



SPIRITUAL LEADERSHIP CONFERENCE

John Goetsch | Tuesday, June 14, 2016

Title: Sermon Outlines

Introduction: _____

At this point we know _____ we have to preach (the text) and _____ we are preaching it (the proposition). Now we must determine _____ we are going to carry out this purpose.

Two _____ should be asked as you begin to construct the sermon body. First, how am I going to _____ what the passage teaches? And second, how am I going to accomplish my purpose or proposition?

When an architect designs a building, he begins with a concept that is derived from _____ (what the building is to do), and _____ (what it is supposed to look like). To construct this building, the architect turns his idea into a _____ showing in detail how the concept will translate into steel, stone, and glass.

Likewise, the preacher, having derived a concept from the _____ and the _____ of the audience, must now fashion a blueprint which is the _____ of the sermon. The structure of the outline will give the sermon a sense of order, unity, and purpose.

1. The Purpose of an Outline

A. There are four main purposes for an outline:

- 1 IN THE PREACHER'S MIND, IT _____
THE RELATIONSHIPS BETWEEN THE PARTS OF
THE SERMON.
- 2 IT ENABLES THE PREACHER TO VIEW THE SERMON
AS A WHOLE AND INTENSIFIES THE NEED
FOR _____.

- 3 IT GIVES _____ TO THE SERMON SO THAT THE LISTENER WILL GET THE INFORMATION IN A LOGICAL SEQUENCE.
- 4 IT HELPS THE PREACHER SEE THE PLACES IN THE SERMON THAT WILL NEED ADDITIONAL SUPPORT AND _____.

B. The outline should be flexible with the passage.

- 1 NOT EVERY PASSAGE WILL OUTLINE _____.
- 2 NOT EVERY PASSAGE WILL HAVE AN EQUAL NUMBER OF POINTS.

C. The points of the message will not have equal _____.

- 1 SOME POINTS ARE VERY _____ AND ARE SOMEWHAT SELF-EXPLANATORY.
- 2 THE MOST FUNDAMENTAL WILL BECOME YOUR MAIN POINTS WHICH MAKE UP THE BASIC STRUCTURE AROUND WHICH THE SERMON IS BUILT.
- 3 THESE MAIN POINTS SHOULD BE MARKED WITH ROMAN NUMERALS IN THE BODY OF THE MESSAGE.

EXAMPLE:

- 1. Hell is a Place of Tormenting Forces**
- 2. Hell is a Place of Tantalizing Demons**
- 3. Hell is a Place of Terrifying Rejection**

D. Subpoints

- 1 SIMPLY LISTING THE MAIN POINTS DOES NOT _____ THE SERMON.
- 2 MAIN POINTS NEED _____, SO SECONDARY POINTS ARE ADDED TO THESE.

- 3 A CAPITAL LETTER DESIGNATES THESE SUB-POINTS, AND THEY SHOULD BE SLIGHTLY INDENTED.

EXAMPLE:

1. Hell is a Place of Tormenting Forces

- A. An Awful Place of Fire
- B. An Awful Place of Darkness
- C. An Awful Place of Loneliness
- D. An Awful Place of Falling
- E. An Awful Place of Remembering

2. Hell is a Place of Tantalizing Demons

- A. The Beast and the False Prophet
- B. The Devil Himself
- C. The Filth of this World

3. Hell is a Place of Terrifying Rejection

- A. There Are No Vacations
- B. There Is No Rest
- C. There Is No Exit

- 4 THESE SUB-POINTS IMPROVE THE OUTLINE BY MAKING IT _____ AND MORE _____.
- 5 WITH EACH EXPANSION OF THE OUTLINE, THE SUBSTANCE OF THE SERMON BECOMES MORE _____. (A PERSON WHO HAS NEVER LOOKED AT THE PASSAGE OF SCRIPTURE SHOULD BE ABLE TO LOOK AT THE OUTLINE AND HAVE A GOOD IDEA OF WHAT THE SERMON IS ABOUT.)

- E. Stay as _____ as possible.
- 1 A SERMON OUTLINE, AS OPPOSED TO A RESEARCH PAPER OUTLINE, SHOULD BE SIMPLE AND CLEAR AND HAVE RELATIVELY _____ POINTS.
 - 2 TOO MANY SUB-POINTS WILL CONFUSE THE LISTENER. (MOST PEOPLE CAN ONLY REMEMBER ONE OR TWO POINTS FROM A MESSAGE ANYWAY.)
- F. Main points should be grammatically complete _____.
- 1 IF YOU SIMPLY USE WORDS OR PHRASES, THEY WILL TEND TO BE VAGUE AND INCOMPLETE.
 - 2 IN YOUR MAIN POINTS, _____ ARE BETTER THAN _____.
- G. Work on some _____ sentences to tie your main points together.
- 1 AVOID SAYING, “POINT NUMBER ONE IS . . .” OR “MY SECOND POINT IS . . .”
 - 2 EACH NEW POINT SHOULD LOGICALLY PROGRESS FROM THE PREVIOUS ONE.
 - 3 SOMETIMES THE PREVIOUS IDEA AND THE NEW IDEA CAN BE STATED IN THE LINKING SENTENCE.
- EXAMPLE:** Hell is not only a place of tormenting forces, but it is also a place of tantalizing demons.

2. Making the Outline Come Alive

- A. Outlines are to sermons what skeletons are to the human body.
- 1 IN MOST SERMONS, AS IN MOST HUMAN BODIES, THE SKELETON IS NOT COMPLETELY, _____ BUT WE DON'T WANT TOO MUCH OF IT TO SHOW.
 - 2 THE BEST WAY TO HIDE THE BARE BONES IS TO COVER THEM WITH _____.
 - 3 SUPPORTING MATERIAL IS TO THE SERMON WHAT

_____ IS TO THE BODY AND WHAT
 _____ ARE TO THE FRAME OF A HOUSE.

B. The audience will not respond to mere _____ or ideas.

- 1 NO ONE IS EVER MOVED TO A DECISION BY READING AN OUTLINE.
- 2 AS THE SERMON IS DELIVERED, THE AUDIENCE WILL ASK QUESTIONS IN THEIR MINDS LIKE, "I WONDER WHAT HE MEANS BY THAT?" OR "WHAT EVIDENCE DOES HE HAVE FOR MAKING THAT STATEMENT?" OR "SOUNDS IMPRESSIVE, BUT HOW WILL IT WORK IN MY LIFE?"
- 3 THUS, WE MUST NOW CLARIFY, AMPLIFY, PROVE, OR APPLY THE IDEAS FROM SCRIPTURE AND MAKE THEM UNDERSTANDABLE AND APPEALING.

3. Types of Support Materials

A. Restatement

- 1 RESTATEMENT USES THE PRINCIPLE OF STATING SOMETHING " _____ " THIS SERVES TWO PURPOSES:
 - a Restatement gains _____ .
 - a) Listeners must get what we say and when we say it. They can't go back and hear it again. There is no instant replay. (This is different from reading something.)
 - b) Listeners get a second chance.
 - b Restatement impresses _____ upon the listener.
 - 1) When we say something once, it can be _____ ; but when it is repeated several times, it is underlined in the listeners thoughts and feelings.
 - 2) Advertisers spend millions of dollars to repeat the same message over and over on radio, television, and in newspaper ads, etc.

- 2 RESTATEMENT IS DIFFERENT THAN _____.
 - a Repetition is saying the same thing in the same words, while restatement is saying the same thing in _____ words.
 - b The skillful preacher will learn to restate a point several times in different ways.

B. Explanation and Definition

- 1 DEFINITIONS PUT _____ ON THE IDEAS OF WHICH WE ARE SPEAKING.
- 2 A DEFINITION SETS DOWN WHAT IS EXCLUDED OR INCLUDED BY A TERM OR STATEMENT.
- 3 EXPLANATION WILL SHOW HOW IDEAS _____ TO EACH OTHER.
- 4 EXPLANATION WILL SHOW HOW IDEAS ARE SIMILAR OR DIFFERENT.
- 5 _____ AND _____ HELP TO DEVELOP AND EXPLAIN IDEAS.
- 6 THE PREACHER MUST KNOW HIS _____ IN THIS AREA.
 - a The more familiar we are with a subject, the less we may be aware of the audience's _____.
 - b It is always better to define too many terms than too few.
 - c We must know our subject. We cannot afford vagueness in our minds.

C. Factual Information

- 1 FACTS CONSIST OF OBSERVATIONS, EXAMPLES, STATISTICS, AND OTHER DATA THAT MAY BE _____ BY THE AUDIENCE.
- 2 THE LISTENER SHOULD BE ABLE TO LOOK IN THE SCRIPTURE AND SEE FOR HIMSELF THAT WHAT YOU ARE SAYING IS TRUE.
- 3 WE MUST BE CAREFUL THAT WE STATE FACT AS WHAT REALLY IS, RATHER THAN JUST A MATTER OF OUR _____.

- 4 EVERY MAN HAS A RIGHT TO HIS OWN OPINION,
BUT NO MAN HAS A RIGHT TO BE WRONG WITH
HIS FACTS.
- 5 FACTS ADD TO THE _____ OF
THE PREACHER.
- 6 _____ CAN BE HELPFUL IN A NUMBER-
CONSCIOUS SOCIETY.
 - a You can often make numbers say whatever you want, so
be careful.
 - b Be careful of unsupported statistics.
- 7 KEEP FIGURES _____.
- 8 COMPARE STATISTICAL DATA WITH THINGS PEOPLE
ALREADY _____.

D. Quotations

- 1 THERE ARE TWO REASONS TO USE QUOTATIONS:
_____ AND _____.
 - a When someone else has stated an idea better than we can,
we use his words.
 - b Often the person we are quoting, is/was in a better
position to speak on the matter than we are.
 - c We also use quotes because others are in a better position
to know the facts of a certain subject and therefore the
audience is more likely to accept their evaluation.
- 2 AUTHORITIES MUST CARRY SOME _____.
 - a Does his experience or training _____ him to
speak on this subject?
 - b Is his testimony based on first-hand _____?
 - c Is this authority _____?
 - d How will the _____ regard his testimony?
Do they know him? Respect him?
- 3 USE QUOTATIONS _____. YOUR
SERMON SHOULD NOT SOUND LIKE A TERM PAPER.
THE QUOTE ITSELF SHOULD BE BRIEF.
- 4 _____ THE QUOTE WITH SOME EFFORT.

- a It doesn't take much thought to say, "Spurgeon said, Paul wrote, the Bible says . . ."
- b It takes some thought, but it would be more effective to introduce the same quotes: "Written boldly into the Bible is the phrase...; Paul keenly felt that...; This is what Charles Dickens was trying to tell us when he observed...; You can see the significance of those words embedded in verse ten . . ."

E. Narration

- 1 _____ ARE A PART OF EVERYTHING WE TALK ABOUT.
- 2 NARRATION WITHIN THE SERMON DESCRIBES THE _____ AND THE _____ INVOLVED IN THE BIBLICAL ACCOUNTS.
- 3 EVERY PASSAGE OF SCRIPTURE HAS PEOPLE INVOLVED—SOMETIMES THEY ARE _____ —THEY ARE LAUGHING, CRYING, CURSING, OR PRAYING.
- 4 OTHER TIMES THEY ARE HIDDEN, AND WE MUST LOOK FOR THEM.
- 5 IN EVERY TEXT, THERE IS SOMEONE WHO IS _____ IT AND SOMEONE WHO IS _____ IT.
- 6 EXAMINE A DOCTRINE AND YOU WILL ALWAYS FIND A _____ WITH IT.
- 7 JESUS USED NARRATION EXTENSIVELY IN THE PARABLES.
- 8 NARRATION PAINTS _____ IN OUR MINDS.
- 9 NARRATION BRINGS _____ TO A FAMILIAR PASSAGE.
- 10 NARRATION IS COMMUNICATION WITH _____.

Conclusion: _____

