

**HOW
TO STUDY
YOUR
BIBLE** *for kids*

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1



**Just
the Facts**



The Mystery of Observation, Interpretation, and Application

Before we learn how to discover truth for ourselves, we need to cover something every good inductive detective needs to do: staying in communication with “Central Headquarters.” An inductive detective needs a heavenly cellular phone, so to speak, so he or she is always in touch with God. Or to put it another way, you need a satellite walkie-talkie. So as you search out truth, you keep talking to God and asking for His direction, His help. The Bible calls this *prayer!* So the very first thing that we need to do is to pray and ask God to direct and teach us by His Spirit so that we can understand all the wonderful things in His Word.

Why don't you pray before we go any further in our investigation and just say something like this to God:

God, I have my hand over my ear to let You know I need Your help. Show me truth, tell me what to do, and I'll believe You and do it. I ask this in the name of Your Son, Jesus Christ, who loves me, died for me, who sits at Your right hand, and is praying for me as I learn to study Your Word. Thank You, God. Thank You so much. Amen.

Now let's look at the three steps to studying the Bible inductively: observation, interpretation, and application.

Read the words and say them aloud several times.

1. Observation
2. Interpretation
3. Application

1. *Observation asks the question, WHAT does this say?*

Good detectives are very observant. They ask a lot of questions. Getting the facts straight is very important to a detective. That's what observation is all about: getting the facts by asking the right questions. We call them the Who, What, When, Where, Why, and How questions or, to put it in inductive terms, the "5 W's and an H."

Here's a good way to remember what observation is, kind of like a code. Take your hands and make two circles like you are wearing glasses. Put them in front of your eyes, now move your hands away from your eyes toward your page six times—one for each of the 5 W's and an H. Each time you do this shout, "Who?" or "What?" or "When?" or "Where?" or "Why?" or "How?" Do it until you can say all six from memory. Every good detective needs to be able to ask these questions from memory.



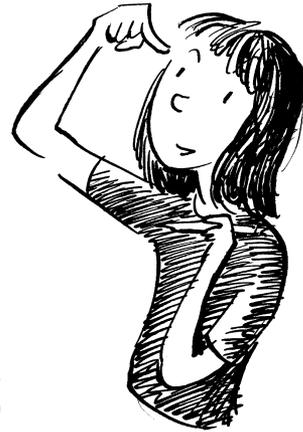
(When you meet another inductive detective, this could be like a secret handshake!)

2. Next comes interpretation. Interpretation asks the question, WHAT does this mean?

A good detective first gets the facts and then figures out what they mean. Just remember: Observation is the key to unlocking the mystery of interpretation, so observation should always come before interpretation.

Try this to remember what interpretation is. Point to your brain with your finger and say, "Interpretation—what does this mean? Hmmmmm."

(Remember, inductive detectives: Think things through. Then sort out the facts!)



3. The third step is application. Application asks, HOW does the meaning of this truth, these facts, these commands and instructions in the Bible apply to me? What am I to believe? What am I to do?

That means as you learn what God's truths are, you will make a choice whether you will believe what God says or not, and whether you will obey God and do what He says.

To help you remember what application is, take your hands and turn your head to the right to show you're going to believe what is right! Then turn your body that way and walk several steps to the right and say, "Application—believing and doing what God says is right." Practice this several times.



Now do observation, interpretation, and application until you can do them from memory. Teach this to someone else: your brother, sister, mom or dad, grandmother or grandfather.

Now that you have the facts, match each part of inductive study below by drawing a line from each part of inductive study with the correct question it asks. Then do the gesture that goes with it.

Observation	How can I apply this to my life? (turn your head to the right, then your body, and walk to the right)
Interpretation	What does this say? (making glasses for your eyes with your fingers)
Application	What does this mean? (pointing to your brain)

Sometimes a detective will get messages written in secret code. See if you can unscramble this secret coded message (your memory verse) to remind you why it's important to know God's Word.

In this message the first letter to each word is the last letter in the scrambled word. Unscramble the message and write it out on the lines, then read it aloud three times today. To discover which verses these are, read 2 Timothy 3 in your Bible and write the number of the matching verses in the blanks at the end.

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o s h t a t h e t a n m f o o d G

a y m e b d e q a u t e a

q u i p e p d e o r f v e r y e

o d o g o r k w

2 Timothy 3: ____ - ____

Great detective work! Tomorrow we will look at our first case to help us solve the mystery of how to study the Bible. See you then!



The Mystery of Context

What Is Context?

Have you ever read a mystery or watched a detective story on television? If so, you know the police or the members of

the investigative team always carefully examine the scene of the crime to see if they can find any clues. For instance, if some jewelry and money were stolen out of someone's bedroom, the investigators wouldn't just check out the bedroom. They would check out the whole house to see if they could find any clues, like a broken door or window or fingerprints in other rooms. That is context. Context is the setting in which something is found.

Context is a very important investigative procedure when you study the Bible. It's a combination of two words: *con* which means "with" and *text*. "Text" is what is written. So when you look for context in the Bible, you look at the verses surrounding the passage you are studying (like checking out every corner of the house as well as the bedroom). Then you also think about where the passage fits in the big picture of the Bible (like checking out the neighborhood or the city).

Context also includes:

- The place where something happens. (This is *geographical context*, such as Jerusalem instead of Los Angeles.)
- The time in history when an event happens. (This is *historical context*, such as the time before Jesus' birth or after His life and death.)
- The customs of a group of people. (This is *cultural context*, such as girls in Bible times did not wear blue jeans, and when the people ate dinner, they reclined on a couch rather than sitting at a table.)

Sometimes you can discover all these things from just the verses you're studying. But sometimes you have to study other passages of Scripture. It is always important to be on the lookout for "Commissioner Context"—he's the boss of the investigative agency that makes sure everything is interpreted correctly. He knows this important rule:

Scripture never contradicts Scripture.

In fact, Scripture is the best interpreter of Scripture. Context helps you discover what the Bible is saying.

Now how do we discover the context? We find context by observation. We begin by looking at the things that are obvious—the things that are the easiest to see. When a detective observes the scene of a crime, the first thing he looks for are the things that are right in front of his eyes.

In the Bible the three easiest things to see are always:

1. people (WHO?)
2. events (WHAT?)
3. places (WHERE?)

People are the easiest to see because they have names or go by I, you, he, she, we, or us.



Clue #1: WHO

WHO wrote it? To
WHOM was it written?
WHO is it about?



Clue #3: WHEN

WHEN did it happen or
will it happen? WHERE
did it happen, or WHERE
was it said?

Clue #2: WHAT

WHAT did they say?
WHAT did they do?
WHAT is the main topic?



Clue #4: WHY

WHY was this book of the Bible
written? WHY did God include it in
the Bible? (Sometimes the author
gives an exact reason for writing,
and sometimes the WHY will be
revealed by what is repeated, talked
about the most, or the commands or
instructions that are given. Look up
John 20:31. This is an
example of an author
telling his reason for
writing.)

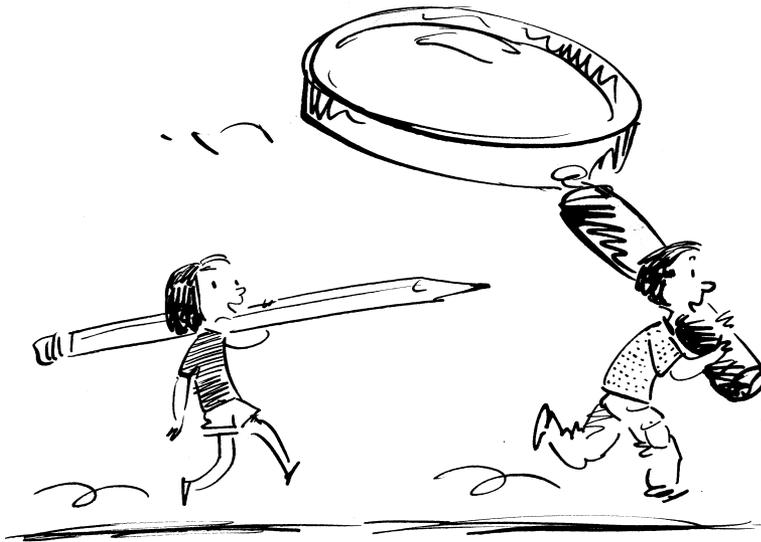


Let's say you are going to put a puzzle together. Where do you start? What pieces of the puzzle do you look for first? The four corners, of course! Why? Because they are the easiest to see since there are only four of them (unless it is a round puzzle). You can pick out the corners right away because they have two straight sides. Look on page 15 and you will see the four corners of our puzzle that will give us the major clues we need to help solve the mystery of context.

Are you ready for your first big assignment? As a detective-in-training, you have been assigned to a major problem on the island of Crete. An important letter has been written that needs to be checked out. Everybody on Crete is not going to like what is said. Why? You'll see!

Turn to page 157 to your Observation Worksheets on Titus. An Observation Worksheet is a chapter of the Bible that you're going to search for information to get the facts, just the facts. It's pure truth!

You need to discover WHO wrote this letter and to WHOM it was written. Time is short, but let's get the main facts, go for the obvious by reading all of the first chapter of Titus.



1. Mark every reference to the author of the book (WHO) in a special way. Color these references blue.
2. Mark every reference to the recipient (the WHOM it was written to) by coloring it orange.

And don't forget to make sure you mark the pronouns that refer to the author and to the recipient each in the right color. The author will use the pronouns *I* or *we*, or *us*. The pronouns for the recipient (the one to whom the letter is written) will be *you* or *yourself*.

What's a pronoun? Check out the "Detective Clue Box" that follows:



Pronouns

Pronouns are words that take the place of nouns. A noun is a person, place, or thing. A pronoun stands in for a noun. Here's an example: "Max went to the park to find Molly and Sam. He had an important case he needed to discuss with them." The word *he* is a pronoun because it takes the place of Max's name in the sentence. *He* is another word we use to refer to Max. *Them* is a pronoun that refers to Molly and Sam.

Watch for these other pronouns when you are marking references to people:

I	you	he	she
me	yours	him	her
mine		his	hers
we	it		
our	its		
they	them		

Also pay attention to WHOM the author is writing. We call this the recipient or recipients (if it's more than one person). Help Max by filling in your answers in the blanks below.

Clue #1:

WHO wrote the book? Titus 1:1 _____

To WHOM did he write? Titus 1:4 _____

Now here's a whopper of an assignment but a very important one.

WHOM is he writing about in chapter 1?

Titus 1:5: e _ _ _ _ s

and Titus 1:10: r _ _ _ _ _ _ _ _ s m _ _

Great investigation! Don't forget to practice your memory verse. A good detective has to develop his memory. To do that he says something out loud three times in a row. He does this in the morning, at noon, and at night before he drops into bed. (By the way, did you figure out that your memory verse is 2 Timothy 3:16-17?)



Learn to Ask the 5 W's and an H

There's a big problem on the island of Crete in the Mediterranean Sea (check out the map on the next page). Rebellious men are teaching some things they shouldn't be teaching. So we need to dig out information on the situation.

Molly and Max want to develop your observation skills by having you read a letter telling about the situation. They want you to do this because detectives need to have good interrogation skills to get the facts needed to solve their cases. When you interrogate someone, you can learn so much by asking WHO, WHAT, WHERE, WHEN, WHY, and HOW.



1. Asking WHO helps you find out:
 - WHO wrote this?
 - To WHOM was it written?
 - WHO do we read about in this section of Scripture?
 - WHO said this or did that?
2. WHAT helps you understand:
 - WHAT is the author talking about?
 - WHAT are the main things that happen?
3. WHERE helps you learn:
 - WHERE did this happen?
 - WHERE did they go?
 - WHERE was this said?

When we discover a “where” we double underline the “where” in green.

4. WHEN tells us about time, and we mark it with a green clock like this: 
- WHEN tells us:
WHEN did this event happen or WHEN will it happen?
WHEN did the main characters do something?
This helps us follow the order of events, which is so important in investigative work.

This is why detectives are always asking people about when something happened or where they were. Time and place are critical when you are getting the facts.

5. WHY asks questions like:
WHY did he say that?
WHY did this happen?
WHY did they go there?
6. HOW lets you figure out things like:
HOW is this to be done?
HOW did people know something had happened?

Now examine the evidence by turning to your Observation Worksheets on Titus on page 157. You have already colored the references to the author and to the recipient. Now look at those markings and ask yourself the 5 W’s and an H! Let’s do it for practice.

Read Titus 1.

Titus 1:1 WHO wrote the letter?

This is review. (See if you can remember his name.)

Titus 1:1 WHAT was Paul?

_____ of God and

_____ of Jesus Christ

Titus 1:4 To WHOM was Paul writing?

Titus 1:4 WHAT did Paul and Titus share?

a common _____

Titus 1:5 WHERE did Paul leave Titus?

Titus 1:5 WHY did Paul leave him there?

to set _____

to _____

Titus 1:5 WHEN did Paul write this?

after he left _____

Character Profiles

Titus 1:6-9 is a list showing us WHAT kind of men Titus was to choose as elders. Which brings us to another step as an inductive detective: getting a profile on our main characters. List everything the Bible text tells you about these people. Do this for the author, the recipients, and other people who are

mentioned. We're going to do it for the elders. By the way, what is the synonym used for *elders* in 1:7?

o _____ r

Character Profile #1

Fill in the blanks below to complete the list on choosing elders.

They must be above _____,
 husband of _____,
 having children _____,
 not accused of _____ or
 _____.

He must be above reproach as _____,
 not _____ - _____, not quick-_____,
 not addicted to _____, not _____,
 not fond of _____.

He must be _____, loving what is
 _____,
 self-_____, holding fast the _____
 _____.

He will be able to _____ in _____

_____ and to _____ those
who _____.

Character Profile #2

Titus 1:10 WHO else did Paul write about besides the elders?

Titus 1:11 WHY must they be silenced?

Titus 1:13 WHAT was Titus to do to them?

Titus 1:13 WHY?

Titus 1:16 WHAT do the rebellious profess to know?

Titus 1:16 HOW can you spot these rebellious, deceiving men? HOW do they deny God?

Titus 1:16 WHAT are they?

a. d _____

b. d _____

c. w _____ for any _____

These are the kind of men that detectives need to watch out for! Detectives also need a good memory. Being able to recall the facts is a must, so make sure you can remember this profile on rebellious men by describing them to another person.

Wow! Look at all the evidence you gathered! Molly and Max are thrilled with all the groundwork you have laid for our case. And Sam is standing on his hind legs howlin' and pawin' the air!

By the way, did you find out why some people in Crete wouldn't like Paul's letter? What did one of their own prophets (Titus 1:12) say about the Cretans?

They are always _____,
 _____.



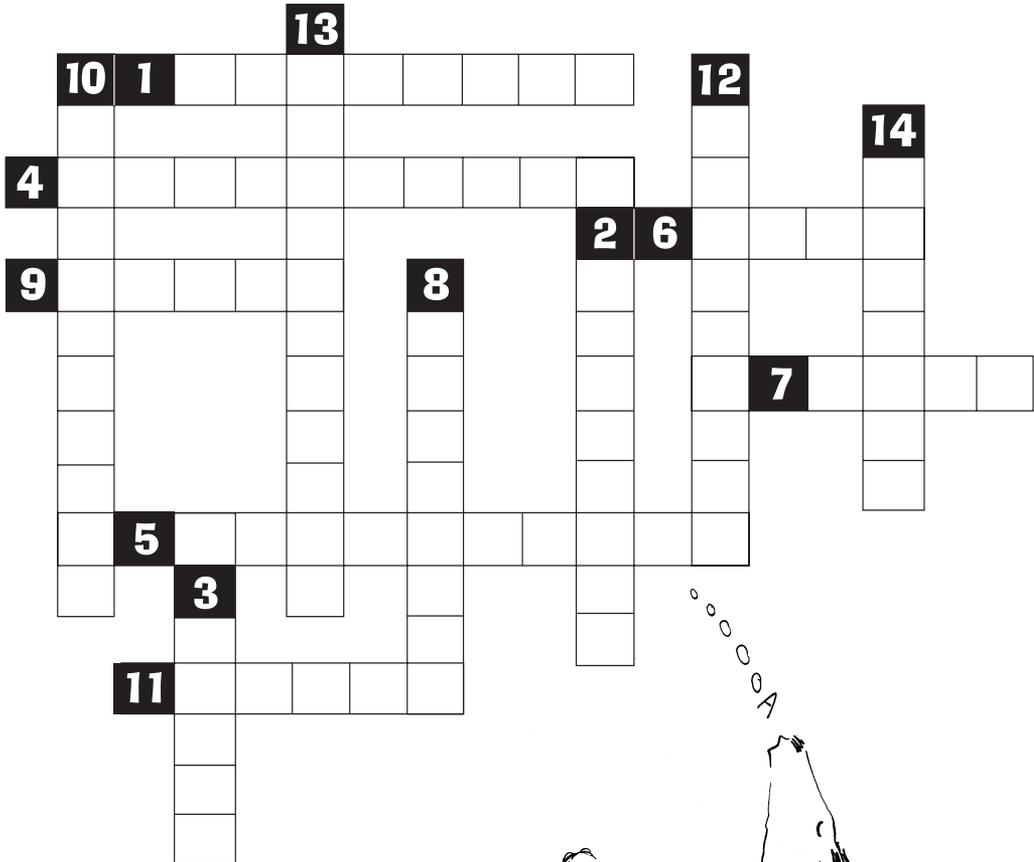
Track Them Down, Sam!

Sam is howlin'! (We call it beaglin' because that's what beagles do.) They don't yap—they howl when they catch the scent! Sam's so excited because he loves sniffing out clues. You better put him on a leash or you'll lose him! So hook him to his leash and head to your Observation Worksheet on Titus 2 on page 158. But don't forget to get out your heavenly cell

phone. Talk before you walk. In other words, pray first before you and Sam hit the trail.

Read Titus 2 and let Sam lead you as you search for clues to solve the crossword puzzle that follows.

There are several groups of people mentioned in Titus 2 that you need to hunt down and instruct so they aren't led astray by those rebellious men. Sam will lead you to the people. First mark every reference to Titus in chapter 2 (like you did in chapter 1); then follow the puzzle path.



Across

1. Titus 2:1 WHAT are you to speak? Things fitting for sound _____
4. Titus 2:3 WHO are to be reverent in their behavior?

5. Titus 2:4 WHO are the older women to encourage?

6. Titus 2:4 WHAT are the older women to encourage the younger women to do?
to _____ their husbands and children
7. Titus 2:5 WHY are the younger women to be sensible, pure, workers at home, kind, and subject to their own husbands? so that the _____ of God will not be dishonored
9. Titus 2:7 WHAT is Titus to be an example of?
good _____
11. Titus 2:10 WHY are they to do these things?
to _____ the doctrine of God our Savior

Down

2. Titus 2:2 WHO is Paul telling to be temperate?

3. Titus 2:2 WHAT are the older men to be sound in?
sound in _____, in love, in perseverance
8. Titus 2:6 WHO is to be sensible?

10. Titus 2:9 WHO are to be subject to their masters?

12. Titus 2:11 WHAT did the grace of God bring to all men?

13. Titus 2:13 WHO is going to appear from heaven, whose appearing is our blessed hope?

14. Titus 2:15 WHAT is Titus to do with all authority?
speak, exhort, and _____



Let's Close the Case

We have one more chapter in Titus to investigate before we can wrap up our first case, "The Case of Titus and the Cretans." Are you ready for a little more legwork? Then turn to page 159 and read Titus 3. Help us crack this case by interrogating the text. Begin by marking every reference to Paul and Titus (like you did in chapters 1 and 2).

In Titus 3:1-2 Paul is talking to Titus. WHO are the "them"? Get the facts straight. Check whether they are the rebellious men or the Christians at Crete. To do this, remember Commissioner Context. He would tell you to look at WHO Paul was talking to last and about WHOM. The "them" are the _____.

WHAT is Paul doing when he gives Titus this list of things to do in verses 1 and 2?

r _ _ _ _ d _ _ g them to be subject to _____,
 to _____, to be _____, to
 be ready for _____,
 to _____ no one, to be _____,
 _____, showing every _____
 for all men

Hey, this would be a good time for a little application, wouldn't it? Ask yourself how you measure up to Paul's list. If 1 is the lowest score and 10 is the highest, what would you give yourself on each one of the things on the list Paul gave to Titus? Go back to the words you just filled in and put down the number that you rate yourself above each thing the Cretan Christians are to be.

Now let's get back to our interrogation.

Titus 3:5 WHAT did God do for mankind?

Titus 3:5 HOW did He save us?

a. Because of our deeds? ___ Yes ___ No

b. According to His _____

Titus 3:7 HOW were we justified? (*Justified* means God's not going to hold our sins against us. He's going to give us Jesus' righteousness, pronounce us righteous, and put us in His family.)

Titus 3:8 WHAT are the things we are to do, to engage in, if we believe in God?

Titus 3:12 WHERE is Paul?

Titus 3:12 WHAT does Paul want Titus to do?

Titus 3:14 WHY are the people to engage in good deeds and meet needs?

Titus 3:15 WHOM are they to greet?

Wow! What a case! Your first one as an inductive detective!
You've learned two very important tools: context, and the
5 W's and an H to help you study the Bible.

Before we stamp our file case closed this week, find a
grown-up or a friend and say your memory verse to that per-
son.

*All Scripture is inspired by God and profitable for teaching,
for reproof, for correction, for training in righteousness; so
that the man of God may be adequate, equipped for every
good work.*

—2 Timothy 3:16-17