

# TEACHING PLAN for General Leaders and Smaller Churches With All Leaders Together

– Marie Clark

*The Discover Triad: Three Facets of a Dynamic Sunday School Class*

## **PREPARATION:**

Provide the following resources for use throughout the training:

- Name tags
- Tape
- Marking pens
- Tear sheets or marker board

Download the following items:

- *The Discover Triad: Three Facets of a Dynamic Sunday School Class*, by David Francis. For ordering information, visit [www.lifeway.com](http://www.lifeway.com) or write LifeWay Church Resources Customer Service, One LifeWay Plaza, Nashville, TN 37234-0113 or FAX 1-615-251-5933. Provide one copy for each participant.
- PowerPoint presentation: The Discover Triad: Three Facets of a Dynamic Sunday School Class – Smaller Church.ppt

Make single copies of the following teaching helps and cut apart:

- Worksheet 3A & 3B: Sunday School Movement Placards – Set A (on colored paper)
- Worksheet 3C: Sunday School Movement Placards – Text for Set A (on white paper)
- Worksheet 3D and 3E: Sunday School Movement Placards – Set B (on different colored paper)
- Worksheet 6: Discovering Stories Group Assignments

Make copies of the following worksheets, one for each participant:

- Worksheet 1: Triads Savvy
- Worksheet 2A & 2B: Discovering The Discover Triad Listening Sheet
- Worksheet 4: Discovering Scripture
- Worksheet 5: Types of Questions



## Worksheet Answers

Worksheet 1:	Sociology, chemistry, geography, pixel, mathematics, music.
Worksheet 2A:	Scripture, stories, shepherding. Questions, participation, preparation, connecting, beyond, lecture. Sides, far, near, never.
Worksheet 2B:	Everyone; ancestry, family, place, live, personal.

Prepare homemade placards:

- Teacher
- Shepherd

Optional: Prepare home made posters to be taped randomly on the walls as “silent teaching partners.”

- Make your class a dynamic experience of discovery that people don’t want to miss.
- *Never **tell** anyone anything that you can lead him to discover for himself* (p. 10)
- Our final exam will not be about how much Bible we learned, but how much Bible we lived. (p. 13)
- Everyone has stories.
- Stories are verbal bridges.
- No one’s story is truly complete until it intersects with God’s Story. (p. 35)

Arrange chair in a semi-circle and place Worksheet 1: Triads Savvy on each chair.

## PROCEDURES

Step 1: Introduction (10 min.)

As participants arrive, encourage them (**frame 1**) to find a partner and complete Worksheet 1: **Triads Savvy**. After 3-4 minutes allow participants to call out the answers.

Use the last answer to introduce the Discover Triad: Scripture, Stories, and Shepherding (**frame 2**). Worksheet 2A & 2B: Discovering The Discover Triad Listening Sheet to be used throughout the session. Display another type of diagram (**frame 3**) of the three elements to show how they are interrelated. Explain that our objective is to make each class a dynamic experience of discovery that people don’t want to miss.

State that when the Sunday School Movement began more than 150 years ago, it succeeded because of some important principles. Those principles have proven to be timeless and continue to impact churches and teachers today. Let’s take a look at these basics as we begin. Ask volunteers to hold up the Sunday School Movement placards. Direct the group to help match the pairs (**frame 4**). Review each match by asking the person with the text to read it aloud.

Step 2: Discovering Scripture (20 min.)



Show the Discovery Triad illustration to highlight the facet of Scripture **(frame 5)**. Call attention to the quote, *Never **tell** anyone anything that you can lead him to **discover** for himself* **(frame 6)**. Brainstorm the advantages and disadvantages of discovery teaching; record on a tear sheet or marker board (Possible Answers: Advantages – Members catch enthusiasm of the teacher; members remember and are more likely to incorporate truths discovered on their own; allows learners to be active participants. Disadvantages – Requires more preparation by leader; members won't participate; teacher gives up some control; requires more time to cover content.)

Ask participants to listen to the following quote **(frame 7)** and decide if they agree or disagree: *If we want spiritual transformation to take place in the lives of our listeners, we must allow them to become learners. Many believers walk in and out of churches week after week with no real learning because we have not allowed or challenged them to become learners.* (George Yates, pp. 10-11) Allow time for a couple of people to explain why they chose their answers.

Call on a volunteer to read James 1:22. Explain that in today's language that verse might say: "Our final exam will not be about how much Bible we learned, but how much Bible we lived. Discovery learning requires discovery teaching. Teachers must give up some control and certainty in favor of activities that allow learners to discover." (p. 13) **(frame 8)**

### Step 3. Elements of Discovery Teaching and Learning (25 min.)

State that discovery teaching and learning has several important elements. The first element, questions, is one of the most effective tools for discovery. **(frame 9)** Jesus, the Master Teacher, often used questions and modeled how to use them. Distribute Worksheet 4: Discovering Scripture with Luke 10:25-37. Allow time for them to underline questions asked by the men and circle questions by Jesus. Discuss briefly.

Summarize information from the paragraph "Questions: Appropriate for All Ages and Learning Styles," on page 13. Ask leaders of each age group – preschool, children, youth, and adults – to sit together by groups. Distribute Worksheet 5: Types of Questions. Instruct participants to read the passage indicated and compose three different types of questions appropriate for the age group they teach (pp. 14-15). Call on each group to read one of their questions and identify what type it was.

Learner participation, a second element, is the evidence of discovery learning. "If boys and girls, men and women are going to discover Scripture, they need to be active learners." **(frame 10)**. Suggest a few ways learners of each age group can be "active learners" (p. 15).

A third element that is often missing is learner preparation **(frame 11)**. Ask: "How can we communicate the **expectation** that learners will prepare?" Use information from pp. 17-18 to supplement responses as needed.

A challenge of discovery learning is connecting a stand-alone lesson **(frame 12)**. Briefly highlight the following ideas (p. 18-19): Understanding the "big picture" requires linking ideas to other ideas; open groups require lessons that stand on their own; examples on how to connect stand-alone lessons. Ask participants to look at their leader guide by age groups



and identify at least one way to connect next Sunday's Bible study to the unit of study for the "big picture."

Finally, discovery teaching and learning requires a teacher to move "beyond the lecture." Guide participants to look at "Beyond Lecture on page 20 and identify problems and values of lecture. **(frame 13)**

#### Step 4: Discovering Stories (15 min.)

Introduce this chapter by asking a volunteer to read the introductory paragraph on p. 22. Review the triad visual and identify the relationship of stories to scripture. Conclude with this quote: "Jesus did not come merely to be the subject of a story, or just to tell stories, **but to impact** our stories (final sentence of "Jesus and Stories," top of p. 23). **(frame 14)**

Use group assignments to explore how stories connect and impact people **(frame 15)**. Form three small groups and distribute an assignment from Worksheet 6: Discovering Stories Group Assignments to each group. After 5 minutes of group discussion, call for reports from each 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.

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?

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 Hople: "Know that [non-Christians] need to see not just who you are today, but where you've come from."

#### Step 5: Stories Build Community (25 min.)

Observe that stories build community. Read the quote from Dolly Berthelot (p.27) about the value of story telling: "Story sharing may help humanize strangers and those different from us; level the playing field for outsiders; foster empathy, human connections, relationships; open minds and hearts, and deepen appreciation of differences and commonality." **(frame 16)**

Ask participants to turn to two nearby persons to talk about the value of story sharing in their own lives. Encourage them to use the quote to help recall examples of how a story



helped them build a verbal bridge with someone else. After five minutes, ask for three volunteers to briefly share a story they heard.

Point out that the three volunteers have just shared the story of someone else. It's OK to tell others' stories (unless it was told to you in confidence). Jesus was never the object of his stories. The Storytelling Circle illustrates how to learn and use the stories of others.

Sketch the Storytelling Circle (pp. 28-29) **(frame 17)** as you present a mini-lecture:

According to a Mohegan Indian elder, the story is a circle ... with four dots.

1. **LISTEN** – We have two ears and we are always supposed to listen to two sides of everything
2. **OBSERVE** – Use our two eyes to see that far away and that close to us.
3. **REMEMBER** – If you don't remember what you've seen and heard, it's as if it never happened.
4. **SHARE** – The circle is not complete until the story has been shared.

Remind participants that "everyone has stories." Stories come from four basic sources: stories of your ancestry, stories of your family, stories of the place where you live, and stories of your own personal experience" (Joseph Bruchac, p. 28). **(frame 18)**

Step 6: Discovering Shepherding (20 min.)

Read the last two sentences of the introductory paragraph on p. 32: "For great Sunday School classes, the weekly Bible study hour celebrates the culmination of a week of ministry, and the beginning of another. The part of the Discover Triad that pulls it all together is shepherding." Refer again to the Discover Triad illustration. **(frame 19)**

Ask members to respond to this statement: "You can be a teacher without being a shepherd, but you can't be a shepherd without being a teacher." (p. 33). **(frame 20)**

Use material from pp. 33-35 to highlight differences between a teacher and a shepherd. **(frame 21)** Observe that God created and gifted both teachers and shepherds.

Call attention to the two simple, but effective, tools for shepherding found at the back of the book on pp. 39-41: My FRAN Prayer List (Friends, Relatives, Associates, Neighbors) and Care Group Member Pages. **(frame 22)**

Ask participants to consider the differences between Teachers and Shepherds just listed (frame 23) and stand beside the sign that best describes their teaching style. Allow 3 minutes for each group to discuss, "Knowing this is my primary teaching style, what do I personally need to do to insure that my class experiences all three elements of the Discover Triad – Scripture, stories, and shepherding?"



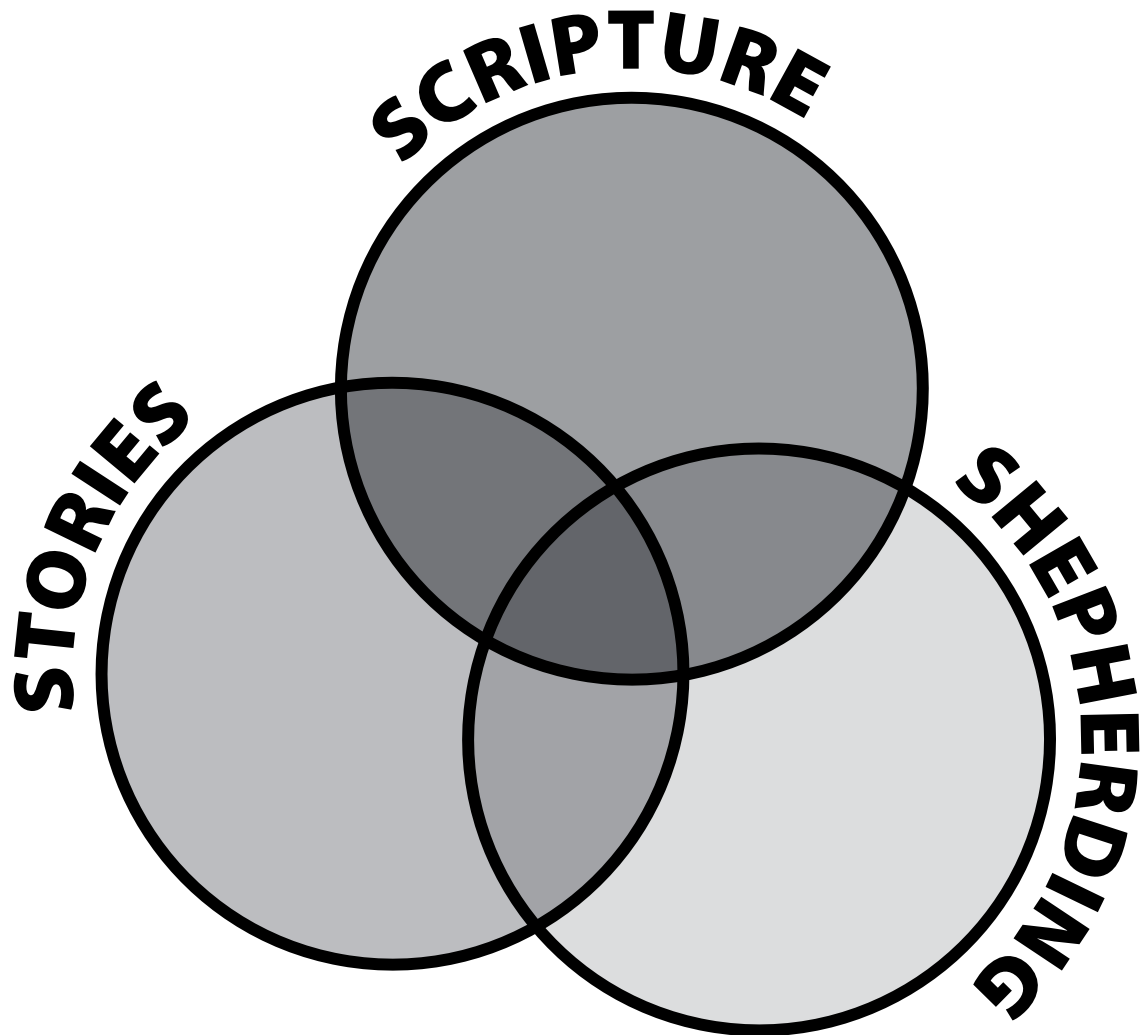
Step 7: Closure: A Challenge to Practice the Discover Triad(10 min.)

Summarize the discover triad using statements similar to the following (**frame 17**):

- **Scripture** is the most important of the three facets of the triad – teaching and studying the Bible
- **Shepherding** is all about inviting others to share their stories, then responding to their stories. In a sense, a shepherd is earning permission to be part of another's story.
- The triad revolves around **stories**. So what does that have to do with the purpose of Bible study? Simply this: no one's story is truly complete until it intersects with God's Story.

Say: "This session has modeled the discovery process of teaching. Mentally review what you have seen and experienced in the past two hours. As a result, what **one** thing do you plan to do or change with your class in the next two weeks?" Ask for round robin responses (Round robin: Each person in order names one thing. Duplicate answers are acceptable).

Lead in prayer to commit our Sunday School to become a dynamic experience of discovery that people don't want to miss.



DISCOVER

