

EFFECTIVE TEACHING FOR TRANSFORMATION

MODULE THREE: “IF ANYONE IS IN CHRIST, THERE IS A NEW CREATION”

Learning Goals

- ✚ Basics of classroom management
- ✚ Teaching for discipleship and transformation—what is transformational teaching
- ✚ How to move from information to application

* As needed

If you are using the modules in a retreat format, you will not need to continue to do introductory activities, though some brain breaks or icebreaker activities will vary the pace and allow group members to continue to get acquainted.

Managing the Group

Assemble a number of pictures of individual people, all ages, doing “life things.” If you don’t have pictures, you can also have group members imagine a fictional person and then do the storytelling based on that created figure. The activity depends on imagination, so encourage it.

Having a group covenant, even among children, is a great aid in maintaining group order because everyone agrees to it and can help uphold it. Other group management techniques: Skillful facilitation, knowing when and how to interrupt, inviting the shy ones with non-threatening questions or comments, using a “talking stick” or a fun timer, speaking by invitation (speaker invites the next speaker), using small groups, establishing “buddies,” using appropriate treats or rewards for good behavior, shared leadership

1. *Gathering [30 minutes]—Pre-workshop time [* as needed]

✚ Recruit ten people to help you with Activity 4 on Luke 16. You can use fewer, but have at least 5 or 6.

2. *Welcome/ Introductions [15- 20]

✚ Read 2 Corinthians 5:14–6:10.

✚ Offer a prayer of welcome.

3. Managing the Group [45]

✚ Spread out the people pictures and have participants take at least one.

✚ Cluster everyone according to the age-level of the person in their picture. Break into sub-groups of 4 or 5 as necessary within the age group to do the storytelling.

✚ Each participant will make up and tell a story (one minute, max) about the person(s) in the picture, who is a member of the participant’s class or group. [*Demonstrate “one minute’s worth.”*] The story should include these elements:

1. What does that person need?
2. What characteristics or behaviors need to be “managed”? (i.e. very talkative or very shy; new to group or to faith; presents self as knowing a lot or knowing a little, even if that’s not accurate; over-active; over-bearing; lacks focus; class clown; high personal needs?)
3. What else needs to be managed (attendance, offering, attending to group members?)
4. Keep track of responses on **newsprint**.

✚ What comes up most often? (You can discuss or do a simulation coaching/skit/ intervention.)

✚ What has worked for you?

Formation/ Transformation

The distinction between formation and transformation is a fuzzy one; even from infancy what forms us as persons also transforms us from what we were. We may want to think about “Formation” as the (largely unconscious) experiences and processes that establish our basis characteristics, values, and behaviors and “transformation” as something that takes us consciously in an obviously new way.

Review the directions and explain the standing continuum carefully. In the statements on the handout “It” will obviously be different for each person, so again, they need to use their imagination.

Have everyone stand so that they can form a line. One side of the room indicates “Yes, absolutely” and the other “No, never.”

The line will change, at least a little, each time. We move at different rates, have different experiences, react to the same experiences in different ways, have unique worldviews through which we filter information and experiences and so react differently, respond to things differently at one age than at another...)

Teaching for transformation means that you work to create an intentional experience in which people can not only learn, but grow:

- *Analyze a current belief or behavior and decide to change it
- * Gain empathy for someone or some situation that leads to a change of heart and ultimately to changed behavior
- * Deepen knowledge so that the added information changes the viewpoint
- *Engage in a new experience that changes one’s perspective
- * Help to envision a different, better

4. Formational/ Transformational Teaching [50]

✚ Once we have accepted the role of teacher, we engage in the ministry of teaching. The goal of teaching is to equip people to be informed, formed, and transformed as disciples for Jesus Christ.

✚ SO-- What does “transformation” look like in people? Ask if anyone’s story about their fictional person was about transformation and have them tell the group. (You should have your own story ready, just in case.)

✚ Distribute the **Handout- What Makes It Formational/ Transformational?**

✚ Review the directions and then read a sampling of the standing continuum statements. “If you have had this experience, stand Left, if not, stand Right or somewhere in between.” Have people move after each statement. After using several, spend a few minutes reflecting on how transformation happens in individuals.

✚ How, then to teach for transformation? Distribute the **handout on The Ten Lepers – Luke 17:11-16** . (See the sidebar notes on next page.)

✚ Choose 10 people to be lepers to act out a new ending to the story. Each one will figure out his or her own reason for either returning or going on their way. Have them compare notes so there is no duplication. Then they will act out the story, along with their own endings, **as kids from 5th grade.**

1. What were the reasons for returning or going? For those who came back, what can be done to make that experience transformational? For those who kept going, what can be done to reframe the behaviors or attitudes behind the decision to keep going so that they might turn back the next time?

2. How can you use these measures with children or youth? to assess if your group members are growing? Using the list as a starting place, how could you use this lesson with your own group to teach for transformation?

future, along with some indication of “how to get there from here”

The Ten Lepers

The “lepers” should have been recruited in advance. As each one dramatizes his or her own ending, encourage them to take enough time to be sure that their reason and motivation can be observed by the rest of the group.

Asking the actors to imitate being 5th graders will keep the activity fun and light, but the point will be made. (The discussion questions can be answered as adults!)

Application

It means, “this applies to me”—trying new behavior, checking out new belief, engaging in service, relinquishing old behavior or belief, seeing oneself or another in a new way.

Learning Hooks

1. Find common ground
2. Build on previous knowledge
3. Establish an emotional connection
4. Ask Questions
5. Expose Misconceptions
6. Clarify Vocabulary
7. Create interest
8. Connect learning to life

5. Move From Information to Application [30]

✚ Application is not the same as transformation, but structuring for transformation requires application. What do we consider “application”?

✚ “Looking under the hood” of your lesson—what are the learning hooks? What leads from the hook to something a student can make personal or act upon?

✚ Look again at the story of the ten lepers. Find three or four learning hooks that work for you and then determine what application fits you.

✚ Any discoveries?

6. Wrap Up [35]

✚ Summarize what participants have learned by reviewing the learning hooks, use of multiple intelligences, and other teaching techniques.

✚ Respond to remaining questions.

✚ Use a paper evaluation, if you have prepared one, or use the standing evaluation continuum. On one side is “I understand and can create learning experiences that foster transformation.” On the other side is “I understand what transformation means but am not sure how to create opportunities for transformation.”

✚ Have participants stand within the continuum to indicate their level of agreement. Invite some comment about what will help equip everyone to teach for transformation.

✚ Offer a closing benediction.

HOW IS IT FORMATIONAL—OR TRANSFORMATIONAL?

What makes attitudes, information, experiences, and events formational (or transformational)? In the following questions, “It” refers to the attitudes, events, and so on that you have experienced and that may have been formational or transformational to some degree. In the standing continuum, you will indicate that degree (if any) by standing somewhere between the “absolutely transformational” and the “not at all” points. “It” can be different for each item.

For Example:

- 1) I had a revelation from God about God that expanded my understanding.
- 2) It [some new information, experience, etc.] gave me something new to consider about my life, attitudes, or behaviors.
- 3) It exposed me to something completely new that made me think differently.
- 4) It is in evidence in someone whom I respect and want to emulate, so I am motivated to try.
- 5) It helped activate or increase my empathy in a situation I had not considered much before.
- 6) It increased my desire to be of service and motivated me to act.
- 7) It changed my worldview or the way I see myself, and I can’t go back to the way I was.
- 8) It revealed a bad habit (sin?) that I have changed.
- 9) It has been a repeated experience that over time has made me feel or think in a particular way (that may be different from others).
- 10) It comes from strong values that I must act on or believe in.
- 11) It challenged or confronted my values or behaviors so that I had to rethink them and/or change.
- 12) I was exposed to a culture or social situation that defines “normal” in a very different way for others than what “normal” is for me.

What other examples can you add to the list?



LUKE 17:11-19: JESUS CLEANSSES TEN LEPERS

¹¹ On the way to Jerusalem Jesus was going through the region between Samaria and Galilee. ¹² As he entered a village, ten lepers approached him. Keeping their distance, ¹³ they called out, saying, 'Jesus, Master, have mercy on us!' ¹⁴ When he saw them, he said to them, 'Go and show yourselves to the priests.' And as they went, they were made clean. ¹⁵ Then one of them, when he saw that he was healed, turned back, praising God with a loud voice. ¹⁶ He prostrated himself at Jesus' feet and thanked him. And he was a Samaritan. ¹⁷ Then Jesus asked, 'Were not ten made clean? But the other nine, where are they? ¹⁸ Was none of them found to return and give praise to God except this foreigner?' ¹⁹ Then he said to him, 'Get up and go on your way; your faith has made you well.'

Teaching for Transformation

Teaching for transformation means that you work to create an intentional experience in which people can not only learn, but grow:

- ✚ Gain new perspective
- ✚ Analyze a current belief or behavior and decide to change it
- ✚ Gain empathy for someone or some situation that leads to a change of heart and ultimately to changed behavior
- ✚ Deepen knowledge so that the added information changes the viewpoint
- ✚ Helps to envision a different, better future, along with some indication of "how to get there from here"