

Presentation

A good presentation of the lessons in this *Teacher's Guide* will be the result of good preparation and practice. The goal of the teacher should be that of presenting a lesson in a concise, interesting, understandable, and convincing way. Wasted motion can create boredom. For this reason the teacher should seek to wisely use his time when conducting a study.

The following should be considered when presenting a lesson:

Arrangements

Physical arrangements can be important to the presentation and to the acceptance of a lesson. Space is important. The teacher should avoid sitting too close to the learner but also should avoid sitting too far away. Sitting too close may cause the learner to seek space, and sitting too far away may cause the learner to feel distant, thus creating a hostile and unacceptable atmosphere.

The teacher should sit beside the learner, if possible, either at a table or in a chair near the learner. By an arrangement of this kind the teacher and learner can study using the same study sheet and, if necessary, the same Bible. If the teacher is right-handed, he should sit on the right side and, if left-handed, he should sit on the left side. This way the learner can easily see what the teacher is writing or drawing without the teacher's hand getting in the way.

Materials

For the lessons in this *Teacher's Guide* the teacher will need the study sheet, a Bible, and a pen. The teacher should have a standard committee translation that is a literal translation of the text of the Bible, such as the King James, the American Standard, the New American Standard, or the Revised Standard. Use of some translations may require a slight change in the study sheet or in the words that go in the blanks. A large print Bible in many cases is helpful so that, if the learner does not have a standard translation, or cannot read well, or has difficulty finding

the passages, the teacher and the pupil can work with the same Bible. If the student does not know the Bible very well and, for this reason, finds it necessary to spend a lot of time finding the verses, the lesson can fail to flow smoothly, and the impact of the lesson will be lost.

Sometimes the teacher might want an extra piece of paper; however, if the teacher is using a study sheet, he can write on the back of the sheet. By doing this the student will have all the notes and drawings together on one sheet.

Presenting the Lesson

Before presenting the lesson, the teacher will want to take some time to visit with the learner. This should be a short but meaningful time during which the teacher can get to understand the learner and build a good, friendly relationship with him.

First, the teacher introduces the lesson. At this time the teacher prepares for the lesson that is to follow.

Second, after the introduction of the lesson the teacher presents each section of the lesson. The teacher introduces each section, presents each section, and summarizes each section. After teaching the complete study, the teacher reviews the complete lesson to make sure the learner understands all that was in the lesson.

Third, the teacher summarizes and concludes the lesson by stating concisely what was learned during the study and by drawing the conclusions that he hopes the student has accepted.

Last, the teacher seeks a response from the learner, i.e., if a response is suggested in the lesson.

When presenting the lessons in the *Teacher's Guide*, the teacher should ask a question before the reading of each Scripture, which in turn should help the student focus on the words that go in the blanks. Because the learner will sometimes have difficulty knowing where to write, what to write, and sometimes how to spell the words, *the teacher* should fill in the blanks in the study sheet.

An added advantage of the teacher filling in the blanks of the study sheet is that he will have possession of the study sheet and for this reason will be able to write or draw on the back of the study sheet without interruption.

The student should be asked to read aloud each suggested Scripture. This will help the teacher know how well the learner can read and if he has read the text correctly. It can impress on the student the importance of carefully reading the Bible and also cause him to be impressed by the impact of what the Bible says.

The teacher should encourage the learner to find in the Bible the answers that are to go into the blanks. This way when the lesson is completed, the teacher can ask, "Is this what I have said, or is this what the Bible teaches? If it is only what I say, reject it, but if it is what the Bible says, then accept it."

The teacher should adapt to the learning speed

of the pupil. Proceeding too rapidly can lose the student, and going too slowly can make the study boring.

The teacher should make sure the learner understands each point before proceeding to the next one.

If the learner asks a question the teacher does not know how to answer, the teacher should ask for time to study the question and then study it with the student at a later time. If the learner asks a question or introduces a subject not related to the lesson which cannot be quickly answered, the teacher should seek permission to study such an unrelated subject at a later time.

After the lesson has been presented and the teacher has had time to reflect on his presentation, he should consider the eight evaluation questions presented in the lesson called "Preparation" and evaluate how well he did in presenting the lesson.

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