

# GRASSROOTS LEADERSHIP DEVELOPMENT



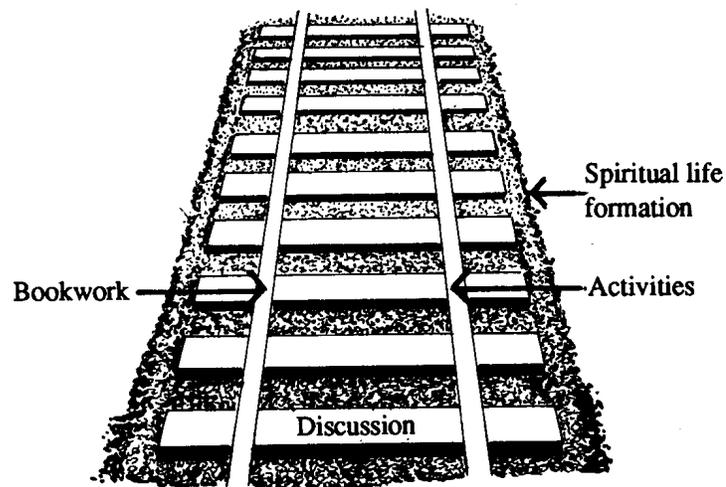
SEMINAR FOR TRAINING

## **GROUP LEADERS**

FOR

**THEOLOGICAL EDUCATION BY EXTENSION**

**(T.E.E.)**



# ***T.E.E. DISCUSSION-LEADER TRAINING***

## **SCHEDULE: FOUR-DAY SEMINAR**

### **PURPOSE:**

Train participants to develop leadership within their congregation using the TEE method.

### **DAY ONE:**

Unit 1: Theological Education by Extension (T.E.E.)

A. What is T. E. E.? (page 1)

B. What Makes T.E.E. different? (page 4)

Unit 2: Programmed Instruction (page 6)

**Practical:** do lesson one of week one in *The Christian Life* TEE course

Unit 3: Adult Learning

A. Working With Adult Students (page 8)

B. Know Your Student's Background (page 12)

**ASSIGNMENT:** Complete all lessons for week one in the programmed Instruction course *The Christian Life* before the first session on day four.

### **DAY TWO:**

Unit 4: The Group

A. The Members of the Group (page 13)

B. The Dynamics of the Group (page 16)

Unit 5: The Group Leader (page 19)

Unit 6: The Discussion Meeting (page 21)

### **DAY THREE:**

Unit 7: Writing Questions For Discussion (page 23)

**Practical:** write discussion questions

Unit 8: Leading Discussion (page 26)

**Practical:** Lead Discussion using your set of discussion questions

**Practical:** Write Quiz Questions

### **DAY FOUR:**

Practical Experience in Leading a TEE Group Meeting that includes giving a quiz and leading a discussion based on the lessons you have completed in *The Christian Life* course. **Note:** Each participant in the seminar will be given an opportunity to practice being the *group discussion leader*.

# **T.E.E. DISCUSSION-LEADER TRAINING**

**PREFACE:** The information given in this training is based on the following:

- a. **Training T.E.E. Leaders**, edited by Margaret Thornton and published by Evangel Press, Nairobi, Kenya.
- b. Thirty-two years of experience in leadership development in western Africa.

## **UNIT 1: Theological Education by Extension (T.E.E.)**

### **A. WHAT IS T.E.E.?**

**(an overview)**

#### **A. Introduction**

1. A method that takes the teaching and the learning to people where they live.
2. Theological education that is concerned with good quality training of evangelists, elders, pastors and other leaders within the congregation.
3. Extension education that reaches out to small groups of Christian leaders who need training for their service in the congregation.

#### **B. What makes it possible?**

1. Requires only 5 hours of home-study and a two-hour group meeting each week.
2. Students stay at home and continue to serve their congregation.
3. Students continue to support themselves as before and do not depend on scholarships or other outside support to enable them to have time to study.
4. Self-teaching materials replace the class lecture.
5. The students are adults who have experience in church leadership.
6. The students do not listen to lectures during the class period, but discuss practical application based upon their studies and their experience.

*(Note: This method of training leaders was first used in 1963 in Latin-America. It is now being used throughout the world to train leaders for the Lord's work.)*

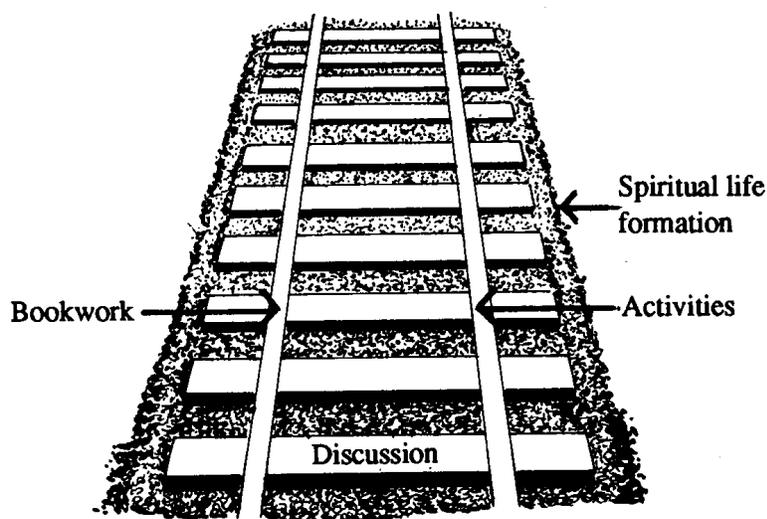
#### **C. For whom is T.E.E.?**

1. It is for all who wish to be involved in ministry - serving others and serving the Lord Jesus through the church.
2. It is for leaders only and not to be used for the general education of the members. Educating the membership is the work of the leaders.
3. It is for all leaders no matter their educational background. Those with no educational background can learn from audio cassette tapes in their vernacular. The home-study materials are written so that anyone with a primary education can understand them. The content of the material is such that it will challenge the thinking of a university graduate (not his ability to think, but the way he thinks about life). Both the uneducated and the university graduate can sit down together and encourage each other during the discussion time when they think about the application of their lesson materials.
4. It is for those who will immediately put into practice in their congregation the things they are learning.

5. It is for those who will participate voluntarily - are willing to invest their time and their money.
6. It is for those who participate in order to better serve the Lord, but **not** for those who participate in order to serve themselves - seeking employment, etc. This is not vocational training, it is Christian Leadership Training. It is not for academic credits at a university or college

#### D. What do we gain from T.E.E.?

1. There are three parts:
  - a. KNOWING: self-teaching materials give us knowledge
  - b. DOING: group discussion and practical assignments enable us to use what we know
  - c. BEING: our leadership and our personal life are greatly improved



*T.E.E. can be illustrated with the track of a train. The rails are the lesson materials and the activities or field experience. The sleepers (cross ties) are the weekly discussion meetings. The foundation on which all this is built is our faith in Jesus Christ. (The above diagram is from page 12 of the book Training T.E.E. Leaders.)*

2. The KNOWING (lesson material) is immediately strengthened by the DOING (discussion and activities).
3. The DOING brings about a change in BEING.
4. The spiritual formation of the leader is of primary importance.

5. Leadership development takes place in three ways:

a. **Self-teaching Materials:** The student has his or her own study book or audio cassette. The Bible is the primary text. The lesson materials are only a guide. The student is not to memorize the material, but to understand and question the material to be sure it is God's truth. The lesson materials will challenge him to think about his own life and his leadership responsibilities. It will encourage him to raise useful questions for discussion in the weekly meetings.

b. **Discussion:** Each week the students meet with the discussion leader.

The discussion time will:

- (1) increase understanding
- (2) raise useful questions that need to be answered
- (3) help all, including the leader, to understand how the lesson relates to their life and to their leadership responsibility.
- (4) discover practical solutions to problems within the congregation.

c. **Activities:** Field experience is necessary to make the learning real. Until something is used it is not fully understood. It is not fully learned until it is a part of the life and work of the learner. TEE study materials are for those who are actively leading in the congregation in some way.

6. The outcome of learning through TEE:

a. self-teaching materials give knowledge

b. discussion brings:

- (1) self-evaluation
- (2) group-evaluation
- (3) practical solutions to problems
- (4) ownership of the solution.

c. field experience

- (1) discovers the practical skills of your leaders
- (2) develops the leadership skills (gifts) of your leaders

d. The total experience builds up each leader spiritually if he allows the Word of God and the Holy Spirit to guide him. This is why voluntary participation is necessary. If the leader desires to grow spiritually, TEE will help him to do so.

**DISCUSSION:** Divide into groups of five. You will meet with this same group of five people every time there is a group discussion.

Discuss the question below in your group and appoint someone to bring a report to the assembly. You have five minutes to discuss the question and prepare a report.

**FOR DISCUSSION:** Why is the T.E.E. method a good way of training church leaders?

## B: WHAT MAKES TEE DIFFERENT?

### A. Compared with resident training:

Most of the training for church leadership takes place in resident programs in universities, colleges, seminaries and Bible schools. This type of training and the extension method each have their strengths and their weaknesses. Below is a comparison. Note: not all statements are true in every case.

#### RESIDENTIAL TRAINING

"pre-service training"

#### EXTENSION TRAINING

"in-service training"

##### *choice of students*

- |                             |                                     |
|-----------------------------|-------------------------------------|
| a. mostly young people      | a. mostly mature people             |
| b. sent by self or a church | b. chosen by the local congregation |
| c. mixed motivations        | c. high motivation                  |
| d. dropping out is a shame  | d. withdrawal is less embarrassing  |

##### *circumstances of students*

- |                                    |   |
|------------------------------------|---|
| a. leave home                      | a. stay with family   |
| b. separated from the congregation | b. serving in a congregation                                |
| c. all day for studies             | c. 1 hour daily for studies                                 |
| d. study in peace                  | d. study within real life circumstances                     |
| e. little practice in congregation | e. much involvement in society and<br>in local congregation |
| f. 3 to 4 years                    | f. 5 years  |

##### *ways and means of learning*

- |                                 |  |
|---------------------------------|--|
| a. emphasis on theory           | a. emphasis on practical   |
| b. lecture by professor         | b. self-teaching materials   |
| c. discussion with professor    | c. discussion with group   |
| d. professor gives the answers  | d. the group finds their own answers<br>with the supervision of the leader |
| e. library research possible    | e. seldom access to good library   |
| f. student-teacher relationship | f. learner-mentor relationship   |
| g. 5 to 8 subjects at once      | g. one subject at a time   |

##### *expenses*

- |  |                              |
|--|------------------------------|
| a. student struggles and/or is supported | a. student continues to work |
| b. high expenses                         | b. small fees                |

##### *results*

- |   |   |
|---|---|
| a. book knowledge which may or may<br>not develop into practical skills         | a. servant skills developed with<br>practical approach to needs |
| b. research skills developed, but student<br>enjoys luxuries he cannot maintain | b. develops good study habits under<br>difficult circumstances  |

c. prepares for scholarship  
(*become experts in Bible knowledge*)

c. prepare for servant-leadership

d. develops one-man authority leaders

d. develops team leadership within the congregation

**NOTE:** Would you prefer to be the coach of a winning team or the boss giving orders to untrained workers.

**B. Compared with correspondence courses:**

Discussion meetings and practice in the church are not required. However, if a resident school or TEE are not possible, correspondence is a good option.

**C. Compared with night school:**

They are a form of resident school which may allow the student to continue working to support himself and his family. But, the classes will be mostly lectures with little time for discussion. There may be no practical experience, no solutions to local problems, no ownership of those solutions and no team leadership developed.

**D. Compared to apprenticeship:**

If the apprenticeship is combined with supervised reading assignments it can be similar to TEE. However, the many benefits of group discussion are missing.

**E. Compared to a short term Bible institute:**

A one or two month short-term residential training does not develop research skills. Christian fellowship is strong. It could be combined with TEE courses to help develop servant-leadership skills on a practical basis.

**DISCUSSION:** Divide into your groups of five and discuss the two questions below. Appoint someone to bring a report. You have ten minutes to discuss the questions and prepare a report.

**FOR DISCUSSION:**

1. What are the strong points of TEE as a method of training? What must not be missing if it is to compare favorably with other methods of theological training?

2. Which elements of TEE can be introduced into other ways of training, and which elements of other ways of training can be combined with TEE?

## UNIT 2: PROGRAMMED INSTRUCTION

The self-teaching materials are important. They must replace the classroom teacher. They must enable the student to learn and understand important information. They must challenge the student to begin the application in his own mind.

Different kinds of materials are used for home study in the TEE method of training. Some use text books with a guide book to help the student learn. Others use workbooks which contain information, Bible references and questions. Some use videos. However, the most effective self-teaching materials are called **programmed instruction**. These materials are more difficult to prepare, but they give the best result in helping the student learn important facts that he will use during the discussion time.

### A. WHAT IS PROGRAMMED INSTRUCTION?

Programmed instruction materials have a specific purpose for each lesson. Information is given in small steps and the student is able to understand each step clearly as he proceeds to the final purpose of the lesson. When he finishes the lesson, he will understand one topic or one idea well enough to discuss it intelligently in the group meeting.

The lessons are divided into **frames** which are like building blocks. Each frame builds on the information learned in the previous frame. When the learner finishes the lesson he understands why a certain fact is true. The learner is not encouraged to memorize, he is encouraged to understand.

A programmed lesson is divided into frames that contain the following:

- a. a small bit of information
- b. a question that causes the learner to think about the information and show that he understands it.
- c. a confirmation which lets the student know that he answered the question correctly.

Below is an example of programmed instruction:

<b>Information</b>	1. God wants people to know his will through preaching. His will is revealed in the Bible. When we prepare to preach, we must start with something that God says. This means we must choose verses from the Bible to preach about.
<b>question</b>	Can you preach a good sermon by only telling about something that happened to your friend? _____ =====
<b>confirmation</b>	2. Something that happened to your friend is not God's word. That alone will not make a good sermon. However you may use it to explain something from God's word. Paul told Timothy, "Preach the word". God's word is in the Bible. That is where you will get your sermon.

The information given in each frame is small. The question forces the learner to think about the information and use it to make a decision. The confirmation lets the learner know if he correctly understood the information.

The confirmation makes programmed instruction different from other study materials. It is also the most important part. The student knows immediately whether he understands the information. If he answered the question wrongly, he can reread the small bit of information and rethink it again. He can look at the confirmation which will help him to understand why a certain fact is true. This way he corrects his thinking as he goes and he does not get lost or confused as he tries to understand a larger topic.

With other study materials the student does not know if he fully understands a topic until he gets to the class room. If he was confused from the beginning of the lesson, he has a long way to go before he understands the basic facts. The classroom time is spent in helping the student understand the facts instead of helping him to apply the facts to his life.

The student's understanding is confirmed each step of the learning process. He is encouraged every time he sees that he understood the information correctly. Learning becomes fun instead of a challenge or a mystery that he must struggle to solve. Programmed instruction enables the learner to come to the weekly meeting with confidence that he understands important facts about the topic for discussion.

## **B. THE CAREFUL PREPARATION OF PROGRAMMED INSTRUCTION**

Programmed instruction is the most difficult to prepare. The reason for this is that the book does more than give out information. Each small bit of information must be written in such a way that the student can immediately understand it and use it. The questions must be written in such a way that the student will use the information in making a decision. The confirmation must be written in such a way that the student knows if he understood the information.

When the materials are written, the author considers the culture and the educational background of his prospective students. The lessons are written on a level that can be understood by all. Topics are chosen that are relevant to the needs of a particular culture or world view. The topics are approached in a way that will show their relevance to the particular culture or world view.

In addition to this, the lesson materials are tested in real learning situations to see if they are properly understood and if they really produce the correct results that are intended. Usually the materials are edited and rewritten several times during the testing process. The materials are published for distribution only after they have been thoroughly tested and proven to be effective.

### **FOR DISCUSSION:**

1. What things should we look for when we choose self-teaching materials for TEE groups?
2. How does programmed instruction materials prepare the learner for the weekly discussion meetings?

# UNIT 3: ADULT LEARNERS

## A: WORKING WITH ADULT STUDENTS

Group leaders need to know how learning takes place. In TEE the target group is leaders within the local congregation. Learning takes place through home study, group discussion and field experience. In the group discussions, learners interact by sharing ideas, thoughts, discoveries, beliefs and experiences. The learners are adults. They are different from youth or children. It is important for us to understand how adults learn and how they approach learning.

### 1. RESPECT YOUR STUDENTS' ABILITIES TO DISCOVER AND BE CREATIVE

Traditionally a class was a place where the teacher gave information and the student took it in. Students were regarded as empty containers that the teacher filled with information. The student did not speak much. The student was thought to have no ideas, experiences or skills of his own. The student was expected to learn (memorize) and not to ask questions or to challenge any statements of the teacher. This approach to education is now changing.

It is a fact that every student has natural skills. Every student has the ability to discover and to be creative in his own way. When these are encouraged and utilized the results are dynamic. The student takes ownership of what he learns. It is not something that he memorizes. It is something that he understands and uses.

### 2. FOUR CHARACTERISTICS OF ADULT LEARNERS

There are four characteristics that are common to most adult learners. An understanding of these characteristics will make you a more effective discussion leader. The four are listed below. We will discuss them one at a time.

- A. Willing to Change or Resistant to Change
- B. Motivated to Learn or Not Motivated to Learn
- C. Discussion Is Open And Free or It Is Protective
- D. Feels Unable To Learn or Is Unwilling To Learn

#### A. Willing to Change or Resistant to Change

(1) Adults are more resistant to change than youth. Their beliefs and world view have been formed and are a part of their way of living. Tradition may have a firm hold over the adult and control the way he thinks, speaks and behaves. He sees everything through the eyes of his traditional beliefs.

(2) Peer pressure is strong for an adult. "Peer pressure" means those forces in life that encourage someone to want to be the same as everyone else. Adults are afraid to be different. To act different brings the risks of ridicule, scorn, embarrassment, rejection and even punishment.

Examples of peer pressure from the Bible: (read only 30-33)

- a. Joshua and Caleb standing up against the ten - Numbers 13:1-33 & 14:1-4

- b. Group pressure from Israel to choose a king - 1 Samuel 8:1-9
- c. Daniel and his friends to eat rich food - Daniel 1:8-21 and 3:1-30

(3) Adult habits and attitudes are more fixed. It has always been done this way so why should it be changed? Adults are comfortable with the way things have always been done. New ideas and practices are not easily accepted. The adult may not be able to give you a logical explanation as to why he does not like the new idea or practice, but emotionally he feels a resistance to it. In frustration he will answer, "This is just the way we are!"

- (4) What can the TEE leader do to overcome this resistance to change?
- a. Accept the adult's beliefs and give due respect to him
  - b. Encourage him to think about **why** he thinks or acts in a certain way. This is best done through discussion.
  - c. Lead him to compare his reasons with what the Bible teaches.
  - d. Use questions to help the adult see the reason in Scripture for doing something a better way - God's way.
  - e. Use questions to help the adult see the blessings that might result from following a scriptural approach and also the consequences that might result if the scriptural principles are not followed. ***We have no right to condemn someone for their thoughts and actions until we can show them a better way to deal with the problem.*** (example: elders drunk on palm wine)
  - f. Be sure to reinforce the positive attitudes and actions of the adult. There are good things in every culture. Some traditions are beneficial and they are not condemned by God's word.
  - g. In response to the statement, "This is the way we are," ask the question, "That is true, but is this the way God wants us to be?"
  - h. Remember, an adult will not change his action or his attitude unless he sees **for himself** that the reasons for change are more important and beneficial to him than the ways he has always done things.

## **B. Motivated to Learn or Not Motivated to Learn**

1. Some things that contribute to a high motivation:
  - a. He has voluntarily given of his own time, money and effort.
  - b. He has problems in his daily life and he wants to find solutions.
  - c. As an adult, he wants respect.
2. Some things that hinder or suppress motivation:
  - a. The adult may have a bad attitude toward the group leader.
  - b. The adult may have definite ideas about what he wants to learn. If these felt needs are not being met, discussed or considered to his satisfaction, his motivation to learn drops.
  - c. The adult has acquired much experience and knowledge over the years. He has definite opinions that he wants to express. If there is a lack of freedom to express these opinions, his motivation to learn will decrease.

3. What can the leader do to encourage the adult to learn?
  - a. Deal with subjects that focus on the learner's real-life needs and problems. Encourage the learner to bring his own questions for discussion as long as they involve the topic under discussion.
  - b. Use the discussion method so that the learner has freedom to express his/her opinions.
  - c. Show respect to each learner and his/her opinions. Be open to learn from everyone in the group.
  - d. Be sure that you, the leader, do not show favoritism to any one member of the group.

### **C. Discussion Is Open And Free or It Is Protective**

1. **The ideal Christian community is** a group where members accept each other even if they do not agree on everything. We serve the same Lord and we therefore work together to build the Kingdom. We are not a group of saints trying to prove our purity and holiness to each other. We are a family of weak individuals who help each other to overcome sin. We openly share our deepest burdens, problems, temptations and concerns without feeling the threat of criticism or attack from other members of the group. We build each other up with Christ as the head.

2. **The reality within the Christian community is** that there is often intolerance of others who do not agree with us or who struggle with sin and other problems in life. Too often Christians set out to prove their holiness to others and end up hiding their true problems for which they need the help and encouragement of others. Sometimes an individual will be critical of others in order to exalt himself and hide his real problems.

3. What can the group leader do to encourage open discussion?
  - a. Don't reveal your surprise or shock when a student brings out a practice or situation in the congregation that is intolerable from the Christian viewpoint.
  - b. Don't be discouraged when you learn of such intolerable situations. Remember that God is at work among his people and he will work it out if we give it time.
  - c. Be aware that it takes time for people to change. It may take weeks, months or even years for people to change.
  - d. Pray that God will enable each member of the group to be open and humble with each other.
  - e. Your own attitude of humility and willingness to share your own fears, shortcomings and faults will encourage others to do the same. Sometimes you can lead the way to a more open discussion by sharing a personal problem that applies to the topic.
  - f. Be positive in your approach. Encourage others by praising God for what has been done in their lives. Don't look for faults, but look for progress in spiritual growth. Let this be the focus when members reveal their problems.

#### **D. Feels Unable To Learn or Is Unwilling To Learn**

(1) The adult may have spent some earlier years of his life studying in formal educational institutions. However he has been away from the class room for some time and may feel he is no longer able to study and learn. In his heart he may be saying, "Why should I learn new things when I am old?" He may also fear that he will show his ignorance to the others if he tries to be a part of the group. He is an adult who is to be respected, but he fears he may lose the respect of others when he tries to compete in a learning situation. He may not be able to keep up with the others.

- (2) What can the group leader do to help the learner who feels unable to learn?
- His basic need is assurance. He needs to be convinced that he is still able to learn. He needs to realize that he will gain respect when he shows a desire to learn and to improve his ability to lead.
  - Show the adult learner samples of the lessons so he can see how easy they are to understand and use.
  - Invite the adult learner to join the group as an observer so that he does not feel threatened by the group. Thus he will see for himself how he can benefit from the group and easily take part.
  - Consider older men in the Scriptures who learned from God: Moses was 80 years old when God called him to learn new things and become the leader of the nation of Israel (Exodus chapter 3).
  - Your personal attitude toward the adult learner will either be an encouragement or a discouragement to him. Help the adult learner to feel relaxed and wanted in the group. Give special attention and encouragement where needed.

(3) A different response may be that he feels he does not need to learn. He is mature and he is respected already. He is content with who he is and how he does things. He feels no need to change his life or improve his abilities. In his heart he is saying, "Let the youth pursue this thing, but I personally don't need it."

- (4) What can the group leader do to help the adult who is unwilling to learn?
- This person needs to be challenged instead of encouraged.
  - Show him that no one has arrived at his full potential.
  - Consider Paul's statement in 1 Timothy 1:15 and Philippians 3:12-16.
  - Challenge what he already knows and diplomatically point out areas where his life and knowledge of God's Word need development.

#### **FOR DISCUSSION:**

1. From your experience in learning or teaching (or both), how true are these characteristics in adults? How have you dealt with such problems?
2. What are some other problems with adult learners that have **not** been mentioned? How can those problems be dealt with?

## **B: KNOW YOUR STUDENT'S BACKGROUND**

Each member comes from a different environment. They may all be from the same ethnic group, village and culture, but their home life, physical setting, religious background, value systems and other things could be different.

### **1. HOME LIFE**

Was his early childhood happy and stable or was it filled with change and strife? The contributions to discussion from a person brought up in a Christian home will be different from the person brought up in a non-Christian home. One may have good experiences while another may have bad experiences. The leader will need to be patient with the one who has particular needs. The person will need guidance that is given through love and patience.

Are the members single, married or divorced? How many marriages have they had before? How many children do they have? How old are the children and what problems have they brought into the family? Knowing these facts will help the group leader to be sensitive to the feelings and needs of each member.

### **2. PHYSICAL SETTING**

Some members of the group may not have a quiet peaceful house that will enable them to study well. The leader must be aware of these handicaps and make allowances for them. He should be careful that there is no jealousy among members because of differences in income or housing.

### **3. RELIGIOUS BACKGROUND**

A person's religious upbringing greatly affects his outlook on life. What a person learns as a child is not forgotten. If the things a person learned as a child conflict with the Word of God there will be barriers that must be overcome. He will have to change his attitudes, actions and beliefs. This will take careful and patient guidance. If the leader is not aware of these barriers, he may be wasting his time in discussion.

The leader will gain the confidence and respect of the group members when he shows respect and understanding of their religious background. When it conflicts with the Word of God he must deal with it in a diplomatic way. Discussion that makes comparisons and shows advantages and disadvantages will help the learner to discover for himself the value of God's Word.

### **4. VALUE SYSTEM**

Differences in value systems (what is important in life, attitudes and goals) will be the greatest when members come from different backgrounds. This will happen more so in cities and towns. The leader and everyone in the group must acknowledge these differences and give each other mutual respect and acceptance.

**FOR DISCUSSION:** *(Divide into small groups.)*

1. Each person in the group should share his own personal background under the headings above.
2. Think what it would be like if your group was a regular TEE class. Discuss possible problems that the leader of this group could face if he lacked the background knowledge you have just shared together.

# UNIT 4: THE GROUP

## A. THE MEMBERS OF THE GROUP

Each member of the group brings his own background, problems, needs and skills to the discussion. Each member is different. Over a period of time these differences become evident. Each member has his own part to play in making the discussion useful. Some are more active than others, but all add to the value of the discussion. It is helpful for the group leader to understand the different parts that individual members play in making the discussion effective. Some members will play one or two or even three different parts in a good discussion.

1. **The initiator:** (visionary)

- He comes with an idea or a problem and proposes actions or procedures to take.
- He gets the discussion going.
- His weakness is that he is **not always** capable of following through on his own suggestion. These may be things he would like someone else to do.

2. **Information Seeker:**

- He desires to learn the important facts and information.
- However he may only be interested in information and not application.
- Examples: a. Jesus and the lawyer - Luke 10:25-37;  
b. the rich young ruler - Luke 18:18-24.

3. **Information Giver:**

- He has a good knowledge of facts and offers useful information
- However his knowledge may only be intellectual and he does not see the application.
- Be aware that he may like to offer the information before others do because it gives him a sense of satisfaction (pride).
- Both the information seeker and the information giver must be challenged to make the application.

4. **Opinion Seeker:**

- He wants to know the opinions and ideas of others.
- He does this for one of the following reasons:
  - (a) He is afraid to express his own findings and wants approval of the others before making his comments. He really has no opinion but is ready to join the group that is most popular. Such a person does not think for himself and can easily be swayed in a wrong way. He must be challenged to seek God's answer to a need or problem. Example: The Pharisees confronted Jesus and he responded with the question about the baptism of John the Baptist - Matthew 21:23-27.

(b) He has a sincere interest in others and their opinions. He is open to learn. Such people are good learners, but they must also be encouraged to share what they know and feel. Example: the disciples asked Jesus to teach them to pray - Luke 11:1-4.

**5. Opinion Giver:**

- He is willing to answer the question of the opinion seeker.
- He is not afraid to share his thinking with others.
- His willingness encourages others to speak out.
- Be aware that his opinions may be based on what he believes and not on what the Bible says.
- The leader must challenge the opinion giver to back up his opinion with scriptural support.
- Example: James and John were quick to give their opinion to Jesus.  
Luke 9:51-56: - *Samaritan village refused to welcome Jesus.*
  - *James & John wanted to call down fire to destroy the village.*
  - *Jesus does not use this method to solve problems.*

**6. Classifier:**

- He defines terms and offers solutions to problems.
- He brings the information down to a level where everyone can understand it.
- He is the one who tries to get the group to make a decision or agree on a plan of action.
- He has a way of being practical and seeing how things can be worked out.
- He makes good application of the discussion.
- Encourage the classifier, but be sure his conclusions are in agreement with the will of God revealed in the Bible.
- Example: Jesus explained the Parable of the Sower - Matthew 13.  
(*The disciples asked Jesus to explain the application of the parable.*)

**7. Elaborator:**

- He is able to develop ideas and meanings in a deeper or more complete way.
- He is one of the real thinkers in the group.
- He and the classifier are able to see a general principal that can be applied to other situations with the guidance and control of the Holy Spirit.
- Example: Jesus rebuked the Pharisees over the specific command to tithe - Luke 11:42 ff. (*The Pharisees tithed garden vegetables, but did not love their neighbors.*)

**8. Gatekeeper:**

- He points out when a person is not recognized or respected in the discussion.
- He is sincerely interested in the group process and wants everyone to have a part in the discussion.
- The group leader **must have** or **must develop** this skill.

**9. Reconciler:**

- This is the peacemaker in the group.
- He seeks to bring compromise between different ideas.
- He is anxious to have a complete agreement on the subject.
- He tries to avoid or to "cool" emotional feelings during discussion.
- However, the leader must be careful that the group does not compromise God's will. We must not allow God's word to be weakened or misinterpreted in order to bring about compromise.

**10. Summariser:**

- He provides the final word on the topic or problem.
- This work is usually done by the group leader.
- He is willing to accept the general consensus of the group even if it does not agree with his personal opinion.
- He must be careful that the general consensus is biblical and is in agreement with spiritual wisdom.

**11. Chairman of the Group:**

- He keeps the group focused on the topic under discussion.
- He listens carefully and recalls facts in order to summarize them carefully for the benefit of the group discussion.

**12. Encourager**

- He gives encouragement to the members of the group.
- He sees the positive side of a problem and gives hope.

**13. Facilitator**

- He is creative in developing practical ways to meet needs.
- He is willing to use personal resources to enable action to take place.

A group is made up of individuals. Each has a part to play and a contribution to make in the discussion. The group leader must bring out the best in each individual so that all may benefit from the resources and skills within the group. The goal is to promote biblical learning, spiritual maturity, practical application and action.

**FOR DISCUSSION:**

1. From your experience, share practical examples (without necessarily giving names) of different people you have seen who possess these characteristics. Perhaps you could share how each type of person added to the welfare of the group, and how each was handled by the group leader.
2. From your experience, and observation of groups, suggest other characteristics not found in this list. What did they have to offer to the group? What potential problems were you aware of in dealing with them?

## **B: THE DYNAMICS OF THE GROUP**

There are many factors that contribute to the dynamics (power) of a group. Each factor affects the success or failure of the group to reach its goal. The goal of the TEE group is for each individual to become more like Christ and for the group to learn how to work together as a team.

### **A. The Numerical Factor:**

Learning is most effective when the size of the group is between 8 and 12 persons. Some people think that group discussion is useless for learning because all you do is share ignorance. This opinion is based on a false understanding of groups and how they function.

Group dynamics have shown that if there are 8 or more in the discussion, chances are very high (90-95%) that someone present will have the right answer to share. A group larger than 15 becomes difficult to control. When a group becomes too large, there will be students who will (a) be overwhelmed by the size of the group and not enter into discussion, or (b) not have the opportunity to share because of the large number in the group and the shortness of time for discussion. Larger groups also make it difficult for the leader to really get to know each member well. Also the members do not get to know each other well and may divide themselves into smaller social groups which hinders the unity of the group.

### **B. The Motivation Factor:**

Members voluntarily join a TEE group with the idea that certain personal needs will be met. If those needs are not met in some way or to some degree, the members will not remain in the group. If the studies and discussion are directly related to their personal needs, their motivation to learn will be high. Effective TEE discussion begins with biblical truth but must lead to the way this truth affects and changes individual lives.

### **C. The Participation Factor:**

This has been dealt with before, but cannot be overemphasized. If all members of the group are actively involved in the decision making process, the interest is high. If a member is not involved in the process, he loses identity with the group and becomes an outsider. A member must also be a contributor or he is not a real part of the group in his own heart and mind. Any decision that is made will not be his decision. It is necessary that all members participate in the discussion.

### **D. The Time Factor:**

The longer the same people remain together as a group, the more they become united and effective in their efforts to learn. When a group is first formed, the people do not know each other very well. They do not feel free to share personal problems and needs. They fear embarrassment if they admit to a need and make a change in their life. They are afraid that their problems and needs will be made public knowledge by one of the members.

As the group members gets to know each other, a trust is built between them. They realize that everyone needs to change and they are there to help each other.

They begin to share deep thoughts, doubts, hurts and even failures. They experience the sympathy and support of other members of the group. Together they solve individual personal needs and problems. Practical application of biblical truth becomes real and active.

If a new member is introduced into the group after this trust has developed, the atmosphere of the group will go back to its beginning stages because they do not trust the new member. It will take time for the others to accept the new member and to regain the trust they once had among themselves.

It is important to keep the same group together for a long period of time without a change of membership. Work on developing mutual trust. New members may be added later, but do it carefully and perhaps only once a year. New members can be refreshing and can add new vision and insight into a group. Let the Holy Spirit guide you concerning the addition of new members to a group.

### **E. The Physical Setting Factor**

The physical seating arrangement of the members affects the dynamics of the group. The traditional approach of straight rows with the teacher at a desk in the front is not effective for discussion. In TEE discussion, the leader is also a learner along with the other members. All must appear on an equal basis.

The physical arrangement for seating should be made well before the group members arrive. The group leader should be physically situated as a member of the group and not in any physical position of leadership. Below are some possible ways to do it:

1. Arrange the correct number of chairs into a complete circle.
2. If a table is needed for the leaders materials, it should be set behind or beside the leader. He should never sit behind the table.
3. If there is a table or two tables joined together large enough for the whole group to sit around, then the chairs can be arranged around the table with the leader sitting in the middle of one of the long sides of the table.
4. If a blackboard is used, it should be part of the circle.

Every effort should be made to arrange the group in a circle. This enables everyone to see each other. Better communication takes place when members can see the facial expressions and body actions of each person in the group. Keep the circle as close together as possible. Do not allow anyone to sit behind or away from the group. A circle arrangement promotes discussion and encourages everyone to participate.

The environment of the meeting place is also important. There should be nothing to distract from the discussion such as noise, smell, observers or anything that could hinder or interrupt good, open discussion .

### **F. The Biblical Factor:**

Often a discussion on a particular point can go for a long time with no conclusion or progress toward the truth. The reason for this is often that the participants are telling their own experiences and personal thoughts but little consideration is given to the

biblical truths that applied to the point. Sometimes the discussion can start with a biblical reference and then go off in other directions that ignore the biblical truth.

The group leader must encourage participants to support their thoughts with biblical references. When they do not, he must be ready with references that will focus the discussion on biblical truth. It is the Word of God that teaches, reproves, corrects and trains - not the word of man (2 Timothy 3:16-17).

Below are some reasons that discussion **may not** center around biblical truth:

- a. The members of the group do not know the Bible well enough. For this reason the leader must know the Bible well and be prepared to direct the discussion back to biblical truth.
- b. The group members and/or the leader have not prepared well for discussion on the topic. If this is the case, discussion of the topic should be postponed until all have had time to do research. Don't waste time on discussion that is based on the opinions of men.
- c. The leader has **not** looked ahead to anticipate what may come up for discussion in the meeting. A good leader will know his group well enough to anticipate most of the problems and questions that will be raised in the discussion. He will do research and be prepared to give biblical references that will lead the members to find the correct answer themselves. An anticipated question, may not be asked, but if it is, the leader is prepared and everyone benefits from it.
- d. Sometimes there is a lack of memorizing God's Word. An effective Group leader knows the Word of God from memory. As an issue is discussed, the Holy Spirit uses his memory to remind him of verses that apply to the topic.

Important: The leader should be careful and not try to be the hero by giving his own opinion when no one has a good answer. Instead, he should admit his lack of knowledge and request time to do biblical research in order to giving a biblical answer at the next meeting.

### **G. The Learning Factor:**

The group leader is not there to give information or to list for the group the things they should discuss. He is to help the members find answers to their own needs and questions. Often the leader knows, from his own experience and his knowledge of God's Word, what the correct application may be for a particular problem. He may see the group struggle and have difficulty finding the correct application. However he must control himself that he does not just give them the answers. The group leader can help them to discover the answer by asking pointed or leading questions. He can suggest scriptures that they need to consider in their discussion.

The group leader must let them take time to discover the answer themselves. Once they discover the answer, it becomes their answer and they understand why it is the correct answer. They will apply the truth to their own life and they will do it. The member will go home saying, "The Bible says I must ..." However, if the group member goes home saying, "The leader says I must ...", it is doubtful that he will put it into practice.

#### **H. The Mix Factor:**

A mixture of members from different backgrounds adds much to the discussion. People from different ethnic groups, different age groups and different social groups have useful experiences to share with others. They also view things differently. Men and women have different approaches to solving a problem. Sharing these differences brings out useful ideas for a more effective decision.

#### **FOR DISCUSSION:**

Think about some experience you have had in making a group decision.

1. What effect did the presence or absence of each factor have on the effective functioning of the group?
2. Apart from these, were there other factors at work that promoted or hindered the dynamic function of the group? If so, what were they?

## **UNIT 5: THE GROUP LEADER**

The TEE group will be a success or failure depending on how the group leader conducts the weekly meetings. The group leader's responsibility is different than a teacher, a lecturer or even a chairman. He is a learner along with the other members. They are not under him as students under a teacher. He does not give new information through class lectures. The learners have already obtained new information from their self-teaching materials through home study. **The work of the group leader is to start discussion on the lesson topics and to encourage discussion. He is to guide the learners into relating the lessons to their own lives and ministries.** He is to guide the learners to the point where they discover the application themselves.

#### **1. A group leader will:**

- a. prepare for the each discussion meeting by first praying that the Holy Spirit will give him wisdom and ability to guide the discussions well.
- b. study well the lesson materials assigned for the meeting.
- c. write our discussion questions
- d. be prepared for possible questions from the students.
- e. check at the beginning of the class to verify that home study lesson have been properly completed.
- f. see that work assignments are completed.
- g. keep attendance and other records.
- h. see that a quiz is given and graded each week.
- i. guide the discussion.
- j. enable each learner to participate in the discussion.
- k. help the learners to think independently - don't let anyone person in the group control, discourage or dominate the thinking of others.
- l. learn along with the group.
- m. be sure that all important points of the lesson are discussed.
- n. sum up each point of discussion.
- o. help the learners apply the lessons to their life situations.

- p. know each learner and his needs
- q. keep the class on time and use the time wisely.
- r. help those who have difficulty being a part of the group.

**2. Another way to look at his work is as follows:**

*(from Theological Education by Extension by Ralph Winter)*

HE SHOULD CLARIFY - Make sure the learners understand each point and does not just pick out words from the text.

HE SHOULD PERSONALIZE - Make sure the learner gives his own response, not necessarily the "right" answer.

HE SHOULD CHALLENGE - Be sure the learner answers from his own convictions, and does not give a memorized statement, or repeat a response that he heard someone else make.

HE SHOULD AMPLIFY - Get the learner to see more than the answer. The learner needs to understand the principle behind the answer and know how to apply it to other situations.

HE SHOULD APPLY - Encourage the learners to consider every question in relationship to their own life and leadership responsibility.

HE SHOULD ALLOW FOR SELF-EXPRESSION - Get the learners to state, record, explain, and illustrate what they mean as they answer and discuss the questions.

HE SHOULD INTEREST THEM - Get them involved in the discussion so that their studies become a personal, exciting experience.

**FOR DISCUSSION: (*everyone together*)**

1. In what practical ways can a group leader perform each of the functions above? Consider each one carefully, and suggest specific comments he could make as he attempts to guide a group in these areas.
  
2. How do the academic level of the students and the home-study materials determine the kind of leader to choose? The material may be on a secondary level, a primary level or vernacular in an audio format depending on the academic level of students.

**FOR DISCUSSION: (*Divide into small groups and bring a report.*)**

1. What should be the character of a TEE group leader?
  
2. What guidelines should we use to choose group leaders for TEE?

# UNIT 6: THE DISCUSSION MEETING

## FOR DISCUSSION:

1. What is the purpose of a T.E.E. meeting?
2. Why should the group meet regularly on a weekly basis?
3. Should there be an agenda? Why?

## A. PREPARING FOR THE WEEKLY DISCUSSION

### 1. The Student:

The learner should begin his preparation by praying for the Holy Spirit to open his heart and mind. The learner should ask God to reveal His will through the study materials. Discussion requires that the group members have prior knowledge of the subject. The learner must do his weekly lesson assignment in order to participate in the discussion. Also the learner must be willing to discuss.

### 2. The Group Leader:

The group leader should ask the Holy Spirit to prepare him so that he will be able to guide his group members to **discover** God's will for their lives. The group leader must also have a good knowledge of the subject. He begins by studying the same material as the learners. Then he writes out (1) discussion questions, (2) quiz questions and (3) an agenda for the meeting.

The leader must also prepare for questions that may come from the learners. This requires some imagination and forethought to anticipate what the questions may be. If he knows the culture and the members of the group, he will know some of the issues that will come up for discussion. Research may be necessary in order to fully prepare for the anticipated questions.

The leader may also want to include some visual aids and other activities that will help the learner to see the application of the study materials. These must be well thought out and prepared before the meeting.

## B. PLANNING THE TEE MEETING

There are basically three parts to the meeting - opening, discussion and closing.

### 1. Opening:

The meeting begins with devotions and prayer. At first the leader will conduct this part of the meeting, but as the group members get to know each other this responsibility can be shared among the members. Special requests may be included in the prayer time.

After devotions the leader takes attendance, collects any fees and, if needed, checks the self-teaching materials to be sure the learner is doing them properly.

Next the leader will give a quiz over the basic information that should have been learned from the self-teaching materials. The purpose of the quiz is to encourage the members to study the materials well before coming to class. It may also bring out issues that need to be discussed. The quiz may be graded by trading papers or they may be checked later by the leader. The group members should briefly discuss the answers to the quiz. Quiz scores are recorded at that point or later after the leader has checked them.

**2. Discussion:**

This is the longest and the most important part of the meeting. We will learn how to make the discussion time effective and powerful in the next two sessions - Units 7 & 8.

**3. Closing the Meeting:**

The group leader must see that the meeting begins and ends on time. Before closing the meeting, announce the home study lessons for discussion at the next meeting and give out work assignments. Close by having two or three members pray about the things they learned from the discussion.

**4. A Meeting Plan**

Below is a sample plan for a TEE meeting complete with time allowances:

Minutes	
5	attendance, collection of fees, checking of study materials
10	devotions and prayer
10	weekly quiz and discussion of answers
85	discussion
10	<u>closing:announcements and prayer</u>
120	Total

**FOR DISCUSSION:**

1. How would you plan the weekly meeting? Share your plans and discuss alternatives to the plan presented in point 4 above.
2. Is it necessary to start on time and keep a time schedule?
3. How will you keep the meeting on schedule?

# UNIT 7: WRITING QUESTIONS FOR DISCUSSION

## A. THE PURPOSE OF QUESTIONS:

Questions are the tools of the discussion leader. The person who asks the questions controls the discussion. A group leader must construct questions that will cause good discussion to take place. The group leader must develop the skill of writing good questions that will encourage useful discussion. He should have a habit of writing out a list of useful discussion questions each week as he prepares for the group meeting. This is the most important part of his preparation.

The questions will determine the kind of discussion that follows. They will determine the content and the liveliness of the discussion. The discussion will be lively when the questions are relevant to the lesson topics, the students' lives and their interests. The questions must lead the learners toward a deeper understanding and application of the lessons they have studied. The questions should help the learners open their minds, think more deeply, receive new insights, and wrestle with problems. The end results should be new discoveries and useful decisions.

## B. TYPES OF QUESTIONS:

There are three types of questions we may use:

1. **Knowledge Question - find facts and get knowledge**
2. **Insight Questions - seek out meaning and understanding**
3. **Application Questions - call for action**

a. **Knowledge Questions** find out what people know. They help us discover information. They are also called discovery questions. They are not very useful for discussion unless they are followed by insight and application questions. There is usually only one correct answer to a knowledge question. The programmed instruction materials make good use of knowledge questions.

The purpose of the group meeting is NOT to find out what the learners KNOW. The weekly quizzes take care of that. **DO NOT SPEND VALUABLE DISCUSSION TIME GOING OVER THE LESSONS ASKING KNOWLEDGE QUESTIONS!**

- Knowledge questions are only used to start a discussion.

- Words like the following are used in knowledge questions:

Who? Where? When? What? Which? How?

- Look at the programmed instruction materials. Notice the number of the questions that are knowledge questions.

b. **Insight questions** ask the learner to think independently and constructively. It causes the learner to analyze and examine the information he received from the home-study material.

Insight questions ask:

- What does ..... mean?
- Why?
- What do you think about .....?
- How does ..... compare with .....?
- How is ..... related to .....?

c. **Application questions** help us to take action upon what we have learned. They help us to remember and use the truth which we have understood. They are the most difficult questions to answer because they relate to our life, our attitudes and our behavior. They affect our spiritual formation in relationship with each other and with our Lord Jesus Christ. The focus is on spiritual development.

Application questions use personal pronouns like "you", "me", and "we".

They ask:

- How do you feel about .....?
- Why should we .....?
- If this is true, what should we do?
- How can we use this truth in our lives, or in our church work?

Application questions challenge us to change our minds, our thoughts, our desires and our actions.

### **C. USING THE DIFFERENT TYPES OF QUESTIONS EFFECTIVELY:**

A total learning experience makes use of all three types of questions. In TEE you will normally find a large number of knowledge questions in the home-study lessons. The learners will discover facts for themselves through the home-study materials. The majority of questions asked in the weekly group meetings will be insight and application questions. If the home-study materials are well written, there will be some insight and application questions in them. These should be brought up in the group meeting for use in discussion. If the question from the study materials is an insight question, the leader must be prepared with an application question to follow it so that a useful conclusion can be reached.

The truth is that we first learn a fact, then we find its meaning and finally we apply it to our lives. If the discussion is not carried through to the application, the group leader has failed to do his job.

**Fact ⇒ Meaning ⇒ Application**

These three types of questions work together as a set. You begin the discussion by asking a knowledge question in order to bring out the facts that need to be applied to a certain problem. Next you bring an insight question to be sure the group understands the facts. Finally, you bring an application question which challenges the group to apply the facts to a specific problem that needs to be solved.

All questions used in discussion should be short, easy to understand and clearly relevant to the topic and to the learners.

### **D. TESTING YOUR QUESTIONS:**

After you have written out discussion questions for the weekly meeting, you should test them in your mind. Ask yourself the following questions about each one:

1. Is the answer "yes" or "no"? If it is, this is a poor question and will not stimulate discussion.

2. Will this question help the learners to discuss the relationship between the facts learned in the self-teaching materials and their life and work? If not, it is useless or irrelevant.
3. Is there one correct answer to this question? It is better to ask them to say what they think rather than ask them to repeat a truth or fact they know.
4. Is this question too difficult? Is this question too easy? A good question should be neither. If it is too difficult, perhaps another question is needed that will lead up to the more difficult question.
5. Is this question clear? Perhaps the thought behind the question is good, but the question is hard to understand. Use different words, or explain what you are trying to say and write it out again.

**EXAMPLE:** Luke 6:46-49

**Knowledge:** How does a wise man build his life?

**Insight:** How will obedience to Jesus keep us from failing during difficult times?

**Application:** What are some challenges we face today where we need to obey Jesus so that we will not fail?

**DISCUSSION:** *Luke 18:9-14 / Luke 10:29-37 / Mark 4:2-9 and 13-20*

Do the following for each passage of scripture listed above:

- a. What important fact is found in the passage of scripture?
- b. Write a knowledge question.
- b. Write an insight question.
- c. Write an application question.

### **ASSIGNMENT:**

Prepare a set of questions based on one of Jesus' teachings in the *sermon on the mount* - chapters 5, 6 and 7 . The set will consist of three questions: a knowledge question, an insight question and an application question. The questions must work together to focus the discussion on only one topic. The knowledge question must bring out the biblical fact to be discussed. The insight question must encourage discussion on the meaning of that fact. The application question must encourage discussion of the application of that fact based on the meaning that was discovered through the discussion.

Each participant will be assigned a different verse or set of verses to use for preparing his set of questions.

**Bring your questions for evaluation by the group.**

# UNIT 8: LEADING DISCUSSION

## A. LEARNING THROUGH DISCUSSION

The home-study materials may provide questions for discussion. Be sure to use them at some point in the discussion time if they are relevant to the needs of the group. Follow each discussion question with an application question if appropriate. Learning through discussion should lead to action, changed behavior and deeper Christian commitment. Each item for discussion must come to a useful conclusion or the time has been wasted. No changes will occur in the life of the group members if practical application is not seen in the conclusion.

The discussion on the lesson materials will cover several problems to solve. The discussion on each problem will go through the three stages - knowledge, insight and application. Each discussion on an problem must go through the three stages before the next problem is discussed.

## B. STAGES OF DISCUSSION

(1) **Begin the Discussion.** Ask the first question in your set of three questions. Give the listeners time to think. If they remain silent, do not speak up, but give them time to prepare in their minds what they would like to say. Do not keep repeating the question. If the question is not clear, they will ask you to repeat it. Some will be hesitant at first to speak because they are used to being told the answers. They are used to lectures and it will take time for them to get into the discussion habit. The longer you sit there in silence the more convinced the group members will be that you, the leader, really want to know how they feel and what they think about the topic under discussion.

Be careful that a discussion question does not have two parts to it. This can cause confusion. Make the questions clear and simple. As the members begin to respond, nod your head to show you have heard them, but do not respond to what they have said. Instead encourage others to respond or to give their views on the subject.

(2) **Guide the Discussion.** Once the discussion has begun, help others to give opinions. Ask, "What do others think?" or "Would someone else like to add something?" Watch the expression on the students faces. You can tell when someone wants to say something but feels reluctant or finds it difficult to have the opportunity. Call their name and invite them to say what they are thinking. However, do not force someone to say something or embarrass them in any way.

Bring out the meanings of words and thoughts by asking "What does this mean?" "How are these things related?" "What are the differences between ..... and ..... ?" "How does this compare to that?"

If there is a difference of opinion, then encourage others to give their views in response to the differences. Be sure that each member is giving reasons for his opinion and not making a statement. Useful discussion includes explanation of why a certain idea or opinion is believed to be correct. Encourage others to challenge the reasoning behind the thinking of others. However, be careful that this is done in a constructive, friendly way and not in competition or in an effort to condemn others.

If someone asks a question, do not answer it yourself, but direct the question to the group. Stop anyone who tries to take over as a teacher of the group. Do not allow the discussion to go off on a subject or topic that is not directly related to the lessons

assigned for discussion that week. Do not spend a lot of time listening to experiences which are all the same and do not add new thought to the discussion.

(3) **Summarize the Discussion.** Ask an application question and guide the discussion toward a conclusion. Be sure to spend enough time on the application so that real and detailed examples can be given of the application. Do not leave the application in a general sense but bring it to a specific situation where possible.

After the application has been made, repeat the main points which were made during the discussion, repeat the things that were accepted and understood, and then give the conclusion.

Once the discussion has been summed up, move on to the next set of discussion questions and go through the same three stages with it.

### **C. SOME PRACTICAL PROBLEMS**

How do we handle the:

- a. over-talkative person
- b. the quiet person
- c. the joker
- d. ideas that are off the subject and may lead in an unproductive direction
- e. raised emotions in a discussion
- f. premature conclusions (*a decision made before all the facts have been considered*)
- g. creative thinking beyond the materials (*bringing in too many details for discussion*)
- h. age differences between learners and/or leaders
- i. person who gives a wrong answer
- j. person who does not take part in the discussion

### **D. HELPFUL HINTS ON LEADING DISCUSSION**

1. Encourage (give approval of) contributions without interrupting.
2. Use names (now and then) without favoring or picking on someone.
3. Give opportunity to all - wisely (know your participants).
4. Contribute to the discussion yourself now and then.
5. Avoid being chairman, let all help to direct the discussion.
6. Encourage participants without embarrassing them.
7. Be aware of time.
8. Do not take side - especially if you do not know one side! (*Do not take a stand on a topic through the questions you ask!*)
9. Do not appoint anybody to answer your opening questions. They are addressed to everyone.
10. Do not change your main question. That will confuse people.
11. Explain only if you are asked to.
12. Use the blackboard wisely. List different opinions, the various points and the summary.
13. Do not spend time on questions that do not contribute to the needs of the group.
14. Listen carefully for good discussion questions, application questions and insight questions contributed by the learners.

**PRACTICAL:** Use your set of discussion questions from Unit 7 based on a passage in the *sermon on the mount* (Matthew chapters 5, 6 & 7) to lead your group in a discussion.