

H-B-L-T: A Directive Teaching Model

Learning a skill in any walk of life, whether an athlete, entertainer or mother, is a process. Even those with great innate ability reach their full potential best when they initially learn the basic skills in a more structured way with healthy boundaries. Then when the basics are mastered, the creativity has “riverbanks” through which the expression of uniqueness flows powerfully, without damaging the surrounding regions.

This simple, powerful way to teach or preach are like those riverbanks.

1. HOOK (Why?)

What are some concrete purposes why to use a “hook”?

- Answers the questions: “*Why should I listen?*” “*How is this relevant for my life?*” If we do not answer this question in the first five minutes, they may not re-engage, even though the message is life-impacting.
- Captures their interest and attention and links the message relevantly to life. Use this short time to develop a need or curiosity through humor, references to real life needs, current events or questions.
- A provocative question may encourage them to think and actively relate truth to their lives.
- “Hook” leads naturally into the Bible teaching (announce the Bible text so the audience can take time to turn there).

What are some helpful sources for “hook”?

- Creating anticipation: “*I have been looking forward to this since...*”
- Common experience or events from the particular group you are ministering to; current events; life needs. But keep short and targeted, not rambling.
- Personal experience. Get in the habit of thinking how to apply the truth of the Word to the needs of life; keep our eyes open since creation speaks of God’s glory.
- Historical context of the book or passage (but be careful; if you don’t grab their attention in the first 5 minutes, it’s difficult to

get it back). It’s often better to interweave historical insights by tying it to specific texts as we teach, rather than frontloading it in the introduction.

- Good, thought-provoking, provocative questions, perhaps with more than one, clear answer. “*How many of you have ever...?*” “*When was the last time...?*” “*What do you think would happen if...?*”

2. BOOK (“Inspect” & “Interpret”) – (What?)

This is the longest part of the teaching process. If you use this for interactive learning (*discussion* or *discovery*), *launching* and *guiding* questions help us navigate this portion. If for *directive teaching*, I strongly encourage beginning with a “*Bible Reading*” style, then build your unique skills on that with experience.

4. TOOK (“Implement”) – (Now what?)

Our responses include both “*me*” and “*we*,” both my personal response and the response of the community (direct *impacting* questions). The question we answer is: “*How will I/you/we relate this truth to specifics of life?*” Lead people to learn to be doers of the Word and not self-deceived hearers (James 1:22). Over 50% of Jesus’ teaching was application. Don’t back off calling people to Life-Change. Jesus challenged His 1st century hearers. Don’t skip here, but also be sensitive to where the group is in this season of life. “*No summons, no sermon.*”

Add Your Thoughts Below: