**USING THE 5M MODEL TO TEACH**

(Thomas Groome, *Christian Religious Education, Sharing Faith*)

**FOCUSING ACTIVITY**

* This is a quick dialogue-starter action or exercise that focuses attention on the topic of the day (5 minutes max)
* Often just a simple statement of the focus or Scripture reading, poem, story, role-playing exercise, case-study, film clip, photograph, or painting

**MOVEMENT #1 – Remembering**: *shines the light onto personal experience, actions*

* **Purpose**: To get learners to name in their own words their present action concerning the topic that is your focus of attention
* Allow learners to talk about their perspectives and life experiences as these relate to the topic

**MOVEMENT #2 – Reflecting**:*shines the light into a person for self-evaluation*

* **Purpose**: To enable participants to reflect on the reasons and consequences of their actions regarding the topic
* Encourages participants to explore WHY they think, feel, and act the way they do
* The start of critical reflection
* Attend to reason, memory, and imagination

**MOVEMENT #3 – Discovering**: *shines light on the text and its meaning*

* **Purpose**: To expose learners to the Christian Story regarding the topic and the response it invites
* Reveals content to learners and encourages personal encounter with the content
* Educator facilitates discovery and disclosure through dialogical means

**MOVEMENT #4 – Connecting**: *shines light on both text and person*

* **Purpose**: To help learners identify the connection between the Christian Story and their stories leading to affirming, questioning, and moving beyond
* Builds a bridge between the learners and the text (connects #1 & #2 with #3)
* Reveals the relevance of the text for life
* Sets up the final movement #5

**MOVEMENT #5 – Responding**: *shines light on personal action to be taken*

* **Purpose**: To prompt learners to choose a personal faith response to all that has come before (application)
* Helps learners identify what can be done in response to the topic
* May include overt actions, but also new awareness or decisions for future reflection

**THE FIVE MOVEMENTS ARE…**

* Used in preaching a sermon, teaching a class, and facilitating a small group
* Used in PREPARATION and PRESENTATION
* PRESENTED: 1, 2, 3, 4, 5
* **PREPARED**: **3**, 1, 2, 4, 5

 **3**, 4, 5, 1, 2

 **3**, 5, 4, 2, 1

 **3**, 2, 5, 1, 4

**3**, whatever! **Why?**

* Normally part of every lesson
* However, on a retreat, at a camp, or in a series, ***certain talks may emphasize one movement over another***
* Examples:

**DEEPER INTO THE FIVE MOVEMENTS**

**MOVEMENT 1**

* Focuses attention on a generative theme (topic) as it exists in the past (history) or present (praxis)
	+ A generative theme is an issue, question, value, belief, concept, event, or situation that is personally engaging and has meaning for the participants’ lives
* Gets at what *has* happened or *is* happening, in people or around them, to them or through them
* Gets people to consider their engagement with some aspect of the generative theme
* Gets people to reflect about themselves, not others (even re: societal practice)
* Does not have to include the faith dimension

**MOVEMENT 2**

* Encourages critical reflection on the action expressed in answer to the M1 question, whether past or present, personal, or social
	+ The context of this remembering (M1) and reflecting (M2) is the generative theme
* Gets at the *WHY* behind the *what* of M1’s action, whether individual or social
	+ Might reveal reasons why
	+ Might reveal consequences of present personal or social actions: intended, likely, or desired
* Gets people to consider themselves, not others (even re: societal practice)
* Does not have to include the faith dimension
* Is easily confused with M1. The relationship between M1 questions and M2 questions is similar to the relationship between examining the text and interpreting the text of M3. M2 takes you deeper into M1

**MOVEMENT 3**

* Encourages personal encounter with the text that addresses your generative theme
* Teachers can be facilitators and/or lecturers. The goal is to facilitate engagement with the text through discovery, and/or declaration
* May lead learners to discoveries you don’t anticipate, so be open to God doing something other than what you’ve designed. After all, it’s *his* Word, not yours
* The “discovering” section is the heart and soul of the Christian education; don’t skimp when preparing!

**MOVEMENT 4**

* Facilitates further reflection on the connection between M1/M2 and M3
* Can easily be confused with M2 because it requires further “reflecting,” but M2’s focus is on the person only, while M4 focuses on the person and the text
* Reveals the relevance of the “M3 text” for the “M1/M2 person”
* Is a “connecting” movement that ties together M1, M2, and M3 and sets up M5

**MOVEMENT 5**

* Suggests a personal, faith response to all that has come before (M1-M4)
* Is the goal of biblical study (Rom 12:1-2; John 13:17; James 1:22-25; Colossians 1:9-12)
* Is usually the most boring, unimaginative movement presented (especially in small group curriculum). Be specific as possible. Use your imagination