

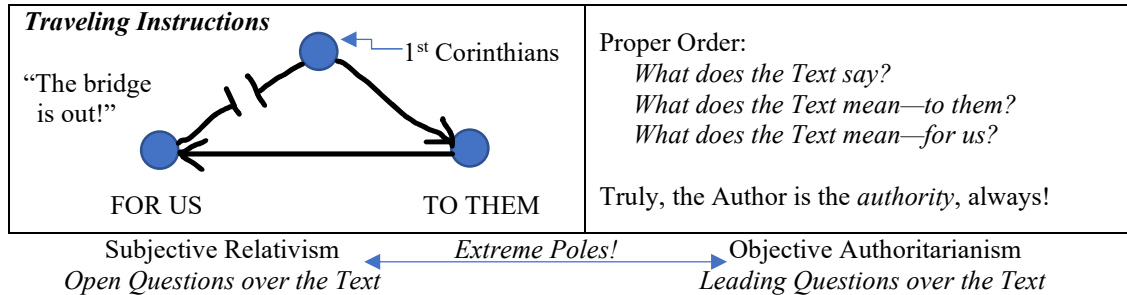
Teacher Training: Lesson 4 – Hook, Look, Took

Review – Table Discussion

What kinds of questions should we use for *us* (“Meditate”) and for *them* (“Motivate”)? What should we avoid? Consider the following question: “What does this passage in the Bible mean to you?”

What do you think about this question? What are some good things about it? Some bad things?

Although the question is an open question and has personal application as part of its goal, we must remember:



Key Question: *How do we structure the lesson, so that the objective Bible gives meaningful and practical answers?* In answering this question, history offers us two approaches:

Rhetoric: Audience → Application (persuasive action) } **To what extent does the Bible use these?**
Logic: Assumptions → Argument (convinced reason) } *Which is used more? Why?*

Both can be good or bad...

It is loving to stir up a group with reminders (Eph. 4:15; 2 Pt. 1:12-15), but ads, manipulation, propaganda,...

It is loving to rejoice in the truth (1 Cor. 13:6), but the Bible uses *moral reasoning* more than philosophy:

What is right conforms to what is true, and what is true corresponds to reality determined by God.

The NT epistles show a clear pattern: **Faith → Love** ← (e.g. Rom. 12:1; Eph. 3:1; etc.)

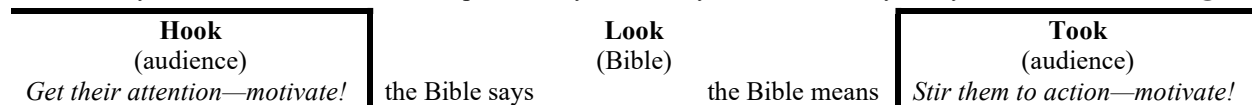
Based on the transformational power of truth in the Spirit (Jn. 8:32; Rom. 12:2; 1 Cor. 4:20; Tit. 3:8),

it is tempting to think that our lessons start with the Bible and end with our students—no need for Rhetoric!

However, the OT prophets, Jesus, and the NT apostles often start with their audience (e.g. Acts 2, 3, 7, 13, 17).

Key Question: *How do we structure the lesson, so that the objective Bible gives meaningful and practical answers?*

We normally need *three* sections. Let me present to you one way—it is a bit corny, but you will remember it. 😊



What are some helpful steps in preparing such a lesson?

<p>Canons of Rhetoric</p> <p>Invention ←</p> <p>Arrangement ←</p> <p>Style</p> <p>Memory</p> <p>Delivery</p>	<p>After meditation, keep listing insights into the Bible and into our lives (“Brain Dump”)—especially insights into how the truth of the gospel applies to our practical problems.</p> <p>Group the related ideas into piles through circles, arrows, or rewriting the list.</p> <p><i>Hard! Critical! Quick! Anticipate the flow (objection, misunderstanding, misapplication).</i></p> <p>Do not start as a logical argument or retrace your study or end with your takeaway.</p> <p>Boring! “Why am I listening to this?” No—start with your audience, as to a spouse.</p>
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Start with the **application**—seek in prayer, “Lord, what is Your *message* for us?” (D. Martyn Lloyd-Jones)

The Text has one main idea, but the intended response for them is not necessarily ours.

As we stated with Open Questions, be open for more application than what you bring to the group.

➔ Craft the **Key Question** that ends the first section (“Hook”) and starts the last section (“Took”).

Write the lesson as a series of questions that lead from one pile of your “Brain Dump” to another.

“A garment is weakest at the seams”—often plan to recite your *transitional questions* verbatim.

Add necessary data and jot down a trigger word for helpful proverbs, parables, and epitomes for possible use.

Plan the “Look” and “Took” sections before the “Hook” section, which (again) must focus on the application.

In each section, lead from the known to the unknown—from knowledge through understanding to wisdom.

The “Hook” section can start with practical problems or “felt needs”—not to mask pain, but seek the cure.

The Assignment sheet on the next page gives instructions for how to follow these steps for a biblical passage.

Teacher Training – Session Five: Workshop

Assignment

Read Ezekiel 8-11 five times out loud.

The genre is apocalyptic literature—poetry brought to life in a story (a vision).

For chapter nine:

Write out twenty questions—both shallow and deep questions.

List the poetic images and feel each one through your imagination.

Where are the structural divisions in the text?

Remember, before considering the meaning *for us*, we must first consider what this word meant *to them*.

Through prayerful consideration, seek insight from the Lord:

What are some possibilities for the main idea of this Text?

What are some possibilities for the intended response of this Text?

Once some insight has been given, consider the meaning of this Text for us today:

Start with the application: *What are some practical issues and areas of our lives today informed by this Text?*

Seek the insight: *How do the truths of this Text inform us on what is right for us to be, think, do, or say?*

As you meditate and as thoughts occur to you throughout the day, write down a list (the “Brain Dump”).

Once you have a sizable list of truths, thoughts, and insights, then start planning the lesson:

Seek in prayer: *Lord, what is Your message for the group?*

Formulate the **Key Question**—at the end of the first section, and at the start of the last section—for example:

What are some ways, means, motives, manners, warnings, insights, etc. that will help us in this area?

What are some reasons, ideas, principals, etc. that empower, guide, instruct us in this area?

Note: The Key Question can often be reformulated as a “How?” or a “Why?” question.

For the “**Look**” section:

Write out three questions that will lead your group to observe what the Text *says*.

Keep in mind the shallow questions you asked, the images you felt, and the structures you discovered.

Write out two questions that will lead your group to discuss what the Text *means*, that is, *to them*.

Add in necessary facts and helpful proverbs (sayings), parables (stories), and epitomes (models).

For the “**Took**” section, lead them from knowledge (what we have learned) through understanding to wisdom:

Start with your Key Question—then add two follow-up questions of discernment and prudence:

What are circumstances that limit or qualify how we apply our answer to the Key Question?

What are some plans that we can intentionally make and commit to the Lord right now?

Finally, craft the “**Hook**” section with the area of application in mind:

Tell a story from everyday life or ask a question that all members can answer from everyday life.

Now lead the group from knowledge (everyday life) through understanding to seeking wisdom:

Ask a question that will intrigue them with a side of the area they likely have never considered.

After teasing them with some follow-up questions or examples, then ask the Key Question.

Workshop Session

Seat the members around tables of six to ten members each.

The goal here will be for each group to formulate a lesson that has **ten questions**:

Hook – Two questions (leading them from the known to the unknown), then the Key Question.

Look – Three questions for what the Bible *says*, then two questions for what the Bible *means* (to them).

Took – The Key Question, then two follow-up questions (leading through discernment to prudent planning).

As a table, discuss and formulate a consensus on the following items (five minutes for each discussion):

What is the main idea of this Text?

What is the intended response for them?

What practical area or issue will we address, and what is our Key Question?

What are the five questions for the “Look” section?

What are the two questions (discernment and prudent planning) for the “Took” section?

What are both the leading question (or story) and follow-up question for the “Hook” section?

Let a spokesman from each group present the lesson to the class.

Let the next table offer some helpful appreciation and suggestions for improvement.

If pressed for time, the tables can pair off and present the lesson to each other to receive their feedback.

Thank the group for their diligence and close the session in prayer.