



Communication Across Cultures, 2022
Dr. Jan Paron
Pastor Malachi Anderson

Session 3
Preaching Across the Pews



ANLI
Bridging the gap leadership

Key Quote

"Preach the word; be instant in season, out of season; reprove, rebuke, exhort with all longsuffering and doctrine" (2 Tim 4:2 KJV).

Instructional Overview

Big Ideas

- The Christian communicator (source¹ of a message) aims to communicate in an intentional, culturally sensitive, and relevant way so the listener (receiver of the message²) correctly interprets the sent verbal or written messages.

Essential Questions

- In what ways do the M.O.S.A.I.C. tenets support communication in a cross-cultural context?
- How does addressing one's learning styles affect decoding a sermon?

Learning Outcomes

- Creates and delivers a five-minute, what's-in-the-box sermon (in class) guided by the M.O.S.A.I.C. tenets and applying one of the four learning styles
- Writes a 20-minute illustrated, draft sermon guided by the M.O.S.A.I.C. tenets and applying one of the four learning styles
- Analyzes the four learning styles in Paul's sermon from Acts 17:16-34

Lesson Goal

To apply the M.O.S.A.I.C. tenets and four learning styles to preach across the pews in Lighthouse's multicultural congregation

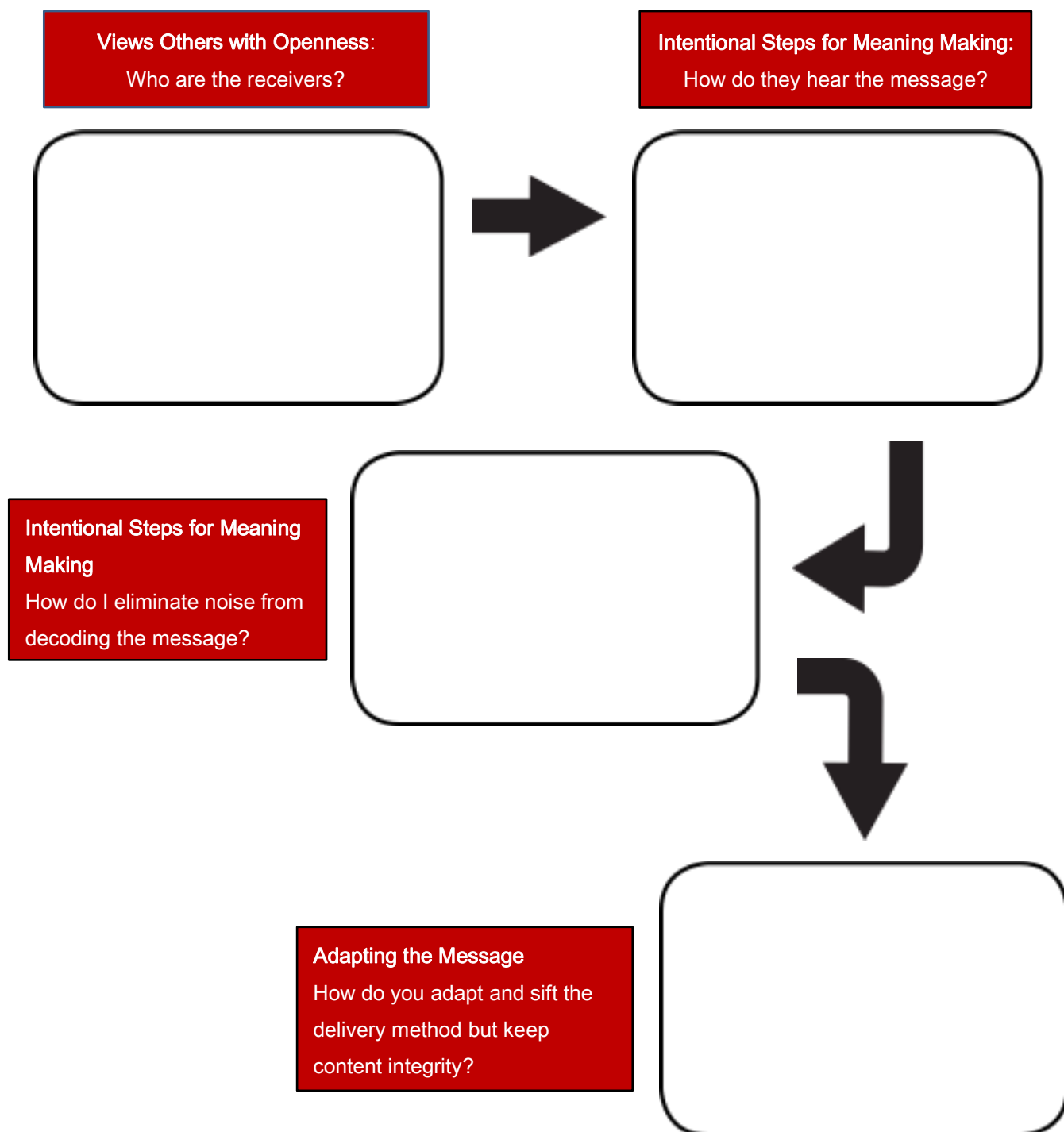
¹ Communication originates from one person (source or encoder) to another (receiver or decoder). The source transmits information via a message using signs from a verbal or nonverbal medium to the receiver (Shannon & Weaver, 1998; Zeuschner, 1997).

² The receiver receives a sent message from the source and decodes the communication.

Thinking About Preaching Across the Pews 7-7:30pm

Storyboarding

Directions: Work as a team to fill out the preaching across pews (8:30 or 11am services) sequence below. Use chart paper.



Activity 2-1: Understanding Four Types of Learning Styles

Consensogram: What do you know about addressing learning styles when preaching? Check the closest number where you fall below.

1 Very knowledgeable about learning styles & can utilize it in preaching	2 Know it, but cannot apply it to preaching	3 Somewhat acquainted with learning styles— never tried it in preaching	4 Vaguely recall learning styles	5 Never heard of learning styles

Analytical: What are the facts?

With analytical learners you must hear the Word in your message. The message must have depth. You need to expound on the background of the text or else you would come off as shallow to analytical learners.

Common Sense (Practical): How does this work, how does this apply to me?

Common sense or practical learners must have application. The casual church goer must have analogies and practical application or else you will talk over their heads.

Visual: Why do I need to know this? Show me.

Some individuals learn visually and need to see the scripture come to life through an illustrated sermon. They need to see the message's importance.

Dynamic or Imaginary: What can this become? How can I expand on what I just learned?

Dynamic or imaginary learners want to expand on what they just learned. Their imagination will take them past the moment the message was preached. The dynamic/imaginary learner will unpack the message for days even weeks after they heard the message. Their focus will be what can this message become? How can I expand on what I just heard.

Activity 2-2 Pastor Malachi's Sermon: The Valley Is Temporary

Directions: Working in small groups, label the sentences and/or paragraphs according to the assigned learning style. Then, report out.

Group 1: Analytical or Common Sense and

Group 2: Visual or Dynamic.

See supplementary material.

BREAK: 8-8:10pm

Directions:

- The teacher will give each student a box with an item inside of which he or she will use to create a one-minute sermon to a Wednesday night, online audience.
- Pastor Malachi will assign the learning style/s.
- You will construct the sermon keeping the M.O.S.A.I.C. tenets in mind (See Appendix 1.)
- You have ten minutes to work on your sermon.

Sorting Your Reactions – Plus/Delta

Directions:

1. Respond to the following questions on different post-its in a large print.
2. The teacher will sort your responses afterwards by commonalities or key words.
3. Circulate around the post-its and write either a plus (+) or delta (Δ) to determine what works well (+) or needs improvement (Δ).

Questions:

- State one approach you used to address the assigned learning style.
- How did you remove the noise for the audience?
- Name one way you adapted the delivery, but sifted the message to retain content integrity?

Consensogram:

On a scale of 1-5, rate how comfortable you felt addressing diversity in your sermon:

5=Very comfortable to 1=Not at all comfortable

Communication Across Cultures, 2022 — Homework, Session 3

Due: November 3, 2022

Readings

No Reading

Reflection (300-400 words)

Write on the Google Doc shared with you on Friday. Again, you do not need to send it to the teachers.

Prompt:

What strategies for sermon construction did you learn today and how can you apply them?

20-Minute, Illustrated Sermon Draft Based on Paul's Sermon in Athens

Turn in a sermon draft with an illustration (explain to me in writing what you plan for your illustration to be) and two to three PowerPoint slides that highlight the content's key points. PowerPoint slides are not a suggestion but a requirement, you will not have completed your illustrated sermon draft without them. (Your PPT is not your illustration.)

- Write a WORD-FOR-WORD draft of the actual sermon that will run 20 minutes. If you don't submit a WORD-FOR-WORD draft, but a skeleton draft, Dr. Paron and Pastor Malachi will take points off.
- The illustrated sermon draft should reflect one strong enough to preach if needed.
- Explain the illustration and note where it appears in the sermon.
- Make sure you the M.O.S.A.I.C. tenets serve as your guide (See Appendix One) and apply the four learning styles.
- Also, submit three power point slides in Jumbotron style. Keep it simple!
- Dr. Paron and Pastor Malachi will provide feedback to you by session five. Their feedback will reflect sermon strengths, areas for revision, and possible clarification questions.

Appendix 1

Intercultural Communication Self-Check (8:30-8:45pm)

Intentionality: Did I take intentional steps to create meaning making in communication?

Openness: Did I consider another's cultural viewpoint when I communicated with him or her?

Adaptability: Did I adapt my message delivery so the receiver could understand me?

Call to the All: Did I self-analyze my communication skills first and continue without discouragement?

Impartiality/Inclusion: Did I create access to meaning making when communicating?

Value: Did I use communication bridges that show value, respect, and support?

