

The Challenges of Teaching DC301 & Beyond...

A few key take-aways (aside from the notes and outline/hand-out below)...

- 1.) As always, co-leaders have an opportunity for reflection on what's going well or not—and the op for a fresh start. You can do this in any given week, but it's especially easy as you enter a new “semester”. Do individuals need to be challenged to step up? Does the group need a change its culture in any way? And so on.
- 2.) For the 400-level discussions of doctrinal topics, our goal is not to defend view X but to make the biblical case for all views within Orthodoxy—in order for them to develop their own views and to increase their empathy and knowledge within ministry and evangelism.
- 3.) The discussion of Crabb in DC301 is a big part of setting the table for those 400-level discussions. You've probably had a few modest disagreements to this point, but this will likely increase with Crabb. Your job is to provide a “safe environment” for such discussions—and to start, in earnest, into the process of learning how to disagree agreeably.
- 4.) Your levels of prayer and awareness should be highest during DC301—with both Crabb and the teaching. Keep an eye on individuals and the group more carefully during this time.
- 5.) Treat Crabb with respect—as if you rated as an 8 out of 10—so that the Lord might use it for a.) your benefit; b.) the benefit of your DC'ers; and c.) the benefit of the group.
- 6.) Be careful with preparing DC'ers for the mini-lessons in weeks 5 and beyond.
- 7.) Make sure to provide lengthy, specific, candid, and tactful feedback soon after their teaching presentations.

The Challenges of Teaching DC301 & Beyond...

- last training (vs. post-201 largely rah-rah and gut checks)
- gut checks and fresh starts as appropriate; vision on discipleship/leadership begins in earnest
- format change: if not already, Bible reading goes to the end (AND tell them about this!)
- DC301's Crabb and tricky teaching vs. DC401-403's tough topics...

Dealing with DC401-403

- a much more thorough Leaders Guide
- if you haven't already, get used to saying "I don't know"
 - because you don't know—and need time to get more info
 - because, often, we don't know—good people disagree (see: Boyd & Eddy)
- not about defending view X but about making the case for both X and X'—for developing one's own views and increasing empathy/knowledge for ministry and evangelism (Pr 18:17)

DC301

Crabb & Hendricks (weeks 1-6)

- On a scale of 1 to 10, how did/do you rate Crabb's book?
- Independent of their assessment, why should co-leaders treat Crabb's book with respect—as if it is an 8 or more?
 - for you (can vary over time); for them as individuals (and those to whom they'll minister); for the group (head/heart; Harned's CBC; a safe place)
 - unlikely, but stir up as needed
- What can you anticipate from your group as they read Crabb?
 - some grumbling; some revelation; perhaps something wild (pray and watch; it can change from week-to-week)
 - be ready for them to ask when Crabb is going to answer the questions!
- facilitating book discussions vs. covering the usual study questions
 - silence is not bad; rein in the (new?) big talkers; time management issues (revisited)
 - less to talk about on Hendricks' book: stretch and time for more Bible reading

Teaching (weeks 5-12)

- mini-lessons—mere reading vs. as if preparing to teach or lead a 10-minute devotional
- teaching teaching (now, 3rd-hand—teaching you how to teach them how to teach):
 - nerves?? (especially the ladies); we're all teachers!
 - stay out of the way and let them lead!!
 - stick firmly to the time limit (lay out ground rules) and keep track of their time mgmt
 - ask them how they thought it went (bring up things you wouldn't have thought to mention; covers territory for you and allows a springboard for your remarks; a more appropriate response based on temperament)
 - provide lengthy, specific, and candid feedback—positive, negative, and mere observations (will send Max's/my sheets)—but done tactfully (given the individual)
 - sins of omission vs. commission here—in presentation and comments
 - first of many presentations in DC and one of a few ops to receive feedback
 - given relationship, a relatively good time to offer/receive feedback
 - practically, at least brief comments afterwards in person and consult with other co-leader before delivering detailed comments
- Problems, ideas, best practices...

The Challenges of Teaching DC301 and Beyond...

- DC301's tricky teaching vs. DC401-403's tough topics
- Format change: Bible reading reduced and moves to the end (and tell them!)

Dealing with DC401-403

- a much more thorough Leaders Guide
- if you haven't already, get used to saying "I don't know"
 - because _____ don't know—and need time to get more info
 - because, often, _____ don't know—"good people _____" (Boyd & Eddy)
- not about _____ing view X but about _____ing the case for both X and X'
- for _____ing own views, increasing _____ in ministry/evangelism

DC301

Crabb & Hendricks (weeks 1-6)

- On a scale of 1 to 10, how did/do you rate Crabb's book? _____
- Independent of your assessment, why should you treat Crabb's book with _____ in class—as if it is an 8 or more?
 - for _____; for them as _____; for the _____
- What can you anticipate from your group as they read Crabb?
 - some _____; some _____; perhaps something _____
 - be ready for them to ask when Crabb is going to answer the questions
- facilitating book discussions vs. covering the usual study questions
 - silence is not bad; reign in the big talkers; time management issues (all revisited)
 - less to talk about on Hendricks' book: stretch and time for more Bible reading

Teaching (weeks 5-12)

- mini-lessons—mere reading vs. reading as if preparing to teach
- teaching teaching:
 - stay out of the _____ and let them _____
 - stick firmly to the _____ limit and keep track of *their* _____ management
 - _____ them how they thought it went
 - provide l_____, s_____, and c_____ feedback—positive, negative, mere observations—but deliver it t_____
 - watch sins of omission and commission here—in terms of the presentation and delivering your remarks
 - practically, at least brief comments afterwards in person and consult with other co-leader before delivering detailed comments