

# Growing Witnessing Communities

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*Track Staff Manual*

**INTERVARSITY**  
**SUMMER TRAINING**

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**GROWING**  
**DISCIPLES**  
**IN**  
**& LIKE**  
**WITH** **CHRIST**

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# Track Overview

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## Purpose Statement

Witnessing communities are important to InterVarsity. In fact it's the lead of our purpose statement: "establish and advance witnessing communities". In alignment with our organizational purpose our hope for this track is to equip and send students to grow witnessing communities on their campus.

## Notes for the Track

Creating this track was a great team effort, full of creativity, hard work, and prayer. We hope you enjoy leading it, and we pray that God shows up in power during your week. After you are done teaching your track, we look forward to your feedback and learning. Please keep notes on what we can do better next year.

## Clarifying our Terms

Our focus is growing witnessing communities, not just doing evangelism as individuals. These are the three terms you will see in our curriculum, and we would like you to get comfortable with them. Our goal and prayer is that God would use the track to equip the participants to help their huddled small groups to become witnessing small groups, and then onto becoming conversion communities.

**Huddled:** These chapters and small groups exist for themselves. Evangelism is a concept. Conversions are rare (0 to 1 conversion per year.)

**Witnessing Community:** These chapters and small groups exist for others. Evangelism is part of their vision. They have been trained to do evangelism. And some of their efforts include witness. They see some conversions a year (4-8% of the chapter become new believers per year.)

**Conversion Community:** Witness is integrated into all they do. Conversions are normal. (These chapters see 20%+ conversions per year.)

## Creating Community through the Week

Not only are we building witnessing communities back on campus, but another part of your week is helping your track become a community and develop healthy community habits. Here are three we suggest:

### Listening prayer.

We recommend that you practice brief (less than 30 seconds) of listening prayer once per session. This is often most effective if you lead it from up front, and then give them space to process what they hear in pairs. (For example, you say from up front, “Let’s check in with Jesus about this. Come Holy Spirit and help us listen to you about .....” Silence for 15 seconds. “Ok, turn to your neighbor. What did you sense? A feeling, a thought, an image? You don’t have to be right. You are just taking a risk to share.”)

### Improving how they tell their stories.

Session 3 is explicitly about story telling. From that point forward, you could include one student’s story (1 minute in length) per session. This would demonstrate how to grow in story telling while also helping people get to know each other. This could be a habit they bring back to their small groups as well.

### Sports team metaphor.

It is important that students leave as servants with the values and strategies that we give them. We are encouraging them to not demand that their chapter implements all their awesome ideas. You may wish to bring a football or basketball into the track, and remind them daily that they are part of a team, and they need to pass the ball and not be a ball hog.

MANY THANKS TO OUR HARD-WORKING WRITING TEAM!

April Bricco

Sara Chang

Rick Mattson

Jesse Roselius

Doug Schaupp

Mike Zientara

Your brothers in Christ,

Mike Zientara and Doug Schaupp

## Track Description for students

We all get stuck in sharing our faith. We need each other's help.

In this track, we will look to see where God is at work in your story and in your circle of friends. We'll explore what it means to be a community that increasingly welcomes skeptics and seekers, and guides them in their journey with Jesus. We will show you ways to partner with leaders in your chapter to shape your community in becoming more outwardly focused and fruitful as witnesses together.

Join us as we practice being the vibrant witnessing community that we hope will become the "new normal" back on campus and beyond.

## Learning Outcomes

We are going to track three outcomes from the track. We have tried to craft the week so that you will help equip them to live into these three things.

1. Pray daily for at least two non-Christian friends.
2. Invite at least one friend to follow Jesus.
3. Use the 5 Thresholds video training, in their small group, chapter, or church.

## Evaluation questions for students

### Track evaluation questions immediately following track

1. Session evaluations using scale of 4 to 1:  
4 = Very Helpful   3 = Somewhat Helpful   2 = Boring   1 = A waste of my time

SESSION 1: Big Picture: Why Conversion Communities?

How can we do this better next year?

SESSION 2: Minute to Win it Games: What makes a community attractive?

How can we do this better next year?

SESSION 3: Getting Great at Storytelling: Luke 15 study and story workshop.

How can we do this better next year?

SESSION 4: Where/In whom is God at Work? Prayer Mapping

How can we do this better next year?

SESSION 5: Following Jesus Into Risk: Acts 16 and Video Discussions

How can we do this better next year?

SESSION 6: Exploring God with Others: Learning the 5 Threshold Video Curriculum

How can we do this better next year?



SESSION 7: Inviting our friends to Follow Jesus: Gospel Pieces Instagram activity and learning to use The Big Story  
How can we do this better next year?

SESSION 8: Becoming Shrewd Influencers Toward Conversion Communities: Luke 16 manuscript study and Lewin's Force Field activity.  
How can we do this better next year?

SESSION 9. Movement Leadership Starts with Prayer: Acts 4 Lectio Divina and concert of prayer.  
How can we do this better next year?

2. Which session was personally most transformational for you? Why?
3. Please list the names of 2 non-Christian friends you plan to pray for?
4. Can you think of a friend who you will invite to follow Jesus? Please name.
5. In what context might you use the 5 Threshold video series training?
6. How do you plan to grow in witness this summer? What book do you plan to read?

#### Track evaluation questions sent out in late August

1. If a PD gathers key quotes from the week, we could send Top 10 quotes to inspire for NSO. We would like to send a reminder e-mail, not a survey in August.

#### Track evaluation questions sent out around November

1. Please list the names of 2 non-Christian friends you plan to pray for?
2. Can you think of a friend who you will invite to follow Jesus? Please name.
3. In what context might you use the 5 Threshold video series training?

# Session Overviews & Kolb Objectives

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## Goals for the Session One:

1. Introduce the main concepts of the track [define terms, goals, expectations]
2. Students catch and cast the vision for conversion communities.
3. Students are motivated to be sent into mission and influencers in their context on campus.

## Kolb Objectives Session One:

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Welcome/Debrief	CE/RO	Welcome to the track, share goals, terms, and expectations
Small Group Discussions	CE/RO	Help students begin unpacking what a conversion community is like [Know your target].
Teaching	AC	Articulate why conversion communities are what we want to pursue.
Vision Talk Training	CE/AE	Begin to motivate students to be sent into mission and become network leaders of this change in their chapters.
Vision Off	AE	Students practice casting vision, and as also hear the vision for conversion communities repeatedly.
Listening Prayer	RO	Begin to know the role of the Holy Spirit in evangelism, inviting God to be a part of our conversion communities.

## Outline Session One

Sunday Afternoon

Time	Topic	Teacher
<b>135 minutes</b> <b>Start: 4pm</b> <b>End: 6:15pm</b>	<b>Big Picture Vision: Why Witnessing Communities?</b>	
15 minutes Start:4:00pm End:4:15pm	WELCOME/DEBRIEF	
15 minutes Start:4:15pm End:4:30pm	Staff and Small Group Introductions	
30 minutes Start:4:30pm End:5:00pm	Small Group Discussions: Debrief the Retreat of Silence	
10 minutes Start:5:00pm End: 5:10pm	Break	
25 minutes Start:5:10pm End:5:35pm	TEACHING Connecting Acts 1-2 and Why Witnessing Communities are vital	
5 minutes Start:5:35pm End: 5:40pm	30 SECOND VISION TALKS (40 min)	
10 minutes Start:5:40pm End: 5:50pm	Workshop 30 Second Vision Talks	
5 minutes Start:5:50pm End: 5:55pm	Vision-Off: (need explanation of what this is)	
5 minutes Start:5:55pm End: 6:00pm	Vision Casting Recap and Winner	
5 minutes Start:6:00pm End:6:05pm	Short teaching on the role of the Holy Spirit in witness (introduction to listening prayer)	
8 minutes Start:6:05pm End:6:13pm	Listening Prayer for a word of encouragement	
2 minutes Start:6:13pm End: 6:15pm	Final Word and Depart	

## Goals for Session 2:

1. Students will understand and be able to articulate the importance of having fun in a conversion community.
2. Students will experience a fun activity designed to deepen their community bonds during the week.

## Kolb Objectives Session Two:

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Minute to Win It Activities	AE	Community Bonding Understanding

## Outline Session Two

Sunday Evening

Time	Topic	Teacher
90 minutes Start: 7:45pm End: 9:15pm	<b>What Makes an Attractive Community?</b>	
2 min Start: 7:45pm End: 7:47pm	General Welcome	
8 min Start: 7:47pm End: 7:55pm	Students brainstorm what makes an attractive community	
5 min Start: 7:55pm End 8:00pm	Vision cast the importance of fun in conversion communities based on Acts 2 community	
60 min Start: 8:00pm End: 9:00pm	Minute to Win it Game	
15 minutes Start: 9:00 End: 9:15	Debrief of Activity	

## Goals for the Session Three:

1. Students will learn what makes a good story.
2. Students should be able to tell their story at the end of this session.

## Kolb Objectives Session Three:

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Quiet Time: Acts 9	RO/CE	Help students explore a Biblical example of a transformation story.
Debrief Sunday Content	RO	Connect track sessions together to help create continuity.
Watch Christian Phrases Video	CE/AE	Help students experience what it is like to not understand Christian phrases from a non-Christian perspective.
Why Stories Explanation and Demonstration	AE/AC/RO	Students comprehend why telling their stories matter and how best to do that.
Luke 15 Study	RO/CE/AE	Students learn how to bridge stories to personal experiences of those they are sharing with.
Story Workshop	RO/AE	Students spend time developing their story.
Conclusion/ Next Steps	AE	Invite students to practice their story

## Outline Session Three:

Monday Morning

Time	Topic	Teacher
165 minutes Start: 9:00am End: 12:15pm	<b>Getting Great at Story Telling</b>	
30 min Start: 9:00am End: 9:30am	Quiet Time: Acts 9	
15 min Start: 9:30am End: 9:45am	Debrief Sunday Content and Quiet Times	
15 minutes Start: 9:45am End: 10:00am	Christian Phrases Video and Discussion	
30 minutes Start:10:00am End:10:30am	Why Stories Explanation and Demonstration	
30 minutes Start:10:30am End:11:00am	Break	
30 minutes Start:11:00am End: 11:30am	Luke 15 Study	
30 minutes Start:11:30am End: 12:00pm	Story Workshop	
15 minutes Start:12:00pm End: 12:15pm	Conclusion/ Next Steps	

## Goals for the Session Four:

1. Students would see themselves as part of a God-ordained network of family, friends and acquaintances.
2. They would begin to identify people in their networks who are most open to spiritual things.
3. They would identify at least two specific individuals in their network that God is leading them to for prayer and outreach (2+).

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Introduction	RO/CE	Revisit storytelling and establish the goals for this session
Luke 14 Study	AE/CE/RO/AC	Students begin exploring what their role is in inviting people into the Kingdom of God
Prayer Mapping	AE/RO/AC/CE	Students identify their network and seek God's leadership in next steps [including who should be their 2+].
5 Thresholds Video: Threshold 1	CE/AE	Introduce students to the 5T curriculum; help them begin working through the process.

## Outline Session Four

Monday Afternoon

Time	Topic	Teacher
<b>175 minutes</b> <b>Start: 4:00pm</b> <b>End:6:15pm</b>	<b>Where/In whom is God at Work?</b>	
5 minutes Start: 4:00pm End: 4:05	Introduction	
55 minutes Start: 4:05pm End: 5:00pm	Luke 14 Study	
25 minutes Start: 5:00pm End:5:25pm	Break	
35 minutes Start:5:25pm End: 6:00pm	Prayer Mapping	
15 minutes Start: 6:00pm End: 6:15pm	5 Thresholds Video: Threshold 1	



## Goals for the Session Five:

1. Discern God’s advance work in the lives of our non-Christian friends.
2. Risk entering their lives as God’s partners in witness.
3. Speak: In particular, taking the risk of “speaking the truth in love” (Eph 4:15) to help a non-Christian friend move through threshold 3, open to change, to threshold 4: becoming an active seeker of Jesus.

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Quiet Time: Acts 9	RO/CE	Help students explore a Biblical example of risk taking.
Risk Taking Quiz	AE/CE	Students identify how adept they are at taking risks.
Acts 16 Talk	RO/AC	Students understand why risk taking is important.
Threshold 3 videos and discussion	CE/AE	Students begin thinking concretely about what risks they might need to take to help their friends progress through threshold 3.
Debrief of Risk Taking	CE/RO/AE	Help students see what risks they have already taken and identify a specific risk that God is inviting them to take.

## Outline Session Five:

Tuesday Morning

Time	Topic	Teacher
165 minutes Start: 9:00am End: 12:15pm	<b>Following Jesus into Risk</b>	
30 min Start: 9:00am End: 9:30am	Quiet Time: Acts 9	
15 min Start: 9:30am End: 9:45am	Introduction and Debrief	
30 minutes Start: 9:45am End: 10:15am	Risk Taking Quiz	
30 minutes Start: 10:15am End: 10:45am	Break	
45 minutes Start: 10:45am End: 11:15am	Acts 16 Talk	
45 minutes Start: 11:15am End: 12:00pm	Threshold 3 videos and discussion	
15 minutes Start: 12:00pm End: 12:15pm	Debrief of Risk Taking	

## Goals for the Session Six:

1. Students will gain an understanding of the 5 Threshold Curriculum.
2. Students will think through a plan for how to implement the curriculum in their context.

## Kolb Objectives Session Six:

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Threshold 4 Curriculum Model	CE	Students will see how the curriculum can be used in small groups
Debrief of Curriculum	RO	Students will engage with the curriculum to begin to see how it can be useful in their context
Students come up with a plan for their context	AE	The students will leave the track with a plan for next fall where they will implement the curriculum in their campus context
Students provide feedback for other groups' plans	AC	The students will learn how to help others become better in teaching the curriculum

## Outline Session Six:

Wednesday Morning

Time	Topic	Teacher
165 minutes Start: 9:00am End: 12:15pm	<b>Exploring God with Others</b>	
30 min Start: 9:00am End: 9:30am	Quiet Time	
5 min Start: 9:30am End: 9:35am	General Welcome	
5 min Start: 9:35am End 9:40am	Intro 5 Threshold Curriculum	
90 min Start: 9:40am End: 11:10am	Sample of the Curriculum: Threshold 4	
15 minutes Start: 11:10am End: 11:25am	Break	
10 minutes Start: 11:25am End: 11:35am	Debrief of Curriculum	
15 minutes Start:11:35am End: 11:50am	Students write plan for implementing the curriculum in their context	
25 minutes Start:11:50am End: 12:15pm	Students share their plan in small group and help each other make it better	

## Goals for the Session Seven:

1. In this session students will interact with the eight gospel components and Jesus' heart for searching for the lost
2. Students will be able to share The Big Story Gospel Outline and invite someone to respond.

## Kolb Objectives Session Seven:

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
SG debrief of Acts 3 QT	RO/CE	Identify the gospel pieces and how they are being shaped by the gospel
Instagram Photo Scavenger Hunt	AE/CE/AC	Students conceptualize the pieces of the gospel and figure out other ways of explaining and representing the pieces
Debrief Scavenger Hunt	RO	Debrief anxiety over getting all the pieces perfect
Luke 15 Inductive Study	CE/AC/RO/AE	Students will understand the Jesus' heart for searching for the lost
Big Story Role Play in Pairs	CE/AC	Students practice sharing the gospel through this outline
Debrief	RO	Students reflect on the session
Share the Gospel with someone at camp	AE/CE/AC	Students share the gospel and invite someone to faith

## Outline Session Seven:

Wednesday Afternoon

Time	Topic	Teacher
135 minutes Start: 4 pm End: 6:15	<b>Inviting Our Friends to Follow Jesus</b> <b>-looking at the pieces of the Gospel</b> <b>-learning a gospel outline</b> <b>-practicing sharing the gospel and inviting a response to Jesus</b> <b>(Sit in small Groups for the session)</b>	
20 min Start: 4:00 End: 4:20	Good news! (Teaching on the Gospel content)	
25 min Start: 4:20 End: 4:45	Instagram Photo Scavenger Hunt	
10 min Start: 4:45 End: 4:55	Debrief Scavenger hunt	
10 min Start: 4:55 End: 5:05	Break	
15 min Start: 5:05 End: 5:20	Heart of Jesus/Motivation for Sharing the Gospel	
15 min Start: 5:20 End: 5:35	The Big Story (Handouts: The Big Story pamphlets)	
20 min Start: 5:35 End: 6:05	Practice	
10 min Start: 6:05 End: 6:15	Debrief	

## Goals for the Session Eight:

1. Students will leave session eight knowing what it means to be an influencer in their chapter.
2. This session serves as a place for students to think concretely about bringing the material back to campus with them

## Kolb Objectives Session Eight:

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Debrief Last Session	RO/CE	Connecting this session to the whole of the track and show how track is building on itself
Manuscript Study: Luke 16:1-15	RO/AC/CE/AE	Students are equipped and sent into mission
Luke 16 Application	RO/CE	Students would consider where how God has gifted them and how to use that to influence
Introduction to Lewin's Force Field	AC/RO	Students would be able to identify what influences are playing a role in their context
Group Work and Group Presentations	AE/RO/AC	Work together to identify how to overcome the resistance forces in their context toward conversion communities.
Take Home Resources	AE/RO	Students gain tools that can be used to partner with their SGL well.
Quiet Time	RO	Provide students time with God to hear from him where/how they should be shrewd influencers.

## Outline Session Eight:

Thursday Morning

Time	Topic	Teacher
165 minutes Start: 9:00am End: 12:15pm	<b>Becoming Shrewd Influencers Toward Witnessing Communities</b>	
15 minutes Start: 9:00am End: 9:15am	Debrief of and Bridge from last session	
65 minutes Start: 9:15am End: 10:20am	Manuscript Study: Luke 16:1-15	
20 minutes Start: 10:20am End: 10:40am	Luke 16 Application	
20 minutes Start: 10:40am End: 11:00am	Break	
5 minutes Start: 11:00am End: 11:05am	Introduce Lewin's Force Field	
10 minutes Start: 11:05am End: 11:15am	Identify resistance to becoming a shrewd influencer on a small group level	
10 minutes Start: 11:15am End: 11:25am	Group Work-workshop resistance to you becoming a shrewd influencer in your small group	
10 minutes Start: 11:25am End: 11:35am	Group Presentations	
10 minutes Start: 11:35am End: 11:45am	2 resources to help you in being a shrewd influencer	
5 minutes Start: 11:45am End: 11:50am	Introduction of Quiet Time/Reflection on this session	
25 minutes Start: 11:50am End: 12:15pm	Quiet time	



## Goals for the Session Nine:

1. Students will spend time praying for those in their networks, for their chapter and for the campus
2. Students will have a model that they can lead their small group in to pray back on campus.
3. Closure of the track [next steps, evaluation, etc.]

## Kolb Objectives Session Nine:

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Group Sharing about the week	RO/CE	Hear what God has been doing in the community
Acts 4	AE/CE/AC	Gain a biblical perspective of missional prayer
Concert of Prayer	CE/RO/AE	Students will ask God to move to see the gospel go forth
Debrief Prayer for the week	RO/CE	An opportunity to share what God has said during our prayer time and discuss how we can use the prayer we have practiced back on campus
Large Group Commission	AC/AE	Review the content for the week, give tools, and remind of take home steps
Individual reflection and evaluation	RO	Students fill out their immediate evaluation for the track and spend time filling out their commitment sheets.
Small Group Commitment	CE	Spend the last

## Outline Session Nine:

Thursday Afternoon

Time	Topic	Teacher
135 minutes Start: 4 pm End: 6:15pm	<b>Movement Leadership Starts with Prayer</b> <b>-share affirmations and God's direction</b> <b>-Spend time praying for our networks , our chapter and our campus</b> <b>-Make commitments and track evaluation.</b>	
5 min Start: 4:00 End: 4:05	Share in small groups how God has met you and what risks he is inviting you into during our week together.	
20 min Start: 4:05 End: 4:25	Acts 4 -Lectio Divina style scripture reading	
30 min Start: 4:25 End: 4:55	Concert of Prayer	
10 min Start: 4:55 End: 5:05	Debrief	
15 min Start: 5:05 End: 5:20	Break	
10 min Start: 5:20 End: 5:30	Review of the week	
20 min Start: 5:30 End: 5:50	Individual reflection and evaluation	
25 min Start: 5:50 End: 6:15	Small Group Commitments and Final Commission	

# Preparation Details:

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## 2 months prior

1. Participate in PD video chat hosted by Track Dean.
2. Email track staff [introduce yourself, begin delegating teaching responsibilities for different sessions, and encourage them to download track materials].

## 1 months prior

1. Finalize teaching assignments.

## 2 weeks prior

1. Connect with individual staff and offer coaching if necessary.

## 1 week prior

1. Make sure you gather all necessary materials for track.
  - a. See applicable appendices at end of track manual
2. Have PowerPoint downloaded and access to all necessary internet materials.

## 1 day prior

1. Put students in small groups.

# Session Details

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## Staff Note:

- Green text is the deans suggested script for this session.
- Black Text is note for your reference
- Orange Text is information that is included on the PowerPoint

## Staff Note 2

- Text that is included on the student handouts will not be included in the staff manual as a general rule so as to make sure the content is as up-to-date as possible and to save paper.

## **EACH SESSION IS LAID OUT BELOW IN FULL DETAIL.**

## Session One Details: Sunday 4:00pm – 6:15pm

### Track Welcome

→ Welcome to the Growing Witnessing Communities Track! We are so excited that you have devoted an entire week to immerse yourself in what could be a catalytic week not only for you but also for your chapter as you contemplate what it means to be a truly witnessing community.

→ My name is \_\_\_\_\_ and I want to extend a personal welcome to each of you. You've already spent time in the Retreat of Silence, which we'll talk about in a few minutes, but I wanted to begin by sharing a little about what this track might unleash.

Staff 30 second Vision Talk: How could taking this track change eternity or not?

### Example talk:

*There are many studies out there with staggering results. 85% of all people who accept Christ do so before age 18. What does this say about the opportunity that exists for people to decide to follow Jesus in college? A whole lot! Another study done by a pastor examining people who made adult decisions to follow Jesus demonstrates that the most influential person in someone's life who has decided to follow Jesus is a trusted friend. The window only narrows for people in college and we have a huge opportunity to share the gospel with people through the trust and friendship we have with them for those 4 years.*

*This happened for me when I was a freshman at the University of Michigan. I came in, newly 18 and searching for bubble tea, definitely not Jesus. It was through InterVarsity's community that greeted me with open arms during NSO that I not only satisfied my craving for bubble tea, but a deeply held desire for God that I couldn't even articulate until I started getting into deep theological and spiritual*

*conversations with almost everyone in the community. It was through a small group that invited me to ice skate, eat, watch movies and study the bible that I finally said ‘yes’ to Jesus the fall of my freshman year.*

*What would it look like for our community to be a community like the one that welcomed me my freshman year? I can tell you, having been part of a community like this, that hangouts are fun, movie nights are fun, but there’s nothing that can top genuinely befriending peers on campus, having spiritual conversations and ultimately seeing people come into the kingdom.*

*This is what we’re inviting you into this week! We want to invite you to be a change-agent in your communities to activate them into witnessing, conversion communities of people who get to experience the joy and power of God bring people to faith on a regular basis. Your response throughout this track, and more importantly, your leadership back on campus has the potential to alter the course of eternity for potentially hundreds as you faithfully share the good news through word and deed. Will you accept this challenge?<sup>1</sup>*

### Share track goals

*Our Goal is that each student leaving this track would be motivated, equipped and sent into mission. These three things will be measured using a survey monkey six months after CFW with three concrete goals:*

- **Motivated:** Have they been praying for their non-Christian friends daily?
- **Equipped:** Have they invited a friend to follow Jesus?
- **Sent:** Did they use the 5 Thresholds video series? [sg, church, friends, seekers, etc.] Why or why not?

### Share track definitions

Our focus is growing witnessing communities, not just doing evangelism as individuals. These are the three terms you will see in our curriculum, and we would like you to get comfortable with them. Our goal and prayer is that God would use the track to equip the participants to help their huddled small groups to become witnessing small groups, and then onto becoming conversion communities.

**HUDDLED:** These chapters and small groups exist for themselves. Evangelism is a concept. Conversions are rare (0 to 1 conversion per year.)

**WITNESSING COMMUNITY:** These chapters and small groups exist for others. Evangelism is part of their vision. They have been trained to do evangelism. And some of their efforts include witness. They see some conversions a year (4-8% of the chapter become new believers per year.)

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<sup>1</sup> <http://www.christianitytoday.com/le/2010/summer/outsidiersfindfaith.html?start=1>

**CONVERSION COMMUNITY:** Witness is integrated into all they do. Conversions are normal. (These chapters see 20%+ conversions per year.)

### Logistics

→ Move them into sitting with their small groups

### Staff and Small Group Introductions

(Prompt for introductions: Briefly share about the community or individual who significantly contributed to you deciding to follow Jesus)

→ Begin with Staff Introductions

→ Small Group Introductions around the tables

→ Pray in pairs. How are you personally coming into the week? burned out? excited? what is a burden you are carrying? together bring who we are to Jesus..

→ PD close in prayer for joy for the week and for the track to become a community.

### Small Group/Table Discussions Acts 1 and 2

(Debrief questions on a PowerPoint slide)

We're going to take the next thirty minutes to share how God met us in the Retreat of Silence. On the PowerPoint are a few questions to get you started, so please turn to your groups and begin sharing about your experience and what God was saying to you.

- Debrief the Retreat of Silence
  - What was the experience like for you?
  - What was challenging?
  - What was surprising?
  - What did you observe about witnessing communities?
  - Did you hear anything specifically from God?

## BREAK

### Teaching: Connecting Acts 1-2 and Why CONVERSION Communities are vital

Notes:

I want to take some time to synthesize Acts 1-2 for us now that we've had a chance to debrief our Retreat of Silence. Acts 1-2 depicts real people, like you and me, who are empowered by the Holy Spirit into a radical life of leadership and evangelism. Some may say that this community is unique for simply this time post-resurrection, but let's remember Jesus's words in John 14:12 "Very truly I tell you, whoever believes in me will do the works I have been doing and they will do even great things than these, because I am going

to the Father.” A few verses down, Jesus says that as he is departing, he will ask the Father and the Father will give us the Holy Spirit. This is the Holy Spirit we see arriving on the scene in Acts 2 and the same Spirit that we as believers have living in us! Imagine what amazing things God can do through us through his Spirit! Acts 1-2 gives us a picture of that.

First, I want to underscore that:

1. There can be no separation between the Spirit of God and the Mission of God! The Holy Spirit is missional!
  - a. The Holy Spirit that descended at Pentecost prompted Peter to give this amazing and unrehearsed gospel presentation where thousands responded. When the Spirit stirs in us, it’s for the advancement of the gospel and the good of those around us who do not know Jesus. You cannot separate the Holy Spirit and Mission.

Secondly, let’s make it clear that:

2. The Spirit of God is the crucial empowerment needed for mission to the ends of the earth.
  - a. As we enter this week and begin to talk about the ways we can share the gospel on campus and how we can empower the communities we are a part of, let’s remember that this zeal and passion for those around us is a hint of the overwhelming love God has for the world. Mission, evangelism, and zeal for the unreached...that all begins with God and it’s the Holy Spirit that is the crucial empowerment we need for mission on campus! God uses our diagrams, good looks, energy and strategies, but it’s the Spirit that brings power and breaths life into all we do. We need the Spirit as the primary partner and driver of this mission.

Take a look in your Bibles at Acts 2:42-47. Now, we all know Jesus had to resurrect to demonstrate God’s power to conquer the most ultimate form of evil and usher in the new Kingdom of life, not death, but he did leave! Couldn’t he have left behind something that the people who had never had a chance to hear him preach or teach, would be able to hold on to? The miraculous thing is that instead of leaving behind a book, Jesus left behind a community! The Acts community was to be the living, breathing vehicle for witness that would ultimately impact the world! It had small beginning with 12, then 11, then 12 disciples but in just a few days through the power of the Holy Spirit, there were 3,000+ new believers in Jesus!

So why did Jesus leave behind a community? What's so powerful about a community and why are we spending a week together focusing on empowering witnessing communities on our campus?

Studies have shown the people need to belong first before they believe. (Rick Richardson's book Reimagining Evangelism). We'll be talking about other studies that helpfully lay out a process that all non-Christians take as they move from skeptic to follower of Jesus, but the bottom line is that community is one of the most crucial ways people decide to follow Jesus.

Think about these 3 characteristics of the Acts 2 community:

1. The community is the mission.

Just like in the books of Acts, not everyone in the community believed in Jesus yet! Interwoven in the mixture of community life were people who were checking out Jesus, listening to the teachings from the apostles and observing the signs and wonders that were being performed. From the everyday to the miraculous, the community 100% Christian. What would it look like for there to be non-Christians who were actively embedded in the daily life of your community to the point that they had a front row seat to what God is doing in your community?

2. The community does the mission.

What you notice in Acts is that it's a partnership between the apostles and those already in the community to proclaim the gospel. Evangelism is not a solo activity; at least it doesn't have to be. You have people supporting you, praying together and going out together in partnership, not isolation. Just think of Jesus when he sent out the 12 and then the 72. Evangelism is communal in nature.

3. The community embodies the mission.

A theologian (Lesslie Newbigin) says that the role of a believing community is the provoke questions to which the gospel is the only answer. What a statement and wasn't that true of the early Acts community? As you live as a radical community following Jesus, you embody a witness to those around you. Imagine living in such a radical way on your campus, through how you love, serve, live with and even study together. How might Jesus use your embodied lifestyle as a community to provoke questions to which the gospel is the only answer? This is what the Acts community was doing. Their intimacy and closeness to one another can't be mistaken as in reach. It was profoundly outreach!

**Stories:** (examples of what you could share, both good and bad. My suggestion is to find your own to share with the group at this point in the talk).



### **Great example of a witnessing community:**

At the University of Michigan a few years back, a small group of students decided that it was time to live up to their name, “Asian InterVarsity” and pursue a Pan-Asian vision with the secular Asian American Organizations as their starting point. Over the course of 3 years they strategically networked with every major Asian American student organization, attending their events, building trust and sharing about who they were as Christians. It was junior year for 3 of these students and by this time they were all in the same small group that was designed specifically to reach out to these students in these Asian American student organizations. They adjusted their meeting time each week around dance practices and meetings so that there were regularly 20-25 coming each week. As a bi-annual Asian American Student Conference came up that IV was hosting, these three seniors systematically invited all of these members beginning with the most influential. By the time they were done they had over 20 non-Christian and nominally Christian members signed up for the conference. This catalyzed a vibrant witness to these Asian American student leaders and over the next year many of them decided to follow Jesus and come to this very camp, CFW where more said ‘yes’ to Jesus. This is the power of a small group that embraces witness through their community! Imagine what wouldn’t have happened if these 3 hadn’t taken the initiative to reach out to their friends on campus and begin a small group to study the bible with them at a time that fit their schedule?

### **Bad example of a witnessing community:**

Think about the small group that begins with the vision, “we just want to love each other more and grow closer to each other throughout the year.” This small group begins with 10 people and ends with at best 8 or 9 after a few change small groups because the day conflicts with a lab they’re taking or they burnout and stop coming. The small group enjoys eating together every week, sharing deeply about all their personal secrets (at best) but they quickly become a clique in the community and no one knows how to break in because they are so close with one another. They share inside jokes but the sad thing is the despite their appearance, there is still a lot of conflict within the group that takes the energy of just about everyone since they’re all friends with one another. Their focus is on themselves and not on those around them. At the end of the year they’ve successfully memorized the book of James together and have matching shirts, but little impact has been made on those around them. This was my take on the most non-missional small group I’ve ever seen!

### **Segue into how 30-second vision talks can contribute to creating conversion communities**

So we’ve heard a few stories and talked about Acts 1-2 a little more, so now it’s time to move into a practical training piece that will be essential as you all think about becoming change-agents in your communities. We’re going to be learning how to give 30 second

vision talks and I've actually already modeled one for you in the beginning of our time together.

30-Second vision talks paint a picture of what could be and compelling people to accept an invitation to change. 30-second vision talks aren't the silver bullet to getting your group on board with being a witnessing community, but they're definitely a GREAT tool to use throughout the process (and they're transferrable for just about anything in life that you'd want to cast vision about!)

### **30 SECOND VISION TALKS: Training on how to give a 30 second vision talk**

→ We are going to watch a short video on how to give a 30-second vision talk to other people in your chapter why it's so important to become a conversion community. Keep in mind that this video was originally created to train us in how to do a 30-second vision cast for why a new student should join IV, but I think the training is applicable for us.

→ Show video: <https://vimeo.com/70564952>

→ Recap: So to recap, a 30-second vision talk captures a larger reality, your story and a clear invitation.

→ It's important to know how to give a 30-second vision talk and to have one in your back pocket as you think about influencing the culture around you.

→ With that, we're going to take 10 minutes to craft a 30 second vision talk of our own! The topic of the talk is "Why should our community become a conversion community?" and I want you think about giving this talk to a small group member and your small group leader.

→ As a heads up some of you will have the opportunity to share these talks with the group in what we're going to call a vision-off. There will be a prize!

### **Workshop 30 Second Vision Talks**

Students write a 30-second vision talk on why conversion communities are the best communities to embody. Give them an opportunity to brainstorm on their own and come up with a draft vision talk.

### **Vision-Off**

This is a time where you will choose 4 contestants to give their vision cast in front of the group. The format will look like this.

- Staff asks for 4 volunteers to compete in a “Vision-off”-competition for the best vision cast answering the question, “Why are conversion communities the best communities to embody?”
- Staff invites all 4 contestants up to the front.
- Each contestant goes down the line and gives their 30-second vision cast.

### **Vision Casting Recap and Winner**

(Thank the 3 who lost for giving it their best shot and taking a public risk)

- Leader highlights components from each vision cast that are good (to re-emphasizing training on 30 second vision casting) with room here too for making suggestions for modification to vision casts.
- Leader determines winner (with other staff) and reiterates how 30 second vision casts can be used in on campus
  - 30 second vision casts can be used ANYWHERE at ANYTIME!
    - short bus conversations casting vision about coming to a small group
    - used at the end of a small group to vision cast why everyone should sign up for proxe stations
    - in a large group meeting casting vision for the value of attending Chapter Focus Week and inviting non-Christian friends
    - etc....

### **Intro to and Listening Prayer**

Thanks for participating in that Vision-Off and I pray you’ll continue to practice these even beginning this week! We already talked about the role of the Holy Spirit in witness and I want to come back to that as we close our time tonight. Some of us are very comfortable with the Holy Spirit and for others this is new. In Acts, the Holy Spirit keeps showing up in power. He promises to anoint us and empower us in our lives with God in general and in our witness in particular. Let’s get used to talking to the Holy Spirit this week and practice asking him for more of himself, in us and through us. We’re going to spend the next few minutes practicing listening for the voice of the Holy Spirit. I believe God speaks to us today for our encouragement, comfort and strength and as people of God; it’s crucial that we learn to listen for God’s voice so we can respond in obedience and love for God and others.

We are going to listen for a moment to God, asking for a word of encouragement for our neighbor. (Guide this from up front.) PD says, “I am going to invite us to hear from God briefly for our neighbor. This is our chance to listen to God for 10 seconds for our neighbor, and then to pray whatever is on your heart or mind for them. This is not the

time to prophetically declare, "Thus sayeth the Lord for you!" But rather "this is on my heart." PD says, "Lord Jesus, please give me a word of comfort or strengthening that the LORD that you have for my neighbor. 10 seconds of silence. Amen. Break into pairs. One prays, and then the other prays what was on your heart. 2 Debrief in table groups. "How was that for you?"

### **A FINAL WORD FROM HERE ON PARTNERSHIP WITH SMALL GROUP LEADERS.**

This week, we want to equip you to partner well with your SG leader. We will be giving you suggestions and skills that you can bring to bless your SG. It is important that your SG leader wants your help. If not, there will be drama.

Sports analogy [This may be a good time to have a basketball available in your track room]: SG leader is the point guard on the basketball team. Point guards run the play and are in charge of distributing the ball. You are the shooting guard. Shooting guards are often the first pass a point guard makes, but they are not in charge of running the play. The key to being a great shooting guard is being ready to receive the pass from the point guard and taking the shot when the play calls for it. Shooting guards don't keep the ball to themselves; they are ready to pass the ball back when that's what the play is designed for. Don't be a ball hog. Offer your services and availability, but wait for him/her to hand you the ball. [If you are a basketball fan you can use a current NBA example like PG Steph Curry and SG Klay Thompson]

Keep this in mind as we move forward from here and pray for unity even now!  
Thanks and enjoy dinner!

## Session Two Details: Sunday Evening 7:45pm – 9:15pm

1. General Welcome (2 min)
  - a. Bring the students back after dinner and get them ready to engage in another track time.
2. Students brainstorm what makes an attractive community (8 min)
  - a. Ask the students to make a list with their table groups of things that make a community attractive so that people will want to join it. (**Describe** a community or a group or a club that you really wanted to join. Why?)
  - b. Give them 5 minutes to come up with ideas.
  - c. Have each group share their top three ideas with the large group.
3. Vision cast the importance of fun in conversion communities based on Acts 2 community (5 min)
  - a. It sounds like many of you in the room have been a part of a great community at some point in your life. And yes, all the things that you mentioned are things that make a community attractive to people on the outside.
  - b. But I want to tell you what I think is the most important aspect of an attractive community and that is that it's a community that has to be fun!
  - c. Think about it: if Jesus isn't someone's first reason to check out a Christian group, then it's probably the fact that the group looks fun is the reason they're checking it out.
  - d. And so incorporating fun things into your community is really important if you want to be a conversion community. There needs to be something in the community that keeps people coming!
  - e. Why are we sometimes not very fun? Barriers to fun? (Some InterVarsity chapters are serious -- our gatherings can tend to be content oriented or program oriented. Or they are shy or introverted. Or fun seems like a silly waste of time, better for high school youth group and not for us serious Christians.)
  - f. So that's what we're going to do today: we're going to do something fun.
4. Minute to Win it Activities (see game options below) (60 min)
  - a. Split the students into groups of 6-8 students.
  - b. Have the groups come up with a group name and get them into a competitive mode
  - c. Do 5-6 Games (depending on time) and award winning team's points in this way: The first place winners will get 3 points, second place gets 2 points, and third place gets 1 point.
    - i. Make sure that each person in the team participates in at least one of the games.
  - d. During the debrief, add up the points and award the winning team a **prize** at the end of the session

**NOTE: Please ensure you look at the Minute To Win It Supplies Sheet and Prize List in Appendix**

5. Debrief of Activity: How can you use this in your community? What are other ways to include fun in what you do back on campus? (15 min)
  - a. In their teams, have the students discuss the following questions:
    - i. Let's break down "fun". How exactly does fun feel?
    - ii. What was fun in the activity?
    - iii. What emotions did you feel? Happy? Awkward? Embarrassed? Why did you experience those emotions?
    - iv. What is the risk in doing fun (i.e. feeling "stupid" or awkward)
  - b. Be sure to draw the point that fun can feel awkward at times-- especially if you're leading the fun, but that it is important for bonding as a group. You will have to help students who don't know how to have fun have fun.
  - c. After 5 minutes of processing in groups, have each group come up with three ideas that they can use next year to incorporate fun into their small group.
  - d. Share in large group-- give suggestions for how they can improve the fun options and help them to see that fun takes work, but it is worth it.
  - e. Non-Christians need us to be fun, both in Small Group and in Large Group contexts. Fun helps them feel welcomed. You need to be in charge of fun, if your SG leader is open to that. Remember, don't be a ball hog. Be available and wait for the SG leader to pass to you.

## Minute to Win It Game Options

### 1. *Face the Cookie*

- a. Time needed: 10 minutes
- b. Materials Needed: 2 packages of Oreo cookies (or equivalent generic brand) and one paper plate/ participant
- c. Directions:
  - i. Have each team pick two participants
  - ii. Have all the participants line up behind a table and give each person 6 cookies on a plate (reserve extra cookies for any teammate that drops all of their cookies on the floor before finishing the task).
  - iii. When the time begins, the players will put a cookie on their forehead and then, using only their face muscles, they need to bring the cookie down their face and into their mouth. They must then catch the cookie in their mouth and eat it. If they drop the cookie, they have to begin again by putting a new cookie on their forehead and trying to move it down their face again.
  - iv. The task is complete when the participant successfully eats two cookies.
  - v. Keep going until three participants from different teams successfully finish the task (or 10 minutes pass, whichever comes first)
  - vi. Award the first participant's team 3 points, the second participant's team 2 points, and the third participant's team 1 point. If two players from the same team both place, only give them the higher point value—do not give them double points. So three different teams will each be awarded points. If the time is up before three participants finish, only award points to the teams that finished.

## 2. *Chocolate Unicorn*

- a. Time needed: 10 minutes
- b. Materials needed: Chocolate Snack Cakes (7 per participant) and a paper plate for each participant
- c. Directions:
  - i. Have each team pick two participants
  - ii. Have all the participants line up behind a table and give each person 7 chocolate snack cakes on a plate.
  - iii. When the time begins, the participants will attempt to stack all 7 chocolate snack cakes on their forehead one on top of the others.
  - iv. The task is complete when the participant has successfully stacked all 7 snack cakes on their forehead. If at any time as they are stacking the snack cakes they drop one or more of them, they must remove all of the snack cakes and begin again.
  - v. Keep going until three participants from different teams successfully finish the task (or 10 minutes pass, whichever comes first)
  - vi. Award the first participant's team 3 points, the second participant's team 2 points, and the third participant's team 1 point. If two players from the same team both place, only give them the higher point value—do not give them double points. So three different teams will each be awarded points. If the time is up before three participants finish, only award points to the teams that finished.

## 3. *Nutstacker*

- a. Time needed: 10 minutes
- b. Materials needed: 5 ½ or ¾in nuts per participant. One chopstick/kabob skewer per participant.
- c. Directions:
  - i. Have each team pick two participants for this challenge.
  - ii. Station each pair near the table and give them each 5 nuts on 1 chopstick.
  - iii. When the time begins, participants take turns stacking the nuts without touching the nuts with hands.
  - iv. The task is complete when the pair has a complete stack of ten nuts.
  - v. Keep going until three pairs from different teams successfully finish the task (or 10 minutes pass, whichever comes first)
  - vi. Award the first participant's team 3 points, the second participant's team 2 points, and the third participant's team 1 point.



#### 4. *Stack Attack*

- a. Time needed: 5 minutes
- b. Materials needed: 36 Red Solo Cups/ participant
- c. Directions:
  - i. Have each group pick one participant for this challenge
  - ii. Give each participant 36 Red Solo Cups and have them stand behind a table
  - iii. When the timer begins, the participants will begin to try to build a pyramid with the solo cups (8 cups on the base, then 7, then 6 and so on with one cup at the top). Don't tell them how many cups are needed on the base. If the participant drops the cups or knocks over part of their pyramid, they may try to fix it rather than starting all over again. Once they have finished their pyramid, they must deconstruct their pyramid back into one stack of solo cups.
  - iv. The task is complete when they have built the pyramid and then put it back into one stack and the stack is placed on the table before them.
  - v. Keep going until three participants from different teams successfully finish the task (or 5 minutes pass, whichever comes first)
  - vi. Award the first participant's team 3 points, the second participant's team 2 points, and the third participant's team 1 point.

#### 5. *Pink Elephant*

- a. Time needed: 10 minutes
- b. Materials needed: One *plastic* slinky toy per participant and one headband per participant (note: do not buy the metal slinky toys—these could cause injury)
- c. Directions:
  - i. Have each team pick one person to participate in this challenge.
  - ii. Have each participant put on their headband and place 4-5 coils of the slinky between the headband and their head so that the slinky stays attached to their head without having to hold it.
  - iii. The slinky should hang in front of their face before task begins.
  - iv. When the timer begins, the participants will attempt to get the slinky to stack on top of their heads without using their hands.
  - v. The task is complete when the participant gets the slinky to stay stacked on his/ her head for at least 3 seconds.
  - vi. Keep going until three participants from different teams successfully finish the task (or 10 minutes pass, whichever comes first)
  - vii. Award the first participant's team 3 points, the second participant's team 2 points, and the third participant's team 1 point.

6. *Suck it Up*

- a. Time needed: 10 minutes
- b. Materials needed: 2 plastic bowls/ participant, one straw per participant, and 20 M&Ms (or skittles) per participant
- c. Directions
  - i. Have each team pick two people to participate in this challenge
  - ii. Have each participant stand behind a table, facing the audience.
  - iii. Give the participant one bowl full of 20 M&Ms and one empty bowl and have them place the bowls 5 inches apart.
  - iv. Each participant must use only their straw to transfer all of their M&Ms from one bowl to the other. This can be done by sucking on the straw to grab the M&Ms one at a time and transferring them over.
  - v. If a participant drops an M&M onto the table or floor, add three M&Ms to their first bowl.
  - vi. The task is complete when a participant successfully transfers all of their M&Ms from one bowl into the other.
  - vii. Keep going until three participants from different teams successfully finish the task (or 10 minutes pass, whichever comes first)
  - viii. Award the first participant's team 3 points, the second participant's team 2 points, and the third participant's team 1 point. If two players from the same team both place, only give them the higher point value—do not give them double points. So three different teams will each be awarded points. If the time is up before three participants finish, only award points to the teams that finished.

### 7. *Shake it Out*

- a. Time needed: 5 minutes
- b. Materials needed: one empty Kleenex box and belt/ participant and 8 ping pong balls/ participant
- c. Directions
  - i. Have each team pick one person to complete this challenge
  - ii. Attach each Kleenex box to the back of each participant using the belt.
  - iii. Fill each Kleenex box with 8 ping pong balls
  - iv. The participant must then jump and move around until they are able to shake all 8 Ping-Pong balls out of their Kleenex box. Note: they are not allowed to turn themselves upside-down to complete the task.
  - v. The task is complete when the participant has removed all 8 Ping-Pong balls from their box.
  - vi. Keep going until three participants from different teams successfully finish the task (or 10 minutes pass, whichever comes first)
  - vii. Award the first participant's team 3 points, the second participant's team 2 points, and the third participant's team 1 point.

### 8. *This Blows*

- a. Time needed: 5 minutes
- b. Materials needed: 15 solo cups per participant and one balloon per participant
- c. Directions:
  - i. Have each team pick two participants to complete this task
  - ii. Have each participant line up at a table and place their 15 cups in a line near the edge of the table and give each participant a balloon
  - iii. When the time begins, the participants will blow up their balloon. Then, using only the air in their balloons, they will attempt to blow all 15 cups off of their table.
  - iv. The challenge is complete when the participant has blown all 15 cups off the table.
  - v. Keep going until three participants from different teams successfully finish the task (or 10 minutes pass, whichever comes first)
  - vi. Award the first participant's team 3 points, the second participant's team 2 points, and the third participant's team 1 point. If two players from the same team both place, only give them the higher point value—do not give them double points. So three different teams will each be awarded points. If the time is up before three participants finish, only award points to the teams that finished.

## 9. *Bite Me*

- a. Time needed: 10 minutes
- b. Materials needed: 5 grocery bags per participant: the first 10 inches tall, the second cut to 8 inches tall, the third 6 inches, the fourth 4 inches, the fifth 2 inches tall.
- c. Directions:
  - i. Have each team pick two participants for this task (they should be fairly flexible people)
  - ii. Have each participant line up facing the audience and place the five bags in front of them with the tallest on the right and the shortest on the left
  - iii. When the time begins, the players must try to bend down and pick up each bag with their teeth. The catch is that they cannot touch the ground with any body part other than their feet. They can choose to bend their knees or keep them straight, so long as they only touch the ground with their feet. If, at any point in the competition, they touch the ground with another body part (i.e. a knee, a hand, etc.) they have to begin the task again, picking up each of their five bags with their teeth.
  - iv. Keep going until three participants from different teams successfully finish the task (or 10 minutes pass, whichever comes first)
  - v. Award the first participant's team 3 points, the second participant's team 2 points, and the third participant's team 1 point. If two players from the same team both place, only give them the higher point value—do not give them double points. So three different teams will each be awarded points. If the time is up before three participants finish, only award points to the teams that finished.

### 10. Defying gravity

- a. Time needed: 10 minutes
- b. Materials needed: 3 blown up balloons per participant
- c. Directions:
  - i. Have each team choose one participant
  - ii. Give each participant three balloons and make sure they have plenty of space
  - iii. When the time begins, have the participants throw their balloons in the air and then they have to keep them aloft until the game is over. They may not hold, allow a balloon to rest on them, or let a balloon touch the ground at any time during the challenge. If they do any of these three things, they are eliminated from the game.
  - iv. Keep going until there is only one person left.
  - v. Note: If the participants are too good at this and are going for a long time, add another balloon to each person to quicken the elimination process.
  - vi. Keep going until there is only one person left.
  - vii. Award the last participant's team 3 points, the second-to-last participant's team 2 points, and the third-to-last participant's team 1 point.

## Session Three Details: Monday 9:30am – 12:15pm

### DEBRIEF YESTERDAY. (5 min)

Conversion communities are the best!

#### **INTRO (1 min)**

CONNECT TO THE OVERALL THEME OF THE WEEK.

Your community has a story.

And every member of your community has a personal story worth telling.

Today we are going to grow in both telling our own story of God's work in our lives, and in encouraging our friends to tell their stories as well.

### 3 min VIDEO.

(People have no idea what our lingo means. Inspire students to change how they talk.)

[People Guess What Christian Phrases Mean - YouTube](https://www.youtube.com/watch?v=T8gmtrOBcgQ)

<https://www.youtube.com/watch?v=T8gmtrOBcgQ>

**DEBRIEF:** What did you learn about our lingo from this video? (2 min)

### Why Stories

Historically speaking, good storytelling is as important today as ever. People experience truth through stories. Jesus wants your life to be a "case study" of his power and goodness. But the case study remains hidden if you keep your story to yourself. Everyone in that video, everyone on your campus, needs to hear your story and Jesus' story, but if we do not become better storytellers, our lingo just confuses them.

### Staff demonstrates a weak and a strong story (7 min)

(The goal is to model what you will teach, plus increase the felt need in the room for good storytelling. First, share vaguely and use Christian jargon. Second, tell a concrete story about the same event, with a clear before, during and after.)

Let me give you two examples of telling stories. Tell me what you think after I'm done.

#### *Weak story (1 min)*

[This is an example. You do not need to use this story unless you cannot think of one of your own.]

*When I was a freshman in college, I was a backslidden Christian. I pursued a lot of worldly things. Then I joined an InterVarsity small group. I liked the community. Then I took Mark Study, and that was amazing. God used Mark Study and Catalina Island to change my life. I repented of my sins and committed my life to Christ. It changed me forever.*

**GROUP DEBRIEF:** What was wrong with how I told my story? (1 min)

#### *Strong story (2 min)*

[This is an example. You do not need to use this story. Can you think of one of your own?]

*In high school, I thought God and religion were boring. Not bad, just bland. So I decided to find my joy and meaning elsewhere. I cobbled together the most excellent options available to make me happy. A's, Captain of the Wrestling Team, Chasing the girls, Partying, Adventure, I started my own successful wholesale sunglass business, good friends, and fun times. Life was good.*

*In college, I bumped into these InterVarsity people who told me, "Everything thinking person owes it to themselves to form an adult opinion about Jesus. Have you had a chance to investigate Jesus as an adult and explore all your faith questions?" I lit up. Of course I want to form an adult opinion about Jesus.*

*To my great surprise, Jesus was not boring at all. Just the opposite. He was stunning, shocking, unnerving, compassionate, exposing the religious hypocrites, and he turned water into wine for a whole village! I started falling in love with Jesus, and I also got drunk 3 times a week. I was a hot mess.*

*Finally, I went a long walk. I said to Jesus, "I love who you are. But I will not know if you will bring me great joy until I try you out for real. Here is my heart. Show me that you are better than beer." As I opened my soul, I got this amazing sense of love and peace and joy that God was filling me with himself. I was loved, accepted, and safe. I realized that God's liquid love is so much better than the paltry hodge-podge joys that I had forged for myself.*

*Since then, Jesus has taught me how to have real friendships with women without objectifying them. He has shown me that helping other people grow and be successful are much more important than my personal achievements and glory. He has taught me the joy of generosity and the joy of learning, not scrambling after the next A or hoarding all my money for me. And he has taught me that the greatest adventure in life is when God works through me to touch someone else's life. Can you believe that God would work through a fool like me to transform others?*

*How about you? Have you ever had a chance to explore Jesus as an adult? Would you be up for doing that together?*

**GROUP DEBRIEF:** What was better about this second way of telling the same story? (3 min)

### Pull Out Good Insights (5 min)

There are three parts to telling a powerful story.

#### **3 INGREDIENTS TO A POWERFUL STORY**

There are 3 things that make a life-changing story, if we put it God's hands.

*Focus.*

Your story should have a clear before, during, after. 1 min is ideal. Of course, you can use the longer version of your story if you have the time, but it is good to be able to tell the brief story at the drop of a hat.

*Bridge to their world*

There are some stories that we love to tell, but they do not make much sense to non-Christians. Our lingo can be a barrier. We need to tell stories from our personal life that bridge to their personal life as well.

*Remember the invitation*

At the end of the story, ask them if they would be interested in what you are describing.

If a few minutes, we will practice storytelling in pairs, and we will help each other grow as storytellers. But first we are going to look at two incredible stories from Jesus, who was the world's best storyteller.

*Bridging to Their World: LUKE 15: 11 – 32 (20 min)*

Luke/Acts is our scripture for the week. We will flow back and forth between the two. Luke wrote both. Same author, different books.

(Read the passage out loud, and hand out copies of the printed passage)

*Small Groups (5 min)*

This is the story of two lost sons. Both misunderstand their father.

- Describe how each son misperceives their father.
- Describe the barrier that they have to overcome to have a close relationship with their dad?
- What is their father actually like?

*Large Group (15 min)*

The world can be divided into two macro stories. Those who are like the younger son, and those who are like the older son.

*Older Son*

(Invite them to participate)

Let's hear what you came up with:

- How does the older son misperceive his father?
- What barrier does he have to overcome?

The older son is like those who grew up with religion. The temptation of the older son is thinking his father needs him to work for him. The older son thinks that his dad is stingy, that he is not willing to give him a small goat for a party. Nothing could be further from the generous heart of this lavish, party-throwing father.

People who grow up around religion are also tempted to believe that they need to be good for God. God wants us to work for him. That by doing stuff for God, we either impress God or deserve his favor.



For those of us who grew up in the church, how are we like the older brother? How can we tell this story well?

### *Younger Son*

- How does the younger son misperceive his father?
- What barrier does he have to overcome?

The younger son is like people who either turned their backs on God or who have never been close to God in the first place. The younger son believes that joy is found in partying and doing whatever feels good. He may believe his dad is boring, irrelevant, or worse.

For those who like the younger son, who set off to find joy and happiness in activities of their own choosing, they have a moment of clarity. Recognizing that they could come home to the father if they had the courage. They lower their guard, swallow their pride, and come back to God.

### BRIDGE.

These are two powerful bridges to non-Christians.

USE THE WORKSHEET TO HELP THEM WRITE OUT THEIR STORY.

(Some students who grew up in the church will need your help understanding how to describe how they grew to experience God's love for themselves. This could be a great opportunity for prayer ministry, for them to ask God for more of a personal encounter with him, to know his grace for them personally.)

### *Workshop your Story. (using the worksheet) (15 min)*

In what ways are you like the younger son? In what ways are you like the older son? Are you more like the younger son or the older son?

### *Walk them through the different prompts on the worksheet.*

(You may want to use your own story to show different ways to tell a story. Also, a good story connects to a practical invitation at the end. Help them consider what they want to invite their friends to, and how that might shape how they tell their story.)

### **Fill it out for yourself** (3 min)

#### **Pairs.** (5 min)

Take 1 min to share your story. Afterwards, ask your neighbor, "Please give me feedback. What is one way I can tell my story better?" (1 min of feedback). Switch who is sharing.

#### *Group Debrief (5 min)*

How did that go? Whose neighbor did a good job? What did they do well? (sometimes it is easier to brag on your neighbor than on yourself.)

#### *Possible fish bowl (5 min)*

This is where you ask for a volunteer to come up front and share their 1 min story. After they are done, ask the students, "What did you like about their

story?” Give some positive feedback. Then re-tell their story yourself, making it better. Demonstrate the power of a well-told story. Debrief, “What did I do well?”

*Possible Coaching Offer*

Come have a meal with me if you would like help telling your personal story better.

*Making this a normal part of our community life*

Tomorrow we will have another volunteer or two do their story again. (You could hear from a student for the first time, or after coaching a few students over a meal, you might pick someone who has really improved their story and you can have them present their “better told” version, to demonstrate how to keep working on your story over time.)

**Conclusion: Telling Your Story is Good for You as Well. (5 min)**

As you grow in telling your story, remember that your sincere joy and enthusiasm will be more powerful for people than you telling the story just right. Getting it just right is not the point! People are drawn to joy.

Telling our story out loud is great for our own faith, even if others don’t respond to our story.

Evangelism is like baseball, not diving. In Olympic diving, you stand on this high platform, you do a triple flip with a twist, and you have to part the water without making a splash. That is how to get a “10”.

In baseball, you get up to bat and you strike out. You bat a second time and you strike out again. You bat a third time, and you hit a single. What is your batting average that game? All-Star numbers. You are batting .333, which is excellent.

As you tell your story, don’t beat yourself up. Two out of three times, people may not love your story. Who cares?! If one out of three goes well, you are an evangelism all-star.

*Active Response*

Tell your story today. We will debrief tomorrow.

Like basketball, telling good stories takes practice. Get it out there.

## Session Four Details: Monday 4:00pm – 6:15pm

### Introduction 5 min

1. Debrief prior session of learning to tell your story.
2. Look ahead to this session: Had it ever occurred to you that all the circumstances of your life and all the people in your life are there for a reason? God is a great planner, and whether you are rich or poor, famous or obscure, a brilliant scholar or a struggling student, CEO or a common laborer, God has placed you strategically to be an influence for the Kingdom. You are in your location, in your family, in your school and your job for a reason.

In this session we're going to look first at your place in the kingdom as a follower of Jesus, and secondly at your place in your social circles. And we'll see how those two places intersect so that you can see what God wants to do through you as his servant in ministry.

### Luke 14:12-24 (Hear the Word) 50 minutes for the whole study

1. Intro: Imagine you are hosting a party at your place for five friends on a Sunday evening. They've all agreed to come and you are excited for a wonderful night of conversation and games. You spend the whole weekend cleaning the house, buying food and preparing a lovely meal, complete with decorations.

But on Sunday afternoon, just a few hours before dinner, people begin cancelling. One says, "Sorry, gotta go grocery shopping tonight. Maybe next time." A second friend says, "I just received a free ticket to the game tonight. Can't pass that up. You guys have fun without me." The third sends you a text, which reads, "Apologize for late notice. Can't make it for dinner. Just bought a car. So excited!"

After the third person cancels, how are you feeling? What's your mood? How do you feel when you are really excited about something but the people you're counting on to be there bail out? Will you ever invite these three unreliable friends to dinner again?

More practically, you've got food prepared for five guests, but only two are coming. What will you do?

### Read Luke 14:12-24 (ESV)

1. Divide into SGs and talk about the following questions
  - a. Make some general observations in the text.
    - i. What do you see, hear, and feel?
    - ii. What repeated themes/words/ideas do you notice?

- b. v12-14 Why do you think Jesus instructs his host, a Pharisee, to not simply invite his peers but rather, the poor, the crippled, the lame and the blind? (**ans:** because they cannot repay you. If you invite them you will receive a blessing, though perhaps delayed until you reach heaven. In other words, invite them as an act of grace on your part. Note also that the Pharisees would only dine with their peers; dining with the poor and the sick would make them ceremonially unclean before God, so they thought.)
- c. (Ironically, the man hosting the next banquet, beginning in v16, does the opposite of what Jesus taught. He seems to invite many of his peers. But they prove unreliable.)
- d. v18-20 What do you think of the excuses given by the three?
- e. What is the host's emotional response to the three who canceled? (**ans:** anger) Why do you think he feels this way? (**Note** that the story assumes all three had previously agreed to attend the banquet. The first two excuses seem lame, but students may sympathize with the third: the recently married man. Still, even this man had agreed to attend. He could bring his wife. What else is there to do in rural Palestine?)
- f. What is the host's strategic/tactical response? (**ans:** sends servants out to invite further -- twice)
- g. Why does the host keep inviting? What's his motivation to invite everyone? (**ans:** v23 That my house may be filled).
- h. Why does he want the house filled? Why not hold the banquet for half a crowd? (**ans:** the whole purpose here is hospitality and community -- including with those who are marginalized. He wants everyone to receive the blessings of the banquet and community. He has food ready to go; now he just needs the people!)
- i. If the banquet represents the kingdom of God and its hospitality, what do we learn about the various responses of people who are invited in? (**ans:** Mixed response. The man's peers are not reliable but other folks are more open, more responsive, and more desirous of hospitality and community -- more respectful of the invitation.)
- j. Why do you think the poor, the crippled, the lame and the blind are not initially invited? (**ans:** Because they are not the winners. They are not people of means. They can't repay the man.)
- k. Why do you think they are more open to attending? (**ans:** They are responsive and open because they understand their own need to receive provision, blessing, food, hospitality, and community. They are not distracted by fields, oxen, a new marriage.)
- l. Elsewhere in Luke's gospel we learn that "Blessed are you who are poor, for yours is the kingdom of God." (6:20). What does this suggest about the kinds of people who are open to spiritual things? Why might this be the

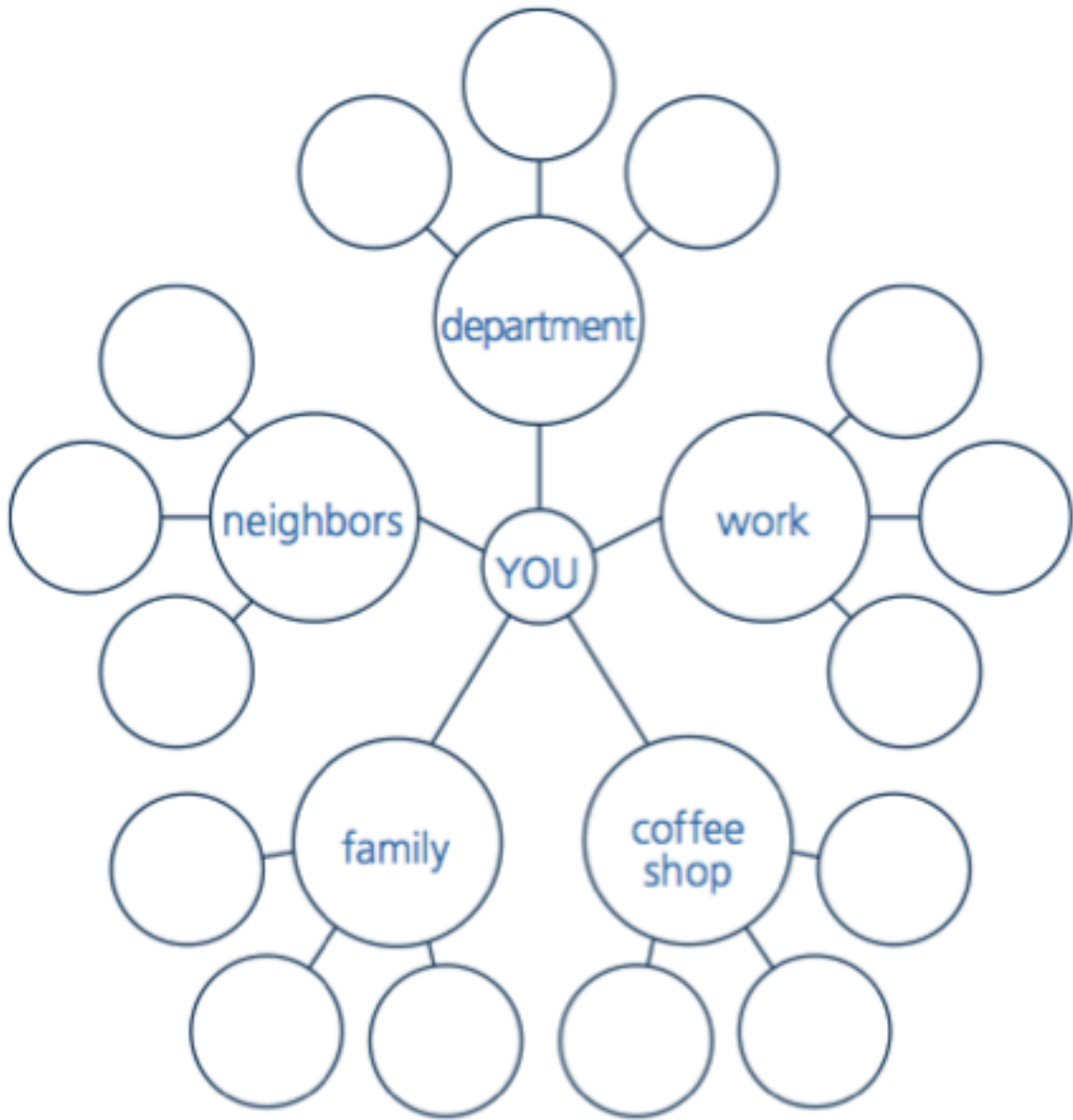
case? (**ans:** the poor and the “poor in spirit” recognize their need for God. That need is not filled with other distracting pursuits such as money, status, and success. But of course even successful people can at some point realize the emptiness of success without God, in which case they become poor in spirit and open to Jesus).

### Application in SG

1. How involved are you in inviting others to the Kingdom of God (the banquet)?
2. What, if anything, holds you back from inviting?
3. Who are the “crippled, the lame and the blind” in your life? That is, who are the people who recognize their own need for spiritual connection with God?
4. In Large Group, hear some of their answers
  - a) What did you think of the three excuses (remind everyone that these friends had already agreed to attend, and were now bailing out)?
  - b) Why were the crippled, the lame and the blind not initially invited?
  - c) Why were they more responsive than the man’s friends?
  - d) Teach about the importance of inviting to the Kingdom of God, which is a place of great blessing and community (the “banquet”). Include a story of when you invited someone to church or InterVarsity or to dinner for a spiritual conversation or to a concert, etc.
5. Transition to Prayer Map: Now we’re going to walk through an exercise in which we identify the people God has placed in our lives, and then begin to pray about who God is drawing us to -- perhaps to those who are poor in spirit, who might recognize their need for him.

### Prayer Mapping (Obey the Word) (50 min)

1. Introduce Prayer Map as a way to identify the places of influence God has given us. Teachers tell your own story of how God has placed you strategically in a network of connections. Talk about your family, education, friends and connections as divinely ordained by God. Why are you (the teacher) there?
2. Everyone create his or her map. Here’s a sample



3. Then: (LINK to undergrad leaders guide for 5T)

A chart with a bunch of places and names suddenly becomes very useful when you start asking some questions about the people you have connected with. When using these questions, I like to use different colored pens to circle, underline or highlight different groupings of people so I can get a visual sense of where the spiritual activity and potential lies:

- a) Who is already a follower of Jesus and therefore a potential partner in reaching others in a network? Invite them to create their own prayer map.
- b) Who have you invited to something? How did they respond?
- c) Looking over the whole map, where do you see the most spiritual potential?

Praying over your map (obeying the word)

1. With these insights, your Prayer Map can become a great tool for prayer.
2. Let's do listening prayer right now. We often make the mistake of thinking that writing names on a page is the goal. It is not. Letting God move our hearts is the goal. Now, I am going to give us 20 seconds of silent prayer. "Jesus, please show me who I am supposed to be paying attention to. Put a name or a face on my heart now. SILENCE. Please circle the name of the person that just came to mind. If you do not have any names on your prayer map, we need to get you some names. (offer to have a meal with those who do not have non-Christian friends. Coach them privately on how to form and make time for friendships with non-Christians.)
3. Second listening prayer. "Jesus, how do you want me to be praying for this person? What is a practical next step I can take now and over the summer to lean into this relationship?"
4. DEBRIEF. How was that for you? What did God put on your heart? What is your next step?
5. POST IT NOTES.
  - a) Teacher collects the names of people that students want to reach out to.
  - b) Let's get a wall of prayer going with names. And let's be sure to pray over our wall of names each day.

**Threshold 1 Video:** [Author video, Threshold 1: Trust.](#)

1. Introduce the video by saying that often we need to be in a position of trust with people before inviting them to the banquet (the kingdom of God). Here is a short video that offers some suggestions for trust building.
2. Afterward, respond the video in SGs or LG: How do you invest in the lives of non-Christians? Are there any specific names of folks with whom you are building trust? What can you do to start building trust with someone?

## 5 THRESHOLDS.

This is a great application to the first threshold. And there are good instructions in the leader's guide and good discipleship cycle. (Handout: the first threshold discipleship cycle. It includes instructions about the prayer map)

Session Five Details: Tuesday 9:00am – 12:15pm



**Introduction:** Debrief yesterday. 10 min

1. Small groups talk about Monday afternoon session on your prayer map and listening prayer. What was most helpful about that exercise? What was most challenging? Who are the two (or more) individuals in your network that God is calling you to? (prayer maps are often hope-inspiring, because God is more at work in their lives and networks than they thought before.)
2. In LG, hear a few of their answers. Be sure to affirm how God is the primary agent in witness but that he calls us to participate with him in the process of witness. We are God's "junior partners" in witness, and that's where risk enters the picture.

**Self knowledge:**

Identify your risk tolerance and risk aversion with short quiz (see handout) 20 min

**Study Acts 16:11-15 (hear the word) 40 min**

1. Provide background
  - a) Paul, Silas and Timothy are on a missionary journey to plant churches.
  - b) They sail to Macedonia and go over land ten miles to Philippi, a Roman city. (need map on PPT)
  - c) Here is a place where the gospel would be in conflict with local customs. Devotion to Jesus Christ would be in direct conflict with devotion to Caesar.
2. Do observation of the text in small groups and hear their findings.
  - a) Imagine the setting. As you walk down by the river, what do you see? Hear? Feel? Smell?
  - b) What is Lydia like? Is there anything about her that is appealing to her? Why might she make a great friend?
  - c) Describe Lydia's conversion process. What happens to her?
  - d) (optional question: Where do you think Lydia was on the 5 Thresholds? **ans:** Most likely an active seeker).
3. In LG, hear a few of their findings.
4. Teaching:
  - a) There probably is not yet a synagogue in Philippi, so Paul and his companions don't go there, as is their custom. Instead, on the Sabbath they go outside the city gate, down to the river where they assume there is a place of prayer.
  - b) Paul and his companions share the gospel with the women by the river.
  - c) God opens the heart of Lydia to believe. It seems easy when we read it in Scripture. *Of course, we think, that was Paul.* He was always seeing conversions. But there's actually a backstory to this incident:
5. Read Acts 16:6-10. The main point here is that God went *before* Paul and led him here to Macedonia. God had a plan. God went ahead of Paul and prepared Lydia and her companions to hear the word.

6. Application: Remember yesterday when we learned to discern God's voice? This requires from us a posture of prayer and openness to God. We must listen to his voice. That's what Paul did here. He heard God's summons to Macedonia, and when he got there (that is, to Philippi), he found God already working.
  - a) God is also working in the lives of our non-Christian friends, family and acquaintances. We need to learn to hear God's voice, then actively step into the process. In other words, we *follow* Jesus into people's lives, we don't *bring* Jesus into people's lives. God is the active agent. We are the "junior partners." But our role is still important. God has chosen to use imperfect human beings, his followers, to share the good news with others.
  - b) Teacher: share a story from your own life where God went before you and prepared a conversation. Or ask a student (in advance) to do so.
  - c) Think back to yourself as a risk-taker -- whether "Safe and Secure," "Moderate" or a "High-flyer." Whatever your natural tendencies, are you willing to take the risk of following Jesus into the lives of others? Do you believe that Jesus got there first and is inviting you into the process? Why or why not?

#### Speaking the Truth in Love (obey the word) 30 min

1. Simiao: Let's watch a video of someone who seems to be in the third threshold. As you watch, consider how you might respond to Simiao: (Note: students will probably have a hard time understanding why Simiao is in the third threshold—so you may need to help them see how her comments show that she is moving from closed to change to open to change. For instance, she talks about how religion is a choice and that there's no proof—she's thinking about it, but is writing it off as something she could actually believe in because the stories sound so fake. She even says, "I'm thinking about it, it sounds so cool" but it is clear that she would not be ready to say yes to Jesus yet because she doesn't get that this could be personal for her. She also tried praying, but then writes it off as "A way to clear up your thoughts")

<http://2100.intervarsity.org/resources/spiritual-conversations-simiao>

2. What are your observations about Simiao? How has God already been working in her life? (Take your time on these questions—make sure that students see that she is closed to change, but that God is still working. A possible answer to this questions would be that God brought her to IV and helped the IV people invest in her in a really personal way—she's even tried praying by herself.)
3. How would you help her grow? (A possible answer is to pray with her (maybe listening prayer), keep inviting her, keep praying for her, keep challenging her to answer the question: Who am I?)

4. Now we're going to watch a video of one of our national evangelism trainers, Doug Schaupp, suggests three different approaches to talking with people who are in threshold 3, open to change:  
<http://2100.intervarsity.org/resources/threshold-3-open-change>
5. Which approach are you most comfortable with, John 3 (sarcasm), John 4 (compassionate questions), or John 5 (being direct)? (Have them share around their table)
6. What do you think you need to be able to speak the truth in love to a non-Christian friend? What are some things that could stop you from being able to do this well?
7. Think about your friend from listening prayer yesterday—what truth may they need to hear from you in love?
8. Role-play with a partner what you might say to Simiao in conversation.

Summary: Notice the steps we've taken today 1 min

1. Discerning God's work in others (Lydia, and our 2+ friends from yesterday)
2. Taking the risk of participating in that work as God's junior partners
3. Helping a non-Christian friend move through threshold 3 -- becoming open to change -- toward threshold 4: actively seeking Christ.

Debrief (in small groups) 10 min

1. What are you learning about God? About yourself as a risk-taker and participant in God's work?
2. What has been the biggest risk for you personally this week? Was it even attending camp? Playing minute-to-win-it games? Sharing your story?
3. We would like you to lean into taking risks in faith each day this week. What are some ways you could do that? (some examples would be to have lunch with someone from a different chapter, text your friend from your prayer map and ask for a phone call or video call the week you get back from camp—plan to speak the truth in love to them during that call, ask your staff if you could share your story during chapter time, ask your staff if you could do a call to faith during chapter time (if there are non-Christians from your chapter at camp).

Please let God into your fears and barriers to risk taking, and let this become a good word in your faith life, for the rest of your life. Risk often = Growth.

## Session Six Details: Wednesday 9:00am – 12:15pm

### General Welcome (5 min)

Some sort of quick ice breaker to get the blood flowing (I'd suggest a workout of the day or some goofy game)

### 30-second Vision Cast for Why the next 90 minutes can be life-changing

1. Today, we're going to move into a time of exploring a tool that was designed by some of InterVarsity's top evangelists as a way to understand how people move from being a non-believer to being a Christian. It's call the 5 Thresholds curriculum.
2. Understanding and being able to use the 5 Thresholds is so important-- it will help you to come alongside your friends to effectively help them wherever they are at in their faith journey.
3. We, as a movement, have seen that helping non-Christians to understand their journey and understand what next steps will be helpful for them greatly increases that person's likelihood of coming to faith. It also helps them to be open about where they actually are in relating with Jesus and will help you to know how you can be a spiritual friend to them as they explore Jesus with you.
4. Take Emily (name changed) for example: Emily had grown up going to church, but that's all it was for her: a place to go on Sundays. But having gone to church, Emily (like many Americans), believed herself to be a Christian. That is, until she got involved with the InterVarsity chapter at her school her freshman year. Through her involvement with IV, Emily began to see what real faith lived out looks like and she began to realize that she didn't have the faith that she thought she did. So Emily became curious about what real Christianity looks like. She joined a Bible study and began to learn about Jesus. When Urbana came around Emily had a tangible experience with God and thought that she had become a Christian then. She believed that if that hadn't led her to faith, then the experience wasn't helpful. So she tried to convince herself that she was a follower. Soon, however, she realized that she hadn't actually become a follower-- there were still areas of her life that made her question if Jesus was really Lord and Savior of her life. So she was lost-- not knowing where to go or what to do. Then her Bible Study began studying the 5 Thresholds curriculum and it clicked for her. It wasn't that Urbana was useless for her journey-- in fact, it had helped her cross Threshold 3. So Emily was able to identify that she was in the process of seeking and asked members of her small group to come alongside her as she continued to seek after Jesus. For Emily, understanding the Thresholds was incredibly helpful for her to understand her experience at Urbana and feel free to continue seeking at her own pace, rather than feeling like she had to be a Christian when she clearly wasn't ready. The summer between her freshman year and sophomore year was difficult for Emily. She still felt lost and like she didn't know how to move forward with her faith journey. Thankfully, studying the Bible with her mom was helpful. When she came back in

the fall of her sophomore year, Emily was able to reconnect with her InterVarsity chapter and finally said yes to Jesus in October.

5. So Emily's story is helpful because through her story we can see the importance for understanding the Thresholds better. For Emily, having people around her who knew what next steps would be helpful for her greatly increased her feelings of security and support in her small group.

#### Intro 5 Thresholds Curriculum (5 minutes)

1. And so today, we're going to take a look at the curriculum for ourselves and think through how we can use this curriculum in our own contexts back on campus.
2. The 5 Thresholds Curriculum was designed by InterVarsity's national evangelism team as a way to help our communities be more outreaching and to help us understand how people come to faith and the active role we can play to come alongside them and help them in their journey.
3. If you're not familiar, the 5 Thresholds is basically an outline of the steps that people take on their journey to Christ. They first need to build trust with a Christian, then they need to become curious about Jesus, then they need to become open to changing their own lives to accommodate Christianity, then they need to become seekers, and finally, they need to actually become followers of Christ.
4. The 5 Thresholds is not a science, rather it is a general flow of how people come to know Jesus. We find the most people go through these thresholds and they typically go through them in order, but they may go through some of them quickly and some of the slowly. They may even go through a threshold and then lapse back into a previous one. So these are general guidelines for what to look for and how to help people in each threshold.
5. The curriculum is designed for a small group of individuals to go through together and the real purpose of the curriculum is to get each member to engage in an active response each week.
6. These active responses are designed to help the members of the group take risks in their faith and help their friends think through their own spiritual journey.
7. What we've found as we've been testing this curriculum on campus is that it is really important that the leader help the members follow through with their active response. It's really easy for members to forget to do the active response between meetings, but with reminders from the leader, we saw a dramatic increase in the number of members who took the risks each week.
  - a. It's very similar to applications at the end of Bible study. If you don't check in with members on the application, they don't often do them.
8. So we're going to actually go through one of the lessons from the curriculum with you all so you can see what it looks like to lead one of them. We've actually been using a lot of the curriculum so far this week, but wanted to explicitly use a full lesson with you so you get a better understanding of how to lead this on your own.

9. Today, we're jumping into Threshold 4—helping people move from meandering to intentional seeking after Christ.
10. As we're going through the lesson, make sure to think about what you like about the lesson and begin to think through how you might implement something like this on your own campus. When we're done, you're going to get a chance to come up with a plan for how you will do this in the fall on your own campus.

#### Threshold 4 Curriculum (90 minutes)

1. Use the guide at the end of this session to lead well, but look below for tips on how to make the most out of your time doing the curriculum.
2. Bible Study:
  - a) Make sure that you spend time manuscripting the passage on your own before you lead-- the more prepared you are, the better you'll be able to lead and direct the conversation.
  - b) The point of the Bible study is to see how Jesus helps Bartimaeus name what he's looking for from Jesus. Make sure to help bring that out in conversations-- you may even have to ask questions that help bring that observation out.
3. Discussion
  - a) One important point to make: you do not need to ask every question listed to have a good discussion. And you should feel free to write each question in your own words or even add questions that you think will be helpful in getting the students to understand this Threshold.
  - b) The biggest mistake that I made when first leading these discussion was to just read what was written on the page. By familiarizing yourself with the curriculum beforehand and by feeling free to adapt it to your own voice, you'll be a much more effective leader of the curriculum. So make sure that you have watched each of the videos and gone through the discussion questions yourself before you lead.
4. Author Video:
  - a) The video points to having each person make a plan for how they could come along a seeker friend to help them in their search for God.
  - b) Make sure to model how to have members make a plan of action for the active response and tell them how you would help them follow through with their plan on campus.
  - c) I'd suggest passing around a piece of paper and having each student write down their name, the person they intend to do the active response with, and the time at which they plan to do the active response. On campus, then, you would call each student the day of their active response to pray with them and to hear how it went.
5. Spiritual Conversations Video

- a) Here the curriculum branches off to help you tailor to your crowd. Since you're teaching others how to lead the curriculum themselves, I'd suggest skipping the "Taking it Further" and "For Leaders of Leaders" discussions. Keep it simple for the group. But you'll still do the "Connecting the Dots" section and the "Application" section.
- b) Ending by praying for the appropriate urgency will be a good end point for the group.

### Break (15 minutes)

### Debrief of Curriculum (in small groups) (10 minutes)

1. What did you like from the teaching?
2. What questions do you have?
3. What potential difficulties can you foresee in implementing this curriculum in your context?
4. What can you do to prepare for those difficulties?
5. Where in your current structures do you see the potential to implement this curriculum?

### Intro plan for evangelism influence (15 minutes)

1. So, the point of this track is to become an evangelism influencer in your chapter next year. We've done quite a few activities this week that you could use on campus next year either with freshmen apprentices or you small group. You could even use some of those things with a church group.
2. We've found that many times, students come to chapter camp and go through a track like this and they get really excited about bringing this back to campus. But this chapter camp happens before summer break and so you have three months in between now and when this becomes relevant on your campus. So many students just forget what they've learned by the time the fall semester comes.
3. So we want to give you some time to think through a potential plan of what you could do next semester to be an evangelism influencer.
4. You could choose to use this 5 Thresholds Curriculum with your small group, or you could use prayer mapping with a freshman you're mentoring, or you could use the activity where you help people write and share their stories with your leadership team. There's a lot of possibilities!

### Students write plan for influence next year (15 minutes)

1. Hand out "Influence Planning Sheet" to each group
2. Have people from the same chapters together. If there are any people who are the only person from their chapter in the track, have them either join another chapter or pair up with another student who is alone in the track.
3. Give groups time to come up with their plans—be available for questions/comments as you go (Have one staff at each group if possible)

Students share their plan in small group and help each other make it better (30 minutes)

1. Have the students pair up two schools together.
2. Give each group 10 minutes to share their plan and then give the group 5 minutes for feedback on the plan. Be sure to make suggestions for how to make the training better.
3. Have every group share their plans and make any needed adjustments to their plan.
4. Have the students hand in their plans so that you can make a copy of the plan—make sure to give them back to the students by the end of the week so that they are able to have them in the fall. (When you give them back the plan, make sure that you tell the students to keep them somewhere that they'll later find so that they can have it in the fall.)
5. Active response from the session: have the students talk with their staff worker before the next session (if possible) to share their plan and ask for help in making sure they follow through with their plan.

## THRESHOLD 4: BEING SEEKERS. HELPING SEEKERS.

Helping people begin to intentionally seek Jesus.

### SCRIPTURE

#### BIBLE STUDY: MARK 10:46-52—SEEKING HARD AFTER GOD

In Mark 10:47, Bartimaeus shouts at Jesus for healing. He is clearly seeking and hoping for Jesus to do something for him. However, the journey for this seeker has a large barrier in the way: the crowd. They tried to silence him. Jesus was too busy and important for people like him. But Jesus stops. He makes the crowd swallow their words and bring Bartimaeus to him. We might expect an immediate healing to follow. Instead, Bartimaeus is greeted by one of Jesus' famous questions: "What do you want me to do for you?" Isn't the answer obvious?! It is important to Jesus that Bartimaeus ask him directly. That he name his desire. In the hype of the moment and the crowd, Jesus wants to hear that this is something Bartimaeus wants for himself. Naming the desire of his heart opens the door to this miracle. Jesus says that naming his desire is part of the "faith" that heals Bartimaeus.

### POSSIBLE DISCUSSION QUESTIONS

#### BRIDGING

- Jesus asks Bartimaeus and others in the Gospels this same question: "What do you want me to do for you?" Jesus wants to help every seeker, and everyone, put to words what we desire from Jesus. What do you want Jesus to do for you?
- The path of seeking Jesus may be full of barriers. Jesus helps Bartimaeus refocus amidst the chaos of the crowd. Our friends may encounter an array of barriers on their way to seeking Jesus. Let's similarly help them to focus on what they would like Jesus to do for them.

#### APPLICATION

Let's take a quiet moment. Allow Jesus to ask you the same question, "What do you want me to do for you?" In the quiet moment, share something from your heart.

### "AUTHOR" VIDEO: THE 4TH THRESHOLD

In Scripture, seekers take many shapes and sizes. This video will help us think about how to be a good spiritual friend, and how to help our friends seek Jesus for themselves.

#### SHOW THE VIDEO

#### DISCUSS THE VIDEO

1. What do you like about the video? What questions does it raise for you?



2. Which of the 3 ways to shape the quest would you personally prefer to use? Prayer with a seeker? Reading an apologetics book together? Looking at Jesus in the Gospels together?

### RESPOND ACTIVELY

- Let's go deeper regarding the way we prefer to join the quest of a friend. Break into pairs to talk with someone else about your ideas of how you would approach using prayer, the Bible, or apologetics to help someone seek Jesus. After a few minutes in pairs, briefly share the one idea you each like most with the rest of the group.
- Take out your prayer map. In listening prayer, ask God, "Who do you want me to pay attention to this week? Is there someone I might try this with?" 16

## "SPIRITUAL CONVERSATIONS" VIDEO: NABILA

### INTRODUCE THE VIDEO BEFORE YOU SHOW IT

We are about to hear from Nabila. As you listen to her story, think about what it feels like to be a seeker. And think about how you might help her take a next step toward Jesus.

### SHOW THE VIDEO

### DISCUSS THE VIDEO

1. What do you like about Nabila?
2. Where is she coming from? Describe her worldview.
3. Describe Nabila's journey up to this point. What does it mean to her that she is a seeker?
4. She needs help taking a next step. How might you help her if you were her friend?

### TAKING IT FURTHER (OPTIONAL)

Nabila talks like she is stuck in the 4th Threshold. She has been doing an amazing job of exploring Jesus and taking risks to get to know God.

- I love how you said that you know that religion is about rules—do's and don'ts. And you know that following Jesus is not religion, but about trust. You talk like it is up to you to explore Jesus. But I think Jesus is seeking you; Jesus is reaching out to you. He has already answered one prayer. Have you ever considered that God may have given you Myra as a roommate as a gift to you, as a way for you to know Jesus?
- Instead of feeling like you have to stir up this emotion of "trust" in Jesus, how about we pray together and ask Jesus, "Would you please build trust with me?" Put the responsibility of building trust on him. If you invite him into your fears and your feelings of apprehension, he will meet you in that.
- You said religion should have its limits. I agree. But remember that Jesus is not religion. You know how a husband and wife give each other vows at their wedding? What if you went to a wedding and the groom said to the bride, "I give you two days a week. I will give up most of my other girlfriends. I will stick with you as long as it isn't too difficult." We would walk out in protest. The bride deserves full vows. Partial vows make her sound cheap. Same with Jesus. He doesn't want partial vows. He is not cheap. He is worth full vows. He is that good. If he did not call for full vows, he wouldn't be worth following. Let's pray together and ask Jesus to show you that he is better than the life you can create for yourself.

### CONNECTING THE DOTS

What do you learn about the 4th Threshold from Nabila's story?

### APPLICATION

- How many of our friends are like this? What would it take to be proactive in helping them form a quest now? Get out your prayer map. Ask God, in listening prayer, if there is anyone in your world who might be ready to join you in seeking Jesus together.
  - (Commission one another to use prayer, apologetics, or the Bible, which they have hopefully already previously identified.) Let's lay hands and pray over those who are passionate about a prayer challenge. (Then take a minute to pray over those with Bible and then apologetics passions. Pray for God's anointing and authority to take risks.)
1. • How might we grow in appropriate urgency about these ideas? Let's pray for appropriate urgency.

## Session Seven Details: Wednesday 4:00pm – 6:15pm

General Welcome and Invite students to sit in small groups as they enter the room

### The Good News! (20 min)

1. Intro – (Story) My wife makes the best biscuits and gravy. Her family is very proud of them. Do any of you have a family recipe that is your favorite? Well their recipe for biscuits starts from scratch. Also in my wife’s family, when you make something to eat you always proclaim it the best ever with lots of boisterous praise. My family growing up was stoic and the opposite of boisterous when it comes to praise. So when we first got married my wife would make biscuits from scratch and wait for me to give words of affirmation. She was always disappointed. Don’t get me wrong. I told her they were good but they weren’t the best ever, so I just couldn’t proclaim it. Well one day she served biscuits for breakfast and as I ate one, I was blown away. These biscuits were awesome. They were great. I thought to myself, “I am going to tell her when she sits down that these are the best ever!” My wife came back to the table and my moment came. I said, “WOW, these are the best biscuits ever!” I am thinking yes I got it right and I looked for my wife to beam with joy. But, she was not smiling. She was crushed. She quietly said as she left the table, “I made them from a box.”
  - a) \*{Illustration of the story is that there are certain pieces that are essential to understand and make the \_\_\_\_\_ work. You could use a car engine, or cooking or building something. Every illustration will break down somewhere. But when you use the right pieces it works is the point. (The Holy Spirit is at work and can do things where we can’t)}
  - b) \*{The focus doesn’t need to be on us it needs to be on Jesus and his power to transform and reach people}
2. Having the right recipe – the pieces that make up the gospel
  - a) She changed the recipe. Lots of people change the recipe for one reason or another. Sometimes it’s to try something new. Other times we may be missing ingredients. There are times we are trying to make it better or make it our own.
  - b) There are certain pieces that are essential to the gospel and make it good news. We can’t change the pieces or try to add things to make it better. When we do change the gospel it isn’t as good anymore.
    - i. The gospel is good. And we have to trust as we share it that the Holy Spirit is at work. The point isn’t to focus on having a perfect presentation of all the pieces. My wife’s biscuits were still good. But we need to start with the right pieces so the Holy Spirit can use us and do amazing things.
    - ii. In Acts 3 the disciples proclaimed the gospel

1. It was good for the hearer. Both the lame man and the Sanhedrin were given the opportunity to be changed
  2. It was good for the proclaimer. Peter and John got to see the power of God at work.
  3. They also expected that God would do something to bring people to respond. The book of Acts is full of accounts where the disciples proclaim the good news and invite people to respond with astounding results.
- iii. Today is no different. We are sharing the gospel and inviting our friends to respond in our SGs, LGs or daily conversations
1. (Story) – Share a testimony of someone coming to faith this year.
  2. What gospel are you sharing?
    - a. Handout – Gospel Pieces
      - i. On this handout are the essential pieces that make up the gospel with scripture to back it up.
      - ii. I also have included other ways of describing some of the pieces. It isn't about the exact jargon or words that I used. It is the concepts that we want to understand and share, i.e. damage, brokenness = sin
    - b. Gospel pieces
      - i. God (designer, creator, love, perfect)
      - ii. Man (created by God, similar in that we are made for relationship and designed for good)
      - iii. Sin (brokenness, damage, evil, wrong)
      - iv. Death (physical and spiritual death, consequence, separation from what is good forever, judgment)
      - v. Jesus' life (God came as a man, identified with us, shared in our pain and sufferings)
      - vi. Jesus' death (crucifixion, owned our brokenness and death, took our punishment)
      - vii. Jesus' resurrection (raised from the dead, conquered death, overcame the brokenness and death)
    - viii. Invite a response
      - Repent (believe and turn from our way to his way, own our brokenness, ask for forgiveness)
      - Follow (live through his power, lordship)

3. When I share this I am challenged on how this story is still shaping my life. As I proclaim the gospel in response to injustice, I am struck on how I am or am not living through his power. It leads me to praise as I consider my brokenness and how God has sent Jesus for me.
- iv. This is good news. It is the best ever. As we become more familiar with it and let it shape our lives it gets better and better.
  1. My wife's biscuits are amazing now. She has practiced and gets better with the right pieces
  2. It is a skill. I can enter many different conversations as I become more familiar with the pieces. The rest of this afternoon we are going to give you that opportunity to hone your skill at sharing the gospel and become more familiar with it.

### Instagram Scavenger Hunt (25 min)

1. In SGs – You have the next 25 minutes to spread out and have a scavenger hunt. During this time you are taking your handout on the gospel pieces and taking photos with your phone for things that can represent them around camp. The idea is to have other words, objects, or images to represent and explain the concepts of the gospel. Use your imagination. And we'd like you to use your phone and upload the pics to Instagram. Put them on one account and tag me \_\_\_\_\_ and use the hashtag **#cfwgwc** (share your Instagram username with the students). I will declare a winner and share them with you later. You don't have time to run to Narnia but you do have 22 more minutes to go through your photo library or run outside.
2. Give them the exact time you want them to return and stick to it so you can debrief. It must be turned in by
3. Scavenger Hunt Debrief
  - a) The winner is...!
  - b) Were you able to get all 8 pieces?
    - a. What was it like to leave one out?
  - c) Is the point to have a perfect presentation?
  - d) The Holy Spirit will work powerfully through your obedience and in multiple conversations.
  - e) He will continue to meet you as you learn the grasp and master more of Jesus' incredible story.
    - a. Invite them to go deeper with the gospel.
      - i. Practice sharing the gospel every day for a month with yourself for a devotion
      - ii. Read a book

## Break (10 min)

### Heart of Jesus – Luke 15:1-10 study (15 min)

1. The last half hour or so you spent searching for things to show the gospel in a creative way. Good job. Jesus is constantly searching too. His heart is bent on finding what is lost. We are going to spend the next few minutes in Luke 15.
  - a) Pass out handout of Luke 15 manuscript
  - b) (5 min) to read through these parables that Jesus shares. Pay particular attention to the values Jesus is showing that are in the Kingdom of God.
  - c) (5 min) Share observations as a large group. Move to interpretation.
    - i. Lost people matter to God
    - ii. Finding what is lost matters to God
    - iii. Taking risks and working hard is worth it
    - iv. Jesus focused on what is lost, not on what is safe
    - v. Celebrating what is found
    - vi. Including community in celebration
  - d) 5 (min) Leader interprets for the group
    - i. Part of sharing the gospel is having the heart of Jesus. If we are following him as our leader we need to have his heart too. Jesus is willing to risk everything and is on an all-out search to bring back what is lost. It means leaving what is safe and leaving no stone unturned to see sinners repent. Jesus is overjoyed when what is lost is found and he invites everyone, even the angels, to celebrate.
      - a. Do you care about the lost? Are you willing to risk relationships, your time, and energy to find lost people?
      - b. Are you and your chapter seeing people respond to the gospel and how are you celebrating that together?

### The Big Story (15 min)

1. Story- Share a story of seeing someone come to faith when you shared using a gospel outline.
2. Jesus' heart is to see lost people found. We do that by sharing the gospel. We are going to spend the rest of our time sharpening our skill of sharing the good news by using and practicing a gospel outline.
  - a) We are going to use The Big Story
  - b) It is one presentation. You need to find one you are comfortable with and become familiar with it. For our time here, we are going to use The Big Story.
  - c) Hand out The Big Story Booklet and encourage them to follow along with the video tutorial.
3. Role Play in about 8 min

- a) Invite a student to be someone you know and you are going to share the gospel with them. Set the scene, you have been in a spiritual conversation and you are now going to share the Big Story.
- b) Draw out the outline on a white board or large pad up front as talk.
- c) At the end ask
  - i. The student to identify where they are in the story
    - a. Invite them to respond and ask if they would like to follow Jesus today. If not, how can we continue to investigate this? (invite to SG, LG, GIG, etc.)
    - b. If they are a follower of Jesus, invite them to SG, LG, share IV's vision.
  - ii. We want to see people move to world 4. You move from world 2 or 3 into world 4. You don't stay in world 3. You can only move to world 4 by going through 3.
- d) Questions

#### Practice (20 min)

1. Turn in pairs and take turns sharing the Big Story with one another.

#### Debrief – personal reflection (10 min)

1. How is the gospel continuing to shape your life? What piece do you need to look at more?
2. Does your heart reflect Jesus' heart for the lost?
3. How was the experience sharing the Big Story? What is your greatest fear sharing the gospel?
4. Students have heard the gospel 3-4 times during this session. Often there are students in this track that have not committed their lives to Jesus or that need to recommit. Take a moment to invite students to follow Jesus, to step into world 4 right now? Pray!
5. Assignments
6. Over the next 12 hours we are asking you to share The Big Story with 2 people in camp. Everyone cannot share with the same person from your chapter. You don't want to overwhelm them.
7. Gather 1-2 requests from your chapter before tomorrow.

## Session Eight Details: Thursday 9:00am – 12:15pm

### 9:00-9:10am: Welcome

Welcome the group and begin by continuing to reinforce the importance of debrief. Debriefing gives us increased self-awareness, reflection and an opportunity to understand where we are in the learning process and how to move forward with appropriate next steps.

### Debrief last session:

- What are you learning about exploring faith with your friends?
- How do you feel about making invitations to your friends?
- What fears could get in your way?
- Pray for each other

### 9:10-9:15am: Bridge from last session

1. (Inviting our friends to follow Jesus-Luke 15:1-10) with this session (becoming shrewd influences toward witnessing communities).
2. Learning how to share the gospel with our friends and impacting our social networks is such an important thing that we'll continue to grow in the more we do it. This morning, we want to focus on how you can not only be an evangelist in your own life, but also impact the lives of other leaders and chapter members around you to do the same. That being said, we're going to be studying a passage inductively this morning.
3. Brief introduction to manuscript:  
I'm passing around the manuscript to you now. There are markers on your tables and what we'll be doing is a process of Observation, Questions, Interpretation and Application. Making great observations leads us to key questions about the text that help us unlock it and arrive at great interpretation and application of the passage.

### 9:15-10:20am: Manuscript Study: Luke 16:1-15

*Exact breakdown of time (note to staff, trust the timing/method and although it will be tempting to lengthen portions, keep a close eye on the clock. Bringing a timer up and timing each section is helpful (although this is of course extremely time-oriented).*

*Pacing Template: (Detailed notes for each section below)*

9:15-9:19: (4 min): Context of passage and historical background

9:19-9:21am: (2 min): Read Passage and Pray  
 9:21-9:28am: (7 min): Individual study  
 9:28-9:33am: (5 min): Small Group Observations  
 9:33-9:38am: (5 min): Large Group Observations  
 9:38-9:41am: (3 min): Small Group Share Questions  
 9:41-9:46am: (5 min): Large Group Questions  
 9:46-9:56am: (10 min): Small Group Answer Questions  
 9:56-10:16am: (20 min): Answer Questions in Large Group  
 10:16-10:20am: (4 min): Summary of Passage

## Teaching Notes for Manuscript Bible Study-Luke 16

9:15-9:19: (4 min): Context of passage and historical background

*Note: This is more information than you need to present, but please read and choose what of this background information on Luke you think will be most helpful as you set up the passage:*

### *The Gospel According to Luke - Background*

Lindsay Olesberg, 2011

#### *Authorship-Luke*

Luke is the sole Gentile author in the Bible. Nonetheless, his two-volume work (Luke-Acts) comprises one quarter of the New Testament. Only the apostle Paul contributed more material to the New Testament canon than Luke. As a traveling companion to Paul he had a front row seat to the spread of the church across the Roman Empire. (The pronoun “we” is used in Acts chapters 16, 20, 21, 27, and 28, indicating that Luke was present during those events.) Paul considered him a valuable member of his ministry team (Philemon 24) and a loyal friend (Col. 4:14, 2 Tim. 4:11). Luke was a physician by occupation, but beyond that little personal information is known. The quality of his writing and use of Greek indicate that he was well educated and cultured.

Luke was not an eye-witness to the life, death, and resurrection of Jesus, but through Paul he had access to the other apostles and other early church leaders. Additionally, John Mark rejoined Paul’s ministry team during the time Luke was a member (Phl. 24). Since Peter disciplined Mark, extensive time traveling with Mark probably provided Luke with much first hand information about Jesus.

#### *Date – A.D. 58-63*

The book of Acts ends with Paul imprisoned in Rome proclaiming the kingdom of God boldly. Thus, we can surmise that Paul was still alive when Acts was completed. Using the dates of



Paul's imprisonment and execution, it is likely that the Gospel of Luke was written in the late 50's during Paul's third missionary journey or his imprisonment in Caesarea. Acts was probably written in the early to mid 60's from Rome.

**Audience and Purpose**— “...so that you may know the certainty of the things you have been taught.” Luke 1:4

Luke's is the only Gospel addressed to a specific recipient. Nothing is known about “most excellent Theophilus” (Luke 1:3, Acts 1:1) except that he is a Gentile. Because his name means “lover of God”, there has been much speculation about whether or not Theophilus is a particular man or a representation of Gentile believers. If he was an actual person, he would have been Luke's patron and responsible for the publishing and distribution of Luke's books.

By this point in history, Gentile believers greatly outnumbered Jewish ones. Since Paul's commission was to carry the gospel to the Gentile world, it is not surprising that one of his companions would see the need for a history of the Jesus and the church that showed unequivocally God's intention for the inclusion of the Gentiles. Luke weaves this theme skillfully through his works, beginning with Simeon calling baby Jesus “a light to the Gentiles” (Is. 42:6, 49:6, Luke 2:32).

I speculate that Luke's intention was to strengthen the Gentile mission by empowering Gentile believers to carry the gospel. The Gospel of Luke begins with an explanation of Luke's motivation in writing: assuring and validating the message they have received. The book of Acts ends with a powerful statement from Paul, “I want you to know that God's salvation has been sent to the Gentiles, and they will listen” (Acts 28:28-29). The narrative that begins in the inner sanctuary of the Temple in Jerusalem ends in Rome with the promise and implied charge of the gospel bearing fruit among the Gentiles.

#### *Genre – Greco- Roman historiography*

Whereas the other three Gospels follow the form of Greco-Roman biography, Luke-Acts uses the form of historiography. In his preface, Luke introduces his subject matter as “the events of that have happened among us” (Luke 1:1). The scope and concern of Luke's writing is broader than the person of Jesus. He connects the story of Jesus with the story of the church, thus demonstrating the continuity of the church's message of salvation through Jesus alone (Acts 4:12).

Greco-Roman histories included genealogical records, instruction given in the context of meals, travel narratives, speeches, and dramatic episodes. The purposes of this literary form involved demonstrating four interrelated benefits of the past: validation, continuity, identity, and pedagogy (*Introducing the New Testament*, p. 152). The write of Greco-Roman histories highlighted the significance of historical events rather than merely recording them.

Luke used the Gospel of Mark extensively, but wove in additional material to accomplish a different purpose. Mark's focus was on the person of Jesus, depicting him as the Christ, the Son

of God (Mark 1:1). Luke, on the other hand, focuses on the content of Jesus' message. Seventeen of Jesus' thirty-nine parables are only found in the Gospel of Luke.

### Sources

Paul J. Achtemeier, Joel B. Green, Marianne Meye Thompson, *Introducing the New Testament* (Grand Rapids: Eerdmans, 2001)

David N. Freedman, ed. *Anchor Bible Dictionary* (New York: Doubleday, 1992)

Craig S. Keener, *The IVP Bible Background Commentary: New Testament* (Downers Grove, IVP, 1993) *Nelson's Complete Book of Bible Maps and Charts* (Nashville: Thomas Nelson, 1993)

### Context of this particular passage:

This passage comes immediately after the famous parables of the Lost Sheep, Coin and Son. It's important to read this passage as a continuation of the themes that emerge in those parables.

### Historical/contextual background:

In a Roman context, manager would be either a slave or a freeman who has access to his master's wealth and administers it in his name.

In the Greco-Roman world, friendship and economic consideration went hand in hand. People were either "superior", "equal" or "lesser" friends depending on their economic relationships to one another. The exchange of money created, maintained, or solidified various forms of friendship. Therefore, the manager in this parable is using his master's money to gain friends who will repay him with hospitality.

### Read passage and pray

9:19-9:21am: (2 min)

### Individual study

9:21-9:28am: (7 min)

(encourage the group to make observations and also note questions. You can prompt the group to ask questions by saying, "As you're reading the text and you come across something that makes you go, "huh!?!" that's a perfect place to stop and write down a question.)

### Small Group Observations

9:28-9:33am: (5 min)

(Call the group back and direct them immediately into small groups. Leader might say something like, "Alright, let's turn into our small groups and talk about what you saw in

*the text. Remember we're only sharing observations. Simply put, an observation is something that everyone can agree upon."*

### *Large Group Observations*

9:33-9:38am: (5 min)

*(Leader may ask another staff member to be the scribe to record people's observations. Encourage everyone to share and to give line and verse numbers as they share observations).*

### *Small Group Share Questions*

9:38-9:41am: (3 min)

*(Leader may say, "Ok, now take a few minutes to turn back into your small groups and share the questions you had about this passage. Don't begin discussing them, just share what questions this passage generated for you and we'll come back together as a large group to share these in a few minutes.")*

### *Large Group Questions*

9:41-9:46am: (5 min)

*(Leader may say, "Good observations lead to good questions that lead to good interpretation and application. We've done a great job observing the text, now it's time to generate questions as a group that will unlock the text for us and drive our conversation for the next half hour. What questions did you have?" ....Make sure someone is recording these questions. As a leader, you are seeking to replace as many of your own questions (generated on this document already) with their questions. This may require you rephrasing some of their questions and expanding them to make sure as many of the questions brainstormed on this document appear as questions the group wants to discuss. I would advise no more than 8 questions from the group or it gets overwhelming).*

### *List of potential questions from the passage*

*(use this list to try and incorporate with the questions the group is asking):*

1. *What do you think the manager would have felt like, hearing the news from his master that he can't be manager any longer?*
  - a) *Desperate, resenting the future of digging and begging so much that he would try something else*
2. *What is motivating the manager to cancel debts?*
  - a) *He fears he won't have a place to stay after losing his job! He wants dignity and safety/security in his unemployment so he goes to desperate measures to win friends through cancelling debts with the hope that they will feel obligated to pay him back through their hospitality.*
3. *According to this passage, what is the definition of shrewd?*
  - a) *Use what you have for your salvation and the salvation of others.*

4. What are the consequences of using our money shrewdly?
  - a) *In earlier parts of his book, Jesus teaches on how to use money. Luke 6:32-35 teach that the disciples should give without expectation of return and also that Jesus expects the disciples would give to those who are incapable of reciprocating. Earthly mammon, money, will disappear (Luke 12:33, 14:12-14), but eternal treasure will have thus been secured. Therefore, this passage that encourages generous giving argues for genuine social solidarity with people, regardless of socio-economic status, approaching each other as "equal friends."*
  - b) *Notice in Verse 9 it reads that if you use worldly wealth shrewdly you will be welcomed into eternal dwellings by those whom you showed generosity towards. This has implications for evangelism!*
5. What parallels does this passage draw between the earthly and spiritual?
  - a) *This manager was searching for an earthly dwelling to be welcomed into as a result of discovering he was going to be fired. As a result, he shrewdly stewarded his earthly wealth to win friends who would welcome them into his house. This passage is encouraging us to use our worldly wealth in such a way that we will be welcomed into eternal dwellings (heaven) by those to whom we show generosity.*

#### *Small group Answer Questions*

9:46-9:56am: (10 min)

*I would strongly encourage you away from assigning tables to answer specific questions. Let the groups pick the question they are MOST intrigued by. You may say something like this: "These are a great set of questions! I want you to go back into your table groups and choose the question that you're most excited to talk about and dig a little deeper in." Once they choose, you as the leader do 2 things:*

1. *Walk around and listen in on table discussions. Get a sense for what they're talking about and where points of tension are in the room with the passage.*
2. *Establish what order you will facilitate answering the questions in. Your role as facilitator is not to answer the questions but it is to guide the discussion. Determine which of your own questions (if any) you will answer via the group and what questions you'll answer that were generated from the group. I highly recommend answering questions in chronological order of the passage and limiting it to 6-7 questions being answered. It's OK to ask a question that the group didn't work on, especially if it's a question that helps the students enter into the drama of the passage/activates their senses etc.*

#### *Answer Questions in Large Group*

9:56-10:16am: (20 min)

*As the facilitator, at this point, you will have the list of questions you want to pose to the group to answer and know what order you are answering them in. Move from question to question, with the freedom to give some mini-summaries along the way to keep people on the same page.*

### *Summary of Passage*

10:16-10:20am: (4 min)

*As the facilitator, you decide when to move into your summary. The summary is the most often forgotten component of manuscript study but it is vital so everyone knows where the passage is landing and what you're concluding from your time together. A good summary has a synopsis of the passage, a personal story and then dovetails into the application question. (In our case, the application question and discussion comes after the break).*

### *Example summary:*

*Jesus tells parables rooted in everyday life and this parable is no exception. He takes the familiar relationship of a master and a manager and uses it to illustrate principles not only of stewardship but evangelism! In this parable there is a very rich master who has entrusted his manager to steward his resources. When he finds out that the manager has been wasting his money he tells the manager he's fired. Scared and desperate with no plan B, the manager thinks quickly about how he can secure a safe home to live in once he's unemployed. He begins drastically cutting the debts owed to his master of certain lenders. Surprisingly, upon discovering this, the master commended the dishonest manager for the ways he has acted shrewdly with the resources he has. Jesus speaks through the manager is exhorting the disciples and us to use worldly wealth to gain friends so that in the end, they will welcome us into eternal dwellings! Notice this emphasis, **THEY** will welcome us into eternal dwellings. The manager used what he had to gain not only a physical home, but also a spiritual home. He was not just welcomed into that home by anyone, but the very people whom he was generous towards.*

*In summary, this passage not only speaks to the ways we steward money, earthly mammon, but more generally opens up this idea that we must be faithful stewards of all that we have been given on earth with the view of eternity, both for ourselves and those whom we are generous towards. In other words, God has given us not only money, but also a variety of resources in this earth, to steward well so that they, those whom we are generous towards, will welcome us into eternal dwellings.*

### *Application*

10:20-10:40am: Luke 16

## TEACHING

As college students, some of you have been blessed already with worldly wealth to steward. A few smart ones among you may have your own companies or jobs that bring in

more than enough. For others of us, money isn't something we necessarily have in excess, but if we stop to think about it, we are rich in other resources that God is calling us to steward, just like this manager did, to the end that people will know Jesus through our stewardship and welcome us into eternal dwellings. Just to clarify, the emphasis here is not on works righteousness and what we need to do to get into heaven. The emphasis here is on WHO is doing the welcoming. It's significant that in the passage, those who were shown generosity were the ones who not only welcomed the manager into earthly homes, but spiritual homes as well. This means at some point Jesus won them over and they were saved.

I want you to think for a minute about what personal resource you have to steward for people's salvation. What resource is God calling you to use generously to advance the gospel on your campus?

Take a moment and think about that.

*(Personal Story from the staff)*

Example could be something like: stewarding your athletic gifts by being evangelistic on a soccer team/Frisbee team , playing video games for Jesus etc....My personal story is stewarding the time I have to watch Korean dramas in order to be able to build trust with non-Christian women in my life. Watching the same dramas as them instantly opens up conversation and trust with them. Conversations can much more easily move to spiritual conversations after we talk about Korean dramas!

Turn to a partner and share what God identified and what it would look like or is already looking like for your to steward that resource.

I want to challenge you to not only think personally, but also think communally. Each of you will be part of a small group as you set foot back on campus in the fall. What would it look like to view your small group as a social resource you have to steward in order to "win" friends for Christ? This would look like playing a key role in working with your small group leader to set the vision of the group to make room for seekers and host events that help you build relationships with people outside the Christian community. It may look like your small group launching GIGs (Group Investigating God) and setting the expectation that you'll see people regularly come to faith through the trust you build with people in your communities.

Turn to your partner again and share your thoughts and feelings to this idea of stewarding your small group as a resource to win more people to faith.

*When we come back, we'll talk continue talking about the practical implications of this passage.*

10:40-11:00am: BREAK!

## Introduction to and Explanation of Lewin's Force Field Analysis

### **11:00-11:05am:**

As we think about becoming shrewd influencers in our personal life and in our communities, it's reasonable to anticipate some resistance as we encourage our groups towards being conversion communities.

I want to introduce a simple diagram that will help us think about how to lead this sort of change in our communities. It's called Lewin's Force Field Analysis.

To understand it, think about the phenomenon of sitting in the chair. Think about a football play as displayed on tv. There are two lines projected on the screen for viewers, the line of scrimmage [blue] and the first down line [yellow]. The offense's ideal situation is to get a first down. The defense is working to keep the offense where they are or move them further away from their desired state. This illustrates what Lewin writes about change.

Point students to their Lewin's force field analysis handout.

Kurt Lewin wrote that "An issue is held in balance by the interaction of two opposing sets of forces - those seeking to promote change (driving forces) and those attempting to maintain the status quo (restraining forces)".

You might be wondering how this relates to what we're talking about, being shrewd influencers. Great question! As you all prepare to influence your chapters, small groups, friends and leaders to embrace this embodiment of a conversion community, part of good leadership will be to anticipate both the resistance and driving forces that will oppose and push for this culture change.

We're going to do an activity now that gets us ready for this sort of change leadership. For the sake of time, today we're only going to focus on the resistance since we hope and pray that all the training you are receiving as well as the movement of the Holy Spirit, will be some of the positive forces for change.

To illustrate, I'll share a story that highlights both driving and restraining forces: (brainstorm your own story that is similar to this example).

*I wouldn't go so far as to say all the small groups in AIV were cesspools of inwardly focused youth group kids, but it was close. The culture of the chapter was constantly fighting for more inreach and discipleship as they were missing out on the joy of evangelism and the vitality that new believers bring to a community. The chapter had not seen a true conversion in a few years, but slowly things began to change. Jason and Lily were co-leading a small group and as the staff, I could tell that Jason was bored and not being challenged in his leadership. Around the same time, Kyle decided to apply for leadership and became a small group leader. There was about a week to decide between semesters where he would lead when the idea hit me, Kyle and Jason can plant in a new dorm and handpick young missional members to join them! Jason and Kyle hadn't seen this happen before in the community and Lily was hesitant about leading on her own. The small group was also sad to think about Jason leaving and wondered if they'd still have the intimacy they once had if he left. Despite all of this, Jason and Kyle said yes to planting and starting something new in the Oxford dorm! They began gathering a missional core and doing evangelism on the bus, in the cafeteria and pretty much anywhere they could meet Oxford students. Over the course of the semester their small group grew and a few people became Christian by the end of the year!*

#### Identify resistance to becoming a shrewd influencer on a small group level

11:05-11:15am:

Let's get into small groups and spend 5 minutes brainstorming some resistance you can anticipate as you think about moving your small group from inward focused to witnessing. Then we'll have time to come back together as a large group and share, then workshop one resistance.

1. Small Group brainstorming (5 min)-break into table groups
2. Large Group sharing (5 min)-collect and record thoughts on a whiteboard or flip chart

#### *Top 5 Resistances to Small Groups becoming Conversion Communities:*

*(Feel free to add to this list as the staff team)*

1. *The small group lacks vision as to why evangelism needs to be done on a communal scale.*
2. *The leader is not missional and does not want to get on board with a culture of mission.*
3. *The small group members do not have any non-Christian friends to invite.*
4. *The members need more help understanding the basis of evangelism in scripture.*
5. *People are "too busy" to change the status quo and act missional.*

We have a great list of some of the potential resistance to you all becoming successful shrewd influences in your small groups. Let's take a vote for the 4 that we will spend some



time troubleshooting and then presenting to the group. The goal of the next 10 minutes would be to as a group, tackle one resistance and think about ways to address that resistance if it were to arise.

Vote.

Split Groups into 4 (you can choose less or more than 4 depending on the size of the track).

Pass out large white paper for groups to collect ideas for their presentation.

*11:15-11:25am:*

Group Work-workshop resistance to you becoming a shrewd influencer in your small group

Workshop in groups.

*11:25-11:35am:*

Group Presentations

*11:35-11:45am:*

2 resources to help you in being a shrewd influencer

Spend 10 minutes introducing the two handouts *GROW Coaching/ 3 Really Good Ways to Be an Influencer...*

The first resource introduces what is called GROW coaching. This resource is intended to spark a conversation and concrete goals and plans for your small group between you and the leadership of your small group. GROW stands for Goals, Reality, Options and Will. I'm passing it out to you now and we'll talk through it.

(Read through the questions and emphasize that this is meant to be a launching pad, not a prescription).

3 Really Good Ways to be an Influencer in your Small Group/Chapter.

To be completed with the small group leadership team and GWC Influencer (Ideally at CFW or shortly after)

## Session Nine Details: Thursday 4:00pm – 6:15pm

### General Welcome and SG debrief (5 min)

1. Invite students to sit in small groups as they enter the room
2. Have students share in small groups how God has met them this week and the risks he is inviting them to take

### Lectio Devina Acts 4:23-31

1. Project slide of painting on the wall for the entire study of the scripture
2. Share with students briefly about lectio devina
  - a) A spiritual practice of allowing the scripture to become the means of uniting ourselves with God.
  - b) A chance to receive a word that God wants to give uniquely to each of us.
  - c) 4 readings: Practice → Contemplation → Spiritual practice
3. Lectio: Invite Students listen as you read the passage out loud to students
  - a) Ask what is going on in the passage? Open yourself up to hear God's word
  - b) What word or phrases stand out to you? Linger on them
  - c) Feel free to look over the passage quietly on your own.
4. Meditatio: Have another staff, or even a student, that is different gender read the passage
  - a) What is God saying to you through the text? Is there something he wants to reveal to you?
  - b) What does this say for your life?
  - c) Read the passage aloud
5. Oratio: This next time have a student or staff of another ethnicity read
  - a) What is your heart's response to what God is revealing?
  - b) Read the passage aloud
6. Contemplatio: You will read the passage the last time
  - a) Become wholly focused on the Lord. Gaze upon God
  - b) Be alone with Him
  - c) Let him meet you in the word he is sharing this afternoon
  - d) Enjoy experience of being with God
  - e) Read the passage
7. Close the time with a brief prayer and immediately invite students to pray
  - a) To pray as a community as we recognize how God has been at work
  - b) In light of the realities and barriers before us
  - c) To pray hard for boldness and power
  - d) To be filled with the Holy Spirit

### Concert of Prayer (25 min total)

1. Change to next painting on projector
2. Pray for your networks (5 min)

- a) Turn in pairs in your small groups and begin praying together
  - b) Start for praying about the things God has been doing this week.
    - i. Look at the risks he has been inviting you to take.
    - ii. How has he challenged you
  - c) Pull out your network maps
  - d) Spend some time looking at the names and networks that connect you
  - e) Listen in silence for God's leading
3. Pray for chapter (10 min)
- a) *Instruct students prior to this session to find out the plans made in Leadership track or other realities for your chapter*
  - b) Post the schools in the track on a slide and one or two main requests
  - c) Pray as a small group for one another
  - d) Have students share as they pray
  - e) Ask for boldness and power through Jesus
  - f) Ask that God would increase our chapter's love for the lost
4. Pray for campus (10 min)
- a) *Instruct students prior to this session to find out needs of the campus or unreached corners*
  - b) Leave the schools on the slide and project the needs and unreached corners
  - c) Pray as a large group together
  - d) Praise God for his greatness and wonder
  - e) Ask for the Holy Spirit
  - f) Ask for Jesus to stretch out his hand and perform wonders
  - g) Call out that Jesus would reach corners of the campus and that students would gain a vision to be sent there
  - h) Close

#### Debrief as a large group (10 min)

1. What have you experienced in prayer this week (2+, in SGs, for individuals, listening prayer, concert of prayer, and more) ?
2. How has it been a stretch for you?
3. What steps is Jesus asking you to make to lead prayer in your life and your chapter?
  - a) Can you pray this way with your friends?
  - b) Can you pray these ways with your SG?
4. Take a moment to write down your next steps

#### Week in Review (10 min)

1. Track PD spends this time reviewing the week and highlighting key points from each session.
2. Be sure to remind students of our goal of moving from huddled to witnessing to conversion communities.
3. Also remind them of our three measurable application steps by November.

- a) Pray daily for at least two non-Christian friends
- b) Invite at least one friend to follow Jesus
- c) Use the 5 Thresholds video training

#### Individual Reflection and Evaluation (20 min)

1. This time is designed for students to fill out their tri-carbon sheets and reflect on their commitments to the track.
  - a) Handout the tri-carbon commitment sheets and explain to students why we fill these out.

#### Small Group Commitments and Final Commission (25 min)

1. Spend twenty minutes of this time discussing the following questions in small groups.
  - a) What are you excited to bring back to campus with you from this track?
  - b) How are you feeling about the three things that we are inviting you to do?
    - i. Pray daily for at least two non-Christian friends.
    - ii. Invite at least one friend to follow Jesus.
    - iii. Use the 5 Thresholds video training.
  - c) What commitments are you making?
2. Use the last five minutes to thank students for participating in the track and praying a blessing over students.
  - a) A suggested blessing from Acts 20:32: And now I commend you to God and to the message of his grace, a message that is able to build you up and to give you the inheritance among all who are sanctified.

# Appendix

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## 5 Threshold Materials

1. The 5 Threshold Guide and Video Series are a key component to the track, especially because one of our desired outcomes is that each student would use this material in their own context.
2. The material is centrally located on the web here: <http://2100.intervarsity.org/5-t-resource-collection-undergrads>
3. You will also have access to all of the material in a folder on the track flash drive in each bin. **Please do not lose this flash drive.**
4. Please make this flash drive available for students if they would like to copy the file onto their computer during Chapter Focus Week.
5. *If you need help regarding the material, feel free to contact the Track Dean [Mike Zientara, [mzienta2@gmail.com](mailto:mzienta2@gmail.com)]*

## Bin Inventory Sheet

Please keep track of the items that you use from the track bin. At the end of camp be sure to return all bin items to the bin, and take inventory using this worksheet. If any items do not have enough left for the following week, please contact Curt Wilson [cfwivli@intervarsity.org or 616-566-0457].

1. Stuff from Over Stock Bins
  - a. Colored Pencils
  - b. Easel pad paper
  - c. Commitment Cards
2. Stuff that is Specific to the track
  - a.

Item	Amount Needed (30 Students)	End of Week Count
Copies of handouts	7 extra	
Paper Plates	30	
Red Solo Cups	200	
<a href="#">Plastic Slinkys</a>	7	Need Link
<a href="#">Athletic Headbands</a>	7	Need link
<a href="#">Plastic Bowls</a>	15	Need link
Straws	30	
<a href="#">Kabob Skewers</a> or <a href="#">Chopsticks</a>	15	Need link
$\frac{3}{4}$ Inch Nuts	40	
Ping Pong Balls	50	
<a href="#">Belts</a>	7	Need link
Paper Lunch Bags	35	
<a href="#">Balloons</a>	20	Need link
Colored Pencils	6 bags of 30	
Flash Drive [Track Materials]	1	
Flash Drive [5T Materials]	2	
Big Story	30	

Make a list of Options to:  
discern which option is best

Make a detailed plan for that option  
Identify a skill needed to

Implement the plan

Verbalize why this plan is worth doing:

-Clarify what this plan will take.

-Identify potential obstacles to  
implementing the plan

-Determine an accountability structure

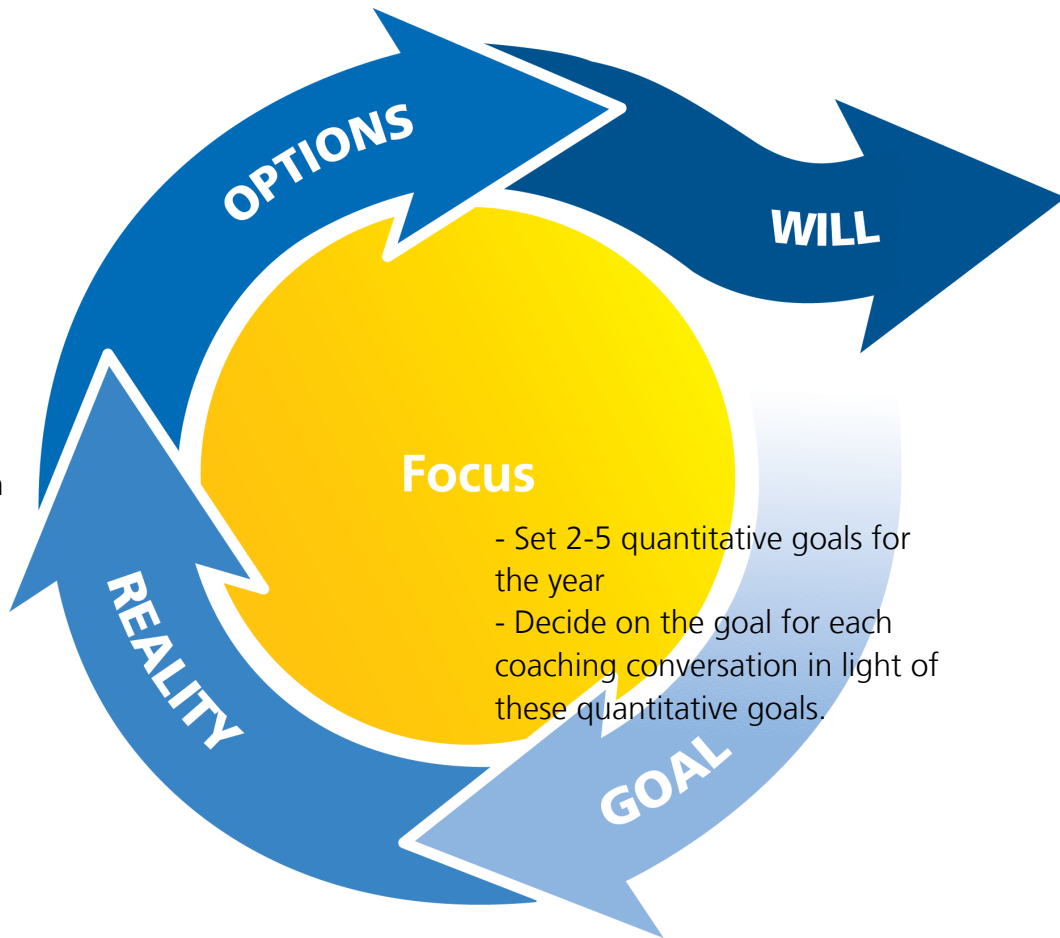
## GROW Coaching Model

The GROW model is a great tool for coaching growth and improvement of performance.

More resources can be found on the collegiate ministries website:

<http://collegiateministries.intervarsity.org/chapter-growth/grow-model>

Ask questions to:  
-Assess the situation  
-Clarify strengths  
-Identify Gaps  
-Summarize



## How To Use Instagram

### How to take or post a photo with Instagram<sup>2</sup>

When you share posts on Instagram, you have two options: taking a photo with Instagram's camera, or uploading one from your phone's photo library. You can tap the camera icon at the bottom of the screen to take a photo, or to select one from your phone. From the camera, you can switch the photo grid on and off, switch between the front-facing and back-facing camera, or choose whether or not to use the flash. You can tap the shutter button to take a photo, or hit the video icon to record video.

Once you've chosen a photo, you can add effects from the editing tools at the top of the screen or select a filter from the choices at the bottom of the screen. Then you can write a caption for the photo, tag people in the photo, add it to your Photo Map, or share it to Facebook, Twitter, Tumblr, or Flickr. When you write the caption to your photo, you can use #hashtags and @mentions. Mentions let you bring a post to the attention of another user — who will get a notification when you mention him or her in a post — and hashtags will help other Instagram users to find your posts, or help you to tag or categorize your posts for yourself.

To tag people in a photo, tap "Tag People" and tap on someone in the photo. Start entering their name or username, and select the correct users from the dropdown menu that appears. If the person that you want to tag doesn't appear in that menu, tap "Search for a person" to find him or her. If your photos are public, then anyone can see the photo, and the person tagged in the photo will get a notification. If your photos are private, then only people who are following you will be able to see the photo. The person whom you tag in the photo will get a notification if they're following you. (You can see and manage the photos that other people tag you in from your profile.)

When you post your photo, it will appear both on your profile and in your feed. If you've set your profile to private, only the people whom you've approved to follow you will be able to see it.

### For our track:

You may use the track Instagram account [@growingwitnessingcommunities] for students to tag their photos for the Insta-scamper hunt.

Username: growingwitnessingcommunities

Password: ChapterFOCUSWeek

Another way to track the photos would be by using a hashtag. I recommend #chapterfocusweek or #intervarsity

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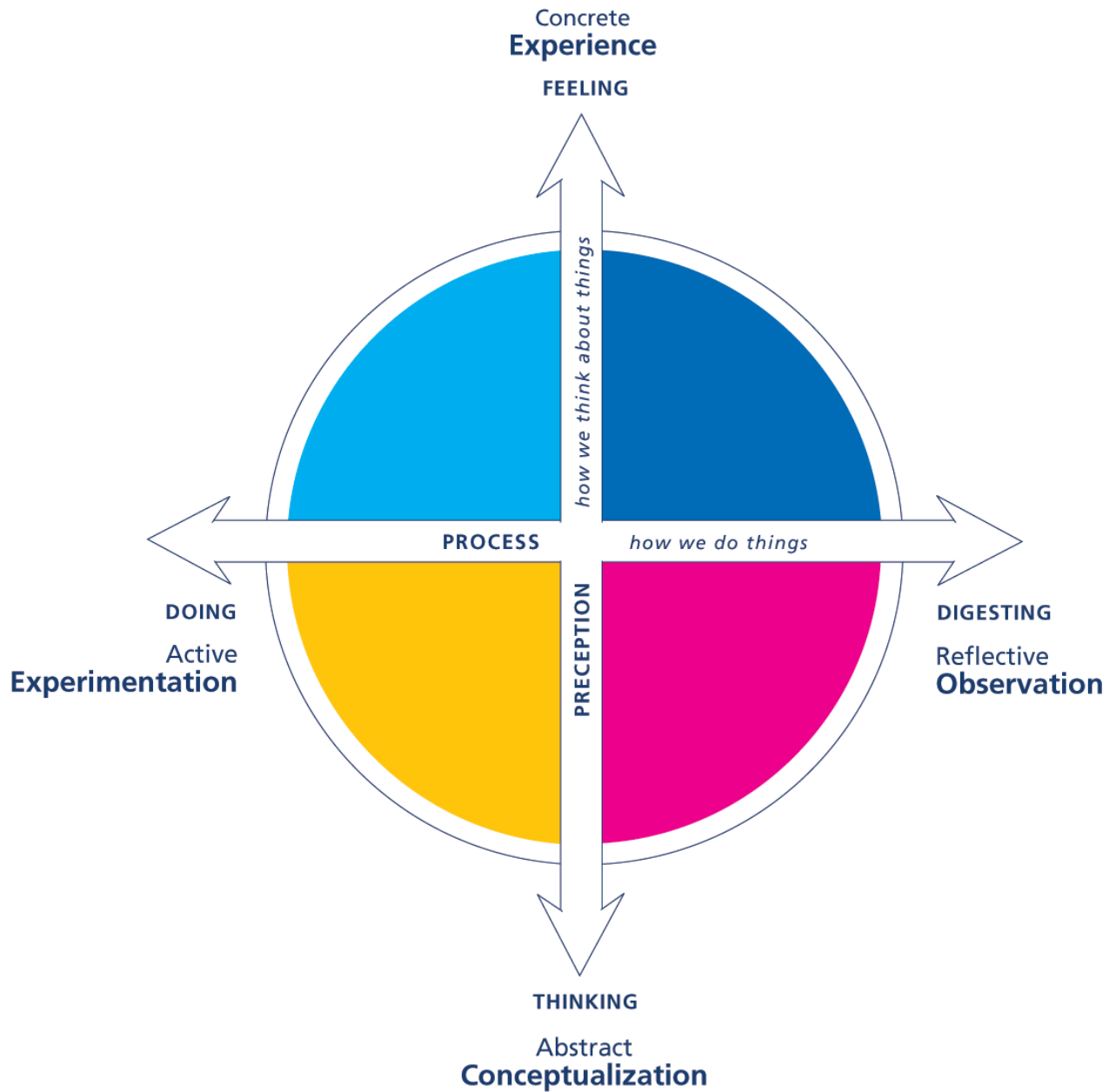
<sup>2</sup> <http://www.cheatsheet.com/technology/how-to-use-instagram.html/?a=viewall>



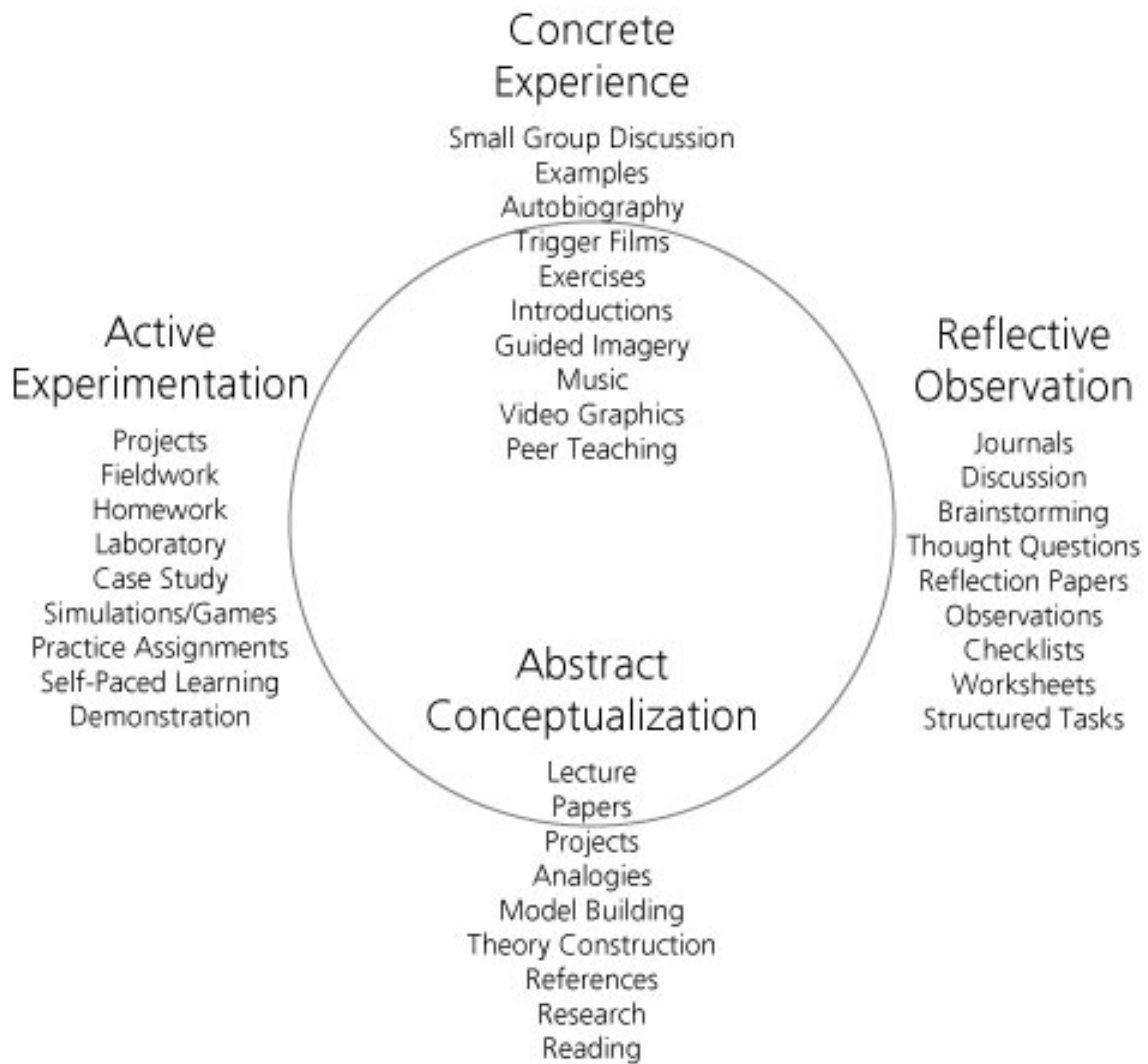
## Kolb Learning Model

# Kolb's Learning Model: Stages

Train around the Wheel: Cover Different Types of Learning



# Instructional Activities that Support Different Aspects of the Learning Cycle



## Lewin's Force Field Analysis<sup>3</sup>

*Force Field Analysis is a useful decision-making technique. It helps you make a decision by analyzing the forces for and against a change, and it helps you communicate the reasoning behind your decision.*

You can use it for two purposes: to decide whether to go ahead with the change; and to increase your chances of success, by strengthening the forces supporting change and weakening those against it.

### About the Tool

Force Field Analysis was created by Kurt Lewin in the 1940s. Lewin originally used the tool in his work as a social psychologist. Today, however, Force Field Analysis is also used in business, for making and communicating go/no-go decisions.

You use the tool by listing all of the factors (forces) for and against your decision or change. You then score each factor based on its influence, and add up the scores for and against change to find out which of these wins.

You can then look at strengthening the forces that support the change and managing the forces against the change, so that it's more successful.

### How to Use the Tool

To carry out a Force Field Analysis use the worksheet handout included.

Then describe your plan or proposal for change in a box in the middle of the paper. List the forces for change in a column on the left-hand side, and the forces against change in a column on the right-hand side.

As you do this, consider the following questions:

- What business benefit will the change deliver?
- Who supports the change? Who is against it? Why?
- How easy will it be to make the change? Do you have enough time and resources to make it work?
- What costs are involved?
- What other business processes will be affected by the change?
- What are the risks

*Tip:*

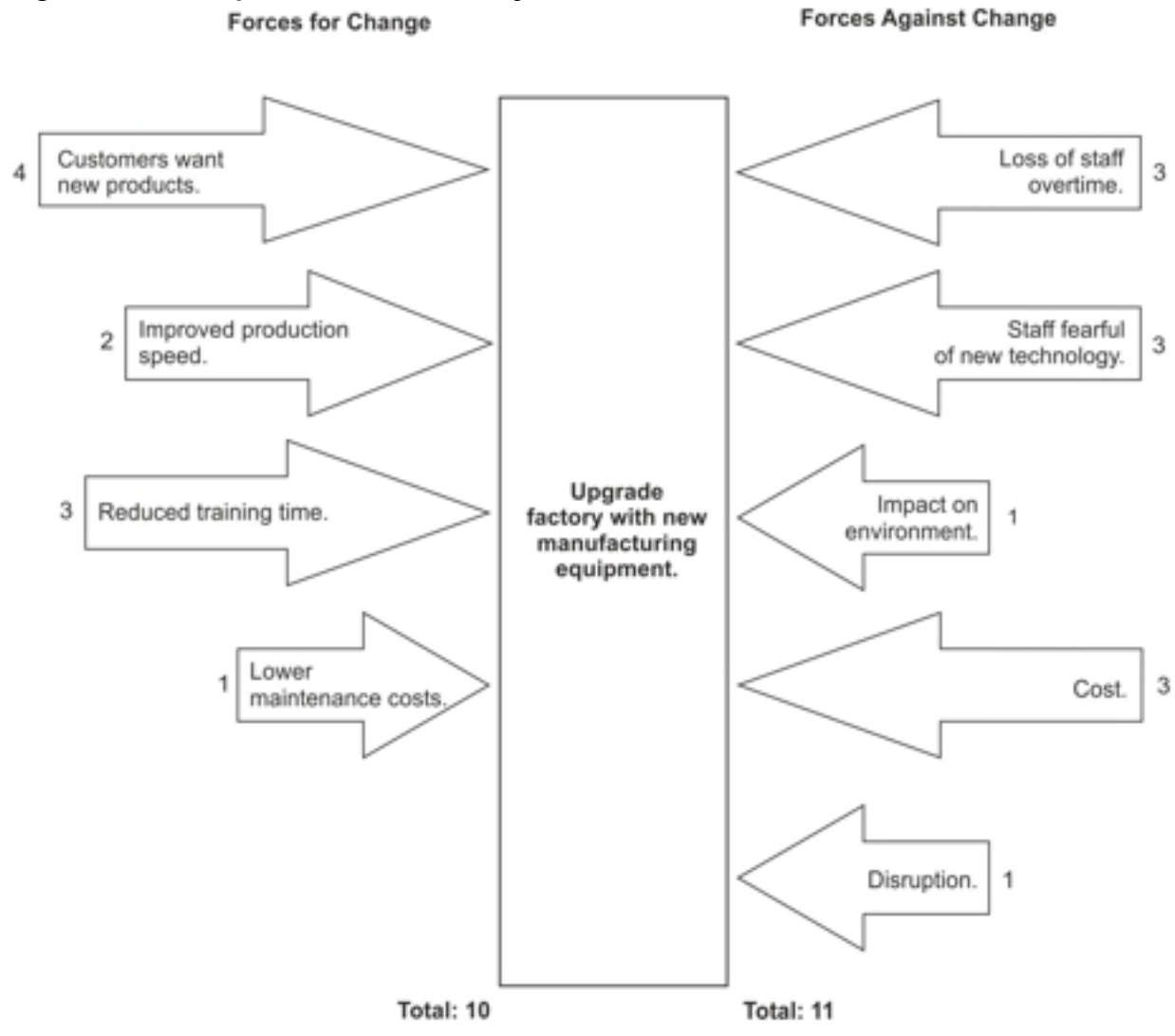
*It's important to identify as many of the factors that will influence the change as you can. Where appropriate, involve other people, such as team members or experts in your organization.*

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<sup>3</sup> [https://www.mindtools.com/pages/article/newTED\\_06.htm](https://www.mindtools.com/pages/article/newTED_06.htm)

Next, assign a score to each force, from, say, 1 (weak) to 5 (strong), and then add up the scores for each column (for and against).  
 For a visual representation of the influence that each force has, draw arrows around them. Use bigger arrows for the forces that will have a greater influence on the change, and smaller arrows for forces that will have less of an influence.  
 For example, imagine that you're planning to install new manufacturing equipment in your factory. You might draw up a Force Field Analysis like the one in Figure 1, below:

**Figure 1 – Example Force Field Analysis**



## Using Your Analysis

Once you've done your Force Field Analysis, you can use it in two ways:

- 1 To decide whether or not to move forward with the decision or change.
- 2 To think about how you can strengthen the forces that support the change and weaken the forces opposing it, so that the change is more successful.

If you had to implement the project in the example above, the analysis might suggest a number of changes that you could make to the initial plan. For instance, you could:

- Train staff ("Cost" +1) to minimize the fear of technology ("Staff uncomfortable with new technology" -2).
- Show staff that change is necessary for business survival (new force that supports the change, +2).
- Show staff that new machines would introduce variety and interest to their jobs (new force that supports the change, +1).
- Raise wages to reflect new productivity ("Cost" +1, "Loss of overtime" -2).
- Install slightly different machines with filters that eliminate pollution ("Impact on environment" -1).

These changes would swing the balance from 11:10 (against the plan), to 13:8 (in favor of the plan).

## Key Points

-Force Field Analysis helps you think about the pressures for and against a decision or a change. The tool was developed by Kurt Lewin.

-To carry out a Force Field Analysis, describe your plan or proposal in the middle of a piece of paper or whiteboard. Then list all of the forces for change in a column on the left-side, and all of the forces against change in a column on the right-side.

-Score each factor, and add up the scores for each column. You can then decide whether or not to move forward with the change.

-Alternatively, you can use your analysis to think about how you can strengthen the forces that support the change and weaken the forces opposing it, so that the change is more successful.

## Listening Prayer

*Listening prayer can be a new experience for staff and students within our cluster. On the collegiate ministries website there is a paper that better articulates listening prayer for those that need more of an explanation. Below is the summary statement of the paper and the web address to the paper on the collegiate ministries website.*

From the collegiate ministries website:

This paper is an attempt to articulate InterVarsity's understanding of listening prayer. It was written as a joint project between the Discipleship Steering Committee and Spiritual Formation and Prayer.

We write to promote the teaching and practice of listening prayer in a way that reflects a theology both faithful to Scripture and centered in God the Father, Jesus Christ, and the Holy Spirit. We will not address other forms or aspects of prayer, such as contemplative prayer or centering prayer, but will focus on the kind of prayer that has the aim of hearing from God.

<http://collegiateministries.intervarsity.org/discipleship/resources/listening-prayer-white-paper>

## Minute To Win It Material List

### **Cookie Face**

2 packages of Oreo cookies (or equivalent generic brand)  
1 paper plate/ participant

### **Stack It Up**

7 Chocolate Snack Cakes (Ding Dongs) per participant  
1 paper plate for each participant

### **Stack Attack**

36 Red Solo Cups per participant

### **Pink Elephant**

1 *plastic* slinky toy per participant  
1 headband per participant

### **Suck it Up**

2 plastic bowls per participant,  
1 straw per participant  
20 M&Ms (or skittles) per participant

### **The Nutstacker**

1 Chopstick or kabob skewer per participant  
5 ½ or ¾in nuts per participant

### **Shake it Out**

1 Empty Kleenex box and belt per participant  
8 ping pong balls per participant

### **Bite Me**

5 grocery bags per participant: the first 10 inches tall, the second cut to 8 inches tall, the third 6 inches, the fourth 4 inches, the fifth 2 inches tall.

### **Defying gravity**

3 blown up balloons per participant

### **This Blows**

15 solo cups per participant and one balloon per participant

### Minute To Win It Scoring Sheet

- During the second session we are learning about why fun is a key component to conversion communities. Our “minute to win it” competitions are designed to model fun well.

Instructions: Do 5-6 Games (depending on time) and award winning team’s points in this way: The first place winners will get 3 points, second place gets 2 points, and third place gets 1 point. During the debrief, add up the points and award the winning team **a prize** [be sure to secure these before this session] at the end of the session.

	TEAM 1	TEAM 2	TEAM 3	TEAM 4	TEAM 5
GAME 1					
GAME 2					
GAME 3					
GAME 4					
GAME 5					
GAME 6					
TOTAL POINTS					



## PD Pre-Camp Shopping/Packing List

Each PD will need to provide certain supplies for the track. Some of these items, you may be able to bring from home. Others you will need to purchase and they will be consumed during the week. This is especially relevant for the Minute to Win It games and other competition prizes for the week. *Note: You may not need all of these items depending on which Minute To Win It games you choose to play during your week. Amounts for Minute to Win It Supplies are in Appendix H.*

- Oreos
- Ding Dong Cakes
- M&Ms
- Empty Tissue Boxes
- Prize for winner of vision off
- Prizes for participants in vision off
- Prize for winning Minute To Win It Team
- Snacks for tables
- Track Manual
- Computer with Downloaded Track Materials
- A basketball

## Recommendations for Further Reading and Study

Staff Note: The following List is books that are in addition to the books listed in the student handouts.

### InterVarsity Books

1. *I Once Was Lost* by Don Everts and Doug Schaupp
2. *Beyond Awkward* by Beau Crosetto
3. *True Story* by James Choung
4. *Out of the Saltshaker* by Rebecca Manley Pippert
5. *Faith is Like Skydiving* by Rick Mattson
6. *Breaking the Huddle* by Don Everts, Doug Schaupp, and Val Gordon [Release expected December 2017]

### Articles

#### Prayer Maps

<http://www.releasetheape.com/planted-you/#.Vs06qZMrLeQ>

<http://studentsoul.intervarsity.org/power-network-mapping>

<http://collegiateministries.intervarsity.org/chapter-planting/network-mapping-skill-develop-relational-networks>

<http://collegiateministries.intervarsity.org/blog/why-network-mapping-so-powerful>

## Suggested Prize List

There are a couple of competitions in this track, and each track PD will need to provide prizes for the winners. Below is a list of competitions and some prize ideas for the track.

### Session 1: Vision Off

For this, please include a participation prize for everyone that volunteers and a specific prize for the winner of the vision-off.

Participation Prize Options:

- Candy Bar
- Mints
- Dollar Store Items

Winning Prize Options:

- IVP Book
- Camp Gear [Mug]
- InterVarsity Gear [Staff Store, etc]

### Session 2: Minute To Win It

For the Minute to Win It game night, you will need a prize for the winning team, which could be 6 people.

Winning Team Options:

- Drink at the camp store [or coffeeshop]
- Ice Cream Sandwiches
- Discount for IVP books

## Track Room Set Up

### **Room Layout**

→ A table for each small group

### **Room Needs**

- Projector
- Screen
- Speakers
- Easel Pad
- Easel Markers
- Extension Cord [to reach outlet]
- Surge Protector

### **Other**

→ Make sure that the room assigned gives enough space for Minute To Win It Games.

## Using The Big Story

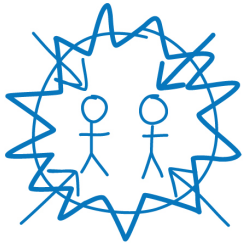
### Why we use The Big Story

No gospel outline is perfect. Though the elements of God, sin, Jesus, and redemption should all be present in every gospel outline, there are diverse perspectives on how to share those elements. In fact, the Bible presents the gospel in many ways, almost like different camera angles of the same shot.

The Big Story is a gospel presentation tool designed to lead others to make a decision for Jesus Christ and join his mission to heal the world. Built on the premise that most people ache for a better world, The Big Story presents the gospel using the following main points shown visually as "worlds":



**World 1:** The world and all that's in it was designed for good.



**World 2:** We—and the world—were damaged by evil.



**World 3:** Jesus came to restore the world and everything in it to what God intended.



**World 4:** Jesus invites us to join him and his community to heal the world.

At the end, there is the opportunity to respond based on which of the four worlds the person perceives him or herself in currently and what they would like to do about it.

At the end, there is the opportunity to respond based on which of the four worlds the person perceives himself in currently and what they would like to do about it.

### [Watch the Presentation](#)

Click here to watch the video of The Big Story gospel presentation being demonstrated using [The Big Story app](#).

### [Get the FREE App](#)

Want The Big Story gospel presentation at your fingertips? [Get the free app for iOS and Android!](#)

The Big Story Gospel Presentation app, created by InterVarsity Christian Fellowship/USA, is a creative way to share the gospel right from your smartphone or tablet.

This free app helps you **illustrate the main points of the gospel message by drawing the four worlds on your screen**. Suggested dialogue and Scripture references are included for each world to help you explain the gospel as you draw. The opportunity to make a decision for Jesus Christ and join his mission to heal the world is presented at the end; a suggested prayer is included.

### [Buy the Booklet for Training & Sharing](#)

You can [buy The Big Story gospel presentation booklet](#) in bundles of 25 from the InterVarsity Store. The booklet is small and user friendly with concise dialogue and helpful graphics. It's written so that it **can be given to someone to read on their own**, but is **also useful for evangelism training and memorizing the outline** to present on the fly.