

Methods and Tools for Teaching the Bible 1: The Basic Pattern to Inform and Bring Change

The Bible is a life-changing book. The Holy Spirit uses His word to convict hearts and to change minds, even without intermediary human teachers.

Still, in view of the learning process of the human mind, we recognize also that God's Spirit uses the means of ordered instruction in His Word to enlighten the mind and to move the student into new disciplines of obedience. In other words, the Bible teacher can be one of God's key means for opening and applying divine revelation in bringing people to higher levels of maturity in Christ.

Eph 4:11-13 And he gave ... the pastors and teachers, 12 to equip the saints for the work of ministry, for building up the body of Christ, 13 until we all attain to the unity of the faith and of the knowledge of the Son of God, to mature manhood, to the measure of the stature of the fullness of Christ (ESV)

2Tim 2:2 And the things that you have heard from me among many witnesses, commit these to faithful men who will be able to teach others also. (NKJ)

Since change and growth in the student (a.k.a. "sanctification") is the main object of teaching the Bible, wise Bible teachers will use proven practices of communication

- to connect quickly with his audience,
- to engage his students in the subject matter,
- to draw principles from the subject, and
- to make applications and motivate students in employing the learned principles

Creative Bible Teaching by Richards and Bredfeldt defines this four step process as the "Hook-Book-Look-Took" (HBLT) method. It is a pattern that normally should be followed in most Bible teaching situations.

Hook

1. Get the class attention focused on the lesson at hand with a relevant and interesting introduction.
2. Out of the introduction, raise a common need in the hearers so that it begins to address George Munson's "So What?" test. This common need may have to be generalized enough to relate to all the learners, but it still should be grounded in the Bible lesson.
3. Communicate a learning goal for the lesson that holds out the prospect of better understanding of God's provision for our human needs and duties.
4. Transition into the Bible lesson.

Book

1. Communicate the biblical information. This can be done through lecture (the fastest method of communication), Q&A participation, in-class assignments for small groups, etc.
2. Make sure everyone understands the essence of the cognitive data from the Bible, and

3. Summarize

Look

1. Draw principles for godly living from the relevant biblical information. Implications can be directed through the teacher, can come through class discussion, or from a combination.
2. Work at passing George's "So What?" Test

Took

While there may be interest in the freshly discussed Bible principles, the teacher must

1. help the students identify personal applications, and
2. motivate the students to develop a personal plan of immediately implementing the learned principles.

This four step, generic lesson plan bridges the Bible information of the past with the student in the present. See Richards/Bredfeldt Figure 13.

P r e s e n t	P a s t	P r e s e n t	F u t u r e
Hook	Book	Look	Took
Intro w/ purpose	Bible Study	Principles/Implications	Application

Review Richards/Bredfeldt Lesson Plan Formula in Figures 13 & 14.