
TEACHER

— *creating conversational communities* —



Conversation Points

Purpose: To facilitate informal conversations with leaders about concepts and ideas included in *Teacher: Creating Conversational Community*.

Where?

- **Informal Settings :** Invite a few leaders (3 at the most) to visit with you over coffee, a meal, or even while playing a sport. Provide them with the idea and let them know you want to get their response to the suggested question.
- **Chat Room:** Create a chat room for your Bible study leaders and use the Conversation Points as the basis for these chats.
- **Regular Ongoing Training Meetings:** Use the Conversation Points idea as a starting point for your regular ongoing leader meetings. Supplement from your own experience, other resources, or from the books referenced in the Endnotes of *T:CCC*.
- **Additions to the Conference Plans:** Use the Conversation Points ideas to lengthen or customize the conference plans provided.

Conversation Point 1

Read the last paragraph on page 5 of *Teacher: Creating Conversational Community*. How do you respond to how the writers defined teaching in terms of being the lead learner? How would you define teaching?

Conversation Point 2

Review the summary of the Transformational Sweet Spot on page 6 of *Teacher: Creating Conversational Community*. How do you understand the relationship between godly leaders, biblical truth, and humble postures? What can we do to strengthen the intersection of these three elements in our church?

Conversation Point 3

The authors of *Teacher: Creating Conversational Community* identified knowledge (knowing the group members), humility, and pride as obstacles to a conversational community (see page 9). What other obstacles would you add to their list? What can we do to minimize or overcome the obstacles?

Conversation Point 4

Review the information about the Four Voices on pages 9 and 10 of *Teacher: Creating Conversational Community*. How have you seen those four voices interact in your group? Which voice do you think usually get the most floor time? Who needs to be given more of the floor?

Conversation Point 5

Read the doctrinal statement about the Bible on page 8 of *Teacher: Creating Conversational Community* and underline the phrases that you think speak most to teaching. How should our understanding of Scripture impact how we prepare and lead a Bible study group?

Conversation Point 6

The authors of *Teacher: Creating Conversational Community* highlighted the Levels of Biblical Learning on page 12 as it relates to teaching the Bible. What can teachers of all age groups learn from

the Levels of Biblical Learning? How does the concept relate to people who do not have a spiritual background or are new believers?

Conversation Point 7

“You are not the only teacher in the room” (page 14 of *Teacher: Creating Conversational Community*). How does knowing the Holy Spirit is involved in Bible teaching bring you confidence as a teacher? How does His presence serve as a reminder of our accountability as teachers?

Conversation Point 8

The authors of *Teacher: Creating Conversational Community* pointed to Gardner’s and Armstrong’s understanding of approaches to learning (relational, verbal, visual, reflective, logical, physical, musical, and natural). Which of these eight approaches do you enjoy the most? How do make sure you use all these approaches in your teaching? Should you?

Conversation Point 9

“Discipleship should happen whether the member shows up for the group or not” (page 17 of *Teacher: Creating Conversational Community*). How do you respond to that statement? What are some practical steps a teacher can take to disciple those in their group who sometime attend, rarely attend, and never attend? Should we even try? Explain.

Conversation Point 10

Read the email from Shelly Taylor on pages 18-20 of *Teacher: Creating Conversational Community*. What principles do you see working behind the scenes? How could a person who leads a different age group apply those same principles? If you had been asked to share what you do to disciple others beyond the group setting, what would you have included?

Conversation Point 11

Read and reflect on Ezra 7:10. How important is following the progression of study, obey, and teach? How does this verse reinforce the idea of teachers being the lead learner?

Conversation Point 12

The authors of *Teacher: Creating Conversational Community* state: “Park on any of these methods for very long and you will lose two-thirds of your group” (p. 22). What do you think they mean by this statement? Do you agree or disagree with this statement? Explain.

Conversation Point 13

David Francis explained that different age groups will use Say/Ask/Do in different orders (p. 23, *Teacher: Creating Conversational Community*). Do you believe the order to be most dependent upon age, group preference, or leader preference? What order do you think works best for your group?

Conversation Point 14

Review the three approaches suggested for doing personal Bible study during preparation (pp. 24-27, *Teacher: Creating Conversational Community*). Which suggested approach best represents your practice? What are the strengths of each approach? What can you add to your practice?

Conversation Point 15

The authors of *Teacher: Creating Conversational Community* explained that teachers must determine what will be cut or left on “the cutting room floor” (p. 28). How do you determine what is introduced and what is left out of a group Bible study time? How do you avoid the temptation of telling them everything you discovered in your preparation time?

Conversation Point 16

Promastication is the process used by some animals to feed their young (p. 29). Do you think it was fair for the writers of *Teacher: Creating Conversational Community* to compare some people’s teaching to promastication? Why do you think some teachers take this approach on a regular basis? What are the dangers of doing so?

Conversation Point 17

The authors of *Teacher: Creating Conversational Community* highlighted the importance of using visuals with the statement “Saying is multiplied by seeing” (p. 31). How do you use visuals to enhance learning in your group? What principles and practices have you found to be the effective when using visuals?

Conversation Point 18

Review what the writers of *Teacher: Creating Conversational Community* say about involving guests on pages 33, 43, and 48. What can we do to help our guest feel welcome without singling them out? When you have been a guest in another Bible study group, how did you feel? What can you learn from your experience?

Conversation Point 19

The authors of *Teacher: Creating Conversational Community* emphasized the importance of silence in a discussion. What makes silence scary for you as a leader? What makes silence scary for group members? How can silence be used effectively as a means of encouraging learning?

Conversation Point 20

“If you want to see how the conversation is going in your group, chart it” (p. 36, *Teacher: Creating Conversational Community*). What would a chart of the interactions in your group reveal? What can be done to encourage all group members to participate in the conversation?

Conversation Point 21

Review pages 37-39 in *Teacher: Creating Conversational Community*, looking for ideas about strengthening discussion. What makes crafting good questions so difficult? What tips do you have for others when it comes to crafting questions?

Conversation Point 22

The authors of *Teacher: Creating Conversational Community* identify four steps to take when dealing with the Talker. How do you manage a group member who dominates the discussion? What suggestions would you offer in addition to what is proposed?

Conversation Point 23

“Parents can be taught to ask their kids questions that go beyond how much fun the kids had” (p. 43, *Teacher: Creating Conversational Community*). How can we help parents and grandparents ask more substantial questions of their kids? What questions do you think would generate meaningful spiritual conversation between a child and parent?

Conversation Point 24

Read the lessons learned by an adult teacher who began teaching preschoolers (pp. 44-45, *Teacher: Creating Conversational Community*). What lessons would you share with teachers in other age groups? What could you learn about teaching your group from a teacher in a different age group?

Conversation Point 25

The authors of *Teacher: Creating Conversational Community* identified the introduction and conclusion as great opportunities to break the regular routine (p. 49). How do you vary the introduction and conclusion? What principles would you share with other teachers for crafting an introduction and conclusion?

Conversation Point 26

Classify the list of ways Jesus taught (pp. 46-47, *Teacher: Creating Conversational Community*) with the 8 Learning Approaches (p. 16). Were there any learning approaches not used by Jesus? Were there any approaches He used more than others? What can you learn from what you discover?

Conversation Point 27

The writers of *Teacher: Creating Conversational Community* stated: “The key to a great teaching plan is to have a clear aim for every group session” (p. 49). On a scale of 1 to 10, how would you rate your level of agreement with this statement? How do you determine the aim for a session?

Conversation Point 28

Read the Allan Taylor quote on page 52 of *Teacher: Creating Conversational Community*. How do you respond to this quote? Why do you think some Bible study groups stop short of encouraging obedience? How can we make sure our groups move people to obedience?

Conversation Point 29

Review the commands included on page 56 of *Teacher: Creating Conversational Community*. How could this page be used to create an evaluation tool for our Bible study groups?

Conversation Point 30

Review the “Creating a Development Plan” on pages 59-61 of *Teacher: Creating Conversational Community*. What should we include in a development plan for our leaders? What are you doing to continue to develop yourself as a teacher? How are you sharing what you have learned with other teachers?