• **Session #1**: Wilkerson Video, Part 1, *Laws 1-3*
• **Session #2**: Wilkerson Video, Part 2, *Laws 4, 5*
• **Session #3**: Hendricks Video, Part 1, *Laws 6, 7*
• **Session #4**: Hendricks Video, Part 2, *Storying 1*
• **Session #5**: Storying Video, *Storying 2, 3*

This packet is available online: canaan-church.org > LEARNING section > Teacher’s Corner
LAWS OF THE LEARNER
SESSION #1

Contents:
- POWER POINT, with video embedded
- VIDEO: Wilkerson Part 1, Time: 15:51
- LAWS 1-3 (From 7 Laws of the Learner, Bruce Wilkerson)

TEACHERS’ WORKSHOP: SEVEN LAWS OF LEARNING

INTRODUCTION
The seven laws:
1. Law of the Learner - Rekindle passion to teach
2. Law of Expectation - Blossom high performance in students
3. Law of Application - Enjoy seeing lasting life change in your students
4. Law of Retention - Use the secrets of speed teaching
5. Law of Need - Discover what really motivates your students, demolish boredom
6. Law of Equipping - Help your students learn any skill
7. Law of Revival - Unleash the five Biblical steps to spiritual renewal

LAW #1 LAW OF THE LEARNER
Deuteronomy 4:1
"Now, O Israel, listen to the statutes and the judgments which I teach you to observe, that you may live, and go in and possess the land which the Lord God of your fathers is giving you.

The Hebrew root word for "teach" and "learn" are the same. Teaching hasn’t happened until learning has taken place.

Maxim 1: Teachers are responsible to cause students to learn.
Maxim 2: Teachers will stand accountable to God for their influence.
Maxim 3: Teachers are responsible because they control subject, style, and speaker.
Maxim 4: Teachers should judge their success by the success of their students.
Maxim 5: Teachers impact more by their character and commitment than by their communication.
Maxim 6: Teachers exist to serve the students.
Maxim 7: Teachers who practice the Laws of the Learner can become master teachers.

Meaning:
The essence of the Law of the Learner is the three words,
"Cause to Learn."
The teacher should accept the responsibility of causing the students to learn.

Three elements affect the teaching environment: subject, student, teaching style. What happens in these three relationships causes a class to succeed or fail. Of course, there is a third dynamic, the Holy Spirit.

DISCUSSION
AS A TEACHER, HOW DO YOU THINK YOU CAN “CAUSE TO LEARN?”
Types of teachers
Subject oriented: “I love the content. I always have two or three times more material prepared than I need.”
When the subject is your greatest strength, your students may call you a scholar or a “brain.” You warm to the world of ideas and thoughts even more than to your students.
Student oriented: “I love my students. I feel more like they’re my friends than my students. I am interested in each of them, and enjoy them in and out of the class.”
When your relationship to your students is your main strength, they may call you a **friend** or an **encourager** or very “in touch” with them. You find it easy to relate with your students. You probably find your students far more interesting and important than the content or its delivery.

**Style oriented:** “I love what takes place during the process of teaching and learning. I love seeing the electricity of a class that is alive with the students hanging onto every word.”

When style is your greatest strength, your students may **call you a communicator** or a powerful speaker or extremely motivating. You love communication and are thrilled to see the students respond to what you are teaching them.

**DISCUSSION~
EVEN IF YOU AREN’T CURRENTLY TEACHING NOW; WHAT TYPE OF TEACHER DO YOU FEEL YOU ARE/ WOULD BE?**

**How to identify the problem in your class**

Problems in the classroom are always demonstrated by the students’ attitudes and actions. If a class is “broken,” the students are the ones who tell you.

**#1 I can’t stand my teacher. I don’t think he even knows my name.**
Problem: Student relationship; students feel teacher is uncaring
Solution: Concretely demonstrate through personal illustrations and public affirmation that you are a person who genuinely cares for them.

**#2 Lecture, lecture, lecture, that’s all my teacher does anymore**
Problem: Style—lecture alone becomes monotonous.
Solution: Vary your delivery regularly; vary your delivery by the three main methods of variety— what you do in class, what you have your students do in class, and what you and they do together in class.

**#3 My teacher’s head is in the clouds. I mean, none of us understand what she’s talking about half the time.**
Problem: Subject—teacher is presenting too complex or too much material for the students and the situation.
Solution: Stop covering the subject and start teaching the students. Simplify the material and ensure understanding before continuing.

**#4 Class is a zoo—it’s totally out of control. People are throwing things, talking back to the teacher and mocking her; and all the teacher does is yell at us all the time. And then when it gets to her, all she does is break down and cry.**
Problem: Student—the teacher has abandoned her authority and leadership to mob rule.
Solution: Resestablish the rules for acceptable behavior in the class and through careful negotiation, hammer out a known and agreed upon set of consequences.

**DISCUSSION~ WHAT TYPE OF TEACHERS WOULD YOU MATCH UP WITH EACH OF THE PREVIOUS PROBLEMS?**

**Learner Methods Maximizers**
1. Love your students consistently and unconditionally
2. Communicate the subject with your students’ needs and interests in mind.
3. Alter your style regularly according to each situation.
4. Rest in your gifts and talents; be yourself
5. Note constantly your students’ attitudes, attention, and actions.
6. Excel by using your strengths to compensate for your weaknesses
7. Rely on the Holy Spirit to teach that which is supernatural
LAWS OF THE LEARNER

LAW 2

REVIEW
Law #1 Law of the Learner In three words: Cause to learn

LAW 2: THE LAW OF EXPECTATION
Most of us think that our private thoughts about our class or individual student are no one else’s business and won’t make any difference anyway. Whether we think our class is full of exciting people or bores, we’re convinced it makes no difference in the teaching-learning process. As long as we keep our thoughts quiet and don’t let our true feelings show, everything will be fine.

The Law of Expectation categorically rejects this notion. It reveals that what you think has a powerful and undeniable impact on everyone you meet both in and out of the classroom.

Hebrews 3:12. Beware, brethren, lest there be in any of you an evil heart of unbelief in departing from the living God;

Example of expectation: My Fair Lady, the transformation of a cockney girl, Eliza Doolittle in to a refined lady.

Maxim 1: Expectations exist in everyone about everything all the time.
Maxim 2: Expectations impact ourselves and others.
Maxim 3: Expectations are rooted in the past, influence the present, and impact the future. –We tend to build our expectations based on information, or misinformation from the past. Once built, they influence our attitudes and actions in the present and impact ourselves and others in the future.
Maxim 4: Expectations are exposed through our attitudes and actions. –In class interaction: With low expectations in class, teachers tend to:
Wait less time for the student to answer a question
Call on the student less frequently to answer a question
Inappropriately reinforce an incorrect answer of the student
Prematurely give the student the answer or call on somebody else
Withhold helpful clues and fail to repeat or rephrase the question
Give briefer and less informative feedback to the student’s questions
Interrupt more quickly when the student makes mistakes

Maxim 5: Expectations influence the future, whether stated or unstated.
Maxim 6: Expectations impair others if set too low or too high for too long.
Maxim 7: Expectations empower others when guided by love. –The ultimate reason for seeking to blossom another person must be our love for them. We must desire to help everyone we can to become everything God wants them to become. Such “People Blossomers” are unfortunately rare, aren’t they?

Meaning:
The essence of the Law of Expectation is the three words, “Expect the Best!”
The teacher should influence student’s learning and behavior by adjusting expectations.

DISCUSSION
WHEN YOU THINK OF CHILDREN WHO HAVE COME TO CANAAN, AND THOSE WHO ARE YET TO COME; WHAT KIND OF THINGS WOULD YOU EXPECT FROM THEM?

CAN YOU SHARE SOME THINGS YOU HAVE EXPECTED AND HOW IT INFLUENCED YOUR INTERACTION WITH OTHERS?
Expectation Maximizers

#1 EXAMINE the person you want to blossom. —You’re searching your students all the time, watching for an opportunity you can use. You don’t make such opportunities, you just notice them when they appear.

#2 EXPOSE what the person did. —Once you see a person act in a way you can use for his good, then let that person know you saw it; you expose it.

#3 Describe your EMOTION about what they did. —Tell them how you feel about that excellent accomplishment.

#4 Tell that person what you EXPECT of him in the future. A compliment is good, but it is based on the past, not the future. Expectations take the past and thrust it not the future. “I believe you are becoming____”.  

#5 ENDEAR yourself to the person through appropriate touch. —A young boy, you might give a manly nudge. A little girl, come down to her level and gently squeeze her hand; a coworker, a hand on the shoulder.

Other considerations:
- Establish eye contact
- Communicate body language carefully
- Set expectations confidently
LAWS OF THE LEARNER

LAW 3

LAW #3: THE LAW OF APPLICATION

I believe a biblical mindset for the Christian teacher is to teach not merely the content but the application of that content. Application relates to wisdom, the “so what.”

2 Tim 3: 16. All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness,

17. that the man of God may be complete, thoroughly equipped for every good work.

Maxims:

#1 Application is the central reason for God’s revelation

#2 Application is the responsibility of the teacher - Since the Bible was given by God for the purpose of application, the person who teaches it must honor and fulfill that same purpose. Yet I find that the vast majority of teachers don’t think it’s their responsibility to apply. Application must be the responsibility of someone else; some miraculous undercover agent who mysteriously makes application happen.

#3 Application and information should be balanced - Some of the best religious communicators spend as much as 50 to 75% of the message on application.

#4 Application focuses Scripture on the students’ needs It is most important that the application is appropriate to the audience.

#5 Application has maximum influence when the student sees its Biblical basis

#6 Application that has impacted the teacher tends to impact the student - Prepare your lessons during the whole week before you teach. Ask the Lord to apply the specific truth you are going to teach. Communicate with all of your mind, will and emotion.

#7 Application must ultimately lead the student from studying the Bible to obeying the Lord. - First, the teacher must lead the students from studying to obeying. Second, the teacher must change the focus of the student from the Bible to the Lord.

Meaning:
The essence of the Law of Application is the three words, “Apply for Life-change!”
The teacher should always teach for the purpose of life-change.

Application Method:

#1 Passage - The first step is make sure your students know the truth; explain the content.

#2 Principle - Called the “principle” and this is normally the main idea of the passage.

#3 Personalize - At this step, application really takes shape and touches the student’s emotion so he becomes convicted by the Holy Spirit of his need to obey.

#4 Persuade - This step occurs as the emphasis transitions from the emotion to the will.

#5 Perform - Did they actually do it? Not, did they understand the passage; not, were they convinced; did they do it?

DISCUSSION

Ⅲ LET’S SAY YOU ARE TEACHING ON 1 CORINTHIANS 13. WHAT PRINCIPLE ON LOVE WOULD YOU DRAW FOR YOUR CLASS?

Ⅲ HOW WOULD YOU PERSONALIZE IT?

Ⅲ WHAT PRACTICAL APPLICATION WOULD YOU PROPOSE TO THEM?

Maximizing your effect:
#1 Ask God to develop in you an aplier’s heart.
#2 Prepare applications in relation to your students’ needs.
#3 Plan all parts of the lesson to contribute to the application
#4 Lead your students beyond general applications to specific steps of obedience.
#5 Illustrate the application with Scripture, history, personal experience, and imagination.
#6 Employ an appropriate style when calling for commitment. –Examples of excesses: Too emotional (haranguing, pleading, weeping) / Too extended (Now for the fifteenth verse of our hymn) / Too expansive (All who have ever sinned need to come) / Too manipulative (If you want complete financial freedom) / Too “Madison Avenue” (Slick, polished, hyped)
#7 Strengthen applications with student accountability –Accountability to self, peers, significant persons, teacher, God
LAWS OF THE LEARNER
SESSION #2

Contents
- POWER POINT, with video embedded
- VIDEO: Wilkerson Part 2, Time: 15:37
- LAWS 4, 5

REVIEW
- Law #1 Law of the Learner In three words: Cause to learn
- Law #2 Law of Expectation In three words: Expect the best
- Law #3 Law of Application In three words: Apply for life-change

LAW #4: THE LAW OF RETENTION
This law focuses on the art and science of how to teach the student the most information in the shortest time with the least effort and for the greatest retention. It deals with two issues; effectiveness (the right material) and efficiency (the right manner)

Retention Maxims:
#1 Retention of facts by the student is the teacher’s responsibility - To present the material in such a way that the student remembers it.
#2 Retention of facts is effective only after they are understood - Understanding must always precede memorization.
#3 Retention increases as the student recognizes the content’s relevance - “What good is any of this?”
#4 Retention requires the teacher to focus on the facts that are most important - We need to become sifters of the information for our students.
#5 Retention arranges the facts so they are easy to memorize
#6 Retention strengthens long-term memory through regular review - The goal of review is to take that irreducible minimum and plant it firmly in the long-term memory of your students.
#7 Retention minimizes time for memorization to maximize time for application.

Meaning:
The essence of the Law of Retention in the three words:
“Master the Minimum”
The teacher should enable all students to enjoy maximum mastery of the Irreducible Minimum.

DISCUSSION
LET’S TRY AN EXERCISE. THIS WEEK YOU ARE TEACHING A MIDDLE SCHOOL CLASS ON THIS PASSAGE:
Romans 10
8. But what does it say? "The word is near you, even in your mouth and in your heart" (that is, the word of faith which we preach):
9. that if you confess with your mouth the Lord Jesus and believe in your heart that God has raised Him from the dead, you will be saved.

- DEVELOP A THOUGHT YOU WANT THEM TO UNDERSTAND FROM THIS-
- WHAT MAKES THIS IMPORTANT TO THEM?
- STREAMLINE THIS TO BASIC FACTS
- PUT THE PRINCIPLE (FACTS) INTO AN EASY TO MEMORIZE SENTENCE
Retention Method

Stage 1: Material - Overview the subject/ Organize the subject/ Outline the subject

Stage 2: Minimum - Now it’s time to boil down your content; reduce and prioritize

Stage 3: Mindeasy - Believe it or not, when you have completed the second stage, you are already light years ahead of the normal teacher because your effectiveness is far superior. Now it’s time to transition your thinking from material to the minds of your students. Selecting correct method, etc.

Stage 4: Memorize - Class hasn’t yet begun in the first 3 stages. You practice over and over again until all your students have it.

Stage 5: Master - You have taught them to be skillful and proficient in their understanding and utilization of the subject.

Retention Maximizers

#1 Represent the facts in a picture

#2 Express the facts with a story

#3 Transfer the facts by the alphabet. Example these seven laws: “LEARNER”: Learner; Expectation; Application; Retention; Need; Equipping; Revival

#4 Associate the facts with objects and actions - Associating a concept with a concrete object or action (God does that with feasts, communion, etc.)

#5 Impress the fact with drama

#6 Note the facts through music

#7 Summarize the facts with graphs and charts

DISCUSSION

TRY THIS EXERCISE WITH OUR PASSAGE:

COME UP WITH THREE KEY TRUTHS FROM THE PASSAGE

PRIORITIZE THE TRUTHS INTO THE ORDER YOU WOULD WANT TO PRESENT THEM

(Keep in mind, this doesn’t have to be in the order in which they appear in the passage.)

USE YOUR IMAGINATION: PROPOSE A TEACHING AID YOU WOULD USE TO GET THESE TRUTHS ACROSS
LAWS OF THE LEARNER

LAW 5

Review
- Law #1 Law of the Learner In three words: Cause to learn
- Law #2 Law of Expectation In three words: Expect the best
- Law #3 Law of Application In three words: Apply for life-change
- Law #4 Law of Retention In three words: Master the minimum

LAW #5: THE LAW OF NEED

The common mindset about motivating students is that it is the students’ problem. The Law of Need presents the opposite perspective: the teacher can and should build the need for what is to be taught. If you are going fishing, then bait the hook. Take a look at the Master Teacher, Jesus: First, when the person’s needs were obvious, Jesus immediately sought to meet them. Second, when people were out of touch with their needs, Jesus sought to surface their needs and then to meet them.

Need Model
#1 Seize Attention (example, Jesus caught the attention of the women at the well.) Remember, your students enter class with their attention scattered everywhere. It’s your job to repossess it.
#2 Stir Curiosity - Attention spans are fleeting. Curiosity lessens the dependence upon the external stimulus of sight, sound, smell, etc. (Women at the well: Bait 1: God’s Gift “If you knew the gift of God.” / Bait 2: His Identity “If you knew who it is who says to you.” / Bait 3: Living Water “He would have given you living water.”
#3 Stimulate Felt Need -(Woman at the well: Jesus chose to stimulate her felt need and led her to consider the issues much more seriously until she felt, “I need this.”)
#4 Surface Real Need (Woman at the well: It’s obvious that Jesus intends to share with the woman the gift of salvation from her sins- but she’s a long way from sensing her sin and need. “Go, call your husband, and come here.” (John 4:16)
#5 Satisfy Real Need

DISCUSSION
- HOW DID THE DIFFERENT “BAITS” RAISE A FELT NEED IN THE WOMAN AT THE WELL?

Need Maxims
#1 Need building is the teacher’s responsibility
#2 Need meeting is the teacher’s primary calling
#3 Need building is the teacher’s main method to motivate students
#4 Need motivates to the degree it is felt by the student
#5 Need building always precedes new units of content
#6 Need should be built according to the audience’s characteristics and circumstances
#7 Need building may be hindered by factors beyond the teacher’s control

Meaning
The essence of the Law of Need in the three words, “Building the Need.”
The teacher should build the need before teaching the content.

Need Method:
#1 Find the Needs - Direct methods/ anonymous questionnaire/ personal visits/ personal observation/ literature, research/ interaction
#2 Focus the Need - Isolate one to deal with in your lesson
#3 Forecast the Need - Become one of your students for a moment and “forecast” what would happen if the need was met.

#4 Feel the Need - The key to step four is to inspire them emotionally as you build the need.

#5 Fulfill the Need - Instruct them on the content as you teach them. “Do you see how...?” “Remember at the beginning we told you that...?” “See how this relates to...?” “Isn’t it great that you know the...?”

Need Maximizers

#1 Describe the need in a factual presentation. – Statistics, quotes, descriptions, etc. “The number of teenage pregnancies...”

#2 Express the need through storytelling

#3 Sensitize to the need through drama

#4 Increase the need through your delivery - This is the principle of intensity. How you say something can often have more impact than what you say. The intensity, body language, tone of voice, range of gestures, eye contact, and speed of speaking are effective builders of emotion.

#5 Raise the need through music. – This is the principle of inspiration.

#6 Exhibit the need with a diagram - This is the principle of imagination.

#7 Symbolize the need with a picture - This is the principle of illustration.

DISCUSSION

You are teaching a high school class on the fruit of the spirit

Gal 5:
22. But the fruit of the Spirit is love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, self-control. Against such there is no law.
23. And those who are Christ's have crucified the flesh with its passions and desires.

How would you discover your student’s perceived need?

How would you come up with a way you would “bait the hook” (Peak their curiosity)

What need would you focus in on, from this passage? (Isolate a need to deal with.)

What method would you use?

How would you forecast the need? (What would happen if the need was met?)

How would you inspire them emotionally?

How would you fulfill the need?
LAWS OF THE LEARNER
SESSION #3

Contents
- POWER POINT, video embedded
- VIDEO: Hendricks Part 1, Time: 16:46
- LAWS 6, 7

Review
- Law #1 Law of the Learner In three words: Cause to learn
- Law #2 Law of Expectation In three words: Expect the best
- Law #3 Law of Application In three words: Apply for life-change
- Law #4 Law of Retention In three words: Master the minimum
- Law #5 Law of Need In three words: Build the need

LAW #6: THE LAW OF EQUIPPING
Someday each of us individually will stand before the Lord for our Final Performance Appraisal. As 1 Corinthians 3 and 2 Corinthians 5 clearly teach, God is going to hold us accountable for what we have done with our lives.

Principles:
#1 the primary purpose of teachers is to equip –Here’s the bottom line. The Bible reveals that teachers are given by God primarily to equip and not merely to explain
#2 The primary audience of teachers is Christians –“For the equipping of the saints” Eph 4:12
#3 The primary result of equipping is Christians doing the work of the ministry and edifying the body of Christ –God’s job description: The nature (work of the ministry)/ The percentage of our class (every part)/ The degree to which our students are doing the work (its share)/ the quality (effective working)/ The percentage of growth in our class (cause growth of the body)/ Constant, normal, and spontaneous mutual ministry between class members (edify itself in love)

Equipping Maxims
The normal focus of teachers is essentially: Have I prepared my content? Did I arrive on time? Did my class attend? Was there good discussion? Did I cover my content? Did I finish the lesson on time? Did most students seem to like the class?

Compare that to the Biblical model focus (Eph. 4):
Do my students actually do a lot of the “work of the ministry?” How close to 100% of my students are involved in meaningful ministry? Has their ministry become more effective because of your “equipping?” How much growth; numerical and spiritual? How many people did your students lead to the Lord during the past twelve months?
Imagine the revolution if that became the focus?

DISCUSSION
1Cor 3
2. I fed you with milk and not with solid food; for until now you were not able to receive it, and even now you are still not able;
3. for you are still carnal. For where there are envy, strife, and divisions among you, are you not carnal and behaving like mere men?

CAN YOU IDENTIFY AREAS IN CHURCHES TODAY THAT MAY TEACH BUT NOT EQUIP THEIR PEOPLE FOR SERVICE?

CAN YOU PROPOSE SOME WAYS A CHURCH MAY FOCUS ITS PEOPLE MORE ON EQUIPPING FOR SERVICE?

#1 Equipping is the responsibility of the teacher –God focuses repeatedly on “equipping for service.”
#2 Equipping occurs best when the teacher assumes the Biblical role - If you could open the file cabinet in heaven and inspect God's final exam, you'd find God doesn't seek "answers" to questions but "actions of service." He seeks fruit not facts, disciples not data.

#3 Equipping is best evaluated by what the student does after class

#4 Equipping should impact both character and conduct - We are called to equip people not only to "do the ministry" but also to "be a minister." Work for the Lord essentially comes out of our walk with the Lord. Who we are determines what we do.

#5 Equipping should focus more intensely on the most committed - One of the most crucial characteristics of equippers is that they carefully select the people they are going to equip. Isn't it interesting that the Lord knew the apostles for a period of time before he selected them? Effective equippers focus their resources on the most faithful candidates who demonstrate the most promise for long-term and meaningful ministry for the Lord.

#6 Equipping requires knowledge, skill, and long-term commitment - We tend to underestimate the task, thinking it will be easier, faster, and faster than it is. We think it will be finished when it isn't. Sometimes it takes years of constant watering and fertilizing before we see growth.

#7 The ultimate goal of equipping is independent equippers

Meaning:
The essence of the Law of Equipping is, "Equip for Service."
The teacher should train students for a life of service and edification.

Equipping Method

#1 Instruct - The first step is to prepare them with the required foundational truths upon which the skill is based.

#2 Illustrate - The second step of teaching a skill is to illustrate to the students what the skill actually looks like when it is being used.

#3 Involve - The third step of teaching a skill is to involve students in actually doing the skill themselves.

#4 Improve - The fourth step of teaching a skill is to improve the students' newly obtained skills.

#5 Inspire - The final step is to inspire students to continue using their skills. Encourage a lifestyle of not only using the skill but also of passing it on to others.

Equipping Maximizers

#1 Train your students until they are successful, independent users of the skill

#2 Reproduce yourself by focusing on students' skill, not your style - As teachers, our responsibility is to train our students to become effective users of a skill within the boundaries of their personalities and temperaments.

#3 Alter equipping according to your students' characteristics and circumstances - Every student has a different IQ, educational background, and social background, as well as different innate physical abilities.

#4 Increase student motivation by relationship, retribution, and reward - People learn the skill quicker and better at higher levels of motivation. Motivation inciters are: our relationship with another person; fear of retribution or pain; our hope of reward, pleasure, or benefit.

#5 Nail down the basics before developing advanced skills - The stronger the foundation, the higher the building may be constructed upon it.

#6 Encourage students more frequently during early training - Whenever people contemplate learning a new skill, they normally experience some degree of anxiety and fear. Strong feelings of fear and anxiety seriously blunt the impact of our teaching. Therefore, actively lessen the students' fear and increase their courage.

#7 Reaffirm students' value independent of their level of performance - In the story of the widow's mite, Jesus freed us from the bondage of comparison. Seek to encourage students in five areas: Amount of effort/ degree of improvement/ demonstration of team spirit/ extra credit or unrequired practice/ outstanding performance

DISCUSSION

YOU ARE TEACHING A CLASS ON THE FOLLOWING VERSE (YOU PICK THE AGE GROUP)

James 1

27. Pure and undefiled religion before God and the Father is this: to visit orphans and widows in their trouble, and to keep oneself unspotted from the world.

_FOCUS ON A “SPIRITUAL SKILL” YOU WOULD LIKE TO DEVELOP IN YOUR STUDENTS_
WHAT FOUNDATIONAL TRUTH WOULD YOU BRING OUT?
HOW WOULD YOU INVOLVE THEM IN PRACTICING THAT SKILL?
HOW WOULD YOU ENCOURAGE THEM TO CONTINUE USING IT AS A LIFESTYLE?
Review

Law #1 Law of the Learner In three words: Cause to learn
Law #2 Law of Expectation In three words: Expect the best
Law #3 Law of Application In three words: Apply for life-change
Law #4 Law of Retention In three words: Master the minimum
Law #5 Law of Need In three words: Build the need
Law #6 Law of Equipping In three words: Equipping for service

2 Samuel 12

1. So the Lord sent the prophet Nathan to tell David this story:``There were two men in a certain city, one very rich, owning many flocks of sheep and herds of goats;
2. and the other very poor, owning nothing but a little lamb he had managed to buy. It was his children's pet and he fed it from his own plate and let it drink from his own cup; he cuddled it in his arms like a baby daughter.
3. Recently a guest arrived at the home of the rich man. But instead of killing a lamb from his own flocks for food for the traveler, he took the poor man's lamb and roasted it and served it.''
4. David was furious. ``I swear by the living God,'' he vowed, ``any man who would do a thing like that should be put to death;
5. he shall repay four lambs to the poor man for the one he stole, and for having no pity.''
6. Then Nathan said to David, ``You are that rich man!
7. I gave you his palace and his wives and the kingdoms of Israel and Judah; and if that had not been enough, I would have given you much, much more.
8. Why, then, have you despised the laws of God and done this horrible deed? For you have murdered Uriah and stolen his wife.
9. Therefore murder shall be a constant threat in your family from this time on, because you have insulted me by taking Uriah's wife,
10. I vow that because of what you have done I will cause your own household to rebel against you. I will give your wives to another man, and he will go to bed with them in public view.
11. You did it secretly, but I will do this to you openly, in the sight of all Israel.''
12. ``I have sinned against the Lord,'' David confessed to Nathan.Then Nathan replied, ``Yes, but the Lord has forgiven you, and you won't die for this sin.
13. But you have given great opportunity to the enemies of the Lord to despise and blaspheme him, so your child shall die.''

Discussion

WHAT WAS THE OBJECTIVE OF GOD’S MESSAGE TO DAVID?
WHAT STRATEGY DID HE HAVE NATHAN USE? WHY?
LAW #7: THE LAW OF REVIVAL

What do you think of when you hear the word revival? In the New Testament, revival is a translation of the compound word anazao, which literally means “again - to live.” Many teachers believe revival is a topic far removed from the experience of the normal classroom. Revival is for preachers. Besides, who among us is capable of leading a revival?

The Law of Revival is graphically pictured in the Old Testament story of Nathan confronting David regarding Bathsheba (2 Sam. 12:1-15)

**Step 1: Commissioned (2Sam 12:1a)** - The first step is where you prepare yourself to go to a person in need of revival.

How would you carry out your teaching duties if you heard a direct and unmistakable word from God to call your wayward students back to the Lord?

**Step 2: Confront (2 Sam 12:1b-9)** - To confront means to come face to face with; to stand in front of; to bring together for comparison or examination. In the Latin, it meant to have a common border, and eventually come to agreement by overrunning the border.

Confront through telling a parable/ confront through describing the nature of God/ confront through listing specific sins

**Step 3: Commandments (2 Sam. 12:9a)** - The foundation of all Christian confrontation must be the Bible. We should confront people when we are sure they have broken a clear commandment of Scripture. ...Revival, then, must include the sinner’s repentance from breaking the will of God as well as the heart of God. Both must be demonstrated. The first evokes guilt, the second, grief.

**Step 4: Consequences (2 Sam. 12:10-14)** The goal is to restore the person who is “overtaken in any trespass.” For David, the climax is his confession, “I have sinned.” As confrontation helps the person see his past and present sinful acts, so consequences help the person see the present and future harmful results. Consequences to ourselves/ our immediate family/ our Christian community/ our non-Christian community/ the Lord God As teacher, your primary goal is to prove repentance is the most logical step for the sinning student. Therefore, consequences must aim at readjusting the person’s fantasy to Biblical reality.

**Step 5: Confession (2 Sam. 12:13)** - To confess usually means to thoroughly make known to others one’s error or wrongdoing.

**Revival Maxims**

#1 Revival is spiritual restoration and is the spiritual teacher’s responsibility - “If my people who are called by my name will humble themselves, and pray and seek my face, and turn from their wicked ways, then I will hear...” God was true to his character and was not withholding revival because of some deep, dark secret. Instead, God was ready to send revival when we would do what he required. ...Only two conditions are required for us to step forward. First, we must be aware that another person is overtaken by sin. Second, at the time we go to that person there is no major known sin present in our life hindering the work of the Spirit in and through us. ...the word equipping is the identical root word as restore in Galatians 6:1. Clearly, then, the reason God gave you and me as teachers to his church was for restoration and revival.

#2 Revival is possible only for those who have first experienced the second birth - We greatly err when we strive to produce revival in our students without assurance they have already received Christ and become “children of God.”

#3 Revival is not a completed event but a continuing experience - True revival isn’t held annually but sought continuously.

#4 Revival can occur in the life of an individual, group, or nation - Revival is not limited by geography or number or age. History proves it.

#5 Revival always requires true repentance and forsaking of known sin - A person needs revival for only one reason: personal sin. If Christians did not sin, either by omission or commission, there would be no need for revival. To think that we can lead our students to experience revival without confronting sin directly and openly is to misunderstand the nature of Biblical revival.

#6 Revival always results in seeking and serving Christ with renewed fervency

#7 Revival reestablishes life’s proper priorities

**DISCUSSION**
CAN YOU NAME CERTAIN PRACTICES THAT CHURCHES FROWN UPON, BUT THEY AREN’T DIRECTLY DENOUNCED BY SCRIPTURE?

CAN YOU NAME PRACTICES THAT ARE DENOUNCED BY SCRIPTURE BUT TEND TO BE ACCEPTED BY CHURCHES?

**Meaning**
The essence of the Law of Revival is the three words: “Revive the Heart.”
The teacher should encourage an ongoing personal revival in students’ lives.

**Revival Method**

**Step 1: Revelation** We need to begin with the certainty that the person has indeed sinned. Recognize the difference between someone doing something you disapprove of and someone doing a thing God forbids. It is not just your opinion, it is the revelation from God. Example: “You shall not steal.”

**Step 2: Reprove** - When your students agree that the Bible says a certain behavior is sin, then you must get them to personally agree that their behavior is sin. This step is the crucial bridge between the revelation of God and the repentance of the student.

**Step 3: Repent** - Repentance is the hinge of revival. Repentance must include conviction/Repentance must include contrition (remorse)/Repentance must include confession.

**Step 4: Recommit** It is time to quickly turn your student’s focus from the past to the future. Remember, the commandment is to restore. Recommitment must include confirmation (How committed are you to stopping?) / It may include covenant. From other revivals, it’s apparent that “making a covenant” or “taking an oath” was the normal step after repentance of major sins. / It includes consecration (Challenge your student’s consecration to Christ, in specific areas that tempt them.)

**Step 5: Restore** - Restoration may include compensation/It involves cleansing/It includes celebration

**Revival Maximizers**

#1 Realize that revival is needed by most Christians most of the time - Living in some known sin is by definition, being out of fellowship with the Lord. Even in good churches, Wilkerson’s research has found that to be as high as 80%.

#2 Earnestly seek revival through intense and persistent private and public prayer - In every recorded revival that I have studied, I have found that private and public prayers were offered specifically for revival for some time before revival actually began.

#3 Vary your delivery according to your students’ spiritual response - Some proven methods: break the class into small groups, pray for each other’s need for revival; pray for the person seated to one’s right. / Use a discussion panel of 4 or 5 students who openly discuss the main sins of their age group and what hinders them from experiencing revival. / Put on a skit of an angel and fallen angel arguing about why revival is so strategic/ Have a conversation with the Apostle Paul. Maximizer 4 Instruct your students in the knowledge and practice of the spiritual disciplines

#5 Verbalize the final call for revival clearly and expectantly - Whether we are calling one or a thousand to repentance and revival, we must invite them clearly and with a sense of expectancy and urgency.

#6 Anticipate revival to be accompanied by intense spiritual warfare

#7 Lay yourself before the Lord as a clean vessel committed to revival

**Conclusion**

Whenever revival is openly discussed, I almost want to take off my shoes, for the bush is still burning and I sense we are standing on holy ground.

Whatever applications we may make, whatever needs we may address, whatever content we may teach, the crown of all of it is found when we take the heart of the student and place it in the hand of the Lord. How precious are those teachers whose hearts join with the heart of the Lord to “seek and restore those who have strayed.”

_I heard the voice of the Lord, saying: “Whom shall I send, and who will go for Us?” Then I said, “Here am I! Send me.”_ Isaiah 6:8

**DISCUSSION**

YOU ARE TEACHING A YOUTH CLASS FROM THIS PASSAGE:
Galatians 5
19. But when you follow your own wrong inclinations your lives will produce these evil results: impure thoughts, eagerness for lustful pleasure,
20. idolatry, spiritism (that is, encouraging the activity of demons), hatred and fighting, jealousy and anger, constant effort to get the best for yourself, complaints and criticisms, the feeling that everyone else is wrong except those in your own little group--and there will be wrong doctrine,
21. envy, murder, drunkenness, wild parties, and all that sort of thing. Let me tell you again as I have before, that anyone living that sort of life will not inherit the Kingdom of God.
22. But when the Holy Spirit controls our lives he will produce this kind of fruit in us: love, joy, peace, patience, kindness, goodness, faithfulness,
23. gentleness and self-control; and here there is no conflict with Jewish laws.

● CHOOSE A FOCUS YOU CONSIDER AN ISSUE WITH THIS AGE GROUP OF YOUR CLASS.
● WHAT STRATEGY WOULD YOU USE TO DRAW OUT A FEELING OF NEED AND CONVICTION?
● DESCRIBE THE RESPONSE YOU WOULD WANT TO GUIDE THEM TOWARD?
● HOW WOULD YOU INCORPORATE ACCOUNTABILITY INTO THIS LESSON?

Summary of; THE 7 LAWS OF THE LEARNER: How to teach almost anything to practically anyone!, Dr. Bruce Wilkinson, Multnoman Press, 1992, #97759
STORYING
SESSION #4

Contents
- STORYING #1

STORYING #1
The purpose of this study is to highlight particular focuses, and not to replace the reading of the reference material. The reference book is SHAPED BY THE STORY Helping Students Encounter God in a New Way, by Michael Novelli, Zondervan, ISBN 978-0-310-27366-0

CHAPTERS 1-6
WHAT DOES IT MEAN TO LIVE IN THE DIGITAL ERA
SOME STATISTICS:
■ 58% of U.S. adults never read another book after high school
■ 57% of new books are not read to completion
■ Most readers don’t get past page 18
■ Customers 55 and older account for more than one-third of all books bought in 2001.

Media
■ The average American home has more television sets than people (2.73)
■ On average, televisions are turned on for 8 hours 14 minutes each day
■ 35% of children and teens have video game systems in their rooms.
■ 72% of kids 8-17 years old multitask while watching TV
■ 70% of those ages 15-34 use social networks online
■ 87% of 12-17 use the internet
■ Americans 13-18 spend more than 72 hours a week using electronic media.

I once said during a storying training session that “the Internet and text messaging are not literate means of communication... they’re more visual than literate... they’re a conversational tool.” P. 46
American culture is an alliterate society:
Aliteracy is a choice, a value, or a perceived lack of value in reading. A Washington Post article estimated that 50 percent of literate Americans chose not to read as a means for learning and enjoyment. Some say the estimate should be closer to 70 percent.” P. 47

Oral Communication
Preliterate cultures
(Communicate- events/stories)
Shared experiences determine truth/ Get information from stories/ Driven by events and relationships; a search for connection; think in metaphors
To

Print Communication
Literate culture
(Communicate- words/ideas)
Learn through reading, individual study and analyzing/ Facts determine truth; focused on individual application/ Get information from print and lecture/ Driven by concepts and principles; a search for knowledge/ Thinks linear, analytical, logical
To

Digital Communication
Post-literate culture
(Communication- images/ stories)
Learn by hearing, seeing, interacting; experiences move them to belief/ personal experiences determine truth/ Get information through media and dialogue/ Driven by interaction, participation and imagery; a search for significance/ Thinking is non-linear; makes random connections p. 48

The shift in communication and teaching:
If researchers are correct, then many of our teaching methods use a communication approach that’s ineffective for reaching more than half of the people in the United States. It appears that the majority of the world and people within our own culture connect best through stories and less so through concepts and proposition. P. 51
Internet-based people know that information is ubiquitous, and they feel empowered to seek it out. They don’t need you to spoon-feed them information in lectures like they used to; they can Google it way faster. They need you to do other things... to help them sift through the information, integrate it, incarnate it, reflect on it, model it. P. 52

Stories have the power to-
- Provoke interest and curiosity
- Invite participation
- Encourage community and laughter
- Challenge the way we think and live
- Move and shape us
- Help us remember
- Connect us with our common origins
- Link experiences to facts
- Provide context and structure
- Help us understand our common struggle
- Stir our hearts toward empathy and compassion
- Spark our imaginations and inspire us to hope p 56

DISCUSSION
TAKE A LOOK AT THE COMMUNICATION CHART; WHICH METHOD OF COMMUNICATION IS MOST NATURAL TO YOU? TO THE PEOPLE YOU ARE TRYING TO REACH?
WHAT IS THE PRIMARY WAY YOU TEACH NOW? WHAT WAYS MIGHT YOU NEED TO RETHINK?
OUR ROLE IN GOD’S STORY
As we enter into God’s Story as narrative, a whole new world is opened to us. One of the most significant things that happen when we enter into God’s Story is that we begin to get a sense of God’s entire interconnected narrative, and we see how it intersects with our own stories. The narrative, in turn clarifies our place in God’s Story and helps us take the focus off ourselves and aim it toward God and His desires for the world.
This is in direct contrast to what much of Protestant Christianity in America has focused on for the last several decades. Churches have highlighted an individual and personal faith pointing toward personal devotions, personal evangelism, and personal growth as benchmarks. This way of thinking contributes to the idea that “God is a part of my story.” ...In other words, make God more central. ...We need to stop trying to fit God into our lives and stories and realize that God desires us to play a role in his Story instead. ...It awakens us to live in a broader reality, to live for and contribute to something bigger than ourselves. .....It’s a focus that moves beyond personal growth to participation in God’s kingdom. P. 63-65
THE ORAL TRADITION
The Hebrew culture looked at the Scriptures as stories to live by, carrying the Scriptures in their minds and hearts, listening intently to experience the stories, allowing them to teach, shape, and unify their society . P. 68

3 Storytelling is more like the work of an artist than a teacher. It’s less about explaining what something means and more about allowing others to explore for themselves. P. 68

DISCUSSION

STORYING
SESSION #5

Contents
- VIDEO: Aspects of Storying, Time: 12:19
- STORYING #2,3

STORYING #2

The purpose of this study is to highlight particular focuses, and not to replace the reading of the reference material. The reference book is SHAPED BY THE STORY Helping Students Encounter God in a New Way, by Michael Novelli, Zondervan, ISBN 978-0-310-27366-0 Online: www.onestory.org

CHAPTERS 7-8

WHAT IS STORYING?
Storying, short for Chronological Bible Storying, is a sequential telling of Bible stories followed by a time of review and dialogue. This method is based on an ancient Hebrew way of learning through careful observation and discussion. P. 72

THE PURPOSE OF STORYING
The purpose of storying is to create an environment for us to connect with God through the whole Bible story.

DESIRED OUTCOMES
- See the Bible as one big interconnected story, revealing God’s plan to rescue and restore us
- Gain a sense of awe, wonder, and amazement of God
- Discover our identity and role in God’s Story
- Fulfill our role as a community
- Grow in our desire to read and dig deeper into the Bible
- Develop a mental timeline of God’s Story
- Incorporate creative learning methods
- Have fun while learning
- Encourage more Bible “storyers” to emerge

For those who simply don’t have the time to develop their own narratives, you can use resources such as Zondervan’s The Story: Read the Bible as One Seamless Story from Beginning to End. Or download the 21 narratives I’ve put together for individual and local church use- free. These stories are my attempts to pain a picture of God’s redemptive plan and to help listeners connect with God’s Story. You can access them at www.EchotheStory.com. P. 73, 74

WHY NOT TELL STORIES STRAIGHT FROM THE BIBLE?
- Challenges we face in a class situation:
  - Story length
  - Translation
  - Language- wording
Tense- In a single story the author may shift from past to future
Writing Styles- May shift between historical to poetic, mixed
Culture Authorship- Different eras can be vastly different cultures, some things are assumed to be known

TURNING THE DIAMOND
“There are seventy faces to the Torah.” Every single verse in the Torah yields seventy different interpretations. Each interpretation teaches something new and different. They may even contradict one another... Yet each one of the seventy interpretations is the true word of God.
The image of the seventy faces may be taken from the imagery of the jeweler’s art. Each side of a cut gem is called a facet, a little face. Alight sparkles within every fine gemstone. We know that this light is a reflection, but the ancients thought of the light in a gemstone as originating from within the stone. One diamond is like seventy different diamonds as we turn it... In the same way there is only one God, whose light shines from every verse in the Torah. We see that light differently depending on how we interpret the verse. P. 79,80 “Stephen M. Wylen, The Seventy Faces of Torah.

DISCUSSION
CONSIDER THE IMPLICATIONS: IF THERE ARE 70 DIFFERENT CORRECT INTERPRETATIONS, HOW DOES THAT CHANGE WHAT YOU DO IN THE CLASS ROOM?
WE ARE YET TO UNDERSTAND EXACTLY HOW “STORING” IS DONE, WHAT INITIAL CONCERNS MIGHT YOU HAVE OF TELLING A STORY OF A BIBLICAL ACCOUNT AS OPPOSED TO READING IT STRAIGHT FROM THE BIBLE?

STORING AND LEARNING
Types of Learners:
Visual Learners- identify images to an experience; respond to images graphics, symbols, diagrams, key words, demonstrations
Auditory Learners- By hearing, respond to words, discussion, music, poems
Physical (Kinesthetic) Learners- Process by touch or movement; identify feelings to experience; respond to written assignments, object lessons, field trips, and participation.

TYPES OF THINKERS
Reflective (analytic) Thinkers- Analytical and careful, prefer to keep a low profile
Creative (Active) Thinkers- Imaginative, enthusiastic, prefer activity and attention
Practical (Pragmatic) Thinkers- Seek simplest, most efficient way, act quickly and get impatient with process
Conceptual (Theorist) Thinkers- Value rationality and logic above all; prefer to analyze and synthesize

The storying process involves all:
Review (Visual learners connect with their “mental timeline”; Reflective Thinkers- relate past experience
Story Telling Auditory learners; vivid audible descriptions
Retelling Physical learners; artistic mediums and participation; Reflective Thinkers- focus on detail and emotion of the story
Dialogue Auditory learners- process thoughts out loud; Conceptual Thinkers- share theories and synthesis
Connection Physical Learners- participation in a discussion writing, prayer; Practical Thinkers- desire application and relevance p. 85, 86

THE EXPERIENTIAL LEARNING CYCLE OF STORYING
“Tell me and I will forget
Show me, and I may remember.
Involve me, and I will understand.”
~Confucius

As we begin to study the most effective methods of helping others learn, we discover that moving from teacher/lecture-
based to learner-based methods is imperative. Years of research have shown that motivation, learning, and success are enhanced with learner-centered principles and practices are in place. P. 88

DISCUSSION
IF YOU WERE TO USE STORYING TO TEACH FROM SCRIPTURE, WHAT STORY COMES TO MIND?
CAN YOU THINK OF A CONCEPT YOU’D LIKE TO FORM?
AN APPLICATION?

STORYING #3

PURPOSE OF THE STUDY
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CHAPTER 10
WORKING THROUGH A STORY OBSERVATION EXERCISE
Read the following passage slowly three times. Between readings, let’s answer the following questions:

As evening fell, Jesus said to his disciples, “Let’s cross to the other side of the lake.” So they took him just as he was and started out, leaving the crowds behind (though other boats followed). But soon a terrible storm arose. High waves began to break into the boat until it was nearly full of water and about to sink. Jesus was asleep at the back of the boat with his head on a cushion. Frantically they wakened him, shouting, “Teacher, don’t you even care that we are all about to drown?” Then he rebuked the wind and said to the sea, “Quiet down!” And the wind fell, and there was a great calm!

And he asked them, “Why were you so fearful? Don’t you even yet have confidence in me?” And they were filled with awe and said among themselves, “Who is this man, that even the winds and seas obey him?”

Mark 4: 35-41(Living Bible)

FIRST READING - ANY QUESTIONS?
☑ Is there anything you don’t understand?
☑ Is there anything that surprises you?
☑ Is there anything that piques your curiosity?
☑ Is there anything that strikes you as significant?

SECOND READING - PLOT DEVELOPMENT
☑ What are the main events of this story? List the events in order
☑ Where is tension building and what problems arise?
☑ Where is the high point in the action? Where is the climax?
☑ How did the story end? Were the tensions resolved? How
THIRD READING - CHARACTER DEVELOPMENT

- Were any phrases repeated in the story?
- Where does the story take place? What is the culture like?
- List the main characters and describe character traits of each from this story; their words, deeds, strengths, and weaknesses.
- What emotions were expressed, if any, by each character?
- Which characters do you identify with the most? Why?

STORYTELLING ESSENTIALS

Stick to the story. Strive to be as accurate as possible. Don’t mix in other elements from your knowledge of future stories.

Tell the story from beginning to end; don’t stop! Stopping to answer a question, teach, etc. causes confusion. Save it for the dialogue time.

Be genuinely animated and enthusiastic! Use gestures, and facial expressions; keep them natural.

Avoid joking and sarcasm. They can project a very different meaning from the Biblical meaning.

Be aware of your pacing. Pacing involves both the volume and rate at which you speak. Dialogue slows a story’s pace, while narrating action speeds it up.

Repeat, repeat, repeat! Repetition is basic element of storytelling.

Be humble. Tell stories with servanthood and sincerity.

Be patient with the process. At first, some in your group may believe this process is too basic. After you’re a few stories into it, they’ll realize how much there is to be learned.

Relax and be yourself. Develop your own style.

A TYPICAL STORY SESSION

BUILD Community (game, connect relationally) 30 minutes

REVIEW previous stories (fast-paced, use symbols) 15 minutes

PREPARE for imaginative listening (repetitive, go into story mode, prop like a candle) 2 minutes

NARRATE the story 10 minutes

Help group RETELL the story 20 minutes

DIALOGUE (discussion) about the story 40 minutes

CONNECT the story to our own stories 10 minutes
(Note: In all likelihood, we won’t have this much time, but it gives us a sense of proportion.)