

ARE103 BASIC TEACHING SKILLS

PowerPoint/Overhead Transparency Materials

TEACHING FOR CHANGE TEACHING FOR TRANSFORMATION: A WORKSHOP FOR SABBATH SCHOOL AND BIBLE TEACHERS

TEXTBOOKS

Teaching to Change Lives; Seven Proven Ways to Make your Teaching come Alive, by Dr. Howard Hendricks

The 7 Laws of the Learner; How to Teach Almost Anything to Practically Anyone! by Dr. Bruce Wilkinson

Counsels on Sabbath School Work, by Ellen White

TRAINING MATERIALS

- Full-Length Training Guide (Syllabus) may be used as
 1. Background material for trainers
 2. Take home review materials for students
 3. At home workshop for teachers
(Workshop handouts included)
- Weekly Study Journals
- PowerPoint/Overhead Transparency Materials

I. INTRODUCTION (30 minutes)

A. God Equips His Church

Topic

Author

Teacher

Students

B. Introductory Exercise (15 min.)

Visit to my Sabbath School class

HANDOUT

What I like best about teaching

C. Transformative Teaching Roadblocks

Traditional Discussion

Provocative Discussion

Relevant Discussion

D. Call to Transformative Teaching

Ellen White

Dr. Wilkinson

Dr. Hendricks

GOD EQUIPS HIS CHURCH

1. The Sabbath School Department selects the Sabbath School topic.

The World Curriculum Committee seeks the guidance of the Holy Spirit as topics are selected to meet the needs of the World Church at that particular time.

2. A lesson author is selected.

The editor, under the guidance of the Holy Spirit, chooses an author who has studied this topic for many years.

3. You are chosen to be a Sabbath School teacher.

God uses YOU to make this lesson relevant to the students in YOUR class.

4. Your students study the lesson.

**God speaks to them through the topic,
the author, YOU their teacher,
classmates, the Scripture, and the Holy
Spirit so that they can GROW and
SHARE with others what they have
learned.**

**HIS CHURCH, HIS BODY, EQUIPPED
FOR A NEW AND TIMELY WORK, IS
NOW READY TO MINISTER TO HIS
CHILDREN WHO DON'T YET KNOW
HOW OR WHERE TO MEET HIM
PERSONALLY.**

EXERCISE SABBATH SCHOOL VISIT

If the "Sabbath School Visit Handout" was sent to you with instructions to write about your own Sabbath School, read it to your small group.

Or share with your group what you like best about teaching your Sabbath School Class. Use these questions as a discussion guide.

DISCUSSIONS QUESTIONS

In what ways is your class similar to mine?

How is it different?

What ideas did you get from reading about my class?

What is special about your class that gives you great pleasure?

What are the challenges?

What did you learn after you heard everyone in your small group describe their class?

HAND OUT

Challenges to Transformational Teaching

Traditional Discussion

Maybe you teach a Sabbath school class that likes to follow the lesson format faithfully in their discussion. Perhaps even a few have studied the lesson beforehand. For the most part, your class members give familiar answers. Occasionally, they illustrate them with personal examples. Some points might arouse polite discussion. Because you are a skillful teacher you usually get through most of the lesson. Your students feel good as they leave. Even though familiar, these are eternal truths, and revisiting them again is good, **but do your students leave transformed?**

Provocative Discussion

Maybe your class is more inquisitive. So, as you prepare to teach, you read through the lesson and formulate a few provocative questions that are sure to evoke a spirited discussion, and that is exactly what happens. While occasionally new discoveries are made, sometimes it seems that each quarter's lessons just get grafted into personal viewpoints that have taken a life time to form. Because you are a skillful leader, usually your class members leave having really enjoyed a great discussion **but do they leave transformed?**

Relevant discussion

Maybe your class thinks the lesson is totally irrelevant to the real life issues they have to face every day. Perhaps they have chosen instead a Christian growth book to study. If it is a good book they are probably given good principles to live by that are rooted in Christian values.

Because you are a skillful facilitator, people share deeply about their quest to live a healthy, fulfilling life. They leave feeling supported and cared for, **but do they leave transformed?**

ELLEN WHITE says. . .

“Consecrate yourself and your all to the service of Him who hath loved you, and hath given Himself for you, Jesus says, ‘Herein is My Father glorified, that ye bear much fruit; so shall ye be My disciples.’ This means in the Sabbath school work as much as in the work of the minister. Now is the golden opportunity to sow precious seed that will spring up and bear fruit unto eternal life. Now you may be a savor of life unto life; for when you can impart to others truth that you have gained through a deep experience, it has a **life-giving power** that will impress hearts and draw them to Jesus. When Jesus is drawing, and His colaborers are working in harmony with Him, hard indeed must be the heart that will not be impressed and subdued by the power of divine love” (CSSW, p.181).

DR. WILKINSON says . . .

“One of my favorite Christian writers, A. W. Tozer, says we are like those who select perfect stones to construct an altar. We arrange twelve rocks in a nice pile, then cut down a tree and place the wood neatly on the top of our altar. We kill the fatted calf and place it on our altar as a sacrifice to the Lord. Then we all stand around our nice altars and discuss the rocks, rearrange the wood, and reposition the sacrifice. We sing songs about our altar. We analyze every part of our altar. After an hour or so everyone leaves and goes back to their homes, somewhat satisfied about the experience but sensing something was missing.

“Tozer prophetically points out that we have forgotten that the point of the rocks, the wood, and the altar, and our gathering together was for the ‘fires from heaven’ to fall and devour our sacrifice, wood, and altar. My friends, people don’t come to hear us count the rocks. Our students don’t arrive to analyze how best to cut the wood. **They desperately wish to meet the Lord**” (p. 136).

DR. HENDRICKS says...

"So the process of teaching is that of one total personality transformed by the supernatural grace of God, reaching out to transform other personalities by the same grace. What a privilege!" (p. 81).

II. THE TEACHER

(25 minutes)

A. Letting God Change You

B. Changing All of You

C. Self Assessment Exercise
(10 minutes)

D. The Blessings of Teaching

LETTING GOD CHANGE YOU

Luke 6:40

Everyone who is fully trained will be like his teacher.

The key is not what you do for God, But what you allow Him to do through you. God wants to use you as His catalyst and as you let Him transform and renew your thinking, you'll be ready for His use.

Are you, therefore, willing to permit God to change you so you can truly impact others? That willingness—that commitment could well be the biggest step forward in your success in teaching (pp. 121, 122).

CHANGE MUST ENCOMPASS OUR WHOLE BEING

“Please note that spiritual development is part of the larger process. It can’t be our sole concern. Spiritual growth should not be compartmentalized but integrated with every other aspect of life” (p. 24).

- **YOUR INTELLECTUAL DIMENSION**
- **YOUR PHYSICAL DIMENSION**
- **YOUR SOCIAL DIMENSION**
- **YOUR EMOTIONAL DIMENSION**

SELF ASSESSMENT EXERCISE pp. 126-127

"If you want to become a change agent, you also must change" (pp. 20, 21).

Write down your strengths and weakness in each area.

LIFE DIMENSIONS

WEAKNESSES

STRENGTHS

PHYSICAL

INTELLECTUAL

SOCIAL

EMOTIONAL

2. Plan of Action

Write down a plan of action to improve in one of these areas over the next thirty days.

HAND OUT

ELLEN WHITE says. . .

“No one can labor in the Sabbath school without reaping a bountiful harvest, not only in the end of the world, but in the present life. In the very effort to enlighten and bless others, his own views will become clearer and broader” (CSSW, pp. 13, 14).

III. SEARCHING THE SCRIPTURE

(40 minutes)

A. Reasons to Search the scripture
Ellen White

B. How To Search
Teacher as Coach
Discovery Cycle
5 Step Bible Study
Look Deeply
Discover the Principle
Simplify and Illustrate
Irreducible Minimum
Mindeasy

C. Examples of Mindeasy Illustrations
Handouts

D. Exercise (15 minutes)
Discover the Principle
Illustrate

ELLEN WHITE says...

“The student of the Sabbath school.....should dig deep and search with the greatest care for the precious gems of truth contained in the weekly lessons” (CSSW, p.22).

“The light which God will send to His people will never appear unless there is a diligent searching of the word of truth” (CSSW, p. 27).

“In searching the Scriptures you are not to endeavor to interpret their utterances so as to agree with your preconceived ideas, but come as a learner to understand the foundation principles of the faith of Christ” (CSSW, p. 26).

“When we search the word of God, angels are by our side, reflecting bright beams of light upon its sacred pages” (CSSW, p. 22).

DR. HENDRICKS says...

Tell the learner nothing and do nothing for him that he can learn or do for himself.

The teacher is primarily a stimulator and motivator—not the player—but the coach who excites and directs.

The learner is primarily an investigator, a discoverer, a doer (p. 37).

THE CYCLE OF DISCOVERY

The learner's beginning point, the basic level where everyone starts is:

UNCONSCIOUS INCOMPETENCE. That is you're ignorant and you don't know it.

Then you move through the following stages: CONSCIOUS INCOMPETENCE. Now you know you don't know.

CONSCIOUS COMPETENCE. You have learned something and you are consciously aware of it as you do it.

UNCONSCIOUS COMPETENCE. You're so competent you don't even think about it anymore.

Tension is absolutely indispensable to the process.

So God moves into our lives by divine design, to periodically disturb our equilibrium. That's how he develops us.

Do you keep the people in your class feeling comfortable? Or do you let their equilibrium be disturbed so they realize, I've got to study God's word more and think more. I've got to try this out in real life? (pp. 38, 39).

DISCUSSION THAT LEADS TO DISCOVERY

1. Fighting Silence

“You need to understand that the only foolish question in this class is the unasked question. Because it’s like an unremoved splinter, it will fester.”

“Fantastic, thank you. I think in all the years I’ve been studying the Bible I’ve never seen that insight from this passage.”

You celebrate what they say. Make a hero out of anyone who contributes (pp. 113, 114).

2. Fielding tough questions

“That’s a terrific question, thank you! I don’t have an answer for that, but I’ll try to get you one” (pp. 115, 116).

3. Controlling Discussion Dominators

First, express appreciation for his contribution. Tell him privately, "I want you to know I deeply appreciate your interest in this class. Man, if I could get everybody in this class as interested as you are, I'd have it made."

Second, ask him to do you a favor. "Have you noticed that a lot of people in the class don't participate in the discussion? Would you help me get those people in too? Just hold back a little. Work with me in this and let's see if you and I can get the rest of the class as involved as you are."

In class call on him to answer a question (pp. 116, 117).

DR. WILKINSON says...

5-STEP BIBLE TEACHING MODEL

- 1. LOOK DEEPLY.
LOOK AT THE LESSON THOROUGHLY.**
- 2. DISCOVER PRINCIPLE.
FIND THE TIMELESS PRINCIPLE.**
- 3. PERSONALIZE
PERSONALIZE THE PRINCIPLE TO
FIT YOUR CLASS.**
- 4. PERSUADE
MOVE THE CLASS TO ACTION.**
- 5. ACCOUTABILITY
REPORT PROGRESS IN MEETING
GOALS (p. 141).**

1. LOOK DEEPLY

- Learn to enjoy the tension of not knowing.
- Get in a prayerful, relaxed state.
- Read the whole passage several times to see the big picture.
- Look for the timeless principle in the passage.
- Without editing your thoughts, write words or phrases that come to you as you study the passage.
- Sit back and look at your notes until the main idea is clear.
- Reread the author's notes to see what they reveal about the passage (pp. 143, 144).

2. DISCOVER THE PRINCIPLE

To find the principle, the teacher must deal with three distinct time periods, the original time of the passage, the present time, and the universal time where the principle dwells (p. 142).

From the many find the one. Sift and meditate until you can state the timeless truth in one sentence—truth that is beyond culture, beyond nationality (p. 142).

KEEP THEM SIMPLE

The **irreducible minimum** is the smallest unit of information necessary for a given class to gain acceptance, understanding of a given Scripture (pp. 198-201).

“Mind Easy” is the process where you take your **“irreducible minimum”** idea and mold and package it until it slips into your student’s minds almost effortlessly and at times spontaneously. (pp. 201-204).

"Mind Easy" information can be presented in many ways.

Represent the facts in a picture.

Express the facts with a story.

Transfer the facts by the alphabet.

Associate the facts with objects and actions.

Impress the facts with drama.

Note the facts through music.

Summarize the facts with graphs and charts

(pp. 210-218).

**"MIND EASY" WAYS TO REMEMBER
THE HEART OF THE STORY OF
JONAH**

Maureen Pfandl

Accounting Clerk

Home Study International



De Profundis—Out of the Depths
Jonah 2:2-9

Jonah knew he was disobeying God and that he was where he was because of his disobedience. Even before he cried to the Lord, God had prepared the means of deliverance (Jonah 1:17).

In the hour of Jonah's despair the Lord did not desert him (PK 266). Satan had overwhelmed him with doubt. We can apply these lessons to our own lives and take comfort that God never abandons us.

Pastor Debbie Eisele

Pastor for Worship

Sligo Adventist Church



Jonah - the Russian Doll

Jonah's name means "true." Proud of his lineage and ethnic identity, he may have seen himself as more privileged than his counterparts from Nineveh—a chosen and therefore true child of God.

The whale is only one aspect of the many layers surrounding Jonah. As his story unfolds, we see God challenging him time and again to come face to face with his true identity—a pitiful man living a small and narrow life.

Herbert Eisele

Associate Director,
Adult Evening Program
Columbia Union College

**Aboriginal Art****God's Way is Best**

In Australian Aboriginal Paintings, each circle (A) represents a resting place, such as a town, village, hut, etc. The lines (B) represent the way one traveled.

In the painting, one can see two roads traveled. One, the darker, is the one Jonah took. Even though God asked Jonah to travel to Nineveh, he chose a different path. Had he chosen God's path, a lot of misery could have been avoided. In our lives, we often choose our own paths, sometimes with devastating results. God's way is best.

THE HEART OF THE STORY SMALL GROUP EXERCISE

1. WHAT IS THE HEART OF THE STORY OF JONAH FOR YOU?

Take 3-5 minutes and think through the story until the most important message of the story comes to your mind. For some that will happen immediately. For others it will take a few minutes. Then put that message in one clear but powerful sentence. You have just done the very important step of discovering the "timeless principle" found in that story.

2. SHARE THIS "TIMELESS PRINCIPLE" WITH A GROUP OF 3 OR 4 OTHER PEOPLE.

3. AS A GROUP, CHOOSE ONE OR MORE "TIMELESS PRINCIPLES" AND BRAINSTORM HOW THEY COULD BE ILLUSTRATED.

BY SONG
BY PICTURE
BY POEM
BY CHART
BY MAP
BY ALLEGORY
OTHER

HAND OUT

20-MINUTE BREAK

IV. CHANGE

(65 minutes)

A. Why we teach for CHANGE

Ellen White

Dr. Hendricks

Dr. Wilkinson

B. Review of 5 step model

Personalize

EXERCISE (15 minutes)

Persuade

Perform

EXERCISE (15 minutes)

C. Understanding Student Needs

Christ's Example

How to find needs

Conversation

Questionnaire

Needs Inventory

EXERCISE (15 minutes)

Ellen White says...

"A mere intellectual understanding of the word of God will not be sufficient to influence the habits of the life, **for the life is regulated by the condition of the heart.** When Sabbath school teachers have taught the lessons of eternal revelation, their work is but just begun, and they should not cease their labor until they have evidence that the precepts of heaven are not only accepted by the understanding of the pupil, but written upon the heart" (CSSW, p. 37).

DR. HENDRICKS says...

Teaching that impacts is heart to heart, not head to head (p. 81).

Content is critically important from a biblical point of view. We've got to know the truth God has revealed. Never forget the facts of the word of God. But that's not the end of the ball game. There's more. There's the feeling level, the emotions, and there's the level of the will—action, behavior. **Until the mind has been changed and the emotions have been changed and the will has been changed, biblical teaching and learning have not taken place** (p. 88).

Dr. Wilkinson says...

Col 1: 28-29

Him we preach warning every man and teaching every man in all wisdom that we may present every man perfect in Jesus Christ. To this end I also labor striving according to His working which works in me mightily.

It is time now to learn about the last three steps in the five-step Bible Study model.

1. LOOK DEEPLY.
LOOK AT THE LESSON THOROUGHLY.
2. DISCOVER PRINCIPLE.
FIND THE TIMELESS PRINCIPLE.
- 3. PERSONALIZE**
PERSONALIZE THE PRINCIPLE TO FIT YOUR CLASS.
- 4. PERSUADE**
MOVE THE CLASS TO ACTION.
- 5. ACCOUTABILITY**
REPORT PROGRESS IN MEETING GOALS
(p. 141).

PERSONALIZE

The general and timeless principle now becomes specific and timely. This is the heart, the pivotal point of the teaching. It has two parts. The student must know what to do and feel convicted to do it. Touch his **emotions** so he becomes **convicted** of the need to obey. A partnership between the Holy Spirit and you, the teacher, is needed. Your role is to clarify what the principle would look like if obeyed in character or conduct. The role of the Holy Spirit is to convict students of their responsibility to the Lord to obey that principle immediately and completely through the specific ways He is leading them. Clarification happens in the mind. Conviction takes place in the heart (pp. 145-148).

Ellen White says...

“It is the office of heavenly angels to prepare the heart so to comprehend God’s word that we shall be charmed with its beauty, admonished by its warnings, or animated and strengthened by its promises. We should make the psalmist’s petition our own, ‘Open Thou mine eyes that I may behold wondrous things out of Thy law’” (CSSW, pp. 38, 39).

Dr. Wilkinson says...

The clearer we paint what the principle would look like in the imagination of the student, the quicker and more effectively the Spirit can penetrate the heart of the student. Picture the principle in action in different settings and circumstances. Picture the principle having a wonderful impact everywhere invited. Tell stories that incarnate the principle (p. 146).

DR. HENDRICKS asks...

WHAT DOES IT LOOK LIKE IN THE
UNDERSTANDING OF OUR AGE GROUP, ON OUR
EXPERIENCE, IN OUR CULTURE?

HOW DO WE REACT IN A TYPICAL SITUATION
THAT CALLS FOR LIVING OUT THIS PRINCIPLE?

WHAT'S OUR USUAL RESPONSE?

LET'S EXPLORE IT ON THE FEELING LEVEL SO
WE UNDERSTAND WHY WE LIVE THE WAY WE
LIVE AND WHAT THE ALTERNATIVES ARE
(p. 72).

PERSONALIZING THE PRINCIPLE EXERCISE

Remember how Nathan brought David to repentance? He told him a simple story of a rich man who took a poor man's only lamb to feed his guests, rather than one from his flock of many. David was incensed and said, "As the Lord lives, the man who has done this shall surely die." All Nathan needed to say then was simply, "David you are the man." It broke David's heart and he cried out for God to "Create in him a new heart."

One of the most powerful ways to find out how a Bible story applies to you is to ask the Nathan question,

"Who am I in this story?"

Let's try that with the Jonah story. You can see that we can modify that basic question in a number of ways. Take a minute and answer these questions. When you are done share with your group.

1. Who are my Assyrians? Where is my Nineveh ?

(Clue: Who do I think is too wicked for God to change?)

2. What does God want me to do that I don't want to do?

3. What has God done for others that makes me mad?

HAND OUT

PERSUADE

The fourth step occurs as the emphasis transitions from emotion to the will. Persuade the student to apply this principle to their own life. Exhort students to commit to Scripture. Move them from **I feel I should** to **I'm going to**. Without this step, life change occurs infrequently and lasting life change almost never.

Desire to be persuasive. Our task is to guide them to do what they know. Help them to see thoroughly enough that they sense they must act and act now. Get them on the side of truth. Get them wanting and then acting on the truth. See that the principle is applied in the deepest part of the person. Appeal to their wisdom in such a way that their thought precedes yours in thinking how to apply the principle.

Exert your entire being to communicate for life change.

PERFORMANCE

Did they actually do it? Life change means that the teacher aids the student to cooperate with the Holy Spirit in breaking an existing habit and practicing the new and desired habit. Love them enough to ask, "Do you know why so many Christians are weak?" No one challenges them to the depths of their souls. No one blows the trumpet and says, "Come and join the Lord's side." Strengthen application with student accountability (pp. 154, 155).

DR. HENDRICKS says...

"And finally, let's do the fascinating work of finding specific ways we can apply this. Let's set a goal to put this into practice during the next week and when we're together again we'll share with each other what has happened—the successes and the failures, how we bless it and how it isn't easy but worth doing" (p. 72).

ACCOUNTABILITY EXERCISE

Many Sabbath Schools use prayer time to share how God is helping with life change goals. You could also have accountability partners that check in by email. A written contract between yourself and God with a weekly accountability entry in your life change journal would also work. What other ideas do you have?

Take 5-10 minutes in your small group and brainstorm a list of accountability ideas.

HAND OUT

DISCOVERING STUDENT'S NEEDS

If we are going to help our students apply the principles of Scripture to their own lives, we must know them well. Scripture meets our most essential needs, but it is not until we recognize our needs that we can be convicted to make the changes called for in the scriptural principle we are studying.

Remember when Nathan told David the story of the little lamb? David immediately realized the principle. However, he was totally blind to his own need to confess his sin. It wasn't until Nathan said, "David you are that man," that David got it. God had prompted Nathan to tell exactly the story that would convict David of his sin. But that alone was not enough. God also asked Nathan to show David what his need was.

ELLEN WHITE says . . .

“In all true teaching the personal element is essential. Christ in His teaching dealt with men individually. It was by personal contact and association that He trained the twelve. It was in private, often to but one listener, that He gave His most precious instructions. To the honored rabbi at the night conference on the Mount of Olives, to the despised woman at the well of Sychar, He opened His richest treasures; for in these hearers He discerned the impressible heart, the open mind, the receptive spirit. Even the crowd that so often thronged His steps was not to Christ an indiscriminate mass of human beings. He spoke directly to every mind and appealed to every heart. He watched the faces of His hearers, marked the lightening up of the countenance, the quick, responsive glance, which told that truth had reached the soul; and there vibrated in His heart the answering chord of sympathetic joy... (CSSW, pp. 73, 74).

DR. WILKINSON suggests several ways to find student needs.

CONVERSATION

“Betty, I value your wisdom and insights and wonder if you could help me be a more effective teacher by letting me know what you think the three biggest problems that people like you are facing today.”

“John, I’m concerned that our class meets the needs of its members. Could you help me by giving two or three of the areas in your life that you wish we would address in the future” (p. 257).

QUESTIONNAIRE

Dr. Wilkinson highly recommends constructing a questionnaire by handing out 3x5 cards and asking students to fill them out in class anonymously. Each card has one question. He suggests questions such as:

The biggest problem I struggle with at work is...
Probably the area of spiritual life that causes me the most problems is...

My biggest personal disappointment during the past few years was... (p. 258).

NEEDS INVENTORY

Your next step is to sort the questions into piles and rank them in order of the greatest need. Wilkinson calls this a needs inventory. He recommends that you focus your teaching each week on one of these needs. He then gives many examples of how to teach to specific needs (p. 263).

NEED EXERCISE

Making a needs list

Take 5-10 minutes and brainstorm with your group a list of needs that your students have. Don't discuss them yet. When you have a good list generated, stop and choose the top three. Take time to discuss among yourselves why you think these needs are so important for your class. Obviously, needs will vary by age group, culture, race, and geography, but, for today's exercise, choose the three top needs that are common across all of your classes. Be sure to make your needs specific enough that you could address them in a Sabbath School or Bible class.

HAND OUT

PRAYER

ELLEN WHITE says...

“...you will show a care for your scholars by making special efforts for their salvation. You will come close to them in loving sympathy, visiting them at their homes, learning their true condition by conversing with them concerning their experience in the things of God, and you will bear them in the arms of your faith to the throne of the Father” (CSSW, p. 76).

DR. HENDRICKS says...

Dr. Hendricks shares this moving story of a young Sunday school teacher who surprised him by becoming a very successful teacher. When asked what was his secret, the young man

"pulled out a little black book. On each page he had a small picture of one of the boys, and under the boy's name were comments like "having trouble in arithmetic," or "comes to church against parents' wishes," or "would like to be a missionary some day but doesn't think he has what it takes."

"I pray over those pages every day," he said, "and I can hardly wait to come to church each Sunday to see what God has been doing in their lives" (p. 27).

V. SHARING

(30 minutes)

- A. The Importance of Ministry**
Ellen White
Dr. Hendricks
Dr. Wilkinson
- B. Teacher Ministry Check Up**
- C. The Equipping Model**
EXERCISE (10 minutes)
- D. Ministry Examples**

ELLEN WHITE says...

“Every true Christian is a living fountain, ever receiving of the unfailing streams of grace, ever refreshed and ever refreshing those that are around him. Those who are coworkers with God manifest a missionary spirit; for they are ever receiving, that they may ever be giving to others the light and blessing of heaven. Those who open their hearts to receive largely will be able to give largely” (CSSW, p. 66).

DR. HENDRICKS says...

Some people tell me they have to prove the Bible is the Word of God before they can have an impact in witnessing. They've never unleashed the Book's power in daily life, letting it explode, exposing for all to see the radical and supernatural changes it can bring (p. 106).

DR. WILKINSON says...

For Dr. Wilkinson, it is clear that the purpose of all our teaching is to teach our students how to minister to each other and the world. He hears this mandate from God in:

EPHESIANS 4:11-12

And (Christ) himself
gave some to be apostles; some prophets;
some, evangelists; and some, pastors, and teachers;
**for equipping of the saints,
for the work of ministry,
for the edifying of the body of Christ** (p. 286).

This mandate is repeated in a very similar passage in 2nd Timothy, making it doubly clear. Here are the two verses side by side with Dr. Wilkinson's paraphrase:

All Scripture was given by God.

The Word of God was a gift
from God.

That the man of God

with a primary audience of Christians
***May be complete or perfect or
mature***

for the purpose of edification
and thoroughly equipped
for the purpose of equipping
for every good work
for the result of good works

2 Tim 3:16-17

And He himself gave some pastors and teachers.

The teacher of God is a gift from God.

For the saints and for the body of Christ

with a primary audience of Christians
for the edifying of the body of Christ

for the purpose of edification
for the equipping of the saints
for the purpose of equipping
for the work of ministry
for the result of good works

Ephesians 4:11-16 (pp. 295, 296).

"The delegated responsibility of the teachers is to equip. The delegated responsibility of all saints is to evangelize" (p. 291).

TEACHER CHECK UP

1. Do my students actually do a lot of the work of the ministry in this church?
2. How close to 100% of my students are involved in meaningful ministry on a regular basis.
3. What percentage of my students' capacity for ministry is being reached as they work? Are they serving Christ with all their hearts, soul and mind?
4. Have my students' services for the Lord become substantially more effective because of my equipping? Give a couple of examples.
5. How much growth (numerical and spiritual) did your class achieve in the past year?
6. How many ministry activities that are spontaneous and unsponsored by the church normally occur between the members of the class each week?
7. How many people did my students lead to the Lord during the past 12 months? (pp. 299, 300).

HANDOUT

EQUIPPING STUDENTS TO MINISTER

1. Skill

Describe the skill that is being taught.
I UNDERSTAND.

2. Illustrate

Illustrate what the skill looks like when it is being used.
I UNDERSTAND, I SEE.

3. Involve

Have your students experience the skill first hand.
I UNDERSTAND, I SEE, I'M DOING IT.

4. Improve

Students become more efficient as they perform the skill over and over again.
I UNDERSTAND, I SEE, I'M DOING IT, I'M GETTING MUCH BETTER.

5. Inspire

Your job now is to keep them inspired.
I UNDERSTAND, I SEE, I'M DOING IT, I'M GETTING MUCH BETTER, I'LL KEEP GOING
(pp. 315-322).

MINISTRY SUGGESTIONS

Prayer Ministry

Probably the most familiar way that Sabbath School and Bible study classes encourage ministry, is during prayer time. Often people or problems are brought up for prayer and a variety of ways of praying are used. One of my favorite is to make the request and have someone else in the class volunteer to pray for that request. Often reports are made on the progress of these requests in future weeks.

This ministry can be enhanced by asking the class if there are any ideas of how to help the person being prayed for. Encourage the sharing of similar ministry experiences. It might be appropriate to sketch out a plan. Other members of the class might volunteer in this ministry.

Prayer time can be an opportunity to further equip the members for ministry. There may another member who is particularly skilled in that ministry task. He/she might volunteer to mentor the requesting member, using the five steps above. This is the most natural way to extend the five-step equipping model. It involves intentionally using these steps.

The discussion might go something like this:

Janet: "My neighbor's wife was just killed in the Pentagon attack. He has two small boys. I don't know how to help. Please pray for them and for me to know how to help."

Teacher: "Does anyone have any suggestions of things she could do?"

"Has anyone had a similar experience?"

"Shall we take a minute and sketch out a plan for that first meeting?"

"Who would like to pray for Janet's ministry?"

"Keep sharing with us about how God uses you to minister to your neighbor."

If you know your class well and your trust is deep you might even deepen your teaching by inviting another class member to be her ministry coach.

"Mary, you are a grief counselor. Do you think you could guide Janet through this process and maybe role-play with her some things she might say? Would you be available to go with her once so she could see how you talk with her neighbor about his loss and offer your assistance?"

Class Member Asks For Ministry Assistance

As you may have noticed, the "Weekly Study Journals" included with this syllabus ask class members to reflect on the ministry call they hear from God as they study during the week. Using the **Ministry Work Sheet** as a guide, students should be encouraged to invite another member to be a ministry coach any time God calls them to a challenging ministry task. Their ministry coach would commit for a specific period of time to meet briefly once a week by email, phone, or in person to coach them on the part of the plan that is relevant, and pray with them and for them during the week.

HAND OUT

Class Ministry Assignment

Sometimes it might be appropriate to challenge the class with a ministry assignment. The following example might give you some ideas on how to do that.

Week One:

This week we are going to study Jonah's ministry trip through the city of Nineveh to call the Assyrians back to God. We are going to see how God used him mightily in spite of his resistance. God had asked him to minister to the people that in his mind were the worst enemies of his people and of God. It was probably impossible for him to imagine that they really wanted to have a life changing encounter with God. I would like each of you to ask God this week **"Who are the Assyrians in my life?"** Who do you think is most resistant to God's voice? Ask God if He wants you to minister to them now. If you feel you aren't hearing His voice, look around and ask God, "Is she my Assyrian? Is he? Are they?" Let's share next week what we discover.

Week Two:

Now that you have the unlikely person(s) in mind that you believe God is asking you to minister to, ask Him this week what you are to do. Start making a list of everything that comes to your mind. Ask God which one is His plan.

Week three:

This week I'd like you to think about the help you need to do this. Ask God who your ministry partner(s) should be. Who has done this before and could guide you? Who could encourage you? These might be different people. Get your team together. Tell us when you need special prayer or have a praise report.

HAND OUT

Ministry Project for the Quarter

Let's imagine that your class has a tradition each quarter of praying for God to give them a ministry project. Ideas are collected as the quarter goes on. The last Sabbath there is a potluck and the afternoon is spent selecting and planning the project. The afternoon ends with a sundown vespers where the project is dedicated to God.

Planning Session Steps:

1. Review the project ideas collected during the quarter.
2. Brainstorm additional ideas.
3. Select one.
4. Assess what additional skills and knowledge are needed to successfully do this project.
5. Select ministry coaches as needed.
6. List the tasks that need to be done.
7. Ask for volunteers for each task.
8. Make a time line.
9. List supplies needed and resources.
10. Dedicate the project to God.

Spontaneous Ministry

While it is very important to plan for intentional ministry and to teach class members how to minister, it is also important to recognize that most of our ministry moments will be spontaneously initiated by nudges from the Holy Spirit. When we learn to listen and act on these nudges we will be blessed as we minister to our families, friends, colleagues, neighbors, and strangers. Intentional and planned ministry activities keep our minds focused on the importance and privilege of working with God to bless others and increase our skills in doing so. Therefore, we are even more equipped to hear God's voice and respond spontaneously.

HAND OUT

MINISTRY WORK SHEET #1

COACH

STUDENT

I TELL YOU.

I UNDERSTAND.

YOU WATCH ME.

I SEE.

WE DO IT TOGETHER.

I'M DOING IT.

I WATCH YOU.

I'M GETTING MUCH BETTER.

KEEP IT UP.

I'LL KEEP GOING.

1. What does God want me to do?

2. Who could I observe doing this? (In person, by TV, CD, video, Internet, or seminar.)

3. Who could I work with? (Remember, your ministry partner could also be a phone or Internet partner.)

4. Who could give me feedback?

5. Who could pray and encourage me until the task is done?

HAND OUT

VI. REVIEW

(20 minutes)

As a result of this training the students in your classes will confidently and joyfully be able to:

1. Search the scripture deeply.
2. See the truth for themselves.
3. Know how it applies to them.
4. Work with God to change.
5. Do what God wants them to do for others.
6. Go and tell what God has done for them.

GROWTH PLAN

*Take a moment to assess yourself as a Sabbath School teacher.
Then choose one area that you would like to grow in and write
a plan to help you do that.*

Teaching for Life Change Skills Assessment

NO	YES
1.....	10
1. I know my self and have a personal life change plan.	
1.....	10
2. I know my students and their needs.	
1.....	10
3. I teach my students to SEARCH for eternal principles.	
1.....	10
4. I help them recognize how to apply them to their life.	
1.....	10
5. I challenge them to make the life changes needed.	
1.....	10
6. I equip my students for ministry.	
1.....	10

The thing I enjoy most about teaching Sabbath School or
other Bible classes is ...

The thing I'm best at as a Sabbath School or other Bible class
teacher is ...

My biggest challenge/weakness are ...

My growth plan ...

HAND OUT