

EXPLANATION OF OUTLINE:

Before using any of these outlines, it will profit the reader to examine this explanation. While the author admits to presenting the explanation of each level in great detail, and admits further to the prayerful answering of most questions pro or con regarding this material, he is not so naïve as to believe the concept flawless and without areas in need of improvement. Nonetheless, it is a beginning: a “guide” if you will, to help all serious Bible students achieve a workable comprehension of God’s Word for the eternal benefit of their soul! If followed in course as suggested, each serious student will receive no less than three journeys through the entire Bible within a twelve year span. If some areas of study are combined, it is possible to journey through the entire Bible four times in the same twelve years. However, the contents of this study are purposely designed to allow the STUDENT to set his/her own pace whereby they comprehend the material **as their own abilities permit!**

Every student must recognize his/her own “level” of understanding/comprehension regarding any subject of importance. As in many secular subjects, an assumption is made as to what the student should already know, based only in the assumption he/she has experienced something of life. Parents should have begun instruction of their offspring from conception; albeit most wait until they are at least a few months old and even then most speak to the child with “infant language” and continue same until the child verbally responds! For some reason, it is then the parent realizes the child has learned something and therefore engages the child in a “learning process” by which expectations are often higher than reality permits.

The same is true of any serious minded Bible student, even a “babe in Christ.” (Hebrews 5:12 – 14) While the soul may have some understanding of truth and righteousness, unless that “level of comprehension” is proven quite stable, he/she must begin at the beginning! Likewise while the obedient soul may have understood why he/she was immersed into Christ for the remission of sins, having confessed belief in His worthy name as being the only begotten Son of God, it should NOT be expected such an one is well learned in the Scriptures with nothing left to gain (2 Peter 3:18)! Their “level of comprehension” must also receive “testing” to establish their knowledge in truth and righteousness. The following outlines of study will enable these souls to gain a good comprehension of God’s Word, beginning at the very “basics” and continuing in succession to more challenging levels of understanding/comprehension.

There are four “levels” to this study, each in succession with increased challenge as the student matures through the study. Basing this system on a “twelve year growth,” this series of study should allow the ***diligent*** student to study a portion of each book of the Bible no less than three times in the twelve year program. Though we admit not every character of the Bible can be detailed in three years, it is admitted an acquaintance with the “leading influences” (if you will) throughout the Bible will of necessity create the introduction of other characters pertaining to the study. The same is true of events, the life of Jesus Christ and the church of Christ. The purpose is not to detail every subject of the scriptures, but within twelve years of study, give the diligent student the knowledge needed and the “tools of learning” needed to continue a fervent study of the scriptures throughout his/her life. Within each level, one will find the **requirement** of reading the Scriptures (1Timothy 4:13). The more the student reads (or has the parent read to them, as may be the necessity,) the more the student learns the “added extras” that in turn prompt more

interest and investigation, and in turn, increases the comprehension of God's Word as they mature through each level of the study.

Each "level" is designed to challenge the comprehension of the individual student, regardless of age or "class assignment" as per the customary placement in Bible study via secular education or adult age. By using these various levels, the student works at his/her own pace, determined by their own comprehension abilities. Their assured comprehension is further established by periodic testing of the studied material. **THIS ASPECT OF THE STUDY IS CRUCIAL TO STUDENT, TEACHER AND PARENT** as one progresses in his/her understanding. The best means by which to assure the *retention* of the studied material is testing. As the student proves the accomplishment of one level of study, the next is available at whatever time such is desired. This removes any and all "stigma" of study and comprehension via "comparison with peers" in that each individual is motivated toward **personal achievement** rather than "standardized placement" with age/peers/class enrollment.

Those engaged as "teachers" in this program may find themselves challenged as well in the course of study, regardless of the "level." Therefore, we strongly urge JOINT PARTICIPATION in the study of these lessons. As a teacher, your experience and/or additional knowledge of the subject under investigation may enhance the discussion of these lessons in a "class setting;" and such is most certainly encouraged. However, students of all ages quickly detect an "unprepared teacher" and/or one who is "just going through the motions" of teaching.¹ Further, all teachers need to keep diligent anecdotal records of the individual advancement of their students.^{2,3} Teachers of this system must realize some of the students will advance quicker than others, while others may require more individual attention in order to fully comprehend the subject and make a righteous application. The "traditional" advancement of students due their age and/or secular class assignment is not a criterion of this system of comprehension! This is why even those much older in years will express no shame in their admitted need for "basic levels," if in fact they have had no previous study or learning of God's Word.

Each teacher must feel at liberty to add to the details of the particular lesson as he/she sees needful for the class in general. While students should be encouraged to "stay focused" on the subject, teachers and students must realize their study can and should receive as much ***personal investigation*** beyond the given outline as they might desire to satisfy their curiosity and complete their comprehension of the subject. Teachers might discover the suggested names, events, etc. are either "too challenging" or "less than challenging" for the student's current level of study; and for that reason be ready to bolster the present subject with some form of additional research project. However, to "skip" a level for the sake of one or more subjects within that level of comprehension will defeat the purpose and take the student from the focus of successful spiritual growth. **Encourage the additional study:** but stay within the scope of the study as you help the student achieve the goal of advancement by assuring his/her comprehension of the

¹ The author of this material also authored and published a study entitled TEACHING TEACHERS TO TEACH. For all interested persons, this six lesson study is available upon request. It deals quite extensively with the benefits of preparation for teaching and the benefits of anecdotal records: such records being a genuine part of the advancement of each student in this proposed study.

² Ibid.

³ Please note the section following regarding the NECESSITY OF ANEDOCTAL RECORDS.

current level of study. Any serious teacher will instruct the serious student to “avoid foolish questions ...” (2 Tim. 2:23; Titus 3:9) Again, comprehension of TRUTH is gained by TESTING the students’ understanding. Therefore, MAKE SURE TO TEST THE STUDENT FREQUENTLY.

A word regarding the “**ANECDOTAL RECORD**” is essential before detailing the outlined studies. “Anecdotal” means, “of or pertaining to progressive incidents.” Put simply, these are records of progress for each individual, including SELF. (Yes, allowing the student to do so for him/herself as well as the instructor (parent and/or teacher) will encourage the observation of such records regarding ones OWN progress. While teachers should keep such records private regarding the progress of the student, they should contain as well the planned schedule of study, the dates of tests the result of such testing, the expressed interest (or lack thereof) of the student in going beyond the requested area of present study, and any expressed proofs of the student’s increasing interest in God and godly things.⁴ These records also permit a “goal” for the student, and will be accessible reminders of what subjects need review while endeavoring to go from step to step and level to level. “Remembrance” is a valued way of teaching (2 Peter 1:12 – 15; 3:1). The serious student will expect such instruction from a caring teacher; and the caring teacher will be expected to remember previous studied material as well!

⁴ The above mentioned work of TEACHING TEACHERS TO TEACH has a detailed description of the purpose and function to anecdotal records. Such information as pertains exclusively to anecdotal records can be obtained upon request.

SAMPLE OF ANECDOTAL RECORD

NAME _____ LEVEL OF STUDY 1 2 3 4

Began Level _ (date) ____ Began Step _ (date) __ Completed Step __ (date) ____

Lesson Title:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

TESTED ____ (date) ____ regarding lessons ____ through ____

(Keep dates and scores of each lesson within each step of the given level.)

TEST FOR COMPLETED STEP __ (date) ____

(Test includes review of all covered material from lesson 1 to completion of step regardless of number of lessons. Previous to test, allow for one or two weeks [four classes – Sunday and Wednesday night schedule] for review. Allow one week [Sunday/Wednesday schedule] for completing completed step testing.)

Any score **less** than 90% of a 100% should receive review. Subject of review is:

Any score **equal or greater than** 90% to 100% may permit student's advancement to next step. Recommendation:

LEVEL TEST: ____ (date) ____ (Allow two weeks of review if needed. Allow no more than two week [four classes on a Sunday/Wednesday schedule] for testing.)

SCORE _____

RECOMMENDATION (suggest >90% advances; <90% requires review of specific material)