

IV METHODS OF TEACHING

D. The Recitation Method

1. In it the pupil simply masters the answers to the questions in the Bible Study Guide
 - a. Unfortunately many teachers use it
 - 1) It is exerting a deadening influence on Sabbath School

THE VALUE OF THE SEVEN LAWS

1.

Knowing thoroughly and familiarity the lesson you wish to teach – teach from a full mind and a clear understanding.

THE VALUE OF THE SEVEN LAWS, cont'd

2.

Gain and keep the attention and interest of the pupils upon the lesson. Do not try to teach without attention

THE VALUE OF THE SEVEN LAWS, cont'd

3.

Use words understood in the same way by the pupils and yourself – language clear and vivid to both.

THE VALUE OF THE SEVEN LAWS, cont'd

4.

Begin with what is already well known to the pupil upon the subject and with what he/she has themselves experienced – and proceed to the new material by single, easy, and natural steps, letting the known explain the unknown.

THE VALUE OF THE SEVEN LAWS, cont'd

5.

Stimulate the pupils own mind to action.

THE VALUE OF THE SEVEN LAWS, cont'd

6.

Require, the pupil to reproduce in thought the lesson he is learning -- thinking it out in its various phases on applications till the pupil can express it in their own language.

THE VALUE OF THE SEVEN LAWS, cont'd

7.

Review. Review. Review. Re-producing the old, deepening its impression with new thought, linking it with added meanings, finding new applications, correcting any false views, and completing the true.

UNIT 2

THE SEVEN LAWS EXPLAINED

1. THE LAW OF THE TEACHER

The Law of the Teacher is very simple:

The teacher must know that which he or she would teach. See CSW, pp. 94, 95

NECESSARY KNOWLEDGE

Necessary knowledge comes through a four-step progression:

- 1) Faint recognition
- 2) The ability to recall for ourselves, or to describe in a general way to other, what we have learned

NECESSARY KNOWLEDGE, continued

Necessary knowledge comes through a four-step progression:

- 3) The power readily to explain, prove, illustrate, and apply it; and

NECESSARY KNOWLEDGE, continued

Necessary knowledge comes through a four-step progression:

4) Such knowledge and appreciation of the truth in its deeper significance and wider relations that by the force of its importance we act upon it – our conduct is modified by it.

STEPS ACQUIRING AND APPLYING KNOWLEDGE

1. Prepare each lesson by fresh study
2. Study the lesson until it takes shape in familiar language
3. Find the natural order of the several steps of the lessons

STEPS ACQUIRING AND APPLYING KNOWLEDGE, c'd

5. Find the relation of the lesson to the lives of the learners.
6. Use freely all legitimate aids, but never rest until the real understanding is clearly before you.

STEPS ACQUIRING AND APPLYING KNOWLEDGE, c'd

7. Bare in mind that complete mastery of a few things is better than an ineffective smattering of many.
8. Have a definite time for the study of each lesson.

STEPS ACQUIRING AND APPLYING KNOWLEDGE, c'd

9. Have a plan of study, but do not hesitate to study beyond the planned time – when necessary
10. Do not deny yourself the help of good books on the subject of your lesson

WRONG USE OF TEACHER LAW

(Per Gregory)

1. Some teachers look hastily through the lesson, and conclude they can fill-abuster through portions they have “scanned”.

WRONG USE OF TEACHER LAW

(Per Gregory)

2. Some fill the hour with such exercises as may occur to them.
3. Perpetration

THE LAWS OF TEACHING AND LEARNING

A NORTH AMERICAN SPONSORED ESSENTIAL SKILLS LEVEL
ADULT SABBATH SCHOOL TEACHER COURSE

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THE DEFINITION OF SABBATH SCHOOL

SABBATH SCHOOL IS . . .

- Sabbath School is Relational, Small Group-Driven, Seventh-Day Adventist Local Church Educational Fellowship that builds Faith and Practice in the context of the three goals of Sabbath School:
 - Bible Study and Prayer
 - Local and World Mission
 - Fellowship and Nurture

SABBATH SCHOOL IS . . .

- FAITH: Knowledge of the Bible plus relationship with Jesus = “Know Be”
- PRACTICE: Application of “Faith” in the context of living and witnessing with Jesus = “Do”

2. THE LAW OF THE LEARNER

**The Learner must attend with interest to
the material to be learned**

BOOKS

- Mary s. Ogle, “You and Your Sabbath School”
Washington, D.C.: Review and Herald, Assn., 1948
- General Conference Sabbath School Department,
“Teaching Teachers to Teach”. Nashville, Tenn.:
Southern Publishing Association, 1949

BOOKS

- Harry W. Lowe, “Handbook for Sabbath School Teachers”, Washington, D.C., Review and Herald Publishing Association, 1956
- Stanley S. Will, “Teach”, Nashville, Tenn.: Southern Publishing Associate, 1974

THE VALUE OF ATTENTION

**Attention is the direction of the mind
to a given subject**

ATTENTION ILLUSTRATION

All have read excellently written pages, and couldn't remember a thing at the bottom of the page. The mind became distracted.

Illustration

- A. Teaching is arousing the student's mind to grasp the desired thought.
 - 1. The teacher's beginning point in a class is to get the attention of the class!

ILLUSTRATION - FLY & STUDENT

a. Application

- According to the Law of the Learner the teacher should not proceed in teaching while some are not listening
- Their attention is likely to encourage the same in others.

INATTENTION

Inattention Causes a Lack of Learning

1. If the teacher does not have the attention of the class, the members will not learn
 - a. The vigor of mental action, like that of muscular motion, is proportioned to the stimulus that inspire it!

TYPES OF THE ATTENTION

- Attention, the direction of the mind (and there are varying degrees of absorption).
- Direction of the mind is the act of bringing the object into focus of consciousness.

TYPES OF THE ATTENTION, cont'd

Focus of consciousness may be voluntary or involuntary

1. Involuntary Attention – is spontaneous, and stems from interest in the subject and the desire of the student to learn more about it!

TYPES OF THE ATTENTION, cont'd

Focus of consciousness may be voluntary or involuntary

2. The aim of the teacher is to get voluntary attention that can be sustained because of interest!

**TWO CATEGORIES OF
INVOLUNTARY ATTENTION:
PRIMITIVE AND APPROPRIATE**

PRIMITIVE ATTENTION

- This type attracts one (or more) of the five senses (sight, smell, taste, hearing, or touch). Such as - - when a baby suddenly cries, and draws attention to itself!

PRIMITIVE ATTENTION, cont'd

- The Teacher may “Hook” the class with an action that may distract – such as looking intently in a briefcase - - leading the class to give spontaneous attention to his/her action.

VOLUNTARY ATTENTION

- Forced attention which requires an “action of the will to respond to whatever is going on.
- But it is only temporary - - “Stop reading”, Listen to me”, “Look at me”. This is not very effective in a Sabbath School Class.

INTEREST ATTENTION

Interest Gives Birth to Attention

Interest is the thirst or desire for knowledge. A class will give attention to things it is interested in. The more interest the Teacher can create on the subject - - the better the attention!