

Teaching Tip: FEEDBACK

FEEDBACK 1

Chairs have been rearranged around tables for the game.

"Please sit in one of the chairs."

Teacher waits while students are seated.

"You will find instructions for a card game on a piece of paper on your table. You have 35 minutes to play. The goal is to get as many points as you can."

Check understanding of instructions: "How long do you have to play?"

FEEDBACK 2

Change the second one to reflect that Jesus was *in the beginning*.

FEEDBACK 3

Numbers 2, 4 and 5 are tasks because they have measurable ends. Numbers 1 and 3 are merely activities. If you are not sure what the difference is, do all five and reflect back on how motivated you were to do them and your sense of accomplishment after each.

FEEDBACK 4

People are motivated to learn when they are challenged to figure something out for themselves. They are motivated when their own opinions and experiences are incorporated into the lesson. They are motivated to interact with each other as well as with the teacher. Students need and crave respect. Allow time for them to think; silence can be very important. Listen to what they say and allow it to affect your decisions. That means not finishing their sentences or interrupting them before they are done.

Whenever possible, arrange the room in a way that is conducive to student interaction. Allow them to see each other's faces, not merely your own. The teacher doesn't always need to be the focal point. Also give them opportunities to question, teach and challenge one another in pairs and groups. Guide them with appropriate feedback.

FEEDBACK 5

What were some of your responses? Did you raise your voice and say “Aren’t you listening?! This is easy!!” Did you begin the story again, they probably don’t understand. Did you go home and wonder why God has cursed you with such unmotivated, Biblically illiterate youth? Some of these are common, but I don’t suppose any of them addresses the main issue: it is awkward to answer significant questions in a whole group. Lack of motivation, fear of failure, and the assumption that someone else will answer are all contributing to the lack of response. If you didn’t already suggest this, try grouping the students into pairs or threes. Have them *decide* (not discuss) the answer to the question. Then let them share or compare their answers with you and the other groups. Then provide feedback to celebrate their success and/or clarify their confusion. Bingo bango, suddenly your aims are being achieved and it feels so good.