

Breathe

Module: Basic Training

Lesson 3: Bible Study

Objectives:

Students will be able to

- express why the bible has value for training Christians
- be able to identify and use a 4-step method for studying passages of Scripture
- recite a passage of scripture from memory
- formulate a plan to engage in Bible study as a part of their spiritual training

Materials Needed:

- ☐ Plastic spoons (one for each student)
- ☐ Small plates, one for every two students
- ☐ Liquid honey
- ☐ Paper
- ☐ Pens/Pencils of various colours (see preparation)
- ☐ Computer and/or Projector
- ☐ YouTube Videos
 - <http://www.youtube.com/watch?v=Lh3iIUOvLVA&feature=related>
- ☐ Bibles
- ☐ Bible Study Activity (appendix A) (one printout for each student)
- ☐ Bible Study Grouping Cards (appendix B) (one card for each student)
- ☐ Cue Cards (optional)

Pre-lesson Preparation:

- Before the lesson, set out one small plate for every two students. On each plate place two spoons, each with a bit of honey on them.
- Make copies of the Bible Study Activity (appendix A) sheet (one for each student), and place 2 sheets by each plate.
- Place an equal number of different types/colours of writing utensils for students to use when completing the printout, randomly distributed around the honey setup. For example you might use 4 red pens, 4 blue pens, 4 pencils and 4 green markers for your group of 16. (these will be used to form groups for the Breathe Out activity)
- Print and cut apart the Grouping Cards (appendix B), enough for one card for each student, with equal numbers in each group
- Set up computer/projector and make sure that videos are downloaded and working properly. Be sure to preview videos for content!

Minds On (15 minutes):

Observation in Pairs

Tell the students in a moment they will be moving over to where the honey is set up, but to wait for your “Go” signal. Instruct students to examine the spoonfuls of honey and to write down (on the paper provided) as many observations as possible. Divide students into pairs, by passing among them and point to two students and saying “You’re a pair”. Ask if you missed anyone. When all students have been paired, say “Go”.

Prompt:

What does it look like? What does it smell like? What does it feel like? What does it taste like?

Note: Side Coaching

During this lesson, while students are talking, float from group to group. Listen briefly, and if appropriate, add a small bit of information to help clarify an idea, or to focus the conversation. Rather than answering questions directly, try to lead students to answer their own questions, often by asking a simpler or clearer version of their question. Use this time to get a feel for the mood of the group, the degree to which they understand the material and how engaged they are.

Sharing Observations with the Group

Once students have had enough time, invite them to share some of their observations with the larger group. You may want to have a student chart the responses so that everyone can see the list you create. Tell the students to leave their pens where they are, that they will need them later.

Watching and Discussing a Video

Video (2.5 minutes)

<http://www.youtube.com/watch?v=Lh3iIUOvLVA&feature=related>

Inform students that they are going to watch a video about a metal detectorist who makes an amazing discovery. Have students view the video with the focus of identifying what type of reaction the man has upon making his discovery.

Note: Video Length and Content

Only a few minutes of this particular video are pertinent to the lesson. Cue the video to begin at 5:28 and stop the video at 7:55. As a general rule you should always preview video materials for content. This particular video may not be appropriate for all audiences because of some mild language. The video does, however, capture the spontaneous, joyful reaction of the detectorist and is quite effective for the purposes of this lesson.

Prompt:

Why do you think the detectorist was so excited about his discovery? The coin he found on the beach is probably worth somewhere between \$500.00 and \$1500.00 dollars. Why do you think the coin is worth so much? Tell me a few things you know about gold. What do you think that honey and gold have in common?

Once the large group has had a chance to discuss, invite a student to read Psalm 19:9-10 aloud for the group. Then, ask students to discuss the following questions with a person sitting close to them. You may want to display the questions on a screen or chart paper for students to refer to while they discuss.

Prompt:

Why do you think the writer of this Psalm describes God's commands as "more precious than gold" and "sweeter than honey"? What do you think this Psalm says about how we should treat/value the teaching in the Bible?

Sharing with the Group

Once students have had a chance to share with their partners, invite students to share some of the comments they heard from their partners with the larger group.

Action (30-40 minutes):

Invite students to take turns reading the story of Jesus' temptation found in Matthew 4:1-11. Then, ask the following questions:

Prompt:

Can you explain what happened in this story in your own words? What did you notice about the way that Jesus handled the temptations that the devil offered to him? All of Jesus' responses are verses from the book of Deuteronomy. Why do you think Jesus quotes Scripture when he is confronted by the devil in the wilderness? What might you have done if you were in Jesus' place? Based on this story, how do you think Jesus treats/views the Bible?

Prompt:

In a minute, I'm going to ask you to work in groups of 4-5 to create a 30-second commercial. You will have 20 minutes. Remember, commercials are designed to sell a product. The goal of your commercial is to use the things that you've learned so far to "sell" the Bible. Think about why someone might want to buy a Bible. Why would it be important to them? How might it benefit them or improve their life?

In Groups: Bible Commercial

Ask the students to wait for your "go" signal. Divide them into groups of 4-6 by handing out the cards provided. This allows you to choose the groupings if you wish, or to allow the groupings to be random. A good group size is 4-6 students. For a large group, subdivide the "gold", "honey" and "bible" groups into 2 (or more) smaller subgroups, by using 2 different coloured papers, adding the numbers 1 or 2 to each card, or by just dividing each group in half after the students have moved to their work location. Point to a location in the room and tell the "gold" group they will be working there at the signal, and do the same for the other groups. Give the signal to go. As you check in with the groups, you may want to also direct them to 2 Timothy 3:14-16 to focus their efforts.

Once students have had 15 or 20 minutes to prepare, allow them to take turns performing their commercials in front of the larger group.

Consolidate/Debrief (15-30 minutes):

Prompt:

Last week we talked about using prayer as a part of our training to become more and more like Jesus. We said that becoming a great athlete takes hours and hours of training. In a similar way, becoming like Jesus requires training as well. Today, we're focusing on how Bible study can be an important part of your spiritual training program to become more like Jesus. The Bible is an amazing resource that communicates God's feelings towards humankind and his rescue plan to save us from self-destruction. The teaching in the Bible is a gift from God to help us form a healthy relationship with him and with each other. These benefits, though, will never be realized if our Bibles just sit on a shelf somewhere without being opened, read, and enjoyed. Even if the idea of Bible study is relatively new to you, you can try using these four steps: 1. Read; 2. Think; 3. Pray; 4. Live.

Breathe In

Invite students to work through the printout provided in order to practice using these four steps for Bible Study. Have the student get the pen or pencil they used for the honey activity in order to complete the printout. Once students have been given about 15 minutes to complete the printout (students who aren't done can finish at home), encourage students to think about at least one specific time in the coming week when they can use these four steps to reflect on another passage from the Bible. Some excellent choices: Genesis 1:1-5; Joshua 1:8; Psalm 55:22; Proverbs 3:5; Matthew 22:34-39; Matthew 28:19-20; James 1:22-24; 1 John 1:9, or there might be a passage your church is focusing on.

Breathe Out

A really effective component of Bible Study is memorizing passages of Scripture. Divide students into groups based on the colour/type of writing utensil they used to complete their printout (blue pen, black pen, green pen, pencil, crayon, coloured pencil, etc.). Tell groups to pretend that they are teaching a class of 5 & 6 year olds to memorize 2 Timothy 3:16a. Invite them to create clear, easily performed actions that will help the children to memorize the verse. If there is time, invite the groups to teach their actions to the larger group. Remind students that memorizing Scripture (with or without actions) can be a really effective part of their spiritual training and it's not as hard as they think! You may want to instruct students to use a translation that would be easier for young children to understand (NLT, NCV, etc.).

Close in Prayer

Close in a prayer that offers gratitude to God for giving us the Bible so that we could understand him and his plan for the world. Pray for students that the Holy Spirit will guide them as they attempt to implement a spiritual training program that will help them to become more like Jesus.

Appendix A

4 Steps for Studying the Bible

Take a few minutes to practice studying these verses from the Bible. Don't worry if this is completely new to you because you're not the only one!

1. READ

- Slowly and carefully read the following three verses...

6 When we were utterly helpless, Christ came at just the right time and died for us sinners. 7 Now, most people would not be willing to die for an upright person, though someone might perhaps be willing to die for a person who is especially good. 8 But God showed his great love for us by sending Christ to die for us while we were still sinners.
Romans 8:6-8 (NLT)

2. THINK –

- put aside all distractions
- re-read the Bible passage
- pick out a few key words that seem to be standing out to you
- write them in the space below
- feel free to include thoughts or pictures that come to mind as you think about these words

3. PRAY

- talk to God about what you've read by praying
- ask him questions about the things in the passage that you don't understand
- tell him some of your thoughts/reactions about the passage
- sing a song or write a poem or draw a picture that expresses some of your feelings about God based on what you've read

4. LIVE

- Ask yourself how your day might look different if you took these verses more seriously, starting tomorrow
- What would you say/not say?
- What would you do/not do?
- How would you spend your time?
- Follow through by doing (or *not* doing!) one of these things tomorrow!





