Class Objectives – After this class you will be able to:

- Learners will be aware of different ways to categorize church-based curriculum.
- Learners will grow in a conviction to do ministry intergenerationally.
- Learners will catch a vision of the small group as a means of restorative engagement with the world.

Key Terms:

- Participant-centered curriculum
- Content-centered curriculum
- Transformative interdependence
- Survey
- Small Groups
- Facilitative Coach
- Spectator
- Helper
- Lecturer

Pre-lesson Recommended Reading:

- Chapters 19 of M. Anthony’s Introducing Christian Education:
  i. Gorman, Julie. (pp. 176-184). Small Groups in the Local Church.
- Harkness.
- Seaver.
Curriculum, Intergenerational Ministry and Small Groups

I. Curriculum Development and Application
   A. Four broad areas of curriculum
      1. Bible (Old and New Testament)
      2. Theology (including church history)
      3. Contemporary Issues (war, peace, ethics, decision-making, God’s will, etc.)
      4. Ministry Skills (how to, sharing your faith, Bible study)
   B. Participant-centered (or affinity-based) curriculum and content-centered curriculum
      1. participant-centered and content-centered curriculum are both valuable and should be used together
      2. participant-centered: opportunities and challenges
      3. content-centered: opportunities and challenges
   C. Motivation and evaluation

II. Importance of Doing Ministry Intergenerationally
   A. Material by Harkness
      1. “participating in the life of a congregation provides believers with a worldview and understanding of all creation, the destiny of human beings, and basic attitude toward sin, forgiveness, justice, mercy, money, and values” (Harkness)
      2. “enhances spiritual life”
      3. “helps in obtaining the mind of Christ in decision-making”
      4. “encourages and supports quest for God’s presence and guidance”
      5. the value of intergenerational ministry is proven by research
   B. Intergenerational ministry need to be intentional
      1. Some possibilities
      2. Research on the stated wants of parents and teenagers
Please **PAUSE** the recording and complete the following **Activity** (14.1).

Consider the question, “How can we keep asking our people questions?” What mechanisms are in place in your ministry to invite others to give feedback? What does your ministry do with that feedback?

Using a SWOT analysis, identify internal Strengths and Weaknesses as well as external Opportunities and Threats of the way your ministry gathers and handles information from its people.

<table>
<thead>
<tr>
<th>Ministry:</th>
<th>Strengths:</th>
<th>Weaknesses:</th>
<th>Opportunities:</th>
<th>Threats:</th>
</tr>
</thead>
</table>

### III. Small Group Ministries:

A. **Mark 3:13-19**

> Jesus went up on a mountainside and called to him those he wanted, and they came to him. He appointed twelve – designating them apostles – that they might be with him and that he might send them out to preach and to have authority to drive out demons. These are the twelve he appointed: Simon (to whom he gave the name Peter, James son of Zebedee and his brother John (to them he gave the name Boanerges, which means Sons of Thunder); Andrew, Philip, Bartholomew, Matthew, Thomas, James son of Alphaeus, Thaddaeus, Simon the Zealot and Judas Iscariot, who betrayed him.

1. **Rhythm:** they came, were taught, were sent, came back, debriefed, were taught, were sent, came back…
2. **They have names – they were real.**

B. **Small Groups in Kingdom Geography**

![Small groups in kingdom geography](image)

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1. Kingdom Oriented Activities
   mercy ministry
   discipling communities
   investigative Bible studies
   citizenship: local, national, world
   windows of cultural insight and contact
   museums
   poetry readings
   book discussions
   film/music discussions
   concerts
   public lectures

C. Leading small groups

1. Potential Leader Roles

   ![Diagram of potential leader roles]

   - Low Directing, Low Caregiving: Spectator
   - Low Directing, High Caregiving: Helper, Cheerleader?
   - High Directing, Low Caregiving: Lecturer, Referee?
   - High Directing, High Caregiving: Facilitator, Coach?
Participant Process Spectrum

Confrontation-------------------------Avoidance
Structured-----------------------------Flexible
Personal focus------------------------Corporate focus
Efficiency----------------------------Satisfaction
Consensus-----------------------------Divergence
Edification---------------------------Service
The Material---------------------------The People
Talking--------------------------------Listening

2.

Issues and Answers

- Be quick to listen, slow to speak (James 1:19)
- Establish ground rules tied to evaluation (handout)
- Ask good questions - Begin with big themes
- Cultivate reflection and silence
- Pursue bunny trails
- Say “I don’t know.”
- Welcome creativity
- Respond to time-sensitive needs
- Affirm effort not just performance
- Encourage corporate responses to Scripture

3.

Helpful Ground Rules

- Assumptions (mine)- Scripture as authority, maturity goal and process, giving and receiving welcome
- Expectations (all) - respect, fellowship, unity in diversity, questions and guidance, leadership and followership, fun, prayer
- Contributions (all) - attendance and presence, preparation of meals and studies, roles, praying, confidentiality

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4. Bloom’s taxonomy applied to Bible study

**Asking Good Questions: Using Bloom and SOAR**

**Knowledge** - identify, recite, list

**Comprehension** - interpret, paraphrase, illustrate

**Transfer** - construct, demonstrate, implement

**Analysis** - categorize, diagram, outline, compare

**Synthesis** - design, develop, plan, create

**Evaluation** - critique, appraise, rank, rate, assess

SOAR: Survey Observe Analyze Respond

Bloom et al. (1956) *Taxonomy of Educational Objectives*

5. SOAR applied to Bible study

---

**Bible Study for Discerning People: A Simple Summary.**

<table>
<thead>
<tr>
<th>Survey: Getting an overview of the whole.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the entire book, preferably in one setting &amp; several times.</td>
</tr>
<tr>
<td>2. Note your general or first impressions, &amp; any questions.</td>
</tr>
<tr>
<td>3. Divide the book into main parts, giving a brief title to each.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation: What does the text say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Note any repetitions, contrasts, cause/effects, descriptions, lists, quotations, explanations, questions.</td>
</tr>
<tr>
<td>2. Note any facts: who, where, when, what, why.</td>
</tr>
<tr>
<td>3. Note verbs, pronouns, modifiers.</td>
</tr>
<tr>
<td>4. Note anything you have a question about.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis (1): What does the text mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define words, phrases, concepts.</td>
</tr>
<tr>
<td>2. Chart the flow of thought or argument.</td>
</tr>
<tr>
<td>3. Determine the significance or meaning of observations.</td>
</tr>
<tr>
<td>4. Check your interpretation with secondary standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis (2): How does the text relate to the rest of Scripture?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what has gone before &amp; what comes after in the same book.</td>
</tr>
<tr>
<td>2. To any other book by the same author (if appropriate).</td>
</tr>
<tr>
<td>3. To the rest of Scripture.</td>
</tr>
<tr>
<td>4. Chart the flow of thought or argument throughout the book.</td>
</tr>
<tr>
<td>5. If appropriate, read the historical section in Scripture which covers the identical time period as the passage under study.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response (1): What does it mean for us?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Since this is God's Word, what do we hear him saying and what are we going to do about it?</td>
</tr>
<tr>
<td>2. Are there promises, doctrines, or commands we should note?</td>
</tr>
<tr>
<td>3. For what should we give thanks? worship? confess?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response (2): How does this engage our postmodern pluralistic world?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is taught here about how we know things? about God? about man? about the Fall? about redemption? about Christ? about history &amp; where it's headed?</td>
</tr>
<tr>
<td>2. What alternative beliefs are presented by our culture?</td>
</tr>
<tr>
<td>3. Why do we believe the Christian answer to be true?</td>
</tr>
<tr>
<td>4. How can we talk about and live out the Christian position in a winsome &amp; reasonable way in our pluralistic society?</td>
</tr>
<tr>
<td>5. What are the implications for the family? the church? the state? for our work? politics? relationships? our involvement with the media? the arts and beauty? leisure and rest? etc.?</td>
</tr>
</tbody>
</table>
IV. “The Salvation Song” by the Avett Brothers:

A. Lyrics

If you take my heart
[Do not] leave the smallest part
[If have] no need to live if [you are] to come up
And as my life turns to a song
And if and when I treat you wrong
No I never want to hurt our family
And I would give up everything
No, this is not just about me
And I [do not] know a plainer way to say it,
Babe
And they may pay us off in fame
Though that is not why we came
And I know well and good that [will not] heal
our hearts

We came for salvation
We came for family
We came for all [that is] good, [that is] how
[we will] walk away
We came to break the bad
We came to cheer the sad
We came to leave behind the world a better way

Now if [I am] [walking] through the rain
And I hear you call my name
I will break into a run without a pause
And if your love laughs at your dreams
Well [it is] not as bad as it seems
Either way one of them has got to go
And if you take of my soul
You can still leave it whole
With the pieces of your own you leave behind

We came for salvation
We came for family

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Please complete the following Activity (14.2).

List several ideas, concepts, or pieces of information you learned during this lesson, and a corresponding opportunity within which you could immediately apply what you learned.

<table>
<thead>
<tr>
<th>Ideas, concepts, and information:</th>
<th>Opportunities:</th>
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<tbody>
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V. Questions for Consideration:

1. What is one step you can take to utilize your ministry’s strengths or to improve upon its weaknesses?

VI. Recommended Reading:

2. The Big Book on Small Groups by Jeffrey Arnold