

“Be an Expert in Lesson Outline Construction – Speak with Logic and Truth”

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作個出色的主日學教師—大綱法

The philosophy of SS teaching (From Dr. Timothy Lin’s “The Secret of Church Growth”)

主日學教導的基要理念

- I. It is based on God’s Presence 基於神的同在
- II. It is the essence of the church Matt 28:18-20 教會的使命
Discipleship with school model 學校模式
 1. going – recruiting 去 – 招生
 2. baptizing – registering 施浸 – 登記
 3. teaching to obey 教導遵行
- III. The worker: Sunday School Teacher 工人 – 主日學教師
 1. Be a “little” pastor – a class as a little church 小牧者
 2. Be a creative artist – a lesson is a personification of the SS teacher 有創意
 3. Be a faithful and sensible steward – teach according to the needs of the students 忠心有見識的
 4. Be a painstaking laborer – nothing is ever worthwhile without hard work 努力的工人
 5. Be a wise teacher – ask God for wisdom (prayer) 聰明的
 6. Be a worker of faith – by the Spirit of God 信心的
 7. Be an expert in outline construction – **speak with logic and truth!!** “大綱法”專家

The Construction of an Outline 大綱法概要

- I. Study the *Passage* prayerfully 細讀經文
- II. Textual Analysis (who, what, when, why, how)
- III. Identify the *Subject* 主題
- IV. Narrow down the *Theme* 主旨
- V. Sort out the *Keyword* 主詞
- VI. Formulate the *Proposition/Objective* 提議
- VII. Develop the *Points* 要點
- VIII. Design a Title
- IX. Hook with *Introduction* 介引
- X. Engage with *Illustration* 描述
- XI. Reiterate with a *Conclusion* 結論

Observation – The Base of Bible Study

- I. The basics of overall observation 觀察
 1. Ask for the guidance of Holy Spirit (John 16:13) 聖靈的啟迪
 2. Treat every passage as new (avoid pre-conceived ideas) 初看
 3. Textual analysis
 4. Ask questions: Who, where, when, what, why and how 每事問!

- II. Words and phrases 字與辭
 1. Repetitions and order 重複與次序
 2. Synonyms, parallels, word categories 同義辭
 3. Contrast, similarities, and comparisons 相對辭
 4. Cause and effect 前因與後果
 5. Length of ideas 篇幅長短

- III. Grammar 文法
 1. Verbs, participles, tense, and moods 動詞, 語調
 2. Pronouns, prepositions 代名詞, 前置詞
 3. Singular or plural 單雙數

- IV. Context 文理
 1. Literal context (the flow of writing) 文辭
 2. Historical context (time) 歷史
 3. Geographical context (space) 地理
 4. Cultural context (mindset) 文化

Explanation – the first step of teaching 解釋 – 教導的第一步
(Extracted from pp76-80 of “The Secret of Church Growth” Dr. Timothy Lin)

- I. The definition 定義
It means that a teacher uses questions and answers, illustrations, narrations, metaphors, idioms, detailed descriptions or even gestures to explain the content of a passage. 問答, 描述, 相對, 比喻
- II. The sources 來源
 1. The grammatical structures & accurate meaning of the passage in its original language (if possible) 文法
 2. The biblical meaning applied in the passage (the context) 文理
 3. The historical, geographical, cultural, and tradition background of the passage 歷史, 地理, 文化背景
 4. The principle of God’s revelation (progressive and organic) 啟示
 5. The direct (explicit) and in direct meaning in the passage 直接與非直接
- III. The purpose 目的
 1. To make the content clear so that there is no ambiguity 闡明
 2. To build up the main theme for a purposeful lesson 清晰
 3. To arouse the student’s interest towards the lesson 興趣
 4. To help student recall the lesson with ease 記憶
- IV. The methods 方法
 1. Use words and phrases that are familiar to the student 簡易的字句
 2. Motivate students to think 啟導
 3. Insert questions to get students involved 參與
 4. Explain insights in detail 深度
 5. Explain according to the order of the verses, if possible 次序
 6. Apply the definition, analysis, comparison, and emphasis properly 分析
 7. Use illustrations appropriately 描述
 8. Use suitable tones, expressions and gestures 語調
 9. Use audio-visual aids 視材
 10. Introduce books related to the lesson 書籍
- V. The don’ts 不可做
 1. Don’t explain what you do not thoroughly understand 自己不明白的
 2. Don’t apply any explanation that is not completely accurate 不完全肯定的
 3. Don’t explain what cannot be explained 不能解釋的
 4. Don’t waste time on what is unnecessary to explain 毋須的
 5. Don’t over explain, but rather conclude at the right point 過度的
 6. Don’t read from your outline, elaborate from it instead 太明顯的
 7. Don’t use explanation to show off knowledge 炫耀的

Application 應用 – is to put what has been learned into practice, prompting students to think and provide them with practical ways to apply the truth in their daily life, showing them the required conditions and steps that should be taken.

- I. The Principles of Application 應用的原則 II Tim 3:16,17
 - 1. Teaching 教訓
 - 2. Reproof 督責
 - 3. Correction 使人歸正
 - 4. Training in Righteousness 教導人學義
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- II. The Appeals of Application 應用的作用
 - 1. Ability “Can do” 能力方面
 - 2. Obligation “Should do” 責任方面
 - 3. Value “Want to do” 價值方面
- III. The Planning of Application 應用的方面
 - 1. Motive
 - 2. Facts vs. teaching
 - 3. Outlining (*the blueprint of a lesson*)
 - 4. Continuity
 - 5. Connective-ness
 - 6. Use of a keyword
- IV. The Steps of Application 應用的步驟
 - 1. Proposition (**what is** to be applied) 建議
 - 2. Suggestion (**how can it** be carried out) 提議
 - 3. Persuasion (**why it is** to be applied – **motivation**) 說服
- V. Some General Purposes of Application (making the Word true, to self and others)
一般的目的
 - 1. To carry out the Lord’s instruction
 - 2. To make spiritual life grow & to develop spiritual gifts
 - 3. To have good examples to others
 - 4. To lead others to the Lord
 - 5. To make Christ known
 - 6. To promote God’s kingdom
 - 7. And others...
- VI. An Effective Application 有效的應用的
 - 1. Must be related to student’s life, not only the teacher’s
 - 2. Must be parallel with the truth of the lesson
 - 3. Must be specific but yet general
 - 4. Must be in area of weakness or need
 - 5. Must be motivating
 - 6. Must be unhurried
 - 7. Must be down to earth

Motivation 激勵 – To stimulate students to want to put what they have learned into practice

(Direct extract from pp 84-86 of Dr. Lin’s “The Secret of Church Growth”)

- I. Definition of Motivation 定義
Motivation is to stimulate students to enthusiastically, effectively and practically apply or practice the truths they have learned in their daily lives or work.
- II. Purpose of Motivation 目的
 - a. To emphasize the importance of application.
 - b. To remind students of the purpose of applying God's revelation.
 - c. To strengthen the student's willingness to carry out the application.
 - d. To encourage student to lay down themselves willingly for the Lord.
 - e. To motivate students to show empathy towards one another.
- III. Factors of Motivation 激勵原素
 - a. God's love
 - b. Commands of the Bible
 - c. Duties of Christian
 - d. Needs of the world
 - e. Weakness of the church today
 - f. Necessity of spiritual growth
 - g. Condition of Lord's coming
- IV. The methods of motivation 激勵方法
 - a. Challenge of the emotion
 - b. Persuasion of the intellect
 - c. Guidance of the will
 - d. Illumination of the Holy Spirit
- V. Suggestions for motivation 激勵提議
 - a. Pray for the motivation needed for your lesson
 - b. Be motivated by the passage first
 - c. Gradually achieve a climax in the progress of motivation, according to the development of the passage
 - d. Vary the words and phrases to avoid boredom
 - e. Use tones, gestures and pauses for emphasis
 - f. Use personal testimonies
 - g. Pray before and after the lesson for the power of motivation
 - h. Use illustration and quotations
 - i. Use powerful scripture passages
 - j. Suggest motivations subtly rather than through direct approaches.

The Art and Science of Asking Questions in Teaching (Ken Law) 問問題的技巧

- I. The basic premises of asking questions 基要
 1. It is a form of **teaching method** that stimulates the interest of students to participate in **seeking**, **understanding**, and **accepting** the truth.
 2. “Many teachers can give good answers, but only the effective ones ask good questions.”
 3. Asking questions and critical thinking are directly related.
- II. The types of questions 種類
 1. The all-time basics: who, what, where, when, why and how
 2. The bible study basics: observation, interpretation, and application
 3. The general questions: definition, factual, information
 4. The overall questions: searching for a motive (theme), problem solving
 5. The in-depth questions: connection and implication
 6. The detail questions: contrast, cause and effect, similarity and comparison, level of significance
 7. Open-ended (opinion) questions, rhetoric questions
 8. And many more
- III. The follow up questions 跟進
 1. To clarify an idea
 2. To rephrase (instead of to repeat) an idea
 3. To highlight (emphasize) an idea
 4. To categorize different ideas
 5. To further develop (think deeper into) an idea
- IV. The dos and don'ts of asking questions 應問和不應問的
 1. Do have a clear theme and to stay with it
 2. Do prepare ahead with multiple perspectives
 3. Do acknowledge answers positively and intelligently
 4. Do reason with the audience (dialogue vs. monologue)
 5. Do promote sharing
 6. Do respect different opinions
 7. Do re-focus after a tangent
 8. Do summarize after a lengthy discussion
 9. Be patience and sincere, apply common sense
 10. Don't show off your answer
 11. Don't talk down to the audience
 12. Don't be so authoritative
 13. Don't argue (emotional)
 14. Don't interrogate
 15. Don't hurry to answer your own question
 16. Don't be afraid of silence
 17. Don't drag on (know when to move on)

“Ten ‘MUST’ for the construction of a lesson outline (from pp75-75) 大綱法必須
Pp 74-84 from Dr. Lin’s *The Secret of church Growth*

1. First examine yourself carefully. See if there is anything that may impede the illumination and guidance of the Holy Spirit. 自省
2. Have a deep conviction that the Spirit of Truth will lead you into the truth 堅信
3. Pray earnestly, study the Bible carefully – examine the text to define the main theme of the passage 禱告
4. Base on the background, age and spiritual needs of your students, select an appropriate topic for the lesson 合適
5. Use the “who, what, where, when, why and how” to reflect on the passage and construct the outline 發問
6. Outline the passage according to the order of the verses as closely as possible 大綱
7. The main theme must be consistent throughout the outline, but do not distort the passage 內容相符
8. Understand the characteristics of the outline: didactic, exhortative, corrective or consolatory, so as to avoid inconsistency in the tone of voice and attitude when you teach 教導性
9. Use parallel words or syntactical forms in the outline if possible 平衡語
10. Examine carefully to see if the explanation, application, and motivation are sufficient in the outline. (More to come on this point.) 謹慎