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HOMILETICS



A. THE IMPORTANCE OF THE BIBLE

THE AUTHORITY OF THE BIBLE AS THE WORD OF GOD

Any form of authority is contested today, because men have all rejected God and His Word.

The triune God (Father, Son and Holy Spirit) is the source of all authority. God the Father is the God of truth, Jesus His Son is the truth and the Holy Spirit is the Spirit of truth.

The Bible has full authority because it is the Word of God. "Thy word is truth." John. 17:17).

Today people are sick of words (advertisements, propaganda, promises of peace....). They idolize personalities images and seek experiences. They do not ask, "is it true?" but "Does it work?"

For the Bible, the value of the Word comes from the person behind the words.

The Word of God has authority because God has spoken it. Therefore, this divine Word is not to be corrupted (1 Cor.2:7), nothing is to be added to it (Prov.30:6) nor taken away from it (Rev.22:19).

The word of God is dynamite. It speaks and it is done (Ps.33:9). His word has power to create (Heb.11:3), power to produce results (Isaiah 55:11) and power to save (1 Cor.1:21).

God spoke through men (2 Pet.1:21; Heb.1:1). The written Word of God is truly divine, as Jesus Christ, the living Word of God, is perfect God and perfect man.

The inspiration of the Bible is attested to by the fact that it performs its work in those who believe, (1 Thess.2:13) it gives life!

We must beware of rival authorities:

- * Human reasoning (Lk.5:21). We are not to criticize God's Word, but rather let it criticize us (Heb.4:12).
- * Religious traditions (Matt.15:6).
- * Our rebellious will (Isaiah 30:9).

THE ROLE OF THE BIBLE IN OUR LIVES

It's working as:

- * A seed of life (Matt. 13:3,19).

BUILDING THE CHILD ON THE WORD OF GOD





- * Food: Bread (Deut. 8:3; Matt.4:4) and milk (1 Pet. 2:2).
- * A lamp to our feet and a light to our path (Psalm 119:105).
- * A fire burning what is displeasing to God in our lives (Jer.23:29a).
- * A hammer breaking our hard hearts (Jer.23:29b).
- * A mirror revealing what God sees in our hearts (James 1:22-25).
- * A sword (a) in God's hand cutting its way through to where the soul and spirit meet (Heb.4:12), (b) in our hands to put the enemy to flight (Eph.6:17).
- * The foundation of our faith (Rom.10:17).

Its blessings promised to those who hear and observe it:

- * True Joy (Psalm 1:1).
- * True freedom (Jn. 8:31-32).
- * True success (Joshua 1:8; Psalm 1:3).
- * Fellowship with God (Jn. 14:23).
- * Answer to prayer (Jn.15:7).
- * Eternal life (Jn. 3:36).





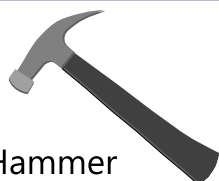

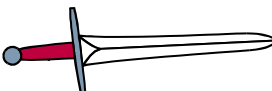

But if we reject the Word of the Lord, it will one day, become a sword of judgement in His mouth (Jn. 12:48; Rev.19:15).

THE SAD REALITY OF TODAY

1. In some quarters the Bible is regarded as an 'out-dated' book. It is put on the same level as religious books and often just rejected.
2. It has become an unknown book for most people, children inclusive. Yet the rediscovery of the basic role of the Bible in the Christian life and family worship centered on its reading has been the backbone of the Reformation.
3. People find no time to read it, although they are not too busy to listen to the radio, watch TV programs, use their handsets and at least, flip through daily papers and illustrated magazines.

Results:

1. Jesus is the greatest personality but unknown to many persons in the world, a stranger even among His own people.
2. People become an easy prey to all kinds of false doctrine and occultism, Eastern religions, and relaxation techniques of pagan origin. And children's sensitive minds are exposed to all these poisons. How do you prevent a field from being invaded by weeds? By sowing good seed as quickly as possible. Let us, therefore sow diligently the word of life into the hearts of the children.

			
A Seed	Food: Bread	A Lamp	A Fire
			
A Hammer	A Mirror	A Sword	The Foundation



Preparing to teach the Word of God

2. SELECT AND READ THE BIBLE PASSAGE

Now select a relevant Bible passage, or the prescribed Bible portion (if you are using a guide). Write it down at the top left hand side of your lesson note book, then pick up your Bible and read the chosen text prayerfully and carefully several times but not less than three times.

FIRST READING - Get the general idea

Here you should prayerfully get the general message of this story. Ensure that your attention is not distracted, and your mind is free from other things for this is a time of business with God.

SECOND READING - Ponder prayerfully - Proverbs 4:26

Now, think through the event you've just read.

Ask the Holy Spirit, the Author, to reveal to you the spirit of this portion. Seek the mind of God for your children. Take special note of all the FACTS that will help you drive home the essential aspects especially those related to your expected goal.

THIRD READING - Write down - Jer. 30:2

Now carefully write down all the things God has impressed on your mind that would be necessary for the Lesson. Include places, people, the relationship they have with God, their profession and other important facts.

Some of these questions could be of help:

1. Why do I want to teach from this Bible passage?
2. Have I thoroughly understood the event I have just read about?
3. What has God spoken to me to teach from here?
4. What will be my main emphasis i.e., what I expect the children to know or act upon.
5. What attributes of God the Father, Jesus Christ or the Holy Spirit are prominent here that should be taught in my lesson?
6. What about the people? Is there any whose life should be used to challenge or warn the children?

3. CROSS-CHECK YOUR FACTS

It is a foolish teacher that would teach assumptions. The wise teacher would rather teach ONLY Bible facts. Use Bible concordance, commentaries, references, atlases and similar materials to enhance your understanding. When you teach Bible doctrines, ensure that you are not biased by your denominational influence or what some "big Christian brothers" have said. The Bible should be your yardstick. Talk the lesson over with a fellow teacher older than you are in the work or with an experienced committed Christian, if need be.

1. A messenger of God must prepare himself; purity of heart cannot be over-emphasized. A holy vessel is a powerful weapon in God's hands.
2. Know your audience, find out about their latest attitudes, what is in vogue in the society, make an ice-breaker on these lines before getting into your text.
3. The passages you choose should address their need at that time.
4. Get pictures and relevant illustrations ready.
5. Your conclusion must include a call to response, both for the saved and unsaved.
6. Use basic helps: Concordance, commentaries, dictionaries etc.
7. Above all, it is the life behind the message that makes the difference in the lives of the children.

In Acts 1:1 we are told Jesus was doing what he taught others. The greatest teacher in God's Kingdom, according to Matthew 5:19b, is he who practises what he teaches. For example in Ezra 7:10, Ezra shows us the order. He;

1. Devoted himself to study, including meditation.
2. Obeyed what he studied.
3. Then went to teach.

What You (The Teacher), should do:

1. PRAY

- i. Present yourself before God as the instrument of war - Jeremiah 51:20-23. Ask God to purge you of all sins, known and unknown - Psalm 66:18; 2 Tim. 2:19.
- ii. Pray that God open the eyes of your understanding, that you might learn deep things from the word - John 3:27; Jer. 33:3.
- iii. Now pray earnestly for the children - this is like sowing in tears. (The Bible assures a definite return here, see Psalm 126:6.)
 - stand upon a specific promise in scripture for the children.
 - pray for children with slow understanding - Job 32:8 (NIV).
 - pray for disobedient and problematic children - Eph. 2:2.
- iv. Do not forget to pray for the venue, the materials to be used, the parents and guardians of the children and all the things the Holy Spirit will bring to your remembrance.
Do not take anything for granted for we are not fighting against flesh and blood - Eph. 6:12-13.



THE BIBLE LESSON PREPARATION

THE BIBLE LESSON

Bible Lesson =

Bible Story + Main emphasis + Application

BIBLE STORY

- A. This is the event as recorded in the Bible.
A good story should:
- (a) Be easy to follow.
 - (b) Have emotion of fear, joy, excitement, sadness etc.
 - (c) Be interesting, with a built-up suspense leading to a clear climax.
 - (d) Have a short conclusion

COMPONENT OF A BIBLE STORY:

1. The Topic
2. The Text
3. The Aim
4. Introduction
5. Sequence of Events
6. Climax
7. Conclusion

1. The Topic

This simply means SUBJECT for discussion. It helps the teacher to focus on a specific area of story. It should be brief and clear. It guides the teacher in the choice of Bible reference for the day.

2. The Text

This means a short passage from the Bible where the story is taken from. It guides the teacher on how many verses to study. It is the teacher's reference point

3. The Aim

This is the teacher's OBJECTIVE or Target. It tells him WHY he wants to teach the lesson. It

prevents the teacher from losing sight of his goal.

Choosing An Aim

- i. It should be directly related to helping the children grow to know the Lord better.
- ii. It should be simple enough to be remembered by the teacher.

The aim should not be written out for the children

4. Introduction

This is the beginning of the lesson. It is something a child can identify with, or which can arouse his curiosity. It helps in establishing a contact with the child from the start. It is the key to winning or losing your audience.

It should be:

- (a) Related and connected to the Bible story.
- (b) Relevant to the child's experience and environment.
- (c) Exciting to capture attention.
- (d) Full of life and action.

Note:

- (1) Do not begin by saying something like: 'Today you are going to hear how Jesus raised Lazarus from the dead'. If you do, you have exposed your climax from the start.
- (2) Plan your introduction after other Bible Lesson Parts.

Types of Introduction

- (a) Question type a question relevant to the story. E.g. close your eyes. Can you go home now without a guide? (Blind Bartimaeus- Mark 10:46-52).
- (b) A short drama or mime.
- (c) Using a photograph: Have you seen a missionary before? I know a very special one who lives in your neighborhood. I brought his photograph to show you. Who wants to come and have a look? (Allow the children who come



to look into a mirror). This could be used for Naaman's wife servant girl.

- (d) Object: e.g. 2 eggs; one boiled very well, the other not (don't tell them). Do these eggs look alike? Crack them. The eggs are different inside {Why is this illustration used for anointing of David (1 Sam. 16:1-13)}.
- (e) Exciting portion. You start from an exciting portion of the story, then afterwards go back to the beginning to tell how it happened e.g. He had lots of money, houses, vehicles etc. But he is still not happy. What is wrong? I will tell you as you listen. (Naboth's Vineyard and Ahab (I King 21).
- (f) An Illustration: You begin with an everyday story they can identify. Create a clear link between it and the Bible Story e.g. Put a chair in front. Someone comes and sits down. I bet you, you will not be able to come out of it. Try it without placing your foot on the ground. Impossible!
There is something else you can't do. You can't save yourself by your self-righteousness. In the Bible there was a man who thought he could but failed. Listen! There is something else you can't do. You can't save yourself by yourself (Pharisee and the Publican. Luke 18:1-14).

.5. Sequence Of Events (SOE).

In any story there are characters, places and events that follow in a logical sequence.

SOE is a list of essential story facts in their order of occurrence.

- Identify about seven of such facts/events (They could be less or more depending on the length of the passage.
 - The last but one fact/event should be your climax.
 - The last fact/event is your conclusion.
- (See a sample of bible lesson outline)

Choosing the SOE

- a) Should be guided by the lesson's aim.
- b) Should be commensurate with the age of the children and the time available.
- c) Should include life and action (e.g. Good Samaritan).
- d) Each event should be brief.

Class work 1

- a) From Mat. 8:23-27 ,write the S.O.E. (Leave enough lines to accommodate the following before you begin).

Topic:

Text: Mat. 8:23-27.

Aim:

Mem. Verse

M.E.

P.A.S.

P.A.U.

Introduction..

An example of the SOE

Jesus and disciples in boat.

1. Storm arises, Jesus asleep
2. Disciples amazed.
3. Disciples afraid
4. Jesus reprimands
5. Jesus rebukes wind
6. Storm calms down

- b) From Dan 1:1-21 ,write the S.O.E. (Leave enough lines to accommodate the following before you begin).

Topic: Standing for Christ

Text: Dan 1:1-21

Mem. Verse. Exod. 23:2a

Aim: To train children to stand their ground in any situation.

SOE from Dan 1:1-21

- 1 Dan & co. captive in Babylon
- 2 King's demand & benefits
- 3 Dan & co. refuse to eat
- 4 Request vegetable and water
- 5 Request granted
- 6 Dan & co. stand out
- 7 God honours them.

6. Climax

This is the peak of the story where the outcome is obvious, or a problem is solved.

The class interest is most intense at the climax. Here their curiosity is satisfied. All other parts of the story lead to it.

Note: Don't reveal climax at the beginning

Keep class in suspense until climax

Your Bible Lesson must have a clear climax

If your story has more than one climax, choose the one that ends the action of the story.

7. Conclusion:-

End of the story. It comes immediately after the climax. The invitation to receive Christ falls here but can be given at any relevant point in the SOE.



MAIN EMPHASIS (ME)

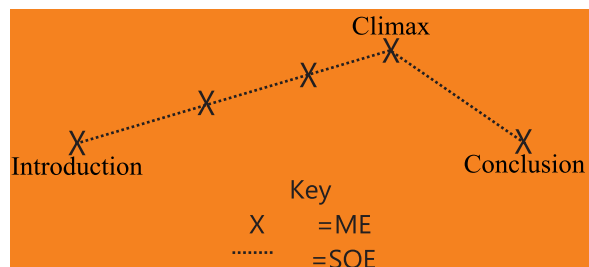
- B. This is the main truth that God wants the children to know. It is the theme upon which your lesson is based.

Note:

1. Teach only one M.E in one lesson.
2. M.E should be simple and brief to remember.
3. Write it down on your outline
4. Teach it thoroughly well all through your lesson.
5. Be persuasive as you teach it.
6. Repeat it 4-5 times in places where it naturally fits without being forced.

Need to concentrate on one ME.

A number of Bible passages may have more than



one ME (eg. Dan 1:3-21; Gen. Ch 2 & 3. In Dan 1:3-21 for example possible MEs are:

- God wants you to stand for Him.
- You need to control your appetite.
- We should not eat food offered to idols.
- God rewards those who obey Him.

If you teach many MEs in one lesson, the child may forget all in few days time. You therefore concentrate on any one of them in one Bible lesson. In another Bible lesson day you can then teach another one.

Assignment

From Eph. 4:31-32, what are the possible MEs? Bitterness, Rage and anger, Brawling (harsh words). Slander, Malice Kindness, Compassion, Forgiveness

Think of a family Devotion where all these MEs are handled same time

If you choose and teach one ME, the child:

- a) learns better and remembers more.
- b) The teacher is better poised to:
 - explain a fact
 - repeat a fact
 - illustrate the fact.

Choosing the ME

1. Choose an ME you know is most relevant to the children at that time.
2. Your ME can also be based on your topic, aim or Memory Verse.

Need to repeat ME

Spurgeon tells of a man who planted corn, 3 in each hole.

APPLICATION OF "ME"

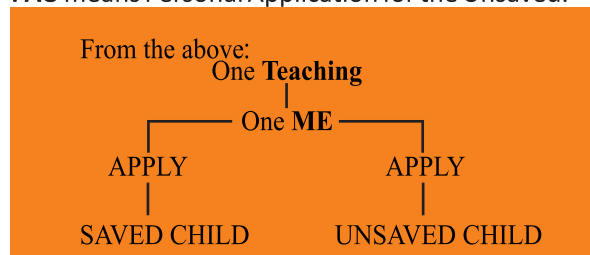
- C. Teaching the Bible is not just for information but for transformation. For the word of God to change lives, it must be applied.

Application is therefore the bridge between knowing a truth (fact), i.e the ME and what is done with it.

In teaching application, two categories of people are addressed-
The saved and
The unsaved.

PAS is used for the saved and means Personal Application for the Saved.

PAU means Personal Application for the Unsaved.



In Acts 16:16-34 for example,

- ME= Jesus changes people.
- PAS= Therefore , if you are a believer, you can be a witness to others by your changed life.
- PAU=Therefore if you have not received Jesus as your personal Lord and Saviour, God wants you to repent of your sins and accept Jesus into your life.
- ME: God gives peace to those who keep their thoughts on Him.
- PAS: Therefore If as a believer you are in a difficult condition, look unto God, not on your problem.
- PAU: Therefore if you are not born again, you can't have real peace until you repent and invite Jesus into your life.
- ME: Jesus is coming back again.
- PAS: Therefore if you are saved, don't do anything you would not like Him to see.
- PAU: Therefore if you are not saved, you will miss



heaven unless you repent and accept Jesus as your Saviour.

-ME : God is holy.

-PAS: if you are born again, God expects you to be holy.

PAU: If you are not born again, you can't be holy without having Jesus as your Lord and Saviour.

Class work II

Prepare an outline of a Bible Lesson based on Class Work 1.

Show on your SOE of the outline where you will place and teach:

Introduction

ME

PAS

PAU

Climax

Conclusion

Sample Bible Lesson Outline A

Topic: Standing for Christ

Text: Dan 1:1-21

M.V.: Exod. 23:2a

Aim: To train children to stand their ground in any situation.

M.E: God wants you to stand for Him in all situations.

PAS: If you have invited Jesus as your Lord and Saviour, God expects you to stand for what is right.

PAU: If you have not, repent and invite Him so you can receive boldness to stand for what is right.

Introduction

ME

SOE

1 Dan & co. captive in Babylon

2 King's demand & benefits

3 Dan & co. refuse to eat

4 Request vegetable and water

5 Request granted

6 Dan & co. stand out

7 God honours them.

Sample of Bible lesson outline B

Topic: Jesus shows concern for suffering people

Text: Mark 10:46-52

Aim: To teach children to show concern for suffering people.

M.V. Matt. 14:14 When Jesus saw a large crowd, He had compassion on them

M.E. Jesus cares for suffering people.

PAS. Therefore, if you are a believer, God wants you to care for suffering people.

PAU. Sin is like blindness. If you have not invited Jesus as your Lord and Saviour, you can, like b l i n d Bartimaeus, call on Jesus to save you.

Sample Bible lesson contd.

Introduction : (Direct Approach)

ME: Jesus cares for suffering people.

SOE: 1. Jesus & disciples leave Jericho. ME.

2. Bartimaeus cries for mercy. ME, PAU

3. Many rebuke him ME, PAS

4. Jesus calls and queries him ME, PAS

5. "Lord, that I may see". PAU Clim:

6. At Jesus order, Bartim. healed. ME, PAS, PAU.

Conc: 7. Bartimaeus follows Jesus. ME, PAS, PAU.

Sample Bible outline C

Topic: Esau despises birthright.

Text: Gen. 25:29-34; 27:25-39

M.V. 1 Cor. 8:8. Food does not bring us nearer to God.

ME: Uncontrolled appetite can lead to a sad end.

PAS: If you are saved, He can help you control your appetite.

PAU: If... not, Jesus can set you free from the bondage of uncontrolled appetite if you repent and ask Him to be your Lord and Saviour.

Introduction

ME

SOE

1. Jacob cooks stew

2. Esau returns, hungry ME, PAS, PAU

3. Esau requests food ME, PAS

4. Jacob gives condition PAS

5. 'Food preferred to birthright' ME, PAU

6. 'Swear to me'

Clim 7. Esau swears, loses b/right ME, PAU

Conc 8. He regrets action later ME PAS, PAU

Home work

1. Choose a good Bible passage with a clear climax.

2. Write out the following- topic, text, aim, M.V, ME, PAS, PAU, Introduction, SOE, Climax and Conclusion

3. Prepare large, brightly coloured visuals for the lesson.

4. Practice for group practical presentation

Remember:

1. Prayer: before, during and after the preparation.

2. Detailed study

3. Prayerfully choose an aim.

4. Get a good Memory verse

5. Select your ME; write it down

6. Write down the two applications-

PAS & PAU; Know them well.

7. Get all visuals and materials needed

8. Choose a befitting Introduction; know it well.

9. Prepare and write out your outline- it must be small enough to enter your Bible.



METHODS OF BIBLE LESSON PRESENTATION

A teacher who wants to teach effectively, must plan his work, then work his plan. All children cannot be taught by the same method. Because of that a teacher should use every method, procedure and approach that will bring success in his teaching.

Story telling is the favourite method of teaching both small and older children. Large proportions of the Bible are narrative and may be easily reproduced in a story form. What makes a good story? Authorities tell us that it must be interesting, dramatic, full of action and true to life.

A. INTERESTING

If the story is interesting it easily gains and holds attention.

B. DRAMATIC

All the great Bible stories possess conflict, plot and suspense - characteristics which make a good dramatic story.

To make a story dramatic.

1. Keep your sentences short.
2. Keep the language simple.
3. Keep your voice low at the quiet part of the story.
4. Speak loudly and excitedly at the exciting parts of the story.
5. Modulate your voice to show fear, joy, anger, etc, where the story gives such an impression.
6. Practise to speak or act as a child, woman, man or animal where any of them is participating in the story.

C. FULL OF LIFE AND ACTION

A good story is action-packed. The story of the good Samaritan demonstrates this principle (See Luke 10:30-37).

D. TRUE TO LIFE

It is the element of truth that characterizes Bible stories and makes them superior to all others. A fairy tale may develop the child's imagination, but the true story commands larger positive influence. It should be accurate. If it is a Bible story, the teacher should know all the facts.

E. RELEVANT TO THE CHILDREN

It should be relevant both to the lives of the children and to the lesson being taught. It may be a good story - perhaps the time you first heard it you were spellbound. But if it has no meaning for the lives of those to whom you are telling it, of what value is it?

For example: A teacher is teaching a class in a Sunday School Lesson on temptation. An illustration (or story) about a robber who stole N10,000 from a bank would be less relevant than a story about a boy who was tempted to steal his mother's money when he was hungry.

F. IT SHOULD BE BRIEF. Be sure the story fits the time schedule.

G. IT SHOULD BE CLEAR. The characters, the problems and the sequence of events should be easy to follow and clear to the listener.



H. IT SHOULD BE FRESH. Over-used stories may detract from the lesson.

Show emotion by changing your:-

- a. Voice (both tone and volume)
- b. Facial expression
- c. Posture, to show fear, joy, doubt, anger, etc.

Ask yourself how each person in your story feels, then act that feeling.

Remember that:

- a. Children like repetition. "He ran and ran and ran." They travelled on and on and on," "God said, 'Thou shalt not steal. On the tables of stone God wrote "Thou shalt not steal." Moses reminded the people that God had said, "Thou shalt not steal.' Joshua told the people, 'Thou shalt not steal.' Achan knew that God had said, 'Thou shalt not steal,' but Achan stole.
- b. Children like words which show action, e.g. He was happy, he clapped his hands and jumped up and down." He was angry, his eyes snapped, he frowned and pouted and kicked his feet on the ground."
- c. Children like words which represent sounds, e.g. SWISSSSSH went the wind; PITTER PATTER, PITTER PATTER went the rain; plop, plop went his feet in the mud as he plodded home; clippit-clop, clippety-clop, clippet-clop went the horse's hoofs, tic-toc, tic-toc, tic-toc went the clock.
- d. Children like conversation. "Have you seen my brothers?" Sounds much better than, "Joseph asked the man if his brothers had been there.
- e. Children like you to be interested in them. So look directly at them while telling the story-unless you are acting the part of one of the characters.
- f. Children have a smaller vocabulary than you have. Use words which they will understand - simple ones for young children.
- g. Children like pictures. Use good ones.
When teaching a Bible lesson, it is good to hold an open Bible in your hand even if you do not intend to read. The children will know that the

story came from the Bible and will respect it as the word of God for them.

Speak loudly and clearly enough to be understood by each child. Make careful notes to remind yourself of the important events and people in the story. Make a special note of the difficult parts. But keep these notes out of sight. (Place them in your Bible or on the back of a picture, etc).

When you have finished the lesson, STOP. Do not drag it on and on. Keep your conclusion short or you will spoil the whole effect of the lesson.

THE DO'S AND DON'TS OF LESSON PRESENTATION

1. THE DO'S

- a. Look into the eyes of your listeners.
- b. Change and vary your speed.
- c. Use gestures only as they come naturally.
- d. Know your story well.
- e. Make a brief pause now and then to be more effective.
- f. Change the expression on your face to fit what you say; frown, smile etc.
- g. Use dialogue as much as possible.
- h. Use repetition.
- i. Make your voice clear and distinct.
- j. Use words which represent sounds.
- k. Use words they will understand.
- l. When you have finished the story, STOP.

2. THE DON'TS

- a. Do not read the story, tell it.
- b. Do not exaggerate.
- c. Do not memorize the story.
- d. Do not drag out the conclusion, make it quick.



GROUP PRACTICAL PRESENTATION

5.7

INSTRUCTION FOR TEACHERS

In view of the overall objective of the ministry - REACHING EVERY CHILD WITH THE SALVATION MESSAGE OF CHRIST - this aspect among others is expected to be handled seriously.

It is expected that before now, ALL Lessons on BUILDING THE CHILD ON THE WORD OF GOD must have been thoroughly taught, and care must be taken by the teacher to ensure that every trainee is carried along in this all important lesson.

THE TEACHER is expected to PREPARE a complete Bible lesson from home preferably a fresh Bible lesson not using any of the printed books. This will serve as a good example and an inspiration to the trainees. The teacher's presentation is expected to be a model for the trainees. All the Trainees should assess the teacher when he presents his lesson.

As each Trainee presents, his/her group assesses him/her.

It should be NOTED that any trainee who fails in this demonstration may not qualify for the award of a certificate. This is therefore COMPULSORY for EVERY Trainee.

GUIDELINES FOR SCORING MARKS

(See Chart on the next page)

1. **GENERAL IMPACT:** Strong or weak? Sincere or artificial? Held attention? Timing?
2. **CONTENT AND DELIVERY:** Relevant to real needs of audience? Proper use of Bible? Faithful to Biblical theology? Adequate use of other materials?
3. **SEQUENCE:** Main Emphasis clear? Unified progress in development of events? Good Introduction? Conclusion?
4. **STYLE:** Clear or confused? Forceful or weak? Words intelligible to audience? Carried class along to the climax?
5. **DELIVERY:** Bodily posture? Appropriate gestures? Eye contact? Mannerisms?
6. **VOICE:** Quality? Pitch? Varied or monotonous? Easy or hard to understand? Pronunciation?
7. **EMOTIONAL ELEMENTS:** Anxiety? Conviction? Reaction to questions and class conduct?
8. **VISUALS:** Clear contrast, adequate /appropriate?
9. **PAS & PAU:** Were the PAS & PAU properly and clearly delivered?
10. **INVITATION:** How was the invitation to receive Christ?



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