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