

Bible Discussion Lesson Plan

I. TITLE TOPIC OR PASSAGE: _____

Title: The subject of the lesson or the theme of a passage (Example: Faith)

Topic: Subject matter which may be of a special interest (Example: Dating), or a point of argument (Example: Stem Cell Research), or a statement (Example: The names of God reveal His Character)

Facing the Giants

Passage: Give the location of the parable/story to be discussed (Example: Mark 4:35-41)

II. OBJECTIVE:

What you want the learners to decide and/or believe as a result of the study. Write objectives by beginning with, "I want this group to decide..." (Example: I want this group to decide that unless we know God, we will never respond to difficulties with faith.)

III. INTRODUCTORY ACTIVITIES

Introductory activities include such things as prayer, projects, check-up (i.e. memory verses, application report, special group interest, etc.), assignment discussion, get-to-know you or ice breakers, snacks/food.

The purpose of introductory activities is to create a sense of warmth, caring, and unity so that you begin to draw separate individuals into a sense of "groupness." Be sure and plan appropriate introductory activities both for the type of group as well as for the time allowed.

Examples:

1. Begin with group prayer time. (4 minutes)
2. Break into pairs and review the verse learned this past week/or assignment and report how you applied a verse/assignment. (5 minutes)
3. Assignment for next week. Ask an intriguing question & give the study passage. (1 minute)

- Example: Can you imagine what kind of “bang” or impact it would make if all the power in the earth were gathered into one place and released? Next week, do a verse analysis of Acts 1:8
4. Use the peanut illustration. (3 minutes)
- Leader says, “I have something in my pocket (or purse) which no eye has seen and no hand has touched, but I know it is there. Do you believe that I have something in my pocket (purse)?” If anyone responds, it shows that they are placing trust in you, not what you are telling. Pull out the peanut and crack it to show you do have something that no one else has ever seen or touched.

Time Available Introductory activity

_____ min 1. _____

_____ min 2. _____

_____ min 3. _____

IV. DISCUSSION/TEACHING ACTIVITIES (30 minutes)

The discussion/teaching time is used to ask strategic questions and use group dynamics effectively so that the group discusses what conclusions they arrived at during their private study. In this time, you can usually cover two or three key ideas.

Group Dynamic

Group dynamics are various methods used to encourage the Bible study members to interact with the discussion material so that you do not become a lecturer or teacher, but rather a discussion leader. Good questions are essential to group discussion and good dynamics. Here are several different types of questions good leaders incorporate into each session.

Discovery Questions are designed to help the group discover the truths of the passage. They can find the answer in the text. Be careful that they are not stupidly simple.

Examples: “What are the main truths of this passage?” or “What would you say is the major teaching of this verse?” “Someone describe the events of this passage.”

Also, do some research so that you can comment on their observations and add deeper meaning. For example, “The word for ‘storm’ in Mark 4 is actually the idea of a *tremendous* storm. I haven’t had much experience on a boat during a storm, but these were fishermen with Jesus—they knew the sea well and probably had been in many storms before. It is easy to imagine, then, because of their reactions, this one appeared hopeless, and they panicked. Jesus calmed the storm with just His words. Usually after a storm there is a time of great waves and agitation. Here we see there it became absolutely still—a remarkable miracle. And you can imagine, for these professional fishermen, it especially illustrated Jesus’ power.”

Understanding Questions are designed to help the group understand the meaning and implications of the truths.

1. **Definition:** "what does the word faith mean?"
2. **Relationship:** "Why do you think the men questioned Jesus' care?" "Why do you think fear and lack of faith are linked together in this incident in Mark 4:40?"
3. **Significance:** "How does Jesus' having power over nature affect these men?"
4. **Consequence:** "What are the implications of the fact that the presence of Christ does not insure absence of storms?"
5. **Relevance:** "Why did Jesus use the storm as a 'faith builder'?"
6. **Two-Fold Meaning:** "Then and now, what did that mean to them?" "What does this study mean today?" "Do I know God could calm any storm in my life if I relied on His power and trusted His care for me?"
7. **God-Man Relationship:** "What does this imply about man's relationship to Jesus?"

Application Questions are designed to help members make personal response for his own life to the Scriptures.

Example: What difficulties in your life would you face in applying this truth? What is one "SPAM" (Specific, Practical, Applicable, Measurable) goal you can make to apply this truth this week?

Group Application: Suggest that your group believe God for five converts this year from BSU studies going on all over campus.

V. CONCLUDING ACTIVITIES (5 minutes)

Summarizing is when you draw together key points made during the discussion.

Application Reminders or commitment reminders shared in prayer or the discussion. Also do any assignments for next week's lesson can be done here as well.

Group members share:

Fear or Need	Promises	Praying	Action	Evaluation
--------------	----------	---------	--------	------------