

ADULT TEACHING METHODS: some ideas

Getting Started -captures attention, gives a reason for learning, leads into Bible study.

Agree-disagree -A series of opinion statements on a subject; the class members indicate whether they agree or disagree with the statements.

Anonymous Poll Slips -Put a controversial issue or question on the overhead and ask each student to write down how he feels about the issue.

Book Report -Students read and summarize for the class the contents of a book.

Brainstorming -Class members suggest and list as many ideas as possible on a subject, withholding evaluation until all ideas are presented.

Case Study Description of a real life problem situation is presented; the class analyzes the problem and suggests a solution. Example: Wilbert, p. 147 (Strategies For Tchg. Chr. Adults)

Circle response -Teacher asks an opinion question; each person in turn gives his answer. Example: What Scripture verse has made an impact on your life? Example: What is the most important task facing our church today?

Demonstration -One or several individuals demonstrate how to perform a task or skill; after the demonstration class members have opportunity to practice what they have learned.

Film/Video Talkback -Students view a film, then discuss it. The following questions might be asked: What was the main theme of the film? What impressed you the most? What did you learn from the film?

Graffiti Poster -Class members write brief responses regarding the session topic on a sheet of paper taped to the wall. ~

Hymn discussion, paraphrase -Individuals/groups write the message of a hymn in their own words.

Interview -Opinions and facts are given by resource person in response to questions from the leader. Open discussion follows.

Magazine Newspaper ~ -Learners tear words and/or pictures from periodicals to represent personal feelings or opinions. Example: Find pictures that say something about you (hobbies, interests, etc).

Neighbor nudging -Class is divided into pairs who discuss a particular question for one minute.

Photographs/pictures -Show photographs/pictures and ask class a question about it that would introduce the topic of the lesson.

Quotation Reaction -Read a quotation and ask class members how they feel about it.

Research Report -A problem is presented to the class and research assignments made. Researchers share their findings.

Roleplaying -A problem is acted out with individuals identifying as much as possible with the characters. A discussion of the situation follows.
Example: Two Christians are calling on a typical non-Christian family. They attempt to share their faith with them, only to find that the terminology they are using is unfamiliar to the family (like, "Are you saved?" or "Have you been born again?"). Whenever unfamiliar terms are used, the family asks, "What do you mean by that?" or "I don't know what you mean."

Skit~ -People assigned act out a situation which relates to the lesson.

Slide/tape presentation -Show scenes/sounds that will lead the class into the lesson.

Test or Quiz -The teacher asks for a written or oral response to questions as a means of measuring how much they know about the subject to be taught

Word Association -Learners are asked to share the first thoughts which come to their minds at the mention of a key word (which is related to the lesson topic).

Bible Content -- Clarifies Biblical information and understanding .

Abridged Edition -Individuals or groups read a section of Scripture, then condense it to its basic meaning.

Buzz groups -Small groups (4-8 persons) discuss questions that deal with the content of the Bible passage. Each buzz group is given a different question. Limit their time to 2-3 minutes on each question.

Charting- Individuals or groups read a verse and state the main idea in a word or phrase. Then go on to the next verse until the entire passage is studied. After this they must try to state in one sentence what the writer was trying to say in the entire passage.

Choral Reading -Groups write and/or read a prepared script in unison. The script should relate to the Bible passage under study.

Diagram ~ Scripture passage -Write down under headings all the principal ideas you are seeking to analyze in the passage.

Discussion -Throw out questions and get responses from class. Questions should relate to the Bible passage under study. Two basic questions: "What does it say?" "What does it mean?"

Listening Teams -Class is divided into several small groups. Each group listens to the speaker seeking answers to a specific question (a different question for each group). Then all groups share answers to their questions.

News/Story/Headline -Learners summarize Bible events/thoughts in headlines or report about them in imaginary news stories.

Outline a Scripture passage -Learners list the main points of a Scripture passage in outline form (as a whole class group, individually or in small groups).

Panel Forum -Panel discussion on some aspect of the Bible passage followed by group discussion.

Parable -Individuals or groups are asked to write a modern-day parable to illustrate a scriptural truth.

Parallel Story -Learners write a contemporary story to parallel a scriptural event. ~

Paraphrase -Learners rewrite Scripture verses in their own words.

Swedish Method -Individually or in groups read the passage and use the following marks:

? = I have a question (Content , word meaning)

~ = Wow! That's a great thought! That's a great challenge! I like that!

* = Ouch! That hurts! I'll have to do something about that

Life Application the learner to see how truth relates to life and action. Often ends with a commitment to act upon the specific truth that relates to that person's life.

Create a poster, banner, collage, montage which shows what you would/could do in response to the lesson.

Brainstorming -Class members suggest as many ideas as possible to implement principles brought out in the lesson.

Buzz Groups -Small groups (4-8 persons) discuss how they can put the lesson message into practice.

Discussion -Teacher throws out questions dealing with life application of the lesson. Basic questions are "How does this apply to us?" and "What can we do about it?"

Neighbor Nudging - Class members share with each other what they are going to do about the lesson. Ask: "What one thing did you learn from the lesson that you are going to try to put into practice?" Follow-up question to share with partner: "How are you going to put it into practice?"

Writing Letters -Class members express what they are going to do about session truths by writing letters to God, to Bible characters, etc.

Poetry - Class members write poems to show what they want to do in response to the lesson.

Prayer -Class members write out a prayer to verbalize their commitment to a proposed action .

Goals -List decision and steps to put it into practice.

Depth Bible Encounter -Each person writes his answer to the statement, "If I took this passage seriously and applied it to my life right now, this is what I would have to do."

[Eldrbarry's Home Page](#) (Source Unknown) [Barry McWilliams](#)
This Page: <http://www.eldrbarry.net/clas/ecem/atm1.pdf>

Useful Links:

- [Eldrbarry's Teaching Manual](#)
- [Adult Teaching Dynamics by Barry McWilliams](#)
- [TEACH Resources](#)