

TEACHING 10 X'S BETTER

**TEN DAYS --
FIFTEEN MINUTES PER DAY**

DAY ONE - PRAY AND READ

DAY TWO - PRAY AND READ

DAY THREE - PRAY, READ,
WRITE CENTRAL TRUTH

DAY FOUR - PRAY AND READ

DAY FIVE - PRAY, READ,
WRITE TEACHING AIM

DAYS SIX - NINE --
PREPARE A DETAILED LESSON PLAN

**ATTENTION PACER
PURPOSEFUL BIBLE STUDY
PRACTICAL APPLICATION
FOLLOW-THROUGH
CONCLUSION**

DAY TEN - REVIEW, REHEARSE, SETUP

INTRODUCTION

During an average workweek, people in churches experience stress and pressures that, for the most part, go unnoticed by the ministers of their church. Most of these pressures do not seem to be major when viewed individually. Compress them into a 24-hour day and they become intense. "Daddy, will you play with me?" "The garage door is broken again, Honey. When will you have time to fix it?" "This report is vital for the annual report we are to give tomorrow. I know it will require about 18 hours of work, but we need it. Have it on my desk by 1:00 tomorrow afternoon." These things can become pressures. Each of these innocent statements could be handled quickly and easily. When these situations come into a person's life all at the same time, stress and pressure begin to build. Toward the end of the week, this person realizes there is the unfinished Bible Study lesson. Sunday is coming, and it has been a wild and crazy week.

When the pressures of life have almost reached the breaking point, many Bible Study teachers put off the preparation of the lesson until the last minute. For some it is a way of life to do things at the last moment. As a Bible Study teacher they rush through the preparation of the lesson at the last possible moment. The hectic pace of today's society forces other teachers into an unwanted pattern of last minute preparation. Whatever the reason, many Bible Study classes are products of hastily prepared and incomplete lessons.

In order to try to help ease this stressful situation, church leaders have asked, pleaded, and encouraged Bible Study teachers to attend training conferences, meetings, and workshops. Unfortunately, these events produce little help where help is really needed: **developing a lesson without greatly impacting an already full schedule.** Most

training events exhaust a majority of the conference time with the mechanics of how to teach rather than offering how to move through the preparation process in an efficient and effective manner. This is why the following material was developed.

There are many different "methods of preparation" available to Bible Study teachers. The following outline is but one method. It is important for the Bible Study teacher to comprehend the concepts presented in this outline. A teacher may take this outline and utilize its components very effectively in the classroom. The teacher may choose to take the concepts of this outline and develop an entirely different outline for the classroom situation at hand.

THE CONCEPT:

The basic idea of this plan is to ask the teacher to commit as little as fifteen (15) minutes each day to prepare a Bible Study lesson. At the end of ten days, a quality Bible Study lesson can be ready to be taught. The initial reaction by many teachers is there is not enough time in the schedule to add fifteen minutes a day. This plan spreads the time across several days rather than compelling the teacher to complete the lesson preparation in one sitting.

By utilizing a plan like this one, the teacher will be continually in the state of lesson preparation. This will require the teacher to think differently about preparing a lesson. By using this plan, the teacher will have ten days, rather than two hours, to prepare a lesson. During three of these ten days, Day 1, Day 2, and Day 3, the teacher will be dealing with two Scripture passages: one for the coming lesson and one for the next lesson. To this end the teacher will not "start and stop" lesson preparation, but will constantly move from one lesson preparation to the next. On the surface it may seem too much to be working with two Scripture passages at the same time. This plan will take that into consideration and offer a way to ease the stress level.

Another piece of information that will help the teacher to decide what method of preparation to use is the priority listing of the elements of the classroom. There are four elements present when the classroom experience occurs: Student, Material, Outcome, and Teacher. Take a few moments and rate these in order of priority. Use your own definitions for each of the four elements. There are no right or wrong answers to this exercise. When you have completed the exercise you should be able to explain why you listed the elements in that order.

Student _____
Material _____
Outcome _____
Teacher _____

The way a teacher sees the priority order of these four elements will determine many things about the preparation process the teacher will use. If the Teacher element is ranked as the number one priority the classroom experience will be established with the teacher's comfort level in mind. Basically a history lesson will be presented when the Material is placed at the top of the priority list. A lesson where the students entirely miss the Biblical Truth could result if the Outcome is the number one priority.

The Students needs, lifestyle, etc. need to become part of the preparation process. This will happen if the Student is the number one priority. Students will be more likely to participate in the classroom experience if they specially see one or two of their own needs being met through the study of the Scripture.

If the Student is the driving reason for conducting the classroom experience then what God wants to do with that Student could be the next item on the priority list. This would be the Outcome.

Once the Outcome has been determined the teacher can begin selecting the materials needed to cause the Outcome to happen. The materials should start with the Bible but expand to other teaching aids. This will be explored later in this material.

The Teacher is the central element in the preparation process. The classroom experience can be setup to cause learning to take place without the Teacher saying a word

or even being present. This being the case, the Teacher would need to be at the lower end of the priority list.

Because of this emphasis during the preparation process several things may start to happen. The Students may become more interested in reading the Scripture passage prior to coming to the classroom experience. The Students may also become excited about what is taking place in the classroom experience. This will cause them to want to invite their friends and neighbors to experience this excitement.

There are two very distinctive stages of the TEN-DAY LESSON PLAN. Stage 1 is the development of two Fundamental Elements of the lesson: the Central Truth and the Teaching Aim. Stage 2 is the development of Actions and Activities that will take place during the teaching time.

IMMEDIATE REVIEW:

1. How many days will it take to complete this plan? _____
2. What are the two stages of the plan? _____