

SUCCESS
IN THE
PULPIT

training course

training course for young men

-----How to Preach and Teach-----

You have enrolled in seven training classes that will show you how to study the Bible, prepare Bible talks, read the Bible in public, present yourself well at the pulpit, and solve many of the problems you encounter in serving the Lord as a worship leader.

attendance This course fits a lot into seven classes, so if you miss one class you miss a lot. It's important to give this course the highest priority that you can.

time We will hold the course (God willing) _____

homework At least one hour of homework for each lesson would be needed to complete assignments. They are not difficult, but if you don't do them the course won't work for you.

what you need to bring You need an A4 plastic folder with at least 40 pockets, a pen, a Bible, and one reasonably alert brain. You don't need any previous experience, nor do you need any special knowledge. This course will contain all the essentials and empower you to choose your ministry and develop your skills.

why this course? A church is only as good as the teaching and leading it gets. Old teachers don't last, so new ones have to be trained and encouraged. That way, the church continues strongly into the future. It also gives you great satisfaction to take part in this. This course will help you to discover your own gifts and develop them.

what you will learn You will learn effective ways to study the Bible easily. You'll be shown simple techniques for making lessons and talks without hassles and burdens. You will learn the keys to presenting yourself well in the pulpit whenever you are leading some part of the worship. You'll be told how to overcome various problems such as pulpit nerves.

enjoy it You will find this course enjoyable and interesting. You won't be bored!

training course for young men

-----Enrolment List for Group Leader-----

name	age	phone
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the cure for pulpit nerves

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-----How to shake off the shakes when you're up front-----

Pulpit nerves are caused by two glands, one on top of each kidney. They are called "adrenals". Their function is to respond to fear by charging the blood stream with hormones that prepare the body for fight or flight. Since one cannot fight or flee in the pulpit, the hormones cause various uncomfortable symptoms. You can control this problem.

preparation

Thoroughly familiarize yourself with your subject.

Prepare manageable notes. This reduces fear and the chemical charge you have to cope with.

experience

Experience also reduces fear.

You'll be pleased to know, however, that the experience does not have to be real; it can be imagined or visualized. Pretend you are addressing an audience. If possible, stand in the actual pulpit and talk to the empty seats. Such imagined experience will trigger and tame adrenal reaction.

attention

Get your attention off yourself and onto your message. Focus on the message.

- Thinking about your *nervousness* distracts attention from your lesson: you make mistakes, nervousness increases.
- Thinking about your *message* makes you do a better job which reduces nervousness.

body movement

You can't run. You can't fight. But you don't have to stand still like a stone statue. Natural body movements help dissipate the "adrenalin".

oomph

Use up "adrenalin" constructively by channeling it into your delivery force.

By putting "oomph" into your speech, you'll be seen as sincere, not as in fear.

-----How to be an effective prayer leader-----

Leading a congregation in prayer is a most important responsibility. When you are called upon to do it, you should try your utmost to do it right. This page helps you to lead an effective prayer.

keep it short

The model prayer that Jesus gave his disciples is short. It takes only 30 seconds to speak this prayer (Mtt 6:9-13).

don't use empty words

Jesus warned against using “empty repetitions” (Mtt 6:7). Some prayer leaders pad out their prayers with meaningless churchy phrases. For instance, instead of saying, “Please keep us safe on the roads tonight”, they might say, “As we leave this place and go our various ways, we beseech Thee that Thou wouldst grant Thy children journeying mercies that they might safely arrive at their intended destinations...”

pray don't preach

When you lead in prayer, speak *for* the congregation, not *to* it.

It is not your task to reprove, rebuke, or exhort the church. Your task is to lead the church in a prayer to God. Preaching to God, and hoping the message will rub off on the congregation, is not a proper use of the ministry of public prayer.

be consistent in style

If you want to combine 400 year old English with modern English, then study how it's done properly in a modern translation of the Psalms that retains some archaic forms in words addressed to God.

respect privacy

Be aware that public prayer is not the place to mention private matters.

other tips

In the public prayer checklist you will find other pointers for leading public prayers.

public prayer checklist

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This checklist helps you to lead an effective prayer.

- PRESENTATION** —Am I neatly dressed and properly groomed?
- VOICE** —Am I speaking clearly in a natural well modulated voice?
- DELIVERY** —Am I speaking without distracting stumbles and stutters?
- ADDRESS** —Do I address God in a respectful manner (Not “Hey God!”)
- WORDS** —Am I using simple normal words (not archaic or churchy)?
- PHRASES** —Am I speaking meaningfully (not mere forms of words)?
- INTENTION** —Am I praying to God rather than preaching to people?
- THANKSGIVING** —Have I given thanks and praise to God?
- SUPPLICATION** —Have I made requests to God about specific needs?
- CONTENT** —Am I speaking “off the cuff” or prepared with a prayer list?
- SCRIPTURE** —Are scripture quotes apt, brief, and used in moderation?
- EMOTION** —Is my prayer earnest without “putting on” emotion?
- PRIVACY** —Am I careful not to mention private matters in public?
- ENDING** —Do I close with the expected “...in Jesus’ name, Amen”?
- HEART** —Most important: Am I praying sincerely from my heart?

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-----Helping the congregation listen to God's word-----

Public reading of the scripture is a regular practice in many churches. The person given this duty should take it very seriously and prepare for it well. Most of the pointers on this page also apply to reading a passage of scripture during the course of preaching a sermon.

preparation for reading

- Read the passage privately in various translations, not just the one you will use in public.
- Choose key words and phrases to help you grasp the main ideas.
- Pencil mark the passage: underline words to be stressed, and put a stroke / for pauses.
- Practice reading aloud until you can read confidently and with expression.

announcing the reading

- If you are reading, but not doing so as part of a sermon or short talk, then don't preach, just read —keep any introduction down to one or two sentences.
- Announce the place in the order that people will turn to it — book, chapter, verse. To say, “The fourth chapter of Romans verse ten” is confusing because people have to transpose that order into the one they use.

- While people are turning to the place, look over the first sentence so as to start well.

reading with expression

- Put emotion into your voice by feeling what you read.
- Put stress on the right words (you should have underlined them).
- Pause in the right places (you should have marked these with a stroke).
- Use changes of volume, pitch, and pace.
- Stand naturally erect, not stiff, or stooped. Use appropriate gestures and body language.
- Use eye contact. Let your mind read ahead of your lips (this takes a little practice). While your lips catch up, look at the audience.
- Place or hold your Bible so that you can keep your head up. A head jerking up and down is very disconcerting. It may also affect the sound from a microphone, alternating loud blasts with muffled voice.

bible reading checklist

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Public reading of the scripture is a regular practice in many churches. The person given this duty should take it very seriously and prepare for it well. This checklist will remind you of important points.

- PRACTICE** —Did I practice reading the passage *aloud*?
- KEYWORDS** —Did I look for key words and phrases?
- STRESS** —Did I underline the words to stress?
- PAUSES** —Did I put strokes to indicate pauses?
- PRESENTATION** —Am I neatly dressed and properly groomed?
- ANNOUNCEMENT** —Did I use natural order (book, chapter, verse)?
- INTRODUCTION** —Does the passage need a short introduction?
- VOICE** —Am I reading clearly in a natural well modulated voice?
- DELIVERY** —Am I reading slowly and without stumbles or stutters?
- EXPRESSION** —Am I speaking expressively and with feeling?
- POSTURE** —Am I standing naturally, not stiff or stooped?
- HEAD** —Is my head up, my Bible held at chest height?
- EYES** —Am I reading ahead of my lips so I can look at the audience?

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-----*Not just a message, but also a method*-----

The following list classifies sermons according to method. The seven methods given allow you to choose and apply the best method for the message you wish to communicate. By using a variety of methods, you keep your preaching fresh

theme or topic

A *subject* is announced, and the lesson adheres strictly to that topic. This is the most common method, and is called *topical* teaching. Some of the classifications below are specializations of this method.

list outline A topic is presented in the form of a *list*. For example, the topic of prayer might be treated as the *benefits* of prayer, or maybe, *examples* of prayer in the Bible, or possibly, proper *attitudes* of prayer. List outlining is a basic approach to sermon building, and the easiest technique.

argument A topic is announced in the form of a *proposition*, and the entire lesson is given to argument for and/or against that proposition.

scripture portion A verse or *short passage* is read, and the lesson is drawn from, and constantly refers

to that text. This method is called *expository* teaching. It's the most direct method of preaching God's word, but may also be the most difficult.

scripture summary A Bible book or block of scripture is taken as the subject matter, and an *overview* is given usually from a particular standpoint. For example, the doctrine of obedience in Paul's letter to the Romans.

analogy A familiar *object or process* is shown or described, and used as a *parable* to teach spiritual truths. Our Lord's lesson about the sower (Luke 8) is a fine example. This is a difficult method to master.

bible story A Bible *story or biography* is told, and the entire lesson is based on that narrative or character sketch. This is possibly the most neglected method, whilst its resources are very rich.

dreaded test and assignment

Number 1

the test

1. What is the main physical cause of pulpit nerves?

- Your adrenal glands
- Your mental attitude.
- Insufficient food

2. What can you do beforehand to help prevent pulpit nerves?

- Prepare thoroughly
- Don't think about it
- Memorize everything

3. What sort of experience will help you gain confidence and shake off the shakes?

- It has to be real experience
- It can be imagined/visualized
- Experience doesn't help

4. What should you give most attention to when you are in the pulpit?

- Audience response
- Your own performance
- Your message

5. What is the best thing to do while you are speaking?

- Stand still as a statue
- Move and speak energetically
- Look out of the window

6. How long is the model prayer that Jesus gave his disciples?

- 30 seconds
- 3 minutes
- 10 minutes

7. What should a public prayer avoid?

- Preaching
- Mentioning private matters
- Wordy, meaningless phrases
- Mixing old and modern style
- Mumbling and stumbling
- All of the above

the assignment

This assignment is about reading the Bible in public. There are three parts to it.

1. Choose a Bible reading of four to six verses.

2. Practice reading it aloud using all the tips in the lesson notes entitled "*Reading the Bible Publicly*" as well as the checklist entitled "*Bible Reading Checklist*".

3. Be prepared to present this reading in class. There will be no criticism. The point will simply be to show that applying the tips makes you do a better job.

-----A simple approach to Bible study-----

There are seven exercises which, taken together, will empower you to do your own independent Biblical research and interpretation, and get it right because you are letting the Bible be its own commentary and interpreter.

reading Simply reading the scriptures, and prayerfully thinking about what they are saying, is of course a basic activity. You will find it helps to use more than one translation.

key wording As you read, select what seem to be key words and phrases. It is surprising how this simple activity opens your mind to the main ideas in the passage. This activity also lays a foundation for the following exercises.

outlining Try to summarise the passage point by point, using headings and subheadings to show the structure and progression of thought. Or try to express the gist of the passage with some form of labelled diagram such as overlapping circles, boxes and arrows, a branching tree, or a mind map.

paraphrasing Attempt to express the passage in your own words, condensing and amplifying where appropriate.

If you cannot express the passage in your own words, you probably don't understand it very well.

asking questions Use the passage to generate a list of thought-provoking questions -as many valuable questions as possible. These questions should not only be those that the passage answers, but those which it also raises. It does not matter if you cannot answer a question -- what matters is that the question makes you think about important issues.

classifying Decide the categories of scripture that the passage best fits, to help you place it in a proper context. What is its time or dispensation, its literary type, its original purpose, its prophetic horizon, and so forth.

**CROSS
referencing**

Find other related passages that shed light on the one you are studying.

bible study checklist

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This checklist helps you to address a passage of scripture intelligently.

- PRAYER** Have I prayed for help to understand the passage?
- READING** —Have I read the passage in at least two versions?
- RIGHTLY DIVIDING** —What is the Bible division or literary type?
- CONTEXT** —What the surrounding passages are about?
- BACKGROUND** —Against what background was the passage written?
- AUTHORSHIP** —Do I know all I can about the author?
- KEY WORDS** —Have I identified the key words and phrases?
- MAIN POINTS** —Have I outlined the main points?
- THEME** —Have I found the theme that ties the main points together?
- PARAPHRASE** —Have I tried to put the passage into my own words?
- QUESTIONS** —What important questions arise from this passage?
- CROSS REFERENCES** —What other scriptures relate to this passage?
- TROPE/METAPHOR** —Do I recognize any figurative language?
- ERROR** —Do I know of any common misuse of this passage?
- JESUS** —Do I know what this passage reveals about Christ?
- APPLICATION** —Have I looked for application to myself?
- DIFFICULTY** —Is this passage within my present ability to understand?

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a sermon's purpose

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-----*Not just a subject, but also an object*-----

In addition to sermon types and techniques we need to classify sermons according to their *aim*. When preparing any lesson, you should know exactly what you want your lesson to *accomplish*—your primary objective. The following classifications will help you do this.

exegetis The aim of the lesson is Biblical *interpretation*. You wish to clarify the meaning of a difficult or misunderstood portion of scripture. You use the Bible as its own best interpreter, using other scripture to clarify the intent of the passage in question.

exhortation

This may include ethical, social, or devotional teaching and any other that aims to encourage *improvement* in character and commitment to Christ. We want the audience to go away feeling the need to change for the better.

education Here the aim is to improve the audience's *knowledge and comprehension* of a particular matter. We want the audience to go away feeling that they understand better some important aspect of their faith.

edification To *feed and build up* the body of Christ is

a very worthy purpose for a lesson. The aim here is to encourage and strengthen people in their faith.

evidences This classification is sometimes called *apologetics*. The aim here is to justify belief in something which the Bible itself simply states as fact—the existence of God, the inspiration of the scriptures, miracles, creation, resurrection, heaven and hell, the devil, etc.

evangelism

Evangelical or *gospel sermons* attempt to persuade the non-Christian to believe in Christ and obey him. This aim is appropriate when there are people in the audience who have not yet believed and obeyed.

enjoyment It is a legitimate aim that you want the audience to *take pleasure* in listening to the word. On occasions this can even be your primary purpose.

dreaded test and assignment

-----Number 2-----

the test

1. What do you use a *pencil* for when preparing to read the Bible in public?

- Marking pauses and emphasis
- Doodling
- Pointing to words

2. How should you *practice* the reading?

- Silent reading
- Read aloud
- Don't need to practice

3. In what order should you announce the place?

- Verse, book, chapter
- Chapter, verse, book
- Book, chapter, verse

4. What sermon technique is the easiest to use and often the best method for your topic?

- Analogy
- Simple list outline
- Expository

5. How many sermon types are there to choose from?

- One
- Four
- Seven

6. What is the most direct and difficult sermon technique?

- Expository preaching
- Topical preaching
- Preaching without method

7. What method has great potential but is largely neglected?

- Topical preaching
- Bible story or biography
- The ramble

the assignment

This assignment is about Bible study. There are three parts to it.

1. Choose a Bible passage of four to six verses—different to the one you chose for your previous assignment.

2. Read all the tips in the lesson notes entitled “*Bible Study Method*” as well as the checklist entitled “*Bible Study Checklist*”.

3. Write down a list of what you consider are the *key words or phrases* in the passage. Next write out a *paraphrase* of the passage—express it in your own words. Finally try to write a short *classification* of the passage—this could be difficult, just do the best you can.

introduction

Gain attention. Clearly state central idea. Perhaps preview main points. Don't waffle, or be confusing about your subject.

indicate

...the start of a new point by some kind of signpost.

state

...clearly and concisely what your point is.

relate

...the current point to your topic or to other points.

substantiate

...the current point with scripture quotes.

elaborate

...on the current point if there is good reason to.

illustrate

...the current point if not easily grasped.

YES

Another point?

NO

conclusion

Summarize lesson concisely. Perhaps review main points. Close with a meaningful and memorable sentence —no fade out.

presentation of the speaker

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a checklist of 12 secrets

- APPEARANCE** —pleasant, neat dress, natural posture
- EYE CONTACT** —with audience effective
- VOICE** —pleasant and effective (tone, pitch, modulation, volume)
- WORDS** —well chosen, articulated, pronounced
- NOTES AND VISUAL AIDS** —used effectively
- MANNERISMS** —not obvious and not distressing
- NERVES** —under control and not an embarrassment
- RAPPORT WITH AUDIENCE** —without over-projecting personality
- TIME** —well managed without clock worship
- PREPARATION** —thorough and evident to audience
- ENTHUSIASM** —and urge to communicate evident to audience
- COMMAND OF AUDIENCE** —gained at start, maintained to en

SPEAKER:

LESSON TITLE:

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the quick method of bible study

You may wonder how a skilled Bible teacher can draw out of a passage far more than you ever saw in it, though you have read it many times. This page will give you the “secret” of how to do it. I call this method the “QUICK” method. We are often amazed at how professionals, in any skill, do such a competent job in such a short while.

The following method will help you study short passages of scripture like a professional. Work through these principles using an example passage like Ephesians 3:14-21. Then perhaps try the method on some of your own favourite verses.

Questions

Ask thought provoking questions that help you to explore the meaning and message of the passage. Don't get bogged down. If you cannot *answer* the question, leave it and move on. *Asking* the questions is important.

Uses

Think about ways you can use the passage, for example as a prayer, an encouragement, an argument, a warning, a principle for life, and so forth.

Ideas

Look for the ideas that the passage connects to, and what kind of ideas they are, eg theological, moral, spiritual, practical, and so forth.

Contexts

Consider the settings of the message, for example: historic, cultural, literary, personal, scriptural, and so forth.

Keywords

Isolate the keywords and examine their meaning, impact, nature, complexity, and so forth.

dreaded test and assignment

-----Number 3-----

the test

1. What is the *main* part in the three parts of a lesson presentation?

- Introduction
- Body
- Conclusion

2. What is the purpose of a lesson's *introduction*?

- Gain attention
- State topic clearly
- Both of those.

3. What is the purpose of a lesson's *conclusion*?

- Sum up the lesson
- Close with a meaningful and memorable sentence
- Both of those

4. What is the purpose of the *body* of a lesson?

- To present the material in related and proven points
- To elaborate and illustrate the points where necessary
- Both of those

5. What is allowable in the *conclusion*?

- Draw main points together
- Introduce new points
- Both of the above

6. When should your theme and main idea become known to the audience?

- In the *introduction*
- In the *body* of the lesson
- In the *conclusion*

7. What is a *signpost* in preaching?

- Any device that helps the audience to follow the path of your sermon.
- A verse of scripture
- An illustration

the assignment

This assignment is about preparing sermons. There are three parts to it.

1. Choose one of these three topics:

- i. The Love of God
- ii. A Prayer Filled Life
- iii. Acceptable Worship

2. Write down three points that relate to the topic and to each other. State each point clearly and briefly.

3. Choose the point that you think might be the hardest for the audience to grasp, and consider how you could *illustrate* that point. Could you draw a diagram on the board, tell a Bible story, use an analogy, or in some other way make the point easier to grasp?.

-----A simple approach to sermon building-----

You can think of your sermon outline as a *list*. Although few of us are obsessed by lists, we all make them —lists of chores, ingredients, ideas, excuses, instructions, and all sorts of things.

what's a list?

We know that pigs, chooks and goats can go on a list of farmyard animals, but rhubarb can't. We would recognize “eggs, macaroni, stockings and lightbulbs” as a shopping list. But “pogo stick, corrugated iron, aardvark and kisses” would not make a list, unless someone could show the connection.

definition What gives a string of words the right to be called a list? The items all belong to one specific *set* of things. A list is an *enumeration of the members of a set*. Or in plain English, a list has a specific theme to which each item answers.

how it works

Now let's apply all this theory to the practical problem of sermon outlining. You say to yourself, “I'll preach on prayer”. You must be more *specific*. “I'll preach on the *benefits* of prayer”. Or, “I'll preach on *beautiful prayers in the Bible*”.

Or “I'll preach on the *proper attitudes* toward prayer”. The *general* theme prayer does not suggest a list of anything. But the *specific* theme does. It would not be difficult to make a list of benefits, or beautiful examples, or proper attitudes. And such a list would make a most effective outline.

make this rule In most cases you should make this rule: *ONE LESSON ONE LIST*. That one list, of course, might have a couple of associated or contrasting elements such as “right and wrong ways to pray”.

the log There's a magic box to help you with list outlining. It's the *List Outline Generator* You think of any generic theme such as Prayer, the Holy Spirit, Heaven, Love, or whatever. Now cast your eyes over the *LOG*. Certain words will suggest themselves as a specific theme to turn your generic theme into a list outline. (*see page entitled List Outline Generator*)

a checklist of 12 secrets

- THEME** —clear at outset and adhered to throughout message
- POINTS** —stand out clearly and relate to theme
- SIGNPOSTS** —at each stage of lesson help audience follow
- ILLUSTRATIONS** —and examples clarify main points
- SCRIPTURES** —cited to substantiate main points
- OTHER QUOTES** —apt, correct, and source acknowledged
- ELABORATION** —where needful without getting off track
- APPLICATION** —to lives, needs, interests, skill-level of audience
- INSIGHTS** —some new information given to audience
- HIGHLIGHT** —or climax of lesson aids interest/memory
- SUMMARY** —draws together main points
- OPENING AND CLOSING WORDS** —appropriate and effective

SPEAKER:

LESSON TITLE:

list practice

Faith
Repentance
Confessing Christ
Steps to salvation
Baptism

Underline the general theme for which the other items are a list.

Prophecy
Proofs of Jesus Christ
Miracles
John's voice
God's voice

Underline the general theme for which the other items are a list.

Who is Jesus?
Son of God
Law of Moses
King of Kings
Great High Priest

Cross out the out-of-place item. Leave a general heading and a list of three related items.

Resurrection
Judgment
Rapture
World destroyed
Satan punished

What is this a list of? (In other words what is the general theme (or title) of this list?.

Key of hades
Noah's ark
Law of Moses
Crown of life
The Antichrist
Love of God

Is this a list? If not, why not?.

Marks of good prayer
Short and simple
Sincere and humble
Giving of thanks
In the name of Jesus

Is this a list outline? Do the specific items fit the general heading?.

list practice

Key Events for Jesus
resurrection
death
ascension
burial

Key Events for Jesus
death
burial
resurrection
ascension

Key Events for Jesus
birth
baptism
temptation
first miracle
transfiguration
last supper
death
burial
resurrection
ascension

Key Events for Jesus
birth
death
exaltation
second coming

Key Events for Jesus
birth
feeding 5000
sermon on the mount
woman at the well

Tick the list you think is best, and say why. Then briefly write in the other lists what you think is wrong with them.

-----How to always have something to preach-----

The commonest problem that those regularly teaching and preaching have, is drought. Ideas dry up and you find yourself scratching around for a topic and material. Fortunately this is any easy problem to solve.

use inspiration

Not divine inspiration, but inspiration from your own subconscious mind. It is a computer that can, with the right programming, give you ideas and end the drought.

Two things are necessary:

- a real *desire* for ideas, an emotion of wanting them
- a strongly impressed *command* to your mind to get ideas

Tirelessly, while you read, talk, listen, observe, think, even dream, your computer scans and integrates the input so as to obey the command you have impressed by conscious will reinforced with emotion and visualization.

The ideas will come in flashes which, like dreams, are quickly forgotten unless recorded.

The quality of these ideas depends on the quality of the input. If you think, talk, and listen to drivel, the ideas you get will be drivel.

make a catalog of subjects

Compile a comprehensive list of everything a preacher should preach on is a handy tool to suggest something to preach on next. It helps end the drought of ideas.

First write down every topic YOU can think of, then consult subject indexes in appropriate books, for example: Hymn book, Naves Topical Bible, Bible handbook or dictionary, Concordance, Periodicals,

keep a cooking pot bubbling

Not a literal pot, but a cardboard folder, in which several sermons are in various stages of completion. No junk! Keep the pot replenished, keep it stirred, keep it on the boil.

It is a good idea to set aside a time each week to work on the contents of this folder. To use another metaphor, this folder is a *reservoir* of ideas to use in time of drought. Don't let it get stagnant.

dreaded test and assignment

Number 4

the test

1. *Prayer, hymns, Lord's Supper, Offering, Teaching.* Is this a list, and if so why?

- It's not a list
- Yes, because the items are acts of worship on the Lord's Day.
- Yes because there are 5 items

2. *Persecution, illness, bereavement, unemployment.* What extra item could you add to this list?

- Prayer
- Second coming
- Loneliness

3. *Burial, birth, ascension, resurrection, ministry, death.* What theme would make this into a list?

- Heaven
- Jesus Christ
- Love one another

4. *Burial, birth, ascension, resurrection, ministry, death.* In what order would you present the points on this same list?

- Exactly as listed above
- Chronological (time) order
- Alphabetical order
- Shortest to longest words

5. *Revelation, preaching, faith, obedience* What theme or topic would be appropriate for this list?

- The word of Christ
- Angels and demons
- The Lord's Supper

6. What *specific* theme below would best suit the general topic of "sin"?

- Consequences
- Benefits
- Priorities

the assignment

This assignment is about list outlining. There are three parts to it.

1. Choose one of these general topics: *faith, love, sin, worship, obedience, righteousness.*

2. Now find a *specific* topic for a list related to the general theme you chose. (For example if you chose *love*, you might select *goals* as your specific topic. Thus you would make your lesson on "The Great Goals of Love". This is an interesting topic to develop, but don't use it for this exercise.)

3. *Based on your choices above*, make a title for a lesson, and write beneath it a short list of points

Example: Let's say you have the general theme "sin" in your mind, and casting your eye over the L.O.G., the word "fruits" might jump out at you, and you'll think "The Bitter Fruits of Sin" would make a good sermon. Or the word "surprises" might suggest itself as "Surprises in Store for the Sinner". Or possibly "remedies" as in "God's Remedies for Sin" eg the blood of Christ, the seal of the Spirit, the penitent pray

BENEFITS ATTITUDES FORCES FAULTS GOALS DISCOVERIES HOWS SEEDS
DIVISIONS DOUBTS FORMS LINKS ATTEMPTS HINDRANCES CHANGES AIDS
FRIENDS JUDGMENTS LESSONS CONSEQUENCES BLUNDERS INS HOPES
IMPULSES INTENTIONS CORRELATIONS DANGERS PRIORITIES INVENTIONS
PROOFS REMEDIES QUOTES NAMES DESIRES SOLUTIONS TRICKS
TROUBLES SUGGESTIONS SORTS PRODUCTS PLACES STATES QUANTITIES
PLANS RELATIONSHIPS REQUESTS THOUGHTS SUBJECTS TRUTHS TYPES
WISHES STATEMENTS SIMILARITIES RULES OFFERS INSTRUMENTS
EXPERIENCES DEVELOPMENTS ACTIONS ABUSES MEANS FAMILIES GUIDES
FRUITS EMOTIONS DAYS ENEMIES ELEMENTS NOTIONS CATEGORIES
PROMISES LIES MAYBES BRANCHES MATERIALS INSURANCES DEGREES
CHARACTERISTICS ERRORS BRIDGES OPERATIONS ORDERS EXAMPLES
DISADVANTAGES CONNECTIONS EFFECTS LIMITS PROBLEMS ANSWERS
EXPEDIENTS DISPENSATIONS CONTROLS DOCTRINES STEPS REGIONS
MISTAKES MEANINGS KINDS KEYS TRIALS MAXIMS FIELDS OPPORTUNITIES
LEVELS NECESSITIES LIKENESSES GROUPS FIGURES PROPOSITIONS
APPEARANCES DREAMS ARGUMENTS COMMANDS EVIDENCES ESSENTIALS
DOUBTS WILES WORKS CIRCUMSTANCES VALUES HIGHLIGHTS DEFINITIONS
NEEDS REASONS IMPLICATIONS CIRCUMSTANCES AFFINITIES CONDITIONS
SURPRISES SYSTEMS LUXURIES PROCESSES MEN WONDERS REGULATIONS
STEPS ENDS ISSUES PARALLELS ACTS RESPONSIBILITIES HELPS CHOICES
ORIGINS SUPPORTS STAGES TENDENCIES REGRETS PURPOSES TESTS
JOYS LAWS WHYS WAYS ADDITIONS INTENTIONS DIRECTIONS
ACHIEVEMENTS MYSTERIES USES PUNISHMENTS AFFIRMATIONS
QUESTIONS PROPHECIES WORDS RESPONSE POWERS PRECEPTS
WEAKNESSES PERSONS EXPECTATIONS FACTS FREEDOMS IDEAS
REWARDS EVENTS PREREQUISITES APPLICATIONS EXERCISES FEELINGS
OBSERVATIONS COMPLICATIONS CONFLICTS DISEASES INDICATIONS
PROBABILITIES QUALIFICATIONS PREDICTIONS AIMS PRINCIPLES
MOTIVATIONS PROTESTS POSITION VIRTUES ATTAINMENTS THEORIES
STRENGTHS CONTRASTS BELIEFS DIFFERENCES DEPARTURES ELEMENTS
IDENTITIES POINTS LEADERS PHILOSOPHIES QUALITIES REACTIONS
METHODS FEATURES CLASSIFICATIONS INDUCEMENTS REQUIREMENTS
SUGGESTIONS VISIONS RESTRAINTS CLUES SYMBOLS WORRIES

NOTE

This box doesn't work for everybody. If you've tried it and don't like it, that's OK. The lesson on list outlining works perfectly well by itself. The magic box is only for those who find the magic in it.

-----*What makes a list outline*-----

A list outline is not the only kind of outline there is, but for simplicity and general application it is a great way to go. Use it as your *usual* method. As simple as the idea is, you need to be sure that you have certain *elements* correct, as shown below. An example is given in *blue italics*.

1. GENERIC THEME This is any *broad* topic which by itself does not suggest a *list*. For example if I said, “*List salvation*” you couldn’t.

Salvation

2. SPECIFIC THEME This is any qualifier that narrows the broad topic down to suggest a set of things which can be written as a list. Find several specific themes, and choose the best *one* for your list outline.

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Steps to

What God did

Blessings of

Examples of

Doctrines of

3. WORKING TITLE Append the specific theme to generic theme to form a working title for the list you are about to form.

Great Things God Did for Our Salvation

4. ORDERED LIST OF POINTS Now make the list suggested by the title. Put the items into the most logical order..

1. Made a plan, 2. Revealed it, 3. Provided a Saviour, 4. Provided a sacrifice

list outline worksheet

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3. WORKING TITLE Append the specific theme to generic theme to form a working title for the list you are about to form.

4. ORDERED LIST OF POINTS Now make the list suggested by the title. Put the items into the most logical order..

5. FINISH THE BODY Now complete the outline using the list as your *point headings*. For each point you have to consider whether and how you will...

INDICATE, STATE, RELATE,
SUBSTANTIATE, ELABORATE, and ILLUSTRATE

See chart on “*Sermon structure and Flow*”

list outline worksheet

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list outline checklist

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This checklist helps you ensure that your list outline is done properly.

- GENERIC THEME** —Is this a broad topic that I cannot list?
- SPECIFIC THEME** —Does this narrow the broad topic to suggest a list?
- WORKING TITLE** —Does this nicely combine the two themes?
- THE LIST** —Does each item or point answer to the working title?
- POINTS** —Does each point have a clear relationship to the other points?
- SIMPLICITY** —Are my points parts of a whole, not whole lessons?
- LESSON LENGTH** —Do I have too many points for one lesson?
- SPLITTING** —Should I split the list into a series of lessons?
- ORDER** —Are my points arranged in the best logical order?
- CLARITY** —Can I indicate, state, and relate these points clearly?
- TRANSITION** —Can I move smoothly from one point to the next?
- PROVING** —Is each item able to be substantiated convincingly?
- TIME** —Will too many points require elaboration and illustration?
- SUBSTITUTE TITLE** —Is my working title too dull as a real title?
- PURPOSE** —Does the outline accomplish the purpose I had in mind?

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-----How to criticize the criticisms-----

There is no shortage of people who will take it upon themselves to criticize the Lord's servant. Some of these people are mean, the rest well-meaning. Some of those who mean well are just as dangerous as those who are mean.

you be a critic

When you are criticized, you need to criticize the criticism —perhaps not at the time of the criticism, but certainly by yourself as soon as possible afterward. Until you have an opportunity to review the criticism, quarantine it, and don't take it on board.

is it valid?

Valid criticism is helpful to you. But before you take criticism on board, check it out. Valid criticism has certain credentials. The person making the criticism...

- is not a windbag but speaks from knowledge.
- is not a nitpicker but targets real and important problems
- has no ulterior motive and seeks to help you improve
- makes you feel that you can do better, not that you have done wrong
- is specific, not vague, tells you *exactly* what was good or lacking

truth or tradition

A lot of criticism comes from traditionalists who are used to things being done in a certain manner and don't like changes. If you have good reasons for the way you do something, or if it is purely a matter of preference, then you might ignore the criticism.

If, however, the criticism is about something you have taught, then test what you have said by the scriptures.

You can ignore a lot of criticism that is merely a matter of personal opinion, and you can yourself avoid a lot of criticism by not preaching your own opinions. Stick to the gospel of Christ.

a timely reply

Be careful about *when* you reply to criticism. You have three options: *immediate* reply, *delayed* reply, or *no* reply at all. Choose wisely.

the seven keys to memory power

Memorizing material gives you confidence, and frees you from shuffling papers or flipping through too many screens. In the right amount, speaking or quoting from memory brings a simplicity and directness to your presentation. Too little memorized, and you appear not to know your subject. Too much memorized, and you resemble a parrot. These seven keys to memory power will help you to memorize what is necessary

1. EVALUATION

Is the passage or data worth memorizing? If so you will be interested in it, and interest aids memory.

2. UNDERSTANDING

It is difficult and pointless to memorize what you don't understand.

3. ANALYSIS

See the whole as a system of integrated elements. Recall of one element will then enable recall of the whole.

4. VISUALISATION

See it in your mind's eye! Techniques:

- Symbolism to visualize abstract ideas
- Novelty and exaggeration with imagination
- Movement and color in the mental image

5. ASSOCIATION

Connect each point visually and/or logically.

6. CONCENTRATION

Focus the mind's attention on to the subject. One theory of intelligence is that it is basically the power of concentration, which can be learned and developed.

7. REPETITION

Occasional review strengthens recall.

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