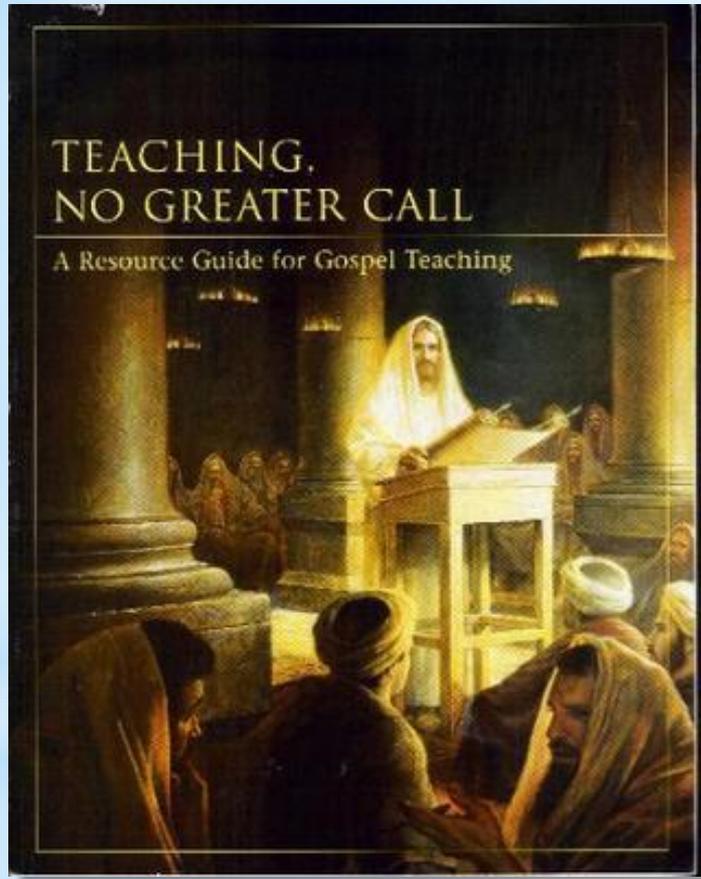


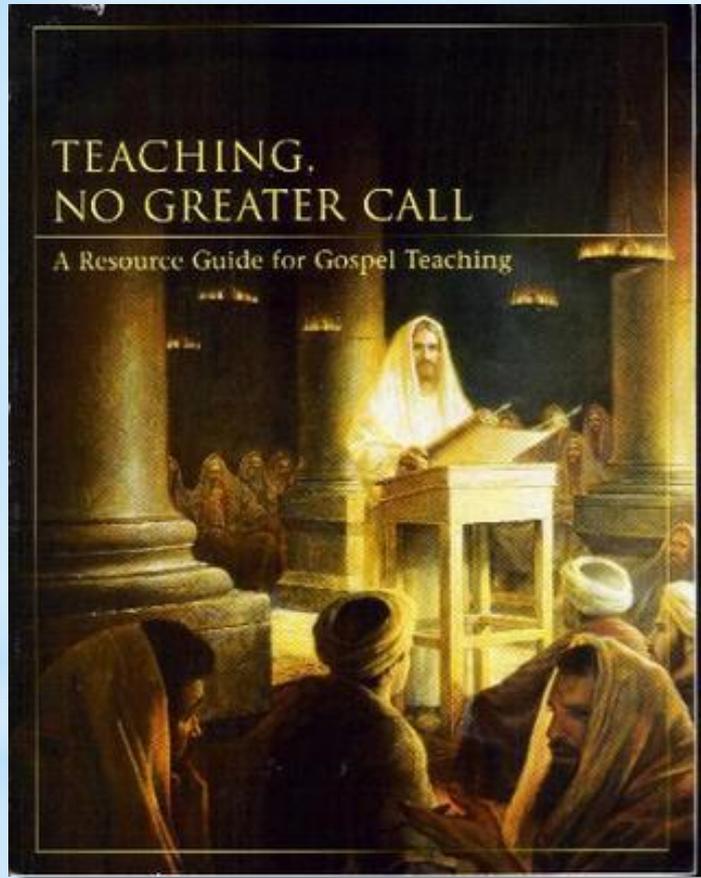
Teaching, No Greater Call: A Resource Guide for Gospel Teaching

Teaching the Gospel Course



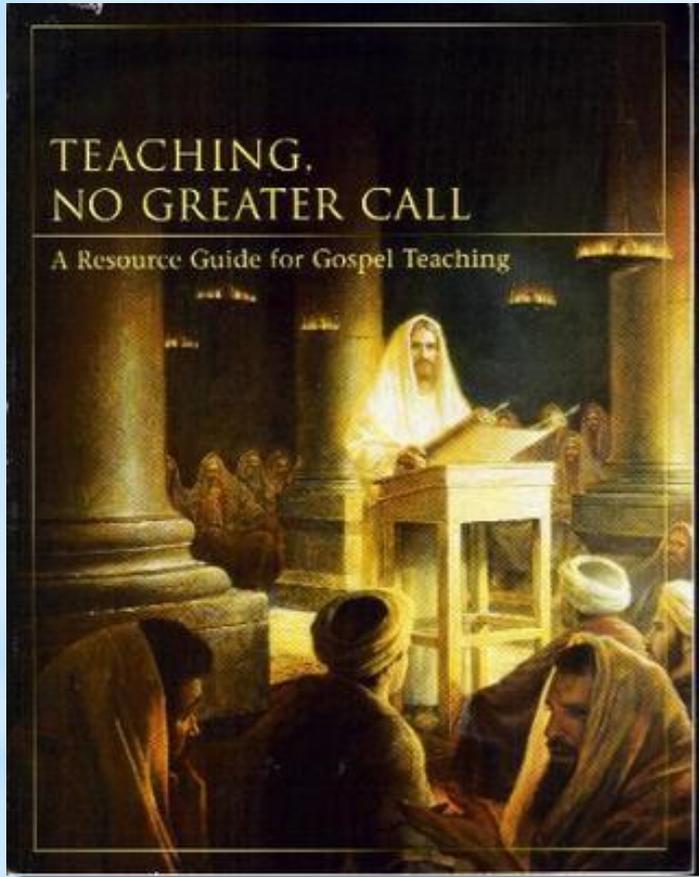
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Lesson 7: Create a Learning Atmosphere: Part 2

Teaching the Gospel Course

Purpose

To help you apply the principles you learned in lesson 6.

***OUR OPENING PRAYER
WILL BE GIVEN BY**



(Enter Name Here)

Our success in influencing others depends on our humility and love.



In lesson 2 we discussed the importance of loving those we teach.



This principle should govern all we do as we try to create a learning atmosphere, especially as we work individually with class members.

Let's read Doctrine and Covenants 12:8.

8 And no one can assist in this work except he shall be humble and full of love, having faith, hope, and charity, being temperate in all things, whatsoever shall be entrusted to his care.

Why are humility
and love
important in
influencing others
for good?



**Don't
FORGET!**



As we talk about how to prevent distractions and solve discipline problems, you should keep in mind the importance of this principle.

Listen to the following Statement by
President Howard W. Hunter in the
October 1989 General Conference.



* Click above to start video

[Text](#)

* [Click here if video doesn't start](#)

**We can help others understand
and fulfill their responsibility to
contribute to a learning
atmosphere.**

Let's listen to the first part of the video we saw in Lesson 6, about a Primary President's problem with reverence in the Primary Opening Exercises and a young boy named Tommy.



* Click above to start video

[Text](#)

* [Click here if video doesn't start](#)

What can this
Primary President
do about this
reverence
problem?



Let's listen to the rest of the video we saw in Lesson 6, to see what she did to solve this problem.



* Click above to start video

[Text](#)

* [Click here if video doesn't start](#)



What is effective
about this solution?

What cautions
should be taken in
using this solution?





What is effective
about this solution?

What other
possible solutions
can you think of?





Can you think of any other problems you may have in a class?

What are some ideas we can use to solve this problem.



Explain that in preventing distractions and solving discipline problems, it is often necessary to work with class members one by one.

However, we can also teach class members of their responsibilities while they are assembled together.

One good way to do this is to begin by sharing our feelings about our callings and our responsibilities as teachers.

Then we can outline class members' responsibilities, teaching about the three elements of a learning atmosphere that were discussed in last week's lesson (see page 214).

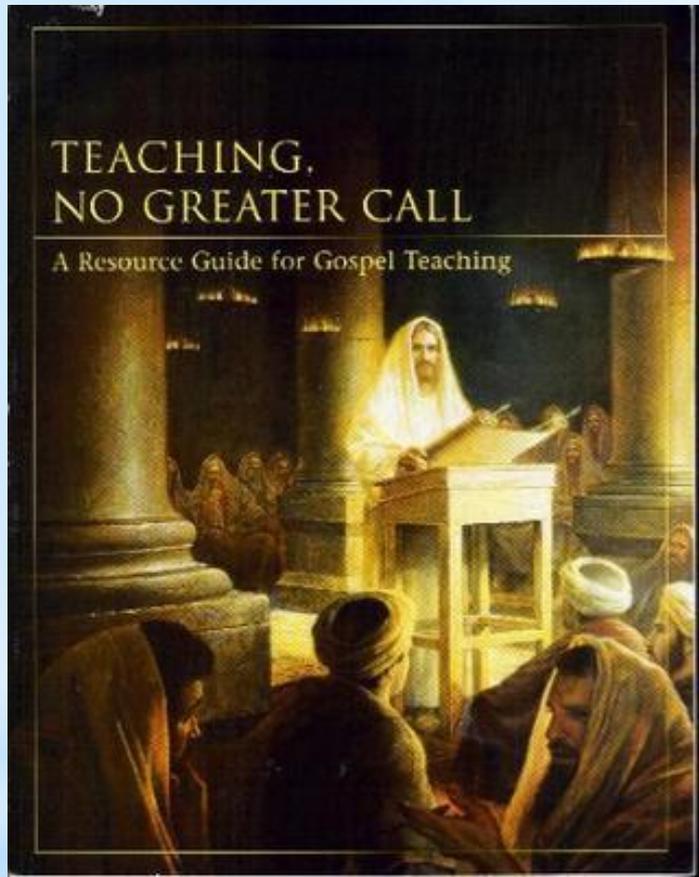
1. Everyone Contributes.
2. There is a bond of friendship in the gospel that unites all who are present.
3. Each individual is attentive and ready to focus on the contributions of others.

These three elements are taught in Doctrine and Covenants 88:122-23, 125. Let's read it.

Finally, we can emphasize that we need their help because a class can be successful only when the teacher and the learners work together.

Finally, we can emphasize that we need their help because a class can be successful only when the teacher and the learners work together.

Let's listen to an example of such a presentation.



(Page 78)

* A teacher who had been called to teach the seven- and eight-year-olds in Primary conducted such a discussion the first time she met with the class. “My dear friends,” she said that Sunday morning, “the bishop has called me to be your teacher.”

*He laid his hands on my head and blessed me that I will be able to understand you, love you, and teach you true things. This makes me so happy. In our class I will try to prepare lessons that are interesting and true. I will be sure to give you many opportunities to ask and answer questions, to sing, to listen to stories, and to tell me things that you know are true.”

*The teacher continued: “Before we were born, all of us lived with our Heavenly Father. We are His children, and so we are brothers and sisters. In our class we want to help each other learn so that we can return to live with Heavenly Father again. What are some things that each of us can do to help others in the class learn the important things we will be talking about? Let’s each think of something we can do.”

*The teacher listed the class members' ideas on the chalkboard. The list included such things as treating each other kindly, participating in the lessons, sharing experiences and testimonies, listening, and trying hard to understand the gospel principles.

*Then the teacher asked, “Can you think of anything that would interfere with our learning?” She made another list on the chalkboard. This list included such things as making fun of someone and talking while someone else is talking.

- * From these two lists the teacher and class members made a few class rules describing what they should expect from one another.
- * This was not the only time the teacher talked about these principles. She discussed them privately with class members from time to time and, as needed, with the class as a whole.

*As you prepare to teach, consider how you can adapt this teacher's approach or use other ideas to help others contribute to a learning environment. If you are observant and prayerful, you will find many opportunities to teach that learning occurs best when we (1) edify each other through our participation, (2) love and help each other and (3) desire to search for truth together.

Imagine for a
moment that I have
my hand held out
and I have books
stacked on it.

Imagine for a moment that I have my hand held out and I have books stacked on it.



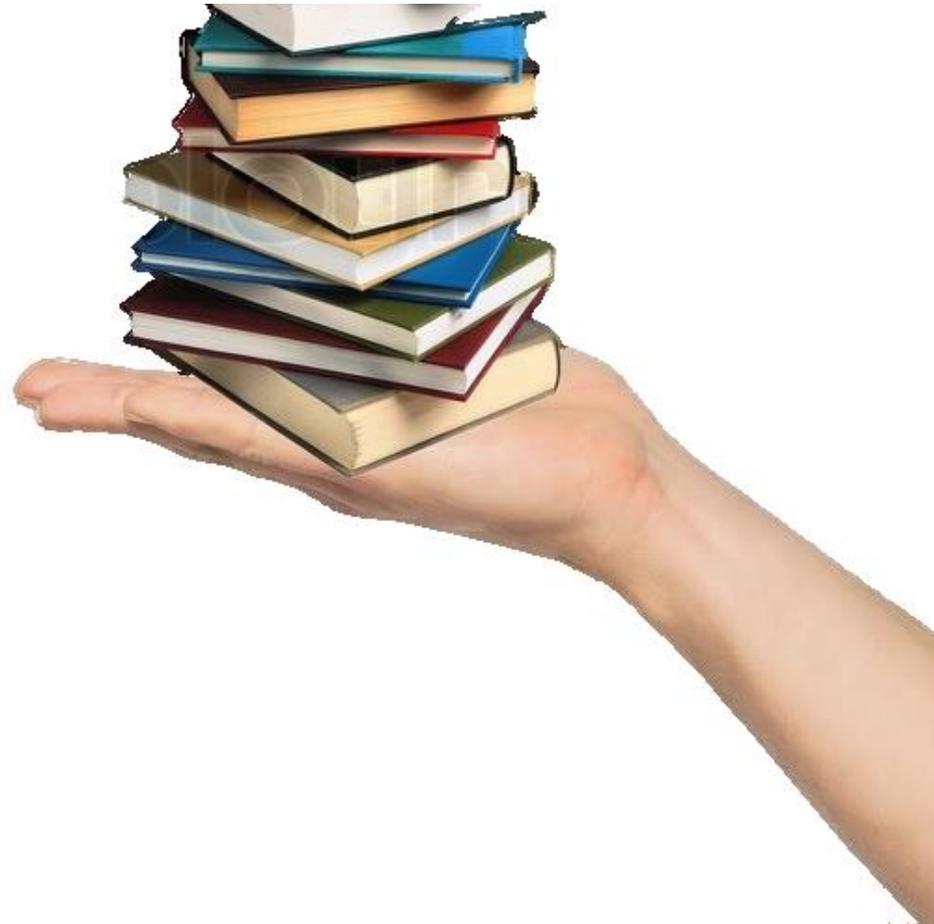
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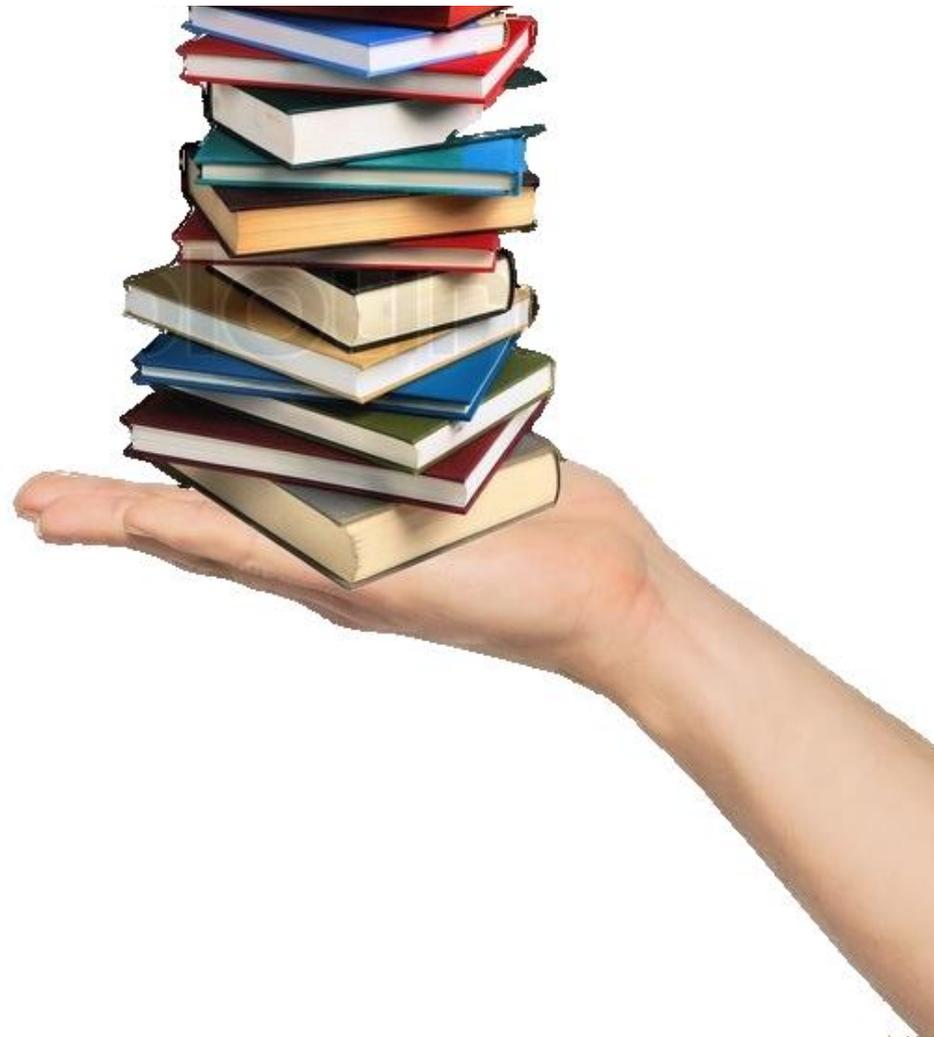
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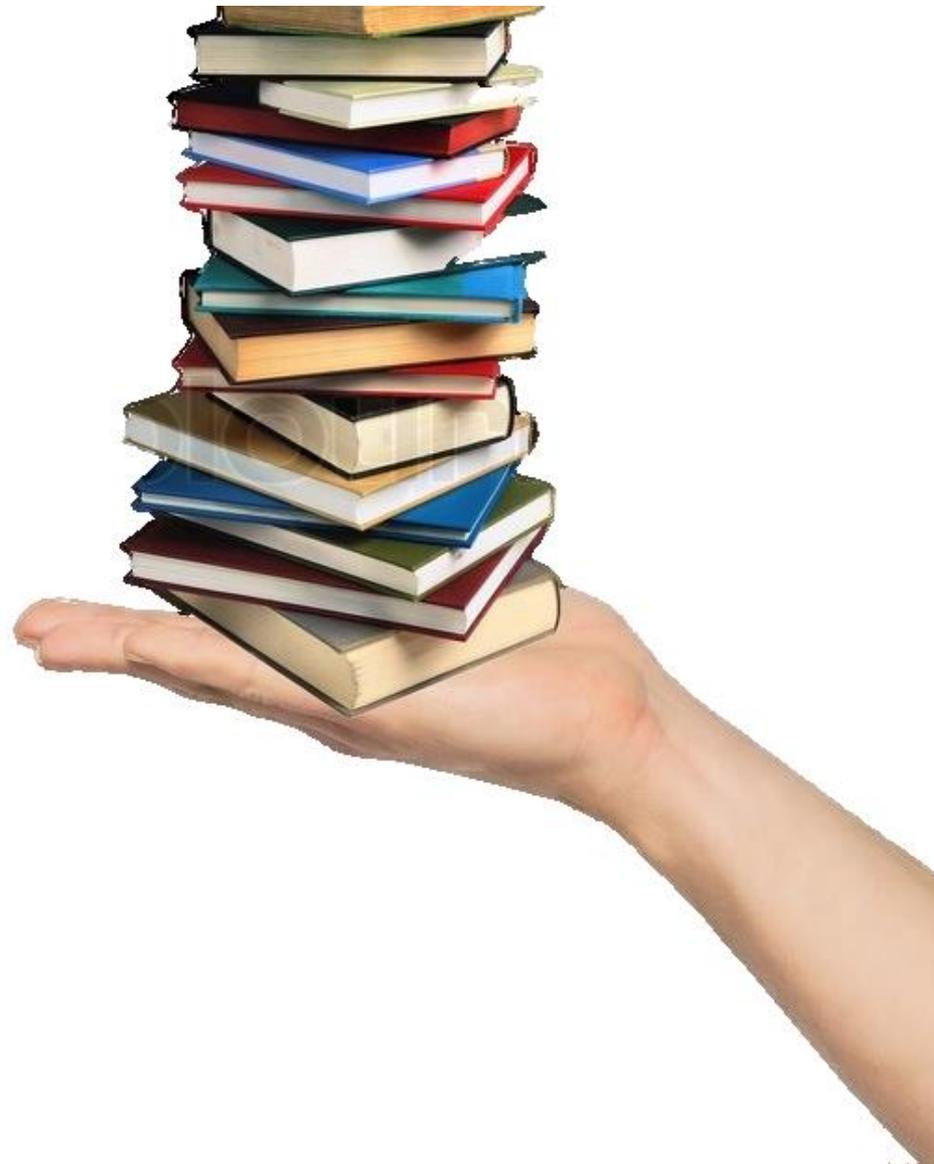
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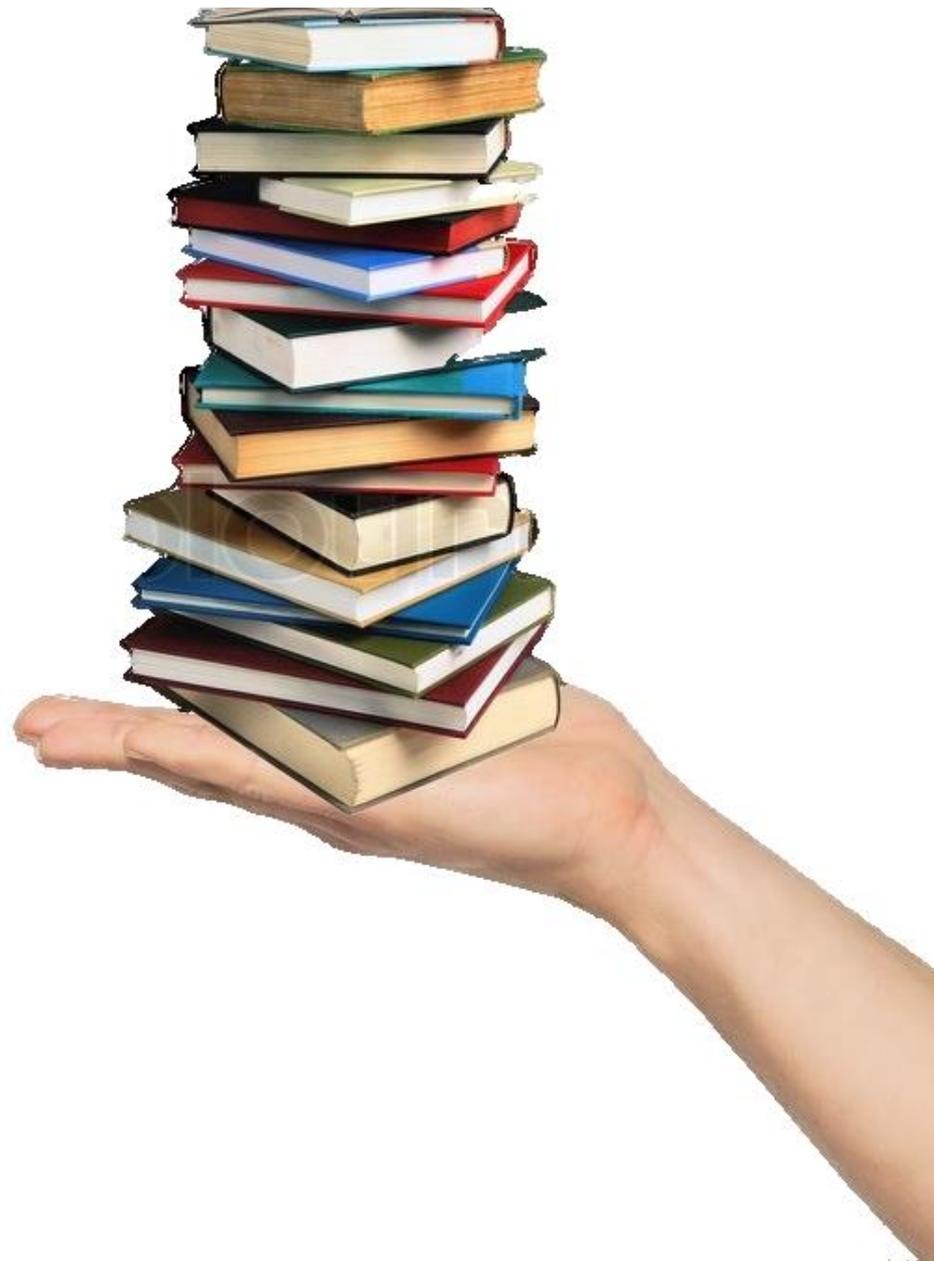
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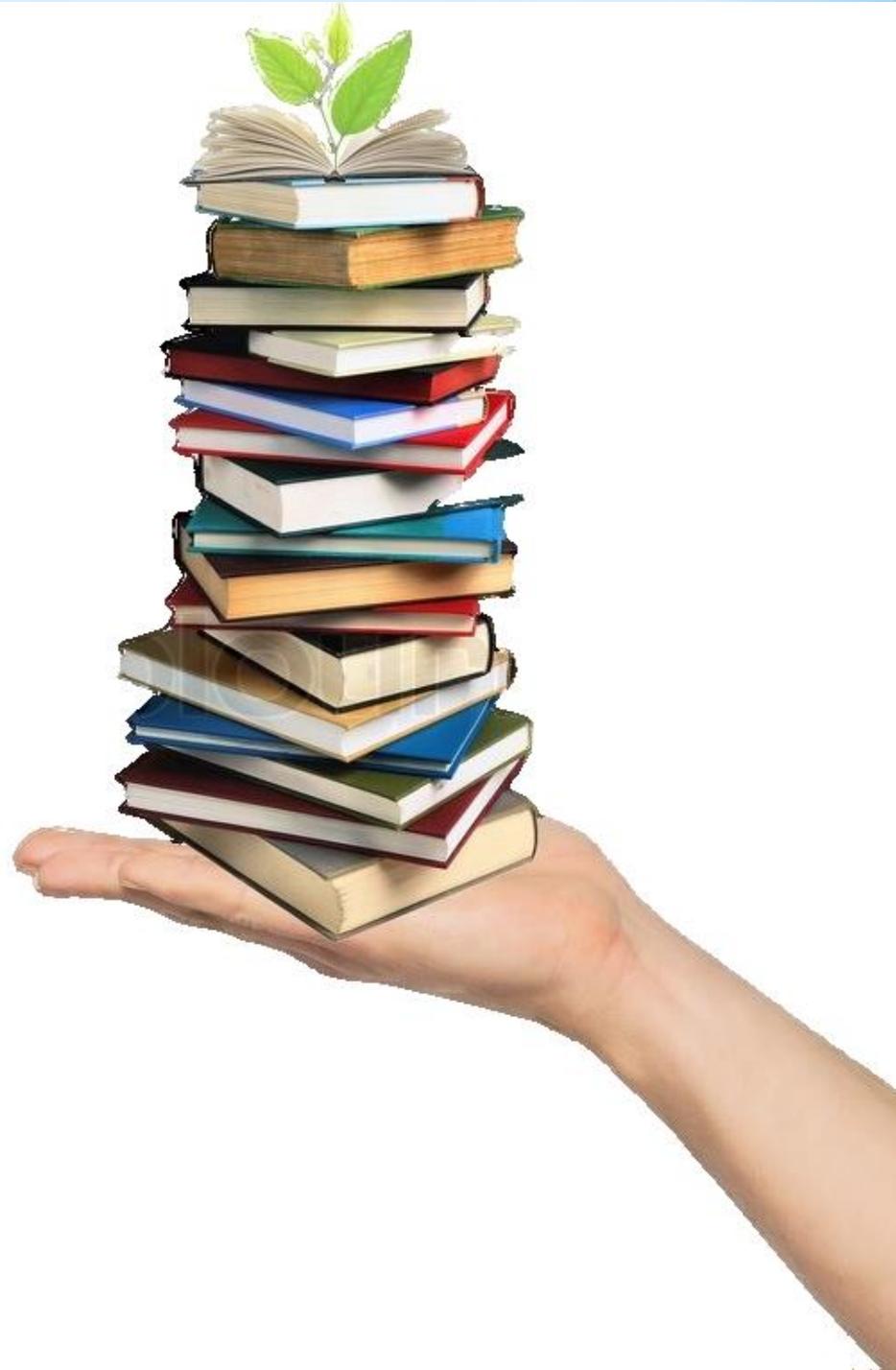
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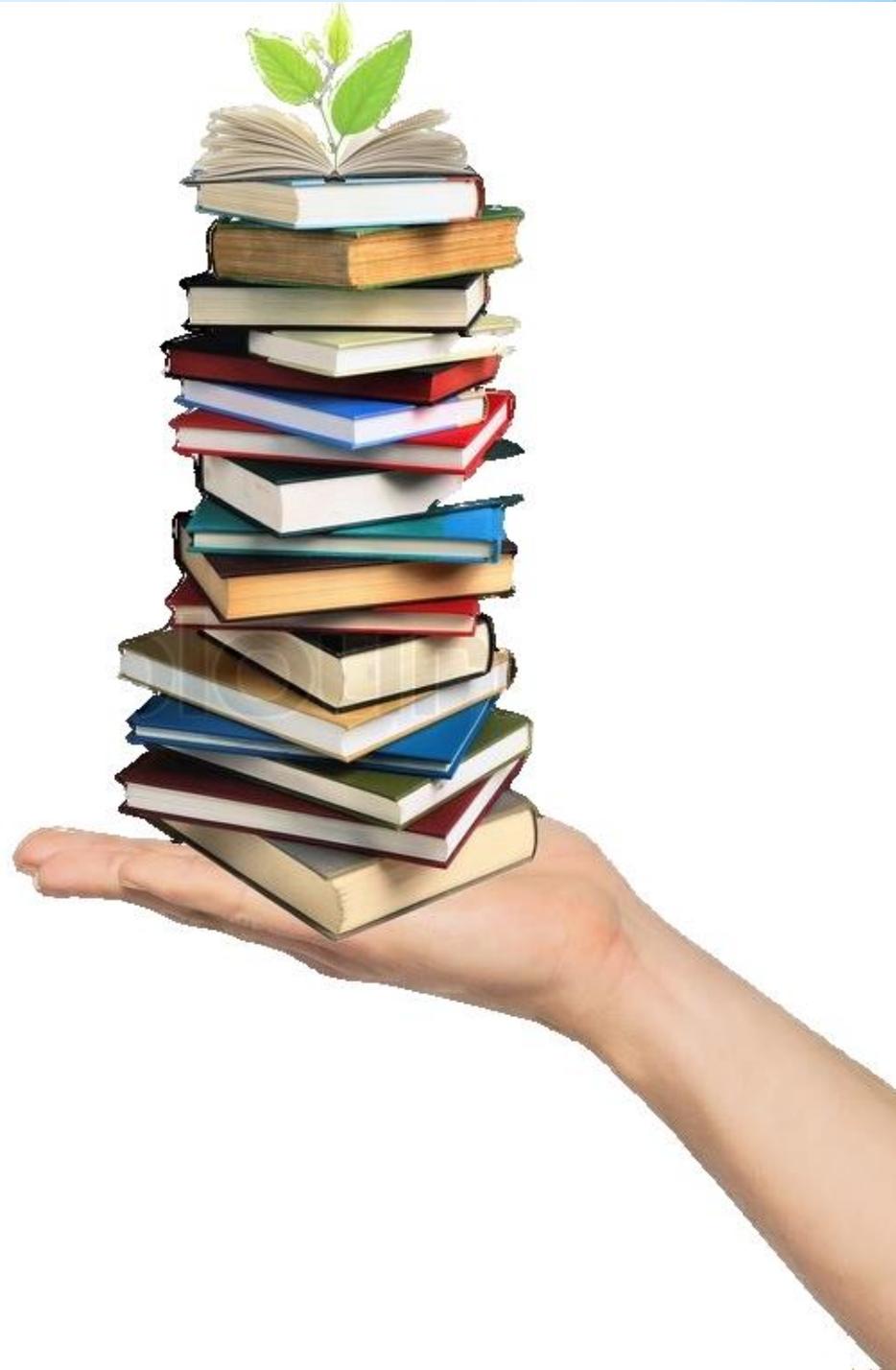
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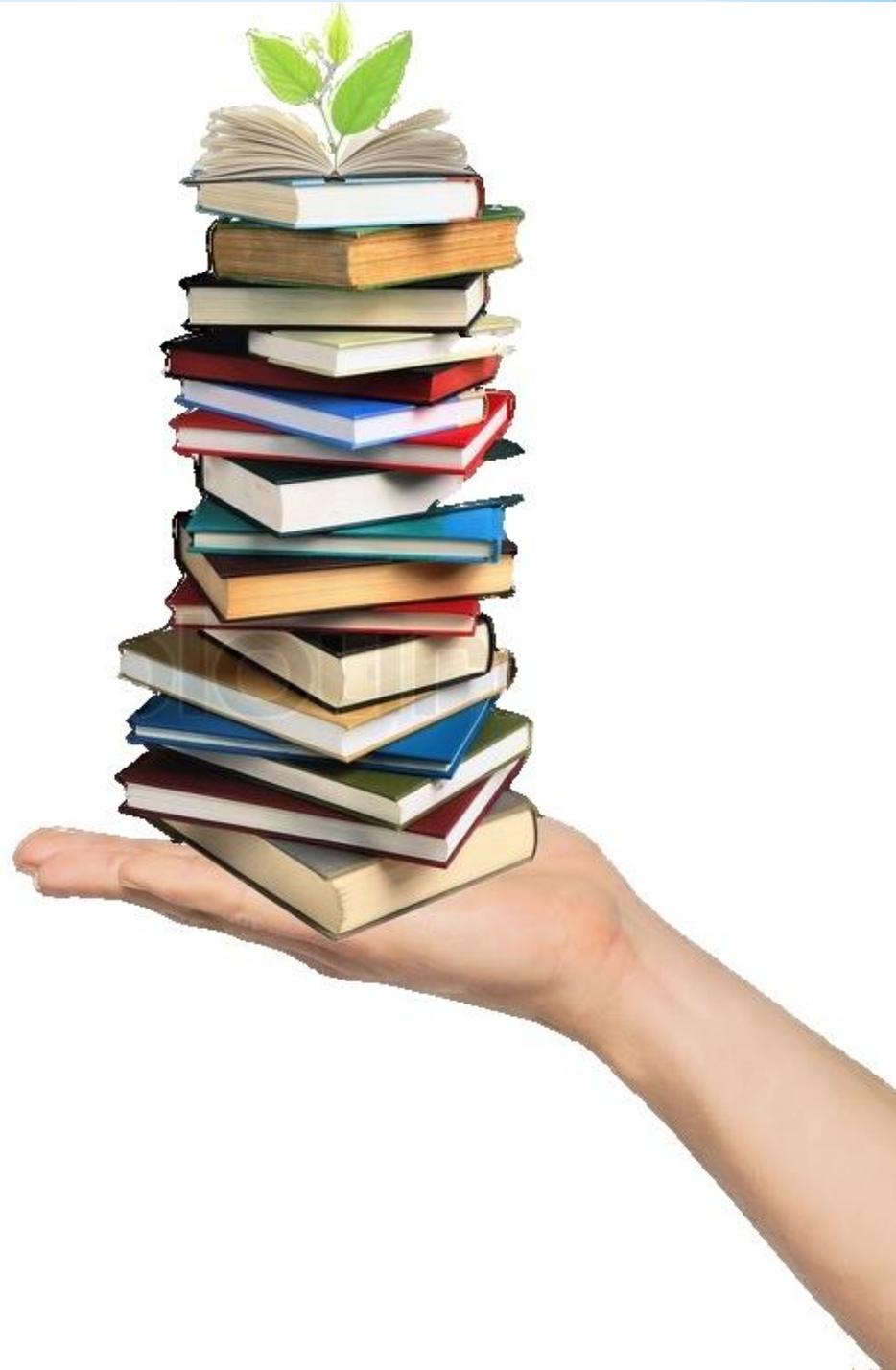


If I was to try to teach, while trying to hold up these books, in this manner, which do you think you would be paying attention too, my teaching, or how long I can hold up these books?



Most people would
give at least some
of their attention
to my hand and the
books.

This takes away
from what ever is
trying to be taught.





In addition to problems that we have already discussed, the physical setting can also distract from teaching and learning.



When class members enter a classroom or other teaching setting that is disorderly or uncomfortable, they are less likely to give their full attention to the message of the lesson.



This takes away from
what ever is trying to
be taught.



- * Carefully planned physical arrangements can help reduce distractions.
- * For example, we should arrange chairs so learners will be able to see us, the chalkboard, and each other.



Such a classroom arrangement enhances the teacher's ability to teach and the learners' ability to participate and learn. Controlling the temperature of the room, where possible, can help everyone be comfortable. More suggestions for preparing the physical setting are found in "Preparing the Classroom," page 76 in this

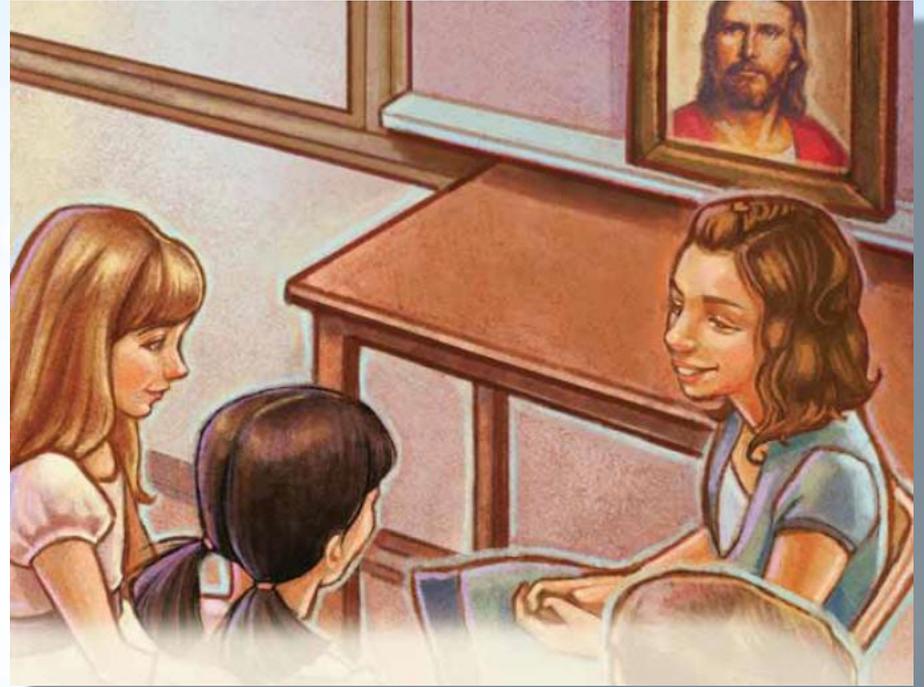
book.



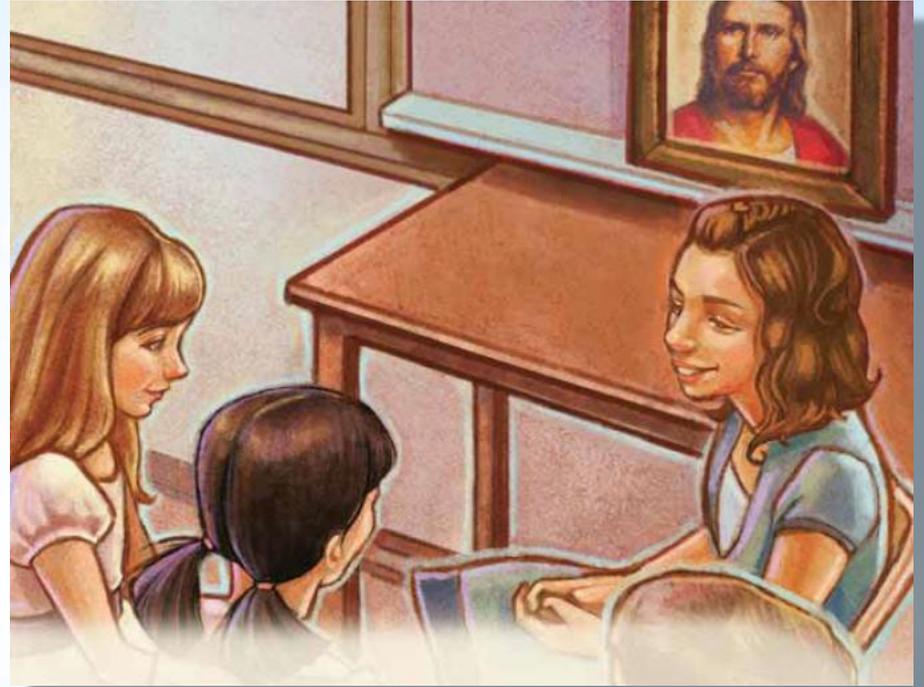
- * Such a classroom arrangement enhances the teacher's ability to teach and the learners' ability to participate and learn.
- * Controlling the temperature of the room, where possible, can help everyone be comfortable.

We can prevent and solve discipline problems by following basic principles of gospel teaching.

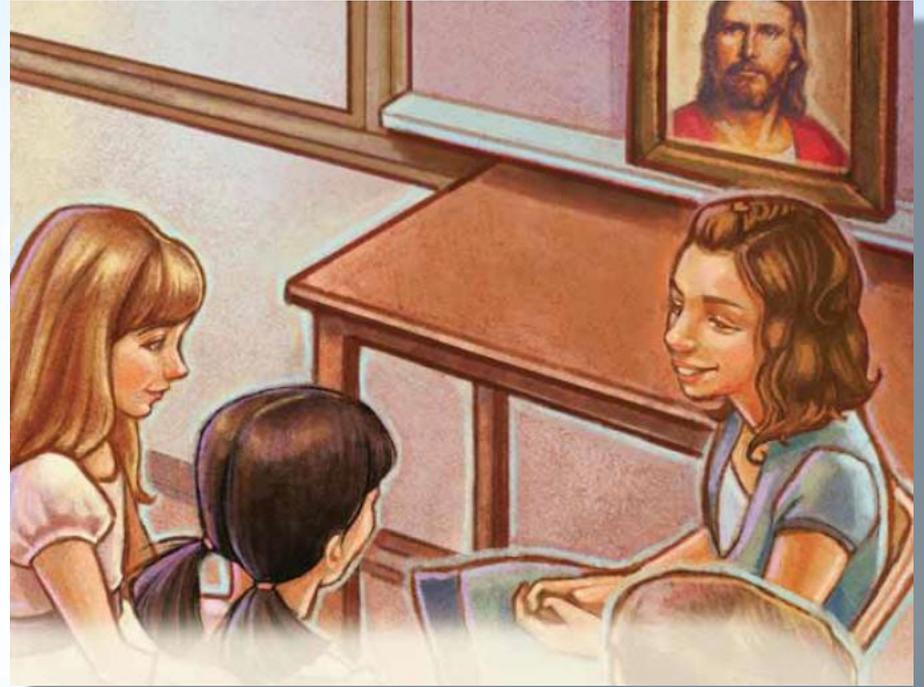
*When we create and maintain a learning atmosphere, we help prevent distractions and solve discipline problems.



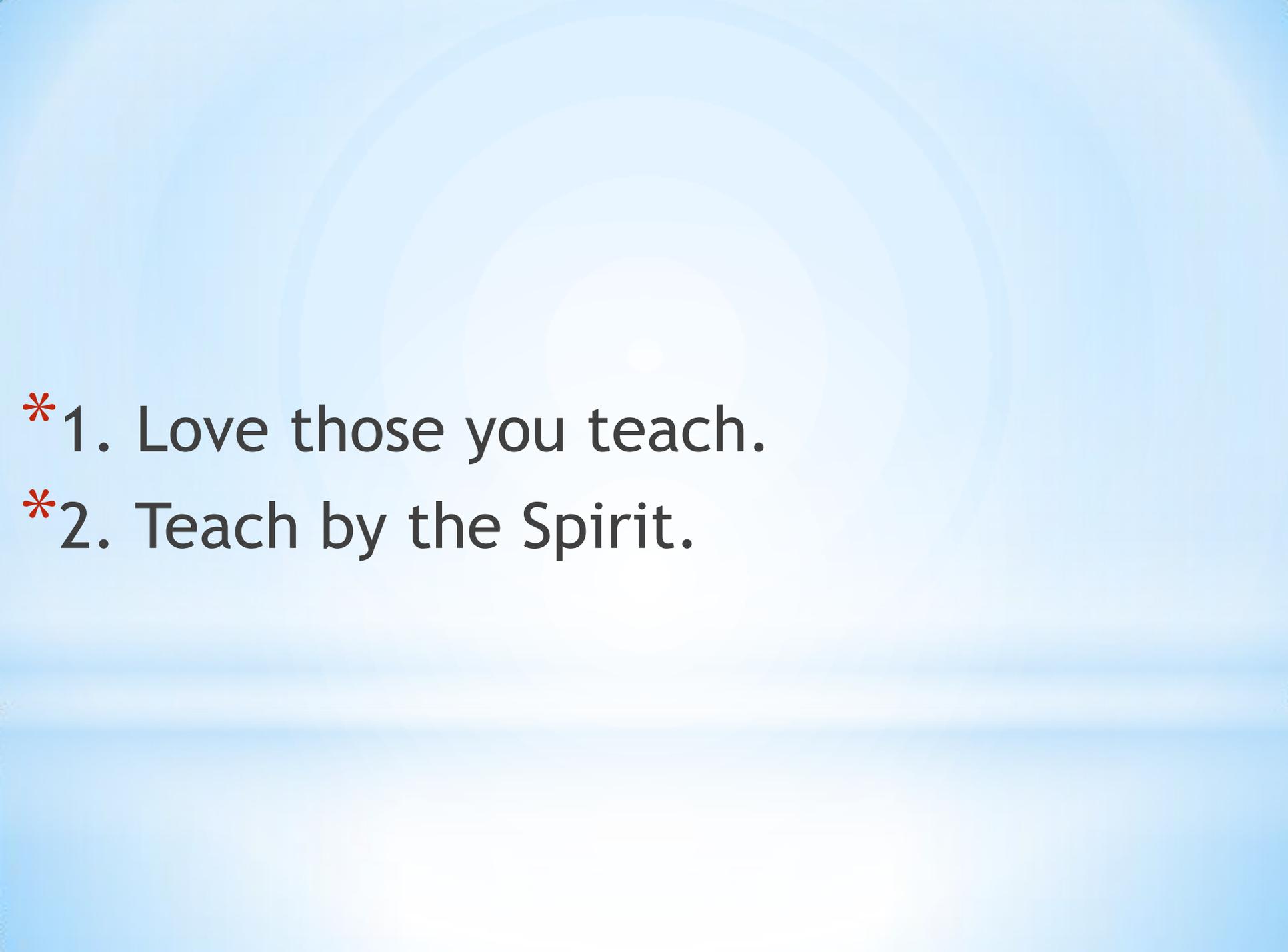
*The most important thing we can do to accomplish this is to implement the principles of gospel teaching that are taught in this course.



*These principles
are:



*1. Love those you teach.

- 
- The background features a light blue gradient with a central white glow that radiates outwards in concentric circles, resembling a sun or a bright light source. The overall effect is soft and ethereal.
- * 1. Love those you teach.
 - * 2. Teach by the Spirit.

- * 1. Love those you teach.
- * 2. Teach by the Spirit.
- * 3. Teach the doctrine.

- * 1. Love those you teach.
- * 2. Teach by the Spirit.
- * 3. Teach the doctrine.
- * 4. Invite diligent learning.

- * 1. Love those you teach.
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- * 3. Teach the doctrine.
- * 4. Invite diligent learning.
- * 5. Prepare every needful thing.

- * 1. Love those you teach.
- * 2. Teach by the Spirit.
- * 3. Teach the doctrine.
- * 4. Invite diligent learning.
- * 5. Prepare every needful thing.
- * 6. Use effective methods.

As teachers, we should regularly examine ourselves and our teaching to make sure that we are applying each of these principles.

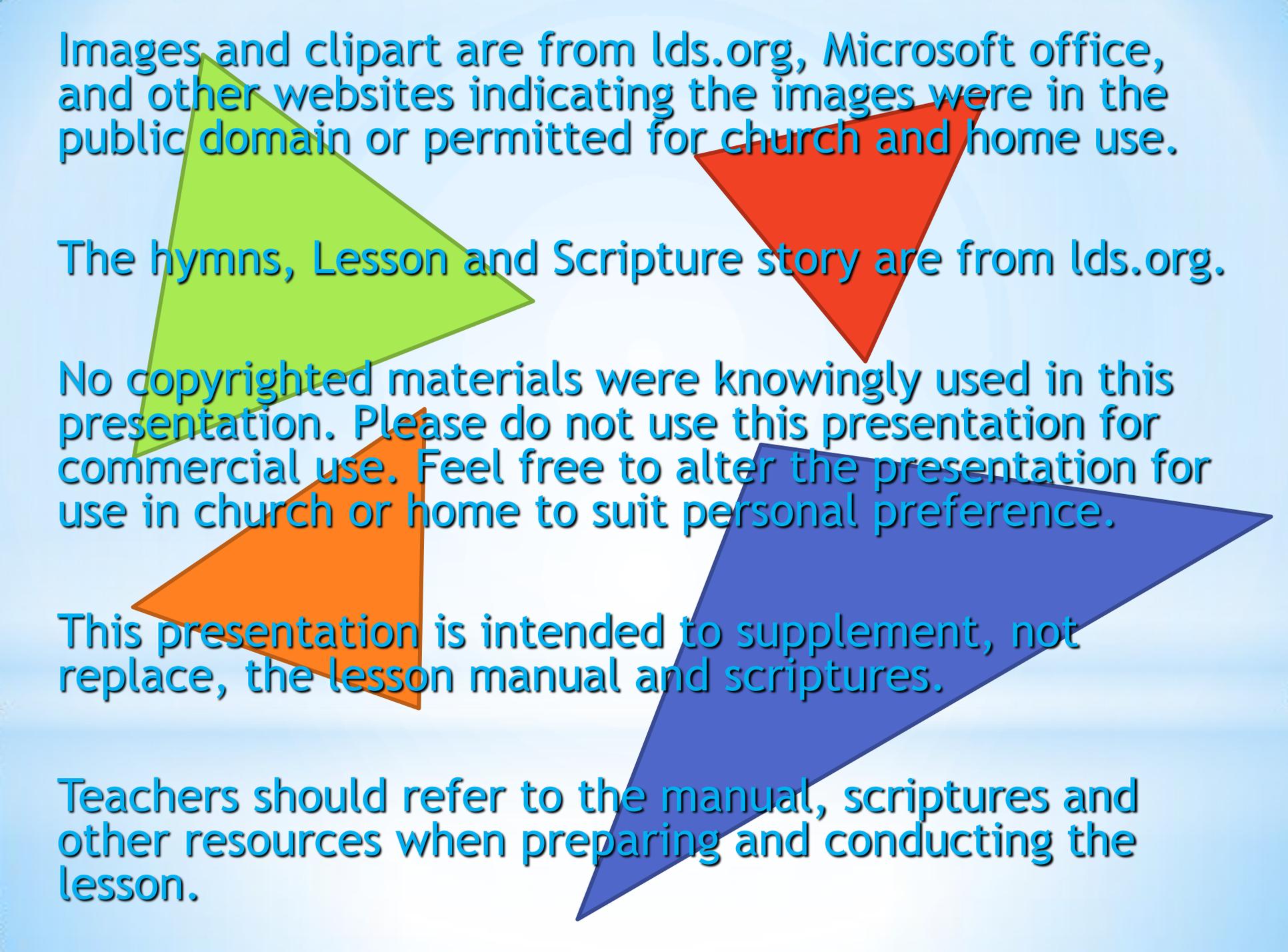
***OUR CLOSING PRAYER
WILL BE GIVEN BY**



(Enter Name Here)



THE END



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This presentation is intended to supplement, not replace, the lesson manual and scriptures.

Teachers should refer to the manual, scriptures and other resources when preparing and conducting the lesson.

“God’s chief way of acting is by persuasion and patience and long-suffering, not by coercion and stark confrontation. He acts by gentle solicitation and by sweet enticement. He always acts with unfailing respect for the freedom and independence that we possess. He wants to help us and pleads for the chance to assist us, but he will not do so in violation of our agency. He loves us too much to do that”

(in Conference Report, Oct. 1989,

21; or *Ensign*, Nov. 1989, 18).