

Ideas for Learning Activities

The following ideas are related to bible learning, but they can be adapted to other subjects as needed.

- Make a comparison between . . . in relation to . . .
- Read the chapter and summarize it into a short story of five sentences.
- Have your learners write a creative short story illustrating the main principles or truths they see in the chapter.
- Locate on a map the places recorded in . . .
- Using a Bible dictionary, look up . . . Record what you find.
- Explain the significance of . . .
- Develop a case study or lifelike problem re . . . in a similar situation to . . . Discuss the problem and determine action, using Scripture or other resources to support suggestions for action.
- Have someone impersonate . . . Hold an interview with (him or her) on how (he/she) survived . . .
- The ‘reporter’ should take a skeptical stance.
- Paint a mural of the events in this chapter using the theme of . . .
- In what ways do you identify with . . . in relation to their fear (or other emotion)?
- How have you handled your . . . ?
- Assign . . . for the learners to memorize. Have volunteers quote.
- Read the chapter and underline all the words that describe or give obvious clues as to the attitudes of (characters).
- Divide the class into listening teams. Read the chapter and have the teams listen for specific answers to questions beginning with “Who said . . .”, “What did . . .” and “When did . . .”
- Have class members individually write their answers to the following statement on 3x5 cards: “In the light of . . . I would conclude that . . .
- Translate the incidents in . . . into a modern setting.
- (Scripture section) can be divided into . . . paragraphs. Identify the paragraphs and give each a title that relates to the main theme.
- Compare and contrast the . . . in . . . What do they have in common and how are they different?
- Discuss this issue: . . . Summarize each position at the end.
- Use these artifacts to act out . . .
- Write a newspaper article for the next day’s edition of the “. . . Free Press” after the (incident).
- Use your imagination and put yourself in the (bible character’s) place. What does the (bible character’s) desires, actions, etc) tell you about yourself and your relationship with God? Formulate one of your desires into a prayer.
- Write this chapter as if it were . . .’s diary. Speculate on (her or his) inner thoughts as (he or she) was trying to piece together what was happening.
- Prepare and present a skit of the story. Use a modern translation. Have each learner write what s/he feels is the most important thing learned from this story. OR Ask the class members to write the story, making the people and situations contemporary.
- Complete this sentence, “If I trusted God half as much as . . . did (in chapter . . .), I would . . .”

- List the various things that God demonstrates control over in . . . What is the significance of this list for the way we view our personal circumstances (or world events, or...)
- What values does (bible character) reveal in this chapter? Contrast (his or her) values with those of . . .
- Prepare a debate: (state the premise to be debated.)
- Create a liturgy on the theme of God's . . . using music, readings, and ceremonial drama. (Bible character) could be personified and act as the narrator.
- To what degree can we apply this passage to our needs? Should we expect God to . . .? Why or why not?
- Identify the qualities that (character) demonstrates in (Scripture selection). For example, (name a sample quality).
- Evaluate the significance of . . .'s ministry. How does (Scripture selection) describe (his or her) significance in relation to . . .?
- Write a three-act play using (Scripture selection) as your foundation. Show the relationship of each act to the central theme.
- Write the story as a free-verse poem.
- Using the three-act structure of . . . have the group role play the chapter putting the Scripture in their own words.
- Have learners describe a time when they exercised the same type of faith as xxx when (he or she) . . .
- Compare (Scripture selection) with (Scripture selection). In groups of (number), have participants discuss similarities and differences. In what ways are these similarities and differences significant?
- Research the context and meaning of . . . in verse
- List words or phrases from the chapter that signify
- Choose two qualities that (character) demonstrate and suggest several ways you can apply them to your life.
- Have class members discover a problem(s) with the [character(s)] assumption in verse(s) . . .
- In (Scripture selection) we see God's (attribute or action) for (character) and God's (attribute or action) towards (character). Write a short journal entry related to your desire to more fully grasp God's attribute or action.
- We often think of God's provision as material. Make a chart of the spiritual, emotional, social and mental provisions of God in your life.
- Ask a learner to study (Scripture selection) and prepare a five-minute talk to present to the class entitled ". . ."
- Summarize (Scripture selection) in three sentences.
- Describe a time when God met your needs in a surprising way.
- Administer a true/false quiz of the events of the story.
- Read the chapter several times. Divide the group into two teams (or more if necessary) and quiz them on the facts of the passage.
- Ask, "In what ways can we be modern (bible character) in ministering to others?"
- Write the following phrases on cards. Shuffle them and have learners put them in order. (List several phrases from the biblical story you are studying.)
- Draw a graph that would indicate the changing moods in this chapter. For example, a median line could represent no emotion; and then grief could be below the line and joy above it. You could also have the learners write in the events that precipitated these moods.