



Wendy Saulesleja  
Director of LifeGroups Grandview Church  
wsaulesleja@grandviewchurch.ca

Benton St Baptist Church  
Leadership Lab Oct 23 2022

### **Things to think about as a new leader:**

- Leader/Host/Apprentices roles,
- Day/Time/Location/Frequency/agenda (balance of relationship building, discipleship, worship/outreach),
- Study options: Sermon series (questions provided by preacher), Right Now Media resource, Books/Videos etc., The Bible Project, or just use the Bible!
- You are a facilitator, not a bible study leader, you are leading a discussion, you don't have to have all the answers, but, be prepared!
- Small Groups.com
- Small Group Network.com

### **Making a comfortable environment**

- Be prepared to host or lead,
- See notes on leading a discussion below,
- Arrange the seating so that everyone can see each other, turn on lights,
- Have extra Bibles, pencils, paper,
- Have refreshments ready at least 20 minutes before the group is scheduled to start,
- Warmly welcome guests and tell them where to put their coats, shoes, washrooms, etc.,
- Be aware that some people may be allergic to perfumes, candles, or pets,
- Set an atmosphere of love and acceptance for everyone,
- Minimize external distractions (phone messages, unexpected calls, visitors, etc.),
- Wait until all the guests have left before cleaning up and arranging furniture.



Wendy Saulesleja  
Director of LifeGroups Grandview Church  
wsaulesleja@grandviewchurch.ca

Benton St Baptist Church  
Leadership Lab Oct 23 2022

## How to navigate group conversations when a member is going through a crisis

Life Groups are not just Bible Studies, LifeGroups are where we “do life together” where we “develop authentic Christian relationships” and when you are in relationship, we care for one another. You become a group when you care for one another through the week. We want LifeGroups to be the space where when hard things happen you turn to your group.

There are three categories here, there is YOU, WE, and OUT.

**YOU** (areas where you and your group can care) There are lots of times when care doesn't look like care, but it is. Such as texting/phone calls during the week, praying for them, remembering birthdays, and celebrating significant life events.

**WE** (areas where the church staff will come alongside you) like:

- Pastoral care
- Caregivers support group/ Grief share
- Care team
- Benevolence
- Mental health

Or

- Challenging behaviours
- Extra needs people
- Out of the ordinary situations
- Out of your comfort level (LGBTQ child)
- Care for divided group (COVID)

**OUT** (where care is outside of our capabilities)

The OUT is where to go when care is beyond you when the person is in a crisis situation, and you do not have the capacity or skills to help. You need to reach out to staff for referrals to Resources in KW – handout

There are several times when you will want to provide care that is beyond your scope as a volunteer leader. You will need to know where to go to help your LifeGroup care for a member. This doesn't mean you won't care for them, just that you are not the only ones providing care. Reach out to church staff for help navigating.



Wendy Saulesleja  
Director of LifeGroups Grandview Church  
wsaulesleja@grandviewchurch.ca


Benton St Baptist Church  
Leadership Lab Oct 23 2022

## Helping facilitate discussion

Open-ended questions allow group members to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. After all, a certain degree of emotional safety is felt by participants when they understand that the conversation is based on dialogue and not discussion/debate.

Dialogue is exploratory and involves the suspension of biases and prejudices. Discussion/debate is a transfer of information designed to win an argument and bring closure. Most of us are great at discussion/debate; we do not dialogue well. However, if our groups learn to dialogue, they find that the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas is more important than "the answer."

Create	Questions that help me know what God is calling me to do and creating the plan to do it
Evaluate	
Analyze	Questions that help me analyze and evaluate to determine what God is calling all Christians to do
Apply	
Understand	Questions that help me remember and understand the Biblical passage
Remember	



Jesus is a perfect example of someone who understood the importance and significance of questions. *Jesus and Bloom: How Effective Was Jesus in Requiring People to Think Critically?* HeeKap Lee and Calvin G. Roso

Many Christian educators are quick to say that Jesus Christ was not only a great teacher, but that Jesus was the master teacher. One reason why Jesus' teaching was so powerful and the crowds were so amazed (Matt 7:28) was because of his questioning skills. A simple review of the Gospel of Matthew shows that Jesus used questions during the majority of his teaching and



Wendy Saulesleja  
Director of LifeGroups Grandview Church  
wsaulesleja@grandviewchurch.ca

Benton St Baptist Church  
Leadership Lab Oct 23 2022

conversations (75% of the time)... Jesus knew the power of a question. One right question asked at the right situation could change the whole direction of his audience's thinking.

### Discussion Tips for the Leader

- Plan significant questions that provide structure and direction to the lesson,
- Phrase the questions clearly and specifically,
- Wait Time: Maintain silence and wait at least 5 to 10 seconds for students to respond,
- Only ask questions; do not state your opinions or interpretations,
- Require participants to support their opinions with evidence from the text,
- Encourage participants to agree and disagree for substantial reasons,
- Keep the discussion focused,
- Follow up on students' responses and invite elaboration,
- Stimulate the discussion with probing questions,
- Periodically summarize what has been discussed,
- Draw as many students as possible into the discussion,
- Do not pose yes/no questions, as they do little to promote thinking or encourage discussion,
- Do not pose questions that are vague, ambiguous, or beyond the level of the students,
- Determine when to conclude the class.

# Resources in Kitchener Waterloo

## Front Door

<https://www.frontdoormentalhealth.com>



Carizon Family and Community Services and Lutherwood have combined resources to offer Front Door – a great first step for families and young people who have concerns that relate to behavioural or emotional mental health concerns.

## Waterloo Region Suicide Prevention Council

<https://wrspsc.ca/>

## Canadian Association for Suicide Prevention:

<https://suicideprevention.ca/need-help/>

**How do I help myself?**

- Tell someone
- Call crisis line (1-844-437-3247)
- Think of people you can call, program their numbers into your phone
- Go to a safe place
- Ask someone to stay with you
- Eat well and exercise
- Get more sleep
- Do a favourite activity
- Avoid drugs, alcohol, and caffeine
- Call 911 if it's an emergency

**How do I help a friend?**

- Listen carefully
- Be patient and calm
- Ask if they are thinking about suicide
- Don't keep it a secret
- Take all threats seriously
- Connect them to help
- Call the crisis line for advice 1-844-437-3247
- Call 911 if it's an emergency

Waterloo Region Suicide Prevention Council  
[www.wrspsc.ca](http://www.wrspsc.ca)

Check out the resources at: [www.wrspsc.ca](http://www.wrspsc.ca)

Here 247 <https://here247.ca/>

**We're here to help.**

We are here to talk to you about:

- Alcohol or Drug Use
- Peer pressure or bullying
- Body image or eating disorder concerns
- Sexual orientation or gender identity
- Self-harm concerns
- Feelings of anxiety or depression
- Feelings of ending your life

It's our job to listen, help you figure out your needs and navigate the system. If you need us, reach out. We want you to feel supported and we are Here 247.

**HERE 24 SEVEN**

1 844 437 3247  
(HERE 247)  
TTY 1-877-688-5501  
[www.here247.ca](http://www.here247.ca)  
Wellington

The Pregnancy Centre <https://pregnancycentre.ca/>

Family and Children's Services of the Waterloo region

<https://www.facswaterloo.org/>

**Benton Church**  
**Leadership Lab for Community Group Leaders**  
**Sunday, Oct. 23, 2022**

**PRAYING IN COMMUNITY**

(Carol Bell)

**PRAYER IN COMMUNITY – THEN AND NOW**

The Christians in the Early Church lived every day in much closer community than we do in today's culture. Because we live such segregated lives – our work, our school, our church, our sports teams, our entertainment, our children's clubs and activities etc., we do not naturally know each other as well as the early believers did. They came together quite naturally and comfortably, in homes, to worship, be taught, pray and sing, with complete families and all ages included. That kind of 'being known' and the vulnerability it brings, is often absent in today's church gatherings.

It is not realistic to try to re-create a two-thousand-year-old environment, but we can learn some principles that can guide us in our own modern environment and help our times together in prayer to be more effective and meaningful.

**PRAYER PRINCIPLES**

**HUMILITY AND SIMPLICITY**

-Matt.6:5-8 (Babbling hypocrites in public versus secret conversation with the Father, (sometimes called The Prayer Closet)

-Luke 18:9-14 (Prideful prayer of Pharisee versus private repentant prayer of tax collector)

-1 Kings 18 (Elijah's simple prayer versus Baal's prophets long, loud, emotive prayers to unhearing god)

In community prayer, our goal is to connect with our Father God, not to pour out a short-story of information about a situation, as if He didn't already know every detail. Our goal is to ask Him to simply do His will, not to impress others with how "well" we can pray.

**COMMUNITY PRAYER – The Definition - "Praying to God, with people"**

-**Praying to God** – We address God, not people... Praying "kingdom prayers" that align with His character and His will for us. Our words can be simple because He knows our hearts desire and the H.S. prays for us.

-**Praying with people** - We have a prayer "conversation", listening to the words of others, agreeing with them in prayer, limiting our own words to encourage participation by others.

**COMMUNITY PRAYER – The Vision**

Who knows you well enough and is committed enough to you that they watchfully pray for you on a regular basis? As a Group Leader, you can set the expectations, some important guidelines, and get the group excited about supporting one another in prayer...we all need this so much!

### **COMMUNITY PRAYER – Suggested Guidelines**

1. Ensure members know that not everyone is expected to pray out loud every week. Especially if you have some folks newer to praying with others, avoid the dreaded 'Prayer Circle' where you go around the circle and each person shares something and is prayed for. Trust takes time to build in a group. As a leader, you help that trust to grow and help others to learn to become more comfortable praying for one another. Make it a safe place as much as possible.
2. Learn to become comfortable with times of silence. Practice having a minute of intentional silence after a request has been shared. Let the Holy Spirit use this time to inspire and guide the prayers of response.
3. As the group leader, keep your own prayers short and simple, setting an example so as not to overwhelm others who are not feeling as confident.
4. Remind members of need to keep requests confidential. Unless a person clearly gives permission that what they are sharing is OK to share with others, this information should stay within the group. Over time, if this is honoured well, it will be a trust-builder.

### **COMMUNITY PRAYER – Some Pitfalls**

- over-zealous pray-ers (too long, too flowery)
- lack of trust of group members
- fear of judgement, condemnation
- lack of confidence, experience
- 'christianese' language discourages and confuses new believers or seekers
- boredom; same old, same old; find some refreshing ways to change up focus and method of prayer-time. Get creative!
- shopping list prayers; collecting a whole list of things and people to pray about – too many to manage
- focusing so much on the problem we forget to focus on what we need God to do
- turning sharing time into 'counselling' time. Personal advice should be shared very sparingly and with great sensitivity...we really don't understand what one another is feeling deeply. Even well-meant words of 'advice' can hurt. Let trained pastors and counsellors deal with the bigger issues.
- introducing or allowing specific theologies of prayer that are not unanimously agreed upon (examples: gift of healing, tongues, spiritual warfare) If there are people in the group who are not comfortable with these practices, the principle of love and unity should be followed...best to keep these methods in a more private setting and not disrupt the group and cause a rift
- Satan does not want your group to pray together, so expect some issues to surface which are a potential cause of division in the group. Pray about this and don't neglect dealing with it as needed.

### **COMMUNITY PRAYER – God Delights In**

- Humble
- Simple
- Sincere of heart
- Full of faith
- Aligned with His will and character

Excerpts from:

**Together in Prayer: Coming to God in Community**

By Andrew R. Wheeler

A resource for Small groups

IVP Connect – Intervarsity Press 2009

# The Connection Between Bloom's Taxonomy and the Socratic Method

— Bloom's Taxonomy (1956) Anderson & Krathwohl (2001)

The following tables provide examples of model questions at the six different levels of Bloom's Taxonomy. Remember, as you progress from level one through level six the level of difficulty increases. In levels I and II the questions are designed to see if the students remember and understand information. Then, the questions become Socratic as they ask students to apply, analyze, evaluate and create. This is where students develop a deeper understanding of the material and the integration of this material with other topics and their own lives.

## I. REMEMBER (KNOWLEDGE) (shallow processing: drawing out factual answers, testing recall and recognition)

Who?	Where?
Which One?	What?
How?	What is the best one?
Why?	How much?
When?	What does it mean?

## II. UNDERSTAND (COMPREHENSION) (translating, interpreting and extrapolating)

State in your own words.	Which are facts?
What does this mean?	Is this the same as . . . ?
Give an example.	Select the best definition.
Condense this paragraph.	What would happen if . . . ?
State in one word . . .	Explain what is happening.
What part doesn't fit?	Explain what is meant.
What expectations are there?	What are they saying?
What seems to be . . . ?	Is it valid that . . . ?
What seems likely?	Which statements support . . . ?
What restrictions would you add?	

## III. APPLY (Knowing when to apply; why to apply; and recognizing patterns of transfer to situations that are new, unfamiliar or have a new slant for students)

Predict what would happen if	Choose the best statements that
Judge the effects	What would result
Tell what would happen	Tell how, when, where, why
Tell how much change there would be	Identify the results of

## IV. ANALYZE (breaking down into parts, forms)

What is the function of . . . ?	What's fact? What is opinion?
What assumptions. . . ?	What statement is relevant?
What motive is there?	Related to, extraneous to, not applicable.
What conclusions?	What does the author believe?
What does the author assume?	Make a distinction.
State the point of view of . . .	What ideas apply?
What ideas justify the conclusion?	What's the relationship between?
The least essential statements are	What's the main idea? Theme?
What inconsistencies, fallacies?	What literary form is used?
What persuasive technique?	Implicit in the statement is . . .

## V. EVALUATE (according to some set of criteria, and state why)

What fallacies, consistencies, inconsistencies appear?	Find the errors.
Which is more important, moral, better, logical, valid, appropriate?	

## VI. CREATE (SYNTHESIS) (combining elements into a pattern not clearly there before)

How would you test. . . ?	Propose an alternative.
Solve the following.	How else would you . . . ?
State a rule.	