

The Gospel Project for Adults, Spring 2017
Interactive Teaching Tips for Adults, Session 4

Introduction: *Engage the group by thinking about their past.*

Ask, “Do you remember attending church service when you were a child? If so, what do you recall?” Have 2-3 students share their answers with the class.

Point 1: *Assist your group members in their understanding through an Old Testament passage.*

The passage in focus mentions that Jesus both learned and loved God’s law. Divide your members into two groups. Ask the first group to examine Deuteronomy 6:6-9 and the second group Psalm 19:7-11. After they have had a few minutes to observe these passages, instruct them to report some insights they gleaned, especially those pertaining to the importance of loving God and His Word.

Point 2: *Help your students focus on the main theme of the section.*

The main theme of this section has to do with Jesus’ involvement in work. In our society, work often has negative connotations. But God has a different view of work. He created it and wants us to thrive in it.

Ask your students, “What do you think of work? What does God think of work?” Allow time for a few responses. The goal is to get them thinking about work’s value as we discuss Jesus’ engagement in the work His Father gave Him to do.

Point 3: *Engage their thinking by using a song.*

Play the song “Mary, Did You Know?” (3 minutes, 36 seconds), which is available at <https://www.youtube.com/watch?v=SeWPRqrEJpw>.

As they listen to the words, have them write down insights pertaining to both Mary and Jesus.

Conclusion: *Challenge for application.*

All of us know young people who need someone to encourage them in the Lord. Challenge your class members to come alongside young men or women they know and to help them grow in the Lord.

Teaching Tip of the Week

There are three main types of sensory perception: auditory, visual, and kinesthetic. It is crucial that the teacher understand the need to vary lessons based on learning styles. We use all three in varying degrees but tend to have a dominant one. Refer to the last two lessons to learn about auditory and visual learner tendencies. The **kinesthetic** learner enjoys becoming physically involved and actually doing something with what's being learned. As children (and even some adults), they tend to be in constant motion. All their life they have been accused of being "fidgety" or asked if they have "ants in their pants." They probably hear the teacher say things like "Sit still!" and "Put your feet on the floor!"

The kinesthetic learner needs to put some sort of action into his or her learning or it doesn't stick. Even if the action is as simple as pacing or moving while reading or memorizing, the strongly kinesthetic learner will remember best what he or she has learned on the move. I used this technique when studying for my doctoral comprehensive examination and it was very effective.

Most strongly kinesthetic people are only able to concentrate on one thing for about ten minutes at a time without taking some sort of break. Be sure to break up your class into various "segments" with opportunities for some sort of kinesthetic activity if you want to reach these learners.