

TEACHING THE BIBLE
STUDENT'S MANUAL BI 275R 2.4

TRINITY INTERNATIONAL UNIVERSITY
The REACH Program
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Table of Contents (BI 275 2.4)

COURSE OVERVIEW	1
COURSE SYLLABUS	2
Course Description.....	2
Course Objectives	2
Texts.....	2
Course Overview	3
Course Requirements	5
Grading Breakdown	6
ASSIGNMENTS AND ACTIVITIES	7
Applied Learning Paper Options	8
Reflection Paper.....	12
Teaching Series Proposal	13
Philippians Table of Lessons	14
Detailed Lesson Plan	15
Number One: Passage Study	15
Number Two: Topical Study	16
Passages of Effective Bible Teaching.....	17
Evaluations.....	18
Teaching Evaluation	18
Session One Evaluation	19
Session Two Evaluation.....	20
Session Three Evaluation.....	21
Session Four Evaluation	22
Session Five Evaluation.....	23

COURSE OVERVIEW

The Bible is God's very Word to a rebellious world (2 Timothy 3:16-17). With this in mind, there is hardly any greater privilege and responsibility than teaching the Bible to others - to help fallen men and women to respond to God in repentance and faith. As we will discover in this course, the process of teaching the Bible is both simple and complex.

It is simple because God calls us to discover truths from his Word and then to pass them on to others. In brief, we study God's Word and share the findings. What could be more simple? But the process of teaching the Bible is also quite complex, for there are a variety of factors that complicate our efforts: (1) the Bible's message is oftentimes confusing, (2) the application of the biblical text to contemporary life is not always apparent, (3) there is a significant difference between merely understanding the Bible and being able to communicate its contents, and (4) we teach to a wide variety of learners with different needs, backgrounds, and perceptions.

This course will provide you with both instruction and training so that you can improve your ability to teach the Bible to others. Specifically, we will study the nature of Christian teaching, learn a method for studying the Bible with a view toward teaching, develop skills at designing and implementing lesson plans, learn about various learning styles and how that affects our teaching, and learn how to evaluate the teaching of others.

COURSE SYLLABUS

I. Course Description

This course is a study of the theories and methods of teaching the Bible using instructional objectives. Students will prepare and present lesson plans to demonstrate their proficiency in the stating and accomplishing of appropriate educational objectives.

II. Course Objectives

At the completion of this course, students should be able to:

- A. Exhibit a greater love for God and others (Matthew 22:34-40)
- B. Understand the nature of teaching the Bible within a distinctively Christian framework.
- C. Identify and demonstrate the qualities of effective Bible teachers.
- D. Utilize the *Creative Bible Teacher's Inductive Method* for studying and applying the Bible.
- E. Project and outline a series of lessons from a book of the Bible.
- F. Prepare a comprehensive lesson plan using the *Hook, Book, Look, Took* approach.
- G. Demonstrate skill at teaching the Bible to a variety of learners (based upon learning styles, age, cultural background, and spiritual receptivity).
- H. Demonstrate an ability to evaluate Biblical teaching from a variety of perspectives.
- I. Articulate a personal philosophy of Christian teaching.

III. Texts

Required:

- A. Doriani, Daniel. (1996). *Getting the Message: A Plan for Interpreting and Applying the Bible*. Phillipsburg, NJ: P & R. ISBN#: 0-87552-238-6
- B. LeFever, Marlene. (2001). *Learning Styles: Reaching Everyone God Gave You to Teach*. Colorado Springs, CO: Cook. ISBN: 0-7814-5117-5

- C. Richards, Lawrence & Bredfeldt, Gary. (1998). *Creative Bible Teaching* (rev. & exp.). Chicago: Moody. ISBN: 0-8024-1644-6
- D. Article Packet for BI 275R, 2002
 - Ziegahn, Linda (2001). "Considering Culture in the Selection of Teaching Approaches for Adults." ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Recommended:

- E. Bruce, Barbara. (2000). *7 Ways of Teaching the Bible to Adults: Using Our Multiple Intelligences to Build Faith*. Nashville, TN: Abingdon. ISBN: 0-687-09084-9
- F. LeFever, Marlene. (1985). *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: Cook. ISBN: 0-7814-5256-2

IV. Course Overview

- A. Session One: Focus on the Process
 - 1. Objectives
 - a. To explain the nature of teaching the Bible within a distinctively Christian framework
 - b. To understand the qualities of effective Bible teachers
 - 2. Assignments Due
 - a. Read *Creative Bible Teaching (CBT)* chapters 1-3
 - b. Read *CBT* chapter 13
- B. Session Two: Focus on the Message
 - 1. Objectives
 - a. Learn to utilize the *Creative Bible Teacher's Inductive Method* for studying and applying the Bible
 - b. Gain skill and familiarity on how to develop themes from Scripture
 - c. Demonstrate an ability to project and outline a series of lessons from a book of the Bible

2. Assignments Due
 - a. Read *CBT* chapters 4-8
 - b. Read *Getting the Message (GM)* chapter 8
 - c. Reflection Paper: *My Effectiveness as a Teacher*
- C. Session Three: Focus on the Lesson
 1. Objectives
 - a. Learn to implement the *Hook, Book, Took, Look* approach to preparing lessons
 - b. Develop understanding and skill at applying the Word of God
 2. Assignments Due
 - a. Read *CBT* chapters 9-12
 - b. Read *GM* chapters 9-12
 - c. Teaching Series Proposal: 12-14 Lessons from the book of Philippians
- D. Session Four: Focus on the Learner
 1. Objectives
 - a. Develop skills to apply the four learning styles to lesson planning
 - b. Develop skills to apply the four learning styles to various age groups
 - c. Gain increased multi-cultural sensitivity as it relates to teaching the Bible
 2. Assignments Due
 - a. Read *CBT* chapter 14 (12)
 - b. Read *CBT* chapters 15-18 (pick two chapters)
 - c. Read *Learning Styles (LS)* chapters 1-6
 - d. Read "Considering Culture in the Selection of Teaching Approaches for Adults" in the Article Packet

- e. Detailed Lesson Plan # 1: Passage Study
- E. Session Five: Focus on Evaluation
1. Objectives
 - a. To determine various ways of assessing teacher effectiveness
 - b. To gain practice teaching the Bible in front of others
 - c. To gain practice evaluating the teaching of others
 2. Assignments Due
 - a. Read *LS* chapters 9-14
 - b. Read *CBT* chapters 19-20
 - c. Detailed Lesson Plan # 2: Topical Study

V. Course Requirements

1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style. This includes:

- an APA title page (including a running header and page number)
- an “Abstract” page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))
Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person’s work or ideas.
- a “References” page (it is not called a “bibliography”)
- one inch margins
- 12 point font
- double spaced

Failure to use and cite others’ work or ideas properly will lead to charges of academic dishonesty. See below for more information.

2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another's work or ideas without proper documentation, which requires citing the author or authors' name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another's student's work
- Submitting Previous Work: submitting your work that was previously turned in for credit
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an "F" for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student's dismissal from the program.

3. Late Work

All assignments must be turned in on or before the date they are due. Any assignment turned in late will be deducted as follows:

- 10% off for up to 24 hours late
- 20% off for up to 48 hours late
- assignments more than two days late will receive a zero

An extension on the time needed to submit final course requirements (such as the ALP) will be granted only in unusual circumstances and if the instructor and the Associate Dean grant the request.

4. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an "F" for the course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

VI. Grading Breakdown

The final course grade is composed as follows:

Assignment #1	“My Effectiveness as a Teacher”	20 points
Assignment #2	Teaching Series Proposal	30 points
Assignment #3	Lesson Plan #1: Passage Study	30 points
Assignment #4	Lesson Plan #2: Topical Study	30 points
ALP	Option 1 OR Option 2	120 points
Class Participation		20 points
	<u>TOTAL</u>	<u>250 points</u>

Grading Scale

Percentage	Grade
92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
0-59	F

ASSIGNMENTS AND ACTIVITIES

Applied Learning Paper Option #1

Note Well: This first option for the ALP is a review/extension of what you have already studied in the course. You may find it more stretching and profitable to complete option #2.

Points: 120 points

Due: One week after the last class session

Instructions

Choose a passage from the Bible that we have not studied as a group in class and you have not studied for a previous homework assignment. You must then prepare **two** different lesson plans on the **same** passage of Scripture. (Again see pp.164-165 in *Creative Bible Teaching* for a sample lesson plan outline.) For example, you might choose Matthew 5:27-30 for both of your lesson plans.

Lesson Plans

For the first lesson plan, assume that your Target Group is the senior adult Sunday school class at a wealthy, suburban church on the north side of Chicago. For the second lesson plan, assume that your Target Group is a high school Sunday evening group at a poor, inner city church on the west side of Chicago. Hint: while the Passage and Exegetical Idea may remain the same for each lesson plan (though the Exegetical Idea may be expressed differently), most of the other variables (cognitive aims, hook, content outline, methodology, etc.) will change. (60 points)

Five Page Paper

Write a 5 page paper that details the differences in your two lesson plans. In other words, answer the following question: "What factors contributed to the differences in the lesson plans?" Consider using the required books for this class as sources (example: chapters 15 and 16 in *Creative Bible Teaching*) and other educational resources (books, journal articles, etc.) that highlight how teaching differs according to age, race, socioeconomic background, etc.

You must use **APA format**. This includes a formatted title page, headers, source documentation, etc. Your paper should have no less than 10 academic sources. (60 points)

Delivery

Both of the lesson plans and the written assignment must be post-marked no later than **7 days** after the last class. Your instructor will provide you with his or her mailing address.

Applied Learning Paper Option #2

Points: 120 points

Due: One week after the last class session

**Part One: Analyze and Evaluate at Least Six of the Following Websites
(at least two from the three categories listed below) - 4-6 pages**

For each website, address the following:

1. Name of the Organization or Website
2. Founders, Leaders, History, etc.
3. Denominational Affiliation (if any)
4. Theological Emphasis (if discernable)
5. Emphasis on Evangelism, Discipleship, or Both
6. Target Audience: Seekers, Lay Christians, Lay Leaders, Church Leaders, and/or Academics
7. Kinds of Resources Offered
8. Cost
9. Usefulness for your own Teaching Ministry
10. Other Insightful Observations

Note Well: You must select at least two websites from each of the following three categories. You MUST review the websites that are emboldened.

1. Bible Study Tools

Bible Study Tools <http://www.biblestudytools.com/>

Christianity.com <http://bible.christianity.com/>

BibleGateway.com <http://www.biblegateway.com/>

Bible.org <http://www.bible.org/>

2. Publishing Groups

Matthias Media <http://www.matthiasmedia.com.au/>

Campus Crusade for Christ <http://www.campuscrusade.com/index.htm>

Lifeway <http://www.lifeway.com/lwc/>

Moody Publishers <http://www.moodypublishers.com/Publishers/default.asp>

NavPress <http://www.navpress.com/>

InterVarsity Press <http://www.ivpress.com/>

Zondervan Press <http://www.zondervan.com/cultures/en-us/home.htm>

Willow Creek Resources http://www.willowcreek.com/wca_index.asp

Bible Teaching Resources <http://www.bibleteachingresources.org/resources/bible-study-resources>

3. Individual Ministries

Desiring God <http://www.desiringgod.org/>

Insight for Living <http://www.insight.org/site/PageServer>

Urban Alternative <http://www.tonyevans.org/site/c.feIKLOOpGIF/b.2017593/k.BE75/Home.htm>

RZIM <http://www.rzim.org/>

Ligonier Ministries <http://www.ligonier.org/>

Pastors.com <http://www.pastors.com/>

Luis Palau Association <http://www.palau.org/resources>

BreakPoint Ministries http://www.breakpoint.org/site_hmpg.asp

Part Two: How to Prepare a Bible Lesson

In 5-6 pages, provide a step-by-step model for how you prepare to teach the Bible - whether to a small group or a large group. Please incorporate frequent quotes and paraphrases from your course readings. We imagine that you will have at least 10-12 steps.

For example:

Introduction

[Insert 1-2 introduction: grab attention, purpose statement of paper, outline of paper]

1. Prayer

[Insert 1-3 paragraphs of explanation]

2. Select a Biblical Book, Topic, and/or Passage

[Insert 1-3 paragraphs of explanation, such as "How will I select the book, topic, etc.?"]

3. Etc.

[Insert 1-3 paragraphs of explanation]

Reflection Paper

My Effectiveness as a Teacher

Points: 20 points

Due: At the beginning of Session Two

Instructions

Write a 3-4 page reflection paper evaluating your effectiveness in the past as a teacher (whether you were teaching a class in a school, leading a small group study, or teaching a lesson to your children).

Consider using the following questions to guide your paper:

1. To what extent do I demonstrate the qualities found in the passages we studied in class (see: "Passages of Effective Bible Teaching")?
2. To what extent do I demonstrate the qualities listed by Richards & Bredfeldt on pp.213-228 in *Creative Bible Teaching*?
3. Where am I strong? Where could I improve?

This paper will be evaluated based upon your ability to apply insights from the Bible and/or Richard & Bredfeldt's work. As you write your paper, be specific with your observations and give concrete examples from your own teaching experiences to support your insights. For example, you may choose to organize your paper by listing three strengths and three weaknesses in your ability to teach effectively.

Teaching Series Proposal

12-14 Lessons from the Book of Philippians

Points: 30 points

Due: At the beginning of Session Three

Instructions

Use the format of the following table to draft a proposal for a series of 12-14 lessons from the book of Philippians. The first message has been done for you.

Text

Consider doing an inductive study of the book to come up with chapter divisions. After studying the text yourself, you may find it helpful to consult various commentaries to discern where they make the passage divisions. Commentaries will be especially relevant as you make passage divisions and discern the Big Idea of the passage. See also http://www.bible.org/page.php?page_id=1333

Big Idea

State the main idea of the passage as clearly and succinctly as you can.

Possible Applications

List several applications of the passage. Is there something to start? Something to stop? Something to do differently? Something to think, feel, do?

Creative Teaching

List several ways that you could creatively communicate the content and/or application of the passage (see especially the lecture notes from Session #1: *Teaching Methods of Effective Bible Teachers*).

Creative Title

List one or two creative titles that you might use for the message.

Philippians Table of Lessons

Passage from Philippians	What is the Big Idea?	Possible Applications	Creative Teaching Options	Creative Message Title
<i>Lesson One</i> 1:1-8	Christians should be thankful and partner together toward the advancement of the Gospel.	<ol style="list-style-type: none"> 1. Praying for other Christians throughout the world 2. Participating in the church-wide outreach efforts 3. Suffering for the Gospel in your workplace 	<ol style="list-style-type: none"> 1. Share with the class what God is doing in other parts of the world 2. Role play: sharing the Gospel and dealing with rejection 3. Ask for a testimony regarding successful evangelistic strategies 	<p>“Locking Arms”</p> <p>or</p> <p>“Choosing to Suffer”</p>
<i>Etc.</i>

Detailed Lesson Plan
Number One: Passage Study

Points: 30 points

Due: At the beginning of Session Five

Instructions

In this assignment, you are asked to produce another detailed teaching outline. Use pp.162-163 in *Creative Bible Teaching* (CBT) as a model. Note the following:

1. This lesson plan must be a *passage* study as opposed to a topical study.

A *passage* study uses one passage of Scripture to provide the overall framework for the study. A *topical* study relies on multiple texts to provide the overall framework for the study.

For example, a *passage* study on the nature of marriage may focus almost exclusively on Ephesians 5:22-33. This entire passage serves as the skeleton for the entire message. Some examples of passage studies include: Psalm 2, Mark 1:1-8, Acts 1:1-11, Philippians 1:9-11, 1 Thessalonians 5:1-11, and James 1:1-4

In contrast, a *topical* study on the nature of marriage might use the following three texts: Genesis 2:18-25, Colossians 3:18-19, and Hebrews 13:4. These three texts serve as the skeleton for the entire message. Some examples of topical studies include: God's love for humanity, the nature of Christian giving, sexual purity, controlling the tongue, the holiness of God, the second coming of Jesus, the role of women in ministry, the gifts of the Holy Spirit, etc. *You will more than likely need to use a variety of sources to determine your topical framework (e.g. concordance, Bible dictionary, a systematic theology, etc.).*

2. The more detail in your lesson outline, the better.

Again, pp.162-163 in CBT serves as an excellent model.

Detailed Lesson Plan
Number Two: Topical Study

Points: 30 points

Due: At the beginning of Session Four

Instructions

In this assignment, you are asked to produce a detailed teaching outline. Use pp.162-163 in *Creative Bible Teaching* (CBT) as a model. Note the following:

1. This lesson plan must be a *topical* study as opposed to a *passage* study.

A *topical* study relies on multiple texts to provide the overall framework for the study. A *passage* study uses one passage of Scripture to provide the overall framework for the study.

2. The more detail in your lesson outline, the better.

Again, pp.162-163 in CBT serves as an excellent model.

Passages of Effective Bible Teaching

Group One

Exodus 4:11-17
Deuteronomy 4:1-2
Deuteronomy 4:9-10
Ezra 7:6
Job 27:11
Psalm 34:11
Psalm 51:13
Psalm 119:26-27, 33
Proverbs 5:13
Ecclesiastes 1:1-2
Jeremiah 9:20
Micah 3:11
Malachi 2:8
Matthew 5:19-20
Matthew 7:28-29
Matthew 9:35-38
Matthew 10:24-25

Group Two

Matthew 13:53-57
Matthew 21: 23-27
Matthew 22:15-16
Matthew 28:18-20
Mark 4:1-9
Mark 6:34
Luke 6:6-8
Luke 11:45
John 7:16-19
John 7:28-29
John 13:12-17
John 14:23-27
Acts 4:18-20
Romans 6:17
Romans 12:7
1 Corinthians 11:2

Group Three

Colossians 1:28
Colossians 3:16
1 Timothy 2:7-15
1 Timothy 4:16
2 Timothy 1:13-14; 2:2
2 Timothy 3:16-4:5
Titus 1:9
Titus 2:6-8
Titus 2:9-10
Titus 2:15
Hebrews 5:11-6:1-2
Hebrews 13:9
James 3:1
1 John 2:26-27
2 John 1:9-10
Revelation 2:20

Evaluations

Teaching Evaluation

Within the following three sections:

1 = Strongly Agree **3** = Somewhat Agree **5** = Strongly Disagree **N/A** = Not Applicable

Hook: The Introduction

Evaluation Category	Assessment	Comments or Questions
1. The teacher fostered a spiritual environment	1 2 3 4 5 NA	
2. The teacher gained my attention	1 2 3 4 5 NA	
3. The teacher surfaced a need	1 2 3 4 5 NA	
4. The teacher set clear goals/purposes	1 2 3 4 5 NA	
5. The teacher transitioned into the study	1 2 3 4 5 NA	

Book: The Content

Evaluation Category	Assessment	Comments or Questions
1. The teacher was clear & well organized	1 2 3 4 5 NA	
2. The teacher demonstrated passion	1 2 3 4 5 NA	
3. The teacher exercised spontaneity	1 2 3 4 5 NA	
4. The teacher was open & honest	1 2 3 4 5 NA	
5. The teacher showed educational diversity	1 2 3 4 5 NA	

Look / Took: The Application

Evaluation Category	Assessment	Comments or Questions
1. The teacher explored general implications	1 2 3 4 5 NA	
2. The teacher explored specific applications	1 2 3 4 5 NA	
3. The teacher motivated the students	1 2 3 4 5 NA	
4. The teacher facilitated class involvement	1 2 3 4 5 NA	
5. The teacher ended the lesson meaningfully	1 2 3 4 5 NA	

Additional Comments _____

Evaluations
Session One Evaluation

What about this class session or the instructor's presentation did I appreciate the most?

- 1.
- 2.
- 3.

What about this class session or the instructor's presentation did I appreciate the least? What would have improved the session or instructor's presentation?

- 1.
- 2.
- 3.

What are some of your key learning "take-aways" as a result of this class?

- 1.
- 2.
- 3.

What was unclear? What questions do you have that are unresolved?

- 1.
- 2.
- 3.

Evaluations
Session Two Evaluation

What about this class session or the instructor's presentation did I appreciate the most?

- 1.
- 2.
- 3.

What about this class session or the instructor's presentation did I appreciate the least? What would have improved the session or instructor's presentation?

- 1.
- 2.
- 3.

What are some of your key learning "take-aways" as a result of this class?

- 1.
- 2.
- 3.

What was unclear? What questions do you have that are unresolved?

- 1.
- 2.
- 3.

Evaluations
Session Three Evaluation

What about this class session or the instructor's presentation did I appreciate the most?

- 1.
- 2.
- 3.

What about this class session or the instructor's presentation did I appreciate the least? What would have improved the session or instructor's presentation?

- 1.
- 2.
- 3.

What are some of your key learning "take-aways" as a result of this class?

- 1.
- 2.
- 3.

What was unclear? What questions do you have that are unresolved?

- 1.
- 2.
- 3.

Evaluations
Session Four Evaluation

What about this class session or the instructor's presentation did I appreciate the most?

- 1.
- 2.
- 3.

What about this class session or the instructor's presentation did I appreciate the least? What would have improved the session or instructor's presentation?

- 1.
- 2.
- 3.

What are some of your key learning "take-aways" as a result of this class?

- 1.
- 2.
- 3.

What was unclear? What questions do you have that are unresolved?

- 1.
- 2.
- 3.

Evaluations
Session Five Evaluation

What about this class session or the instructor's presentation did I appreciate the most?

- 1.
- 2.
- 3.

What about this class session or the instructor's presentation did I appreciate the least? What would have improved the session or instructor's presentation?

- 1.
- 2.
- 3.

What are some of your key learning "take-aways" as a result of this class?

- 1.
- 2.
- 3.

What was unclear? What questions do you have that are unresolved?

- 1.
- 2.
- 3.

