

TCCP



# Omega Course

## Abridged Edition

Materials in support of

## Training Center for Church Planters

Assembled by Jerry C. Wofford, Ph.D.

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# How to Train with the Omega Course

The Abridged Omega Course provides excellent content for training church planters and leading them through the process of planting a church. By the completion of Manual Three, each student church planter should have planted a new church by studying the lesson materials and doing the Action Plans at the end of the lessons. The Abridged Omega Course is designed to use instruction that emphasizes discussion. Discussion among students is essential to gaining understanding and successful application of the materials. The Omega Course must be applied to the task of starting a new church. The most important purpose of the Omega Course is lost if students do not plant new churches. As the students plant new churches they are working toward fulfilling the Great Commission.

Omega Course classes should be small, not exceeding thirty students. For classes of 10 or more, small groups should be used for the discussions. After these discussions, ask members of each of the small groups to tell the class of some of the ideas expressed in their discussions. For some questions, an answer is already written out in the Abridged Omega Course. If the students have the Omega Course to read and the answers are given to a question, ask the students to explain, evaluate, and discuss the answers given.

**Always assign the Action Plans found at the end of the lessons.** *Students are required to start a cell group or a new church in order to graduate from the Omega Course class.* By completing the Action Plans, they will be carrying out the activities involved in starting a new church. If students do not have the Abridged Omega Course, read the Action Plan several times to be sure all students are able to write it down. With careful preparation by the trainer, this material can be used with students who do not read a language in which the material is translated or who are illiterate. In these cases, Scriptures and questions must be read so the students can hear them.

The focus of these lessons is on interactive study of the Bible. Material in the Abridged Omega Course that is **in boxes** serve as instructions to the trainer. Where possible have different students read the Scripture verses from their own Bibles. Even where there is not a question given, ask students to discuss the verses when time permits. For questions that are not accompanied by a box with instructions for the trainer, the trainer may choose to use either small groups or have the entire class discuss the questions. Students should make careful notes during class. If students do not have their own copy of the Omega Course, items that are in **bold** print in the material should be written on a chalk or white board, or easel pad (flip sheet pad) so students can write them down.

The Omega Course is intended to provide variety, interest, and effectiveness in the teaching. The lessons should be presented with joy, passion and much interaction. The lessons are one-hour each. The trainer must be careful to start and finish on time.

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# Omega Course Manual One

## SCP VISION --Lesson 1 – “Z” Thinking: What does God want?

### I. WHAT IS “Z” THINKING?

Read the following to the class:

**“Z”—the end result of what God ultimately wants for a nation, region, city, village, or neighborhood.** Z is used because it is at the end of the alphabet—final or ultimate letter, just as Omega ends the Greek alphabet.

Ask various students to read the following Scripture verses aloud: **John 3:16, 1 Tim. 2:3-4, and 2 Pet. 3:9.** Then ask the following questions of the class: (IF THE CLASS IS LARGER THAN 9 DO IN SMALL GROUPS)

1. What does each of these verses tell us is the ultimate end that God wants?
2. What are some of the ways God achieves His desired end result?
3. What is the number one instrument that God uses in achieving His desired end result? (Discuss this answer along with others: “His Church.”)
4. Is there another means God is using more effectively today?
5. What does God want for my nation, region, city, village, or neighborhood? Write the answer in one paragraph.
6. How can “Z” be accomplished in your nation, region, city, village, and neighborhood?
7. What am I doing now that serves God’s desired end result?

### II. SATURATION CHURCH PLANTING

What can we do to fulfill the ‘Great Commission’?

Prepare or obtain a map of your city or village. Locate as many evangelical churches in your city or village as you can and indicate their approximate size. Notice the size of the city or village on the map. Ask the entire class to help you with the map.

Are you aware of any evangelical church in \_\_\_\_\_ (your city or village) that I have missed? Christian leaders have said that for a country to have church “saturation” it must have one evangelical church for every 1000 people. If we accepted the idea that there should be one church for every 1,000 people, how many more churches do you think \_\_\_\_\_ (your city or village) needs to establish?

Ask student church planters to read the verses after the questions below. Then, discuss the questions.

1. What do these verses tell us about God’s plan for reaching out with the gospel?  
**Isaiah 11:9; Mark 13:10; Matthew 24:14; Luke 24:45-47**
2. What do these verses tell us about our work in fulfilling God’s desire for the world?  
**Matthew 28:18-20, Acts 1:8**

### III. SOME ESSENTIAL STEPS TO GET TO “Z”

Read the underlined material below and ask the questions given. (IF THE CLASS HAS MORE THAN NINE STUDENTS, DISCUSS THE QUESTIONS IN SMALL GROUPS)

- A. **Prayer** – What should we pray for in our quest to achieve “Z”? **2 Chron. 7:14, Matt. 9:38**
- B. **Love and Unity** – Why is love and unity essential to achieving “Z”? **John 13:35, John 17:21,23**
- C. **Vision** – Vision is forming an image of the future state God has for an individual, cell group, or church. **John 3:16, 1 John 2:2, Matt. 9:37** What do these verses tell us about God’s vision?
- D. **Evangelism** – (**Ro 10:14-15**). How can we find opportunities to witness to unbelievers in our area? How do believers reach beyond their circle of other believing friends to unbelievers?
- E. **Church Planting** – **Eph. 3:8-11, Eph. 4:11-13**. When a new church is planted people are reached in the surrounding neighborhood that would not have been reached with the gospel without a new

church. What are some reasons this happens? If you know of a case of this occurring tell the group about it and discuss what happened.

#### IV. “Z” THINKING RESULTS IN “Z” ACTION

Two actions that result from “Z” thinking are “Z” giving (**2 Cor. 8:7, 2 Cor 9:6-7**) and “Z” plan.

1. How can we be assured that the funds needed for church planting will be given?
2. What are some strategic questions that must be answered for church planting to occur?
3. What are some plans that need to be made as a church progresses toward planting a new church?

### Action Plan

Begin thinking about a plan for saturation church planting that includes prayer, unity and love, vision, evangelism, and church planting. Write down some initial ideas and share them with your mentor or the trainer of this session. Think about your neighborhood, village, city, region, or country. Consider your answer to the question, “What does God want for \_\_\_\_\_?” List three things that you will do to help see “Z” happen in your area.

## SCP VISION -- Lesson 2 -- The Great Commission and Church Planting: Saturation Disciple Making

### I. UNDERSTANDING THE GREAT COMMISSION (Matthew 28:18-20).

“Make disciples” is the central command of the Great Commission. Baptizing and teaching are two ways for accomplishing this. To become a follower of Jesus Christ a person must repent and believe (**Mark 1:15**). Baptism is a symbol of regeneration (**Tit. 3:5, Rom. 6:3-4**).

#### A. The Command: Make Disciples

1. What is a disciple?
2. In what sense are we making disciples and in what sense is this work of God?
3. What is the value of baptism in the making of a disciple?
4. What are some of the most important lessons that we teach as we make a disciple?

#### B. The Scope: ALL

1. In the literal translation above, there are four “alls.” “All authority has been given to Me in heaven and on earth. Therefore, going, make disciples of all nations, baptizing them into the name of the Father and the Son and the Holy Spirit, teaching them to observe all that I have commanded you; and lo, I am with you all the days, even to the end of the age” (a literal translation of **Matt 28:18-20**). Name and discuss the significance of each of the “alls.”
2. Discuss and evaluate how Jesus, Paul and the scattered church made disciples as they went. Were they setting out to make disciples (1) with a purpose to do so (**Matt. 24:14**), (2) in obedience, (**2 Cor. 5:18-19**) and/or (3) because of persecution (**Acts 8:1**)? Explain.
3. How does the promise of Jesus guarantee our success in discipling (**John 15:4-5**)?
4. How do the words of the Apostle Paul to the Philippian church reveal his confidence in the promise in **Phil. 1:6**?
5. Which of the activities and ministries in your church are most effective in serving to make disciples? Do they honor all of the intentions of the Great Commission? How might they do this better?
6. Is teaching or evangelism the most difficult component of the Great Commission for your church to accomplish?

### II. THE GREAT COMMISSION AND SATURATION CHURCH PLANTING

1. Church planting deserves ever-increasing priority due to the fact that it best embodies the Great Commission given by our Lord. When does **Matt 24:14** tell us the Great Commission will be fulfilled?
2. Evangelism can be done by church planting, by activities within the existing churches, and by non-church evangelism. Which do you think is most effective in “Making Disciples?”
3. How would you evaluate your church in the carrying out of the Great Commission? How effective is it in teaching, in evangelism, and in making disciples?
4. In Acts 1:8, we are commanded to “go.” In what way is your church now going? How would planting a new church increase the “going” of your church?
5. Are there barriers in your church life to church planting? If so, what are the barriers? How could they be overcome?

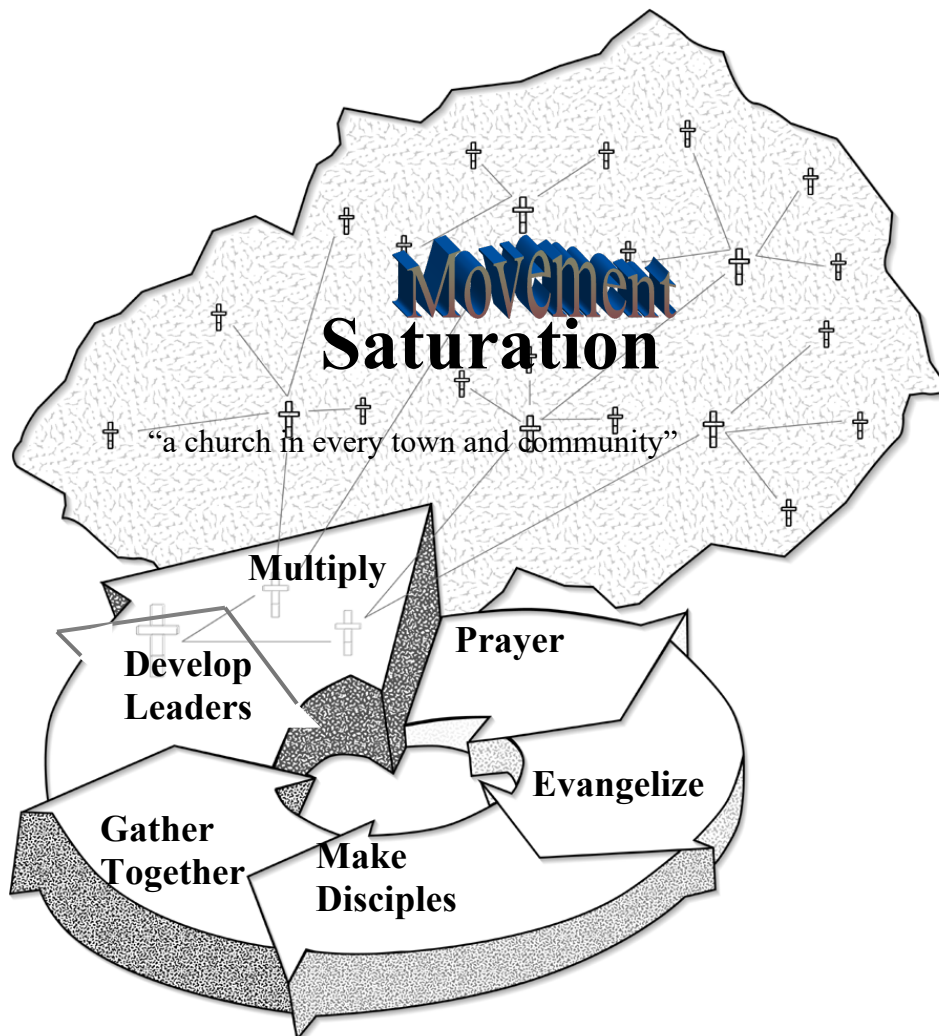


## Action Plan

Develop and disciple a group of people to pray for your nation and for other nations, start giving money to national and foreign missions, and begin the first steps of church planting with a vision for reaching all the nations.

### SCP VISION -- Lesson 3 –Church Planting Cycle: Getting the Big Picture

**Church Planting Cycle” (Figure 3.1)** If possible, get a copy of this chart to show the class.



#### I. PHASE I: Prayer (Luke 10:2, Eph 6:18-19, Col. 4:2-4)

##### ACTIVITIES:

Begin with prayer.

Locate the group you will do evangelism and church planting with.

Pray for those who will help and for yourself.

KEY ISSUES (Time may not permit discussing all the key issue questions in the seven phases)

- What is my personal harvest field? What does God want from me in my area?
- What are things about the calling and vision that God is giving me that are different from those He is giving other people?

- Who is going to help?
- Who should you pray for? What should you pray for?
- What should you ask God to do in your own service to him?

## **II. PHASE II—Evangelize 1 Cor. 9:19-23**

### ACTIVITIES:

Contact key leaders and build relationships.

Evangelize the lost.

Start evangelistic group Bible studies.

Show the new believers how to do ministry by the way you do it.

### KEY ISSUES:

- What evangelistic methods are most effective for us to reach our goals?
- How do we make contacts with key leaders? Who are they? How do we find them?
- How do we train new believers to be witnesses to their friends and family?
- How do you find out who the friends of the new believers are and begin evangelizing them?

## **III. PHASE III—Make Disciples 1 Thes. 5:11**

### ACTIVITIES:

Disciple new believers.

Mentor emerging leaders.

Teach obedience and commitment to the Lord.

Encourage to become like Christ.

Teach new believers to obey Christ..

### KEY ISSUES:

- How to develop and disciple a group of people?
- How to model effective leadership?

## **IV. PHASE IV—Gather Together Heb 10:24-25**

### ACTIVITIES:

Expand evangelism efforts through the network of friends.

Multiply cell groups by having each cell group work toward starting other groups.

Begin ongoing regular worship.

### KEY ISSUES:

- How will new cell group leaders be trained and released?
- When do we baptize new believers? When and who gives them communion?
- How will you establish a close fellowship of believers? How will new believers be brought into the fellowship?
- When we gather, where do we meet? How do we invite people?
- What forms will we use to reach our intended purpose? What style of worship will we use?

## **V. PHASE V—Develop Leaders 2Tim. 2:2**

### ACTIVITIES:

Build a profile of leaders needed in each area of ministry.

Find and write down the spiritual giftedness of all members.

Train cell group leaders.

Assign and release leaders to ministry.

Organize the structure and ministry positions you envision for the ministry.

### KEY ISSUES

- How do we get new believers to discover their spiritual gifts? Who will train them?
- What are the areas of training that are needed? Where and how will this training be provided?
- Who are the potential key leaders? What are their gifts and abilities? Are they faithful, serving people?
- Where will those trained have a ministry? What are the basic needs and issues in that area? When will their ministry in that area begin? To whom will they report? What is their job description?

## **VI. PHASE VI—MULTIPLY ACTS 1:8**

### ACTIVITIES:

Coach leaders to form church planting teams.

Train workers for several different kinds of ministries involved in church planting.

Research new regions where you feel led to start ministry.

Plan and conduct evangelistic efforts in new regions.

Establish and appoint leaders for the ministry who will work with you.

**KEY ISSUES:**

- What research needs to be done? Who will do it? Are there people groups nearby that are still unreached with the Gospel? Are there potential leaders among them that can be trained?
- What goals need to be set and published? Who is heading up the prayer effort to support this ministry?
- Who assigns and oversees all new church planting ministries?
- Do we need any additional training ministries to train different levels of leadership for this movement? Who will do the training? How will it be financed?

**VII. PHASE VII—MOVEMENT Isa 11:9****ACTIVITIES:**

Cover all people groups of the country.

Establish guidelines for the increase of the movement.

Determine cross-cultural mission projects the groups will sponsor.

Conduct prayer and praise rallies.

Set regional and/or national goals.

Establish higher levels of training for key leaders of the movement.

**KEY ISSUES:**

- Is the movement self-developing, self-supporting, and self-governing? If not, what needs to be done to make sure that it is?
- What regions or peoples are still unreached? What mission projects is the Lord leading us to initiate?
- What kinds of training are needed for the movement? How will it be supported?
- Who are the "apostle type" leaders for the movement? How do we work together with them? How can we encourage and support them? What are their needs?

**ACTION PLAN**

**Discuss each of the above seven phases with those you are working with in your church planting effort. Ask them questions about each phase and discuss your views with them.**

## **SCP VISION -- Lesson 4—Principles of Research: Information for Strategic Purposes**

**I. WHAT IS RESEARCH (SPIRITUAL MAPPING)?****A. Research (Spiritual Mapping) is a Way of Gathering Information but It Gives Added Value**

- (1) **harvest field** – The people and place where you will plant a church.
- (2) **harvest force** – Those who will work in carrying out the seven phases for planting a church.

**B. Research (Spiritual Mapping) Has a Biblical Basis**

- **Numbers 1:1-5** God commands a count of fighting men.
- **Numbers 13:1-4.** Spies are sent to investigate the land.
- **Ne 1:3-4; 2:1-6.** Nehemiah researched the condition of Jerusalem before ever beginning the task of rebuilding the walls of the city, then the morale of the people who would do the work.
- **Mt 9:35-10:1.** Jesus went among the people and saw their needs before sending His disciples out to work among ~~them~~
- **John 4:35.** The Lord Jesus commanded His disciples to “look at” or “investigate” (which is the Greek meaning) the harvest of men’s souls.
- **Ac 2:41, 47; 4:4; 5:14.** Reports numbers of people.

**II. WHERE SHOULD RESEARCH BE DONE?**

Target Area is the area or region where you want to plant a new church.

Trainer should provide an example -- find or draw a map of the target area, and get information about the target region (the circle) in your example. Modify the map to show important information such as where the churches are located and what types of churches they are, as well as other places important to the task (for example: religious centers, political centers, markets, historical places, etc.).

Learn as much as you can about the harvest force and the harvest field in the circle.

Map out the area.

Modify the map to show important information such as where the churches are located and what types of churches they are, as well as other places important to the task (for example: religious centers, political centers, markets, historical places, etc.).

### III. WHO SHOULD DO RESEARCH?

- Who should collect the information?
- Who should summarize and present the information? They present this in such a way that it inspires compassion and builds confidence for what God wants to do.

### IV. WHEN SHOULD SPIRITUAL MAPPING (RESEARCH) BE DONE?

There are at least three places in the church planting cycle where Research should be done:

- A. The Prayer Phase: In Preparation for a Specific Church Plant
- B. The Gathering Together Phase: Evaluating Effectiveness of your new church
- C. Multiplying and Movement Phases: Getting the Big Picture

### V. WHY SHOULD CHURCH PLANTERS DO RESEARCH (SPIRITUAL MAPPING)?

- A. Information Stirs up Compassion for The People within the Circle
- B. Information Generates Prayer
- C. Information Inspires Vision to Plant Churches
- D. Information Equips The Harvest Force To Be More Effective

### VI. HOW SHOULD RESEARCH (SPIRITUAL MAPPING) BE DONE?

- A. Observation
- B. Interviews
- C. Questionnaires and Surveys
- D. Official information on the characteristics of people in the region
- E. Literature Review

### QUESTIONS FOR CONSIDERATION, REVIEW AND APPLICATION

What do you think your research will discover about your target area?

What are the advantages of taking time to do research in your target area? How will research make your church planting efforts more effective?

What are five or six pieces of information you feel you need to know about your target area that will increase your church planting effectiveness?

Do you know people who would do well at research after you train them?

Are those in your harvest field ready to hear the Gospel? What are some observations you have made that indicate to you that people are open or resistant to the Gospel?

You will need to provide a copy of Appendices 4A and 4B for each student CP. This is a crucial assignment!

### ACTION PLAN

Appendix 4A contains a practical skills assignment in researching a target area. **Review the assignment in this appendix and complete it by the next training session.** Ask God to use this assignment to give you greater awareness of and compassion for the people in your target area. Ask Him to use this research to give you good ideas in where and how to begin your church-planting ministry in this target area. **You may want to adapt the sample questionnaires in Appendix 4B to use as part of your research.**

**SCP Vision  
Appendix 4A**

# Understanding Your Target Area

## RESEARCH ASSIGNMENT

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*The purpose of this assignment is to give you experience in practical research as a tool for effective church planting. You should attempt to do all components of the assignment. You may find certain activities in the assignment easier than others. Whether easy or difficult, God will have things to teach you about the people and region you are trying to reach, through each activity of this assignment*

*You do not have to do this assignment by yourself. You can work with others. In fact it is recommended that you work with others if at all possible. Be prepared to share your research findings with your coach, mentor and others. This assignment will also be used when you receive Manual Two training.*

### **Step 1: Determine your target area**

Obtain or make a map of your village, city, or region. Get the most detailed one you can find which has all the population centers, street names, and transportation routes. Draw a circle around your target area. This is your area of ministry, the region in which you believe God wants you to make His name known, and where He wants to plant churches.

### **Step 2: Gather the Harvest Force Information**

As described in lesson 4--“Principles of Research (Spiritual Mapping)”--the **harvest force** is all of God’s resources already at work in your target area. Determine what resources are available in your circle by studying the following:

#### **1. Existing Local Churches**

- a. Mark every local church in your region on your map. Indicate what denomination they are.
- b. If possible, list their adult attendance.
- c. Indicate the year the church was planted or reopened.
- d. Determine the people group each church is reaching. How successful have they been in their efforts?
- e. What relationships exist between the churches in the circle? Are they unified or divided?
- f. Are people meeting together to pray for the lost in their community or for missions outreach?

#### **2. Mission and parachurch groups.**

- a. List all mission and parachurch groups in the target region.
- b. Briefly describe the ministry each has (literature, prison, Muslim ministry, youth, etc.)
- c. Are they interested in cooperating with you or others in evangelism and church planting efforts?

#### **3. History of Christianity.**

- a. When did Christianity first come to the area and how was it brought? Was it forced upon the people or did they receive the Gospel voluntarily?
- b. Describe the history of each denomination’s entry into the area.
- c. What other major religions have had an impact in your target area? What other religions/cults are existing in your area today and how successful are they in winning followers?
- d. How does this history affect your church planting plan?

### **Step 3: Gather information about the Harvest Field**

The **harvest field** is the people group among whom you will work and the place where you will plant your church. The following activities will help you to learn about the harvest field in your target area.

#### **1. Demographic information.**

- a. Total population
- b. Number and percentage of population who are men, women, youth, children
- c. Number of working adults... include occupation information and income level

- d. Number of retired and elderly, and disabled/handicapped
- e. Percentage and location of ethnic minorities. What languages do they speak?

## 2. Geographic information

Geographic markers can have a significant impact on church planting plans. They play a role in how and where people live and relate to others. For example, railroad tracks run through the neighborhood of a city. On one side of the tracks, the people are much wealthier than the other side. People do not readily cross the railroad tracks. Therefore, the tracks are an invisible barrier and people on one side of the railroad tracks are not likely to attend church on the other side of these tracks. Another example may be that because a city is surrounded by beautiful mountains, people usually go out of the city on Sundays and so may be less likely to attend a Sunday morning church service.

What elements divide the region (rivers, railroads, roads, etc.)? How do these divides impact travel patterns, wealth, etc.?

Is the city surrounded by mountains? Are there lakes, beaches, parks or other places for outdoor recreation?

If your target area is a city or town, find on your map the location of industrial and residential areas. Are there special shopping districts? Do people live near work or have to travel a long distance? Also find out what are the major methods of transportation. Do most people travel by car, bus, walking?

Where do people go for leisure and recreation? Do they stay in the city and go to parks?

## 3. Sociological and cultural information

By learning about people's worldview and their needs, we can gain insight into ways in which they can be meaningfully shown the love of Jesus Christ. The best way to learn about people is to ask them questions and observe their behavior. Go out into your target area and talk with at least 15-20 people. Try and learn the following:

Views about God

Do people believe in God? What do they believe about God? Have they heard of Jesus? What do they know of Him? Do they believe in heaven or hell? Do they believe in angels or demons or Satan? When they are sick, where do they turn for help? Do they believe in luck? Do they believe they can control their future or make their lives better for their children? What do they believe sin is? Do they attend church regularly? If yes, how often? If no, why do they not attend church?

What are major celebrations or holidays in this area? How do people celebrate them?

What do they like best about their life? What one thing would they change?

What do they see as one or two major social problems in their community? (alcoholism, orphanages, lack of adequate medical care, elderly without care, etc.)

What are three of their favorite stories? Through stories it is often possible to discover ideals and values they hold as well as their outlook on life.

Who are recognized leaders in the community? Why are they seen as leaders?

Who are considered heroes?

List five things people value in others? (honesty, cleverness, generosity, etc.)

## Step 4. Information Analysis of the Harvest Field and Harvest Force

*How many churches are needed so that every man, woman and child in this target will be able to see, hear and understand the Gospel message in a culturally relevant way?*

Once you have gathered all of your information, written your summaries and made notes on your map, take time to review and think about the information. Ask God to give you His compassion for the people in your target area. Ask God to give you creative ideas in how to share His love with these people. As part of this process, analyze your information answering the following questions:

How many churches are needed to fulfill the Great Commission in your target area? How many churches are needed so that every man, woman and child in this target will be able to see, hear and understand the Gospel message in a culturally relevant way? Begin praying and asking God to lead you in doing what He wants done.

Determine your share: How many of these churches does God want you to believe Him for in your ministry?

Select your starting location: Where will you begin? Where are the people most likely to respond to the gospel? Paul usually found the most open people first in the synagogue. Then he worked out from there through the network of relationships.

Select your methods: What were one or two of the greatest needs of the people in the community? What methods will you use to meet the needs of the people? What methods are working with good results in other churches in the area? What resources are available to you for these methods? What are you gifted and able to do?

Determine your resources: Who shares the same vision you have? Are there others you can share this vision with and cooperate in the goal being reached? What labor, finances, and gifted individuals are available to you? Do the churches in the area have a desire for evangelism and church planting? Are they open to working together or with you in your efforts? Are they open to pray for evangelism and church planting efforts and for God to make Himself known in the lives of people in their communities?

Do people have an understanding or belief in God or Jesus Christ? When you share the gospel message, where in the message will you need to begin? (e.g. Can you start with Jesus Christ or do you have to begin with the existence of a supreme, creator God?)

### **Step 5. Lessons learned from the Research (Spiritual Mapping) process**

Evaluate your experience in doing this Research (Spiritual Mapping) assignment. What did God teach you through the research assignment about yourself, and your desire to be involved in church planting? What struggles did you have doing the research? How did you overcome them? What was easy about the research? If you were to repeat this assignment, what would you do differently?

### **Step 6: Sharing Research (Spiritual Mapping) results**

At the next training session, be prepared to give a report of your research results. Your report should be approximately 10-15 minutes in length and contain the following information:

#### **1. Part One—Basic Information Gathered (5-7 minutes)**

Describe your target area.

How did you gather your information (surveys, informal interviews, observation/mapping, library research, etc.)?

Discuss any significant problems or difficulties encountered and how they were overcome. What would you do differently next time?

#### **2. Part Two—Analysis of Research (Spiritual Mapping) Information (5-8 minutes)**

The remainder of the presentation should be focused on results of your research. The presentation should answer the following key questions:

What was the most interesting information you learned about your target area and the people living there?

Was there any information that surprised you?

What specific things did you learn that will help you in determining your plan for church planting in your target area?

What one important fact for church planting did you confirm that you already knew about the harvest field?

What new discovery that is important for church planting did you make about the harvest field that you previously did not know?

What opportunities did you find as open doors for the Gospel?

What obstacles did you find and how should they be overcome?

What further research do you need to do in order to develop a comprehensive evangelism and church planting plan for your target area?

## **SCP Vision Appendix 4b**

## **Sample Questionnaires**

*This appendix contains two sample questionnaires: a survey for each church in the target area, and a questionnaire for researching a target area. These are only examples and can be modified for your own purposes.*

LOCAL CHURCH SURVEY

**A. Profile**

1. Name of the church \_\_\_\_\_
2. Denomination (Confession) \_\_\_\_\_
3. Church Address / Location \_\_\_\_\_
4. Where the church meets: Owned by church \_\_\_\_ Rented \_\_\_\_
5. Date Founded \_\_\_\_\_ Date Registered \_\_\_\_\_
6. Name of church pastor/leader \_\_\_\_\_ Age \_\_\_\_\_
7. Does the pastor / leader work in another profession? Yes \_\_\_\_ No \_\_\_\_
8. Main language spoken in the church \_\_\_\_\_ Other? \_\_\_\_\_
9. Present number of members \_\_\_\_\_
10. Average number of attendees \_\_\_\_\_

**B. People**

Try to fill in the number of people who fit the following categories:

	Attendees		Believers		Members	
	Male	Female	Male	Female	Male	Female
Age 0-10						
11-17						
18-24						
25-30						
31-55						
55+						

*Church Assumptions:*

All attendees are not believers and / or members.

The number of attendees should be higher than believers and members.

A person can attend and be a believer, but not necessarily be a member.

The number of believers should be less than the number of attendees and higher than the number of members.

Number of baptisms: 2000 \_\_\_\_ 01 \_\_\_\_ 02 \_\_\_\_ 03 \_\_\_\_ 04 \_\_\_\_ 05 \_\_\_\_ 06 \_\_\_\_ 07 \_\_\_\_ 2008 \_\_\_\_

Number of families (husband/wife) who attend the church: \_\_\_\_\_

**C. Programs**

Check all the activities provided by the church and record the number participating in them

Activity	Church Provides	Number Who Participate
Sunday School (by age groups)		
Worship		
Youth groups		
Children's groups		
Women's group		
Men's group		
Missions		
Evangelism		
Discipleship training		
Home Bible study group		
New believer training		
Leadership training		



Teacher training		
Prayer Meeting		
Choir		
Army ministry		
New church ministry		
Literature ministry		
TV/radio ministry		
Prison ministry		
Drug/alcohol ministry		
Hospital ministry		
Orphanage ministry		
Elderly care ministry		
Prayer ministry		

**D. Plan**

1. Are there specific ministry plans for this year? Yes \_\_\_ No \_\_\_
2. What are these plans?

\_\_\_\_\_

\_\_\_\_\_

3. Have plans been started for next year? Yes \_\_\_ No \_\_\_
4. What are these plans?

\_\_\_\_\_

\_\_\_\_\_

5. Is there a leadership team that plans for the church? Yes \_\_\_ No \_\_\_
6. Does the church have a purpose statement? Yes \_\_\_ No \_\_\_
7. Does the church have a financial plan? Yes \_\_\_ No \_\_\_
8. Does the church have a spiritual growth plan for believers? Yes \_\_\_ No \_\_\_
9. Does the church cooperate with other churches? Yes \_\_\_ No \_\_\_
10. Does the church cooperate with other denominations? Yes \_\_\_ No \_\_\_

**TARGET AREA OR "CIRCLE" SURVEY**

**A. Who?**

1. Are there any special groups of people in this church's "circle of influence?"

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is there any one class of society that predominates in the "circle?" Yes \_\_\_ No \_\_\_

3. If "yes", which one?

\_\_\_\_\_  
\_\_\_\_\_

**B. What?**

What are the outstanding characteristics of the target area around the church being surveyed?"

\_\_\_\_\_  
\_\_\_\_\_

What special events, local holidays or celebrations do the people in the "circle" practice?

\_\_\_\_\_  
\_\_\_\_\_

What are the most pressing needs of the people within the "circle"?

Economic \_\_\_ Spiritual \_\_\_ Moral \_\_\_ Social \_\_\_ Educational \_\_\_ Cultural \_\_\_ Family \_\_\_  
Religious \_\_\_

What types of religious groups are present and how many churches (#) do each have within the "circle"?

Orthodox \_\_\_ # \_\_\_ Baptist \_\_\_ # \_\_\_ Pentecostal \_\_\_ # \_\_\_ Roman Catholic \_\_\_ # \_\_\_  
Lutheran \_\_\_ # \_\_\_ Other Protestant \_\_\_ # \_\_\_ Nondenominational \_\_\_ # \_\_\_ Moslem \_\_\_  
# \_\_\_ Foreign mission groups \_\_\_ # \_\_\_ (please write down what groups these might  
be: \_\_\_\_\_)

Is the church trying to address the needs of the people? Yes \_\_\_ No \_\_\_

If so, what specifically is the church doing to minister to the needs of their "circle?"

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does the purpose statement of the church indicate a desire to address the needs of their "circle?" Yes \_\_\_

No \_\_\_

Does the church's ministry plan show a concern for ministering to all the needs of people in their "circle?"

Yes \_\_\_ No \_\_\_

**C. How?**

1. Does the church have a feeling of belonging with people in its "circle?" Yes \_\_\_ No \_\_\_

2. If "yes," how?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If "no," what can the church do to begin to have a feeling of belonging with these people?"

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Are the church's activities designed to reach out to its "circle?" Yes \_\_\_ No \_\_\_

5. How does the church relate to other evangelical Protestant churches within its "circle?"

Relates well with all \_\_\_\_\_

Relates well with some, but not very well with others \_\_\_\_\_

Does not relate well with any \_\_\_\_\_

**D. Resources**

What kinds of resources are available to the church in its "circle?" (check those available)

TV/Radio \_\_\_ Literature \_\_\_ Publishing houses \_\_\_ Official permission for "helps" ministries \_\_\_  
Other evangelical Protestant Christian groups to partner with in ministry (other local churches \_\_\_  
foreign mission agencies/organizations \_\_\_ clubs \_\_\_ centers \_\_\_ associations \_\_\_ educational  
institutions \_\_\_)

What groups do the church presently partner with in special ministry projects?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have efforts been made by the church to talk with other churches within the "circle" about reaching the  
unsaved within the "circle" for Christ? Yes \_\_\_ No \_\_\_

Would the church leadership be willing to work with the other churches and organizations to reach everyone  
within the "circle" for Christ? Yes \_\_\_ No \_\_\_

If "yes," when will they try to gather the "circle resources" to talk about fulfilling the Great Commission  
within their "circle?"

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If "no," why not?

\_\_\_\_\_  
\_\_\_\_\_

## CHURCH -- Lesson 1—Biblical Foundations for the Church: The Church in God's Plan for the Ages

### I. GOD'S PLAN FOR THE AGES

**God is sovereign over all the universe (Ps 29:10; Da 2:20-21; 4:34-35; 5:21).**

**Satan Rebelled (Isa. 14:3-21, Eze 28:11-17).**

**Rebellion on earth (Ge 1:28; 2:7).**

IF THE CLASS IS LARGER THAN 9 DIVIDE INTO SMALL GROUPS.

What are the results of man's sin?

How would you describe God's plan for reaching lost people with His salvation?

What do the Scripture verses above tell us about the plan of God for man?

What does 1 John 4:16 tell us about the fact that God is love?

What are some other characteristics of God that can be seen in His creation, His creation of man in His image, the occurrence of sin, and His ultimate plan for redeeming people?

### II. STARTING THE CHURCH

#### A. The promise of the Church: Matthew 16:18-19

1. What is the foundation of your church ministry?
2. What happens when Christ is not the foundation of a new church work?
3. The Church exists for the world (**Eph 3:1-10**). What does this mean for people?
4. Christ is the head of the Church. What does this mean for our lives? **Eph 1:23; Col 1:18**
5. How do we let Him be both Lord and Master each day?

### III. THE ROLE AND NATURE OF THE CHURCH TODAY

#### A. The Church—A Called-Out People that are Both Local and Universal (**Eph 1:10**)

Notice that the local church may be defined in different ways:

- A house church: 1 Corinthians 16:19**
- A city church: 1 Thessalonians 1:1 1 Corinthians 1:2**
- Regional churches: Galatians 1:2** (Churches in Galatia)

#### B. The Church Is The Body Of Christ

**Ro 12:4-5; 1Cor 12:12-31; Eph 1:22-23; 4:4-16**

**The Body Is a unit that fellowships and Works Together (Ro 12:3-8, 1Cor 12:12-31**

**The Body Has One Head -- Christ (Col 1:18).**

#### C. The Church Is God's Number One Instrument for Spreading the Gospel (Mt 28:19-20).

- ✓ Can a believer be part of the universal church and not part of the local church?
- ✓ What does it mean for the church to be local or native?
- ✓ Study some of the metaphors used to describe the church (**Eph 2:15, 19, 21**)

## ACTION PLAN

How is God at work in your country to fulfill His promises? What has God done in the past year, 5 years, or 50 years that reveals His faithfulness to build His Church? **Write at least 10 examples to show God's faithfulness in your country situation.**

## CHURCH -- Lesson 2—The Purpose of the Church: Why Does The Church Exist?

What do you think are the purposes of the church?

### I. THE PURPOSE OF THE CHURCH

#### A. Exalt the Lord -- (**Ro 15:6,9; Eph 1:5ff; 2Th 1:12; 1Pe 4:11**).

- What does it mean for you to glorify God?
- How does the Church glorify God?
- How is God glorified in our midst?

#### B. Evangelize the Lost -- (**Lk 19:10; Jn 20:21**)

#### C. Edify the Laborers -- (**Ephesians 4:11-16**)

- Leadership is given (Ep 4: 11) to equip the saints for ministry (Ep 4: 12), not just to do the work of ministry themselves. What does this important truth tell us about how church planting work should be done? How will this affect how you do what you do?
- What ideas do you get observations do you make from Ep 4:11-16 about planting a church?

## II. MODELS FOR UNDERSTANDING THE PURPOSE OF THE CHURCH

- A. How would you compare a Program-Centered Church to the Great Commission Church?
- B. How would you compare the Church where people carry out the church programs” with the church as a “force for getting many people to serve God?”

### Matthew 28:18-20

1. What comfort is there in the truth that "all authority" has been given to Christ?
2. Since He is the Sovereign Lord, what has He asked us to do?

### Mark 16:15-20

1. What warning do you find here for the unbeliever?
2. What will be the evidence that shows people to be believers?
3. How did the Lord reveal Himself after His ascension into heaven?

### Luke 24:45-53

1. What things are the disciples to give witness to?
2. What promise was Christ making to them?

### John 20:19-23

1. What did Jesus mean when He said, "Peace be with you"?
2. How does this relate to his statement in vv. 22-23?
3. What does it mean to be sent?

### Acts 1:1-11

1. What is the natural result when we have the Holy Spirit working through us?
2. How far will the results of the Gospel reach?

## Questions for Application

IF THE CLASS IS LARGER THAN 9, DIVIDE INTO SMALL GROUPS.

What fears do you have about telling others about Jesus that can be overcome by your recognizing the sovereign authority of Christ? How can you best "make disciples?"

How can the Gospel be proclaimed in "all the nations" in my country?

Do you minister with the power of God on you? How can you allow His power to grow greater for His glory?

How concerned are you for the state of the lost? How will this affect how you lead the church you plant? What difference does it make?

## CHURCH -- Lesson 3—Form and Function: A Biblical and Cultural Perspective

**Function**=a biblically based activity that needs to be performed.

**Form**=the method chosen to carry out the function.

### I. Form and Function in the Church

- Give an example of a function in a church.
- Give an example of a form in a church.

For the Function, **Prayer**, some Forms are (1) kneeling or standing, (2) silent or spoken, (3) small group or individual, (4) before, during or at close of service, and (5) confession or supplication.

For the Function, **Teach the Word**, some Forms are (1) Sunday school, (2) sermon, (3) small group Bible study, and (4) family devotions.

For the Function, **Evangelize**, some Forms are (1) friendship evangelism, (2) door-to-door, and (3) invitation to church.

- Which of the alternative forms of prayer do you use most often? Which forms are used to “teach the word?” Which forms do you use to Evangelize?
- Would you say that one form is always better than the others for prayer, for teaching the Word, and for evangelism?

What are some forms that can be used for the giving function?  
 What are some forms that can be used for the worship function?

For each of the following forms, tell me what is the related function: Youth Camp, Church Prayer Meeting, Church Choir, Passing an Offering Plate, Church Building, Special Music in Service, Children's Church, Order of Church Service, Reciting Poetry in Church.

## II. Principles Regarding Form and Function

1. See **Matthew 9:14-17**. How does Jesus' teaching on clothing and wineskins relate to form and function? What does it mean to start a 'new wineskin' kind of church? What does **Matthew 12:1-8** add to our understanding of form and function? What are the forms used for stewardship in your church? How do these compare with **1Cor 16:1-2**?
2. It is a principle of church that forms be **adapted to the culture**. Are there any forms in your church that are no longer suited to the culture in which your church resides? Are there forms that you use for worship, baptism or church governance that would not fit well into some cultures?
3. Can you think of any group of people in your region that would not respond well to some of your forms (worship, prayer, preaching, etc.) that are used in the church where you attend? Discuss these forms and what should be done if you plant a church with these people as the target?

"It is not unusual for a young man, just out of seminary or Bible college, with no real pastoral experience, to become the pastor of a church and think that he knows exactly how everything should be done. He has an idea of what the perfect forms are and is determined to change everything to fit his ideas. He has no idea of what the people are like, nor does he know what they want to do. He may not even know whether the ideas have been tried before and the results. This can lead to a situation in which the people begin to feel that their pastor does not value them but sees them as part of an experiment and come to resent him. They also feel as if the church no longer fits them and either the pastor must go or they will."

- What does this action of the young pastor above tell us about his servant leadership and his love of the congregation? What could you say to him that might help him to see his error?

"Forms should be changed only to highlight the function. One time, in order to highlight worship (a function), a pastor started the service with a hymn (as usual) and then gave the sermon. The sermon was normally at the end of the service after the special music, extended singing, greetings and announcements, but this pastor chose to speak about God and His wonderful works, and then invited the congregation to worship and thank Him through prayer, singing praises (hymns) and the Lord's Supper. The change was very effective. This does not mean that he did it every Sunday. It was done that one time in order to get people to stop and think in a new pattern about the worship part of the service. They then returned to the usual form."

- Would people in your church be comfortable with this one-week shift in service? Why or Why not?

Questions for review, consideration and application

**IF THE CLASS IS LARGER THAN 9, DIVIDE INTO SMALL GROUPS.**

Why is 'form and function' so important to church planting?

How have the forms in your church developed? How have they been maintained?

Do the forms in your church experience serve a purpose / biblical function?

How could you improve the forms in your church to fit the culture better?

Which forms are hindrances to bringing the Gospel to the lost? To bringing a new believer into the life of the church?

What kind of resistance would you face if you sought to establish a new church with forms different than other churches in your culture?

In what ways are your forms strange and foreign to new believers?

## CHURCH -- Lesson 4—Defining the Local Church: “What Are We Planting?”

### I. The Difficulty of Defining the Church

1. When is a group of people a church?
2. What are the criteria for deciding whether it is a church or not?
3. Respond to the following situations. Is each a church? Why or why not?

### II. Examples of Church Definitions

#### A. Example #1

The following definition is an attempt to define the church by using only specific references from Scripture that describe how God’s people are to relate to one another. This definition emphasizes the relationships that should exist between believers.

“A church is a group of people who are devoted and give preference to one another (Ro 12:10), accept one another (Ro 15:7), care for one another (1Cor12:25), carry each other’s burdens (Gal 6:2), forgive one another (Eph 4:32), encourage and build up one another (1Th 5:11) spur each another on to love and good deeds (Heb 10:24), confess their sins to one another (Jas 5:16), pray for one another (Jas 5:16), serve one another (1Pe 4:10), and love one another (1Jn 4:11).”

If you were to use this definition, how would it help or hinder the church planting process?

What kind of a church would be produced by a group of people who used this definition?

Is this definition complete? Why or why not?

#### B. Example #2

“A New Testament local church is an organized assembly of baptized believers, in which the matchless presence of Jesus Christ dwells; who gather regularly for worship, instruction, fellowship, the Lord’s Supper, and baptizing new believers, under the obedience to the Word of God, supervised by elders who are assisted by deacons putting into action the equipping gifts that God has given its members to build up that local congregation, resulting in a Gospel witness locally and worldwide.”

How would this definition help or hinder the church planting process?

What kind of a church would be produced by a group of people who use this definition?

Is this definition adequate? Why or why not?

#### C. Example #3

The following definition is much more traditional and may be the definition you would hear from the average non-believer on the street.

“The local church is a building where people gather to receive religious services from professional ministers who have been specifically trained to lead meetings each Sunday morning as well as the other activities for the people such as weddings and funerals.”

How would this definition help or hinder the church planting process?

What kind of a church would be produced by a group of people who used this definition?

Is this definition complete? Why or why not?

#### D. Example #4

“A local church is an organized body of baptized believers, led by a spiritually qualified shepherd, affirming their relationship to the Lord and to each other by regular observance of the Lord’s Supper, committed to the authority of the Word of God, gathering regularly for worship and the study of the Word, and turned outward to the world in witness.”

How would this definition help or hinder the church planting process?

What kind of a church would be produced by a group of people who used this definition?

Is this definition a complete? Why or why not?

### III. Guidelines for Defining the Church

- A. **Avoid prescribing forms**, structure and programs in the definition.
- B. **Stress the biblical functions** that the church must perform

**IV. Writing Your Definition of the Church**

What principles do you find in each of the following verses?

**Ac 2:42-47****1Cor12:28****Eph 5:27****Ac 14:23****1Cor14:33****Heb 10:24-27****Ac 20:7****Eph 1:22****Ac 20:28****Eph 4:11-16**

Ask the church planters to do the following individually.
-----------------------------------------------------------

Write your definition of the church.

Consider the following questions concerning your definition:

Is your definition understandable?

Does it fit with Scripture?

Is your definition basic enough to describe all churches everywhere and at all times?

Does your definition fit a church that starts new churches?

Ask some in the class to share their definitions with the class.
------------------------------------------------------------------

1. What unnecessary items are typically added to people's working definition of the church?
2. When are buildings necessary for church planting? How can buildings help or hinder the growth of the church?
3. Why is it wrong to focus on forms when defining the local church?

**Action Plan**

With your church planting team, develop and agree upon a definition of the church that will aid you in your church planting process. Share your definition with other church planters, your trainer or mentor.

**SPIRITUAL CHARACTER -- Lesson 1—Justification by Faith:****The Foundation of Our Relationship with God**

How can we know God in a close, loving relationship?

Does God truly accept us?

Where does our acceptance before God come from?

How can we live a life that is pleasing to Him?

What happens when we sin?

**I. Justification is not --**

**A. By works**

**B. A pardon in which God ignores out sin**

**II. Justification is**

**A. The Righteousness of God: Romans 3:21-24**

**B. The Great Exchange: 2 Cor 5:21, Is 61:10, Ro 4:3-5, 8:1, Eph 4:22-24**

**III. The Crucial Issues of Justification by Faith**

**A. Can we justify ourselves?**

**B. Can we take credit for what God has done?**

Example: Consider a man who has done a terrible crime, and is awaiting the penalty of death. As he is waiting, one of his friends goes to the judge and asks for his pardon. The judge replies, "I will let him go, if you give me your son to die in his place." The friend says, "This is ridiculous. How could I ever do this?" But the judge says, "This is the only way that I will let him go free." After much agony, the father decides he will sacrifice his son for the friend...knowing it is the only way. In obedience, the son goes to the judge and agrees to die in the place of his father's friend. The next day the judge executes the son and sets the man free. Soon after this, the father happens to overhear a conversation between the released prisoner and a friend. When asked, "How were you set free from your penalty of death?" the released man replies, "Well, while I was in prison I kept myself clean, behaved well, and did what the guards asked. Then they let me go because of my good behavior."



How do you think this father responded to what his friend said? How could the released man think that his behavior had anything to do with his release after the son had given his life for him?

A. Must we trust God completely and only?

Write out your definition of "justification by faith."

What does it mean when we describe justification by faith as a "passive righteousness"?

In our daily walk with the Lord, why is it so hard for us who began in grace to continue in grace, trusting in the finished work of Jesus Christ on the cross?

How does justification by faith affect the way you relate to God and the way you think He relates to you?

### Action Plan

Teach someone else the meaning of justification by faith, and then have him write out the definition on his own. Bring what they have written to the next training session.

## SPIRITUAL CHARACTER -- Lesson 2—Living the Gospel: Rejecting Self Reliance

How do you think your belief about the Gospel of justification by faith alone affects your growth in Christ today? Jesus speaks of salvation by belief in **John 3:36**. In Romans, Paul clearly communicates the message of justification by faith alone: According to these three passages, what is the requirement for justification?

**Romans 1:16, Romans 4:5, Romans 10:9-10**

In Galatians, Paul affirms salvation by faith. **Galatians 3:2-5** In Galatians 3:2-5, Paul gives two outcomes of faith (believing). What are they? What is the goal he refers to?

What does **Galatians 4:15** tell us was lost because of the attempt to be justified by keeping the law?

What are the dangers of self-reliance? How had the Galatian believers fallen away from the Gospel?

Do you agree with this statement, "Trusting in our own resources is perhaps the best practical description of unbelief?"

As example, let's compare two days in your life. One Saturday you get up and go to a prayer meeting, as is your custom. On the way out, you have a brief but pleasant conversation with your neighbor. You go on to have a wonderful day in which God's presence is obvious in many ways. On the way home, you have an opportunity to share the Gospel with someone, and so you share Christ and His salvation with him. The next Saturday is quite a bit different. You wake up late, miss the prayer meeting, and speak unkindly to your neighbor on your way out. In general, the day is filled with confusion and God does not seem to be near. You begin to feel badly about what you have done, but to your surprise, you have another opportunity to share the Gospel with someone.

Would you pass by the opportunity to share the Gospel because you feel like you are unworthy to do so? Do you think that it is possible for God to bless you on a bad day? If not, then why not?

**Example:** On August 21, 1544, Martin Luther wrote to one of his faithful and trusted friends, George Spalatin. Spalatin had given some advice that he later came to regard as sinful. When he reached this conclusion, he was immersed in grief and guilt. He was convinced that he should have known better and that he, of all people, should not have made this mistake. He could not be consoled. When Luther learned of his condition, he wrote to offer him comfort, saying, "... my faithful request and admonition is that you join our company and associate with us, who are real, great, and hard-boiled sinners. You must not by any means make Christ to seem paltry and trifling to us, as though He could be our Helper only when we want to be rid of imaginary, nominal, and childish sins. No! No! That would not be good for us. He must rather be a Savior and Redeemer for real, great, grievous, and damnable transgressions and iniquities, yea, and from the greatest and most shocking sins; to be brief, from all sins added together in a grand total..." From: Martin Luther Companion to the Contemporary Christian.

Have we become small sinners who only need a small Savior or are we real sinners who need a real Savior? Explain.

What happens when we add something to what Christ has done?

Are you losing your sense of joy in Christ? If so, why?

How does the Gospel apply to us as believers?

What is the difference between self-effort and faith?

How does living by faith impact our daily thoughts and actions in life?

## **SPIRITUAL CHARACTER -- Lesson 3—Christian Growth: Making Christ the Focal Point of the Christian Life**

How can we keep from being shipwrecked by sin? How can we grow in our faith, so that we have a strong, living relationship with Jesus Christ?

**I. What Is Spiritual Growth? What does Phil. 2:12-13 tell us about the partnership we have with God in our growth?**

**II. The Role of the Cross in Spiritual Growth**

- A. What do these verses tell us about **Growing in Knowledge of God’s Holiness?** -- Jer. 9:23,24, John 17:3, Phil. 3:8
- B. **Learning to Recognize our Sin** – Eph. 3:8, 1 Tim. 1:15
  - 1. How can we best recognize our sinfulness?
  - 2. How does recognizing our sin relate to humility?
- C. **The Resulting Gap between God’s Holiness and our Sin** -- Romans 8:10; 1 John 1:9
  - What increases our rate of growth to maturity?
  - What decreases our rate of growth?

**III. Hindrances to Christian Growth**

- A. Phariseeism is living according to rules, duties, and self-sufficiency (in our own strength) – the problem of pride. What does **Luke 10:38-42** tell us is the key to growth rather than pride?
 

What is Phariseeism like when it is expressed toward God? What is Phariseeism like when it is expressed toward your spouse? How would your spouse react? Give an example.
- B. Despair – Lack of belief in what God has done - What does **Hebrews 10:14** tell us that we should have faith in if we are to remove the gap between God’s holiness and our sin?
 

What can we do to overcome despair?
- C. For the gap to be closed, what must grow in our focus?-- **Galatians 6:14a**

How can we keep from being shipwrecked by sin? How can we grow in our faith, so that we have a strong, living relationship with Jesus Christ?

If there are still 15 minutes left to complete the following, do it in class. If the time is not available, students will do this as the “ACTION PLAN” for the lesson. Pair students and ask them to each do the following: Describe to the other person what you have learned about growth in holiness and explain to them how you can apply the accomplishments of Christ to your daily life. Give a specific example of changes in your life as a believer as a result of increasing your understanding of sanctification.

## **SPIRITUAL CHARACTER -- Lesson 4—The Transforming Power of the Gospel: Freedom from the Mastery of Sin**

To understand the transforming power of the gospel, we must recognize the conditions and perspectives on the human life. **First, the condition of a life without Christ is that of the mastery of sin.** In this lost condition, we are slaves to sin and cannot be free from the dominance of the “flesh.” (**Rom. 3:11-12, 23**) **Second, the perspective of God on the life of a believer is that the sacrificial death of Jesus covers our sins and we are no longer in a state of “mastery of sin” but of “saint.”** We are delivered from the penalty of sin and from the power of sin. We live in true freedom to love Him. The sin nature is dead and we no longer live under its mastery, we are united with Christ. (**2 Cor. 5:17-20**). **Third, our “experience of life” does not perfectly represent this**

**true reality of our God given condition in Him.** We must recognize our daily sins and repent, aligning our thoughts with the mind of God. The sin nature is not our master, but it is always striving to gain power over us. **(1 Jn. 1:9; Rom. 7:19; 8:9-13).**

Select two of the bold members of the class. Bring them in front of the class. One will play the role of someone in the first condition and the other will play the role of someone in the second and third conditions.

Let us say that \_\_\_\_\_ (name) is in the first condition. Let's consider the nature of this condition.

**FIRST CONDITION—Unbelieving Sinner (Eph. 4:17-19, Rom. 8:5-8)**

- |                                        |                                    |
|----------------------------------------|------------------------------------|
| 1. <b>Without hope</b>                 | 7. <b>In the flesh</b>             |
| 2. <b>Unregenerated - lost</b>         | 8. <b>Not reconciled to God</b>    |
| 3. <b>Under sin's control</b>          | 9. <b>Under the penalty of sin</b> |
| 4. <b>Depraved – unable to do good</b> | 10. <b>Separated from God</b>      |
| 5. <b>A sinner</b>                     | 11. <b>Under the law</b>           |
| 6. <b>Enemy of God</b>                 |                                    |

**I. The Grace of God and the Practice of Sin**

If God's grace truly abounds beyond all our sin and we are justified by faith apart from our obedience, can we go on practicing sin? If God's grace is offered to those who don't even deserve it but receive it because of their faith in Jesus Christ, it is only natural to ask this question. May we go on sinning and expect God's grace to cover it? **(Gal 5:13, Rom. 6:1-2).**

**II. Baptized into His Death – Raised in His Resurrection**

1. How did we die? **(Rom. 6:3-5)**
2. What happened because of our death with Christ? **(Rom. 6:6-10, 22)**
3. What should be in our minds regarding sin? **(Rom. 6:11)**

Let us say that \_\_\_\_\_ (name) is in the second condition. Let's consider the nature of this condition.

**SECOND CONDITION-- Saint – True Reality as God Sees It (Eph. 4:22-24, Romans 6:18, 22, Romans 8:9-11)**

- |                                              |                                                  |
|----------------------------------------------|--------------------------------------------------|
| 1. <b>Reconciled to God</b>                  | 9. <b>Not called a sinner but called a saint</b> |
| 2. <b>United with Christ</b>                 | 10. <b>Under grace</b>                           |
| 3. <b>Forgiven of all sin</b>                | 11. <b>Alive with Christ</b>                     |
| 4. <b>Dead to sin</b>                        | 12. <b>Pure and blameless</b>                    |
| 5. <b>Controlled by the Holy Spirit</b>      | 13. <b>Righteous</b>                             |
| 6. <b>New Inner Man</b>                      | 14. <b>Minds set on what the Spirit desires</b>  |
| 7. <b>Freedom from control of sin nature</b> | 15. <b>Has life and peace</b>                    |
| 8. <b>Raised from the dead</b>               |                                                  |

Let us say that \_\_\_\_\_ (second person's name) is in the third condition. Let's consider the nature of this condition.

**THIRD CONDITION -- Saint – Experienced and Humanly Perceived Life (Eph 4:25-28, James 1:13-14)**

Each of the conditions listed above are true reality but our experience and perceptions include:

- |                                                 |                                                  |
|-------------------------------------------------|--------------------------------------------------|
| 1. <b>Sin and must repent</b>                   | 6. <b>Child and heir of God</b>                  |
| 2. <b>Sin strives to regain power</b>           | 7. <b>Growing in Christ</b>                      |
| 3. <b>Exhibit the fruit of the Holy Spirit.</b> | 8. <b>Freedom from control of sin nature</b>     |
| 4. <b>Holy Spirit convicts</b>                  | 9. <b>Not called a sinner but called a saint</b> |
| 5. <b>Forgiven of all sin</b>                   | 10. <b>Fluctuating spirituality</b>              |

**III. Power Not to Sin and Power to Experience the Life in Christ:**

What should a person in the third condition do?

What does each of these verses tell us about our new life in Christ?

- A. Understand the New Nature **(Rom 6:6)**
- B. Live in the Spirit **(Rom 8:5-7; Gal. 5:16)**

- C. See Yourself as a Child of God (**Rom. 8:16-17**)
  - D. Renew Your Mind (**Rom. 12:2; 2 Cor. 10:5**)
  - E. Know the Truth (**John 8:32; Col. 1:5-6**)
1. Why is there a difference between our true condition as God sees us and the way we feel and act at times?
  2. Does this mean that sinning is okay for us?
  3. How can we bring our feelings and actions closer to our true spiritual condition?
  4. How do you allow your feelings instead of your faith in God's Word to affect the way that you view your life in Christ?
  5. When fighting against sin, which brings more power into your life: trying harder or believing more?
  6. How is "count" (also translated "reckon" and "consider") in **Romans 6:11** related to faith?
  7. What has happened to your sinful nature according to Paul's letter to the Romans?
  8. How can you live by the Spirit?

Say to the class, "Bring a journal or notebook to the next session for use as a journal." If they do not have one available, they can write on the back of these pages.

## SPIRITUAL CHARACTER --Lesson 5—Keeping a Spiritual Journal

### I. Why Keep a Spiritual Journal

- A. A reminder of God's Love and dependability when we face struggles and discouragement  
How is the journal similar to Joshua's memorial? (**Jos. 4:1-9**)
- B. Helps develop accountability in spiritual growth and ministry.
- C. Forces reflection on our lives and adjusts our priorities.
- D. Helps us grow in faith by seeing how our knowledge of God has grown.
- E. Helps us see how God answers prayers.
- F. A tool in the development of our ministry.

### II. Daily Time with God

Include the following in your daily journal.

**Today's Passage:** Write down the Bible passage you are reading during your devotions.

**Personal Insights:** Read the Bible passage, take time to think and pray about it. Write down any insights the Holy Spirit gives you about this passage. What does the passage say? What do you observe? How can you apply this passage to your own life today?

**Promises to Claim:** Are there any promises in this passage? Write them down and thank God for these truths.

**Commands to Obey:** Does this passage give any commands you need to obey?

**Prayer:** List any prayer requests for which you have a particular burden and also list answers to previous requests. Be as specific as possible. This will help you see God at work through your prayers.

### III. Daily Journaling

The Daily Journaling helps you monitor the progress of your church-planting ministry.

**Action Plans:** Write down any work you have done on your action plans. List activities accomplished for an action plan or work in progress.

**Contacts:** List your evangelistic contacts for that day. Write down the results of your time together. Did you share your testimony? How did they respond? Are they open or closed to the Gospel?

**Meetings:** Make notes concerning any cell group, home group meeting or special activity. When and where was the meeting held? Who led it? What did you do (Bible study, prayer group, showed Jesus Film to friends)? How many people attended? How many are regular attendees? Visitors? Did anybody make a commitment to Christ? Write down any problems or special concerns needing further attention.

**Reflections:** Take time to think about the day. Is there anything that stands out to you? Did you learn or observe anything about your personal life or ministry you want to remember? These reflections are personal notes you make about your own life. **They do not need to be shared with anyone.** They help you to put your day in perspective and remember anything the Holy Spirit is teaching you.

For the time remaining, instruct the students as follows: “Using the notebook you have brought with you or the backs of these pages, think through and write down your Spiritual Journal for today.” TRAINER, you may need to have some blank sheets of paper for those who forget to bring their own.

#### Action Plan

Throughout the church planting training cycle, keep a daily journal for devotions and ministry progress. You may want to establish the headings above as the ones you will use to organize your daily journal. Be prepared to show this journal to your mentor or trainer.

## PRAYER -- Lesson 1, 2—Concert of Prayer: Praying for Revival

Plan this lesson for a two one-hour session

### I. How to Plan and Lead a Concert of Prayer

Concerts of prayer focus on two main biblical concepts:

Prayer directed inward

Prayer directed outward

**A. Theme:** Concert of prayer should be organized around a theme or topic.

**B. Agenda:** Provide Scripture supporting the theme.

**C. Celebration:** Praise God

**D. Confession and Preparation:** Silent prayer for confession

**E. Small Group Prayer**

Have students form small groups of 2-6 people and pray about the topic as it relates to local, regional, national and international level. After this time for small group praying, lead in prayer for a growing prayer movement in your city or town or locality.

**F. Presentation:** Information and materials such as maps and lists.

**G. Praise and Worship**

### II. A Concert of Prayer

The trainer should lead the entire class in a concert of prayer on the theme of “Prayer” using the material below:

#### A. Prayer of Adoration and Meditation: (The trainer leads this section of concert)

In this concert, we will emphasize the forms of prayer that Jesus emphasized in the **Model Prayer:**

##### Matthew 6:9-13

"This, then, is how you should pray:

“Our Father in heaven,  
hallowed be your name,

Prayer of Adoration & Meditation

<sup>10</sup>your kingdom come,

Prayer for Fellowship with God

your will be done

Prayer of Submission

on earth as it is in heaven.

<sup>11</sup>Give us today our daily bread.

Prayer of Petition (Making Requests of God)

<sup>12</sup>Forgive us our debts,

Prayer of Confession

as we also have forgiven our debtors.

<sup>13</sup>And lead us not into temptation,

Prayer of Deliverance from the Evil One.

Read and prayerfully meditate on these verses of praise.

##### Ephes. 1:6; 1 Peter 4:11; Psalm 8:1; Psalm 71:19

Since this lesson is not a Bible study time, do not take the time to discuss the verses in this concert of prayer. Lead the group in a time of short prayers in which the group members mention a characteristic, attribute, or name of God and praise Him.

#### B. Prayer for Fellowship with God (A class member volunteer leads group in this section of concert.)

John 15:7-10; James 4:4-8

#### C. Prayer of Submission (A second class member volunteer leads group in this section of concert.)

Read and prayerfully meditate on the following verses: John 14:23-24; Romans 6:12-13;

Romans 8:5

**Prayer of Petition (third class member lead group in this section of concert.)**

**Philip. 4:6-7; John 15:5-7; John 14:12-13**

**E. Prayer of Confession and deliverance (Fourth student lead group for in silent prayer of confession.)**

**2 Cor. 7:10; Isaiah 59:2; Psalm 66:18-19**

Have the class discuss each section of the concert of prayer. Then, ask the class to discuss these questions.

1. What seemed to work well?
2. What did not work so well?
3. Was any part of the concert difficult? If so, why?
4. What seems to be the best approach for leading the concert?

## **PRAYER -- Lesson 3—How to Facilitate Prayer:**

### **How to Mobilize Prayer for Your Church Plant**

#### **I. Prayer—An Essential to Evangelism and Church Planting**

**Rom. 10:1; Eph. 6:18; Eph. 6:19-20; Col. 4:2-4; 2 Thes. 3:1-3**

#### **II. How to Integrate Prayer with Evangelism and Church Planting**

What are practical ways in which you can involve believers in praying for your church planting movement?

##### **A. In Cell Groups**

1. What should a cell group focus its prayer on?

##### **B. Prayer Triplets (three believers pray together)**

1. What does a prayer triplet focus its prayer on?

##### **C. Prayer Walking—walking silently in prayer around an area that you are planning to minister to.**

Discuss the prayer walk. Do you think this is something believers should do? Is it effective?

##### **Case Study 1:**

A neighborhood known to contain a large number of problem families was being targeted for a church plant. Social problems like unemployment, family breakups, drug addiction and crime were very common. In the early part of the church planting effort, a prayer walk was planned for every street in the neighborhood. As they walked and prayed, they recorded the insights the Holy Spirit gave them. Many other prayer walks followed the initial one. Some prayer walks took place around the local school, some in and around the shopping area, and some around the outer edge of the neighborhood. One prayer walk took place in the woods overlooking the neighborhood. In these woods, known to be a place where drugs were handed out, witchcraft symbols were found on the trees. The prayer walk team spent time praying against these evil influences. In the three years since the neighborhood was targeted for church planting, social problems have diminished, crime has decreased by 40%, and a church of 70-80 people has been planted. There is now a spiritual influence to challenge the pervading evil, and God is at work in many lives (DAWN Europa Prayer Manual, August 1994, pg. 13).

What is your reaction to this case?

What are the greatest gains from this type of prayer walk?

What would be the greatest challenges?

##### **Case Study 2:**

A church planter and his family moved into an apartment block in the city in which they desired to see a church started. Late one evening, the family walked through the apartment block together. They stood in front of each apartment door and each family member prayed for the people in the apartment. The young son prayed that each person in the apartment would ask Jesus into his or her heart. One daughter prayed that the family's financial needs would be met, another daughter prayed for good family relationships. The mother prayed for the health of the family members and the father prayed for the blessing of God to be on that household. After the prayer walk, the church planter and his family saw 14 people in that apartment block come to Christ and a small church formed.

What is your reaction to this case?

What are the greatest gains from this type of prayer walk?

What would be the greatest challenges?

#### **D. Prayer Support Team**

1. Do you have a team of people that prays for your church planting ministry? How well does it work for you? What do you ask your team to pray for?
2. What are ways in which you can keep your prayer support team informed of prayer needs and answers to prayer?
3. What types of information do you feel would be best to share with a prayer team and what kinds of information should not be shared?
4. What are some other ideas to help increase prayer for your church-planting ministry?

### III. Research: Gathering Information for Prayer

What kinds of information could be gathered in research that would be most helpful for praying for individuals or the community?

Would information such as churches in the area, occultic or satanic groups present, church growth, and unity of believers be useful for your prayers? Explain?

#### Action Plan

If you have not already done so, **develop your prayer support team.** Ask at least three other believers to pray weekly for your ministry. How will you keep them informed of prayer requests and answers to prayer?

**Do at least one prayer walk in your target area with your church planting team or others** with a burden to see that area reached for Christ. Discuss this experience with your mentor or trainer.

## BIBLE STUDY METHODS – Lesson 1—Introduction to the Inductive

### Bible Study Method:

#### Letting the Bible Teach Us

#### I. Inductive vs. Deductive (2Tim. 2:15)

##### A. The Deductive Approach

1. Deductive Reasoning  
We begin with a known and accepted idea and deduce a conclusion.
2. Deductive Bible Study  
In ten other New Testament passages, yeast refers to sin. We might deduce that it would also mean sin in **Matt. 13:33**. Read the passage. Does yeast refer to sin here?
3. The “Normal” Method  
Bible teachers often know what they want to say, and simply come to the Bible to find a verse that seems to support their understanding. Why would this create a danger for misunderstanding the true meaning of the passage?

##### B. The Inductive Approach

1. Inductive Reasoning  
We examine the facts closely in order to try to understand what the facts mean.
2. Inductive Bible Study  
We carefully examine the text to gain an understanding.
3. Inductive is a Better Method

#### II. Steps of Inductive Bible Study

- A. **Observation** – What does it say?
- B. **Interpretation** – What does it mean?
- C. **Application** – What should I do?

Read **John 1:1-2** and discuss these three questions.

#### III. Building a Solid Pyramid

- A. Rushing the Process – Do not rush by beginning with a quick reading and assumption that you know what it means. Do not make a quick and questionable application for it.
- B. A Solid Foundation – begins with thorough observation (breaking the gold down into small pieces). We carefully examine the content of the passage to determine its true meaning. We make a valid application.

Questions for consideration, review and application

1. What is the basic difference between deduction and induction?
2. Why is the inductive method a superior method of studying the Bible, compared to the deductive method?
3. What are the dangers of the “common” approach to Bible study and preaching?
4. What questions might you ask yourself about a Bible passage in order to focus on observation of it?

5. What questions might you ask yourself about a Bible passage in order to focus on its meaning?
6. What questions might you ask yourself about a Bible passage in order to focus on application of it?

### **Action Plan**

When you next study the Bible, record how much time you spend on observation, interpretation, and application. On the basis of these times, evaluate whether you are using the inductive method, the deductive, or something in between.

In preparation for the next lesson on observation, pick a sample short passage of Scripture to study (no more than a paragraph or so). Spend at least two hours prayerfully observing the passage and asking God to open your eyes to things that you have not yet seen. Record your observations. What did you learn?

## **BIBLE STUDY METHODS -- Lesson 2—Observing God’s Word**

### **I. Observation – What does the Text Say?**

#### **A. Prepare for Observation**

What is the role of Holy Spirit (**1 Cor 2:14**)?

What is the role of prayer (**Eph. 1:18**)?

What is the role of readiness to obey (**James 1:22-25**)?

What is the role of self-examination in light of the passage studied (**2 Cor. 13:5**)?

What is the role of willingness to learn (**Acts 17:11**)?

#### **B. Take Enough Time**

#### **C. Look at the Context (or situation)**

Looking at what the context means, examining the following:

1. What do the preceding and following verses talk about?
2. What is the theme of the paragraph?
3. What is the theme of the chapter?
4. What is the purpose and theme of the book?

#### **D. Examine the Structure**

- i. What are key words?
- ii. What things are compared and what things are contrasted?
- iii. How do the ideas move forward in a developing way?
- iv. What words are verbs?
- v. What words are conjunctions?
- vi. What are illustrations?
- vii. What kind of literature is being used?

#### **E. Ask Questions: Who? What?, Where?, When?, How?, and Why?**

Inductively study Jeremiah 1 using the material using the above principles of observation. First, read the passage together. Then discuss the questions under the topic, “SAMPLE OBSERVATION.” (Continue the observation analysis discussion until 10 minutes before the end of the hour. Then, discuss the results of the discussion as a class.

If not printed in manuals the students have, make a copy of the “Sample Observation” for class members.

### **Sample Observation**

#### **A. Who?**

Who is the writer of this part of Scripture (verse 1)?

Who are the persons mentioned in this passage (verses 1-2)?

Who are the kings mentioned in verses 2-3?

Who are the people God is summoning to bring disaster on the land (v.15)?

Verses 18-19 list Jeremiah’s main enemies. Who will these people be?

(Other?)



**B. What?**

- What special event is mentioned at the beginning of verse 2?
- Is it possible to know what Jeremiah's role was from verse 2?
- If so, what was that role?
- According to verse 2, what event took place at the end of the reign of Zedekiah?
- What happened to Jeremiah in verse 3?
- What was the "word of the Lord" that came to him (verse 5)?
- What are the four specific actions God said he did in verse 5?
- In verse 5, what was to be Jeremiah's role?
- What was the extent of Jeremiah's role? Limited to the nation of Israel or much broader?
- What was Jeremiah's response in verse 6?
- What was God's response to Jeremiah in verses 7-8?
- What are the two instructions God gives to Jeremiah in verses 7-8?
- What options do Jeremiah have according to verse 7?
- What is Jeremiah's emotion that God addresses in the first part of verse 8?
- What two reasons are given to Jeremiah for not being afraid (verse 8)?
- What does the Lord do to Jeremiah in verse 9?
- Verse 10 describes Jeremiah's task. What were the elements of that task?
- What is the sequence of events mentioned in verse 10?
- What were the two things God showed Jeremiah in verses 11-16?
- What does verse 12 describe God doing?
- According to verses 14-16, what is about to happen to the people of God?
- What are the specific reasons God is bringing judgment on His people (v.16)?
- What are the instructions God gives to Jeremiah in verse 17?
- What commands have been repeated from earlier?
- What is the new promise (verse 17)?
- What will the people of verse 18 do to Jeremiah (verse 19)?
- What is the promise God gives Jeremiah for the battles ahead (verse 19)?
- (Other?)

**C. Where?**

- Where is the place of this passage according to verse 1?
- Where is this located?
- Where will the people described in verse 15 come from?
- (Other?)

**D. When?**

- When is the time period described for the overall contents of this book?
- In verse 5, when did God know (choose) Jeremiah?
- In verse 5, when did God set Jeremiah apart for ministry?
- When did the action in verse 18 take place?
- (Other?)

**E. Why?**

- Why is God "watching" in verse 12?
- Why is God judging His people (v.16)?
- (Other?)

**F. How?**

- How is Jeremiah described in verse 1?
- How is his father Hilkiah described in verse 1?
- How does Jeremiah address God in verse 6?
- How does Jeremiah respond to God's word in verse 6?
- How does God describe Jeremiah in verse 18?

### Action plan

If you did not have time to complete the observation of Jeremiah 1, do so before the next lesson. See if you can ask other useful questions of the same passage. Save these questions and answers for use in the next lesson.

## BIBLE STUDY METHODS -- Lesson 3—Observation Workshop

It is important to bring the groups back together for the 15-minute time of comparing results. This should show that there are many possible questions that might normally slip past individuals or even a small group. It also underscores the validity of studying the Scriptures together in a group rather than having only one person "preach" what they see in the text. Divide into groups of 3-4 people. Take 35 minutes to read the passage, develop **observation** questions, and record the answers.

Have extra paper and pencils available for the groups to use. Also, you will need a posterboard, chalkboard, or something equivalent to record the questions and answers when the groups come together at the end of the session. Give copies of the material below if it is not in the materials the students have.

### Steps

Use the following steps that were outlined in Lesson 2 for Acts 17:1-10a:

Pray for God's guidance.

Read the passage several times.

Examine the context and record your observations.

Examine the structure and record what you see.

Ask every variation of the six key questions that you can think of, and record the answers that you find. Not every question will apply to this passage, but record the ones that relate to it.

Select the one best question for each section for use if you were to teach this passage.

**CONTEXT:** The theme or subject of the verses surrounding the passage being studied. These verses include:

Verses just before these –	Paragraph / section -	Book (Acts) –
Verses just after these –	Chapter (17) -	New Testament –

**STRUCTURE:** The structure of the passage relates to the grammar and kind of language. These include:

Key words –	Verbs -	Kind of literature -
Comparisons or contrasts –	Conjunctions –	
Progression of ideas -	Illustrations –	

**KEY QUESTIONS:** Ask and answer all possible variations of the six key questions

Who?	What?	Where?	When?	How?	Why?
------	-------	--------	-------	------	------

## BIBLE STUDY METHODS -- Lesson 4—Interpreting God's Word: What Does It Mean?

**I. Interpretation – The Second Stage of the Inductive Method**

**II. The Induction Process**

- A. Find the Key Observation Facts of the Passage
- B. Determine the Author's Main Point
- C. Determine the Flow of Thought in the Passage

### III. The Basic Rules of Interpretation

#### A. General Principles of Biblical Interpretation

1. The Bible is the authoritative Word of God.
2. The Bible is its own best interpreter, reflecting the character of God.
3. Saving faith and the Holy Spirit are necessary to understand the Scripture.
4. You should interpret history, actions, attitudes, personal experience, etc., in the light of Scripture and not Scripture in the light of these things.
5. The primary purpose of the Bible is not to increase our knowledge but to change our lives.
6. Every Christian has the right, the responsibility, and the privilege to investigate and interpret the Word of God with the help of the Holy Spirit.

#### B. Grammatical, Historical, and Theological Principles of Biblical Interpretation

1. You should interpret words according to their meaning in the historical and cultural context of the author. Always think about how the original hearers would have understood and reacted to the message.
2. It is important to understand the grammar of a passage before trying to understand the theological truth that it teaches.
3. Figurative language normally has one main point. Do not try to read too many things into passages that use images or symbols for ideas?
4. You should be no clearer on a subject than the Scriptures are clear. Do not add your own thinking or church tradition to what the Bible says, for you or others could come to believe those thoughts are actually Scriptural.

#### C. Common Interpretation Errors to Avoid

- Springboard-jumping from one passage to a different idea or teaching that you want to discuss.
- Allegory-ignoring the clear meaning of Scripture and trying to find some hidden meaning.
- Ignoring Progressive Revelation-forgetting the progressive nature of Scripture.

#### D. Use “Helps,” But Use Them Carefully

Refer back to your observations on Jeremiah 1, and **work through the process of interpretation as time allows. Follow the format shown below.**

### IV. Sample Interpretation

#### A. Find the Key Observations of the Passage

#### B. State the Main Point

#### C. Describe the Flow of Thought

#### D. Some “Meaning” Questions

As you work through the statements above, it might be helpful to consider the following questions about the meaning of the text. Perhaps you will think of other good, or even better, questions. These are offered to start you on the process.

Verse 5

What does it mean that the Lord “knew” Jeremiah?

What does it mean to be “set apart?”

What are some implications of the statement “...before you were born I set you apart...?”

Verse 6

Why might Jeremiah consider himself a “child?”

Why do you suppose Jeremiah responded the way he did?

Verse 7

How would you describe a call from God by what you see in this verse?

What does your answer to the preceding question say about God and His character?

Verse 8

What do the Lord’s words say about the response of the people to Jeremiah’s future ministry?

What motivation is there for Jeremiah to face his enemies?

Verse 9

How did the Lord “put” His words into Jeremiah?

Verse 10

What do you think the phrases “uproot and tear down, to destroy and overthrow, to build and plant” mean?

What do you think there is about the character of Jeremiah that would allow him to follow through with God’s plan?

Verse 12

What principle do you find in this verse concerning God being active in the ministry of those He has called?

Verse 16

What does this verse show about the character of God, even when it comes to judging His own people?

Was God justified in what He planned to do to the people? Why?

Verse 17

What might have been part of Jeremiah’s “getting ready”?

Why do you think the Lord repeated again what he had already said before (verse 8)?

Verse 18

What is the meaning and significance of the phrases “fortified city, an iron pillar and a bronze wall?”

Why would the people of verse 18 be so opposed to Jeremiah and his message?

How does God strengthen and prepare His people today to stand for Him?

Verse 19

What does this verse show about God’s character and commitment to those He calls?

### The Biblical Principle

From my study of Jeremiah 1, I find the following timeless biblical principle (record):

### Action Plan

Finish any remaining questions in this lesson that you have not yet completed.

Begin to work through the interpretation process using Acts 17:1-10.

## BIBLE STUDY METHODS – Lesson 5—Interpretation Workshop

Trainer, use the instruction given for Bible Study Methods Lesson 3 to conduct an “Interpretation workshop” using Acts 17:1-10a. Students will use their notes from the previous lesson as a guide for the workshop.

#### A. Examine the Observations to Find the Key Facts

As I look at my observations on Acts 17:1-10a, it seems to me the most important observations are (list):

Context of the passage:

Original audience:

Original situation:

Other facts and observations

#### B. State the Main Point

The subject of the passage is:

The thing that Luke is saying about this subject is:

A concise statement of main point, reflecting the two ideas above, is:

#### C. Describe the Flow of Thought

Luke develops the main idea of the passage by:

#### D. “What Does It Mean” Questions

As you work through this passage as a group, record below key questions you asked about the meaning of the passage that helped you better understand what the verses mean.

[Circle the two most helpful questions you would use if you were leading a group study of this passage.]

#### E. State the Biblical Principle

What is the timeless principle of this passage?

## BIBLE STUDY METHODS -- Lesson 6—Applying God’s Word: What Should I Do?

### I. Application – The Third Stage of the Inductive Method (obey-Matt. 28:20, James 2:17)

Application consists of asking, “What in my life is similar to the situation described in the passage?”

### II. Process of Application

#### A. Application Topics

- |              |               |              |
|--------------|---------------|--------------|
| 1. Faith     | 4. Sins       | 7. Character |
| 2. Attitudes | 5. Challenges |              |
| 3. Actions   | 6. Promises   |              |

Discuss the “General Questions” and the “Specific Questions” as a guide to applying Jeremiah 1 to your lives and ministries. Discuss the results of these group discussions as a class.

#### General Questions

Hendricks lists a number of helpful application questions that can be asked of any passage of Scripture. They are:

- |                                       |                               |
|---------------------------------------|-------------------------------|
| Is there an example for me to follow? | Is there a condition to meet? |
| Is there a sin to avoid?              | Is there a verse to memorize? |
| Is there a promise to claim?          | Is there an error to avoid?   |
| Is there a prayer to repeat?          | Is there a challenge to face? |
| Is there a command to obey?           |                               |

#### Specific Questions

These questions directly relate to what you should do as a result of the message. There are an endless number of these specific questions, since they are different for every passage. You are limited only by your creativity. The important thing is to open your heart to the Lord, and allow Him to show you what He wants to be different in your life.

Some sample questions are listed below. Feel free to add to them as you work through the passage.

#### Verse 5

What does the teaching of this verse say personally to you about your relationship with God the Creator?

What does this verse say to you personally about your call to ministry?

If you do not have a clear sense of call, what is this verse saying to you?

What does this verse say personally to you about God’s will for your life?

Do you know what God’s will for your life is at this point?

What impact does this verse have regarding your faith in God’s sovereignty?

Do you agree? Do you accept this concept without reservation?

#### Verse 6

Do you see yourself as being like Jeremiah in his hesitancy to respond to God’s challenge?

What have been your “excuses?”

Are you still offering excuses? What should you do about them?

#### Verse 7

What do you think personally about God’s response to Jeremiah?

How do you feel personally about the apparent lack of “flexibility” on Jeremiah’s part to refuse God’s call?

There doesn’t seem to be any room for Jeremiah to make his own decision. What do you feel personally about not having any real choice in the matter of a call by God? Should you have a choice?

Does this verse create a problem for you in the area of man’s free will and God’s sovereignty?

If this does create a problem, how will you respond?

#### Verse 8

What does this verse mean to you personally?

How will you apply this to your personal and ministry situation?

## Verse 9

Can you describe a situation in which God has “met” with you personally?

## Verse 10

What does this verse say to you personally about God’s ultimate goal for your ministry?

Can you see any similarity between Jeremiah’s task and yours as a church planter?

There were obstacles that Jeremiah had to face and overcome in order to reach the goal of building and planting anew. What are some of the obstacles you face as you reach toward that same goal of building up the kingdom of God by planting new churches?

How do you feel about the prospect of being in a position where you might have to go against tradition and leaders who might oppose your church planting ideas?

How would you deal with the obstacles and those who might oppose you?

## Verse 12

How do you see the principle of this verse applying to you personally?

What does this verse do for your confidence as a church planter?

## Verse 16

How do you deal with the issue of “other gods” in your own life?

What do you need to do to make sure that your devotion is only to God and not to other “gods”, i.e., materialism, nationalism, greed, etc.?

## Verse 17

How do you rate your readiness at this point to be able to stand up for God against all opposition?

What do you need to do personally to prepare yourself for your future ministry?

What areas of your life need building spiritually?

## Verse 18

God strengthened Jeremiah. How has God strengthened you to stand for Him?

What has God given to you that will be with you in all circumstances?

How does this make you feel about God and His provision for you and your ministry?

Summary:

The application I see for my life and ministry in Jeremiah 1 is:

**ACTION PLAN**

If you have not had time to complete this lesson as a group, do so before the next workshop so that you will be familiar with the principles.

## BIBLE STUDY METHODS -- Lesson 7—Application Workshop

Follow the same instructions given for Lesson 3 for this “Application Workshop.”

**A. Remember the Biblical Principle**

Recopy here the biblical principle that you derived for Acts 17:1-10a from Lesson 5:

**B. Compare the Contexts**

In order for your application to be valid, your context should be equivalent to the original biblical context.

1. Briefly describe the original biblical context of Acts 17:1-10a:
2. Briefly describe your own context (who you are, what you are doing, etc).
3. Write a brief statement of at least one way in which your own context is similar to the one in Acts 17 (Note: This will vary somewhat for every person in the group, but there will also be enough similarity that you should be able to help each other).

**C. Think about the Application Topics**

Read through the passage and see if any of the following topics seem to be useful for your situation. If so, write down how it relates. Perhaps there is another more useful topic. If so, write it down below.

Faith

Attitude

Action

Sin(s)	Promise	(other)
Challenge	Character	(other)

#### D. General Questions

Ask the general application questions listed below. Record your answers to any that are useful.

Is there an example for me to follow?	Is there a condition to meet?
Is there a sin to avoid?	Is there a verse to memorize?
Is there a promise to claim?	Is there an error to avoid?
Is there a prayer to repeat?	Is there a challenge to face?
Is there a command to obey?	

#### E. Ask Specific Questions

Now as you work through the passage together, think of specific questions for each verse that focus on "What should I do?" Record those questions, and the answers.

[Circle the best two questions that you would use in leading a group inductive study of this text.]

Summary:

As you come back together, discuss and compare the applications that you see in the passage. Finally, compare the 'application' questions that each group selected, and select the two that would be most helpful if you were leading an inductive study of the passage. Record them:

### ACTION PLAN

You have now progressed through the stages of observation, interpretation, and application. Before the next seminar, you will need to develop a brief inductive Bible study using the principles you have learned. You will have 20 minutes to present this Bible study during a workshop in that seminar. The next seminar will discuss the principles of leading an inductive study.

At this point, your assignment is to study a passage using the inductive method, and to prepare as many observation, interpretation, and application questions as possible. You should determine the meaning of the passage, and the application during this preparation time. Then, from all your questions, choose a maximum of 5-6 observation questions, 2-3 interpretation questions, and 1-2 application questions that would best lead the other students to discover and apply the teaching of the passage.

You may choose one of the passages listed below for your study. Please compare your choice with the other students so that everyone does not do the same passage.

#### Sample passages from which to choose:

**Acts 13:4-12 (Paphos)**

**Acts 13:13-52 (Antioch)**

**Acts 14:1-7 (Iconium)**

**Acts 14:8-20 (Lystra and Derbe)**

**Acts 16:11-40 (Philippi)**

**Acts 17:10-15 (Berea)**

**Acts 17:16-34 (Athens)**

**Acts 18:1-17 (Corinth)**

## EVANGELISM -- Lesson 1—Point Toward Christ

### 1. PARABLE OF THE HARVEST: EVANGELIZE

After a farmer breaks up the soil in his field, he scatters the seed plentifully. A farmer understands that to see a bountiful harvest he must sow much seed, for not all seed will take root. The Apostle Paul taught the Corinthian church this principle when he said “Remember this: Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously.” (2 Corinthians 9:6). Paul was talking about sowing financially, but the principle is the same for evangelism – when you put much seed into good soil, you can expect a great harvest. However, when you put only a few seeds out, you can expect a small harvest.

From this we learn that to establish a church, you need to sow the seed of the gospel in abundance. The more seeds you sow – the more the gospel is presented – the more people will come to faith in Christ. In evangelism, the most common mistake is not evangelizing enough.

The Lord desires for you to join Him in this work by evangelizing a community that has little or no gospel witness. By getting out into the community and sharing the gospel through relationships, you are sowing spiritual seed in expectation of a great harvest.

If you try to plant a church without sowing the gospel seed abundantly, you will reap sparingly.

### 2. LIVING WATER

John’s gospel gives an account of a woman who met Jesus at Jacob’s well one day.

Ask someone in the class to Read John 4:7-10. Then ask the class to answer questions 2.1, 2.2, 2.3 and 2.4

**2.1 What did Jesus want from her?**

**2.2 Why was she so surprised?**

Here is some background: After the tribes of Israel had split in the days of King David, Samaria was the capital of Israel, while Jerusalem was the capital of Judah. Through the centuries, the two drifted farther apart – culturally and religiously, as well as politically. The Jews grew to hate the Samaritans, and the woman recognized Jesus as a Jew. The Samaritan woman expected Jesus to hate her. But, Jesus surprised her when he asked her for a drink. He treated her with humanity, kindness and respect. What religious and cultural divisions exist in your community? Do you surprise people by reaching across those divides? Jesus came to save the lost – from all cultural groups – and wants us to reach across cultural barriers.

**2.3 How did Jesus respond to her?**

**2.4 How did she then respond to Jesus?**

Ask someone to read **John 4:28-41**. Then divide the class into small groups to discuss questions 2.5-2.9.

**2.5 From this Scripture what did you learn that the woman did?**

**2.6 What was this “food to eat” Jesus spoke of in John 4:32?**

**2.7 What did Jesus mean when he spoke of (1) the harvest, (2) the sower, (3) the reaper?**

**2.8 What did people in the city do?**

**2.9 What did the disciples learn from this experience?**

Have the entire class discuss the answer listed below question 2.10.

**2.10 What can we learn from the conversation between Jesus and the Samaritan woman at the well?**



- A. Reach Across Religious and Cultural Divisions**
- B. The Greatest Harvest May Be Where You Least Expect It.**
- C. Evangelize Groups.**
- D. Help New Believers Share Their Testimony.** The next lesson will help students to do this.
- E. Immediately Teach New Believers to Evangelize.** New believers can have a big impact for Christ because: 1) they know many non-believers, 2) they are enthusiastic about their new faith, and 3) people often see change in their lives. Challenge them to make a list of people they want to tell about Jesus and then teach them how to do it. Encourage them and hold them accountable. Have them use the “100 People with Whom to Share the Gospel” tool in this lesson’s Action Plan.

### 3. WHAT IS THE GOSPEL?

Ask someone in the class to read the words of the Apostle Paul in **1 Corinthians 15:1-8**, which explain what the gospel is.

So, fundamentally, the Gospel is about Jesus. Paul uses four key words to outline the gospel that he preached: (1) Christ **DIED** for our sins, (2) He was **BURIED** (3) He was **RAISED**, and (4) He **APPEARED**.

But evangelism also involves inviting people to place their faith and trust in Christ’s payment for their sins. So the basic points to cover in evangelism are:

- You are a sinner, and sin separates us from God. (*Romans 3:23*)
- Christ died for your sin and arose. (*1 Corinthians 15:3-4*)
- You must trust only in Christ for your eternal life. (*John 14:6 and Romans 10:9*)

Too often we tell people about Jesus but neglect to invite them to trust Jesus. As it has been said:

**INFORMATION** without an **INVITATION** is merely **EDUCATION**. Conversely,  
An **INVITATION** without **INFORMATION** is merely **EXHORTATION**. But,  
**INFORMATION** with an **INVITATION** is **EVANGELISM**.

Biblical evangelism is explaining the death, burial and resurrection of Christ **AND** inviting people to trust Christ as the only way to eternal life with God.

### 4. COMMUNICATION: ADAPTING TO OUR AUDIENCE.

Ask someone to read 1 Corinthians 9:19-22, then divide into small groups to discuss these questions.

**4.1 What were the differences between people in Paul’s world that caused division and conflict?**

**4.2 How did Paul deal with these divisions?**

**4.3 Why does Paul give two messages that are so different in Acts 17:1-4 and in Acts 17:22-32.**

#### 4.4 Discuss the following answers to the question, What do we learn from Paul's example in Acts 17?

- A. Fit your message to your audience
- B. Be a student of your audience.
- C. Look for "bridges" between the culture and the gospel
- D. The message always ends with Jesus
- E. Some people respond better than others.

### QUESTIONS FOR CONSIDERATION, REVIEW AND APPLICATION

1. What evangelism methods will we use?
 

<input type="checkbox"/> My Story	<input type="checkbox"/> First & Last Sacrifice
<input type="checkbox"/> Jesus Film	<input type="checkbox"/> Other
2. When will we schedule evangelism training for our entire church or church-planting team?  
Date: \_\_\_\_\_.
3. When will we train the church-planting team or church to tell their personal story or testimony? Date: \_\_\_\_\_.
4. When will you share your Personal Story with the first 5 on your list of *100 People who Need to Hear*? Date: \_\_\_\_\_.
5. When & how will the church planting team begin to evangelize the community?  
Date: \_\_\_\_\_.

### ACTION PLAN

- Write down the names of 100 people you know who need to hear the gospel of Jesus Christ. *Pray. Ask the Lord for guidance, then circle the names of the first 5 with whom you will share.*
- Pray daily that God will: 1) prepare them to receive the gospel, 2) give you opportunity to share the gospel with them, and 3) give you the courage to take the opportunity he provides.
- Write out your personal answers to the following questions:
  - What evangelism method will you use to share the gospel?
  - When will you train your church planting team to use this evangelism method?
  - When will you train your church planting team to tell their personal story or testimony?
  - When will you share your story with the first five to share with on your list of *100 People*?
  - When and how will you and the church planting team begin to evangelize the community where you are planting a new church?

## EVANGELISM -- Lesson 2—Prepare Your Story

You will need to prepare your story and be prepared to share it with people when you tell them about Jesus. Here are some ideas –

**Before following Christ:** Be general about your life before Christ. You don't want the hearer to dwell on your sins. Describing feelings is helpful (e.g., pain, loneliness, emptiness, uncertainty of eternity, etc.), but avoid needless sin details. If you say, "I was a [thief / etc.]," then the hearer may think, "I'm not that bad – I don't need Christ the way he does." General descriptions of sin have broader impact. If you say, "I was rebellious and sinned all the time," then the hearer may identify by thinking, "I bet s/he was a drinker, like me." And finally, don't spend 5 minutes on sin versus only 30 seconds on salvation and your new life!

**How I became a Christian:** Make sure this section gives the gospel! Your testimony may be the only chance for someone to hear it! The gospel is: We are sinners who are saved only when we put our faith in Christ, who died for our sins, was buried, and raised. Scripture does not say that we were saved by 'walking the aisle', or 'asking Jesus into our hearts', or other Christian jargon. Be clear. Avoid religious terms.

**Today my life as a Christian is:** This section should show benefits, not problems! Tell of the joy, peace, and forgiveness Jesus gave. If you really must mention the problems, a better approach would be, "Since I trusted Christ, He has always given me strength and peace, even when I have had problems."

**If you accepted Christ as a child – tell a more current story:** Some of us made a commitment to Christ at an early age. That is a great blessing! But, it makes it difficult to tell a story about our life before Christ. It may be more helpful to talk about something God has done in your life more recently. Perhaps he helped you through financial difficulty, or helped you gain victory over a particular sin, or helped with some other problem.

**Keep it brief – 5 minutes or less:** Effective evangelism is not boring. If you talk too long about yourself, people will lose interest.

**Include a "hook."** Your story should ask for a response. End with a question that will help you gauge the hearer's level of spiritual interest. Perhaps something like: "Would you like to know how you can be forgiven?" or "Would you like God to change your life?"

Each student church planter will write out his personal story (15 minutes). Then, divide the class into groups of three. Each student should share his personal testimony with others in the group. (about 30 minutes for group discussion). The entire class should compare results and, if time allows, a few students may share testimonies with the class.

## ACTION PLAN

Share your testimony with at least three other Christians who will see if you are clear in your presentation.

Go door-to-door in the target area for your new church and present the gospel to at least five non-Christians using the Evangecard described in Lesson 3 below. Take a believer with you as a helper or as someone you are helping.

## EVANGELISM -- Lesson 3—Sin & Sacrifice

### THE STORY: SIN & SACRIFICE

*I know my sins are forgiven* -- not because I'm a better person than you. I know my sins are forgiven, because God has already arranged forgiveness of sins for us.

#### Adam & Eve

The Scriptures tell us about the first person, Adam, and his wife. In the beginning, God created Adam and his wife. God put them in a perfect place like Paradise, called the Garden of Eden. They were given the responsibility to take care of the garden. They were also given great freedom to eat of all the vegetables and fruits of the garden, except for one, "The Forbidden

Fruit". God told them that if they ate that fruit, they would be punished severely. He said if they ate that fruit, they would die. From the beginning that was God's law: the payment for sin is death.

### **Sin, Guilt, Shame, Fear = Leaves for Clothes**

One day, the Devil took the form of a snake, who could talk. He tempted the woman to eat the fruit that God had forbidden. The woman ate from the fruit, then she gave it to Adam, and he also ate from it. Suddenly, they were embarrassed and felt shame, so they made clothes from leaves to try to cover their nakedness. They were also afraid, so they tried to hide from God.

### **Severe Punishment**

Then God came to them and brought severe punishment. The woman would have pain and difficulty in child birth, and until now, all women have that same problem. Adam would have difficulty in providing for his family, and until now, all heads of household are in the same predicament. God sent them out of the garden, and they could never return. Finally, they would die. God's intention was for them to live forever, but because of sin, they would die. That is God's law: the payment for sin is always death.

### **Promised Suffering Savior**

God promised that a savior, whom He had anointed, would be born of a woman's seed, would defeat Satan, and would suffer and die to pay for the sins of mankind. Many prophets over a period of hundreds of years promised the coming savior, who would pay off our sin debt.

### **Other Sacrifices in Scripture**

All of our forefathers made sacrifices to pay for sin. The Scriptures tell many such stories. We all know the story of Abraham and his son. Abraham went up on the mountain to sacrifice his son to God. He put him on the altar and was ready to kill his son. But God would not permit such a thing. In place of Abraham's son, God provided a sheep for Abraham to sacrifice.

### **Jesus Was Sinless**

Jesus, the Word of God, was in Heaven with God from the beginning. Then Jesus was born into the world through Miriam – a virgin chosen by God. Jesus never sinned. He once fasted 40 days and nights without eating anything. During this time he was tempted in every way imaginable, yet he didn't sin. He never killed anyone. He could overcome His passions, so He never married. He was born into a normal family (not rich or a religious hypocrite). He did good to everyone.

### **Jesus Performed Great Miracles**

Jesus performed great miracles. He cast out demons. He healed many people, including a person blind since birth. He even raised the dead.

### **Jesus Prophesied His Death**

Though Jesus wasn't old, he began prophesying to his followers, "I'm going to die and rise again." That's interesting. If he were already old, of course he would be preparing for death. But he wasn't old yet. Do you know why **Jesus said, "I must die."**?

### **John the Baptist Prophesied Jesus's Death**

While Jesus was here on Earth, a prophet named John the Baptist said this about Jesus, "Look, the Lamb of God, which takes away the sins of the world." That's interesting, isn't it? A person was called God's lamb. Why? Because a lamb is a sacrificial animal. **THAT'S WHY JESUS PREDICTED, "I Will Die."** Jesus came to be God's sacrifice to pay off our sin debt. Therefore Jesus surrendered himself to evil people. They crucified him and his blood poured out. Before Jesus died, He said, "It is finished." Then he bowed his head and died. Our sin debt was paid off. Then Jesus came back alive on the 3<sup>rd</sup> day after his death. He appeared to his followers for 40 days, then He was taken up into heaven.

### **That's How I Know My Sins Are Forgiven**

The Injil tells us that if we surrender to Jesus as Lord and believe that He paid for our sins through his sacrifice and was raised from the dead, our sins will be forgiven. ***That's why I know my sins are forgiven.***

***Would you like to have your sins forgiven, too?***

### Learning the Story of Sin & Sacrifice

The best way to learn the "Sin & Sacrifice" story, is to tell it. Break up into small groups of 4-6

- 1) Together review the important elements of the story.
- 2) Choose one individual to re-tell the story. The rest of the group should add in any elements that were omitted.
- 3) Each member of the group should practice telling the story – with the help of the group - until they are comfortable with it.

### Telling an Unbeliever the Good News of Jesus Christ

- 1) **Make Friends** (Build Rapport through Small Talk, 15 minutes or less.)
  - "How are you?" and "Who are you?"
  - Look for something in common – work, children, common friends or hobbies.
- 2) **Tell Your Story**

You might begin by saying, "May I tell you the story of how I became a believer in Christ.
- 3) **Present the EvangeCard**

### **EVANGECARD -- General Instructions**

This cube is very interesting! It shows by various pictures reflected from its sides the greatest and best news ever given to the world. Just like the sides of a diamond reflect the various beauties of pure light, this cube reflects the extraordinary beauty of the light of the world! Watch and see as this cube reveals greatest gift ever offered!!

E-CubePanel

Dialog



This bright light represents God. The Bible says: "*God is light.*" (1 John 1:5). The person in red represents each of us---you and me. The darkness surrounding the person represents our sins---our corrupt sinful human nature. The Bible says: "*There is none righteous, no not one; For all have sinned and fall short of the glory of God.*" (Rom. 3:10, 23). -1 John 4:8

-----**Make a gap between the two pictures on this Panel**-----

Because of our sins we have been separated from God as represented by this gap. The Bible says: "*But your iniquities (sins) have separated you from God...*" (Isaiah 59:2).



The **good news** is---God loves us so much that He gave His one and only Son, Jesus Christ, to come to earth, live a perfect sinless life, and then pay the penalty of our sins by sacrificing His life on the cross. The Bibles says: "*For God so loved the world that He gave His one and only Son, that whoever believes in Him should not perish, but have eternal life.*" (John 3:16), and "*...God demonstrates His own love for us in this: While we were still sinners, Christ died for us.*" (Rom. 5:8).

Jesus rose from the dead! Jesus is God and He was able to overcome death. The Bible says: "*... he was raised on the third day according to the Scriptures*" (1 Cor. 15:4)

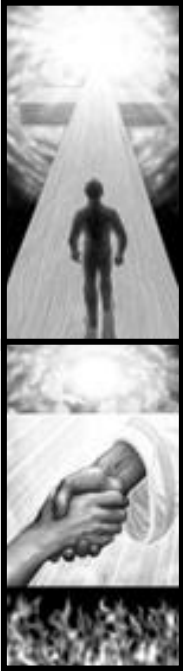


Jesus died and was buried and placed in a tomb. The Bible says: "*.. Christ died for our sins according to the Scriptures, ... he was buried ...*" (1 Cor. 15:3,4) **What happened in three days?**



Jesus rose from the dead! Jesus is God and He was able to overcome death. The Bible says: "... he was raised on the third day according to the Scriptures" (1 Cor. 15:4)

By the cross, Jesus provided a "bridge," by way of the cross, to span the gap that sin caused separating us from God. Jesus is the only way to God the Father! The Bible says: "Jesus answered, I am the way and the truth and the life, no one comes to the Father except through me." (John 14:6). We can now have eternal life with God as a free gift which we can receive through faith. The Bible says: "For it is by grace you have been saved, through faith – and this not of yourselves, it is the gift of God – not by works, so that no one can boast." (Eph. 2:8,9)



This bright light represents God in Heaven and the flames of fire represent Hell, the "lake of fire." It shows Jesus' hand reaching from Heaven to take our hand and save us from the fires of Hell by offering us the opportunity to receive His free gift of eternal life and save us. All we have to do is receive His free offer by accepting His gift. The Bible says: "That if you confess with your mouth Jesus is Lord, and believe in your heart that God raised Him from the dead, you will be saved." (Rom. 10:9). By doing this we will receive God's free gift of Salvation and our name will be written in the Book of Life in Heaven. The Bible says: "If anyone's name was not found written in the Book of Life, he was thrown in the lake of fire." (Rev. 20:15). When we receive God's gift through faith, God forgives us of our sins, we have eternal life and we now have a personal relationship with God. This is God's promise to us! **Would you like to receive God's free gift?**

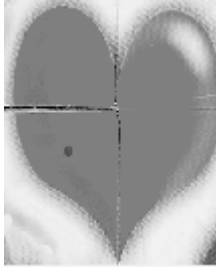
### **Would you like to tell God that you are now putting your faith in Jesus?**

If you would like to do that, then you need to sincerely put your faith in Jesus and receive His free gift of Salvation. I will help you talk to God by leading you in a prayer. Saying the words of a prayer does not save you. Only faith in Jesus saves you. As you pray, God is looking at your heart for faith in Jesus. Now, please put your faith in Jesus Christ right now and pray to God the prayer with me as I say it, phrase by phrase:

***"Lord Jesus, I need you.---- I believe in my heart---- that you died on the cross for my sins-- -- and that God raised you from the dead.---- I confess with my mouth---- "Jesus is Lord."--- - I repent of my sins and, by faith---- receive your free gift of eternal life.---- I believe in you as my Savior and Lord.---- Take control of my life---and make me the person you want me to be.---- I pray this in the name of Jesus Christ, your holy name---- Amen."***

If you have prayed this prayer by faith, you have received Jesus Christ as your Savior; God has forgiven your sins and has given you eternal life ---This is God's promise to you! You now have a personal relationship with God and He wants that relationship to become closer and more intimate each day. To do this you need to pray to God daily thanking Him for His blessings and asking Him for His wisdom and direction in your life. You need to read the Bible regularly and

attend a good Bible teaching church. And most of all, you need to love God with all your heart, soul, strength and mind; and you need to love others. **God loves you so much!** He wants the be first for you and



**Now that you have received God's free gift of eternal life, you should follow Jesus so that your relationship with God can become closer each day. We are to love God and all people. The Bible says,** *"You shall love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the great and foremost commandment. And a second is like it: you shall love your neighbor as yourself. Matthew 22:37-40* (I Corinthians 13; I John 4, Colossians. 3:12-14, Ephesians. 4:15, 5:2)



**You should study and read the Bible (God's Word) daily. Start with the gospel of John and read one chapter each day.** *"Like newborn babes, long for the pure milk of the word, that by it you may grow in respect to salvation...."* I Peter 2:2  
(2 Timothy 3:16-17; James 1:21-22; Psalm 119; Hebrews 4:12)



**You need to be in continual communication with God through prayer. Prayer is merely talking to God. In prayer you can thank and worship God, ask for His help, confess your sins, and pray for others.** *"Be anxious for nothing, but in everything by prayer and supplication with thanksgiving, let your requests be made known to God."* Philippians 4:6-7  
(Matthew 6:9-13; I Thessalonians 5:17; Colossians 4:2; James 5:16; I Peter 4:7)



**You should meet regularly with other Christians. God commands that Christians meet regularly for worship, prayer, Bible study, and helping each other.** *"....not forsaking our own assembling together, as is the habit of some, but encouraging one another...."* Hebrews 10:25.  
(Matthew 18:20; Acts 2:42, 46; I Corinthians 14:26)



**God wants us to tell other people how to have a personal relationship with God and obtain eternal life as a free gift through faith in Jesus Christ. Anyone can receive it instantly through faith by merely believing. It's the best gift ever offered to anyone and it's free! Just share these truths with others.** *"And He (Jesus) said to them, 'Go into all the world, and preach the gospel to all creation.'"* Mark 16:15.  
(I Peter 3:15; Romans 1:16, 10:14; Colossians 4:2-6)

**ACTION PLAN**

Be prepared to share your testimony again during the next training session or during this seminar.

Share your testimony and present the evangecard with five non-Christian friends or existing contacts within the next week. Present your testimony and the evangecard with five additional people in the target area for your new church going door-to-door within the next two weeks. Ask God to prepare “divine appointments” for you to share your testimony (perhaps without advance warning) within the next four weeks. Take a believer with you as a mentee as you go door-to-door.

**Important Note: Although this is your last direct Action Plan for presenting the gospel, you must continue to do so during the months ahead. Your success in obeying the Great Commission, in following our Lord, and in planting a church depend upon your dedication to your presenting the gospel weekly.**



# Omega Course Manual Two

## SCP VISION--Lesson 5—Biblical Foundations of Saturation Church Planting

### Filling the Earth with the Knowledge of God's Glory

#### I. Saturation in the Old Testament

1. With what was the whole earth to be saturated in these OT verses? **Ps. 72:19, Isa. 11:9, Isa. 66:18**. Does this apply today? Is its truth more evident today or less evident?

#### II. The Ministry of Jesus

1. What do **Matt. 4:23 and Luke 10:1** tell us about Jesus' saturation of Galilee? Why focus on Galilee rather than the entire nation of Israel? Does this instruct us today?
2. In His Parable of the Mustard Seed (**Matt 13:31-32**), Jesus tells us that from a small beginning the Kingdom of God will grow large. In the Parable of Yeast (**Matt. 13:33**), the small lump of yeast changes a lump of dough to enlarge as the Kingdom of God grows. Does this tell us anything about God's will and plan for the gospel and for the church?

#### III. The Biblical Basis for Saturation Church Planting

CLASSES LARGER THAN 9 USE SMALL GROUP DISCUSSION FOR THE QUESTIONS BELOW.

1. What does **Eph 3:10** tell us is the **instrument** for spreading the gospel?
2. What do **Acts 1:8 and Matt. 28:18-20** say is the **command** of Jesus for the spread of the gospel?
3. How might Abraham be an example for us today? (**Gen. 12:1-3**)
4. Was there **saturation** church planting by Paul beyond his Samaria? (**Acts 19:9-10**)
5. What do these verses tell us is God will do and how he will do it? (**Hab 2:14, Matt 16:18, John 20:21, Acts 13:1-3, 19:9-10**)

MAY USE SMALL GROUP DISCUSSION FOR THESE QUESTIONS TOO, IF TIME PERMITS.

Is it possible to fulfill the Great Commission in a particular region without planting churches?

Is your church driven by the purpose of multiplying and saturating?

Do you have a plan to plant churches among other people groups or cultures within your country?

How many churches does your region need to be 'saturated'?

Do you believe God wants to add your nation to a chapter in church history? If so, how?

Say to class, "Bring the results of the Action Plan of Manual One SCP Vision lesson 4 to the next session."

## SCP VISION—Lesson 6—Research Workshop: Presenting Results of Target Area Research

This lesson is based on the Action Plan of Manual One SCP Vision lesson 4. Student church planters should bring the results of this Action Plan to this session.

Allow all of the students to present the findings of their research assignment from Manual One (SCP Vision Appendix 4A, "Understanding Your Target Area"). If they have charts, maps, posters, etc., display these so that they can be seen during breaks and free time.

If there are more than four reports to be given during this hour, you may want to work in small groups. Otherwise, you may want to select a few very good reports for everyone to hear and discuss.

Each student or team of students should take 10-15 minutes to present their findings using the following guidelines:

### **Part One—Basic Information Gathered (5-7 Minutes):**

Describe your target area. Summarize what you learned in steps 2 and 3 of SCP Vision Appendix 4A "Understanding Your Target Area."

How did you gather your information (surveys, informal interviews, observation, mapping, library research, etc.)? Discuss any significant problems or difficulties encountered and how they were overcome. What would you do differently next time?

### **Part Two—Analysis of Research (Spiritual Mapping) Information (5-8 Minutes):**

The remainder of the presentation should be focused on results of your research. Answering the key questions listed below can help you understand what your results mean.

What was the most interesting information you learned about your target area and the people living there?

Was there any information that surprised you?

What specific things did you learn that will help you determine your plan for church planting in your target area?

What one important fact for church planting did you confirm that you already knew about the harvest field?

What new discovery that is important for church planting did you make about the harvest field that you previously did not know?

What opportunities did you find as open doors for the Gospel?

What obstacles did you find and how could they be overcome?

What further research needs to be done in order to develop a comprehensive evangelism and church planting plan for your target area?

## SCP VISION--Lesson 7--Mobilizing Resources Through Research (Spiritual Mapping)

In teaching this lesson, try to give specific examples of where the sharing of Research (Spiritual Mapping) resulted in the mobilization of people, prayer or resources for church planting efforts. Also, try to give an example of how information shared in the wrong way resulted in negative consequences. Help students see how this could have been prevented and what they need to learn from this mistake.

### **I. Call To Action**

Based on your research answer the questions, "What does God want for my target area? and "How can every man, woman and child in this area see and hear the Gospel in a way that is meaningful to them?"

Compare the people in your target area with those described in **Matt. 9:35-38**. How would you describe the situation of the people living in your target area? What is their spiritual condition? Are there any churches among these people? What percent of the people attend church or see themselves as followers of Christ? Are they open to the Gospel? What other religious groups are working among them? How many churches need to be planted in your target area so that every person has an opportunity to hear and see the Gospel in a way that is meaningful to them and their situation?

What specifically is God calling you and your team to do to reach the people in your target area?

How will you devote yourselves to prayer for the people in your target area?

What resources (people, churches and ministries) can be mobilized to help reach the people of your target area?

What role will you and your team play in encouraging others to pray and work with you in reaching the people of this target area with the Gospel?

## II. Guidelines for Sharing Information

To whom should you present your research results?

What are the goals of sharing your research results with others?

## III. Determine How to Mobilize the Harvest Force

Research is far more than just gathering information. It is a process for stimulating others to follow God's desires and purposes. However, information shared in the wrong way can cause shame or embarrassment, resulting in anger, defensiveness and a closed posture to change. Your research report can be a powerful tool which God can use to give others a burden for the needs of your target area and a desire to see people living in that target area become followers of Jesus Christ.

What plan will you develop for mobilizing the harvest force?

How can your research results benefit your church planting efforts?

How can your research results affect your relationship with Christian leaders positively or negatively?

## ACTION PLAN

With your church planting team, review your research information and write out what God is showing you for your church plant. Share this call to action with your trainer or mentor or other people.

Write out a mobilization plan to encourage others to assist you in your church planting effort. Include those to whom you will share your research results, what you will share with them, how you hope they will get involved in your work (prayer, giving, joining your team, etc.). Share this plan with your trainer or mentor.

Put your mobilization plan into practice and share the results of this work with your trainer or mentor or at the next training session.

## THE CHURCH--Lesson 5—The Nature of the Church: The Church is a Living Organism

### I. The Meaning and Use of the Word "Church"

#### A. Use of the Greek Word, Ekklesia (which means Church) in the New Testament

What are the meanings of the word, church, implied in these verses? (Col. 4:5, Acts 15:4,22,30; 1 Tim 5:17, Heb 10:25)

How is the word, church, used today?

### II. False Conceptions of the Church: The Church Is Not the Temple

Why is the Old Testament Temple model not an adequate model for understanding the New Testament church? (1 Cor. 6:19, Acts 17:24)

### III. Metaphors Describing the Church as a Living Organism

It is a family (1Ti 3:14-16; Eph 3:15; 2Th 3:15, 1Pe 2:17).

It is a body (1Cor. 12:12-27).

It is a flock (Acts 20:28-29).

It is a people (1Pet 2:9-10).

It is a bride (Rev 21:2).

It is a building (living temple) (Eph 2:20-22).

It is priesthood (Rev 1:5-6).

It is a branch (Jn 15:1-16).

What does each of these metaphors (or figures of speech) tell us about the nature of the church?

What would be the problem of seeing the church as a body and priesthood but not as a family or a flock?

### IV. Planting a Living Church

How does the fact that the Church is a living organism influence our approach to planting a local church?

#### A. The local church members should be believers

What must a person do to become part of the Church of Jesus Christ (the Body of Christ)? Base your answer on Scripture.

Training Centers for Church Planters

What must a person do to become part of a local church?

In what ways do your church experiences reflect the New Testament teaching about the nature of the church?

Is it enough for a person to be active in a Christian organization that is not a church but not go to church?

Why?

- B. Why is it that the **buildings** should **not** be a **primary consideration**?
- C. Do you agree with those who say that **relationships** among people within a church are key in importance?
- D. Do you agree that the local church must **adapt to the culture**?
- E. What are the essential **forms of order** for a church? (**Acts 20:7; Acts 14:23, 1 Cor 5:1-5; 2 Cor 8:1-5**)
- F. Should **cell groups** play an important role? (**Acts 2:42-46**)

## **THE CHURCH--Lesson 6—Corporate Functions of the Church: What Happens When You Come Together**

### **I. Corporate Vs. Personal Responsibilities of the Church**

**The corporate functions of the local church should also be applied in a small group of believers.**

What are the essential functions that a “church” must perform?

How many believers does it take to practice a corporate church function?

How do we fulfill the command of **Hebrews 10:25** if a local church does not exist?

### **II. Corporate Functions of the Church**

**A. Is worship** reserved for a large church or can a group of six or eight engage in corporate worship?

#### **B. The Ordinances**

1. Is baptism a New Testament ordinance? What do these verses tell us about baptism: when performed (**Ac 8:36; Ac 16:33**), by whom (**1Cor 1:14-17**)?

- a. What is Baptism a Sign of? (**Acts 2:41**) Discuss this as one answer: Personal Belief in Christ
- b. What is Baptism also a Sign of? Discuss this as one answer: Covenant between God and Man (**Rom 11:27, 2 Cor 3:6, Heb 12:24**)

2. The Lord’s Supper (**1 Cor. 11:23-34**). What is its purpose and who should take the supper?

**C. Ministry of the Word (1 Tim. 4:13)**

**D. Building up One Another. What do the following verses tell about building up one another?**

love one another (**Jn 13:34; 15:12,17**)

be devoted to one another (**Ro 12:10**)

accept one another (**Ro 15:7**)

instruct one another (**Ro 15:14**)

**E. What function does John 15:26-27 tell us to practice? Discuss this as one answer: Evangelism**

**F. Giving (Phil. 4:19) – To whom does a small group give?**

### **III. When to Do Corporate Functions**

Do a class exercise using the table below. Place the table on board or easel pad.

Write down whether you agree with those functions listed.

Add any other functions that you think are important, but missing.

Mark "yes" or "no" in the middle and right column to indicate whether or not you think these are required of a small group, a local church, or both. Discuss your reasoning.

**Table: Corporate Functions**

<b>Biblical Function</b>	<b>Small Group</b>	<b>Local Church</b>
Friendship Evangelism		
Giving to Church Planters		
Discipline		
Corporate Worship		
Preaching		
Personal Testimonies		
Baptism		
Lord’s Supper		
Giving to the Poor		
Group Singing		
Caring for church leaders		

Questions for further discussion (small group, if class is large):

What are the corporate functions of the church?

How do the corporate functions relate to a small group of believers?

What is the function of preaching in the corporate gathering? What is the function of group Bible study?

What do you understand to be the main meaning of water baptism?

Why is giving a corporate function of the church?

**Action Plan**

With the members of your church planting team, decide when you will begin to hold corporate gatherings. What form will these gatherings take?

**THE CHURCH--Lesson 7—Developing a Church Purpose Statement:  
Why will your church exist?**

This is a workshop. Students should write out their own local church purpose statements and share them with the rest of the students.

In Manual One on Church Lesson 4, you developed a definition of the local church. It answers the question, “What?” The purpose statement answers the question, “Why?” - Why does a particular church exist?

Write out what each of these verses tells you about the question, “Why?”

**Matt 16:18**

**Acts 2:42-47**

**Col 3:12-17**

**Matt 28:18-20**

**Eph. 3:10-11**

**Heb 10:22-25**

**Acts 1:6-8**

**Eph 4:11-16**

**1 Pet 2:1-5,9,12**

**III. Write a purpose statement**

Ask yourself the following questions:

**Why should the new church you are called to plant be started?**

**What will be its one-of-a-kind and special place in the work of God’s Kingdom?**

**As the person who serves and testifies for God in your target location, what are you there to do?**

Write 10 reasons why people should attend your new church.

Example#1: Good News Church exists to worship the Lord, edify believers and proclaim the Gospel to the lost in Smithville.

Example#2: Gospel Fellowship Church exists to proclaim the Gospel in Grant city, Brown County, our nation and the world.

Example#3: Resurrection Church exists to minister to the families in the city of Riverbend.

Questions for consideration, review and application

Is your definition of the church and of the church purpose statement based on your personal experience in church, or on Scripture?

Is your purpose statement compatible with the biblical purposes of the church discussed in “Church Lesson 2?” If not, what is missing?

Why is a written church purpose statement important?

How is your church going to be different from other churches?

## Action Plan

Repeat this process of working out and writing a church purpose statement with the leaders of your church plant. These may be recently saved, emerging leaders, or others with whom you are cooperating to plant a church. If this is a daughter church, these may be from the mother church; the leaders who are most engaged in the process of birthing new daughter churches.

## THE CHURCH--Lesson 8—Philosophy of Church Planting Ministry: How Can a Church Minister To the Lost World?

### I. What is a **Philosophy of Church Planting Ministry**?

Discuss this as one answer: **Our understanding of “how we do things” or our plan for carrying out ministry.**

### II. The Need for a Philosophy of Church Planting Ministry

A. The Bible teaches the need for **thoughtful planning (Proverbs 14:15: Proverbs 15:22)**

Did Jesus Christ have ideas on how he would do things? **Matt 16:21-23, Mk 1:45, Jn 6:5**

Did Paul have ideas on how he should do things? **Rom 15:20, 1 Cor 2:1-2**

B. A philosophy of church planting ministry is **practical Eph 2:10**

C. A clear philosophy of church planting ministry focuses our action

D. A church planting philosophy of ministry should be specific – It considers:

Strengths and weakness of the church planter

Use a church planting team where possible

Is specifically for this one new church

### III. Content of an Effective Philosophy of Church Planting Ministry

A. Builds on definition and purpose

B. Is context specific: What is the context for your church?

C. Is people-centered: Who are the people your church serves?

D. Is useful **as an evaluation tool**

## Action Plan

Use the material below to have each student develop a clear philosophy of church planting ministry.

If each of the students does not have a copy of this manual in his language, write all of the questions on the board or easel pad.

### Developing a Philosophy of Church planting ministry

In order to develop a clear philosophy of church planting ministry, you need to consider the following:

You should have a clear understanding of what God has called the church to be and do (The Purpose Statement) and what God is calling your new church to be and do. What does God want you to accomplish over the next 3-5 years as a new church?

You should have knowledge of your target audience. Who are the people you are seeking to reach?

What are some of the possible activities or programs you could use to establish your new church (worship services, cell groups, Bible school, outreach prayer triplets, etc.)?

What are the gifts, strengths, and weaknesses of yourself and of your team?

#### I. Questions to Consider For Developing a Philosophy of Ministry

Answer the following questions with others on your church-planting team.

A. What three words best describe the new church you are planting?

- B. What are the people like who make up the community you are seeking to reach? What kinds of people will become part of your church?
  - C. What will make this church different from all other churches?
  - D. What could be the things about your church that most people like?
  - E. What is it about your church that would appeal to the people in the town/village you are seeking to reach?
  - F. What type of people is most likely to go to your church?
  - G. Who would you most like to have attend and become members of your church?
  - H. What programs and activities could be successful for the church? How will you measure this success?
- II. Special and Unusual About Your Church  
What is unusual about how your church does what it does (will do) in the following areas—worship, teaching of the Scriptures, evangelism, fellowship, administration, youth and children’s work, community relations, social services, missions, doctrine, finances, resources, buildings, other.
- III. Style of Ministry  
In one or two paragraphs, describe the style of ministry you want your church to have? What will be your special church "personality" that is different from other churches
- IV. Values  
What are the guiding values of your new church? What convictions will guide your ministry efforts in the coming months and years? List at least 10 values now.
- V. State Your Philosophy of Ministry  
In two paragraphs, write out a statement of your philosophy of ministry that includes the things just discussed in this lesson. Can you come up with a slogan that captures your philosophy of ministry in just a few words?  
My Philosophy of Church Planting Ministry:  
The Slogan of My Church:
- VI. Discuss and Compare Your Statement with Others  
Remembering that no two situations are alike, and therefore no two philosophies will be alike, discuss and compare your statement with those of other students. Then discuss it with church leaders and members of your church planting team. Review this statement often, and use it during the church planting process to evaluate whether or not you are doing the right things in the right way.

## **SPIRITUAL CHARACTER--Lesson 6—Living Like Sons Instead of Orphans: Galatians 4:1-7**

### **I. Life as an Orphan**

Do you agree that these three characteristics are common among orphans?

- A. Orphans are full of fear and great insecurity
- B. Orphans live with an abnormal measure of focus on themselves.
- C. Orphans carry a deep sense of being alone

### **II. Christians Who Think and Act Like Orphans**

Does this description of an orphan sound anything like your own life? In what ways do you act like a spiritual orphan? How do we respond to our difficulties? What do we think? Don’t we become anxious and panic? Don’t we sometimes think that things go wrong because God is so busy that he has forgotten about us? What does it mean to you that you are God’s son?

Read **Galatians 4:1-7**. How is our relationship with God described in this passage? What are the implications of our sonship?

### **III. Our Sonship with God**

What does **John 14:18** mean for your life with Christ?

In **Gal. 4:1-7**, Paul compares a son under the law with sons of grace who have full rights. What does this sonship give us?

Considering who God is, what does it mean that we are sons of God?

**Before we became Children of God, what does Romans 2:14-15 say our conscience is doing to us? What does Romans 8:1 tell us is our condition in Christ? What does Romans 8:15-17 tell us is our relationship with our Father?**

Why has God given us the blessing of sonship?

God is no longer a judge to us but is now our loving Father.

#### IV. How We Fail To Understand Our Sonship

**Why is it that we, adopted sons and daughters, often find ourselves acting like orphans? Why do we feel all alone, full of fears, and self-concern?**

##### A. Making the Gospel seem unimportant through pride

How have you made your sin seem unimportant?

How does understanding sonship help us to be honest about our sin?

##### B. Making the Gospel seem unimportant through unbelief

How have you made the Gospel seem unimportant through unbelief?

Does God condemn His children as he does those who don't know Him?

### ACTION PLAN

The "tongue assignment":

For the next two days, do not gossip, do not speak badly about someone else, do not complain, do not defend yourself when someone talks about a fault, and do not boast of your achievements. Speak only good of others, give thanks to God in all things, and honestly admit when you are wrong.

This tongue assignment will help you see the powerful influence that sin still has in our lives and our ongoing need for the grace of God. After this assignment you will have a deeper gratitude that God has made you His son not on the basis of your obedience, but on the basis of Christ's redemption for you. This is a lifetime assignment, but consciously fulfill it in the next two days.

## SPIRITUAL CHARACTER--Lesson 7—Learning To Be Sons

### I. A Heart Weighed Down vs. a Heart Set Free

A. The heavy heart is caused by the weight of our guilt and a sense of having little worth.

**(Psalm 51:3)**

What is a spiritual orphan's heart like? Describe it.

B. **Romans 8:31-35** – In this passage, there are six questions. What is the one answer for all of these questions? **Rom 8:39**

C. **Gal 5:1; Mt 11:30** Are these verses comforting? Suppose we as believers had to go through life in guilt and fear of rejection by the Father, what would life be like? Do you ever feel burden down by the need to prove yourself? Do you ever feel as though you were trying to please a harsh judge?

### II. A Proud Heart vs. a Heart in Partnership with the Father

How does a son see the Father?

How does **John 6:6** show that God tests our relationship with Him.

Our response to the test demonstrates our view of God. Are you full of fear or do you know God is a loving, Father whom you can trust? Have you redoubled your efforts—perhaps even come down hard on someone else—in order to get control of a messy situation?

What is the response God wants from us?

### III. A Selfish Heart vs. a Heart Free To Love Others

How do we know that God still loves us?

How do we act when we think that our heavenly Father doesn't truly care for us?

Have things happened in your life that reveal your condition with the Father? Has your orphan mind-set left you feeling unloved? Or do you feel you must tightly hang onto what God has given you for fear of losing it. Are you able to freely give to others, because you believe that God has freely given much to you?

Conclude the lesson by doing the exercise in Appendix 7A below. You may say to the student church planters, "The list of conditions for orphan and son are shown below. Write down the three areas you struggle with most. (If students do not have this Appendix to read, read it to them twice.)"

#### Appendix 7A.

Think of an example for each of the three areas in which you have struggle the most. How do you want God to change you in each of these areas? Then commit this in prayer to your heavenly Father.



ORPHAN	SON	
LIVING BY "TRYING HARDER." JESUS OUR FLESH'S "HELPER" Jn 14:18 "I will not leave you as orphans"	LIVING BY FAITH. CHRIST IS OUR LIFE! Jn 15:4, Gal 2:20 Ro 8:15 "He has given us a Spirit of Sonship"	
Feel alone; lack a close daily intimacy with God; "a vacuum of self-concern."	1.	Have a growing assurance that God is really my loving Heavenly Father (1Jn 4:16)
Full of anxiety over the needs I feel I have—friends, money, etc.; "I'm all alone and nobody cares."	2.	Trust the father and have a growing confidence in His loving care; freed from worry.
Live on success/fail basis; must "look good" at any cost; performance-oriented.	3.	Learning to live in daily self-conscious partnership with God; not fearful.
Feel condemned, guilty and unworthy before God and others.	4.	Feel loved, forgiven and totally accepted because Christ's merit really clothes me.
Have a "little faith," lots of fear, no ability to really trust God. "I've got to fix it."	5.	A daily working trust in God's sovereign plan for my life as a loving, wise and best plan.
Labor under a sense of unlimited obligation, trying hard to please, burnout.	6.	Pray first; "I am going to ask my father first!" Daddy (Abba), Father!
Rebellious towards God and others; often spiritually cold and hard-hearted.	7.	Strength to be submissive; soft (broken and contrite) heart (Ps 51:17).
Defensive; can't listen; bristles at the charge of being self righteous (virtually proving the charge).	8.	Open to criticism since I know that my worth is due to Christ, not myself; am able to examine my deeper motives.
Must always be right, safe, secure; unwilling to fail; quick to defend myself; unable to accept criticism; can only handle praise.	9.	Able to take risks—even fail. Since righteousness is in Christ, needs no record to boast in, protect or defend.
Self-confident but discouraged, defeated and lacking the Spirit's power.	10.	Christ-confident and encouraged because of the spirit working in me.
"I'll show 'em—just watch me perform!" "Where others failed, I'll show my ability." (will power).	11.	"I can do everything through him who gives me strength" (Php 4:13).
Self-effort; rely on gifts and abilities to get by in life and ministry.	12.	Trusting less in self and more in the Holy Spirit (knowing that I must always depend on God).
Complaining and thankless toward God and others; must tear others down; display a bitter, critical spirit.	13.	Rely on the Holy Spirit to guide the tongue for use in praise, edification, thanksgiving and encouragement (Eph 4:29).
An expert at pointing out what is wrong; always dissatisfied about something.	14.	Not blind to wrong, but choose instead to focus on what is good and lovely (Php 4:8).
Gossip (confess other people's sins); need to criticize others to feel secure; a competent analyst of weaknesses.	15.	Able to freely confess faults to others and preferring to major on their strengths; don't always have to be right; finding that I am often wrong; eager to grow.

ORPHAN	SON	
LIVING BY "TRYING HARDER." JESUS OUR FLESH'S "HELPER" Jn 14:18 "I will not leave you as orphans"	LIVING BY FAITH. CHRIST IS OUR LIFE! Jn 15:4, Gal 2:20 Ro 8:15 "He has given us a Spirit of Sonship"	
Always comparing self with others, leading either to pride or depression (depending on how bad or good others look).	16.	Stands confidently in Christ; real self-worth comes from Jesus' blood and righteousness, not man-made works (Php 3:9).
Powerless to defeat the flesh; no real heart victory over "small sins," yet has lost sense of being a "big sinner."	17.	Resting in Christ, and seeing more and more victory over the flesh (Ro 8:1-9), yet seeing self as a "big sinner."
Relatively prayerless; prayer is tried last; prays often in public, seldom in private	18.	Prayer is an important part of the day, not confined to just a regular "quiet time;" Talking with the Father is a joy (1Th 5: 16-18).
Do not live in the Bible's promises of spiritual power and joy: "What has happened to all your joy?" (Gal 4:15)	19.	God's promises of power and joy are beginning to describe me (Ro 15:13).
Needs to boast; must constantly point out own accomplishments for fear that someone might overlook them (Gal 6:14).	20.	Finds that Jesus is more and more the subject of my own conversation; boasts in the Lord and in my own weaknesses (2Cor 12: 9-10).
Unconsciously building "a record" of works that needs noticing and defending.	21.	Christ's righteousness is my record: stand complete in Him (1Cor 1:28ff).
Self-centered: "If they would only see things my way!" Deep need to be in control of situations and others.	22.	Becoming Christ-controlled; ministering in the power of the holy spirit, not in my own strength.
Something other than Jesus can satisfy; "idols" in life (possession, position, passions) give sense of value.	23.	Christ is meat and drink; God truly satisfies soul. "...and earth has nothing I desire besides you" (Ps 73:25).
Little desire to share the Gospel (since my own Christian life is so miserable). When sharing, tend to be motivated by a sense of obligation and duty, not love.	24.	Desire to see the lost come to know Jesus, shares the Gospel with others, even when not under the outward pressure of a church program. "...the love of Christ compels us" (2Cor 5:14).

### Prayer--Lesson 4—Concert of Prayer: Worship and Meditation

This concert of prayer is NOT a time to lecture but to lead the students through a time of prayer. You will need to study Psalm 95 ahead of time and notice way it is divided into sections in this lesson. This prayer and worship time should provide an opportunity for each student to reflect on the content of the lesson and humbly seek God's direction as to how it should change his or her life and ministry.

This psalm leads us through three steps, as shown in the graphic below:

Psalm 95	
<b>1. Sing to the Lord</b>	<b>vv. 1-5</b>
<b>2. Bow before the Lord</b>	<b>vv. 6-7</b>
<b>3. Listen to the Lord</b>	<b>vv. 8-11</b>

I. Celebrate the Lord (Psalm 95:1-5)

Come Let Us Sing For Joy to the Lord

- Sing joyous songs

Shout Aloud to the Rock of Our Salvation

- Read together in a loud voice from a Psalm of deliverance: Psalm 18:1-3, 30-36

Training Centers for Church Planters

Come Before the Lord with Thanksgiving

- Have a time of testimony, especially thanking God for what He is doing in the prayer triplets and other areas of church planting
- Extol The Lord With Music And Song

Have another time of singing praises to the Lord

- Read together verses 3-5 of Ps 95; thank Him for His sovereign rule over all the universe

II. Worship the Lord (Psalm 95: 6-7)

Bow Down...Kneel Before the Lord Our Maker

- Encourage students to pray in a spirit of humility. If they feel free to do so, kneel down.

He Is Our God...We Are the People of His Pasture

- Acknowledge Him as your personal Shepherd. Praise Him for His care for you.

III. Hear His Voice (Psalm 95: 8-11)

Do Not Harden Your Hearts...

- **Confess any known sin in your life. Read 1 John 1:9.**
- **Take time to listen to the Lord. Ask Him to show you if there are areas where you need to yield old forms, habits, or methods of church planting that no longer seem biblical as a result of the Scripture you have studied in this lesson. Wrestle with God about what He would have you keep and what He would have you change in your life and ministry.**
- **Read Hebrews 3:7-19. Verse 13 says to encourage one another daily. Divide into pairs. Pray prayers of encouragement for each other.**

## LEADERSHIP--Lesson 1—Biblical Principles of Leadership

### I. The Definition of Leadership

INDIVIDUAL ACTIVITY: Take a minute to define the term "leadership" in as few words as possible. Share your definition with others.

"Leadership is influence, the ability of one person to influence others" (Sanders, Spiritual Leadership. p. 31).

"Leadership is a dynamic process in which a man or woman with God-given capacity influences God's people toward His purposes for that group." (Clinton, Making of a Leader, p. 14; cf. p. 127).

Compare your definition of leadership with that of Sanders and Clinton.

A one-word definition for leadership may be that leadership is "influence."

What are the implications of defining leadership as "influence?" Who are the leaders in your church or ministry who are people with influence?

### II. Principles of Biblical Leadership

The secular business world often assumes that "leaders can't trust their subordinates to do what they should do," and that "if you trust people too much, they will take advantage of you." Worldly leaders may further believe that people will do what you want them to only when motivated by reward or threatened by punishment. As a result of these presuppositions, worldly leaders often assume authority purely on the basis of either the position they hold, or by the power of personality.

Considering the relationship of masters and slaves in Paul's day, what does Eph 6:9 tell us about threat?

How have you felt victimized by leaders who behaved according to the above ideas?

A. **Authority to Lead Comes from God**-What do the following verses teach us about authority?

God's legitimate authority -- civil government (**Ro 13:1-7, 1Pe 2:13-17**), the family (**Eph 5:22-23, 6:1-4**), and the church (**Heb 13:17**).

Jesus model (**Jn 8:28-29**).

Christian leaders are chosen by God (**Jn 15:16**).

B. Humble Servanthood Should Characterize Christian Leaders

What do these verses tell us is the opposite of servanthood? Discuss this as one answer: pride. The

Lord hates pride (**Pr 6:16-17**). Jesus model (**Php 2:1-8; Jn 13:15**).

C. Christian Leadership Needs to be Developed through **Careful Study and Exercise**

Figure 1.1 Differences of Worldly vs. Christian Leadership

Worldly Leadership	Christian Leadership
Self-confident	Confident in God

Understands man	Understands God and man
Makes his own decisions	Seeks to find God's will
Ambitious	Servant
Develops his own methods	Finds and follows God's methods
Enjoys commanding others	Delights in obeying God
Motivated by personal considerations	Motivated by love for God and man
Independent	God-dependent

When people speak of a “natural leader” do they usually base that on characteristics of a “worldly leadership” or of “Christian leadership?”

**D. The Bible Describes a Diversity of Leadership Styles**

**Ephesians 4:11-12** describes several leadership roles that were present in the New Testament Church. Although very different from each other, each one functioned to "prepare God's people for works of service" or, in other words, to equip God's people to serve Him and one another.

Figure 1.2 New Testament Leadership Functions

Gift	Concern	Function
Apostle	Vision	Pioneer
Prophet	Sin	Preach
Evangelist	Salvation	Outreach
Pastor	Nurture	In-reach
Teacher	Truth	Instruct

Place the list of activities in the “Church Planting Cycle” (Manual One, vision lesson 3) on the board or easel pad. Have class members individually take several minutes to look at the "Church Planting Cycle." Then, in small groups (if large class), discuss the styles of leadership that are necessary for each phase of the cycle.

**E. The Primary Function of Church Leadership is to Equip**

What does **Ephesians 4:11-12** show us is the primary responsibility of the church leader?

Figure 1.3 Directive and Facilitative Leaders

DIRECTIVE LEADER	FACILITATIVE LEADER
Work oriented: "Get the job done"	People oriented: "Get people involved"
Doer	Delegator
Goal - "To do the work of the ministry"	Goal -"To equip others to minister"
Practitioner	Equipper, Enabler, Trainer

Is “directive leadership” or “facilitative leadership” more useful for the Christian?

How do people become leaders in your culture?

Why is it important that all leaders first be good followers?

How does the understanding that “your authority to lead comes from God” change your perspective on your leadership?

What chances are being taken when a new believer with natural leadership ability is given leadership in the church?

Which of the five leadership functions shown in Figure 1.2 are most natural for you?

In what ways are these biblical concepts of leadership different from worldly principles of leadership?

**ACTION PLAN**

Discuss worksheet 1A, "Leadership Case Studies." For each of the case studies, write down what biblical principles are or are not being applied. For each situation, how would you advise the leader if you were called upon for your opinion?

## Leadership Appendix 1A

# Leadership Case Studies

## PRINCIPLES APPLIED

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*Worksheet: answer the questions related to the case studies below.*

1. Joseph has been leading a church plant project in Kampala. Sarah and Ruth have been members of the team for three months. Recently Sarah and Ruth began to feel a great deal of frustration with the ministry. They have some good ideas for evangelism but they do not feel the freedom to even state their ideas. Their leader, Joseph, seems unwilling to listen to their suggestions. Instead he tells them what they should do and how they should do it. As a result, Sarah and Ruth are thinking about leaving the ministry and starting out on their own. **How would you evaluate Joseph's leadership?**
2. Paul is a prominent university professor who found Christ when his neighbor David gave him a Bible to read. He began to attend church with David and was impressed with the adult Bible study that meets each Wednesday night. In the first few weeks, someone suggests that Paul, an excellent teacher, lead the study. Paul's leadership could bring many visitors to the group as he is very popular and of course a good teacher as well. **Should Paul lead the study group?**
3. Robert leads a team of three couples in a church plant in Dar es Salaam. Robert provides excellent sermons during worship each Sunday morning and he leads a mid-week cell group, which has grown to nearly 20 faithful members. Everyone loves Robert's ability to teach and preach the Word of God, as well as his ability to organize activities. However, Robert is beginning to feel exhausted from the workload. Robert asks fellow team member Michael to start a new cell group with several from Robert's group. But, there is little interest, which is very discouraging for Michael. **Evaluate how Robert handled the transfer of responsibility to Michael.**
4. The new church in the southern region is growing at a rapid rate. Many attribute this growth to the excellent leadership that Alfred and Anna have provided. They began the church after Alfred returned from Kigali with a Seminary degree. Most of those who attend are new believers with no previous church background at all. Alfred does most of the preaching and Anna organizes the Sunday school program. As they have grown, Alfred has had his eye out for some new leaders to assist him in the church work. But no one else seems qualified to lead. He feels fortunate to have found three young men who could be trained for church leadership. Alfred found scholarships for two of them to attend the seminary in Kigali. They leave in the fall to begin a 3-year program. **How would you evaluate this method of leadership development?**
5. Jordan lives in a small town in southern Tanzania that has no evangelical church. Jordan recently discovered several believers in his village who travel all different directions to attend church- some as far away as 30 km. Under Jordan's leadership, the believers are organized into a new church. As the believers gather, they are all excited about a local church and everyone enthusiastically shares ideas about how the church should be organized based on their experience in their former churches. But Jordan makes it clear that he will be the pastor and that the people should forget about any traditions or practices in the churches they came from, because he is in charge as the pastor of this new church. **What do you think will be the result of Jordan's approach?**

6. James has planted three churches in various cities in western Tanzania. James is a natural church planter. He is very energetic and outgoing, having gifts as an evangelist. He plays the guitar and sings and can entertain an audience for hours. He loves to start things and then move on to something else. The churches he starts seem to resemble his personality. They are very exciting at first but soon fizzle out when something more exciting comes along. James contends that this is just his personality and that there is really nothing he can do to change. He knows that God uses him in spite of this. **How would you evaluate James's leadership?**
7. John has been working hard in his church plant for several years. The church is doing very well. It has grown to nearly 200 in the past three years. His wife and four children sometimes go for several days without seeing him because he leaves early in the morning and returns late at night. John does not like to live this way but his people are so needy. Many are sick and need to be visited, and the soup kitchen for the homeless demands constant attention. John knows that if he stops doing all that he is, the ministry will suffer, people will not get saved and the church will not grow any more. **Do you think John is a good leader? Why or why not?**

## **LEADERSHIP—Lesson 2—Profile of a Leader**

### **I. Maintain Christ-Like Character**

What are some of the main elements of a Christ-Like character?

### **II. Work Well with a Team**

Do you have a team to work with? Why or why not?

Do you or your team have goals for your ministry?

### **III. Develop the Giftedness and Abilities of Others**

If our focus is on using our own gifts, what call of God are we likely to miss? (**2 Tim. 2:2**)

### **IV. Know How To Delegate Responsibility**

Why should a leader give responsibilities to others on his team?

What particular task are you doing that you should delegate to another?

### **V. Set Goals, Plans and Objectives and Work toward Them**

How can a leader get others involved in setting goals? (**Prov. 20:18, Lk. 14:31**)

From the list of characteristics of a Christian Leader below, what two characteristics do you believe you are strongest in and what two characteristics are you weakest in? Explain.

**Christlike, facilitator, trainer, delegator, planner, visionary, persistent, evangelist**

### **VI. How can you "Make your Vision known In Such A Way That It Inspires Others?"**

### **VII. Be Persistent and Overcome Setbacks**

What does it mean to take the lead or show initiative and why should a church planter have this characteristic?

### **VIII. Lead in Evangelism**

Which is more important, the training of leaders or active evangelism?

In which of the above characteristics (section V) are you gifted as a church planter? In which ways do you think you are limited?

## **ACTION PLAN**

See Appendix 2A: "The Leader." What characteristics of Christian leadership do you see in this account of the life of Christ? List them for yourself on a sheet of paper, and then compare them to the characteristics discussed in this lesson. Are those you listed like those in this lesson? How important do you think they are? How does your life and leadership compare with them?

## Appendix 2A The Change Leader

The leader had quite a job to do. His mission was to transform the world. The transformation this leader sought was not merely surface level or temporary. It involved a whole new philosophy of life resulting in a new culture reaching every tribe and nation. The leader had a most difficult task before him. Other great leaders had attempted less difficult things and failed. Humanly speaking, this leader was completely alone in this mission. No one else was committed to it no one else even understood it. How would he ever reach this goal? How would he get his message out? How would he inspire others to live according to it?

An examination of the leader's method contains many surprises. The leader did not do many of the things that we might expect. He did not seek public office or gather an army. He didn't open an institute, or hold formal seminars to train others in his new philosophy; he did not pull his followers away for a period of secluded debate. He did not submit writings to a printing press to produce books and newsletters to sell his plan. Instead, the leader started by gathering a small group of followers to himself (Mt 10:2-4). Rather than training the multitudes, he spent three years specifically training these men in his new way of life in hopes that they would then help him change the multitudes.

With only 12 men, this seemed like a hopelessly small start. Nevertheless, he lived his beliefs and deeply loved these 12 as if they were his own family. They lived together, eating, resting, working and relaxing with openness and honesty. In all this, the leader put his ideas into action by living them out with his followers. They traveled together from village to village where he talked with others and met all kinds of needs. The leader commonly preached to large crowds (Mk 4:1). His sermons weren't elaborate; he used many illustrations from life as it was lived in that land at that time. He would often retreat with his followers alone to the countryside where he made his sermons especially meaningful through in-depth follow-up discussions (Mk 4:34).

The followers were committed and seemed eager to learn, but they showed little promise. Several were villagers, who could barely read. One had been a tax collector, a profession despised by the general population. A few were in the fishing business. They were ordinary men, not men who would be the kind we would expect to do great things. None of them possessed the statesman-like appeal desired for leaders of a great movement. And although the leader carried a spiritual message, none of the men he picked were religious leaders. Yet, these unlikely followers were the ones that he personally picked to stand alone as the front-runners of a great movement. The leader thought that the qualifications of these men would be that they had been with him.

The leader had an unusual humility. He paid no attention to sarcastic remarks about his hometown. He was content to be known as a small-town boy and the son of a carpenter. He did not seek attention or self-gain, but sought to build others up and to stay out of the limelight himself. Some thought that he could have had a greater impact if his leadership would have been more formal, if he had worked in the existing system. But the leader rejected formal status. He rejected the direct control of the kingdoms of the world even when it was offered to him (Mt 4:8-10). Instead of working toward changing the current system, the leader endeavored to start a whole new movement.

In retrospect, we might wonder about the leader's competency. He befriended sinners (Mk 2:15-17). His sermons and his teaching stepped on the toes of many who were in positions to help the cause. With few exceptions, this leader showed no confidence in the religious leaders of his day. His standards were high—he demanded all or nothing from his followers and many could not make the commitment (Mt 10:37-39).

The leader evaluated customs and routines according to their resulting function. For example, traditional ways could be traps that kept people from really important things (Lk 10:41-42). Concerning the religious law, the leader was always respectful while also being practical, not getting hung up on the letter of law. He vented the full extent of his anger when he observed the Temple not being used for its intended function. The leader scorned traditions and rituals that weighed people down instead of providing inner freedom. He was much more concerned with inner change, according to the 'spirit of the law' than with outward conformity to rules and regulations (Mt. 15:7-9).

The leader loved people deeply. His mission involved servant-like ministry to other people. Perhaps this is why many people do not remember him first and foremost as a 'leader.' Wrong ideas that see leadership as 'rank,' 'position,' or 'status' keep many from thinking of this person as a leader. Rather, he is remembered as a servant, a teacher, a healer, a counselor, or any such words that makes clear that this man assisted and guided people. His personal routine was often influenced by the needs of others. He always took time to talk to common people, to meet their needs by healing them or guiding them toward inner freedom. When large crowds came to him, he responded to their interests and needs with little regard to formal schedules or his own needs. He did not mind the interruptions of children (Mt 19:13-15). He dealt graciously with all sorts of unruly interruptions, even when

the ceiling was torn away over his head. He did not get caught up in petty divisions of people. So important were people to him that he summarized the law in terms of relationship.

He was not impressed as much by knowledge, riches, or rigid obedience to the law, as he was by faith. In fact, if you wanted to impress the leader, having faith seemed like the best way to go about it. Faith was perhaps his only way of evaluating others. He constantly urged others to believe and was prone to true excitement when he found people of faith. When an outcast of society demonstrated faith in him, even in a disruptive way, the leader accepted him (Lk 7:36-38). Though he personally possessed supernatural ability, at several points he stated that he was actually limited by the lack of faith of others.

Near the end of his work with his followers, it seemed that there were many failures. His followers often could not understand what he taught. The general population was confused about who he was. His followers were committed to him when he was popular but they did not stand by him when he needed them most. Even one of his closest followers denied even knowing the leader at a crucial moment (Mt 26:69-74). Another follower betrayed him for money, but then soon committed suicide. Eventually the religious authorities turned on the leader. He was arrested, tried, convicted and put to death as an enemy of the people.

His followers were no doubt surprised and disheartened by the leader's strange and sudden end of life. They did not feel ready for him to leave. It seemed that he had just begun. He had had a great impact, but the world, having just rejected the leader, was far from changed. Because the work was not complete, the leader, just before he died, gave his followers the mandate to lead on as he had done (Mt 28:18-20). He had prepared them so that if they applied what they had learned from him, they would have a similar (even greater) impact.

And these followers became people of great faith and vision for the change the leader had sought. With tremendous zeal and enthusiasm they carried on the mission. As they did so they made one thing very clear—the leader had never really left. It only seemed that way for a moment. In fact, his spiritual presence was key to the very change he sought. He, the leader, was with them as they set out to spread his message to every tribe and nation. His presence was their message and their inspiration!

Showing themselves to be good followers after all, these followers did not depart significantly from the pattern that the leader had given them. They carried on influential discussions with common people in the market places, as well as the temples and synagogues (though their own worship centers were apparently in homes). They lived their message boldly and loved others deeply, while gathering other followers to do the same. As people accepted the message, local fellowships celebrating the leader's presence were started. Like the leader, these followers and their local fellowships had such an impact that governments and religions were seriously threatened.

Not many generations later, followers developed their own worldly methods of following the leader. Sometimes they wanted to follow worldly ways instead of doing what the leader had done. They made use of the common ways of their world and culture instead. The informal movement gave way to formal institutions and rigid programs. Impressive organizations, large buildings, and modern programs replaced the simple celebrations and heartfelt message that the following of their leader had inspired. This trend gave security and control, but the leader's presence in their hearts was no longer of key importance. Much of what the leader stood for was denied. By setting up and honoring forms instead of functions, the real impact of his mission was lost.

The leader's influence continues. Those who follow the leader are commanded to work as he did. As schemes for changing the world through programs and institutions show less promise than ever, his followers should again be reminded of the true approach of the leader. The basic idea is strangely simple: a leader, who lives what he believes, deeply loves his followers with whom he shares a way of life—this is leadership at its best. This is The Great Leader who touches lives and transforms the world.

## Cell Groups--Lesson 1—Functions and Benefits of Cell Groups

### I. Foundations of Cell Group

- Were there groups like those we call cell groups in the New Testament Church?
- What are the things that make a Christian cell group different from other groups?
- What is the primary difference between a small group and a cell group?

### II. Functions of Cell Groups

- What are some **fellowship** functions of New Testament cell groups? (**Acts 2:42, Heb. 10:25, Acts 20:7,11**)
- What are some possible activities of cell groups that might produce mutual encouragement, sharing, and friendship in Christ?**



**What are some worship functions of New Testament cell groups? (Acts 2:47, 1:14, 6:4, Col 4:2)**

What are some possible activities of cell groups that might praise and glorify **God**?

What are some **discipleship** functions of New Testament cell groups? (Acts 6:4, Col 4:17)

What are some possible activities of cell groups that might result in **helping, teaching, and mentoring**?

What are some **evangelism** functions of New Testament cell groups? (Acts 5:42, 4:20, 20:20)

What are some possible activities of cell groups that might produce **reaching out** with the good news of Christ?

### III. Benefits of Cell Groups

What are the benefits of cell groups today?

A. What are the benefits for our **evangelism**?

B. What are the benefits of cell groups for our **relationship with God**?

What are the benefits for our **fellowship with each other**?

How effective is the Christian fellowship ministry done in a traditional Sunday morning church service? What will be the effect on a Christian if these needs for fellowship are not met? Will new Christians grow and mature if these needs are not met?

C. **Benefits for Discipleship**

What do you think are the benefits of “Mutual Discipleship” among all cell group members over “one-way” discipleship?

D. What are the benefits of cell groups for **Development of Leaders**?

E. Benefits for **Church Planting**

**1. Are there any barriers in your church that would prevent an unbeliever who has never been to church from coming to one of your services? How can cell groups be used as a "bridge" to unbelievers?**

2. In general, how can cell groups be used as part of an effective saturation church planting plan?

## ACTION PLAN

Find a Christian friend or acquaintance that does not know about cell groups. Explain to him the benefits of a cell group approach to ministry, and ask him to give you reasons why he agrees or disagrees with you. If possible, discuss his responses with other students who are studying these materials.

## Cell Groups--Lesson 2—Principles of Cell Group Leadership

### I. Overall Leadership Concepts

A. **Model the Christian Life**—What was the role of modeling in New Testament leadership? 1 Thes. 1:6-7; 1 Cor. 11:1

B. **Develop New Leaders**

Should a cell group leader delegate activities and responsibilities to all members of a cell group, and not just to the apprentice leader? Why or why not?

How long after a group starts should the cell group leader wait until he chooses an apprentice leader? What kinds of activities can the cell group leader do with the apprentice to prepare him to lead his own group?

C. **Equip and Release for Ministry**

Cell groups help equip leaders by providing opportunities. What kinds of things might a new leader learn from responsibilities performed in a cell group? Give examples.

### II. Leading the Cell Group Meeting

A "typical" cell group order of meeting:

- fellowship and sharing between the group members.
- worship with prayer, singing and praises to God.
- discussing and studying the Bible.

- Then the group moves to a time for ministry envisioning, where the members discuss personal and group activities to reach friends, neighbors and perhaps larger groups with the Gospel. This might include prayer time for specific individuals who have not yet been invited to the group.

What type of preparation is required for each of these areas of the cell group meeting needs:

- |               |                     |               |
|---------------|---------------------|---------------|
| A. Location   | D. Prayer           | G. Evangelism |
| B. Fellowship | E. Bible Discussion |               |
| C. Worship    | F. Discipling       |               |

Why is it important that each new member of the group be assigned a spiritual "parent" who will disciple him/her?

### III. Cell Group Administration

Why should the cell group leader bother to develop a plan for the group in general and for each of the meetings? Why not just let the group evolve "naturally" in whichever direction it wants?

What are some reasons the cell group prepares a plan of goals and objectives? Discuss this answer along with others: to be able to evaluate the groups progress and to help in its growth

If the class is large, divide into groups of about five. Assign one member of the group to play the role of the cell group leader. Another plays the role of the Apprentice. The rest play the role of cell group members. The group should use the "I'll Bet You Don't Know This" game for cell group fellowship from Appendix 2A. Read the instructions found below to the class. A small number of the 97 questions below. You might begin with, "What was the happiest moment in your life?" The cell group should then engage in a time of prayer. Group should evaluate and discuss the cell group meeting. If the class is small, you may have the entire class do this.

## ACTION PLAN

Review Appendix 2B, "Sample Activities in a Cell Group Meeting." This appendix contains suggestions for what can be done during each of the four functions of a cell group meeting. The cell group leader can use these suggestions, or modify them as needed for his particular situation.

## Cell Groups Appendix 2A

# Cell Group Ice Breakers

"Ice Breakers" are fun, non-threatening ways to get to know people better. These are often used during the fellowship time of a new cell group. Some notes:

- An icebreaker must be useful for the cell group. If it's too childish, people will not feel comfortable. If it's too threatening, people will draw back.
- Make it clear that everybody is expected to participate.
- Some icebreakers can be used many times.
- Be sensitive to people who might become uncomfortable with the game or activity.
- Icebreakers become shorter and less important as the group becomes tightly knit over the course of the cell group life cycle. You might spend half the time on an icebreaker the first two meetings, but you only need to spend 10 or 15 minutes after a few months.

### Opening Questions

When you were between the ages of 7 – 12....

1. Where did you live? How many brothers and sisters did you have?
2. What kind of transportation did your family use?
3. Who was the person you felt closest to?
4. When did God become more than a word to you?

### Who Am I?

Write the names of famous and/or Bible characters on slips of paper. Tape them on everyone's back. The person cannot read his or her own slip. They are to go around the room asking one question at a time about who they are until they guess who they are.

### **I'll Bet You Don't Know This**

Each person in the group writes down on a blank piece of paper something that he/she thinks that nobody in the group would know about him/herself. The pieces of paper are folded, mixed well, and numbered consecutively. Then a designated person starts to read them, saying the number first. Each member of the group begins to compile a list of people that they feel best matches the number of each clue. After the last clue is read, the person with the most correct matches wins.

### **Introductions**

Each person in the group is told they have several minutes to think up a question and ask it of the other people in the group. After everyone has thought of a question, they should begin to mingle with each other, asking their questions. Write down each person's name and answer. After about ten minutes, the group goes around in a circle and tells what they found out about each person. The better the questions, the more creative and interesting responses you will get.

### **Two Truths and a Lie**

Everybody write down two true things about themselves and one lie. Everybody then first decides which slip of paper went with which person, and which of his statements was the lie. You may leave out the first part (i.e. each person holds up their piece of paper and people just guess which statement is the lie). (It's not fair if somebody picks a lie very close to the truth).

### **Weather Report**

Go around the circle, beginning with the leader, and describe how you are feeling right now in terms of a weather report—partly cloudy, sunny, etc. Students can explain why they chose that type of weather. The leader sets the example for depth.

### **Trust Walk**

Form the group into pairs. Blindfold one person in each pair. Each unblindfolded person leads a blindfolded person around the area of the meeting place. Try to provide many different experiences—take them up some stairs, go outside and inside, help them feel different objects, walk at different paces, walk on different materials (grass, floors, dirt) but say nothing after the walk has started. You must communicate all messages without using words. After about five minutes, change places. After another five minutes the group re-gathers. Share what kinds of feelings you had as you were blindfolded and as you touched objects, etc. How did you feel about the other person? What was it like to have no control over what was happening? What did you learn about yourself? How does this apply to your relationship with God? With others?

### **Coin Game**

If you have new people in your meeting sometime, you might keep the Coin Game in mind for an icebreaker. Give everyone ten coins. Each person must name one thing about himself/herself that is different from everyone else. (For example, an adventurous group member might say, "I have climbed Pikes Peak.") The speaker puts a coin in the middle. If another player has also climbed Pikes Peak, he/she can put in a coin as well. The first person to get rid of all his/her coins wins.

### **Team Charades**

For this activity you need two teams and two rooms. Divide the group into two teams. Team A thinks up some sort of motion or activity for Team B to act out (e.g. eating breakfast) without using any words. Team A tells only one person (we'll call her "Laura") from Team B what the activity is, and Laura is not allowed to tell anyone else on her team. Team B waits in the first room, while Laura takes one other person from her team (we'll call him "Michael") into the second room. In the second room, Team A watches while Laura acts out the activity for Michael (remember, no words!) Then Laura returns to the first room and sends in someone else from Team B. Michael then acts out the activity for the next person, and Michael returns to the first room and sends in someone else from his team. This process is repeated, until the last person from Team B watches the activity. This last person then must guess what the activity is. The teams then switch roles and Team B thinks up an activity for Team A to act out.

### **Answers and Authors**

On pieces of paper, write down four or five non-threatening questions that might reveal something about a person (e.g. What's your favorite possession? What do you wish you could do that you can't do now? What's your ideal vacation?) People should answer all of them, or at least three, but instruct them not to put their names on the sheet. The leader then collects the sheets and reads out the answers, and everyone tries to guess who gave those answers.

### All My Neighbors

Everyone begins by sitting in chairs arranged in a circle, except one person who begins by standing in the middle. The person in the middle needs to find some "neighbors." To do this, he needs to make a true statement about himself, which hopefully will also be true about his neighbors (e.g. "All my neighbors play the piano"). Every person who can also truthfully say this statement must stand up and find a new seat. He cannot return to the seat where he was sitting. The person in the middle is also looking for a chair, so each time there will be one person who remains in the middle without a seat. He or she must then make a true statement and look for some "neighbors" for whom this statement is also true.

### Group Discussions

Below is a series of quite a few questions that can be used during the fellowship time. Notice that some of these questions are useful for new groups, and some questions are better suited for groups in which the members already know each other a little. Normally, only one question will be used in each cell group meeting.

1. What was the happiest moment in your life?
2. What can you tell us about your first date?
3. What is the greatest regret of your life?
4. What was the hardest thing you have ever done?
5. What was the greatest compliment you ever received?
6. Who is your best earthly friend? Describe him or her.
7. Which room in your house do you like best?
8. What is the one thing you want to accomplish next week?
9. Where did you feel warmest and safest as a child?
10. If you had a time machine that would work only once, what point in the future or in history would you visit?
11. When was the last time you did something for the first time?
12. At a meal your friends start belittling a common friend. What do you do?
13. If you could take a pill that would enable you to live until you reach 1,000 years, would you do it? Why?
14. When you do something stupid, how much does it bother you to have other people notice it and laugh?
15. Would you like to know the exact date of your death?
16. If you could change two things about the way you were raised, what would they be? If you came from a divorced family, how did it affect you?
17. Who is your favorite relative? Why?
18. What is your favorite memory time spent, as a child, with your father? Your mother?
19. Who did God use to bring you to the point where you knew you needed Jesus?
20. If you could change places with a Bible character, whom would you choose? Why?
21. What is your favorite book of the Bible? Why?
22. If you could go anywhere in the world, where would you go?
23. Imagine your house is on fire and you only have time to take one possession with you (your family is all safe). What would you take?
24. What is your favorite movie or TV show?
25. Who has had the greatest influence on your life since we last gathered?
26. What was the best thing that happened to you this past week?
27. Recall a time when you failed recently.

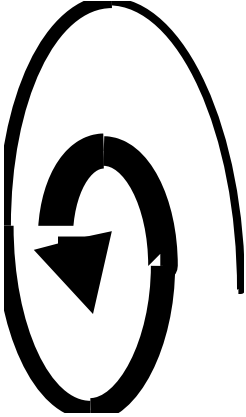
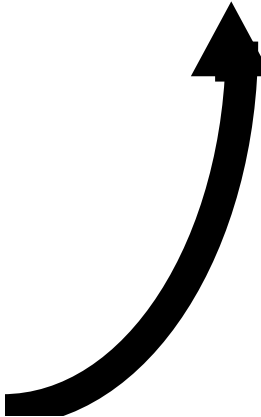
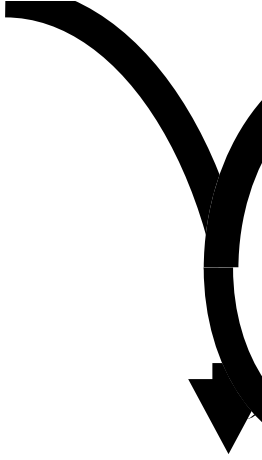
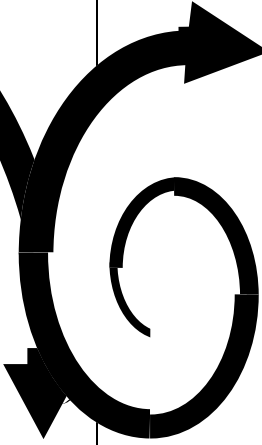
28. Name someone you admire who had to overcome great obstacles to get where they are now.
29. What do you value most in a human relationship? In your relationship with Christ? Your parents?
30. How do you react when you aren't thanked for going out of your way for someone?
31. What is your favorite time of day?
32. (Singles) The kind of girl/boy I want to marry...(Couples) What caused me to marry my spouse.
33. What was your greatest disappointment in life?
34. What gift (apart from your conversion) will you never forget?
35. What was the most important event in your life this past week?
36. If you could choose to go anywhere in the world for three days, where would you go, and why?
37. If you could choose to meet anyone who ever lived in your country, who would that be, and why would you like to meet him/her?
38. If you could choose to live anywhere in the world, where would you live, and why?
39. What gift (spiritual, emotional, mental, etc.) do you believe you are bringing to this meeting? (In other words, what do you think you are bringing that might contribute to the encouragement of others?).
40. What was a significant experience in your life that changed your value system completely?
41. What are some of your goals for the year ahead?
42. Who are your parents, what do they do and what would you like to change about them?
43. If you could choose your career over again, what would you do?
44. If you became the leader of any country in the world, which would it be and why?
45. What were the best and worst experiences of your week?
46. If you could take a free two-week trip to any place in the world, where would it be and why?
47. If you could talk to any one person now living, who would it be and why?
48. Give everyone a piece of paper and ask them to draw a picture of their jobs or whatever they do on a daily basis. Explain your sketches.
49. Why are you glad to be in this cell group tonight?
50. What are some strong and some weak points in your relationship with your eldest child or your parents-in-law or your husband?
51. Inform everyone that they have just been given one million dollars. Let each share how they would use their newly gained fortune.
52. Do you have a nickname and if so what is it? What nicknames do you have for your husband and children?
53. Is there an era in time that you would have liked to have lived in? If so, why?
54. Has the cell group been a help to you? Spend time talking about it and thanking each other.
55. Tell the cell group three things you appreciate about your family and three ways in which you find them difficult at times.
56. What is one thing you would really like see happen at the moment in your family? Your church? Your cell group? The world?
57. Who is the best friend you have at this point in your life?
58. Have you had an answered prayer recently? Share the story.
59. What is your occupation? What do you enjoy about it?
60. Who has been the greatest influence on your Christian life and why?
61. What book, movie, or video have you seen/read that you would recommend to others? Why?
62. What do you think delights God above everything else in your life?
63. What is the most encouraging thing said to you this week?
64. What encouraging action have you done to someone this week?
65. What made you decide to attend this church?

66. What do you still want to accomplish with your life?
67. What is your most embarrassing experience?
68. For what are you thankful?
69. What is the most memorable event of your life and why?
70. Share the most meaningful Scripture to you and why it is so meaningful?
71. How did you and your partner meet and what made you start going out together or what kind of person would you like to have as your partner?
72. How would your life be different if you knew Jesus was returning in one week?
73. Who is the most interesting person you have met?
74. What is your favorite holiday spot and why do you enjoy it?
75. Share about a spiritual experience you have had.
76. What annoys you about your spouse/friend?
77. How do you relax?
78. What is your favorite type of music/song, etc.?
79. What has happened to you during this week that you would like to tell the rest of the group?
80. When was the last time you got really angry?
81. If you could not fail, what would you like to do?
82. If you had to live your life over what would you change?
83. What do you want written on your tombstone?
84. What do you want said at your funeral?
85. What don't you want said at your funeral?
86. If you were to go and live on the moon and could carry only one thing, what would it be?
87. What would you do if you were to see (1) a person being robbed (2) a person drowning (3) a house on fire?
88. What was one thing that created stress in your life this week?
89. What is one thing that makes you feel guilty?
90. What is one thing that you do not understand about the opposite sex?
91. If you had this week to do over again, what would you do differently?
92. Describe another small group that you were a member of outside of your church. Why do you think the group worked (or didn't work)? You're not limited to "religious" groups. Most of us meet in small groups at work.
93. What is the most memorable Bible you have received? (e.g. at your baptism, wedding, conversion, etc.) Tell us about why it is meaningful to you.
94. What is the first thing that comes to mind when you think about God?
95. What are the biggest questions that you have about your relationship with God?
96. Under what circumstances do you feel most lonely? Least lonely? Why?
97. In what areas of your life is it most difficult to trust God? Other people? Yourself?

**Cell Groups**  
*Appendix 2B*

# Sample Activities In A Cell Group Meeting

Following are some sample activities for each of the four parts of a cell group meeting. The times listed for each function are approximate:

Fellowship	Worship	Edification	Evangelism
Man to man	Man to God	God to man	Body of Christ to the world
"Inward"	"Upward"	"Downward"	"Outward"
20 minutes	20 minutes	30 minutes	20 minutes
 <ul style="list-style-type: none"> <li>• Enjoy fun activities together</li> <li>• Eat meals together</li> <li>• Get to know one another better</li> <li>• Encourage one another</li> <li>• Share joys with each other</li> <li>• Share problems with each other</li> <li>• Pray for one another</li> </ul>	 <ul style="list-style-type: none"> <li>• Sing songs of praise</li> <li>• Thank God for His greatness</li> <li>• Thank God for all He has done</li> <li>• Pray aloud or silently</li> <li>• Read passages of worship (for ex the Psalms).</li> <li>• Read Christian poetry</li> </ul>	 <ul style="list-style-type: none"> <li>• Study passages of Scripture as a group</li> <li>• Apply biblical truth to everyday situations</li> <li>• Be involved in ministry with the group</li> <li>• Discover and use spiritual giftedness</li> <li>• Memorize Bible verses</li> </ul>	 <ul style="list-style-type: none"> <li>• Form a "prayer triplet" and pray for friends</li> <li>• Invite unbelievers to the group</li> <li>• As a group, meet the needs of people around you</li> <li>• Develop friendships with unbelievers</li> <li>• Share the Good News of Christ with others</li> </ul>

## Cell Groups--Lesson 3—Starting a Cell Group

**I. Prepare for a New Cell Group-Why would each of the following be important?**

- A. Form a Prayer Team (Eph 6:19, 1 Thes 5:25)
- B. Form a Leadership Team (Luke 10:1)
- C. Research Your Target Area

**II. Make Contacts**

- Who is your target audience?
- How can you form relationships with them?

**III. Choose a Location**

- What would be a natural location for your cell group to meet?

**IV. Prepare for the First Meeting**

- What are some of the unusual problems you might have when you are doing "pioneering" church planting in an area with no Christian witness?
- What could be done to overcome these obstacles?

What would you say to a believer who is part of your cell group but who is fearful to open his home to the visitors he would not know?

If time allows, do the Action Plan during the session. Ask class to write down the items in Appendix 3A as you read them. Get in small groups and discuss the plans of the group members.

### **Action Plan**

- Let's say you are going to have your first cell group meeting in one week. Use Appendix 3A, "Planning Worksheet, Cell Group Meeting," to create a plan for this first meeting. Go into as much detail as possible. Are there other areas of the meeting you would also put in your plan? When finished, share your plan with one of the other students and have him evaluate it. You evaluate his plan as well.
- If you have not yet completed your target area research, you need to do this now. After performing your target area research, use the principles and practical steps in this lesson to create a plan to start a new cell group. Include names of people on the leadership team, names of those who pray for you, how you will make contacts, which felt needs your cell group will try to meet, when and where the group will meet, and anything else you feel should be part of the plan. After completing this plan, have a trainer or your supervisor review it with you.

## **APPENDIX 3A - PLANNING WORKSHEET—Cell Group Meeting**

Date and time of meeting:

Location and Host:

### **Fellowship**

Refreshments:

Activities, Games:

### **Worship**

Song Leader:

### **Prayer**

Prayer activities:

### **Bible Discussion**

Discussion Leader:

Scripture Passage:

### **Ministry Envisioning**

Sharing Time:

Group activities:

Individual activities:

Things to think about:

- Who is your apprentice leader?
- Who is discipling each member of your group? (Whom are you discipling?)
- What are you doing to help your apprentice leader develop leadership skills? How are you delegating ministries to him/her? How are you modeling ministry with him/her?
- Are you praying for each member in your cell group?

For group discussion:

1. What part of the planning was easiest for you? Why?
2. What part was most difficult? Why?
3. What would you do if you could not think of a song leader?
4. What parts of the cell group meeting would you expect to go best? Explain.
5. What parts would you expect to go worst? Explain.

## **Cell Groups--Lesson 4—Cell Group Evangelism**

### **I. Two Types of Unbelievers**

**A. Type A Unbelievers: Those Who Are Interested**

**B. Type B Unbelievers: Those Who Don't Want To Know (Eph 2:17)**

### **II. Understanding Oikos - a household.**

Exercise: Making a List of Your Oikos Relationships Read and instruct the following exercise.



On a piece of paper, take a few minutes to write down the names of the people with whom you talk or interact with on a regular basis during the course of a week or a month. Write one name per line. Limit your list to no more than 20 people (if there are more, choose the 20 with whom you have the closest relationships).

Now, examine the names on your list. For each person who you know is a believer, place a cross in front of his or her name. Next, think about the people who are not believers. For all the "Type A" people, place an **A** in front of their names. These are people whom you think would be open to spiritual things, to studying the Bible, or to learning more about God's purpose for their lives.

Finally, look at the rest of the names. If these are people you know are not interested in God or spiritual things, who would not want to come to a Bible study, and who do not see God as relevant in any way to their daily life, place a **B** in front of their names. These are "Type B" unbelievers.

Save this list, perhaps in your Bible. The people with a cross in front of their names are believers who could possibly help you start a new cell group. The people with an **A** in front of their names are those for whom you can be praying and inviting to your cell group. The people with a **B** in front of their names are those for whom you can be praying about spending more time with.

You might be surprised to see how few (if any!) unbelievers are in your personal oikos. Many Christians have few relationships with unbelievers. A new believer will have the most relationships with unbelievers. However, as Christians begin to fellowship with other Christians, they soon find that they spend little or no time any more with their non-Christian friends.

### **III. Share Groups—two or three people who spend time with type B unbelievers whom they know.**

What can you do with Type B unbelievers that they will accept and enjoy?

### **IV. The Process of Cell Group Evangelism**

A. Oikos Evangelism—Pray for and invite Type A's to your cell group.

Target Evangelism—Cell groups involved in Oikos evangelism can then reach out to strangers.

This may involve starting interest, hobby or activity groups.

Group Size and Multiplication—Maximum size is 15. Divide if it gets this large.

### **Questions for consideration, review and application**

In **Luke 5:32**, Jesus said, "I have not come to call the righteous, but sinners to repentance." How much time did Jesus spend with "sinners" during his earthly ministry? Give two or three examples of people Jesus met with who would be considered Type A and Type B people.

What types of activities can you think of to build relationships with the Type B people from your own personal oikos list? What other Christian can go with you as you build these relationships?

How much time do you think it takes to build meaningful relationships with unbelievers? What priorities, if any, would have to change in your life in order to spend more time with unbelievers?

### **Action Plan**

In your cell group, develop a plan for reaching out through the relationships of each member. If others in your group have not made a list of the relationships in their *oikos*, have them do it at the next meeting. Have the group decide which Type A people to pray for and contact, and which Type B people to pray for and begin spending time with. The cell group leader should maintain a list of these names, so that the group can hold itself accountable to reaching out to them.

## **Cell Groups Appendix 4A**

### **About "Oikos"**

To fully understand the importance of cell groups in a church planting plan, we must consider the word *oikos*, a biblical term that describes the basic building block of any society. It appears throughout the Bible and refers to the personal community that exists for us all. It is translated into English as "house" or "household." For example, in Acts 16:31, Paul and Silas used it when they said, "*Believe in the Lord Jesus, and you will be saved—you and your household.*"

### **OIKOS: THE WORLD'S WAY OF FORMING CELL GROUPS FOR ALL**

The *oikoses* each of us lives within are not large. We may know several dozen, even several hundred, people, but quality time spent with others is extremely limited—and only those to whom we devote quality time can be said to be a part of our *oikos*, our personal community. Each of us has a primary group that includes some of our relatives and some of our friends who relate to us through work, recreation, hobbies, and neighbors. These are the people we talk to, relate to, and share with, for at least one hour per week.

It is most unusual to find a person who has as many as 20 people in his or her *oikos*. For many years, I have surveyed the sizes of the *oikoses* of those attending my seminars and classes. Christians usually average nine people, and a large percentage of them had not developed a single new *oikos* relationship in the past six months! Life is made up of endless chains of *oikos* connections. Every person is already entwined in these relationships. If people are accepted into an *oikos*, they feel a security that does not exist when they meet strangers.

In every culture of the world, the intimacy of *oikos* connections is considered to be sacred. The Chinese have a special word for close friendships, and such bonds are considered to be a sacred thing. In Argentina, I was shown a gourd and a metal tube with holes on one end of it for the drinking of "mate tea." A most intimate *oikos* custom in their culture is sharing with a friend by drinking from the same tube. Usually, the ceremony is limited to family members.

### **OIKOSES VARY WITH EMOTIONAL STRENGTH**

Since the world began, people have always lived in *oikoses*. Every single culture, without exception, has them. The security of the individual is in the affirmation (or emotional support) received by those who are significant in the *oikos*. In the earliest hours of childhood, the mother is the one who provides affirmation by her presence and her attention. As the child develops, this affirmation is received, or not received, by the other household members. Then the school teacher becomes a part of the *oikos*, and later it becomes the adolescent's *oikos* group that must approve him. In the workplace, affirmation is tied to promotions and raises in salary.

Each *oikos* becomes a part of a larger social structure. The important thing for us to grasp is that every human being lives in a special, tiny world, often being compelled to relate to people who are forced upon him or her by *oikos* structures. Today, the hurts of being thrust into a home where the mother is an alcoholic or the father is a child molester composes a significant ministry for cell group churches.

As you read this, consider the implications of this in your own life. Take a moment to write down the names of all the people you spend one full hour each week sharing with in a direct, person-to-person manner. (This hour can be accumulated a few minutes at a time, scattered over seven days, but it must be regular—and it must be face to face). The overpowering impact of a limited few upon each of our lives must be considered. For example: Who are the significant others in your life? Whose approval or disapproval is important to you? (I have counseled those who are still trying to please a disapproving father who has been dead for years). Who do you fear may reject you, and whom do you look to for affirmation? Meditating upon one's own *oikos* can bring great insights!

### **CHRISTIAN WORKERS HAVE OIKOSES LACKING UNBELIEVERS**

My own survey of this subject among Christian workers has revealed amazing facts. I am certain I have polled over 5,000 pastors, pastor's wives, church staff members, and missionaries in at least thirty countries. It is a rare thing to find those who are in "full time Christian work" who have unbelievers in their primary *oikos*.

Unless she is employed in the secular world, the wife of a Christian worker is least likely to have a single contact with the unchurched. Her *oikos* is filled only with church people. On one occasion an educational director of a large church put his head in his hands and wept with embarrassment as he realized he had spent his entire career within the confines of church work. He could not remember having an *oikos* with an unbeliever in it since he graduated from a secular college.

### **JESUS CONSTANTLY INVADED PAGAN OIKOSES**

While the church pulls people out of their *oikoses* and gives them membership in an organization which swallows them up, the New Testament reveals a different approach to people relationships. Jesus constantly did His work by invading *oikos* groups. He knew there was no other way to share the Gospel except to penetrate these small clusters of people. It is obvious that each *oikos* is based in a house, not an institutional building. Thus, the Lord spent His time going from one house to another.

In Luke 19:2-5, we see Jesus making contact with Zacchaeus. He says to him, "*Zacchaeus...I must stay at your house today.*" In Luke 7:36-38 we find Him in the *oikos* of a Pharisee who has invited Him to have dinner with him. While He reclines at the table, a prostitute comes and pours perfume on His feet. What amazing examples of *oikos* penetration!

In Matthew 8:14, He enters Peter's house and heals one of the *oikos* members living there. In Matthew 9:10, He eats dinner with His disciples and many tax collectors and sinners at Matthew's house. Again, He penetrates an *oikos* in Matthew 9:23 as He enters the ruler's house and sees the flute players and the noisy crowd. In Matthew 17:25, Peter finds Him in a Capernaum house, where Jesus speaks to him about paying taxes. We read in Mark 3:20 that Jesus entered a house and a crowd gathered, "*so that He and His disciples were not even able to eat.*" In Mark 7:17, He enters a house where His disciples quiz Him about a parable. In Mark 7:24, He enters a house to be alone, only to be swamped by a crowd that has learned where He was staying.

### **THE EARLY CHURCH PENETRATED *OIKOSES*, TOO!**

In Acts 5:42, we read that the early church went from house to house. In Acts 8:3, when Saul wanted to destroy the church, he knew where to find the people of God. We are told that "*going from house to house, he dragged off men and women and put them in prison.*"

It is interesting to see in Acts 10 how the Holy Spirit arranged for Peter to get from the house of Simon the tanner to the residence of Cornelius, where Cornelius' conversion took place. The penetration of *oikos*es is the pattern for ministry in the first century.

Conversions are frequently recorded as sweeping an entire *oikos* into the Kingdom. In Acts 16, both Lydia and the jailer are converted along with the members of their *oikos*. The first act of Lydia after her conversion was to invite Paul to stay at her house.

### **REJECTION BY ONE'S *OIKOS* FOR BECOMING A CHRISTIAN IS PAINFUL**

Jesus reminded us in Matthew 10:36 that following Him can be a costly decision: "*a man's enemies will be the members of his own oikos.*" Making a decision to follow Him can cause confusion in relationships with primary people. This is why He said in Matthew 10:35, "*For I have come to turn a man against his father, a daughter against her mother, a daughter-in-law against her mother-in-law....*" In verse 37, He calls for a decision between the *oikos* and the Kingdom: "*Anyone who loves his father or mother more than Me is not worthy of Me; anyone who loves his son or daughter more than Me is not worthy of Me....*"

In Singapore today, there is a Zone Pastor Intern on the staff I work with who is from a Hindu home. After he committed to follow Christ, the *oikos* descended on him with wrath. His uncle waited until he was present to say to his father, "Why do you allow your son to disgrace us all like this?" In contemporary Southeast Asia, a young physician followed the Lord at the price of his Muslim family declaring him dead and buried. *Oikos*es can be ruthless when one chooses another path for life.

### **OUR LORD'S BODY IS CALLED AN "*OIKOS*"**

However, there is a very special *oikos* for those who have faced the ultimate rejection. Hebrews 3:6 says, "*But Christ is faithful as a son over God's oikos. And we are His oikos, if we hold on to our courage and the hope of which we boast.*" Consider these additional Scriptures that speak of this truth, found in 1 Peter 4:17, 1 Timothy 3:15; Ephesians 2:19; and 1 Peter 2:5.

Truly, the early church thought about the chains of *oikos*es to be won while they simultaneously rejoiced that God had formed them in basic Christian communities. For the church to live at *oikos* level was certainly God's plan. The heart of the Christian life is not related to a word for "temple," or "synagogue," or "church building." As the basic fabric of human life is embedded in the *oikos*, even so the life of the Body of Christ is to be *oikos*-based.

*By R. W. Neighbour, edited by J. Geske  
From "Where Do We Go From Here?" - used with permission.*

## **Cell Groups--Lesson 5—Cell Group Demonstration**

This lesson requires planning and preparation in order to be beneficial. The trainer must think beforehand which activities he would like to do with the group of students, and plan accordingly. If any type of Bible study time is to be part of the in-class activities, the students should be given one or two days before this lesson in order to prepare.

There are basically four types of activities to choose from, and they relate to the four parts of a typical cell group meeting: fellowship, worship, edification and evangelism. Unless there is more than an hour available to spend in this lesson, it is doubtful that the trainer will have enough time to practice all four areas. A more likely approach is for the trainer to choose one or two activities to practice. These choices will be based on the number, type, experience and needs of the students.

The examples and suggestions given in this lesson are only guidelines. If the trainer is aware of certain areas of difficulty or questions related to a specific situation, he should by all means adjust the activities of this lesson to answer those problems or questions.

If the group of students is large, they should be divided into several smaller groups of no more than 8-10 persons for the in-class exercise. The trainer should assign a cell group "leader" to each of the working groups. Depending on the activity, the trainer might want to have several people assume the role of leadership during this exercise time.

Keep in mind that the overall goal of this lesson is to give practical, hands-on experience in various parts of cell group life and ministry. It should also be fun!

#### **Four Areas of Cell Group Meeting (See Cell Group Appendix 2B)**

- A. **Fellowship**—Man to man-Inward
- B. **Worship**—Man to God-Upward
- C. **Edification**—God to Man-Downward: discipleship, inductive Bible study, Authoritative teaching
- D. **Evangelism**—Body of Christ to the world-Outward: personal testimony, future ministry plans, share group.

**Evaluate the cell group activities:** What were their strengths and weaknesses? How did the cell group "leader" handle different problems or questions? What could have been done differently?

Questions for consideration, review and application

Why is it important to plan for each part of a cell group meeting?

In what ways did the leaders of the "cell groups" in this exercise have difficulty with the roles they played? Will there be similar difficulties in your actual cell group meetings?

## **Cell Groups--Lesson 6—Philosophy of Cell Group Ministry**

### **I. Cell Group Philosophy**

- A. Cells Have a Life Cycle

<b>Phase</b>	<b>Duration</b>	<b>Description</b>
<b>Orientation</b>	Week 1-4	People learn about each other very shallow level of sharing.
<b>Transition</b>	Week 5-10	Members get to know, accept and trust each other.
<b>Community</b>	Week 11-15	growing level of commitment, openness, and involvement.
<b>Action</b>	Week 16-35	dynamic group interaction and applying biblical truths.
<b>Multiplication</b>	Week 36-40	Apprentice leader(s) start new group(s)--multiplication cycle.

- B. Cells Work Toward a Common Goal
- C. Cells Are an Essential Part of a Saturation Church Planting Plan

### **II. Models of Cell Group Ministry**

- A. Model 1: Cell Groups combine to **Start a Traditional Church**
  - B. Model 2: An Existing **Church Begins to Use Cell Groups**
  - C. Model 3: Cell Groups **Start a Cell/House Church and Multiply to Start other Cell/House Churches**
- Small Group Exercise: Which of these models support multiplication and saturation church planting? After discussing this question, read each case study and discuss (1) which model the approach is based upon (if

any), and (2) the advantages and disadvantages of this approach for multiplication and saturation church planting.

#### Case Study 1

A church planter moves to a city with no church and is able to start several new cell groups. The cell groups are very successful, and begin to grow and multiply themselves. The people in the cells feel very close to one another, and decide that they will start a single church from the groups. This church continues to start other churches.

#### Case Study 2

Several church planters begin starting cell groups. The groups have a vision to evangelize and multiply, but do not want to start new churches. Instead, they are guiding new believers into one of several existing churches in town. Some of the groups have members who continue to meet in the groups, as well as attend local churches of different denominations.

#### Case Study 3

An evangelical church has many small groups that meet for Bible study. The same people have met in these groups for several years, and the groups have not grown. Several of the groups contain people who live near each other, but who live far from the church. These groups decide that they would like to start a new church closer to where they live. The new churches begin to start other house churches in areas that do not have churches.

#### Case Study 4

A church planter moves to a new city and begins doing evangelism. The people are receptive, and soon he has started several cell groups, each of which has a vision to evangelize and to multiply. The groups meet on Sundays for a time of worship and teaching, and on Wednesday evenings they invite non-believing friends for a time of fun and fellowship. There is no plan to build a church building, and once every six weeks the groups rent a hall for an evening of corporate worship and teaching.

#### **Building a cell group plan: key elements**

1. Write down your overall ministry goals. Are you starting a saturation church planting movement? A single church? Enough churches to fill a neighborhood, city or geographical region?
2. How do the cells need to **work independently and together** in order to see the goal accomplished?
3. What is the **target area**, and who are the target people? Should research be done?
4. What are the **types of evangelism** the cell group might use that are effective for the target area/people?
5. Who are the **key leaders** in the target area?
6. What **type of cell group "models"** (above) do you need in order to reach your goals?

#### **Questions for consideration, review and application**

Your cell group will always be in one of the life cycle phases (orientation, transition, community, action or multiplication). Why does this matter when you are planning for your meeting activities? Why does it matter from the perspective of an overall cell group plan?

Why are cell groups an essential part of a saturation church planting plan?

Which of the models from the "Models of Cell Group Ministry" section would work well in your target area?

#### **Action Plan**

- In several sentences, write down a concise but complete definition of a cell group. Give this to the trainer.
- Based on what you know about your target area and the goals you have set for that area, write a basic plan for how you could use cell groups in order to reach those goals. Include the points from the "Cells Have a Life Cycle" section in your plan. Share your plan with another student, and each of you evaluate the other's plan. For the purposes of this exercise, your plan should be no more than a few pages long.

## Bible Study Methods--Lesson 8—Various Ways to Use Inductive Bible Studies

### I. Review of the **Principles of Inductive Bible Study**

- A. The Reason for the Inductive Method –What did we learn in Manual One are the advantages of using the inductive method?
- B. The Steps of the Inductive Method - What are the three steps of the inductive method?
- C. The Emphasis of the Inductive Method- What are some important general principles of the inductive method? (Discuss the following as possible answers and add others:)
  - Ask Lots of Good Questions Such as Who?, What?, Where?, When?, How? and Why?
  - Look for the Main Point
  - Understand the Author’s Purpose
  - Allow for Progressive Revelation
  - Understand the Context
  - State the Biblical Principle
  - Compare the Biblical and Modern Context
  - Pray

### II. **Biographical Studies – lives of biblical people**

#### A. **Why Do a Biographical Study?**

What biographical examples other than the one for Moses in **1 Cor 10:11** come to your mind?

#### B. **How to Do a Biographical Study**

1. How can you do observation in a biographical study?
2. How can you do interpretation in a biographical study when you have several Bible passages?

#### C. **Application Questions**

- How is my experience similar to his?
- Do I have the same strengths? Weaknesses?
- Why did God include this person in Scripture?
- What specific things does God want to teach me through the study of his or her life?

### III. **Book Studies**

Each gospel is written from a special perspective.

- Matthew – presents Christ as the Jewish Messiah (royal)
- Mark – presents Christ as the Servant (humble)
- Luke – presents Christ as the Son of Man (human)
- John – presents Christ as the Son of God (divine)

#### A. **Why Should We Do a Book Study?**

#### B. **How to Do a Book Study?**

1. Read the Book Several Times
2. What things are included in the ‘Setting’ of the Book
  - Here are some of the answers that you may want to discuss:
  - Author
  - Recipients
  - Date
  - Literary Style
3. What is included in “the Content of the Book?”
  - Here are some of the answers that you may discuss:
  - a. The Theme of the Book
  - b. The Development of the Theme
4. Chart the Development of the Theme of the Book
  - In first column of the chart (table), the rows might include Chapters, Places, Ministry to, Key People, Key Events, and Principles. Headings of other columns (first row) might include groups of verses covered.
5. Apply the Theme of the Book to Your Situation
  - What in my life resembles the situation in the book?
  - What in my life resembles the author of the book?
  - How would I have addressed this situation?

What particularly spoke to my heart as I read the book?

#### IV. Theme Studies: Examining a topic

- A. Why Do a Theme Study?
- B. How to Do a Theme Study
  - Study steps:
  - Find the Related Verses
  - Arrange the Verses in Order
  - Study and Summarize Each Verse in Context
  - Summarize the Teaching on the Theme
  - Apply the Truth (**James 1:22-25**).

#### Action Plan

- Work through the biographical study on the life of Barnabas in Appendix 8A. Think through his role in the church planting process in Acts. What application do you see for your own life and ministry?
- Take the time to use the inductive method for a book study and for a theme study. Pick a smaller book or a more manageable theme for your first attempt. Evaluate the effectiveness of this method in helping you discover things you had not formerly seen in the Word.

### Appendix 8A: Study the life of Barnabas

Read each verse or passage in the following list, and record your observations and interpretations for each. Then summarize the passage.

#### A. Acts 4:36,37

1. Observations:
2. Interpretation / Summary: (continue to do Observations and Interpretations for verses in B-J.)

#### B. Acts 11:19-24, C. Acts 11:25-26, D. Acts 11:27-30, E. Acts 12:25, F. Acts 13:1-13;42-43, G. Acts 14:1-23, H. Acts 15:2-4, 12, 22, 25, 35-39, I. Colossians 4:10, J. Galatians 2:11-13

Summarize the Teaching

Now that you have looked at the individual passages, it is time to look at the results and summarize what the Bible teaches about Barnabas. As you do so, think through the following questions:

What kind of background did Barnabas have?

Why do you think the apostles gave Joseph the nickname "Barnabas?"

What evidence do you see from these passages that Barnabas was an encourager?

What is the significance of the order in which Paul and Barnabas (or Barnabas and Paul) are mentioned?

How did Barnabas respond to the shift in leadership to Paul?

How did he respond to conflicts? (**Acts 15:1-4 and Acts 15:36-40**)

Why do you think he responded as he did in **Gal 2:11-13**?

Now write down a statement to summarize what you have learned about the life of Barnabas. Make sure that it includes all the key ideas that you have seen in each of the passages.

## Bible Study Methods--Lesson 9—Leading Inductive Bible Studies: Leading Others in Discovery

### I. Characteristics of an Inductive Bible Study Group -

**An inductive Bible study group is a small group of people who come together for the purpose of studying the Bible. How is an inductive Bible Study group different than a sermon?**

Some possible answers: A. Preacher may be seen as the authority—with study group, Scriptures are the Authority B. Bible study group emphasizes the goal of discovery. C. The Leader is a Facilitator

### II. Preparation for the Study -- What are things the leader can do to prepare for the study?

Some possible answers: A. Study the Passage Yourself, B. Write Down the Purpose of the Study  
C. Prepare Questions on the Passage Which Cover All Three Parts of the Inductive Method,  
D. Review the Questions to determine: clear, brief, require search of passage, cover observation well, application questions lead to action.

E. Prepare an Introductory Question to Get the Members Excited about the Bible Study

### III. Leading The Study – What are some keys for leading the study?

Possible answers to discuss include:

- A. The Study Should Be Started and Closed with Prayer
- B. The Leader Should Be Prepared to Learn from the Group

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- C. The Leader Should Not Answer His Own Questions or Questions That Arise from Within the Group
- D. Do Not Be Afraid of Silence
- E. The Leader Should Not Always Be Satisfied With the First Answer Given
- F. Questions Not Answered By the Group May Be Left Unanswered
- G. Incorrect or Partial Answers Should Be Corrected By the Scriptures and/or the Group, Not the Leader
- H. Keep the Discussion on the Main Theme of the Passage
- I. Do Not Forget to Ask the Application Questions
- J. Control the Participation of Those Who Talk Too Much or Too Little
- K. At the End of the Study, the Leader Can Summarize What the Group Has Learned and Expressed
- Why is discovery necessary for Christian growth? Why is preaching alone not enough?
- What would a good discussion question include?

## Action Plan

In the next lesson (10,11), you will lead some of the other students through a study using the principles in this lesson. Take time to review that study and think through how you will lead the discussion. Your Mentor or Trainer may help you to prepare for **Acts 17:1-10** (used in Manual One) or **Matt. 20:17-28**.

### Bible Study Appendix 9A

## Inductive Bible Study on Matthew 20:17-28

*Note: This study is provided as a model of an inductive Bible study. If absolutely necessary, it may be used for the Workshop in Lesson 10,11. However, it is strongly recommended that this only serve as a guide, and that you do your own study on one of the passages assigned in Manual One.*

### INTRODUCTION

The Leadership lessons in this church planting course will be looking at the ministry of Jesus as our model for leadership. There are many kinds of ‘leadership’ in the world, but Jesus presented a very different understanding of what it means to lead others. As we will see in Matthew 20:17-28, even His disciples had a difficult time grasping the implications of this new kind of Christian leadership. We want to answer the question: "What is Christian Leadership?"

#### I. PRAY

Begin the study by praying for God to remove other distractions from your mind, and allow you to focus on learning the truth of the passage so you can be a better Christian leader.

#### II. READ MATTHEW 20:17-28

Read the passage carefully and thoughtfully. One person can read it all, or you can divide the reading among the members of the study group.

#### III. OBSERVATION

Our first task is to discover what the passage *says*. Look closely at the verses and answer the following questions:

*From the context (Mt 19:27-20:16)*

- In **what** way might Jesus’ teaching in Matthew 19:27-28 have sparked James’ and John’s desire to rule in the kingdom?
- **What** is the main point of the Matthew 20:1-15 parable, as summarized by Jesus in verse 16?

*From the passage (Mt 20:17-28)*

- **Where** were the disciples and Jesus going, and **what** was going to happen to Him there?
- **What** favor does Mrs. Zebedee ask of Jesus?
- **How** did the other disciples react to her request, and **why**?
- **Who** decides who sits where in the kingdom, and **what** are the criteria for this seating?
- **How** do these criteria differ from the world system (the system of the Gentiles)?

#### IV. INTERPRETATION

Now we are ready to look at the *meaning* of this passage. Think carefully about the following questions as you refer back to your observations:



- **How** would you summarize the attitudes of Mrs. Zebedee and the disciples as they went to Jerusalem? What did they anticipate it would be like there (think about the meaning of "right hand and left hand"). **What** does this imply about their reasons for following Jesus?
- **What** did Jesus mean by "the cup?" (Note: we have the benefit of being able to see from what we know today that people did not know then!) **What** did it involve in Jesus' life and **how** was it later fulfilled in the disciples' lives? Is it a specific kind of service, an act, an attitude, or something else?
- Is it OK for me to desire to be honored in God's kingdom? Was the problem that the disciples wanted to be honored, or that they wanted to be honored now rather than when Christ returns?

Summarize in a sentence or two the *main point* of these verses. State it in terms of a *biblical principle* if possible. Write it in the space below.

*The principle of the passage:*

**V. APPLICATION**

Now you need to think about how this principle can be applied in your own life and ministry today.

Think carefully about the following questions:

- **What** are my motives for serving Christ as a church planter? **What** do I hope to get out of it, and **when**?
- If my desire is to please Christ, **how** should my leadership differ from that of others around me? What specifically should I be doing in order to lead as a servant and to give my life for those Christ ransomed?

**SUMMARY**

As you have worked through this passage, you should have answered the question, "What is Christian Leadership?" You also thought about what that would mean for you personally in your life and ministry. Now is the time to begin to pray to God for help in living that kind of life. Specifically ask Him to help you in those areas where you now see that you have weaknesses or wrong motives.

## Bible Study Methods--Lesson 10,11—Workshop on Leading Inductive Bible Studies

(Plan this lesson for a two-hour session of Bible study of **Acts 17:1-10** or **Matt. 20:17-28**)

This 2-hour session is entirely devoted to allowing the students to practice leading inductive Bible studies, and evaluating each other as they do so. Your job as the trainer is to get the groups organized, and then to circulate among them to listen to the presentations, and make sure the students are doing a fair and complete job of working through the checklist after each study. Encourage the students to be honest but positive. Ask the students to write down the checklist below and evaluate others answering yes or no.

**Checklist: Student Name** \_\_\_\_\_

Evaluation Questions
1. Did the study follow the inductive method—observation, interpretation & application?
2. Were the questions clear and understandable?
3. Did the questions help you to understand the passage better?
4. Did the leader allow the group to answer questions, rather than answer himself?
5. Did the leader feed questions the group asked back to the group?
6. Did the leader rephrase questions that were hard to understand?
7. Was the leader able to help all the members become involved in the discussion?
8. Was the leader able to keep anyone from dominating the discussion?
9. Did the leader summarize the things the group discovered in the study?
10. Did the leader allow the group and Scripture to correct any wrong answers?
11. Was the leader able to complete the whole study in the given time?
12. Did the leader open and close the study in prayer?

How were these studies different than the Bible studies you have attended in the past?

Did this method help you personally to learn? Do you think it would be effective with those you teach or lead? Why or why not?

## ACTION PLAN

It is up to you to take the tools you now have, along with the evaluation by the other students of your ability to lead a study, and use them to enhance both your personal spiritual growth, and your ministry.

### Evangelism--Lesson 4—Evangelism and Church Planting:

#### Running the Whole Race

**I. The Need for a New Approach** - Why is a new approach to evangelism needed?

**II. The Relay Race:** How are evangelism and discipleship like a relay race?

#### III. Principles for Evangelism

- A. **Use Natural Connections among people:** What networks of relationships did Jesus use in his calling of followers? (**John 1:40-41, 4:28-30, Luke 8:38-39**)
- B. **Why should New Believers Witness Immediately**  
Why are new believers effective evangelists?  
Some answers to discuss along with your own:
  1. Their faith is "fresh."
  2. New believers still have non-Christian friends who can see the change.
- B. **Go For "Gatekeepers"** Who are gatekeepers? Why go for them?  
Discuss this answer along with others: Those with greater influence may move toward Christ more slowly, but their long-term impact for the Gospel may be greater.  
From these Scriptures, name some examples of "gatekeepers" (**Acts 16:11-15, 17:1-9, 18:7**)
- C. **Consider Cultural Barriers** – Do people cross-cultural barriers? Why is that?  
How can you set up a church to fit the people you are trying to reach? (**1 Cor 9:20-23**)
- D. **Look For 'Common Ground'** **What are some activities that are common to believers and unbelievers?**

For most of the class time, use Appendix 4A as an exercise. Read each case and ask the class to evaluate it in terms of (1) amount of personal contact they have, (2) meeting of felt needs of lost, (3) using natural relationship networks, (4) focusing on the receptive people, and (5) providing follow-up discipleship:

### Appendix 4A--Evaluating Evangelism Plans

Plan 1: David and Lydia live in a city of 100,000 with no evangelical church. With a desire to plant a church, they start an evangelistic Bible study in their home. After one year, 15 people are faithfully attending and as far as they can tell 9 of them are believers. They realize that with 15 people the group is getting too big to feel intimate, so they start another group that meets on another night in the home of another couple. David hopes that when they have enough people in these groups, they will rent a hall and begin to worship each Sunday as a church.

Plan 2: Moses has big plans to plant a church in a large city. Moses is a recent graduate of a Bible college. While in Bible college Moses made contact with an aggressive American mission group who has offered to guide him in the project. Together, Moses and the Americans plan to launch things in June when 20 American college students will come to assist in evangelism. The plan is for the week with the Americans to be very busy. A hall will be rented and a crusade with music, testimonies, and a Gospel presentation will be held every evening. During the day the Americans will pair up with Africans and interpreters to cover the city, handing out fliers and going door to door to advertise the evening crusades. Moses expects that as a result of this week of evangelism enough people will be saved to open his church immediately.

### Evangelism--Lesson 5—Barriers to Effective Evangelism:

#### Bridges Instead of Barriers

Examine the following **barriers to effective evangelism**. How did Jesus overcome the following barriers with the women at the well in **John 4**? (You may want to discuss this question in small groups.)

**External Barriers:** A. **Cultural Barriers**, B. **Language Barriers**, C. **Religious Barriers**, D. **Spiritual Barriers**

**Internal Barriers:** A. **Traditions**, B. **Prejudices**, C. **Fears**, and D. **Values**

How can we overcome each of the External Barriers? How can we overcome each of the Internal Barriers?

What can we do to reduce the frustration and confusion unbelievers feel when they visit our fellowships or our homes?

What kinds of things make you feel uncomfortable or uneasy in unfamiliar situations?

What barriers have you personally experienced as you considered reaching out with the Gospel? Have you overcome them? If yes, in what way have you overcome them?

What groups have been the victims of prejudice in your culture in the past? What would the Lord have you do to deal with this prejudice?

What practical changes could you make in coming weeks to overcome barriers and increase your evangelism?

## **Evangelism--Lesson 6, 7—The Process of Conversion: Helping People Move Toward Faith in Christ**

Before you begin your instruction, have students review some of the lessons they learned in their study of the parables of the soils, Matthew 13:3-9,18-23.

### **I. Evaluating Where People Are In Their Understanding of the Gospel**

**Type A unbelievers** are interested to some degree in God, the Bible, and are open to God's direction for their lives. **Type B unbelievers** are those who are not interested in the Bible, who will not go to church, perhaps don't even believe in God, and may be openly opposed or even hostile to the Gospel message.

Some Type B unbelievers may not even be on the chart below yet, while others would only be at one of the levels in the "cultivation" step. Type A unbelievers, however, could be at any one of the levels in the steps prior to "harvesting."

Think about the people that you are praying about, spending time with, and witnessing to. Where would you put them on this chart?

**Figure 6.1. Steps Toward Faith**

RESPONSE STEPS	
<b>CULTIVATION</b>	-12 GOING HIS OR HER OWN WAY
	-11 AWARENESS OF THE PRESENCE OF THE MESSENGER (You are the messenger)
	-10 POSITIVE ATTITUDE TOWARD THE MESSENGER
	-9 AWARENESS OF DIFFERENCE IN THE MESSENGER'S LIFE
	-8 INITIAL AWARENESS OF THE BIBLE'S RELEVANCE FOR LIFE
<b>SOWING</b>	-7 POSITIVE ATTITUDE TOWARD THE BIBLE
	-6 AWARENESS OF THE BASICS OF THE GOSPEL
	-5 UNDERSTANDS THE GOSPEL'S MEANING AND IMPLICATIONS
	-4 POSITIVE ATTITUDE TOWARD THE GOSPEL
<b>HARVESTING</b>	-3 RECOGNITION OF PERSONAL NEED
	-2 DECISION TO ACT
	-1 REPENTANCE AND FAITH
	0 NEW CREATURE IN CHRIST!
<b>GATHERING</b>	+1 FAITH IS SURE AND IS GROUNDED
	+2 ASSIMILATION INTO A CARING CHRISTIAN COMMUNITY
	+3 GROWING! MATURING IN CHRIST-LIKENESS
	+4 GOING! MOBILIZATION TO BE "LIVING PROOF" TO OTHERS

Provide a copy of this chart if possible.

Ask the following questions:

- Where do the people I'm working with fit into this diagram?
- At what stage can existing materials and tools for evangelism best be used?
- At which stages is there a critical lack of materials for use with the people with whom I'm working?

**III. Understanding Four Phases of Activity Related To Winning People to Christ**

**Figure 6.2 Four Phases Of Activity Related To Winning People to Christ**

Activity	Cultivating	Sowing	Harvesting	Gathering
<b>Explanation</b>	Speaks to the heart through caring relationships	Speaks to the mind through reasoning and communication	Speaks to the will, requesting a faith response in conversion	Speaks to the whole man concerning personal growth in Christ
<b>Emphasis</b>	Presence of the messenger	Proclamation of the Gospel truth	Persuasion to a decision	Participation and incorporation into a local fellowship
<b>Biblical Examples</b>	John 3 & John 4	John 4 and Acts 8	John 4 and Acts 16	Acts 2:40-47 and Acts 8
<b>Steps toward faith</b>	-12 to -8	-7 to -4	-3 to 0	+1 to +4

#### IV. Determining Evangelistic Plan

Following is an illustration of how you might determine your evangelistic plan based on the information you learned above.

##### A. Basic Needs—Physical, security, love/affection, achievement/esteem, self-fulfillment/self-actualization

Mary is a young woman from a divorced family. An only child, she was rejected by her father. Her mother was so busy providing for the family that she had little time to spend with her. She and her mother lived in a city far from her extended family. Now as an adult she feels unloved. You assess her need to be for love/affection. How would this affect your evangelistic approach?

##### B. Receptivity to the Gospel

In her steps toward faith, Mary is at -12. Mary has had no religious upbringing, no contact with Christians. She does have a vague idea that the Church claims to be relevant to her, although she knows nothing about the claims of Jesus Christ. How would this affect your evangelistic approach?

##### C. Evaluation of Your Evangelistic Plan

Mary is not yet ready for the sowing of the seed. For you to give her a tract or a Bible would probably not be effective. What she needs is to be shown the love of Christ in a warm, accepting atmosphere, the cultivation stage in the chart in figure 6.2. You decide to invite her to a small group where there is a lot of caring for each other. Then you might include her in an evangelistic Bible study.

As you determine your plan for reaching those people God has already placed on your heart, you might also begin to pray about reaching people who, if reached with the Gospel, would be important in the reaching of your target area with the Gospel.

Do you tend to approach each person using the same evangelistic method or tool? How can you increase your flexibility?

Do you know the ways the people you might reach think that may be different from you?

Do you know their culture? Do you have problems in providing a setting that they will be comfortable with?

Do you know anyone who has been resistant to the Gospel but is now in a crisis that might make him or her more receptive?

#### Summary

Successful evangelism involves...

- taking the initiative, in the power and love of the Holy Spirit, to help a person move one step closer in the process of making decisions for Christ,
- being there to encourage and guide them in knowing how to make those decisions,
- praying for them to come to the place of full repentance and faith in Christ and to experience the salvation in Christ by faith alone, and
- bringing them fully into the fellowship and ministry of the local church.

#### Jesus as our model

For each of the following passages answer the following questions: **John 3:1-21, John 4:5-26, John 9:5-7, 35-39, Mark 10:17-22**

Who was Jesus speaking to?

What do we know of this person from the passage?

How does the conversation begin?

At what verse does the direction of the conversation change?

What does Jesus require?

What does Christ offer?

How does the individual respond?

# Omega Course Manual Three

## SCP Vision – Lesson 8—The First Advance:

### The Church planting movement in Acts

#### I. Birth of the New Testament Church – Acts 2:42-47

What was the first church of Jerusalem like? What do you most admire about this church?

#### II. Persecution Acts 8:1; 11:19-26

How did persecution affect the spread of the gospel? Has persecution resulted in the expansion of the Church in recent generations?

#### III. Paul's Missionary Journeys

- A. First Journey (Acts 13-14) - Expanding into Cyprus and Galatia - Where did Paul and Barnabas go on the first missionary journey (Acts 13:4, 13-14; 14:1, 6-7)? What did they do (Acts 13:32-33, 42-49, 14:21-22)?
- B. Second Journey (Acts 15:36-18:22) - Expanding to Macedonia and Achaia - Where did Paul go on the second missionary journey and what did they do (Acts 15:36, 15:41-16:2-5, 9-12; 17:1-4; 18:1-11,20-22)?
- C. Third Journey (Acts 18:23-21:15) - Expanding into the province of Asia - Where did Paul go on the third missionary journey and what did they do (Acts 18:23; 19:17-22; 20:1-2,17-22)?

Describe the shift in emphasis between the first and third journeys of Paul.

#### IV. The Council at Jerusalem (Acts 15)

Why was the council in Jerusalem so important?

#### V. Principles behind Effective Missionary Activity

##### A. Submission to the Leading of the Holy Spirit

Does the Holy Spirit speak most clearly to you while you are doing ministry or while you are waiting for guidance?

##### B. Moving Quickly – What should guide us in how quickly we move in planting new churches?

##### C. Facilitating Others in Ministry – What lesson should we learn from the extra time Paul spent in Corinth and Ephesus

##### D. Preaching to Responsive People – Paul found God-fearing gentiles in the synagogues to be responsive. Who in your area is most likely to be receptive to the gospel?

##### E. Working from a Solid and Committed Base for a Regional Movement

How does Acts 19:10 suggest to us a way to reach a region?

##### 1. What were the characteristics of the people, city, and region in which Paul planted churches?

2. What research questions might Paul have asked as he selected a place to work?

3. What are the key events that led to the great church planting movement of the first century?

## SCP Vision--Lesson 9—Elements of Church Planning Movements

The bedrock of SCP (Saturation Church Planting) is the Word of God.

#### I. Foundational Models for a SCP Movement

Why each of these foundational bases for church planting—vision, church and leadership?

#### II. Six Building Blocks of a Saturation Church Planting Movement

##### A. Prayer: Declaring Dependence on God

Is a prayer movement part of your church planting plan?

##### B. Research (Spiritual Mapping): Seeing the Big Picture

What are the purposes of spiritual mapping of your region or town?

Do you have a regional plan to plant churches in surrounding cities?

##### C. Mobilizing Resources

Why must the human resources for a SCP movement come from within a country?

How do we work with the existing Body of Christ before church planting?

**D. Training/Mentoring: Preparing others in ministry**

In small groups (for a class of more than 9), discuss the following:

Think of two common ways to train church leaders. Evaluate them in terms of the four principles:

**1. Training Should Focus on Leadership**

The training that leaders receive should enable them to equip others for a movement that multiplies churches and spreads the Gospel throughout a region. Notice in **Acts 20:15-38** that Paul reminds the leaders of Ephesus how he worked with them while training them for leadership. From Ephesus, Paul equipped believers to lead a spiritual movement that covered the whole region.

The book of Acts shows Paul describing how he trained leaders and telling Timothy how to choose them. First Timothy 3 shows the things necessary for someone to be a leader. For example, character takes priority over personal attractiveness and people's admiration (**1Tim 3:2-10**). Paul's teaching relationship with Timothy was that of a father and son (**2Tim 2:1**).

**2. Training Should be Reproducible so that the Person Taught Can Teach Others**

Church planting movements require training that can multiply (i.e. can be taught again to others). Paul's training went on for four generations. It began with Paul passing on the teaching from his heart (**2Tim 2:2**). Timothy then taught reliable men who were "able to teach others also." The teaching and training we pass on as we help people grow in Christ and prepare new leaders ought to be done so that they can teach it to others. Training must include both words and examples.

**3. Training Should be Accessible**

It is the job of local churches to train workers to complete the Great Commission. When local churches take seriously their responsibility to train workers, then training is available to more people.

**4. Training Should Grow From an Firm and Effective Base**

On Paul's third missionary journey he spent most of his time in Ephesus (**Acts 19:9-10**). He chose the plan of working from a firm base to train leaders who could reach the whole region. From Paul's training sessions, these leaders went out and reached the province of Asia with the word of the Lord.

**E. Evangelism: The fields are white**

Where in your region is God's work most evident?

**F. Vision Casting**

Have churches in this region caught the vision for SCP?

What is your own vision?

**III. The Result: Church Planting Movements**

**How old and big should a church be when it begins to plan for starting a new church?**

Which of the above elements of a church planting movement are present in your region?

**The Church--Lesson 9,10—The Church and Spiritual Gifts:****God Give Ability and Power for ministry**

(Plan this lesson for a two-hour session)

**I. Why Do We Need Spiritual Gifts? (2 Cor. 10:3-4, Acts 1:4-5, Eph. 4:12)****II. Leaders Gifts: Given by Jesus to Equip the Body. (Eph. 4:11-16)**

How is a leadership gift different from an office?

**III. Abilities: Given by the Holy Spirit to Strengthen the Body****A. Definition**

- Every believer has at least one (**1Cor 12:7; 1Pe 4:10**).
- They are given at the Spirit's desire rather than our own desires (**1Cor 12:11**).
- They are for the common good rather than individual benefit (**1Cor 12:7,12-27 Ro 12:4-5**).
- The gift (or gifts) that we have is the Spirit's work (**1Cor 12:4**).

**B. Spiritual Gifts and the Body of Christ**

1. How do Gifts relate to the Importance of Each Member?
2. What is the Function of "Gifted" Men in a church?

3. What does **1 Pet. 4:10-11** tell us about gifts in ministering the grace of God?

Some gifts are more honored by the typical church member than others. Should we desire the more admired gifts? Why or why not?

**C. Determination of One's Spiritual Gift(s)**

Does God ever show His grace by working mightily through a person in an area other than those in which the person is gifted?

How do we know that we have a gift?

**D. Description of Spiritual Gifts (Rom. 12:6-8, 1 Cor. 12:4-31;14:1-5)**

**IV. Hindrances to Discovering Gifts**

**A. Personal reasons** - What are reasons that believers do not discover and use their gifts?

**B. Organizational problems**

What are some ways churches operate that hinder the discovering and use of gifts?

**V. Mobilizing the Church According to Spiritual Giftedness**

**A. How Can a Church Help Others Discover and Use Their Gifts?**

**1 Tim. 3:6** warns against new believers holding office. What are the dangers in this?

Are some offices more dangerous than others?

**VI. Spiritual Gifts and Church Planting**

Which gifts are most important for a church planter? Why?

**Action Plan**

- Define the needs that you believe God wants your group to meet. List the ministry opportunities that the Lord has opened before this group.
- Have a time of dedication to the Lord asking Him to release and strengthen the gifts needed to meet the needs you have identified. Do not focus on the gifts but on the Giver of the gifts.
- Allow each person to begin moving toward meeting the needs they feel led to meet. Keep the focus and emphasis on meeting the needs in loving ministry rather than on the gift.
- Train people according to the ministry gift they feel led to use in the meeting of the needs.
- Allow others to evaluate and advise for evaluating the gifts you have been using.

**The Church--Lesson 11--Social Relationships of the Church:  
How Our Culture Affects Our Church**

Trainer, be sensitive so as not to attack the beliefs or practices of a fellow believer.

**I. Biblical Principles**

**A. Keeping the Balance.** What is the issue of cultural balance in **Acts 14:11-18** and **1 Cor. 9:19-23**?

What are some of the major cultural traits of your country or area? Where did they come from? Are they from history, religion, politics, climate, lifestyle or something else?

How can a believer distinguish between something that is sin and something that contradicts his religious culture?

**B. Form and Function - How can we adapt our church forms to our culture without falling into sin?**

**II. The New Testament Church and Culture**

**A. The Jerusalem Church** - Where did they sometimes pray (**Acts 2:46, 3:1**)? Where did they meet for worship and communion (**Acts 2:46**)? Which two men did God use to move the church beyond Jerusalem? What were the offices established to serve the church (**Acts 6:1-7**)?

**B. The Church Among the Gentiles** – In what ways did the church change during the first century—in the ways people were reached (**Acts 8:1**), in the attitudes toward gentiles (shown at the Jerusalem council **Acts 15:1-21**), and in the offices of the church) (**1 Tim 3:1-11, Tit. 1:5**)?

**III. From the New Testament until Now**

Training Centers for Church Planters

TCCP



- A. The Development of the **State Church** – Constantine made Christianity the state church. Changes such as emphasis on forms and the popularity of religion served to hinder true faith.  
Is the church in your country influenced more by government persecution or by government embracing, molding, and weakening the church, or is neither true?
- B. The **East-West Split**  
The Orthodox faith was seduced by beauty and wealth. What tempts the church in your culture?
- C. The **Protestant Reformation** – For reformers like Martin Luther, form was less important than function. Have disputes occurred in churches in your country over forms? Over functions?

#### IV. Contemporary Culture and the Church

- A. Are We Refusing to Change our forms as the culture changes, losing many opportunities for evangelism?
- B. Do We Expect the Unbelievers to Conform to Our Church Culture?  
How can we distinguish a form from a function as we consider cultural influences?  
Are some practices of the New Testament church (such as the church at Jerusalem) only for their culture and time, and not for your culture and country? If yes, what are some examples?  
Are there any forms in your church that would be a hindrance to a new church plant?

## Spiritual Character--Lesson 8,9—The Law and the Gospel: Life in the Spirit

This is a two-hour lesson. Most of the ideas in this lesson come from Romans 7:1-13, Galatians 3:1-5 and 3:19-26. In preparation to teach this session, be sure to know these passages of Scripture.

### I. God's Purpose for the Law

- A. How does the law show God's holiness (**Exodus 21:15-17, 22:20**)?
- B. What does the law show about us (**Rom. 7:7**)? Discuss this answer: Our sin.
- C. What does the law show us that we need (**Gal. 3:24**)? Discuss this answer along with any others you have:  
Law Show Us Our Need for Christ
  1. How does the material in this lesson on the law relate to the first slide of the EvangeCube?
  2. In his fallen state, man is depraved (without any form of holiness). Because of God's love and holiness, atonement for sin is required for forgiveness. How did God provide for this atonement for sin?
  3. If God were not completely good and holy, what would be the result for our quality of life on earth?
  4. What are the purposes of the law in the Christian life?

### II. Limitations of the Law-What limitation of the law are shown in the following verses?

- A. The Law Does Not Deal with the Heart, but holiness is primarily a heart issue (**Matt. 22:37-38**).
- B. The Law Produces Guilt and can weigh people down (**Gal. 3:10**).
- C. The Law Produces Pride (**Rom 2:23**).

### III. Living by the Law -- legalism

In small groups, discuss these questions.

1. Does a Christian ever grow by doing the best he can in his own strength to obey the laws to help others, attend church, or pray regularly? Explain your answer.
2. What happens to us when we try to win God's favor by doing these kinds of things?
3. How are guilt and pride related? How are they avoided?

### IV. The Spirit Liberates Us from the Law

1. What is the difference between Jesus completing the law and His abolishing it?
2. Why is it that the law no longer condemns us?
3. How does faith in the gospel of Christ's death for us enable us to live in newness of the Spirit?

### V. Life in the Spirit and Faith in the Gospel

- Personal Spiritual Growth in the Spirit. What does Jesus say we must do to do the works God requires (**John 6:28-29**)? Is righteousness based on the law or the Spirit (**Rom. 8:1-4**)?  
The Spirit Leads Us into Ministry. Does God still call people to ministry as he did Paul (**Phil 3:14**)?
1. Discuss what **Eph. 1:13; Gal. 4:6 and Rom. 8:14** tell us about the liberating power of the gospel and the indwelling of the Holy Spirit.

2. A way to know if we are walking in the Spirit is to notice how we respond to our sin. Give examples of how people respond to sin and discuss what this tells us about their lives.
3. As we seek change (for the better) in the lives of those to whom we minister, there are three important questions we must ask ourselves. Answer these three questions:
  - A. What is the GOAL of ministry to others?
  - B. What MINISTRY STYLE will I use to reach this goal--legalism or the Spirit?
  - C. How can I personally MODEL the change I am seeking? (**1 Pet 5:3**)

Do your preaching and counsel to others usually focus upon the law, because you think that it helps them change?

Why is the law powerless to produce holiness within us?

How does faith in the Gospel enable us to live in newness of the Spirit?

What is legalism? Do you think that it is a denial of the Gospel's power and putting trust in the law? Why or why not?

## Spiritual Character--Lesson 10—Repentance As a Way of Life

Theme: Prov. 6:23, Psalm 51

### I. Characteristics of True Repentance – What is true repentance?

- A. **Acknowledge Your Sin** – How is David's attitude in **Ps. 51:3** unlike that of **Ps. 32:3**?
- B. Realize the “**Sinfulness of Sin**” – Do you think **Ps. 51:4** reveals David's realization of his sinfulness? Why?
- C. **Be Brokenhearted** Over Sin – What does **Ps. 51:17** tell us about brokenness?
- D. The Dangers of **Apathy and Penance** (penance includes lengthy weeping, self-punishment, trying to atone, and other ways of trying to make God accept you) – Do you agree that penance is a failure to humbly acknowledge our true need for God's grace?
  1. Have you ever been trapped by a recurring sin but did not recognize it as sin?
  2. What happened that made you aware of it?
  3. We know that anger may not always be sin (**Eph. 4:26**). A pastor once said that he often gets angry and he keeps praying for self-control. Should he pray for control or for his anger?
  4. Have you ever come to a point of brokenness and repentance before God? Was it followed by a great sense of love and joy?
  5. Should we seek ways of suffering that will pay for our sins?

### II. True Repentance as a Way of Life

- A. The Father is Waiting to Forgive Us – (**Rom 8:1**) Do you agree that God wants to forgive?
- B. Repentance is an Honest Admission of our Real Problem – What brings sin to your awareness?
- C. God is Committed to Working in Us – What do you say to God when you recognize the truth of **Ps. 139:23-24**? Does God convict us of sin today as David asked Him to do? Explain.

### III. Blessings of True Repentance

What are the blessings of true repentance identified in **Psalm 51:1,2,8-12**?

Discuss the following questions in small groups.
--------------------------------------------------

1. Some say, “We expect God to forgive us only if our own earthly father was loving and forgiving with us.” Do you agree? Do you think of God more as a harsh judge or as a merciful, kind Father?
2. Do you think believers are in danger of taking the same view as unbelievers toward sin?
3. Does teaching grace and freedom encourage sloppy Christian living? Why?

## Prayer--Lesson 5—Prayer and Fasting

### I. The Essential Nature of Prayer

He knows all things. God is also omnipotent: He is able to do all things. Why then should we pray? If something is God's will, won't He just do it? Does prayer engage God in such a way that, if we do not pray, this somehow impedes the all-powerful God from working?

- A. **Old Testament Examples**--What do these verses tell us about prayer? (**Exodus 3:7, 32:7-14, 2 Chron. 7**)
- B. **New Testament Examples** -- What do these verses tell us about prayer? (**James 5:13-18, Luke 6:12-16, Matt 6:5-8, 7:7-12**)

From these examples, do you think God sometimes postpones His work until His people pray?

Does God choose to link Himself and His work to our prayers?

Why do you suppose He does this?

What does it mean that "God is waiting for people to pray?"

What have you learned about the nature of prayer? Give examples.

## II. The Role of Fasting

Can you think of a verse of Scripture in which we are commanded to fast?

A. **The Teaching of Christ** – What did Jesus emphasize in these verses (**Matt 4:2, 6:16-17**)?

B. **Example of the Early Church**--What was the practice of the early church (**Acts 13:1-3,14:23**)?

C. **The Nature of Fasting**

In small groups, discuss the following questions:

1. What does **Mark 2:18-19** mean to you regarding whether or not you should fast?
2. What do you consider to be the essential nature of fasting?
3. What are things you think you should avoid when you fast?

## Action Plan

Read **Matthew 6:16-18**.

Describe how the "hypocrites" looked as they fasted. Why did they do this?

Describe how a person should look when he fasts.

How can we keep our fasting from becoming a ritual?

Plan and experience the spiritual discipline of fasting. Below are a few ways that some Christians do this. You may wish to follow one of these, but the form is up to you.

Abstain from some food and drink for a specific time.

Abstain from all food but drink juices and other fluids for a specific time.

Abstain from a specific food but not all food for a specific time.

Set aside one day a week/month that you will fast.

Make a list of specific things for which you will pray when you fast.

Record in your spiritual journal your experiences during your fast. How did you feel? What did you learn about yourself? About God?

## Prayer--Lesson 6,7—Concert of Prayer:

### Praying to Spread the Gospel

(Plan this lesson for a two-hour session)

Lead the students in praying through the prayer of Paul in Colossians 1:3-14, keeping the instruction time at brief so that most of the time can be spent praying. It is suggested that students pray for church planter students in other countries of Africa who are going through the same training program.

#### I. Thank the Father – Colossians 1:3-5

- A. Thank the Father for the saints.
- B. Thank the Father for love, faith, hope and the gospel.

After discussing the ideas about Section I on "Thank the Father" with the entire class, ask the class to form groups and give thanks to the Father in group prayer. (10 Minutes)

#### II. Pray for the gospel to be heard throughout the world. Colossians 1:6-7

- A. Pray for fruit in the lives of people you have witnessed to, in churches planted by others, in ministries of missionaries that you know, and that God would call more faithful ministers to take the gospel to the ends of the earth.

After discussing section II in class, ask the class to form groups and pray for the gospel to be heard throughout the world. You may ask the class members to find new people with whom to pray (20 Minutes)

#### III. Pray that God would fill you with the knowledge of his will. Colossians 1:9-11

- A. On your sheet of paper, list reasons that Paul prayed that they would be filled with the knowledge of God's will through all spiritual wisdom and understanding. What were the intended results? For example, "That believers may live a life worthy of the Lord."
- B. Using this list, pray these things for your fellow-student church planters in this training.

Give time for each of the class members to do the exercise individually. (20 Minutes)

#### IV. Give Thanks to the Father. Colossians 1:12-14

- A. Praise the Father for bringing you into His kingdom, that you no longer live under bondage to Satan, that you have been redeemed, that your sins have been forgiven, and that you can call Him "Abba" or "Daddy."

After discussing section IV in class, ask the class to form groups and give thanks and praise the Father. You may ask the class members to find new people which with to pray (20 Minutes)

## Leadership--Lesson 3—Areas of Leadership

### I. The Example of Jesus

**In small groups, discuss the teaching and behavior of Jesus for each of those He led: the 3, the 12, the 70 and the crowds. Discuss how He modeled effective leadership. Is it true that He was the greatest leader of all time? Compare Jesus as a leader with other great leaders. (20 Minutes).**

### II. The Church Planting Areas of Leadership

In the area of church planting, who are the people a church planter leads? Who is the one he should spend the most time with? Why? Should he work with all of these people or only the ones who at this point seem to have the most potential? Are others growing so they can become the apprentice leader if the current apprentice is released for ministry? If he devotes most of his time to current leaders, who will minister to others so that they are not neglected? (**Eph 4:11-12**)

### III. Your Areas of Leadership

Carry the class through the following exercise:

Who are the people whom you lead in your own leadership area? Write down their names and what they do. Which jobs are not currently being fulfilled?

- If you don't have a 'formal' church planting team, perhaps you have an 'informal' one. Is there a small group of committed individuals with whom you are working closely with the goal of planting the new church? Consider them your team, even if it is not 'official.' But as you lead them using the principles in this material, you might want to discuss the possibility of forming a more organized team in the near future.
- Sometimes you have to begin a work alone, such as in a new area with no known believers. If this is your situation, you should start planning now how you will train new believers and move them up through the levels as soon as possible. Your situation is far from ideal, and it is doubtful that you will be very successful in planting the new church unless you can begin to find people for the work.
- If you have doubts about whether people should be in a more crucial job, write their name in with parentheses around them. This will remind you to spend the necessary time to evaluate these people, and to develop learning activities to see if they are indeed faithful.
- Don't worry about having a lot of people in the key positions. Jesus had three—Peter, James, and John. Having only one apprentice is better than having none. And it is much better to have only one and train him or her well, than to train several poorly.
- If you just can't think of anyone who might be in the key positions, you need to begin serious, specific, intense prayer that God would raise up leaders from within the new church plant.

Now that you have filled in names for your leaders, think about how you use your time and energy. If you have people at every level, you should be focusing your time with key leaders. Are you? How much more time do you spend with key leaders as compared to the ones with less important roles? What kind of activities do you do with them? Are you consciously developing leadership and ministry skills in them?

If you are now spending enough time with these leaders and those you think may become leaders, are other people being neglected? You will not have enough time and energy to minister to them by yourself and still

develop leaders. It is important to learn to delegate ministry to those who work with you. You need to be an equipper and resource person for those who are doing that ministry. How are you doing in that?

### Action Plan

Use your completed list of leaders to develop a plan to help those in each position to develop as leaders. Then critically evaluate your plan to see if it is possible for you to implement it. Will you have enough time to spend with the key leaders? How much? How often? Will someone minister to others? Who? When? How? Make any needed adjustments to your plan, and then discuss it with your mentor. Then do it.

## Leadership--Lesson 4--Introduction to Teamwork: Working with Others

### I. What is Teamwork?

Have the class answer this question.

There are several characteristics common to both formal and informal teamwork:

- The ministry vision (goal) is determined by the group.
- The group makes decisions.
- Problems are owned by the group.
- The members of the group are mutually accountable to one another.
- Each member uses his or her strengths to contribute to the successful completion of the task.
- Someone is recognized as ‘the leader.’
- The group accomplishes more than the individuals could do alone.

### II. Biblical Basis for Teamwork

- A. Do you agree with the statement, “We Were Created to Be Together?” (Eccl. 4:9-12)
- B. Leaders Should Not Work Alone – What happened to Moses after working alone for some time? (Ex. 17:4, Num 11:10-14) Why?
- C. Was Working Together the Normal Pattern for New Testament Ministry? What were examples? (Lk 10:1, Acts 10:23, 13:2, 14:23, 15:36-41)

Discuss the question below in groups. (20 Minutes)

1. What do you consider to be the best biblical evidence for the use of teamwork? (Eccl. 4:9-12; Ex. 17:4; Num. 11:10-17; Ex. 18:17-26; Luke 10:1; Acts 10:23; 13:2; 15:41)

### III. Characteristics of Effective Teamwork

**A. A Common Vision and Understanding of the Task**—Examples: (1) Our team exists to plant a healthy, multiplying church in \_\_\_\_\_. (2) We are working together to aid in the birth and development of a saturation Church planting movement in \_\_\_\_\_.

1. Write down a meaningful goal that your church planting team might set.
- B. Time Spent Together for Prayer and Planning
  - C. Relationships Characterized by Love
  - D. Clear and Diverse Roles

For example, a group planting a new church together might need people responsible for the following:

- |                       |                               |                     |
|-----------------------|-------------------------------|---------------------|
| • Evangelism          | • Assimilation of new members | • Care for the sick |
| • Discipleship        | • Cell group ministry         | • Hospitality       |
| • Worship             | • Ministry training           |                     |
| • Finances/facilities |                               |                     |

What are two roles you can carry out best. What tell you about your working with others? Which roles do you consider most important for starting a new church? Are any of the roles unnecessary?

- E. Honest and Open Communication between Members

#### Questions for consideration, review and application

- What advantages are there for church planters to work together with others, rather than working alone? What are some disadvantages to this approach?
- Teamwork requires a common vision. What are three things you can do as a leader to help those who work with you to develop and remember a common vision?

- Sometimes meetings are seen as “boring” and a “waste of time.” What kinds of meetings would be a waste of time, and what kinds of meetings would be beneficial to a group working together to plant a new church?

### ACTION PLAN

List four key tasks that need to be accomplished in your church planting. Consider to whom you might assign responsibility for each task, based on the gifting and strengths of others believers who might be willing to help. Then decide how you might recruit and train the person for that task. Then, do it.

## Leadership--Lesson 5--Team Development

**I. Forming Your Team** - What do you think are the most important characteristics of people who will work with you in church planting?

- Commitment to the Goal of Planting a Church
- Godly Character
- Agreement to Maximize Strengths through Clear Roles

Discuss the following in small groups: (15 Minutes)

- Evaluate the members (or those who might become members) of your teams in terms of each of the three areas above involved in “Forming Your Team”.
- Which of these three areas do you consider to be most important?
- Why bother with these three areas when there is a job to be done (i.e., plant a new church)?

### II. Leading Your Team

- Develop Your Team Members’ **Relationships with God**—How can you best do this?
- Develop Your Team Members’ **Relationships with Each Other** – What does this require?
  - Help the team members understand their characteristics.
  - Help the team members understand their strengths and weaknesses in their relationships with others.
  - Help the team members develop positive attitudes towards differences in people.
  - In what areas is there tension in relationships in your team?
- Develop Your Team Members’ **Vision for Ministry**—Communicate often and with enthusiasm.
- Develop Your Team Members’ **Ministry Skills**—Prayerfully prepare your heart and mind. Look for teachable moments and opportunities to teach in doing regular ministry activities (**Prov 25:11**).

Discuss the following in small groups:

- Describe what you personally believe to be the role of a leader and the roles of the members in the task of church planting.
- In the ideal situation, would the above four development areas occur at the same time or would some of them need to come earlier?

### III. Understanding Your Team

The chart in table 5.2 describes four common phases that teams normally go through as they grow and mature together. From Table 5.2, which state do you consider your team to be in: **Immature Team (leader-centered), Young Team (people-centered), Learning Team (process-centered), or Maturing Team (purpose-centered)**.

What is the strength of your team in each of the following areas of functioning: **leadership, common purpose, relationships, specified roles, flexible processes, communication, and dynamic spiritual life?**

- What can happen to a team, which matures in some areas but remains immature in other areas?
- Is a leader able to help his team develop and grow or is this simply a “natural” process which will happen on any team that spends enough time together?

**Table 5.2 Four Phases of Team Development**

	<b>1. IMMATURE TEAM</b> <i>Leader-centered</i>	<b>2. YOUNG TEAM</b> <i>People-centered</i>	<b>3. LEARNING TEAM</b> <i>Process-centered</i>	<b>4. MATURING TEAM</b> <i>Purpose-centered</i>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>Leaders make most of the decisions</li> <li>Directive (telling) style</li> </ul>	<ul style="list-style-type: none"> <li>Decisions are still made by the leader but more input is given, more options are considered</li> </ul>	<ul style="list-style-type: none"> <li>Becomes more participative as members work towards the purpose</li> <li>Decisions are made by the team efficiently and effectively</li> </ul>	<ul style="list-style-type: none"> <li>Leader is flexible in style, adapting to situation</li> <li>Some leadership is task-driven, so that those with skills assume temporary leadership roles</li> <li>Tasks are delegated</li> </ul>
<b>Common Purpose</b>	<ul style="list-style-type: none"> <li>No shared understanding of what needs to be done</li> <li>Confused purpose</li> </ul>	<ul style="list-style-type: none"> <li>Team still lacks unity of purpose but becomes aware of lack</li> </ul>	<ul style="list-style-type: none"> <li>Purpose is discussed and clarified in the minds of team members</li> </ul>	<ul style="list-style-type: none"> <li>Effectiveness becomes the focus</li> <li>Progress becomes pertinent</li> <li>Internalized</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>Little or no understanding of others ... their strengths, weaknesses, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Focus is on getting to know and understand others, their strengths, weaknesses, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Love and loyalty among the members is developing</li> <li>Members have become less defensive and more open to input</li> </ul>	<ul style="list-style-type: none"> <li>Pride in team membership</li> <li>Weakness is accepted &amp; accounted for</li> <li>Commitment to helping others reach their full potential</li> </ul>
<b>Specified Roles</b>	<ul style="list-style-type: none"> <li>Well-defined on individual basis</li> <li>Not yet clear how roles fit with the task</li> </ul>	<ul style="list-style-type: none"> <li>The matching of strengths &amp; situation is discussed but little is done</li> </ul>	<ul style="list-style-type: none"> <li>Roles are clarified—strengths are matched to situations</li> </ul>	<ul style="list-style-type: none"> <li>Division of labor is apparent but with concern for the whole task</li> </ul>
<b>Flexible Processes</b>	<ul style="list-style-type: none"> <li>Rules, processes &amp; procedures imposed from the top or outside</li> </ul>	<ul style="list-style-type: none"> <li>Problems are faced more openly</li> <li>Risky issues are discussed</li> </ul>	<ul style="list-style-type: none"> <li>Team explores different approaches &amp; alternate routes</li> <li>Focus in on efficiency</li> <li>There is agreement on how things will be done</li> </ul>	<ul style="list-style-type: none"> <li>Individual initiative is encouraged</li> <li>Flexibility becomes the keynote with both strategy and method</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Little effective communication</li> <li>Defensiveness</li> <li>Mistakes are covered up</li> <li>Self-centered</li> </ul>	<ul style="list-style-type: none"> <li>Communication is more open and effective</li> <li>Self-centered</li> </ul>	<ul style="list-style-type: none"> <li>Open, task-oriented</li> </ul>	<ul style="list-style-type: none"> <li>Communication is characterized by trust, openness, honesty, cooperation and confrontation</li> </ul>
<b>Dynamic Spiritual Life</b>	<ul style="list-style-type: none"> <li>Prayer is routine</li> <li>Faith walk not owned as a team experience</li> </ul>	<ul style="list-style-type: none"> <li>Team meets regularly to pray for common needs</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal relationships are measured against the Scriptures</li> </ul>	<ul style="list-style-type: none"> <li>Prayer is a natural, first response to new problems</li> <li>Obedient faith is stimulated</li> <li>Spiritual warfare entered into by the team</li> </ul>

**Action Plan**

- Using the chart in table 5.2, "Four Phases of Team Development," determine at what level your team is currently in each of the listed areas. On a separate piece of paper, make a list of each area (leadership, purpose, relationships, etc.) and write down where your team is at (phase 1, 2, 3 or 4).
- Look at the chart to see what would be some characteristics of a team that is more developed in each of these areas. For each area listed on your paper, write down at least three concrete, measurable things that you can do in order to help your team to develop and mature in this area.

- Begin to implement your ideas from this lesson, and after two months, evaluate the progress of your team. In what areas did your team grow? In what areas did it stay pretty much the same? What other ways can you try to help your team continue to grow and develop in these "static" areas? Review your ideas and insights with your mentor.

## Cell Groups--Lesson 7--Cell Group Discussion Dynamics

Although the purpose of this lesson is to equip a cell group leader to lead good discussion times, the discussion itself is not the ultimate goal in a cell group. A time of meaningful discussion between group members encourages fellowship, strengthens relationships, and provides a means for learning and applying biblical truth. By learning how to lead discussion well and avoid communication problems, the cell group leader will be able to build trust and commitment between group members and motivate the group to fulfill its purposes.

### I. Leading Discussion in a Cell Group

From your experience, what are some things that a small group leader should do? Answers may include:

- |            |              |                                                                 |
|------------|--------------|-----------------------------------------------------------------|
| A. Listen  | E. Extend    | H. Affirm (recognize and appreciate each person's contribution) |
| B. Ask     | F. Redirect  |                                                                 |
| C. Clarify | G. Summarize |                                                                 |
| D. Justify |              |                                                                 |

### II. Developing Good Questions (See 7A below)

- A. Fellowship Questions
- B. Bible Discussion Questions

### III. Discussion Problems

- A. Types of Discussion Problems

In small groups, discuss the nature of the eight problems below and how to handle each. (20 Minutes)

1. Someone is talking too much / someone is not talking at all
2. The speaker is being too general or vague
3. The conversation has gotten away from the topic at hand
4. There is a question that the group and the leader cannot answer
5. Two or more members get into an argument
6. Someone is always joking around
7. Someone is either not paying attention, or is thinking about something else
8. Two members are constantly talking to each other rather than to the group

#### B. Exercise: Handling Discussion Problems

Divide the students into two groups, Group A and Group B. Group A chooses one person from their group to "lead" Group B. While they are choosing, Group B secretly picks no more than 3-4 people to act out one of the roles listed below. For a period of about five minutes, Group B is to discuss the topic "The Role of the Church in Improving Society" (or any topic they want). Group A watches as Group B discusses.

The "problem" people in Group B should act out their roles accordingly, and the leader from Group A must try to solve the problems as they occur. Remember, the "normal" people must also contribute to the discussion, and not just the "problem" people! At the end of five minutes, Group A may guess which people played which roles. Both groups should evaluate how the leader attempted to handle the problems that arose.

Group B now chooses someone to lead Group A, while Group A secretly chooses 3-4 people to act out the problem roles, etc. The activity continues as long as time allows.

#### Problem Roles:

- The shy person who does not talk
- The "jokester" who is always being funny
- The chatterbox who talks all the time
- The busy person who is preoccupied with something else



- The two friends who constantly talk just to each other
- The two friends who get into a heated argument
- The person who always wants to talk about something else
- The person who is always very vague and unclear
- The person who gives a sermon instead of a short answer to a simple question

### Questions for consideration, review and application

- What communication skills do you consider to be most important for the leader of a cell group? Why?
- What types of discussion questions would be useful for a new group, or a new person who has come into an existing group? What types of questions would not be useful in these situations?
- During the “Handling Problems” exercise, in what ways did the “leader” handle the problems well? In what ways did the “leader” poorly handle some problems?

### ACTION PLAN

- Spend some time developing sample questions to use for a new cell group. What could you use to help new members get to know one another?
- Next, develop some questions you could use to help the group grow deeper in their relationships. What topics or areas of life would you discuss?
- Finally, develop some questions that would encourage the group to reach out to the people in their circle of oikos relationships. What could you ask that would motivate them to build relationships and share Christ?

## Appendix 7A – Cell Groups: Sample Discussion Questions

The questions below were developed for use during the fellowship time of a cell group meeting.

### THE FOUR RELATIONSHIPS:

#### I. RELATIONSHIP TO GOD

1. When was the first time that you were aware that God loved you?
2. What are your strongest convictions about God?
3. What do you think is the one thing God is trying to say to you?
4. What one thing would you want God to hear you say to Him?
5. What single question would you most want God to answer for you?
6. Describe someone you know who you feel knows God intimately.

#### II. RELATIONSHIP WITH SELF

1. Draw a crest or coat-of-arms as it best describes you, and explain it to the group.
2. What would you do if you knew that you could not fail?
3. What would you most like to do over the next five years if there were no limitations?
4. Who is the most interesting person you have ever met? What did you like about him or her?
5. What is your most satisfying accomplishment? In your early life? In recent years?
6. Share your three strongest characteristics.
7. What is your happiest memory (at various ages)?
8. Describe the most significant event in your life.
9. Describe the characteristics of the "ideal person" to the group.
10. Who, besides your parents, has been most influential in your life?
11. What gift would most bless you?
12. Whose approval do you need the most?
13. In whose presence are you most comfortable? Why?
14. If you had what you really wanted in life, what would you have?
15. Briefly list your long-range and short-range goals.
16. Describe the most exciting, creative person you have met.
17. What will people say about you after you die?
18. List some creative, helpful ways to begin and to end a day.
19. In what do you trust the most?
20. Who has most changed your life?

21. What are the two best books you have ever read (besides the Bible)?
22. How do you like to spend your spare time?
23. What makes you feel most impressed?
24. What makes you most worried, anxious, or afraid?

### III. RELATIONSHIPS WITH OTHERS

1. Describe the person who means the most to you, and tell why.
2. Who is the first person that really understood you?
3. What kind of person do you find yourself most able to talk openly to?
4. What makes a person a good listener?
5. Are you the kind of person others feel free to talk openly to? Why?
6. How do you feel this group has listened to you (as a group and individually)?
7. What makes a good marriage?

### IV. RELATIONSHIP TO THE WORLD

1. What would you most like to be known for by the world around you?
2. What is most needed in our society?
3. Describe your feelings about injustice in society. What most concerns you?
4. What is the most important thing you can do about that injustice?
5. What is the most obvious need in society?
6. What will you do to change your church, your community, or your job for the better?

## Cell Groups--Lesson 8—Caring for People in a Cell Group

### I. Building Relationships

- A. **Love One Another (1 John 4:19,21)** - How does God show His love for us and how can we show our love for others?
- B. **Pray for One Another (James 5:16)** - Do you have a list of people you pray for regularly?
- C. **Spend Time Together (Heb 10:25)** Why is spending time together important?

### II. Discern People's Needs

Example: Ruth had been attending her cell group for several months. She liked the people in the group, and although she didn't know any of them very well, she enjoyed going to the meetings once a week. Ruth's husband, who did not come to the group, recently lost his job. Their money was running out, and Ruth was very worried about what they were going to do as a family. She wanted to say something to the group, but she was embarrassed and did not want to bother them with her problems. Soon after that, she stopped coming to the group meetings, and the members sometimes wondered out loud, "Whatever happened to her?"

Use the following questions in the discussion of the Ruth case.

What is wrong with this situation? Discuss this answer along with others from the group: The real problem is a lack of genuine relationships in her cell group.

Did Ruth sense the love of her cell group? What might be some reasons for this?

Do you think that anyone in the cell group visited with Ruth? Why do you think that?

Should the cell group leader visit Ruth now or is it too late?

How can this situation be avoided with shy people?

### As group leader, how can you be aware of some things that may signal a problem or need?

How can you "watch for" people's problems and needs?

### III. Care for Needs in Your Cell Group

- A. Respond to needs -- Empathy (**1 Cor 12:26**), group prayer (**James 1:5**), Bible (**2 Tim 3:16-17**), caring (**Rom 12:13**), case of sin (**Gal. 6:1**). What should we do to respond to needs?
- B. Exercise: Read each case to the class and discuss the question.

Following are several approaches of some situations you might face in your cell group. Discuss each situation and suggest ways that the cell group could help. There are not necessarily "correct" and "incorrect" responses to these situations. The main point is that love expresses itself in action – different people might react in different ways.

- Eunice: You receive a phone call from Eunice the morning after your most recent cell group meeting. She tells you that she is not going to attend the meetings any more, but she is unclear about the reason why. As
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you think about it, you remember that Eunice spoke very little during the fellowship or discussion time, and left without talking to anyone after the meeting was over. What would you do?

- Kathy: During one of the meetings, the group members have been sharing personal prayer requests. When it is Kathy's turn, she looks at the floor and says quietly that everything is fine, thanks. During the prayer time, you are not sure, but suspect that she is crying. What would you do?
- Andrew and Maria: A married couple, Andrew and Maria, have been coming to your group for almost a year. During that time, their attendance has been irregular, at best. Lately, during the group meetings, it is obvious to the group that there is some definite tension between them. You suspect perhaps they have a problem in their marriage, but don't feel that you know them well enough to ask them about it. What would you do?
- Michael: Recently, one of the group members invited a co-worker named Michael to the group. During the Bible discussion times, he asks a lot of questions and wants to learn more about Jesus. However, Michael has a very irritating personality, and he is constantly insulting people (apparently without realizing it). His presence has hindered what used to be very enjoyable meeting times. For several weeks now, he has not attended the meetings, and to be honest, most of the group members are relieved that he is no longer there. What would you do?

#### Questions for consideration, review and application

1. (1Th 2:8) Why was "sharing our lives" an important part of Paul's ministry?
2. Should a cell group be quick to help with financial needs? Why or why not?

#### Action Plan

- a. Write down two or three ways that your cell group can grow in their love for one another. Write down several activities that your cell group can do to pray more for one another.
- b. Write down two ideas for ways that your cell group could spend time together outside of a regular meeting. Plan to do this sometime during the next three months.
- c. Encourage the members in your cell group to share needs, concerns and problems with the group, and look for ways the group can help.

## Cell Groups--Lesson 9—Training New Cell Group Leaders

### I. Choose an Apprentice Leader

**A. The Importance of Apprentice Leaders**—Must have to multiply--Will lead new cell groups.

**B. The Process of Choosing an Apprentice**—(2 Tim 2:2)

Characteristics needed: character, experience, and skills. Character is the only one needed to begin.

Character traits (1 Tim 3:2-12)

The cell group should spend much time in prayer before choosing.

Choose early enough to have time for training and experience but do not rush the choice.

Exercise:

(1 Tim 3:1) Leadership is to be given to the person who "sets his heart" on it and is "willing" and "eager to serve." Spiritual maturity is a prerequisite for leadership, but an apprentice leader must also earnestly desire to serve the Lord.

In class, discuss the following situations:

1. Situation: Michael has recently started a cell group in his neighborhood. His goal is to start enough multiplying cell groups so that several new churches can be planted in his city. He has invited several friends and family members, and the group has met for several months already. Everyone in the group is a new believer, and no one seems mature enough to be an apprentice leader. Michael has prayed about it, but he is unsure what to do. Can he choose a new believer to be his apprentice leader? What would you suggest to him?
2. Situation: Peter has started a cell group with the help of two other believers. These other men have been Christians for several years, but neither of them has much ministry experience. Peter thinks he should wait a long time before choosing one of them to be his apprentice leader, so that

they will have lots of opportunity to watch him as he runs the cell group. What do you think of his approach? What would you suggest?

3. Situation: Eugene started a cell group in a community with a very high unemployment rate. The group attempts to help the men in the community find work, as well as introduce them to the Bible. Eugene asked the first few men who came to invite other friends who were out of work. The response was overwhelming, and the group grew to 15 people in one month. Eugene knows that the group should multiply when it reaches 15, but this obviously cannot happen since none of the members are even believers yet. He is worried that the group will continue to grow, and he doesn't know what to do. What advice would you give him? What do you think of his plan? Is there anything you would have done differently?

## II. Prepare Your Apprentice for Leadership

Involve Your Apprentice with You in All Areas of Ministry

Evaluate Your Apprentice

Pray for and with Your Apprentice

Discuss the following questions in small groups. (15 Minutes).

What can you do to prepare your apprentice for his ministry?

How can you get the information needed to evaluate the apprentice?

What should you include in your prayers for the apprentice?

## III. Release Your Apprentice for Ministry

- A. Give Vision to Your Apprentice
- B. Delegate Ministry to Your Apprentice
- C. Release Your Apprentice to Start a New Cell Group
- D. Begin the Apprentice Process Again

Discuss the following questions in small groups. (15 Minutes).

What are some things you might include in the vision that you communicate to the apprentice?

How do you judge when to delegate a particular responsibility to the apprentice?

Why is it sometimes difficult for a cell group leader to delegate?

What are some things you should discuss with the apprentice when it is time to release him to start a new cell group?

## Action Plan

If you have not yet chosen an apprentice leader from within your cell group, pray about it and then do it. If no one seems qualified, select someone to disciple and develop into a leader.

Involve your apprentice in ministry with you, and actively delegate more and more ministry to him.

From time to time, evaluate your apprentice, and ask your apprentice to evaluate you in regards to your ministry with the group. Pray for your apprentice leader.

## Evangelism--Lesson 8—Relational Evangelism:

“Greater Love Has No Man. . .”

### I. Befriending Non-Christians

- A. Three Parables: One Lesson –(Luke 15)
  - B. What Lessons Can We Learn from the Parable?
- Who did Jesus address in this parable according to verses 1 and 2?
  - What causes the most rejoicing in heaven according to verses 9 and 10?
  - Which is more important to God—a group of ninety believers faithfully worshipping Him—or the repentance of one sinner (v. 9,10)?
  - Was the complaint of the older brother justified (v. 29-30)? Did it match the heart of the father?
  - Which concerned Jesus more: the approval of the religious or the salvation of the lost?

- Can you perceive yourself in the parable of the lost son? Which character are you most like? Which character do you want to be?
- What is the most common attitude in our churches toward outreach to the lost? Are our churches more like the Father or older brother? Are you willing to take a different stand, if necessary, to befriend and reach the lost?
- What types of efforts will be necessary to reach people where you live?

How could I begin to establish communication with non-Christian people I know in my community?

How could I begin to build relationships with non-Christians in my community?

In small groups, answer the following questions: (15 Minutes)

How do we relate **Luke 15** with the following verses **2 Cor. 6:14; 1 Jn 2:15; 1 Cor. 15:33?**

What do these verses tell us about “Following Christ in Friendship”: **Rom 5:6-8; Jn 15:13; Mark 10:45?**

### II. Counting the Cost

- What is the Cost of Making Friendships with Non-Christians?
- What are the Benefits of Making Friendships with Non-Christians?

### III. Life Experiences Concerning Friendship Evangelism

Spend the remainder of the lesson time sharing personal examples about the importance of friendships in evangelism from your own lives.

#### Action Plan

Pray for divinely directed contacts with non-Christians. What are ways in which you can begin to build relationships with non-Christians in your community? Ask for boldness to walk through the doors He opens.

Pray for insight to see them.

Will I count the cost and be faithful to make friends with five non-Christians in my community this month with the hope of winning them to Christ?

Seize the day! Be a friend and win those friends to Christ! Incorporate them into your Bible studies, fellowship and ministry outreach. Make them a part of the team!

## Disciple Making--Lesson 1—Introduction to Disciple Making

The discipleship lessons in Manuals Three and Four fit together. It is recommended that one trainer lead the entire discipleship lessons. If more than one trainer is needed, the trainers must have close coordination. Prior to beginning a cycle of training the trainer should read through the entire set of lessons on disciple making (all six lessons, including action plans) to gain an understanding of the special approach to the content.

**I. The Biblical Foundation of Disciple Making (Matt 28:18-20)** What four things are commanded in the Great Commission? What is the promise?

### II. Definition of Disciple and Disciple Making

Who is a disciple? Discuss this answer: A disciple can be defined as one who has placed his faith in Christ and, through baptism, has identified himself as a follower of Christ and as a member of Christ’s Church.

What is disciple making? Discuss this answer: Disciple making can be defined as the process by which the Church, depending on the authority and presence of Christ, takes the initiative...

- To lead people to faith in and submission to Christ,
- To incorporate them into Christ and His Church through baptism
- To lead them into a life of obedience to the whole will of Christ.

### III. God’s Call to Make Disciples

**A. To Prepare the Bride of Christ—(Eph 1:23; 5:25-27)** How is the church a part of God’s eternal plan?

**B. To Make the Bride Worthy of the Bridegroom--**What are things we can do now?

- Are we equipping people to grow in union with God and with one another? Are we leading them to live lives that manifest that divine love which reflects this union?
- Are we equipping people to grow deeper in their faith and hope in Christ?
- Are we equipping our disciples to minister effectively to others, to build others up in Christ?  
Are we equipping people to be Christ’s ambassadors, calling others to become part of God’s holy community and thereby enlarging Christ’s Church?

#### IV. How Does Disciple Making Contribute to Church Planting?

##### V. Beginning with the End in Mind

What is your disciple making goal? What is the condition of your people? How can you help your people grow from where they are now toward your disciple making goal?

- What is wrong with evangelism without discipleship?
- What difference would an effective disciple-making ministry make in establishing a new church? ... In establishing a church planting movement?
- Is it possible to plant a church without a good emphasis on discipleship? Why or why not?
- In what different situations or methods could the church work toward making disciples?

##### Action Plan

Describe what kind of disciple making goals your church presently has in place.

List the disciple making goals you think you should have.

## Disciple Making--Lesson 2—Your Role in Making Disciples: Keys to Successful Disciple Making

### I. Grow Spiritually

- A. Develop Spiritual Discernment to Understand Your People's Spiritual Condition
- B. Learn What Produces Spiritual Maturity
- C. Develop Spiritual Influence

Discuss the following questions in small groups: (15 Minutes)

1. What is meant by spiritual discernment of people's condition in Christ?
2. Why is it important for a church planter to have spiritual discernment?
3. How do we get spiritual discernment?
4. How does spiritual discernment affect our attitudes and desires?
5. What is required for us to know how to help others to grow spiritually?
6. What should we do to be able to influence others?

### II. Demonstrate Christ-Like Love for Your Disciples

What Does It Mean to Love Your Disciples? (**Heb 1:24-25, Phil 4:1, 1 Thes 2:17-18**)

How Does This Love Manifests Itself in Your Life? (**1 Cor 13:4-7**)

What Are Some Practical Ways to Demonstrate Love for Your Disciples? (**Rom 12:10-21, Phil 2:1-8**)

Discuss the following questions in small groups: (15 Minutes)

1. How is love for another believer shown?
2. What is a relationship of oneness or "one in heart?"
3. Using **1 Cor 13**, describe how love for others is manifest?

### III. Focus on the Real Spiritual Needs of People, **Not on Programs**

- A. Keep Things Simple
- B. Enable Them To Keep Their Proper Priorities
- C. Be Patient

**IV. Aim for Building New Leadership and Multiplication**—What kinds of support do they need to be able to build new leadership and multiply?

**V. Frequently Evaluate Your Ministry and Be Ready to Make Needed Changes**

### VI. Learn, Learn, Learn!

Evaluate your approach to ministry and discuss the evaluations with the group. Use the following questions:

1. Do I maintain the focus on love, faith and hope in my own life?
2. Do I help others to maintain this focus?
3. Do I establish priorities and keep them?
4. Am I patient with others who are less mature in the faith?
5. Do I provide support for others?
6. Am I willing to evaluate my ministry and make changes as needed?
7. Do I have discipleship materials on making disciples to share with others? Mention some that you would recommend to others in the group.

## Action Plan

Read **1 Corinthians 13:1-7** and reflect on the characteristics of Christian love. Select three to five specific situations in which you need to apply characteristics of love. In your spiritual journal write how you applied these characteristics and the results.

Compile a list of discipleship materials available in your language or the target language of the people you are seeking to reach in your church plant.

## Disciple Making -- Lesson 3—Know Your Goal, Know Your People

### I. Understand Your Disciple Making Goal

What Is Included in Criteria for Spiritual Maturity – Faith, Hope, and Love?

What Is Included in Criteria for Effectiveness in Ministry?

In light of God's ultimate purpose, what does it mean to be spiritually mature?

What does it mean to be effective in ministry?

From the following verses, discuss the key to obedience to Christ: **Matt. 22:36-40; John 14:21; Rom. 13:8-10; Gal. 5:6**

From **Eph. 4:15-16 and Matt. 20:28**, what is the key to effective ministry.

### II. Understanding the Present Spiritual Condition of Your People

Focus on Issues of the Heart, Not External Behavior

Evaluate Maturity in Love, Faith and Hope

Evaluate Effectiveness in Ministry to Others

Select one of your disciples to evaluate in terms of love, faith, and hope. Evaluate that disciple using questions below. After you have done the evaluation, form into groups and discuss the evaluation. If you have not started working with anyone, apply this evaluation to yourself. Do not tell who that person is to others in the group. In the group discussion, consider these questions: (20 Minutes)

#### 1. How to Evaluate Maturity in Love

##### a) Love for God

Do they desire God above all other things or relationships? Is He their number one priority in life? If not, then what has taken His place in their hearts? What do they desire more than Him?

Do they rejoice in God above all else? Do they delight in Him above all else? If not, then what do they enjoy more than Him? What has taken His place in their hearts?

Are they of one heart, soul and mind with God? If not, then what has taken His place in their hearts? To whom or what have their hearts and minds conformed? With whom or what do they feel most comfortable? Whose values do they reflect? Are their loyalties divided?

How consistently do they walk in this love? When they do fall, how quickly do they repent and begin walking with God again?

Do they evidence any (inappropriate) love for this world? We must realize the seriousness of this issue. It is in fact an issue of idolatry. Love for the world and love for God are incompatible.

##### b) Love for Others

Do they desire to have true fellowship with other believers and to spend time with them?

Do they rejoice in other believers? Do they delight in them?

Are they of one heart and mind with their brothers and sisters in Christ? Are they demonstrating in practical ways their unity and love?

Do they love their families? Are they consistently serving their families in love, deepening their unity as a family and building each member up in Christ?

Do they have a heart for the lost? Are they consistently demonstrating love to the lost? (Gal 6:10).

#### 2. How to Evaluate Maturity in Faith

a) Do they understand what faith is?

b) Do they understand God's grace?

c) Is their faith firmly rooted in the Scriptures? Do they have an understanding of the central biblical truths?

d) Do they have a deep conviction concerning these truths?

e) Do they have a deep conviction that God loves them and has accepted them fully in Christ?

f) Are they living by faith, depending on God's grace in every area of their lives?

#### 3. How to Evaluate Maturity in Hope

Are their hearts set on Christ and His call to them? Is this what they are really living for?

Do they understand God's promises to them? Are they trusting God to be faithful to His promises?  
Are they convinced that God is causing all things to work together for good for them, preparing them for the destiny He has for them?

### C. Evaluate Effectiveness in Ministry to Others

Are they effectively using whatever gifts and abilities God has given them to build others up in love, faith and hope?

Are they encouraging and enabling people to grow in union with God and with one another? Are they enabling others to live lives that manifest that divine love which reflects this union?

Are they giving their brothers the practical support they need in order to overcome the spiritual difficulties in their lives?

Do they effectively communicate the Gospel to the lost?

Are they effectively leading the lost to Christ and incorporating them into Christ's Body?

Are they encouraging and enabling other Christians to effectively communicate the Gospel to the lost by word and deed?

1. What areas of evaluation were most difficult?
2. What were the kinds of information or insights that you used in the evaluation?
3. Do you feel that you have a good basis for these evaluations?

### III. Practical Guidelines for Making Disciples

Spend time regularly with them. Ro 12:10-21,

Phil. 2:1-8 and 1Cor 13:4-7.

Plan your time together.

Share your struggles.

Pray together.

Study together.

Be creative.

Be available.

Seek suggestions and support from other Christians.

Before the next lesson, keep a record of the amount of time you spend on each of the "practical guidelines for making disciples."

## Disciple Making -- Lesson 4—Helping Disciples Grow Spiritually

To Trainer: Based on your own experience, fill out Appendix 4A before class for a disciple you have had and prepare overheads or posters to display the content to the class (must be anonymous). Try to give the class a good idea of what it is they are trying to do with these worksheets. After a brief introduction, use your own answers to Appendix 4A to illustrate how the "Spiritual Growth Need Evaluation" can be done.

### I. Recognize Common Causes of Spiritual Struggle

Each student church planter will individually complete the form below to evaluate someone in his or her cell group. If they do not have a person to evaluate, they should evaluate themselves. In no case should they tell the other students who has been evaluated.



**Appendix 4A**

Rate scale: 1-not a problem, 5-a major problem

○	Fails to understand some key biblical truth(s) 5	1	2	3	4
○	Doesn't know how to do what is needed 5	1	2	3	4
○	Isn't sure how to become involved in ministry to others 5	1	2	3	4
○	Understands some particular truth but doesn't really accept it 5	1	2	3	4
○	Simply forgets or is easily distracted 5	1	2	3	4
○	Allows love of the world to overcome him or becomes slave of sin 5	1	2	3	4
○	Is discouraged and has given up 5	1	2	3	4
○	Fear is holding him/her back 5	1	2	3	4
○	Is disappointed in God or other Christians and now is angry with them 5	1	2	3	4
○	Lacks motivation 5	1	2	3	4

**II. Determine the Support Believers Need in order to Overcome Spiritual Hindrances**

Students return to the same groups to discuss the following question:

What kind of support must these people receive in order to overcome these hindrances? What kind of help must they have in order to consistently live lives of love, faith and hope? What must they have to effectively minister to others?

In the earlier discussion, which of the support activities below seem to be most useful? (15 Minutes)

- warning, encouraging, helping one another (1Th 5:14),
- correcting and rebuking (2Tim 4:2),
- refuting (Tit 1:9),
- turning one another from sin (James 5:19-20),
- speaking the truth in love (Eph 4:15),
- counseling one another (Col. 3:16),
- encouraging and building each other up (1Th 5:11),
- stimulating one another to love and good deeds (Heb 10:24),
- strengthening weaknesses (Heb 12:12),
- comforting and urging (1Th 2:11-12),
- restoring one another, carrying each other's burdens (Gal 6:1-2),
- bearing with one another (Eph 4:2),
- forgiving one another (Col 3:13),
- praying for one another (Eph 6:18, James 5:16, 1Jn 5:16),
- confessing sin to one another (James 5:16),
- serving one another (Gal 5:13),
- accepting one another (Ro 15:7),
- honoring one another (Ro 12:10),
- doing good to one another (Gal 6:10).

What are some of the most common reasons for the spiritual failure of new believers?

Why do they fail to effectively minister to others?

What are the most important truths they fail to understand or believe?

What are the most important things they fail to do or don't know how to do?

Which kinds of support are most important for new believers in their most common spiritual hindrances?

**Action Plan**

- Read and reflect on Appendix 4A (above), "Spiritual Growth Need Evaluation." Complete the evaluation form and answer the questions for yourself and for at least one of your disciples.

## **Disciple Making --Lesson 5—Forms for Disciple Making**

Be sure the students understand their “Action Plan” assignment. They must bring their disciple making plans with them when they study Disciple Making in Manual Four. Complete ahead of time your own copy of Appendix 5A, “Disciple Making Plan” as if for a “typical” new believer. Prepare it to be shown on an overhead projector or poster as an example to the class. Have students share what has been effective in their own discipleship and disciple making experiences. Invite students to share their disciple making plans. Ask entire class to evaluate each of the forms of disciple making below in terms of their advantages and limitations.

### **I. Form 1: Individual Growth—Disciple works on his own for self study, prayer, witnessing, etc.**

#### **Advantages:**

- A greater amount of knowledge and experience can be more quickly gained.
- Reading can be targeted at the specific needs of the person.
- The leaders are freed to give their time and energy to other ministry needs.
- The disciple can learn at his own pace and take time for reflection and application.

#### **Limitations:**

- Unless tested in some way, there is no way of knowing how much was understood or absorbed.
- No opportunity to observe the disciple engaged in ministry so that you may give him helpful advice.
- Other kinds of spiritual support are still needed.
- Impersonal approach which models individualism and not community.

### **II. Form 2: One-on-One Discipleship—a leader or mentor, meets with various persons individually.**

**Advantages:** Many new believers will grow only when individual attention is given to them.

- There is maximum opportunity to give the person the support he needs.
- Teaching and training can be targeted to the specific needs of the individual.
- There is maximum opportunity for feedback, to discern how much is understood and absorbed.
- There is maximum opportunity to help him put what he is learning into practice and to help him become involved in ministry to others.
- The leader can easily find and train those with the potential to do one-on-one ministry with others. This leads to the multiplication of one-on-one ministry.
- This is a wonderful structure for teaching skills.

#### **Limitations:**

- One person can't meet all of the spiritual needs of an individual. However, this can be countered with several different on-on-one meetings.
- A leader can have a one-on-one ministry with only a few people. Multiplication of new mentors becomes critical.

**III. Form 3: Small Group Ministry—cell groups, small Sunday school groups, small Bible study groups, etc.** Every group leader should have an assistant who is being trained to become a group leader. This assistant will learn by “observing” and “doing” under supervision.

#### **Advantages:**

- Less qualified leaders can be used to lead the group.
- Everyone can be involved. Everyone has the opportunity to use and develop his ministry gifts.
- Those with teaching or other leadership gifts can be more easily identified and developed.
- There is greater opportunity for feedback, to discern how much is understood and absorbed.
- It is easier to focus the teaching and training on the real needs of the group members.
- There is much greater opportunity to understand the deeper spiritual needs of people in the group and to give the kind of support they need. There is greater opportunity to help them put what they are hearing into practice.

#### **Limitations:**

- Many leaders are needed if a large number of people are to be involved in small groups.
- Many people will not share their deepest spiritual needs, even in front of a small group.

**IV. Form 4: Large Group Ministry--** Sermons during worship services, Sunday school, large Bible study groups, seminars, etc.

**Advantages:** Fewer qualified leaders/coworkers are needed to teach a larger number of people.

**Limitations:**

- Few people other than the main speaker(s) have an opportunity to use and develop their ministry gifts.
- This approach is not very useful for developing future leaders.
- To be done well, you need someone who is gifted as a teacher/preacher.
- A single leader does not have all the gifts necessary to meet all the spiritual needs of the group.
- Little opportunity for feedback, so it is difficult to know how much is understood and absorbed.
- Little opportunity to understand the deeper spiritual needs of people in the group and to give the kind of support they need. There is little opportunity to help them put into practice what they are hearing.
- There is a tendency for most of the listeners to become passive.
- No one ministers to the leader(s).
- If this is the primary form of ministry, then most people will not mature spiritually.

**Questions for consideration, review and application**

In your situation, which “forms” do churches most often use in discipling their people?

How effective have these forms been used to provide what young disciples need?

What needs are not being met?

What forms do you think would be most useful for meeting these needs?

What forms do you feel most comfortable using? Most uncomfortable using? Why?

Which form do you think would be best in your church planting ministry? Why?

Which of the limitations of this form do you think would be the greatest hindrances to you?

How would you best overcome these limitations?

**Action Plan**

Using Appendix 5A, “Disciple Making Plan”, prepare a separate disciple making plan for each person that you are discipling in your church planting ministry. You must bring your completed plans to the next Disciple making lesson, which will take place when you study Disciple Making in Manual Four.

**Appendix 5A**

In filling out these worksheets, keep the following factors in mind:

- Determine which forms (large group, small group, one-on-one, individual) are most useful for the truth/concept/conviction or habit/skill you want to teach.
- Determine the order in which truths and skills should be taught. Issues that are most critical for the spiritual survival of each person should be dealt with earlier, rather than later.
- Decide what existing discipleship materials, if any, you want to use. In a similar way, list the materials that will be used for individual study.

**Worksheet 5A.1 - What New Believers Need to KNOW and DO**

Instructions:

List those things that new believers need most to KNOW to successfully live lives of love, faith and hope and to effectively minister to others. What truths or concepts must they understand? Many of these will go beyond intellectual knowledge to focus on convictions they should have.

List those things new believers need most to DO to successfully live lives of love, faith and hope and to effectively minister to others. Many of these items will be habits they should develop. Many will also be skills they will need to learn.

	<b>What they need to KNOW (truths or concepts/convictions)</b>	<b>What they need to DO (habits/skills)</b>
<b>To live lives in love and unity with God</b>		

	What they need to KNOW (truths or concepts/convictions)	What they need to DO (habits/skills)
To live lives in love and unity with their families and other believers and build them up in Christ		
To live lives of faith		
To live lives of hope		
To effectively minister to the lost		

**Worksheet 5A.2 – Individual Disciple Making Plan**

Each row in worksheet 5A.2 represents a month. Add rows to provide for a full year. You can list several subjects in one block. For example, in your one-on-one meetings in the first month, you might list a different subject to be covered each week, such as: personal time with the Lord, how to pray and how to deal with sin. On the other hand, during month six, you might decide to spend the whole month on one subject, such as, presenting the gospel to unbelievers.

Name of person

Month	Individual	One-on-one	Small groups	Large group
1				
2				

**Spiritual Warfare -- Lesson 1—Understanding Worldview**

**I. Common Worldviews**

- A. **Secular Worldview**—Natural world and realm of mankind are controlled by “natural laws.” If supernatural exists it has no connection with mankind.
- B. **Animistic Worldview**—Spirits from supernatural realm live in natural objects and people and have power to control things. Protection and healing can come from gaining merit with spirits.
- C. **Fatalistic Worldview**—Supernatural and natural forces direct mankind who is powerless.
  - What is meant by a “worldview?”
  - What is the effect of a particular worldview upon the person who holds that view?
  - How would a person who has just lost his job and his family income interpret that event in terms of the Secular Worldview? The Animistic Worldview? The Fatalistic Worldview?
  - What are the prevalent world views of people in your region?

**II. A Biblical Worldview**

**A. Supernature--**

**1. God Almighty**, existing out of time, eternal, self sustaining, Creator of heaven and earth, without equal or rival, in His sovereignty controls the happenings of history. **Christ** came into the world and lived among mankind. Christ ascended into heaven and sent the **Holy Spirit** upon His church. The Bible makes it clear that the Holy Spirit works actively in and through the lives of believers. He convicts the world of sin, righteousness and judgment (**John 16:8-11**). He gives the believer new life (**Rom 8:11**). He testifies that we are God’s children (**Rom 8:16**). The Holy Spirit helps us to pray (**Rom 8:26**) and He teaches (**John 14:26, 1 John 2:27**).

**2. Created Spirit Beings (Satan and Angels)—(Col 1:16)** God (in Christ) created all things, in heaven and on earth, visible and invisible. Angels are active in our world today (**Heb 13:2**). (**Rev 12:4**) When Satan fell he took one third of the angels (demons) with him. They are active in our world (**James 3:15, 1Tim 4:1**). Scripture teaches that God is the victor over demons. Are all angels here to harm us?

### **B. Nature**

God created the material world. Some say it just an appearance (fatalistic); some maintain a reverent respect for it (animistic); others hold it is something man must conquer and rule over (secular).

According to the Bible, God's creation was designed to declare the glory of God (**Psalm 19**). Does God's creation declare His glory? What is Satan's goal for God's creation?

### **C. Mankind**

Man was created out of the natural world but God also breathed the breath of life into him and created man in His own image. Thus man is a complex being; he is both material and spiritual. Part of the great mystery of man is that he has a free will, not a robot. He may choose to love God, and he may choose to reject God (**Josh 24:15**). Do you ever wish God had not given us free will? Why?

### **III. Worldview and Church Planting**

Is God still battling Satan or has Satan already been conquered (**1Jn 3:8, Col 2:15, Heb 2:14-15**). Through the Gospel as it is declared by the Church, God seeks to reconcile man to Himself. What does Satan seek to do to man (**Rev 12:9, 1Pe 5:8, 1Th 3:5, Rev 12:10**)?

What is the battle ground for Spiritual warfare within the realm of man? (**2 Cor 10:3-5**). Think about how the apostle Paul makes a connection between destroying strongholds and arguments and taking every thought captive to the obedience of Christ. Finally, consider **John 8:32**, The more we know the truth and act on it, the more we will be victorious. Church planting is spiritual warfare. A correct understanding of biblical worldview helps the church planter to correctly discern what is happening in his life and ministry.

- To what extent do you believe that God is involved in history?
- To what extent is God involved in our daily lives?
- To what extent are Satan and his angels involved in the events that occur in our work and ministry?
- Can you give an example of an event in modern times in which it appeared that Satan might have won a victory over God's people?
- What is God's intention in His creation?
- What is the Biblical view of man's ability to make choices verses being subject to fate?

#### **Questions for consideration, review and application**

- As you have been exposed to the truth of this lesson, have you identified any practices in your own life that do not fit with the biblical worldview?
- What are practices of those who are in your target area do not fit with the biblical worldview?
- How do these areas of lack of fit with the biblical worldview in your life affect your relationship with God, your spouse, your children or the lost?
- If a church planter becomes very ill, does this mean that Satan is attacking him through sickness? When might this be the case?

### **ACTION PLAN**

Meet with another believer and explain the main ideas of this lesson. Share how your behavior is going to change in response to the new truths you have learned.

Think about the worldview of the people who are in your target area. In what way is their worldview the same as the biblical worldview? In what way is it different? How will this affect your plan for evangelism? How and what will you teach new believers in order to bring their worldview more in line with the biblical worldview?

## **Spiritual Warfare -- Lesson 2—Dynamics of Spiritual Warfare**

**I. The Realm of God** - What do the verses below tell us about the trinity?

A. God the Father: **Col. 1:13; John 17:11**

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- B. God the Son: **Matt. 1:23;28:18-20; Phil. 2:6,7,10; Rom. 8:3,34; Col. 2:10**  
 C. God the Holy Spirit: **John 16:8-13; Rom 8:2,9,11,26-27; 2 Cor. 3:3; 1 John 4:4**

**II. The Realm of Man—believers and unbelievers—Psalm 8:5-6; Rom. 3:23, 6:23; Eph. 2:1,12, 6:11;John 15:19, 16:18-21**

**III. The Realm of Spirit Beings—angels/ministering spirits and Satan/demons—Matt 6:10, Heb 1:14, 1 Pet 5:8, Rev 12:9, John 8:44, 1 John 5:19, Matt 4:1**

**IV. The Realm of the Battle**

1. From these Scriptures, between who is the spiritual battle waged? **John 17:14;Eph. 6:10-17; 2 Cor. 10:3-5**
2. What do angels/ministering spirits do for man? **Luke 10:17,18**
3. Who is Satan? **John 8:44;16:11; 1Pet. 5:8**
4. What does Satan do? **Rev. 12:7-9, 2 Thes. 2:9, Heb. 2:14**
5. In which of these realms do you gain the most joy in your prayer time and in your life?

**Who I am in Christ**

As a believer in Christ, I am...

- not under condemnation (**John 3:18, Ro 8:1**)
- a new creation (**2Cor 5:17**)
- set free from law of sin and death (**Ro 8:2**)
- chosen by God (**Eph 1:4**)
- adopted by God. He is my Father (**Eph 1:5**)
- accepted by God (**Eph 1:6**)
- redeemed, purchased, and valued by God (**Eph 1:7**)
- a joint heir with Christ (**Eph 1:11; Ro 8:17**)
- sealed with the Holy Spirit (**Eph 1:13**)
- spiritually alive (**Eph 2:1-7**)
- a recipient of God's grace (**Eph 2:8**)
- His workmanship (**Eph. 2:10**)
- delivered by Christ from the power of darkness and placed in the kingdom of the Son (**Col. 1:13**)
- a temple of the Living God (**2Cor 6:16**)
- complete in Him (**Col 2:10**)
- salt and light in the world (**Mt 5:13,14**) going to be like Christ when He returns (**1Jn 3:1,2**)

**Action Plan**

Do an Inductive Bible Study of Ephesians 4:17-5:21.

## **Spiritual Warfare -- Lesson 3—Spiritual Battles Church Planters under Attack**

**I. Arenas of Satanic Attack** – What are the arenas of Satanic attack?

- A. Attacks in the Physical Arena—**Matt 9:32-33,Lk 13:16, Mk 5:1-13, 1 John 2:15-16**
- B. Attacks in the Material Arena—**Matt 4:8**
- C. Attacks in the Mental/Emotional Arena—**Mk 5:1-10**
- D. Attacks in the Spiritual Arena—**1 Thes 3:5**

In small groups, discuss the following questions: (15 Minutes)

1. Have you been attacked in the physical and material areas of health, needs, desires, power or possessions ? If so, discuss examples of this?
2. Are there clear ways we can discern between mental/emotional problems that result from attacks of the enemy and those that are not?
3. What types of occult activity are most prominent in your area?

**II. How to Know If a Problem Is from Natural Causes or Is a Satanic Attack**

Illustration: “I was alone in my room, sleeping soundly. Suddenly I was awakened for no apparent reason. The darkness in the room seemed oppressive and I found my heart racing, my breath coming in gasps and my body covered with sweat. Sensing that this was a satanic attack, I sat up in bed, turned on the light and in a loud voice started acknowledging Jesus Christ as LORD and asking for His protection from any evil

spirits that might be trying to harm me. As I prayed, the oppression lifted and I lay down and again slept soundly.”

The person relating this story suspected that he was being attacked by Satan and immediately went on a counterattack. Should you suspect you are under satanic attack, here are some biblical principles to consider. They are not listed in any particular order:

- Test the spirits to see whether they are from God (**1Jn 4:1-3**).
- Seek help from someone in the Body with the gift of distinguishing between spirits (**1Cor 12:10**).
- Trials may be from the Lord to make us mature and complete (**James 1:2-4**).
- Temptations are from the devil; if we allow our own evil desire to cause us to yield, sin results (**James 1:13-14**).
- Satan attacks to cause us to sin, but God brings about good (**Gen 50:19-20**).
- Satan sends things into our lives that God uses to show His power in our weakness (**2 Cor 12:7-9**).

### III. How to Defend Yourself against Satanic Attacks

- A. Take Every Thought Captive to the Mind of Christ (**2 Cor. 10:3-5**)
  - B. Renew Your Mind (**Rom. 12:1-2**)
  - C. Put on All the Armor of God (**Eph. 6:10-18**)
  - D. Acknowledge the Covering of the Blood of the Lamb (**Rev. 12:11**)
  - E. Do Not Let Sin Reign in You (**Rom. 6:12**)
- What are practical things you should do to apply each of these methods of defense?

### IV. Guidelines for Dealing with Demonic Affliction

- A. Pray and Seek Wisdom from the Holy Spirit
- B. Work with Others
- C. Determine the Cause
- D. Deal with Sin Issues (Matt 12:43-45)
- E. Deliverance - How can we help others or gain deliverance ourselves?
- F. Follow-up – After deliverance, what can be done to help the person?

In small groups, discuss each of the above guidelines. Which do you think are most important for your life? (20 Minutes)

### Action Plan

In your life and ministry as a church planter, are you experiencing anything that you think might be a direct attack of the evil one? If so, list ways from this study that indicate what you should do to stand against these attacks. Share this with a mature Christian who will pray with you.

## Omega Course Manual Four

### SCP Vision -- Lesson 10—Churches that Reproduce: POUCH Churches

Divide class into groups of 3 and discuss the following questions. All of class discuss answers. 15 minutes.

1. What do these verses tell us about how high Christ wants us to aim in our church planting ministry? Matt 28:18-20, Acts 1:8, Matt 5:48
2. Are you likely to accomplish *more* than you aim to?
3. What fruit do you hope to see as a result of your ministry?
4. What would you do differently if God lead you to start 1000 churches in the next fifteen years?
5. Do you think this would require you to mobilize other and for your churches to reproduce?

What you are aiming for is important not only because it influences the outcome of your ministry but also because it at least *should* shape how you do your ministry. You must think in terms of *what needs to be done* rather than what *you* can do *personally*. This way of thinking can help you to see your contribution to the “big picture” and encourage you to mobilize, enable, and equip *others* as part of *your* ministry.

If you were asked to set a goal for the complete evangelization of whatever group of people you are working among, you might ask, “how could that happen?”

Curtis Sergeant’s story should be read aloud to the class. You and some class members can read sections of it.

Curtis Sergeant of e3 Partners was led by God to target a people group of about six million people. Curtis said, “One day I was in a small village when I noticed an old and extremely wrinkled woman watching me intently. She spoke only the local dialect. With my extremely limited language ability I tried to talk with her. People from this group are very short, and she was even short for that group. She came up to my waist. The first thing she said to me was, “You are so tall!” I replied that, yes, I was very tall. Then she said, “Your skin is so pale!” I replied that, yes, my skin was very pale. Then she said, “Your nose is so big!” I replied that, yes, my nose was very big. I discovered that I was the first Caucasian she had ever seen and, tragically, the only Christian she had ever met or even heard of. This woman had never heard of the terms “Jesus,” “church,” “Bible,” or “Christian.” She was as lost as a person could be and had no idea she was.

“I prepared to take my leave, wondering about how I could communicate the good news to her. My language ability was not even close to good enough to share even a simple witness. There was no electricity in her little village and no one had a radio. Even if someone had, it would have done no good because there were no Christian radio programs in her language. I could not leave her a tract or a Bible because she and her entire family were illiterate. None of her friends or relatives was believers; so they could not tell her the gospel. She had lived for 97 years without meeting a believer, and there was very little chance she would meet another one in her remaining years. How much longer could she have? I felt desperate and helpless and deeply grieved. I realized, even more sadly, that she is not so different from the rest of her people. The vast majority had never heard the gospel, and there was really no reasonable hope of their hearing.

“I realized that the only way to do the job of evangelizing those people was to have an evangelistic church in every village and every city neighborhood. As I began to determine what that meant, I discovered that we needed about five thousand churches. We were starting with three. I saw I had a problem. If I led a person to the Lord every day until I retired, which I wasn’t doing to start with, it would result in about 15,000 new believers by the time I retired and would guarantee nothing in terms of church planting. You see, ***what it takes to win individual believers is not the same as what it takes to plant a church!***

“I saw another problem with planting 5,000 new churches. Even if I got others to help and I was able to recruit twenty church planting teams which would plant a church every year starting immediately, it would still take 250 years to do the job. I realized right then that I would have to find some very young church planters because they would be getting a little bit old by the time the job was finished! If I could get just one reproducing church planted which would plant other another reproducing church every year that would do the same thing, then the whole job of establishing 5000 churches could be finished in just 13.25 years! That was started just five years



ago, and we're actually 4.25 years ahead of schedule to start 5000 churches. If the work slows down to the rate I dreamed about, then the job will be done in another 4 years."

What kind of church did I aim for that was so reproducible and resulted in such spectacular growth? I aimed for churches which:

1. Had Bible teaching based on questions which arose from the text itself. It was not so much a lecture as a participative discussion which centered on application to everyday life for which members were actually held accountable by one another.
2. Measured success in terms of the obedience of members to the Lord's commands and by reproduction, that is, church planting.
3. Were co-led by unpaid lay leaders who were often semi-literate (of average education level).
4. Had about fifteen members or might be larger but had smaller cell groups within.
5. Met in houses.

I describe these as P.O.U.C.H. churches:

**P**ARTICIPATIVE discussion characterizes Bible teaching. It centers on application.

**O**BEDIENCE to Scripture by members and the group is the measure of success.

**U**NPAID, often semi-literate lay people co-lead.

**C**ELL groups or small independent churches of about fifteen members are usual.

**H**OUSES are the typical meeting places.

**Participative** Bible study patterns were important because every believer was going to have to be a productive contributor to the task if it was ever going to be finished. Every member needed to reproduce. If Bible teaching became a passive activity, that passivity would lead to passive application which would doom the movement. Most people would not ever take the initiative or even consider becoming an active propagator of their faith if they were constantly in the mode of a passive recipient in their spiritual life.

**Obedience** to Scripture had to be the measure of success. This established the Bible as the authority rather than the leader or teacher. This helped protect the movement against personality cults or theological deviations creeping in over several spiritual generations. It doesn't hurt that Christ's commands include the task of taking the gospel to every person and every people group. Obedience to those commands results in tremendous fruitfulness. This meant that accountability was a part of church life. They practiced church discipline--and not only for sins of commission but also for sins of omission. If someone was failing to make disciples, for instance, he was approached to see if it was a spiritual problem or if he simply needed to be equipped better.

**Unpaid** lay leadership was important because there was no way to prepare or fund 5,000 highly trained and educated pastors. First, we had no seminaries. Second, requiring formal education would severely limit the pool of potential leaders in that poorly educated society. Third, adding extra-biblical requirements would slow down preparation. Note that the only issue not related to character but to ability in the letters to Timothy and Titus which outlined the requirements for pastors, was the ability to teach. Fourth, having full-time, paid leaders would slow down church multiplication by requiring large congregations capable of supporting such leaders. Much of the time, energy, and resources would then be consumed by maintaining the existing church rather than outreach. We are not asking people to be church leaders full time. They are asked to share leadership with others over a group with a maximum size of fifteen people. That is less of a time commitment than asking someone to teach a Sunday School class in most traditional churches. Do we pay them? By all rights we should. But because they are willing to give up this right for the sake of the gospel, Sunday School teachers don't demand to be paid.

Having multiple leaders share responsibility within each congregation was also important. A careful reading of the New Testament clearly indicates this was the Biblical pattern. This helped reduce the load on any one individual, making it possible for people to serve in this manner on a volunteer basis. It also reduced the requirements on what it took to be a leader. Multiple leadership also helped prevent an artificial distinction between clergy and laity, encouraging all members to be involved in ministry or leadership in some form. For leaders, their primary ministry is equipping the other members of the Body to do the ministry of building up the church. Having multiple leaders enabled leader preparation to be handled on-the-job for the most part through mentoring and modeling. Perhaps most importantly, it provided a ready supply of "extra" leaders which could be used to lead new churches locally if the mother church grew too large, or start new churches in some other place. In our setting it also provided "insurance" against persecution in case a church leader was imprisoned.

**Cell** groups or small congregations were an indispensable aspect of the movement. They provided the more intimate setting required for effective accountability. It is hard to hide in the crowd if your group has less than fifteen members. This helped assure involvement by every member. It also helped keep the leadership task

doable. It provided a measure of security as well in a persecuting environment. Finally, it helped establish a community which was a true spiritual family with a high sense of mutual concern.

**Houses** provided a natural meeting place. They required no expense, which is often a major barrier to reproduction. This freed resources to be used for outreach. Meeting in houses added to the intimacy of the groups and helped them maintain a “go and serve” mentality instead of a “come and hear” attitude. It also encouraged witness to family and friends by establishing church meetings as a family type of activity rather than a formal religious activity. It is far less threatening to invite a friend to your home for a meal and a discussion of the Bible than to invite them to a religious building for a formal public service.

Divide class into groups of 3 and discuss the following questions. All of class discuss answers. 15 minutes.

1. Thinking of the group of people that you might set your aim to fully reach, are there things in the way you are forming your church that might keep it from being easily and infinitely reproducible in your setting?
2. What type of Bible teaching was used in these verses—Acts 2:42, Acts 17:11, 1 Tim 4:13.
3. How effective do you think participative Bible teaching would be in your cell group or new church?
3. What do these verses tell us about obedience to what the Bible teaches? Phil 3:14, 1 Jn 2:3-6, Acts 18:24-26.
4. Describe the biblical pastor from these verses—1 Pet 5:2-4, 1 Tim 3:2-4, Luke 10:42-45.
5. Where did churches meet in Bible times—Rom 16:5, 1 Cor 16:19, Col 4:15?
6. How effectively do you think your ministry would be in establishing cell groups that become small house churches rather than large churches?

### Action Plan

Meet with key leaders in your cell group or new church and go over with them this lesson you have just studied. Ask them to discuss with you the questions your small groups have discussed during this lesson today.

## SCP Vision -- Lesson 11—Modeling Church Reproducing Actions

In lesson 10 of SCP Vision it was said that what it takes to win individuals isn't the same as what it takes to plant a church. In the same way, what it takes to plant a church that does not reproduce is not the same as what it takes to plant a reproducing church. There are lots of ways to keep a church plant from reproducing. A major part of a successful reproducing church plant can be summarized in one word: **modeling!**

### Modeling

To see P.O.U.C.H. churches planted, you need to model what you want to see as the result.

Divide into groups of four. The groups will read the statements below about modeling of each of the POUCH essentials and discuss how you could model them in your own ministry. 15 minutes.

1. **Participative** Bible teaching needs to be modeled from the beginning. The first time you lead an evangelistic Bible study you need to do this. In personal witness you need to do this. Don't use a lecture or monologue format.
2. **Obedience** to Scripture needs to be explicitly stated as the norm for believers. Again, from the first evangelistic Bible study this needs to be a pattern that the church planter subjects himself and others to. The Bible needs to be a book that demands accountability, a living book with which to interact.
3. **Unpaid**, non-professional church planters should be used if at all possible. If you absolutely cannot find anyone like this, then at least ensure that they do their work in such a way that it can be emulated by unpaid and untrained converts. This includes you! In dealing with unbelievers or with converts don't pull out books they don't have access to. Don't spend fifty or sixty hours per week planting a church. Perhaps instead you could plant five or six churches at a time, spending ten hours per week on each one.
4. **Cell** groups or small groups should be used from the beginning, even before people are converted. It is generally more effective to group unbelievers and win them than to win individuals and then group them. And don't set large groups as the goal or the ideal.
5. **Houses** or storefronts, usually of some of the participants, should be used for evangelistic activity. This establishes these as legitimate locales for spiritual activity. It is also less threatening than a religious site. You see how each of the P.O.U.C.H. characteristics can be modeled from the beginning of the church planting work.

## Local Leadership

Besides modeling, one of the most important things you can do for a new group of converts is to thrust them into leadership immediately. When I say this, no doubt red flags go up in your minds. What about 1 Tim 3:2a, 6 where Paul says, 2a says, “An overseer, then, must be...” and verse 6 says, “{and} not a new convert, so that he will not become conceited and fall into the condemnation incurred by the devil.” Paul here was writing to Timothy on how to select leadership in an established church which had more mature and experienced believers in it. Paul himself, when planting a new church in a pioneer area, placed brand new believers in leadership positions. An example would be the first missionary journey when Paul stayed in each town at the most a few weeks. In Acts 14:23 we read about the return leg of the trip: 23 “When they had appointed elders for them in every church, having prayed with fasting, they commended them to the Lord in whom they had believed.” There is no temptation to pride for a new believer to be in leadership if all the believers are new converts. From the day of their baptism local believers should be in the leadership positions in the fledgling congregation. The church planters can work with the leaders by going over a Bible study with them, teaching them a new spiritual song, praying with them, and so on, but the local converts must lead in the group meetings. This ensures that there will always be locally relevant leaders in place wherever there are believers. It also results in rapid maturation. Finally, it provides a model for the training of new leaders when that church reproduces.

## Training Cycle for New Leaders

The training cycle for church planting is very simple, but rarely followed. It is: Model, Assist, Watch, and Leave.

Learning to ride a bicycle is a helpful analogy in regard to the training cycle. Typically a child, as she grows, will see people riding bicycles. This provides a model and gives her a frame of reference for what the activity involves. **The parent is modeling.**

That child will not learn to ride a bicycle without getting on the seat herself, however. When she is old enough and big enough, the parents or some other person will assist that child. While she gets on the seat, the person assisting will often grasp the seat and the handle bars and help the child maintain balance while she learns to pedal and steer. The child gradually learns how to maintain balance. **The parent is assisting.**

Next, the parent will let go of the bicycle. Then the child will fall and get hurt, but she gets up again, gets on the seat, and the parent gets her going and lets go again. The child falls. This pattern continues repeatedly until finally the child is able to maintain her balance and rides successfully. **The parent is watching.**

When the parent is satisfied that the child can do this by herself and understands the basic safety rules, the parent then leaves, and the child rides on her own where and when she wishes. **The parent is leaving.** The parent first provides a **model** by riding the bicycle, then provides **assistance** by holding the bicycle, then **watches** while the child rides the bicycle, and then finally **leaves**. This is an illustration of the training cycle. The most difficult step is usually the last one. We must learn to entrust the new converts to the Lord. They are indwelt and guided by the same Holy Spirit we have. They have the same Bible to learn from. We must realize that our presence can actually serve to stunt their growth and maturity. The most common mistake in church planting may be developing dependence upon the church planter rather than on the Lord. This results from each step of the cycle being mishandled. The modeling is not appropriate. The assisting is of a nature to develop dependence. The observing is laced with the assumption that, until things are done the same way as the church planter would do them, they’re just not being done right. As a result the exiting never occurs.

Discuss the following questions with your class as an entire group.

1. How do you know when to move from modeling to assisting? Are there activities taking place in your church where this needs to happen?
2. How do you know when to move from assisting to watching? Are there activities taking place in your church where this needs to happen?
3. How will you know when it is time to move from watching to leaving?
4. Do you believe you are more likely to hold on too long or let go too early in this process? What can you do to overcome that tendency?

### Action Plan

Select three members of your cell group or new church. Write down for each one how you can proceed to the next step of the training cycle in regard to doing some aspect of ministry.

1. What are the things in your church activities that require you to do most of the modeling?
2. What are activities that need for you to give assistance to your leaders?
3. What are the activities in which you feel the most comfortable in watching?
4. What are the activities in which you feel the most comfortable in leaving your leaders to do?

## **The Church -- Lesson 12—Dynamics of the Emerging Church: When Does It Become a Church?**

### **I. When is a Church a Church?**

**A. Who Decides When a Church is a Church?** Discuss this answer: biblical requirements (to be church in eyes of God), denominational requirements (to be denominational church), legal requirements (government recognition),

What are some ways that various groups/denominations form new churches?

### **B. Definition of a Local Church**

What is your definition of a church? (See Manual One-church lesson 4)

### **C. Distinguishing a Group from a Church**

What requirements should a congregation meet to be a church?

1. Be Composed of Believers by Faith in Christ-Scripture does not specify a minimum number.
2. Meet Together Regularly for Fellowship, Worship, and Teaching (Romans 14:5-6)  
A building is not necessary to be considered a church.
3. Practice the Ordinances-What verses in Acts show that baptism and the Lord's Supper were practiced by the early church? Discuss this answer along with others: **baptism-Ex. Acts 2:41, 8:12; Lord's Supper-Ex. Acts 2:42,20:7.**
4. Have Qualified Leadership-If the church believes Scripture calls for several elders, they must have at least two. If they consider deacons necessary, then there must be members qualified to serve.
5. Be Financially Viable -- Can a group that is not supporting itself be considered a church?  
**(1 Tim. 5:17-18).** The early church financially helped widows and the poor in the congregation, sent money to other churches in need, and helped support missionary church planters. A group of ten families should be able to support one leader. If a lay leader does not need a full salary, non-cash resources can also be used.

### **II. Organizing As a Church**

- A. Component Parts of a Healthy Local Church - believers, groups, corporate meeting
- B. Adding the "Corporate Worship" -- Before a church begins regular corporate worship, consider these:
  - o Is there a strong foundation consisting of several multiplying cell groups with a total of about 30-40 people attending?
  - o Is there a core of people trained as evangelists and disciplers?
  - o Are ministry leaders trained and ready to take on new responsibilities?
  - o Are the leaders and church planter(s) united about the philosophy of ministry for the church?
- C. **Keeping the Evangelism, Discipleship and Cell Groups**  
Keep doing evangelism, meeting in discipleship, and having cell groups even after corporate worship has begun.
  1. What are core issues to consider before a new church begins regular corporate worship?
  2. What are some signs that a group is ready to begin on-going corporate worship?
  3. Describe the process in which one or more groups becomes a church.
  4. Assuming that a new church has been starting using cell groups, describe the role of cells in the life of that new church.

## **The Church -- Lesson 13—Characteristics of Growing Churches: Get New People, Keep Them and Put Them to Work**

**I. What Is a Growing Church?** Discuss this as one answer: can grow numerically, spiritually, socially (salt)

### **II. How does church growth happen?**

Growing Churches **Attract New People**

Growing Churches **Keep New People**

Growing Churches **Equip New People for Life and Ministry (Eph 4:11-16)**

### III. Twelve Characteristics of Growing Churches

Ask the class to discuss whether they agree with the list below as characteristics of growing churches:

- |                                                           |                                                                        |
|-----------------------------------------------------------|------------------------------------------------------------------------|
| A. They Go To the Lost                                    | G. They Quickly Include New People                                     |
| B. They Use Cell Groups                                   | H. They Have Vibrant Body Life                                         |
| C. They Participate in Social Activities with Unbelievers | I. They Equip Members for Life (maturity)                              |
| D. They Maintain Natural Networks of Relationships        | J. They Equip Members for Ministry in the Body                         |
| E. They Change in Order to Win the Lost                   | K. They Equip Members for Ministry to the Lost                         |
| (1Cor 9:19-23)                                            | L. They Equip Members for Ministry to New Congregations (reproduction) |
| F. They Are Involved with the Needy                       |                                                                        |

**What is a vibrant body life?** Discuss this answer along with others: clear Bible teaching and preaching, loving fellowship, devotion to Lord's Table, life-changing prayer, and sharing.

**IV. Evaluating and Monitoring Church Growth**—recording key records for review - number of cell groups, baptisms, attendance, warmth of fellowship, etc.

#### Questions for consideration, review and application

- Is your church growing? In what sense? Numerically? Spiritually? Socially? Some of these? All of these?
- Am I fulfilling my responsibility to equip the believers for ministry or am I trying to do it myself? How am I equipping them? Is it working?
- Why would an unbeliever want to come to my church? Why would a new believer want to stay? Can I make my church more receptive to them?
- Have I started a new church plant yet? Cell groups? If not, what am I waiting for?

#### Action Plan

- A. Attend another church and imagine that you are an unbeliever. Would you come back to that church? Why or why not? How does it compare to your church? What did you learn from this that will help you in your church?
- B. Think about the churches in your area. Which of them are growing, and which are not? Compare the characteristics of each to those discussed in this lesson. Which characteristics appear to be the reasons for their growth or lack thereof? Can you define other helpful traits?

## The Church -- Lesson 14—Church Government and Church Offices: Who Is Responsible

### I. What Is A Church?

### II. Types of Church Government

#### A. Hierarchical Government

1. Episcopal—The Episcopal form of government includes several levels of authority that has control over the local church. Control is exercised through the bishops of the church. Authority flows down from the bishops to the presbyters to the deacons and finally to church members. (**Acts 14:23, Tit 1:5**)
2. Presbyterian—The Presbyterian form of government also has several levels of authority. Authority is vested in representatives chosen by the people, who act in their interest. The church elects its ruling elders. These elders, along with the teaching elder (pastor), form the session. The teaching elder and a representative of the ruling elders from area local churches form a presbytery, which has authority over the local sessions. Representatives from several presbyteries form a synod, and representatives from each synod form the general assembly, the highest authority. (**Acts 15**)

#### B. Congregational

In the congregational, control and responsibility rests in the members of the church. That authority ultimately comes from Christ alone and not from any other human body or individual. The members themselves make the necessary decisions within their body and choose their own leaders. In actual practice, they may allow their leaders considerable decision-making freedom, but they are still answerable to the congregation, who must approve all major decisions. (**Acts 6:5**)

### III. Offices in the Church

**1 Timothy 3, Titus 1, Ac 20:17,28 and 1Pe 5:1,2).**

#### A. Qualifications for Overseers in 1 Timothy 3:1-7

- Above accusation
- Having only one wife
- Temperate
- Self-controlled
- Respectable
- Hospitable
- Apt to teach
- Not given to drunkenness
- Not violent, but gentle
- Not quarrelsome
- Not a lover of money
- Manages his family well
- Sees that his children obey him with all respect
- Not a new convert
- Have a good reputation with outside.

#### B. Qualifications for Elders/Overseers in Titus 1:5-9

- Blameless
- Husband of one wife
- Children believe and are not wild and disobedient
- Not overbearing
- Not quick-tempered
- Not given to drunkenness
- Not violent
- Not pursuing dishonest gain

In small groups, complete the following exercise: (15 Minutes)

By the list of qualifications for Elders/Overseers, write the exact verse from 1 Timothy 3:1-7 and Titus 1:5-9 that supports the inclusion of each quality. Discuss their importance.

#### C. Qualifications for Deacons in 1 Timothy 3:8-13

- Respected
- Sincere
- Not excessive drinkers
- Not greedy for money
- Having a clear conscience
- Tested
- Having only one wife
- Managing his children and household well

In small groups, complete the following exercise: (15 Minutes)

By the list of qualifications for Deacon, write the exact verse from 1 Timothy 3:8-13 that supports the inclusion of each quality. Discuss their importance.

### IV. Responsibilities and Privileges of Church Leaders

In small groups, examine the following passages and find the responsibilities of elders/shepherds/overseers.

**2Tim 4:5, 1Tim 4:13, 2Tim 4:1-2, Tit 2:1,**

What are the privileges of being a church leader?

As you consider the types of church government described in this lesson, what are some positive things that would contribute to multiplication? What are some negative things that would hinder church multiplication?

Do you agree with Paul's exhortation to pay the elders who teach? What position will the church that you are planting take on this?

#### Action Plan

Name (two) men in your church plant who you think have the potential to be elders. Develop a plan to disciple and test them in the specific character traits required for an elder.

## Spiritual Character -- Lesson 11—Love as the Foundation for Ministry

### I. The Gospel as a Model for Relationships

How is the gospel different from a religion?

#### A. The Gospel Saves

What passages of Scripture show that the gospel saves? Ex. Rom 1:16

#### B. The Gospel Transforms

What passages show that the gospel change lives? Ex. Phil 3:21, Heb 9:14

#### C. The Gospel Provides a Model for Relationships

In what way does the gospel provide a model for relationships with others? (**Eph 4:23**)

## II. God's Unconditional, Sacrificial Love

### A. The Great Commandment—Matt 22:34-40

### B. The New Commandment—John 13:33-34, 15:12-13

Do you find this kind of love to flow among believers in your church? If not, why is that so?

What does Jesus mean when He says He is giving a new commandment - John 13:34?

What does John 15:12-13 tell us about this new quality of love?

## III. How Does our love for God Affect Our Love in Other Relationships

### IV. Love as a Basis for Ministry

Read the following verses and tell what relationship each refers to: **1 Tim 3:5, 1 Thes 5:12-13, Acts 20:28, Gal. 6:10, Matt. 22:36-40.**

#### Questions for consideration, REVIEW and application

- How would you define “neighbor” as used in the great commandment (love your neighbor as yourself)? What would be the results if your whole church obeyed this command?
- What did Jesus mean when he said love one another “as I have loved you?”
- Is it more important for leaders to obey this command than for others in the church? Why or why not?
- How well do you love people?
- Think about the difference love makes in the following situations: family/friends, believers with unbelievers, and church members/leaders?
- How should our growing faith in the Gospel affect the way we love others?

#### Action Plan

- Ask God to show you some believers to whom you should show the kind of love Jesus commanded. Write down their names and what you will do. Leave space to write the results when this is accomplished.
- Ask God to show you some “neighbors” to whom you should show love. Write down their names and what you will do to demonstrate your love for them. Leave space to write the results when this is accomplished.
- Think about someone you are close to (spouse, parent, or child). How do you love this person? In what ways has your lack of faith in the Gospel affected the way you have loved them? What sins do you need to confess to them? Think of concrete ways you want to love this person because of your renewed faith in the Gospel.

## Spiritual Character -- Lesson 12—Understanding the Father's Heart

### I. Three Parables about Lost Things -Luke 15

#### A. The Context of Luke 15

Here we see Jesus surrounded by tax collectors and “sinners” eager to hear his teaching (Luke 15:1). Imagine what it would be like to Jesus to be sitting around telling stories with tax collectors and “sinners.” Where would this take place—outside? In a courtyard in a Mediterranean style house? On a roof? What kinds of people would be in the group gathered around Jesus? What would be on the table? Would there be food? Do you hear laughter? Are people trying to impress Jesus with stories of their own?

After you have a picture in your mind of Jesus gathered with the tax collectors and sinners, now imagine the Pharisees and the teachers of the law (Luke 15:2). Where would they be standing or sitting? Certainly not in the same room with the tax collectors and sinners. The Pharisees could not associate with sinners. Perhaps they are standing outside in the darkness or on the fringes of the crowd some distance away so they will not touch any of these sinners. What are the Pharisees muttering about?

Allow yourself to feel the impact of this scene and the tension between Jesus, the gathered crowd and the Pharisees. Keeping this scene in mind, read the parables that Jesus tells in the remainder of the chapter.

#### B. The Parables

How do you think the shepherd, woman and father felt upon finding their missing items? What kind of rejoicing do you think took place? What kind of celebration would you have if you had lost something of great value and then found it again?

There is one contrast between the first two parables (lost sheep, lost coin) and the last (the parable of the lost son). Unlike the first two, in the parable of the lost son, no one goes searching for him. Why is that? Many people think that the reason for this is to show that a person must take responsibility for his own actions and “come home.” This may be partly true, but it is not the point that Jesus was making here. There is a deeper reason that should become obvious as we look more closely at the passage.

**II. The Parable Of The Prodigal Son – What were the attitudes of these people?**

- A. The Father**
- B. The Younger Brother**
- C. The Elder Brother**
- D. What are the main lessons of this parable?

Allow time for students to write out their own answers to the questions below.

**III. Application—Do We Love As The Father Loves?**

A real danger for believers is that although we have all been prodigals and come home, we have a powerful tendency to become like the elder brother after a time. Jesus wants us to repent like the younger son did and to have the love that the father had. The following questions will help you determine your true condition (whether or not you have become like the older son in the parable).

What is my attitude toward the lost? Do I despise them? Am I judgmental? Am I compassionate and forgiving? Think of times when you've been around "undesirable" people. What has been your reaction?

Do I actively seek the lost or just wait for them to "come home?" Compare Jesus' words in Luke 19:10.

Am I uncomfortable "eating with" sinners? Am I more concerned about what people will think of me than I am for the lost sinner?

Do I "run to meet sinners" and show them compassion, or do I reject them along with their sin? (For example, how would I react if a prostitute or drug addict came into my fellowship?)

Is my love for the Father such that I love those that He loves? When sinners repent, do I rejoice and accept them as brothers and sisters?

Am I inwardly muttering about how hard I work and how unappreciated I am instead of rejoicing and celebrating with the Lord?

**Action Plan**

Read Luke 15. Then re-read and write answers to the application questions. Spend time in prayer and ask God to give you the same heart of compassion for people that God has. If there are things you need to confess to Him, do so. If you need to confess to others or to make plans for positive steps towards relating to others as God relates to you, write these down along with how you will do it.

**Spiritual Character -- Lesson 13—Grace Is for the Humble****I. Humility --What is humility? (Rom 12:3, Phil 2:3-8)**

Each individual will rate him or her self on the questions of the "Humility Test" with one of the following answers: Definitely (well), somewhat, not at all (not well). After all have finished, discuss what they learned.

1. How do you take criticism?
2. Do people find it easy to come to you? Are you approachable?
3. Are you frequently involved in power struggles and arguments?
4. Do you find yourself thinking everyone else is wrong but you?
5. Does anger lurk beneath the surface of your life?
6. Are you able to rejoice when you hear of others' successes?
7. Would others think of you as a critical person?
8. Do you find yourself frequently defending yourself to others?
9. Are you a good listener, able to concentrate on others rather than your answer or what is the right thing to do?
10. Do you purposefully take the lowest place? (Luke 14:7-11)
11. Are you merciful and gentle, or is there a hard edge to your personality?
12. Is prayer the first movement of your heart?

**II. Examples of Humility****A. Jesus**

Jesus humility was based on perfect dependence on the Father. What he do **John 5:19-20** and **John 14:10** say is of the Father. How then should we live our lives? How can we truly live this way?

**B. Paul**

What in your present thinking and life is a "Saul kind of life?" (**Phil 3:4-11, 2 Cor 11:22-29**) What is a "Paul kind of life?" (**1 Cor 15:9, 2 Cor 12:9-10**)

**III. Prayer Expresses Humility towards God**



What does this mean for us in linking to God with the stresses of each day?

#### IV. Christian Life Characterized by Humility

If we go through a full active day without pausing to submit our will to His sovereign, loving will for an issue, have we been humble on that issue? What does this mean about how we are to pray and how we are to live?

How does the humble person lead differently than the proud person?

Read **1 Peter 5:1-6**. Discuss what can be learned about humble leadership from each of these verses.

- Why do you think many Christians, including leaders, struggle with humility?
- In what ways do you find it hard to be humble?
- Why does God give grace to the humble?
- What difference does humility make in the life of a church planter?

#### ACTION PLAN

- Find an accountability partner -- a person with whom you can share honestly and openly and who will help you to understand how you are doing in reaching your goals.
- Ask your accountability partner to help you monitor the items included in the humility test.
- In your spiritual journal, document the changes you see taking place in your life.

### Prayer -- Lesson 8,9—Concert of Prayer: Praying Biblically (Plan this lesson for a two hour session)

**I. The Gospel for All People**—On what four occasions did prayer provide the power and motivation to witness in Acts?

- A. The 120 disciples in Acts 1:12-14
- B. The Jerusalem Church in Acts 4:23-31
- C. Peter on the rooftop in Acts 10:9-15
- D. Paul and Barnabas at Antioch in Acts 13:1-3

#### **Concert of Prayer: Praying for the World**

(Use this format as a guide for today's concert of prayer.)

##### **A. Pray for Personal Needs and Problems**

We sometimes have to release our own burdens so that we can better keep our minds on the things that are on God's heart for our nations, regions, cities, towns, villages, and neighborhoods.

Divide into groups of two or three, briefly share personal needs, and spend time taking turns praying for each other.

##### **B. Pray for God's Church**

Spend a few minutes praying together as a group for each of the following areas:

1. Pray for Unity
2. Pray for the Love of Christ
3. Pray for Obedience

**C. Pray for More Workers for God's Harvest** both here and around the world.

##### **D. Pray for Church Planters**

Pray by name for those among you and others that you know are planting new churches.

##### **E. Pray for Political, Social, and Religious Leaders**

Divide into small groups again and pray for your government and other leaders by name, asking that God might use them to create a better environment for the preaching of the Gospel.

##### **F. Pray for Your Nation and the Nations of the World**

Close this concert of prayer by taking the remaining time to pray as one group for the salvation of your own people, and also for those of other people groups in your country and around the world. Mention each one specifically and by name as God brings them to your mind.

### Leadership -- Lesson 6—Servant Leadership

#### **I. Worldly Leadership**

In small groups, discuss the following: (15 Minutes)
------------------------------------------------------

Think of a secular leader that you know well. To what extent does this leader show the following beliefs in his leadership:

- You can't trust people to do what you want them to do.
- If you trust others too much, they will take advantage of you.
- Leaders gain authority on the basis of either their position or by their personality.
- People will do what you want them to do only when motivated by reward or threatened by punishment.
- Leaders should avoid close contact with their followers or their followers will view them as weak.

## II. Servant Leadership

- A. How do you think servanthood and leadership can go together?
- B. What principles of Christian motivation and leadership are found in the verses below?
  - People are made in the image of God and therefore have intrinsic worth (**Gen 1:27-28**).
  - People are motivated to perform with excellence in recognition that everything is to be done to the glory of God (**Col 3:23**).
  - A leader is appointed by God and gains authority from Him (**Ro 13:1**).
  - Successful leaders view others as friends, not as subordinates, and interact with them in a spirit of openness and humility (**John 15:15**).
  - People will not grow and develop unless they are trusted and given freedom to succeed and to fail.

In small groups, discuss the following: (15 Minutes)

Think of a church leader that you know well. Without telling who the person is, discuss how his or her behavior as a leader matches the principles.

What are the effects of church leadership that uses the principles as compared with church leadership that does not use the principles?

## III. New Testament Teaching on Servant Leadership

- A. The Example and Teaching of Jesus (**Matt 20:25-28, Phil 2:1-11, John 15:15**)
- B. The Example and Teaching of Paul (**1 Thes 2:6-9, 5:14, Rom 15:1, Gal 6:1-2**)
- C. The Example and Teaching of Peter (**1 Pet 5:1-4**)

**IV. Qualities and Characteristics of the Servant leader:** Each student will rate himself from 1 to 5 with 1 indicating the statement is not at all like him and a 5 indicating it is very much like him.

- The servant leader maintains and builds unity (Eph 4:3). He avoids needless arguments about ownership, credit or territory.
- Servant leaders are not threatened by others' strengths and accomplishments. Instead, they recognize the value of these strengths and use them to help achieve the goals of the group.
- The servant leader is a "builder up" of others. The servant leader works to encourage and lift up others in every possible way. They celebrate the victories of others no matter how small.
- Servant leaders are pro-active to move issues ahead, while maintaining meekness and a consideration of others.
- Servant leaders speak well of others at all times.
- The servant leader seeks to build a broad base of leaders to lead with him.
- Servant leaders recognize and use authority properly (positional, relational, experiential, personal, and spiritual).
- A servant leader does not draw his meaning, worth or reputation from the position he holds.
- A servant leader does not make decisions based on his progress, advancement, comfort, increase of authority, or position at the expense of those he serves.
- A servant leader's commitment to his followers' progress, their ministries, and their increase is a key expression of his love.
- A servant leader develops other servant leaders, so as to provide a strong base of leadership for new, multiplying churches.

From this exercise, have you found areas of servant leadership in which you would like to improve?

In which of the areas listed do you think most church leaders fall short?

In general, what can a church leader do to become “more like Christ” in his leadership?

### Questions for consideration, review and application

- Why is it difficult for a leader to be a servant leader?
- What are some of the burdens that a church planter should be willing to bear for others?
- Describe what a church planter who is a servant leader would look like.
- What changes in your own life and ministry do you need to make to be a better servant leader?

## Leadership -- Lesson 7—Leadership Dynamics

Why is it that some leaders fail and others succeed? Is it really possible to describe a generic kind of leader who will be successful in all situations and in all cultures? Can we make bold statements such as “A leader must always . . .?” Why do many leaders excel in some situations and fail in others?

### I. Characteristics of the Leader

- A. The person of the leader—**Is character crucial for leadership? Why?**
- B. How does the leader relate to the group—by “telling,” “persuading,” “consulting,” “participating with others,” or “delegating?” With which of these are you most comfortable when relating to those you lead? Why? What are the effects of this style on those you lead?
- C. The leader’s understanding of the task—How do you judge how much you should know about the tasks you group members perform? Discuss this as one answer: Know enough for respect but not to do everything.

### II. Characteristics of the Group

- A. **The group members’ skills and abilities**—spiritual life and character, evangelism, discipleship, and building relationship are crucial to a church planter. Is one more important than the rest? Is the group you work with experienced, need training, ready to release to other ministry, and aware of their spiritual gifts?
- B. **The group members’ commitment to the task**—Do employment or family interfere? Are your group members committed?
- C. **The relationships between the members**—How do you deal with conflicts with others? How do you handle conflicts within your group?

### III. The Nature of the Task

Are your group members fully clear on the nature of the task of church planting?

Do you focus too much on the task and too little on group relationships?

### Questions for consideration, review and application

- What are the three main factors that affect the success of leadership?
- What is the most typical style of secular leadership in your country?
- What is the most typical style of leadership within your churches?
- What style of leadership was exercised by those Christian leaders who have had the most positive influence on you in the past?

### Action Plan

Write a report on the various factors in your leadership situation by answering the following questions.

Give this report to your mentor and discuss it with him before the next training session.

#### 1) Describe yourself as a leader

- What leadership style do you use the most?
- Which limitations do you see yourself as having? What can you do to compensate for these limitations?

#### 2) Describe your group

- Describe their skills and abilities.
- What is their level of commitment to the task?
- Are there any interpersonal conflicts that need to be addressed?

#### 3) Describe your task

- Are you planting a church among resistant or receptive people?

- Are you or members of your team “outsiders” or “foreigners” among these groups?
- Are there economic realities that make the church planting effort difficult?
- Do you have enough information about your situation? Do you and your group understand your task?
- Do you have a clear plan that takes the results of your research into account?
- Are there any special spiritual challenges that must be confronted?
- Are there any political pressures that are affecting the situation?
- Do you have the resources needed to complete the task?
- In what ways has God prepared you and your group for this task?

**4) Conclusion**

- As a result of what you have learned, what do you need to focus on?
- What leadership style would be most effective in your situation, and why?

**Leadership -- Lesson 8—Styles of Interaction**

**I. Four Interaction Styles:**

**A. Doer** -- “Take charge and rise to the challenge of bringing about change to make ministries more effective.” Doers tend to be capable people, able to accept challenges and solve problems in a quick and effective way. They are people of action and can be depended on to get things done. Doers are not afraid to take risks; sometimes they take on too much work and may appear impatient when there is no apparent progress. Example: Paul (**Phil 4:13**)

**B. Motivator** -- “Motivating and influencing others to work together to achieve important outcomes.” Motivators are optimistic and enthusiastic people who are very good at relating to others. They are often very articulate and can explain ideas and possibilities in a way that inspires others to get involved. Their tendency to get excited about new things may make it difficult for them to follow through on some tasks. Example: Peter (**Mt 14:28,16:16**)

**C. The Team Player** -- “Cooperate readily with others to carry out the vision and plans.” Team players are supportive, loyal people who have strong sensitivity to the needs of others. They can be counted on to carry out tasks as assigned by their leaders and will not offend others on their team. Team players may not work well alone as they sometimes lack personal initiative. Example: Barnabas (**Ac 15:37-39**)

**D. The Thinker** -- “Motivated to carry out visions and plans with excellence and attention to detail.” Thinkers are conscientious, orderly people who have great perception for details. They can be counted on to follow through on projects that others find too complex. Thinkers are challenged by unexpected changes and tend to become rigid in the face of ambiguity. Example: Luke (**Luke 1:1-4**)

**Of these four styles, which describes you best \_\_\_\_\_, second best \_\_\_\_\_, third best \_\_\_\_\_, least \_\_\_\_\_?**

As you read more about these four styles below, see if you would change these rankings.

**II. The Doer:**

<b>Desires Situations Which Allow:</b> Freedom, authority, variety, difficult tasks, opportunity advancement, encourage individuality	<b>Responds Best to Others Who:</b> Provide direct answers, stick to business, stress logic, provide pressure
<b>Those who are similar may see you as:</b> Decisive, independent, efficient, practical, determined	<b>Those who are different may see you as:</b> Harsh, pushy, dominating, severe, tough

**SOME ACTION STEPS**

- Learn to listen, be patient
- Be less controlling
- Develop greater concern for people
- Be more flexible and supportive with people
- Explain why things are as they are

**III. The Motivator**

<b>Desires Situations Which Allow:</b> Prestige, friendly relationships, freedom from control and detail, opportunity to motivate and help others, free expression of ideas	<b>Responds Best to Others Who:</b> Are friendly and democratic, provide for recognition and acceptance, seek social involvement
<b>Those who are similar may see you as:</b> Stimulating, enthusiastic, dramatic, outgoing, personable	<b>Those who are different may see you as:</b> Excitable, egotistical, reacting, manipulative, talkative

**SOME ACTION STEPS**

- Be less impulsive—evaluate your ideas
- Be more results-oriented
- Control actions and emotions
- Focus more on details/facts
- Slow down, listen, don't talk as much

**IV. The Team Player**

<b>Desires Situations Which Allow:</b> Individual specialization, group identity, established work patterns, security, clear goals and job description	<b>Responds Best to Others Who:</b> Serve as a friend, allow time to adjust to change, all freedom to work at your own pace, provide support
<b>Those who are similar may see you as:</b> Supportive, willing, dependable, reliable, agreeable	<b>Those who are different may see you as:</b> Conforming, awkward, dependent, slow, reticent

**SOME ACTION STEPS**

- Be less sensitive to what others think
- Be more direct
- Be more concerned with the task itself
- Talk things over with those who disagree and are decisive
- Learn to say 'no'
- Do more to initiate action

**V. Thinker**

<b>Desires Situations Which Allow:</b> Specialization, precision, planning, security, stability, limited risk of failure	<b>Responds Best to Others Who:</b> Provide reassurance, maintain supportive atmosphere, specify methods and standards
<b>Those who are similar may see you as:</b> Thorough, persistent, orderly, serious, industrious	<b>Those who are different may see you as:</b> Critical, stuffy, too detailed, indecisive, moralistic

**SOME ACTION STEPS**

- Focus on doing the right things—not just on doing things right
- Respond more quickly
- Begin to trust your intuition and be less fact-oriented
- Be more willing to take risks
- Be more open and flexible
- Don't be afraid to develop relationships

Do you want to change your ranking of the styles now that you have read more? You may want to share your results with a spouse or someone who knows you well to see if they agree with your ranking. Remember that the styles do not match people perfectly. You may find that you do not fit exactly into any one of these four styles. For most people the two groups in which they scored highest will shed light on their style.

Take some time to share what you have learned about yourself with the other student church planters.

In small groups answer the following questions:

- What is your preferred working environment?
- What kind of people do you respond best to?
- Describe your actual working environment. How is it like or unlike your preference?
- Have you had difficulty influencing those whose style you suspect is different from your own?
- What have you learned about yourself that you did not realize before?
- What steps can you take to be more effective with those around you? Do you need to be more direct? Do you need to listen more? Do you need to be more outgoing?

For each of the four groups of people, describe the strengths and weaknesses in terms of the church planting process.

- How do doers approach the church planting task? What are their strengths and weaknesses?
- How do motivators approach the church planting task? What are their strengths and weaknesses?
- How do team players approach the church planting task? What are their strengths and weaknesses?
- How do thinkers approach the church planting task? What are their strengths and weaknesses?

**Action Plan**

- As a way to understand these four styles, pick out five people that you know from your circle of friends and quietly observe them in various situations and notice their actions or statements that verify their interaction style.
- Consider the “action steps” for each of the styles. List two that you will consciously work on before the next training session. Share this with your mentor and ask your mentor to give you feedback on how you are doing.

## Leadership -- Lesson 9—Leadership Needs

### I. What Kind of Leaders Does the Church Need?

- A. **Small Group or Cell Group Leaders – The Practitioners (Acts 2:46-47)**
- B. **Local Church Leaders – The Equippers (2 Tim 2:2)**
- C. **Regional Church Leaders – The Mobilizers (1 Thes 3:2, Acts 14:23)**
- D. **National Church Leaders – The Envisioners (Acts 15:6-11)**

How do these four levels of leadership of the church compare with those you are familiar with?

### II. How Many Leaders Does the Church Need?

- A. **The pyramid**—Church leadership is like a pyramid with few leaders needed at the national level and many at the cell group and church level.
- B. **The ‘Jethro Principle’**—Ex 18, Doing the math, Jethro recommend 131 or 13.1% of an organization should be leaders. Do you have 15% or more of your people leading?

According to the ‘Jethro Principle,’ how many leaders are needed in your church plant? How many do you have now?

### III. Where Do We Find These Leaders?

Have you had difficulty in finding the leaders you need? If so, why? What can you do about this?

#### Questions for consideration, review and application

- How many people in your church are functioning at some level of leadership?
- What is the greatest leadership need in your ministry at this time?
- What can you do in your church plant to train cell group and small group leaders?
- Who are the leaders in your region? Where and how have they been trained?

#### ACTION PLAN

Study the training programs and leadership needs in your region. What training is available for each level of leadership? How can you benefit from these resources in your church plant? Share the results of your study with your mentor.

## Leadership -- Lesson 10—Training New Leaders

Why is leadership development important?

### I. Biblical Examples of Leadership Multiplication

- A. What does the relationship of Moses and Joshua teach us about leadership? (**Ex 17:9-14, 24:12-13, 33:7-11, Num 14:6-9, Deut 31:7, 34:9**)
- B. What do these verses teach us about Jesus’ leadership? (**John 1:35-51, Matt 10, 17:14-21**)
- C. Describe Paul’s leadership. (**2Tim 1:3, 2:2, Acts 14:21-24, Gal 4:15, Phil 2:22-24**)

How were you trained as a leader? Describe the formative activities that helped you develop your leadership ability.

How many generations of leaders are described in **2 Timothy 2:2**?

How is **Matthew 4:19** like **2 Timothy 2:2**?

### II. Training Objectives

Of the following training factors, in which do your leaders have the greatest needs? Spiritual gifts, abilities, ministry needs, experience, and personality.

### III. Five-Step Process for Training New Leaders

- A. Step 1: “I Do It”
- B. Step 2: “I Do It; You Watch”

- C. Step 3: “We Do It Together”  
 D. Step 4: “You Do It; I Watch”

- E. Step 5: “You Do It”

### Questions for consideration, review and application

Why is leadership development important?

How were you trained as a leader? Describe the formative activities that helped you develop your leadership ability.

### Action Plan

Pick a common task that you know how to do well like driving a car, baking bread, or building a wooden stool. Teach someone else to do it using the 5-step process described in this lesson. Describe the results to your trainer or mentor.

## Leadership Appendix 10A

### Qualities to Encourage in a New Leader

#### I. General leadership training objectives --

The following objectives are necessary for leaders at any level:

- Is building an intimate relationship with God.
- Demonstrates the fruits of the Spirit.
- Uses his/her spiritual gifts in ministry.
- Has a growing love for God and others.
- Demonstrates moral integrity.
- Is committed to the authority of the local church.
- Shows love and concern for those in his/her fellowship.
- Relates well to other bodies of believers.
- Applies biblical principles to relationships.
- Manages interpersonal conflict well.
- Listens to others and responds properly.
- Is convinced that the Bible is the word of God.
- Has a working knowledge of the Old and New Testament.
- Studies and applies the Bible.

#### II. Leadership training objectives for small group leaders

Small group leaders should also display the following abilities and character traits:

- Demonstrates a passion for souls.
- Practices personal evangelism.
- Relates well to the lost.
- Can present the Gospel clearly.
- Can give a clear personal testimony.
- Has been discipled.
- Shows sensitivity to the newly converted.
- Shows love for his/her disciples.
- Forms disciples who in turn disciple others.
- Can lead a group inductive Bible discussion
- Understands the need for cell groups as a foundation for healthy growth.
- Is able to effectively lead a cell group meeting.

#### III. Leadership training objectives for Local leaders

Local leaders also need to be characterized by the following traits:

- Is a model disciple worth imitating.
- Understands that the Church is God’s vehicle for world evangelization.
- Knows the biblical basis for church planting and missions.
- Is able to use various methods and techniques of evangelism.
- Is able to conduct basic research in preparation for church growth and planting.
- Is able to lead public worship.
- Teaches the Bible effectively in a group or one-on-one setting.
- Identifies and develops potential leaders of cell groups.
- Can organize believers into a self-governing, self-nurturing, and mission-oriented congregation.
- Understands how to put biblical functions into culturally relevant forms.
- Builds and works well with a team.
- Knows how to delegate responsibility.
- Sets goals, makes plans and establishes objectives to attain them.
- Develops the giftedness and abilities of others.
- Is pro-active.

**IV. Leadership training objectives for regional and national leaders**

Regional and national leaders should reach an even higher standard of character and abilities:

- Is able to preach and teach.
- Will be able to provide spiritual guidance and counsel to a wide variety of situations.
- Has advanced understanding of the Bible and Theology
- Can train church workers for evangelism, discipleship, cell group leadership, stewardship, and worship or other areas of ministry as needed.
- Builds and uses cell groups to saturate a community and mobilize the body of Christ..
- Portrays a growth mentality.
- Demonstrates seeker sensitivity, assimilates new comers.
- Is able to administer baptism and the Lord's Supper.
- Communicates vision which inspires others.
- Can lead others into discovering their gift(s) and applying it in ministry.

## **Cell Groups -- Lesson 10—Discussion of Cell Group Questions and Problems**

This lesson has been designed to provide for a time of interactive discussion between the students. Your role is one of a facilitator, or mediator, between the students. You will need to ask the students for their problems or questions. Do not provide answers or suggestions yourself – allow the answers to come from within the group, if possible. In the unlikely event that none of the students has any questions or problems, there are some suggested common questions given in the lesson. Try to use the experience of the students to answer the given problems and questions during this lesson time.

Emphasize that the students need to think about the solutions or suggestions that are discussed and determine how they can be applied in their own groups. Encourage them to write down specific, concrete ways in which they will try to resolve some of the problems in their own groups.

### **I. The Realities of Cell Group Ministry**



Example: Martin has been leading a cell group for over four months. Although six people come regularly to the cell group meetings, they don't seem to be growing much in their faith and the group does not express any interest in reaching out to people around them. They seem content to meet weekly, to talk about their problems, and to study the Bible a little. Martin is growing more and more frustrated, and does not know what he can do differently in order to help the members of his group become more spiritually mature. Some days he feels like giving up on the group altogether.

## II. Questions and Problems

What are the problems or questions you are having with your cell group?

The list below may be used in the event that the students have no further questions or problems to discuss:

Does anyone have any of the following problems?

The cell group is not growing spiritually.

The leader cannot find an apprentice leader.

The cell group does not want to multiply itself.

The cell group cannot find a good place to meet.

The cell group is not growing numerically.

Some type of conflict exists between two or more group members, and the leader cannot seem to resolve it.

## III. Solutions

Often there are common underlying principles or reasons for the problem. Each cell group leader should listen carefully to the suggestions or solutions that are offered during the discussion time of this lesson. If he is experiencing a similar problem, he should think about how to apply the principles of the given solutions in his own cell group.

### Questions for consideration, review and application

What is the largest problem or concern in your cell group(s)? Was a solution or suggestion given during this class time that you can use to help solve this problem?

Do you know other cell group leaders who were not in this class but who might benefit from this time of discussion? How could you encourage them and share with them some of the things you learned?

Who can you talk to about ongoing or future problems in your cell groups?

### Action Plan

Write down the three main problems you are experiencing in your cell groups.

Based on today's discussion, write down at least two possible solutions to each of these problems.

Pray for wisdom in implementing the solutions you just wrote down. Plan to implement them as soon as possible.

## Cell Groups -- Lesson 11—Cell Group Multiplication

I. **The Goal of Multiplication**—What does multiplication mean for your cell group?

II. **The Process of “Natural” Multiplication**

### A. Biological Multiplication

Select two people from your class to come to the front of the classroom. Ask the “first” person to select one person from the other class members to stand by him/her (each class member represents a cell group). Ask the “second” person to select one person from the class to stand by him/her. In the next phase, ask the “first” to bring one more person forward. Then ask “second” and the “one standing with him/her” to each select one person to join them (So, this group increases by two). Continue this until the entire class is in one of the two groups. “Second’s” group will be far larger because it grew by multiplication – at each phase, all the members of this group brought forward another person. The “first” group will have brought to the front of the class only one new person at each phase. Discuss how having leaders of each new cell group start still another new cell group (MULTIPLICATION) is far better than just having the original cell group leader start a few groups (ADDITION).

B. **Natural Clusters**—In separating into two cell groups, consider friendships within the existing group. Notice how people naturally divide into subgroups when forming smaller discussion groups.

Can you see how it would be possible to cluster your cell group? Would this be helpful in establishing potential new cell groups? Would it be helpful in finding potential apprentice leaders?

### C. Steps in Multiplication

1. Preparing Ahead for Multiplication of the Cell Group
  - Continually give a vision of a future division into two (set planned date)
  - Encourage reaching out to unbelievers
  - Establish discipleship between believers
  - Mentor an apprentice leader.
2. Implementing the Multiplication of the Cell Group
  - Discuss upcoming changes.
  - Determine who will lead which group
  - Decide who will be in which group
  - Choose a meeting location
  - Continue to mentor apprentice leader after multiplication
  - Make last meeting date of original group a celebration

**III. Barriers to Multiplication**

For each problem below, ask class to give their solutions. Then discuss the suggestions in the second column.

Problem	Suggestions
The group does not understand the importance of multiplication.	<ul style="list-style-type: none"> <li>• The cell group leader must not only give a vision for multiplication, but he or she must also explain why multiplication is so important. The cell group members must understand what benefits there are for the group and for the advancement of the Kingdom of God.</li> </ul>
The group understands the need to multiply, but they are comfortable with each other and do not want to split.	<ul style="list-style-type: none"> <li>• Pray that the Holy Spirit will give you wisdom in understanding your group and your special situation.</li> <li>• Stress the importance of multiplication and explain that it is the next step in the natural progression of the life of the group.</li> <li>• Demonstrate how multiplication is being obedient to God’s command to “go and make disciples” in Mt. 28:19. Through multiplication, your cell group has an important and active role in helping to fulfill the Great Commission.</li> <li>• Pray about dividing the group along natural lines, using the cluster concept.</li> </ul>
There is no apprentice leader.	<ul style="list-style-type: none"> <li>• First, the cell group leader must spend time in prayer, asking the Holy Spirit to give him wisdom about whom to choose. Then, he must purposefully make this choice and begin to disciple and mentor the apprentice.</li> <li>• Use clusters in your cell group to possibly find naturally emerging leaders. Pray about these people as potential apprentice leaders for a new cell group.</li> <li>• For guidelines on choosing an apprentice leader, review the Cell Group lesson Manual 3, “Training New Cell Group Leaders”</li> </ul>
There is disagreement about who goes with which group.	<ul style="list-style-type: none"> <li>• If your group has several clusters, consider using one or more clusters to start the new group. Consider lines of natural relationships in the group.</li> <li>• Ask each group member to pray and ask the Holy Spirit to make it clear to him/her which group to be with.</li> <li>• Conduct an open and honest discussion in the cell group meeting to find out the reasons for the lack of unity in this decision.</li> </ul>

**Questions for consideration, review and application**

How does multiplication in cell groups help to advance a saturation church planting movement?

What are “natural clusters” in a cell group? How can they be used to help a group move through the multiplication phase? What can happen when a group is ready to multiply and the members are divided without considering the relationships in the group?

How can clusters be used to help find new cell group leaders?

What is the most common barrier to multiplication in a cell group? How can it be overcome?

**Action Plan**

- Clusters in a cell group will sometimes just naturally occur. If your groups do not already have clusters in them, consider using them during different parts of the cell group meeting. Do you see any benefits to using clusters in your groups?

- Begin to think about what needs to happen in each of your groups in order to reach the goal of multiplication. Write down five things that you will do in the next three months in order to move your groups closer to multiplication.
- Think about potential barriers to multiplication in each of your groups. What can you do ahead of time to overcome them and to avoid problems when it is time to multiply?
- Develop a plan for multiplication in your groups. Be sure to include your apprentice leaders in this process so that they will also be equipped to plan for the multiplication of their groups. Pray about and include in your plan a multiplication date for each group. Find someone that will encourage you to continue to move forward in using this plan for multiplication.

ALL STUDENT CHURCH PLANTERS MUST BRING THEIR COMPLETED DISCIPLE MAKING PLAN” (FROM APPENDIX 5A, MANUAL THREE) TO THE NEXT SESSION ON DISCIPLE MAKING.

## **Disciple Making -- Lesson 6—Disciple Making Workshop:**

### **Discussion of Practical Issues Related to Making Disciples**

This lesson involves a discussion of the students Disciple Making Plan (from Appendix 5A, Manual Three). Students must work through the process and consider the issues and order of events in disciple making. In order to make the best use of the time, it is important that students move quickly into small groups of 5 to 8. If any students fail to bring their plan, have them write it out as quickly as possible using Appendix 5A, Manual Three.

Bring blank copies of Appendix 5A in case this is necessary.

#### **I. Small Group Discussions (30 Minutes)**

Did you find this exercise of the “Disciple Making Plan” practically useful in your ministry? How?

How did you determine the order in which you would address issues?

What follow-up skills, concepts, or values do you believe must be included in the first months of a new Christian’s life? Why are these so important? How can \_\_\_\_\_ (pick one of the elements) best be developed in the life of a believer or church?

Select an issue, truth, skill or idea of disciple making. How did you personally become convinced of its importance?

What forms (large group, small group, one-on-one, individual) are you most comfortable with?

Have you attempted to balance the forms so that one or two are not over-used or ignored?

What are you doing to spread out the work of making disciples where you are? How are you preparing “disciple makers”?

What will you do next week to move disciples forward in their faith hope and love?

#### **II. Disciple Making Workshop (20 Minutes for entire class)**

Describe an event, incident or activity in which you were involved early in your Christian life that decisively helped you advance in your walk with Christ.

What one truth would you pass on to those beginning to make disciples?

#### **ACTION PLAN**

In light of the discussion during this workshop, review and evaluate the disciple making plans you prepared after Manual Three training for each person you are discipling in your church planting ministry. Make any necessary changes to your plans based on what you learned during this workshop. Remember that the plans you have created are not static – they will and should change with time and with growth on the part of your disciples. Review and update the disciple making plans you have for each of your disciples often. Continue to consider disciple making as a way to reproduce yourself in the lives of others and multiply able workers for reaching your villages, districts, cities and country for Christ.

## **Stewardship -- Lesson 1—Introduction to Stewardship**

What are things that God has given you? (List on board)

#### **I. What Is Stewardship?**

What does the word, stewardship, mean to you? What comes to mind when you hear this word?

#### **II. Why Talk About Stewardship? Two Issues**

##### **A. The Issue of Faithfulness**

To be a good steward, what do you have to believe?

##### **B. The Issue of Values**

When Jesus said, “Where your treasure is there will be your heart also,” what did He mean?  
 What are the things you value the most?  
 How can you give each of these things to God?  
 How can we serve God each day?  
 Think of someone who is your neighbor. How can you best serve that person?  
 Who is someone God has put in your care? How can you best manage your resources (money, time, caring, etc.) to serve that person?

### III. Stewardship Principles in the Bible

A. **Who was a steward in the New Testament? (Luke 12:42, 16:1-3, 1 Cor 4:1)**

B. **Stewardship in Parables**

1. The Good Steward Is Faithful (**Luke 12:42-48**)

2. The Smart Steward Uses His Position to Prepare for the Future (**Luke 16:1-12**)

3. Stewards Will Be Evaluated According to Their Ability (**Matt 25:14-30**)

C. **The Accounting**

To whom do we give an account for our stewardship? (**Rom 14:12**) What are we accountable for? (**2 Cor 5:10**)

### IV. Our Stewardship - What are we stewards over?

A. Our Money

D. Our Bodies (**1 Cor 6:19**)

B. Our Time (**Eph 5:15-17, 2:10**)

E. Our Families

C. Our Possessions

F. Our Ministry (**1 Pet 4:10**)

- Which of these areas are the hardest to manage? Why?
- Do others think of you as a person who loves God and others? (**Mt 22:37-39**) Does the way you treat your time, possessions, body, family, ministry, etc. fit with this?
- What resources has God given you? List them.
- Can a poor person really give to the Lord? Should he or she? How much?
- What should new Christians be taught concerning stewardship?
- How are values important in the discussion of stewardship?
- Who is the most important example of steward for the people in your cell group?

## Stewardship -- Lesson 2—Financial Stewardship

Try to avoid a heated debate on the issue of tithing. The main point of this lesson is that we are responsible to use money for God’s glory. Focus on that issue, which is relevant no matter what someone believes concerning tithing.

### I. Exploring the Bible

A. Tithing in the **Old Testament** Law – **Lev. 27:30-32; Mal. 3:8-12**

B. The **Free-Will Offering** for the Tabernacle – **Ex 25:1-8**

C. **David Models Giving** for the Building of the Temple -- **1Ch 29:1-20**

D. **Giving Out of Poverty** -- **Luke 21:1-4**

E. The Financing of **New Testament Church Leaders** -- **1Cor 9:4-14; 1Tim 5:18**

F. The **Collection for the Jerusalem Saints** -- **1Cor 16:1-2; 2Cor 8:1-6**

### II. Personal Giving

The following principles guide giving for believers:

- Every believer should give.
- Our giving should be in proportion to our income, both cash and non-cash. Imagine if God made your income proportional to your giving!
- We are to give even in our poverty.
- We are to give with generosity and because we desire to – not because someone forces us. Giving must be from a willing heart in order to please God.
- We are to give more than we are able (trusting God).
- Our financial giving should follow the giving of ourselves to God. Giving is a demonstration of devotion to the Lord.

In small groups, discuss the principles using the following questions: (15-20 Minutes)

- Are there believers who just should not give to the Lord because of their poverty?
- If the incomes of the people here were in proportion to their giving what would this mean for incomes in this region?
- Why should a believer give to the Lord?
- What do you think of the idea that we should give beyond what we are able, trusting in God?
- Is there anything to gain from giving financially when we have not given ourselves to God?
- Have you experienced God's showing of His love by providing for you in a surprising way?
- What does **1 Ki. 17:7-16** suggest to you about faithful giving?
- What are the main principles of giving in **2 Cor. 9:6-11**?

### III. Local Church Finances

#### A. Self-Supporting Churches

What are the benefits to a new church of being self-supporting?

#### B. Managing Church Finances

1. Teach Systematic Giving
2. Develop an Acceptable System for Expenses - estimate costs and set a budget
3. Train and Release the Church Treasurer - A system for collecting and distributing funds should include: several people, prayerful planning, accountability, regular collecting, careful record keeping, and regular reporting.

### IV. Financing and Church Planting Movements

- Are you willing to give above your means, like the Macedonians? (Private answers only)
- What should new Christians be taught concerning giving?
- Do you determine the amount of your tithe based on your cash income only or also on other resources with which God has blessed you?
- How would you explain giving to a non-Christian who thinks that churches only exist to ask for money?
- What effect does outside funding have on a local church?

#### Action Plan

Record your income from all sources (including non-cash) and your giving for a week or a month. This is between you and God. Calculate what percentage you give to Him. Are you pleased with this? Is He?

Divide your church's total offerings for a month by the number of adults represented to find the average monthly giving per adult. Multiply that figure by ten to see how much each adult would have to live on each month if their giving really represented a tithe. How do you think your church is doing? Do they need more instruction in this area? If so, develop a plan to teach them. Remember that the purpose of this is to help them understand stewardship and not to enact a legalistic requirement of giving which you will enforce. God loves those who give freely.

## Stewardship -- Lesson 3—Time Management

It is highly recommended that the trainer begin preparing for this lesson far enough in advance (two weeks or more) in order to go through the "Practical Implementation" section himself. In short this lesson will take on much more significance if the trainer has personal and practical experience with this exercise. Take time to share your experience of successes/failures in tabulating and analyzing your schedule, as well as your goal setting, plus any new daily schedules that result from your working through this exercise. The more personal you can make this lesson the more impact it will have on those you are training.

Proper time management can help you control your time rather than time controlling you.

#### I. Establish Priorities – Learning How to Manage Time

- A. What **Biblical Principles for Managing Time** can you find in these verses? (**Ps 24:1, Josh 24:15, Eph 5:15-17, 1 Pet 4:10, Ecc 3:1-8**)
- B. What are some things that should be **Priorities for the Church Planter**? (**1 Tim 3:4-5, Tit 1:6, Eph 4:11-13, Matt 14:23, 28:19-20**)
- C. Which of these is of highest priority? Second? Third? Fourth? Explain.

#### II. Practical Implementation (exercise)

- A. Log Your Current Use of Time – Individually, prepare a one-week calendar with columns for days of the week and with rows for the hours of the day. For the past week, recall and write down how you spend each hour of the week.
- B. Based on your calendar, find the main areas in which you spent your time and how much time you spent on each.

Analyze Your Time

- What activities do you do repeatedly?
  - Are you giving priority to the most important areas of your life?
  - Are there any consistent blocks of wasted time?
  - What specific changes would you like to make in your schedule?
  - Does your analysis of your use of time reflect these priorities? What adjustments would you like to make?
- C. Plan your next week, indicating the days and times you will do the various activities of your life. Be careful to give more time to those things that are most important.
- Read **Luke 10:38-42**. Notice the priorities of Mary and Martha. How do these verses relate to this lesson? Which of these people are you most like?
  - Read **Luke 4:42-44, 6:12-19, 9:14-21, 11:1-13**. Notice how Jesus set aside time to pray. Do you do this as well? Do you pray with your spouse on a regular basis regarding your life and ministry?
  - A careful reading of **Luke 9:51-62** shows that Jesus had a certain task that he had to accomplish within a certain period of time. What was that task? Did the importance of this task have any effect on his relationship with people? Do you think that he purposely planned for extra time in this task so that he could continue to focus on relationships?
  - Read **Exodus 18** and notice how Moses solved his time management problem.
  - Read the parable of the talents found in **Matthew 25:14-30**. Replace the word “talent” with the word “years” and your name for that of the first servant who received five talents. You have received five years from the Lord. Share how you have invested the Lord’s time for which He praises you and that ultimately brings Him glory.

**Action Plan**

Read the book of Nehemiah and look for instances where Nehemiah demonstrated any elements of time management that have been brought out in this lesson.

## Stewardship -- Lesson 4—Strategic Planning Process

- I. What Is Strategic Planning? Discuss this answer along with others: It is a process for assuring that people, ministries, activities, and resources are use effectively and efficiently to move in the direction and attain the results to reach “Z.”
- II. Steps in the Strategic Planning Process

Have the entire class work through a strategic plan for establishing their new church. You will add questions as you proceed on this exercise. The questions below may also be used.

**A. Step 1: Pray**

What are things you should include in your prayer for the new church?

What are praises and thanksgivings that you might give?

What are requests you might make?

**B. Step 2: Write or Review Your Purpose Statement**

Why would this new church exist?

Write a purpose statement in one sentence.

Does this statement reflect the full reason for starting a new church here?

**C. Step 3: Reflect on Core Values and Ways the Church is different**

What core values are the bases for starting the new church?

What church characteristics are the bases for starting the new church?

Do these core values reflect biblical values?

Are there those who would like to add, delete, or change a statement of values or characteristics?

**D. Step 4: Make Clear What Your Objectives Are**

What are things we would do if we were to carry out this plan?

What are the major thrusts of this ministry?

What are the general directions in which the team would direct its efforts?

Of the list of objectives below, which would we include for this plan?

- Research the target region and people
- Mobilize prayer for church planting
- Evangelize
- Train and mentor leaders for the emerging church
- Train and mentor other church planters
- Develop reproducing cell groups
- Mobilize other churches in the region for church planting

**E. Step 5: Set Goals**

Just as an exercise, write down two goals that the team might set.

Evaluate these goals in terms of the characteristics below:

- **Has a Time Limit.** Definite time limit for completion. EXAMPLE: By the END OF JUNE I WILL...
- **Able to be Accomplished.** Make the person “work extra hard” in order to accomplish the task but is attainable. EXAMPLE: PREPARE THREE INDUCTIVE BIBLE STUDIES...
- **Measurable.** Include a way to measure whether or not reached. EXAMPLE: LEAD THE PREPARED STUDIES IN MY CELL GROUP...
- **Clear Language.** Use clear language to communicate the task to be accomplished.

**Example Goal:** By the end of June, I will prepare and lead a series of three inductive Bible studies in my cell group on the theme of “The Great Commission and Church Planting in our City.”

- What is the difference between strategic planning and being well organized?
- Can you think of other areas of life in which strategic planning may apply?
- What are some other examples from Scripture, or from your own life, in which you have seen effective planning lead to effective results?
- How would you respond to the statement, “Hazy goals produce, at best, hazy results”?
- What are ways in which people in your culture brainstorm about ideas to solve problems?

**Action Plan**

Do strategic planning with your church planting team or the leadership of your emerging church. Be prepared to share your strategic plan at the next training session.

## Stewardship -- Lesson 5—Strategic Planning Process Workshop

Form into groups of four or five persons each and work as if you were a church-planting team. Assume that you already have statements of ministry purpose, core values, and ways the church is different.

As a team you have set as a ministry objective to have a **weekend youth retreat**. The task now is to develop the following types of goals using as a model the characteristics studied in the previous lesson.

Develop a general goal for the weekend retreat.

Develop a goal for a specific activity during the retreat.

Be sure to check your goals against the characteristics presented in the last lesson to make sure they meet the qualifications of good goals. You have thirty minutes to work on this activity. At the end of this time, we will let each group share its goals for review and evaluation by the class.

## The Family -- Lesson 1—Biblical Roles in the Family

### I. The Married Couple (1 Tim 3:5)

#### A. Three Guiding Principles

1. Husbands and wives have **equal worth**.

From **Gal 3:28** we realize that God has designed husbands and wives with equal worth.

2. The husband and wife are to be **interdependent** (Live and love in harmony and act in ways that support what the other is and does.)  
In **1 Cor 11:11**, we see that God has designed the husband and wife to be interdependent.
3. There is an **order of responsibility** in the family.  
**1 Cor 11:3**) God has designed an order of responsibility in the family. God is the head of Christ, who is the head of every man, who is the head of his wife.

What does it mean that the husband and wife are to be interdependent? How is this different from independent and from dependent?

Describe a husband and wife that are examples of interdependence.

## II. The Role of the Husband

### A. To Be the Head of the Wife: (Ephesians 5:23)

If the husband leads the wife as Christ leads the church, how will the husband behave? Is self-sacrifice a part of husband leadership?

What are some examples of husbands sacrificing for their wives?

### B. To Care for the Core Needs of the Wife (Eph 5:25-29, 1 Tim 5:8, 1 Pet 3:7)

What is the best example you know of in which a husband cared for his wife?

### C. To Carry Out the Duties of a Father (Eph 6:4, De 6:7, Pr 19:18, 22:6, 23:13-14, 29:17).

## III. The Role of the Wife

### A. A Helpmate Gen -2:18

### D. A Manager-Prov. 31:11

### B. Supportive-1 Pet 3:2

### E. A Mother-Tit. 2:4

### C. Submissive-1 Pet 3:1

Do you think the roles described in this section of the lesson are honorable and respectful of a wife?

Do these roles place the wife in a lower spiritual position in God's eyes? In the world's eyes?

## IV. The Role of Children

### A. To Obey Their Parents in the Lord—Eph 6:1

### B. To Honor Their Father and Mother—Eph 6:2-3, Det 5:16

- If you are a single person, how can this lesson be of benefit to you in your ministry?
- If you are married, can you say that your marriage mirrors God's image by demonstrating oneness?
- Are you experiencing friendship and closeness in your marriage? What does this look like?
- What factors in society and within marriage make it difficult today to be an effective spouse? What is the greatest struggle in being a good spouse?
- What factors in society and in the Church make it difficult to live as a single person today? What is the greatest struggle in being a single person?

## ACTION PLAN

- Read **1 Peter 3:8-12**. The attitude of selfishness destroys unity. Taking this into consideration, read once again the passage above and then list things you should do when your mate is selfish.
- A husband's servant-leadership is the only thing that makes a wife's submission reasonable. A passive husband makes submission impossible and a domineering husband makes submission intolerable. Servant-leadership, on the other hand, makes submission a joy. In light of these thoughts, answer the following questions:
  - How would your becoming a servant-leader affect the ability of your wife to be submissive?
  - How would she respond in other areas if you were more of a servant-leader?
  - Does the Bible teach anything about whose leadership single women are to submit to? What guidelines can you find?



- In his letter to the church at Philippi, Paul addressed the issue of oneness among Christians. Read **Philippians 2:1-4** and then think about how verse 2 explains how to achieve oneness in a relationship. How can you apply these principles in your family life, whether in a marriage or in other family relationships?
- As church planters you will have many opportunities to provide biblical counsel to unbelievers and believers who have suffered from failed marriages or who are presently experiencing disunity within their marriage. As well, you will have opportunity to provide counsel to men and women who are contemplating marriage. Start a small group discussion with some unmarried men and women of your age that are contemplating marriage in the future. Guide them in discovering the biblical patterns discussed in this lesson and the practical outworking of these patterns.

## The Family -- Lesson 2—Parenting

Is the way parents relate to their children reflected in the way they relate to the church (**1 Tim. 3:4-5**)? How?

### I. Some Initial Observations

#### A. No Guarantees

Some argue that **Prov. 22:6** provides a principle rather than a guaranteed promise. What do you think?

#### B. No Perfect Children

Can you think of a “perfect child?”

Why are there no perfect children?

#### C. No Perfect Parents

What does **1 John 1:8-10** have to do with our imperfections as parents?

Are our sins and lack of closeness to God the root of our failures as parents?

### II. Some Biblical Principles

In small groups, discuss the scriptures below in terms of what we can learn from them about being parents:

#### A. Model Love and Obedience for the Lord (**Deut. 6:4-9,17**)

#### B. Direct Your Children to Keep the Way of the Lord (**Gen. 18:19**)

#### C. Do Not Exasperate Your Children (**Eph 6:4**)

- What are some practical ways you can make love for and obedience to the Lord a lifestyle in your home?
- What are some practical ways you can check to see if your discipline is done out of love? What do you consider the biggest hindrance to that kind of discipline?
- What are some practical things you can do to make your family devotions a time the children will enjoy?

### Action Plan

List some characteristics you desire your children to have spiritually, socially, mentally and physically when they are 18 years old. Then write the name of each child on a separate sheet of paper. List what you are doing or need to do to help that child attain each of these characteristics.

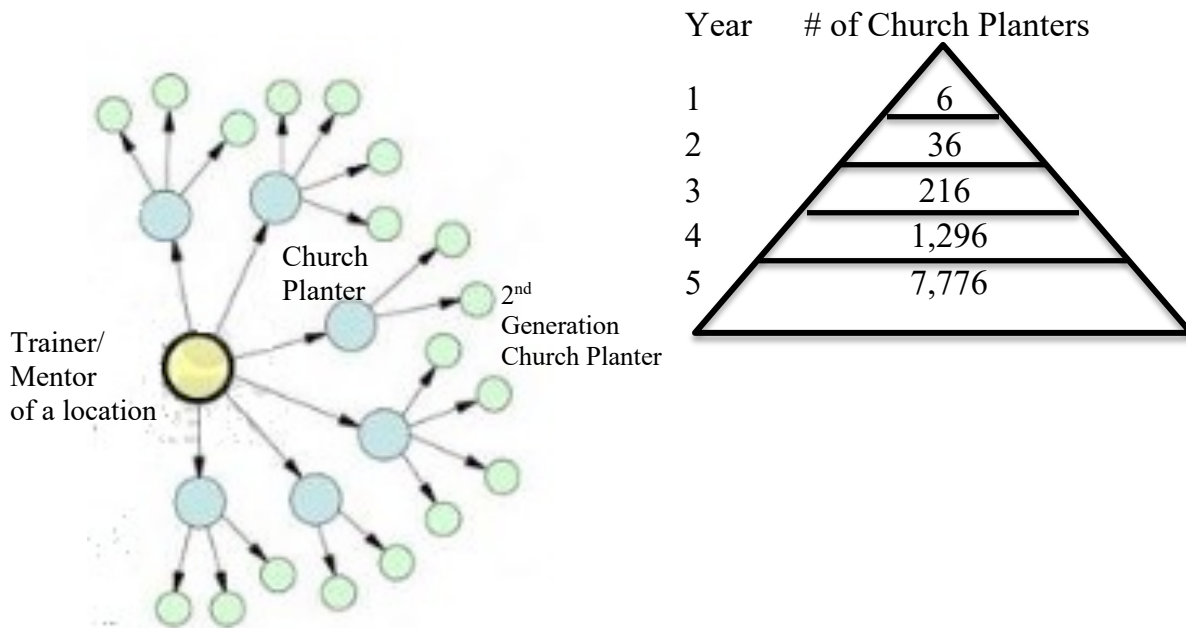
# Omega Course Manual Five

## SCP VISION—Lesson 12—Special Lesson on Moving to Become a Trainer/Mentor of Student Church Planters

In this lesson you will focus on your personal role in advancing the Kingdom of God through selection, training, and mentoring other student church planters. The Omega Course gives an effective program for starting a new church by praying, evangelizing, discipling, gathering into cell groups, developing new leaders, multiplying, and contributing to God’s global movement. A single group in an area studying the Omega Course can have a great impact on that area. To fully reach across a nation or a continent, each small study group member must train and mentor a group of his own. This lesson will guide you to select and recruit a group of students that you will personally train and mentor to become church planters.

As each student church planter becomes a trainer/mentor for another generation of students, God’s great global movement of soul winning and church planting grows rapidly. When this Egyptian Pyramid process has started in each city and town of a country, that country is nearing the mission of Saturation Church Planting.

### 1. Egyptian Pyramid



**I. Contacting Church Leaders to identify people in the churches who might become church planters.**  
 Because a TCCP serves local churches, it is important to learn of what these churches are doing in church planting and what they need the center to do. In addition, the contacts and information given to church leaders by telephone and face-to-face during this research is effective in informing them and in building their interest.

- ✓ Identify who might be trained. Contact key church leaders to identify potential new church planters/trainers.

✓

The class will discuss the following questions.

1. What are the characteristics of an effective church planter/trainer?
2. What are the best ways to identify these people in the local churches?
3. Will pastors be concerned about losing a good church member if he becomes a church planter?
4. What are some things you might say to a pastor who is concerned about this?
5. Can a church obey the great commission without sending out soul winners and church planters to make disciples? (**Matt. 28:19-20**)
6. Are there other ways you might use to identify potential church planters/trainers other than contacting key church leaders?

✓ Introducing the Omega Course to the new student church planters/trainers

1. Show what the major topics of the Omega Course Abridged are:

Topics	Hours
•Vision	15
•Church	18
•Spiritual Character	15
•Prayer	12
•Evangelism	8
•Leadership	11
•Bible Study Methods	11

Topics	Hours
•Cell Groups	13
•Discipleship	6
•Spiritual Warfare	3
•Family	3
•Stewardship	5
•Preaching	3
Total Hours	123

2. The Seven Key Actions for a Church Planting Movement

Discuss the following question with the class:



- ✓ Did the apostle Paul use all seven of these key actions in his ministry?
- ✓ Would each of these actions contribute toward obeying the Great Commission?
- ✓ Which of these actions are done best in most churches?
- ✓ Which of these actions are most in need of our efforts in most churches?

**Extending the ministry to other areas or cities**

Discuss the following question with the class:

How can the Omega Course classes be successfully started in other areas and cities in your country?

**II. How to begin the first class session as a Trainer/Mentor**

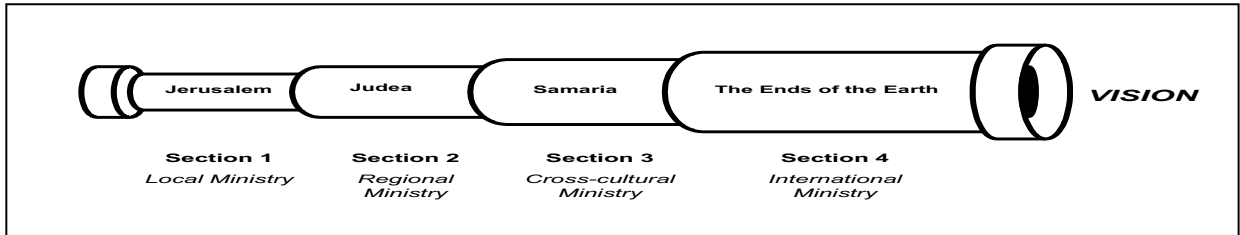
- ✓ Cover the first page of instructions of the Omega Course.
- ✓ Stress the importance of completing the Action Plans.
- ✓ Discuss the fees required to cover the cost of photocopying the Omega Course Manuals.
- ✓ Discuss the preferred meeting times and dates and number of hours for each session.

**Action Plan**

- Each class member will identify churches he will contact to identify potential church planter/trainers. For churches not identify, divide them among the class members.
- Each class member phone or visit key leaders of your selected churches.
- Tell the key leaders about the Omega Course class and ask the key leaders the following questions:
  1. Which churches and students are most likely to plant churches?
  2. What are the needs of these churches How many missions does your church have?
  3. Do you have plans to start a new church in the next year? If so, what segment of the population will be targeted? What will be the location of the church?
  4. Do those who will be involved in starting the new church need training?
  5. Who do you think should be trained? Get names and contact information of potential church planters/trainers.
- ❖ Visit the potential church planters/trainers, tell them about the Omega training and invite them to become a member of the class group you will train/mentor.
- ❖ Begin holding the new class as soon as possible.

## SCP Vision -- Lesson 13—Vision and Telescoping: Taking the Gospel into the World

**Acts 1:8** (Discuss the chart and table below)



ACTS 1:8:	"Jerusalem"	"Judea"	"and Samaria"	Ends of the earth
Meaning	the local city	the region	the neighboring region	the world
Outline of Acts	Acts 1-8 (Acts 5:28)	Acts 8-12 (Acts 8:5)		Acts 13-28 (Rom 15:19)
Biblical example	"Thessalonica" 1 Th1:6	"Macedonia" 1 Th1:7	"and Achaia" 1 Th1:7	"everywhere" 1 Th1:8

**I. Definitions of Vision and Telescoping** (telescoping refers to the multilevel penetration into the world)

How can the Great Commission be compared to a telescope?

Do you agree that this telescope should have four levels?

**II. Looking with a Vision for God’s Harvest (Matt 9:38)**

Why would a person say that Pentecost was the first New Testament church plant? Do you agree?

When you look out on your own harvest field, what do you see? Where is it? Who is at work? What is the work?

**III. Telescoping for God’s Harvest** (As the telescope extends, we focus on things farther away)

**A. Section 1: Local Ministry**

Do you accept the vision of a church being close enough to every person in your city or town so that all can easily attend church?

**B. Section 2: Regional Ministry**

From the Example of Brazil, how would you evaluate the regional missionary outreach of churches in your country?

**Example**-In Brazil, over a twenty year period one church filled a geographical area with 200 congregations. A missionary that these churches sent to Albania was teaching on multiplying churches to church planters there and he said, "Our church growth was slow compared to others, but even so, when we plant a new church that new daughter church immediately plans to plant other daughter churches as soon as possible. Our churches know their purpose is to plant new churches from the very beginning." It is this kind of thinking and purpose that can mobilize churches from their beginning to be ministry minded within their own congregation and beyond.

What could be done to increase the level of missionary outreach in your region?

**C. Section 3: Cross-Cultural Ministry**

Is there a need here to reach out to an ethnic or people group?

**D. Section 4: International Ministry**

From the Example of Luis Bush, how would you evaluate the world missionary outreach of churches in your country?

Example: Luis Bush (who led a movement in Latin America for churches to send missionaries) and others traveled all of Latin America proclaiming the vision for missions as part of the COMIBAM (the acronym stands for, Ibero American Cooperation in Missions) movement. The cry rang out, "Latin America, from a mission field to a mission force!" At this time, Latin American countries were going through economic hardship and many could not see how it was possible to send missionaries to other countries if they were struggling financially. Luis said, "In Latin America, we don't have the money- BUT WE HAVE THE FAITH!" Church after church accepted the missionary call and, since COMIBAM in 1987, churches in Latin America have sent thousands of missionaries. They have had the faith and God has provided the money!

What could be done to increase the level of missionary outreach to the world?

#### IV. Spiritual Power and Authority

Where do we get the right and power to reach out to the world? **Matt 28:18-19, Acts 1:8**

What are hindrances to vision for the world and how can you overcome them?

How can you promote vision and telescoping in your new churches?

Why is one church rarely enough to reach a whole city for Christ?

How far extended is your own telescope? The telescope of your church? Why?

#### ACTION PLAN

Using the telescope above, begin to share your vision with your church(es) about reaching out more and more with the Gospel.

For each section of the telescope, write what is your "Jerusalem, Judea, Samaria and ends of the earth." In what levels are your church(es) actively working? If there is a level of the telescope in which your new church is not involved, what can you do to promote this?

## SCP Vision -- Lesson 14—Mobilization

### I. What is Mobilization? Write out your answer.

#### A. Common Vision ("Z")

Trainer: Bring to class a statement that you locate or develop of a church vision that produces mobilization. Share it with the class.

Write down a statement that might represent your church's vision for fulfilling the Great Commission?

#### B. Training

What types of training do your people need to share their faith?

#### C. Resources

What resources are needed to mobilize a church? How can they be obtained?

#### D. Strategic Positioning –Where does God want you to act? Avoid duplication.

The following questions are to be used to show how the knowledge of the people in the class can help to locate areas of need.

Where in your region do you think are the greatest needs for new churches? Does anyone know of a church ministry that is already meeting a need there? What information beyond that known by member of this class should be sought in order to determine where work is needed?

### II. Why Should Believers Be Mobilized? (John 17:1-21)

What are reasons for believers and churches to be mobilized?

### III. Biblical Examples of Mobilizers

#### A. Nehemiah (Neh 1:2-4, 2:7-9, 4:22-23)

#### B. Barnabas (Acts 4:36-37, 9:26-31, 13:1-3)

Training Centers for Church Planters

Do you practice your spiritual gifts with enthusiasm as Barnabas did?

**C. Paul (Rom 15:25-27, 1 Cor 1:4-9, Rom 15:14)**

What was the vision of the above three men and who did they mobilize?

**IV. What are the Characteristics of Effective Mobilizers?**

**A. Vision**

**B. Faith and Encouragement**

**C. Influence**

Based on the above characteristics, do you know someone who could be an effective mobilizer? If so, describe that person.

**V. Examples of Mobilization**

**A. Corporate Prayer**

Example: Each week at a prayer group meeting, one person would share a small report about a particular country or people group and they would spend time praying for the Gospel to penetrate the hearts and minds of that particular people. They would pray for missionaries to be sent to these unreached people and for churches to be planted among them. This prayer group also prayed that the Lord would send out from the members of their church a church planting team to work among an unreached people group. As they prayed for different unreached people groups, the Lord gave this group a special burden for the Kazak people of Central Asia. Within a two-year time period, three members of that prayer group became missionaries to the Kazaks. The members of the congregation then adopted the Kazak people as a special focus of outreach and began to send short-term teams of medical workers, construction workers, children's workers, musicians and business people to Kazakhstan. Eventually, the church sent a long-term church planting team to work in western Kazakhstan. The original prayer group has dissolved and a larger group of people now meets monthly to pray for the Kazak people.

What are some important lessons from this example that you can learn and apply to your ministry?

**B. Children's/Youth Programs/Sunday School**

An example of this happened in 1992. A drama team of youth from Holland came to Hungary to help a short term evangelism team who were helping a Baptist church with evangelism. On the evangelism team were two students from the Reformed teachers college who caught the vision of starting their own drama team. They recruited seven others and started performing in the area churches. Through their ministry several people were saved and joined the group. In the next three years, 20 were trained and participated in the drama group. All of those 20 are now active members in local churches and five are involved in full-time mission work.

What are some important lessons from this example that you can learn and apply to your ministry?

**C. Mobilizing Adults**

One local church helped Cambodian refugees find homes, furniture, and work. When the Cambodians asked to repay the kindness, the church said, "come to our services." The Cambodians came, but there was a problem—not knowing the language, they politely sat in the pews, understanding nothing. In response to this problem, the church arranged simultaneous translation so that the Cambodians could participate in the service. Vietnamese, Chinese, and Spanish speakers also asked for and received translation. When deaf people attended services the church arranged for sign language translation. Through interaction with peoples of various cultures, the members of the congregation gained a heart for the world. Today, this church has sent over twenty families to the mission fields of the world and contributes substantially to their financial support!

What made this an effective example of mobilization?

What elements of mobilization does each example demonstrate?

How can you help your church mobilize to advance the Gospel--reproducing by planting new churches?

Why is mobilization important?

Do you know someone who wants to serve the Lord that can be mobilized?

Do you know someone who could be an effective mobilizer?

What are some specific ways in which you can help mobilize the people in your church for evangelism and church planting?

Which qualities of a mobilizer do you best fulfill? Which is the most difficult for you?

### **ACTION PLAN**

Begin serving God in your spiritual giftedness toward advancing the Gospel.

Ask God to put someone on your heart who wants to serve the Lord and begin to become friends with them and mobilize them.

List three steps you can take toward mobilizing your church for evangelism and church planting.

## **SCP Vision -- Lesson 15—Next Steps: Planting More Churches**

Trainer: Share from your own experience how you handed ministry over in a church plant. Allow students to ask questions and share concerns that they are facing in their own ministry situations.

**I. The Church Planting Cycle** (refer to manual one)

**II. The Role of the New Church:** Multiplication – Planting Daughter Churches

- A. **Keep the Vision Alive (Acts 19:10, Gal 2:7-8, Rom 11:13)** - What is the area God is calling you to reach?
- B. How does a church prepare to **Send Out Church Planting Teams?** Discuss this as one answer:
  1. Pray for and look for those God is calling to church planting.
  2. Determine where to send them?
  3. Mobilize resources
  4. Train the team

In small groups, discuss the following questions: (20 Minutes)

1. What area has God called you to reach?
2. What people groups living in that area must be reached with the Gospel?
3. What is the next step for your new church in fulfilling the Great Commission?
4. If cell groups are multiplying, could you start a new church from one of your strong cell groups?

**III. The Role of the Original Church Planting Team:** Starting Over—Planting New Churches

- A. Should the Church Planting Team Move On?
- B. Should the Church Planting Team Remain to Pastor the New Church Plant?
- C. Should the Church Planting Team Begin to Help other Teams in the region?

In small groups, discuss the following questions:

What role in the church planting task should you now assume?

Does the church you are planting have a vision for a daughter church? If not, what steps will you take to pass on that vision?

Describe the differences between an apostolic/pioneer church planter and a pastor in terms of calling and giftedness.

What sacrifices will you need to make to see churches multiplied?

How can you help facilitate others in either your sending church or in the new church to be church planters?

### **ACTION PLAN**

With your church planting team and mentor, pray and consider what should be your next step toward multiplication of your cell group or church.

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Name one or two potential church planters in your newly planted church. Spend time talking with them about their vision and mentoring them in preparation for church planting work as part of a church planting team. Identify any obstacles to immediately starting a cell groups or new churches. If your team thinks you are ready, take the next step toward this goal.

## **Church – Lesson 15—Church Discipline: Repentance and Restoration**

What is church discipline?

What are church discipline policies or procedures that you are familiar with—these can be from any church, don't name the church?

Is church discipline biblical?

What are the biblical steps the church must take in disciplining a member?

What are the goals of church discipline?

### **I. Biblical Principles Of Church Discipline**

#### **A. Church Discipline is a Biblical Mandate (1Cor 5)**

What is the instruction on how to deal with a brother involved in sexual immorality given in each of these verses? (**1 Cor. 5:2, 5, 11, 13**)

#### **B. Church Discipline Must Follow Certain Steps (Matt 18:15-22)**

What are the procedures for dealing with a brother in sin according to **Matt. 18:15,16,17**?

#### **C. Restoration of the Repentant Brother Is the Goal of Church Discipline (2 Cor 2:5-8)**

What are we to do when the brother repents as indicated in **2 Cor. 2:7,8**?

In small groups, discuss the questions for the cases below.

### **II. Case Studies**

#### **A. Case Study One**

George is a young man who loved the Lord and was actively serving Him as youth leader in his church and as leader of an evangelistic Bible study in his neighborhood. His church, once an active witness reaching out to the community, had recently dropped from 200 to 30 members. Concerned about this, he began asking questions.

The elders became angry and asked him to meet with them. Without having an opportunity to express his concerns, he was ordered not to ask any more questions and not to discuss this with anyone. Furthermore, he was told he could no longer lead the young people nor the small group.

Feeling that the elders were unjustified in their demands, George continued his small group. The elders ordered him to meet with the whole church and he was put out of the church. Letters were sent to church leaders in the area accusing him of rebellious behavior and disobedience to authority.

Was it a sin for George to ask questions?

Was the elders' response to his questioning correct?

How might they have handled this in a more biblical way?

#### **B. Case Study Two**

Samuel was an elder in his church. He had a habit of making improper advances to women in the church, which embarrassed them. Although he was not guilty of adultery, the other elders felt that his action was improper for an elder. When challenged by them, he confessed his sin to the whole church and was removed from leadership. No attempt at restoration was made.

Were the other elders right to challenge Samuel's actions? On what basis?

Were they right to move him from leadership?

What plans for restoration might they have had?

#### **C. Case Study Three**

James was a pastor who was greatly loved by his church. When it was learned that his unmarried daughter was pregnant, the elders were divided about what actions they should take. Some said that it was not his sin; he was already suffering from embarrassment and concern for his daughter and should therefore be treated with grace. Others said that he was not fulfilling the biblical requirement for an elder to control his family and should therefore be disciplined. But because they had no one to take his place and because the people loved him, they decided to do nothing.

Were the elders right to ignore the problem?

How might they have responded to this problem in both grace and truth?

### III. Conclusion

Church discipline is not only biblical but is a necessary part of church life. The reason for this is not punitive, but the restoration of spiritual health to the individual and the local church. Every local church should prayerfully and carefully develop a church discipline policy.

#### **ACTION PLAN**

Read 1 Cor 11:29-32 and answer these questions:

Why were there weak and sick among the believers?

What was the final punishment?

Why does the Lord discipline His children?

Read Galatians 6:1-5 and answer these questions:

1. What are some of the qualifications Paul lists for restoring a brother?
2. What is the "law of Christ" that Paul mentions?
3. How should this law be applied in restoring a brother?

**With your team, develop a church discipline policy for your new church.**

## **Church – Lesson 16—Corporate Worship in the Local Church: Form and Function in Worship**

1. What forms of worship have you experienced and how did you feel about practicing these forms?
  2. How much congregational participation was there in these forms?
  3. Think about some of the varieties of worship services you have experienced. Consider what took place in these services – the kind of music, prayer, preaching, reading of Scripture, special events, etc. In what ways did those services help or hinder you in worshipping God?
- I. **What are some of The Functions Of Worship?**
- A. To Give God **Praise and Thanksgiving?** (Ps 71:8; 107:32, 97:12, Acts 2:47, Rev 7:12)
  - B. Can we worship and not Give God **Service?** (2 Chron 33:16, Matt 4:10, Rev 7:15, 12:1)
  - C. What was **Jesus' Perspective** on Worship? (John 4:19-26)

Also in small groups, discuss the questions below (30 Minutes)

### II. How do we determine what are the best forms of worship?

What factors should you consider as you plan your corporate worship services?

How can you express your faith in God in worship?

How can you express emotion and feelings of your relationship to the Lord in worship?

### III. Corporate Worship and Church Planting

Who is the audience of congregational worship?

Is worship primarily intended to draw sinful people to God?

Why is it important for God's people to gather for corporate worship?

What is the purpose of corporate worship?

What are some reasons that "inspiring" worship services contribute to church growth? What are elements of an "inspiring" worship service?

What does it mean to worship the Lord in the splendor of His holiness? (1Chon 16:29).

According to your church or denomination, are bowing down and kneeling a function or form of worship? (Ps 95:6). If form, what is the function?

According to your church or denomination, is the lifting of hands in worship function or form? (1Tim 2:8). If form, what is the function?

#### **ACTION PLAN**

Do an inductive study of worship in **Rev 4:8-11 and 5:9-14**. Be sure to answer the "Who?", "What?", "When?", "Where?", "Why?" and "How?" questions.

Make a list of observations of ways the people in your target area most naturally express love, joy, and deep relationship.

Consider your new church plant. Which of these forms are the best to express worship of God in your corporate worship service? What are forms from your denominational tradition that may be effective also? Which ones might be ineffective for your target people group? Discuss your findings with your trainer or mentor.

## **Church – Lesson 17—How To Lead Corporate Worship: Planning and Preparing the Worship Service**

Ask any experienced worship leaders in the training to share how they lead worship. If possible, invite experienced worship leaders from outside of the training to come and share with the students how they work with pastors in their churches and how they plan and prepare for worship services. In small groups, discuss the questions below:

Think of the most effective worship leaders that you have known. How would you evaluate these people in terms of these qualities: worshiper, musical ability, spiritual sensitivity, genuine humility, ability to leader others in worship?

Are there modes of expression (e.g. poetry, drama, role play, dance, expressive Bible reading, testimonies, and the like) used frequently in your culture that could be incorporated into your worship service? How might you use the modes of expression in a worship service?

Why is it important to take time to plan a worship service?

What should be the role of the pastor in planning a worship service? What should be the role of the worship leader?

Describe the flow of a worship service that was particularly meaningful to you? What elements of the service were most effective? What can you learn from this service to help you in planning worship services for your church plant?

### **Exercise In Planning A Worship Service**

The following steps can be used to help you gain experience in planning a worship service with your church planting team. In your training class, divide into small groups. Discuss each of the following steps and plan a service. Share your service plan with the other groups.

#### **A. Step 1: Choose a Theme**

What will be the theme of the worship service? Often the main idea of the sermon fits this need. For example, in the preaching lessons in this training you prepared a sermon on the passage of **Ephesians 5:15-21**. The main idea of this passage is: "God wants us to be filled with the Spirit because it is wise and results in joyful living." The theme then for the worship service could be: "Be filled with the Spirit." If this is a special day, such as Pentecost Sunday, Christmas, or Easter, your theme will probably revolve around that topic.

#### **B. Step 2: Select Songs/Music and Special Events**

What songs and hymns will you use in the worship service? Select those that relate to the theme and that are both contemporary and traditional. Also, be sure the rhythm of the music is varied—both reflecting celebration and contemplation. Will you have any special music, such as a voice or instrumental solo? Will there be a drama illustrating an area of the sermon? Will you have any testimonies? Be sure the testimonies you select relate to the theme.

#### **C. Step 3: Lay Out the Flow of the Worship Service**

Have a definite starting and ending time. Include every area of the worship service – songs, sermon, special events, prayer, Bible reading, etc. This planning can then be used by the worship leader and pastor as a reference for the actual leading of the service.

#### **D. Step 4: List Needed Equipment**

Make a list of all equipment you will need for the worship service, such as hymn books or song sheets, microphones, any special equipment for drama, etc. Determine who will be responsible for gathering and setting up of the equipment before and during the service.

#### **E. Step 5: Determine Rehearsal Dates and Times**

Decide when you will rehearse worship service. Be sure that all students are notified and able to attend the rehearsals.

#### **F. Step 6: Take Time to Pray for the Worship Service**

Ask the Lord to guide and direct the worship service. Pray for people's hearts to be prepared to worship the Lord. Pray for the hearts of unbelievers who attend that their hearts may be open to the Lord. Some churches

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have prayer teams that pray for the worship service while it is happening. Other churches have prayer teams who come to church early and take time to pray for the service and quietly pray for those who are entering the place of worship.

#### G. **Step 7: Evaluate the Worship Service**

After the service, take time to evaluate it. How were the flow and the atmosphere of worship? What needs to be changed? What should be used again? Did God meet your congregation in a special way? Were any people particularly touched during the worship service? Did anyone get saved? Incorporate what you learn from your evaluation into future worship services.

### ACTION PLAN

Plan and prepare a worship service. After the service, evaluate its effectiveness. What worked? What do you need to change? Share these results with your trainer or mentor.

If possible, visit other churches in or near your target area. Observe the worship service and notice their forms of worship. What can you learn from your observations to apply in your own church plant?

## Church – Lesson 18—The Local Church and the Bigger Body of Christ

### Working Together in Partnership

#### I. The Case for Partnership

What do these verses tell us about the Biblical view of partnership in the body of Christ? (**John 17:20-21, Eph 4:3-6, Gal 3:26-28**)

Do you agree that evangelical churches need to cooperate to totally fulfill the Great Commission in your country?

Why is there often a lack of partnership among churches?

#### II. Levels of Commitment in Partnership

- A. **Level 1: Ignorance (No Cooperation)**—Unaware of other ministries of like faith and vision
- B. **Level 2: Awareness**—recognize others and begin to have a sense of community
- C. **Level 3: Consultation**—groups meet occasionally to communicate and pray for each other
- D. **Level 4: Cooperation or Network**—organization of information sharing and joint projects.
- E. **Level 5: Collaboration or Partnership**—join to launch interdenominational training center or Bible school.

What is the level of the commitment in partnership in your region?

#### III. Ten Qualities of Effective Partnership

- 1 **Effective partnerships are built on trust, openness and mutual concern.**  
Partnerships are more than coordination, planning, and programs.
- 2 **Lasting partnerships need a facilitator or coordinator.**  
This is someone who by consensus, has been given the role of bringing the partnership to life and keeping the fires burning.
- 3 **Effective partnerships develop in order to accomplish a specific vision or task.**  
Successful partnerships focus on what (objectives) rather than how (structure). Form always follows function.
- 4 **Effective partnerships start by discovering needs among the people being reached or served.**  
They do not start by writing a common theological statement. By knowing the people's needs (such as Kingdom goals, barriers to spiritual progress, and the resources available or needed) realistic goals for action must be stated and agreed upon.
- 5 **Partnerships are a process, not an event.**  
The start-up, exploration and formative stages of a partnership often take a long time. Even an exploratory meeting too early will likely kill the possibility of a partnership. Ultimately, personal trust is required and that takes time to build.
- 6 **Effective partnerships are even more challenging to maintain than to start.**  
Making sure the vision stays alive, the direction clear, communication good, and outcomes fulfilled. These challenges take a great focus and long-term commitment. concentration
- 7 **Effective partnerships are made up of partner ministries with clear identities and vision.**  
All partners must have their own clear mission statement and live by it. Otherwise, they will never understand how they "fit in," contribute to the overall picture, or benefit from the joint effort.

- 8 **Effective partnerships acknowledge, even celebrate, the differences in their partners' histories, vision and services.** But ultimately, partnerships must concentrate on what they have in common, like vision and values, and ministry objectives, rather than their differences.
- 9 **Effective partnerships keep focused on their ultimate goals or vision.** They are not distracted by the day-to-day demands of doing the ministry. It is often easy to focus on the "means" rather than the "end."
- 10 **Effective partnerships expect problems and plan ahead for them.** Be sure a process is built into the partnership for dealing with changes, exceptions, disappointments, unfulfilled commitments, and simply the unexpected.
- Note: "Ten Qualities" taken from a message by Phil Butler of Interdev

In small groups, discuss the following questions: (30 Minutes)

- Evaluate your region in terms of the "Ten Qualities of Effective Partnership.
- What are some ways you can begin establishing relationships and building trust with believers in other groups in your region?
- What are specific ways in which church planters from different denominations in a city can benefit from cooperation in the multiplication of churches?
- What is God's view of competition between evangelical Christian groups?
- How should evangelicals relate to non-evangelical communities in their region, particularly the established churches such as Orthodox and Roman Catholic?

### ACTION PLAN

- Consider what churches or agencies in your region fit in your inner circle (your church), second circle (other evangelical groups), and third circle (non-evangelical groups).
- Review the research (spiritual mapping) on your region and list the churches or ministries active there.
- Make personal contact with leaders of the groups in the first and second circles and begin to establish a relationship with them. Begin by asking them what their vision is for the region.
- Consider launching a consultation, network, or partnership focused on saturating your region with churches.

## Spiritual Character – Lesson 14—Reconciliation Ministry: Resolving Conflict

### I. Initial Thoughts about Conflict Resolution (Gal 5:15)

- A. **Conflicts Are Inevitable Because of Our Imperfection**—What does **James 3:2** say is required to be without conflict?
- B. **The Difficulties of Confrontation**—(**Eph 4:25-29**) - What are the keys to handling conflict?
- C. **Results of Avoiding Dealing with Conflicts**—What happens when we avoid dealing with conflict?

In small groups, discuss the following questions dealing with the topics above: (15 Minutes)

1. What human imperfections result in the most conflicts?
2. What are reasons for failure to confront a person with whom you have a conflict?
3. What results of avoiding conflict does each of the examples below illustrate?

#### Example #1

A person in your newly-planted church has some habits that are not easy to live with. He makes his way through the whole church trying to make friends and build relationships without success. Eventually, he knows he is not wanted and either stops participating in the church or moves on to another.

#### Example #2

A woman in a church had a hygiene problem. She needed someone to talk with her about this. When those in her church finally approached her, it was tough and there was risk involved in doing it. The woman could have been very angry and terribly embarrassed. But it was done in love and she was able to take it. Love meant approaching this woman in order to help her, not pulling away.

How would you confront the person in each of these examples? How does the first example relate to **Matt. 5:40-41, 44**?

## II. Conflict Resolution Is a Gospel Issue

The Gospel Sets Us **Free to Deal with Conflict**

If we agree with the statement that “Jesus is the one who gives righteousness and reputation,” why do we still have fears of being wrong, losing the fight, rejection, what others will think, or others reaction?

Is it necessary to be reminded of our position in Christ when fears arise? Why?

**The Gospel Provides the Pattern for Resolving Conflict** (Eph 2:11-16, Phil 2:2-8, 1 Pet 3:18)

What would it be like if we took Christ’s attitude of sacrifice of rights with others?

Can you think of an example in which a humble attitude resolved conflict?

## III. New Testament Teaching on Conflict Resolution

**A. Matt 18:15-17**—What principles of conflict resolution are in these verses? Notice that the parable of the lost sheep precedes this passage and the parable of the unmerciful servant follows these instructions on conflict. What do you think this context has to say about verses 15-17?

**B. 2 Cor 5:17-21**—What does it mean to be the ambassadors of Christ in the ministry of reconciliation?

**IV. Loving Others—(Rom 12:14-21)** What should we do to those who oppose us?

## V. Practical Help for Conflict Resolution

**A. How should you Approach Conflict?** Discuss this answer along with others: (1) discern your own motives, (2) Do not assume that you understand the entire situation, (3) determine how you hurt the other, and (4) begin with encouragement.

**B. How should you Take Criticism from Others?** Discuss this answer along with others: (1) look at it objectively, (2) first confirm correctness of criticism, (3) see true weakness or sin and repent.

Give examples of conflict. How do the ideas on “practical helps” above apply to these examples?

Why do people hesitate to confront others?

When has someone’s confrontation with you been a real blessing?

In what ways can it be harmful to avoid confronting a brother or sister in Christ about an offense?

What are some things you can do to make confrontation easier to take?

## ACTION PLAN

The following exercise will help you to practice conflict resolution in your personal relationships:

Review your relationships and see if there are people whom you have offended—or who have been offended by you.

Discern the basic causes of the conflict—and deal with the basic issues.

Talk with the person(s) and seek reconciliation and resolution to your conflicts.

## Spiritual Character – Lesson 15—Moral Integrity of Church Planters: Dealing with Money, Sex & Power

What illustrations do you know of from Scripture or from your experience that show moral integrity?

### I. The Popular Trio: Money, Sex and Power

**A. Possessions**-What warnings can we find in these Scriptures?—**Gen 1:28-30, 1 Tim 6:10**

What habits are suggested by Scriptures?—**Matt 4:1-11, 1 Tim 5:8, Luke 18:18-30**

**B. Sexual Purity**- What warnings can we find in these Scriptures?—**1 Cor 5:10, Eph 5:3**

What habits are suggested by Scriptures?—**Gen 39.**

**C. Authority and Power** What warnings can we find in these Scriptures?—**Mark 10:42**

What habits are suggested by Scriptures?—**Mark 10:43-45**

In small groups, discuss the following questions: (15 Minutes)

1. Suppose someone gave you and your family an unrestricted gift equal to one year’s salary. How would you go about deciding how to use the money?  
How would the idea that “where our hearts are is where our treasure will be” affect your decision?  
How does the knowledge that “all we have belongs to God” affect your decision?
2. What have you learned to be important for avoiding the allure of lust?
3. How can a leader know when he is using authority and power for personal gain and ambition?

4. Some Christian leaders have come to see their followers as children and themselves as somewhat superior beings. What is the danger in this? What is a correct use of power?

## II. General Principles for Moral Integrity

**Overcome temptation—Heb 4:15; Accountability—Ecc 4:9-10; Upward focus—Heb 12:2; Outward service—Heb 12:14-15; Forward hope—Heb 12:28**

- III. What are the **Benefits of Moral Integrity**? Discuss this answer along with others: Peaceful life, disciplined life, respected following, and positive legacy.

## IV. Moral Integrity Can Be Costly—Gen 39:12-20

In small groups, discuss the following questions: (15 Minutes)

1. What would you say to a person who says that he will just enjoy a one time sexual relationship to get it out of his thoughts and desires?
2. What would you say to a person who says that he needs to have sexual relationships because they help his health and well-being?
3. Is it true that a sexually immoral person does not believe that the fruit of the Spirit (love, joy, peace, etc.) enriches the life far more than gratification of lust? Explain.

How does private failure in moral integrity affect public ministry? How about private knowledge of another servant's sin?

If people fail in one area are they more likely to fail in another? How might Godly patterns in one area help ensure integrity in other areas?

Does maintaining moral integrity become easier the longer you are in ministry?

How can openly telling a trusted, mature believer of your temptations and moral struggles help develop and maintain moral integrity?

While society insists on changing the rules about correct moral behavior, what can we do to make the lowering of Christian values less likely?

We have primarily addressed the problems of money, sex and power. Consider and discuss the possible relationship between these and other areas of moral integrity: honesty, faithfulness, balance, compassion, self-control, wisdom, joy, trust, and endurance.

## ACTION PLAN

Ask your spouse and/or one or two close friends, "What one area of moral integrity do others think I have the most problems with in my life?"

According to what you learn, (OR according to God's prompting after earnest prayerful seeking of His guidance) pray and plan for a simple method that includes discipline(s) to strengthen areas of need in your character. Perhaps this is an area of failure, but it need not be; rather it may be one where your actions have not yet influenced others.

Execute the plan during at least two weeks. This need not be complex, but must be a clear action plan.

Report to your spouse (if married) and at least one or two friends what you have done and what you have learned in the process.

Do all the above within three months of originally having studied this lesson.

## Prayer – Lesson 10—Facilitating Prayer for a Church Planting Movement

### Helping Other Pray for Saturation Church Planting

What steps can you take to help mobilize prayer in your denomination, city, region, or nation?

Are you aware of any resources or people to contact about prayer movements happening in your city, region or country?

**I. Research** can tell you what is currently being done in prayer in your area

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**II. Vision Casting** – What Does God Want for Our Region and Nation? How can His desire be applied to guide our actions? What role does prayer play in this work?

In small groups, discuss the following questions: (25 Minutes)

1. What personal experience have you had in mobilizing prayer for saturation church planting?
2. Do you know of any national or regional or city prayer networks?
3. Do you know of anyone who would be a good prayer team leader for this movement? If so, what are the person's qualities that are important for this ministry?
4. If there were to be an evangelical church for every 1000 people in your region, how many additional churches do you expect would be required?
5. Would this number of churches be sufficient to provide everyone access to a church which they could reach by walking?
6. Do you think evangelical church leaders in your area have a vision for saturation church planting?
7. How important do you think prayer is in saturation church planting? Why? Is there biblical evidence for your position?

### III. Train and Equip People to Pray for Saturation Church Planting

#### Methods of encouraging prayer

Prayer Triplets (pray in groups of three)	Sharing information between prayer groups and evangelism/church planting efforts
Prayer Walking in the area of focus	
Developing a prayer support team for a church planting effort	Concerts of Prayer
Prayer about Spiritual Warfare	National Days of Prayer Prayer and Fasting

### IV. Find and Network Prayer Leaders

#### Characteristics of prayer leaders

Submissive and humble attitudes	Good reputation
Good leaders during prayer meetings	Not a gossip
Strong commitment to Christ	Emotionally well-balanced
Faithful in spiritual disciplines	Understand church planting
Good relationship with people	Coordinator between prayer groups
What are ways in which you have kept good communication between your prayer team and your church planting ministry?	

In class take time to discuss how you as church planters can share vision for saturation church planting and can pray with other churches and throughout your denomination.

Have you ever attended a prayer rally or concert of prayer? What was it like? How would you organize a concert of prayer in your city or town?

What is God's will regarding prayer in your life? Is prayer a must for leaders? Explain.

Why is prayer not a more vital part of our lives and ministries?

#### ACTION PLAN

Review the different areas for mobilizing prayer for saturation church planting. Decide what steps you can take to help mobilize prayer for your city, region or country.

## Prayer – Lesson 11,12—Concert of Prayer:

### Thanking God for His Faithfulness

(Plan this lesson for a two-hour session)

Plan carefully to make this concert of prayer a time of encouragement, blessing and celebration. Choose three or four people to share how the Lord has blessed their church planting efforts. Then

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divide into small groups to give more people time to share. Finally, come back together for a time of praise and worship.

Have a map of the country and a list of unreached people groups to use during the concert of prayer. Use your nation's Christian history as a source of praise topics on God's faithfulness to the people of this country and His desire to fill the nation with His glory.

Note: **Psalm 67** is an excellent Psalm to use as a theme for this concert of prayer.

**I. Praise God For Being A Faithful God**--Sing together a number of songs or choruses that focus on thanksgiving to God for His faithfulness. Ask students to think of any short portions of Scripture that relate to God's faithfulness and to read them to the group as they come to mind.

**II. Recall The Lord's Past Blessings**

**A. To Each of Us Personally**

Share brief testimonies of how the Lord has worked in your personal salvation and growth.

**B. To Our Families**

Share testimonies of God's work in your family.

**C. In Your Church Planting Ministries**

Have three or four individuals share with the whole group ways in which they saw the Lord bless their church planting ministry or lessons that the Lord taught them during this cycle of training.

In small groups, allow everyone who wishes to share blessings from the Lord.

**D. To the Church In Your Nation**

Thank God for the first missionaries who brought the Gospel to your country.

Thank God for preparing the hearts of the first believers to receive the Gospel.

Praise God for Christian martyrs—those who died for their faith in your country.

Thank Him for the missionaries that have been sent out from your country to other parts of the world.

Praise God for His preservation of the church through history.

Thank God for Himself, His past blessings, His future blessings

**III. Pray For The Ongoing Work Of Church Planting**

In small groups, have students pray for each other's ministries. Pray for the progress of God's Kingdom in the cities and regions where the church planters are working. Pray for freedom and boldness to proclaim the Gospel.

In a large group, pray for the entire nation. Ask God for the continued growth and expansion of His Kingdom to penetrate all parts of the nation. Pray that the Gospel will be taken to the unreached people groups. Use a map of the country and a list of unreached people groups to assist this prayer time.

**IV. Celebrate The Lord's Goodness In Song And Worship**

**Action Plan**

Bring together the cell groups and churches that have been started by the student church planters of this training center and carry out the concert of prayer of this lesson (Prayer – Lesson 11,12—Concert of Prayer: Thanking God for His Faithfulness). Invite all the evangelical churches in the community to join in these meetings. Hold the meetings at a time that is most convenient for all. Hold these meetings each month. Rotate leadership among the Omega student church planters. In addition to praising God, recalling His blessings, petition for work of church planting, and celebration in song and worship that are included in the lesson above, future meetings may include times for other activities discussed in concerts of prayer lessons of earlier Omega Manuals: Scripture reading, prayers of adoration and meditation, prayers of fellowship with God, prayers of submission, prayers of personal petitions, and prayers for the churches and workers in God's harvest.

## Leadership – Lesson 11—Releasing Leaders

### I. Church Planters Must Release Others for Ministry

#### A. The Example of John the Baptist (Mark 1:5, John 1:35-36)

Divide into small groups. Someone in the group will read **John 3:22-30**.

What problem bothered John's disciples in verse 26?

Why do you think they were concerned?

How do you think they expected John to respond? Why?

What word does John use in verse 29 to describe his attitude about this situation?

What do you think about John's summary in verse 30? Was he sincere? What kind of emotion do you think he felt when he made that statement?

How is John's response the same or different from the normal attitude of Christian leaders that you have known when someone else's ministry begins to surpass their own?

#### B. The Example of Paul

After this discussion, the group will read **Phil 1:15-18** and discuss the following seven questions.

Describe the two kinds of preaching that others were doing while Paul was in prison, according to verses 15-17. How do you feel about these kinds of ministries? Why?

What was the most important thing to Paul, according to verse 18?

What was Paul's reaction to preaching from true motives?

What was Paul's reaction to preaching from false motives?

Do you think motives were important to Paul?

How do you think Paul was able to respond this way?

What is your reaction when someone else preaches the Gospel in a way you do not agree with or when you question their motives?

How could Paul spend such a short time training leaders, and then move on and leave them in charge? Wasn't he worried that they might do something wrong?

### II. Problems of Releasing

A. Fear that the Leader Will do **Too Good a Job** – Could this really be a problem for a church planter in this region? Why?

B. Fear that the Leader Will do a Bad Job – What is the key to overcoming this concern?

### III. Principles for Release

A. Develop and Maintain **Deep Relationships**--1Th 2:8, 2Ti 3:10

B. Make Sure Future Leaders **Continue to Own the Vision**

C. **Don't Wait Too Long to Release**

D. **Expect Mistakes**-Mt 17:19-21

E. **Trust God to Work through Others**-John 14:12

F. **Avoid Dependence**

In Small groups, discuss the questions below dealing with the case of David and Samuel (20 Minutes)

David is the church planter of a new church in Nakuru. He worked in his community to establish a cell group and to nurture its growth. He found a person whom he made his assistant leader, Samuel. David and Samuel soon took leadership in starting a second cell group. Now, David is trying to decide whether it is time to release the leadership of this second cell group entirely to Samuel.

What questions should David ask himself to guide him in applying each of the six principles?

Why is releasing so important?

How many people in your church have ministry responsibility?

How long did the Apostle Paul usually work with believers before he moved on and trusted them to carry on the work of the new church?

What happens if your mother church refuses to release new leaders to new ministries?

#### Action Plan

When and how are you planning on releasing your apprentice leader? Do you see him or her taking over some of your former responsibilities, or developing their own ministry? Make a plan and begin to work toward releasing them to reach their full potential.

## Cell Groups – Lesson 12—Cells That Saturate Through Local Churches

### I. Evaluation—Are cell groups right for your church?

- A. **Vision**--What is the vision that the leaders have for the church? Is it possible that cell groups can be used to support and encourage this vision? Assuming that evangelism and growth take place in the groups, how can the reproducing groups be used in an overall ministry plan?
- B. **Commitment**-- Are the leaders willing to be committed to this emphasis in the ministry of using cell groups?
- C. **Existing Ministries**-- Are there areas of potential conflict between existing ministries and cell groups? Would some of the existing ministries need to be changed or eliminated if groups are used?
- D. **Tradition vs. New Ideas**--Would the underlying principle of doing evangelism based on relationships developed in the groups be a hard thing for some of the church members to accept?
- E. **Location**-- Assuming that the groups grow and multiply, where will the new cell groups meet?
- F. **Leadership**-- Will finding cell leaders be difficult in your church? Will they need training? Is someone willing and able to be mentor of the cell group leaders and willing to meet with the leaders at least once a month, as well as provide for ongoing training and encouragement?

### II. Planning and Implementation—Church leaders should follow these steps to use cell groups

- A. **Step 1 – Develop a Ministry Vision Which Includes Cell Groups**
- B. **Step 2 – Begin to Share the Vision with the Congregation**
- C. **Step 3 – Choose Leaders and Train Them**
- D. **Step 4 – Start the New Cell Groups**
- E. **Step 5 – Provide Ongoing Evaluation and Adjustment to Cell Group Ministries**

Considering all of the benefits of cell groups in the areas of fellowship, discipleship, evangelism and leadership development, why shouldn't every church use cell groups?

Let's assume that your church has decided to start using cell groups. How can you avoid "competition" between existing ministries of discipleship and evangelism with these same ministries in the cell groups?

Why is it important to have a mentor for the cell group leaders in the church? What is his role and responsibilities?

Why should a "leadership" cell group be started among the future cell group leaders in the church before any new cell groups are started? What is the benefit of having the church leadership involved in this "leadership" cell?

What is the overall goal of using cell groups in an existing church structure?

### ACTION PLAN

Think about the church that you consider to be your "home" church. What is the vision of the church? What are its goals? Would it be possible to use cell groups to help reach these goals?

In this same church, what problems or difficulties would there be if cell groups were to be used?

Develop a brief, written plan for using cell groups in this church (or in any church that you are very familiar with). How would you implement this plan?

Think about the churches you know which could benefit from cell group ministry. How would you approach them about using cell groups to strengthen the church and to help it reach its goals? Would you be willing to help them start a cell group ministry in the church? Give this some careful thought and prayer.

## Cell Groups – Lesson 13—Supervising Cells: Care and Coordination for Cell Group leaders

Form into small groups and answer the questions below using the case of Peter, Sandra and Michael as a context.

A team of three missionaries (Peter, Sandra and Michael) has been working in a city of about 35,000 people for the past three years. They have each begun several cell groups and some of these groups have multiplied

several times over. If one were to look at the number of groups meeting and the numbers of people who have been saved, it would seem that their ministry has been successful so far.

However, as the groups continue to grow and multiply, Peter, Sandra and Michael are becoming more and more frustrated. Each of them has had problems and questions trying to develop new apprentice leaders, and there is no one for them to turn to for advice. They are all so busy that they rarely even see each other, and it seems that they have all drifted into their own separate ministries. When Peter, Sandra and Michael first started working in the city, Peter had a vision for starting several new churches using the cells. Lately, though, everyone is so busy with his or her own groups that no one talks about that anymore.

What Peter, Sandra and Michael don't know is that several of the newest groups are experiencing problems that some of the more experienced leaders could help with, but no one has told them or asked them for help. Two of the groups are planning to hold evangelistic outreaches in the same exact area of the city, while large areas of town remain without any kind of witness for Christ. Peter is glad that the cells are continuing to grow and multiply, but it seems to him that somehow they could accomplish more if they could find a way to work in harmony one with another.

What Peter doesn't realize is that there is a management role that is not being carried out in his cell group ministry. Someone needs to provide leadership over the cell groups in order to organize and coordinate their efforts as they reach out to their city.

What areas of supervision might be most useful: Coordination, guidance, accountability, or integrity?

Which of the following leadership structure functions are most likely to be needed: problems in the group, personal spiritual growth, developing apprentice leaders, planning and accountability, practical ministry skills, encouragement, or prayer?

Would an Overseer be needed in this situation?

**I. Supervision of Cell Groups**

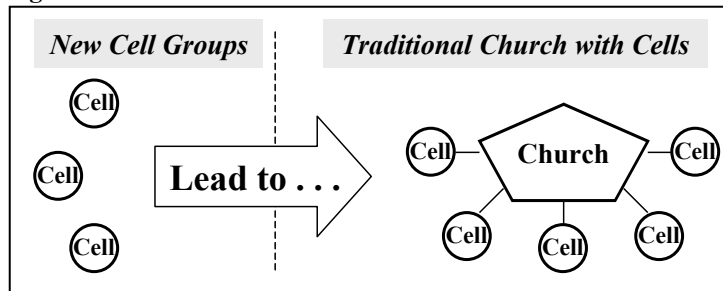
- A. What is the **Reason for Needing a Supervisor?** Discuss this answer along with others: (1) **Coordination** of activities, (2) **Guidance** in problems and difficulties, (3) hold **Accountability** of cell group leaders, and (4) **Integrity** to God's Word.

**II. Leadership Structures for Different Models of Cell Group Ministry**

**A. Model 1: Cell Groups That Start a Traditional Church with Cells**

In this situation, one or more initial cell groups grow and multiply until they are able to start a new traditional church. In this case, a leadership structure will be needed long before the church is started. A Coordinator is required to oversee the ministries of the individual cells and to help the leaders coordinate the effort of starting the new church.

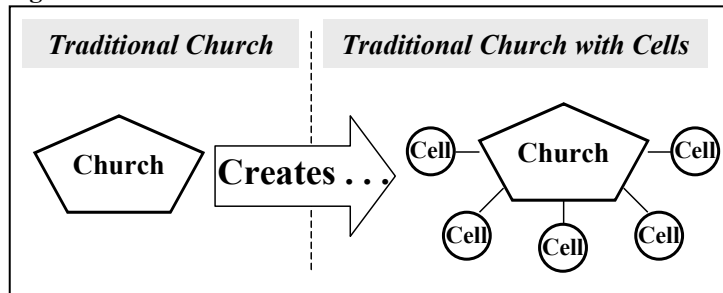
**Figure 13.2 Cells Start Church**



**B. Model 2: An Existing Church Begins to Use Cell Groups**

An existing church may begin using cell groups for fellowship, evangelism and discipleship. Usually, the leadership structure in this situation uses existing church leaders to fulfill the roles of Coordinator and Overseer.

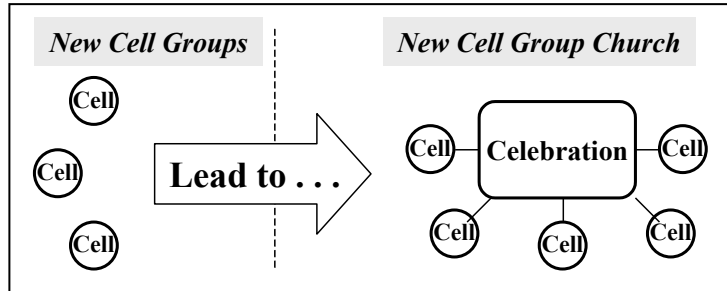
**Figure 13.3 Cells Added to Church**



### C. Model 3: Cell Groups That Start a Cell/House Church and Multiply to Start other Cell/House Churches

The church is comprised of the cells themselves, and all the functions of a church happen in each cell, including baptism and communion. The cells come together on a regular basis for a "celebration" meeting. This is a time of encouragement, fellowship, worship and/or teaching. Often, the leadership structure for a cell group church is simple and hierarchical. Every five cell groups have a Coordinator, and there is an Overseer for every five Coordinators.

**Figure 13.4 Cells Start a Cell/House Church**



#### What are the strengths and weaknesses of each of the Models of Cell Group Ministry?

If you were to pick one of these models for your church situation, which would it be and why?

Explain the need for some type of leadership structure when working with cell group ministry. Why not let the cells do whatever they want? What are the advantages of having a leadership structure in place?

In your own words, briefly state the management roles that should be carried out in any developing cell group ministry.

If you are currently involved in a ministry of cell groups and there is no one yet fulfilling the role of a Coordinator, whom could you approach about becoming a Coordinator? Would you consider fulfilling this role at some point in the future?

Is it possible for Coordinators and Overseers to continue to be leaders of cell groups?

#### ACTION PLAN

Develop a simple plan for the type of leadership structure that is necessary in your particular cell group ministry situation. Think of the titles you would use for the roles of Coordinator and Overseer. Even if you have only a few cell groups at the moment, who could fulfill the role of a Coordinator for these groups? As the Holy Spirit continues to work and your groups grow and multiply, how will you decide who future Coordinators and Overseers will be? Where will they come from, and what types of training or experiences will they need in order to prepare them for this type of ministry? What type of leadership structure do you need to sustain and promote the growth that God desires to see happen in your cell groups? What kind of leadership structure would best complement the model of ministry that you are working with? Draw in your plan a diagram of the model you are using and how the leadership structure which you have chosen fits into this model.

Review your plan for a leadership structure with your mentor or with the trainer of this lesson.

## Preaching – Lesson 1—Biblical Preaching I: Understanding the Message

What is the overall purpose of a biblical message - i.e., When you teach a biblical message or preach one, what are you wanting the effect to be on those who hear it?

What are the three main factors that affect whether or not these objectives will be achieved? Discuss this answer along with others: (1) the message, (2) the audience, and (3) the speaker.

### I. Inductive Bible Study—A Solid Base

What is the best way to ensure that we are presenting God's message and not our own thoughts?

### II. The Main Idea Of The Message

What does an effective preacher construct his message around?

What in the message should directly or indirectly support the theme?

#### A. Clarify the Main Idea (Theme)

It is often helpful to state the central idea of a passage by listing two essential elements: the subject, and the complement. A **complement** completes or clarifies the theme.

What is meant by the subject of a passage of Scripture?

What is meant by the complement of a passage of Scripture?

Place the following table on the board and have student church planters fill in the cells.

Text	Subject	Complement	Main Idea
<b>John 3:17</b>			
<b>Psalms 23:1</b>			
<b>Psalms 67:1</b>			
<b>Rom. 5:8</b>			

### B. Decide the Purpose of the Message

If you have found the response or action that you believe the Lord wants from the passage, you have found the \_\_\_\_\_. Discuss “message purpose” as a possible answer here.

## III. Structure Of The Message

### A. The Introduction

What are the three purposes of the introduction of a sermon? Discuss these as possible answers: Secure attention, present subject, relate the subject to needs felt by the audience.

### B. The Body

What is the body of the sermon? Discuss this as a possible answer: Its basic content.

The heart of a message should come from the \_\_\_\_\_. Why? Discuss “Word” as answer.

### C. The Conclusion

What does the conclusion of the message do? Discuss this as one answer: Summarize and call for response or commitment

What are the components of a conclusion? Discuss this as one answer: Summary, illustration or quotation that brings together the main point; question; prayer; and/or specific directions or appeal to action

### D. The Illustrations

What are the purposes of the use of illustrations? Discuss this as one answer: Make idea more understandable or in focus.

Should a good illustration always be used if time permits? Why?

#### 1. Biblical Illustrations (Phil 2:19-30, Luke 15:11-32)

What are examples of illustrations Jesus used?

What are the types of Biblical Illustrations?

#### 2. Types of Non-Biblical Illustrations

What are some types of Non-Biblical Illustrations? Discuss this as one answer: Current events, historical backgrounds, and observations on nature, personal experience, or everyday life.

#### 3. Object Lessons (Matt 12:19-21, John 4:7-15, 1 Pet 2:2, John 8:12, John 10:1-10)

What is the most effective object lesson you have read about, heard from others or used?

## IV. Types Of Messages

### A. Didactic - **presents facts and doctrines to inform**

Describe a didactic sermon.

### B. Devotional - **seeks spiritual response**

What is the purpose of a devotional message?

### C. Narrative - **build on stories**

What are some narrative messages in the Bible?

### D. Interrogative – **ask and answers key questions**

Describe what an interrogative sermon is like? If you have heard one, tell about it.

Circular or Linear - linear go point by point, circular repeatedly revisits a main point

Are most of the sermons you have heard circular or linear? Explain why you say this.

Think about one of the best preachers you have heard. What characteristics of their preaching style or content made it effective? How did people respond to their preaching?

Why should sermons be based on inductive Bible study?

What is the function of biblical preaching? Are there different forms to accomplish this function?

**ACTION PLAN**

Choose one of the Gospels and, as you read through it, make a list of the illustrations or object lessons you see used.

Pick a room in your apartment or house and look around in it for things that might be object lessons of spiritual truth. Be creative. Examine even simple things that might be able to powerfully illustrate difficult biblical concepts.

**Preaching – Lesson 2—Biblical Preaching II: Understanding the Audience**

**I. New Testament Preaching**

**A. The Preaching of Jesus**

How did Jesus’ messages differ when the audience was Pharisees as compared to when it was His disciples?

What does **Matthew 13:10-15** tell us about Jesus adaptation to the audience?

**B. The Preaching of Peter**

**Compare Acts 2:17-21 with Acts 10:34-35. How does Peter’s message to the Jews differ from his message to the gentiles?**

**C. The Preaching of Paul**

How did Paul’s sermons to unbelieving Jews differ from his sermons to unbelieving Gentiles as shown in Table 2.1? Why was this?

Table 2.1 Paul’s Sermons

Text	Audience	Introduction	Message
Acts 13:16-41	Unbelieving Jews in Pisidian Antioch	<ul style="list-style-type: none"> <li>Old History of Israel with Old Testament quotations</li> </ul>	<ul style="list-style-type: none"> <li>Need for repentance</li> <li>Christ</li> </ul>
Acts 17:22-31	Unbelieving Gentiles in Athens	<ul style="list-style-type: none"> <li>Their local altars</li> </ul>	<ul style="list-style-type: none"> <li>Omnipresence of God</li> <li>The resurrection of Christ</li> </ul>
Acts 20:18-35	Elders of the Ephesian Church in Miletus	<ul style="list-style-type: none"> <li>Paul’s life among them</li> </ul>	<ul style="list-style-type: none"> <li>Paul’s desire to serve</li> <li>Their responsibility to the flock</li> </ul>
Acts 22:1-21	Unbelieving Jewish Mob in Jerusalem	<ul style="list-style-type: none"> <li>Paul’s background as Pharisee and persecutor of the Church</li> </ul>	<ul style="list-style-type: none"> <li>Paul’s conversion (testimony)</li> <li>Paul’s mission to the Gentiles</li> </ul>
Acts 26:2-23	Unbelieving Jewish King Herod Agrippa at Caesarea	<ul style="list-style-type: none"> <li>Praise for Agrippa</li> <li>Paul’s past life</li> </ul>	<ul style="list-style-type: none"> <li>Paul’s past life</li> <li>Paul’s conversion</li> <li>Forgiveness through Christ</li> </ul>

**II. Aiming for Your Target Audience**

A. What are some **Important Characteristics of the Audience**? Discuss these as possible answers: age, spiritual level, education, interests, ethnic background, religious background, family status, employment, and gender.

In small groups, describe the typical audience in the cell groups or churches of the group members in terms of the characteristics listed above. Then, have them discuss the needs of these audiences.

**B. What the Audience Needs—1 Cor 3:2**

What are some scripture passages that best address the needs of believers.

What are some passages that address the needs of mixed audiences?

What are some passages that address the needs of unbelievers?

### III. Helping the Audience to Discover

Why should we bother to preach?

Why not just give them the Bible and let them read it?

What do you think about the way Paul handled the issue of idols in the **Acts 17:16-34** passage? How would you have presented that message in the same situation?

What things do you think are ‘meat’ and what things are ‘milk’?

What is the best way to ‘balance the diet’ between meat and milk in a message to a mixed group?

#### ACTION PLAN

Read back through the list of characteristics of an audience, and then evaluate the group to whom you minister. Write a short statement to summarize each point as it relates to your group. Are there any other important characteristics that you need to add to the list to adequately describe your audience? What do you still need to learn about them in order to preach in a way that effectively meets their needs?

Next, evaluate one of the messages that you have preached recently or have prepared to preach soon. Does it fit this group? Why or why not? How could you improve it to make it more relevant, interesting, and applicable?

## Preaching – Lesson 3—Biblical Preaching III: Understanding Yourself

What are ways the speaker affects our reception of the message?

### I. Spiritual Issues

#### A. Be Yourself

How can you know when you are not “being yourself?”

Do you find God’s response to Moses in **Ex 4:10-12** to be helpful to you?

#### B. Pay Attention to Your Walk with the Lord

How could you apply **1 Tim. 4:16** to your preaching?

What can we learn from **Acts 4:13** about what is important for a preacher?

### II. Emotional Issues

#### A. Fear of Speaking in Public

In small groups, discuss the following case and questions. (15 Minutes)

John has a severe fear of speaking before a group. Before he begins to speak he is very nervous. After a few minutes of speaking, his mouth becomes dry and his hands are cold and wet. He has been told that with experience this will improve. Yet, he has not seen improvement after several sermons.

What might be the causes for John’s fear?

What are some things you would advise John to do to reduce his fear?

What might he do to avoid the tension that his fear is producing?

#### B. Pride (1 Tim 3:6)

What is the danger of a speaker having pride? How does pride show itself in a speaker?

### III. Physical Issues

A. **Voice**—(1) Volume, (2) Tone, (3) Articulation, (4) Pace or speed, (5) Adapt to acoustics of the room-Which of these voice characteristics do you find most difficult? Most important?

B. **Appearance**—(1) Dress, (2) Posture, (3) Gestures

Which of these appearance characteristics do you find most difficult to do well? Most important?

C. **Interpretive Reading**

Understand the passage first. See its purpose. Capture the emotion of the story or author.

As an individual exercise say, “Think of the most effective public speaker that you have heard. Rate that person as outstanding, good, fair or poor in terms each of the “Voice” and “Appearance” items.”

Were there areas of “Voice” or “Appearance” of the effective speaker you rated that made him or her especially effective? What were they and why were they effective?



## ACTION PLAN

Have a friend use a tape recorder (or video camera, if you have access to one) to record you as you present a message. Then as you review the tape, evaluate your use of voice according to the parameters given in this lesson. If you use video, study your appearance and body language as well. If you simply have a tape recorder, ask that your friend who is taping watch these things and evaluate you.

## The Family – Lesson 3—Ministry to the Family: A Workshop

The examples presented here are used merely to encourage discussion about the need to seek balance between a church planter's ministry, and marriage and family. Please feel free to utilize your own examples and discussion questions but make sure that your discussions touch on issues such as servant leadership, conflict resolution, proper decision-making in the home, good ways to express love to one's spouse, accepting one's own and one's spouse's weaknesses and strengths, etc. Carefully prepare for this session by reading all of the examples and then develop your lesson time so that you cover the issues that are of concern to your students. The examples and questions provided may or may not be adequate to meet the needs of your particular situation. In this case, feel free to develop your own examples and questions.

Break into small groups at the beginning of the lesson time. Each group should deal with just one of the examples.

Come up with biblical principles that could have been applied to the situation.

At the end of the small group time, have everyone gather as a larger group and have each group present its findings.

### I. Example One—James And Anna

Rocked by the swaying of the train, James settled down for a welcome night's sleep. While it had been a busy five days during the training seminar, he was very encouraged by what he had learned and by the fellowship of others who had the same desire as his own: to start new churches. There had been such unity during the seminar. Everyone understood his struggles and concerns as they were all in the initial stage of establishing churches. Their times of prayer had been worshipful and empowering.

As James drifted off to sleep, thinking about the continuation of his church planting ministry, he felt a beautiful peace and a renewed sense of the powerful presence of God in his life. He couldn't wait to share his new ideas with his church planting team and start using them in his ministry.

Anna, at about the same time that James was drifting off to sleep, was in the middle of another of many family crises since James's departure. As she rocked her and James's youngest baby (an 8 month old girl) she felt afraid. The flu had hit all three of her children in the last two days and now the baby Kathy had a high fever and had been vomiting. Anna was exhausted. The continual needs of her children and the non-stop cleanup of messes related to the flu had brought her to the limit of her physical strength.

But flu was only the last of several problems since James left. Besides the extra work that his absence brought about, their refrigerator had broken down and a leak in the roof had damaged some of the living room wall paper during a recent rainstorm.

Having lived in this new town for just a few months, she had no one to turn to for help or even to talk to. She was looking forward to James's return. His help would be welcome but, even more than that, she wanted to talk with someone about the burdens of her heart and soul related to the living in this remote area away from her family and friends and an easier lifestyle.

When James and Anna greeted one another at the front door they were very glad to see one another. He couldn't wait to talk about the previous week's events but there were more immediate problems that needed James's attention.

#### QUESTIONS TO CONSIDER IN SMALL GROUPS

1. What are some immediate things that James could do to make the situation better?
2. How should James respond to the situation he finds at home?
3. Please state what you think James will want to talk about when he and Anna sit down for their talk.
4. What kind of burdens could Anna be carrying that she wanted to share with someone?

5. James's ministry requires him to be away from home frequently - sometimes for as much as a full week. How can he prevent another stressful occurrence like this?
6. How can he encourage her and help her to see herself as his partner in ministry?
7. How can a church planter with a family determine how much time he needs to set aside for caring for his family's needs?

## II. Example Two—Andrea And Robert

Andrea was rejoicing about the young father whom her husband, Robert, had just led to the Lord. She was so happy for Robert because he was being used greatly by the Lord. In the last six months the new church had grown from two families to fifteen. They were encouraged in this ministry but Andrea still had these haunting concerns and feelings. She had told Robert about her need to talk but it seemed as if he was always so busy with his ministry that they never had time to talk. He came home almost every evening very late and dead tired. He said that it would be better if they talked when he was alert, but then he was up and out of the house early in the morning to go to some meeting or to talk to some new convert or to teach a class at one of the several cell groups which were meeting in their neighborhood. Besides her initial concerns, she was beginning to feel jealous. This church planting ministry was becoming a totally consuming love for Robert that was taking her place in his life. She was feeling things that she didn't want to feel. She wanted to be supportive of Robert and his ministry. That was her commitment to the Lord and to her husband. But she felt so isolated. This was a city that had no church before they came and until recently there were no believers. Now there were some women new believers who were being discipled but they would never be able to understand her life as the pastor's wife. She wanted to feel like she was an important part of Robert's ministry, but she hadn't been involved and she hadn't been asked to be involved. What could she do to get Robert to slow down long enough to talk about these burdens on her heart?

### QUESTIONS TO CONSIDER IN SMALL GROUPS

1. From the facts of the story does it seem that Robert was communicating with Andrea about her needs as a wife and mother?
2. Do you think Robert was involving Andrea in his church planting ministry? Was there partnership and unity in their lives?
3. In what ways is Robert failing as a husband?
4. What practical advice can you suggest that would help Robert to become better at communicating with his wife?
5. What do you have to say about "balance" in this marriage?
6. How is Robert living out **Ephesians 5:25-26**?
7. How can Robert effectively involve Andrea in his ministry?