



New Testament Survey

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Group Exercises: Leader Guide

Welcome to Our Daily Bread University's (ODBU) New Testament survey course. In this course, ODBU provides the content of the New Testament survey through lectures and related study materials. On the days when you meet with the students who are participating in the course, you, as the students' leader, will encourage them to interact meaningfully with the content they have already taken in. The purpose of this guide is to provide you with some ideas for activities and exercises that will challenge the students to engage and interact with the teaching.

These exercises and activities have been provided to us by Dr. Sid Buzzell, former Chairman of the Theology Department at Colorado Christian University. He used ODBU's course content in his teaching of both Old and New Testament survey to hundreds of college students each year. The suggestions he makes in this guide have already been tried in classrooms and proven to be successful teaching/learning tools. You now can benefit from his creative thinking and from his experience.

In addition to using Dr. Buzzell's materials, we want to encourage you to think of some exercises that will be unique to your personality and teaching style. Here are some general ideas of types of activities you might develop:

- 1. Provide additional information on the Bible book or topic you are discussing with your students. As you view the ODBU lessons the students are completing, you may think of additional information that you want to cover in your meetings using a short discussion. Feel free to add material as you desire, but keep in mind that you should allow time for students to interact with each other and, with your oversight and involvement, to engage with and apply the information they are learning.**
- 2. Discussion. Some topics lend themselves to open discussion on a particular topic led by the teacher. Often these discussions can be initiated by questions the students may have as they study the biblical text.**
- 3. Small-group discussion. You might break the group of students into smaller learning teams to discuss and/or debate on one of the topics or to share with one another their own exegesis and application of a passage or question.**
- 4. Case studies/problem-solving groups. You might give students a problem to solve or an example (fictional or actual) that will encourage discussion and application of the concepts taught in the lesson.**

Be creative and innovative. This kind of teaching is an opportunity to try new ideas, which will encourage students to be actively involved in learning. By the time they meet with the group, you know they have taken in the course material. In the group meetings, the real assimilation of the material begins, and there is almost no limit on ways in which that engagement with the text can occur. So enjoy this course as you use the activities in this guide and as you develop your own style of interacting with students that will encourage their lifelong study of the Bible.

NT218 Matthew–Mark: Two Presentations of Jesus

218:1 Is the New Testament Really the New Testament?

Group Discussion: Textual Criticism and Canonicity

This lesson deals with Textual Criticism and Canonicity. Students will most likely have some questions and concerns. Perhaps the lesson objectives listed in the course would make a good starting point for a group discussion.

218:2 Matthew-Mark: Two Stories of Jesus

Exercise: Personal Awareness of Jesus

1. Write down one word from each column that best describes how you view Jesus Christ or what you feel when you think of Him. If you choose “other”, please insert your own word in its place:

Savior	Brother	Close Friend	Love
Lord	Parent	Stranger	Fear
Judge	Cousin	Theological Idea	Anger
Other?	Other?	Other?	Other?

2. In groups of two and three, talk about why you chose each word.
3. Briefly describe your personal relationship with Jesus. How did you meet Him?

218:3 How We Interpret the Bible

Exercise: Biblical Interpretation

Read Acts 1:1-12. Read it twice and then use the passage to answer the questions below.

Exegesis:

1. Describe the context.
 - a. When did this event occur?
 - b. Where did this event occur?
 - c. Who wrote this? (You may need to consult a study Bible for this answer.)
 - d. To whom was it written?
2. Now focus on Acts 1:8.
 - a. Who spoke it?
 - b. To whom was it spoken?

- c. What was the relationship between the speaker and the listener(s)?
- d. What stimulated this statement? Why did the speaker say it?
- 3. There are two parts to the statement in Acts 1:8. Summarize the point of each part.
- 4. How do the two parts of the statement in 1:8 relate to each other?
- 5. What were the listeners told about themselves?
- 6. Briefly describe the locations to which the listeners were told to go.
- 7. How do the three locations relate to each other?

Hermeneutics:

- 1. Describe how Acts 1:8 literally applies to you today.
- 2. Describe how Acts 1:8 does not literally apply to you today.
- 3. Using the principles of hermeneutics, how would you interpret the part(s) of Acts 1:8 that doesn't *literally* apply to you in a way that can apply to you?