

The Bible says, “let not many of you become teachers” (James 3:1), **and** “A servant of the Lord...must be able to teach” (2 Tim. 2:24). Therefore, we conclude that we should not all become *the teachers*, but we need to possess the ability to teach. Perhaps the most important thought here presented though, is that we realize the judgment associated with teaching—for the James verse above concludes, “knowing that we shall receive a stricter judgment.” In other words, what we do teach needs to be accurate and clear—presenting the truths of God that are as free from personal bias and impedance as possible. We are called, after all, to present the very words of God Himself. That is a most grave responsibility, one that requires our utmost attention. We must realize both the awe and the privilege of this opportunity, and put all that we have into the clearest, most truthful presentation of His eternal words—eternal both in their scope and influence, for we are affecting eternal lives with the eternal Word of God. The problem is, we usually approach teaching with no idea how to really begin, or end. It is the aim of this course to give you as many tools as you can hold in your tool belt to aid you in stepping ever closer to this awesome point. To give you **specific** means and methods as well as guides to measure your progress.

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.

Introduction Outline

Emphasizing the Importance.

Purpose of the Class.

Plan to achieve this purpose.

But first, what you want to know...

How this class will work

Homework: how much, how hard.

Presentations: are they in front of everyone, and do I have to give one.

Introduction

How this class will work.

My goal is to teach you just about everything I know about studying and teaching the Bible. My source material is varied, including things I learned in classes myself, from various books and a few things I figured out on my own.

Materials

• Required Materials

Bible. This notebook.

• Recommended Materials

Either:

- Study Bible (Scofield, Ryrie, Nelson, \$26.95-\$34.95).
- Either: Concordance (*New Strongs*, \$17.95, *Old Strongs*, \$12.95)
 AND Bible Dictionary (*Vines*, \$20).
- Or: Zhodiates, *Complete Wordstudy New Testament*, (\$24.95)
- Bible Atlas, *Maps and Charts*, (\$14.95)

Or:

Bible Software Such as:

Logos (Entry level available for \$7.00 shipping, www.e4.net, or 800-942-3766)

PC Study Bible

Parsons Software's Quick Verse

Schedule

Tuesdays, 7:00 — 8:30pm. Start on time, end on time. No Class: 11/9.

Baby-Sitting

Rotation basis.

Two needed each night: **Either** one adult and one teen helper, **or** two adults needed each night. That's a minimum of one adult.

If you have kids that need baby-sitting, you **must** sign-up at-least twice (per person, not couple). If you do not have kids, you do not need to sign up, but doing one week will help.

You are signing up to cover that week. That does **not** mean **you** have to do the baby-sitting, it means you have to make sure its covered by two people. You may pick from person who is in regular attendance at MBF.

Each night's class will build upon the previous class material. As such, you may want to have someone cover for you, instead of doing the baby-sitting yourself. Either way, **you are responsible** for coverage that night, whether you are here that night or not. **And you are responsible** to see that **both** positions are covered.

You may not skip out on your in-class presentation by baby-sitting.

Dates signed-up: _____ , _____ , _____

Homework

Just about every week we'll have homework. Please do it. Our class will run much more smoothly if you do. This is, by nature, an interactive class, requiring your participation, requiring you do your homework. Most homework can be completed in an hour, two max. If you miss a night, I'll **try** to have the homework assignments on the back table the Sunday previous to the night the homework is assigned. I'm also going to try to put them on the Web at some point, check: www.manhacabible.org/TeacherTraining .

In-Class Presentations

The subject you've all been waiting for! My desire is to have *everyone* do a presentation. The other students and I will be evaluating you on very specific items. By the time you give your first presentation, you'll be well equipped, and should have an idea of exactly what I want you to present. The goal is to take as much guess work away as possible, so as to minimize your fears. *Less scared when prepared.*

Here is a bonus: you can double up and use your presentation for actual teaching material. So, if you have a council time message coming up, you can use your presentation for that. And man will those kids be impressed! Clyde you better watch out, you're job is on the line with all these excellent teachers!

Teaching — A Grave Responsibility

“The nature of oratory is such that there has always been a tendency among politicians and clergymen to oversimplify complex matters. From a pulpit or a platform even the most conscientious of speakers finds it very difficult to tell the whole truth.” Aldous Huxley

I’m not altogether sure just who Aldous is, or was; nor am I sure if he meant this statement to be mean-spirited, or clever, but he has on either account, unfortunately, spoken true.

It is impossible to tell the whole truth.

Well, obviously we should neither lie, nor “stretch the truth,” nor make stuff up when it comes to teaching the Bible...what I’m talking about is attempting to tell the whole, or entire, truth, and we just can’t do that, given the scope of our source material...**but** it should be our goal as teachers to present as much truth on the subject that time, energy, and your audience can stand. To accomplish this, we need to optimize our study efforts. Doing anything short of our best is far too short.

There is a judgment

My brethren, let not many of you become teachers, knowing that we shall receive a stricter judgment.
James 3:1

We could read from this passage that we shouldn’t become a teacher. But, comparing other Scripture, we know that we should all be teachers in the sense of ability. The point I want to express is not whether to be, or not to be, a teacher; rather, that we have a responsibility as a teacher.

Gotta practice what ya preach. While the Bible does not say what exactly the basis of that judgment is, I believe we will be judged principally by our willingness to abide by that which we are teaching.

17Indeed you are called a Jew, and rest on the law, and make your boast in God, 18and know His will, and approve the things that are excellent, being instructed out of the law, 19and are confident that you yourself are a guide to the blind, a light to those who are in darkness, 20an instructor of the foolish, a teacher of babes, having the form of knowledge and truth in the law. 21You, therefore, who teach another, do you not teach yourself? You who preach that a man should not steal, do you steal? Rom 2:17-22

This necessitates good doctrine. Over and over again, we see throughout the Bible the need to have proper doctrine, and the dangers of bad doctrine.

3If anyone teaches otherwise and does not consent to wholesome words, even the words of our Lord Jesus Christ, and to the doctrine which accords with godliness, 4he is proud, knowing nothing, but is obsessed with disputes and arguments over words, from which come envy, strife, reviling, evil suspicions, 5useless wranglings of men of corrupt minds and destitute of the truth, who suppose that godliness is a means of gain. From such withdraw yourself. 1 Tim 6:3-5

Good presentations. I do believe we will also be judged also by our presentation. Please understand, I'm not talking about elocution (yes, Colleen, that's really a word). Many teachers are eloquent, yet because their doctrine falls short, they too fall short...

24Now a certain Jew named Apollos, born at Alexandria, an eloquent man and mighty in the Scriptures, came to Ephesus. 25This man had been instructed in the way of the Lord; and being fervent in spirit, he spoke and taught accurately the things of the Lord, though he knew only the baptism of John. 26So he began to speak boldly in the synagogue. When Aquila and Priscilla heard him, they took him aside and explained to him the way of God more accurately. Acts 18:24-26

When I speak of a judgment based on our presentation, what I'm referring to is how much of us gets in the way of the Word being taught. You and your presentation can either enhance the reception of material, or inhibit it. There are a number of factors that make up your presentation, and the quality thereof. I hope to address many of these, so that we can minimize our hindrances to the giving of God's Word.

While a good presentation of the Word is vital, the key is having good content. In fact, we'll find that good content is not just comprised of subject+scripture+comments+explanation. There's actually a fifth, crucial ingredient: order. How you order your presentation makes all the difference in the world. And in our discussions of presentation, that's where we'll spend the bulk of our time. Therefore, no matter how you slice it, **content is crucial.**

The teacher is in control.

Teaching the Bible can really be boiled down to this: communicating the truths of the Word of God. While communication is the root of teaching any subject, this statement is no more true than when spoken of the Bible. This is because we are really not "teaching" the Bible. In the truest sense, it is the Holy Spirit's responsibility to bring about change in the person's life, by means of bringing to mind what that person has learned, and applying it—He is the true teacher.

These things we also speak, not in words which man's wisdom teaches but which the Holy Spirit teaches, comparing spiritual things with spiritual. 1 Cor 2:14

We are merely presenters, expounders, communicators of the Word. The teacher has much control in this process of communication and since we are teaching the eternal truths of the eternal God as presented in the eternal Bible we ought to exercise this.

Lort noc nisi rehca eteht

Teaching is not just a presentation given in front of 50 students.

We are teachers of the Adults, Sunday School and Awana children. But we are also teachers of our own children. We teach not only by *formal presentations* but also by informal interactions—and this is equally true with our own children, as with our students, and our peers.

Purpose of the class

Study Methods

How often have you come away from a studying the Bible only to “get nothing from it?” Now, if you’ve given ANY effort at all to the process, you will get something from it. God promises His word will not return void. But, since we all have so much spare time on our hands, we really can stand to waste it on ineffective Bible study, right! No. We need to utilize our time as efficiently as possible.

The study methods I want to pass on to you don’t necessarily allow you cover more passages in a given time. The point is not to be able to cover more material, but to get more from the material we do cover.

We start improving our study techniques by improving our reading skills. It’s my contention that we really are not good readers, and until we learn to read, we can’t hope to get too much from it. Until we starting getting more, we’ll not be able to effectively pass that on to others. But that’s later...

Teaching Methods

Now, as we improve our study methods, we’ll begin to focus on how to study with a specific view toward teaching. Once you’ve practiced at it, you’ll find that all your study time is teaching preparation.

When I was in school, I kept hearing students make comments like, “Man, all this Bible study, and yet I never have time for my devotionals,” or “All this Bible study makes it so academic, and I never have any time for personal Bible study.” And after a while I started feeling the pressure, the guilt of not having any “personal time.”

*Now, I understand the point. It is **very easy** for work to become mundane—and that’s what it is, work. But, what I don’t understand is the bifurcation of “personal study” and “academic study.” In other words, all good study of the Bible should be both personal and academic.*

So, what I did was make every effort to make all my study personal. But the process works both ways! And essentially, I have learned to make a lesson of every Bible reading. Now, that may partially be the “preacher” in me. But, I believe the principal will work for you “normal” folks too (whatever normal is).

As hinted earlier, there's much that goes into a good presentation of the Word. **Our main focus** will be on content: organization, structure, segues, etc..... When we've got that accomplished, we will have made great strides toward a good presentation. Oh, we'll spend a *little* time on incidentals like how to stand, using variations in your voice, bla, bla, bla. But, I firmly believe that if our content is in order, we'll have 90% of our work accomplished.

Class Purpose, Overview

General Purpose

The purpose of this class is essentially 2-fold. **First**, it is designed to give you *specific* skills and *specific* tools to aid you in your study of the Bible--with a view toward teaching. **And then** teach you to use those study methods to create an *organized, effective* presentation of your study to others.

Detailed Purpose

Help develop and practice some *specific* Bible study methods, including:

- Charting (verses, paragraphs and passages of Scripture)
- Doing Topical Studies (How would you study the topic of *prayer*, for example)
- Making sound interpretation of a passage, and/or topic
- Doing good comparative studies, to properly understand one passage in light of another.
- Making sound applications from a passage

Once we're practiced at doing good Bible study, we'll learn how to teach others based on our observations by:

- Developing the main point of the passage
- Then making outlines of our material
- Finding and using good illustrations
- Gearing our presentations to the age we're presenting
- Learning to develop a mini "Walk-Thru" of a story or passage of the Bible.

What you can expect from this class.

• Learn how to use the tools—concordances, dictionaries, software. • Very practical, hands-on, methods and procedures. • Gain confidence in teaching and communication. • Skills for life—study skills and habits. • Applicable for teaching Kids and Adults.

What I expect from you:

• Hard work • Practice by... + Homework. + Memorization. + Peer Evaluations.

Peer Evaluations:

A very good public speaker once said "to improve as a speaker you must speak, and the greatest improvement comes when you speak under criticism." This is one of a number of principles we'll

operate under as we develop our skills. As such, it's my desire to have everyone eventually do a class presentation (even if only 5 minutes), with peer and "teacher" evaluations—with a few individuals (Andra Streety) doing longer, and perhaps more numerous, presentations.

General Outline:

Given 1-1/2 hours per night, we'll probably spend about 8 weeks on study skills. Nearly every night will include homework assignments. Then, we'll continue to fine-tune these skills while simultaneously learning to prepare outlines, lessons, etc....

Biblical Purposes of Teaching

The GOAL of Teaching, Eph 4:11-16

11And He Himself gave some to be apostles, some prophets, some evangelists, and some pastors and teachers, 12for the equipping of the saints for the work of ministry, for the edifying of the body of Christ, 13till we all come to the unity of the faith and of the knowledge of the Son of God, to a perfect man, to the measure of the stature of the fullness of Christ; 14that we should no longer be children, tossed to and fro and carried about with every wind of doctrine, by the trickery of men, in the cunning craftiness of deceitful plotting, 15but, speaking the truth in love, may grow up in all things into Him who is the head--Christ-- 16from whom the whole body, joined and knit together by what every joint supplies, according to the effective working by which every part does its share, causes growth of the body for the edifying of itself in love.

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Teaching is disseminating Truth—2 Tim 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.

Teachers Convince, Rebuke and Exhort—2 Tim 4:1-5

4:1I charge you therefore before God and the Lord Jesus Christ, who will judge the living and the dead at His appearing and His kingdom: 2Preach the word! Be ready in season and out of season. **Convince, rebuke, exhort**, with all **longsuffering and teaching**. 3For the time will come when they will not endure sound doctrine, but according to their own desires, because they have itching ears, they will heap up for themselves teachers; 4and they will turn their ears away from the truth, and be turned aside to fables. 5But you be watchful in all things, endure afflictions, do the work of an evangelist, fulfill your ministry.

Convince (Grk): “to reprove,” “convicted” one of his sinful state; by word of mouth, to confute, admonish

Rebuke (Grk): to tax upon, i.e. censure or admonish; by implication, forbid. . Primarily, “to put honor upon,” then, “to adjudge,” hence signifies “to rebuke.”

Adjudge (English): to pronounce formally; decree.

Exhort (Grk Paraklete): to call near, i.e. invite, invoke (by imploration, hortation (speaking) or consolation).

This is the same word used to refer to the Holy Spirit.

In fact, all three words used here are words used to describe the Holy Spirit’s job in the believer’s life. In other words, what the Holy Spirit does from the inside, we are to do a shadow form of that as teachers, from the outside. Where we cannot really know the person, we are called to get to know them. Where we usually cannot convict them of their personal sin, we can convince them of sin and its devastating effects...

Despite the tremendous difference between the Holy Spirit and His role, and us and ours, no where do these words leave room for the kind of “impersonalization” we usually enjoy. They all include in them a personal concern and care. Neither does this passage, nor do these words, allow for an alteration of the Word in order to soften the blow of the Word’s convicting power. We are not to alter its content so that men’s ears will merely be tickled.

Teaching is a maturing process—Heb 5:12-14

12For though by this time you ought to be teachers, you need someone to teach you again the first principles of the oracles of God; and you have come to need milk and not solid food. 13For everyone who partakes only of milk is unskilled in the word of righteousness, for he is a babe. 14But solid food belongs to those who are of full age, that is, those who by reason of use have their senses exercised to discern both good and evil.