

**International Institute of Christian Ministries**

**ARE 101**

**Adult Sabbath School  
TEACHER TRAINING**

**GUIDELINES**

**Sabbath School/Personal Ministries Department  
General Conference of Seventh-day Adventists  
12501 Old Columbia Pike  
Silver Spring, Maryland 20904-6600**

## FOREWORD

The Adult Sabbath School Teachers Training Guidelines have been prepared at the request of the division/field for more materials to equip Sabbath School teachers. It is designed to assist mission/conference Sabbath School directors, local church pastors and trained teachers to provide training to Sabbath School teachers to become better equipped for their teaching ministries in the local church. It is a part of the Sabbath School Teachers' Certification program. Practically anyone who will use these guidelines needs to attend the training.

The Adult Sabbath School Teachers' Training Guidelines are designed for an eight-hour class, which is easily planned for a weekend. The eight-hour training could be planned as follows:

Friday evening - two hours - Sessions One and Two  
Sabbath afternoon - two hours - Sessions Three and Four  
Sunday morning or afternoon - four hours - Sessions Five and Six

It may also be possible to use the guidelines for four Sabbath afternoons, two hours each; or two Sabbaths, for 4 hours each.

Attendees: Sabbath School superintendents  
Sabbath School teachers and future teachers  
Members of Sabbath School Council  
Interested members

Source Materials: Betz, Charles H., *Teaching Techniques for the Adult Sabbath School*, Westlake Village, California: United Services, 1980. Teachers as well as students can use Dr. Betz's book as a textbook, and the guidelines can be used by teachers in presenting the seminar.

Master Transparencies: Master copies of transparencies for the guidelines are available upon request. They are numbered according to the numbers shown on the right margin of each session. For example, TR 1-5 means the following: TR (transparency); 1-5 is Session Number One, Transparency Number 5.

Any participants will attend the Sabbath School Teachers' Training faithfully for six sessions and will be entitled to certificates of attendance. Those who have taken these eight-hour seminars may take more seminars toward their full certification in the Sabbath School Adult Religious Education program.

It is our hope that, as Sabbath School teachers become better equipped with the help of these guidelines, they will enable the process of Sabbath School becoming “one of the greatest instrumentalities, and the most effectual, in bringing souls to Christ” (*Counsels on Sabbath School Work*, p. 10).

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# INTRODUCTION

## KNOW THE ROLE OF SABBATH SCHOOL TEACHERS

**Aim:** To assist the student to understand the objectives and important role of the Sabbath School, to see the need of revitalizing Sabbath School, and to discover the important role of Sabbath School teachers.

	TRANSPARENCIES
<b>Step 1:</b> Ask the audience to compare regularly attending Sabbath School with the number of church members. Ask them, "What percentage of members come to Sabbath School? (Potential answers: 40% to 80%)	TR 1-1
<b>Step 2:</b> Describe the recent findings which shows Sabbath School attendance has dropped from 80% of church membership to 40% of church membership in the past 30 years. Although the condition of every church may be differ, it is a real challenge to bring attendance as high as church membership.	TR 1-2
<b>Step 3:</b> Ask the audience: "Why do people NOT come to Sabbath School? (You may need to ask someone to write down all the answers on the black or white board).  Potential answers: <ul style="list-style-type: none"><li>• Lack of fellowship</li><li>• Sabbath School is not important</li><li>• People do not study their lesson</li><li>• People are not involved</li><li>• The programs are boring</li><li>• We don't have a good SS teacher</li><li>• Conflict in the church</li><li>• Their spiritual needs are not met</li><li>• Etc.</li></ul>	TR 1-3
<b>Step 4:</b> Ask the audience: "Which of these answers could be solved by Sabbath School teachers?"	

(Potential answers: After reviewing them one by one, Sabbath School teachers could participate in solving most of the reasons why people do not come to Sabbath School. Therefore, it is important for the church to have more capable SS teachers.

Step 5: Explain the objectives of Sabbath School which all Sabbath School teachers need to understand:

**Understanding the Objectives of Sabbath School**

TR 1-4

1. Bible Study
2. Fellowship
3. Community Outreach
4. World Mission

Step 6: Explain the motto of Sabbath School which needs to be understood by all Sabbath School teachers:

TR 1-5

1. To Win
2. To Hold
3. To Train

Step 7: Explain the important role of Sabbath School by giving the divine plan as stated by the Spirit of Prophecy:

1. “The Sabbath School is an important branch of the missionary work, not only because it gives to young and old a knowledge of God’s word, but also because it awakens in them a love for its sacred truth, and a desire to study them for themselves; above all, it teaches them to regulate their lives by its holy teachings” (*Counsels on Sabbath School Work*, pp. 10, 11).

TR 1-6

2. “The Sabbath school, if rightly conducted, is one of God’s instrumentalities to bring souls to a knowledge of the truth” (*Ibid*, p. 115).

TR 1-7

Step 8: Explain the need for improving Sabbath School

1. “Our Sabbath schools are not what the Lord would have them to be, for there is altogether too much dependence placed

TR 1-8

upon form and machinery, while the life-giving power of God is not manifested for the conversion of souls for whom Christ died. The order of things must be changed if our Sabbath schools meet the purpose for which they exist” (CSW, p 257).

2. “How sad it is to think of the great amount of mechanical work that is done in the Sabbath school, while there is little evidence that there is moral transformation in the souls of those who teach and who are taught” (CSW, p 66). TR 1-9

3. “There is much to be done in the Sabbath work also, in bringing the people to realize their obligation and to act their part. God calls them to work for Him, and the ministers should guide their effort” (5T256). TR 1-10

Step 9: Explain the important role of Sabbath School teachers as stated in the Bible and the Spirit of Prophecy:

1. Teaching is one of the spiritual gifts
2. The call of the teacher
3. A teacher is more than an instructor
  - a. Teaching in the Sabbath School is a much broader task than just communicating biblical truth. “Teachers in the Sabbath school have a missionary field given them to teach the Scriptures, not parrot like, to repeat over that which they have taken no pains to understand. ‘They are they which testify of Me’—the Redeemer, Him in whom our hopes of eternal life are centered” (CSW, pp 18, 19). TR 1-11  
TR 1-12  
TR 1-13
  - b. A teacher has a desire to study, to discover new truth, then communicate it in the instructing process. “If we would study the TR 1-14

Bible diligently and prayerfully every day, we should every day see some beautiful truth in a new, clear, and forcible light” (RH, March 4, 1884).

4. A teacher as a shepherd of a class
  - a. Leads the flock
  - b. Feeds the flock
  - c. Protects the flockTR 1-15
  
5. A teacher is the pastor’s extension
  - a. The Sabbath School teacher helps the pastor reach hard-to-reach people
  - b. Acts 20:28-31. . . “watch” implies oversee, feed, protect the flock.TR 1-16
  
6. A teacher is a leader

“Our superintendents, our teachers in the Sabbath school, should be frequently in prayer. A word spoken in due season may be as good seed in youthful minds, may result in leading little feet in the right path. But a wrong word may lead their feet in the path of ruin” (CSW, p 77).
  
7. A teacher is a feeder TR 1-17

“If teachers in the Sabbath school felt the love which they should feel for these lambs of the flock, many more would be won to the fold of Christ” (CSW, p 76). TR 1-18
  
8. A teacher is a protector - John 21:16 TR 1-19

## SESSION II

### KNOW THE TEACHERS’ QUALIFICATIONS

Aim: To introduce the important role of Sabbath School teachers, to introduce the qualifications of good Sabbath

School teachers and to understand their preparation needed for teaching

Step 1: Review that which was discussed in Session I.

Step 2: Explain God's call to Christian teachers.

1. Teaching is a gift TR 2-1

"Through the grace of God we have different gifts. If our gift is preaching, let us preach to the limit of our vision. If it is serving others let us concentrate on our service; if it is teaching let us give all we have to our teaching; and if our gift be the stimulating of the faith of others let us set ourselves to it" (Romans 12:6-8).

2. Each has a specific work to do TR 2-2

"He gives to every man his work. Each has his place in the eternal plan of heaven. Each is to work in cooperation with Christ for the salvation of souls. Not more surely is the place prepared for us in the heavenly mansions than is the special place designated on earth where we are to work for God" (*Christ's Object Lessons*, p. 326, 327).

"He (the teacher) should feel the sacredness of his calling and give himself to it with zeal and devotion" (*Counsels to Teachers*, p. 329). TR 2-3

Step 3: Explain the need to develop teaching ability.

1. Give all you have. If you are called to teach, Paul instructs you to give all you have to your teaching. TR 2-4

"Whatsoever thy hand findeth to do, do it with thy might" (Eccl. 9:10).

2. The gift of teaching should be cultivated. TR 2-5

"Teaching is not a ready-made gift. In one sense, it is a do-it-yourself gift. While the teaching gifts are inherited, they must be cultivated if they are to be made useful" (*Those Treasured Hours*, p. 17).

3. All need to give all they have.

- “Teaching is an art that must be learned”  
*(Principles of Teaching for Christian Teachers, p. 335).* TR 2-6
4. To give all we have to our teaching means:
- “The time usually spent in matters of  
 minor importance should be spent in searching the  
 Scriptures, that you may know how to labor  
 successfully in the work to which you are appointed. It  
 means that you must become acquainted with the  
 Spirit of God. It means that you must do much praying,  
 and have much serious thought as to how you may put  
 to use every capability of your nature, and carry  
 forward the work of God effectively” *(Counsels on  
 Sabbath School Work, p. 121).* TR 2-7
5. There are four important things that the teacher  
 should give attention to: TR 2-8
- a. Spend time with the Scripture
  - b. Become acquainted with the Holy Spirit
  - c. Do much praying
  - d. Have much serious thought
6. The promise of God
- “The Lord has made ample provision that  
 teachers may have increased ability from Sabbath to  
 Sabbath, that they may teach to some purpose,  
 working as for time and eternity” *(CSW, p. 104).* TR 2-9
- Step 4: Personal qualifications of a successful Sabbath  
 School teacher
- There is a need for four important things: TR 2-10
1. A knowledge of Christ TR 2-11
- All Christian teaching must revolve around Christ,  
 and every teacher must know Him personally. One  
 must not only know about Christ, that He was born of a  
 virgin in the fullness of time; He was the Messiah; He  
 lived a sinless life; He was crucified, buried, and  
 resurrected—one must know Him, and he must be  
 personally acquainted with Him.
2. A knowledge of the Bible TR 2-12

Sabbath School teachers need to know their Bible, at least have a general understanding of it as a whole and a specific knowledge of the doctrine. He should love the Bible and love to study it, and to understand it through His Holy Spirit. The Sabbath School teacher not only has to have an understanding of the Bible and its doctrines and wholeheartedly believe it to be God's Word, but he must experience the power of the Bible. He must know how the Bible has helped him. The teacher for God must have a personal knowledge of the power of those gracious promises in the transformation of his own life. The instruction in 2 Peter 1:5-8 should be the teacher's own experience. The growth from faith to virtue to knowledge to experience to patience to godliness to brotherly kindness and to charity.

3. A knowledge of the students TR 2-13

It is important for the teacher to know the family, work, and where the students live, their program, and their joys. To know the students, the Sabbath School teacher should visit his or her class members at their homes.

4. A knowledge of self TR 2-14

You must not pretend before God. Our everyday lives—our thoughts, language, behavior, prayer life, and family life—must be real. You must not wear a mask for the Sabbath. To know and admit to the real self is to become needful of Christ's righteousness and covering mercy.

Step 5: The characteristics of Sabbath School teachers:

1. Reflecting Jesus TR 2-15

"This is the secret of power over your pupils. Reflect Him" (*Education*, p. 282).

"The teacher may teach a little by what he says. He teaches more by what he does, but most by what he is" (*Principles of Teaching for Christian Teachers*, p. 79).

TR 2-16

2. The spirit of the Sabbath School teacher TR 2-17
- a. The spirit of love
  - b. The spirit of faithfulness
  - c. The spirit of courage
  - d. The spirit of patience
  - e. The spirit of enthusiasm
  - f. The spirit of sympathy
  - g. The spirit of reverence
  - h. The spirit of prayer
  - i. The spirit of discernment
  - j. The spirit of youth
  - k. The spirit of learning
  - l. The spirit of humility
  - m. The spirit of tolerance
  - n. The spirit of compassion

3. A good Sabbath School teacher is one who is prepared to be taught himself.

“If you are called to be a teacher, you are called also to be a learner in the school of Christ” (CSW, p. 31).

TR 2-18

4. Lifelong commitment to Sabbath School work. TR 2-19

“The Lord calls for young men and women to gird themselves for lifelong earnest labor in the Sabbath school work. Spasmodic (to start and stop all the time) efforts will not avail to accomplish much good or to make you successful laborers in the work of God (CSW, p. 13).

5. The teacher is the key to good teaching TR 2-20

#### Step 6: Steps in lesson preparation

1. Prayer

Talk to the Lord in prayer about your lesson preparation. Seek His guidance upon your mind.

“Ask, and it shall be give you; seek and you shall find; knock, and it shall be given unto you (Matthew 7:7).

TR 2-21

2. Have a teachable attitude

Let the Bible speak as it is. Do not put your own meaning upon Scripture.

“In searching the Scriptures, you are not to endeavor to interpret their utterances so as to agree with your preconceived ideas (*CSW*, p. 25).

TR 2-22

3. Right and wrong ways to study the Bible

The wrong way is called deductive Bible study. This is where the student already has an idea and looks to the Scripture to confirm his or her own ideas. With this manner of study, we tend to interpret the meaning of Scriptures by our already established ideas.

TR 2-23

The better method is called inductive Bible study. We ask God for His meaning of Scripture. We read the Bible without our own preconceived ideas. We ask the question, “What does the Bible say?” “What does it mean?” “What must I do?”

4. Ask for Bible texts that are being studied. Look at the lesson pamphlet to find Bible texts for the week’s lessons, and put the lesson pamphlet away to use later.

5. Read the Bible text. Say the Bible text over and over from different translations. Read the verses within the context so as to get the full intention of the writer. Let God speak to you. As truth is revealed and the meaning comes to your mind, write down key points on a piece of paper or in the Bible with a pencil to make the points easy to find.

6 Study other resources on the same subject. Use a concordance. Look at a Bible Atlas. Study Bible Commentaries. Read the Spirit of Prophecy. Use different Bible translations. As you do this, take down brief notes about things that impress your mind.

TR 2-24

7. Plan your lessons to cover the following:

TR 2-25

a. The goal of the lesson

The goal is a brief statement of what the lessons will teach for the week. For example, the lesson one week will show that loving obedience is

always the best way.

b. Three-to-four key points to be covered

Three-to-four key points. In the Sabbath School class you will not have enough time to cover any more than three or four key points. In your preparation, you write these key points down. These may be:

- 1) God tells us what to do.
- 2) When we love Him, we want to respond in obedience.
- 3) The Holy Spirit comes to our help.

These points come from the Bible texts studied and from your notes. The application to Bible study is not just getting knowledge, but it affects the way we live. We must apply it to our everyday living.

c. Application to life experience

In the application part of the lesson (at least 10 minutes) ask the members to share how they think the lessons can be shared at home, at work, or at play. Ask the members to tell the class how God has used the lesson to help them, or what they plan to do in the future because of what they have learned, or how can they help other people with the lessons they learned this week?

Read additional information for illustrations and extra materials.

8. Have the checklist for the lesson preparation as follows:

TR 2-26

1. A comprehensive knowledge of the lesson (much more than would be used).
2. Planned introduction
3. A planned track of discourse
  - a. Find five focal points
  - b. Sequence of thought

4. A planned spiritual application made personal.
5. Selected points for illustration and suitable illustrations.
6. Carefully prepared questions
7. Carefully prepared timing
8. An appeal

#### Group Activity:

Divide the people into four or five groups (less than this if attendance is small). They will need their Bibles and Sabbath School Bible Study Guides. Each group appoints a leader. He or she will write down points from the group discussion and get ready to report to all the groups when they come together. Ask the group to study the Sabbath School Quarterly for the particular length of 15 minutes. Each group has studied the same Bible text, and finds the following. The goal—three key points.

When 15 minutes has passed, all groups come together and the leaders will report for 3-5 minutes each to the total group.

The group activity can be exciting. It is real helpful for Sabbath School preparation and sermon preparation.

The purpose of this group activity is to demonstrate how easy it is for a group to get several points, a goal, and applications from just looking at the Bible or Sabbath School Bible Study Guide. This activity models what should happen in a Sabbath School class. It is possible that the group will discuss several passages from the Bible such as Luke 15:11-31; Matthew 21:28-32; Matthew 15:21-28; Mark 12:13-17; or Luke 17:11-19.

#### Points to Note When Preparing a Lesson:

1. Think for yourself

TR 2-27

“Teachers should not be satisfied to take the product of the researchers of other minds, but they should investigate truth for themselves”  
(*CSW*, p. 32).

Remember that God has a lot more truth for us to discover from the Bible.

2. New Light Coming

“New light will ever be revealed on the word of God to whom who is in living connection with the Son of Righteousness. Let no one come to the conclusion that there is no more truth to be revealed. Many gems are yet scattered that are to be gathered together to become the property of the remnant people of God” (CSW, p. 34).

TR 2-28

## SESSION III

### PREPARATION FOR TEACHING

**Aim:** We'll study the characteristics of adult learning, planning and preparing for learning, and forming aims to teach the adult Sabbath School class.

**Step 1:** Give the definition of learning TR 3-1

According to Randolph Crump Miller in his book *Education for Christian Living*, p. 42:

“Learning occurs once a person responds to a situation to achieve mastery of a problem, satisfaction of curiosity, relief of frustration, knowledge of facts or insights into the meaning of life. Behind the process is some kind of motivation, and out of it comes various degrees of satisfaction.”

Change, response, satisfaction, all are parts of learning. Learning is any change that moves us closer to Christ, and thus a God-like character.

“Rather, speaking the truth in love, we are to grow up in every way into Him who is the head, into Christ” (Ephesians 4:15 RSV). TR 3-2

The challenge of Christian teachers is to bring people to know Bible facts, to understand their meaning, and to grow in the likeness of Jesus. TR 3-3

**Step 2:** Present great themes (“big ideas”)

The challenge of a teacher based on *Evangelism*, p. 151: “Those who stand before the people as teachers of truth are to grapple with great themes.” TR 3-4

Some of the great themes or concepts we form in Sabbath school include: TR 3-5

- The nature of God
- The nature of man
- The problem of sin
- Salvation
- Creation
- Heaven

Attitudes will grow out of these concepts and this in turn will affect behavior. That's why we must learn to present great themes as clearly and interestingly as possible.

We are not just presenting facts, we are helping lives to be changed. Sabbath school is a place of thinking, learning, and spiritual growth.

We should “set every agency at work, that the school may become the noblest, most efficient school in the world” (CSW, p. 162). TR 3-6

Step 3: Characteristics of adult learning

1. Adults come with such a wide variety of temperaments, skills, abilities, and backgrounds. TR 3-7
2. Everyone is uniquely gifted by God.
3. Some adults are vocal and aggressive; others are timid and pensive. Adults constitutes our largest single segment in the church. Adults change slowly (use great tact in introducing new methods of teaching).
4. Adults live in a rough-and-tumble world. They are looking for comfort and solutions to their problems (we need to teach for today’s living.) We must search for the Bible’s answers to today’s problems. Adults want practical illustrations and examples from your life and the lives of today’s people. Tell what God has done for you, how He has helped you through problems. Assure them that God is indeed waiting with a solution. Something that will motivate adults to learn is that if they feel their needs are being met. Relating Bible truths to life’s needs is a powerful motivator.

5. **Outline of Human Needs** according to Abraham Maslow: TR 3-8

**Physiological**—need of food, water, sleep, exercise, sex, etc.

**Safety**—security, stability, freedom from fear, etc.

**Belonging**—love, marriage, family, friends, etc.

**Self-esteem**—achievement, self-respect, status, respected by others.

**Self-actualization** (achieving your potential)—a need to develop, to achieve self-fulfillment.

**Aesthetic Needs**—an appreciation of beauty and order.

The teacher who learns to recognize these TR 3-9

needs in his students and seeks to help meet them will secure attention and motivate learning. The teacher who recognizes the needs of his students and helps to fulfill them will always have a learning class. This was the method of Jesus. He was always sensitive to human need—spiritual, physical or psychological. He sympathized with the people, listened to their woes, healed their diseases, and fed them.

Many adults have lost a precious childhood quality, which is curiosity in almost everything. But the spark is still there. The teacher must seek to fan this spark into flame.

6. Some of the tasks of young adults according to Robert Havighurst are: TR 3-10
  - a. Completing or continuing education
  - b. Selecting a mate
  - c. Learning to live with a marriage partner
  - d. Starting a family
  - e. Rearing children
  - f. Managing a home
  - g. Getting started in an occupation
  - h. Taking on civic responsibility
  - i. Finding a congenial, social group
7. Spiritual characteristics of the generations TR 3-11
8. Teaching Sabbath School Motivational factors for different generations TR 3-12

Step 4: Discuss planning and preparation for teaching

1. The need of a teaching plan TR 3-13
  - a. The teaching plan is to teachers what a map is to a traveler or a blueprint is to a builder.
  - b. A teaching plan helps you match the lesson with the proper method.
  - c. A teaching plan helps you relate the lesson to the needs of the learner.
  - d. A teaching plan helps to keep the lesson

moving along.

- e. It assists the teacher in making systematic use of classroom time.

2. Developing a plan of study

The question needs to be asked as you prepare to teach:

- (1) What does this lesson say about the nature of God?
- (2) How does this theme relate to the plan of salvation and the great controversy between Christ and Satan?
- (3) How can I lift up Jesus, His righteousness, His sacrifice for sin, and His coming again?
- (4) How is this lesson related to last week's lesson and to the topic for the quarter?

3. Write the central truth

TR 3-14

John Sisemore says that the central truth must be "a complete, comprehensive statement that can be used, evaluated, and written out."

Several ideas suggested for testing the central truth for accuracy are:

- (1) Does the statement reflect the heart of the lesson passage?
- (2) Does the statement set forth a basic principle of Bible truth?
- (3) Does the statement present an interest, problem, or need in present life?
- (4) Does the statement seem appropriate to your class?

4. The Basic Macro-Micro-Macro Principle

TR 3-15

This is using the central truth or the key point

in actual teaching situations. So the key point needs to be clearly stated early in the class discussion in the form of an overview.

Then the lesson is broken down into its component parts which comprise the detailed discussion of the lesson. At the end of the lesson, the key point is stated again as a summary and application. In other words: "Tell 'em what you're going to tell 'em; tell 'em; then tell 'em what you told 'em."

Step 5: This is how to form the aims that teach

1. "Before attempting to teach a subject he (the teacher) should have a distinct plan in mind, and should know just what he desires to accomplish" (*Education*, p. 233). TR 3-16

The aim is the most important and influential factor in the teaching-learning process.

2. What is a teaching aim? TR 3-17
  - a. The teaching aim is a statement of what you hope to accomplish during the class hour. It describes what the student is to be like after he has experienced the teaching session.
  - b. Discuss in the seminar the samples of teaching aims: The aim should be stated in precise language: specific and action oriented.

2. Advantages of stating teaching aims TR 3-18
  - a. It guides in study, in the choice of materials, and in the selection of the teaching method.
  - b. Teaching aims also keep the lesson on the track and avoid wasting time on irrelevant issues.

3. Kinds of aims TR 3-19

Teaching aims can be classified in three general areas:

- a. Knowledge
- b. Attitude
- c. Conduct-response

Or

- a. To know
- b. To feel
- c. To respond

**The Knowledge Level:** Knowing Bible information is basic to learning. Facts are the building blocks of all learning. When the student comes to understand the facts, he organizes them into concepts.

TR 3-20

**The Feeling Level:** Knowing, understanding, and conceptualizing facts molds our feelings.

**The Conduct-Response Level:** The third level of learning is the behavioral or conduct response.

4. Write your aim

TR 3-21

Divide the members into small groups of five to six and ask them to write the Sabbath School teaching aim based on the lesson this week.

Ask the group leader to give the report and discuss it in the class.

5. Use your aim to evaluate

TR 3-22

- a. Did my teaching hit the target?
- b. Has anything happened?
- c. Has there been a change in the learners?
- d. Do they know more, or feel differently?
- e. Has there been a change in their behavior or lifestyle?"

## SESSION IV

### KNOW THE POWER OF TEACHING

**Aim:** To assist the students to understand some of the principles that will change the learners through the power of caring and the power of the word of God.

**Step 1:** Discuss the power of caring TR 4-1

1. The need for building relationships TR 4-2

Research indicates that a child who is insecure, fearful and hostile usually has great difficulty in learning, no matter how capable the teacher or adequate his methods. If the teacher first works on the relationship and the child feels that “here is one person who really cares about me, here is one person I can really trust,” his mind seems to unlock and he begins to learn. You may drill a child on the multiplication table and he may seem unable to learn—until genuine love enters the picture. Then the miracle happens—the child’s mind is released, and learning may go forward at an amazing rate.

The same principle holds true with adult learning. When we come to Sabbath School we bring our fears, insecurities and hostilities with us. We may feel isolated from other people even though we may be sitting close to another person.

- Pay attention to the atmosphere for learning.
- Try to get acquainted with class members
- Take time to show love and concern for each person.

**Result:** Prejudice and apathy disappear, hostilities evaporate, and there is a readiness for learning.

“How tragic the sterility of classes where strangers sit together each week in well-dressed rows, masking the hurts and clutching close the private joys

while a 'teacher' whom few know intimately mouths the words of truth" (*Lawrence Richards*).

2. Optimal teaching-learning situation—Family School TR 4-3

"And these words which I command you this day shall be upon your heart; and you shall teach

them  
diligentl  
y to  
your  
children  
and  
shall  
talk of  
them

W

hen you  
sit in  
your  
house,

and when you walk by the way, and when you lie down, and when you rise" (Deuteronomy 6:6,7 RSV).

Moses shows that a family setting is where transfer of information, values and ideas flow naturally from older members of the family to younger ones, and where younger members are likewise heard and valued. For adult learning, a caring environment and supporting love toward all Sabbath School members are vitally important. Each then feels that he or she is a part of the family.

"There should be family schools, where every student will receive special help from his teachers, as members of the family should receive help in the home. Tenderness, sympathy, unity, and love are to be cherished" (*Testimonies for the Church, Volume 6*, p. 152).

3. Jesus also used the family model TR 4-4

Jesus spoke of his disciples as "my mother and brethren." They lived together, ate together, traveled together and learned together. Sometimes they disagreed violently. They argued vigorously. But Jesus' love glued them together. In this "family" setting, they learned to love and trust each other. Eventually, after three years with the Master Teacher, "...each was ready to concede to the

other the highest place” (*The Desire of Ages*, p. 646).

Jesus never hurried to lecture or preach. He took time to bless children and their mothers. He dined with the tax collector and paused to heal a blind man. How many of us look at our watches, thinking of all the good material yet to cover.

We jump into the lesson as if content were everything, with little thought of the needs and feelings of our learners.

“You will come close to them in loving sympathy, visiting them at their homes, learning their true condition by conversing with them concerning their experience in the things of God, and you will bear them in the arms of your faith to the throne of the Father.”

TR 4-5

“You must win their affection if you would impress religious truth upon their hearts” (*Fundamentals of Christian Education*, p. 68).

“Love, the basis of creation and redemption, is the basis of true education” (*Education*, p. 16).

TR 4-6

#### 4. Creating Family Sabbath School Classes

TR 4-7

It is important for all Sabbath School class members to feel loving care in the class. The teacher who is warm and accepting in his attitude will go a long way toward creating a family-like atmosphere in his class. The following structure is suggested for creating family Sabbath School classes:

a. Welcome and introduce all visitors

TR 4-8

b. Make a brief missions appeal, calling attention to the class goal. Place your own offering in the envelope, then pass the envelope to the members of the class. Ask someone to count the offering.

c. Mark the attendance record yourself, assign members to visit all regular and prospective members who are absent. Every absent member should be visited by someone each week.

d. Encourage daily lesson study. Ask: “How many are following the daily lesson study plan?” Mark the number reporting in the space indicated.

e. Report to the class the amount of offering today. Compare with the offering goal.

- f. Take Personal Ministries report.
- g. Pray. Ask the members to pray for one another. Pray for those who are missing. Pray for special growth. And finally, pray for the plan of the class.

Step 2: The power to transform lives is in the words of the living God

We may entertain, we may impress, we may even inspire, but what the people need is the living word.

“There should be a living, growing interest in storing the mind with Bible truth. The precious knowledge thus gained will build a barrier about the soul” (CSW, p. 36). TR 4-9

“Among the pupils of the Sabbath school there should be a spirit of *investigation*. . . .” (CSW, p. 27). TR 4-10

**Eight Ways to Lead Your Class Into the Word** TR 4-11

1. **Scripture Search:** Pose a problem. TR 4-12  
The problem should be answered by Bible texts found in your Sabbath School lesson. The problem should be related to the age level and the needs of your class. It could be doctrinal or a life situation. Make it interesting and relevant. It can be either real or imaginary.
2. **Bible Paraphrase:** Provide sheets TR 4-13  
of paper with a key passage from the Sabbath School lesson written at the top.
3. **Critical thinking, classifying, or comparing:** TR 4-14  
The purpose of this activity is to lead the students to learn how to classify, compare and to analyze Scripture.
4. **Research and Report:** TR 4-15  
The teacher presents a research problem relating to next week’s lesson. The assignment could involve the entire class, teams or individuals. The teacher focuses on the problem and guides the researchers in planning the extent, resources and specific amount of time for their report. The teacher should be available for guidance during the week.

5. **Case Study:** In this activity the teacher prepares a written statement or gives a brief lecture of a real life situation, problem, or Bible incident. This is distributed to the class and analyzed during a portion of class time. The learners look for scriptural solutions. If the class members have trouble in thinking of Bible texts, the teacher should be prepared to provide the texts. TR 4-16

6. **Resolving Conflict** TR 4-17
- Pose conflicting opinions regarding an issue based on your Sabbath School lesson. Guide the class in a search of the Scriptures to resolve the problem.

7. **Support an Opinion or Belief** TR 4-18
- This is a valuable technique for getting your class into the Word. The teacher leads the class into purposeful Bible study to support a position or belief. The opinion or belief should be an integral part of the Sabbath School lesson.

8. **Reconcile Different Points of View:** TR 4-19
- A Sabbath School lesson may present two opposing points of view on a subject. As a method of involving class members in a Scripture search, present the opposing views in a brief lecture and ask the class to research the question and to be ready to report their findings.

Step 3: Discuss the power in reaching a higher level of learning

1. Levels of learning

There are four levels of learning: TR 4-20

- (1) Rote-Memory Level
- (2) Factual Understanding Level
- (3) Restatement - Generalization Level
- (4) Implication-Application Level

2. Explain each level

- (1) **Rote-Memory Level** - means the TR 4-21

repetition of words without thought or meaning. Followers of the Hindu religion repeat words and phrases called *mantras*. But Jesus said, "Use not vain repetitions as the heathen do: for they think that they shall be heard for their much speaking" (Matthew 6:7).

- (2) **Factual Understanding Level** - means the learning of facts and the comprehension of their meaning. Factual understanding is a higher level of learning than the rote level. The memorization of Bible facts with understanding is important—facts about Jesus, His teaching, His life, death, and resurrection. It is important to grasp Bible facts concerning the Sabbath, salvation, baptism, and the law. Factual information is the building blocks of learning; this is where the teacher must begin.

TR 4-22

But learning must go beyond factual understanding to be meaningful. Bible facts, like bricks in a building, must be organized in a meaningful way to convey ideas and concepts.

Ellen White suggests higher levels of learning by saying in *Child Guidance*, p. 511:

"In the Sabbath school, both parents and children should devote time to the study of the lesson, seeking to obtain a thorough knowledge of the facts presented and also of the spiritual truths which these facts are designed to teach" (*Child Guidance*, p. 511).

TR 4-23

- (3) **Restatement-Generalization Level** - It means restating the truths of the lesson, giving the meaning of the facts. "Teachers should lead students to think, and clearly to understand the truth for themselves. It is not enough for the teacher to explain, or for the student to

TR 4-24

TR 4-25

believe; inquiry must be awakened, and the student must be drawn out to state the truth in his own language, thus making it evident that he sees its forces and makes the application" (*Testimonies for the Church*, Vol. 6, p. 154).

(4) **Implication-Application Level -**

TR 4-26

This level aims at a still higher level of learning. The focus is on leading the learners to perceive the implications for their lives. By trying to help the students to see themselves in the picture, and to recognize the implications for their own experience. On this level, the teacher selects an appropriate response as his aim and works toward it. His emphasis is on relational truth. On this level of teaching, change in the lives of learners becomes the goal. When the teacher focuses on this level—to help the learner see himself and his need—then the truth is internalized more easily.

3. The focus of Jesus

TR 4-27

Try to analyze the focus of Jesus by asking the students to answer each of these statements. It is good to prepare these statements ahead of time, and invite the students to underline the correct answers.

- (1) "Have you never read what David did, when he had need, and was an hungered . . . ?" Mark 2:25. Factual understanding; Restatement-generalization; Implication-application.
- (2) "Have ye not read in the law...?" Matthew 12:5. Factual understanding; Restatement-generalization; Implication-application.
- (3) "What reason ye in your hearts? Whether is easier, to say, Thy sins be forgiven thee; or to say, Rise up and walk?" Luke 5:22, 23. Factual understanding; Restatement-generalization; Implication-

application.

- (4) “The baptism of John, whence was it? From heaven, or of men?” Matthew 21:25. Factual understanding. Restatement-generalization; Implication-application.
- (5) “Which of them will love him most?” Luke 7:42. Factual understanding; Restatement-generalization; Implication-application.
- (6) “How can Satan cast out Satan?” Mark 3:23. Factual understanding; Restatement-generalization; Implication-application.
- (7) “Is it lawful on the sabbath days to do good, or to do evil? To save life, or to destroy it?” Luke 6:9. Factual understanding; Restatement-generalization; Implication-application.

The first two questions deal with factual understanding. Jesus is asking for factual recall. Numbers three to six deal with the restatement generalization level. The respondent would need to know and understand certain facts and to synthesize the information in order to make valid judgments. This is a higher level of thinking requiring reason and conceptualization (the formulation of ideas).

Question seven relates to the implication-application level of learning.

- 4. Emphasize the higher levels

TR 4-28

Teaching on the higher levels of learning demands taking facts and organizing them into concepts. It means seeing the relationship of ideas; it means forming opinions. It means forming opinions. It means helping the learner to see himself in the story. Plan how you will lead your learners to recognize their needs and to see how the truths relate to their lives.

## SESSION V

### KNOW THE METHODS OF TEACHING

**Aim:** To help the students to find the best methods in teaching including involving the learners in discovery through discussion, lectures and visual reinforcement, and stories and illustrations.

**Step 1:** Discussions involving the learners TR 5-1

1. We need to involve learners based on the study of the “Triangle of Learning,” based on research by the University of Texas. A child remembers:
  - 10% of what he reads
  - 20% of what he hears
  - 30% of what he sees
  - 50% of what he hears and sees
  - 70% of what he says
  - 90% of what he says and doesIt shows the need of involving learners.

2. Another triangle of learning is: TR 5-2

- Visual or verbal symbols  
(Reading a book or listening to a lecture)
- Audio-visual combinations (A lecture reinforced by a visual aid)
- Bible learning activities (Learners are involved in discussion, buzz groups, role play, agree-disagree exercises, brainstorming, etc.)

The lower you go on the triangle, the more efficient the learning.

3. Guidelines for Choosing and Using Bible Learning Activities TR 5-3

- (1) The learning activity *must fit the content of the lesson.*
- (2) It is also important to select a Bible learning activity *appropriate to the group*—age, sex, etc.

- (3) *The level of Bible knowledge of the learners should influence our choice of method. The teacher's aim will also affect one's choice of activities.*
- (4) *Variety is very important. Don't overuse a good activity. This will kill interest. The element of surprise is a powerful ally in holding attention and interest.*
- (5) *Bible learning activities should not be viewed as ends in themselves.*
- (6) *The thoughtful Sabbath School teacher will use tact and discretion in introducing new methods.*

4. Methods and learning aims

TR 5-4

a. Cognitive or Knowledge Aims

When your goal is to help the learner with increased understanding, or to gain factual information, consider using:

- (1) Interview forum
- (2) Book report and forum
- (3) Question and Answer
- (4) Panel and forum
- (5) Research, report, and forum
- (6) Lecture and forum

b. Affective or Attitudinal Aims:

- (7) Brainstorming
- (8) Buzz groups
- (9) Neighbor nudging
- (10) Circle response
- (11) Chain reaction
- (12) Case study
- (13) Paraphrase
- (14) Role play
- (15) Field trip

- (16) Inductive Bible study
- (17) Creative drawing
- (18) Listening teams
- (19) Agree-disagree
- (20) Reaction panel
- (21) Film talk-back

c. Behavioral or Action Aims:

If you want to motivate the learners, consider these activities:

- (22) “What would you do?”
- (23) “How would your life be different?” response
- (24) Depth Bible encounter
- (25) Testing

- 5. Common Methods
  - (1) Lecture TR 5-5
  - (2) Group Discussion TR 5-6
  - (3) Panel TR 5-7
  - (4) Small Study Group TR 5-8
- 6. 25 Bible Learning Activities TR 5-9

This is the explanation of various methods that can be used for Bible learning activities.

- (1) **Interview Forum** - The leader questions an authority for opinions and facts. The goal is to gain information from a resource person about the Sabbath School lesson and for the class to respond to the information.
- (2) **Book Report and Forum** - A designated person reads, summarizes and interprets to the class a book related to the lesson or theme of the quarter. The class responds with questions and discussion.
- (3) **Question and Answer** - A week in advance the teacher assigns thought-questions on a specific lesson to class members. The class

prepares to answer the questions and enter into discussion.

- (4) **Panel and Forum** - Three or more resource persons discuss the key ideas of the Sabbath School lesson for 15 minutes. Then the discussion includes the class for another ten minutes. The teacher spends the last ten minutes in summary and application.
- (5) **Research and Report** - This activity involves the class in searching the Scriptures and sharing information. The teacher presents a problem or question relating to a future lesson and assigns research and study assignments to individuals or small groups in the class.
- (6) **Lecture and Forum** - The instructor makes an orderly presentation or the Sabbath School for the first half of the period, preferably reinforced with visual aids. He purposefully raises thought-questions for later discussion.
- (7) **Brainstorming** - Brainstorming refers to “rapid fire” spontaneous suggestions given by the class. The problem should be written on a chalkboard or a flip chart. There is no evaluating or analyzing of the ideas—all ideas are accepted. As they are presented, they should be written on the chalkboard for all to see for later analysis.
- (8) **Buzz Groups** - These are small groups, three-to-six persons, formed with a Sabbath School class for simultaneous discussion. Their purpose is to involve every member in a discussion of a relevant question or problem from the Sabbath School lesson,

seeking solutions, identifying needs or revealing attitudes.

- (9) **Neighbor Nudging** - This is a mini-version of the buzz group. Each member is asked to discuss with his neighbor a particular question for one or two minutes.
- (10) **Circle Response** - This is a good way to promote discussion. The teacher asks an opinion question and gives each person an opportunity to respond. The purpose is to involve each learner and provide an opportunity for everyone to express his opinion.
- (11) **Chain Reaction** - Divide your class into small groups. Assign different aspects of a lesson problem to each group. Following five minutes of discussion, ask for reports. Then the teacher acts as moderator in the discussion that should follow.
- (12) **Case Study** - The teacher prepares or secures a problem statement in detail relating to the central idea of the Sabbath School lesson. The problem should state the full details: historical background, relationships, religious, social economic, educational, ethnic background of the persons involved, and the basic conflicts underlying the problem. The class analyzes this report in order to determine possible solutions.
- (13) **Bible Paraphrase** - This helps the learner rewrite a Bible passage in his own words. It assists the learner to discover the meaning of the key passage in the lesson.

- (14) **Role Play** - A role play is a brief, spontaneous acting-out of a situation. After the presentation the class discusses and interprets the action. Powerful emotional factors can arise in a role play, both by the participants and the observers. It is especially valuable in inducing self-examination.
- (15) **Field Trip** - This learning activity would not be conducted during Sabbath School time. But it could be an excellent Sabbath afternoon project for an adult class.
- (16) **Inductive Bible Study** - Inductive study begins with particulars—factual information—and moves to generalization, or a general statement of principles. For example, if the lesson theme is Jesus' attitude toward women, the instructor draws from the class specific information about Jesus' relationship to women during His ministry. The information is listed on a chalkboard. The teacher then asks the class to state a generalization of principle based on the information at hand.
- (17) **Creative Drawing** - The only materials needed are paper and crayons. Class members use drawing to express their beliefs, feelings, and thoughts about some aspect of the Sabbath School lesson.
- (18) **Listening Teams** - When you lecture, divide the class into small groups (three-to-five members). Each group is given a specific question to answer or points to look for in the lecture. After the lecture, ask each group to share its answers. Following the discussion, the

teacher summarizes the contributions and makes the application.

- (19) **Reaction Panel** - This is a variation of the lecture method and works well with a very large class—as when one person teaches the entire adult division. The teacher presents the high points of the Sabbath School lesson in 15 minutes. A small group from the class or a panel of resource persons reacts to the presentation with discussion of the key issues for 25 minutes. The teacher then closes the session with the application step.
- (20) **Agree-Disagree** - The teacher prepares a series of opinion statements based on the Sabbath School lesson. He should provide a copy of the statements for each member, or supply paper and ask the class to number their answers consecutively. The teacher then reads the opinion statements and the class members write the words “Agree” or “Disagree.” These statements and answers should be penetrative. They then become the basis of the class discussion.
- (21) **Film Talk-Back** - After showing a film or filmstrip, the teacher directs thought questions to the class. The film should be no more than 15 minutes in length and should be clearly related to the Sabbath School lesson.
- (22) **What Would You Do?”** - The teacher poses a life situation problem. The problem should be realistic, practical and preferably with some emotional overtones. This could

be an excellent application step.

(23) **“How would Your Life Be Different?”**

- “If you put into practice the special truths of this Sabbath School lesson, how would your life be different?”

(24) **Depth Bible Encounter** - The teacher

selects a key verse in the Sabbath School lesson, preferably one which calls for some kind of change in our thinking or lifestyle. Each person responds in writing to the question: “If I took this passage seriously, what changes would I have to make in my life?”

(25) **Testing** - As an application step, testing can help the learner review the lesson and pinpoint the important issues. It can also give some indication as to the success of the teaching-learning experience.

7. Group Size and Methods

TR 5-10

Ask the class members what is the best or the most ideal size for a Sabbath School class. Usually, the recommended size is between 6-8. After their suggestions are given, ask their opinions concerning “Why is it better to have a small group class for Sabbath School?” The answers would include that there is more participation, better fellowship, the members know each other, it is very easy to know the missing members and plan to care for them, the number of relationships in the class. Everyone can participate if the class is small, but if the class is about 20-25, usually only two or three people will participate. We need a shorter time to complete all the lessons with total participation.

Step 2: Discussion Methods

TR 5-11

1. The Counsel of the Spirit of Prophecy

It is not the best plan for the teachers to do all the talking, but they should draw out the class to tell what they know. Then let the teacher, with a few brief, pointed remarks or illustrations, impress the lesson on their minds (*Counsels on Sabbath School Work*, p. 115).

2. The Value of Discussion

TR 5-12

- (1) Discussion brings together a wide scope of information, insight, attitudes, and skills.
- (2) Group solutions are usually superior to that of an individual working alone.
- (3) A discussion can serve as a check on the thinking processes of participants.
- (4) It teaches the learner to think, listen, weigh evidence, make sound judgments, and express thoughts.
- (5) It deepens fellowship and draws us together.
- (6) It creates interest because it appeals to the natural desire for self-expression.
- (7) It tends to informality which is usually the best learning atmosphere.
- (8) It presents various viewpoints which help to broaden a person's understanding of others.
- (9) It may help the students to apply the truth of the lesson to their own lives without the teacher having to point out how this may be done.
- (10) It helps the teacher to discover needs and wrong concepts.
- (11) It helps to bring the content of the

lessons close to the interest and needs of the students.

3. Jesus and Discussion TR 5-13

Jesus often planned for discussion. As He neared the end of His earthly ministry, He devoted more time to instructing His disciples. Over and over He told them of His approaching death, but they seemed incapable of comprehension.

“When Jesus told them that He was to be put to death and to rise again, He was trying to draw them into conversation in regard to the great test of their faith” (*Desire of Ages*, p. 435).

4. The Key to Good Discussion—Right Questions TR 5-14

- (1) Questions attract attention
- (2) Questions break the ice, and get discussion going.
- (3) Questions reveal the knowledge of the learner.
- (4) Questions allow the learner to share the spotlight.
- (5) Questions are helpful in reviewing the lesson.
- (6) Questions are helpful in reviewing the lesson.

5. Suggestions in the Use of Questions. TR 5-15

- (1) Use questions to move your class toward your learning goal; questions that lead to positive thinking.
- (2) Avoid questions that can be answered with a simple “yes” or “no.”
- (3) Use rhetorical questions sparingly.

- (4) Avoid questions that box in the learner like: “Why should Christians want to be like John?” Another type of poor question we often hear is, “God told Abraham to do what?” This is vague. If the learner happened to answer as the teacher wanted, he would certainly not be challenged to higher thought-processes.
- (5) Use clarifying questions: “What do you mean? Would you mind elaborating?” Or, “Do I understand you to say. . . .” Or, “Can you give us an example?” “What reason. . . .?” “What caused . . . ?” “Explain.”
- (6) Use questions that help the student apply Bible truth to his own life. “How would your life be different this week if you put this truth into practice?”

6. Physical Arrangement for Discussion TR 5-16  
 A circle or semi-circle where students have eye contact is the best.

7. Discussion Pattern TR 5-17

A good discussion takes time to develop. But a teacher who understands the principles and methods can lead almost any class to become an excellent discussion group. It will take time, patience, and determination, but it will pay in terms of class interest, loyalty, and learning value.

8. The Role of Teachers in Discussion TR 5-18

The teacher must do more than announce that he welcomes discussion; he must demonstrate the fact. If the teacher is bent on “covering the lesson,” if his focus is on content rather than on persons, he will nonverbally communicate the message, “Don’t interrupt me.”

The role of the teacher is that of:

- (1) Leader
- (2) Stimulator
- (3) Guide
- (4) Enabler
- (5) Resource person
- (6) Clarifying student responses
- (7) Handling conflict, behavior description, perception techniques.

Step 3: Discuss Lecture and Visual Reinforcement TR 5-19

Lecture is probably the most widely used method in Sabbath School where the teacher talks 70-90 percent of the time.

1. Lecture has its place.

In certain situations, lecture has certain important advantages. It is easier to teach a very large class by lecture. When introducing a new unit of lessons at the beginning of the quarter, a brief lecture is helpful. A short lecture is helpful when giving an overview of background.

2. The limitations of lecture TR 5-20

It usually fails to actively involve the learner. A lecturer usually talks at the rate of 125-150 words per minute. The average person thinks at a rate of about 400 words per minute. The more highly educated will think at a rate of up to 800 words per minute. That's why during a lecture our minds tend to wander.

3. Guidelines for lecture TR 5-21

- (1) Build upon the present knowledge of the learner.
- (2) Use simple language with lots of action words.
- (3) Deal with concepts rather than only factual information.

- (4) Challenging thought-questions grab attention and put the mind in gear.
- (5) The lecturer should always work toward “learner independence,” stimulating the learner to further study on his own.
- (6) The outline of a lecture is extremely important, for the mind learns best when the material presented is well organized.

4. Combining lecture with other methods

TR 5-22

- (1) Divide your class into listening teams of two.
- (2) Present a brief lecture
- (3) Ask your teams to summarize the high points of the lecture to each other. Allow four minutes for the exercise.
- (4) Or, you could ask each class member to listen for a deliberate contradiction in the lecture, then share it with his team member and discuss the implications of the contradiction in life and theology. Allow about three minutes.

5. Visual Reinforcement

TR 5-23

The Sabbath School teacher should regularly use visual reinforcement for the following reasons:

- (1) A visual aid secures attention, and attention is the first law of learning.
- (2) A visual aid will help to hold interest. Hold up a newspaper, peel a banana, cut a lemon, take a salt shaker from your pocket and you have

attention.

- (3) Visual reinforcements continue to teach long after the lesson period is over. As the student peels his banana for breakfast, he will recall the Sabbath School lesson.

6. Additional teaching aids which can be used: TR 5-24

- (1) Chalkboard
- (2) Flip Chart
- (3) Maps
- (4) Charts
- (5) Overhead projector
- (6) Film projector

7. Important questions to ask about your visual aid TR 5-25

- (1) Does my visual aid reinforce the central truth of the Sabbath School lesson?
- (2) How and where does it fit into my lesson plan?
- (3) Am I really using this to teach or am I just showing it?
- (4) Will this material detract from my main purpose?
- (5) When using a filmstrip or a movie, have I planned my introduction and told my class what my purpose is and what to look for in the film?
- (6) Have I carefully formulated my questions to be used following the showing?
- (7) Have I previewed the film?
- (8) Do I have all my aids and equipment together, ready to go before class time?

Step 4: The use of stories and illustrations TR 5-26

1. Advantages of stories and illustrations

- (1) Stories and illustrations secure and hold

attention.

- (2) Stories reach our emotions and stir our deepest feelings.
- (3) Stories also challenge thought.
- (4) Stories and illustrations aid the memory.
- (5) Helps the class to have a good mental attitude.
- (6) Stories make abstract truth more concrete and practical.

2. Guidelines in using stories and illustrations TR 5-27

- (1) A good story is a device for making a point.
- (2) It is best if it reinforces the key points of the lesson.
- (3) The story is not used to make a point that is not inherent in it.
- (4) Resist the temptation to tell it unless it is integrally related to the lesson.
- (5) Stick to your lesson plan.
- (6) Adapt the stories to meet the needs of the learner as Jesus did.

“Jesus sought an avenue to every heart . . . . Their interest was aroused by figures drawn from the surroundings of their daily life”  
(*Christ's Object Lessons*, p. 21). TR 5-28

- (7) Relate the story according to the age of the learner. For example, in teaching a young adult class, it is important to tell stories that relate to marriage, children, credit cards, or career. People nearing retirement will be interested to hear stories referring to pensions, hobbies, or health.

- (8) Never use anecdotes that will embarrass anyone or betray a confidence.
- (9) Variety is an important rule in selecting stories and illustrations.
- (10) The story told at the beginning of a session will certainly secure attention.

3. Sources of stories and illustrations TR 5-29

- (1) Nature
- (2) Daily life
- (3) Incidents
- (4) The Bible
- (5) Magazines
- (6) Books of illustrations
- (7) Science
- (8) Occupation
- (9) Daily experience
- (10) Current events
- (11) Achievements, mistakes, and victories of others
- (12) Your own experience

4. Characteristics of a good story TR 5-30

- (1) Stories should be true to life and germane to the lesson.
- (2) Clarity is absolutely essential to any story.
- (3) Select stories that are fresh; old, worn-out stories will not hold interest.
- (4) Keep your stories brief and to the point.
- (5) Stories should be accurate.
- (6) Every story needs an attention-grabbing introduction.

5. Guidelines in telling stories TR 5-31

- (1) You must know the story well. Don't read the story. Memorize only the general ideas—don't memorize it verbatim. Read it over till the facts are clearly in mind.
- (2) Close your eyes and visualize the story—see the characters, visualize the action.
- (3) It is important to have the events in proper order.
- (4) You should know as much background of the story as possible.
- (5) Feel your story.
- (6) Don't be afraid to dramatize.
- (7) The use of the pause can be very effective.
- (8) Sometimes a brief dialogue with an imaginary character adds sparkle.
- (9) Practice the story ahead of time.
- (10) Keep eye contact from beginning to end.
- (11) Arouse the listener to action. It helps the learner to apply the truth personally.
- (12) Lead the hearers to discover the implications, identify with the story, and make the application.

6. Making the story alive

TR 5-32

## SESSION VI

### GROWING CONTINUOUSLY

Aim: To teach the students how to transfer truth into life, and also how to encourage individual Bible study.

Step 1: Discuss how to transfer truth into life

1. Guidelines of the Spirit of Prophecy

“A mere intellectual understanding of the word of God will not be sufficient to influence the habits of the life, for the life is regulated by the condition of the heart. When Sabbath School teachers have taught the lessons of external revelation, their work is but just begun, and they should not cease their labor until they have evidence that the precepts of heaven are not only accepted by the understanding of the pupil, but written upon the heart” (*Counsels on Sabbath School Work*, p. 37).

TR 6-1

“Let them [SS teachers] lay plans to make a practical application of the lesson” (*CSW*, p. 113, 114).

TR 6-2

2. Change is the goal of teaching

TR 6-3

3. Some basic reasons for change and God’s methods of change.

TR 6-4

(1) A personal, infinite God created a personal being (Adam) who had the power of freedom.

(2) Using his freedom, Adam chose to rebel against God, to separate from Him, to sin. His nature became fallen, and this fall affected the whole man, the whole world and the whole universe.

(3) But mankind is of supreme value to God. Because His nature is love, God responded with an action called grace. A covenant plan designed from the foundation of the world

was activated—a plan of redemption and education.

- (4) Jesus came to earth as man—fully God, fully human. He lived without sin, provided a perfect model, and died on the cross in man’s place, a perfect offering for sin.
- (5) Man can be saved only on the basis of his acceptance of the atoning sacrifice of Christ. Through the creative powers of the Spirit, man becomes a new creature. When a person makes this choice he is declared and accounted righteous.
- (6) If given permission God will carry His redemptive purpose forward in every life, through the process of sanctification, until man is fully restored to his lost place in God’s eternal order. As man cooperates with God, the truths of God’s Word and the powers of the Spirit will transform him into the likeness of Jesus Christ.

3. Helping the learner to apply truth. TR 6-5

- (1) We must lead our pupils into the word to search for answers to life’s problems.

“The principles of truth impressed upon the heart, line upon line and precept upon precept, will produce right action” (CSW, p. 68). TR 6-6

- (2) Teach the “old, old story” in contemporary terms.
- (3) Illustration and generalization are valuable aids in application.
- (4) Focus all efforts on bringing change about.

- (5) Lead the members through simulated experiences of application by using questions like: "What would you do if you were . . . ?" You pose a life situation and then lead the class in making an application of Scripture. Or, "How would you apply Matthew 5:23 in this situation . . .?"

4. According to John Sisemore, "To lead the members through experiences of application the teacher should

TR 6-7

- (1) Ask probing questions
- (2) Confront the class with alternatives
- (3) Lead them into actual or imaginative predicaments that require application of the truth
- (4) Focus attention on sub-Christian attitudes and activities
- (5) Allow the members to express doubt, wonder, skepticism, and curiosity about points of application
- (6) Help the members interpret their own experiences

5. The principle of guided self-application

TR 6-8

**Generalization** >

**Varied Application**>

**Examination of Sensitive Area** > **Personal Decision**

**Example (Generalization):** We should forgive as Jesus did.

TR 6-9

**Varied application:**

1. When we are lied about
2. When we are ignored
3. When we are cheated

4. When betrayed by a friend
5. When insulted
6. When rejected

**Examination of Sensitive Area:**

Why is it so painful for me to be ignored?  
 Jesus was often snubbed

**Personal Decision**

I will try this week to forgive as Jesus did by praying for those who persecute me

- |    |                |         |
|----|----------------|---------|
| 6. | Group Response | TR 6-10 |
|----|----------------|---------|

Sometimes the topic may lend itself to group response. The learners can discuss an appropriate action growing out of the Sabbath School lesson. For example, the lesson of the good Samaritan:

- (1) Stating the principle: Every needy person is our neighbor.
- (2) Varied applications: Listing things we can do as a group.
- (3) Discussion of sensitive areas: Race, convenience, etc.
- (4) Then group decision for action.

- |    |                               |         |
|----|-------------------------------|---------|
| 7. | Successful secrets for change | TR 6-11 |
|----|-------------------------------|---------|

- (1) The Holy Spirit is the only power that can make Bible truth a part of our lives.

John 15:5: "Without Me you can do nothing." TR 6-12

Zechariah 4:6: "Not by might, nor by power, but by my Spirit, saith the Lord of hosts."

- (2) The power of example (Modeling Change)  
 The most powerful incentive for internalization

of Bible truth is the power of example.

“Christ taught the truth because He was the Truth. His own thoughts, His character, His life experience were embodied in His teaching. So with His servants. Those who teach the word must make it their own by personal experience. . . the teacher of truth can impart effectively only that which he himself knows by experience” (*Counsels to Parents and Teachers*, p. 435). TR 6-13

(3) Love is the key

“Only through sympathy, faith, and love can man be reached and uplifted. . . . Never was there another whose sympathies were so broad or so tender. A sharer in all the experiences of humanity, He could feel not only for, but with, every burdened and tempted and struggling one” (*Education*, p. 78). TR 6-14

(4) “Only by such communion,—the communion of mind with mind and heart with heart, of the human with the divine,—can be communicated that vitalizing energy which it is the work of true education to impart. It is only life that begets life” (*Education*, p. 84). TR 6-15

Step 2: Encouraging Bible Study

1. Spirit of Prophecy guidelines:  
“I feel a deep interest in our Sabbath schools throughout the land because I believe them to be instrumentalities of God for the education of our youth in the truths of the Bible (*Counsels on Sabbath School Work*, p. 10).  
“The Sabbath school affords to parents and children a precious opportunity for the study of God’s word. . . .Other books should be secondary to the word of God” (*CSW*, pp. 41, TR 6-16

53).

2. What the study of the Bible will do for the learner: TR 6-17

- (1) “The Word destroys the natural, earthly nature, and imparts a new life in Christ Jesus” (*The Desire of Ages*, p. 391).
- (2) “Storing the mind with Bible truth . . . will build a barrier about the soul” (*Counsels on Sabbath School Work*, p. 36).
- (3) Enlarges the mind. (*Counsels to Parents and Teachers*, p. 396).
- (4) Endows the faculties with vigor, energizes the mind and strengthens the intellect. *Gospel Workers*, p. 249.
- (5) Refines and elevates (*Counsels to Parents and Teachers*, p. 396).

3. Ways to Encourage Bible Study TR 6-18

(1) Expect your students to study TR 6-19

One of the best methods will be by involving the students' participation. In a class where there is good discussion and lots of Bible searching.

(2) Use your Bible as you teach. TR 6-20  
“The words that I speak to you, they are spirit and they are life (John 6:63).

As the miner digs for the golden treasure in the earth, so earnestly, persistently, must we seek for the treasure of God's Word. . . . The Bible is its own expositor. Scripture is to be compared with Scripture. The student should learn to view the Word as a whole TR 6-21

and to see the relation of its parts. He should gain a knowledge of its grand central theme—of God’s original purpose for the world, of the rise of the great controversy, and of the work of redemption” (*Counsels to Parents and Teachers*, p. 461, 462).

- (3) Turn to the Spirit of Prophecy as a divine commentary upon the word.

“To leave men and women without excuse, God gives them plain and pointed testimonies, bringing them back to the Word they have neglected to follow. . . . The testimonies are not to belittle the word of God, but to exalt it and attract minds to it, that the beautiful simplicity of truth may impress all” (*Christian Experience and Teaching*, p. 249).

TR 6-22

- (4) The thrill of discovery will be the most powerful incentive of Bible study.

“Thy words were found and I did eat them, and thy word was to me the joy and rejoicing of mine heart” (Jeremiah 15:16).

TR 6-23

- (5) Teach your class members how to study.

“Let the Sabbath school lesson be learned, not by a hasty glance at the lesson scripture on Sabbath morning, but by careful study for the next week on Sabbath afternoon, with daily review or illustration during the week. Thus the lesson will become fixed in the memory, a treasure never to be wholly lost” (*Counsels on Sabbath School Work*, p. 43).

TR 6-24

- (6) Encourage daily study by the following

TR 6-25

activities:

- Use of flip charts
- Take home assignments
- Use the word association exercise
- Discussion questions in advance
- Paraphrase
- Write a newspaper headline and lead paragraph
- The Sabbath school teacher is the key. The most powerful influence is the teacher. If the teacher loves the Word, if he or she enjoys digging into the mine of truth, seeking to learn more of Jesus' message—this will be a powerful stimulus for study. Excitement is catching.

Step 3: Give the conclusion of Sabbath School Teacher Training

The methods are important—but the most important factor is our connection with the Master Teacher and the power of the Holy Spirit in our lives and teaching. TR 6-26

“How many times the hour has come with its work, but the worker was not at his post of duty! Words might have been said to help and strengthen weak souls struggling under temptation, but they were never spoken. Well-directed personal efforts might have been put forth, and have saved a soul from death, and hid a multitude of sins, but there was no one to make the effort. The negligent ones will have to meet their neglect in the day of God”  
(*Counsels on Sabbath School Work*, p. 71). TR 6-27

“Our teachers need to be converted men and women, who know what it means to wrestle with God. . . . Who will be earnest workers for souls in our Sabbath schools? . . . Who will TR 6-28

accept these grave responsibilities, and watch for souls as they that must give an account?" (*Ibid*, pp. 74, 75).

The secret of excellence in teaching is in association and fellowship with the great Teacher We too can commune with the Master Teacher and learn to "teach as Jesus taught." "If they labored in connection with Him,—His divine power combining with their human effort,—they could not fail of success" (*Desire of Ages*, p. 811).

TR 6-29