

Designing a Bible Class

1. Select a book of the Bible for study – or select a topic or major Biblical theme, and use a concordance, topical Bible and or Bible dictionary to locate the key passages related to the theme. If doing a biographical or key word study, locate and list all references to that person or word in the Bible. First take into account the needs, interests, background and spiritual maturity of the audience. Consider the need for balance and diversity in Bible Study. And practically, can the theme be covered adequately in the time available.
2. Read through all the Bible material at least twice. Try to discern major themes and sections within the material. Are there obvious divisions of the material?
3. Choose an organizing principle for the Bible course. Will you study the book chapter by chapter from beginning to end; or organized the course around key themes and study all the passages related to that theme at one time? Or will you do a chronological approach, or an overview study using chronological history to organize? The principle needs to suit the major message of the text.
4. Block out the course on a single page with the theme, the Scripture section and/or content to be covered each week.
5. Consider: People (who will be there and why did they come?) Needs (individual and group) Goals (What do I want to accomplish? For them to know/feel/do?) Time (adequate) and Methods (appropriate and diverse)
6. Search for and collect basic resources. Locate at least three good commentaries, at least one thoroughly scholarly and one conservative in emphasis. Look for resources from adult education materials in denominational curriculums and publications, independent publishers, Christian bookstores, journals and magazines. Is there a study guide available that the class might find useful? Skim resources looking for organizational principles, tables of content, chapter headings and subheadings, key issues and questions, etc.
7. Begin to collect or develop supportive resources to be used in the teaching setting. Look for or design maps, charts, drawings, overheads, case studies, films, tapes, etc. to use as resources in your teaching. Look for clip art and fonts appropriate to your content as well. What equipment will you need? Overhead? White board? Flip Charts? VCR? Access to Photocopier? Computer? Printer? Software? Etc.
8. What will your teaching environment be like? How will this affect the teaching? Does it favor sitting in a circle (interaction and discussion); rows (a content centered lecture); or is it big enough for smaller groups (projects or buzz groups). Consider the diversity of methods and models that can and will be used in teaching the class. Will there be a balance between teacher input and student involvement? Will there be distractions – other classes nearby, people coming and going?
9. Decide on a title for the course, and information for publicity and recruiting. Consider the level of course's difficulty, recommended or required reading, and basic course format. Write a brief course description and publicity materials. Share these and get feedback, then print and distribute.
10. Prepare a one page bibliography for the laity. Make these resources available before starting the class.
11. Beginning planning the first lesson in detail. Do a complete lesson plan. Take some time on planning the next couple so you can make good assignments and be ahead in preparations. Prepare teaching aids.

12. Develop a course notebook or filing system to hold each week's lesson plans, notes from reading and reflection, articles, clippings, resources, illustrations, etc.
13. Handouts and Assignments. Do you want them to take notes using an outline, to provide study questions, or prepare class summaries? Will they need any written materials or a syllabus? What kinds of reading or study assignments will you give to them? Are they reasonable and how essential will their completion be for upcoming classes?
14. Make all arrangements for the classroom set up, equipment and have things setup in advance of class starting time.
15. Be well prepared. Anticipate questions and discussion that may diverge from your class plan. Be flexible.
16. As you teach, and after you teach make notations on your lesson plans as to what worked or needs changing; whether time blocks were inadequate and ideas you have for teaching the course next time.

Guidelines for Evaluating Lesson Plans

1. **FORM:** Did they follow the correct form for Lesson Plans? Were all the elements present? Resources?
2. **CLARITY:** Is the lesson plan easy to read, follow, understand? Instructions clear?
3. **TIMING:** Has time needed been indicated for each activity? Is it realistic?
4. **BALANCE:** Is there a good balance between teacher input and student involvement? Is there balance/ variety in methodology? In types of questions?
5. **FLOW:** Transitions. Will the lesson flow smoothly from one part to another? Are transitions clear?
6. **TEXT:** Does the lesson deal fairly and adequately with the text?
7. **LEARNER CENTERED:** Adult level? Appropriate to group?
8. **FLEXIBLE:** Can it adapt to unexpected situations?

GENERAL STRENGTHS AND WEAKNESSES?

WOULD YOU ENJOY THIS CLASS SESSION AND WHY?