

ORIENTATION TO TEACHING



LONE STAR BAPTIST COLLEGE

All Scripture quotations are taken from the
King James Version.

Lone Star Baptist College is committed to providing
tried, trusted, and proven material that will further equip
our college students as they prepare to do the will of God
and to carry out the Great Commission.

The contents of this book are the result of decades of spiritual growth
in life and ministry. It is not our intent to claim originality with any quote or thought
that could not readily be tied to an original source.

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Dear LSBC Student,

We hope that you enjoy this class, “Orientation to Teaching.” Our LSBC faculty has gone to great lengths to provide you with the very best Christian material and education that is available today. Our desire is to help you reach your fullest potential as you do the will of God for your life.

In preparing this material our dedicated faculty members have made sure that each course study is well-balanced, Christ-honoring, Biblically sound, and completely trustworthy. This material has been prepared in such a way that you can use it over and over again in your future ministries.

Our church and college want to provide you with the tools you need to serve the Lord and lead others. We believe that you deserve the very best tools as you endeavor to obey the Lord and train others.

As you take this class always remember we are here to help you, serve you, and lead you. We pray that our Lord will richly bless you through this class.

Sincerely,

Dr. Mike Wells, President

NOTES:



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NOTES:



BASIC REQUIREMENTS FOR TEACHING

NOTES:

I. Must be sure to be _____ into Christian _____

A. Not paid as in a _____ job

B. Hours are _____

II. Teaching is _____

Praying

Planning

Grading

Visits/Conferences

Studying

Decorating

III. Teaching is _____

A. Love _____

B. Love _____

IV. Remember _____ you are teaching

V. What is learning? Learning is _____

VI. What about the learner?

A. Each one is _____

NOTES:

B. Each one is at a different _____

C. Many do well with _____ ideas

VII. What about the _____?

A. Relationship with _____

1. Can't offer students something _____

2. Students can only go as far _____.

B. Relationship with _____

1. Need to have _____

2. Can't let children _____

C. Relationship to the _____

1. _____ are being taught, not the _____

2. _____-centered, not _____-centered

3. Don't be so caught up in the _____ that you forget
your _____

JOYFUL TEACHING

NOTES:

Remember life is full of problems; you will always have friction if you are _____.

To have joy in teaching:

1. You must have _____
2. Must have a _____ for children
3. Remember you are an _____ on the students

INTERPERSONAL RELATIONSHIPS WITH OTHERS

How do you work _____ others?

We should be an _____, not a critic.

1. Pastor/Principal/Administration
 - a. He is the _____ over you
 - b. He will be the one to _____ you for another position or promotion
 - c. He will make decisions that will affect _____

NOTES:

d. Be _____

2. Other _____

a. You can be _____ or _____

b. You will be labeled as a _____

c. You are the student's _____: always stick up
for the other _____

d. Help out _____ teachers: remember you were
there once.

e. Your _____ will make the big difference

NOTES:

3. _____ Staff (secretary, janitor, maintenance, etc.)
 - a. Can be your most helpful _____
 - b. Train students/children to be neat and _____ after themselves
 - c. _____ staff with jobs as you are able
4. Parents
 - a. Working with you is an _____ to their home
 - b. Don't get too _____ with parents
 - i. No _____ names
 - ii. Be professional, but not _____
 - iii. Getting too personal can lead to _____
 - c. Parents don't like to hear it, but they need to know of discipline problems _____.

NOTES:

- d. Always return a ranting parent with a _____

PROFESSIONAL GROWTH

NOTES:

****First** year in any ministry is the most difficult.

1. _____
2. _____ (strive to be _____)
3. _____
 - a. From _____
 - b. From _____
 - c. From _____
 - d. From _____ organized or being _____ - organized
4. Income
 - a. Not _____ money
 - b. Don't _____ the money
 - c. Watch _____ take care of you
5. _____ (don't paint yourself an unrealistic picture of teaching)
6. Recognize when you need _____ and be willing to _____ for assistance.
7. Plan for bad weather (have lessons/activities set aside)
8. Take advantage of _____
 - Seminars

NOTES:

- Training Meetings
- Magazines
- Books
- Internet
- Another teacher's experience

9. _____ tomorrow/next week

DISCIPLINE IN THE CLASSROOM

NOTES:

I Corinthians 14:40, *"Let all things be done decently and in order."*

I Corinthians 14:33, *"For God is not the author of confusion, but of peace..."*

I. Finish the job

- A. Be _____ when you go into the classroom
- B. Have _____ in classroom (_____)
- C. Keep a _____ classroom
 - 1. _____—seeing the problem _____ it happens—discipline is better. Lay down a _____ for them to stay within.
 - 2. _____—punishing for wrongdoing—discipline needs to be _____. Don't make rules you don't intend to _____.
- D. Training a child is a _____
Proverbs 29:15
- E. Be _____
 - 1. No _____
 - 2. Be _____ to all

II. _____ the students

- A. _____ from God
- B. Correction with the rod, when _____ (Proverbs 23:13, 14)
- C. If you don't _____ them, you are _____ them.

NOTES:

- D. Look at the students as in the _____; teach in a sense of _____ and _____.
- E. When you are not _____, you're not _____, and then it becomes _____.
- F. Children shouldn't associate _____ to the teacher's _____.
- G. "Prepare for the _____ and hope for the _____." Dr. Bob Jones Sr.
- H. _____ for rebels
 - 1. _____
 - 2. _____
- I. God has given us _____ of authority and discipline (II Timothy 1:7, "*For God hath not given us the spirit of fear; but of power, and of love, and of a sound mind.*")

III. What Makes Good Discipline

- A. Command respect by your own _____.
- B. Have a _____ atmosphere but not _____; natural
- C. Consistency
- D. Fairness

NOTES:

E. Be _____

1. The proverbial "Eyes in the back of your head"

2. _____ around the room

F. _____

1. Family life

2. Salvation

IV. What Makes Bad Discipline

A. Not being _____ with students

B. _____

C. _____

NOTES:



HOW TO DE-STRESS

NOTES:

Mark 13:30-31, *“And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment. And the second is like, namely this, Thou shalt love thy neighbour as thyself. There is none other commandment greater than these.”*

STRESS

- Affects you _____ and _____
- There is _____ for stress—no getting away from it

I. Take a moment and take _____.

II. Four quick de-stressers:

- _____
- _____
- _____
- _____

III. Stress not only makes you tired; it can be a killer.

- Killer of _____
- Killer of _____
- Killer of _____
- Killer of _____
- Killer of _____

IV. Personality traits and habits that make us stress-prone:

- Being a “_____”
- Being highly critical of _____

NOTES:

- Being highly critical of _____
- Denying yourself _____ and “_____”
- Tending to take on _____

TAKE THE STRESS TEST

Stress Is Everywhere

- Stress that gets to you may or may not be in an _____.
- Stress that sickens or “kills” is _____ and in _____ to outside events.
- Misattribution—example: feeling grumpy with everyone when you are stressed (internal emotion controls outward behavior)
- _____ reaction—any type of physical excitement
- General Adaptation Syndrome
 - _____: your brain alerts your body to gear up for stress; everything is thrown into maximum energy condition.
 - _____: your body continues to operation at this alarm/stepped up phase to cope with the stress.
 - _____: your resources are depleted from staying in the first 2 phases too long and you collapse
- Sympathetic nervous system kicks into gear when the _____ mode hits.
- Parasympathetic nervous system works when you are relaxed, _____; all systems are ready to be used for “normal operation.”
- Our bodies cannot run “supercharged” for long periods of time.
- Drugs are not the answer:
 - they encourage relaxation, but require an increasingly _____ to be effective
 - they tend to have a _____ (you feel worse once it wears off than you did before you took it)
- You can help yourself physically by _____, mentally by _____, and “heart-ly/soul-ly” by _____ alone with God and _____ others.

NOTES:

- A goal of avoiding all stress is _____.
- Avoid _____ stress—particularly that associated with fear and anger—DISstress.
- DISstressful feelings seem to last longer than pleasant ones.
- Positive stress comes and goes with _____; negative stress tends to _____.

What Can You Do?

- First: make sure to _____ you do in your day.
 - _____ alone with Him—both reading His Word (listening to Him) and in prayer (talking to Him).
 - _____ with positive, uplifting Christian music, preaching, teaching, reading, etc.
 - As Mark 12:31 states, spend time _____ others.
- Next: _____ (you have situations in your life that cause both positive and negative stress). List them out.

Stress and Your Body

- When we allow emotional stress to rule, we run our bodies down.
- _____ is a valuable way to help control stress.
- Unless ruled by particular health condition, a balance between the food groups is essential.
- Best way to control over the long term: keep eating what you like, just do $\frac{1}{3}$ to $\frac{1}{4}$ less in serving sizes.
- Our dietary habits have their prices.
- Food pyramid
 - Rice & Alternatives (5-7 Servings a day)—breads, rice, pasta, cereal, grains
 - Fruit & Vegetables (2 servings a day)—fresh or frozen best, low sodium if canned
 - Meat & Alternatives (2-3 servings a day)—meat, fish, poultry, dairy, eggs, cheese
 - Fats, oils, Sugar, & Salt (use in small amounts)

NOTES:

- Select more from the first two categories than the last 2 categories
- The effects of drugs and alcohol go without saying, but...
 - consider the high caffeinated beverages
 - consider the “energy” beverages and foods
 - consider the “pick-me-up” vitamins/supplements
- All can have considerable _____ when they start to wear off or build up in your system.

Give It a Rest

- Allow for enough rest for your body to recoup from the day’s _____ activities.
- Not everyone has to have the same amount of sleep. Sleep cannot be _____ for later.
- Make sure your sleep is restful: clear your heart and mind with _____ just before sleep.

STRESS & YOUR MIND

- “For there is nothing either good or bad but thinking _____...”
- There are real tragedies and catastrophes that each of us have or will have to live through; the key is _____ them.
- We _____ the unlikely and _____ failure.
- Worry
- F-E-A-R is **f**alse **e**vidence **a**ppearing **r**real
- _____ as the victim
- _____ a person or event is often what causes us the most stress.
- A-B-C’s of stressful thinking
 - a. _____—the person or event that upsets us

- b. _____—usually unspoken, but what we believe is true about “A”
- c. _____—dissatisfied state of mind and most likely a decreased performance
- Decide _____ and base your decisions and attitude on that.
- We cannot change the “A,” but we can change the “B” which will in turn change the “C.”

The Secret to Peace of Mind

Philippians 4:8-9, “Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things. Those things, which ye have both learned, and received, and heard, and seen in me, do: ***and the God of peace shall be with you.***”

Philippians 4:6-7, “Be careful for nothing; but in every thing by prayer and supplication with thanksgiving let your requests be made known unto God. And ***the peace of God***, which passeth all understanding, ***shall keep your hearts and minds*** through Christ Jesus.”

Philippians 2:2-8, “Fulfil ye my joy, that ye *be likeminded*, having the same love, being of one accord, of one mind. Let nothing be done through strife or vainglory; but in *lowliness of mind* let each esteem other better than themselves. Look not every man on his own things, but every man also on the things of others. Let *this mind be in you*, which was also in Christ Jesus: Who, being in the form of God, thought it not robbery to be equal with God: But made himself of no reputation, and took upon him the form of a servant, and was made in the likeness of men: And being found in fashion as a man, *he humbled himself*, and *became obedient* unto death, even the death of the cross.”

What I Can Do?

- Acceptance of things, events, people around me—_____.
- Look inwardly for what needs changed rather than expecting _____ to change.
- Follow _____.
- _____ of the right kind of thoughts and attitudes.
- Make a list of your _____

NOTES:

- Make a list of _____
- Keep a _____
- Write down the _____ about your stressors
- Be willing _____ when needed
- _____

One of the Biggest Causes of Stress: Procrastination

Overcoming Procrastination

- Determine _____ of time
- Make a list of _____
- Do the _____ tasks first
- Prioritize (_____, _____, _____)
- _____ yourself
- Set _____
- Work in _____ increments
- _____ yourself
- _____ prepare
- Create the _____
- Allocate minutes for _____ projects
- Use spare moments to make notes about your _____
- _____ with those of your department head/principal/pastor/boss
- Use the _____ approach
- _____ the “fluff”
- _____ or relegate (*demote, transfer*) dislikes
- Regard the unappealing task as _____
- Slip a task you dislike _____ favorite ones
- Find a buddy who’s willing to _____
- _____ yourself
- Develop your powers of _____

NOTES:

- _____ of the consequences
- Keep a _____
- Keep a diary _____
- Relegate _____ to a list
- _____ yourself
- Let a master procrastinator _____
- Let your biorhythms _____ (*you know your quirks, schedules, etc.*)
- Commit to finishing _____ of a project or task
- List how much time _____ will realistically require
- Log the time _____ —this is time you could use to finish a task you've been procrastinating
- Develop a _____
- Remind yourself that you have _____ as anyone else (but you may be wasting more!)
- Learn to manage your own time and _____
- Ask yourself "reality check" questions before you decide _____
- Complete a part of several projects _____
- Tell people you _____ unless it's an emergency
- _____ so you can share the tasks you dislike
- Make difficult assignments _____ when you can
- Turn off _____ for a while
- Learn how to make yourself _____
- Build in _____ or contingency time
- Get a _____
- _____ of perfectionism
- Find an even more odious task that has to be done so the current one _____
- _____ is the "ice" of strife—can cool down conflict
- Determine an objective to be accomplished each _____ and each _____

NOTES:

- If the allotted time has passed and the project is not done, _____
_____ for what remains
 - Make a list of the _____ you procrastinate,
_____ one every week
 - Realize the greatest control you have is on the _____
_____. You have no control over the _____ and lit-
tle control over the _____.
 - If an _____ pulls you away from what
you are doing, ask yourself, "On which of these _____
_____ would my time be better spent?"
- "One of these days..." is none of these days, unless you _____
_____.

MOTIVATING YOUR STUDENTS

NOTES:

From the Classroom Store by Kurtz Bros. @ theclassroomstore.com

Every teacher has seen it — the incredible drive and the resulting accomplishments of a motivated student or child. Motivation, whether the child is self-motivating or whether you are encouraging it, is more than a powerful emotion — it is a _____ and a characteristic that helps _____ students and _____ them to success.

As a teacher, no matter the ministry, you have the privilege of being able to encourage and inspire motivation and to give your students/children the tools they need to hone a motivated mindset intrinsically (basically, fundamentally). Of course, developing good characteristics can be a monumental task that requires _____ from you and your students/children!

These 17 ideas will show you how to motivate students/children in the classroom and beyond by providing you with fun tips and practical methods. While this section is primarily directed to the academic classroom, there are many principles that can be carried over into any ministry dealing with children, and even teens and adults.

I. The Importance of Motivation in Learning

Motivation is pivotal in how well your students perform in and out of the classroom. A student can be academically adept but may have low grades due to a _____. On the other hand, another student may not have the strongest skill set but can grow and excel simply because they keep themselves motivated.

Consider these vital aspects that motivation impacts to drive home how essential it is to a student's education:

- _____
- Socializing
- _____
- Honing skills and talents
- _____ goals
- Finding meaning and purpose in studies and self
- Growing in confidence

_____ can potentially affect all these elements of learning, school interactions and home life, so it's vital to encourage habits that help students stay motivated!

NOTES:

II. 17 Ideas to Motivate Students in the Classroom

Wondering how to motivate students in the classroom? Look no further! These 17 ideas show practical and effective ways to inspire and encourage your students.

A. _____

Having a vibrant classroom is an instant way to motivate your students. The sky is the limit when [decorating your classroom](#) — it can be as easy or elaborate as you want.

You can have anything from seasonal calendars to vivid motivational posters that encourage your students. You may find that your decor brightens up your classroom and also _____. In a biology class, for example, a decorative anatomy set or planetarium also serves as an educational reference tool.

And while you are busy decorating, why not take the time to organize your classroom, too? Decluttering is an excellent way to motivate your students. An _____ is conducive to learning as you eliminate distractions and make it easier for learners to access valuable resources.

B. _____

If and when you can, create the opportunity to _____. Can you take your lesson outside for 30 minutes? Go for it! A simple change of scenery can shift your students' outlook and boost their well-being and mood. That's not even to mention the amazing health benefits of being outside — including [improved focus and alertness](#).

The fun part is finding other ways to change scenery when you can't head outside. You can _____ to create a positive change in the environment that is sure to motivate your learners.

C. _____

The more engaged students are, the more motivated they will feel. An easy way to compel students to engage is to use _____. You can incorporate anything from video lessons to [educational posters](#) and props. Other great ways you can make your lessons more interactive — especially if you don't have teaching aids — include:

- Encouraging _____ by regularly asking questions that stimulate responses and prompt discussions.
- Letting students _____ so they engage one another regarding the coursework.—**CAUTION:** do not allow the students of a group to depend on one or two in the group to complete the assignment. There should be equal

participation. As the teacher, you will need to closely monitor the groups.

- _____ into different segments — giving your students time for listening, brainstorming, sharing opinions and asking and answering questions.

D. _____

There is almost nothing as motivating as hearing that you are recognized, that you are capable, and that you are appreciated. While you may want to give praise around every turn, recognition is most effective _____. It shows students that your praise is not empty — it means something and shows that you notice when they put in the extra effort and that you appreciate it.

E. _____

Help your students visualize their progress by _____. Students don't always realize just how far they have come or just how close they are to achieving their academic goals. But when you track their progress, it gives them a clear visual that is very motivating. Tracking various aspects of a student's progress gives you a more holistic overview of their achievements:

- _____
- _____
- _____
- _____

To add to the value of tracking your students' progress, look for creative ways to _____ and make them accessible to your students.

F. _____

You may be surprised at how effective giving your students a sense of control can be. Students are immediately engaged when they have a degree of decision-making over what happens in the classroom. When you give your students a sense of control they are motivated to participate in their own choices. Allowing your students to have a degree of control also shows them that you trust them to take initiative and trust them with the responsibility of decision-making.

You can give your students choice and a sense of control by:

- Giving them a _____.
- Allow them to vote on _____.
- Letting them choose the _____.
- And letting them _____ on courses and your teaching methods.—Attitude is everything!!

NOTES:

G. _____

Responsibilities go hand in hand with choice and control. Giving your students the freedom to choose is motivating, but so is handling the responsibilities that are part and parcel. But it also goes beyond stewarding their freedom — nothing can stifle motivation quite like being micromanaged!

By assigning duties, your students learn how to manage their own tasks and that helps foster intrinsic motivation. Allocate various activities that your students are responsible for and share those tasks clearly. A few ideas include:

- _____.
- Having a _____.
- _____ for lessons.
- _____.
- Packing up resources and _____.
- Feeding the class pet or keeping the classroom plant alive.

You can also delegate tasks like handing out resources and _____ that gives everyone a turn.

H. Create a _____

Creating a safe classroom environment may be the most beneficial thing you can do for your students' motivation and well-being. When students feel secure in the classroom, it becomes easier to also feel confident and look forward to their day.

Confident students are more motivated and feel that they have the support and security they need to go after their goals and excel in their academics, sports, and other extracurriculars. You can create a safe classroom environment by letting your students know that you will not tolerate criticism or hurtful remarks about fellow students or staff, offering support and encouragement and keeping your classroom free of bullying (this can concern everything from their appearance, grooming, speech, academics, athleticism—or lack thereof).

I. Set _____

Your students will only find motivation to achieve their goals if they can have a crystal-clear understanding of what those are. Students who have trouble getting the _____, managing their time and _____ can all benefit from setting goals. Goal-setting is a positive practice that can drive students to achieve what they set their minds on. And when your students do reach their goals, they enjoy a boost of confidence that further flames their enthusiasm and catapults them to further success.

J. Provide opportunities _____

Offering hands-on learning experiences is an easy way to get students feeling motivated. Hands-on activities help students to _____ — and to stay engaged as they focus on the task at hand. Students also get to see the fruits of the efforts when they work hands-on. Explore different ways to involve students in projects in various subjects.

- Art projects
- Biology and science projects
- Puzzles
- Writing activities
- Add your own educational spin on popular board games

K. Encourage _____

Another simple yet effective way to engage students and build motivation is by promoting teamwork. Group settings give your students space to work collaboratively — a life skill that will serve your students well beyond school. (As a teacher, it is important to remember to make sure the work is being balanced among the members of the team, not just one or two students.)

When students work in a team, they:

- Learn to _____ complex tasks.
- Improve their communication skills.
- Delegate and _____.
- Share their knowledge and ideas.
- Learn new perspectives.
- _____ support and praise in a social setting.

The skills students gain from teamwork keep students motivated as they work toward a common goal.

L. Foster _____

There is something about competing that drives students to do their best — but only when competition is fostered and expressed healthily. Fun, friendly competition can be highly motivating and help students who are unsure of themselves to go for the prize. Always remind your students that the motivation behind competition is to better yourself — never to put others down. By promoting competition in a positive environment, all your students get to develop intrinsic motivation.

M. _____ in your teaching

One of the best ways to motivate your students is to be a role model of motivation. Learning from an enthusiastic teacher who is excited about their subject and loves teaching is one of the most inspiring

NOTES:

experiences a student can have. And enthusiasm can be infectious! Continuously displaying _____ can motivate your students to feel and do the same. (THIS IS ESPECIALLY TRUE ON A BUS ROUTE OR IN A SUNDAY SCHOOL CLASS!!)

N. _____ your students

A simple way to motivate your students effectively is by getting to know them. When you know who your students are, you have a better understanding of how you can _____. For some students, social activities and friendly competition may encourage them. For other students, they need to be hands-on and in control of their way of working to feel motivated. Discovering what works best for your students and your classroom as a whole will make your task to inspire and drive your students easier.

O. Offer _____

Motivate your entire class by offering rewards and incentives! Collective rewards are especially effective. For example, you can tell your class that if everyone hands in their assignments by the due date, the entire class enjoys a free period or if the class works together to clean up, they can choose their next activity. Collective incentives motivate your students to _____ and enjoy the reward together. (Think beyond the quiet seat prizes and reward other achievements in your Sunday School classes.)

P. Offer _____

Anyone would find it challenging to feel motivated if they felt alone and unsupported. Help your students find motivation by offering genuine support in the following ways:

- Offer resources that help students build social skills
- Provide helpful and _____ feedback
- Acknowledge a student's individual needs and address their unique challenges
- Let students know that they are always welcome to come to you for help regarding schoolwork or personal struggles

However, if you do open yourself up to supporting students through personal challenges, be wise in how you handle it. You can offer some guidance, but there are some situations where it's best to acknowledge your student's obstacles, offer encouragement and then refer them to a counselor who is equipped to deal with their circumstances (principal, pastor, youth pastor, etc.).

Q. Set your students up _____

How motivation works is quite interesting — motivation can lead to success and success leads to more motivation. For some students, the path isn't that straightforward though. Various strategies may not work if a student is truly struggling in an area and attempts to motivate them in the face of their challenges may not be fruitful. But if

you can play to the learner's strengths and set them up for success, the motivation to do better in other areas of schoolwork can easily follow.

R. The Benefits of Motivation in the Classroom

Far from being a buzzword — and far from being a trend — motivation is a powerful trait that reaps many benefits in the classroom: Motivation helps your students:

- _____ their behavior and habits into healthy ones.
- _____ their natural talents.
- _____ goals.
- _____ new interests and skills.
- _____ to deal with challenges in their schoolwork.
- Develop important social skills.
- Become _____ in their studies, sports and hobbies.
- Develop other important characteristics like _____.

III. Use _____ to motivate your students

Positive reinforcement is a much more powerful motivational tool than punishment.

A. Why Positive Reinforcement?

1. Many of the students are so accustomed to negative reinforcement that it no longer motivates them to improve.
2. It sets a supportive tone that allows students to see the connection between their efforts and the results.
3. It can move students away from failure and toward the intrinsic motivation necessary for _____.
(*intrinsic*: essential)

B. Using Praise Effectively

Regardless of their age, students like to be recognized for doing well, and they respond positively to sincere praise.

1. Communicate your _____ to your students. Give them confidence to accomplish their goals.
2. Make it clear that you are praising their _____; do not base your praise on

NOTES:

- whether or not you like their personality.
3. While we want to praise any improvements, do not overpraise students for behavior or work that is _____. This can work against you in two ways:
 - a. The student begins to believe they can only accomplish small things.
 - b. The student begins to believe they only have to accomplish small things.
 4. Do not overdo your praise.
 - c. Overly dramatic praise can end up embarrassing a more shy student.
 - d. When you do not react the same for another student, they may feel you are insincere or showing favoritism.
 5. Praise is not just the words you say: expression and tone of voice also show approval or disapproval.
 6. Praise individuals whenever possible, using a variety of phrases.
 7. Follow up oral praise with one of the following, when possible:
 - e. Stickers
 - f. Stamps
 - g. Note to parent
 - h. Text or call to parent
 8. Reach out and praise every student to avoid _____ one over another.
 - a. *This is why we teach to praise improvement, not just accomplishment.*
 - Point out _____
 - Show them their past work and, because of the efforts they made, their new accomplishment
 - Encourage effort—boosts their confidence
 - b. *Be positive with every student at least once a day (sandwich method).*
 9. Be sure to identify _____ when giving praise: knowing exactly what they did well enables and encourages students to repeat and improve on that action.
 10. Learn your students: be aware of those who would prefer to avoid public recognition. (those that want to stay out of the

limelight—yes, they do exist!)

NOTES:

a. Reward Students for _____

Rewarding students for excellent work or appropriate behavior can be satisfying if the result is that the students work for the essential satisfaction of performing the assignment rather than work for just a reward.

1. Homework “passes” should be used sparingly.
2. Stickers, stamps, labels
3. Written notes/cards
4. Trinkets/prizes
5. Certificates
6. Sources:
 - a. Oriental Trading
 - b. Dollar Tree & other dollar stores
 - c. Thrift stores
 - d. Dyetub.com
 - e. Teach-nology.com
 - f. Certificatemaker.com
 - g. theclassroomstore
7. Of course, some of the best rewards are free
 - a. Educational computer game/app
 - b. Team captain
 - c. Time to work on a puzzle
 - d. Bookmarks
 - e. Extra credit points
 - f. Walk for entire class
 - g. Bulletin board featuring their work
 - h. Name displayed on a “wall of fame”
 - i. Work displayed
 - j. Watch a film
 - k. Extra library time
 - l. Time to do homework for another class
 - m. Class honor roll
 - n. Student of the Week
 - o. Paper airplane contest
 - p. Extra time to complete an assignment

NOTES:

- q. Time for independent reading
- r. Encouraging notes on their work
- s. Free pass to a school sporting event
- t. Photograph in a class newsletter

BACK TO THE BASICS

NOTES:

_____ is so vital to being prepared to do your best. No matter the area of ministry, or class setting, you will be serving in, it is imperative to have a plan.

Prepare “_____”

1. _____—*Matthew 26:36-46—Jesus went and prayed to prepare for the cross*
2. _____ (scope/sequence)
3. _____
4. _____
 - Luke 3:21-23
 - Luke 4:1-13
 - Luke 4:14-15
 - Luke 4:16

The teacher _____ of the class, service, or schedule.

The _____, _____,
and _____ is directly influenced by the
teacher’s ability to keep a schedule/plan.

NOTES:

