

Physical Presence and Effective Teaching Connecting Teens to God's Word (part 3)

I. The 'Role' of Teacher

A. You shouldn't try to be someone _____.

B. There are some intentional actions a teacher can take which make the lesson more _____.

C. When we are doing certain jobs, or interacting with certain people, we modify our _____. (1 Corinthians 9:20-22)

D. Name five different roles in your life:

- 1.
- 2.
- 3.
- 4.
- 5.

II. Four influences on teaching style

1. Your _____
2. The _____ of people in the group.
3. The _____ where you are teaching.
4. The _____ of your students.

III. Four Physical Factors in your Teaching Style

1. _____.
Monotone speech can make your teaching boring.

Three ways to change your voice:

- Loud to soft
- High to low
- Fast to slow

We can add _____ (silence) for effect.

2. _____.

That doesn't mean we never look at our notes or Bibles, but the majority of the time we make eye contact.

3. _____.

These should be *appropriate* movements.

We need to work to break out of the box for effective teaching.



4. _____.
Moving around helps keep people's _____.

If you do find yourself teaching from a chair, consider how you can still be physically _____.

Discussion questions

1. Dr. Duane Liftin said: 'There are no uninteresting subjects: there are only uninteresting teachers.' What do you think? Can find an example from your own life that supports his statement?
2. Give the reasons why some teachers are not interesting.
3. What ideas could you take from this video to make your teaching more effective?

Game: Teaching Style Charades

Here's a game to help your leaders see how teaching styles change in different situations.

Prepare nine cards:

- Three cards name a place where you will teach (a gym, outside, an apartment).
- Three cards have the age of the learners (preschoolers, young people, elderly adults).
- Three cards list the number of people who are listening to you (1 person, 15 people, 1000 people).

Put the cards into three piles (place, audience, number). Have three volunteers take one card from each pile.

Each teaches for a few seconds on any subject: at the place, to the number of people, of the age indicated on the cards.

The group does not know what is written on the cards. Their job is to guess from the style of teaching where the teaching is taking place, how many students there are and what age they are.

Discuss as a group how differently we use our voice and bodies in different teaching situations.