

HOW TO LEAD A SMALL GROUP DISCUSSION

Small Group Discussion Questions

WORKSHOP ONE

1. In your own words, what is a small group discussion?
2. The lecture mentioned the optimum number of participants in a small group. Why is that the best number?
3. What is the difference between a Bible study and a small group?
4. What do you think is the biggest advantage of small group discussions?
5. From your experience, what is the biggest disadvantage of a small group discussion?
6. Do you think people recognize the needs they bring with them to the group?
7. Can you remember a time when a small group helped meet a need of yours?
8. What is the importance of the fellowship received at a small group?
9. Why is fellowship so important to us?
10. Why does it help people to sit in a circle?

WORKSHOP TWO

11. We can either prepare for problems or deal with them as they happen to us. What will be the difference between the results of the two methods?
12. Problems are real. What should be our attitude about them?
13. Often students will try to have you answer your own question by saying something like, "What do you mean?" How can you help them but avoid doing their work for them?
14. How can you tell when you should let the students do the talking and when it is time for you to share your opinion?
15. How can you tell when it is time to rephrase a question?
16. Why do people need time to think about a question?
17. How can you lead the discussion in such a way that even quiet people will be eager to participate?
18. When is controversy good and when is it bad in a discussion?
19. What things should you review when you take a moment for review before starting a new section?
20. If you continually try to emphasize the positive, how do you think that will affect your students' learning process?
21. How can you handle an answer that is totally wrong and against what you are teaching?
22. Why do people frequently react badly when they are forced to accept an idea different than theirs, even if it is the truth?
23. How can you tell when you have raised the truth to a sufficient level compared to the untruth, without going to far?
24. What is wrong with a student giving a superficial answer?
25. What are some clues that a person is giving a superficial answer?
26. Normally it is best to ask students questions that are challenging and require some thought to answer since this helps students learn more about the subject at hand. When is it okay to ask questions that can be answered more easily with facts from the lesson?
27. How can you help a student who frequently points out negative issues rather than contributing thoughtful insights?

28. Some students are able to contribute extra information because they have more knowledge about other Bible passages, Bible culture, etc. When can this be harmful?

WORKSHOP THREE

29. What is the purpose for which we use questions?
30. Why is it worth the effort to write questions down before you use them in your group?
31. What is an observation question?
32. What are some reasons why you would use an observation question?
33. What is an interpretation question?
34. What are some reasons why you would use an interpretation question?
35. What is an application question?
36. What are some reasons why you would use an application question?
37. Evaluating questions before you use them will take time and work. Why is it important?
38. What are some different, creative ways that you could evaluate your questions before using them with your group?
39. How do the three different types of prepared questions relate to each other?
40. Which of the three types of prepared questions do you consider to be the most important?

WORKSHOP FOUR

41. The importance of having objectives was brought up several times during the lecture. Why?
42. What are your general impressions or attitudes about evaluating?
43. What is the importance of evaluating how well you are leading your small group?
44. Can a person evaluate themselves too much?
45. What areas do you think you should evaluate?
46. What are some questions, other than those given in the lecture, which could help you evaluate how well the group is learning?
47. What are some questions, other than those given in the lecture, which could help you evaluate your own performance?
48. What are some questions, other than those given in the lecture, which could help you evaluate how everyone is benefiting spiritually from your time together?
49. An evaluation can be worthwhile or a waste of time. What makes the difference?
50. What suggestions do you have about following through with a periodic evaluation?

WORKSHOP FIVE

51. Your conference leader will assign everyone a passage, either from the Bible or from a lesson, for which to make questions.
52. Write out five questions for each of the three types of questions for whatever text you have been assigned. You will have about 20 minutes for this.
53. When your leader tells you to, pass your questions to the person on your left. You will be receiving questions from the person on your right. Use the evaluation chart (from chapter 3) and give each of the questions on the paper you received a value from 1-10. (1 means it has no value; 10 means it is excellent.) You will have about 10 minutes to complete your evaluation. Remember, evaluating honestly will help your neighbor be more successful. When you are finished, hand his paper back to him.
54. Share your favorite questions and the reasons why you liked them with those in your group. You will have about 10 minutes for this.

WORKSHOP SIX

55. How many questions do you think you need for an hour of discussion?
56. What if you have good questions prepared, but the group seems to be moving through them very quickly?
57. What is the value of introductory questions?
58. How can introductory questions help set the mood for the evening?
59. What is the focus of observation questions?
60. How much knowledge do students need to be able to answer an interpretation question?
61. Is it possible that your students might learn things that they can't apply? If so, what?
62. Is it possible that your students might learn things that they couldn't pass on to other people? If so, what?
63. The lecture mentioned using writing as part of an application question. What other creative ways could you use to have people think about how they will apply what they learned?
64. Which type of question do you think is most difficult to make?
65. How can questions show you how well a student is progressing in his studies?
66. If there are still issues you have questions about, please raise them now.