

# Improving Our Service



A Men's Training Class  
in Eight Lessons

by  
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## **Table of Contents**

Lesson 1 – Our Responsibility to Improve

Lesson 2 – Announcements

Lesson 3 – Public Prayers

Lesson 4 – Song Leading

Lesson 5 – Around the Lord’s Table

Lesson 6 – Collection from the Saints

Lesson 7 – Public Scripture Reading

Lesson 8 – Sermon Preparation

Lesson 9 – Teaching Bible Class

Supplement 1 – Appearing Before an Audience

Supplement 2 – Overcoming Nervousness or “Stage Freight”

Supplement 3 – Five Types of Prayer

Supplement 4 – Sample “Skeleton” Outline

Supplement 5 – Sample Lesson Plan for Bible Classes

Supplement 6 – Volunteer Sheet for the Men

# IMPROVING OUR SERVICE

## Lesson 1

### Our Responsibility to Improve

#### I. INTRODUCTION.

##### A. Improvement is Needed.

1. This is a “men’s training class.” Can men be trained? Can men improve their service? Yes! It may be harder because adults have bad habits that are hard to break. But, it can be done.
2. Many local congregations are faced with the problem of a shortage of men who are both qualified and willing to participate in the worship service of the local church.
3. One day you may need to serve in a way you are not serving now. We all need to be “ready unto every good work” (Tit. 3:1), and these lessons will help you to be ready.

##### B. Improvement is Important.

1. What a great responsibility and privilege it is to serve the Lord’s congregation!
2. Improvement is taught in the NT with the following words: “grow(th)” (2 Cor. 10:15; Eph. 2:21; 4:15; 2 Thess. 1:3; 1 Pet. 2:2; 2 Pet. 3:18), “add” (2 Pet. 1:5ff), “increase” (Lk. 17:5; 2 Cor. 9:10; Eph. 4:16; Col. 2:19; 1 Thess. 3:12), and “abound(ing)” (Rom. 15:13; 1 Cor. 14:12; 15:58; 2 Cor. 8:7; 9:8; Phil. 1:9; 1 Thess. 3:12; 4:1, 10; 2 Thess. 1:3; 2 Pet. 1:8).

##### C. Improvement of Our Service Improves Our Worship.

1. Worship is to be effective - “in spirit” - and acceptable - “in truth” - (Jn. 4:24). Poor public service in the assembly can turn acceptable worship into ineffective worship.
2. Worship is to be edifying (Heb. 10:24-25). Poor public service in the assembly does not edify.
3. Worship is to be orderly (1 Cor. 14:40). Poor public service in the assembly is not orderly.

##### D. Improvement Starts with Taking Inventory.

1. What abilities do I now have and what abilities do I want to develop?
2. What do I want to accomplish in this course of study? What is my goal or objective?
3. What do I need to pray about?

##### E. Improvement Comes with Participation.

1. Come to the class and review the material. Ask questions and offer suggestions during the class.
2. Volunteer for new assignments and don’t be embarrassed by your mistakes. Have confidence in yourself and remember that this congregation is eager for you to succeed.

**II. A WORD ABOUT THIS CLASS.****A. Why This Class?**

1. This class is designed to...
  - a) Help you start serving in a way you have not served before.
  - b) Help you improve the service you already perform.
  - c) Help you be convinced that you are neither too old, nor too young to serve.
2. This class is not designed to...
  - a) Embarrass or ridicule you. We are all here to help each other.
  - b) See how much you don't know. We want to see how much we are willing to learn.
  - c) Give you some "busy work". We want visible results of improvement in the worship service.

**B. Essentials for a Successful Class.**

1. First, a desire to serve.
  - a) If you really want to serve, you can. We are not discussing impossible tasks.
  - b) If, however, the desire to serve is not there, you will not put forth the effort to serve, and this study will be a failure for you.
2. Second, a desire to learn.
  - a) Some in this class will be learning new things.
  - b) Some in this class will be reinforcing what they already know.
3. Third, a desire to improve.
  - a) The "know-it-all" attitude will not help you improve.
  - b) The "I'm fine where I'm at" attitude will not help you improve.
  - c) The "I can't do it" attitude will not help you improve.

**III. A WORD ABOUT SERVING.****A. God's Servants Are Ordinary Folk Needing Improvement.**

1. OT example: Moses (Ex. 3-4).
2. NT example: 12 Apostles (2 Cor. 4:7).

**B. Nothing to Do?**

1. Beware of the sin of do-nothingness (Mt. 25:14ff; Lk. 10:25ff; 13:6ff; Jn. 15:1ff).
2. Get out of the rut of little or no service! Stop procrastinating!

**C. Basic Requirements for Service.**

1. Authority (1 Cor. 11:3).
2. Competence (Rom. 12:4-8; Jas. 3:1).

3. Proper Example (Rom. 2:19-24; 1 Tim. 4:12).
4. Purpose (Psa. 96:8-9; Mt. 6:1ff; Col. 3:23).
5. Preparation (Ezra 7:10; Acts 4:13; 1 Tim. 4:13-16; 2 Tim. 2:15).
6. Willingness, motivation, enthusiasm, and courage (2 Cor. 8:12; Philemon 14).
7. Opportunities (Esther 4:14; Lk. 13:8-9).
8. Perseverance (1 Cor. 15:58; Gal. 6:9).

**IV. CONCLUSION.**

- A. Let's Go Out Now and Improve Our Service.
- B. Class Motto: "I Will Try To Do Better!"

# IMPROVING OUR SERVICE

## Lesson 2 Announcements

### I. INTRODUCTION.

#### A. Announcements Are Important.

1. Since announcements are considered an unimportant part of the service by some, they are often neglected in their preparation and delivery.
2. If the announcements are made at the beginning of the service, the person making the announcements sets the mood for the rest of the service.
3. You will both excite the audience and prepare them for a great service, or you will lull them to sleep from the beginning.

#### B. Announcements Have a Purpose.

1. They get attention - to establish audience contact.
2. They welcome - to offer a warm first impression.
3. They inform - to offer factual news.
4. They stimulate - to do good works.
5. They transition - to move smoothly into the next part of the service.

### II. FOUR ANNOUNCEMENT MISTAKES.

#### A. Not Punctual.

1. The person making announcements who is late will be unprepared, too rushed, or leave the impression that the announcements are unimportant.
2. Watch the clock and start the announcements on time!

#### B. Not Prepared.

1. The person making announcements who is unprepared will either leave out important announcements, or will say more than is necessary just to fill time.
2. Arrive early at the service to prepare the announcements.

#### C. Not Purposeful.

1. The person making announcements who does not fulfill the purpose of announcements will waste time or misuse the time (see Introduction. B. above).
2. Announcement time is not a time to preach a sermon, tell people what they already know, or pass the time with “filler” material.

#### D. Not Creative.

1. The person making announcements who uses the same worn out, dull, stale phrases every time will become boring and his announcements will be ignored.

2. Change up, when possible, the way you make announcements and what you say in them.

### **III. BETTER ANNOUNCEMENTS.**

A. Be Heard (see Supplement 1).

B. Be Clear.

1. Know the facts.
  - a) Announcements that are wrong with the facts will cause confusion.
  - b) Get all the facts before you go to the front to announce them.
2. Emphasize the facts.
  - a) Announcements where the key facts are not emphasized will not be remembered.
  - b) Facts can be emphasized in one of three ways: 1) speak more slowly, 2) speak more loudly, and 3) repeat the information.
3. Knowing and emphasizing the facts - the five W's and H.
  - a) The five W's: Who, What, When, Where, and Why?
  - b) The H: How?

C. Be Brief.

1. Announcements that are too long will not be remembered and will take important time away from the rest of the service.
2. Say what needs to be announced and then sit down. Get up, speak up, shut up, and sit down!

D. Be Orderly.

1. Announcements that are not arranged orderly will be hard to remember.
2. Follow a standard form for making announcements (use the same announcement form each time).

E. Be Fitting.

1. Announcements that do not fit the occasion of the worship service will mislead the audience as to the purpose of the assembly.
2. It is best not to announce what does not involve the work of the entire church. Check with the men (or elders) first if you have a question about whether or not something should be announced.

### **IV. CONCLUSION.**

A. Let's Go Out Now and Make Good Announcements.

B. Class Motto: "I Will Try To Do Better!"



# IMPROVING OUR SERVICE

## Lesson 3 Public Prayers

### I. INTRODUCTION.

#### A. Public Prayers.

1. There are many aspects of prayer that should be studied: principles of acceptable prayer, positions in prayer, types of prayer, purpose of prayer, parts of prayer, Jesus' example of prayer, how God answers prayers, places and times for prayer, etc. Study your Bibles to learn more about these important areas of prayer.
2. This lesson focuses on the oral aspects of leading a public prayer in the assembly.

#### B. Public Prayers Are...

1. Important.
  - a) You are speaking to the Almighty God of heaven! What a great honor and privilege! You are leading the hearts of men and women to God!
  - b) You influence God and you influence those who pray with you.
2. Needed.
  - a) 1 Timothy 2:8.
  - b) A Christian can learn how to pray better (Mt. 6:9-13; Lk. 11:1).
3. Edifying.
  - a) 1 Corinthians 14:14-17.
  - b) James 5:14-18.

### II. FIVE PUBLIC PRAYER MISTAKES.

#### A. Praying To Be Seen of Men.

1. Matthew 6:5.
2. Concentrate on God, not on the audience around you.

#### B. Praying with Vain Repetitions.

1. Matthew 6:7.
2. Do not use the same worn out, habitual, formalized phrases. This can be distracting or cause a person not to pay attention. Vain, repetitive prayer can be empty and boring instead of fresh and edifying. It is not the words that are a problem, it is the empty, thoughtless repetition of those words. I should ask myself: Am I honestly concentrating on what I am saying in my prayers?
3. Examples of vain repetition:
  - a) "guide, guard, and direct us"

- b) “in the end save us if we have been found faithful”
- c) “if we have been found faithful, give us a home in heaven”
- d) “bless all for whom it is our duty to pray”
- e) “bless thy ministering servants everywhere”
- f) “be with us through the further exercise of this service and on throughout the walks of life”
- g) “ready recollection”
- h) “bring us back at the next appointed time”
- i) “go with us to our respective places of abode”
- j) “we are thankful for another opportunity...”
- k) “partake in a manner well pleasing to thee”
- l) “which represents... blood ... body”

#### C. Praying Too Long.

1. Keep in mind the short attention span of the audience. You don't have to mention everything you think of at one time in your prayer.

#### D. Praying the Same Prayer.

1. Some have one memorized prayer for all occasions.
2. There are several kinds of prayers that should be offered to God: thanksgiving, supplication (petition), praise, confession, and intercession (see Supplement 3).
3. Learn from the examples of prayer offered in the Bible. One way to have different words to say in your prayers is to read your Bible daily and use the language of the Bible verses that you have been reading. Reading the Psalms especially will give you different words to say in your prayers.

#### E. Praying to Preach A Sermon.

1. Remember who you are praying to. You are praying to God, not the church.
2. Remember the purpose of payer: pray to God and with the audience. You do not pray to the audience. The sermon is for preaching, not the prayer.

### III. BETTER PUBLIC PRAYERS.

#### A. Be Heard (see Supplement 1).

#### B. Be Orderly.

1. Announce that you are beginning your prayer with something like, “Let us pray...” This way, all will begin together. Close your prayer “in the name of Jesus” (Jn. 14:13-14; 15:16; 16:23, 24, 26).
2. Organize your thoughts ahead of time. Check the schedule to see if you are assigned for prayer and prepare your mind ahead of time what you will say. Some write down things to pray for and then review their list right before they

pray. Others read from their notes while they are praying. This is perfectly fine to do.

C. Be Respectful.

1. Use language that is appropriate for talking with God. You do not have to pray in “the King James language” (with “thee” and “thou”), but neither should you address God using irreverent words.
2. Say things that are appropriate for the entire congregation and easy to be understood by all, young and old, so that all can truly say “Amen.” Remember, you are leading a public prayer, not a private prayer.

D. Be Sincere.

1. Some seem to “run” through their prayers just to finish quickly.
2. Be yourself. Your prayer should come from your heart, not simply a memorized prayer or a prayer that copies what others say.

E. Be Alert.

1. Be mindful of the specific needs of the church and the worship service. Listen for things said in the announcements, the songs, Bible class, sermon, Lord’s supper, or collection, to include in your prayer. Remember special opportunities also: gospel meeting, lectureship, special Bible class for men and women, visitation group, etc.
2. Be careful not to repeat things that have already been prayed for in the service. If you lead a prayer in the assembly after one has already been led earlier, pray for different things, not the same things.
3. Offer a prayer appropriate to the right occasion of the service: opening prayer, closing prayer, Lord’s supper prayer, contribution prayer, prayer for baptism, or public confession of sin.

F. Be Specific.

1. Pray, calling persons by name, stating exact circumstances, asking for specific requests, etc.

**IV. CONCLUSION.**

A. Let’s Go Out Now and Lead Good Public Prayers.

B. Class Motto: “I Will Try To Do Better!”

# IMPROVING OUR SERVICE

## Lesson 4 Song Leading

### I. INTRODUCTION.

#### A. Singing Leading (Eph. 5:19; Col. 3:16) ...

1. Praises God.
2. Edifies saints.
3. Teaches the lost.

#### B. Song Leading Is Important.

1. With the exception of Bible study (class and sermon), we usually spend more time singing in our worship service than anything else.

#### C. Song Leading Improvement.

1. This lesson does not cover music theory. There is much material available for song leaders who want to study technical aspects of music.
2. This lesson is confined to basic principles of effective song leading - principles that everyone can apply, even those who “cannot carry a tune in a bucket”.
3. We want to avoid two extremes: a) over-emphasize the mechanics of song leading so that the words of the song become secondary; and, b) concentrate on the words only and overlook basic song leading principles that would lead to a confusing song service.

### II. THREE SONG LEADING MISTAKES.

#### A. Cannot Be Heard.

#### B. Cannot Be Seen.

#### C. Cannot Be Followed.

### III. BETTER SONG LEADING.

#### A. Be Heard (see Supplement 1).

1. Announce the number of the song (and title if you wish) loud enough so everyone can hear it. Remember to give the audience time to find the number.
2. Announce the number of verses of the song that you will be leading before you begin the song and again at the end of each verse by using your fingers. Some songs contain a progression of thought in each verse. In this case, all the verses should be led to get the entire thought of the song.
3. Sing out and with confidence so the audience can hear you. If you are shy, work to get over your shyness (see Supplements 1 and 2).
4. You are a song leader. Give the audience something to follow. If the audience cannot hear you there will be confusion.

## B. Be Seen.

1. You are a song leader. The audience must first see you, before they can follow you.
2. Don't bury your head behind the songbook. The audience needs to hear your voice. Don't hide behind the pulpit or keep your arm low if you are beating the tempo. The audience needs to see the beat of your hand. Stand where most or all of the audience can see you.
3. If the audience cannot see you there will be confusion.

## C. Be Understood.

1. Do you know the meanings of the words in each song you are leading? How can you or the audience be "making melody in your hearts to the Lord" and "singing with grace in your hearts to the Lord" if you do not understand what you are saying? Remember, singing is designed for "teaching and admonishing one another" (Col. 3:16). How can this be done if we don't understand the words we are using?
2. There are a few songs in our book that use old English or poetic words that we do not easily understand today. A standard *Webster's English Dictionary* will help you find the meanings of those words. You can then explain briefly the meanings to the audience before you begin. Other songs take thoughts directly from scripture. Those scriptures can be found and read for a better understanding of the song.
3. Examples in *Songs of the Church*:
 

2 -- "cleft of the rock"	475 -- "sweetest frame" and "veil"
37 -- "guerdon"	482 -- "bade" and "succor"
52 -- "chain of loving rite"	496 -- "by[e] and by[e]"
67 -- "Incarnate Word"	528 -- "A wall of fire about me"
100 -- "sue" and "Balm of Gilead"	558 -- "ajar"
105 -- "wondrous measure!"	568 -- "bar" and "bourne"
157 -- "Eden's bowers" and "repine"	591 -- "ether plains" and "borne"
237 -- "vale"	594 -- "Peal"
287 -- "holy lays"	619 -- "Zion"
370 -- "ebon pinion, Brooded o'er the vale"	

## D. Be Orderly.

1. Do you have the correct "pitch" (key)? Songs that are lead too high, or too low, will keep certain members of the audience from being able to sing. Use a pitch pipe to find the correct starting pitch. Remember, the pitch pipe is an aid, not the main attraction! Blow it no louder than you need to. Electronic tuners are also available.
2. Do you have the correct tempo (speed)? Songs that are led too fast or too slow (or constantly changing speed) will distract the audience and make it hard for them to follow. Use simple hand-arm movements to maintain the correct tempo. Remember to use a style of beating time that is easy to follow. A simple back and forth ↗↘ (or up and down ↑↓) motion like a windshield wiper is good. Don't distract the audience with "wild" arm motions. Counting time is an aid, not the main attraction!
  - a) All songs are not to be led at the same tempo. Songs range from slow to fast.

- b) Do not vary the tempo throughout the song unless otherwise instructed in the song by its various markings (for example, “rit.” meaning retard, get slower; “slowly;” “quickly;” “spirited;” etc.). Your hand beat should be constant like the movement of a windshield wiper, pendulum, or metronome.
3. Do you have the correct volume? Just as there are songs with different pitches and different tempos, there are songs with different volume levels (and different volume levels within the same song). Observe the different volume symbols in the song (for example, “p” - soft; “m” - medium; “f” - loud). You may want to announce the change in volume before leading the song and indicate the change with the hand after the song begins.
4. If the audience cannot follow you because of an incorrect pitch, incorrect tempo, or incorrect volume, there will be confusion. It is best to stop the song and then start over if the pitch or tempo of the song is incorrect.

#### E. Be a Leader.

1. Don't let the audience lead you by dragging the song or speeding up the song.
2. You are a song leader, not a song starter, or a song follower. There should be only one song leader at any given time, and that song leader is you. If there are several members of the audience taking the lead at the same time there will be confusion. If you do not lead, someone usually will lead from the audience and this causes confusion.

#### F. Be Creative.

1. Pick out songs to go along with the sermon or that have a similar theme. Use the index in the song book to find songs that are similar in theme. You may want to make brief remarks about the song before you start it, such as: who wrote it, why it was written, what scripture it is taken from, how it relates to the worship service, etc. However, be careful not to let your remarks turn into a mini sermon.
2. Pick out songs that are appropriate for the time they are to be sung. Use the index to help you. Look at the words of the whole song to see if it is appropriate for the Lord's supper, the invitation, etc. You wouldn't want to sing “Are You Coming to Jesus Tonight?” on Sunday morning, and, “Break Thou the Bread of Life” for the Lord's Supper song.
3. Pick out songs with different pitches, tempos, and volumes. Pick out songs that have not been sung in awhile. This will keep all the songs from sounding the same and boring the audience. It is best to practice new songs at a special time, or at home.

#### G. Be Ready.

1. Have your songs picked out in advance. This will allow you to concentrate during the service on the points mentioned above and not have to worry about finding a song. It is difficult to follow the suggestions mentioned above if you are rushing to pick out songs at the last minute.

2. Be ready to stand and lead. Anticipate the ending of the sermon and be ready to stand and lead. A delay between the sermon conclusion and the song of invitation allows the urgency of the call to obey to die.

#### **IV. CONCLUSION.**

- A. Let's Go Out Now and Provide Good Song Leading.
- B. Class Motto: "I Will Try To Do Better!"

# IMPROVING OUR SERVICE

## Lesson 5

### Around the Lord's Table

#### I. INTRODUCTION.

##### A. The Lord's Table.

1. As with the topic of prayer, there are many aspects of this subject that should be studied: institution of the supper; purpose of the supper; names for the supper; elements of the supper; time of observance; participants in the supper; attitude of the participants; etc.
2. This lesson focuses on the oral and mechanical aspects of serving around the Lord's table.

##### B. The Lord's Table Is Important Because...

1. It is a "meal," but not a common meal (1 Cor. 11:20-22).
2. It is a memorial. Jesus, speaking of the supper, said, "do this in remembrance of me" (Lk. 22:19).
3. It is a time for self-inspection. In 1 Corinthians 11:28-29, Paul said that the Lord's supper is a time for "proving" (examination) and "discerning" (discrimination).
4. All that is done around the Lord's table (song, comments, prayers, Scripture reading, serving) must be done in such a way as to assist the brethren in remembering Jesus and their own self-inspection. The Lord's supper is no time for "fun and games".

#### II. THREE LORD'S TABLE MISTAKES.

##### A. Speaking Too Soft.

##### B. Saying Too Little.

##### C. Serving Too Fast.

#### III. BETTER SERVICE AROUND THE LORD'S TABLE.

##### A. Be Heard (see Supplement 1).

##### B. Be Dignified.

1. The Lord's supper is a solemn occasion to remember Jesus' sacrifice.
2. The Lord's supper is a time for quiet meditation: looking backward to Jesus' death; looking forward to Jesus' return; and, looking inward to our own spiritual needs (1 Cor. 11:20-34).
3. The Lord's supper is not to be rushed. Allow time for meditation at the end of serving and take care to handle the containers quietly for the bread and fruit of the vine. The serving is not a race. The men should begin and end serving each row of members about the same time.



**C. Be Focused.**

1. Focus your mind and the mind of the audience on the cross of Christ.
2. First, you can do this by making brief comments about the sacrifice of Jesus without preaching a full sermon. These comments inform the visitors and remind the brethren of the purpose of the supper. Avoid dull, stale, ritualistic, worn out comments around the Lord's table.
3. Second, you can do this by reading a selected portion of Scripture about the sacrifice of Jesus. A list of passages about the death of Christ from both the OT and NT can be posted for this purpose. Choose a different passage each time you serve. Avoid reading passages like Matthew 26:26-28 and 1 Corinthians 11:23-26 every time. Carry this list with you in your Bible. Choose a passage and read through it ahead of time.

**D. Be Prayerful.**

1. The unleavened bread and fruit of the vine are to be blessed with prayer and then passed out (Mt. 26:26-27; 1 Cor. 10:16; 11:23-25). The bread is served first, then the fruit of the vine.
2. Avoid dull, stale, ritualistic, worn out phrases such as: "and may those who partake do so in a manner well pleasing unto Thee;" "we continue our thanks for this fruit of the vine;" etc. Review Lesson 3 II. B.
3. Prayers around the Lord's table are not to tell God the purpose of communion. Don't instruct God. He already knows the purpose of the supper, but He does need to be thanked.
4. Be careful what you say in your remarks and in your prayers. Be scripturally accurate. For example, be careful not to say that our Lord's body was "broken" (1 Cor. 11:24 in KJV; Jn. 19:36; Psa. 34:20). Also, John 6:53-58 and 1 Corinthians 5:6-8 have no connection with the Lord's supper. And, the blood of Jesus, not the blood of God the Father, was shed for our sins.

**IV. CONCLUSION.**

- A. Let's Go Out Now and Excel in Service Around the Lord's Table.
- B. Class Motto: "I Will Try To Do Better!"

# IMPROVING OUR SERVICE

## Lesson 6

### Collection from the Saints

#### I. INTRODUCTION.

##### A. The Collection.

1. As with the topics of prayer and the Lord's supper, there are many aspects of this subject that should be studied: purpose of the collection; time of observance; participants in the collection; attitude of the participants; etc.
2. This lesson focuses on the oral and mechanical aspects of the collection from the saints.

##### B. The Collection Is Important Because...

1. It is our obligation (1 Cor. 16:1-2).
2. It is our privilege (2 Cor. 8-9).
3. It is done "to the glory of the Lord" (2 Cor. 8:19; see also 9:12-13).

#### II. TWO COLLECTION MISTAKES.

##### A. Leaving the Impression It is Unimportant.

##### B. Leaving the Impression It is a Drudgery.

#### III. BETTER COLLECTIONS.

##### A. Be Heard (see Supplement 1).

##### B. Be Accurate.

1. The collection is not a part of the Lord's supper. If the collection follows immediately after the Lord's supper, make it clear to the audience that it is a separate act. Avoid, however, the worn out phrase "separate and apart from the Lord's supper".
2. The collection from the saints is exactly that, from the saints. Make it clear to the audience that visitors or non-members are not obligated to contribute.

##### C. Be Happy.

1. Remember, God loves a cheerful giver (2 Cor. 9:7), and a cheerful collector too (2 Cor. 8:16-24). You also are giving a contribution and it should be done "cheerfully".
2. It's all right to have a smile on your face when you say your remarks about giving and when you prepare to take up the collection. Don't leave the impression that the contribution is a toilsome task with that stone-cold look on your face. Remind the brethren what a great and joyful privilege it is to support, with a free-will offering, the Lord's work of evangelism, benevolence to needy saints, and edification. Smile when you say this.

3. Just like the scripture reading for the Lord's supper, you can read a scripture to encourage giving. A list of scriptures on giving can be posted. Choose a different scripture each time and don't read 2 Corinthians 9:6-7 every Sunday.

**IV. CONCLUSION.**

- A. Let's Go Out Now and Call For a Great Collection.
- B. Class Motto: "I Will Try To Do Better!"

# IMPROVING OUR SERVICE

## Lesson 7

### Public Scripture Reading

#### I. INTRODUCTION.

##### A. Public Scripture Reading Is Important.

1. OT examples: Ex. 24:7; Deut. 31:10-13; Josh. 8:34-35; 2 K. 22:8ff (2 Chron. 34:29ff); and Neh. 8:1-18.
2. NT examples: Lk. 4:16ff; Ac. 13:27; 15:21; 2 Cor. 3:15; Col. 4:16; 1 Thess. 5:27; 1 Tim. 4:13; and Rev. 1:3.

##### B. Public Scripture Reading Should Be Taken Seriously.

1. God speaks to man through public scripture reading. You should read in such a way as not to distract in any way from God's method of speaking to us. Remember, read with dignity. You are reading the most important message to man in the whole world!
2. Man, in general, hears very little of God's word. The Bible is the best seller, but it is hardly read, or heard by many. You should read in such a way as to promote an interest in, and understanding of, God's word.

#### II. SIX PUBLIC SCRIPTURE READING MISTAKES.

##### A. No Preparation or Practice.

##### B. No Announcement or Introduction.

##### C. No Punctuation or Voice Inflection.

##### D. No Volume.

##### E. No Order: too fast, too slow, getting lost, speaking unknown words, mispronouncing words, etc.

##### F. No enthusiasm.

#### III. BETTER PUBLIC SCRIPTURE READING.

##### A. Be Heard (see Supplement 1).

##### B. Be Understood.

##### 1. Before you stand up.

- a) Read through the selected passage of scripture (more than once if possible) to "get the feel" of the passage, before reading it publicly. If you are reading publicly for the first time, it would be good to practice orally several times before it is your time to read. You can practice reading your selected scripture at home before you come to the worship service.
- b) Read from a version that is easy for you to read. Suggestion: *New King James Version* or the *New American Standard Version*.

- c) Understand each word you are reading. It is hard to read something in a convincing manner if you are not sure what it means yourself. You may need to ask someone for a word definition or a word pronunciation. Use a dictionary, if necessary, to look up unknown words. Practice out loud saying hard-to-pronounce words or names. Self-pronouncing Bibles are helpful.
  - d) As time permits, do all you can to understand the passage before you read it (author? date? audience? context? purpose? type of scripture? speaker? etc.).
  - e) If more than one passage is read, you may want to mark each one so you won't be fumbling around trying to find them.
2. Before you read.
    - a) Announce loudly and clearly, the book, chapter, and verse you plan to read, and then give the audience time to find the selected passage. Repeat your announcement.
  3. As you read.
    - a) Be careful not to hold your Bible in front of your face or bury your head in your Bible.
    - b) Maintain eye contact with the audience by looking up from time to time. You can place your finger beside the verse to keep from losing your place.
    - c) Observe punctuation with your voice (comma, period, question mark, etc.).
    - d) Use voice inflection (emphasis) when possible. Do not speak with a weak, monotone voice. The audience should not have to strain to hear you.
    - e) If two or more persons speak in the passage being read, be sure you help the audience distinguish the different persons with different voice inflections.
    - f) Do not speak too fast or too slow.
    - g) Articulate and enunciate. Speak distinctly. Do not slur, mumble, or run your words together.
    - h) Do not distract from the reading with poor posture or distracting movements.
- C. Be Natural.
1. Be yourself. Avoid two things: a) an artificial "pious tone", or "holy tone;" or, b) a sloppy, careless, thoughtless reading.
- D. Be Enthusiastic.
1. Read energetically and enthusiastically.
- E. Be Creative.
1. Select the passage with care. Choose a passage of scripture that goes well with the sermon, Lord's supper, collection, or special occasion.
  2. Choose a passage that carries a complete thought, not just a fragment. Try not to start reading in the middle of a thought or a sentence.

3. Know the background of the passage and give a brief introduction, when necessary, to the passage before you read it.

**IV. CONCLUSION.**

- A. Let's Go Out Now and Provide Good Public Scripture Reading.
- B. Class Motto: "I Will Try To Do Better!"

# IMPROVING OUR SERVICE

## Lesson 8 Sermon Preparation

### I. INTRODUCTION.

#### A. Sermon Preparation.

1. There are two basic aspects to preaching: preparing the sermon and delivering the sermon. This lesson will focus on sermon preparation.
2. For those interested in a detailed study of both sermon preparation and delivery, I would suggest John A. Broadus' work *On the Preparation and Delivery of Sermons*.

#### B. Preaching Is Important Because It Saves (1 Cor. 1:21).

### II. FIVE SERMON MISTAKES.

#### A. Topic Too Broad.

#### B. Good Material, But Poor Organization.

#### C. No Aim or Goal to the Lesson, or Nothing Substantial to Say.

#### D. No Certain Beginning or End to the Lesson, or Unrelated Beginning or End.

#### E. Not Understandable.

### III. BETTER SERMONS.

#### A. Be Heard (see Supplement 1).

#### B. Be Prepared.

##### 1. Select carefully.

- a) You - What are you interested in and what subject are you capable of handling?
- b) Audience - What does the audience need to hear?
- c) Occasion - What is it about the occasion that would demand a certain lesson?
- d) Sermon Type - Do you want to arouse interest, inform, convince, correct, or stimulate? Do you want to preach an expository, textual, or topical sermon?
- e) Time - Will you have enough time to adequately discuss the material you plan to present?

##### 2. Study thoroughly.

- a) Think - Think through the subject as much as you can. If you are preaching on a Sunday morning, for example, start early in the week preparing your lesson. Each day you think about your lesson, you can add to or take away from your outline.
- b) Notes - Write down all ideas, then "boil them down" to your main points. Write out a preliminary outline that will guide you to further reading and study.
- c) Research - Use several Bible versions, a concordance, a commentary, a dictionary, etc. Good Bible study helps can be found on the following websites: 1)

biblehub.com; 2) biblegateway.com; and 3) blueletterbible.org. My personal website (thegoodteacher.com) also has good Bible study helps for sermon preparation.

- d) Extras – Your lesson should focus on the scriptures (what they say, what they mean, and how they apply to us today). However, you can also fill the lesson with some explanation, analogy, quotes, illustrations, interesting examples, stats, striking facts, etc. “Extras” for the sermon come from your daily observations, reading, and conversations with others. You may want to start a simple filing system to preserve your “extras” material for future sermon preparation.

### 3. Organize clearly.

- a) Purpose - Write out a “subject statement,” “thesis statement,” or “purpose statement” that summarizes all the information that you plan to present. What is your main aim or goal in this lesson? Any material introduced in the lesson must first answer this question: “Does it aid any in reaching my main goal?”
- b) Outline - Make a simple, easy to follow “skeleton” outline which contains a summary of the thoughts you plan to present in a logical arrangement (see Supplement 4).
- (1) Title. (Keep the title short.)
  - (2) Text. (Pick a specific scripture that focuses on the lesson.)
  - (3) Thesis Statement. (Make sure the thesis statement reflects all the main points of the sermon in one sentence.)
  - (4) Introduction - Your opening remarks should introduce the aim, goal, or purpose of the lesson (“proposition”), in a way that gets the attention, interest, good will, and respect from the audience. A good introduction will make use of quotation, illustration, question, analogy, references to the subject, reference to the occasion, reference to self, or a startling statement.
  - (5) Body (discussion) - Select a few main points (about 3) to establish, clarify, reinforce, and support the main thought of the lesson. The main points provide the “proof” of the “proposition” (aim or goal of the lesson).
    - (a) Sub-points - Minor points are listed under each main point to support the main points.
    - (b) Transitional statements - These statements give the audience a smooth transition between all the points of the lesson from beginning to end.
  - (6) Conclusion - Conclude the lesson with a brief summary of the whole lesson or the central theme and application of the material with an appeal for action. A good conclusion will make use of the same elements found in a good introduction (see above). Conclude without re-preaching the whole sermon again.



(7) Outline Suggestions:

- (a) Divide your outline into three major parts: Introduction, Body (discussion), and Conclusion.
- (b) Include only one item per point.
- (c) When beginning to preach for the first time, use complete sentences in your outline and phrase the statements as they will be spoken to the audience. Later on, as you get more experience, you can turn your complete sentences into shorter summary statements.

4. Practice repeatedly.

- a) Practice out loud at home before you come to the worship service. This builds confidence.
- b) Read you outline over and over again before you preach it. This will allow you to look at the audience, move around, and not simply “read” the sermon.

C. Be Relevant (see III. B. 1. above).

D. Be Concise (see III. B. 3. above).

E. Be Confident and Convicted.

1. Be confident that the gospel, not you, will convert the audience. Don't begin the sermon with an excuse like “I'm not a good speaker,” or “This lesson is not all that good.”
2. Be convicted that God's word is true, living, active, and powerful. Believe in what you say, so others will believe it too.

F. Be Natural and Enthusiastic.

#### **IV. CONCLUSION.**

A. Let's Go Out Now and Prepare Good Sermons to Preach.

B. Class Motto: “I Will Try To Do Better!”

# IMPROVING OUR SERVICE

## Lesson 9

### Teaching Bible Class

#### I. INTRODUCTION.

##### A. Local Church Bible Classes.

1. We live in age of instant information. We compete with many forms of media: phones, computers, the Internet, etc. The Bible class must be the best that it can be to compete with the worldly wisdom that comes to the members throughout the week.
2. The importance of teaching.
  - a) Christianity is a taught religion (Jn. 6:44-45), not a fought, bought, or caught religion.
  - b) Teaching is a great responsibility and a great privilege.
3. The importance of Bible classes (Mt. 28:19-20).
  - a) The Bible class is not just an appendage tacked on to the church service. Why do we have Bible classes? Habit? Tradition?
  - b) The Bible class is an “arm of the local church” (Deut. 31:12). It is a “reaching arm” – gather people of all ages together (saved and non-saved). It is a “teaching arm” – hear and learn. It is a “saving arm” – fear and obey the word.
  - c) Local churches in the NT had teachers (Acts 2:42; 4:2; 5:21, 25; 11:26; 13:1; 15:35; 18:11; Rom. 12:7; 1 Cor. 12:28-29; 14:6, 26; Eph. 4:11 and 1 Tim. 3:2; 5:17; Tit. 1:9, 11 [the elders]; 1 Tim. 2:7; 4:11, 13, 16; 6:2; and 2 Tim. 2:11, 24 [the preacher]; 2 Tim. 2:2; Tit. 2:3 [the women]).
  - d) Individual Christians are to grow to be teachers (Heb. 5:12).
  - e) Teachers must take their role seriously and use their tongues carefully (Jas. 3:1ff).
  - f) People are brought to God through teaching (Jn. 6:44-45; Rom. 6:17; Eph. 4:21).
4. We must know what is and is not a good Bible class.
  - a) A good Bible class is not...
    - (1) A “party” atmosphere.
    - (2) Built on entertainment.
    - (3) Replacing the scriptures with literature.
    - (4) Dead lecturing or simply taking up time.
  - b) A good Bible class is...
    - (1) Taught by concerned, sacrificial Christians who are willing to know their Bible, their lesson, their students’ needs, and their classroom.

(2) Centered on the Bible (2 Tim. 3:16; 4:2).

B. Let's See How We Can Be Good Teachers, Good Students, and Good Parents of Good Students.

## II. THREE BIBLE CLASS TEACHING MISTAKES.

A. Teachers Who Are Unprepared to Teach or Unwilling to Teach.

B. Students Who Have an Unprepared Lesson or Who Are Unwilling to Learn.

C. Local Church Leaders and Parents Who Are Unwilling to Improve Their Bible Classes.

## III. WHAT CAN TEACHERS DO?

A. Live a Consecrated Life.

1. Ezra 7:10.
2. Teachers are examples (Tit. 2:7-8; Mt. 23:3). Be responsible and live right!
3. Teachers are to be "trustworthy" (faithful), capable, and able to teach God's word (Jer. 23:28; 2 Tim. 2:2; Jas. 3:1ff).
4. Teachers should be genuine Christians, Christ-like, sound in doctrine (2 Tim. 1:13; 2:15; Tit. 2:1), courageous, sincere, dependable, prayerful, loving of souls, cooperative, humble, compassionate, concerned, cheerful, and always growing.

B. Be Teachable.

1. A good teacher is first a good student and a good learner.
2. Like Apollos, be willing to learn more and correct any misinformed thinking you have (Acts 18:25).

C. Plan a Good Lesson.

1. Planning a good lesson is like preparing a good meal to eat.
2. The lesson must be a "balanced diet" (Acts 20:27; Rom. 15:4).
3. The lesson must be a "nutritious, healthy diet" (Mt. 15:9; 16:12; Jn. 7:16-17; 1 Tim. 1:3; 6:3; Tit. 1:11; 2 Pet. 2:1; 2 Jn. 9-10; Rev. 2:14-15, 20, 24).
4. The lesson must be an "age-appropriate diet" (1 Cor. 3:1-2).
5. The lesson must be "flavorful diet" (Psa. 19:10; 119:103).

D. Be Thoroughly Prepared.

1. Consider two expressions: "By failing to prepare you are preparing to fail" and "The more you perspire before your lesson, the less you will perspire during your lesson".
2. Set a good example for the student. Study in advance.
3. Saturday afternoon or Wednesday afternoon is good for review, but not for preparation.
4. Don't stall for time. Often activities are used (in the lower classes) for a substitute because the teacher has not learned the Bible or the lesson.

5. Know the scriptures. Know your Bible and accurately handle it (2 Tim. 2:15)! You cannot teach what you do not know.
6. Make use of study aids (books, computer programs, etc.). Three good websites for Bible study are: biblehub.com, biblegateway.com, and blueletterbible.org.

E. Be Regular and Be on Time.

1. Greet your students and visitors and build a relationship with them so that they will be more interested in what you have to teach.
2. Begin your class with a prayer and then briefly summarizing your previous studies and your current study.
3. If you don't know something, tell the class you will get back with them after you have time to do more study.
4. If you forget your train of thought, don't call attention to it. Just move on to your next point.
5. Move along. Don't take the entire class time to talk about one point within the lesson.

F. Teach the Bible, not Something Else.

1. Some teach only the workbook or an outline from someone else. A workbook is good, but it is just an aid. Focus on teaching God's word (the Bible text), not the words of the author of the workbook.
2. Some teach their "hobbies" (1 Tim. 6:3-4; Tit. 3:9), "strange" doctrines (Heb. 13:9), something outside the teaching of Christ (2 Jn. 9-11), or false teaching (Rev. 14, 15, 20, 24). Some teach only what the audience wants to hear (2 Tim. 4:3).
3. Some teach only activities and busy work. Remember, it is a Bible class, not simply an activities class.
4. Make time for E-E-A: examination of the text, explanation of the text, and application of the text (Deut. 31:12-13; Ezra 7:10, 25-26; Neh. 8:1-18).
  - a) Examination: What does the text say?
  - b) Explanation: What does the text mean?
  - c) Application: What does the text mean to me for my life today?
5. Take time to read the Bible text during class. Do not simply refer to the Bible or paraphrase it; actually read from it. There are often students in the class that have not read the text yet. You can also have students read from the text. This is especially good for younger students.
6. Ask questions from the Bible text, not just from the workbook. Require that the answer come from the Bible text, not just the workbook.

G. Teach, Don't Simply Lecture, Referee, Moderate, Etc.

1. Know what it really means to teach. Teaching is not just being a moderator or referee. Teaching is not just talking. Teaching is not just imparting information. Teaching leads a student from one point (the unknown) to another (knowledge and application).

- Teaching is explaining and the applying God's word. You have not really taught the student until the student is able to repeat the lesson back to you in a understandable way.
2. Know what you're teaching – the Bible, the most important subject in life. A teacher should not be indifferent or lazy toward the class.
- H. Be Enthusiastic, Creative, Personal, Sensitive, Visionary, and Loving.
1. Be challenging while teaching the class, creative in your teaching approach and method, personally involved with the students, sensitive to the needs of the students, looking for the good in a student, and loving them with care.
- I. Vary Their Style of Teaching.
1. Some teachers prefer the "lecture method" of teaching. The advantage of this method is that a teacher can discuss a lot of material in one class period. The disadvantage of this method is that the students are not as engaged as they could be, so they don't learn as much.
  2. Some teachers prefer the "class participation" (student interaction) method. The advantage of this method is that the students learn more through participation (see next point). The students, of course, need to be encouraged by the teacher to prepare their lessons. The teacher needs to tell the students that they will be called upon to participate. The disadvantage of this method is that it takes more time to cover a section of material and a teacher must be able to keep the students "on track" throughout the class and not let a student dominate all the time.
- J. Encourage Participation.
1. A student remembers 10% of what he reads, 20% of what he hears, 30% of what he sees, 50% of what he sees and hears, 70% of what he says as he reads, and 90% of what he says as he does something.
  2. Get students to participate by answering questions in the workbook, reading the Bible, or making comments in response to your questions. Give them time to respond. Don't respond for them. Don't ask a question of a student and then answer your own question. Don't ask questions to discourage or embarrass your students. Call upon your students by name and this will keep them engaged.
  3. Keep lecture to a minimum.
- K. Learn From Teachers in the Bible.
1. Read the gospels and see what Jesus did to teach others. Study his methods and emulate them.
  2. Read the book of Acts and Paul's epistles to see what Paul did to teach others. Study his methods and emulate them.

#### **IV. WHAT CAN STUDENTS DO?**

- A. Teachers Should Regularly Talk to Their Students About What Students Should Do to Be Good Students. Students Should...
- B. Appreciate the Importance of Their Bible.

- C. Have Their Lesson Prepared, Prepared, Prepared (Acts 17:11).
- D. Get Involved. The Teacher Must Work to Keep the Students Involved (see above).
  - 1. Ask and answer questions.
  - 2. Read the Bible.
  - 3. Make applications.
  - 4. A student gets out of class what he or she puts into it.
- E. Support Their Teacher (Gal. 6:6).

## V. WHAT CAN PARENTS DO?

- A. Teachers Should Regularly Talk to the Parents About What Parents Should Do to Encourage Good Bible Study in Their Children. Parents Should...
- B. Set the Right Example for Study.
  - 1. Does your child see you studying your own lesson?
- C. See That Lessons are Prepared.
  - 1. Last minute “flying through the lesson”, or working on the lesson on the way to the church building, is not good preparation.
  - 2. Be enthusiastic about your child’s spiritual learning just like you would be of their secular education at school.
- D. Discuss the Lesson with Your Children.
  - 1. How can we measure success or take accountability? No grades or tests are offered in Bible classes [no one is suspended], so many children grow up feeling that they can get by with nothing and often they do.
  - 2. Family Bible study at home is a good time for discussion, progress evaluation, and accountability regarding a child’s Bible study and learning.
- E. See that the Mind and Body is Prepared.
  - 1. Learning takes place in the mind of a student who is mentally alert. Alert bodies lead to alert minds.
  - 2. Don’t be out late or stay up late on Saturday night. Children should be well and at their physical best when they come to class.
- F. Be Regular and Be on Time.
  - 1. Occasional tardiness cannot be avoided, but habitual absentees and habitual latecomers deprive their children of learning and disrupt the class.
- G. Insist on Good Behavior (Discipline) in Class.
  - 1. Do you know whether or not there is a problem in the class? And if so, is your child involved? Often the parents don’t ask, the teachers won’t tell, and students don’t care.
  - 2. Remember, we are in God’s presence, studying God’s word. Support the teacher when discipline is necessary.

H. Discuss Your Child's Work with the Teacher.

1. We do this with public education (I hope), so why not with the Bible class? Discuss your child's specific needs with the teacher.

I. Volunteer to Teach.

1. This is a good way to set the right example for your children and get your lesson prepared. The local church always needs more teachers, so get involved.

**VI. WHAT CAN LOCAL CHURCHES DO?**

A. Members Can Support the Teaching Program By Working to Train New and Better Teachers.

B. Have Regular Teacher Training Programs.

1. Rotate the teachers around so new teachers are used.
2. Ask specific members to start teaching.
3. Organize a teaching program with a schedule of teachers and subjects for a year. Have good supplies and curriculum on hand for the teachers.

**VII. WHY BETTER TEACHERS AND CLASSES?**

A. Better Bible Classes Make for More Converts (Mk. 6:34; Jn. 6:44-45).

B. Better Bible Classes Make for A Better Defense Against the World (Psa. 119:98-100).

C. Better Bible Classes Make for Strong Christians (Col. 1:28; 1 Tim. 4:16).

D. Lack of Good Teaching Leads Only to Ruin (2 Chron. 15:1-7; 2 Kings 17:28-29).

**VIII. CONCLUSION.**

A. Let's Go Out Now and Teach Great Bible Classes.

B. Class Motto: "I Will Try To Do Better!"

# SUPPLEMENT 1

## Appearing Before An Audience

### I. INTRODUCTION.

#### A. Your Appearance Is Important.

1. How you serve is just as important as what you do to serve.
2. How you serve may distract from what you are doing.

#### B. Your Appearance In All Your Service.

1. Regardless of what you are doing to serve, you will want to keep these principles of good appearance in mind.
2. Review Supplement 1 during each lesson. Each act of public service requires good public appearance.

#### C. Your Appearance Expresses.

1. What we say - *words*.
2. How we say it - *tones*.
3. How we act when we say it - *gestures* and *posture*.

### II. YOUR APPEARANCE.

#### A. Be Heard.

1. Pitch - raise and lower your voice when possible.
2. Rate - do not speak too fast or too slow.
3. Pause - pause, but avoid vocalized pauses like “uhhh,” “ahhh”, or “mmmh.”
4. Volume - face the audience with your head up. Open your mouth and project, speak up, and speak out. Use volume. Use a microphone when possible.
5. Enunciation, pronunciation, and articulation - avoid poor production of sounds in the mouth.
6. Fluency - the flow of words should be smooth.
7. Vocal variety - avoid a monotone delivery.
8. Overall: speak loudly enough to be heard, slowly enough to be understood, and smoothly enough so as not to call attention away from your duties.

#### B. Be Active.

1. Gestures – move your head, arms, and hands in a natural manner.
2. Eye contact - make eye contact with each member of the audience. The audience may question your sincerity or interest in them if you do not look right at them. Avoid looking at the ceiling or floor. Look right at the audience while you are serving them: before, during, and after the service you perform. If the audience does not believe that you are interested in them, they will not be interested in what you are saying or doing.



3. Facial expressions - appropriate to the point being made.
4. Body movement - stand up straight (but not stiff) with arms at the side is a good natural position (but not careless). Avoid unnatural positions like squirming, tugging at clothes, hands in pockets or on hips, standing on one leg, rocking back and forth, glued to the pulpit, draped over the pulpit, etc. Step to your duty with alertness, determination, and in haste. Do not drag your feet.
5. Overall: use appropriate, natural hand gestures, eye contact, facial expressions, and body movements when possible. Small movements attract attention and excitement. Avoid standing still when possible.

C. Be Friendly.

1. Smile while you serve.
2. You must be reverent and serious throughout your service, but you shouldn't look like you are upset or bored.

D. Be Yourself.

1. Develop your own skills and do not try to copy someone else's style.

E. Be Orderly.

1. Avoid distractions - anything that would keep the audience from listening to you or from participating and concentrating in the worship service.
2. Be careful what clothes you wear. Would you wear the same clothes to a banquet, funeral, or wedding that you wear to the church building? If not, then change your clothes. Do not dress in a sloppy manner to serve. Do not wear clothes with large letters, logos, or symbols that may distract from your service.
3. Don't feel that you have to apologize for every mistake you make or explain your mistakes in detail. Correct your mistakes without drawing much attention to them.

### III. CONCLUSION.

- A. Let's Go Out Now and Present Ourselves Properly to Those Whom We Serve.
- B. Class motto: "I Will Try To Do Better!"

## **SUPPLEMENT 2**

### Overcoming Nervousness or “Stage Fright”

#### **I. INTRODUCTION.**

##### **A. Have You Experienced Nervousness?**

1. Trembling knees or hands, “butterflies” in the stomach, pounding heart, shortness of breath, trembling voice, dry throat, memory blank, etc.?
2. “Stage fright” is a mental and physical problem.
3. You are not alone. This is common and normal to all who serve publicly. Your situation is not hopeless or helpless.

##### **B. Will You Become a Slave to Fear?**

1. Don’t let fear prevent you from serving publicly.
2. The greatest failure of all is not trying and failing, but never trying at all.

#### **II. THREE CAUSES OF NERVOUSNESS.**

A. Not Practiced – this is solved by doing something over and over again until it is right.

B. Not Prepared – this is solved by planning ahead of time exactly what you will be saying and doing.

C. Not Perfect – this solved by realizing that we all make mistakes (even the experienced ones) and not to be overly worried about making mistakes. Except your mistakes and move on.

#### **III. SEVEN CURES FOR NERVOUSNESS.**

A. Choose an Interesting Topic to Speak About.

B. Master the Topic Thoroughly.

C. Concentrate on Your Message, Not Yourself.

D. Think of Your Audience as Friendly Individuals.

E. Use Natural Body Movements While You Speak.

F. Remember Some Nervous Tension is Actually Good.

G. Know That Experience Builds Confidence, So Use Every Opportunity to Serve.

1. The more you serve publically, the less nervous you will be.
2. Volunteer as much as possible for different kinds of service (singing, Lord’s supper, prayer, etc.) and your nervousness will decrease.

#### **IV. CONCLUSION.**

A. Let’s Go Out Now and Overcome Nervousness.

B. Class Motto: “I Will Try To Do Better!”

## **SUPPLEMENT 3**

### Five Types of Prayer ( I-A-C-T-S )

#### **I - Intercession**

Psalm 28:9  
Philippians 1:3-4  
1 Timothy 2:1

#### **A - Adoration (Praise)**

Psalm 34:1-3; 48:1  
Daniel 9:4  
Nehemiah 1:5

#### **C - Confession**

Psalm 32:1-6; 51:1-9; 66:17-20  
Acts 8:22-24  
1 John 1:9

#### **T - Thanksgiving**

Psalm 116:12, 17  
Philippians 4:6  
1 Thessalonians 5:18

#### **S - Supplication (Petition)**

Mt.7:7-11  
Jas.1:5  
1 Jn.5:14-15

Note: Only a few examples of each type of prayer are listed here. There are many more found in the Bible. Begin to study your Bible looking for each type of prayer. You may want to write the letters of "I-A-C-T-S" in the margin of your Bible to identify each type prayer you find. You may find a prayer wherein more than one type is used (see Nehemiah 1:4-11). When you find an example of a prayer, use the wording and manner of the person praying in your own prayers. Faithful Bible characters who prayed to God can be a great example to us in our prayers. Work to include different types of prayer when leading a public prayer. If there is one type of prayer that you often leave out (for example, adoration or praising God), then work to include that type of prayer each time you lead a public prayer.

**SUPPLEMENT 4**  
Sample "Skeleton" Outline

TITLE: \_\_\_\_\_

SCRIPTURE TEXT: \_\_\_\_\_

THESIS STATEMENT:

\_\_\_\_\_

\_\_\_\_\_

I. INTRODUCTION (TELL THEM WHAT YOU ARE GOING TO SAY).

A. First point \_\_\_\_\_

B. Second point \_\_\_\_\_

C. Transition statement \_\_\_\_\_

II. BODY (TELL THEM).

A. First point \_\_\_\_\_

1. Supporting point \_\_\_\_\_

2. Supporting point \_\_\_\_\_

3. Supporting point \_\_\_\_\_

4. Transition statement \_\_\_\_\_

B. Second point \_\_\_\_\_

1. Supporting point \_\_\_\_\_

2. Supporting point \_\_\_\_\_

3. Supporting point \_\_\_\_\_

4. Transition statement \_\_\_\_\_

C. Third point \_\_\_\_\_

1. Supporting point \_\_\_\_\_

2. Supporting point \_\_\_\_\_

3. Supporting point \_\_\_\_\_

4. Transition statement \_\_\_\_\_

III. CONCLUSION (REVIEW WHAT YOU HAVE TOLD THEM).

A. First point \_\_\_\_\_

B. Second point \_\_\_\_\_

## Supplement 5

### Sample Lesson Plan for Bible Classes

*Note: The elements of this lesson plan have been taken from the core ideas found in John Milton Gregory's "The Seven Laws of Teaching" (Baker Book House, 1993). Feel free to draw up your own lesson plan using this one as a guide.*

#### I. LESSON.

A. Lesson Title or Number: \_\_\_\_\_

B. Lesson Text: \_\_\_\_\_

C. Lesson Aims and Objectives: \_\_\_\_\_

D. Lesson Materials: \_\_\_\_\_

#### II. CLASS PRESENTATION.

A. Lesson Introduction (\_\_\_\_\_ minutes).

1. Brief review of previous lessons.
2. Connect and transition into the new lesson.

B. Lesson Presentation (\_\_\_\_\_ minutes).

1. Research.

- a) Who? \_\_\_\_\_
- b) What? \_\_\_\_\_
- c) When? \_\_\_\_\_
- d) Where? \_\_\_\_\_
- e) Why? \_\_\_\_\_
- f) How? \_\_\_\_\_

2. Main points.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

3. Reinforcement activities and exercises.

a) Student impression.

- (1) Bible reading.
- (2) Visual aids, PowerPoint, etc.
- (3) Room decorations, bulletin board, marker board, displays, charts, maps, etc.

b) Student expression.

- (1) Real life illustrations, stories (from teacher and student).
- (2) Word definitions or explanations.
- (3) Question and answer, workbooks.
- (4) Problem solving.
- (5) Student interaction, conversation, and expression.
- (6) Student research, homework assignments, and projects.
- (7) For smaller children: games, puzzles, songs, hand work, role play, drills, etc.

C. Lesson Application (\_\_\_\_ minutes).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

D. Lesson Review (\_\_\_\_ minutes).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### III. CLASS EVALUATION.

A. Student Evaluation (\_\_\_\_ minutes).

1. Knowledge - Can the student recall the information presented in the lesson?
2. Comprehension - Can the student explain the information presented in the lesson?
3. Application - Can the student apply the information presented in the lesson to personal situations or needs?
4. Analysis - Can the student distinguish between the different parts of the information presented in the lesson and state the relationship of each part?
5. Synthesis - Can the student combine the different parts of the information presented in the lesson to make one orderly whole out of the lesson parts?
6. Evaluation - Can the student make judgments about the information presented in the lesson?

B. Teacher Evaluation (outside of class).

1. Preparation - How well did I know my lesson? (Law 1).
2. Presentation - How well did I present my lesson? What was my interest, my language, my order, my guidance, and my review? (Laws 2 -7).

**Supplement 6**  
Volunteer Sheet for the Men

Name: \_\_\_\_\_

I am currently doing the following:

\_\_\_\_\_ making announcements

\_\_\_\_\_ leading public prayer

\_\_\_\_\_ leading singing

\_\_\_\_\_ waiting on the Lord's table

\_\_\_\_\_ collecting the offering

\_\_\_\_\_ reading the scripture publicly

\_\_\_\_\_ preaching a sermon

\_\_\_\_\_ teaching a Bible class

I would like to learn how to do the following:

\_\_\_\_\_ make announcements

\_\_\_\_\_ lead a public prayer

\_\_\_\_\_ lead singing

\_\_\_\_\_ wait on the Lord's table

\_\_\_\_\_ collect the offering

\_\_\_\_\_ read the scripture publicly

\_\_\_\_\_ preach a sermon

\_\_\_\_\_ teach a Bible class