
Communicating the Word of God Publicly



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Table of Contents

Section One: Preaching

Lesson One: “What? Me Preach?!?”	2
Lesson Two: The Design and Purpose of Preaching	5
Lesson Three: Speaking Publicly	8
Lesson Four: Overcoming Fear	10
Lesson Five: The Sermon	13
Lesson Six: Developing a Sermon	15
Lesson Seven: The Use of Visuals in Preaching	18
Lesson Eight: Making a Short Talk - Extending the Invitation	20
Lesson Nine: Reading Scripture in Public	22

Section Two: Teaching

Lesson Ten: The Art and Science of Teaching	24
Lesson Eleven: A Good Teacher	27
Lesson Twelve: Becoming a Better Teacher	30
Lesson Thirteen: Teaching in a Class Setting	33

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Lesson One: "What? Me Preach!?!"

"Where is the wise? Where is the scribe? Where is the disputer of this age? Has not God made foolish the wisdom of this world? For since, in the wisdom of God, the world through wisdom did not know God, it pleased God through the foolishness of the message preached to save those who believe. For Jews request a sign, and Greeks seek after wisdom; but we preach Christ crucified, to the Jews a stumbling block and to the Greeks foolishness, but to those who are called, both Jews and Greeks, Christ the power of God and the wisdom of God. Because the foolishness of God is wiser than men, and the weakness of God is stronger than men." (1 Corinthians 1:20-25)

I. What Is Preaching?

A. Preaching defined.

1. In a humorous vein. Preach: "To exhort in an officious or tiresome manner." (All definitions in this section are from *Webster's Seventh New Collegiate Dictionary*, 1965)
 - a. Exhort: "To incite by argument or advice."
 - b. Officious: "Volunteering one's services where they are neither asked for nor needed: meddlesome."
 - c. Tiresome: "To wear out the patience of: Bore completely: To make unable or unwilling to continue."
 - d. Therefore, preaching is: To incite by argument or advice by volunteering one's services where they are neither asked for nor needed and wearing out the patience of the audience by boring them completely to the point they are unable or unwilling to continue.
2. Preaching is the activity of a redeemed man, standing in Christ's stead, by His (Christ's) authority and in obedience to His command, proclaiming, explaining, illustrating, and strongly urging the word of God, the gospel of Christ, in such a manner as to make it possible for responsible people to understand it and accept it unto life or reject it unto death.

B. Of what preaching consists.

1. The authoritative proclamation of the living word of God by living men of God in God's ordained manner of moving people to Christ and salvation and on to eternal life. (Rom. 10:14-17)
 - a. It is at this point that preaching differs from all other public speech and rises above secular activity. Preaching does not consist in excellency of speech or the wisdom and power of the world but in the testimony, wisdom, and power of God in His word. (1 Cor. 2:1-5)
 - b. It is by God's power in His word faithfully preached by faithful men that dead souls are raised from the spiritual grave to spiritual life, joy, and victory. (Rom. 11:13-15)
2. Preaching is a divine function accomplished through men.
 - a. The divine message of God's love and salvation delivered to men by a human voice fused with love for God and the souls of men.
 - b. It is a proclamation in clear, understandable terms which reveals to men the heart and will of God and urges them to obey Him.

3. If it is not the declaration of the authoritative word of the Son of God, then it is not preaching. (Gal. 1:6-9)
 - a. The gospel preacher does not create facts. He is given them by the King and he must not alter them. (1 Pet. 4:11).
 - b. The preacher speaks as a herald announcing the message of God, declaring the facts of God's word not his own.
 - c. Preaching, if it is to please God and save men, must be identical in content and spirit with the preaching in apostolic days.

II. Why Me?

A. God's helpers have always been ordinary people like you and me.

1. Some examples.
 - a. Moses. (Ex. 3:1-4, 18)
 - b. Joshua. (Josh. 1:2-9)
 - c. David. (1 Sam. 6:7-13)
 - d. Isaiah. (Isa. 6:1-9)
 - e. Jeremiah. (Jer. 1:6-9)
 - f. Esther. (Esther 4:14)
 - g. Amos. (Amos 1:1)
 - h. Fishermen. (Matt. 4:18-22)
 - i. Matthew. (Luke 5:27-32)
 - j. Paul. (Acts 9:15-16)
2. The example of Andrew, Peter's brother.
 - a. A fisherman by trade. (Matt. 4:18)
 - b. Peter's brother. (Matt. 4:18; John 1:40)
 - c. A disciple of John the Baptist. (John 1:35)
 - d. One of the first called by Jesus. (John 1:40)
 - e. Eager to get to Peter. (John 1:41-42)
 - f. Generous, willing to share.
 - g. Useful. (John 6:8; 12:22)

B. It is God's will for us.

1. We are to be zealous of good works. (Titus 2:11-14)
2. God works in us to will and to do. (Phil. 2:13)
3. We must awaken to our God-given responsibilities. (Eph. 5:14)

C. It is our Master's desire.

1. His invitation: Come learn. (Matt. 11:28-30)
2. His commission: Go teach. (Matt. 28:18-20)

III. Where to Begin

A. Appropriate the basic essentials.

1. A proper character: personal holiness. (1 Tim. 4:16; 1 Pet. 1:15-16; 2 Tim. 2:2)
2. A knowledge of the Scriptures. (Col. 1:10; 2 Tim. 2:15; 1 Pet. 3:15; 2 Pet. 1:5; 3:14-18)
3. A willingness to serve: desire. (1 Cor. 9:17; 15:34)

B. Develop the proper attitude.

1. Have enthusiasm.
 - a. “Enthusiasm is as powerful as dynamite and as contagious as measles.”
 - b. The example of Philip. (Acts 8:30)
2. Give attention to self-development and preparation.
3. Be concerned about others.

C. Some things to consider when just beginning.

1. Do not be turned aside. (1 Tim. 1:3-7)
2. Trust the word. (1 Tim. 1:18-20)
3. Have a good attitude toward others. (1 Tim. 5:21)
4. Have godliness as your goal. (1 Tim. 6:3-10)
5. Keep alive spiritually. (2 Tim. 1:6-8)
6. Train and charge the faithful. (2 Tim. 2:2)
7. **PREACH THE WORD!** (2 Tim. 4:1-8).

Conclusion: “How Will I Ever Do This?”

“I can do all things through Christ who strengthens me.” (Philippians 4:13)

Lesson Two: The Design and Purpose of Preaching

I. There Are Various “Schools of Thought” as What Preaching Should Be Like

- A. The *tell them everything you know* school.
- B. The *tell them off* school.
- C. The *stand up—speak up—shut up* school.
- D. The *tell them what you’re going to tell them—tell them—tell them what you told them* school.
- E. The *two passage and ten illustration* school.
- F. The *dry as dust* school.
- G. The *all-star emotional traveling show* school.
- H. The *Sunday morning sunrise* school.

II. What Is Good Preaching?

- A. Good preaching is not:
 1. A parade of one’s knowledge.
 2. A showcase of one’s speaking ability.
 3. A fashion display.
 4. An effort to build a personal following.
- B. Good preaching:
 1. Is Bible-centered. (2 Tim. 3:16; 4:1-2; 1 Cor. 2:2)
 2. Harmonizes with truth. (Gal. 1:6-7)
 3. Is simple. (Mark 12:37)
 4. Reveals the awfulness of sin. (Rom. 7:7,13)
 5. Reveals the love of God through Christ. (John 3:16; Rom. 5:8)
 6. Is well-rounded. (Acts 20:20, 26-27; 31-32, 35)
 7. Accomplishes its intended purposes.
 - a. Bringing people to Christ so that they might be saved. (John 6:44-45)
 - b. Causing Christians to grow spiritually. (1 Pet. 2:1-2; Heb. 5:12-14)
 - c. Keeping Christians saved. (Jas. 1:21; 1 Cor. 15:1, 2)

III. Some Examples of Good Preaching

- A. The apostle Paul.
 1. He considered himself a debtor. (Rom. 1:14-17)
 2. He had respect for the gospel. (1 Cor. 1:17; Rom. 1:16)
 3. He was honest and sincere. (2 Cor. 4:1-7; Gal. 4:16)
 4. He declared that which was profitable. (Acts 20:18-35)
 5. His message was limited. (1 Cor. 2:1-5; Phil. 2:5)
 6. He did not back down from those who taught contrary to the doctrine of Christ. (Rom. 16:17-18)
- B. Jesus the Master Teacher.
 1. He was prepared to teach—He knew the Law. (Matt. 12:3-8; Luke 4:16-21)
 2. He possessed the proper characteristics a preacher should have. He was:
 - a. Frank and sincere. (Matt. 5-7; Luke 13:1-5; Mark 8:31-38; John 15:1-5)
 - b. Cheerful and energetic. (Matt. 14:16; 15:32)

- c. Optimistic. (Matt. 10:17-26; 24:1-51; Luke 17:20-37)
 - d. Tactful and resourceful. (John 8:1-11; 4:4-26)
 - e. Clean in mind and body. (Matt. 5:22, 28, 34; 7:12)
 - f. Sympathetic and kind. (John 11:35; Mark 7:31-37; Matt. 19:13-15)
 - g. One who loved humanity. (John 13:34; Gal. 2:20; 1 John 3:16)
 - h. Spiritually-minded and consecrated. (Luke 2:40, 49)
 - i. Patient and prayerful. (John 6:15; Matt. 27:14; 14:23; 26:36; Mark 1:35; 6:46; Luke 6:12; 9:28; 22:32; John 17:9)
 - j. Indignant at sin. (Matt. 23; 21:13; Mark 11:17)
3. He had proper attitudes toward His listeners. He:
- a. Loved them. (John 11:35-36)
 - b. Reproved them. (Luke 9:37-43)
 - c. Associated with them. (Matt. 9:9-13)
 - d. Yearned for them. (Matt. 23:37-39)

IV. Some Keys to Good Preaching

A. Good study and preparation.

- 1. Basic ideas for good study.
 - a. Observation: What does the passage say?
 - b. Interpretation: What does the passage mean?
 - c. Application: How does the passage relate to me?
 - d. Communication: How do I relate the meaning of the passage to others?
- 2. Ten rules for good study.
 - a. Accept the Bible as God's word.
 - b. Expect to learn and understand.
 - c. Love truth and desire to know and do it.
 - d. Be open-minded. Display the right motive.
 - e. Be diligent and methodical.
 - f. Respect Bible divisions.
 - g. Consider the context.
 - h. Gather all instructions on a given subject.
 - i. Remember to pray.
 - j. Do not go to the word to prove a conclusion. Let it teach you.
- 3. Some helps for your study.
 - a. Various versions of the Bible.
 - b. Concordances, dictionaries, Biblical word studies.
 - c. Commentaries and reference works.
 - d. Topical studies.
 - e. Evidence studies.

B. Good presentation. (A later lesson follows in this study on "Public Speaking.")

- 1. Some *practical* suggestions.
 - a. Wife to husband: "Button your coat so your stomach won't be the most prominent part of your sermon."
 - b. "X-Y-Z." (Examine your zipper)

2. Some real suggestions.
 - a. Have the right attitude. (2 Tim. 2:14,16-18, 21-26)
 - b. Have the right motives. (1 Tim. 3:5)
 - c. Have persistence and patience. (2 Tim. 4:1-5)
 - d. Begin the lesson properly.
 - e. Present the Bible as the word of God. (2 Pet. 1:16-21)
 - f. Teach truth through truth already known, i.e. explain the new and unknown by the familiar and known.
 - g. Make your conclusion personal and decisive. (Acts 26:29)
- C. Good life.
 1. As a messenger of God's word, you must be living in accordance with His will.
 2. Two things a preacher must always consider are found in 1 Timothy 4:16.
 - a. He must take heed to himself. If not, his attitude and conduct can completely offset what he is preaching.
 - b. He must take heed to his teaching. He must teach truth.
 3. The preacher should be "an example to the believers in word, in conduct, in love, in spirit, in faith, in purity." (1 Tim. 4:12)

Conclusion

For your preaching to be effective, have sincerity of presentation, clarity of speech, suitability of material, simplicity of lesson, and brevity of sermon.

Lesson Three: Public Speaking

I. What Is Public Speaking?

- A. “The art of one person conveying the thoughts of his mind to the minds of his audience.” (John D. Cox, *The Men’s Training Class*, 20th Century Christian, p. 15)
- B. Enlarged conversation. Talk **to** people not **at** them.
- C. Purposeful communication.
 - 1. Concentrate on your objective.
 - 2. Your conclusion is of vital importance.

II. Of What Does Public Speaking Consist?

- A. **Words.** What you say.
 - 1. Select proper words to express your thoughts.
 - 2. Use proper speech and grammar.
 - 3. Enlarge and improve your vocabulary. Make the dictionary your friend.
 - 4. Speak distinctly and pronounce your words correctly. Your effectiveness depends greatly upon the clarity of your words.
 - 5. Do not be afraid to open your mouth and speak out.
- B. **Tones.** How you say it.
 - 1. Tone reveals the attitude of the speaker’s mind.
 - 2. Get emotionally involved in your lesson and freely express those emotions.
 - 3. Avoid a monotone.
 - a. A monotone is a sameness of sound, or the utterance of successive syllables in one unvaried key, without inflection or cadence.
 - b. Since there are no fixed rules for raising or lowering your voice (if there were and you tried to follow them your talk would sound contrived), the best speakers are those who *think* and *feel*.
 - c. Some suggestions.
 - 1) Become thoroughly acquainted with your material.
 - 2) Be thoroughly convinced in the veracity and necessity of your lesson.
 - 3) Be yourself.
 - 4) Practice.
- C. **Gestures.** How you act when you say it.
 - 1. A gesture is a motion of the body or limbs expressive of sentiment or passion; any action or posture intended to express an idea or passion, or to enforce an argument, opinion, etc.
 - 2. The first consideration: a gesture must be meaningful.
 - 3. A gesture should give expression in a natural way.
 - 4. Some types of gestures.
 - a. Count off points on fingers.
 - b. Point with arm extended to object or direction.
 - c. With your face, mimic an emotion.
 - d. Simulate some action such as throwing a ball, pleading, rejection, etc.
 - e. Use your hands and arms to demonstrate contrasting shapes and/or sizes.

5. Some suggestions.
 - a. Use more than just your hands.
 - b. Do not be half-hearted or self-conscious about gesturing.
 - c. Be natural. Do not mimic someone else.

III. Some Practical Aspects of Public Speaking

A. Some beginner's faults to avoid.

1. The habit of using "er" or "and-er."
2. The apologetic opening.
3. Being a copycat.
4. Fidgeting, jiggling, and/or playing with things.
5. Lack of audience contact.
6. Meaningless words and phrases.
7. Use of the same word, phrase, or expression over and over.

B. Posture.

1. Be natural but not careless.
2. Stand erect but not stiff.
3. It is good to have one foot a little ahead of the other with the weight on the balls of your feet.
4. Use the lectern but do not drape yourself all over it.

C. Body movement.

1. Begin near the center, then move your position with a purpose to emphasize a point.
2. To move to another area or change the way you are facing will help indicate a new point.
3. Do not pace like a caged lion.

D. Eye contact.

1. It should be the same as in a conversation with just one person (with some exceptions).
2. Let your eyes sweep the audience.
3. Do not hold your head down for long periods of time without looking up.

E. Aids.

1. Japanese proverb: "One seeing is worth 100 times telling."
2. Effective aids will be:
 - a. Properly correlated with the lesson.
 - b. Support other teaching methods not replace them.
 - c. Suited to your audience, the situation, lesson, and location.
 - d. Prepared in advance so that you are familiar with them.
 - e. Not used for entertainment.

(Note: A lesson on "The Use of Visuals in Preaching" will be taught later in this course.)

F. Reading.

1. Make sure of the pronunciation of all words and names.
2. Do not keep your eyes glued to the page with your head down.
3. If you use several passages, do not fumble around. Mark them if necessary.
4. Identify the translation of the Bible you are using.
5. Make yourself heard with proper expression.

(Note: A lesson on "Reading Scripture in Public" will be taught later in this course.)

Lesson Four: Overcoming Fear

All of us are afraid. We must not allow our fears to keep us from trying. There is no failure as serious as a failure to try. In the parable of the talents found in Matthew 25:14-30, perhaps all three of the servants were afraid but two of them disregarded fear and proceeded and were successful. The other allowed fear to keep him from trying (v. 25) and because of it he was punished.

I. Two Important Considerations

A. Fear is common.

1. I have never heard of anyone who was not afraid when he made his first efforts at speaking.
2. Even the greatest orators of history have admitted to extreme fear not only in their first efforts but also in later ones.
 - a. William Jennings Bryan. He admitted in his first attempt that his knees knocked together annoyingly.
 - b. Mark Twain. He said the first time he stood to lecture he felt as if his mouth were filled with cotton and his pulse were speeding for some prize cup.
 - c. George Washington. A biographer wrote that at his first inaugural he was so “visibly perturbed that his hand trembled and his voice shook so that he could hardly be understood.”
 - d. Abraham Lincoln. When he rose to speak the first time he “froze in his tracks.”
 - e. Cicero. “I turn pale at the outset of a speech and quake in every limb and in all my soul.”

B. Fear can be conquered and controlled.

1. The above examples prove this to be true.
2. Every public speaker is proof of it for all have had it.
3. If you stand back because of fear, **you can only blame yourself for failure!**

II. The Nature of Fear

A. You are facing a big, unfamiliar problem.

1. You are not sure whether you can solve it or not.
2. It is kind of like meeting a bear. When one meets a bear, big changes take place in the body.
 - a. Adrenalin and sugar flood his blood with extra energy.
 - b. This rapidly increases the heartbeat.
 - c. Muscles receive blood for action. Blood leaves the stomach, etc.
 - d. The body is ready to jump, run, shout, lift, clobber, etc.

B. If you are standing to make a speech, the body is providing excess energy. You cannot run, jump, shout, lift, clobber, etc.

1. If you could, you could make a better speech.
2. Rather, the excess energy causes you to shake, gasp, turn red in the face, forget, get cold shivers, etc.
3. Action on the part of the beginning speaker is helpful.
4. This excess energy, your enemy at first, may become a friend when you learn through experience to let it to go to the brain.

III. Some Practical Suggestions

- A. Determine you will overcome fright and become a speaker.
 - 1. Pursue that goal with determination.
 - 2. Never give up—either between speeches or during one.
 - 3. Use a little bluff if necessary.
 - a. Act confident.
 - b. Imagine the audience owes you money, etc.
 - c. It has been rightly said that “the best defense is a good offense.”
- B. Choose and prepare your subject carefully.
 - 1. Choose one that is interesting to you.
 - 2. Choose one that you understand.
 - 3. Plan out what you will say.
 - a. Thoroughly outline your subject.
 - b. Make your notes plain and easy to read at a glance.
 - 4. Spread out your preparation.
 - a. It is better to begin early than to spend too much time just before delivery.
 - b. This will allow you time to think and meditate on what you will present and how you will present it.
- C. Practice, practice, practice!
 - 1. Someone has said, “Practice without instruction is far better than instruction without practice.”
 - 2. Speaking is like swimming—the only way to learn it is by doing it.
 - 3. Practice on yourself, your family, and/or anyone who will listen.
- D. Forget yourself.
 - 1. If you have handicaps, admit them and then forget them.
 - 2. Remember the speaker is not the important thing.
 - a. The message is most important.
 - b. Your role is like that of a “Western Union” messenger.
 - 3. The usual audience gathers to hear and understand the speaker rather than to see him speak and be impressed by his skill and technique. You need not:
 - a. Always speak on deep and profound subjects.
 - b. Use and/or misuse big and unusual words.
 - c. Use elaborate and rehearsed gestures.
 - d. Have a certain type of posture.
 - e. Always move at the end of every thought.
 - f. Have a richly melodious voice.
 - g. Speak so fluently that there are no hesitations, repetitions, or uncertainties.
 - h. Speak from memory.
 - 4. Adopt this point of view: “I may not be a great speaker. I may be a poor one with many faults but I will do my best to put over a good idea to any group of people who will listen to me and I will continue trying to improve myself and my abilities.”
- E. Consider the speech lesson Jesus gave to His disciples.
 - 1. He gave them a message and told them that if the world did not hear it and believe it they would all be lost.
 - 2. He then told them to get out and shout it from the housetops. Consider, would a person announcing a fire have stage fright?

Conclusion

1. After all is said and done, our greatest strength can be found in prayer to God. We are doing his work, therefore, let us trust Him to help.
2. Remember the words of the apostle Paul, “I can do all things through Christ who strengthens me.” (Phil. 4:13)

Lesson Five: The Sermon

“For since, in the wisdom of God, the world through wisdom did not know God, it pleased God through the foolishness of the message preached to save those who believe.” (1 Corinthians 1:21)

I. Sermon Defined

- A. “Sermo:” a discourse.
- B. “A discourse incorporated with public worship, designed...to conduct Truth to those who have not believed it, and to explain and apply it to those who admit it.” (Vine)
- C. “An oral address to the popular mind upon religious truth contained in the scriptures, and it is elaborately treated with a view to persuasion.” (Phelps, *The Theory of Preaching*, p. 11)
- D. “A sermon is set apart from other lectures or speeches because it is based fundamentally on religious truth. The hodge-podge of today in many modern pulpits cannot be classified as a sermon because it does not have the spirit or body of religious education and thought. A sermon must be based upon one golden thread, the holy scriptures.” (Guild, *Training Men to Preach*, p. 71)
- E. A sermon is not a general discussion of religion, either in the nature of a rambling talk or a running skit on the Scriptures. To be worthy of the name, it must be limited by a clear, definite proposition and thus be a unit of thought.

II. Essential Features of Any Sermon

- A. **Truth.** Both Scriptural and factual.
 - 1. Use Scripture: 2 Timothy 4:2; Mark 2:2; Luke 24:25-27; Acts 8:35; 1 Corinthians 2:1-5.
 - 2. “Quote all you can and need to shed light upon the subject. You can’t do more than God has said on the subject. Don’t quote scripture like a machine gun. Let them get the idea in the scripture and make sure a scriptural application is made or conclusion drawn.” (Homer Hailey)
- B. **Clarity.** Easy to follow and understand.
- C. **Passion.** If you are not moved by your sermon, how do you expect it to move others?
- D. **Persuasiveness.** Prepare with confidence, present with vitality.
- E. **Color.**
 - 1. Truth presented colorfully will get more attention and be remembered longer.
 - 2. Use illustrations that have an impact and that pertain to the point being illustrated.
 - 3. Do not confuse entertainment with “color.”

III. The Most Common Types of Sermons

- A. Expository.
 - 1. The proclamation of a specific text with the main idea to explain the passage.
 - 2. This type of sermon can be quite effective when handled and presented properly.
 - a. Organization is essential.
 - b. Rambling becomes a problem without organization and study.
- B. Topical.
 - 1. This type of sermon presents material on a certain subject such as faith, baptism, singing, etc.

2. It is the most common type of sermon possibly because it is simple, yet direct, in its approach.
 3. This type of sermon can also be effective if it too is handled properly.
 - a. Do not allow yourself to use this type exclusively.
 - b. A word of caution: topical preaching is perhaps the most shallow style with many preachers.
 - c. Do not be caught in the trap of making a point, listing some Scriptures, and never developing the sermon to educate the intellect or touch the heart of the hearer.
- C. Some patterns in preaching.
1. Four main patterns.
 - a. Textual (intensive, microscopic). one verse is considered.
 - b. Paragraphing. A paragraph or block of Scripture is considered.
 - c. Selective thoughts. Topical.
 - d. Telescopic. A panoramic view of a certain topic.
 2. Some other patterns.
 - a. Devotional.
 - b. Biblical history.
 - c. Geography.
 - d. From Biblical literature: parables, prayers, psalms/proverbs, prophets.

Lesson Six: Developing a Sermon

(This lesson is written in sermon outline form to serve as an illustration. Read the content of the lesson and then examine the form in which it is presented. An outline for a topical sermon ought to resemble the form of this lesson - GT).

Text: 2 Timothy 4:1-2

Introduction

1. The place to start developing any sermon is the Scriptures.
 - a. Such gives authority to the word preached.
 - b. The bias of the speaker is eliminated.
 - c. It encourages people to read and study the Bible for themselves.
 - d. It provides the only solid principles for living.
2. For all practical purposes, there is only one pattern of outline procedure for most subjects. It consists of theme, text, introduction, body (main divisions and subdivisions), and conclusion.

I. Theme: Subject Matter

- A. Usually the most difficult question for one just starting out is, “On what subject should I preach?”
- B. Some considerations in your decision on subject matter.
 1. Is it Scriptural? (1 Pet. 4:11; 2 Tim. 4:2)
 2. Is it pertinent? You must consider:
 - a. That the needs of individuals differ.
 - b. The needs of the congregation.
 - c. Your own needs.
 3. Ask yourself, “Am I capable of presenting this subject properly?”
- C. Characteristics of a good theme.
 1. Of vital interest.
 - a. Interesting in itself.
 - b. Presented in an interesting manner.
 2. Clear aim.
 - a. “...sure aim in preaching is important. He knows a situation exists and like the dentist, who knows there is the need of an extraction and it will be painful, he is a good minister and has a good theme for his sermons if he will take sure aim. A ‘splatter gun’ sermon will not get the job done. He must preach like the preacher told David, ‘Thou are the man.’” (Guild, *Training Men to Preach*)
 - b. “A man knew where there was a church where the crowds were not good, little interest and no response. He asked the brethren what might be wrong. One elderly brother said, ‘The problem is our preacher. He is a professional baseball player.’ He expressed his surprise to the old brother. The elderly brother remarked, ‘Don’t misunderstand me. He never has had on a uniform but he gets in the pulpit every Sunday and throws a curve through the house and never hits a soul.’” (Anon.)
 3. Positive in form.
 - a. Do not apologize for teaching.
 - b. Express no doubt in your teaching.

II. Text

- A. It is wise to use a text because:
 - 1. It is a natural starting place because it links your message with the Word.
 - 2. It is a recognized source of authority for all Truth.
 - 3. It serves as an introduction to the whole sermon.
 - 4. It familiarizes people with the Bible and impresses it on their minds.
 - 5. You will be immediately on your topic so no time is lost in careless and non-essential wordiness.
- B. Some examples of its use: Luke 4:16-21; Acts 8:35; Acts 2:14-39.
- C. Some words of caution.
 - 1. Do not pull your text out of context.
 - 2. Some passages contain only part of a subject's truth.
 - 3. The Bible does contain the expressions of uninspired people.
 - 4. Do not make the text too long.

III. Introduction

- A. Introduction is the material and illustrations used to introduce the subject.
- B. It should be short and to the point.
 - 1. Many sermons are lost in the beginning because too much time is spent introducing the subject and by the time the speaker gets to his topic his audience is worn out.
 - 2. It should be directly related to the subject.
- C. Its purpose.
 - 1. Attract attention.
 - 2. Develop interest.
 - 3. Create an attitude or mood.
 - 4. Define any and all terms.

IV. Body

- A. The body is the heart of what you want to say, the "meat" of your lesson.
- B. It consists of major divisions and subdivisions.
 - 1. Main (major) divisions. The main points of your topic, those facts most important in relation to your theme.
 - 2. Subdivisions. Those facts which support and those illustrations which expand upon your major points.
- C. The body should be:
 - 1. Logical and in sequence.
 - a. Do not jump around from one subject to another without proper transition.
 - b. Listeners will remember your message if they can follow you. If they cannot follow, they may not forget you but they will forget your sermon.
 - 2. Direct and simply stated.
 - a. Your goal should be to clearly make your points.
 - b. Do not include material that does not pertain to your subject.
 - 3. Concise.
 - a. It is always better to say enough and have your listeners wanting more than to say too much and having them wanting you to quit.
 - b. Repetition is one of the worse curses of a preacher. Avoid it for it will do no good but much harm.

4. Appropriately illustrated.
 - a. Illustrations make the obscure plain, arrest and hold attention, and impress an idea on one's memory.
 - b. Sources of illustrations include life, history, literature, science, Scripture, etc.
 - c. Mistakes commonly made with illustrations.
 - 1) Used only to be humorous.
 - 2) Wrong application.
 - 3) Use too many.
 - 4) Use illustrations that are too long.
5. Properly developed. A properly developed body:
 - a. Classifies material.
 - b. Completes the proposition (theme).
 - c. Aids clear thinking.
 - d. Reduces your effort to remember the message you want to convey.
 - e. Is persuasive.
 - f. Helps your listeners recall the message.

V. The Conclusion

- A. A proper conclusion is vital to your lesson.
- B. It should:
 1. Not be a "rehash" of what you have already stated. Avoid repetition.
 2. Not be an afterthought.
 3. Arouse your audience to act upon what you have taught them.
 4. Persuade those who may be skeptical or hesitant to act.
- C. Some methods of closing.
 1. Restatement—not rehash.
 2. Illustration.
 3. Choice and applicable quotations.
 4. Strike for a decision that connects with the proposition.

Conclusion

1. Consider all that has been stated in this lesson and use it to help you present clear sermons.
2. However, do not stress mechanics so much that you forget the purpose of your task—to preach the word.

Lesson Seven: The Use of Visuals in Preaching

Today's gospel preacher, in his task of placing the Word before others, has a dazzling array of aids to help him that just a few short years ago did not exist. Think back ten, twenty, or thirty years and realize how far such helps have come.

As a boy I remember sitting and listening to sermons where the preacher only had a chalkboard to illustrate his sermon. Some preachers would labor long and hard and with the use of colored chalk would make elaborate chalkboard charts only to have their work erased by some rambunctious kid at the end of services. Others would take great time and pains to make their charts more permanent by painting them on a bed sheet. Storage was a problem though. So was expense. Another problem was ability or, in reality, the lack of it. If you did not have an artistic flair your charts ended up looking like a first grade art class produced them for you.

Now with computers, LCD projectors, software presentation programs such as PowerPoint, overhead projectors, copiers, and laser printers, the preacher of today can produce multiple charts for each sermon—charts which have a professional look but can be done by nearly anyone at very little expense.

I. The Importance of Good Visuals

- A. The importance of **good** visuals cannot be overstated.
- B. Studies have been conducted which firmly establish the efficacy of using them.
 - 1. One study showed that people learn:
 - a. 1% of what they know through the sense of taste.
 - b. 1.5% of what they know through the sense of touch.
 - c. 3.5% of what they know through the sense of smell.
 - d. 11% of what they know through the sense of hearing.
 - e. 83% of what they know through the sense of sight.
 - 2. Another study, this one on the efficiency of methods of communication, found that:
 - a. When the average person is only told something, three hours later he will be able to recall 70% of what he has been told but will only recall 10% of it in three days.
 - b. When the average person is only shown something, in three hours he will recall 72% of what he was shown but will only recall 20% of it in three days.
 - c. When a person is both told and shown something he will be able to recall 85% of it in three hours and 65% of it in three days.
- C. Visuals work.
 - 1. They help your listeners to keep from becoming "*forgetful hearers.*" (James 1:25)
 - 2. For them to do their job, they must be properly prepared and displayed.
 - 3. Attention must be given to produce visuals of impact—charts which not only arouse attention but also make a lasting impression.

II. Principles to Employ in Making Good Charts

- A. Never use a chart that you have to tell people what it says, i.e., never use a chart that people cannot read for themselves. Make your lettering large enough for all in your audience to see.

- B. Never use a chart that is so complex that Albert Einstein could not figure it out. Make the point or points of your chart instantaneously recognizable.
- C. Vary the make-up of your charts. It is easy to fall prey to just putting your basic outline on a chart. That is fine but use charts for different, multiple purposes.
 - 1. If your lesson has a basic text, make a chart of it in letters large enough for all to read.
 - 2. Expand on one point of your lesson by detailing it or making applications on a chart.
 - 3. Highlight a verbal illustration with a graphic illustration. For example, in preaching a series of lessons on the problems faced by youth, I illustrated the danger of drunk-driving by picturing on a chart, first a car, then a drunk, and finally a loaded revolver with the caption “A Car with a Drunk Driver” under it. The young people got the point and they remembered it.
- D. Use color for attention and impact.
 - 1. Different colors set different tones. Red speaks of danger, blue of peace and calm, etc.
 - 2. Even if you are not using a presentation program such as PowerPoint, color can be achieved in several ways.
 - a. Color printers for computers are now inexpensive and produce colorful charts at a moderate cost.
 - b. Some transparency materials come with color backgrounds. They are more costly, though, than those with a clear background.
 - c. Billboarding color film is available from the makers of transparency materials but is somewhat expensive too.
- E. Use clip art freely.
 - 1. When I presented a series of practical lessons for day-to-day living aimed primarily at young people but applicable to all, I entitled them “Practical Lessons for Young People of All Ages.” While introducing the series, I put a visual on the screen showing just the upper half of it. That portion of the chart showed a young “dude” on a skateboard with the caption “Practical Lessons for Young People.” I then revealed the lower half of the chart which showed an obvious “Granny” type on a skateboard with the caption “Of All Ages.” Every eye was on the chart. All the children paid special attention and that was my intent—to get their attention so I could teach them.
 - 2. Clip art, when properly used, adds a great amount of emphasis to the point you use it to illustrate thus allowing your lesson to have a greater impact on your listeners.
- F. Do your best.
 - 1. Never put a chart before people for which you feel ashamed or for which you have to apologize. Speaking in a lecture series, I had used several charts in my lesson. The preacher who followed me made an off-handed remark about my “graphics display” then later in his presentation put up a chart for which he apologized before he ever turned on the projector. It looked like an “eye-chart for fleas.”
 - 2. Doing your best also means not being sloppy. Never give less than your best effort.
- G. Always remember the most important aspect of your presentation is the message of your sermon or lecture.
 - 1. Your visuals are to amplify and clarify your lesson in order to make it more understandable and memorable.
 - 2. Use your charts to highlight your lesson. Do not use your lesson to showcase your charts.
 - 3. Let people go away remembering what you have preached not just how you illustrated it.

Lesson Eight:

Making a Short Talk/Extending the Invitation

Whether extending an invitation or presenting a short lesson, you must give as much attention to preparation as you would if you were teaching a class or presenting a full-length sermon.

In both instances you have a great responsibility. In the invitation, you are endeavoring to influence those who stand wanting before the Lord to make the decision to be obedient to Him and His gospel. In a short talk, you are striving to enlighten your audience to some particular portion of the word of God or some principle found in it.

I. The Invitation

- A. Some view the invitation as an opportunity for those who need practice in public speaking. In reality, it should be regarded as a time when one's best should be put forward.
- B. A misused, botched, or neglected opportunity may never arise again. Therefore, those who are called upon to extend an invitation should fully know what their responsibility is and how they should go about accomplishing their given task.
- C. Suggestions to help properly extend an invitation.
 - 1. Know the purpose of the invitation. Its purpose is:
 - a. Not to entertain.
 - b. Not to preach a sermon.
 - c. To encourage those who need to obey the Savior and His gospel to obey immediately.
 - 2. Remember it is neither yours nor the church's invitation. It is the invitation of the Lord. (Matt. 11:28-30)
 - 3. Be brief and to the point.
 - a. Exhort those who need to respond.
 - b. Have in mind those who are in need (Sometimes someone you know).
 - 4. You are trying to convince someone to make a decision. Be convincing. Use language that exhorts and encourages others.
 - 5. Be prepared for someone to respond.

II. A Short Talk

- A. What is the difference between a sermon and a short talk?
 - 1. Most would respond by saying it is just the length of time one speaks but actually there are other differences.
 - 2. A sermon is complex with multiple points while a short talk usually focuses on one main point.
- B. Making short talks, though, is a good way to prepare yourself for preaching sermons because many of the principles involved in doing both are the same.
 - 1. Both are preaching the word of God to others publicly.
 - 2. Both require attention and preparation for a good job to be done.

C. Some practical suggestions.

1. Do not be stymied by topic selection. Good material is everywhere. Some suggested sources of material include:
 - a. The Bible. (2 Tim. 3:16-17)
 - b. The writings of brethren: bulletins, papers, books, workbooks, tracts, etc.
 - c. The teachings and preachings of others.
 - d. The observations of life—your own experiences.
2. Organize your material and make good notes.
3. Intersperse Scripture where it is appropriate.
4. Remember your purpose.
 - a. You do not have to be entertaining.
 - b. You are speaking in order to enlighten your audience.
5. Confine your topic to something *you* understand.
6. Study and practice.
7. If you have properly prepared, you are an authority on your subject. Someone in the audience needs to hear what you have to say so speak with confidence, conviction, and clarity.

Lesson Nine: Reading Scripture in Public

The most sacred possession we have on this earth, other than the soul each one of us possesses, is the Bible, the holy word of God. Were it not for the Bible and the message it contains, we would be groping about, purposeless and hopeless. Thus, we should have the utmost respect for it.

The Jews who had returned from Babylonian captivity had great respect for the word of God. When, in Nehemiah 8, they read it publicly, Ezra the priest, the one doing the reading, stood before them (v. 4), opened the book of God in their presence (v. 5), blessed the Lord for it (v. 6), and then read it “*distinctly*” to them (v. 8) to help them understand it. Such respect and reverence should characterize our reading of God’s word today.

When reading the word of God, whether publicly or privately, one must realize what a wonderful privilege it is to be able to read and know the precious will of the Lord. What a great blessing to have the opportunity to delve into the mind of God.

One must never lose sight of what he is doing when he takes in hand the Bible and shares it with others. He must realize that when reading or teaching it to others, he joins ranks with the prophets in actually relating the message of the Almighty God to man.

As with all other aspects of preaching to others, proper reading of the Bible requires adequate preparation. There are several things to keep in mind that will help you do a good job when reading God’s word to others.

I. Some General Guidelines

- A. If the passage you are to read contains words you do not know how to pronounce, look them up in a dictionary. You might also use or consult a pronouncing Bible.
- B. An introductory statement to your text will help focus the attention of your listeners. A brief introduction can include:
 1. Where the passage is found.
 2. Who is doing the speaking.
 3. The context of the passage (if necessary).
- C. Read loudly enough to be heard by all. Read clearly enough, pronouncing each word distinctly and correctly, to be understood by all.
- D. Observe all punctuation marks. Use them to control your breathing.
- E. Read slowly enough to be able to convey the proper meaning of the passage but fast enough so that people do not become bored.
- F. Do not keep your head down and your eyes glued to the page. From time to time, look up from the book and look at your audience.
- G. Make sure you understand the passage. You should know:
 1. Who is doing the talking.
 2. To whom the passage was written or spoken.
 3. The purpose of the passage.
- H. Make sure you get your message across to your audience. Be sincere and reverent.
- J. Use proper expression. Put yourself “into” the reading. Try to convey the emotion of the passage.

II. An Exercise in Reading

(Try reading the following passages aloud with the suggested emotion. It might be good to do it in front of others who can critique your reading so that you might know whether or not you are reading them properly.)

- A. Arrogance. (1 Sam. 17:43)
- B. Gratitude. (Psalm 103:1-6, 9-14)
- C. Surprise and joy. (John 20:16)
- D. Supplication. (Ruth 1:16)
- E. Warning. (Prov. 23:29-32)
- F. Broken-hearted. (2 Sam. 18:33)
- G. Ridicule. (Acts 26:24-25)
- H. Faith. (John 11:21-27)
- I. Humility (1 Kings 8:23, 27)
- J. Righteous indignation. (Matt. 21:13)
- K. Anger. (2 Sam. 12:1-11)
- L. Admiration. (1 Kings 10:6-9)
- M. Reflection. (Psalms 1 and 8)
- N. Pride and submission. (2 Kings 5:10-11)
- O. Warning and promise. (Mal. 3:8-10)
- P. Softness. (John 14:1-3)

Lesson Ten: The Art and Science of Teaching

I. Definitions

- A. Teaching is showing, directing, and leading someone who is learning.
- B. “If the learner hasn’t learned, the teacher hasn’t taught.”

II. Principles of Teaching

- A. We must begin with what the pupil knows and then carefully proceed to bring him to a realization of what he did not know before.
- B. If it is a child, know your child. Come down to the child’s level. (cf. 1 Cor. 13:11)
- C. Know your student’s life and environment so you can fit the teaching to his needs.
- D. Assign your pupils something definite to do. The assignment should be made carefully and painstakingly and in such a way as to arouse interest in the minds of the pupils.
- E. Clothe the lesson in a “new dress,” i.e., a new means of presenting it for interest’s sake. A class session should never drag or be dull. Be alert. We cannot afford to let interest lag.
- F. Appeal to curiosity, imagination and the desire to achieve in order to obtain and sustain interest. The teacher **must** get the attention of the student and hold it. **Do not do all the talking.** Ask for and expect the cooperation of all.
- G. Have frequent drills on lessons recited previously—call back, re-repeat. It is better to teach a few things well than many things of which none make a lasting impression.
- H. Use tables, charts, maps, blackboards (or whiteboards) and other devices freely in order to emphasize as well as to supplement the spoken word.
- J. Do not argue or permit arguments in class unless you want to kill the interest of the work. If there is a difference of opinion, allow each one to express himself freely then pass on to the next item.
- J. Begin on time and quit on time. Do things decently and in order (I Cor. 14:40).

III. The Four Basic Phases of Teaching

- A. Prepare the learner.
 - 1. The pupil must be in the proper frame of mind to receive new ideas.
 - 2. Find out what he already knows.
 - 3. Get him interested.
- B. Present the material to be learned.
 - 1. Present only one thing at a time clearly and patiently.
 - 2. Tell, show, demonstrate and question.
 - 3. Present no more than the learner can master.
 - 4. Stress key points in the lesson.
- C. Assimilation.
 - 1. The learner discusses the new ideas, compares, looks at them from different angles.
 - 2. The teacher can help to generalize and draw conclusions.
 - 3. The teacher insists on proper procedure, pronunciation, use of material, etc.
 - 4. The pupil makes application to his own life with the aid of the teacher’s suggestions, illustrations and experience.

D. Testing.

1. Check on understanding.
2. Correct errors, repeat.
3. Drill, question and review as often as necessary.

IV. The Basic Methods of Teaching

A. The basic methods of teaching.

1. Telling.
2. Reading.
3. Writing.
4. Showing.
5. Demonstrating.
6. Questioning.

B. Specific methods of teaching.

1. Method is not an end in itself but rather a tool by which learning is imparted. The proper method to use depends on the situation at hand.
2. Illustration method. By parables, types, metaphors, similes.
3. Question-answer method.

V. The Question-Answer Method

A. Questions can serve a number of purposes. Some of the most tangible ones are as follows:

1. To test the pupil's preparation of the lesson.
2. To discover errors and misunderstandings.
3. To provide review and drill.
4. To stimulate interest.
5. To emphasize important points.
6. To develop varied types of thinking.
7. To afford the pupil an opportunity to talk.
8. To insure proper interpretations.

B. Types of questions.

1. **Recall.** "Who was the oldest man in the Bible?"
2. **Comparison.** "Compare Moses and Jesus."
3. **Contrast.** "In what respect did John differ from Judas?"
4. **Generalization.** "How did periods of prosperity affect the Israelites?"
5. **Definition.** "What is the meaning of 'phylacteries'?"
6. **Proof.** "Give evidence that baptism is for the remission of sins."
7. **Description.** "Describe the scene at Samson's death."
8. **Summary.** "Give the main events of the Patriarchal Age."
9. **Criticism.** "What is erroneous in the statement 'We are saved by faith only?'"
10. **Application.** "Why do people disobey God's plain commands?"

C. The character of good questions. A good question:

1. Must be clear and definite.
2. Should reveal purpose. The teacher must know the results desired.
3. Should have objectives.
4. Should not contain the answer.

D. Procedure in questioning.

1. Questions should be asked in a clear and audible voice so the entire class has no difficulty in knowing what the question is.
2. If clearly phrased and audibly stated, the question should be repeated only in unusual circumstances.
3. Questions should be allocated to students in no regular or discernible order.
4. Be careful not to overlook any student.
5. Designate the person who is to answer the question **after** the question is asked.
6. The question should be assigned to the particular student in the light of his ability and the nature of the question.
7. Occasionally it may be good to direct a series of questions to a particular student.

E. Handling answers.

1. In general, it seems wise to avoid either hearty approval or disapproval. There may be some exceptions.
 - a. When an especially thoughtful answer has been given, a word of approval might be given.
 - b. When a capable student tries to bluff, a rebuke may have a wholesome effect upon him and the class.
2. Answers should be audible. Careless and hasty answers should be rejected.
3. Handwaving enthusiasm is sometimes desirable but in the case of hasty reviews it is not conducive to thoughtful answers.
4. A courteous and friendly, rather than a boisterous spirit, should pervade the class.
5. Students should be encouraged to ask questions. It helps keep the teacher on his toes.

Lesson Eleven: A Good Teacher

“My brethren, let not many of you become teachers, knowing that we will receive a stricter judgment.”
(James 3:1)

Introduction

1. One of the greatest needs in most churches is more and better teachers.
 - a. Not only on a personal level but also in the classroom.
 - b. Every Christian should, in some manner, be endeavoring to teach others. (Matt. 28:20; Heb. 5:12)
 - 1) Ability + opportunity = Responsibility. (2 Cor. 8:12)
 - 2) Greater opportunity should be given to those who have greater ability.
2. Every Christian who is not a teacher should determine to become one.
 - a. The one who is already a teacher should strive to become a better teacher.
 - b. While we can have a lot of help, primarily we must make ourselves into better teachers for **good teachers do not just “happen,” they are made.**
3. The teacher is the key to the success of any Bible class.
 - a. Even more important than having modern facilities and aids.
 - b. There may be many extenuating circumstances but the ultimate success or failure of every class lies with the teacher.
4. The purpose of this study is to help more Christians to resolve to become better, more effective teachers of the word of God.

I. A Good Teacher Is a Christian

- A. By “Christian,” we do not just mean someone who has been baptized.
 1. He who would teach should be all that the word “Christian” embodies.
 2. He should be a constant follower of Jesus. (1 Pet. 2:21; Col. 3:17)
- B. The life of a good Bible teacher is to be wholly dedicated to serving God.
 1. His speech, dress, habits and entire deportment should be above reproach. (1 Thes. 5:22)
 2. This does not mean that such a one will never do wrong but when he does he will, with genuine repentance, correct his ways. (1 John 1:7)
- C. He will, if possible, attend all the assemblies of the church. (Heb. 10:24-25)
 1. One who is not faithful himself cannot be expected to teach faithfulness to others. (Rom. 2:21)
 2. Quite often ones example has greater impact than what he teaches in the classroom.
- D. He prays.
 1. He realizes the need for divine help. (John 15:5; John 5:14,15)
 2. He makes prayer a regular part of his daily life. (1 Thes. 5:17)
- E. He studies and meditates on the word of God. (2 Timothy 2:15)
 1. He endeavors to increase his knowledge of the Bible then strives to practice the things he learns.
 2. If not, students, no matter what age, will detect his hypocrisy.

II. A Good Teacher Really Wants to Teach

- A. Some only teach because a class is thrust upon them.
 - 1. No one else would take it so they have to.
 - 2. To do something well, one must want to do it.
- B. A good teacher not only wants to teach but loves to teach.
 - 1. He is full of knowledge of God's will and cannot keep from sharing it with others.
 - 2. He is "on fire" with a zeal for God. (Jer. 20:7-9)
 - a. If properly handled, that enthusiasm will positively affect his students.
 - b. A good teacher will instill in his students a burning desire for greater knowledge of and greater appreciation for God's truth.

III. A Good Teacher Is Able to Teach

- A. Enthusiasm alone makes for a poor teacher.
 - 1. One must have some native ability upon which to draw.
 - 2. Not everyone can teach a Bible class. (1 Cor. 12:29)
 - 3. All members do not have the same function. (Rom. 12:3-8)
- B. If a person really wants to teach, though, he will diligently try to increase his ability.
- C. Since teaching is basically the impartation of knowledge, a good teacher is able to convey thoughts to his students in words they can understand. (2 Tim. 2:2)

IV. A Good Teacher Teaches the Truth

- A. He knows the truth.
 - 1. He has not only a general knowledge of the Bible but also a specific knowledge of what the Bible teaches on the particular subject he is attempting to teach to his class.
 - 2. One cannot know the truth without diligently studying it. (2 Tim. 2:15)
- B. His emphasis in class is on the Bible not on opinion, secular teachings, etc. In reference to the Bible, he will:
 - 1. Hold it before the class.
 - 2. Exalt it as the authoritative word of God.
 - 3. Emphasize its principles not his own opinions or the traditions of men.
 - 4. Teach it without apology or compromise. (1 Thes. 2:2,4)

V. A Good Teacher Works

- A. Teaching is not an easy task. In order to be successful, one must:
 - 1. Work long and hard.
 - 2. Study diligently. (1 Tim. 4:13; 2 Tim. 2:15)
- B. A good teacher will:
 - 1. Do more than go over the lesson in a workbook.
 - 2. Study all that the Bible says on the subject he is preparing to teach.
 - 3. Use helps (Commentaries, concordances, word studies, dictionaries, etc.).
 - 4. Study related subjects.
 - 5. Look up and study the meaning of words.
- C. No teacher should ask his class to learn something he is not willing to learn.

VI. A Good Teacher Will Sacrifice

- A. If one is going to do a good job of teaching, he must sacrifice such things as time, money, recreation, etc.
- B. Consider the sacrifice of time.
 - 1. Well-prepared and well-presented lessons take time.
 - 2. A good teacher needs time not only for study but also for meditation and prayer.

VII. A Good Teacher Is Dependable

- A. Otherwise good teachers sometimes hinder their efforts by absenteeism.
 - 1. Some are habitually late.
 - 2. Some fail to get substitutes when they will be away.
 - 3. Some will agree to teach a class then be gone more than they are present.
- B. 1 Corinthians 15:58 is a must description of the good teacher.

VIII. A Good Teacher Is Able to Get Along with Others

- A. He loves others as himself and regards others before self. (Phil. 2:3, 4)
- B. It is very difficult to properly teach those you do not like or love.

IX. A Good Teacher Is Emotionally Stable

- A. He will demand and receive the respect of all his students.
- B. To do the above he:
 - 1. Must be confident and firm, yet courteous, kind and considerate.
 - 2. Should be calm, patient, self-controlled and not soon angry.
 - 3. Ought to be happy and cheerful not pessimistic, grouchy or arrogant.
- C. No over-bearing, self-willed, quick-tempered or otherwise emotionally unstable person should be allowed to teach a class.

Conclusion

- 1. Are you a teacher? If so, are you a good one?
- 2. All of us could be better teachers and Christians if we apply this lesson to self.

Lesson Twelve: Becoming a Better Teacher

I. Some Wrong Viewpoints about Improvement

- A. “I am good enough” or “I am so good that I cannot be improved.”
 - 1. Can a person feel this way about the Christian life in general? Since teaching the Bible is a part of that life, we should be able to improve.
 - 2. All of us make mistakes. None of us are perfect teachers.
- B. “I can never do any teaching. I am not good enough.”
 - 1. It is true that our talents may vary.
 - 2. Different age groups fit our abilities and open opportunities to us.
 - 3. Compare the type of people the Lord selected for His work.
 - 4. Your talent may be just different, not inferior.

II. Improvement as a Person Brings Improvement as a Teacher (Luke 2:52)

- A. By advancing in favor with God.
 - 1. Every teacher must be a consecrated Christian.
 - 2. Some reasons for such consecration:
 - a. You are not teaching secular subjects. Your subject is from heaven.
 - b. You are teaching minds and souls. You are dealing in spiritual guidance.
 - c. You teach what you are. Your life must demonstrate positive faith and obedience.
 - d. The pupil sees your inner life. If your soul is empty you have nothing to share.
 - 3. Strength comes from daily prayer, study and meditation.
 - 4. You can do all things through Christ. (Phil. 4:13)
- B. By advancing in favor with men.
 - 1. A comparison. Employers expect employees to:
 - a. Have the ability to do the job.
 - b. Be honest.
 - c. Get along with people.
 - 1) The pupil. You are not only to lead and direct but also to accompany your pupil in the learning process.
 - 2) The pupil’s parents (if applicable).
 - 3) Other teachers.
 - 4) The Lord.
 - 2. You should love people. Loving people will cause you to be:
 - a. Tolerant and tactful.
 - b. Able to handle difficult themes and situations.
 - c. Able to not take yourself too seriously. Laugh with them. Be humble.
- C. By advancing in stature.
 - 1. This is a matter of personality—the kind of person you are and the image that you project to others.
 - 2. What is personality?
 - a. You may be irritable, impatient, argumentative, shy, conceited, aggressive, eccentric, etc.

- b. Appearance makes a difference. Smile. Be happy.
 - c. Sincerity is a must.
 - d. Enthusiasm, spiritual passion, is needed.
- D. By Advancing in Wisdom.
1. Are you mentally alert or drifting? The growing teacher is constantly reading in order to nourish his expanding mind.
 - a. Know the pupil as well as the subject. Speak his language.
 - b. Time is short so you need to be sharp. Much must be taught in about 40 minutes.
 - c. You need wisdom as well as knowledge. They are different.
 2. Teaching the Bible is more important than teaching in public school.
 - a. The purpose is more important.
 - b. The source of material is more important.
 - c. The responsibility is greater.

III. Some Practical Ways to Improve Yourself and Your Teaching

- A. Analyze yourself as you are and see that improvement can be made.
1. What you are is God's gift to you. What you can become is your gift to Him.
 2. Your reward is great. By becoming an effective teacher, you have great opportunities to:
 - a. Influence people for good.
 - b. Develop the art of getting along with people.
 - c. Learn the Bible.
 - d. Become self-confident.
 - e. Get down to the "grass roots" in training individuals as Christians.
 - f. Lay up treasure in heaven. (Luke 12:21)
 - g. Be one who molds character.
 3. If we know ourselves as teachers, we know we need improvement.
- B. Improvement can come through encouragement from without or within.
1. Thinking of the importance of your work.
 2. Thinking of the challenge of your work—its unlimited possibilities.
 3. Thinking of the reward of your work—the joy when one you taught is won.
 4. Actual words of encouragement from others. Not flattery but in sincerity.
- C. Improvement can come through self-supervision.
1. Study yourself constantly. It is a long and gradual process.
 2. Try to develop your own spiritual life further.
 3. Learn to accept criticism from yourself and others. Face facts.
 4. Concentrate on weak points until they are mastered. Take advantage of every opportunity.
 5. Make a conscious effort to try out the techniques you learn. Many will come naturally (as public speakers learn) but other things must be worked on.
- D. Improvement can come through intensified study.
1. A "know-it-all" is out of place. There is much we do not know.
 2. The more you learn, the more you will want to learn.
 3. Develop good reading habits. Establish some sort of reading schedule for yourself.
- E. Improvement can come through other people.
1. Learn vicariously by seeing others at work (teacher observation).
 2. Do not mimic someone's faults but imitate their good points.

3. Ask someone in whom you have confidence to sit in on your classes. Ask for frank appraisals of your work.
- F. The greatest improvement can come through imitating Christ—The Master Teacher.
1. He knew His students and their needs.
 2. He was master of the subject He was teaching.
 3. He lived in accordance with the demands He made of others.
 4. He was physically fit and had a keen intellect and reasoning power. He had emotion, energy and personality.
 5. He had aims in His work that would better the learners physically, morally, aesthetically, intellectually, vocationally, and spiritually.
- G. Improvement comes from God through prayer.
1. This is the source of strength and wisdom.
 2. It is part of the Christian's warrior armor. (Eph. 6:10)

Lesson Thirteen:

Teaching in a Classroom Setting

I. Teaching a Class in a Group Setting

A. Make preparation. Read and study the lesson you plan to teach or the material you plan to discuss.

B. Various approaches to instruction.

1. Lecturing. The teacher presents the material without any response from the student.
 - a. The material must be both well prepared and well presented to hold attention.
 - b. This method has the advantages of preaching but the disadvantage of not allowing more than one person to exchange views.
2. Audience participation.
 - a. The study is directed by one person who may, or may not, present some lecture material and then solicit comments from the class.
 - b. The class is allowed to participate as long as decency and order are maintained.
 - c. This method is widely used since it allows for a much wider range of material and views to be presented.
 - d. How to get participation (sometimes it is difficult to get).
 - 1) Know the material.
 - 2) Be enthusiastic.
 - 3) Ask specific questions that can be given a specific answer.
 - 4) Ask for comments and questions.
 - 5) Be willing to consider an opposing view and freely discuss those questions that pertain to the point of the study.
 - 6) If there are those who choose not to read or comment, try not to embarrass them.
 - 7) Respect the convictions of others.

C. Teaching various age groups.

1. Approach the study with the age group in mind.
 - a. Try to challenge the class.
 - b. Do not go so deep over their heads that they do not understand.
2. Consider subjects that will be of interest to those in the class.
 - a. Certain topics are of greater interest to and have greater impact on particular age groups and not on others.
 - b. At the same time, always strive for balance—sound material on a variety of Scriptural subjects.
3. If it is a general audience, try to avoid always catering to one particular age group.

D. Some methods of instruction all of which can be effective if the **teacher and students** study and cooperate together.

1. **Verse by verse.** Directly out of the Bible text.
2. **Topical studies.** A specific topic is studied either from an outline or study guide.
3. **Outline and study series.** A lesson book or outline is followed on a particular book of the Bible.

II. Dealing with Problems and Controversy (1 Corinthians 14:40)

- A. Do not be afraid to say you do not know the answer to a question any student might have.
 - 1. Offer to study it further and to answer it in a subsequent class.
 - 2. Such honesty builds respect in the students.
- B. Freely discuss any controversial matter that is Scriptural and timely.
 - 1. Be careful to not let the class get out of hand.
 - 2. Offer to meet outside the class setting, if necessary, to discuss it further.
 - 3. If you need help in handling a tough situation, do not be afraid to get help or turn the matter over to a more mature or experienced Christian.
- C. If things get altogether too far out of hand, it would be wise to just end the discussion and/or close the class until order is assured.

III. Aids to Teaching

- A. **The Bible.** It would be wise to invest in a good study Bible and have a number of versions available to help you prepare.
- B. **A good concordance.** This will assist you in locating passages, words and additional material on your topic.
- C. **Commentaries.**
 - 1. Commentaries are not authorities and should not be used as such.
 - a. They are simply another man's views, convictions or opinions.
 - b. All commentaries are subject to error.
 - 2. **Do not** teach directly from them.
- D. **Various helps** as Bible dictionaries, surveys, maps, etc., can be useful in giving you background information so that your presentation will have greater depth.

IV. Some Practical Helps

- A. **Study.** You cannot teach what you do not know and you cannot lead where you will not go.
- B. Speak plainly so that all in the class can participate and hear.
- C. Be friendly. Smile. Do not get angry when your position is challenged or someone disagrees with you.
- D. Give opportunity for someone to express views as well as yourself.
- E. Maintain order. One cannot learn much in a disorderly class.

For additional class books, study guides,
and sermon outline books, visit:



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