

PORTABLE BIBLE SCHOOL TEACHER TRAINING MANUAL



EVANGELISM RESOURCES

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Purpose of this manual:

The purpose of this manual is to provide strategies for those who have been called by God to train Portable Bible School teachers on how to teach the Portable Bible School curriculum. This step-by-step guide is intended to be delivered in six days. However, it can be adapted to fit a variety of communities, cultures, and practical needs. This manual is meant to be read and studied prior to teaching. In the classroom, the Teacher Trainer should only use the textbooks designed for the Portable Bible School curriculum. These include: *Called to Shepherd God's People* and *The Tentmaker's Manual*. Of course, the Bible serves as the foundation for all teaching.

In order for this course to become rooted among the people to whom it will be delivered, the Teacher Trainer must be surrendered to Christ, allowing the Holy Spirit to breathe His power and life into each session. In this way, fullness and vibrancy will be brought into the learning community.

As we wrote this step-by-step manual, the image of Ezekiel and the valley of dry bones came to mind. In Scripture we read, "This is what the Sovereign LORD says to these bones: I will make breath enter you, and you will come to life. I will attach tendons to you and make flesh come upon you and cover you with skin; I will put breath in you, and you will come to life. Then you will know that I am the LORD" (Ezekiel 37:5-6).

It is our prayer that this manual will not remain skeletal in the valley of dry bones but will be placed into the hands of those who have been called by God to train those who will teach the Portable Bible School curriculum. We pray that the Holy Spirit will breathe life into all those who will be impacted. As God called the dry bones, we also cry out to all people, everywhere— Come to life and live!



Our Mission

Evangelism Resources is a non-denominational mission accelerating the harvest by training indigenous people as church planters, evangelists, pastors, and lay leaders. Evangelism Resources partners with overseas ministries to mobilize disciples, especially among unreached people groups.

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Unit One

Session 1: 90 minutes

Textbook: *Portable Bible School Teacher Training Seminar*

The Purpose of Portable Bible Schools

THE BIBLICAL BASIS FOR PORTABLE BIBLE SCHOOLS

- From the beginning of the Bible to the end, God is working to bring fallen people back into fellowship with Him.
 - In Genesis 12:1-3 God tells Abram (who would later be called Abraham) that through him all peoples of the earth will be blessed.
 - ASK: How would this blessing from God happen?
 - ASK: How would all people groups or nations be blessed through Abram?
 - ANSWER: God's blessing came through Abram's offspring. Through Abram's family line, Jesus Christ was born.
 - ANSWER: Jesus' life, death, and resurrection made it possible for all people to be reconciled to God through faith in Him.
 - Abram's offspring were the people of Israel.
 - They were to bear God's Name in holiness as a witness to the surrounding nations.
 - We can read about the historical account of the ancient nation of Israel in the Old Testament.
 - Later, Jesus gave this responsibility to the Church (Matthew 21:43).
 - Revelation 7:9-10 provides us an image of the fulfillment of God's promises.
 - We read about heaven as having a "great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and before the Lamb."
- The heart of God's will for those who follow Him:
 - Making disciples, baptizing them, and teaching them all of God's Word are the central commands of the Bible.
 - Matthew 28:18-20 states, "All authority in heaven and on earth has been given to me. Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always to the very end of the age."
- The Great Commission is connected to the second coming of Jesus Christ.
 - Matthew 24:14 states that the "gospel of the kingdom of God will be preached in all the world as a testimony to all nations [or people groups] and then the end will come."
 - With the numbers that are being reported through many mission agencies throughout the world, we believe we are very close to seeing the task completed.

- 2 Peter 3:11-12 states, “Since everything will be destroyed in this way, what kind of people ought you to be? You ought to live holy and godly lives as you look forward to the day of God and speed its coming.”
- Not only can we hasten the return of Christ by our labor, but we can speed His coming by living holy lives.
- All four gospels contain the Great Commission.
- Matthew 28:18-20 outlines the great commission as having four “All’s.”

The Four “All’s” in Matthew 28:18-20

1. Jesus has been given *all* the authority of God.
2. We are to go to *all* people, proclaiming the gospel of Christ.
3. We are to follow and obey *all* that God has commanded us.
4. We are to trust the promise that the Holy Spirit is with us *always*.

- In Matthew 9:38 we read Jesus’ exhortation to us: “Ask the Lord of the harvest, therefore, to send out workers into his harvest field.” We cannot overemphasize prayer.
- Praise God that we are seeing people coming to faith in Jesus in unprecedented numbers.
- Remind students that the church needs more workers to reach all of the unreached people of the world.

THE GREAT NEED¹

- 2.3 billion people of the world’s population identify themselves as Christian.
- 50,000 people are baptized each day.
- Between 2015 and 2020 over 5 million churches were established.
- Only 5% of the 2.2 million pastors who are serving in the world have received formal training.
- There are 7.8 billion people in the world, with 40% of them still needing to hear the gospel of Christ.²
- It was predicted that nearly 70% of the 5 million churches established between 2015 and 2020 would fail. We believe this was due in part from the lack of Christian leadership training for lay pastors in areas of the Bible, Doctrine, Homiletics, Pastoring, and Holy Living.
 - To meet this need, the global church needs to train 1,000 new pastors each day to shepherd these new believers and these new churches.
 - We need to pray for more shepherds to be trained daily!
 - *Given the widespread growth of world Christianity, especially in areas of Africa, Asia, and South America, we ask ourselves: How many more churches will be established in the next five years?*

Who will lead these new churches; who will shepherd these new believers?

Let us pray this prayer every night and every morning:

Lord of the harvest, send more workers into your harvest field.

Lord, send *me* into your harvest field.

PORTABLE BIBLE SCHOOLS HELP MEET THIS GREAT NEED

- Local churches are formative, worshiping communities that send workers into the harvest field.

¹ Statistics according to the Lausanne Committee (2015).

² As of January 2020.

- PBS comes alongside the local church to help it be what God has called it to be—a reproducing sending community for God’s missional activity.
- PBS is not designed to start new denominations.
- PBS reflects the role of the Holy Spirit, the *Parakletos*, as the “One who comes alongside to help.”
- How the PBS is designed to meet this need:
 - It is time-tested: The PBS program began in 1986. Since then, over 160,000 men and women have been trained and equipped to serve as lay pastors in churches and small groups in approximately 20 nations. Thousands of house churches have been planted.
 - It is time-efficient: In just eight weeks, people are equipped to lead a small group of Christ-followers and to train others to do the same.
 - It is cost-efficient: Evangelism Resources pays 12 US dollars per student. This helps pay those who are teaching and for class materials. In most cases, the PBS takes place near students’ homes, so no long-distance travel or lodging is required.
 - It is flexible: It can be held anywhere, including difficult areas. PBS trains people “where they are” and has been taught in classrooms, homes, prisons, refugee camps, hospitals, under trees, and on rooftops. The schedule is also flexible.
 - It is far-reaching: The PBS program allows for a wider scope of disciples to be trained as lay pastors, filling the leadership gap among churches who cannot send their leaders to seminary or Bible school. A locally trained leader is well-known, understands the context, and is more likely to continue to serve the local church long-term.
 - It is contextual: It allows local lay pastors to teach Scriptural truth within the cultural context of the local people. It is held where the students live. Giving lay leaders the knowledge and skills to serve as lay pastors increases the confidence and capacity for growth in evangelism and discipleship efforts of their particular denomination.

- EXAMPLE: “I am the bread of life” and “I am the sweet potato of life.”
- ILLUSTRATIVE STORY: Share a story from your own experience that illustrates the importance of any one of these six categories.
- ASK: How might Portable Bible Schools be beneficial where you live or minister?

HOW DOES THE PORTABLE BIBLE SCHOOL OPERATE?

- Six important people in the PBS:
 - **Evangelists** go into a city or village to evangelize among the surrounding towns or villages and form cell groups from the new believers. If the city or village already has a local church established, evangelists will work with the local church.
 - **Students** are future lay pastors who have been called by God to lead small groups and churches. Each cell group chooses one or more of its members to attend a PBS. (Students may be selected in other ways as well, according to the context of the local area.)
 - **Teachers** conduct the full PBS curriculum to the students who will become lay pastors.
 - **Field supervisors** are experienced church leaders, preferably pastors, who supervise the fieldwork of PBS students during the coursework and mentor the PBS graduates after the course is completed.
 - **Trainees** are the students who are taking the PBS Teacher Training seminar. The purpose of this seminar is to teach experienced church leaders and/or lay pastors: 1) how to teach the PBS curriculum; and 2) how to become Teacher Trainers.
 - **Teacher Trainers** are experienced church leaders who are knowledgeable about the PBS curriculum, have completed the PBS Teacher Training Seminar either online or in person, and are part of a team that teaches this seminar to trainees.

THE HISTORY OF PORTABLE BIBLE SCHOOLS

- The beginnings in the Democratic Republic of the Congo (DRC), 1986:
 - At that time there were about 70,000 villages in the DRC. There were many Christians in these villages, but only 10,000 villages had pastors. That left millions of believers as “sheep without shepherds.”
 - Evangelism Resources (ER) developed the PBS program to meet this need. Initially the PBS was going to be a tent in the back of a pickup truck that would move from village to village, but now it transports the teachers into villages, where they train students in their own contexts.
 - The church in the DRC is now very strong, thanks in part to God’s work through the PBS.
- Expansion into India, 1991:
 - ER introduced the PBS program to several Indian Christian leaders during a series of visits in the early 1990s.
 - The Reverend Lazarus Lalsingh was an Anglican priest in southern India. Over a 15-year period, he evangelized villages in his area and baptized over 2,000 people. At the time, this was a tremendous number. He then learned about the PBS program. After receiving PBS training, he began holding PBS in his area. Fifteen years later, 70,000 people had been baptized.
 - The difference: using the tools learned in PBS, he began to disciple people to copy the work he had done, equipping them to serve as lay pastors.
- Expansion Worldwide:
 - Today PBS training is held across Africa, India, and in several other nations in Asia and Latin America.

WHAT IS TAUGHT IN THE PORTABLE BIBLE SCHOOL?

- Textbooks for PBS students and teachers:
 - *The Bible*: The true Word of God is the foundation for our knowledge, understanding, and lives as disciples of Jesus Christ.
 - *Called to Shepherd God’s People*: Written in the 1990s by Thelma Braun, one of the founders of PBS, as the primary student textbook. It contains 200 lessons, to be taught over the course of eight weeks.
 - *Portable Bible School Teacher Training Manual*: This is a detailed guide for the Teacher Trainer and for the trainees on how to teach PBS material. It provides examples of lesson plans, charts, and information about the PBS program.
 - *Tentmaker’s Manual*: This is a helpful resource designed to train young people to win their peer group to Christ and then train those they lead to Christ to be disciple makers. The booklet contains over twenty lessons, taught over a three-day period. It is included in this seminar because it provides seven different soul-winning methods.
- Subjects taught:
 - How to teach the Bible: an overview of every book of the Bible.
 - How to teach basic Christian doctrine: an overview of ten core doctrines of the faith.
 - How to preach from the Bible: five different methods of sermon preparation and organization.
 - Pastoral skills: basic pastoral skills needed to shepherd churches and small groups within their situations and contexts.
 - Holy living: personal holiness and spiritual growth.

Skills and Knowledge for Christian Leadership	Lessons in <i>Called to Shepherd God's People</i>	# of Lessons
Know and teach the Bible	Old Testament Books	20
	New Testament Books	20
Know and teach Bible doctrines	Doctrine	40
Prepare and preach sermons	Homiletics	40
Lead the church, care for people	Shepherding the Flock	40
Live a holy life, keep growing	Holy Living	20
Work with own denomination and other denominations	Denominational Relationships	20
		200 total lessons

Pray over this material and ask God to help you as you plan how and where you will use this strategy to do your part in finishing the task.

Session 2: 45 minutes

Textbook: *Called to Shepherd God's People*

Books of the Bible

Teaching by the Teacher Trainer

Outline:

- a. Introduction to the Section*
- b. The Sample Lesson*

a. Introduction to "Books of the Bible" (5 minutes)

- The Bible is where God reveals His character, His plan, and His will for His creation.
- The Bible is the chief resource that He has given us for knowing Him and for shepherding His people.
- God's Word is truth, and this is what we want to impart to our trainees and PBS students.
- Paul, an experienced apostle wrote to Timothy, a young pastor, in 2 Timothy 2:15: "Study to show yourself approved before God, a worker that does not need to be ashamed, rightly dividing the word of truth."
- As a trainer of PBS curriculum, it is important to emphasize to the trainees the importance of teaching others from the whole Bible; "It takes a whole Bible to make a whole Christian" (A.W. Tozer).

SAMPLE ILLUSTRATION: Imagine trying to navigate in a place you've never been with an incomplete map. With an incomplete map, you might end up completely lost! In a similar way, if we teach only certain parts of the Bible, our students will be misled. They will not be able to follow God's whole redemptive story.

- The Old Testament reveals God's promises, plan, and preparation for the coming of the Messiah.
- The New Testament shows the fulfillment of these things through Jesus' birth, crucifixion, and resurrection.
- The New Testament shows us the glorious future when the entire creation will be redeemed.
- The overarching redemptive story of the whole Bible: God has been working throughout human history to bring redemption and renewal to all of creation.
- PBS includes lessons that provide an overview of all the books of the Bible, and all must be taught.
- Read aloud the first paragraph of the "Introduction" from the section labeled "Books of the Bible" in the textbook.

b. The Sample Lesson (40 minutes)

LESSON # 4: LEVITICUS, NUMBERS AND DEUTERONOMY

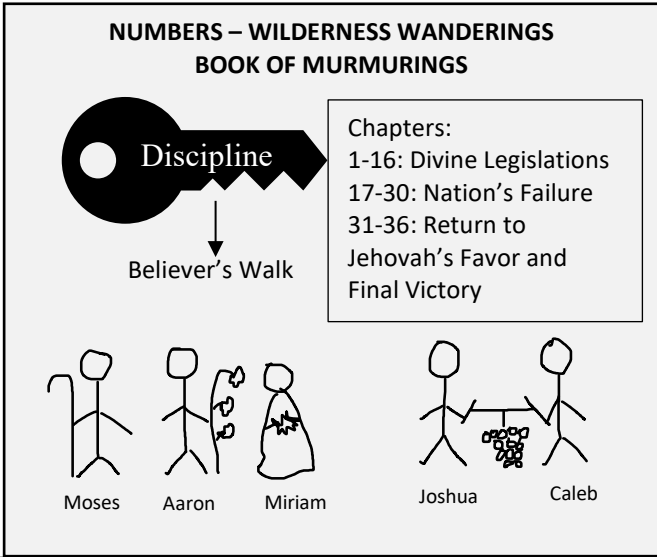
- This lesson provides an example of how to teach a lesson that covers multiple books of the Bible.
- Each time we begin a lesson, we pray and ask God to be our guide and helper. Below is an example:

Dear Lord, what we know not, teach us; what we have not, give us; what we are not, make us. Amen.

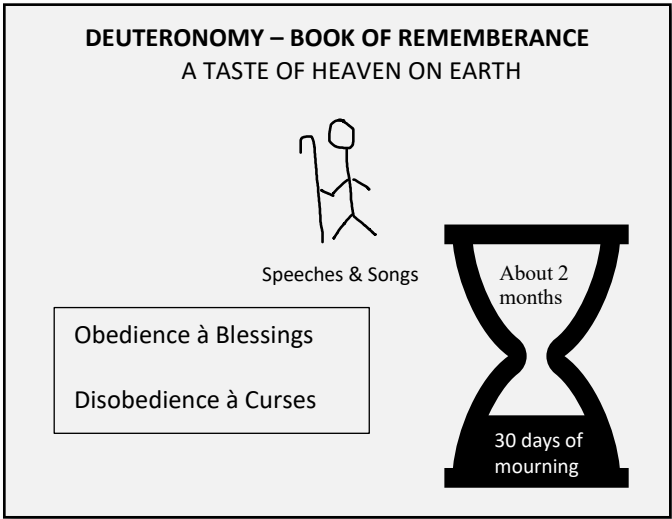
- The Teacher Trainer, trainee, or the group in unison may read the first paragraph of Lesson 4 from the PBS textbook, *Called to Shepherd God's People*.
- Direct the trainees' attention to a chart that has been made prior to teaching, containing the main points of the lesson.
- Explain that visual aids are very important, for they help organize your lesson and they help the students understand and remember what they have learned.
- Charts may be made on large sheets of paper, blackboards or whiteboards, or PowerPoints, depending on what is available to both teacher and students.
- Below are several sample charts and sample lesson guides:



- LEVITICUS SAMPLE LESSON**
- Ask one trainee to read the section in Lesson #4 on the book of Leviticus from *Called to Shepherd God's People*.
 - Display the chart for this section.
 - Offer an overview explanation of the book of Leviticus using the chart.
 - Explain the key points of the lesson or ask questions from the text.
 - For example, ask trainees to say the five offerings in the book of Leviticus aloud.
 - As a summary, you might say, “From Leviticus, we need to remember that for our spiritual training, we need to “get right” with God, and we also need to “keep right” with God.



- NUMBERS SAMPLE LESSON**
- Ask one trainee to read the section in Lesson #4 on the book of Numbers.
 - Display the chart for this section.
 - Offer an overview explanation of the book of Numbers using the chart.
 - Explain the key points of the lesson or ask questions from the text.
 - As a summary, you might ask, “Could you give a one-sentence introduction for each of the characters displayed on the chart? Which of these characters do you most admire? Why?”



- DEUTERONOMY SAMPLE LESSON**
- Ask one trainee to read the section in Lesson #4 on the book of Numbers.
 - Display the chart for this section.
 - Offer an overview explanation of the book of Numbers using the chart.
 - Explain the key points of the lesson or ask questions from the text.
 - Note that by the end of Lesson 4, trainees will have already learned the main points of the first five books of the Bible. This is a good time to review what they have learned.

REVIEW OF LESSON #4

- Explain the review given at the end of Lesson #4 using a chart.
- After completing the Leviticus, Numbers, and Deuteronomy sample lessons, conclude with a call to commitment. For example:

Today, the sacrifice of Jesus has helped us to “get right” with God. Now we, as believers, need to “keep right” in our walk. We need to be disciplined according to God’s Word. We need to be obedient. How are you “keeping right” in your walk with the Lord? As future trainers of the Portable Bible School curriculum, how are you ordering your lives in obedient discipline to the Word of God—the Bible?

- Lead a prayer of commitment.

CHART FOR REVIEW

In GENESIS, we see humanity ruined.
In EXODUS, we see humanity redeemed.
In LEVITICUS, we see humanity worshiping.
In NUMBERS, we see humanity serving.
In DEUTERONOMY, we see humanity learning to obey.

- Whenever possible and time permits, the Teacher Trainer should conclude each lesson with a personal application to the trainees’ own lives. This may be a prayer, a song, an exhortation, a time of testimony, or words of commitment recorded in a journal.
- ENCOURAGE TRAINEES: We are all teachers and we are all learners. Let’s be committed to listening to as we teach and as we learn, and to saying Yes to whatever He asks us to do.

Session 3: 45 minutes

Textbook: *Called to Shepherd God's People*

Books of the Bible

Learning in Groups

Outline:

- a. Each group studies one lesson from the section*
- b. Each group makes a chart on the lesson for presentation*

PREPARATION FOR THE GROUP LEARNING

- Divide the class into groups of no more than four trainees per group.
- If possible, divide into 10 groups/pairs for the sake of covering 10 out of the 40 lessons of the section.
- Assign each group/pair one lesson.
- We suggest the following 10 lessons, which together provide a helpful summary of the whole Bible.

- Part One: Books of the Old Testament— #2 Genesis, #3 Exodus, #6 First and Second Samuel, #11 Psalms, and #13 Isaiah.
- Part Two: Books of the New Testament—#22 Matthew, #25 John, #26 Acts, #27 Romans, and #39 Revelation, along with #40 outline of Revelation.
- If the number of trainees does not allow for all 10 lessons, select an equal number of lessons from the Old Testament and the New Testament.
- Allow the groups at least 20 minutes to study their lessons before giving them materials for creating their lesson chart.
- Provide instructions to the trainees on how best to utilize their time.

Session 4: 150 minutes

Textbook: *Called to Shepherd God's People*
Books of the Bible

Group Presentations

Purpose:

- Presentation of each lesson studied in groups*
- Interaction on each lesson*
- Spiritual exhortation on each lesson*

a. Group presentation of the lesson

- Call each group according to the sequence of the lessons to present their lesson and chart. Each presentation should be 4 minutes. Encourage all trainees to speak in front of the class at least once throughout the 6-day training to provide experiential practice for each person. See page 20 for group presentation sample instructions.

b. Class interaction on the lesson

- After each group presentation, allow 4 minutes to provide feedback on the lesson. You may ask questions or highlight key points.

c. Spiritual exhortation from the lesson

- At the conclusion of each presentation, select one point from the lesson to provide encouragement or spiritual exhortation. Conclude this section with a prayer, song, or reflective exercise. See Appendix A for several samples of spiritual exhortations that can be drawn from the recommended lessons.

Conclusion of Section 1: BOOKS OF THE BIBLE

- After the completion of all the group presentations, the Teacher Trainer will provide a summary of the whole Bible, emphasizing God's missional nature and redemptive plan for all creation.
- Below are two sample conclusions. Choose one or develop your own as the Spirit prompts:

The Book of Genesis

1. Sun created
2. Sin entered
3. Curse pronounced
4. Satan's triumph
5. Exclusion from the tree of life

The Book of Revelation

1. No sun (Jesus Christ)
2. Sin banished
3. Curse ended
4. Satan overthrown
5. Inclusion of the tree of life

SAMPLE CONCLUSION #1

- The above comparative charts of Genesis and Revelation can be used to emphasize the need to teach the whole Bible.
- Lead praise to God for His plan for our redemption.
- Talk about the implications of the impact of the entire Biblical narrative on the lives of the trainees.
- If time allows, encourage the trainees to share in a few words their own reflections.

SAMPLE CONCLUSION #2

- Through these lessons we can begin to see the overarching Biblical narrative as the story of God's redemptive actions in human history.
 - In Genesis we see the promises and the preparation for our salvation.
 - In Exodus we see a picture of Christ's sacrifice.
 - In I and II Samuel we see the house of David chosen for the Messiah.
 - In Matthew we see that the Redeemer came into this world as God among us.
 - In Acts we see that God is building His people, the Church.
 - In Romans we read an explanation of God's plan of salvation.
 - And finally, in Revelation we see salvation completed.
- This is the picture of the whole story of the Bible. This is the picture of our salvation. It is God's plan and will be completed.
- The main question we are left with is this—what is your story within this overarching Biblical narrative? What is *your* calling?
- Lead the class into a time of reflection and prayer.

Session 5: _____ **50** minutes

Textbook: *Called to Shepherd God's People*

Homiletics

Teaching by the Teacher Trainer

Outline:

a. Introduction of the Section

b. Week One: Five Lessons

Teach the following points from the PBS textbook:

a. Introduction of the Section

- Teach the introductory material from the section called “Homiletics.”
- Explain the weekly distribution of the homiletics lessons, explaining the reasoning for the uneven distribution:
 - The first 2 weeks of homiletics have introductory lessons for each day. The subsequent 6 weeks cover one type of sermon per week.
 - This allows for flexibility during the practical work of preparing and presenting sermons.
- Present the main topic for Day One and Day Two: “How to Prepare a Message.” Create a chart depicting the suggested outline of a sermon and teach from the chart.

b. Week One: Five Lessons:

- Teach the following lessons:
 - Day 1 - What is Preaching?
 - Day 2 - Text of the Sermon
 - Day 3 - The Sermon’s Topic
 - Day 4 - Gathering Sermon Material
 - Day 5 - Arranging Sermon Material

Session 6:

40 minutes

Textbook: *Called to Shepherd God's People*

Homiletics

Group Work

Outline:

- a. Each group completes the assigned task for the given day*
- b. Each group presents individual work to the class*

a. Assignment in Groups

- Divide the class into five groups and ask each group to complete the task assigned for that day. The tasks are found in the *Called to Shepherd God’s People* textbook and labeled either “Assignment” or “Discussion.”
- Allow the groups 15-20 minutes to complete the task.

b. Group Presentation

- Each group will select one person to present the work to the class.
- Each group will be given 2 minutes to present the work.
- When all groups have finished their presentations, the Teacher Trainer will give his or her feedback.

CONCLUSION OF DAY ONE

- The Teacher Trainer will summarize the key learnings of the day.
- Remind the trainees to come prepared for Unit Two by reviewing materials learned in Unit One.
- Conclude the unit with a time of prayer, worship, exhortation, or commitment.

Unit Two

Session 1: 60 minutes

Textbook: *Portable Bible School Teacher Training Manual*

Training Design

Begin Unit Two with a time of worship and prayer (15 minutes)

REVIEW QUIZ GAME (10 minutes):

- Separate the class into two teams and explain that Units 2-5 will begin with a quiz game, reviewing material learned the previous day.
- The purpose of the quiz game is to review the previous day's learning and to develop a classroom environment of encouragement, friendly competition, and comfort with one another as a learning community.
- You may use the questions found in Appendix B or write new questions.
- Explain the rules of the game as outlined below:

REVIEW QUIZ GAME RULES

Preparation: The Teacher Trainer prepares 10 questions covering material from the previous day and allots 1 to 5 points per question, based on level of difficulty. You will need a way to record the score via paper and marker, a white or chalk board, or handheld device.

Rule 1: All trainees should put notes away.

Rule 2: One team will be asked a question and will have 1 minute to formulate a response.

Rule 3: If that team answers the question incorrectly, the other team will have the opportunity to answer the question correctly.

Rule 4: Teams will be asked quiz questions only one-at-a-time and alternately.

Rule 5: Points are given to the team that answers the question correctly.

Rule 6: The Teacher Trainer will keep a record of the cumulative points earned by each team each day and announce the winning team at the end of Unit Five.

TEACHING ON TRAINING DESIGN

- For whom is the 8-week Portable Bible School (PBS) designed?
 - The 8-week PBS is designed for lay persons, both men and women. These people may be called "under-shepherds," in that they serve in the place of a seminary-trained pastor or Christian leader.

- These lay leaders are equivalent to a deacon or elder, as described in 1 Timothy 3:1-12 and Titus 1:5-9.
- This manual is for the 6-day Teacher Training Seminar, which provides methods and resources for trainees on how to prepare teachers for the 8-week PBS training.
- Both the 8-week PBS and the 6-day PBS Teacher Training Seminar are designed for adults who have been called by God, are mature in their faith, and consistently display godly character.
- Display the chart below:

Participants of the 8-week PBS and the 6-day PBS Teacher Training Seminar:

1. Must sense deeply that God is calling them into this particular service.
2. Must be recognized by church leaders as people who will be used effectively by God.
3. Must be chosen by people within their own context.

- How do lay leaders logistically lead churches or small groups?
 - They typically already have jobs and/or family responsibilities.
 - *This is not a limitation, but a strength.*
 - Lay leaders are trained in their own communities and contexts and will typically remain in their communities because of jobs and/or family responsibilities. This allows for the body of Christ to be built up right where the work is being done.
- Lay leaders can surround themselves with a PBS-trained team to assist them in the work of leading churches or small groups.
 - *Again, this is not a limitation but a strength.* We are called not only to Christ, but also into a community of believers.
 - Scripture refers to us, the community of believers, as the body of Christ.
 - The body of Christ strengthens one another to continue the work for Christ with attitudes of joyful humility.
 - The body of Christ encourages one another into holy living.
 - The body of Christ is united in its various activities, being a people who reach out to others in Christ, our head.
- The typical lay leader does not have the ability to do all that a full-time professional pastor can do.
- We suggest at least five different “concentrations” among a PBS-trained lay leadership team.

PBS-trained Lay Leadership Team

1. One concentrates on preaching.
2. One concentrates on pastoring.
3. One concentrates on teaching children and youth.
4. One concentrates on taking care of facilities of the church.
5. One concentrates on expansion through evangelism.

- 22 Qualifications of a PBS-trained lay leader
 - Lead a discussion on the spiritual qualifications of a Christian leader according to Scripture.
 - Ask a student to read 1 Timothy 3:1-12 and another to read Titus 1:5-9.
 - Provide the following list of 22 qualifications, either in chart form or as a separate handout:

According to these passages, a Christ-like leader is:

- | | |
|-----------------------|--------------------------------------|
| 1. Blameless | 12. Not a lover of money |
| 2. One wife | 13. Manages his/her family well |
| 3. Temperate | 14. Obedient children |
| 4. Self-control | 15. Mature in the faith |
| 5. Respectable | 16. In good relationship with others |
| 6. Hospitable | 17. Worthy of respect |
| 7. Able to teach | 18. Sincere |
| 8. Avoids drunkenness | 19. Not indulging in wine |
| 9. Not violent | 20. Not pursuing dishonesty |
| 10. Gentle | 21. Desire for God's Word |
| 11. Not quarrelsome | 22. Tested and proven |

- The Four Goals of the 8-week PBS:
 - Students will become proficient in the basic duties of a pastor.
 - Students will know and understand the general content of the Bible.
 - Students will know and understand the basic doctrines of the Bible.
 - Students will be able to communicate Scripture and doctrine clearly.
- The Seven Skills Developed in a PBS-trained lay leader:
 - Graduates will be able to teach.
 - Graduates will be able to preach.
 - Graduates will be able to evangelize.
 - Graduates will be able to lead worship.
 - Graduates will be able to lead prayer groups.
 - Graduates will manifest a personal devotion to Jesus Christ.
 - Graduates will exhibit a lifestyle of Christ-centered service, not only toward believers but also to unbelievers and the community.
- The Strategy of the 8-week PBS training program:
 - Display a chart or provide a handout outlining the “Seven Strategic E’s” to provide a “big picture” of the 8-week PBS program. Note: this is the “ideal” of how the PBS should operate. Flexibility within different contexts is sometimes necessary.

THE SEVEN “E’S” OF THE 8-WEEK PBS TRAINING

Enquire: The local area is surveyed and teams search out the spiritual condition of the area, gathering relevant statistics. Teams pray over the area where the Portable Bible School will be conducted.

Evangelize: Teams of evangelists are sent out into the surveyed area. Each team has a specific number of locations to reach over a period of one to two months prior to the PBS. Certain areas may require a particular sensitivity regarding issues of security.

Establish: A house church or cell group is formed, and one of the new believers is chosen to lead the group, planning later to attend a PBS. Regular times of prayer and Bible reading are scheduled.

Equip: A central location is chosen as a viable PBS site. Three teachers are appointed, and a maximum of 42 students are invited to study at the PBS, committing to 200 classroom hours over an 8-week period of time.

Expand: Upon completion of the PBS, graduates return to their local areas and house churches or cell groups and begin to lead as lay pastors. These lay pastors select and train at least five members of their church or cell group to join their lay leadership teams. The teams plan evangelistic trips and plant house churches and cell groups in neighboring areas.

Evaluate: Regular follow-up with lay pastors is conducted by field supervisors through visits, prayer, correction, and literature. Within the first six months of graduation, the Field Supervisor should visit and evaluate every PBS graduate at least three times. The Field Supervisor should subsequently visit the PBS graduate yearly.

Encouraging: We suggest that anyone engaged in Christian ministry should have a mentor, discipling them in growth in the Lord, in ministry effectiveness, and in personal accountability.

Session 2: 45 minutes

Textbook: *Called to Shepherd God's People*
Holy Living

Teaching by the Teacher Trainer

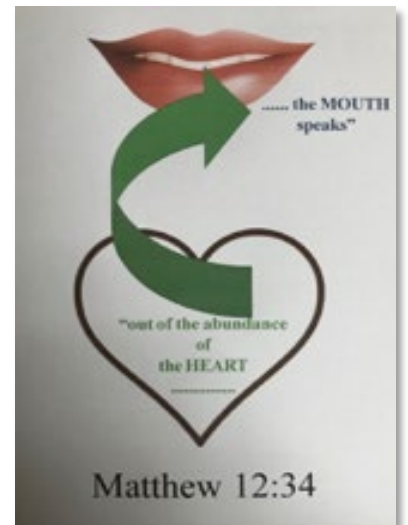
Outline:

- a. Introduction of the Section*
- b. The Sample Lesson*

Although this is Unit Two, Session 2, we move to Section 5, "Holy Living," in the PBS textbook. The reason is because the prior session (Unit Two, Session 1) provides a connective bridge to Holy Living.

a. Introduction to the Section "Holy Living" (5 minutes)

- All Christians are called to a life of holiness.
- This is the most important section of the PBS training.
- Display a chart referencing Matthew 12:34. We have included a sample chart that can be replicated.
- Emphasize the significance of what the trainees are doing for the kingdom of God.
- Remind them that to seek a life of holiness is a natural, worshipful response to the merciful love of God (Romans 12:1).
- And yet, living a holy life in a "crooked and depraved world" (Philippians 2:15) can be challenging when the "god of this world" (2 Corinthians 4:4) is bent on destruction, depravity, and death.
- As a body of believers, we can stand firm and "run the race with perseverance" (Hebrews 12:1), "not being tossed by the wind and the waves" (Ephesians 4:14) but becoming anchored in Jesus Christ.



b. The Sample Lesson (40 minutes)

LESSON # 6: SEPARATION

- This lesson challenges both the Teacher Trainers and trainees to examine their own inner lives and outward actions.
- Prior to teaching the lesson, prepare the materials needed.
- Below are the directions for an experiential learning activity:

Preparation:

1. Cut two different colors of paper into small pieces. If possible, one color should be white.
2. Mix the two colors of pieces of paper together.
3. Fill 10 small paper cups half full of the paper mixture.

Facilitation:

1. After introducing the topic and the importance of holy living, the Teacher Trainer divides the trainees into 10 groups.
2. Provide verbal instruction followed by a demonstration of the activity, using two volunteers.
3. The goal is to separate the paper so that only the white remains in the cup. However, only one trainee at a time can remove the paper from the cup, one piece at a time, and using just two fingers of one hand.
4. The trainee should place the removed pieces on the table.
5. The Teacher Trainer will cue the trainees to begin the activity by saying START. After 3-5 seconds, say NEXT, cueing the next trainee in the group to attempt to remove the colored paper from the white.
6. After this explanation, provide each group one paper cup with the paper mixture and cue them to begin the activity by saying START and then NEXT after 3-5 seconds.
7. Continue repeating 6-7 times, then say STOP.
8. Ask trainees whether only white pieces of paper remain in the cup, or if there is still some colored paper mixed in the cup.
9. Collect the cups and the pieces of paper.

- After completing the activity, explain the connection to Lesson #6.
- Allow time for trainees to reflect on their experience of separating the colored paper from the white paper. Use these reflections to move the trainees toward an understanding of the importance of “separation” in the pursuit of holy living.
- Write key points on a white board, chalk board, or chart while teaching.
- Ask trainees to record the “List of Commitments” in their notebooks, encouraging them to not merely teach this to their future students, but also to make these commitments in their own lives. The Teacher Trainer should facilitate a brief discussion on specific situations that might overthrow our faith in Christ. Invite trainees to search inwardly for areas of attachment that are not pleasing to God and from which they need to separate as new creations in Christ.
- Before teaching this sample lesson, ask *yourself* the same questions—perhaps pray the same prayer of King David: “*Create in me a clean heart, oh God, and renew a right spirit in me*” (Psalm 51:10).

Lesson #6 List of Commitments

1. I must separate from anything that might overthrow my faith in God.
2. I must separate from anything that would destroy my testimony.
3. I must separate from anything that would debase my morals and lead me to sin.
4. I must separate from action that might cause my brother or sister to stumble.
5. I must separate from anything that harms my body—physically, mentally, or emotionally.
6. I must separate from anything that is not pleasing to Christ.
7. I must separate from anything that will weaken my testimony.

Session 3: 45 minutes

Textbook: *Called to Shepherd God's People*

Holy Living

Learning in Groups

Outline:

- a. Each group studies one lesson from the section
- b. Each group makes and presents a chart on the lesson

PREPARATION FOR GROUP LEARNING

- Divide the trainees into 10 groups.
- Assign one lesson to each group.
- We suggest the following 10 lessons, which provide a helpful variety of topics on living a holy life:
- #1 Fear the Lord, #2 The Spirit-Filled Life, #3 Resist the Devil, #7 The Shepherd's Personal Life, #8 Inner Motives, #9 Qualifications of a Spiritual Leader, #11 Leadership in the home, #14 Disciplined Study, #16 Laziness, and #18 When Temptations Come.
- Give the groups at least 20 minutes to study their lessons before giving them materials for creating their lesson charts.
- Provide instructions to the trainees on how best to utilize their time:

SAMPLE INSTRUCTIONS:

- *You will have 40 minutes to complete your lesson.*
- *Use 20 minutes to study the lesson and 20 minutes for making the chart.*
- *After reading the lesson, discuss the important aspects of the text with other members of your group.*
- *Avoid using any outside sources or ideas; focus solely on the text itself.*
- *Use the last 20 minutes to prepare a chart to present the major themes and interesting aspects of the lesson.*
- *Select one person to present key points to the class, while others will help display the chart.*
- *Take 4 minutes to present the key points before the class.*
- *Prepare two reflective questions to ask the class.*

Session 4:

150 minutes

Textbook: *Called to Shepherd God's People*

Holy Living

Group Presentations

Outline:

- a. Presentation of each lesson studied in groups*
- b. Interaction on each lesson*
- c. Spiritual exhortation on each lesson*

a. Group Presentations

- Call each group according to sequence to present their lesson and chart. Encourage each trainee to speak in front of the class at least once to provide practice for each person.

b. Class Interaction

- After each group presentation, allow four minutes for feedback. You may ask questions or highlight key points of the text.

c. Spiritual Exhortation

- At the end of each presentation, select one concept to provide encouragement or spiritual exhortation. Conclude with a time of corporate spiritual commitment.

Conclusion of Section 1: HOLY LIVING

- For both the Teacher Trainer and the trainee, the topic of Holy Living should include spiritual self-examination.
- Encourage trainees to take out their textbooks and/or journals and reflect on their List of Commitments (Lesson #6), adding their new commitments to living a life of holiness. This is a way for trainees to reflect on lessons, make commitments to Christ, and focus their lives on the unique ways in which they have been called as disciples.
- Encourage trainees with the truth that we are all part of a community of believers in Christ, which involves accountability.
- Consider concluding the topic of separation from the world with the “In Christ” object lesson described below.
- After the demonstration, lead the trainees in prayer for God’s strength in each moment of their days. Pray that their ministries will flourish with blessings from God. Conclude with praise through song.

“In Christ” Demonstration

Materials Needed: 1 large glass bowl, 1 small rock, several rocks (small and large that fit into the glass), 1 tsp of sand and/or dirt.

Set up: Fill large bowl with water, place empty glass next to the bowl.

Follow the script below in its six steps:

Step 1: I had heard and read of the filling of the Spirit and longed for it. I would have my morning devotions (dip glass into bowl, filling the glass with water), but by noon I was only half full (shake glass to spill water). As difficulties or temptations came, I became more and more empty (continue spilling water from the glass).

Step 2: In Ephesians 1 we learn about being “In Christ.” (Place glass into the large bowl submerging it entirely under the water and ask a teacher-in-training to touch the glass without touching the water.) When we are in Christ, Satan has no access to us. (Have the teacher-in-training pick up the glass and turn it upside down, keeping it under the water.) Does it empty? (Have them shake the glass in the water.) Before, when the glass was out of the water and we shook it, it became empty, but now it remains full!

Step 3: (Take the glass out of the bowl filled with water. Then, fill the glass with rocks). Is the glass full? The rocks have displaced the water. Some people live where the sin (rocks) keeps them from being filled with the Spirit. What do you have in your heart that takes the place of the Holy Spirit? What are you filled with? Sin or Christ? The water may be to the brim, yet the glass could be only half full because of the rocks.

Step 4: (Remove some rocks and refill the glass. Place a pinch of sand or dirt in the water. Ask if someone wants to drink it.) Even though the sand is small, it pollutes the whole.

Step 5: (Keep the glass in the water and try to spill some water out of it.) As I keep the glass in the water and then spill some, what comes out? If someone makes you angry, what spills from your mouth? Curses or blessings? If I am filled with Christ, only Christ will come out.

Step 6: God wants us to lead a Spirit-filled life so that we can live according to His purpose. These rocks are like sins. They are obstacles, keeping us from moving into deeper lives of holiness. (Remove stones one by one while you emphasize the need of separating from temptation and sin.) We need to separate all wrong things from our lives. For this we need God’s forgiveness and transformative love. Let us respond to the incredible love of God.

Textbook: *Called to Shepherd God's People*

Homiletics

Teaching by the Teacher Trainer

Outline:

a. Introduction of the Section

b. Week Two: Five Lessons

a. Introduction of the Section

- Share the main topic from the Homiletics section as a continuation from Day One: How to prepare a message.
- Review the names of the five lessons from Week One and display the five lessons for Week Two.

b. Week Two: Five Lessons

- Teach the following lessons:
 - Day 1 - Good Sermon Arrangement
 - Day 2 - Introduction of the Sermon
 - Day 3 - Qualities of a Good Introduction
 - Day 4 - Body of the Sermon
 - Day 5 - Conclusion of the Sermon
- Good Sermon Arrangement
 - Display and teach from the outline.
- Introduction of the sermon
 - Ask trainees to close their textbooks and talk about the importance of an introduction to a sermon.
 - After the discussion, resume teaching from the textbook.
- Qualities of a good introduction
 - After teaching from the textbook, ask the trainees to repeat from memory the three qualities of a good introduction.
- Body of the sermon
 - Emphasize the importance of developing logical connections between each of the main points within the body of the sermon.
- Conclusion of the sermon
 - Emphasize the importance of keeping the conclusion concise and relevant to the sermon.
 - Emphasize the importance of including an invitation, even during the PBS Teacher Training Seminar and PBS classes. Anytime the Word of God is preached, an invitation into a new or renewed commitment to following Jesus should be given.

Outline of a Sermon

THEME
 TEXT
 INTRODUCTION
 OUTLINE
 1. _____
 2. _____
 3. _____
 Conclusion
 Invitation

Session 6:

40 minutes

Textbook: *Called to Shepherd God's People*

Homiletics

Group Work

Outline:

- a. Each group completes the assigned task for the given day*
- b. Each group presents individual work before the class*

a. Assignment in Groups

- Divide the class into five groups and assign each group the task for one of the five days. The tasks are found in the textbook and labeled either “Assignment” or “Discussion.”
- Allow the groups 15-20 minutes to complete their assigned tasks.

b. Group Presentations

- Each group will select one person to present the work.
- Each group will be given two minutes to present the work.
- When all groups have finished their presentations, the Teacher Trainer will provide feedback.

Unit Three

Session 1: 60 minutes

Textbook: *Portable Bible School Teacher Training Manual*

Methodological Perspectives

Begin Unit Three with a time of worship and prayer (15 minutes)

REVIEW QUIZ GAME (10 minutes)

- See rules from Unit Two. Use questions from Appendix B or compose your own.

TEACHING ON METHODOLOGICAL PERSPECTIVES

The Way Adults Learn

- Introduce this topic by emphasizing that the PBS is typically designed for adult learners.
- Display and teach the following chart, contrasting children and adults as learners:
- Talk about the first category, “Motivation,” using the following sample introduction:

THE WAY ADULTS LEARN

1. Motivation
2. Experience
3. Autonomy
4. Transitions
5. Utility
6. Respect

SAMPLE INTRODUCTION TO DISCUSSION

When I think about motivation, I ask the question: why do children go to school? Because it is mandatory. They do not have a choice. Do adults have to go to school? Not usually. Typically, adult learners are highly motivated because they have specific goals for their education. It's important for the teacher to learn what his or her students hope to gain from the training, and to try to help them meet those goals.

- Ask the class to get into groups of 2-3 and discuss the rest of the categories displayed on the chart, considering in each case how adult learners are different from young learners (4 minutes). Call the class back together and facilitate a discussion on each category and the implications for teachers of adult learners.
- **Experiential Learning**
 - Share that there are things that we learn from school or books, and there are other things we learn from experience.
 - Provide an example such as: “I learned the names of the world’s countries and capitals from books, at school. But I learned to ride a bicycle and to prepare meals from experience.”
 - Ask trainees to tell the person next to them about one thing they learned from experience. Ask several people to share examples with the whole class.

- Say that PBS students come with many valuable experiences and that PBS teachers should show respect for these experiences by:
 - Learning about the experiences of their students.
 - Preparing lessons in a way that is relevant to their students.
 - Making connections between course material and the experiences of their students.
- **Field Experience Training Format**
 - Remind the trainees of the importance of the 6-month follow-up evaluation after graduation from the 8-week PBS.
 - Ask trainees to turn to the Field Experience Training Evaluation Form, Appendix C. Emphasize the need for:
 - Immediate evaluations.
 - Encouraging evaluations.
 - Corrective evaluations.
 - Note that the implementation of evaluations must be contextually appropriate.
- **Culturally Relevant Training. Teachers must:**
 - Teach in the local language; teachers must be fluent in the local language.
 - Communicate Scriptural truth in a way that is understood by students.
 - Know and respect the people and culture of their students.
 - Never treat students as intellectually inferior.
 - Avoid theological phrases that might impede student understanding.
 - Use illustrations that are understandable in the culture.
 - Avoid alienating the students from their own culture. Recognize the strengths of the students' cultures while faithfully adhering to Biblical truth.
 - Use teaching resources that are accessible to students. For example, teaching materials may vary if the PBS will be conducting in a village setting versus an urban area.
- **Creative Teaching Methods**
 - Ask the class whether teachers should rely only on lecture, day after day. Why or why not? The answer: using a variety of creative methods leads to greater student participation, motivation, learning, and retention.
 - Display a chart, or write on the white board, listing examples of various creative teaching methods. Note how each of these methods have been, or will be, used in the PBS Teacher Training Seminar.

1. Lecture	5. Charts, posters, maps	9. Notebooks, journals
2. Question and answer	6. Group work	10. Exhortations
3. Games	7. Skits, role-play, stories	11. Displays
4. Songs	8. Students as teachers	12. Demonstrations
 - Instruct students to list these methods in their notebooks, and to add to the list as they think of additional creative methods.

Textbook: *Called to Shepherd God's People*

Doctrine

Teaching by the Teacher Trainer

Outline:

a. Introduction of the Section

b. The Sample Lesson

a. Introduction to the Section

- Doctrine is foundational to our communal identity as followers of Jesus.
- Read 1 Peter 3:15 and remind trainees that as leaders, they will likely be faced with many difficult questions, such as:

- How can Jesus be both God and man?
- How is it that God is One and also three as Father, Son, and Holy Spirit?
- How is it that God in the person Jesus Christ could die a criminal's death on a Roman cross?
- If God is good, then why is there so much suffering in the world?

- For questions such as these we of course look closely at God's Word, the Bible. But we can also learn from the historic faith.
- Trainees will learn how to teach ten core doctrines of the Christian faith: God the Father, Jesus Christ, the Holy Spirit, humanity, salvation, the Church, the Scriptures, angels, Satan, and the last things.
- Coming to a basic understanding of these foundational doctrines is like being on a boat that is safely secured by an anchor.

- SAY: Imagine a ship or boat that has no anchor. Over time, wind and waves can cause the boat to drift into the surf or rocks, or even become lost. If only the boat had been equipped with an anchor, and that anchor had been put to good use, then perhaps the boat would have remained safely secured. For Christians, it's the same.
- EXPLAIN: The truth of God has been made known to us through the person of Jesus Christ and through the Word of God, our Bible. This truth is our anchor in the midst of any incorrect teachings that could cause us to lose our way. Important cultural questions and concerns of particular contexts can be resolved by an anchor firmly planted in God's truth and character.

- Read Ephesians 4:13-15. Here Paul writes about how the Church as the body of Christ is being built up as a uniquely diverse group of people, with a diversity of gifts. It is because the body of Christ grows as a diverse unit in the power of the Holy Spirit that we can mature in Christ.
- This principle of diverse unity is essential to teaching on basic Christian doctrine; new questions will be asked of the unchanging truth in Scripture throughout time and place.

b. The Sample Lesson (40 minutes)

LESSON #2: THE PERSON OF GOD

METHOD: FLIP CHART

- Use this lesson to model how to teach key points from the textbook using a flip chart.
- Prepare beforehand three flip charts.
 - Flip chart #1: “His nature” asks “What is God?” → (1) God is a Spiritual Being who is not limited to physical space; (2) God has full authority over everything physical and spiritual; (3) God is a personal Presence and even has a personal Name; (4) His Glory can be described as the weight of God.
 - Flip chart #2: “His personality” asks “Who is God?” → (1) Compassionate (2) Gracious (3) Reluctant to become angry (4) Overflowing with love, faithfulness, and justice (5) Unable to allow the guilty to go unpunished.
 - Flip chart #3: “His unity” is a description that contrasts Him with all other so-called gods → (1) He is the only living God; (2) He is one God: Father, Son and Holy Spirit; (3) He is the glorious creator God with no equal.
- Read the introductory statement of the lesson outline from the PBS textbook.
- Read the three phrases of the lesson found in your PBS textbook: His nature, His personality, and His unity.
- **“His nature”** explores the question of **“What is God?”** We learn from the Bible that God is Spirit.
 - This means He is not limited to a physical space, like we are.
 - It also means that at times, God can and does reveal Himself to people in unique ways. Read Exodus 3:1-6.
 - He is not an abstract force, but offers His real, personal Presence. He even has a personal Name. Read Exodus 3:7-15.
 - Yahweh is the unique name that God has given Himself to communicate the fact that He is all-encompassing.
 - **ASK:** What is God?
 - **ANSWER:** God, or Yahweh, simply IS and that fact will never change.
 - Use flip chart #1 as you summarize the following points:
 - It’s correct to understand God as a spiritual being who is not limited to a physical space and has full authority over everything, physical and spiritual.
 - It is also correct to understand the God of the Bible as being a personal Presence and to describe His glory as the very weight of God Himself.
 - However, it is incorrect to think that we can fully categorize God. He simply doesn’t fit in our “boxes.”
 - This is why it is so important to not only talk about what God is, but also who He is.
- **“His personality”** explores the question of **“Who is God?”** We learn from the Bible that God is mercifully just and justly merciful. Read Exodus 33:12-23.
 - Here we read how Moses boldly asks to see God’s glory.
 - Glory is a word we use to describe the weight of God, meaning His infinite beauty, holiness, perfection, and complexity.
 - Read Exodus 34:5-7. Use flip chart #2 as you summarize this Biblical text in the following way:
 - Here we recognize God’s personality, or character, as compassionate, gracious, reluctant to become angry, overflowing with love, faithful, and just.
- **“His unity”** is the third phrase in the lesson outline found in the PBS textbook. God’s unity is fully understood through the doctrine of the Trinity, which is covered in more detail in Lesson 5 of the PBS

textbook. For this lesson, God’s unity is a description of God that contrasts Him to the plurality of all other so-called gods.

- Use flip chart #3 to summarize “His unity” in the following way:
 - These are some of the ways that the God of the Bible is altogether different from the plurality of any other so-called gods: He is the Living God. He is one God: Father, Son and Holy Spirit. He is the glorious creator God. There is no one else like Him.
- Direct trainees to highlight or circle the seven Scripture verses found in their lesson outline in the PBS textbook.
- Encourage them to read through each of these verses and their surrounding passages. Give them 10 minutes to reflect on these passages and ask themselves the question: what do these passages show us about God’s nature, God’s personality, and His unity?
- Conclude with a spiritual exhortation. Below is one example. Keep in mind that this is only a guide—if the Holy Spirit leads you, feel the freedom to offer an alternative exhortation.

SAMPLE EXHORTATION:

The Lord our God is one God. This fact is wonderful for us. We have one God for all our needs, for all our satisfaction. Let us praise our God for giving us this true knowledge of Him in the Bible.

Session 3: 45 minutes

Textbook: *Called to Shepherd God's People*

Doctrine

Learning in Pairs

Outline:

- a. Each pair studies one lesson from the section*
- b. Each pair makes and presents a chart to teach the lesson*

Preparation for the Group Learning:

- Direct the trainees to form pairs.
- Assign each pair one lesson from the Doctrines section of the textbook.
- We suggest the following ten lessons, which together provide an overview of the section:
 - #5 The Trinity, #7 The Deity of Christ, #12 The Personality of the Holy Spirit, #17 The Fall of Man, #19 Repentance, #26 Definition and Founding of the Church, #30 The “Sevens” in the Bible, #32 What the Bible says about the Angels, #35 The Defeated Enemy, and #39 The Final Destiny of the Wicked.
- Give the pairs 20 minutes to study their lessons before distributing the flip chart materials.
 - Remind the trainees that throughout this 6-day seminar, various creative teaching methods will be modeled.
 - In this section, they will prepare and present using the flip chart method.
- Provide instructions to the trainees on how best to use their time.

SAMPLE INSTRUCTIONS:

- *You will have 40 minutes to complete your lesson.*
- *Use 30 minutes to study the lesson and 10 minutes for making the flip chart.*
- *After reading the lesson, discuss the important aspects of the text with other members of your group.*
- *Avoid using any outside sources or ideas; focus solely on the text itself.*
- *Use the last 10 minutes to prepare a flip chart to present key insights.*
- *Select one person to present key points to the class, while others will help him/her to display the chart.*
- *Take 4 minutes to present the key points to the class.*

Session 4: 150 minutes

Textbook: *Called to Shepherd God's People*

Doctrine

Group Presentations

- a. Presentation of each lesson by pairs*
- b. Feedback/interaction on each lesson*
- c. Spiritual exhortation on each lesson*

a. Group Presentations

- Call each pair, according to the sequence of the lessons, to present their lesson and flip chart. Each presentation should be 4 minutes. Encourage all trainees to speak in front of the class at least once during the training to provide practical experience.

b. Feedback/Interaction

- After each presentation, allow 4 minutes for feedback/interaction. You may ask questions or highlight key points of the text.

c. Spiritual Exhortation

- At the end of each presentation, select one concept from the lesson to provide the trainees with spiritual encouragement. This may include a prayer, song, or reflective exercise. We have included several samples of spiritual exhortations for Day Three in Appendix F. Please note the demonstration teaching tool that may be useful for Lesson #19.

Conclusion of Section 2: DOCTRINE

- Conclude this section with the following activity that demonstrates the importance of equipping ourselves to equip others in right doctrine.

EXPERIENTIAL ACTIVITY: *Leading the Blind*

1. Tell the trainees to find a partner and stand together holding hands.
2. Say that the person on the right will close his or her eyes and then be led through the classroom and arrive at a designated place in or outside the classroom.
3. Arrange some chairs or tables as obstacles in the walking path.
4. Lead the pairs to the designated place, being careful that no one is injured.
5. Once they reach the designated area, ask them to open their eyes.
6. Tell the pairs to switch roles, allowing every trainee a chance both to lead and be led.
7. Option: ask one pair to volunteer to demonstrate what it might feel like to be “the blind leading the blind” by having both the leader and follower close their eyes. Allow 1 minute for them to attempt to lead and be led.

Then, talk about any of the following questions:

How did you feel when you were being led?

How did you feel when you were leading?

What did it look like when both people could not see?

How did it feel to lead someone without being able to see?

How did it feel to be led by someone who could not see?

What does this demonstration teach us about the importance of knowing, and teaching, the doctrines of the Bible?

Session 5: 50 minutes

Textbook: *Called to Shepherd God's People*

Homiletics

Teaching by the Teacher Trainer

Outline:

- a. Introduction to Biographical, Narrative, Textual, and Topical Sermons
- b. Biographical Sample Sermon
- c. Narrative Sample Sermon
- d. Textual Sermon
- e. Topical Sermon

a. Introduction of the Section

- List the five types of sermons that are taught in PBS and say that today you will be providing an overview of the first four types of sermons, including sample outlines from the PBS textbook.
- Say that PBS students have several opportunities to practice preparing and delivering sermons, including in class, in chapel, and during field experience on the weekends.

b. Biographical Sample Sermon

- Explain that a biographical sermon is a type of narrative sermon.
- Prepare a chart with an outline of the sermon, with the following elements covered or left blank: theme, introduction, conclusion, and invitation. (See charts below. The parts left blank to the students are underlined here in the Teacher Training Manual.)
- Identify what is missing.
- Guide class discussion as you fill in the missing elements, teaching about these elements as you go along. (Missing elements in the textbook are underlined.)
- Explain the usefulness of including cross-references in a sermon.

<p style="text-align: center;">BIOGRAPHICAL SERMON THE FOUR SURRENDERS OF ABRAHAM</p> <p>THEME <u>Total Surrender</u></p> <p>TEXT Genesis 12:1-Genesis 22</p> <p>INTRODUCTION</p> <p><u>I. Going into the unknown demands sacrificing</u></p> <p style="padding-left: 20px;">A. <u>Marriage, Job, Children</u></p> <p style="padding-left: 20px;">B. <u>What did this mean for Abraham?</u></p> <p>OUTLINE (body)</p> <p>II. The four surrenders of Abraham</p> <p style="padding-left: 20px;">A. To leave country and kindred (Genesis 12:1 & <u>Luke 14:26</u>)</p> <p style="padding-left: 20px;">B. Separation from Lot (Genesis 13:9 & <u>Luke 5:27-28</u>)</p> <p style="padding-left: 20px;">C. Cast out Hagar & Ishmael (Genesis 21:10 & <u>Luke 22:42</u>)</p> <p style="padding-left: 20px;">D. Offering of Isaac (Genesis 22 & <u>John 14:6</u>)</p> <p>CONCLUSION</p> <p><u>III. Surrender of all we are and all we possess</u></p> <p style="padding-left: 20px;">A. <u>Luke 14:33</u></p> <p>INVITATION</p>

- Emphasize that every time God’s Word is preached it is God’s Word; even in the classroom as they practice sermon preparation and delivery the hearts of trainees and students can be touched by the Holy Spirit.
- After the conclusion, remind trainees of the importance of giving an invitation at the close of a sermon. Remind them that the conclusion of the sermon should result in the hearers making a decision, as an act of the will. Preaching should result in a challenge to the hearers and the speaker needs to give them the opportunity to respond.
- Offer a sample invitation using Mark 10:46-52: *“Bartimaeus was called by Jesus to come to Him. He was blind and covered with a cloak. The cloak hindered him from coming, so he threw it off. Now this cloak might have been worn and dirty, but he still might have hung on to it, as it kept him warm at night. But the Scripture says he threw it off. Is anything hindering you from going to Jesus? Whatever it is, if God is speaking to you, now is the time to throw off all hindrances, come to Him, and surrender totally to the love of God”*. Another example not found in the text that could be used for a biographical sermon is “The Story of a Tax Collector.”

c. Narrative Sample Sermon

- Teach from the example of a narrative sermon in the text: “Daniel in the Lion’s Den.”

<p>NARRATIVE SERMON DANIEL IN THE LIONS’ DEN</p> <p>THEME God cares for His children TEXT Daniel 6:19-23 INTRODUCTION Story of a young man in a land of captivity OUTLINE (body)</p> <p>I. Diabolical Plot (Daniel 6:1-9) II. Daily Practice (Daniel 6:10) III. Divine Provision (Daniel 6:21-24)</p> <p>CONCLUSION: Daniel could face danger with perfect confidence, because he was on intimate terms with his God. INVITATION: <i>Are you walking close enough to Him that you can face whatever circumstances come?</i></p>
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d. Textual Sample Sermon

- Remind the trainees of the five types of sermons: biographical, narrative, textual, topical, and expository.
- Explain the difference between textual sermons and topical sermons, using the PBS textbook.

TEXTUAL SERMON

Focuses on a specific Scripture text

TOPICAL SERMON

Focuses on a topic/subject

May use Bible verses from several places

- Teach “A Gift with No Restrictions” from the textbook while displaying the outline below:

TEXTUAL SERMON
A GIFT WITH NO RESTRICTIONS

THEME: Consecration
 TEXT: Romans 12:1
 INTRODUCTION: Define the word “consecration”
 OUTLINE (body):

I. Who can be consecrated?	IV. The argument for consecration
II. The appeal to consecration	V. What am I to consecrate?
III. The act of consecration	

CONCLUSION
 INVITATION

e. Topical Sample Sermon

- Remind trainees of the difference between a textual sermon and a topical sermon.
- Display and discuss the chart for “Come and Drink,” leaving out the conclusion

TOPICAL SERMON
Come and Drink

THEME: The Water of Life
 TEXT: John 7:37
 INTRODUCTION: Have you ever been deprived of water?
 OUTLINE (body):

I. Water of life—its character

- A. Living (John 4:10)
- B. Clear (Revelation 22:1)
- C. Pure (Revelation 22:1)
- D. Abundant (Ezekiel 47:1-9)
- E. Free (Revelation 21:6)

II. For whom is it provided?

- A. The thirsty (Revelation 21:6)
- B. Whosoever (Revelation 22:17)

CONCLUSION: For the trainees to prepare.
 INVITATION

Session 6:

40 minutes

Textbook: *Called to Shepherd God's People*

Homiletics

Group Work

Outline:

- a. Each group completes the assigned task for the given day*
- b. Each group presents completed work before the class*

a. Assignment in Groups

- Divide the class into groups and assign each group a different text. Sample texts: Matthew 6:5-15; Mark 4:35-41; Luke 7:36-50; Luke 9:51-62; and Hebrews 11:1-6.
- Groups will determine which type of message to prepare, a title, and a theme.
- Allow the groups 15-20 minutes to complete the task.

b. Group Presentations

- Each group will select one person to present the work.
- Each group will be given 2 minutes to present their work.
- When all groups have finished their presentations, provide feedback.
- Close the session with prayer and offer any pertinent announcements for the next day of teaching.

Unit Four

Session 1:

45 minutes

Textbook: *Portable Bible School Teacher Training Manual*

Post-Training Evaluation

Begin Unit Four with a time of worship and prayer (15 minutes)

REVIEW QUIZ GAME (10 minutes)

- See rules from Unit Two. Suggested quiz questions are found in Appendix B; you may also write your own questions.

Teach the following points from the PBS textbook:

POST-TRAINING EVALUATION

- Introduction: Emphasize the need for ongoing evaluation, recognizing that effective organization, materials, and methods are necessary for student success. Constructive evaluation will be both positive and negative, always with the goal of building up student skills, knowledge, and character.
- **Who is involved in the evaluation process?**
 - Everyone: teachers, students, field supervisors, and administrators.
- **What should be evaluated?**
 - Lesson materials, teaching methods, teacher effectiveness, and the impact on the community. It should be understood that low student performance may be a result of unclear, confusing, or disorganized teaching.
 - Measuring ministry performance is more important than measuring classroom performance.
- **How should evaluation be done?**
 - Evaluation should be simple and inexpensive without compromising effectiveness.
- **Recommended methods of evaluation:**
 - Methods include quizzes and tests, interviews with students, and observations, both in the classroom and during field experiences.
- Go over evaluation forms found in Appendix D, F, and H. This is a good time to inform trainees that in some cases Evangelism Resources will subsidize the ministry of Portable Bible Schools at \$12 per student.

Session 2:

90 minutes

Textbook: *Called to Shepherd God's People and
Tentmakers Manual*

Shepherding the Flock

Teaching by the Teacher Trainer (part 1)

Outline:

a. Introduction of the Section

b. The Sample Lessons

a. Introduction to the Section (5 minutes)

- Explain that this section will be divided into two parts, taught on Day Four and Day Five.
 - Part One: Lessons #14-18
 - Part Two: Lessons #1-13 and #19-32
- Jesus told Peter to care for the flock (John 21:15-17).
- Part of being a shepherd is to teach members of your flock to look for other people to win and disciple.
- Explain that the PBS prepares lay pastors to shepherd flocks of believers. The flock will gather on Sundays and perhaps Wednesdays. On the other days, the flock will be in the world, among people who need the Lord. The shepherd, therefore, must also prepare the flock to witness for Jesus Christ.
- “Shepherding the Flock” is found in the PBS textbook and provides 40 practical lessons about how to pastor a “flock” of believers. A “flock” of believers might be:
 - A small village congregation,
 - A house church in a big city,
 - Any other kind of group of believers.
- Each time we begin a lesson, we pray and ask God to be our guide and helper. Below is an example:

“Father, thank you for your Word, so full of truth and counsel and wisdom; and thank you for your Spirit, who abides in our hearts and fills our minds with your beautiful presence. You are the Gentle Shepherd, who tends your flock and gathers your lambs in your arms. Help us now, we ask, as we consider this important matter—of raising up and training lay pastors and house church leaders to care for their flocks. Help us to love those whom you have entrusted into our care. May our shepherding of them be a reflection of how you so lovingly and gently care for us. Amen.”

ASK: What kind of pastors do we want to train? What characteristics and skills will we emphasize in our training?

ANSWER: There’s a wide variety of activities and roles involved in being a pastor.

ILLUSTRATE: No two pastors are alike. Some are very good preachers and Bible teachers, while others may excel in prayer ministries, or winning people to Christ, or counseling, or any number of other ministries.

- Four foundational recommendations that describe the kinds of pastors we want to train, using the acronym “HUGS”:
 - “H” = Heart
 - “U” = Unavoidable opposition
 - “G” = Spiritual gifts
 - “S” = Servant leadership
- **Heart:** The heart of a pastor relates to his walk with Christ, his love for God, and his faith. These are far more important than any ministry skills he may develop.

SHARE: Provide students with an example from your own life about someone you know who displays the heart of a pastor.

- **Unavoidable opposition:** Any position of spiritual leadership, such as a pastor, will provoke attacks of spiritual warfare and confrontations with temptation. Read 1 Peter 5:8 and Ephesians 6:13-18.
- **Gifts of the Spirit:** Teach each trainee to discover and develop the areas where they are especially gifted by the Holy Spirit. Encourage trainees and their future students to develop their particular spiritual gifts while not neglecting other areas needing growth. Read Ephesians 4:11.
- **Servant leadership:** Godly leadership is servant leadership! Jesus washed the disciples’ feet, David was a shepherd before becoming king, Billy Graham was on the welcoming team in college.

b. The Sample Lessons #14-17 (40 minutes)

LESSON # 14: WHY WITNESS and LESSON #15 GETTING SOUL-WINNERS STARTED

- Divide the class into two groups. Ask them to study lessons #14 and #15 for 10 minutes, then call the class together to begin the sample lesson.
- Read Isaiah 6:8 together: “Here I am! Send me!”
- Display charts and teach the key points from the textbook.

HOW TO INVEST IN SOUL WINNING PEOPLE

1. Lead by example.
2. Preach on soul winning.
3. Take soul winning training.
4. Circulate books and articles on soul winning

LESSON # 16: REASONS FOR SOUL-WINNING

- Display chart: “7 Reasons for Soul-Winning.”
- Teach key points from the textbook.
- Below is an example of how to add content, illustrations, and explanations to the textbook outline:

READ introductory statement from the textbook.

ASK trainees to look up Bible passages that support the statement: Luke 5:10, Acts 5:14, John 1:41-42, and Proverbs 11:30.

LEAD a short discussion on the introductory statement.

- Emphasize that the pastor should lead his people into the joy of soul winning. Read 1 Peter 2:5-9.

7 REASONS FOR SOUL WINNING

1. **The worth of every soul.** A single soul is worth more than the riches of the whole world.
2. **The fact of hell.** Many people today want to deny the existence of hell. If you have a disease but say, "I do not have this disease," it does not change the fact that you do in fact have a disease. If the soul denies Christ, that soul will go to hell. (Mark 9:47-48, Matthew 25:41, Luke 16:23, etc.)
3. **The glories of Heaven.** Heaven is also a real place with unimaginable glories. (Luke 23:43, Revelation 21:4, Revelation 21:21-25, etc.)
4. **The sufferings of Christ on the cross for every sinner.** Jesus has suffered for all and so we must go to all people of the world.
5. **The emptiness and folly of this world.** The pleasures of this world wither and fade like grass.
6. **The desire to have the family circle complete in heaven.** When Jesus comes again, only those who put their faith in Christ will go to heaven. It is urgent to win our relatives to Christ.
7. **The personal rewards that are offered to faithful soul winners.** (Daniel 12:3).

- Display chart on the Prerequisites of a Soul Winner
- Teach key points from the PBS textbook.
- Use Scripture to ground your teaching and encourage students to look up Scripture in their Bibles.
- NOTE: There are some exceptions to a soul winner needing to have a fair knowledge of the Bible and knowing how to use it. For example, in John 9 the blind man who was healed by Jesus didn't know much about Jesus, but he was a bold and clear witness to the Pharisees when he told them, "Whether He (Jesus) is a sinner or not, I don't know. One thing I do know: I was blind and now I see!"
- Conclude with the question from the textbook or a similar one, such as: "Can you think of any other prerequisites or characteristics needed to be a good witness for Christ?"

PREREQUISITES OF A SOUL WINNER

1. Must be saved and sure of salvation.
2. Must lead a pure life (Psalm 24:3-5).
3. Must work in a spirit of love (1 John 4:7-8).
4. Must have a fair knowledge of the Bible and know how to use it.
5. Must be a man or woman of prayer.
6. Must be filled with the Holy Spirit.
7. Must have compassion for lost souls.

- Display chart on the seven ways in which a person moves toward a life of witness.
- Teach key points from the textbook.

HOW TO LIVE A LIFE OF WITNESS

1. Take baptism.
2. Join a church and attend regularly.
3. Attend prayer meetings (Bible studies, cell groups, discipleship groups) at least weekly.
4. Regularly participate in communion.
5. Attend testimony services whenever possible.
6. Tell friends, relatives, and neighbors.
7. Do all this (except baptism) repeatedly.

LESSON # 17: HOW TO WITNESS

- Teach the key points from the PBS textbook, emphasizing that the seven ways of witnessing described in *Called to Shepherd God's People* should lead men and women to faith in Christ.
- Remind the trainees that this course is not just about becoming soul winners, but it is also about training them how to teach others to become soul winners.
- Lead the trainees in a skit demonstration. Three volunteers are needed. It is okay to read from the script provided in the following "skit demonstration." However, it is better for the teacher to gain familiarity with each testimony prior to the demonstration.
- The purpose is to contrast personal testimony with a personal testimony of *salvation*.

Skit Demonstration

1. This first person was born into a Christian family. He boasts about being born a Christian and reading his Bible regularly. He tells you that he is a youth leader in the church. When asked about the forgiveness of sins, he says that he is not a sinner because he was born a Christian. It seems that he has not yet had a salvation experience.
2. This second person has had a miraculous healing experience. She had a sickness that could not be cured, even by going to many doctors, temples, and non-Christian healers. Then someone told her about a group of Christians whose pastor prayed for healings in the name of Jesus Christ. Her family took her to this pastor, where he led them into having faith in Jesus for her healing. Subsequently, she was cured! Since then she has started attending church. She claims to have full faith in Jesus as the God who heals, but she does not have the experience of repentance and forgiveness of sins.
3. This third person was also born into a Christian family but has also experienced new birth in Christ. She tells you that she knew about Jesus from her childhood and regularly attended Sunday School. She tells you that as she grew, she fell into bad habits. Then one day, she heard a sermon where the preacher spoke about accepting Jesus as a personal Savior and Lord. She repented of her sins and asked Jesus to be her Lord and Savior. She tells you that since then her life was changed and that she has been walking in obedience to the Lord.

Then say the following...

Which person had the testimony of salvation? You are responsible to teach future leaders and pastors how to respond to the variety of personal testimonies within a single congregation. Think of the ways that you can encourage others toward true forgiveness of sins, repentance, and turning toward Jesus in newness of life.

Session 3:

150 minutes

Textbooks: *Called to Shepherd God's People* and
Tentmakers Manual

Shepherding the Flock

Teaching by the Teacher Trainer (part 2)

Outline:

- a. *Sample Lesson #18*
- b. *Five Methods of Witnessing*

a. The Sample Lesson (#18)

LESSON # 18: WITNESSING PLANS

- Teach the key points from the PBS textbook, reminding the trainees to not only use these five methods of witnessing for themselves, but to also teach these methods to others.

b. Five Methods of Witnessing

Method #1: Four Spiritual Laws

- Just as there are physical laws that govern the physical universe, so there are spiritual laws which govern people's relationship with God.
- This method of evangelism was developed by Bill Bright and teaches four "laws" that provide the hearer with the opportunity to respond to the gospel.
- The laws should be presented in the same order as they are written below, because each law builds upon the previous one.
- Remind the trainees that it is important to ask the hearers if they would like to receive Christ after learning the "Four Spiritual Laws" and to pray with those who say yes.
- After modeling the "Four Spiritual Laws" method, ask the class to get into pairs and take 4-5 minutes practicing using this method.

1. God loves you and offers a wonderful plan for your life (John 3:16; John 10:10).

2. Humanity is sinful and separated from God. Therefore, we cannot know and experience God's love and plan for our lives (Romans 3:23; Romans 6:23).

3. Jesus Christ is God's only provision for humanity's sin. Through Him we can know and experience God's love and plan for our lives (Romans 5:8; 1 Corinthians 15:3-6; John 14:6).

4. We must individually receive Jesus Christ as our Savior and Lord; then we can know and experience God's love and plan for our lives (John 1:12; Ephesians 2:8-9; John 3:18; Revelation 3:20).

Method #2: The Wordless Book

- After 4-5 minutes of practicing using the “Four Spiritual Laws” method, trainees to return to their seats to learn another method of witnessing.
- Remind the trainees that they should use “The Wordless Book” method not only to witness to others but also to teach others how to witness.
- Explain that if this presentation is being done person to person, the witness can create a pocket-sized booklet using colored ribbons, cloth, or pieces of paper.
- Explain that if this presentation is being done at a church, meeting, or event, the witness can ask for five volunteers to hold up each color as it is presented.
- Remind the trainees that it is important to ask the hearers if they would like to receive Christ after sharing the “Wordless Book” and to pray with those who say yes.
- After modeling the “Wordless Book” method, ask the class to get into pairs and take 4-5 minutes practicing witnessing using this method.

Yellow or “Gold”—This yellow color reminds me of gold. Gold is precious and reminds me of Heaven. In Revelation 21:21 we hear about the city that comes down from Heaven, whose streets are made of pure gold. The Bible tells us that Heaven is a marvelous place. In Heaven there are no tears, hunger, sickness, darkness, or death. In Heaven there is eternal life in the presence of God. This same God loves you and me and wants us to go to that place.

Black or “Dark”—But there is one thing that hinders us from going there. This dark color reminds me of sin. Sin is the darkness in our lives. When we stand with all of our sin before our Holy God, what will He say? He would have to say, “Go away from Heaven. Get away from this holy place and go to the place that is prepared for the wicked and the devil—Hell.”

Red—But that is not the end of the story. This red color tells me of the way God has prepared for your salvation and my salvation. This red color reminds me of the blood of Jesus Christ. In Romans 5:8 we read, “While we were still sinners, God died for us on the cross.” In John 3:16 we read, “For God so loved the world, that He sent his son Jesus” to die on the cross. When Jesus died on the cross, He took all our sin. Even though Jesus was dead and buried, he rose again on the third day. By doing this He cleansed us from our sins to make us holy.

White or “clean”—This white color reminds me of holiness. We have to believe that Jesus shed His blood for our sins. We have to ask for forgiveness. When we have repentant hearts and true faith in Jesus, we are cleansed from our sins.

Green—This green color reminds me that whoever is in Jesus Christ is a new creation. This color reminds me of all the plants that grow. New life in Jesus Christ also keeps growing. That is the life of discipleship. And when we continue in this new life then one day when this life on earth is finished, we will go to the place God has prepared for us (*point to the gold*). Would you like to go to this place? Would you like to repent for your sins? Have you ever repented? The only way that will make you clean is by the blood of Jesus. Perhaps you may have heard of Jesus since childhood—but have you experienced this holiness, this cleansing of sin from your heart? Would you like to do that now? If you would like that, please receive this prayer. Close your eyes and pray with me.

Method #3: Five Fingers

- After 4-5 minutes of practicing in pairs using the “Wordless Book” method, direct trainees to return to their seats to learn a third method for witnessing.
- Remind the trainees that they will be able to use the “Five Fingers” method not only to witness to others but also to teach others how to witness.
- Introduce this method by emphasizing that it’s possible to share God’s plan of salvation by using the fingers of one hand.
- Teach the “Five Fingers” evangelism method using a displayed chart.
- Remind the trainees that it is important to ask the hearers if they would like to receive Christ after sharing the “Five Fingers” gospel and pray with those who say yes.
- After modeling the “Five Fingers” method, ask the class to get into pairs and take 4-5 minutes practicing witnessing using this method.

First Finger—God loves you

“For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life” (John 3:16).

Second Finger—All have sinned

“All have sinned and fall short of the glory of God” (Romans 3:23).

Third Finger—Christ died to pay for your sin

“Christ died for our sins according to the Scriptures, that he was buried, that he was raised the third day according to the Scriptures” (1 Corinthians 15:3-4).

Fourth Finger—Believe Christ died for your sin

“All who received him, to those who believed in his name, he gave the right to become children of God” (John 1:12).

Fifth Finger—When you believe, you receive everlasting life

“For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord” (Romans 6:23).

Method #4: The Roman Road

- After 4-5 minutes of practicing in pairs using the “Five Finger” method, direct trainees to return to their seats to learn a fourth method of witnessing.
- Remind the trainees that they will be able to use the “Roman Road” method not only to witness to others but also to teach others how to witness.
- Tell the trainees that this method is a way of explaining the path of salvation using four verses from the book of Romans.
- Teach from a chart that displays the four verses.
- Remind the trainees to ask the hearers if they would like to receive Christ after sharing the “Roman Road” evangelism method and pray with those who say yes.
- After modeling the “Roman Road” method, ask the class to get into pairs and take 4-5 minutes practicing witnessing using this method.

4. Man's response—Confess sin, believe in Christ, and receive forgiveness

“If you confess with your mouth, ‘Jesus is Lord,’ and believe in your heart that God raised him from the dead, you will be saved” (Romans 10:9).

3. God's provision—God provided a way to pay the penalty through the death of Jesus.

“God demonstrates his own love for us in this: While we were still sinners, Christ died for us” (Romans 5:8).

2. Sin's penalty—The penalty for sin is death.

“For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord” (Romans 6:23).

1. Man's need—All have sinned and need forgiveness.

“All have sinned and fall short of the glory of God” (Romans 3:23).

Method #5: Marked New Testament

- After 4-5 minutes of practicing in pairs using the “Roman Road” method, direct trainees to return to their seats to learn a fifth method for witnessing.
- Remind the trainees that they will be able to use the “Marked New Testament” method not only to witness to others but also to teach others how to witness.
- Share with the trainees that this final method is simply marking a Bible with tabs for easy-access to key verses of Scripture in the following order:
 - Romans 3:23; Romans 6:23; John 1:12; 1 John 1:9; Revelation 3:20; 1 John 5:10-13
- Show the class your own marked Bible so that they can understand this evangelistic method.

Conclusion of Section 4: SHEPHERDING THE FLOCK

- Conclude this section with a reminder to the trainees of the importance of witnessing about Christ.
- We have been given the honor of participating in the reconciliatory mission of God.
- We ought to be eager to engage with others in love.
- We ought to be eager to invite and teach others how to participate in this awesome responsibility of sharing the good news of Jesus Christ to the whole world.
- Conclude this section with a time of personal reflection, prayer, and song.

Session 4: 50 minutes

Textbook: *Called to Shepherd God's People*

Homiletics

Teaching by the Teacher Trainer

Outline:

- a. Introduction to Expository Sermons*
- b. Inductive Bible Study (IBS) Principles*

a. Introduction to Expository Sermons

- Remind the trainees of the five types of sermons: biographical, narrative, textual, topical, and expository.
- Introduce expository sermons by first defining “expository” as “intended to explain or describe something” and “sermon” as “a talk on a moral subject intended to motivate the audience to action.”
- Expository is not an argument or your opinion, but rather the accurate explanation of Scripture.
- Say to trainees that they (and the future teachers whom they train) can lead people to conclusions and action steps based on God’s Word.
- Inductive Bible Study (IBS) tools and methods ensure that expository sermons are based on Scripture. Display a chart listing the three-stage method of IBS:

INDUCTIVE BIBLE STUDY METHOD:

1. What does it say? (Observation)
2. What does it mean? (Interpretation)
3. How will I apply it to my life? (Application)

- Observation: What does it say?
 - Reread the selected passage. Become familiar with it.
 - Read the surrounding context of the selected passage.
 - Write questions that come to you as you read.
 - Identify the type of literature.
 - Describe the context.
 - Study the author.
 - Study the recipients.
 - Identify other people.
 - Mark key words and phrases.
 - Ask: what, where, why, who, when, and how?
 - What is the main theme of the book or letter?
 - What is the main theme of the chapter from which you will speak?
 - What is the main point of your sermon text?
 - REMIND TRAINEES: God’s main point should be my main point as I represent Him.

- Interpretation: What does it mean?
 - Interpretation is not about our opinion. We must not go beyond what is stated in Scripture. Interpretation relates to the Biblical author's intent.
 - The Seven Key Principles of IBS guide interpretation.

- Application: How will I apply it to my life?
 - Read James 1:22-25 to emphasize the importance of application.
 - Provide trainees four helpful questions to guide the application stage of IBS:
 1. **What** does God now require of me? **What** focuses on the actual **instructions** that align with the Biblical text, telling people what it requires them to do.
 2. **Where** does He now require it of me? **Where** focuses on the **situation**. If you do not provide the "where," instruction remains an abstraction. For example, "Love your neighbor" is vague. It can be more helpful to say, for example, "Love people who overlook you at work because of your faith." Be specific. Helping people envision their obedience in real situations is often a mark of powerful preaching.
 3. **Why** must I do what He requires? **Why** focuses on the **motivation**. Provide proper motivation. Even Pharisees can obey rules. Listeners must know why they must obey the application. Motivate by grace, not by guilt or greed.
 4. **How** can I do what God requires? **How** focuses on **enablement**. Don't just tell people what to do, but also how to do it. Give the practical steps and spiritual resources that make the application attainable.

b. IBS Principles

- Display a chart depicting the seven principles of IBS either with words, images, or both.

SEVEN PRINCIPLES OF IBS

1. Context sets the meaning of a text. It is critical to understanding and application.
2. Always seek the full counsel of the Word of God. Check cross references.
3. Scripture will never contradict Scripture. Let Scripture interpret Scripture.
4. Do not base your doctrine on an obscure passage.
5. Interpret Scripture literally, unless the context demands otherwise.
6. Look for the author's intended meaning of the passage. Word studies may be helpful.
7. Check your conclusions by using reliable commentaries and/or other mature Christians.

Session 5: 40 minutes

Textbook: *Called to Shepherd God's People*

Homiletics

Group Work

Outline:

- a. Each group completes the assigned task for the given day*
- b. Each group presents completed work before the class*

a. Assignment in Groups

- Divide the class into groups and direct them to practice gathering information from Acts 5:17-32 or Luke 19:1-10, using the three IBS steps of Observation, Interpretation, and Application (10 minutes).
- This serves the dual purpose of giving the trainees practice in gathering information from Scripture while also providing texts on which to base new sermons for future ministry.

b. Group Presentations

- Each group will select one person to present the work.
- Each group will be given 2 minutes to present their work.
- When all groups have finished their presentations, provide feedback.
- Close the session with prayer and offer any pertinent announcements for the next day of teaching.

Unit Five

Session 1: 60 minutes

Textbook: *Called to Shepherd God's People*

Denominational Relationships

Begin Unit Five with a time of worship and prayer (15 minutes)

REVIEW QUIZ GAME (10 minutes)

- See rules from Unit Two. Use questions from Appendix B or compose your own.

Teach the following points from the PBS textbook:

TEACHING ON DENOMINATIONAL RELATIONSHIPS AND UNITY

- PBS training is taught among many denominations, and so the lessons in this section will need to be developed by PBS teachers in the context of their particular denominations.
- Share with the trainees the following:
 - There are 20 lessons in this section. The first 10 lessons concern church organization and the second 10 lessons concern the relationship between the lay pastor and the denomination.
- Briefly summarize each of the 20 lessons from the textbook. The Teacher Trainer may ask trainees to share about their own denominations in areas such as history, organization, or practices.
- Share that in John 17 Jesus told his followers to pray for unity, both with God and among themselves, as a witness to the world. This includes unity between and across denominations.
 - Display and explain the following chart that depicts this twofold unity.
- Ask the trainees to read John 17:20-23.
 - Emphasize that Jesus is praying that the Church be one.
 - Why? So that the world will know that Jesus was sent by God and that God loves the world even as He loved His own Son.
 - *Key Point: We need to help those we are training to make every effort to make the body of Christ one. We need to pray! Pray that God's church will be made unified!*
- Choose one of the following demonstrations that depict the unity of the Church, using John 12:32 as the key Scripture:



DEMONSTRATION #1

- Ask a trainee to sit in a chair and explain that this person will represent Jesus.
- Share with the class your own denomination and say "I am from ____ denomination. On my own, I couldn't lift this chair very high."
- Invite another trainee from a different denomination and say, "I am from ____ denomination, but my friend is from ____ denomination. Together we can lift this chair a little higher." Lift chair.
- Repeat 2-3 people increasing students to help lift chair each time until the group can lift the chair up high (safely).
- Return to John 12:32, emphasizing that in order to raise the name of Jesus we must come together as His church so that the world will come to know Him.

DEMONSTRATION #2

- Ask the trainees - on the count of three - to shout the name of their denomination.
- Count to three.
- Then ask the trainees on the count of three to shout the name "Jesus."
- Count to three.
- Emphasize the chaos and confusion that was heard when everyone shouted their denomination name.
- Contrast this by emphasizing the clarity that was heard when all united their voices to shout the name of Jesus.

- After this demonstration, exhort trainees to pray for these two things, as Jesus asked us to do: more laborers for the harvest, and that the Church would be one. Conclude in corporate prayer.

Session 2: 45 minutes

Textbook: *Called to Shepherd God's People*

Shepherding the Flock

Teaching by the Teacher Trainer (part 3)

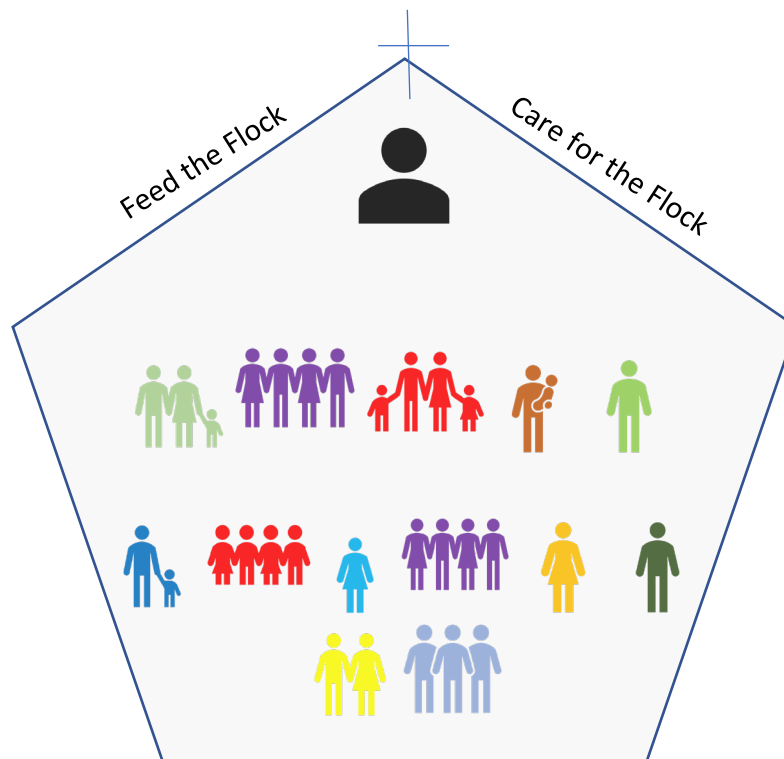
Outline:

- a. Introduction to the Section*
- b. Personal Qualities of a Responsible Shepherd*
- c. Common Ministries and Special Ministries*

Teach the following points from the PBS textbook:

a. Introduction to “Shepherding the Flock” (5 minutes)

- Explain that a lay pastor must have certain qualities to be a good shepherd to his or her congregation.
- Summarize the key points of the previous topic, “Witnessing,” from Unit Four.
- Introduce the next section and explain the three subcategories:
 - Personal qualities of a responsible shepherd
 - Common ministries for the whole congregation
 - Special ministries for specific members of the congregation
- Display chart representing the pastor’s responsibility to shepherd the variety of people and needs within his or her flock. It is helpful to color the people within the congregation in a variety of colors to represent the various types of people and needs within a single congregation. Talk about the various possibilities.
- Jesus asked Peter whether he loved Him, and then told him to “Feed my sheep.” An outcome of loving Christ is feeding His sheep, that is, caring for the people for whom we are responsible (John 21:15-17).
- We are to feed, tend, and be examples to the people in our care (1 Peter 5:2).
- Paul exhorts elders to take heed of the flock and to be overseers of the flock (1 Peter 5:1-4).



b. Personal Qualities of a Responsible Shepherd (40 minutes)

- Display chart listing Lessons #5, #6, #7, #8, #9 to introduce the lessons.
 - These five lessons are distinct from the others because they help the lay pastor develop the qualities necessary to address the variety of people, experiences, and needs of the church or small group.
 - Teach Lessons #5-9 from the textbook.

<p>SHEPHERDING THE FLOCK</p> <p>Lesson #5—Love, a Dual Ministry</p> <p>Lesson #6—Public Ministry</p> <p>Lesson #7—Keep a Balance in Your Ministry</p> <p>Lesson #8—Periodic Evaluation</p> <p>Lesson #9—Ministry of Counseling</p>

- Lesson #5: Love, a Dual Ministry
 - The lay pastor has a dual ministry: developing soul-winners and discipling them into deeper love for Christ and His people. Love must be the theme of all soul-winning and discipling.
- Lesson #6: Public Ministry
 - The lay pastor must train his or her people in the whole counsel of God. Define “whole counsel of God,” using examples.
- Lesson #7: Keep a Balance in Your Ministry
 - Preaching and practice.
 - Teaching about God’s love and God’s holiness.
 - Encouragement about heaven and caution against hell.
 - Preaching for both evangelism and revival.
- Lesson #8: Periodic Evaluation
 - The lay pastor must evaluate his or her own spiritual life as well as that of the church or small group.
- Lesson #9: Ministry of Counseling
 - The lay pastor must come alongside people who are suffering in order to offer counsel and care.

c. Common Ministries for the Whole Congregation and Special Ministries for Specific Members of the Congregation (45 minutes)

- Display a chart showing the two categories of ministries.
- Remind the students that the previous five ministries introduced (Lesson #5, #6, #7, #8, and #9) focused on developing certain qualities in the shepherd or lay pastor.
 - Introduce the remaining lessons in two distinct categories: common ministries and special ministries.

COMMON MINISTRIES
Lesson # 1—Preach the Word
Lesson # 2—Why we need revival
Lesson # 3—Preaching for revival
Lesson # 4—Praying for revival
Lesson #10—Encouraging fellowship
Lesson #11—Evangelistic preaching
Lesson #12—Assurance of salvation
Lesson #15—Getting Soul-Winners Started
Lesson #19—Teaching about giving
Lesson #34—Observance of the Lord’s Day
Lesson #35—Father’s Day
Lesson #36—Mother’s Day
Lesson #37—Establishing a family altar
Lesson #38—Reaching the whole family
Lesson #39—Mobilizing laymen for service
Lesson #40—Using the gifts of women

SPECIAL MINISTRIES
Lesson #20—How to exhort
Lesson #21—How to deal with sin in the flock
Lesson #22—Dealing with backsliding
Lesson #23—Divorce
Lesson #24—Adultery
Lesson #25—Witchcraft
Lesson #26—Why to preach against drinking
Lesson #27—Helping Christians who suffer
Lesson #28—Ministering to the sick
Lesson #29—Ministry in time of death
Lesson #30—Counseling engaged couples
Lesson #31—How to counsel a childless couple
Lesson #32—Ministry to widows
Lesson #33—Christians with unsaved spouses

Textbook: *Called to Shepherd God's People*
Shepherding the Flock

Learning Through Individual Study

Outline:

- a. Each student studies one lesson from the section*
- b. Each student makes a chart on the lesson for presentation*

Preparation for Individual Study:

- Explain that each trainee will be given his or her own lesson and time to prepare a chart and a 4-minute presentation to the class.
- Prepare beforehand the numbers and titles of the selected lessons on pieces of paper to hand out to each person.
- We suggest at least the following 10 lessons:
 - #1 Preach the Word, #11 Evangelistic Preaching, #13 Discipling new Christians, #21 How to deal with sin in the flock, #22 Dealing with backsliding, #23 Divorce, #27 Helping Christians who suffer, #30 Counseling engaged couples, #37 Establishing a family altar (*we suggest presenting a skit on family prayer time*), #39 Mobilizing laymen for service, and #40 Using the gifts of women.
- Provide instructions to the trainees on how best to utilize their time. Make materials available to trainees.

SAMPLE INSTRUCTIONS:

- You will get 40 minutes to complete your lesson.*
- Use 30 minutes to study the lesson and 10 minutes to make the chart.*
- After reading the lesson, write the Lesson # and title of your lesson on the front of your chart to be displayed to the class.*
- On the other side of your chart, write the important aspects from the textbook to share with the class.*
- Avoid using any outside sources or ideas but instead focus solely on the text itself.*
- Take 4 minutes to present the key points in front of the class.*

Session 4:

150 minutes

Textbook: *Called to Shepherd God's People*

Shepherding the Flock

Individual Presentations

Outline:

a. Presentation of each lesson

b. Spiritual exhortation at the conclusion of all the presentations

a. Individual Presentations

- Make a circle with the chairs and request that each person sit in the circle with their presentation chart in hand.
- Each person will begin by stating the name of their lesson, after which the group should repeat the name. Each presentation should be 4 minutes.
- This style of teaching encourages all trainees to speak in front of the class at least once throughout this training, so that each person will gain experience speaking to a group.

b. Spiritual Exhortation

- At the end of all the presentations, ask the trainees how it felt to see and hear all of the ministries for which the shepherd is responsible.
- Emphasize that the shepherd must be equipped to train others in his or her church or small group to come alongside and assist in these ministries.
- *Key Point: Because I am beloved by God, I will shepherd His sheep. Lord, take my life and let it be consecrated, Lord, to Thee.*

Conclusion of Section 4: SHEPHERDING THE FLOCK

- Conclude Section 4 with a final emphasis on the shepherd's responsibility.
 - Lead a worship song as trainees are invited to come forward and tape their charts to a wall, or to place their charts on an elevated area, as an act of worship and consecration to God.
- Lead the trainees into a commitment to accept the responsibility of being good shepherds of God's people and of preparing good shepherds for God's people.
- Complete this time of commitment with prayer and song. Sing or read this song:

*We love you Lord,
And we feed your sheep
To follow you,
Oh our souls rejoice
Rejoice our Lord
In what we do
May it be a sweet, sweet thing
In your sight.*

Session 5: 50 minutes

Textbook: *Called to Shepherd God's People*

Homiletics

Teaching by the Teacher Trainer

Outline:

a. Sample Expository Sermon Outline using IBS Principles

b. Sample Expository Sermon Delivery

a. Sample Expository Sermon Outline using IBS Principles

- Read Romans 5:6-11 out loud or ask a trainee to read the passage.
- Use the IBS principles to model how to design an outline. Remind trainees that they can find the expository sample outline in their PBS textbook.
- It may be helpful to create a chart beforehand, listing important information gained from Scripture that can be used to create an expository sermon outline. Several example charts are included in this manual:
- STEP 1: OBSERVATION—WHAT DOES IT SAY?

CONTEXT OF ROMANS 5

- Literature: letter
- Author: Apostle Paul (an apostle to the Gentiles)
- Recipients: churches in Rome
- Author's / Recipients' context: Paul was in Corinth; the Roman church was experiencing a season of peace, but was somewhat ignorant about the gospel
- Key words: gospel, faith, wrath, salvation, grace, holiness, reconciliation
- Main theme: the gospel: man is sinful, salvation is by faith, Christ paid the penalty, our rescue is permanent, holy living.

- You may also display a chart for depicting highlights of surrounding chapters in Romans:
 - Chapter 1: Man's sin
 - Chapter 2: God's righteousness, faith
 - Chapter 3: No one is righteous
 - Chapter 4: Faith (continued)
 - Chapter 5: Peace with God; Hope in Christ; Death through Adam and Life through Christ
 - Chapter 6: Being done with sin
 - Chapter 7: The law and sin
 - Chapter 8: Living in the Spirit
- You may also display a chart depicting an overview of Romans 5:
 - The saved are justified through faith (by God's grace)
 - The fruit of suffering
 - Christ's death leads to our salvation (He paid our penalty)
 - The sinfulness of man leads to death
 - Eternal life is available to all

- You may also display a chart depicting the characters in the story, such as:
 - God
 - Jesus
 - People already saved by faith in Jesus
 - People who are not yet Christ-followers

ASK: Do any of the characters need further introduction or explanation?
 Whom was Paul addressing?
 Whom will you be addressing in your sermon?

- You may also display a chart depicting the main topics from Romans 5:6-11, such as:
 - Christ died for the ungodly (us/all) before we became righteous
 - Christ's death can save the sinner from punishment
 - By His death, the saved are reconciled; they can live at peace with God

REMINDEE trainees: Now we have answered the question, "What does it SAY?" We did not imagine the answer nor record our opinion. We studied the text and wrote down answers to basic questions that help us capture the author's intent.

- STEP 2: INTERPRETATION—WHAT DOES IT MEAN?
 - Display the Seven Principles of IBS chart from earlier and ask trainees which principles they think will guide the interpretation stage of constructing an expository sermon.
 - Model the use of principle number 5: Interpret literally unless the context demands otherwise.
 - This passage in Romans means what is stated: Because of God's love, Christ died so that sinners could be reconciled to God.

Tell trainees that they may need to explain theological words such as "justification" and "reconciliation."
 Tell trainees to be careful that their interpretation of Romans 5:6-11 must be consistent with Paul's more complete message in the preceding and following chapters of Romans.

- STEP 3: APPLICATION—HOW WILL I APPLY IT TO MY LIFE?
 - Romans 5:6-11 tells us that people who do not accept Christ's substitutionary death for their sin will suffer the eventual punishment of God and will not have peace with God during their life on earth. The wise listener will accept Jesus' gift, acknowledge Him as Savior, and serve Him as Lord.

Remind trainees to use examples and illustrations throughout their sermons to help their listeners understand the application and move them toward action.

- Putting together a sermon outline:
 - The goal is to convey the Biblical author's intent so that it is:
 - Accurate
 - Clear
 - Concise

- Motivating
 - Easy-to-remember
 - Requesting urgent action
- Create an outline to ensure that your sermon is logical and flows well. Encourage trainees to read the sample outline and explanation of expository sermons in pairs or triads (5 minutes). Display the sample outline in chart form as trainees study their textbook material. Below is an example of the outline chart:

EXPOSITORY SERMON

Life from a Death

THEME: The Death of Jesus Christ

TEXT: Romans 5:6-11

INTRODUCTION: Its place in Pauline teaching

OUTLINE (body):

I. Someone died

A. This is an ordinary fact—everyone dies.

B. But this is an extraordinary fact when we remember:

- The character of the One who died.

- He could have avoided death.

- The claims associated with His death.

II. The people for whom Christ died.

A. Sinners, ungodly, weak, enemies.

B. Meaning of the words “died for them.”

III. The purpose of Christ’s death

A. Negatively: Not to induce (coax) God to love men.

B. Positively: That man might be changed.

- Justified

- Reconciled

- Saved from wrath

- Saved by His life

CONCLUSION: (1) Do we recognize the significance of that cross? (2) Is it nothing to us? Or, is it the most significant? (3) How great our love should be to Him because of that death!

INVITATION: Provide the opportunity to publicly agree with God’s Word and receive by faith what He so freely gives to all of us.

REMINDEE: Remind trainees that there is a sense of urgency each time the gospel is preached. Read 2 Corinthians 6:2 to trainees.

REMINDEE: Remind trainees that every time the gospel is preached that it should be pressed as if it were the last chance to preach it. Richard Baxter, a preacher in England said, “I preach as never sure to preach again, and as a dying man to dying men.”

b. Sample Expository Sermon Delivery

- Invite trainees to close their books and listen to a sample expository sermon delivery of Romans 5:6-11.
- Deliver expository sermon from sample outline.

Session 6: **40** minutes

Textbook: *Called to Shepherd God's People*

Homiletics

Group Work

Outline:

- a. Each group completes the assigned task for the given day*
- b. Each group presents completed work before the class*

a. Assignment in Groups

- Divide the class into the same Homiletics groups as Day Four and request that they use the information they gathered from Acts 5:17-32 or Luke 19:1-10, through IBS principles, to create a sermon outline.
- This serves the dual purpose of giving the trainees practice in creating concise outlines from large amounts of gathered information, while also providing future PBS teachers additional outlines from which to preach in their churches and small groups.

b. Group Presentations

- Each group will select one person to present the work.
- Each group will be given 2 minutes to present their work.
- When all groups have finished their presentations, provide feedback.
- Close the session with prayer and offer any pertinent announcements for the next day of teaching.

Session 7:

50 minutes

Textbook: *Called to Shepherd God's People*

Final Day Preparation

Teaching by the Teacher Trainer

Outline:

a. Introduction of the PBS Model Day Format

b. Final Day Preparations

a. Introduction of the PBS Model Day Format (10 minutes)

- Provide the schedule for Day Six, a model PBS day. An example of a model PBS schedule can be found in Appendix G.
- Tell the trainees that they have the tools needed to teach the PBS curriculum and will now be given the opportunity to practice.
- Open discussion for any questions.

b. Final Day Preparations

- Organize trainees into five groups and explain that they will work as a team to prepare a lesson on their assigned section. Plan the composition of each group ahead of time, based on the trainees' gifts and personalities that you have observed during the week. Each group will select one person from their group to be the teacher for their section.
- Assign each group selected sections to teach from "Books of the Bible," "Doctrines," "Homiletics," "Shepherding the Flock," or "Holy Living." Each section will be given 50 minutes.
- A sixth group can be added to lead worship if desired.
- Provide materials for any charts and request that they break into their groups to begin studying their lessons and preparing charts.

Unit Six

Session 1: 45 minutes

A Model PBS Day

Taught by Trainees

Begin Unit Six with a time of worship and prayer (15 minutes)

6:30 - 7:00	Breakfast
7:00 - 7:30	Devotion
7:30 – 8:20	Books of the Bible – Lesson 20
8:20 – 9:10	Doctrines – Lesson 20
9:10 – 10:00	Homiletics –Narrative Sermon
10:00 – 10:20	Break
10:20 – 11:10	Shepherding the Flock – Lesson 20
11:10 – 12:00	Holy Life – Lesson 20
12:00 – 1:00	Remarks and Evaluation
1:00 – 2:00	Lunch
2:00 – 3:00	Final Remarks Response Conclusion Departure

APPENDIX A

DAY ONE EXAMPLES OF SPIRITUAL EXHORTATIONS

2 Genesis: Genesis begins with God and ends in a coffin (50:26). Let us praise God that He did not end our story with death. Today we know we are not going to end "in a coffin" because at the right time in human history, God sent His Son Jesus who is the resurrection and the life. Let us all stand and praise God for giving us this hope in Jesus, assuring us of our eternal life beyond the grave.

3 Exodus: Exodus tells us about the redeeming work of our sovereign God. It begins in darkness and gloom and yet ends in glory. Is there any darkness in your life? Any gloom? How about sorrow? Are you carrying the burden of any bad habits? Do you have any worries, fears, weaknesses, or shortcomings? Ask the Lord to redeem you from that darkness. He is more than able to bring you into His glory. Let us pray to give ourselves into His mighty hand and ask Him to glorify Himself through our lives.

6 First and Second Samuel: There are 11 qualities of David given in this lesson. Underline them in your textbook. Which one of these qualities do you desire to have the most? *(Allow time for some of the teachers-in-training to share specific qualities with the class.)* Let us all stand and pray that God will help us to develop these specific qualities for His glory and purpose.

11 Psalms: Psalms is the book of praise, prayer, and worship. It tells us that every human experience is related to God. Today, we know that "God is with us" in every experience of our lives— He is with us in our sorrows and in our sufferings, and in our hope and joy. Let us sing a song to God in thanksgiving.

13 Isaiah: This lesson reminds us that the prophecies of Jesus Christ's virgin birth, character, life, death, and resurrection have been fulfilled. We can trust fully that his second coming will also be fulfilled as promised in the Word of God. We need to be prepared for our King's return. *(Lead the class in a prayer or song regarding the second coming of Christ.)*

22 Matthew: Matthew presents Jesus as King. Write down in your journals confirmations of Jesus being the King of your life. Write down the date and your signature. *(Invite the teachers-in-training to pray a prayer confirming that Jesus is King of their lives.)*

25 John: John portrays Jesus as the Son of God. Jesus is the Son of God, God Himself. Praise God, who is our Creator, Savior, and Provider. *(Lead the class in a song of praise about Jesus as the Son of God.)*

26 Acts: As you commit to the mission of Jesus Christ, write down in your journals, "With the help of the Holy Spirit, I will live to complete the mission of Jesus Christ." Write the date and your signature.

27 Romans: Many of us focus on knowing the doctrines about God; however, we lose focus on living a practical Christ-like life. Do you think that you have failed in any area to live like a committed disciple of Jesus? Submit that area today to Him.

39 Revelation & # 40 Outline of Revelation: An exhortation for this lesson could be used as a conclusion for the entire "Day One."

APPENDIX B

SAMPLE QUIZ QUESTIONS (DAYS 2-5)

Questions are marked with a “Q”

Answers are marked with an “A”

DAY TWO QUIZ QUESTIONS:

Q: What are the six chapters that make up the Portable Bible School (PBS) course? (6 points)

A: Books of the Bible, Doctrine, Homiletics, Shepherding the flock, Holy Living, Denominational Relationships (*Called to Shepherd God’s People*, p. 5)

Q: Explain how the PBS acts in a similar way to the Holy Spirit. (1 point)

A: The Holy Spirit is called the *Parakletos* which means “One who comes alongside to help.” PBSes serve in this role of the helper. They come alongside the rural and urban church to help them train lay leaders and grow.

Q: What is the significance of “portable” in the name Portable Bible School? (1 point)

A: It is called portable because the training is brought to the learner and because it moves to different locations.

Q: For how long, after the training, is the PBS graduate assisted by a Field Supervisor? (1 point)

A: A minimum of 6 months with yearly visits continuing for as long as needed.

Q: What are the six skill sets or knowledge generally needed for a Christian lay pastor? (6 points)

A: Teaching the Bible, explaining the gospel, preaching good sermons, leading worship, leading a prayer meeting, maintaining personal spiritual growth (personal holiness, character development, personal and family spiritual formation).

Q: What do studies show about those trained up within the body as opposed to those hired from the outside? (1 point)

A: They are retained for a much longer period of time.

Q: According to the book of Leviticus, what do the five offerings teach us? (1 point)

A: “Get right” (*Called to Shepherd God’s People*, p. 10)

Q: What do the eight feasts teach us? (1 point)

A: “Keep right” (*Called to Shepherd God’s People*, p. 11)

Q: Name five important people in Numbers. (5 points)

A: Moses, Aaron, Miriam, Joshua and Caleb (*Called to Shepherd God’s People*, p. 11)

Q: Who quoted extensively from Deuteronomy? (1 point)

A: Jesus (*Called to Shepherd God’s People*, p. 11)

Q: Review the first five books of the Old Testament in a single phrase each (5 points)

A: Genesis – man ruined, Exodus – man redeemed, Leviticus – man worshipping, Numbers – man serving, Deuteronomy— man learning to obey. (*Called to Shepherd God’s People*, p. 11)

Q: What does good preaching proclaim? (1 point)

A: Good News of salvation (*Called to Shepherd God’s People*, p. 70)

Q: Give one of the advantages in arranging sermon material well (1 point)

A: Easy to memorize for the preacher; it helps the sermon be clear and logical; it is easy for the audience to take away the message and remember it. (*Called to Shepherd God's People*, p. 72)

DAY THREE QUIZ QUESTIONS:

Q: For whom is the PBS designed to train? (1 point)

A: Untrained/unpaid lay leaders.

Q: For how many hours is the on-site training given? (1 point)

A: 200 hours

Q: Name the first three "Es" of the Seven E's of a PBS. (3 points)

A: Enquire, Evangelize and Establish.

Q: Name the last four "Es" of the Seven E's of a PBS. (4 pts)

A: Equip, Expand, Evaluate and Encourage.

Q: Quote Matthew 12:34b (3 points)

A: "Out of the abundance of the heart the mouth speaks." (*Called to Shepherd God's People*, p. 111)

Q: What must we separate from in order to live holy lives? (6 points)

A: 1. Anything that will overthrow my faith in God; Anything that would destroy or weaken my testimony. (II Corinthians 6:17); Anything that would debase my morals and lead me to sin; Anything that would make another Christian stumble (I Corinthians 8:13); Anything that would harm my body, physically, mentally or emotionally (I Corinthians 6:19); Anything that would be displeasing to Jesus Christ. (I Peter 2:21) (*Called to Shepherd God's People*, p. 117)

Q: Name two things you should think of when temptation comes. (2 points)

A: God; yourself; spouse; partner in sin; children; family; shame and remorse; the Church; non-Christians; the enemies of the gospel; your ministry; God's judgement; eternity; future glory (*Called to Shepherd God's People*, p. 124).

Q: What do the rocks and stones in the "In Christ" demonstration represent? (1 point)

A: Sin

Q: List the three qualities that make a good sermon. (3 points)

A: 1. One theme, 2. Logical connections, 3. An Outline (Page 72 in "Called to Shepherd God's People")

Q: What is the purpose of an introduction to a sermon? (2 points)

A: To awaken interest in the theme; To prepare the audience for what is to follow. (*Called to Shepherd God's People*, p. 73)

DAY FOUR QUIZ QUESTIONS:

Q: What are the two characteristics of PBS teaching? (2 points)

A: Biblically and culturally relevant.

Q: What must you never do to marginally literate adults? (1 point)

A: Must never be treated as intellectually inferior.

Q: List 4 ways that adult learners are different from child learners. (4 points)

A: They have different motivations; They have more life experience; They are independent; They may be going through life transitions; They want their classes to be useful; They expect to receive respect.

Q: Explain why you should use a variety of creative teaching methods? (1 point)

A: They make learning interesting and lead to better learning and better retention/remembering.

Q: What is a good example of a Biographical Sermon? Of a Narrative Sermon? (2 points)

A: The Four Surrenders of Abraham for Biographical and Daniel and the Lion's Den for Narrative. (*Called to Shepherd God's People*, p. 76)

Q: How many days are given to learning about biographical messages in the PBS? (1 point)

A: 5 days (*Called to Shepherd God's People*, p. 76)

Q: What are the five types of sermons studied in the textbook? (5 points)

A: Biographical, Narrative, Topical, Textual, Expository (*Called to Shepherd God's People*, pp. 76-80)

Q: Explain how "Leading the Blind" demonstration shows why it is important to teach doctrine. (1 point)

A: Without doctrine, Christians may follow wrong directions, believe wrong things, get lost.

Q: Name three of the sections on doctrine listed in your text. (3 points)

A: The Doctrine of God; the Doctrine of Jesus Christ; the Doctrine of the Holy Spirit; the Doctrine of Man; the Doctrine of Salvation; the Doctrine of the Church; the Doctrine of the Scriptures; the Doctrine of the Angels; the Doctrine of Satan; the Doctrine of Last Things (*Called to Shepherd God's People*, p. 28).

DAY FIVE QUIZ QUESTIONS:

Q: Who and what is involved in the evaluation process? (1 point)

A: Everyone and everything (students, teachers, field supervisors, the congregation, other lay leaders, textbooks and curriculum).

Q: What is required of a student before receiving a certificate for completion of the course? (1 point)

A: Must open a cell group.

Q: What is more important than measuring the retention of facts in the classroom? (1 point)

A: Measuring ministry performance in the field.

Q: Give one reason why we should confess Christ audibly? (1 point)

A: Christ exhorts us to (Matthew 10: 32-33); A witnessing Christian is not likely to backslide; People know where you stand; Temptations are not as many or powerful; Because of what Christ has done for you. (*Called to Shepherd God's People*, p. 89)

Q: What are the four Spiritual Laws? (4 points)

A: God loves you; Man is sinful; Jesus Christ is God's only provision for man's sin; We must individually receive Jesus Christ as Savior and Lord. (*Called to Shepherd God's People*, p. 92)

Q: Give one scriptural reference for each law? (4 points)

A: God loves you. (John 3:16, John 10:10); Man is sinful (Romans 3:23, Romans 6:23); Jesus Christ is God's only provision for man's sin. (Romans 5:8; 1 Corinthians 15:3-6, John 14:6); We must individually receive Jesus Christ as Savior and Lord. (John 1:12, Ephesians 2:8,9; John 3:18, Revelation 3:20) (*Called to Shepherd God's People*, p. 92)

Q: What is the Roman Road to Salvation? List the four truths. (4 points)

A: A path to salvation using the book of Romans. 1. Man's need; Sin's penalty; God's provision; Man's response. (*Called to Shepherd God's People*, p. 92)

Q: List the four verses to the Roman Road (4 points)

A: Man's need (Romans 3:23); Sin's penalty (Romans 6:23); God's provision (Romans 5:8); Man's response (Romans 10:9) (*Called to Shepherd God's People*, p. 92)

Q: What are the 5 points used in 5-finger evangelism? (5 points)

A: God loves you; All have sinned; Christ died to pay for your sin; Believe Christ died for your sin; When you believe, you receive everlasting life. (*Called to Shepherd God's People*, p. 92)

Q: Give a Bible reference for each point in 5-finger evangelism (5 points)

A: First finger (thumb) - God loves you, John 3:16; Second finger- All have sinned, Rom. 3:23; Third finger - Christ died to pay for your sin, 1 Cor. 15:3; Fourth finger - Believe Christ died for your sin, John 1:12; Fifth finger - When you believe, you receive everlasting life, Rom. 6:23 (*Called to Shepherd God's People*, p. 92)

APPENDIX C

FIELD EXPERIENCE TRAINING EVALUATION FORM

Please observe the lay pastors in their newly formed cell groups for evaluation in the areas listed below. Be sure to observe each of the skills three times and rank each observation separately.

Student's Name: _____

Date of 1st observation: _____ 2nd observation: _____ 3rd observation: _____

Place a mark in the box that corresponds to ranking:

	Poor	Below Average	Average	Above Average	Excellent
Leading Worship					
1 st observation					
2 nd observation					
3 rd observation					
Leading a Prayer Meeting					
1 st observation					
2 nd observation					
3 rd observation					
Teaching from the Bible					
1 st observation					
2 nd observation					
3 rd observation					
Preaching Good Sermons					
1 st observation					
2 nd observation					
3 rd observation					
Explaining the Gospel					
1 st observation					
2 nd observation					
3 rd observation					

APPENDIX D

SAMPLE STUDENT EVALUATION FORM

Please circle the answer that best indicates your response:

1. How was the fellowship among the students in your group?

Excellent Very Good Good Fair Poor

2. Did you feel the training motivated the group to pastoral ministry?

Excellent Very Good Good Fair Poor

3. Did you personally feel motivated and inspired by the training?

Excellent Very Good Good Fair Poor

4. Were the teachers able to provide answers to students' questions?

Excellent Very Good Good Fair Poor

5. Did your field supervisor give proper guidance in applying course lessons to ministry activities?

Excellent Very Good Good Fair Poor

6. How would you describe the discussion times you had in course sessions?

Excellent Very Good Good Fair Poor

7. Do you feel that the lessons and assignments were applied to the ministry and life of the students?

Excellent Very Good Good Fair Poor

8. What learning methods (in addition to lecture and discussion) were used in your group?

9. In what ways could the training be improved?

10. What did you like best about the training?

11. Please write any other comments about your training.

APPENDIX E

DAY THREE SPIRITUAL EXHORTATION EXAMPLES

- # 5 The Trinity: Our God is an awesome God. (*Sing songs of praise to our Triune God— the Father, the Son, and the Holy Spirit.*)
- # 7 The Deity of Christ: Ask the teachers-in-training which one of the attributes of Jesus they appreciate the most. Let several students share their thoughts and then have a prayer or song of commitment regarding the Word of God.
- # 12 The Personality of the Holy Spirit: Ask the teachers-in-training which attribute of the Holy Spirit provides them new understanding of His personality.
- # 17 The Fall of Man: Encourage the teachers-in-training to write the following in their journals— *I will flee from the places of temptation; I will not admire forbidden things; I will not converse with the devil; I will not tamper with the Word of God.* Remind them that we converse with the devil when we allow ourselves to fall into evil, sinful, or harmful thoughts or worries. Invite them to sign and date this commitment in their journals.
- # 19 Repentance: Facilitate the following demonstration: “*When a person sins, he or she is walking opposite to God’s will*” (walk towards the left). “*But God wants us to turn around and start going His way*” (turn around and walk towards the right). Then remind the teachers-in-training that a word for “turn around” is “repent.” So, to repent is to be sorry for the wrong things we have done, so that with God’s help we will not do them again. Instead of doing what we want to do— we turn around and do what God wants us to do. When you repent, you become a new person in Christ, going His way, living the kind of life that pleases Him. Remind them of the following: *Repentance is a change of mind, that brings about a change of heart, that brings about a change of will, that brings about a whole change of life.*
- # 26 Definition and Founding of the Church: Have teachers-in-training stand in groups according to the churches and/or denominations they belong to. Then have them join hands and declare that together we are the universal church. Lead the singing of an appropriate song or hymn.
- # 30 The “Sevens” in the Bible: Has the Word of God transformed your life according to these seven symbols? (*Ask one or two students to briefly share a reflection.*) Lead in a prayer of thanksgiving and commitment.
- # 32 What the Bible says about Angels: Ask questions about the main points of the lesson. For example: (1) What is one new thing you learned about angels? (2) What lessons have you learned from the fall of the angels?
- # 35 The Defeated Enemy: Let us rejoice that Satan is a defeated enemy. Christ has defeated him. Let the teachers-in-training mention some of the victories over Satan that they have experienced through the victory of Jesus. Praise God for these victories.
- # 39 The Final Destiny of the Wicked: The state of the unreached soul is critical. We must share the gospel on a greater scale and at a faster rate than ever before, for it is faith in Christ alone that saves people. Let us, therefore, join the work of the Holy Spirit through the PBS curriculum to prepare more workers and nurture new believers to win others to Christ. (*Lead a prayer for the commitment for saving the lost.*)

APPENDIX F

PBS APPLICATION FORM, LIST OF STUDENTS, & DIRECTOR REPORT FORM

PORTABLE BIBLE SCHOOL APPLICATION

(Please Print in Ink or Type)

1. P.B.S. leader's name: _____
2. Address: _____
3. Telephone: _____ E-mail: _____
4. Denomination/organization: _____
5. Village/city where the school is to be held: _____
6. State: _____ District: _____
7. Students registered or expected for the school? _____ Number of GC³ alumni? _____
8. Was the school preceded by two months of evangelism? _____
9. If yes how many villages were evangelized? _____
10. Language to be used? _____ Are both Bible and text available in this language? _____
11. What is the name of the head teacher in charge? _____
12. What is his occupation and title? _____
13. What is his education and age? _____, _____
14. List the teachers of the school. Have they received orientation on how the school runs? _____

Name	Occupation/Title	Education	Age
1.			
2.			
3.			

15. When will the school operate? From _____, _____, _____ to _____, _____, _____ (day, month, year)
16. How many schools have you run up to date? _____
17. How many students have you trained up to date? _____
18. Attach a list of the prospective students with the village from which they come along with their ages and the Church (Denomination/Organization) to which they belong. (Enrollment should not exceed 42)

Signature: _____

Date: _____

LIST OF STUDENTS REGISTERED

S.O.E. Director _____ Location _____ Proposed Dates: _____

No.	Name of prospective student	Village/City	Education	Age	Church/Org
1.					
2.					
3.					
4.					
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38.					
39.					
40.					
41.					
42.					

PBS Director's Signature _____ P.B.S. Head Teacher's Signature _____

PORTABLE BIBLE SCHOOL REPORT

1. P.B.S. Director's name: _____
2. Address: _____
3. Telephone: _____ E-mail: _____
4. Denomination/Organization: _____
5. Village/City where the school was held: _____
6. State: _____ District: _____
7. Number of students enrolled: _____
8. Number of students who successfully completed the 8 weeks: _____
9. What language was used in the training? _____
10. Were Called to Shepherd God's People and the Bible used as the texts? _____
11. Did each student have or receive a Bible? _____ a text? _____
12. Were 200 hours of lessons taught over an 8-week period? (not necessarily consecutive) _____
13. How many PBSes have you held up to date including this one? _____
14. How many students (lay pastors) have been trained up to date including this one? _____
15. Name of the Head Teacher of the PBS: _____
16. PBS Head Teacher's address: _____
17. Dates the school was in session: From _____, _____, _____ to _____, _____, _____ (day, month, year)
18. Was evangelism done on weekends? _____
19. If yes, how many villages were reached? _____ How many decisions? _____
20. Can you share one incident in the course of the training that best depicts the spirit in which the training was given and received? This could be in the form of a testimony from one of the students, or an account that took place in the school or on weekend evangelism trips.
21. A list of the students who completed the course, the village they will minister in, their age, a job description and the Church/Organization with which they will work should be attached.
22. To the best of my knowledge the above information is accurate.

P.B.S. Director's signature _____

P.B.S. Head Teacher's _____

APPENDIX G

SCHEDULE FOR A PBS TRAINING SEMINAR EXAMPLE

DAY ONE

- 8:30 - 9:00 Opening Worship
- 9:00 - 10:30 Session 1: *Portable Bible School Teacher Training Manual*:
- The Biblical Foundation for Portable Bible Schools: The Great Commission
 - The Great Need
 - PBses Help Meet this Great Need
 - How Does the Portable Bible School Operate?
 - The History of Portable Bible Schools
 - Benefits to Denominations of Portable Bible School Training
 - What is Taught in the Portable Bible School?
- 10:30 - 11:00 BREAK
- 11:00 - 12:00 Session 2 [Books of the Bible]: *Called to Shepherd God's People*
- Teacher trainer teaching on the introduction to "Books of the Bible" &
 - The sample lesson #4 on Leviticus, Numbers, and Deuteronomy
- 12:00 - 1:00 Session 3 [Books of the Bible]: *Called to Shepherd God's People*
- Preparation for the group learning
- 1:00 - 2:00 LUNCH
- 2:00 - 4:30 Session 4 [Books of the Bible]: *Called to Shepherd God's People*
- Group presentations by each group (5 minutes per lesson)
 - Class interactions (4 minutes per lesson)
 - Spiritual exhortation, prayer, song, or reflective exercise
- 4:30 - 5:00 BREAK
- 5:00 - 6:00 Sessions 5 & 6 [Homiletics]: *Called to Shepherd God's People*
- Introduction to Homiletics
 - Week One: Five Lessons
 - Assignment in Groups & Group Presentations
 - Conclusion of Day One of the training

DAY TWO

- 8:30 - 9:00 Opening Worship
- 9:00 - 10:30 Session 1: *Portable Bible School Teacher Training Manual*
- Review Quiz game
 - Training Design
- 10:30 - 11:00 BREAK
- 11:00 - 12:00 Session 2 [Holy Living]: *Called to Shepherd God's People*
- Teacher Trainer teaching on the introduction to "Holy Living" &
 - The sample lesson #6 on "Separation"
- 12:00 - 1:00 Session 3 [Holy Living]: *Called to Shepherd God's People*
- Preparation for the group learning
- 1:00 - 2:00 LUNCH
- 2:00 - 4:30 Session 4 [Holy Living]: *Called to Shepherd God's People*
- Group presentations by each group (5 minutes per group)
 - Class interactions (4 minutes per lesson)
 - "In Christ" demonstration
- 4:30 - 5:00 BREAK
- 5:00 - 6:30 Session 5 & 6 [Homiletics]: *Called to Shepherd God's People God's People*

- Re-introduction of homiletics
- Week Two: Five Lessons
- Assignment in Groups & Group Presentations
- Conclusion of Day Two of the training

DAY THREE

- 8:30 - 9:00 Opening Worship
- 9:00 - 10:30 Session 1: *Portable Bible School Teacher Training Manual*
- Review Quiz game
 - Methodological Perspectives
- 10:30 - 11:00 BREAK
- 11:00 - 12:00 Session 2 [Doctrine]: *Called to Shepherd God's People*
- Teacher trainer teaching on the introduction to "Doctrine" &
 - The sample lesson #2 on "The Person of God" using a flip chart teaching method
- 12:00 - 1:00 Session 3 [Doctrine]: *Called to Shepherd God's People*
- Preparation for the group learning in pairs
- 1:00 - 2:00 LUNCH
- 2:00 - 4:30 Session 4 [Doctrine]: *Called to Shepherd God's People*
- Group presentations by each pair (5 minutes per group)
 - Class interactions (4 minutes per lesson)
 - "Leading the Blind" demonstration
- 4:30 - 5:00 BREAK
- 5:00 - 6:30 Session 5 & 6 [Homiletics]: *Called to Shepherd God's People God's People*
- Re-introduction of homiletics
 - Week Three: Sample Biographical Sermon
 - Week Four: Narrative Sample Sermon
 - Assignment in Groups & Group Presentations
 - Conclusion of Day Three of the training

DAY FOUR

- 8:30 - 9:00 Opening Worship
- 9:00 - 10:00 Session 1: *Portable Bible School Teacher Training Manual*
- Review Quiz game
 - Post-Training Evaluation
- 10:00 - 10:30 BREAK
- 10:30 - 12:00 Session 2 [Shepherding the Flock]: *Called to Shepherd God's People*
- Teacher trainer teaching on the introduction to "Shepherding the Flock" &
 - The sample lesson #14-17
- 12:00 - 1:00 Session 3 [Shepherding the Flock]: *Called to Shepherd God's People*
- Teacher Trainer teaching on sample lesson #18
- 1:00 - 2:00 LUNCH
- 2:00 - 3:30 Session 3 (continued)
- 3:30 - 4:30 Session 4 [Homiletics]: *Called to Shepherd God's People*
- Introduction to Expository Sermons
 - Inductive Bible Study (IBS) principles
- 4:30 - 5:00 BREAK
- 5:00 - 6:00 Session 5 [Homiletics]: *Called to Shepherd God's People*
- Assignment in Groups & Group Presentations

- Conclusion of Day Four of the training

DAY FIVE

8:30 - 9:00 Opening Worship

9:00 - 10:00 Session 1: *Portable Bible School Teacher Training Manual*

- Review Quiz game
- Teaching on denominational relationships and unity

10:00 – 10:30 BREAK

10:30 - 12:00 Session 2 [Shepherding the Flock]: *Called to Shepherd God's People*

- Teacher Trainer teaching on the re-introduction to "Shepherding the Flock"
- Personal qualifications of a responsible shepherd
- Common ministries & special ministries

12:00 - 1:00 Session 3 [Shepherding the Flock]: *Called to Shepherd God's People*

- Preparation for individual study

1:00 - 2:00 LUNCH

2:00 - 4:30 Session 4 [Shepherding the Flock]: *Called to Shepherd God's People*

- Individual presentations
- Spiritual exhortation
- Conclusion

4:30 - 5:20 Session 5 [Homiletics]: *Called to Shepherd God's People*

- Sample expository sermon outline using IBS principles
- Sample expository Sermon delivery

5:20 – 5:30 BREAK

5:30 – 6:40 Session 6 & 7

- Group Work
- Final Day Preparations
- Conclusion of Day Five of the training

APPENDIX H

PEER REVIEW SERMON EVALUATION CHECKLIST

Every sermon prepared and delivered by a PBS student should be evaluated using this checklist.

Name of Student Preacher: _____ Peer Reviewed by: _____

Type of Sermon: Biographical Narrative Textual Topical Expository

1. Was the Scripture text clearly stated?

Yes No

What was the text?

2. Was the topic/theme (main point) clearly expressed?

Yes No

What was the topic/theme (main point)?

3. Was the topic/theme relevant to the listeners?

Yes No

Comments:

4. Did the introduction catch the attention of the listeners?

Yes No

Did the speaker connect the introduction to the topic/theme of the sermon?

Yes No

Comments:

5. Did the body of the sermon follow a logical outline?

Yes No

Did the body of the sermon reinforce the topic/theme of the sermon?

Yes No

Comments:

6. List any illustrations chosen from the Bible:

List any illustrations chosen from life experiences:

Did the illustrations help to communicate the topic/theme of the sermon?

Yes No

7. How did the speaker conclude the sermon? (Circle one)

Recapitulation of Main Points Illustration Poem /Hymn Other

Did the conclusion "bring home" the topic/theme?

Yes No

Comments:

8. Did the speaker give an invitation at the end?

Yes No

What did the speaker ask the listeners to do?

11. Overall Delivery/Presentation:

Excellent Very Good Good Fair Poor

Comments: