



## **Training Schedule**

**2/21- Orientation Session: Introduction and Pre-Training Survey**

**2/28- Session One: Question and Discussion**

**3/7- Implementation Week and Online Support**

**3/14- Session Two: Group Exercise**

**3/21- Implementation Week and Online Support**

**3/28- Session Three: Visual Object Lesson**

**4/4- OFF WEEK, EASTER SUNDAY**

**4/11- Implementation Week and Online Support**

**4/18- Session Four: Lecture**

**4/25- Implementation Week and Online Support**

**5/2- Session Five: Concluding Session, Dinner, and Post-Training Survey**

**5/9- Implementation Week and Group Observers**

**5/16- Implementation Week and Group Observers**

**5/23- Implementation Week and Group Observers**

**5/30- Implementation Week and Group Observers**

## **Small Group Leader,**

Welcome to Collaborate Small Group Leader Training! I am excited to begin this journey together. Through God's power, I believe the interactions and effort we give over the next several weeks has the potential to transform your ministry as a Small Group Leader. In this Binder you will find everything you need for each training session. You will also find resources within each session to direct you to online links and additional book resources. In rear of the binder, you will find a large bibliography on books that are informative on teaching methods. There is also a schedule on the back cover of your binder. We will do our best to adhere to that schedule. We may have virtual participants for all or part of the training. If you need to begin virtually or transition to virtual due to COVID issues, please let me know ASAP; I will do whatever it takes to get the material to you. Everything we cover will be accessible online at the links you see in the session materials. You will experience some videos online from me as well and the link is provided. Establishing a baseline for where we are and where we are going is vital to this project being a success. To make that journey possible we must do some measuring. To accurately map where we are going, we will complete some surveys, please do your best to fill those out as thoroughly as possible and promptly return them. There are no right or wrong answers with anything we fill out, just honest answers.

Pastor Adam

Matt. 5:16

## Orientation Session

### I. Pre-Training Evaluation Survey

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. In one sentence, please describe your normal teaching method (the way you teach):
  
2. Over the previous ten-weeks, **how many** teaching methods do you estimate you used?  

1, 2, 3, 4, 5+
3. Over the previous ten-weeks, **which** teaching methods did you use? How many times each?
  - a. Question and Discussion, \_\_\_\_\_ times
  - b. Group Exercise, \_\_\_\_\_ times
  - c. Visual Object Lesson, \_\_\_\_\_ times
  - d. Lecture, \_\_\_\_\_ times
  - e. Other, \_\_\_\_\_ times
4. In a typical Sunday Small Group session, **how many** teaching methods do you use?  

1, 2, 3, 4, 5+
5. In your opinion, how do you rate your knowledge of teaching methods?
  - a. Unsatisfactory
  - b. Below Average
  - c. Acceptable
  - d. Excellent
6. Have you received previous training on how to teach? Y / N
7. To the best of your knowledge, how many teaching methods exist?  

1, 2, 3, 4, 5+

8. Does the Bible display a large amount of teaching methods? Y/N
9. Are you aware of your “default” learning style? Y/N
10. How would you rate your awareness of your group members’ learning styles?
  - a. Unsatisfactory
  - b. Below Average
  - c. Acceptable
  - d. Excellent
11. What are some factors to consider when choosing an appropriate teaching method?
12. What is the best practice for using teaching methods?
  - a. Use one method for each teaching session.
  - b. Use at least two methods for each teaching session.
  - c. Use at least three methods for each teaching session.
  - d. Use as many methods as possible within the limits of a teaching session.
13. How would you rate your experience with your ministry pastor’s training ability?
  - a. Unsatisfactory
  - b. Below Average
  - c. Acceptable
  - d. Excellent
14. Are there any changes you recommend for future training of Small Group Leaders?
15. Is there anything else you would like to share about teaching methods, this training, your ministry pastor?

## **IV. Learning Style Inventory Survey<sup>1</sup>**

**Directions:** Circle the letter before the statement that best describes you.

**1. If I must learn how to do something, I learn best when I:**

- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.

**2. When I read, I often find that I:**

- (V) Visualize what I am reading in my mind's eye.
- (A) Read out loud or hear the words inside my head.
- (K) Fidget and try to "feel" the content.

**3. When asked to give directions, I:**

- (V) See the actual places in my mind as I say them or prefer to draw them.
- (A) Have no difficulty in giving them verbally.
- (K) Have to point or move my body as I give them.

**4. If I am unsure how to:**

- (V) Write it to determine if it looks right.
- (A) Spell it out loud to determine if it sounds right.
- (K) Write it to determine if it feels right.

**5. When I write I:**

- (V) Am concerned with how neat and well-spaced my letters and words appear.
- (A) Often say the letters and words to myself.
- (K) Push hard on pencil and feel the flow of the words.

**6. If I had to remember a list of items, I would remember it best if:**

- (V) Wrote them down.
- (A) Said them over and over to myself.
- (K) Move around and used my fingers to name each item.

**7. I prefer teachers who:**

- (V) Use a board or overhead projector while they lecture.
- (A) Talk with lots of expression.

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<sup>1</sup>Adapted from, *Learning to Study Through Critical Thinking*, J.A. Beatrice. <https://bit.ly/3bQZ25P>  
(will download Survey in PDF).

(K) Use hands on activities.

**8. When trying to concentrate, I have a difficult time when:**

(V) There is a lot of clutter or movement in the room.

(A) There is a lot of noise in the room.

(K) I must sit still for any length of time.

**9. When solving a problem, I:**

(V) Write or draw diagrams to see it.

(A) Talk myself through it.

(K) Use my entire body or move objects to help me think.

**10. When given written instructions on how to build something, I:**

(V) Read them silently and try to visualize how the parts will fit together.

(A) Read them out loud and talk to myself as I put the part together.

(K) Try to put the parts together first and read later.

**11. To keep occupied while waiting, I:**

(V) Look around, stare, or read.

(A) Talk or listen to others.

(K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

**12. If I had to verbally describe something to another person, I would:**

(V) Be brief because I do not like to talk at length.

(A) Go into detail because I like to talk.

(K) Gesture and move around while talking.

**13. If someone were verbally describing something to another person, I would:**

(V) Try to visualize what he/she was saying.

(A) Enjoy listening but want to interrupt and talk myself.

(K) Become bored if her/his description got too long and detailed.

**14. When trying to recall names, I remember:**

(V) Faces but forget names.

(A) Names but forget faces.

(K) The situation where I met the person rather than the person's name or face.

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**Scoring instructions:** Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary mode of learning.

**Visual, Auditory, Kinesthetic**

V = \_\_\_\_\_ A = \_\_\_\_\_ K = \_\_\_\_\_

## Learning Style Study Strategies

### VISUAL LEARNER

- Organize work and living space to avoid distractions.
- Sit in the front of the room to avoid distraction and away from doors or windows where action takes place. Sit away from wall maps or bulletin boards.
- Use neatly organized or typed material.
- Use visual association, visual imagery, written repetition, flash cards, and clustering strategies for improved memory.
- Reconstruct images in different ways, try different spatial arrangements and take advantage of blank spaces on the page.
- Use note pads, Post-Its, To-do lists, and other forms of reminders.
- Use organizational format outlining for recording notes. Use underlining, highlighting in different colors, symbols, flow charts, graphs or pictures in your notes.
- Practice turning visual cues back into words as you prepare for exams.
- Allow sufficient time for planning and recording thoughts when doing problem solving tasks.
- Use test preparation strategies that emphasize organization of information and visual encoding and recall.
- Participate actively in class or group activities.
- Develop written or pictorial outlines of responses before answering essay questions.

### AUDITORY LEARNER

- Work in quiet areas to reduce distractions, avoiding areas with conversation, music, and television.
- Sit away from doors or windows where noises may enter the classroom.
- Rehearse information orally.
- Attend lectures and tutorials regularly.
- Discuss topics with other students, professors and GTAs. Ask others to hear your understanding of the material.
- Use mnemonics, rhymes, jingles, and auditory repetition through tape recording to improve memory.
- Practice verbal interaction to improve motivation and self-monitoring.
- Use tape recorders to document lectures and for reading materials.
- Remember to examine illustrations in textbooks and convert them into verbal descriptions.
- Read the directions for tests or assignments aloud, or have someone read them to you, especially if the directions are long and complicated.
- Remind yourself to review details.
- Use time managers and translate written appointment reminders into verbal cues.
- Use verbal brainstorming and tape-recording writing and proofing.

- Leave spaces in your lecture notes for later recall and 'filing'. Expand your notes by talking with others and collecting notes from the textbook.
- Read your notes aloud.
- Practice writing your answers using old exams and speak your answers.

### **KINESTHETIC LEARNER**

- Keep verbal discourse short and to the point.
- Actively participate in discussions.
- Use all your senses sight, touch, taste, smell, hearing.
- Use direct involvement, physical manipulation, imagery, and "hands on" activities to improve motivation, interest, and memory.
- Organize information into the steps that were used to physically complete a task.
- Seek out courses that have laboratories, field trips, etc. and lecturers who give real life examples.
- Use case studies and applications (example) to help with principles and abstract concepts.
- Allow for physical action in solving problems.
- Read or summarize directions, especially if they are lengthy and complicated, to discourage starting a task without instructions.
- Use taped reading materials.
- Use practice, play acting, and modeling to prepare for tests.
- Allow for physical movement and periodic breaks during tests, while reading, or while composing written assignments.
- Role play the exam situation.
- Teach the material to someone else.
- Write practice answers, paragraphs, or essays.

## **NEXT STEPS:**

1. **Next Steps Heads Up:** Make sure to keep an eye out for videos and reminders that will be posted before the first session. I will send participants a Remind message with link anytime I post videos to YouTube. The link is also provided in the Tools and Resources section of your sessions in your training binder (Pastor Adam's Training Videos).
2. **Directions for next meeting:** We will meet from on **February 28<sup>th</sup>** from **5:30pm-7:30pm** in the **Student Worship Room** and virtually at <https://bit.ly/3oIVBlt>.
3. **Attendance Change Process:** If at some point you need to quarantine and shift from in-person to Zoom, please communicate with me so we can plan accordingly.
4. **Questions Opportunity:** Are there any questions I can answer for you?



## **Session One: Question and Discussion**

### **A. Session One Tools and Resources**

1. Training Materials (Guides, Surveys, etc.): [www.sbcsouthside.org/training](http://www.sbcsouthside.org/training)
2. Pastor Adam's Training Videos: <https://bit.ly/3jIADzN>
3. Training Session Virtual Link: <https://bit.ly/3oIVBlt>
4. Learning Style Survey: <https://bit.ly/3bQZ25P> (will download Survey in PDF)
5. General Teaching Help Resources
  - a) <https://vark-learn.com/the-vark-questionnaire/>
  - b) [https://www.aboutlearning.dk/minitest\\_UK/](https://www.aboutlearning.dk/minitest_UK/)
  - c) <https://teach.com/what/teachers-know/teaching-methods/>
6. Book recommendations for help on Question and Discussion.  
(A full resource bibliography can be found in the back of your binder)
  - a) *Discussion as a Way of Teaching*, Brookfield and Preskill
  - b) *A More Beautiful Question*, Warren and Berger
  - c) *How to use Questioning*, Gershon
  - d) *How to use Discussion*, Gershon
  - e) *Field Guide for Small Groups*, O'Neal
  - f) *Crucial Conversations*, Patterson
  - g) *Teacher*, Francis, Braddy, and Kelley
  - h) *Teaching that Transforms*, Melick
  - i) *Learning Styles; Creative Teaching Methods*, Lefever

### **B. Ground rules to keep us on track during Question and Discussion (Q and D):**

1. Help keep the discussion on topic. Honor our limited time. Each person has approx. two minutes max to speak per response.
2. We will discuss each question/topic for up to approx. five minutes max per conversation.

3. We will not talk over each other; we will listen to each other. We will respect each person's views.

**NOTES:**

## C. Q AND D IN THE BIBLE (15 Minutes)

1. **Old Testament Examples**
  - a) Ex. 4:11; Job 38-41; Prov. 30:4; Jer. 2:32; Jer. 3:1
  - b) The OT shows many examples of rhetorical questions, questions not seeking a direct response but seeking to instruct.
2. **New Testament Examples**
  - a) Jesus
    - (1) Rhetorical  
Luke 2:49; Mk 9:50; Mk 11:27-33.
    - (2) Counter
      - (a) Jesus often used counter questions to teach. These questions drove discussion among His followers and detractors. There was a purpose to the discussion, it was to teach the audience about God's plan.
      - (b) Matt. 12:11-2 and 27-29; Mark 2:6-9, 19, 25-26, 3:23-24, 10:3, 37-39; Luke 7:39-42, 10:26, 13:15-16, 14:1-5.
  - b) Paul
    - (1) Rom. 2:21-29, 4:10, 6:15, 7:24, 8:31-35, 10:15, 11:24
    - (2) 1 Cor. 6:1
3. **Reflection Questions:** Can you recall a specific question in the Bible that was used for teaching? Who asked the question? Who responded? Do you think it was effective?

## D. Practical and Logistical Considerations (25-30 Minutes)

1. **When and how to select Q and D Teaching Method**
  - a) Text
    - (1) Does the text contain questions, model a type of discussion?
    - (2) Does it contain a subject, person, or place that might spark discussion?
    - (3) Will Q and D create disharmony, or unity, within my group?  
Knowing the group history, personalities and passions of class members, could Q and D on certain subjects (i.e., predestination, rapture) be constructive or destructive?
    - (4) **Reflection Questions:** How have you seen this work out in your past teaching? Do any of you have an example of a time when you knew Q and D would be the right way to teach a passage? How did you know? What was the result?

b) Time

- (1) Is an interactive lecture needed, does the text require in-depth explanation before Q and D will be a beneficial activity?
- (2) Can Q and D be utilized during my timeframe; does the lesson be broken into two or more lessons?
- (3) How much time can I allot for discussion?
- (4) How much time needed for instruction on activities?

**(5) Reflection Questions:**

- (a) What seems to be a consistent time waster for your group?
- (b) Do you find you have too much or too little time?
- (c) When there is time to spare, what do you do?
- (d) When time is short, what do you do?

c) Learning Styles

- (1) Have I considered my learning and teaching style?
- (2) How would the learning styles of my group interact with Q and D?

**(3) Reflection Questions:**

- (a) Have you ever considered your or your group members' default learning styles as having an impact on how you teach?
- (b) How could this help you be a better teacher?
- (c) What did you learn about yourself when you took the learning style survey during orientation session?
- (d) Do you think it would be helpful to know more of your group members' learning styles? Why or why not?

**2. Setting expectations**

a) Time limits

- (1) Each question/topic has limited minutes.
- (2) Each person has limited minutes to speak.

b) Courtesy

- (1) Give people time to talk, do not speak over one another.
- (2) Listen, do not just wait for your turn to talk.
- (3) Be respectful of other views, respect should be reciprocal.

c) Staying on topic- honors time limits and courtesy guidelines.

**d) Reflection Questions:**

Which of these three (Time limits, Courtesy, Staying on Topic) is the biggest challenge for you? Why is that? How have you handled it?

### 3. Managing common issues when using Question and Discussion

- a) How to manage excessive talkers
  - (1) Use the rules we discussed in the time limit section, proactively set boundaries. Your people will likely realize you are not minimizing their engagement when the time expectation is already in place. If needed, set audible timers, and/or have a group member serve as time-keeper.
  - (2) If problems persist, in a loving way, communicate your concerns with the group member outside of class. Explain the “why”.
- b) How to manage group members’ lack of engagement
  - (1) Use open-ended questions. Avoid closed questions (yes or no answers)
  - (2) Use a finish the sentence or fill in the blank approach to a statement if questions do not illicit a response.
  - (3) Consistently allow group members enough time to respond, do not ask a question one minute before time to dismiss the group.
  - (4) Do not trivialize, dismiss, or reduce the meaning of group members’ response, doing so will ensure they will be hesitant to engage again.
- c) Occasionally remind your group of expectations with verbal communication and visual reminders in the room (poster, digital slide).

### E. Question and Discussion Group Exercise (20 Minutes)

**Instructions:** Two volunteers will be used in these exercises, one person for question, **one** person for discussion. They will each borrow or formulate a question/point of discussion from the upcoming Sunday’s adult *Explore the Bible* lesson.

#### 1. Ground Rules Apply

- a) Discussion will stay on topic.
- b) Each person has two minutes max to speak.
- c) We will discuss for up to five minutes.
- d) We will not talk over each other.
- e) We will respect each person’s views.

#### 2. Question Exercise

- a) The volunteer participant asks his/her question to the other participants.
- b) The other participants will serve the role of an adult small group at SBC.

- c) The volunteer participant manages the time and keeps ground rules.
- d) Once answers and discussion are complete, Training Director thanks the Question volunteer and calls up the Discussion volunteer.

### 3. Discussion Exercise

- a) The participant volunteer shares a sentence he/she created from this Sunday's adult *Explore the Bible* lesson plan. The goal is to finish the incomplete sentence. It could refer to the text itself, be a life application statement, whatever the volunteer chooses, as long as it connects to the lesson.
- b) The participant group responds within the parameters of the set ground rules. The volunteer manages time and the discussion flow.
- c) Once answers and discussion are complete, Training Director thanks the Discussion exercise volunteer.

### 4. Reflection:

- a) What part of these exercises went well?
- b) What part of these exercises could have been done better?
- c) What is your main takeaway from watching Q and D carried out on a small scale?

## F. Session One Closing (15 Minutes)

### 1. NEXT STEPS

- a) **Questions?**
- b) **Online support instruction:** You will find a [follow-up video Entitled "Q and D" for this session online by this Tuesday at the link/QR code found in your binder](#) for this week. Please watch and be encouraged as you implement what you learned this week! The week leading up to the next session, I will post a pre-session video. I will send out a Remind message with link as soon as videos are uploaded.
- c) **Supplemental support:** I would love to hear from you, even before our next session, and learn how your Q and D experience is going.
  - (1) Please email me [adam@sbcsouthside.org](mailto:adam@sbcsouthside.org) or call the church office 256.442.8602 and let me know how you are doing with Q and D. If you have any questions as you prepare, feel free to email me that information.
  - (2) Take advantage of the "Types of Questions and Discussions" section of your materials as you work through how to implement Q and D.

(3) Your links and resources tab for this training session should provide you with all links needed and some book recommendations for future study.

d) **Digital documents instruction:** You will find a digital version of the materials we used today at the link/QR Code in your binder.

2. **Survey reminder:** Your Participant Self-Evaluation Survey can be found behind the Surveys and Guides tab of your training binder. Please take advantage of this survey. After implementing Q and D, document the experience while it is fresh on your mind. We will use this self-evaluation survey in a discussion next session.

## G. SESSION ONE SUPPLEMENTAL MATERIAL

### Types of Question and Discussion

Many of the following approaches in this section can be found in Brookfield and Preskill's book *Discussion as a Way of Teaching*.<sup>2</sup> You may purchase on *Amazon* or I will be happy to order a copy out for you.

- Question
  - The idea behind this method is to inspire thought and create discussion to teach the subject at hand.
  - Here are some types of questions one may use:
    - Rhetorical- Cause an effect or reaction, not seeking direct answer.
    - Counter- Asked in response to another question.
    - Observation- Provides perspective from a certain viewpoint.
    - Feeling- How does this make you feel?
    - Reaction- Response to text or subject
    - Interpretation- The vision or purpose of text or discussion
    - Why- Inquisitive, seeking to learn more.
    - Closed- Elicits a yes or no type of answer, does not create discussion.
    - Open-Ended- Demands an explanative response, not yes or no answers.
      - There are many reasons to ask questions:
        - To make one think
        - To secure information
        - To express emotion
        - To introduce a story
        - To follow-up a story

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<sup>2</sup>Stephen D. Brookfield, and Stephen Preskill. *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. 2nd Edition. San Francisco: Jossey Bass, 2005.

- To rebuke criticism
- To awaken conscience
- To elicit faith
- To clarify a situation
- To create dilemma<sup>3</sup>
- Good questions
  - Thought-Provoking
  - Can be answered by the group.
  - Somewhat open-ended
- Bad Questions
  - Avoid closed questions, yes or no answers do not spark discussion most times
  - Avoid rhetorical (Yount, 246)
  - Avoid trivial questions (Ryken, 118)
- Discussion
  - While discussion is usually begun by asking questions, a teacher has several creative means to kickstart discussions:
    - Sparked by question
    - Finish a thought or sentence
    - Bouncing (Training Director explain)
    - Statement Response
    - Challenge the quote
    - Shared testimony of a life event
    - Pass the hat (could contain quotes, situations, questions)
    - **(Reflection) Which one of these discussion starters could be a fit for your group?**
  - Helpful Tips when using Discussion
    - Do not exclusively lecture.
    - Do not be vague.
    - Do not play favorites.
    - Do not fear silence.
    - Promote conversation.
      - (i) Asking probing questions
      - (ii) Affirm participation
      - (iii) Chart discussion visually

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<sup>3</sup>James R. Estep Jr., Michael J. Anthony, and Gregg R. Allison, *A Theology for Christian Education*, (Nashville: Broadman and Holman Academic, 2008), 138.



## **Session Two: Group Exercise**

### **A. Session Two Tools and Resources**

1. Training Materials (Guides, Surveys, etc.): [www.sbcsouthside.org/training](http://www.sbcsouthside.org/training)
2. Pastor Adam's Training Videos: <https://bit.ly/3jlADzN>
3. Training Session Zoom Link: <https://bit.ly/3oIVBlt>
4. Learning Style Survey: <https://bit.ly/3bQZ25P> (will download Survey in PDF)
5. Tips on the Snowballing method: <https://bookunitteacher.com/wp/?p=5826>
6. Book recommendations for help on Question and Discussion.  
*(A full resource bibliography can be found in the back of your binder)*
  - a) *Teacher*, Francis, Braddy, and Kelley
  - b) *Teaching to Change Lives*, Hendricks
  - c) *Teaching Adults*, Brockett
  - d) *Collaborative Learning Techniques*, Barkley
  - e) *Learning through Serving*, Cress
  - f) *Teaching as Jesus Taught*, Zuck

### **NOTES:**

## **B. Group Bridge Exercise (20 Minutes)**

1. Let's use your Participant Self-Evaluation Survey to provide information for this activity.
2. Consider and discuss two questions:
  - a) What is one difficulty you experienced?
  - b) What one thing went better than expected?
3. Multiply into groups of 3-5 people with those nearest to you (remain socially distant).
  - a) Take up to ten minutes and discuss these two questions.
  - b) That means you must be aware of time, assign someone to keep up with the time. You will have 2-3 minutes per person to share.
  - c) The Training Director or Zoom host will facilitate a group of Zoom participants.
4. Discussion
  - a) Was there a common theme in your group discussion?
  - b) What did you learn ?

## **C. Group Exercise in the Bible (15 Minutes)**

### **\*Pre-Session Video Content\***

1. Old Testament Examples
  - a) Feast of Unleavened Bread (Ex. 12; Lev. 23:6-14)
  - b) Festival of Pentecost (Weeks; Lev. 23:15-21)
  - c) Festival of Tabernacles (Booths; Lev. 23:33-44)
2. New Testament Examples
  - a) Jesus
    - (1) Lk 6:12; 5:4; 9; 19:29-30
    - (2) Matt. 14:22-33; 17:27; 26:17-19; 28:18-20
    - (3) Mark 6; 9:12
    - (4) John 21:15-17
  - b) New Testament- Acts 2:42-47; 6:1-6
3. Explicitly Commanded: Ex. 23:14-17; Lev. 23; Joshua 4:2-3
4. Share Insights:
  - a) Did the accounts discussed in the pre-session video take on a newer or clearer meaning for you? Did it change how you

understood the passages, examining them through the lenses of GE?

- b) I encourage you to check out the videos between our sessions; they will help prepare and encourage you.

#### **D. Group Exercise using Group Discussion Guide (40-45 Minutes)**

1. Divide into “buzz” groups of 3-5
2. Draw a discussion option.
  - a) Options (*A volunteer draws option for their group*)
    - (1) Questions
      - (a) What is the role of a Christian in the workplace?
      - (b) Why did God permit evil, why does He allow suffering?
    - (2) Topics
      - (a) Church Denominations
      - (b) Tithing
    - (3) Situational Problems
      - (a) A husband and father is struggling to lead his family.
      - (b) A church member cannot say no when asked to help at church, and they are overwhelmed.
  - b) Group Exercise Rules
    - (1) Time limits
      - (a) Groups have twenty minutes before spokesperson shares with large group.
      - (b) The role of time-keeper is important, keep your group on track.
    - (2) Roles
      - (a) Choose a role for each member as shown in Group Discussion Guide.
      - (b) For this exercise, prioritize assignment of spokesperson, note-taker, and time-keeper roles.
    - (3) Courtesy and Respect- Be kind and respect diverse views, everyone will have an opportunity to express thoughts if we all follow the rules.
3. Buzz Groups, time to use the Group Discussion Guide

4. Share results of Group discussion:

We will take 10-15 minutes for spokespersons to share what happened in your buzz-groups. Spokespersons you have a max of 5 minutes each to share.

### **E. Practical and Logistical Considerations (25-30 Minutes)**

1. When and how to select this method?

a) Text

- (1) Does the text lend itself to a certain approach?
- (2) Does it contain group exercises?
- (3) Does it discuss something that could be visually communicated?
- (4) Are there various viewpoints, lends itself to productive group activity?
- (5) Needs to be explained in depth, is an interactive lecture needed?

2. Will this activity cause disharmony or unity within my group?

b) Time

- (1) Can this method be utilized during my timeframe; can it be broken into two or more lessons?
- (2) How much time will transitioning group members take?
- (3) How much time can I allot for discussion?
- (4) How much time needed for instruction?

c) Space

- (1) Is there space to divide into groups in one room?
- (2) If space is ample, what actions will I take to control volume?
- (3) If not, where will we go?

d) Learning Styles

- (1) Have I considered my learning and teaching style?
- (2) How would the learning styles of my group interact with this teaching method?

e) Virtual Considerations

- (1) Can I effectively teach this way virtually?
- (2) If my group is a hybrid of in-person and virtual, how can make session work?

3. Share: Three volunteers share their pick for most important consideration and why. . .

## F. Session Two Closing (10-15 Minutes)

### NEXT STEPS

1. **Questions?**
2. **Online support instruction:** You will find a follow-up video Entitled “Group Exercise” for this session online by this Tuesday at the link/QR code found in your binder for this week. Please watch and be encouraged as you implement what you learned this week! The week leading up to the next session, I will post a pre-session video. I will send out a Remind message with link as soon as videos are uploaded.
3. **Supplemental support:** I would love to hear from you, even before our next session, and learn how your Q and D experience is going.
  - a) Please email me [adam@sbcsouthside.org](mailto:adam@sbcsouthside.org) or call the church office 256.442.8602 and let me know how you are doing with GE. If you have any questions as you prepare, feel free to email me that information.
  - b) Your links and resources tab for this training session should provide you with all links needed and some book recommendations for future study.
4. **Digital documents instruction:** You will find a digital version of the materials we used today at the link/QR Code in your binder.
5. **Survey reminder:** Your Participant Self-Evaluation Survey can be found behind the Surveys and guides tab of your training binder. Please take advantage of this survey. After implementing GE, document the experience while it is fresh on your mind. We will use this self-evaluation survey in a discussion next session.



## **GROUP DISCUSSION GUIDE**

### **Topic Choice**

\_\_\_\_\_

### **Group Members and Roles**

1. Spokesperson \_\_\_\_\_
2. Discussion starter \_\_\_\_\_
3. Note-taker \_\_\_\_\_
4. Devil's Advocate \_\_\_\_\_
5. Timekeeper \_\_\_\_\_

### **Discussion**

Define the issue:

Possible definitions, solutions, or options:

Points of agreement:

**OVER>>**

Points of disagreement:

Ideas for answer or solution:

**Collective response for large group**

Main takeaway:

Further research needed:



## **Session Three: Visual Object Lesson**

### **A. Session Two Tools and Resources**

1. Training Materials (Guides, Surveys, etc.): [www.sbcsouthside.org/training](http://www.sbcsouthside.org/training)
2. Pastor Adam's Training Videos: <https://bit.ly/3jIADzN>
3. Training Session Zoom Link: <https://bit.ly/3oIVBlt>
4. Learning Style Survey: <https://bit.ly/3bQZ25P> (will download Survey in PDF)
5. Additional Resources
  - a) <https://www.youtube.com/watch?v=qlqkjH3iSQo>  
-This is video is for home use to learn more about visual learners
  - b) <https://bookunitsteacher.com/wp/?p=5826>  
-Tips on the Snowballing method
6. Book recommendations for help on this teaching method.  
(A full resource bibliography can be found in the back of your binder)
  - a) *Make it Stick*, Brown
  - b) *Field Guide for Small Groups*, O'Neal
  - c) *Talk Like TED*, Gallo
  - d) *Learning Styles*, Lefever
  - e) *The Method and Message of Jesus' Teaching*, Stein

### **NOTES:**

## **B. Visual Bridge Exercise (20 Minutes)**

1. Let's use your Participant Self-Evaluation Survey to provide information for this activity.
2. There are four objects on the table. Select an object that you can connect to your GE experience, whether good/bad experience. I will give you a couple minutes to choose.
3. Three volunteers, share which object you chose and why?

## **C. Visual Object Lesson in the Pre-Session Video (10 Minutes)**

### **\*Pre-Session Video Content\***

1. Our pre-session video talked a lot about how Jesus taught using visuals that were readily available.
2. Consider what you last taught on, what was readily available to you that you did/did not use? Why not?
3. Using the Notes portion of this sessions' section of your training outline in your binder, take five minutes and describe what you did or did not use, and why.
4. Three volunteers please share about what you used or did not use, and why?

## **D. Explanation of Method (20 Minutes)**

1. Why is visual object lesson a valuable teaching tool?
  - a) Visuals appeal to a \_\_\_\_\_ learning style (Lefever)
  - b) Visuals help \_\_\_\_\_ other methods (O'Neal)
  - c) Visuals help information \_\_\_\_\_ (Brown)
  - d) Visuals better \_\_\_\_\_ concepts (Gallo)
  - e) Visuals are used throughout the \_\_\_\_\_, a time-tested method.
3. Visual tool options for the teacher
  - a) Photos
  - b) Videos
  - c) Surroundings
  - d) Intentional Physical Objects
  - e) Whiteboard/Paper/Chalkboard/Screen (Sketches, Charts, Figures, Mind Maps)

4. Video on visuals: [https://ed.ted.com/best\\_of\\_web/fincRhXt](https://ed.ted.com/best_of_web/fincRhXt)<sup>4</sup> Visuals generally help everyone learn better, regardless of learning style.

### E. Scaffolding Exercise<sup>5</sup> (45 Minutes)

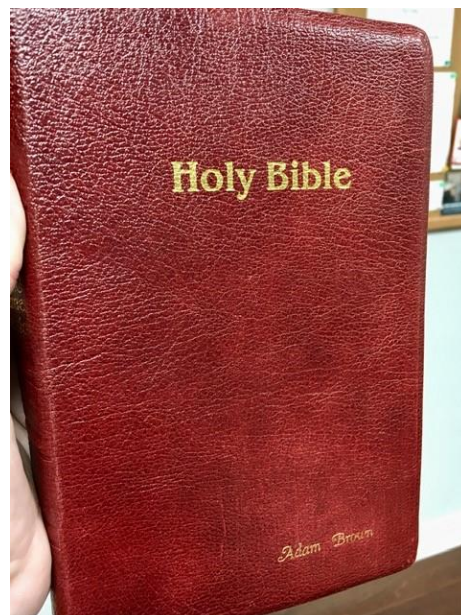
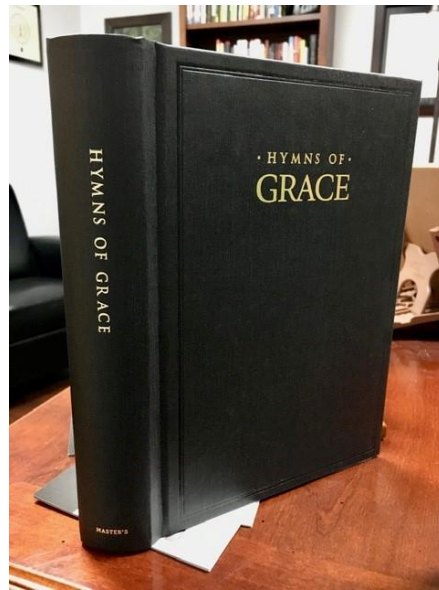
1. We are now going to apply the visual teaching method using Snowballing groups like we discussed last session! Virtual participants will join a group with Pastor Adam.
2. Five Pictures taken by the Training Director will be given individually to groups of five, each group indicated by colors blue, green, red, yellow, or purple. He will draw a color out of a container after selecting a picture.  
\*\*Individuals will have 2-3 minutes to write down what the picture represents.
3. Next, the individuals within the same color group will form pairs or threesomes.  
\*\*The pairings will compare and discuss their interpretations of the pictures for five minutes. Use the Notes section of your binder to document discussion.
4. Next, the color groups meet as a whole and discuss their interpretations for five minutes.
  - a) Each color group now needs to elect a spokesperson to explain.
  - b) What was the discussion among the group?
    - (1) What were the different interpretations?
    - (2) Was there agreement, disagreement?
    - (3) What is the consensus take away?
5. Next, the spokespeople will take turns in five-minute rounds sharing with the large group.
  - a) **What do all these items have in common??** \_\_\_\_\_
  - b) Consider how churchgoers see music as \_\_\_\_\_

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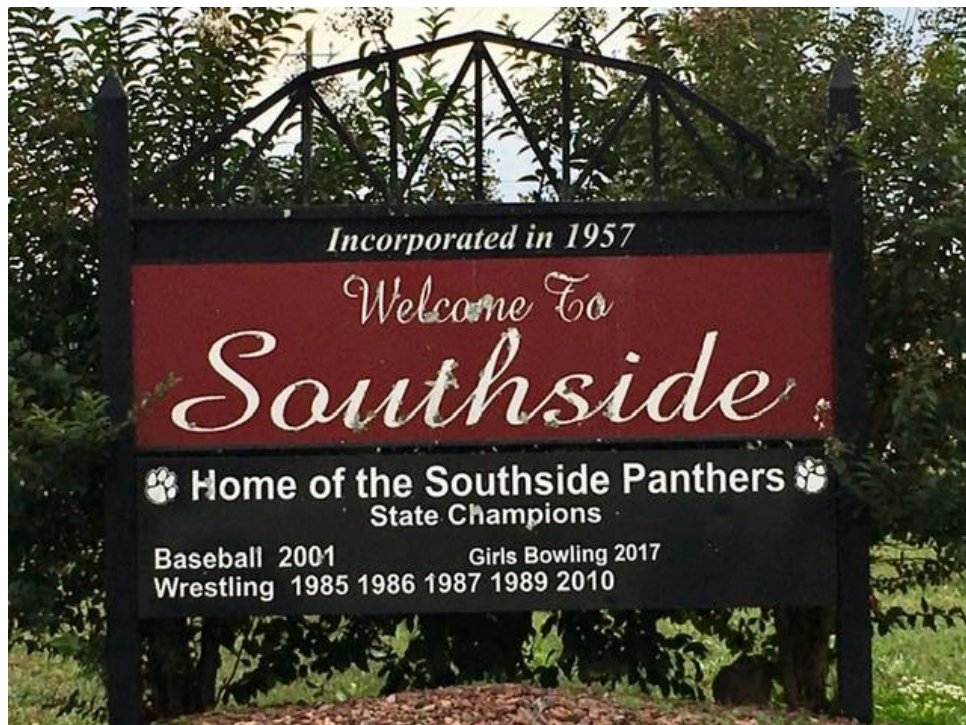
<sup>4</sup>Content is shared in a non-profit institution for educational purposes, adhering to the guidelines found at <https://www.ted.com/about/our-organization/our-policies-terms/ted-talks-usage-policy#h2--projecting-ted-talks-to-a-group>.

<sup>5</sup>Susan A. Ambrose, et.al. *How Learning Works: Seven Research-Based Principles for Smart Teaching*, (San Francisco, CA: John Wiley & Sons, 2010), 215.

- c) Consider how people think reading their Bible or preaching is \_\_\_\_\_
- d) Consider how people feel the church building (steeple) is where \_\_\_\_\_ primarily happens
- e) Consider how people view salvation and baptism as \_\_\_\_\_
- f) Consider how people view time in God's creation as \_\_\_\_\_
- g) Consider how people view community engagement as \_\_\_\_\_
- h) \_\_\_\_\_ can take place in all these places and activities
- i) What do you think about that statement?  
\*True or False? What scripture supports your assertion?







## F. Session Three Closing (10-15 Minutes)

### NEXT STEPS

1. **Questions?**
2. **Online support instruction:** You will find a follow-up video Entitled “Visual Object Lesson” for this session online by this Tuesday at the link/QR code found in your binder for this week. Please watch and be encouraged as you implement what you learned this week! The week leading up to the next session, I will post a pre-session video. I will send out a Remind message with link as soon as videos are uploaded.
3. **Supplemental support:** I would love to hear from you, even before our next session, and learn how your Q and D experience is going.
  - a) Please email me [adam@sbcsouthside.org](mailto:adam@sbcsouthside.org) or call the church office 256.442.8602 and let me know how you are doing with VOL. If you have any questions as you prepare, feel free to email me that information.
  - b) Your links and resources tab for this training session should provide you with all links needed and some book recommendations for future study.
4. **Digital documents instruction:** You will find a digital version of the materials we used today at the link/QR Code in your binder.
5. **Survey reminder:** Your Participant Self-Evaluation Survey can be found behind the Surveys and guides tab of your training binder. Please take advantage of this survey. After implementing VOL, document the experience while it is fresh on your mind. We will use this self-evaluation survey in a discussion next session.

## G. Session Three Supplemental Materials

### Visual Object Lessons in the Bible

1. **The following a, b, and c points are some examples of Visual Object Lessons used to teach throughout the Bible, you would be well served to review this information before you implement VOL to your teaching.**
  - a) **Old Testament Examples**
    - (1) Genesis 28:10-17
    - (2) Exodus 3:1-17; 13:21; 31:18
    - (3) Leviticus 23:3
      - (a) Burnt offering for worship (Lev. 1:6-18)
      - (b) Grain offering for thanksgiving (Lev. 2)
      - (c) Peace offering for vows, devotion to God (Lev. 3)

- (d) Sin offering for atonement (Lev. 4)
- (e) Guilt offering for restitution of sinful offense (Lev. 5:14-19)
- (4) Joshua 4:9, 20
- (5) Jeremiah
  - (a) Belt and rock (13:1-11)
  - (b) Jug at the gate (19)
  - (c) Bought field (32:6-15)
- (6) Ezekiel
  - a. Writing on brick (4:1)
  - b. Objects (4:2-3)
  - c. Physical orientation (4:4)
- (7) Daniel 5

**b) New Testament Examples**

- (1) Jesus
  - a. Harvest (John 4:35-38)
  - b. Birds and Grass (Matt. 6:26-34)
  - c. Fig Tree (Mark 11:12-25)
  - d. Children (Matthew 18)
  - e. Coin (Mark 12:13-27; Matt. 22:15-22)
  - f. Widow's offering (Mark 12:38-44)
  - g. Temple (Mark 13:1-2)
  
- (2) Paul
  - a. Mars Hill (Acts 17:16-34)
  - b. Mental imagery
    - i. Rom. 9:19-26
    - ii. Romans 11:17-24

**c) Explicit Commands to use this Method:**

- (1) Moses instructed to use visuals to teach Pharaoh (Exodus 4)
- (2) Shema (Deut. 6)
- (3) Bronze Serpent (Numbers 21:6-9)

**Practical and Logistical Considerations**

1. When and how to select this method?
  - Text
    - a) Does the text lend itself to a certain approach?
    - b) Does it discuss something that could be communicated best in a group?

- c) Are there various viewpoints, lends itself to productive group activity?
  - d) Will this activity cause disharmony or unity within my group?
- Time
  - a) Can this method be utilized during my timeframe; can it be broken into two or more lessons?
  - b) How much time will transitioning sessions and group members take?
  - c) How much time can I allot for discussion?
  - d) How much time needed for instruction?
- Space
  - a) Is there space to divide into groups in one room? If not, where will we go?
  - b) Volume. If we can divide up in a space, how will I manage volume?
  - c) Consider social distance needs
- Learning Styles
  - a) Have I considered my learning and teaching style?
  - b) How would the learning styles of my group interact with this teaching method?
- Is there a virtual factor?
  - a) Am I using a virtual teaching option either in full or to supplement?
  - b) How do I engage virtual members?

**EXAMPLE: Visual Object Lesson Teaching**

1. Three identical candles are lit and placed in view for everyone to see.
2. Participants are given five minutes to look at the candles and write down what they mean.
3. After five minutes, the teacher asks:
  - a) What do these candles represent?
  - b) Five minutes is allotted for answer and discussion.
4. The teacher points out that the three candles represent the triune God, and that God is light.



## **Session Four-Lecture**

### **A. Session Four Tools and Resources**

1. Training Materials (Guides, Surveys, etc.): [www.sbcsouthside.org/training](http://www.sbcsouthside.org/training)
2. Pastor Adam's Training Videos: <https://bit.ly/3jIADzN>
3. Training Session Zoom Link: <https://bit.ly/3oIVBlt>
4. Learning Style Survey: <https://bit.ly/3bQZ25P> (will download Survey in PDF)
5. Book recommendations for help on this teaching method:  
(*A full resource bibliography can be found in the back of your binder*)
  - a) *Nurturing that is Christian*, Wilhoit and Dettoni
  - b) *Basics of Teaching for Christians*, Pazmiño
  - c) *Interactive Lecturing*, Barkley
  - d) *Creative Bible Teaching*, Richards and Bredfeldt
  - e) *Introducing Christian Education*, Anthony

### **NOTES:**

## B. Bridge from VOL Training Session (15 Minutes)

1. Let's use your Participant Self-Evaluation Survey to provide information for this activity.
2. What happened when implementing Visual Object Lessons?
  - a) What are difficulties you experienced?
  - b) What went better than expected?

## C. Explanation of Lecture (20-25 Minutes)

### 1. What is Lecture?

- a) Brockett on lecture, "to be sure, the most basic and probably the most common technique used when teaching adults." (73)
- b) Lecture is derived from the Latin word *legere* (to read). This means lecture is an oral presentation of facts or concepts. The components of lecture are content, form, and delivery. Lecture is an effective method when background information is needed and can be delivered with enthusiasm and discussion methodologies. (Powell, 423-424)
- c) Delivery- verbal and non-verbal characteristics. What does that mean??
  - (1) Think about your tone, volume, body language, facial expression, enthusiasm when you teach.
  - (2) Should these vary throughout your teaching? When have you seen this done well, done poorly?
- d) Efficiency- Lecture is an efficient way to disseminate information with limited timeframe.
- e) Lecture tips from Brockett and Habermas
  - (1) Keep lecture portions brief
  - (2) Inject discussion.
  - (3) Supplement with visual tools.
  - (4) Possess substantial knowledge of subject.
  - (5) Empathy through awareness of teaching environment, intimate knowledge of the learners and their learning space.
  - (6) Awareness of learning styles, accounts for the cognitive, affective, and behavioral variations of learners.
- f) Variation and Length (Powell, 423)
  - (1) Lectures that appeal to two or more senses result in increased attention spans.
  - (2) 70% from first ten minutes of lecture is retained, 20% from last ten minutes.

**2. Discussion on Lecture (5-10 Minutes)**

- a) Do you disagree with anything we just discussed?
- b) What surprised you? What can you apply next time you teach?

**D. Training Director Illustrates Lecture (25-30 Minutes)**

**1. Poor lecture (5 Minutes)**

- a) Lecture on the Creation account in Genesis
  - (1) Mimic low energy and low enthusiasm
  - (2) Low volume
  - (3) Poor body language
  - (4) Not sensitive to the learners or the learning space
  - (5) Not knowledgeable on subject
  - (6) Do not allow questions or discussion, or any other method.

**2. Well-executed lecture (5 Minutes)**

- a) Lecture on the Creation account in Genesis
  - (1) Energetic and enthusiastic
  - (2) Proper volume
  - (3) Engaging body language
  - (4) Sensitive to learners and the space
  - (5) Strong knowledge of subject
  - (6) Encourages question and discussion and other teaching methods

**3. Participants respond to the lecture illustration by answering questions.**

- a) Have you sat through one of these lectures before today? Which is most common in your opinion?
- b) Consider practical steps you can take to make improvements. Start small, work on volume this Sunday, or one other element.

**E. Lecture Application Exercise (20 Minutes)**

**\*Pre-Session Video Content\***

- 1. **One volunteer is needed to perform a mini-lecture on an assigned text (Five Minutes).**
- 2. **At its conclusion, the mini-lecture will be reviewed and discussed by participants, adhering to certain ground rules.**
  - a) Here are the text options discussed during the pre-session video:  
John 3:16; Psalm 23; Ephesians 2:8-9; 2 Timothy 3:16

b) Now it's time for the participant large group to give feedback on how the lecture went (10 Minutes). First let's cover the feedback rules.

c) Ground rules for feedback portion of exercise.

(1) Golden rule- treat the teacher how you would want to be treated.

(2) Be kind yet constructive, we only grow if we hear the truth. Speak the truth in love.

(3) Stay on track and be mindful of time. 2-3 minutes a person will be allowed. Training Director will keep time.

## F. Session Closing (10-15 Minutes)

### NEXT STEPS

1. **Address questions and concerns:** Is there any question or concern that you would like express? Anything connected to lecture we need to discuss before dismissal?

2. **Online support instruction:** You will find a follow-up video for this session entitled "Lecture" online by this Tuesday at the link/QR code found in your binder for this week. Please watch and be encouraged as you implement what you learned this week! The week leading up to the next session, I will post a pre-session video with information on our fifth and last session. I will send out a Remind message with link as soon as videos are uploaded.

3. **Supplemental support:** I want to hear from you even before our next session and learn how your VOL implementation experience went.

a) Please email me [adam@sbcsouthside.org](mailto:adam@sbcsouthside.org) or call the church office 256.442.8602 and let me know how you are doing with Lecture and/or any other teaching method. If you have any questions as you prepare, feel free to email me that information.

4. I have included other examples of lecture in this sessions section of your binder. The Practical and Logistical considerations are there as well. Reference these as you implement lecture.

5. Your links and resources tab for this training session should provide you with all links needed and some book recommendations for future study.

6. **Digital documents instruction:** You will find a digital version of the materials we used today at the link/QR Code in your binder.

7. **Survey reminder:** Your Teacher Self-Evaluation Survey can be found behind the Surveys and guides tab of your training binder. Please take advantage of the Participant Self-Evaluation survey. After implementing lecture, document the experience while it is fresh on your mind. We will use the self-evaluation surveys in a discussion next session.

## **G. Session Four Supplemental Materials**

### **Lecture in the Bible**

1. The following list contains examples of Lecture used to teach throughout the Bible. Review this list outside of session time. We can learn from how engaging lecturers taught throughout the Bible.

- a) **Old Testament Examples**

- (1) Exodus 19-40 (Combined with visual 19:18-19)
- (2) Deuteronomy 6:4-9; 31:1-13
- (3) Daniel 1:8-13; 2
- (4) Isaiah 6:8-10
- (5) Jeremiah 3:11-25 (consistently used visuals with lecture)

- b) **New Testament Examples**

- (1) Jesus

- (a) Jesus effectively lectured by using a variety of other methods.
- (b) Matt. 5:3-12 (5-7); 6:19-21; 13; 23:23
- (c) Mark 4:1; 11:22-25; 12:37-44
- (d) Luke 5:1-3; 10:38-42; 24:13-35
- (e) John 14:17; 18:20

- (2) **Other New Testament Teachers**

- (a) Peter

- (i) Acts 2:14-42; 10:28-47; 15:7-31

- (b) Stephen

- A> Acts 7:1-53

- (c) Paul

- (i) Acts 13:16-41; 20:17-35

- (ii) Acts 17:16-34 (used visual object lesson)

- c) **Explicit Commands to use this Method:**

- (1) Exodus 3:16-18
- (2) Deut. 6:7; 31:11-13
- (3) Isaiah 6
- (4) Jonah 1:2

2. **Summary and Transition:** Lecture was used throughout the Bible, even by Jesus. Lecture is a very common and popular way to teach, especially in adult environments. Lecture often carries negative a connotation. Next, we will discuss some facts about lecture that will give us a clearer understanding of lecture teaching method.



## Session Five

### **A. Welcome and Dinner! (30 Minutes)**

### **B. Bridge Exercise from Lecture (10-15 Minutes)**

1. Let's use your Participant Self-Evaluation Survey to provide information for this activity.
2. What happened when implementing Lecture?
  - a) What are difficulties you experienced?
  - b) What went better than expected?

### **C. Mini-Lecture on Joshua 4 Exercise (20-25 minutes)**

1. Joshua chapter four displays question and discussion, group exercise, lecture, and visual object lessons being used to teach God's people a lesson.
2. God used these methods to accomplish His purpose and teach His people.
3. This passage is a wonderful illustration of how to integrate various methods.
4. Four volunteers read verses 1-7, 8-13, 14-18, and 19-24
5. When complete, we will discuss which methods are used in different parts.
6. Teaching Methods Featured:
  - a) God lectured (1-3), Joshua lectured (4-7)
  - b) They collaborated in a group exercise (8)
  - c) A visual object lesson was created (9, 20)
  - d) Questions were used for teaching discussions (6, 21)
  - e) God instructed the men to place memorial stones in the Jordan where they crossed with the Ark of the Covenant on dry land.  
(Visual)
7. Q and D on Joshua 4
 

Were there any methods or singular method more substantial than others?

Were there any specific ideas using one of the methods you might incorporate in your teaching (milestones)?

## D. Curriculum Materials Exercise (30 Minutes)

1. Large Group divide up into groups of 3-5 people.
2. Use your Group Discussion Guide
3. The goal is to attempt to incorporate all four teaching methods we covered into the lesson plan you are reviewing (Q and D, GE, VOL, Lecture).
4. You will have 20 minutes to do this exercise.
5. **Leave your Group Discussion Guides with Training Director so he can make hard copies for each Participant and post online.**

## E. Session Closing (25-30 Minutes)

### NEXT STEPS

1. **\*\*Complete the Post-Training Evaluation Survey\*\***
  - a) Do you remember the Pre-Training Evaluation Survey? This is the same survey. We are completing it again so that we can gauge our progress.
  - b) ***It is very important that I receive these from you.*** Take the next 5-10 minutes, complete them, raise your hand and I will come gather each one.
2. **Address questions and concerns:** Is there any question or concern that you would like to express? Anything connected to anything we covered in training sessions we need to discuss before dismissal?
3. **Online support instruction:** You will find a follow-up video for this session online by this Tuesday at the link/QR code found in your binder for this week. Please watch and be encouraged as you implement what you learned this week! I will also be periodically posting videos over the next four weeks as we enter the next phase of this training, more on that in a few minutes.
4. **Supplemental support:** I want to hear from you to learn how your implementation experiences are going.
  - a) Please email me [adam@sbcsouthside.org](mailto:adam@sbcsouthside.org) or call the church office 256.442.8602 and let me know how you are doing with integrating new teaching methods. If you have any questions as you prepare, feel free to email me that information.
  - b) **Your links and resources:** Pages behind that tab should provide you with all links needed.
  - c) **Reference the bibliography:** At the rear of your Training Binder as you seek to grow.

- d) **Digital documents instruction:** You will find a digital version of the materials we used today at the link/QR Code in your binder.

5. **Survey reminders**

- a. **Your Participant Self-Evaluation Survey:** can continue to be a useful tool for your ministry. Feel free to use them to gauge your teaching and request more at any time.
- b. **Another survey that will be completed over the next four weeks is a Group Observer Survey. This is like your self-evaluation survey, but this survey will be completed by an anonymous Small Group Member each week for the next four weeks.** For Small Groups meeting on-campus, the survey will be in your basket with your rolls. For online groups, the survey will be available with all the other surveys online. Why are we monitoring over the next four weeks? Sometimes as time passes, we revert to previous tendencies. The Group Observer Surveys will help us to see TRUE progress.



## **GROUP DISCUSSION GUIDE**

### **Topic Choice**

\_\_\_\_\_

### **Group Members and Roles**

1. Spokesperson \_\_\_\_\_
2. Discussion starter \_\_\_\_\_
3. Note-taker \_\_\_\_\_
4. Devil's Advocate \_\_\_\_\_
5. Timekeeper \_\_\_\_\_

### **Discussion**

Define the issue:

Possible definitions, solutions, or options:

Points of agreement:

**OVER>>**

Points of disagreement:

Ideas for answer or solution:

**Collective response for large group**

Main takeaway:

Further research needed:



## **GROUP DISCUSSION GUIDE**

### **Topic Choice**

\_\_\_\_\_

### **Group Members and Roles**

1. Spokesperson \_\_\_\_\_
2. Discussion starter \_\_\_\_\_
3. Note-taker \_\_\_\_\_
4. Devil's Advocate \_\_\_\_\_
5. Timekeeper \_\_\_\_\_

### **Discussion**

Define the issue:

Possible definitions, solutions, or options:

Points of agreement:

**OVER>>**

Points of disagreement:

Ideas for answer or solution:

**Collective response for large group**

Main takeaway:

Further research needed:

## Participant Self-Evaluation Survey

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. How many times have you taught since our last training session?
2. How many teaching methods did you use in each of these teaching sessions?  
Teaching Session One: 1, 2, 3, 4, 5+  
Teaching Session Two: 1, 2, 3, 4, 5+
3. **What** teaching methods did you use in your last teaching session(s)?
4. How many times did you use each method in the last two teaching sessions?
5. In your opinion, how do you rate your execution of the teaching methods used?
  - a. Unsatisfactory
  - b. Below Average
  - c. Acceptable
  - d. Excellent
6. How did you factor in yours and your groups' "default" learning style(s) in lesson prep?
7. What prompted your selection of methods the last time(s) you taught?



## Pre-Training and Post-Training Evaluation Survey

Name: \_\_\_\_\_

Date: \_\_\_\_\_

16. In one sentence, please describe your normal teaching method (the way you teach):

17. Over the previous ten-weeks, **how many** teaching methods do you estimate you used?

1, 2, 3, 4, 5+

18. Over the previous ten-weeks, **which** teaching methods did you use? How many times each?

- a. Question and Discussion, \_\_\_\_\_ times
- b. Group Exercise, \_\_\_\_\_ times
- c. Visual Object Lesson, \_\_\_\_\_ times
- d. Lecture, \_\_\_\_\_ times
- e. Other, \_\_\_\_\_ times

19. In a typical Sunday Small Group session, **how many** teaching methods do you use?

1, 2, 3, 4, 5+

20. In your opinion, how do you rate your knowledge of teaching methods?

- a. Unsatisfactory
- b. Below Average
- c. Acceptable
- d. Excellent

21. Have you received previous training on how to teach? Y / N

22. To the best of your knowledge, how many teaching methods exist?

1, 2, 3, 4, 5+

23. Does the Bible display a large amount of teaching methods? Y/N

24. Are you aware of your “default” learning style? Y/N

25. How would you rate your awareness of your group members' learning styles?

- a. Unsatisfactory
- b. Below Average
- c. Acceptable
- d. Excellent

26. What are some factors to consider when choosing an appropriate teaching method?

27. What is the best practice for using teaching methods?

- a. Use one method for each teaching session.
- b. Use at least two methods for each teaching session.
- c. Use at least three methods for each teaching session.
- d. Use as many methods as possible within the limits of a teaching session.

28. How would you rate your experience with your ministry pastor's training ability?

- a. Unsatisfactory
- b. Below Average
- c. Acceptable
- d. Excellent

29. Are there any changes you recommend for future training of Small Group Leaders?

30. Is there anything else you would like to share about teaching methods, this training, your ministry pastor?

## Learning Style Inventory Survey<sup>6</sup>

**Directions:** Circle the letter before the statement that best describes you.

**1. If I must learn how to do something, I learn best when I:**

- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.

**2. When I read, I often find that I:**

- (V) Visualize what I am reading in my mind's eye.
- (A) Read out loud or hear the words inside my head.
- (K) Fidget and try to "feel" the content.

**3. When asked to give directions, I:**

- (V) See the actual places in my mind as I say them or prefer to draw them.
- (A) Have no difficulty in giving them verbally.
- (K) Have to point or move my body as I give them.

**4. If I am unsure how to:**

- (V) Write it to determine if it looks right.
- (A) Spell it out loud to determine if it sounds right.
- (K) Write it to determine if it feels right.

**5. When I write I:**

- (V) Am concerned with how neat and well-spaced my letters and words appear.
- (A) Often say the letters and words to myself.
- (K) Push hard on pencil and feel the flow of the words.

**6. If I had to remember a list of items, I would remember it best if:**

- (V) Wrote them down.
- (A) Said them over and over to myself.
- (K) Move around and used my fingers to name each item.

**7. I prefer teachers who:**

- (V) Use a board or overhead projector while they lecture.
- (A) Talk with lots of expression.
- (K) Use hands on activities.

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<sup>6</sup>Adapted from, *Learning to Study Through Critical Thinking*, J.A. Beatrice

**8. When trying to concentrate, I have a difficult time when:**

- (V) There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I must sit still for any length of time.

**9. When solving a problem, I:**

- (V) Write or draw diagrams to see it.
- (A) Talk myself through it.
- (K) Use my entire body or move objects to help me think.

**10. When given written instructions on how to build something, I:**

- (V) Read them silently and try to visualize how the parts will fit together.
- (A) Read them out loud and talk to myself as I put the part together.
- (K) Try to put the parts together first and read later.

**11. To keep occupied while waiting, I:**

- (V) Look around, stare, or read.
- (A) Talk or listen to others.
- (K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

**12. If I had to verbally describe something to another person, I would:**

- (V) Be brief because I do not like to talk at length.
- (A) Go into detail because I like to talk.
- (K) Gesture and move around while talking.

**13. If someone were verbally describing something to another person, I would:**

- (V) Try to visualize what he/she was saying.
- (A) Enjoy listening but want to interrupt and talk myself.
- (K) Become bored if her/his description got too long and detailed.

**14. When trying to recall names, I remember:**

- (V) Faces but forget names.
- (A) Names but forget faces.
- (K) The situation where I met the person rather than the person's name or face.

---

**Scoring instructions:** Add the number of responses for each letter and enter the total below.  
The area with the highest number of responses is your primary mode of learning.

**Visual, Auditory, Kinesthetic**

V = \_\_\_\_\_ A = \_\_\_\_\_ K = \_\_\_\_\_

## Learning Style Study Strategies

### VISUAL LEARNER

- Organize work and living space to avoid distractions.
- Sit in the front of the room to avoid distraction and away from doors or windows where action takes place. Sit away from wall maps or bulletin boards.
- Use neatly organized or typed material.
- Use visual association, visual imagery, written repetition, flash cards, and clustering strategies for improved memory.
- Reconstruct images in different ways, try different spatial arrangements and take advantage of blank spaces on the page.
- Use note pads, Post-Its, To-do lists, and other forms of reminders.
- Use organizational format outlining for recording notes. Use underlining, highlighting in different colors, symbols, flow charts, graphs or pictures in your notes.
- Practice turning visual cues back into words as you prepare for exams.
- Allow sufficient time for planning and recording thoughts when doing problem solving tasks.
- Use test preparation strategies that emphasize organization of information and visual encoding and recall.
- Participate actively in class or group activities.
- Develop written or pictorial outlines of responses before answering essay questions.

### AUDITORY LEARNER

- Work in quiet areas to reduce distractions, avoiding areas with conversation, music, and television.
- Sit away from doors or windows where noises may enter the classroom.
- Rehearse information orally.
- Attend lectures and tutorials regularly.
- Discuss topics with other students, professors and GTAs. Ask others to hear your understanding of the material.
- Use mnemonics, rhymes, jingles, and auditory repetition through tape recording to improve memory.
- Practice verbal interaction to improve motivation and self-monitoring.
- Use tape recorders to document lectures and for reading materials.
- Remember to examine illustrations in textbooks and convert them into verbal descriptions.
- Read the directions for tests or assignments aloud, or have someone read them to you, especially if the directions are long and complicated.
- Remind yourself to review details.
- Use time managers and translate written appointment reminders into verbal cues.
- Use verbal brainstorming and tape-recording writing and proofing.

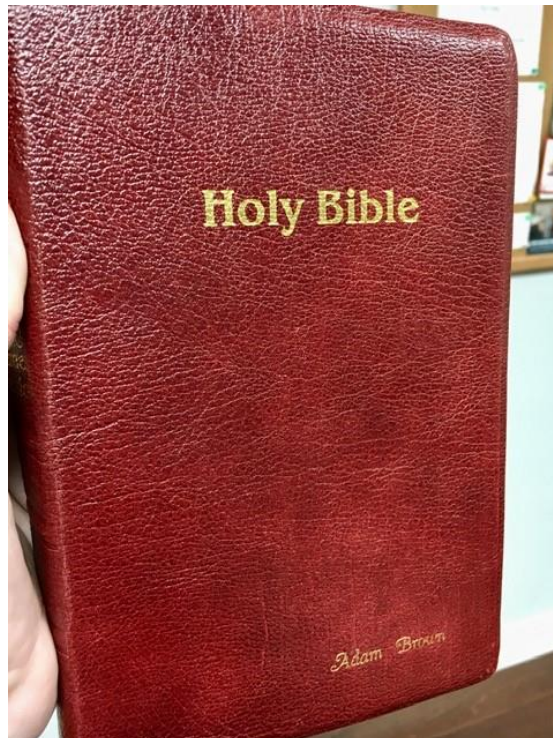
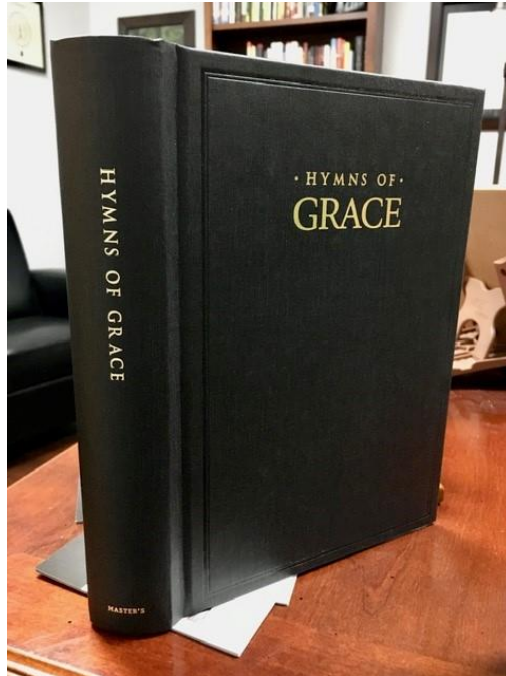
- Leave spaces in your lecture notes for later recall and 'filing'. Expand your notes by talking with others and collecting notes from the textbook.
- Read your notes aloud.
- Practice writing your answers using old exams and speak your answers.

### **KINESTHETIC LEARNER**

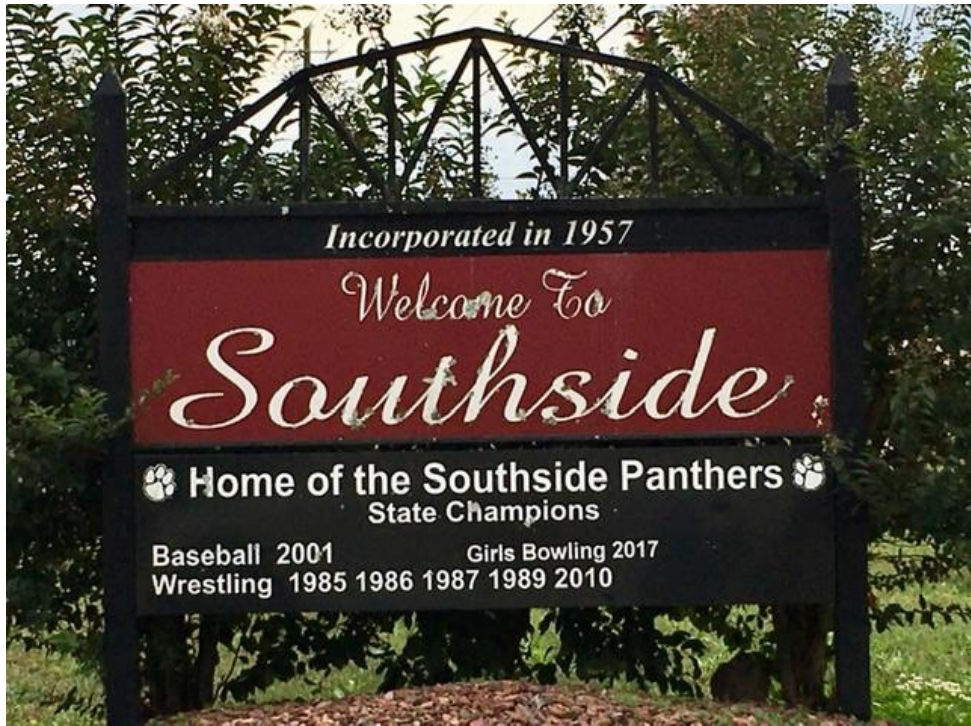
- Keep verbal discourse short and to the point.
- Actively participate in discussions.
- Use all your senses sight, touch, taste, smell, hearing.
- Use direct involvement, physical manipulation, imagery, and "hands on" activities to improve motivation, interest, and memory.
- Organize information into the steps that were used to physically complete a task.
- Seek out courses that have laboratories, field trips, etc. and lecturers who give real life examples.
- Use case studies and applications (example) to help with principles and abstract concepts.
- Allow for physical action in solving problems.
- Read or summarize directions, especially if they are lengthy and complicated, to discourage starting a task without instructions.
- Use taped reading materials.
- Use practice, play acting, and modeling to prepare for tests.
- Allow for physical movement and periodic breaks during tests, while reading, or while composing written assignments.
- Role play the exam situation.
- Teach the material to someone else.
- Write practice answers, paragraphs, or essays.

## Visual Teaching Aids

### Training Session Three Group Exercise Pictures







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