



HIGHER GROUND
CALVARY CHAPEL

SCHOOL OF MINISTRY

“Teach Us...

Class 03

Preparing the Lesson

I find that the analogy of preparing a meal is probably the best analogy for teaching a lesson

So let me go through this analogy for this class

Some of you may even learn how to cook

The first step in preparing a meal is to select the menu

What are you going to prepare and serve?

Some cooks put a lot of thought into this

For them it's all about nutrition

For us it is all about needs
What do our students need to learn?
What is the best way to prepare the lesson?
What is the best way to present the lesson?

Again:
The age of the student
The background of the student
The setting for the class
The time available
The number of settings

Based on this:
A long and relaxed session
A medium length session
A quick on-the-go session
A Hands-on session
Lots of visuals
Lecture only

How many students?
Design the presentation on a one-on-one session
Can you interact with the students?
Can you plan various activities

Right now I am back in lecture mode
That is easiest for me to present and transfer information quickly
But what did I do in the previous sessions?

I spoke to you
I asked questions
I did activities
I used pictures
Auditory learning
Visual learning
Activity learning

You can present all three versions if you have the time and resources

You can pick just one if time demands

You can switch back and forth depending on the needs

Okay...

Let's get started

We want to avoid the information dump

We are going to control the release of information in an organized fashion

The best thing to do is to determine what the student really needs to know

And then you present that information in a manner that ensures learning

Rule #6 Identify what is important

We are going to start with sifting our information



Consider your lesson like a meal

What we are doing at this point is selecting the menu

What are we going to serve?

Once the menu is selected; then you decide how to prepare that dish and how to serve it

This would normally be a three step process



Your first level of sifting identifies the key points to the presentation
These are things that your audience **NEEDS** to know



You then sift your information a second time



This identifies information that would be **NICE** to know



You then sift your information a third time



I describe this information as
“Does anyone really even care
about this?”



Now, we are going to focus on
these two or three items
There is the 80/20 Rule
80% of your profits come from
20% of your product
In order to increase profits,
what do you do?

So let's identify the 20% that produces what we really want
That is where we put our greatest efforts
This will be your main meal
You are going to do everything you can to make this interesting and easy to digest

We have just done the three-level sifting process



I want to use two ways to sort your information
You may use both methods
You might find one more effective for your style and personality

So here is the Bible verse:
“For God so loved the world
that He gave His only
Begotten Son; that whosoever
should believe in Him should
not perish, but have
everlasting life.”

Ask yourself this question:
What is God saying to me
through this verse?
Where is God placing my
focus?
What words or phrase is
popping out at me?

There is no right or wrong
answer here
You may pick the same thing
as someone else
But it's not just the word or
phrase
It's what it is saying to you

Is there something in your personal life that really drives this point home for you?

Keep in mind one of our previous rules:
“Make the lesson your own”
If you do this, then ten people can teach the same lesson
But it will be ten different lessons on the same subject

What is God saying to you?
What is the best way to present this the first time [auditory]?

Have you said everything you can about this point?

What is the best way to present this information a second time [visual]?

Is there anything else you want to say about this point?

What is the best way to present this information a third time [craft, game or activity]?

So let's go around the room a few times and discuss this verse...

I want to shift and rather than doing this with a single verse, let's try this with a Bible story
I want to talk about the Woman at the Well...

Here is the lesson you are supposed to teach:
The woman at the well
How many know the story of the woman at the well?
Tell me the story of the woman at the well in your own words

Is everyone comfortable with this?
Give me one word or phrase that summarizes this story
Give me another word or phrase
Give me a third word or phrase

Let's talk about the seasoning?
What make this part of the meal appealing?
Know your audience
How do they learn?
That is where you will "season" or put the effort in the presentation

So let's go back over this first important point from this story
Again, what is the point you want them to remember?
Let's say we are dealing with children – say grade school

We were part of a Vacation Bible School in another Church years ago
The opening sessions was actually about Cults
We were dealing with grade school children

The opening sessions was all about a dog sled race
The devil was trying to pull us off the path
What did we do?

I believed the most important point was to use the Bible to test everything
So I put it as simply as possible:
“If it ain’t in here [the Bible] then it can’t be trusted!”

For this age group the best way to teach this was repetition
We “trained them”
The main character would shout out to them:
“If it ain’t in here...” and then he would hold up the Bible

In response the children would yell back:

“It can’t be trusted!”

We encouraged them to be loud and rowdy

We wanted to make it fun

We did this 3 – 4 times a night

We did it every night

This is what I mean by the 80/20 Rule

“Trust the Bible” message was the 20% that produced the greatest profit [result]

We spent 80% of our time presenting this

So let’s take you first key point

We’re presenting it to grade school children

Let’s discuss options and strategies...

Let's go with your second most important point...

How would you present it the first time [auditory]?

How would you present it the second time [visual]?

How do you present it the third time [craft game activity]?

Let's discuss how you would present it to junior high or high school students

What method would work best:

1. Train
2. Teach
3. Educate

What is different about this age group?

What do they like to do?

What do they need emotionally?

How can we use this in our presentation?

So let's discuss options and strategies in designing our presentation

Key point: Don't be fake!

Key Point: Don't talk down

Key Point: treat them as equals

Why do I stress this when dealing with junior high and high school?

This is the age when they start thinking of themselves as independent

They want to make their own decisions

They want to be treated as adults

If you respect this and understand this; then they will respond accordingly

What if you do not know what to do or how to present the information?

What if you included them in preparing the lesson as a group

Ask then what is interesting about this information

Let them suggest activities

Let them present the information back to you

At this point the teacher becomes the audience

You ask the questions and have them figure out the answers

When they own the information they have a vested interest in it

And what style of teaching provided the highest level of retention?

Teaching the subject

Let's go to your third key point
How would you present it the first time [auditory]?
How would you present it the second time [visual]?
How would you present it the third time [craft game activity]?

Let's go over some options and strategies if we were presenting this to adults...
Would it make a difference if you were presenting this to an all male group?
What about an all women group?

Would you make changes if the group was older than you?
Would it make a difference if the group was younger than you?

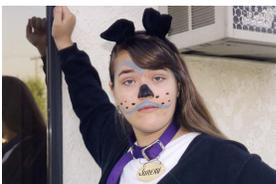
Let's talk about settings...

Rule # 7"

First make it work; then make it pretty

When we did our sled race Vacation Bible School we made ourselves into sled dogs





The Bulletin Board in classroom and decorating class rooms was all designed to encourage learning and focus on topics

You can continue this practice regardless of the age of the student

Just make sure that the decorating is age and topic appropriate

Which works best for the class or the activity

Children's worship rows of chairs with lots of room

Teaching lessons:

1. Chairs
2. Tables
3. Desks

The way you set up the room
can also send a message to
the class

Rows of desks is a structure
that suggests a formal setting

Chairs in a circle suggest
interaction

Chairs at tables facing each
other suggests and
encourages groups

Tables in a “U” shape
suggests something informal

Food and drinks makes it even
more informal

How the speaker presents
himself also suggest a
message

Let’s try to decipher the
message

Teaching sitting down?
Teaching sitting down behind a desk or table
Teaching standing behind a podium
Teaching standing no podium
Teaching and moving

We send messages all the time
It is important that we are aware of the message
We do the same thing with how we dress to teach

Three piece suit and tie
Regular suit and tie
Dress shirt and slacks
Jeans and dress shirt
Jeans and t-shirt
Shorts and t-shirt

How do you want your students to relate to you?
Let's put together some scenarios...

Scenario One: A presentation to employer or client to invest in a project?
Seating arrangement?
Style of Dress?
Style of presenting?
Design of subject?

Scenario Two: Presentation for children's Church?
Seating arrangement?
Style of Dress?
Style of presenting?
Design of subject?

Scenario Three: Presentation to co-workers at a factory?
Seating arrangement?
Style of Dress?
Style of presenting?
Design of subject?

Scenario Four: Presentation of a safety talk to workers on construction site?
Seating arrangement?
Style of Dress?
Style of presenting?
Design of subject?

Scenario Five: Presentation on a Wednesday Night Service?
Seating arrangement?
Style of Dress?
Style of presenting?
Design of subject?

Scenario Six: Presentation for a Neighborhood Watch?
Seating arrangement?
Style of Dress?
Style of presenting?
Design of subject?

Scenario Seven: Presenting Plan of Salvation in one-on-one setting?
Seating arrangement?
Style of Dress?
Style of presenting?
Design of subject?

Now let's consider your resources:

1. Handouts?
2. Flow charts
3. PowerPoint
4. White Board
5. Filming
6. Recording

It might be a good idea to practice what you are teaching
It might be good to practice the setting of the class room
It might be good to test the handouts
It might be good to test the activities

Gather some volunteers that are around the age and social group you will be teaching to
Make it informal in your structure so you can accept feedback
But let them know the material

Talk about it
Share it
Get feed back
Ask about the setting
Ask about the handouts and activities
Ask them if they can think of a better way to do this

You do not have to be thrown into the classroom unprepared
We will discuss this in a future session

You can prepare

You can practice

You can adjust

You can improve

What did they like about the information?

What made sense?

What was confusing?

What questions did they have?

You might want to do this one or two more times

QUESTIONS