

Resource Ministries
STM 2 - Communicating God's Word
COMMUNICATING GOD'S WORD 2
PRESENTATION AND METHODS

- I. Methods of teaching are a "means" not an "end".
 - A. Visual aids, drama, activities, projects are tools to accomplish the teaching and learning process.
 - B. First, determine your goal and objective. What do you want your hearers to learn?
 - C. Use the method that will best meet needs, accomplish purposes. The best method is that which does the job.
 - D. Methods vary with type of: material, subject, class situation, age or background, need of student.
 - E. Evaluate:
 - 1. How much detail.
 - 2. How much depth do you need?
 - 3. How much time do you have?
 - F. The proper presentation should leave the hearer with something he can do to use the truth he is taught. "It's not what you know, it's what you do with what you know."
- III. What is the right method for the situation?
 - 1. Which best meets the needs?
 - 2. What is the need?
 - a. Target group
 - b. Age, background, Christian, non-Christian
 - 3. What best helps you to communicate what you are trying to say to this particular group of people?
- IV. Communication
 - A. Are the people hearing / receiving what you think you are saying?

1. Look for response: facial expressions, body language, questions.
2. Can they share it with others? Are they understanding what they're hearing in such a practical way that they can pass it on?

B. Importance of using a variety of teaching methods.

1. How people Learn

- a. Hearing: 15%
- b. Seeing: 50%
- c. Saying: 75%
- d. Doing: 90%

2. Our thinking process

Most people speak somewhere in the range of about one hundred words per minute, while we hear at a rate of about four hundred words a minute. Our minds probably think another ten times faster yet! Thus, our audience's minds are constantly tuning in and out as we are speaking.

IV. Bible methods

A. *18 Fix these words of mine in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads. 19 Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. 20 Write them on the door-frames of your houses and on your gates, 21 so that your days and the days of your children may be many in the land that the LORD swore to give your forefathers, as many as the days that the heavens are above the earth. (Deut 11:18-21)*

1. Walk, live, etc.
2. The activities of life are to be used in teaching the words of God.

B. Jesus got people's attention then taught them.

1. Used language, illustrations, etc. the people understood.
2. Took the disciples aside for special instruction, more depth.
3. Taught in synagogue, in temple, in boat, on hillside, in homes.
4. Taught multitudes, individuals, disciples.

C. Preaching and teaching is: Informing the mind.

Stirring the emotions.

Bending or breaking the will.

D. If learning does not take place, then teaching did not take place. In the final analysis the thing that determines the effectiveness of one's teaching is this..."Did they learn?"

V. Methods of teaching or communicating the Word of God

A. STORYTELLING

Suitable for all age groups, depending on method of presentation and reason for telling the story. Stories are good as lessons in themselves or to illustrate a point. Stories can be told straight, illustrated, dramatized or pantomimed. They are great attention-grabbers.

B. LECTURES

Should not be used with small children. Adults may appreciate lectures if they answer questions they have, and provide facts. Teachers should be careful not to over-use this method, being mindful that people retain only 15% of what they hear.

C. QUESTIONING

It is good to stimulate thinking. A skillful questioner will lead students on a path to arrive at conclusions related to specific themes. Questions are good ice-breakers, introduce lessons, allow for interaction between teachers and students and among students, evaluate comprehension and highlight needs.

D. INTERVIEW

Is a type of questioning, but can be more dramatic. Bible characters can be interviewed on location of various Bible events (e.g., Miriam after the crossing of the Red Sea). The man-in-the-street or Roving Microphone or T.V. feature slot can be used. Good for teens and adults.

E. DISCUSSIONS

Most effective when planned around popular "burning" issues. Panel Discussions are also effective. This method is good for teens. The teacher should "wrap up" a discussion with the Biblical perspectives on issues discussed.

F. DEBATES

Should be exciting for teens, although they may need to be taught basic debating skills and procedures. The research they'll have to do in preparing should be stimulating. Give adequate time for preparation and practice. Choose topics wisely. Don't argue issues where Scriptures already give clear guidelines. Good for teens and adults.

G. RESEARCH

On given topics in groups or singly, for information or presentation. Presentations can take the form of lectures, demonstrations, written reports, etc. It is good to encourage personal comments and responses to topic researched. Researches can be used as preparatory work for lesson, discussions or action. Good for teens and adults.

H. PROJECTS

Include research and presentation of findings. May involve displays, making models, doing interviews, etc. A project may also take the form of a service or ministry (e.g., hospital visitation, adopting a children's home....)

I. DRAMA

Includes role-play, pantomimes. Consider age and personality type when planning drama. All people can be encouraged to participate, although some will find it easier than others. Avoid embarrassment.

J. SCRIPTURE SEARCH

This is really Bible study and can take the form of Sword Drills or other "fun" or competitive activities. Helps gain skill in knowing and using the Bible.

K. CREATIVE WRITING

Scripts (plays), songs, stories, Psalms, litanies, poems (structured or free-form), prayers. Give a theme or topic and encourage them to express some truth, lesson, or experience.

L. OBJECT LESSONS

Are very effective and leave a lasting impression. Good for all except very small children. Be sure the object illustrates the lesson and is not merely on its own.

M. PUPPETS

Can be used by the teacher to tell the story or by the students themselves as they relate the story. Puppets do not have to be complex or "professional".

N. AUDIO-VISUALS

Include flannelgraph, pictures, maps, graphs, etc. Wise use of Overhead Projector, music, videos can be effective.

O. QUIZZES AND PUZZLES

Good for introductory activities--to introduce a new topic or lesson. Good to finish a lesson. "Ice-breakers" to help get people relaxed and ready to open up.

P. GAMES

Not just for fun---although they should be fun---but as Bible learning activities. Bible verse games, board games, Bible character charades, etc.

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