

▲ Bible Study Prep, Part 2 ▲

Putting it all together

Objectives: LEAD participants will be able to take their preparation materials from Part 1 and flesh them out into a Bible Study Lesson Plan including a Hook, Book/Look and Took with effective Learning Tasks built into it.

Plan ahead:

- Time required: 50 min
- Review some of the Hooks and Learning Tasks used so far in the LEAD syllabus
- Review the Handout yourself and be ready with ideas for how to teach about David and Goliath

Before this lesson, LEADs must:

- Read Page 2-3 of the Bible Study Prep Handout

Supplies:

- White board or newsprint and pens
- Blank paper & pen or pencil (1 per LEAD)

Accompanying documents:

- Bible Study Prep Handout
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❖ **Get Started (hook, 2 min)**

(Read this part to the group) We're going to start this class on Bible studies like many of your classes and studies start today.

Today we'll be talking about Planning Bible studies. Bible studies have four main parts. They are the Hook, the Book, the Look and the Took. Often the Book and the Look are combined into the Book/Look. Start with the Hook. You teach the main lesson in the Book/Look. End with the Took, which is the application. Questions?

Are you ready to go plan you Bible study? No? Okay! Let's start over!

We've had a lot of classes and Bible studies this week! In those classes, you've done some exercises. You've done skits, games and small group discussions to name a few. What exercises do you remember? (Create a list on the board.)

❖ **Learn / observe (book / look, 45 min)**

Now let's take a look at the role these exercises played in the classes and Bible studies.

(Hook)

- **Which of these exercises was right at the beginning of the class or study?** (Get some of their answers and be ready with your own if they can't remember.) Why do you think the instructor used that exercise? What was its effect? (To get everyone's attention and to use as a reference during the class.)

- **What do we call the exercise at the beginning? Why?** (The Hook - it hooks the group and gets them involved and curious.) So the Hook is where we start. We get people's attention and create an experience we can refer back to throughout the lesson. What is next?

(Book/Look)

But these classes have the goal of teaching you all something, right? Especially the Bible Ex's!

- **What are some other exercises you have done in classes?** (Get some of their answers and be ready with your own if they can't remember.)

- **What was the purpose of these exercises?** (They may or may not be able to guess. The purpose is to get them to interact with the material and process it themselves. It is to get *them* to come up with the answers, rather than just *telling* them.)

- **Which is more effective at helping people learn: telling them, or getting them to process information and do something with it? Why?** (Obviously, getting people to process. Why? Because they have "discovered" the answers for themselves, rather than just listening. They have some pride in discovery and in ownership.) It is said that people remember:

- 10 percent of what they READ
- 20 percent of what they HEAR
- 30 percent of what they SEE
- 90 percent of what they DO
- (and 99% of what they TEACH!!)

This may not be completely accurate, but it's not far off either. **So if we want people to remember, what should we do?** (Get them involved and *doing*.)

Let's brainstorm a little. Let's say you are teaching a lesson here at camp on fishing. How might you teach this lesson?

- Would you lecture inside a building? (NO!)
- Would you give a slide show? (No!)
- Would you take the girls to the Nature Nest to learn about fish? (Maybe to start...)
- What would you do? (Go fishing!! - DO what you are teaching!)
- Why? (because that's the best way to learn.)

LEARNING TASK (10 min): Let's say you are teaching a lesson on David and Goliath. Everyone look up 1 Samuel 17:45-51. (Have 1 person read it aloud.) Break into pairs and come up with as many ways as possible about how you might present this story in a Bible study. You have 3 minutes to brainstorm, then each pair will share their top 2 ideas. (Write their ideas on the board. See Bible Study Prep Handout for more ideas.)

Great. You all have come up with some great creative ways to catch attention in the Hook at the beginning, or how you might get people "actively involved" instead of just reading the story in the Bible. (Show them the section called "Active involvement" in the Bible study. Discuss ways of active involvement and affirm them for ways they came up with on their own.)

Summary: So we want to maximize people being actively involved in the study. Excellent. But there is more we can do to get them interacting in the study. There are ways to get them to "do" what you are trying to teach.

LEARNING TASK (10 min): Pretend you were there visiting your older brother, like David was visiting his. Pretend you watched David kill Goliath. On this blank paper write a letter to your best friend about what you learned about God that day. You have 5 minutes.

When you are done writing, pair up with the same person as earlier, and read your letter aloud to them. (Tell them when they have 1 min left, then when 5 min is up and they need to start sharing.)

(Bring the group together.) Let's share some of the things we learned about God. (Write them on the board. Come up with a most common one, or a combination one, or similar. Do a guided brainstorm session with the LEADs to capture it in one sentence. This is the Main Point - the main thing we learn from the passage.

So what have we done? I (the teacher) got you all to come up with the Main Point. By crafting my Learning Tasks well and guiding the Discussion well, it is nearly the same Main Point I came up with in my own personal study. I haven't lectured. But you have learned. That is the benefit of Active Involvement.

When we start out with an exercise like this, we call it a "Hook." When it is in the middle and the goal is getting the group to learn something specific, we call it a "Learning Task." (Direct them to the Learning Task section on their Handout and talk thru the guidelines and suggestions for Learning Tasks. Specifically, go over the guidelines:

1. Simple is best.
2. Have a clear goal and communicate it.
3. Give clear and complete directions with a time limit if there is one.
4. Leave extra time. Most Learning Tasks take longer than you think.
5. Ask if anyone has questions before releasing the group to do its Task.
6. Give them a 1 or 2 minute warning before the end of it.)

Summary / review: So we start the lesson with what? (Hook)

The next section is called what? (Book / Look)

What happens in this section? (the teaching)

There is one section of a lesson that we haven't talked about. Can anyone guess? (Took)

(Took)

What is the goal of Bible study? (This is a review question from Part 1 and the answer is in the Handout's opening thoughts. Life change is the goal. So we must lead people to a practical application from the facts they have learned.)

The practical application is the most important part of the study. That is what will lead people toward life change.

LEARNING TASK (10 min): Take out your letters to your best friend that you just wrote about David and Goliath. Flip the paper over. Write down a situation in your life that has been on your mind, even here at camp. Look at the board, at the things we learned about God from this story. Below your situation, write how the situation might change, or how you might handle it differently, if these things really were true about God.

Now write down one thing you can do to influence the situation toward how it would be if these things are true about God. It might be something you can do or say, or it might be a way of thinking or acting. It might be talking to a specific person. It might be changing a habit of yours.

For example, I learned that the battle is God's. I just need to trust that He will come through when I stand up for Him and choose to do what is right. So when my friends want to gossip about someone, I'll calmly, gently say, "I really don't think that's very nice to talk about her that way. Would you please stop?" If I can't do that, I'll at least walk away instead of taking part in the conversation.

Now, it's your turn. Write what you learned about God and how it influences a situation in your life. You have 5 minutes. What questions do you have?

(Bring the group together.) Now, depending on how close your group is, you might have the group share with each other what they just wrote. For us, though, let's answer this question. What did you think of that Learning Task? This was a two-part Learning Task, both writing the letter then applying the lesson about God to a situation in your life. Was it helpful in getting *you* to interact and process?

How would it have been less effective for me to just tell you what I thought? (Get some of their ideas. For one, I don't know "your" situation as well as you do.)

Summary: Let's review one more time. Let's assume we did all our background study and we have our Main Point. Now we are building the lesson itself.

- What do we start the lesson with? (Hook)
- What happens in the Hook? (Get attention.)

- What is the next section called? (Book / Look)
- What happens in the Book/Look? (The teaching.)
- What is the last and more important section? (Took)
- Why is it the most important part of the study? (Because this is what opens the door to life change, and life change is the goal of the study)

You are about to go do this in preparation for leading a Bible Ex next week with your group from yesterday. What questions do you have before you start your planning?

❖ **Get Practical (took) / Homework (follow up assignment)**

Now it's your turn. Work with your Bible Ex group for next week to put together a Bible Study (Bible Ex). What questions do you have? (Use whatever time you have left, if any, to start planning.)