

The Seven Laws of Teaching

How To Prepare And Teach A Bible Study

Session 4

Introduction:

1. This lesson is based on two books:
 - Howard Hendricks, *Teaching To Change Lives*, Multnomah Press, 1987
 - <https://www.christianbook.com/teaching-to-change-lives/howard-hendricks/9781590521380/pd/521382>
 - John Milton Gregory, *The Seven Laws of Teaching*, Baker Book House, 1884, 31st reprint 1991
 - <https://www.christianbook.com/the-seven-laws-of-teaching/john-gregory/9781932168259/pd/168250>
 - Also check out Bruce Wilkinson's *Seven Laws of the Learner*, Multnomah, 2005
 - <https://www.christianbook.com/the-seven-laws-of-the-learner/bruce-wilkinson/9781590524527/pd/24529>
 - These principles are effective with any age, any topic and any culture.
2. Hendricks put a Christian application to Gregory's 1884 classic.

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 eart	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

- Howard Hendricks on "How To Train The Teacher," <https://www.youtube.com/watch?v=O2VQC9NyRBE&t=22s>
- Wilkinson's Law of the Learner, Multnomah, 2005
 1. Law of the **L**earner - Rekindle your passion to teach by mastering the secret of the forgotten mindset.
 2. Law of **E**xpectation - Ensure high performance, even from historically low achievers.
 3. Law of **A**pplication - Effect lasting change in your students as you cooperate with the Holy Spirit while teaching.
 4. Law of **R**etention - Enable your students to master twice the material in half the time as you use the secrets of speed-teaching.
 5. Law of **N**eed - Demolish boredom and give your students reason to achieve with the seven universal motivators.
 6. Law of **E**quipping - Employ the Master Teacher's secrets of super coaching to help your students learn any skill.
 7. Law of **R**evival - Transform apathetic students by unleashing the five biblical steps to spiritual renewal.

I. 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)
- Teachers are always growing and learning
- Hendricks: “This law embraces the philosophy that I, as a teacher, am primarily a learner, a student among students. I am perpetuating the learning process; I am still en route.” (p. 27)

A. Know What We Are Teaching

- The Word of God never changes but our understanding of it does.
- You can’t impart what you do not possess.” (Hendricks, lecture)
- Hendricks: “As long as you live, you learn; and as long as you learn, you live.” (p. 28)
 - We can’t coast
 - We can’t lose our passion
 - Hendricks: Better to drink from a living stream than a stagnant pool
- Q: How can I improve?
 - “Good is the enemy of the better. Better is the enemy of the best.” (Hendricks)
 - Be thrilled and motivated that students want to learn from you
 - What you are is more than what you say
 - So busy doing than becoming

2 Peter 3:18 But grow in the grace and knowledge of our Lord and Savior Jesus Christ.

- Need grace and truth balanced.

Luke 2:42 And Jesus increased in wisdom and in stature and in favor with God and man.

- Jesus grew – we have not excuse to stagnate

Luke 6:40b but everyone when he is fully trained will be like his teacher.

- If we are to be a teacher a student emulates, God must change my life
- Hendricks: “If you want to become a change agent, *you* also must change.” (p. 32)
- We never stop learning
- We never arrive

How:

- Read and reflect on the subject. Hendricks suggests 30 minutes reading and 30 minutes reflecting. Hendricks suggests: “You’ll be most influenced by 1) the people you meet and 2) the books you read.” (lecture)
 - Hendricks: “You’re reading too much if you reflect on it too little.” (p. 39)
 - Pick the brains of others passionate about the topic
- Take continuing education courses. Improving not only our content but our skill.
- Be in a personal study program in the Word. Many are *under* the Word of God but not *in* the Word of God. (lecture)

B. Know Who We Are Teaching

- Know our students on personal basis
- Classes don’t die. People die in the class.

- We must earn the right to teach the student from the student.
- Teachers can't assume interest but we must create it.
- "Knowledge is proud that it knows so much. Wisdom is humble because it knows so little." (Hendricks)
- You need to be a master of not just the material but the class itself.
- Ie/ Daisy has to alter her teaching method to each student – that even includes knowing they will use different teaching books.)
 - One very young kid was losing interest and pressured by an overbearing parent – Daisy had to lighten it up and now the young student is interested
 - Another kid is being bullied because of inability to speak English well (immigrant) – she spends time encouraging him – and he responds in that way
 - One little kid paid no attention during lessons and now loves it and practices it a lot
- Ie/ Hendricks shares the key to a new teacher who took over a failing Jr High class that saw 7 teachers leave. This teacher had a notebook with a picture of each kid with notes on each of them – (e.g. struggling with math, doesn't want to be there, wants to be a missionary) and he prayed over the kids each day.
- Busy work is detrimental
- The activity is the process to the goal

C. Know How We Are Teaching

- Some teachers just teach to communicate material
- But others teacher focus on how to teach
- Teaching is what the teacher does whether or not the student learns.

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.

- "Teaching" and "learning" are the same word
- We can't separate teaching from learning
- If you haven't learned, I haven't taught
- If you taught well, the student has learned
- Relate content and communication
- Relate facts and form
- Between what you teach and how you teach it
- Between message and method
 - Our message is from the authority of the Word of God
 - Is our method inline with the message?
 - The nature of the message determines the nature of the method
- Don't bore them with the Word of God
- It's a relationship between the message to proclaim and the method to develop

Reflections: (Hendricks, pp. 52-53)

- 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?

II. 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)

A. Teach Students How To Think

- We learn better by doing than by hearing.
- Teach how to think is greater than what to think
 - Teaching a person to fish is better than giving the person a fish
 - Hendricks: "If you want to change a person permanently, make sure his thinking changes, and not merely his behavior. If you change only his behavior, he won't understand why he's made the change. It's only superficial, and usually shortlived." (p. 61)
 - J.M. Gregory: "The true function of the teacher is to create the most favorable conditions for self-learning.... True teaching is not that which gives knowledge, but that which stimulates pupils to gain it. One might say that he teaches best who teaches least."
- The student will learn more through self-discovery than our lecture
 - Ie/ Whenever a teacher teaches the teacher learns way more than the class
 - This is why questions in a Bible study causes the student to think rather than to regurgitate the answer from the teacher
- Hendricks: "Tell the learner nothing – and do nothing for him – that he can learn or do for himself." (p. 55)
- "The teacher is primarily a stimulator and motivator ... not the player, but the coach who excites and directs the players." (p. 56)
- J.M. Gregory focuses on stimulating and directing the learner's self-activities
 - Science labs, frog dissection, experiments
 - Field trips
 - Research projects
 - Essays
- Teachers can create tension. Too much tension leads to frustration and stress. But without tension, there is no development. The teacher must find equilibrium.
- Mark 4's Parable of the Sower

- The sower is the same
- The seed is the same
- The soil's response was different
- Methods:
 - Role-playing
 - Skits
 - Debate
 - Research an application or a passage

B. 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)
- How to read.
- How to observe.
- How to interpret.
- How to analyze context: literary, historical, theological, cultural.
- How to research.
- How to draw personal application.
- How to depend on the Spirit of God.
- How to pray.
- How to reflect.
- How to ask questions.
- How to find answers.
- How to use Bible helps (books, online).

Reflection: (pp. 74-75)

- 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?

III. The Law Of Activity

- *Maximum learning is always the result of maximum involvement.* (Hendricks, p. 78)
- *Begin with what is already well known 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)
- Hendricks: "Your task as a communicator is not to impress people, but to *impact* them; not just to convince them, but to *change* them." (p. 77)

- J. M. Gregory: "Knowledge cannot be passed like a material substance from one mind to another, for thoughts are not objects which may be held and handled.... Ideas must be rethought, experience must be re-experienced."

Romans 8:29 he also predestined to be conformed to the image of his Son

- There must be change in sanctification
- Change is progressive
 - Ie/ Math starts with addition, then subtraction, then multiplication, then division
- The student must become immersed in this change. But it takes steps.
- Hendricks: "Maximum involvement leads to Maximum learning." (p. 78)
- Some students are head smart, but not wise.
- "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)
- Ancient Chinese proverb: (p. 81)
 - *I hear, and I forget*
 - *I see, and I remember.*
 - *I do, and I understand.*
- We remember 10% of what we hear, 50% of what we see, 90% of what we do. (pp. 81-82)
- Meaningful Activity:
 1. "Activity that provides direction without dictatorship." (p. 85)
 2. "Activity that stresses function and application – that is, activity that immediately lets the learner put to use everything that's just been taught. Which implies that it's best not to teach at one time more than can be absorbed and used." (p. 87)
 3. "Activity with a planned purpose ... objectives determine outcomes. You achieve that for which you aim." (p. 88)
 - Forget "busywork"
 4. Activity that is concerned with the process as well as the product – so students not only know *what* they believe, but *why*." (p. 89)
 5. "Realistic activity that includes problem-solving situations." (p. 90)

Mark 8:14-21 ¹⁴Now they had forgotten to bring bread, and they had only one loaf with them in the boat. ¹⁵And he cautioned them, saying, "Watch out; beware of the leaven of the Pharisees and the leaven of Herod." ¹⁶And they began discussing with one another the fact that they had no bread. ¹⁷And 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? ¹⁸Having eyes do you not see, and having ears do you not hear? And do you not remember? ¹⁹When 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." ²¹And he said to them, "Do you not yet understand?"

- The disciples forgot about the feeding of the 5000 and the 4000
- When they ran out of bread again, Jesus asked how many baskets of bread were left from the 5 loaves used in feeding the 5K? 12
- 7 loaves fed 4000 with 7 baskets left over.
- "Do you not yet understand?" (21)
- The disciples were involved in Jesus' lesson
- The disciples were forgetful and hard to learn and be reminded by experience

Reflection: (p. 94)

- 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?

IV. 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)
- J.M. Gregory: "It is the teacher's mission ... by sympathy, by example, and by every means of influence – by objects for the senses, by facts for the intelligence – to excite the mind of the pupils, to stimulate their thoughts The greatest of teachers said: 'The seed is the word.' The true teacher stirs the ground and sows the seed."
- Communication is the teacher's biggest goal and biggest challenge.
 - "Communication" comes from Latin *communis* ("common"). (p. 98)
 - Hendricks: "The greater the commonality, the greater the potential for communication." (p. 98)
- Jesus found a common these with a person so different from him: a woman, a Samaritan and one with a sinful reputation. Yet in John 4, they had something in common: Thirst. (p. 99)
- We all have biases and differences
- 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.
 - If we're bored or not excited, the students won't be excited.
- What **knowledge** do we share and care about?
- What **experiences** can we bridge?
- Hendricks: "So every time you teach, ask yourself,
 - *What do I know – and what do I want these students to know?*
 - *What do I feel – and what do I want them to feel?*
 - *What do I do – and what do I want them to do?"* (p. 104)
- In being a witness, we "make disciples" and "teach them to observe" (Mt 28:19-20)

How:

- **Perfect Communication:** (Hendricks)
 - "**Preparation** ... give your message form and features ... structure; it needs to be packaged" (p. 108)
 - "**Presentation** involves ... enunciation – speaking clearly so people understand exactly what you're saying." (p. 110)
- **Eliminate Distractions** (p. 111ff)
 - There are distractions you can't control (student stressed, day dreaming)
 - There are distractions you can control (room temp, not having slides in order)
- **Get Feedback** (p. 113ff)
 - #1 question: "Do you understand?"
 - Do you have any questions?
 - How would you apply this?

Reflection: (p. 116)

- 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?

V. 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 focused the essence of learning to: *Ethos* (character), *Pathos* (compassion) and *Logos* (content)
 - *Ethos* (character) establishes our credibility, credentials (p. 120)
 - *Pathos* (compassion) arouses passion and massages emotions. "That's the secret to motivation, because God created us as emotional, feeling beings." (p. 120)
 - *Logos* (content) prove with reason and understanding. Demonstrate the authority of God's revelation.

- “The simplest definition I now of learning is this: Learning is *change*.” (Hendricks, p. 123)
 - Rom 8:39 – conformed to the image of Christ
 - Rom 12:2 – not conformed to the world but renew our mind

How: Where does learning begin? (p. 125)

- “All learning begins at the feeling level. People accept what they feel disposed to accept, and they reject what they feel disposed to reject.”
 - Positive attitude embraces what they here. Negative attitude walks away.
 - “No one cares what you know until they know that you care.” (p. 125)
 - We will have students coming with bad attitudes. We can’t ignore it. We have to get them to a place where they will welcome learning.
- Facts are important (p 128).
 - God has spoken His revelation – not a mystery or a riddle.
- Be a person of impact (p. 130ff)
 - Know your students
 - How do I translate the truth into my teaching?
 - Earn the right to be heard.
 - Be willing to become vulnerable before your students.

Reflection: (p. 133)

- 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?

VI. 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)
- God aims at the heart in Deuteronomy 6:4-6 – all that we teach – we’re to love with all our heart. The commandments are on our hearts.

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

- Teachers must be able to mobilize their students
- Hendricks: “The longer I teach, the more convinced I am that a person’s MQ – his Motivation Quotient – is more important than his IQ.” (p. 139)
- The key to the law is “properly motivated”

- Is candy for good behavior a proper motivation?
- Is a pizza party for memorizing Scripture a proper motivation?
- Is feeling guilty for not memorizing Scripture a proper motivation?
- Hendricks: Good training involves four major stages. (p. 145 ff)
 1. The **telling** stage – put lesson in a form they can review repeatedly (notes, visual slide show, audio/video recording, YouTube video, 3x5 card guide)
 2. The **showing** stage – provide a model. What it looks like.
 3. **Doing** in a **controlled** situation. (role-play)
 4. **Doing** in **uncontrolled**, real-life situations. (teaching, witnessing on the streets)
 - Hendricks: “I’ve never heard of a correspondence course in swimming. No, you learn to swim by swimming, not by reading books and not by watching the pros go up and down the pool. You’ve got to get wet.” (p. 146)
- Hendricks: “When your teaching has the learner’s name written all over it – when he sees that, in effect, his name occurs throughout the Book, and it’s *personal* – it will make a big difference in his level of motivation.” (p. 151)
- When asked “How in the world do you get a person motivated?” Hendricks answers “When you sock someone with 20,000 volts of electricity, they don’t turn to you and ask, ‘Did you say something?’ No, they *move*.” (p. 156)

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?

VII. 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)
- The problem for many teachers is their students coming to class *cold*.
 - Ie/ We warm up before a game or a jog.
 - If we just ask the student to turn to a passage and tell us what it means, we will lose them right away.

How:

- **Assignments** (Hendricks, p. 161)
 - 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** (p. 163)

- **Fight Silence** (p. 165)
- **Field Tough Questions** (p. 168)
- **Control Discussion Dominators** (p. 169)
- **Develop Note Takers** (p. 171)

Reflection: (p. 173)

- 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?