

SMALL GROUP LEADERS' **TRAINING**

TRACK STAFF MANUAL - 2017 UPDATED

INTERVARSITY
CHAPTER FOCUS WEEK

GROWING
DISCIPLES
IN
& WITH **CHRIST**

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TRACK OVERVIEW

Purpose Statement

The purpose of Small Group Leaders Training (SGLT) is to train and equip new small group leaders (SGLs) to lead their future campus small groups (SGs) in three key areas of leadership: inductive bible study, missional leadership and helping those in their Small Groups to become missional Christians and potential future missional Small Group Leaders.

Overview of SGLT

The SGLT curriculum is designed to focus on training the SGL to lead in these three key areas of leadership:

- Leading small group members in discovering and growing in Jesus through rich, inductive, Bible Study.
- Leading small group members in proclaiming and living the good news of Jesus Christ to their individual and shared relational networks in order to see others come to know, love and follow Jesus as Savior and Lord
- Leading small group participants along the developmental pathway - with a particular focus on helping SG guests become members and SG members become apprentices (with vision to plant new small groups).

The SGLT curriculum is designed to embrace national strategies in chapter growth - specifically preparing SGLs to multiply missional SGs. There are many aspects of leadership that go into leading an effective SG - and not all can be covered during the CFW week. *Different campuses/areas/divisions/regions have different practices/traditions in preparing/coaching SGLs on campus, and it is our hope that this revision of SGLT will well serve campus staff across this spectrum of on-campus practices in our wide cluster.*

Students are often entering SGLT with varying degrees of anxiety about leadership. As much as possible, the atmosphere and tone of the track should be one of incremental growth and development. In balance, we will also want to cast a strong vision of the missional leaders we believe they can become.

Every staff will have a SG of 6 students, and the whole week will be spent discussing, processing and debriefing in those groups. The students' spiritual formation and learning through debriefs is just as, if not more, important than any skill training.

Note regarding Bible Study methods (communal vs. study guide): SGLT will not divide students into Bible study methods. While both methods are used across the Midwest Cluster, the vast majority of campuses use the Communal Discovery Method. The move

to teaching one method simplifies the logistics of staffing SGLT in multiple ways. Students will be taught to have the group generate questions. Some of these questions will be used along with some in a provided guide to generate a clear path to the main truth.

From Joshua Bilhorn, Acting SGLT Dean:

I first want to give a big thank you to Madelaine Kim for her work on the first round of the SGLT overhaul. She and her team made some excellent changes for CFW 2016. In reviewing the staff and student evaluations from 2016, we were able to make some more changes that we believe will greatly help SGLT prepare student leaders to be missional leaders on campus. Thank you all of your patience as we bring about changes!

I am grateful for the SGLT 2017 Revision Team - Ann Beyerlein, Denny Brogan, Luke Olson and Justin Weber. We are grateful for your partnership in helping our SGLs, and in turn our chapters, grow. Please be sure to make notes for the track staff evaluation form (below) that will be emailed to you, as we will be making edits over the summer and next year for future SGLTs. Thank you!

SGLT Track Description for Students

This track is designed for those who have been asked by their InterVarsity staff or leadership team to lead a small group Bible study on campus. Come and learn! Learn how to lead small group members in discovering and following Jesus through engaging Bible study. Learn how to lead your small group in doing mission - sharing Jesus in and through your Small Group to your campus communities. Learn how to develop future small group leaders within your very own small group. This will be a powerful week to prepare you for what can be one of the more impactful experiences of a college student - leading a missional small group within a campus community.

Learning Outcomes – By Leadership Role

1. Leading small group members in discovering and growing in Jesus through inductive bible study
 - a. Student participants practice, and are coached in, how to prep for an inductive bible study that models a discipleship cycle.
 - b. Student participants co-lead a practice inductive bible study including real time application, experiencing a powerful debrief of the experience.
 - c. Student participants equipped in how to engage both Christians and non-Christians (together) in a Bible Study in order to see others come to know, love and follow Jesus as their Savior and Lord.

2. Leading small group members in proclaiming and living the good news of Jesus Christ to their individual and shared relational networks in order to see others come to know, love and follow Jesus as Savior and Lord.
 - a. Student participants develop, practice articulating, and receive feedback on a vision for SGs to be a witnessing community to a targeted relational network(s) on campus.
 - b. Students learn Gathering and Scattering mission strategies.
 - c. Students learn how to lead SG members in helping non-Christian friends cross thresholds (of belief).
 - d. Student participants develop a plan to have multiple calls to faith in their SGs for the following academic year.

3. Leading small group members along the developmental pathway - with a particular focus on helping SG guests become members and members becoming apprentices.
 - a. Student participants equipped with strategies to help SG guests to become members and to shepherd SG members to become SG apprentices
 - b. Student participants self-identify their own place on the developmental pathway and are invited to make a commitment to continue to grow/take risks to move along the pathway.

SGLT Schedule – Main Training Components

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
MORNING TRACK SESSIONS 9:00am to 12:15pm	WORSHIP	SESSION 3 INDUCTIVE BIBLE STUDY WHY IBS? IBS BASICS SMALL GROUPS AS A DISCIPLESHIP CYCLE ENGAGING CHRISTIANS AND NON-CHRISTIANS TOGETHER IN BIBLE STUDY	SESSION 5 BASIC SMALL GROUP MISSION STRATEGIES SMALL GROUP 1 MISSION STRATEGIES: GATHERING AND SCATTERING	SESSION 6 LEADING OTHERS ACROSS THE FIVE THRESHOLDS SMALL GROUP 2 LEADING ACROSS THE FIVE THRESHOLDS PRAYER - COURAGE TO LEAD IN THRESHOLDS & INVITE OTHERS TO CROSS THRESHOLDS	SESSION 8 CALLS TO FAITH IN SMALL GROUPS SMALL GROUP 3 4 WORLDS GOSPEL PRESENTATION CALL TO FAITH EXERCISE
AFTER-NOON TRACK SESSIONS 4:00pm to 6:15pm	SESSION 1 VISION FOR MISSIONAL SGs & MISSIONAL SG LEADERSHIP SMALL GROUP INTRODUCTION VISION FOR SMALL GROUPS VISION FOR SMALL GROUPS LEADERSHIP	SESSION 4 BIBLE STUDY PREP AND DYNAMICS SMALL GROUP PREP SMALL GROUP BIBLE STUDY GROUP DYNAMICS PRAYER - DEVELOPING A LOVE FOR THE WORD	SABBATH	SESSION 7 LEADING ALONG THE DEVELOPMENTAL PATHWAY PATHWAY OVERVIEW FOCUS: GUESTS TO MEMBERS FOCUS: MEMBERS TO APPRENTICE WHERE AM I? INVITATION & CHARGE	SESSION 9 MOVING FORWARD – CALL TO COMMITMENT DEVELOP 4 WEEK PLAN FOR SMALL GROUP CALL TO COMMITMENT: MOVE FORWARD IN RISK TAKING & LEADERSHIP PRAYER - MULTIPLICATION
EVENING TRACK SESSIONS 7:45pm to 9:15pm	SESSION 2 CASTING VISION IN SMALL GROUPS WHAT MAKES A GOOD VISION CAST? OWNING A VISION CREATED VISION FOR MISSIONAL SMALL GROUPS	LARGE GROUP	CHAPTER TIME	LARGE GROUP	LARGE GROUP

SESSION DETAILS

Session 1: Vision for Missional Small Groups and Missional Small Group Leadership

SESSION GOALS:

- Feel welcomed and begin to feel a part of a Small Group for the week
- Grow in vision for what a missional Small Group could look like and what can happen in and through it
- Grow in vision for what it will take to lead a missional Small Group, and be encouraged in this task

Total time: 135 minutes

Time	Content Details	Media Needed	Learning Style
4:00 10 min	Welcome and Introduction to SGLT	PowerPoint	Abstract Conceptualization
4:10 20 min	Small Group Introductions	PowerPoint	Concrete Experience
4:30 25 min	Vision for Missional Small Groups	PowerPoint	Abstract Conceptualization
4:55 5 min	Time of Reflection and Journaling	PowerPoint	Reflective Observation
5:00 15 min	Break		
5:15 30 min	Group Activity: Tower Power Exercise	PowerPoint	Active Experimentation
5:45 15 min	Vision for Missional Small Group Leadership	PowerPoint	Abstract Conceptualization
6:00 5 min	Time of Reflection and Journaling	PowerPoint	Reflective Observation
6:05 10 min	Closing Words, Announcements		Abstract Conceptualization

WELCOME AND INTRODUCTION TO SGLT

PD introduces self and shares excitement about what will happen this week and back on campus as a result of this training

PD shares overall purpose of SGLT PowerPoint

It's our desire and purpose that three main things will happen through your involvement in SGLT this week:

1. Encounter Jesus and grow in Him: Hopefully this has already happened as you've spent time in corporate worship this morning and in your ROS this afternoon. We also believe it will happen as you continue to spend time in His Word throughout the week, as you will have to trust in Him as you do things that may be new or stretching (like leading a SG for the first time!), etc.
2. Gain ministry skills: We will be giving you many ministry "tools" this week--along with training you in many skills--that we hope will not only be valuable for you as you lead SGs back on campus, but also as you have the opportunity to lead SGs throughout your life. ("adding tools to your tool belt")
3. Grow in vision and excitement for helping many to come to know, love and follow Jesus as Savior and Lord through SG ministry: SGLT is more than just a Bible study leader's track. Yes, we will be giving you help and growing your vision and excitement for leading others into understanding of God's Word and growth in Jesus through it-- but we will be doing more. It is our desire that this will be a powerful week of preparing you for what can be one of the more impactful experiences of a college student - leading a missional small group within a campus community. More about this later..."

SMALL GROUP INTRODUCTIONS

Much of your time in SGLT will be spent in a SG that we've put together for you. Your SGLT SG will consist of about 6 students and one of our SGLT staff. Right now, we want to give you an opportunity to get to know the others in your SG. Each of our SGLT staff will stand up and introduce themselves, then read off the names of students in their SG. When everyone knows which SG they are in, we will quickly gather in those SGs for about 15 minutes

(Students gather in their SGLT SG and share with each other)

Here are the primary questions for each person to answer: **PowerPoint**

- Tell about yourself (name, school, year, major and one interesting fact about you)

- Tell about what you have appreciated about past SGs that you've been involved in
- Tell about why you are in SGLT and what you hope to get out of it

VISION FOR MISSIONAL SMALL GROUPS

What type of SG are we going to train you to lead?

Christians gather together into many different kinds of SGs— prayer groups, discussion groups, support groups, Bible study groups, accountability groups, worship groups, etc.— each with its own purpose. Some of these groups may be part of the ministry of particular IV chapters, but none of them is the primary type of SG that we desire to have, grow and multiply in all of our IV chapters. And none of them is the type we will be training you to lead here in SGLT. The type of SG that we—and IV— desires to have, grow and multiply in our ministries—and that you will receive training in this week—are missional SGs.

What is a missional SG?

To answer this, let's look at three different types of missional SGs: **PowerPoint**

- “Closed”: Missional Christians meeting regularly together as a SG (with no non-Christians in the SG), who are committed to mission, and who are intentionally and actively involved in outreach to others outside of the SG (together and/or individually)
- GIG: Missional Christians doing outreach to non-Christians through inviting them into an investigative SG Bible Study
- “Open”: Missional Christians meeting regularly together as a small group (with both other Christians and non-Christians who want to join together with them) who seek to “reach” others through both inviting people into the SG AND reaching out to people outside of the SG. [Note: This is the type we will be giving you training to lead.]

Why missional SGs?

1. First, they help us to accomplish the purpose for why we exist as a campus ministry: “The purpose of InterVarsity Christian Fellowship/USA is to establish and advance at colleges and universities ‘witnessing communities’ of students and faculty who follow Jesus as Savior and Lord”. Our IV chapters don’t exist only for the support, up-building and growth of Christians on our campuses. We are there as well for—and maybe even primarily for—the purpose of being a witness to others—i.e. to help others come to know, love and follow Jesus as Savior and Lord. We are committed to BOTH spiritual growth AND missional outreach. Why? because we need both. Just like the body can’t just eat and not exercise

(because we would then just get fat) or just exercise and not eat (because we would then just wear ourselves out), we need BOTH spiritual growth AND missional outreach in our IV ministries. Missional SGs therefore help us to accomplish our purpose for being on campus.

2. Second, we need to ask the question, 'If mission isn't happening in and through our SGs, where in your IV chapter is it happening regularly and intentionally?' It needs to happen somewhere!
3. Third, missional SGs work! They are an effective way of carrying out mission to others--and of reaching many different communities on our campuses! [Share example of an effective missional SG]

How do "open" missional SGs work?

Let's think for a moment how a SG--which is made up of both Christians and non-Christians who have been invited into the SG in order to help them to come to know, love and follow Jesus as Savior and Lord, and which seeks to reach out to others outside the SG in order to help them to come to know, love and follow Jesus as Savior and Lord--works.

[Show diagram of a SG (made up of Christians and non-Christians) --in the context of a campus community target group--which is inviting people who are in the community to join them in the SG and which is reaching out to those in the community who don't and who remain outside of the SG.] **PowerPoint**

What does it take to have an effective "open" missional SG?

[Show and talk through the "Intimacy & Impact" diagram to highlight the important need of growing a healthy community ("Intimacy") AND engaging in intentional and regular missional outreach ("Impact"). **PowerPoint**

What would happen on your campus if all IV SGs were like this?

What would happen if these kinds of missional SGs began to multiply across campus--as people in them were intentionally raised up with vision, desire and skills to start new ones, or as people from the outside see what is happening and want to start a missional SG in their campus community? [Share an example of where this has happened.]

This is our desire for your IV chapters. And this is what we hope to help you do back on your campuses. But not just there...

It is our desire--and belief--that in giving you vision for and training you to lead a missional SG, that you will be able to use what you learn for a lifetime--no matter where God calls

you or where He has you. Neighborhoods, apartment complexes, workplaces, etc. are all places where you can use what you will learn in SGLT. And we hope that you will!!

TIME OF REFLECTION AND JOURNALING PowerPoint

- Who will your SG reach out to next year (campus community target group) and who you can invite to join with you in this mission (core members)? Begin to think and pray about these things.
- What “take-a-ways” are there for you from what has just been shared? Write them down so that they won’t be forgotten.
- What questions do you have? Write these down as well.

BREAK (Sit in SGLT SGs when you return)

GROUP ACTIVITY to further emphasize what it takes to have an effective missional SG-- emphasizing both intimacy and impact

TOWER POWER EXERCISE (adapted from pg. 24-25 of the Small Group Leaders Ideas Book)

- A. Divide the large group into their SGLT SGs. Students are participants; Staff are observers.
- B. Distribute 1 magazine, 1 Newspaper section, 1 pencil, one 10 inch piece of string and 6 paper clips to each group, giving each item to 1 person. If you have 6 students in the group, put 2 students in charge of the paper clips. (2 min)
- C. Read the following directions to the students (3 min):

You have just entered the Tower Culture by the nature of your newly acquired possessions: a magazine, a newspaper, a pencil, etc. This culture is found in a very wet and often flooded area of the world. Homes in this area are in the form of a tower to keep the family up and out of the floods that are certain to come-- but without anyone ever knowing how high they may be.

Each group of you is a family in a newly founded village. Each family member has a component needed for the building of your family tower. You, as an individual in the family, have the power to decide how your component should be best used in building the tower. Your goal as a family is to build the tallest tower from the floor up, before the floods come. And a big one is coming soon! You have 10 minutes to make decisions and complete the building of your family tower before the floods get here. Remember that only you have the power to use

your materials allotted you and that the goal of your family is to build the tallest tower.

- D. Ask, "Does everyone understand the directions? – You will have 10 minutes. Begin!"
- E. Time them for 10 minutes and tell them when 2, 4, 6, 8 and 10 minutes are up.
- F. Measure the towers and declare the small group with the highest tower.
- G. Debriefing Questions (15 min):
 - How are you feeling right now?
 - Did you find this exercise hard or easy? Why?
 - What would have made this experience more enjoyable and effective?
 - What did you learn about yourself as you worked with a new group of people to accomplish a task?
 - How might what we've learned from doing this exercise help us as we lead missional SGs back on campus?

VISION FOR MISSIONAL SMALL GROUP LEADERSHIP

Hopefully the exercise we've just completed has helped you to see some of what it's going to take to lead an effective missional SG— specifically, that of growing a healthy community ("Intimacy") and engaging in intentional and regular missional outreach ("Impact").

However, we know that you will need more help than this, and therefore we plan to give you other training and tools that we believe you will need. And though we don't have the time to give you everything, we will be concentrating on helping you in (3) primary roles of a missional SGL. These (3) roles are: **PowerPoint**

1. Bible Study Leader: i.e. leading/helping others in growing in their understanding of, love for and commitment to Jesus through good inductive Bible study
2. Mission Leader: i.e. leading/helping others in sharing Jesus in and through the SG to others in their SG campus community target group
3. Missional Developer: i.e. leading/helping others to become missional Christians and future missional SGLs

Pull out your schedules on page 2 so that you can see just when and how this training will happen.

To help you grow as a Bible Study Leader, all day tomorrow (Monday)– both morning and afternoon–will be given over to helping you to learn, and/or be sharpened in, good inductive Bible study–and in how to prepare a good SG inductive Bible study discussion. You then will be given the opportunity on either Tuesday, Wednesday or Thursday morning to not only lead/co-lead a SG Bible study discussion with your SGLT SG, but also to receive feedback from them and your SGLT SGL to help you know how you can improve.

To help you grow as a Mission Leader, for an hour each morning on Tuesday, Wednesday and Thursday you will be given specific help in three areas of leading a SG in mission. On Tuesday, you will learn about “gathering” and “scattering” strategies (i.e. how to invite people from your campus community target group into your SG, and how to engage people in your SG in outreach to those who don’t become a part of your SG). Wednesday will be devoted to how to lead SG members in helping non-Christian friends cross thresholds of belief toward entering the Kingdom of God. And Thursday will cover the topics of what people need to understand, believe and respond to in order to enter the Kingdom of God, and how to invite people to do just that.

To help you grow as a Missional Developer, the entire afternoon session on Thursday will be given over to helping you to know how to help SG guests (i.e. those who attend occasionally, but who haven’t yet decided to become a regular part of the SG) to become SG members (i.e. those who have made a decision to become a regular part of the SG and who are beginning to understand and engage in the SG mission), and how to help SG members to become apprentices (i.e. those who are intentionally being trained and helped to become more actively involved in the SG mission).

PD shares a short statement about how leading a missional SG will help them grow personally in their own relationship with Jesus by taking risks, being stretched in new ways, leading in new things, etc.

TIME OF REFLECTION AND JOURNALING PowerPoint

- How are you feeling about what it might take from you to be a leader of a missional SG?
- What questions do you have?
- What help do you need from God? Others? SGLT staff?

CLOSING WORDS, ANNOUNCEMENTS

PD shares words of encouragement about how God uses even the most unlikely people to do great things, and therefore, their need to not be afraid (e.g. Mary, the mother of Jesus Luke 1:26-38). If time permits, share about an unlikely student who was used by God to do something big for Him.

Session 2: Casting Vision in Small Groups

SESSION GOALS:

- Interact, and begin to become familiar, with the components of a good vision cast.
- Develop a vision cast for a missional SG
- Practice presenting these visions and giving/receiving feedback from peers

Total time: 90 minutes

Time	Content Details	Media Needed	Learning Style
7:45 5 min	Cast Vision for Casting Vision		Abstract Conceptualization
7:50 5 min	Introduce Vision Casts	Booklet page 10	Abstract Conceptualization
7:55 16 min	Compare and Contrast Vision Casts	3 Videos Sample SG Vision	Concrete Experience
8:11 4 min	Sample Missional Small Group Vision		Abstract Conceptualization
8:15 5 min	Debrief Sample Missional Small Group Vision		Concrete Experience Abstract Conceptualization
8:20 16 min	Guided Writing of Small Group Vision	Booklet page 13	Concrete Experience
8:36 8 min	Practice Small Group Vision (Self)	*Coach staff team to help students craft their visions	Concrete Experience
8:44 8 min	Practice Small Group Vision (Peer)		Active Experimentation
8:52 8 min	Practice Small Group Vision (Peer)		Active Experimentation
9:00 8 min	One or Two Small Group Visions Shared with Whole Group		Active Experimentation Abstract Conceptualization
9:08 5 min	Debrief Closing Words, Announcements		Concrete Experience Abstract Conceptualization

CAST VISION FOR VISION CASTING

I call them “the jitter sweats”. You know, the perspiration that starts to form when a full body pulse goes throughout your being. You know, all eyes (no matter if it is two, twenty, or two hundred) turn to you. In front of the class, a future employer, your parents, your church congregation, the group of friends gathered... all eyes on you, ears ready to listen/eyes ready to take in the sign language or interpretation of what you are about to say. (Pause.) Silent thoughts of, “What do you have to say? Why should I listen to you? Does it matter?” running through their minds. Maybe the same questions run through your mind.

What do you say? Better yet, how do you prepare what to say? Is that even possible?

It seems that the common way is “winging” it or by inserting the words “good”, “fun”, and “really cool” in wherever you can. You’ve all been witness to that, right? All eyes trained on a person who is saying that teaching or learning is “good”, going or staying is “fun”, that giving or receiving is “really cool”. Being that person is not a solution, it is settling for a problem. And yes, I have watched that person AND I have been that person.

BUT it does not have to be that way! It is possible to learn what to say, to craft words into an intriguing and intelligent invitation.

*Brief, personal story of when you were “captivated” by a vision: (First day of oceanography, Professor Syverson walked into the room and stood in front of 200 students-who-could-care-less about the study of the effects of geo-formation and tectonic plates. Within 5 minutes, he had every person in the room trained on him as he acted out a debate between “scientists” and “religious” people... challenging the dichotomy between the two groups, asking each to admit its own pride and shortcomings. By the end of 75 minutes, there had been deep questions exchanged, arguments launched back-and-forth, and an invitation into a semester of learning about the earth we live on and how to think critically. I was convinced, in 75 minutes, that saying, “yes” to attending every class of Oceanography 101 was vital to my college career. This was the case for the rest of the semester for around 90% of the class. Not only was that the best class I have been a part of, but it was the best vision I have ever seen in an academic setting.)

Examples of vision-casts they have heard or experienced: from a coach, a professor, a club president, a ministry or church.

Because, you see, in a time measured by the speed of scrolling through the wall of Facebook, a culture of instant, and society dominated by “this is better than the rest”, the problem of “winging it to win the crowd” has become the norm. BUT... enter a

crafted, thoughtful vision and the game changes. You can paint a picture of what could be, fueled by the conviction that it should be... and, in doing so, every eye will be on you and will stay with you. Now they very well may say “no” or step back from what you are saying, but what you are inviting them into will be compassionate and clear.

Whether you are recognizing that you have cast a vision before or this is a new realm for you, there will come a time in life where you will be in front of someone, a group, an executive board, an audience, or inviting others into a cause. What will you say? Will you step into that space or step back? For the next hour or so, we are going to learn how to craft and cast a vision... equipping you to step into those spaces now and for the rest of life.

Are you in?

INTRODUCE VISION CASTS

Great, let's get to it. I want to help fill in the blank canvas of “Vision Casting?”. Turn to page 10 in your booklet.

Vision: a clear picture of what could be, set against what happens without it, and fueled by the conviction that it should be (introduce components): PowerPoint

- **Spark interest:** Set the scene, create relevancy between you and your audience as you introduce your vision. This can be a sticky statement, a well-aimed question, a TRUE fact, or hitting a chord in your audience... based around your vision.
- **Why are you doing it (state gap/problem):** Make this apparent to your audience. If you name big picture, make sure you zoom-in. Great question to ask: what happens if nothing happens?
 - See if anyone can identify the problem/gap being addressed in your “captivating vision” story.
- **Always include a story:** Always aim for a shorter, more concise story. You should always be connected with it!
- **What you are doing (how it solves the problem):** You offer (the beginning of) resolution to the problem you named. Be specific!
 - See if anyone can identify how the vision you heard was going to address the problem/gap in your “captivating vision” story.
- **Invitation:** How can whomever is listening be involved? What are the next steps?

Now, believe it or not, I did not come up with the idea of vision casting... I know, shocking. InterVarsity didn't make it; your pastor didn't discover it. No, vision casting belongs to and is a gift from God.

(Walk through God's vision casts from Genesis 15 OR Luke 4)

In Genesis 15, God meets a husband and wife (Abram and Sarai) and gives a vision so compelling and true that it is still rippling out today. The Lord starts off by saying, "Abram and Sarai, do not be afraid. I am with you." **This sparks their interest** because they have all sorts of reasons to be afraid, namely WHERE'S THE KID THAT GOD PROMISED? God then **points out the problem** in stating, "Look, I know you think some "rando" is going to carry on your name..." and then **tells them a story** by having them look up at the night sky that they are always under: "You see the stars. Can you count them? So, it will be with your offspring." How God is going to carry out His promise, that is **how the problem will be solved**. Abram and Sarai receive this as **an invitation** to place their life/trust in the Lord.

OR

In Luke 4, we find Jesus standing up, in a synagogue in Nazareth, being handed a scroll of Isaiah's words. The synagogue audience's **interest is captured** as he begins to read aloud. Jesus begins, "The Spirit of the Lord is on me because He has anointed me to..." He then goes on, **stating the problem**: the poor are without good news, people are imprisoned, others are blinded, and there is oppression where there is meant to be freedom. And Jesus, with all eyes fastened on Him, in one line, **tells a relevant story, offers resolution to those problems, and gives an invitation**: "Today these words are fulfilled in your hearing." In other words, "Come and see what I am doing, My life story... I am bringing fulfillment to all of this." (You can still hear the mic. drop!)

Vision casting belongs to God and it is a gift from Him to steward well. Visions can, and should be, big and energizing...no matter what you are casting vision for: corporation or correspondence, a retreat or registration, your whole chapter or your missional small group. Crafting and casting your vision for your missional small group will be the focus of our time together this evening.

But, before we get there, I want you to experience some other vision casts and be able to identify the components of what makes a great vision cast. We will be taking in 3 different "vision casts" from history and then I will be sharing a sample Mission SG vision; I want you to turn to page 11 in your booklets and see what vision components you can identify in each.

COMPARE AND CONTRAST VISION CASTS

What Makes It Good?

Walk through each Vision Cast discussed as a group, identifying and naming the components after it is seen.

Easily one of the best orators of the past century, MLK knew how to present a vision (which was nothing short of the gospel vision) and invite the response of the audience. In solidarity with black city employees protests and in response to the death of two black men, MLK gave a monumental speech (grievously, his last) on April 3rd, 1968.

MLK: I Have Been to the Mountaintop - <https://www.youtube.com/watch?v=Oehry1JC9Rk>

PowerPoint

- **Spark interest:** America, keep up with what you said on paper...
- **Why:** Worldly kingdoms vs. the Promised Land
- **Story:** Somewhere I read...
- **What:** Keep on (non-violent protests), no injunction will turn us around
- **Invitation:** I've been to the mountain-top... we, as a people, will get to the promise land!
- **Debrief:** What was that like? What did you notice? Where did you get stuck?

MLK was a master orator and visionary; today there are a handful of really good vision-casters but Andy Stanley is one of the greats. We will be listening to part of a conversation/message that Stanley held at his church in response to the deaths of Philando Castle in Minneapolis, Alton Sterling in Baton Rouge, and the police deaths in Dallas. Stanley has so far been dialoguing with two close friends of his about the black community, police, and the Church, as well as sharing about God confronting the apostle Peter's racism and prejudice in the book of Acts.

Andy Stanley: "The Church, Prejudice and Racism" - <http://northpoint.org/messages/071016-message/> PowerPoint

(Starts at 49:38- Ends at 52:13)

- **Spark interest:** Speaking about incredibly relevant topics...
- **Why:** If the Church doesn't, who will? Nothing will change...
- **Story:** We could all find evidence to justify... (includes himself)
- **What:** Ask God to show you racism and prejudice in my heart
- **Invitation:** Will you be at the epicenter of this, with the message of the cross?
- **Debrief:** What was that like? What did you notice? Where did you get stuck?

Now, MLK is among the greatest orators of recent history... his ability to cast vision (through word and his living) is paralleled by few if any. Andy Stanley is a modern visionary who breathes in air and breathes out compelling vision. But, in the realm of vision, there are two ends of the spectrum. We have seen the best and the really good, now it is time to visit the other end. This example is meant to be a humorous contrast, but think critically if this is vision.

Sham-Wow: Commercial - <https://www.youtube.com/watch?v=4n6Lad0nvd4> (End around 2 minutes) PowerPoint

- **Spark interest:** Live action display...

- **Why:** Not present...
- **Story:** None
- **What:** It is really cool and good (shallow solution)
- **Invitation:** None, just told it is a “need”
- **Debrief:** What was that like? What did you notice? Where did you get stuck?

SAMPLE MISSIONAL SMALL GROUP VISION

Now that we have had some experience, identifying and analyzing the visions of others... we will turn our focus to developing a vision for our missional small groups. (Reference vision from opening talk...). Each of you will have space tonight to develop and deliver your missional SG vision. In order to help you start thinking of what that could look like, I want you to take-in and analyze my vision cast. Grab your booklets... are you ready?

(*Setting the scene: you are launching a mission SG in a specific corner of campus... you just connected with a new student who was going to grab lunch with friends. You are now in front of a table of new folks (choose a small group in the room to be your “table of students”. Go for it!)

- **Spark interest:** Hey everyone! (Introduce yourself) and I just met (“new student”). What are your names? What’s a question you have always wanted to be able to ask? (Wait for 1 or 2 to respond.) Dang, those are good questions OR I was not expecting those...
- **Why:** Isn’t it wild to think that every person here (point to the whole room) has a question or a bunch of questions like those. And even though we are at a university/college, unless there is a place to ask those questions... they remain unspoken and go unanswered.
- **Story:** When I came to campus earlier this year, I had a bunch of those questions about: life, relationships, truth, and God. It was not until a friend of mine invited me to her/his IV small group, a group of people who look at and respond to the Bible, that I realized I had a quite a few questions about God. And it was in that IV small group that I got to ask those questions and consider truthful answers.
- **What:** I want people here at (university/college) to be able to meet some new folks, ask their questions, and experience how Jesus responds. I am starting an IV small group in/for (your corner of campus) and inviting people to be a part of it, and invite others they know!
- **Invitation:** (Repeat all their names from before...) my small group is gathering (share brief info.) What would help you all come and see what my small group is like? (END SCENE)

DEBRIEF SAMPLE MISSIONAL SMALL GROUP VISION

- What did you observe me doing? How did I cast the vision well? Where did I get stuck?

- How did I spark their interest? What did you think about my story? How could I have been more clear about what I was inviting them into? What'd you notice about my invitation?
- How could this vision work with just one or two people?

GUIDED WRITING OF SMALL GROUP VISION

In your booklet, turn to page 13 “Crafting a Vision to Cast”. You’ll find a blank page with the components of vision that we have been talking about and working with; nothing new. What will be new is now it is your turn to fill those components in and create the vision for your missional SG. This is not a test, it is a workshop so talk with one another; ask for help.

You are crafting the vision that you will be sharing students who can be a part of your SG.

PRACTICE SMALL GROUP VISION (SELF) PowerPoint

Since your vision will be spoken (if you are considering writing your SG vision to everyone... let’s talk), I am going to move you from writing into speaking your vision out loud. In a bit, you will be sharing these with one another but for now you are sharing this to the air in the room. You can continue to edit, but I want you to practice speaking your vision. Staff, be available to listen and help, as asked.

PRACTICE SMALL GROUP VISION (PEER)

Okay! I am getting pumped for you and am hearing some great ideas and stories. Turn to someone (introduce yourself and the context of your SG, if you know it (it is all right if you don’t)) and practice. One person shares while the other listens and then you will debrief that vision cast; then you will switch roles!

PRACTICE SMALL GROUP VISION (PEER)

Cool! Turn to another person and do the same thing. Practice, debrief, then switch.

(During this time, be listening and identifying one or two students who could share their vision cast with the whole room. Encourage them, don’t force them. If there are no students, grab a staff with a great vision and have them share their vision.

ONE/TWO SMALL GROUP VISIONS SHARED WITH WHOLE GROUP PowerPoint

All right, grab your seat!

What was that like for you all? (Field responses from a couple folks.)

Great! You can continue to hone that vision in throughout the week. Share it with your chapter, your staff... practice it in your room or outside (just not at midnight). Our staff team has made room to have one of you share your vision each day so let me or another staff know if you want in on that.

And to kick us off, we are going to hear from (person who volunteered). Let's welcome them up!

(They share.)

All right, let's give them a hand!

To the person: what did you learn through that experience? Were there any sticking points?

To the room: what went well?

Repeat, if able!

DEBRIEF PowerPoint

- What have you learned about vision? Yourself? God?
- Is there a part that is natural? Where are sticking points?
- I encourage you to continue to hone and practice these vision casts. In fact, I am going to help you create a couple concrete next steps.
 - Who is one other person from your chapter (student or staff) that you could share your vision cast with? (Heck... I would encourage some of you to consider asking if you could cast your vision at your chapter time!)
 - When are you going to share it with them? (Share this in small groups as a way of holding one another accountable.)

CLOSING WORDS, ANNOUNCEMENTS

Session 3: Inductive Bible Study

SESSION GOALS:

- Experience the transformational power of Scripture
- Introduce the principles of inductive Bible study, encouraging attentiveness & curiosity
- Experience inductive principles at work in both preparing and leading
- Demonstrate how preparation turns into leading a Bible discussion.
- Introduce the small group discipleship cycle with examples
- Emphasize how both Christians and not yet Christians can be present in a Bible discussion.

Total time: 195 minutes

Time	Content Details	Media Needed	Learning Style
9:00 20 min	Introduction to Inductive Bible study	Download videos PowerPoint	Abstract Conceptual
9:20 30 min	Quiet Time in Luke 8:22-25	Background music Markers	Reflective Observation
9:50 6 min	Observation		Concrete Experience
9:56 18 min	Interpretation Write and Gather	PowerPoint	Concrete Experience
10:14 16 min	Break		
10:30 10 min	Small Group Answers Questions	Board or easel	Concrete Experience
10:40 18 min	Main Truth		Abstract Conceptual Concrete Experience
10:58 12 min	Application		Concrete Experience

11:10 5 min	Introduction of the Discipleship Cycle		Reflective Observation
11:15 30 min	Leading Luke 8 as a Bible Discussion		Concrete Experience
11:45 15 min	The Small Group as a Discipleship Cycle		Abstract Conceptual
12:00 10 min	Christians and not yet Christians in Small Group	Video	Concrete Experience
12:10 5 min	Closing Words, Announcements		

INTRODUCTION TO INDUCTIVE BIBLE STUDY (9:00-9:20a)

A note to the teacher: We are squeezing in three track times into two in SGLT this year, plus we are adding 30 minutes of new content on the SG discipleship cycle and non-Christians in small groups, which we are really excited about. Do all you can to watch the time and keep things moving. Please try to introduce every topic if you can't do all that is listed. You can briefly circle back to some of these topics throughout the week with students in debrief times and maybe if other sessions are shorter.

Put the discipleship cycle on paper in front of the room.

"When you or I open the Bible, we are beholding the very words of God-words that have supernatural power to redeem, renew, refresh, and restore our lives to what he created them to be." David Platt [PowerPoint](#)

Share a short example of a student changed by the Word in a small group.

What is inductive Bible study? [PowerPoint](#)

1. Attitude

- First, it's an attitude. We are willing to let our ideas/viewpoints be changed by Scripture, instead of finding verses that confirm what we already think. Unless we train ourselves, most of us will come to the Bible looking to reinforce what we already think. **Look at a passage like we have never seen it before.**
- So we learn to ask:

“What's the author's purpose? What were his hopes for the impact of this section of his narrative?”

2. Method—three steps. Turn to page 14 in your booklet. Observation, Interpretation and Application/Response. Inductive Bible study is **an investigation, a discovery approach**. You are first looking at the facts and then coming to a conclusion. You may want to use the **puzzle analogy** to explain the steps.

“It's Alive” video from Urbana 15 Only a minute long. <http://2100.intervarsity.org/resources/its-alive-urbana-15>

Like we just heard, Inductive study is comprised of three steps:

- Observation: What does it say?
- Interpretation: What does it mean?
- Response or Application: How will this change me? Feel free to expand on the inductive/investigative process as opposed to deductive. Just watch the time!

Let's focus in on Step 1:

Step 1 Observation. What does it say? PowerPoint

- Make lots of observations! (Individual puzzle pieces)
- What's the context? The placement of the story, culture of original readers, OT references? You are never finished looking at the text. PowerPoint
- What's the content? Characters, relationships, location, action (find those verbs!), time, numbers, etc.
- What are connections? Repetition, comparison/contrast, images/metaphors, cause/effect, reasons (“for”, “because”), conditions (“if... then”)

QUIET TIME IN LUKE 8:22-25 (9:20-9:50a)

Student quiet time will be in their booklet on page 34 with some background. They will be asked to make observations in the text. There will be prompts for prayer and response to the WORD.

OBSERVATION (9:50-9:56a)

Ask students to share observations around the table.

(Okay to share the obvious ones!) Resist the urge to give **meaning to the observations**. We'll get to that, but for now, let's practicing observing.

KEY OBSERVATIONS:

- Jesus' idea to go across the lake.
- Verbs/actions: set out, woke, got up and rebuked; asked questions
- Similar: squall (sudden violent windstorm), swamped, danger, drown, wind, raging waters, storm,
- People: Jesus, disciples
- Emotions/tone: fear and amazement
- Contrast: Jesus asleep verses disciples distress; sleep versus storm; calm vs. fear; fear vs. faith
- Repetition: Master
- Cause/effect: Jesus said, "let's go" so they went; squall so that boat was swamped (filled with water); Jesus words > storm subsided; miracle > "Who is this?"
- Jesus asks a question; Disciples ask a question
- Rebuke and command and obey
- Two questions

Track PD may want to list observations on a board as small groups discuss.

INTERPRETATION (9:56-10:14a)

What does it mean?

What was the author trying to communicate? Interpretation is about asking questions of the text based on your observations. You are asking, "What is the significance of these observations? Here you are beginning to connect some of those puzzle pieces.

Examples.: "How is what John the Baptist is doing preparing the way for Jesus?" "Based on the passage, what might Mary be pondering in her heart?" What is the significance of the writer repeating the word "listen" so many times? The booklet also has info on interpretation. [PowerPoint](#)

WRITE QUESTIONS (3 minutes) [PowerPoint](#)

Take a few minutes to write some questions you have **based on your observations**. What you curious about? Some questions should start with...What is the significance of...

GATHER QUESTIONS as a whole group. (8 minutes) Teacher writes on board or easel.

- Why go to the other side of the lake?
- How big a boat? (big enough for them to say, "the disciples went and woke him")
- How did he stay asleep?
- Why did the disciples go to Jesus? What were they expecting him to do?
- **What might Jesus been hoping to hear from them?**
- **What is the significance of all the storm language?**
- **Why did they call him "Master"? What is their tone?**
- What is the answer to "where is your faith?" Why isn't their faith greater?
- **Why are they afraid after the storm?**
- **Why do they ask, "Who is this?"**
- **"What does this storm reveal about the disciples?"**

The questions in bold may be best for group discussion.

BREAK and leader organizes questions. Leader writes questions on a board or easel. (10:14-10:30a)

SMALL GROUP ANSWERS THE QUESTIONS on the board in small group discussion. (10:30-10:40a)

MAIN TRUTH (10:40-10:58a) PowerPoint

(3 minutes) We are continuing in interpretation and working toward the main truth in the passage.

So far we have turned over the pieces, assembled some, and placed them where they go in the puzzle as best we can. **Now it's time to step back and understand the picture.** This is the thing the author wants his readers to feel and get from the passage.

WORKING ON MAIN TRUTH (15 minutes)

Take a few minutes to work on your own to try to capture the main truth in 1-2 sentences.

PowerPoint (If you have time you can talk about the difference between a movie summary and the deeper truth the director is trying to communicate. (See the slides on "Frozen.") Your first steps in the drafting process probably shouldn't even be in sentence form. Write bullet points or snippets of ideas that need to fit together, and then work toward sentence form. Complete this sentence: *The author wants us to understand...* We are not just writing what happened in the story but after we have talked through our questions we want to try and distill what the author is asking us to take away. Students now individually write their sentences and then share them and discuss them as a small group.

Whole group main truth. Hear from 2 groups and affirm what's good about their attempts. Here's my attempt: **PowerPoint**

Author's Purpose (main truth):

- Jesus is more than we realize
- The author wants us to know that as we follow Jesus, we will experience crises that will expose our true understanding of him.

Which questions got us to each of these?

APPLICATION (10:58-11:10a) (7 minutes) **PowerPoint**

If we continue with our puzzle analogy, after we've understood the picture, we are now changed and transformed by it.

Application is where the funnel flairs out again. **PowerPoint** It's about where the time in scripture starts to change us, our relationship with God, our relationship with people around us and the mission. We don't just read the Bible but we let the Bible read us and transform us. This happened this morning as you did your quiet time. From Q.T. guide:

PowerPoint

- *What does the passage say or point to about Jesus?*
- *What crisis or struggles have you faced lately? How are you finding it hard to trust Jesus?*
- *What is Jesus saying to you today about himself, yourself and/or the crisis or struggle?*

Respond: Share with the person next to you how the passage impacted you in one or more of these areas and, if time, pray briefly for each other.

You don't want to lead a Bible discussion without having a personal encounter with God in the passage and knowing it well. Did you notice how the application got more specific and that you actually had to do something and nail down a response?

DEBRIEF (5 minutes)

If this were a small group, part of the application was sharing your Jesus moment with someone. How was it like for you sharing this application? (Share as a small group or in twos.)

INTRODUCTION OF THE DISCIPLESHIP CYCLE (11:10-11:15a) PowerPoint

We have heard the word, responded and just debriefed our application like we might do in small group. Draw their attention to the discipleship cycle in front of the room. It is in their booklet on page 16 as well. Debriefing our small group application and our learning experiences is an important step. Let's debrief the whole morning.

DEBRIEF

Take a moment and write down how this experience was for you this morning. What did you learn? What did you feel? What do you want to remember? What was a God moment? (Direct them to write in a place in their booklet.)

STRETCH BREAK

LEADING LUKE 8 AS A BIBLE DISCUSSION (11:15-11:45a) PowerPoint

We have just finished step one in preparing a Bible discussion. But how would you lead this passage with a small group you might ask? In a very similar way. Listen up! We are covering now what you will be doing when leading your small group.

Small Group Bible Discussion: (Open to Study Outline on page 46)

The small group discussion follows the OIA or inductive process. I am going to lead you through this passage as if it were a small group with some commentary along the way. **(Enlist a staff worker to read the parts in blue as if they were leading a small group. The questions in black italics are for the whole group to discuss.)**

- Sometimes you will begin small group debriefing the previous week's application/response.
- Begin with a small group ice-breaker or approach question. *What's a recent crisis in your life?* (If time, do this around tables.) ***Why is this important?*** Great for everyone to say something, to laugh or emote, to transition from the day.
- Cast vision for your group.

- Explain how we do Bible discussion. We are looking at just one passage, want everyone to participate, not Bible trivia.
- Give background: Jesus has been teaching and doing miracles especially in northern Palestine (Galilee). In Luke 8 he tells the important parable of the soils, encouraging people to listen and be good soil. Right before this he talks about how his "family" are those who "hear God's word and put it into practice." The Sea of Galilee is 13 miles long and 8 miles wide and surrounded by mountains with narrow valleys, which can channel strong winds. *Why is telling your group this important?* Background/content can help your group interpret, etc.
- Pray, reminding the group that **God is present**.
- Initiate creative entry: (Have the students try this.) *If you were a movie director, how would you direct and shoot this? Make a quick list of some of the camera shots and angles you would like to get.* (If time have them share this with the person next to them.) *What does an exercise like this accomplish?* You are there, gets out observations and gets group familiar with the text.
 - *What observations came out with this exercise?*
 - The leader must be quick to affirm what students in small group are sharing!
- *Any other observations or important facts we want to get out of the passage?* This is a question you might ask the group if there are more observations.
- *Looking at these observations, what questions do you have? What are you curious about?* Write their questions down in the column next to the questions that you have already listed that you know you want to ask. This way you can space questions in between yours so they flow from top to bottom of the passage. Don't answer the questions yet! Some of their questions will be wacky, some the same as yours, and some better. *How does generating some questions help the group?*
 - You will now make a quick judgment call about which of the questions you are going to ask. Use the language of the group or their questions when possible. Then you can say to your group. *I can't ask all these questions. I will ask some of yours and some of mine to get us to the main point.*
- Ask the questions.

- *What do you do with a question like how big is the boat or why are they going to the other side of the lake?*
 - Text doesn't tell us. You might ask the group.... What do we know about the boat? It's big enough for a sleeping place, etc. Tell the group that other things in the passage must be more important so the writer didn't tell us.
- Share your main truth in the form of paragraph. You can put this in your own words and even preach a little. *Jesus is more than we realize. He has power to calm a storm. Who does that but God? Jesus has power, authority and care for us. Life crises expose who we think God is and give us a chance to calm down and adjust our view of God. Why is focusing on the main truth at the end of the discussion important?*
- Application and response. *What crisis or struggles have you faced lately?* (Someone in the group may answer generically about classes.)

I think we all can relate to the stress of classes, so let me press in a little deeper with that. think of a stress outside of the classroom – roommate, relationship, family's expectations, money –

How have you been responding to this stress?

Time out! How much of what we have done so far could a “not yet” Christian participate in?

If you are a Christian, what do you think Jesus is trying to reveal to you about himself in this stressful time?

Really think about this. Turn your paper over and try to list several things that Jesus is trying reveal to you about himself and yourself from a stressful situation.

If you are not a Christian, write down what you are learning about yourself through this challenging situation.

Ok, turn to a partner now and share one thing that Jesus is trying to help you believe more fully about him or one thing that you are learning about yourself.

Whether or not you are a Christian would you be willing to ask Jesus to help you with this challenging situation in your life every day in the next week?

I will be checking in with you next week to see how this went. Pay attention to how God is speaking to you!

What did you notice about this application time? (Gave people time to think, general to specific, they had to articulate something and there will be some accountability, etc.)

THE SMALL GROUP AS A DISCIPLESHIP CYCLE (11:45-12:00p) PowerPoint

The leader will start the next Bible discussion with the debrief and that will complete **the small group discipleship cycle**. We don't want small group response or application to be rushed or end with an encouragement to "just think about this passage." We want to create applications that students will actually do. Some applications will be more internal and some external or active but we want to nail down an application as best we can and debrief it if at all possible. Note the discipleship cycle up front and in page 16 of the booklet.

You can also note this PowerPoint slide and a great promise. Luke 6:46-48 "Why do you call me, 'Lord, Lord,' and do not do what I say? 47 As for everyone who comes to me and hears my words and puts them into practice, I will show you what they are like. 48 They are like a man building a house, who dug down deep and laid the foundation on rock. When a flood came, the torrent struck that house but could not shake it, because it was well built."

Around your tables, make a list of potential applications you could have your small group do and then debrief, either during small group or the next week in between small groups. This could be an evangelism application, in the area of relationships, prayer, quiet time, etc. (They could even do this in twos and share some with the whole group.) Talk about how the application could be completed during small group time like if it is a missional activity, prayers praising Jesus, texting someone to invite to small group, role-playing an invitation to small group, etc.

CHRISTIANS AND NOT YET CHRISTIANS IN SMALL GROUP (12:00-12:10p) PowerPoint

You want to start with a 3 minute video An's Story <https://vimeo.com/18020050> As we tried to point out in our previous exercise, our small groups can be a place for Christians and non-Christians. Some staff try to get half the group to be not yet Christians and many students in our small groups are cultural Christians. The application is the place where you may want to switch up your language but often a not yet Christian can make an application of some kind and this could be a way that they move closer to Jesus or become open to change. I have seen non-Christians do missional activities with the small group and become part of the community. What has happened in your small groups on campus when not yet Christians have come? Who is someone you could invite to do a Bible discussion with you this summer?

CLOSING WORDS, ANNOUNCEMENTS (12:10-12:15p)

Remind students to sit in their Bible discussion prep groups when they return in the afternoon. Each student should have a co-leader and should sit with that person in the prep group. Each small group time will be led by those two people. One will do any debrief from previous session, the ice breaker, the vision cast and then the application. The other will do the background, creative entry, and any other observations and then the question gathering and answering. This way both need to be familiar with the study.

Session 4: Small Group Bible Study Prep and Dynamics

SESSION GOALS:

- Prepare and discuss passages involved in leading
- Problem solve and discuss principles of group dynamics
- Pray for a great love for God's word

Total time: 135 minutes

Time	Content Details	Media Needed	Learning Style
4:00 10 min	Student Vision Cast		Active Experimentation
4:10 10 min	Student Led Observation		Reflective Observation
4:20 30 min	Observation & Interpretation		Concrete Experience
4:50 10 min	Application		Concrete Experience
5:00 10 min	Debrief in Small Groups	Booklet pages 54-55	Reflective Observation
5:10 10 min	Instructions for Student Small Group Leaders		
5:20 10 min	Break		
5:30 25 min	Art of Leading a Discussion Skit	Booklet page 42	Concrete Experience
5:55 15 min	Prayer Session: Developing a Love for the Word	Overhead or easel	Concrete Experience
6:10 5 min	Closing Words, Announcements		

As students enter the room encourage them to sit with their co-leader and their Bible discussion prep group. We may easily have two prep groups for each of the three passages, Luke 5, Luke 7 and Luke 19. Six students in a prep group could make it easy for everyone to be involved.

STUDENT VISION CAST PowerPoint

STUDENT LED OBSERVATION PowerPoint

Make sure students know that you will be doing a couple things that they WON'T be doing when they lead their small group. The first one is right away. Have students spend ten minutes reading their passage looking for observations and then sharing their observations in twos. You may also want to encourage them to divide their passage into sections. It's important that they spend some time alone in a passage before they prep with a study guide or see it led so that they can have their own experience in the text. We are doing a couple of things in this short amount of time to help the students dig in a little and not just copy what the staff worker did when they lead.

OBSERVATION & INTERPRETATION

Use the actual study guide as a small group discussion. Staff worker begins leading the Bible discussion as in the guide. Do the creative entry exercise, gather questions, ask questions that lead to the main truth and model good discussion skills. Before you preach your paragraph that contains the main truth, **give students a chance to write a main truth and talk about the main truth.** Then proceed with sharing the main truth in your paragraph. Tell the students they wouldn't normally stop and have the group write the main truth, although they could.

APPLICATION

Direct students to use Application from the Guide.

DEBRIEF IN SMALL GROUPS

What was a God moment? What did you notice about group dynamics? Did the questions lead us to the main truth? Was the application specific enough and have potential for life change and response? What did you learn? How was the pace of the discussion? Refer to the debrief guide in the booklet.

INSTRUCTIONS FOR STUDENT SMALL GROUP LEADERS

Make sure that you or the track PD answer any questions about what the students will be doing when they start leading tomorrow. Refer students to the outline for the Bible discussion template and the study guide for their passage. If there is space they can write their study right on that page or follow the outline and write it out on their own sheet of paper. They think of a brief icebreaker, give a vision cast and follow the

template. You may want to have the questions students asked in the discussion available to your prep group. They choose their must have questions, make the main truth paragraph their own and get ready for the application. It will be good for them to think about how to close the time in prayer. (If students need more time here, give it as it is important that they understand their next steps and it can reduce anxiety.) **Each small group time will be led by two people. One person will do any debrief from previous session, the ice breaker, the vision cast and then the application. The other will do the background, creative entry, and any other observations and then the question gathering and answering. If students want they can change the creative entry exercise. Other ideas are in the booklet. This way both need to be familiar with the study.** They should support each other. Make sure you connect with the co-leaders before they lead and look at their plan. After students lead, you the staff worker will lead the small group debrief time. Use "SG Debrief & Feedback" on page 54 in the booklet. Then ask your leaders to fill out the leaders reflection sheet, "Personal Debrief & Reflection" questions in the guide. Use that sheet to debrief with the co-leaders at another time in the week. Do the same with your last two sets of co-leaders.

BREAK

ART OF LEADING A DISCUSSION SKIT PowerPoint

WHAT DO I DO IF...?

(Out of concerns for time we took out the section on the importance of multilogue (a conversation web) as opposed to students only answering while looking at leader (dialogue), giving one answer to each question, at not interacting with each other. If time, add that in.) If you are running out of time, take out scene 4.

(Note to leader: Ask 4 track staff ahead of time for their help with this and make sure they have copies of this skit. Copies are provided in the SGLT box, so ask your PD where to find that. After each scenario, break in and ask the students questions, giving teaching points along the way. Your "narration" and **debrief teaching points** are in green with the skit in black font. Keep both the skit and brainstorming moving, so you can keep the energy up and avoid things dragging.)

Scene 1: Nobody Talks

Leader: What does it mean to be devoted?

(All silent, looking down at Bibles, looking at each other sheepishly. Leader tries to establish eye contact, but members avoid it.)

Leader (feeling a little silly): Anyone?

(All silent, continue to look sheepish)

Leader: Are you thinking? Or is my question too vague?

Members (mumbling): Thinking...

Leader: Ok great! How about turn to a partner and discuss for a couple minutes?

Ok! What was the problem here? Other things that a leader could do?

- Be okay with silence. Sometimes people just need to think.
- Have them write down their answer and then share with a partner or the group.
- Ask an individual.

Scene 2: Member Dominates

Leader: How about v. 44 about the believers being together and having everything in common? Really?

Member 2: Wow! That's pretty incredible but it makes sense since v. 42 says they were devoted to fellowship. I feel like that's what ultimate devotion might look like.

Leader: Ok great. How about giving to anyone as he had need? Who was anyone?

Member 3: It seems like that it would have probably...

Member 2 (speaks over M3): Yeah! It probably meant people within their community but also those outside. The anyone is qualified and later in v.47 it says...

Stop! What is wrong here? What does the leader need to do?

- Take charge of the discussion: "M2, hold on a minute; let's let M3 finish his thought." It's not a lecture, but the leader still leads.
- Direct questions specifically to someone else
- Talk to M2 in private (gently!): thank for input & participation; enlist help in getting others to participate; ask to watch out for interruptions
- If desperate, go around circle for answers to regain the right atmosphere.

Okay, scene 3... What if your group goes on a tangent?

Scene 3: Group Tangent

Leader: So according to verse 46, we learn that the Acts 2 community 'broke bread in their homes and ate together with glad and sincere hearts'. What do you

Member 3: (interrupting) Broke bread? Like it was hard and stale? That doesn't sound like a very good meal.

Leader: Hold on, I haven't asked the ques-

Member 1: (also interrupting) Oh I had some stale bread in the food court on campus yesterday! I nearly chipped a tooth!
(Members begin to physically exclude leader as the leader weakly tries to interrupt “ok, ok.... hey, guys?” for the rest of the skit)

Member 2: Ugh! Our food court is the worst! They don't even have gluten-free vegetables!

Member 1: Wait... aren't vegetables gluten-free already?

Member 2: Well I don't know! But they don't have it on the sign! At least their vegetables are vegetarian.

Member 3: Vegetarian vegetables? Like... grass-fed asparagus? Hmm... well, as long as the asparagus was free-range and equitably treated, my conscience will be clear.

Leader: Well, now that our consciences are clear, what do we think it meant for this Acts 2 community to break bread together with glad and sincere hearts?

What are other ways to handle tangents?

- Stop it before it starts
- Take charge of the discussion
- Use humor! Okay, so how about back to the passage...

Next scene...

Scene 4: Participants Answer from Other Sources

Leader: So, did these people really have everything in common?

Member 1 (opens New Bible Commentary): Well, here, the New Bible Commentary says that “the believers displayed a generous attitude toward possessions” so it's probably likely that they did.

Member 3: Yeah, I remember my pastor giving a sermon on this before and gave this example of this guy who invited people into his house every Christmas and let them take whatever they needed or wanted. This community could have been like that!

Leader: Ok. Well, how can we answer this from just this passage on this page?
(Members think “oh...” and look down at their passage.)

Okay! What was going on here? What could the leader do?

- Affirm participation, but point back to text: “where do you see that in the text?”
- Perhaps make it completely obvious that you are doing observation, “Let’s look in the text to see...”

And our next scene... What if you get an unhelpful question?

Scene 5: Difficult “Theological” Questions

Member 2: So is the passage says these people had everything in common... Are we supposed to have everything in common? Is this passage promoting Communism??

Leader (defensive and flustered): Well, no! It can’t be about Communism! That’s not biblical! You don’t believe that do you?

Member 2: Well, no... but what does it mean to have everything in common then?

Leader: Well... it doesn’t mean that we’re supposed to be Communists. I’m sure it means... that... that... we have everything in common!

Member 2 (disappointed): Oh, okay...

Okay! What’s going on here? What could the leader have done?

- Should have known that would come up—be prepared!
- Get help from rest of group (and stall): “good question! Anybody know?”
- Admit that you don’t know.
- Realize that Member 2 probably doesn’t think that either. Promise to look it up.

And our final scene...

Scene 6: Leader Waits for the “Right” Answers

Leader: What’s the implication that there were people being saved daily in this community?

Member 1: Well, I think it shows us that God’s Spirit was at work.

Leader: That wasn’t really what I had in mind. In fact, that’s not even close.

Member 1: (disappointed) Oh.

Leader: Anybody else want to give it a try?

Member 3: (hesitantly) Well, it seems to me that the community must have been an attractive one...

Leader: Well, kind of, but not quite there yet. I'm looking for a word.

Member 1: Love-in-action?

Leader: Wrong again. Besides, that's three words.

Member 2: How about "outreach"?

Leader: Getting closer. I'll give you a hint: it's 5 syllables and begins with "E."

Member 1: Existentialism

Leader: (rolls eyes) No! And that's six syllables.

Member 2: Eggs!

Leader: (rolls eyes with annoyance) No!!

Member 1: Indoctrination! Wait. "E". Umm... "En-doctrination"

Leader: Closer...

Member 3: Evangelism! Got it! The community must have been doing some evangelism.

Leader: That's it!

Alright! What is wrong here? What does the leader need to do?

- This isn't hangman or taboo, it's small group discussion.
- Make sure the group understands the concept, not gets the word.
- Prep
- The question is good—there are lots of right answers.
- What M1 said about God's Spirit at work wasn't that far off. Be more encouraging!
- Instead of "no", say, "keep going" or "build on that" or *something*, but never "not even close."
- Even before the group starts, they may expect you to be looking for the "right" answers, even to open ended questions. Try to break them of this by always asking good questions.
- Remember this isn't busy work or a form they are filling out, it's a discussion. The questions only exist to direct the discussion.

There are more discussion dilemmas listed on page 42 of your SGLT Booklet for your reference in learning how to encourage the “multilogue”.

PRAYER SESSION: DEVELOPING A LOVE FOR THE WORD

From front: Read: Luke 24:13-32

What were they experiencing? PowerPoint

How might we relate to that?

God's word is alive and our hope is that when you and students read it, they experience God himself.

How were your hearts burning today as you read scripture? Talk to the person next to you.

Pray around our tables. PowerPoint

- that our hunger and understanding of all of scripture would grow just like Jesus explained things to these two disciples.
- that we would sense Jesus speaking to us this week and this summer.
- that our small groups this fall would be places where students are aware that they are hearing the words of God.
- that students in our small groups who don't know Jesus would come to recognize him through the word.
- that our small groups this week would be places of growth and transformation and leaders will feel supported and eager to lead.

CLOSING WORDS, ANNOUNCEMENTS

Session 5: Basic Small Group Mission Strategies

SESSION GOALS:

- Develop, practice articulating, and receive feedback on a vision for SGs to be a witnessing community to a targeted relational network(s) on campus.
- Co-lead a practice inductive bible study including real time application, experiencing a powerful debrief of the experience.
- Learn both Gathering (“Come and See”) and Scattering (“Go and Tell”) Mission Strategies for reaching and having ministry to those in their campus community target group.

Total time: 195 minutes

Time	Content Details	Media Needed	Learning Style
9:00 30 min	Quiet Time		Reflective Observation
9:30 60 min	Small Group 1		Concrete Experience Abstract Conceptualization
10:30 15 min	Debrief Small Group 1	Booklet page 54	Concrete Experience Abstract Conceptualization
10:45 15 min	Break		
11:00 10 min	Student Vision Cast		Active Experimentation
11:10 10 min	Campus Community Target Groups	PowerPoint	Abstract Conceptualization
11:20 45 min	Small Group Mission Strategies	PowerPoint	Abstract Conceptualization
12:05 5 min	Time of Reflection and Journaling	PowerPoint	Reflective Observation
12:10 5 min	Closing Words, Announcements		Abstract Conceptualization

QUIET TIME

SMALL GROUP 1

DEBRIEF SMALL GROUP 1

BREAK

STUDENT VISION CAST

CAMPUS COMMUNITY TARGET GROUPS

(Have students sit in campus groups for this session)

It was mentioned in our first session on Sunday afternoon that each missional SG ought to have a campus community target group.

What is a campus community target group (CCTG)?

A CCTG is a defined group of people that the SG identifies as their “mission field” and who they intentionally reach out to. These groups can be geographic, demographic, relational, or other—e.g. a certain part of campus or area of the student union or food court, a dorm or dorm floor, arts students, students in a major, students with a common interest (e.g. club), athletic team, Greek house, friend group, etc. [PowerPoint](#)

It should be the desire and goal of our SG to help every person in our CCTG come to know, love and follow Jesus as their Savior and Lord.

To do this, it is helpful for us to know where the people in our CCTG are at in relationship to Jesus.

Show “spiritual spectrum” and identify the four types of people who are in almost every CCTG.

- Circle 1: People who are real Christians, and who are currently following Jesus (committed, but not perfect!) [PowerPoint](#)
- Circle 2: People who are real Christians, but who aren't (for whatever reason) following Jesus right now [PowerPoint](#)
- Circle 3: People who think they are real Christians, but aren't, and therefore are not following Jesus right now [PowerPoint](#)
- Circle 4: People who aren't Christians, and they know it. [PowerPoint](#)

[Emphasize that some people in categories 2, 3 and 4 will respond to an invite into your SG, and continue on in it. However, not all will.]

How do we reach/have ministry to the people in our CCTG?

Two main SG Mission Strategies: PowerPoint

1. "Gathering" strategies--i.e. Inviting people into our SG to meet Jesus ("Come and See")
2. "Scattering" strategies--i.e. Taking Jesus to people who don't come to our SG ("Go and Tell")

SMALL GROUP MISSION STRATEGIES

(Have people sit in campus groups of 3-4)

GATHERING STRATEGIES (25 min)

How can we get people INSIDE the SG in order to have ministry to them, no matter where they're at in relationship with Jesus?

Have students brainstorm in SGs (7 min)

Have student share best ideas in the Large Group (8 min)

Teach about 5 important "gathering" steps/strategies (10 min) PowerPoint
[Incorporate things that have been brought up by the group, and mention that each one of these could be carried out as part of a missional activity of the SG]

1. Make intentional personal contact with people in your CCTG

Some possible ideas:

- Targeted NSO activity (outreach, fun, service)
- Good personal follow-up
- Network Mapping ("Who do we know?")
- "Door-to-door" (contacting every person)
- other?

2. Build relationships with people outside of the SG

Some possible ideas:

- Invite people you meet to do things with you (eat a meal, do something fun, hang out, etc.)
- Get on their turf to spend time with them
- other?

3. Talk about the SG in ways that would attract people to come

(Note: Most people in categories 2, 3 and 4 have already decided that they “don’t do Bible study”. Therefore, we need to invite them to something else, without hiding the fact that we do BS)

Some possible ideas:

- Talk about aspects of the community that you enjoy
- Talk about what you and others are learning
- Encourage them that this can be a safe, “judgement free” place where they can explore God, ask questions, invest in their spiritual life, etc.
- other?

4. Invite people into the SG

Some possible ideas:

- Invite people into the community, fun, learning, etc. of the group (not just to a meeting!)
- Don’t take the first “no” as the final answer. Explore why they may not be interested. Encourage them to at least check it out—with no pressure to continue coming
- other?

5. Doing steps 1-4 all year!

[Note: A word needs to be said about the need to stop inviting certain people to your SG (because to continue to do so could damage your relationship with them), but instead, use the “scattering” strategies that we will now consider.]

SCATTERING STRATEGIES (25 min)

How can we have ministry to people OUTSIDE the SG (who won’t/ don’t come into the SG), no matter where they’re at in relationship with Jesus?

Have students brainstorm in SGs (7 min)

Have student share best ideas in the Large Group (8min)

Teach about 3 important “scattering” strategies (5 min) PowerPoint

[Incorporate things that have been brought up by the group, and mention that each one of these could be carried out as part of a missional activity of the SG]

1. Missional prayer

Even if people aren't interested in Jesus or in coming to our SG-- or even having relationship with us-- we can (and should) pray for them. This can happen during the SG mtgs (e.g. praying regularly by name through the list of people in your CCTG), or outside of the SG mtg time (e.g. doing prayer walks, prayer evangelism, etc.)

(give an example)

2. 2+

2+ involves choosing two (or more) people who you commit to 1) pray for regularly, 2) seek to build a strong relationship with and 3) look for opportunities to share Jesus with through word and action.

A lot can happen through committedly being involved in 2+!

(give an example)

3. GIGs

A GIG is an investigative Bible study that a Christian does with one or more non-Christians

We already spoke of this kind of outreach in Session 1, but sometimes people who are disinterested or unwilling to come to our SG Bible study are willing to study the Bible with us--on their own turf, and maybe even with their own friends. GIGs are a great way to do outreach! (give an example)

(give an example)

TIME OF REFLECTION AND JOURNALING PowerPoint

Take a moment to reflect on what was just talked about and identify some "mission strategies" --both "gathering" and "scattering" --that you could implement in/with your SG next fall

CLOSING WORDS, ANNOUNCEMENTS

Remember: The desire/goal of our SG is to help every person in our CCTG come to know, love and follow Jesus as their Savior and Lord.

In order to do this, each SG will most likely need to implement both SG mission strategies:

- “Gathering” strategies—i.e. Inviting people into our SG to meet Jesus (“Come and See”)
- “Scattering” strategies—i.e. Taking Jesus to people who don’t come to our SG (“Go and Tell”)

We can’t just do one or the other!

Session 6: Leading Others Across the Five Thresholds

SESSION GOALS:

- Develop, practice articulating, and receive feedback on a vision for SGs to be a witnessing community to a targeted relational network(s) on campus.
- Co-lead a practice inductive bible study including real time application, experiencing a powerful debrief of the experience.
- How to lead SG members in helping non-Christian friends cross thresholds (of belief)

Total time: 195 minutes

Time	Content Details	Media Needed	Learning Style
9:00 30 min	Quiet Time		Reflective Observation
9:30 30 min	Small Group 2		Concrete Experience Abstract Conceptualization
10:30 15 min	Debrief Small Group 2	Booklet page 54	Concrete Experience Abstract Conceptualization
10:45 15 min	Break		
11:00 10 min	Student Vision Cast		Active Experimentation
11:10 10 min	Introduction to the Five Thresholds	PowerPoint Video	Reflective Observation Abstract Conceptualization
11:20 35 min	Teaching to Teach	PowerPoint	Concrete Experience Abstract Conceptualization
11:55 15 min	Prayer Session: Courage to Lead In & Invite Others to Cross Thresholds		Reflective Observation
12:10 5 min	Closing Words, Announcements		Abstract Conceptualization

QUIET TIME

SMALL GROUP 2

DEBRIEF SMALL GROUP 2

BREAK

STUDENT VISION CAST

INTRODUCTION TO THE FIVE THRESHOLDS (5 Minutes) PowerPoint

Rhetorical Question - don't actually let the class clown answer:

Who here woke up one day to find that overnight they'd become a Christian?

Me neither!

One of the things the church has discovered over the centuries of studying scripture and living in community is that moving from unbelieving rebel against God to faithful follower of Jesus is a process with a few steps. Sometimes, as in the case of the Apostle Paul - God will simply reach down and turn on the light switch for someone. There is a conversion that defies the typical process. God is God - He gets to do what He wants; but frequently a person who comes to faith has a handful of pivotal moments leading up to the final decision to follow Jesus. In InterVarsity, we've named the stages "Thresholds" - and we've identified 5 of them, each with their own unique questions and struggles. I brought a video today that can give you an explanation of each threshold!

<http://2100.intervarsity.org/resources/5-thresholds-overview>

STUDENTS FAMILIARIZE THEMSELVES WITH 5TH LANGUAGE (5 Minutes) PowerPoint

Now, turn to page 20 in your booklet to look at the Five Thresholds Summary chart. Take 5 minutes to familiarize yourself with the terms and the language, and write each one in your own words at the bottom of each column.

(5 minutes of silently writing/processing)

TEACHING TO TEACH (15 Minutes)

Today we want to give you the tools to help your SG members lead their friends in the 5TH. Now that you've taken some time to look at the 5TH both in the video and in the handout, **what questions do you have?**

Be familiar enough to field questions on the 5TH or have another staff on hand to help answer technical questions.

In the 5TH we have a way of thinking about the journey a person takes as they come to follow Jesus. These 5 stages, or thresholds, mark the different points along the journey and the needs of a person are different in each threshold. A person in Threshold 1 who doesn't trust Christians probably won't be ready to receive an invitation to faith, but an invitation to the latest Marvel movie could be exactly the sort of experience they need to see that Christians can care about him/her and have fun. Demonstrating care for someone in threshold 1 looks different than someone in threshold 5. We need to equip our SG members to engage with their friends effectively - by giving them the skills to help their friends move from the threshold they're in currently, to the next one.

Before we move on from that point, I want to say it in a way that I think will put a point on how important this is: Many of you have been taught or experienced evangelism as a very distressful interaction between Christians and non-Christians. I would argue that much of the trust that's broken in evangelism comes from using only one skill and applying it to people without regard to their threshold. For example - making an invitation to faith is a key skill for people in Threshold 5 - and IS A CRITICAL goal in evangelism! But to a person in Threshold 1 who doesn't trust Christians, making an invitation to faith appears tone deaf to their distrust and rotten experiences of Christians and the church. The questions they have about faith that are for them, real obstacles, haven't been heard or considered.

Understanding 5TH can help you to calibrate your efforts with your friends to their actual spiritual needs.

And not just you - but your SG leaders!!! We want you to gain these skills, but you will be leading your SG into mission, and you'll need to be able to help not just yourself, but also them with these skills!

So today, we are teaching you to teach!

We are NOT focusing today on how to help your SG members diagnose which threshold their friends are in, but there are loads of resources that can be used from the 2100 website. Ask you staff for access to these resources - or your table group leader here!

When our friends are in Threshold 1, they need us to work hard to build trust and show that we care. They need great experiences with Christians - it's not even necessary for the activities to be explicitly spiritual in nature!

In Threshold 5 our friends are ready to be invited into following Jesus - we will be focusing on how to do that in Session 8, so we won't spend time on that in this session. It gets its own Session!

THRESHOLD 2 INTRO: TOWARD CURIOSITY (5 Minutes) PowerPoint

We are going to zoom in on Threshold 2 - **Who can tell me what this threshold is about?**

Right! Our SG Member has a friend that trusts them. They are friends for real - maybe they're roommates, or lab partners or old high school buddies, whatever. The person knows they're a Christian, and while they may not share their faith, they like hanging out with them. But... they don't give a RIP about their faith! They might say things like "That's great for you - but I'm not into that stuff."

How do we help our SG member help their friend to become curious about Jesus? **What do you think?** Brainstorm for a minute or two.

You can see there are probably a number of different things we could be doing to stir curiosity. Today we're going to focus on just one skill. Again - there are many you could explore and train; but we're spending time on just one today so we can practice it.

Find a partner - preferably someone you don't know. Decide right now who is Mario, and who is Luigi.

Jesus provoked curiosity in himself by asking questions. One very winsome way we can evoke interest and curiosity in Jesus is to ask spiritual questions. **Someone give me some examples!**

Allow a few people to give some examples of spiritual questions. If the examples are bad, be prepared with a few of your own. Here are some you COULD use:

1. What do you hope your friends will say about your spiritual life 50 years from now?
2. If you have kids, what do you hope they think about God?
3. What is the most important thing in life?

SPIRITUAL QUESTIONS ROLE PLAY ACTIVITY (10 Minutes)

Take 2 minutes and quietly think of a few questions of your own that you can ask your partner.

Okay Mario, your turn! For the next 4 minutes, ask Luigi some spiritual questions!

And switch!!!!!! Luigi, your turn! 4 more minutes.

DEBRIEF (5 minutes) PowerPoint

What did you like about that exercise?

What did you learn about asking Spiritual Questions?
How might this exercise be helpful in equipping your SG members to care for their friends in Threshold 2?
What might God be calling you to as a next step?

PRAYER SESSION:

COURAGE TO LEAD IN & INVITE OTHERS TO CROSS THRESHOLDS PowerPoint

For this prayer session – have students pray in small groups. Have them spend a few minutes naming their friends who they feel that the Lord is leading them to share the gospel with. Specifically – try to name what threshold these friends are at. Then, spend the rest of the time praying for these individuals.

CLOSING WORDS, ANNOUNCEMENTS

Session 7: Leading Along the Developmental Pathway

SESSION GOALS:

- Develop, practice articulating and receive feedback on a vision for SGs to be a witnessing community to a targeted network(s) on campus.
- Equip with strategies to help SG members to become apprentices, and to help apprentices to become leaders.
- Self-identify their own place on the developmental pathway and are invited to make a commitment to continue to grow/take risks to move along the pathway

Total time: 135 minutes

Time	Content Details	Media Needed	Learning Style
4:00 10 min	Introduction by Program Director Student Vision Cast		Concrete Experience Active Experimentation
4:10 15 min	Developmental Pathway Overview	PowerPoint	Abstract Conceptualization
4:25 45 min	Focus: Guest to Member	PowerPoint Flip Chart Post-Its Blue Tape Markers	Active Experimentation Reflective Observation
5:10 45 min	Focus: Member to Apprentice	PowerPoint Flip Chart Post-Its Blue Tape Markers	Active Experimentation Reflective Observation
5:55 15 min	Where am I? Invitation and Charge	PowerPoint	Reflective Observation
6:10 5 min	Closing Words, Announcements		

INTRODUCTION BY PROGRAM DIRECTOR

Where have we been? Where are we going? PowerPoint

So far, we have talked about the two of three major roles of a Small Group Leader. A Small Group Leader needs to lead their small group in falling in love with God's Word – learning how to observe deeply, draw accurate interpretations from the Word – and help each other apply what they are learning in their lives. As a small group falls in love with God's Word – they will also start to fall in love with God's plans. And when a group of friends start to fall in love with God's plans – special things start to happen!

We have also learned that a Small Group Leader needs to lead their small group in mission. We have spent time learning a lot about leading in mission. This morning, we dove into the 5 thresholds...

This afternoon, we are going to dive into the 3rd role of a Small Group Leader – that is, focusing on the development of their members. Helping your members move along the developmental pathway... calling guests of your small group to become members... and helping members to take the risk to become apprentices.

Now, in some of your chapters – your staff will work with you further in how to lead apprentices in their apprenticeship in your own small group. In other chapters, your staff or other student leaders will do more of the work of leading apprentices in their apprenticeships. *We are going to focus on how you as a leader and your small group can invite guests to become members... and how you as a leader and your small group can invite members to enter into the experience of an apprenticeship, BUT NOT what the apprenticeship experience will look like once they start... as that is pretty unique to your chapters.*

STUDENT VISION CAST PowerPoint

DEVELOPMENTAL PATHWAY OVERVIEW PowerPoint

We are going to start off today by reviewing InterVarsity's developmental pathway. For some of you, you have seen this before. For others of you – this is brand new. For those of you who have seen this before – let me encourage you to listen carefully! Even when we train InterVarsity staff – we train in the same subjects multiple times, as repetition helps develop mastery and opens up new ways of thinking.

In InterVarsity, we believe that good leadership isn't JUST about getting the job done... or the mission accomplished. Yes, we do want to keep our eyes on the mission of our small groups. We want to see lives transformed by Jesus in our small groups... and we want to see people fall in love with studying God's Word... and we want to see non-Christians

discover Christ in powerful ways through the individual and collective witness of the small group. We want that mission to be accomplished!

But good leadership, while focusing on the mission, also is about developing the people on the team... or on the small group. We love the imagery of coaching. A coach's job is to help prepare people on a team. They coach by practicing, demonstrating, debriefing, etc.

Feel free to share any personal experiences of coaching here.

A small group leader has this role of developing people in their small group. Let's dive into the developmental pathway people are on.

REVIEW DEVELOPMENTAL PATHWAY

The Campus – Everyone! Every Corner! Not yet checking us out. PowerPoint

Guest – Responding to an NSO event, follow up, personal interaction. They have yet to have buy in to the chapter... or in our context... they have yet to own the SG as something they are part of. PowerPoint

Member – they come to the SG at least 50% of the time... they are starting to own our mission and see the SG as a key part of their community PowerPoint

Apprentice – Key decision! They move from being a consumer, to being in a place where they are willing to be mentored / disciplined / give time. Again – in some of your chapters – your staff will help prepare you to work with your apprentices. In other chapters – your staff will gather up apprentices to develop them. The key thing is... they are starting to own the mission more and more and are willing to be trained. PowerPoint

Leader – Leading others in mission. That's you guys! They have apprentices or calling members to enter into chapter apprentice programs. They also have a willingness to be trained. PowerPoint

Leader of Leader – Coaching leaders as they lead and apprentice. They think campus wide – not just a SG or one community on campus – and they even start thinking about how their fellowship can reach other campuses. They are growing in their ability to train others. PowerPoint

Take time here to let them ask any questions.

How can we as SG Leaders help move people along the pathway? PowerPoint We are going to answer this question over the next 90 minutes... but let this question start to “prime the pump.”

It is the role of the SG leader to encourage, equip, cast vision to and to love individuals along the pathway.

FOCUS: GUEST TO MEMBER PowerPoint

Note – for large SGLTs (greater than 30 students) – it will be helpful to split the room in half to do this exercise. Do the Parts 1 and 2 together. However, starting with Part 3, utilize one half of the room for one group and the other half of the room for another group. PDs - feel free to contact Josh Bilhorn if you have questions on how to utilize this training session.

EXERCISE PART 1 FRAMING (5 minutes)

Let's focus on just one “transition” point – the pathway from being a SG guest to being a SG member.

Turn to page 23 in your booklet.

What are the Key Movements on this transition? What invitations? Who will you do those invitations? Training? Experienced? What is your action as a SG leader?

What are the Metrics you want to measure? How will you know you are being successful in moving guests to become members?

What are the Roadblocks? What stops people from moving from being a guest to being a member?

What are some “Road Block Busters?” What are things we can do to overcome those roadblocks?

We are going to spend some time as a group answering these questions. We are going to do an exercise.

EXERCISE PART 2 (5 minutes)

Spend 5 minutes on your own answering these questions for the Guest to Member section.

EXERCISE PART 3 (10 minutes)

We are going to learn from each other here. Take what you have written down – and put it on separate post-it notes. You can use as many as you need. *For larger SGLTs*

(greater than 30 students) – create two different locations for this. Utilize two sides of the room, or another room if available.

Around the room – place the laminated Signs:

- Movements
- Metrics
- Road Blocks
- Road Block Busters

Students will write down their individual thoughts on post-it notes and place underneath the laminated signs. For the Road Blocks and Road Block Busters... be sure to put them side by side, so we can see the Road Block Buster for the correlating road block.

EXERCISE PART 4 (10 minutes) PowerPoint

Separate the group into two smaller sub groups (If you have a large SGLT and already broke up into 2 groups – this means you will have four groups). One sub-group will examine the Movements and Metrics. Another sub-group will examine Roadblocks and Road block busters.

Movements and Metrics Sub-group: Come up with top 5 movements/invitations/experiences. Come up with 1-2 key metrics.

Roadblocks and Busters Sub-group: Come up with top 5 roadblocks and ways to bust through them.

Both groups should prepare a summary sheet on a piece of chart paper.

EXERCISE PART 5 (10 minutes)

Bring the sub groups back to each other (if you are a larger SGLT and broke up earlier – assemble back into your two smaller groups – don't come back as an entire track yet).

Let's share with each other what we were learning. What were the key movements/experiences/invitations? What was your key metric you want to track?

What were the key roadblocks you think you might encounter? What were some ways you can bust through those roadblocks?

Spend time sharing in large group.

If they don't share these – share the following:

Key Movements and Invitations for Guest to Member

- Be sure they know that the SG is open to all! Not an exclusive club

- When a guest comes to a Bible study – be sure to follow up and debrief with them afterwards
- Have guests experience a community building event outside of the SG time.
- Invite them to be a permanent member! Tell them they are wanted!

Key Metric(s)

- # of guests who attend a SG meeting at least once
- # of guests who attend a SG & continue on as a member

Common Roadblocks & Solutions

- SG has a tight knit group of friends – so it is difficult for a guest to “break in” the pre-existing community. Solution: Address directly with the existing community. Cast vision for a group that is open to all... talk about how to do that. Get specific
- Guests reluctant to invest time in the SG due to academic pressures / other values. Solution: Have other SG members share how they make time for SG community. Have SG members share testimonies/stories with the group about how God has used this community to grow them and transform them. I.e. it is worth the time!

EXERCISE PART 6 (5 minutes) PowerPoint

If you are a larger SGLT and broke the group up into two smaller sections – come back together.

We are going to give you a few minutes to quietly reflect on your own what you are learning about helping guests in your SG become members. Turn to page 24 in your booklet. Take a few minutes to capture what you are learning.

FOCUS: MEMBER TO APPRENTICE PowerPoint

Note – this will be the exact same exercise as guest to member.

Note – for large SGLTs (greater than 30 students) – it will be helpful to split the room in half to do this exercise. Do the Parts 1 and 2 together. However, starting with Part 3, utilize one half of the room for one group and the other half of the room for another group. PDs - feel free to contact Josh Bilhorn if you have questions on how to utilize this training session.

EXERCISE PART 1 FRAMING (5 minutes)

Let's focus on one “transition” point – the pathway from being a SG member to being a SG apprentice.

Some of you may be thinking, “How can I be thinking about training apprentices yes?!? I still feel like an apprentice myself!”

Turn to page 25 in your booklet.

What are the Key Movements on this transition? What invitations? Who will you do those invitations? Training? Experienced? What is your action as a SG leader?

What are the Metrics you want to measure? How will you know you are being successful in moving guests to become members?

What are the Roadblocks? What stops people from moving from being a guest to being a member?

What are some “Road Block Busters?” What are things we can do to overcome those roadblocks?

We are going to spend some time as a group answering these questions. We are going to do an exercise.

EXERCISE PART 2 (5 minutes)

Spend 5 minutes on your own answering these questions in the Member to Apprentice section.

EXERCISE PART 3 (10 minutes)

We are going to learn from each other here. Take what you have written down – and put it on separate post-it notes. You can use as many as you need. *For larger SGLTs (greater than 30 students) – create two different locations for this. Utilize two sides of the room, or another room if available.*

Around the room – place the laminated Signs:

- Movements
- Metrics
- Road Blocks
- Road Block Busters

Students will write down their individual thoughts on post-it notes and place underneath the laminated signs. For the Road Blocks and Road Block Busters... be sure to put them side by side, so we can see the Road Block Buster for the correlating road block.

EXERCISE PART 4 (10 minutes) PowerPoint

Separate the group into two smaller groups (If you have a large SGLT and already broke up into 2 groups – this means you will have four groups). One sub-group will examine the Movements and Metrics. Another sub-group will examine Roadblocks and Road block busters.

Movements and Metrics Sub-group: Come up with top 5 movements/invitations/experiences. Come up with 1-2 key metrics.

Roadblocks and Busters Sub-group: Come up with top 5 roadblocks and ways to bust through them.

Both groups should prepare a summary sheet on a piece of chart paper.

EXERCISE PART 5 (10 minutes)

Bring the sub groups back to each other (if you are a larger SGLT and broke up earlier – assemble back into your two smaller groups – don't come back as an entire track yet).

Let's share with each other what we were learning. What were the key movements/experiences/invitations? What was your key metric you want to track?

What were the key roadblocks you think you might encounter? What were some ways you can bust through those roadblocks?

Spend time sharing in large group.

If they don't share these – share the following:

Key Movements/Invitations for Member to Apprentice

- Experience of NSO and/or Proxe Training
- Serving on a team
- How to share the gospel
- How to lead a SG
- Actual invite/vision cast – to move on from a member to apprentice

Key Metric(s)

- # invites to members
- # of commitments to enter into apprenticeship

Common Roadblocks & Solutions

- Members too busy. Solution: Have current apprentices give testimony/share story about how their lives were transformed.

EXERCISE PART 6 (5 minutes) PowerPoint

If you are a larger SGLT and broke the group up into two smaller sections – come back together.

We are going to give you a few minutes to quietly reflect on your own what you are learning about helping members in your SG become apprentices. Turn to page 26 in your booklet. Take a few minutes to capture what you are learning.

WHERE AM I? INVITATION AND CHARGE

So – we've spent quite a bit of time thinking about the leadership needed to help guests become members... and the leadership needed to help members dive into the deep waters of being an apprentice.

We want to spend our last few minutes giving you a chance to think about your own development. Turn to page 27 in your booklets. **PowerPoint**

Where has God been at work in YOUR life as you've moved down the developmental pathway?

It's important to look back and see the hand of God in our growth. Where had God been at work? How did God bring you to IV? How did God guide you to your fellowship on campus? How did God help you move from being a guest to being a member? Who was involved in that? Who called you to be more than a member? Who invited you into an apprenticeship? Where was God at work in that? Who invited you to move on from being an apprentice to being a SG leader?

God has been at work in your life! To be sitting here today, you must have been obedient to God's nudging and directing – and calling in your life. Spend some time looking back - where has God been at work? Thank him for that!

Where is God inviting you to continue to take risks?

Look ahead... where do you feel God calling to continue to grow? Maybe he is calling you to take a risk so you CAN grow. Where might that risk be?

We'll give you some space now to think about these questions.

Close in prayer.

CLOSING WORDS, ANNOUNCEMENTS

Session 8: Calls to Faith in Small Groups

SESSION GOALS:

- Co-lead a practice inductive bible study including real time application, experiencing a powerful debrief of the experience.
- Learn Gathering (NSO and Follow Up) and Scattering (incarnational living) strategies
- Learn how to lead SG members in network mapping with vision towards SG multiplication

Total time: 195 minutes

Time	Content Details	Media Needed	Learning Style
9:00 30 min	Quiet Time		Reflective Observation
9:30 30 min	Small Group 3		Concrete Experience Abstract Conceptualization
10:30 15 min	Debrief Small Group 3	Booklet page 54	Concrete Experience Abstract Conceptualization
10:45 15 min	Break		
11:00 10 min	Student Vision Cast		Active Experimentation
11:10 15 min	Why Make Calls to Faith in Small Groups?	Video	Abstract Conceptualization Reflective Observation
11:25 45 min	4 Worlds & Calls to Faith	PowerPoint	Abstract Conceptualization
11:45 25 min	Worship Calls to Faith with Feedback and Debrief		Concrete Experience Active Experimentation
12:10 5 min	Closing Words, Announcements		Abstract Conceptualization

QUIET TIME

SMALL GROUP 3

DEBRIEF SMALL GROUP 3

BREAK

STUDENT VISION CAST

WHY MAKE CALLS TO FAITH IN SMALL GROUPS? (5 minutes) PowerPoint

I want you to imagine walking into your small group next fall semester. Your first week, you decide to lead your group through drawing a map of the people in their lives who they might pray for this semester. At first, some members of your group look at you questioningly, but then, pens start to move, bubbles start to form all over the paper, and names show up, first 5, then 15, then 20. Then, you invite your group to not stop with prayer—but to go out and take that first small step to build trust. "Go have a meal with someone, spend time studying together, get to know a person God has placed in your life". Trust building turns into curiosity forming in the lives of countless students. People are wondering about Jesus and starting to open up to change. Fast forward five weeks, and that first step of obedience in trust-building has resulted in 3 non-Christians attending your small group.

Things are going well—Christian students and non-Christian are joining together to explore the scriptures. And you feel like you're doing a pretty great job at leading. But then, your staff worker or a small group coach, tells you that your next step of risky obedience as a leader is to give a call to faith at your small group, inviting members of your group to follow Jesus with their lives.

You're a little shaken up by this—Calls to faith are for pastors giving altar calls at church or for the last night of a big conference—you know, those places where there are lots and lots of people and where you aren't the one leading it! What if you say something wrong? What if these non-Christians friends who have trusted you enough to join your group think it's just too much and they leave?

But as doubts and fears catapult through your mind, you hear God's simple invitation to follow Him—and you hear that following Him, for you, means inviting others to follow as well.

Finally, the night arrives—you've prepped your passage, you've practiced with your coach, and you lead your group to a clear invitation of faith—to your surprise, 2 people have left small group that night become followers of Jesus. God's Story has collided with their heart and mind and they have crossed from death to life.

In the weeks that follow, something even more incredible happens. You learn that small groups are exactly the place for Calls to Faith to happen. Because what better place is there for these new believers to grow as true disciples of Jesus than right here in the same small group where they first said "yes". In the weeks which unfold, you get to witness how the group encourages these new believers with continued prayers and authentic friendship. You get to be there as those new believers ask the awkward and anxious questions that come as someone is taking their first steps in their new life. And, a semester from now, you get to be the shepherd who coaches those believers as they too launch small groups and invite even more to become followers, continuing the adventure of making disciples of all nations—of seeing every corner of campus reached with the gospel through the power of the small group call to faith.

Does this picture seem too perfect for you? Maybe you're thinking "I've never been in a small group that looks like that, I've never even seen someone give a call to faith before!" Or, you have seen other small group leaders do it, but you are thinking "there's no way God will do the same things in my life. I'm not gifted like that leader or equipped the same way as them".

We know that inviting people to come to new life in Jesus doesn't always look like we expect it will. But still, if we are claiming Jesus to be Lord of our lives, isn't it worth it to trust that He can work through our invitations of faith to make His name known on our campuses? And not simply that He can—but that His desire is for this!

Regularly inviting members of your group to come to faith might be one of the scariest and riskiest steps of obedience we can take right now—but it's one that's worth it. Jesus never tires of seeing new life spring up in a community and He will work through you as you develop this skills of inviting people to follow Him.

We're going to watch a brief video about an InterVarsity community that used this model of making regular calls to faith in their small groups:

VIDEO AND REFLECTION "SMALL GROUP CALLS TO FAITH" (10 minutes)

<https://vimeo.com/169148619>

GROUP DISCUSSION QUESTIONS: PowerPoint

1. What surprised you in the video? What scared you?
2. Could you relate to any of the people in the video? How?
3. What hope do these stories offer you for your own small group?
4. Why is it so impactful to make calls to faith in small group?

Key Ideas to Share if Students Discuss Them:

- For many students, **small groups might be the only activities they go to with your chapter** (not large groups, not conferences, etc.)

- **Starting with our networks is valuable**—small groups are the place where people can be invited, where trust is built, it's a natural place for someone to be invited to follow Jesus
- **Laying a foundation** for the rest of the semester: students to want to seek after Jesus week after week!
- Becoming an **invitational community** (rather than an inward-focused one)

Giving Calls to Faith is such an exciting and fruitful aspect of our role as leaders that it's worth it to put the work forward to do them well. While we rely on the work of the Holy Spirit to convict hearts and draw them to Jesus, we are also equipped as witnesses to do our part in the process with care.

So, where do we begin?

As leaders, we need to have a picture of the gospel that is full enough to capture God's plan for humanity but clear and simple enough that it can be regularly conveyed in your small group. The Four Worlds is a great direction to go for this.

We're going to imagine right now that we are sitting in a small group and I'm going to model sharing the Four Worlds and Model an Invitation to Respond (a Call to Faith) at the end. As I share, feel free to draw the diagram along with me and take notes because after, you're going to have an opportunity practice with each other.

STAFF MODELS THE FOUR WORLDS AND CALL TO FAITH (10 minutes) [PowerPoint](#)

Need for Change:

Staff Starts with Question on Screen: "When you look at the world, what are the ways you notice that things aren't how they should be? List specific ways you notice the brokenness around you."

Many of us probably didn't take long to recognize that our world is messy **Staff shares an example of how they see this to be true*". But, the fact that we can identify pain and brokenness means that we can also identify that there is a better way to live. The aching of this world leaves us wondering if a better way exists.

Circle One: Designed for Good: Staff draws on board and invites students to copy drawing and take notes

In the Christian worldview, a better world did exist. God created a world that was a masterpiece, from the stars placed in the sky, to the plants that grew on the earth. And what is even more incredible is what we read in Genesis 1:26-31—God created humans in His image. He crafted them to reflect His goodness in the world, to be caretakers of His creation, to love and serve one another, and to live in a perfect relationship with Him. Because of God's perfect nature of true justice and love, there

was no other being who could give humans the same perfect leadership as He could.

Circle Two: Damaged by Evil: *Staff draws Circle Two diagram.*

When we look at the world though, it seems pretty clear that this masterpiece isn't the reality we see around us. We see broken relationships, communities torn apart by violence, and systems that allow oppression to rule.

This world we see is the result of humans making ourselves the leading character in God's Story. Romans 3:23 tells us "*all have sinned and fallen short of the glory of God*". We wanted to go our own way and choose for ourselves how to lead our lives, rather than letting God continue to provide the wisdom and direction only He can offer us. The result is that our choices led to separation of all kinds

1. Between us and the World: We cause destruction in the world, whether through direct actions to benefit ourselves at the expense of someone else, or our unwillingness to step into places where injustice and oppression are happening.
2. Between us and Each Other: Our relationships are torn apart by our selfishness. We create conflicts, alienate ourselves from those different from us, and choose to act out in anger, greed, and selfishness.
3. Between us and God: instead of living in joy and freedom with our loving Father, we run and hide in shame and find ourselves striving so hard to run the show, but instead continuing to be apart.

We see the results of the damage of evil in concrete ways in our world—but the damage goes much deeper than what's visible to us. The evil and sin that we are a part of is more than an individual action—it's a condition of the heart that each of us is incapable of curing on our own. The loving God who created our world for good is also a just God who by His nature must punish wrongdoing. The result of our condition of sinfulness is eventual death and an eternal separation from God.

Circle Three: Restored for Better: *Staff draws Circle Three diagram.*

But God, in His grace, offered another way. Into the corruption and greed and selfishness of our world, John 1:14 "*The Word became flesh and made His dwelling among us*". God came down to earth, as Jesus over 2,000 years ago. He lived as both God and man, living alongside people, teaching a better way to live than we could have ever imagined possible. Jesus **identified** with us by living in our damaged world (but never contributing to the damage). He understood what it was like to be human (Phil. 2:6-7).

But Jesus went ever further. He knew that living alongside us, teaching us a better way to live, wouldn't solve the problems of this world alone. He **owned** our sinfulness, dying on the cross, taking the judgment we deserved for the messes we had created (Romans 3:25-26).

Still, the story doesn't end there. Jesus **overcame** death. He proved that He was still God, still fully just and loving and in control over our world.

Through His life, death, and resurrection Jesus conquered sin and offers a free gift that if we turn from our sins and believe that Jesus is Lord, we receive eternal life and are no longer separated from God or ruled by our sin. We can return to a relationship in His loving leadership again and to know intimately what it is to be known and loved by God.

Circle Four: Sent to Heal: Staff draws Circle Four

This Story didn't end 2,000 years ago. In Acts 1:8, after Jesus' death and resurrection, He spoke to a group of His disciples and said to them

"But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth."

These followers had a new purpose in the world. Not only were they transformed, but the Spirit was giving them the ability here on earth to be sent to heal. To become witnesses to this truth and to see others join in God's healing work in the world as well.

That same story continues for us today, because of the work of the living God in our world. When His Spirit convicts us of this message, we are given power to be the hands and feet of Jesus in the world.

CALL TO FAITH: WHERE ARE YOU?

After hearing these four different worlds, what world would you place yourself in? I'm going to recap again what each of these worlds means and then share what our response might be for this message we've just heard:

- World One: Do you think the world is fine as it is?
- World Two: You see the evil and corruption present in this world but aren't sure what to do with it. Maybe you aren't sure if Jesus is the one who can fix it.
- World Three: You have some understanding of what Jesus did for you, but you aren't quite "all in" yet for following Him
- World Four: You believe Jesus died for you, you have accepted Him as your Lord and Savior, and you want to join Him in his mission of healing the world

In our small group, we want to be a community that creates space for all of us to respond to God and to seek to grow in knowledge of who Jesus is and how to follow Him together. We are given the ability to be this kind of community because of what Jesus did for us on the cross. Jesus gives us the ability to start a new life with him (to step into World Four) because of him taking on the penalty for our sin and rising again. There are two parts to this new life:

1. Repentance: Receiving this new life by asking for forgiveness, turning away from sin and instead turning toward God. When we do this, God no longer looks at us and sees our sin—He sees Jesus' blood that was sacrificed for us. He loves us and He adopts us into His family, where we can't be separated from Him.
2. Following: Acknowledging that He is the Lord of our life, that He gets to be the leader. We saw before how God created us and loved us and we know through Jesus' death that he wants to now shape us to the original intent for our lives—to be more like Him and to invite us into a life of seeing others know this hope as well. This is the best place we can be as humans and it's a place He will take us if we let Him.

If you are ready to start a relationship with Jesus for the first time, or if you want to come back to him and joining his community in pursuing his purposes in the world, I would like to invite you to share that now by writing it on your sheet and to pray with me...

REFLECTION ON FOUR WORLDS AND CALL TO FAITH MODEL (5 minutes) PowerPoint

Take 5 minutes at your table groups to reflect on what you just heard on your own. Here are some questions to help you through that:

1. What was it like to hear the gospel presented this way? Were there new aspects to God's story that stood out to you?
2. What might be challenging for you about sharing this with others? Spend time in prayer, asking God to meet you in that.

WHEN SHOULD YOU MAKE AN INVITATION TO FAITH IN SMALL GROUP? (5 minutes) PowerPoint

There are lots of times where it is appropriate to make an invitation to faith in your SG! The first is anytime you have strategically planned to make a call to faith. Maybe it comes at the end of a few weeks in a particular gospel where as you look out ahead you think "That would be a great time to invite my SG members to follow Jesus!" Or maybe you've done a good job of welcoming not-yet-Christians into your SG and you simply put a date on the calendar where you'll share the 4 worlds and make an invitation to faith!

Another time you should definitely consider making an invitation to faith is whenever you're leading a SG into scripture study and God provides a "moment". If you're in a passage of scripture and you see the non-Christian participants having a God-moment with the text, do not hesitate to call a timeout and change course for the night. I promise that your believing SG members won't mind the interruption; especially since they not only get to see a gospel presentation and invitation modeled, but they also might get to see their buddy say "yes" to Jesus! Never pass on those opportunities!

Refer to page 31 in their booklets - it outlines the steps for HOW to make an invitation to faith in their SG!

PRACTICE SHARING THE FOUR WORLDS AND THE CALL TO FAITH (15 minutes) PowerPoint

1. Students work in pairs to share the Four Worlds and to practice making an invitation to faith.
2. Debrief with Partner after each shares:
 - a. Two things your partner did well in their Call to Faith
 - b. One Thing your partner could improve on

DEBRIEF IN LARGE GROUP (5 minutes) PowerPoint

1. What did you like about practicing the 4 worlds?
2. What are you learning about making invitations to faith in SG?
3. What is your next step to prepare for making Calls to Faith in your small group?

CLOSING WORDS, ANNOUNCEMENTS

Session 9: Moving Forward – Call to Commitment

SESSION GOALS:

- Create a detailed, 4 week plan (that will align with their chapter's NSO) for their SG at the beginning of the fall semester.
- Respond to a call to committing to leading a SG that follows Jesus in intimate mission.
- Develop next steps in their leadership and planning.

Total time: 135 minutes

Time	Content Details	Media Needed	Learning Style
4:00 7 min	Recap of SGLT Week	Large post-it sheets Markers	Active Experimentation Reflective Observation
4:07 3 min	Debrief		Reflective Observation
4:10 5 min	God's Spirit and Planning		Abstract Conceptualization
4:15 35 min	Overview and Coaching of 4 Week Plan		Concrete Experience
4:50 10 min	Praying for Your Corner of Campus		Reflective Observation
5:00 23 min	Call to Commitment: Counting the Cost		Abstract Conceptualization
5:23 15 min	Communal Debrief in Small Groups	Commitment Cards	Active Experimentation Reflective Observation
5:38 15 min	Commitment Cards	Commitment Cards	Reflective Observation
5:53 5 min	Closing Words and Blessing		Abstract Conceptualization

RECAP OF SGLT WEEK PowerPoint

Have these questions posted on large post-it sheets around the room/on the walls:

- How has God met you in SGLT?
- What will you take away from this week of SGLT?
- What surprised you during SGLT?
- How has your leadership changed?
- What do you want to continue to learn from this week? What resources do you need?
- How might you invite someone in your chapter to be a part of SGLT next year?

As students and staff are seated, direct them to grab a marker/writing utensil and head to the different questions as a means of reflecting on the week:

“Welcome back! As a way of helping us enter into our last session together, we will reflect on where we have been so far this week. There are 6 different questions posted around the room. You will have seven minutes to take in those questions and post answers on the sheets of paper. This is not a race, it is okay to stay on one or two questions.

Whenever you are ready to write, grab a marker and go for it.”

DEBRIEF

“In order to know where we are, we need to know where we have been. Thanks for taking that space to reflect on where the Lord has met and brought you this week. I'd enjoy hearing from you all how this week has been for you.”

*Choose 2-3 of the questions and have 2 people share their responses to the questions. You need to interpret what is being said AND connect the dots of what people are saying.

Have a seventh post-it- sheet ready and a marker in hand...

“Great! Thank you for speaking to where we have been... and now to help us with where we are (and where we are heading), I have one more question for you!”

Turn and write, in BIG letters: ARE YOU IN?

This is the question we have been working towards all week. This is the question that we have in front of us this afternoon. This question is being asked to every one of you students, every one of you staff. ARE YOU IN? Are you in for leading missional small groups to reach your campus? Are you in for apprenticing other students in following Jesus and making His gospel known? Are you in??

In order to help answer this question, we need to do two things: we need to plan and we need to count the cost. First, we plan.

GOD'S SPIRIT AND PLANNING PowerPoint

In just a couple moments, you will begin to craft a detailed plan of how you will launch and grow your small group over the first four weeks of the coming semester. This space is for you to think ahead, envision what you can do to launch your small group at the beginning of the semester, and to have a plan to refer to once you are back on-campus.

Now some of you are teeming with giddy joy, "A plan?!? Yes! Where has this been all week?". Others of you had intellectual whiplash when I said the word "plan". "A plan?? I'd rather you'd PLAN to let me out the room."

However you are reacting, I invite you into this space of planning with the Lord. And if you are thinking, "If I plan, isn't that leaving the Spirit out of the equation?" or "Look, the Spirit has got me... I will just show up on-campus, listen to Him, and do it." But when I look into the books of Acts, I don't see women and men separating plans and the Holy Spirit, nor do I see women and man saying, "Let's just wing this!" I see women and men who follow the Spirit of the Lord in their plans. Their Spirit-led plans are to see the gospel go from Jerusalem, to all of Judea and Samaria, to the ends of the earth! And their Spirit-led planning is fulfilled by God's Spirit leading those plans.

So, in the same Spirit of God that led the early church, we are invited to plan now. Are you in?

OVERVIEW AND COACHING OF 4 WEEK PLAN PowerPoint

Grab your booklet and turn page 32 "Creating a 4 Week Plan". This, like our time of developing our vision casts, is meant to be a workshop. Talk with one another if it is helpful. Ask good questions. Grab someone and ask for help.

There are directive questions for you to think through as you begin to plan out your first four weeks on-campus and how you can launch your SG.

**As you (or small group leaders) coach students in developing their plans, it is helpful to make sure they are creating SMART (specific, measurable, attainable, realistic, time-bound) goals and next steps.

*5 minutes in: encourage students towards making concrete plans and next steps... stay away from nebulous ideas!

*15 minutes in: encourage students to talk through their plan (so far) with someone else, do a peer review of each other's.

*25 minutes in: encourage small group leaders to check in with folks from their table groups, if they have not already.

*30 minutes in: encourage students to focus in on what needs to happen during the summer/as next steps in order to ensure these plans can happen.

PRAYING FOR YOUR CORNER OF CAMPUS PowerPoint

I ask you to pray for your corner of campus now. Sit up in your chair, feel comfortable. Now envision your corner of campus: Where is it? What does it look like? Who is there? How does it feel to be there?

Now ask Jesus to be there with you, in that space.

What is He saying? How does He feel for that corner of campus? How does He see it? Pray with Him for the next few moments.

CALL TO COMMITMENT: COUNTING THE COST PowerPoint

Well, we have been through quite a bit this week. Casting vision, leading others in studying scripture, (something light-hearted/funny from the week), being invited into Christ and His transformation, identifying where we want to see disciples made on our campus...and now we have just created a plan do it! So... now what? (Pause) We must count the cost.

*Refer back to the written question: Are you in?

I will point you back to this question: Are you in? Are you in for being a growing student of the scriptures? (Pause.) Are you in for leading missional small groups to reach your corner of campus? (Pause.) Are you in for apprenticing other students in following Jesus and making His gospel known? (Pause.) Are you in for following Jesus?

These are not rhetorical questions, I am not expecting you to say "yes". And before you actually answer (which we all will have the opportunity to do in a few moments), take a look at Luke 14 with me.

When it came to feasts, the Jewish people were waiting and longing for one feast: the banquet in the Kingdom of God. At God's banquet, the feast above all feasts... that's where any Jew, worth their salt, wanted to be. And they were likely not just wanting to be there... they were expecting to have a seat. And it is this historical backdrop that makes Jesus sound so out-of-His-holy-mind when he starts talking at a Pharisees house while HAVING DINNER. Jesus, why do you gotta interrupt a nice feast?

(To your audience) Ready for this?

Because, you see, what Jesus does is tell the whole room of waiting-for-the-REAL-feast Jews, "You want to be at a feast that you know nothing about." (Pause...) Can you feel it getting hot in there? "You want to be at a feast that you know nothing about... and you are expecting a seat??" See, what Jesus is getting at is that the banquet in the Kingdom of God would not look like the dinner these Jews were at right then. See, what Jesus is getting at is that though the Jews could expect the who, what, how and when of their dinner... their expectations for the Lord's banquet did not match up with the reality of the Lord's banquet.

Jesus goes on to tell them that the people they expect to be there may not have a seat there. He tells them that the people they expect to come in and sit at God's table

based off of their culture, family heritage, possessions, accolades, or ethnicity... may not even be in the house.

(Let the tension sit... for real, let it sit.)

What would that have been like? How might you have felt being at that dinner? **Have a couple share with the whole group.**

Now, Jesus... why do you say things like that? I can see the disciples, shaking their heads, "We won't be invited back here. How many is that now?" But... why does He say things like that? Jesus cuts these culturally sharp truths to get at the idea: **following Me will crush your expectations.**

That is why Jesus goes on, in 14:25-27, to say, "If you will be my disciple, I can be second to anyone nor anything... so much so that it will appear as though you hate everyone and everything else compared to Me." And then He says, "If you will be my disciple, you must die and follow Me." Again, these fly in the face of what the Jews were expecting life to be like for those who know the Messiah, the Savior.

Again, I can see Jesus looking at both the room of people and at His disciples: **following Me will crush your expectations.**

(Personal story: either you or someone who has influenced your life/ministry by following the unexpected way of Jesus. *Important: have your story connect with your audience's context (campus, vocation, family, college lifestyle, etc.)

EXAMPLE 1:

My friend Hector was born in Guatemala and grew up in a home with Christ-following parents. When he had finished up his undergrad. and master's work, he came to the US in order to pursue his doctorate in electrical engineering. Once here, the Lord showed Hector that he had gone most of his life with Jesus as second to a lot in his life. Thiago wanted to put the Lord first in his life so when he got connected with InterVarsity, Thiago began leading a missional small group (cross-culturally) with mostly American students. Not what Thiago was expecting.

He continued to lead a missional small group, as he worked towards his doctorate degree. The Lord started to grow a desire in Hector to enter into a full-time vocation... but not in his field of study! Hector began to discern what following Jesus into full-time ministry would mean. But wait... Thiago was going to be a doctor of electricity! It was his plan, he had worked towards it, it meant living a "good" life, he had earned it, right?! Hector considered that his life was not his own, he fully belonged to Jesus, and that meant his degree was Jesus', as well. Hector's expectations were crushed as he followed Jesus into full-time ministry with IV, which he fundraises his salary.

EXAMPLE 2:

Holland went to college, looking for a Christian ministry in which she could meet people and grow in her own faith. When Holland got connected with a missional small group in

her dorm, she began to sense the Lord's invitation to not just grow in her own faith but share Christ with others and lead them in growing in their faith. And she definitely sensed that invitation when her missional SG leaders, ya know... asked her to do it. So, though it was not what she was expecting, Holland said yes and followed Jesus.

Holland led a missional small group, the next year, reaching out to others on her floor, leading them in studying scripture and saw dynamic discipleship take place through, both, good and hard circumstances. So much so, that some of these women in Holland's small group decided to launch their own the next year! It was all going swimmingly in her realm. So... why did she sense she was to leave?

Throughout that year, Holland had been praying for a corner of campus that had no active mission happening, a dorm across campus. She began to sense that the Lord was asking her to leave what and who she knew and enter into where she didn't know many "what's" and fewer "who's". But wait... why leave? It was going so well, that is where her friends were, she knew the place and people, she had worked hard... wasn't that enough for Jesus?! Holland considered that Jesus had sought her out and was calling her to seek out others in the His Name. Her expectations were crushed as she followed Jesus across campus, to launch a mission SG.

I think stories are important and I want you to sit in that story a bit more. Turn to someone next to you and discuss what stands out to you from that story: what excites you, what is hard for you. (Give them a couple minutes to talk.)

Just like (name of the person in your story), your expectations will be crushed in following Jesus. If you are His disciple, your life will be turned upside down. And yes, that is good, but dang... it is not ever comfortable. We come to a point where Jesus' words in Luke 14 are not left in a bygone era, rather they come boldly and lovingly into your life and mine. "Will you follow Me?" (Pause.) Are you in?

We all have space to consider this question now. This question, like very few others that I know of, demands a response. And I know of three responses: "yes", "not yet", or "no". After I share a couple more thoughts, we all will have space to pray and consider this question: Are you in? Once you answer, write down your name and your answer on a sticky note, and come stick it to the question itself (*on the sheet of paper you wrote it on). Does that make sense?

Jesus ends His dinner time talk by giving examples that urge the listener to carefully and truly consider the endeavor before them. Each of you has been invited by Christ Jesus to follow Him into leading a missional small group in your corner of your campus. Are you in?

Are you in for being a growing student of the scriptures? (Pause.) When the Lord speaks and brings you to repentance of sin, when scripture speaks the opposite of a deeply

held belief, when the voices around you are shouting to go one way and Jesus' voice, through knowing the Word, points you the other way.

Are you in for leading missional small groups to reach your corner of campus? (Pause.) When people who have been faithfully a part of your SG stop coming, when tests and homework pile up, when the call of following Jesus gets in the way or flips your vocational plan/internship plan on its head.

Are you in for apprenticing other students in following Jesus and making His gospel known? (Pause.) When those students test your love and patience, when you recognize the very truth you are bringing to them is meant for you, when they say "no" to your invitation.

Are you in for following Jesus?

*Direct them to reflect and pray in silence... responding when they are ready.

COMMUNAL DEBRIEF IN SMALL GROUPS PowerPoint

*At this point, you are turning the small groups to debrief "Counting the Cost" together.

Small group leader questions:

- What stood out to you as you considered "counting the cost"?
- Were there any barriers to you saying "yes"? What is your next step to overcome that?
- What did you commit to? What was that like for you?
- What might "counting the cost" look like on campus?
- What are your next steps in carrying out that commitment?

*Let them know when there are 5 minutes left in their debrief and that small group leaders will turn their groups into filling out commitment cards.

*Let them know when they should turn into filling out commitment cards.

COMMITMENT CARDS PowerPoint

*Take this time to pray for these new leaders as they fill out their commitment cards.

CLOSING WORDS, ANNOUNCEMENTS

BIBLE STUDY GUIDES

Luke 5:1-11

Background Commentary

The body of water here referred to as the Lake of Gennesaret is the Sea of Galilee. With a sizeable crowd following him, it would have made sense for Jesus to row out into the lake and preach from a boat because the water carries sound easily and so more people would be able to hear him than if they were simply gathered around him.

Night was the best time for fishing and Peter, James and John, all professional fishermen, would have been very aware. If they had caught nothing all night it was foolish to expect to catch anything during the day. Moreover, it would seem foolish for fishermen who had mastered their craft to listen to a carpenter. In spite of his hesitations Peter obeys Jesus. He clearly doubts that his obedience will have any outcome, but he and the others had already encountered Jesus (in fact, in the previous chapter Jesus had healed Peter's mother in law) and they knew Jesus' command ought to be taken seriously.

The size of the catch is not just large, it is far beyond anything that could ever happen naturally. There were so many fish that they began to sink 2 boats. Peter had seen Jesus work miracles before this, but this one is different; none of Jesus' other miracles had occurred in Peter's area of expertise. Peter reacts the way people usually do when face to face with the divine in scripture; he falls to his knees deeply stricken by his sinfulness. As God often does in such situations, Jesus comforts Peter and invites him to follow him. He is inviting a career change from fisherman to full time ministry.

Peter and the other disciples respond to Jesus call by leaving everything to follow him. It is not just their boats and nets they are leaving; they are also leaving the largest catch of fish they have ever experienced. Even in the face of the greatest career success they had ever had, they knowingly walk away from it in favor of following Jesus.

Bible Discussion

Don't forget icebreaker & vision cast

For the Leader: What's the main truth? Jesus does all things (even fishing) well. The author wants us to know that despite our lack of faith, shame and fear, Jesus' shows his power in our areas of comfort or pride and calls us into mission with him.

Intro method and background (1 min). Luke has been recording Jesus healing both the physically sick and demon possessed. He is starting to make a name for himself. This scene takes place on the Lake of Gennesaret, also known as the Lake of Galilee. Peter, James and John had already met Jesus before this encounter. Note: Water amplifies sound. (Don't forget to bring some stones.)

Pray and read the passage out loud.

Observation: Enter the text (10 min)

In pairs, imagine you and your partners are fishermen watching Jesus' interactions with Peter. What are you whispering to each other Jesus tells Peter to put his go back out? What is your reaction when it results in a huge catch? etc.

Have a couple pairs share some of their thoughts at certain points in the passage. Are there any other important **observations** or details that we haven't mentioned? (teaching, brothers, etc.)

Interpretation: Share questions together (7 min)

Say, "What did you find that you were curious about? What questions do you have? Let's get a lot of these out before we start to answer them." (Below are potential "must have" questions that you can put on your Bible discussion outline. Write their questions next to yours on the template.)

- Why does Jesus get into the boat?
- Why does Simon answer Jesus the way he does in v. 5? What was he expecting or thinking at this point?
- Why does Simon respond the way he does after the big catch?
- Why do they immediately leave everything to follow Jesus?

Answer questions together (18 min)

Say, "I'd like us to go back and revisit a couple questions that we had. Since there's limited time, it would be difficult to answer all the questions, so let's focus on a few of them to get to the main point." Select a question, ask it to the group, and then answer it together. Encourage the group to base their answers on evidence from the text and context.

Summary transition (2 min)

Jesus has been pursuing these guys, looking for a more significant commitment. He teaches the crowd but I can't help wondering if his primary objective in this episode was the fishermen. He stirs up the situation with an unusual instruction with a miraculous outcome. Peter wants Jesus to leave and realizes Jesus' greatness and his sin. What will happen next? Jesus is not shaken by Peter's sinfulness, and rather than separating himself from Peter, he invites Peter to

be a partner in his mission. Peter leaves behind the thing that may have been his barrier to wholeheartedly following Jesus.

Respond and apply (7 min)

1. Whether or not we are Christians, there are things that keep us from taking leadership, a risk or from following Jesus. What might be some of them? (fear, comfort, selfishness, etc.) (Leaders...since these are potential leaders, focus in on leadership. Share something in your life that has or could be a barrier to embracing leadership.)
2. Think about one barrier in your life that might keep you from leadership or that could make it tough to do leadership well. (Lack of quiet time, putting studies first, worry about your own life. See if they can write something down.) Ask them to pick up a stone that you brought and when they feel like they can leave that barrier behind, to throw the rock into the lake. Tell them that tomorrow we are going to debrief that experience at the beginning of small group.

Prayer together or close in prayer.

Luke 7:36-50

Background Commentary

Simon the Pharisee invited Jesus to a banquet at his house. It would be common for such a man to invite a well-known rabbi such as Jesus to such a banquet. The banquet would have a group of invited guests who were actually part of the banquet (i.e. participating in the meal) who would lay on their sides with their head towards the table and their feet away from it. Such a gathering would also have been open to the public to come stand around the center, observe the banquet and listen to the discussion. Thus, it would not be uncommon this woman to be at the banquet. However, the woman's normal behavior ends here.

The term "woman who had lived a sinful life" almost certainly implies she was a prostitute which fits with Simon's reaction to her touching Jesus. Her behavior here is likely stranger to the party guests than to us. Not only is she publically weeping on Jesus feet and kissing them, she is also wiping them with her hair. It would have been quite immodest for a woman to let down her hair in public. The alabaster jar of perfume she wore around her neck would have been extremely expensive and represented most of the woman's net wealth. The jar was made of sealed clay which let a small amount of the aromatic perfume seep out and would be worn around the neck making the wearer smell fragrant. To a prostitute dumping this on Jesus feet would not only represent a massive financial loss, but also represent an abandonment of her profession. Her perfume would have been an important part of attracting clientele which she was destroying at Jesus feet. Attending to Jesus feet was an extremely menial task reserved for the lowest slaves, therefore the woman doing so is an extreme act of humility and reverence.

While we don't know for sure it is likely that this woman has encountered Jesus and had been inspired by him to turn away from her sinful life to follow God. It could be that she had had direct interaction with Jesus or rather that she had been one of many in the crowds he was teaching to. In either case, it is quite unlikely this is her first interaction with Jesus, but rather that she has come to express her love and gratitude.

Simon is suspicious of Jesus being a prophet and concludes that a prophet would know that the woman was a prostitute, and that a prophet would never allow such a woman to touch him. He did not say these thoughts out loud, but Jesus responds to them, demonstrating that he is in fact a prophet. 500 denarii is 500 days' wages, almost 2 year's salary, a huge debt to any normal person.

Jesus' comparison of Simon's courtesy (or lack thereof) with the woman's actions highlights the woman's reverence and Simon's general indifference towards Jesus. The services Simon didn't perform, feet washing, greeting with a kiss, anointing his head, would have been common courtesies to a guest such as Jesus. The woman administers similar blessings but to a much greater degree: washing his feet with her tears rather than water, many kisses to the feet in place of one to the cheek, anointing his head with expensive perfume instead of relatively cheap oil.

Bible Discussion

Leaders, don't forget your debrief

For the Leader: What's the main truth? Jesus lavishly offers God's forgiveness. The author wants us to know that when we approach Jesus in faith, sorrow for sin and love, he forgives, welcomes and changes us.

Intro method and background (1 min)

Luke continues to include stories that show different ways people respond to Jesus. It was common for banquets for important guests to be open to the public to come and listen. The posture of the guests would be reclining with the head towards the table and the feet away (thus enabling the washing). The jar of perfume was very expensive and represented much of the woman's net wealth.

Pray and read the passage out loud.

Observation: Enter the text (10 min)

Pretend you were at the banquet, standing along the wall observing. The woman's behavior seems pretty weird to you. Write an email or series of tweets, listing what you are thinking throughout this evening.

Have a couple students share what they wrote.

Are there any other important **observations** or details that we haven't mentioned?

Interpretation: Share questions together (7 min)

Say, "What did you find that you were curious about? What questions do you have? Let's get a lot of these out before we start to answer them." (Below are potential "must have" questions that you can put on your Bible discussion outline. Write their questions in the column next to yours.)

- Why was the woman here? What was she crying about?
- Why didn't Simon offer Jesus any water for his feet? Greet him with a kiss? Offer oil for his head? What's so significant about those things?

- Why is Jesus concerned with the amount of love in this scene? (Note story in 41-42)
- Compare and contrast Simon and the woman. How do they react differently to Jesus and what does this tell us about them?
- Why does Jesus seem to forgive her again?
- In verse 50 Jesus says the woman's faith has saved her, yet faith was not explicitly mentioned before. How have her actions throughout the story demonstrated faith?
- Why is the crowd so amazed?

Answer questions together (18 min)

Say, "I'd like us to go back and revisit a couple questions that we had. Since there's limited time, it would be difficult to answer all the questions, so let's focus on a few of them to get to the main point." Select a question, ask it to the group, and then answer it together. Encourage the group to base their answers on evidence from the text and context.

Summary transition (2 min)

A woman known for a sinful life serves Jesus with over the top love. Simon, the powerful, privileged host, is disgusted. What will Jesus do? Jesus affirms how the woman approaches him with love and faith – and is reconciled to God. Meanwhile, Simon does not recognize his own need for forgiveness or who Jesus is and so doesn't receive from God or extend it to others.

Respond and Apply (7 min)

1. Jesus has a pastoral concern for both the humble sinner and the proud sinner and speaks appropriately to both. (This could be answered whether or not one is a Christian.) Encouragement is part of leadership. Who is someone at camp that Jesus might want you to encourage? (Leaders be ready to share your application.) What would you want to say to them? (Give them time to write something down.)
2. Before our small group meets tomorrow, give some words of encouragement to someone and we will debrief how it went. **If time, share and pray for each other in twos.**

Luke 19:1-10

Background Commentary

The story of Zacchaeus follows closely behind the story of the rich you ruler and should be read with that story in mind. After Jesus shows how hard it is for the rich to enter the Kingdom, it is a profound demonstration of God's grace that Zacchaeus is able to sacrifice his wealth to follow Jesus.

As a chief tax collector, Zacchaeus would have been among the most hated people in Israel. The Romans used natives of their conquered lands to collect taxes, selling the right to tax the locals to the highest bidder. The winner was then given authority to tax with the full backing of the Roman army if they didn't comply. The tax collectors had rather unchecked power and so often charged way more than they should and accrued great wealth by extorting the people. Because of this tax collectors were seen as both wicked and traitors against Israel. They would be most equivalent to mob bosses today. Zacchaeus position as a chief tax collector probably made him widely known and widely hated.

Zacchaeus runs and climbs a try to see Jesus. Both of these actions would have been considered very undignified for a Jewish man to do. Children ran and climbed trees, men didn't.

Jesus strong statement that he "must" stay at Zacchaeus' house would have been surprising to Zaccaeus and the crowds. To stay at someone's house had very deep implications to the Jews of that time and would be seen as a sign of intimacy and allegiance. To give such an honor to a hated tax collector was absurd to the crowd, but to Zacchaeus it was an act of great love by Jesus.

Jesus' claim that Salvation has come to Zacchaeus' house would not be uncommon for the time, when the head of a house would convert, the rest of the house would follow. Jesus' proclamation that Zacchaeus is also a "son of Abraham" represents both a restoration into the community, an important change for someone ostracized as a traitor, and an identification of Zacchaeus as one who has faith in keeping with Abraham's faith, not just a lineal descendent.

Bible Discussion

Don't forget to debrief

For the Leader: What's the main truth? Jesus saves those we don't expect. The author wants us to know that welcoming Jesus into our lives may mean great restitution, change and new identity.

Intro method and background (1 min)

Tax collectors were Jews who worked for the Roman government and were often corrupt. They were subsequently regarded with great disdain as traitors and thieves. Running and climbing trees would have both been very undignified for a Jewish man. Jesus is getting close to Jerusalem and his suffering and resurrection.

Notes: "Son of Man" was a phrase used when a person referred to themselves. Jesus often used it when talking about his suffering or salvation. Daniel 7:13 uses this term in reference to the Messiah. You can see if your group figures this out but by saying "Son of Abraham" Jesus was welcoming Zacchaeus back into the family.

Pray and read the passage out loud.

Observation: Enter the text (10 min)

Looking at what happened before and after in the passage, in pairs create the conversation that may have happened between Jesus and Zacchaeus between the end of verse 7 and beginning of verse 8. One of you can be Jesus and one Zacchaeus. Write down some bullet points.

Have students share some of their conversations
Are there any other important **observations** or details that we haven't mentioned?

Interpretation. Share questions together (7 min) What did you find that you were curious about? What questions do you have? Let's get a lot of these out before we start to answer them." (Using the Bible discussion template, write their questions next to yours.)

- Why run, climb a tree even though it's very undignified? How did he get so interested?
- Why "must" Jesus stay at his house?
- Why were they so annoyed?
- Why did Zacchaeus offer to give half of his money to the poor and repay anyone he's cheated?
- What does "salvation" look like for Zacchaeus? Why mention "house"?
- Why does Jesus say Zacchaeus is a "son of Abraham"? or how does Zacchaeus' identity change throughout the story?

Answer questions together (18 min)

Say, "I'd like us to go back and revisit a couple questions that we had. Since there's limited time, it would be difficult to answer all the questions, so let's focus on a few of them to get to the main point." Select a question, ask it to the group,

and then answer it together. Encourage answers to be based on evidence from the text and context.

Summary transition (2 min)

Jesus loves someone everyone else hated. A short man who was rich by extortion and worked for the hated Roman oppressors, shows signs of desperately seeking Jesus. Jesus sees him and says he “must” stop and “stay with” Zacchaeus. Things get tense! For those who know Zacchaeus, it's like Jesus honoring a Mafia boss. Zacchaeus responds to Jesus by making radical changes. Jesus summarizes by saying that “salvation” has come to Zacchaeus' house, and restores his identity as a “son of Abraham.” And this is what Jesus is here to do – to seek and to save the lost.

Respond and Apply (7min)

You will have to move quickly with this.

1. People we don't expect might actually be looking for Jesus. Who is someone you care about who doesn't know Jesus?
2. Let's call and or text some people right now with the goal of spending time with them. Say hello, invite them to do something or just take the next step in your relationship. Let's pray quickly, do it and then we will debrief.

PREPARATION TIMELINE & DETAILS

One Month Prior

Track PD

1. Assign Luke passage leaders. If you have more staff than passages, assign Luke passages to the remaining staff to participate in Tuesday's prep groups.
2. Email your track staff team to get teaching preferences and info on their experiences teaching and leading. See "Sample Staff Email for PDs" and "Sessions and Level of Difficulty" in the appendix.
3. Read through the Track Staff Manual and familiarize yourself with the arc of the track.
4. Begin preparing your own sessions.

Track Staff

1. Download Track Staff Manual and familiarize yourself with the arc of the track
2. Respond to your PD's email with teaching preferences.
3. Begin preparing your assigned passage.

Two Weeks Prior

Track PD

1. Finalize and email teaching assignments (no later than 2 weeks prior to CFW).
2. Check-in on your staff team's preparations and answer any questions they may have about the track.

Track Staff

1. Prepare any teaching you have.

One Week Prior

Track PD

2. Make sure you have all of your teaching notes and slides finalized.
3. Prepare background music for the week during various sessions.

Track Staff

1. Make sure you have all of your teaching notes and slides finalized. If you made changes to the slides, make sure you send them to your PD.

One Day Prior

Track PD

1. Rest! Prepare yourself spiritually and physically.
2. Make sure you have any supplies you need/want (in addition to what will be provided for you at camp).

Track Staff

1. Rest! Prepare yourself spiritually and physically.
2. Make sure you have any supplies you need/want (in addition to what will be provided for you at camp).

ON-SITE RESPONSIBILITIES

Program Director

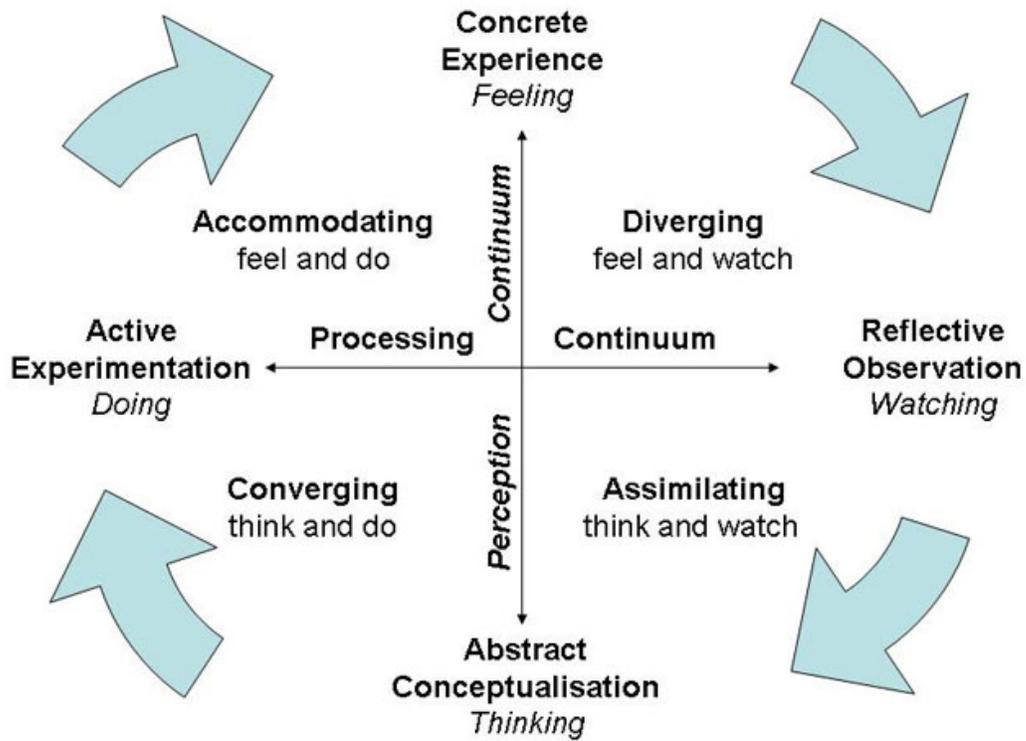
- You will receive the final roster for your SGLT at the 4pm PD meeting. Create SGs keeping in mind diversity (gender, ethnicity, campus, etc.)
- Check ROS material to ensure ample copies for SGLT students at all registration locations. If not, make more copies.
- Find the books: 1) SGLT booklets, 2) SGL Handbook (IVP).
- Assign SG locations for when student-led SGs begin.
- Help students see how the sessions relate to one another throughout the week.
- For some sessions, you may need to facilitate the SG of the presenter.
- Pastor your staff team. Use your staff meetings (1:15-2pm Monday, Wednesday and Thursday) to give constructive feedback on their teaching sessions, look ahead to what's next before your next staff meeting, help problem solve about their small groups, think through minor track adjustments, and pray.
- TAKE GOOD NOTES ON SESSIONS both on what works well and what needs improvement! We need feedback as we continue the revision process.

Track Staff

1. **Lead your SG in discussion** and debriefs as prompted during sessions.
2. **Lead your Luke passage**, if assigned. If not leading, participate in your assigned prep group.
3. **Check in with your students before they lead their study.** Ask them how they're feeling about leading and if they have any last-minute questions as they plan their SG.
4. **Lead the SG in debriefing the study.** See "SG Debrief Guide" in the appendix.
5. **Meet individually with your students after they lead their Bible study.** Help them process anything God is teaching them about leadership and identity in him. Give feedback on their study. Recommendation: Discern and give ONLY ONE good point of improvement and 2-3 affirmations. Trust that their staff and God can address the others points of improvement.
6. **Fill out "Staff Feedback of Student Leader" form** and return it to your PD at the end of the week.
7. Attend **track staff meetings** (1:15-2pm Monday, Wednesday and Thursday) and give feedback of what is working and how students are doing with the content.

APPENDIX

The Kolb Learning Four Stage Learning Cycle



Track Box Materials

- SGLT booklets
 - Colored pencils
 - Post-it notes
 - Guides for each Luke passage to be passed out at the end of Tuesday's prep session. Students will only get the guide for their passage and not every passage.
 - Copies of the script for the staff skit in "The Art of Leading a Discussion" session
 - SGL Feedback forms (filled out by SGLT track staff and passed on to the students' campus staff)
 - Discipleship Cycle debrief cards, 1 for each staff, to use during the debrief with students after they lead their study.

Track Room Setup

- Room Layout
 - Tables/chairs (1 table per SG minimum)
- Room Needs
 - Projector
 - Projector screen (or blank wall)
 - Easel/easel pads (It's preferable if there's one per prep group Tuesday morning, but you can make do if that's not possible.)

Sample Staff Email for PDs

Hello SGLT staff team!

Welcome to SGLT for **May 7-13 at Cedar Campus**. My name is **Josh** and I'm on staff in the **Lakes and Plains Region**. I'm excited to partner with you in training and developing our new SGLs!

Please read this email carefully and respond.

Everything you need to know about SGLT is in the Track Staff Manual in the [CFW Library](#). All of the session overviews, goals and teaching notes for the track are in the manual so please download it and read it thoroughly.

I'd like to highlight the main vision of SGLT. The SGLT curriculum is designed to focus on training the SGL to lead in these three key areas of leadership:

- Leading small group members in discovering and growing in Jesus through rich, inductive, Bible Study.
- Leading small group members in proclaiming and living the good news of Jesus Christ to their individual and shared relational networks in order to see others come to know, love and follow Jesus as Savior and Lord
- Leading small group participants along the developmental pathway - with a particular focus on helping SG guests become members apprentices and SG members become Leaders (with vision to plant new small groups).

I need to make teaching assignments soon so please look at the attached document with track session descriptions and **reply to this email with your top 3 preferences**. Not everyone will necessarily receive a teaching assignment, but for those who do, I will try to do so based on your preferences and/or discussion with your supervisor.

Until then, you may begin studying the passage assigned to you below.

- Luke 5:1-11
- Luke 7:36-50
- Luke 19:1-10

You will lead this passage Tuesday morning, helping students prepare their Bible study. The guide is located in the Track Staff Manual Appendix. **Prepare this ahead of time** and bring your guide with you to CFW.

Plan to arrive by supper on Saturday, which is 6:30pm EST, making sure to allow for any time zone changes. We will have a **10pm staff meeting on the first night**. Please check at the camp office for the location when you check in.

I will be contacting you as necessary, but feel free to get in touch with me if you have a question or concern.

Thanks again for your partnership! I am looking forward to seeing God transform our students (and us) and work through them to advance his Kingdom on campuses throughout the Midwest Cluster and beyond!

Yours in Christ,

Joshua Bilhorn

Interim SGLT Program Director

Sessions and Level of Difficulty

(★ = easiest and ★★★★★ = hardest)

SGLT Session	Difficulty Level	Other comments
Session 1: Vision for Missional SGs and Missional SG Leadership	★★★	Generally, the PD leads this session since it introduces the week, sets the tone, vision casts
Session 2: Casting Vision in Small Groups	★★★	Trains students how to cast vision, and facilitates students practicing vision casts for Small Group Mission.
Session 3: Inductive Bible Study	★★★★★	Need experience with whole group OIA teaching, skilled at facilitating group work from upfront that complements teaching.
Session 4: Small Group Bible Study Prep and Dynamics	★★	Facilitates SG prep, short session on SG Dynamics, and leads 15 minute prayer session.
Session 5: Basic Small Group Mission Strategies	★★★★	Teaches strategies of gathering students to a SG (NSO and Follow Up in SG context) and Scattering (Incarnational Living & Network Mapping). Experience in these areas will be helpful. Short talk and facilitating discussion.
Session 6: Leading Across the Five Thresholds	★★★	Teaching on the 5 Thresholds and how to invite friends to cross thresholds. Focus will include how to lead SG members to invite friends across thresholds. Short talk and facilitating discussion.
Session 7: The Developmental Pathway	★★★	Introduces the Developmental Pathway, facilitates activity to explore ways to invite guests to become members and members to become apprentices. Good skills needed to debrief activity.
Session 8: Calls to Faith in SGs	★★	Exercise in prepping and leading calls of faith in SG. Includes vision cast for using SGs as a place to give calls to faith. Mostly facilitating group practicing.
Session 9: Moving Forward – Call to Commitment	★★★	Generally the PD. Students will create 4 week plan to implement what they learned during SGLT. Includes a call to commitment to move forward in leadership and risk taking.
Debrief and Wrap Up	★★	Generally the PD debriefs and wraps up the week, leads commissioning.

Study Guides

SG Debrief Guide

Main Truth

Ask SGL: What were they?

Ask SG: Was that clear? Was there enough discussion about each of those? Did each have enough emphasis to be appropriately included in the main truth/summary?

Application

Was it logically connected to the main truth/summary?

Was it concrete, next steps, incremental?

Creative Entry

Did this highlight the key observations?

What did the SGL do to motivate you to get into this? Did it work? What would have helped you buy in more?

Dynamics

Staff Feedback of Student Leader

Name of student:

Campus:

Dates of camp attending:

Staff evaluator & email:

On the basis of this week at SGLT, these are my recommendations for the student:

1. I do / do not recommend this student to lead a Bible study small group this fall. These are strengths and weaknesses I observed. **(Weak 1 2 3 4 5 Strong)**. If you have no experience with a given item, leave it blank. Add comments as necessary.

Rating

- _____ Preparing inductive Bible studies
- _____ Planning the small group meeting
- _____ Ability to relate to people
- _____ Ability to lead others/move the group along
- _____ Ability to resolve differing viewpoints or answers not related to the text
- _____ Modeling honesty and vulnerability in application
- _____ Encouraging specific and concrete application
- _____ Personal care of small group members
- _____ Enthusiasm or passion for leading
- _____ Other:

2. These are my further suggestions for further training and/or experience. Please check the appropriate box(es):
 - This student seems ready for more challenges like IVLI, CUP, or a GP.
 - Co-lead a Bible study small group with an experienced leader.
 - Study through the *Small Group Leaders Handbook*.
 - Study through the *Bible Study Handbook* by Lindsay Olesberg.
 - Place this student in a group with a good leader in hopes that he/she will be ready to lead by mid-year.
 - Place in a good small group, but don't pursue training this student for leadership at this time.
 - Other:

Additional comments:

Recommendations for Further Reading and Study

Staff Note: The following are books that are in addition to the books listed in the book store for SGLT.

InterVarsity Books

The Bible Study Handbook by Lindsay Olesberg
The Good and Beautiful God by James Bryan Smith
New Bible Commentary
New Bible Dictionary
SG Idea Book
Spiritual Disciplines Handbook by Adele Calhoun

Non-IVP Books

How to Read the Bible for All Its Worth by Gordon D. Fee & Douglas Stuart