



**uniting
church**
in Australia,
Synod of NSW & ACT



Assignment Book

Exploring the New Testament

A unit in the Living Our Faith series

Uniting Mission and Education

April 2018

Participant's Name:

Postal Address:

Ministry Context:

Date of Course:

Venue:

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Declaration:

I declare that the work I am submitting is all my own work. I have acknowledged all sources where acknowledgement is due.

Print Full Name:

Signature: 

Introduction

Welcome to the Assignment Book for **Exploring the New Testament**. Please write your name on the front cover of this and your workbook as soon as you receive them.

This Assignment Book contains information on the assessment that is needed for participants in the unit to demonstrate competency in reading and understanding the New Testament in the Christian Bible. The unit acts as a foundation for the subsequent exegesis of the New Testament, whether for personal study of the scriptures, discipleship formation, further formal study, preparation of worship services /sermon or Lay Preacher accreditation.

The assessment for this unit includes both formative and summative elements.

Formative tasks help to form your skills so you can complete the assignments. They are mostly completed in the Workbook.

Summative assignments assess your knowledge and skills, and are to be completed in this book.

The unit is offered over a period of twenty sessions, which include five sessions for completion of some of the tasks and assignments. However, you will need to do some homework for both formative and summative assessments.

Exploring the New Testament is one of five units offered by UME, which together provide the necessary educational component for those seeking accreditation as Lay Preachers within the Uniting Church in Australia. The course is also open to any interested lay person to attend, complete all the assessment tasks, and gain a Certificate of Completion.

If you complete an **electronic version** of this Assignment Book, after you have completed the tasks and typed your full name into the declaration on this page, return it by email to:

lofassignments@nswact.uca.org.au

If you complete a **paper copy** of the Assignment Book, sign the declaration on page 2 and return the whole book to the marker:

Uniting Mission and Education
Living Our Faith Marking, Ennis Macleod
16 Masons Drive
North Parramatta NSW 2151

Competency Criteria

This book, together with your attendance and participation in all the sessions of the unit, will provide the basis for recognition of your competency with regard to the following aims:

Unit of Competency	Element of Competency	Performance Criteria	Range Statement
Prepare and present sermons	1. Undertake exegesis of biblical texts: New Testament	c. understand and apply exegetical approaches and skills in studying biblical texts	<ol style="list-style-type: none"> 1. Method for approaching the text 2. Developing questions 3. Historical context 4. Authors and Audiences 5. Literary context and theme/s 6. Literary form/s 7. Biblical Interpretation 8. Use of biblical references and cross-referencing 9. Interpretive lenses 10. Contemporary context and audiences
		d. identify and access appropriate reference materials including recent and relevant commentaries and dictionaries	<ol style="list-style-type: none"> 1. Bible commentaries, Bible dictionary, Study Bible, atlas, concordance, a range of Bible translations 2. Methods for locating and accessing print and internet resources 3. Lists of reliable sources for resources 4. Resources that are contextual and consistent with UCA ethos
		a. understand a range of preaching styles and how they might be appropriate to different communities, contexts and times	<ol style="list-style-type: none"> 1. Styles – narrative (story), expository, dialogical, topical, three-point, thematic, etc. 2. Duration 3. Language use 4. Interaction 5. Contemporary social context 6. Multi-sensory and multiple intelligence approaches 7. Intergenerational approaches 8. Use of multimedia

Unit of Competency	Element of Competency	Performance Criteria	Range Statement
		b. address the pastoral, educational and missional characteristics of the congregation or faith community	<ol style="list-style-type: none"> 1. Understanding of the social, historical, cultural and missional context 2. Understanding of pastoral needs of congregation 3. Understanding of the congregation as learners and disciples
	2. Develop a sermon appropriate to congregational or group context	c. draw upon theological and historical insights, cultural and contemporary references, and personal experience in crafting appropriate sermons	<ol style="list-style-type: none"> 1. Ethical and moderated self-disclosure or stories 2. Focus and coherence 3. Relevant use of external sources to support sermon
		Taking into account a range of sermon approaches or styles as appropriate: a. read aloud and speak with sufficient clarity and articulation and appropriate timing and mood	<ol style="list-style-type: none"> 1. Clarity / articulation of speech 2. Volume of speech 3. Modulation of tone and mood 4. Speed and pacing
		b. provide clear introductions, directions and explanations to facilitate participation in worship	<ol style="list-style-type: none"> 1. Contemporary application which invites response
	3. Present sermons	c. use appropriate gestures and movement to accompany speaking	<ol style="list-style-type: none"> 1. Gesture and movement appropriate to content and purpose

Assessment Summary

Formative Tasks

These tasks are also in the Workbook:

- A. Initial Reflections Complete before first session
- B. From Fragments to Bible Begin during first weekend
- C. Parable Paraphrase Present during second weekend
- D. Final Reflection Complete/Begin in last session

Even though formative tasks will not be formally marked, you still have to do them as a record of your learning.

Summative Assignments

You should complete the selection and exegesis before the second weekend, and, if possible, be ready to present your sermon on the last day. If you have any questions about the assignments, speak with the course leader, your minister/mentor or email Ennis Macleod at lofassignments.nswact.edu.au with your question.

The first three assignments are all related to **the same passage** of the New Testament. The exegesis you do for assignment 2 forms the basis of the sermon you deliver for assignment 3.

1. Selection of Bible passage for exegesis and sermon
2. Exegesis of chosen text
3. Prepare and Deliver Sermon
4. Quiz

Those completing the assignments to be accredited as Lay Preachers, must do (3) the preparation and delivery of a sermon. If you do not wish to be accredited, you may choose to do (3a) writing a letter or article based on your exegesis.

Optional Alternative: 3a. Write a Letter / Article

All work must be received by UME no later than 4 weeks after the final day of the course.

Assessment Descriptions

Formative Tasks

Task A: Reflection & Pre-reading

Complete before the first session.

- a) Write about 300 words discussing your thoughts on the following:
- What part did the New Testament play in your life as you were growing up?
 - What stories from the New Testament do you remember as being particularly significant in your life?
 - How do you think of the New Testament as an adult now?

This reflection does **not** need to be handed in but will be discussed in your table group on the first day.

- b) Read **Chapter 1 – The Need to Interpret** from *How to Read the Bible for All Its Worth* by Fee & Stuart

Write a short reflection (about 300 words) on the chapter. Consider the following questions:

- What was the main point in this chapter? That is, why do the authors say there is a need to interpret the Bible?
- What did you agree with and why?
- What did you disagree with and why?

Task B: From Fragments to Bible: Reconstructing & Interpreting

During the first weekend, your group will complete an exercise of reconstruction and interpretation with some fragments of a “newly discovered” letter from Paul to the Laodiceans. You should each have a copy of what you assemble (taking a photo with your phone is one way to do this), so you can transcribe the result to the box on page 11. Your individual task is to make a modern translation of the text that you assemble.

Task C: Paraphrasing Parables

(Plan 1st weekend; Present 2nd weekend)

In pairs or threes, you are to present a paraphrase of one of Jesus’ parables to the class. It should be about 10 minutes long, and you are encouraged to use non-electronic props to help tell the story.

Task D: Final Reflection

Re-read your initial reflection. At the end of the course, you will be given time to reflect on how this course has changed or not changed your attitude towards the New Testament. Write up to 300 words about what changes you have noticed, and how your future practice will be affected.

Summative Assignments

These are the tasks that will be formally marked.

Between the first and second weekends, there will be time to complete the preparation for these, so that you can deliver your sermon on the last day. Follow these steps, demonstrating your preparation by completing the steps in this Assignment Book.

Assignment 1: Passage Selection

Part 1: Pick one passage from those below and plan to tell it in your own words.

Your choice will form the basis for assessment 2. exegesis and 3. prepare and present a sermon

Part 2: Answer the two questions on p.18.

The possibilities are:

Scripture Passage	Heading
a. Matthew 5:13-16	Salt and Light
b. Mark 1:40-45	Jesus cleanses a leper
c. Luke 8:22-25	Jesus calms a storm
d. Romans 8:35-39	Who will separate us from the love of Christ?
e. 1Corinthians 3:18-23	Wisdom and folly

Assignment 2: Exegesis

Write about 500 words on your text, using the worksheet questions provided on pages 19 to 20.

Assignment 3: Prepare and Deliver a Sermon

You will be assessed on both the preparation and the delivery of your sermon. You should therefore complete the sermon planning exercises on pages 24 to 27 of this Assignment Book.

Part 1: Prepare to write a 10-minute sermon based on your exegesis, by answering questions 1 & 2 on page 21 about your chosen audience & context, e.g. aged care, children, youth, elderly congregation. You are also asked for a short plan or outline for your sermon and a transcript on page 22.

Part 2: Present your sermon orally. This can happen as part of our class time, or you can have your Minister/mentor assess you privately, using the form on page 25.

Assignment 4: Quiz

(see pages 26 to 28 for quiz)

Complete the Quiz on pages 31 to 34. You may refer to your workbook to answer the questions, but please use your own words where appropriate.

Alternative to Sermon Preparation: Assignment 3a: Letter or Article –

For those NOT training to be Lay Preachers

You will need to complete Assignments 1 and 2, the selection and exegesis of a passage, but you do not have to complete a sermon.

Instead, you are asked to write a letter to your Church Council or a reflection for your local church bulletin summarising some of your learnings from, and reactions to Exploring the New Testament. You should include some of the information from your work on the specific text as an example of what you have learned.

Assessments for

Exploring the New Testament:

Formative Tasks

Worksheets for Formative Tasks

Task A: Initial Reflections.

Part 1: Write about 300 words discussing your thoughts on the New Testament.

This reflection will form part of the discussion in your table group on the first day. You will not need to share it in full.

o What part did the New Testament play in your life as you were growing up?

o What stories from the New Testament do you remember as being particularly significant in your life?

o How do you think of the New Testament as an adult now?

Part 2: Read Chapter 1 – The Need to Interpret from *How to Read the Bible for All Its Worth* by Fee & Stuart

Write a short reflection on the chapter, about 300 words. You may use the following questions to shape your reflection.

o What was the main point in this chapter? That is, why do the authors say there is a need to interpret the Bible?

o What did you find interesting and why?

o What did you disagree with and why?

Task B: Fragments to Bible Exercise

This task is based on the exercise you will do in class. The first part you will complete as part of a group, but the second part can be completed individually.

How do Bible scholars come up with different versions of the same passages?

Imagine this...

You are part of a group of Bible translators tasked with the mission to put together and translate into English what seems to be a new letter from Paul the Apostle to the Laodiceans.

The problem is that there is no single extant and complete copy of the letter and what you have to work with are just the pieces found by very excited archaeologists.

It is your job, as experts in your field, to piece together the letter as best you can, and write a modern translation for people to read today.

Part 1: What do the pieces say?

As a group, you are to examine the pieces of the letter that you are given and work out how they fit together. Watch out for duplicate pieces, and for overlaps where more than one copy of the letter is indicated.

Once the group has reconstructed the letter, you should each write a clean transcription of what it says in the box below. You may want to take a photo on your phones so that you have copies to work on the next part of the task at home.

Part 1: Transcription of the Letter of Paul to the Laodiceans

Once you have completed the first part, you are to write a **modern translation** of the text. This means you will have to make the whole thing understandable; filling in gaps with the most likely meanings, and deciding how to communicate what Paul meant, and how that can be understood by people today.

Part 2: Modern Translation of the Letter of Paul to the Laodiceans.

Task C: Paraphrasing Parables Presentation 10 minutes

In pairs or threes, you are to present a paraphrase of one of Jesus' parables to the class. It should be about 10 minutes long, and you are encouraged to use non-electronic props to help tell the story.

There are [46 parables](#) to choose from, but you may have to combine shorter ones to make the time up. For example, the Lost coin, lost sheep from Luke 15:4-10 might form two parts of your presentation

Fill in the first two rows of the evaluation sheet below, then give it to the evaluator to complete their copy of the evaluation sheet. You may attach a photocopy of the sheet to this page if the marker does only one for the group.

Evaluation

Group members	
The Parable we presented was: Bible Reference: Props used:	- -
Modern paraphrase appropriate to modern audience	Yes / No Comment
Each person participated	Yes/No Comment
Use of non-electronic prop appropriate	Yes / No Comment
<p>The group demonstrated an appreciation of the parables of Jesus, demonstrating an understanding of their importance in the Gospels. Yes / No</p> <p>Comment. (Affirmation + Growing edge)</p> <p>Signed:</p> <p>Date:</p>	

Task D: Final Reflection

Re-read your initial reflections. At the end of the course, you will be given time to reflect on how this course has changed or not changed your attitude towards the New Testament.

Write up to 300 words about what changes you have noticed, and how your future practice will be affected. This activity shows you have engaged with the material and forms part of the evaluation process.

Assessments for

Exploring the New Testament:

Summative Assignments

Worksheets for Summative Tasks

These are the tasks that will be formally marked.

Between sessions 9 and 10, there will be time to complete the preparation for this task, so you can deliver your sermon during the second weekend, or in session 13. Follow these steps, demonstrating your preparation by completing the tasks in this Assignment Book.

Assignment 1: Passage Selection

Part 1: Pick one passage from those below and circle it. This choice will form the basis for your exegesis and sermon.

The possibilities are:

Scripture Passage	Heading
a. Matthew 5:13-16	Salt and Light
b. Mark 1:40-45	Jesus cleanses a leper
c. Luke 8:22-25	Jesus calms a storm
d. Romans 8:35-39	Who will separate us from the love of Christ?
e. 1Corinthians 3:18-23	Wisdom and folly

Part 2: Answer these questions about the passage you have chosen

1. Who are the characters involved in the passage, either as participants, or as speaker or writer?

2. Give a brief summary of the plot or content of the passage.

Assignment 2: Exegesis

Once you have completed the work for the selection of your passage, you should consult other reference works to determine answers to the following questions. This is also called exegesis – unpacking what the text means. You can add more pages if there is not enough room for your answers on these pages.

1. What words, phrases or images particularly strike you in the passage? Why?
2. What are the themes of your passage? (There may be a single main one).
3. **Either** at what stage of Jesus' ministry does the passage occur **OR** where was Paul at the time he writes the letter?
4. Are there connections to other parts of the Bible in the passage? What are they?

Assignment 3: Prepare and Deliver a Sermon

Once you have completed the exegesis of your passage, you can start planning your sermon. It should be no more than 10 minutes in length. You may choose to do a narrative, thematic, all-age, or expository sermon, depending on who your listeners will be, thinking about your ministry context.

You should carefully choose the intended audience to whom you plan to be deliver the sermon, even though the actual audience may be the class, or just your evaluator.

You may want your intended audience to be a mixed group of children during a Sunday worship service, or it could be a group of old people at a nursing home. You should select listeners who are appropriate to your ministry setting, or your future ministry setting.

1. Who is the intended audience of your sermon? Briefly describe them, mentioning, for example, where they will hear the sermon, their age, cultural backgrounds, and theological context

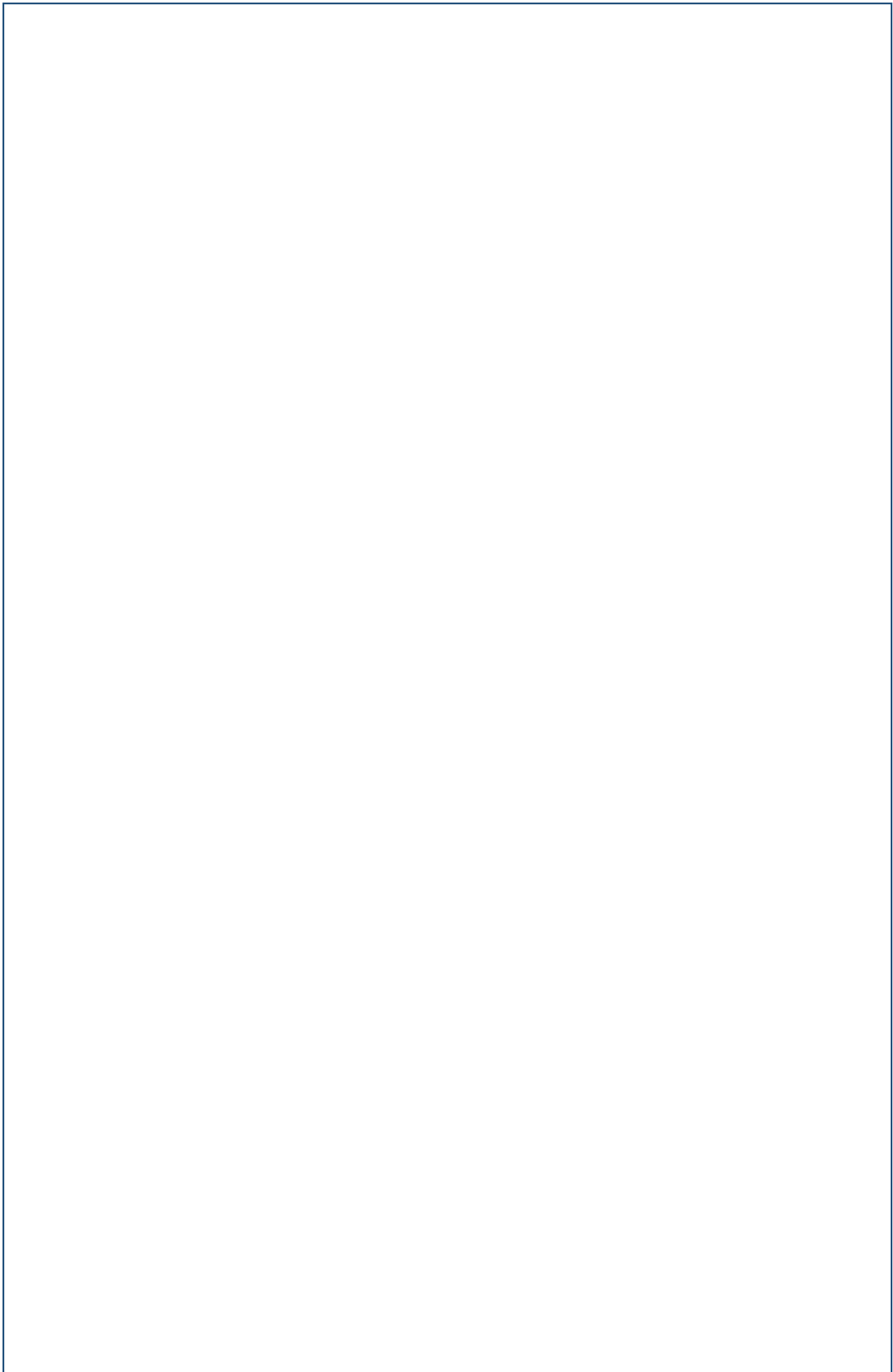
2. With this audience in mind, what is the relevance of your chosen passage to that group? That is, what difference does this story make in the lives of your chosen audience? Refer back to your exegesis on previous pages. Which themes, issues or highlights would you emphasise with this audience?

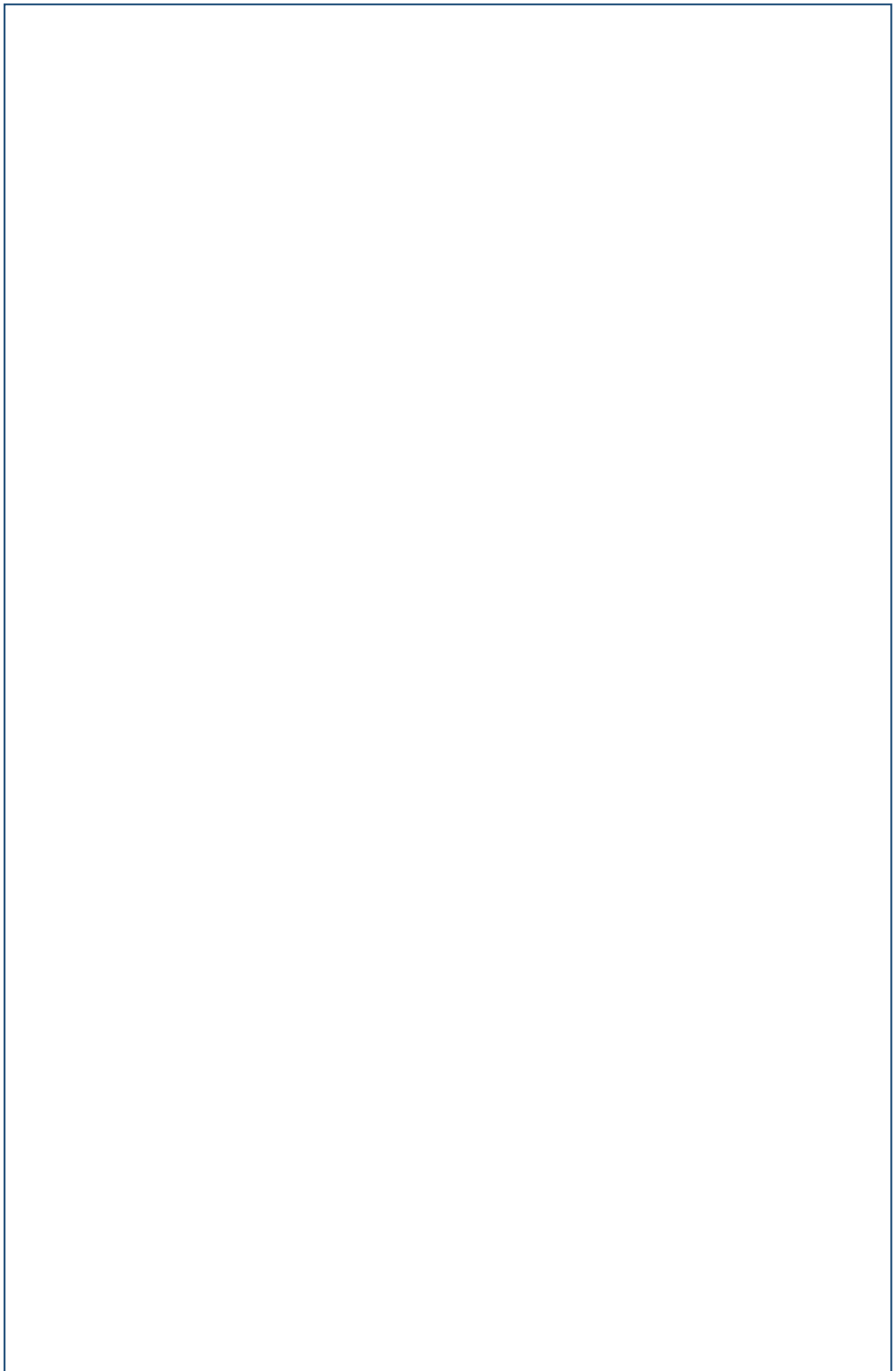
3. How will you structure what you will say? What will be your beginning, your middle and your ending? How long will you spend on each section? Remember, it should be 10 minutes long at most.

Beginning minutes
Middle minutes
Ending minutes

4. Include a transcript of your sermon. Either copy it on the following pages, or include a separate copy with this book.

You can use the notes from which you speak on the day as your transcript.






Evaluation of Sermon Presentation

The oral presentation of your sermon will be evaluated. This can happen as part of our class time, or you can have your Minister/mentor assess you privately.

Once you have completed the planning of your narrative sermon, you should practise saying it before you are called on to do so in front of your group. Remember that it should be no more than 10 minutes long.

When you present your sermon, fill in the first box, and then pass this book to the evaluator to complete.

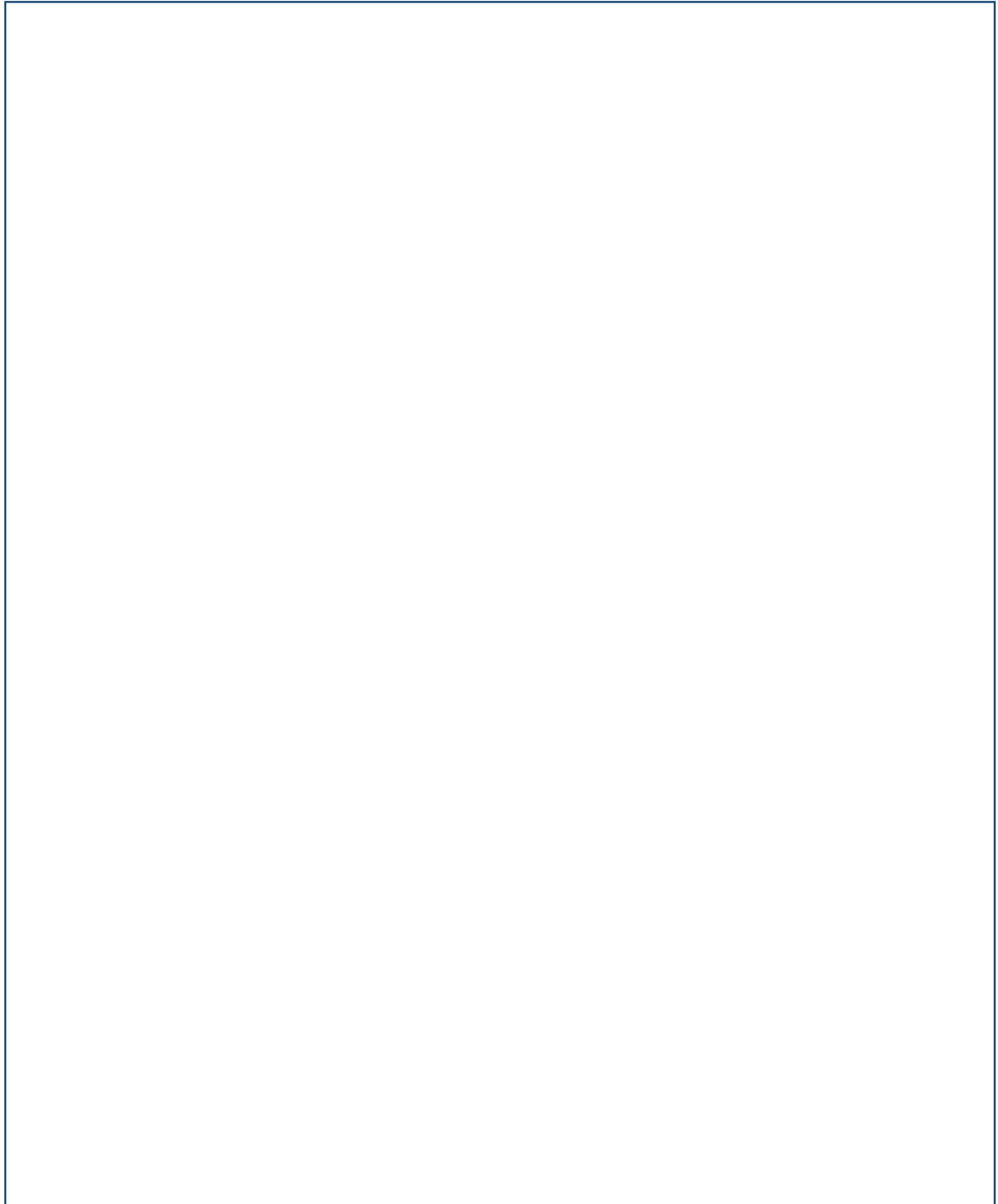
Intended audience:	Time: mins
Engages the audience with effective: <ul style="list-style-type: none"> a. eye contact b. voice projection and modulation c. speed and pacing d. animation 	Yes / No Yes / No Yes / No Yes / No
Sermon style is used effectively for the intended audience.	Yes / No
Interacts appropriately for the audience identified.	Yes / No
Uses notes appropriately. (That is, they are not distracting).	Yes / No
Communicates clearly, inviting response from the audience	Yes / No
Uses appropriate gesture and movement	Yes / No
Relevant application from Scripture to audience	Yes / No
FEED BACK – in particular what did the student do well?	
What might be some growing edges that will help improvement?	
The speaker demonstrates appropriate competence in delivering their sermon.	Yes / No
Title and Name:	
Signature: 	

Alternative Assignment 3a: Letter or Article (for those NOT training to be Lay Preachers)

Only do this assignment if you do not do the sermon. Don't do both!

Your assignment is to write about 500 words, either as a letter to your Parish Council or an article for your local church bulletin describing what you have learned by completing **Exploring the New Testament**.

You should include some of what you discovered during your exegesis of the passage you chose to demonstrate what you have learned.



Assignment 4: Quiz

Answer these questions based on the course content. You may refer to your workbook and other sources.

Multiple Choice Questions:

1. How many books are there in the Bible?

- A. 66
- B. 39
- C. 23
- D. 27

2. The New Testament is composed of...

- A. 4 narratives, 1 apocalyptic + 22 letters
- B. 5 narratives, 1 apocalyptic + 21 letters
- C. 5 narratives + 22 letters
- D. 4 narratives + 23 letters

3. The collection of texts that is recognized as sacred by the Christian Church is called the...?

- A. Texts of the Church
- B. Canon of Holy Scripture
- C. Superior Readings
- D. Special Book

4. Which of these cultural contexts contributed to the development of the New Testament?

- A. Geography and history
- B. Social concepts and practices
- C. Theological understandings
- D. All of the above

5. Which of these literary genres is not present in the New Testament?

- A. Kerygma
- B. Epistles
- C. Law
- D. Prophecy

6. The four parts of the (Wesleyan) Quadrilateral are...

- A. Scripture, Experience, Exegesis and Reason
- B. Tradition, Hermeneutics, Reason and Faith
- C. Exegesis, Hermeneutics, Eschatology and Experience,
- D. Scripture, Tradition, Experience and Reason

7. The type of criticism that focuses on what the original manuscripts of the Bible said is...

- A. Form Criticism
- B. Feminist Criticism
- C. Source Criticism
- D. Textual criticism

8. The shortest Gospel is...

- A. Matthew
- B. Mark
- C. Luke
- D. John

9. Which Gospel is not one of the Synoptic Gospels?

- A. Matthew
- B. Mark
- C. Luke
- D. John

10. Which two books did Luke write?

- A. The Gospel of Luke, & Romans
- B. The Gospel of Luke & Revelation
- C. The Gospel of Luke & Hebrews
- D. The Gospel of Luke, & Acts

11. Paul was born in...

- A. Tarsus
- B. Bethlehem
- C. Jerusalem
- D. Damascus

12. What year was Paul converted to Christianity?

- A. 30 CE
- B. 33 CE
- C. 35 CE
- D. 37 CE

13. Which of these letters was definitely written by Paul?

- A. Colossians
- B. 1 Thessalonians
- C. 2 Thessalonians
- D. Ephesians

14. What is the main subject of the Epistle of James?

- A. Faith
- B. Servanthood.
- C. Money
- D. Death

15. What are the three methods of exegesis?

- A. Synchronic, existential, missional
- B. Diachronic, linguistic, rhetorical
- C. Synchronic, diachronic, existential
- D. Theological, hermeneutical, existential

16. What is the first step in exegesis?

- A. Look at the context of the passage
- B. Read & survey the passage.
- C. Write your sermon
- D. Examine the form of the passage

17. What is the last step in exegesis?

- A. Formulation
- B. Paraphrase
- C. Synthesis
- D. Interpretation

18. What are the words missing from this reference to the Basis of Union para 3?

Our preaching must reflect the Church's commitment to the [redacted] and [redacted] of all creation because that is what we believe God's plan for us involves.

- A. reconciliation and renewal
- B. stewardship and care
- C. exploitation and use
- D. systematic pillaging

19. What is James talking about in this passage from James 3:11-12?

“Does a spring pour forth from the same opening both fresh and brackish water? Can a fig tree, my brothers and sisters, yield olives, or a grapevine, figs? No more can salt water yield fresh.”

- A. Water
- B. Fruit
- C. Churches
- D. Tongues

20-22. What is the missing word in each of the following passages from the NRSV:

Passage	Missing word
“In the [redacted] was the Word, and the Word was with God, and the Word was God.” John 1:1	
“We declare to you what was from the beginning, what we have [redacted], what we have seen with our eyes, what we have looked at and touched with our hands, concerning the word of life “ 1 John 1:1	
“There is therefore now no [redacted] for those who are in Christ Jesus.” Romans 8:1	

23-30. Look up each of these verses in the New Testament. Who is the speaker and the intended or stated audience for each of these passages?

Passage	Speaker	Intended Audience
“Blessed be the God and Father of our Lord Jesus Christ! By his great mercy he has given us a new birth into a living hope through the resurrection of Jesus Christ from the dead.” 1Peter 1:3		
“But I have this against you, that you have abandoned the love you had at first.” Rev 2:4		
“For you lock people out of the kingdom of heaven. For you do not go in yourselves, and when others are going in, you stop them.” Matt 23:13		
“First, I thank my God through Jesus Christ for all of you, because your faith is proclaimed throughout the world.” Rom 1:8		

Mark

/30

Contact Information

This material has been developed by **Uniting Mission and Education (UME)**.

If you have any questions regarding its use, or know someone else who is interested in attending this introductory unit of the **Living Our Faith Series**, or a **Train the Trainer** day, please contact the Lay Ministry, Discipleship & Education team at:

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Assessment Tasks

Upon completion, assessment tasks related to the study of this course can be either mailed to the Living Our Faith marker, Ennis Macleod, at the address above, or submitted as a scanned e-mail attachment at the following e-mail address:

lofassignments@nswact.uca.org.au

Other Resources

UME is always willing to partner with Presbyteries in running events tailored for each context. If you are interested in the other resources UME offers, contact us, or visit our website:

www.ume.nswact.uca.org.au



Further Study

If you are interested in further study, check out the [Education Prospectus](#) that has details about further education opportunities and scholarships offered by the Synod of NSW and ACT.