

# How to Teach Adults Study/Homework Guide

## Introduction

1. Look-at the-six lesson titles:
  1. Who Are These Adults?
  2. What Are They Learning?
  3. How to Prepare a Teaching/Learning Session
  4. Which Procedures Are Most Appropriate?
  5. Making Most of Your Resources
  6. Gathering Data for Doing It Better
2. Discussion Questions:
  - a. What do you expect to learn from this class?
  - b. Read Mark 6:34. How does this verse motivate you to teach?
  - c. Most of the people in your class will be Christians, forgiven the same as you. How does this knowledge change how you will teach your class?

## Chapter 1: Who Are These Adults?

3. Think about what you learned regarding the Young Adults (18-39 age group). How will you decide the topics for the classes you will offer?
4. List five needs of the Mid-Life adults (40-59 age group) that will help you decide the topics for your Bible Study.
5. A young woman (26) becomes pregnant. Explain what factors will affect her life? Also, give five topics that may benefit her and her husband.
6. Now chapter one is finished.
  - a. Why should you think of yourself as both leader and learner?
  - b. A man named Tony, age 35, husband and father of three children, says he does not have enough time for Bible class called, "What the Bible Teaches About Fathers." List three reasons and explain each on why he should come to class.
  - c. You have eight adults in your new Bible class, ages 35 to 49. Write three reasons why they should come to your class called, "What the Bible teaches about Managing Money." Then explain what you know about those people in that age group.
7. List five needs of older adults that a Bible study and shared experiences can help.

## Chapter 2: What Are They Learning?

8. Other ways for collecting ideas are in the book, pages 20-21.
9. Choose one topic people are talking about in your church. Then apply the five skills you learned in chapter 2.
10. Conduct a survey among church members asking what topics will make an interesting Bible study. Then explain the results of survey. List the topics from most to least popular.

## Chapter 3: How to Prepare a Teaching/Learning Session

11. Now, discuss with your mentor the three learning tasks for students. How can change happen?
  - a. Does the student pay attention to God's Word?
  - b. Do they explore their relationship with God, the Bible, their church, each other. Remember, God's Word same-as light shining helping. See meaning and value in fellowship relationship.
  - c. Does the student learn, understand, and know that God wants them to change?
12. Read about the three different models on pages 28-30 in the book. Explain and evaluate each model in an essay paper.

## Chapter 4: "Which Procedures Are Most Appropriate for Your Class?"

13. Read, and discuss with your mentor, pages 36 and 37.
14. See page 59 in your book. Answer questions 4 and 5.

15. Write a goal for each:  
Knowledge:

Understanding:

Interests:

Values:

Skills:

16. Write a paper explaining a teaching/learning procedure to help adults achieve the goals you listed in question number 15.

## Chapter 5: Making The Most of Your Resources

17. On a separate paper, develop a set of eight criteria to evaluate adult curricular resources. Use this criteria for an upcoming Bible Class in your church.

18. Read page 44.

## Chapter 6: Gathering Data for Doing Better

19. Write one page paper on each of the following theological concerns:

- a) synergism;
- b) moralism;
- c) confusing Law and Gospel.



## FINAL EXAM

1. Choose a topic for one age group listed in book.
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.

