



## LEARN: HOW TO USE GUIDE

Each article in the *Learn* publications is designed to work as a stand-alone resource, while equally building upon the previous. The sections of 'Read', 'Think' and 'Act' at the end are to help individuals or groups to reflect and respond to the contents. Below suggests a way of how to use the *Learn* publications in a group setting:



1. Mix people up into groups of four to eight.
2. Start with a prayer; those in the publication may be helpful as they focus on the related themes.
3. Give the groups one of the articles to work on together. It would work well to have more than one group to look at a particular theme to see the different responses that can arise through different group dynamics, etc.

Taking an example from *Learn: Eldership*, if you have six groups of eight, you could allocate as follows:

- Two groups look at 'The Spiritual Office of the Elder' page 36
  - Two groups look at 'How will our children have faith?' page 64
  - Two groups look at 'Missional thinking: a light to the nation' page 68  
(For your information, some articles require a Bible.)
4. Explain that they will be given twenty to thirty minutes to read the article (this is likely to begin as a time of relative quiet as people read it on their own). They should then work together on the sections of 'Think' and 'Act' (some interesting discussions should begin and it is worth keeping an eye in case some need to be stirred into action here). Ask someone in the group to remember/write down key points, issues, ideas, etc. arising so these can be shared with everyone in a plenary session.
  5. Close the group discussion time (depending on how long you have and how the discussions are going, it can be worth extending this so as not to curtail enthusiasm, etc.). Ask each group to share with the whole room the key points arising in their discussions. You might feel it is helpful to get someone to note all these down as this can be gold dust that can be referred to at future Kirk Session meetings, learning sessions, etc. This can take fifteen to thirty minutes.
  6. It is very important to allow time for a 'Next Steps' period at the end. Ask people, individually or in groups, to reflect on their group discussions and write down what they think should be done following on from the points arising in the session.



- Taking an example from *Learn: Eldership* again, with the article on page 64 ‘How will our children have faith?’, there is often a response along the lines that ‘we ought to look at what we are doing with our ministry with children and young people’. Next Steps provides the space for people to express action points and how they think something can be worked on beyond the training session. This could well lead on to utilising *Learn: How Will Our Children Have Faith?* and *Learn: Children and Young People*.
  - As another example, for those looking at ‘The Spiritual Office of the Elder’, it might raise questions about how we discuss faith with those who are seeking. This would well lead on to utilising *Learn: Exploring Faith* and *Learn: Understanding Our Faith*.
7. End with a prayer and a commitment to doing something with what has arisen in the session and hopefully to have ongoing learning and developmental times together.

#### Group activity benefits:

- It provides a helpful hands-on real experience of the publication, which wouldn’t be got from merely talking about how the publication could be read at home.
- People undergo a learning and development experience, which will hopefully encourage a request for similar further session.
- People get to interact with each other, share ideas, enthusiasm, concerns, etc., and begin to consider what the implications are for the ministry of the church.
- Proactively planning next steps opens up the opportunity for another similar learning session and a commitment to tackling particular opportunities, challenges, etc. in the ministry of the church.

#### Learn resources

##### *Learn Online*

[www.churchofscotland.org.uk/learn](http://www.churchofscotland.org.uk/learn)

##### *Learn: Eldership*

[www.churchofscotland.org.uk/resources/learn/publications/eldership](http://www.churchofscotland.org.uk/resources/learn/publications/eldership)

##### *Learn: Exploring Faith*

[www.churchofscotland.org.uk/resources/learn/publications/exploring-faith](http://www.churchofscotland.org.uk/resources/learn/publications/exploring-faith)

##### *Learn: Understanding Our Faith*

[www.churchofscotland.org.uk/resources/learn/publications/understanding\\_our\\_faith](http://www.churchofscotland.org.uk/resources/learn/publications/understanding_our_faith)

##### *Learn: How Will Our Children Have Faith?*

[www.churchofscotland.org.uk/resources/learn/publications/how\\_will\\_our\\_children\\_have\\_faith](http://www.churchofscotland.org.uk/resources/learn/publications/how_will_our_children_have_faith)

##### *Learn: Children and Young People*

[www.churchofscotland.org.uk/resources/learn/publications/children\\_and\\_young\\_people](http://www.churchofscotland.org.uk/resources/learn/publications/children_and_young_people)

##### *Learn: Learning Disabilities*

[www.churchofscotland.org.uk/resources/learn/publications/learning\\_disabilities](http://www.churchofscotland.org.uk/resources/learn/publications/learning_disabilities)

##### *Learn: Learning Disability Action Pack*

[www.churchofscotland.org.uk/resources/learn/publications/learning\\_disabilities\\_action\\_pack](http://www.churchofscotland.org.uk/resources/learn/publications/learning_disabilities_action_pack)