

TIPS FOR LEADING



Leader Lesson Preparation

1. Do your own homework thoroughly.
2. List your lesson assignments by day.
3. Determine the goal of the lesson based on the lesson assignments.
4. Determine the main points of the lesson that will help you achieve the goal of the lesson – be objective in your evaluation. What spoke to you in the lesson may not be the focus or goal of the lesson.
5. Cover the main scripture of the lesson in a logical order – best order is verse sequence for a chapter or chapter sequence if an Overview lesson.
6. Pull in any word studies or cross-references that will give additional insight to understand the verses being addressed.
 - Example – Lesson 6 covering I Corinthians 5:1-5–
 - a. Cover verses 1-5 asking 5 Ws & H questions – What is the problem addressed in this passage?
 - b. Pull in word study on immorality – What did you see from your word study?
 - c. Cover the cross-references that give more understanding of immorality from OT – What did you learn from your cross-references?
7. Lead the group using the format of asking questions to bring the truth forth in the discussion.
8. After review, begin with broad questions.
9. Pre-determine what you want to come forth from the broad question. Will the question you ask elicit the answers you want?
10. There may be questions in the lesson that you can use in the discussion.
11. No need to bring in any additional material not in the lesson into the discussion. Focus on the students' homework and give them an opportunity to discuss what they have seen. This validates their study time.
12. Consider the time to spend on each section of the lesson. If you spend 20 minutes on a cross-reference your students briefly read to support a main point, you will not have the needed time to let them share what they learned from other parts of the lesson.
13. Bring in application questions at the appropriate place. You may have some planned application questions but also you may ask application questions as God leads. Use 5 Ws & H questions for application too, so that you get more than a yes/no answer.
14. Move through your scripture and think about how you will transition to the next segment of the chapter or move from chapter to chapter, depending upon the lesson. Keep it simple.
Example – Let's look at verses 6-11 or moving to chapter 2, what is the main event?
15. Develop a visual aid which will cover the goal and main points of the lesson. What do you want your students to remember when they leave class? This should be what is on your visual aid. Keep the visual aid simple. Less is better.
16. Check the leader guide – it will give you a logical order to cover the material and will sometimes give questions you can ask. It will also give you a visual aid.

Leader Lesson Presentation

As a leader, you are looking for participation from all your students. Let them know this. You are looking forward to their participation. You are all learning together. But you also don't want anyone dominating. You want them to have respect for one another.

1. Stay with lesson. Do not add outside study. Only discuss what students studied.
2. Begin with a review – obvious questions with obvious answers. Keep this part of the discussion brief. Just enough to put you in context from the last lesson.
3. Ask broad, open-ended 5 Ws & H questions, questions that cannot be simply answered with *yes* or *no*.
4. Don't get too complicated in your questions, ask clear and simple ones.
5. Your task is to ask questions that enable the student to see the logical connections that are in the text, and that lead to application.
6. You can use questions from the lesson. The students are already familiar with them.
7. Silence is OK – it means they're thinking. You don't have to fill the silence with your voice. If the silence lasts too long rephrase the question.
8. Don't lecture. Don't talk more than the people in your group do.
9. Listen to the input from the class. Your next question may be based on what you receive from your students. If you don't receive what you need from the broad question, you may need to ask a question to clarify some point or ask for additional input before you proceed to your next point.
10. Don't spend the time trying to make them see what you saw. Ask questions cover the main points and let them share their discoveries and conclusions.
11. If you use a visual aid, keep it simple; it should never distract from the discussion.
12. Don't verbalize that a student has given you a wrong answer. Help them get to the right answer.
13. Don't call on someone unless they've indicated they want to speak.
14. Don't follow a student down a rabbit trail and don't lead your students down one.
15. Think about how you will bring your discussion to a conclusion.
16. Be completely dependent upon the Holy Spirit.

Questions to Ask Yourself after the Discussion

Did I:

1. Begin with short answer review questions?
2. Ask broad questions that allowed the students to discuss?
3. Cover the main points of the lesson (the lesson's focus, not what I wanted to focus on)?
4. Bring in cross-references and word studies where relevant?
5. Bring in application throughout the discussion?
6. Have a simple visual aid that covered the main points?
7. Direct the discussion time in such a way that time spent on a point was generally equivalent to the percentage of time spent on that subject in the lesson?
8. Lecture?
9. Allow rabbit trails?
10. Lead them on a rabbit trail?
11. Bring in material that was not in the lesson?
12. Spend longer than necessary on one part of the lesson because it was my favorite?