

Bible Teaching Methods
Methods and Tools for Teaching the Bible 2: Six Lesson Tools
(Appendix on the Methods of Christ)

Determinative Factors in preparing the lesson and in reaching your students

- The learner's age and ability
- The Lesson Aim
 - Aimed at the head: Information
 - Lecture
 - Q&A
 - Interviews
 - Brainstorming
 - Case study analysis
 - Debates/Forums/Panels
 - Aimed at the heart: Motivational
 - Case studies
 - Stories
 - Dramas and skits
 - Testimonies
 - Debates/discussions
 - Field trips to recognize need
 - Aimed at the hands: behavioral skills
 - Examples
 - Workshops and practice sessions
 - Experiments
 - Rewards
 - Programmed Learning
 - Apprenticeships

- Role playing
- Accountability partners and/or support groups
- Aimed at a combination of cognitive, affective, behavioral
- HBLT Lesson Structure
 - Hook appeals to affections
 - Book relies upon cognitive approaches
 - Look appeals to the affections again to appreciate Bible principles
 - Took moves to behavioral approaches
- Resources
 - Class size
 - Class climate
 - Room environment
 - Time available
 - Equipment

Six Foundational methods of Bible Teaching

1. Storytelling

“Storytellers sow seeds that ripen into knowledge, wisdom, character, and conduct”
 –R&B, pp. 189-190

- a. Especially effective with children, and often with adults
- b. 30% of Jesus’ recorded teaching is in the form of parables
- c. Value: more than entertaining the student, stories capture the attention but also linger in the memory, instruct in rights and wrongs, and move the hearers to change
- d. Do(s) and Don’ts of Storytelling
 - i. DO NOT

--Tell a story without _____. Rather, visualize the story and rehearse it.

--Give too many details nor go off on tangents. Stick with the heart and main development of the story

--Illustrate the story with another story. This can become a rabbit trail that detracts from the message.

--Use excessive props that detract from the story's plot and student's imagination

--Analyze the story in class. This begins to remove the affective benefit of the story to a more logical/cognitive level.

ii. DO

--Make sure the story is _____ to the age group and context

--Make the story _____ with colorful language that develops graphic images. Make sure your vocabulary fits the student's vocabulary.

--Resist soliciting _____. Let the story "simmer." You may reference the elements of the story later in the lesson to reinforce truth.

2. Provocative Questions

"The term **Socratic Questioning** is used to describe a kind of questioning in which an original question is responded to as though it were an answer. This in turn forces the first questioner to reformulate a new question in light of the progress of the discourse."

(Wikipedia found at http://en.wikipedia.org/wiki/Socratic_method)

--The classic example of Jesus' using provocative questions is in Matthew 16: "Who do men say that I am? ...But who do you say that I am?"

--Questions should be _____ rather than "yes/no" questions

--The teacher must anticipate _____ in the students' answers and be able to adapt subsequent questions to clarify and correct student opinions

--To allow for self-discovery, let the questions of the class boomerang back on the class instead of serving as the answer machine

--Value: questions can move the student from the general to the particular, and from general implications to personal application

-With regard to personal application, don't say, "How can we apply this lesson in our lives?" Rather, say "What steps should we take...?" or "What one thing will you begin to do this week?"

3. Case studies

--Substance: students review the details that build a real-life incident or situation in a person's life. Students discuss, usually in small groups, the elements of the case, guided by supplied questions.

--Value: case studies generate opinions, and gain student interest/ involvement

--Approach:

- 1) Read the case thoroughly, perhaps more than once
- 2) Define the central issue, the most important of several possible issues in the case
- 3) Generalize the problem as: spiritual, inter-personal, circumstantial, etc.
- 4) See the problem biblically with suggested biblical answers

4. Discussion

--Value: draws on life experience and skill of the class

--Teacher challenges in leading discussion

- Must plan the direction and conclusion of the discussion
- Must facilitate with engaging questions while being responsive to contributors
- Must be ready to cope with domineering personalities or contrary “devil’s advocates”
- Must keep the class on topic

5. Buzz Groups

--Defined: designation of small discussion groups that assigned topics or Bible passages with specific questions on the assignment. A group recorder/spokesman will report back to the class

--Value: direct student engagement on the topic, with collateral interest in the other groups’ findings. Works well 1) with teens & young adults, or 2) when the lesson time is short.

6. Lecture

“Effective lectures combine the talents of scholar, writer, producer, comedian, showman, and teacher in ways that contribute to student learning.”-William McKeachie in R&B, p. 194

--Value: for communicating large amounts of information and/or detailed content in a systematic fashion for mentally alert and mature classes.

--Effective lecturers will use visual aids and will be animated and engaged with the class

--81% of Jesus’ teaching was directly through single-direction teaching (per Perry Shaw in R&B, p. 194)

The Master Teacher's Methods
(per Robert Choun in R&B, p. 194)

1. Object Lessons: "Give me a drink" (John 4)
2. Points of Contact: "Simon, bar Jonah, you shall be called Cephas..."
"Before Philip called you, I saw you under the fig tree... and you shall see greater things than this" (John 1)
3. Declaration of Aims: "my food is to the will of Him Who sent me..." (John 4:34)
4. Problem Solving: Have you kept the commandments? Go and sell all to inherit eternal life... (Mark 10:17-22)
5. Conversation: "Who then can be saved?" Jesus replied, "With men it is impossible, but ... with God all things are possible." (Mark 10:27)
6. Questions: Jesus asked more than 100 questions in the gospels to sharpen the truth, often in response to someone's question
7. Answers: Jesus gave answers to move people from spiritual darkness to light
8. Lecture/Preaching: Sermon on the Mount, Olivet discourse, John 14-17 at last supper
9. Parables
10. Citation of Scripture: showed relevance and authority of the Bible
11. Exploiting the "teachable moment": the woman at the well, Nicodemus
12. Contrast: "you have heard it said, but I say unto you..." "do as the Pharisees say, but not as they do"
13. Concrete examples: "consider the birds of the air..., the poppies of the field..."
14. Modeling: foot washing
15. Symbols: "I have a baptism to be baptized with, and how distressed I am till it is accomplished!" (Luke 12:50)
16. Motivating: "whoever wishes to save his life will lose it, but whoever loses his life for my sake shall find it" (Matt 16:26)