

**DISCOVERING**

**LUKE**

**Bible Study and  
Quizzing for Youth**

**LEADER'S GUIDE**

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**COVER ART**

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## Leader's Guide Overview

*Discovering Luke* is best used in a "Discovery Group" setting. A Discovery Group is a group of youth committed to growing in God's Word, meeting regularly for a set period of time to study and share. The use of Discovery Groups is described in more detail in the next section of this guide. It also serves as a great group study workbook for youth involved in Bible quizzing.

Here are some guidelines to help facilitate your use of *Discovering Luke*:

- This study is divided into 13 Study sessions. Each Group Study lesson is written to take approximately 45 minutes. This Bible study is meant to be only a part of a total session that includes you and your youth sharing insights from your Personal Study times (if you are using a companion student resource) plus events and activities of the week and ending with prayer. A meeting of an hour to an hour and a half will provide adequate time for these components.
- Each Group Study session covers a specific section of Acts and also identifies a key verse for you and your participants to memorize.
- This leader's guide gives you a complete session plan for the entire Bible study portion of your weekly meeting. Each session contains the following elements designed to assist you in your preparation and presentation.
  - **TEACING AIMS** and **PERSPECTIVE**--these will help you gain an understanding of the "main points" of the lesson.
  - **BIBLE BACKGROUND**--this extensive section will provide you with additional information that will broaden your understanding of the passage being discussed.
- The actual group study time is designed to take place through the structure of the session activities. After you've prepared yourself through studying the Purpose, Perspective, and Bible Background, read through the session activities to develop an understanding of what to expect from the coming group study time. Make sure you understand exactly what is intended to happen through each activity; remember, also, that these activities are here to assist you. Feel free to adjust them as necessary to fit your group environment, resources, and/or time frame.
- Regarding the group activities, you will find specific instructions that actually say, "**Say, ...**" or are printed in ***bold italics***. This does not mean that you must quote this information word for word to your students. We've included this material only as a guide for you regarding what we recommend to be communicated to your group.
- Each session provides you with four activities, each one intended to bring your students into an encounter with the Scripture through a certain perspective. These activities are: *Engage the Word*, *Explore the Word*, *Examine the Word*, and *Experience the Word*. The session activities are intended to give you strong teaching options without neglecting your own creativity. Adapt and tailor the sessions to meet the individual needs and personalities of your group.
- Students are encouraged to keep personal notebooks as they read and study during the next several weeks. During the group sessions, they will often be asked to reflect in writing. Encouraging each youth to have a "notebook-type" journal will keep you from having to provide blank notepaper each time.

The first place to start on your journey through these books of the Bible is with the Word itself. Read through the books entirely before you begin your Bible studies. Then look through this leader's guide and acquaint yourself with their contents.

## Guide to Discovery Groups

An effective small-group Bible study ministry for youth in the local church begins with Discovery Groups. Discovery Groups are important for:

- **communicating acceptance**
- **teaching by example**
- **building personal relationships**
- **modeling discipleship in a real-life setting**

There are many ways to start a Discovery Group in your church. The best way is to **invite** all of your youths to be involved. Use posters and promotional announcements beginning two or three weeks in advance to spread the word about the group. Contact persons you feel would especially benefit from the study. Also, make personal contact with those whom you think will be involved in youth Bible quizzing in the coming year, encouraging them to be involved in the group.

Another way to form a Discovery Group is to hand-pick youth who are already strongly committed to becoming all God wants them to be. These highly motivated youth will usually respond more eagerly to discipling than students at an earlier stage in their spiritual maturation. This approach to discipling is biblical and appropriate for leadership development and training; if you are not convinced, spend some time reading through the Gospels, noticing the approach Jesus chose in His training of the Twelve.

But remember, every Christian needs to be discipled and belong to a warm, accepting fellowship. In such a loving fellowship, halfhearted disciples will start to catch a vision of their potential and will begin to develop a taste for further growth.

In many churches, all the youths will fit into a single small group. If you need more than one group, however, consider providing different groups for those with different levels of commitment. You may want to hand-pick a group for in-depth discipling, then provide other groups for those not yet ready for the intense commitment expected at this level. Rather than dividing the youths arbitrarily, you may want to set specific conditions for membership in the more in-depth group. These conditions might include disciplines of attendance, spiritual journaling, Bible study, accountability, and so on.

Any Discovery Group member must exhibit some level of **commitment**. An obvious minimum commitment is to attend the group regularly. To build mutual trust in the group, members have to get to know each other. If one group member drops in only occasionally, he or she will be a relative stranger to the rest of the group . . . at least at the level of sharing possible in the Discovery Group. The presence of a relative stranger will immediately reduce the trust level in the group, limiting the openness of sharing. Of course, some absences are inevitable. The needed commitment here is for each group member to make group attendance a very high priority so that attendance is regular. A discussion of the priority of group attendance can be helpful in the early weeks of the group.

What's the best **time** for a Discovery Group? Again, it depends upon your goals and the personality of your group. Some youths can commit themselves to a weeknight meeting, while others may find a weekend afternoon meeting is best.

How long should we continue the Discovery Group? As long as the youths involved can stay committed. Some groups have continued year-round. Once they finished the 13-week study from the Discovering Series workbooks, they worked chapter-by-chapter on other books of the Bible or started on a new Discovering Series workbook.

It is generally best to run the group for 13 weeks. After the study has finished, there may be other youths who want to be a part of the Discovering Group. If so, locate a leader for them. Some of the youths in the original group may want to continue, while others focus more on other activities. If you cannot continue as a leader, be sure another adult leader is there to carry on.

How does a person lead the Discovery Group Bible study? A small group leader is a person who makes it easy for the group to relate. He or she keeps the group moving, nudges it back on track when it begins to stray off the subject, and encourages participation in group discussions and activities. In the Bible study segment of the Discovery Group session, the leader's role is to help group members discover *for themselves* what the scripture means--how they can apply it to their lives--and then encourage them to follow through with obedience. The group leader's role is not to be a resident authority who *tells* group members what the scripture means and how they are to apply it to their lives. He or she must resist the temptation to lecture. This leader's guide offers specific suggestions for each session to help the leader serve as an effective Bible study facilitator.

While the Discovery Group leader is not authoritarian, he or she is an authority. That authority, though, is a spiritual authority, flowing out of the authenticity of the leader's life. Youths follow the leader, not because the leader forces himself or herself on them, but because of the kind of person the leader is.

Don't be discouraged if some weeks the group seems especially distracted or if a session is sidetracked by one youth's current crisis. Realize that when working with youth, you will need to have realistic expectations and be ready to adjust. Don't be afraid, however, to intervene and steer the group back on track when needed. It might also be easy to be discouraged if you feel like your group isn't functioning like you would like it to. It will take time to establish relationships in some cases. Remember--you have 13 weeks together! Be patient and allow the Holy Spirit to work.

Remember, also, that you cannot expect more from your students than you are willing to give. If your students sense that their group leader is halfhearted about the study times or seems preoccupied throughout the meetings or isn't adequately prepared for the discussion, then they will most likely begin to reflect that same level of commitment. Be certain to spend the time necessary beforehand to make sure you are confident in your knowledge of the session's material. You don't need to know all the answers, but be prepared to facilitate an informative, interactive discussion.

And, as a leader, always make one of your top priorities that of keeping the group in your prayers and to ask God to help you be in tune with Him as you guide them. He will be faithful!

## OUTLINE OF GOSPEL OF LUKE

- I. Preface (1:1-4)
- II. The Nativity and Boyhood of Jesus (1:5--2:52)
  - A. The birth of John the Baptist foretold (1:5-25)
  - B. The birth of Jesus foretold (1:26-38)
  - C. Mary's visit to Elizabeth (1:39-56)
  - D. The Birth of John the Baptist (1:57-80)
  - E. The Birth of Jesus (2:1-20)
  - F. Jesus presented in the Temple (2:21-40)
  - G. The Boy Jesus at the Temple (2:41-52)
- III. Preparation for the Ministry of Jesus (3:1-4:13)
  - A. John the Baptist prepares the way (3:1-20)
  - B. The baptism of Jesus (3:21-22)
  - C. The genealogy of Jesus (3:23-38)
  - D. The temptations of Jesus (4:1-13)
- IV. Jesus' Galilean Ministry (4:14--9:50)
  - A. Jesus begins His public ministry (4:14-30)
  - B. Ministry in and about Capernaum (4:31--5:16)
  - C. Early controversies with the Pharisees (5:17--6:11)
  - D. The great sermon (6:12-49)
  - E. Jesus heals and raises the dead (7:1-17)
  - F. Jesus and John the Baptist (7:18-35)
  - G. Jesus anointed by a sinful woman (7:36-50)
  - H. Jesus as an itinerant preacher and miracle worker (8:1-56)
  - I. Sending out the Twelve Disciples (9:1-9)
  - J. The Nature of the Christ (9:10-50)
- V. Jesus' Perea Ministry (9:51--19:27)
  - A. Jesus sets out for Jerusalem (9:51-62)
  - B. The mission of the seventy (10:1-24)
  - C. Jesus teaches and heals (10:25-11:36)
  - D. Jesus is opposed by the Scribes and Pharisees (11:37-54)
  - E. Jesus teaches on responsibility and discipleship (12:1--13:9)
  - F. Teachings and exhortations in the course of the journey (13:10--17:10)
  - G. Teachings and healings leading to the final prediction of the Passion (17:11--19:27)
- VI. The Ministry at Jerusalem (19:28--21:38)
  - A. Jesus enters Jerusalem and cleanses the Temple (19:28-48)
  - B. Jesus teaches daily in the Temple (20:1--21:4)
  - C. Signs of the end of the age (21:5-38)
- VII. The Passion of Christ (22:1--23:56)
  - A. Judas agrees to betray Jesus (22:1-6)
  - B. The last supper (22:7-38)
  - C. Gethsemane (22:39-53)
  - D. The Jewish Trial (22:54-71)
  - E. The Roman Trial (23:1-25)
  - F. The Crucifixion, Death and Burial of Jesus (23:26-56)
- VIII. The Risen Christ (24:1-53)
  - A. The Resurrection (24:1-12)
  - B. Jesus Appears to His Disciples (24:13-49)
  - C. The Ascension (24:50-53)

## Lesson 1- NO ACCIDENTAL MESSIAH

**STUDY SCRIPTURE:** Luke 1:1-80

**KEY VERSE:** "You will be with child and give birth to a son, and you are to give him the name Jesus. He will be great and will be called the Son of the Most High. The Lord God will give him the throne of his father David, and he will reign over the house of Jacob forever; his kingdom will never end" (Luke 1:31-33).

### Teaching Aims

To help the learners:

1. Understand that the birth of Jesus was part of God's plan for the salvation of humankind long before the event happened.
2. Value God's wonderful intervention in history on our behalf.
3. Learn to trust in God's love and care.

### Perspective

It has become well known that many of our youths have no sense of history. Anything that happened before their birth is part of a nebulous "ancient history" that has no order or sequence. Even events that have occurred during their lifetime seem to be isolated and spontaneous, with no foundation in or relevance to prior events.

Unfortunately, many of the events of the Bible they may have learned through years of Sunday School and Vacation Bible School also float in a soup of "Bible stories" with no sequence, connection, or relevance. Most youths do not understand that God has intervened in the history of humankind in a purposeful and planned manner. The arrival of the Christ Child was no accident. It was an event whose blueprint had been carefully drawn and whose execution was carefully orchestrated.

This lesson will help youths understand this plan and realize that they can trust a God who so carefully oversees the events of history.

**Bible Background For The Group Leader's Preparation** (You might want to read parts of this to your class that pertains to the various sections of the study scripture passages.)

This Bible Background, and the ones that follow, will cover the entire Study Scripture, although only a portion of that scripture is actually used in the Discovery Group session. This is done so that the leader understands the context surrounding the passages and so that he or she is prepared to help the students.

While many scholars have attempted to harmonize and coordinate the four Gospels, their beauty is not in how they are alike but in how they are different. Each of the Gospel writers remembered, understood, and related the story of the life and ministry of Jesus Christ from his unique perspective.

- **Matthew** saw Jesus as the ultimate fulfillment of Old Testament prophecy and portrayed Him as King and Messiah to a primarily Jewish audience.
- **Mark**, who learned of Jesus' life from Peter, saw Jesus as a powerful performer of miraculous deeds and portrayed Him as a Man of action to his primarily Roman audience.
- **Luke**, the careful physician, focused on Jesus as the Incarnate Word--God in Man--and portrayed Him as the Son of Man to his primarily Greek audience.
- **John**, who wrote much later than the others after a lifetime of reflection and ministry, understood keenly the theological aspects of Jesus' life and portrayed Him as Son of God to a universal audience.

Because of Luke's unique perspective, he wrote an account of Jesus' life and ministry that is filled with detail and description. Of all the Gospels, it is the one that comes the closest to being a complete biography of the life of Christ. But it is more than just a historical record of the life of one individual. It is a spiritual record of the activity of God--through the life of this one individual--to redeem humankind.

Luke was careful to do his research (see 1:3) and present his findings in an organized and detailed manner. He begins his account of the life of Christ not with Jesus' birth but with events prior to Jesus' birth that demonstrate God's purposefulness and meticulous planning.

There are those who would have us believe that Jesus was born just an ordinary child in an ordinary family and that He was chosen by God at some later point in His life to be the Messiah because of His righteousness and obedience. There are others who would have us believe that only after the death of the very human Jesus did His followers see in Him messianic traits and so create the legend of the supernatural events in His life.

It is obvious that Luke wants us to clearly understand that the entry of the Messiah into this world in the human form of Jesus was a part of a carefully crafted and executed divine plan. He begins his Gospel with the story of the angel Gabriel's visit to Zechariah to prepare him and his wife Elizabeth for the miraculous birth of their son, to be named John and to become the forerunner of the Savior.

Zechariah was one of a multitude of Hebrew priests who fulfilled priestly duties during two week-long stints of service each year. Zechariah was chosen by lot to do a special task, enter the Temple to burn incense. It was during this service that he met face-to-face with Gabriel. Why did God choose this minor priest to be the father of John? At least in part it was because his wife Elizabeth was a cousin of Mary. But maybe more than that it was because the couple had long been infertile and the birth of a son would be a "certifiable" miracle. The entry of such a man as John the Baptist into the world should be the result of special circumstances.

Luke next records the story of that same angel's visit to Mary to prepare her for the birth of her son, to be named Jesus. In our familiarity with this story, we dare not miss the fact that Mary was a young (probably only 14), unmarried, peasant girl. There was nothing in her life that could have prepared her for this visit. And yet her response to the angel's news was one of humility and obedience.

Tradition holds that Luke, doing his research long after the actual events, had only Mary to interview, Joseph being dead by that time. So he tells the story from Mary's perspective. (Matthew, on the other hand, probably knew Joseph while he was still alive and recorded the events primarily from his perspective.)

When Mary visited Elizabeth, the baby John leaped in his mother's womb at the sound of Mary's voice. Elizabeth, filled with the Holy Spirit, acknowledged Mary's role as mother of the Savior. There is no indication that she had any prior knowledge of Mary's circumstance.

Mary's response, recorded in 1:46-55, has become one of the classical hymn texts of the Church, given the Latin title the Magnificat. It is a glorious hymn of praise to God for His plan of salvation and His intervention in the events of human history.

At the birth of John, Zechariah too was filled with the Holy Spirit and spoke words which Luke recorded in the form of a hymn of praise. The hymn concludes with Zechariah's words to his infant son, revealing John's mission as the forerunner of the Savior.

## **ENGAGE THE WORD**

### **Who Is Jesus?**

Take several minutes at the beginning of your study for youths to get to know each other. Have each group member share something about himself. Pray for God's presence and leadership in your study times ahead.

Begin this study with the same question Luke was trying to answer when he wrote the first chapter of his Gospel: How can we know that Jesus was the Messiah? Have students read the three opinions expressed by the "experts" below. These are actual positions held by theologians. If you have youths who enjoy acting, give them this material in advance and ask them to be prepared to play these three theologians.

### **Who Is Jesus?**

*With us today are three of the world's top theologians, discussing the topic "Jesus: the Man, the Messiah." Let's listen in on their presentations.*

*Rev. Julius Wishyheart: The idea that Jesus was born the Messiah is quaint and naive. Obviously, no infant could possibly be a messiah! God, at the appointed time, looked around Israel for the most appropriate choice. He found the "thirty-something" man named Jesus, who was a devout and obedient Jew. Jesus even went to John to be baptized, although he didn't really need to. At that baptism, God appointed Jesus to be the Messiah. That's what all that activity with the descending dove and the voice from the cloud saying, "This is my son," was all about. From that point on—but not before—Jesus was the Messiah.*

*Professor Malcolm Souldeath: Jesus was a man possessed with a dream—to be a rabbi. Unfortunately, he didn't have the credentials. But he became a pretty effective itinerant preacher. But he wasn't smart. He got himself into things he didn't understand—like winding up in Jerusalem right in the middle of a political whirlwind. The Romans and the Jews both used him as a scapegoat. But after his death, his disciples saw his life as a kind of metaphor, an example of the kind of life a messiah should live. And so they began to embellish on the things he said and reinterpret the events of his life, and pretty soon they had created a messiah. God didn't make Jesus a messiah; the disciples did.*

**Dr. Herbert Faithstrong:** *Long before the birth of Jesus, long before even the creation of the world, God planned for the redemption of humankind. And part of that plan included His Son becoming human and walking on earth. That's why God kept promising the Hebrews a Messiah—it was already in His plan. At the right moment, God the Son, voluntarily took on the form and reality of a human. He was the Messiah before, during, and after His time on earth. He was born the Messiah, He lived the Messiah, He died the Messiah, He rose again the Messiah, and He reigns the Messiah even now.*

Say to your class: *"That's three pretty different ways at looking at Jesus. They can't all be right. Only one of them can. Which one do you agree with?"* Students will probably agree with the last theologian. But don't let them off the hook so easily. Follow up their response with the question, *"How do you know that?"* or *"Why do you believe that?"* Listen carefully as they answer. Their responses will help you tailor the balance of the study session to their needs and understanding.

## **EXPLORE THE WORD**

### **1. WELCOME TO LUKE**

*Ask most people to name the Twelve Apostles and they will very likely start out, "Matthew, Mark, Luke, and John." Wrong answer, but thanks for playing! As a mature, astute student of the Bible you know that those four names represent the writers of the Gospels, the first four books of the New Testament. Only two of them, Matthew and John, were apostles. The other two were closely associated with apostles: Mark was a companion of Peter, and Luke was a companion of Paul.*

*These four men wrote about the life and ministry of Jesus Christ, but each did so from a unique perspective:*

- *Matthew wrote primarily for Jewish readers and emphasized the work of Jesus as the Messiah. He was concerned about showing that Jesus was the fulfillment of the Old Testament prophecies about a coming Savior. Matthew concentrated on Jesus' kingly attributes.*
- *Mark wrote primarily for Roman readers and emphasized the powerful work of Jesus. His is the shortest and most action-packed of the four Gospels. He focused on what Jesus did rather than what Jesus said. Mark concentrated on Jesus' servant attributes.*
- *Luke wrote primarily for a Greek audience and emphasized the work of Jesus as the Son of Man. His is the longest, most detailed, and most organized of the four books.*
- *John wrote for a universal audience and emphasized the work of Jesus as the Son of God. His is the most theological of the Gospels. He focused on the teachings of Jesus, rather than on His actions.*
- *Luke himself is mentioned only three times in the New Testament. In Philemon 24, Paul describes him as one of "my fellow workers." In 2 Timothy 4:11, Paul lists him as his sole companion while in Roman imprisonment. In Colossians 4:14, Paul tells us that Luke is a doctor ("beloved physician" in the KJV). Luke was most probably a Gentile, specifically a Greek. That makes him the only non-Jewish New Testament writer.*

*Luke is the author of two New Testament books: the Gospel that bears his name and the Book of Acts. Acts 1:1-2 indicates that he intended these to be a two-volume description of the works of Jesus Christ. Many passages in Acts use the pronoun "we," indicating that Luke is describing events in which he took part as Paul's traveling companion.*

*The purpose of the Gospels is to record the ministry of Christ, rather than to be a complete biography of Jesus' life. And, Luke's gospel comes the closest to earning the subtitle, "The Life of Christ." Many people consider this Gospel to be the "most beautiful book ever written" as well as the clearest and easiest to read of the four Gospels.*

*Before you dig into this study, get a broad overview of Luke's Gospel by skimming through the entire book. If your Bible has section titles, read these and then read one or two verses in each section. Don't try to read every verse. Just get acquainted with the "Greatest Story Ever Told" through the writing of Luke. Do it now, before you read any further.*

*After you have skimmed the entire Book of Luke, complete these statements:*

- *I think the main message of Luke's Gospel is . . .*
- *One section that really interests me is . . .*
- *One question that I'd like to have answered is . . .*
- *The most important thing that the Book of Luke says to me is . . .*

## 2. OVERVIEW

*The first chapter in Luke's Gospel describes the events prior to Jesus' birth that signaled that something special was about to happen. Read chapter one as a class and then answer these questions:*

- What is the most familiar section of this chapter to you?
- What is the least familiar section?
- Is there anything in this chapter that surprises you or that you had never heard before?

## 3. CONGRATULATIONS ELIZABETH AND MARY! (1:1-38)

*After a four-verse introduction in which Luke explains his intention for writing, he tells how two people--one an elderly married man, and one a young single woman--are visited by an angel named Gabriel. Read Luke 1:1-38 and then answer these questions:*

- Read Acts 1:1. What does Luke say there about his purpose in writing this Gospel?
- What did Luke do before he began to write (v. 3)? What does that mean to you as you begin this study?
- At this time in history, just before Jesus' birth, there were too many Jewish priests for them all to work in the Temple regularly, so they worked in groups, with each group serving only two weeks out of the year. Special tasks, like the burning of incense, were assigned by a drawing. It was likely that a priest might be chosen for one of these special tasks only once or twice during his lifetime. How do you think Zechariah must have felt as he entered the Temple to do this special task?
- During Bible times, if a couple was unable to conceive children, the woman was considered cursed. In fact, a man could divorce a woman for no other reason than her childlessness. (They had no understanding in those days that the man could be infertile.) How do you think Zechariah must have felt when he heard the news the angel Gabriel told him?
- What did Gabriel say would be the mission of Zechariah's son?
- Mary was "pledged" to be married to Joseph. This was like our "engagement," only much more binding. (Indeed, a divorce had to be secured in order to break it off.) But, since they weren't yet married, the two had not been intimate. It was considered a terrible and shameful sin for an unmarried woman (even one pledged) to become pregnant. How do you think Mary must have felt when she heard that she was to be a mother?
- What does Mary's response in verse 38 tell you about her?

## 4. THE MAGNIFICAT (1:39-56)

*After Mary learned the news about her pregnancy, she went to visit her cousin Elizabeth. When the two women--each pregnant under special circumstances--met, you can be sure they had a lot to talk about! Read Luke 1:39-56 and answer these questions:*

- What happened when Elizabeth heard Mary's voice? Why do you think Luke recorded this small detail?
- What is the significance of Elizabeth's words in verse 43?
- Mary's words in verses 46-55 are really a beautiful poem. This poem is known as "The Magnificat," from the Latin word for glorify. Summarize this poem in your own words.

## 5. A PROPHET IS BORN (1:57-80)

*Many people think that a prophet is someone who tells the future. While the Old Testament prophets did occasionally do this, their main function was to proclaim the word of the Lord and call the people around them to attention and to change. When John was born, his father Zechariah was filled with the Holy Spirit and made a pretty profound pronouncement about his son. Read Luke 1:57-80. Then answer these questions:*

- Why didn't Elizabeth and Zechariah name the boy after his father or one of their other relatives, as was the custom? (See 1:13)
- Those who witnessed the miracles surrounding John's birth asked, "What then is this child going to be?" (v. 66). Zechariah answers this question in verse 76. Compare this verse with 1:17. What would John's mission be? Does God still call people today to do what John did?
- If Luke's purpose in writing was to record the life and ministry of Jesus, why did he record the events of chapter 1? Why not just start with Jesus' birth?

## Bible Quizzing: A Perspective

### What is Bible Quizzing?

Bible Quizzing is a program that helps youths study and learn about the Scriptures. About once a month, youths from different churches gather for a time of fellowship and competition. In each competition, there are questions about a specific pre-announced portion of Scripture and the teams compete in order to correctly answer those questions.

The official slogan of the Nazarene Youth International is quoted from I Timothy 4:12 - "*Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity*". The purpose of Bible Quizzing is to help cultivate the actions, attitudes, and the lifestyle that are necessary to accomplish this slogan. The Bible Quiz program intends to reach this goal through a tactic that is divided in these different areas:

- An avenue of meaningful **Bible study** for youth to attain to a deep and intimate knowledge of Scripture.
- A means of increasing **fellowship and interaction** among youth around the world.
- An integral part of the **outreach and discipleship** aspects of local church youth ministry.
- A medium for the **training and mentoring** of youth leadership.
- A catalyst for encouraging active participation in **ministry and mission** projects.
- A **bridge** for building relationships between youth from different world regions..
- An arena for exciting Christian **competition**.

Rules alone can never prevent unfair tactics or unsportsmanlike attitudes. However, these rules are necessary in order for the competition aspect of Bible quizzing to be clear and consistent. It is the duty of every individual associated with Bible quizzing to uphold the integrity and intent of these rules and guidelines. Any attempt to gain an advantage by circumvention, disregard, or manipulation is unethical and detrimental to the mission and purpose of Bible quizzing. The pursuit of success must never dominate the commitment to exhibit a Christ-like example.

### How to Organise a Bible Quizzing Ministry

1. Bible Quizzes are intended to be for youths between 12 and 25 years old. You may want to divide the competition into two categories: 12-18, and 19-25.
2. The year for Bible Quizzing starts on January 1st and continues until November or December (or August through June or July – whichever works better for your district). Decide how much Scripture to be covered at each weekly meeting (e.g. one chapter or one story) and plan a calendar study chart.
3. During the year a tournament will be planned for every one or two months, generally on a Saturday or a Sunday afternoon.
4. Every local church can have one or more teams that meet together for Bible study and competition practice. Each team is composed of 4 or more people in a small group setting.
5. The location for the competition events (tournaments) must be rotated amongst all the churches participating in the District.
6. For every year, there is a book (or books) from the New Testament that is used as a resource material for the questions of the competition.

Following is the 8 year cycle that is used around the world for Quizzing.

- a. 2008-2009 - Luke
- b. 2009-2010 - 1 & 2 Corinthians
- c. 2010-2011 - John
- d. 2011-2012 - Hebrews and 1 & 2 Peter
- e. 2012-2013 - Matthew
- f. 2013-2014 - Romans and James
- g. 2014-2015 – Acts
- h. 2007-2008 - Galatians, Ephesians Philippians, Colossians, Philemon

Then the cycle begins again. We currently have bible studies/questions for many of these books in English, Spanish, and French.

7. Every church must have someone who is the Bible Quiz chairman and two or three more mature helpers to help train the teams and lead them in a weekly Bible study over the Scripture. (e.g. If meeting twice a week, spend time in Bible study, discussion, devotion and make an effort to understand the material together in one meeting. In a second meeting spend time practicing for competition. If meeting once a week divide the time between Bible Study and Competition practice.)

8. The District must have an elected or nominated Bible Quiz chairman, to plan and organize the calendar of the competition and also co-ordinate the different tournaments.

### **How to organise a weekly Bible team meeting**

1. Before the meeting, the leader should read and study the material to be covered during the meeting. Pray for the Lord's guidance.
2. The leader should arrive at the church where the Bible Study will take place before the time in order to prepare.
3. The group can play a game that helps the group begin thinking about the Scripture being covered.
4. Pray together.
5. Read the material out loud together. Spend time asking and answering questions regarding the passage. Help everyone in the group understand what the Scripture means.
6. Allow God to speak through the message of the text. Share a story or a personal experience that relates to the Scripture.
7. Allow time for more questions or input regarding the understanding.
8. Talk about what kind of response that the Scripture calls for in the life of the church or in individual lives.
9. Close with prayer.
10. Encourage the study of material for next meeting. Hand out a paper w/ the material to be covered in the next meeting, the time, the place, and some study questions.

### **How to organise a weekly competition practice**

1. After the Bible Study or at a separate time during the week, practice for competition.
2. Encourage the memorization of important verses; spend time memorizing and quoting to each other.
3. Play a learning game to familiarize the group with the material being covered (ex. Hangman or pictionary or charades).
4. Ask quizzing questions from the material being covered. (see examples)
5. Divide the group and compete against each other.
6. Keep the focus on knowing and understanding the Word and not on winning and losing.
7. Give out study "homework" for next practice.

## **COACHING**

### **Coach's Job Description**

1. Plan and attend practices
2. Arrange for personnel at practice and quizzes
3. Arrange trips to district invitationals and coach a team
4. Plan and participate on trips to off district tournaments
5. Contact quizzers on a weekly basis using notes (maybe an email) and phone calls
6. Demonstrate good sportsmanship at all quizzing events
7. Demonstrate and facilitate interest in God's Word
8. Plan quiz parties at least twice during the quiz year
9. Recruit new quizzers and coaches
10. Plan a demonstration quiz with local pastor
11. Mentor assistant coaches
12. Organize and lead weekly devotionals (at practice or maybe during Sunday School)
13. Note: there are weekly devotionals in the yellow book that can be adapted for a bible study group or a 13 week study of the material at youthquiz.com (requires a subscription)
14. Keep statistical records from quizzes
15. Manage a quiz budget if available from the local NYI
16. Order quizzing materials (from youthquiz.com; a portion of the revenues benefit our program)
17. Keep an organized quiz schedule and keep parents of quizzing up to date
18. Keep local pastors updated on the state of quizzing. Encourage announcements, make sure events are on the church and NYI calendars and interact with the pastors on a regular basis
19. Product a newsletter to keep everyone, especially parents, up to date
20. Attend non-quizzing activities that the quizzers may be involved in. For example, a band concert or play at school

21. Integrate with the rest of the youth group. Be involved in other activities with the youths and work together with the NYI president or youth pastor. They will feel more comfortable with you when that occurs.

### **Assistant Coach's Responsibilities**

1. Attend practices and assist with the quiz activities – be a quizmaster or scorekeeper
2. Coach at district invitationals and off district tournaments
3. Call quizzers during the week to encourage them to study and see how things are going
4. Check quizzers' memory verse recall at practice
5. Fill in during the coach's absence
6. Help lead devotionals
7. Assist in team formation – give opinions about how quizzers are doing and share with the coach

### **HOW TO MOTIVATE**

Every individual has a personal agenda, the "Real Reason" he or she wants to be on the team. That personal agenda is the key to motivating each person.

It has been said that the only true motivation is self-motivation. If that is true, then our responsibility is to remove the barriers that de-motivate an individual. Some factors that can limit a quizzers motivation is the fear of failure, not being successful, lack of excitement, lack of challenges and not seeing what they are capable of achieving in quizzing.

A quizzer may become less motivated because they do not realize what they are capable of accomplishing. When a quizzer's experience success or see what they might accomplish, they become excited. Our goal should be to help them have big dreams or the desire to do better.

Quizzers like to be involved in things that provide them a sense of success. If they do not perceive that they have been successful, then they will not give more than the minimum effort required or they will drop out altogether. They must also have a sense of security and safety within the group. If they do not feel safe or accepted, many quizzers will not risk failure.

The biggest thing that makes quizzing different from any other bible study is the competition factor. This factor is also a key to motivating most quizzers. Most people like to win and will often go to great lengths to win as long as the correct environment is there. Most quizzers are naturally motivated by the competition, but lack the safety from failure, and the vision to push themselves.

Seeing and knowing that there is more to achieve can be just the challenge needed to motivate. Help your quizzers see what they can accomplish if they work hard enough. Let them see really good teams quiz, great individual quizzers award ceremonies. Discuss what it will take to accomplish what they have seen. It may take a while to convince them that they can accomplish the same thing.

Help them to create individual and group goals. Make some of them easily attainable and others that require a great stretch to achieve. Most quizzers also need to see how they have been successful before they will dare try to accomplish more. Each of us is normally our harshest critics. Take every opportunity to point out the successes, no matter how small they may be. Look hard to find things to compliment every quizzer.

True motivation is internal, but external factors can play an important role in motivation. Consider these ideas when motivating.

- Set a good example – your enthusiasm will rub off on them
- Set appropriate goals – create multiple goals including some that will challenge them
- Give lots of feedback – praise first and then improvement
- Help quizzers measure success against themselves not others
- Provide incentives for reaching goals
- Keep track of personal scores and awards
- Make trips to tournaments
- Allow quizzers the opportunity to quizmaster when they reach certain goals like quizzing out or studying a certain amount
- Provide public recognition in church

Another effective way to help motivate is to create some yearly awards feel free to make up some unique ones of your own. Make sure the quizzers know exactly how to earn them and try to keep them updated on how they are doing if the award lends itself to such.

## Organising a Quiz Competition Tournament

### What to do before the tournament

1. Announce, clearly, to all the participants, coaches, and officials the details of the Quiz (date, time and place, what to study, etc.)
2. Prepare the questions
  - a. Write down the questions or use prepared questions.
  - b. Divide the questions into groups of 22 or 23 (That would be 20 questions, plus extras for bonus questions or challenges.) You will need enough groups of questions for all the rounds.
3. Choose a format for the Quiz (Each team quiz each team; Round-robin style with each team quizzing within a group of 4-5, and the winner of each group quizzing against each other for the championship, etc.)
4. Arrange for people to serve as Quiz Chairman (he or she reads the questions and rules on the correctness of the answer) and scorekeepers/jump judges (He or she keeps score and determines who jumped first for each question. Jump judges are not used if electronic jump seats are used.) If you have enough teams, you might have 3, 4, or more competitions going on at the same time in different rooms. If that is the case, you will need a Quiz Chairman and a scorekeeper for each competition.
5. Organize with someone to provide for something to eat and drink. You may charge a fee for lunch, or have each person bring their own lunch.
6. Make or buy the prizes
  - a. Choose some special prizes (Bibles, books, trophies, etc.)
  - b. Make strips or ribbons (individuals and for teams)
7. Make copies of points sheets
8. Make a list of the announcements for the beginning of the competition
9. Choose someone to lead a short devotional time before the tournament begins.

### What to do on the tournament day

1. Arrive at the church where the tournament will take place at least one hour before the time in order to prepare the place.
2. Items to take to the tournament
  - a. Points sheets
  - b. Groups of questions (hidden from the participants)
  - c. Pencils or pens for the quizzing officials
  - d. Prizes
  - e. Tape recorder and music tapes (optional)
3. Organize the venue
  - a. A table and chairs for the quizzing officials. (One set needed for each competition location.)
  - b. 2 benches or 8 chairs for the contestants
  - c. Seats for the quiz officials
  - d. Microphones (optional) - 1 for the quiz chairman and 1 for the contestants
  - e. Tape recorder and music tapes
  - f. Prizes
4. Begin the quiz with the devotion and the announcements
5. After the quiz
  - a. Sum up the points and organize the contestants according to their points
  - b. Give the prizes.
  - c. Pray
  - d. Clean the church

### **Rules for Youth Bible Quizzing for the Church of the Nazarene**

These rules are necessary to run a program whose purposes are clear and solid. Every member of the Bible Quizzing program must make sure that the rules and the program are respected. However, these rules can not prevent unfair acts or attitudes that are not fair play. The actions and attitudes of those who are involved (teams members, coaches, competition officials, etc) must reflect the purposes and objectives of the program and of NYI. The pursuit of success must not dominate the goal of exhibiting a Christ-like attitude.

**METHODS OF COMPETITION** - Before any competition, the chairman should choose the quizzing method (electronic jump seats or jump judges) for all the teams. The methods that are going to be used must be clearly indicated to the officials, coaches, and captains of the team before the beginning of the competition.

### **THE TEAM**

1. The Team is composed of four or more contestants who regularly attend the Church of the Nazarene and are members of the local NYI. More than five contestants can be used on a team during a competition, but only five can be included in the team in each round. No one can be a member of the team if he or she has attended any university, college, Bible school, or any other educational training beyond high school.
2. The coach can talk with or assist his team only during the breaks between the questions.
3. Only four contestants per team can be competing. The fifth one is substitute.
4. Specific members of each team must be designated by the coach before the competition as the captain, and another as co-captain.
5. Only the captain can talk with the quiz chairman after a decision, either to challenge the decision, to protest, or correct.

### **THE OFFICIALS OF THE QUIZ**

- A. The Quiz Director** - the person who organizes the tournament. His or her responsibilities include:
1. Prepare the study and tournament calendar in advance
  2. Obtain all the officials necessary for the competition.
  3. Provide all necessary materials for the competition: seats, groups of questions, score sheets, copy of biblical material, a stopwatch, pencil, etc.
  4. Prepare enough groups of questions for the competition.
  5. Prepare or buy the prizes for the quiz: certificates, trophies, or others
  6. Advertise the time, place and date of the tournament in all local churches and to all the people involved.
- B. The Quiz Chairman** - the person who leads and controls the rounds in the tournament. His or her responsibilities include:
1. A good knowledge of the rules and of the material in the competition. During a competition, the interpretation of the Quiz Chairman is final.
  2. Be unbiased and consistent.
  3. Read each question during the round
  4. Recognize the first contestant and ask for the answer.
  5. Judge the correctness of each answer
  6. Consult, if necessary and wanted, the scorekeeper when judging answers, challenges, or appeals.
  7. Note faults when they take place
- C. The Scorekeeper** - the person who maintains the official scoring sheet during the tournament rounds. His or her responsibilities include:
1. A good knowledge of the rules of the Bible Quiz
  2. Register each member of the competing teams onto the scoring sheet.
  3. Register points obtained and/or lost by each team and individual contestant.
  4. Notify the Quiz Chairman when a contestant:
    - a. Has correctly answered four questions
    - b. Has committed three errors
  5. Regularly notify the Quiz Chairman of the running score
  6. Register the final team and individual results
  7. Serve as timekeeper.

## **THE TOURNAMENT**

### **1. Duration of the tournament.**

- a. There are 20 questions in a round
- b. If there is a draw after twenty questions, there will be play-off questions until the draw is broken. Only one question is necessary to break the draw, unless no one answers it.

### **2. Composition of the teams**

- a. Each team's coach must give the names of his or her team to the scorekeeper before the first question is read.
- b. The captain and the vice-captain of the team must be designated before the first question is read.

### **3. Breaks.**

- a. A break lasts for one minute and can only be asked between questions.
- b. Each team can ask for two breaks per round, and only the captain, the coach, or one of the officials can ask for a break.

### **4. Substitutions**

- a. The coach can only change an active member during a break. The contestant that leaves a round is a substitute and can come back in the competition later. The substitute comes back automatically to the competition when one of the contestants answers all the questions he has to answer, or makes all the faults and/or errors he is allowed to make.
- b. Only a substitute can take the place of a contestant - two contestants who already are competing can not exchange places.

### **5. Questions**

- a. All the questions will be based on the same version of the Bible (announced ahead of time).
- b. A question for all can be read only once
- c. If no contestant stands to answer a question within five seconds after it has been read, it will be considered closed. The Quiz Chairman must read the answer, and go on. No points will be given for that question.
- d. At any time before beginning to read the next question, the Quiz Chairman can throw out a question that contains incorrect information or has not been well read.
- e. A captain may appeal to the Quiz Chairman if there is incorrect information in a question, if the question was not well read, or if the question could not be understood because of interference.

### **6. Electronic Seats**

- a. The equipment used for a Bible Quizzing competition are called "jump seats". The cushions are plugged in to a box at the officials' table. Each cushion functions as a switch that shows with a light who stood up the first.
  - b. When all the lights are off (all the contestants are seated) the Quiz Chairman can start reading a question.
  - c. When the question is being read, the first contestant to stand must answer the question
  - d. The Quiz Chairman observes the lights while reading the questions.
  - e. When a light is on, the Quiz Chairman stops reading, and calls the name of the contestant whose light is on.
- N.B. Most quizzing programs will not have access to jump seats to begin with. In that case, a Jump Judge (or scorekeeper) will determine who jumped first.

### **7. Answers**

- a. A contestant can not answer before being recognised by name by the Quiz Chairman.
- b. The time limit of 30 seconds starts immediately after the contestant is recognised by the Quiz Chairman.
- c. The contestant must finish the question (if he interrupted the reading of the question) and give the correct and complete answer during the 30 seconds time limit.
- d. The Quiz Chairman can not repeat the question or give any information to the contestant. The contestant must answer without any help.
- e. If the correct question and answer are given in the correct time limit, without any errors in information, the answer will be considered as correct.

### **DECISIONS OF THE OFFICIALS**

The Quiz Chairman must judge if the answers are correct this way:

1. When the contestant gives all the necessary information for the question and the answer, and sits back down, the Quiz Chairman will judge if the answer is correct.
2. The Quiz Chairman must not interrupt the contestant. The only exception is when the contestant gives enough incorrect information to eliminate any possibility to give a correct answer. If more information is necessary, the Quiz Chairman will not say anything until the contestant sits down or the 30 seconds time limit has ended.
3. If the Quiz Chairman considers that an answer is “correct” the points will be given to the team and the contestant.
4. If the Quiz Chairman considers that an answer is “incorrect”, the points will be deducted from the score of the team and/or contestant (if after question 16), and a bonus question will be read.
5. The Quiz Chairman will not judge an answer “incorrect” because of a pronunciation error.

### **ERRORS AND BONUS QUESTIONS**

1. If an incorrect answer is given, the contestant with the corresponding seat on the opposite team can answer that question as a bonus.
2. The Quiz Chairman must read the question completely before the contestant answers the bonus question.
3. The contestant must answer the bonus question within 30 seconds.
4. A correct answer to a bonus question is worth 10 points for the team of the contestant who answered the question. Individual points are not given for bonus questions.
5. Points will not be deducted for incorrect answers given to bonus questions.

### **CHALLENGE AND APPEALS OF THE DECISIONS OF THE OFFICIALS**

1. Only the acting team captain can challenge or appeal the decisions of the officials.
2. The captain may not challenge or appeal before the question and the bonus question (if necessary) are asked, answered and judged. All the challenges or appeals must be done before the beginning of the next question.
3. There may be no communication between the coach & captain, between two contestants, or the contestants and the audience.
4. Each captain can challenge a question only once.
5. Challenge
  - a. A captain may challenge a decision of the Quiz Chairman if he thinks an incorrect decision has been taken.
  - b. The captain can ask the Quiz Chairman to read the correct question and answer before challenging.
  - c. The captain of the other team can refute the challenge, once it is complete.
  - d. After hearing the challenge and the refutation, the Quiz Chairman will judge the validity of the challenge.
  - e. The challenge will be invalidated if it contains incorrect information, or if the argument does not justify a different decision than the first one.
  - f. The challenge will be accepted when the argument justifies the modification of the previous decision. When a challenge is accepted and the previous decision is reversed. The points will be adjusted as if the error happened in the beginning.
6. Appeals
  - a. The captain can appeal to the Quiz Chairman to invalidate the answer due to an incorrect reading, incorrect information in the question, and visual/audio interference.
  - b. After hearing the appeal, the Quiz Chairman may consult the scorekeeper for the final decision.
  - c. The appeal will be upheld if the argument justifies the change of the first decision.
  - d. When an appeal is upheld, the question appealed will be invalidated, and another question will be asked.
  - e. The official point sheet must be changed as if the appealed question was not asked. The points given after the first decision will be deducted and the points deducted after the first decision are given again.

### **FAULTS**

1. There is a fault when:
  - a. there is communication (verbal or non-verbal) after the Quiz Chairman asks the Question and before the points are given.
  - b. A contestant begins answering a question before being recognised by the Quiz Chairman.
2. Any contestant who does three faults in a round must leave the round. He may be substituted.

### POINTS

1. A correct answer to a question is worth 20 points for the team and the individual contestant.
2. A correct answer for a bonus question is worth 10 points for the team.
3. Four correct answers (not including bonus questions) by any one contestant is worth 10 bonus points for the team and the contestant who answered the four questions. This is called a "quiz out". When a contestant has quizzed out, he or she must step down from the quizzing seat and may be substituted for if there is a substitute.
4. When 3 members from the same team answer at least one question correctly, there is a 10 points bonus for the team.
  - a. The fourth contestant who answers correctly gains 10 points for the team
  - b. The fifth contestant who answers correctly gains 10 more bonus points
5. Beginning with question #16, 10 points are deducted from the points of the team for each error.
6. At the third error of a contestant, 10 points are deducted from the points of the team and of the contestant. This is called an "error out" and the contestant may no longer answer questions for that round. The contestant may be substituted for.
7. For the fifth error of the team (and each subsequent error) 10 points will be deducted from the points of the team.

The points for the play-off questions after the time limit are not part of the individual or team points.

## Study Tips: Memorization

### Memory Verses

If your quizzers plan to learn all the memory verses this year, you'll want to pay special attention to the prejump list in the back of Book 1. The purpose of having a prejump list is to show them where the earliest "safe" place to jump on each memory verse is, and to help you learn to complete the verse with the fewest possible beginning words. Use it to perfect their skills in jumping on memory verses. Also, download the free memory verse flash cards from [www.youthquiz.com](http://www.youthquiz.com) or from the Power Tools CD.

### "15" Method

1. Read the verse through a couple of times.
2. Have them say it without looking. If they get stuck, check the Scripture, and then go on.
3. When they can say the verse through without looking, they're ready to start memorizing. (You thought you were through, didn't you?)
4. Have them say the verse through as fast as they can, five times, without a mistake. If they make a mistake, start over.
5. Read the verse again to make sure they are saying it right. If not, do it over.
6. Have them say the verse five more times without a mistake. Then five more times. (That makes 15.) If at any time they make a mistake, start over with that group of five.
7. Do the next verse the same way, then return to the first verse memorized to make sure they still know it?
8. Continue the process until they are done memorizing.

### Writing Questions

It's a proven fact that the more you deal with a subject, the better you learn and remember it. It is a great idea to have your quizzers write their own questions as they study the material. Make sure they have a solid knowledge of the material before they begin to write questions. Once they do, they will find that practicing forming questions and answers will really test their knowledge of the material. Once they learn this method, you might find they don't need to actually write the questions and answers down on paper; it may be enough to simply form questions mentally and answer them in their mind. Those written questions could be used in practice and compared to the questions in this book.

### Phrase Method

1. Read the verse carefully, making sure they understand its meaning.
2. Break the verse into phrases (punctuation marks do this pretty well) and say each phrase several times, emphasizing words that are difficult to remember.
3. Read the entire verse again, concentrating on difficult parts.
4. Quote the verse 5 or 6 times, or until they can say it smoothly without error.
5. Review the verse about 10 times the same day they learn it.
6. Review the verse at least once a day for three or four days after they learn it.

### 3-5-7 Plan

Assume that you've just studied Acts 8. Now have the quizzers review the chapter three chapters before this chapter—chapter 5. Then review the chapter five before—chapter 3. Then review the chapter seven before your original chapter—chapter 1. Hence, the name 3-5-7 Plan. When the total number of chapters gets high enough, it will need to become the 3-5-7-9 Plan.

### Index Cards

A great way to help quizzers learn the memory verses (or all of the material) is to create a catalog of the verses they (or you want them) want to memorize. Write or type each verse on one side of an index card and put its reference on the back. Computer programs have made this a somewhat simple task, especially with the ability to purchase the NIV for that computer. (It's important that they do this step themselves (regardless the method); try not to have their parents or you as coach do this for them. The cards will mean much more to them—and they'll remember the verse much better as well—if they take the time to mentally process each verse as they prepare the catalog.) Once they have all the verses on cards, they're now ready to begin. They'll probably want to memorize the verses in the order as they appear in the Scripture. Have them use any of the memorization methods already mentioned to actually learn the verse. The big advantage of this method is being able to separate those verses that

they're having difficulty learning. They will also be able to review the verses by looking at the reference or review the references by looking at the verses themselves.

### **Study Tip: Comprehension**

#### **Underline Method**

Have the quizzers read the chapter enough times that they know most of it, starting at the beginning of the chapter and underlining every fact in the chapter that they are not sure they would remember in a quiz without further study. Then, beginning with the first verse, have them study all the underlined phrases. To fully complete the study method, have them continue working on all these phrases until they know each of them well enough to recall details in a quiz.

### **Study Tip: Reading**

#### **CD/Cassette Method/MP3/Podcast**

Learning comes easier when one can not only see the words but hear them as well. You can purchase a pre-made audio recording of the book to help your quizzers read and memorize. You might consider making your own recording using a blank recordable CD, (you will need a computer with a microphone and appropriate recording software) or a cassette tape and recording your own voice reading each chapter for study purposes. (Remember that it is illegal to make copies of pre-made Bible recordings, or to distribute or sell copies of your own voice recording of Bible passages without permission.) This may take some time, but you'll find it worth your while in the long run. Remember to read clearly and loudly. You might want to identify each chapter and/or verse with its reference as you come to it. Recorded CD's should be available at [www.youthquiz.com](http://www.youthquiz.com).

There are several ways you can use a recording like this in your study. Here is a couple:

- **Straight Reading**—Read along in the Bible or scripture portion, except that they listen carefully to the recording at the same time while reading. In this way, they will not only see the words on the page but hear the words as well. This combination will help them remember the material better. A variation is to try to quote the material along with the recording.
- **Pantomime Reading**—Turn on the CD/Tape player/MP3 player. As the verses are read, pantomime (act out) everything that is happening. Exaggerate! Do fun, crazy things to act out the passages. If they are not too self-conscious try it out in the first place, you'll be surprised to see how well this method helps them remember the material.

#### **Straight Reading Method**

Simply have them read through the chapter carefully and thoughtfully five times. The more they read something, the better they will know it. Also, have them read the related scripture or commentary if they have some type of reference bible. Be careful to use only the NIV for memory work but other versions can be helpful when trying to understand what the author is trying to convey.

#### **Repetition Method**

1. Read verse 1 (of the chapter they are studying) three times.
2. Read verse 2 three times, verse 3 three times, verse 4 three times, and verse 5 three times.
3. Now read verses 1 through 5 all together at once.
4. Read verses 6, 7, 8, 9, 10 three times each.
5. Now read verses 6 through 10 all together at once.
6. Now go back to verse 1 and read straight through to verse 10.
7. Read verses 11 through 15, each three times; then read them together once; then go back to verse 1 and read through to verse 15.
8. Read verses 16 through 20 three times each; then 16 to 20 once all together; then 1 to 20.
9. Keep doing this until they finish the chapter.

#### **Paraphrase Method**

Have you ever stopped to think that if you were writing some of the Scriptures you're studying; it would sound a lot different from what you are reading?

Before you suggest this method to your quizzers, they'll need about three or four pieces of notebook paper. At the top of the first page they should write the number of the chapter they'll be reading. Have them read the chapter, through a couple of times. Now the goal is for them to rewrite the chapter, verse by verse, in their own words.

They can make it serious or funny, creative or normal—however they usually talk. They should paraphrase (explain how to accomplish paraphrasing) at least 10 verses of a chapter just to find out if they like this method. They do not even have to use it all the time. They should try it once in a while to lend variety to their studying.

### **Study Tip: Prejumping**

#### **Question Writing**

In order to fine tune your quizzers prejumping ability it is really not as important for them to write hundreds of questions as it is for them to learn how to write questions. You will eventually have them move from actually writing questions and answers to simply forming them mentally. The key to good prejumping is not simply winning the jump but being able to correctly complete the question from the point where they jumped. Learning to recognize questions and answers in their mind will be of tremendous advantage as they begin to prejump.

In the average verse, there are four or five possible quiz questions. Even though several questions may cover the same information, the way a quizzer prejumps on each question is different. So, it is helpful to be able to look at a verse and see the different questions that can come from it. To write a question, have them begin by finding the answer in the verse and then decide how to ask a question about it. Beginning at the first verse, have them look at each phrase, each noun, each action verb, each adjective, and each adverb, to see if any could be answer an to questions. Then, have they written the questions.

#### **Key Word Spotting**

Key word spotting is to help a quizzer be able to jump faster. It is very difficult to improve their jump reaction time without learning to spot key words.

What is a key word? The key word is the word that comes at that place in the question where, for the first time, one can tell what the rest of the question is. In other words, if they hear a question and the quizmaster stops reading just before the key word, they won't know for certain what the rest of the question is. There may be only a few possibilities, and they may make an educated (or lucky!) guess, but they won't be for certain. However, if they were to hear one more word—the key word—they would know without a doubt what the correct question is.

Your job as a coach is to help the quizzer learn to locate that key word so that they can jump at that place in the question. In a quiz, that means faster decision-making under pressure. To get stared, though, have them practice with a few questions and take all the time they need to decide what is the key word.

Here is an important point to remember: the key word will not always be the same for everyone! The better they know the chapter, the sooner they will be able to jump. Right now the key word for questions may be the last word; but by the end of the year, the key word on some of the very same questions could possibly be the third or forth word. The key word changes as their knowledge of the material improves.

#### **Anticipating the Key Word**

Anticipation is accurately predicting that the next word of the question will be the key word. Why anticipate you ask? If a quizzer can tell that the next word of a question will be the key word, then they can jump just as the quizmaster begins to say it, but late enough that he or she does not have time to stop before he or she says at least the first syllable of the key word. The quizzer can then identify the key word by watching the quizmaster's mouth as a clue to the remainder of the word. This means that they will actually jump before they know what the question will be! If they can learn to anticipate accurately, they will obviously win many more jumps than a quizzer who does not anticipate. Remember, though, that anticipating is taking a definite risk; they will want to be sure that they know the material well enough to take this risk before you jump! Prejumping is a major hurdle for most quizzers to overcome, but when they do, they will find competition much easier.

#### **Recording Jumping**

To practice their jumping and to improve anticipation of the key word, you may want to try this method. In order to use this method they will need computer recording equipment and a CD/DVD/MP3 burner, or a simple cassette recorder. To prepare for the study, record some of the questions and the answers to the CD/DVD/MP3 or cassette (perhaps their parents would help them do this; yeah, right!). Start the CD/DVD/MP3 or cassette and have them "jump" (either physically or mentally), and stop the recording at the point where they jump. Now have them try to complete the question and give the correct answer. To check yourself simply restart the cassette and then listen to the correct question and answer. They'll find that as their knowledge of the material increases, their ability to prejump earlier also improves.

### **Study Tip: General Review**

After studying one-fourth of the chapters, take time out for a general review of all the chapters they've covered. Test them in each of the following areas:

1. Have them read through each chapter again. If there is time, they may even want to use a repetition method (Read chapter 1, then read chapters 1 and 2, then read chapters 1, 2, and 3, etc.)
2. Have them write out either a chapter-by-chapter outline, or a list of what events are in each chapter.
3. Have them review all the underlined phrases that they thought they might not remember in a quiz. Test them to see how well they still remember those verses. If they've forgotten any of the phrases, spend some more time studying with them.
4. Work with the prejump list of memory verses, and test their ability to complete each verse and give the reference.

Repeat this general review after completing one-half, then three-fourths, then all of the chapters. In each case, review all the chapters they've covered.

### **Study Tip: Using a Concordance**

Have you ever noticed how some quizzers always seem to be able to jump way before your quizzers do? And how you could say almost any word in the material and they can tell you exactly what verse it's in? Chances are that those quizzers have been using a concordance.

What is a concordance? A concordance is a type of index—you know, those lists in the back of books that tell you where a certain subject is mentioned. A biblical concordance will tell you where and how many times any word is used in the Scripture. (Would it surprise you to know that the word “the” is used 55,728 times throughout the Bible?!) There are several types of these concordances: entire Bible, Old Testament, New Testament, and individual book concordances.

How can you use a concordance to help your quizzers in their study? Each year, youthquiz.com makes available a Quizzer's concordance that covers only the material being covered during that quiz year. This resource will tell you where and how many times each word is used in this book. Of special help to a quizzer is the list of “Unique Words.” These are words that are used only once in the material.

Being familiar with these words can be invaluable to a quizzer. A quizzer knowing that a particular word is used only once throughout an entire year's material will more quickly direct them toward the right passage when answering a question. Once they've acquired a concordance, find the unique word list, or go through the entire list of words and note those that are used only once. Have them mark these words with a certain color of marker or colored pencil—blue, perhaps. Then have them take their Scripture portion or Bible and locate each of these “blue” words and mark them. Now as they read and study the Scripture, they will be able to note when they come across a “blue” word. Many quizzers use the same approach with words used two or three times throughout the material, marking them with a different color, such as red and green.

Now, as soon as they hear one of these unique words, they should be able to recognize it as a key word, remember the reference, and quickly go there mentally to form your question and answer. You will find that knowing these key words will greatly enhance your quizzer's ability to prejump. (You can also tailor this system as it suits their study style).

However you decide to have your quizzers use a concordance, be sure they have a good understanding of the material, as well as of the individual words. The concordance should supplement a good study plan—don't let them rely on it to solve all of their study problems.

Knowing the Scripture in this way will also help them in the future. It may help them find a verse that they need to speak to a person seeking God. The Holy Spirit will bring that verse they learned years ago to memory at the appropriate time.

### **Study Tip: Variety in Your Study**

Throughout this book the quizzers will find many different study methods for use in individual study times. Chances are no one study method is right for everyone. What works best for one may not work for teammates. Just as important, however, is that their knowledge and recollection of the material will improve if they vary the study methods they use. Have them try a new method every now and then so they don't get bored and frustrated using the same technique over and over.

## **PREANNOUNCING KEY**

Remember that all questions will be “preannounced” in actual quizzing competition. In order to prepare your quizzers for this practice (and in case your team decides to use these questions in practice), we’ve included the preannouncing codes in this book as well. The code in front of the question indicates the type of question it is; the codes are explained in the “Preannouncing Key” found throughout the book.

### **PREANNOUNCING KEY**

(Code=Question Type)

G = General

X = Context

A = According to

S = Situation

I = In What Book and Chapter (not used in Luke)

Memory: Q = Quote;

V = Finish this (these) verse(s) (no reference);

R = Finish this (these) verses and give the reference

**Memory Verse List for Luke 2008-09**

1:17	6:20	10:21	17:33
1:32-33	6:21	10:27-28	18:16-17
1:35	6:22-23	11:2-4	18:27
1:45	6:27-28	11:9-10	18:29-30
1:68	6:31	11:13	19:9-10
2:6-7	6:35-36	11:28	19:38
2:10-12	6:37	12:8-9	19:45-46
2:13-14	6:38	12:15	20:38
2:28-32	6:45	12:22-23	21:2-4
2:52	7:9	12:31	21:8
3:4-6	7:22	12:34	21:17-19
3:8	7:28	12:40	21:28
3:15-16	8:16-17	13:18-19	21:33
3:21-22	8:21	13:20-21	22:19
4:3-4	8:25	13:30	22:20
4:8	8:50	14:11	22:67-69
4:12	9:20	14:33	22:70
4:18-19	9:23-24	15:7	23:34
5:11	9:25	16:10	23:42-43
5:16	9:47-48	16:13	23:46
5:24-25	9:62	17:1-2	24:44
5:31-32	10:2	17:3-4	24:46-48
6:5	10:20	17:20-21	24:49

**Pre-Jump List**

<b>Single Verses</b>		Jesus answered, "it is	4:8	But that	5:24-25
And he took	22:19	Jesus answered, "it says	4:12	But the	2:10-12
And he will	1:17	Jesus called	23:46	He also	21:2-4
And Jesus	2:52	Jesus replied, "No	9:62	He answered	10:27-28
At	10:21	Jesus replied, "What	18:27	He said	11:2-4
Blessed are you	6:21	Jesus said	23:34	He told	24:46-48
Blessed is she	1:45	Looking	6:20	He will	1:32-33
Blessed is the	19:38	No	16:13	I tell you the	18:29-30
But Jesus	5:16	Praise	1:68	I tell you, whoever	12:8-9
But seek	12:31	Produce	3:8	If	22:67-69
But what	9:20	So he	7:22	Jesus answered	5:31-32
Do not	6:37	So they	5:11	Jesus said to him	19:9-10
Do to	6:31	The angel	1:35	Jesus said to his	17:1-2
For everyone	14:11	The good	6:45	Jesus, knowing	9:47-48
For where	12:34	The Jesus	6:5	No	8:16-17
Give	6:38	Then he	12:15	Once	17:20-21
He is	20:38	They	22:70	Simeon	2:28-32
He replied, "Blessed	11:28	What	9:25	So I	11:9-10

He replied, "My	8:21	When Jesus	7:9	So watch	17:3-4
He replied, "Watch	21:8	When these	21:28	Suddenly	2:13-14
He said	24:44	Where	8:25	The devil	4:3-4
He told	10:2	Whoever can	16:10	The Jesus said	12:22-23
Hearing	8:50	Whoever tries	17:33	The people	3:15-16
Heaven	21:33	You	12:40	The Spirit	4:18-19
However	10:20	<b>Multiple Verses</b>		Then he entered	19:45-46
I am	24:49	Again	13:20-21	Then he said to	9:23-24
I tell you that	15:7	All	21:17-19	Then he said, Jesus	23:42-43
I tell you, among	7:28	As	3:4-6	Then Jesus asked	13:18-19
If	11:13	Blessed	6:22-23	When	3:21-22
In the same way, after	22:20	But I	6:27-28	While	2:6-7
In the same way, any	14:33	But Jesus	18:16-17		
Indeed	13:30	But love	6:35-36		

## PRACTICE AND COMPETITION QUESTIONS

### LUKE 1

- G What have many undertaken to draw up?  
A. An account of the things that have been fulfilled among us (1:1)
- G What were handed down to us by those who from the first were eyewitnesses and servants of the word?  
A. An account of things that have been fulfilled among us (1:2)
- G What has Luke carefully investigated from the beginning?  
A. Everything (1:3)
- A According to Luke, chapter 1, verse 4, what may you know?  
A. The certainty of the things you have been taught (1:4)
- G Of whom was Elizabeth also a descendant?  
A. Aaron (1:5)
- G Who belonged to the priestly division of Abijah?  
A. A priest named Zechariah (1:5)
- X In Luke, chapter 1, what was Herod?  
A. King of Judea (1:5)
- G Who were upright in the sight of God?  
A. Both of them (Zechariah and Elizabeth) (1:6)
- G Who were both well along in years?  
A. Zechariah and Elizabeth (1:7,5)
- A According to Luke, chapter 1, verse 8, what was on duty?  
A. Zechariah's division (1:8)
- G Who was chosen by lot to go into the temple of the Lord and burn incense?  
A. Zechariah (1:9)
- A According to Luke, chapter 1, verse 10, what time came?  
A. The time for the burning of incense (1:10)
- G With what was Zechariah gripped when he saw an angel of the Lord?  
A. Fear (1:12)
- A According to Luke, chapter 1, verse 13, who should not be afraid?  
A. Zechariah (1:13)
- G What will Elizabeth bear Zechariah?  
A. A son (1:13)
- A According to Luke, chapter 1, verse 14, what will many do?  
A. Rejoice because of his (John's) birth (1:14)
- G What will John be in the sight of the Lord?  
A. Great (1:15)
- G Who will bring back to the Lord their God many of the people of Israel?  
A. John (1:16)

- G How will John go on before the Lord?  
A. In the spirit and power of Elijah (1:17)
- G Who asked, "How can I be sure of this? I am an old man and my wife is well along in years"?  
A. Zechariah (1:18)
- S Situation question - who said it and to whom: "How can I be sure of this? I am an old man and my wife is well along in years."  
A. Zechariah said to the angel (an angel of the Lord; Gabriel) (1:18)
- G Where does Gabriel stand?  
A. In the presence of God (1:19)
- G Who did not believe Gabriel's words?  
A. Zechariah (1:20)
- G Who will now be silent and not able to speak until the day this happens?  
A. Zechariah (1:20)
- G Where did Zechariah stay so long?  
A. In the temple (1:21)
- G To whom could Zechariah not speak when he came out of the temple?  
A. The people (1:22)
- G Where had Zechariah seen a vision?  
A. In the temple (1:22)
- G Who returned home when his time of service was completed?  
A. Zechariah (1:23)
- G When did Elizabeth become pregnant?  
A. When Zechariah's time of service was completed and he returned home (1:24)
- G When has the Lord taken away Elizabeth's disgrace among the people?  
A. In these days (1:25)
- A According to Luke, chapter 1, verse 26, what is a town in Galilee?  
A. Nazareth (1:26)
- G Who sent the angel Gabriel to Nazareth?  
A. God (1:26)
- A According to Luke, chapter 1, verse 27, to whom was Mary pledged to be married?  
A. Joseph (a descendant of David) (1:27)
- G Who went to Mary and said, "Greetings, you who are highly favored! The Lord is with you."?  
A. The angel (Gabriel) (1:28)
- S Situation question - who said it, to whom and when: "Greetings, you who are highly favored! The Lord is with you."  
A. The angel Gabriel said it to the virgin (Mary) in the sixth month (1:28)