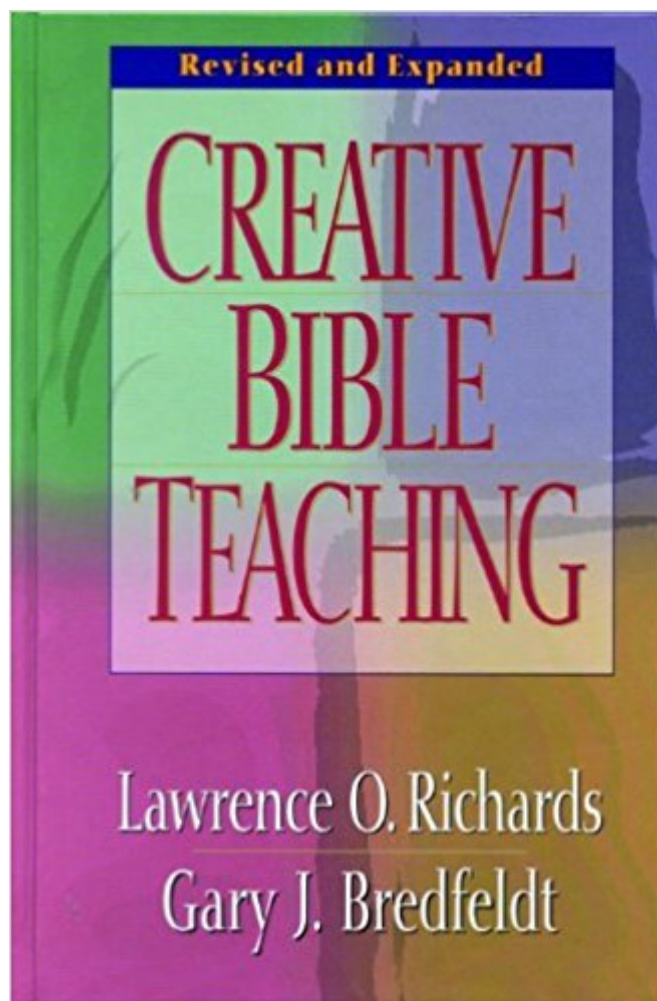


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# Creative Bible Teaching



## Synopsis

Are you a bridge builder? Communicating the Scriptures is much like building a bridge. However, instead of ravines or rivers, the teacher must span both cultural boundaries and great gulfs of time between the present and the past of Moses, David, Jesus, and Paul. God's Word is "living and active, sharper than any double-edged sword" (Hebrews 4:12). It is contemporary and relevant. But it is the teacher who has the task of helping the student to see its vast treasures. This is no easy task, but it can be done through creative Bible teaching. Together, Richards and Bredfeldt have written a book on bridge-building that reveals a detailed five-step process by which Christian educators can construct a bridge across time, geography, and culture. Simple, clear, and memorable, the method laid out in *Creative Bible Teaching* gives a sure-fire way to communicate God's Word in a way that sticks.

## Book Information

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## Customer Reviews

LAWRENCE O. RICHARDS (University of Michigan, Dallas Theological Seminary, Northwestern University) was one of the most prominent Christian Education writers during the second half of the twentieth century. He has written more than 70 books, including *Creative Bible Teaching*, *Every Name of God in the Bible* and *Life of Christ*. He was a contributor to *Christian Education: Foundations for the Future*. Larry resides in Raleigh, North Carolina. GARY J. BREFELDT (M.A., Denver Seminary; Ph.D., Trinity International University) has been married to Marlene for nearly forty years and is the father of four adult children: Lynne, Stephen, Michael, and Amy. He is a resident of Lancaster County, Pennsylvania where he serves as Vice President for Global Impact at

Lancaster Bible College. Gary has also served as an administrator and faculty member at four prominent theological institutions: Southeastern Baptist Theological Seminary (Wake Forest, NC), Southern Baptist Theological Seminary (Louisville, KY), Moody Bible Institute (Chicago, IL) and Tyndale College and Seminary (Toronto, ON). He is the author of four books, three of those with Moody Publishers: Great Leader, Great Teacher; Caring for Souls: Counseling Under the Authority of Scripture, and Creative Bible Teaching.

"Creative Bible Teaching" goes beyond teaching the Bible as information. It is vital to help the student leap the gap between the Biblical world and today's world. To do this, one must first begin with the bridge principle; it is the big idea in a passage expressed in today's terms. Then one should state the pedagogical idea; apply the idea to the needs of the students. One should ask, "How do I want my student to change?" Bloom identifies three different areas of learning. First is cognitive learning, which is head knowledge. Second is affective learning, which is in the heart. Third is behavioral learning, which is represented by the hands. Acts 2:37 addresses all three of these areas of learning. First the people heard, then they were cut to the heart, then they asked, "What shall we do?" All truth starts in your head, moves to your heart, and must be manifested by your hands. Your head is cognitive, your heart is emotion, and your hands are behavioral. The author explains his simple structure for planning a lesson. The method for organizing a lesson can be remembered by four rhyming words: Hook, Book, Look, Took. The hook is the way you capture the attention of your students. It is used to capture attention, to break the ice, to identify a need, and set a goal for the class. The book is the way you bring the truth of God's word to the situation. The look explains the implications of the passage to the student's life. Finally, the took is the response of the student to the lesson in his or her daily life. If there is no concrete response then the lesson is just abstract knowledge.

My title sums up the underlying approach of this book. Unfortunately, most people's view of "teaching" is so narrow that the book's own title does not capture what Richards accomplishes here. He sets out a comprehensive philosophy and practice of teaching the word of God that is easily understood by a lay Bible teacher. The Bible makes it clear that teaching God's truths is categorically different than mere "teaching." Richards gives a foundation for understanding our partnership with the Spirit of God to teach the word of God. But what I love about Richards is that he grounds the mystical, spiritual side of teaching the word of God in practical means through which the Spirit works. He combines best teaching practices and Biblical wisdom to put spiritual teaching

into concrete terms without losing sight of the truth that only the Spirit of God reveals Scripture. In short, this is a great example of a belief that God alone works to reveal truth, but He works through wise means in His church. Richards hits the bulls eye in this regard.

A good resource for starting or evaluating your current Sunday School programs or even Bible teaching in a Christian school. The tables covering the cognitive developmental, emotional and spiritual capacities of each age group, are valuable. Overall, the book isn't as good as the original, which I read more than 40 years ago, but worth the price of the book, as a guide or an evaluation tool.

All of the failures and successes I have had in my adult Bible class were addressed. It confirmed in me what I did right and what I need to improve on. Not only that....it helps you to further evaluate yourself in future sessions; to continue your learning from here on out focused specifically and relevantly. I can't wait to develop future lessons and teach again following the principles taught in this book. "Creative Bible Teaching" should be required reading for anyone teaching any age group, at any level....period! And if a Senior Pastor wants to get an idea of how classes leading up to the sermon should be structured, this is it. This book opens the door to visualizing how to design a church to reach the flock at all age levels. I plead with you, all teachers and preachers of God's Word, to read this book, put into practice it's methodology, and encourage others to do the same. God bless.

As a layperson who has struggled with sometimes getting great comments and other times having only patronizing comments about my sermons, I found this text to be excellent. In helping the reader take a Bible text from the context of biblical times the authors cover topics I had never considered. They provide direction in bridging the time and cultural gap "from then to now" using a step by step approach beginning with studying the Bible text. Next they suggest ways to focus on the students' developmental characteristics and how to minister to that stage of development followed by an excellent worksheet that provides a template for taking the text from the Bible and developing goals and outlining the steps for the delivery of the material. Importantly they discuss developing material that can be evaluated after the material is presented. Then they discuss the actual teaching of the class or delivery of the sermon including techniques to get and hold the attention of the intended audience. I have a degree in education and if this text had been used in my education classes I might still be teaching. Get this book, you won't be sorry.

My husband had to get this book for his seminary class this semester. It arrived in great shape and is a high quality and well written book. The description is accurate and the book contains no errors that he has found. It is used to help teachers learn creative ways to teach the Bible. This book is a simple, clear and easy book to use and read.

Honestly, I purchased this book for a class at school. It is a decent read, and if you are someone who is uncomfortable with teaching, but are preparing to take on the role, or instead if you are looking for something to help you with your current method, it is a good read, as long as you adapt this to your own ways. It does have some good points and suggestions.

This book was used as the assigned book for a class entitled 'Teaching Principles & Practices'. I has really given me a useful tool to learn more about doing inductive studying. I am very pleased with the easy to follow instructions as well as the assistance I received from the chapter suggestions for further study in the back of the book.

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