



The Seven Laws of Teaching

HOW TO PREPARE AND TEACH A BIBLE STUDY
SESSION 4

This lesson is based on these 2 books:

- Howard Hendricks, *Teaching To Change Lives*, Multnomah Press, 1987
- John Milton Gregory, *The Seven Laws of Teaching*, Baker Book House, 1884, 31st reprint 1991

Hendricks and Gregory side by side

Teaching To Change Lives (Hendricks)	The Seven Laws of Teaching (Gregory)
The Law of the T eacher	The Law of the Teacher
The Law of E ducation	The Law of the Learner
The Law of A ctivity	The Law of the Language
The Law of C ommunication	The Law of the Lesson
The Law of the H earth	The Law of the Teaching Process
The Law of E ncouragement	The Law of the Learning Process
The Law of R eadiness	The Law of the Review and Application

The Law Of The Teacher

- *If you stop growing today, you stop teaching tomorrow.*
(Hendricks, p.27)
- *Know thoroughly and familiarly the lesson you wish to teach – teach from a full mind and a clear understanding.* (Gregory, p. 19)

Know What We Are Teaching

- **2 Peter 3:18** But grow in the grace and knowledge of our Lord and Savior Jesus Christ.
- **Luke 2:42** And Jesus increased in wisdom and in stature and in favor with God and man.
- **Luke 6:40b** but everyone when he is fully trained will be like his teacher.

Know Who We Are Teaching

- Know our students on personal basis
- We must earn the right to teach the student from the student.
- Teachers can't assume interest but we must create it.

Know How We Are Teaching

- **Deuteronomy 4:1** And now, O Israel, listen to the statutes and the rules that I am **teaching** you, and do them, that you may live
- **Deuteronomy 5:1** “Hear, O Israel, the statutes and the rules that I speak in your hearing today, and you shall **learn** them and be careful to do them.

Reflections

- What areas of growth in your life in the past year do you think are most obvious to those you teach?
- What would you say are the most important ways you've grown in your beliefs about and attitudes toward *teaching*?
- What are my strengths and weaknesses? In what ways should I change?

The Law Of Education

- *The way you learn determines how you teach.*
(Hendricks, p. 55)
- *Gain and keep the attention and interest of the pupils upon the lesson. Do not try to teach without attention.*
(Gregory, p. 20)

Teach Students How To Think

- We learn better by doing than by hearing.
- Teach how to think is greater than what to think
- The student will learn more through self-discovery than our lecture.

Teach Students How To Learn

- Hendricks: “Create learners who will perpetuate the learning process for the rest of their lives.” (p. 63)
- “Stop learning today, and you stop living tomorrow.” (p. 53)

Reflection

- What kind of teachers do you most enjoy learning from – and why?
- Select 3 students you're teaching and analyze their individual differences. What seems to be different about the way they think and learn? How are they different in their understanding of the Bible and their experience level as Christians?
- What are your most important goals as a teacher?
- How has failure been a part of your own personal growth?

The Law Of Activity

- *Maximum learning is always the result of maximum involvement. (Hendricks, p. 78)*
- *Begin with what is already well know to the pupil upon the subject and with what he has himself experienced – proceed to the new material by single, easy, and natural steps, letting the known explain the unknown. (Gregory, #4, p. 20)*

The Law Of Activity

- Romans 8:29 he also predestined to be conformed to the image of his Son
- The student must become immersed in this change. But it takes steps.
- Hendricks: “Maximum involvement leads to Maximum learning.” (p. 78)

Purposeful activity implies quality activity.” (p. 79)

- “Practice makes perfect”
 - Better: “Practice makes permanent.” (you could practice the wrong way)
 - Truer: “Well-guided practice makes perfect” (p. 79)
- “Experience is the best teacher”
 - Experience is a teacher, but a bad experience is not a good teacher
 - Better: “Properly evaluated experience is the best teacher” (p. 80)
- We learn by doing
 - We learn bad things by doing the wrong things
 - Better: “We learn by doing the right things.” (p. 80)

Mark 8:14-21

- ¹⁶ And they began discussing with one another the fact that they had no bread. ¹⁷ And Jesus, aware of this, said to them, “Why are you discussing the fact that you have no bread? Do you not yet perceive or understand? Are your hearts hardened? ¹⁸ Having eyes do you not see, and having ears do you not hear? And do you not remember? ¹⁹ When I broke the five loaves for the five thousand, how many baskets full of broken pieces did you take up?” They said to him, “Twelve.” ²⁰ “And the seven for the four thousand, how many baskets full of broken pieces did you take up?” And they said to him, “Seven.” ²¹ And he said to them, “Do you not yet understand?”

Reflection

- Which students seem the most involved? Why? Which students are least involved? Why or why not?
- Select 3 students from your class and list what they enjoy most. What clues does this provide about an effective learning process for them?
- What activities get in the way of effective learning?

The Law Of Communication

- *To truly impart information requires the building of bridges. (Hendricks, p. 99)*
- *Use words understood in the same way by the pupils and yourself – language clear and vivid to both. (Gregory, #3, p. 20)*

We have to build bridges through the mind, will and emotion

- Something we know
- Something we feel
- Something we do

How To Bridge Communication

- Key in to something that **excites** you or the student. Bridge (relate) that excitement.
- What **knowledge** do we share and care about?
- What **experiences** can we bridge?

How (Hendricks)

- **Perfect Communication:**
 - Preparation
 - Presentation
- **Eliminate Distractions**
 - Distractions you can't control
 - Distractions you can control
- **Get Feedback**
 - #1 question: "Do you understand?"
 - Do you have any questions?
 - How would you apply this?

Reflection

- What kind of communication “bridges” should be built by the teacher with individuals and with the class?
- How would you assess the qualities of your speaking style when teaching? Is your voice clear and strong enough? Do your sentences come out as complete and logical thoughts – easy to follow? Do you have any aneurisms that may hinder your communication?
- In your class or group, what do you think are the best ways to communicate a goal or vision that you feel passionate about?

The Law Of The Heart

- *Teaching that impacts is not head to head, but heart to heart. (Hendricks, p. 119)*
- *Stimulate the pupil's own mind to action. Keep his thought as much as possible ahead of your expression, placing him in the attitude of a discoverer, an anticipator. (Gregory, p. 20)*

Socrates Essence of Learning

- *Ethos* (character) establishes our credibility, credentials
- *Pathos* (compassion) arouses passion and massages emotions. “That’s the secret to motivation, because God created us as emotional, feeling beings.”
- *Logos* (content) prove with reason and understanding. Demonstrate the authority of God’s revelation.

Where does learning begin?

- “All learning begins at the feeling level. People accept what they feel disposed to accept, and they reject what they feel disposed to reject.”
- Facts are important
- Be a person of impact

Reflection

- How would you describe “heart-to-heart” teaching?
- Which students do you appreciate most and why? Which students do you think have the greatest *need* to sense your appreciation?
- How is your teaching affected by the moods, emotions, and attitudes you see evidenced in your learnings? Do they ever drag you down? Lift you up? Make you mad?
- What do you think students enjoy most about your class – and why?

The Law Of Encouragement

- *Teaching tends to be most effective when the learning is properly motivated. (Hendricks, p. 139)*
- *Require the pupil to reproduce in thought the lesson he is learning – thinking it out in its various phases and applications till he can express it in his own language. (Gregory, p. 20)*

Deuteronomy 6:4-6

- ⁴ “Hear, O Israel: The Lord our God, the Lord is one. ⁵ You shall love the Lord your God with all your **heart** and with all your soul and with all your might. ⁶ And these words that I command you today shall be on your **heart**.

Good training involves four major stages.

- The **telling** stage – put lesson in a form they can review repeatedly (notes, visual slide show, audio/video recording, YouTube video, 3x5 card guide)
- The **showing** stage – provide a model. What it looks like.
- **Doing** in a **controlled** situation. (role-play)
- **Doing** in **uncontrolled**, real-life situations.

Reflection

- What results from your teaching do you honestly expect in the lives of your students?
- Think again about your answers to question 1. Are these expectations too high, not high enough, or appropriately high?
- At any given moment in a typical class you're teaching, what percentage of the learners present do you think are *highly motivated* to learn from you?
- What signals would you look for to know if students in your class were bored?

The Law Of Readiness

- *The teaching-learning process will be most effective when both student and teacher are adequately prepared. (Hendricks, p. 159)*
- *Review, review, review, reproducing the old, deepening its impression with new thought, linking it with added meanings, finding new applications, correcting any false views, and completing the true. (Gregory, p. 20)*

How

- **Assignments**

- They precipitate thinking – mental warmup
- They provide background, a foundation on which to build
- They develop habits of independent study
- Good assignments are creative (not busy work), thought-provoking and doable (realistic).

- **Experiences**

- **Fight Silence**

- **Field Tough Questions**

- **Control Discussion
Dominators**

- **Develop Note Takers**

Reflection

- What steps do you usually take in preparing for each class you teach? Which of these steps are most helpful?
- Are you too predictable in your teaching? List a half-dozen learning activities appropriate for your class. Pick the best ones to use.
- When you've sat under another person's teaching and wanted to take notes on what he or she said – what exactly motivated you to feel that way?