

MINISTERS OF GOD ARE CALLED TO TEACH (DC 17:10)

“It is a primary responsibility of the ministry to teach, and one called of God desires to teach effectively.” The result of our teaching is measured in the lives which take inspiration from the truth we teach, minds which learn to think clearly and to act with conviction, souls which learn to sense the finer values of life, and to choose continually the better way. It is this result in stronger, nobler, more effective living, which the Master called “abundant life,” and for which we strive in the teaching work of the church.”

CALLED TO TEACH - SCRIPTURES

DC 17:8b & d An apostle is an elder and it is his calling...to teach, expound, exhort,—**10a** The priest's duty is to preach, teach, expound, exhort,—**11f** ...they, [teachers and deacons are]...to warn, expound, exhort, and teach, and invite all to come unto Christ.

DC 125:3a The patriarch...the duties of his office are...to preach, teach, expound, exhort,

FOUR WAYS TO SHARE, PROMOTE AND TEACH THE GOSPEL OF CHRIST

Preaching - focus is primarily on proclaiming, exclaiming, explaining and interpreting

Teaching – focus is primarily on instruction and informing (purposeful learning)

Expounding – focus is primarily on explaining, clarifying and interpreting

Exhorting – focus is primarily on urging, encouraging, persuading, and inciting

Each form of sharing has its place and time, and sometimes, they overlap. **Our focus here is on *Teaching* and how to do it effectively.**

PREPARING TO TEACH —Ministers, called to teach must:

1. Know Christ personally – through regular prayer, fasting and study
2. Demonstrate consecration to Christ’s teachings in their lives
3. Have firm convictions concerning the Gospel
4. Love people, and know and care for the body of Christ
5. Be alive in the Gospel – personal testimonies and experiences with the Spirit
6. Study to be approved: Both in content, and how to teach
7. Have a desire to serve, to teach

(Much of the material in this handout, but not all, is based on or quoted from, *The Priesthood Manual for the Ministry*, Herald Publishing House. No date provided – edited by Vim Horn, 2024)

FOUR FACTORS —In effective teaching attention will be given to the following:

1. **Outcome** – *Have a learning purpose which is clear, definite, and attainable.* Since our focus is mostly on “developing, enriching and fashioning” people to be effective and active citizens in God’s Kingdom, the outcome of our teaching must focus on, “personal needs, growth, and achievement.”
2. **Material** - *The choice of subject matter.* Every lesson or teaching effort should be chosen based on the interests, needs, and capacities of the student, keeping in mind the aim or purpose of the effort.
3. **Organization** - *Organization of subject matter.* Subject matter being taught should be organized in such a way that:
 - a. Considers the interest, needs and capacities of the student
 - b. Flows in a way that makes sense to the learner
 - c. Builds upon what students are learning as they go
 - d. Leads to the desired learning outcome
4. **Methods** - *Different ways to teach.* “The particular method used will depend upon the nature of the material chosen, the type of experience to be had, the age of the individual, and the purpose to be served.” For instance, teaching to increase someone’s knowledge on a subject is different than teaching them skills on how to use what they have learned about a subject. The following are some common methods of teaching:
 - a. **Lecture-based learning:** sharing information verbally
 - b. **Group learning:** students work together on activities and discussions.
 - c. **Individual learning:** students work independently and at their own pace.
 - d. **Inquiry-based learning:** students explore questions and problems
 - e. **Skills-based learning:** students learn specific skills by doing
 - f. **Simulation learning:** students learn through role-playing

PRINCIPLES TO BE OBSERVED IN ALL TEACHING

“Our teaching task centers in Persons. The gospel and the church exist as means for the salvation of men. It is our task to so teach the gospel that men shall be brought progressively into divine relationship and helped to grow into the divine likeness, and to function constructively in a Christian society.’

“Lives grow through Progressive changes. This is obviously true in childhood, but it also holds in adult life so long as one is willing to experiment, to reason, to observe, to study, to plan and to achieve. Teaching is concerned with the stimulation and direction of personal forces that these changes may ever lead to clearer vision, greater freedom, and increased power to live effectively as a contributing member of society.’

“Our effort must grip life. We can expect to reach and win individuals to the Christ way of living and to fellowship in the church only as the spirit and method of our appeal actually grip life at the points of its dominating interests. No mere philosophy of ethics or theology will suffice. Our teaching must lead to definite enrichment of experiences, to the securing of concrete values in the actual demonstration of a God-willed society. Brotherly love, service, and sacrifice are keynotes to the gospel of Christ.’

“Interest is a Primary consideration in any teaching effort. We can not begin to teach until we have attention and interest. Learning takes place only when one's powers are active and attention is focused on matters or activities of vital interest.’

“Our instruction must lead from the known to the related unknown. It is necessary to begin with people where they are and gradually lead them into fields of further understanding and achievement. The unknown can be understood and appreciated only by means of the already known. This is the basis of all illustration (parables), and explanation, and the usual source of interest.’

“We must teach in terms that are easily understood. In language that is familiar to our students. Our words have illuminating and quickening power only as they readily suggest familiar ideas. Too often our teaching and preaching is ineffective because we are not understood.’

“Learning depends upon self-activity. It is a mistake to assume that patient listeners are necessarily learning. One learns only as he is aroused, challenged, and stimulated to active thought and feeling, and as these result in the actual carrying out of motives, plans, and projects. It is only in the active processes of the learner that our teaching effort has value.’

“The Personality and example of the teacher are very important factors, in any teaching effort. Only a strong and pleasing personality can win and hold confidence. Our own attitudes and achievement lend emphasis to our message. Our actions often speak louder than words.”