

## Lesson Development:

There are two types of Lessons: one is teacher directed and the other is teacher facilitated. We shall discuss both here.

**Teacher Directed:** In this type of lesson the teacher plans, facilitates and executes the lesson. The teacher researches, designs the questions, the informational stage, the hands on activities, the challenges of the weaving in and deriving the principles, deciding on the applications, and the goals. You as the teacher divide up the lesson into divisions. You as the teacher decide on the goals for your class.

**Teacher Facilitated:** In this type of lesson you as the teacher are a facilitator guiding your students to execute the lesson. You with the student glean from the scripture the goals, the aims, the principles, the applications by asking questions as you study together. You are essentially guiding your students to learn how to do a Bible Study, helping them glean truths that will guide them to make wise decisions.

In both, as the teacher, you are responsible to glean truths from scripture to lead your students to gain the spiritual understanding that will cause them to mature. The one main difference is in the approach. In the teacher directed you lecture; there is little interaction with the pupils. This is a good approach when there is a very large class where there would be difficulty hearing and processing questions, responding in like manner to those questions; where the class is so large that some students are “pew sitters” but not “active cheerleaders”. In the teacher facilitated you are able to have students interact with the scripture and with you as the teacher facilitator. This type of approach works well in small classroom settings. Both have positives and negatives.

No matter the decision you choose, it is your responsibility to prepare the lesson so that the truth of the passage is presented, the principles are shared, the goals are met, the applications are accomplished.

So where do you begin? As we said you begin with prayer. Then you implement the study steps learned in the first half of the course “Learning Bible Study Methods”. The easiest way to implement the actual preparation is to use a template. This will help you as the teacher to discern what needs to be planned, what are the needs of the students, what materials need to be gathered to carry forth your grand and glorious plan of this lesson before you. To help you we will discuss each step so you can follow along and gain ideas, and share with me your thoughts. So now open the template and let’s begin. Make a copy of it on your computer so you can work through it there. It is in a rtf format or a doc format so you can just open it, save it on your computer and then work with me on each step below.

**Title:** Fill in the title of the lesson that you have decided upon. Let’s keep working on Matthew 14 and title this lesson: : “ Loaves/Fishes = Faith Test”

**Optional:** Put in your date if you so wish.

**Scripture passage:** Matt 14: 13-34

**Materials:** This will take up more room on your planning sheet than any other section so plan wisely. Think about what you will choose as your illustrative opener; your grabber and what will you need to gather ahead of time? For instance, if you are teaching this lesson for children you might have a basket with pictures or play models of fish and bread hidden under a napkin. For adults, you could use real life illustrations of perhaps picnics, picnic baskets etc. or even a real picnic basket just as in children section. This is a good time to also entertain the idea of adding art work that reflects the passage by Introduce your class to art and the author of the painting. Paintings of artists of long ago were used by the church to teach about biblical passages.

Here is one you might choose to use with this story:

<http://www.christusrex.org/www2/berry/DB-fl68v.jpg>

### **Feeding of the multitude, The**

Artist: [LIMBOURG brothers](#)

Date: Before 1416

Technique: Illumination

Location: Musée Condé, Chantilly

Notes: From "Très Riches Heures du Duc de Berry"

Going on to google you can research the painter and begin to enrich your students lives by broadening their horizons. [http://en.wikipedia.org/wiki/Limbourg\\_brothers](http://en.wikipedia.org/wiki/Limbourg_brothers)

Introduce hymns or songs:

For children: <http://bibleschoolteachers.blogspot.com/2009/06/five-loaves-and-two-fishes-song.html>

For children or adults. Introduce authors and composers of hymns that correlate with the passage of scripture. Hymns teach doctrine and were used by the early church as a way to teach about biblical passages. Be sure to include them from time to time and teach them to your students. Listening to music as they enter is a good way to awaken their hearts to these hymns. You can often download them to your computer from your browser. Do broaden their horizons.

For example [Break Thou the Bread of Life](#) by Mary A. Lathbury in 1877. Mary Aremesia Lathbury (1841-1913) taught art and French in schools in Vermont and New York, but was best known as a poet in the summer programs at Chautauqua, New York. She was published in journals associated with the temperance movement, and also in children's magazines such as *Wide Awake*, edited by fellow hymnwriter [Mary B.C. Slade](#). ("Lathbury") Lathbury wrote both "Break Thou the bread of life" and "Day is dying in the west"(PFTL#119) at Chautauqua during 1877.("Break Thou")<sup>1</sup>  
[http://library.timelesstruths.org/music/Break\\_Thou\\_the\\_Bread\\_of\\_Life/midi/](http://library.timelesstruths.org/music/Break_Thou_the_Bread_of_Life/midi/)

**Review** is for you if you have been doing an ongoing study in a particular book. For instance we have been focusing in on Matthew 14 and had we been doing the study of the book of Matthew we might have studied the previous chapter and you could use this as your review.

**Stated Objective:** This is what you determined on your worksheet. Thus we are duplicating but also using this as our planning sheet. Copy on your computer from the

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<sup>1</sup> <http://drhamrick.blogspot.com/2009/05/break-thou-bread-of-life.html>


worksheet on Matthew 14 to your lesson planning template the AIMS that you determined that need to be accomplished or brought to fruition. For instance on our worksheet we wrote a great deal but now we need to condense these ideas to fit our class and our students.


From this: Then: Miracles are followed by a test of faith; Impulsive Peter sinks without Jesus intervention

Now: Mountain top experiences are usually followed by a test; we often are impulsive.

Know that Jesus is God; He controls the sea; Therefore, I do not need to fear. The lesson aim might be: have faith

 (cognitive = thinking) Mt tops are followed by test of faith; often impulsiveness leads to sinking; I know God controls nature, I know He loves me and cares for me

 (affective = heart Jesus is near in a storm; I feel courage in times of desperation

 behavioral = apply) Have faith, do not doubt,

Condense all of this into simple terms:

We are impulsive individuals and therefore need to have a plan on how to react when a test of our faith occurs. Our goal for this lesson is to implement plans for impulsive times so that we do not sink like Peter.

**Lesson Overview/Paragraph:** Peter is known as the disciple that is often the most outspoken one of the group. In this event we see his outspokenness and impulsivity cause him big problems that without Jesus intervention he would sink and drown. Jesus will test his faith in this event just as He tests our faith. The book of 1Peter is a testament to the lesson Peter learned that night.

**Introduction to Lesson:** This is your grabber or your hook to get the attention of the students.

*Example:* Have you ever had a major event in your life that is so cemented in your brain that every time something similar happens you have a flashback to that event? Today we are going to meet a man for whom this event was a watershed and his entire book is a reflection of that event. It impacted him so much that he was later able to share with others what to do and what not to do in times of impulsivity. Would anyone be willing to share something that God used to cement what to do and what not to do? (Let one person share...and save the others for another time or later in the lesson).

### **Teaching strategies**

In this section you unleash your creativity! What will you do to teach this passage to your age group? Will you have them read the story; listen to the story; watch the story on a youtube video [<http://www.youtube.com/watch?v=e6VnZZOFkRU>]; watch a DVD, act out the story with drama.

Write out the exact steps you plan on using so that you can plan and properly execute the timing. If you are going to ask questions list them. If you are going to have readers list them. Here it is wise to know the good readers in your group and those who cannot read.

Avoid embarrassing situations with those who cannot read or who choose to not read in public.

List the number of people (p) that you will choose to participate in the actual teaching time. Also list the time (t) needed to complete your teaching time. If the video is 3 minutes long watch it and see if is actually that length. If your drama will include 5 different children, how long do you plan on allowing the drama. Timing is important so that you stay structured, on time and achieving the goal of the lesson.

Ex.

(p) 5 to read portions of the story

(p) 5 to dramatize the story.

(t) 10 min to dramatize the story

10 min for questions and reading the story

10 for crafts and hands on activities.

Lastly list the questions (q) you will ask to assess the understanding and build to the principles you want the children, teens, or adults to take away as a learning tool. Be sure your questions include the Blooms' Taxonomy structure so you are building critical thinking skills.

By doing this initial planning, you will remember at the outset how you to keep from breaking hearts of the little ones and you will have a number needed for an adult class to complete the strategy. Planning is of the essence for a class to move quickly, smoothly and to accomplish the goal of getting through all of the background material so you can now move to any activities to reinforce.

**Activities or reinforcement.** Again creativity! What can you plan for children to cement the principles, aims and the meat of the story. Many use coloring pages but there are many ideas that you can use to bring home the story in real time. For example if you are teaching children, you could have them make puppets using paper bags to act out the story or finger puppets. Having a puppet theater set up will allow the ones who finish first be able to act out the story. This reinforces the lesson and also allows you to see what has transpired in their minds as to the truths. Have a tape recorder available and during the drama tape the speakers. This is also part of your evaluation of your teaching and the key points you wanted to transfer to the students.

**Application:** In this section you can use the very questions that you determined in your personal study outline worksheet. Just transfer them to your teaching template that you will carry with you. Choose 1 or 2 of those questions that will fit in with your group.

The next section is **Personal Evaluation**. Write this out after you teach. Evaluate your planning, execution, ideas that you wish you had used, ideas others offered, impromptu ideas that came to you as you were teaching, children's or adults reflections. This will help you the next time you teach this same lesson. Keep this lesson template on your computer as well as a printed copy. Do a save as on your computer and keep it in a folder under the book under study. For example, this lesson would go under Matthew and be labeled with passage and date if you so wish.

The last is the **class or personal prayer needs**. Your class may share ideas, thoughts, prayer requests. DO NOT include names, or details but general ideas. Make it very very simple and general. This will be your memory jogger as you open it as review for your next week's lesson.

Example:

NL- Travel needs, family R&R

JC – health (eye)

Now you are ready to teach the lesson for your class. Happy Teaching.