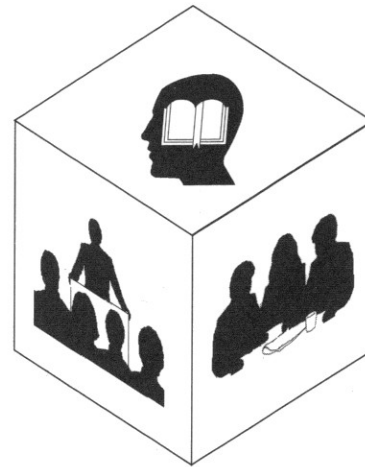


# TEACHING FOR FAITH



study guide

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**TEACHING FOR FAITH**  
study guide

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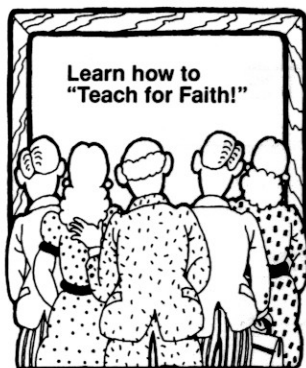
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## How to Use This Video

### About this Video

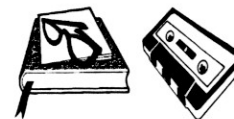
This video is based on Dr. Osmer's book, *Teaching for Faith*, and can be used with small groups of teachers who wish to refine their teaching skills. It can also be given to individuals to be viewed at their convenience. Video segments are 20 minutes long and are divided into these three areas:

- **Part 1, "Why Teach for Faith?"** introduces the basic purpose of teaching in the church: to create a context in which faith can be awakened, challenged and supported.
- **Part 2, "How to Lecture,"** takes the viewer through the steps of preparing and presenting the lecture, the method most effective in passing on information such as beliefs and doctrines.
- **Part 3, "How to Lead a Discussion,"** explores the art of leading a good discussion, the teaching method that is most useful for building relationships with God and others.

### Instructions for Use by Individuals

Ideally, new teachers will view this video with a small group to provide for discussion and the creation of a support system. Realistically, we know that this is not always possible. If you cannot participate in a group study, here are some pointers for getting the most out of these resources:

- If possible, read Dr. Osmer's book, *Teaching for Faith*, focusing particularly on chapters 1 – 4. Also read chapter 5, if time permits.
- Have a pencil and paper handy, and jot down any thoughts you may have as you watch the video.
- As much as possible, follow the instructions for each session. Refer back to the video or the book for questions you cannot answer.



### Instructions for Use with Small Groups

**Leader preparation:** As facilitator of the group, it's important to remember that you don't need to be the "expert," but you will want to be well prepared by doing the following:

- Before the first session, read through the entire Study Guide. This won't take long, and it will give you a sense of how the study sessions are put together. Then focus on the appropriate section prior to each session.
- If possible, read Dr. Osmer's book, *Teaching for Faith*, focusing particularly on chapters 1 – 4. Also read chapter 5, if time permits.
- Before each session, view the video segment you will be showing so that you know in advance what your group will be seeing. Jot down any impressions or questions of your own that come to mind.
- Keep in mind that watching video is a passive activity, and that it is through the discussion that the material will be absorbed and remembered. Be prepared to move quickly into the discussion once the video is over.

**Equipment setup:** Well before the meeting, check to make sure the television and VCR are set up and working.

You will need a nineteen-inch screen for up to six people to view comfortably, and a twenty-five inch screen for up to twelve people. A larger group will need a larger screen or more than one monitor hooked up to the VCR.

Just before the group gathers, make sure the TV and VCR are turned on and the tape cued to the right spot so that the tape can be rolled with just a flick of a button. You may want to ask a group member to be responsible for playing the tape, so that you can concentrate on leading the discussion.

**Room setup:** While a circle is the best way to seat a group for discussion, it may not be best for viewing the video, depending upon the size of the group.

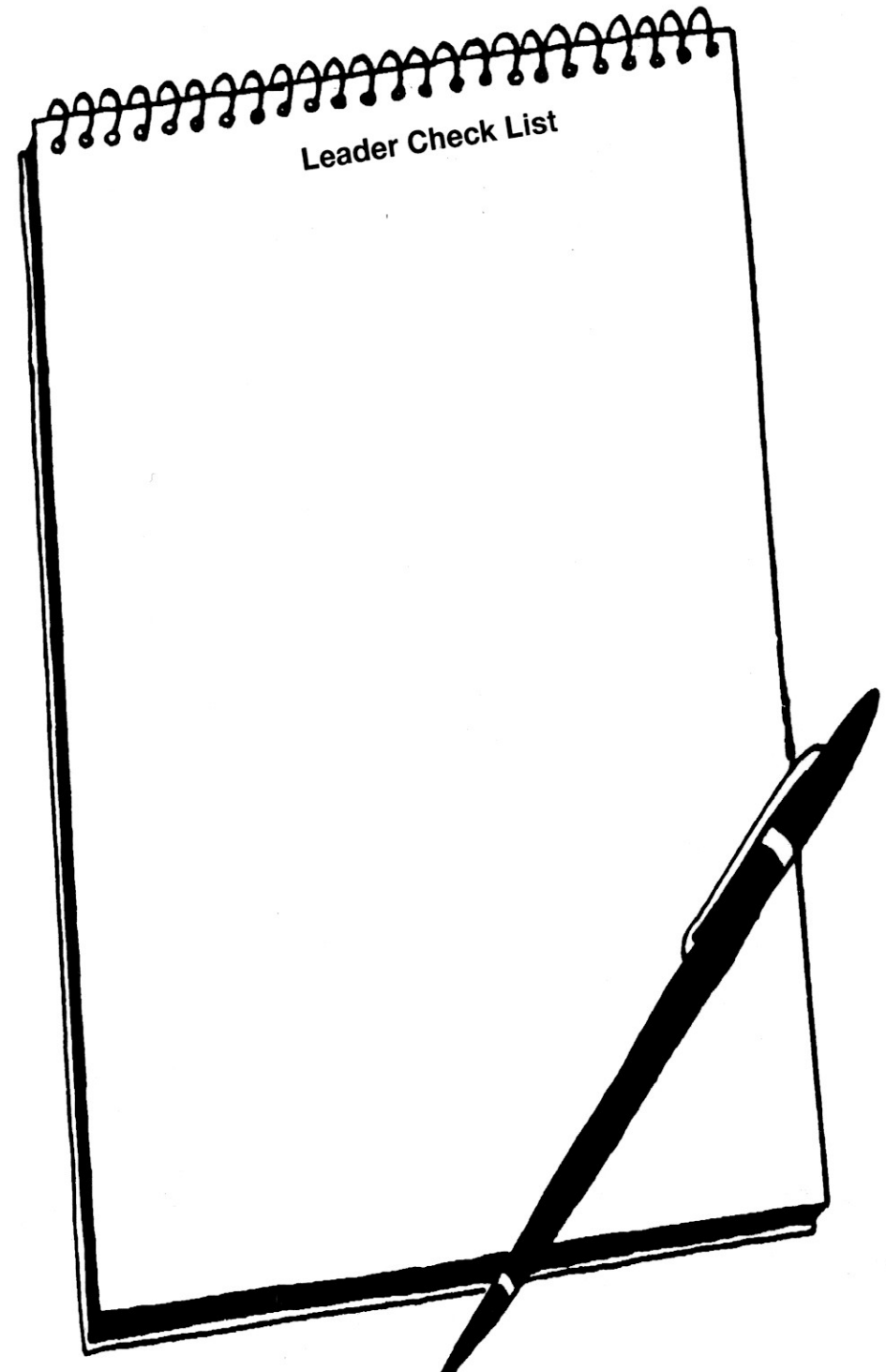
Consider some kind of flexible seating for the group that will allow a good view of the video and circle seating for the discussion that follows.

If the group is larger than twelve, consider breaking into smaller groups of four to eight members, to allow everyone an opportunity to participate.

**Teaching aids:** If showing the video in a group setting, you will need to have the following available:

Newsprint or whiteboard to write down key points brought up in discussion.

Pencils and copies of the “Notes/Discuss” pages of the session(s) under discussion. [Pages 9, 11, and 13 may be enlarged, and copies may be made and distributed to the group to facilitate discussion.]





## Why Teach for Faith?

*Scripture: Hebrews 11:1*

*“Now faith is the assurance of things hoped for, the conviction of things not seen.”*

**W**e may never understand why some people respond and grow in faith while others seem to remain untouched. Faith is a mystery. We cannot force our students to have faith as the result of our teaching. However, we can create a setting in which faith becomes a possibility. Our goal then as teachers is to create a context in which faith can be awakened, challenged, and supported.

The purpose of this session is to help the group get acquainted and to become familiar with the subject matter.



### Warm up *10 minutes*

Take a moment for introductions, and then have the group respond to the following:

- Describe the best teacher of adults that you have ever seen. What qualities made that teacher excellent?
- How would you define “faith?”



### Watch the Video *12 minutes*

## Notes

*Session 1*



### Discuss

*25 minutes*

1. Dr. Osmer says that the church needs good teachers today more than ever. Why are good teachers so necessary?
2. What bodies of knowledge about our beliefs do we need to transmit as teachers in the church?
3. Where are good discussions taking place in your congregation today?



### Close

*5 minutes*

Building on our strengths is perhaps the safest way to improve our teaching. List below what strengths you think you bring to your teaching:

*Close in prayer, offering the strengths of each participant to God as you pray.*



## How to Lecture: Teaching for Belief

*Scripture: Romans 10:7, Matthew 5:1, 2*

**H**istorically, the importance of beliefs has been both underrated and overrated in the church. It has been underrated by those who think it doesn't matter what people believe. It has been overrated by those who think of faith as agreement with certain clearly defined ideas about God.

Our ideas about God are important because they influence the way people relate to God. As teachers, we are responsible for passing on and explaining a certain body of knowledge that is the foundation of our students' beliefs about God. The purpose of this session is to learn one of the most important ways to transmit this large body of information: the lecture.



### Warm up *10 minutes*

1. Briefly review Session 1.
2. Have members of the group read Romans 10:7 and Matthew 5:1, 2 and then ask the group to respond to the following:
  - Tell us about the most powerful lecture you ever heard. What made it so powerful?



### Watch the Video *13 minutes*

## Notes

*Session 2*



## Discuss

*25 minutes*



1. In his book, Dr. Osmer compares preparing a lecture to planning a journey. In the church, where do we want to take our learners? What sort of "trip" do we want to plan?
2. A key task of the introduction of a lecture is to capture the attention of our students. What are some of the most important ways of doing this?
3. What bodies of knowledge do we need to pass on to believers today? What new information about the faith?



## Close

*5 minutes*

Ask participants to consider what one body of information they would like to master so that they could prepare a lecture on it. Invite them to share with one another.

*Close in prayer, asking God to shape each participant as an effective teacher.*



## How to Lead a Discussion: Teaching for Relationship

*Scripture: Luke 24: 13-31*

**S**mall groups are a powerful movement in the church today as people long for meaningful relationships. In the give and take of discussion, students are given the opportunity to share thoughts and feelings, and to receive those of others. Moments of genuine honesty and self-disclosure can take place that help them grow in their relationship with God and others.

Participation in this kind of community is crucial to a vital faith, and our task as teachers is to foster the give and take of genuine conversation in our class. The purpose of this session is to learn and understand the skills needed to lead a discussion.



### Warm up *10 minutes*

Have a member of the group read Luke 24:15, 17 and then have the group respond to the following:

- Describe a good discussion in which you have participated. What made it satisfying?
- What are the issues of faith that adults are aching to discuss today? [List on newsprint or blackboard.]



### Watch the Video *25 minutes*



### Notes *Session 3*



### Discuss *25 minutes*

As a group or in pairs, choose one of the issues listed by the class at the beginning of the session, and answer the following:

1. Outline how you would discuss the issue as a:
  - a. focused, b. open-ended, and c. mixed discussion.
2. Give an example of each type of question: factual, analytical, productive, and evaluative.
3. Give some examples of transitional/summary statements.



### Close *5 minutes*

Read Luke 24:13-31, "The Walk to Emmaus." Here Jesus, the master teacher, uses a mixed discussion to "open the eyes" of believers.

*Invite each participant to offer a prayer as this study ends.*