

Young Leader Training/Discipleship Program

This 13 part resource can be used to train and disciple young leaders, equipping them for leadership in all areas of their lives. Young leadership is just as much about discipleship as it is about leadership. As such there are no 'quick fix' solutions to developing young leaders. Youth Leadership is not just a training course you do with young people, it is a way of doing youth ministry, and training is just one element, one tool in the toolbox. This resource is a 'tool' to be used in conjunction with an overall strategy within your church/organisation to develop young leaders.

Feel free to modify, change, skip any of the content of these session plans, the idea is that you develop a training scheme that meet your needs, the needs of the church and the young people.

Warning:

There are costs to developing young leaders: Time being the main one, young leader development is more than just a training course to complete, it is a way of doing youth ministry which involves the whole church in entrusting and allowing the young people to take risks and sometimes fail, and for that to be okay.

Be the kind
of leader
that you
would
follow.



1. What is Leadership?

Ice Breaker: What's in a name?

Give each person a sheet of A4 paper and a marker pen (sharpie). Ask them to write the initial letter of their name in the top left hand corner of the paper, writing the next letter in their name directly underneath and so on, forming a column with their name down the side of the piece of paper (prepare one with your name as an example). Now starting with the first letter think of a word or few words that describe and aspect of your life or an interest (alternatively if the group know each other well, write a leadership quality they have) that others in the group might not know, do this for all the letters in your name. For example Thomas might write for T; Trainspotter extraordinaire. Give them a few minutes to do this and then get them to reveal them to the rest of the group.

Activity: Leadership Snapshot

Place 4 x pieces of flipchart paper around the room, each with a different heading:

1. What's the first thing that comes to mind when you hear the word 'Leader'? Write or draw your response
2. Think of a leader who has helped you, draw him or her or simply write the person's name.
3. What makes someone a leader? Write down the key words
4. What qualities do you think God looks for in a leader? Write or draw your responses

Give the group five minutes to go round all the pieces of paper, jotting down the first thing that comes to mind.

After they have got round all 4 sheets, get the group into pairs and talk about how the person they identified in paper 2 influenced them or encouraged them. Then reflect on what has been written on the sheets of paper around the room, picking out some of the words or images from them.

Bible: Biblical Leaders

To continue thinking about different types of leaders, in small groups reflect on the following biblical leaders, Wikipedia gives a good brief summary of each character that might be helpful.

- Moses (Exodus 2 v 11-15; 3 v 1-14 & 4 v 1-13)
- Deborah (Judges 4-5)
- Esther (Esther)
- David (1 Samuel 16 v 1-23; 17 v 20-40)
- Gideon (Judges 6 v 1-8)

With each leader reflect on:

- How were they a good leader?
- What leadership qualities did they exhibit?
- His or her character and background
- How did they become a leader?

- What leadership position did they hold?
- What can/do we learn from them as leaders?

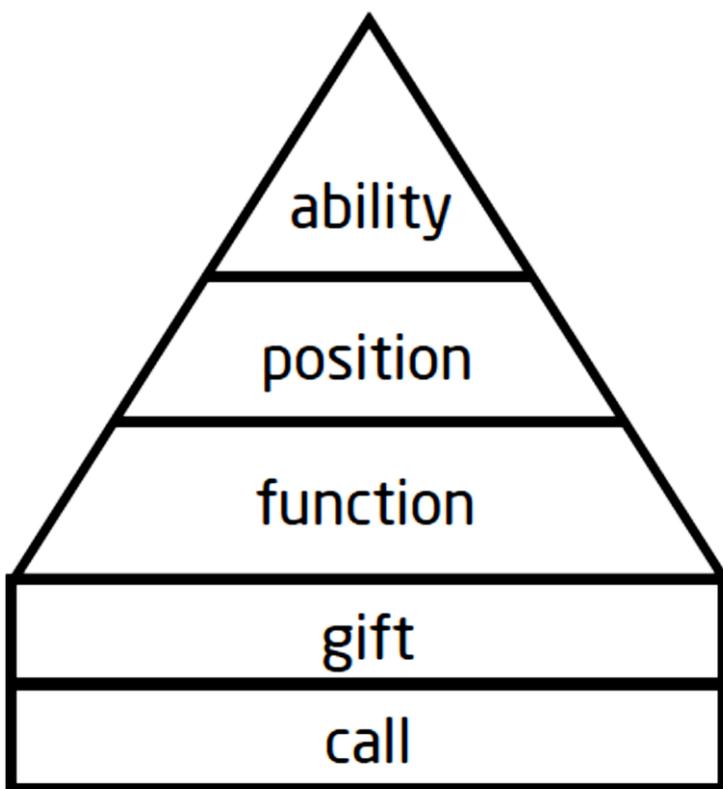
Give the groups a good 20mins to complete this, and then feedback their findings to the rest of the group.

What is leadership?

According to John Adair 'leader and leadership are abstract terms. Leadership is always embodied.' So rather than asking who or what is a leader, it may be more helpful to define what we mean by leadership.

Aspects of leadership:

Discuss the following 5 ways of thinking about leadership, please note that the first 3 would be true in a secular context, and that the last two are specifically Christian.



Leadership is a function we exercise:

Leadership is exercised whenever anyone influences another person. 'Leadership is influence' (John Maxwell). At this level nearly everyone is a leader, right from the youngest age – sometimes for good, sometimes for bad.

Leadership is a position we hold:

Responsibility given to an individual – paid, voluntary and so on. Holding the position doesn't guarantee the ability to fulfil the role, or that the person concerned is excited about the role, or even called to it. But being given a leadership role is often a good way of growing in confidence and ability.

Leadership is an ability we use:

Leadership ability is made up of skills, knowledge, talent and spiritual gifts. Skills can be acquired through training. Knowledge is gained through learning. Talents are developed at an early stage of our lives (that's why children's and youth work is so important) and are formed by adulthood. They are a natural aptitude. They can be defined as 'not what you can do, they are what you can't help yourself doing' Gallup identifies a range of talents that form the leadership mix. Skills and knowledge are transferable from person to person. Talents are transferable from situation to situation.

Leadership is a spiritual gift given by God (Romans 13 v 8):

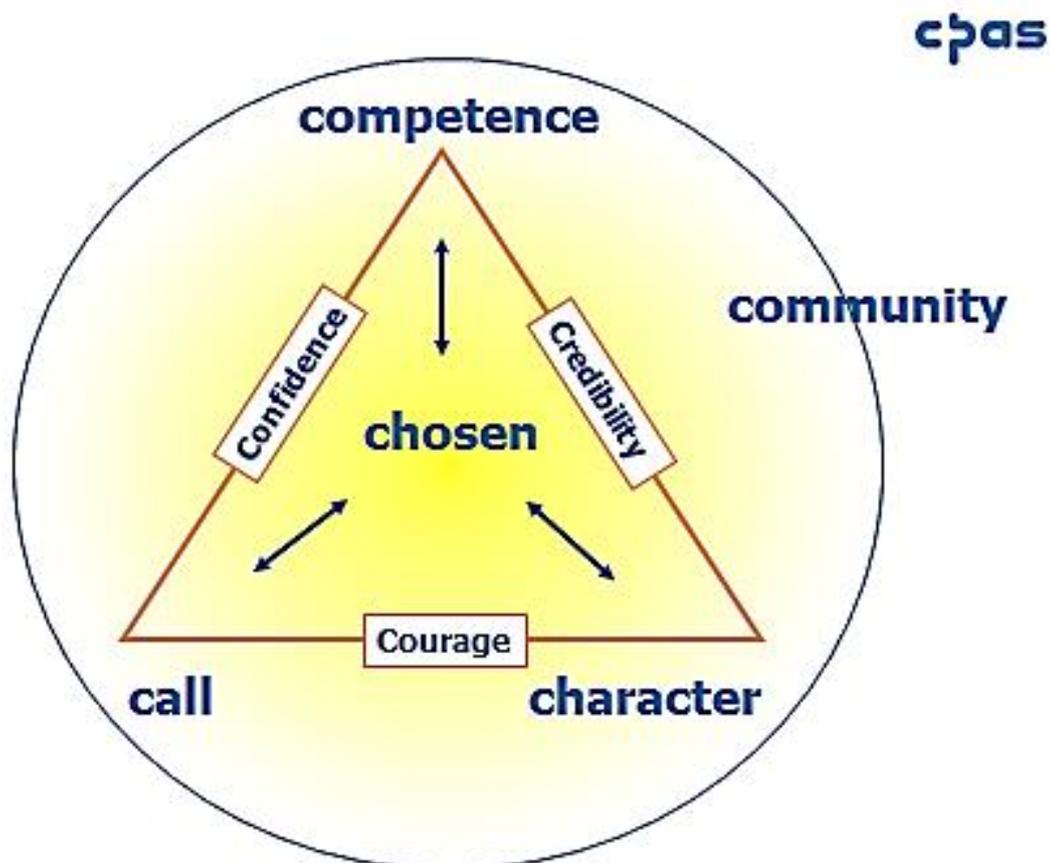
The Greek word for leadership means to lead and to care, and originally referred to a patron who used his position of influence to benefit others. This 'gift' can be given to anyone by God, because like all spiritual gifts it is a gift of grace not a reward for the gifted. This is great news for the Church. Christian leadership does not solely depend on natural talents. In the history of the Church and in the Bible we see God giving gifts to the most 'unexpected' of people.

Leadership is a 'call' from God:

His choice is often surprising! He looks for our availability more than for our ability. Q: which biblical character comes to mind as an example of this?

A Model for Leadership Development

This training program is based around the following model for leadership development:



This biblically based model covers 5 elements, explain this model to the group, allowing room for questions and discussion:

Chosen: Chosen is at the centre because at the heart of a Christian understanding of leadership development is our relationship with God. Everything flows from this centre. The first priority for every Christian leader is to be a follower, a disciple of Jesus. Because there is a world of difference between a leader who leads 'from' God's love, secure in their identity in Christ, and a leader leading 'for' God's love.

Call: We are not on earth by chance. We are here for a purpose, and hearing God's call enables us to work out what that purpose is. Call is one of the foundations of Christian leadership development. Not (necessarily) call in the sense of a spiritual experience calling you to a particular role. But call in the Biblical sense of more clearly discerning what it means to be a disciple of Jesus Christ (google: Not a Fan by Kyle Idleman) Discerning God's call provides direction and insight that makes a daily difference as we try to weigh up how to use our time and resources.

Christ-Like Character: All leadership involves influence. But will that influence be good or bad? Will it grow Christ-likeness in others or destroy people's ability to trust? Character will determine the difference. Any model of leadership development that ignores character will risk people growing in skills without the necessary character to support such skills. Sadly, many people have been hurt by 'competent' leaders whose character issues were never addressed. The New Testament is very clear that when selecting leaders a great deal of attention is to be given to their character (see 1 Timothy 3 v 1-13). Growing in Christ-likeness is part of growing as a Christian leader.

Cultivate Competence: Leadership development considers the particular talents (those things that are a given part of who we are), skills (the 'how to' aspects of the role), knowledge (both factual and experiential), and the motivation a person needs in any given position of leadership (formal and informal). As leaders develop they seek to discern more clearly their particular gifts and talents, to develop in skills and knowledge, to understand their passions and temperament. Even the seriously competent need to take time to grow their talents, skills, knowledge and desire.

Community: All of this in the context of community because the New Testament makes it clear that leadership in the church is plural. The model of solo leadership is foreign to the early church. All but two of the references to leadership in the New Testament are in the plural. Theologically speaking this reflects the nature of the Church (body) which (should) reflect the nature of God himself (Trinity). Leadership is best described in community and best exercised in community. The community provides accountability, support, encouragement and mutuality. To meet the challenges of leadership today we need to be honest with one another about the struggles and joys of leadership, and learn to depend on one another to provide the breadth of leadership required in our changing world. That's why community is the context surrounding all the other aspects on the diagram.

Biblical leadership development recognises the importance of all of the above elements. It is the inter-relation between them that makes for healthy Christian leadership, developing leaders who are secure in Christ, clear about how to use all that God has given in his service, maturing in Christ like character, growing in knowledge and skills and

increasingly self-aware about their particular gifts and talents, comfortable exercising their leadership alongside others.

Call & Character lead to courage: Call helps a leader discern where God is leading; character helps a leader to do the right thing whatever the cost, which builds courage in them as a leader. Courage helps them determine to act – the willingness to move in a direction in spite of the emotions and thoughts that bid you to do otherwise.

Character & Competence lead to credibility: Character without competence is no good, that's why we don't simply make people of good character leaders. Nor is competence without Christ-like character any good in a leader. Credibility is present when a leader exhibits Christ-like character and has the necessary abilities to lead in their role.

Call & Competence lead to confidence: There is an appropriate confidence for a Christian leader. This confidence is found in two truths: when God calls he equips, and God generally works 'with the grain' of whom we are, not against it.

Community ensures we lead in a safe way, where there is encouragement and accountability: Encouragement gives strength to leaders to tackle what they would otherwise struggle to tackle. Accountability brings feedback and challenge to help us grow and develop.

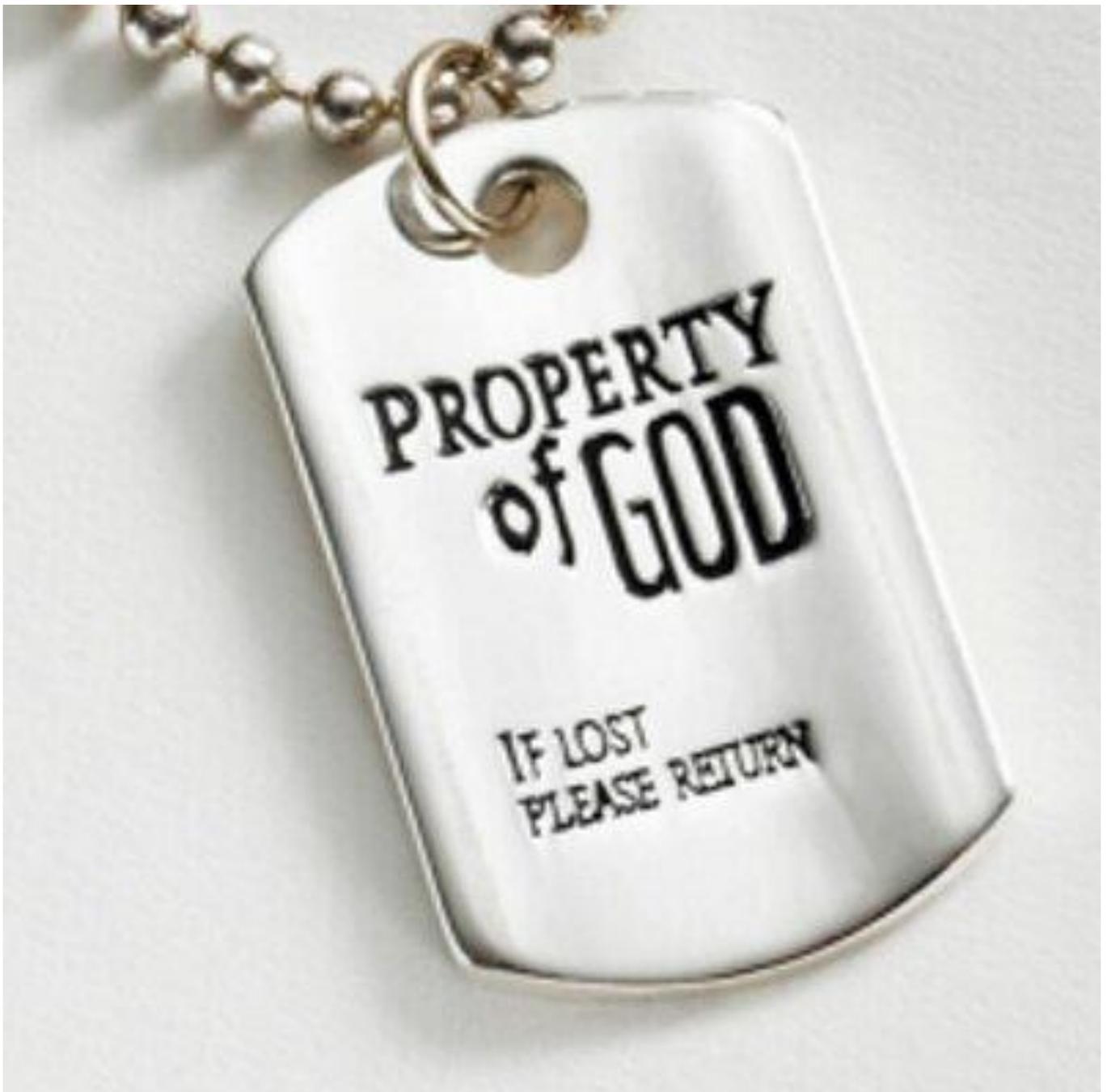
Devotional

It's no surprise that Moses had ups and downs as a leader, sometimes he was a hero and other times he was a zero, but God still used him to make an incredible difference. The bottom line was that Moses loved God with all his heart and obeyed him. he took risks for God, and he learned that he couldn't lead by himself.

In the same way, to become the leaders God wants us to be, we need to take on the attitude of Moses, that no matter what our background, where we are from or what we think our abilities lack. God can and does still use us.

Watch this:

Not Qualified: <https://www.youtube.com/watch?v=ZCSlaX-u3P8>



**2. Remember who
you are? & Whose
you are?**

Ice Breaker / the F word game:

Explain that you are about to display a sentence on the screen for 10 seconds, their challenge is to count all the letter 'F's in that sentence. The sentence to project is:

"The future of film is the result of scientific research and of experience"

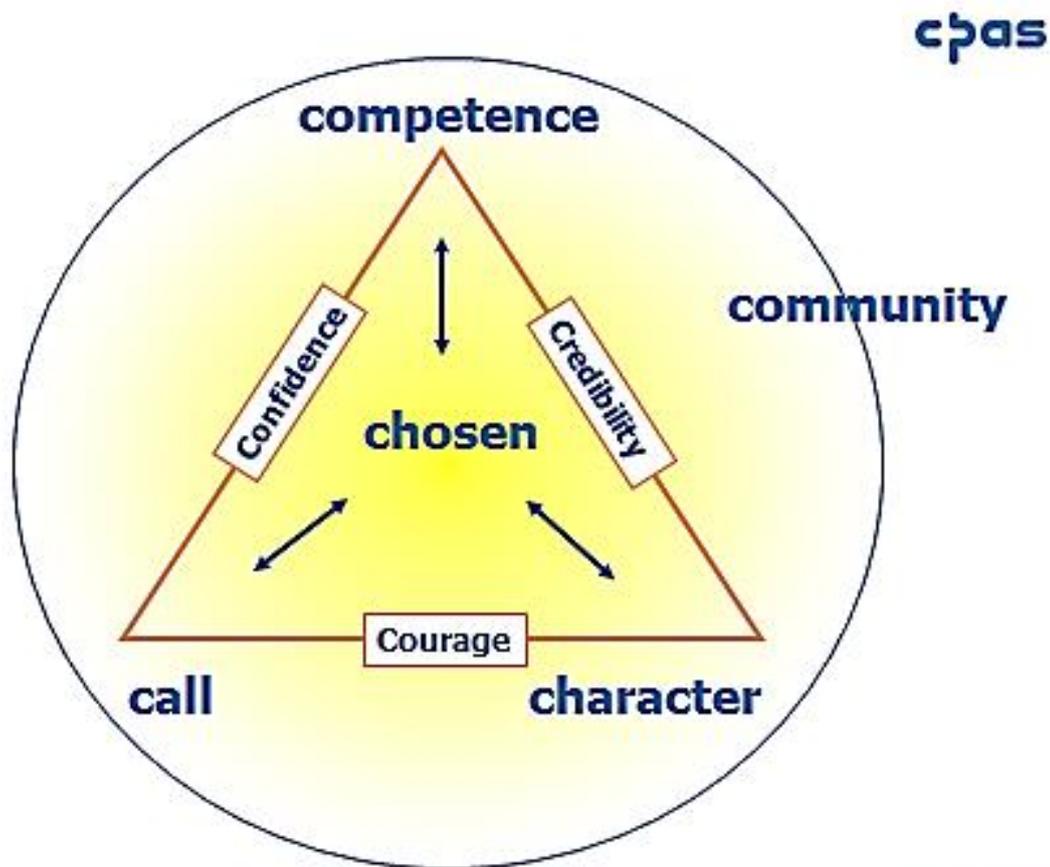
After 10 seconds turn off the display and ask how many they found. Most will say 3 or 4, some may say 6 (the correct answer), but don't disclose this information yet. Project the sentence one more time for 10 seconds. Most young people will see all 6 this time, of npot tell them to look for all the 'of's in the sentence.

Now ask:

- What would happen if we took the 'of's out of the sentence?
- What does that tell you about the importance of a tiny word like of?
- How does this relate to your life and my life? (many people today feel like an 'of'. They feel insignificant, small, and unimportant. If that's you, the truth is that your life is important and it matters to God)
- Do you ever feel like an 'of'? if so when?

A little reminder:

Remind people of the leadership development model covered during the first session:



Session 7 Slide 9

Who's Really in Control:

Who is really in control – God or Us? Every day Christians face decisions about who or what will control our lives. Our old self wants to be in the driver's seat, yet God wants us to turn control over to him.

Finish the sentence:

Get into small groups, asking them to flipchart the best way to finish this sentence...

“Making Jesus Lord of my life means.....”

List 3 practical ways someone's life will be different if Jesus is his or her Lord?

Say:

It's impossible for us to live for ourselves and for God at the same time (Matthew 6 v 24). Even as young leaders it's possible to 'short change' God and only focus on ourselves. It's only by seeking Christ and his kingdom first that we can experience life to the fullest extent possible.

In one sense, we choose many times a day whether to live for Christ or to indulge ourselves. In another sense, there will be milestone moments in your life when that choice is difficult to make. In 2 Corinthians 5 v 15 we are told that Christ died so that we would stop living for ourselves and start living for him. Living for Christ not only ensures you of a life that is fuller and more meaningful (John 10v10), but allows you to be the leader God intends for you to be.

Bible Input / The Swedish Bible Study Method:

Use John 15 v 1-17 as the focus for the bible input. A good way of helping people get into the passage is using the Swedish Bible Study method. If this method is new to you, don't panic it's not some dodgy Abba theology!

In small groups, participants read the passage together and using the handout (see end of this section), reflect on it in the four different ways as described on the handout.

Once the groups have had time to read the passage in this way, give them a few minutes to talk with each other about their responses. Then invite them to share one thing from each category to the rest of the group.

Be ready to answer any questions!

Emphasise the following points from the passage:

- It's about abiding – if we want to keep Christ as our starting point, then we need to stay close to him
- It's about love – we can only genuinely love each other and God when we first know his amazing love for us. Knowing that God has chosen us to be his people assures us of his love. So rather than having to work constantly to make him love us, we can be people who work from his love. Letting it flow out to others. Take time to make this point: on the surface people who are following God may look

quite similar, but it makes the world of difference if our starting point is really knowing God's love for us. Such confidence makes us less driven, less desperate to prove ourselves and more sure of who we are in Christ.

- It's about obedience – we respond to God's love for us by being obedient to what he asks of us. He asks this of us, not to make life difficult or dull, but, as Jesus says, 'that my joy may be in you and your joy may be complete.'
- It's about being fruitful – in John's terms this means people coming to know and love Christ.

If we're going to remember who and whose we are (children of God, chosen by grace) then we need to make sure we keep listening to God and stay close to him.

How to stay close to God? / Spiritual Disciplines:

So how do we stay close to God, hearing his voice and knowing his love? The answer is to exercise 'spiritual disciplines'.

In small groups brainstorm:

- What different things can you do to stay close to God?
- What things have you tried and found helpful?
- What difficulties have you experienced with spiritual disciplines?

Feedback to the whole group.

Here are some examples of spiritual disciplines, to add into the discussion:

- Spend time with God
- Spend time listening to/for God
- Fasting
- Sabbath
- Submission to God
- Reading your Bible
- Worship
- Fellowship
- Bible Study
- Prayer
- Reflection
- Service

These 'tools' or 'spiritual disciplines' are not about trying harder, but are better thought of as 'training'. Like training for a marathon, if we set out to run a marathon tomorrow without any training, it wouldn't matter how hard we tried, we wouldn't get that far. However, if we knew we were going to run a marathon this time next year, we could establish a training programme. Though training we can achieve what we can't by just trying hard (1 Timothy 4 v 7-8).

Watch karate Kid YouTube video:

<https://www.youtube.com/watch?v=1K24jL-06H0>

It illustrates what spiritual disciplines are about, as Daniel Larusso comes to Mr Miyagi for help with learning karate but gets frustrated as all he seems to do is paint fences, wax cars and sand decks. He soon comes to realise that these were preparation for being about to do karate moves.

Testimony:

It's helpful to hear first-hand stories from people who practise spiritual disciplines. If you can interview two or three people from your church who actively practise a discipline. Ask how it fits with their life and energises their faith.

At this point guilt often rears its ugly head. Be sure to encourage the young people to start from where they are not from where they wish they were.

Blob Tree Devotional:

Using the attached Blob Tree, one for each participant, discuss:

Regarding Spiritual Disciplines:

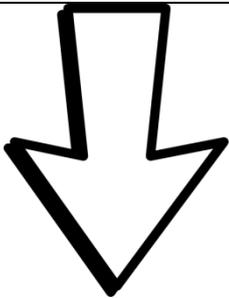
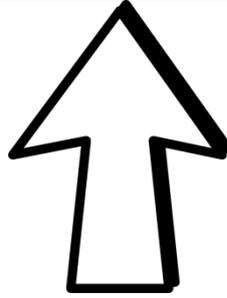
- Where are you now on the tree?
- Where do you want to get to?
- How are you going to achieve this?

Pray to close

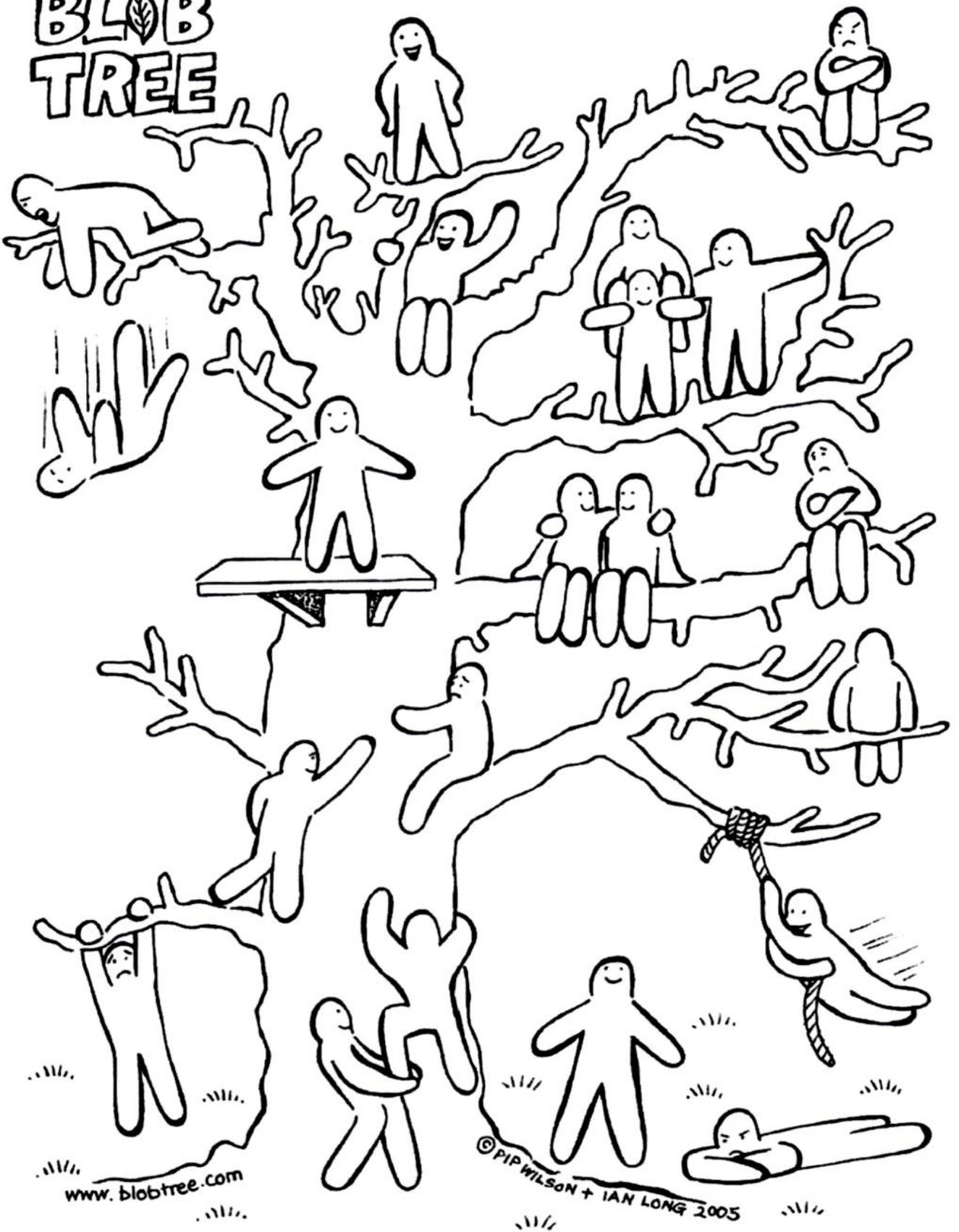
The Swedish Bible Study Method:

The basic idea is as follows:

- **Candle:** list new things you learn from the passage
- **'Up' Arrow:** note anything that the passage tells you about God
- **'Down' Arrow:** note anything that the passage tells you about people
- **Question Mark:** jot down any questions the passage has raised for you



BLOB TREE



DO YOU
SERIOUSLY
THINK **GOD**
CAN'T USE YOU?

NOAH WAS A DRUNK
ABRAHAM WAS TOO OLD
ISAAC WAS A DAYDREAMER
JACOB WAS A LIAR
LEAH WAS UGLY
JOSEPH WAS ABUSED
MOSES HAD A STUTTERING PROBLEM
GIDEON WAS AFRAID
SAMSON HAD LONG HAIR AND WAS A WOMANIZER
RAHAB WAS A PROSTITUTE
JEREMIAH AND TIMOTHY WERE TOO YOUNG
DAVID HAD AN AFFAIR AND WAS A MURDERER
ELIJAH WAS SUICIDAL
ISAIAH PREACHED NAKED
JONAH RAN FROM GOD
NAOMI WAS A WIDOW
JOB WENT BANKRUPT
PETER DENIED CHRIST
THE DISCIPLES FELL ASLEEP WHILE PRAYING
MARTHA WORRIED ABOUT EVERYTHING
THE SAMARITAN WOMAN WAS DIVORCED
ZACCHEUS WAS TOO SMALL
PAUL WAS TOO RELIGIOUS
TIMOTHY HAD AN ULCER
LAZARUS WAS DEAD

Think of what you were when you were called. Not many of you were wise by human standards; not many were influential; not many were of noble birth. But God chose the foolish things of the world to shame the wise; God chose the weak things of the world to shame the strong. God chose the lowly things of this world and the despised things — and the things that are not — to nullify the things that are, so that no one may boast before him.

1 Corinthians 1:25-29

3. God can use me?

Ice breaker:

For a little humour as you begin, read these excuses that were actually used to explain car accidents:

- I collided with a stationary truck coming the other way
- A pedestrian hit me and went under my car
- To avoid hitting the car in front of me, I struck the pedestrian
- An invisible car came out of nowhere, struck my vehicle, and vanished
- The indirect cause of this accident was a little guy in a small car with a big mouth
- Coming home. I drove into the wrong house and collided with a tree I didn't have
- In my attempt to hit a fly, I drove into a telephone pole
- The guy was all over the road, I had to swerve a number of times before I hit him

Now say...

Excusing one's own misbehaviour can seem like a national pastime (just look at politicians!) as Christian leaders, we're just as likely to rationalise our own unwillingness to live a Christian life as we are to follow God's call to lead others toward him.

I can't because...

Give each young person 2 x index card and pen, get them to write on one card. *'I'd like to...'* (Think regarding being a young leader) and complete the sentence with something they'd like to do. Then on the other card write, *'But I can't because...'* and complete the sentence. Remind them not to write anything rude or disrespectful.

Collect in the cards, keeping the two kinds in separate piles, and shuffle each pile. Then draw the top card from each pile and read the 'I'd like to' and the 'but is can't because' halves together. Continue this until you've read all the cards in both piles.

Now ask...

- Why do people make excuses?
- What excuses do Christians make for not living out their faith in Christ?
- What excuses do Christian leaders (that's you) make for not leading God's people when God calls them to do so?
- Have you ever made an excuse for not serving God when he has called you to lead? If so, why? – maybe answer this one silently

Now say...

Leading others is a huge responsibility. Sometimes we don't feel up to the task. We make excuses, I'm not spiritual enough, not perfect enough, not talented enough, I'm too quiet, too loud. But God uses imperfect people to accomplish his tasks on earth (just look at the cover to this section)

Today we will see how God used imperfect people to lead others. We'll see how these people, whom we now call champions of the faith, didn't feel adequate to do God's work

and made excuses for not serving him. We'll see how God used them anyway, and we'll explore how God can use us too.

Sorry God, but I, really can't do this:

Distribute the handout 'sorry God, but I, really can't do this' with pens and bibles, this can be individually, or in pairs, depending on the group. Complete the chart by reading each passage, writing down the excuse the leader in the bible gave and then God's response to that excuse.

Feedback and discuss as a whole group.

Now say...

Even through these biblical characters had a lot of excuses, feeling unequal to the tasks God called them to perform, God continued to use them. In some cases God changed the circumstances so their excuses no longer held, but in most cases he simply promised to be with these leaders in their weaknesses.

Devotional:

Fear is often the thing that puts us off leading, fear of failure, fear of making a mistake, fear of looking stupid...

Watch 'What are you afraid of?':

<https://www.youtube.com/watch?v=HZlr85Rxln0>

Pray to close

Sorry God, but I, really can't do this:

Read the passages listed below. For each passage write the excuse the leader gave for not serving God and God's response to the excuse:

Verses	Excuse	God's response
Exodus 3 v 10-15		
Exodus 4 v 1-5		
Exodus 4 v 10-12		
Exodus 4 v 13-17		
Judges 6 v 14-16		
Isaiah 6 v 1-7		
Jeremiah 1 v 4-8		
Jonah 1 v 1-4; 2 v1, 7-3 v 1		
Luke 5 v 4-11		

List here your own fears, concerns, worries or excuses as they relate to being a young leader:



4. What's your Passion?

Icebreaker:

Skittles Game:

Pass around a bowl of skittles (or m&m's), but don't let them eat them yet. For each skittle they have of a particular colour, answer the following:

Red = I feel happiest when...?

Yellow = something that really makes me nervous is...?

Purple = something that frustrates me is...?

Green = I'm bored whenever...?

Orange = what most energises and motivates you?

Ensure everyone has a chance to have their say.

Say...

At times we all have strong feelings about people and things on our lives. Feelings can lead us to make good or bad decisions. Today we are going to discover how God had placed in each of us a divine motivation or passion designed to attract us to where he wants us to minister.

What are you passionate about?

Give out copies of handout (see attached) to your young people and in pairs or small groups answer the questions on the handout.

Share responses with the whole group and discuss:

Having a godly compassion or enthusiasm for something begins with sensing God leading you in a particular direction. People living in and walking in that direction are fulfilling their God given passion, making a difference.

In Matthew 9 v 35-10 v 7 Jesus gives us what motivated him in a simple 5 step strategy to reach and disciple our world.

Step 1: Jesus *went* through all the towns and villages. He went to be with people.

Step 2: Jesus *saw* the crowds and it caused him to feel a deep emotion for them.

Step 3: Jesus *felt*, he had compassion or love from the gut. Why? because they were harassed, helpless and like a sheep without a shepherd.

Step 4: Jesus *prayed* ...ask the Lord of the Harvest...

Step 5: Jesus *sent* the disciples, and they went and saw and felt and prayed – and the cycle continues today, with us.

Group Discussion:

Q: How can we relate these steps to the things/people that we are passionate about?

Mind map the 5 steps, inserting the things and or people that you are passionate about, and what you plan to do about it.

Devotional:

Watch Kid President has a dream - <https://www.youtube.com/watch?v=plUOdrWI-ts>

What are you passionate about?

List 5 things young people feel strongly about? And 5 things this Church should feel strongly about?

Why do you think young people feel strongly about these things?

Read Matthew 9 v 35-38

35 Jesus travelled through all the towns and villages, teaching in their synagogues, preaching the Good News about the kingdom, and healing all kinds of diseases and sicknesses. 36 When he saw the crowds, he felt sorry for them because they were hurting and helpless, like sheep without a shepherd. 37 Jesus said to his followers, "There are many people to harvest but only a few workers to help harvest them. 38 Pray to the Lord, who owns the harvest, that he will send more workers to gather his harvest." [a]

Q: Where did Jesus go? To do what?

Q: Where did Jesus preach? And what did he preach?

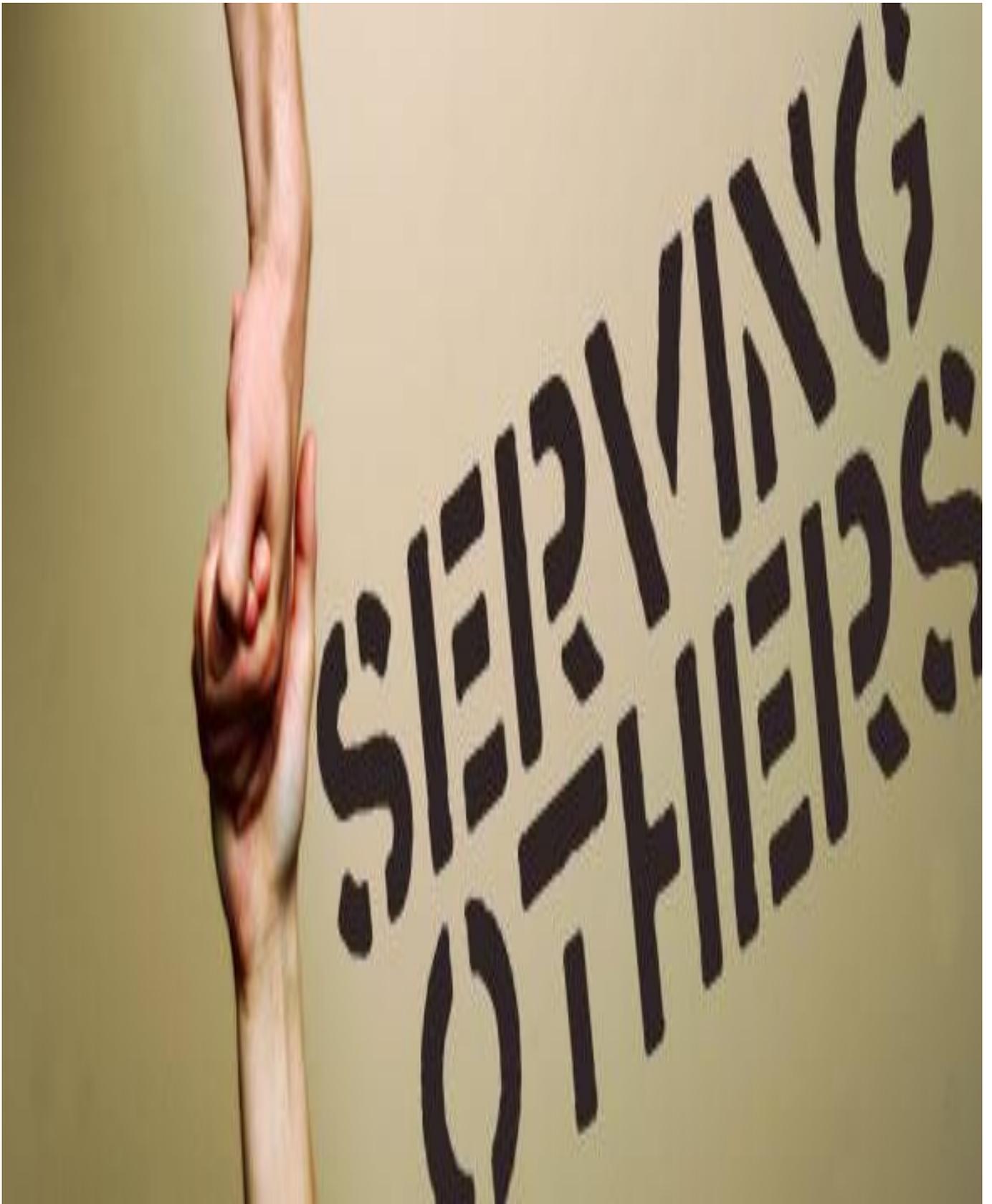
Q: According to the passage, what emotion did Jesus feel for the crowd when he saw them? What do you think there was about the crowd that made Jesus feel that way?

Q: What did Jesus' emotion/feeling for the crowd compel him to do?

Q: How do you think Jesus would express this emotion today?, if he were here now what emotions would he feel and about what in the world? This community?

The things that provoke strong emotions in us sadness, frustration, even anger about the things in this world e.g. child soldiers, slavery, poverty, homelessness etc are probably the same emotions Jesus has towards those things. Because Jesus has put them there.

Q: So what are these issues for you?



5. How's Your serve?

Icebreaker:

Attach a fork to the end of a broom handle (make 2 of these).

Ask for 2 volunteers, The challenge is to eat as many donuts as you can in 1 minute, but you can only use the 'long fork' to eat them, holding the non-fork end. Get both people to start at the same time, see how long it takes them to work out that if they feed (serve) each other they'll get some donut.

Play as many rounds as you like or until the donuts run out.

How's Your serve?

Much of our thinking about leadership is shaped by secular/business thinking. There is a lot of good found in these sources, yet we need to explore the distinctively Christian aspects of leadership.

Biblical Input:

Option 1:

Get into small groups and invite each group to look at two chapters of Mark's Gospel as follows: Chapters 1-2; 3-4;5-6;7-8. Ask them to search their chapters for marks of Jesus' leadership and summarise their findings in a short sentence. Finish by asking each group to share their sentence.

Option 2:

Invite participants to get into small groups. Giving each group one of the following passages and ask them to distil the main leadership qualities from their passage.

Luke 4 v 1-13

Luke 5 v 1-11

Luke 22 v 24-26

Acts 1 v 12-26

Acts 6 v 1-7

Romans 12 v 1-21

1 Timothy 3

1 Peter 2 v 1-12

Reflection:

Get feedback from the small groups, creating a list of Christian leadership distinctives on flipchart.

To help clarify 'essential' distinctives, ask 'Would this be applicable to a non-Christian leader committed to the well-being of others?' Creating a list of general leadership qualities and specifically Christian leadership traits.

Read Mark 10 v 42-45 together, emphasising Jesus' summary of what it means to be a leader in his kingdom – 'not so with you'.

Activity:

What difference would it make to the way we exercise leadership if we lived by these distinctively Christian traits?

In small groups (the same as before), imagine you are drawing up a job description for a leadership role in your church (you may want to define a particular role (e.g. Children's leader, youth worker etc). Write the section of the job description that describes the leadership distinctives your church seeks to practice. After 15 minutes feedback to the whole group.

Ways of Leading:

Speed dating with Style:

Ask the young people to work in pairs. They have one minute to chat about how they like to do the following things (you can add to or change categories according to your group) before they move on to the next person, when the bell goes. It's meant to be fast and fun.

Describe the way you like to:

- Do your homework
- Eat your lunch
- Spend a relaxing day
- Go on holiday
- Ride a bike
- Get up in the morning

If you want to debrief afterwards you can ask participants how they felt when they met someone who:

- Liked to do things their way
- Preferred to do the opposite

Emphasise the point that people have different preferences. Different doesn't necessarily mean right or wrong, just different.

Bible Input:

There are examples littered throughout the bible of different characters displaying differing leadership styles (Moses compared to David). For this next bit let's concentrate on how the picture of 'Christ-likeness' should inform our understanding of leadership styles. Romans 12 can be used to shape our thinking on this matter.

Option 1:

Use Romans 12 v 1-16 as a meditation on the nature of the body of Christ. Before the session cut out a selection of body parts (make sure you have a complete body). Explain you are going to read the passage (very slowly) and as you do so invite the group to write on the different parts something that strikes them from the passage.

Once you have finished reading and the group members have finished writing, put the body (or bodies) together and pull out some of the thoughts that have been noted.

Option 2:

Teach Romans 12, identifying some of the key themes of the passage.

For both options, emphasise the context in which we consider leadership styles: grace, humility, servant heartedness, devotion to one another. This is not about 'me', it is about 'us'. We can only imitate others in as much as they imitate Christ (see 1 Corinthians 11v1).

Activity:

Throughout life we will find ourselves in different leadership positions: at school, at work, in church, in sports teams, and with different leadership responsibilities. These can often be identified in three categories:

- Physical responsibility – setting up equipment, running the projector etc.
- Up-Front responsibility – leading an activity, teaching etc.
- People responsibility – small group leader, sports team captain etc.

Take a moment to think through the leadership responsibilities that you hold, Which categories do they fit into?

John Adair identified three 'group needs' that are common to every leadership situation:

- **The need to achieve a common task:** Leaders help people achieve kingdom-honouring goals. For example, a leader of a small group needs to know why the group exists (it's purpose), and help the group to realise its goals, the same applies to any leader.
- **The need to be held together:** Any group or team needs a feeling of unity, that enables its members to do far more together than they could do on their own.
- **The needs of the individual:** Each person in a group comes with specific personal needs. These vary, change and are sometimes unknown.



As we grow in leadership we need to learn to think about all three needs.

Q: Think of a team that you're part of, either as a leader, or under someone else's leadership – how do you see these needs being met? Talk about it with the person next to you.

Different ways to lead:

When it comes to ways of leading or leadership styles, there is no one best way. A good leader knows which style is best for each situation.

Directive style – the ‘do it the way I tell you’ leader

Achievement style – gives people clear direction and encourages by persuasion and feedback

Personal style – the ‘people first, task second’ kind of leader, who emphasises relationships

Democratic style – the ‘everyone has a say’ leader who encourages everyone’s input in decision making

Pacesetting style – the ‘I do, you watch, learn and follow my example’ leader

Mentor style – the ‘you can do it’ leader who encourages people to improve their skills

In small groups look at some of the examples of how Jesus led and decide which particular style Jesus was using, form the above list of styles:

- Luke 10 v 1-20 – sending out the 70 (achievement)
- Mark 6 v 30-44 – feeding the 5000 (democratic)
- Mark 9 v 14-29 – Deliverance of boy (mentor)
- Matthew 21 v 1-8 – Palm Sunday transport (directive)
- John 21 v 15-23 – restoration of Peter (personal)
- John 13 v 1-17 – washing the disciples feet (pacesetting)

In the same groups answer:

Q: how have you seen these different styles in action?

Q: was it a good experience? (i.e. the style suited the situation)

Get feedback

Again in the same groups brainstorm together the good points of each leadership style, asking what could be some dangers you’d need to be aware of – write up on flipchart.

Devotional:

Get a large sheet of paper (wallpaper) or cloth and some decorating trays filled with poster or powder paint (in various bright colours). Make sure to protect the floor from paint splashes. Stand the whole group around the paper/cloth and read again Romans 12 v 1-8. When you have finished get everyone to put a foot (without shoes or socks into the paint (remembering to roll up any trouser legs) and make a print on the paper. They could also use hands. Pray together about being in the body of Christ and playing our part in building his kingdom. Have bowls of water and towels ready for afterwards.

(if you think your group would be hesitant about taking off their shoes and socks, or would rather not get messy have a couple of pairs of old shoes that could be used instead)



6. Character & Personality

Icebreaker:

Get young people into small groups, giving each a pack of the definitions cards. The groups have 5 minutes to match the words with the definitions. Give a prize for the team with the most correct matches.

Now give each small group a blank piece of paper and ask them to come up with a definition for the word 'Character'. Only give a couple of minutes for this and then ask them to read out their definitions.

Read the following Character Quotes:

- ✓ 'People grow through experience if they meet life honestly and courageously. This is how character is built.' - Eleanor Roosevelt
- ✓ 'Many a man's reputation would not know his character if they met on the street.' - Elbert Hubbard
- ✓ 'Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.' - Helen Keller
- ✓ 'Hard work spotlights the character of people: some turn up their sleeves, some turn up their noses, and some don't turn up at all.' - Sam Ewing
- ✓ 'Good character is more to be praised than outstanding talent. Most talents are, to some extent, a gift. Good character, by contrast, is not given to us. We have to build it piece by piece – by thought, choice, courage and determination.' - John Luther
- ✓ 'A good character is the best tombstone. Those who loved you, and were helped by you, will remember you when forget-me-nots are withered. Carve your name on hearts, and not on marble.' - CH Spurgeon
- ✓ 'The measure of a man's real character is what he would do if he knew he would never be found out.' - Thomas B Macaulay
- ✓ 'Character is what you are in the dark.' - D L Moody
- ✓ 'Character isn't something you were born with and can't change, like your fingerprints. It's something you weren't born with and must take responsibility for forming.' - Jim Rohn
- ✓ 'Character is always lost when a high ideal is sacrificed on the altar of conformity and popularity.' – Unknown

Q: what are some of the common themes running through these quotes? – Discuss

Character, Reputation and Personality

Right from the outset it's worth identifying the difference between character, reputation and personality.

Have 3 pieces of flipchart paper, with the 3 headings on (character, reputation and personality) displayed around the room. Ask the group to go round each sheet and write their individual 'off the top of their head' definitions for each word.

Once done, read through what people have written. Looking at the differences between the 3 concepts has the potential to get quite complicated so here are a few suggestions:

The difference between reputation and character; Reputation is what people say you are, character is what you and God know you are.

The difference between character and personality; your personality is formed from a very early age and unlikely to change greatly. There is no such thing as a good personality or bad personality – there are just different kinds of personalities. For instance extroverts and introverts – one isn't better than the other, they're just different.

Your character, however, can change and grow. Character can also be good or bad, and we often define people in that way.

When we make judgements based on characteristics such as trustworthiness or kindness, it's the person's character we are judging.

For all of us character is really important. If we're Christian leaders it is especially important. It's a bit like an iceberg, in that most people will just look at our competence – our skills and talents. Those are the things seen on the surface. But if we aren't growing in good character, the below the surface things, then they will cause us trouble later on in life. This session we're going to look at what character looks like in the Christian context.

'Little Christ'

When the word 'Christian' was first used, it was actually meant as an insult. People were watching those who were the disciples of Jesus and taunted them by calling them 'little Christs'. They meant it as an insult but for those who were following Jesus, that's exactly what they wanted to be!

As Christians the kind of character that we need to grow is Christ-like character – God's plan for us is that we should become more like Jesus. Let's explore what that means.

Get into the same small groups as before and give each group one of the bible passages listed below and ask them what kind of characteristics was Jesus demonstrating or taking about:

- Luke 23 v 32-43 (forgiveness)
- Luke 7 v 11-17 (compassion)
- Matthew 5 v 33-37 (honesty, truthfulness)
- Hebrews 12 v 1-4 (endurance)
- 1 John 3 v 16-18 (love)

Once they've had time to look at the passages, invite them to feed back what they think. This is obviously quite a short list – you may want to ask them if there's anything they feel is missing, and if they can think of an incident in Jesus' life that illustrates what they are saying.

As Jesus was a man of forgiveness, compassion, honesty, endurance and love he's looking for his followers to be people who are growing in these things in their own lives.

Paul and Timothy - Outline

Paul gives a lot of advice to his young friend Timothy, who was growing in leadership. In Paul's first letter to Timothy he picks up today's theme and tells him 'keep close watch on how you live and on your teaching.' (1 Timothy 4 v 16) He's saying to Timothy that he's to make sure that the way he lives his life matches with what he is teaching.

Integrity is another word for this. Integrity is about making sure that the words we speak match the actions of our lives. This means that if we're people who talk about God's love then we must also be people who live it out. If we talk about forgiveness then we need to be people who offer forgiveness.

Integrity is also about being the same person no matter what situation or group of people we find ourselves in. We'll be exploring this more in a later session.

If we are to be people who are growing in Christ-like character then we need to take this on board too.

Paul was also aware that Timothy was a young leader and that older people might look down on him. So he goes on to encourage Timothy that he shouldn't let others think less of him because he is young, and actually more than that, he should be an example to them through his faith (1 Timothy 4 v 12)

Paul would say the same thing to us. It's incredibly powerful when a young person is growing in Christ-like character. That really has an impact on those around them. When Paul says 'be an example' he is literally saying 'print yourself on them' just as the queen's head is printed on coins, so he should print his life on the lives of others!

Developing Christ-Like Character – Activity

In this section we want to look at how we can grow in Christ-like character. Outline the following points:

- Ultimately this is the work that God does in us. We can try really hard on our own to change, but we'll find it doesn't really get us anywhere. God's promise to us is that if we are willing he will, by his Holy Spirit, grow us in character. He will help us put off areas of our lives that don't represent Jesus, and put things on that do.
- Each of us has a public world, which everyone sees, and a private world, which only those closest to us see. We also have a personal world, which only we (and God) know about. Developing Christ-like character involves keeping the integrity gap between these worlds as small as possible.
- Character develops in several ways:
 - Intentionally making choices about the way I which we act. As we deliberately make these choices over time our character will grow. As we make decisions to keep going through moments when we'd love to give up, our character strengthens. Accountability can play a huge part in helping us to stay with our choices.
 - Responses to life. Things that come as trials test our faith and lead to endurance. Strength and wisdom.

- **Character growth is not an overnight thing, it takes time and commitment to letting God point things out to us and change us. At the end of Psalm 139, David writes: 'search me, O God, and know my heart; test me and know my thoughts. Point out anything in me that offends you, and lead me along the path of everlasting life.' (Psalm 139 v 23-24). That's a good prayer for us to pray regularly and to listen for the response! Also emphasise that when we get things wrong, that's not the end of the story, God's promise is to forgive and continue his work in us.**

Get the young people into small groups, invite them to take a case study (see attached) and discuss how the person described could grow in Christ-like character through the situation described. You may have time for them to consider more than one.

Draw the group back together and give them a few minutes to feedback their insights. Ask them to take a moment individually to consider if they can relate to any of those situations. If not, what might a case study about them say?

Circle-Time Activity:

With everyone back together sit in a circle. Give each person a piece of A4 paper and ask them to write their name on the bottom of it. They then pass their piece of paper to the person on their left who write something positive about that persons character at the top of the paper. Once written fold it over to cover what they've written and pass it on to the next person, and repeat, until you get your one back.

Discuss

Devotional:

Give each person a post-it or a piece of paper and ask them to reflect on one aspect of their character that they would like God to change. Once they've had a couple of minutes to think, ask them to write it on their post-its and fold it up, keeping hold of it for a moment.

Give each person a card with the 2 Peter passage on it (see attached). Read out the passage to the group. Place in the centre of the group a cross, a bin and a set of cards with the individual characteristics from the passage written on them (prepare enough cards of each characteristic in case every participant wants to take the same one)

Invite the group to put what they've written in the bin, and to take one or two of the characteristics. Once everyone had chosen, get into pairs and pray for eachother.

As you finish, invite the group to think of one thing that they are going to do this week that will help them grow in Christ-like character.

Pray to close

Definitions Cards:

Monophagous

Pandiculation

Bettong

Chukar

Evzone

Ewer

Lateen

Schmo

Anatidaephobia

Mu

Tachypnoea

Gillie

Clinker

Andouille

Lulu

**An animal that eats
only one kind of food**

**The act of stretching
and yawning**

**A short-nosed rat-
kangaroo found in
Australia**

**A Eurasian partridge similar
to the red-legged partridge,
but with a clucking call like a
domestic hen**

**A kilted soldier
belonging to a select
Greek infantry regiment**

A large jug with a wide mouth formerly used for carrying water

A triangular sail on a long yard at an angle of 45° to the mast

A fool

The fear that somewhere, somehow a duck is watching you

A Chinese word meaning 'not yes, not no'

Abnormally rapid breathing

A man who attends someone on a hunting or fishing expedition

Something that is unsatisfactory, of poor quality or a failure

A type of sausage

An outstanding example of a particular type of person

Correctly Defined!

Anatidaephobia	the fear that somewhere, somehow, a duck is watching you
Andouille	a type of sausage
Bettong	a short-nosed rat-kangaroo found in Australia
Chukar	a Eurasian partridge similar to the red-legged partridge, but with a clucking call like a domestic hen
Clinker	something that is unsatisfactory, of poor quality or a failure
Evzone	a kilted soldier belonging to a select Greek infantry regiment
Ewer	a large jug with a wide mouth formerly used for carrying water
Gillie	a man who attends someone on a hunting or fishing expedition
Lateen	a triangular sail on a long yard at an angle of 45° to the mast
Lulu	an outstanding example of a particular type of person
Monophagous	an animal eating only one kind of food
Mu	a Chinese word meaning 'not yes, not no'
Pandiculation	the act of stretching and yawning
Schmo	a fool
Tachypnoea	abnormally rapid breathing

Case Studies

Case study 1

Fiona is reeling from a conversation with a good friend. Fiona had forgotten to turn up for coffee with her friend. Her friend was upset and angry. In the course of the conversation over the phone, her friend said: 'Are you ever going to change?' Reflecting on the conversation, Fiona knows this isn't the first time she's let her friend down. How can Fiona respond to this situation in a way which grows Christ-like character?

Case study 2

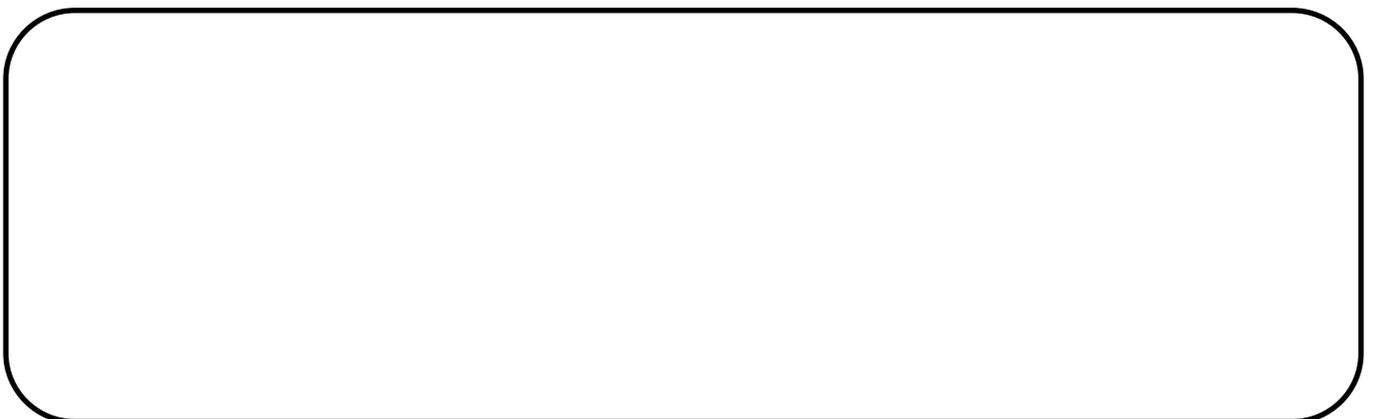
Mark leaves the consultant's room disappointed. For the last two years he's struggled with an ongoing problem with his knee. And now he's been told the wound won't heal. He'll have to live with it for the rest of his life. The wound causes discomfort on a regular basis, but he can still do most things, apart from play rugby – the thing that he loves most. How can Mark respond to this ongoing situation in a way which grows Christ-like character?

Case study 3

Becky is fed up. Her teacher seems to have it in for her. No matter what she does, how hard she works, how careful she is, she always gets criticised. When she started this course she was certain that this was where God wanted her. Now, five months on, she isn't so sure. How can Rebecca respond to this ongoing situation in a way which grows Christ-like character?

Case study 4

Scott can't believe he's messed up again. He'd done so well over the last six months, and now he feels he's back on the starting blocks all over again. What makes it worse is that he despises himself for it, he hates this part of his character that doesn't seem able to control how much he drinks when out with his friends. How can Simon respond to this ongoing issue in a way which grows Christ-like character?



Don't lose a minute in building on what you've been given, complementing your basic faith with good character, spiritual understanding, alert discipline, passionate patience, reverent wonder, warm friendliness, and generous love, each dimension fitting into and developing the others. With these qualities active in your lives, no grass will grow under your feet, no day will pass without its reward as you mature in your experience of our Master Jesus.

2 Peter 1:5-8

Don't lose a minute in building on what you've been given, complementing your basic faith with good character, spiritual understanding, alert discipline, passionate patience, reverent wonder, warm friendliness, and generous love, ...

... each dimension fitting into and developing the others. With these qualities active in your lives, no grass will grow under your feet, no day will pass without its reward as you mature in your experience of our Master Jesus.

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2 Peter 1:5-8



7. Leading where you are

Icebreaker:

Get hold of either Mission Impossible or Mrs Doubtfire films and for Mission Impossible show the clip towards the end of the film where Ethan (Tom Cruise) discovers that his boss Jim Phelps, the head of IMF is working as a double agent.

Or from Mrs Doubtfire use the clip where Robin Williams is in a restaurant trying to have a meal with his family dressed as Mrs Doubtfire, but also have a meeting with his agent as himself. Eventually it all comes undone and everyone finds out about the double life he's been leading

Then discuss the issues involved in living a double life

Activity:

Discuss together 'In what ways can Christians sometimes live a double life/as a double agent?'

Share a story from your own experience about finding yourself living a double agent life as a Christian.

In pairs

Talk about situations in which we can find ourselves living as double agents?

How does it make them feel?

(Please emphasise that this isn't about going on a guilt trip – it's about being honest with the difficulties we sometimes face in living as a Christian in all situations)

Bible:

If we're honest most of us struggle with this – even those who have been Christians for a long time. Often the hardest places for us to live out our faith is at school/college/work and in our homes.

God's intention is that, as his people, we should be the same person no matter what situation we find ourselves in (see last session). but that's easier said than done. We want to be liked, to be popular, we don't want people to misunderstand us or make fun of us. There are many reasons for it being difficult to be consistent through and through.

Discuss (either in small groups or as a whole group) where you find it hardest: home, church, school, college, work...

So how do we start to address this?

Firstly Remember:

Read together:

'You are a chosen people. You are a kingdom of priests, God's holy nation, his very own possession. This is so you can show others the goodness of God, for he called you out of the darkness into his wonderful light' – 1 Peter 2 v 9-12

Often when we think about the subject of 'calling' we think in terms of people being called to be a monk or nun, a missionary or minister. But God's understanding is much bigger. First and foremost he calls us to be his chosen people, to be disciples of Jesus, to be those whose lives reflect something of Jesus.

In pairs, read the passage again and take a moment to reflect on one of the phrases used and what that would look like in your life if you really took hold of it.

WWJD Activity:

John tells those he's writing to that 'those who say they live in God should live their lives as Jesus did.' (1John 2 v 6). Let's explore that for a moment:

In small groups, using the handout, brainstorm how Jesus lived – for example, he was compassionate, he healed the sick, he rebuked the teachers of the law and so on. Then move onto column 2 and think through each one of those things and ask what would that look like in school/college at work? Then do the same for column 3, home.

Feedback and discuss answers

This is what God is calling us to, not the double-agent/ double-life life but for us to work with him, demonstrating the good news of God, not just in the places where we are leaders, but in every aspect of our lives. We are the leaders wherever we find ourselves. God's plan for us is that we should be people who influence the environment in our schools, colleges and work places as well as in our homes, that we take seriously his call to be his people and his leaders in all situations.

Read this:

'Have you ever imagined what would happen if Jesus walked the corridors of your school/college or work today? If the Holy Spirit moved through the vents? Well Jesus might not be physically walking the corridors, but guess what? You are! And he wants to walk the corridors through you, impacting the lives of everyone you meet. Not only that, but you have the Holy Spirit in you and if God is king of your life then there's fantastic news ... God's kingdom can be built in your community through God at work in you'

– Matt Summerfield and Chris Evans

Bible: Soldiers, Farmers, Athletes and Workers

The Apostle Paul had things to say to the young leader Timothy about just this issue.

Read together 2 Timothy 2 v 1-19

Paul uses 4 pictures to encourage Timothy to be focused on what God had called him to do:

Ask: what are the following 'pictures' teaching? And how can we relate them to our lives?

Soldier (2v4) – focused on following the commands of the officer in charge and not getting distracted

Athlete (2v5) – focused on completing by the rules so as to gain the victors crown

Farmer (2v6) – focused on producing fruit, working hard so that they can enjoy the reward

Worker (2v15) – focused upon doing a good job so that they don't need to be embarrassed about the end result

He's encouraging Timothy to be absolutely focused on what God has called him to be and to do, not getting caught up in pointless arguments, or hiding away from the truth – but to live the life that God had called him to. The great thing about this passage is that Paul doesn't make it out to be easy, he too is suffering in prison as he writes this letter, but he wants Timothy to know that if he will just focus on God, he may suffer but's it's worth. There's to be no double agent/life for Timothy – he belongs to God.

Devotional:

Say: Ultimately, we're not called to live the double-agent life, that is just so unsatisfying and if we're honest, doesn't bring joy in either situation. We're called, as Paul puts it elsewhere, to be 'Christ's Ambassadors' (2 Corinthians 5 v 20). An ambassador is a diplomatic official assigned to a foreign government to serve as the official representative of his or her own country (we/You are Jesus' representatives). Ambassadors are ministers of the highest rank with full authority to represent their leader.

Using playdough (or Fimo, if you want them to last) create something that represents you being Christ's Representative in your school, your college, your workplace or your home

Once finished go around and ask everyone to explain their model and then pray for that person

WWJD Handout

How did Jesus live?	School/college/work	Home

'Have you ever imagined what would happen if Jesus walked the corridors of your school/college or work today? If the Holy Spirit moved through the vents? Well Jesus might not be physically walking the corridors, but guess what? You are! And he wants to walk the corridors through you, impacting the lives of everyone you meet. Not only that, but you have the Holy Spirit in you and if God is king of your life then there's fantastic news ... God's kingdom can be built in your community through God at work in you'

– Matt Summerfield and Chris Evans

Card Castles Icebreaker:

Being in ministry is not a one-person show. Making an impact for Jesus in our world will require each of us to use our gifts, personalities and motivations. We need to work together to accomplish God's purpose for the church and our lives.

Get into small groups (try to make up 3-4 groups), then explain that each group will create a 3D structure from straws (you'll probably need a few hundred straws). But that's not all each group must connect its structure to all the other structures built by other teams. And you must do all this without speaking. The more straws and time the young people have, the more elaborate their structure and connections. This activity can also be done with index cards if you prefer.

After they have finished, ask:

- How did you feel during this activity?
- What did it take to accomplish this activity?
- Could you have accomplished this by yourself? Why or why not? (only ask this if no one was working alone)
- Did you find yourself or others serving specific roles as you accomplished this task? If so, what roles did people play?
- How is this activity like working together as young leaders?

Bible:

Read aloud together 1 Corinthians 12 v 12-31

Then ask:

- How does this bible passage relate to what you just did with the straw structures?
- What does this passage tell us about how our teams should work together?
- What does this passage tell us about each member of the team?

Say: each of us have been given different gifts to accomplish God's ministry on earth. For us to make an impact in our community/church for God, we need to discover what spiritual gifts are and how to apply them to our lives and ministry.

Some people have great talents and abilities that tend to focus on the individual who possesses such talent. But spiritual gifts are given to all Christians for the good of the whole church, not just the individual. By discovering your spiritual gifts, you will be better able to know and accomplish God's will and purpose for your life.

Discuss:

- What do you think a spiritual gift is?
- Why would it be helpful to know what other people's spiritual gifts are?
- How do people discover their spiritual gifts?
- What are spiritual gifts NOT?
 - Spiritual gifts are not
 - Natural talents

- Personality traits
- They're not the same as the fruits of the spirit

Study:

Get into small groups and give each person a copy of the handout (see attached) and have them work through the questions on the handout.

Alternatively this could be done as a whole group discussion.

Once they finished gain feedback from the groups and share what they discovered about spiritual gifts.

Discover YOUR Spiritual Gifts:

Give out copies of 'Discover Your Spiritual Gifts Part Deux' with pens or pencils. Explain that the handout is a questionnaire designed to help you discover your spiritual gifts. Assure them that there are no right or wrong answers, that all spiritual gifts are equally important. Encourage them to take their time filling in the questionnaire, answering as honestly as possible.

After they completed the questionnaires get them to tabulate their scores according to the instructions, then read the explanation and assessment sections.

Invite the young people to share what they've discovered (it's worth doing it yourself before giving it to the group). Don't force anyone to share if they don't want to, be aware some may not be incredibly happy with their results. Arrange to chat to anyone on a one 2 one basis about their results if appropriate.

Remember to make a note of everyones top 3 spiritual gifts, you'll need it for the next session.

Devotional:

Play this YouTube Video 'Who you are: A message to all men' (which women also need to hear)

<https://www.youtube.com/watch?v=aTAn-tk2pDA>

Pray for everyone

Spiritual Gifts Study

A person, who knows, loves and trusts Jesus Christ, belongs in God's family and is made alive by the Holy Spirit. Everyone who has God's spirit has some spiritual gift or gifts for the sole purpose of accomplishing God's work.

What do the following verses have to say about the need to know our spiritual gifts?

- Matthew 25 v 14-30
- 1 Corinthians 12 v 1
- 1 Timothy 4 v 14

Read 1 Corinthians 12 v 11 - Who determines how spiritual gifts are distributed?

Read 1 Peter 4 v 10-11 – What are we supposed to do with our spiritual gifts?

List the spiritual gifts found in the following passages:

- Romans 12 v 4-8

- 1 Corinthians 12 v 1-11, 27-31

What other talents might be spiritual gifts?

After reading these verses and thinking about these questions, what have you learnt about how God wants to use you?

How can knowing your spiritual gifts help you make an impact?

Discover Your Spiritual Gifts, Part Deux

For each question, write the number of the statement that fits you best.

3 = That's me! 2 = This is probably me. 1 = This is probably not me. 0 = Definitely not me!

- ___ 1. I try to worry more about the needs of others than my own.
- ___ 2. People come to me when they need to talk about a problem.
- ___ 3. I would like to give money to those in need.
- ___ 4. I enjoy explaining the Bible to others.
- ___ 5. I like to try to help others know God better.
- ___ 6. I don't mind being seen with people who aren't that popular.
- ___ 7. When I see needy people on cold nights, I really feel like inviting them to my home.
- ___ 8. On Friday nights, I am usually the one who decides where we go and what we do.
- ___ 9. I like to tell others about my relationship with God.
- ___ 10. I have confidence that God will get me through both good and bad times.
- ___ 11. I like doing jobs that most other people don't want to do.
- ___ 12. I am known for my positive attitude.
- ___ 13. I get a real kick out of giving stuff away.
- ___ 14. I like studying the Bible so I can explain it to others.
- ___ 15. I like to pray for and with others.
- ___ 16. I would like to work with disabled people.
- ___ 17. I like having friends stay overnight at my house.
- ___ 18. I like to organize and motivate groups of people.
- ___ 19. I can sometimes direct conversations toward God in a comfortable way.
- ___ 20. I believe that God can do things that seem impossible.
- ___ 21. I have helped other people so their work was easier.
- ___ 22. I like to help sad people feel better.
- ___ 23. I try to be smart with my money so that I can give extra money to people who need it.
- ___ 24. I like learning and studying the Bible.
- ___ 25. I would love to lead a Bible study with my friends.
- ___ 26. I feel very sympathetic toward the needy.
- ___ 27. I don't feel disrupted when there are guests at my home.
- ___ 28. I have encouraged others to finish a project.
- ___ 29. I would like to help someone else become a Christian.
- ___ 30. I have confidence that God will keep his promises even when things are bad.
- ___ 31. I don't mind doing little jobs that other people don't consider important.
- ___ 32. I can encourage others through what I say.
- ___ 33. I know that God will meet my needs, so I want to give freely to others.
- ___ 34. I can show others what many verses in the Bible mean.
- ___ 35. I like to serve people to show that God cares for them.
- ___ 36. If a friend is sick, I call to see how they are doing.
- ___ 37. I like having company come to my house.
- ___ 38. I would like to lead, inspire, and motivate people to do God's work.
- ___ 39. I would like to tell others that Jesus is the Savior and help them see the positive results.
- ___ 40. I trust that I can call on God and know that he will be there when "impossible" situations happen.
- ___ 41. Sometimes when I do jobs, nobody notices, but I don't mind.
- ___ 42. I like it when people are happier after I have talked to them.
- ___ 43. I have given away some of my money or belongings to those in need.
- ___ 44. I think that I could show others how to find answers on their own.
- ___ 45. I would like to help bring people back to Christ who have wandered away from him.
- ___ 46. When I see a homeless person, I really want to help.
- ___ 47. My friends come over to my house because they feel comfortable there.
- ___ 48. When I'm in a group, sometimes people look to me to take charge.
- ___ 49. I take any opportunity I can to tell people about Christ.
- ___ 50. When everything looks bad, I can still trust God.

(continued)

Tabulation

Put the number (0 to 3) of your response to each test question in the next to the appropriate number below. Then, add up the numbers in each row (reading across) and record the total.

					TOTAL	GIFT
1	11	21	31	41		A
2	12	22	32	42		B
3	13	23	33	43		C
4	14	24	34	44		D
5	15	25	35	45		E
6	16	26	36	46		F
7	17	27	37	47		G
8	18	28	38	48		H
9	19	29	39	49		I
10	20	30	40	50		J

Explanation

- Gift A: **Helping.** The ability to assist and serve other people.
Gift B: **Encouraging.** The ability to support people and to help them regain hope.
Gift C: **Giving.** The ability to give your money other resources to be used for God's work.
Gift D: **Teaching.** The ability to teach the Bible in such a way that people learn and grow.
Gift E: **Pastoring.** The ability to effectively guide and care for people in their walk with God.
Gift F: **Mercy.** The ability to act out of compassion toward those who are suffering.
Gift G: **Hospitality.** The gift of being friendly and generous to guests.
Gift H: **Leading.** The ability to motivate others to use their spiritual gifts and to do their best for the work of the Lord.
Gift I: **Evangelism.** The ability to help others come to know Jesus personally.
Gift J: **Faith.** The ability to have a confident belief that God will always do what is the very best.

Assessment

If the score in the Total section is—

12-15: There is strong likelihood that God has blessed you with this spiritual gift.

8-11: There is a reasonable possibility that God has blessed you with this spiritual gift.

4-7: God might be developing this gift in you.

0-4: Your spiritual gifts are probably in a different area than this.



9. Growing your gifts

Icebreaker:

The Maker's instructions:

Before the start of the session have the following two stations set up around the room.

- **Building Station** Have two sets of Lego available. One set should be a proper boxed set, with instructions and the other should just be a whole lot of random pieces with simply an instruction to create something of their own choice (if you want to include all the members in this activity then simply add more Lego).
- **Painting Station** Prepare two different sets of painting materials. The first should be painting by numbers pictures with appropriate colours provided. The second set should simply be a blank piece of paper and a selection of paints.

Allocate members of the group to each station. There should be 2 teams at each station. Tell the teams that they have ten minutes to create whatever is in front of them following the given instructions.

Once ten minutes are up go round each team seeing what they've managed to create. Do your best to award points.

Alternatively:

If time it might worth having a movie night and watching The Lego Movie, see the following clips to give you an idea as to why:

<https://www.youtube.com/watch?v=S75uFMFK-Gg> – The Lego Movie following the rules

https://www.youtube.com/watch?v=GgJ9w7_c0d0 – Emmet discovers he's the special

Bible:

Get one of the young people to read Ephesians 2 v10

'For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do'

And then Psalm 139 v 14-16

'Thank you for making me so wonderfully complex! Your workmanship is marvellous – and how well I know it. You watched me as I was being formed in utter seclusion, as I was woven together in the dark of the womb. You saw me before I was born. Every day of my life was recorded in your book. Every moment was laid out before a single day had passed'

Brainstorm together the difference between something that is made on a production line and something that is handcrafted. You might want to bring in how people felt about having the freedom to create whatever they wanted vs being restricted by instructions in the opening activity.

Get into small groups to reflect on the two passages and discuss what they have to tell us about how we have been created and what implications that has for us.

Say: Maybe knowing that we've been created is something that we take for granted, but many people go through their lives totally unaware that they have been made by a creator God. Knowing that we're not mass-produced, that we are people created with a purpose, should give us a whole new perspective on our lives.

Activity – Discovering Your S.H.A.P.E:

Each of us has been made in a completely unique way. We're going to take some time to explore how God has put us together, discovering what our S.H.A.P.E. is:

Spiritual Gifts – What spiritual gifts has God given you?

Heart – What are you really passionate about?

Abilities – What are you naturally good at?

Personality – How do you usually relate to people and situations?

Experiences – What have been your positive and negative experiences and what have you learnt from them?

Give each member a copies of the Discovering your SHAPE handout, which they complete as we work through the next few activities.

S – Spiritual Gifts

'God has given each of you from his great variety of spiritual gifts. Manage them well so that God's generosity can flow through you.'

What are your top 3 spiritual gifts? (that we discovered in the previous session, if the young people have forgotten, you hopefully made a note)

H – Heart

Read this:

Eugene Cho, lead pastor of Quest Church in Seattle and co-founder of international anti-poverty movement One Day's Wages

Cho and his wife, Minhee, and their children founded One Day's Wages over three years ago after the Washington pastor came back convicted from witnessing the challenges faced by impoverished communities in Burma. They felt a need to act and sought God for guidance. The response Cho and his family received, however, was not at all what they were expecting. But they obeyed, took up the challenge and sacrificed a year of their family income to launch a movement that has since inspired people and organizations all over the world to join the fight to eradicate extreme global poverty. One Day's Wages and its partners have managed to award grants that are helping to provide necessities like electricity to the maternity ward at a South Sudan hospital, HIV treatment for children in Togo and nutritional support and education for malnourished children and expectant mothers living in rural Guatemala.

"My hope is to inspire [people] to live a life of generosity and to remind people what the Scripture calls us to, that much has been given and much is to be expected. [In] Matthew 6, I love the bluntness of how Jesus speaks in that context where [he says] everything that we have will perish," said Cho.

If you like this and would like to know more read his book 'Overrated'

Because we have all been created by God, he has left clues inside us about how he wants to use us. For each of us, the passion that moves our hearts will be different. As St Benedict puts it, God asks us to 'listen with the ears of our heart'.

Now obviously we can't all give up a year's wages or start a great campaign, but God will use us where we are to make a difference if we'll let him.

Reflect on and write your immediate responses to the following:

- What do you really love to do?
- What are the areas in which you would love to make a difference?
- If you could do anything and it was guaranteed to succeed and your friends and family fully supported you in it. What would you do?

You may find that you're passionate about other things as well as 'causes' that you encounter. You may be passionate about music of sports, or designing things. We need to listen to these things too because God tends to use us in areas that we're passionate about.

A – Abilities

Unlike spiritual gifts, which are only given to those who follow God, everyone has natural abilities – those things that you can't help yourself but do. We often refer to these as our talents.

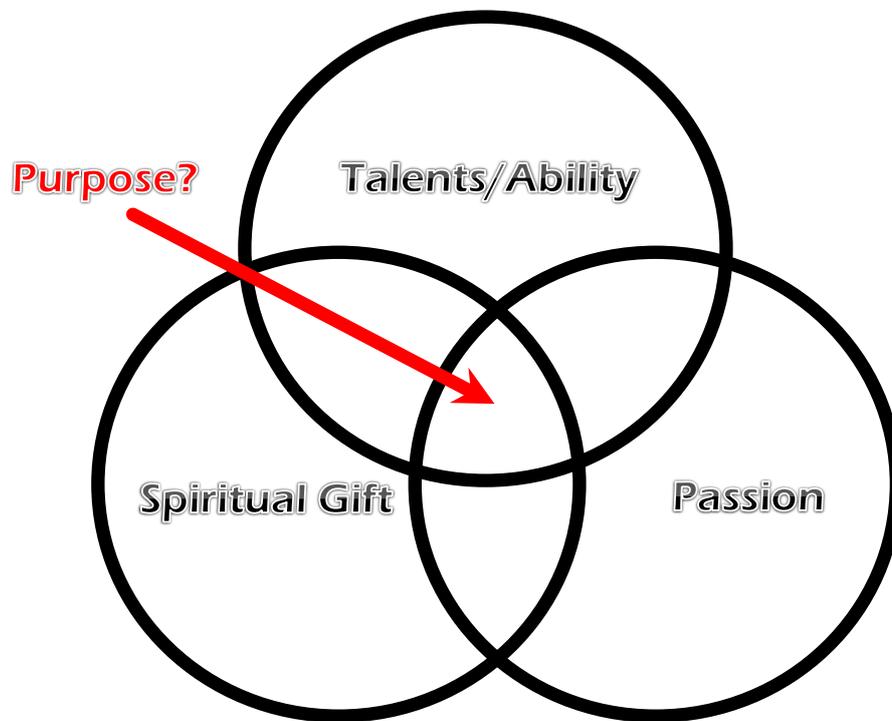
It's a very British trait to play down our talents, but they are things that should be celebrated because they too are from God, things that he chose from us as he created us.

Activity: attach a piece of card to everyone's back, then, armed with a pen each (making sure the pen won't go through the card onto people clothing), mingle around jotting down on everyone's back that persons talents/abilities.

Give the group a couple of minutes to see what people have written (remember you can join in too). Then in small groups look at Matthew 25 v 14-30 – the parable of the talents. Discussing in the small groups what this parable means for us and how we should use our talents.

Then get the young people to fill in the abilities section of the handout, answering the question 'What are the things that you are naturally good at?' adding what they, and other, think their abilities are.

God's intention is that we link our abilities with our spiritual gifts, inspiring us with passion to do something that demonstrates his creativity and goodness to the world around us.



P – Personality

There is no such thing as a good personality or a bad personality. We can be people of good or bad character, but personality is a different thing (see session 6). Our character is something that we can work on with God's help, however our personalities are pretty much given and formed by the time we're 4 or 5.

Whilst passion will help out with the 'where' of using our spiritual gifts and our abilities, understanding our personalities will go a long way to helping us work out 'how' we will use our spiritual gifts and our abilities/talents.

We discover what our personality is like in two main ways:

- 1) How we relate to people
- 2) How we respond to different situations

Using the handout, complete the relevant part on personality. You will find there are a number of 'spectrums' that help us reflect on the questions above, as the leader you might want to give examples to illustrate what they mean – if possible use different personality types to yourself to compare and contrast, demonstrating that leaders do come in all shapes and sizes.

Feedback and reflect of the spectrums

E – Experiences

The final element that makes up your SHAPE is our experiences, both the good ones and the difficult. The person we are today has been moulded by the experiences we've gone through. Sometimes it's difficult to understand how the difficult things that we've gone through can ever be used for good, but they can. God will often bring people across our

paths who are going through something that we've experienced. In those moments we're able to come alongside them and encourage them.

Explain to the group that you're going to be an activity that will help them reflect on what their lives have held so far. Please demonstrate this to them so that they can see what you mean.

Prepare a box containing a variety of beads and some thread or bracelet elastic. Tell the story of your life by selecting different beads that reflect different experiences – good and bad – those things that have been significant. Make it clear that no one is going to be asked to share their story with the rest of the group, but if they feel able to, it would be good to share as much as they can with a partner once they've completed their 'life beads'

In the 'SHAPE' handout there is a picture of a mountain and a valley, on which the group can capture some of their thoughts.

This may well raise some deep emotions for some members of the group. Please be ready to respond to those who need help.

Devotional:

Using the 'life beads' to lead the group in praying for each other, thanking God for those people and the spiritual gifts, heart, abilities, personality and experiences that have moulded them,

Discovering your SHAPE:

S – Spiritual Gifts

‘God has given each of you from his great variety of spiritual gifts. Manage them well so that God’s generosity can flow through you.’

What are your top 3 spiritual gifts (that we discovered in the previous session):

- 1)
- 2)
- 3)

H – Heart

Read this:

Eugene Cho, lead pastor of Quest Church in Seattle and co-founder of international anti-poverty movement One Day's Wages

Cho and his wife, Minhee, and their children founded One Day's Wages over three years ago after the Washington pastor came back convicted from witnessing the challenges faced by impoverished communities in Burma. They felt a need to act and sought God for guidance. The response Cho and his family received, however, was not at all what they were expecting. But they obeyed, took up the challenge and sacrificed a year of their family income to launch a movement that has since inspired people and organizations all over the world to join the fight to eradicate extreme global poverty. One Day's Wages and its partners have managed to award grants that are helping to provide necessities like electricity to the maternity ward at a South Sudan hospital, HIV treatment for children in Togo and nutritional support and education for malnourished children and expectant mothers living in rural Guatemala.

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Reflect on and write your immediate responses to the following:

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- What are the areas in which you would love to make a difference?

- If you could do anything and it was guaranteed to succeed and your friends and family fully supported you in it. What would you do?

You may find that you're passionate about other things as well as 'causes' that you encounter. You may be passionate about music of sports, or designing things. We need to listen to these things too because God tends to use us in areas that we're passionate about.

A – Abilities

What are the things that you are naturally good at?

-
-
-
-
-

P – Personality

We discover what our personality is like in two main ways:

- 1) How we relate to people
- 2) How we respond to different situations

People:

Put a mark on the spectrum where you think you are

Outgoing  Reserved

Self-Expressive  Self-Controlled

Cooperative  Competitive

Situations:

High Risk _____ Low Risk

People _____ Projects

Team _____ Alone

Routine _____ Variety

E – Experiences

Having completed the 'life bead' activity you'll want to capture your thoughts here.

Mountain Top Moments:



Valley Times:



Your talent is
Gods gift to you

What you do
with it

is your gift
back to God

mobavatar.com

10. Putting your gifts to use

In the last session we discovered your SHAPE, so now we're going to ask the question 'so what?' what does this mean for us as individuals? How can we use the gifts that God has given for his kingdom?

The Krypton Factor Icebreaker:

If possible get hold of several child's nursery 'shape sorters' and place their shapes in an allocated place slightly away from where the young people are. The challenge is to see who can get their shapes into their sorter the quickest. However, they can only get one shape at a time.

The phrase 'square peg in a round hole' is one that people use when talking about giving people particular roles. Recent business research found that only 20% of the population feel that they use their skills and abilities in their workplace. That leaves a staggering 80% representing square pegs being squished into round holes!

God wants us to bring all that we are to serve him and his kingdom – our spiritual gifts, talents, abilities, passions and personalities, all given to us by him.

Activity: Leadership Embodied:

We've spent time looking at how we are uniquely crafted. But if we are to use our spiritual gifts and talents in a leadership capacity there are a number of skills and characteristics that we need in order to be effective.

In small groups look at the 'Leadership Embodied' Handout and discuss each of the skills/characteristics mentioned. Why are they necessary for leadership? If possible ask them if they can think of any Biblical characters who demonstrated these particular traits.

Invite feedback from each group and if necessary supplement with your own thoughts, or some of the following ideas: remind the young people that this section is about 'Growing' your gifts, you don't have to have them all in spades now, the idea is that you are growing them.

- **Courage** – sometimes a leader has to go against the flow. This may mean speaking up about something, sometimes it will be about doing something. Good leaders lead. They do the right thing and that requires courage.
- **Communication** – the ability to communicate well is a great leadership gift. A leader needs to be able to explain clearly where they're going and be able to inspire people by what they're saying.
- **Vision** – leaders need to be able to discern where God is leading.
- **Character** – as discussed in previous sessions, a leader's character is of vital importance. They need to be growing in Christ-like character.
- **Servant-Hearted** – ultimately this is what Christian leadership is about. If we're not willing to serve others, then we're not ready for leadership.
- **Able** – leaders need to be able to lead. This means being committed to growing the gifts and skills that God had given.

Getting Practical:

So we've discovered that God made us for a purpose, to serve him wherever we find ourselves. Obviously right now we can't all fly off to some distant land, but God wants to use us according to how he has made us, right here and now.

Place around the room flipchart sheets with the following headings:

- School/College or Work
- Home
- Church
- Community
- Globally

Provide a pile of flipchart pens and invite the young people to go around brainstorming different ways, under each heading, that the group could use their gifts. Come armed with some practical ideas yourself, and maybe some information about organisations that your church would be happy for your young people to get involved with.

Once you've exhausted all ideas ask people to identify one thing from each sheet that they are going to try to do over the coming month.

Devotional:

Watch this:

<https://www.youtube.com/watch?v=AZHRpi4z7zk>

The greatest artist of all time – you are Gods masterpiece.





11. How to become more like Jesus

In the last few sessions we have touched upon the idea of becoming more like Jesus / more Christ-like in character, today's session will address ways of doing just that. Exploring 3 areas the Bible, Prayer and Time with God.

Who am I? Icebreaker:

Give out 3 post it notes and a pencil to each member of the group and have them record three little known facts about themselves (one per post it). Have everyone hand them in once they have finished. Shuffle the cards, then read them aloud one at a time and see if the group can guess the identity of the author. To add an interesting twist, add in 3 post it notes with facts about Jesus' life.

Ask:

- Did any of the things you learned changed the way you view the other people in the group?
- How does this activity shed light about our need to get to know Jesus / God better?

In today's session we will be exploring 3 ways of getting to know Jesus better and therefore how to become more like him. The 3 ways are through the Bible, through Prayer, and spending time with him.

The Bible:

Ask for volunteers to read:

- 2 Timothy 3 v 16-17
- Joshua 1 v 8
- 2 Peter 1 v 20-21
- 1 Corinthians 2 v 12-14

Ask the following questions after they have all been read out:

- What observations do you have about us and the Bible from these verses?
- Which verses seem most important to you? Why?
- Has your perception about the Bible changed after reading these verses?
- After reading these verses, what do you think you should do? What do you think God wants you to do?

Object Lesson:

Hold up a bar of soap, still in its box

How is God's word like this bar of soap? This soap has the power to clean you to remove dirt from your body. Inside this wrapper is a bar that contains the chemicals needed to clean your body. But as long as the bar is in this wrapper, the chemicals are useless. For me to release the power of the bar of soap to clean, I need to take the bar out of the wrapper and apply the soap to my body.

God's Word is exactly like that. God's Word has the power to transform your life. It's sharper than any two-edged sword, but as long as it sits unopened – the power can never

be released. God's Word is living and active; but in order to release the power, you need to open it up, read it, and, most importantly, apply it to your life.

Inductive Bible Study Worksheet:

Continue by saying... But where do we start? The Bible has 66 books. It was written in a different time and culture. Sometimes this book can seem intimidating. Now I'll introduce you to a three-step process that can help the Bible come alive for you and make a difference in your life.

Get the young people into small groups and give out the 'Bible Alive' handout and ask them to turn in their Bibles to John 3 v 16-17, and apply the steps outlined in the handout. After a few minutes get the groups to report on their. Now express the following idea to the young people:

The Bible is God's love letter to us. This three-point outline of observe, interpret and apply can be used to help us better understand and apply God's Word for our lives. As modern Christian leaders we see that few things are more important in this day and age than for us to know God and his plans for our lives and this world. One of the ways that we get to know him is through his word the Bible.

Give each young person 6 copies of the handout to take away with them. Ask them to use the 6 passages listed at the top for study this week. Then continue to add your own verses if you wish. You might want to spend a little time at the beginning of the next session seeing how people got on.

Prayer:

Get the young people into small groups, giving each person a copy of the 'Prayer handout' (see attached). Getting them to read the verses and finish the sentence.

Invite feedback about each section from each group. Then have them work together to create a one sentence summary of everything they have learned about prayer. Write up on flipchart paper. Then ask...

- Based on this sentence about Prayer, what role does prayer need to play in our lives?
- What has this activity taught you about prayer?
- Will you make any changes in your prayer life as a result? Why or why not?
- Do you/we need to make any changes in the way we pray? If so, what changes should be made?

"When we work, we work; but when we pray, God works" but prayer is more than making requests; it's an intimate and loving relationship with the creator of the universe. To be a leader for God we need to be in conversation with him on a regular basis.

Time with God:

The 3rd area we are going to look at today is Time with God. Even Jesus made time to be with his Father (Mark 1 v 35).

Discuss:

- Sometimes spending time with God regularly is a challenge. Why do you think this is so?
- Do you regularly spend time with God? Why or why not?
- What helps you spend time with God? What makes it hard for you?
- What should you do during your time with God? Then why those things?

Hints and tips:

- ✓ **Find a time and place:** think of your average day, when would be the best time for an uninterrupted time with God? There isn't a 'correct' time, it's whatever works for you. The point is to have your time with God whenever you can concentrate best. Don't squeeze it in. Make it a priority and build it into your day. Once you find that time, find a quiet, private place as your meeting place with God. Suggestions include; your bedroom, car, a special chair in the house, a quiet corner of the library, your garden. Coffee shop (have a coffee with God), A park bench etc. **Q:** what other places would be the best fit for you? It doesn't matter if it's a different place on different days; the important thing is the time with God.
- ✓ **Fight for that time:** make it a priority, put it in your diary, make time, you'll be surprised how much time we 'really' have. **Q:** where can you 'make' time in your day for God?
- ✓ **Feed on God's Word:** just as our physical bodies need food to keep us going, our spiritual bodies need feeding to, with the word of God. Read Psalm 119 v 9-11.
- ✓ **Follow a plan:**
 - <https://www.youtube.com/watch?v=03D-SN2AnvU> – an example

Create your own Devotional plan Activity:

In 4 small groups you are going to create your own Devotional plan (attached are a couple of examples to help) you may also want to have devotional books on hand for the young people to use (See Ideas attached). Each group is going to create a 7 day devotional guide (remembering to incorporate, the 3 areas we looked at today, Bible, Prayer and Time with God) each day should include: a Bible verse (remember the 'Bible Alive' stuff, a prayer or some thought for the day, and a challenge. If each group produce 7 days you'll get a month's devotional, so it's possible you could find yourself with some form of book that they could actually use.

Get the young people to present they devotional guides

Devotional:

Individually choose one the devotionals written by another group and do it.

Pray to close

Extra testimony on Time with God, by the Salt and Light girls:

<https://www.youtube.com/watch?v=Xc8Kslcp-HU>

Bible Alive!

Before you begin, pray for God's spirit to guide you as you the passages.

- Today = John 3 v 16-17
- Day 1 = Mark 1 v 1-13
- Day 2 = Mark 1 v 14-3
- Day 3 = Mark 1 v 35-45
- Day 4 = Mark 2 v 1-12
- Day 5 = Mark 2 v 13-22
- Day 6 = Mark 2 v 23-28
- And so on!

Observation – What's going on in the passage?

Step 1. Read with an open mind

Step 2. Record the facts

- Who?
- What?
- When?
- Where?
- Why?
- So what?

Interpretation – What does it mean?

Step 1. What does it say about God?

Step 2. What does it say about me?

Step 3. Look up any unfamiliar words

Application – What should I do?

Step 1. Ask and answer these questions:

- ✓ Is there a challenge to accept?
- ✓ Is there an attitude to change?
- ✓ Is there a command to obey?
- ✓ Is there a sin to avoid?
- ✓ Is there a promise to claim?
- ✓ Is there an example to follow?
- ✓ How can a apply this to my life?

Step 2. Describe it.

How can I make this passage personal to me?

How can I make it practical?

Step 3. Memorize it.

Each week choose a verse or passage that impacts you personally and memorize it.

Step 4. Meditate on it.

Spend time thinking about the passage throughout the day. Asking God what he is trying to say to you through the passage or verse.

Prayer

Read the verses and then in your small groups finish the sentences:

What is Prayer?

Read Matthew 7 v 7-11, John 15 v 5-7, Revelation 3 v 20, and 1 John 4 v 19.
(abide or dwell means not just to know God, but to know him in a personal way)

In your own words finish this sentence.

Prayer is.....

Why Should We Pray?

Read John 16 v 23-24, Psalm 42 v 1-2, Psalm 103 v 1-5, and Jeremiah 29 v 11-12

In your own words finish this sentence.

We should pray because.....

When Can We Pray?

Read 1 Thessalonians 5 v 17, Luke 18 v 1-8, Psalm 88 v 1, Philippians 4 v 6, and 1 Timothy 2 v 1.

In your own words finish this sentence.

We Can Pray.....

How Can We Pray?

Read Psalm 9 v 1-2, 1 John 1 v 9, 1 Thessalonians 5 v 18, Isaiah 41 v 1, and Matthew 7 v 7-11.

In your own words finish this sentence.

Prayer Is.....

Daily Time with God Ideas:

- Read five Psalms a day for a month (you can read the whole book in 30 days)
- Start a prayer journal. Writing down prayer requests and answered prayers
- Use the One-Minute Bible: 366 Devotions – Doug Fields
- Creative Times with God – Doug Fields
- Write a spoken word poem
- Write a letter to God
- Write down verses on cards to refer to throughout the day
- Read a chapter of Proverbs each day (for example, read Proverbs 15 on the 15th, Proverbs 27 on the 27th)
- Take a walk with God and talk to him as you would a friend
- Meet with friends and pray together
- Make something out of playdough/Lego
- Light a candle and look at the flame praying for a particular situation
- Pray for others/the world/your school/college/workplace/family
- Write a song about your love of God
- Draw a picture of God's creation, the cross, the empty tomb
- Listen to worship song(s)
- Watch a YouTube video

Ideas for format of devotional time:

1. Thank God
2. Listen for/to God
3. Confession
4. Read the Bible passage
 - a. Observation
 - b. Interpretation
 - c. Application
5. Pray about the passage
6. Meditate on the passage
7. Pray for others
8. Pray for yourself
9. Thankgiving
10. Music
11. Listening for God
12. Commitment of the day



12. Part of the Team

In today's session we are going to explore what makes a team work well, how we can support our leaders, what's involved in being a good team player and how to revolve difficulties within the team.

Icebreaker: Warp Speed

Teams often can succeed beyond their initial expectations. In this activity we play the game 'Warp Speed' as it demonstrates many of the characteristics of a successful team.

Hopefully the issues what will come out are:

- Shared leadership
- Celebrating successes
- Making time for innovation
- Clarifying and confirming information
- Openness to new ideas
- Realistic goal-setting
- Active listening
- Continuous improvement

Instructions

If possible do this activity in groups of between 7 and 12 people. ask them to stand in a large circle. Introduce one tennis ball and instruct them to throw it around, remembering who they received it from and who they passed it to.

Now establish a pattern, so that the ball touches each of you once and only once. Allow some practice time.

When they can do this without dropping the ball, add additional balls (up to a total of four) to follow the first ball in the same order/pattern. The balls are not to be dropped!

Ask: 'How fast do you think you can do it? – get a time commitment by getting the whole group to decide on a time and agree on one.

At this point they may want the rules clarified:

- Each ball must touch each person only once, in the order you have established.
- Only one person may be touching any one ball at one time
- No one may be touching more than one ball at any time, except the first person

When they are getting complacent with their results, encourage them to reduce their time by 50% (i.e. faster, so from 10 seconds done to 5 seconds). Eventually challenge them by saying that another has done it quicker (if you have another group)

Most teams will start with a promise of performance between twelve and 20 seconds, and will finish closer to the one second mark by the process of continuous improvement and redesign of their process.

(The secret to doing it so quickly is that the team line their up like a slide and roll the balls down it!)

Debrief Questions:

- **What made it successful? Be very specific, (Don't settle for answers like 'teamwork' or 'communication'. What did people actually DO to make it work?)**
- **What leadership behaviours were demonstrated? By whom? How?**
- **How did you continue to improve without frustration?**
- **How did you create an atmosphere of openness to new ideas?**
- **How did you take advantage of everyone's ideas? Were you willing to risk failure to try them? If you were reluctant to try new ideas, why?**
- **What would you say then are the marks of a team that works well?**

At this point introduce the definition of team

'a small number of interdependent people with complementary abilities who choose to commit to a common purpose in order to achieve exceptional results'

Bible:

How we lead and work together in teams should be shaped by God's vision for his people.

Look at John 17 v 20-26 (read together). This passage takes us to the heart of Jesus' teaching on community and working well together. It's amazing that in this, his final prayer, Jesus chooses not to pray for the world but for his followers.

The context: Jesus has less than twenty-four hours to live, giving his words a particular sense of urgency. He looks forward to all who will follow his disciples – we are included!

In small groups discuss the following questions:

- **What seemed to be Jesus' major concern as he prayed for his followers?**
- **Why do you think this was so important to him ?**
- **What does this say to us?**

Jesus is passionately concerned about unity, and the purpose of unity is mission: 'that the world might know' (17 v 23) and spiritual maturity (17 v 26) in the love of Christ . this is the kind of united community that Jesus is after. It reflects the unity of the Trinity. This should be our inspiration as we work together as a community of Christ, each playing his or her part towards the whole.

A great image of teamwork is demonstrated by the Pilobolus Theatre Company. They engage in physical / shadow theatre and all of them work together to create distinct images, show the following clip of them in action.

<https://www.youtube.com/watch?v=Ff5l6junqUo>

Each person has to play his or her part in order for this to work. If one chooses not to, or turns up late, it's ruined for everyone. This applies to whether we're a member on the team, or the team leader. We're going to take a little bit of time to explore both of these roles.

Being a Good Team Member:

One of the key things that we can do as a team member is to really support our leaders. Three ways in which we can do this are:

- Get on board with their vision
- Be an encourager
- Influence others – as a leader yourself, one of the key roles you can play is influencing others to behave well and to participate with enthusiasm. Influencing them by the way you behave and by the way you speak to others.

Role Play Activity:

Teams are made up of very different characters and each brings a certain dynamic to the way that the team works.

Depending on the size of your group, either do this as a whole group or split into smaller groups (up to a maximum of 11)

Set the scene: they are about to enter a meeting to plan the annual children's work summer holiday Bible club. Give each member an envelope with one of the character descriptions (see attached) inside it. They mustn't show their character description to anyone. The person who is 'Tom' is chairing the meeting. Before the end of the meeting the group must have decided when the holiday club is going to be held and what the theme of the week is to be.

Invite the group to open up their envelopes to find out who they are (you might want to be clever about who gets which character card, particularly if you have less than 11 members) and then begin the meeting with them in role. If they find it helpful they can disclose their name, but not the descriptive element of it; for example, introduce yourself as 'Tom', but not as 'Task Focused Tom'.

Take one of the roles yourself and keep the meeting moving along. You have a maximum of ten minutes to complete the meeting and meet its aims.

Once the ten minutes are up, or you've finished the meeting, the group then needs to try and guess what the roles each person was playing.

Discuss who were the most helpful team members? and who were the most difficult? Which of the characters do each member.

Remember that these are just roles you are playing, they are not you

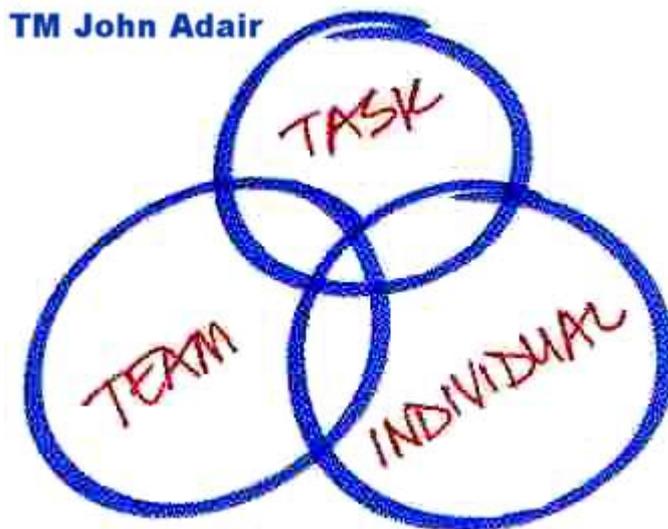
Brainstorm 'What are the qualities of a good team member?'

Might be worth doing a Belbin team role questionnaire if time and if appropriate (see attached)

How to Lead a Team Well:

There are 3 group needs that are common to every leadership situation, as identified by John Adair.

- The need to Achieve a Common Task – leaders help people achieve kingdom honouring goals. The team leader needs to know why the team exists, and help the team to realise its goals.
- The need to be Held Together – any team needs a feeling of unity, that enables its members to do far more together than they could on their own.
- The needs of the Individual – each person in a team comes with specific personal needs, these vary, change and are sometimes known and sometimes unknown.



The Leader's role is to:

- Ensure the team achieves its task
- Develops each individual
- Builds and maintains the unity of the group

Each of us will be better at one of these areas than at others. It's worth recognising this so that we can ensure we're watching out for our weaker areas.

In pairs, take a couple of minutes to brainstorm how each of these three areas could be addressed. You may want to pull all their answers together and create a resource from it that will help the group in real-life leadership situations (depending on what answers you get).

When Things Go Wrong:

Working as a team can be one of the best experiences that we ever have. As we've seen unity is our goal, but it's not always the reality. Sometimes there will be conflict within the team, what we need to know is that conflict can actually be a good thing because it leads to a higher level of ownership, and although sometimes difficult to deal with, it can often help bring about creative new ideas. However, God is very concerned about how we treat one another in the process.

A worst-case scenario is given for us in Matthew 18 v 15-20 (read together). Here we are shown some very clear steps to follow if there is a disagreement within the team. As a group, identify what those steps are. Write them up on a flipchart.

The main aim is always reconciliation, and not letting things get out of hand.

In small groups identify five guidelines that could prove helpful when conflict arises. Ask each group to write them up and offer feedback to the rest of the group.

Some ideas you might want to include (if not covered by the groups) are:

- Take a deep breath, keep a cool head and stay in control of what comes out of your mouth
- Be specific about what the problem/issue is
- Listen carefully to what the other person is saying
- Be responsible for your own behaviour without pointing out theirs
- Be clear that you are confronting an issue not the person

Devotional:

We've covered quite a lot of ground today, but the main thing is that if we want a team to work well then we need to take responsibility for own actions and attitudes.

Take a moment to reflect on where you have felt most challenged during this session. Write it down. What do you think you need to do about it?

Give each member of the group a candle, and when they are ready and reflected on the above, get them to bring it up and put it on a table in the middle of the group.

Once everyone has done this, pray for each other, either ask individuals if they want prayer, or get them to pray in groups of 3.

Pray to close

Belbin Team Roles – Self Assessment

What to do:

Step 1: Create your self-perception inventory

- Have a look at the statements under each section (A-G)
- Select up to 3 statements that apply to you
- Score your chosen statements, dividing 10 points between your chosen statements. For example if you only pick 2 statements/sentences, divide the 10 points between the 2 sentences, giving more weight to the one that matches you most, if you pick 3 sentences then divide 10 over those 3 statements, if only 1 statement apply's to you then you must award that one 10 points.

Section A - When involved in a project with other people...

✓	←	TICK up to 3 sentences that you believe could APPLY to you. Weight the ticked sentences by dividing 10 points between the sentences you ticked.	→	Points 1-10
	1	I can be relied upon to see that work that needs to be done is organised.		
	2	I pick up slips and omissions that others fail to notice.		
	3	I react strongly when meetings look like losing track of the main objective.		
	4	I produce original suggestions.		
	5	I analyse other people's ideas objectively, for both merits and failings.		
	6	I am keen to find out the latest ideas and developments.		
	7	I have an aptitude for organising people.		
	8	I am always ready to support good suggestions that help to resolve a problem.		
You MUST allocate all points to a combined total of				10

Section B - In seeking satisfaction through my work...

✓	←	TICK up to 3 sentences that you believe could APPLY to you. Weight the ticked sentences by dividing 10 points between the sentences you ticked.	→	Points 1-10
	1	I like to have a strong influence on decisions.		
	2	I feel in my element where work requires a high degree of attention and concentration.		
	3	I am concerned to help colleagues with their problems.		
	4	I like to make critical discrimination between alternatives.		
	5	I tend to have a creative approach to problem solving.		
	6	I enjoy reconciling different points of view.		
	7	I am more interested in practicalities than new ideas.		
	8	I particularly enjoy exploring different views and techniques.		
You MUST allocate all points to a combined total of				10

Section C - When the team is trying to solve a particularly complex problem

✓	←	TICK up to 3 sentences that you believe could APPLY to you. Weight the ticked sentences by dividing 10 points between the sentences you ticked.	→	Points 1-10
	1	I keep a watching eye on areas where difficulty may arise.		
	2	I explore ideas that may have a wider application than in the immediate task.		
	3	I like to weigh up and evaluate a range of suggestions thoroughly before choosing.		
	4	I can co-ordinate and use productively other people's abilities and talents.		
	5	I maintain a steady systematic approach, whatever the pressures.		
	6	I often produce a new approach to a long continuing problem.		
	7	I am ready to make my personal views known in a forceful way if necessary.		
	8	I am ready to help whenever I can.		
You MUST allocate all points to a combined total of				10

Section D - In carrying out my day-to-day work...

✓	←	TICK up to 3 sentences that you believe could APPLY to you. Weight the ticked sentences by dividing 10 points between the sentences you ticked.	→	Points 1-10
	1	I am keen to see there is nothing vague about my task and objectives.		
	2	I am not reluctant to emphasise my own point of view in meetings.		
	3	I can work with all sorts of people provided they have something worthwhile to contribute.		
	4	I make a point of following up interesting ideas and/or people.		
	5	I can usually find the argument to refute unsound propositions.		
	6	I tend to see patterns where others would see items as unconnected.		
	7	Being busy gives me real satisfaction.		
	8	I have a quiet interest in getting to know people better.		
You MUST allocate all points to a combined total of				10

Section E - If I am suddenly given a difficult task with limited time and unfamiliar people...

✓	←	TICK up to 3 sentences that you believe could APPLY to you. Weight the ticked sentences by dividing 10 points between the sentences you ticked.	→	Points 1-10
	1	I often find my imagination frustrated by working in a group.		
	2	I find my personal skill particularly appropriate in achieving agreement.		
	3	My feelings seldom interfere with my judgement.		
	4	I strive to build up an effective structure.		
	5	I can work with people who vary widely in their personal qualities and outlook.		
	6	I feel it is sometimes worth incurring some temporary unpopularity if it means succeeding in getting your views across in a group.		
	7	I usually know someone whose specialist knowledge is particularly apt.		
	8	I seem to develop a natural sense of urgency.		
You MUST allocate all points to a combined total of				10

Section F - When suddenly asked to consider a new project...

✓	←	TICK up to 3 sentences that you believe could APPLY to you. Weight the ticked sentences by dividing 10 points between the sentences you ticked.	→	Points 1-10
	1	I start to look around for possible ideas and openings.		
	2	I am concerned to finish and perfect current work before I start.		
	3	I approach the problem in a carefully analytical way.		
	4	I am able to assert myself to get other people involved if necessary.		
	5	I am able to take an independent and innovative look at most situations.		
	6	I am happy to take the lead when action is required.		
	7	I can respond positively to my colleagues and their initiatives.		
	8	I find it hard to give in a job where the goals are not clearly defined.		
You MUST allocate all points to a combined total of				10

Section G - In contributing to group projects, in general...

✓	←	TICK up to 3 sentences that you believe could APPLY to you. Weight the ticked sentences by dividing 10 points between the sentences you ticked.	→	Points 1-10
	1	I think I have a talent for sorting out the concrete steps that need to be taken given a broad brief.		
	2	My considered judgement may take time but is usually near the mark.		
	3	A broad range of personal contacts is important to my style of working.		
	4	I have an eye for getting the details right.		
	5	I try to make my mark in group meetings.		
	6	I can see how ideas and techniques can be used in new relationships.		
	7	I see both sides of a problem and take a decision acceptable to all.		
	8	I get on well with others and work hard for the team.		
You MUST allocate all points to a combined total of				10

Once you have completed this you now score it

Step 2: Score your self-perception inventory

The following grid provides:

- A **row** for each of the seven sections (A-G)
- Numbered spaces for writing the scores you gave to the statements under each section

Transfer the scores/weightings for the selected statements in each section to the grid below

Then total the scores in each **column** and identify your primary and secondary team roles

Example

If your Section A allocations were 7 for statement 2 and 3 for statement 4, you would write

A	3 ___	7 ___	4 <u>3</u>	6 ___	5 ___	1 ___	8 ___	2 <u>7</u>
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1. Transfer your weightings for the statements you ticked in each section to the numbered spaces in rows A-G. Of course, you will only have a maximum of THREE (3) weightings to write per row.

A	3 ___	7 ___	4 ___	6 ___	5 ___	1 ___	8 ___	2 ___
B	1 ___	6 ___	5 ___	8 ___	4 ___	7 ___	3 ___	2 ___
C	7 ___	4 ___	6 ___	2 ___	3 ___	5 ___	8 ___	1 ___
D	2 ___	3 ___	6 ___	4 ___	5 ___	1 ___	8 ___	7 ___
E	6 ___	5 ___	1_	7 ___	3 ___	4 ___	2 ___	8 ___
F	6 ___	4 ___	5 ___	1 ___	3 ___	8 ___	7 ___	2 ___
G	5 ___	7 ___	6 ___	3 ___	2 ___	1 ___	8 ___	4 ___

2. Total the points for each column

Total								
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3. The HIGHEST two totals represent your PRIMARY and SECONDARY preferred team roles.

	SH Shaper	CO Co-ordinator	PL Plant	RI Resource Investigator	ME Monitor- Evaluator	IMP Implementer	TW Team Worker	CF Completer- Finisher
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So what is your primary and secondary roles? – we'll Feedback and discuss as a whole group

Belbin Team Roles – Descriptions:

Action-oriented roles

Shaper (SH)

Shapers are people who challenge the team to improve. They are dynamic and usually extroverted people who enjoy stimulating others, questioning norms, and finding the best approaches to problems. The Shaper is the one who shakes things up to make sure that all possibilities are considered and that the team does not become complacent.

Shapers often see obstacles as exciting challenges and they tend to have the courage to push on when others feel like quitting. Their potential weaknesses may be that they're argumentative, and that they may offend people's feelings

Strengths	Allowable weaknesses	Non allowable weaknesses
<ul style="list-style-type: none"> • Drives other people to excel • Challenging, dynamic, thrives on pressure • Has the drive and courage to overcome obstacles 	<ul style="list-style-type: none"> • Can be provocative • Sometimes hurts people's feelings • Prone to frustration and irritation 	<ul style="list-style-type: none"> • Consistently tramples on people's feelings • Inability to recover situation with good humour or apology

Implementer (IMP)

Implementers are well organized. They are the people who get things done. They turn the team's ideas and concepts into practical actions and plans. They are typically conservative, disciplined people who work systematically and efficiently. These are the people who you can count on to get the job done. On a wider front they hold unswerving loyalty to the organisation and are less concerned with the pursuit of self-interest.

On the downside, Implementers may be inflexible and somewhat resistant to change.

Strengths	Allowable weaknesses	Non allowable weaknesses
<ul style="list-style-type: none"> • Disciplined, reliable, conservative in habits. • A capacity for taking practical steps and actions. • Organising ability. 	<ul style="list-style-type: none"> • Somewhat inflexible. • Slow to respond to new possibilities. 	<ul style="list-style-type: none"> • Inflexible, resistance to unproven ideas.

Completer-Finisher (CF)

Completer-Finishers are the people who see that projects are completed thoroughly. They ensure there have been no errors or omissions and they pay attention to the smallest of details. They are very concerned with deadlines and will push the team to make sure the job is completed on time. They are described as perfectionists who are orderly, conscientious, and anxious.

However, a Completer-Finisher may worry unnecessarily and find it hard to delegate

Strengths	Allowable weaknesses	Non allowable weaknesses
<ul style="list-style-type: none"> • Painstaking, conscientious, anxious. • Searches out errors and omissions. Delivers on time 	<ul style="list-style-type: none"> • Inclined to worry unduly. • Reluctant to let others into own job. 	<ul style="list-style-type: none"> • Overstressed due to failure to delegate. • A tendency to worry about small things and a reluctance to "let go".

People-oriented roles

Co-ordinator (CO)

Coordinators are the ones who take on the traditional team-leader role and have also been referred to as the chairmen. They guide the team to what they perceive are the objectives. They are often excellent listeners and they are naturally able to recognise the value that each team members brings to the table. They are calm and good-natured and delegate tasks very effectively.

Their potential weaknesses are that they may delegate away too much personal responsibility, and may tend to be manipulative

Strengths	Allowable weaknesses	Non allowable weaknesses
<ul style="list-style-type: none"> • The team controller • Mature, confident, trusting • Good chairperson – • Recognises skills • Clarifies goals, promotes decision making, delegates well 	<ul style="list-style-type: none"> • Can be seen as manipulative • Delegates personal work • Inclination to be lazy if someone else can be found to do the work 	<ul style="list-style-type: none"> • Takes personal credit for the effort of the team

Resource Investigator (RI)

Resource Investigators are innovative and curious. They explore available options, develop contacts, and negotiate for resources on behalf of the team. They are enthusiastic team members, who identify and work with external stakeholders to help the team accomplish its objective. They are outgoing and are often extroverted, meaning that others are often receptive to them and their ideas.

On the downside, they may lose enthusiasm quickly, and are often overly optimistic.

Strengths	Allowable weaknesses	Non allowable weaknesses
<ul style="list-style-type: none"> • Creative negotiator • Extrovert, enthusiastic, communicative • Explores new opportunities • Develops outside contacts and brings home new ideas 	<ul style="list-style-type: none"> • Over optimistic • Loses interest once initial • Enthusiasm has passed 	<ul style="list-style-type: none"> • Letting down colleagues/ Clients by neglecting to make follow-up arrangements. • Liable to lose interest once the initial fascination has passed.

Team Worker (TW)

Team Workers are the people who provide support and make sure the team is working together. These people fill the role of negotiators within the team and they are flexible, diplomatic, and perceptive. These tend to be popular people who are very capable in their own right but who prioritise team cohesion and helping people getting along.

Their weaknesses may be a tendency to be indecisive, and maintain uncommitted positions during discussions and decision-making.

Strengths	Allowable weaknesses	Non allowable weaknesses
<ul style="list-style-type: none"> • Focuses on harmony • Co-operative, mild, diplomatic • Listens, build understanding. • Defuses conflict. 	<ul style="list-style-type: none"> • Indecision at moments of crisis and some failure to provide a clear lead to others. 	<ul style="list-style-type: none"> • Failure to work with others collaboratively. • Fails to act when required.

Belbin Team Roles – Descriptions:

Thought-oriented roles

Plant (PL)

The Plant is the creative innovator who comes up with new ideas and approaches. They thrive on praise but criticism is especially hard for them to deal with.

Plants are often introverted and prefer to work apart from the team. Because their ideas are so novel, they can be impractical at times. They may also be poor communicators and can tend to ignore given parameters and constraints.

Strengths	Allowable weaknesses	Non allowable weaknesses
<ul style="list-style-type: none"> • Source of original ideas • Creative, imaginative, unorthodox • Solves difficult problems 	<ul style="list-style-type: none"> • Ignore details • Too preoccupied to Communicate effectively • Neglects practical matters 	<ul style="list-style-type: none"> • Strong ownership of idea when co-operation with others would yield better results • Looks down on others

Monitor Evaluator (ME)

Monitor-Evaluators are best at analysing and evaluating ideas that other people (often Plants) come up with. These people are shrewd and objective and they carefully weigh the pros and cons of all the options before coming to a decision.

Monitor-Evaluators are critical thinkers and very strategic in their approach. They are often perceived as detached or unemotional. Sometimes they are poor motivators who react to events rather than instigating them.

Strengths	Allowable weaknesses	Non allowable weaknesses
<ul style="list-style-type: none"> • The analyser of problems • Sober, cool, strategic, discerning • Sees all options • Judges accurately 	<ul style="list-style-type: none"> • Sometimes lacking in tact- 'these are facts' • Inability to inspire others • Judgmental, too critical 	<ul style="list-style-type: none"> • Lack of inspiration. • Constant harsh criticism, people's feelings

Specialist (SP)

Specialists are people who have specialised knowledge that is needed to get the job done. They pride themselves on their skills and abilities, and they work to maintain their professional status.

Their job within the team is to be an expert in the area, and they commit themselves fully to their field of expertise. This may limit their contribution, and lead to a preoccupation with technicalities at the expense of the bigger picture.

Strengths	Allowable weaknesses	Non allowable weaknesses
<ul style="list-style-type: none"> • Single-minded, self-starting, dedicated. • Provides knowledge and skills in rare supply. 	<ul style="list-style-type: none"> • Contributes on only a limited front. • Dwells on specialised personal interests. 	<ul style="list-style-type: none"> • Will not contribute on a very narrow front. • Will only commit if self interest is satisfied.

Distracted Dave

Nice guy but finds it very hard to stay focused on the job in hand

Negative Neil

Always the first to tell you why something won't work, or how the team tried a particular approach 20 years ago and it didn't work then, so it won't work now.

Can-do Kate

A 'nothing is a problem' kind of person, always ready with a solution to any difficulty. Highly positive outlook on life, the world and the universe. Motivates others to get involved and make things happen.

Task-focused Tom

Very clear about what the team is here to do, but sometimes forgets that the team is made up of people who need caring for, encouraging and developing.

Talkative Terry

Often a positive member of the team, but sometimes doesn't know when to keep quiet and let others participate. Doesn't really need anybody else for a conversation because he has so much to say.

Gossiping Gregg

Highly suspicious of the rest of the team and enjoys a good gossip behind their backs, spreading rumours that may or may not be true but are generally not very helpful.

Dependable Deb

Can be counted on completely to do what she says she will do. Will always be on time and ready for anything.

Encouraging Eric

Loves to praise others for the things that they're doing, and always notices achievements that people have made. Constantly looks for the good in people and comments on it.

Fun Fiona

Committed to the task but also believes that fun is a high priority. Looks for ways of celebrating good things that are happening, and lifts the atmosphere in any situation.

Caring Cassie

Cares far more about the people on the team than the task of the team. Likes to make sure that everyone is ok and happy. A great person to have around but sometimes needs to be reminded that there is also a job to do.

Critical Claire

A bit like negative Neil, but focuses more on the faults of individuals rather than pulling apart ideas.

Vacuum Victor

Never has anything to say about anything. Whenever asked his opinion, looks completely blank.



13. Keeping on Growing

Ice Breaker:

Watch one of these 'Training Montages' from the Rocky films

<https://www.youtube.com/watch?v=DP3MFBzMH2o> – Shorter clip

<https://www.youtube.com/watch?v=gqwuyX3fZZc>

in small groups discuss the difference between training for a one mile race and how they would train for a marathon.

Invite feedback from the exercise and make the connection with Christian leadership being a marathon rather than a sprint. It is likely we are in this for a long time, so how do we make sure that we keep on growing and stay fresh.

Activity:

Explain that the session aims to help each person create their own plan for keeping on growing, as well as sharing their thoughts and ideas to encourage and help one another. Handouts 1 and 2 will be used throughout the first part of this session. Handout 1 is for noting personal issues and handout 2 is a reminder of the content of the session.

The plan will look at three stages. Each stage follows the same pattern:

- Some input
- An opportunity to reflect on some questions in pairs or small groups. Handout 1 gives 3 columns for notes. The two outer columns are for personal issues – the challenges they face and any next steps they can identify. The central column is for ideas which might be shared to help others.
- Then some time identifying their own next step forward using handout 1. This could include further training sessions, particularly in skills (see Skills Section)

Stage 1: Keep Stretching Yourself

Paul encouraged Timothy not to 'neglect the gift that is in you, which was given to you through prophecy with the laying on of hands...Put these things into practice, devote yourself to them, so that all may see your progress' (1 Timothy 4 v 14-15). In short, keep growing in your gifts. Paul's comments were always to encourage Timothy to keep on growing.

We may become stale because we lack challenges. One way to describe this is to think in terms of the green, red and ultra-violet zones.

Green is where we are comfortable, able to do things without being stretched or challenged

Red is where we are stretched, moving beyond our comfort zone

Ultra-Violet is an area of too much stress. We are so far outside our comfort zone that panic sets in. Not a great place to be!

The good news is that moving into the Red zone helps to expand the Green zone. Very soon the activity we found scary becomes something we're accustomed to. And the Green zone gets bigger! With this in mind we need to be looking for things that take us into the Red zone again, because this is where God enables us to grow – in our dependence on him and in our gifts. The more we venture into the Red zone, out of our comfort zone, and move things from Red to Green the closer we get to moving things from the Ultra-Violet zone into the Red zone.

Sometimes, the journey can be one of moving to a more suitable role for your gifts. We often talk about this being a square peg in a square hole.

Discuss:

- Where is our/your Red Zones?
- How do we avoid neglecting gifts we should be using?
- What would help us if we were a square peg in a round hole?

Stage 2: Keep Close Relationships

Paul wrote to Timothy asking him to come to him (2 Timothy 4 v 9), acknowledging his need of company at a difficult time. Throughout his ministry we see him working with others, keeping his relationships strong.

Many runners find the 'marathon challenge' easier if they are taking part as a member of a group.

With God – we are running too fast if we don't have time to grow in our relationship with God.

With a Team – we are not designed to lead on our own, so working with others in a healthy team will keep us fresh. Remember a team can be as small as two people.

With a Mentor – someone to whom we are accountable and who helps to keep us to keep growing.

With Peers – staying in touch with friends is so important

With a Mentee – as we grow in leadership it's good to look for someone whom we can mentor and encourage in leadership

For Reflection:

- For each of the relationships above, identify ideas for growth.
- What is your next step?

Stage 3: Complete the Course

We've looked at Paul's images of Soldier, Athlete and Farmer in a previous session (2 Timothy 2 v 1 onwards). They all speak of someone who is focused on the end result. Knowing where the finish line is can be a way of staying fresh in leadership.

Discuss:

- What is the 'finishing line'?
- Why and where are we leading?

Paul speaks of being 'poured out as an offering' and having 'finished the race', looking forward to the 'crown of righteousness' (2 Timothy 4 v 6-8)

Ask: What will it / does it mean for us to be 'poured out'?

Almost certainly an element of self-sacrifice is involved as we seek to serve the wider purposes of God's Kingdom. This involves being clear about the focus of what we're doing and our complete need of the one who is able to help us with this trust (Read 2 Timothy 1 v 14). If we slip away from these essential, we will either run a different race, or try to run it in our own strength, neither of which is very sensible.

For Reflection:

- What will help you to keep your focus on running the race to the end?
- What does it mean to run the race in the power of the spirit?
- What is your next step?

Devotional:

Thank You Wall

Attach a long strip of paper to a wall (wallpaper works great). Write 'Thank You' on it in big, bold letters. Provide a selection of big marker pens.

Ask people to identify one thing they would like to thank God for. Encourage them to be as explicit as possible, but make sure they know that they can also be cryptic and confidential. Whether they choose one word or a whole paragraph, a simple sketch or detailed drawing, they should focus on the good things God has given them/done in them through the leadership course.

Play suitable music while people have time to think and pray. After a few minutes encourage them to come to the paper and find space to write/draw their contribution.

When they have all finished invite them to move to another part of the paper and take a moment to read/look at what others have written/drawn.

After a few minutes lead the group in prayer, giving thanks for everything God has done through the leadership course.

Handout 1: My Personal Training Plan

my personal training plan



STAGE 1
Keep stretching
yourself

STAGE 2
Keep close
relationships

STAGE 3
Complete the
course

ISSUES >>> What will be the challenges?	IDEAS TO SHARE >>> Any ideas for training wisely?	NEXT STEP >>> What is your next step?

Handout 2: Training Notes

'The thing is to understand myself, to see what God really wishes me to do... to find the idea for which I can live and die.'
Søren Kierkegaard

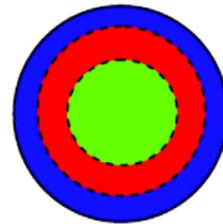
Notes:

Step 1

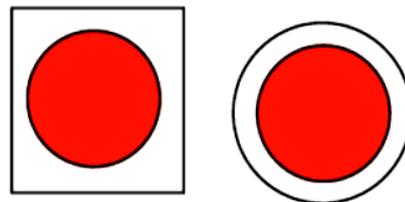
Keep stretching yourself

Paul encouraged Timothy not to 'neglect the gift that is in you, which was given to you through prophecy with the laying on of hands. Put these things into practice, devote yourself to them, so all may see your progress' (1 Timothy 4:14-15). Keep growing in your area of gifting. Paul always sought to spur Timothy on in development.

Green, red and ultra-violet zones



Round peg, round hole?

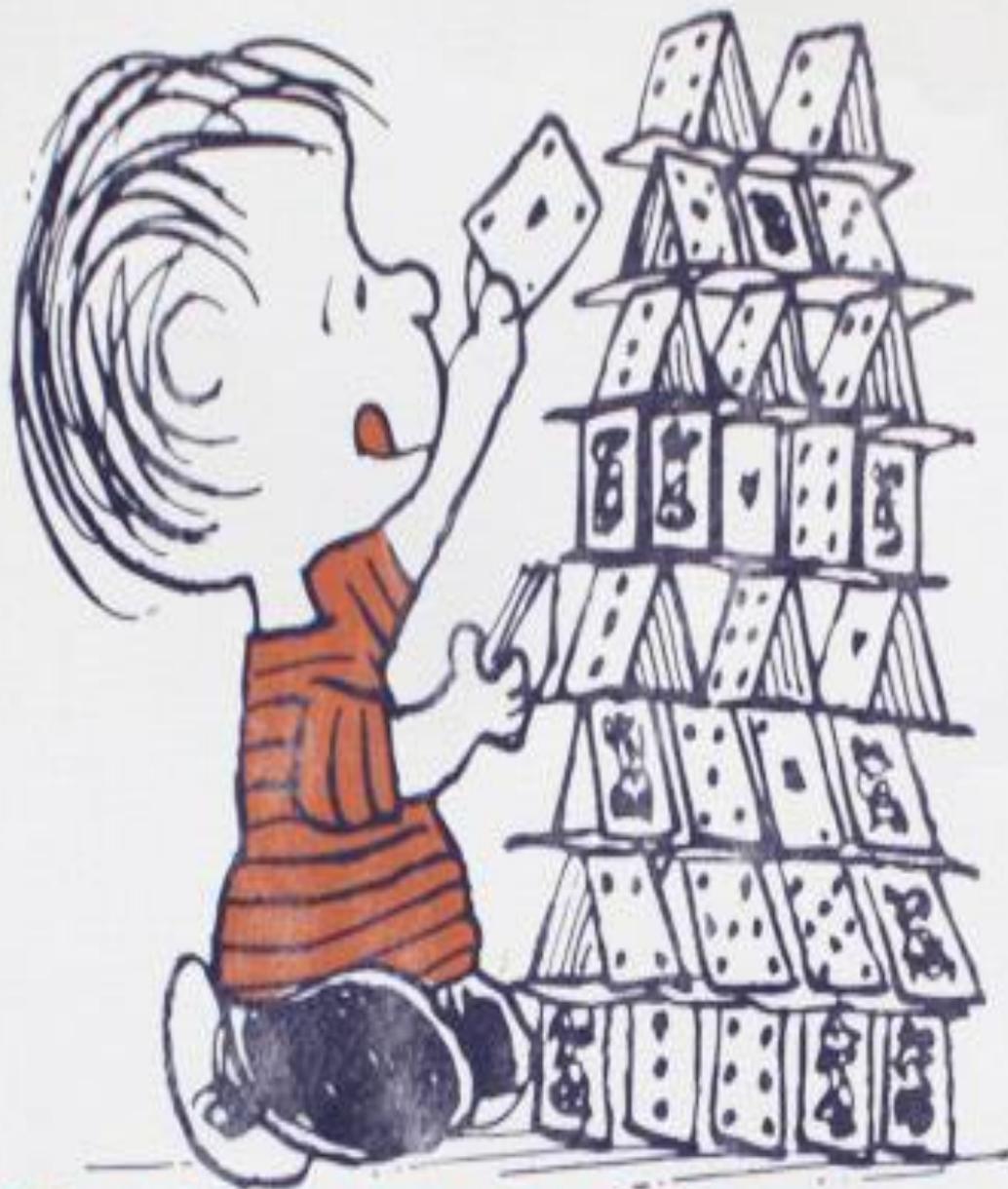


Step 2

Keep close relationships

Paul wrote to Timothy asking him to come to him (1 Timothy 4:9), acknowledging his need of company at a difficult time. Throughout his ministry we see him working with others, keeping his relationships strong.

God	Team
Mentor	Peers
Mentee	



I GOT SKILLS

The Skills Section:

You might want to deliver some specific skills sessions needed in leadership, the following includes some resources and links to help you deliver 'Skills' training in the following:

- **Listening Skills**
- **Mentoring**
- **Evangelism (How To)**
- **Leading Small groups**
- **Planning Sessions**
- **Youth Participation**

This is not an exhaustive list, but it's a 'Starter for Ten'.

Listening Skills:

The following are a list of Listening Skills activities that can be used to help the young people practice their listening skills.

Q: How do you know when someone is ***NOT*** listening to you? - Mindmap

Discuss:

Q: How does not being listened to make you feel?

Q: What do you most appreciate about someone listening to you?

Practicing Active listening is a very hard thing to do on your own; as such the following activities are best done as a group exercise.

The 3 Levels of Listening:

Level 1: Waiting for our turn to speak

Listening to what the mentee's message means for us as mentors. We focus on our own thoughts, feelings, conclusions and agenda. We listen to our own internal voice more than what the mentee is saying. We do not tune in from the mentee's perspective.

Level 2: Objective Listening

Listening to the mentee's word and considering what they mean from the mentee's perspective. Think of listening as a single track road, where traffic can only go one way at a time, opening the road to traffic from the mentee.

We focus on the mentee's:

- Strengths, weaknesses
- Feelings, emotional state, tone of voice, pace, energy
- Aspirations, values
- Omissions, reactions

Level 3: Intuitive Listening

Listening to what emerges from both the verbal and non-verbal messages, to what is happening as a whole, literally and figuratively. We tune into the underlying meaning and use our intuition to guide us (and the Holy Spirit). This level of listening also frees us to look at the meta-view (that which is 'behind' the words). It also involves us as mentors being aware of what's going on inside ourselves (our feelings and intuitions) at key moments.

We focus on:

- The 'dance' and ambience between the mentor and mentee
- Metaphors, underlying messages and meaning, associations
- The mentees agenda, the role they are adopting/playing
- What is going on inside you as the mentor(as well inside the mentee)

Watch These:

<https://www.youtube.com/watch?v=WWCPaCkDDx0>

https://www.youtube.com/watch?v=1xxnXdC_YGo

Tips for listening:

Stop talking Sounds obvious, but you aren't listening if you are talking. In a mentoring relationship at least 70%, and ideally 80%, of the talking is by the mentee.

Listen with your mind Give the mentee your attention. Try not to rush into a mentoring session from something else. Create a gap so you can pray and be ready. Do not let your mind wander.

Listen with your body Think about posture, eye contact, sound of your voice (interested or bored?).

Listen with your words Use words to indicate that you have heard. Do not finish sentences, provide missing words or give advice or solutions.

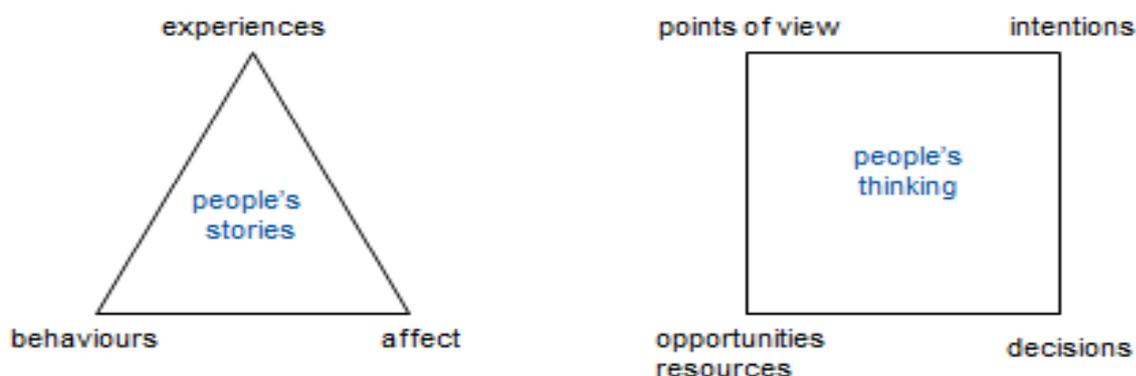
Listen with your intuition Listen for the meaning behind the words, gestures and body language. Test your intuition with clarifying questions. What is the mentee not saying?

Listen with the Holy Spirit What might he be prompting you to ask? What is going on here?

The following offers some indication of what you are listening for when it comes to words around stories and thinking:



active listening to words



Practice, Practice, Practice:

An exercise

Time: 40 minutes

Run the exercise in 12-minute cycles. 10 minutes for the conversation, two minutes for the observations.

Purpose

The purpose of this exercise is to:

- Be aware of what mode you are operating in at any one time.
- Increase your sense of control over the types of questions you ask.
- Increase your capability to demonstrate active listening.

Roles

- The **mentee** brings an issue they are willing to share, that is largely their responsibility (even if it affects a number of people), and is an important 'weighty' issue to them.
- The **mentor** asks questions: for the first seven minutes they must be pure questions, and the last three minutes diagnostic questions. Try to avoid confrontive questions completely.
- The **observer** keeps time, letting the mentor know when seven minutes is up and again when the time has come to an end. Practise your observation and listening skills by hearing, seeing and feeling the interaction between mentor and mentee. Attend carefully to both their words and their non-verbal responses (body language, tone of voice, facial expressions, gestures, pace and energy, emotional state, etc.). Practise your level 2 and level 3 listening. Use the feedback sheet to record the actual questions that the mentor asks and their non-verbal responses. Do likewise for the key responses that the mentee makes in return. Do not paraphrase! Note their actual words, as much as possible.

Part one

Start with 'pure' questions (a minimum of seven minutes).

Pure questions prompt their story – stay neutral

- Describe the situation.
- Tell me more about that.
- Tell me your story.
- Share what is going on for you.
- What else are you experiencing here?
- What is on your mind?
- What else is happening for you?

Part two

Now switch to 'diagnostic' questions (three minutes) which steer the analysis – withhold giving your ideas or advice.

Begin with questions that help your mentee to understand the impact that this issue is having on them personally (their emotional response). You won't have time to get far in part 2.

- How do you feel about that?
- How did others react?
- When you feel your heart... what is it saying?

Then draw out reasons:

- What are you thinking at this point?
- What conclusions are you coming to?
- For what reasons do you think you/they responded that way?

Then consider actions:

- What did you/they do? (past actions)
- What are you doing about that? (current actions)
- What could you do about that? (future actions)

Questioning and listening skills exercise

Observer sheet

Mentor's responses	Mentee's responses	Observer's thoughts

Here are some more to try and practice...

Chinese whispers

"A simple exercise you might want to try is Chinese Whispers. Have your delegates in a line and whisper two different messages one starting at one end of the line and one starting at the other. Play music, encourage giggling etc. When the messages have been passed to the final person ask the original recipients if they can first of all remember the message and then the final recipients what message they received. This enables you to draw out all of the areas that stop you from actively listening and then what you can do to ensure you are actively listening."

Stop listening exercise

"One that works well for me is to take half the group outside the room and ask those in the room to think of a topic they are really passionate about/interested in - eg family, films, football team etc. Those outside room come back inside and pair-up to listen actively to the story. However you have pre-warned them to stop listening (demonstrate this) after about 30 seconds and see what happens. Usually the speakers get really frustrated and annoyed leading to useful debrief discussion on the impact of listening/how to listen etc."

Listener and talker

"The types of exercises suggested may be valuable as warm up activities, or to reinforce that listening isn't easy, but to get changed behaviour requires a different approach. I suspect that what they need is skills training so they know how to listen effectively. Assuming that you will cover the relevant skills so they know what to practice, I'd suggest an exercise that combines content and process. For example, in pairs: **Listener and talker.**

Talker has to describe what they want from a holiday but without mentioning a destination. **Listener** has to practice active listening skills – listening attentively to what is being said and what is not quite being said, and demonstrating their listening to the talker by their behavior. After 3-4 mins the listener has to summarise the three or four main issues or criteria that they have heard the talker express and then make a tentative sale of a suitable destination. Then one minute to review how close the listener was to what the talker said and needed. Plus one minute to review how well they demonstrated active listening behaviors. Then swap roles and repeat.

Then plenary review, pulling out key learning points. If you can substitute a work-related equivalent to replace the holiday scenario, and allow just a little more time than the minimums I have suggested, then so much the better.

That is about as short as I can get with anything meaningful. And even then it implies that you are doing more before and after the exercise."

Active Listening....

"Something I recently used with great success for getting the message across about Active Listening is below:

- **Group split into pairs, A & B**
- **Take Bs out of the room and ask to wait outside**
- **Inform the As that whilst they are listening to their partner, everytime their partner says something that evokes their 'inner voice' i.e. they want to ask a question, makes them think about something etc... they put their hand up for five seconds then put it back down.**
- **Ask them to do this for the entire conversation - As are not allowed to interact with Bs, ask questions, affirm understanding etc.. As remain silent, just raising their hand every time their inner voice kicks in.**
- **Next inform the Bs outside that they are to speak to As about something of interest, an experience, their last holiday anything positive that has happened to them in the last six months. They have three minutes to talk.**
- **Ask Bs back into the room, and then allow three minutes of talking from Bs.**
- **At the end of the three minutes ask the Bs how they felt whilst talking to A, emotions evoked etc... General answers back are normally 'didn't feel listened too, didn't understand why they were putting their hand up, lost my train of thought because they obviously weren't listening,' etc...**

You can also ask the As to not only raise their hand, but also lose focus, i.e. start staring out the window, become transfixed with the detail on their partner's jacket, etc...another obvious distraction to their listening.

It's a great simple, quick exercise to run, and then to talk with the group about the power of active listening afterwards.

You can run the exercise again, this time allowing the As to interact, ask questions, become involved in the conversation etc... and compare the two conversations, which was more satisfying etc..."

Active Listening Skills

"After asking the group to do an exercise as recommended (A & B) I do this which brings out the importance of listening:

- **I ask all the members to write the names of three people whom they consider as good listeners. I personally check with each participant if they have written three names (some find it difficult) then I ask the group if anyone has written the name of**

the person whom they don't like. Usually nobody writes the name of the person whom they don't like.

- Then I ask if the three people they have written, come in the in any one of these categories: liked by them, loved by them or respected by them. The response normally is yes. Even if someone writes the name of the person whom they don't like, that person will come in the group of people respected by the participant.
- Now I ask them, if they are to be liked or loved or respected by others, how should they be?
- They see the point that they need to be good listeners if they are to be liked, loved or respected by others."

Round Robin exercise

- Delegates are given a topic to discuss.
- At various points the trainer says 'stop', at which point the next delegate in line must continue the last delegate's sentence starting with their last few words.
- Once the group gets the hang of this, instead of following the same pattern (1 to 2 to 3 to 4 to 1 etc) the trainer names who has to continue next part of the statement, forcing all delegates to listen closely to what everyone is saying instead of just the person before them.

"Though some of the delegates may not like this exercise, I feel that its a good one, as it tests product knowledge while also promoting active listening. Initially all groups started somewhat shakily, but with the exception of one person everyone picked up the idea quickly and were able to do the task, and a marked improvement in responses and flow was seen as the exercise went on. As a group exercise it can be fun, and even competitive, and after a good smoothly completed topic there was an obvious sense of achievement and satisfaction."

Presentation

- "If you want to test the listening skills of delegates then you could try a two minute "presentation" followed by eight minutes of theory "lecture".
- Then ask the delegates to recall as much of the two minute presentation as they can.
- You will have ten minutes to draw out their recollections and to assess why they remembered bits and why they forgot bits (the "lecture" is only there to provide them with some opportunity to forget).
- Interestingly you will probably be able to include the visual signals that aided memory/understanding...listening with their eyes..."

A time you weren't listened to

- "Ask people to think of a time when they felt they weren't listened to (could be work, family, doctors, shopping etc)
- Split into pairs and share stories, the listener must try and identify 2 things: what the person in the story did that demonstrated non-listening and what impact this had on the speaker (usually they feel devalued, angry, upset, hurt).
- To debrief you can gather all the ideas together and develop some principles of good listening by reversing what happened in the stories."

Bus driver exercise

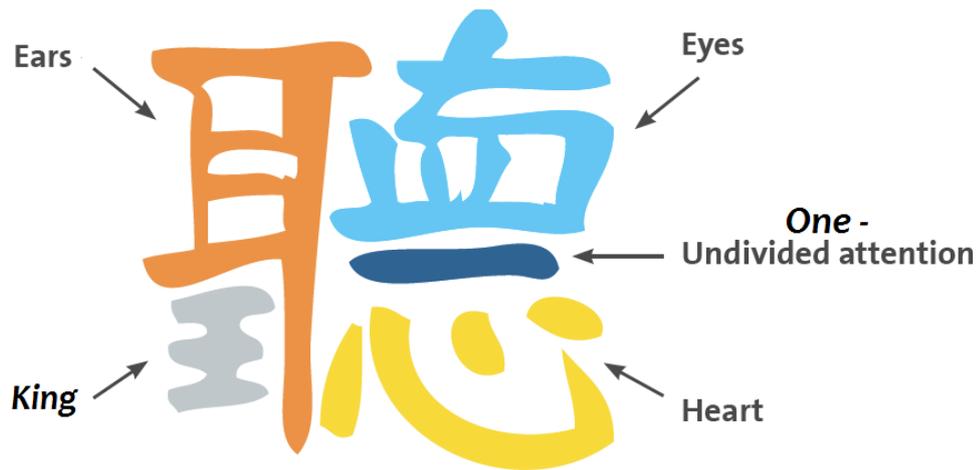
"This can be used as an ice breaker or a listening exercise..."

- Tell the group that you will be asking questions on what they are about to hear and that they can take notes if they wish.
- Start by saying you are the bus driver.
- You then read out a bus route, for example: You are the bus driver at stop no 1, three people got on the bus, one of them was wearing a red hat.
- At stop 2, four people got on and one got off.
- At stop 3, two people got on, one person was carrying a bag and the person with the red hat got off.
- Continue with this detailed theme.
- When you have finished you ask the question: What is the bus drivers age? The majority of people will not have heard the opening line: "you are bus driver".

Check out more here... Remember Practice, Practice, Practice

<http://www.bbc.co.uk/skillswise/words/listening/> including factsheets, worksheets and activities.

The word "LISTEN" in Chinese



Watch this for an example of bad (but funny) example of not listening:

<https://www.youtube.com/watch?v=6TeOGJP5vGA>

Mentoring:

'Brick' Activity: What is Mentoring?

Using the 'Bricks' create a wall describing 'what is Mentoring?', you can put any or all of the 'bricks' in the 'Velcro' wall, **BUT** you have to justify each one, giving reasons for each one and why it is there.

Accountability	Coming Alongside
Arrow – Pointing to Jesus	Sharing Life
Christ-Centred	Spiritual Development
Issue-Based	Passing on Experiences
Be Challenging	Serving
Non-Judgemental	To Listen
Based around an Activity	To Pray with
To Motivate	Training/Teaching
A Journey	Coaching (Sports)
Provide Stability	One 2 One
Guide	Small Group
Give Advice	To be a Role Model
Disciple	Seeing Potential
Counselling	Mentor to Protégé
Giving Answers	Bible Study
Leadership	Friendship
Evangelism	Fellowship
Informal	Emotional Support
Formal	Parent
Education	A Commitment
Telling	Equipping
Supporting	Leading to Maturity
Encouraging	Travel Guide
Provide Opportunities for...	Give Options/Choices
Help them Develop	To Give Information
Holistic	Apprenticeship
Empowerment	Voluntary
Intentional Relationship	Dynamic
Setting Goals/Objectives	Trusting

All of these are in one way or another part of the mentoring process, and all mentoring relationships will be different, during this workshop we will highlight the majority of them.

Some definitions of Mentoring:

In small groups discuss the following definitions:

- What would you add or take away?
- What do you like or dislike?

- 'A dynamic, intentional, voluntary relationship of trust in which one person enables another person to maximise the grace of God within their lives and develop their potential in the service of God's kingdom purposes' – Mentoring Matters (CPAS)
- "A lifelong relationship, in which a mentor helps a protégé reach his or her God-given potential" – Bob Biehl
- "A relational experience in which one person empowers another by sharing God-given resources including skills, wisdom, knowledge and experience" – Paul D Stanley & J Robert Clinton
- Helping to bring a person to maturity and wholeness
- Christian Mentoring is an intentional relationship where a more experienced believer seeks to be used by God to grow the mentee holistically through sharing their life experiences and resources with them. – Jon Langford (TaG)
- "Mentoring is a long term relationship that meets a development need, helps develop full potential, and benefits all partners, mentor, mentee and the organisation". - Suzanne Faure
- "Mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained". - Audrey Collin
- Mentoring is "A mutual relationship with an intentional agenda designed to convey specific content along with life wisdom from one individual to another. Mentoring does not happen by accident, nor do its benefits come quickly. It is relationally based, but it is more than a good friendship...mentoring is not two people who just spend time together sharing". – Thomas Addington and Stephen Graves
- "Mentoring is a supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange, to enrich their professional journey". - Suzanne Faure
- "Mentoring is an important adult relationship since it creates a legitimate and special space where people can take chances by trying to be authentic about, and find meaning within their real-life professional experience". - D Doyon
- "The purpose of mentoring is always to help the mentee to change something - to improve their performance, to develop their leadership qualities, to develop their partnership skills, to realise their vision, or whatever. This movement from where they are, ('here'), to where they want to be ('there'). - Mike Turner
- "Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging" - David Clutterbuck
- "Mentoring is an intense work relationship between senior and junior organisational members. The mentor has experience and power in the organisation, and personally advises, counsels, coaches and promotes the career development of the protégé" - Anne Stockdale

A model for a mentoring session:

Most mentoring sessions have a natural flow or shape, see the diagram below, starting at the pointed top, the mentor builds rapport and begins to discern where the conversation might go. The session gradually opens up, involving sense-making, asking questions, listening well and using the bible. Before it tapers down to a focussed ending where a clear next step(s) is identified for the mentee.



The diamond may be differently shaped depending on how the conversation goes. There may also be 'multiple' diamonds in a session, some small, others bigger depending on the issue.

Resources:

- The big book of blobs – Pip Wilson
- The Zombie Apocalypse Survival Guide for Teenagers – Jonathan Mckee
- The be- with factor – Bo Boshers & Judson Poling
- Activities for mentoring young people – Stephanie George
- CPAS: Mentoring Matters
- Can we have a chat? – Jon Langford
- TaG (Training and Growth) – produced by St Pauls, Salisbury
- InFocus: Mentoring – Produced by Crusaders
- Coach Carter – Film
- When the game stands tall – Film
- To Save a Life - Film

Evangelism:

There are any number of Evangelism techniques and tools, here are just a few:

<https://www.youtube.com/watch?v=0lq4UEoqAdc>

<https://www.youtube.com/watch?v=A-2WIY84buw>

The Art of Connecting by YFC

Leading Small groups:

<http://www.christianitytoday.com/biblestudies/articles/spiritualformation/8-habits-of-effective-small-group-leaders.html>

<http://www.thegospelcoalition.org/blogs/kevindeyoung/2014/09/02/five-tips-for-leading-your-small-group/>

<http://www.smallgroups.com/training-tools/l/leading-101.html>

Also give them the opportunities to observe how different people lead, and the opportunity to lead themselves.

Planning Sessions:

Q: What is the most memorable session you have led with children, or one you have seen led?

Share with the group

Asking: What worked well and why do you remember it?

Discuss Issues with:

Starting a session: think about how the tone is set in the first 5 minutes (atmosphere, layout, welcome and so on) how can you start the session off to build relationships with the children

Using time in a session: when planning, always build in time to engage with the group and individual children, and from my experience it's much easier to engage a child in one 2 one conversation when they are engaged in a simple practical task (cutting and sticking, colouring in etc.)

Working with a whole group: use 'circle time' techniques from time to time, with younger children a 'show and tell' can be useful. For older children frequent positive affirmation games will build up the group's capacity to relate positively and share more deeply.

Choosing activities: always plan to spend time on what is important, avoid spending time on activities that benefit the adults more than the children (they are not performing monkeys) think about the ages in the group, where they are act spiritually and don't be afraid to buy stuff in (just remember to modify it for YOUR situation, YOUR group)

Working with other leaders: consider how to plan and reflect onto a session together

There have been a number of different theories over the years regarding how people learn, what style of learning best suits one person won't suit another. There is no one 'best' learning style, no one size fits all.

It is useful for you to identify your own particular learning style, because there can be a tendency towards that style when planning.

Planning a Session:

NAOMIE: An aid to preparation

Which stands for:

Need: What do the children need? What do we, the leaders, the team need?

Aim: What should be achieved by the end of the session?

Objective: What are the smaller goals that work together to achieve the aim?

Method: What methods will be used? How will you achieve the objectives and aims? What activities/talents are there to be used? Are they varied? (think learning styles) are they suitable for use with different children? Is there a balance of active and reflective methods? Is the program inclusive?

Implementation: Does everyone know his or her responsibilities? (think your team) is everyone able to do what is required of them?

Evaluation: How did it go? What went well? Why or why not? Did you fulfil the aim? What could have been done better? How? What needs to be remembered next time? (Think back to the reflective practice exercise from previous session)

Selecting Resources:

Q: What resources, published material do you use? – go around the room, creating a flipchart list

Q: where can resources be found?

Q: What matters when choosing which materials to use?

Being Flexible: ~ 5mins

There may be times when your planned session just won't work or is not appropriate, what might these occasions be? – ask and discuss

Therefore the ability to be flexible about your planned session. Either to change it, or abandon it completely for a different plan. So it is useful to have back up plans, being able to think on your feet. This can be a challenge but being prepared for the unexpected will help you cope well with the any session.

Practice, Practice, Practice:

***Note: need a wide variety of resources and published material for this activity**

Divide the group into small groups to plan a session for a group of children (real or imagined).

- ✓ Ask one group to use just one published resource as the basis for their session
- ✓ Get the other group to use material from a variety of resources, selecting a theme to work towards

Share planned sessions with the group and discuss how they might work

Q: What are the pros and cons of the 2 methods used for this activity?

Youth Participation:

Voice Activated – produced by the Methodist Church – Free to Download

Participate! – produced by the Methodist Church

Brian Smith
Youth & Children's Coordinator
London District of the Methodist Church

Brian@MethodistLondon.org.uk

07951408379

 @BrianLondonMeth

<http://www.methodistlondon.org.uk/YouthandChildrenTraining>

