

# DISCOVER Triad

## 2 Hour Plan Student Ministry

This plan is the second in a three part training series on the 3 Dimensional Sunday School. Plan one covers the dimension: Invite. This plan covers the dimension: Discover, and the third plan to be released Winter 2009 will cover the dimension: Connect.

### Preparation:

#### Step 1.

- Arrange chairs in 3 semi-circles facing the focal wall and backed up against one of the other three walls in the room.
- Make a large poster for each of these words: *Shepherding*, *Scripture*, *Stories*. Place one of the word posters on the wall behind each of the groups with a large sheet of blank paper underneath the poster.
- Make copies of Triad Handout (Handout 1) and place one copy in each chair.
- Set up computer and data projector to beginning slide of power point.
- Make copies of the Discover Triad Worksheet (Handout 2).

#### Step 2.

- Mark Luke 2:52 in your Bible.
- Make copies of the puzzle diagram (Handout 3) and cut apart.

#### Step 3:

- Make word scrambles of the words *Motivation*, *Examination*, and *Application*. Two of the word scrambles should have letters cut apart and be manipulative and the third word scrambled on a sheet of paper. Place a strip of sticky tack in each circle.
- Make a copy of the assignments for each group and place corresponding assignment in envelop with appropriate scrambled word.

*Team 1: Unscramble your word and then using the sticky tack place the letters in correct order on the "Scripture" wall.*

*Team 2: Unscramble your word and then using the sticky tack place the letters in correct order on the "Scripture" wall.*

*Team 3: Solve the scrambled word on your sheet of paper and then write it correctly on the paper. Using the sticky tack place the paper on the "Scripture" wall.*

- If not using PPT, make poster with the quote: "Never Tell A Student Anything You Can Lead Him to Discover".



Step 5:

- Make copies of “What Is My Approach To Learning” (Handout 5). Place appropriate number of copies face down on floor in the center of each circle.

Step 6:

Place an additional large sheet of paper on the “Scripture” wall to be used for listing.

Step 8:

- Find pictures of a hiker, a magnifying glass, and a brain and make posters of the pictures.
- Make a poster for each of these words: *Encourage*, *Explore*, and *Focus*. Place the picture posters around the “Scripture” poster and large sheet of paper on the scripture wall.

Step 9:

- Place a large sheet of paper and a marker in the middle of each circle.
- Make assignments for group work:  
*Explore Team.*—Compose five questions you might ask to engage students in a discussion of Luke 15:11-32.  
*Encourage Team.*—Compose five questions you might ask to encourage students to think creatively about Luke 15:11-32.  
*Focus Team.*—Compose five questions you might ask to focus students on issues, problems, or applications from Luke 15:11-32.

Step 11:

- Place a large sheet of paper in each circle.

Step 1: (10 min.)

As leaders enter direct them to the Triad Handout (Handout 1) on their chair. Instruct them to fill in as many of the missing third unit of each triad group. Make sure you use the definition of triad, “a unit of three” many times as leaders arrive. After 5 minutes, go over the answers. Transition by saying: **The journey to helping students “Discover” God’s word in Sunday School can be summed up in the triad of three words. Can you guess what they are?** (Scripture, Shepherding, and Stories). **An effective student Sunday School class or small group has a leader who understands his/her responsibility for making sure these three things take place in each small group. Today we will discover together how to incorporate these three dynamic and powerful dimensions into our groups.** Give leaders the Discover Triad Worksheet (Handout 2).

**Let’s look at Shepherding first.**

Step 2: (10 min.)

Say: **Name some of the characteristics of a good shepherd.** Write responses on the large sheet of paper you have placed under the “Shepherding” poster.

End the list by placing, “Knows where he is taking the sheep or where the sheep should go”. Wrap up by acknowledging the list and that the good shepherd does those things as he leads the sheep to a destination for an express purpose. Say: **In our ministry to students, leaders must also have a plan for leading students to a set destination; usually spoken of as “spiritual transformation” or disciple making. For setting the direction and “how to” we can look in scripture to find Jesus’ develop-**

**mental process as a teenager which gives us great insight as to how to go about strategically developing students thru Sunday School.**

Instruct leaders to turn to Luke 2:52 in their Bibles. Hand them the puzzle handout (Handout 3) and ask them to find the 4 ways the Bible states Jesus grew (in wisdom, in stature, in favor with God, and in favor with Man.). Have them list these on the handout as you list them on the large piece of paper under the Shepherding poster.

Say: **Is your student ministry being intentional in the way that it shepherds students?**

**If we follow the example in Jesus' own life, we will have in place a strategy to help students develop in three ways. Let's discover these three for ourselves.**

Ask them to see if they can discover the three words found in the circle diagram! (Hold the paper horizontally flat, near eye level, with LifeWay brand close to chest. Look ACROSS the circle to see long dark lines forming the phrases KNOW – Favor with-God, OWN – Wisdom, KNOWN – Favor with man). The puzzle should be rotated clockwise to find all three phrases.

Help the leaders understand the process of students KNOWing God, OWNing their faith and making God KNOWN. Say: **In shepherding students, leaders must know in which of these areas students need further guidance and then make the commitment to walk with them experientially through the process.**

Make sure leaders understand that Wisdom is defined as "having knowledge (of what the Bible says) and knowing what to do with it. In other words, how to discern and apply what they know. Part of the discovery of God's word is found in the living life together with their students.

Suggest that leaders go to LifeWay's website: [www.lifeway.com/students/known](http://www.lifeway.com/students/known) for more information about this strategy and the curriculum that facilitates it.

Step 3: ( 7 minutes)

Say: **Now let's look at the second part of the triad: scripture.**

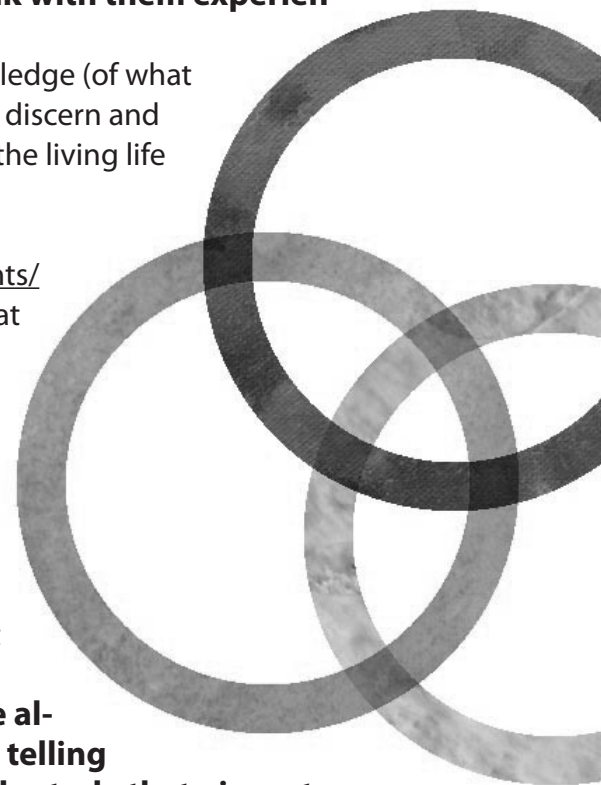
**A way we can be assured that purposeful learning is taking place comes with giving student's ownership of their Bible studies.** Put up the poster you have created at this time if you are not using ppt.

Say: **Ownership, and thus transformation takes place when we allow students to discover God's truth on their own rather than telling them what they need to know. An effective structure of a Bible study that gives students ownership is composed of a triad that we will discover together.**

Instruct groups to find their assignment envelop and piece of sticky tack and get ready to work as a team to discover one unit of the triad. Tell them that they should stick their word up on the wall next to the Scripture poster/large sheet of paper.

**Ask: "What three words did you discover?" Then ask them what order they think the three essential units take place in during a session.**

**As they list, write the words on the large sheet of paper. Save space between the words for other outline information that you will share.**



#### Step 4: Motivation and Examination (10 minutes)

(Application is covered in Step 7)

##### Motivation -

Ask: **“Why do students typically come to Bible study?”** Make sure that “they come because they are interested in God” or something along the lines of students being there to learn, comes up as one of the answers.

Say: **“Most students do not come ready to dive into the word. So we have to set an atmosphere or environment that says, ‘What’s in this for me?’ or ‘Why should I engage?’ ”.** The motivation step should 1) introduce the topic, 2) arouse curiosity, and 3) help students connect to what will take place in the room, 4) start whenever the first student enters the room...even if it is 10 minutes before the actual starting time of the class. (Refer to the fact that you modeled a motivation step with them when the first one to arrive was instructed to work on the Triad handout.)

##### Examination -

Say: **“After we have gotten students to thinking during the motivation step, then it is time to turn to examining God’s word concerning the Bible truth of the day. Let’s talk about what examination should “look like”.”**

Make sure you cover these concepts in introducing Examination.

- **The meat of the session is found here as God’s Word is examined.**  
(More and more students do not bring their personal Bibles to bible study. Stress that leaders many times teach them not to bring them by not using the bible. Activities will help in empowering student’s to search through the written word. Many of your conference attendees will not have brought a bible. Stress again the concept of the shepherd setting the path and example for the sheep to follow).
- **Examination is the time in which we give student’s ownership of the session. Ownership takes place through Guided Discovery/Activity-Based teaching.**
- **The “teacher” becomes a “facilitator” of discovery. With this generation we need to try to NEVER TELL A STUDENT SOMETHING THEY CAN LEARN FOR THEMSELVES (how to do this is found in the steps below).**
- **Examination is done by using various methods and addressing multiple learning approaches.**

Make sure leaders understand that the days of telling our students what to believe and expecting them to go and do it are over. There is a great chance that most of the leaders attending this conference will operate in that manner simply because that is how they experienced Bible study as they were growing up.

#### Step 5: Learning Approaches (10 minutes)

Say: **“ Guided Discovery gives students ownership of the session by teaching through activities directed in the ways they learn best There are actually 8 different ways that our brains are wired to learn. Those 8 ways are called “Learning Intelligences”.**

Direct leaders to the handout in their circle (Handout 5) where they can discover how they best learn. Instruct them to mark all statements that fit them. Then instruct them to tally the columns. Use the key and go over the names of the 8 intelligences and the Biblical character who may have exhibited the tendency to learn best that way.

Dialogue about their personal answers so that they see the various high and low scores around the room. Point out that when one group had cut apart letters for the scrambles, you actually made use of two learning approaches. In having them place their words on the wall, you added a third approach to the same activity!!

Say:

**A balanced curriculum will cover these 8 approaches in the teaching plan provided. LifeWay curriculum will assure you that all of these approaches have been written into each Bible session plan**

Step 6: Methods (5 minutes)

Say: **We have used various discovery activities in our time today.** Have them recall all of the methods you have used in the conference so far. (Scrambles – one manipulative and the other not, Learning Style sheet, Lecture, Triad Fill-in-blank, Listing, Dialogue, Outline on tear sheet, Puzzle, etc.)

Next have them cast one vote for their number one way that they liked best. Count the votes for each method. This again should cause them see that not all students learn the same. Help them see that teaching only one way causes students to show limited participation.

Step 7: Application (3 minutes)

Say: **Application is that time that students measure themselves against the truth discovered in the session. As a result of the measurement, they should always be led to seek God's thoughts and consider what they need to surrender, avoid, or confess in order to express their worship to God.**

On the tear sheet outline you have made of MEA, quickly add some time frames showing leaders how easy it is to leave off this very important step that promotes life change.

Example:

Most curriculum series will have 1 or 2 motivation steps...each 10 minutes, 3 examination steps...one of 15 and 2 of 10 minutes. With out adding the 1 Or 2 application steps a session is already at 55 minutes....and we haven't even added in starting late, eating doughnuts, and announcements ... all usually a part of the hour of bible study.

Step 8: ( 10 minutes)

Say: **Another way that leaders give ownership to students and encourage use of a personal Bible is through dialogue about the scripture being studied. Transforming dialogue must begin with great questioning. Socratis, the philosopher, knew that. He developed a format for asking questions that take learners from fact to the depths of critical thinking and feeling.**

Draw their attention to the posters on the wall.

Ask: **What might these images represent about asking good questions?** Place the previously prepared placards with the words explore, encourage, and focus under the appropriate images. Explain that Socratic questions can be phrased in three general ways: (direct leaders attention to the corresponding circle on Handout 2 where they can take notes):

- **To explore** a general aspect of life or Bible study material. Facts must come from the scripture passage.
- **To encourage** creativity and brainstorming to explore the issues.
- **To focus** attention on a specific issue or problem.

Step 9: (15 minutes)

Hand groups assignments.

*Explore Team.*—Compose five questions you might ask to engage students in a discussion of Luke 15:11-32.

*Encourage Team.*— Compose five questions you might ask to encourage students to think creatively about Luke 15:11-32.

*Focus Team.*— Compose five questions you might ask to focus students on issues, problems, or applications from Luke 15:11-32.

Allow 7-10 minutes and then call for their questions. Evaluate whether their questions actually fit in the assigned category. Help leaders identify purposeful questions based on whether the questions are broad, open ended, or Yes/No. Explain that these types of questions can also be used in personal conversations with students.

Step 10: (15 minutes)

Say: **The third unit in the Discover Triad is Stories. We will look at this unit in three ways.** At this time write the words HIS, YOURS, THEIRS on the large sheet of paper under the “Stories” poster. Direct leaders attention to Discover Triad Worksheet.

HIS—

1) Say: **When telling His stories, help students place themselves into the story by the way you tell it.**

Go over the following as steps in preparation for storytelling:

- Read story in scripture.
- ReRead story, visualizing it in your mind
- Read for a third time, noticing sound, smell, sight, emotion words
- Live in the story

2) Instruct leaders to turn to John 21:1-19 and silently read the story **as they walk around the room.** When most have finished tell them you are going to create sentences around the sound, smell, sight, etc. words.

As one person calls out a phrase (example: smell - the fire) another person will volunteer a sentence to convey that in the story, first person as Peter would tell it (“The aroma of ashes reminded me of the pain I felt standing around the courtyard fire that night.) Continue giving examples of all of the words and giving picture phrases.



Step 11: (15 minutes)

YOURS–

Say: **Students also need to experience your stories of how Jesus is working in your own life. What is he doing right now? If I were to ask your students what Jesus is doing in your life, could they tell me something?**

THEIRS–

Say: **Students also need to vocalize their own stories of their life with God. Other students need to hear the stories of God in the life of their peers.**

Instruct leaders to work in their groups to identify guidelines for telling both their own stories and allowing/encouraging their student's stories. Ask them to write their groups answers on the large piece of paper you have provided. (examples: Yours – Bible study facilitator's story needs to be current and fresh about what God is doing, not just stories from 10 years ago. Theirs – Brief, not grimmy details, always with a point about how God has helped, rescued, provided...as it relates to scripture passage.)

Remind leaders that they might need to set some guidelines and train their students how to tell their story in a beneficial manner.

Step 12: (5 minutes)

Say: **Hopefully you have discovered something about your own Shepherding, Story, and Facilitation of Scripture Discovery. Hopefully, God has spoken to you about something that you need to consider doing or changing in how you operate in each of these areas.** Direct leaders to the bottom of Handout 2. Have them fill in their own name in the blank. Ask them to draw into their prayer closet and take a few moments with God to ask him to identify one thing in each of the Triad Circles that they need to work on, or change. Then list those three things in commitment to Him.

If time allows ask if anyone wants to share from their own Triad of learning.

For the closing prayer ask leaders: **"Who senses that God would have you close our time in prayer?"** If no one answers within just a short time, then you close for the group.

