

Getting your message through

A training programme designed to help you share the message of the Gospel so that it “gets through” and becomes part of peoples’ lives.



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Introduction

This training programme is called "Getting your message through."

We're concerned with:

**communicating the Word of God, so that it
'gets through' and becomes part of people's lives.**

As Christians we communicate our message in various ways:

- preaching and teaching
- witnessing
- one on one sharing
-

Because our message is so important we need to look at all aspects of the way that we communicate our message. The truth of the Gospel must get through!

Our task

"We proclaim Him, admonishing and teaching everyone with all wisdom, so that we may present everyone perfect in Christ." Colossians 1: 28

Who are we to proclaim?

How are we to proclaim Him?

What does this verse mean to you?

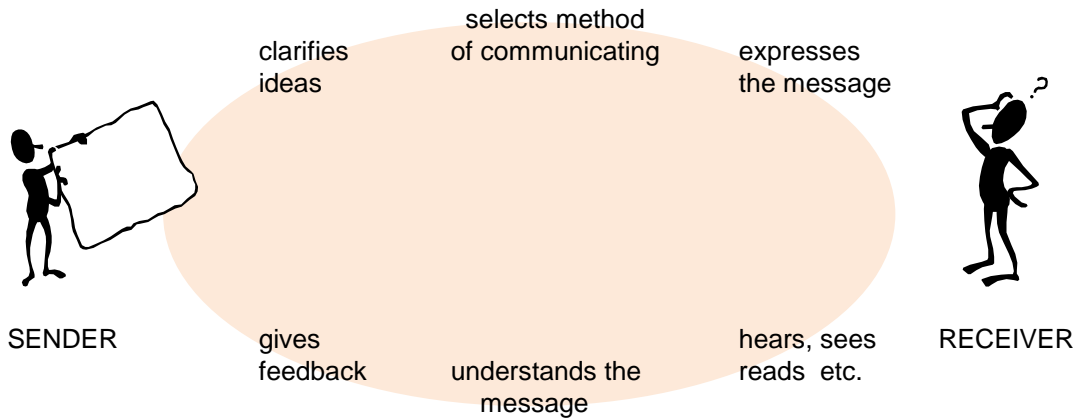
Why do you want to share the Word of God with others?

Our goal: *"And the Word became flesh and dwelt among us...." John 1: 14*

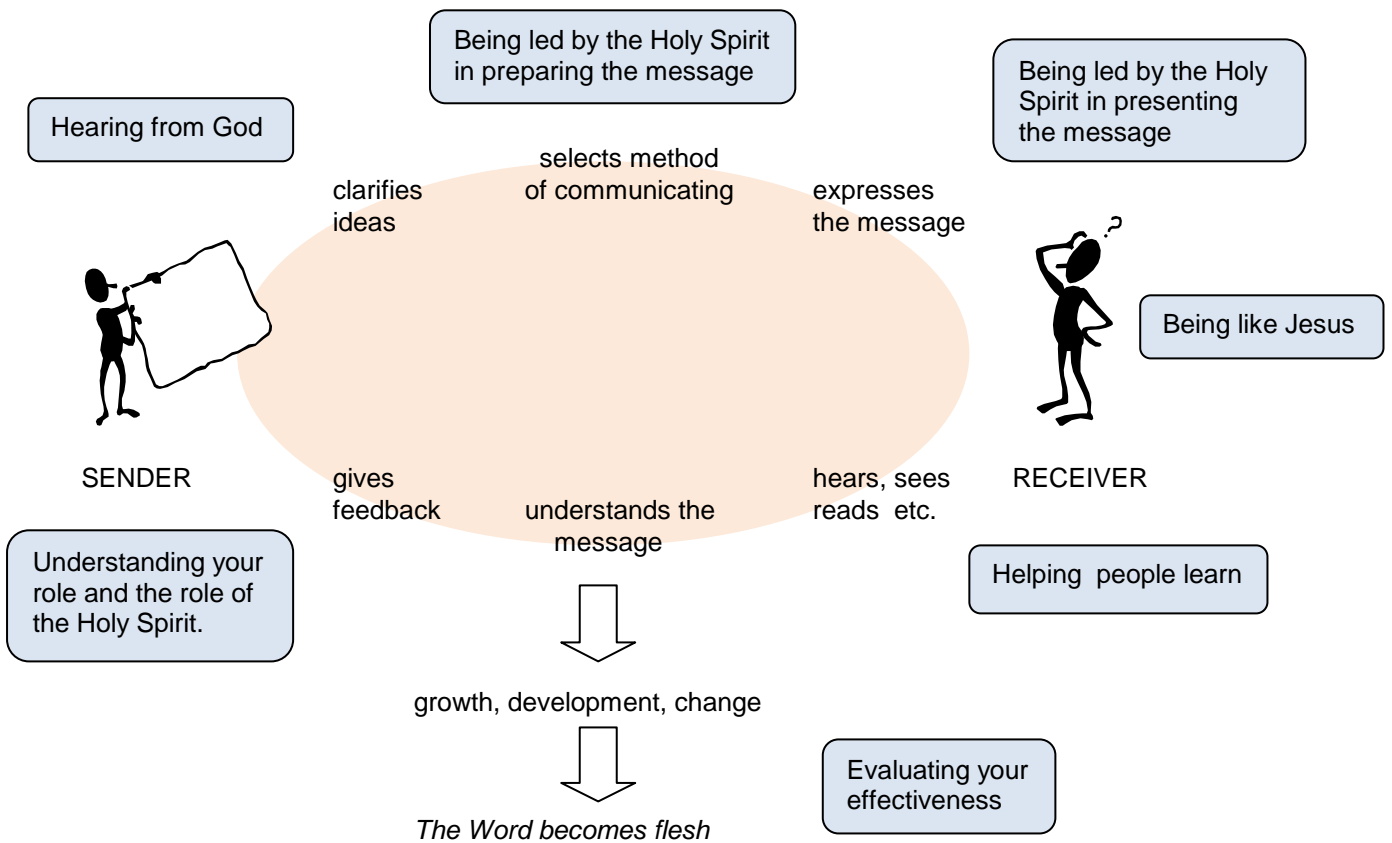
What does it mean for the Word to become flesh? How does this apply when you are sharing a message?

The communication process

Here's the traditional model for communication of a message:

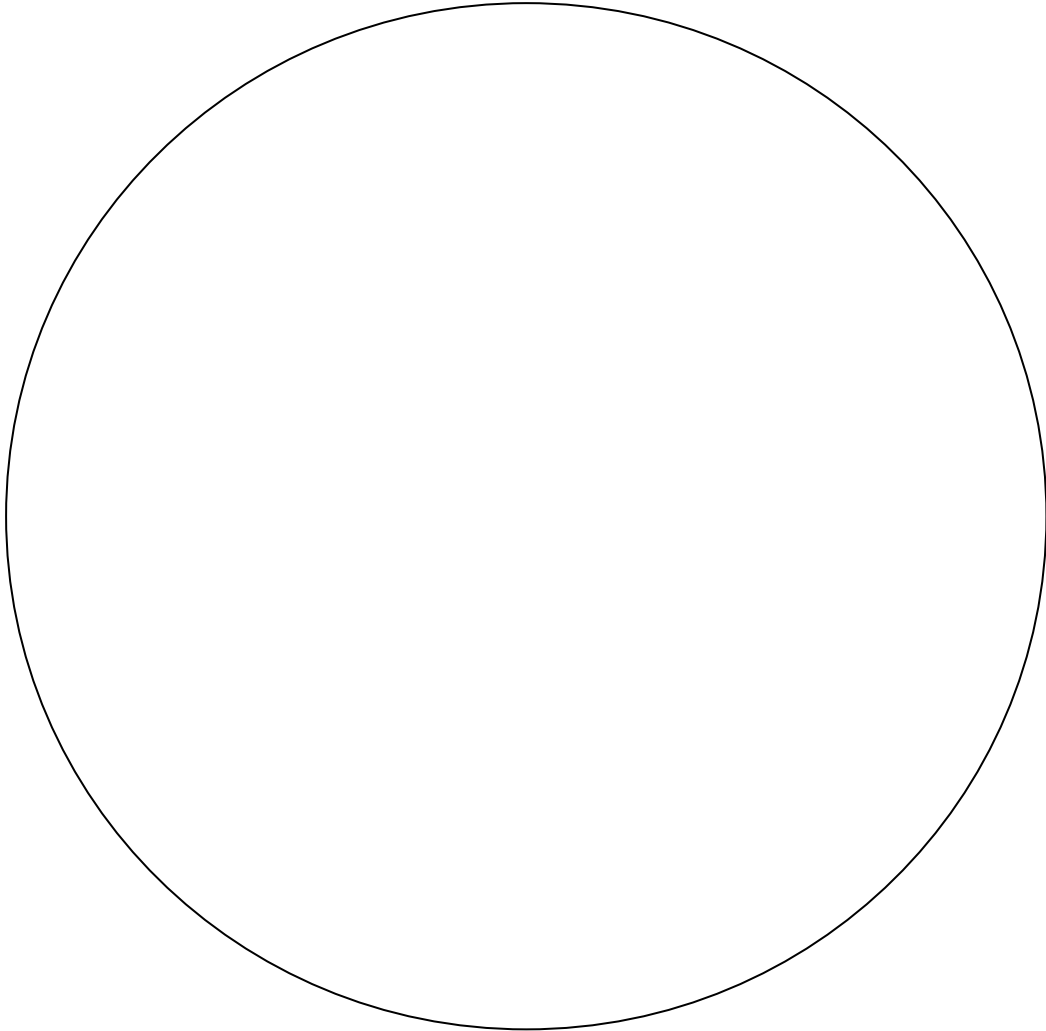


In sharing the Word of God there are quite a few extra areas you need to consider; especially if you want to do it "with all wisdom".



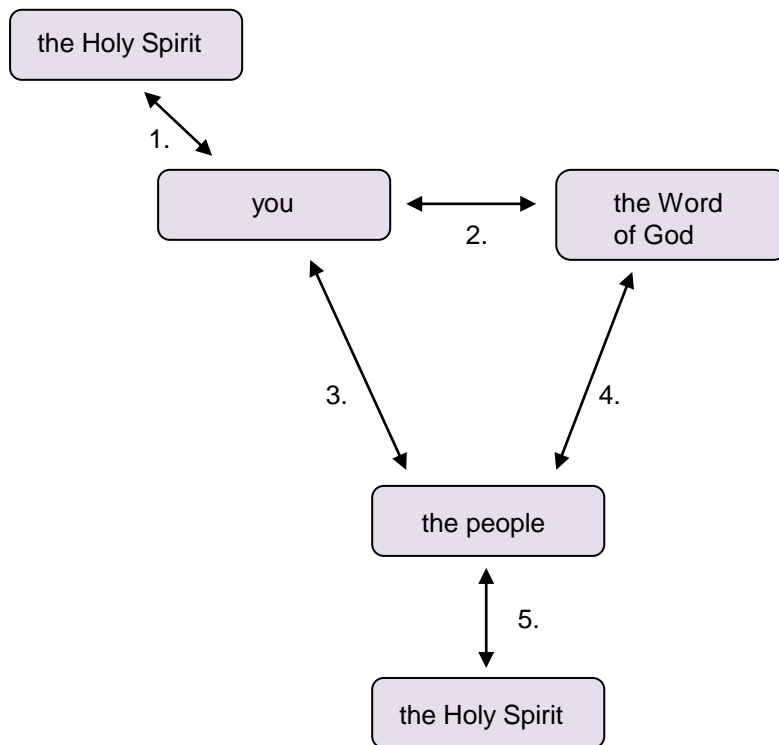
Relationships when sharing a message

Many relationships are set up whenever you share a message. They can all influence whether or not the message gets through.



Which of these relationships do you especially want to encourage for “the word to become flesh”?

Primary relationships when sharing a message



- 1. You'll be open to the Holy Spirit** as you are preparing your message and as you're presenting it. Psalm 119: 130

What are the main areas where you need to hear God's voice as you are preparing and presenting your message?:

- 2. You'll be immersed in the Word of God.** Colossians 3: 16.

- so you know the principles of God's Word as they relate to your message (background, interpretations, exegesis, relevance, meaning, application,). This involves lots of thinking, study and research.
- so God is speaking to you personally from His Word and you are hearing His Word for you and for the people. If it is 'alive' to you it is more likely to be 'alive' to your people.

Are you immersed in the Word of God?

- 3. You'll be like Jesus.** 2 Corinthians 2: 14-17

How can you be the "aroma of Christ" to your people?

It is possible to appear to love your message more than you love your people. What can you do to prevent this?

4. **You'll set up situations in which the people interact with the Word of God, for themselves.** Hebrews 4: 12, 13

Many educators believe that you can't make anyone learn anything.
All you can do is set up situations in which people learn for themselves.

What are some things you can get the people to do so that they learn?

As the people interact with the Word patterns of sense form in their minds.
They're learning! Your message is getting through!

5. **The Holy Spirit may use the Word and speak directly into the people's lives.**
Isaiah 55: 11

Never try to manipulate the work of the Holy Spirit in people's lives.

How could you manipulate people as you are sharing a message? What can you do to prevent this?

When you're sharing the Word of God your primary task is to set up situations in which the people interact with the Word of God, for themselves, and learn.

eg. **2 Corinthians 6: 3-10**

How could you share this part of the Word of God?

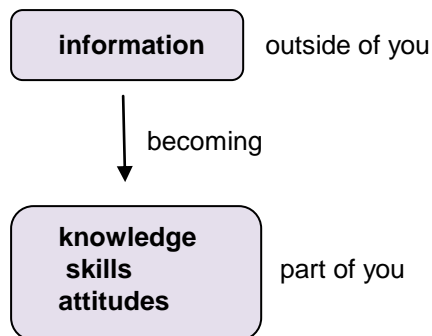
When you are sharing the Word of God you want the people to grow in Christ; to change; to become more like Jesus. 2 Peter 3:18, 2 Corinthians 3:16-18

You need, therefore, to communicate with them in ways which will help them to learn; so that "the Word becomes flesh".

You need to learn more about how people learn!

How people learn

People learn in many different ways. Essentially learning involves:



When you have learnt something it is part of you. You can **say** it, **do** it, or **write** it.

Here are the main steps in the learning process:

1. You are motivated to learn

- People will only engage with the learning process if they are motivated to do so.

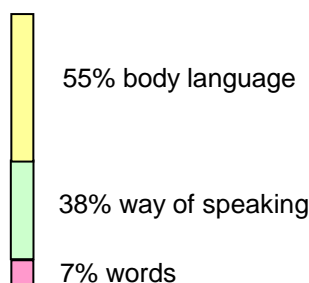
What motivates you to learn?

What motivates the people you are sharing with to learn?

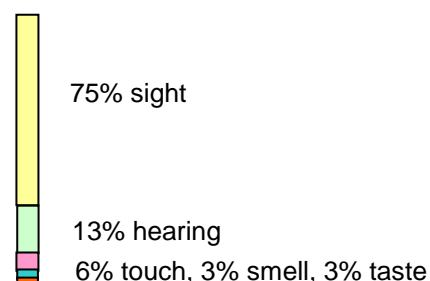
What can you do to help your people be motivated to engage in the learning process?

2. You receive information through your senses

- The most effective way of getting information in is through the eyes.



Ways we send information



Ways we receive information

- Some of this information enters consciously, but most of it enters unconsciously. (Much of your learning takes place without you even noticing it!)

- A wide range of 'filters' affect the way you receive information. eg:

<i>physical filters:</i>	eyesight, hearing loss, effect of drugs, tiredness.....
<i>social filters:</i>	language, culture, status, role, upbringing, age, gender.....
<i>individual filters:</i>	expectations, concentration, motivation, interest, personality type, distractions.....

➤ You are likely to have a preferred way of receiving information:

eg. *visual:* "I'll see you tomorrow." "It looks good to me."
auditory: "I'll hear from you tomorrow." "It sounds good to me."
kinesthetic: "We'll get in touch tomorrow." "It feels right to me."

What are the main filters that operate in you while you are receiving a message?

What is your preferred way of taking in information?

How does this affect the way you receive a message?

What makes someone a brilliant communicator?

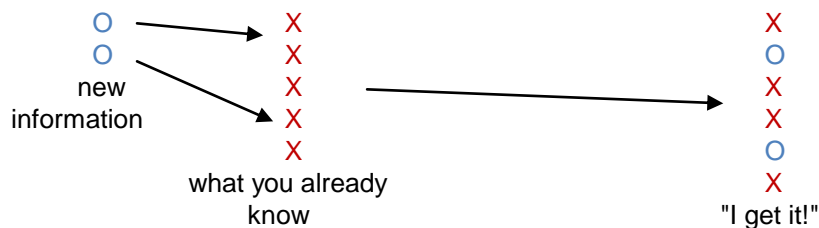
What makes someone a useless communicator?

3. You compare the information with what you already know

Whenever you want to say, do, or write something you first bring the key points about it into your mind, then you arrange them into logical order.

X
X
X
X
X
What I know about the topic

When you receive new information you compare it with what you already know. You may reject the new information straight away, especially if it conflicts with your present thinking. If it makes sense, though, you have a sense of "I get it!" and you may start to re-order your thinking:

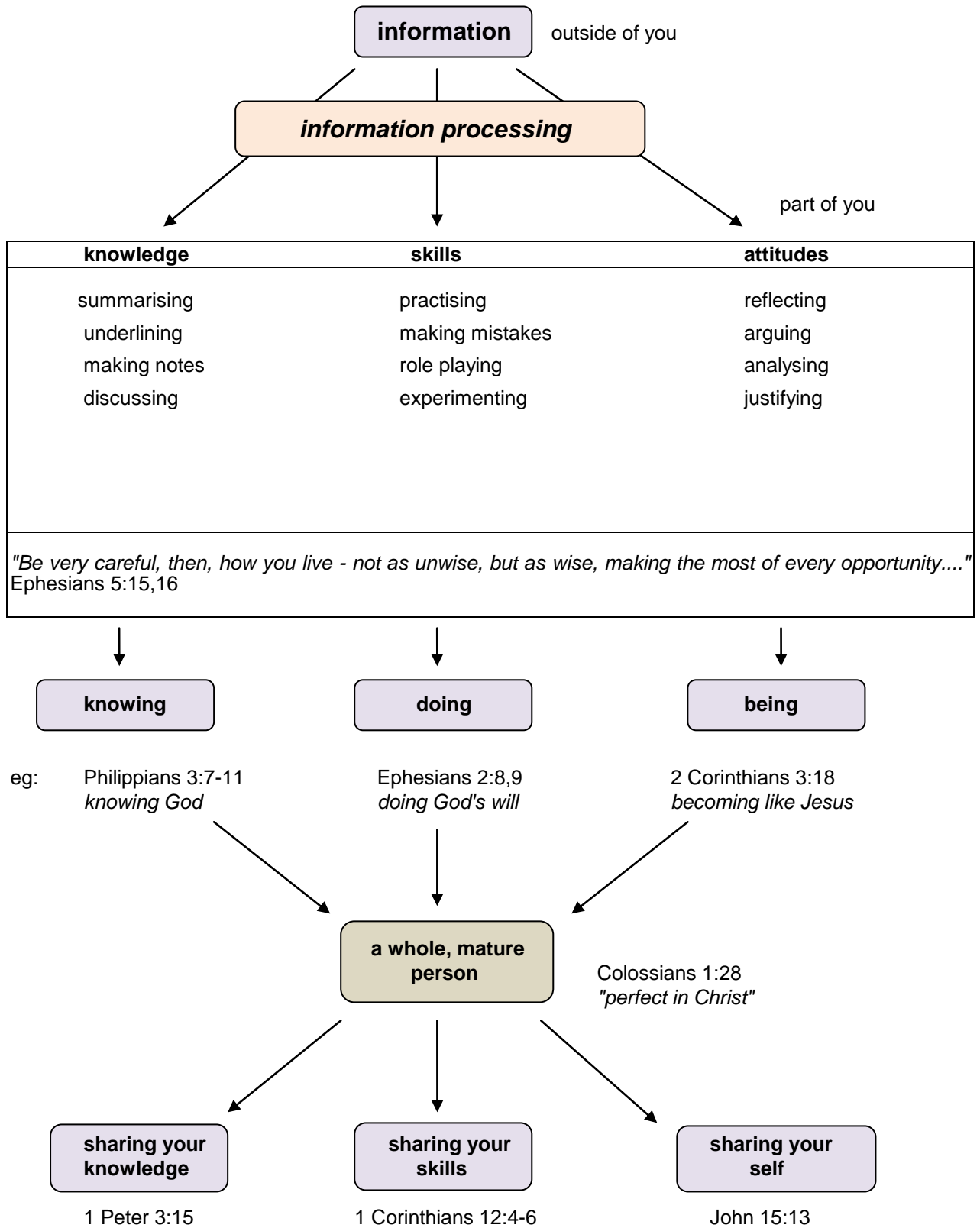


This doesn't mean that you have learnt anything. You must now **process** the information so that it is permanently built into the new order. The more deeply you process the information the more likely you are to retain it and for it to become part of you. ie, the more likely you are to **learn**.

What are the implications of this for sharing a message?

What can you do to ensure the people are able to make links between what they already know and new information you are sharing?

4. You process the information so it becomes part of you.



Information processing

- When you take in information you may then begin to process it.

What are the major factors which motivate people to process information?

What activities can you get the [people to do so that they process information thoroughly? (So they are doers of the word, and not just hearers only). James 1:22

- There are many different ways of processing information. Adults tend to go about it in four preferred ways (the four major **learning styles**):

Activists	they want to test it out
Reflectors	they want to think it through from every angle
Theorists	they want to sort it into logical order
Pragmatists	they want to put it into practice

What is your preferred learning style?

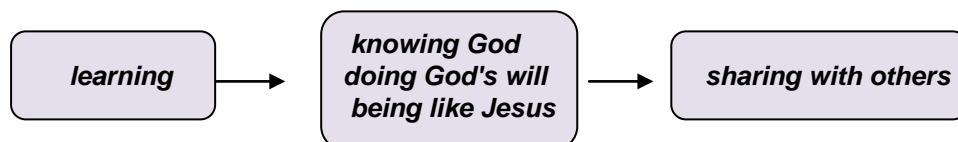
How can you allow for people's learning styles when you are sharing a message?

- When you have processed information it becomes part of you, especially if you process the information deeply and repeatedly. When you have really learned something :
 - for **knowledge** you are able to:
 - for a **skill** you are able to:
 - for an **attitude** you:
- Initially people tend to learn new knowledge, skills and attitudes in isolation. eg: 'study Romans' 'learn to witness' 'sort out my unforgiveness'

Gradually, though, what you know, what you do and who you are come together. You become more and more mature, more and more whole. (The Greek word *telios* in Colossians 1:28 means 'whole', 'complete', 'fully formed', 'mature', 'perfect').

eg: "I know I need to forgive; I have forgiven; I have no unforgiveness in me. I'm free!"

- Learning is a long, slow (and sometimes painful!) process. It lasts a lifetime.
- As you become more and more whole (*telios*) you become more and more effective in sharing the life you have in Christ.



5. You repeat it till the new knowledge, skills and attitudes become part of who you are.

Repetition and reinforcement are the final part of the learning process. Essentially this involves getting the people to consistently say it, do it and be it, so they are it! They have received the message, and the *Word has become flesh* in their lives!

What can you do to repeat and reinforce your message so it becomes part of the peoples' lives?

Characteristics of adult learners

Let's now consider the special characteristics of adult learners. An understanding of this will help you design and use relevant strategies which will help them learn, and ensure your message gets through.

Adults have a lot of existing experience and knowledge

In any group of adults there is much experience and knowledge. There are also likely to be many differences: e.g. in people's background, experience, circumstances, personality, tradition, openness, age, spiritual maturity, learning style, knowledge of the Bible etc.

How can you allow for these differences?

The existing experience and knowledge in a group of adults can be very useful as it is a resource on which you can build. It can also be unhelpful. e.g. when people have preconceived ideas, prejudices, intolerance etc.

How can you acknowledge, use and benefit from the experience and knowledge in a group of adults?

Adults learn best when they are actively involved

Here are some strategies you can use with adults:

sermon, discussion, brainstorm, question/answer, video, role play, drama, testimony, personal reflection, debate, Bible reading, handout notes, homework exercise, object lesson, panel, research and report, demonstration, simulation game, correspondence course, lecture, exhibit, story, silence, powerpoint, practical application

Active learner	It all depends!	Passive learner

Adults need to see the relevance of what they are learning

- eg:
- to themselves, their families, their futures
 - to their understanding of the Bible and the Christian life
 - to gaining success or avoiding failure

Adults are easily distracted

They are always dealing with a range of issues and responsibilities. In any group it is likely that there will be some who are struggling to cope with what is going on in their lives. They may have trouble concentrating on your message because they are pre-occupied with something else.

What can you do to help prevent this?

Adults don't like to be embarrassed or to fail

They can be very self-conscious when in a group of their peers. Some may go quiet; others may dominate.

How can you ensure everyone participates in learning activities without being embarrassed?

Adults learn in a variety of situations

Obviously much of our learning takes place in formal teaching sessions eg. through sermons or home group studies. God speaks to us, though, in all of the different situations of life. We're continually learning. Much of our learning takes place informally: we hardly know it is happening.

Formal		Informal
Doing a Bible study Listening to a sermon Attending Bible college Praying in a prayer meeting Sharing in a home group study Teaching a youth group	Singing worship songs Reading a book Witnessing Ministering to others Going overseas Researching on the internet	Chatting with friends Working in the garden Having a baby Solving a problem Having an argument Listening to the Holy Spirit

Adults may have misconceptions and fears about learning

For example:

- It's a passive taking in of information
- It's given by experts, teachers, pastors
- It shouldn't involve conflict, pain, emotions
- It finished at school
- It's an individual, private process
- It depends on your IQ
- It's hard to change, especially as you get older
- Everyone learns in the same way

Adults need a comfortable learning environment

They need to know what is expected of them; why they are there; how long they will be there.....

They also need comfortable chairs, fresh air, a warm room, and sessions that don't go on too long.

What else will make the environment comfortable for adults?

Who's responsibility is it to ensure logistical details like these are looked after?

What can you do to support the learning of the adults who are present when you are sharing a message?

Strategies to help people learn

Sharing the Word of God “with all wisdom” means that you will design and use strategies that help people interact with the Word of God so they know God; do God’s will, and become like Jesus.

The strategies you use will depend on:

- The revelation you get from the Holy Spirit.
- The situation in which you are sharing the message -sermon, home group, one on one etc.
- The people you are sharing with.
- Your experience, talents, interests, skills, abilities ...
- Your understanding of how people learn.
- The range of learning aids available to you.
- The time you have available.
- The objectives of your message
-

Prepare the content for a 10 minute message. Then design two alternative strategies for how you would share this message in the following situations:

Sermon	
Home group	
One on one	

Review

This workshop is about:

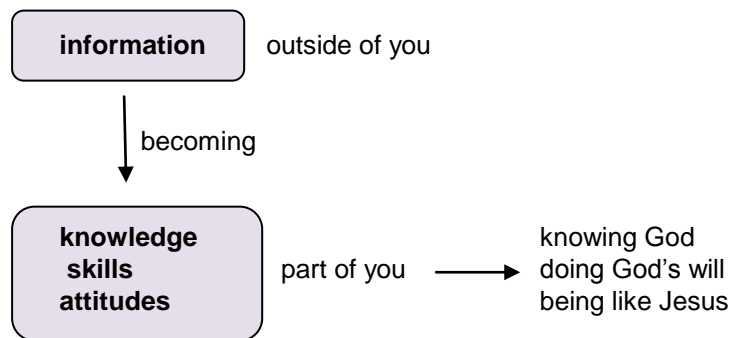
**communicating the Word of God, so that it
'gets through' and becomes part of people's lives.**

You want the “*Word to become flesh*” so you must share your message “*with all wisdom*”.

Many different relationships are set up as you share a message.

- Be open to the Holy Spirit as you prepare and present your message.
- Be immersed in the Word of God.
- Be like Jesus to your people.
- Set up situations in which the people interact with the Word of God for themselves.
- The Holy Spirit will use the Word to speak directly into the peoples' lives.

Learning involves



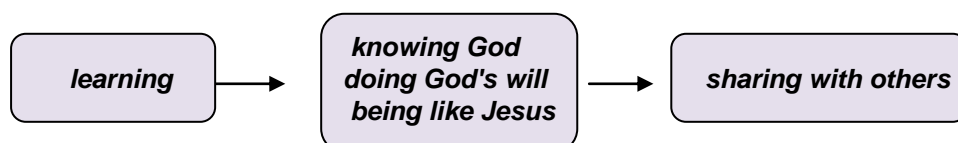
People learn in different ways but learning always involves:

- Being motivated to learn.
- Receiving information.
- Comparing the information with what you already know.
- Processing the information.
- Repetition and reinforcement till it becomes part of you.

Adult learners have special characteristics.

- They have a lot of existing experience and knowledge.
- They learn best when they are actively involved.
- They need to see the relevance of what they are learning.
- They are easily distracted.
- They don't like to be embarrassed or fail.
- They learn in a variety of ways and situations.
- They may have misconceptions and fears about learning.
- They need a comfortable learning environment.

Sharing a message *with all wisdom* means you will design and use strategies which are appropriate for your people and for their situation; strategies which help them learn effectively:



Preparing and presenting your message

Overview

There are quite a few stages which you may go through in preparing and presenting a message. At each stage you need to hear God's voice so there is a real partnership between you and the Holy Spirit. We'll explore each of these stages in the rest of this seminar.

	Your role	The Holy Spirit's role
Finding the topic		
Working out the objectives		
Planning the structure		
Preparing the content		
Preparing the presentation		
Presenting the message		
Responding to the message		
Evaluating the effectiveness of the message		
	<i>"Proclaim Him with all wisdom" Colossians 1:28</i>	<i>"Whatsoever is born of God overcomes the world" 1 John 5:4</i>

Preparing your message

Objectives

Before you come to prepare a message you will probably have:

- spent some time waiting on God in prayer
 - to find the topic that He wants you to share on
 - preparing your heart
 - praying for the people
- done a lot of thinking about the message and its implications for the people
- done some background study and research

You're then ready to start your preparation!

NB. You will have your own style for doing this. It may be quite different to how we do it in this workshop. We are aiming to prepare all aspects of the message really thoroughly.

There are four major stages in the preparation of a message:

1. Working out the objectives
2. Planning the structure
3. Preparing the content
4. Preparing the presentation

1. Working out the objectives

At this stage you identify what the people will learn from your message and/or what they will be able to do as a result.

Examples of clear objectives:

Objectives like these help you sort out what you want to communicate; what you expect the people to learn, and what you want the people to be able to do in response. It identifies what "the Word becomes flesh" will be like.

Unless you set clearly defined objectives you won't be able to measure whether or not your message really is getting through.

Preparing your message

Structure

2. Planning the structure

Every message should have a clear, logical, well-visualised structure. People find it very difficult to learn from a message if they can't see its logical structure.

Normally a message will have this kind of structure:

Introduction	- where you gain the people's attention and outline the points to be made
Content	- where you develop your points systematically
Application	- where you show the people how they can apply what they have learnt
Integration	- where you bring all your points together
Review	- where you go back over your message, reinforcing the main points
Response	- where you ask the people to do something in response to the message

The easiest way to develop the structure of a message is:

- Write down the key points of the message
- Put the key points into groups
- Arrange the groups into a logical order
- Write a heading for each group, using a consistent style
- Create an introduction at the beginning and a Review/Response at the end.
- Check that there is relevant application and integration throughout the message.

Exercise: Write the structure for these messages:

Message:		
Style:		
Structure:		

Preparing your message

Content

3. Preparing the content

A clear structure is a great help in the preparation of content. It keeps you focused on the key points you want to get across.

As you prepare each section of content:

- clearly identify the key points
- keep it interesting and relevant
- don't try to make too many points
- ensure the points have a logical development
- go from the known to the unknown
- use illustrations and examples
- keep the section short and simple
- make sure the people interact with the Word

Exercise: Prepare an outline for the following section of content.

What are the characteristics of a good teacher? Ecclesiastes 12:9,10

Checklist:

- | | |
|--|--|
| <input type="checkbox"/> key points clear | <input type="checkbox"/> few points |
| <input type="checkbox"/> known to unknown | <input type="checkbox"/> short, simple |
| <input type="checkbox"/> interesting | <input type="checkbox"/> logical |
| <input type="checkbox"/> relevant | <input type="checkbox"/> interaction with the Word |
| <input type="checkbox"/> illustrations, examples | |

Preparing your message

Presentation

4. Preparing the presentation

It's worth spending as much time preparing the presentation of your message as it is preparing the content.

Here are some things to think about:

- how you'll introduce the message
- how you'll explain each point
- stories, illustrations, examples, jokes etc. you'll use
- questions you'll ask
- visual aids you'll use
- how you'll get the people to interact with the Word
- how you'll reinforce the structure of your message
- how you'll review the main points
- what responses you want the people to make
- how you'll invite them to respond
- what will happen as they respond
- what will happen at the end of your message: a song? a prayer? an appeal?

Possible presentation techniques

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Preparing your message

Presentation

A note about notes:

There's a balance between notes which are too full (where you are tempted to read them out which can be boring) and too brief (where you can easily waffle).

You may find it helpful to:

- set out your notes so you can see the structure clearly
- highlight headings and key points
- write out scripture references in full
- leave room on the side of the page for comments about presentation
- use just one side of the page and number your pages clearly.

As you prepare a message you are constantly waiting on God:

- to find what He wants to say to the people
- to find what He wants to do in their lives
- in working out your objectives
- in planning the message's structure
- in preparing the content of each section
- in writing your notes
- in deciding how you'll present each part of the message

Remember: *"Whatsoever is born of God overcomes the world" 1 John 5:4.*

If every aspect of your message and its preparation is "born of God" you can be confident that it will bring great blessing in the people's lives.

We've now covered all aspects of the preparation of a message. Is there anything else to do?

Yes!

Pray.....

Pray for your people and for the presentation of your message. Pray that the message will be effective in their lives. Also pray for yourself and check that you are living in the experience of what you are going to share!

Presenting your message

When you present your message good communication is all important. You want the people to hear the message; learn from it; do something about it, and for it to become part of their lives.

Never just talk to or at the people. That way they will remember very little and your sharing will be largely ineffective.

Do everything you can to present your message so that it communicates!

The 3 major things to consider are:

- Using visual aids.
- Involving the people
- Using a variety of communication skills

Using visual aids

Why should you use visual aids?

Which visual aids could you use?

Preaching in a Church	Open air
Home group	One to one sharing
Training programme	Witnessing

The most important use of visual aids is to *visualise the structure* of your message. The structure gives the people something to hang their thoughts on; some frame of reference; something to remember. Therefore: Emphasise, reinforce, clarify, repeat, and especially visualise this structure.

Try writing out the structure of the last message you heard. Unless it was visualised you'll probably find it quite difficult!

Presenting your message

Visual aids

The most useful visual aids are a powerpoint, a whiteboard, videos, dramas, printed handouts, relevant objects, and you.

Powerpoint

A powerpoint presentation is particularly useful for highlighting the key points of a message, so the people can see its structure. It is also excellent for visualising scripture verses, photos, objects, people, places, etc. It is not so good for interactive sessions. When you create a powerpoint make sure it is colourful, interesting, clearly laid out and that the font size is readable (minimum 22 point).

Whiteboard

Whiteboards are great for interactive sessions. You can record people's comments and everyone can see what has been contributed. It's easy to write headings; list key points; draw diagrams and flow charts; develop ideas and to change what you have written.

Videos

A well-chosen video can significantly enhance your message. Short clips that develop particular points are particularly useful. Youtube is a rich source of videos on just about any topic. To use a video from Youtube copy the Youtube link then download it to your computer using a program like *Freemake Video Converter*. Save the downloaded file as .avi, .mp4, or .mpg. Play it on your computer and project it onto a screen using a data projector. Videos are quite passive so should include some interactive reinforcement, e.g. through questioning.

Dramas

A relevant drama can also significantly enhance your message. People will sometimes be receptive to content in a drama that they may not be receptive to in a more formal setting. This is especially true when the drama has a degree of humour or personalisation. Many creative Christian dramas have been posted on the internet. Keep dramas short and focused on making just one point. Afterwards it's often useful to have a debrief so the people reflect on what they have learned from the drama.

Handouts

Printed handouts give the people a permanent record which they can refer to in the future. They are also ideal for showing the structure of a message.

Incomplete handouts have spaces in them in which the people can write their own notes or responses. This makes them very interactive.

What are the advantages of getting people to write in handouts?

Objects

If you're talking about something try to have it actually there. As you handle the object you can explain what it is, how it works, why it is relevant, and lessons that the people can learn from it. You can also ask questions about it, making the session very interactive.

You

You are a visual aid! Your movements, actions, jokes, stories, descriptions, gestures, demonstrations, etc. can all help to visualise your message and make it more meaningful to the people. Interacting with you is one of the most powerful communication media you have.



If possible use a combination of a *pre-prepared* visual aid and an *interactive* visual aid.

Presenting your message

Involving the people

Involving the people

Why is it so important to involve people in their own learning?

What are some ways you can involve people while you are presenting a message?

Questioning

This is the most important way of involving people.

When you ask questions it makes them *think!* They have to interact with your message and decide on a suitable response.

- Don't ask questions, then immediately answer them yourself.
- When you ask a question expect it to be answered:
 - pause or wait until you get an answer.
 - get the people to write their answer in a space in prepared notes.
 - record their answers on a whiteboard etc.
- Listen carefully to answers. They may give you an opportunity to encourage the person; to link their answer with the point you are making, or to develop the point further. You can learn a lot from the answers to questions!
- Use open questions to make people think and closed questions to check understanding.

Examples:

Workshop:

- a. Find the structure of the following message and say how you would visualise it.
- b. Write a series of questions you could use as you share each section of the structure.
- c. Think of one way of involving the people for each section of the structure.

When you come to God in prayer you must recognise that He knows what is best in every situation, and that He knows the best way to bring it about. This means that when you come to Him you can come confidently Matthew 7:7-11 - as a child comes to a loving father. Hebrews 4;14-16. God understands the situation so your approach to Him can be confident; bold; trusting. At the same time, though, you should come to God humbly. 1 Peter 5:5,6. Always remember that "it is God with whom we have to do". He is in control, not us! Our approach to Him in prayer is to ask, not to command. John 16:24. When we pray we must always be careful that we don't tell God what to do. Daniel 4:34,35.

Presenting your message

Communication skills

Communication skills

All effective communicators use a variety of skills to help their message get through. If something you do seriously hinders your communication make sure you do something about it. (Especially if people are distracted by one of your characteristics.)

Examples of this:

Here are some comments about essential communication skills.

(a) **Voice.** Your voice should be clear, confidently projected and loud enough to be heard by everyone present. Try to vary your pitch and pace so your voice doesn't come out in a monotone. Go higher and faster in the exciting bits, and lower and slower in the important bits. You may have to work on your voice to make it interesting eg: by using a tape recorder or by speaking into a mirror. Make sure you protect your voice because it can be damaged easily. Use a sound system if you feel that you have to strain to be heard.

(b) **Eye contact.** You must make eye contact with your people. This makes them concentrate on what you are saying and helps to maintain your relationship with them. Get into the habit of sweeping slowly around the room so that you have eye contact with everyone present. Don't talk to the ceiling, out the window, above people's heads or to one particular person. Eye contact is a major way that the people can sense that you are "being as Jesus" to them.

(c) **Movement.** Some movement helps to maintain interest but if you move about too much it can be quite distracting. You'll probably have an amount of movement which is natural for you.

(d) **Gestures.** These can be helpful if they are not overdone. Be natural!

(e) **Personal mannerisms.** eg. coughs, ums, blinks, fidgets, repetition of the same phrase..... When you know these are distracting make sure you plan ways of overcoming them.

Self assessment:

Voice.	
Eye contact.	
Movement.	
Gestures.	
Personal mannerisms.	

(f) **Illustrations.** All Bible communicators used stories, parables etc to make their message relevant and interesting. When you are using an illustration the people should feel that they are "in" it and that it applies to their lives. If your structure isn't clear too many illustrations can be confusing. It is much better to have a clear structure and use just one illustration to reinforce the main point. Once you have finished the illustration go back to your point and re-emphasise it.

(g) **Repetition.** Once the structure of your message can be clearly seen you are well on the way to helping your people learn. As you share your message you must continually emphasise, repeat and reinforce the main points. Drum them in so the people really hear them. At the end of the message (during the review) go back over the main points again.

Presenting your message

Communication skills

(h) **Give clear instructions.** If you want the people to do something make sure they know exactly what is expected. This means you must think through your instructions beforehand (and perhaps include them in your message notes.)

(i) **Speak to where the people are at.** This is sometimes hard to judge. Ideally your message should be pitched just beyond where the people are. If it is too advanced or too simple you'll lose them. They must feel that what you are sharing is interesting, relevant and possible for them.

(j) **Observe the people.** They are the best indication of whether or not you are communicating. If the people are restless, sleepy, dull or glazed in the eyes then you are not getting through. They should be alive; responsive; active and obviously receiving your message.
What are some signs that they are like this?

If the people get restless you've probably been going on too long, are trying to say too much or you've pitched the message at the wrong level. Your planning should ensure that this doesn't happen. Try to judge how much the people can handle in one session (remembering that most people can't concentrate for more than about 10 minutes). When you need to re-establish communication what can you do?

We have looked at quite a few communication skills in this session. All of them can help you present your message more effectively but it is easy to forget them while you are actually sharing. You can overcome this by writing reminders into your message notes. Eg "review main points here" "overhead transparency" "look around".

Remember: You are there to bless the people. Your message is for their benefit: not to enhance your ego! The more the people sense that you are for them the more open they will be and the more effective your message will be. 2 Corinthians 2:14-17

Putting it all into practice

Your task:

Prepare and present a short message which:

- is based on one scripture
- develops one main idea
- involves the people
- uses at least one visual aid.

At the end of the message you will be given the opportunity to assess your own performance and will receive written feedback on the form *Feedback on communication of your message*.

Your message will be videoed so you can evaluate your effectiveness later on.

Here are the major things to concentrate on as you prepare and present your message:

- Wait on God to find the message that He would have you share
- Prepare thoroughly
 - work out your objectives
 - plan the structure
 - prepare the content
 - prepare the presentation
- Make sure your message makes an impact because it is interesting, relevant, challenging etc.
- Make sure the people interact with the Word of God for themselves
- Plan to involve the people eg. by questioning
- Use a variety of visual aids (Preferably use one which is preprepared and one which is interactive)
- Show the people you love them: be "the aroma of Christ" to them
- Use an illustration, example etc. where appropriate
- Continually reinforce your main points
- Review the message at the end
- Bless the people
- Trust the Lord to speak through you.

Remember: You want your message to "get through" so that it becomes part of people's lives. You want "the Word to become flesh".

We proclaim Him, admonishing and teaching everyone with all wisdom so that we may present everyone perfect in Christ Colossians 1;28

Feedback on communication of your message

Name: _____ Date: _____

Content

Clarity of the structure		
Logical development		
Relevance		
Level pitched at		

Communication

Clear objectives		
Involvement of the people		
Use of questions		
Listening		
Use of illustrations, examples		
Repetition		
Pace		
Timing		
Use of notes		
Use of Scripture		
Relationship with the people		

Visual aids

Powerpoint		
Printed notes		
Other		

Personal

Confidence		
Voice		
Eye contact		
Movement		
Gestures		
Mannerisms		

Overall impression

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