



Old Testament Survey

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Group Exercises: Leader Guide

Welcome to Our Daily Bread University's (ODBU) Old Testament survey course. In this course, ODBU provides the content of the Old Testament survey through online 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 the ODBU courses 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. Exegetical Exercises. The importance of teaching students to exegete the biblical text cannot be overstated. While there is an enormous amount of material to be covered in a survey course, we cannot neglect Bible study skills. Periodically modeling the exegesis of a Bible passage in your meetings will contribute to their ability to read the Bible well.**
- 3. 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.**
- 4. 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.**
- 5. 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 and have tested their level of understanding by taking a quiz. 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.

OT216 Genesis - Leviticus: God Builds a People for Himself

Week 1 Introduction Exercises

Discussion for the first meeting. Students won't have done any work prior to this meeting, so this gets them thinking about what they already know:

1. What is your favorite Old Testament Character, Event or Passage? Why?
2. "Place" that "favorite." How much can you describe about the where, when, why circumstances of that person, event or passage?

216.1 Genesis

Exercise: Satan and Eve – The Steps to Temptation

Satan used a subtle process to lead Eve to disobey God's command to not eat fruit from the tree in the middle of the garden. Identifying the steps that led her to destruction will help us identify the same steps in our own battle against sin.

Genesis 3:1-6 – The "Genesis" of Sin

Text: Genesis 3:1-6	Identify two facts about the serpent in the following verse.
<i>Genesis 3:1 Now the serpent was more crafty than any beast of the field which the LORD God had made.</i>	<ol style="list-style-type: none">1.2.
Genesis 3:1,b-5	Describe the three-step strategy the serpent used with Eve.
<i>And he said to the woman, "Indeed, has God said, 'You shall not eat from any tree of the garden '?" ² The woman said to the serpent, "From the fruit of the trees of the garden we may eat; ³ but from the fruit of the tree which is in the middle of the garden, God has said, 'You shall not eat from it or touch it, or you will die." ⁴ The serpent said to the woman, "You surely will not die! ⁵ "For God knows that in the day you eat from it your eyes will be opened, and you will be like God, knowing good and evil."</i>	<ol style="list-style-type: none">1.2.3.

Genesis 3:6	Describe the woman's three-part response
<p><i>⁶ When the woman saw that the tree was good for food, and that it was a delight to the eyes, and that the tree was desirable to make one wise, she took from its fruit and ate;</i></p> <p><i>and she gave also to her husband with her, and he ate.</i></p>	<p>1.</p> <p>2.</p> <p>3.</p>

Discussion: Joseph's Character

Ask participants to read Genesis 50:15-21:

¹⁵ When Joseph's brothers saw that their father was dead, they said, "It may be that Joseph will hate us and pay us back for all the evil that we did to him."¹⁶ So they sent a message to Joseph, saying, "Your father gave this command before he died: ¹⁷ 'Say to Joseph, "Please forgive the transgression of your brothers and their sin, because they did evil to you." ' And now, please forgive the transgression of the servants of the God of your father."

Joseph wept when they spoke to him. ¹⁸ His brothers also came and fell down before him and said, "Behold, we are your servants."¹⁹ But Joseph said to them, "Do not fear, for am I in the place of God?²⁰ As for you, you meant evil against me, but God meant it for good, to bring it about that many people should be kept alive, as they are today. ²¹ So do not fear; I will provide for you and your little ones." Thus he comforted them and spoke kindly to them.

1. Why were Joseph's brothers afraid of him? What evil had they done to him?
2. What could Joseph have done to his brothers had he wanted to repay them for the evil they did to him?
3. The fact that Jacob probably did not command Joseph to forgive his brothers adds an interesting twist to the story. What is that twist?
4. The second paragraph of the story tells Joseph's response and the reason for it.
 - a. What was Joseph's response to his brothers' false story about their father's command?
 - b. Why would that lead Joseph to weep?
 - c. What single word describes Joseph's response to his brothers?
 - d. What reason did he give for that response?
 - e. What does that response tell you about what sustained Joseph through all the ordeals he suffered?
5. Do you think Joseph's response is typical of people you know?
6. How do you think you would have responded if you had been in Joseph's position?
7. Do you resonate at all with Joseph's reason for not retaliating against his brothers? How would living with that attitude influence your relationships to those who hurt you?

Exercise: Jacob's Family – The Patriarch's Lineage and Family

Ask participants to read Genesis 28:1–4:

Then Isaac called Jacob and blessed him and directed him, “You must not take a wife from the Canaanite women. ² Arise, go to Paddan-aram to the house of Bethuel your mother’s father, and take as your wife from there one of the daughters of Laban your mother’s brother. ³ God Almighty bless you and make you fruitful and multiply you, that you may become a company of peoples. ⁴ May he give the blessing of Abraham to you and to your offspring with you, that you may take possession of the land of your sojournings that God gave to Abraham!”

In three minutes write down at least FIVE observations from this passage.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Which parts of the Abrahamic covenant were repeated in this statement?

Interpretation: What did Moses want his readers (hearers) to understand?

216.2 Exodus

Discussion: Treaty with God

Ask participants to read Exodus 20:1-21.

Israel knew exactly what God demanded of them. The reason God was so clear was that he wanted them to be a nation of priests, a unique people.

Peter called Christians “a chosen people, royal priesthood, a holy nation, a people belonging to God” (1 Peter 2:9). Turn there in your Bible and read the rest of v. 9 to see why God has set us apart, like He set Israel apart.

1. Discuss ways Israel was set apart from other nations.
2. Discuss ways we – as God’s holy people – are set apart. How are we different, and how are we like the people around us who are not Christian? What are we suppose do “Be” and “Do” as God’s priests?

Group Activity

There is a two-part message in Exodus. Israel was “Delivered from Slavery – 1-18 and then – as a free people – were “Taught how to live as God’s Holy People” (19-40).

We can compare that outline to our own experience of being “Delivered from slavery to sin” by Jesus’ death and resurrection (Romans 6:1-14) and then – as people “Delivered from slavery to sin” we are instructed to live as Christ teaches and enables us to live (Romans 6:15-23).

In light of that wonderful and amazing truth, ask participants to discuss the following in small groups:

1. Tell your own “Exodus” story. At what point did you consciously and intentionally accept Jesus Christ as your Lord and Savior? At what point did it become a real life choice for you?
2. Describe your own “Sinai” experience – whether it was Christian or not –
 - a. What are the “Life Rules” that you grew up with?
 - b. Of those “Rules” which ones direct or guide you now?
 - c. Which ones have you completely abandoned or at least “adjusted” to your current life-situation (or in theological terms, your “*Sitz em leben*”)?
3. Now that you’ve had a few minutes to talk about life’s rules,

Write The “Ten Commandments for Students of the Bible.”

Include 5 “Thou Shalt Not’s” and 5 Thou Shalt’s.” These 10 Commandments are what your group decides are THE 10 most important guiding ideas or principles for people who are studying the Bible to live by.

When small groups finish, ask each small group to share their commandments with the entire group. Discuss.

Exegetical Study on Exodus 12 – The Passover

The following passage explains the origin of one of Israel’s most important celebrations.

In the next 5-8 minutes, list observations that you find in the text. Then interpret and apply the text.

Divide the group in two for this exercise: Half work with verses 40-42 and half with verses 47, 50, 51.

Exodus 12: ⁴⁰Israel lived in Egypt for four hundred and thirty years. ⁴¹ And, at the end of that time the hosts of the LORD went out from Egypt. ⁴² It is a night to be observed for the LORD for having brought them out... of Egypt; this night is for the LORD, to be observed by all the sons of Israel throughout their generations.

⁴³The LORD said to Moses and Aaron, “This is the ordinance of the Passover: no foreigner is to eat of it...⁴⁷ “All the congregation of Israel are to celebrate this.⁵⁰ Then all the sons of Israel did so; they did just as the LORD had commanded Moses and Aaron. ⁵¹ And on that same day the LORD brought the sons of Israel out of the land of Egypt by their hosts.

Who are the “characters”?	What is said about each character?

Where is this taking place?

When - What time references are made in the text?

Interpretation - Putting your observations together, what does the text you observed “Mean?”

Hermeneutics and Application – Is there any way to apply what this text teaches to Christians in the 21st century? If so, what would that application be?

216.3 Leviticus

Discussion

Stuart said that, “Leviticus emphasized holiness.”

1. What does that mean to you?
2. Discuss meaning and process of each of the 5 Offerings.
3. What’s the difference between offerings 1-3 and 4-5?
4. How do we deal with what 4-5 took care of?
5. How does 1 Jn. 1:9 influence your explanation?

Discussion: Legal Matters

Ask participants to read Leviticus 26:3-4.

1. How clearly did the Israelites understand God’s will for them?
2. How can Christians discover God’s will for His people today?
3. How different and how similar is God’s will for His people Israel and His people in the Church today?

Group Activity: The Tabernacle

Each part of the Tabernacle carried enormous significance – both to Israel in their time and as a picture of the Law’s fulfillment in Jesus the Christ. In groups of 3 or 4, talk your way down the table below. Look up the New Testament passage for each item of the Tabernacle and discuss how Jesus fulfilled its function. Some will require a bit of sanctified imagination, but let your heart lead you in appreciating what He has done for you.

The Item	Its Role in the Tabernacle	Its Picture of Christ
Gate	Entrance to the Tabernacle	John 14:6
Brazen Alter	Where Sacrifices were offered	1 Peter 1:18-19
Laver	Where Priests washed in preparation for duty	Eph. 5:25-27
Showbread	Signified God’s personal Fellowship	John 6:35
Menorah	Provided light for the Holy Place	John 8:12
Incense Alter	Signified the Priests’ Intercessory Prayers	Romans 8:34