

How to Teach the Bible Part 2: Teaching Outlines
Selected Scriptures

Establish the need: After you study the passage how do you transfer what you learned to those you are teaching?

Purpose: Today we shall begin part two of our series of how to teach the Bible focusing specifically with how to interpret the Bible so that we would be better equipped to teach.

- I. Find the main idea of the passage
 - a. Proof: “Be diligent to present yourself approved to God as a workman who does not need to be ashamed, accurately handling the word of truth.” (2 Timothy 2:15)
 - i. Recall we need to handle God’s Word carefully and accurately.
 - ii. As an application of that, that means we must preach the main idea of a passage if we are going to reflect the overall accuracy of handling the Word of God.
 - iii. Andrew Naselli states: “But in the end, what we preach is the point and argument of the biblical text, as informed by this backdrop, but not replaced by it.”¹
 - b. Practice
 - i. Read the whole passage you are teaching from. Then write down in one sentence what you think the main idea of the passage is.
 - ii. The question you are trying to answer here is: “What does this text say?”
 - iii. Even as you are studying the passage, you study it in mind with trying to find out what the passage is about.
 - iv. After all your studies is over write it down in one sentence what the passage is about.
 - v. Sometimes you have to cut or add the amount of verses you are going to teach from in order to zoom in the one main idea that is being taught in the Scriptures as it is faithful to what Scripture is teaching.
 - c. Example
 - i. Read Roman 1:18-32.
 1. Question: What is the main idea of this passage?
 2. Why would you say it is the main idea of the passage?
 - ii. Say you originally planned to teach on Matthew 18:21-19:12.
 1. Question: What is the main idea of this passage?
 2. As you look at the passage more carefully you realize you have to split the amount of text you are teaching since Matthew 18:21-35 is about forgiveness while Matthew 19:1-12 is about divorce.
- II. Tracing the Argument of the Passage
 - a. Point
 - i. After seeing what the main idea of the passage is about, next we must trace the argument of the passage.
 - ii. Know this: The passage you are reading is not a list of unrelated sentences. Each sentence is related to things before it and after it.
 - iii. It is thus our job to investigate and discover how God is explaining, defending or applying the main point.
 - b. Practice
 - i. Pay attention to connection words: “Connectives such as but, therefore, and because can be hugely important to understanding what an author is arguing.”²
 - ii. Look at how each propositions relate to one another.

¹ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 122.

² Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 123.

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1. By proposition we mean it is a claim that “asserts or states something.”³
2. We identify each clause here and ask how does it relate to other clause and how does it help to make the main point of the passage.
- iii. The following are some (not all) of the kinds of logical relationships between propositions⁴
 1. Coordinate relationships
 - a. Series:
 - i. Definition: “Each proposition makes its independent contribution to a whole.”⁵
 - ii. Connectives: “And, likewise, moreover, neither . . . nor”
 - iii. Example: “Rebecca is a girl and Abigail is a girl”
 - b. Progression:
 - i. Definition: “Each proposition progresses toward a climax, step by step.”⁶
 - ii. Connectives: “Then, an, moreover, furthermore, neither . . . nor”
 - iii. Example: “I came, I saw, I conquer”
 - c. Alternative:
 - i. Definition: “The propositions express alternative possibilities arising from a situation.”⁷
 - ii. Connectives: “or, but, while, on the one hand . . . on the other hand”
 - iii. Example: “Absent from the body, present with the Lord”
 - d. Situation-Response:
 - i. Definition: “One proposition states a situation and the other a response”⁸
 - ii. Connectives: “and”
 - iii. Example: “*Whether then it was I or they, so we preach and so you believed*” (1 Corinthians 15:11)
 2. Support by restatements
 - a. Action-Means:
 - i. Definition: “One proposition states an action, and the other indicates the means by which it occurs.”⁹
 - ii. Connectives: Adverbial participles and infinitives.
 - iii. Example: “*but emptied Himself, taking the form of a bond-servant, and being made in the likeness of men* (Philippians 2:7)
 - b. Comparison:
 - i. Definition: “One proposition states an action, and the other clarifies that action by showing what it is like”¹⁰

³ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 124.

⁴ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 124-129.

⁵ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 125.

⁶ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 125.

⁷ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 125.

⁸ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 125.

⁹ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 126.

¹⁰ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 126.

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- ii. Connectives: As, just as, even as, like.
 - iii. Example: “*Be imitators of me, just as I also am of Christ*” (1 Corinthians 11:1)
 - c. Contrast
 - i. Definition: “The propositions contrast: one is negative, and the other is positive.”¹¹
 - ii. Connectives: But, not.
 - iii. Example: “*We are fools for Christ’s sake, but you are prudent in Christ; we are weak, but you are strong; you are distinguished, but we are without honor*” (1 Corinthians 4:10)
 - d. Idea-Explanation
 - i. Definition: “One proposition states an idea, and other explains it.”¹²
 - ii. Connectives: That is, in other words.
 - iii. Example: “*For I know that nothing good dwells in me, that is, in my flesh...*” (Romans 7:18a)
 - e. Question-Answer
 - 3. Support by distinct statements
 - a. Ground
 - i. Definition: “One proposition makes a statement, and the other gives the ground for it by supporting it with an argument or reason.”¹³
 - ii. Connectives: For, because, since.
 - b. Inference
 - i. Definition: “One proposition makes a statement, and the other draws an inference from it (An inference is a conclusion that one reaches on the basis of evidence and reasoning.”¹⁴
 - ii. Connectives: Therefore, consequently, accordingly.
 - 4. Support by contrary statements
 - c. Example
 - i. Read 1 Corinthians 6:18-20.
 - 1. Question: What is the main idea of this passage?
 - 2. Write out the proposition from the verse that is the main idea.
 - 3. The rest of the propositions in the passage than is supporting propositions. How do they support the main idea?
- III. Outline the passage
- a. Point
 - i. After tracing the argument and relationships between propositions note how this will prepare us outline the passage.
 - ii. Each point is not different than the main idea; it is instead to support the main idea.
 - b. Practice
 - i. Break down all the verses into logical sections using the previous point of making observations of how passages relate.
 - ii. Realize sometimes this takes a longer time than most people realize.
 - c. Example

¹¹ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 126.

¹² Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 126.

¹³ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 127.

¹⁴ Andrew Naselli, *How To Understand And Apply the New Testament* (Phillipsburg, New Jersey: P&R Publishing), 127.

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- i. Read 1 Corinthians 6:18-20. In light of the main idea of this passage, write down an outline for the passage breaking down where each point covers which verses.
- IV. Outline the passage to apply
 - a. Point
 - i. You don't want your sermon or message to merely be a data dump. You want to preach God's Word to apply it!
 - b. Practice
 - i. Now that you have an outline of the passage you need to make the outline to apply to the listeners.
 - ii. You first do this by improving out the main point sentence you wrote of the passage
 1. Modify it to apply by writing it in terms of "You, we."
 2. Write the sentence now with a "so that..." or "in order that..." which answers the question "so what?"
 - iii. Likewise now your sermon points are made to apply too
 1. Modify it to apply by writing it in terms of "You, we."
 2. When you can make each point retain some wordings from the main point to show how each point in your message support the main point.
 - iv. After each sermon points is re-worded, reword your main idea sentence to reflect how many points you have from the passage.
 - v. Again realize sometimes this takes a longer time than most people realize.
 - c. Example
 - i. From our previous example of 1 Corinthians 6:18-20 in light of the main idea of this passage, your outline for the passage now convert them as outlines to apply.
- V. The "4 Ps" of each point
 - a. Practice
 - i. Each point should contain at minimum three Ps and if possible four Ps.
 - ii. These points are:
 1. Point
 2. Proof
 3. Picture
 4. Practice
 - iii. Your "Point" is a statement of the point supporting the main idea of your sermon.
 - iv. Proof is where this idea is taught in the passage.
 - v. Picture is to illustrate the sermon's point. Illustration makes it memorable. There are two reasons to illustrate:
 1. Illustrate to apply.
 2. Illustrate to explain.
 - vi. Practice is discussion of how does this apply to our lives.
 1. It is helpful to talk about what one can do today.
 2. It is also helpful to have application questions to shepherd the heart since the heart is the motivation for why we do what we do.

Appendix 2: The Structure of a Sermon

Passage:

Purpose:

So that....

- I. Point
 - a. Passage: "A" (A)
 - b. Proof
 - i. A
 - c. Picture: A
 - d. Practice
 - i. A

- II. Point
 - a. Passage: "A" (A)
 - b. Proof
 - i. A
 - c. Picture: A
 - d. Practice
 - i. A

- III. Point
 - a. Passage: "A" (A)
 - b. Proof
 - i. A
 - c. Picture: A
 - d. Practice
 - i. A