

  
**PD by Design**  
Facilitator's Guide 2021



**Cultivating Biblical Unity**  

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**On-Demand, Digital PD for Teachers**

*"After this I looked, and there before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and before the Lamb." Revelations 7:9a*

## Introduction to Using This Guide

This manual is designed to coordinate with videos and handouts provided as part of the professional development packet. The following introduction is to help you use the program effectively.

An outline is provided to assist you in the pacing of your event. In addition, timing of activities is provided, but please adjust as needed.

There are six marker phrases used to indicate what you are to do as you facilitate training.

- a.  **For Your Help:** This instructional marker indicates information that is included in the manual for your own knowledge. It provides background information to help with discussions.
- b.  **To Do:** This instructional marker indicates something that you are to do such as hand out papers, group participants, or lead an activity. It usually does not include things to say.
- c.  **VIDEO:** This instructional marker indicates when you should play a provided video to watch together as a group. The video title and number are indicated.
- d.  **STOP:** This is used to grab your attention as you teach. It is to ensure that interaction occurs in the session and participants have opportunities to ask questions and interact with one another.
- e.  **Large Group:** This instructional marker indicates a time for large group discussion.
- e.  **Small Group:** This instructional marker indicates a time for small group discussion.

Resist the temptation to just “tell” everything in the manual. Instead, model interactive teaching in your instruction. This means that you should encourage participants to share with each other and to share with the larger group.

There are four videos for the teaching content, one for each session. You will need to pause the video after each teaching segment to complete the engagement activities.

## Objectives

- I am able to identify and summarize biblical unity from Scripture.
- I will commit to kingdom diversity through a biblical lens.
- I am able to recognize insular culture and identify how it impacts students in my classroom.



### For Your Help:

This PD by Design covers a particularly sensitive and often emotionally charged topic. You know your faculty and staff best and should be able to judge how difficult this conversation will be depending on the different perspectives and experiences they have. You may consider, and it is recommended, inviting an experienced mediator to help facilitate discussions in this PD offering.

## Check-In

**Items needed:** Name badges, lanyards (if necessary) and current school faculty roster.

**Instructions:** Select at least one volunteer to check off participant names on the roster as participants arrive.

## Optional Worship

Five to ten minutes before the session is scheduled to begin, you may opt to include a short time of worship. This may help to set the tone for the day.

# Session One: Flourishing Foundations

*(30 minutes)*



**To Do:**



**Welcome faculty and staff.**

Begin the day by welcoming the participants and thanking them for investing in themselves, so they can truly make a difference in the lives of students. The opening session is a time for you to give participants an overview of the day, so they know what to expect and can settle in to learn. You may wish to provide them with any relevant instructions regarding the morning sessions, schedule, or other items as needed.

## **Optional devotional related to today's topic:**

You may also choose to start the day with a devotional and prayer to prepare all hearts for learning and growth. Consider using the video devotional and reflections provided by Dr. Walter Strickland or you may lead your own devotional. We suggest focusing on Revelation 7:9–10 as a beautiful picture of our goal of worshiping God together as a unified community from all different backgrounds and cultures.



**VIDEO or live reflection “Devotional”** *(5 min.)*

NIV version is provided here and in the participant guide as well as referenced in Walter Strickland's video, but you may read from any version you choose.

“After this I looked, and there before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and before the Lamb. They were wearing white robes and were holding palm branches in their hands. And they cried out in a loud voice:

‘Salvation belongs to our God,  
who sits on the throne,  
and to the Lamb.’” (Revelation 7:9–10, NIV)

## Session Two: Theological Foundations for Unity

(2.5 hours)



### For Your Help:

The remainder of the day is broken into three sections: Theology—What Scripture teaches on this topic; Philosophy—How the teaching from Scripture shapes our school values and practices; and Praxis—How we can engage in new habits and practices. Reinforcing an honest and open discussion within these three areas of focus will allow your faculty and staff to grow by building trust and safety. Each person will come into this conversation with a certain level of anxiety simply because of the topic being discussed. Acknowledging this will help each person move closer together as you discuss and reflect on this topic. It is recommended to invite an experienced mediator to help facilitate any difficult conversations that may arise.



### VIDEO “Story 1” (7 min.)

Play Session 2 video. In the first segment, Joel shares the story of The City School in Philadelphia, Pennsylvania. Pause video after Joel’s segment.



### Stop: Defining Culture (30 min.)

This activity directly addresses the objective of being able to recognize Insular Culture.



### To Do:

Write the following definition of culture on a whiteboard or flip chart:  
*A collection of ethnic, social, religious, and political practices, that are codified in traditions originating from a particular geographical location.*

Read the definition aloud.

Ask participants to brainstorm a list of words that they associate with their own personal culture. Examples may include their language, holidays, individual values, food, dress, music, humor, etc. Write these words on the board or flip chart.