

**TWO KINDS OF INTEREST  
MEDIATE AND IMMEDIATE INTEREST**

# MEDIATE INTEREST

This interest that is given a means to an end - - or just to get something. Meet the requirement and get the prize.

# IMMEDIATE INTEREST

When there is interest in the subject itself for the sake of what one gets out of it - - it is **IMMEDIATE INTEREST!**

TLC – Interest in practicing the piano.

# THREE WAYS TO CREATE INTEREST

- Enthusiasm
- Curiosity
- Visual Aids

# ENTHUSIASM

## **Enthusiasm Inspires Interest**

To establish immediate interest, teachers must themselves be interested in the subject. Enthusiasm begets enthusiasm. Someone said: "You cannot start a fire with an icicle." Enthusiastic teaching helps!

# VISUAL AIDS

## **Visual Aids Stimulate Interest**

Things that appeal to the senses catch the imagination, hold the interest, and are easily remembered.

# HOLDING INTEREST

Things A Teacher Can Do To  
Regain Attention

# HOLDING INTEREST

**Things a Teacher can do to regain attention:**

- 1. Pause** – A well timed “pause” will be helpful in bringing the mind back to the subject.
- 2. Silence** – A great assistance in regaining attention.



# HOLDING INTEREST, cont'd

Things a Teacher can do to regain attention:

3. **An earnest gaze**
4. **An uplifted hand** – this will often bring back the thought of the wandering mind.
5. **Changing Your Position**

# HOLDING INTEREST, cont'd

## Things a Teacher can do to regain attention:

- 6. Speech Variation** – Changing rate or tone of speaking helps to make your presentation stand out
- 7. A movement** – Going toward the source of your inattention may make that person heedful of what you are saying.

# HOLDING INTEREST, cont'd

## Things a Teacher can do to regain attention:

- 8. Writing** – A white board or tear-off sheet with felt markers will activate interest. Movement toward the white board - - then occasional writing will activate interest in class.

# 3. THE LAW OF LANGUAGE

The Language used in teaching must be common to teacher and learner

# LANGUAGE A VEHICLE OF THOUGHT

If the teacher will be understood, he/she must come within the students sphere of language, if he/she is to be understood.

# HOW TO USE LANGUAGE IN LEARNING

There are eleven ways language can be used in learning situations like Sabbath School Class: . . .

# HOW TO USE LANGUAGE IN LEARNING, cont'd

1. Study constantly and carefully the language of the pupils, to learn what words they use and what meanings they give to these words.

# HOW TO USE LANGUAGE IN LEARNING, cont'd

2. Secure from them as full a statement as possible of their knowledge of the subject, to learn both their and their modes of expressing them, and to help them to correct their knowledge.



# HOW TO USE LANGUAGE IN LEARNING, cont'd

3. Express yourself as much as possible in the language of your pupils, carefully correcting any errors in the meaning they read into your words.

# HOW TO USE LANGUAGE IN LEARNING, cont'd

4. Use the simplest and fewest words that will express your meaning. Unnecessary words add to the child's work, and increase the possibilities for misunderstanding.

# HOW TO USE LANGUAGE IN LEARNING, cont'd

5. Use short sentences, of simplest construction.

Long sentences are difficult to attend to and are frequently confusing to the learners.

# HOW TO USE LANGUAGE IN LEARNING, cont'd

6. If the pupil obviously fails to understand you repeat your thought in the other language, if possible with greater simplicity.

# HOW TO USE LANGUAGE IN LEARNING, cont'd

7. Help the meaning of the words by illustrations:  
Natural objects and pictures are to be preferred.  
Take illustrations from their own experience  
whenever possible.

# HOW TO USE LANGUAGE IN LEARNING, cont'd

8. When it is necessary to teach a new word, give the idea before the word. This can be done best by simple illustrations closely related to the learner's own experience.

# HOW TO USE LANGUAGE IN LEARNING, cont'd

9. Try to increase the number of class members' words and at the same time improve the clarity of meaning. Real enlargement of a class members' vocabulary means an increase of his or her knowledge and power.

# HOW TO USE LANGUAGE IN LEARNING, cont'd

10. As the acquisition of knowledge is one of the important aims of the process of education, do not be content to have your pupils listen in silence very long at a time, no matter how attentive they are. Encourage them to talk.



# HOW TO USE LANGUAGE IN LEARNING, cont'd

11. Test frequently the pupils understanding of the words that he or she uses, to assure that incorrect meanings are not being used.

**SESSION 3**

**READING 3**

**BE SURE TO RECORD ON YOUR STUDENT  
FULFILLMENT CARD THAT YOU HAVE  
COMPLETED THE ASSIGNMENT**

**COMPLETE THE READING ASSIGNMENT  
OF MESSIAH:  
THE EASY READING COMPARISON OF  
DESIRE OF AGES**

## 4. THE LAW OF THE LESSON

- The Law of The Lesson is that the truth to be taught must be learned through truth already known.

## 4. THE LAW OF THE LESSON, cont'd

- The Law of The Lesson attempts to build bridges between things that are known **to** things that are unknown!

# 5. THE LAW OF THE TEACHING PROCESS

- Is to excite and direct the self activities of the pupil, and as a rule tell them nothing that they can learn themselves.

## 5. THE LAW OF THE TEACHING PROCESS, cont,d

- True teaching, then, is not that which gives knowledge, but that which stimulates pupils to gain it!



# IMPLEMENTING THE TEACHING PROCESS

## ○ Implementing The Law of the Teaching Process

○ Teach pupils to ask What? Why? How? Where?

When? By Whom?

# IMPLEMENTING THE TEACHING PROCESS, cont'd

## ○ Implementing The Law of the Teaching Process

- Recitations should not exhaust a subject, but leave additional work to stimulate the thought and the efforts of the pupils.

## **6. THE LAW OF THE LEARNING PROCESS IS:**

- THE PUPIL MUST REPRODUCE IN HIS OWN MIND THE TRUTH TO BE LEARNED**

# THE LAW OF LEARNING PROCESS

A. The Law of the Learning Process determines the manner in which these activities shall be employed.

# THE LAW OF LEARNING PROCESS, cont'd

B. Aim to make the pupil an independent instigator who cultivates the habit of research. Teach pupils to hate shams, and shun them.

# REVIEW AND APPLICATION

7. The Law of Review and Application Is that the completion, test and confirmation of the work of teaching must be made by Review and Application

# PROFITABILITY IN REVIEWING

A. No time in teaching is spent more profitably than that spent in REVIEWING

# PROFITABILITY IN REVIEWING, CONT'D

1. The repetition by a machine is a second movement precisely like the first;
1. A repetition of the mind is the rethinking of a thought;



# PROFITABILITY IN REVIEWING

3. It involves fresh conceptions and new associates and brings an increase of facility and power!
3. A true review adds something to the knowledge of the person who makes it

# USEFUL WAYS TO USE REPETITION

- Have set times for review
- At the close of each lesson
- After five or six lessons

# USEFUL WAYS TO USE REPETITION

The final review, which should never be omitted, should be searching, comprehensive, and masterful, grouping the different topics of the subject as on a map, and aiding the pupil to a familiar mastery of the material which he or she has learned.

# COURSE SUMMARY

The laws of teaching that have been explored in this course are valuable tools for the Adult Sabbath School Teacher/Discussion Leader. Study them, watch and see how their use can improve the Learning Ability of your Sabbath School Class.

# **COMPLETE ASSIGNMENT #1**

**Be sure to record on your student fulfillment card that you have completed this assignment.**



# On Point Coaching

**PO Box 555, Meridianville, AL 35759**

**Onptcoaching@gmail.com**

**[www.Onpointcoaching.org](http://www.Onpointcoaching.org)**

**(256) 384-4804**