

ANATOMY OF A SEMINAR

Through this lecture we want to discuss with you coaches how and what you must do while you are leading a NLC small group session, and the reasons for doing these things. Without this lecture, you simply cannot become a good coach. So, you must review it many times.

Outline

I will just give you a short outline for this lecture so you will have a little bit of a vision.

- I. Objectives
- II. Introduction
- III. Purpose of the Seminar
- IV. Seminar Structure
- V. General Seminar Dynamics

I. OBJECTIVES

What are the objectives of this lecture? What do we hope to accomplish?

- A. To enable the group leader to understand WHY we do WHAT we do in a seminar.**
- B. To understand the relationship between the purpose of the seminar and the parts and techniques used.**
- C. To acquaint you, the coach, with some practical helps in conducting a seminar.**

We refer to your class sessions as discussion seminars because, when we talk about a class, most students think of sitting and listening while you give a lecture. That means that you would have to be a lecturer with a university degree. It also means that the emphasis would be on academics. This is not how small study groups work. The students **first** study at home with their lessons. The lessons are the teachers. Then they come to class **after** learning the material and talk about it. We are helping them to learn to express their spiritual ideas. To do that a group needs a leader, a coach. So, in our groups, we do not need a lecturer; we need a leader or coach, a helper, somebody who has gone through the lessons before who leads the discussion. Through these discussions, there is character development. The academics take place at home; character development takes place as people talk together and correct each other and learn from each other. It is the coach's responsibility that each student becomes successful in his practical assignments.

II. INTRODUCTION

A. Questionnaire

- 1) What do you think are the characteristics of a good seminar?
- 2) What do you think is (or should be) the purpose of the seminar?

- 3) What do you think are the advantages/limitations of a small group/seminar approach to learning, as opposed to a large group?

(Right now stop the video and stop reading. Answer these three questions first and show them to your instructor. Then continue with the video and your reading)

Now I want to just talk briefly about the advantages and disadvantages of a small group. We will begin with some advantages.

B. Advantages of a Small Group

1. *It promotes the participation of all members.*

Therefore, it is a more effective means of learning. People are not only listening in a small group; they are participating. Jesus did that with His disciples and that is the best method.

2. *It promotes a climate for all the “one another” commands in the New Testament.*

A good Bible study for you during your quiet time is to find all the verses that talk about “one another” in the New Testament. Love one another. Help one another. Pray for one another. All these verses. This can only be practiced in a small group, with eight or so people. Not in a large auditorium with a hundred people.

3. *It meets the need for genuine fellowship.*

Many people go to church, and just sit in the pew on Sunday morning. They do not talk to anybody in front of them or behind them. They sing. They listen to the sermon. But there is no fellowship and no personal caring for one another. In a small group, it is natural to ask, “How is your girl doing? Is your wife still sick?” These personal things.



4. *It helps to meet the need for a feeling of significance.*

Maybe you have sat in a large group of a thousand people. How did you feel? Like one potato in the whole bag? You felt just one of many. In a small group, members are part of something. If somebody is not there, they say, “Why is Nikolai not here today?” Everybody has something to contribute.

5. *It helps to develop leadership skills.*

In a small group it is easy to participate. You learn to pray publicly, read the Bible publicly, talk about spiritual things, and assist the leader. Soon, the members discover gifts that they did not know they had. All these things happen in a small group, but not in a large group.

C. Limitations of a Small Group

There are also some limitations. It would be nice if there were none, but there are some.

1. *It involves only a limited number of people.*

Eight or ten is completely normal. It should never be less than three, no more than twelve.

2. *It requires good preparation by all group members.*

The group comes together, and you ask a question, “Well, I, uh, I did not study that.” You ask somebody else. “Well, I am sorry. I was too busy.” You ask somebody else. “I am sorry. I was sick.” If the students have not prepared, then there is not much you can do with your small group. So, you must communicate that to your students. The students have no freedom to prepare at home or not to prepare. It is their **obligation** to prepare at home so they can come to the class and help the other students grow. If sometimes your students do not prepare at home, you need to call them aside and explain, “You are a good brother, and you have many wonderful ideas. The group was looking forward to your help, and people are disappointed. You can make a vital contribution.” Motivate him.

3. *It requires special skills to lead.*

That is why we like you to practice before you start. “Questions for Small Groups,” “How to Lead a Small Group Discussion,” and “Biblical Principles of Management,” are just a few of the lectures which can help you develop leadership skills.

4. *Many people are not ready to participate freely in a group.*

Some are very shy. Some are not used to hearing their own voice in a public situation.

- a. Therefore, you must learn to ask the right questions of the right people. If a student is struggling, you ask a simple question of him. Then, later on in the lesson, you ask a more difficult question from one of the better students. You do not want to ask questions to embarrass people, so that they have to say, "I do not know that."
- b. Before class begins, ask to look at his homework assignments. Then you can see which parts he does know, and you can ask questions on those parts. Then you will be able to say, "Oh, thank you. That was a good answer." And you can say to the group, "Our brother really has done good homework in that section of our lesson." So, he feels important now. He feels honored and part of the group. This will motivate him to study more and want to really become part of the group.

5. *It requires many leaders to reach all the people in a church.*

For this reason, your immediate objective should be to train other group leaders in your church or in your province. Then through those new group leaders, other small groups in in your church or their churches will be taught.

III. PURPOSE OF THE SEMINAR

Now we are talking about the really heavy lessons – perhaps you chose to study a book together or courses, *New Testament Survey* and *How to Study the Bible* and all those. During the time you meet with your group (seminar) bi-weekly, five things must take place. These are the 5 purposes for having a seminar:

A. Accountability

"The spirit is willing, but the flesh is weak." That is what the Bible says. This is often the case with correspondence courses. Initially you are really interested. The first week it is pure joy. The second week, you are very interested. The third week, it's rather difficult. Then unfortunately, there is a funeral, so you cannot work on your lesson. Then a week later, there is a wedding. So, you still have not done your lesson. A week later, a baby is born, and you say, "Oh, I have already missed it for three weeks. I may as well just quit." Many correspondence courses go just like that.



In your situation, the student has studied at home, and he comes bi-weekly along with other students to answer your questions, "How did it go?" "What did you learn?" "How successful were you?" Your job is to hold the students accountable.

1. *Meeting regularly helps generate a sense of accountability to the leader, to the group, and to the other students.*

2. *Accountability is also promoted through the keeping of records.*

Every meeting you write down who is present, who is not present. You make an accurate list. Did they do their homework? Did they not do their homework? If seventy-five percent of the homework is done, is the homework done? I think it is not done. It needs to be a little bit better than that.

3. *Another way to hold accountability is through the personal discussions.*

Everybody is discussing this interesting and wonderful topic, but there is one man sitting and thinking, "I wish I had studied my lesson this week." He feels bad about it because he sees the other students are developing and growing. They are successful.

B. Motivation and Encouragement

The time together should help motivate the students in their study. Four ways to do that are:

1. *A sense of progress in their study.*

They see, "Yes, we have finished another lesson. I was successful. My leader was happy. I was in tune with the rest of the group." Then the student goes home, and his wife says, "How did it go?" "Oh, good! I had really prepared my lesson well at home." So, it provides that progress. It also helps people to see, "Oh, only four more lessons and then it is finished."

2. People are motivated through new insights, especially in problem areas.

Maybe a student had a particular problem with understanding or applying the material. Then he comes to the seminar. You ask him questions, and he said, "I studied it, but I still really do not know." Fine. No problem. "John, tell us what did you discover?" Then he can listen to the other students answers and gain a better understanding. He may think, "Why did I not see that? Of course! It is so obvious! Now I understand it!" And he goes home totally encouraged. That is your job as a coach. That is why we do not call you "instructor."

3. Give them food for their own souls.

It is one thing to sit at home quietly and look up something in your Bible and fill in the blank in a notebook. It is another thing for a student to verbalize his ideas and say, "Nooo, brothers. I am sorry, but I just cannot agree with that." And when asked, "Well, why not?" to be able to express his thoughts and reasons. Through a discussion like that he is really spiritually fed.

4. The prayers and concern of the group.

Being a small group, people will ask about each other. Make it a habit to pray for the individual needs of each student at least once a month.

Example: In one small group that I visited: somebody had a big problem--a large amount of money was missing. The student thought it was somebody else's fault. The group though felt it was his problem. Nevertheless, each one of them got out a nice sum of money and generously gave it to the brother to just help him. I quietly praised God in my heart because they were practicing the "one another" commandment of the New Testament.

C. Evaluation

The seminar time is for the student to evaluate his own understanding, of the material. The Bible says that we need to have a reason for the hope that is within us. So, academics are important. Without understanding the material, he cannot grow spiritually. This is often accomplished through:

1. Exams

That is the simplest, most straight-forward type of measurement, though it is not the best.

2. Discussions

The discussion is a much better method. Through the discussion, you as a coach can see who knows his material and who does not. After class, as the students are going home, say, "Bill, that was fantastic! God bless you." Then you go to Peter and say, "Peter, what went wrong tonight?" "I do not know. I could not figure it out." "That is not the way you normally act." Talking with him provides an opportunity for him to share any problem or burden from his heart.

D. Clarification or Expansion

1. To clarify things in the textbook or workbook, through questions.

You will soon discover that almost all lessons have certain sections or certain questions that students struggle with. The students will sometimes find it difficult to understand the material from the book. So, you will need to allow some extra time for questions and better explanations. Asking questions about the material is a good way for them to develop a deeper understanding of what they studied at home.

2. To disagree with things taught in the textbook and workbook.

No one is perfect. All fall short of the glory of God. So, there is no perfect author and there is no perfect book. Therefore, people are allowed to disagree. In some of our books you will find some things which you do not agree with. There are some things I do not agree with. The students need to know that they have the freedom to disagree, and you as a coach need to realize that they can argue with the book.

3. To expand upon the workbook in important areas, or areas of felt need.

The book is written in a general way to help most believers. But as time goes by, circumstances change. Countries are different. The economy is different. Different things are happening in our churches that



were not happening ten years ago. Occasionally you need to give additional input, or ask one of the students to share some extra experience they have had that is not covered in detail in the book.

Clarification and expansion are part of your job as a coach. To do this properly, you must have finished the lessons and received a good mark. Do not use unqualified coaches to lead others. It is better for them not to lead another group than to do it poorly. In a meeting with the chief council one of the main issues discussed was that we need to do a quality job.

E. Application

At every meeting you should apply the lesson to their life, in their town district or village. Do not apply it to someone in Moldavia . They are not in Moldavia . It is your job to apply it to the town district or village that they live in.

1. *Application to ministry and life situation.*

Show them how they can use this lesson in their ministry. Motivate them to immediately practice this lesson with their wife and children. In their family, then in the church.

2. *Apply it to character related areas.*

Ask yourself, "How will this help so-and-so to grow?" Or "How will it help so-and-so to mature?"

IV. SEMINAR STRUCTURE

In other words, how is the seminar put together?

A. Seminar Objectives

1. *How the seminar is structured will depend on your objectives.*

You must have your own focused objectives: what do you want to accomplish that session ?

2. *Develop specific goals for each seminar.*

In the lesson guides specific objectives are given for each seminar. These lesson guides have been written for a bi-weekly seminar, which can be broken down into weekly seminars if that is more suitable for your group. You may feel it is necessary to have additional objectives for your group. Write them down. And if you meet weekly, you will need to divide up the objectives and write down exactly what your objective is for each week, so that all objectives are taken care of within the two weeks.

3. *What are you doing in the seminar to meet these purposes?*

What are you doing in the seminar to meet the seminar purposes or objectives which we have just discussed? What are you doing to reach those five goals every week? After each seminar do you take time to evaluate whether you reached all five goals, with all of your students?

4. *Each seminar has a different emphasis*

- a. In some seminars the emphasis may need to be on gaining more clarified information. Therefore, there is more emphasis on the academics.
- b. In another, skills are needed. Maybe skills such as learning how to use your *Four Spiritual Laws* booklet. "*How To Study The Bible*" is distinctly a skills course.
- c. Some seminars will focus mainly on application through discussion

B. General Seminar Areas / Activities

We will now walk you through the lesson plan for each seminar, the order that you will be using in each seminar. There are seven points you cover in every seminar.

1. *Prayer & Praise*

You begin with prayer. In addition to praying for the seminar time, there should be time to praise and pray for personal needs and for ministry matters. This really helps the group to come together like a family. There are different ways to do that. Your group can sometimes hold hands like a family. Another time, you may have two or three praise or pray together for a few issues. You can use the method of conversational prayer which you learned about in the “*Basic Christian Life*” lessons . It is so important to get people involved in each other’s lives.

2. Fellowship

This varies from group to group. But, if the group is in a home, a cup of tea is often appreciated. Maybe even a song would be nice. Singing helps give a good spirit to the meeting, especially if a number of the men have to come a long way. Or if they came straight from the factory without having had supper, a little sandwich sometimes would be really good.

Take time for fellowship. That is what we are saying. If you just say, “Come on. Come on! Sit down. Sit down! All right, let us open our book. Quickly, George, would you pray? OK. All right. Let us have the first question.” Everybody is shaking with nerves. You need to take some time for fellowship.

Be careful to avoid competition and making this fellowship time a big food affair. This is a weakness certain ladies have. “Is my cake nice? Do you think... what did that other lady do?” There is a tendency that sometimes ladies want to make it bigger and better than someone else’s. So, make sure you avoid competition. It creates a lot of stress for the women and becomes too expensive. Next year nobody will want to have your group in their apartment because they go broke providing food.

3. Administration

Without administration you will have just a discussion over a cup of coffee, and not a Leadership Training program. Every student needs to have written down when the next meeting is to avoid mistakes. How do you avoid mistakes? By writing it down.

a. The logistics of the next meeting.

Write down both the name of the day and the date of the month. Friday, the fifteenth of April. And you make sure that students write it down. If students do not write it down your wife will go bananas because they will phone her all week long, “When is the lesson going to be? When? I forgot!”

b. Attendance

Be sure you write down every week right there in the class who is present and who is not present. If a student is not present, you cannot disciple him. At the end of the month he will come in and say, “Oh, I did all my lessons.” And you will say, “Oh, thank you. That is wonderful.” But, at the end of the course he only receives a low grade, because he has missed too many sessions. One of the things Jesus wanted most was for the disciples to be **with** Him. So, you must record attendance.

c. Course Records

You must write down the course records. For each student you must record if they studied all of the lessons. The records especially help to emphasize that this is more than an informal Bible study.

d. Assignments

You also check off their homework assignments. The records especially help give accountability, again emphasizing the fact that this is a seminary program, a Bible college program. It is not just sitting down talking about the Scriptures.

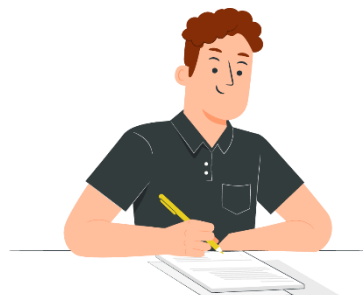
4. Exams

a. Exams are used to help evaluate progress, provide accountability, and to teach from.

Now our idea of exams is completely different from what you are used to in your normal university system. Through the exam you will discover some of the things the students did not understand. You can then use that section to explain and discuss it further.

b. We do not want the students to sweat over exams.

I know students who miss the seminar because they are afraid to take the exam. That is totally wrong. That is just the opposite from what we want. Exams do not measure understanding very well. They mainly measure the recall of clarified information. Exams have the potential of shifting our focus off of character development and onto just academics. So do not scare your students. Do not let it overshadow all other aspects of your evening.



- c. The main reasons for wrong answers are the following:

The question is very poor, or poorly phrased.

Or the student did not know the answer. I have asked some students myself why they did not know the answer, and they told me they simply had not studied the material. Normally students who study should not have any problem with the exam.

- d. Beware of letting the exam take the whole time of the seminar.

One good method when you have bi-weekly meetings is to do the exam in the first half hour or so, and then you correct the exams together. Each student takes his neighbor's paper and corrects it as you read out the answers. Then for the rest of the evening you discuss the exam. That works well. People then feel that they not only put out, but that they also received.

5. Teaching or expansion of the material.

Certain content areas may need expansion in your situation. Occasionally there is room for you to prepare a short lecture, and you do that at the end of the seminar, at the end of the evening. Be careful not to turn the whole seminar into another sermon. Here is where didactic instruction comes in. Use only 15 minutes for this. Be careful **not** to turn the entire seminar into this.

6. Socratic discussion.

I guess Socrates was the first person who really knew how to have an intelligent discussion and learn through the discussion. So, if you say "discussion" everybody will understand and it is nice, but if you really want to sound intelligent, you say, "Socratic discussion." OK?

Discussion is the main element in a seminar. You should give it the most amount of time. Application of the material to ministry and character is achieved much more effectively in discussion than through a lecture (didactic teaching).

I remember one group I was teaching, was disappointed that I did not give a lecture. The next time they felt very uncomfortable. No lecture again. The third time they almost attacked me! "Mr. Bible, why do you not give us a lecture?" After two months, they were so angry that I had not given them a lecture. After three months, when the course was finished, they hugged me. They kissed me. "Ahhhhh! Mr. Bible! This was the most wonderful course!" "I have grown so much! I have learned so much. And my wife is happy about it." And somehow, they discovered that they had learned something without a lecture. At first it may be very uncomfortable for some of the people. Do not give in to lectures. The students' study at home, then they come and talk about it.

7. Coaching or modeling.

In the areas where skills are the focus, supervised practice, modeling, and role playing can be used in the seminar.

Example: In the *Practical Evangelism* lessons we were teaching the people how to use the *Four Spiritual Laws* booklet. The idea was to use the booklet by saying, "Would you read that here? Law number one, 'God loves you,'" to show it with a pencil and let the unbeliever read it so that he participates. We were having a practice session. One brother was an unbeliever, the other brother was the Christian. The Christian student started a discussion with the unbeliever. "Ah, it is a beautiful day, is it not?" "Uh, yes." "It is wonderful the way God takes care of us." Then he put the *Four Spiritual Laws* booklet away, and did his own thing, never using the booklet. I looked at another couple of people in the class who were also practicing. The believer was saying to the unbeliever, "Please read the first spiritual law," and he had the booklet upside-down. So, we have some very interesting role plays in our classes.

Other areas where supervised practice is needed is in the *How to Study the Bible* lessons, and the *Communicating God's Word* lessons. Generally, however, most supervised practice and modeling, occurs in actual ministry situations with a mentor (pastor, etc.).

V. GENERAL SEMINAR DYNAMICS

"General seminar dynamics" is the relationships between people and the materials they are learning and so forth. There are several things that make a seminar either good or not so good.

A. The Qualities of a Coach

A good coach will expand the material and make the class atmosphere pleasant and motivate students. Our hope is that through leading a group through a *Basic Christian Life* lessons and coming to all these leadership conferences that you will have developed many such good skills. The coach, he is the key to the success of the group. With him everything rises or falls. The New Life for Churches program emphasizes three parts:

1. Academics.

- a. The coach needs to understand and be well prepared for the seminar.

It is one thing to study the lessons a year ago; it is another thing to have it ready for next week's session. Now a coach does not need to be an expert. The teaching is done at home through the book. However, you do need to understand the material so you can lead the discussion into exploring and applying what they have learned. The emphasis is on helping and ensuring that the students clearly understand the material.

- b. The coach needs to have a sense of all the lessons and not only this lesson.

By having an understanding of all the lessons, he can anticipate what is to come, and also integrate the content as the lessons progress.



2. Skills

- a. The ability to lead small group discussions.

You should constantly review your material until you become an expert on it. You have received a lot of material. There is no excuse for you doing your job poorly.

- b. Administrative ability.

Not every one of you is going to be a bookkeeper. However, you must at least learn to keep the course records properly. That is the minimum. If you cannot do it, find a faithful student who comes regularly and who is good at that.

- c. Teaching ability.

The ability to at least explain the truth, as opposed to expanding on the truth. You do not have to be a great orator or lecturer. But you should be able to read the lessons and explain to the students, "No, that is wrong. It is not this way. It is this way. Why? Because of this and this, and because of this and this." So, check yourself from time to time to see if you can actually explain what is right and what is wrong; what you agree with and what you do not agree with and why.

- d. People skills.

A coach needs to know how to work with people. People are not machines. It is not a factory. They are people--created in God's image.

You need to know how to encourage people. This is one of the greatest needs we humans have — the need for encouragement.

- e. To model for people.

In your clothing, in your lifestyle, by being on time, by working according to a calendar, by having your lesson thoroughly prepared. You must be the model. You are the only Jesus these students will really see.

To shepherd, or to disciple. Yes, this is what Jesus wants you to do, and you must develop skills in learning how to do it correctly.

So, we have talked about the academic qualities and skills of a good coach. Now, I want to say a few words about the character of a good coach.

3. Character

- a. The coach should be spiritually minded.

He should be cultivating his love for God through basic spiritual disciplines (devotional life). So, a good coach always has some little project going for his own spiritual growth. If you do not continually discover new things that give you spiritual joy, your whole program will eventually just become an academic program.

- b. Love of truth.

A coach must simply learn to love the truth of the Word of God. He may say, "I know we do not have that tradition in our church, but this is what the Bible says. The Bible says, 'Raise your holy hands.'" A coach ought to love the truth. He should focus the seminar times on pursuing an understanding of the truth. And he should close the seminar by explaining the implications of these truths on our lives. How these truths affect our lifestyle.

- c. A facilitator needs to have a love for the students.

In the seminar this shows up in being an active listener. There are two kinds of coaches: one kind that likes to hear his own voice, the other kind who likes to hear the voice of the student. I was in one class where the coach asked the student a question, and the student gave an answer. Then the coach said, "Well, that was not exactly right." And he spent twenty-five minutes correcting the student. Then he asked, "What does somebody else think?" Nobody thought anything, because nobody wanted to get another twenty-five minute lecture telling them they were wrong. So, show your love by being an active listener.

Show your love by avoiding judgmental attitudes. "What is the matter with him? He always comes with a totally unshaven face to class." Do not be judgmental when wrong answers are given. Show your love by being available to the student before and after class privately.

- d. The character of a coach is shown in his discipline.

Preparation of a lesson requires discipline. You thought this year was difficult. Next year you are going to come to me, and say, "Oh, Mr. Bible! Last year, it was so easy! But now, I have to study all the lessons myself, as well as study and prepare to lead a group." It is going to take time and discipline.

- e. Perseverance.

It is one thing to start a course of study; it is something else to bring it to a completion. One negative example. We have one good brother who just does not seem to have that gift for being a coach. Each fall for the past three years he has started with several good groups. In winter, half of the students are gone. In the spring, a few more leave. From these groups of students, he usually has only three in one group, two in another group, five in another group left over. Instead of growing and getting bigger, his ministry is in reverse. He starts big, and then he ends small--very, very small in the springtime. I can tell you, that was not Abraham's idea. He had something else in mind. The idea was rather to have one group with five students, then ten students, then two groups.

- f. The coach should have a teachable spirit.

Just remember, you will be a fellow learner with your students. Over and over again coaches have come to me said, "Oh, Mr. Bible! I thought I had learned a lot when I was studying, but now that I am teaching it, I am learning much more than the first time I was taking it." So, remember that you are a fellow learner and sometimes tell your students. Say, "This was a wonderful evening for me. You guys really helped me tonight because my wife and I have been thinking about some things, and praying about some things, but as you were discussing it, it really became clear to me."

B. Praise & Prayer

If the qualities of a leader are our responsibility, praise and prayer helps us to focus our attention on God and His responsibilities. God does have responsibilities. You had better believe it! All through the Bible He has made promises. He has done all kinds of special things for people. And He has promised that He will do it again. He did not only do it for the people in the Old Testament. He did not only do it for the people in the book of Acts. God said that He would build His church, and the gates of Hell would not prevail against it. You have the right to say, "God, listen a moment. The gates of Hell are really making progress right now, and either You are going to do something, or I am going to be finished. It is up to You! Either I am going to see You very soon in Heaven, or You need to do something to help me."

You need to teach and model to your students to pray a prayer of faith and trust that God will act on their behalf.

C. The Size of the Group

Generally, a group size somewhere between six to twelve is ideal. Twelve is a maximum. Usually when you have fourteen you cannot sit around the table and it is difficult to have a meaningful discussion. Often there

is one person sitting somewhere by himself, not participating, and another brother whom you cannot stop rattling on.

Fewer than eight is okay. However, when you start having less than three, it also gets difficult. You have three students, one did not come, one of the two that came did not do his lesson, so now you are going to have a very interesting discussion.

'One on one' is even acceptable, but then the lesson becomes more tutorial, and the value of group discussion is lost.

D. Seating

Always try to sit in a circle or around a table where all the students can see each other.

Example: I was visiting a group one time in a church, and the people were sitting just in a row. The people that wanted to participate were sitting in the first row. The people that did not want to say anything they sat in the last row. I was sitting at the back, and I could not see the face of anybody! I was only a visitor, so I could not do anything. So, they did their thing and then said, "Mr. Bible, can you say a few words?" I said, "Yes. Please stand up. Would you take that bench there, and would you take that bench there. Turn it around. Set it right here. And you two, set that around." And we made a circle. Then I looked at the pastor, and said, "I am sorry. Do not worry about it. We will put it all back nice when we are finished." So, then we started talking, and I said, "Now, isn't that nice? We can all see each other's faces." "Yeah!" Everybody was agreed. This was much nicer.

When people sit behind each other, they feel like second-class people, or third-class people. "Well, I did not study my lesson very good. I better not sit too close to the coach." Or "Well, this week, I did not do my homework. I better sit in the corner. Maybe he will not ask me so many questions." Row seating is for lectures, but not for a seminar approach to learning. So, **always** try to sit in a circle.

CONCLUSION

Let me say that if you want to become a good coach, here you have all the info. Study it, practice it, review it, memorize it. Become an expert! That is what we need. E New Life xperts!. You can do it!

Blessings to you, our dear friends!

Practical assignment

Completed

- Before you lead your next discussion seminar, review it and determine what your objectives are. Write all seminar objectives (including your own) on the other side of this paper. Also write down what you think the emphasis of this discussion seminar is (academic, skills, discussion, etc.). Do this for each discussion seminar

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- After the next seminar you lead, evaluate yourself using the following questions.

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Did my seminar achieve all five seminar purposes:

Accountability yes / somewhat / no

What preparation do I need to make in this area for next time to do better than I did this week?

Motivation and Encouragement yes / somewhat / no

What preparation do I need to make in this area for next time to do better than I did this week?

Evaluation yes / somewhat / no

What preparation do I need to make in this area for next time to do better than I did this week?

Clarification or Expansion yes / somewhat / no

What preparation do I need to make in this area for next time to do better than I did this week?

Application yes / somewhat / no

What preparation do I need to make in this area for next time to do better than I did this week?
