



Old Testament Survey

Sid Buzzell

www.odbu.org

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.

OT224 Ecclesiastes - Isaiah: God Guides His People Through Poets and Prophets

224.1 Ecclesiastes

Ecclesiastes 1:1–11

Introduction. The book of Ecclesiastes has been an enigma to readers for centuries. How can this book, which is included in the Bible, sound so contrary to what the rest of the Bible teaches? What is its message? Why is it even in the Bible? Before tackling these questions, it's wise to understand what the writer was saying about life. Read the opening sections to get a feel for what the writer was wrestling with.

Verses 1-3 introduce the writer's question about life. Summarize each verse.	
Ecclesiastes' Text	Reader's Interpretation
1 The words of the Preacher, the son of David, king in Jerusalem.	
2 "Vanity of vanities," says the Preacher, "Vanity of vanities! All is vanity."	
3 What advantage does man have in all his work Which he does under the sun?	
Summarize your interpretation of what the writer was thinking, feeling, wrestling with.	
Now express your own reflection on the topic of life's meaning. In what ways do you agree and disagree with the writer's statement in v. 2? How would you answer his question in v. 3?	

224.2 Isaiah

Isaiah 6:1-8 Isaiah's Vision

Read the following passage and then discuss the questions that follow it.

1 In the year of King Uzziah's death I saw the Lord sitting on a throne, lofty and exalted, with the train of His robe filling the temple. 2 Seraphim stood above Him, each having six wings: with two he covered his face, and with two he covered his feet, and with two he flew. 3 And one called out to another and said, "Holy, Holy, Holy, is the LORD of hosts, The whole earth is full of His glory." 4 And the foundations of the thresholds trembled at the voice of him who called out, while the temple was filling with smoke.

5 Then I said, "Woe is me, for I am ruined! Because I am a man of unclean lips, And I live among a people of unclean lips; For my eyes have seen the King, the LORD of hosts."

6 Then one of the seraphim flew to me with a burning coal in his hand, which he had taken from the altar with tongs. 7 He touched my mouth with it and said, "Behold, this has touched your lips; and your iniquity is taken away and your sin is forgiven."

8 Then I heard the voice of the Lord, saying, "Whom shall I send, and who will go for Us?" Then I said, "Here am I. Send me!"

1. Briefly summarize each of the four movements in the passage. What does Isaiah want his reader to understand from each movement?

1-4
5
6-7
8

2. What impression does Isaiah want us to have of God in vv. 1-4? Name some specific statements that support your answer.
3. What word opens the second through the fourth movements (vv. 5, 6, 8) _____?
4. What relationship does this word set up between each of the four movements?
5. Using the prompts below, explain the sequence of events emphasizing what the opening word suggests.
 - a. 1-4 Isaiah Saw _____ and He was _____.
 - b. 5 – T _____, Isaiah Saw _____ and _____ and both were _____. Isaiah saw things this way because _____.

c. **6-7** – T_____ Isaiah was _____.

d. **8** T_____ – Isaiah _____ and he _____.

6. Sometimes people are confused because they don't "feel in touch" with God. Using Isaiah 6 as a guide, explain how we can increase the probability that we will "Hear" God and/or "Sense His presence." What were Isaiah's "Steps?"