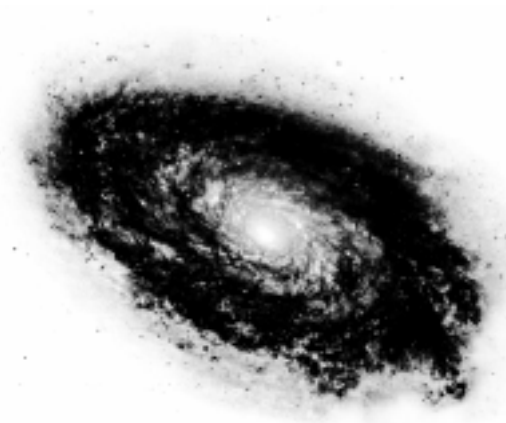


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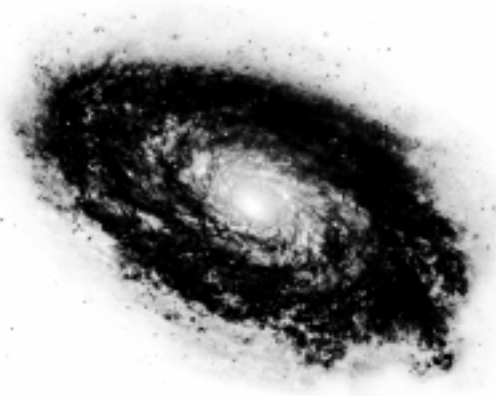


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The Creative Word

- Genesis 1

Day 1

Day 4

Day 7

Day 2

Day 5kkk

Day 3

Day 6

- Psalm 19

- John 1

Creative Connection

I. Establish Common Ground- get a partner and find common ground (something you both like and dislike) in the following categories.

Category

1. Food

2. Game

3. TV Show

4. Gift received

5. Subject in School

6. Song

7. Hobby

8. Way to spend Saturday

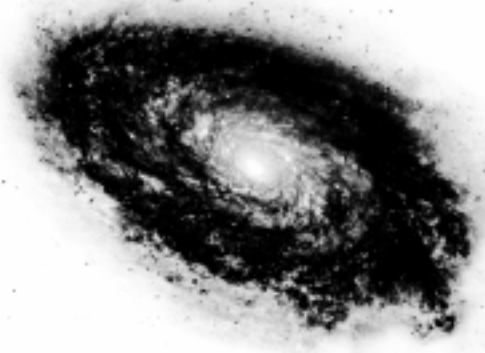
9. Sport

10. Movie

Like

Dislike

II. The Time Line- Give each person a blank sheet of paper. Have them draw out on the paper a line representing their life up to this point. Drawing ups and downs can represent highs and lows or they can draw a straight line with points on it that correspond with key events in their lives. Have them share this lifeline with the rest of the group.



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Creative Connection- continued

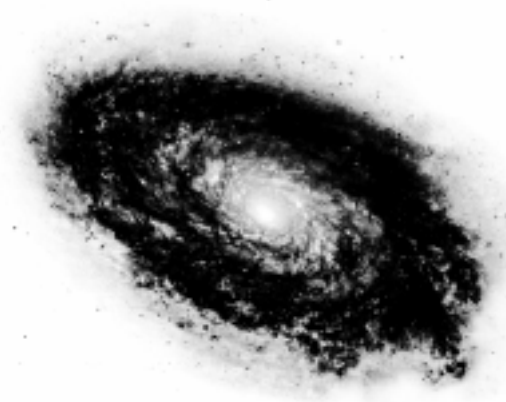
III. The Board of Directors- Give each person a blank sheet of paper. Have them draw a table with circles around the table that represent people in their lives who have had significant impact on their lives whether for good or bad. Have them share with the group some or all of their board of directors and what makes them important in their lives.

IV. Two Truths and a Lie- Give each person a slip of paper and have them write two things that are true about them and one that is a lie. Either have them read themselves and try to guess the lie or collect them, shuffle them and redistribute them one to a person, read them and try to guess whose it is and the lie.

V. Picture This!- Pass out a magazine for each person in your group. Have them look at the pictures in the magazine to find one that represents where they are spiritually right now. Have them show their picture and share with the group how the picture relates to where they are spiritually.

(If you don't have magazines you can have each person just think of something that would express where they are spiritually right now. Have them share this item with the group and its relevance to their spiritual condition.)

Other Ideas?

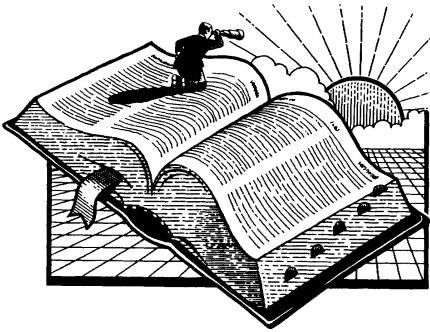


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Maxim #1 - "You can't lead a good Bible study unless you do good Bible study."

Good Bible study occurs when there is OPENness for 4 things to happen.



O riginal Discovery

- Compare the people in Exodus 20:18-20 with those in Acts 17:10,11

P ractical Application

- Look at Psalm 119, what does it say about the importance of application?

E nvironmental Control

- "Teach" in Deuteronomy 4:1 vs. "Learn" in Deuteronomy 5:1

N earness of Christ

- Look at Luke 24:13-49 (esp. verses 31,32, 45)

original discovery- "The only learning that really sticks is that which is self discovered." - Carl Rogers

I. The Essentials of Good Bible Study-

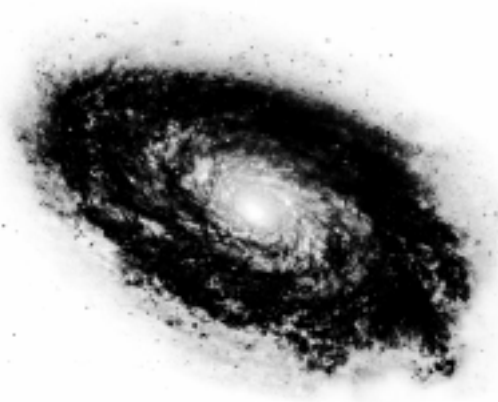
- A.
- B.
- C.

II. Inductive vs. Deductive Study-

- A. Induction means first examining various facts and then drawing a logical conclusion from them.
- B. Deduction means starting with a statement or ideas, and then finding various facts which prove that the statement or idea is true.
- C. "Induction is the logic of discovery, while deduction is the logic of proof."

III. Three Steps in the Inductive Method

- A.
- B.
- C.



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original discovery- continued

IV. Inductive Exercise

Look at a passage of Scripture ()

Observation- What does it say?

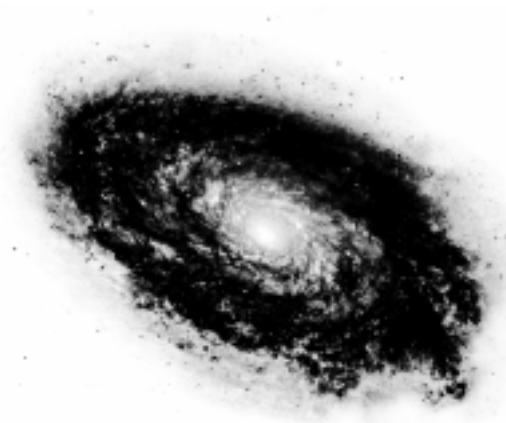
Write down as many observations as you can make from this passage. (10 minutes)

Interpretation- What does it mean?

Look at your observations, what questions come to mind as you make these observations?
(10 minutes)

Application- What does it mean to me?

In light of what the passage says and means, what are possible, everyday ways that this passage could be applied? List as many applications as possible. (10 minutes)



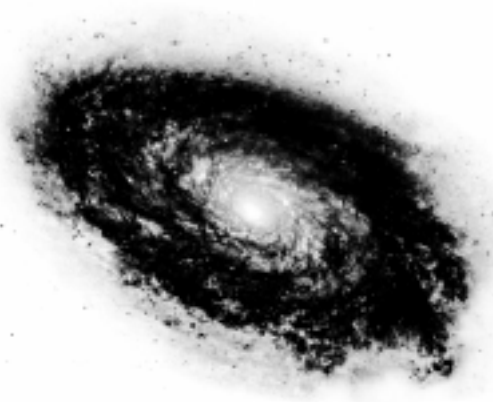
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Maxim #2 - "People learn better when you link the natural with the spiritual."

In leading the study it accelerates learning when the leader uses an anticipatory set to help students see the verbal pictures in the Scriptures. An anticipatory set is a teaching tool where scenarios are constructed or real objects are used to connect with Scriptural content. The best way to get people into spiritual truth is to correlate it with natural truth.





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Maxim #3 - "A Bible study without a plan isn't going anywhere or everywhere."

OBJECTIVE

Take Aim

- Write out your objective for this study.
- What are the key passages?
- Pray for your study.

UNDERSTANDING

Types of Questions:

- Observation- What does the passage say?
- Interpretation- What does the passage mean? What did it mean to its original audience?
- Correlation- How does your understanding of the passage compare with the rest of Scripture?

EVALUATION

After the Study

- Did you meet the objective?
- Did your illustration connect?
- Did understanding of the Word increase?
- Is the Word being applied specifically?

ILLUSTRATION

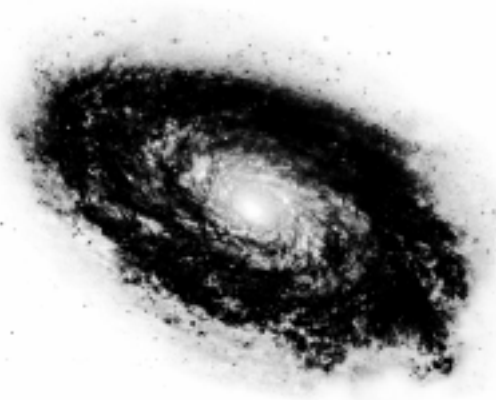
Possibilities:

- Anticipatory Set
- Example (positive or negative, Biblical or life)
- Testimony (yours or anothers)

APPLICATION

Questions:

- What difference should it make in our lives if this passage of Scripture is not applied?
- Do the people in the study know how to make applications? (Use SPECK for example)
- Is there any evidence that people are making applications?
- Are the applications, specific measureable and attainable?



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Maxim #4 - "It is the responsibility of the leader to get people from spectating in the stands to playing on the field."

When it comes to spiritual growth too many people for too long have been content to just watch others (the pastor or some spiritual leader) handle the Scriptures. It is your role as the leader to get them out of this complacency as a spectator and recruit them to join the team and go play on the field. Look at the following groups of people who are at an athletic contest and compare them to immature and mature bible study participants. Fill in the following chart comparing a bible study to an athletic event.

In the stands- the Immature

the Spectator- watches what others do, doesn't get involved

the Cheerleader

the Heckler

the Mascot

Fan for the visiting team

Media

Hot Dog Vendor

On the field- the mature

the Coach- doesn't play gets others to play, helps others excel, others success is his/her success

the Defense

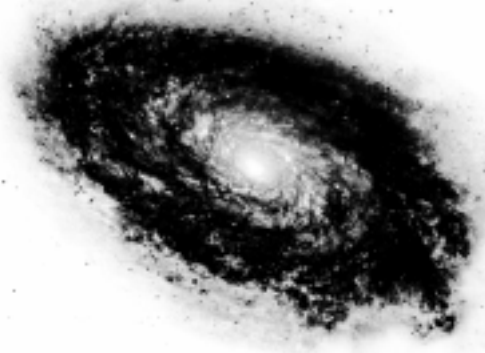
the Offense

Special Teams

Captains

Support Personnel

Go-to Person



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Maxim #5 - "Question asking is the consummate skill of a Bible study leader."

Look at Luke 2:41-52

How does the young man Jesus teach the leaders of Israel? (see verses 46,47)
What is his method? What amazed them about this young man?

How did Jesus come up with his questions?
Why and how did he use questions?

THREE LINES OF QUESTIONING

Do they know what happened? (Summary of Discovery)

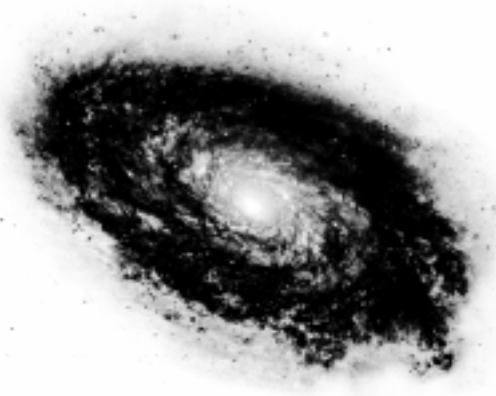
-These are the initial questions that are asked and through these a leader seeks to determine if the group is familiar factually with the passage. Summary of Discovery questions could begin like this:

WHAT DID YOU DISCOVER....?
WHAT DID YOU LEARN...?
WHAT DID YOU OBSERVE...?
WHAT IMPRESSED YOU...?

-Further Summary of Discovery questions would focus on the content of the passage? What is the passage about and what information is revealed? When asking Summary of Discovery questions you as the leader want to discover if they know what the passage says.

Do they know why it happened? (Understanding)

-These questions proceed out of Summary of Discovery questions. Understanding questions are used to create active discussion on a deeper level than may of previously been considered by the Bible student. They can also be used to clarify a point in the study or to cause students to grapple with a difficult issue in the passage. Understanding questions make the leader and the students go below the surface. These questions push students to discover and explain what the passage means.



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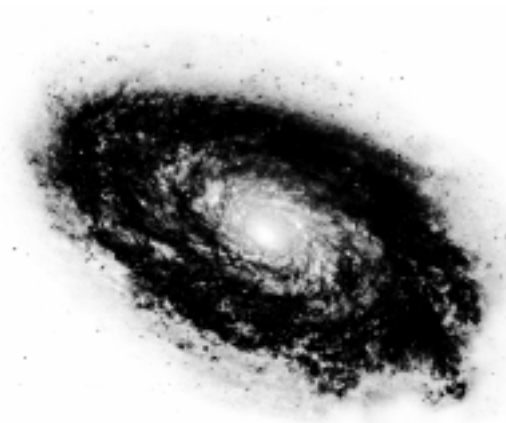
THREE LINES OF QUESTIONING (continued)

Twelve types of understanding questions

Examples

1. SYNONYMS
“What are some words or phrases that mean the same thing as _____?”
2. DEFINITIONS
“In a sentence or two, what do you think _____ really means?”
3. DIFFERENCES
“What do you think is the difference between _____ and _____?”
4. SIMILARITIES
“In what ways would you say that _____ and _____ are alike?”
5. OPPOSITES
“What do you think is the opposite of _____?”
6. RELATIONSHIPS
“What is the relationship between _____ and _____?”
7. EXAMPLES
“What is a Biblical example of _____?”
“What are some examples of _____ in everyday life?”
8. WHY
“Why does this verse say _____ when other several other passages emphasize _____?”
9. EXPLAIN
“How would you explain the change of attitude that _____ had in this passage?”
10. EXTREMES
“Which one of these do you feel is the most (or least) _____?”
11. QUANTITY/QUALITY
“How significant do you think _____ really is?” “To what degree do you think _____ should be _____?” “How important to _____ do you think _____ is?”
12. HOW
“How would this verse be obeyed in everyday life?” “How might we practically apply verse _____?”

(“How” questions are general, broad application questions. To keep them broad use “we” and “our” instead of “you” and “your”.)



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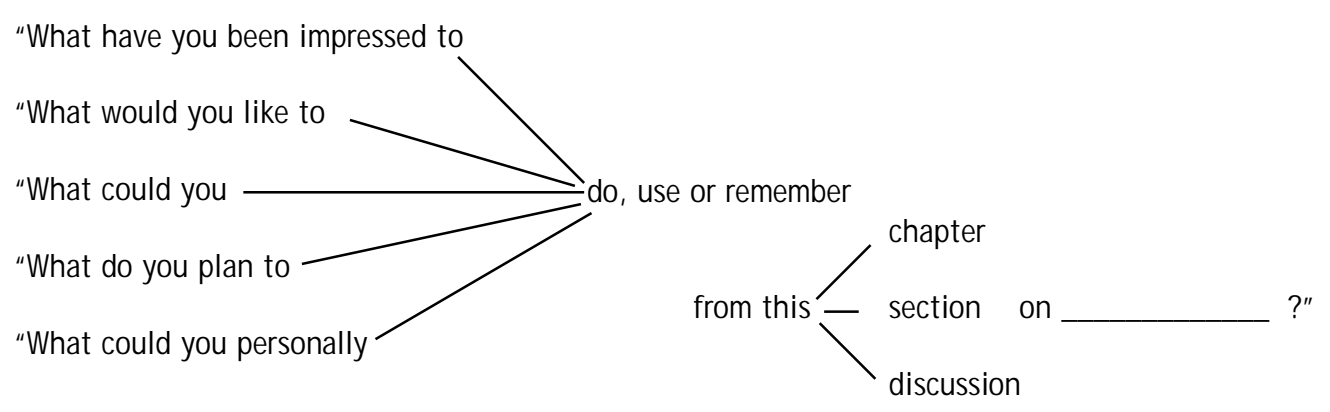
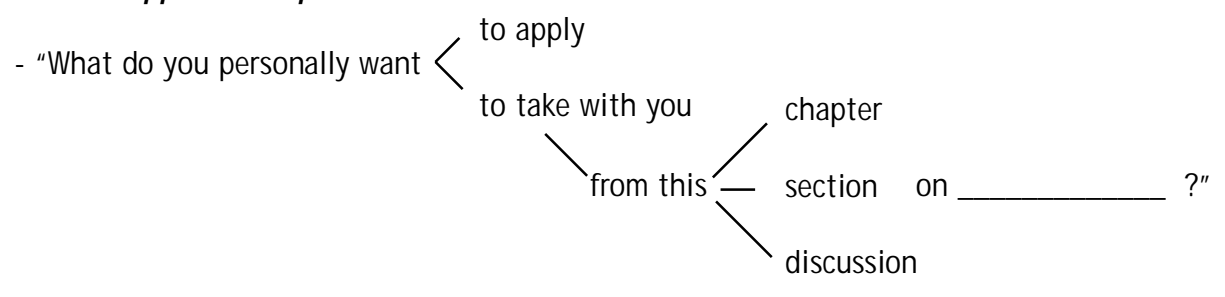
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THREE LINES OF QUESTIONING (continued)

Do they know what difference it makes to them? (Application)

-Application questions are used at the end of a section or the end of a study to bring students to consider the relevance of this passage to their own lives.

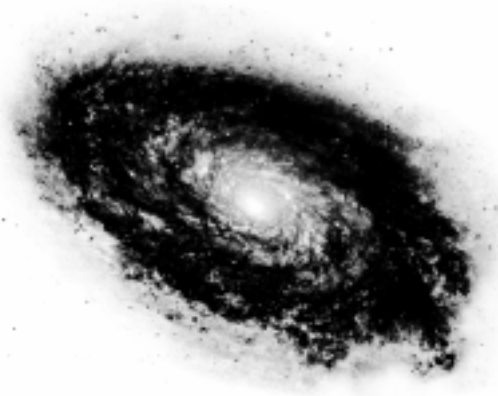
SAMPLE Application questions



(THREE LINES OF QUESTIONING was adapted from *The Navigators 2:7 Series, Course 3, pages 20-21 & Course 5, pages 10-14.*)

AN EXERCISE: Select a passage of Scripture (_____)

Write out Summary of Discovery, Understanding and Application questions that you could use to lead a group of students through the passage. Use the back side of this page to write out a series of questions in the order you would use them. Do this in groups of two to three and share your questions with the larger group.



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Maxim #6 - *"The point is not that I seek to study the Bible, the point is that I seek to have the Bible study me."*

Look at Matthew 7:24-27

From this parable, what is the same about both builders? What is different?

What is the difference between those who just hear the Word and those who hear and practice it?

What is the message for us as Bible students?

Practical Application

Application seeks to answer the question; "What does it mean to me?"

A. Look up the following verses and see if you can discover if they apply directly or indirectly.

Gen 12:1; Deut 27:5,6; Matt 28:19,20; Acts 4:32; I Cor 7:8; I Jn 4:7

B. Five Bible study questions related to application

- Who said it?
- What did they say?
- What did they mean?
- For whom is it intended?
- What response does God desire?

C. Determining the intended audience

- Is the teaching local or universal?
- Is the teaching temporary or timeless?
- In what realm of experience can this be applied?
- In what areas of life should these truths be applied?

D. The Basic Principle

"Every teaching of Scripture is to be received universally, unless the Bible itself limits the audience, either in the context of the passage or other biblical teaching."

E. In relating the Scriptures to life, view the Christian life as:

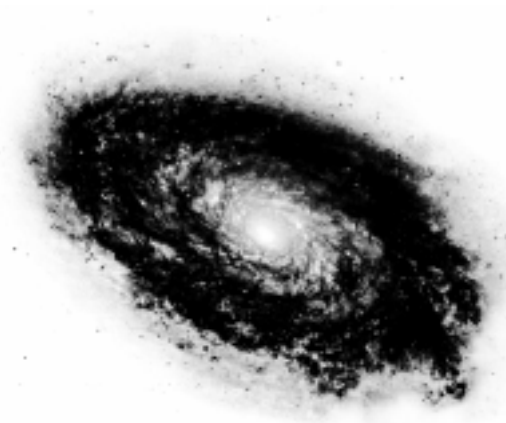
A series of new relationships...

WITH GOD

A truth to rest in, a command to obey, a prayer to express, a challenge to heed,
a promise to claim, a fellowship to enjoy

WITH YOURSELF

A thought or word to examine, an action to take, an example to follow, an error to avoid,
an attitude to change or guard against, a priority to change, a goal to strive for, a personal
value or standard to hold up to, a sin to forsake



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Practical Application (continued)

E. In relating the Scriptures to life, view the Christian life as:

A series of new relationships...

WITH OTHERS (HOME, CHURCH, WORK, SCHOOL, SOCIETY, WORLD)

A witness to share, an encouragement to extend, a service to do, a forgiveness to ask, a fellowship to nurture, an exhortation to give, a burden to bear, a kindness to express, a hospitality to extend, an attitude or change to guard against, a sin to forsake

WITH THE ENEMY

A piece of spiritual armor to wear, a temptation to resist, a device to recognize, a person to resist, a sin to avoid and confess

F. 4 steps in application from Psalm 119

- vs 57-
- vs 58-
- vs 59-
- vs 60-

G. Exercise: Select a passage of Scripture (_____) Write out 10 possible applications from your study of that passage. Pick one and write out a personal application to it.

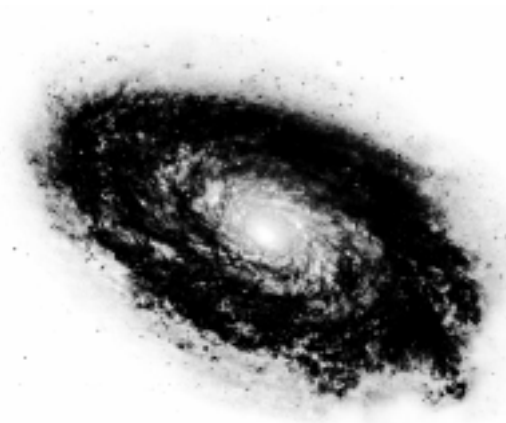
H. How to write out an application: Look at II Timothy 3:16; what 4 things is Scripture useful for? Use these four things to write out an application.

Teaching: What does this passage teach me?

Rebuke: What am I believing or doing that must change?

Correct: What should I believe or do instead?

Training in Righteousness: What specifically will I do to live out the truth of this passage?

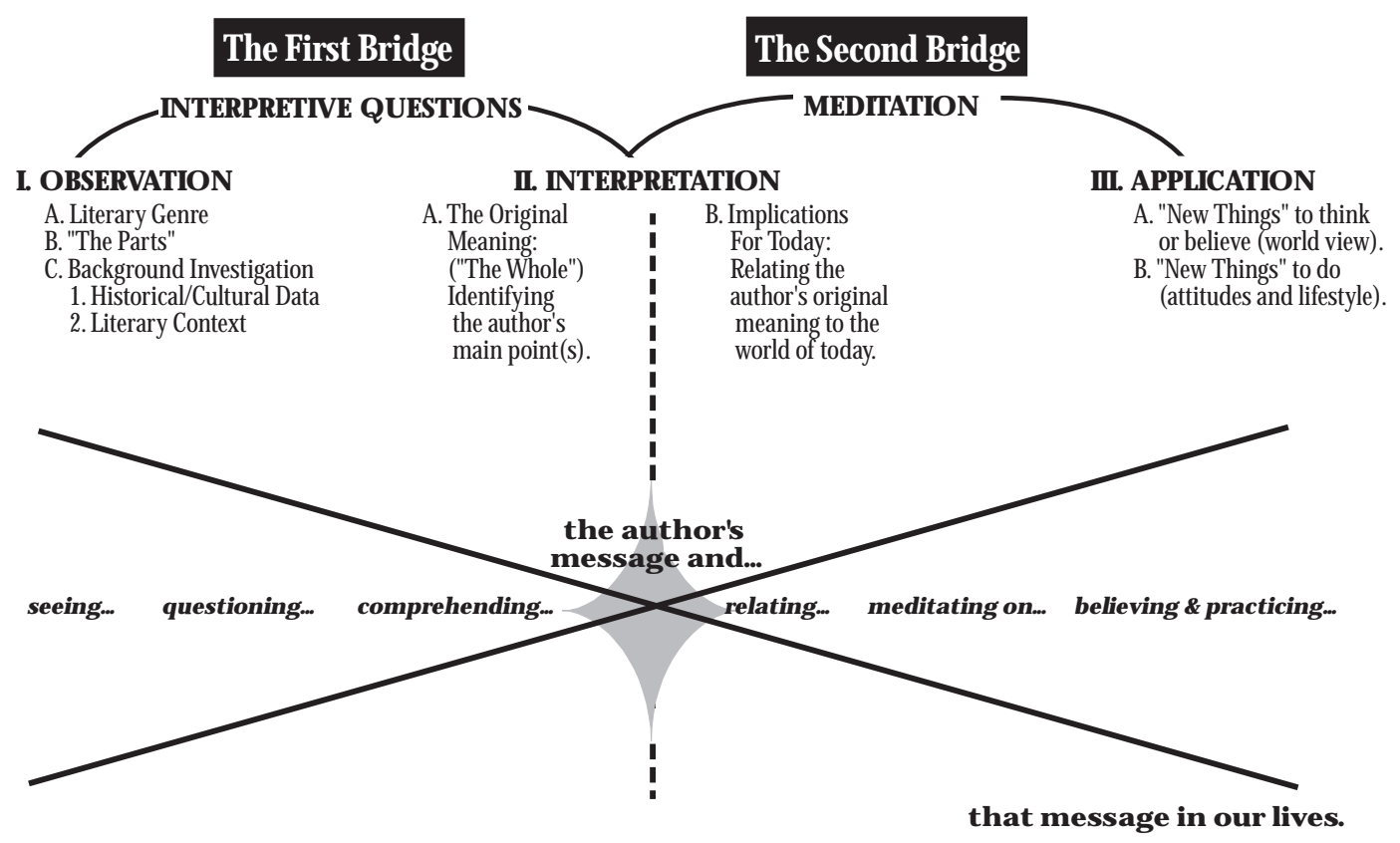


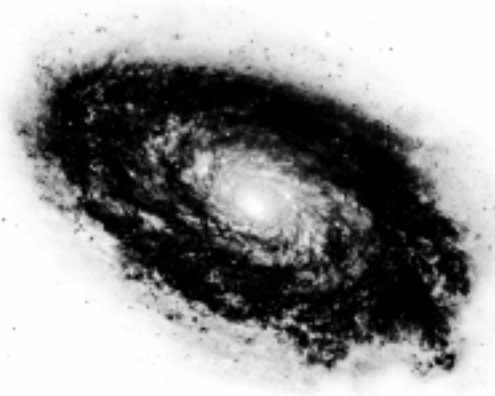
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UNDERSTANDING Application

We all, unless there is confusion or disagreement, should come to essentially the same interpretation of a particular passage. How one person specifically applies that interpretation, however, will undoubtedly be different than how another person applies it. The diagram below visualizes both Part I and Part II of the Bible study process. It begins with a great amount of observation data, comes to a crossroad at interpretation -- "the diamond" -- and finally branches out to the broad range of potential applications. The principle: ONE INTERPRETATION • MANY APPLICATIONS





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UNDERSTANDING Application (continued)

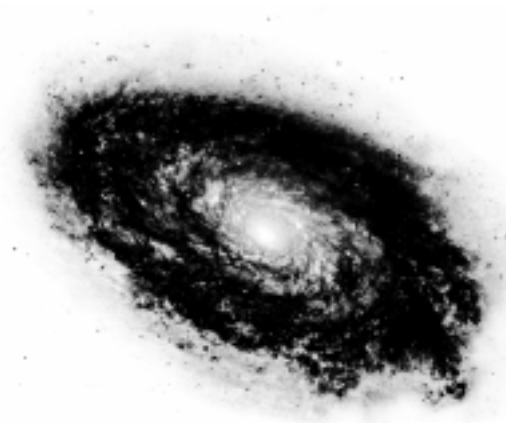
The Second Bridge Step: MEDITATION

A. Reflecting on "new ways" to Think and Believe: What is the main thing the Lord would want me to know from this passage?

1. Is there a new or stimulating thought concerning:
 - a. Theology: The nature of God, man, sin, forgiveness, etc.
 - b. Society: Its assumptions, values, goals, etc.
 - c. The Church: Its nature, call, ethic, mission, etc.
 - d. Practical issues: Principles for living.
2. Is there something that strengthens/redirects a previously held belief?
3. Is there a promise to claim? What conditions am I to fulfill? What will the Lord do?
4. Is there something to thank God for or rejoice in?
5. Is there a new thought about the greatness of God or His ways? What do I appreciate about Him? What can I praise Him for?

B. Reflecting on "new things" to Do: What is the main thing the Lord would have me do as a result of studying this passage?

1. Priorities: What difference does the Lord want to make in the way I use my time, my abilities and my money?
2. Attitudes: What attitudes of mine does the Lord want to change?
3. Lifestyle: In what ways does the Lord want to change my life?
 - a. Is there a command to obey?
 - b. Is there an indirect appeal to heed? (Much of Scripture consists of indirect appeals: (e.g. "Love is patient.")
 - c. Is there a sin to avoid or a warning to take heed of?
 - d. Is there an example of godliness or way of life to emulate?
 - e. Is there new guidance or direction for an area of my life?
4. Relationships: What difference does the Lord want to make in my relationships? (With Himself, other Christians, non-Christians, spouse, family, friends, co-workers, self)
 - a. Is there someone with whom I need to make restitution?
 - b. Is there some way I need to love, encourage, support this person?
 - c. Is there a matter I need to confront or exhort this person about?



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Maxim #7 - "People are motivated to learn by learning."

The Eureka Principle

It was Archimedes, the tradition goes, who was stumped in his search for a method of detecting the amount of alloy in the crown of the king of Syracuse. Having pondered a long time in vain for a solution to his dilemma, he was settling one day into a bath, watching the water level rise as it always did—and then the light came on. "Eureka!" he shouted as he leaped from the bath, running through the streets half dressed and dripping wet (some versions of the story have it) back to his experiments. The rest is history—the principle of specific gravity was discovered. "Eureka!" has persisted in our language to express the joy of sudden discovery.



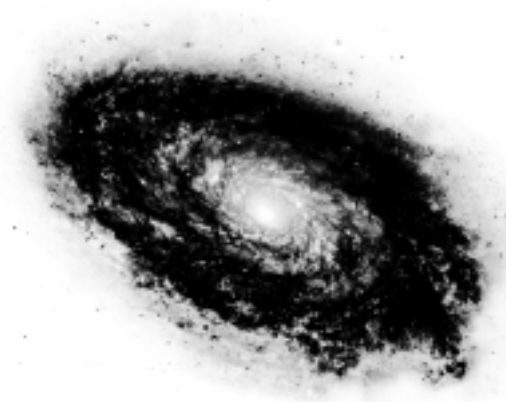
- Visual symbols are a category of teaching activities, which include movies, videos, TV, filmstrips, maps, photos, charts, and virtually any other type of visual presentation. People learn more when what they hear is accompanied with visual stimuli and their learning is greatly increased when they create the visual aids. When visual and verbal symbols are used together, the learning is more effective than when either is used separately.

EXERCISE

Materials: Newsprint (can be obtained from the local newspaper by the roll.)
Colored markers or crayons

The Activity:

Divide into at least 2 small groups (4-6 people if possible) . Using a 3' X 2' sheet of newsprint draw a picture, a diagram, an illustration, create a gameboard, draw a collage of pictures, make grafitti or use one of your own ideas to summarize what you have learned this week in Bible study. Take 10-15 minutes and then present it to the other group(s).



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Maxim #8 - "People learn better when they experience."

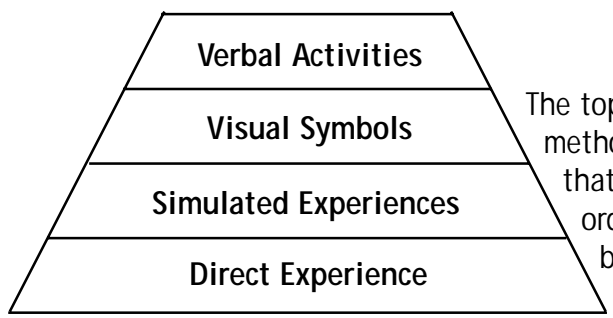
The Conehead Principle

The conehead principle is exemplified in the educational philosophy of John Dewey. Dewey objected to the idea that education was simply the transmission of past knowledge (usually facts and figures) to the present generation. He also objected to how knowledge was usually transmitted (through reading or lectures-methods that didn't strike Dewey as particularly effective.



[This method of teaching was not new of course. Look at how Jesus taught others (Mark 3:14) and the apostle Paul as well (II Timothy 3:10-14).]

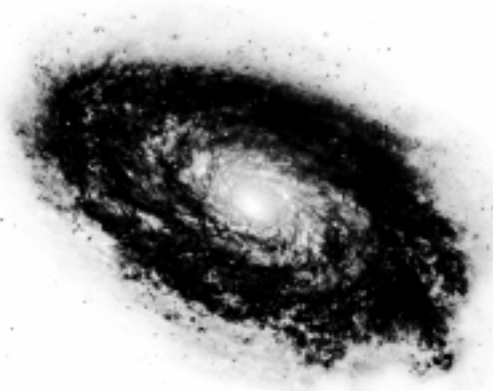
Later Edgar Dale expanded on Dewey's work and did experiments teaching groups of students the same body of knowledge using different teaching methods. He summarized the results of his experiments in an illustration called the cone of learning.



The top of the cone represents the least effective teaching methods; the bottom the most effective. Dale's research showed that most people learn poorly by merely hearing instruction. In order to be effective verbal activities must be accompanied by other types of experiences.

Type of Learning Method
Acquire Information
Thinking critically about information
Clarify and see multiple dimensions
Apply information to student's worlds
Act on information

Type of Teaching Method
Lecture, reading
Writing, case study, contrived incident
Discussion, role play, films, TV
Simulation games, case studies, discussion
Direct experiences (both individual and group)



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The Conehead Principle (cont)

"People learn better when they experience."

Going On-Site

Taking students out for a living object lesson isn't a new idea. Jesus used this technique often as he hiked the rolling hills of Galilee. Even though centuries have passed between those first lessons recorded in the New Testament and the lessons we prepare from week to week, the benefit of going on-site hasn't diminished.

Going on-site provides students with an experience that is three dimensional, living, and far removed from a classroom setting with pencil and paper. Because they get involved in the lesson, students learn better and remember more.

TIPS FOR GOING ON-SITE

1. Check out things in advance.
2. Set up your vehicles in advance.
3. Prepare handouts in advance.
4. Take a small group.
5. On-site courtesy. Say "thanks".
6. Be creative.
7. Take a camera.
8. One concept is best.

ON-SITE EXAMPLES

1. Greenhouse
2. Jail
3. Junkyard/Dump
4. Athletic track/Track practice
5. Rooftop
6. Cemetary

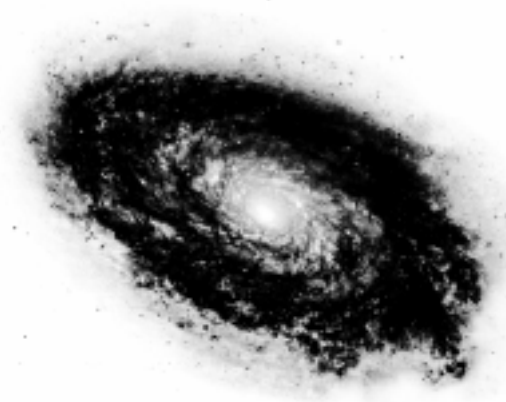
SCRIPTURE

- John 15
Acts 16:16-36
Matthew 6:19-34
Heb 12:1-3/1Cor 9:24-27
Mark 2:1-12
Psalm 23

Exercise:

Look at the passage(s) you will be leading Bible study on soon or in the future. Brainstorm over what part of the lesson you will focus on and where you could go to study it.

"Education, in order to accomplish its ends, both for the learner and society, must be based on experience- the actual life experience of some individual" –John Dewey



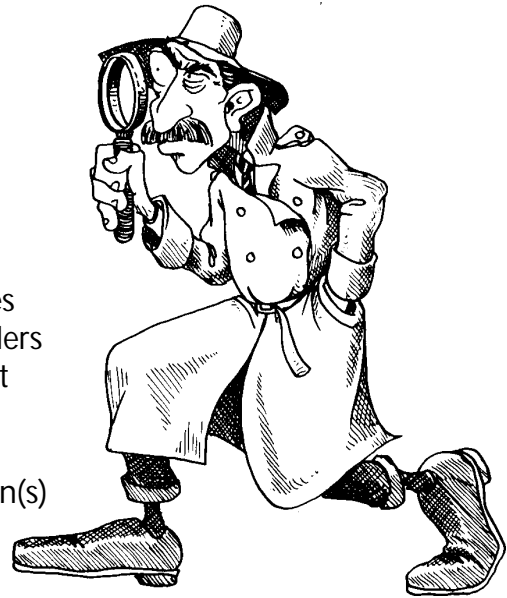
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Maxim #9 - "People learn better when they are challenged to search for an answer they do not possess."

The Watson Principle

Research has consistently shown that learners remember answers to questions that they themselves ask. If this is true, then what we need to do as leaders is get people to ask the appropriate questions. What happens in most situations is that teachers ask the questions, try deperately to pry answers out of the students, and usually end up answering the question(s) themselves. [This is great for the teacher because they learn alot through this process, but the students don't pick up much.]

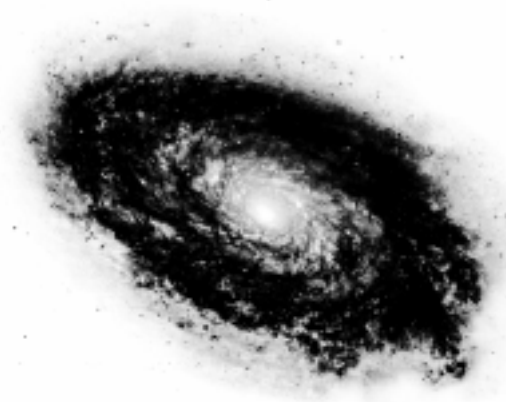


The skill then is to provide an environment that causes students to ask the right questions. Look at John 3 & John 4. How does Jesus cause his students to ask questions?

Exercise:

Look at a passage you will be leading a Bible study over soon. What can you do to create suspense about the upcoming study?

Examples: • For a study on Hosea send out a postcard- "Would God want you to marry a prostitute?" • Give a pop quiz over key concepts in the study right as students arrive • For a study from I Peter on suffering for Christ have everyone meet at a secret location with all the windows blacked out and very low light.



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Maxim #10 - "People learn better when we catch them doing something right."

The Affirmation Principle

The Power of Affirmation

When was the last time you had a compliment or had someone encourage you? In Hebrews 10:24,25 it says "And let us consider how we may spur one another on towards love and good



deeds. Let us not give up meeting together, as some are in the habit of doing, but let us encourage one another--and all the more as you see the Day approaching." NIV According to this verse every day that we get closer to the Day when Christ comes we need encouragement more than the day before.

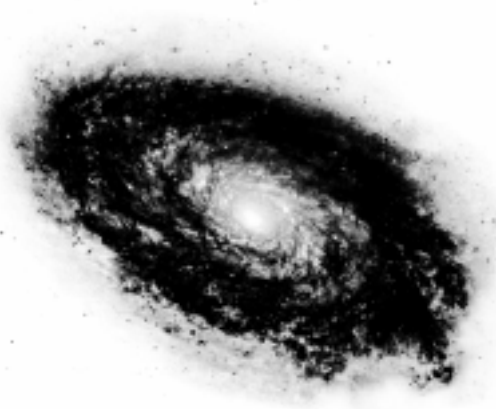
Affirmation is bringing to a person's attention an attribute in them that is praiseworthy. The purpose is to build them up. We need to be careful that we don't use flattery. In flattery I may say the same words but motive is different. The motive of flattery is manipulation for my purposes. The motive of affirmation is encouragement for their benefit and God's purposes.

AFFIRMATION IDEAS

- Have everyone in the study write down the name of everyone else in the study and one thing they appreciate about them. Go around the group one person at a time and have each person look that person in the eye and share what they appreciate about them.
- Or make a sheet for each person in the group with their name at the top, pass the sheets around and have each person write down something they appreciate about the person. Give the sheet to the person to keep.
- Think of a positive attribute in the life of each person in the group and share a verse of Scripture with them that you think their life models. Share what you see, how they live up to the verse you share and what you believe God is causing them to become.

OTHER IDEAS

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Evaluation

What did you learn?

Look back over your notes, what would you say are the top five things you learned in this seminar?

What did you think of studying a book of the Bible in addition to going through the seminar?

What did you think of the amount of time it took to go through the sessions?

What suggestions do you have?

In what ways could this seminar be improved?

Do you have any other comments?