

Teaching, in its essence, is moving the student from the known to the unknown. In order to accomplish this, the teacher must be familiar enough with the subject that to him it is not unknown. That's common sense, but also good sense. We start improving our teaching by improving our knowledge and understanding of the content. As a result, the teacher will always get more out of the material than the student, because they are hopefully now grappling with the next level of the unknown material.

2 Timothy 2:2-3

And the things that you have heard from me among many witnesses, commit these to faithful men who will be able to teach others also. 3You therefore must endure hardship as a good soldier of Jesus Christ.

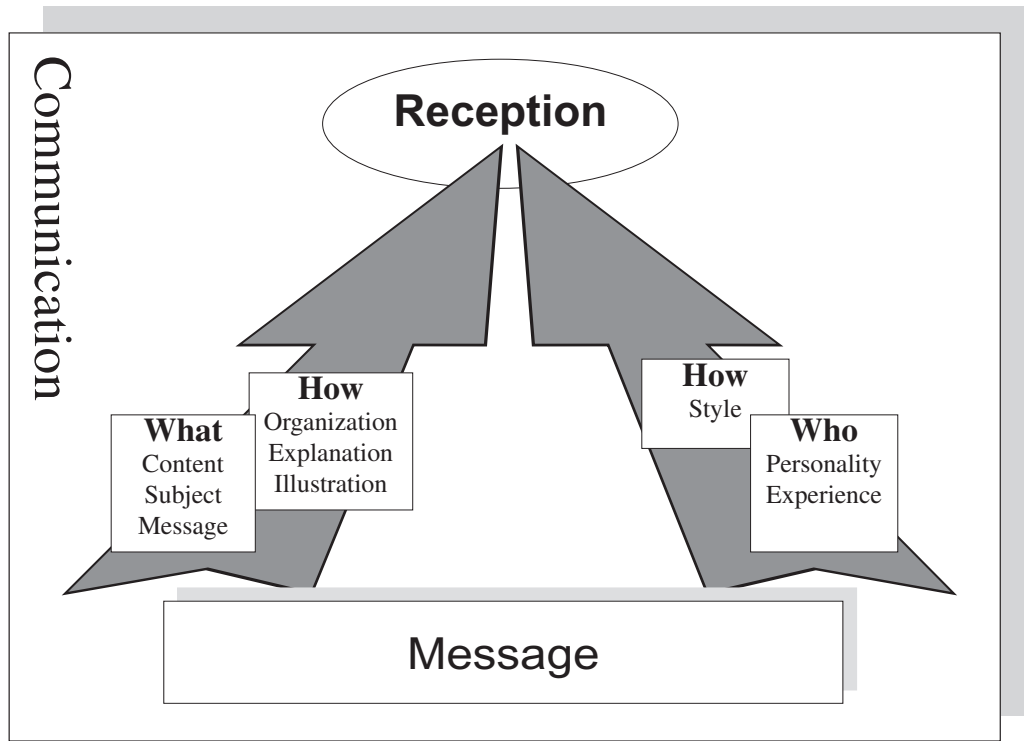
3 Steps to Teaching

Gathering our Material

Organizing our Material

Presenting our Material

The Plan



A **good lesson** is one which presents what people _____ to hear (content) in a way they _____ to hear it (presentation).

The presenter is _____% responsible for the transmission of the message.
The recipient is _____% responsible for the reception of the message.

Lesson Planning

The 3 Steps of

Gathering

In this phase, we deal with the content. How to pick it, how to find what you can about it: Topics, passages, chapters, paragraphs, verses, sentences, clauses, phrases and words. We'll dissect, bisect, inspect and cook it up for dinner. But, we begin with reading!

Organizing

One word: from the known to the unknown. OK, 6 words. That's the key to organizing your thoughts. Now that you know your subject, you've got to keep in mind that they don't, so we'll organize our material based on what they do know. Note, we organize, not gather, based on your audience.

Presenting

This is, in a way, a subset of organizing, for the two go hand-in-hand. For, as we'll see, there is a basic standard outline you'll always follow in order to keep your audience with you.

A method is automatic, a good method is necessary. How often have you just read the Bible and not honestly gotten anything out of it? Just reading with no formulated method to learn what it has to say is a method, but it's a bad one. We have a method for doing everything, whether you think about it or not. The key is to have a good one.

Observation • Interpretation • Application • C...

Observation. Asks and answers: What do I see?

Terms	Key words essential to the meaning and understanding of the author's purpose.
Structure	Grammatical (nouns, subjects, objects, etc...), and literary (climax, contrasts, cause and effect, questions and answers, etc...).
Literary Form	Prose, or poetry. Grand sweeping narratives (Genesis, Exodus) or tightly woven arguments and debate (Romans).
Atmosphere	Of the author, and recipients. When Paul says, "rejoice in the Lord always, and again I say rejoice" (Phil 4:4), where was Paul? On vacation in the Bahamas? See the sunsets, smell the odors, hear the crickets, and get on your knees with the church in Ephesus.

Interpretation. Asks and answers: What does it mean?

3 Things that will help you understand the text.

Questions

Answers The answers will come directly from your observations. Therefore, the more time spent in observation, the less time you'll need to spend here, and the more accurate your results.

Integration Getting the answers requires also putting the whole together. Integration is the stage where you'll reconstruct the meaning of a passage after you've taken it apart to look at the details. It's the big picture.

Application. Asks and answers: How does it work?

How does it work for me?

Instead of "Man, so-and-so really needs to hear this message," it should be, "How can I apply this idea to my life?"

How does it work for others?

An overriding principle: C_____

1 Corinthians 2:13

Observation

Psalm 119:18, "Open my eyes, that I may behold wonderful things from Thy law."

This section is comprised of essentially 3 parts: reading, reading & reading.

When I say "reading," I mean more than probably comes to mind. So, while its all about reading, its really all about much more than reading. Are you reading me? Good.

Reading Fundamentals

That's right! We start with reading. One of the great problems we face in understanding the Bible is knowing how to read it! I know you think you know how to read (if you can explain that sentence to me, then you're probably in pretty good shape!) Actually most of us are terrible readers, especially when it comes to the Bible.

Have you ever driven home on a routine route, only to arrive and not recall any of your drive? Our cars have cruise control and automatic transmissions, and too often we also put our brains into automatic and cruise. That's dangerous, because we could make a fatal mistake, drive through a red light without thinking, or even fall asleep.

How many times, in your devotionals or studies, have you set as your goal to read a certain portion of text, say the Gospel of John, chapters 3-6; only to find, once arriving at chapter 7 that you have virtually no recollection of what you just read? Now, I'm not saying that was of no value, but it was pretty close to it. As we put our brains on automatic we cruise through the Bible, fulfilling our obligation to read or study, but not really gaining from it.

Or, how often have you read a passage, even studied it, labored and sweat over it, knowing you haven't exhausted the text, but feeling like you really have a good grasp of it, only to later hear the Pastor or another teacher expound the passage adding numerous details you completely overlooked?

What we're going to be practicing is *not* the mind-in-neutral, brain-on-automatic kind of reading. We're going to practice *active reading*.

Active Reading:

The inspection, analysis and interpretation of a passage using a "scientific method" of discovery. **Chewing over a passage**, thinking about it, discovering its truths by utilizing any number of available *inductive* tools.

Look for these boxes throughout this workbook. Each box will contain a reading tip, and homework to match.

Observing



Active Reading Tips #1 and #2

Tip #1. Read the Bible *Thoughtfully*

*If you seek her as silver, And search for her as for hidden treasures;
5 Then you will understand the fear of the LORD, And find the knowledge of God. Prov 2:4-5*

This tip focuses on keeping the mind in active gear. Read it with the same vigor and interest you would your most loved or best subject. If you're an engineer, then read it like you're trying to solve a problem. If you're a doctor, read it like you're trying to diagnose an ailment. As an pilot would landing his plane...as a police detective would trying to solve a murder mystery. Put your mind in gear, and look for clues.

Tip #2. Read the Bible *Repeatedly*

God's Word is not a regular book. It, through the Holy Spirit's work in your life, has the ability to transform your life each time you read it. It's a living book. The problem is, we get in the way of the Holy Spirit, because our minds are so loaded down with the things of the world (both good and bad), because we have such finite minds to begin with, because of our sin nature, etc..., sometimes we're a little slow to take it in. The great thing about the bible is, **every time you read it, you'll see new things.**

Here are some ways to try this:

Read entire books, I _____ O _____ S _____. S _____ at the
B _____. Read in D _____ T _____.
Listen to T _____. Read it O _____ L _____.

HOMEWORK

Either read Philemon, thoughtfully.

Philemon records Paul's advice to an old friend whose slave, Onesimus, had run away. Onesimus encountered Paul in Rome, became a believer, and now Paul sends him back to his master with the letter in hand. As you read, barrage the text with questions. Like...

- 1) What can you find out about the relationships between Paul, Philemon, & Onesimus?
- 2) Reconstruct the situation. What feelings might be involved? What practical considerations? 3) What questions remain unanswered as you read this letter?
- 4) What problems does it create? 5) What issues does it speak to?
- 6) Why do you think it is significant enough to be included in the Bible?
- 7) What issues do we face today that this book might speak to?
- 8) How would you communicate the book & the insights you gain from it to another?

Or, Read Esther, repeatedly

Read it everyday this week. It will probably take you about ½ hour each reading. As you read, make observations. Try the different repeatedly techniques discussed above. Try to come up with 5-10 observations each reading. On the 7th day, see if you can't reconstruct the entire story to someone, and relate to them its significance.

Why do we do things the way we do?

BARRIERS TO INNOVATION: HOW SPECS LIVE FOREVER

The US Standard railroad gauge (distance between the rails) is 4 feet, 8.5 inches. That's an exceedingly odd number. Why was that gauge used? Because that's the way they built them in England, and the US railroads were built by English expatriates. Why did the English people build them like that? Because the first rail lines were built by the same people who built the pre-railroad tramways and that's the gauge they used. Why did "they" use that gauge then? Because the people who built the tramways used the same jigs and tools that they used for building wagons, which used that wheel spacing. Okay!

Why did the wagons use that odd wheel spacing? Well, if they tried to use any other spacing the wagons would break on some of the old, long distance roads, because that's the spacing of the old wheel ruts.

So who built these old rutted roads? The first long distance roads in Europe were built by Imperial Rome for the benefit of their legions. The roads have been used ever since. And the ruts? The initial ruts, which everyone else had to match for fear of destroying their wagons, were first made by Roman war chariots. Since the chariots were made for or by Imperial Rome they were all alike in the matter of wheel spacing.

Thus, we have the answer to the original questions. The United States standard railroad gauge of 4 feet, 8.5 inches derived from the original specification for an Imperial Roman army war chariot. Specs and Bureaucracies live forever.

There's an interesting extension of the story about railroad gauge and horses' behinds. When we see a Space Shuttle sitting on the launch pad, there are two big booster rockets attached to the sides of the main fuel tank. These are the solid rocket boosters, or SRBs. The SRBs are made by Thiokol at a factory in Utah. The engineers who designed the SRBs might have preferred to make them a bit fatter, but the SRBs had to be shipped by train from the factory to the launch site. The railroad line to the factory runs through a tunnel in the mountains. The SRBs had to fit through that tunnel. The tunnel is slightly wider than a railroad track, and the railroad track is about as wide as two horses' behinds. So a major design feature of what is arguably the world's most advanced transportation system was determined by the width of a horse's backside.

Observation: The _____ of seeing things as they are including the _____ of _____ and their _____.

3 Observation Bottlenecks:

- 1) _____
- 2) Lack of _____ and
- 3) Lack of _____.

Two of Four Things we're looking for in every Bible Passage:

- 1) _____. A given word in a given context. Different than words, because words change meaning in differing contexts. Ex.: _____.
- 2) _____. Relationship and interrelationship of terms.

Grammatical: Relationship and interrelationship of terms within the _____.

Literary: Relationship and interrelationship of terms within a given _____ using a number of laws of structure.

(See Laws of Structure.)

The Books of the Bible

OLD TESTAMENT

Pentateuch (5)
Genesis-Deut

Historical (12)
Joshua-Esther

Poetic (4)
Psalms-Song of Solomon

Prophetic (17)
Major (5)
Isaiah-Daniel

Minor (12)
Hosea - Malachis

NEW TESTAMENT

Gospels (4)
Matthew - John

Historical (1)
Acts

Pauline Epistles (13)
Soteriological
Romans, 1-2 Cor, Gal.

Prison
Eph, Phil, Col, Philemon

Eschatological
1,2 Thes.

Pastoral
1, 2 Timothy, Titus

General Epistles (8)
Heb, James, 1,2 Pet, 1-3Jn, Jude

Prophetic (1)
Revelation



Active Reading Tips #3 and #4

Tip #3. Read the Bible *Patiently*

In our fast paced society we've lost site of this one. We want to get into the Word for 5 minutes and come away with a lifetime of knowledge. We've got to develop staying power.

Here's some tips to extend your patience:

- Work with one book for a month.

Try one of these for starters: Neh., Jonah, Esther, Ruth; Mark, 1 Cor., Phil, James, 1 Pet.

- Zoom in and out.

In one month you can only get so much. So, you've got to pick and choose. Start with a wide angle lense, and spend a week looking for the big picture, the general structure, the main point. Then, zoom into a particular part of the narrative, or an idea/concept, and spend some time there. Zoom back out, see how that fits in the big picture, find another piece, and zoom back in. Be careful, we don't want a bunch of disjointed pieces...rather we're trying to see the total picture, and how all the pieces fit into it.

- Be patient with yourself.

Tip #4. Read the Bible *Interrogatively*

Ask the 6 W's

Who is in the text. What do you know about them...from their title, their description(s), including other texts.

What is happening in the text. What are the events...in what order? What happens to the characters? What's the main point, or argument? What is the writer trying to communicate? What's wrong with this picture?

Where is it taking place? Where are the people,...where are they going to/coming from? Use an atlas. Trace journeys...know places.

When did this happen...in relation to other events...when was the writer writing?

Why is this included...placed here? Why does it follow/precede that?

Wherefore (so what?) What difference does this passage make in your life?

HOMEWORK

Memorize the Books of the Bible by Section

AND

Interrogate Luke 12:13-17.

Ask the 6W's of this passage. Write down your observations. Minimum 50.