

Teaching Well

- 52 Weekly Strategies -



**A Speaker's Guide to Teaching
That Produces Learning**

Rosalie A. Pedder

**This booklet is dedicated to Alan Cooke, who
believed in me as a young teacher and
encouraged me to break out of the traditional
classroom approach and to risk the radical.
Thanks, Alan.**

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Many educators and their teachings, both published and unpublished have influenced my thinking, especially the works and practices of Howard Gardner, Thomas Armstrong, David Lazear, Mary and Robert Meeker, and Julie Harper. My own classroom experiences with both high school and university students over more than 25 years have convinced me that the best learning is achieved with the greatest variety of approach to classroom activities.

Welcome to the team...

Congratulations on being chosen to share your knowledge and understanding with a YWAM school, and thank you for accepting the invitation. With your investment, this class will be the richer.

Because Youth With a Mission and the University of the Nations have a strong call to training and education, it's important that we model to our students those things God is clearly showing us about learning and teaching. Your acceptance of the invitation to share makes you a part of our educational team and I'd like to make available to you some ideas for ensuring that we all do the job well.

In the past we have invited people to come and share with our students as LECTURERS or SPEAKERS and as a result, that's what they've faithfully done. A generation ago, when YWAM began, many more people – particularly in the West – learned reasonably well through the spoken word. However, research done as early as the 1940s showed that most people will retain about 20% of what they hear, and will retain it a relatively short time. That's a huge loss of your investment of time and effort and the student's investment of hard-earned finances. We know we have to do better. I find very few truly auditory learners in YWAM.

...and to your audience

The generation that is now in any adult education courses (people from 18-30) is made up of students who are far more visual than auditory learners. There is nothing wrong with that – it is simply a product of our technological age and rather than bemoaning the fact that times have changed, we who are teachers need to adapt to this major change in learning preference.

Within YWAM, too, many of those over 30 are also more visually and kinesthetically oriented (learning through touch, movement and experience). That is because the nature of YWAM attracts the adventurous, the risk takers and the creative who are an at-risk group in our school systems which do not allow much expression of these strengths. How often were YOU invited to present a book report on tape, or as a skit, a cartoon series, a debate, or a photo display? Why not? Why do we presume a written answer best demonstrates understanding? Where does scripture or academic research prove the best way to learn is through lecture?

Teaching for learning

We'd like to be in line with current educational research. Actually it's understanding that came to light in the early 70s but let's face it, educational change is always 20 years behind the revelations, and Christian education tends to be 20 years behind that again. It's time for us to be out front instead and YWAM is committed to excellence in education for its students. Our students are not all motivated to learn through the spoken and printed word, though we firmly believe that all should be competent speakers and writers, and if we are to take a position of servant leadership, we must meet the students' needs. There is nothing less valuable or less authentic about students who learn in other ways. For normal students, there is absolutely no connection between degree of intelligence and style of learning, though there is a difference in type of intelligence, all types having equal merit. It not only smacks of some degree of arrogance when we insist that all students learn our way, but also dishonours the creativity and variety of God.

Of course, the bottom line here is that the teacher has to become a servant, with all that that suggests – hard work, long hours, a willingness to serve, a putting aside of our own plans and methods, and a genuine effort to find out and meet the needs of those we serve.

So, who's right?

We are committed to excellence in education – for those we are training and in our own teaching. We have no authority to teach what we cannot do ourselves. We are currently making major changes in our classroom style – not only for Western students but also because we are committed to the training and release of Third World leadership. Our educational style in the West is inappropriate for African, Island and Latin cultures unless we are embracing all the intelligences and learning strengths in balance. We must offer our training in an acceptable format and put away the idea that we in the West have superior learning and teaching styles. Both the West and the Rest have learning strengths we ALL need.

Meeting the needs

One of the reasons so many fail to reach God's potential for their lives is the issue educational wounding. Many of our brightest young people fail to do well in school because they are simply not created to learn in the way we present information. How it must grieve the heart of God to see His dreams and plans thwarted by our arrogance and pride that declares as learning-disabled those to whom He has given superior intelligence of a different shape. We have some repenting to do!

Applauding the gifts

It is said that in a group of 100 students there are traditionally about 5% considered “gifted”, that is, 5% of students who perform exceptionally well in linguistic intelligence and in math-logical intelligence. These are the five students out of every 100 who speak and write or handle maths and logic extraordinarily well. That, however, ignores the other equal intelligences (equal in worth, not in training or reward).

Suppose now that we applauded as “gifted” the 5% who demonstrated exceptional ability in spatial, musical, and bodily-kinesthetic intelligence (ignoring for the moment intra- and interpersonal intelligences). That would give us about 20-25 students per 100 who are rated as “gifted” (some may well figure in two categories), and it is the contention of researchers that we have far more gifted students in our classrooms than we have ever identified. However, many of those gifted students whose strong ability is not in language and maths, but perhaps in music, drama or art, have been told repeatedly that they are “talented” in their fields, but basically stupid because their strength is not in the typical areas associated with “academic” pursuit. The truth is, though, that these students are equally academic – they simply arrive at their learning by a different route.

Thinking strengths

Besides our preference for receiving information through sight, hearing or touch, we also have a preference for operating more on the right or left side of the brain. We also have a mixture of the abilities to problem solve according to known successful strategies or according to creative possibility-thinking. Those who lean towards known methods are more CONVERGENT, while those who prefer more open-ended and creative strategies tend to be more DIVERGENT. Schools and lecture-filled courses are designed for strongly convergent students, but YWAM is full of divergent people for whom the tried-and-true is the kiss of death! Orderly presentations drive them to the brink of lunacy if not enhanced with opportunity to be creative.

Since our audience is generally stronger in divergence, there is little point or value in presenting learning in a purely convergent approach. (Divergent thinkers do need the discipline of logical thinking too, just as convergent thinkers need the experience of thinking “outside the box”.) Variety, as always, is the spice of life. Our classes need greater opportunity for experiences, for redesigning materials for a new audience, for art expression, music, movement, and group processing.

A look back

Our traditional teaching practice in YWAM has been the 12-week “lecture phase” followed by the practical outreach. Too often, students have merely endured the lecture phase or carry with them a sense of failure from having performed poorly in tests or reviews, or from an awareness that others have understood and retained more than they have. The purpose of the lecture phase is obviously to transmit to students a wider understanding than they’ve had before of the Christian walk and the character of God as well as knowledge of the course content. Since generally fewer than 5% of our YWAM students are auditory learners (who learn primarily through the spoken word), it is essential that we find some other methods to help students grasp what we have to offer.

A look ahead

Changing our methods is never easy. It’s often a little uncomfortable to give the classroom back to the students rather than having them sit in front of us safely and silently rendered unconscious by the drone of our voices! Most of us learn much better when we’re involved in what’s going on. Simply listening is not involvement for most of us, and the outreach is a little late to be our major opportunity for learning.

At least 7 intelligences

Much as our training has driven us to think that way, intelligence is not made up solely of the ability to perform well in language or mathematics. Music is an intelligence, not just a lucky talent. The ability to use one’s body effectively is an intelligence. (How retarded we in the West would look in musical/kinesthetic societies such as West Africa or the Pacific Islands!) An ability to draw or to create objects in space (architecture or sculpture or playground design) is an intelligence. To be able to work well with others towards a solution to a task, or to be a true team player is an intelligence. To be able to work alone, drawing on internal resources and strategies is an intelligence. We are not asking any more how intelligent people are but how people are intelligent. And, be sure, most of your students will have a different set of strengths from yours!

To honour the creativity of God, we must present our classes in such a way that all the intelligences are given room and embraced as of great worth. You don’t need to use all 7 intelligences every day (though a teacher who is comfortable with all intelligences will use most of them), but should plan to include each intelligence over the course of your series of classes.

Trying it out

Here are a few ways to present material to honour different learning strengths:

Delivering information: talk, overheads with headlines or illustrations, videos, computer displays, pictures, flow charts, diagrams, short dramas, skits and role plays, hand-on materials. (Hands-on materials for the Father-heart of God?? Yes! Ask students to bring along an item that for them represents something to do with their own father, and to explain it.)

Producing a response: ask questions, provide an outline to fill in, collect a word-brainstorm of terms related to your topic, use symbols or have class create them, allow time to draw or write a poem/story inspired from the lesson's introduction before proceeding, explain where topic fits in big picture, explain your overview of your whole series/time (keeping it a mystery is NOT a successful educational strategy).

Drawing on processing strength: ask for prediction of your next point, ask for analysis of factors you've mentioned that are critical to understanding of the topic, and those that are desirable; ask for ways to present your information to other specific groups e.g. 14 year old boys, single mothers, geriatrics; take scripture stories/events related to your topic and ask students to re-create the full events of the occasion using their imagination, e.g. families of participants, history of the time, effect of the weather even! Ask questions that have specific answers and those that allow possibility thinking.

Seven intelligences: once you've delivered the goods, give opportunity for students to grapple with your material in class. (Gasp! And waste my good speaking time?? No, REDEEM your wasted speaking time!) Although the school has probably arranged assignments and processing time, assume they haven't, and make time in your classes for integration. Without it, whatever you say ministers primarily to you rather than the students. (Selah!) Some ideas; debate, panel discussion, discussion questions for small groups, finding other similar patterns and information in scripture, or in literature or television (Shock! Horror!); illustrations of your message – one for each part, or a summary illustration or wall poster; a mime summarizing the topic or part of it, skits to teach topic to another audience; group presentations; song-time with related songs (not all spiritual ones, either!); individual research or testimonies.

Don't let discomfort with new ideas put you off – most of your students are in discomfort most of the time with the old methods!

Helping you adapt

Without giving you an entire educational treatise to read, this is necessarily brief and broad. We have seminars and workshops to help teachers and speakers make the changes with real understanding. In the meantime, here's how this booklet works:

Teaching Well contains 208 classroom practices that will enhance your teaching by allowing the students to take part. The suggestions cover ways of presenting information, ways of allowing students to respond to it and ways to encourage them to make it their own. The 208 ideas are separated into 52 weeks and speakers and teachers are invited to turn to the week of the year in which they are teaching to make an effort to incorporate those ideas during the week. Count your weeks from January 1 – wherever that appears is Week 1 even if it falls at a weekend.

Even though you may find another set of activities you like better, please stick to the correct week or to activities that fall more than 12 weeks in either direction of your week number e.g. if you are teaching in Week 11, don't use anything between Week 11 and 23, or 51-10. That will ensure that students get a variety of experiences rather than the same ones from several speakers two or three times in a few weeks – all 208 listed activities are different. Of course, if you already use a wide selection of student-involvement activities, go right ahead and use them. We need all we can get.

By all means dig deep in this Teaching Well and look for ideas to enhance your teaching – I have offered you only four per week and a confident teacher might use all four the first day. The Holy Spirit loves to give away good teaching ideas and His well is much deeper than mine. Ask Him regularly how you can minister to your classes and church congregations. Let me know any great ideas you have that work!

Don't be afraid that your students will get out of hand – they'll love the chance to do something different. It will mean though that you will probably lose some of your time for delivering content. Great! We desperately need to reduce content and increase understanding and retention. There is absolutely no value – eternal or academic – in giving more content than our students are capable of taking in.

I trust you will find this booklet both a challenge and a help. Thank you for your willingness to enrich our students' experiences as we all teach well and learn well.

Rosalie A. Pedder
New Zealand, 1994

Week 1

- * Create the need for students to listen – give a pretest on your topic. Provide the answers but don't comment on the scores, OR invite students to listen to your presentation for answers and to let you know when they hear them.
- * At some point in the lesson, without warning ask students to predict what your next logical point/sub-topic will be. Accept all suggestions then continue with your teaching. Which suggestion was right?
- * Use some familiar object as an analogy, e.g. there are many ways an apple may be likened to faith – offer suggestions yourself or ask students for comparisons when you've finished your teaching
- * Whether YOU need them or not, your students need visual “anchors” for your teaching. Be sure to prepare something visual – headlines on overheads, or an overhead picture, or a whiteboard outline.



Week 2

- * Brainstorm either FEELINGS related to the topic OR perhaps KEY WORDS commonly related to the topic to focus students' thinking.
- * Give your topic a short title, e.g. VITAL FAITH and ask students both before and after the message to design a sentence using those letters which summarizes the topic, e.g. Very Intelligent Teachers Always Link Faith and Intellect To Holiness.
- * For students who like to focus on patterns, offer steps, stages, or development points with numbers, e.g. Stage 2, Point 3, and tell them when you are changing points. If you don't like to each that way, ask students to do it publicly as a summary at the end.
- * Wherever possible, use graphic illustrations of your points. Life stories and personal testimony are most effective as memory anchors.

Week 3

- * Make a list for yourself of the things you want this group to know, understand and be able to do (they may be different) when you've finished teaching them. Instead of lecturing, ask questions of students OR let them ask you questions until you arrive at your goals.
- * Change some of your illustrations to be the opposite of your points so that students can search out the positive side themselves. Let them share their observations of what the illustration really shows.
- * At some point (after a break, perhaps) remind the class of a point you made earlier. Ask class to remember what point you made before and after that one **WITHOUT** looking back at their notes. Let them come to consensus before you respond.
- * Ask class to justify inclusion or exclusion of your topic in next year's class.



Week 4

- * Choose some major categories (Already Heard Teaching in this Topic, Ignorant of Topic, Unenthusiastic About Topic, Passionate About Topic, etc.) and survey the class. Create a quick wall chart/pie graph from student responses. Everyone will feel heard before you begin.
- * Ask for old newspapers to be gathered. Split class into groups, giving each some newspapers, large paper, scissors, and glue or tape. Give groups 10 minutes to find (or create) and display headlines from the paper related to your subject. They must be able to defend their choices!
- * Teach the most important part of your topic and then split class into groups of three. Allow 15 minutes for each group to prepare a 5 minute teaching on the same topic but aimed at 14 year olds, and **NOT** using your examples or style. All three students must take public part. Draw the group to perform by lot.
- * Invite questions to develop a side-issue you mentioned.

Week 5

- * Allow time for your class to turn your session into a cartoon strip OR a radio advertisement, or both. Share them.
- * Before your session(s), ask students for all the words they can think of that are related to the topic. Record on overhead or wall chart. Add any more at the end of your time that have become obvious during your teaching. Be sure everyone understands them.
- * To focus the class after a break, give opportunity for students to mime or charade some of your words already listed. Use groups if that's easier.
- * Ask class to give a touch-tag summary of the day's or week's teaching. One student begins with your first point, and then touches someone else who must continue with the next point. Allow NO notes and encourage others to challenge the order in which points are offered. You're the judge and YOU may use your notes!



Week 6

- * Prepare a quiz on the details of your day's material – e.g. how many..? when..? who..? where..? what..? why..? At the end of your session, review the class's recall, or use the quiz before beginning the next session.
- * Ask the class to invent ways to teach your topic to people with whom they have no common language, and no access to bibles. Let them try their ideas on a group from the class, or on people who haven't attended the lectures – invite them in!
- * Ask class to analyze the behaviours/understanding/skills/goals/help they need to make your topic a successful part of their lives.
- * Be daring! Ask some students to teach short aspects of your topic in your place (perhaps on Friday, with Monday to Thursday to prepare). Restrict teachings to five minutes. Give constructive criticism and fill necessary gaps. Be careful to limit the scope of what you want covered so it can be done in five minutes.

Week 7

- * Tell a story to begin your teaching that would more logically be used at the end. Ask students to share what lessons or points are obvious in the story. Then give your message and ask students to draw more conclusions from the story you told based on your teaching.
- * Be sure to encourage questions and constantly check understanding of concepts and vocabulary you are using. If students may not interrupt you, you are controlling them and not serving their needs.
- * Get rid of the lectern and sit to teach if the group is fewer than 20. Be one of them instead of the untouchable “speaker”. Use a U-shape or semi-circle for the chairs.
- * Ask students to find something in the classroom that they can use to reflect on the topic, e.g. a banana can be like the Word in that once you peel off the skin, there is very tasty and nutritious food underneath



Week 8

- * After your lecture, give students 30 minutes to produce a legible draft of a tract re-shaping your message for sportsmen. The time spent will be good review and synthesizing time.
- * After your teaching, ask students to brainstorm related songs and choruses. Once the list is up, ask half the class to agree on 5 songs from the list that would be suitable for a teenage song service before a youth group meeting on the subject. Ask the other half to agree on 5 songs suitable for a pastors' convention on the subject.
- * At the end of your session, ask each student to write one measurable goal related to your subject that he/she can reach within two weeks. Share some.
- * Ask class to suggest totally new ways of teaching the topic – perhaps to prisoners, or nurses, or bus-drivers. They should outline all that will happen in the 45 minute time slot they have with their audience.

Week 9

- * Ask students to write a cover letter for the gift of a tape of today's session being sent to one of these people by the student; his or her pastor/parents/Loren Cunningham/local Rotary or Lions Club/police chief.
- * Have several students choose single words at random from a dictionary. Other selected students must use the chosen word in a sentence related to the day's topic. Avoid totally unknown words.
- * Have everyone write down their failures in the area of your topic, then arrange for a public burning or tearing up of the papers, with prayer for a new day of success.
- * Let students share how understanding of this topic could have changed some event in their lives between ages 10-15.



Week 10

- * Create an honour roll for the classroom wall of people both famous and not-so-famous people (one might be your mother) who have demonstrated excellence in the field of your topic. Thank God for the witness of those who've died, and pray for blessing on those who still live. Encourage story-telling about the names that are offered.
- * Take time (15 mins) to have groups of four each produce four illustrations/sketches/magazine pictures (using no words) that highlight a part of your teaching. Groups swap sets of illustrations and add relevant captions to the set they have just received, then compare whether they saw the same things in the illustrations as the artists saw.
- * Give opportunity for students to get up and move at least every 30 minutes.
- * Ask students to explain what music or instrument would best capture their mood before class begins. Ask again at the end if the choice has changed and why.

Week 11

- * Use a video of any situation using dialogue (but not great action) and turn the sound off as it plays. Assign different students to be the characters and to create new dialogue about your subject in keeping with the actors' actions and body language. About 2 mins. for each group is plenty. Create own variations.
- * At the beginning of the day, put students in pairs and ask them to teach their partner two highlights from your teaching the day before, imagining the other person has never heard this material. Give 2 minutes for all to choose their portions. (Both people should choose 2 different ones, reviewing four in all). Allow 2 minutes for each one to teach, switch over, and take two minutes for the other to teach. Great review.
- * Give class time to mind-map a review of your subject matter.
- * On Day 1, provide a verbal or visual overview of your week's material. Ask students on Wednesday to recall what topics are still to come. You can do it individually or as a group. Let them agree before you comment.



Week 12

- * Create topic headings or choose some other key words in your message. Put the letters of the words on separate small pieces of card or paper. (Be sure to code them by colour or a symbol on the back.) Give out the letters to individuals as they come to class, telling them not to lose or mutilate them. When you arrive at the section using those words, or as an introduction to a new section, tell all those with yellow letters (or blue, pink, red, etc.) to get together and decide what key word their letters spell.
- * Role play situations where advice/counsel/teaching on your subject is needed.
- * After your teaching, ask class to decide what parts of your message could be safely left out if it had to be taught in 20 minutes.
- * Design a 3-5 question multi-choice recall quiz on yesterday's message with three really close options for each question.

Week 13

- * Call for seven random letters of the alphabet from the students (e.g. PRTUVLE). Ask students to use each letter as the beginnings of a seven word sentence about your subject. E.g. If your subject is the Father Heart of God, the sentence might be: Paternal Relatives Teach Us Virtuous Living Energetically! Let each student make his/her own sentence. (Don't be persuaded to change the letters if they're difficult – except for X. Just tell them to use a word beginning with EX).
- * Ask class to come up with 5 good reasons for studying your topic using each of these methods exclusively: by video, by personal study/research, by group discussion. (3 sets of reasons are needed here – perhaps use groups)
- * Ask class to forecast the effect of making this topic more important to YWAM life and teaching than any other.
- * Draft 3 or 4 questions a young Christian might ask about this topic and ask class to answer them before you teach, and then again after you've taught.



Week 14

- * Give time each day for students to produce an illustration summarizing the day's teaching. Display some sets of them in the last session.
- * Set a short assignment for students to research how different denominations teach your topic or why they avoid it.
- * At the end of a session, begin a Fortunately/Unfortunately story about someone trying to embrace your topic in their lifestyle. Begin like this, "Joe Christian needed to hear a teaching about...(your topic). Fortunately,(your name) came to town. Unfortunately..." and carries on. Keep going till all have had a part of it.
- * Ask students to create individual codes and to write out a verse related to your topic in their code. Make copies and let others break the code and work out the verse. Don't include references!

Week 15

- * At the end of the week, encourage students to write a limerick based on the topic. It can be a funny verse, perhaps beginning like this, “Our speaker, Miss Rosalie Pedder...” OR “Our speaker, a Mr. Dean Sherman...” OR “Our topic of Faith in the Church...”
- * Ask students for some stories showing how successful understanding of your topic is displayed by people they know at home, church, work, base, etc.
- * Bring a small bag of mystery objects to class. Have a student reach in and select something and then relate that object to your topic.
- * Ask class to find three elements essential to success in practicing the area of your teaching that are common to the topic of Being Content in Abundance or Need.



Week 16

- * Ask class to produce 10 good reasons for teaching your topic to Christian cooks, secular politicians and widowed grandfathers. (Make separate lists.)
- * Ask class to make a Venn Diagram [interlinking circles showing separate facets of two topics with the interlinking segment showing common facets] showing the relationship of your topic and last week's subject.
- * Ask students to give various sub-topics of your message a geographic analogy. Your opening day's teaching might have been like a stream to them, the next day's might have been like a volcano, etc.
- * Teach the vocabulary related to your topic by creating visual cues to help memory. (Or ask students to create visual cues for the key terms you'll use.) Together you could make a wall chart for the classroom.

Week 17

- * Give class time to write a 300 word article OR make a 2 minute video about this topic to attract students to the next school/course.
- * To begin, play 20 questions about the key person or illustration you will quote in your teaching, or about some interesting aspect of your life so far.
- * During your teaching, stop occasionally and ask someone to paraphrase the last portion (no more than 10 minutes' worth). It's good review for everyone. Allow 60 seconds for thinking time before asking him/her to begin.
- * Have class turn a 15 minute portion of your message into a four-line jingle. Allow them to work alone or in groups of 3. Listen to the results.



Week 18

- * At the end of a session, have groups of 3 create one of each of these questions as review for another group about your teaching: Who, When, Where, Why, What, How?
- * Ask students to imagine this was the first teaching a new Christian ever received. What might be some of the evidence of "culture shock"? (What language, protocol, systems, expectations and so on would be different from anything he'd encountered before?)
- * Ask students to form a tableau/live painting that expresses part of what you've shared. Others guess which part it is.
- * After your third day, ask students to analyze your teaching style, methods and techniques. It will help them stay alert to how you are presenting the material.

Week 19

- * After one of your sessions, ask the class to come up with 10 ways this topic could help the President/Prime Minister.
- * Put up in the classroom a good-sized chart with squares, circles or columns headed Activities, Family, Sayings, Food Favourites, Beliefs, etc. and let class fill the chart in as they learn those things about you. (Add your own headings) Put your name at the top or in the centre.
- * Provide a photocopied key to the Morse Code and write verses (no references) or a related Thought for the Day in Morse Code and let students decode.
- * Invite class to risk sharing a story of their own failure in the area you are teaching about. (Share one of your own failures first!) Turn them to prayer or humour.



Week 20

- * Teach about ten minutes of your material, then divide class in two. Call for volunteers to re-teach it to their groups as exactly as you taught it as possible. Don't warn them first of what you're doing. You'll be amazed at what they actually heard. Don't despair! Find ways to present only half your planned content – but more than once!
- * Give class 5 minutes to find something from outside the building that represents to them part or all of your topic. Let them explain. (Begin again in 5 minutes – don't wait for them all to return first!)
- * Let class learn a related song or chorus in another language.
- * Have students read aloud in context the verses you will use today before you begin. Tell them the passage, not the specific verse. Applaud good reading.

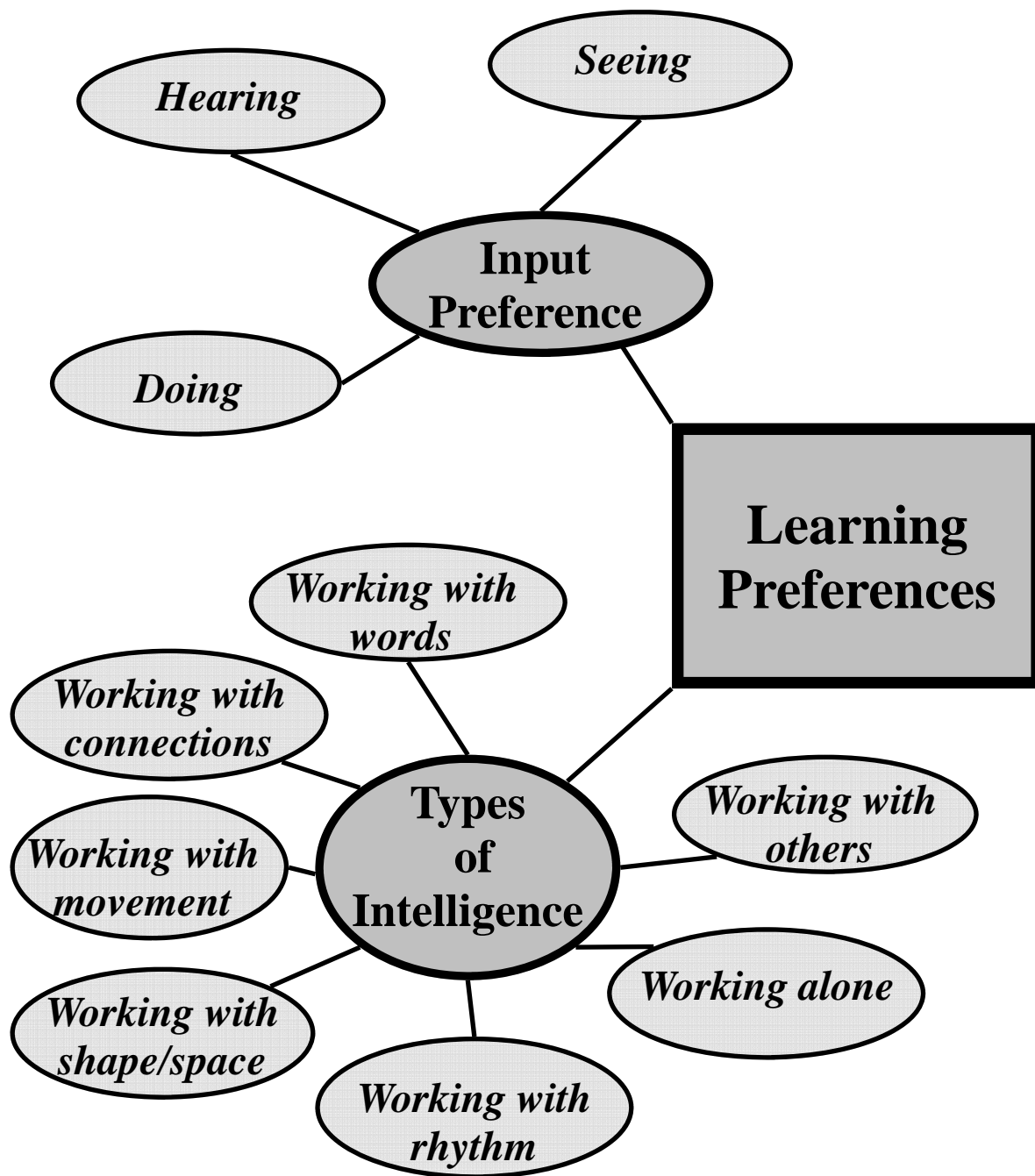
Week 21

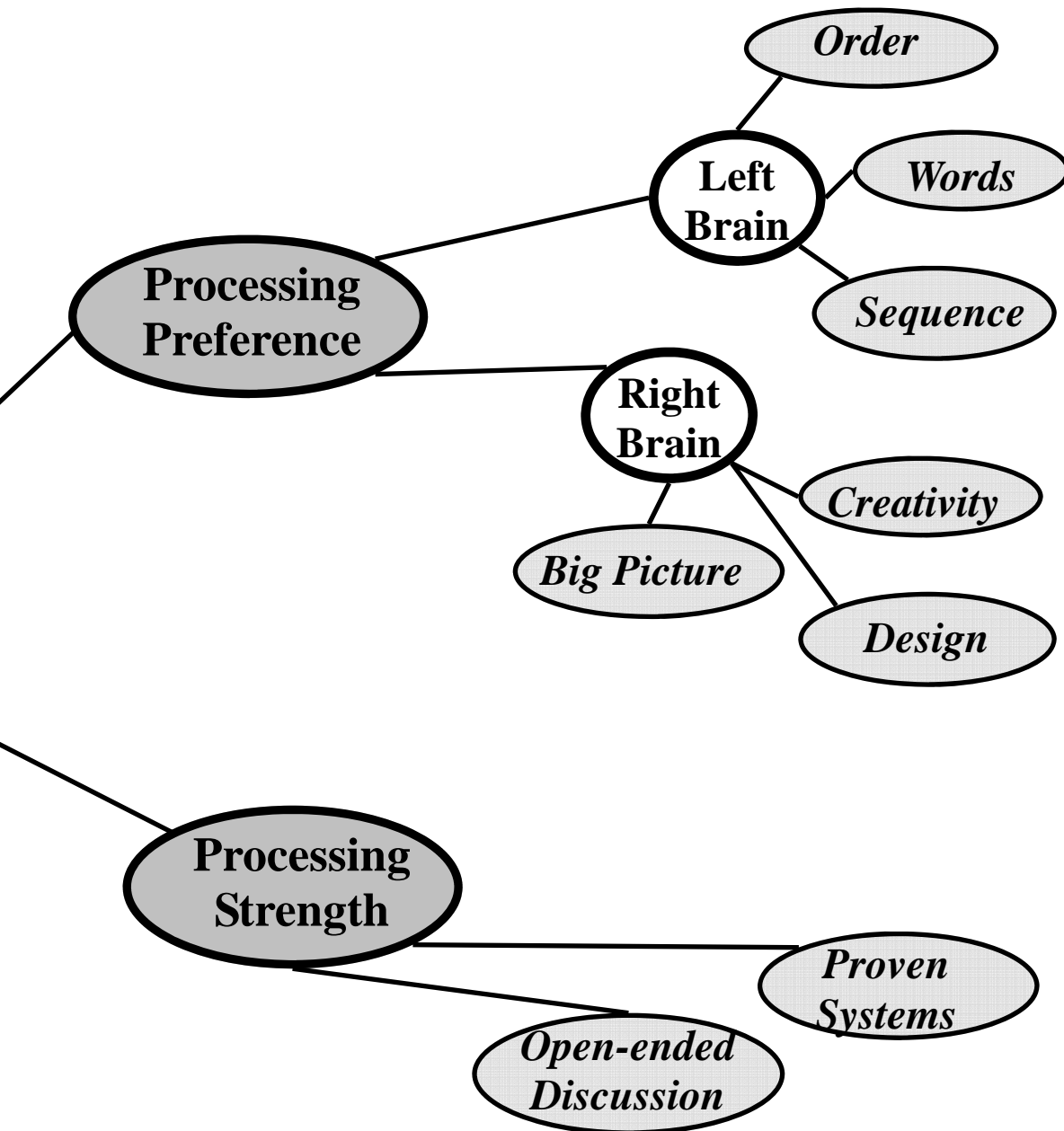
- * Ask students to analyze the probable effects of neglecting teaching of this topic in all YWAM courses/churches/schools.
- * Start each day with some appropriate music to play while the class meditates on a verse or a quote about your subject.
- * Have class find 5 points of similarity and 5 points of difference between this week's classes and last week's (presuming someone else taught it).
- * At the end of a session, take 10 minutes and split class into 2 groups. Give 5 minutes for each group to think of arguments for a quick debate. Assign For and Against roles to the two groups. They may discuss it together in their groups or work individually. Then for 5 minutes representatives from each side alternately offer their arguments for and against this topic: Our class time today would have been better spent in prayer. (Or At McDonalds, or In Bed, or In Research.)



Week 22

- * At the end of your sessions, ask class to create in groups of four a mind-map [see Week 11] that could be the basis of a research paper OR a prayer session about your topic. Items may be shown in words or pictures. (Each can create a chain from the centre on one map on large paper.)
- * As you finish a section of your material, invite class to add a supporting illustration or comment (without preaching!) before you proceed. Be sure to comment on the relevance of what's offered. Help them stay on track.
- * List 5 key words that are related to your topic, and have class learn them in two other languages.
- * Ask class to create a song-list of 7 song/choruses related to your subject. Challenge suggestions that are only loosely connected. Sing the final selection.





Week 23

- * Ask class to design a 3-item marketable kit that will help people remember your message.
- * Let class analyze in groups the personality/character qualities needed to have your topic as a passion in life (and then compare the groups' results).
- * Ask class on the first day to create a list of things they will look for in you as a good speaker/teacher. Let them brainstorm and refine the list to 7. Then at the end of each day's session, let them score you (secretly, if necessary) on a 1 to 5 scale (5 is great). Take the results to heart, even if you don't agree with the students' list. They are the ones you're here to serve.
- * Put a large empty piece of paper on the wall headed with your teaching topic. Ask students to add daily some words, illustrations, cut-out pictures, news head-lines or anything else that for them expresses some of your content. Make them defend their choices!



Week 24

- * Have students try to assume the perspective of a nominal Christian to your topic and to hold an over-the-coffee-cups conversation with you.
- * Give group time to brainstorm and decide what one item/symbol/collage piece should be added to the school's visual summary of each week. (E.g. for a speaker on the Father Heart of God, a teddy bear with a heart stitched on his front would be ideal.)
- * Ask the class individually to justify the exclusion of this topic from all available courses except this one.
- * Take 20 minutes and create a panel of yourself, a school staff member, any base staff member, and a student. Invite the rest of the students to ask you all questions about your experiences in your field of interest

Week 25

- * Give out large-print photocopies of your key scriptures or a paragraph that summarizes your topic. Allow time for students to personalize them with illustrations, highlighting, etc. Let them create their own heading.
- * Give 10 minutes at the end of a session for class to create a flow-chart of your day's material.
- * Have class invent together a police profile of an imaginary person who offends against the principles you are teaching.
- * Have students draw 4 small sketches showing how they learnt some other classroom-taught subject well. Ask them to make application of that to your topic.



Week 26

- * If you are using a video on the subject, occasionally stop it playing and ask class to predict what will come next. Skip some segments and ask class to guess what was in the missed portion.
- * Role Play: A parent has complained to the school leaders about what his child is learning. Have groups of students choose a delegate to visit or call the parent and defuse his fears. One student in each group should act as the parent, or you can define the reason the parent has complained.
- * Put several terms related to your teaching on cards and invite class groups to play a modified version of Pictionary with them as a summary.
- * Ask someone to teach the class to sign your key verse. (Language for the deaf)

Week 27

- * After a couple of days, ask students to produce individually a one-paragraph advertisement encouraging base staff to attend a public meeting at which you are speaking.
- * Try to arrange for the morning snack to be provided as far from the classroom as is practical so that students must move and recharge the brain.
- * Using Time, Newsweek, newspapers, magazines and news broadcasts, ask students to find contemporary stories using or abusing the principles you are teaching.
- * Your session today has been taped. Have students create an advertisement for radio or TV or newspaper to sell it. The ad must show at least who, what, where, when, why, how much! (Yes, do it in 15 minutes of class time!)



Week 28

- * Before you begin, ask class to assign a sound, sight, smell, touch and taste to their feelings about your topic. Have them do it again on the last day. Any changes?
- * Before you finish, ask class to write a measurable and attainable goal with a time limit for themselves related to your subject. Share some.
- * Ask students to select a comment from each day's teaching that could some day become a Famous Quote. Make a wall poster of them.
- * Use a human graph (not just a show of hands) to show where the group stands on making this topic the key article for this month's local Christian magazine. (Essential, Good Idea, No Opinion, Don't Think So, Definitely Not)

Week 29

- * Ask students to make connections between the day's teaching and the last sermon they heard OR the last intercession time they attended.
- * Have students write a letter (or create a cartoon strip) to persuade their last leader or their pastor that this topic needs to be taught to the base community or church.
- * Ask students to make a "time capsule" containing at least 5 items which somehow symbolize major things you've talked about. (Avoid obscure connections.) The capsule should be sealed and taken to the next school/group you will teach on the subject. Before you speak again, ask the new group to open the capsule and predict what meaning each item has. Make no comments but ask again at the end of the week. Explain then, if you need to.
- * Invite students to mime a part of your message from the day before.



Week 30

- * Begin a session with a key word of your topic on the board. Using the last letter, students are to add a new related word. Again using the last letter, add another word, until you have a collection of related words. E.g. DysfunctioN/NeedS/SymbiotiC/etc.
- * Ask students to brainstorm the likely stumbling blocks to successful living-out of your topic. Then pray them into extinction (the blocks, not the students!) and destroy the list.
- * Every so often, stop and say, "That's a good point because..." and invite the students to offer a supporting reason. Give them at least 30 seconds (time it!) thinking time before choosing someone to respond.
- * At the end of the day's teaching, ask someone to join you who has not attended your session and ask students to describe the course of the week to him/her as a summary.

Week 31

- * Assign some related reading and ask students to produce oral chapter summaries of no more than a minute each. If a book has 12 chapters, a good review of the whole book should take no longer than 15 minutes all told.
- * Bring a video of a sports match of any sort. Tell students to select one side or the other and with the sound turned off, let them create a “commentary” on the game. Their “side” is trying to grow in the things you have been teaching and the commentary should reflect the changing fortunes of Joe Christian as he faces the difficulties and blessings of pursuing his goal.
- * Allow time for students to create a crossword from your topic’s language, OR create a Word Search game with which others may review the material.
- * Before beginning, ask students what questions or difficulties spring to mind when they hear what topic you will speak about. Let your teaching answer their questions. They’ll feel you’ve listened to their perspective.



Week 32

- * Remind the class of a word or story or verse you used in your teaching earlier, and ask them to mind-map or jot down what ideas went with it.
- * Ask students to rank all the topics studied so far in this school including this one in terms of skill acquisition, spiritual growth, social development, value for money.
- * Ask students in groups of three to brainstorm strategies for embracing the spiritual or character or behaviour issues raised by your teaching. Let each group share publicly – they’ll have a good range of options for making the necessary life or mind-set changes.
- * Bring to class a selection of quite disparate objects and ask students to make a connection between an object and your topic BEFORE you speak, and again AFTER you have shared.

Week 33

- * Give out a floor plan of a house or a drawing of a machine's workings, and ask students to mark on it where various facets of your topic fit in relation to each other. E.g. the kitchen could be the Father Heart of God, and the laundry could represent the cleansing of forgiveness that enables His love to be received.
- * Stop regularly and ask comprehension questions and also analysis questions. E.g. How might someone present the issue of asking forgiveness in a way that subtly and inaccurately changes it from the biblical model?
- * Allow time for groups to choreograph a song or chorus related to your topic.
- * Have a selection of pictures from National Geographic (or similar quality magazine), and present each to the class. Invite imaginative explanations of how that photo is related to your topic. Put in some seemingly totally unrelated pictures – you'll be amazed at the students' creativity.



Week 34

- * Ask a local musician to share about why the music used for various songs on your topic is appropriate for it. What does the music say that complements the words? Finish with a faith-building song review.
- * About 30 minutes from the end of your session, ask students to turn your information into a chart instead of written notes. (Individual or group activity.)
- * Choose a hot topic from the news or newspaper and ask students to explain how application of your teaching could affect its outworking.
- * Put your day's topic title on the board. At the end of the session ask students to use the letters in the title to begin words related to your teaching, e.g. FAITH = **F**ellowship (strengthens faith), **A**nticipation (expect God to move), **I**nspiration (wait for God to direct a gift of faith), and so on.

Week 35

- * After your first session, ask students to write three steps to growth in the area you've taught about and to reduce them to an acronym (e.g. ROW = Read, Observe, Walk).
- * At the end of a session, ask students to share what for each of them was the WOW point of the message. Give them 60 seconds to think about it before sharing so that everyone produces a thoughtful answer rather than merely repeating someone else's thoughts.
- * Give time (10 mins) for students to create a rap that catches the heart of your material. Several groups could create separate ones – at least 1 minute in length.
- * As a form of review, invite students to speak for 1 minute each on an aspect of your topic that you have covered. Give the student the topic, 15 seconds to prepare and 1 minute to speak. It can be serious or amusing, teaching or exhortation, and so on. Prepare your topics in advance.



Week 36

- * Challenge the class to find either a quote on your subject from a well-known writer or speaker OR a relevant joke by the end of the week. Ask for them to be shared on the last morning.
- * Bring a riddle or a lateral thinking problem or a logic problem to class and let class wrestle with it before you begin – it'll sharpen their thinking.
- * Invite someone each morning to hold an imaginary telephone conversation about your classes. They must indicate to whom they are pretending to speak and must keep it appropriate for that person.
- * Select a scripture about your topic that is suitable for a 5-minute meditation at some point in your message. You don't have to give your own interpretation, but should ask for some of their revelations. After you have shared your message, you could ask what they believe your interpretation would be.

Week 37

- * Ask students to list as many ways as possible of sharing a verse on your topic with someone to whom it is brand new.
- * Before you begin, ask students to predict (in writing) the likely personal effect your topic will have on them. Check at the end of the week whether predictions were accurate.
- * Choose a Biblical story that underlines your point. Ask a student to take on the role of one of the characters in the story and to describe the event as if it had happened to him/her.
- * Ask for examples from students from other cultures which demonstrate either the exercising or the absence of understanding of your topic in that culture. Discuss in relation to world view.



Week 38

- * Before you arrive, make a list of definitions of key words and terms you'll use. Leave an empty space for the words you've defined. When you begin, let students fill in as many of the words as they can individually, and then find as many of their uncompleted ones as possible from one another. Then you can supply the answers. This will help them focus and feel they have a good grip on your content.
- * Make a list of quite ordinary things – a wedding, an orange, a computer, a dish rack, etc. and ask individual students to explain how your teaching is like each object or event.
- * Gather several newspapers and/or magazines. Ask students to create an advertisement that sells your material (as a live meeting, tape, video or book) using parts of existing advertisements in the papers.
- * Ask students to write a letter to the Lord assessing themselves in terms of your topic, being sure to note both strengths and weaknesses.

Week 39

- * Secretly ask foreign students to write your topic (and sub-headings as they occur) on the board in their languages. Make the locals guess what it is as you proceed.
- * Have each student write down two questions directly related to your topic that they'd like answered by your teaching. Check on the last day for any not yet covered. If you have already answered a question someone asks, draw the answer from others.
- * Prepare a photocopy or overhead of a paragraph that is directly involved with understanding of the topic (it might be your opening statement of 10-12 lines). Write it out, leaving out up to 12 single words and replacing them with gaps. Choose words that will make them ----- (think!), or will show them they need to listen to the message! Ask students to fill in the spaces before you begin your teaching. Read the original later.
- * Ask the class to gather one-liners of yours that they'd like to recall. Put them on the wall. (Yes, take class time for it – it's great review.)



Week 40

- * Ask students to keep a daily summary log of some kind – perhaps an illustration, a mind-map, a journal entry, a word collage, or a collection of your one-liners. Have some share at the end of your sessions.
- * Name some students as Bible Characters and ask others to interview them about their understanding or practice of aspects of your topic. (What would Abraham say about communion?? Or Peter about an eye for an eye??)
- * Before beginning, invite brainstorming of expectations students have of you and your teaching and topic. When brainstorming is complete, be sure to tell them which expectations you will NOT be meeting. You don't have to meet them all – but explain what you won't do. That will prevent disappointment and unfulfilled expectations.
- * Take time for students to create a universal symbol for your topic, e.g. a logo that could represent FAITH internationally. Present group or individual suggestions for a group vote.

Week 41

- * Present half your content and then put the class in small groups to find answers to questions you give them that will give the second half of the content. They will remember what they've discovered themselves more than what you've simply told them.
- * Before a break or before the end, allow 10 minutes for individuals and groups to summarize what they've learnt – in song to a familiar tune, including well-known secular tunes. Let them sing to the rest of the group.
- * Before you arrive at the base, send some focus questions for students to answer briefly before class – e.g. Who are the leading names in teaching this topic? At what stage of the Christian life is this topic most important? Name an Old and a New Testament example of the importance of this topic, etc. Check before class.
- * Invite students' stories of their own experiences with the topic. You don't have to comment unless the focus is shifting.



Week 42

- * Break up your message when you shift from section to section with deliberate focus-shifting activities., e.g. each one finding out what his neighbour was doing as a hobby at age 13; shifting seats; mental arithmetic, etc. Invent your own.
- * Invite a student to tell a story of some part of his life as a challenge to you – can you relate your topic to his story? Ask him to choose a story that seems most irrelevant. Good luck!
- * Design a few questions to introduce each section of your teaching. Give time for jotted answers but don't answer them aloud except as you continue your teaching. Let the students discover when you've answered them.
- * Take time to ask different students to read aloud the scriptures you use. (Check with the leader for those who have trouble with reading and avoid them. Ask the person if he/she wants to read, but don't just call for volunteers. The same old few will offer.)

Week 43

- * Ask students to jot down three questions that spring to mind about your topic before you begin. Then have them ask a neighbour those questions and to note the essence of the answers. Encourage them to listen to your message for your answers and check later whether any of those questions were dealt with in your teaching.
- * Allow time for a role-play of some portion of your message. Better yet, leave them at a point where you're about to provide a solution to some point, and let students predict it through a role-play.
- * Ask questions that are not binary (yes/no) and give students a full, timed 60-second silence in which to think about each and then call for answers. You'll be amazed at the response!
- * Before you begin, put up a list of words you'll use that relate to the topic but may not be fully understood by all. Ask for definitions.



Week 44

- * Before you begin, or at some point when you're about to introduce a key phrase or word, use the overhead or white/blackboard to play Hangman – draw lines for the number of letters in the word(s), e.g. _ _ _ _ _ and call for guesses at the letters. Write in correct guesses, and draw portions of the gallows for each error. Any student will show you the pattern.
- * Allow time at the end for groups to create a skit demonstrating all or part of the teaching.
- * List the key terms relating to your topic and at the end of your session appoint students to hold mock conversations using the words accurately and appropriately as a summary for others.
- * After the break, ask a 5-10 question recall quiz to focus attention again. Let students compare answers with a partner, then you give the answers. Don't call for scores to be public.

Week 45

- * Allow class to ask you 20 yes/no questions to find out the process you went through to develop your teaching on this topic.
- * Give time for discussion together of how this teaching on this topic might be made attractive to Indians OR Chinese OR Serbians OR 13-14 year olds. Consider world view.
- * Choose a key verse or short quote about your subject. Choose as many students as there are words in your selection. Give students 5 minutes to learn it by heart and to be able to say it with each person saying only one word in the sequence. Standing in a line helps, but being scattered is a REAL challenge!
- * Give class 15 minutes to go away and ask others in the building what they know about your topic for today. (Put it on the board.) Gather information when they return – it could provide a good starting point.



Week 46

- * Tell students to keep on-going journal entries in the first 5 minutes of the first session of each day, and in the last 5 minutes of the day's session.
- * In pairs, let students figure out how to interest Moses, Abraham, and Daniel in attending this week's classes. (One could take the role of Moses and one the role of salesman.)
- * At the beginning of a session, select a verse that you intend to use later. Choose one that isn't glaringly obvious in its connection to your topic. Ask class to suggest how/why you'll use the verse. Don't agree or disagree – continue with your teaching and let them discover your point as you teach.
- * Have a brief mock-trial. Assign someone the role of a biblical or historical person who violated the principles you're teaching. Appoint a judge, prosecutor, defender, and jury. Let the crowd cheer and jeer. Give no more than 10 minutes for the trial. Let judge give sentence.

Week 47

- * You are about to serve this class a five-course meal – Appetizer, Soup, Entrée (an entrée is a small sample of what otherwise could be a main dish), Main Course, Dessert. Each day ask class to agree on what particular food best represents the day's material for the course being served. (One course per day.)
- * Make a selection of 10 verses/quotes, 9 of which relate (directly but not necessarily very obviously at first reading) to your topic. List or copy them and ask students to select the odd-one-out. Let them defend their choices before you give the answer. Don't make the odd one so odd it's immediately obvious.
- * Ask groups to take your key verse for the day and turn it into a rap.
- * As a summary of your material, play a Jeopardy-style game. You provide the answer from your material and students create an appropriate question.



Week 48

- * At the end of a session, ask class to list three things in your message that made them feel good about themselves, and one thing that convicted them.
- * Ask half the class to wait outside. Teach 10 minutes' worth of material to the rest and then invite the others in. Pair them with a student each who was in the room, and let them teach what you just taught them. Eavesdrop! Give a 10-questions recall quiz to the new group based on your teaching to the first group. (This little exercise will sharpen everybody's skills - including yours!)
- * 20 minutes before the end of a session, give out poster-sized paper to groups of 4 – have them capture the essence of the class in a poster in 15 minutes. Take 5 minutes to let them explain them. Leave them up on the wall.
- * Find a common object and describe it to the class in terms of your topic, e.g. a book is like _____ (your subject) because.... Then let class tell you why a book is NOT like your subject.

Week 49

- * Write out the key verse backwards without any spaces or other punctuation. (Leave out the references!) Let class decode it – and learn it.
- * At the end of a session, ask class to reduce your teaching to 3 Things Never to Forget about _____ (your subject). Share them in the group and democratically select the most important three things. No bloodshed, please!
- * Put several key words from your topic on small cards and put them in an envelope, and play Musical Words. Students pass the envelope around and when the music stops a student takes a card from the envelope and states, “The word/phrase is..... (quote) and it relates to the topic because..... (explanation)”.
- * Make a selection of action pictures from newspapers/magazines/fliers and give class one each. Have them add a caption appropriate to your topic on a strip of paper. Display them. Humour is fine too!



Week 50

- * Challenge students to create a good alliterative summary of your last section, e.g. Loyal Love Lasts Longer without Lingering Lustful Looks!
- * Take a few minutes to invite 2 or 3 students to look out the door or window and each describe something that can be likened to part of your message, e.g. a tree could represent the different aspects of a fruit of the Spirit. The student making the description talks only of “this thing” that has a ‘good foundation’, a ‘strong spread’ to influence others, ‘potential for refuge for others’, etc. Then send the rest of the students to look and quietly jot down the source of the descriptions the others were looking at. Give about 3 minutes, then check to see to what the class attributed the descriptions.
- * Brainstorm with the class for some Top Ten lists about your topic: Books, Speakers, Verses, People, Stories, Songs, etc.
- * For fun, choose 2-5 truly obscure words from a dictionary and let class in pairs create new definitions for them related to your topic. Vote for best.

Week 51

- * Suggest class make a 7-point list of necessary personal history for someone to become an expert in your field. What MUST be true of their lives for them to be true “experts”? Perhaps let separate groups make lists then democratically choose the key 7 overall.
- * Write out a quote/statement about your topic, and cut the sentence into separate words and phrases. Get groups to reconstruct the original. (You may need several copies. Have them already cut and stored in envelopes.)
- * Give students 5 minutes each to produce a one-liner about your topic suitable for inclusion along the bottom of each page of a daily reader, or a recipe book, or a diary. (Maximum of 15 words.) Display them.
- * Put five key words from your topic on the board. Ask students to create a sentence using them in any order except the order you’ve used. They may of course add other necessary words. It must make sense and be relevant!

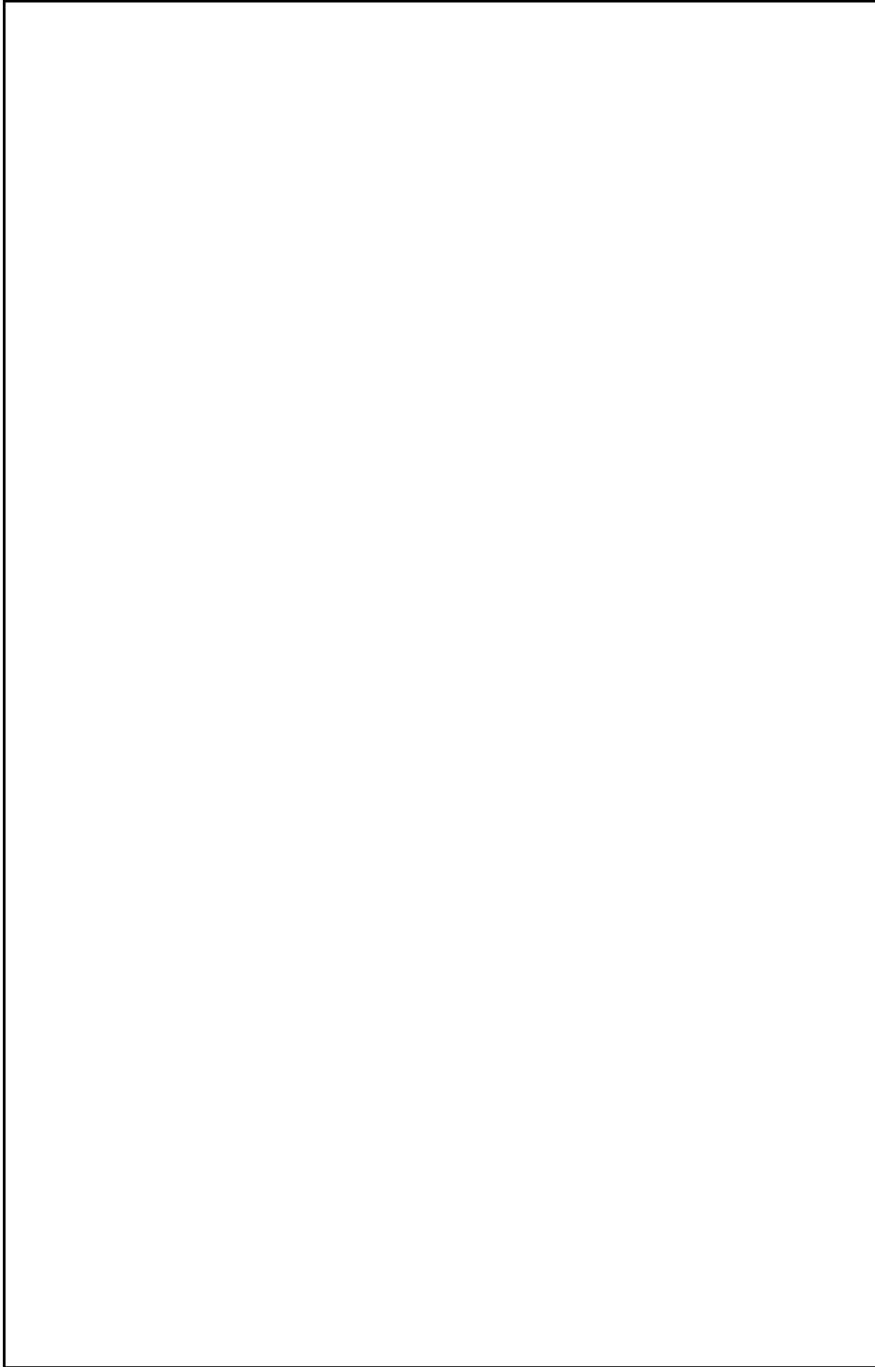
Week 52



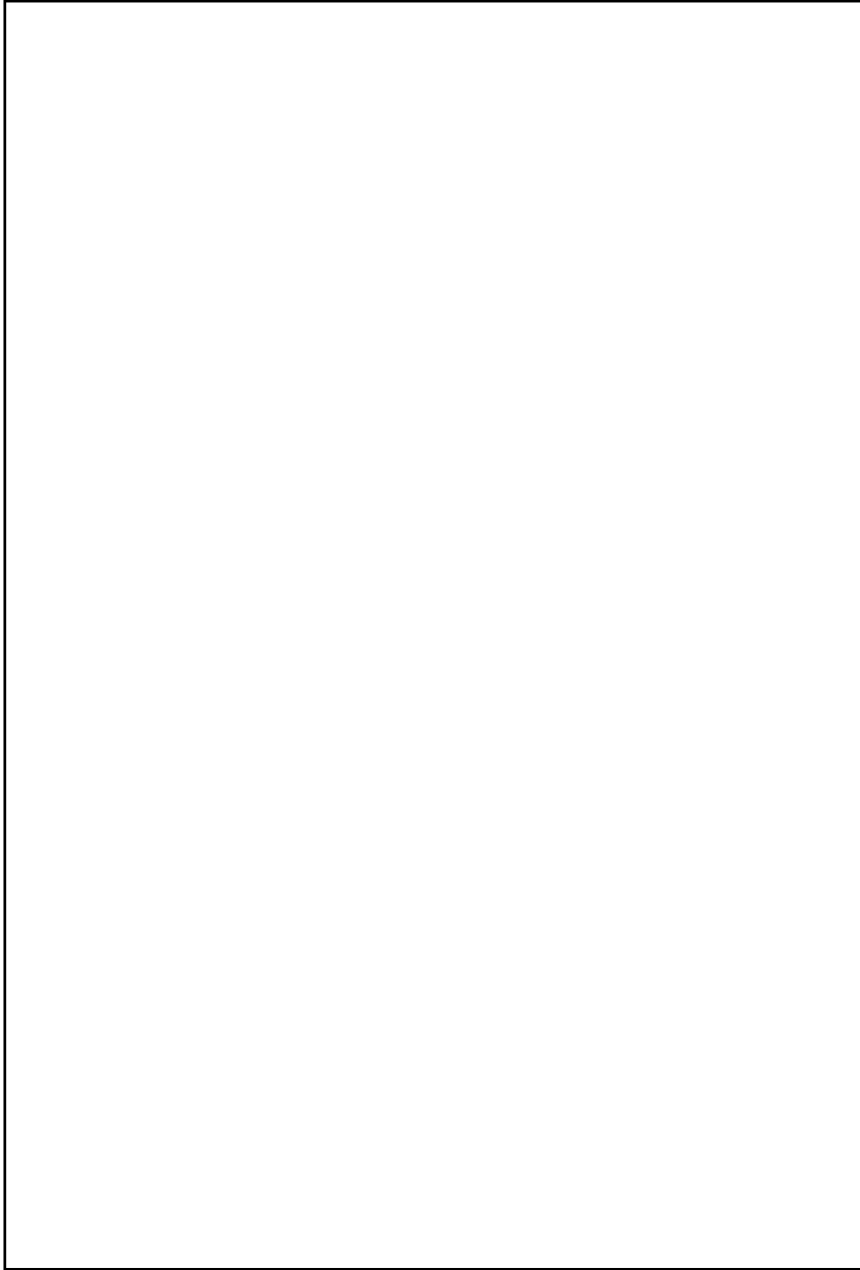
IF YOU ARE WORKING THIS WEEK, MY SYMPATHIES TO YOU!

- * Encourage the group to invent one funny definition a day for key words in your teaching from the day before. E.g. GOOD GRIEF: When your rich uncle dies! Make A Little Book of.... (topic) Words.
- * Ask students each day to donate something (temporarily) that can be added to a display on a back table of things that build up a visual summary of your teaching. E.g. if you told a key story involving a plane, a small plane from a key ring could be added to the display with a label. Some student might like to create the backdrop. Photograph the final display to tempt another group to identify the relationship of the items to your teaching next time around.
- * Ask students to write one good reason for including OR excluding any reference to issues of your topic in their New Year’s Resolutions.
- * It’s the end of the year – bring the class a treat! OR * Invite feedback after Day 1 on your style and delivery. (Gasp!) Then write your own New Year’s Resolutions!

More great ideas...



More great ideas...



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