural divisions:

II. Investigation:

geography:
 background:
 key words, phrases

questions:

who?
 what?
 when?
 where?
 why?
 how?

III. Organization:

1. Outline: (main points, subpoints)
2. Develop logical flow
3. Write out introduction/ conclusions

IV. Application and Illustrations:

Let's apply this to the following portions:

Scripture text: (choose one)

I. Observations:

1. Read _____ times.
2. context: book, chapter, idea
3. natural divisions:

II. Investigation:

geography:
 background:
 key words, phrases

questions:

who?
what?
when?
where?
why?
how?

III. Organization:

1. Outline: (main points, subpoints)

2. Develop logical flow

3. Write out introduction/ conclusions

IV. Application and Illustration:

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Lesson Five

HOW TO SUCCESSFULLY TEACH LESSON MATERIALS

Introduction:

The success or the failure of a class hour, and any lesson in particular, depends much upon the teacher's use of time and the ability to adapt, prepare and present that lesson.

A teacher's expertise in these areas could be likened to a good cook's ability to use a recipe, 1) to adapt it to the ingredients on hand, if necessary; 2) to prepare it creatively, and then 3) to serve it tastefully. This includes preparing the utensils, properly mixing the ingredients together, then baking or cooking it, keeping a watchful eye during the whole process.

Lets consider the many aspects which make up preparing a lesson using someone else's materials (or even your own prepared materials). This also takes ability and requires the application of certain criteria for success.

I. You must have a GOOD INTRODUCTION !

1. **Not** an **overdone** introduction! (Not too long, too inclusive, or too exciting.)
2. It needs to **capture** attention, be supportive of the entire lesson, relate to the whole, and be briefly given.
3. It needs to **lead into** the main emphasis -- or into the body of the lesson or portion of Scripture you are teaching.
4. There should be a **smooth transition** from the introduction into the main body of the lesson.
5. An introduction is an **attention-getter**; be careful it is not so exciting or dramatic that it steals from the main body of teaching and is the only thing the class remembers. (If they can't get it out of their minds it may be the only thing they will remember.)

II. You must have a GOOD AIM for the lesson!

1. An aim that is **consistent** with the Word of God and the lesson materials you are teaching.
2. An aim that is **life related**, with applications in keeping with the theme of the lesson and the needs of the pupils.
3. An aim that you will **emphasize throughout** In other words, every main point of the lesson should lead to or reinforce the aim.

III. You need to KNOW HOW TO USE MATERIALS other than your own or a supplied quarterly!

1. First **read, reread**, and reread again (up to 12 times) the Scripture text or chapter or scattered verses that the writer of the lesson is using, teaching, or highlighting. Read them in their context!
2. **Think through** what these verses or portions are saying. Possibly study with a good commentary and/or a Vines Expository Dictionary of New Testament Words. (A Naves Topical Bible or some other study aid will help you.)
3. **Study** the quarterly or material supplied -- **HOW?** By reading that material again, and again, and again. Possibly it would help to read one part at a time and meditate on it until you have absorbed it. Think it through, close your eyes and visualize that part of the lesson. *Try to think as the person who wrote the materials in the first place was thinking.*

Consider:

Isn't that what we do in good conversations with people? Do we not listen, and meditate on what they are saying and not ignore it while just thinking about what we want to say? Or are we a good conversationalist??

Put yourself in the **place of the person who wrote the materials**, absorb and understand his aim, and **how** he is going **where** he is going to reach that aim. Perhaps you would do it differently, but learn to adjust yourself to the writer's perspective.

Much of the growing you will personally experience comes out of being able to use and teach the materials written by others. This is also what a preacher does. He is like a bee that goes from flower to flower to select, picking up and take the nectar back to the hive, and prepare it and placing it in the honey comb he builds. The pastor studies many different sources, looking for materials, ideas, central thoughts, and basically inspiration and direction from the Holy Spirit. In so doing he collects many things from many different sources that make up the introduction, body, and conclusion to a message or sermon.

4. **Based upon the needs** of the students, the aim of the writer, and purpose of the series, one should then **decide how much time you will give** to each point of the outline and how you will treat each main point.
5. **Consider what you will leave out**, what you may be led to **add**, and what is **most important** since most materials are written to give you an abundance from which you are to choose. Then watch your time, and pace yourself to teach all the lesson, not just some part of it.

Illustration:

If you have thirty-five minutes with an introduction, three points in the body of the lesson, and a conclusion to share, you pace yourself accordingly. If you have thirty minutes, five points, plus beginning and ending (which you always have) then you decide that you have about 4 to 5 minutes per point at the most. Or if you minimize one point and expand another, you budget your time accordingly.

6. **Become a teacher who can adapt** so you will not be prone to apologize, excuse yourself, be upset, complain, etc., about the lesson or the time that you have. You can **learn how** to use materials and apply all the foregoing aspects. You will need to **pace yourself** according to the time you have, the aim of the lesson, the needs of students and the impact you are seeking to make.
7. Then you may want to **prepare your own method** for teaching. Perhaps you would want to use 4 x 6 cards containing the introduction, the outline

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or body of the lesson, the closing, the applications, and questions that you are planning to use to bring discussion, provoke thought and build participation.

Note: (It is good if you can set aside the teacher's manual or the materials you use as your text, and prepare a condensation for your actual teaching time.)

IV. You MUST CAPITALIZE on the questions prepared and the ideas given by the one who prepared or wrote the materials.

1. **Assign questions** and/or Scripture portions for the next week.
2. Have them **written out**, if that is necessary, and **give** them out to various students for their study and preparation during the week.
3. If materials are to be handed out for the next Sunday's study, **capitalize on that for the students' good**. Point out things for them to consider, or to study to arouse interest, encourage preparation and participation.
4. **Prepare questions ahead of time** before you use them in the class. If questions are given in the text, then think them through ahead of time. Consider what they emphasize, how you will ask them and when. If you change them a bit, be sure and plan that ahead of time also. **WRITE THE QUESTIONS OUT!**
5. **When you use questions** in the class teaching time, **write some** of them out on slips and hand them out, or assign them prior to the class time (or even the week ahead).
6. **Consider ahead of time how you will lead discussion**. If you don't plan for this you probably won't have class participation, or you may have problems controlling and guiding the discussion.

V. You must Bring the APPLICATION at the end of the lesson hour.

1. **Assign time** in your preparation and in your mind in order to have a good climax or ending. Pace your teaching time. Do not skip, neglect, or steal from this important time. Only rarely should a lesson close with no challenge or particular application.
2. The **application should be in keeping** with the aim, the purpose the author had in writing the lesson in the first place, and in keeping with the particular needs or problems the students face.

Note:

If you were short of time, or you did not pace yourself, then learn from your own mistakes; change, do something about it; don't just excuse yourself.

DO NOT SHORT-CHANGE THE STUDENTS. Someone pays a price -- either the teacher pays a price in order to prepare well or the student suffers in being short-changed by the teacher's failures.

It is wise to study through the above materials again and again until the process becomes a part of you. Memorizing and fulfilling a process will help you become a good teacher who can successfully use materials at hand or that are given to you for presentation.

**BECOME AN ADAPTABLE TEACHER WHO IS SUCCESSFUL,
FRUITFUL, AND FULFILLED!**

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Lesson Six

THE USE OF GESTURES IN TEACHING

Employing Bodily Movement

I. THE IMPORTANCE OF APPROPRIATE GESTURES

Remember that over 50% of all communication is done with body language and much of that is through the use of the eyes, and face, as well as the body in general..

- A. Using gestures will help to **capture and hold** the attention of the listeners.
- B. Using gestures will **deepen the impression** made by the spoken word.
- C. Using gestures will **convey meaning** which you cannot express in words.
- D. Using gestures will **help establish you as a vital personality.**
- E. Using gestures will **add force** to your convictions and feelings.
- F. Using gestures will **relieve nervous tensions.**

II. SOME ASPECTS OF BODY ACTION

A. The importance of **posture.**

- 1. Through good posture you create a good image or appearance.
- 2. Through good posture you influence your own attitude and the attitude of the hearers.

B. The importance of **walking.**

- 1. How do you walk? Or rise from a chair? How do you take your stance?
- 2. Do you establish and keep eye contact as you walk?
- 3. Do you step forward to help emphasize a point? Or step backward, pause, or use movement to the side to emphasize a transition?
- 4. Do you walk purposefully, and firmly?

C. The importance of **facial expressions.**

- 1. Make your face the mirror of your heart and mind.
- 2. Let your face reveal your genuine desire to communicate.
- 3. Make much use of smiling, as well as frowning, and all other expressions that are appropriate to the lesson.

D. The importance of **gesturing in general.**

- 1. We enumerate through gesturing.

2. We divide, compare, and contrast through gesturing.
3. We describe realistically and suggestively through gesturing.
4. We locate through gesturing.

It is wise to work at improving the use of gesturing. Make a study of what you are doing. Maybe it would help to have a friend or a family member make observations of how you make good use or poor use of gesturing. Gestures do have an impact as over 50% of all our communication with others is "non-verbal."

III. THE USE OF GESTURING

A. They must be **done with vitality**.

1. Gestures ought to be sharp, decisive, and clear-cut to tell the audience exactly what it is that you want to communicate.
2. Weak, vague, half-hearted gestures tell an audience that you lack confidence in yourself or that you are not very interested in the subject.

B. They must be **flexible and varied**.

1. Gestures are body language. "Actions speak louder than words," is an old adage and gesturing actions ought to be varied and practical.

Consider:

Sworn to silence, Trappist monks developed a vocabulary of 400 signs; Benedictine monks communicated with 460 specific gestures. Sign language among deaf mutes originated over 800 years ago. Helen Keller developed such finger skills she could "speak" 80 words a minute. Cheyenne Indians had a sign language with 7,000 variations. In spite of some diversity 100 American Indian tribes could communicate on a simple level by using gestures.

Some say 700,000 distinct elementary signs can be produced by combining various gestures and movements of the upper arm, forearm, wrist and fingers. It has been said that the human hand is 20,000 times as versatile as the human mouth in producing understandable signs.

2. Gestures are to speech what pictures are to a book; they are for expression and not for exhibition.

C. They are to be **limited** to these **guiding principles**.

1. Free yourself from inhibitions.
2. Try to use the whole body in every gesture.
3. Make every gesture "follow through."
4. Make your gestures lead and your words follow or accompany them.
5. Vary your gestures.
6. Use them to clarify and reinforce your teaching.
7. Use them to describe, to secure attention and maintain interest, to emphasize, and to aid communication.

8. Use them to adjust to the speaking situation for gestures can put the speaker at ease.
9. Let them live from within, first feel, then express. Suit the action to the words, and the words to the action.

Note:

"Gestures," says Cicero, "are more powerful than words." According to Demosthenes, bodily action is the beginning, the middle and the end of speaking. Over a half million recognizable signs can be made by the speaker's hands, arms, shoulders and head.

The good speaker is almost constantly in motion and yet those movements never lack distinctness or energy. They are never mere fidgety expressions of the speaker's uneasiness. Someone said, "We are less convinced by what we hear than by what we see." **What kind of a teacher are you?**

IV. THE IMPORTANCE OF GESTURING AS RELATED TO SPEECH.

"The three most important elements of speech are delivery, Delivery, DELIVERY." Demosthenes insisted. But he saw delivery as a means to an end rather than end in itself. When other speakers spoke some of their listeners said, "What a good speaker," but when Demosthenes spoke the men of Athens cried, "Let's go fight Philip!"

Ralph L. Lewis in the book, *Speech for Persuasive Preaching*, wrote the following words -- *"If a teacher, or a preacher has an earnest passion to communicate his message he will not be an exhibitionist. He will be enthusiastic, appropriate, unobtrusive and direct in delivery without seeking to call attention to himself. His delivery should be natural, unaffected, varied, animated, purposeful, and pleasing."*

A. Four factors of speech in order of their importance.

1. These are thought -- language -- voice -- and action or delivery. Content of the class lesson or message is most important, but how it is delivered is what probably impresses the hearer the most.
2. In respect to *impression* the above four items would be reversed, however, because the delivery is the most obvious or apparent aspect of a speech, in a lesson taught, or a sermon.

Note:

In each eye the retina includes more than 100 million separate receptors--far more than all other human sensory organs combined. Most people are trained for visual learning--not auditory learning. Movement and visual aids make speech more impressive, more effective and more indelible.

B. The importance of delivery.

1. The word "delivery" implies that someone gets what you say. There is a purpose, a goal, an end, a message to get across.
2. The speaker should cultivate freedom and a natural manner that comes from sympathy with the audience.

3. The speaker (teacher) should remove all barriers hindering communication-- clear away all obstacles. Mannerism of any kind distract and ought to be overcome. Beware of exaggerated movements diverting audience attention from your message to your delivery.

C. Chief purposes of gesturing in the delivery.

(The purpose of gesturing is to clarify and reinforce the speaker's or teacher's ideas, they therefore fulfill several functions.)

1. To **describe** -- but leave something to the imagination.
2. To **emphasize** -- pound softly; don't point directly at hearers.
3. To secure **attention** and maintain interest -- don't gesture too early.
4. To aid **communication** -- implement vivid words and vital ideas.
5. To **adjust** to the speaking situation -- gestures may put the speaker at ease.

Note:

"Suit the action to the word, the word to the action."

Gesture, but don't make gestures.

Let them live from within.

First feel, then express.

Spontaneous thought tends to express itself quite normally in physical action.