

Biblical Communication

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Institute of Biblical Studies
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Course Description

Communicating biblical truth requires a profound understanding of God's Word and an ability to relate God's Word to your audience so they may experience transformation. Building upon the *Biblical Interpretation* class, experienced communicators will help you become a worshipping communicator and develop audience-sensitive skills that insure your message finds relevant, true-to-life application. Through lecture and workshops this course will equip you to lead the emerging generations to conviction and repentance of their sin and to growing belief and adoration of Christ.

Prerequisite: *Biblical Interpretation*

Course Values

- Developing biblical communicators who are captivated by Christ.
- Developing biblical messages that are:
 - Faithful to the whole story of the Bible
 - Obvious from the passage
 - Related to the fallen condition in the heart of the hearer
 - Connected to Christ's redemption
 - Engaging the heart and mind in culturally relevant ways

Course Objectives

Cognitive (knowledge and thinking skills)

1. Grow in your understanding of the good news of the gospel so you are better able to communicate it to culturally diverse audiences as you launch and build movements of Christ-followers.
2. Learn a simple process for structuring a Christ-centered message (small group, devotional or large group) from a narrative passage of Scripture.
3. Help others hear the music of the gospel by learning to identify the "fallen condition" and "redemptive solution" in a passage and relate it to the cultural context of your audience.

Affective (attitudes, motivation, character)

1. Deepen your confidence in the gospel and motivation to share it as you see how it addresses the deepest longings of your heart.
2. Embrace the five values of Christ-centered communication in your biblical teaching (one on one, small group, large group).
 - a. Faithful to the whole story of the Bible
 - b. Obvious from the passage
 - c. Related to the fallen condition in the heart of the hearer
 - d. Connected to Christ's redemption
 - e. Engaging the heart and mind in culturally relevant way
3. Develop deeper appreciation for the importance of community (learning together, sharing, being vulnerable, receiving feedback, etc.) as a key means of growth.

Behavioral (personal and ministry skills)

1. Grow in your capacity to teach biblical narratives and Psalms.
2. Grow in your capacity to communicate Christ from the Scriptures by developing a Christ-centered small group lesson, an evangelistic presentation a written discipleship resource, and a large group message which you will deliver and on which you will receive constructive feedback.
3. Improve your delivery skills by practicing and receiving feedback from a coach and peers.

Required Texts

(There are Kindle versions of these books available. The ISBN is for the print versions)

Timothy J. Keller. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids: Zondervan, 2012. ISBN-13: 978-0310494188. This is an excellent book on gospel-centered ministry. We'll be reading four chapters on the topic of contextualization.

Georges, Jayson. *The 3D Gospel: Ministry in Guilt, Shame and Fear Cultures*. Time Press, 2017. This book provides a great introduction to three worldviews and how to share the gospel within that worldview.

Georges, Jayson and Mark D. Baker. *Ministering in Honor-Shame Cultures*. Downers Grove: InterVarsity Press, 2016. ISBN-978-0-8308-5146-1 [We will only be reading three chapters from this book. But the entire book is extremely helpful to learn how to minister to those who come from an honor/shame context.]

Lloyd-Jones, Sally. *The Jesus Storybook Bible: Every Story Whispers His Name*. Grand Rapids: ZonderKids, 2007. ISBN-13: 978-0310708254. Although it is written for children, this book does an incredible job modeling Christ-centered communication. Sally Lloyd Jones masterfully connects each story to the larger story of Scripture. We will discuss several of these stories in our coaching time. You don't need to read them ahead of time. We will read them together in class.

Recommended Texts

Goldsworthy, Graeme. *Preaching the Whole Bible as Christian Scripture*. Grand Rapids: William B. Eerdmans Publishing Company, 2000.

Keller, Timothy J. *Preaching: Communicating Faith in an Age of Skepticism*. New York: Viking, 2015.

Millar, Gary and Phil Campbell. *Saving Eutychus: How to Preach God's Word and Keep People Awake*. Matthias Media, 2013.

Wax, Trevin. *Gospel-Centered Teaching: Showing Christ in All the Scripture*. Nashville: Broadman and Holman, 2013.

NOTE: Normally we offer *Biblical Communication* in a two-week format. In order to make a one-week format work, there is substantial preparation you need to do prior to the beginning of the first class.

Preparing for Biblical Communication

Try to complete all the readings in Chapell and Keller prior to the beginning of class. You don't need to read anything ahead of time in the Jones book.

Chapell's lectures. You will listen (or read the manuscripts) of 4 of Brian Chapell's lectures on the Gospel Coalition Website. <https://www.thegospelcoalition.org/course/christ-centered-preaching/#course-introduction>

You will listen to (or read) the following lectures:

- "What's the Big Idea"
- "A Redemptive approach to preaching"
- "Developing redemptive messages"
- "Preaching Christ-centered application".

I have made the downloaded manuscripts of these lectures available in the student drive (Google) for this class.

Readings from Keller's *Center Church*

- Chapters 7-10

Readings from Georges and Baker's book, *Ministering in Honor-Shame Cultures*

- Chapter 8

Read all of Georges' book, *3D Gospel*.

Chapter from Jabbour, *Crescent Through the Eyes of the Cross* – included in the student drive for this class.

Listen to Keller lecture – **Preaching to Believers and Unbelievers** – included in the student drive for this class.

Course Requirements

1. **Reading:** You are expected to read thoughtfully the assigned texts. You will turn in a reading report indicating your completion of the readings. (10 points)
2. **Worksheets:** You will complete six worksheets. You will submit your worksheets electronically to your coach. (30 points)
3. **Communication Projects and delivery of message:** You will have the opportunity to communicate your passage in three contexts. Small Group bible study; either an Article or Evangelistically; and finally, you will compose and deliver large group message on a biblical passage. (60 points)

Learning Tasks

1. **Reading:** (1) You will be reading four chapters on contextualization from *Center Church* by Tim Keller. We need to grow in our ability to contextualize the gospel and these chapters are very helpful in describing what that process can look like. (2) You will also be reading the *3D Gospel* which will help provide insight into three of the main cultural paradigms within the world. (3). You will continue with *Ministering in Honor Shame Cultures* by reading the chapter on Evangelism. (4) You will either listen to or read the transcript from lectures by Bryan Chapell. These lectures help set the tone for how we desire all of our Biblical Communication to be Christ-centered and redemptive focused. (5) And our final text is *The Jesus Storybook Bible*. In this book, Sally Lloyd-Jones does a masterful job modeling Christ-centered communication to children. We will discuss several of her stories in class. At the end of the course, you will submit a reading report indicating how much of the reading you completed.
2. **Participate in Coaching Group:** Biblical Communication is not something you learn merely by hearing lectures and reading books. You learn by practicing and receiving feedback. Much of the learning in this class will take place in small group context. You will be assigned to a coaching group with eight to ten of your peers.
3. **Worksheets/communication projects:** As part of this course, you will be engaging in three distinct forms of Biblical communication. The worksheets will guide you through each of these communication experiences.
 - a. Worksheet #1: Audience Analysis/contextualization (10 points)
 - b. Worksheet #2: FC/RS/MBI (5 points)
 - c. Communication project #1: Small group study
 - d. Worksheet #3: Outline of large group message (10 points)
 - e. Communication project #2: Evangelism report
 - f. Communication project #3: Written communication article
 - g. Worksheet #4: Large Group Communication (5 points)
 - h. Communication project #4 – large group message
4. **Communication Projects:**
 - a. **Small Group Study:** You will write a small group study for your passage, using limiting and open-ended questions that will follow our small group template of Launch, Explore, Connect, and Apply. Even though Cru has many great small group resources available to us, this process will help you see the value of good questions that explore the passage, expose the Fallen Condition and point your small group to Christ.

(choose 1 of the following)

- b. Evangelistic Conversation:** You will have an opportunity to engage in an evangelistic conversation from your passage with a non-Christian. As an evangelistic organization that seeks to give every man, woman and child the opportunity to say "yes" to Jesus, we want to help our staff take the principles from this class and have the chance to apply them in an evangelistic conversation. Using your passage, you are being asked to engage with someone with the hopes to:
- share the basic storyline of your passage in a compelling and understandable way.
 - ask a few diagnostic questions to engage them in the story and its implications.
 - seek to use your story to then share the gospel.

Afterward, you will write up a 250-300 word summary of how it went (i.e. Who did you approach; how did you retell the story in a compelling and understandable way; what diagnostic questions did you ask and how did they respond; were you able to share more of the gospel with them and how did they respond). Also, please describe your personal experience using this method of evangelism.

- c. Written Communication article:** You will have an opportunity to write a spiritual growth/discipleship article or an evangelistic article of 800-1000 words that could be used on Cru.org or everystudent.com using your passage as the main text for your article. You could make it topical and make it for a specific or a general audience.

5. Delivery of your Large Group Message: You will develop a 20 minute large-group message on the passage you studied throughout the BI class. You will deliver this message to your coaching group and receive feedback from your coach and peers.

- You will only have 20 minutes to give your talk. We would like you to deliver your *entire talk* during that time. Because there are so many of us, talk times need to move crisply.
- Two people, plus the coach, will evaluate your message.
- Delivery (8 points)
 - i. Gestures (2 pts)
 - ii. Eyes (2 pts)
 - iii. Movement and Posture (2 pts)
 - iv. Speaking Voice (2 pts)
- Communicated Message (22 points)
 - v. Launch (3 pts)
 - vi. Explore (8 pts)
 - vii. Apply (8 pts)
 - viii. Close (3 pts)

Course Grade

Reading	10 points
Worksheets (#1 to #4)	30 points
2 Communication Projects	30 points
Large Group Message	<u>30 points</u>
Total	100 points

IBS Grading Scale:

94-100	A
92-93	A-
90-91	B+
84-89	B
82-83	B-
80-81	C+
74-79	C
72-73	C-
65-71	D
0-65	F

Note: A grade of C- or better is required for this course to fulfill your IBS requirements.

DAILY SCHEDULE/READING DUE/ASSIGNMENTS DUE

Note: There is work that must be completed prior to the first session

Pre Work –

Listen to FORCE/contextualization lecture prior to class (lecture in the student drive) (and fill out lecture notes)

Complete Worksheet #1 – Contextualization interview

Chapell's lectures. You will listen (or read the manuscripts) of 4 of Brian Chapell's lectures on the Gospel Coalition Website. <https://www.thegospelcoalition.org/course/christ-centered-preaching/#course-introduction>

You will listen to (or read) the following lectures:

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Readings from Keller's *Center Church*

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Readings from Georges and Baker's book, *Ministering in Honor-Shame Cultures*

- Chapter 8

Read all of Georges' book, *3D Gospel*.

Chapter from Jabbour, *Crescent Through the Eyes of the Cross* – included in the student drive for this class.

Listen to Keller lecture – Preaching to Believers and Unbelievers – included in the student drive for this class.

Read Appendices 1, 2, 3, 5, 6 in the back of your student notes

Monday, December 10

MORNING

Reading due: all of the above

Assignment due: Worksheet #1 – Contextualization interview

9:00-9:40am

Lecture #1: Redemptive Communication (FC/RS/MBI)

9:50-11:30

Workshop #1

Point to Christ: JSB – “The Terrible Lie”

Discussion: Contextualization/ 3D gospel

Discussion: FC/RS/MBI

Speaking Drill - Gestures

Homework

Worksheet #2 – FC/RS/MBI (Due by 2:00pm today).

AFTERNOON

Reading due: Appendix 7

Assignment due: Worksheet #2 – FC/RS/MBI

2:00-2:40pm

Lecture #2: Small Group Communication

2:50-4:30

Workshop #2

Point to Christ: JSB – “The Present”

Discussion: Small Group Lesson

Homework

Communication Project #1 – Small Group project (Due Wednesday by 9:00am)

Tuesday, December 11

MORNING

Reading due: Appendices 8, 9, 10

Assignment due: none

9:00-9:50am

Lecture #3: Preparing Large Group Messages

10:00-11:30

Workshop #3

Point to Christ: JSB – “The Girl Nobody Wanted”

Discussion: Large Group Template

Speaking Drill – Eye Contact

Homework

Continue working on Small Group lesson (Due Wednesday by 9:00am)

Worksheet #3 – Outline of message (Due Thursday by 9:00am)

AFTERNOON

Reading due: None

Assignment due: None

1:00-3:30pm

Lecture: No lecture – go straight to coaching group

Workshop #4

Sample message

Debrief Message

Point to Christ: JSB “Washed with Tears”

Homework

Continue working on Small Group lesson (Due Wednesday by 9:00am)

Continue working on Worksheet #3 – Outline of message (Due Thursday by 9:00am)

Wednesday, December 12

MORNING

Reading due: Appendices 11, 12

Assignment due: Small Group communication project

9:00-9:50am

Lecture #4: Narrative Evangelism

10:00-11:30

Workshop #5

Point to Christ: “The Little Servant Girl and the Proud General”

Discussion: Narrative Evangelism

Speaking Drill: Fallen Condition

Homework

Continue Worksheet #3 – Outline of message (Due Thursday by 9:00am)

Communication project #2 – Evangelism report (Due Sunday by 9:00pm)

AFTERNOON

Reading due: None

Assignment due: None

1:00-1:40pm

Lecture #5: Written Communication

1:50-3:30pm

Workshop #6

Point to Christ: “The Teeny, Weenie... True King”

Discussion: Writing exercise

Speaking Drill: Launch

Homework

Continue working on Worksheet #3 – Outline of message (Due Thursday by 9:00am)

Communication Project #3: Evangelism/Discipleship article (Due Friday by 9:00am)

Thursday, December 13

MORNING

Reading due: None

Assignment due: Worksheet #3 – Outline of Message

9:00-9:50am

Lecture #6: Christ-Centered living and ministry – Marc Rutter

10:00-11:30

Workshop #7

Point to Christ: “The Little Servant Girl and the Proud General”

Discussion: Debrief Interview

Discussion: Applying the class

Homework

Continue to work on Evangelism/Discipleship Article (Due Friday by 9:00am)

Work on messages

AFTERNOON

1:00-4:30

“Office hours” with Coaches

No lecture or coaching group. Work on your messages and discipleship articles

Friday, December 14

8:00am-12:30pm

Deliver Messages

Due: Written communication piece

About your message:

- You will have 20 minutes to give your talk. We would like you to deliver your entire talk during that time.
- Two people, plus the coach, will be evaluating you.
- Timer cards are available if you wish them; recruit someone in class to help you.
- Because there are so many of us, talk times need to move crisply.
- Your talk will be worth 30 points

Reading Report

(To be submitted electronically to your coach)

Date Due	Reading Due	Assigned Pages	# Pages Completed
Monday AM, December 10	Chapell, Lectures 1-4 Keller, Center Church ch. 7-10 Georges and Baker – Ch. 8 Jabbour, <i>Crescent through the Eyes of the Cross</i> , ch 11 Georges – 3D gospel Listen to audio lecture titled “Preaching to Believers and Unbelievers” (posted online) Appendix 1, “Developing Biblical Messages” Appendix 2, “Delivery Skills” Appendix 3, “Heart Longings” Appendix 5, “Getting to the Heart of the Fallen Condition” Appendix 6, “Developing a Message Big Idea (MBI)”	200	
Monday, PM December 10	Appendix 7, “Asking Christ-Centered Questions that Target the Heart”	2	
Tuesday, December 11	Appendix 8, “Going from the MBI to Apply” Appendix 9, “Getting to the Heart of the MBI” Appendix 10, “The A-Z of telling stories”	9	
Wednesday, December 12	Appendix 11, “How to Paint a Fallen Condition” Appendix 12, “Thinking of sin/redemption as a tree”	6	
	Total	217	

All of the worksheets are posted in one google doc and are to be completed on the google doc.

Worksheet #1
Audience Analysis and Contextualization Interview

Some of this worksheet is adapted from the book, *Preaching with Cultural Intelligence*.

For this assignment, and for the rest of Biblical Communication, it would be best if you were thinking of a ministry audience that is not of your predominant culture (though this isn't mandatory for the rest of the assignments in BC). You may already be reaching out to the people in this culture, and that's great. If not, this assignment and the rest of Biblical Communication can help you cross cultures.

As you consider crossing cultures, you will conduct an interview with someone from an ethnic context that is not your own. The purpose of this assignment is to grow in cultural competency as well as helping you think about how to connect with an audience from another culture. You will conduct the interview as a "learner" and with a posture of humility in order to seek understanding and grow in empathy with an eye to eventually bridging contexts in order to more effectively share the gospel in that context. You can conduct your interview in person or over the phone (not via email).

As you begin the interview, you may want to preface it with: "Some of these questions can come off as stereotypes. That is not my desire. My desire is to grow in cultural intelligence and competence by truly seeking to understand."

*One other note: As you ask the following questions, press for greater understanding by asking follow-up questions like, "can you tell me more" or "help me understand." And, try to press beyond learning facts to understanding their feelings.

Part 1 - Interview

Step 1: Culture as a way of living

1. What do you love most about your culture?

2. What does your culture most value? How does this show up in celebrations, use of time, work, meals, etc....?

3. In your opinion, what things in history have shaped what your culture most values?

4. What is currently shaping your culture (for good or bad)?

Step 2: Culture as a way of thinking/believing

1. What religious beliefs does your culture embrace? About God, cultural religious practices and norms, church or religious gatherings?
2. How has your culture been helped or hurt by Christians – personally and historically?
3. Generally speaking, where do people in your culture turn to for religious guidance or wisdom for living?

Step 3: Culture as a way of behaving/relating

1. Name a few things that people in your culture would say are absolutely “right”.
2. What are a few things that your culture would say are absolutely “wrong”?
3. Would you say that your culture is more individualistic or collective? Why would you say that?
4. What would you say people in your culture more long for (and why)?
 - a. Peace and security
 - b. Saving face and status
 - c. Fairness and equity
5. After someone does something wrong, how does the person feel (try to have them pick one of these and explain why)?
 - a. Anxious
 - b. Remorseful
 - c. Inferior
6. How are the elderly viewed in your culture?

7. How are leaders viewed in your culture?

8. How are children viewed in your culture?

9. After introducing yourself, people in your culture usually ask about what?

10. Happiness is found by:

11. Love is expressed by:

Thank them for taking the time to help you become more culturally competent. Thank them also for trusting you with this interview and for giving you insight into them as an individual and for showing you the beauty of their culture.

After the interview, complete the following:

Part 2 – Post Interview

Who did you talk to? Briefly describe their ethnicity and culture:

Culture as a way of living

1. What most struck you about their cultural values?

2. In what ways do their cultural values differ or conflict with your own cultural values?

Culture as a way of thinking/believing

1. What beliefs does this culture hold to that your particular passage nurtures or refutes?

2. As best as you can tell, what idols in their culture will they struggle to hand over to God from your passage?

3. What heart longings in this culture does your passage address (particularly as it relates to the Redemptive Solution in your passage. The article in the appendix entitled, “*heart longings*” will help you identify possible heart longings).

4. What are God’s dreams for this culture that emerge from your passage?

5. Which characteristics of God might this culture most identify with in your passage?

6. Which characteristics of God might this culture have a hard time identifying with from your passage?

7. What, about God from your passage, might be most shocking to this culture?

Culture as a way of behaving/relating

1. Ethics:

What surprised you about what this culture sees as absolutely right and absolutely wrong?

2. Worldview:

As best as you can tell, what worldview is predominant in this culture?

Guilt/righteousness, Shame/honor, Fear/power

How does your passage address that worldview?

3. Love

How is love most commonly expressed in that culture and how does that love express itself in your passage (if at all)?

How does your passage redefine love for your audience?

Worksheet #2 ***FC/RS/MBI***

Audience:

1. **Restate your TBI**
2. **Determine Message Objectives**

Fallen condition:

Rewrite the FC that you came up with in Worksheet #5 in BI.

Using the steps below, contextualize this FC for your audience.

Step 1: What are the false beliefs of your audience that this passage addresses?

Step 2: What are the idols in your audience that this passage addresses?

Step 3: As you consider the FC that you came up with for yourself above, how might it need to be changed in order to reflect the language, false beliefs and idols of your audience?

Step 4: Write out your new FC for your audience.

Redemptive Solution:

Rewrite the RS that you came up with in worksheet #5 in BI.

Using the steps below, contextualize this RS for your audience:

Step 1: What are the heart longing of your audience that this passage addresses?

Step 2: How might you need to change the RS above to fit the language and heart longings of your audience?

Step 3: Write out the new RS for your audience.

Developing your Message Big Idea

Rewrite the Response Big Idea from Worksheet #5 in BI.

Brainstorm 3 contextualized MBI's based upon your contextualized FC and RS.

- **Brainstorm Message Big Idea (MBI):**
 - a. MBI #1
 - b. MBI #2
 - c. MBI #3

Communication Project #1

Small Group Lesson

Instructions

Following the process outlined in the class notes, create a small group lesson on your passage for your ministry audience (e.g., if you will be working with the Campus Ministry, this Bible study should be designed for college students).

- Step 1: Determine learning objectives
- Step 2: Brainstorm explore questions
- Step 3: Brainstorm theological message questions
- Step 4: Brainstorm apply questions
- Step 5: Brainstorm launch questions

Formatting your Lesson

- Your small group lesson should be typed
- Your small group lesson should have your name, passage reference, and intended audience at the top of the page.
- Your small group lesson should look just like the sample studies that can be found in the notes.
- Your small group lesson should contain the following clearly marked sections:
 - Lesson Objectives
 - What's the Big Idea?
 - What's the Problem?
 - What's the Solution?
 - What's our Response?
 - Launch
 - Explore
 - Survey the Big Picture (keep this brief)
 - Explore the Passage
 - Connect
 - Summarize the Theological Message
 - Apply
- Your small group lesson should expose your audience's fallen condition and point them toward Christ. (Be sure to read the article in the student notes, "Asking Christ-centered Questions that Target the Heart")

Email your small group lesson to you coach when you are finished.

NOTE: This may initially feel like a daunting assignment when you start. Remember that you have already spent two weeks studying this passage. You're simply generating some questions to help participants in a small group Bible study discover what you've learned. Once you get started, you may be surprised how easy it is to generate questions in light of your study.

Small Group lesson

Audience:

LESSON OBJECTIVES

- What's the Big Idea?
- What's the Problem?
- What's the Solution?
- What's our Response?

LAUNCH

EXPLORE

Survey the Big Picture:

Explore the Passage

CONNECT

Summarize the Theological Message:

APPLY

Expose the Fallen Condition

Point to Christ/redemption

Life Application

Worksheet #3 *Outline of Message*

Audience:

Outline “Explore” Section

- Develop a detailed outline of the “Explore” section of your message. In this section, you are retelling the story of the passage in a clear, compelling way that permits the hearers to experience the drama of the plot and understand the author’s intended meaning. Also, be sure to fold important contextual matters or background information necessary for a hearer to understand the narrative into the retelling of the story.
- Be sure to include at least one illustration (which you briefly summarize)

Outline the Connect Section

- Help your hearers understand the theological message of the passage in light of the whole story of the Bible.

Outline the Apply Section

Develop a detailed outline for the “apply” section of your message (see lecture 4)

- Apply the theological message of the passage to your audience showing how the fallen condition is answered by the redemptive solution. Structure your application around 2-3 main points that unpack your MBI
- Be sure to include any essential details from stories or illustrations you plan to use.
- Use first-person (we) or second-person (you) language
- The apply section should reflect the values of FORCE

Write out the Launch and close

Launch

Compose an introduction to your message. Please type it out word for word as if you were saying it to your audience. Your introduction should include five clearly labeled elements: (1) arouse attention (2) surface a fallen condition (*including a clear one-sentence statement of the fallen-condition*), (3) connect your audience to the fallen condition and (4) frame the MBI, (5) introduce the passage / transition to the passage

Close

Compose a conclusion to your message. Please type it out word for word as if you were saying it to your audience. Your conclusion should include the following:

- A statement of your MBI (in **bold** print)
- A summary of how the MBI answers the fallen condition.
- An illustration that appropriately ties the fallen condition and MBI together.

Communication Project #2

Evangelism Report

Instructions

You will have an evangelistic conversation from your passage with a non-Christian. As an evangelistic organization that seeks to give every man, woman and child the opportunity to say "yes" to Jesus, we want to help our staff take the principles from this class and have the chance to apply them in an evangelistic conversation. Using your passage, you are being asked to engage with someone with the hopes to:

- share the basic storyline of your passage in a compelling and understandable way.
- ask a few diagnostic questions to engage them in the story and its implications.
- seek to use your story to then share the gospel.

Who did you talk with? (religious background, spiritual interest)

How did you tell the story in a compelling way?

What questions did you ask and how did they respond?

How would you describe your personal experience using this method of evangelism?

Communication Project #2 ***Written Communication Article***

Audience:

Type of Article (evangelistic or discipleship):

Using articles on Cru.org, startingwithgod.com, or everystudent.com as a guide (examples: <https://www.cru.org/us/en/train-and-grow/life-and-relationships/men/recurring-sin.html>, <https://www.cru.org/us/en/train-and-grow/life-and-relationships/women/daughters-of-eve.html>) , write a 800-1200 word paper using your passage as your foundation that could be used on Cru.org as a discipleship or personal growth resource or on everystudent.com as an evangelistic article. You can make it specific to a specific audience (as the examples do) or it can be for a general audience. You can be as creative as you want. You just need to use your text as the main text in your article.

Criteria:

Using www.readable.io , aim for the following:

- No higher than a 6th grade reading level.
- No longer than a 6 minute read time

Communication Project #3 Large Group Message

Under the guidance of your coach, you will develop a 20 minute large-group message on the passage you studied in Biblical Interpretation. Worksheets 1, 3, 4 and 5 will walk you through the process of developing your message. (You can find the seven-step process for developing a talk in Appendix 1 at the end of these notes.) You will deliver your message to your coaching group and receive feedback both on your delivery and content—both from your coach and peers. Your coach alone will assign a grade.

Your message should be no more than 20 minutes in length, reflect the values of FORCE and contain the following four sections:

- 1. Launch the Message (Connect the message to where they live) [3 min]**— Your launch should include . . .
 - An attention-getting opening that orients your audience to the fallen condition and helps them personally identify it in their own lives.
 - A statement of the fallen condition
 - Connecting the fallen condition to your audience
 - A question that the MBI answers
 - Introduce the passage
 - A transitional statement(s) that moves the message from the Launch to the Explore section.

- 2. Explore the Passage (Lead them to understand the Word) [6-8min]** — Retell the story of the passage in a clear, compelling way that permits the hearers to experience the drama of the plot and understand the author's intended meaning. Also, be sure to fold important contextual matters and background information necessary for a hearer to understand the narrative into the retelling of the story.

- 3. Connect [3 min]** You need to explain the theological significance of your story in the larger drama of Scripture. You may want to touch on redemptive themes or how the passage points to Christ Show how the Fallen Condition surfaced earlier is addressed by the redemptive solution(s) of this passage.

- 4. Apply the Passage (Lead them to a heart-level response to Christ) [6-8min]** — Be sure your application points flow from or leads to your MBI. Be sure to include any essential details from stories or illustrations you plan to use.

- 5. Close (Bring the message to satisfactory conclusion) [2-3 min]** — Your close should include . . .
 - A statement of your MBI

- A summary of how the MBI answers the fallen condition.
- An illustration that appropriately ties the fallen condition and MBI together.

Worksheet #4 *Large Group Message*

Passage

Audience

1. List your passage
2. State your ABI
3. State your TBI
4. State your MBI
5. Describe your Audience:
 - Audience: In a short paragraph identify the age group, cultural/ethnic background, spiritual background and maturity, communication setting, etc., of your audience.
 -
 - False beliefs: What false beliefs does your audience have that are manifested in this passage?
 -
 - Fallen Condition: What is the fallen condition your audience shares with the passage?
 -
 - Heart Longings: What longings of the heart does the passage answer?
 -
 - Redemptive Solution: What is the redemptive solution in the passage that answers the fallen condition you identified above?

Feedback from your Coach

Delivery (8 points)

Gestures (2 pts)	
Eyes (2 pts)	
Movement and Posture (2 pts)	
Speaking Voice (2 pts)	

Communicated Message (22 points)

Launch (2 pts)	
Explore (6 pts)	
Connect (6 points)	
Apply (6 pts)	
Close (2 pts)	