

# How to Teach Adults Study/Homework Guide

## Lesson 1 – Course Introduction

**How to Teach Adults** is an online *DeafPah!* course that helps prepare church members to serve in their congregation's ministry. The instructor for this course is Rev. Mike MacDonald.

You may download the video lessons and this study guide for free from [deafjesus.org](http://deafjesus.org).

The videos were originally prepared as VHS videotapes for the Deaf Institute of Theology.

The textbook that we originally used for this course is no longer in print. However, the videos can stand alone so you may still benefit by watching the videos. Six chapter titles in this course are:

1. Who Are These Adults? (Parts 2 – 6)
2. What Are They Learning? (Parts 7)
3. How to Prepare a Teaching/Learning Session (Part 8)
4. Which Procedures Are Most Appropriate? (Part 9)
5. Making Most of Your Resources (Parts 10 – 11)
6. Gathering Data for Doing It Better (Part 12)

While you watch the videos, take notes, especially when the teacher describes a list of topics. At the end of each video lesson, reinforce what you have learned by answering the questions in this student guide.

If you are studying this course with a mentor, share your answers with your mentor.

Now please watch Part 1 video.

### LESSON 1 – QUESTIONS

1. What do you expect to learn from this class?

2. Read Mark 6:34. How does this verse motivate you to teach?

3. Describe various ways adults learn.

4. In what ways are you both a teacher and a student?

**Lesson 2 – Who Are These Adults**

Young Adults (18-39)

Midlife Adults (40-59)

Watch Part 2 video.

1. Describe typical life experiences of young adults (18-39 age group).

2. How will you decide the topics for the classes you will offer to young adults?

3. A young married woman (26) becomes pregnant. Explain what factors will affect her life?

4. Name four class topics that may benefit this young woman and her husband.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. List four needs of the Mid-Life adults (40-59 age group) that will help you decide the topics for your Bible Study.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

4. What classes could you offer to help midlife adults manage these needs?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_



3. In what ways can your life experiences benefit other people in your community and in your church fellowship?

4. What life experiences of other people have helped you?

<p><b>Lesson 5 – Who Are These Adults</b> Seven Characteristics of Adults #3 - #5</p>
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Watch Part 5 video.

1. What are reasons that often cause adults to resist attending Bible class?

2. What can a class offer that will help adults want to attend?

**Lesson 6 – Who Are These Adults**

## Seven Characteristics of Adults #6 - #7

Watch Part 6 video.

1. What are some spiritual things that motivate us to grow, learn, and change?
2. Who should decide the topic or curriculum for a class to study?
3. Tests are really not necessary. Why?

**Lesson 7 – What Are They Learning?**

Watch Part 7 video (*Ignore reference to pages in the book.*)

1. In what ways are people in the past, in Bible times, just like people today?
2. In what ways do God's answers to people in the past still help us today?

3. Observe conversations among people at church. What concerns seem to be most important to them, which may become topics for a Bible study class?

4. What resources could the class use to study each of those topics?

### **Lesson 8 – How to Prepare a Teaching/Learning Session**

Watch Part 8 video.

1. What steps do you need to take to be well prepared to lead a class?

2. As you teach, what are ways you can involve students so they can teach and encourage each other?

**Lesson 9 – Which Procedures Are Most Appropriate for Your Class?**

Watch Part 9 video.

1. For this lesson, you will begin to think about how you could prepare to teach a series of Bible study lesson on a specific topic.
  - a. First choose the target age group for your class. (You may chose more than one, depending on the topic you select.)
    - Young adults
    - Midlife adults
    - Older adults
  - b. Look back at the answers you gave in Lessons 2 & 3 regarding the needs of people in the age group(s) that you chose. Now choose one Bible study topic which could answer one of those needs. (Example: "God's design for marriage.")

Bible study topic: \_\_\_\_\_

2. Identify specific NEEDS your students may have relating to that topic:
  - a. Knowledge: \_\_\_\_\_  
\_\_\_\_\_
  - b. Understanding: \_\_\_\_\_  
\_\_\_\_\_
  - c. Interests: \_\_\_\_\_  
\_\_\_\_\_
  - d. Values: \_\_\_\_\_  
\_\_\_\_\_
  - e. Skills: \_\_\_\_\_
3. Write a specific GOAL which your lessons will have to meet each of those needs:
  - a. Knowledge: \_\_\_\_\_  
\_\_\_\_\_
  - b. Understanding: \_\_\_\_\_  
\_\_\_\_\_
  - c. Interests: \_\_\_\_\_



\_\_\_\_\_

d. Values: \_\_\_\_\_

\_\_\_\_\_

e. Skills: \_\_\_\_\_

\_\_\_\_\_

4. What methods or procedures you could use in class to help students achieve those specific goals?

a. Knowledge: \_\_\_\_\_

\_\_\_\_\_

b. Understanding: : \_\_\_\_\_

\_\_\_\_\_

c. Interests: : \_\_\_\_\_

\_\_\_\_\_

d. Values: : \_\_\_\_\_

\_\_\_\_\_

e. Skills: : \_\_\_\_\_

\_\_\_\_\_

5. A teacher can get students involved in discussion by giving them questions. This lesson described some of the differences between effective questions and poor questions.

a. What are some characteristics of good discussion questions?

b. What kind of questions should you avoid?

4. Write three discussion questions related to the Bible study topic you chose for question #1 in this lesson.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

<b>Lesson 10 – Making The Most of Your Resources</b> Class Resources
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Watch Part 10 video.

1. Refer back to the Bible study topic that you chose for the first question in Lesson 9. Identify specific resources which you could use to teach that topic which match with the student's needs and the course goals.

- a. Book(s) (name specific titles & authors) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. Video(s) (name specific titles) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. Outside guests or individuals attending the class. (You don't need to identify them by name, but describe what experience or knowledge they have which they can bring tot the class.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- d. Specific Bible stories or chapters & verses which give God’s wisdom on the topic you have chosen:

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2. What activities will students do in class to connect with the topic, other students, and the resources that you bring to the class?

**Lesson 11 – Making The Most of Your Resources**

Teacher Resources

Watch Part 11 video.

What can church leaders (pastor, officers, etc.) do to recruit, equip (train), and encourage people to become Bible study leaders?

1. Recruit Bible study leaders\_\_\_\_\_

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2. Equip (train) Bible study leaders\_\_\_\_\_

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3. Encourage Bible study leaders\_\_\_\_\_

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## **Lesson 12 – Gathering Data for Doing Better**

Watch Part 12 video.

1. For the Bible study topic that you chose for Lesson 9, write a quiz or survey (one page or less) which you would give students **ON THE FIRST DAY** of your class, to help you learn what knowledge, experience, values, and needs they have relating to the class topic.

2. For the Bible study topic that you chose for Lesson 9, write a quiz or survey (one page or less) which you would give students ON THE LAST DAY of your class, to help you learn how they benefited from the course, what worked well for the class, and what should be changed or improved.

## **FINAL EXAM – Teaching a Class**

Watch Final video.

This is where you apply what you have learned.

1. Choose a topic for one age group

Young adults

Midlife adults

Older adults

2. Design a course plan for a 6–8 week class. Include in your plan:

a) one goal

b) the lesson plan

c) resources for each class.

3. Describe each student in your class: age, work experience, church experience, and needs.

4. Lead this class in your congregation.

5. Develop an evaluation form for your course. Let your students complete this evaluation form. Collect the forms and turn them in with this final exam.

6. Describe your feelings or emotions about teaching at the beginning of this course and again after completing this course.

7. Write a one-page paper explaining how you have been changed from your experience leading the class.