

Teaching Junior High

A. Before You Teach Junior High

1. Know Some Things About Junior High Kids

- a) Very _____.
- b) Lots of _____.
- c) Boredom and _____.
- d) Need to be convinced this is _____.
- e) Dramatic Changes in _____ Development.
- f) Intellectual _____ Period.
- g) Especially Intuitive about _____.
- h) _____ swings.
- i) Distracted By The Opposite _____.
- j) Major Idol In this Period: _____ of _____

2. Know How Junior High Kids Are Just Like Us

- a) Same problem as us: _____.
- b) Two Ways to Be Alienated from God: _____ and _____ Brothers
- c) Same Need as us: the _____.
- d) The Teacher's Main Relating Point to the Student: We are both _____ in need of a _____.
- e) God Changes Adults and Junior High Kids in the Same Way: by His _____ and _____.

3. Know Your Students This Year

- a) Social events _____ the year starts and some _____ the year.
- b) Learn each child's _____ as soon as possible.
- c) Get to know their _____

4. Know Your Curriculum

- a) Peruse through the lessons, paying attention to the overall _____ the curriculum.
- b) Read through the whole _____ carefully.
- c) Make use of the _____.
- d) Each Lesson formatted with Repeatable Elements and Structure

5. Know Your Classroom

- a) Know what you have available: white boards, hanging strips, projectors, wall space.
- b) Set up table and chairs for efficient transitions from large group to small group. Kids should sit at tables (on 3 sides facing the teacher) with _____
_____ or in chairs arranged as horseshoes
- c) Make sure all chairs are _____ teacher
- d) Separate _____ and _____ by table or by room

6. Know Your Classroom Management Plan

- a) Have a _____ policy in place.
- b) Communicate expectations to _____.
- c) Train Your Team to handle behavior problems and distractions so that you don't have to interrupt the lesson. You will need to train the small group leaders to be paying attention not only to the lesson, but also to the kids at their table.

B. Preparing to Teach a Lesson

1. Know the Lesson

- a) Read through the whole lesson _____ in the week
- b) Look up all _____ references
- c) Get the main points fixed in your mind.
- d) Do some extra studying on the topic using resources like the ESVSB, Wayne Grudem's *Systematic Theology*, sources in the appendices, monergism.com, etc.

2. Prepare Your _____. (Spiritual Preparation)

- a) Abide in Christ and his Word throughout the year. Don't substitute lesson prep for your devotions.
- b) Study the material devotionally and prayerfully. Meditate on these truths and commune with God in them. Generally, when the lesson flows from your heart it can touch their heart.

3. Prepare Your Illustrations, Visuals and Props

- a) Illustrations are suggested in most lessons to help emphasize or clarify a point
- b) You have freedom to substitute your own illustration if you feel you have a better one, but make sure it clearly portrays the biblical _____.
- c) Think through ahead of time the _____ of how you will use your visuals or props (i.e., how and when you will hang it up, etc.)

4. Prepare Your _____.

- a) During the week, communicate with your _____ to let them know any specific instructions you want them to know ahead of time or points you are going to land on particularly hard in your lesson.

- b) If there is anything you particularly want the small group leaders to emphasize and apply in their groups, or if there is any way you intend to deviate from the written lesson, be sure let you're the small group leaders know during the week so that they can plan accordingly.

5. Pray

- a) For Students to have receptive hearts (Matt 13)
- b) For the Word to Come in Power (1 Thess 1:4; illuminating work of the Spirit—2 Cor 4:4,6; for the _____, _____, _____, _____ work of the Spirit
- c) For protection
- d) For help to speak clearly and boldly (Eph 6)
- e) Paul's prayers (Recommend Carson book)
- f) For the children by _____ with the vision in mind of what you hope these kids would become

C. Teaching the Lesson

1. Before the Lesson

- a) I encourage you to stand at the door and greet students by _____ as they enter. This is one simple way to acknowledge each student individually. Establishing this relationship weekly with students is crucial to this vulnerable age group. They need to know that you know them and care about them.
- b) Open with worshipful, authentic, Bible-saturated prayer for God's help to both understand and respond in _____ and _____. This communicates to the students our need for God's help to both understand and to respond to the lesson.

2. During the Lesson

- a) Don't Use _____ Language. Your class likely includes believers and unbelievers, so be careful not to use inclusive language that communicates they are all Christians. (give examples). The last thing we want to do is contribute to the delusion that a child who has not yet been born again is saved.
- b) Pace. Keep Lesson _____. Need to Control unrelated discussion. Keep an eye on the time. Wrap up small group discussions in a timely manner to complete the lesson material.
- c) The Tone and Mood of the Class. In many ways the _____ sets the tone of the class. At Bethlehem we emphasize both gravity and gladness. We are serious about being happy in Jesus. The Spirit's fruit of Joy should characterize the teacher, but it is a joy that is tempered by the reality of our depravity, God's holiness and sovereignty and the brokenness of life in fallen world. In 2 Corinthians 6:10 Paul described himself as "sorrowful, yet always rejoicing." Students should see a teacher who fears the Lord and who oozes with the joy the Lord.
- d) Make good use of your _____ in the lesson. For example: voice inflections, pauses, gesticulating, facial expressions, movement.

- e) Stick to the Main points of the Lesson. If you don't, this will frustrate small group leaders who have prepared to discuss the main points. Discussion should be _____ -led, not _____ led Deal with distracting questions quickly and re-focus the lesson.
- f) Encourage Student _____. Clarify how you want them to interact (raise hands, call out answers). When students walk in ask one to read a passage that will be used in the lesson. Call on them if they are not paying attention or are not participating.
- g) Questions. Use age-appropriate, thought-provoking questions; avoid _____ / _____ questions; instead ask questions that will make them have to think and explain. Ask _____ questions that force them to look in the text for the answer.
- h) Waiting for An Answer. An error teachers tend to make is to wait an insufficient amount of time after asking a question. It is hard to endure silence after asking a question, but you must give students time to think of the answer or muster up the courage to answer it. As a general rule of them, wait at least _____ seconds. If after waiting, there is no reply, you may need to re-word your question, but try not to answer your own question. Ask questions that lead the students to the answers.
- i) Handling Wrong Answers. When a student gives a wrong answer, graciously acknowledge it was wrong. If we don't we will confuse the class. Tell them we don't want opinions, we want truth. Encourage the child to discover the right answer. For example, "Let's look together at v. 9..." Ask leading questions that will help lead the child to the right answer.
- j) Teach with an Open _____. We want to communicate that to youth that God is the source of truth, rather than the teacher. Common to the spirit of our age is the belief that truth is relative. Our desire is to constantly point them to the Scriptures to demonstrate where truth comes from. A right view of any topic is not based on our subjective opinions but on what God has revealed in his Word. By teaching from an open Bible we want to repeatedly teach that God is the source of truth. All truth claims must be measured and tested by Scripture. Therefore it is essential that every student bring his own Bible to class. We recommend using the English Standard version. It would also be wise to have some extra Bibles on hand in case a new student comes to class or someone forgets their Bible. Students will be looking up Scriptures, participating in reading texts out loud and answering questions based on texts.
- k) Gospel Call. Many lessons will challenge students to respond to the Gospel by trusting in Jesus alone for the forgiveness of sins. If you have students who would like to pray and make a commitment of faith in response to God's call, it seems appropriate to recommend that they discuss this with their _____. If the parents are not believers, you may have the privilege of leading a student in this step.
- l) End with Prayer, emphasizing the main points and praying that God would apply them.

3. After the lesson.

- a) I suggest you walk around during the small group time to listen to the discussions. You could even sit down in a group each week. This will help to let you know how the students are processing the material.
- b) _____ with small group leaders. What worked? What didn't? Did kids seem engaged? Did they seem to understand?