

TRIADS SAVVY

In general terms, a triad is a unit of three. Check your “Triad savvy” to see how many of these triads you recognize.

In _____, a triad is a three-person group.

In _____, a triad is three closely related elements or compounds.

In _____, a triad is a cluster of three cities.

A _____ on a computer monitor or TV screen is a triad of three colored dots: red, green and blue.

In _____, a triad is the sum of one plus one plus one.

In _____, a triad is a chord of three notes.

Choose from the following answers:

- Chemistry
- Geography
- Mathematics
- Music
- Pixel
- Sociology

DISCOVERING *THE DISCOVER TRIAD*

The three facets of a dynamic Sunday School class are discovering S_____, S_____, and S_____.

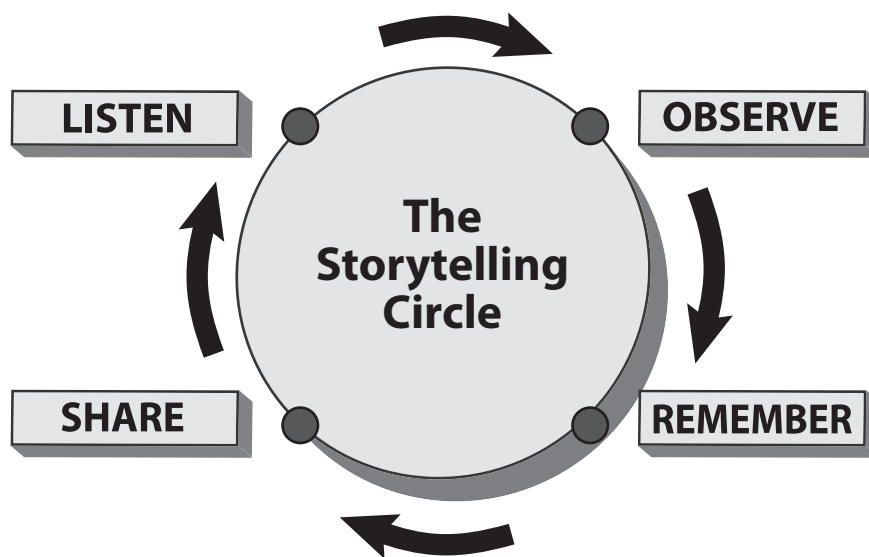
DISCOVERING SCRIPTURE – Some important elements of discovery teaching and learning include

- _____
- Learner _____
- Learner _____
- _____ a stand-alone lesson
- Moving _____ the _____

DISCOVERING STORIES – Stories build community by:

- Connecting Scripture with _____
- Connecting people's _____
- Sharing our pilgrimages of _____
- Use the Storytelling Circle to show how to use other's stories:

We have two ears to listen to two _____.



We have two eyes to observe two distances – that ___ away and that _____ to us. If you don't remember what you've seen and heard, it's as if it _____ happened.

To share is to complete the circle!



DISCOVERING STORIES – Finding the Sources

_____ has stories! Stories come from four basic sources:

- The stories of your _____
- The stories of your _____
- The stories of the _____ where you _____
- The stories of your own _____ experience

How could you use one or more of these sources to draw out stories during a Bible study?

DISCOVERING SHEPHERDING

Some differences between teachers and shepherds

A Teacher ...

A Shepherd ...

My primary teaching style is as a (circle one) teacher shepherd

As a result of what I have heard and experienced in this session, one thing I plan to do or change in my class in the next two weeks is _____



Scripture

Teachers

Learners



Class

Discovery



School Movement – Text for Placards

Cut the statements apart and glue to the back of the placard indicated.

SCRIPTURE

Bible study, or perhaps more accurately, Bible teaching, is at the very heart of the Sunday School movement....The research of LifeWay President Thom Rainer among the unchurched found that most say that if they take the time to attend a church or small group, they want to go to one that teaches the Bible! (p. 8)

TEACHERS

The Sunday School movement has not been built primarily by ministers, but by men and women who have made a commitment to follow God's call to be teachers of preschoolers, children, youth, or adults. Teachers are the heartbeat of the Sunday School. (p. 9).

LEARNERS

Sunday School teachers don't just teach the Bible. They teach people the Bible. Since the beginning of the movement in England, the focus has been on people – not just to gain a head knowledge of the Bible but to see their lives transformed. (p. 9)

THE CLASS

There are not enough teachers for every single person to study the Bible one-on-one. Thus the development of the Sunday School class. It's ingenious! A group of people who gather together, usually once a week, to learn from the Bible, facilitated by one or more leaders, in the context of a fun and caring fellowship of people. (p. 9)

DISCOVERY

Thomas Cook wrote, "The only teaching that is teaching is that which produces desirable changes in the life of the learner. The only learning that changes conduct significantly is learning that is self-discovered and self-appropriated. Dynamic Sunday School classes practice this principle." (p. 10)



Heart

Heartbeat

Focus



Genius

Mark of a Dynamic S.S. Class



Discovering Scripture

*Never **tell** anyone anything that you can lead him to discover for himself.*

Jesus Used Questions

Jesus, the Master Teacher, frequently used questions to help a person discover a spiritual truth for himself. In the passage below, underline the questions asked by the man, and circle the questions asked by Jesus.

Luke 10:25-37, Holman CSB

25 Just then an expert in the law stood up to test Him, saying, "Teacher, what must I do to inherit eternal life?"

26 "What is written in the law?" He asked him. "How do you read it?"

27 He answered:

Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind; and your neighbor as yourself.

28 "You've answered correctly," He told him. "Do this and you will live."

29 But wanting to justify himself, he asked Jesus, "And who is my neighbor?"

30 Jesus took up [the question] and said: "A man was going down from Jerusalem to Jericho and fell into the hands of robbers. They stripped him, beat him up, and fled, leaving him half dead. 31 A priest happened to be going down that road. When he saw him, he passed by on the other side. 32 In the same way, a Levite, when he arrived at the place and saw him, passed by on the other side. 33 But a Samaritan on his journey came up to him, and when he saw [the man], he had compassion. 34 He went over to him and bandaged his wounds, pouring on oil and wine. Then he put him on his own animal, brought him to an inn, and took care of him. 35 The next day he took out two denarii, gave them to the innkeeper, and said, 'Take care of him. When I come back I'll reimburse you for whatever extra you spend.'

36 "Which of these three do you think proved to be a neighbor to the man who fell into the hands of the robbers?"

37 "The one who showed mercy to him," he said.

Then Jesus told him, "Go and do the same."



Types of Questions

Limiting questions have a set of correct answers; they have limited value for provoking discussion, but can be used to get a group back to the Scripture or summarize a point.

"What city was prophesied as the birthplace of the Messiah?"

Closed questions have an obvious answer, or at least one the learners perceive as obvious.

"According to Deuteronomy 6, when should parents to teach their children about God?"

Open questions allow participants to discover and share thoughts about the subject at hand.

"What does _____ mean to you?"
From your reading of _____, what truths stand out to you?

Asking for more evidence

"How do you know that _____?"

Asking for clarification

"What's a good example of what you are talking about?"

Linking or extension questions

"Is there any connection between what you've just said and what _____ was saying a moment ago?"

Hypothetical questions

"How might the response have been different if _____ [the person or circumstance] had _____ [been a different scenario or alternative]?"

Cause-and-effect questions

"What might happen in our class if we _____?"

Summary and Synthesis questions

"What do you understand better as a result of today's discussion?"

Reread Luke 10:25-37. Write three types of questions that are age-appropriate to members of your class discover this Scripture.

- 1.
- 2.
- 3.



Discovering Stories

Discover how stories connect and impact people. In your small group discuss the topic below. Choose one person to a report to the total group.

Group 1. **Stories: Connecting Scripture with Experience** (p. 23) – What is the value of connecting Scripture with experience? Tell another person in your group an example God working in your life, especially in terms of the impact of Scripture.

Discovering Stories

Discover how stories connect and impact people. In your small group discuss the topic below. Choose one person to a report to the total group.

Group 2. **Stories: Connecting People's Journeys** (p. 24) – How does connecting people's journeys offer encouragement? How do stories contribute when a class has an intentional mix of Christians and non-Christians?

Discovering Stories

Discover how stories connect and impact people. In your small group discuss the topic below. Choose one person to a report to the total group.

Group 3. **Stories: Sharing our Pilgrimages of Faith** (p.25-26) – What do these quotes suggest to you about sharing your faith pilgrimage? How should that impact the direction and kinds of sharing that teachers allow and encourage during Bible study time?

- James Czegled: "The greatest skills we need for sharing our faith are the ability to listen and the capacity to be a faith friend."
 - Whitney Hopler: "Know that [non-Christians] need to see not just who you are today, but where you've come from."
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