LEADERSHIP LESSON # 85: I AM NOT WIRED FOR 220!
OUTLINE BY DWIGHT MOSS

Beside the fact that the voltages are different, why can you not plug a 220V AC into a 110V wall outlet? *They are wired differently.*

Why do we not all learn the same ways? *We are wired differently, too.*

If you need to . . .
  . . . hear something for it to stick, you are an *auditory* learner.
  . . . see something for it to stick, you are a *visual* learner.
  . . . do something for it to stick, you are a *kinesthetic* learner.

Understanding learning styles is simply another *tool* in the teacher’s tool kit.

Howard Hendricks from his book, *Teaching to Change Lives*, gives seven laws, or principles, of teaching. The first two are as follows:

I. The Law of the *Teacher*
   • If you stop *growing* today, you stop *teaching* tomorrow.
   • The teacher must *know* that which he would *teach*. 2 Peter 3:18

II. The Law of *Education*
   • A teacher must not only know that *which* you would teach, but you must also know *whom* you would teach.
   • True teaching is not that which *gives* knowledge, but that which *stimulates* pupils to gain it.
   • The *way* people learn determines *how* you teach.
   • Good teachers can’t be focused on what *they* do, but on what *their students* are doing.
   • Three basic goals for teaching:
     1. Teach people to *think*.
     2. Teach people to *learn*.
     3. Teach people to *work*.

Learner Retention Scale

We retain…

10% of what we *Hear*; 30% of what we *See*; 50% of what we *See and Hear*; 70% of what we *Say*; and 90% of what we *Do*

"Learner *retention* increases in direct proportion to learner *participation*."¹

Leadership Lesson # 85: I Am Not Wired For 220!

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Why do we not all learn the same ways? We are wired differently, too.

If you need to . . .

. . . _______ something for it to stick, you are an ____________ learner.
. . . _______ something for it to stick, you are a ____________ learner.
. . . _______ something for it to stick, you are a ____________ learner.

Understanding learning styles is simply another __________ in the teacher’s tool kit.

Howard Hendricks from his book, Teaching to Change Lives, gives seven laws, or principles, of teaching. The first two are as follows:

I. The Law of the __________
   • If you stop __________ today, you stop __________ tomorrow.
   • The teacher must _______ that which he would __________. 2 Peter 3:18

II. The Law of __________
   • A teacher must not only know that ______ you would teach, but you must also know __________ you would teach.
   • True teaching is not that which ______ knowledge, but that which _______ pupils to gain it.
   • The _______ people learn determines _______ you teach.
   • Good teachers can’t be focused on what _______ do, but on what __________ _______ are doing.
   • Three basic goals for teaching:
     1. Teach people to __________.
     2. Teach people to __________.
     3. Teach people to __________.

Learner Retention Scale

We retain . . .

10% of what we _______; 30% of what we _______; 50%of what we _______ ______;
70% of what we _______; and 90% of what we ______

"Learner ___________ increases in direct proportion to learner _____________”.^1

^1 Jerri Herring and Larry Gardner, Five Handles...for Getting a Grip on Your Sunday School, 1997, 17.