

SECOND-MILE MOMENTS *Going Above and Beyond for Authentic Teaching*

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How to Use Video Micromessages and Discussion Guide

- View the micromessages, then follow up using this discussion guide led by facilitator
- Ongoing training and refresher series for current teachers
- Training/recruiting resource for prospective teachers
- Leadership workshops, retreats, conferences
- Weekly, monthly, weekend, etc.
- Special features to coincide with topical emphases as needed
- Once-a-year teacher/leadership rally
- Online video streaming for participants

Micromessages

1 – WHAT HAPPENS WHEN TEACHING HAPPENS

How People Learn and Make Life-Changing Decisions

- a. Reflect on the three basic ways people learn and add your own thoughts and examples.
- b. What were the catalysts that motivated you to make some of your most important decisions? Try to be specific.
- c. Who influenced you most to make spiritual decisions that were life-changing?
- d. Why is it important to teach with this “life-changing” dimension in mind?

2 – AN UP-CLOSE LOOK AT THE EXCEPTIONAL TEACHER

Here Are Some Attributes You’ll Always See

- a. Recall some teachers (church, school, etc.) you’ve had over the years whom you thought were exceptional and what made them so.
- b. Mention some current teachers you know and discuss the positive attributes you see in them.
- c. Of the list of attributes mentioned in the micromessage, which can you leave out and still be an exceptional teacher?
- d. Do you teach with the personal goal of being “exceptional”? Why is it important and what is required?

3 – BUILDING AUTHENTIC COMMUNITY ON A SOLID FOUNDATION

Changing Strategies in a Changing Culture

- a. In the context of today’s culture and the influence of social media, what does the term “community” suggest to you?
- b. What relationship do you possibly see in the terms “authentic community,” “solid foundation,” and “church involvement”? Can you have one without the others?

- c. Talk about some major ways our culture has changed in the last 10, 20 or even 30 years.
- d. Do you find it necessary to adapt your teaching style and message delivery in light of these changes? If so, how? If not, why not?

4– HOW TO HANDLE QUESTIONS YOU JUST CAN’T ANSWER

What to Say and How to Say It

- a. Have you ever been a participant in a Bible class when someone asked a question that put the teacher on the spot? How did it make you feel and what was the teacher’s response?
- b. If it’s ever happened to you as a teacher, how did you handle it?
- c. Even if a person is out of line with a question or observation, how should the situation be handled and why? Why is getting mad bad?
- d. What’s to gain or lose in situations like this? Why is it so critical?

5– PRACTICAL PRIORITIES THAT MAKE THE DIFFERENCE

Stay True to These and Watch Good Things Happen

- a. Do any of the priorities mentioned in this micromessage resonate with you in a special way? If so, why?
- b. Again, which of these can you as a teacher *not* pay attention to and still get by OK?
- c. Think back over the list. Which one or ones would you put right at the top and why?
- d. In your opinion, what do these priorities have to do with the “second-mile” idea?

6– WHAT’S ON THE MINDS OF TODAY’S YOUTH

What You Should Know that They Won’t Tell You

- a. Discuss what you feel are some of the biggest issues youth are facing today.
- b. Do you think they keep a lot of what they’re dealing with to themselves? If so, why?
- c. Do you try to stay in touch with what’s going on in their lives and world so you can teach to their needs? If so, how so? If not, why not?
- d. What have you found to be some key factors that enable adults to relate to youth and speak spiritual truth into their lives?

7– TEACHING YOUTH SO THEY’LL GET THE MESSAGE

Talk So They Will Listen and Listen So They Will Talk

- a. It’s been said that youth often look at adults and see a giant “mouth” when what they really need to see are two giant “ears.” What’s the thought here?
- b. In your experience, what are some of the keys to gaining the attention of youth and keeping it?
- c. What are some common mistakes adults (teachers, etc.) make that turn off youth and hinder their participation?
- d. What are some major biblical truths you feel youth need to embrace and that you’d like to communicate to them?

8– FOUR CRUCIAL MINUTES OF EVERY LESSON

Two Places You Don’t Want to Stumble

- a. Do you give extra attention and effort to how you’re going to begin your lesson? If so, why? How do you vary your style and approach?

- b. Do you ever start out with compelling stories, illustrations, news articles, historic events that relate to or illustrate the theme of your lesson—that you can build on?
- c. Why is how you close your lesson just as important—maybe even more important—than how you begin your lesson?
- d. Do you ever close your lesson by referring to the compelling story or illustration you began with to seal the main idea in people’s minds? Why are “beginning” and “ending” so important?

9 – IMPORTANT RESOURCES FOR BETTER TEACHING

Why They’re Helpful and How to Use Them

- a. A key resource many teachers use is the curriculum provided by the church. Do you ever augment this material? If so, why?
- b. What are some resources you find helpful in lesson preparation? Are there any you just can’t do without?
- c. Do you tend to work out of the same Bible translation from week to week, or do you sometimes use other translations to help in lesson preparation?
- d. Bible resources and helps are almost limitless. What are some online resources that are available on your smart phone, iPad and computer?

10 – APPLICATION: WHERE TEACHING COME TO LIFE

Getting Bible Truths into Daily Living

- a. How does the following statement relate to our task as teachers? *What matters most is not what they know when they come in, but what they do with what they know when they leave.*
- b. Why do you think so little time is allotted to application in most lessons?
- c. Have you ever asked yourself this after teaching a Bible lesson: “Did they really get anything out of this? How will this help them? How will it help me?”
- d. Finally, why is making practical application of Bible truths and principles so important in teaching? Do you need to give more attention to application?

11 – THE PRAYERFUL WALK OF THE SECOND-MILE SERVANT

Going Above and Beyond in Kingdom Ministry

- a. What role does prayer play in the responsibilities of a teacher?
- b. Is it important for your group participants to know that you pray for them regularly? If so, how do they know?
- c. What does praying for yourself and others actually do for you as a teacher?
- d. Discuss for a moment what the term “second-mile servant” suggests to you? What is the difference between “going only so far, with only so much effort” and “going above and beyond” in service as a Bible teacher? What kind of effort does the Bible message deserve anyway? What kind of effort do your people deserve?



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