

# MODULE 7: SESSION 10

## APPLIED THEOLOGY

### How to Study the Bible

#### Principles of Bible Lesson Presentation

1. Introduction—
  - a. You have made your OBSERVATIONS—your INTERPRETATIONS—your APPLICATIONS
  - b. You have decided HOW to present your Bible passage— you’ve created an organized structure
  - c. You added the salt and pepper of an introduction and conclusion
  - d. You’ve added illustrations and applications
  - e. NOW: Time to SERVE IT UP!--
2. DISCUSSION—
  - a. What is so hard about talking in front of people?
  - b. What is it about a BAD public speaker/teacher that makes the audience uncomfortable? What creates discomfort for the audience?
3. Increasing Comfort Level with Teaching any age
  - a. Trust the Lord that He has a purpose for what you are saying
  - b. Trust the power of the Scriptures to move in the hearts of listeners
  - c. Think and pray about the needs of your audience, whether second-graders or an adult small group
  - d. Be more prepared that you think you need to be —it shows when you ARE and shows when you are NOT —
    - i. Preparation is the key to confidence
    - ii. Read through your notes multiple times with prayer and a pen
    - iii. If teaching children, don’t think that means winging it with little preparation— THEY need the organized presentation of a lesson too!
      1. IE: Message I preached from Colossians 3 concerning “Children, obey your parents.” First 1/3 of that message was geared to younger children— I spent about 7 hours just preparing that 15 minutes or so — wanted it to be as clear as possible
  - e. Practice your lesson— aloud if possible, then be confident in the product you have prepared
    - i. Practice enough to work on eliminating verbal pauses (um, uh, er)--ruins the flow of your thought
  - f. Be on a mission to bless your audience — be determined!!
4. Teaching in a Small Group
  - a. Don’t be afraid to begin stepping out with your own personal study. Going through a single book means you only buy a couple

commentaries and can get immersed in the purpose and themes of the book.

- b. Remember that discussion is useful, but is secondary to teaching content. I personally prefer to teach FIRST, then have discussion SECOND – that way, all the content I prepared gets taught AND you avoid unnecessary “rabbit trails.”
  - c. Be the one to bring new information to their hearts and minds OR to creatively remind them of great truths that never grow old – don’t just be a facilitator; be a teacher
  - d. Team-teach a small group – so you can take extra time between each meeting to prepare your teaching
5. Teaching Children
- a. They need attention-getters
  - b. They need you to be concise
  - c. They need you to be direct
  - d. They need you to be repetitive
  - e. They need to feel involved (involve them physically or with props)
  - f. They need word pictures that make sense, NOT vague metaphors that involve abstract thinking (biggest mistake in teaching children is that smaller ones don’t developmentally make the connection between metaphors and the lesson)
  - g. They need stories – MUCH of the Bible is written in narrative
6. Common rookie mistakes
- a. Unhelpful digression vs. interesting change of pace
  - b. Being enthralled with the sound of your own voice
  - c. Laughing to fill uncomfortable space
  - d. Being unprepared with inadequate notes
  - e. Overestimating your ability to “wing it”
  - f. Not aggressively capturing the attention of your audience
  - g. Expressing certainty when you have none and expressing doubt when you should have certainty
7. Taking Your Lesson Up a Notch
- a. Have ONE major idea you are trying to get across
  - b. Be structured but creative
  - c. Go where your audience hasn’t gone – if everything you are teaching feels obvious to you, it may be obvious to your audience as well
  - d. Use all the senses – describe how something looks, what it sounds like, what it feels like,
  - e. Save the gold for last
  - f. Build drama – ask interesting questions then answer them (these can be taken from the observation phase of your study)
    - i. UNINTERESTING QUESTION: “In Psalm 23:2, what kinds of still waters was David talking about?”

- ii. INTERESTING QUESTION: “In Psalm 23:2, what was the significance of still waters to a sheep that his shepherd would take the effort to find them?”
- g. Tell a story – even the epistles have a setting, an author, recipients, historical situations
- h. Teach with authority befitting the sharing of the very Word of God
- i. Be yourself, not someone else. Your teaching is always more genuine when you are YOU!
- j. Connect your lesson to the theology that is behind it or implied in your text. How does this relate to soteriology, hamartiology, eschatology, etc? What truths does it illumine theologically?