

TEACHER TUNE-UP
November 10-11, 2006
Session 1



Text: Nehemiah 8:8

- I) Preparing Our Hearts to Teach** – “Helped them understand the reading.”
- II) Preparing Our Heads to Teach** – “They gave the sense.”
- III) Preparing Our Hands to Teach**—“They read distinctly from the book.”

Are you important in your teaching ministry?

“Xvxn though my typxwritxr is an old modxl, it works quitx wxll xxcpt for onx of thx kxys. I wishxd many timxs that it workxd pxrfectly. It is trux that thxrx arx forty-six kxys that function wxll xnough, but just onx kxy not working makxs thx diffxrxncx.

Somxtimxs it sxxms to mx that our Sunday School program is somxwhat likx my typxwritxr—not all thx kxy pxoplx arx working proprly.

You may say to yoursxlf, “Wxll, I am only onx pxrson. I won’t makx or brxak a program.” But it doxs makx a diffxrxncx bxcasx a Sunday School program, to bx xffctivx, nxxds thx activx participation of xvxy pxrson.

So thx nxxt timx you think you arx only onx pxrson and that your xfforts arx not nxxdxd, rxmxbxr my typxwritxr and say to yoursxlf, “I am a kxy pxrson in our Sunday School program and I am nxxdxd vxry much.”

Part One: Preparing Our Hearts to Teach

I) The Accomplishments of Ezra

A) His testimony before King Artaxerxes—Ezra 7: 11-26.

B) His leading the Jews back to Jerusalem—Ezra 8: 15-22.

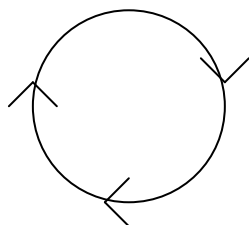
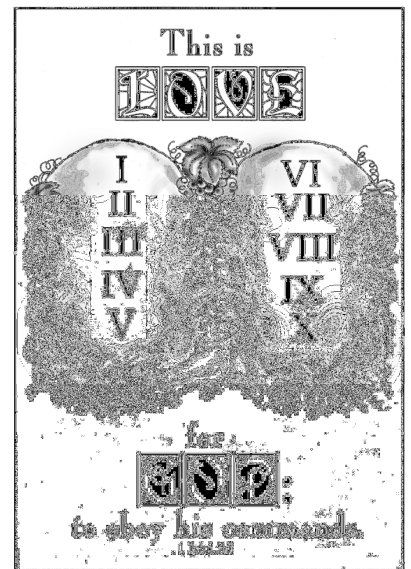
- C) His part in the revival in Israel—Ezra 9:5 – 10:44.
- D) His reading and explaining the law to the people—Nehemiah 8: 1-18.

II) The Preparations of Ezra

- A) He prepared his heart to seek the law of the Lord—Ezra 7:10.
- B) He prepared his heart to obey the Scriptures—Ezra 7:10.
- C) He prepared his heart to teach the Scriptures—Ezra 7:10.

III) The Relationship Between Love, Obedience and Understanding

- A) Jesus teaches this in John’s gospel.
 - 1) John 7:17.
 - 2) John 17: 26.
 - 3) John 14:15.
- B) Diagram of this principle.



- C) As this cycle continues we grow and mature.

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Session 2

Part One: Preparing Our Hearts—continued.

I) Why Is There A Connection Between Obedience and Understanding the Scripture? Three Reasons:

- A) God does not give His Word so we can pick and choose what we want to do with it.

- B) God is merciful in not giving understanding without obedience because with understanding goes responsibility.

- C) God knows that knowledge without surrender to obedience and love just “puffs up” the person.

II) How We Should Prepare Our Hearts

- A) Decide you will do whatever the Word says –John 7:17.

- B) Confess your sin in not doing what you know to do already—James 4:17.

- C) Make plans to remember and do what this Scripture teaches—James 1: 22-25.

- D) Make yourself accountable to someone for practicing the Word of God—Acts 15: 36.

- E) Practice meditating on the Word of God—Joshua 1:8.

III) The Results of Preparing Our Hearts

- A) Psalm 119: 45.
- B) Matthew 7:24.
- C) John 13:17.



IV) Other Examples of the Blessedness of Surrendering to Obedience.

- A) Quotes from Scripture.
- B) Quote from Robert Murray.

Taken from
The Inner Chamber
By Andrew Murray

“If your aim be simply to know the Bible well, you will be disappointed. If you think that the thorough knowledge of the Bible will necessarily be a blessing, you are mistaken. To some it is a curse. To others it is powerless, it does not make them either holy or happy. To some it is a burden, it depresses them instead of quickening them or lifting them up.

There is no blessedness in hearing or knowing God’s word apart from keeping it. The word is nothing if it be not kept, obeyed, done. “If any man willeth to do His will, he shall know.” According to this saying of our Lord, all true knowledge of God’s word depends upon there being first the will to do it. Is not this the very lesson we are enforcing. God will refuse to unlock the real meaning and blessing of His word to any but those whose will is definitely set upon doing it. I must read my Bible with one purpose – “Whatsoever He saith unto you, do it.”

They [God’s commandments] are meant to be done; it is only as we do them, that their real meaning and blessing can be unfolded to us. It is only as we do them, that we really can grow in the Divine life.

I seek to have this point absolutely and finally settled, I am going to do whatever God says, that the awful self-delusion of hearing and not doing must be conquered.”

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Sessions 3-4

Part Two: Preparing Our Heads to Teach

Nehemiah 8:8—three parts

Hebrews 4:2, “*For indeed the gospel was preached to us as well as to them; but the word which they heard did not profit them, not being mixed with faith in those who heard it.*”

II Timothy 2:15, “*Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth.*”

“Your people won’t care how much you know until they know how much you care.”

Quote from John Wesley’s *Journal* p. 281.

“Fri. 29.—I found the society had decreased since L ____ C ____ went away; and yet they had had full as good preachers. But that is not sufficient; by repeated experiments we learn, that though a man preach like an angel, he will neither collect, nor preserve a society which is collected, without visiting them from house to house.”

Over 1500 years ago Augustine said, “It is the teacher’s duty to be interested. To be so he must know his subject thoroughly; he must prepare it carefully.”

I) Spiritual Prerequisite For Mental Preparation to Teach

A) Teachers must be born again—_____.

- B) Teachers must be surrendered to obey _____.
 “If we cooperate with Him in loving obedience, God *will manifest Himself to us, and that manifestation will be the difference between a nominal Christian life and a life radiant with the light of His face.*” A. W. Tozer, *The Pursuit of God*
- C) Teachers must be committed to act upon the Scriptures.
 1) _____.
 2) Two key words—_____ and _____.
- D) Teachers must prayerfully seek God’s wisdom.
 1) _____.
- 2) “It is very certain that we cannot attain to a knowledge of the Scriptures either by the force of study or of understanding. Your first duty, therefore, is to begin by prayer. To ask of the Lord that he may be pleased to grant you, in his great mercy, the real knowledge of his word. There is no other interpreter of the word of God but the identical author of that word, according as it is said: *They shall be all taught of God.* Hope nothing from your labours, nothing from your intelligence. Place your confidence alone in God and on the influence of his Spirit. And believe a man who has experience of what he says.” Quote from Martin Luther in *History of the Reformation*, J. H. Merle D’Aubigne. p. 196

II) Mental Prerequisites for Teaching

- A) How we approach the Scriptures.
 1) As a _____ book—Hebrews 3:7; 4:3, 7.

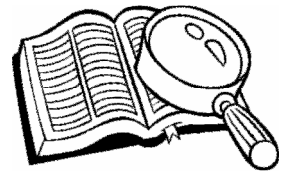
2) As the _____ that “cannot be broken.”

3) As the _____ —John 17:17.

4) As _____ and _____
the Holy Spirit.

(a) _____

(b) _____



5) As the book only _____ can truly
illuminate. _____

B) Why we study the Scriptures.

1) It is the only _____ book—_____.

2) To gain _____ food—_____.

3) To _____ temptation—_____.

4) To gain spiritual _____ —_____.

5) To gain spiritual _____ —_____.

6) To gain _____ —_____.

7) To increase in _____ —_____.

8) To be _____ into His image—
_____.

9) To gain the _____ of God—_____.

10) To be able to _____ with others—_____.

III) Mental Preparation For Interpreting Scripture Properly

A) Because the Bible is a divine/human book we :

1) Interpret _____.

(a) “I beg and faithfully warn every pious Christian not to stumble at the simplicity of the language and the stories that will often meet him here. He should not doubt that however simple they may seem, these are the very words, works, judgments, and history of the high majesty and wisdom of God...(God’s word is not for jesting. If you are not able to understand it, take off your hat before it.) ...In theology only one thing is necessary: that we hear and believe and conclude in our heart that God is truthful, however absurd what He says in his Word may seem to our reason...Every word of the Scriptures must be precious to us because it comes from the mouth of God, is written for us, preserved for us, and will be proclaimed to the end of days...If you cannot understand how [the creation] could have been done in six days, then accord the Holy Ghost the honor that He is more erudite than you...The Holy Scriptures did not grow on earth....You are so to deal with the Scriptures that you bear in mind that God Himself is saying this....The Holy Spirit does not work without the Word or before the Word, but He comes with and through the Word and never goes beyond the Word... Whoever cannot say of his sermon [that it is true to God’s Word] should quit preaching, for he must surely be lying and blaspheming God when he preaches.” Quote of Martin Luther in *They Being Dead Yet Speak of the Book of God* p. 77.

(b) J. A. Bengel: “Apply thyself wholly to the text, apply the text wholly to thyself.”

(c) _____.

(d) _____.

2) Interpret _____.

3) Interpret _____.

4) Interpret according to _____ form.

B) Because the Bible is a unity, we:

1) Interpret according to the _____ of Scriptures.

2) Interpret according to _____.

(a) “A _____ without the _____ is a
_____.”

(b) Illustrate from Hebrews 2: 11-13.

3) Interpret in light of _____ revelation.

C) Because the Bible is meant to be understood, we:

1) Interpret _____.

(a) Horatius Bonar: “Literal if possible.”

(b) David Cooper: “When the plain sense of Scripture makes common sense, seek no other sense.”

2) Interpret in only _____ way.

IV) Mental Preparations for Teaching

A) Begin _____.

B) Study _____.

1) Jeremiah 15:16, “*Your words were found, and I ate them, and Your word was to me the joy and rejoicing of my heart; for I am called by Your name, O LORD God of hosts.*”

2) R. A Torrey: “Study it as if in the presence of God. See God standing right there saying these things that are written.”

C) Plan _____.

“In 1742 John Albert Bengel observed: ‘Scripture is the foundation of the Church: the Church is the guardian of Scripture. When the Church is in strong health, the light of Scripture shines bright; when the Church is sick, Scripture is corroded by neglect; and thus it happens, that the outward form of Scripture and that of the Church, usually seem to exhibit simultaneously either health or else sickness; and as a rule the way in which Scripture is being treated is in exact correspondence with the condition of the Church.’” John Albert Bengel, *Gnomon of the New Testament*

“We cease to be teachers when we cease to be learners.”

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Session 5

Part Three: Preparing Our Hands to Teach

Nehemiah 8:8, “They read distinctly from the book, in the Law of God.”

These four points summarize what we have covered so far. A teacher must know:

1. The Lord personally.
2. The students intimately.
3. The Bible comprehensively.
4. A lesson thoroughly.



Exodus 4: 1-2

This session focuses on the answer to that question, “What is in your hand?” There are at least three things God has put in the hand of each teacher.

I) A Scripture Lesson

We have emphasized this in previous sessions. Note the brief reminder from Psalm 19: 7-9.

- A) Verse 7a—God’s _____ Word meets our every need.
- B) Verse 7b—God’s _____ Word makes us wise.
- C) Verse 8a—God’s _____ Word makes us joyful.
- D) Verse 8b—God’s _____ Word enables us to understand life.

E) Verse 9a—God’s _____ Word is always relevant.

F) Verse 9b—God’s _____ Word is always right.

Some other thoughts about the lesson:

A) Get _____.

- 1) Be in place fifteen minutes before class starts.
- 2) Set the tone for your classroom.
- 3) Have room ready, materials ready, etc.
- 4) Have a starting point of contact, a spark of interest to get attention and hold it.
- 5) Start on time.

B) Keep _____ (avoid detours).

- 1) Talk to the students, not to the carpet, the ceiling, or the lesson book!
- 2) Look them in the eye.
- 3) Make them feel that you are speaking directly to them.
- 4) See all the class—they all see you.
- 5) Be alert to what is going on:
 - (a) able to nip a problem in the bud.
 - (b) observe reactions, attitudes, etc.
 - (c) able to confront attitudes directly with the lesson if necessary.

C) Go _____.

- 1) Not on a _____—lots of activity but no progress.
- 2) Not on a _____—covering mileage as fast as possible.
- 3) The steady advance of a _____ climber.



D) Understand and evaluate the five steps of the learning process!

The student:

- 1) Knows what the lesson _____.
- 2) Has an understanding of the _____ of the lesson.
- 3) Can _____ the thought accurately into his or her own words without changing the meaning.
- 4) _____ what the lesson says and knows why he believes it.
- 5) Applies this knowledge to his practical everyday life, begins to _____ upon it, and finds a _____ for what he has learned.

E) Open the doors of the five senses.

We want to use as many of the five senses as possible to:

- 1) Give _____ to the Mind—Matthew 7: 20-24.
- 2) Stir _____ (properly) in the Heart.
 - (a) Luke 24:32.
 - (b) “Do not attempt to go from the fuel pile of knowledge to the high-voltage wires of action without going through the powerhouse of emotion.”
- 3) Move the Will to _____—Matthew 7: 20-24.

F) Unlock these doors.

- 1) _____ door—we remember about 10% of what we hear.



- 2) _____ door—we remember 40-50% of what we see.

- 3) _____ (touch, participate) door—we remember about 90% of what we participate in.

- G) Pull up the shades—let more light in.
- 1) Discussion—keep on track.
 - 2) Questions—Jesus asked over _____ questions in the New Testament.
 - a. Example in Luke 24: 36-43.
 - b. Why did Jesus ask questions?
 - 3) Illustrations.
- H) Nail it down with _____ and _____.
- 1) Our lessons must not just be _____.
 - 2) We must see and make application to ourselves _____.
 - 3) We must connect the lesson to the everyday _____ of our students.
 - 4) We must teach for a _____ as Jesus did—Matthew 7:24, *“Therefore whoever hears these sayings of Mine, and does them, I will liken him to a wise man who built his house on the rock.”*
 - 5) A proper review means the teacher has summarized and applied the lesson in a careful, interesting and challenging way.
- I) Killers of a lesson.
- 1) Lack of promptness of the teacher.
 - 2) Lack of preparation by the teacher.
 - 3) Lack of enthusiasm and interest of the teacher.
 - 4) Monotony of the voice of the teacher.
 - 5) Monotony of routine and method of the teacher.
 - 6) Inappropriate vocabulary—I Corinthians 14:9, *“So likewise you, unless you utter by the tongue words easy to understand, how will it be known what is spoken? For you will be speaking into the air.”*
 - 7) Illustrations that are beyond their understanding.
 - 8) Letting one student dominate or disrupt.
 - 9) “Read around.”

II) A Student Group

- A) We must know them _____.
- 1) Name, family, birthday.
 - 2) Interests, hobbies, etc.
 - 3) Troubles, fears, struggles, spiritual condition.
- B) How do we know them?
- 1) Observe them _____.
 - (a) In class.
 - (b) In church.
 - (c) At home.
 - (d) In sports events if they play.
 - 2) Look for interest, likes, interactions, etc.
 - 3) Talk to parents, visit in the homes.
 - 4) _____ for each one each day.
- C) Know their general characteristics by age group.



III) A Space and Time

- A) Your classroom.
- 1) Make sure it is clean, neat and organized.
 - 2) Change it around occasionally.
 - 3) Do what you can to make it comfortable.
 - 4) As much as possible, keep it uninterrupted.
- B) Your time.
- 1) It is precious—Ephesians 5:16, “*Redeeming the time, because the days are evil.*”
 - 2) Be in place fifteen minutes before class starts—you set the tone, not the students.
 - 3) Be there if at all possible—irregular attendance by the teacher sets the wrong example.