

LESSON PREPARATION

Introduction

“The will to practice is greater than the will to win.”
–Tom Landry (Dallas Cowboys)

The best teachers are the best-prepared teachers. Nothing can replace your personal preparation time. Everyone is interested in winning, however, not everyone is committed to do what it takes to win.

MYTH: The key to great teaching is great **ABILITY**.

TRUTH: The key to great teaching is great **PREPARATION!**

What do you think made the disciples better, natural ability or 3½ years training?

Proper Prior Preparation Prevents Pitifully Poor Performances!

“Luck is where the crossroads of opportunity and preparation meet.”
–Seneca (Roman philosopher, 1st century)

God has given each of us a mind to think with, as a teacher/leader he wants you to use your mind in your preparation to lead your class to be more like Jesus.

- “You shall love the Lord your God with all your heart and with all your soul and with all your **MIND**.” –**Matthew 22:37**
- “Now these Jews were more noble than those in Thessalonica; they received the word with all readiness of **MIND**, examining the Scriptures daily to see if these things were so.” –**Acts 17:11**
- “Do not be conformed to this world, but be transformed by the renewal of your **MIND**, that by testing you may discern what is the will of God, what is good and acceptable and perfect.” –**Romans 12:2**
- “for God gave us a spirit not of fear but of power and love and of a sound **MIND**.” –**2Timothy 1:7**
- “I will put my laws into their **MINDS**, and write them on their hearts, and I will be their God, and they shall be my people.” –**Hebrews 8:10** (cf. Jer. 31)
- “Therefore, preparing your **MINDS** for action, and being sober-**MINDED**, set your hope fully on the grace that will be brought to you at the revelation of Jesus Christ.” –**1Peter 1:13**

Leaders need to constantly seek to improve. Accept the challenge to always be stretched. Allow yourself to venture beyond what you know or are comfortable with. Your **mind** is like a parachute, it works best when it's open! Use your **mind** to prepare.

There are 3-Ps to a successful Adult SS Lesson:

- **PREPARE!**
- **PREPARE!!**
- **PREPARE!!!**

The Brain's Two Parts

Left Side

The logical, analytical side
 Judges
 Selects
 Sequences
 Applies Logic
 Categorizes

Right Side

The creative, innovative side
 Generates
 Provokes
 Explores
 Entertains
 Fantasizes

Both sides of the brain are needed for a good Sunday School lesson:

- The left side gives **SUBSTANCE** and **CONTENT** to the lesson.
- The right side gives **EXCITEMENT** and **ENERGY** to the lesson.

Which side of the brain do each of these types of lessons favor? Left/Right/No

The Cotton Candy Lesson _____
 Very sweet and full of air; but when you bite into it – there's nothing there.

The Stuffed Olive Lesson _____
 Well put-together, pleasing and tart; stuffed with intellect – but no heart!

The Jell-O Fruit Salad Lesson _____
 Shaking, quivering preaching; lots of action – low substance teaching.

The Poached Egg Lesson _____
 Soft, safe, sentimental food; soothes every mind – calms every mood.

The Leftover Turkey Lesson _____
 Meat they suspect you have served before; disguised just enough for one Sunday more.

The Meat & Potatoes Lesson _____
 Exciting fare, but always good; the gospel preached in words understood.

The Make-Up of a Teacher

1. Most teachers use only the **LEFT**-side of their brain in preparing and presenting lessons.
2. Most teachers give most of their attention to the **CONTENT** of the lesson, and little thought to the **STYLE** of the lesson.
3. Teachers usually teach the way they **LEARN**.
4. Teachers fall into the **TRAP** of using the same teaching method over-and-over.

The Make-Up of the Learner

1. Three keys for effective learning:
 - a. **REPETITION**
 - b. **OBJECT LESSONS**
 - c. **VARIETY**
2. The more variety used by the teacher the more learning takes place. Variety adds:
 - a. **CONNECTION**
 - b. **ANTICIPATION**
 - c. **INVOLVEMENT**
 - d. **EXCITEMENT**

Dare to be Creative

- “To dare, is to lose one’s footing only temporarily, to not dare, is to lose one’s self.”
-Søren Kierkegaard
- “Commitment without personal jeopardy is meaningless activity.” –Thomas Merton
- “The best way to have a great idea, is to have lots of them.” –Linus Pauling
- Failure is an **EVENT**, not a person.

Attitudes Needed in Preparation

1. You must believe that what you are preparing to teach:
 - a. Has the **POWER** to change lives (cf. Isaiah 55:11; Hebrews 4:12)
 - b. Is the **ETERNAL TRUTH** of God. (cf. Psalm 119:89, 152)
 - c. Has the ability to **KEEP** people from sin. (cf. Psalm 119:11)
 - d. Gives **HOPE** for everyday living. (cf. Psalm 119:81)
2. You must ask yourself two important questions:
 - a. Does the class exist for me?
Attitude exposed: It's my place to **PERFORM** for Christ.
 - b. Do I exist for the class?
Attitude exposed: It's their place to **CONFORM** to Christ.

Preparation is a Discipline

Preparation is not so much a skill as it is an attitude of discipline.

- Preparation is **GRIND TIME**.
- Teaching what you have prepared is **PRIME TIME**.

There is no glory in the grind time, just blood, sweat, and tears. It is a wise old saying: "no pain, no gain." There are five disciplines that must be exercised to properly prepare *yourself* for a lesson.

1. **STUDY TIME** (cf. 2Tim 2:15)
2. **PRAYER** (cf. Psalm 119:25-40)
3. **MEDITATION** (cf. Psalm 119:15, 23)
4. **QUALITY** (cf. Eccl 9:10)
5. **LONGEVITY** (cf. Isaiah 28:9-10, 13)

3 Parts to a Lesson

1. **MOTIVATION**
2. **EXAMINATION**
3. **APPLICATION**

Teaching Methods

Match the following teaching methods with the appropriate definition.

- | | | | |
|------------------|---------------------|----------------------|---------------------|
| A. Brainstorming | E. Group Discussion | I. Formal Discussion | M. Panel Discussion |
| B. Study Guides | F. Listening Teams | J. Case Study | N. Buzz Groups |
| C. Lecture | G. Symposium-Forum | K. Panel Forum | |
| D. Debate | H. Role Playing | L. Symposium | |

- C.** 1. A speech by one speaker before an audience.
- E.** 2. A planned conversation between three or more persons on a selected topic, with guidance.
- M.** 3. A planned conversation before an audience on a selected topic; requires three or more panelists and a leader.
- K.** 4. A panel followed by audience participation.
- N.** 5. Small study groups discussing assigned problems, usually for the purpose of reporting back to the large group.
- H.** 6. The unrehearsed, dramatic enactment of a human conflict situation by two or more persons for the purpose of analysis by the group.
- J.** 7. An account of a problem situation, including sufficient detail to make it possible for groups to analyze problems involved.
- A.** 8. A method of problem solving in which group members suggest in rapid-fire order all the possible solutions they can think of.
- F.** 9. Formed by dividing an audience into teams in advance of a presentation. Each team is requested to listen with specific assignments in mind, then report on their assignment.
- D.** 10. A method in which speakers for and against a proposition present their points of view. Group members may question the presenters.
- I.** 11. Involves stating the problems, getting the facts, considering possible solutions, and selecting best solutions.
- L.** 12. Series of short speeches before an audience, with leadership; speeches present different aspects of a topic.
- G.** 13. A symposium followed by audience participation.
- B.** 14. A series of questions to be answered in large group, small groups, or individually.

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3 Parts to a Lesson

4. _____
5. _____
6. _____

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