

Teaching for Transformation

Intro

Review. We've been working in the kitchen. How do we take it out of the kitchen and on to the table.

- Some teaching is fun and interesting, but doesn't really change us
- Other teaching is impressive, but fleeting
- Wow, that was really great? What did he say? I can't really remember.
- Some teaching is very boring
- Last week in Church. Claire copying the verse – at least I will get something out of it. I was fighting to stay awake. Then Lubo got up and gave an intro to the Lords supper. I was weeping. I still remember exactly what he said.
- Then there is teaching that grips us, and changes us.

Chapel at Multnomah

Acts 4:13 - When they saw the courage of Peter and John and realized that they were unschooled, ordinary men, they were astonished and they took note that these men had been with Jesus.

What are characteristics of teaching that doesn't transform?

What are characteristics of teaching that transforms? (observations from this week – especially master classes)

How many of you teach? Does your teaching transform?

A good teacher...

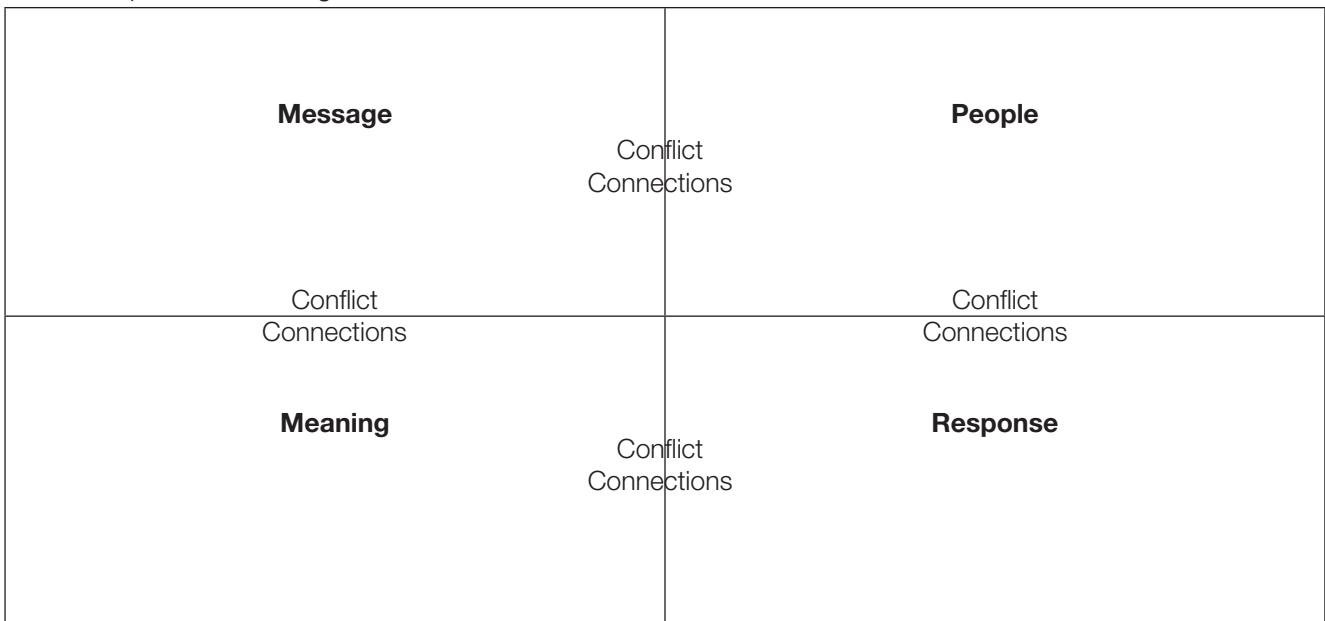
- Will often change on the way depending on how they are responding
- Is most concerned not what is going on in their notes, but what is going on in the student's mind
- Is more concerned about what the students are going to say a week later, than what the teacher is saying right now.
- Knows that the students have to be active, working, processing, thinking for it to make any difference"

3 Secrets of a good teacher

A good teacher...

1. Plays Foursquare

The four squares of teaching



Message square

We've spent a lot of time here so we won't do much more. Just remember that message is always in the King position and has final control of the ball.

People square

TV producers have a target demographic they shoot to reach; they are glad to have others listen, as well; but they program for that target audience. As Bill Cosby observed, "I don't know the key to success, but I know the key to failure is trying to please everybody."



Know your audience

This preparation sometimes takes a third of my time (trip to Australia – coming in three days early)

Ask questions

Remember when you were in similar situations

Watch, observe

Research, listen to others

Meaning square

Principles, truths, understanding

Response square

We can talk about bad responses, or natural responses

We also need to take truth and apply it

Often our application is too general. We don't dry run it in real life

“Love each other”

“Read the Bible”

If I say that, will it actually result in any observable life change?

Like bad acting with a bad script – it doesn't ring true

What are the roadblocks?

What are the problems?

What does it actually look like when it works?

Why does it look like when it doesn't?

What are the different ways this verse could be applied?

Is this truth “inert” or “catalytic”

How have you applied this truth?

You can respond right there – get them talking, reacting, applying

Playing Foursquare

People are more active in thinking when:

- There is relevance
- There is tension
- There is change
- There is conversation

This is brought by:

Moving the “ball” of the topic between the four squares and getting them interacting with each other through...



Conflict and connections

Game tips

- Play with both hands - connections and conflict
- Don't stay in one square too long
- Be unpredictable
- You make sure that each player (square) really gets his hand on the ball.

By the way, this is exactly what we did with the theological map

Practice – take a sheet of paper and put your pen down

First take a talk from this week and trace how the teacher did foursquare

Then take the topic we discussed yesterday

Fill in the people square

Then do foursquare again with your partner

Good teachers ...

2. Tell Stories

Go back to story at beginning – see how many details they remember

Telling stories like a snapshot, or like a movie

Characters, voices, emotions – recreate the experience for them

Practice your stories – work on them – a good story seems effortless, but it is not

You can tell stories in any square. (example – mom and spit)

Matthew 13:34 “Jesus spoke all these things to the crowd in parables; he did not say anything to them without using a parable.”

But your **entire teaching** should also function like a story

Like a good movie

Avatar – 2.7 billion worldwide income

Surpassed Titanic at 1.8 billion

In the US people will spend 11 billion on movies this year



Average American household has the TV on 8 hours and 15 min a day

2.8 hours a day per person

Average brit 4 hours 18 min (increase of 8% this year)

Average person 20-26 hours per week

Principles of curriculum

1. Accurate information
2. Memorization
3. Recall
4. Organization
5. Logic
6. Argument
7. Defense
8. Persuasion
9. Review
10. Grades

Principles of a good plot

1. Surprise
2. Tension
3. Purpose
4. Character
5. Polarity
6. Conflict
7. Atmosphere
8. Emotion
9. Humor
10. Dialogue
11. Disequilibrium
12. Climax
13. Resolve

Storyboarding your message

Think about the flow of emotion, the development of ideas, contrast, conflict and resolve

Good teachers ...



3. Work for the boss

1 Peter 4:11 ¹¹ If anyone speaks, he should do it as one speaking the very words of God. If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever. Amen.

Not apologetically

Not pridefully

Not in my own strength

Not for my glory

Galatians 1:10-12 ¹⁰ Am I now trying to win the approval of men, or of God? Or am I trying to please men? If I were still trying to please men, I would not be a servant of Christ. ¹¹ I want you to know, brothers, that the gospel I preached is not something that man made up. ¹² I did not receive it from any man, nor was I taught it; rather, I received it by revelation from Jesus Christ.

Not to please them

Not to win their approval

James 3:1 ^{NIV} James 3:1 Not many of you should presume to be teachers, my brothers, because you know that we who teach will be judged more strictly.

Not lazily or carelessly

Now evaluate yourself – how could you improve in these three characteristics

