



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.

OT218 Judges - 1 Samuel: Israel's Choice from God-Rule to Human-Rule

218.1 Judges and Ruth

Read Judges 6:1-24.

1. Work through Judges 6:1-24 and list Gideon's strengths and weaknesses as a person and/or a leader.
2. Philip Yancey asks the question, "Gideon is often used as an example of God's guidance. Do you think he's a negative or positive example? Or both? Why?" Answer with specific references from Judges 6 and be prepared for a discussion on the topic of Gideon as an example of how to confidently follow God.
3. In a brief paragraph, describe how you respond to uncertain situations where you have to make a difficult decision. How do you go about it?

Ruth 4: Exegesis Exercise

Divide your group. Half work with vv. 14-15 and half with vv. 16 & 17 for 3-5 minutes.

1. List the characters in the text below. Include the pronouns and identify their antecedents.
2. Under "What," name each character's actions including the pronouns and the passive verbs.
3. Combine the two groups and "Interpret" the story.

Ruth 4:13-17: 13 So Boaz took Ruth, and she became his wife, and he went in to her. And the LORD enabled her to conceive, and she gave birth to a son. 14 Then the women said to Naomi, "Blessed is the LORD who has not left you without a redeemer today, and may his name become famous in Israel. 15 "May he also be to you a restorer of life and a sustainer of your old age; for your daughter-in-law, who loves you and is better to you than seven sons, has given birth to him." 16 Then Naomi took the child and laid him in her lap, and became his nurse. 17 The neighbor women gave him a name, saying, "A son has been born to Naomi!" So they named him Obed. He is the father of Jesse, the father of David.

Who – There are 8 "characters" – 6 in the story + Jesse & David. Some are repeated as pronouns.

Verse	Who (nouns/pronouns)	What (actions)
13		
14		

15		
16		
17		

- Where** – Did this event take place?
- When** – Did the events take place?
- When** – Were the events recorded – When was the book of Ruth written?
- How** – Did the text say Ruth was able to conceive?
- Why** – List at least three questions that the text raises but doesn’t answer.
- Interpretation** – What did the writer want the reader to understand?
- Application** – Do you see any way to apply this passage to your life?

218.2 First Samuel

Read 1 Samuel 16:1-13 and watch Philip Yancey’s video, “**Tale of 2 Kings (1 Samuel 16).**”

Background:

1. Take a moment and fix the setting of this story in your mind. In a sentence, describe what’s going on.
2. Yancey asked the question, “Did God oppose the very notion of a king?” How did he answer that question?
3. Focus on the descriptions Yancey gave us of Saul and David. What was the major difference between them? And what difference did that difference make?

Application:

1. First Samuel 16:7 names two aspects of life we can examine. Name the two and in a sentence explain what each deals with.
2. Think for a few moments about how much time in a day most of us spend on each area.
3. How we examine the first area is obvious. But how would we examine our heart?
4. Why is it important to do that?
5. How would you explain to someone WHY we should examine our own heart?
6. If you were to explain HOW we should examine our heart what would you say?
7. Do you have a plan to regularly examine your heart? If so, what does it look like? If not, do you think it's worth the time to design a plan to do so? And if so, what would it look like?