



## THE ART OF TEACHING

### Why Learn and Teach?

May 24, 2025

#### 1 PREPARING

##### A. THE SOURCE

**John 14:26 (NLT)** • “But when the Father sends the Advocate as my representative—that is, the Holy Spirit—he will teach you everything and will remind you of everything I have told you.”

**James 3:1 (NLT)** • “Dear brothers and sisters, not many of you should become teachers in the church, for we who teach will be judged more strictly.”

**Psalms 27:11; Psalm 50:6; Psalm 90:12; Psalm 143:10; Proverbs 6:23; Matthew 5:1; Luke 11:1; Acts 2:42; 1 Timothy 4:11-13**

**Pastoral Ministry, p. 194** • “Although the language of Christ was simple, the most educated were charmed with His manner of teaching, and the uneducated were always profited by His discourses.”

(See additional passages in student material.)

##### B. WHAT'S TO BE SAID ABOUT “THE ART OF TEACHING”?

From the moment we are born, we begin to learn. At each step of our development to

adulthood, there are new skills to learn and new things to know and understand. As such, learning is linked closely with growth. And so it remains throughout our lives. There is always more to learn as we mature and then age. And much of our learning comes from other people: parents, teachers, friends, mentors, work associates, and the people who create the things we read, listen to, and watch.

But with learning also comes the opportunity to teach. We can share our skills and knowledge with others as an act of service. For some, it can also become a profession in schools, colleges, workplaces, and many other settings. The curious thing is that by teaching—helping someone else learn—we can also learn more deeply and thoroughly. The same is true when we share our knowledge and love for God with others; we are teaching and learning at the same time. There is so much to learn about life, God, our world, and other people. Teachers have the privilege and challenge to share and create learning opportunities and to continue to learn as they do that.

##### C. WHERE WE'RE GOING WITH “THE ART OF TEACHING”

As a result of this lesson we would like the students to be able to:

1. Appreciate the value of learning.
2. Understand the role of a teacher.
3. Be alert for opportunities to teach and encourage others.

## D. MATERIALS NEEDED

**Beginning** • (Activity A) white/chalkboard, markers/chalk; (Activity B) white/chalkboard, markers/chalk.

**Connecting** • Bibles, student lessons, paper, pens or pencils, white/chalkboard, markers/chalk.

**Applying** • White/chalkboard, markers/chalk.

## 2 BRIDGING

---

### A. WHERE WE'VE BEEN BEFORE

**Allow 10 minutes as students are arriving to:**

1. Share anything that was meaningful to them in this lesson.
2. Engage in a discussion about the topic of the lesson in connection to the belief highlighted this week.
3. Say the Bible memory text either individually or in a group.

### B. OTHER SABBATH SCHOOL COMPONENTS

- >> Song service
- >> Mission emphasis (find a link for Adventist *Mission* for youth and adults at [www.realtimefaith.net](http://www.realtimefaith.net))
- >> Service project reports

## 3 BEGINNING

---

**NOTE TO TEACHER:** Put together your own program with options from the categories below—Beginning, Connecting, Applying, and Closing. Please keep in mind, however, that the students need to have an opportunity to be interactive (participate actively *and* with one another) and to study from the Word.

## A. BEGINNING ACTIVITY

**Get ready** • We all have or have had favorite teachers. A favorite teacher can have a profound effect on our lives—and we remember these for the rest of our lives. But on the other side of the coin, we all have had teachers with whom we did not connect. But what makes the difference can sometimes be difficult to describe.

**Get set** • Have a brief description of your own favorite teacher from school days ready to share. Try to maintain a positive environment, looking for descriptions of good teachers, not teachers the students do not like.

**Go** • Explain to students that we all have favorite teachers—and those we don't like so much—and ask them how they would describe the best teachers. Make a list of students' suggestions on the board. Discuss the differences in opinion and ask whether it is possible for any one person to match all these descriptions.

**Debriefing • Ask: What makes us like and appreciate certain teachers? How can a teacher make it easier to learn?** (Create an environment for learning, demonstrate a love for learning themselves, care about their students, maintain discipline to allow space to learn.)  
**How can we make it easier for a teacher to teach?** (Being willing to learn, behaving appropriately, keeping classroom space tidy, helping other students learn.)

## B. BEGINNING ACTIVITY

**Get ready** • Teaching happens in many aspects of life. Almost everywhere there are new skills to be learned, there are teachers in some form or another. But often when we think of “teachers,” we think only of the formal classroom setting. We will have a greater appreciation of the role of teachers when we recognize the wider impact of teaching.

**Get set** • Have some examples ready to spark

broad thinking. Have a white/chalkboard available to record students' suggestions.

**Go •** Ask where teaching happens other than school. List as many answers as possible, giving the breadth of teaching. If suggestions start to slow, suggest that students think of the variety of situations in which they have learned new skills or acquired knowledge.

**Debriefing • Ask:** Can you think of an occasion when you learned something without realizing you were being taught? (personal responses) **Why are formal learning situations, such as school, important?** (Everyone has the opportunity to be taught the same things. The discipline of learning can teach us how to learn better in other settings. There is opportunity to measure learning.) **Why are informal learning situations also significant?** (Some things cannot be taught in theory; they need to be practiced. We all learn in different ways. We all have different areas of interest and ability.)

#### C. BEGINNING ILLUSTRATION

**In your own words, tell the following story:**

Teachers tend to be those people who have never left school. After completing school themselves, they spend a few years in college and then return to school. But there is a growing recognition of the potential for committed teachers to have an impact upon their students and through them on the wider world. There is nobility in challenging young minds, a privilege that comes with the role of teacher.

**Debriefing • Ask:** What can we learn from good teachers? (They often challenge us to stretch our minds beyond the expectations of society in some way—to think, to create, and to live.)

## 4 CONNECTING

### A. CONNECTING TO THE KINGDOM

**Say:** Imagine being in class with God as teacher. It's not quite as strange as it might sound. One of the recurring themes in the Bible is the idea of learning from God and asking Him to teach us. But what does that mean? And how does God teach us?

Depending on the size of your class, divide the following verses among individual students, pairs, or other small groups: **Psalm 27:11; Psalm 50:6; Psalm 90:12; Psalm 143:10; Proverbs 6:23; Matthew 5:1; Luke 11:1; Acts 2:42; 1 Timothy 4:11-13.**

Ask the individuals/groups to spend time considering the following questions:

1. What does this verse tell us about learning from God?
2. Look at the wider context of these verses. What does the context tell us about God's teaching?
3. How can we learn from and about God?

Ask students/groups to read their verses to the class and share their answers to the questions. Emphasize the lifelong need to learn (consider the prayers of David, an experienced follower of God). Note the progression from being taught to teaching others.

### B. CONNECTING TO THE LESSON ILLUSTRATION

**Ask someone to read or tell the story from Sabbath's section of the student lesson.**

Invite a teacher to talk with the class. You may even wish to invite a second teacher to provide yet another perspective. Be aware of sensitivities, particularly with a local schoolteacher who may have students in the Sabbath School class. It may be best to invite a teacher who teaches at a different level or school than that of the class members. Give them a list of the

questions asking them to think through their responses. Ask them to be positive but also honest. Have them share their answers with the class, either as a short presentation or perhaps in an interview format. Perhaps they could also share something of their experiences as a student. If the teachers are willing, allow students an opportunity to ask them questions about what it is like to be on the other side of the teacher/student relationship.

### C. CONNECTING TO LIFE

#### Pose the following scenario:

We all have the opportunity to teach. While only a few of us will choose a profession in which we would be called a teacher, yet in so many aspects of our lives we are teachers, whether by direct instruction, by example, or in other ways by our influence. When we have a skill or some kind of knowledge, we have the raw materials to be a teacher of some kind. Teaching is a good way to connect with other people, to have a positive influence in their life, and to challenge our own understanding and abilities.

Have students form pairs and ask each other the following questions (write the questions on the board for students to reference while interviewing each other). Suggest they treat this as an interview, in which one is convincing the other of their suitability for teaching Sabbath School, Pathfinders, or giving a Bible study:

- » What skills, abilities, or knowledge might you have that you could teach Sabbath School/Pathfinders/give a Bible study?
- » Whom might you be able to teach?
- » What experience have you had teaching?
- » How would you go about teaching?
- » What could you learn to make that teaching better?
- » How could you make the learning practical, meaningful, and interesting?
- » How could that Bible lesson be beneficial to others?

Once one partner has been interviewed,

reverse the roles. If time permits, you may ask a volunteer pair to role-play their interview in front of the larger group. Encourage students to recognize the real opportunities they may have to influence others through teaching and, where possible, prompt students to begin to make this happen even as teens.

## 5 APPLYING

### A. APPLICATION ACTIVITY

Designate this day “Teacher Appreciation Day” and spend some time brainstorming ideas for showing appreciation to teachers of all kinds. Write ideas on the board. Encourage students to be creative and suggest practical, simple, everyday ideas as well as the extravagant and more unusual.

Explain how good it is to express gratitude and show our appreciation for people who do things for us. Distribute paper and pens/pencils and ask students to write a brief note of appreciation to a teacher—whether professional or otherwise—who has encouraged them in some way or whom they admire. Tell students they do not need to deliver the note if they choose not to, but that even taking the time to write down their appreciation is worthwhile.

Allow students a few minutes to write their note. Respect students’ privacy but encourage some progress. Students can write anonymously if they wish. Offer to deliver the notes if they wish, but—again—respect students’ unwillingness to be overtly expressive. Remind students that teachers are also real people, who appreciate encouragement.

**Debriefing • Ask: Why is it important to express gratitude?** (We know how good it feels to be thanked and appreciated.) **Why is an undelivered expression of appreciation worthwhile?** (It can change how we feel about another person, and that will affect how we treat them.)

## B. APPLICATION QUESTIONS

1. In what ways is God like a teacher?
2. How significant is it that Jesus was often referred to as “teacher”?
3. How might a person be able to learn from someone who is younger than they are or less knowledgeable or experienced?
4. Is teaching just about having all the answers, or is it possible to teach by example—by good conduct, politeness, kind words and actions?
5. Having already had many teachers in your life, what do you consider the most important attribute of a good teacher?
6. Would you consider becoming a teacher as a profession? Why or why not?
7. How might you be a teacher in other ways?

## 6 CLOSING

---

### SUMMARY

#### **In your own words, conclude with the following ideas:**

Life is about learning. We learn from the moment we are born until we die. Through all that process there are many people who play a role in helping us learn and grow. Whether professional teachers or not, these people play an important part in our becoming what we are and will be. Teaching can be a difficult job at times, one requiring more than just knowledge. We should be grateful to the many teachers we have in our lives. And we should also be aware of the opportunities we have to teach, encourage, and influence others. Jesus was the master teacher. His care for His students was so great that He died for them—and us. And in so doing He taught us the greatest lesson in servanthood—and teaching.





## STUDENT LESSON

### THE ART OF TEACHING Why Learn and Teach?

May 24, 2025

#### Sabbath FOR STUDY

- » **Memory Text:** “And you shall teach them the statutes and the laws, and show them the way in which they must walk and the work they must do” (Exodus 18:20, NKJV).
- » **Our Beliefs, no. 5, The Holy Spirit:** “Sent by the Father and the Son to be always with His children, He [the Holy Spirit] extends spiritual gifts to the church, empowers it to bear witness to Christ, and in harmony with the Scriptures leads it into all truth.”
- » Ellen G. White, *Thoughts From the Mount of Blessing*, pp. 98-100

#### WHY LEARN AND TEACH?

Mrs. Harrison was a Christian teacher. Everyone could tell she was different. She was loving and caring toward all her students. She was devoted to helping them grow and develop academically, physically, spiritually, and socially. She wasn't afraid to step in and defuse tempers or put her arm around a child who needed a hug. She would really listen to her students and would do what she could to help solve whatever problems they brought to her. She orchestrated recess to include all children so none were left out, and she made sure no child was bullied. She organized tutoring to help students who were struggling with reading or math so they wouldn't fall behind. And, most important, one

day she prayed with me. She taught me that I wasn't alone—that the Holy Spirit would help me. She showed what loving, Christlike service is all about.

Mr. Scott opened the doors to learning through nature. He showed us the connection between creation and a loving God. By having us explore, investigate, and test, He expanded our world to include an awesome universe. Many of us left behind fear and uncertainty for adventures in learning about nature, how things work, and how we fit into God's world. He took us on nature walks and taught us to be silent, patient, and watchful. To find and observe the animals in their habitats. It is an amazing thing to wait quietly, patiently, and have an animal come up and eat out of your hand. He showed, by example, how to care for our environment and for the creatures around us. In every lesson he told us about a loving God who created all—for us!

Mrs. Smith would look beyond students' shyness and help them to feel confident and unafraid of the future. She spoke caring, encouraging words, and explained that everything would be OK as long as they trusted in God. She helped them focus on what was important—their relationship with God. And today her students are successful and have a strong faith in God and in their future.

The person that impacted my life the most was Mrs. Cardy. She loved Jesus! Her life was a reflection of God. She was patient, kind, and caring. And when she prayed, it was as though God was sitting right there. She was delighted to study the Bible with me. She encouraged me

and step by step helped me to build a lifetime relationship with Jesus.

Godly teachers that help us seek God's kingdom are critical to our spiritual growth. They help us to grow in the classroom, and if we pay attention, we'll take what we learn out of the classroom and realize that learning takes place anywhere and everywhere.

—Kathleen D. Sowards

## Sunday RESPONDING

- » Read Titus 2:7.
- » A classmate has just received a bad grade for a class test. They are quite angry and complaining that the teacher didn't grade fairly.
- » You are in the same class and know that your classmate is often disruptive in class, does little work, and didn't study for the test. You know the teacher cares and grades carefully.
- » How do you respond when your classmate talks negatively about the teacher?

## Monday BIBLE ANSWERS ON THE HOLY SPIRIT

- » John 14:26; John 16:7-13; 1 Corinthians 12:7-11.
- » Jesus sent the Holy Spirit to help us, to guide us in the truth, and to reveal to us our life's work. He gives to each person individual gifts that they are to use to serve God. Each person's gifts are different from another's. The Holy Spirit will guide and lead each of us through our studies, our activities, our teachers, and our parents to help us identify our strengths and weaknesses. Learning to depend on God and using the education we receive, we will be able to minister and share God's message of love.

- » How do you see the Holy Spirit working in your life?

---

---

- » What kind of activities are you involved in that help you have a closer walk with God?

---

---

- » Using the words in the word bank, fill in the blanks. Think about how each gift helps you to grow in your relationship with God and how you can use it to help others learn about Him. Texts are from the New King James Version.

add	all	brotherly
godliness	kindness	knowledge
diligence	love	faith
self-control	perseverance	virtue

"But also for this very reason, giving \_\_\_\_\_, \_\_\_\_\_ to your \_\_\_\_\_, \_\_\_\_\_ to virtue \_\_\_\_\_, to knowledge \_\_\_\_\_, to self-control \_\_\_\_\_, to perseverance \_\_\_\_\_, to godliness \_\_\_\_\_, and to brotherly kindness \_\_\_\_\_" (2 Peter 1:5-7).

## Tuesday REFLECTING

- » Read Read Proverbs 4:7.
- » Every day, in school and out, we are confronted by new information—Bible, math and science, history and politics, and English. We need to memorize texts, formulas, rules, and dates. Perhaps there are times you wonder if it is all necessary. Will you ever use all this material you are learning? Is it important?
- » As you get older, you will find that all the information you are gathering builds on itself. What you learned in first grade built on the material learned in kindergarten, and what



you are learning this year built on what you learned last year. The things you learn next year will build on this year, and so forth—every day of your life.

- » Learning and gaining knowledge happens in a classroom and in daily living. Teachers are real people with real lives. Most teachers enjoy interacting with young people, encouraging them to learn and to become the best they can be. Teaching is about helping learners to think critically, distinguish between right and wrong, and grow know for themselves what God says. It is about learning to trust and depend on God.
- » Education isn't just about school and learning. Education is a lifetime process of development that involves our whole being: (1) mental—being able to think critically and distinguishing right from wrong, truth from error; (2) physical—all components that lead to good health and well-being; (3) social—building and nurturing positive relationships and working together to reach common goals; and (4) spiritual—growing in the knowledge of God, His love, and our responsibility to those around us.
- » "It [education] is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come" (Ellen G. White, *Education*, p. 13).

### Wednesday

#### BIBLE INSIGHTS

- » Find and match the text to the correct verse. All verses are from the New King James Version.

Proverbs 9:10	John 14:26
Proverbs 3:13	1 Corinthians 13:2
Romans 5:5	2 Corinthians 4:6

1. "He will teach you all things." \_\_\_\_\_
2. "But have not love, I am nothing." \_\_\_\_\_
3. "Who finds wisdom, and . . . gains understanding." \_\_\_\_\_
4. "Beginning of wisdom, and the knowledge of the Holy One . . ." \_\_\_\_\_
5. "The love of God has been poured out in our hearts by the Holy Spirit." \_\_\_\_\_
6. "Light of the knowledge of the glory of God . . ." \_\_\_\_\_

### Thursday

#### CONNECTING

- » Read Isaiah 11:2.
- » Review the memory text.
- » Learning is life.
- » We learn by studying, hard work, events around us, and often we gain life lessons through experience. God has not left us to learn on our own. He has given us the Scriptures to help us navigate this life. "Your word is a lamp to my feet and a light to my path" (Psalm 119:105, NKJV). And the Holy Spirit is to lead us to all truth and assist us in our work. "However, when He, the Spirit of truth, has come, He will guide you into all truth" (John 16:13, NKJV).
- » Most fulfillment and joy comes from being able to share their our skills or knowledge with others. That might mean helping a friend who is struggling with their math homework, taking time to help a younger brother or sister master a new skill, volunteering at church or in your community, and telling someone else about God. or even planning on becoming a full-time school-teacher. Whatever our stage in life, not only can we begin to share the skills and knowledge we gained in school, but we can also share what we learned about Jesus, Creation, God's love, Jesus' sacrifice for our



salvation, and His soon return.

- » “Whether we recognize it or not, we are stewards, supplied from God with talents and facilities, and placed in the world to do a work appointed by Him” (Ellen G. White, *Education*, p. 137).

Friday  
APPLYING

- » Ephesians 4:11, 12.
- » Getting and giving, learning and teaching, helps us to grow. God has given us our spiritual gifts to build up the body of Christ. Serving God and others is twofold: when we serve others, it helps them to grow and in serving we grow. Think of different ways to teach share your spiritual gifts. Galatians 5:22, 23 gives us practical examples of “the fruit of the Spirit” (NKJV). In the following examples, list how the activity serves and what you think the spiritual lesson is.

For example: <i>Helping someone to ride a bike</i>	Service: <i>Helping them get on the bike, find their balance, and pedal</i>	Spiritual Lesson: <i>Read the Bible, pray, daily devotions—never give up</i>
Helping your little brother learn to play ball		
Helping a grandparent learn how to use a computer		
Helping a tourist learn some of the history of your town		
Helping a 5-year-old learn to write their name		
Telling your junior Sabbath School class about the solar system		
Baking cookies using a new recipe with a friend		
Teaching a class about plants in your local area		
Telling a friend how much God loves each of us		

