



# **INTERVARSITY<sup>®</sup>**

## **CHAPTER PLANTING MANUAL**

**VERSION 3.0**

## INTRODUCTION TO THE MANUAL

In the first edition of this manual, we wrote that it was a “work in progress.” We are now in the third phase of that work. Over this past year, as before, we have been instructed in the practical classrooms of chapter plants across the country as we’ve tried out our ideas on campus. Our commitment to planting InterVarsity chapters committed to Jesus and his work of redemption and transformation on campus is stronger than ever. Over the past years we have learned a great deal about how to help staff, students and faculty plant vision-driven, mission-focused communities of students and faculty. Our personal experience, the experiences of the first generations of chapter planters, their coaches and our continued relationship with the Evangelical Covenant Church and their head of church planting, Dave Olson, have all contributed to this revised manual.

In version 3.0 you’ll find major changes to the Four Stage Launch. We’ve worked to bring greater clarity to understanding each stage, and we will continue to work on how to integrate Planting and Building. We have given the manual a new introduction to the Stage 2 Wave, and there are new articles on prayer and multiethnicity as they pertain to the life of your new Plant. We’ve reworked the descriptions of the Planting Essentials and the descriptions of the Four Stages. We’ve adding a brief Glossary to the Appendix as well.

With each new generation of Chapter Plants, the manual will be revisited so that it will continue to develop as an effective aid in your leadership on campus.

Our rich history of planting will continue. Our passionate commitment to Jesus and our love for students and faculty is sustaining our efforts. As you work with this material you become a part of this ongoing legacy. Our continuing dialogue will enable future generations of InterVarsity staff, students and faculty to become more expert in their ability to bring the gospel to campus. May God bless and enrich you as you take the joy-filled risk of bringing his message of hope to students and faculty throughout the US.

In Christ, for the campus,

Shawn Young  
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and members of the Chapter Planting Steering Committee

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# 1



## F O U N D A T I O N S



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## CHOOSING CHAPTER PLANTERS

### THE 7 ELEMENTS OF EFFECTIVE CHAPTER PLANTING

*Our cohort approach employs seven elements of effective chapter planting:*

1. A **well-conceived process** which is carefully implemented.
2. The **right chapter planter** who has a strong mix of planting gifts and ministry strengths.
3. The right **campus** that is a strong match with the gifts and strengths of the planter.
4. Strong **coaching** that helps the planter identify and remove the obstacles to developing a vibrant new ministry on campus.
5. A strong **base of funding support** so that the planter is able to focus on planting and building the ministry.
6. **God's moment** to plant a new ministry on that campus.
7. **Strong support** from the supervisor, the area team and the community.

**A Successful Plant Requires:**



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## THE ATTRIBUTES OF PLANTERS

*As your regional leadership teams work to select gifted and called chapter planters to join the cohort, the chapter planting task force has identified a number of characteristics to watch for in the staff that you consider for the cohort. Five sets of words that helpfully summarize the attributes of a planter are:*

1. Spiritual vision — passion — calling — encounter with God
2. Risk — challenge — guts
3. Persistent — moves through failure — work ethic — self-discipline — drive
4. Communicator — gatherer — enlists the help of others — personal charisma
5. Trainer — developer — empowerment — discernment

## FOUR MAJOR STRENGTH GROUPINGS OF PASTORS

As the Covenant has studied the people who have been effective church planters, they have noticed that they are invariably strongest in the gathering and building gift mixes. As gatherers, they have the ability to attract dozens of missionally oriented lay people to join them in the planting endeavor. As builders, they understand group dynamics and structures; they can train, develop, and deploy lay leaders to build the new plant and anticipate and address future opportunities and obstacles.

*The Evangelical Covenant Church, which has one of the most effective systems of church planting, has identified four major strength groupings that they see generally in pastors. They are:*

1. \*Builder
2. Manager
3. \*Gatherer
4. Pastor

\*These two have been found to be required for chapter planting.



## DESCRIPTIONS OF THE STRENGTH GROUPINGS OF PASTORS

### 1. Builder

Strategic

Visionary – thinks and plans for the future

Growth biased

Looks for potential

Prefers to start things versus maintain things

### 2. Manager

Fixes what's broken

Revises vs. invents

Analyzes systems and makes them run better

Maintains performance

### 3. Gatherer

Motivated by the relationships they can form

Natural inviter

Bonds quickly with new people

Has strong instincts for what people will come to

Pays attention to ambience and atmosphere

### 4. Pastor

Excels at providing care for broken, struggling, hurting believers

Focus on personal integration of spiritual principals

Preference for teaching and counseling

Prefers to learn from the past rather than dream about the future

Concern for spiritual health of the group

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# SPYING OUT THE LAND

By Jeanette Yep, revised by Ann Boyd and Greg Jao

*To understand your campus, you must observe the campus (through visits, interviews, and exploration), interpret this data (by forming hypotheses about campus life and ministry opportunities), adjust your hypotheses (based on your observations), and apply this knowledge in your ministry. Yes, all of life can be inductive!*

*The following categories and questions offer you some ideas to help you “spy out the land” as you seek to understand the campus milieu better. (These ideas are not presented in order of importance.) Whether you are establishing a new fellowship, joining an existing campus team, or thinking through campus engagement issues, these categories should clarify your understanding of the campus, raise helpful questions, and provide important insights into your ministry goals.*

## 1. Contact the administration of the college or university.

Learn the procedure for establishing an InterVarsity chapter on campus if you are establishing a new witnessing community on campus. If you work with an established chapter, learn the official procedures for applying for annual recognition by the school, funding, and running a student group on campus.

Build a relationship with the member of the administration responsible for student life and activities. (Bring your chapter president or another upcoming leader from your fellowship, so that they can learn from the experience as well.) During your conversation, get a feel for this administrator’s attitude towards Christian groups on campus, assessment of student needs, and ability (and willingness) to provide university resources to the chapter.

If you work with a focused ministry (e.g., Greek, ethnic fellowship, NCF), meet with the official university representatives/advocates for your people group (e.g., InterFraternity Council/PanHellenic Board, Minority Affairs office).

Get a copy of any handbooks governing student groups on campus.

Identify the person in charge of scheduling room reservations. Ask them to identify ways that InterVarsity could best reserve appropriate rooms at appropriate times.

## 2. Investigate campus demographics, informal structures and networks.

Identify the following information through your interviews, acquisition of admission or public relations brochures, use of the school website, etc.:

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- the total number of undergraduates and graduates
- the ethnic minority percentages on campus
- the number of international students
- the percentage of residential and commuter students
- the average age of the typical undergraduate
- the percentage of the student body that is going to school full-time
- the most popular departments, majors, courses, or professors
- the average number of hours most students work during the school year
- Is this a suitcase school? a party school? a school for geeks? Greeks?
- Why do most students attend this particular school?
- What do the graduates of this school typically do?

### 3. Spy out the land/campus physically.

Where do different types of people hang out? When? For how long? Take a campus map and identify these locations. Use this as an aid to help you meet various campus affinity groups.

Where do on-campus students live? Do certain types of students (e.g., first-years, geeks, African American students, agriculture students) congregate in specific dorms/houses/apartments? Where do the commuter students tend to live? How do they get to school?

Where does your fellowship meet for large group meetings? small groups? other activities? How does that compare with the information that you have gathered? Take your student leaders on a prayer walk to areas that you have identified as strategic for the chapter's ministry.

### 4. Find "cultural informants" and take time to understand people's attitudes.

Briefly interview at least two students, one faculty member, and one administrator who are not a part of InterVarsity's ministry. Take your evangelism coordinator (or equivalent) with you to at least one of the interviews.

What are these people's perspectives on the campus atmosphere/ethos, on the needs of students, and on the InterVarsity chapter? What changes have occurred in the campus's ethos or environment in the past 5 years?

Who or what are some of the key influences on campus, or on your focus



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ministry area? Consider the faculty, the newspaper, the student government, certain individuals, social groups (e.g., athletes, Greeks, gay/lesbian alliance, students from a certain geography). What are key campus-wide events?

What are people on campus (or among your focused ministry area) thinking/talking about? What topics are being discussed in the lounge, cafeteria, sports field, campus newspaper? (Bring in a copy of the most recent student newspaper.) How much time do students spend studying, commuting, working, recreating? What do the students do during their free time?

### **5. Understand the existing InterVarsity chapter's ministry.**

Even if you are not new to the scene, do an assessment. What is the chapter like in terms of personality? effectiveness? How does it (through its structure, ministry and student participants) meet the needs of the campus (or your specific target group)? How does it not “fit” the target campus or focus group ethos as well?

Interview a former staff member, a faculty adviser, an alumnus, and a student leader (past or present) regarding the strengths and weaknesses of the chapter, as well as the major influences that have shaped it. What training events are most utilized? least utilized? Why? What are historic weaknesses of the fellowship? strengths? trends? Veteran staff on your team may also have some valuable historical perspectives and strategic insights. (If you work on a campus with multiple InterVarsity chapters, interview the other InterVarsity staff on campus to understand how the fellowships relate, synergize, or conflict.)

Review the past 3 years of AFR data to identify trends in (a) overall student numbers, (b) prayer, (c) evangelism, and (d) ethnic minority students. (Ask your AD for the AFR data.)

### **6. Identify any other existing Christian groups.**

Check with the administration. Read campus bulletin boards and the school paper(s). Don't overlook ethnic Christian ministries such as gospel choirs, Chinese Bible studies, Korean fellowships, etc. Also check to see if local churches sponsor a ministry on campus or have particularly strong church ministries for college students.

Get a broad handle on the ethos and mission of these other groups. What role does InterVarsity play in the Christian fellowship community on campus?

Interview the university's chaplain or official campus minister (or a local pastor). Ask them about their perspectives on the spiritual life on campus, their ministry's history and ethos, and their perspectives on InterVarsity.



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## 7. Assessment

*Compile a four-page report of your findings. In the report, answer the following questions:*

- (a) What are the 10 most important things you learned about the campus/fellowship? What surprised you?
- (b) How does the ethos and ministry of your fellowship reflect the ethos and needs of your campus?
- (c) Write up a description of your campus that would take 30 seconds to read out loud. Make sure that it is a snapshot that provides us with a feel for the key issues, struggles, needs or opportunities on campus.
- (d) Given what you've learned, what "windows of opportunity" exist for relevant evangelism on campus?
- (e) What are the key discipleship needs on campus that the fellowship must address to be relevant?
- (f) In what places, situations or relationships did you see injustice on campus?
- (g) Where did you see evidence of the kingdom of God moving forward on campus?
- (h) What trends did you notice in your fellowship's ministry through your review of the AFR data?



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## E Z R A 3

### *creating a place of worship*

- 1 When the seventh month came and the Israelites had settled in their towns, the people assembled with one accord in Jerusalem. Then Joshua son of Jozadak and his fellow priests and Zerubbabel son of Shealtiel and his associates began to build the altar of the God of Israel to sacrifice burnt offerings on it, in accordance with what is written in the Law of Moses the man of God. Despite their fear of the peoples around them, they built the altar on its foundation and sacrificed burnt offerings on it to the LORD, both the morning and evening sacrifices. Then in accordance with what is written, they
- 10 celebrated the Festival of Tabernacles with the required number of burnt offerings prescribed for each day. After that, they presented the regular burnt offerings, the New Moon sacrifices and the sacrifices for all the appointed sacred festivals of the LORD, as well as those brought as freewill offerings to the LORD. On the first day of
- 15 the seventh month they began to offer burnt offerings to the LORD, though the foundation of the LORD's temple had not yet been laid. Then they gave money to the masons and carpenters, and gave food and drink and olive oil to the people of Sidon and Tyre, so that they would bring cedar logs by sea from Lebanon to Joppa, as authorized
- 20 by Cyrus king of Persia. In the second month of the second year after their arrival at the house of God in Jerusalem, Zerubbabel son of Shealtiel, Joshua son of Jozadak and the rest of the people (the priests and the Levites and all who had returned from the captivity to Jerusalem) began the work, appointing Levites twenty years old
- 25 and older to supervise the building of the house of the LORD. Joshua and his sons and brothers and Kadmiel and his sons (descendants of Hodaviah and the sons of Henadad and their sons and brothers—all Levites—joined together in supervising those working on the house of God. When the builders laid the foundation of the temple of the



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- 1 LORD, the priests in their vestments and with trumpets, and the Levites (the sons of Asaph) with cymbals, took their places to praise the LORD, as prescribed by David king of Israel. With praise and thanksgiving they sang to the LORD:
- 5 “He is good; his love toward Israel endures forever.”
- And all the people gave a great shout of praise to the LORD, because the foundation of the house of the LORD was laid. But many of the older priests and Levites and family heads, who had seen the former temple, wept aloud when they saw the foundation
- 10 of this temple being laid, while many others shouted for joy. No one could distinguish the sound of the shouts of joy from the sound of weeping, because the people made so much noise. And the sound was heard far away.

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## DISCUSSION QUESTIONS:

1. What are the Israelites' primary objectives as they return to Jerusalem from captivity?
2. What do their actions tell you about their convictions?
3. Explore the context they were working in. What were the challenges they faced?
4. What was their approach to the context around them?
5. Why was it important that they begin with the altar?
6. What accounts for their responses as they laid the foundation of the temple? What do you learn about these people?



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## CHAPTER PLANTING ESSENTIALS



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## CHAPTER PLANTING ESSENTIALS

*Almost all of what it takes to plant a chapter is summed up by the six categories in the diagram above. At first, they seem to be somewhat sequential, which is why they are depicted that way. Yet all of them must remain as bedrock practices of a healthy and growing group. These categories represent principles of action and therefore, can be contextualized and worked out in ways that are as different as every planter and every campus.*

**Prayer and Worship:** We begin with a connection and calling from God. We pray not so that we can succeed but so that we can become a part of what God dreams for that campus. We offer ourselves as the first fruit of the hundreds, if not thousands, of students and faculty we hope will one day offer all of who they are to Jesus in worship and service. We do not pray to ask God to bless our vision for that campus; we pray to understand his vision and then to offer ourselves to be a part of seeing it become a reality.

**Authoritative Vision:** The next step is to develop and to be able to articulate a clear and compelling vision for the campus. It is out of the place of prayer and surrender (either personally or as a planting team) that we will discern a vision for the campus. What makes it authoritative is not the way we say it but where it comes from. If the source of our vision for that campus is clear and its source is God then people will be able to tell. On the other hand, if our vision does not come out of a place of prayer, it will lack power and we will lack confidence as we share it with others.

**Outreach:** Next, with the goal of sharing our vision, we begin the process of meeting as many people as we can. How this is done is less important than that it is done with abandon. We have to cast the net wide and share with as many people as we can the vision that God has given us so that people can join us. Our first group of people needs to be drawn to us because of the mission and not our programs. Starting our ministry with outreach sets a precedent that will benefit the chapter for its lifetime.

**Gathering:** Once a group of people have shown interest in us or our vision we have to gather them to begin pursuing that vision. Our next assignment is to gather these people and build a sense of community in the presence of God. Intentional gathering for the purpose of Bible study, worship, prayer, discussion, fellowship and dreaming about the campus will begin to solidify a community that is committed to pursuing the vision and mission of InterVarsity on campus.

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**Missional Leadership:** Right from the start, we begin building trust and relationship with potentially missional students (PMCs) and faculty. Through missional activities, reflection on scripture and prayer, we develop them as disciples of Jesus and help them complete the discipleship cycle by extending their influence to others. This pattern paves the way to missional leadership.

**Catalytic Events:** While it's important for each student and faculty to make personal choices and decisions to become more involved and committed to the mission on campus, we don't want to neglect the role of communal experiences and commitments. A significant turning point in the chapter is achieved when the leaders and Core members encounter God together and respond to his call as a community.



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# RECOGNIZING AND AWAKENING MISSIONAL CHRISTIANS ON CAMPUS

By Chris Nichols

*If you are planting an InterVarsity chapter, you know that one key to developing that chapter is gathering “missional Christians.” **A missional Christian is defined as a student or faculty who is motivated by their relationship with Jesus to advance the gospel on their campus, someone who is willing to devote time and resources and to take risks for Jesus’ sake.***

In the chapter-planting framework, missional Christians are an essential component. But knowing who they are isn’t always obvious. Missional Christians have certain characteristics which make them unique and as you spend time with students, you begin to recognize that not every student or faculty is missional. So how can you recognize missional Christians?

We begin to understand who missional Christians are from watching Jesus and his interactions with his disciples. Jesus gathered men and women around him who were going to be essential for the future of the work he set out to do. As we watch these early disciples in action with Jesus and after his resurrection, we can see that these were Jesus’ missional leaders.

## Recognizing missional qualities

So what might a missional Christian student look like today?

**Bill arrived on campus** as a new believer. He’d had a profound conversion and had begun his life as a disciple in a dynamic, conservative, charismatic church. By the time we’d met he was eager to evangelize everyone he knew. He gathered up other frosh and brought them to InterVarsity. He mobilized freshmen guys to join a small group. As he recruited others to join him in contact evangelism he was an effective force on campus. He was also effectively offending a wide variety of people.

The longer Bill was on campus, the more complaints I received from other campus ministers, faculty and even the Dean’s office. His assertiveness came across as intolerance and arrogance to many. And while the extent of the criticisms went too far, the core issues that were identified were correct. Bill’s gifts were big and so were his liabilities. Unchecked, untrained and unmentored, he was a menace to the group. His willingness to take risks was welcome, but the randomness of his actions was not. His fearlessness in the face of opposition and conflict meant he wasn’t easily intimidated but it also meant he could be intimidating and cause those he was confronting to run in the other direction.

It would have been easy to decide that Bill didn’t fit our group, that he

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belonged with someone else and that he didn't fit our culture. But it was clear that Bill was a leader and would be important to us if we wanted to see the ministry advance. He was willing to be a part of InterVarsity, and it became my job (along with other staff) to help him not only identify his many gifts but also learn how to practice them on campus with love and care.

Sometimes that meant correcting some aspect of Bill's behavior that was offensive. Other times it meant standing up for him and protecting him from those who were simply offended by his willingness to be public about his beliefs. It meant giving him space to practice his gifts and flourish in leadership. It meant taking time to teach him from scripture what faithful followership looked like. It meant taking the time to help him understand and find his place in our mission on campus. Bill was definitely a missional Christian. And because we could see it in him, we connected to him and helped him take his place in leadership. As a result, Bill became a key contributor to the success of the ministry. He was and is an evangelist, a leader and an influencer wherever he goes.

**Mary arrived in the group** as a freshman. She was quiet and tended to stay on the edges of whatever was happening. The InterVarsity group was growing and beginning to become committed in new ways to evangelism but Mary didn't display any of the obvious gifts the group was needing in order to move ahead in conversion ministry. But she kept showing up. She was faithful, though quiet, and she seemed determined to go where the group was growing. As staff began to get to know her, they gave her small jobs to do at events they were holding. Mary not only faithfully carried out her responsibilities but also began to take initiative to finding ways to do those jobs with greater efficiency and effectiveness. As staff and student leaders gave her greater responsibility, they began to realize that Mary's gifts were in strategic development. Not only could she organize but she could also think through the weaknesses of any system and figure out how to help it work better in order for the group to achieve its evangelistic goals. And Mary worked in concert with where the group wanted to go. She was not only a team player but over the next four years became the essential strategist for the development of the most significant large group ministry the group had ever had. Mary was and is a missional Christian. While her gifts are different than Bill's, her impact for the mission was just as great.

As staff, we are watching for missional followers and as we find them, are inviting them to join us in a new endeavor on campus. Some missional believers are already demonstrating their abilities. Others are just beginning to show their talents.

Missional Christians don't have the same personality types, nor do they look alike, nor are they exclusively female or male or a particular ethnicity. They are a diverse group. And because they are young, sometimes they



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won't demonstrate characteristics that are as easy to see as those shown by the disciples in scripture. They can be opinionated in their enthusiasm. They might show their risk-taking talents by taking the wrong risks. Their determination to make a difference may come across as arrogance. Their fearlessness may be interpreted as hubris. Their eagerness to make an impact for the kingdom may be experienced as disruptive to the group. Yet, they do show up on campus and do display some common characteristics.

### Characteristics of missional Christians

We are looking for students who:

- *show up*. They are attracted to what we are doing and like the fact that there is a new risk to take that has a great purpose behind it.
- *are eager to see something happen* that isn't currently happening on campus. They may not understand what it is we are trying to achieve but they understand enough to engage with us in reaching out to parts of the campus we had never impacted.
- *are willing to make accommodations in their lives to see something develop*. They rearrange their schedule, are available and make some sacrifices to see meetings take place, and the work gets done.
- *want more in their relationship to God* and want it for those around them even if they aren't sure how it will be done.
- *are able to engage with others and seek to have an influence on them*. It's not just that they are smooth relationally, but they make significant connections.
- *take risks*. The level of risk looks different with different people, but students who are missional demonstrate that they're willing to step out beyond their comfort zone for the sake of this movement they have joined.
- *are teachable and are willing to learn* and contribute ideas of their own.
- *can and do gather* others around them.
- *aren't afraid to stand out* in some way in public as followers of Jesus.

Missional students are both leaders and partners, but there will be rough edges. Missional Christians are young when we meet them. Their big gifts are unwieldy and often unmanageable. They may seem brash and full of hubris. They may come across as hard to teach and too eager to take leadership. It takes patience and lots of communication to make headway.

### Searching for missional Christians

How will you find them? First of all, there must be a missional environment in the group. Missional students won't come to a group that is lacking vision. Staff need to be dedicated to being missional themselves. Like will

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attract like. Second, staff should look for opportunities to both demonstrate the fundamental values of the mission they are leading and practice their missional skills. Where are new frontiers on campus for advancing God's kingdom? Staff should be going there. As staff live out a missional lifestyle on campus, they must constantly and consistently cast vision for the work they are doing and be able to explain their strategies. Third, as the group culture becomes more missional, staff must at the same time be out among students, searching out the missional Christians God has sent. You'll find them through information tables, contact forms handed out at churches, by following up family friends who you find out attend your campus, and through meeting friends of original campus contacts. Each avenue of contact with new students that presents itself is your opportunity to go looking for them. Finally, each day you should be praying for God to give you divine appointments with those he is sending your way. Ask him to give you eyes to see them and ears to recognize them through the things they are saying.

Each time you meet someone you are looking for signs. How do they respond to your vision for campus ministry? What do you notice about how they relate to others? Do they demonstrate good people skills? Are others gathered around them? Do they want to engage with you in conversation about the mission, asking why you are there? Are they eager for something to begin? Are they willing to meet again?

When you think you've met a missional student, invite them to something else. Over time keep exploring with them their interest in ministry and keep giving them parts of the vision to think about and understand. As you extend an invitation for them to join the group and participate more fully in the ministry, invite them into leadership. As you welcome them in, take them with you as you take steps of faith in bringing the gospel to the campus.

### **Not every student with skills is missional**

It's important to note that not every outgoing student with good people skills is necessarily missional. I've met many Christian students with strong faith background, who, while friendly and outgoing, aren't ready or interested in going with us on the journey we have ahead of us.

**Matt came from a strong** Christian background. He had been to a Christian high school and had been a leader in his youth group. He was outgoing and attractive and knew how to lead. He signed up for the group early on and seemed like exactly the right person to help us move the group forward. Matt looked like a missional leader because he had sophisticated people skills. He knew his way around the evangelical world and knew the right language. He seemed to want to see the group grow and engage the campus.

But Matt wasn't eager to lead change. Matt wanted to head up an

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organization. He was happy to lead meetings but unlike the missional Christians we were looking for, he didn't want to be an integral part of leading a group that sought to take risks in order to advance the impact of gospel. He didn't want to be in a group that crowded his schedule. He was willing to gather students, but his goals were to have a group that supported and encouraged one another but not engage with the secular edge of the campus. Matt didn't turn out to be the missional leader we needed. He eventually found another group to be a part of that suited his needs more fully.

Be ready to be surprised about whom God is calling. Be praying for them. Help them gain a biblical understanding of the their role as you work together. And prepare for the day when you will hand the mission over to them.

Missional Christians are essential to the development of mission. May God give us eyes to recognize those he sends!



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## STAGE 1

*forming a missional core*

**Primary focus:**

**Finding Potentially Missional Christians and engaging them with the mission/vision**

**Developmental Issues:**

- Planter seeks God's heart for the campus, and invites students and faculty to pray for the campus. Enlist the Christian community to pray for the new chapter
- Planter passionately articulates the vision and mission of the chapter in a variety of settings
- Experiment with several strategies to attract and invite potentially missional Christians
- Gather potentially missional Christians in small group Bible studies and other events to build relationships and engage them with the mission and vision of InterVarsity
- Develop core students/faculty further by involving them in evangelism, invitations and other missional activities
- Hold catalytic event/retreat for core to cast vision and unveil plans for the next stage

**Time Frame:**

First Semester/Quarter

**Critical mass for next stage:**

8–15 Missional Core  
15–25 total

## STAGE 2

*building momentum*

**Primary focus:**

**Working with a Core Group to advance the chapter's mission**

**Developmental Issues:**

- Develop prayer-life/practices of the core
- Core Meetings designed to inspire, train (e.g., GLGs, NSO), and carry out the mission of the chapter.
- Core Members recognize their relational networks, become skilled at inviting to SGs and all other chapter events. Larger scale NSO is launched by Core
- Core Group holds 2-3 high-caliber Gathering Events to build momentum in the chapter
- Select Core Members experiment with leading missional small groups
- Hold catalytic events that celebrate the community, cast vision and call for future involvement and commitment
- Use the Stage 2 Wave to plan evangelistic events, Gathering events and Core meetings in a way that builds momentum

**Time Frame:**

Second Semester/Quarter

**Critical mass for next stage:**

15–30 Missional Core  
30–50 total

## STAGE 3

*developing missional leaders*

**Primary focus:**

**Empowering missional leaders to increase evangelism and expand the Core**

**Developmental Issues:**

- A strategic rhythm of events and gatherings continues, led by the planter and select leaders
- Prayer meetings and a variety of prayer practices are led by core members
- The vision and mission is renewed by the Leaders Team and shared with the larger Core at a Catalytic Event. Core members engage their own areas of personal influence on campus
- Multi-faceted NSO and Comprehensive Evangelism Strategy is carried out.
- SGs and Gathering Events are designed to continue generating more missional people, and add to the Core
- Leaders receive ongoing training to lead SGs and may help lead the Core Team in Evangelism and Gathering Events
- Catalytic Events are held for new core members and future leaders

**Time Frame:**

Third Semester/Quarter

**Critical mass for next stage:**

30–50 Missional Core  
50–80 total

## STAGE 4

*transition to building strategy*

**Primary objective:**

**Assessing chapter structures, leaders and core team to determine where new momentum lies**

**Developmental Issues:**

- Stage 4 Assessment will be done.



# THE FOUR STAGES

*Goals, Activities, and Warning Signs*

## STAGE ONE: FORMING A MISSIONAL CORE

### Strategic Goals

- It's critical that you are seeking God earnestly and frequently as you prepare and begin to plant. Supporters, students, faculty, pastors should be invited to pray with you.
- Clarify vision and values, and write them out in 30 sec., 3 min., and 30 min. versions.
- Carry out initial outreach strategy, including any events, networking efforts, publicity and follow-up.
- Get recognition as an official university club; get necessary rooms or spaces reserved.
- Begin Bible studies that teach and demonstrate the vision and foundational values. Develop any PMCs in these groups.
- Build trust and relationship with core members and lead them into missional activity.

### Most Productive Activities

- Meet lots of new people from all areas of campus (depending on the target population of your chapter).
- Bond quickly with interested people, moving to deeper friendship.
- Share vision of fellowship in various ways.
- Offer practical ways to get involved.
- Personal follow-up, visits and contact with interested people

### Warning Signs of Potential Problems

- Confusion about how to prioritize time
- Inability to connect with new people
- Inability to create enthusiasm among core members
- Vague concept of vision and values
- Homogenous ethnic representation (unless the chapter is ethnic-specific)
- Allowing time to flow toward non-missional Christians

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## STAGE TWO: BUILDING MOMENTUM

### Strategic Goals

- Launch a Core Meeting (give it a fitting name). Use meeting time to teach on the vision, mission and core values, and let the Core act as an operations team to carry out the mission.
- Core members have identified their relational networks and are equipped to invite people to events.
- Use a modified “Wave” strategy to plan all special or recurring events for the semester/quarter.
- Train/equip all core members in evangelism skills that are appropriate for chapter and campus. Ideally, 50% of the Core is engaged in some kind of ongoing witnessing efforts.
- Help members deepen personal and corporate prayer life by practicing various approaches.
- Hold a special meeting, event or retreat designed to celebrate what God has done, inspire members about the next year, and call for maximum involvement in specific ways.
- Work with the Core Group to launch a larger scale NSO strategy.

### Most Productive Activities

- Spend a lot of time with core members in their relational networks so that you can model core values. Disciples are made in everyday situations!
- Be an invitational machine. Invite broadly, constantly and cheerfully.
- Prepare well for Core Meetings. Be clear about your objectives for each meeting. This is extremely important!
- Be observant as core members try evangelism, lead bible studies, carry out tasks and short-term responsibilities. Spend time helping them process and learn from these experiences.
- Bring core members to key discipleship conferences. Visit another (well-established) InterVarsity group to inspire core.

### Warning Signs of Potential Problems

- Core Group lacks enthusiasm or ownership of Outreach events and Gathering events.
- Core members abandon outside relational networks for “safe Christian community.”

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- Visitors to small groups don't return or don't get invited to Core Meetings.
- Core demonstrates poor welcoming/inviting skills.
- Majority of Core is unwilling to attempt GIGs, conversational evangelism, or other form of personal witness.

## STAGE THREE: DEVELOPING MISSIONAL LEADERSHIP

### Strategic Goals

- Regular missional prayer meetings that are focused, engaging and inclusive.
- Leaders begin the year inspired, trained and prepared for launching new small groups.
- Excellent New Student Outreach program with high participation from current members.
- Major Gathering events for whole chapter are energetic, welcoming, and well executed, with new people coming from small groups and personal invitations.
- 85% of new members join a small group Bible study.
- Small group members bond, and leaders identify responsive students to invest in.
- Small groups and Gathering events help new PMCs step into the Core.

### Most Productive Activities

- Prepare all current members for NSO, giving specific roles and instructions.
- Partner with leaders and core members to meet and build relationships with new students and faculty from NSO.
- Use a pre-fall retreat (or suitable event) to cast vision to the entire core. This event may also train leaders for their roles.
- Continue to help leaders and core members reflect on their missional experiences, and extend their influence to others.
- Invite/recruit new PMCs to key conferences, weekend projects or suitable experiences in order to draw them into the Core.



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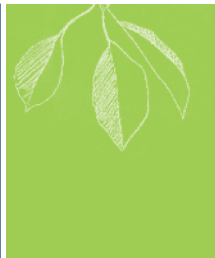
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### Warning Signs of Potential Problems

- Follow-up from NSO is confused or ineffective.
- Leaders and/or Core members stop inviting new people after the first two weeks and settle into a maintenance mode.
- New members continue to split their involvement among multiple Christian groups for more than a semester.
- Leaders feel burned out, overwhelmed, or too busy to have a personal influence on their small group members or PMCs.
- New people come to and leave chapter events without having at least one personal interaction with a core member.

## STAGE FOUR: TRANSITION TO BUILDING STRATEGY

### Strategic Goals

- Evaluate and assess chapter structures to see if they are still effectively advancing the mission.
- Assess leaders and core group to see where missional people are present, missing, moving, etc.
- Reflect, pray and learn from the assessment and from scripture. Seek clarity on God's vision for the chapter and campus as a community of leaders.
- Discern where momentum lies, and how to continue building on it.
- Determine if new outreaches, new small groups or new chapters can be planted on the same campus. Is God raising up new planters to start the planting process all over again?
- Develop a clear plan for how new ministry will be started and supported, and who will be released to do it.

# 2



## P R A Y E R



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## PRAYER

### *The Ignition Point*

#### PLANTING THROUGH PRAYER

It's assumed that as we begin to plant a new Christian fellowship on campus we'll pray. After all, planting is a missionary endeavor. And missionaries pray, don't they? It seems appropriate to pray—much like it's appropriate to pray over our lunch when we're meeting with another Christian. Often that appropriate feeling leads us to a practice of prayer that is functional but not foundational to our work. We may begin and end meetings with prayer and even recommend to the students we lead that they should be praying. But the model of prayer we demonstrate may begin to feel perfunctory.

If we want to be involved in a world-altering work of God; if we really want to join with Jesus in the harvest on campus, prayer must be much more intentional. Prayer is more than an appropriate Christian custom or spiritual “stamp of approval” on our work. It's the life-giving connection between the Vine (Jesus) and the branches (ourselves). Without this connection, “you can do nothing.”

Prayer is our soul's connection to Christ. Prayer is also the ignition point for starting a spiritual revolution on campus. As we look for missional Christians on campus, and begin to gather them around God's will for the campus, we must lead them into prayer. By praying together, you are taking the first steps of revolution. You are helping students position themselves for a deep, transforming encounter with God. You are focusing them on God's will, and His purposes. You are building the very beginnings of a mission-minded, world-changing community. There is no greater strategic move for the planter than to begin gathering students to pray for God's kingdom to come on their campus.

#### SOME GENERAL TIPS

- Sometimes the place you choose to meet in can affect how people engage in prayer. If the place is a high-traffic area, it may be too noisy to concentrate and your students may feel self-conscious about praying in public. On the other hand, if the place gives a certain view or perspective on the campus (i.e. a balcony that overlooks the quad or student union, a window with a view of the campus, a seat in the stadium, etc.), it can help students think about the immense mission field before them.



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- Take 10-15 minutes to look at a passage of scripture that helps them see themselves as joining with Jesus. For example, you could look at Mark 6:30-44 and discuss what the disciples learned from feeding 5,000 people. Help them make the connections to their own lives—How might Jesus be calling them to “feed” his people? Or take John 4:31-38. What prevented the disciples from seeing the harvest? Can we see the harvest on campus? How can we begin to work along side Jesus in the “field”?

- Let your prayer time flow out of the scripture reading. Be prepared to lead this by suggesting some initial things to pray about in response to the passage. You may also need to give a few suggestions about how to pray as a group; like listening to each other’s prayers, allowing God to speak to you through the prayers, allowing scripture to be read, allowing silence, etc.

- At the end, ask, “What do you think God might be saying to us?” The responses might lead to some next steps for the group.



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# A PRAYER WALK FOR PLANTING

Howie Meloch

*The following outline is ideal for a prayer walk on a campus that you hope to plant a ministry at in the future. It can also be used with students and faculty that you meet in the first year of planting, to gain a sense of corporate vision and calling to God's mission there.*

## OUTLINE FOR A PRAYER WALK

*Adopt an open and expectant posture as you do this: be open and responsive to God; expect him to answer. Relax and give yourself plenty of time. Be observant, pray with your eyes open, follow promptings in your spirit to talk to people, to turn down this hall, to go up these steps, and so forth. Look at the buildings, the people, the posters you see. Pray as God leads you specifically for this place. And look for him to answer, even while you are praying.*

### Opening

Get right with God (corporate/individual confession), asking for God's presence, ask the Holy Spirit to fill us and teach us what is going on with this community

### Foundational Verses

- *Joshua 1:3, ". . . every place that the sole of your foot will tread upon will . . .*
- *Ephesians 6:18, ". . . praying at all times with the Spirit . . . making supplication with all the saints."*

The first verse puts us in the mindset of asking God to reclaim this land we will walk on for his Glory. The second reminds us we are joining the Spirit and others in prayer for this place.

### 1st request

- *Luke 10:2*

Pray that the Lord would send workers into this place, for the harvest to be collected in this place is going to take more than you. Pray for students, other campus ministers, pastors, etc.

### 2nd request

- *Colossians 4:3*

Pray that there would be open doors for the Word. That God would show creative ways for the Kingdom to come and the gospel to be proclaimed. Pray that God would give opportunities for the gospel to be spread even during this prayer walk. Also that you would see unique ways the gospel can be shared in this place.



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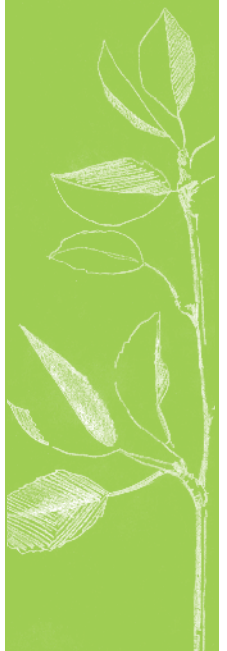
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### 3rd request

- *Matthew 10*
- *Luke 10*

Pray that God would reveal or raise up people of peace to be a gateway to the community. Like the disciples as they visited towns, we need people to welcome us to this community and help provide us regular access. Pray that you would meet them and connect deeply with them.

### 4th request

- *2 Corinthians 4:3-4*

Pray for the blinders to be removed, for eyes to be opened up. Pray for each person you see. Ask that those you encounter would be able to see Jesus, and that whatever stands in their way (sin, people, hardness of heart, etc.) would be removed.

### 5th request

- *Matt 12:25*

Ask the Lord to bind the strong man in the lives of the people on the campus. Pray for any spiritual strongholds to be revealed in the different departments, dorms, offices, etc. Ask that the Lord would reveal spirits that influence this campus. Pray against these, asking God to bind them.

### Reflection (individually or as a group)

What is it that you saw as you walked? What did you sense as you were walking? Any thoughts on the strongholds present? Next steps that you should take? Any follow up from the people whom you met and talked with as you walked?

### Some tips:

- Choose a time when you are well rested and feeling alert.
- Pick a time of day when people are active on campus.
- Select a mix of people to go with you, both experienced pray-ers and eager learners. Don't press anyone into going with you; make the invitation open and joyful.
- Take your time and walk as you sense God leading; there is no set time or distance to cover, and you can always go again or make this a regular discipline.
- If you do another prayer walk, consider going at a different time of day or taking a different route.

*By Howie Meloch, adapted from training by Eric Guthrie.*



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# PLANTING ESSENTIALS: PRAYER AND WORSHIP

## STAGE 1

Who are the people you want to enlist to pray for the new Chapter Plant?

How will you update/correspond with them?

How will you get missional Christians praying for the campus?

Make a plan for the first semester:

## STAGE 2

What are some ways you can help students develop their prayer life and practices?

What resources will help you do this?

## STAGE 3

How would you invite a student (or group of students) to a missional prayer gathering? How would you describe it to them?

What are the essential components of a missional prayer gathering?

How will you share leadership and ownership of the prayer gatherings?

## STAGE 4

What forms of prayer ministry are you comfortable practicing and teaching?

Are there people in your Area that could be resources to help your fellowship continue growing in prayer and worship?

How will you make prayer a priority for your evangelistic outreach?



# 3



## V I S I O N



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## V I S I O N

### PURPOSE STATEMENT

In response to God's love, grace and truth:

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: growing in love for God, God's Word, God's people of every ethnicity and culture and God's purposes in the world.

### VISION STATEMENT

Our vision is to see

- students and faculty transformed
- campuses renewed and
- world changers developed.

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# MULTIETHNICITY AND CHAPTER PLANTING

Marcia Wang, National Coordinator of the Multiethnic Initiative

## FIVE REASONS FOR FOCUSING ON MULTIETHNICITY IN CHAPTER PLANTS

**1. We are motivated by the Great Commission.** Just before Jesus left this earth, he empowered his followers to make disciples of all nations: *“All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age”* (NIV, Matthew 28:18-20, emphasis mine). To bring a *lasting, redemptive influence* to higher education and the global world means increasing awareness and knowledge and improving the cross-cultural skills of our Christian faculty and U.S. domestic and international college students and scholars, so they might effectively witness and disciple across cultures.

**2. It's a *kairos*<sup>1</sup> moment.** Tim Keller, pastor of Redeemer Presbyterian Church, writes “New churches [or chapters] best reach a) new generations, b) new residents, and c) new people groups.”<sup>2</sup> It is easier to select a diverse group and/or teach the value of multiethnicity to a missional core of Christian students or faculty in a new plant than leading a culture change in a larger formed chapter with fairly fixed traditions. In other words, steering a dinghy or a small sailboat in a particular direction is much easier than trying to turn the Titanic.

**3. U.S. demographics are changing.**<sup>3</sup> Racial and ethnic minority groups will soon make up the majority in the United States. According to *The Review of Higher Education*, in several states, minority students make up at least one third of the student body. Students of color are expected to comprise nearly two fifths of total undergraduate enrollment by 2015<sup>4</sup> and almost half of the U.S. population will be racial/ethnic minorities by the year 2030.<sup>5</sup> “Faced with this dramatic demographic shift, leaders in the public and private sectors have called on colleges and universities to prepare students to function effectively in a diverse society.”<sup>6</sup>

**4. Addressing racial issues makes the gospel message relevant and winsome.** Ethnic minority people in the U.S. don't have the choice to opt out of the race discussion, and when a Christian group takes seriously racial issues, some may feel like a significant part of their experience and person is finally acknowledged and affirmed by the Church. Likewise, those from the dominant culture may appreciate when their non-believing friends feel warmly

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embraced by their fellowship. It is powerful and attractive when the power of the gospel brings down the dividing wall of hostility (Eph 2:14–22) between cultures and ethnic groups. It is a great witness to the campus at large as well as to outside the faith community.

**5. It brings God glory.** In response to God's love, grace and truth: The purpose of InterVarsity is to establish and advance at colleges and universities witnessing communities of students and faculty who follow Jesus as Savior and Lord: growing in love for God, God's Word, *God's people of every ethnicity and culture* and *God's purposes in the world*.<sup>7</sup> It is clear in Revelation 5:9 and 7:9 that it brings great glory to God when people from every tribe, language and nation recognize his glory and worship Him together. This is a sign of God's shalom to come and a great picture of our ultimate redemption.

We have a calling and prime opportunity to equip tomorrow's leaders and parents to make Jesus Christ ruler of every aspect of their lives, to prepare them to share the gospel on their campus and families and bring systemic change in their companies and communities. The global world is in desperate need of the power of the gospel. Developing these values and skills in students and faculty on campus is incredibly strategic!

## FAQS

### ***What does it mean to be multiethnic?***<sup>8</sup>

The word "ethnic" is derived from the Greek word, "ethnos" meaning nations. Because God blessed Abram to be a blessing to the entire world, by extension, we are to be a blessing to our mission field, the entire university world. Hence, to be multi-ethnic means reflecting: A body of people representing different racial and national groupings, e.g., Asians, Blacks, Latino/Latina, Native Americans and Whites or Anglos. This recognizes a diversity of cultures within each ethnic grouping, e.g., Caribbean Blacks, third-generation (sansei) Japanese-Americans, Italian-Americans, etc.<sup>9</sup> Hence, we pursue and seek to create chapters and ministries of *many nations* who witness to the Gospel of Jesus Christ.

### ***How do I plant a multiethnic chapter?***

**Prayer.** As you spy out the land, who is not in a Christian fellowship? Who do you and your core students' hearts break for? Pray for God to give you strong relationships and connections within these communities. Pray for missional Christians and missional Christian leaders in those groups to join your core. Encourage participants to lead prayer out of their traditions. Teach various prayer styles—popcorn, silent prayer, conversational, one voice, listening prayer, prayer ministry, etc. Partner with churches, professors, communities and individuals who have a passion for seeing a diverse

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witnessing body on that campus. Because of the added complexity, having a solid intercessory prayer team is crucial when planting a multiethnic chapter.

**Vision.** When you cast vision for the plant, is it clear that you are building a *multiethnic* witnessing community? Are you casting vision in a way that can be heard, e.g. are you using language familiar to the targeted communities? Is your vision contagious? Vision for multiethnicity can be expanded and reinforced by experiential discipleship experiences. Provide displacement experiences and debrief them--from holding all campus prayer gatherings and joint evangelistic outreaches to taking students on urban and global programs, from watching and debriefing cultural film to developing friendships and sharing the traditions of International and U.S. born students.

**Outreach.** When we think about planting or building a multiethnic chapter, often we have this ideal picture in our minds (Rev. 7:9) of what our campus ministry ought to look like. But, just as we experience the tension between “the now and the not yet” with Jesus’ ushering in the kingdom of God with his first coming and yet still await the full realization of the kingdom of God and his second coming, so we will only experience a taste of what it will be like in heaven in the arena of multiethnicity and racial reconciliation on this earth. Although we may desire and hunger for it and can teach, preach and pray its establishment on earth, our *experiences may be periodic and brief*. With every generation, we will need to teach and re-educate students the value of multiethnicity. With each group, new conflicts will emerge. Even campuses that are very diverse demographically and hold multiculturalism as a strong community value experience the tension of the now and the not yet.

Who do you (and your planting team) want to reach? Given your level of cross-cultural awareness, knowledge and skills, given the demographics of the campus, and given how diverse the planting team reflects the group you hope to become, whom can you *effectively* reach? Once you’ve identified missional Christians with strong gathering skills and relational connections in different segments of the campus, give them support. Missional Christians (MCs) should never go it alone. Just as Jesus sent out the Seventy in pairs, so should we send them to different community bodies on campus. It is helpful if missional Christians can gather at least a small group (seven or more) so the subdominant group has a significant “presence” when they attend the whole group gathering. Encourage these mobilizers to stay in their social networks. Shepherding that group may be a more significant contribution than plugging them into a different part of the leadership structure.

When the students or faculty they bring attend a Gathering Event they may wonder, *Will this InterVarsity chapter work for me?—Can I be myself? Can I develop meaningful relationships? Can I trust that I will be treated fairly?* As you move through the planting stages, cultivate an atmosphere that reflects various discipleship methods, food choices, and musical worship. Consider activities that attract both genders and whether students from





all socioeconomic backgrounds can afford the social activities. When you hold Gathering Events, invite speakers of both genders and speakers from different preaching traditions.

Whether ethnic minority students live at home or on campus, particularly in areas of the country where they are noticeably subdominant, they may have a higher felt need for a place where they do not have to translate, can relax and be themselves. If that place is not in an ethnic-specific club or at home, you may need to provide that type of space within the fellowship.

**Leadership.** As you look for missional Christians, are you intentionally going to different geographical segments of the campus to reach missional Christian leaders that reflect the demographics you'd like to reach? Most natural leaders will already be in leadership positions in other non-religious organizations. Keep an eye out for ethnic minority student leaders in ethnic-specific clubs. Of these leaders, who is open to spiritual things that you can develop into a missional Christian? Who are the natural gatherers and leaders within those groups who can naturally invite and bring others? As you move from having a core group to a leadership team, evaluate your preparedness to welcome new members and read books<sup>10</sup> that can help you better understand the history of different ethnicities and ethnic identity development. Consider whether the students or faculty you are working with are from high or low power distance cultures<sup>11</sup> and discuss how to bridge the gap between the different ways you lead and communicate. In addition to leading discussions on ethnic identity development, do missional activities together (e.g., gathering activities, evangelizing) and within that context develop skills, language and understanding as you debrief how diversity plays out in discipleship and leadership tasks. Become more self-aware of how you tend to lead and what you look for in leaders as you select and affirm them.

#### ***What if my chapter is not visibly multiethnic?***

In many cases, that is fine. In fact, we believe it is very strategic to have ethnic-specific and focused ministries that inherently minister to primarily one culture. In addition, U.S. history, immigration patterns, geographical realities, the type of students a college/university or academic discipline draws and racial demographics are all significant factors that play into how diverse a chapter can look. But, what it does mean is that we desire for every chapter to live out God's purposes by being multiethnic in vision, values and actions.

#### ***What if some ethnic minority students aren't attracted to the multiethnic chapter?***

Ethnic specific small groups or chapters may be a solution. The future of church planting and perhaps chapter planting is that millennial students want a community where their passions can be lived out. How can you release missional Christian leaders to develop relationships and lead different subgroups on campus under the rubric of InterVarsity's purpose and vision?



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### ***How does multiethnicity work out in an ethnic-specific or focused ministry?***

The value of multiethnicity may be experienced by participants in a predominantly, homogeneous group as they attend area and regional training events, urban and global programs and national events like Urbana. But, there are many more opportunities to nurture the value. If other InterVarsity chapters exist on campus, intentional partnerships (e.g. joint prayer gatherings, outreach events or training opportunities) may begin the journey of greater exposure and opportunity for cross-cultural relationships and a concerted, compelling witness.

As we minister on our college campuses, we (undergraduate, graduate and faculty ministries) need to band together and collaborate in order to achieve our shared goal of reaching the campus in all its diversity. Through corporate prayer, shared vision, racially reconciled relationships and witness we will have greater credibility to influence and bring systemic change to the university world.

**NOTE:** For additional strategy and practical ideas, see *The Multiethnic Journey: Resources for Campus Ministry* DVD series produced by 2100 and the MEM Department, © 2008; the results from the Multiethnicity and Growth research project, 2009; "Building a Multiethnic Ministry" (a PowerPoint presentation) by Marcia Wang, and related articles by the MEM Department found on [www.intervarsity.org/staff/mem](http://www.intervarsity.org/staff/mem) and [www.intervarsity.org/mem](http://www.intervarsity.org/mem).

<sup>1</sup>Kairos is an ancient Greek word meaning the right or opportune moment.

<sup>2</sup>Keller, Tim. "Why Plant Churches." February 2002, p. 2. [http://download.redeemer.com/pdf/learn/resources/Why\\_Plant\\_Churches-Keller.pdf](http://download.redeemer.com/pdf/learn/resources/Why_Plant_Churches-Keller.pdf)

<sup>3</sup>Pike, Gary R. and George D. Kuh. "Relationships among Structural Diversity, Informal Peer Interactions and Perceptions of the Campus Environment." *The Review of Higher Education*, Summer 2006, Volume 29, No. 4, pp. 425–450.

<sup>4</sup>Carnevale, A. P., and Fry, R. A. "Crossing the great divide: Can we achieve equity when generation Y goes to college?" Princeton, NJ: Educational Testing Service, 2000.

<sup>5</sup>Cortes, C. "Pluribus & Unum: The quest for community amid diversity." *Change*, vol. 23, no. 5, pp. 8–14, 1991.

<sup>6</sup>Association of American Colleges and Universities. "American pluralism and the college curriculum: Higher education in a diverse democracy." Washington, DC: 1995.

<sup>7</sup>Barkat, Samuel, Hayner, S., and members of the Task Force for a Theology of Multiethnicity. InterVarsity's commitment to multiethnicity and biblical reconciliation can be found in "The Commitment of InterVarsity to Biblical Multiethnicity" and "Multiethnic Ministry in InterVarsity." Presented January 8–10, 1995 at the 1995 Multiethnic Gatherings, Chicago, IL.

<sup>8</sup>"Options for Building Multiethnic Chapters" Original Document written by Neil L. Rendall and Sam Barkat in 1992-1995. Updated by Neil L. Rendall in 2006. Updated by Phil Bowling-Dyer and Kylene Hong in 2008.

<sup>9</sup>Yep, Jeanette, Chairperson. "Report of the Multi-Ethnic Committee" December 4–6, 1986, Yahara Center, Middleton, WI.

<sup>10</sup>Wang, Marcia. "Building a Healthy Diverse Team," located under Supervision on the MEM staff website.

<sup>11</sup>Hofstede, Geert. Hofstede's Cultural Dimensions, <http://www.geert-hofstede.com>.



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# SPIRITUAL AUTHORITY

## 1 SAMUEL 17

### *Pre-study questions:*

1. What does it mean to have spiritual authority in the context of ministry?
2. How is spiritual authority different from youthful arrogance?
3. How would you distinguish spiritual authority from the confidence that comes from experience and success in ministry?

### *Manuscript study*

- 1 Now the Philistines gathered their forces for war and assembled at Sokoh in Judah. They pitched camp at Ephes Dammim, between Sokoh and Azekah. Saul and the Israelites assembled and camped in the Valley of Elah and drew up their battle line to meet the
- 5 Philistines. The Philistines occupied one hill and the Israelites another, with the valley between them. A champion named Goliath, who was from Gath, came out of the Philistine camp. His height was six cubits and a span. He had a bronze helmet on his head and wore a coat of scale armor of bronze weighing five thousand shekels; on
- 10 his legs he wore bronze greaves, and a bronze javelin was slung on his back. His spear shaft was like a weaver's rod, and its iron point weighed six hundred shekels. His shield bearer went ahead of him. Goliath stood and shouted to the ranks of Israel, "Why do you come out and line up for battle? Am I not a Philistine, and are you not
- 15 the servants of Saul? Choose a man and have him come down to me. If he is able to fight and kill me, we will become your subjects; but if I overcome him and kill him, you will become our subjects and serve us." Then the Philistine said, "This day I defy the armies of Israel! Give me a man and let us fight each other." On hearing
- 20 the Philistine's words, Saul and all the Israelites were dismayed and terrified. Now David was the son of an Ephrathite named Jesse, who was from Bethlehem in Judah. Jesse had eight sons, and in Saul's



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1 time he was very old. Jesse's three oldest sons had followed Saul  
to the war: The firstborn was Eliab; the second, Abinadab; and the  
third, Shammah. David was the youngest. The three oldest followed  
Saul, but David went back and forth from Saul to tend his father's  
5 sheep at Bethlehem. For forty days the Philistine came forward every  
morning and evening and took his stand. Now Jesse said to his son  
David, "Take this ephah of roasted grain and these ten loaves of  
bread for your brothers and hurry to their camp. Take along these  
ten cheeses to the commander of their unit. See how your brothers  
10 are and bring back some assurance from them. They are with Saul  
and all the men of Israel in the Valley of Elah, fighting against the  
Philistines." Early in the morning David left the flock in the care of a  
shepherd, loaded up and set out, as Jesse had directed. He reached  
the camp as the army was going out to its battle positions, shouting  
15 the war cry. Israel and the Philistines were drawing up their lines  
facing each other. David left his things with the keeper of supplies,  
ran to the battle lines and asked his brothers how they were. As he  
was talking with them, Goliath, the Philistine champion from Gath,  
stepped out from his lines and shouted his usual defiance, and David  
20 heard it. Whenever the Israelites saw the man, they all fled from him  
in great fear. Now the Israelites had been saying, "Do you see how  
this man keeps coming out? He comes out to defy Israel. The king  
will give great wealth to the man who kills him. He will also give  
him his daughter in marriage and will exempt his family line from  
25 taxes in Israel." David asked those standing near him, "What will be  
done for the man who kills this Philistine and removes this disgrace  
from Israel? Who is this uncircumcised Philistine that he should defy  
the armies of the living God?" They repeated to him what they  
had been saying and told him, "This is what will be done for the  
30 man who kills him." When Eliab, David's oldest brother, heard him  
speaking with the men, he burned with anger at him and asked,  
"Why have you come down here? And with whom did you leave



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1 those few sheep in the wilderness? I know how conceited you are  
and how wicked your heart is; you came down only to watch the  
battle." "Now what have I done?" said David. "Can't I even speak?"  
He then turned away to someone else and brought up the same  
5 matter, and the men answered him as before. What David said was  
overheard and reported to Saul, and Saul sent for him. David said  
to Saul, "Let no one lose heart on account of this Philistine; your  
servant will go and fight him." Saul replied, "You are not able to go  
out against this Philistine and fight him; you are little more than a  
10 boy, and he has been a warrior from his youth." But David said to  
Saul, "Your servant has been keeping his father's sheep. When a lion  
or a bear came and carried off a sheep from the flock, I went after  
it, struck it and rescued the sheep from its mouth. When it turned  
on me, I seized it by its hair, struck it and killed it. Your servant has  
15 killed both the lion and the bear; this uncircumcised Philistine will be  
like one of them, because he has defied the armies of the living God.  
The LORD who rescued me from the paw of the lion and the paw of  
the bear will rescue me from the hand of this Philistine." Saul said to  
David, "Go, and the LORD be with you." Then Saul dressed David in  
20 his own tunic. He put a coat of armor on him and a bronze helmet  
on his head. David fastened on his sword over the tunic and tried  
walking around, because he was not used to them. "I cannot go  
in these," he said to Saul, "because I am not used to them." So he  
took them off. Then he took his staff in his hand, chose five smooth  
25 stones from the stream, put them in the pouch of his shepherd's  
bag and, with his sling in his hand, approached the Philistine.  
Meanwhile, the Philistine, with his shield bearer in front of him, kept  
coming closer to David. He looked David over and saw that he was  
little more than a boy, glowing with health and handsome, and he  
30 despised him. He said to David, "Am I a dog, that you come at me  
with sticks?" And the Philistine cursed David by his gods. "Come  
here," he said, "and I'll give your flesh to the birds and the wild



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1 animals!" David said to the Philistine, "You come against me with sword and spear and javelin, but I come against you in the name of the LORD Almighty, the God of the armies of Israel, whom you have defied. This day the LORD will deliver you into my hands, and  
5 I'll strike you down and cut off your head. This very day I will give the carcasses of the Philistine army to the birds and the wild animals, and the whole world will know that there is a God in Israel. All those gathered here will know that it is not by sword or spear that the LORD saves; for the battle is the LORD's, and he will give all of you  
10 into our hands." As the Philistine moved closer to attack him, David ran quickly toward the battle line to meet him. Reaching into his bag and taking out a stone, he slung it and struck the Philistine on the forehead. The stone sank into his forehead, and he fell facedown on the ground. So David triumphed over the Philistine with a sling and  
15 a stone; without a sword in his hand he struck down the Philistine and killed him. David ran and stood over him. He took hold of the Philistine's sword and drew it from the sheath. After he killed him, he cut off his head with the sword. When the Philistines saw that their hero was dead, they turned and ran. Then the men of Israel  
20 and Judah surged forward with a shout and pursued the Philistines to the entrance of Gath and to the gates of Ekron. Their dead were strewn along the Shaaraim road to Gath and Ekron. When the Israelites returned from chasing the Philistines, they plundered their camp. David took the Philistine's head and brought it to Jerusalem;  
25 he put the Philistine's weapons in his own tent. As Saul watched David going out to meet the Philistine, he said to Abner, commander of the army, "Abner, whose son is that young man?" Abner replied, "As surely as you live, Your Majesty, I don't know." The king said, "Find out whose son this young man is." As soon as David returned  
30 from killing the Philistine, Abner took him and brought him before Saul, with David still holding the Philistine's head. "Whose son are you, young man?" Saul asked him. David said, "I am the son of your servant Jesse of Bethlehem."



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## DISCUSSION QUESTIONS

### *Things to look for and discuss:*

1. What is the central problem in this story and why does it persist?
2. What do you see in David's response?
3. How is he perceived by others?
4. How do you see spiritual authority being demonstrated?

*Scripture taken from the HOLY BIBLE, TODAY'S NEW INTERNATIONAL VERSION®.  
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## VISION EVALUATION

*A clear and compelling vision is a critical building block for a chapter plant, and has to be shared constantly. Here is an evaluation tool that can help you assess how you are doing in this area:*

***Your vision communication is...***

**EXCELLENT** — Can communicate a clear, compelling vision for his/her plant; knows what it will look like; integrated philosophy of ministry; can get others excited about vision; others consistently are attracted to vision, his/her followers are willing to sacrifice for the vision.

**ABOVE AVERAGE** — Can articulate vision quite well, but others aren't quite as excited as he/she is; knows how most of the pieces of the vision will fit together in reality; will make some sacrifices to see the vision a reality.

**AVERAGE** — Understands pieces necessary for chapter planting, and is beginning to put them all together; is personally inspired by vision, but others don't seem to understand as well.

**BELOW AVERAGE** — Vision vague and non-specific; unable to put pieces of vision together to form a complete piece; others hesitant to commit to the vision; vision lacks passion and immediacy.

**UNACCEPTABLE** — Unable to articulate any clear vision for a new plant; unable to integrate a credible philosophy of ministry; others don't understand what the focus is; unable to convince anyone to sacrifice for the vision.

Vision helps remind you why you are there on campus and why you are sacrificing for it. Our goal is to help you prepare well-organized vision-casting talks:

- 30 seconds (the "banner headline" version)
- 10 minutes (the "info table" version)
- 30 minutes (the "gathering" version)

Your talk needs to be well-planned (introduction, main body, conclusion) and in your own style and context (fitting your audience). So what is that kind of talk like?

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# ANATOMY OF A GOOD VISION TALK

## Poetry and Reason

*There are essentially two ways to make a point in speaking: one is aesthetic, the other is logical. A good talk will make an appeal through both means. One employs reason as the tool for persuasion, the other uses poetry to illustrate or illuminate. One speaks to the left brain, the other to the right brain. One speaks to the head, the other to the heart. Even the individual points of a talk are made through one or both of these approaches.*

**Reasoning:** to discover, formulate or conclude on rational grounds (left brain)

**Illustrating:** to make clear, to brighten (right brain)

*Some tools for reasoning and illustrating:*

- **Narrative** (telling a story, personal or otherwise) \_\_\_\_\_
- **Scripture** (finding support in the Bible) \_\_\_\_\_
- **Scripture Narrative** (re-telling biblical stories) \_\_\_\_\_
- **Analogy** (making a comparison of two things that are alike) \_\_\_\_\_
- **Example** (describing a group of ideas, events, results, etc., by citing one) \_\_\_\_\_
- **Quotation** (citing a known, credible source) \_\_\_\_\_
- **Humor** (highlighting error or common experience, using the unexpected) \_\_\_\_\_

*A good story:*

- is not overly long
- is detailed enough to help listeners be drawn into the experience
- illustrates the point of the talk

*What should be true of all good vision talks? What is the anatomy of a talk that persuades both the heart and the mind?*



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## COMMON ELEMENTS

**Clear:** Your talk needs to be memorable. It is possible to succeed as a speaker but not as a vision caster. In other words people can “like your talk” but not really remember it or be able to discern what you were trying to accomplish through it.

**Repeatable:** Similarly, unlike other talks, you are not just trying to call for life change but you are trying to communicate and recruit for a vision. Therefore, people need to be able to repeat what your vision is 30 minutes after your talk is over. A good rule of thumb is, “If you don’t repeat it, they won’t either.” It has to be short enough to be remembered but long enough to say what you mean. It has to be authentic enough to be real out of your mouth but common enough to be real out of theirs as well.

**Beautiful and compelling:** A vision talk, like a vision, has to be compelling. It has to tap into the audience’s core desires. What do they really want? Is it significance? Belonging? Success? Acceptance? To make history? To have peace? Answer their question—try to paint a picture of how your vision will accomplish that.

**Possible:** A vision talk has to call for more than they believe they are capable of doing individually, but not outside of reasonable limits. It may sound beautiful but it also has to pass the test of logic—can what you are saying really be done? Having God as a player obviously expands the possibilities but it is your responsibility to show how he makes it possible.

**Deep:** Just like you have to connect to core desires, you have to acknowledge the sacrifice of surface desires. Something great is not possible without cost. People know that. We have to clearly show how we are calling people to something that is costly and that it will not succeed without sacrifice, but that the things we will be called to sacrifice are not as valuable to us as the vision and the core desires it promises.



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# VISION TALK PREPARATION

## Ten Things to Remember

- 1. Do it.** Preparation and prayer are not separate; they are both parts of the same process.
- 2. Analyze your audience.** Who are you talking to? What are their needs? How can you help them grow? How can you personalize what you are going to say? How many non-Christians will be there? Etc.
- 3. Set a goal.** Decide your goal for the talk and what you hope happens in the students' lives. (What is the life change you are hoping for?) Then decide if your approach is going to be topical or expositional. Are you going to speak from a passage? A topic? Write your goal at the top of your talk.
- 4. Compile.** Allow enough time to collect illustrations for your talk. Get fresh insights from God and others on your topic or passage.
- 5. Choose an outline that fits you.** Consider how to best organize your talk.
- 6. Open and close well.** Take extra time to think about your introduction and conclusion. Your conclusion is one thing your audience will remember.
- 7. Get your transitions down.** No matter how loose your outline, you need to have your transitions in place and have thought about the particular wording you will use. Search out delightful words.
- 8. Make sure your points communicate your goal.** Consider your goal and ask if the points you are making will help that to happen or not.
- 9. Flow.** A good talk is like a conversation; it should flow from one point to the next. Make sure you are not jumping around or trying to fit two talks into one. Use both logic and aesthetics as a guide for this.
- 10. Call for life change.** Make sure your message is empowered with good application. Don't make application an after-thought or the thing that gets left till the end. Find ways to weave it in to the whole talk. *Remember, your talk won't have credibility unless you are living out your application in your own life as well.*



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# VISION WORKSHEET

How will you open?

How will you articulate your vision?

How will you illustrate it with stories and examples?

How will you connect to desire?

How will you call for sacrifice?

How will you close?

.....  
Vision: An attractive picture of an attainable reality.—Rich Lamb



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PLANTING ESSENTIALS: AUTHORITATIVE VISION *(from God, for growth)*

STAGE 1

What key things about your ministry do you want to communicate to every new person you meet on campus?

What would you say to a person at an outreach table or informal setting?

What talks and Bible studies do you want to develop to help students and faculty embrace the vision, values and purpose of the chapter?

STAGE 2

What are some ways you can help students and faculty have spiritual conversations with their friends or faculty colleagues?

What resources will help you do this?

How will you give students and faculty vision to launch Preview Gatherings?

How will you inspire core members to become leaders next year?

STAGE 3

How will you help leaders get behind the vision for NSO and small group ministry?

How will you continue to build ministry values in the chapter as new people join?

STAGE 4

How will you help leaders get behind the vision for an evangelistic outreach?

What events do you want to use to call new members to become next year's leaders?



# 4



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# EVANGELISM STARTS NOW!

## *Setting an Evangelism Foundation in a Chapter Plant*

*Terry Erickson, National Director of Evangelism*

I used to play a lot of basketball as a young campus staff worker. I would play with college students, in city leagues and in pick-up games on outside playground courts. I enjoyed the competition, and the good feeling that comes after playing hard.

One year I wasn't getting enough basketball so I decided to start my own basketball league. I started the Milwaukee County Church Basketball League. I formed the league so that it would be competitive, and focus on outreach to non-Christians. Since I was the league organizer I could set the league rules. One rule I established was to allow each team to have two outside players, i.e. not involved in the church, on their roster. In most cases, these outside players were the team's best two players. This rule helped keep the league competitive and evangelistic. One advantage of being the person who starts a new activity is you can determine the goals, values and direction of that endeavor.

This is also true when we start a new ministry, like planting a new chapter. In the beginning, the chapter planter can establish the group's values, vision, goals, and ministry philosophy. It is much easier to set these up in the beginning of a ministry rather than trying to change them in an existing group.

A leader of a new ministry is in a great position to shape the future of that ministry. The potential members look to the leader for direction, and will follow the leader's example. What they say is important, but what they do, is equally if not more important, in shaping the group. We can never underestimate the power of modeling the values we want practiced in our group.

There are many possible values for you to model in the beginning stages of a chapter plant. One value that is essential for you to model from the start is evangelism. If you want your new group to be a witnessing community you must model an evangelistic lifestyle. Here are some evangelistic activities that you can do during the initial stages of the chapter launch that will establish evangelism as a value in your group.

1. Pray for non-Christians during your group prayer times.
2. Ask your potential members about their personal evangelism.
3. Lead a GIG with the non-Christian contacts you are making.

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4. As you identify missional Christians, ask to meet their non-Christian friends. This models your interest in their non-Christian friends and demonstrates how to engage non-Christians in spiritual conversation.
5. Spend time each week doing conversational evangelism with your new members.
6. Establish a tradition of celebrating conversions. This allows everyone to share in the joy of new spiritual birth.
7. Plan some evangelistic outreach during your first semester to encourage your members to work together in outreach, and demonstrate to the campus that you are committed to proclaiming the good news of Jesus Christ.

I don't play basketball much anymore, but I still like to start new ministries. It gives me great joy to watch a group grow, and practice actions that I have modeled for them during the earliest stages of the group.



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# NETWORK PLANNING WORKSHEET

1. List the contacts you have on campus (church pastors, college groups, faculty, staff, etc.).

List contact information (phone numbers, email addresses).

2. Where do students gather? Make a list. Where is the heaviest foot traffic?

3. If possible, when could you put a table in these locations?  
What steps will I need to go through to get permission?  
Who might join me at the sign-up table?

4. What information do you need to have on the sign-up sheet?

5. How will you follow up the contacts you will make?



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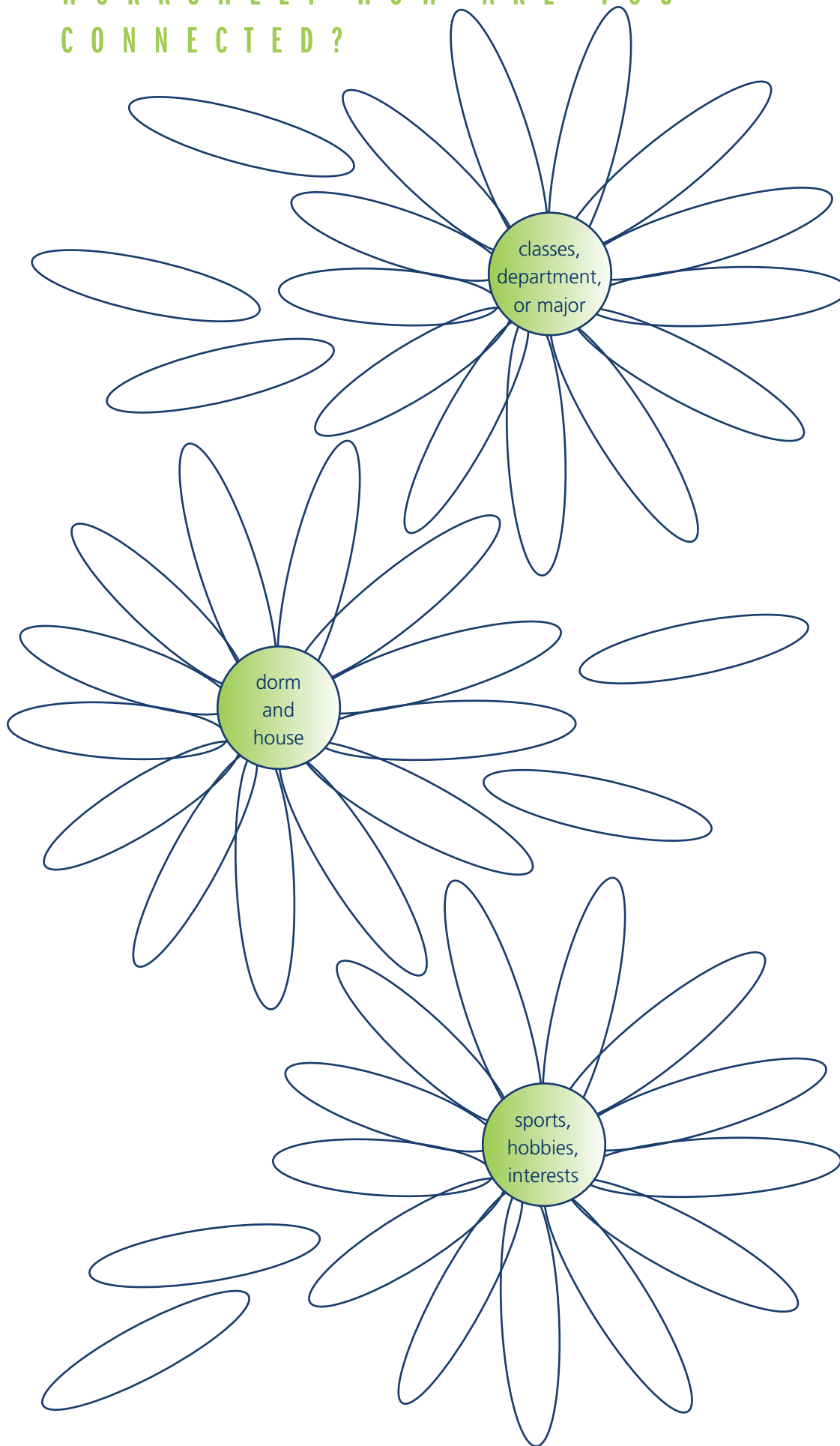
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# WORKSHEET - HOW ARE YOU CONNECTED?



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## HOW ARE YOU CONNECTED?

*Discussion Questions - to be used with a group of students and/or faculty.*

1. What does this worksheet show you about your relational networks on campus?
2. What groups do you have the strongest connections with?
3. What groups would you like to be more connected to?
4. What groups or individuals show signs of spiritual interest?
5. Which ones would you be willing to invite to the next InterVarsity event?
6. How can you invite friends from InterVarsity into your networks?



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# E F F E C T I V E   S T R A T E G I E S

## *Contacting the First 20-30 Students and Faculty*

### **1. Have an attractive, engaging outreach table.**

- Look large! Use 2100 materials and InterVarsity giveaways.
- Offer drinks and treats.
- Be able to clearly explain programs and purposes.
- Make clear invitation to upcoming events.
- Use interest cards with a variety of options.
- Try to get to know people!

### **2. Attend orientation events that are planned by the university for new students.**

### **3. Develop a personal contact/networking strategy.**

- Be organized—keep notes!
- Help Christian students and faculty identify their relational networks.
- Have Christian students and faculty share their networks with you (and each other).

### **4. Hold easy-invite events (fun, interactive).**

- Usually don't take a lot of planning/preparation.
- May meet practical needs of students and faculty or community.

### **5. Hold a high-visibility event.**

- Takes more planning, may need donations/funding.
- Open to whole campus.
- Brief, effective “commercial” for InterVarsity.
- Outreach table, etc.

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## **6. Pursue intentional involvement with other student groups.**

- Identify and affirm common purposes, values.
- Possibly start focused small group Bible studies.
- Doing so involves members who already have relational networks outside InterVarsity!

## **7. Build trust with RAs and campus administration.**

- Find out their goals, challenges, and ways you can support them.
- Offer to partner with them to meet the spiritual needs of students and faculty.
- Establish open lines of communication in case there is ever a problem.
- Ask if you (or better, a student) can make an announcement at floor meetings or other appropriate meetings.

## **8. Dorms: hang out early, hang out often!**

- Participate in “Dorm Move-In” programs (or start your own). Wear InterVarsity T-shirts, have flyers to hand out, serve drinks, offer rides to the store, etc.
- Find a “home base” as soon as possible and work from there (Luke 10:5-7). There may be more than one person who welcomes you—the more home bases, the better.

## **9. Follow up**

- This is critical—your outreach is only as good as your follow-up!
- Have a goal to follow up all contacts and interest cards within 24-48 hours.
- Take new members around with you to meet them.
- Don’t give up too soon—some people need to be invited more than once before they will show up to something.



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## O U T R E A C H   E X E R C I S E - R E F L E C T I O N

What was your role on the team? What was your main contribution?

What did you find challenging or uncomfortable about the exercise?

**Coaches:** What did you notice about the way the team approached this exercise? What were their strengths? And what were their weaknesses?

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## PLANTING ESSENTIALS: OUTREACH *(engaging new students)*

### STAGE 1

What will you do to make your first 20-30 contacts on campus? How will you attract missional Christians and engage students and faculty with God's vision for the campus? Think of a multi-faceted approach!

What are some ways you can lead your new members in evangelism on campus?

### STAGE 2

Use the Networks Worksheet. Which students and faculty will fill out the worksheet? What specific follow-up plans will you use?

What training will these students and faculty need to effectively invite their networks?

### STAGE 3

What strategies and programs will you use for your first NSO?

Do you have a clear, personal method for follow-up?

### STAGE 4

How will you maintain a welcoming, inviting culture in the chapter? How will you involve new members in welcoming more people?

What is the most creative and comprehensive promotional strategy you can implement for your evangelistic event?



# 5



## GATHERING & BUILDING



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## GATHERING NEW STUDENTS AND FACULTY

**1. People will come only if they are invited. Spend extensive time developing the word-of-mouth system. Ask yourself these questions:**

- Are my people sufficiently motivated and excited about our ministry so that they will invite people they meet?
- Do we have small groups or events that make it easy to bring friends to?
- Have I provided our people with tools for inviting others?
- Am I as the planter still meeting new people and inviting them?

**2. Use a rhythm of outreach** to develop good opportunities to invite people. For example:

- The first meeting of the month is devoted to an outreach-oriented event or Bible study.
- August/September and January/February can be targeted as outreach months, and then the cycle continues to have more Christian-targeted meetings until the next outreach month.

**3. Offer as many front doors** as possible to your fellowship. For example:

- Service projects
- Small group Bible studies
- Large group meeting
- Leadership meeting
- Conferences
- Training events
- Outreaches
- Social events

**4. Find the gatherers and spend time strategizing** how they can reach their webs of networks. It is worth the time to identify and work with gifted gatherers to empower them to bring as many people as they can.

**5. Do not rely on it but think about your publicity.** Use direct mail to get a large influx of visitors. Unless this is done well, it will disappoint.

**6. Set up tables again.** Go back to what works. If you meet students in the beginning through tabling or just meeting with people, then **keep doing that.**

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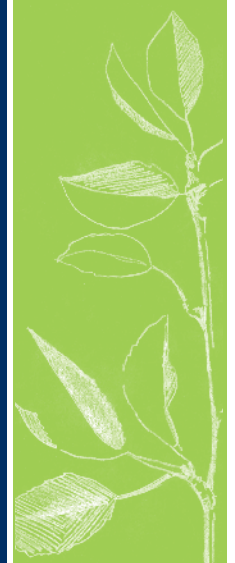
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## OUTREACH EVENTS VS. GATHERING EVENTS

*What's the difference?*

### OUTREACH EVENT

Seeks to connect with students and faculty who are **not yet involved** in the chapter.

**Engages** potential members with the vision and mission of the chapter, or, if the event is evangelistic, it aims at presenting the gospel and inviting people to follow Jesus.

Tends to be **publicized broadly**, generally open to anyone who is interested.

Key challenge or invitation is to **investigate** Jesus, **become a follower** of Jesus, or **get involved** with the Christian community on campus.

Are often **excellent projects for core members to rally around**, increasing their commitment to the mission of the chapter.

### GATHERING EVENT

Seeks to connect with students and faculty **currently involved** with the chapter on some level.

**Forms community** around the vision and mission of the chapter.

**Personal invitations** are given to those with potential to become core members.

Key challenge or invitation is to **increase involvement** in the mission of the chapter and to **pursue deeper fellowship** with one another.

**Inspires and calls the core to reach the campus.** Invites new people and fringe members to come to Core Meetings and become more involved in our mission.

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## RETENTION

*Good visitor flow will only produce growth if you can keep some of those visitors. Addressing that factor will mean dealing with the strategy and quality of the events that students are visiting. Here are a couple of tips for making these meetings something that students will feel good about.*

**1. The space principle.** Think sardines in a can. It is best to have a room that is full. At first you want to think about reserving space that will shrink to fit your group. As the group grows so can the room, but you want it to be standing room only if you can. Forty people packed into a small room will seem exciting, while 40 in a room that holds 150 will seem sad and embarrassing. Same number of people, just better planning based on understanding group dynamics.

**2. Student and faculty leadership.** Students and faculty who are involved in leading will be more likely to invite people, and other students and faculty will be more gracious about the quality of the event. If it seems like professionals are leading everything, expect a higher level of mistrust and criticism.

**3. Encounter.** Your meetings do not have to be perfect to keep people coming back, but they do need to be places of genuine encounter. If people feel like they have had a meaningful encounter with people or with God, they are likely to come back. If they have both, all the better. Make your meetings places of interaction, so that community can be formed and God can be encountered.

## BACK DOOR LOSS

*Sometimes when visitors are coming and retention is high, growth is still arrested because of back door loss. Students and faculty who have been coming and who no longer warrant attention or follow up can begin to slip through the cracks. For this reason, back door loss is also a concern for the planter to consider.*

**Funnel people into leadership** and service roles as soon as possible by inviting potential missional Christians into the Core.

**Have your leaders keep up with everyone.** Everyone should be the responsibility of someone. Develop a plan for keeping up with people and use your leaders to do it.

**Deepen content.** If you have a high rate of back door loss, it could be because your meetings are too simple. Focusing on visitors or the lowest common denominator may help at first, but people will only stay if they feel like the group is growing with them.



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## HOW IS A CORE GROUP DIFFERENT FROM A LEADERSHIP TEAM?

### LEADERSHIP TEAM

A leadership team comprises various defined leadership positions or roles. These positions usually last for a full year or at least a semester.

People are selected and asked to commit to a **leadership role** or position based on interest, character, skills and availability.

Teaching/training may be specific to the role (for example, Small Group Leaders Training). While the leadership team continues to deepen their understanding of discipleship, community and biblical leadership, significant attention is given to **doing the tasks** involved in the **leadership role**.

The chapter's vision and mission has already been embraced by the leaders. They have made a **formal commitment** to it and each other. They are seeking ways to influence and involve others in the chapter's mission.

### CORE GROUP

No "permanent" roles have been defined yet. Temporary roles are set up to accomplish certain things like a day of outreach, a gathering event, an evangelism project, a small group Bible study or a GIG. Members can be added to the Core Group at any time in the semester or quarter.

People are entrusted with **tasks**, depending on the event or project, and their interest. Because of the temporary nature, the commitment is short term, and the selection and assignment process may be done during a Core Group meeting. It gives you a chance to see how they handle responsibility, how they lead others, how they recruit help, how they plan, procrastinate, communicate the event to others, etc.

Teaching/training is primarily about **being** a disciple of Jesus, **becoming** a missional community and **developing** the inner character of a Christian leader. Without this foundational focus, the students and faculty tend to reduce their ministry to simply carrying out a set of tasks. In doing so, they risk failing to deeply commit to discipleship, the community or its mission.

The chapter's vision and mission is being **communicated and demonstrated** by the Planter, and the Core members are becoming **increasingly involved in carrying it out**.

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Overall, the emphasis for the Core Group is not on the tasks, positions or roles. It's on the deeper spiritual transformation of the members, their becoming a community, and their engagement with the mission. So your meetings with them ought to be built around those priorities. Scripture study/ reflection/discussion and prayer for the fellowship and the campus need to be regular components for the Core. The *Sketches of Leadership* series is very effective with Core Groups, because they're designed with leaders or potential leaders in mind. When choosing Sketches, think strategically so that it builds on the themes you want to see your Core grow in.

Finally, it's important not to have them learn in a passive, inactive way. Get your Core actively applying what they learn. Put them in situations, predicaments, conversations and activities that help them tangibly grasp what you are teaching.

The "Stage 2 Wave" (pages 5.06 to 5.10) describes a rotating schedule of events and meetings that you can use with your Core as it becomes ready. It has two key events that the Core is involved in hosting: Gathering Events and Outreach Events. Don't try to simply follow the seven week timeline as it's pictured. It's just meant to give you the main components. You need to figure out what the best rhythm is for the chapter. You can start with one or two of the events, and involve everyone in your Core to pull it off. Having something like a Gathering Event or Outreach Event is energizing for the Core and helps them engage with the vision/mission you are sharing with them.

If you are already leading one or more small group Bible studies, you can develop Core members in those groups by helping them lead the study once in a while. Small groups are an extremely important opportunity to give leadership tasks and see what people do with it. Always be looking for ways to invite small group members to partner with you in some way to further the mission of the small group!



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## FINDING A RHYTHM: THE STAGE 2 WAVE

### *Momentum for a Chapter Launch*

#### INTRODUCTION

By Stage 2, you have already identified a number of Missional Christians (MCs) and Potential Missional Christians (PMCs). It's crucial to begin partnering with them to accomplish larger Outreach events and efforts, and to host chapter Gathering events that inspire and build momentum. The Core Meeting is your most important structure in this stage, because it's the place where community is forming around the vision and mission. It's also the place from which future leaders will emerge.

Since so many "established" InterVarsity chapters (especially undergrad) operate with weekly LG meetings, SG meetings, leadership meetings, etc., it's natural for Planters to try to replicate those meetings and their schedules as soon as possible. *This is a huge mistake.* It usually demands too much of the Planter to plan and host all those meetings, and it saddles Core members with "program-logistics" to the extent that they no longer have time for evangelism or other missional experiences. Ultimately, these meetings tend to be uninspiring and fail to build momentum because the Planter is trying to force a structure or schedule that doesn't really fit the chapter's size, people or resources.

The **Stage 2 Wave** (see *the next page*) is simply a concept to help Planters find the right rhythm of meetings, events and gatherings. The goal is to leverage momentum without burdening the Planter or the Core members with tons of planning, logistics and coordination.

Similar to a sound wave graph, the Stage 2 Wave pictures chapter events as "waves" and each wave has a "frequency". The graph lets you see (and plan) events over a semester or quarter. While each of the events/meetings in this graph are important for planting, they are purposely given generic titles so that you *don't* use them. It's up to you (and perhaps your Core Group) to name them as you see fit. Also, you shouldn't try to simply mimic this pattern of events/meetings or it's frequency. This graph is meant to give you the key components and the concept of being creative with the frequency. You should experiment and adjust your Stage 2 Wave as God gives you insight during the year.

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## THE STAGE 2 WAVE DIAGRAM



## DESCRIPTIONS OF WAVES (EVENTS AND MEETINGS)

### GATHERING EVENT

- Seeks to connect with students and faculty currently involved with the chapter on some level.
- Personal invitations are given to those with potential to become core members.
- Key challenge or invitation is to increase involvement in the mission of the chapter and to pursue deeper fellowship with one another.
- Purpose is to build momentum by teaching core values and highlighting real-life examples of missional activity. Also seeks to inspire and call the core to reach the campus. Asks members to take major roles in the next outreach event.

### CORE MEETING

- Purpose is to teach on vision & mission, core values, discipleship, and to get everyone involved in some way with upcoming events or evangelism and outreach (see also p. 5.04).
- This is an open meeting. PMCs from small groups, Gathering Events, etc., should be encouraged and invited to come. "If you want to learn more about our vision and mission on this campus, and would like to help make it happen, then this meeting is for you!"
- An informal (home or apartment) setting may be best for this initially to promote relationships and community. Food may also be an important feature.

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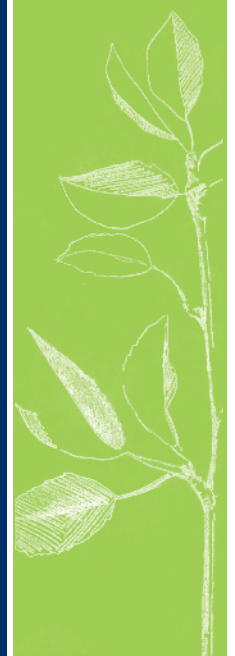
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## OUTREACH EVENT

- Seeks to connect with students and faculty who are not yet involved in the chapter.
- Tends to be publicized broadly, generally open to anyone who is interested.
- Key challenge or invitation is to investigate Jesus, become a follower of Jesus, or get involved with the Christian community on campus.
- Are often excellent projects for core members to rally around, increasing their commitment to the mission of the chapter.



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## STRATEGIC PLANNING OUTLINE FOR STAGE 2 WAVE — SEMESTER PLAN

*How the Wave might look over a semester or quarter*

### WEEK 1: CORE MEETING

- Celebrate your progress
- Hear stories of “putting scripture into practice”
- Develop/expand the Core Members—train the group
- Explain Gathering Strategy
- Review plans for upcoming Gathering Event

### WEEK 2: GATHERING EVENT

- Theme or topic is based on vision/mission
- Excellent welcome and clear statement of “why we’re here”
- May have worship, if the leadership is high quality
- Story/example from core member that illustrates the focus of the event
- Ample time to mingle, interact, introduce people to each other

### WEEK 3: CORE MEETING

- Celebrate what God is doing
- Evaluate the Gathering Event
- Refocus on the mission to reach the campus
- Review plans or upcoming outreach event & explain invitation strategy
  - Consider using the Networks Worksheet with the Group

### WEEK 4: OUTREACH EVENT

- Name the purpose of the event
- Description of the Event
- Desired outcome
- Follow-up strategy and plans



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## WEEK 5: CORE MEETING

- Celebrate what God has done
- Evaluate the Outreach Event
- Review Follow-up Plan
  - o Check in on responsibilities
  - o Problem solve barriers to the plan and make adjustments

## WEEK 6 AND BEYOND: CONTINUE THE PATTERN

- Continue the pattern for the Semester/Quarter as you build momentum.



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## MEETING SETUP CHECKLIST

1. Find and use a room that you can **fill**.
2. If you are stuck with a huge room, use curtains or some other kind of barrier to **close off the excess space**.
3. Try to make the room **warm and inviting**. Think about lighting, seating and what is on the walls.
4. If you can, use a small **portable platform** to increase viewer sight lines.
5. Make sure you have **adequate lighting** up front.
6. If possible, set up fewer chairs than you anticipate and **add back rows** as needed.
7. Find ways to make your group look **as big as possible** in the facility: wider spacing of chairs, seating around tables, etc.
8. Think about having **music playing** as people come in.
9. Set up the room so that people can **interact** with each other.
10. **Offer hospitality**. If you can, serve coffee or something that makes people feel like they can relax.

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## FACILITY CONSIDERATIONS

*When analyzing options for one-day-a-week facility usage, there are many dimensions to consider. The following list summarizes those considerations.*

**Core group proximity:** Is it located to take advantage of core group networking? Is it located so that current members can reasonably invite friends?

**Demographic advantage:** Is it located where long-term demographic trends can be capitalized on to achieve community penetration among those beyond core group networks?

**Space configuration:** Can the space be configured to provide appropriately sized worship space relative to the estimated size of the group? Can the facility accommodate a growth?

**Worship environment:** Is lighting adequate? Is good sound achievable? Can a reasonable effort create an aesthetically appropriate worship environment? Can the space be configured according to group size? Are chairs provided? Is a platform needed?

**Community awareness:** How well known is the location? Do people know “right where that is” or is the location more anonymous? Generally, student unions are best, with classrooms being less well known or accessible, and off-campus locations being the least desirable.

**Accessibility:** How easy is it to get to the location? How easy is it to explain how to get to the location? Is there decent visibility? Can signage easily direct people?

**Equipment:** What equipment is available for use? Chairs? Sound? What are the cost implications?

**Setup and storage:** Can equipment be easily maneuvered in and out of the facility? Is storage available? (This is rarely provided.)

**Cost:** Are there any costs associated with the space? Include time costs.

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PLANTING ESSENTIALS: GATHERING *(forming community)*

STAGE 1

What activities will you plan to help new students and faculty bond with you and each other?

What can you do to build a strong sense of community in your small groups?

STAGE 2

What barriers to community might students and faculty encounter?  
How will you help them overcome these barriers?

How will you build community through prayer, worship, evangelism, and service?

What are some "easy-invite" events that you and core members can use to gather people?

STAGE 3

Who are your best gatherers in the chapter? How will you deploy them during NSO and at other key events?

When planning weekly large group meetings, how will you address the needs of both newcomers and core members?

STAGE 4

How will you keep small group Bible studies focused on inviting, gathering and welcoming new people to chapter events?

Does the core know how to welcome spiritual seekers to participate in chapter life?



# 6



## MISSIONAL LEADERSHIP



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# MISSIONAL LEADERSHIP

## *How Jesus made disciples*

### MARK 1:16-39

- 1 As Jesus passed along the Sea of Galilee, he saw Simon and his brother Andrew casting a net into the sea—for they were fishermen. And Jesus said to them, “Follow me and I will make you fish for people.” And immediately they left their nets and followed him.
- 5 As he went a little farther, he saw James son of Zebedee and his brother John, who were in their boat mending the nets. Immediately he called them; and they left their father Zebedee in the boat with the hired men, and followed him. They went to Capernaum; and when the sabbath came, he entered the synagogue and taught.
- 10 They were astounded at his teaching, for he taught them as one having authority, and not as the scribes. Just then there was in their synagogue a man with an unclean spirit, and he cried out, “What have you to do with us, Jesus of Nazareth? Have you come to destroy us? I know who you are, the Holy One of God.” But Jesus rebuked him, saying, “Be silent, and come out of him!” And the unclean spirit, convulsing him and crying with a loud voice, came out of him. They were all amazed, and they kept on asking one another, “What is this? A new teaching—with authority! He commands even the unclean spirits, and they obey him.” At once his fame began
- 20 to spread throughout the surrounding region of Galilee. As soon as they left the synagogue, they entered the house of Simon and Andrew, with James and John. Now Simon’s mother-in-law was in bed with a fever, and they told him about her at once. He came and took her by the hand and lifted her up. Then the fever left her, and
- 25 she began to serve them. That evening, at sundown, they brought to him all who were sick or possessed with demons. And the whole city was gathered around the door. And he cured many who were

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- 1 sick with various diseases, and cast out many demons; and he would not permit the demons to speak, because they knew him. In the morning, while it was still very dark, he got up and went out to a deserted place, and there he prayed. And Simon and his companions
- 5 hunted for him. When they found him, they said to him, "Everyone is searching for you." He answered, . . .

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## GROUP EXERCISE

### HOW DID JESUS MAKE DISCIPLES?

*a survey of Mark*

**Instructions:** Break up into groups of four to five. Write down the verbs that show what Jesus is doing with or for or to the disciples. In other words, what did Jesus do to influence or develop his disciples? (Note: some things will be implicit, and you will have to choose your own verb to describe it.)

#### Group 1:

1:16-20  
3:7-18  
4:10-13, 33-34  
7:17-23

#### Group 2:

4:35-41  
6:7-13, 30-34  
6:35-44  
7:24-30  
8:1-10, 17-21

#### Group 3:

5:37-43  
6:45-52  
9:2-8  
14:32-41

#### Group 4:

8:27 – 9:1  
9:14-32, 33-36  
10:13-16  
10:35-45

#### Group 5:

13:1-10  
13:32-35  
14:44-50  
16:6-8

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# IDENTIFYING AND DEVELOPING MISSIONAL LEADERS

*Following Jesus' example in Luke 5:1-11, you can use increasing levels of involvement to help you identify and develop potential leaders.*

**1.** Offer **simple ways** for students and faculty to get involved with you on campus. This is not delegating, but asking students to join you in carrying out tasks that may be simple but are still important to the mission.

**2.** How does the student or faculty member respond to evangelistic opportunities? To the needs of other students and faculty they know? Are they willing to make themselves available for God's purposes? Involve the student or faculty member in more **direct ministry** with you.

**3.** In what areas of the student or faculty member's life has **obedience** (to Jesus) been an issue? When have they made a choice to trust Jesus' word more than their own judgment or the opinion of others?

**4.** Encourage the student or faculty member to make steps of **personal sacrifice** for Jesus and the gospel.

**5.** Entrust increasingly important **ministry tasks and influence-roles** to the student. Continue to build partnership in ministry.

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## T O U R   T H R O U G H   A C T S

*These nine passages represent nine different planting lessons or principles and therefore could make a great series of studies for a planting team or a group of young leaders. We suggest reading each passage and then rewrite it using your own campus contexts. Replace the places, people and any pertinent details with your own context. Then see if your team can discern the main planting principle or lesson as it relates to that story. This could be done all at once or over the course of nine weeks.*

**Acts 11:19-26 Sending your best (releasing apostolic leaders).** This might be your motivated freshmen or your veteran leaders that need a new challenge

**Acts 13:1-5 The Holy Spirit told us to.** The vision came directly from the Holy Spirit during a time of prayer and fasting versus a strategic move on their part

**Acts 16: 1-5 Contextualization / discipleship** through pioneering / following up

**Acts 16: 6-10 Revelation through experimentation.** They were trying things, not all of which was on the Holy Spirit's agenda, but the clarifying vision came while they were experimenting

**Acts 16: 11-15 Finding your Lydia (home base).** Looking for who's open, teachable and welcoming and building on that

**Acts 18:1-8 When to move on.** If people aren't accepting or interested in what you have to offer, move on to another part of campus or another campus altogether

**Acts 18:23-28 Identifying, training and empowering** emerging apostolic leaders—Priscilla and Aquilla with Apollos

**Acts 19: 17-22 Continuing after success.**

**Acts 20: 17-24 Laying it all down for the gospel.** The life of a pioneer

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# WORKSHEET - IN YOUR CONTEXT

## PLANTING ESSENTIALS: STUDENT LEADERSHIP

### STAGE 1

What characteristics are you looking for in students and faculty you decide to invest in?

Do you have a discernment process?  
What is it?

How do you plan to impart the vision and values of the ministry to potential core members?

### STAGE 2

What are some practical ways that new core members can be involved in the mission of the chapter plant?  
How can students and faculty get a small taste of leadership?

How will you develop and teach about Christian leadership through these experiences?

What event(s) will you use to inspire and recruit new leaders for next year?

### STAGE 3

Have you planned out the purpose and content of leadership meetings?

How will the value of evangelism be implemented by small groups?

### STAGE 4

What new leadership roles can you offer to students?

What event(s) will you use to inspire and recruit new leaders for next year?

How will you discern which students should (or shouldn't) take certain leadership roles?



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## CATALYTIC EVENTS at EVERY STAGE

*At every stage of a Chapter Plant both Catalytic Moments and Catalytic Events take place.*

### Catalytic Moments

There are times in the life of every chapter plant when you experience a movement of the Spirit in which the students involved in the core team come to a new recognition of the mission. We call these times **catalytic moments** in the life of the plant. You recognize the moment by the changed attitudes of those involved. What seemed impossible before now becomes possible. Spiritual, intellectual, and emotional barriers are removed. The group takes a new step in trusting God and are willing to take a new step in faith. Planters need to be able to recognize these moments in order to partner with what God is doing and encourage the work of the Spirit in the students and faculty they are partnering with. The planter's role is to interpret and describe what is happening so that everyone is better able to recognize that what is happening is from God. Planters help students learn to see the hand of God at work. Students and faculty need to see that this activity is not luck or a random act but rather the work of the Holy Spirit. It's at these times Planters are able to call students to join them in what they see; to join them in a greater act of commitment to the mission and God's kingdom work.

Catalytic moments help us recognize the time is right for catalytic events.

### Catalytic Events

There are also times when the Planter knows that in order to move the group forward, an intentional strategic event must take place. This **catalytic event** propels the group from its current level of involvement in the mission to a greater level of involvement, commitment and/or participation. There is a strong sense that God is present during these critical junctures. The Planter is strategic about planning the content and focus of the event, but there is an uncontrollable, dynamic element of God's presence that transcends our efforts. An important question to ask at each stage of development is, "What would have to take place to take this group to the next level?"

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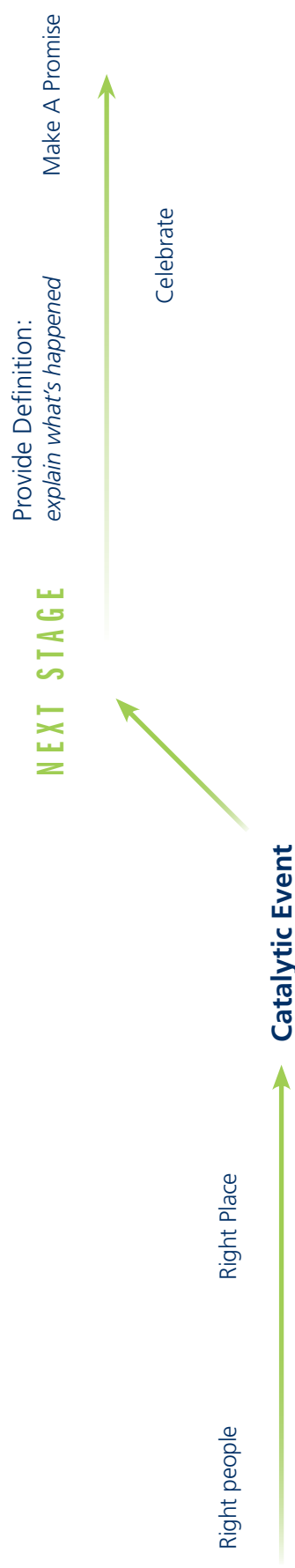
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## CATALYTIC EVENTS

### LUKE 10: 1-24

- 1 After this the Lord appointed seventy-two others and sent them two by two ahead of him to every town and place where he was about to go. He told them, "The harvest is plentiful, but the workers are few. Ask the Lord of the harvest, therefore, to send out workers
- 5 into his harvest field. Go! I am sending you out like lambs among wolves. Do not take a purse or bag or sandals; and do not greet anyone on the road. When you enter a house, first say, 'Peace to this house.' If the head of the house loves peace, your peace will rest on that house; if not, it will return to you. Stay there, eating and
- 10 drinking whatever they give you, for workers deserve their wages. Do not move around from house to house. When you enter a town and are welcomed, eat what is set before you. Heal the sick who are there and tell them, 'The kingdom of God has come near to you.' But when you enter a town and are not welcomed, go into
- 15 its streets and say, 'Even the dust of your town we wipe from our feet as a warning to you. Yet be sure of this: The kingdom of God has come near.' I tell you, it will be more bearable on that day for Sodom than for that town. Woe to you, Chorazin! Woe to you, Bethsaida! For if the miracles that were performed in you had been
- 20 performed in Tyre and Sidon, they would have repented long ago, sitting in sackcloth and ashes. But it will be more bearable for Tyre and Sidon at the judgment than for you. And you, Capernaum, will you be lifted up to the skies? No, you will go down to the depths. Whoever listens to you listens to me; whoever rejects you rejects me;
- 25 but whoever rejects me rejects him who sent me." The seventy-two returned with joy and said, "Lord, even the demons submit to us in your name." He replied, "I saw Satan fall like lightning from heaven. I have given you authority to trample on snakes and scorpions and

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- 1 to overcome all the power of the enemy; nothing will harm you. However, do not rejoice that the spirits submit to you, but rejoice that your names are written in heaven.” At that time Jesus, full of joy through the Holy Spirit, said, “I praise you, Father, Lord of heaven and earth, because you have hidden these things from the wise and learned, and revealed them to little children. Yes, Father, for this was your good pleasure. All things have been committed to me by my Father. No one knows who the Son is except the Father, and no one knows who the Father is except the Son and those to whom the Son chooses to reveal him.” Then he turned to his disciples and said privately, “Blessed are the eyes that see what you see. For I tell you that many prophets and kings wanted to see what you see but did not see it, and to hear what you hear but did not hear it.”

## **MATTHEW 28:16-20**

- 1 Then the eleven disciples went to Galilee, to the mountain where Jesus had told them to go. When they saw him, they worshiped him; but some doubted. Then Jesus came to them and said, “All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.”

*Scripture taken from the HOLY BIBLE, TODAY'S NEW INTERNATIONAL VERSION®. Copyright © 2001, 2005 by International Bible Society®. Used by permission of International Bible Society®. All rights reserved worldwide.*



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## DISCUSSION QUESTIONS:

1. How did Jesus use this to propel his disciples?
2. What does Jesus want them to learn?
3. What is the experience forcing them to learn?
4. What are you learning about Jesus and his priorities?



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PLANTING ESSENTIALS: CATALYTIC EVENTS *(Into the Next Stage)*

STAGE 1

What are your hopes and plans for the Chapter Plant in the next semester/quarter and the next year?

In what ways do you hope the new core members will be playing a role in these things?

How will you begin to give the core a sense of community and vision for the future?

STAGE 2

Design a retreat for the core that communicates the vision in a compelling way and calls for commitment.

Who do you want to be there?

STAGE 3

Design an event that gathers new (or potential) core members to get a compelling presentation of the vision and values of the chapter.

If you were to sit down with core members and map out a Spiritual Growth Plan, what would you recommend for them?

STAGE 4

How will Chapter Camp, Mark Study, Urban Project, Global Project, etc., be used to galvanize core members' passion about and commitment to the chapter's mission?



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### WHAT IT TAKES SPIRITUALLY TO PLANT A CHAPTER

1. Teachability
2. Spiritual Rhythms
3. Personal Balance
4. Living in step with the Holy Spirit

## TEN MISTAKES PLANTERS MAKE

1. Take for granted their **spiritual lives**
2. Believe most people understand **vision** apart from the **incarnation** of it
3. **Work** seven days a week
4. Lead without **creating ownership**
5. Create ownership, but don't **lead**
6. Forget about **fundraising**
7. Think they know more than their **coaches**
8. Spend too much time in the **office**
9. Create their own **model apart** from the four-stage launch
10. Believe their own **sparkling personality** is all they need

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## DEVELOPMENTAL PROBLEMS

1. The planter does not know how to **use his/her time well** in gathering people
2. The planter is not **thinking ahead** to get future agenda items solved (e.g., securing meeting location, lining up the worship team)
3. The planter is not **picking up the group's dynamics** and leadership issues
4. The planter is not getting a handle on the **myriad details** she/he needs to master
5. The planter is not setting **appropriate boundaries** in his/her life
6. The planter is not spending enough time in the most important areas, or in his/her **spiritual gifts and strengths**
7. The planter does not understand how to lay the **groundwork** for future development
8. The planter avoids talking about **commitment and sacrifice**
9. The chapter planter is **unteachable**



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## A P P E N D I X



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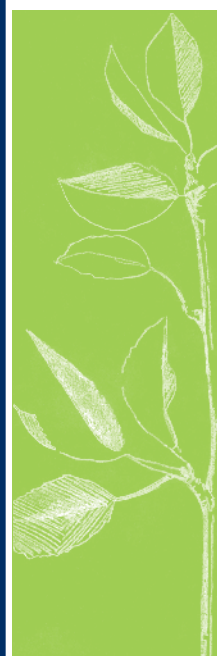
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# GLOSSARY

Missional Christian (MC)	A student or faculty member who is motivated by his or her relationship with Jesus to advance the gospel on their campus, characterized as (a) someone who responds to our mission by becoming personally involved and invested, (b) a student or faculty member who is teachable and has the ability to influence others, and (c) someone who is willing to devote time and resources and to take risks for Jesus' sake.
Potential Missional Christian (PMC)	Someone who exhibits some of the characteristics of a MC, but lacks some important aspects (like motivation, vision, commitment, willingness to learn) and needs to be developed further to realize their potential.
Non-Missional Christian (NMC)	A Christian student or faculty member who isn't personally invested or engaged in advancing the gospel on campus or God's purposes in the world. This person may acknowledge missional concepts as valid, but is typically unwilling to become actively involved in these things when invited. They may attend InterVarsity functions regularly for the social or emotional benefits.
Missional Non-Christian (MNC)	A student or faculty member who is attracted to the vision and mission of InterVarsity, even though they have not made a personal decision to follow Christ (yet). This person is often moved when they hear our sense of purpose followed by a "call" to action, and will typically sign up, volunteer, and even lead efforts that are advancing the mission.
Spying out the Land	This is a biblical reference (Numbers 13:17) to when Moses sent several men to survey the promised land of Canaan before entering it. For planting purposes, this phrase deals with any activity that helps us gain information, assess the possibilities and barriers for planting, and discern what God is leading us to do at a campus in the future.
Outreach	In the Chapter Planting strategy, the term outreach refers to any activity that is intended to "reach" students or faculty members who are not yet involved with the chapter. This may be an <b>evangelistic outreach</b> , which seeks to engage people who are not currently connected to the chapter with the gospel. Or it may be an outreach event to <b>find more Christians</b> on campus and invite them to join us. The fact that we are seeking to connect with those who are <b>not currently involved with InterVarsity</b> is what makes the event, project or effort an outreach.
Gathering	A gathering event or effort is intended for those students or faculty members who are currently involved or connected with the chapter, in order to build community around the vision and mission of the chapter. It may take the form of an all-chapter event, which builds momentum toward the mission. Or it may be a very intimate, informal gathering of a few people to experience and discuss a crucial biblical value or principal. It may be a road-trip with a few members from a small group Bible study. The fact that the people being "gathered" <b>are currently involved or connected to the chapter</b> is what defines it as a gathering event/effort.
Core	Essentially, these are the MCs and PMCs who you are developing at any given time. Core Group is another way to refer to them, as a subset of the entire chapter. A Core Meeting is an intentional gathering of PMCs and MCs to deepen the sense of community, embrace the vision and mission together, and to become actively involved in carrying it out. Core Meetings usually start happening in mid to late Stage 1, and become central to the Stage 2 strategy.
Momentum	The scientific definition of momentum is: Velocity X Mass = Momentum. In chapter planting, this concept translates to: Missional Activity X Gathering people = Momentum in the chapter, which leads to greater impact on campus. Underneath all the chapter planting strategies lies this principle—we are looking for signs that God is moving amongst us (velocity) and gathering more and more people around that spiritual movement (mass).



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## ONLINE CHAPTER PLANTING RESOURCES

Here are some resources, articles and case studies to help you grow (or start) InterVarsity chapters that are healthy, diverse witnessing communities. Links to these resources and more can be found in department Web sites, staff libraries on the staff Web site or at the InterVarsity Ministry Exchange (MX) site on the chapter planting and building “landing” pages:

**Building:** <http://www.intervarsity.org/mx/page/chapterbuilding>

**Planting:** <http://www.intervarsity.org/mx/page/chapterplanting>

**Evangelism:** <http://www.intervarsity.org/evangelism/>

**Multiethnicity:** Staff Library: <http://www.intervarsity.org/staff/mem/library/>  
MEM Web site archives: <http://www.intervarsity.org/mem/archives.php>

### Planting resources:

- *Chapter Planting Manual*, Version 3.0 by Shawn Young, Brian Sanders and Chris Nichols and Marcia Wang. PDF format. This is the latest version (June 2009) of the training manual for staff who are planting chapters.  
<http://www.intervarsity.org/mx/item/6040>
- “Recognizing and Awakening Missional Christians on Campus” by Chris Nichols. Word format. <http://www.intervarsity.org/mx/item/8046>
- 2100 and Staff Store Resources for Chapter Planting, Growth and NSO - Links to customizable banners and other planting and NSO resources. (Staff login required.) This page can also be found by logging into the staff home page and selecting Tools >> for communication on the left. [http://www.intervarsity.org/staff/communication/resources/view.php?article\\_id=5955](http://www.intervarsity.org/staff/communication/resources/view.php?article_id=5955)

### Planting manual supplements/context papers

- “Six Chapter Planting Essentials in the Commuter and Urban Context” by Marcia J. Wang. Word format. <http://www.intervarsity.org/mx/item/7169>
- “Chapter Planting in an International Student Ministries Setting” by Katie Rawson and other ISM staff. Word format. <http://www.intervarsity.org/mx/item/7171>
- “Testimony of an ISM Chapter Planter” by Yii-Shyun Lin. Word format. <http://www.intervarsity.org/mx/item/7172>
- “Chapter Planting in the Graduate Student and Faculty Ministry Context” by Lynn Gill. Word format. <http://www.intervarsity.org/mx/item/7250>
- “Chapter Planting in a GFM Context” by Hanz Franzen. PDF format. <http://www.intervarsity.org/mx/item/8044>
- “Recognizing and Awakening Missional Christian Graduate Students on Campus” by Nancy Pedulla. PDF format. <http://www.intervarsity.org/mx/item/8045>
- “Chapter Planting in a Greek Ministry Context” by Mindy Meier, Kristen Dalton and Eric Holmer. PDF Format. <http://www.intervarsity.org/mx/item/7264/>

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## RELATIONSHIP BETWEEN PLANTING AND BUILDING

The essential components that guide an effective chapter plant are the foundations of a healthy growing chapter. These are present in the Chapter Building pyramid which is the guiding structure after the 4th stage.



Prayer and Worship



Prayer for the Vision

Authoritative Vision



Vision for Growth

Outreach



Strategic Evangelism

Attractive NSO

Gathering



Effective Large Group

Missional Small Groups

Student Leadership

Catalytic Events



Leadership Development

## HOW DO CHAPTERS GROW?

Chapter Building Task Force, Revised Summary, June 2, 2006

— Rich Lamb and Cam Anderson

*The Chapter Building Task Force met in October, 2004 and in January, 2005 to understand and describe the essential components of growing InterVarsity fellowships. Each of the participants has seen substantial growth in their campus fellowships and is recognized in their regions as a chapter builder. We focused on chapters that have begun at the median chapter size and have experienced rapid growth. We began with open-ended discussions of the most significant factors contributing to chapter growth and found much agreement and common emphasis.*

*As of the 2004 Fall Field Report, half of all campus chapters are smaller than 32, while half are larger. The median for GFM chapters is, as expected, smaller, at 19 students. Of the 560 undergraduate fellowships counted in the 2004 Fall Field Report, over 400 had 50 or fewer students involved. And, on average, these small fellowships are not growing, but remain small year after year. Our Task Force's hope is to contribute to the rapid growth and even doubling of a hundred or more of these small fellowships around the movement, contributing both to the significant enlargement and deepening of our ministry to students and to the increased satisfaction and morale of our staff.*

*Our goal of growing the work is built on four foundational perspectives, each partly an answer to an objection to our focus on numerical growth:*

- 1. God's Work:** We believe that God is already at work on the campuses of this country, whether InterVarsity is present or not, whether the fellowship is growing or not. Our proper zeal is found in joining his prior work, and doing this as effectively as possible.
- 2. Context:** We share a commitment to take each campus context seriously. This is not a one-size-fits-all blueprint for how InterVarsity ministry should be undertaken, and the principles stressed here will need to be pursued in different ways for different kinds of campus settings and populations.
- 3. Quality:** We believe that quality is not in opposition to quantity; rather they go hand-in-hand. A group growing from 30 to 60 generally develops deeper disciples than one that is stagnant at 25.
- 4. Partnership:** We honor and value partnership between staff, students and faculty. This analysis is not meant to imply a staff-centric, top-down approach. We need partners, and identify them generously.

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*With these perspectives in view, we want to make some claims about growing fellowships without implying that numerical growth is the top priority or the only valid sign of success in ministry. It is, however, a worthy goal, as we know that the sower went out to sow his seed in order to bring forth a tremendous harvest.*

*We identified seven factors that seem consistent among growing fellowships. These could be divided into two groups: **1) fundamental disciplines** of a growing chapter and its staff, and **2) concrete activities** that apply the fundamentals in ways that attract and retain new students. These could be differentiated as those activities (2) that any newcomer would see and perceive and (1) the subterranean foundation on which those activities are built, but which would likely only be visible to the leadership team or an especially attentive fellowship observer. (See the diagram at the end of this summary.)*

## FUNDAMENTAL DISCIPLINES:

**God-Directed Vision for the Campus and Fellowship Growth:** For a fellowship to grow, someone must have a specific vision for growth that is God-directed, both in a sense that God is the one who brings it into clarity (directed by God) and that the vision's result is a clearer picture of God (directed toward God). The vision's source and destination is God himself. A staff or team must have a specific vision of what the fellowship would look like when it has grown in size and depth. This person or team must then marshal his/her/their resources and those of the fellowship to bring this vision to reality. This vision is based on a rigorous assessment of the demographic opportunities and challenges of the campus, as well as an honest assessment of the strengths and weaknesses of the current fellowship. It is based in reality but not bound to it. This vision, though initially that of an individual or small cadre of leaders, must be articulated in many settings so that it is widely held by the leadership of the fellowship and others in the core of the group. In this vision, all the other components of fellowship life and strategy will be present: evangelism and discipleship, small groups and large groups, relationships and events. These activities are not simply the job tasks of the staff person or the ministry assignments of students, but they are the means by which the vision is accomplished.

**Worship and Concerted Prayer toward the Vision:** This has long been viewed as *the* fundamental backbone of a growing fellowship, but the simple reality is that fewer InterVarsity fellowships are built around the typical "Daily Prayer Meeting" of the halcyon days of yore. Yet the value seems to be firmly consistent: while the specific structure may vary from campus to campus and era to era, growing fellowships and the staff who lead them are characterized by a commitment to building a place for the



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meaningful corporate worship of God and for regular and concerted prayer toward the vision of fellowship growth and campus engagement. So while we are always glad when students gather to pray together, we can distinguish between the kinds of prayer gatherings which offer up prayers for tests and ailing aunts and the gatherings that bring students and faculty to their knees over the state of the hearts of their lost friends and colleagues. All-night vigils, campus prayer walks, small group prayer meetings and one-to-one prayer partnerships, when focused around efforts to engage the campus and bring the gospel to it in fresh, relevant and attractive ways, seem to bear fruit in growth and depth.

**Leadership Development and Training toward the Vision:** In order to grow the ministry, the leadership team must grow, both in size and in depth. Consistent, high-quality leadership training plays a key role, for student leaders must have fruitful and satisfying experiences for the leadership team to grow. Also, the number and types of leadership roles will expand over time to contribute toward the accomplishment of the vision. Beyond small group leaders, the worship team and the exec team, a variety of other roles that combine a task role (for example, leading GIGs, hospitality, publicity, drama, outreach, prayer, tech crew) with an influence role (finding a person or people in whom to relationally invest and focusing there) bring more students into the ministry in meaningful and developmental ways. Each task role needs to be served and given direction and partnership, but leadership training can focus on the values and vision that are common to everyone serving on the leadership team. Growing fellowships have a deep commitment to ongoing on-campus training, even though they often have a consistently high involvement in Chapter Camp and other kinds of off-campus and periodic training opportunities as well. If cross-cultural mission is integrated into the ministry strategy of the fellowship, then urban and global missions projects and team participation serve to deepen the leadership experience of students and develop the fellowship toward the mission.

## CONCRETE ACTIVITIES

**Missional Small Groups:** We highlighted two things: 1) this ministry focuses student leaders around the pastoral needs of the fellowship; and 2) it involves target audiences, populations on the campus with whom leaders take initiative and for whom they pray (dorms, Greeks, international students, ethnic groups, athletes, or other identifiable groups). This is specifically in contrast to groups organized around “all people who signed up at large group for the Monday night small group.”



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**Quality Large Group:** The emphasis here is on quality, attractiveness, consistency: do well what can be done, given limited resources. We talked about the need for relevant messages, creative drama/media presentations, high-quality worship and verbal leadership, attention paid to hospitality and the physical location and layout of the room. Enthusiastic publicity and thoughtful branding seem crucial.

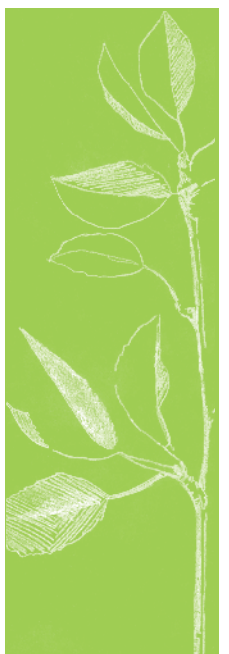
**Evangelistic Events:** Evangelism is a core value of consistently growing fellowships, and this value is found in every activity: large group meetings, missional small groups, the leadership training and the missional prayer expressions. It is at the very heart of the fellowship's vision for the campus. But beyond the regular activities of the fellowship, growing fellowships also have strategic evangelistic emphases through periodic events. No single strategy emerged as the main factor, but chapter evangelistic activity (e.g., GIGs, seeker-targeted events, campus-wide outreach, individual student training) contributed to group growth. This emphasis grows the chapter by bringing in seekers who are genuinely curious as well as Christians who are interested in evangelism.

**Attractive New Student Outreach:** We said little new here, as NSO emphasis has been around for a long time. Good NSO does not ensure a rapidly growing fellowship, but bad NSO can sink one. NSO must be energetic, creative, both innovating new events and building off of existing traditions, and help new students to see the fellowship not simply as it is but as it will be as it begins to accomplish its vision. Effective NSO helps the small but growing fellowship to look bigger and more developed than it is in fact. NSO is completed when new members are fully incorporated into the mission and vision of the fellowship, completing the cycle.

*This summary is necessarily brief. For more detail, please see "Chapter Building Resources: an Annotated Summary" at <http://www.intervarsity.org/mx/item/5140>.*



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# PRAYER AND WORSHIP:

*Ideas from around the country*

## WAYS WE PRAY

*Compiled as part of a project by the National Prayer Task Force*

*Below is a short list of some of the ways we pray followed by some brief stories. These are just a few of the many prayer styles happening among InterVarsity groups on campus. While we don't have room to go into depth, maybe you'll gain some fresh ideas!*

- Daily prayer meetings (all kinds and at all times of day)
- "Concerts of prayer," sometimes in partnership with other groups and churches
- Prayer for revival
- Spending a day or part of a day (usually alone) in a prayerful retreat of silence
- "Jericho walks": students walk around the campus praying for specific dorms, buildings, professors, etc.
- Praying through a specific Scripture passage such as a psalm
- Focusing on specific modes of prayer, such as praise, confession, and thanksgiving
- Inner-healing prayer
- 24-hour prayer watches (with students signing up for specific time slots)
- Prayer for missions by focusing on a country at a daily prayer meeting, praying through Operation World, or focusing on missions during large group meetings
- Praying for group members heading out on urban or global projects
- Prayer for the spiritual cleansing of meeting facilities and intercession for those attending events
- Small-group prayer in the mornings before class
- Prayers of blessing
- Writing out prayers
- Using the Book of Common Prayer and other written prayers
- Prayer for deliverance
- Ongoing prayer as a way of life ("spiritual breathing" versus event-based prayer)

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- Setting a watch or alarm to be reminded to pray several times per day
- Regular fasting and prayer
- Everyone praying out loud at the same time (choral prayer)
- Splitting into two groups and reading psalms antiphonally to one another (especially effective when done across a lake)
- Praying with fellow students one-to-one (prayer partnerships)
- Using a variety of postures and languages in prayer
- Conversational prayer, in which needs are prayed for by several people, such as conversation flowing around a topic

## PRAYER FOR A HIT-AND-RUN CAMPUS

Indiana University-Purdue University Indianapolis — *John Crowder*

**There are nearly 30,000 students at our “hit-and-run” university,** and 90 percent of them are commuters. Students hit their classes and run to work or run home. Engaging the campus for Christ is like aiming at a moving target. It’s a challenge for the InterVarsity chapter to have an ongoing, effective ministry on the campus of IUPUI (Indiana University-Purdue University Indianapolis). We have made progress in becoming a witnessing community at our school, but we have a long way to go.

**One of the things we tried last fall** to get students connected to each other and growing spiritually was a Noon Prayer Fellowship. We met from 12:00-12:50 p.m. on Wednesdays, the day before our traditional weekly meeting, which was Thursdays at 5 p.m.

**Our schedule each week** was the same. The first 15 minutes was community time. Then we took 15 minutes to do a brief manuscript Bible study on the white board. We looked at three or four verses in Philippians each time, and got through the whole book by the end of the school year. We spent the last 20 minutes praying for each other and the campus, often in groups of three. We always ended promptly by 12:50 since many of the students had 1:00 p.m. classes.

**This noon prayer time** turned out to be a great opportunity for students to use their lunch hour to connect with other believers on campus. We welcomed people to bring their lunch and eat while we talked, studied and prayed. The attendance varied from eight to fourteen students throughout the school year. It was a sanctuary hour in the busy lives of commuter students.

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## A TIME OF HEALING AT HARVARD

Harvard University

**God responded powerfully to prayer** at a recent weekend conference held at Harvard U. The theme was racial healing, and the event was led by Spencer Perkins and Chris Rice (authors of the IVP® book *More Than Equals*). According to Andy Crouch, staff worker at Harvard, there were about 150 students present in Harvard's Memorial Church on Saturday night at the closing worship time. An African-American student who had led the worship asked a Korean-American student to close in prayer. This student, who has emerged as a significant leader of prayer in the college (and who was completely unprepared), prayed a powerful prayer of repentance, and then said, "I think we need a time of open confession." He proceeded to go first, confessing some of his sin toward leaders of some of the campus ministries (including HRCF, the Harvard-Radcliffe Christian Fellowship). Then he left the microphone.

**"In the ensuing one and a half hours,** there was an outpouring of very personal, very public confession of a sort I have rarely seen," says Andy. "Almost all of it dealt with race and racism. White students confessed their passive and active racism; non-white students confessed their bitterness and offered forgiveness; many confessed distrust or prejudice toward others involved in different campus ministries. The presence of the Lord was tangible and unmistakable."

**Toward the end of the evening,** the focus shifted toward praise and intercession for God's ongoing work in the Christian community at Harvard. At least one person, deeply affected by Saturday night's worship and confession, became a Christian that very night. "It was a remarkable, tear-filled, joy-filled experience that no one there will soon forget," adds Andy.

## DOOR-TO-DOOR PRAYER

Western Michigan University

Western Michigan U. students have found a really effective way to reach out to fellow students. Small groups go door-to-door in their hall asking for prayer requests from residents. They pray for their hallmates as a small group, and then follow up on the requests two weeks later.

As God faithfully answers prayer, students start paying attention. Some have come to Christ through this outreach and have gotten involved in small groups. According to InterVarsity® staff worker Andrea Thomas, "Two things happen: our faith is deepened as we see God move among unbelievers, and the act of reaching out lifts us out of our 'holy huddles' to see the real needs of students around us."

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## SURPRISED AT THE POLE

California State U.-Monterey Bay

**Students at California State U.-Monterey Bay** returned from Urbana 96 convinced that God wanted them to intercede daily for their campus. (This is a fairly new fellowship which has had difficulty being accepted on campus by the administration.) They decided to meet for prayer at the flagpole every day at noon.

**“Our first day at the pole,** one of the administrators approached us,” says Steve Colby, who assists the group as an InterVarsity® staff member. “She’s one of the tough-minded administrators who has worked with us about our organization’s status. We told her what we were doing and asked her if there was anything we could pray for.”

**“Yes!” she replied eagerly.** She asked the group to pray for the university’s accreditation process—an area that brings real headaches—and then thanked them profusely. The students walked away from the pole amazed that God brought along one of the people they’d least expected to see.

**“Prayer is shaping everything we are doing,”** adds Steve. The small groups are studying people of prayer in the Old Testament, and after the noon prayer time, students disperse to eat lunch with other students on campus. Some ethnic minority students are joining the group at the pole for prayer as well.

## MORE WAYS TO PRAY

— Hallie Cowan, who serves as a specialist in prayer and spiritual formation in the New England region

**How can we pray?** What follows are some ideas and forms for prayer. But remember, the goal is not to come up with a great system. The goal is to connect with the heart of God. Here are some things that I have seen God use when students have come to the Lord in expectant faith:

**1. Devote a large-group meeting to prayer.** You can plan one large group meeting a semester to be devoted to praying together. Prayer meetings do not need to be boring, and a little creativity and planning can make them much more approachable for all the participants. Give clear directions and explanations to put everyone at ease. Use a variety of styles and formats in order to include people with different sensibilities, backgrounds and worship styles. Meetings can include praise music, hymns, psalms, silence, small group and individual prayer times, whole group prayer, “popcorn” prayer (where individuals call out short sentence prayers one after another), call-and-response prayers (where the group gives a united response to a prayer request, such as “Lord, hear our prayer”

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or “Thank you Lord”), dance, drama, art and creative writing (such as composing psalms together and reading them aloud).

**Jonathan Edwards**, who wanted to see revival continue in the churches in New England following the Great Awakening in the 1700s, designed a format for prayer meetings which he called a “Concert of Prayer.” The word concert doesn’t refer to a musical event, but to the “concerted” or united prayer of people from different denominations and congregations who come together and agree on what they desire from God. David Bryant has developed a contemporary model for concerts of prayer and has written a resource book called *How Christians Can Join Together in Concerts of Prayer for Spiritual Awakening and World Evangelization* (Regal Books, 1988).

**Another format for a prayer meeting** with visual aids is a tabernacle prayer meeting, which uses articles like a menorah, a throne, a giant cross, bowls of water and towels to symbolize some of the aspects of the Old Testament tabernacle worship experience. In the tabernacle model, participants are invited into a variety of formats for repentance and forgiveness, praise, consecration, intercession and worship at different places and times in the meeting.

**An easy-to-remember guide** which covers four kinds of prayer in a prayer meeting is the acronym **ACTS**. **A**doration (or praise) calls us to acknowledge God’s presence and his character and worship him. In **C**onfession, we acknowledge our sin, and our need for God. **T** is for thanksgiving, when we recall the specific blessings we have that come from God, and **S**upplication means asking God for the things we need.

**Two passages that can be used as outlines** for prayer meetings are the Lord’s Prayer (Luke 6:9 and following) and Jesus’ prayer in John 17. Each passage has a handful of intercessions that can give order to a time of prayer, and you can be creative in using different formats and styles of prayer in each section.

**2. Host daily prayer meetings.** I remember being deeply moved by the testimony of campus staff member, Lou Soiles, who came to Christ through attending a daily prayer meeting. He described how he was drawn by curiosity to this unusual group of students, and how he experienced the genuineness of their faith as they gathered so faithfully day by day to talk with God about the stuff of their lives. He also described how the very presence of God in their midst was undeniable.

**Are you ready to see God work** among your members through a daily prayer meeting? To get started, you need at least two students who are committed to prayer, and a time and a place you can meet together each day. Early in InterVarsity’s history, chapters were required to have daily prayer meetings in order to be chartered. Prayer has always been a central



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discipline in our life together. (A staff member from the early days of the movement—when one staff would cover five states!—told me that the way she planned her ministry trips was to get on her knees, ask God where he was already at work, and then go there.)

**One common reason that prayer meetings fail** is that those who are highly committed to prayer expect that everyone else is too. So they make two errors that can be fatal to a prayer meeting. One is to induce guilt in the members by telling them that if they were really good Christians, they would come to the prayer meeting (that evidently nobody really wants to go to). The second prayer meeting killer is to try to schedule the meeting around the broadest interest and access, and in so doing, inadvertently schedule out those who are most committed. If you have two or three individuals who are highly committed and passionate about prayer, do everything possible to make sure that those individuals are able to meet together. If ten people in the room can come at one time, but two of your passionate pray-ers can't, then don't choose that time! (Here's a corollary: just as with gifted evangelists, gifted intercessors should not be saddled with administrative jobs on your exec team.)

**3. Appoint a prayer coordinator.** A prayer coordinator in your fellowship can advocate prayer and provide resources for a variety of ways the leaders and the members can pray. Some possibilities:

- **E-mail prayer requests** are collected by the prayer coordinator and passed along to individuals who have committed to pray. (They can be students, or alumni, parents and church people.) Note that any prayer list like this needs guidelines to guard confidentiality. Prayer requests should only be for the person who initiated the request, or with permission from the person who is the topic of prayer, and should contain only the details necessary for prayer. Those who receive the requests may need to be cautioned to beware of gossip.
- **Special delivery prayer:** the prayer coordinator or a prayer team can volunteer to come and pray with individuals or small groups in their rooms or at their meeting place when there is a special need or just as a gift and encouragement to the members.
- **Assigned prayer partnerships:** those who sign up can pair off at a large-group meeting (by drawing names or by assignment of the coordinator) and make a "prayer date" when they will get together during the week to pray for each other.
- **Prayer before events:** The prayer coordinator can lead the worship team, student leaders, staff and speaker in prayer before large group meetings and oversee prayer times during large group meetings. Take time in large group settings to allow testimony of answered prayers, as well as time to give thanks to God for his specific provision.



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- A fellowship “prayer tree” could be managed by the prayer coordinator (or small groups can use their own prayer trees). This device consists of a paper tree posted on a wall and paper leaves that are passed out to members to write “faith-sized” prayer requests on. Individuals keep the “leaves” and commit to pray (either in the group or individually during the week) for the concern on their leaf. When a prayer is answered, the leaf is stuck on the tree. As the tree sprouts leaves, the group has a visual reminder of God’s faithfulness. (We began using a prayer tree at home when our kids were small, to increase their faith, but in fact, it increased ours as parents! Each Thanksgiving, we would take off the year’s worth of answered prayer leaves and read through them to remember what God had done.)

#### 4. Provide special prayer events. Here are a few ideas:

**Prayer walks, or Jericho walks:** Prayer walks are a kind of portable prayer meeting. Gather a group of bold believers and walk around your campus, your city or your dorm. Begin with an assembly to explain the plans and have a time of praise and worship. (You may want campus maps and paper on which to write prayer requests.) Then the group can either break into small groups and go to different parts of the region or go as a whole group.

**As you walk,** you can pray about the activities that go on in the buildings and areas that you are passing. You can ask God to show you needs and concerns for prayer—a kind of “prayer scavenger hunt”—and try to discern the “spirit of the campus” or any spiritual strongholds that inhibit students from coming to Christ or following him wholeheartedly. You can ask God to bless the campus so that what is good and pleasing to him would prosper.

**For an outreach prayer walk,** you can ask passers-by for prayer requests. After explaining who you are and what you are doing, you could ask, “What do you think are the greatest needs of the campus?” or “Is there anything you would like us to pray for you?” Depending on their comfort level (and yours!) you can pray for them on the spot, or write down their requests for prayer at a later time.

**At Smith College in Massachusetts,** the InterVarsity chapter had a custom of beginning the school year with a prayer walk. We assembled students from Campus Crusade, the Newman Club (Roman Catholic), the campus Korean Christian group and our InterVarsity chapter, and sometimes some prayer warriors and InterVarsity alumni from the surrounding area. One year we met on the steps of the campus chapel and sang some songs of praise together and prayed. Then we began our walk by traveling together across the street to the college president’s home. Her lights were on, so we rang the doorbell, and when she came to the door, we explained what we were doing, and asked if she would tell us the things that she saw as priorities for prayer for the campus. She was surprised, but pleased, and quickly listed her major concerns and desires for the school. After we prayed with her for the



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concerns she mentioned and for her leadership of the school, we split into smaller groups and spread out to pray for dormitories, academic buildings, the library and so on all over campus. We came back together at the end of the evening to report back and close in prayer.

**All-night prayer.** Another way to pray comprehensively for the campus is to hold a prayer watch, also called a prayer vigil or an all-night prayer meeting. Again, this kind of event is strengthened by teaming with other campus groups that love Jesus. First, you'll need a place to pray. Try booking the campus chapel if you have one or a lounge or meeting room on campus. It's helpful to have a spare room nearby for breaks, naps and snacks. Students can take shifts spending time in worship and intercession for the campus. Use markers and newsprint or poster board to highlight topics for prayer. You can include worship, listening prayer, fasting and any of the other ideas mentioned.

**Try a listening prayer meeting.** For this event, a leader can teach on how to discern God's voice. Because this kind of activity is vulnerable to spiritual warfare and deception from the Evil One, it is important that the group doing this be rooted in Jesus Christ and familiar with Scripture. These events must have mature leadership. Pray for protection as you begin, and welcome the presence of the Holy Spirit. Then participants can be instructed to enter into silence together, asking Jesus how he is praying for the campus, what his greatest desire for the fellowship is, or what strongholds are binding the campus or the fellowship. After an opening prayer, all the participants take time in silence to listen for leadings from the Holy Spirit, which may come in the form of a Scripture passage, a visual mental image, a word or name or sentence, or simply a convicted feeling about something.

**After a time of silence,** the leader can ask individuals to share what they "heard" from God, noting that we bring our impressions humbly, because each of us is capable of misinterpreting something as being from God or not being from God. Agree to test any impressions with Scripture and the wise counsel of leaders before assuming you heard from God accurately.

**Often, the experience of a group** in an exercise like this is that one or two themes will emerge from several different people, or in different forms, and the group has an "aha" experience as they sense the Lord's answer to their question. It is helpful to note that one person may receive a picture or a word and not know what it means, but God may give an insight to someone else in the room. Anything that is clearly not from God can be set aside (such as any direction that contradicts Scripture or the Bible reference for a chapter and verse that doesn't exist).

**Once, when we did this at Smith College,** one student saw a picture of a square, with a flagpole in the center of it. She didn't know what it was or what it meant, but she shared it with the group. Another student



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said, “That’s like the tower of College Hall as seen from the top!” (It’s a gothic building with a brick tower, and has a flag on top.) Someone else made a connection between that and some thoughts other students had shared, along with the teaching of 1 Timothy 2. We decided we were being called to pray for the college president whose office is under the flag in College Hall. That is the same president whom we visited on the prayer walk whose commitment to religious expression on campus and to spiritual life was in strong contrast to her predecessor, a woman who saw no value in religion and had worked to dismantle the college chapel budget. The president we prayed for later gave scholarships to help two African-American students attend Atlanta 98!

### Enlisting alumni

**Another resource in prayer** is alumni or local church members who are prayer warriors. When I started as a campus staff member at the all-women’s Smith College in 1990, there was no list of alumnae of the InterVarsity group, so I began to pray that God would show me women who had a heart to pray for their alma mater. Whenever I met a Christian Smith alumna, I asked her to try to recall other Christian classmates she knew, and I began to contact them and ask them for more names. Gradually, I assembled a list of alumnae who were interested in praying for the campus. One in particular, Lynne, told me when I contacted her that she hadn’t really thought about Smith for 15 years, but in the last few months she suddenly had a burden to pray for the school! As we talked, she told me the issues she was praying about, and they were precisely the concerns that were on my heart at the time.

**We invited her to come** and meet with the leaders of the group, and over lunch she shared an image of the campus that God had given as she had been praying. She had seen the campus, looking like a World War I battlefield with foxholes all over it and Christians hiding in the foxholes. Each one had a tiny candle that could hardly be seen. Each one would pop a head up now and then to look out, and occasionally two Christians would see each other’s lights and recognize they weren’t alone. Then, there was a second scene. It was the same campus, but with no foxholes. Instead, a huge bonfire blazed in the center, drawing people to the light from all over the campus.

**After she shared that vision**, we identified that isolation was a serious problem for believers on campus. The leaders were empowered to pray boldly for the protection, unity and witness of Christians on campus. We prayed that first-year students who were Christians would not be placed as the only believer in a “house” (dormitory), but rather that each Christian would have at least one other believer in her house. The next fall, as we met new members, it was wonderful to find out how many had Christian roommates, hallmates or housemates!



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Some chapters have organized prayer events for alumni. Mount Holyoke College reserved space at Toah Nipi (the New England InterVarsity conference center) for a prayer day for alumnae. A couple of student leaders and the staff joined a dozen alumnae for a day of prayer for the campus. Wellesley College InterVarsity staff, working with the chaplain, established a slot on the college reunion schedule for an evangelical Christian prayer breakfast during reunions. This was a great way to pray for the campus and to meet alumni who may have come to Christ since they graduated. Other schools have matched interested alumni with fellowship members as prayer supporters. The alumnus is sent a photo and a brief description of a student, and agrees to pray regularly for the student.

In 1999, the Wellesley College InterVarsity group hosted a reunion (during peak foliage season in New England) to commemorate more than 50 years of Wellesley Christian Fellowship history. The day was divided into decades, and alumnae and students told wonderful stories of God's work on the campus, from the beginning. We spent time in prayer for the campus as well. It was there I learned that Ruth, who had been a WCF president 25 years before, had fasted and prayed every Thursday night the year before I began there. She had asked God to bring new converts and to build up the fellowship. My class ('74) brought a bumper crop of believers into the group, the beginning of a steady increase in the fellowship. And out of my class and the class after me, six women from Wellesley joined InterVarsity as interns or staff—a number that is more impressive if you realize there were only 15 InterVarsity staff in the New England area at the time! I had often marveled at the work of God in our chapter, but I had never known about Ruth's fasting and prayer during the year before the growth began.

### Just light the fuse

As you set out to pray more for your campus, you will need encouragement. Often when we pray, we don't see the results we want as soon as we want them. Sometimes, we simply forget what we have asked for, so it's helpful to keep a prayer log and look for answers to your prayers. But it is my observation that a fresh, Spirit-led prayer effort on a campus is often followed one or two years later by measurable growth in the fellowship. Sadly, by that time, it's possible that the prayer initiators have graduated!

Barbara Boyd, a veteran InterVarsity staff worker who has taught me much about praying for the campus, has said that intercessory prayer is like drilling holes in a rock wall and putting in sticks of dynamite. You may drill one hole, then five more, and see no change in the wall at all. It is easy to get discouraged thinking your work is having no effect. "But one of these days," Barbara would say with a twinkle in her eye, "God is going to light the fuse!"



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## ENLIVEN YOUR DAILY PRAYER MEETING

— Hallie Cowan

*Here are some ideas to help you maintain energy and interest in daily prayer meetings:*

- **Start with time for praise and thanksgiving** to remember the God who has brought you together, and how good he is! Don't spend a lot of energy providing music, but if you can, bring a guitar or sing a cappella.
- **Pray for topics that concern all in the group**, so that you all can agree on the requests. (Don't start with your cousin in Idaho who has the stomach flu. Do pray for your biology test, and also pray for your witness in the biology class.)
- **Pray "measurable" prayers**, so you'll know when they are answered ("Please bring at least one new person to our next large-group meeting" versus "Please bless our fellowship and make it grow"). Ask yourself if you believe God can do what you are asking for, and don't pray bigger prayers than you have faith for. (Pray for one newcomer, not one hundred!) This is what Rosalind Rinker called "faith-sized requests" in the wonderful little book, *Conversational Prayer*.
- **Keep track of your prayers in a prayer meeting log**, using a prayer tree (described in the article above) or in some other way. Each time you meet, announce answered prayers and thank God for them.
- **Those who attend can pray for more people to join**, and can invite friends to come along, not out of guilt, but to experience what God is doing in your group.
- **Vary the format at times**, using silence, listening prayer, "buzz prayer" (where everyone prays at once, as the Spirit leads), Scripture readings, conversational prayer, a liturgical form of intercession, or picking a single topic for a meeting.

## ALL-NIGHT PRAYER AND PRAISE

— Rachel Winslow

**Last spring**, several students in our chapter wanted to raise the bar for worship and prayer. Our daily prayer meetings continued to grow, averaging 15 students. One student, Debra, organized an all-night prayer and praise event in the school's chapel. Debra convinced area businesses to donate food so the evening could start with dinner at 7:30 P.M., and end with breakfast at 7 A.M.

**Her goal was to pray through the entire student phone directory.** There are 9,400 students at our school! That goal was achieved: every

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undergrad and grad student at the University of Rochester (NY) was prayed for by InterVarsity. In the midst of this, our worship team led praise all night, and we had the Messianic Jewish congregation dance team perform until 2 A.M.! I spoke on loving our enemies, and another local speaker came to speak on prayer.

**About 20 students made it all night**, but throughout the evening we had non-Christians and Christians from other groups on campus, as well as 45 InterVarsity students in attendance. What a blessing for each student individually, as well as for our chapter and campus!

## LETTING PRAYER GROW – ORGANICALLY

Brown University — *Sarah Cowan*

**As the prayer coordinator for Brown Christian Fellowship**, I entered the year excited to lead a weekly prayer meeting. I assumed it would, of course, be very popular among the freshmen, well attended by the leaders, and everyone's favorite InterVarsity event! Right? I mean, I was excited about prayer, wasn't I? So why shouldn't everyone else be equally as eager? First I struggled to reserve a comfortable room across from the chaplain's office, with big puffy couches to sit on and a soft carpet to kneel on if necessary. I arranged it for noon (a fairly standard prayer meeting time, I thought) on Tuesdays (middle of the week is always better than beginning or end). I showed up expectantly for my first meeting.

**And I ended up praying alone** while a man from the Hillel Society made loud rustling noises in the corner as he reshelfed books and flattened cardboard boxes.

**I was so disappointed** and distracted that I left after only 20 minutes. Discouraged, I prayed, "God, I thought you were really going to do something big with prayer this year! You laid it on my heart all summer! Why doesn't my fellowship value prayer? Where are the leaders? Don't they know prayer is a crucial part of effective campus ministry?" And the answer? "Let go of your agenda, Sarah. Let go of your structures and your pre-conceived notions of what campus prayer should look like. Prayer needs to be more organic than this."

**Organic? What does that mean?** Well, it means that when a love for corporate prayer is not already an inherent part of a fellowship's "culture," holding a prayer meeting—even a flawlessly planned one—is not going to compel people to come out to pray. Prayer needs to grow—organically—from within the hearts of the members. So I decided to cancel the prayer meeting and make a commitment to pray with anyone in the fellowship who wanted to pray. I would schedule the prayer meetings around the people, rather than the other way around.



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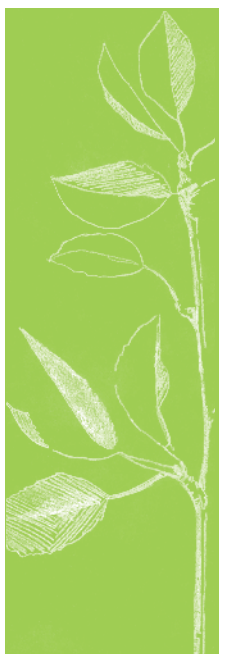
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**I didn't have to wait long** to see the fruit from this decision. Almost immediately after I came to this conclusion, two people contacted me out of the blue to ask if we could meet to pray together on a regular basis. These two women are housemates and neither knew that the other had asked me to pray with her. The three of us have been meeting together every Friday afternoon to pray, first as squatters in a random math department room and now at their apartment. I have been incredibly blessed by this partnership. Praise God for his prompting me to scrap the structure and think more organically!

## PRAYER VIGIL

—Jason Gaboury

**The first week of school** a group of students stayed up all night (at a closed commuter school) to pray for the campus. We prayed about concerns of the fellowship, and we walked around the school praying for teachers, faculty, staff and the learning that takes place.

**Twelve students showed up** at 10:00 p.m. We divided the evening into periods of worship, prayer, intercession, breaks and the prayer walk. At 3:30 in the morning, as we walked around campus, we drew the attention of the janitorial staff and a few homeless people who were sleeping in the school. We walked to the club hallway and prayed for conversions among people from different organizations, fraternities, sororities and social service clubs. (So far we've had a few GIGs start up with an activist group along with some open doors at the student newspaper.) We walked around the classrooms praying for students in their studies, for offices and administrators (we've been invited to meet with the president), and for outside groups, including a church, that use the school.

**At 7:30 we went to breakfast**, exhausted and exhilarated. God is answering the prayers of that night, both the ones for InterVarsity and the ones for campus!

## EVERYDAY PRAYER

Clarion University

**For the past two years**, the Clarion U. leadership team has prayed together every day during the school year. This commitment to prayer with one another has produced strong leadership, a growing chapter, and men and women who want to know Jesus more. "It has been a serious commitment which they have had to work hard to keep," says area director Paul Hassell. "Since I usually only travel twice a month to see the chapter, strong leadership has been crucial, and it appears God has honored the prayer commitment of the leaders."



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## ENLARGING YOUR WORSHIP CULTURE

### TAKING SOME FIRST STEPS TOWARD TRUE MULTICULTURAL WORSHIP

— Krista-Dawn Kimsey

*Here are additional ideas to expand the worship experience in your fellowship:*

- **Identify what defines your personal worship culture** and your chapter's worship culture. The best way to determine your worship values and cultural expressions is to experience worship with people who are different from you. Go to churches of different ethnicities and denominations and watch how they communicate with God and celebrate his goodness. Songs are only one aspect of how believers communicate with God, just as words are only a small part of communication with other people. Step out of what is familiar and experience something new, and you will see a contrast with your own worship culture.
- **Identify what ethnicities are represented** on your campus and learn about their worship cultures. Universities are often the most diverse areas of many cities, so worship on those campuses should not be monocultural. Don't forget to explore what Christian denominations are also represented on your campus. Don't wait to implement those new cultural expressions until you have students from those cultures in your fellowship. Multicultural worship can be an act of hospitality, but it also brings glory to God by recognizing the beauty of his creation. Broadening your "worship vocabulary" enables everyone to deepen their understanding of our global God.
- **Pursue an honest friendship** with someone from a different worship culture. When you give your heart to another in friendship, your desire will increase for everyone to worship authentically and be transformed by God. If you are a worship leader, your friend will also be able to give feedback as you try to lead in their primary worship culture. And while you're at it, bring them to Urbana to join you on the journey!

## CONNECTING WITH GOD

— Sundee Frazier

*True worship from a person to God requires a spiritual connection that worship leaders can't force, control or manipulate. We have to trust God and God's work in people. This trust requires us to get into place as doorkeepers in the house party of God (Psalm 84:10) and, along with God, welcome fellow worshipers in to participate. We cannot make worship happen, but with thoughtfulness, persistence and a willingness to take risks we can get people into the house and then help them have the courage to*

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*approach the host. Once there, they can thank him for the great party or have that heart-to-heart talk they've been needing to have.*

*Here are some ideas for how to use thoughtfulness, persistence and risk-taking to partner with God in transforming "singers" into "worshippers":*

**Calls to worship aren't just for Sunday mornings.** Most churches have some form of a "call to worship." It may be listed in the bulletin as such and consist of a formal prayer, or it may be a more spontaneous plea—an elder's passionate testifying to the goodness of God, for example. Regardless, it's a worthwhile tradition because it recognizes that human beings need to be exhorted to worship God.

**Develop a call-to-worship style that works for your context.** It may be a relevant Scripture reading, an exhortation from you, or a testimony from a chapter member. It may be a poem or a projected visual image that you ask people to reflect on before the first song. It may be different each week. Thoughtfully consider what will help your group transcend the distractions of their day and entrust their lives to God.

**What do these words mean anyway?** The call to worship gets people in the front door, but now they need a path cleared so they can actually get to the host. The lyrics we sing aid in opening this path. Help people connect with the words and not just recite them: explain or have them talk in pairs about how a phrase grown stale is still relevant to their lives; read a song's words before you start it and let their meaning sink in; pray in the midst of a song, while the music continues, and use the lyrics in your prayer. This is where risk-taking comes in. Be willing to try new things so that your followers are engaging with the words and hopefully, through that, with God.

**Allow space to confess, reflect, pray and deal.** Don't be the only one to pray over the group during the music—allow group members, individually and in small groups, to talk to God for themselves. Here's where you need to be persistent. It takes time for most of us to open ourselves to God. Stand firm in your desire to see your friends connect with God and don't cut prayer times short because you're not sure if anyone is actually communicating with God. God speaks, but we need to create time and space for him to speak and for us to listen.

**Other ways you can encourage conversation with God** in the midst of musical worship are to encourage personal confession of sin, then speak assurance of God's forgiveness, or give the group a topic for intercession. Don't be afraid of situations in which some might be crying as they allow God to deal with pain in their lives. The Spirit wants to help others in the room deal honestly with him as well; pray for wisdom and encourage people in that direction. With thoughtfulness, persistence and risk-taking, you can help your group connect with God—and you will experience God more deeply, too.



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## FINDING THEM

### *Ideas from Around the Country*

## MEETING PEOPLE

**Word to the Wise...** *It's important to get a freshman orientation calendar for your school and, if possible, talk to the administrators who are planning freshman orientation week so they know who you are and what activities you want to do. This is helpful because it ensures that you won't be holding events when there is a mandatory meeting that the freshmen have to participate in. Also, we sometimes get free publicity for our events because many administrators want to make sure that the spiritual and religious needs of first-year students are not only respected but also fulfilled.*

## RECENT NEW STUDENT OUTREACH IDEAS

*Do you remember what the first week of school was like for you? As new students arrive on your campus this fall, you will want to be ready to meet and greet them. Here are some great ideas from InterVarsity chapters that successfully welcomed new students to their campuses last fall.*

## FREE SODAS

Moving into the dorms creates a lot of thirsty people, so the InterVarsity students at the University of Nevada-Reno handed out hundreds of sodas and helped new students move in. They met lots of students on campus arriving with their stuff who appreciated the extra help carrying and toting. The chapter has been doing this for nine years, and every year there are more students from the chapter volunteering to hand out sodas and help newcomers move in.

## WORLD'S LARGEST ICE CREAM SUNDAE

First, get 40 feet of rain gutters in a long row. Then line with aluminum foil. Next scoop some ice cream, add assorted toppings, and dig in! The "World's Largest Ice Cream Sundae" was an NSO hit at the University of Wisconsin-Eau Claire. It was held at a student's home, right across the street from campus.

## WATERMELON

The new InterVarsity chapter at College of Charleston (SC) held a "Watermelon Party" during the first weekend back on campus. They

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received permission from the school to have the party in a small yard between the two largest freshmen dorms and hung up lots of posters around campus. Fifteen watermelons were donated by a local church. They set up a screen with a projector and played a clip of move-in scenes from shows or movies such as *Gilmore Girls*, *Revenge of the Nerds*, *Friends*, etc. Several upperclassmen were in charge of cutting up and serving watermelon while other returning students just mingled and met freshmen. More than 125 students showed up. Some just picked up watermelon and left, while others stayed the whole time and met a lot of other students in the InterVarsity community. “Many students who are now involved in our fellowship still talk about the Watermelon Party as key to becoming involved in the group,” says staff member Amy Weber.

## HANDY QUESTION

“What are you passionate about?” That was the question on the large poster at the InterVarsity tables on several campuses, including California State University–Northridge and San Diego City College. Students walking by were asked to write their passion on their hand, and then a picture was taken and pasted on the board. The display was an attention grabber.

## SEXY PIZZA

At the University of Houston, the “Sexy Pizza” event offered students free pizza and an opportunity to participate in a 30-minute group discussion about what the Bible has to say about sex. Last fall, more than 150 students showed up for free pizza, and about half stayed for the optional discussion. Students were given note cards and were encouraged to write any questions they had about sex as it relates to the Bible. The lively and frank group discussion was led by staffer Josh Howell. It was sometimes a challenge dealing with crude comments but, he says, “I try to keep the tone positive and loving, while still presenting truth.”

## BURGER BASH

The volunteer cooks at Burger Bash 2006 were flipping burgers in 100 degree heat for the 500 Aggie freshmen accepting the chapter’s offer of free food at Texas A&M. Two large InterVarsity banners announced the hosts—all wearing red T-shirts and warmly greeting and chatting with the guests. As students waited in line, they walked past two poster boards and were asked to consider where evil had invaded their worlds, and to offer solutions to that evil. At one point Andrew Schuff, the chapter president, called out a “Howdy,” a miraculous word that makes every Aggie immediately grow quiet. In his loudest voice, he invited everyone to a

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relationship with Jesus. He presented the gospel in a way that was fearless, clear, compelling and uncompromising. Afterward, one freshman said, “Thanks for helping us transition to college.”

## GREEN CHILE ICE CREAM

The chapter at the University of New Mexico sponsored a free homemade ice cream party. Among the ten different flavors of ice cream were vanilla, peach, toasted coconut, and green chile. There were about 100 students who were fed, and 70 stuck around for volleyball, ultimate Frisbee, and just hanging out.

## WOMEN + CHOCOLATE, MEN + VIDEO GAMES

Let’s admit it—men and women are different. So why not plan some NSO activities to reflect this? At Purdue University (IN), the chapter planned a women’s chocolate party and a men’s video tourney on the same evening. The guys enjoyed hanging out together while the women indulged in two different kinds of chocolate fondue, dipping fruit, pretzels, marshmallows and other tasty treats. They divided into small groups to play a short trivia game on facts and history related to chocolate. Another game they played involved forming as many words as possible using the letters in the word “chocolate.” Each of the women also received a party-favor bag with a variety of chocolate candies. “The women who came enjoyed the party and the chocolate,” said staffer Karen Dinius, “and it was a good time to get to know new students. We’d love to do it again.” (The guys? Well, the guys enjoyed hanging out together playing video games — ‘nuff said.)

## ALL IT TAKES IS PIZZA

New Mexico Tech is a unique campus. Students are self-confessed tech addicts and spend much of their days on the computer and studying physics, chemistry and biology. The challenge at Tech is to get the students out of their rooms and to a small-group or large-group meeting. Social events on the weekends do not fare so well because many students go home to neighboring cities. One solution the chapter tried was providing free pizza at every large-group meeting of the fall semester. They knew that free food was a large draw on their small campus of 1200 students where the cafeteria food is often tiresome.

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## NSO FOR INTERNATIONAL STUDENTS

You won't see Mom's tightly-packed mini-van delivering international students to campus. Most arrive needing the basics and eager to meet helpful Americans. Here are some examples:

- The International Student ministry at the University of Kentucky took 66 students to an international supermarket in Cincinnati.
- At Fresno State University, incoming students from around the world used a shopping shuttle to local stores that was sponsored by the International Student Fellowship.
- The chapter at Minnesota State University, Mankato partnered with four other campus ministries and area churches to sponsor a furniture give-away in a parking lot.
- International students in Raleigh, NC, started lining up at 11:00 p.m. for a chapter-sponsored yard sale which began at 8:00 a.m. the next morning. Over 200 students picked up much-appreciated furniture and household items.

## WEEK ZERO

Students love to eat, so the InterVarsity group at the University of California-San Diego planned a lot of food for a lot of people. They grilled hot dogs and hamburgers for three hours straight at a free barbecue—and fed more than 1,000 students! They also had a luau party and bonfire at the beach for 200 students. All that hard work of welcoming new students paid off when more than 480 students showed up for the first large-group meeting. When an invitation to faith was given, more than fifty of those students stood in response.

## WATCH WHERE YOU'RE SITTING (OR, THANKS FOR THE TIP)

The Activities Fair at Lawrence University (WI) found InterVarsity students seated right next to the "free thinkers" who were giving away bumper stickers that read, "Imagine a world without religion." The chapter's first meeting was a "kegger" with free root beer on tap (locally brewed) and ice cream, a perennial favorite activity. (One time, when a chapter leader was wheeling a root beer keg across campus, some concerned fraternity guys stopped her with experienced advice. "Oh no, not like that—they'll catch you for sure!," they warned her. "You have to put the keg in the trunk of your car and then slip it in when no one is looking.")

The InterVarsity students borrowed the "kegger" idea from the chapter at

the Milwaukee School of Engineering (WI) which has been doing this for years.

Read their story at [http://www.intervarsity.org/sl/!ss98/ss98\\_cn\\_nso\\_ideas\\_that\\_work.html](http://www.intervarsity.org/sl/!ss98/ss98_cn_nso_ideas_that_work.html).

## SURVEYS: WHAT DO YOU THINK?

InterVarsity chapter members at Northeastern Illinois University took a survey of students about their favorite TV shows and radio stations. They also asked the students if they were interested in exploring faith, God, the Bible, or Christian community. More than half said yes, and about one-quarter gave their contact info. “We could have done a better job with follow-up,” said staffer Beth Hedges, “but I was surprised at the level of interest from those who filled out the questionnaire.” Download the survey at <http://www.intervarsity.org/mx/item/5920/> (Microsoft Word file).

## SPEAKING OF FOLLOW-UP . . .

At a small school like Lawrence University (WI), people get involved through personal invitation and relationships. Last fall, the small-group leaders set ambitious goals to personally meet with everyone in their small groups, usually over lunch. It was a real stretch for some of the less outgoing small-group leaders, but very rewarding. Sarah was one of those student leaders who shares her story:

“Last fall I was a small group leader for the first time and I was nervous about reaching out to new members in the fellowship. I am not naturally outgoing and I felt inexperienced, but I wanted to convey the love of Christ to new members because I know that’s what binds believers together. I met with members of my small group over lunch and found that this was a natural way to show them that I genuinely care about them and it strengthened our relationships. I feel that it also encouraged them to keep walking with God in the midst of a secular college environment, and our fellowship together is an important part of the Christian life. As I stepped out to show the love of Christ to new members, God blessed me with a beautiful small group. Meeting with them is one of the highlights of my week!”

*This article is also online at <http://www.intervarsity.org/studentsof/item/nso-ideas>.*

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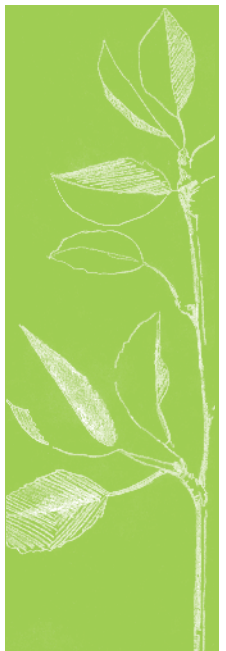
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## MORE IDEAS...

### IMPORTED BAGELS

Vassar College, NY — *Ginny Teeter*

During NSO at Vassar College, the chapter put on a Bagel Brunch, with bagels driven in from New Jersey (they have huge bagels!). Freshmen were invited to stop by and grab a free bagel and mingle with upperclassmen who invited them to the weekly fellowship meetings. Many stopped by; it's amazing what free food will do! Our students were very welcoming and friendly and helped new students feel like they were a part of what was going on.

When Vassar held its first large-group meeting for the semester, there were close to 50 students there! This is an answer to prayer. Just a few years ago, there were only three or four students who would show up on an average fellowship night. God's hand is definitely at work on the Vassar campus!

### WATER, ANYONE?

Skidmore College, NY — *Danielle Bailey*

For NSO, we printed our chapter information and put it on water bottles that we handed out during freshman move-in day. Our campus has around 2,000 students, and we gave away around 200-300 bottles of water. There were probably ten to twenty new students who found the Christian community on campus via a water bottle at the start of school. The chapter had so many new freshmen that we had to create a small-group Bible study just for them. The group meets on Monday nights and has been studying issues that are particularly relevant to freshmen like transition, community, nurturing a relationship with God, and relationships with the opposite gender. We're grateful for the freshmen who have come consistently and have helped doubled the size of our relatively small fellowship this year.

### PUMPHANDLE

Knox College, IL — *Judy Jenkins*

At the beginning of the school year, our chapter eagerly joins in with a favorite all-campus tradition: Pumphandle. On the evening before the first day of classes, the faculty, staff and students of Knox College (all 1,200!) gather in the yard. A line forms, starting with the president and his wife. Everyone moves through the line and shakes hands with each person who has gone before, then takes a place at the end of the line to greet and shake hands with those who follow. By the time it's finished, there is a

snaking line of people all over the campus yard. The evening finishes with an all-campus picnic.

We have learned to maximize this famous campus tradition during NSO. Earlier in the afternoon, all of our small-group leaders go door-to-door in their dorms and invite people to the Bible study that will be meeting in their living area. Since Pumphandle happens just a few hours later, it's a great opportunity for our leaders to reconnect and talk with those whom they met earlier in the day. And the school provides the nametags and the food!

## PLANTING AT PITT (AGAIN)

*University of Pittsburgh, PA—Oliver Ferguson*

**After a two-year absence**, InterVarsity is once again on campus at “Pitt,” as we fondly call the University of Pittsburgh, a school of 34,000 students. Starting a new ministry has its challenges, and my staff partner, Susan Scudiere, and I had no idea what to expect. But we were confident that the Lord was with us and he had a purpose for us at Pitt.

During the summer, Susan and I went on campus to pray, asking God to show us where he was at work. The Lord placed in us a desire to see a diverse fellowship on campus, rooted in the study of God's word and living in community.

At the beginning of the semester, Susan and I stormed the campus. We were fully armed with our brand-new InterVarsity poster and T-shirts, a few brochures and some flyers. The first weeks of the semester, we had tables set up at the campus activities fair, the student union, and the freshman dorm.

We targeted the freshman dorm by having a table there for the first three weeks. We promoted a study of *Jesus & the Hip-Hop Prophets* by John Teeter and Alex Gee. We had the study for the first six weeks of school in the freshman dorm lobby, with a sign to identify us. Each week we played a hip-hop song, and then looked at the themes of the song, along with a related Bible passage. This didn't attract as many people as we had anticipated, but it gave us visibility and solidified our presence with the few students we had met at our table.

We started a Bible study on Sunday nights focusing on leadership development of our core group of eight to ten students. Last October the students caught a vision to start Bible studies in their dorms. I don't think there is another group on campus that does this. We began a program of small-group leaders' training that continued throughout the year. Only two students were able to attend, but it was really good.

At the beginning of this semester, one our students, Tammy, started a Bible study with four of her friends who have questions about their faith but have never been in a regular Bible study before. Other students are

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preparing to take new risks in launching a Bible study in their dorms. This is a key element to the future of the chapter.

During spring break we're hoping a student or two will join us in the Urban Plunge in Pittsburgh. We want students to see God's heart for the city and become aware of the problems of racism, injustice, crime and homelessness. These issues compel God's people to become part of God's work in helping with solutions.

As in any planting situation, it's often hard to measure success. But we're thankful for the students who are involved in this ground-breaking ministry, and for the favor we received from the school administration in being recognized again as a student organization without trouble. Though we are small, the community is strong and we are actively digging into God's word.

## "HANDS-ON" IN THE DORMS

Trinity University, TX — *Andrew Smith*

The NSO events at Trinity University in San Antonio, TX, are always exciting. Before the freshmen move in, we go through the dorms, pray over the rooms and put a flyer on each door. I warned the students that occasionally some students move in early and they should be prepared to respond if someone comes out of a dorm room while we are praying for that room.

We were all secretly hoping it wouldn't happen. It can be a little awkward for a door to suddenly open and then find yourself trying to explain to the residents why your hands are all over their door.

But Ben had quite the opposite reaction. As he and his partner went door to door, Ben started hoping that someone would come out. Sure, prayer and flyers are nice and all, he thought, but meeting someone—that would be twice as good. So when they started winding their way down to the last few doors, Ben started to "get serious" with his prayers.

The guy whose door suddenly opened was there early for football. The puzzled look on his face did all the necessary asking. Ben could have opted out. "Hey, we're putting up flyers," Ben said. He could have stopped there. "And we're praying for the incoming first-years," he added. More than enough. "Is there something we could pray about for you?" Ben asked boldly. That's what NSO is about: taking risks to get to know new students. Ben got it right.

## STAYING HYDRATED

University of Michigan—Dearborn, MI — *Ann Beyerlein*

The entrepreneurial leaders at the University of Michigan—Dearborn obtained 2000 bottles of water for only \$250, partly with a donation from Sam's Club. They marked the bottles with InterVarsity information

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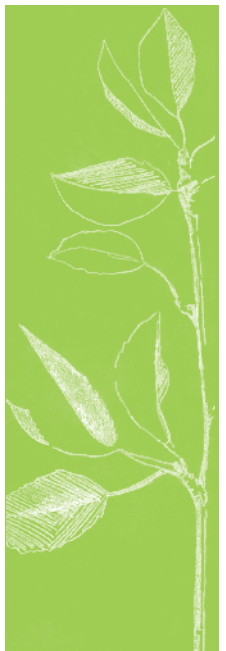
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and passed them out on campus the first day of school. It was a gesture appreciated by many, especially since the school is known for its religious milieu (mainly Muslim and Christian) and lack of activity. In addition to funding the water bottles at the start of the year, the chapter has raised funds and donated over \$800 to Compassion International and the International Fellowship of Evangelical Students.

## BROCHURE BLITZ

The College of New Jersey, NJ — *Dale Young*

**The fellowship** at The College of New Jersey did an incredible job improving their NSO publicity last fall. They printed 1,250 brochures to be included in the welcome packets that the college distributes to all freshmen during their first week on campus. They also placed ads in the first two issues of the school newspaper and had a bulletin posted at the chapel. The publicity complemented the great job students did in talking to freshmen and helping them feel welcomed to campus. It's been a great beginning for the chapter.

## POETRY NIGHT

University of Florida–Gainesville, FL — *Haley Long*

**The Black Collegiate Christian Fellowship (BCCF)** at the University of Florida–Gainesville planned a Poetry Night as part of their outreach activities. The leadership team pulled together to make this a top-notch event. They rented a room in the student union and had a caterer provide coffee, tea and a variety of desserts. Throughout the evening, students were able to share poetry that they'd written. The chapter saw many new faces that night and got rave reviews from everyone who attended. They are planning more Poetry Nights during the year with a poetry club on campus.

## FREEZE-POP GIVEAWAY

Illinois Institute of Technology, IL — *Jessica Suk*

**The InterVarsity chapter** at IIT was trying to think of the best way to welcome freshmen as they moved into the dorms on move-in day. What better way to say "Welcome!" than by handing out freeze-pops in front of the main entrance of the dorms! Armed with a big InterVarsity banner, 500 freeze-pops and informational fliers about InterVarsity, we handed out freeze-pops for six hours. This simple task lent itself well to striking up conversations with parents and students, and asking the eternal question of the day, "Who are you guys, and why are you handing out freeze-pops?"





## OTHER IDEAS

### FREE PIZZA & POP

At **Minnesota State U.–Mankato**, InterVarsity welcomed students with Ultimate Frisbee®, free root beer floats, and “Pop 4 Your Thoughts” (a free can of pop to anyone who would fill out a survey answering the question, “Who is Jesus?”) All these events led up to a free pizza party and the weekly large group meeting.

### BAND DAY, DUNK TANK AND SOCCER

As a major outreach to the campus during NSO week, the chapter at **SUNY Geneseo (NY)** sponsors “Band Day” featuring bands brought in by the students and a dunk tank featuring favorite professors. They also have a tradition of “IV Soccer” every Sunday afternoon, organizing a friendly game of soccer that is open to the whole campus.

### LOLLIPOPS

To make others more aware of their presence on campus, InterVarsity students at **Goucher College (MD)** handed out 500 lollipops in the dorms. Attached to each one was a welcome note with a contact phone number and e-mail address.

### MMM....HOME BAKED COOKIES

At **Cal Poly (San Luis Obispo, CA)**, it took all 16 students from a small group Bible study to spread out to four of the ten towers of the Yosemite dorms and pass out fresh, home-baked cookies. They met almost everyone in those four towers and have seen some of the “cookie-relationships” grow this past year. All the delicious cookies were baked by a supportive group of community people.

### MOVE IT!

Location, location, location. The first day of NSO was not going well at **Allan Hancock Community College (Santa Maria, CA)**. The student lounge and cafeteria were being remodeled, so the usual spot to set up the InterVarsity table was under construction. A move near the registration gym

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was a bust. So they finally asked the administration if they could move their table out in front of the library where all the students pass by during class changes. The answer was “yes,” and the next few days produced more than 90 interest cards from new students.

## EASY-INVITE EVENTS

### BIBLES & BANANA SPLITS

The InterVarsity chapter at Johns Hopkins University (MD) set up a book table in front of the school bookstore to welcome the 1,000 new students on campus. They gave out more than 200 free New Testaments and had more than 100 students sign up to be contacted about chapter activities. All the freshmen that signed up were invited to dinner at a chapter member’s apartment. “They really appreciated the chance to see an older student’s place and get a home-cooked meal,” says Jeff Pearson, InterVarsity staff.

But the highlight of the week was the fifty-foot-long banana split at one of the social centers on campus. New students were welcomed to campus with fifty feet of bananas, ice cream, and chocolate syrup.

### SNOW-CONES

At Vanderbilt University (TN), InterVarsity students sponsored a “Shaved Ice Party.” They minister specifically to Asian International and Asian American students and wanted to do something different from an ice cream social for NSO. They were looking for something cold but with an Asian flavor. So they rented a sno-cone machine for \$20 at a local party rental store and bought bags of ice, bowls and spoons. They set up outdoors near the freshmen residence halls. Returning InterVarsity students brought all the goodies to go with the shaved ice: sweet red beans, coconut gelatin, canned jackfruit, canned lychee, sweetened condensed milk, flavored syrups, and other Asian treats for ice desserts. Tracy Price, InterVarsity staff, says, “It was quite a hit, especially because this is a rare treat in our city.”

### FOOD ALWAYS HELPS

The International Student Fellowship (ISF) at California State University–Fresno plans a World Welcome Party every year for incoming foreign students in the fall. A number of churches and individuals are asked to prepare and serve a delicious, plentiful meal to the 125 international students who come. The evening includes games and fun, and is well known for hosting an American

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square dance with a Christian square-dance band and an entertaining caller.

After the World Welcome Party, many students come to the weekly fellowship meetings. Quite a few have a sincere interest in studying the Bible and in being with people who are following Jesus. “We openly identify ourselves as a Christian community,” says Ann Fehr, InterVarsity staff. “We welcome those who don’t know Jesus or have never read the Bible to come and check it out.”

Some students have even admitted that the World Welcome Party helped correct their view of Christians. It is also a great way to involve the church community and allow students to see what Christian community looks like. “We continue to seek ways to involve students in serving Jesus by welcoming the new students in meaningful ways,” Ann concludes.

## CHANGING COLORS

University of California Santa Cruz — *Jody Chang*

The chapter at UC Santa Cruz (CA) has changed its leadership structure to reach out to students of color on campus. They formed a “Kairos Team” that focuses on making the weekly large-group meetings more accessible to students of different ethnicities through worship, skits, food, testimonies and hospitality. The NSO events last fall were planned with this new vision in mind. The InterVarsity tables spread throughout the campus welcomed students of color through the music they played and the snacks they had on the tables. The chapter also hosted an event for incoming African American students called “A Chance to Exhale.” Twenty-five students came, which is 35 percent of the black students in the freshman class! They enjoyed soul food and heard a presentation about opportunities for spiritual growth in college. The Kairos Team’s efforts have produced fruit as more students of color have gotten involved in the chapter.

## ROAD RALLY

Oakland University — *Lois Miller*

At Oakland University in Michigan we have fun with a Road Rally. We divide into four teams of seven to eight students and give each team a video camera. They get a list of events to get on tape. There is a section of acted events and one of just viewed events. Some of the acted events to film:

- Sing a song to an employee at a fast-food drive-through window.
- Perform a ballet recital in a restaurant.
- Crawl into a hair salon on your hands and knees.
- Blow a bubble with gum.

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- Choreograph a cheerleading bit.
- Hold a sock-puppet conversation with a stranger.
- Swim across a lake on campus.

The viewed events to film included such things as a bowler making a strike and a policeman eating a donut.

There were different point totals for each, with extra points being awarded if you could get a stranger to do something with you. There was a time limit, and when each team got back we all watched the videos together.

What makes this a good NSO event is that you get to know people in your taping group, you have a task to do together which brings up conversation so you don't have to try to make small talk for hours, and you get to come together at the end as a larger group and laugh together as you watch the videos. It is also non-threatening to someone who may not be a Christian, so people may feel more comfortable inviting their friends to it.

## SNOWBALL FIGHT

Illinois Institute of Technology — *Jessica Suk*

"Snowballs in August?" That's how we advertised this NSO event at Illinois Institute of Technology (Chicago, IL). Hot, sticky students wondered what we were up to. They were invited to meet in the quad to find out. The "snowballs" were actually pantyhose filled with flour that make an excellent white, powdery mess when thrown at another person. We lugged 100 snowballs to the field and the battle began. After 30 minutes of flinging flour, the students were white and dirty from head to toe. We then had cans of pop to pass out to the thirsty warriors and encouraged everyone to stick around and rest for a few minutes. A student casually introduced InterVarsity and invited anyone interested to our next event, and other conversations popped up as students recuperated and brushed off flour.

## "CALLING ALL PYROMANIACS AND APPLE LOVERS . . ."

Coe College (IA) — *Jon Doane*

This was the subject line of the campus-wide e-mail that our chapter sent out to advertise our bonfire at a local private orchard last September. Our school is small, with only 1,300 students. We have a supportive administration, so our chapter's e-mail announcement was a good way to communicate to every student. The turnout was very encouraging, and a number of students were interested in getting involved with IV. We had

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a great time picking apples for ourselves and for a local food pantry. We played some football before cooking hot dogs and s'mores over the world's largest bonfire (well, it was close). This was one of several events we've hosted in order to build community and provide a way for new folks to get to know us better at Coe.

## FIRED UP

University of California –San Diego — *Jeff Pearson*

**When 3,800 freshmen showed up** at UC–San Diego last September, our chapter was ready and excited to greet them. A group of student leaders realized that the first night in the dorms is a very critical time. Freshmen are eager to get out and make friends. So InterVarsity students planned a last-minute bonfire down at the beach and began inviting all the freshmen they had met while helping with move-in. We wanted to provide an alternative to the typical parties in the dorms that center around alcohol. Some student leaders spent most of the night driving back and forth from campus to the beach to get freshmen there. More than 100 students showed up to the bonfire, most of them not yet Christians.

**A few days later** we threw a free barbecue for new students in the center of campus. With three grills working constantly for more than three hours, we managed to feed over 600 students. It was a great week of inviting new students to the abundance of God's party. All of the hard work paid off when 375 students showed up for our first large-group meeting later that week. We had a wonderful night of worship and calling students to pursue God in the context of community.

## TRY A BIBLE STUDY

Rochester Institute of Technology — *Beth Cruz*

**It's Thursday evening during NSO week** at RIT (Rochester Institute of Technology). A group of ten faithful students gathers in a circle and prays as they prepare to visit students and invite them to something we've never done during NSO: a Bible study. We have stiff competition on campus tonight! A "root-beer kegger" is being held by another group, and the school is sponsoring the ever-popular Vegas Night. In addition, RIT's orientation schedule has had the freshmen running from early in the morning until late at night all week. To be honest, we expect maybe 15 people will show up. Nevertheless, we hope and prepare for more. Seven small group leaders are ready to lead studies if they are needed.

**An hour later**, we're in the conference room in Nathaniel Rochester Hall and the place is packed out! There are seven small groups of at least ten people each that have formed and the room is buzzing as students discuss

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1 John 5. In my small group I meet Austin, a charismatic photo major who takes off a knit cap to reveal his long braids, and Jess, a transfer student from Kentucky who is looking forward to being involved in an active fellowship. In all, about 50 freshmen have come to our Bible study, and all of a sudden we realize we're in need of more small groups! Praise God for blowing away our expectations!

## KICKBALL AND KRISPY KREMES®

University of California–Berkeley — *Nikki Toyama*

The kickball bumped unsteadily on the pavement of Underhill parking lot on the campus of UC–Berkeley. Two teams of 35 students on each side were running and yelling at each other, “Back up in the outfield!” Even though it was 10 p.m., people began to gather under the lights of the large parking lot to watch the kickers, runners and catchers. “What dorm is this?” one of the observers asked. It gave us a great opportunity to talk about God and the fellowship. We invited folks to come play; many did.

In addition to a friendly game of kickball, we greeted students by distributing more than 2,000 fliers, blitzed the dorm with Krispy Kreme® donuts, and invited people to our barbeque (“Free steaks!”). We looked for opportunities to be friendly and welcoming, even offering rides to Target. The InterVarsity students were excited as we met nightly to share stories and pray. People told stories of the risks they took, and how God had worked before they even took the first step.

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