

Biblical Teaching Methods



**New Caney Church of Christ
Sunday Adult Bible Study
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FORWARD

There are a lot of books on the market today about how to interest people in godliness. I believe these books are teaching the concepts and methods of men. They do garner results in numbers, but few of these result in true disciples who are committed and dedicated to serving God in Spirit and in Truth.

It is my contention and belief that the best methods for teaching others is to follow the Biblical patterns. This series of lessons will look carefully at Biblical Teaching Methods which we should emulate. Unlike the modern writings of men which have only been promoted over the last 20-40 years, Biblical Teaching Methods are proven and time-tested. I believe what saved a man in the first century is what saves a man today. I also believe the methods used in the first century will bring about the same results as they did in the first century.

Sadly, the church today is failing to convert many. Excuses are offered, but results still tend to be lacking. I firmly believe there are many searching for the truth. They need someone to show them and convince them of the truth. Many of these individuals are very spiritually minded and will be strong disciples when convinced, much like the apostle Paul. Therefore I see a great need in the Church for a concerted effort to learn the methods used in the first century, and to employ them in the twenty-first century. Souls are being lost.

Without a definite method of how to teach others, brethren tend to fall back on statements they repeat from preachers or Elders. There is no proof extended from scripture. Often the conversation degenerates into bickering and arguments which effectively closes the door on any future discussions by any Christian. This is not a Biblical Method. It cannot be found in scripture. If instead we work to adopt Biblical Methods, problems like this can be avoided and souls can be won to the Lord.

“You, therefore, who teach another, do you not teach yourself” (Romans 2:21)? No one should be teaching another who has not first examined themselves and made appropriate corrections. The one with the beam in his eye is not suited to help another with a splinter (Matthew 7:3-5). There is a need for each of us to be careful that we are not hypocritical in our teaching.

Therefore, it is with great prayer and dependence on God that this collection of lessons is presented. May each of you search the scriptures and make application to yourself.

Charles

ATTITUDE TOWARD DISBELIEVER

Lesson 1

QUOTE

“A man who holds the truth with a wrong attitude will as surely be lost as a man who holds to error with a right attitude. And these two dispositions are not as far apart as you might think.”

*Dee Bowman
That's Life, p.165*

The attitude of the teacher is very important to the process of teaching. Without a proper attitude toward a disbeliever, a teacher can broadcast all sorts of messages unintentionally. Language, tone and body-language can convey contempt, disgust, perhaps even pride.

A proper Biblical attitude is necessary for the gospel to effectively reach the person who is lost. Our attitude can prevent and impede the progress of the gospel with someone else. What a terrifying thought! The gospel is the power of God unto salvation (Romans 1:16), yet God wants men to hear the gospel via preaching (Romans 10:14). We become the earthly vessels bearing the message of salvation (2 Corinthians 4:7). No one can read Paul's letters to Timothy without being impressed with the multitude of proper attitudes and dispositions Timothy was instructed to adopt. This is excellent training material for all believers, and necessary for all preachers. We must be certain we do not prevent the very thing we are trying to promote – the spread of the gospel.

Poor attitudes toward disbelievers exist within the Lord's Church. They should not. Yet, some carry an attitude which is intolerant of those who do not believe all of the truth. There is no reaching out to the lost. There is no prayer for the lost. There is no teaching to the lost. Instead the apparent thinking is: “they have chosen to disbelieve, let them alone”. I understand there is a time to stop casting pearls before swine, but many assume this attitude after one discussion with a person lost in error. A similar attitude that is common is: “no one will listen” or “I can't accomplish any good”. This is a poor attitude which pre-supposes the response of the lost.

The Biblical attitude toward disbelievers is to teach them the truth in simplicity. Allow them to be informed and decide for themselves if they will obey God or not. Let us each determine we will develop and maintain a proper attitude toward the lost.

READING

Romans 10:1-17
John 4:7-26

STUDY

- 1. What does Jesus indicate should be our attitude toward disbelievers?**
 - A. Matthew 9:35-38
 - B. John 4:7-26
 - C. John 4:35-38
 - D. Matthew 23:37
- 2. What was the Apostle Paul's attitude toward disbelievers?**
 - A. Romans 11:14
 - B. 1 Corinthians 9:22
 - C. Romans 10:1-17

THINK

1. Do public school teachers ever adopt the attitude that one particular student is a trouble-maker when in fact they are not? How does the teacher's attitude effect the student's learning?
2. What should be the goal of a private Bible study with a friend?
3. What improper goals are sometimes present in the mind of the "teacher" which we should guard against?

APPLY

1. How would a prospect be viewed improperly if the following attitudes were present in the mind of the "teacher"?
 - A. Pride (I know the truth)
 - B. I am wasting my time. They will reject the truth.
 - C. They have attended a religious group all their life. I will assume they know...
 - D. Contempt – they cannot even find a book in the Bible.
2. By way of contrast, make a list of proper attitudes we should possess toward the prospect which will enable us to teach as scripture demands. Indicate why these attitudes are important.

LOVE EVIDENCED IN TEACHING

Lesson 2

QUOTE

“Christ has no hands but our hands to do His work today, He has no feet but our feet to lead men in His way; He has no tongue but our tongues to tell men how He died, He has no help but our help to bring them to His side.”

Annie Flint & J.E. Hamilton
The World's Bible
 Hymns For Worship #460
 Verse 1

READING

1 Corinthians 13:4-7
 Matthew 13:1-23

As we begin to study with a friend, we must understand the way we treat them is under scrutiny. Their willingness to study with us again will, to a large degree, be dependant upon our behavior toward them. Perhaps even more than the truth that is being conveyed, initially. A teacher must therefore be careful to display love for the individual's soul from the very beginning.

The attributes of love in 1 Corinthians 13:4-7 are a good place to study in regard to what attitudes a teacher should possess. *“Love is patient, love is kind and is not jealous, love does not brag and is not arrogant...”*. Clearly all the attributes of love MUST be exhibited if we hope for a person to ever agree to study with us again.

The use of language is perhaps the most important aspect when studying with another. The tone of teaching conveys much of the motivations of the teacher. We have all sat in a classroom with a condescending teacher. The very attitude of the teacher “turned us off”. We did not desire to learn from that person. The tone of the Gospel Teacher must be one of love and concern.

Great care must be taken when explaining that a persons understanding is wrong. This is the attribute of love which must be followed: Love is Kind. There is no room for rudeness or snide remarks. No good is accomplished when we laugh at their error. Politeness and Kindness go hand in hand and must be a quality of the Gospel Teacher who hopes to win another to Christ.

Love is also patient. Just because the truth has been presented simply and clearly does not mean that the other person believes. We should not be surprised if we need to re-teach a principle, or supply additional proofs from scripture. Instead we should view such things as a good sign. The student wants to be convinced of the truth. Our patience with them is a sign of love for their soul which they will NOT overlook! They will appreciate our efforts even more as love is evidenced in our teaching. It behooves all of us as teachers to pray for God's help in exhibiting a loving attitude toward those with whom we study.

STUDY

1. How did Jesus evidence love in His teaching?

- A. Matthew 13:1-23
- B. Matthew 19:3-12
- C. John 21:15-22

2. What instructions did Paul give to Timothy?

- A. 2 Timothy 2:24-26
- B. 1 Timothy 5:1-3

THINK

1. From your own experiences as a student, give 1 or 2 examples of how the attitude of the teacher prevented you from learning.
2. What was the attitude of the Hebrew writer (Heb. 12:5)? How does he exhibit love?
3. How should love be exhibited toward a prospect before a study is entered?

APPLY

1. For each trait of Love from 1 Corinthians 13:4-7, give answer for why this trait must be exhibited by the Gospel Teacher. Give the result if the trait is missing.
 - A. Patience
 - B. Kindness
 - C. Not arrogant
 - D. Not act unbecomingly
 - E. Does not seek its own
 - F. Not provoked
 - G. Does not take into account a wrong suffered
 - H. Rejoices with truth
 - I. Bears, believes, hopes and endures all things
2. What things will the Gospel Teacher be willing to endure as a result of the attitude of love? Specifically, how might we suffer while trying to teach another?

USE OF SCRIPTURE

Lesson 3

QUOTE

“The holy and inspired Scriptures are sufficient of themselves for the preaching of the Truth.”

Athanasius

It may seem simplistic, yet it is essential in a bible study to place the emphasis on the Bible. Some desire to speak about the Bible but seldom turn and read from it. It is almost like they talk all around the Bible. They may quote some passages, yet fail to speak in context. The job of the Gospel Teacher is to force an examination of the inspired Word.

There is no place for opinion in teaching another. Sadly, those we study with may find this refreshing which indicates so many others ARE teaching opinions. As much as is possible scripture should be allowed to speak and answer all questions. This is most effective if the student is willing to read the passages aloud. A simple question as follow-up will suffice: “what does that mean to you?” Rarely will an honest Bible student give an incorrect answer because scripture is understandable.

When turning to various passages the teacher needs to set a good example in relaying the context in which the passage is embedded. A good rule to follow is to examine 5 verses before and 5 verses after the passage to be examined. This will convey to the student the importance of seeing every passage in it’s given context. This prevents many abuses of scriptures.

Take your time turning to a passage. It is likely you will get there before your friend. Be patient and give them time to find it. You may need to help them in finding passages. Let them find them on their own. Allow them to investigate the Bible for themselves. Have them write down the references each time so they can review them later.

The Gospel Teacher teaches the truth of God, yet at the same time we are conveying a proper disposition toward the Word of God. We must hold up the Word as most important. It is the standard which is higher than my concepts, my traditions, even my understanding. When the Word teaches us we must learn and be willing to change. The authority of the Word is all important. The way we use the Bible in our studies will teach these principles.

READING

Acts 18:24-28
1 Thessalonians 1:13

STUDY

1. What was the attitude of Jesus toward scripture as He taught?

- A. John 7:16 and 8:28
- B. Luke 10:25-29
- C. Matthew 12:3,5; 19:4ff; 21:42-46; 22:29-33
- D. Luke 17:22-30

2. What were first century Christians taught?

- A. Galatians 6:6
- B. Acts 8:35 (and other conversions in Acts)
- C. 1 Timothy 1:10-11

THINK

1. What method of teaching was being employed by Apollos and Paul?
(Acts 18:28; 18:5)

2. Why should we also employ this method?
What is the benefit?

3. What are the consequences if we fail to employ this method?

APPLY

1. Jesus taught as one with authority (Matt. 7:29).
What authority do we have as a Gospel Teacher?
(John 12:48; 2 Thess. 3:14; Col. 4:16; Eph. 3:1-6)

2. What concept does Paul teach to Timothy and Titus which we need to adopt as our own? Why?
(1 Tim. 1:10; 4:6; 6:3; 2 Tim. 4:3; Titus 1:9, 13; 2:1-2)

3. What tools or techniques can we use to aid us in turning to appropriate scriptures on short notice?

4. How many scriptural proofs should we provide in answer to a question?

CHALLENGE WITH THE TRUTH

Lesson 4

QUOTE

“Truth is incontrovertible. Panic may resent it; ignorance may deride it; malice may distort it; but there it is.”

Sir Winston Churchill
Quoted in *Information*

When in the midst of religious discussion we must not be timid to introduce a passage of scripture that will challenge the belief of our friend. Our timidity can cause us to miss an opportunity to teach another the truth of God. The reason we are at times timid is a fear of how our friend will react or respond. It is right to be concerned about not turning someone away from God, but we must not fail to teach all of the truth.

Jesus was not timid with the truth. He instead repeatedly challenged the Scribes and Pharisees and their understanding. Paul also serves as a great example of one who did not fail to teach the whole counsel of God (lesson 5). In the book of Romans, Paul repeatedly challenges the beliefs and assertions of the Jews. For example: *“if those who are of the Law are heirs, faith is made void and the promise is nullified”* (Rom. 4:14). This statement along with the entire letter of Romans was a challenge to the beliefs of Jews. Yet, if they studied what was written they could understand why salvation is in Jesus Christ and not in the Old Law.

To challenge another’s concepts and beliefs can be a healthy and helpful process if we as the teacher maintain a proper demeanor of letting scripture do the teaching. Again, my experience is that most people simply do not know what the Bible says, but are willing to accept the Word from God. We must be diligent in not letting our opinion and statements of belief overshadow the emphasis of scripture.

Too often people today are not challenged with the truth in regards to marriage (versus living together), drunkenness, lying, materialism, and a multitude of erroneous religious convictions. If we fail to present the truth and challenge their wrong and often sinful assertions and convictions, who will challenge them? What will be the state of their eternal soul if we do not act responsibly?

READING

John 6:52-71
John 3:1-21

STUDY

1. John 6:52-71

- A. How did Jesus challenge the faith of his disciples?

- B. What were the results or consequences of this challenge?

2. John 3:1-21

- A. How did Jesus challenge Nicodemus?

- B. What attitude should Nicodemus have had based on verses 9-11

- C. Why is he told he should listen to Jesus?

THINK

1. Is “challenging with the truth” the same as “making someone mad”?

2. Give an example when you have been challenged with the truth. Preferably one you are willing to share with the class.

3. Discuss your feelings when you have been challenged by the truth. Relate this to someone we are teaching.

APPLY

1. Bible knowledge is needed to challenge someone with the truth. Often needing to turn to a specific passage. How do you know where to look?

2. For each of these statements, provide a passage that will challenge the thinking of those who say them.
 - A. In regard to salvation, I think I’m fine.

 - B. A man is saved at the point of faith.

 - C. Baptism is not necessary for salvation.

 - D. We are born in sin (inheriting Adam’s sin) and need to be cleansed as an infant.

 - E. I recently attended our church’s national convention where we heard the head of the church speak. It was great!

 - F. I want to invite you to our church Fall Festival. There will be games and food. Bring your family!

 - G. I believe we are ALL right with God.

WHOLE COUNSEL OF GOD

We live in strange times (so we think) when men fail to point out everything God says on a subject. Passages are taken out of context in order to convey a doctrine that is false. Specific language is altered to convey a different meaning than what scripture intends (in some translations). This is nothing new. It is simply the method and reasoning of men.

Those who fail to teach all of the word of God truly “revel in their deceptions” (2 Peter 2:13). They know what they are presenting is not complete, but are so pleased that men believe them. In Houston, Texas we see a religious group led by Joel Osteen whose message is intentionally “non-controversial”. He speaks a message of love and feeling good about your religion. He has publically stated he purposefully chooses to not preach on some subjects. He knowingly shuns or holds back some of the truth of God; yet, his popularity is huge.

More importantly for us is the need to personally approach teaching others with the attitude of Paul who “did not shrink from declaring...the whole purpose of God” (Acts 20:27). It is tempting at times to leave some things out, depending on who we are speaking to. There is an appropriate time to speak of a subject and an inappropriate time, therefore we need to exercise wisdom in when to declare the whole purpose of God. Nevertheless, it must all be presented.

The word of God is complete (2 Tim. 3:16-17; Jude 3). We cannot add to or take away (Rev. 22:18-19). That is exactly what we violate when we choose to not disclose all of God’s purpose! We place ourselves in the position of God who determines what we need to know in order to be godly. The subject of this lesson is vitally important and applicable to each and every person’s soul.

In the first century we see the method of spreading the gospel was to teach the complete purpose of God. Nothing was omitted or overlooked. Much time and energy was expended when others were being taught. Perhaps we need to plan on spending more time with our friends in teaching them.

Lesson 5

QUOTE

“No one truth is rightly held till it is clearly conceived and stated, and no single truth is adequately comprehended till it is viewed in harmonious relations to all the other truths of the system of which Christ is the center.”

Archibald Alexander Hodge

READING

Acts 20:20-27

STUDY

1. From Acts 20:27 please define:

- A. Shrink (NAS) / Shun (KJ)
- B. Declare
- C. Purpose (NAS) / Counsel (KJ)

2. How is this biblical teaching method demonstrated by the prophets and Jesus?

- A. Deuteronomy 18:20-22; 13:1-5
- B. Jeremiah 1:7, 17; 23:28; 36:1-3
- C. John 12:48-50; 8:28

THINK

1. What motivations cause men to shun or shrink back from declaring all of God's purpose?
2. What motivations were influencing Paul? (Acts 20:18-27)
3. Why should we "check" our motivations before proceeding to teach?

APPLY

1. What is God's "whole purpose"? (Consider Eph. 1:11)
2. What methods or techniques do we employ which enable us to not teach the whole purpose of God? Some of these may be "justifications" in our mind. Include 1 Timothy 4:1-3 in your thinking.
3. What methods or techniques SHOULD we employ which enable us to teach the whole purpose of God?

HOUSE TO HOUSE

Lesson 6

QUOTE

“The greatest mission field we face is not in some faraway land.

It’s barely across the street. The culture most lost to the gospel is our own – our children and neighbors.”

Dwight Ozard

Like every other culture, American culture continues to change. In my childhood it was common for families to visit in each other’s homes. Guests for a meal on Sundays or Fridays was commonplace in my parents home. Today our culture is much more private and secluded. People are more likely to go out-to-eat together than to prepare something in their home for friends. We no longer know where each other lives. We use the excuse of being too busy, when really we want our privacy to sit on the couch.

This change in our culture has prevented many Christians from ever considering the opportunities and blessings of studying with others in their homes. My personal experience has been that many people are very willing to have people into their home for the purpose of studying the Bible. I have also invited others into my home for that purpose. This is a biblical teaching method found in our readings which we must not neglect to take advantage of. We are very quick to point out the necessity of preaching and teaching publicly, but rarely about going house to house. Paul emphasizes both in Acts 20:20 as methods from which he did not shrink.

Going house to house is biblically applicable toward saints as well as toward those in need of hearing the gospel. It is one thing to entertain in our homes, and something else to engage in biblical fellowship. We must use wisdom in discerning the difference. Having fellow saints into our home is another area in which our culture has stifled the growth of Christian relationships. At times this can affect congregational love and service.

We must look beyond our culture and learn from the Bible the methods of teaching which are effective. We regularly confess the need to follow the Bible rather than the morals of our society. We need to begin teaching from house to house.

READING

Acts 5:42
Acts 20:20 (again)

STUDY

1. Is going “house to house” just the job of the preacher, or Elders? What passages might support your answer?
2. What was Paul doing as he went house to house (Acts 20:20-27)?
3. What is communicated by your willingness to come to someone’s house? By their allowing you to enter?
4. What is a danger of saints frequenting each other’s homes (1 Tim. 5:13)?

THINK

1. Teaching “house to house” – is this biblical “fellowship”?
2. Acts 2:46 has the saints breaking bread house to house and day by day. Is this Biblical fellowship?
3. What (if any) benefits are there for saints to take meals together and spend time with one another from house to house? (Acts 16:15, 34)

APPLY

1. List any advantages and disadvantages found in studying in someone’s home rather than some other environment.
2. How do we initiate and gain permission to study in someone’s home? (Try to give some “good”, “better” and “best” ideas of how to accomplish this.)
3. Where should a study in the home physically take place? What concerns are there?
4. List three important considerations about how to plan and proceed with a course of study in someone’s home.

ASKING QUESTIONS

Lesson 7

QUOTE

“There are times when it is appropriate to check student background knowledge with a series of brief factual questions...”

McKeachie's Teaching Tips
By McKeachie & Svinicki
(p.39-40)

One of the easiest ways to open a door to a study is by asking a few simple questions about where people attend or if they believe in Jesus. Once a study has been arranged it is also extremely helpful to the teacher to begin by asking some questions.

The purpose of these questions is to inform the teacher of the knowledge the student has of scripture. Just a few simple questions will often let us know where we need to teach or where we need to start. It is wise to formulate some questions prior to the study, yet do not be afraid to ask questions which are unprepared. Again, the purpose is to probe the student's understanding. This needs to be done to whatever extent the teacher feels is necessary.

As a study progresses it is very helpful to the teacher to ask questions. This is a form of informal testing which lets the teacher know if the student has learned or not. Based on the student's answer the teacher may decide to proceed with new information or re-teach something not well received. Through questions the teacher is able to properly pace the study for the student. This also avoids the danger of thinking every study will be exactly the same. Even if using the same materials to study from, every study WILL be different. Questioning the student ensures the teacher is doing a good job.

Often the best time to ask questions is at the beginning of each study. Review questions are appropriate to check the learning from the previous session, to bring to mind the things already covered (setting the ground-work for the present study), and to provide the student an opportunity to ask for clarification. It is also recommended that a short review take place at the end of each study, primarily asking questions about the things studied that day. The teacher may then have a good idea of where to start at the next study.

The teacher who never asks questions is a poor teacher. Scripture is abundant with questions from Jesus and the apostles to learners. We must not neglect this very appropriate method of teaching.

READING

Acts 19:1-7

STUDY

1. From our reading, what questions did Paul ask? Why did he start with questions?
2. For each of these examples, relate why the conversation started with a question and what benefit that had.
 - A. Acts 8:30
 - B. Luke 9:18-21
 - C. Luke 10:25-28
 - D. John 13:12

THINK

1. If the teacher never asks questions, the result is a lecture. In your opinion how easy is it to learn from someone lecturing? Why?
2. How frequently should questions be inserted into a Bible study? Why?
3. What benefit comes to the student when the teacher asks leading questions allowing the student to discover the answer?

APPLY

1. If you were going to begin a first study with someone, give five questions you might want to ask.
 - A.
 - B.
 - C.
 - D.
 - E.
2. At a follow-up study, what might be a few good review questions?
 - A.
 - B.
 - C.
3. If introducing these topics, what questions might you start with?
 - A. Music in the worship assembly
 - B. The inspiration of Scripture
 - C. Meaning of baptism

TAKING QUESTIONS

Lesson 8

QUOTE

“You
can
tell
whether
a man
is wise
by his
questions”

Naguib Mahfouz

The purpose of this lesson is not about how to answer a question. That will be explored in the following two lessons. There is ample scriptural evidence to indicate the Gospel Teacher should listen carefully, for the student often reveals many things in their questions.

The depth of a question will reveal the extent of a person's Biblical knowledge. Consider these two questions as an example in extremes: *a) Does James come before Romans or before Galatians? b) Was James written by a brother of Jesus?* This obvious example serves to illustrate the importance of paying attention to the student's questions. More subtle statements are impregnated into all questions. The Gospel Teacher must learn to listen.

A person's questions will at times give an indication of where their thinking is leaning. Attitudes and concepts are conveyed which help the teacher know where the student is at religiously. Again, two examples in extremes: *a) Paul says in Romans we are saved by grace. How can it be we are saved through baptism? b) Don't Christians in all denominations belong to Christ?* By learning to listen to everything conveyed in a question the Gospel Teacher will be more effective in knowing where to teach.

The tone in which a question is asked can also be informative. Perhaps the Gospel Teacher needs to be less aggressive on a subject if they sound irritated, or perhaps more teaching is needed if they sound confused. At times questions will be asked in an accusative way. The point is this: more is being conveyed than just a question. The excellent teacher will listen for these clues to aid in teaching the truth.

Finally, we must not neglect to consider that some questions reveal underlying principles that need to be addressed. The Gospel Teacher must listen carefully to determine what the real issues are, and then proceed to teach on the needed subject. At times this may take us down a tangent, but ultimately these are necessary to convince one to become the slave of Christ.

READING

Matthew 18:21-35
John 18:33-38

STUDY

1. **What underlying principle did Jesus teach on:**
 - A. Matthew 18:21-35
 - B. John 18:33-38
2. **What is revealed in the following questions:**
 - A. Matthew 18:1
 - B. Mark 2:16
 - C. Mark 4:38-41

THINK

1. How important is listening in communication? Why?
2. Is the Gospel Teacher supposed to be able to answer every question? Why or why not?
3. What benefit comes from writing their questions down?

APPLY

1. What is the real issue that needs to be addressed from the following questions?
 - A. Was Jesus baptized because of Adam's sin?
 - B. Whose instructions carry more weight in the Church of Christ, the Elders or the Pastor?
 - C. Do you have a youth worship assembly? Who is your youth minister?
 - D. Isn't each day of creation like a million years?
 - E. I've not yet received the Holy Spirit (I can't speak in tongues). Doesn't that mean I'm still lost?
2. Some want to answer questions instantly. Give two reasons why it can be good to pause before answering.
 - A.
 - B.
3. In general, what attitude in the student is conveyed by their asking questions?

ANSWERING QUESTIONS (A)

Lesson 9

QUOTE

“Effective questioning techniques are a part of the art of teaching. Appropriately-formed questions can help students dig within themselves for more thought and reflection. Students can make discoveries and be challenged to think more critically.”

http://newali.apple.com/ali_sites/ali/exhibits/1000328/Questioning_Techniques.html

READING

Matthew 15:1-10
Matthew 9:14-17
Luke 20:1-8

When asked a question, it is obvious that we need to reply, but it is not always clear how to respond. One method used in scripture and which should be employed by the Gospel Teacher is to respond with a question. There are several good reasons to answer with a question.

By responding with a question we are able to better understand what is being asked. We may respond with "do you mean..." or "are you saying..." which is a good means of being certain the lines of communication are clear.

Our questioning response may also work to clarify the thinking of the student. We are able to direct or lead their thinking through asking questions. This enable us as a teacher to know if their thinking is correct on a subject, or if there is a need to teach more. A few simple questions can often help the student answer their own question. For example, if asked "Does God intend for there to be so many churches?" a good Gospel Teacher might reply, "How many churches did Jesus die to establish?". The hope of the teacher is that the student will answer "one" which will cause them to re-think their initial question.

Another use of responding with a question is to demonstrate to the student their error or misunderstanding. Jesus was the master of this in His dealing with the Pharisees. He very frequently refused to answer their question and instead asked a question in response. His wisdom often silenced the Pharisees. This must be done with gentleness and tact, yet it can be done quite effectively.

How we respond to a question is a very important aspect of teaching another. At times we will answer in a very straight-forward fashion. At other times more teaching will be accomplished in a memorable fashion if we ask questions in response. It is hoped by examining this method in scripture we will all work to incorporate this in to our efforts in teaching others.

STUDY

1. What question did Jesus ask in response?

- A. "Why do your disciples break the tradition of the elders?" (Matt. 15:2)
- B. "Why do we and the Pharisees fast, but Your disciples do not fast?" (Matt. 9:14)
- C. "Tell us by what authority You are doing these things...who gave you this authority?" (Luke 20:2)

2. What was the result of Jesus' question?

- A. Matthew 15
- B. Matthew 9
- C. Luke 20

THINK

1. Which is more challenging to the student's thinking, a question or a statement in response? Why?
2. What feelings do you have when someone begins questioning your position? Why do we or do we not want to create this feeling in a student?
3. What should be our motivation in questioning someone else in this way?

APPLY

For each question below, please write down an appropriate question in response. You may also desire to indicate where you are trying to go with your response.

1. Does it really matter where I go to church?
2. Why don't you call your preacher "pastor"?
3. Where is your church's world headquarters?
4. Why aren't any of the women serving in your worship assembly?
5. Why do you say the Bible is our authority for everything pertaining to life and godliness?
6. How does God come into my heart?

ANSWERING QUESTIONS (B)

Lesson 10

QUOTE

“A
wise
man's
question
contains
half
the
answer.”

Solomon Gabirol

At times we will desire to answer a question with a question, but more often the natural tendency will be to simply give an explanation. This is also a proven Biblical method that can be very effective if done with gentleness and meekness.

Jesus again serves as our example as the master teacher. He was frequently asked questions which He answered by giving an explanation. His explanations were at times very deep and complete. On other occasions His explanations were more simple and concise. It takes wisdom at that moment to decide how fully to answer a question. The student may give an indication as to why we might need to answer more fully, but we must be receptive to those signals. Jesus was very careful with His disciples to answer their questions fully.

Jesus reasoned with people in answer to their question. He used logic and/or scriptural principles to establish His point. We would do well to imitate this teaching method. A simple explanation is usually not enough. Logic and reasoning must be utilized along with scripture to cause a person to believe the truth. Jesus could say "I say unto you...", but what we think bears very little weight. Proof and reasoning must be based on scripture. Paul excellently employed this technique in the letter to the Romans, often citing five or more Old Testament references as proofs of his point.

During the course of an explanation it will be tempting to jump to associated topics. The Gospel Teacher is encouraged to stay on topic in response to the student's question. There may be a need to address associated topics, but you would do well to stop when you have explained your answer and ask if the student would like to go a little deeper. My experience has been that the student would often prefer that I touch on some associated topics. In this deeper way of explaining things we are certain the student is grounded in the truth and understands fully what is being taught in scripture.

READING

Matthew 13:18-23
Matthew 15:10-20
Matthew 22:28-33
John 14:5-15
Acts 19:8-9

STUDY

1. Jesus' explanation goes back to the question asked by the Pharisees in Matthew 15:2. What is the point of His explanation in Matthew 15:10-20?
2. How does Jesus educate the disciples in explaining the parable of the sower in Matthew 13?
3. Why did Jesus give an answer of explanation in Matthew 22:28-33?
4. What explanation is given to Philip's statement, "Show us the Father" in John 14:8.

THINK

1. What signs should we look for that indicate we should answer with an explanation?
2. In your opinion, how long is too long for giving an explanation? Why?
3. As a student, how important is it to you to understand the 'whys' and 'hows' that are given in explanatory answers? Why?

APPLY

Give an answer of explanation for the following questions. Pick two of the questions and try to go into more depth than the rest.

1. What is the difference between a bishop and an elder?
2. Why is baptism so important to you?
3. Who are the poor in spirit (Matt. 5:3)?
4. Why do we have the Old Testament if we are to abide by the New Covenant in Christ?
5. Does it mean Christians cannot sin when it says "you shall never stumble" (2 Peter 1:10)?
6. What will happen at the end?

LEADING CONVERSATIONS

As the Gospel Teacher grows through experience, the ability to lead and steer a conversation must be developed. This is a great biblical method evidenced by our Lord and His apostles.

Rather than just jumping into a spiritual discussion with a friend, we would do well to consider how best to bring our friend to a realization of the truth. Care should be taken to consider analogies that are appropriate and passages to start from. The point we are trying to get across should be our conclusion, and the good teacher will allow the student to discover that point based on the teaching of scripture.

Some folks we study with may reach the logical conclusion before we get there by saying something like: 'I see where you are going with this'. There may still be some benefit in continuing the preliminary thoughts, but don't be shy to just go on to the conclusion. Most folks are not familiar with scripture and will likely not see the point coming. Leading a student through a logical progression is an excellent way to teach. This method is regularly used in classrooms around the world, particularly in mathematics and sciences. I would that it were employed more in religious studies, for it is highly effective.

To lead a conversation the teacher must have a good sense of the student's understanding of scripture. This will dictate where, how deep or how many steps are needed. I find that a series of questions serves as one of the easiest ways to lead a conversation. For example:

1. Do you believe Jesus is the Son of God?
2. Has your belief caused you to love Him?
3. Are you keeping His commandments (John 14:15)?
4. Have you been baptized?

Anyone can lead a conversation, and many do so naturally in other settings. Study carefully the passages in this lesson and let us begin to imitate our Lord in how we go about teaching others.

Lesson 11

QUOTE

"The character of a man is known from his conversation."

Menander

READING

John 4:7-26
John 11:23-27

STUDY

1. From John 4:7-26 make a list of pivot points in the conversation where Jesus was obviously directing the woman's thoughts.

2. From John 11:23-27 indicate how Jesus led this conversation and steered her thinking.

THINK

1. What was the main point Jesus was teaching the woman at the well? Why did He not just start with this point?

2. What is more likely to be the results if we simply start at the end instead of leading the student through a conversation?

3. Will people mind if we overtly manipulate the conversation? Why or why not?

APPLY

Think through a logical approach to the following subjects. Anticipate questions the student may have.

Be prepared to lead a conversation about:

1. Worshiping on the first day of the week

2. Praying through Mary (mother of Jesus)

3. Working in the church kitchen to serve the Wednesday supper to the congregation.

4. Worshipping God however we choose (go to the church of your choice).

5. My Pastor, Rachel Franklin...

6. I'm going to be a camel in the Christmas Pageant this year.

7. We tithe, just as scriptures commands.

ADAPTATION OF APPROACH

A few attempts at teaching others will quickly reveal that what works with one person may not work with another. There is no real “cookie cutter method” that is universally effective. This means the Gospel Teacher must develop the ability to adapt the approach through which the gospel is presented.

Consideration must be given to the student’s knowledge of scripture as well as their personal background and experiences. It would make no sense for the Apostle Paul to launch into a discussion of the promise coming before the giving of the Law (Romans 4) if the student had no knowledge of the Law, or the promises given to Abram. This is not a good starting place for it is over the head of the student and does nothing but make the student feel as if they are unknowledgeable.

It is important that the Gospel Teacher start where the student is comfortable. This may require a few questions to get a feeling for their Bible knowledge. For example, the people on the day of Pentecost were told to “repent... and be baptized” (Acts 2:38). They did not need to be told to believe for that was obvious from their question in verse 37. Peter taught what they needed to hear. Similarly we notice how Simon believed (Acts 8:13), since that was where he was, and Cornelius was commanded to be baptized (Acts 10:47) for he was further down the road of conversion. If we start where the student is not comfortable we will likely not be able to continue our studies.

With each of the examples of conversion in Acts we could also note the differences in approach which are taken. The gospel sermons which are recorded are different for a reason. Each was spoken to a different audience. We must learn to adapt our approach with each individual with whom we are privileged to receive an opportunity to study. Only in this way will men truly learn the truth of God so as to be saved.

Lesson 12

QUOTE

“If we elaborate our learning by thinking about its relationship to other things we know or by talking about it – explaining, summarizing, or questioning – we are more likely to remember it when we need to use it later.”

McKeachie's Teaching Tips
p.36

READING

1 Corinthians 9:19-23

STUDY

1. Describe the differences in Jesus' approach in teaching others:

- A. John 3:1-21
- B. John 4:7-26
- C. John 8:3-11
- D. Matthew 13:38-42

2. How did Paul adapt his approach in teaching (1 Cor. 9:19-23)

THINK

1. What part will our choice of illustrations play in adapting our approach? Please explain.
2. Explain the importance of adapting our approaching when re-teaching a topic.
3. How does the Gospel Teacher know when to vary or change the approach?

APPLY

Give two ways to teach each of the following Biblical truths. Try to provide a wide difference in approach.

1. The church is not a denomination.
2. The necessity of baptism.
3. Salvation by obedient faith, not just "faith".
4. Music in the worship assembly.

An excellent way to vary the approach is to consider the occupation or hobby of the student. How would you adapt your approach with the following:

5. A Physician or Nurse
6. A Lawyer
7. An Electrician
8. A Baseball Player
9. A Seamstress

A GOOD EXAMPLE

As Christians, we look to Jesus as our example of how to please God. He lived a perfect life without violating God's Law (2 Cor. 5:21). We look to Jesus as our "example" in whose steps we follow (1 Peter 2:21). He even told His disciples after washing their feet, "I gave you an example that you also should do as I did to you" (John 13:15). Had Jesus not led an exemplary life, no one would have ever followed Him. Yet the disciples and thousands of others were drawn to Him while He walked the earth. We are following His example even to this day.

The Apostles served as examples to the believers in the first century. Paul wrote, "I exhort you, be imitators of me" (1 Cor. 4:16) and "be imitators of me, just as I also am of Christ" (1 Cor. 11:1). Several other passages speak of following Paul's example (Phil. 3:17; 1 Thess. 1:6; 2 Thess. 3:9). In the first century, men were looking to the apostles as examples of behavior and attitude. From these examples they learned how to be faithful.

The Gospel Teacher must also be an example (1 Tim. 4:12). If we want others to learn the truth from us, we must be those who are exhibiting faithfulness. This point seems obvious, yet it needs to be stressed. What would you think of a preacher who repeatedly emphasized the need to speak kindly to one another, yet who always had an ugly statement? We would see little need to pay attention to anything he said. Likewise others will pay little attention to us if we are not setting a good example. We must remove the bean from our eye before trying to remove the speck from a brother's eye, otherwise we behave as a hypocrite (Matt. 7:3-5).

People watch us. They know our failings as well as our strengths. We must exemplify what it means to be a Christian. This is shown in our attitude, character, morals, language, self-control and knowledge of scripture. When we live as a good example it is much more likely that others will desire to learn from us.

Lesson 13

QUOTE

"We are the only
Bible the careless
world will read,
We are the
sinner's gospel,
we are the
scoffer's creed;
We are the Lord's
last message given
in deed and word,
What if the type is
crooked? What if
the print is
blurred?"

The World's Bible
Flint & Hamilton
Hymns For Worship #460
Verse 2

READING

1 Timothy 5:12
Matthew 6:9-13
1 Thessalonians 4:9
1 Peter 2:21-24

STUDY

1. **In what ways is Jesus our example?** (gather passages, like 1 Peter 2:21-24)
2. **In what ways are we to imitate Paul?**
 - A. 1 Thessalonians 4:9
 - B. 1 Corinthians 11:1
 - C. 2 Thessalonians 3:6-10

THINK

1. What passage would indicate “practice what you preach” is a Bible doctrine?
2. What positive results will a good example bring to a personal Bible study?
3. Read 3rd John 11. What principle is conveyed which also applies to others just learning the truth?

APPLY

1. When studying with someone, what types of Christian attributes should we exemplify?
2. How do these traits help our efforts in teaching the truth?
3. How to we exemplify Bible knowledge when teaching others?
4. How is being an example related to reputation?
5. What does scripture say about a Christian’s reputation?
6. What kind of example should we set in attendance to the assemblies?

CONCENTRATE ON A FEW

Lesson 14

QUOTE

“The things which you have heard from me in the presence of many witnesses, entrust these to faithful men who will be able to teach others also.”

2 Timothy 2:2

At first glance you may be questioning whether the concept of this lesson is Biblical. There is no question that Christians are to preach to all of the lost, for all men need the salvation found in Christ. What we see in scripture is teaching done to all men, but detailed teaching being concentrated on a few.

There is no better example than our Lord Jesus. He came preaching truth to all men, yet he set aside twelve disciples which he instructed in great detail. He had plans for these twelve to preach to the house of Israel (Matt. 10:5-6) and eventually the Gentiles (Acts 10). To prepare them for their work He taught them privately in greater detail than He did in public. He often explained the parables to just these few disciples (such as in Matthew 13:10-23).

The key to our understanding this point is: “making disciples”. Jesus said, “Go therefore and make disciples of all the nations...” (Matt. 28:19). A disciple is a follower. As those who are disciples, we are to teach others making disciples out of them. This means we need to be prepared to help them long after they have been baptized. Baptism is merely the first initial step in teaching others. If we lead them to the baptistery, but fail to lead them to a life of service to God, what good have we done them?

Additionally we need to examine the life of Paul and his efforts in concentrating on just a few men. We know he taught men everywhere he went, but only a few traveled with him. These few were privileged to learn from an Apostle about how to respond scripturally, but also the proper attitude when responding. It was clearly Paul’s expectation that Timothy make disciples of other men (2 Tim. 2:2).

This is a method of training and teaching others which we should emulate because this method is effective!

READING

Matthew 28:18-20
Acts 16:1-4
Matthew 10:1-6
Mark 3:13-15

STUDY

1. Why did Jesus concentrate on a few (Matt. 13:10-17)?
2. What is a disciple? (Use a Bible dictionary &/or Bible passages to define)
3. How are disciples made (Matt. 28:19-20)?
4. What evidence do we see that the Apostles concentrated on a few?

THINK

1. Many congregations have some sort of a “young preacher training” program. What are the benefits of such an arrangement?
2. What benefit is there for the teacher in having a few upon which to concentrate his efforts?

APPLY

1. What amount of teaching should we expect in order to “make a disciple” of another?
2. What topics will we need to cover beyond the fundamental points regarding salvation?
3. How do we decide which ones to concentrate on?
4. What should be our expectation of the one we have finished studying with?
5. Name one person upon whom you could concentrate your efforts. How can you do this without giving offense?

USE OF ILLUSTRATIONS (A)

Lesson 15

QUOTE

“Preachers and Bible teachers prize good illustrations. A great story is often the clearest - and most memorable - way for listeners to grasp the truth of God's Word.”

Timeless Illustrations for Teaching and Preaching.
Donald Grey Barnhouse
(Cover Flap)

“Illustrate” is an interesting word. Our English word comes from the Latin prefix “in” + “lustrare” meaning illuminate. To cause something to luster is to polish it to a shine. Dee Bowman is fond of pronouncing this word as “il-luster-ate” because the meaning is to cause a concept to shine clearly. When we use an illustration we are in essence “rubbing” the concept, trying to create a shine in order to make the understanding clear.

The good gospel teacher will use illustrations to bring his points alive and provide clarity in the mind of the student. It is extremely difficult to teach many concepts in the Bible without ever once using an illustration. The use of illustrations is natural as we try to re-teach a concept, stating it in a different way. Therefore, we need to be familiar with various types of illustrations.

A comparison would most likely be the first type of illustration to come to mind, and probably the most frequently used. We see an example of this in Romans 6:3-4 where Paul speaks of baptism as a burial and resurrection in comparison to Jesus’ burial and resurrection. Metaphors and hyperboles are also found in scripture as methods of teaching concepts. These will all be explored in this lesson. Parables are also frequently used and will be explored in the next lesson.

Unfamiliar Biblical concepts (to the student) need to be explained and covered in such a way that they are fully understood. This is where the use of an illustration is most effective. When listening to a sermon, a preacher will often tell a short story to illustrate his point. The same approach needs to be taken in a private study. Where the preacher anticipates where an illustration might be needed, in a private setting the need becomes apparent when the student does not understand. Therefore the use of illustrations is often spontaneous and unprepared.

The effective gospel teacher will take careful consideration of how to illustrate a concept. Do not be ashamed to steal illustrations from others that have been proven effective in teaching. Use what works.

READING

John 15:1-11
Ephesians 5:22-33
Matthew 16:6,11
Matthew 7:3
Matthew 7:24-27
1 Corinthians
12:12-27

STUDY

1. Why is the use of the vine and branches a good illustration (John 15:1-11)?
2. Why is Luke 12:35-40 memorable as an illustration? Would the application have been as memorable without the illustration?
3. What point is made in 1 Corinthians 12:12-27 through the use of a comparison? Why does this comparison work so well?

THINK

Define:

1. Hyperbole
2. Metaphor

For each of these readings, state what type of illustration is used: Comparison, Hyperbole, Metaphor or other.

3. Matthew 7:3
4. Matthew 7:24-27
5. Matthew 16:11
6. Luke 7:31-35
7. John 15:1-11

APPLY

For each of the following principles, provide one illustration which can be used in teaching and explaining. Bible examples are always appropriate, but not required in giving answer to these things.

1. The triune nature of God: the Father, Son and Holy Spirit.
2. The emblems used at the Lord's Supper.
3. Jesus is mediator of a new covenant.
4. Satan seeks to destroy the faithful.
5. The Christian's warfare as a soldier of Christ.
6. Salvation as a gift from God, yet we must meet conditions He has established.

Can you name any other significant, memorable illustrations found in the Bible?

USE OF ILLUSTRATION (B)

Lesson 16

QUOTE

William A. Ward
has said,
"The mediocre
teacher tells.
The good
teacher explains.
The superior
teacher
demonstrates.
The great
teacher
inspires."

Progress Magazine,
December 23, 1992

This lesson will continue the discussion of using illustrations, but will be limited to the use of parables. Mr. Lockyer in *All The Parables Of The Bible* states, "parables, so-called, are simply extended similes or illustrations...a common aspect of life is employed for the illustration of higher truth" (Introduction, p.13). Jesus was the master teacher, and used parables more effectively than anyone else. So we read, "all these things Jesus spoke to the crowds in parables, and He did not speak to them without a parable" (Matthew 13:34). If Jesus understood the efficacy of this method of teaching, we would do well to emulate His example.

Parables are perhaps the most memorable method of conveying truth. If you asked a person to tell you something Jesus taught, one of the first answers would most likely be a parable. They are easily brought to mind as a story which then allows us to easily recall the truth that is conveyed. A good illustration is one that points to a spiritual truth in such a way that you don't focus on the parable, but the actual point which is made. For many preachers today, the whole point is the parabolic illustration which is used to entertain. This is not emulating Jesus, and is bad teaching.

Lockyer goes on to say, "parables may be listened to, and their meaning received, yet the listeners may never care to ask what is the actual meaning" (Introduction, p.17). To those who are not spiritually minded, they understand the story but never see the spiritual application. For this reason Jesus said, "I speak to them in parables; because while seeing they do not see, and while hearing they do not hear, nor do they understand" (Matthew 13:13). He purposefully taught in parables which were easily understood and from which spiritual applications could easily be made. This was intended to help some become spiritually minded. In other words, Jesus thought this was the most effective method in teaching those who did not know God. Some may never come to an understanding of the truth so as to obey, but if we hope to reach some, we will have to use parables.

READING

2 Samuel 12:1-7
Matthew 13:1-23

STUDY

Name a few of the parables Jesus gives answering, “What is the kingdom of heaven like”:

- 1.
- 2.
- 3.

Which parable(s) does Jesus explain? How does this help us understand the other parables?

THINK

What spiritual point is made in the following parables?

1. 2 Samuel 12:1-7
2. Matthew 20:1-16
3. Luke 16:19-31
4. Matthew 25:1-13
5. Matthew 18:23-35

APPLY

For each scenario below, cite a Biblical parable, or create your own, which would be appropriate to teach the needed Bible truth.

1. I do not need to obey right now, I will have time later.
2. I can't do much in the kingdom, just lead public prayers. God can't expect much from me, I'm just not that talented.
3. How can you tell the difference between those who are faithful in the church, and those who are hypocrites? What should we do about it?
4. I can't turn my back on my grandmother. I know she was faithful to God, but she taught me baptism was not necessary. So, God understands why I will not be baptized.

MAKING APPLICATION

The good gospel teacher will want their student to make application of the texts that are being considered. Without personal applications Bible study is useless. Sadly, many people know facts about the Bible but have never applied them to their own life. They will be quick to apply them to others, but not themselves. Therefore, it is the responsibility of the teacher to make applications from scripture that are appropriate and tailored to the individual student.

In every Bible study the topic of authority must be covered, and it should be done early if not first thing. Points of application based on authority can easily be seen, but still must be pointed out. There is a need to say things like: 'what scripture does your denomination point to as authority for this practice?' If studying the Lord's Supper, it is wise to pointedly apply the study of authority by saying something like: 'I know where you regularly attend they only observe the Lord's Supper every three months, but that does not agree with the authority of partaking on the first day of the week.' Where the gospel teacher may believe the application is obvious, the student may not. Applications must be made, and that is the job of the teacher.

Coupled with the idea of application is the need for tailored teaching. This may be as simple as answering questions the student asks. It can be as difficult as determining where a student has a wrong concept which needs to be corrected. The teacher cannot be so dogmatic about sticking to their outline that they are unable to tailor the teaching to the need of the moment and the need of the student.

Often the ideas of applications and tailored study will go hand in hand. In trying to make an important application the teacher may find the need to teach in more depth. The time it takes to cover some of these tangents will delay the main course of study, but these tangents are very important. It is generally in these areas that the most pertinent applications are made and the student's appreciation for Bible Study is developed.

Lesson 17

QUOTE

Application
"is the
climax
and key
of all
good
teaching."

Findley Edge
Teaching For Results, p.39

READING

1 Samuel 15:17-26
2 Samuel 12:1-14
Acts 2:32-38
Acts 17:22-34

STUDY

For each of these passages, please state the application which was made and the result for the students.

1. 1 Samuel 15:17-26
2. 2 Samuel 12:1-14
3. Acts 2:32-38
4. Acts 17:22-34

THINK

1. What is the purpose of the teacher making applications?
2. In the four examples above, state how each study was tailored to the needs of the students.
 - A.
 - B.
 - C.
 - D.

APPLY

For each example below state how you would anticipate tailoring a study to their needs.

1. A faithful Catholic
2. A faithful Mormon
3. An atheist
4. A couple cohabitating (not married)

Where would you turn in scripture to make the following applications? OR What parable-like story would you couple with scripture to make the application?

5. We do not abide by the teachings of the Old Testament.
6. The salvation of the thief on the cross is not how we are saved.
7. We are not physically born in a sinful state doomed to eternal condemnation.

GOING TWO BY TWO

Lesson 18

QUOTE

Teaching others (any subject) is often best done when two teachers are present. My personal experience as a band director frequently involved two teachers in the same room with sixty students. Often one of us would perceive a problem and correct it before the other was aware of it, or we would bring it to each other's attention. We thought of ourselves as "tag-team teachers". We were very successful, more successful than had we been working alone.

"Now after this the Lord appointed seventy others, and sent them in pairs ahead of Him to every city and place where He Himself was going to come"

Luke 10:1

My experience in teaching the Bible also demonstrates the wisdom of going two by two. There is of course the added benefit of having two brains involved in teaching others, but also there are different backgrounds and levels of experience that all incorporate together to create a more successful teaching opportunity. Some of the best personal workers I have ever known were husband and wife teams who worked together in private studies.

READING

Novice teachers are wise to accompany experienced teachers. There is much that can be learned simply by observing. Students working for a teaching certificate from a University are required to "student teach" meaning they are apprenticed with an experienced teacher. Many business' also couple the inexperienced with the seasoned employee. This is a model that should be duplicated in teaching the Bible. There is Biblical precedent for it, and not just for preachers.

Luke 10:1
 Mark 6:7
 Acts 8:14-17
 Acts 13:1-5
 Acts 15:36-41
 Acts 18:24-26

Jesus understood these simple concepts. In Luke 10:1 Jesus sent seventy out in pairs. In Mark 6:7 He sent the twelve disciples out in pairs. The benefits of such an arrangement will be explored in this lesson, as well as the difficulties of going into a study alone. As a Biblically approved teaching method, this should be quickly adopted by all as a successful technique.

STUDY

In what ways do the following passages demonstrate the two-by-two concept?

1. Acts 8:14-17
2. Acts 13:1-5
3. Acts 15:36-41
4. Acts 18:24-26

THINK

1. Make a list of the type of things a novice teacher can learn about teaching the gospel from an experienced teacher.
2. Does 2 Timothy 2:2 teach the two-by-two concept?

APPLY

1. Please indicate how going in pairs would benefit in a Bible study in the following areas:
 - A. Memory
 - B. Hearing/Observing
 - C. Explanation Of Concepts
2. In your opinion, what benefit is there to teaming up with your spouse to teach others (Acts 18:24-26)?
3. What draw-backs or problems might be associated with entering a study alone?

TEACHING "IN HIM"

The view of Christianity in America that is so popular is simply: we belong to Christ when we invite Him into our heart. The concept of being saved at the moment we believe is accepted by most people as the avenue through which salvation is granted. The intent of this lesson is to provide a host of scriptures which can help a person understand more fully what a relationship in Christ is all about.

Perhaps the easiest way to teach this concept is to relate it to a popular advertising line from a cell phone company. They started the "IN Calling Plan". If someone was IN your plan, calls to them were free. If not, there was a fee. This makes it easy for everyone to see they need to be IN to receive the benefits, and that there are conditions which must be met to get IN the calling plan. Simply believing in your heart that you were IN did not change your bill. Similarly, we should speak of being in Christ – something we all need which is only available when the conditions have been met.

Many people call themselves Christians who truly are not in Christ. They have not met all the conditions, but claim a relationship with Him. Many of these lead moral, upright lives and in many ways are living in accordance with scripture. Nevertheless, in some ways they are not following all that Jesus said. Rarely do people make the connection that being in Christ is the same as being a Christian. They want to see differences which do not scripturally exist.

Throughout the New Testament, one method of teaching which is widely seen is that of teaching "in Him". To fully describe and detail how one enters the relationship, the changes in our lives as a result of being in Him, and the benefits of being in Him we must examine many passages. It is good to be familiar with Ephesians 1:3 which says, God has "blessed us with every spiritual blessing in the heavenly places in Christ", but our understanding and ability to teach on this subject must incorporate so many other scriptures. Only in fully understanding "in Him" can we truly know if we are saved.

Lesson 19

QUOTE

"To regularly hear unscriptural teaching is a serious thing. It is a continual dropping of slow poison into the mind."

J.C. Ryle

READING

Ephesians 1:3-14
 Ephesians 2:6-7,
 10, 13, 21
 Galatians 3:27
 Romans 6:3-4
 Romans 7:23
 Romans 8:1-2, 39
 Colossians 2:10-14
 1 John 2:4-6
 Revelations 14:13

STUDY

1. How does one get into Christ? (Provide scriptural proofs)
2. What are some of the spiritual blessings that are ours in Christ Jesus from Ephesians 1?
3. Explain the meaning of 'dying in the Lord' from Revelation 14:13? (See also Philippians 3:8-11 and 1 John 2:28)

THINK

1. How does God's love and grace come to us? (Rom. 8:39; 1 Tim. 1:14; 2 Tim. 1:10, 2:1) What does this mean?
2. What teaching points do you see in Colossians 2:10-14?
3. What words are used to describe those "in Christ"? (Phil. 4:21; Col. 1:2; Rom. 8:1-2; 16; 1 Cor. 3:1)

APPLY

1. How can we know if we are in Christ Jesus? (1 John 2:4-6; 3:6ff; 5:20)
2. In light of the teachings about knowing Christ, please explain Galatians 5:6.
3. Discuss the difference in denominationalism and being "one body in Christ" (Romans 12:5).
4. What behavior will be exhibited by those who are in Christ? (2 Cor. 5:17; Col. 3)
5. Who did Paul and Peter write to? Who are these letters for today? (1 Cor. 1:2; Eph. 1:1; Phil. 1:1; Col. 1:2; 1 Thess. 1:1; 2 Thess. 1:1; 2 Tim. 1:1; 1 Peter 5:14)

CONFRONTATION

Most people will do anything and everything to avoid confrontation. It is not pleasant, so most people ignore problems and seldom confront those in error. Sadly this allows some weak believers to fall away from the faith because none or few of their fellow saints were willing to confront them. “We urge you brethren, admonish the unruly, encourage the fainthearted, help the weak, be patient with everyone” (1 Thessalonians 5:14). These things require that we be willing to confront other Christians.

Confronting those who are not fellow saints is also often avoided, and the reasons are at best excuses. Many are unwilling to confront out of an often unfounded fear of losing a friend. Sometimes the reason has more to do with whether it is appropriate to talk of such things with a fellow employee or a casual acquaintance (such as a bank teller or grocery clerk with whom we have frequent contact). Rather than bringing up a point of truth, many would rather not confront them, so the opportunity is ignored and a soul is allowed to continue living in sin.

In Jesus’ life on earth, He made it clear that confronting men’s sins was necessary. When Jesus sent the disciples out in pairs, “they went out and preached that men should repent” (Mark 6:12). Consider how many times Jesus confronted the hypocrisy of the Jews. We see this same willingness to confront in the lives of the apostles and first century Christians. Peter publicly confronted Ananias and Sapphira (Acts 5). Barnabus confronted Paul about John Mark (Acts 15:36ff). Paul confronted Philemon on behalf of Onesimus (Philemon 10-20). John confronted Diotrophes (3rd John 9-14).

If we truly desire to help people see their sin and need for salvation from God, we must be willing to confront them. Again, it will not be pleasant, but it is a good work from God. When done with the proper demeanor and spirit, confrontation bears good results in that souls which were lost are brought near to God.

Lesson 20

QUOTE

Truth carries with it confrontation. Truth demands confrontation; loving confrontation, but confrontation nevertheless. If our reflex action is always accommodation regardless of the centrality of the truth involved, there is something wrong.

Francis Schaeffer

READING

Matthew 5:21-26
Acts 18:24-27
Galatians 2:11-21

STUDY

State how and when these two methods should be used:

1. Taking aside to confront (Acts 18:24-27)
2. Publicly confront (Galatians 2:11-21)

THINK

1. What is the purpose of taking someone aside to confront them?
2. What is the purpose of publicly confronting someone?
3. Why must we 'look to ourselves' when we confront another (Gal. 6:1)?

APPLY

1. What instructions are given in regards to confronting a brother? (Matthew 5:21-26; 1 Tim. 5:1)
2. Why is Paul's confrontation of Peter not a violation of Matthew 5? (See also Titus 1:9-11; 1 Tim. 5:19-22)
3. What is the proper demeanor and attitude for those who are confronting others? (Gal. 6:1; 1 Thess. 5:15; 2 Thess. 3:14-15; 2 Tim. 2:23-25)
4. "Gentleness" does not mean we are to compromise the truth. When might this be a temptation?

DEALING WITH ARGUMENTATIVE

Lesson 21

QUOTE

“He who establishes his argument by noise and command shows that his reason is weak.”

Michael de Montaigne

Our final lesson is not about one method of teaching, but several methods of teaching those who desire to be argumentative. If you have made any attempts at teaching others you will have had some experience with an argumentative person. They may do so kindly or harshly, but the result is the same in that the teacher is put in an awkward position of responding (if given a chance). I say this is awkward for often we struggle in knowing how best to answer such a person.

At times the argument itself needs to be addressed, even if it is scripturally absurd. A simple quotation or reading from the Bible will effectively teach the error of the argument. When someone wants to continue to counter with more and more arguments in favor of error, we struggle in knowing how to respond. How do we know when we have reached the point of casting pearls before swine (Matthew 7:6)? How do we know it is time to stop trying to teach the truth to one who adamantly continues to argue for error? This is a true struggle for any person trying to persuade others of truth.

At times the demeanor of the person needs to be addressed. The argumentative can behave in a very unchristian manner. Sadly, instead of addressing this poor attitude, some teachers are drawn into argumentation and also begin to display an ungodly character. All the efforts to teach truth are overshadowed by the behavior that demonstrates hypocrisy.

I would kindly point out that those who are argumentative may in fact be some of the best prospects for the gospel. They have faith, though it is in error. Their convictions are strong and often founded on some scripture. If these can be persuaded of the truth they will become strong contenders for the faith. I cannot help but point to the apostle Paul as a good example of this.

Standing firm in Christ at times demands that we stand up to those arguing in favor of sin and error. We must know how best to address these people in such a way that is convincing and which maintains a proper demeanor. Only in this way can hope to save some.

READING

Matthew 7:6
 Matthew 21:23-27
 Matthew 22:34-40
 John 8:1-11
 John 12:1-8
 John 13:1-20

STUDY

Be prepared to discuss these Biblical methods of dealing with one who is argumentative.

1. Question the source of their dispute (John 11:1-8; 12:1-8)
2. Know scripture (Matt. 22:34-40)
3. Seek an honest answer (Matt. 21:23-27)
4. Do not cast pearls before swine (Matt. 7:6)
5. Bluntly answer (John 13:1-20)

THINK

1. What physical traits can be observed in the body of someone who is argumentative?
2. How does the Gospel Teacher counter and/or model appropriate body and vocal language?
3. Are all those who argue passionate about their faith, or do some merely like to argue? How can you tell the difference?

APPLY

1. What techniques can the Gospel Teacher use to cause one who is arguing to be listening?
2. When debate of this sort is with a brother or sister in Christ, what dangers exist in establishing strife? How important is it to continue the study?
3. What positive benefits come from studying with one who is argumentative?
4. Can the Gospel Teacher do anything to prepare before engaging in discussion with someone who may be argumentative about religious topics?