

LESSON PLAN: A DIP IN A DIRTY RIVER

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Post someone at the door(s) to distribute handouts.

1. Warm Up. Ask:

- ✦ If you have read your Bible at least three times in the last week, give yourselves a hand.
- ✦ If you have ever read something in the Bible that didn't make sense and took the time to do a little research on it, give yourselves a hand.
- ✦ If you think that the Bible gives us insights about how God wants us to live, give yourselves a hand.
- ✦ If you're here because you want to know more about finding God's wisdom for you in the Scriptures, give yourselves a hand!!

2. Prayer

3. Introduce Yourself

4. Establish Biblical/Theological Reason for Doing the Workshop

- * God calls us to study the Word and to live by it.
- * Proverbs 2:6-15
- * John 1:1-18; 20:30-31; 21:24-25

5. Learning Goals

Participants will be able to

- ✦ Identify the movement in a biblical story, along with key words and phrases that make the story understandable.
- ✦ Identify key questions to ask of the text to help them mine the depth of meaning.
- ✦ Use these skills to see themselves as a part of the text or to see some application of the text in real life.

6. Overview of Process

- ✦ We read the biblical text, and it tells us certain bits of information (level one)
- ✦ From what seems obvious, we can infer or assume other things (although it pays to do our research because assumptions may be logical and false). This is level two, which includes taking a closer look at the people involved in the story or telling the story; the action and implied actions of the story; and identifying what other questions are raised, what information is missing.
- ✦ From there, we can take it to the third-level detail—What does this have to do with me? How can I relate to the characters, to their actions, and to their experiences? How, from what I have learned, observed, and experienced, will this biblical text call me to change or to grow?

7. Read Story of Naaman

- ⌘ Read **2 Kings 5:1-27** first.
- ⌘ Tell expanded story/read between the lines.

8. Level One

- ⌘ You read the story of Naaman either in your own Bible or on pages 1-2 of the handout "A Dip in a Dirty River."
- ⌘ Nudge your neighbor; and in **4 minutes and 29 seconds**, say what you think is obvious. At the end of that time, call time.
- ⌘ See page 3 of the handout—The "Joe Friday" version of what's obvious (level one).

9. Second-Level Detail: The Who's Who

- ⌘ Second-level detail - From what seems obvious, what conclusions might you be able to come to or what inferences might you draw about that character? For example, the biblical text tells us that Naaman was an army commander; a great man in good favor with his king. From that, we can probably conclude that he gave orders and expected them to be obeyed; he had rank and privilege; that he was someone that you didn't mess with because he was powerful.
- ⌘ Form groups of 6. One person will think about Naaman, another about the Hebrew slave girl, the King of Aram, King of Israel, Elisha, Naaman's servants. (If you have time, take a look at Gehazi too.)
- ⌘ Figure out some second-level detail for each character. You have **5 minutes and 12 seconds**; then call time.
- ⌘ Pages 4-5 of the handout includes second-level detail for the cast of characters (section 1.)

10. Analyze action as part of second level detail.

- ⌘ On the printout of the story, you will see that some verses are shaded and some are not. That alternating pattern shows how I have chunked up the text into a prologue and 9 different scenes.
- ⌘ One half of the room, look at prologue and scenes 1-4 (verses 1-7). The other side of room, look at scenes 5-9 (verses 8-19a). The story is so long that we will stop at 19a ("Go in peace").
- ⌘ Identify what has happened (the obvious) and what seems implied. This is easier if you try to visualize all the little details [for example Naaman took all this stuff to see the King of Israel—visualize Naaman and his traveling party, the bags of loot, the pack animals, and so on). Do this on your own, or nudge your neighbor. You have **3 minutes and 58 seconds**; then call time.
- ⌘ See pages 5-6 in the handout.

11. Ask more questions as part of second-level detail.

- ⌘ See pages 6-7 in the handout.

12. Take it to Third Level: What's There for Me?

- ⌘ See page 8 of the handout. Use the sample information there to work out your own answers to the questions on pages 9-10. You have **7 minutes and 8 seconds**; then call time.

13. Review the process.

- ⌘ Read the story.
- ⌘ Identify what seems obvious.
- ⌘ Begin to read between the lines with what is implied or what you might assume.
- ⌘ Note what questions the story raises.
- ⌘ Use a good commentary or at least a study Bible for clues to what different key words mean, what key characters there are, what the significance of the place and context is.
- ⌘ Generalize from the experience and setting of the character or writer to your own experience.
- ⌘ Reflect on the message from God to the original hearer or what is implied by the story of the bible character.
- ⌘ Generalize from that about what God may be calling you to know, do, believe, or be.

14. Take the "dip" on your own. See pages 11-12 of the handout.

15. Close with prayer.