

Able to Teach Others



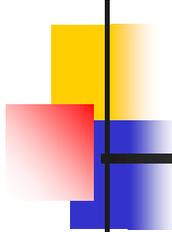
Studying and Teaching
the Word of God
for Life Change.

Participant Manual

What Are You Thinking When You Start to Prepare a Bible Lesson?



- Do you want them to have a good grasp of the Bible lessons you teach, so they are well-grounded in God's Word?
- Do you want them to realize how God's Word applies to their lives today?
- Do you want them to act differently in their lives as a result of God's Word?



God has His own purpose: II Timothy 3:15-17

From infancy you have known the holy Scriptures which are able to make you wise for salvation through faith in Christ Jesus.

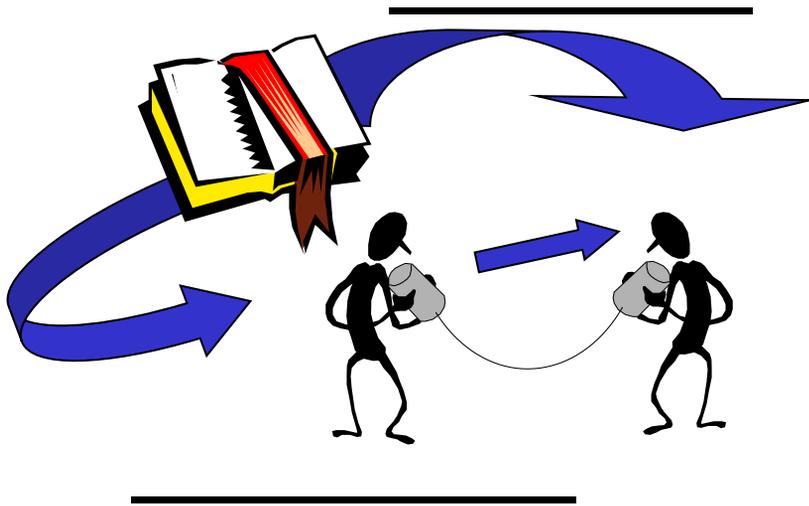
All Scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness, so that the man of God may be thoroughly equipped for every good work.



True or False?

- God, through His Word, changes people's lives.
- God, through his people, changes people's lives.

Using the Bible with Students



EVALUATION: Are you thinking...

- God will teach me, and He is going to teach these students through His Word because that is His purpose?
- I need to focus on my own study and apply this to my life first, before going straight to my students' needs?
- My students need to see the reality of this truth from the Bible *and* in my life?

What Curriculum is Most Relevant to Students' Lives? Two Main Approaches—



■ THEN

Then they set out from Elim, and all the congregation of the sons of Israel came to the wilderness of Sin, which is between Elim and Sinai, on the fifteenth day of the second month after their departure from the land of Egypt. And the whole congregation of the sons of Israel grumbled against Moses and Aaron in the wilderness.

This is the _____ Approach. Problem:

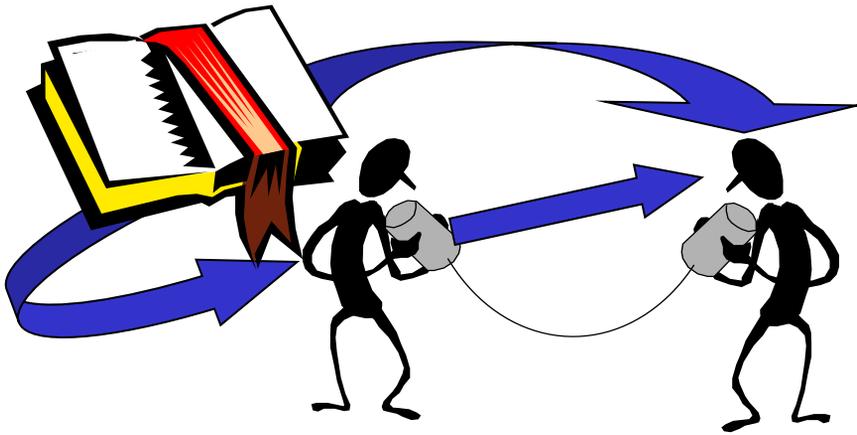
■ NOW

- Relationships
- Family Needs
- Drugs
- Alcohol
- Dating
- Peer Pressure

This is the _____ Approach. Problem:

The Solution—

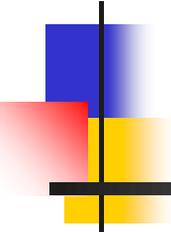
We are looking for a curriculum that will teach the _____ of the _____...



...while at the same time show the _____ to the _____ lives.

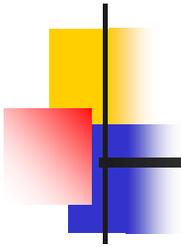
EVALUATION: Is your curriculum...

- too heavy on content with no or little relevancy to current issues?
- too heavy on application with no or little reference to Bible content?
- developed from Scripture, or is Scripture moved around to fit the curriculum?



What Does the Lesson Plan Do For You?





We Want a Lesson Plan That Does It All!

Teacher Study

Know the Story
Covers the information from the passage.

Respond
Provides for opportunity to act on truth or commit to act on it.

Lesson Plan

Title and Scripture:

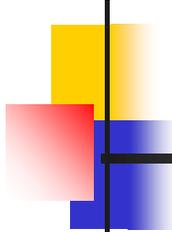
By the end of the lesson, you want your students to:
Know the viewpoint of the story—
See the truth of the story—
Respond to the story—

Set Up the Story:

<p>Content:</p> <p>I. First Section</p> <p style="padding-left: 20px;">A.</p> <p style="padding-left: 20px;">B.</p> <p>II. Second Section</p> <p>Conclusion:</p>	<p>Method:</p> <p>Key questions, storytelling, visuals, verses for students to read, maps, personal illustrations, etc. <i>(How you DO the content.)</i></p>
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Set Up the Story
Relevant issue prepares students for content and conclusion.

See the Truth
Students see relevancy to their lives through key questions and the method used to teach content.



What do we do first?

Lesson Plan

Title and Scripture:

By the end of the lesson, you want your students to:

- Know the viewpoint of the story—
- See the truth of the story—
- Respond to the story—

Set Up the Story:

I. First Section

A.

B.

II. Second Section

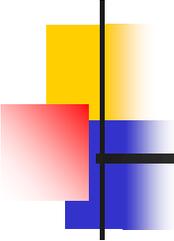
Method:

Key questions,
storytelling, visuals, verses
for students to read, maps,
personal illustrations, etc.
(*How you DO the content.*)

Conclusion:

Teacher Study

Know the Story
Covers the information from the passage.



How many objectives do we have—three or one?



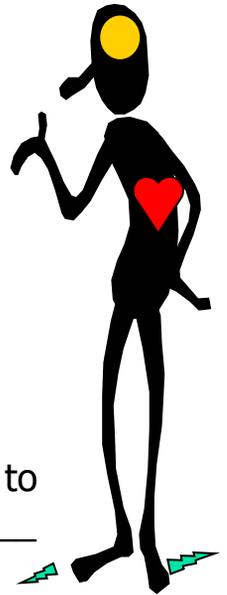
The “content” objective will view the truth from the _____ perspective.



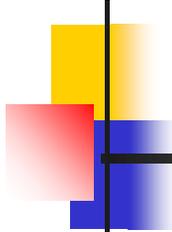
The “realize the timeless truth” objective will view the truth from your _____ perspective.



The “act on it” objective will view the response to the truth that _____ and _____.



“God will take care of those who follow Him.”



The Objectives

The Content Objective

- Reflects the _____ of the passage.
- Reflects the _____ you are taking.
- Reflects the _____ of the facts.

It usually follows the format:
When this was the circumstance,
someone did/did not do something,
and this happened as a result.

The Timeless Truth Objective

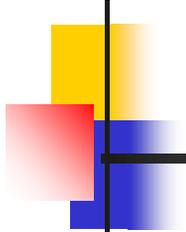
- Tells the _____ that is relevant to today by _____ the _____ objective as closely as is _____ possible.
- Uses _____ practices of Bible _____ to _____ the _____ events.

It usually follows the format:
When under similar circumstances,
my students do/do not do
something,
this will happen as a result.

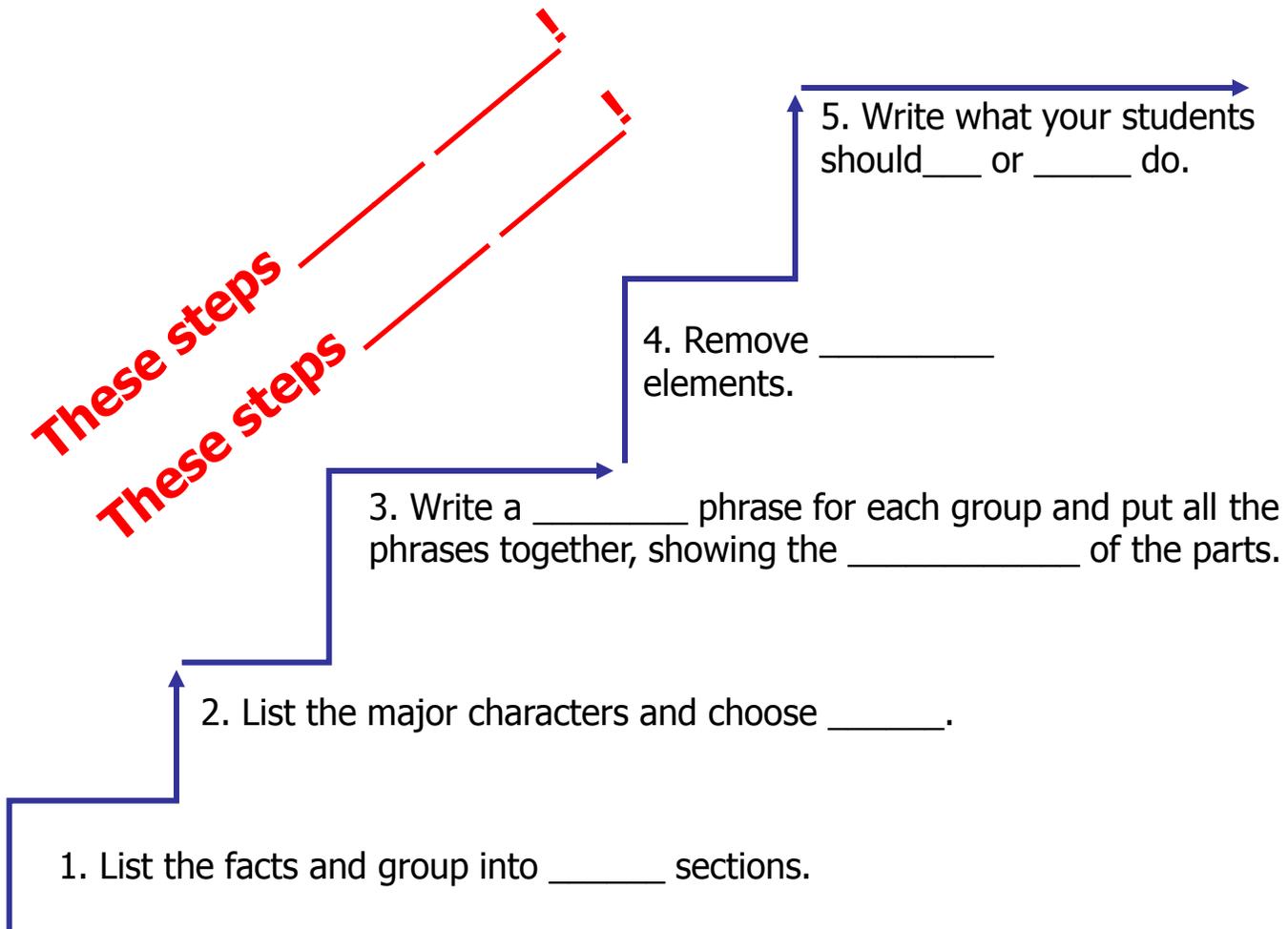
The Act On It Objective

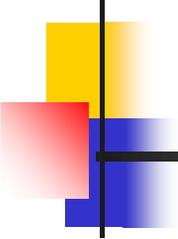
- Can be an _____ as well as an action.
- Can be in relationship to _____ or _____.
- Starts with the word "_____"

It usually follows the format:
My students will respond by
following or avoiding the
response of the main
character.



Steps to Develop the Objective of the Passage





Steps to Develop the Objective of the Passage

- 1. List the facts and group into 3-5 sections**

Luke 19:1-10

- 2. List the major characters and choose *one*.**
- 3. Write a summary phrase for each group, and put all the phrases together, showing the relationship of the parts.**

Steps to Develop the Objective of the Passage

3. Write a summary phrase for each group, and put all the phrases together, showing the relationship of the parts.

Jesus enters Jericho.

Zacchaeus is a short tax collector
Z. wants to see Jesus, climbs a tree

When Zacchaeus was trying to see Jesus

Jesus stops: "Coming to house."
Z. receives him gladly
Crowds grumble

He accepted Jesus' invitation, causing the crowd to grumble

Z. Repays those he's cheated
Gives possessions to the poor
J. declares salvation has come to Z.

But Zacchaeus responded by making restitution.

4. Remove time-bound elements.

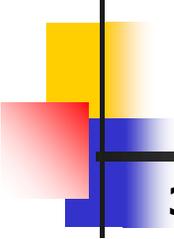
When Zacchaeus was trying to see Jesus

He accepted Jesus' invitation, causing the crowd to grumble

But Zacchaeus responded by making restitution.

5. Write what your students should do or not do.

He will seek to make restitution to those he has wronged. (OR) it will result in a changed life.



Steps to Develop the Objective of the Passage

3. Write a summary phrase for each group, and put all the phrases together, showing the relationship of the parts.

Jesus enters Jericho
Zacchaeus is a short tax collector
Z. wants to see Jesus,
climbs a tree



Jesus stops: "Coming to house."
Z. receives him gladly
Crowds grumble



Z. Repays those he's cheated
Gives possessions to the poor
J. declares salvation has come to
Z.



4. Remove time-bound elements.

Although Zacchaeus, a bad
person, was trying to see
Jesus



Jesus stopped and talked to Z.
and invited Himself to Z. house



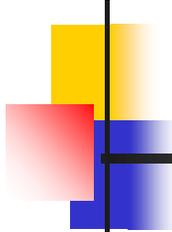
And declared salvation had come
to Zacchaeus.



5. Write what your students should do or not do.

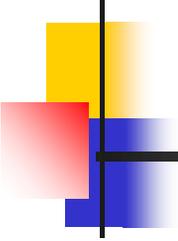
Jesus is looking for opportunities to
rescue bad people.





EVALUATION: Do your objectives...

- show how the truth of the passage occurs in the life of the Bible character?
- show how the truth of the passage applies to your students' lives?
- show the response your students should make to the truth of the passage?



What do we do second?

Lesson Plan

Title and Scripture:

By the end of the lesson, you want your students to:

- Know the viewpoint of the story—
- See the truth of the story—
- Respond to the story—

Set Up the Story:

Content:

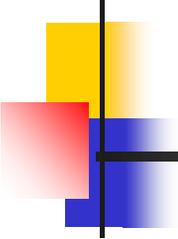
- I. First Section
 - A.
 - B.
- II. Second Section

Conclusion:

Method:

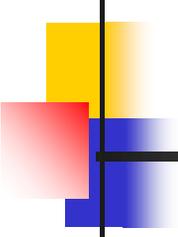
Key questions, storytelling, visuals, verses for students to read, maps, personal illustrations, etc.
(How you DO the content.)

See the Truth
Students see relevancy to their lives through key questions and the method used to teach content.



Types of Questions

- Factual—asks for information that can be found in the _____. Usually start with *Who? What? When?* and *Where?*
- Rhetorical—requires an _____ “Yes” or “No” response.
- Analytical—makes the students put facts together and draw _____.
- Relational—identifies _____ of the characters. Usually start with, *How would you feel if...? How do you think they felt?*



Where do you put questions?

- Look for places that emphasize the major facts of the Content Objective.
- Look for places where the character is about to make a key decision.

I. Zacchaeus tries to see Jesus

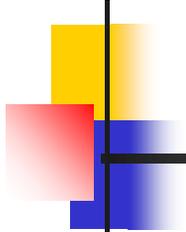
II. Z. accepts Jesus' invitation, causing the crowd to grumble

III. Zacchaeus responds by making restitution.

I. Zacchaeus, a bad person tries to see Jesus

II. Jesus stops and invites Himself to Zacchaeus' house

III. Jesus declares that salvation had come to Zacchaeus.



For Effective Use of Questions

- DO...

_____ your questions: create background
_____ unanswered questions
_____ to all wrong answers
Have a _____ question

- DON'T...

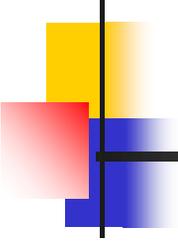
Use all _____ of question
Use _____ questions
_____ your own question
Ask questions before giving enough

_____ your _____!

EVALUATION:

Are your questions...

- basically one kind of question, or do you use a variety?
- placed at the points in the lesson to help your students realize the truth in the Bible character's life?
- randomly placed, or specifically grouped to highlight an important place?



What do we do third?

Lesson Plan

Title and Scripture:

By the end of the lesson, you want your students to:

- Know the viewpoint of the story—
- See the truth of the story—
- Respond to the story—

Approach (Set up the story)--

Content:

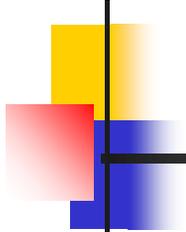
- I. First Section
 - A.
 - B.
- II. Second Section

Conclusion:

Method:

Key questions,
storytelling, visuals, verses
for students to read, maps,
personal illustrations, etc.
(*How you DO the content.*)

Set Up the Story
Relevant issue
prepares
students for
content and
conclusion.

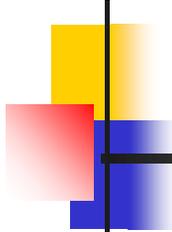


Purposes of an Approach

- _____ attention
- Set up the _____ of the lesson
- _____ attention

How to Develop an Approach

- Know your _____ objective.
- Underline _____ in the objective.
- Select _____ underlined word or phrase.
- Match a _____ of approach with the _____ in the objective.

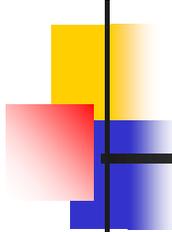


Types of Approaches

- Review—links _____ lesson with _____ one when there is a clear set-up.
- Illustration—a short story: _____ or _____, personal or _____.
- Object—something _____ to a _____ in the lesson.
- Question—an agree/ _____ or _____/_____ question works best.
- List—write students' _____ about topic relevant to their _____ and the _____.
- Activity—_____ something, _____ around or _____ a game to raise an issue in the lesson.

WARNINGS:

- Don't _____
- Don't give away the _____ lesson.
- Don't be too _____.
- Don't be _____ or lose control..
- Don't let _____ answers control.
- Don't let activity _____ the lesson.



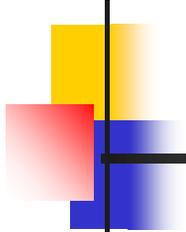
How to Develop an Approach

From Zacchaeus' viewpoint:

- Know your "timeless truth" objective.
When a person seeking Jesus, genuinely receives Him, it will result in a changed life.
- Underline key words in the objective.
- Choose one word or phrase.
- Match with a type of approach:

From Jesus' viewpoint:

- Know your "timeless truth" objective.
Jesus is looking for opportunities to rescue bad people.
- Underline key words in the objective.
- Choose one word or phrase.
- Match with a type of approach.



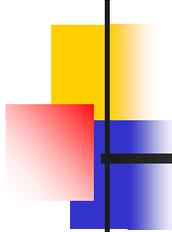
Strong Transitions

Transitions statements are those one or two sentences that come between the ____ of the approach and the _____ of the Bible passage.

- ...require _____ and seldom just pop into one's head.
- ... should be written _____ so as not to give away the lesson.

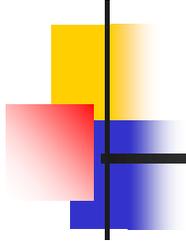
Weak Transitions

- A sudden _____ in thought: "OK, now let's begin our Bible lesson!"
- A _____ of the lesson: "Today we are going to see how Zacchaeus sought Jesus and received him and demonstrated a changed life."
- A _____ between the approach and the lesson.



EVALUATION: Does your approach...

- tend to be the same kind lesson after lesson, or do you vary the types you use?
- bring up relevant issues that are answered by the truth of the passage?
- make a smooth transition into the passage of the lesson?



What do we do fourth?

Lesson Plan

Title and Scripture:

By the end of the lesson, you want your students to:

- Know the viewpoint of the story—
- See the truth of the story—
- Respond to the story—

Set Up the Story:

Content:

- I. First Section
 - A.
 - B.
- II. Second Section

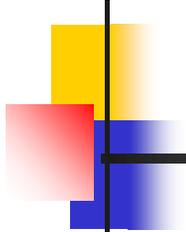
Method:

Key questions,
storytelling, visuals, verses
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Conclusion:

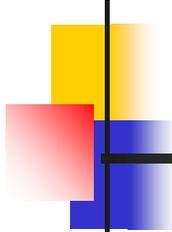
Respond
Provides for opportunity to act on truth or commit to act on it.





Purposes of a Conclusion

- Bring the _____ to a close.
- Resolve the _____ set up in the _____.
- Ask a couple _____ that demonstrate the students' _____.
- Give a _____ example of the applied truth. (depends on class)
- Provide an opportunity to _____ on it or _____ to act on it.



Writing a Conclusion

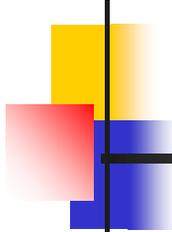
- Know your “act on it” objective.
- Tie in with the issue set up in the approach if possible.

Act On It Objective from Zacchaeus’ viewpoint:

By making restitution to those they have wronged. (OR) by demonstrating through a changed life that they know Jesus.

Act On It Objective from Jesus’ viewpoint:

By coming to Jesus to be rescued. (OR) By looking for opportunities to bring bad people to Jesus.



EVALUATION: Does your conclusion...

- “preach” the truth of the lesson, or do the students already know how the lesson applies to them?
- answer the problem raised in the approach?
- give the students an opportunity to act on the truth or commit to act on it?

What Do You Do When the Lesson Plan is Done?

Plan!

Visuals Boardwork Worksheets

- Write key _____ or _____ from the lesson.
- Arrange _____ to reinforce truth if possible.
- List key _____ for future review.
- List _____ questions on worksheet.



What do you want your students to see on the board when you are done?

The Craving in the Wilderness

"Wilderness of Paran"
What's so wrong with a little quail?
Numbers 11:4-35 Psalm 78:20-27
Psalm 106:14 1 Cor. 10:6

C'mon now and join

"Wilderness of Zin: In the 40th year..."
When Balaam knew there was no way to kill the Israelites, he counseled Balak to seduce them by throwing an immoral and idolatrous party.

Beware of the chocolate in the heart.

The illustration includes a quail on the right side of the text block and a red heart with a bite taken out of it on the left side. The heart has a small black arrow pointing to the bite mark.

Practice!

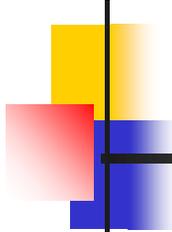
- Practice the _____ of your lesson to make sure your _____ and _____ flow smoothly through the content.



Pray!!

- Yes, you've been doing this all along, but now you are prepared, and you teach with the humble confidence that you will do your part.
- But in order for your lesson to be effective, God will have to do His part through His Word to reach your students' hearts.





And when the lesson is over...

**“DO NOT PLOW UP
IN UNBELIEF
WHAT YOU HAVE
SOWN IN FAITH!”**

(R.C. McQuilkin)

