



### Class Objectives

- To reflect on the Gospel as a foundation of teaching; centered in grace, not performance.
- To evaluate assumptions and to practice critical thinking through a media critique (media with intentional questioning).
- To design a media critique and facilitate it with others.
- To explore the use of questions to challenge assumptions in various scenarios.

### Key Terms:

- Indicative
- Imperative
- Methods
- Content

### Learning Methods and Models

#### I. Methodology Example: Media Articles as Curriculum

A. Ways to make contact with what is happening in God's world

B. Examples:

1. Teaser Quote:

“People are ceding more and more of their lives to others.” Ezra Glass, Lifestyle Manager from “Just have someone else do it: Lifestyle managers help with the chores and rescue busy families” by Annie Gowen, *Washington Post* January 12, 2008

2. Super Bowl advertisements

3. *USA Today* articles

## II. Gospel Foundation – 1 Peter 1

### A. Indicatives and Imperatives

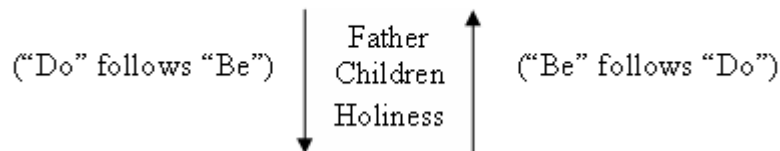
1. imperative – command or “do”
2. indicative – descriptor or statement of what is, or “be”

### B. 1 Peter 1:13-17

*Prepare your minds for action, be self-controlled, set your hope fully on the grace to be given you when Jesus Christ is revealed. As obedient children, do not conform to the evil desires you had when you lived in ignorance, but just as he who called you is holy so be holy in all you do. For it is written, ‘Be holy because I am holy.’ Since you call on a Father who judges each man’s work impartially, live your lives as strangers here in reverent fear.*

### 1. Relationships among Words

#### Which side is biblical?



### C. Resist the great temptation to reverse “be” and “do.”

## III. Guiding Our Learners through Disequilibrium:

### A. Critical Evaluation of Assumptions

#### 1. Educational Ministry: The Goal and The Process

##### Maturity in Christ

- through critical evaluation of assumptions
- under Scripture’s authority
- with the body of Christ
- for the sake of others
- by the Spirit’s power
- in God’s world

#### 2. Evaluation of Assumptions through Asking Questions

Asking Good Questions: Critical Thinking & Discernment

1. What is being said? . . . in the film, song, article, etc.
2. What is a Christian response?  
. . . What do you affirm or challenge?

3. Why do we believe the Christian response?  
... Scriptural evidence / Theological reflection
4. How can we communicate and live out this Christian response in the world?

B. Exercises: Evaluation of Assumptions through Questioning

1. A Typical Family? Why or why not? A Christian family?



2. Another Typical Family? Why or why not? A Christian family? Yes!

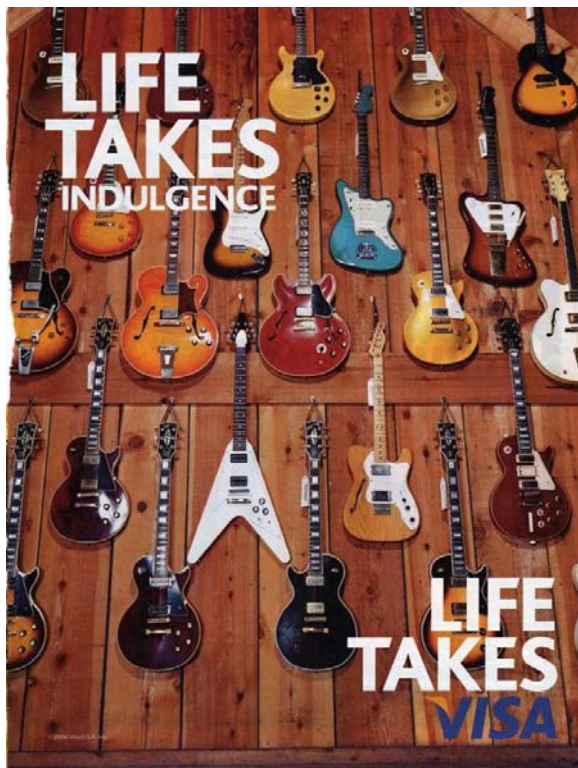
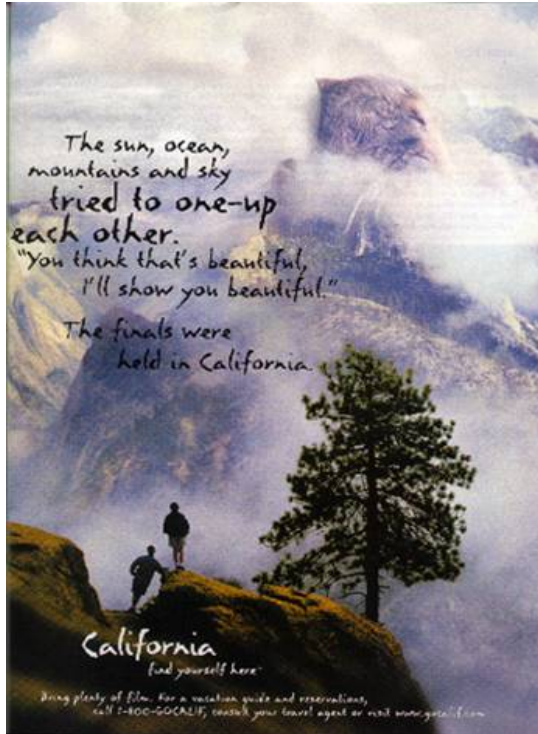


3. What do you see?  
What do you affirm and challenge?

As Christians, how do you affirm and challenge what you do?

How do we communicate and live out the Christian response in the world?

Now try the exercise with some magazine advertisements.



[Class also looked at an Advertisement for Pier One Imports in *Better Homes and Gardens*]

C. The Methodology

1. Helping learners challenge assumptions
2. Using questions well
3. Popular media
4. Requires iteration to learn to learn from the method well

D. Another Series of Questions for Critical Reflection

1. Think about the most positive learning experience your church has had.  
Who was involved? What? Where?
2. How has this learning experience affected your assumptions about teaching and/or learning?
3. Have you and your members changed anything as a result of the experience?

E. Assessing Assumptions in Scripture

Please **PAUSE** the recording and complete the following **Activity** (8.1).

Read Matthew 19:16-30:

1. What assumptions did the rich young man bring to the conversation? Jesus? The disciples?
2. How do the assumptions of the three groups compare?
3. How were assumptions exposed?
4. How might the encounter have been changed if Jesus began with an answer instead of a question?

Please complete the following **Activity** (8.2).

Using any piece of media that intrigues you (a song, an album cover, a video, a magazine ad., etc.), gather a few friends and lead a discussion using the following questions:

1. What is being said? (Try to withhold judgment and focus on observations only.)
2. What do you affirm/challenge? What is a Christian response; or, what is the right or ethical response?
3. Why do we believe this response: scriptural evidence, theological reflection?
4. How can we communicate and live out this response in the world?

If your learners are Christians, they should be encouraged to articulate a biblical foundation for affirmations and for challenges. How easy or difficult was this for the Christians in your group? Why do you think this was the case?

#### IV. Questions for Consideration:

1. What are the benefits/challenges of responding to questions with questions, rather than answers?

#### V. Recommended Reading:

1. Bain, Ken. 2004. *What the best college teachers do*. Cambridge, Mass: Harvard U. Press.
2. LeFever, Marlene D. 1996. *Creative teaching methods: Be an effective christian teacher*. Colorado Springs: Cook Ministry Resources Original Printing 1985.
3. von Oech, Roger. 1998. *A whack on the side of the head*. New York: Warner Books.