

## Learn and Practice the Seven Laws of Teaching

- T *The Law of the TEACHER* - Stop growing today, and you stop teaching tomorrow.
- E *The Law of the EDUCATION* - How people learn determines how you teach.
- A *The Law of the ACTIVITY* - Maximum learning is always the result of maximum involvement.
- C *The Law of the COMMUNICATION* - To truly impart information requires the building of bridges.
- H *The Law of the HEART* - Teaching that impacts is not head to head, but heart to heart.
- E *The Law of the ENCOURAGEMENT* - Teaching tends to be most effective when the learner is properly motivated.
- R *The Law of the READINESS* - The teaching- learning process will be most effective when both student and teacher are adequately prepared.

### **The Law of TEACHER**

*The teacher must know that which he would teach... Imperfect knowing must be reflected in imperfect teaching.* - John Milton Gregory

*The disciple is not above his master but, every one that is perfect shall be as his master.* Luke 6:40 (paraphrase- *the fully trained will be like his teacher.*)

The search for Teachers:

Making Change:

GROWTH: The Larger Picture

Luke 2:52 Jesus grew	"in wisdom"	Intellectual Dimension
	"in stature"	Physical Dimension
	"in favor with God"	Spiritual Dimension
	"in favor with men"	Social Dimension

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. What areas of growth in your life in the past year do you think are most obvious to those you teach?
2. What would you say are the most important ways you've grown in your beliefs about and attitudes toward *teaching*?
3. For each of these three marks of a good teacher -FAITHFULNESS, AVAILABILITY, and TEACHABILITY - evaluate yourself by asking:
  - (a) What are my strengths?
  - (b) What are my weaknesses?
  - (c) In what ways should I change?
4. Give examples of how you think a person's spiritual development is affected by his or her growth - or lack of growth - in each of these three areas:
  - Physical
  - Intellectual
  - Social

## The Law of EDUCATION

*The true function of the teacher is to create the most favorable conditions for self-learning. ... True teaching is not that which gives knowledge, but that which stimulates pupils to gain it. One might say that he teaches best who teaches least.* - John Milton Gregory

The Tension: 4 levels of learning	1. unconscious	incompetence
	2. conscious	incompetence
	3. conscious	competence
	4. unconscious	competence

What in the world are you doing?

- Teach people how to think
- Teach people how to learn
- Teach people how to work

Basic Skills

- Reading
- Writing
- Listening
- Speaking

A Foundation called Failure "*Shucks,... I guess I was never called to walk*" Infant

Failure is a necessary part of the learning process.

**Mind Movers:** (Questions for your personal evaluation and for discussion with other teachers)

1. What kind of teachers do you most enjoy learning from -- and why?
2. Mentally select three students whom you're teaching, and analyze their individual differences. What seems to be different about the way they think and learn? How are they different in their understanding of the Bible and their experience level as Christians? What major differences are you aware of in their backgrounds - family arrangement, geography, culture, education, economic level, and so on? What major differences are apparent in their current lifestyle? (These are good questions to ask about all your students.)
3. What are your most important goals as a teacher?
4. How has failure been a part of your own personal growth?

## The Law of ACTIVITY

- Maximum learning is always the result of maximum involvement.

*Knowledge cannot be passed like a material substance from one mind to another, for thoughts are not objects which may be held and handled.... Ideas must be rethought, experience must be re-experienced.*

- John Milton Gregory

*The disciple is not above his master but, every one that is perfect shall be as his master.*

Luke 6:40 (paraphrase- *the fully trained will be like his teacher.*)

"Your task as a communicator is not to impress people, but to *impact* them; not just to convince them, but to *change* them."

Activity in learning is never an end in itself; it's always a means to an end.

"We sure have the students busy." "*Doing What?*" "Nothing, but they're sure having a ball."

Never forget your purpose. "What in the world are you trying to do to these people?"

- Practice makes perfect ... no Well guided practice makes perfect.
- Experience is the best teacher ... no Properly evaluated experience is the best
- We learn by doing ... no We learn by doing the right things.

I hear, and I forget. - I see, and I remember - I do, and I understand,...

*and I change.*

Visually oriented society - TV!

Ears to Hear, let him hear. ... Either stop calling me Lord or start doing what I ask.

- Christian Education is not knowledge,... it is active obedience.
- On the Spiritual plane the opposite of ignorance is obedience.

Meaningfull Activity - What kinds of activities are meaningfull?

- Activities that provides direction without dictatorship.  
(sphere of freedom, structure not straitjacket, doing for student not for teacher)
- Activity that stresses function and application.  
(it immediately lets the learner put to use everything that has just been taught)
- Activity with a planned purpose. (not busywork)
- Activity that is concerned with the process as well as the product.  
(so students not only know WHAT they believe but WHY. They can then exceed you.)
- Realistic activity that includes problem solving situations.  
(Get down to real problems people are faced with, What are they? What Temptations?)

**Mind Movers:** (Questions for your personal evaluation and for discussion with other teachers)

1. How involved - really *involved* - are your students in the learning process? Which ones seem to be most involved - and why do you think they are? Which ones seem to be least involved - and why do you think they are?
2. Mentally select three representative students from your class and list the kinds of activities - indoor, outdoor, whatever - that you think they probably enjoy doing most. What clue do these lists give you about how the learning process could be made more effective and enjoyable for these students?
3. Can you think of any examples of activities that might *get in the way* of effective learning?

## The Law of COMMUNICATION

- To Truly impart information requires the building of bridges.

*It is the teachers mission ... by sympathy, by example, and by every means of influence - by objects for the senses, by facts for the intelligence - to excite the mind of the pupils, to stimulate their thoughts ... The greatest of teachers said: "The seed is the word." The true teacher stirs the ground and sows the seed.* - John Milton Gregory

### Communication >>> Common Ground

See John 4 for the master of bridge building

### Communication's 3 essential ingredients

- Intellect = thought = something I know
- Emotion = feeling = something I feel
- Volition = action = and something I'm doing

What do you get excited about?

"If I know something thoroughly, feel it deeply, and am doing it consistently, I have great potential for being an excellent communicator. In fact, the more thoroughly I know the concept ... the more deeply I feel it ... and the more consistently I practice it ... the greater my potential as a communicator."

When you teach, ask:

What do I know - and what do I want these students to know?

What do I feel - and what do I want them to feel?

What do I do - and what do I want them to do?

### The Way With Words:

So I have something in my mind, I feel it deeply, it totally controls my actions - and I want to share it with you.

Words account for 7% of the communication process!

Content	Communication	
Facts	Form	BALANCE!
<u>What you teach</u>	<u>How you teach it</u>	

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### Perfecting your Communication = preparation + presentation

Preparation

Introduction = attention grabbing

Body = with purpose - what your going to say + how your going to say it.

windows that let light in = illustrate + illustrate + illustrate real + personal

Conclusion = Summarize + review,... with purpose

Presentation

Enunciate + Loudness + Variable Pitch, Volume, Speed

**Distractions** Recognize them (adult and children) use them or live with them.

**Feedback** GET FEEDBACK! Do you understand?

Find out :      What the learners know  
                    How the Feel  
                    What they are doing

Ask Questions! Few will stand and say "Wait a minute - I have no idea what your talking about."

**Mind Movers:** (Questions for your personal evaluation and for discussion with other teachers)

1. In your opinion, what kinds of communication "bridges" should be built by teachers on a one-to-one basis with individual learners, and what "bridges" can be built to the class as a whole?
2. How would you assess the qualities of your speaking style when teaching? Is your voice clear and strong enough? Do your sentences come out as complete and logical thoughts - easy to follow? Do you have any mannerisms that may hinder your communication?
3. In your class of with another group of people, what do you think are the best ways to communicate a

goal or vision that you feel passionate about?

The Law of Heart

-Teaching that impacts is not head-to-head but heart-to-heart.

How can the teacher's manner fail to be earnest and inspiring when his subject matter is so rich in radiant reality? - John Milton Gregory

Heart Defined by example in Scripture ... Deut 6:4-6

Character - Compassion - Content

ethos - pathos and logos,....

ethos, as Socrates thought of it, meant establishing the credibility of the teacher, who you are as a person is your greatest leverage as a teacher.

pathos, or compassion, concerns how the teacher arouses the passions of the hearers,... your emotions must run in the direction of your actions.

logos, teachers need content,... marshaling of your evidence,.... using the WORD!

The Teaching - Learning Process:

Teaching is causing people to learn. The simplest definition.

Learning is change. The simplest definition.

Your students will be squeezed into the mold of the world, which is quite a natural fit, or they will be squeezed into the mold of Christ,... "be ye transformed by the renewing of your mind."

Where Learning Begins.

All learning begins at the feeling level!

If their attitude is positive, they tend to embrace what they hear. If their attitude is negative, they tend to walk away from it.

If I have negative feelings about you I will reject what you're saying, because I reject you.

Never Forget the Facts: CONTENT!

Content is ALL-Important as well. In our case it is "sharper than any two edged sword" let's use it extensively, and accurately.

Be a person of impact:

1. Know your Students!
2. Earn the right to be heard.
3. Be willing to become vulnerable before your students.

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. In your own words, how would you describe "heart-to-heart teaching?"
2. Which students in your class do you appreciate the most, and why? Which students do you think have the greatest need to sense your appreciation?

### The Law of Encouragement

-Teaching tends to be most effective when the learner is properly motivated

The nature of mind, as far as we can understand it, is that of a power force actuated by motives. The striking clock may sound in the ear, but the inattentive mind neither hears nor sees.- John Milton Gregory

MQ more important than IQ Improper motivations bring devastating long term results:

BE CAREFUL WHAT YOU TELL PEOPLE AS A TOOL FOR MOTIVATION.

- Lollipop Motivation; "Memorize two hundred verses and we'll send yo to camp."  
"Behave yourself in Church this morning, and I will buy you an Ice-cream cone"
- Guilt Motivation; "I can't be a first class Christian unless I memorize these verses."  
(One of the most common motivations used by Christian communicators.)
- Deceit Motivation; (Intentional or unintentional) " If you come to Christ, all your problems are solved"

Awareness of Need.

Extrinsic Motivation -----Intrinsic Motivation

Use this ----- Trigger this

Good Training (Responsibility with Accountability)

You motivate people by correctly structuring their training experience.

Stage 1 - Telling Stage 2 - Showing

Stage 3 - Doing - Controlled Situation Stage 4- Doing - Real Life

The Personal Touch

Ever been in a courtroom where a will is read? The reader is mumbling his way over the legal jargon, and everyone is half asleep,....

every one except the person to be named in the will.

When your learner has his name written all over the application, when he sees that his name occurs throughout the Book, and its personal - it will make a big difference.

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. What results from your teaching do you honestly expect in the lives of your students?
2. Think again about your answer to #1. Are these expectations to high, not high enough, or appropriately high? If some are too high or too low - how could you specifically bring them in line with reality?
3. At any given moment in a typical class you're teaching, what percentage of the learners present do you think are highly motivated to learn from you?
4. What signals would you look for to know if students in your class were bored?

### The Law of Readiness

-The Teaching Learning Process will be most effective when both student and teacher are adequately prepared.

Many teachers go to their work either partly prepared or wholly unprepared. They are like messengers without a message. They lack entirely the power and enthusiasm necessary to produce the fruits which we have a right to look for from their efforts. -John Milton Gregory

Successful Assignments Guarantee - If you don't give them they won't do them.

### VALUE OF ASSIGNMENTS

1. They precipitate thinking Assignments are a mental warmup. They preheat the mind so it's working before class begins.
2. They provide a background. a foundation on which to build, how it relates to their life. Questions have surfaced. Curiosity is raising.
3. They develop habits of independent study - and this is the most important benefit of good assignments. They encourage people to be not simply under God's Word, but in it for themselves. And just watch what happens when they are.

### CHARACTERISTICS OF GOOD ASSIGNMENTS

1. They must be creative. Not simply busy work. Clear-Objective, Designed-with-Purpose, Don't-fall-out-of-air!
2. They must be thought-provoking. Question more answers than answer questions. Stretch the learners mind.
3. Must be doable. Don't heap on an unrealistic load.
4. Try doing an assignment during the class! Studies have shown that there's a direct correlation between predictability and impact. The higher your predictability the lower your impact. Some classes are so predictable that you can fall asleep, wake up in 10 min and find them exactly where you expected them. "You know, wherever the apostle Paul went, they had a riot or revival. Wherever I go, they serve tea." -Bishop of England Would some unpredictability help your class?

Fighting Silence. Ever look into your dog's face after asking him a serious question,... Maybe they didn't understand.

Don't ask Questions ask for Opinions --- WAIT for response,... COMMEND participants --- No Such Thing as a Dumb Question!

Fielding Tough Questions:

POOR = "Well,... whereas ... consequently ... whereupon ... as it were ... most scholars would agree... " by this time your thinking He doesn't have a clue.

GOOD = "Young man, that's the most perceptive question I've been asked in thirty-six years of teaching, and I can't give you an answer to it because my answer would be superficial. But I'll study it and come back to you with an answer. Any other good questions like that one.

From a study on Mark with unsaved in the class - "Hey, you don't mean you're telling me Jesus Christ is God, are you?"

GREAT = "Jim, that's an incredible question, right at the heart of the issue here. It really comes to grips with what we're talking about. Did everyone hear what Jim said? Jim, would you mind repeating it?" What attitude does Jim pick up here?

Controlling Discussion Dominators

- Express appreciation for their contribution. In private " I want you to know I deeply appreciate your interest in this class. Man, if I could get everybody in this class as interested as you are I'd have it made."

- Privately enlist their help to draw in others. "Have you noticed that a lot of people in the class don't participate in the discussion? Would you help me get those people into it? Just hold back a little, work with me on this, and let's see if you and I can get the rest of the class as involved as you are.
- Ask them a question. Sometimes no one has ever done that, never showed an interest in their thoughts.

Developing Note Takers. Most People don't know how. Help them compile complete and usable notes, It can catapult them into the heart of the learning experience.

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. What steps do you actually take in preparing for each class you teach? Which of these steps are most helpful to you? Which, if any, are of less help?
2. Do you think you may have a problem with being too predictable in your teaching, therefore losing your impact? Write down a list of at least half-dozen learning activities - appropriate for your class- that are drastically different in style and approach from what you normally do as a teacher. List them even if aren't convinced they would work. Then pick out the best ones and put them into practice.
3. When you've sat under another person's teaching and wanted to take notes on what he or she said - what exactly motivated you to feel that way?
5. Look at the review list of Seven Laws of Teaching. Which do you think you most consistently put into practice in your teaching? Which deserve the most attention and improvement from you?