

FACILITATE DISCUSSION

KIDS MODULE #2

COMPETENCY: Facilitate effective group discussion and/or activities so everyone engages

ASSIGNMENTS

Assignment 1: Read two articles and answer questions:

<https://leadsmall.org/preschool/the-art-of-asking-questions/>

<http://leadsmall.org/students/getting-teens-to-talk/>

Assignment 2: Put It Into Practice

ASSIGNMENT 1

Content & Discussion:

- Read: <https://leadsmall.org/preschool/the-art-of-asking-questions/>

Questions To Consider:

1. Being a kid's leader is more about being a "conversation creating ninja" than it is about being a prophetic preacher. Why do you think it is more important for kids to discuss a topic than for the leader to share the answer?
2. Using the "Basic Guidelines to a Great Question" from the article write a simple question that you would ask illustrating each guideline. Ask questions that communicate the sample "Bottom Line:" Connecting to nature connects me to God.
 - a. Avoid one-word answers: example - How does going outdoors help you connect with God? (not a yes or no) Make sure it's answerable:
 - i. Phrase it multiple ways:
Press your previous question further: Summarize long answers:
3. Read: <http://leadsmall.org/students/getting-teens-to-talk/>
 - a. This leader shared that they were deathly afraid of silence. As a result, they probably struggled to speak too much rather than ask questions.
 - i. Do you have any fears or tendencies in conversations that might inhibit small group discussion?
 - ii. What can you do to combat those tendencies?
4. List the three suggestions from the article to get kids talking. Add at least one more to the list.
5. Watch: "Ministering to the Over-talker" by SmallGroups.com.
 - a. Why is it important to deal with someone who dominates group discussion rather than ignore it?
6. Write out a plan for dealing with someone who dominates a small group discussion or a child who is disrupting the activity. Include any key phrases you might use.

ASSIGNMENT 2

Put It Into Practice:

- Read through a sample curriculum (Preferably the lesson for the next upcoming meeting). In the margins, write notes on how you will ask the concepts or facilitate the activities in your own words. Determine the questions you feel are most critical for communicating the big idea and what questions you will cut if time runs short.

- Write down one tough question that you are afraid a small group would ask you. Why does this question scare you? Search to determine the best answer and best way to share that answer with the age you intend to lead.

- Next time you are scheduled to volunteer, lead a portion of the small group. Discuss with your leader beforehand what you will lead, come prepared to lead and discuss and evaluate how it went after.