

How to Improve Your Teaching

If this is your pattern . . .

The teacher talks; the pupil listens.

The teacher teaches with the quarterly in hand.

The Bible text is all-important. Let the pupil apply the teaching to his own life.

Voluntary pupil discussion is kept to a minimum because it takes too much time.

What pupils say is not too important; they are present to learn, not to teach.

Covering the lesson is paramount—and time is short.

Teaching is primarily giving the facts; how this is done is unimportant.

I am teaching merely because no one else is available.

In my busy life I must sandwich my preparation into the spare moments of Friday evening.

I'm not a pedagogue. I'll never be able to master psychology, theology, pedagogy, and the art of listening.

Move to this . . .

The teacher leads; the pupil participates.

The quarterly is a tool; the teacher teaches from an outline, Bible in hand.

The teacher makes the Bible live by leading the class in an exercise to apply its teachings.

Pupil discussion is encouraged, but guided toward the lesson aim.

What pupils think and say are important and can help the teacher meet pupil needs.

Achieving the aim is the goal—and eternity is at stake.

Variety in teaching gives zest to learning—and to teaching.

My Lord assigned my task, and as His servant I shall do my best.

Teaching Sabbath School is one of the most important things I do. I'll do it well.

If God calls me to a task, like Paul, "I can do everything with the help of Christ who gives me the strength I need" (Phil. 4:13, NLT).