

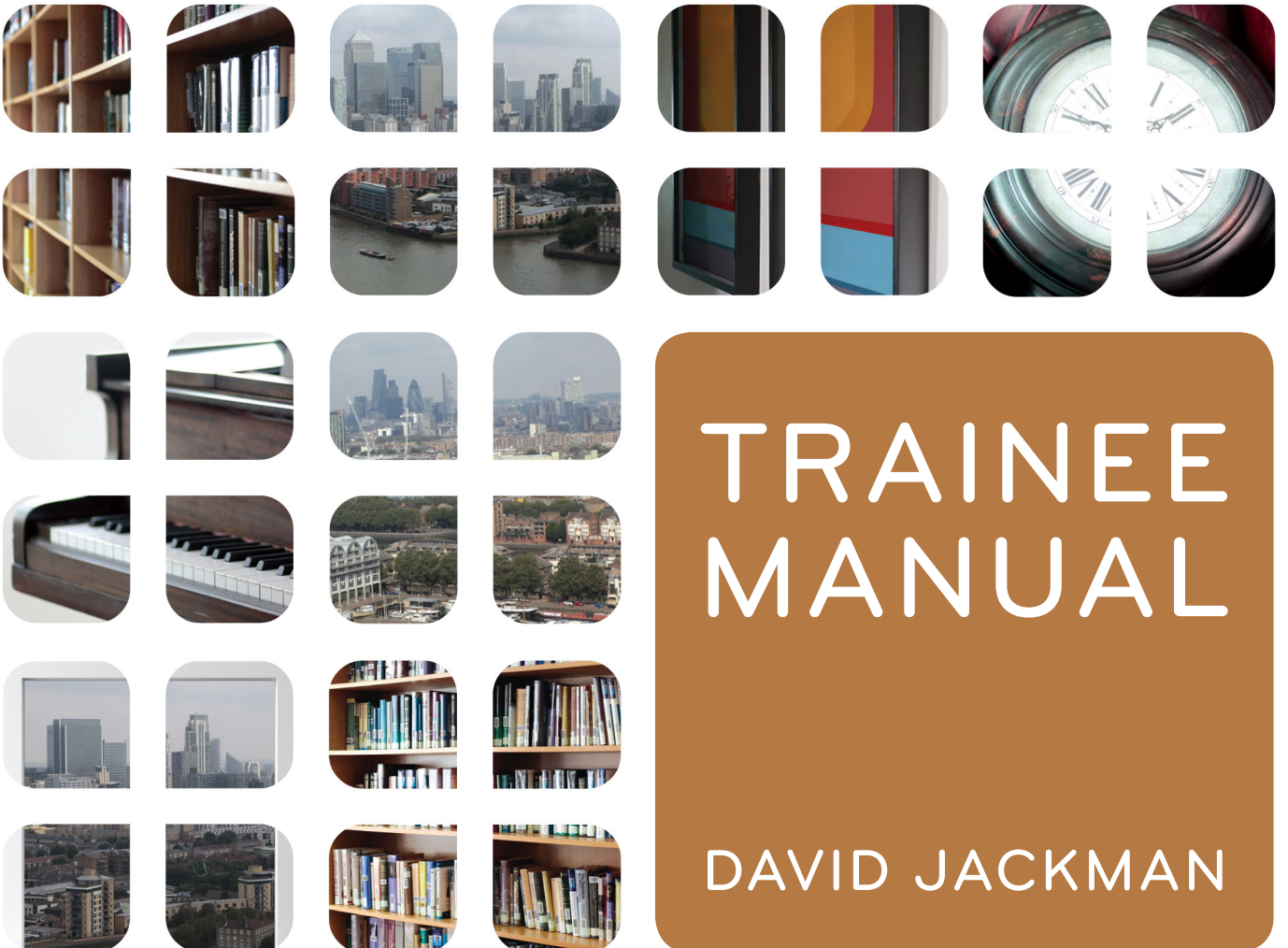


Equipped

TO PREACH THE WORD

MODULE 2

EQUIPPED WITH THE SKILLS











TRAINEE
MANUAL

DAVID JACKMAN

MODULE 2

EQUIPPED WITH THE SKILLS CONTENTS

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As with Module 1, this manual comprises eight training Units. Please complete Module 1 Units 1 to 8 before attempting Module 2. Module 2 starts at Unit 9. Your leader will guide you through each Unit.

Instructions are in *italics*.

This manual uses the English Standard Version (ESV) translation of the Bible.

All videos can be found at www.proctrust.org.uk/equipped

All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be competent, equipped for every good work.

2 Timothy 3:16–17

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UNIT 9

STAY ON THE LINE

VIDEO

Watch Unit 9. Use the space below if you would like to take notes.

DISCUSSION QUESTIONS AND EXERCISES

1. We heard in the video that: “Staying on the Line—teaching what the Bible is saying without deviation or dilution—is vital for the Bible preacher”. Why is it vital?

2. In your particular culture and circumstances, what implications will it have for you to “Stay on the Line”?

3. We heard in the video that in order to keep from being knocked off the line:
 - Don't be more concerned with the interpretation than with what the Bible itself is saying.
 - Don't be more concerned with the congregation's response than with what the Bible itself is saying.
 - Don't be more concerned with the structure of the sermon than with what the Bible itself is saying.

How do these concerns knock us off the line and how can we prevent that from happening?

4. Preachers can come off the line by either adding to or subtracting from the truth of what the Bible is actually saying. Look at the following examples and identify whether they go above or below the line and why. How would you modify them so that they “Stay on the Line”?

Split into small groups of two or three and work through each example. Each group should choose a spokesperson, ready to contribute comments and ideas from the small group to the larger group when we come back together.

Example 1

Romans 8 verse 37 tells us that we are “more than conquerors”. We are not just conquerors but more than conquerors. We have the power to confront any temptation and conquer it. Our prayers can conquer every fear and doubt. We can and will conquer in our relationships, in our witness, in our businesses. In all of our lives we are more than conquerors.

Example 2

Jesus tells his disciples in Mark 10 verses 23 to 25: “How difficult it will be for those who have wealth to enter the kingdom of God!... It is easier for a camel to go through the eye of a needle than for a rich person to enter the kingdom of God.” While it is true that wealthy people often feel little need for religious faith, the picture Jesus uses refers to a small gate in the city walls of Jerusalem, called the Needle Gate, through which a camel could only pass if it first knelt down and all its baggage was removed. It is a picture parable of the humility that wins salvation. Whether we are wealthy or not, we all need to come to God on our knees without all our baggage.

Example 3

When you meet with the trials and troubles of life, do you embrace them and rejoice that they’ve come upon you? 1 Peter 1 verse 6 reads: “In this you rejoice, though now for a little while, if necessary, you have been grieved by various trials”. This verse says you can and should rejoice about the testing and suffering that you face. So let’s embrace our difficulties in this world, let’s rejoice in them, knowing that, as Peter tells us in verse 4, we have “an inheritance that is imperishable, undefiled, and unfading, kept in heaven for us”.

5. Ask someone to read aloud Exodus 3:1–6. How might a preacher today be tempted to go above or below the line? What do you think must be taught in order to “Stay on the Line”?

6. Ask someone to read aloud 2 Corinthians 4:1–7. Split into small groups of two or three to answer this question together: “How does Paul describe the dangers of coming off the line and how to resist them?”

Each group should choose a spokesperson, ready to contribute comments and ideas from the small group to the larger group when we come back together.

HOME STUDY AND PRAYER

These first Home Studies consist of exercises and videos to help develop the skill introduced in the Unit.

The Home Study is identified by being in its own separate window.

Please complete the Home Study below.

Pray that God will equip you with the skills to understand and preach his powerful Word with increasing appetite and ability.

1. Watch Clip 9. Write down anything you find surprising, encouraging or difficult.

2. Read Jeremiah 29:10–14, which includes the famous verse 11: “For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.” How might a preacher today be tempted to go above the line? Are there also dangers of preaching below the line, and if so, in what ways? What do you think must be taught in order to “Stay on the Line”?

3. Watch Discussion Panel 9. Write down anything you find surprising, encouraging or difficult.



UNIT 10



LISTEN TO THE TEXT

VIDEO

Watch Unit 10. Use the space below if you would like to take notes.

DISCUSSION QUESTIONS AND EXERCISES

1. Why is it important to “Listen to the Text”? What are some possible issues that might arise if we do not listen?
2. What are some practical things you can put into place so that you are able to “Listen to the Text”? Split into small groups of two or three and share your answers. Each group should choose a spokesperson, ready to contribute comments and ideas from the small group to the larger group when we come back together.
3. Please open your Bibles to Matthew chapters 3 and 4. At the end of chapter 3, Matthew has narrated the story of Jesus’ baptism, when the Spirit came upon Jesus and the voice of the Father from heaven declared, “This is my beloved Son, with whom I am well pleased”. Listen to the beginning of Chapter 4: “Then Jesus was led up by the Spirit into the wilderness to be tempted by the devil.” Let’s explore together what this verse is saying and what we can learn by listening carefully to this verse.

4. Ask someone to read aloud James 2:18–26. Ask someone else to read aloud just verses 24 and 26. Let's explore together what the text is saying and what we can learn by listening carefully to the text.
5. Ask someone to read aloud Genesis 6:5–9. Ask someone else to read it aloud again. Let's explore together what the text is saying and what we can learn by listening carefully to the text.

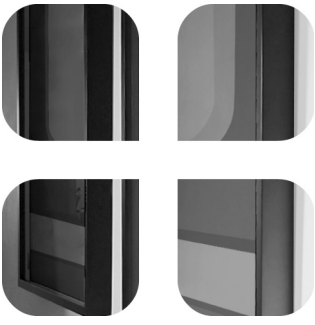
HOME STUDY AND PRAYER

In the previous Home Study you were asked to study Jeremiah 29:10–14 to establish what must be taught in order to “Stay on the Line”, and to think about how a preacher might go above or below the line. Share your answers aloud.

Please complete the Home Study below.

Pray that you would always listen carefully to what God is saying in his Word.

1. Watch Clip 10. Write down anything you find surprising, encouraging or difficult.
2. Read Acts 3:12–16. Practise the skill of listening to the text. What is the text saying and what are the main points of Peter's teaching?
3. Watch Discussion Panel 10. Write down anything you find surprising, encouraging or difficult.



UNIT 11

PUT THE TEXT IN CONTEXT

VIDEO

Watch Unit 11. Use the space below if you would like to take notes.

DISCUSSION QUESTIONS AND EXERCISES

1. We heard in the video that:

A text without a context is a pretext for a proof-text.

Why is this an important principle and in what ways is proof-texting a danger?

Split into small groups of two or three and share your answers. Each group should choose a spokesperson, ready to contribute comments and ideas from the small group to the larger group when we come back together.

2. We heard in the video that:

Every text we study sits in three contexts and we need to recognise these three biblical contexts and work with each of them. First, each text is situated in an immediate context; this will be the writing which immediately precedes and follows it. This in turn sits in the context of the entire book of which our particular text is a part. And the book sits in the context of the whole Bible and the whole sweep of redemptive history.

Let's trace these 3 contexts—the immediate, the book, and the whole Bible contexts—for the story of Joseph and Potiphar's wife in Genesis 39:7–20.

3. Even though every text we study sits in all three contexts, not each of the contexts will be equally important for every text. Sometimes the immediate context will define more clearly the meaning of certain words or phrases within the text itself. Psalm 46:10 is often quoted; it reads: "Be still, and know that I am God." According to the immediate context what does it mean to "Be still"?
4. Sometimes the book context can transform our understanding of a text. Ask someone to read aloud Jude 24–25. How does putting this text in the context of the book help us to understand it?
5. To set the text in the context of the whole Bible is to see how the rest of Scripture relates to our text and to set it within the sweep of redemptive history, in other words in its salvation-historical context. What can we learn by exploring the whole Bible context for the narrative of the feeding of the 5000 in Mark 6:33–44?

HOME STUDY AND PRAYER

In the previous Home Study you were asked to listen to Acts 3:12–16, to work out what the text is saying, and to find the main points of Peter’s teaching. Share your answers aloud.

Please complete the Home Study below.

Pray that your understanding of God’s Word will continue to be deepened and enriched.

- 1. Watch Clip 11. Write down anything you find surprising, encouraging or difficult.**

- 2. Trace the three contexts (the immediate, the book, and the whole Bible contexts) for Matthew 22:41–46, which records Jesus’ confrontation with the religious leaders. How does each of the contexts help us with the meaning and application of the text?**

- 3. Watch Discussion Panel 11. Write down anything you find surprising, encouraging or difficult.**



UNIT 12

BE A TIME TRAVELLER

VIDEO

Watch Unit 12. Use the space below if you would like to take notes.

DISCUSSION QUESTIONS AND EXERCISES

1. We heard in the video that:

Every Scripture owes its origin to a particular moment in time. Every Scripture is written in a particular language with a particular vocabulary and structure that is specific to its author and his audience at that point in history. Every Scripture therefore is culturally and historically conditioned, but that in no way detracts from its unchanging authority as God's infallible Word for us today. What we have to do is to establish its meaning and significance accurately and faithfully to the original text. And that means, that what it meant to the original author and his audience, to them then, will exercise the controlling emphasis over what it will mean to us now. In other words, in our preaching, we need the skill to be a time traveller.

Does that mean that we have to become experts in the culture and ethos of the 1st century world in order to be able to read the New Testament?

2. We heard in the video that:

The Word is now complete. Nothing will be, or could be, added to it. Jesus is the complete revelation of the unseen God and the cross is the completion of God's saving purposes. There is a finished work and a completed Word.

How should these convictions shape our preaching?

Split into small groups of two or three and share your answers. Each group should choose a spokesperson, ready to contribute comments and ideas from the small group to the larger group when we come back together.

3. Our task is to be time travellers. We have to travel back to the original setting and hear God's inspired words in that time, so that we understand their meaning and significance for the original hearers or readers. Then we can travel forward to our time with an authentic message for us, in and through God's living and enduring Word. Ask someone to read aloud Luke 17:11–19. Let's be time travellers.

4. Ask someone to read aloud 2 Peter 1:16–21. Again, our task is to be time travellers. We have to travel back to the original setting and hear God's inspired words in that time, so that we understand their meaning and significance for the original hearers or readers. Then we can travel forward to our time with an authentic message for us, in and through God's living and enduring Word. Let's be time travellers.

5. Watch Clip 12. Discuss anything you find surprising, encouraging or difficult.

HOME STUDY AND PRAYER

In the previous Home Study you were asked to put Matthew 22:41–46 in its immediate, book, and whole Bible contexts, and to show how each helps with the meaning and application of the text. Share your answers aloud.

For Home Study during the rest of the Module you will be preparing 10 minute talks.

Please complete the Home Study below.

Pray that God will give you a deeper confidence in his authoritative, divinely inspired, eternally significant Word.

Using the skills we have explored so far, prepare a 10 minute talk on 1 Thessalonians 5:1–11.

As you prepare, follow the logic of the passage and draw this out as you construct the talk. Listen for the connection words: “But” (verse 4); “For” (verse 5); “So then” (verse 6); and so on. These will help you to find the main points and develop a clear structure through the talk.

Remember to write a theme sentence and an aim sentence as we learned in Module 1.

You may also like to review the Sample Assessment sheet from Module 1. A simplified version can be found on page 24 of this manual.

You may be asked to present this talk when we next meet together.

Note: In order to develop your skills and build confidence, it would be preferable if you did not use commentaries or listen to sermon downloads for the purpose of this exercise.



UNIT 13

SING TO THE THEME TUNE

VIDEO

Watch Unit 13. Use the space below if you would like to take notes.

DISCUSSION QUESTIONS AND EXERCISES

1. What advantages will singing to the theme tune give us in our preparation and preaching?

2. **Look at the beginning and the end of the book.**

Write a theme tune for John's Gospel by examining the beginning John 1:1–14 and the end John 20:30–31.

Split into small groups of two or three to write the theme tune. Each group should choose a spokesperson, ready to contribute ideas from the small group to the larger group when we come back together.

3. **Look for bookends within a book.**

With this in mind, write a theme tune for Luke chapter 15.

Split into small groups of two or three to write the theme tune. Choose a different spokesperson to contribute ideas to the larger group when we come back together.

4. Look for repetition of thought and vocabulary.

With this in mind, discern the theme tune for John chapter 20.

Split into small groups of two or three to write the theme tune. Choose a different spokesperson to contribute ideas to the larger group when we come back together.

5. Choose any book of the Bible (preferably one you have read or studied recently) and identify its theme tune. Share your answer with the group.

HOME STUDY AND PRAYER

In the previous Home Study you were asked to prepare a 10 minute talk on 1 Thessalonians 5:1–11. A volunteer will now present their talk to us. We will then all be involved in the assessment and response, as a vital part of the whole exercise. Please note down the ways in which the talk uses the skills we have explored so far, how the talk differs from your own, and anything that strikes you as important.

Please complete the Home Study below.

Pray that God would grant you a deeper understanding of the Bible and how to proclaim it.

Using the skills we have explored so far, prepare a 10 minute talk on Mark 4:35–41.

Remember to write a theme sentence and an aim sentence as we learned in Module 1.

You may also like to review the Sample Assessment sheet from Module 1. A simplified version can be found on page 24 of this manual.

You may be asked to present this talk when we next meet together.

Note: In order to develop your skills and build confidence, it would be preferable if you did not use commentaries or listen to sermon downloads for the purpose of this exercise.



UNIT 14

MAKE THE APPLICATION

VIDEO

Watch Unit 14. Use the space below if you would like to take notes.

DISCUSSION QUESTIONS AND EXERCISES

1. Some preachers suggest that concern about application in our preaching is unnecessary. They argue that the work of applying the truth is the prerogative and responsibility of the Holy Spirit, which we should not usurp. Therefore we do not need to “Make the Application”. Discuss.

2. We heard in the video that:

Application is built into Scripture.

Application derives from the text in its context, not from the preacher.

Application should be a major concern of our introduction and conclusion.

Application connects the Bible’s message to our world.

Application needs to be relational to our hearers.

Application takes us to Christ as the centre of all the Scriptures.

Which of these do you find most helpful and how will they change the way you approach your sermon preparation?

3. Watch Clip 14. Discuss anything you find surprising, encouraging or difficult.

4. For each of the texts below three possible applications have been provided. Which one would you use in your particular church culture and circumstances, and why?

Split into small groups of two or three and work through each example. Each group should choose a spokesperson, ready to contribute comments and ideas from the small group to the larger group when we come back together.

The narrative of Gideon and the fleece in Judges 6:36–40

Application 1 = We too should “lay out a fleece” before God in prayer to discern God’s will.

Application 2 = In the same congregation, one man’s soul is like Gideon’s moistened fleece, another like the dry ground—which are you?

Application 3 = God is always gracious and will help us overcome our unbelief.

The story of the miraculous catch of fish in Luke 5:1–11

Application 1 = We need to “put out into the deep”, to venture beyond our comfort zones, if we are to be successful fishers of people.

Application 2 = Jesus is the master of the universe, governing even the areas of life we are most familiar with, so we need to obey and follow him.

Application 3 = If you ‘lend your boat’ to Jesus, like Simon Peter did, he will reward you abundantly.

The statement about temptation in 1 Corinthians 10:13

Application 1 = Don’t think that you are a special case when you undergo temptation. Everybody is tempted, but God will get you through.

Application 2 = Don’t be discouraged when you face temptation. The Lord knows how much you can take. He won’t allow you to sink under it.

Application 3 = Don’t be careless about temptation. There is always a way of escape through God’s faithfulness, but you have to use it.

5. Why is it important that our application is Christ-centred?

HOME STUDY AND PRAYER

In the previous Home Study you were asked to prepare a 10 minute talk on Mark 4:35–41. A volunteer will now present their talk to us. We will then all be involved in the assessment and response, as a vital part of the whole exercise. Please note down the ways in which the talk uses the skills we have explored so far, how the talk differs from your own, and anything that strikes you as important.

Please complete the Home Study below.

Pray that the Lord would equip you to understand and apply his Word with life-changing power.

Using the skills we have explored so far, prepare a 10 minute talk on 2 Kings 5:1–15.

Please note that this is only the first half of the story. In the rest of the chapter the focus is on Gehazi, Elisha's faithless servant. The chapter begins with a leper who is an outsider brought in and ends with an insider who becomes a leper and is cast out. However for the purposes of this exercise we will focus only on the healing of Naaman in verses 1 to 15.

Remember to write a theme sentence and an aim sentence as we learned in Module 1.

You may also like to review the Sample Assessment sheet from Module 1. A simplified version can be found on page 24 of this manual.

You may be asked to present this talk when we next meet together.

Note: In order to develop your skills and build confidence, it would be preferable if you did not use commentaries or listen to sermon downloads for the purpose of this exercise.



UNIT 15

BEWARE FRAMEWORK

VIDEO

Watch Unit 15. Use the space below if you would like to take notes.

DISCUSSION QUESTIONS AND EXERCISES

1. We heard in the video that:

Whenever we set ourselves to understand or interpret any text, whether biblical or not, we are unable to approach it without certain preconceived ideas. These preconceived ideas are our framework; our grid; our set of principles, facts, and ideas that we use when we are forming our decisions and judgements. Our framework is personal and unique to us, shaped by our origin and upbringing, the experiences of our Christian faith, the issues occupying our secular culture and so on. Our framework will therefore dictate how we approach, interpret and preach a text. We view any and every text through our framework.

What are the advantages and disadvantages of having a framework?

2. Split into small groups of two or three and each share your answer to this question with your group:

“We all have a framework—what do you think are the major ingredients, and strengths and weaknesses of your own?”

Pray for one another in light of your answers.

3. We heard in the video that:

Our framework is an inevitable factor in our study of every text, but we must not allow it to dictate to us uncritically without our realising what is happening. We need to consciously seek to amend our framework in the light of what we are learning from Scripture every time we preach.

Name some practical ways we can endeavour to do this.

4. Watch Clip 15. Write down anything you find surprising, encouraging or difficult.

5. Philippians 4:13 reads: “I can do all things through him who strengthens me.”

Your framework says that Christ is sufficient for all life’s needs and you want to encourage your congregation to take on new ways of serving and building God’s kingdom. They may think they could never do a particular piece of service (like teaching a children’s Sunday School class; or being involved in open air evangelism) but in the Lord’s strength they can do it. It’s part of the “all things”.

But is that really what the verse is saying? The text needs to question the framework:

Who is the text addressed to and how does that connect to those in our framework?

Do the words and phrases of the text possess the same meanings as those presupposed by our framework?

What is the original purpose of the text and is that purpose reflected in our framework?

Does the text fit in our framework or is it primarily about something else?

6. Exodus 19:4–6 reads: “You yourselves have seen what I did to the Egyptians, and how I bore you on eagles’ wings and brought you to myself. Now therefore, if you will indeed obey my voice and keep my covenant, you shall be my treasured possession among all peoples, for all the earth is mine; and you shall be to me a kingdom of priests and a holy nation.”

Your framework suggests that this is an opportunity to focus on and stress the importance of obedience. Because Jesus himself said, “If you love me, you will keep my commandments” (John 14:15), we should call our hearers to make stronger efforts to obey the law of Christ, as Israel was challenged in these verses to obey and keep the law covenant.

But is that really what the verses are saying? The text needs to question the framework:

Who is the text addressed to and how does that connect to those in our framework?

Do the words and phrases of the text possess the same meanings as those presupposed by our framework?

What is the original purpose of the text and is that purpose reflected in our framework?

Does the text fit in our framework or is it primarily about something else?

HOME STUDY AND PRAYER

In the previous Home Study you were asked to prepare a 10 minute talk on 2 Kings 5:1–15. A volunteer will now present their talk to us. We will then all be involved in the assessment and response, as a vital part of the whole exercise. Please note down the ways in which the talk uses the skills we have explored so far, how the talk differs from your own, and anything that strikes you as important.

Please complete the Home Study below.

Pray that God would deepen your dependence upon his Word and his Spirit.

Using the skills we have explored so far, prepare a 10 minute talk on Hebrews 3:7 – 4:2.

Note that this is a text which relates closely to the subject matter of this Module as it concerns the proclamation and hearing of the Word of God.

Remember to write a theme sentence and an aim sentence as we learned in Module 1.

You may also like to review the Sample Assessment sheet from Module 1. A simplified version can be found on page 24 of this manual.

You may be asked to present this talk when we next meet together.

Note: In order to develop your skills and build confidence, it would be preferable if you did not use commentaries or listen to sermon downloads for the purpose of this exercise.



UNIT 16

ECHO THE BIBLE'S TONE

VIDEO

Watch Unit 16. Use the space below if you would like to take notes.

DISCUSSION QUESTIONS AND EXERCISES

1. We heard in the video that:

The Bible contains an immense range of emotions and a wide range of tones are expressed by Bible writers towards their hearers. We need to recognise the variety of tones that the Bible's human writers are inspired by the Spirit to employ and seek to emulate them.

How can we get better at “Echoing the Bible’s Tone”?

2. We heard in the video:

Don't automatically equate your congregation with the original hearers.

Don't be condescending towards your congregation.

Don't be hostile towards your congregation.

Which of these do you struggle with and why?

Split into small groups of two or three and each share your answer to this question with your group.

Pray for one another in light of your answers.

3. The video identified the following tones:

The tender pleading tone.

The affectionate rebuking tone.

The correcting ironic tone.

The logical persuasive tone.

The penetrating questioning tone.

There are many more tones which we should explore and discern as we study God's Word, for example solemn warning, joyful encouragement, and so on. Choose any text or narrative in the Bible (preferably one you have read or studied recently) and identify its tone. Share your answer with the group.

4. Turn to 1 Kings 19:9 and read the verse (not out loud). In what tone of voice do you think the Lord spoke to Elijah?

5. Watch Clip 16. Discuss anything you find surprising, encouraging or difficult.

HOME STUDY

In the previous Home Study you were asked to prepare a 10 minute talk on Hebrews 3:7 – 4:2. A volunteer will now present their talk to us. We will then all be involved in the assessment and response, as a vital part of the whole exercise. Please note down the ways in which the talk uses the skills we have explored so far, how the talk differs from your own, and anything that strikes you as important.

MODULE SUMMARY AND PRAYER

The skills we have explored in this Module are:

- Stay on the Line
- Listen to the Text
- Put the Text in Context
- Be a Time Traveller
- Sing to the Theme Tune
- Make the Application
- Beware Framework
- Echo the Bible's Tone

As this is the final Unit, write down 3 things that you want to work on in your preaching as a result of this entire Module.

1 _____

2 _____

3 _____

As this is the end of the Module, pray together, for one another.

All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be competent, equipped for every good work. 2 Timothy 3:16-17

SAMPLE ASSESSMENT

SECTION 1: AIM AND STRUCTURE

- Q1 Was there a clear message?

- Q2 Was there a clear structure to the sermon?

- Q3 Was the introduction engaging and appropriate? Did the sermon deliver what the introduction promised?

- Q4 Was there a clear and effective conclusion?

SECTION 2: INTERPRETATION

- Q1 Was the text properly understood and expounded? Did the main points of the text come across clearly?

- Q2 Was the text set in its immediate, book, and whole Bible context? How did that help to clarify the contents?

- Q3 Did the application arise from the text and reflect its main points? Was there a smooth transition from the original hearers then to us now?

SECTION 3: PRESENTATION

- Q1 Were illustrations used effectively to deepen understanding or focus application, or did they distract?

- Q2 How appropriate were the manner of the preacher, the verbal style, and use of language, as well as the pitch and pace and the body language of the preacher?

SECTION 4: GENERAL

- Q1 What was the strongest positive quality of the sermon?

- Q2 What immediate steps could be taken to improve?