

# Question-Able™ Discipleship How To Read the Bible



Please be advised that this work is fully copyright protected and may not be reproduced without the express written permission of The Network for Theological Education, Inc.

## Unit I – Introduction

**Purpose:** This unit introduces the *How to Read the Bible* course and provides information on how the class will proceed, as well as how to gain access to the materials that support the course content.

The course is organized around the book *The Story of God, The Story of Us: Getting Lost and Found in the Bible* by Sean Gladding (ISBN: 978-0-8308-3632-1).

### Administrative

Item	Resource	Comments
1	Registration <i>Question-Able™ Discipleship Form</i> (Enables NTE to set up access to web platform for each participant.)	Registration may be done with a paper form or through the NTE Website. The paper form can be downloaded from the Website as a PDF and reprinted.
2	Introductions Facilitator <i>The Role of the Facilitator</i> This guide sheet may be useful to the facilitator in understanding their role and explaining it to the participants. It is available on the NTE Web site.	Unless all participants know already know one another, nametags are very helpful
3	Calendar <i>Schedule of Conversations</i>	This item can be found on the NTE website. It can be downloaded as a PDF and printed for the facilitator to hand out.

**Please Note:** The course is organized around the book *The Story of God, The Story of Us: Getting Lost and Found in the Bible* by Sean Gladding (ISBN: 978-0-8308-3632-1). It is not necessary to have a copy of the book for full participation in this course, but copies may be obtained through various book outlets and the NTE web site where they are available at a discount off the MSRP.

**Unit I Task List:** Remember, this unit sets the table for the course to go forward. Let these goals guide your session:

- Ensure that all participants are registered for the course.
- Make sure that all participants have been introduced to each other.
- Familiarize participants with the *Schedule of Conversations* so they know how the course is organized and what to expect.
- Provide a brief tour of the NTE digital experience platform (DEP) and instructions on how to access it. (**Resource:** A PDF is available for download from the Web site, [How to Access Materials on the DEP](#). It may be reprinted. There is also a PowerPoint presentation that provides instructions)
- Ask group to share about their individual goals and reasons for participating in the course.
- Introduce participants to the process for developing good questions. (**Resource:** A PDF is available for download from the Web site, [Formulating Good Questions](#). It may be reprinted. There is also a PowerPoint presentation that provides instructions)

### **Introduction to Question-Able Discipleship**

This will be the central activity of the introductory unit. It is a practical exercise in formulating good questions that provides the participants a chance to “get their feet wet” in a supportive environment. (**Resource:** A PowerPoint presentation, [Intro to Question-Able Discipleship Activity](#), outlines the steps in this activity is available on the NTE Web site.)

- For this initial exercise, it is probably best to work in small groups. Set up groups of three, if possible.
- Provide each group with a specific scripture reference. Let the reference be a fairly familiar one so that you do not get bogged down in interpretation issues. That will come later. Almost any of Jesus’ parables will do for this initial activity.
- Ask each group to provide at least three questions they have related to their passage. The following rules apply:

- ✓ Come up with as many questions as you can.
  - ✓ Do not stop to discuss, judge, or answer any of the questions.
  - ✓ Write down every question exactly as it was stated.
  - ✓ Change any statements that might come up into questions.
- Once the groups have their questions, categorize each question as open-ended or closed-ended. Closed-ended questions can be answered “yes” or “no” or with one word or short statement. Open-ended questions require an explanation.
  - In terms of their scripture passage, have each group identify:
    - the advantages/disadvantages of asking closed-ended questions.
    - the advantages/disadvantages of asking open-ended questions.
  - Have each group prioritize their three most important questions and be able to articulate why they identified these as the most important.
  - Have each group describe how they intend to use the questions.

### **Things to consider**

This exercise can take anywhere from 45 minutes to an hour, depending on the size of your group and how enthusiastically they get into the exercise.

Logistically, you will need enough space for the groups to breakout without being on top of each other. Noise can be a factor.

It might help smooth things along if you have an idea of how you will be dividing the larger class into the groups and you assign one person the job of “scribe.”

Giant Post-It® notes (20” x 23”) are great for recording questions, especially if a chalk- or whiteboard is not available.

Wrap up the unit session by having participants provide feedback on their experience in doing the exercise. Participants will be using this process, in various forms, as they go through the course.<sup>1</sup>

---

<sup>1</sup> The Network for Theological Education, Inc., *Question-Able Faith™ Programming Guide*. (Unpublished) 2020, page II-3-8.