

5 Gifts of Jesus! Ephesians 4:8-13, Part 5- T_____.

Matthew 13:54, Matthew 22:33, John 7:32, 45, Luke 2:46

1. Jesus C_____ students. Proverbs 18:15, Proverbs 1:32, Hosea 4:6, Matthew 7:13, Matthew 6:21-24, Matthew 23:23, Matthew 5:23, Titus 2:8, James 3:1, I Timothy 6:3-5, Matthew 7:2-5

2. Jesus taught C_____ sense. Matthew 7:12, Luke 15, Matthew 5:28, Matthew 18:15, John 14:6

**Deductive reasoning & inductive reasoning.*

3. Jesus taught C_____ CALLY. Matthew 13:34, Romans 12:7

*Matthew 19:23-26 Rich/Heaven.

*Matthew 18:23-35 unforgiving servant.

*Luke 10:29-37 Good Samaritan.

*Jesus desafiou os alunos, ensinou bom senso e ensinou cinematicamente.

CHARACTERISTICS OF THE GIFT OF TEACHING

1. A gift to impart knowledge to others based on truth from the Word and experience.
2. An ability to provoke interaction among learners, especially with those who need it most.
3. An alertness to know when learning is or is not happening.
4. The ability to communicate information in proper sequence to connect on the same level as the learner.
5. Knowing the importance of questions being answered, since the learning stopped at the first question.
6. A joy in seeing students benefit from personal application.
7. A tendency to support precepts being taught with the use of personal examples.
8. An overwhelming desire to ask questions in order to hear what other people have learned.
9. A delight in reporting as many facts on a subject as possible.

HOW TEACHERS CAN MISUSE THEIR MOTIVATION

1. Becoming proud of their knowledge: Researchers are very smart and it is easy to develop pride when a person has much more information than others.
2. Despising practical wisdom from uneducated people: The Jews marveled saying, “how knoweth this man letters, having never learned?”
3. Communicating skepticism toward others: A researcher may try to validate what everyone says all the time and think they are the only source of truth.
4. Depending on human reasoning rather than the Holy Spirit: the primary tool of the researcher is their mind. Yet God warns us that we are not to lean on our understanding.
5. Giving information which lacks practical application: Researchers can get so caught up in “deep” knowledge that they forget to find something applicable.
6. Boring listeners by “over-teaching”: There is a balance between sharing personal examples and being redundant. One should give a variety of shorter examples rather than a lengthy one. Major on the “majors” and minor on the “minors”. When class is over or time is up, STOP TEACHING!
7. Retreating into their own world of books and resources: Researchers can sometimes shut themselves up in their own world and forget to enjoy those around them.
8. Accelerating learning beyond a reasonable pace: Teachers tend to get overly excited about what they’re teaching; therefore, they can rush through their material leaving students behind. Enthusiasm is good but remember that “the goal of teaching” is to impart truth, not show how much you know.