

PROPOSITIONAL TEACHING



THE PROCESS FOR THINKING & PLANNING

Audience/Context

Guiding Questions

- Who are the people you will be teaching?
- What is the location and culture of the church?
- What is the culture of the church, neighborhood, class and its demographic?
- What is the culture of the class? The ages of the students? Attendance?
- Where are they on their faith/life journey?

Example Text

Myers Park Presbyterian Church is a large (4800) member congregation in the PCUSA. It is largely white, affluent, professional and well educated. Its fastest growing demographic in the church is families with young children. There are approximately 900 children birth through fifth grade and the ministries offered for children and their families is diverse and substantive. They average 100 infant baptisms a year. The Session approved the adoption of this course and the requirement that parents attend the class before their child is baptized

Class Environment & Location

- Where is the location of the class? (If being observed, include the actual room location)
- How is the room arranged?
- What is their normal style of learning?

The class takes place in the Adult Education wing of the church's building in room A102. There are tables and chairs arranged in an open square. There is a projector, speakers and laptop connections in the room. The teacher will need to bring their own laptop unless arrangements are made with the Facilities Staff. Refreshments are available at one end of the room. The primary learning style of the group is discussion.

Time Frame

- When will this lesson occur?
- What is the total time the class will meet?
- What is the actual teaching time?

The class is offered on the second Monday of the month from 5:30 – 7:30. Child care is offered. The actual teaching time is 1 hour and 50 minutes.

Scope of Study

Stand Alone Lesson?

- If so, indicate so here the overarching focus of your lesson.

Series Lesson?

- If so, what is the focus of the series?
- How many days/weeks/months will this series last?
- What is the topic of each session in the series that supports the focus of the series?
- Where does this particular lesson fall in the series?

This is a stand-alone class. Parents only have to attend for their first child.

Research/Insights Page

- Each lesson plan must have content for the teacher. There are two places this content will show up in a publishable quality lesson plan: The Insights Page and in Teaching Points. The **Insights Page will be located in the Appendix**. It contains major theological and/or biblical ideas that will reinforce the WHAT and the WHY of our Teaching Proposition. The teacher will use the Insights Page to craft a lecture (or mini-lectures), slide presentations or to weave into discussions during class. **Teaching Points are embedded in the body of the lesson**. They are in addition to the Insights Page. You may find it helpful to list everything you want to convey, then decide which gets placed in the Teaching Points and which reside in the Insights Page.

Proposition Based Teaching

- Beyond amassing knowledge
- Transformation focused
- Reorients our teaching & planning

Clarity
&
Precision



Putting it All Together

Reduce your sentences to phrases
Combine them into one sentence
Orient lesson plan around teaching proposition

Lesson &
Ministry
planning

What

Do you want them to understand

Why

Is it important

How

Will we live differently?

What

Why

How

WHY

Transition Words

So that
In order to
Because

HOW

Transition Words

Through
By

Sequence in any
order

Teaching Proposition

- After you have done your biblical exegesis or theological reflection, consider these questions...
 - What is the key concept I want participants to understand?
 - Why is it important to their life of faith?
 - How will they live differently because of this understanding?
- Now it's time to narrow down what you actually want to teach in this lesson. The temptation is to try to teach everything. Thus, writing a clearly stated teaching proposition is the key to staying focused and communicating your lesson.
- Write your teaching proposition using the handout "Teaching Proposition Worksheet."

Baptism is the sacrament that grounds our identity and commissions us into a life of discipleship through the work of the Holy Spirit in child, Church and family so that God's claim on our us and the promises made are embodied each and every day.

Insights Page and Teaching Points

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- There are two places this content will show up in a publishable quality lesson plan: The Insights Page and in Teaching Points.
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Text

- What texts provide the foundation for your teaching and this idea?
- What texts with the students encounter during the session?
- This includes scripture, any material quoted that the students will directly engage.

Baptismal Vows for parents & congregation (in Baptism Packets)

Leader Preparation for In-Person Teaching

(completed after you write the body of the lesson)

- What do you need to create, copy, etc. before you arrive?
- What needs to be prepared?
- List everything – creating handouts, making copies, etc.
- Prepare Baptism Packets for Families (content in Appendix B)
- Review and rehearse the mini-lecture in Appendix C so that you are not reading it.
- Review and rehearse the illustrations for the theology of baptism. (Appendix D)
- Check to make sure the movie clip still works and the hyperlinks in the PowerPoint work.
- Confirm childcare
- Confirm refreshments
- Confirm room set up
- Test AV equipment

Leader Preparation for Virtual Teaching

(completed after you write the body of the lesson)

- What do you open on your computer before class begins?
- What needs to be ready to drop in the “chat function” as a pdf or email to participants before class?
- What do you need to advise, ahead of time, participants to have on hand for the lesson?
- List everything – creating handouts, making copies, etc.
- Turn all handouts into pdfs and compile them into one single Baptism Packets for Families (content in Appendix B)
- Review and rehearse the mini-lecture in Appendix C so that you are not reading it.
- Review and rehearse the illustrations for the theology of baptism. (Appendix D)
- Check to make sure the movie clip still works and the hyperlinks in the PowerPoint work and is ready to play with minimal buffering.
- Test AV equipment

Resources & Materials for In-Person Teaching

(completed after you write the body of the lesson)

- What will you need to have in the room in order to teach this lesson?
 - Handouts? (be specific)
 - AV, technology, computer, projector, screen, speakers, extension cord?
 - DVD's, CD's, iPad?
 - Bibles, books, pens, paper, markers, newsprint?
- List everything!
- Baptism Packets – one for each family
- Baptism PowerPoint
- Sex and the City clip
- Laptop
- Adapters/HDMI cord

Resources & Materials for Virtual Teaching

(completed after you write the body of the lesson)

- What will you need to have on hand for teaching?
 - Pdf's to email to participants or drop in chat function? (be specific)
 - AV, technology, computer, projector, screen, speakers, extension cord?
 - DVD's, CD's, iPad?
 - Bible apps, Jamboards, educational technologies?
- List everything!
- Baptism Packets – one for each family
- Baptism PowerPoint
- Sex and the City clip
- Laptop

Teaching Outline

(completed after you write the body of the lesson)

- Write a BRIEF outline of your lesson plan that is expanded in the following pages.
- Include estimations of time
- This is NOT the body of your LP.
- It is the outline from which you will teach. It can be no longer than one page.

Teaching Outline

5:15	Arrive and set packets out packets & name tags
5:30	Welcome and Introductions through Storytelling
5:50	Prayer of Thanksgiving
5:55	Baptismal story as our first identity story
6:05	Meaning of Baptism
6:20	Covenant and Community
6:30	Break
6:40	The Vows we Take
7:00	Congregational Vows
7:10	Living into our identity and promises
7:20	Visit sanctuary for logistics
7:30	Evening Blessing

Content

- Leader Preparation
 - Resources/Materials Needed
 - *Opening (First Movement)*
 - *What/How/Why*
 - *Why/What/How*
 - *How/Why/What*
 - *Discerning How*
 - *Closing (Last Movement)*
- Movements
between
opening &
closing

Gathering Rituals

- How will you welcome students into the class?
- What activities will be available for the students as they arrive?
- Are there ways to connect with the focus of the lesson?
- What opening ritual(s) signify it is time to begin and ground the class community?
- What activity will invite the students to meet the idea or text?
- How does the activity connect to the “what, how, or why” of the teaching proposition?

Invite people to find a seat. Welcome them to this time of learning and sharing, emphasizing this is an important beginning to their child's Christian life and their continuing common journey of faith. Open with this Prayer from the baptismal liturgy offered by the PCUSA.

Gracious God, by water and the Spirit

you claimed us as your own,

cleansing us from sin, and giving us new life.

You made us members of your body, the church,
calling us to be your servants in the world.

Renew us this evening in the covenant you made in
our baptisms.

Continue the good work you began in us and send
us forth in the power of your Spirit to love and serve
you with joy,

and to strive for justice and peace in all the earth,
in the name of Jesus Christ our Lord. Amen. (*Book
of Common Worship*)

Teaching the What (Name)

- How will you present the “what or why” of your teaching proposition?
- What will you do to help the students encounter the idea?
- What will you do as the teacher?
- What methods will you use to convey the idea?
- How do these methods support the “what or why?”
- What will the students do?
- What activities will aid the students’ understanding?
- How do these activities support the students’ understanding?
- If dealing with the “Why,” why is this topic (the what) important?
- Write the corresponding section of the Teaching Proposition in the heading of this section.

Ask each person to introduce themselves (name/children/work/member) and as they introduce themselves ask them to

Share the story of their baptism. If they don’t remember your own baptism, or your family has not shared much about your baptism, then them to tell the story of a baptism you saw that was particularly moving – and why.

Begin the process by introducing yourself and telling your story. Once everyone is finished, ask the question

Why do you think we began in this way?
Telling our baptism stories?

Leave a brief time for responses. Then conclude this section with a mini-lecture.

Mini Lecture on Baptism as our grounding identity story. (Appendix C)

Teaching the Why (Critically Reflect)

- What will you do to help the students encounter the idea?
- What will you do as the teacher?
- What methods will you use to convey the idea?
- How do these methods support the “what or why?”
- What will the students do?
- What activities will aid the students’ understanding?
- How do these activities support the students’ understanding?
- If dealing with the “Why,” why is this topic (the what) important?
- Write the corresponding section of the Teaching Proposition in the heading of this section.

Explain the Reformed understanding of baptism through the words we use to teach the congregation. Talk about each phrase and what that means theologically. Theological teaching points are included under each of the bolded statements to be woven into the discussion and/or as answers to their questions.

Meaning of Baptism

Baptism is an outward sign of the invisible grace of our Lord Jesus Christ.

Grace is an unmerited gift. It is something we do not deserve.

The Teaching How (Act)

- How will the students engage and/or respond to/with the idea?
- How will you present the “why or how” of your teaching proposition?
- What methods will you use to help the students explore the “how or why?”
- What activities allow student expression in response to or practice of the “why or how?”
- How do these activities support the “why or how?”
- What activities provides a means for connecting the “why or how?”
- Write the corresponding section of the Teaching Proposition in the heading of this section.

Parent’s Vows

Explain that this is the “audience participation” portion of the evening. Invite them to look at the bottom portion of the handout in their folder.

Ask for three people who will be willing to read out loud. Each person will read one vow. Ask the each person reads a vow, stop and ask the whole group

What did you hear, notice or have questions about in that vow?

Through the grace of God, do you profess your faith in Jesus Christ as Lord and Savior and claim the God’s covenant promises for your child?

The Discerning How (Act)

- Too often, teaching sessions rush to prescribed outcomes and activities when it is more helpful and faithful to create space for participants to consider how they will connect faith and daily living. This section creates space for discernment.
- Discernment about faithful living is best done in community. Use the following questions, or those of your own, to prompt honest, vulnerable and deep discussion about embodying our faith in the world. This can be done as a whole group, in small groups or in pairs. In this session we are creating space for the work of the Spirit in building a bridge between what we believe and how we live. Because discipleship is a “team sport,” we do this together, in conversation with other disciples who are on this journey with us. The key is for each person, in community, to wrestle with how this new understanding of covenant will change the way we think, the way we act and who we are at the core of our being as we all seek to live into greater faithfulness.
- Crafting questions that invite participants into deeper theological thinking about how what they learned in this session will make a difference in their personal lives, in their community, the Church, nation and world.

Sending Rituals

- How will you bring the class to a close?
- How will you summarize what happened in the class today?
- How will you send them out to serve God in the world?
- What closing rituals build community and maintain connection for the class?
- Choose a word for Movement V from below or make up one of your own
 - *Going, Send, Closing, Commission*

Transition the class to the sanctuary. There you'll answer questions about logistics and will close the end of the class with this prayer at the font.

Gracious God, giver of all life, we pray for these parents. Give them wisdom and patience to guide their child in the way of Jesus Christ and the faith of the church. Let your peace and joy dwell in their home, that their family life may be instructed by faith, sustained by prayer and governed by love. Strengthen them in their own baptism, that they may rejoice as children of God, and serve you faithfully, in the name of Jesus Christ. Amen. (*Book of Common Worship*)

Evaluate

– not included in the written lesson plan unless explicitly stated

- **How well did the lesson work?**
- **Were you able to communicate the main idea in a way that the students understood?**
- **What evidence of this did you see?**
- **In what ways do you think the students grew in faith and understanding?**
- **What evidence of this did you see?**
- **Were you please/displeased with the flow of the lesson? Why?**
- **Did all the students participate in some way?**
- **What would you do differently next time?**
- **What would you do again?**