



Reaching the Heart—The Importance of Application

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The Need for Application

But be doers of the word, and not hearers only, deceiving yourselves. ²³ For if anyone is a hearer of the word and not a doer, he is like a man who looks intently at his natural face in a mirror. ²⁴ For he looks at himself and goes away and at once forgets what he was like. ²⁵ But the one who looks into the perfect law, the law of liberty, and perseveres, being no hearer who forgets but a doer who acts, he will be blessed in his doing. —James 1:22-25

Apply: to make _____ of something to achieve a _____

The goal of application is to put the _____ to use in your life so that _____ is the result

*Oh, taste and see that the LORD is good! Blessed is the man who takes refuge in him!
—Psalm 34:8 ESV*

"I had heard of you by the hearing of the ear, but now my eye sees you." —Job 42:5

Knowing the Word is the first step toward application:

So faith comes from hearing, and hearing through the word of Christ. —Romans 10:17

Teaching that aims only at _____ the intellect falls short of the potential we have to mold young hearts in response to God's truth.

Though _____ of the truth is extremely important for faith to be born and to grow (Romans 10:17), children must _____ on the truth, appropriating it into their lives and walking in the truth.

And the Lord said: "Because this people draw near with their mouth and honor me with their lips, while their hearts are far from me, and their fear of me is a commandment taught by men, —Isaiah 29:13 ESV

*Faith is more than mere hearing—hearing is a means, not an end; the end is faith which results in obedience (John MacArthur, Jr., *Faith Works*, p.142)*

Moving from facts to response

Larry Richards—*Creative Bible Teaching*—Five Levels of Learning¹

¹ Richards, Larry. *Creative Bible Teaching*. (Chicago: Moody Bible Institute, 1970) 75.



From Childhood You Have Known

Biblical Literacy For the Next Generations

The first two levels of learning—rote and recognition—both levels _____ .
The teacher is active as the teller of these facts.

_____ : Children can repeat the facts without thought of meaning.

_____ : is the ability to recognize factual concepts (comprehension of the facts).

The next three levels go beyond _____ to _____. In these levels, the teacher is not an active teller but rather a guide. The students are active participants rather than just listeners.

_____ : the ability to express or restate concepts to a Biblical system of thought. The child understands the meaning in terms of Biblical worldview.

In the last two levels of learning—relation and realization (or response)—the student is able to understand the meaning in terms of his own life and personal experience.

_____ : the ability to relate Biblical truths to life and see an appropriate relationship to that truth and his own life.

Rather than _____ children the concepts in the lesson, we must _____ children to _____ the truth. Ask many questions and encourage children to think, look up answers for themselves, and draw conclusions. Then, move to encouraging the children to respond to what they have discovered.

_____ (or Response): Child makes a response to the truth—he applies Biblical truths to daily life. He acts on the Word instead of just hearing it.

What is Application of the Truth?

So What?

- So what does this say about _____?
- So what does this say about _____?
- So what does this say I should _____? _____? _____?

In other words, how does this truth apply to my life?

Application begins with _____ which results in _____ and _____.



From Childhood You Have Known

Biblical Literacy For the Next Generations

“We must observe that the knowledge of God which we are invited to cultivate is not that which, resting satisfied with empty speculation, only flutters in the brain; but a knowledge which will prove substantial and fruitful whenever it is duly perceived and rooted in the heart.” —John Calvin

We learn God’s Word not to **know** but to **grow by doing** for _____ is the mother of true knowledge of God. —John Calvin²

Getting to the Heart Takes...

1. _____ conviction

2. _____

*Children need instruction to apply Scripture to issues of authority, obedience, conflict resolution, and God-given roles in relationships. Everyday life affords scores of opportunities to connect Scripture to life – from lost book-bags to broken friendships and poor test grades. Scores of training opportunities evaporate without notice as we hurry through our days thinking that devotional time with our children is enough. Our responses to the circumstances and crises of everyday life make our theology real. (Tedd and Margy Tripp, *Instructing a Child’s Heart*, p. 28)*

3. _____ of the Scriptures

4. _____

5. _____ on the Holy Spirit, through prayer, soaked in grace

Obstacles That Get in the Way

1. _____

2. _____

3. _____

4. _____

5. _____

² [http://www.preceptaustin.org/the_key_inductive_study_\(pt3\).htm](http://www.preceptaustin.org/the_key_inductive_study_(pt3).htm)



Practical Points for How to Make Application

- Partner with Parents – a great practice at the beginning of a new course is to make a 5 to 10 minute call to the parents. Parents will be blessed that you are reaching out to them and will feel blessed that you care about the faith of their child. Most likely they will see this as a great partnership and share the joys and struggles that they feel their child is currently facing. In the process you'll learn a lot about the children you'll be leading. I recommend that you take notes as it may be difficult to remember a few weeks or months later
- Pray and ask the Holy Spirit to direct the discussion
- Assuming instruction has already happened, don't re-teach
- Be verbally encouraging and visually expressive to the students when they respond
- Encourage others to be part of the discussion even if it something is specific to one child
- Don't belabor points—move the discussion along—ask questions to get the children thinking along the right lines, then move to the next question. Your dialogue has a goal—to get to the heart application
- Zero in on a child's statement and follow it through to personal application
- Sharing you personal application can be very effective. However, a caution to consider... don't use this too frequently as you have limited time
- Ask children to reflect on real life personal experiences
- Lead children to praise God/to pray for one another
- Use the Word which brings authority and credibility to specific situations
- Give an application assignment; a way for them to follow through on the discussion—ask for an update the next week
- Be sure to include all the children in the discussion—draw out the quiet ones
- Relate to a child individually at the end of the class (i.e. Joey, I will be praying for you when you go to the dentist)
- Follow-up on important items during the week
- Build a relationship with the student outside of the classroom (card, call)
- Establish a "safe" atmosphere for sharing and in time the group should gain more trust of each other. You won't be able to fully control this safe environment though as children will be responding to children
- It's ok to wait in silence—give them an opportunity to think and to get the courage to share
- Affirm what you can of the things they share
- Don't feel you have to correct every wrong or statement.
- It is tempting to restate what they've said in a better way...but if you do you it will take a lot of time