Fellowship
BIBLE CHURCH
— SHENANDOAH —

Foundations of Hermeneutics

> *“Be diligent to present yourself approved to God as a workman who does not need to be ashamed, accurately handling the word of truth.”*
>
> **2 Timothy 2:15 (LSB)**

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Course Summary & Index

This course is designed to train students in the fundamentals of biblical interpretation. Each session builds a skill contributing to the full process of reading, understanding, and applying God's Word with clarity and faithfulness. This summary includes an index of sessions, handouts, and supporting resources.

CORE SESSIONS (11 TOTAL)

Lesson 1 The Hermeneutical Process: A Roadmap for Study

Lesson 2 Context is King

Lesson 3 Observation: Learning to See

Lesson 4 Authorial Intent: What Did He Mean?

Lesson 5 Word Studies: Meaning in Use

Lesson 6 Word Study Practice: 'Believe'

Lesson 7 Figures of Speech & Literary Devices

Lesson 8 Interpretation: Discovering What the Text Means

Lesson 9 Distinguishing A Truth & B Truth

Lesson 10 Application: Moving from Text to Life

Lesson 11 Preach the Word: From Study to Exposition

ADDENDUM: PRACTICE IN DIFFICULT TEXTS

This add-on resource presents a selection of debated or complex biblical passages for further practice, designed to reinforce the principles taught throughout the course.

- Addendum: Applying Hermeneutics to Difficult Passages

CHARTS AND TOOLS

- The 4 Steps of Hermeneutics Handout
- Genre Identification Chart
- 8 Circles of Context Chart
- Observation Worksheet
- **Psalm 1** (LSB) with Wide Margins
- Word Study Worksheet
- GraceNotes Summary: Justification vs. Discipleship
- A Truth vs. B Truth Comparison Chart

- Application Template Worksheet
- Basic Expository Sermon Outline Template
- Osborne's Categories of Figures of Speech
- Summary: Walt Kaiser on Authorial Intent

Use this index to quickly locate any part of the course and refer back to essential tools for continued study and teaching.

Lesson 1: The Hermeneutical Process

A Roadmap for Study

SESSION OVERVIEW

TITLE	**The Hermeneutical Process: A Roadmap for Study**
DURATION	60 minutes
PURPOSE	To give the student a simple, transferable framework for approaching any biblical text to discover the author's intended meaning and rightly apply it.

SESSION OBJECTIVES

By the end of this session, the student will:

- Understand the 4 main steps in the hermeneutical process.
- Identify different biblical genres and why genre affects interpretation.
- Use a basic framework for approaching any passage of Scripture.
- Begin applying the method with a sample passage.

OUTLINE & FLOW

1. Warm-Up & Reflection

Ask: How do you usually go about studying the Bible?

Prompt: What's helped you the most? What's been frustrating?

2. The 4-Step Hermeneutical Process

Introduce the model:

1. **Context:** Understand the world around the passage
2. **Observation:** Notice what's in the passage
3. **Interpretation:** What did it mean to the original audience?
4. **Application:** How does it apply today?

Illustration: Studying the Bible is like visiting a foreign country: you must learn their customs before you apply them at home.

Scripture Anchors:

- **Acts 17:11**
- **Nehemiah 8:8**

3. Genre Matters

Explain the importance of genre and give examples:

- Narrative (Genesis, Acts)
- Poetry (Psalms, Lamentations)
- Wisdom (Proverbs, Ecclesiastes)
- Law (Leviticus, Deuteronomy)
- Prophecy (Isaiah, Ezekiel)
- Gospels (Matthew–John)
- Letters (Romans–Jude)
- Apocalyptic (Daniel, Revelation)

Discuss: What's the difference between reading Proverbs and reading Romans?

4. Practice with Philippians 2:1–11

Step 1: Identify the genre (Epistle)

Step 2: Determine basic context:

- Author? Audience? Occasion?
- What comes before this passage?

Step 3: Observe the text:

- Repetition, contrasts, commands, surprising elements

Step 4: Begin light interpretation:

- What's Paul's main point?
- Why use Christ's humility?

5. Review & Reinforce

Discuss:

- What stood out to you today?
- Which part of the 4-step process do you feel strongest in? Weakest?

HOMEWORK

Assignment: Choose one short passage (suggest: **Colossians 3:12–17**).

- Write notes on each of the 4 steps:
  1. Context
  2. Observations (bullet points)
  3. Interpretation (one paragraph)

4. Application (two real-life responses)

RESOURCES TO SHARE

- **Handout:** “The 4 Steps of Hermeneutics”
- **Bonus:** Genre Identification Chart

Lesson 2: Context is King

SESSION OVERVIEW

TITLE	**Context is King**
DURATION	60 minutes
PURPOSE	To equip the student to properly understand a passage by examining both its historical-cultural and literary context. Context is essential for accurate interpretation.

SESSION OBJECTIVES

By the end of this session, the student will:

- Distinguish between different types of context.
- Apply the 8 concentric circles of context to a passage.
- Use basic historical-cultural tools to better understand the setting.
- Practice contextual analysis with the parable of the Good Samaritan.

OUTLINE & FLOW

1. Warm-Up & Illustration

Ask: Have you ever had something taken out of context, either in life or in Scripture?

Illustration: Reading a verse without context is like hearing one sentence from a movie and trying to explain the plot.

2. Two Types of Context

A. Historical & Cultural Context:

- Who is the author?
- Who is the audience?
- What is the situation or occasion?
- What customs or background details are important?

B. Literary Context:

- What kind of literature is this (genre)?
- What comes immediately before and after?
- How does this passage fit in the flow of the book's argument or story?

3. The 8 Circles of Context (See Handout)

Teach the "concentric circles" method for interpretation:

1. The passage itself
2. Immediate paragraph
3. Section of the book
4. The whole book
5. The author's other writings
6. Testament (Old or New)
7. The entire Bible
8. The genre

4. Practice with Luke 10:25–37

Step 1: Read the passage slowly.

Step 2: Ask historical questions:

- Who were the Samaritans? Why were they hated?
- What is a Levite or a priest?
- What was the cultural expectation for neighborly love?

Step 3: Ask literary questions:

- What prompted Jesus to tell the parable?
- What's the immediate context (vv. 25–29)?
- How does Jesus flip the expected answer?

Step 4: Apply the 8 circles of context in conversation.

5. Review & Reflect

Discuss:

- What context layers helped you understand the story better?
- Why is it dangerous to interpret a passage without context?
- How could you use this process when preparing to teach others?

HOMEWORK

Assignment: Analyze the context of **1 Corinthians 13**.

- What is the historical background of the Corinthian church?
- What problem is Paul addressing?
- Read chapters 12–14. How does chapter 13 fit into Paul's flow?
- Bring a short paragraph summarizing how understanding the context changes or enriches your view of the passage.

RESOURCES TO SHARE

- **Chart:** 8 Circles of Context
- Bible dictionary or background commentary (recommended)

Lesson 3: Observation

Learning to See

SESSION OVERVIEW

TITLE	**Observation: Learning to See**
DURATION	60 minutes
PURPOSE	To train the student to carefully observe what the biblical text actually says, without jumping prematurely to interpretation or application.

SESSION OBJECTIVES

By the end of this session, the student will:

- Understand the purpose of observation in Bible study.
- Develop the skill of marking and recording details in the text.
- Practice identifying repeated words, contrasts, structure, tone, and more.
- Apply observation techniques to **Psalm 1**.

OUTLINE & FLOW

1. Warm-Up & Introduction

Ask: Have you ever been surprised by something you missed in a familiar passage?

Introduce the goal: Observing is about slowing down and seeing clearly.

2. What is Observation?

Explain: Observation is asking, 'What does the text say?' before asking 'What does it mean?'

Principles:

- Don’t rush to interpretation or application.
- Good observation leads to good interpretation.
- Observation is about seeing, not explaining.

3. Key Things to Look For

- Repeated words or ideas
- Contrasts and comparisons

- Cause and effect statements
- Key nouns and verbs
- Lists or patterns
- Commands or questions
- Tone and emotions
- Transition words (therefore, so that, but, for, etc.)

Tool: Introduce the 'Observation Worksheet'

4. Practice with Psalm 1 using wide margin printout in the Resource section

Read **Psalm 1** aloud. Then work together through these steps:

Step 1: Mark repeated or emphasized words (e.g., blessed, wicked, way).

Step 2: Identify contrasts (righteous vs. wicked).

Step 3: Note imagery (tree, chaff, path).

Step 4: Identify structure (progression in verse 1, result in verse 3, etc.)

Step 5: Reflect on tone and message focus.

5. Debrief & Review

Discuss:

- What did you notice in **Psalm 1** that you hadn't before?
- How did slowing down help your understanding?
- What observation skills came naturally? Which were hard?

HOMEWORK

Assignment: Observe **John 15:1–11**.

- Use the Observation Worksheet.
- Identify repetition, key terms, metaphors, commands, and structure.
- Bring 5–10 detailed observations to the next session.

RESOURCES TO SHARE

- Observation Worksheet Template
- Printed copy of **Psalm 1** with wide margins

Lesson 4: Authorial Intent

What Did He Mean?

SESSION OVERVIEW

TITLE	**Authorial Intent: What Did He Mean?**
DURATION	60 minutes
PURPOSE	To train the student to pursue the meaning intended by the biblical author and not insert their own ideas or modern assumptions into the text.

SESSION OBJECTIVES

By the end of this session, the student will:

- Understand what authorial intent means and why it is foundational to interpretation.
- Learn how to identify clues to the author's purpose and message.
- Use stated purpose statements and patterns of repetition to guide interpretation.
- Practice discovering authorial intent in selected passages.

OUTLINE & FLOW

1. Warm-Up & Conversation

Discuss: How do you feel when someone takes your words out of context or misrepresents your intent?

Explain: The same respect must be shown to Scripture: we pursue the author's intended meaning, not our own.

2. What is Authorial Intent?

Definition: The one correct meaning of a passage is what the original human author, under divine inspiration, intended to communicate.

Quotes:

> DR. WALT KAISER
>
> *"To interpret we must in every case reproduce the sense the Scriptural writer intended for his own words."*
>
> Walter C. Kaiser Jr., "Legitimate Hermeneutics," in *Inerrancy*, ed. Norman L. Geisler (Grand Rapids: Zondervan, 1979), 118.

Principles:

- **Authorial intent guards us from making Scripture say whatever we want**.
- There may be many applications, but there is only one true meaning.
- The goal of interpretation is to discover, not invent.

3. Discovering Authorial Intent

- Purpose statements (e.g., 'I write so that…')
- Repeated themes, key words, and structure
- Overall flow and logic of the book
- Cultural and historical context (already introduced in Lesson 2)

4. Practice in the Texts

Work through the following passages to identify authorial intent:

- **1 John 1:1–4** Fellowship and joy
- **John 20:30–31** Belief in Jesus for life
- **Luke 1:1–4** Certainty of the things taught
- **Galatians 1:6–9** Defense of gospel purity

For each passage:

- **Ask:** What is the author trying to accomplish?
- **Identify:** Purpose statements or driving themes
- **Reflect:** How does this help us avoid misinterpretation?

5. Discussion & Review

Discuss:

- What surprised you in today's passages?
- Why is discovering the author's intent sometimes overlooked?
- How can we make this a regular part of our study rhythm?

HOMEWORK

Assignment: Read the book of Jude (only 1 chapter).

- **Identify:** What problem is Jude addressing?
- What does he say is his reason for writing?
- Write a 1-paragraph summary of Jude's authorial intent and bring it to next session.

RESOURCES TO SHARE

- Summary of Walt Kaiser on Authorial Intent

Lesson 5: Word Studies

Meaning in Use

SESSION OVERVIEW

TITLE	**Word Studies: Meaning in Use**
DURATION	60 minutes
PURPOSE	To equip the student to accurately understand the meaning of biblical words in their context by practicing careful observation, avoiding theological overloading, and using simple study tools.

SESSION OBJECTIVES

By the end of this session, the student will:

- Understand why context determines the meaning of a word.
- Learn to avoid reading theological assumptions into word meanings.
- Use a concordance and lexicon (basic tools) to investigate usage.
- Practice word study skills using a high-impact theological word.

OUTLINE & FLOW

1. Warm-Up & Conversation

Discuss: What biblical word do you think is most misunderstood today?

Explain: Words have multiple meanings; our job is to find the *one intended meaning* in the text being studied.

2. Words Have Ranges of Meaning

Explain:

- Most words have more than one meaning (polysemantic).
- The correct meaning is always determined by context.
- Bible words must be defined grammatically, not theologically.
- Word studies help us see what the author intended, not just what we've been taught in church circles.

Illustration: The word 'run' in English:

- Run for office

- Run to the store
- Run a program
- Each has a different meaning based on context

3. How to Do a Basic Word Study

- Choose a key word in a passage.
- Look it up in a concordance to find other occurrences.
- Identify the Greek or Hebrew root word (lexicon).
- Analyze how it's used in other contexts, especially by the same author.
- Look at context clues to determine its meaning in your passage.

4. Practice with the Word "Salvation"

Compare the usage of the word 'salvation' in different contexts:

- **Romans 1:16** power of God for salvation (eternal life)
- **Matthew 8:25** Save us from perishing in the sea
- **Philippians 1:19** deliverance from prison
- **1 Timothy 2:15** saved through childbearing
- **James 1:21** save your souls (possibly experiential/fellowship)

Discuss:

- What does salvation mean in each case?
- What are people being saved from/to?
- How does the context clarify the meaning?

5. Word Study Warnings

- Don't load spiritual-sounding meaning into every word.
- Don't assume the same word means the same thing everywhere.
- Avoid the "root fallacy" (assuming the root meaning defines every use).

HOMEWORK

Assignment: Do a mini word study on the word "righteousness."

- Look at **Romans 1:17, 3**:21–22, 4:3, and **Matthew 6:33**.
- Write a summary of what righteousness means in each context and how the surrounding verses shape that meaning.

RESOURCES TO SHARE

- Basic Greek/English concordance (print or online)
- Bible software or website with word search tools (e.g., Blue Letter Bible, BibleHub)

Lesson 6: Word Study Practice

"Believe"

SESSION OVERVIEW

TITLE	**Word Study Practice: "Believe"**
DURATION	60 minutes
PURPOSE	To apply word study methods by focusing on the Greek word 'pisteuō' (to believe), especially as it is used in the Gospel of John, in order to clarify the meaning and implication of saving faith.

SESSION OBJECTIVES

By the end of this session, the student will:

- Know how to track and analyze repeated usage of a key word in one book.
- Understand how the Gospel of John uses 'believe' to teach about salvation.
- Evaluate the meaning of belief in light of context, not theological tradition.
- Apply findings to how they share the gospel with others.

OUTLINE & FLOW

1. Warm-Up & Framing

Ask: What does it mean to 'believe' in Jesus?

Prompt: Is believing the same as committing, obeying, trusting, or simply affirming truth?

Explain: John's Gospel uses the word 'believe' nearly 100 times. Let's let John define belief.

2. The Word 'Pisteuō': Believe

Greek: pisteuō (πιστεύω)

Lexical Definitions:

- To be persuaded of, convinced something is true
- To place confidence in (someone or something)
- To entrust oneself to

Note: Meaning shifts slightly when followed by different prepositions (e.g., in, into, upon)

3. Key Passages in John

- **Read and discuss:**
  - **John 3:16**
  - **John 3:18**
  - **John 6:47**
  - **John 9:35–38**
  - **John 11:25–27**

Ask:

- What is the object of belief in each passage?
- Is belief portrayed as a one-time act or an ongoing posture?
- Are there signs of emotion, action, or trust in these examples?
- What kind of belief is saving belief, according to John?

4. John's Intent in Using 'Believe'

Read **John 20:30–31**: 'these are written so that you may believe… and that by believing you may have life in his name.'

Discuss how John's use of 'believe' throughout the Gospel serves this evangelistic purpose.

5. Application to Gospel Sharing

Discuss:

- How does this sharpen the way you present the gospel?
- Do you use language about belief that matches what John presents?
- What misconceptions about faith should you avoid?

HOMEWORK

Assignment:

- Read **John 1–4** and highlight every use of the word 'believe'.
- Write a short paragraph summarizing what it means to 'believe' based on those chapters.
- **Optional:** Compare how different English translations render these verses.

RESOURCES TO SHARE

- Word Study Worksheet
- Concordance or online tools like BibleHub or Blue Letter Bible

Lesson 7: Figures of Speech & Literary Devices

SESSION OVERVIEW

TITLE	**Figures of Speech & Literary Devices**
DURATION	60 minutes
PURPOSE	To help the student recognize and interpret figurative language in Scripture, including idioms, metaphors, similes, hyperbole, and other literary devices that enrich meaning but require contextual understanding.

SESSION OBJECTIVES

By the end of this session, the student will:

- Identify various types of figurative language in Scripture.
- Understand how to interpret figures of speech accurately.
- Recognize the difference between literal and figurative expressions.
- Interpret biblical idioms within their historical-cultural context.

OUTLINE & FLOW

1. Warm-Up & Conversation

Ask: What are some common sayings today that don't mean what they literally say?

Examples: 'Kick the bucket,' 'Break a leg,' 'It's raining cats and dogs.'

Point: We use figures of speech all the time, and so does the Bible.

2. Why Figurative Language Matters

Explain:

- The Bible uses rich language to communicate truth memorably and powerfully.
- Figurative language is not less true; it's vivid, emotional, and often rooted in culture.
- Interpreting figures as literal can distort meaning; interpreting literal statements as figurative can remove their power.

3. Common Figures of Speech in Scripture

- **Metaphor**: Direct comparison (e.g., 'The LORD is my rock,' **Ps. 18:2**)

- **Simile**: Comparison using 'like' or 'as' (e.g., 'He is like a tree planted by streams of water,' **Ps. 1:3**)
- **Hyperbole**: Intentional exaggeration for emphasis (e.g., 'all the city came out to meet Jesus,' **Matthew 8:34**)
- **Personification**: Assigning human traits to non-human things (e.g., 'The heavens declare the glory of God,' **Ps. 19:1**)
- **Irony/Sarcasm**: Meaning the opposite of what's said (e.g., Elijah mocking Baal in **1 Kings 18:27**)
- **Symbolism**: One thing represents another (e.g., bread = Jesus' body)
- **Idiom**: A phrase whose meaning is culturally understood, not literal (e.g., 'to gird up your loins' = get ready for action; 'hardened heart' = stubbornness)

Explain idioms in depth:

- Idioms are widespread in Hebrew and Greek.
- They often don't translate well word-for-word into English.
- Good interpretation requires checking historical-cultural meaning.

Discuss: "Believe in **a person**": an idiom for placing one's trust in a person's identity/authority/capability to accomplish some action.

4. Practice with Key Texts

Analyze the figurative language in these passages:

- **Psalm 23** — Identify metaphor and personification (shepherd, rod/staff, table)
- **John 10:7–11** — Metaphors: 'I am the door'; 'I am the good shepherd'
- **Judges 7:12** — Simile: 'like locusts in abundance'
- **Matthew 5:29** — Hyperbole: 'If your right eye causes you to sin, tear it out'
- **Exodus 6:6** — Idiom: 'with an outstretched arm and with great acts of judgment'

Discuss:

- What kind of figure is being used?
- What is the intended meaning?
- How would misreading it literally or symbolically change the meaning?

5. Debrief & Application

Discuss:

- How does understanding figures of speech enrich your Bible reading?
- What dangers come from ignoring them or taking them too far?
- How might understanding idioms improve your teaching or evangelism?

HOMEWORK

Assignment:

- Read **Matthew 23**.
- Highlight every figure of speech or idiom Jesus uses.
- Write down at least 5 with their likely meaning and how the context helps clarify them.

RESOURCES TO SHARE

- **Suggested:** Osborne's categories of figures (from *The Hermeneutical Spiral*)
- Online Bible tools with idiom explanations (e.g., NET Bible notes)

Lesson 8: Interpretation

Discovering What the Text Means

SESSION OVERVIEW

TITLE	**Interpretation: Discovering What the Text Means**
DURATION	60 minutes
PURPOSE	To teach students how to faithfully interpret Scripture by synthesizing context, observation, and authorial intent into one clear, original meaning. This session forms the bridge between detailed observation and practical application.

SESSION OBJECTIVES

By the end of this session, the student will:

- Understand interpretation as a distinct but dependent step in Bible study.
- Learn how to synthesize context, genre, and grammar to discover authorial meaning.
- Practice writing faithful interpretation statements from observed texts.
- Avoid common interpretation errors like eisegesis, over-allegorization, and cherry-picking.

OUTLINE & FLOW

1. Warm-Up & Framing (5 min)

Ask: Have you ever heard a verse used to make a point that didn't match the text's meaning?

Introduce the idea: 'Interpretation is not guessing; it's discovering what the author meant.'

2. What Is Interpretation? (10 min)

Definition: Discovering the one intended meaning of the biblical author, based on context, grammar, structure, and flow.

Key Principles:

- One correct interpretation; many applications.
- Interpretation is based on the author's meaning, not the reader's feelings.
- **Meaning is uncovered, not created**.

3. Inputs That Shape Interpretation (10 min)

- Historical and literary context
- Genre
- Grammar and sentence flow
- Repetition and structure
- Authorial purpose
- Comparison with other Scripture

4. Common Errors to Avoid (5 min)

- **Eisegesis:** Reading your meaning into the text
- Allegorizing without textual clues
- Using cross-references as shortcuts to meaning
- Ignoring genre or grammar

5. Practice: Interpret in Context (25 min)

Choose 2–3 of the following passages and walk through the interpretation process:

- **Luke 10:38–42** (Mary and Martha)
- **Galatians 6:1–2** (Restoring a brother)
- **Psalm 1:1–3** (Tree by streams of water)
- **Philippians 4:6–7** (Anxiety and prayer)

Steps:

- Review the context.
- Summarize what is being said.
- State the main idea in one sentence (faithful to the original meaning).
- Clarify what it does NOT mean.

6. Debrief & Takeaways (5 min)

Discuss:

- What was most difficult about writing a clear interpretation?
- What helped you feel confident about your summary?
- How does this shape how you approach application or teaching?

HOMEWORK

Assignment:

- Choose one passage (e.g., **Ephesians 2:1–10** or **Romans 12:1–2**).
- Use context, grammar, and structure to write one clear sentence stating the author's intended meaning.
- Be ready to explain how you got there and how it guards good application.

RESOURCES TO SHARE

- Sample interpretation statement examples
- **Optional:** Interpretation Flowchart (Observation → Meaning → Application)

Lesson 9: Distinguishing A Truth & B Truth

SESSION OVERVIEW

TITLE	**Distinguishing A Truth & B Truth**
DURATION	60 minutes
PURPOSE	To train the student to rightly divide the Word by distinguishing between salvation truths (A Truth) and discipleship/reward truths (B Truth), avoiding doctrinal confusion and misapplication. This terminology is from Charlie Bing's book *Grace, Salvation, and Discipleship*.

SESSION OBJECTIVES

By the end of this session, the student will:

- Understand the difference between A Truth (justification) and B Truth (sanctification).
- Identify how mixing these categories leads to theological confusion.
- Use contextual and grammatical clues to classify difficult passages.
- Practice evaluating several Bible texts using this framework.

OUTLINE & FLOW

1. Warm-Up & Illustration

Discuss: Is there a difference between how someone is saved and how they grow?

Explain: Just like birth is different from growth, so too is salvation different from discipleship.

2. Defining A Truth vs. B Truth

- A Truth = Justification / Salvation by grace through faith alone
- B Truth = Sanctification / Discipleship, rewards, obedience, service

Illustration: A Truth is becoming a child of God; B Truth is learning to walk and grow as that child.

Mixing them leads to either legalism or insecurity.

Romans 4:5 and **James 2:24** both speak about faith and works, but in different categories.

3. Examples of B Truth Categories

- Discipleship (**Luke 14:25–33**)

- Eternal rewards (**1 Corinthians 3:12–15**)
- Fellowship with God (**1 John 1:6–7**)
- Spiritual maturity (**Hebrews 5:11–14**)
- Fruitfulness (**John 15:2,6**)
- Temporal discipline (**Hebrews 12:5–11**)

4. Classify the Truth: Group Exercise

For each of the following, identify whether it teaches A Truth or B Truth, and why:

- **John 3:16** Belief unto eternal life
- **James 2:14–26** Faith without works is dead
- **Romans 5:9–10** Saved from wrath = justification
- **2 Timothy 2:12** If we endure, we will reign with Him
- **Philippians 2:12** Work out your salvation with fear and trembling
- **Revelation 22:12** Jesus comes with reward according to works

Discuss:

- What is the context?
- Who is the audience: believers or unbelievers?
- What kind of consequence or benefit is in view?

5. A Truth vs. B Truth Summary

- A Truth (Justification):
  - One-time event
  - Gift received by faith
  - Secures eternal life
  - Based on Christ's finished work
- B Truth (Sanctification):
  - Ongoing process
  - Involves obedience and growth
  - Affects rewards, fellowship, fruitfulness
  - Based on walking with Christ

HOMEWORK

Assignment:

- Read **1 John 1** and 2.
- Identify verses that are clearly B Truth.

- Write a short paragraph explaining how distinguishing A and B Truth helps clarify the message of 1 John.

RESOURCES TO SHARE

- A Truth vs. B Truth comparison chart
- Summary of GraceNotes articles on justification vs. discipleship

Lesson 10: Application

Moving from Text to Life

SESSION OVERVIEW

TITLE	**Application: Moving from Text to Life**
DURATION	60 minutes
PURPOSE	To help the student take sound biblical interpretation and turn it into specific, personal, and faithful application that transforms life and ministry.

SESSION OBJECTIVES

By the end of this session, the student will:

- Understand the difference between interpretation and application.
- Learn how to derive specific, life-shaping application from the text.
- Avoid moralizing or misapplying Scripture.
- Practice developing contextual and personal applications.

OUTLINE & FLOW

1. Warm-Up & Discussion

Discuss: Have you ever heard an application from Scripture that felt forced or out of place?

Explain: Good application flows from good interpretation and touches both heart and behavior.

2. What is Application?

Definition: Application is the process of bringing the meaning of the text to bear on our beliefs, attitudes, and actions.

- There is one correct interpretation, but many faithful applications.
- Application is more than behavior; it includes motivation, affection, and worship.
- We must ask what God is calling us to believe, become, or do.

3. Dimensions of Application

- **Personal:** How should I respond in my own walk?
- **Relational:** How does this affect my interaction with others?
- **Communal:** What might this mean for our church or community?

- **Missional:** How should this shape how I witness or serve the world?

4. **Practice Passage:** Ephesians 4:25–32

- Read the passage aloud. Then for each command or principle, ask:
  - What is the underlying truth (interpretation)?
  - What does this reveal about God or the gospel?
  - What specific behaviors or responses are called for?
  - How does this challenge me personally today?

Example:

- 'Let no corrupting talk come out of your mouths…'

  Interpretation: Speech should be edifying.

  Application: Speak words that build others up at home, online, or in conflict.

5. **Filter for Faithful Application**

Ask these questions to test application:

- Is it consistent with the original meaning of the text?
- Is it specific and personal, not vague or generic?
- Does it produce love, holiness, or worship?
- Does it rely on grace and the Spirit, not mere willpower?

HOMEWORK

Assignment:

- Choose one passage from your recent study (e.g., **John 15:1–11** or **Philippians 2:1–11**).
- Write out the main idea (interpretation).
- Write 3 distinct applications: one personal, one relational, one missional.
- Be specific: name the person, habit, or situation it addresses.

RESOURCES TO SHARE

- Application template worksheet
- Haddon Robinson's 3-part application questions:
  1. What does this mean?
  2. Is it true of me?
  3. What should I do about it?

Lesson 11: Preach the Word

From Study to Exposition

SESSION OVERVIEW

TITLE	**Preach the Word: From Study to Exposition**
DURATION	60 minutes
PURPOSE	To teach the student how to transition from deep Bible study to faithful, clear, and engaging exposition that helps others hear and respond to God's Word.

SESSION OBJECTIVES

By the end of this session, the student will:

- Understand the goals and elements of biblical exposition.
- Learn how to shape a message from solid interpretation and application.
- Develop a basic sermon or devotional outline from a passage.
- Practice communicating God's Word clearly and faithfully.

OUTLINE & FLOW

1. Warm-Up & Framing

Discuss: What makes a sermon memorable or impactful?

Explain: The power of biblical preaching is not in creativity or charisma, but in clarity and faithfulness to the text.

2. What is Expository Teaching?

- Expository teaching is making clear the meaning of the text and showing its implications.
- It explains what the passage says, what it means, and why it matters.
- The preacher becomes a messenger, not the message-maker.

Key Passage: 2 Timothy 4:1–5, 'preach the word; be ready in season and out of season.'

3. Moving from Study to Structure

Steps:

1. Identify the main idea (proposition or big truth).

2. Build a simple outline that supports or explains that truth.
3. Add applications and illustrations that make it concrete.

Example (Philippians 4:4–9):

- **Big Idea:** God gives peace to those who pray and think rightly.
- **Outline:**
  1. Rejoice in the Lord (v. 4–5)
  2. Replace anxiety with prayer (v. 6–7)
  3. Redirect your thinking (v. 8)
  4. Practice what you've learned (v. 9)

4. Guided Practice: 5-Minute Devotional

Passage: Philippians 2:1–11 or 2 Timothy 3:16–17

Task: Prepare a 5-minute devotional using the following structure:

- Read the passage
- Summarize the main idea in 1–2 sentences
- Share 2–3 supporting insights or points
- End with 1 strong, specific application

5. Debrief & Encouragement

Discuss:

- What part of message preparation feels easiest? Hardest?
- How can you keep your message centered on what the text says?
- Who in your life needs to hear God's Word shared clearly and faithfully?

HOMEWORK

Assignment:

- Choose a short passage and prepare a 5-minute teaching outline.
- **Include:** Big Idea, 2–3 supporting points, 1 main application.
- Be ready to share or teach it next time.

RESOURCES TO SHARE

- Basic Expository Sermon Outline Template
- Example Devotionals or Sermons for Review
- **Book Recommendation:** 'Christ-Centered Preaching' by Bryan Chapell

Addendum

Applying the Tools to Difficult and Debated Passages

This addendum presents a selection of six commonly debated or complex Bible passages. Each case is an opportunity to practice the hermeneutical tools taught in this course: context, observation, interpretation, and application.

James 2:14–26

Faith and Works: Can Faith Save Him?

LEARNING FOCUS

- Distinguishing A Truth from B Truth (salvation vs. discipleship)
- Understanding literary flow and rhetorical emphasis
- Comparing Paul's usage of justification (**Romans 4**) with James

Hebrews 6:4–6

Falling Away: Can They Be Brought Back to Repentance?

LEARNING FOCUS

- Determining audience and authorial intent
- Figurative language and parallel examples in Hebrews
- Application of B Truth: discipline vs. damnation

1 John 3:9

No One Born of God Sins: What Does This Mean?

LEARNING FOCUS

- Observation of verb tenses and recurring themes in 1 John
- Contextual reading within a book about fellowship, not salvation
- Greek aspect (present active) and authorial logic

Philippians 2:12–13

Work Out Your Salvation: Fear and Trembling?

LEARNING FOCUS

- Word study on 'salvation' in context
- Literary structure and partnership with God’s enabling
- Understanding sanctification as B Truth

Matthew 7:21–23

Lord, Lord: Depart from Me!

LEARNING FOCUS

- Examining the use of 'Lord' and the context of false profession
- Observation of the theme of fruit and obedience in the Sermon on the Mount
- Authorial intent toward self-deceived religious practice vs. genuine faith

1 Timothy 2:11–15

Women in the Church: Learn in Quietness?

LEARNING FOCUS

- Historical-cultural context and audience
- Word study on 'authority' (authentein) and 'saved through childbearing'
- Genre, letter purpose, and authorial pastoral intent

Resources / Bonus Materials

HANDOUT

The 4 Steps of Hermeneutics

A Simple Process for Studying the Bible Faithfully

1. Context

"What was happening around this passage?"

Two kinds of context:

- Historical/Cultural
  - Who wrote it?
  - Who was it written to?
  - What was going on at the time?
- Literary/Logical
  - What genre is this (narrative, law, poetry, etc.)?
  - What comes before and after?
  - How does this fit into the book's argument?

> **TIP**
> Use "8 circles of context": passage → paragraph → section → book → author → testament → whole Bible → genre.

2. Observation

"What does the text actually say?"

Look for:

- Repeated words or ideas
- Commands
- Cause and effect
- Transition words (so that, therefore, because, for)
- Tone and emphasis
- Key verbs and nouns
- Lists and contrasts

> **TIP**
> Stay curious. Write down what you see without explaining it yet.

3. **Interpretation**

"What did the author mean for the original readers to understand?"

- What is the main idea or argument?
- How does the surrounding context clarify this passage?
- Are there figurative elements or quotes from other Scripture?
- What theological truths are being communicated?

Guardrails:

- There is only one correct interpretation (authorial intent).
- Let Scripture interpret Scripture: compare other passages.

4. **Application**

"What does this mean for me and my world today?"

- What truth or principle applies universally?
- What behaviors, attitudes, or beliefs should change?
- Are there specific people or situations in your life this addresses?
- Is the application faithful to the original meaning?

> **TIP**
> Applications should be specific, real-life, and actionable.

> **Ezra 7:10**
> *"For Ezra had set his heart to study the Law of the LORD, and to do it and to teach his statutes and rules in Israel."*

CHART

Bonus: Genre Identification Chart

Understanding the genre of a biblical book or passage is essential for proper interpretation. Different genres have different rules for reading and meaning. This chart provides an overview of the major biblical genres and guidance on how to approach them.

GENRE	BOOKS/EXAMPLES	INTERPRETIVE GUIDELINES
Narrative	Genesis, Exodus, Ruth, Acts	Read as historical accounts with theological purpose. Pay attention to plot, character, and how God is revealed through events.
Law	Exodus, Leviticus, Deuteronomy	Understand the covenant context. Discern moral, civil, and ceremonial aspects. Consider how laws reveal God's character.
Poetry	Psalms, Lamentations, Song of Solomon	Interpret emotive and symbolic language carefully. Look for parallelism, imagery, and structure.
Wisdom	Proverbs, Ecclesiastes, Job	General truths, not absolute promises. Observe literary style, contrast, and cumulative thought patterns.
Prophecy	Isaiah, Jeremiah, Ezekiel, Minor Prophets	Discern near vs. far fulfillment. Understand covenantal background and genre markers like oracles and symbolic acts.
Gospel	Matthew, Mark, Luke, John	Narrative plus teaching. Observe Jesus' words, actions, and fulfillment of Old Testament prophecy.
Parable	Matthew 13, Luke 15	One main point per parable. Avoid over-allegorizing. Context is key to meaning.
Epistle/Letter	Romans, 1 Corinthians, Ephesians	Pay attention to logical flow, purpose statements, and theological argument. Understand the occasion of the letter.
Apocalyptic	Daniel 7–12, Revelation	Symbol-rich and visionary. Be cautious with imagery. Read in light of Old Testament patterns and cosmic themes.

CHART

8 Circles of Context

Use this handout to analyze the literary and theological context of any Bible passage. Work from the inside out to gain clarity and avoid misinterpretation.

CIRCLE	DESCRIPTION / QUESTIONS TO ASK
1. Passage	What does the specific verse or phrase say? Observe carefully.
2. Immediate Paragraph	How does the verse fit into the immediate paragraph? What is the flow of thought?
3. Section of the Book	How does this paragraph fit into the larger section (e.g., sermon, narrative, teaching unit)?
4. Entire Book	What is the purpose or theme of the whole book? How does this passage support that theme?
5. Author's Other Writings	What other writings has this biblical author produced? Are there similar themes or ideas?
6. Testament	Is this in the Old or New Testament? How does the covenantal context influence meaning?
7. Entire Bible	How does this passage harmonize with the broader teaching of Scripture? Are there parallels elsewhere?
8. Genre	What literary form is this (narrative, law, poetry, letter, apocalyptic)? How does genre shape interpretation?

WORKSHEET

Observation Worksheet

Use this worksheet to carefully observe a passage of Scripture before interpreting or applying it. Don't try to explain the meaning yet; just focus on what you see.

1. Passage Information

Book:

Chapter/Verses:

Genre:

2. Repeated Words or Phrases

List any words, ideas, or phrases that are repeated.

3. Key People, Places, and Events

Who is mentioned? Where does this take place?

People:

Places:

Events:

4. Lists or Patterns

Does the text use a list or repeated structure (e.g., 3 things God hates, beatitudes, etc.)?

5. Contrasts and Comparisons

Are any ideas or people being contrasted or compared?

6. Key Verbs and Commands

What action words or imperatives are used?

7. Cause and Effect Statements

Do any statements show consequences (e.g., 'so that', 'because', 'then')?

8. Tone or Emotion

What feeling or mood is conveyed? Joy? Grief? Urgency? Peace?

9. Initial Summary

In 1–2 sentences, summarize what the passage seems to be saying based on your observations.

WORKSHEET

Psalm 1 (Legacy Standard Bible)

Use this printed version with wide margins for marking observations. Note repetition, structure, contrast, tone, and key themes.

TEXT (LSB)	OBSERVATIONS
1 How blessed is the man who does not walk in the counsel of the wicked,	
Nor stand in the way of sinners,	
Nor sit in the seat of scoffers!	
2 But his delight is in the law of Yahweh,	
And in His law he meditates day and night.	
3 And he will be like a tree firmly planted by streams of water,	
Which yields its fruit in its season	
And its leaf does not wither;	
And in whatever he does, he prospers.	
4 The wicked are not so,	
But they are like chaff which the wind drives away.	
5 Therefore the wicked will not rise in the judgment,	
Nor sinners in the congregation of the righteous.	
6 For Yahweh knows the way of the righteous,	
But the way of the wicked will perish.	

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HANDOUT

Summary: Walt Kaiser on Authorial Intent

This summary of the work of Dr. Walter C. Kaiser Jr., a leading evangelical scholar, explains the importance of pursuing authorial intent in biblical interpretation. Drawn from his book *Toward an Exegetical Theology*, it highlights how responsible exegesis depends on discovering the meaning the original author intended to convey.

Summary of Kaiser's Approach: *Toward an Exegetical Theology*

> The meaning of the text is the author's intended meaning, not the interpreter's creative insight. The goal of exegesis is to draw out of the text what the author put into it, not what the reader wishes to find there.
>
> Meaning is singular. Though applications may be multiple, the author's intended meaning must govern all legitimate use of the text. There can be no authoritative application unless it flows from the originally intended meaning.
>
> The idea that readers may supply meaning disconnected from the author is a betrayal of the text and reduces Scripture to a mirror of our own thoughts. The faithful preacher or teacher must begin with the sacred task of discovering and proclaiming what God meant through His chosen writer.
>
> Only when we have grasped the context, structure, grammar, and literary intent of the biblical author can we speak with true confidence, "Thus says the Lord."

Reflection

Use this summary as a reminder that all interpretation must be accountable to the biblical author's intent. Applications and insights must arise from, not be imposed upon, the text. Let this conviction guide your teaching, counseling, and study.

WORKSHEET

Word Study Worksheet

Use this worksheet to carefully examine the use and meaning of a specific biblical word. Focus on context, patterns, and intended meaning rather than theological assumptions.

1. Basic Information

Word in English: _____

Original Language Word (Hebrew/Greek): _____

Strong's Number (if available): _____

2. Initial Observation

Where did you encounter this word in your study?

Passage: _____

Context Summary (what's happening around it?):

_____

_____

_____

_____

3. Word Usage in Other Passages

List 3–5 other places where this word appears. Note any differences in meaning or emphasis.

1. **Reference:** _____ **Notes:** _____
2. **Reference:** _____ **Notes:** _____
3. **Reference:** _____ **Notes:** _____
4. **Reference:** _____ **Notes:** _____
5. **Reference:** _____ **Notes:** _____

4. Meaning in Context

What does the word mean in the specific passage you're studying?

- How does the context shape the meaning?
- Are there any modifiers or contrasts that clarify it?

5. Summary and Reflection

Summarize your findings:

- What is the most likely meaning in the passage?
- What insight does this give into the passage's message?

SUMMARY ADAPTED FROM OSBORNE

Osborne's Categories of Figures of Speech

Adapted from Grant R. Osborne's *The Hermeneutical Spiral*, this guide outlines key categories of biblical figures of speech. Recognizing these categories helps interpreters read the Bible with clarity and respect for its literary beauty.

Figures of Comparison

- **Simile:** Explicit comparison using 'like' or 'as' (e.g., **Ps. 1:3**).
- **Metaphor:** Implicit comparison without using 'like' or 'as' (e.g., **Ps. 18:2**).
- **Hypocatastasis:** An implied comparison using a single noun (e.g., Jesus: 'You brood of vipers!').

Figures of Substitution

- **Metonymy:** One word stands for something closely associated (e.g., 'Moses is read' = the Law).
- **Synecdoche:** A part stands for the whole or the whole for a part (e.g., 'Give us this day our daily bread' = all food).
- **Euphemism:** A mild term replaces a harsher one (e.g., 'sleep' for death).
- **Irony:** Saying the opposite of what is meant, often sarcastic (e.g., Elijah in **1 Kings 18:27**).

Figures of Addition or Amplification

- **Pleonasm:** Redundant words for emphasis (e.g., 'we have heard with our ears,' **Ps. 44:1**).
- **Hendiadys:** One idea expressed through two terms joined by 'and' (e.g., 'trials and temptations').

Figures of Omission or Elision

- **Ellipsis:** Words are omitted but implied (e.g., 'The LORD gave, and the LORD has taken away').

Figures of Apostrophe or Address

- **Apostrophe:** Addressing someone not present (e.g., 'O death, where is your sting?').

Figures of Dialogue or Interrogation

- **Rhetorical Question:** A question that doesn't require an answer (e.g., 'Are we to continue in sin that grace may abound?').
- **Dialogue:** A form of dramatic interaction, often used in Proverbs or Job.

Figures of Association or Relation

- **Allegory:** An extended metaphor with interconnected symbols (e.g., **John 10:1–18**).
- **Parable:** A story with one central truth (e.g., The Good Samaritan).
- **Fable:** A fictional tale with a moral (rare, e.g., **Judges 9:8–15**).
- **Symbol:** A concrete object representing a deeper meaning (e.g., bread = Jesus' body).
- **Type:** A person or event prefiguring a future fulfillment (e.g., Adam as a type of Christ).

CHART

A Truth vs. B Truth Comparison Chart

This chart helps distinguish between A Truth (justification truths about salvation) and B Truth (sanctification truths about discipleship, rewards, and growth). Use this framework to avoid confusing the gospel of grace with calls to obedience and maturity.

A TRUTH (JUSTIFICATION)	B TRUTH (SANCTIFICATION)
One-time event	Ongoing process
Received by grace through faith	Requires obedience, submission, growth
Secures eternal life	Affects fellowship, reward, usefulness
Unconditional gift	Conditional on response
Cannot be lost	Can be hindered or neglected
Based on Christ's finished work	Based on our cooperation with the Spirit
Addresses our position before God	Addresses our walk with God
Romans 4:5; John 3:16	James 2:14–26; 1 John 1:6–7
Eternal security	Temporal fruitfulness and reward
All believers share equally	Believers differ in experience and reward

HANDOUT

GraceNotes Summary: Justification vs. Discipleship

This handout summarizes key insights adapted from Charlie Bing's GraceNotes articles on the distinction between justification and discipleship. Confusing these categories often leads to legalism or doubt. This comparison helps maintain biblical clarity in teaching and personal faith.

Justification (A Truth)

- A legal declaration by God that a sinner is righteous by faith in Christ alone.
- Based entirely on Christ's finished work: His death and resurrection.
- It is a one-time, unrepeatable event.
- Results in eternal life and full acceptance before God.
- Not dependent on our performance or obedience.
- **Primary texts:** **Romans 3:24–28, 5**:1, **Galatians 2:16**, **Ephesians 2:8–9**

Discipleship (B Truth)

- A lifelong process of following Jesus and becoming more like Him.
- Involves effort, obedience, self-denial, and growth through the Holy Spirit.
- Results in maturity, reward, and fruitfulness, not salvation.
- Can fluctuate; faithfulness matters.
- **Primary texts:** **Luke 14:26–33**, **Philippians 2:12–13, 1** Corinthians 3:12–15, **James 2:14–26**

Summary Comparison

- Justification answers the question: How do I become right with God?
- Discipleship answers: How do I live faithfully as one already saved?
- Mixing these leads to insecurity or works-based salvation.
- Keeping them distinct preserves the gospel of grace and motivates true spiritual growth.

Reflection Questions

- Have I trusted in Christ alone for justification?
- Am I living as a disciple out of gratitude or fear?
- Do I keep the gospel of grace clear in my teaching, counseling, and conversations?

WORKSHEET

Application Template Worksheet

Use this worksheet to move from faithful interpretation to specific, actionable application. Be honest, prayerful, and specific as you seek to respond to God's Word in real-life situations.

1. Passage Studied

Reference: _____

Main Idea / Interpretation:

2. Personal Application

How should this truth change your attitudes, beliefs, or habits?

What specific sin does it expose, or what virtue does it call you to?

3. Relational Application

How should this affect how you treat or speak to someone in your life?

Is there a relationship that this passage speaks into (family, friend, coworker)?

4. Missional Application

How does this passage equip you to love, serve, or witness to others outside your immediate circle?

Is there a burden, opportunity, or call to action for God's mission?

5. Prayer & Commitment

Write a short prayer asking God to help you live out what you've learned.

TEMPLATE

Basic Expository Sermon Outline Template

Use this template to structure an expository sermon or devotional. Move from study to proclamation by centering every point in the biblical text.

1. Passage & Big Idea

Passage: _____

Big Idea (1–2 sentences capturing the main truth of the passage):

_____

_____

2. Introduction

- Grab attention with a question, story, or relevant need.
- Introduce the text and why it matters.

3. Main Points (Explain, Illustrate, Apply)

Point 1: _____

Explanation: _____

Illustration: _____

Application: _____

Point 2: _____

Explanation: _____

Illustration: _____

Application: _____

Point 3: _____

Explanation: _____

Illustration: _____

Application: _____

4. Conclusion & Call to Response

- Summarize the big idea and the main points.
- Issue a clear, specific call to belief, obedience, or worship.

5. Closing Prayer

Ask God for transformation in light of His Word.