

ABOUT THE 2009 BIBLE BOWL STUDY AIDS

The study aids for each chapter of the book of **JOHN** have been prepared (for the most part) in verse order with questions at the end that may cover the entire chapter. This is to reinforce the reading sequence and to make it easier to answer or find the answers. Hopefully, if you cannot complete the questions without looking them up, you will be able to know right where to look in your Bible for the answer. None are intended to be trick questions – however, some of the True and False are to help focus on a certain word, phrase or person.

In an effort to make the questions read better, the study aids do not necessarily follow the exact wording of the text. You may find some words omitted, tenses or pronouns changed, or some of the phrases may be turned around. Please note however that nothing has been omitted or changed that affects the meaning of the verse and no key words have been omitted intentionally.

The greater portion of the study aids has been prepared for use with **CLOSED BIBLE**. This does not mean they have to be used that way – adapt them to how you feel they will help you the most. (Use as little or as much as you want; use only the parts that help you most or that you need help with; choose Open or Closed Bible.)

SUGGESTED METHOD is to read or listen to the reading of each chapter as many times as necessary until you think you have a good idea of what it says. Then try to complete the study aid for that chapter. If you can't think of the answer go on to the next question – it may help you recall what goes in the blank. As a reminder of what you need to work on, you might want to write in a different color or put an X beside the questions you miss or that you had to look up. (It takes about 15 minutes to read a chapter. The Study Aids will probably take at least an hour.)

SECTION COMMENTS

FOOTNOTES: Again this year some of the footnotes are incorporated in the question/answer section and are noted immediately following the word or phrase. This is especially true if the footnote reads “That is” or “Or”. Some chapters may use this method or may include a separate Footnote Study section while some may use both.

MAP STUDY: Map Study has been included in some chapters where most of the places can be found on a map. (Name of map used by the writer has been noted in most cases. Your Bible may title the maps differently.) Intent is not to spend a lot of time trying to locate the places but to get a general idea of where the events took place. **OPEN BIBLE**.

WORDS USED ONE TIME: Format has been changed from last year's question type to fill in the blank with the single occurrence word. This has been done to reinforce the context and make it easier to recall how the words are used and/or where the words or phrases are found. The wording in most cases may be rearranged from the text in order to condense the sentence or use more of the one time words and yet retain the meaning. The words for the blanks may be in the same verse, preceding or succeeding verses.

MATCH THE FOLLOWING: This section is usually the people or places mentioned in the chapter. Try to complete this one from memory. Match the ones you know immediately first. Eliminating some will help you recall the correct answer for others.

FILL IN THE NOUN(S) THAT THE ADJECTIVE DESCRIBES: Some of the nouns and/or adjectives are used as a different way to focus on words used only one time.

THINKING OUTSIDE THE BOX: Prepared for CLOSED BIBLE as a quick brain teaser game primarily for adults. The answer, hopefully, will be the first thing that pops into your head. Some of the answers will be single occurrence words which by thinking outside the box may help you to remember where they are in the text. An (sp) indicates liberty has been taken and the word may sound the same but be spelled differently. Some may be proper names or words that need to be broken apart as indicated by 2 to 1, etc., meaning it takes 2 words to make up the chapter word.

STUDY SUGGESTIONS

1. Have a study partner. (Parent/Child is great because you don't have to schedule around someone else's time and is also a big encouragement to the student.) Consistently have one person read aloud the odd numbered chapters and the other person the even numbered chapters. Remembering who read the verse helps in remembering what chapter it is in. (Works well, too, if someone mispronounces a word or asks a question while reading.)
2. Make verse cards. Study alone with verse cards and then quiz each other – divide the cards and take turns asking/answering where the verse is located. “Once used” words can be highlighted on the cards as well as in the Bible. If done ahead of time or at the very beginning of Bible Bowl, every time the Bible is read or the cards are reviewed the student will be made aware that it is used only one time. This helps in remembering the verse it is in and where it is located.
3. Map Study. It is helpful to have at least a general idea of where the different places are located so take the time to look them up on a map.
4. In highlighting, “Ten Twist Up Crayons” (found at Wal-Mart) work perhaps the best – no bleeding through. Different students highlight different things in different colors such as people's names, places, verses, etc.

Some suggestions:

- A. Highlight the **number** of each verse. This draws attention to the beginning and ending of each verse and helps to key in on the correct number during a test.
- B. Highlight the **Chapter Events (Headings)**.
(These could both be highlighted in the same color as the verse numbers.)
- C. Highlight the verses your teacher recommends.
(Would suggest the verses be highlighted using a different color than A and B.)

5. Another helpful hint: pencil in the **chapter number** at the top of each **column** in your Bible. If the column has parts of two different chapters pencil in both. While testing, its easy to glance at the top of the column to make sure the chapter number is correct.

6. Read and record on cassette tapes – can listen while getting ready, in the car or before going to sleep.

MENTORS

- A. Can be elderly, teenagers, etc. – a way to involve more of the congregation in teaching. Those not comfortable teaching a class might find their niche in one-on-one with a young person. (The mentor and the student both benefit!)
- B. Mentoring can be done in person, by phone, by email, or whatever works out best for both.
- C. If a good reader, mentor could prepare cassette tapes for student to listen to while getting ready to go some place, in the car, or before going to sleep.
- D. Could set up study or review times with student prior to Wednesday and Sunday testing to rotate reading. Helps if one person always reads the odd numbered chapters and the other the even numbers.
- E. Drill student on verse and chapter event cards.
- F. After tests have been taken, review with student to see where help is needed.
Give praise and encouragement! No student is a loser – everyone is a winner.
Whatever the student has learned is more Bible knowledge than he had before.
- G. Pray daily for the student.