**Guidelines for CHBC Core Seminar Panels**

Please see this not as a list of rules that must be obeyed but a list of guidelines that have come from many years of conducting panel discussions in core seminar classes.

1. High-backed chairs: if you want to use the chairs for your panelists, please e-mail Chris Herndon by Friday morning so he can put them in your room.
2. Panel selection
   1. *Number*: Generally, a panel of 3-4 people is best. More than that and you’ll not hear from everyone (or you will and it will be too much). Fewer than that and you’ll lose the diversity of experience that makes a panel useful.
   2. *Diversity*: Keep in mind that you are likely to get a diversity of experience if you have diverse participants. So think about having a mix of ages, ethnic backgrounds, marital status, and so forth.
   3. *Experience*: Some classes will do better with a panel of non-specific, mature CHBC members (e.g. Meeting with God). Others will do better with people with particular experience (e.g. missionaries for the Missions panel, or someone who recently worked through a big decision for the Guidance panel).
   4. *Attendance*: Ideally, you want to select as panelists those who have been attending the class. That way they will be familiar with what you’ve been teaching. **Tip**: the two weeks before your panel, look around at the class when you teach and think about who might be good to ask.
   5. Review your list of panelists with one of the staff pastors before asking them to be on the panel. The staff pastors are more likely than most in the church to be aware of issues that might discourage you from asking a particular individual.
3. Running your panel
   1. *Intro the class*: Especially if your panel is near the end of the series of classes, it’s best to give a brief (5-10 minutes) review of everything that’s been taught in the class so far. That will get the class and the panelists up to speed and may result in better questions and answers. Many of the classes have a handout designed for this purpose that lists the main teaching point(s) from each class. If your class doesn’t have this and you have the time, it’d be a great thing to create. You can use the handout from class 7 of the Stewardship core seminar as an example (https://www.capitolhillbaptist.org/resources/core-seminars/series/stewardship/).
   2. *Intro your panelists*: Ask your panelists to briefly introduce themselves, focusing on the aspect of their background that’s most germane to the core seminar. Or you might introduce them yourself. So for example if you’re teaching the Neighboring class, ask them to provide a brief history of their relationship with the neighborhood in which they live.
   3. *Use prepared questions*: You are more likely to ask good questions than the class is. So create a list of questions and send them to your panelists ahead of time. It’s good to take questions from the class—but generally at least half the questions should come from you. The first question should certainly come from you.
4. Preparing your panel
   1. Before Sunday, send your panelists the manuscripts you’ve covered so far so they can familiarize themselves with the content, especially if they haven’t been attending the class.
   2. Before Sunday, send your panelists the list of stock questions you’ll select from, letting them know that there will likely be other questions as well.
   3. Pray for the class, just like you’d pray for your class when you’re teaching.