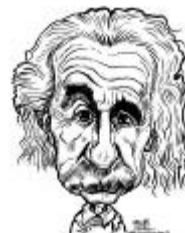


INDUCTIVE BIBLE TEACHING & SCRIPTURE SEARCH



Discovery is exciting.
 $E = mc^2$

1. **Strengths**
 Students practice **OBSERVATION** while learning the inductive method of Bible study and learning to dig for gold—by themselves.
 Greatest benefit is learning to see how much is in a verse or paragraph.
 The mystery of Bible interpretation is erased.
 The student becomes quite independent.
 Learning to evaluate the weight of different portions of Scripture.
 Enormous personal satisfaction.

2. **Weaknesses**
 Not all students enjoy digging. They would rather have sanitized doctrine spoon fed to them. It is unfortunate that "Inductive Bible Studies" have come to sound like a rigorous system of reading which is profitable, but rather tedious. Some instructors have weird rules and steps which must be upheld.
 It is almost always accompanied by booklets, lots of writing, rituals of doing word studies, and staying within the lines. This appeals to a small cadre of believers.
 The independent feeling which comes along with this kind of learning is often *sophomoric* for an uncomfortable length of time [*for friends of the student*]. Feelings of superiority frequently spring up. After all, she/he does now know a great deal more than she knew six months ago.
 There is often a great desire to flaunt knowledge.
 Teachers are sincerely and rightly focused on knowledge and application, and may forget to caution their newbies that on their best days they still have miles to go before they thoroughly know the Word. Humble students of the Word are deeply more aware of how much *they do not know* than how much they do know.
 Poor preparation by teacher wastes time.

3. **Tips**
 You may choose to avoid using all reference works except a Strong's Concordance.
 Optimum size of small discussion groups group is 2 or 3. With 4 in a group, many times [*my observation*] the reticent member will never contribute even when asked.
 The skill of Observation [*exegesis, drawing out*] is the focus and most important skill to be learned in this specific task, but application is far more valuable and important to God even if His children don't have all the knowledge.
 Keep application on the front lobe.
 Look for God's heart, not just His brain. But what a brain He has.

4. **Example**
 A group of four middle-school boys were given a series of pictures of the life and ministry of Jesus. They were not given a script, just the pics, and were instructed to spend the next three classes preparing their own script without adult leadership.

 Their first step was to look carefully at all the pictures which were numbered in order. They wrote their own brief commentary. Before long they came to a picture they could not figure out. It was of Jesus washing another man's feet. The students came to the teacher with the question, "Why is Jesus washing the man's feet?"

 The teacher responded with a suggestion that they read the passage in the Bible. The students said they didn't know where to find the story.

 Step two was learning how to use a concordance looking up important words. For the next 20 minutes they used the concordance to look up feet & wash.
 Step three was to read the story in the Bible.
 Step four was to use a one-volume NT commentary in order to develop an interpretation of that one picture.
 Step five was to write what they learned:

“Jesus WANTED TO SHOW His friends how they should help each other, so he washed their feet even though they did not like the idea. Jesus told them, ‘Since I did the dirty job of a servant, then you should do dirty jobs, too.’”

The teacher of this class could have shown the pictures, read the script, and discussed it all in one session. But what would the students have learned? Would they really have struggled with some of the difficult parts of Jesus’ life?” Would they have had any opportunity to put the message of Jesus’ life into their own style and idiom? Even though they interpreted some pictures differently from the script, the experience of this group of boys indicated to their teacher that they had been learning as they struggled, searched, questioned, and discussed.

While this group of boys worked on this task, others in the class were pursuing other aspects of Jesus’ ministry through a variety of resources, media, and other interesting tasks.

Good subject matter

biographies—compare and contrast
methods of using music in Scripture
comparing biblical authors dealing with the same subject
remarriage in epistles and Law
repeated words in I John