

Teacher Training Foundations

RUBY MOUNTAIN BIBLE CHURCH BASICS

Course Outline

Unit 1: Preparation

Session #1: Introduction

Session #2: Intro to Bible Study (Overview)

Session #3: Guest Speaker - Prep for Informal Teaching

Session #4: Intro to Bible Study (Observation)

Session #5: Intro to Bible Study (Interpretation)

Session #6: Intro to Bible Study (Application)

Session #7: Forming the Lesson & Using Curriculum

Unit 2: Presentation

Session #8: Guest Speaker - Using Visuals in Teaching

Session #9: Polishing the Lesson

Session #10: Teacher Practice (Part 1)

Session #11: Teacher Practice (Part 2)

Introduction

Thanks so much for joining us for the Teacher Training: Foundations course! Let's start by considering a few crucial texts related to teaching the Word of God.

The Truth

Jesus said, "Ye shall know the truth, and the truth shall make you free" (John 8:32). Jesus taught that the truth of God is powerful enough to change a life, to deliver someone from bondage to sin. Thus, the truth of Scripture is our greatest tool when we prepare to teach children and adults alike.

Ultimately, the truth of Scripture is the only tool we have that can effect change in the lives of our students. Certainly, carefully crafted lessons are helpful. Captivating visuals can help students focus and learn the truths we teach. But God's Spirit as He applies the Word is far more effective than any attempts we may make.

The Teacher

"My brethren, be not many masters (teachers), knowing that we shall receive the greater condemnation (judgment)" (James 3:1). Because of the nature of teaching God's Word, teachers receive a stricter judgment. When one prepares to stand as God's representative to teach His Word, he or she must pay careful attention to the words spoken that they align with the perfect truth of Scripture.

Thus, as we consider the responsibility of teaching Scripture, we must ensure that our hearts are properly motivated. We must ensure that the corruption of pride or position have not entered into our desire to teach. Instead,

we ought to desire for folks to encounter the life-changing truth of God.

The Danger

Again Jesus said, *“And whosoever shall offend one of these little ones that believe in me, it is better for him that a millstone were hanged about his neck, and he were cast into the sea.”* (Mark 9:42). This text speaks for itself. As teachers, our words carry significant weight in the hearts and minds of our students, and the younger the audience, often the more impactful.

This is largely to the advantage of the gospel because God’s Word is able to make young people “wise unto salvation” (2 Tim 3:15). However, if we selfishly employ our teaching position to sway young hearts and minds away from God, or if we unintentionally mislead a youth to stumble or fall into sin because of our teaching, Jesus said that it would have been better for us to be drowned in the depths of the sea.

The Plea

These are the right sorts of thoughts to consider as we prepare to teach the Word of God. God can greatly use any Christian to teach His Word, not because we are sufficient in and of ourselves, not because of our incredible persona or teaching methods. Instead, God wants to greatly use you by the power of His Spirit and through the profitability of His divinely-inspired Word (2 Tim 3:16).

“The harvest truly is great, but the labourers are few: pray ye therefore the Lord of the harvest, that he would send forth labourers into his harvest” (Luke 10:2). May we join the labor force of God, carrying the gospel to the lost and training up the next generation with the infallible truth of Scripture.

Unit 1

Preparation

In this unit we'll be learning about the first step in teaching the Word of God - preparation. Teaching begins long before you actually stand in front of your students.

In order to live up to the high calling God has given us as laborers in His harvest and teachers of the Word, we ought to do our best in the power of the Spirit to prepare for every opportunity to teach God's Word.

1.1

Introduction

Today's Outline

1. Introduction to the Course (see above)
2. Overview of the Course
3. Preparation of the Teacher
4. Homework

Overview of the Course

In order to grasp a comprehensive picture of the course, we need to consider our goals by the end of this course and the task to which God has called us.

What goals do you have as you approach this course?

What outcomes are you hoping for?

Course Goals & Objectives

1. Great Commission (Matt 28:18-20) - Make disciples and teach them to observe what Jesus has commanded.
2. Developing Christlikeness (2 Pet 3:18; 1 Cor 11:1) - Without Christlikeness, how will we teach His message?
3. Communicating Truth (Rom 10:13-15) - Unless someone communicates the clear message of the gospel, how will anyone believe? Truly beautiful are the feet of those who carry the gospel message.
4. Training the Next Generation (2 Tim 2:1-2; Tit 2:3-5) - Any church is ever only one generation from extinction.

Preparation of the Teacher

Jesus as the Great Teacher

- READ Matthew 23:8-10. See also John 13:13. Jesus is the Master Teacher. There is none greater.
- READ Luke 6:37-42. A disciple is not above his teacher. Thus, a blind teacher can only produce blind students. But, a full-trained student will be like his teacher. You can't give something you yourself have not yet learned.
- READ Luke 10:38-42; Matthew 11:28-30. If we are to become the teachers God would have us to be, we must sit at the feet of Jesus, the perfect Teacher. We must take up Jesus' yoke and *learn from Him*. What will we learn? Jesus is *gentle and lowly in heart*.

The Teacher as Jesus' Apprentice

- “The Law of the Teacher, simply stated, is this: If you stop growing today, you stop teaching tomorrow” (Hendricks).
- The qualifications of a teacher are not first those of professional competence. Instead, a teacher's highest qualifications are those of his or her personal character. As much as we lack in an abiding relationship with Jesus, so also will our teaching lack. Put another way, the quality of our teaching can only rise to the level of our walk with God. This is crucial when we realize that the fully trained student will turn out like his teacher.
- In his introduction to *Teaching to Change Lives*, Howard Hendricks relays the story of his Sunday School teacher as a boy. Walt was an average man, one whom no one would have imagined to successfully teach a class. When he asked his Sunday School superintendent to begin teaching, he was met with resistance. With Walt's

insistence, the superintendent agreed that whoever Walt could find in the community could join his class. Walt went into the streets of Philadelphia and gathered a band of ragamuffins. After years of faithfully loving those students, eleven of those thirteen boys went into full-time, vocational ministry. How could Walt have such an impact? Hendricks says that he remembers little of what Walt actually said, but he could “tell you everything about him...because he loved me for Christ’s sake” (Hendricks).

- READ John 15:1-11. If we are no longer growing, it is because we have stopped abiding in Jesus, the True Vine and life-giver. “I would rather have my students drink from a running stream than a stagnant pool” (Hendricks).
- “I, as a teacher, am primarily a learner, a student among students....So if you want to strengthen your teaching... then do everything in your power to strengthen the teacher—yourself” (Hendricks).

Additional Quotes

- Although God wants to work through the teacher, He must first work within the teacher. He changes us, shapes us, cleanses us.
- “All this is true because human personality is the vehicle of effective teaching” (Hendricks).
- “Effective teaching comes only through a changed person. The more you change, the more you become an instrument of change in the lives of others” (Hendricks).
- “Read to collect the dots, write to connect them” (David Perell).

Homework

- Take some time to examine your life. Ask God to reveal areas of sin in your life where you need confession, cleansing, and growth (Ps 139:23-24; 1 John 1:1-10).

“Remember that the unexamined life is not worth living... Experience does not necessarily make you better; in fact it tends to make you worse, unless it’s evaluated experience. The good teacher’s greatest threat is satisfaction—the failure to keep asking, ‘How can I improve?’ The greatest threat to your ministry is your ministry” (Hendricks).

- READ John 8:31-38 and 2 Timothy 3:10-17. Consider what they are teaching regarding Scripture.
- Return ready to share an adoration (praising Who God is) or a thanksgiving (thanking God for what He’s done) with the class.
- Optional: Read Intro & Chapter 1 of *Teaching to Change Lives*.

1.2

Introduction to Bible Study (Overview)

Review

Last week we covered a few basics to prime our hearts and minds as we work through this course together.

1. We began by introducing the course (see “Introduction” above).
2. We overviewed the course using the course outline. Unit 1 deals with the “Preparation” stage of teaching, how we prepare ourselves and our content ahead of time. Unit 2 will address the “Presentation” stage of teaching, in which we polish our content, prepare visuals, and actually teach the content to our students.
3. We highlighted the importance of personal growth in grace as the foundation for effective teaching. “If you want to strengthen your teaching...then do everything in your power to strengthen the teacher—yourself” (Hendricks).

Last Week’s Homework

1. **Adoration:** Return ready to share an adoration (praising Who God is) or a thanksgiving (thanking God for what He’s done) with the class.
2. **Self-Examination:** Take some time to examine your life. Ask God to reveal areas of sin in your life where you need confession, cleansing, and growth (Ps 139:23-24; 1 John 1:1-10).

“Remember that the unexamined life is not worth living.... Experience does not necessarily make you better; in fact it tends to make you worse, unless it’s evaluated experience. The good teacher’s greatest threat is satisfaction—the failure to keep asking, ‘How can I improve?’ The greatest threat to your ministry is your ministry” (Hendricks).

3. **Bible Study:** READ John 8:31-38 and 2 Timothy 3:10-17. Consider what they are teaching regarding Scripture.
4. **Optional Reading:** Read Intro & Chapter 1 of *Teaching to Change Lives*.

Today's Outline

1. The Nature of Scripture
2. The Sufficiency of Scripture
3. Intro to Bible Study (OIA)
4. Let's Practice!

The Nature of Scripture

The Bible is a Divine book.

God the Creator has revealed Himself to His creation, specifically mankind. Though He is incomprehensible (Job 11:7), God is also knowable and desires for us to know Him (John 17:3).

We have received revelation from God in various forms: through Creation (Ps 19:1-6; Rom 1:19-20); through human conscience (Rom 2:14-16); through the pinnacle of His Self-revelation, Jesus Christ, the incarnate Word (John 1:1-18; Heb 1:1-3; etc.).

However, God has left us the Bible as our primary means of knowing Him in this age (2 Pet 1:16-21). It is not just any book; it is the very breath and words of God Himself (2 Tim 3:14-17).

The Bible is a human book.

As incredible as it is to hold in our hands “God’s Word,” we realize another aspect of the Scripture. “Holy men of God spake as they were moved by the Holy Ghost” (2 Pet 1:21). God did not negate human history, personality, style, vocabulary, or knowledge when He inspired the Scripture.

Instead, God incorporated the historical setting and abilities of the human author, superintending the writing process such that the product (Scripture) was the Word of God written by holy men.

Inspiration

There are two key (and many supporting) texts concerning inspiration.

- READ 2 Timothy 3:14-17.
- READ 2 Peter 1:16-21.
- “Spirit-moved men wrote God-breathed words that are divinely authoritative for Christian faith and practice” (Geisler & Nix).
- We believe in the “verbal, plenary inspiration” of Scripture.
- Verbal Inspiration: Every word of God is inspired (Pr 30:5). Inspiration is not merely creative, poetic stimulation. Instead, it refers to the authoritative “God-breathed” Scriptures. Thus, not only the ideas of Scripture are inspired, but the words themselves are precisely what the Holy Spirit intended.
- Plenary Inspiration: The entirety of the Scripture is inspired (2 Tim 3:16). No portion is less-inspired than the rest. “Picking-and-choosing” would doubt upon the whole.

Inerrancy & Infallibility

If God is truth and if the Scripture is God-breathed, then it follows that the Scripture must be inerrant (in the original manuscripts). If Scripture is God-breathed and it is inerrant, then it is also infallible (unable to make mistakes).

- God is truth (Tit 1:2; Rom 3:4; cf. Num 23:19; Heb 6:18).
- Scripture is inerrant (Pr 30:5; cf. Jn 17:3, 17; Ps 119:160).
- Scripture is infallible (Jn 10:35; cf. Is 55:11).

For Further Study: Consider God’s supernatural preservation of Scripture (Ps 12:6-7; Is 40:8; Mt 5:18; 24:35; 1 Pet 1:25).

Illumination

Although there are difficult sections to understand (2 Pet 3:16), the Scripture is ready to be taken at face-value, and even a child can understand it (2 Tim 3:15 “and that from a child”).

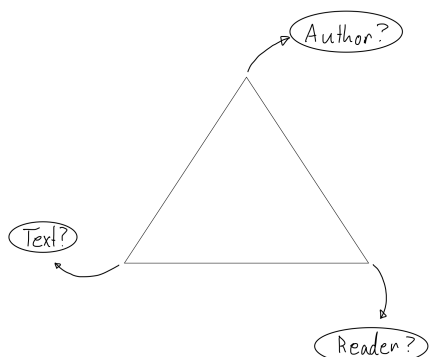
However, due to our immense sinfulness and deceitful hearts, we struggle to comprehend spiritual truth on our own. Yea, there is none that understandeth (Rom 3). Thus, we need the illumination of the Holy Spirit in order to understand the Word of God (1 Cor 2; 2 Cor 3).

Single Meaning / Multiple Applications

DISCUSS: Where does meaning lie? In the process of interpretation, we have three potential sources for determining meaning - (1) author, (2) text, (3) reader.

There is no such thing as

The Interpretive Triangle



subjectivity to truth. There is truth, and there is falsehood.

When we approach the text of Scripture, we come bearing this in mind. Our God is the God of truth, and He is not trying to hide His truth from us. But, every passage has only one correct interpretation. As Peter mentioned concerning Paul, there are areas of the Scripture that are more difficult to understand (2 Pet 3:16). However, our goal in interpreting the Scripture is first to understand the authorial intent within the text. Then, after we grasp what the author was communicating, we can apply the principle within our 21st-century context.

The Sufficiency of Scripture

In this life it is easy to begin searching for a shortcut, a secret, an enlightenment that might alter our lives for the better. But there is no such thing as a shortcut to godliness (or teaching!). Instead, God provided His Word to help His children view life His way.

A biblical outlook on life resembles one's putting on a tinted pair of glasses that alter the way she experiences reality. God's Word supplies the "glasses" of a biblical worldview so that God's children can begin to process life with Him and in His way.

The Scripture is sufficient to change our lives and the lives of our students. Truly, "his divine power hath given unto us all things that pertain unto life and godliness, through the knowledge of him that hath called us to glory and virtue" (2 Pet 1:3).

John 8:31-38

As Jesus was teaching, many of the Jews believed in Him, so He began to teach those believers. Jesus taught them that if they abode in Jesus' words, they were truly His

disciples. This would lead them to know the truth which would set them free.

The Jews were confused about Jesus' saying because they were Abraham's offspring who had never been enslaved. Rather than physical bondage, Jesus referred to the bondage of sin. God's truth can set anyone free from sin. It can transform the heart and renew the mind (Rom 12:1-2).

2 Timothy 3:14-17

- Scripture is sufficient for salvation (v. 15).
- Scripture is sufficient for sanctification (v. 16).

Because of Scripture's inspiration, it is profitable for four things:

- **Doctrine:** _____
 - **Reproof:** _____
 - **Correction:** _____
 - **Instruction in righteousness:** _____
-

For Further Study: *Deuteronomy 8:1-3; Isaiah 55:10-11; James 1:18-25.*

Intro to Bible Study (OIA)

There are many methods for Bible study. I want to present a method for us that can help us begin developing basic skills for personal Bible study that will also translate well into our preparation for teaching other.

Inductive Bible Study Principles

1. **Observation** - What does the text say?
2. **Interpretation** - What does the text mean?
3. **Application** - How should I change?

Observation

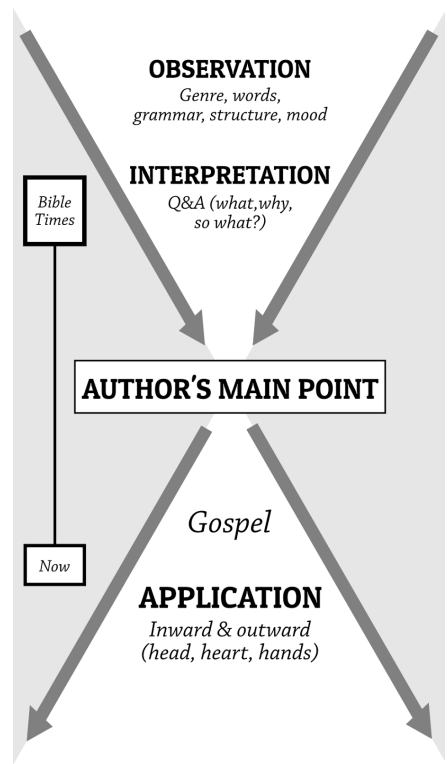
1. Start with a “Book Overview.” Read the book through 5-6 times. Look for details about a few things.

- Author
- Audience & Occasion
- Themes & Structure
- Purpose

2. Four Key Observation Skills

- Observe Words: Specifically, **Repeated Words**
- Observe Words: Specifically, **Connectors**
- Observe Words: Specifically, **Names and Titles**
- Observe Structure: Specifically, **Comparison and Contrast**

✓Extra Credit: Try stripping each sentence down to just its subjects/verbs. “You’ll sketch the story’s skeleton” (Krol).



Peter Krol, *Knowable Word*

Let's Practice!

READ John 1:19-34. Make observations of what the text says. Write them in the table below.

List the repeated words.	Identify the characters. What do we know about them?
What things are compared or contrasted?	List connectors and how they're used.

Homework

1. **Adoration:** Prepare to share an adoration (Who God is) or a thanksgiving (what He's done) with the class.
2. **Bible Study Practice:** Choose a short book (Obadiah, Jude, Philemon). Do a "Book Overview." Practice observation, especially looking for the above details.
3. **Optional Reading:** *Knowable Word* chapters 2-5.

1.3

Introduction to Bible Study (Observation)

Last Week's Homework

1. **Adoration:** Prepare to share an adoration (Who God is) or a thanksgiving (what He's done) with the class.
2. **Bible Study Practice:** Choose a short book (Obadiah, Jude, Philemon). Do a "Book Overview." Practice observation, especially looking for the above details.
3. **Optional Reading:** *Knowable Word* chapters 2-5.

Review

- Last week, we considered the nature of Scripture as both a human Book (written by human writers in specific historical contexts) as well as a Divine Book (ultimately, Scripture is God-breathed). We considered doctrines like inspiration, inerrancy, and therefore the sufficiency of Scripture to save and to sanctify its adherents.
- We also introduced the principles of inductive Bible study - (1) Observation, (2) Interpretation, and (3) Application. Our goal is to dig deeper into those the next several weeks.

Today's Outline

1. Preparation
2. Observation

Preparation

1. **P__ away** (confess) any sin in your heart (James 1:21ff).
2. Find a quiet **p_____**.
 - Mark 1:35 - Jesus rose early and went into the desert alone to pray.

- Matthew 6:6 - Jesus instructed His disciples to enter their closet to pray in secret to their Father Who hears in secret.
 - Many of us have heard of John Wesley and Charles Wesley, but have you heard of Susanna Wesley, their mother? She was a mother of 11 children, so quiet places were largely nonexistent. Instead, she would pull her apron over her head (sometimes for long periods of hours) to signal to her children that mother was in reading and in prayer and was not to be disturbed.
 - “Learning to pray doesn’t offer us a less busy life; it offers us a less busy heart” (Paul E. Miller).
3. **P**_____ for God’s Spirit to be your Teacher and to illumine your understanding (1 John 2:20, 27; Eph 1:15-19; 1 Cor 2:6-16).

Observation (What does the text say?)¹

Familiarity with the text is a good thing, but unexamined familiarity is our greatest enemy to diligent observation.

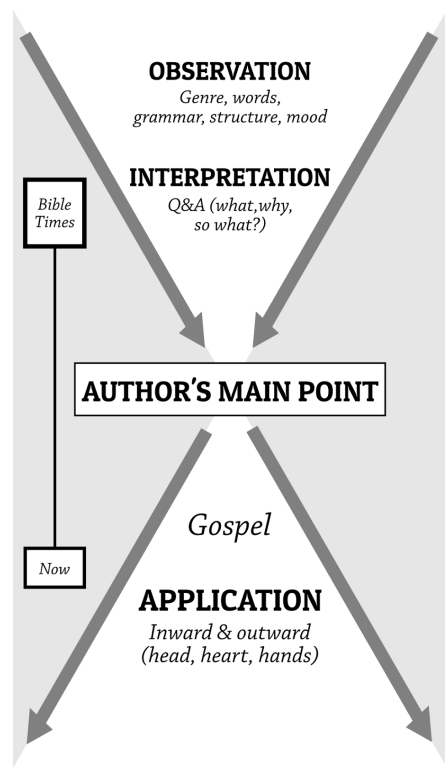
In the observation stage, we are asking the investigative questions of a journalist or detective: “Who? When? Where? What? Why? How?” Our goal in “Observation” and “Interpretation” is to transport ourselves back into the world of the Bible and understand the truth as written by its author and as received by its original audience.

Start with a book overview.

- Read the book through 5-6 times and look for clues to the following.

¹ Notes adapted from Peter Krol’s *Knowable Word* and others.

- **Author:** Who wrote the book? (Look for key people/ names.)
- **Audience and Occasion:** To whom did the author write? What was going on in the lives of the author and the audience at the time? (Look for key names of people and places. Look for clues of what they might have been experiencing; e.g. “trials” in James 1:2).
- **Themes and Structure:** What are the big ideas or episodes, and how are they arranged? (Trace themes, topics, ideas, character, and settings. This one is more subjective and often more challenging, especially in larger books.)
- **Purpose:** Why did this author write these things to this audience at this time? (E.g. 1 John 1:3-4 for fellowship and joy. Sometimes purpose is not clearly stated, and a good study Bible may help.)



Five Things to Observe in a Passage

- Genre
- Words
- Grammar

Peter Krol, *Knowable Word*

- Structure
- Mood

1. How to Observe Genre

There are many “genres” (styles of literature) in Scripture.

There are two large, overarching categories:

- (1) **Prose**: Ordinary writing without poetic qualities like rhythm, rhyme, meter, etc. This includes the secondary genres of narrative (i.e., history), law, letters, and apocalyptic literature (symbolic visions; e.g. Revelation).
- (2) **Poetry**: Artful writing using techniques like rhyme (less common in biblical poetry) and meter/rhythm (organizing material in a way that flows; e.g. a “Haiku” poem has lines of five syllables, seven syllables, and five syllables.). This includes biblical secondary genres of psalms, songs, and proverbs (e.g. Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon).

Understanding what genre we’re reading helps us understand its unique features.

- We read a narrative (telling a story, like Genesis, Joshua, or the Gospels) as recounting historical events.
- On the other hand, we read Psalms differently because they’re poetry. E.g. Psalm 23 “The LORD is my Shepherd; I shall not want. He makes me lie down in green pastures...” We understand that God is not physically our shepherd who makes us eat green grass. Instead this is what’s called a “metaphor” - a figure of speech, like a word picture, in which the idea is depicted as an image. God as our Shepherd means He provides for us, protects us, leads us, etc.

- We do this naturally, for instance, when we're reading a newspaper. We instinctively read front cover news differently than letters to the editor, and we read the obituaries differently than we read the comic section. We know there are different purposes behind the content that are reflected in the style (genre).
- **For Further Study:** *How to Read the Bible for All It's Worth* by Gordon Fee & Douglas Stewart.

2. How to Observe Words

- Words are the “bricks” of communication. They aren't a wall by themselves, but we need bricks before we start construction.
- Look for three specific types of words.
 - (1) Repeated words
 - (2) Connectors (e.g. and, but, when, therefore, so, etc.)
 - (3) Names and Titles
- Now, we have the bricks, but we've got to start putting them together to understand the wall.

3. How to Observe Grammar

“Grammar” is just a fancy word that means “how words fit together.” Even though many of us detested language and grammar in high school, we inherently know how it works because we speak our language every day.

Look for a few different parts of the sentence:

- (1) **Verbs:** These are the actions (e.g. Paul *threw*; Paul *thought*; etc.) or the states (of existence; e.g. Paul *was* tired; Paul *had* fun; etc.).

- (2) **Nouns:** These are the people (e.g. Paul), places (e.g. Rome), things (e.g. chariot), or ideas (e.g. love).
 - “Subjects” are the nouns that *accomplish* the action of the verb. E.g. *Paul* threw the ball. *Rome* was windy.
 - “Objects” are the nouns that *receive* the action of the verb. E.g. Paul threw the *ball*. Daniel ate *lunch*.
- (3) **Adjectives:** These are the descriptor words. They tell us something about the noun they modify.
 - E.g. Rome was *windy* (“Windy” is telling us what Rome is like.).
 - E.g. *Paul’s* eyes were damaged (“Paul’s” is telling us whose eyes they were.).
 - E.g. I like *green* grass (“Green” is telling us what color we like our grass to be.).

4. How to Observe Structure

- How are the words joined into sentences?
- How are the sentences joined into paragraphs?
- How are the paragraphs joined into larger sections?
- How are the sections joined into the whole book?
- Especially, take note of comparisons and contrast within the context.
- Pay attention to “connector words” (so, then, therefore, the next day, etc.) that highlight the thought transition.

5. How to Observe Mood

What is the general “mood” of the author? This one is subjective but helpful. For example...

- I'm not upset with you.
- I'm *not* upset with you.
- I'm not upset with *you*.
- I'M NOT UPSET WITH YOU!!!

Four Key Observation Skills

1. Observe Words: Specifically, Repeated Words
2. Observe Words: Specifically, Connectors
3. Observe Words: Specifically, Names and Titles
4. Observe Structure: Specifically, Comparison and Contrast

Let's Practice!

- READ 1 John 1:1-4. Make observations of what the text says. Write them in the "Observation Worksheet" supplement.
- READ 1 John 1:5-10. Make observations of what the text says. Write them in the "Observation Worksheet" supplement.

Homework

1. **Adoration:** Prepare to share an adoration (Who God is) or a thanksgiving (what He's done) with the class.
2. **Bible Study Practice:** Apply the "Preparation" and "Observation" skills we've learned in this lesson to the short book you selected last week.
3. **Optional Exercise:** Begin to create a structural diagram of your short book.
4. **Optional Reading:** *Knowable Word* chapters 1-2.

1.4

Introduction to Bible Study (Interpretation)

Last Week's Homework

1. **Adoration:** Prepare to share an adoration (Who God is) or a thanksgiving (what He's done) with the class.
2. **Bible Study Practice:** Apply the "Preparation" and "Observation" skills we've learned in this lesson to the short book you selected last week.
3. **Optional Exercise:** Begin to create a structural diagram of your short book.
4. **Optional Reading:** *Knowable Word* chapters 1-2.

Review

- Last week we focused on two steps of Bible study. First, "Preparation" involves putting away sin, finding a quiet place, and prayer for God's Spirit to teach you.
- Second, we looked at the step of "Observation" in which we ask the question, "What does the text say?"
- In observation we learned to note genre, words, grammar, structure, and mood.
- We also considered that familiarity with a passage can be an enemy of making accurate observation because we may read into the text our preconceived ideas. Instead, we want to ensure that we read out of the text what the author was actually communicating.

Today's Outline

1. Interpretation
2. Revisiting the Structural Diagram
3. Let's Practice!

Revisiting the Structural Diagram

- See Appendix 2 for more the steps involved in preparing a structural diagram.
- Let's practice again on 1 John 1:1-10, but this time let's finish by labelling the "rhetorical functions."²

Interpretation (What does the text mean?)

The Bible study step of Observation answers the question of "What?" while interpretation answers the "Why?" Our goal is to understand why the text says what it does.

Have you ever noticed that every person is born with natural desire to interpret? Consider a child. As they grow, they regularly ask "Why?" "Why is the sky blue?" "Why does the grass grow?" "Why do you stop at a red light?" "Why do I have to eat my vegetables?" God designed us for interpretation. "Communication always moves beyond the 'what' to the 'why'" (Krol).

The Greatest Enemy of Interpretation

While familiarity might hinder one's accurate observation of the text, presumption can easily derail the proper interpretation of Scripture because we may draw conclusions about the text with limited information based on our assumptions.

Biblical presuppositions are healthy (e.g. deity of Christ, inerrancy of Scripture, etc.). However, unchecked, our presumptions can lead us to misinterpret, to skew the meaning of Scripture. Krol points out five potentially dangerous forms of presumption to be avoided.

² See Appendix 2.

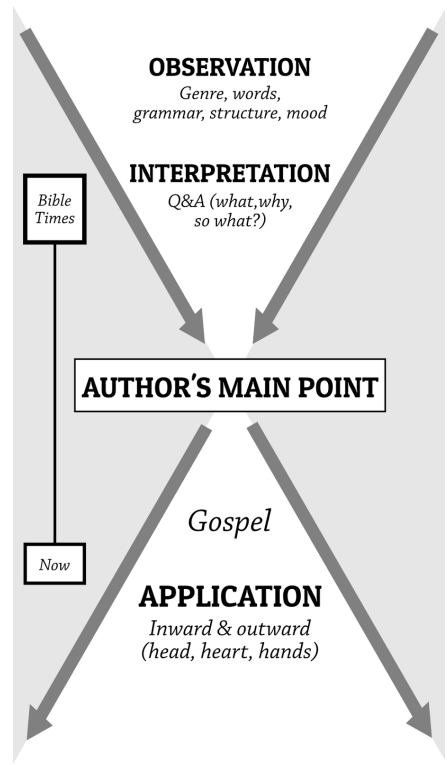
1. **Relativism** - A text can mean whatever we want it to mean. I.e. there is no objective meaning in the text. Application is subjective in that one text can apply to different people differently. But, interpretation is objective in that there is only one correct interpretation (meaning) of any given text (and that's the meaning that the human author and the Divine Author intended to communicate).
2. **Tradition** - A text means whatever I've been told before that it means (e.g. from churches, pastors, etc.). While the tradition of interpretation is important to be consulted, we must hold tradition tentatively, with open hands, permitting the text to speak for itself.
3. **Education** - "Education can be a form of presumption when...it generates thoughts but not thinkers" (Krol). Don't assume that education . Learn to be a critical and diligent thinker.
4. **Premature Application** - This is "when we jump to conclusions in the name of relevance. We read and observe the text, but we move straight to application." For example what does Philippians 4:13 mean? "I can do all things through Christ Who strengthens me." Does this mean that we can accomplish anything we put our minds to through Christ's power? No, in fact I'll likely never be a billionaire no matter how hard I work. Instead, notice the context in which Paul is focused on whether in poverty or in bounty, Christ provides.
5. **Authority** - This is when we "carelessly trust what the experts say about a text." Don't assume that a commentary, study Bible, preacher, or anyone no matter their credentials knows everything. Let God's inspired Word speak for itself.

Two Steps for Interpretation

1. Ask research questions.
2. Answer research questions.

Ask Research Questions

- “I have no special talent. I am only passionately curious” (Albert Einstein).
- Based on your observations, ask three main questions:
 1. **“What?”** questions (Who, when, where, what, how) - These “clarify or define your observations.” and “transition you from observation to interpretation.”
 2. **“Why?”** questions - These “questions uncover the author’s purpose” and are “the essence of interpretation.”
 3. **“So what?”** questions - These “draw out the implications” and “transition you from interpretation to application.”
- Krol then suggests meshing these three types of questions with his grid of five observation categories to make 15 categories of interpretation (See Appendix #3).



Practical Questions (Adapted from Rose Publishing)

1. The Language Question

- What is the meaning of each word?
- How is the word (Hebrew or Greek) used elsewhere in Scripture?
- How does the genre affect the text?
- What is the sentence structure?
- Why are particular words used?

2. The Historical Question

- How does the historical situation affect this text?
- How does the geographical situation affect this text?

3. The Theological Question

- What truths are taught about the nature of God?
- What does this passage tell us about human nature?
- Does this passage have anything to say about sin?
- Does this passage teach truths about redemption and salvation?
- What does this passage have to say about the church and/or the Christian life?

4. The Tactical/Structural Question

- How do the words fit into the sentences?
- Sentences into paragraphs?
- How does each paragraph fit into the author's reason for writing?

Additional Interpretive Questions (McDill)

1. What other passages help clarify the meaning of this text?
2. What does the context of this book tell me about the message of this text?
3. How does this text's literary genre affect its message?
4. What seems to be the writer's purpose in this text as a part of the whole book?
5. What are the overall tone and style of the text language?
6. What are the apparent implications of the writer's statements in the text?
7. What is the significance of the ideas in the text for the response of contemporary believers?

Answer Research Questions

There are two primary ways to answer our research questions:

1. Correlation
2. Investigation

Correlation - Does the text answer those questions? Where else does the Bible address them?

READ Proverbs 30:5. Scripture is inerrant and cannot contradict itself.

READ 2 Peter 3:15-17. There are things that are difficult things in the Scripture to understand.

READ 1 Corinthians 2:13. Thus, we ought to compare Scripture with Scripture. Allow clearer passages to interpret the more challenging passages.

1. Examine the text and the immediate context.


- Some answers may be assumed (e.g. historical/geographical details the original audience would have known; could we point to Corinth on a map, 1 Cor 1:2?).
- Other answers may be addressed directly (e.g. the text interprets itself; 1 Sam 9:9, prophets were formerly called seers in Israel).
- If the text doesn't answer your question, don't get too bogged down chasing rabbit trails. It's okay to let those questions go for now.

2. Use cross-references.

- Many Bibles (especially study Bibles) use cross-references. These were written in by people who have studied the Bible for many years and relate Scriptures together that help interpret each other.
- Other possible resources could be Bible software, *The Treasury of Scripture Knowledge*, and/or a concordance (like *Strongs Concordance*). Take notes of how the parallel passages shed light on the passage you're studying.

3. Use word studies. With a resource like *Strong's Concordance*, *Treasury of Scripture Knowledge*, or Bible software (see Logos, biblehub.com, blueletterbible.com), tracing the usage of a biblical word through the rest of the Scripture becomes far easier. Below are a few steps using Logos Bible Software to search for a word quickly across the Scripture.

- Right click on the word you want to study.

- In the left column select “Lemma” with the following symbol:  Ἐλευθερία .
- In the right column under “Search” click “Inline.”
- Logos will list for you every time that word is used in either the Old Testament Hebrew or the New Testament Greek depending where you’re studying.

Investigation - What do others say about this?

READ 1 Timothy 3:15. While earlier we noted that tradition and education must never be the authoritative standard (Scripture is), the historical and well-studied explanation of Scripture is very helpful. If you come up with an interpretation of a text that is new or no one else has held before, beware. The proper interpretation of the Scripture, while discernible for all believers because we have the Spirit of God, is preserved in community. There are many resources that can prove helpful. For specific recommendations see Appendix #4.

1. **Study Bible** - A study Bible can provide helpful cross-references and explanation of difficult passages. It can help you trace biblical themes and provide crucial background information.
2. **Commentaries** - Commentaries are written by biblical scholars. Some commentaries are more technical (scholarly) while others are more devotional and accessible.
3. **Bible Handbooks/Dictionaries** - These are designed to provide more in-depth information on historical and cultural background.
4. **Atlases** - Since we live many thousand miles away, atlases can help us better understand Bible geography.

Homework

1. **Adoration:** Prepare to share an adoration (Who God is) or a thanksgiving (what He's done) with the class.
2. **Bible Study Practice:** Apply the “Interpretation” and “Observation” skills we've learned in this lesson to the short book you selected.
 - Pull out your observations from last week. Make additional and better observations if need be. Then...
 - Ask research questions about your observations.
 - Answer those research questions, first from the text, then from other texts, and finally from additional resources.
3. **Optional Reading:** *Knowable Word* chapter 3.

1.5

Introduction to Bible Study (Application)

Last Week's Homework

1. **Adoration:** Prepare to share an adoration (Who God is) or a thanksgiving (what He's done) with the class.
2. **Bible Study Practice:** Apply the "Interpretation" and "Observation" skills we've learned in this lesson to the short book you selected.
 - Pull out your observations from last week. Make additional and better observations if need be. Then...
 - Ask research questions about your observations.
 - Answer those research questions, first from the text, then from other texts, and finally from additional resources.
3. **Optional Reading:** *Knowable Word* chapter 3.

Review

- Last week we practiced our "structural diagram" more, and we introduced principles to help us in the stage of "Interpretation" in our Bible study.
- The two primary steps for interpreting Scripture were (1) Ask research questions, and (2) Answer research questions.

Today's Outline

1. Application
2. Let's Practice!

Application (How should I change?)

If observation answers the question of "What?" and interpretation answers "Why?" then application begins answering the questions "So what?" and "How?"

How Important is Application?

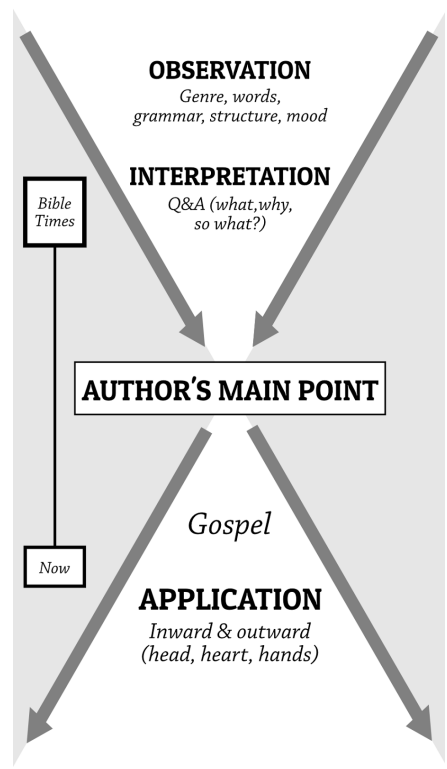
- READ 1 Corinthians 8:1-2. One of the dangers of accumulation of knowledge is that we may begin to become “know-it-alls.” Mere knowledge without life change only serves to “puff up.”
- READ James 1:19-27; 2:14. God certainly wants us to hear and study the Word of God, but until we also become “doers of the Word,” our efforts are futile. Scripture is not merely an ancient book to satisfy curiosity. It is the very Word of God, designed to transform the lives of all who peer into its pages and get to know the God of the Word.

Dangers in Application

“The greatest enemy of application is inertia” (Krol). Scientifically, matter in motion will continue in its current trajectory until a greater force counteracts it. A heavy boulder is difficult to move, and once it is moving, it’s challenging to change its course. “Boulders aren’t easily redirected, and neither are our stubborn souls” (Krol).

Timeline of Bible Study

Recall, observation and interpretation are designed to understand Scripture in its original context in the Bible times. Application,



Peter Krol, *Knowable Word*

then, is the act of building a bridge from Bible times to our modern context. Scripture is a living and effective book (Heb 4:12). It is just as applicable to our context as it was to its original audience.

APPLICATION WORKSHEET

Text: _____

The Application Matrix

This next section will detail Krol’s “Application Matrix.” He proposes that there are two directions for our application and that there are three spheres in which we need to change. This framework will help us avoid trite or non-specific applications in our personal study and teaching opportunity.

	Inward	Outward
Head		
Heart		
Hands		

Two Directions for Application

1. The Great Commandments

“How do I need to change?” (INWARD)

- READ Matthew 22:34-39.
- Jesus gave us two commandments that He said were the greatest of all the Law.
- First, we ought to love God with all that we are (heart, soul, mind strength; Deut 6:5).
- Second, we ought to love our neighbors as ourselves (Lev 19:18). We don’t need any more love for ourselves, which comes all-too-easily in our sinful flesh. Instead, we need to turn that affection toward others.

2. The Great Commission

“How does God call me to influence His world?”
(OUTWARD)

- READ Matthew 28:16-20.
- Jesus not only called us to grow in love, but that love for God and for others ought to be evident through our efforts to herald Christ to the world.
- “Jesus expects us to change the world” (Krol).
- What areas in my life (and then in my student’s life) does this impact? How can I organize my life to interact with unbelievers for the gospel? Who is in my wake? Who am I mentoring in the ways of Jesus?

Three Spheres of Change

READ 2 Timothy 3:14-17.

- Head - “learned and been assured of,” “known the holy scriptures”
- Heart - “reproof, correction, instruction in righteousness”
- Hands - “furnished unto all good works”

1. Head

- “The head represents everything we think and believe” (Krol).
- This step involves being a “hearer” of the Word.
- READ Romans 12:1-2 - “transformed by the renewing of your mind.”
- How? (1) Identify your thoughts. (2) Identify what God wants you to think. (3) Begin meditating on God’s truth that counteracts your previous thinking.

2. Heart

- “The heart represents who we are” and what we love/desire (Krol).
- This is the first part of being a “doer” of the Word.
- This involves my character. Ask, “What kind of person does God want me to be?”
- What do I desire and value?
- What ungodly character traits need to be replaced with Christlikeness?
- Where do I tend to trust myself instead of trusting Christ’s sufficiencies?
- What are my hopes? Do they align with the grandeur of Christ’s goals for me?
- How are my heart attitudes? Would they be admirable for others to pursue?

3. Hands

- “The hands represent everything we do” (Krol).
- This is the second part of being a “doer” of the Word.
- God’s Word doesn’t just change our thinking or our desires. It is supposed to change our lives.

Questions for Application (Mayhue)

1. Are there *examples* to follow?
2. Are there *commands* to obey?
3. Are there *errors* to avoid?
4. Are there *sins* to forsake?

5. Are there *promises* to claim?
6. Are there *thoughts* about God to believe/adore?
7. Are there *principles* to live by?

Additional Application Helps (Rose Publishing)

1. The Contemporary Question

- How do we apply what the author has said to the assumptions, values, and goals of our lives and society?
- What are the principles found in this passage that apply to the contemporary situation?
- How is God's redemption illustrated by this passage?
- Is there anything this passage has to say about certain social issues, such as racism, justice, poverty, or money?

2. The Personal Question

- How do we relate what the author says to our personalities?
- How do we relate this passage to our personal needs?
- How does this passage impact our families and close friends?
- What does this passage say about our moral decisions?
- How does the text affect our personal goals?
- How do these verses or principles apply to the Church as a body?
- How does this passage apply to my students?

3. The Final Question

- What am I going to do about what I have learned?
- What personal goals am I going to set in my life to implement the truths found in this passage?
- How does this passage impact my relationship with God?

4. Pray About What You Learned

- Pray for God's strength to help you to grow through your study.

S.M.A.R.T. Goals

Specific - When considering application, be as specific as you can. Articulate the details. Instead of, "I'll pray more," say "I'll pray at least five minutes at my desk with my morning coffee."

Measurable - Ensure your application is measurable. How will you know when you've met the goal you set? Instead of "God wants me to be more grateful," say "I will send one text of gratitude every day to someone in my life."

Attainable - Our application should be attainable. Set reachable goals. Instead of getting motivated for Bible study and planning to get up at 3am so you can have four uninterrupted hours, maybe start by getting up a half-hour early and studying for 30 minutes.

Relevant - Make sure that your application actually applies to your life. If you want to share the gospel with ten unsaved people this week but only know two, maybe the goal should start with meeting your unsaved neighbors, inviting them for dinner, etc.

Time-Bound - Add an element of time to the application. What would this look like today or tomorrow? How might my life be different in three months if I make this change?

When will I practice this change? Instead of “I’ll speak more gently to people this week,” say “When I’m getting frustrated with my child/parent/friend/coworker/etc., I will take a deep breath, pray in my heart for God’s help, and I will consider what words I could speak to build them up instead of tearing them down.”

Homework

1. **Adoration:** Prepare to share an adoration (Who God is) or a thanksgiving (what He’s done) with the class.
2. **Bible Study Practice:**
 - Finish any observation/interpretation you have not yet done in preparation for the application stage.
 - Practice the “Application” skills we’ve learned in this lesson to the short book you selected.
3. **Optional Reading:** *Knowable Word* chapters 4-5.

1.6

Forming the Lesson

Last Week's Homework

1. **Adoration:** Prepare to share an adoration (Who God is) or a thanksgiving (what He's done) with the class.
2. **Bible Study Practice:**
 - Finish any observation/interpretation you have not yet done in preparation for the application stage.
 - Practice the "Application" skills we've learned in this lesson to the short book you selected.
3. **Optional Reading:** *Knowable Word* chapters 4-5.

Review

- Last week we learned some principles to help us in making helpful and specific application of Scripture to our lives.
- We considered Krol's "Two Directions for Change" (Inward & Outward) and his "Three Spheres for Change" (Head, Heart, Hands).

Today's Outline

1. Teaching the Big Idea
2. Structure of the Lesson
3. Using Curriculum

Teaching the Big Idea³

Introducing the Big Idea

Every biblical author wrote with specific goals in mind. They all had something they were trying to communicate. Our job is to discern what is their main point from the text.

³ See *12 Essential Skills for Great Preaching* by Wayne McDill.

The goal: Identify the author's main idea he was trying to communicate and name it with specificity. Fuzzy thinking is of great danger to the teacher. "We cannot be satisfied with an indistinct, murky expression of what we believe is a message from God" (McDill).

This goal is crucial. If we try to communicate too many ideas in one lesson, our audience will be unable to retain it all. Make it your aim that your listeners will walk away understanding the singular Big Idea of the passage.

First, we want to begin looking for the **subject** of the passage. This is a one word description of what the author is talking about, the main topic in the section.

Second, we consider a **modifier** of that subject. This is a single word that defines the focus of the subject. It limits the conversation.

For instance if we considered Hebrews 11, what might be the subject (main idea) of that passage? Faith!

Then, we realize that the author is not saying everything he could possibly say about faith. This is where the modifier comes in. How does the author of Hebrews narrow his discussion about faith in Hebrews 11? We could say the modifier is "examples."

We might write our text idea like this: subject/modifier. So in our example of Hebrews 11, we would write faith/examples. When we put this into a sensible idea we might write "Examples of Faith."

Identifying the Big Idea

1. *Consider the theological themes and words in your passage.* In our observation stage, we were paying careful attention to important words in the passage. In

the structural diagram, we highlighted those words for future study. Specifically, keep your eyes out for repeated words. These often give away the main theme of the passage.

2. *Examine the context.* Don't let your focus become too narrow. If you look at the wider context of how your passage fits into the book, it may shed light on the author's main focus.
3. *Look closely for the author's expression of purpose.* Not every book or passage gives away the purpose, but many do! If the author states his purpose or intention, you are well on your way to identifying his main idea. For instance many of the psalms state their theme in the first line or two of the psalm.
4. *Decipher figurative language.* If your passage contains metaphors, for instance, try to understand the ideas the author is communicating through the figure of speech. For instance, recall what David was communicating in Psalm 23 by calling the LORD his Shepherd. Provision, protection, etc.
5. *Name the text idea.* Use words with rich theological meaning in Scripture, but also use words with which your audience can relate.

Structure of the Lesson⁴

Lesson Divisions

Now that you've identified the Big Idea of your text, you want to consider how the rest of your text is supporting that main idea. These are what will become the sub-points in

⁴ Some content adapted from Dr. Dean Taylor's "Homiletics."

your lessons. This is where we return to the subject and modifier.

- Subject: What is the author talking about?
- Modifier: How does he narrow his topic?
- Content: What is the author saying about what he's talking about?

So, how do we figure out what divisions flow from the text?

1. *Follow your textual diagram.* The indentations and the rhetorical functions you labeled will guide you. Whatever sentences are on the left of your diagram are often the main lesson divisions.
2. *Think through the text again with your subject/modifier in mind.* How does the author speak about that Big Idea? What is he saying?

Additionally, this is one of the differences between good teaching and good preaching. In preaching you typically want to have well-developed sermon divisions in support of the main point. However, in teaching, you can be less concerned about the lesson divisions and spend most of your time emphasizing the Big Idea throughout.

Writing an Introduction

- *Establish rapport*: Help your listeners trust you. Show them why they should listen to you. Care for them. Call them by name. Know the details of their lives. Pray for them faithfully. Maybe show them something you share in common with them. See upcoming *Teaching to Change Lives* readings.
- *Capture attention*: Distracted listeners aren't really listening. You want to begin with something that draws in

the attention of your audience and helps them focus on the truth of Scripture. Tell a story, act something out, etc.

- *Raise need:* The most boring lessons are the ones that the listeners don't know they need. Help them see how the passage can directly apply to them. Identify something in their lives that would be missing if they never understood the truths in your passage. Consider problems needing solved, questions needing answered, etc. Let that question linger until you answer it with the Big Idea.
- *State the Big Idea:* After establishing rapport, capturing attention, and raising need, then you are ready to tell your listeners the big idea of your lesson. Do this by reading your text and showing them how your Big Idea is an outflow of the text, not something you're imposing on the passage.

Writing a Conclusion

A good lesson can fall flat on its face if you don't know how to wrap it up.

- *Recap the Big Idea.* Recall for your students the big idea of the text (repeat it word-for-word), and maybe briefly remind them how each sub-point supported that big idea.
- *Help them apply the text.* Don't let your students leave without calling them to be doers of the passage, not just hearers. Help them consider with specificity how the text can change their lives.
- *Discuss their comments and questions.* Sometimes, this is an intimidating part of the teaching process. But don't be afraid of your students questions. If you know what to say, show them from the Bible. If you don't know how to answer, it's okay (and wise!) to be honest with them, but offer to study it and bring them an answer again next

week. You want to foster an atmosphere in your classroom where your students develop curiosity about the Scripture.

Choosing Illustrations

Illustrations can either make or break your lesson. Poor illustrations may usurp the focus away from the text of Scripture. But a good illustration always supports the truths you're teaching. They can help your students...

1. *Understand the truth.* Sometimes it's helpful to imagine a scenario where the ideas were lived out.
2. *Apply the truth.* The text no longer seems like it's thousands of years away, but it's relevant.
3. *Live the truth.* It's not just something that Moses or David or Jesus could do. Real people could live it out.
4. *Remember the truth.* Sometimes our students may forget the ideas we're teaching them. A good illustration can help imprint the ideas deep in their minds.

So how do we pick helpful illustrations?

1. *Illustrate your Big Idea.* Make sure that the main point (or maybe a sub-division) of your lesson is what you're illustrating. You don't need illustrations for an obscure fact. Whatever you illustrate is what your students will likely remember.
2. *Look at the text itself.* Sometimes the text itself gives you the illustration you're looking for (e.g. 1 John 1 "light"). Additionally, word studies often prove helpful resources for lesson illustrations.
3. *Learn to look at life with curiosity and imagination.* The best illustrations spring up organically as you live life (see Deuteronomy 6).

4. *Keep a notebook/note file of ideas.* Every time you think of something that could make a good illustration, write it down. It's amazing how quickly we'll forget them if we don't.

Using Curriculum

What are some of the advantages of using curriculum?

What could be some of the disadvantages?

How To Use Curriculum

- *Study the text on your own before consulting the curriculum.* Don't let the curriculum cause you to approach the text with assumptions. Follow the OIA principles of Bible study.
- *Use it as a guide, not a dictator.* Your lesson needs to be your own. With the curriculum you can use it, change it, or toss it.
- *Combine your personal study notes and the curriculum into your own separate document.* This is not a necessary step, but it can be helpful not to enter your teaching time, reading from a teacher's manual. Instead, implement the helpful ideas, illustrations, materials, worksheets, etc. from the curriculum.

Homework

1. **Adoration:** Prepare to share an adoration (Who God is) or a thanksgiving (what He's done) with the class.

2. Bible Study Practice:

- Finish any observation, interpretation, or application you have left for your small book of the Bible.
- Begin to apply these skills of forming your lesson.
- Identify the Big Idea of the text.
- Outline the main points of the text based off your observations and correlate them with the Big Idea.
- Write your Introduction & Conclusion.
- Begin to think creatively in life, watching for potential illustrations of the truths within your passage. Keep a notebook or a note file, and write down the any ideas you have.

3. Optional Reading: *Knowable Word* chapter 6 & Appendix.

2.1

Polishing the Lesson

Last Week's Homework

1. **Adoration:** Prepare to share an adoration (Who God is) or a thanksgiving (what He's done) with the class.
2. **Bible Study Practice:**
 - Finish any observation, interpretation, or application you have left for your small book of the Bible.
 - Begin to apply these skills of forming your lesson.
 - Identify the Big Idea of the text.
 - Outline the main points of the text based off your observations and correlate them with the Big Idea.
 - Write your Introduction & Conclusion.
 - Begin to think creatively in life, watching for potential illustrations of the truths within your passage. Keep a notebook or a note file, and write down the any ideas you have.
3. **Optional Reading:** *Knowable Word* chapter 6 & Appendix.

Review

- We have now finished Unit 1: Preparation.
- We began by considering the teacher as an apprentice of Jesus. When we as teachers cease to grow, we will also cease to be effective teachers. The greatest impact we can have on our students is to model for them a life of godliness, love for God and for others.
- Then, we learned the Bible study principles of Observation (What does the text say?), Interpretation (What does the text mean?), and Application (How should I change?).

- Finally, we considered how to begin arranging our research into a lesson with thought-flow using an introduction, illustrations, and a conclusion.
- Last week, Joe covered how to use visual-aids to support the message of the text presented in your lesson.

Today's Outline

1. Preparing Your Notes
2. Preparing Your Heart
3. Presenting the Lesson

Preparing Your Notes

Motivated Sequence⁵

Introduction	Capture Attention
	Raise Need
Body	Satisfy the Need through the Scripture
	Explain the Text
Conclusion	Visualize the Change
	Apply the Change
	Emphasize Gospel Grace

For example, let's look at Matthew 7:1-6.

- 7:1 This is contextually part of a much larger sermon. Jesus already has their attention, but he raises need in an undeniable way. Why should they not judge? Otherwise they themselves will be judged.

⁵ Adapted from McDill, *12 Essential Skills for Great Preaching*.

- 7:2-5 Then, Jesus satisfies that need by illustrating what they ought to do instead of judging one another. He helps them visualize the needed change in their lives.
- 7:5 And then He applies it to his audience, calling them hypocrites and commanding them first to deal with their own sin.
- 7:6 Jesus additionally calls His disciples not to continue arguing with those who refuse to listen with a metaphor of “casting pearls before swine.”
- Emphasizing gospel grace is crucial, for how else will our students (and we ourselves) change? See Romans 6-8; Phil 2:12-13; Ephesians 1-3; etc.
- Nehemiah 8:8 - Explaining the text such that our listeners understand is the goal. It is the truth of the Word that can change their lives, so we aim for them to understand it.

Types of Notes

- Simple Outline - Include a summary of the big ideas of your lesson.
- Full Outline - Include every idea you want to touch on in some form.
- Manuscript - Include every word you want to say in sentence form.

Preparing Your Heart

- **Prayer**⁶ (James 1:5; Ephesians 1:15-23) - Ask God to give you wisdom and to enlighten your heart and mind to comprehend the depths of His truth.

⁶ See Appendix #8 “Prayer List for Teaching. ”

- **Application** (James 1:19-27; Matthew 7:3-5) - Become a doer of the Word. Long before you ever teach a passage, ensure that you've learned to practice its principles. Remove your eye's beam before you approach another with a splinter in his eye.
- **Confess & Reconcile** (1 John 1:9; James 5:16; Matthew 5:23-26) - If you have sin in your life, begin by confessing that sin to God and rejoicing in His forgiveness (Psalm 32). Then, be prepared to confess your sin to another. If you have wronged someone, go first to them before you approach your teaching opportunity. Ensure your heart is right before God and your relationships are harmonious with others. Our lives must match with our message.

Presenting the Lesson

Do you have what it takes—a passion to communicate?

Seven Proven Ways to Make Your Teaching Come Alive⁷

- **T**eacher - Stop growing today, and you stop teaching tomorrow.
- **E**ducation - How people learn determines how you teach.
- **A**ctivity - Maximum learning is always the result of maximum involvement.
- **C**ommunication - To truly impart information involves the building of bridges.
- **H**earth - Teaching that impacts is not head to head, but heart to heart.
- **E**ncouragement - Teaching tends to be most effective when the learner is properly motivated.
- **R**eadiness - The teaching-learning process will be most effective when both student and teacher are adequately prepared.

⁷ Hendricks, *Teaching to Change Lives*. See Appendix #6.

Skills in Speaking

- Pitch - Vary your tone. Let your voice rise and fall with the emphasis of your content.
- Projection/Punch - Speak to the back of the room, but save some volume for areas of emphasis (punch).
- Pace - Vary your speed. Don't speak all at the same rate. But remember, most are tempted to speak too quickly for their own thoughts or for those of their students.
- Pause - Use pauses in your speech for emphasis on important or difficult concepts.
- Practice - Once your notes are ready, take them in front of a mirror or to the exact setting where you will be teaching. Set up a timer for yourself, and teach your lesson as if your students were there with you. This will give you a feel for the lesson before you actually get there. Maybe consider recording yourself (either in practice or your actual teaching setting). This can give you something to share with your students for review, but it also will give you the opportunity to listen to yourself (as painful as it may be) and to critique yourself for the purpose of growth.

Homework

1. **Adoration**
2. **Bible Study Practice:**
 - COMPLETE any additional Bible study (OIA principles).
 - DRAFT your lesson notes. Try to include the elements of Intro, Body with Illustrations, and Conclusion.
 - PRACTICE your lesson.
3. **Optional Reading:** *Teaching to Change Lives*, ch 2-7.

Appendix #1

Observation Worksheet

Observation Worksheet (Krol)

Introductory Observation

Text: _____

List the repeated words.	Identify the characters. What do we know about them?
What things are compared or contrasted?	List connectors and how they're used.

Detailed Observation

- Genre/Style:

- Words:

- Grammar:

- Structure:

- Mood:

Appendix #2

How to Prepare a Structural Diagram

What Is a Structural Diagram?⁸

- A structural diagram is a way of visually examining and representing the grammar and structure of the text.
- The diagram will line up independent clauses (main ideas) at the left and subordinate clauses (supporting ideas) to the right. “Equal ideas are thus lined up vertically” (McDill).

Preparing a Structural Diagram

Copy your text.

- Copy your selected text from a digital Bible (Logos; biblegateway.com; blueletterbible.com)
- Paste it into a word processor (Microsoft Word; Google Docs; Pages; etc.).
- This exercise could also be done by hand on paper, or you can use a sentence diagram to accomplish the same goal.

1. Identify “the first independent clause in the text.”

- This should be the first sentence with a subject and a verb.
- Align the clause all the way to the left margin of your diagram.

2. Indent “supporting phrases under (or over) the center of the words they modify.”

- Use “Tab” on your keyboard to indent supporting phrases directly beneath the word(s) they modify.
- Additional spaces may need to be for proper alignment.

⁸ Adapted from *12 Essential Skills for Great Preaching* by Wayne McDill and other resources.

3. Place connectors and conjunctions in brackets.

- Place [brackets] around a connector word/conjunction like “and,” “but,” “then,” “or,” “therefore,” “if,” “when,” etc.
- Sometimes, conjunctions can be placed on a new line for emphasis and visualization of sequence.

4. “Underline all the verbs to emphasize their important role.”

- Verbs carry the action and main ideas of a section.
- If you can follow the verbs, you’ll catch the general thought-flow.

5. Highlight important theological words for future study.

- Highlight words that carry important truth in the passage like “resurrection,” “justification,” etc.
- Additionally, unfamiliar terms or repeated words can be highlighted.

6. Draw lines to connect thought-flow.

- If a prepositional phrase is modifying a verb, draw a line/ arrow pointing to that verb.
- This is especially important if intervening text separates a clause from the word it modifies (because we do not want to change the word order in this exercise).

7. Label the function of the word or phrase in a left column.

- Now, ask yourself “What does this phrase *do* in the sentence?”
- Labelling these functions helps us understand how the text fits together grammatically and structurally.

Perhaps there is no property in which men are more distinguished from each other, than in the various degrees in which they possess the faculty of observation. The great herd of mankind pass their lives in listless inattention and indifference to what is going on around them ... while those who are destined to distinction have a lynx-eyed vigilance that nothing can escape. - William Wirt, 1828 (US Attorney General)

List of Rhetorical Functions

Explanatory	Illustrative	Argumentative	Applicational
Assertion	Metaphor	Rhetorical Question	Desire
Event/Action	Example	Cause	Exhortation
Time	Analogy	Purpose	Warning
Sequence	Story	Result	Promise
Source	Parable	Condition	Entreaty
Agency	Description	Contrast	Rebuke
Circumstance	Comparison	Basis	Command
Restatement	Relationship	Advantage	
Place/Sphere		Disadvantage	
Explanation		Credentials	
Means		Question/Answer	
Manner		Problem/Resolution	
Measure			
List			

Verse

Function

Diagram

Appendix #3

Interpretation Worksheet

Ask Research Questions

Using your observations, ask questions about the text to research.

- What (Who, when, where, what, how)?
- Why?
- So what?

Language - What words do I need to study further?

History - What background information (historical, cultural, geographical) could help me better understand the text?

Theology - What truths is this teaching me about God (His nature and works) and about the gospel (God's holiness, my sin, God's grace)?

Tactical/Structural - How does this passage fit into the author's larger purpose?

Answer Research Questions

1. Examine the text itself and the surrounding context.
What questions are already answered?

2. Search the rest of Scripture using cross-references.
What related passages help shed light on your passage?

3. Consult additional resources to see what they say about your passage (study Bibles, commentaries, Bible handbooks/dictionaries, atlases). How do they answer some of the difficult interpretive questions? What background information do they share that clarifies your passage?

Interpretive Grid (Krol)

	Observation	<i>What?</i>	<i>Why?</i>	<i>So What?</i>
Literary Form				
Words				
Grammar				
Structure				
Mood				

Appendix #4

Bible Study Resources

Recommended Resources

- *Teaching to Change Lives* by Howard Hendricks
- *Knowable Word* by Peter Krol
- *Effective Bible Teaching* by James Wilhoit & Leland Ryken
- *How to Read the Bible for All It's Worth* by Gordon Fee & Douglas Stewart
- *12 Essential Skills for Great Preaching* by Wayne McDill

Word Studies & Cross Referencing

- A good study Bible (see below)
- *Thompson Chain Reference Bible*
- *The Treasury of Scripture Knowledge*
- *Strongs Exhaustive Concordance* (available free at biblehub.com)

Study Bibles

- *Faithlife Study Bible* (Free on app store and in Logos)
- *The Wiersbe Study Bible*
- *ESV Study Bible*
- *NKJV Study Bible*

Free Resources

- blueletterbible.org
- biblehub.com
- biblegateway.com
- [Logos Bible Software](#) (paid upgrades)

Background Studies

- *NIV Cultural Backgrounds Study Bible*
- *Faithlife Study Bible*
- *Lexham Bible Dictionary*

Commentary Recommendations

- Warren Wiersbe “Be Series”
- *The Bible Knowledge Commentary* (Two-volume set)
- “Expositor’s Bible Commentary” Series (Multi-volume set)
- bestcommentaries.com
- <https://dbts.edu/basic-library-booklist/>

Appendix #5

Application Worksheet

Application Steps

1. **Pray.** Ask God to search your heart (Ps 139:23-24). Ask Him to show you where He wants you to grow.
2. **Adore.** Instead of starting with a self-focused attitude, we should begin our application focused on the beauty and grandeur of God.
 - What is this passage teaching me about God? Who is He? What is He like? What has He done in history? How is He at work in my life?
 - What is this passage teaching me about the Gospel? What does it teach about God's holiness and love? What does it say about man's sinfulness and deserved judgment? What does it say about God's grace and kindness? What does it say about the sacrifice of Christ? What does it say about faith?
3. **Confess.** What areas in my life are not what they ought to be? Write down specific failures from your week, ask God's forgiveness, and plead for His grace to grow through it.
4. **Meditate.** Application cannot be rushed. Sit and stew on the truths God's showing you.
5. **Identify** at least one specific change God would have you make today, this week, etc. and write it down.
6. **Pray.** We can't change on our own. Ask God's Spirit to work in your heart to help you desire to change in this way and to be renewed in your mind.

Application Worksheet (Krol)

	Inward	Outward
Head		
Heart		
Hands		

Appendix #6

**Summary: *Teaching to
Change Lives*
(Hendricks)**

1. The Law of the Teacher

- “If you stop growing today, you stop teaching tomorrow” (Hendricks).
- A teacher must consider himself a student among students. Never stop learning.
- “If you want to strengthen your teaching...then do everything in your power to strengthen the teacher—yourself” (Hendricks).
- “Effective teaching comes only through a changed person. The more you change, the more you become an instrument of change in the lives of others.”
- One must continue growing intellectually, physically, spiritually, and socially.
- Intellectually: Never stop reading. Get to know your students. “Get to [know] your students individually. Find out as much about them as you possibly can” (Hendricks).
- “Experience does not necessarily make you better; in fact it tends to make you worse, unless it’s evaluated experience. The good teacher’s greatest threat is satisfaction—the failure to keep asking, ‘How can I improve?’ The greatest threat to your ministry is your ministry” (Hendricks).

2. The Law of Education

“The true function of the teacher is to create the most favorable conditions for self-learning.... True teaching is not that which gives knowledge, but that which stimulates pupils to gain it. One might say that he teaches best who teaches least” (John Milton Gregory).

- “The way people learn determines how you teach.... The teacher must excite and direct the learner’s self-activities, and, as a rule...tell the learner nothing—and do nothing for him—that he can learn or do for himself” (Hendricks).
- “What’s important is not what you do as a teacher, but what the learners do as a result of what you do” (Hendricks).
- “The teacher is primarily a stimulator and motivator....The learner is primarily an investigator, a discoverer, and a doer” (Hendricks).
- “Good teachers can’t be focused on what they do, but on what their students are doing” (Hendricks).
- Our goal is to help our students become aware of their own lack of knowledge and how to gain it. Our aim is to help teach people how to think, how to learn, and how to work (become doers).

3. The Law of Activity

“Knowledge cannot be passed like a material substance from one mind to another, for thoughts are not objects which may be held and handled.... Ideas must be rethought, experience must be re-experienced” (John Milton Gregory).

- “Your task as a communicator is not to impress people, but to impact them; not just to convince them, but to change them” (Hendricks).
- The more you can get your students involved, the more they will learn. “The best learners are participators” (Hendricks).
- Ancient Chinese Proverb: “I hear, and I forget. I see, and I remember. I do, and I understand (and I change).”

- Hearing: Up to 10% retention
 - Hearing + Seeing: Up to 50% retention
 - Hearing + Seeing + Doing: Up to 90% retention
- So how can we supply activity within our lessons that aids our students in learning? Hendricks makes five suggestions.
 1. **Activity that provides direction without dictatorship.** “Education must come from the individual learner. You as the teacher cannot pour it in. You have to draw it out. And by the way, ‘to draw out’ is the root meaning of the word education.”
 2. **Activity that stresses function and application.** They need to put it to use immediately.
 3. **Activity with a planned purpose.** Objectives determine outcomes.
 4. **Activity that is concerned with the process as well as the product.** Students need to know not only “WHAT they believe, but WHY.”
 5. **Realistic activity that includes problem-solving situations.** Find out the real problems your students are dealing with.
 - Finally, don’t become discouraged. Very few will learn a concept the first time you teach it. “Repetition is the mother of all learning.” Review previous material as often as possible (See Matthew 14:13-21; 16:9-10; 15:32-39. Jesus’ disciples did not understand the feeding of the 5000, so He also fed the 4000).

4. The Law of Communication

“It is the teacher’s mission...by sympathy, by example, and by every means of influence—by objects for the senses, by facts for the intelligence—to excite the mind of the pupils, to stimulate their thoughts.... The greatest of teachers said: ‘The seed is the word.’ The true teacher stirs the ground and sows the seed” (John Milton Gregory).

- “Communication is the reason for our existence as teachers. It’s also our number one teaching problem.”
- Communication is hard. Pray, study, practice.
- **Building Bridges:** Communication comes from Latin *communis*, meaning “common.” Thus, communication=establishing commonality. “The greater the commonality, the greater the potential for communication.”
- **Thought—Feeling—Action:** It involves (1) something I know, (2) something I feel, and (3) something I’m doing. Do you really know the truth? Do you really feel it and demonstrate genuine excitement about it? Are you actually practicing the truth you know and claim to feel? “What you are is far more important than what you say and do” (Hendricks).
- **Distractions:** Every student will deal with two sorts of distractions. (1) External distractions can largely be controlled by the teacher. Find a good classroom. Produce a quiet environment. Manage students’ behavior. (2) Internal distractions are more difficult because the teacher can neither see them nor control them. However, as a teacher helps to instill in a student a hunger for learning, that student will begin to overcome those internal distractions on his or her own.

- **Feedback:** Ask your students for feedback. Watch their faces. Let them ask questions. Ask if they understand. Have them explain the concepts in their own words. The measure of good teaching is what students are saying, what they have understood and pass on (2 Timothy 2:2).

5. The Law of the Heart

“How can the teacher’s manner fail to be earnest and inspiring when his subject matter is so rich in radiant reality?” (John Milton Gregory)

- “Teaching that impacts is not head to head, but heart to heart” (Page 85).

Character—Compassion—Content

1. **Ethos/Character:** “Who you are is far more important than what you say or do, because it *determines* what you say and do” (Page 86). “The teacher’s *character* is what produces the learner’s *confidence*” (Page 87).
2. **Pathos/Compassion:** This is your passion for the content that “arouses the passions of” your students and “massages their emotions” (Page 86). “Your *compassion*...produces the learner’s motivation” (Page 87).
3. **Logos/Content:** “The *logos* concept...involves the marshaling of your evidence. It engages the mind and gives understanding” (Page 86). “Your *content* produces the learner’s *perception*” (Page 87).

The Teaching—Learning Process

- “Teaching is *causing*...causing people to learn” (Page 87).
- “Learning is *change*” (Page 88), which involves a change in mind, emotions, and will.

- Teaching and learning are inseparable. The test of effective teaching are the actions of the student.

Where Learning Begins

- Learning begins “at the feeling level” (Page 90).
- “No one cares what you know until they know that you care” (Page 90).
- The goal is to get your students to lay down their hostilities, and you do this “with *heart*.” You have to build rapport. Help your students know you care.

Never Forget the Facts

- “To be sure, you can believe correctly and not behave correctly. But you cannot consistently behave correctly unless you believe correctly” (Page 92).
- Biblical teaching-learning brings a change of thought, emotion, and will.

Be a Person of Impact

1. *Know your students* (to meet their needs). “You can impress people at a distance. But you can impact them only up close. And the closer you are to them, the greater and more permanent the impact” (Page 94).
2. “*Earn the right to be heard*...Credibility always precedes communication” (Page 95).
3. “*Be willing to become vulnerable before your students*” (Page 95). “Remember, most people will tend to see you in terms of where you are now, rather than in light of where you’ve come from and what you’ve gone through. They didn’t see the process” (Page 95).

6. The Law of Encouragement

“The nature of mind, as far as we can understand it, is that of a power or force actuated by motives. The striking clock may sound in the ear, and the passing object may paint its image in the eyes, but the inattentive mind neither hears nor sees” (John Milton Gregory).

- **Definition:** “Teaching tends to be most effective when the learner is properly motivated” (Page 100).
- “The number one problem in education today is the failure to motivate learners” (Page 100).
- **Awareness of Need:** We must help our students *feel* their need for the truths we teach. The teacher is by nature a motivator. There are two levels of motivation: (1) Extrinsic motivation (outside the student) and (2) Intrinsic motivation (inside the student). “Your task in all extrinsic motivation is to trigger intrinsic motivation” (Page 102).
- **Good Training:** Structure your students training with four stages. (1) *Tell* your students the truths you want them to learn. Make sure they have it in a form convenient for regular review. (2) *Show* your students the truth. Model it for them. Help them see what it looks like in real life. (3) *Do* - let your students practice it in a controlled environment (like the classroom) and in an uncontrolled environment (stage four).
- Give people “*responsibility with accountability*” (Page 108).
- “The more you put into something, the more you appreciate it. The greater the investment, the greater the interest” (Page 108).

- **The Personal Touch:** Make your teaching personal for your learners. Know them well enough that you can tailor make your lessons for their benefit. But, realize that you're not God's answer for every person. That's why God gave us the Body of Christ.
- **Creative Motivation:** As you get to know your students, learn what makes them tick, and help them see creative methods to stay motivated. When you discourage one negative quality, give them a positive alternative.
- **The Power Unleashed:**
 - "The key question is...Are *you* motivated? Because motivated people become change agents" (Page 113).
 - Sir Walter Moberly said, "If one-tenth of what you believe is true, you ought to be ten times as excited as you are" (Page 113).

7. The Law of Readiness

"Many teachers go to their work either partly prepared or wholly unprepared. They are like messengers without a message. They lack entirely the power and enthusiasm necessary to produce the fruits which we have a right to look for from their efforts" (John Milton Gregory).

- **Definition:** "The teaching-learning process will be most effective when both student and teacher are adequately prepared" (Page 115).
- While your class period may begin on Sunday at 9:30a, the learning process actually began at the end of your class period last Sunday with whatever assignments and ideas about which your students were thinking.

Value of Assignments (Page 117)

1. “They precipitate **thinking**,” like a mental warmup.
2. “They provide a **background**, a foundation on which to build.” Hopefully your students return with curiosity piqued.
3. “They develop habits of **independent study**—and this is the most important benefit of good assignments.” Think about the old saying: “Give a man a fish, feed him for a day. Teach a man to fish, feed him for a lifetime.”

Characteristics of Good Assignments (Pages 117-118)

1. **Creative**, not busy work. Designed on purpose for a purpose.
2. **Thought provoking**. “Question more answers rather than answer more questions.”
3. **Doable**. “Don’t heap on an unrealistic load.”

Fighting Silence: Ask a question, then wait in silence. Teach your students how to find Bible answers for themselves. Transfer their confidence in you toward self-confidence in their own Bible study skills.

Fielding Tough Questions: If you don’t know the answer, admit it. Then, go find an answer for them next week!

Controlling Discussion Dominators

1. “Express appreciation for his contribution. Tell him privately, ‘I want you to know I deeply appreciate your interest in this class’” (Page 123).
2. “Ask him to do you a favor: ‘Have you noticed that a lot of people in the class don’t participate in the discussion? Would you help me get those people into it? Just hold back a little, work with me in this, and let’s see

if you and I can get the rest of the class as involved as you are” (Page 123-124).

3. “Call on him to answer a question. It may be the first time in history that’s happened” (Page 124). Now he knows you genuinely appreciate his input.

Developing Note Takers: “You can help people become better note takers by providing them with a basic outline of the content for each class. Week by week you can begin making the notes less and less detailed, so they begin to do a little filling in...So you gradually train people to listen intelligently” (Page 125).

Appendix #7

Lesson Evaluation Template

Your Name: _____ Speaker's Name: _____

Title: _____ Text: _____

5 = Excellent
2 = Adequate

4 = Very Good
1 = Inadequate

3 = Good

Preparation

The speaker prepared his/her message and delivery. _____

Introduction

Is clear and concise _____

Established rapport _____

Captured Attention _____

Raised need _____

Offered answer (BIG IDEA) _____

Content

The explanation helped the students understand the meaning of the text _____

The illustrations helped make the text understandable or applicable _____

Application

Stated specific instruction based on the text _____

Showed how to act on the text in specific, real-life situations (Kids, Teens, Adults, etc.) _____

Comments

What is one positive observation you would like to share?

What is one area for improvement you would suggest?

Appendix #8

Prayer List for Teaching

Prayer List for Teaching⁹

- Personal Cleansing (1 John 1:9; Ps 51)
- Power and Filling of the Spirit (Eph 5:18ff)
- Boldness and Clarity in Speech (Eph 6:18-20)
- Magnify Christ; He must increase, and I must decrease (John 3:30)
- Acceptable words and meditations (Ps 19:14)
- Represent God well (1 Pet 4:11)
- Mind of Christ - Understanding (1 Cor 2:16), humility (Phil 2:5)
- Stand against the forces of evil by God's power (Eph 6:10-17)
- Magnify God's Word
- Glorify God
- Comfort of the Scripture (Ps 119:50; Rom 15:4)
- Hope through the Scripture (Rom 15:4)
- Conviction of the Scripture (Heb 4:12; James 1:19-27)
- Prepare the soil of our hearts (Matt 13:1-9, 18-23)
- Freedom through the truth (John 8:31-32)
- MANIFEST YOUR WORD THROUGH PREACHING (Tit 1:3)
- HASTEN YOUR WORD TO PERFORM IT (Jer 1:12)
- LORD, IT IS TIME FOR YOU TO ACT (Ps 119:126)

⁹ Adapted from Dean H Taylor.