

How to Develop a Lesson Using the Visual Filter

Taught by Jason, Howard & Debbie Caldwell (Seeing Truth Ministries)

Most teachers realize that there are a variety of visuals that can be used when teaching. The conscientious teacher also knows that a variety of visuals are essential when teaching. The challenge is knowing which visuals to use and where to use them in the lesson or message. This class is not designed primarily to motivate the teacher or worker to use visuals, but rather to teach how, when and what visuals to use. Learn how the right visuals properly introduced at the right time produce the application of the desired truth

INTRODUCTION – Defining the visual filter.

A visual filter is the exercise of all the physical senses necessary to display a visible image that will explain or define the word, doctrine, belief or principle being taught or preached. In other words, the more senses you can involve in a visual or group of visuals will increase the ability to learn the subject being taught. Therefore, the application will be much easier because the truth being taught is plain and clear.

This filter is built only by exercising it and building experience from using it. In other words, the visual filter works better and better the more you use it.



WHAT? What are the right visuals to use in the intended lesson or message? Any object of any kind that is understood by any sense is a visual.

Tips to choosing your object:

- a. Keep it simple. (Illustrate the simplicity of a visual)
- b. Make sure that it is relative or understood by the age, gender, environment or educational level of the audience. (Illustrate a relative and a non-relative visual)
- c. Is more than one visual needed? Often each point of the lesson or message needs to be visualized or the point of the message is progressive and the visuals may build or depend upon each other. (Illustrate)

I. WHAT KINDS OF OBJECTS ARE VISUALS?

1. _____ Object – not animate: not endowed with life or spirit.
2. _____ Object – giving the appearance of life by action or movement.
3. Living Object – full of life and energy, alive.

II. WHAT ENVIRONMENT OR POSITION IS THE OBJECT PLACED IN? *The object is enhanced by the environment or position it's placed in.*

1. On
2. Under
3. In
4. Over
5. With
6. Behind or In Front
7. High or Low

III. WHAT CIRCUMSTANCE IS THE OBJECT INVOLVED IN?

1. _____ (Unrighteousness, worldly)
2. _____ (Righteousness, Godly)

*** FILTER FORMULA**

OBJECT + _____ + CIRCUMSTANCE = CONSEQUENCE which is ENLIGHTENMENT/TRUTH RECEIVED

The teacher has done his/her job at this point. Now the student must decide or choose from this truth which they have received, which is APPLICATION.

WHEN? When is the right time to employ the object or visual during the lesson? The idea here is timing. If you present the visual too early or too late then it will not be associated with the point being taught. Remember, you don't want the point being taught to be over shadowed by the visual being used. The message is always more important than the visual. The visual sheds light on the message.

During preparation, practice when the right time is most effective to present the visual. Will it be presented before the point, as the point is made or just after the point has been made? Again, practice and experience will determine this.

HOW?

I. _____

1. How do you display the object or visual being presented?
2. Will it be on display from the beginning?
3. Should it be concealed until an appropriate time? This will maintain a level of mystery.
4. Is it presented on a pedestal or hand held?
5. Is it displayed in a way that everyone present can easily see it?

II. PATTERN

1. Pattern is the dialogue you speak during your presentation. This complements the visual and directs the student's mind to understand exactly what is taking place.

2. Patter should be prepared ahead of time so the speaker knows exactly what he/she is going to say. The more exact the patter is the more clear the visual will be.

III. PRODUCTION

There is a difference between simply presenting a visual and making a visual production. The latter is where showmanship comes into play. Watching your angles of presentation, lighting, and timing are all essential when making a production.

CONCLUSION – Utilizing the visual filter will transform your lesson into teaching. Your students will be transformed from content given to accountability and the opportunity for application and life change.