HOW TO LEAD A BIBLE STUDY
AGENDA *

- Why should you do this ??
- Understanding some things, 1st
  - You
  - Them
- Picking Content
- Preparing the Study
- Planning the Study
- Leading the Study
- Conclusion

*We’ll break somewhere convenient at about one hour*
WHY Should You Study the Bible?

# 1 - It is the path to salvation

1 Tim 4.16

“Pay close attention to yourself and to your teaching; persevere in these things, for as you do this you will ensure salvation both for yourself and for those who hear you.”
Why Should You Study the Bible? (cont’d)

# 2 – It provides everything we need to live the believer’s life

Ps 19.7-11

7 "The law of the LORD is perfect, restoring the soul; The testimony of the LORD is sure, making wise the simple.

8 The precepts of the LORD are right, rejoicing the heart; The commandment of the LORD is pure, enlightening the eyes.

9 The fear of the LORD is clean, enduring forever; The judgments of the LORD are true; they are righteous altogether.

10 They are more desirable than gold, yes, than much fine gold; Sweeter also than honey and the drippings of the honeycomb.

11 Moreover, by them Your servant is warned; In keeping them there is great reward.”
Why Should You Study the Bible? (cont’d)

# 3 - It specifically provides skills to develop character, which has value in both the secular and spiritual worlds

2 Tim 3.16
"All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness"
So why LEAD a Bible Study?

- To open students to salvation through Jesus Christ
- To encourage students to grow in Christian character
- To equip students with the ability to live effectively in today’s world

Attitude of “coach” vs. “lead”
Understanding 1st Things - YOU

- Leading – Coaching – Teaching
  - YOUR Goal
    >> Lead/coach to discovery of the truth
    - CAUTION!
      Jam 3:1
      “Let not many of you become teachers, my brethren, knowing that as such we will incur a stricter judgment.”
  - Let the Holy Spirit TEACH through the students’ reading, meditating, praying, discussion
    - People learn best by self discovery
    - Let God draw to deeper understanding (including YOU)
Understanding 1st Things - YOU

Leading – Coaching – Teaching (cont’d)

○ Positive things to do
  • Start every session with prayer
  • Set out to stir excitement in studying God’s Word!

○ Negative things to avoid
  • Avoid personal agendas, selfish reasons to lead
  • Don’t let anyone’s pride drive the study
    • Interrupts digging deep for God’s truth
    • Interrupts hearing the truth
    • Draws attention away from God
  • Avoid leading but not learning
    Rom 2.21
    "...you, therefore, who teach another, do you not teach yourself? " 
Understanding 1st Things - THEM

3 Tips for Getting Young Adults Engaged in Bible Study
Understanding 1st Things – THEM (cont’d)

- Note a study on Millennials conducted by the Barna Group, partnering with the American Bible Study and Intervarsity
- Key findings impacting Bible study approaches ….
PRACTICING CHRISTIAN MILLENNIALS MAINTAIN A HIGH VIEW OF SCRIPTURE

IT IS THEIR TOP SOURCE FOR MORAL TRUTH

- Bible: 39%
- Church: 16%
- Parents: 14%

THEY ARE MORE LIKELY TO BELIEVE IT IS THE WORD OF GOD

- Christians: 96%
- Non-Christians: 27%

BELIEVE THE BIBLE CONTAINS EVERYTHING A PERSON NEEDS TO KNOW TO LIVE A MEANINGFUL LIFE

- 96%
Understanding 1st Things – THEM (cont’d)

<table>
<thead>
<tr>
<th>NON-CHRISTIAN MILLENNIALS HOLD AMBIVALENT AND SOMETIMES NEGATIVE VIEWS TOWARD THE BIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 6 IN 10</td>
</tr>
<tr>
<td>THE PROPORTION OF NON-CHRISTIAN MILLENNIALS WHO HAVE NEVER READ THE BIBLE (62%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHEN THEY SEE SOMEONE READING THE BIBLE IN PUBLIC, NON-CHRISTIAN MILLENNIALS ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% STORY</td>
</tr>
<tr>
<td>38% MYTHOLOGY</td>
</tr>
<tr>
<td>36% SYMBOLIC</td>
</tr>
<tr>
<td>30% FAIRY TALE</td>
</tr>
<tr>
<td>30% HISTORICAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRACTICAL / DANGEROUS / IRRELEVANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% THE BIBLE IS A USEFUL BOOK OF MORAL TEACHINGS</td>
</tr>
<tr>
<td>27% THE BIBLE IS A DANGEROUS BOOK OF RELIGIOUS DOGMA USED FOR CENTURIES TO OPPRESS PEOPLE</td>
</tr>
<tr>
<td>19% THE BIBLE IS AN OUTDATED BOOK WITH NO RELEVANCE FOR TODAY</td>
</tr>
</tbody>
</table>

1/31/2015  Lead a Bible Study - Bob Kostrubanic
Understanding 1st Things – THEM (cont’d)

While millennials prefer to read the Bible in print, they are willing to engage Scripture on the screen.

Millennials most often read the Bible...

- 81% in print
- 78% aloud in church
- 66% on the internet

The percent of practicing Christian millennials who have seen at least one Bible-based movie or TV show released in the past year:

- 86%

The percent of practicing Christian millennials who have posted Scripture on social media at least once in the past year:

- 81%

Sources: Barna Group, Intervarsity, American Bible Society, barna.org
Understanding 1st Things – THEM (cont’d)

- Barna Study conclusions …
  - Millenial Christians are holding true to valuing the Bible, much against stereotypes of them
  - But looking at non-Christian Millenials …
    "Non-Christians tend to be more skeptical of biblical films and often feel turned off or alienated by seeing Scripture shared via social media. On the other hand, in the rare cases when non-Christians have increased their Bible reading in the past year, they often did so as a result of seeing how Scripture changed someone they knew. Such responses emphasize the importance of meaningful relationships and evidence of life transformation."

"Finally, for non-Christian Millennials, the ‘brand’ of the Bible is a negative one…. The depth and range of these perceptions signal difficult challenges for younger adults who still believe in the Bible. As Bible skepticism increases in their generation, Christian Millennials will have to face those criticisms head on and wrestle with the implications for their own beliefs. Yet when it comes to the Bible—more than many other areas of their faith—Millennial Christians are starting off on comparatively solid ground."
Understanding 1st Things – THEM (cont’d)

• Implications for Leading Bible Studies …
  ◦ Practicing Millenial Christians are eager to participate
  ◦ Getting non-believing Millenials to participate is tough ... but they can be reached by believing Millenials who demonstrate the life-changing worth of Bible study
    • By the grace of God, believers are changed and can then influence unbelievers by showing the source of that change
Picking **CONTENT**

1st, Decide the Type of Study
- A Bible book or passage?
- A Bible-themed book
- A topic or theme from the Bible

**A PARABLES SERIES**

<table>
<thead>
<tr>
<th>Parable</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treasure in the field</td>
<td>Mt 13:44</td>
</tr>
<tr>
<td>Pearl of great price</td>
<td>Mt 13:45-46</td>
</tr>
<tr>
<td>House on the rock</td>
<td>Mt 7:24-27</td>
</tr>
<tr>
<td>Great banquet</td>
<td>Lk 15:1-7</td>
</tr>
<tr>
<td>Samaritan</td>
<td>Lk 10:25-37</td>
</tr>
<tr>
<td>Lost coin, lost sheep</td>
<td>Lk 15:1-10</td>
</tr>
<tr>
<td>Lost sons (usually 2 studies)</td>
<td>Lk 15:11-32</td>
</tr>
<tr>
<td>Pharisee and publican</td>
<td>Lk 18:9-14</td>
</tr>
<tr>
<td>Laborers in the vineyard</td>
<td>Mt 20:1-16</td>
</tr>
<tr>
<td>Unforgiving servant</td>
<td>Mt 18:23-35</td>
</tr>
<tr>
<td>Wheat and tares</td>
<td>Mt 13:24-30</td>
</tr>
<tr>
<td>Shrewd manager</td>
<td>Lk 16:1-13</td>
</tr>
<tr>
<td>Rich man and Lazarus</td>
<td>Lk 16:19-31</td>
</tr>
<tr>
<td>Rich fool</td>
<td>Lk 12:13-21</td>
</tr>
<tr>
<td>Ten virgins</td>
<td>Mt 25:1-13</td>
</tr>
<tr>
<td>Talents</td>
<td>Mt 25:14-30</td>
</tr>
</tbody>
</table>
Picking Content (cont’d)

• 2nd, Decide resources you will use
  ◦ A#1 >> The Bible!
Paul wrote about the Jews in Berea in Acts 17.11 ....

“Now these were more noble-minded than those in Thessalonica, for they received the word with great eagerness, examining the Scriptures daily to see whether these things were so...”
A caution about *The Message*!

- There are some passages that are really “watered down” in impact
- E.g. note these translations of Lk 12.46
  - NASB –”.. the master of that slave will come on a day when he does not expect him and at an hour he does not know, and will cut him in pieces, and assign him a place with the unbelievers…”
  - NIV - ..”the master of that servant will come on a day when he does not expect him and at an hour he is not aware of. He will cut him to pieces and assign him a place with the unbelievers…”
  - The Message - “…the master will walk in when he least expects it, give him the thrashing of his life, and put him back in the kitchen peeling potatoes…”
Picking Content

2nd, Decide resources you will use (cont’d)

- **Bible Commentaries**
  - *The Bible Knowledge Commentary*, Walford & Zuck, Dallas Theological Seminary
  - Warren Wierbe's "Be..." series, e.g. *Be Available, Be Comforted*
  - *The Bible Reader's Companion*, Lawrence O. Richards
  - *The Eerdmans Companion to the Bible*, Fee, Hubbard, & Tappy
  - *The Expositor's Bible* (five volumes), Nicoll & Joseph
  - *Holman Concise Bible Commentary*, Dockery

- **Bible Dictionary / Encyclopedia**
  - *Baker Encyclopedia of the Bible*, Elwell
  - *Easton's Bible Dictionary*, Easton
  - *Holman Illustrated Bible Dictionary*, Brand, Draper, England, Bond, Clendenen, Butler, Latta
Picking Content

2\textsuperscript{nd}, Decide resources you will use (cont’d)

\begin{itemize}
  \item **Bible Concordance**
    \begin{itemize}
      \item *Collins Thesaurus of the Bible*, Day
      \item *Dictionary of Bible Themes*, Manser
      \item *New Nave's Topical Bible*, Swanson, Nave
      \item *Enhanced Strong's Lexicon*, Strong
    \end{itemize}
  \item **Bible Cross-reference**
    \begin{itemize}
      \item *Treasury of Scripture Knowledge*, Canne, Browne, Blayney, Scott, Torrey
    \end{itemize}
  \item **Other supporting resources**
    \begin{itemize}
      \item Bible lands culture
      \item Bible archaeology
      \item Topical Bible
    \end{itemize}
\end{itemize}
Picking Content (cont’d)

- 3rd, Pick the study focus/subject/theme
  - Do you feel led to one in particular?
  - Is there a consensus among your study group about a theme, a book, a passage?
  - Is your group working on a broader theme?
PREPARING the Study

- YOUR study technique sets the group’s tone
  - Pray regularly for Holy Spirit guidance
  - Establish a format – lecture or discussion
    • Remember what we learned about how Millennials want to study the Bible > Discussion, not lecture!
Preparing the Study (cont’d)

- Two methods of study
  - **1. Deductive**
    - Moves from general to specific
    - Assume a hypothesis about a passage & then decide if the passage supports it
      - “Jesus is compassionate” > Does the passage prove this?
        - Take the “woman at the well” as example > John 4.7-26
      - Difficult to see if the passage supports it or not
      - Questionable if this approach leads to in-depth learning
Preparing the Study

Two methods of study (cont’d)

2. Inductive

- “Exegesis” > finding the key ideas, facts, principles contained in a passage
- Moves from the specific to the general
- Assembles the specifics to a conclusion about the passage
- Much easier to work with
- Forces student to look deeper, allows the Holy Spirit to bring up more
- Helps students to learn to study the Bible on their own
Preparing the Study (cont’d)

- **Using the Inductive Method**
  - Martin Luther described this method …

  "I study my Bible as I gather apples. First, I shake the whole tree that the ripest might fall. Then I shake each limb, and when I have shaken each limb, I shake each branch and every twig. Then I look under every leaf. I shake the Bible as a whole, like shaking the whole tree (~Context). Then I shake every limb—study book after book (~Overview of Book). Then I shake every branch, giving attention to the chapters when they do not break the sense (~Observation of Chapters). Then I shake every twig, or a careful study of the paragraphs and sentences and words and their meanings (~Greek/Hebrew Word Studies)."

(Commentator’s notes in blue)
Preparing the Study: Inductive Method (cont’d)

- Step # 1: Observation
  - Don’t fall into trap of immediately jumping into interpretation
  - Gather the facts ... Who, What, Where, When, Why, How (5W’s & H)
    - Who is involved in the passage?
    - Where does the story take place?
    - To whom was this piece written?
    - What are the circumstances?
    - What was said?
    - How did certain persons behave?
Holmes: “You see, but you do not observe. The distinction is clear. For example, you have frequently seen the steps which lead up from the hall to this room.”

Watson: “Frequently.”

Holmes: “How often?”

Watson: “Well, some hundreds of times.”

Holmes: “Then how many are there?”

Watson: “How many? I don’t know.”

Holmes: “Quite so! You have not observed. And yet you have seen. That is just my point. Now, I know that there are seventeen steps, because I have both seen and observed”
PRACTICE INTERROGATING GOD’S WORD with 5W/H QUESTIONS

- John 7:1 “After these things Jesus was walking in Galilee, for He was unwilling to walk in Judea because the Jews were seeking to kill Him”
- **Who?** Jesus  
  Focus On The Obvious: FOTO=people, places, events
- **When?** After these things  
  - Time Phrase  
  Ask: *What time is it?*
- **What?** What are “these things”?  
  - Check Context
- **Where?** Walking in Galilee (not Judea)  
  - Check a Map
- **Why?** Unwilling to walk in Judea  
  - *For* explains purpose
- **Why not Judea?** Jews seeking to kill Him
Preparing the Study: Inductive Method

- **Step # 1: Observation (cont’d)**
  - **Student exercise on “Observation”**
    - Read 2 Timothy. 1-9
      - List all of the things you observe within each verse
      - List questions and facts according to the 5W’s & H
### Some 2 Tim 1.1-9 Observations just about “God” by verse ....

<table>
<thead>
<tr>
<th>Observation</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Made Paul an apostle by His will</td>
<td>2Ti 1:1</td>
</tr>
<tr>
<td>2) Gives grace, mercy and peace</td>
<td>2Ti 1:2</td>
</tr>
<tr>
<td>3) Is the Father</td>
<td>2Ti 1:2</td>
</tr>
<tr>
<td>4) Is thanked</td>
<td>2Ti 1:3</td>
</tr>
<tr>
<td>5) Is served with a clear conscience</td>
<td>2Ti 1:3</td>
</tr>
<tr>
<td>7) Gave a gift (gives gifts)</td>
<td>2Ti 1:6</td>
</tr>
<tr>
<td>8) Does not give us a spirit of timidity</td>
<td>2Ti 1:7</td>
</tr>
<tr>
<td>9) Gives a spirit of power and love and discipline</td>
<td>2Ti 1:7</td>
</tr>
<tr>
<td>10) Gives us His power which enables us to suffer for the gospel</td>
<td>2Ti 1:8</td>
</tr>
<tr>
<td>11) Saved us</td>
<td>2Ti 1:9</td>
</tr>
<tr>
<td>12) Called us with a holy calling</td>
<td>2Ti 1:9</td>
</tr>
<tr>
<td>13) Calls us not according to works</td>
<td>2Ti 1:9</td>
</tr>
<tr>
<td>14) Calls according to His own purpose and grace</td>
<td>2Ti 1:9</td>
</tr>
<tr>
<td>15) Called us in Christ Jesus from all eternity (before time began)</td>
<td>2Ti 1:9</td>
</tr>
</tbody>
</table>
Preparing the Study: Inductive Method

Some 2 Tim 1.1-9 Observations generating 5W & H questions....

WHAT have you learned about God from this exercise? (Always try to ask this question - What does this text teach about God the Father, Jesus and/or the Spirit?)

WHAT do you see repeated about God?

WHO is God to us in terms of our relationship with Him?

WHAT does this teach us about God’s character?

WHY did Paul become an apostle?

HOW did Paul serve God? HOW should we serve God?

WHAT have you learned about your salvation?

WHAT has God given us that should embolden our walk with Him and for Him?

WHAT and Who are we to count on when we suffer for the gospel?

HOW is our calling described?

WHY were any called? (see 2Ti 1:9)

WHEN did God call those He would save?

HOW do we (or should we) respond?

Into the Word Ministries
Preparing the Study: Inductive Method (cont’d)

- Step # 2: Interpretation
  - Drawing meaning & significance from the observations
  - Focus more on answering the How & Why
    - Look for relationships among the observations
    - What significance do the relationships show?
    - Ask “What does this mean?”
    - Draw out the main theme of the passage
Preparing the Study: Inductive Method

**Step # 2: Interpretation (cont’d)**

- *Principles of Bible Interpretation Per Bob Smith*
  - Attitude: Desire to be taught by God
  - Discover the writer's intent
  - Interpret literally
  - Observe the context
  - Relate to historical/cultural setting
  - Consider the literary mold
  - Observe the author's scope and plan
  - Compare Scripture with Scripture
  - Study word meanings and grammar
  - God speaks in human terms
  - Use the original languages to resolve difficulties

- **CAUTION:** Keep Observation and Interpretation within the passage context
Preparing the Study: Inductive Method (cont’d)

- **Step # 3: Application**
  - Gets into the “So What ?” & “What Now ?”
  - What does the passage mean to the student? How has the student been affected?
  - What is the action that should be taken by the student?
SUMMARY: HOW TO STUDY YOUR BIBLE

As we all “grow in the grace and knowledge of our Lord and Savior Jesus Christ. To Him be the glory, both now and to the day of eternity. Amen.” (2Peter 3:18)
Preparing the Study: Inductive Method (cont’d)

- **Step # 4: Add from other resources**
  - What’s the cultural background?
    - Gideon: Israelite’s state at the beginning
      - Israelites agriculture-based > Bible dictionary
      - Harvest in Jezreel Valley > Maps
      - Midianites rob harvest coming up Jordan Valley > Both
  - Can Bible archaeology shed any light?
    - Outside evidence for Jesus’ existence

*Did Jesus Exist? Searching for Evidence Beyond the Bible*  
*Lawrence Mykytiuk*

Did Jesus of Nazareth, “the man Christ Jesus” (1 Timothy 2:5), really exist? What’s the evidence outside of the Bible? Classical and Jewish writings from the first several centuries C.E. give us a glimpse of the person who would become the central figure in Christianity mere decades after his crucifixion. Read more...

*Biblical Archaeology Review, Jan-Feb 2015*
Preparing the Study: Inductive Method

- Step # 4: Add from other resources (cont’d)

50 People in the Bible Confirmed Archaeologically

Posted By Biblical Archaeology Society Staff On March 3, 2014 @ 9:21 am In People in the Bible | 119 Comments

In “Archaeology Confirms 50 Real People in the Bible,”[1] in the March/April 2014 issue of Biblical Archaeology Review, Purdue University scholar Lawrence Mykytiuk lists 50 figures from the Hebrew Bible who have been confirmed archaeologically. The 50-person chart in BAR includes Israelite kings and Mesopotamian monarchs as well as lesser-known figures.

Mykytiuk writes that “at least 50 people mentioned in the Bible have been identified in the archaeological record. Their names appear in inscriptions written during the period described by the Bible and in most instances during or quite close to the lifetime of the person identified.” The extensive Biblical and archaeological documentation supporting the BAR study[2] is published here in a web-exclusive collection of endnotes detailing the Biblical references and inscriptions referring to each of the 50 figures.
Preparing the Study: Inductive Method (cont’d)

- **Student exercise** using Inductive Method
  - Using the copy of 1 Thess Chapter I I’m passing out, we’ll work this together
    - First, read the chapter
    - Now I will guide you through typical Inductive steps, one step at a time, using the sheet ….
PLANNING the Study: Inductive Method

- Value of beginning by OUTLINING the passage
  - Organizes what the initial readings bring to us
  - Gives structure to the Inductive exegesis going on
    - Assures relationships between context & discoveries
  - Helps organize your thoughts into practical groupings
  - Provides a structure to plan the study from
Planning the Study: Inductive Method (cont’d)

- Steps in outlining:
  - Read the passage in context several times
  - Write a Summary thought in your own words (belongs at the end)
  - Write the main thought as the study’s Introductory thought (belongs at the beginning)
  - List the various other thoughts in sequence
  - Revise your Introductory & Summary thoughts based on what you have learned
Planning the Study: Inductive Method (cont’d)

**Student outlining exercise . . .**

- YOU read James 1.1-3 several times
- In PAIRS, develop an outline for the passage
- WE will create the final outline together

James 1.1-3

1. “James, a bond-servant of God and of the Lord Jesus Christ, To the twelve tribes who are dispersed abroad: Greetings.

2. Consider it all joy, my brethren, when you encounter various trials,

3. knowing that the testing of your faith produces endurance.”
Planning the Study: Inductive Method (cont’d)

- One possible outlining solution …

1. James, (Proposition)
   a. A servant of God (Predicate)
   b. of the Lord Jesus Christ, (Primary Object)
2. To the twelve tribes (Secondary Object)
   a. scattered among the nations
   b. Greetings.
3. Consider it pure joy (Subject)
   a. my brothers,
   b. whenever you face trials of many kinds,
   c. because you know that the testing of your faith
   d. develops perseverance.
Now “flesh out” the beginning outline using the steps of the Inductive Method on the passage

1. **Observation**
   - Study the passage’s context
   - Refer to culture & history behind the passage
   - What is emphasized?
   - What are the contrasts stated?
   - Are there particular ideas that stand out?
Planning the Study: Inductive Method

“Fleshing out” the beginning outline (cont’d)

○ 2nd, Interpretation

  • Answer the Why questions
    • Why did someone say or do something?
    • Why did something happen?
    • What do the repeated words mean?
    • What is the main point of the passage?
Planning the Study: Inductive Method

• “Fleshing out” the beginning outline (cont’d)
  ○ 3rd, Application
    • What should the passage observations and interpretations mean to the student?
    • What life actions and/or changes does this call for?
Planning the Study: Inductive Method (cont’d)

Student Inductive exercise . . .

- Beginning with your outline, apply the Inductive method to James 1.1-3 in PAIRS
- WE will create the final study together

James 1.1-3

1  “James, a bond-servant of God and of the Lord Jesus Christ, To the twelve tribes who are dispersed abroad: Greetings.

2  Consider it all joy, my brethren, when you encounter various trials,

3  knowing that the testing of your faith produces endurance.”
Planning the Study: Inductive Method

- **Student Inductive exercise (cont’d)**
  Some answers from *Into Thy Word*  [www.intothyword.org](http://www.intothyword.org)

- **What does it say > The General Idea**
  - Seek Jesus to deal with problems!
  - The key to dealing with our problems is to keep our eyes upon Christ, allowing Him to be not only Savior, but also Lord.

- **What is the Background?**
  - James is addressing the new Church.
  - They were starting to become complacent when suddenly Steven was martyred (Acts 7:54-60).
  - A wake up call is being pronounced that Christianity is dangerous and requires a level of faith that some may not be willing to give.
Planning the Study: Inductive Method

- **Student Inductive exercise**
  Some answers from *Into Thy Word* (cont’d)

**What does it Mean?**

- James simply tells us we can actually profit from trials.

- He starts out his book by massive humbleness in confessing who Jesus is.

- James realized that his life and purpose was all about who God is, and not who he is (More information: Psalm 15; 101; 2 Thess. 1:12; Titus 2:13; 2 Peter 1:1).

- James' desire was to communicate with passion, conviction, clarity, and truth.

- We are to look at whatever situation we face and say *this is good, this will better me, or this will help me. I may not understand it, but I can trust God. He is there and He will carry me through it!*
Planning the Study: Inductive Method

**Student Inductive exercise**
Some answers from *Into Thy Word (cont’d)*

**Key Words**
(Look them up and define them; then, use the ones that support your theme to fit in your message.)

- *James* is a form of Jacob-Gen. 49
- *Bondservant*, in Greek times, meant the lowest form of a slave, totally at the master's disposal and even expendable. For us, it means total, surrendered devotion to the Lord.
- *Twelve tribes* refers to all those who are Jewish.
- *Count it joy* refers to declaring our situation as happy and fulfilling. It is to change our mindset and focus. It is realizing the sovereignty of God and that He is in control, even when life seems to be turned upside down and inside out!
- *Trials* refer to persecution or any harsh circumstance, adversity, or temptation.
- *Testing* refers to the circumstances that God allows so we will learn perseverance, produce our Fruit, and further prove and develop our faith.
Planning the Study: Inductive Method

- **Student Inductive exercise**
  Some answers from *Into Thy Word* (cont'd)

**Applications**
- We are called to declare our situation—whatever it may be—as joy!
- It is not a question of *if* we have problems, but *when*, as we all will face them.
- As Christians, we are all brothers and sisters under God. We are family, and need to treat others in Him with the same reverence and endearment as Christ has treated us!
- Joy will allow us to enjoy our relationship with Christ and with others.
- Joy helps us develop authentic happiness that comes from and with harmony with God and others.
- Joy helps us understand God's perspective and gives us the confidence and patience to endure anything!
- Joy is not happiness, because we may not be content and pleased with it; rather, joy is hope; it is our hope.
- Our pleasure comes from knowing He is in charge and cares for us (Psalm 34:1-8; 1 Thess. 5:18)!
- This gives us our maturity, our character, and enables our Fruit to benefit others. These are for our direct benefit and growth that He works out both for our benefit and for His glory (Romans 5:3; chap. 8).
Planning the Study: Inductive Method (cont’d)

- CREATE the Session Plan (Work Jam 1.1-3 now)
  - Conclude a Purpose for the session
    - Minimally, what should the students perceive?
  - Craft the Introduction
    - What key question should you begin with?
      - Finish the Introductory Thought with this question
    - Think about what needs might this expose?
      - Get them to be thinking about the issues that could/should come out
Planning the Study: Inductive Method

- Create the Session Plan (cont’d)
  - Develop Questions to be used throughout the study
    - Several questions, each to coach Observation, Interpretation, Application
    - Avoid “yes” and “no” answers
    - Questions should return the students to the text over and over again
    - Questions should flow from one to another, build understanding
    - Questions should each point to the central theme
    - Open-ended questions will foster discussion among the students
    - The last Application question should lead back to the Introduction question
    - Rule of thumb for a study: Develop 10-15 questions
  - Plan the study wrap-up from the Summary Thought
    - Ask the group for the Summary Thought
    - Guide the Summary Conclusion from what you had planned, BUT be open to the Holy Spirit taking it in a broader and/or different direction
LEADING/COACHING the Study

- General guidelines
  - Key principles students should understand from the beginning
    - The Bible is the study authority. It answers the questions, not the study leader
    - Keep focus on the passage being discussed; return to it if using other passages as a part of the discussion
    - Avoid running away from the point under discussion on tangents
LEADING/COACHING the Study

- General guidelines (cont’d)
  - Decide (prayerfully) what the students should learn & stick with it
  - Be creative in your opening question
  - Smoothly introduce questions to keep the discussions flowing
    - Insert a question at the appropriate point of the discussion
    - Know the question (& answer !) well enough to adjust it the discussion’s progress at that point
    - Questions should build on each other as the discussion progresses
    - When inserting a question, DO summarize the discussion to that point
    - AVOID giving your input as if it is the correct answer every time
    - Allow some time after asking a question for thinking (studies show a 3-minute silence works wonders). Rephrase the question if it doesn’t seem to be clicking
    - Be sensitive to each student’s usual way of giving input vs. which way the discussion is going now
    - MOST OF ALL: Be aware that God is in charge, watch for what the Holy Spirit is doing and saying to you
QUESTIONS / COMMENTS?
Resources Used ....

- Logos Bible Software
- Small Group Idea Book, Cindy Bunch, Editor, IVP
- "Leading Inductive Bible Studies", Into Thy Word Ministries [www.intothyword.org](http://www.intothyword.org)
- Intervarsity Urbana 15, "Sample Series for Small Group Bible Study" ,
- [https://urbana.org/blog/sample-series-small-group-bible-study](https://urbana.org/blog/sample-series-small-group-bible-study)
- Basics of Bible Interpretation, Bob Smith
- Preceptaustin.org