

Bible Lesson Guidelines For Individual Projects

Rosedale Bible College, 2005

Genesis – Phil Weber

GENERAL GUIDELINES

The lesson should be based upon text(s) from the book of Genesis, and be designed for a forty-five to fifty minute time slot. Activities and lesson materials should be age-appropriate. Evaluation criteria will include conformity to the templates provided below, creativity, effectiveness, and correct interpretation/use of the selected biblical passage.

FORM

The Bible Lesson will be comprised of two parts. A Teacher's Guide with background information and specific instructions for the teacher/leader, and a set of Learner Materials designed for distribution to the lesson participants.

LEARNER MATERIALS TEMPLATE

- I. Lesson Name
- II. Target Age Group – adult, youth, or elementary (grades 3- 8)
- III. Scripture Reference(s) – Avoid “Bible hopscotch.” Focus on one or possibly two passages.
- IV. Lesson Objectives
 - A. At least three statements of what your learners will accomplish, learn, or do in this lesson.
 - B. Specific enough so that teachers could recognize whether or not they had reached their objectives by the end of the lesson.
 - C. Three possible types
 1. Cognitive (know)(information). Students will learn about . . . , understand . . . , observe
 2. Affective (feel)(emotions). Students will wrestle with . . . , be confronted with . . . , imagine new ways of . . . , be challenged with
 3. Behavioral (do)(application). Students will make a choice regarding . . . , write or journal about . . . , make a plan to . . . , offer prayers about
- V. Introductory Activities (Hook)
 - A. Captures the interest of the group
 - B. Exposes a need for the study
 - C. Orients the group to the biblical passage to be studied
- VI. Scripture/Bible Story (Book) – the actual text of the lesson
- VII. Application Activities (Look)
 - A. This will be the major activity of the lesson, and should focus on learning the key concepts and accomplishing the objectives stated for the lesson
 - B. Is this an “active learning” application that will help learners “experience” the

- message?
 - C. Good questions include a balance of observation questions (“What does this say?”), interpretation questions (“What does this passage mean?”), and application questions (“How does this passage apply today?”).
- VIII. Reflection/Commitment (Took)
- A. Activity of five or ten minutes
 - B. Suggestions for guiding learners in discovering specific actions they could plan to take in the coming week to practice what they have learned.
- IX. Closing Activity

TEACHER’S GUIDE TEMPLATE

- I. Key Concept(s)
- A. The central ideas/concepts pulled from the scripture upon which the lesson objectives are built.
 - B. What does the passage say about God, about our relationship to God, or about our response to God and how we should act?
- II. Instructions
- Provide ideas, suggestions, or guidelines, but not necessarily an exact script.
- A. Introductory Activities (Hook) – Include instructions for set-up
 - B. Scripture/Bible Story (Book)
 - 1. Instructions on how to prepare to teach/present this passage
 - 2. Background information on the passage to help the teacher understand and interpret the passage, especially for any difficult/controversial verses.
 - 3. Helpful open-ended questions to ask
 - C. Application Activities (Look) – Be sure to seek activities that might include a variety of learning styles
 - D. Reflection/Commitment (Took)
 - E. Closing – Perhaps a suggested prayer
- III. Supply List – Including all the materials the teacher will need to conduct the lesson
- IV. List of References – It is acceptable to use other people’s work for part of your lesson, but if you do, acknowledge that fact.

Resources used for these guidelines:

Richards, Lawrence O. *Creative Bible Teaching*. Chicago: Moody Press, 1970.
Course materials from *Christian Education Methods*, Marlene Bogard, Hesston College.
<http://www.rotation.org/lesson-design.htm>
<http://www.zondervan.com/books/biblestudyguides/>