

Section 4: WHAT Do We Teach?

Chapter 5: Teacher Training Manual

The purpose of teaching God's Word is life transformation (Romans 12:2). All elements of teaching preparation and execution should be to help the student to apply the truth of God's Word to their everyday lifestyles. While it is important for students to gain knowledge and understanding, the main focus of teaching students should not be the transfer of information.

A. Biblical Role of Teacher

1. Scriptural Basis

Deuteronomy 6:4-9 – We are commanded to teach children.

Matthew 28:19-20- We are commanded to teach others to follow what Jesus taught

Ephesians 4:11-16- The Blueprint for teachers

Philippians 4:9- Audible teaching is most influential when lived out by the teacher

2 Timothy 2:15- We must correctly handle God's Word

2 Timothy 3:16- Scripture is to be taught thoroughly for the equipping of the church

James 3:1- Teachers are held to a higher standard

2. Why do we train teachers?

- a. Training teachers and other leaders is God's idea, not ours. God's plan was to train, prepare, and equip people so that the body of Christ will be built up (Ephesians 4:11-12). The whole body of Christ is influenced positively when we prepare our teachers for handling God's Word. Consider what we lose if we do not equip God's people:

- Building up of the body
- Unity in faith and theology
- Maturity to Christ-likeness
- Discernment

- b. Training teachers also allows gifted people to be trained and to train. When training is effective, God's people are equipped and encouraged to do their part. As they understand God's blueprint for discipleship and teaching, they will be able to envision what God can and will do through them. They will be excited and enthusiastic about serving in the role of teacher. Teachers who are equipped and trained will demonstrate Christ-likeness in all areas of their life and will train others (2 Timothy 2:2).

B. Teacher Training Process

1. Training of teachers for The Well Student Ministries will consist of the following:

- a. 3 sessions with the Pastor of Student Ministries.
 - Session #1- “The 7 Best Practices for Teaching Teenagers”
 - Session #2-Review of Theology #1 and Worksheet (20 Basic Beliefs, chapters 1-3, 7-9)
 - Session #3- Review of Theology #2 and Worksheet #2 (20 Basic Beliefs, chapters 10-17)
- b. 2 Teaching Opportunities to be observed by Pastor of Student Ministries or assigned observer
 - 2 pre-teaching meetings or phone conversations
 - Passage/Curriculum overview and teacher model selection (2 weeks prior)
 - Final lesson review and practice teaching opportunity (week prior)
 - 1 post-teaching evaluation
 - Evaluation- doing well, need improvement, action steps

2. Ongoing Teacher Expectations

- a. Maintain regular (once a semester; three times yearly) teaching schedule. Includes 1 pre and post service conversation.
- b. Teachers are expected to teach during ALL Weekend Well Services (Saturday 6pm, Sunday 9am & 11am).**
- c. Week of teaching check-in
- d. Yearly evaluation

C. Teacher Scheduling

1. Semester Planning

Scheduling for teachers in “The Well” is finalized in December (January-April), April (May- August), and August (September –December). Teachers will be selected for individual lessons based on their individual passions, availability, and the needs of “The Well”. The Pastor of Student Ministries or his representative will initiate email correspondence with all teachers for the coming semester. This process will include:

- An initial request for your schedule availability
- A rough draft of the teaching schedule
- A final teaching schedule

Please make every effort to review your availability and communicate any conflicts you may have prior to the release of the final teaching schedule for the semester.

2. Schedule adjustment

Adjustments to the finalized teaching schedule may occur throughout the semester. Please make every effort to switch teaching dates with another teacher rather than to simply drop a teaching commitment. Should you need assistance with this please contact the Pastor of Student Ministries.

D. Meeting with Pastor of Student Ministries

1. Training

Time meeting with the Pastor of Student Ministries is critical to the evaluation and preparation of the Teacher. During the training sessions, as outlined above, the teacher will have time to consider the teaching process, learn how to theologically represent themselves (apologetics), and address any questions they may have with the Pastor of Student Ministries.

All Training Sessions are to be completed prior to teaching, but that is left to the discretion of the Pastor of Student Ministries.

2. Teaching Preparation

2 Timothy 2:15 reminds us that we are to correctly handle God's Word. We correctly handle God's Word as we understand the text, context, historical situations, intended recipient, and theological concepts. Once you understand these ideas, you will be required to share the ideas you have learned with 11-18 year olds. This does not happen effectively without allowing adequate time to prepare.

To assist the teacher with this high responsibility, "The Well" Student Ministries Staff should assist the teacher by doing the following:

- 3 weeks or more – Communicate scheduling weeks in advance, provide curriculum or Scripture/topics
- 2 weeks before- Contact teacher for scheduling meetings to review text/ topic if needed
- Day before- Review lesson outline and provide feedback on teaching preparation, assist with illustrations or needed items, review application concepts

In order to be prepared, the teacher should follow a schedule similar to this:

- 2 weeks before- review the curriculum, gather information on text and context, consider how to address theological concepts, begin rough outline
- 1 week before- Finish outline, complete the bulk of the teaching and explanation of Scripture, brainstorm about introduction and application
- 2 days before- finish introduction and application illustrations or activities
- Day before - Spend time reviewing and internalizing message and time in prayer
- Day of- Spend time reviewing, praying and attend leader meeting 30 minute prior to service time start.

Theological Ideas

The theology of Living Water should be represented in all teaching opportunities. With some theological ideas it is appropriate to share differing views for discussion and causing the hearer to question their own beliefs for the purpose of further study. Your teaching should accurately handle Scripture and theology. Should you need clarity or further discussion on how to handle a specific theological idea, please discuss with the Pastor of Student Ministry during your pre-teaching meetings. The teacher should come prepared with a basic understanding of the theological concepts.

3. Scheduling

The Pastor of Student Ministries will make himself or a representative available to meet with you as the teacher to review text or topic prior to each teaching opportunity. He will contact you 2 weeks prior to your scheduled date to teach. Should you desire to meet you will agree on a time to meet. The teacher should be prepared having reviewed the text, curriculum and theological ideas, as well as having a rough outline for teaching.

E. Preparing and Organizing a Lesson

Effective communication occurs when the communicator is effective at originating a message and the receiver interprets the message accurately. This is more than an “I speak, you listen” idea. Presenting a coherent and organized lesson is critical for the receiver to decode the message being presented. To be effective we must have a balanced approach to teach truth for application. Often teachers will land in one of two dangerous scenarios:

- **Distorting the message-** Teachers desire so badly for students to listen to the message or comprehend what is being said that they change the message completely. “Dumbing down” a message so it is attractive or pleasant is to misplace priorities. Our desire should be to have students seek truth, not to play the role of the Holy Spirit by selling them on it. “Our Responsibility is to faithfully retell God’s Story as though God were making his appeal through us (2 Corinthians 5:20)”.¹
- **Disregard for the listener-** An equally misplaced focus is to focus only on the message rather than how those you are speaking will receive the message. Some will throw text and truth out and quote Isaiah 55:11, “My word...will not return void”. The comprehension of the message is overlooked for the sole focus of speaking the physical words of Scripture.

¹ Speaking to Teenagers p. 29.

1. Preparing Messages that S.T.I.C.K.²

You have your lesson curriculum or the Biblical passage that you are going to teach, but how do you get started? The best strategy is to follow proper Biblical study (exegesis) and look for what value, principle or truth the text communicates. Therefore, your time of preparation should follow the **S.T.I.C.K.** outline.

Study: Know and understand the Biblical text.

“What truth does it communicate?”

Think: Take time to reflect on your Audience and Content

“How does this text relate to me and my audience?”

Illustrate: Add a little color to your message

“Are there everyday examples of this for breaking down truth?”

Construct: Organize and Pull it all together

- a. Setup and Organization of a lesson
 - Addressing the Passage
 - Context
 - Big Idea or Sticky Statement
 - Selecting a Model

Keep Focused: Crafting for Clarity

“1. What do they need to know?”	INFORMATION
2. Why do they need to know it?”	MOTIVATION
3. What do they need to do?”	APPLICATION
4. Why do they need to do it?”	INSPIRATION
5. How can I help them remember?”	REITERATION” ³

2. Organizing your lesson

There are several different models and approaches to teaching a lesson. The model you use will be based upon your personality and learning style, the group to whom you are teaching, the designed intent of the lesson, and the setting of the lesson (see Teaching the Lesson section).

3. Construction of your lesson

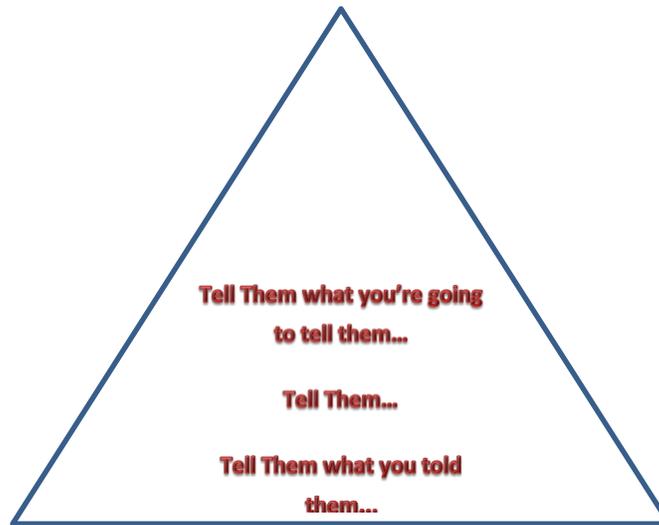
How are you going to relate the truth of God’s Word to the listener?

If you have taken any public speaking classes you were probably taught the inductive and deductive communication approaches

² *Speaking to Teenagers* p. 106-195.

³ *Communicating for Change* p. 191.

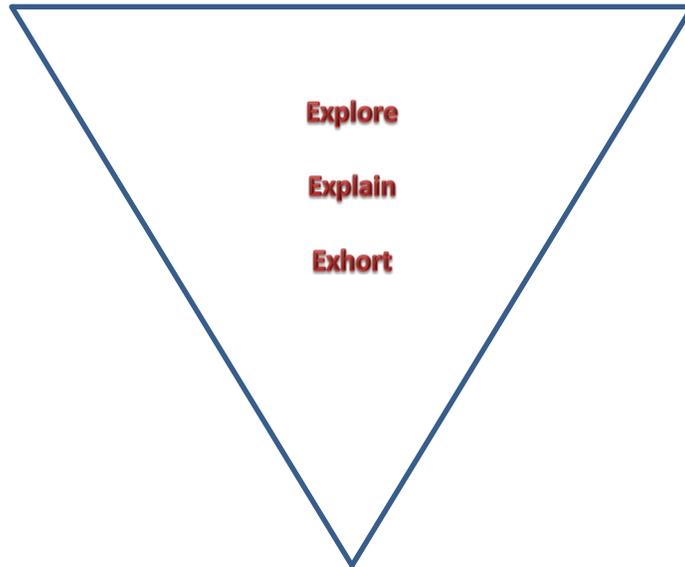
Deductive Teaching Method



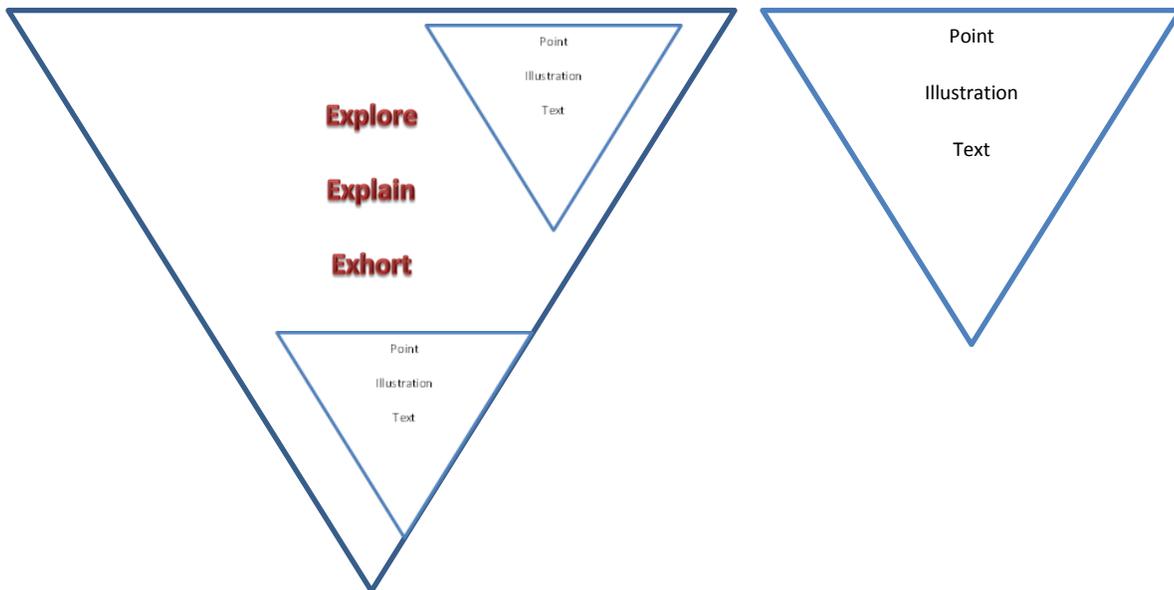
Deductive communication deals mainly with concepts. This is a great approach when you are speaking to a group about philosophy, medicine, or science. However, most students do not learn this way, mostly because they don't live this way. In day to day life, especially with regard to issues of life-change, they are not interested in concepts, but rather the tangible and real.

For example, students don't really care about the concept of electromagnetic wave operating at 2.45 GHz. Rather they just want to know that when they put a bag of popcorn in a microwave, that it works and they have popcorn.

Inductive Teaching Method



Inductive communication is a way of getting the listener's attention so you can communicate God's Word. Inside of the Inductive teaching method you will also have points, two to three that will also funnel the listener toward the Biblical truth.



4. Inductive Teaching Structures

a. Hook, Book, Look, Took (HBLT) method

PURPOSE	SUGGESTED HOW TO'S	EXAMPLES
<p>HOOK</p> <ul style="list-style-type: none"> - To get attention. - To set a goal for discussion. - To act as a transition to the Bible discussion. - See attached "Hook Ideas." 	<ul style="list-style-type: none"> • Should appeal to discussion. • Should be focused on the group's needs and/or interests. • Shouldn't necessarily be Biblical in nature but set the stage for it. • Should not be answerable with a "Yes" or "No". • Should be simple and direct. 	<ul style="list-style-type: none"> ✓ What makes people happy? ✓ How do you get rich? ✓ What are you living for? ✓ What makes a good friend?
<p>BOOK</p> <ul style="list-style-type: none"> - To lead the learner to discover Biblical truths. - To aid the learner in understanding the truths discovered. - Make observations. 	<ul style="list-style-type: none"> • Should relate to the Hook portion of your discussion. • Should help in the discovery of the facts, usually by beginning with, Who?, What?, How?, Why? • Should clarify and define the truths discovered. 	<ul style="list-style-type: none"> ✓ What in the book of Philippians brings Paul joy or causes him to rejoice? ✓ Who is talking to whom in this verse(s)? ✓ Where did this take place? ✓ Why do you think the passage(s) or verse(s) is here?
<p>LOOK</p> <ul style="list-style-type: none"> - To guide the learner to formulate the truths into principles to which he can respond. - Sets the stage for application. 	<ul style="list-style-type: none"> • Should summarize the facts discovered and draw out the principles or truths. • Should help clarify and formulate the truth(s) so application can be made. 	<ul style="list-style-type: none"> ✓ Why is Paul joyful even amidst adverse circumstances? ✓ What can we learn from Paul about a joyful attitude? ✓ How can you tell when a person is joyful?
<p>TOOK</p> <ul style="list-style-type: none"> - To make personal, specific application of the Biblical truths discovered. - Desire specific, changed behavior. 	<ul style="list-style-type: none"> • Should bring the discovered truth to a level of practical, personal application. • Should help the individual see how the truth can be specifically applied to his life. • Should not be general and vague. Have group members write out their planned application and share it with the group. 	<ul style="list-style-type: none"> ✓ How do you plan to demonstrate joy this week (Be Specific)? ✓ In what specific situation do you plan to display joy this week? ✓ Think of a situation at ____ (Home, School, Work, etc.), where you have not been joyful but will trust the Lord to make you joyful.

b. Relational (ME-WE-GOD-YOU-WE)

Communicating for Change by Andy Stanley

PURPOSE	SUGGESTED HOW TO'S	EXAMPLES
<p>ME</p> <ul style="list-style-type: none"> ❖ Orientation ❖ Introduce myself to them and let them get comfortable with me. 	<ul style="list-style-type: none"> • Should be a personal experience that introduces the main point. • Should describe a dilemma the speaker has faced or is facing that the listener can identify. • Create Tension. 	<ul style="list-style-type: none"> ✓ Be transparent through statements such as: ✓ I wish I was a better friend.. ✓ I struggle with building friendships...
<p>WE</p> <ul style="list-style-type: none"> ❖ Identification ❖ Make a connection with those present through what WE are thinking and feeling. ❖ How is this true in the life of the receiver of the message. ❖ People connect when you raise a question they have been asking 	<ul style="list-style-type: none"> • Review the groups of individuals to whom you are speaking. • Broaden the tension. • Don't transition until you've created the question that needs to be asked- "What should I do?" 	<ul style="list-style-type: none"> ✓ Transition Statement: "The same is true in your life..." ✓ Create lists of students based upon interests (athletes, academics, hobbies, gender, preferences, priorities, etc) and share how the listener should be able to identify. ✓ "As a 9th grader you have seen this..."
<p>GOD</p> <ul style="list-style-type: none"> ❖ Illumination ❖ Introduce the biblical truth into the discussion. ❖ "What does God say about this?" 	<ul style="list-style-type: none"> • Share your big idea/ sticky statement. • Break down that one truth from God's Word to resolve the tension (at least some of it) • What does God say about the tension? 	<ul style="list-style-type: none"> ✓ Transition Statement: "What does God have to say about how we should respond..." ✓ "Believers are part of God's plan of making disciples of all nations". Speaking points would be: <ul style="list-style-type: none"> ✓ God has a plan ✓ He allows us to be part of that plan ✓ We must make disciples
<p>YOU</p> <ul style="list-style-type: none"> ❖ Application ❖ What are you going to do about it? ❖ The challenge to the individual. 	<ul style="list-style-type: none"> • Find one point of application that everyone can embrace. • Keep it realistic, doable and achievable. • Challenge the listener on what they heard. • 3 likely audiences to address-growing believer, struggling believer, natural individual. 	<ul style="list-style-type: none"> ✓ Transition Statement: "How can I take this and make it part of my life?" ✓ This week will you commit to _____ ✓ What would keep you from _____
<p>WE</p> <ul style="list-style-type: none"> ❖ Inspiration ❖ Casting a common vision for 	<ul style="list-style-type: none"> • Opportunity for the speaker to rejoin the listener. • Vision Casting- imagining out 	<ul style="list-style-type: none"> ✓ "Can you imagine what would happen if we all..." ✓ Can you imagine what your

what would happen if we did it.	loud.	friendships would look like..."
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5. Discussion Group questions

For students ages 11-18, the best time of personal application of a lesson happens in small groups or discussion groups. During our "Weekend Well" Services and some of the "Youth Night" Groups, we provide discussion questions to the leaders through e-mail and hard copies at our 30 minute pre-service. If you would like to provide questions based on your outline, applications, or handouts, please inform the Pastor of Student Ministries by Wednesday the week you teach. Otherwise, it is assumed that the staff of "The Well" will provide questions based on their general understanding of the text of the passage or topic.

6. Applications and Take Home ideas

Every time a teacher shares God's Word he/she should share some immediate applications and any long-term applications that may apply. These applications should help the student set a goal or strategy to for the next week(s) that answer the "who, what, when" questions. This is done to affect change on the spiritual life of the student- "Based on what I've heard I need to..."

Some may choose to have a form of take-home, physical handout. The staff of "The Well" will assist you in purchase, preparation and distribution. This should be communicated to the staff of "The Well" at least 2 business days in advance. Handouts that are purchased without approval of the Pastor of Student Ministries may not be reimbursed.

F. Teaching the Lesson

1. Making the Space work for you

Teachers in school always report to school early so they can prepare their classroom for the year. Why? They are creating the stage for effective communication for the year.

However, this is one area that most teachers in church setting fail to think through when they first start teaching. They rely on how the chairs are set up by the custodian or staff member and do not consider how to engage students with their senses. When it comes to teaching at "The Well" you have freedom to change the setting.

Some teachers have tried:

- Pre-service Whiteboard questions
- Props or decorations
- Thematic Music

- Smells or aromas
- Chair Arrangements

2. Maintaining Classroom Control and Behavior Issues

The teacher has the best opportunity to control the classroom environment through engaging teaching and interaction with the learner. Even when involved in activity, the teacher should maintain control and should be heard. The teacher should utilize leaders that are in attendance to best relay the truth of God's Word and control the behavior of students. Teachers must be in attendance of the pre-service meeting held 30 minutes before the service. This time is used to equip leaders and share expectations.

The Well Student Ministries has a Student Behavior Policy. Please follow the steps of the policy when there are behavioral issues. You can simply ask any of the adult leaders to engage with a specific student. Be prepared to discuss any behavioral steps taken with the Pastor of Student Ministries during the post-teaching evaluation.