

# **Role-plays and Demonstrations**

## **For Shepherds, Disciplers, Missionaries, Pastoral Trainers and Teachers**

George Patterson and Galen Currah

### **Why use role-plays and demonstrations?**

- The compilers have observed in both educated and barely literate societies that Christian workers learn and obey God's Word more readily when they participate in, or view, demonstrations of biblical truths and skills.
- The Holy Spirit uses God Word more powerfully when believers participate actively in the training, rather than simply listening passively as 'hearers only.'
- Believers seldom forget Bible truths that have been portrayed dramatically.

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# **1. Guidelines to Do Role-Plays and Demonstrations**

- 1a Practice skills together as a small group** by simulating situations that require their use.
- 1b Teach as a team.** Two or more instructors make it easy to plan and do simulations.

- 1c During workshops, prepare actors ahead of time**, during breaks if necessary. Most role-plays in this document need little preparation.
- 1d Be creative.** Some teachers prefer to develop details themselves, others seek role-plays that have been developed already and are explained in detail. To satisfy both, some role-plays are described in detail; others merely offer ideas to be developed.
- 1e Teach in a way that stirs people's thoughts.** Teaching inspires when folks take part actively or see others doing so. Wise teachers develop a repertoire of demonstrations.
- 1f Aim for total participation.** Use role-plays in which everybody present takes part; the more who participate, the better. Help people to move beyond being merely a passive audience.
- 1g Keep role-plays and demonstrations short.** Some Bible passages are too long to dramatize; select portions that you want to portray and simply summarize the rest. How much of a story is dramatized also depends on time available and how many volunteers can help. A role-play should *save* time. If it takes more time than lecturing would, then it may be wiser to lecture. Trainees can get carried away by the acting, waste time and defeat the purpose of the training. Keep focused on the truth or skill being taught. Skip time-consuming dialogue by asking the actor who is speaking to say what should happen next. Example:
- To teach evangelism, a role-player might begin talking to a seeker about things of common interest to build a relationship, which can take a long time. To save time the role-play leader simply asks the 'evangelist,' "What should happen in the next few minutes?" The role-player will normally mention something about building a relationship. Reply, "Good. An hour has passed. You have done that. Continue."
- 1h Keep role-plays and demonstrations simple.** Role-plays normally give better results if actors *ad lib*, keeping in mind only the *idea* of what to say and do. Avoid dramatic, professional acting and impressive 'productions.' Excellent acting draws attention away from the truths being taught. The audience becomes passive 'hearers only.' Avoid props and costumes. The strength of role-plays is not in the acting, but in helping believers to see a truth from a fresh perspective.
- 1i Modify freely!** Most of the role plays in this document were developed during work shops to meet needs as they arose; thus you will find rough spots that you can improve.
- 1j Use the line numbers** in the left margin of the role-plays in this document that are scripted skits, to cue actors who lose their place.
- 1k Have actors *ad lib* briefly.** Most role-plays give better results if actors do not memorize lines, but merely the ideas. Actors can hold the script in their hands and glance at it briefly while another is talking.
- 1l Choose role-plays wisely for leadership training workshops.** A wise instructor listens first to participants' questions, plans and goals *before* selecting most role-plays.
- 1m For workshops or small congregations, let demonstrations raise questions.** When a role-play enables believers to visualize how to do God's work in the field, it stimulates questions about applying and planning field work. During or following a demonstration, let both students and teachers ask questions.
- 1n Arrange seating in a circle** (or horseshoe). Seeing one another enhances participation.
- 1o Use Bible stories when possible instead of fictitious role-plays.** God's Holy Spirit uses His Word to transform lives. Biblical stories generally give better results.
- To present Bible stories without requiring too much time preparing, let the role-play leader serve as a *narrator* to summarize parts of the story that are not voiced as conversation, while others read or act the spoken parts. For example, to teach original sin, the role-play leader reads or tells by memory the non-spoken parts of Genesis 3. Others read or dramatize the parts of the *Voice of God, Serpent, Adam and Eve*.

# 1. Evangelism

## 2a Receive God's Word in One's Heart (Seed Planter and Four Soils, Matt. 13:3-9 & 18-23)

### Participants:

**Seed Planter** (a child if one is present),

**Mimic**

**Role-play Leader**

### Soil # 1, the Roadway

#### Role-play Leader:

- Explain that Jesus compared people's hearts to four kinds of soil and seed to the Good News about God's kingdom.
- Then say "Some seed fell on the **roadway**. *What happened?*"

**Planter:** Walk around pretending to scatter grain.

**Mimic:** Run in a circle, flapping your arms like wings. Then stoop and pretend to snatch up grains with your hand and quickly put them into your mouth.

**Role-play Leader:** Ask, "Whom did Jesus say later that the birds represented?"

*Let anyone answer. (Satan snatches God's Word from people's hearts before it takes root.)*

### Soil # 2, Stony Soil

**Planter:** Walk around again pretending to scatter grain.

**Role-play Leader:** "Some seed fell on **stony soil**. *What happened?*"

**Mimic:** Stand, your arms outstretched like branches of a plant and look up at the sun. Then, shield your eyes from its heat with your arms and wither (drop slowly to the ground).

**Role-play Leader:** Ask, "What kind of people are like the stony soil?"

*Let anyone answer. (They hear God's Word with joy but they have no root in themselves; when persecution comes they fall away.)*

### Soil # 3, Thorns

**Planter:** Walk around again pretending to scatter grain.

**Role-play Leader:** Ask, "Some seed fell among **thorns**. *What happened?*"

**Mimic:** Stand up with arms outstretched like branches of a plant.

**Role-play Leader:** Sneak up quietly behind the 'plant.' Put your hands around his throat (carefully).

**Mimic:** Pretend to try to remove the hands but you cannot. Pretend to choke. Fall down.

**Role-play Leader:** "What kind of people are like thorny soil?"

*Let anyone answer: (They hear the Word but cares of the world and lust for riches chokes it.)*

### Soil # 4, Good Soil

**Planter:** Walk around again pretending to scatter grain.

**Role-play Leader:** Ask, "Some seed fell in **good soil**. *What happened?*"

**Mimic:** Stand straight and slowly lift your hands toward heaven, smiling.

**Role-play Leader:** "What kind of people are like the good soil?"

*Let anyone answer: (They receive the Word in their hearts. It brings forth much fruit.)*

Explain that the seed sown in good soil bore much fruit, reproducing up to 100 times.

- Jesus compared the way His church grows and reproduces to the reproduction of grain. Each flock has within itself its own seed to multiply after its own kind through evangelism and starting churches.

- Jesus told about common things to illustrate spiritual truths. Stories are easy to recall and tell others. The Holy Spirit uses Bible stories to convince adults and children of their need.

## **2b Avoid Legalism:** Discern and Remove Stumbling Blocks to Receiving God's Grace

Jesus Rebuked Pharisees who Imposed Man-made Rules

**Purpose:** Use Jesus' teaching on ceremonial washings to show the kind of man-made rules that Christians should avoid (Matthew 15:1-20).

**Participants** (They do not need to memorize their lines word by word, just the *idea*):

**Peter** Older child

**Girl.** Has a sack with 4 small pieces of bread.

**Disciples. 2 or more**

**Pharisee. Adult**

**Role-play Leader**

**Disciples, Girl & Peter:** Walk across the front of the room from right to left while Disciples say loudly the following things, in their own words:

"We've been walking all day!"

"My feet are tired!"

"I'm getting hungry!"

"Does anyone have any bread?"

**Girl:** "I have some bread. Here" (Hand bread to Disciples.)

**Disciples:** (*Take one bite and hold the rest of the bread.*)

**Pharisee:** (*Shout, from the right.* "Hey! Who's that man you're following?")

**Peter:** (*Take a step back toward Pharisee. Shout.*) "He's Jesus of Nazareth."

**Pharisee:** "Stay there!" (*Gesture 'halt' with hands.*) "Speak to me from there! I am a Pharisee and will not be seen so close to you common, unwashed people!"

**Peter:** "Can I help you?"

**Pharisee:** "Stop following that treasonous revolutionary! He breaks God's law and violates our sacred traditions!"

**Peter:** "Oh, no! He teaches us to obey God. What law has He broken?"

**Pharisee:** "You lie! I just saw you eating without doing the ceremonial washing first!"

**Disciples:** (*Throw the bread away, into the audience. Look at your hands and shout*)

"Oh how terrible!"

"We have defiled ourselves!"

"Why did Jesus let us do such an unclean thing?"

"Why did Jesus let us eat without ceremonially washing our hands?"

**Role-play Leader:** Explain the main point of Matthew 15:1-20 briefly.

- People try to gain favor with God but Jesus does not want us to impose or follow man-made rules that conflict with His commands.
- This is 'legalism' and it cancels out God's grace, following meaningless rules, instead of being guided by His Holy Spirit.

## ALSO

**Dramatize** parts of John 9, another stirring story that is easy to dramatize, to combat legalism. Jesus dealt with Pharisees who criticized Him for healing a blind man on the Sabbath.

**Role-play Leader:** Let actors develop their own demonstration, acting out Bible stories.

- If a story is long, let a narrator simply summarize parts of stories that are hard to act or that take too much time, and let actors do the easier parts.
- Keep the demonstration brief. Focus on the things you want to teach.

## 2c Receive God's Gifts Freely and Trust in His Power

Jesus Fed 5,000

**Participants** (remember to speak loudly)

**Role-play Leader:** Introduce the skit.

**Boy.** Hold a large paper bag with bread in it (a small, round loaf if possible).

**Girl.**

**Father.**

**Mother.**

**Voice of Jesus:** Stand out of site and speak loudly.

**Leader:** “We are in a wilderness on the far side of the Sea of Galilee. Let’s see what happens.”

**Boy:** Sit on a table in front, to the audience’s left, high enough for all to see you; hold the sack.

**Father, Mother and Girl:** Stand to the right, looking out over the audience’ heads.

**Girl:** Pull at father’s sleeve and beg, “Daddy, I’m hungry!” (*Repeat 3 times, louder each time.*)

**Father:** (After the third time) “Quiet! We’re listening to Jesus.” (*Point beyond the audience.*)

**Boy:** Slowly lift the bread from the sack toward your mouth, looking at it hungrily and eagerly.

**Girl:** Look at the boy, then walk across the front toward him, eyeing the bread.

**Boy:** When the girl is very close, notice her and quickly put the bread back into the sack.

**Girl:** Start to walk away, then go back and try to look into the sack.

**Boy:** Clasp the sack tightly to your body. Turn sideways to hide the sack from the girl.

**Girl:** Walk toward your parents again. Half way, turn and look at the boy.

**Boy:** When the girl walks away, return to your first position. Lift the bread again. Turn your head toward the girl; when she looks at you, quickly turn your head to the front; hide the bread.

**Girl & Boy:** The girl walks to her parents and the boy again raises the bread. She again looks back at the boy and he again quickly turns his head toward the front and hides the bread.

**Girl:** Pull your father’s sleeve. “I’m hungry!”

**Father:** “Hush! Listen to what Jesus is saying!”

**Voice of Jesus:** “Give and it will be given to you. Give to everyone who asks of you!”

**Boy:** Put a hand on your heart, moved by Jesus’ words. Go to the girl; hold the sack toward her.

**Girl:** “Oh! Thank you! (*Look at your mother.*) “But my parents are hungry, too!”

**Mother:** “Oh! How nice! But all these people are starving, too.” (*Gesture toward audience.*)

**Boy:** “What can I do? I only have five barley loaves and two fish.”

**Role-play Leader:** Explain that Jesus blessed the boy’s lunch and miraculously multiplied it to feed 5,000 people

**2d**

## **2e Work within Networks Of Seekers’ Relatives and Friends**

**Purpose:** Demonstrate the difference between *extracting* converts and working *within* their circle of relatives and friends. Converts maintain loving relationships with family and friends.

Form the convert’s social circle.

- Select a man to be a new believer and have him stand in front.
- Ask him to point out his mother and father and have them stand beside him.
- Do the same for a drinking buddy, girl friend, neighbor, and worker at the factory.
- These make up the convert’s circle. Ask them to join hands and form a circle around the convert, who stands in the middle.

Demonstrate the wrong way to do evangelism, by extraction.

- Tell the convert that you are glad that he is following the Lord, but you worry about these people who surround him! They look pretty bad! They will drag him back into the world.
- ‘Extract’ the convert, breaking into the circle and pulling him out of it, several paces away. Say that you must protect him from his bad friends! He will have new Christian friends now.

### **Role-play Leader:**

Explain that extracting converts this way violates Jesus’ command to love, divides families, and causes needless persecution.

- God does not see the convert as an isolated individual but as part of a larger social circle.
- Such extraction results in churches made up almost only of young people, which fail to reproduce.
- God wants us to bring His grace, forgiveness and reconciliation to the convert’s relationships, not to break them.

Demonstrate the New Testament way of evangelism. Examples are Zacheus, Levi, Cornelius, Lydia, the Philippian jailer and Crispus the leader of a synagogue.

- Have the convert enter the circle again. Ask the group how they would do it correctly.
- They should suggest such things as:
  - Get inside the circle. (Do so.)
  - Instruct the convert to obey Jesus by showing love to his people, and forgiving them.
  - Ask the father permission to tell him what you have been teaching his son.



- If the father is a radical who would attack the son violently, then the son would witness without words by forgiving and asking forgiveness. The convert would show love this way until the Holy Spirit softens his father's heart.
- If the convert had a problem with drugs or alcohol, he would separate from friends who provided them, but not from his whole social circle.

Explain that if we use a method to witness which the convert can imitate at once and pass on to his friends and relatives, then the gospel will flow throughout the community.

- The best way is normally simply to tell the gospel story, about Jesus' death and resurrection, and what Jesus has done for us.
- If the culture has a world view that make it hard to grasp the concepts of one holy God who punishes sin but also forgives those who repent, then one would begin by telling foundational stories from the Old Testament.

## **2f Avoid Unreceptive People: Shake the dust from your feet**

**Purpose:** Avoiding wasting time with people who do not receive God's Word

**Participants:**

**Foolish preacher**

**Villagers (2)**

**Role-play Leader**

**Role-play leader:** Read Mark 6:11 "Any place that does not receive you or listen to you, as you leave, shake the dust off the soles of your feet for a testimony against them."

**Foolish Preacher:**

Stand and wave your Bible in the air. Shout, "Hear the Word of God, you villagers!" Start reading from Nehemiah 7:6 and continue reading until the villagers finish their parts.

**Villagers** walk across the front of the room one at a time, passing in front of Preacher.

Do not look at him. Do not pay any attention to him.

Then walk together and stand near the Role-play Leader.

**Villager #1:** (Shout) "I cannot hear what you say. That idiot keeps yelling!" (Point at Preacher.)

**Villager #2:** (Shout) "He has been coming here for a year. What is he talking about?"

**Villager #1:** (Shout) "Nobody knows. I think he is crazy!" (*Villagers walk away*)

**Role-play Leader:** Explain:

- Church planters should work with receptive people.
- If people do not respond to the good news about Jesus after a reasonable time, Jesus told us to leave them.
- He also said that we are not to throw pearls to pigs (Matthew 7:6).

**2g**

## **2h Let Grace Flow Freely to New Believers**

Avoid Needlessly Delaying Baptism Because of a Pastor's Doubts

**Participants:**

**Two Drunkards,**

**Rev. Legalism,**

**Elder Grace**  
**Role-play Leader.**

**Role-Play Leader:** Ask the two drunks to stand in front. Explain that the two drunks have trusted in Jesus. “See how happy they are!”

**Rev. Legalism:** Tell Drunkard #1 that he cannot be baptized until he stops drinking for six months and can walk on water! You have doubts about him.

**Elder Grace:** Tell Drunkard #2 that he qualifies for baptism, because baptism is for *bad* people who repent. Assure him that you will baptize him next Sunday, but that he is to come sober!”

**Role-Play Leader:** Say that two months have passed; there is a festival. “Both drunks celebrate!”

**Rev. Legalism:** Tell Drunkard #1 that you need to talk with him.

**Drunkard #1:** Walk away from him and say that you will not attend church meetings again.

**Role-Play Leader:** *Explain* that the pastor who did not baptize him doubted his salvation, so he also doubted his salvation and easily became discouraged.

**Elder Grace:** Tell Drunkard #2 that you want to talk with him.

**Drunkard #2:** Say that you are sorry for your sin and ask for prayer for God’s forgiveness.

**Role-Play Leader:** *Explain* that since he was baptized and received into the church body as a newborn babe in Christ, he knows that he is part of the church body and seeks help. Newborn babes in Christ need loving care, not doubts and condemnation.

**Ask** which pastor obeyed Jesus. [*Good Answer: The second pastor obeyed Jesus by baptizing the repentant man like the apostles did. It is easier to deal with vices when a person submits to the care of the church body.*]

ALSO

**Role-play Leader:** Ask a man to step outside a door, knock, and when you open it say he received Jesus as saviour.

- When he knocks, open the door and let him speak. Shout joyfully that he has received Jesus, then push him back (gently) and close the door.
- After a moment, let him in and ask him how he felt when you closed the door.

**Role-play Leader:** Explain that the door is Jesus, but to help bring him through the door into the body of Christ, our Lord commanded baptism.

- Even though he is a grown man, if he had just now received Jesus, he would be a newborn baby in God’s sight.
- Ask a mother if she would leave her newborn baby outside the door in the cold until it stops dirtying its diapers.
- New believers, as newborn babes, need to be overwhelmed with loving acceptance.

## 2i Use Bible Stories to Evangelize Seekers

**Role-play Leader:** Let actors develop their own demonstration, acting out Bible stories.

- If a story is long, let a narrator simply summarize parts of stories that are hard to act or that take too much time, and let actors do the easier parts.
- Keep the demonstration brief. Focus on the things you want to teach.

## Recommended Stories that Are Easy to Dramatize

**Dramatize** parts of Acts 16:16-34 to show why to go at once to the families of seekers.

**Dramatize** parts of 1 Kings 18 or Exodus 32, to show the need to avoid all forms of idolatry.

**Dramatize** parts of Acts 8:26-39 to show the need to baptize repentant believers without delay caused by adding non-biblical requirements.

**Dramatize** parts of Acts 3. Show the need to pray for physical healing in the name of Jesus.

**Dramatize** parts of Genesis 3. Show how sin originated and the need for repentance.

**Dramatize** parts of 1 Kings 18. Show why we avoid idols (Elijah defeated prophets of Baal).

**Dramatize** parts of Lev. 10:1-7 (Nadab and Abihu) to show why we respect God's Holiness.

## 1p Discipling

### 3a Lay the Foundation on the Rock

Wise and Foolish Builders (Building on Rock or on Sand)

(Adults or children act out the parable of wise and foolish builders)

Ask someone to tell or sing the parable of the wise and foolish men who built houses.

Have two men or boys stand to represent the two houses. When the role-play leader mentions the rain falling on the house built on sand, pour a small amount of water on the head of the foolish man's house, and tell him to fall down. (Choose someone who can take a joke and whose clothes will not be damaged by the water.)

**Role-play Leader:** Explain that Jesus compared the two builders to those who hear his words:

- Both the wise man and the foolish man heard Jesus' words.
- Jesus was talking about the foundation for any church. He is the rock. Our part is simply to obey his commands. There is no other foundation.
- The foundation is not doctrinal. It is relational. Jesus said in John 14:15, "If you love me, obey my commands."
- Bible doctrine is one of the things that what we build on the foundation. It is the second and third story of the building; for all eternity we will be learning more and more about God.

### 3b Show Jesus' Commands in Pictures and Song

Make it Easy to Learn by Heart our Lord's Basic Commands

Help trainees to memorize Jesus' basic commands by drawing pictures that represent them:

**Cross** (repent),

**Water** (baptism),

**Bread** (Communion; draw an unleavened tortilla),

**Heart** (love),

**Hands** praying (or simply an arrow pointing up),

**Coin** (giving),

**Bible** (making disciples).

If creative musicians are present, ask them to compose a simple, brief song that lists Jesus' basic commands (*Repent, Be baptized, Break bread, Love, Pray, Give and Make disciples*). Have the people in a workshop sing it several times to learn it well.

### 3c Practice Practical Love

*The Guest, A Parable of the Sheep and Goats, Matthew 25:31-46 (Adapted from a story by Tolstoy)*

#### Participants:

**Ivan** (skeptic),

**Shoeless** (barefoot),

**Widow**,

**Jobless**,

**Sign carrier**, makes a sign "Time Passes"

**Cobbler** (Has a hammer, 2 pairs of shoes, broom, lunch bag, glass, Bible with insert, nails that he holds in his mouth when hammering).

#### Part 1. Ivan's Morning Visit

Cobbler (*Sweeps with broom*)

Ivan (*Speak slowly, loudly*) Cobbler, you haven't swept your messy cobbler's shop since your wife died two years ago! Are you expecting someone important! Who is it? The Tsar?

Cobbler It's someone more important than the Tsar of Russia!

*The Lord* is coming to visit me.

Ivan Why would the Lord visit a messy shoemaker like you?

Cobbler An angel told me so in a dream. The Lord will visit me before sundown today. Please go if you don't believe me! The dream was... was... *real!*

Ivan Crazy! You're superstitious! (*Leave, laughing derisively*)

Cobbler (*Call after him*) Citizen Ivan! You're a reprobate old skeptic! (*Work on shoes with hammer, look often at door*)

Sign Carrier (*Walk across front & back with sign, then knock loudly*)

#### Part 2. The Shoeless Man

Cobbler Somebody knocked! Oh, it's just a **barefoot stranger**.

Shoeless Cobbler, I need work.

My shoes wore out and it's cold in Moscow!

Cobbler I don't have enough business to keep myself busy.

Don't bother me—I'm expecting someone important.

Shoeless (*Turn, scream in pain, hop around holding one foot*)

Cobbler You stepped on a nail! Here! Take these shoes!

I'll probably never sell them anyway!

Shoeless (*Hold shoes up and examine them, exclaiming in awe*) Oooo! Oooo! (*Slip shoes on, limp toward the door, shout*) Ouch! They hurt!

Cobbler You put them on the wrong feet!

Shoeless (*Change shoes and walk out smiling. Thank Cobbler*).

Cobbler (*Resume hammering, glancing nervously at door*)

Sign Carrier (*Walk across front & back with sign, then knock loudly*)

**Part 3. The Jobless Man**

Cobbler Somebody knocked! Oh, it's just a *skinny beggar!*

Jobless Cobbler, the Cossacks commandeered my horse and cart. Can you help me?

Cobbler Don't bother me now! I'm expecting someone important.

Jobless I'm hungry. Could you loan me a ruble?

Cobbler Oh, here's my lunch. Take it and go!

Here's water. (*Hand him the lunch bag and a glass.*

*Resume hammering and looking at the door*)

Sign Carrier (*Walk across front & back with sign, then knock loudly*)

**Part 4. Ivan's Afternoon Visit**

Cobbler Somebody knocked! Oh, it's just *Ivan the skeptic*.

Ivan Cobbler, it's near sundown! Did the Lord bring you gifts?

Cobbler There's still time. He'll come. I *know*. Leave me alone!

Ivan (*Leave laughing loudly and derisively*)

Cobbler (*Resume hammering, glancing at door*)

Sign Carrier (*Walk across front & back with sign, then knock loudly*)

**Part 5. The Widow**

Cobbler Somebody knocked! Oh, it's just a *woman in worn out clothes*.

Widow Cobbler, I'm a widow. It's getting cold and my clothes are worn. Could you help me?

Cobbler Not now! I'm busy, and I'm expecting someone important.

Widow Maybe just some old rags hanging around?

Cobbler Aw! I kept my wife's dress. She won't need it now.

(*Give it to her. Resume hammering and glancing at door.*)

Sign Carrier (*Walk across front & back with sign, then knock loudly*)

**Part 6. Ivan's Night Visit**

Cobbler Somebody knocked! Oh, it's just *Ivan the skeptic*.

Ivan It's after sundown. Tell me about your grand visitor!

Cobbler Go away! You have come just to mock me!

Ivan How awesome to entertain the Almighty in your palace! (*Laugh*)

Did he bring you a message from you wife, perhaps?

Cobbler Out! Out! (*Throw shoes at him. Sit with head in hands. Weep*)

Ivan (*Run from the barrage, then slowly return*) I'm sorry!

That was thoughtless of me. I didn't mean to hurt you.

How can I cheer you up? Did you do a good business today?

Any good customers?

Cobbler No! I gave everything away! No one came except a barefoot man; I gave him shoes to get rid of him. And a guy looking for work; I gave him my lunch. And a widow; I gave her my wife's dress.

Ivan What did you say? (*Shake Cobbler's shoulder*)

WHAT DID YOU SAY???

(*Fall on knees, clasp hands toward heaven, groan loudly*)

Cobbler What's the matter? Are you sick?

Ivan He came! He came! Oh, Lord, forgive me!

Cobbler You're mocking me!

Ivan No, Cobbler. The Lord did come! My grandmother read me the mystery in Matthew 25. I remember it well. Give me your Bible!

*(Read, inserted in the Bible:*

"When the Son of Man comes in His glory...  
All the nations will be gathered before Him;  
He will separate them from one another,  
as the shepherd separates sheep from the goats...

"The King will say to those on His right,  
'Come, you who are blessed of My Father,  
Inherit the kingdom prepared for you,  
For I was hungry, and you gave Me something to eat;  
I was thirsty, and you gave Me something to drink;  
I was naked, and you clothed Me.'

"Then the righteous will answer Him,  
'Lord, when did we see You hungry, and feed You,  
or thirsty, and give You something to drink?'  
When did we see naked, and clothe You?'

"The King will answer them,  
'Truly, when you did it to these brothers of Mine,  
even the least of them, you did it to Me.'"

### 3d Discern Three Levels of Authority

*Commands, New Testament Practices (not Commanded) and Traditions*

This exercise distinguishes between New Testament commands, apostolic practices (not commanded) and man's traditions. This helps believers to settle disputes and establish priorities. First tell or dramatize Matthew 15:1-9: Jesus condemned traditions that hinder obedience to God.

Have three persons argue about what their new church should do.

- One insists that before all else they need to build a chapel with a steeple higher than any other church in the state.
- Another argues that members of the church must not eat pork.
- Another argues that to be baptized one must get a perfect score in a two-year doctrine course.

#### **Role play Leader:**

**Explain** briefly the *Three Levels of Authority* for church activities:

##### **New Testament commands**

- Believers should obey them without delay or argument, because our Lord requires them.  
Examples: baptizing and celebrating Communion.

##### **New Testament practices (not commanded)**

- Believers may or may not follow them. Churches should neither require nor prohibit them, because only Christ has the authority to make rules for his Kingdom.
- Examples: baptizing immediately and using one cup for Communion.

##### **Human Traditions (customs not mentioned in the New Testament)**

- Most traditions are good. Congregations need to agree on certain practices, such as when they meet, to maintain order and coordinate God's work.
- Traditions become bad when one church forces them on another, especially on churches and believers of a different culture.
- Examples: making baptism the graduation ceremony following a doctrinal course, or celebrating Communion the first Sunday of the month.

**Explain:** To correctly interpret some commands, we must distinguish between an external form and the general command that the external form signifies. Examples:

- Foot-washing. The underlying, universal command that it signifies is to serve others humbly. Simply washing feet as a ritual may help people to obey the command but of itself is not the heart of the command.
- Women's head covering. The underlying, universal command is to submit to authority. Simply wearing head covering may help women to remember authority, but the covering itself is not what God is seeking.

**Give examples** and let anyone say to which of the *Three Levels of Authority* they belong:

Praying in Jesus' name (level 1)	Church buildings (3)
Repeating memorized prayers (3)	Organize to serve one another using different gifts (1)
Giving (1)	Organize programs led only by paid staff (3)
Passing an offering plate (3)	Establishing elders when possible in a new church (1)
Formal ordination (3)	One pastor doing all the leading in a congregation (3)
Seminaries and Bible colleges (3)	Listing rules and prohibitions in church bylaws (3)
Teaching the Word (1)	Formal mission agencies (3)
Sunday Schools as a method of education (3)	Speaking in tongues (2)
Wearing robes in the pulpit (3)	Interpreting tongues that are spoken in public (1)
Wearing a tie in the pulpit (3)	Training new leaders by mentoring them (2)
Not wearing a tie in the pulpit (3)	Repent, believe and receive the Holy Spirit (1)
Pulpits (3)	Raising hands to make a "decision" for Christ (3)
Worshipping in spirit and in truth (1)	Using small business to facilitate church planting (2)
Using music as an aid to worship (2)	

### 3e **Be Faithful Stewards of All that God Has Given us**

Demonstrate the need for new disciples to practice Christian stewardship, caring for the needy, sending workers to neglected people, and etc.

**Participants:** *Dogooder, Poor Shepherd and Role-play Leader*

**Do-gooder** tells Poor Shepherd that since he and his people are so poor, that he will give them money. Pretend to hand people money.

**Poor Shepherd:** Ask Do-gooder to stop. Tell him that you want your congregation to obey Jesus and give sacrificially, because Jesus taught that 'it is more blessed to give than receive.'

**Both:** Argue heatedly from your opposing viewpoints.

**Role-play Leader:**

Ask why poor people should not become permanently dependent on outside funds.

Let anyone reply.

Explain that poor believers often remain poor if they disobey Jesus' command to give.

### 3f **Support One's Self:** Mobilize 'Tentmakers' Like Aquila and Priscilla

**Dramatize** Acts 18:1-4 (Aquila and Priscilla provide employment for Paul).

**Role-play Leader:** Explain:

- Aquila and Priscilla provided employment for Paul when he needed it.
- Because their business was small, Aquila and Priscilla could be flexible and move their business to where opportunities were. They hosted house churches in their home in Rome

and Ephesus, and helped start another in Corinth (Rom. 16:3-5; 1 Cor. 16:19; Acts 18:18-19)

- Other Bible passages that emphasize the need for self-supported workers are Acts 20:25-38, which can easily be dramatized, and 2 Thess. 3:6-11.
- Sometimes ministers argue that they must always be supported to serve 'full time' by saying that the Levites of the Old Testament received the Israelites' tithes.
  - Today's leaders are not Levites, and Christians are not under the law.
  - Demonstrate Deuteronomy 14:27-29, by showing government authorities of a town distributing the tithes not only to a Levite, but also to a poor alien, an orphan and a widow.

### ALSO

**Dramatize** the truth of "No one can serve two masters," Matthew 6:24.

**Participants: Church Worker 1, Church Worker 2 and Role-play Leader**

**Role-play Leader:** Explain that sometimes ministers argue that they must always be supported to serve 'full time' by quoting Jesus' words, that no one can serve two masters, implying that self-supported workers with two vocations cannot serve God in both of them..

- Have the two church workers stand in front. Tell them that they both receive a salary.
- Pretend that your cell phone rings. Listen to it a moment. Then tell the two church planters that you have bad news. The wealthy brother who was providing their support has died. They will no longer receive financial support.

**Church Worker 1:** Shout angrily that you will not work as a minister any longer. Walk away.

**Church Worker 2:** Say that God called you to serve Him, paid or unpaid. You will continue.

**Role-play Leader:** Ask which of the two was trying to serve two masters.

### 3g Use Bible Stories to Make Obedient Disciples

**Role-play Leader:** Let actors develop their own demonstration, acting out Bible stories.

- If a story is long, let a narrator simply summarize parts of stories that are hard to act or that take too much time, and let actors do the easier parts.
- Keep the demonstration brief. Focus on the things you want to teach.

#### Recommended Stories that Are Easy to Dramatize

**Baptism:** Philip obeyed Jesus by baptizing an Ethiopian without delay, Acts 8:26-40.

**Faith:**

- Abraham's adventures showed his faith, Gen. 12:1-3; chapters 14, 15 and 22.
- Abraham's magnificent prayer of intercession for Lot and his family to be saved from the destruction of Sodom also showed Abraham's great faith Genesis 18 - 19.
- Moses' obeyed God courageously by faith: Exodus, most of the book.

**Mercy:** Dorcas cared for the needy Acts 9:36-42.

**Heartfelt worship:** Jesus told a Samaritan woman to worship God in Spirit and in truth, John 4.

- **Giving:**
  - A widow gave even though she needed the coins for her own living, Luke 21:1-4.
- Jesus illustrated good stewardship with His parable of the faithful stewards, Luke 19:11-27.



- Jesus illustrated bad stewardship with His parable of the unfaithful steward, Luke 16:1-8.

**Love:** A Samaritan showed love for an enemy, Luke 10:25-37.

**Humility:**

- Jesus washed His disciples' feet. John 13:1-16.
- Jesus ate with repentant sinners and brought God's grace to them, Mark 2:13-17.
- Jesus blessed little children, Matthew 5:31-32; Matthew 19:13-15.
- The Syrian army general Naaman, after battling his pride, bathed in Jordan River and God healed his leprosy, 2 Kings 5.

## 4. Missions and Church Planting

### 4a Let Churches Reproduce like Grain, With its God-given Potential

Pass around a handful of rice or some other small grain. Tell everyone to take one grain.

**Role-play Leader:** Explain the grain's potential to reproduce (Jesus said up to 100 times).

Calculate how many times it can reproduce in 4 years:

- 2 harvests a year times 4 years = 8 harvests.
- Add two zeros for each time you multiply by 100 = sixteen zeros. (Not 800. That would be addition; Jesus meant *multiplication*.)
- The correct number = 10,000,000,000,000,000, (1 with 16 zeros).
- Ask everyone to look at the grain of rice in your hand; tell them that they are looking at a miracle. If that grain always fell in good soil, in four years it would produce enough rice to feed the entire human race for a year!
- Every time we eat anything, or see the flowers or trees, we are enjoying the fruit of the miracle of reproduction. All living things reproduce. All nature tells us daily that this is how our Heavenly Father works, in nature and in the Church on earth.
- Each flock has this power in itself, to reproduce after its own kind.

### 4b Choose Wisely between Common Ways to Start Churches

**Swarm:**

- Explain that a large urban congregation 'hives' off a large number of believers—like a swarm of bees leaving a hive with a new queen to start a new hive—to start a new congregation.
- Have a few people form a circle at one end of the room: join hands and walk, rotating slowly.
- Ask a "new leader" in this group to take some of them with him to the other end of the room and form another circle, which also rotates.
- Explain that this is effective for large urban congregations starting daughter churches in the same culture, nearby.

**Founding pastor:**

- A church planter permanently leaves his own congregation (a sending church), to start another congregation and stays and shepherds it.
- Form a group that joins hands and rotates slowly. Announce that it is a mother church.
- A 'pastor' goes from this group and invites others who are not in the group to form a second group. They also join hands and rotate slowly.

**Outsider called as pastor:**

Explain that church planters start congregations but do not train the new leaders. They bring in a leader who has received training in a Bible school or workshops.

- Form a small group and have them start to rotate in disorder; they bump into each other and some fall. **Explain** that they have no leader.
- Take someone from the audience outside the door, explaining on the way that he is not from that church, and that he is going away to a distant Bible College.
- After a brief moment bring him back, announce that he has a diploma, and take him to the leaderless church; he reforms the circle, which rotates slowly and in order.

**Mother church:**

Explain that church planters from the first group are sent temporarily by a mother church to make disciples in a neglected place. They train local leaders there to shepherd the new congregation.

- Form a circle which rotates and explain that it is a mother church.
- Take two ‘church planters’ from it, who go to people not in the circle, and have them form another circle at the other side of the room, and rotate slowly.
- Then the church planters, after ‘training’ the leaders of the second group, return to the mother church and rejoin its circle, as Paul and Barnabas did.
- Ask the ‘daughter’ church to repeat the process, sending two workers to start a granddaughter church. They have people who are not in either group form a third circle, and then they return to their church which is the second circle. Explain that this is the method the apostles used; it assures continued church reproduction.

**4c Adapt to other cultures** Practice Church Life that Fits another Culture

(Form a Temporary Training Church for long workshops or church planting courses)

Practice *small group* worship. Most churches in pioneer fields start with a very small group. Name elders who form and lead a temporary--but real--church. Students are members.

The elders, or people they name, lead simple worship with the Lord's Supper.

Do everything in a way that inexperienced leaders in a pioneer field can imitate at once.

If trainees plan to work in other fields, do worship in a non-Western way that new leaders can imitate for easy multiplication of churches or cells.

After the first day, other students who need practice leading small group worship should also serve as elders and take their turn at leading the group.

First, ask what the essential elements of worship are.

*Answers should include the following (the list is not an order of worship):*

- 1) **Praise,**
- 2) **Prayer,**
- 3) **Confession of sin and assurance of forgiveness,**
- 4) **Communion** (Lord's Supper),
- 5) **Word of God,**
- 6) **Giving**
- 7) **Fellowship**

**Role-play Leader:** Explain that praise, like other elements of worship, takes on many forms such as singing, kneeling, silence, testimonies, reading Psalms, dancing or drama. Use forms that fit the local culture. God does not care about external forms as long as praise is from the heart.

As much as time allows, have the temporary training church also do the other things that the New Testament requires of a church. These would include obeying the basic commands of Christ (*evangelizing, confirming repentance with baptism, breaking bread, fellowshiping, serving the needy, praying, giving and teaching new disciples to obey Jesus*).

## 4d Send workers to neglected fields

Jonah the first foreign missionary, and a modern Jonah

### Scene 1. The First Foreign Missionary

#### Participants:

**Resident**

**Jonah** (he is wet; seaweed—strips of green paper—dangles over his head).

**Role-play Leader**

**All actors:** *Ad lib*, but don't let the skit drag.

**Role-play Leader:** “The first case in Scripture of a foreign missionary is found in... well, let’s see.”

**Jonah:** (*Interrupts, limping in with seaweed, etc.*) “Sir! Sir! Please show me the way to Nineveh?”

**Resident:** “Nineveh! Hey, man, you for sure don't want to go *there!*”

**Jonah:** (*Approach Resident*) “You're right; I don't want to--but the alternative is even worse!”

**Resident:** “Well, if you must, there it is.” (*Point at audience*) “Those are the Ninevites!”

**Jonah:** (*Shading eyes as though peering from a distance, at the audience*) “Oh, no!  
They look really bad! No wonder the Almighty sent me to scold them!”

**Resident:** (*Wrinkling nose*) “You're reeking! Yuk! You stink! Where have you been???”

**Jonah:** “If I told you, you'd not believe me.”

**Resident:** “Of course I'd believe you; it's obvious you've been somewhere weird! You smell like you  
swallowed a raw fish!”

**Jonah:** “Well, it was rather the other way around. Actually I was... No, you'd never believe me!”

**Resident:** “I have to believe you! Where were you?”

**Jonah:** “Okay. I was sailing to Tarshish to avoid prophesying punishment to Nineveh.  
But God sent a storm that would have sunk us. It was my fault so they threw me overboard. A  
big fish swallowed me but God kept me alive. The third day it spit me up.”

**Resident:** “You're right. I don't believe you! Get out of here!!!”  
(*Raise fist, chases Jonah away*)

### Scene 2. A Modern Jonah in Tarshish

**Role-play Leader;** Now, what would the same scenario look like in modern times, if God did not  
work a similar miracle?

**Jonah** (without seaweed): “Sir! Sir! Can you show me the way to Tarshish?”

**Resident:** “Tarshish! You're in Tarshish!”

**Jonah:** “But the sign on the highway coming in said [*name of local city!*]”

**Resident:** “That's its old name. They forgot to change the sign. Welcome to the new Tarshish, home  
of a very large number of dynamic churches!”

**Jonah:** “Well, then I’ve finally arrived! (*To audience*) I’m your missionary, you lucky pagans!”

**Resident:** “What? Am I hearing right? *Another* missionary coming here to my city?”

**Jonah:** “Yeah, here I am! Where can I rent a big house cheap?”

**Resident:** Hey, I’ve been pastoring here for 20 years!  
The last thing we need is a Western missionary to come turn the clock back!  
Can’t you find a town where there aren’t any churches? How about India or Bangladesh?”

**Jonah:** “But my great-great grandfather was a missionary to this country. Therefore my sending church is very familiar with this field—so, it’s easy to raise support for it.  
If I go to the really unreached fields, it might be dangerous.  
I’d have to make tents and I don’t like manual labor.”

**Resident:** Every new missionary that comes here starts another turf war with other churches!  
We’re no longer a mission field! We’re a mission force! We send our own missionaries to neglected fields! We are called (*Use the name of a local church*)!

**Jonah:** (*Exclaim the name of the same church*) There must be something wrong with your doctrine, or my church never would have sent me here.

**Resident:** What do you call your church?

**Jonah:** We call it the First Independent, Separated, Super-Fundamentalist, One and Only Way, True Dogma Church.

**Resident:** (*Ask the audience what you should tell him to do, and why*)

**4e**

#### **4f Avoid Missionary Burn-out by Deploying New Workers Wisely** Avoid Clustering Missionaries in Fields Already Reached

**Role-play Leader:** Explain before doing the role-play:

- Forcing new missionaries to work in fields already reached, or where their spiritual gifts do not apply, is a frequent cause of missionary burn-out.
- If you are a new worker, then ask the field leader to separate you to do your work, as the church in Antioch did in Acts 13:1-3 for Paul and Barnabas, with the laying on of hands.
- Helpers will demonstrate the need to release apostles from responsibilities that keep them from doing what God has gifted them to do, and to live and work among the people that God has called them to serve.

**Participants:**

**New Mission Worker**

**Field Supervisor**

Presentation

**New Mission Worker:** Tell *Field Supervisor* that you have come to work among those neglected heathen ‘over there’ (point to the people on one side of the room and start to walk toward them).

**Field Supervisor:** Pull *New Worker* back and tell him that you have other jobs for him to do, working in the office, and helping old Fred who has many problems (pull him toward the other side of the room).

**New Mission Worker:** Complain that you came to the field to work with neglected people.

**Field Supervisor:** Accuse *New Worker* of disloyalty and lack of team spirit.

**Role-play Leader:** Ask how a new worker can avoid being forced one to do what cancels his God-given ministry? *Possible answers:*

- Get a letter your sending church, stating for what he have been trained and commissioned. Let others run interference for him! (No one listens to the new missionary!)
- Communicate with leaders in a field about what his ministry plans are, so they will be aware and will not plan a different ministry for him without knowing his gifts, call and commissioning.

#### 4g

#### 4h Multiply Small Flocks or Cells to Reach More People for Christ

**Prepare ahead of time:**

- a simple, hand-drawn picture of an elephant
- a simple, hand-drawn picture of an elephant
- (on the back of the paper with the rabbit) a dozen or so small rabbits

**Participants:**

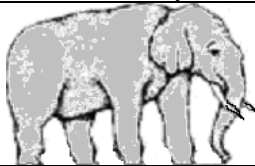
**Sign Holder** (prepare beforehand by reading what to do after ‘Sign Holder’ below)

**Role-play Leader**

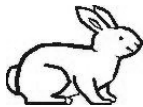
**Role-play Leader:** Ask who is responsible to keep starting new congregations in a pioneer field, after missionaries start the first ones?” (Let anyone reply.)

**Explain:** Rabbits reproduce rabbits. Oranges reproduce oranges. People reproduce people. Churches start churches. The best church-planting team is a new and nearby mother congregation of the same culture.

**Ask:** “In what way are big congregations like elephants and little congregations like rabbits?”



Matures in 18 years  
1 baby per pregnancy  
Fertile 4 times a year  
22-month gestation  
Family increases from 2 to 3 in three years



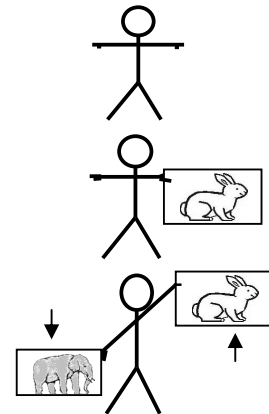
Matures in 4 months  
Average 7 babies  
Almost always fertile  
1-month gestation  
Family can increase to 476 million in 3 years

**Good Answer:** ‘Rabbit’ congregations multiply much faster. Believers in an average small congregation win many times more people to Christ than do the same number of believers in an average ‘elephant’ congregation.

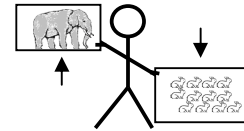
**1. Sign Holder:** hold both arms out straight out.

**2. Role-Play Leader:** Hand *Sign Holder* the picture of the one rabbit, which he holds in one hand and continues to hold both arms out straight out.

**3. Role-Play Leader:** Hand *Sign Holder* the picture of the elephant which he takes in his free hand, and immediately the elephant outbalances the rabbit; the arm holding it goes down and the arm holding the rabbit goes up, as one motion. Mention that the elephant naturally outweighs the rabbit several thousand times



**4. Role-Play Leader:** Turn the rabbit sign around to show at least a dozen small rabbits. Immediately Sign Holder's arms straighten out. **Explain** that within a very few years the rapidly reproducing rabbits will far outweigh the slower elephants.



**Role-Play Leader:**

- **Explain:** A church can be both a rabbit and an elephant, if the congregation lets cell groups multiply to become tiny congregations within the big one.
- **Ask:** “What promise did Jesus give to ‘rabbit’ congregations in Matthew 18:20?” (Jesus will be among believers who gather in His Name, even if they are only two or three.)

#### **4i Practice Starting a Flock: Simulate Working with a Seeker**

**Purpose:** Reach a converts’ family and friends instead of ‘extracting’ the convert from them.

**Participants:**

**Desperate Lady** (roll up a small piece of white paper as a fake cigarette).

**Role-play Leader**

**Role-play Leader:** Name a man and woman as church planters. Tell them to observe the scene first, and not to do anything until you tell them to begin. Then say, “Here is your first contact!”

**Desperate Lady:**

- Go from one person to another, ‘smoking’ and complaining loudly in your own words that your fiancé left you for another woman. You’ll kill her!!!
- “No, she’s not the one to blame. He probably lied to her. You will kill him!” (In your own words)
- “No, I can’t kill him; I still love the idiot. I’ll kill myself!”
- Point out your ‘father’ (anyone) and scold him for not giving you attention, “All you did was work! Work! Work!”
- Point out your ‘mother’ and scold her for not being there when you needed her! “You spent all your time looking at clothes in the mall!”
- Point out your ‘brother’ and scold him for never caring what happened to you. “All you think about are cars and girls!”
- Then go to the other side of the room and sit, pouting.

**Role-play Leader:** Explain that the desperate lady is in a bar drinking her third beer. The two church planters are also there—on the food side! Then tell them, “Plant a church!”

- Let the church planters do their work. Do not tell them what to do unless they need help. Any one can give suggestions.
- Do not let conversation drag. Keep asking whoever is speaking, “What has to happen next?”
- Do not have a man deal with a woman alone.
- Let the action move rapidly. Do not spend time on irrelevant conversation. Ask the actor who was speaking what has to happen. Let anyone suggest things. Then continue. You might say, “A week has gone by and they have done (whatever was suggested). Continue.”
- Make sure the church planters go to the family.
- If they try to get the woman to join a group *before* dealing with her family, remind them of the dangers of extracting a convert from their circle of family and friends.

- They should tell her to obey the main command of Jesus, to love others (in this case, her family).
- They should talk with the father, and urge her to forgive him and to ask forgiveness, and be reconciled to him and to the rest of her family. Develop a trusting relationship and tell the gospel story (death and resurrection of Jesus).
- When the family has responded in faith the church planters should confirm their repentance with baptism without delay. Thus the church is born.
- The church planters should avoid telling about Jesus from a philosophical, doctrinal point of view. Aim for repentance and faith rather than mere *understanding*.
- The church planters should start at once to mentor the father, training him to shepherd his family, and any others that join them.

**4j**

#### **4k Resist the Devil When he Counterattacks a Newly Planted Church**

Continuation of the Above Role-play *Practice Starting a Flock*

##### **Participants:**

**The same people** who acted in the above role-play *Practice Starting a Flock* (Desperate Lady), the lady, her family, church planters and Role-play Leader. The family sits together with the two church planters.

**Grandfather** (walks bent over with a stick, if one is convenient).

##### **Role-play leader:** Explain beforehand:

- The purpose of this role-play is to demonstrate the need to practice James 4:7: “Resist Satan and he will flee from you.”
- Sometimes church planters flee from Satan instead of resisting him so that he will flee from us.

#### **Presentation**

##### **Role-play Leader:**

- Say that the new church is growing. Add a few more ‘friends’ and ‘neighbors’ to it.
- Explain that the owner of the house has been away for a long time and is now returning. “Here comes Grandpa!”

##### **Grandfather:**

- Walk slowly, bent over, complaining about your ‘arthritics.’ Go look closely at the church planters and act surprised to see them. Raise your stick and threaten them. “Foreign devils! Out of my house! We have our own gods! Out!”
- When the evangelists talk to you calmly and show you love, perhaps asking about your past, etc., you respond calmly and listen to the gospel. If they do not do so, you only scold them for bringing strange gods, etc.

##### **Role-play Leader:**

- Ask who should deal with Grandfather. (Answer: the father).
- Ask how the church planters should talk with Grandfather, once the father has quieted him.
- Explain that instead of ‘extracting’ some of the believers and fleeing from the home, they should resist the devil so that he will flee from them (James 4:7).





- ☞ Wise team leaders see that the workers bond quickly with the people that God sent them to serve, rather than bonding only with each other on the scaffolding.
- ☞ There were no *permanent* teams in the New Testament. They were all temporary task groups.

#### 4n Avoid Excess Baggage When Moving to Another Culture

##### Participants:

**Evangelist to another culture**

**Seeker**

**Role-play Leader.**

**Role-play Leader:** Prepare ahead of time a large box, and have a Bible ready.

**Evangelist to another culture:** Show a box and say in your own words that it is the package that missionaries take from their sending church. The box represents the methods and equipment that we use.

- Put a Bible in the box, and then say that many missionaries add much electronic equipment, academics and institutional organization and other expensive procedures.
- Tell the people that they should take the package and pass it on to the person next to them, like the baton in a relay race, to illustrate flocks multiplying (daughter and granddaughter congregations, etc.).
- Hand the box to Seeker.

**Seeker:** The box is way too heavy. Drop it at once on your toes, and then chase Evangelist around the room, limping and shouting angrily that he has broken your foot.

##### Evangelist:

- Ask, “Should we change something?”
- Hold up the Bible and ask if we should change the message.

**Role-play leader:** Explain that we use the New Testament as a filter.

- If a method is not clearly stated in it, then filter it out when entering another culture.
- Start with the basics that the New Testament requires, and then let the nationals add whatever external forms that suit their culture, just as we have.”
- Set the box aside and ask someone else (anyone) to take the Bible to Seeker. Explain that this person is ‘culturally close.’

**Seeker:** The second time, receive the Bible and raise it up high; shout for joy that it is light, and pass it on to anyone else.

**Role-play leader:** Explain:

- We must use methods and equipment for evangelism, worship and training that new believers and new leaders can imitate at once and pass on to others. This enables congregations and cell groups to multiply.
- It can save many years of slow growth if the first people who do evangelism in a pioneer field are culturally close. They do not stigmatize the faith as a foreign religion.

**4o**

## 4p Practice **Worshipping in a Tiny Group**

To Prepare Workers to Serve In Pioneer Fields

**Role-play leader:** Ask what a new church would do during worship in a pioneer field when...

- a) **A new church has only one family. No one can read. There is no musician.**  
(Since there is no music, praise God with prayer, tell and discuss Bible stories and serve Communion.)

Let a small group briefly demonstrate such simple worship.

Continue asking what a new church would do when...

- b) **There are three families; someone can sing and someone can read a little.**  
(Add music, read Psalms of praise and other scripture)
- c) **There are a large number of children.**  
(Prepare the children ahead of time to act out Bible stories briefly, that deal with the same topic that adults discuss. Thus the children know that they are an important part of the church body, and are not simply passive listeners.)

## 4q **Avoid Popular Strategies that Stifle Church Reproduction**

**Participants:**

**Mr. or Ms. Timid**  
**Mr. or Ms. Moneybags**  
**Mr. or Ms. Makehaste**  
**Mr. or Ms. Oldmusic**  
**Mr. or Ms. Bigrally**  
**Mr. or Ms. Bleedinghear**  
**Mr. or Ms. Teamspirit**  
**Task Group Leader**

**Suggestions:**

- Add other participants that represent other issues that are current in your field.
- Players do not need to memorize the words, but simply to argue the ideas.
- Add roles that correspond to additional problems in your field and cut out any that do not fit your field.

**Task Group Leader:**

- Explain that you are leading a mission task group recently arrived in a pioneer field.
- Start the meeting and ask your coworkers to suggest their strategy.
- After each one speaks, ask anyone in the audience to point out what might be wrong with their strategy.

**Mr. or Ms. Timid:**

Argue that local government authorities are hostile; therefore we must work in a government-approved institution. Do not plant churches or present Christ; just do 'presence evangelism.'

**Mr. or Ms. Moneybags:**

Argue that we must find all the students who are Christians and rescue them from the hostile government by sending them to America to finish their education. Offer to pay for the scholarships.

**Mr. or Ms. Makehaste:**

Argue that we should sow the gospel quickly, then get out and go elsewhere. Argue against bothering to learn the language. They all speak English anyway!

**Mr. or Ms. Oldmusic:**

Argue that the new churches must use the good old hymns, written in the 19<sup>th</sup> century or earlier, translated from English or German. Argue also that each church must have an organ.

**Mr. or Ms. Bigrally:**

Argue that the only way to do evangelism is to have massive campaigns in the larger cities, bring in world-famous evangelists, and have a thousand-voice choir.

**Mr. or Ms. Bleedingheart:**

Argue that we must all give at least ten percent of our income to the poor. Argue that with this money they could get education and escape their poverty. Argue also that the poor will not hear the gospel until their stomachs are full, and that we should plant no churches until the economic problem is solved.

**Mr. or Ms. Teamspirit:**

Argue that we must concentrate on the missionary team and its members' relationships with each other. Any converts should join this team rather than a local church. Argue for more and more strategy sessions to strengthen the team, because we cannot start churches until we ourselves are a closely-knit team with perfect relationships.

**Task Group Leader:**

Continue the discussion. Ask what the problem is with permanent, formal teams, unless it has already been discussed. (*Answer: Team members bond with fellow expatriates instead of with the nationals God sent them to serve. There were no permanent teams in the New Testament. There were only temporary task groups, focused on specific tasks.*)

## 4r Bond with People of Another Culture

Briefly act out Ruth chapter 1.

**Participants: Naomi, her two sons, Ruth and Orpah** (if time is limited, let a narrator simply tell what happened to the two sons).

**Act out** the important parts of the chapter, emphasizing verses 1:16-17.

**Role-play Leader:** Explain:

- Ruth bonded with the Israelites because of her love for her mother-in-law.
- This story illustrates bonding with a people and their culture.

## 4s Answer Common Objections to Missions

Avoid Yielding to Popular Arguments

**Participants: Shepherd, Mr. Tradition and Role-play Leader**

**Shepherd:** Start to say how your church will do mission outreach, in your own words.

**Traditionalist:** Interrupt the shepherd. Introduce yourself as 'Mr. Tradition.' Argue the following points in your own words. Keep asking the people if they agree with you.

- **"We are all missionaries,** so there's no need to reorganize for mission work. Just keep doing the good work we've been doing for the last 50 years!"
- **"There are enough pagans in our own city.** Why go to foreign lands?"
- **"God calls us to reach our own community!** There's no need to adopt some unheard of people group. If God wants to reach them, He'll do it without our help!"
- **"We need to build a strong home base first.** Let's build a new banquet hall before we send our finances overseas!"
- **"If you have to do missionary work, do it here!** Send our young people to work with immigrants in the inner city!"

**Role-play Leader:** Ask the following questions. Encourage anyone who has not spoken to comment.

Whom does Jesus command us to disciple?

*Good Answer:* All nations (people groups), Matthew 28:18-20.

What must happen before He can return to earth and restore all creation--the blessed hope of the church?

*Good Answer:* We must proclaim the gospel to all nations, Matthew 24:14.

How do we disciple people, according to Jesus' command in His 'Great Commission'? What must we teach them to do?

*Good Answer:* Obey all His commands, Matthew 28:18-20.

How do we know that Jesus' apostles took seriously His command to teach His disciples to obey all His commands?

*Good Answer:* The first 3,000 converts began at once to obey all of Jesus' commands, Acts 2:37-47

#### **4t Use Bible Stories to Make Church Planting Easier**

**Role-play Leader:** Let actors develop their own demonstration, acting out Bible stories.

- If a story is long, let a narrator simply summarize parts of stories that are hard to act or that take too much time, and let actors do the easier parts.
- Keep the demonstration brief. Focus on the things you want to teach.

**Luke 10:** Emphasize:

Pray for workers,  
Beware of 'wolves,'  
Keep focused on the task,  
Take no unnecessary baggage,  
Find a 'son of peace' who is your doorway into a new community,  
Announce the gospel and pray for healing,  
Report to those who sent you what God has done,  
Avoid getting too excited about having power over demons.

**Acts 10:** Emphasize:

Pray for God's help, especially to adapt to another culture,  
Go with helpers (avoid working alone),  
Meet with a seeker's family and friends (work within his social circle),  
Tell the gospel story, of Jesus' death and resurrection,  
Baptize without delay those whom the Holy Spirit brings to repentance,  
Establish the new congregation immediately, teaching them to obey Jesus.

**Acts 13-14:** Dramatize only the parts of the narrative that emphasize:

- A 'mother' church commissioning and sending apostles in the power of the Holy Spirit.
- Cases of persecution,
- What they taught, to bring people to Christ,
- How they reported the results to their home church when they returned.

## 5. Simulate Church Planting

An Extended Role-play to Train Church Planters  
For Training Leaders in Long Workshops, Classrooms or Series of Meeting

Explanation of this Extended Role-Play

- This role-play has several segments, for long workshops.
- Each segment deals with a different aspect of church planting.
- Each segment needs to be briefly rehearsed.
- The dialogue below is meant to give a general idea of what participants should say. (*Ad lib.*)
- Make any changes required by local circumstances.

**Participants for all segments of the role-play:**

**Simon** (shepherding elder of a new church)

**Caleb** (church planter),

**Devil and Mr. Tradition** (The same actor plays both roles.)

- When playing the devil, form horns above your forehead with your fingers.
- When playing Mr. Tradition, wear a hat and do not display horns.

**Learner** (the first person to receive Christ, in a new colony)

**Role-play Leader**

### Extended Simulation, Segment 1

## Let Self-supported Apostles Start New Congregations

Explanation of this Extended Role-Play

- This role-play has several segments, for long workshops.
- Each segment deals with a different aspect of church planting.
- Each segment needs to be briefly rehearsed.
- The dialogue below is meant to give a general idea of what participants should say. (*Ad lib.*)
- Make any changes required by local circumstances.

**Participants for all segments of the role-play:**

**Simon** (shepherding elder of a new church)

**Caleb** (church planter),

**Devil and Mr. Tradition** (The same actor plays both roles.)

- When playing the devil, form horns above your forehead with your fingers.
- When playing Mr. Tradition, wear a hat and do not display horns.

**Learner** (the first person to receive Christ, in a new colony)

**Role-play Leader**

**Role-play leader:** Explain the purpose of this first segment of the extended role-play—to pass on the vision of self-supporting apostles starting many congregations.

**Caleb to Simon:** Greet “Elder Simon” by name.

*(Simon returns the greeting to ‘Caleb.’ Continue calling each other by their names).*

Tell Simon that you desire to start new church in the new colony by the river.

Tell him also that you want Simon to mentor you.

**Simon:** Offers Caleb coffee or tea.

Tell Caleb that mentoring sessions begin with prayer for guidance (ask God to help ‘all of us’ to learn).

Agree that the people by the river need a church.

Tell Caleb that you will mentor him as long as he needs it, to train him to start churches.

**Caleb to Simon:** What do you mean by ‘mentoring’ new leaders?

**Simon:** Mentoring new leaders means training them the way Jesus and His apostles did.

I will meet with you regularly to listen to your reports, and help you plan your work.

I will also model skills for you by working along with you as we visit people.

Normally I'd mentor several new leaders, not just one.

Jesus mentored twelve. Paul often mentored a small group of apprentices.

I normally do seven things to mentor new leaders.

**Pray** for guidance.

**Listen** as trainees report what their flocks have done, and problems.

**Plan.** Help trainees to plan what they and their flocks will do next.

**Assign** new reading for each trainee that corresponds to his plans.

**Review** reading done that was assigned in the prior mentoring session.

**Intercede** for the flocks and people.

**Model skills** (normally before or after the session, working with the people).

We have prayed for guidance. Now, let me listen while you tell me your plans.

**Caleb:** I want to start a new church in the colony where my cousin Learner lives.

**Devil to Caleb:** (Form horns, and whisper in his ear loud enough for all to hear.)

You would need a salary, to work full-time for the Lord.

The best workers should work here, with your own church.

Spend all of the church's money here; do not waste it on outsiders!

**Caleb to Simon:** Repeat Satan's ideas as though you thought of them yourself.

**Simon:** In that case, no congregation would ever start other congregations.

**Devil to Caleb:** Build up the maturity of your church, before going elsewhere.

Your church is too young and too poor to start new churches.

**Caleb to Simon:** Echo Satan's words.

Tell him also that you must work until 8:00 PM, leaving no time to plant churches.

**Simon:** The church cannot pay you a full salary but might help a little.

We prayed that you would get another job.

Brother Samuel will pay you to sell vegetables in the colony by the river.

**Caleb:** I see. I will have two jobs, one as an evangelist and another selling vegetables.

**Simon:** Say that there are two kinds of Apostles. Both are 'sent ones' with itchy feet.

The first kind of apostle travels far to start only the first two or three churches in a region.

Some of these receive financial support. Others, like the Apostle Paul, work with their hands to support themselves.

The second kind of apostle starts new congregations nearby, and normally receives no salary.

They work voluntarily, having two jobs. One job is to support their families.

They start congregations nearby, to reach neglected colonies and villages of the region. They finish the job locally that the first apostles, who came from afar, began.

**Caleb:** I can do that!

**Simon:** Do not let anyone discourage you.

**Devil to Caleb:** You are not a real shepherd unless you receive a salary to work full time.

A true Holy Man does not soil his hands with manual labour.

**Caleb to Simon:** Repeat Satan's words, as though you thought of them yourself.

**Simon to Caleb:** Jesus worked as a carpenter with his hands.

Peter also worked with his hands. Paul made tents. David herded sheep.

We need an army of voluntary workers who have two jobs.

We need people like Aquila and Priscilla who made tents, started house churches and mentored new leaders.

Many volunteer, self-supported workers will come from the new churches.

**Devil to Caleb:** You will be a great Apostle!

You will be a powerful ruler over all the congregations in this entire region!

**Caleb to Simon:** Repeat Satan's words. Then stop and think. Tell Simon you cannot do it.

**Simon:** Define Apostle properly, not as a ruler but one who is sent to spread Christ's kingdom to neglected places.

Lay hands on Caleb, to impart the Holy Spirit's gift of apostleship and power.

Hand Caleb a study (any paper) on witnessing for Jesus. "Read it. Do what it says."

**Caleb:** Thank Simon. Start to leave.

**Simon:** Wait! You owe me 5 cents for the study!

## **Extended Simulation, Segment 2**

### **Do Evangelism in a Simple Way Like the Apostles Did**

Explanation of this Extended Role-Play

- This role-play has several segments, for long workshops.
- Each segment deals with a different aspect of church planting.
- Each segment needs to be briefly rehearsed.
- The dialogue below is meant to give a general idea of what participants should say. (*Ad lib.*)
- Make any changes required by local circumstances.

**Participants for all segments of the role-play:**

**Simon** (shepherding elder of a new church)

**Caleb** (church planter),

**Devil and Mr. Tradition** (The same actor plays both roles.)

- When playing the devil, form horns above your forehead with your fingers.
- When playing Mr. Tradition, wear a hat and do not display horns.

**Learner** (the first person to receive Christ, in a new colony)

**Role-play Leader**

(Participants call each other by the names 'Simon,' 'Caleb' and 'Learner'.)

**Role-play leader:** Explain the purpose of this second segment of the extended role-play—to help believers tell family and friends about Jesus, and what He has done for them.

**Caleb:** Pretend to be pushing a cart with vegetables, calling "Vegetables!" "Fresh fruits!"  
Go to Learner in another part of the room. Greet him. (*Call him 'Cousin Learner'.*)

**Learner:** Pretend to be smoking (roll up a small piece of white paper as a fake cigarette).  
Pretend to buy an orange from Caleb.

**Devil to Caleb:** (Form horns.) Teach seekers deep theology.  
Start by giving him a tract about the Trinity, written by highly educated Westerner!

**Caleb and Learner:** Argue loudly.

Caleb tells Learner that to be saved from his sin he must understand the doctrine of the Trinity, three Persons in One God, etc.

Learner argues that he believes in all the gods. They are everywhere, etc.

**Caleb** to **Simon**: Go back to see Simon.

Complain that the man he talked to about Jesus (Learner) did not listen.

**Simon**: Ask what Caleb told Learner.

**Caleb**: Tell him that you argued about the Trinity. Say that he should simply give his testimony and tell the basic gospel message. In Luke 24:46-48 Jesus told His followers what to proclaim when they tell about Him. One should tell about Jesus' death and resurrection, and God's promise to forgive all who repent.

**Caleb**: Ask what you should do if Learner fails to respond.

**Simon**: Tell Caleb things that he should do, such as...

Look for a 'son of peace' (often a leader in the community).

Let the person of peace provide your needs and introduce you to others in the community.

Talk to heads of households first when possible, otherwise you might divide a family.

Do not argue. Show love. Assure them that God loves and forgives.

Pray for their needs. Maybe someone in the family needs healing.

**Caleb** to **Learner**: Go with the vegetable cart and do as Mentor said. Give your testimony.

Ask Learner if he would like to trust Christ and have forgiveness.

**Learner**: Respond positively.

**Caleb**: Tell Learner that this is good news that his family needs also.

**Devil** to **Caleb**: (Form horns) No! You must keep him away from his family.

They will tell him not to believe.

**Caleb** to **Learner**: Repeat Satan's words as though they were your thoughts.

**Caleb**: Return to Simon.

**Simon** to **Caleb** How did it go? What did God do?

**Caleb** to **Simon**: Learner received Christ. I warned him not to tell his family.

**Simon** to **Caleb**: Say that the apostles always went at once to seekers' families.

Before baptizing a new believer, they went to his family.

Do not extract Learner from his social circle.

Did you read the study I gave you last time about evangelism?

Take this study about family-oriented evangelism. Do what it says. (Charge 5 cents)

**Caleb**: Go with the vegetable cart to Learner. Tell him you want to meet his family.

Point out people sitting near Learner to be his family.

**Learner and Caleb**: Talk to the family and encourage them also to believe. (They believe.)

**Caleb**: Return to Simon and exclaim...

The family received Christ! My work is all done! The church is started.

**Simon**: No, Simon! Your job has only begun.

**Caleb**: What do I do now?

**Simon**: (Ask the people.) What did the apostles do when people repented to confirm their faith? (*Answer: baptize them*)

**Caleb** to **Simon**: Do I baptize the whole family?



**Simon:** Yes, if they repent.

Ask the people what you would do now, to mentor Caleb.

*Good Answer:*

- 1) *pray for guidance,*
- 2) *listen to his report,*
- 3) *help him plan,*
- 4) *assign a study that supports his plans,*
- 5) *review studies assigned earlier,*
- 6) *intercede for those with whom he is worker,*
- 7) *model skills that he needs.*

## **Extended Simulation, Segment 3 Baptize without Undue Delay**

Explanation of this Extended Role-Play

- This role-play has several segments, for long workshops.
- Each segment deals with a different aspect of church planting.
- Each segment needs to be briefly rehearsed.
- The dialogue below is meant to give a general idea of what participants should say. (*Ad lib.*)
- Make any changes required by local circumstances.

**Participants for all segments of the role-play:**

**Simon** (shepherding elder of a new church)

**Caleb** (church planter),

**Devil and Mr. Tradition** (The same actor plays both roles.)

- When playing the devil, form horns above your forehead with your fingers.
- When playing Mr. Tradition, wear a hat and do not display horns.

**Learner** (the first person to receive Christ, in a new colony)

**Role-play Leader**

**Role-play leader:** Explain the purpose of this third segment of the extended role-play—to require only what God requires for baptism, a repentant heart and faith in Christ.

**Simon to Caleb:** We have had our second mentoring session and have prayed.

You need this small booklet to study about baptism. Do what it says. (Charge 5 cents.)

**Caleb:** Go with the vegetable cart to Learner.

Tell him that Jesus commands new believers to be baptized.

**Learner to Caleb:** Introduce your cousin, Mr. Tradition.

**Mr. Tradition** (the same person that plays the part of Satan, wearing a hat, without horns):

One must wait at least two years to be baptized.

Study big books on doctrine first.

Memorize at least 2,000 Bible verses.

You must walk on top of the water before you can be baptized!

**Caleb:** Tell Mr. Tradition that you must talk to your mentor about this. Return to Caleb.

**Simon:** What did God do?

**Caleb:** Report that baptism was delayed. You are waiting until they are perfect.

**Simon:** Tell Caleb that the apostles never delayed baptism in the book of Acts.

Tell him that we must obey all of Jesus' commands.

The apostles counted converts *after* being added to the church by baptism (Acts 2:41).

## Extended Simulation, Segment 4

### Make Disciples the Way Jesus Said to Do it

(Same participants and instructions as for earlier segments)

**Role-play leader:** Explain the purpose of this fourth segment of the extended role-play—to build congregations on the one foundation of obedience to Jesus' commands.

**Simon to Caleb:** Jesus' *Great Commission* to His church requires us to obey His commands. All of Jesus' commands can be summarized in seven basic commands. The first church in Jerusalem, in Acts 2, began at once to obey these seven commands. Tell Learner and his people that they need only do these things to be a church. Do not let anyone add man's requirements.

**Devil to Caleb:** To be a church they must have a building, a big pulpit, and a big drum.

**Caleb:** Repeat Satan's words as though they were your own thoughts.

**Simon:** No! Do only what God requires.

If you add men's rules to what Jesus commands, you will hinder God's work. Ask Caleb if he remembers the seven basic commands of Christ.

**Caleb:** 1) Repent, believe and receive the Holy Spirit, 2) Baptism, 3) the Lord's Supper, 4) Love God, men, and forgive enemies, 5) Pray, 6) Give, 7) Make disciples.

**Simon:** Good! Enrol Learner as your trainee or apprentice. He will shepherd the new flock. Tell Learner that the church needs to obey immediately Jesus' basic commands. Read this study about how to teach Jesus' basic commands. (Charge 5 cents.)

**Caleb:** Start with your vegetable cart toward Learner.

**Mr. Tradition:** (Wear hat) Stop Caleb along the way. Ask what he is doing with Learner's new group.

**Caleb:** Tell Mr. Tradition that you will commission Learner to lead the new congregation. Learner will lead them to obey all of Jesus' commands, including serving Communion.

**Mr. Tradition:** Learner cannot serve Communion unless he is ordained by my denomination.

**Caleb:** Oh. I need to talk to my mentor about this. Return to Simon and repeat Mr. Tradition's words, that all shepherds must be ordained. Complain that neither you nor Learner is ordained. Therefore you cannot start churches.

**Simon:** Obedient followers of Jesus require only what the Bible requires to become a shepherd. Adding man's rules that make churches disobey Christ is treason against His Kingdom. You meet the Bible's requirements to lead believers.

**Caleb:** Mr. Tradition makes me feel very insecure, about leading others.

**Simon:** We laid hands on you to commission you to lead. You have the Holy Spirit's anointing. You have Christ's authority. He is King of Kings! Don't worry about Mr. Tradition. We do what Christ and His apostles say in the New Testament, not what man requires.

**Caleb:** You are right. I feel much relieved! But can Learner also lead?

**Simon:** You have told me about Learner. He also meets God's requirements to lead. This study has a list of essential church activities, to teach Learner. (Charge 5 cents.)

**Caleb:** Go to Learner. Show him the list of activities that his church must do. Ask him which of the activities he thinks that they need to begin doing next.

**Learner:** We need to celebrate the Lord's Supper.

**Caleb:** That is a way that a flock that lacks experienced teachers and musicians can worship.

## **Extended Simulation, Segment 5**

### **Let All Believers Participate in Church Worship and Work**

(Same participants and instructions as for earlier segments)

**Role-play leader:** Explain the purpose of this fifth segment of the extended role-play—to let all believers, including children, take part in worship and other church work.

**Simon:** to **Caleb:** Tell Learner to teach the believers to do the essential ministries, that the New Testament requires of a church.

**Caleb:** Start towards Learner with the vegetable cart. Meet Mr. Tradition along the way. Tell Mr. Tradition that all of the believers in Learner's flock will serve in some ministry.  
Men, women and children will serve one another.

**Mr. Tradition:** (Wear hat) Women cannot serve in any serious church work.  
Separate the children during the worship times.  
The shepherd is the only one who can do serious ministry. He does it all!

**Caleb:** I need to talk to my mentor about this.  
Return to Simon and repeat Mr. Tradition's words.

**Simon:** All believers have spiritual gifts from God and must do the corresponding ministries. Women have spiritual gifts. Deborah, Esther, Priscilla, Philip's daughters. Children have spiritual gifts and should participate in church worship and other work. Take this study on children's work. Teach Learner to do what it says. (5 cents.)

**Caleb:** Go with vegetable cart to Learner.

**Caleb** to **Learner:** Let all believers use their gifts, including women and children. Women should minister to women and prepare children to take part.

**Learner:** We will do this. I will not let Mr. Tradition discourage us. Pray for me.

## **Extended Simulation, Segment 6**

### **Give, and Spend Offerings Wisely**

(Same participants and instructions as for earlier segments)

**Role-play leader:** Explain the purpose of this sixth segment of the extended role-play—to encourage all to give generously; let new churches decide how to use offerings.

**Caleb** to **Learner:** Ask if the new church took an offering.

**Learner** to **Caleb:** We took an offering like you told us to do. Here. (Pretend to hold money.)

**Caleb:** Pocket the money, grinning. Return to Simon.

**Caleb** to **Simon:** The new church is doing all that Jesus commanded. They took an offering.

**Simon:** What will they use it for? There may be needy people.

**Caleb:** I took it!

**Simon:** What? Let the congregation decide how they use God's money. They gave it. There may be urgent needs among them. They might also help you.

If you want the new church to reproduce, starting new flocks, you must let them decide how they will use the money.

Take this study on giving. Tell Learner to teach his people to obey it; charge 5 cents.

**Caleb to Learner** Give the money back. Tell Learner that they are to decide how to use it. We help you a little to start churches because we decide how to spend our offerings. Let our daughter churches also decide how to spend their offering money. Letting each church use its own resources enables the churches to keep reproducing.

## Extended Simulation, Segment 7

**Train New Local Leaders:** Mentor them for as Long as they Need it  
(Same participants and instructions as for earlier segments)

**Role-play leader:** Explain the purpose of this seventh segment of the extended role-play—to train local leaders at once to shepherd their flocks.

All or part of this training should be by mentoring them the way Jesus and Paul did it.

Mentor new leaders for as long as they need it.

**Mr. Tradition to Caleb and Simon:** (Wear hat) I have come to visit my dear cousin Caleb. I will sit and listen while you talk about the Lord's work.

**Caleb to Simon:** I am so relieved and happy that I do not need to lead the new church. I was torn between two conflicting needs. One was my call to start churches, the other was to shepherd the first one that I started.

**Mr. Tradition to Caleb:** You cannot abandon the new flock. Learner is too new to lead it. You must shepherd it.

**Caleb to Simon:** That sounds logical. Do you agree, Simon?

**Simon to Caleb:** You must obey God's original call and start congregations. Don't let anyone side-track you. Train new leaders like Learner to shepherd them. Mentor the new leaders in each church. Then get out of their way and let them serve.

**Caleb to Simon:** How can I train someone to be a shepherd? I'm new myself.

**Simon:** Do the same things that I am doing for you. Mentor them like Paul did Timothy. A new leader is normally the best mentor for another new leader. They have the same needs and their churches are at the same level of maturity. All new leaders need mentoring, especially when wolves attack (look at Mr. Traditions).

**Mr. Tradition to Caleb:** Cousin Caleb, you are too young in the faith, to train others. You must go to Bible College for three years first.

**Caleb to Simon:** Oh. Simon, I need to go to Bible College before I can start churches.

**Simon:** Don't listen to him, Caleb! He is not your shepherd. I am. Mr. Tradition, You add man's rules to God's requirements Word to become a shepherd.

**Caleb to Simon:** How do I know whom to name to lead other new churches that we will start?

**Simon to Caleb:** Tell him what type of person to name as shepherd (1 Tim. 3).  
Make sure that they are shepherding their own families first.

**Mr. Tradition to Caleb:** Cousin, you are too new in the faith to appoint elders in any church.

**Caleb to Simon:** Echo Mr. Tradition's words.

**Simon to Caleb:** You received the laying on of hands. You have the apostolic gift.

**Caleb to Simon:** I see! I mentor Learner and other new leaders like you have mentored me.

**Simon to Caleb:** Yes! Churches can multiply no faster than we train leaders for them.  
Do you recall what to do during a mentoring session with new leaders?

**Caleb:** Let me see if I can remember. (Review the seven things to do to mentoring new leaders.)

**Pray** for guidance

**Listen** as trainees report what their flocks have been doing and problems.

**Plan.** Help trainees to plan what they and their flocks will do next.

**Assign** new reading for each trainee that corresponds to his plans.

**Review** reading done that was assigned in the prior mentoring session.

**Intercede** for the flocks and people.

**Model skills** (normally before or after the session, working with the people).

**Simon to Caleb:** Very good! Go and do these things with Learner.  
Tell him to do the same with the other new leaders that he mentors.

**Mr. Tradition to Caleb:** Mentoring him will take too much time, and last too long.

**Caleb:** How long will I need to mentor Learner?

**Simon:** Jesus mentored His apostles for three years. Usually it takes less time, only a few months, depending on the needs. You should try to meet every 2 weeks or so.

**Caleb:** My cousin Learner has begun telling people in two villages about Christ.  
Soon we will have several granddaughter churches. Learner will mentor their leaders.

## **Extended Simulation, Segment 8**

### **Keep Reproducing New Flocks, Cells and Leaders**

**Role-play leader:** Explain:

The purpose of this eighth segment of the extended role-play—to let congregations, cells and leaders reproduce as they did in the New Testament.

This segment shows how Satan counterattacks when churches start multiplying. 'Wolves' steal sheep and try to kill any movement for Christ that they cannot control.

Caleb has visited Learner and they have just completed a mentoring session.

**Caleb:** I am so happy that you are starting a new congregation in a neglected town!

**Mr. Tradition:** (Wear hat) I came to visit you, Learner, to help you serve the Lord.

**Learner:** I need help. One of the workers that I train will not mentor others. He only preaches.

His church cannot reproduce like yours, Caleb, because he prepares no new leaders.  
How can I teach him to mentor?

**Caleb:** Keep a mentoring group small enough to listen to each new leader.  
Mentor them by doing the 7 parts of a mentoring session.  
Do everything the same way that I have done with you.  
Like Jesus and Paul, do everything in a way that your trainees can imitate you.  
Don't try to lead their churches. You train them and let them lead.

**Mr. Tradition to Learner:** No! They are too new.  
You must do everything yourself in the new church.  
You must do all of the teaching, counselling, evangelism and decision making.

**Learner to Caleb:** Maybe he is right. I will lead the new church as well as the one here.

**Caleb to Learner:** Don't listen to Mr. Tradition! He's a wolf!  
Jesus and Paul warned against such wolves coming.

**Mr. Tradition to Learner:** Your mentor Caleb does not know anything.  
I went to Bible College. He did not.  
I will solve the problem with the new church. I will shepherd it! Yes!  
Better yet, I will bring a bus next Sunday to take all of them to my church.

**Caleb:** Mr. Tradition, Jesus and Paul both warned about wolves like you.  
My mentor Simon warned me that wolves always come when we start new churches.  
A wolf tries to take over the sheep that God has given to their rightful shepherd.  
A wolf also tries to stop any work that he cannot control.

**Mr. Tradition:** You lie! I am not a wolf. I am helping Learner to do what is right.

**Caleb:** The proof that you are a wolf is what you do here, taking another worker's flock.  
You do not have the power of the Holy Spirit to win your own lambs for Christ.  
You have to steal them from other shepherds. Just like you are doing right now!

**Mr. Tradition:** You lie! (Leave)

**Learner:** Can you visit the new church with me, Caleb?  
Learner and Caleb go to another part of the room and greet a new leader (anyone).  
Learner tells Caleb that he is mentoring this new shepherd.

**Role-play leader:** Explain that the new shepherd is taking some of his flock to evangelize another town. (The three men praise the Lord together for what He is doing.)

## 6. Serve One Another

### Practice Interactive Church Body Life

#### 6a Do Five Vital Ministries

For which God Gives Flocks Able Servants, Ephesians 4:11-12

**Participants:** *Mentor, Learner & Satan* (form horns above your forehead with your fingers).

**Role-play leader:** Explain that volunteers will demonstrate what might have happened in Crete about 2,000 years ago, in response to Paul's instructions to Titus in Titus 1:5.

**Mentor to Learner:** A foreigner came. His name is Titus; he had a letter from the apostle Paul. He gave me a copy. It explains his mission here. (*Hand Learner some paper.*)

**Learner:** Read Titus 1:5: "For this reason I left you in Crete, to straighten out what was left unfinished, and name elders in every town, as I directed you."

**Mentor:** Titus is a Regional Coordinator. He told me to train you to start new flocks. He said that God gives people to every congregation to do the five basic ministries. You can read them in the letter that Paul wrote to the Ephesians 4:11-12.

**Learner:** I remember. God gives to a congregation apostles, prophets, evangelists, shepherds and teachers, to equip His people to do His work to build up the body of Christ.

**Mentor, Learner and Satan:** Work down each column in the following chart. Do not memorize the dialogue. It is simply to give you an idea of what to say. Keep it brief.

#### **Ministry # 1: Apostle**

**Mentor:** “The first ministry is that of an **apostle**.”

**Learner:** “I know what an apostle is... one who travels far to start churches and is supported.”

**Satan** (Make horns and whisper in learner’s ear): “You will make lots of money!”

**Learner** (Echo Satan’s words): “I’ll get much money!”

**Mentor:** “Wait! There are two kinds of apostles. Both are ‘sent ones.’ You described the first kind. The second kind is normally self-supported and starts new flocks nearby.”

**Learner:** “I can do that...”

**Mentor:** “For every one of the first kind of apostle, God wants hundreds of the 2nd kind.”

#### **Ministry # 2: Prophet**

**Mentor:** “The second ministry is that of a **prophet**.”

**Learner:** “I know what a prophet is... one who warns sinners of future judgment”

**Satan** (Form horns and whisper in learner’s ear): “You will have great power over the people!”

**Learner** (Echo Satan’s words): I’ll control people!

**Mentor:** “Wait! There are two kinds of prophets. 1 Corinthians 14:3 reveals the 2nd kind who strengthens, encourages and comforts people, to build up the Body.”

**Learner:** “I can do that...”

**Mentor:** “For every one of the first kind of prophet, God wants hundreds of the 2nd kind.”

#### **Ministry # 3: Evangelist**

**Mentor:** “The third ministry is that of an **evangelist**.”

**Learner:** “I know what an evangelist is ... one who preaches the gospel in big meetings”

**Satan** (Form horns and whisper in learner’s ear): “You will be admired by great crowds!”

**Learner** (Echo Satan’s words): “All will admire me!”

**Mentor:**

“Wait! There are two kinds of evangelists. The 2nd kind is any believer who tells his family and friends about Jesus. New believers win more people to Christ.”

**Learner:**

“I can do that...”

**Mentor:**

“For every one of the first kind of evangelist, God wants hundreds of the 2nd kind.”

#### **Ministry # 4: Shepherd**

**Mentor:** “The fourth ministry is that of a **shepherd.**”

**Learner:** “I know what a shepherd is... one who leads God’s people in church”

**Satan** (Form horns and whisper in learner’s ear): “Yours will be the largest flock. Folks will leave their churches to go to it!”

**Learner:** (Echo Satan’s words): All will follow me!

**Mentor:** “Wait! There are two kinds of shepherds. The 2nd kind are shepherding elders of small groups (cells) or house churches, and are normally self-supporting.”

**Learner:** “I can do that...”

**Mentor:** “For every one of the first kind of shepherd, God wants hundreds of the 2nd kind.”

#### **Ministry # 5: Teacher**

**Mentor:** “The fifth ministry is that of a **teacher.**”

**Learner:** “I know what a teacher is... one who explains God’s Word in a classroom”

**Satan** (Echo Satan’s words and whisper in learner’s ear): “Everyone will admire your great intelligence and seek you!”

**Learner:** (Echo Satan’s words): “All who seek truth will seek me!”

**Mentor:** “Wait! There are two kinds of teachers. The 2nd kind mentor new leaders the way Jesus and the apostles did, normally not for pay.”

**Learner:** “I can do that...”

**Mentor:** “For every one of the first kind of teacher, God wants hundreds of the 2nd kind.”

**Role-play leader:** Explain:

- All five ministries must be harmonized, working together, for best results. One who is weak in one of these ministries must work closely with others who are strong in it.
  - Sometimes a specially gifted person does more than one of the five ministries.
- 6b People doing any of these ministries can help start flocks working together with the others.

### **6c Practice the Five Basic Ministries in a Cell Group**

Discern which Believers Do Each of the Five Ministries

Do this role-play after the above demonstration (*Do Five Vital Ministries*).

**Participants:** *Apostle, Prophet #1, Prophet #2, Evangelist, Shepherd, Teacher*

**Role-play leader:** Explain that your helpers will demonstrate a small group using the five ministries of an 1) apostle, 2) prophet, 3) evangelist, 4) shepherd, and 5) teacher.

#### **1. Apostle**

**Apostle:** Briefly act out organizing as a new flock. (*In your own words*) “Now that you are baptized and are obeying the commands of Jesus, you are now a church.”

**Role-play Leader:** Ask which of the five ministries this believer demonstrated. (Apostle, who normally starts new churches in neglected areas)

#### **2. Prophet**

**Prophet #1:** (*In your own words*) Now that we are confessing our faults and receiving help from one another, I have something to confess. I used to beat my wife. But after



meeting with you I have learned to love my wife. I prayed and the Lord helped me. I no longer beat her; we have a loving relationship.

**Prophet #2:** (*In your own words*) Last week I was going to steal some materials from my employer, but I remembered to pray, and the Lord helped me to resist the temptation.

**Seeker:** Last week I beat my wife and stole from my employer! (Fall on your face and cry out loudly, “God is here!” Beg for forgiveness.)

**Role-play Leader:** Ask which ministry was demonstrated. (Prophet, speaking to comfort and strengthen, as 1 Cor. 14:3 requires)

### 3. Evangelist

**Evangelist:** (*In your own words*) Tell ‘visitors’ that ‘we believers’ now know Christ. He is the one who died for our sins and rose from the dead. Since I trusted Him to forgive my sins and give me eternal life, I have peace and joy in my heart. We are praying that you will do the same.

**Role-play Leader:** Ask which ministry was demonstrated. (Evangelist, presenting Jesus in a simple way)

### 4. Shepherd

**Shepherd:** Organize the group to go the next day to deal with needy people, assign tasks, time and place of meeting.

**Role-play Leader:** Ask which ministry was demonstrated. (Shepherd) Say also that a good group leader lets others lead also, in their areas of giftedness.

### 5. Teacher

**Teacher:** Tell the group briefly that Jesus, before He ascended to glory, told us to make disciples by teaching them to obey His commands, in Matthew 28:18-20. Say that this is why the new group is doing all the things from the beginning that Jesus commanded, just like the first church did in Jerusalem.

**Role-play Leader:** Ask which ministry was demonstrated. (Teacher, applying God’s Word to equip believer to serve the body)

6d

## 6e Watch for Wolves

Protect Flocks from Divisive People and ‘Sheep Stealers’

Play the ‘wolf’ game first with one shepherd.

*Rules:*

- If a wolf touches a sheep, it falls dead. If the shepherd tags a wolf, it falls.
- Count to 3 to start.
- Play it again after the shepherd names other shepherding elders. They each form a tight, small group that they can also protect against the wolves.

**Role-play leader:** Explain:

- People are more valuable than sheep.
- Large churches need shepherds of small groups.
- Small flocks, such as congregations or cells that meet in homes, should keep developing more small groups so that all believers have a shepherd who cares for them.
- How to protect against wolves:
  - Warn the flock.

- Train local leaders at once.
- Practice the ‘one another’ commands in a group so that the group is unified.
- Let congregations in a region meet together occasionally and have strong fellowship and identity at the regional level.
- Go to the leaders of the wolf’s organization and report what is going on (unless they also are wolves).
- Let leaders from different flocks confront the wolf and ask him to agree with the group to follow the ethics required by Romans 15:20-21.
- Prayerfully apply the discipline of Titus 3:10-11, shunning those who cause division.
- Explain how to recognize wolves. Describe them while a helper illustrates, acting like a wolf:
  - Big mouth and sharp teeth** (the wolf criticizes the shepherds),
  - Long ears** (listens for gossip),
  - Big eyes** (searching for weak lambs),
  - Long nose** (sniffing, to find trouble),
  - Sneaky feet** (they slink around, avoiding the shepherd).

## 6f Integrate Mercy Ministry with Shepherding Ministries

Have **two ‘birds’** stand and hold out their ‘wings’ (extend their arms).

**Role-play leader:** Explain that one wing is the Great Commission, to make disciples, and that the other wing is the Great Commandment that includes loving our neighbor in a practical way, doing mercy ministry and so forth.

**Bird 1** is strong only in evangelism. Flap only your right arm and go in circles.

**Bird 2** is strong only in mercy ministry. Flap only your left arm and go in circles.

**Role-play leader:** Explain that 1 Corinthians 12 requires that both ministries must be harmonized in love by the power of the Holy Spirit in the church body.

**Birds 1 & 2** link their weak arms and fly flapping their strong arms, in a straight line.

## 6g Let Churches Serve Each Other

Have Interactive Body Life between Congregations

**Participants:** **Goodteacher**, **Winpeople** and **Role-play Leader**

**Goodteacher** says that his church has excellent Bible teaching, but is weak in evangelism.

**Winpeople** says that his church has two evangelists that win many people to faith, but lack good Bible teaching.

**Role-play Leader:** Ask how the two suffering churches can help each other.

*Good answers:*

- *The church with good teaching sends workers to train teachers in the other one.*
- *The church with good evangelism sends workers to awaken this gift in the other one.*
- *They should serve the other church until it is doing what it had lacked.*
-

## 6h Obey Jesus, not Man

Avoid 'Clergy Club' Snobbery

**Explain first the purpose:** Demonstrate New Testament guidelines to name and empower shepherding elders.

**Participants:** *Shepherding Elder* and *the Reverend Highhat*

### **The Reverend Highhat:**

- Demand to see Shepherding Elder's ordination credentials (he has none).
- Tell the elder that his baptisms are invalid and that he cannot officiate the Holy Sacrament of the Eucharist, because he has not been ordained by your denomination. Scold him for trying to lead a church with invalid credentials.
- Tell the flock, in your own words, such things as:  
"This is not an authentic church! Your leader is not ordained"  
"Your baptisms are invalid."  
"I prohibit you to celebrate the sacrament of Holy Communion."
- Ask the people if they agree with you. When they correct you with scripture, 'excommunicate' them.

### **Shepherding Elder:**

- Hold a Bible in one hand and papers in the other. Say that the papers are man-made policies of a denomination, church or mission agency.
- Hold the papers above the Bible and say that the Reverend Highhat gives man-made rules higher authority than the commands of Christ. His rules keep believers from obeying Jesus, the Lord of Lords and King of Kings.
- Hold the Bible above the papers and say that we must obey Jesus' commands above all other rules.
- Say that we should ask the Reverend Highhat and his followers, "Whom do you prefer us to obey, you or the Lord Jesus Christ?"

6i

## 6j 'One Another' and 'Together' Commands

Practice Interactive Church Body Life

**Purpose:** Help shepherds to mobilize believers to serve one another in love.

### **Role-play leader:**

- Explain that we meet in small groups because the New Testament "one another" life of a church body needs groups that are small enough for people to talk freely with one another. How small does a group need to be to have this interaction? Pastors with experience in small groups recommend from 7 to 15 adults.
- Briefly summarize the following 'one another' and 'together' commands, then have workshop participants gather in groups of three or four and practice doing the 'one another' commands.
- Do not go read all of the commands, as it would take too long. Select four to six that are more urgently needed by the church or churches represented in the group:

**Teach and admonish** one another: Col. 3:16. **Instruct** one another: Rom. 14:14. **Encourage and build up one another**: 1 Thess. 4:18 and 5:1, 11.

**Exhort** one another: Heb. 3:13. **Speak the truth**, as members of one another: Eph. 4:25. Urge one another to **love and do good deeds**: Heb. 10:24.

**Confess our faults** one to another and **pray** for one another: James 5:16

**Care for** one another: 1 Cor. 12:25. **Do good** to one another: 1 Thess. 5:15. **Bear the burdens** of one another: Gal. 6:1. **Lay down our lives** for one another: 1 John 3:16. **Meet together, encourage** one another: **Heb. 10:25**

**Serve** one another with the gifts that each has received: 1 Peter 4:10. **Wash** one another's **feet**: John 13:14. **Wait for** one another to break bread: 1 Cor. 11:33. **Be subject** to one another: Eph. 5:21.

**Through love become slaves** to one another: Gal. 5:13. **Clothe yourselves with humility** in your dealings one with another: 1 Peter 5:5. **Work** together: 1 Cor. 3:9; 2 Cor. 6:1.

**Love** one another: John 13:34-35; 5:12, 17; Romans 12: 10; 13:10; 1 Thess. 4:9; 1 John 3:11,14, 23; 4:7, 11, 12; 2 John 1:5. **Increase in love** for one another: 2 Thess. 1:3. **Abound in love for one another**: 1 Thess. 3:12. Have **fellowship** one with another: 1 John 1:7. **Maintain constant love** for one another, to cover many sins: 1 Peter 4:8. **Have genuine mutual love** from the heart for one another: 1 Peter 1:22.

**Be kind to, bear with and forgive** one another: Eph. 3:13; 4:32; Col. 3:13. **No longer criticize** one another: Rom. 14:13. **Do not speak bad** against one another: James 4:11. **Do not grumble** against one another: James 5:9. **Bear with** (have patience with) one another: Eph. 4:2. **Suffer** together: 1 Cor. 12:26.

**Show honor** to one another: Rom. 12:10. **Agree with** one another: 2 Cor. 13:11. **Be at peace** with one another: Matt. 9:50. **Live in harmony** with one another: Rom. 12:16 (compare Rom. 15:5). **Greet** one another with a holy kiss (corresponds to an embrace in some cultures): Rom. 16:16; 1 Cor. 16:20; 2 Cor. 13:12; 1 Peter 5:14. **Have unity and sympathy** for one another: 1 Peter 1:22. **Welcome** one another: Rom. 15:7. **Be hospitable** to one another: 1 Peter 4:9.

**Glorify God** together: Rom. 15:6. **Rejoice** together: 1 Cor. 12:26. **Come together, each with a hymn, a lesson, a revelation, a tongue or an interpretation**: 1 Cor. 14:26.

6k

## 6I Organize for Interactive Congregational Body Life

**Purpose**: Demonstrate organizing for better interaction in the church body, by getting enabling believers with different spiritual gifts to serve each other by interacting in small groups.

### Role-play Leader:

- Name five people to play the parts of believers who have the spiritual gifts listed below.
- Tell each one to find three other people (anyone nearby) with the same spiritual gift, and form a small group in a corner of the room to do their ministries without distractions by people with other gifts.
  - **Shepherding gift** (form a separate group that coordinates small shepherding groups)
  - **Apostleship** (form a missions committee)
  - **Mercy** (form a separate group that will care for the needy)
  - **Teaching** (form a separate Christian Education department)
- Ask what is wrong with this type of organization?

*Good answers:*

- ☞ *1 Corinthians 12* requires that people with different spiritual gifts get together and serve one another, for interactive church body life.
- ☞ *The traditional method of organizing violates this rule and leads to weak interaction.*

- Ask a volunteer to demonstrate the right way to organize (form groups that have at least one person with each of the different spiritual gifts, so that everyone is serving one another within each group).

## 6m

### 6n Show the Value of Holy Communion

#### By Portraying Old Testament Worship

##### Role-play leader:

- Ask what John the Baptist called Jesus when he saw the Lord coming to be baptized. (Answer, “*The Lamb of God that takes away the sins of the world,*” *John 1:29*).
- Explain that you will demonstrate why Jesus is called the *Lamb*. Show how Jews worshipped before Christ was born.

##### Demonstrate Old Testament Sacrifice

- Ask any young, agile man to go out of the room with you. Outside, tell him to pretend that he is a sheep that you will pretend to be pulling with a rope. Show him how by crawling on your hands and knees saying ‘Baa!’ and jerking your head back to resist the rope.
- Enter the room with the ‘sheep’ following you. Pretend to lead it to an ‘altar’ (perhaps a chair).
- Ask anyone to be a ‘priest’ and sharpen his knife! Ask a ‘Levite; to bring the fire.
- Lay your hands on the sheep’s head and say that you must confess all your sins.
- Tell the priest to slit the sheep’s throat. When he pretends to do so, recoil and cry, “Blood!” Pretend to wipe blood from your hands and face.
- Exclaim: “Is this worship? It is so shocking and repugnant! Why? Because our sin is shocking and repugnant before God!”
- Ask why we Christians do not take animals to worship. Explain that with Communion we relive this sacrifice. God has not changed. He takes very seriously our sin and requires that it be covered with the blood of the Lamb.

##### ALSO

**Dramatize parts of John 6:24-63** to show the value of Communion (Jesus told His disciples that to have eternal life they had to eat His flesh and drink His blood.)

## 60 Use Bible Stories to Show Interactive Congregational Body Life

**Role-play Leader:** Let actors develop their own demonstration, acting out Bible stories.

- If a story is long, let a narrator simply summarize parts of stories that are hard to act or that take too much time, and let actors do the easier parts.
- Keep the demonstration brief. Focus on the things you want to teach.

### Recommended Bible Stories that Are Easy to Act Out

To illustrate proper coordination of Christian ministries one might briefly summarize Nehemiah chapters 1-4, or have several people dramatize parts of it. Nehemiah organized God's people to work in harmony, building and protecting.

1 Corinthians 12 compares the ministries for which God gives spiritual gifts in the church to the different organs of the human body, all working together in harmony. Demonstrate this by showing how a body behaves when one of its parts is not cooperating. Examples:

- The gift of evangelism corresponds to the feet of those who take the good news to others.  
What happens if the body neglects this gift? (Have someone trip and fall.)
- The 'seer' with the gift of prophecy corresponds to the eyes of the body.  
Ask what happens to the body if believers fail to use the gift of prophecy.  
Have a student close his eyes and walk around, groping with his hands.
- The gift of serving relates to the hands and arms. (Let someone try to lead the blind man without raising his arms from his sides.)
- The gift of teaching relates to the mouth. (Have someone try to talk with his mouth shut.)

## 7. Train Leaders

### 7a Train Leaders Like Paul Did

Reproductive Mentoring Reached Many Cities

**Role-play leader:**

- **Read 2 Timothy 2:2.**
- Illustrate what happened in early church history by forming four tight groups of several persons each, with a good space between the groups.
- Explain that the groups represent the cities of 1) **Antioch**, 2) **Ephesus**, 3) **Colosse** and 4) **Hierapolis**.
  - Let two people in 'Antioch' represent Paul and Barnabas. They take a Bible to Ephesus.
  - Let two people in Ephesus represent Timothy and a helper. They take the Bible to Colosse.
  - Let two people in Colosse represent Timothy and a helper. They take the Bible to Hierapolis.
- Explain:
  - a) This happened historically, beginning with Paul's second missionary journey. The chain reached far more than four cities, because each church reproduced itself several times.

- b) Doubtful missionaries fear that in such reproduction, false doctrine will creep in, but dangerous false doctrines do not originate in new churches but in old, sterile ones.
- c) Ask if the Holy Spirit grew weaker walking from Jerusalem to each of the other cities.
- d) Ask if the congregation in Hierapolis received a weaker Christ than its mother church.
- e) In every church that is born God starts the process of reproduction over again.
- f) The reproduction of churches depends on training new leaders at once in the new churches.

## **7b Organize to Train Leaders Like Jethro told Moses to Do**

(Exodus 18)

**Purpose:** Demonstrate the need for many leaders of small groups.

**Participants:** Moses, Jethro, four Israelites.

**Moses** sits judging the Israelites.

- One complains loudly that his neighbor promised five camels to marry his daughter, but one of the camels was lame.
- The neighbor replies angrily, shouting that the daughter was lame in the head.
- Another Israelite complains that his neighbour's donkey ate all his barley.
- The accused neighbor exclaims, "But you didn't have to kill my donkey!"

**Jethro:** Come, bent over, walking with a stick (or simply pretending to do so).

- Watch for a moment, and then drive away the complainers.
- Tell Moses that he is an idiot.
- Tell Moses to name leaders of small groups, and other leaders over many groups for administration.

## **7c Trace Paths of Mentoring *Chains* in the Bible**

Compare it to a Relay Race

Illustrate a mentoring 'chain' with a relay race.

Form two lines with the same number of persons in each (as many as possible).

The first person in the line will hand a Bible to the next person, and so on.

The winners get the Bible to the last person first (the last person is to hold it up high).

Name a person to be Jethro and hand him a Bible.

Ask who Jethro mentored (Moses). Let anyone reply.

Tell Jethro to hand the Bible to Moses (anyone).

Ask who Moses mentored, besides the elders of Israel.

Tell Moses to hand the Bible to Joshua (anyone).

Say that Joshua mentored his soldiers. (Tell Joshua to hand the Bible to anyone.)

Name a person to be Eli. Ask who Eli mentored (Samuel). Eli gives the Bible to ‘Samuel.’  
Ask who Samuel mentored, besides Saul (David). Samuel gives the Bible to ‘David.’  
Ask who David mentored, besides his military commanders (Solomon). Hand him the Bible.  
Ask who Solomon mentored, among many (Sheba’s Queen). Hand the Bible to a woman.

Name ‘Barnabas.’ Ask who he mentored (Saul, *i.e.* Paul). Barnabas hands Paul the Bible.  
Ask who Paul mentored by letter besides Titus (Timothy). Paul hands Timothy the Bible.  
Say that Timothy mentored many elders such as Epaphras in Colosse. Hand the Bible.  
Epaphras mentored in other cities where Nympha served. Hand her the Bible.

Explain that this last mentoring chain resulted in hundreds of churches; each church raised up several daughter churches; the accounts are found in Acts 19, Col. 4, 2<sup>nd</sup> Tim. 2:2, and writings of the early church fathers.

## 7d Compare Mentoring with Classroom Training

Train New Leaders the Way Jesus and Paul Did

### Role-play leader:

- Have two men stand a few feet apart. Explain that the first one is a new leader of a new church. The first leader starts like a newborn baby and matures.
- Walk from the first to the second and explain that he is an educated leader of a well established church.
- Explain that it would be foolish to assume that the leader would receive the same diet throughout his whole life.
  - It is just as foolish, and damaging, to assume that leaders should receive the same kind of leadership training throughout their careers.
  - New leaders of new flocks, like newborn babies, have urgent needs. A good mentor listens to these needs and deals with them at once.
- Explain that Paul mentored Timothy, and walk from the new leader toward the experienced one as you talk, and that Jesus did the same for the twelve apostles.

## 7e Basics of Mentoring

Things that Wise Mentors Do

Explain what mentors do: modelling and meeting. They model skills on the job as apprentices accompany them, and have meetings to listen to trainees’ reports and help them to plan their work and reading.

Explain that Christian mentors normally do at least six things when meeting with trainees (mention the six things listed below briefly).

Have a real session with one or more trainees (not simply acting out a role-play, pretending).  
Do the following:

- a) **Pray** for guidance
- b) **Listen** as trainees report what their flocks have been doing and problems.
- c) **Plan.** Help trainees to plan what they and their flocks will do next.
- d) **Assign** reading or research for each trainee that corresponds to his plans.

Explain that if this was a session and the mentoring was ongoing, then you would review what the trainees read that was assigned in the prior mentoring session. You would ask them questions about it, or in some other way verify that they studied and learned what they should.



- e) **Model** skills (normally this would be done in the field; during a workshop you will need to find some way, perhaps after the session.
- f) **Intercede** for the flocks and people that the plans that were made will involve.

## 7f Avoid ‘Dancing with the Devil’ Focusing on Negative Problems

**Participants:** Two Dancers, Mentor and devil.

**Devil:** (Form horns with your fingers.) Walk to the four corners of the room laughing evilly as you tell the people there that you have lit an evil fire in their church, causing them to worship idols in the 1<sup>st</sup> church, to fight over unimportant issues in the 2<sup>nd</sup>, to use all the offering money on parties in the 3<sup>rd</sup>, and neglect church planting in the 4<sup>th</sup>.

**Dancers:**

- Follow the devil to each corner, dancing. After he has boasted in each place, shout that you have to put out the fire.
- Pretend to turn a hose on the people or, if they are not wearing clothes that could be damaged by water, take a bucket with water, dip your hand in it and flip a few drops of water on them.

**Mentor:**

- Tell *Dancers* to stop dancing with the devil, letting the devil lead them where he wants, and failing to deal with positive things.
- Ask the *Dancers* to promise that they will never spend over half of their time dealing with negative problems.

**Dancers:**

- Promise that whenever you visit a new church or mentor a new leader, you will add something new and positive, such as winning people to Christ, arranging for the believers to start a new church, or initiating some vital ministry that they are not yet doing.

## 7g Answer Objections to Mentoring from ‘Dr. Academia’

**Purpose:** Demonstrate the need for mentoring shepherds where institutional training is not practical. This applies to most pioneer fields.

**Participants:** Dr. Academia (carries books, if convenient) and Role-play leader

**Role-play leader:** Name two or three persons as ‘students’ who are learning to shepherd a flock. Tell them that you will train them on the job by mentoring them the same way that Jesus and the apostles trained new leaders.

**Dr. Academia:** Tell the students that they all have to go to Seminary for three years:

**Role-play leader** (In your own words):

- Tell Dr. Academia that his ‘Timothies’ cannot leave now; their flocks need them. Also, if they go to a distant city to study, they will probably not come back.
- Even if they do come back, they will be so removed from the people in these new flocks, that they might do more harm than good. They will have traditional approaches to teaching that can cancel out the type of discipling that enables flocks to multiply, etc.

**Dr. Academia:** Tell the trainees that training on the job is invalid; it does not have the approval of the Theological Seminary Accrediting Association. Argue that to prepare for ministry one must study at the feet of learned professors of theology.

**Role-play leader:**

- Ask anyone to answer Dr. Academia with biblical argument.
- Ask the group also how to avoid institutions taking new shepherds away when they are most needed.
- Ask how one can train leaders on the job.

## 7h

### 7i Use a Menu of Optional Studies to Mentor New Leaders

Select Studies that Meet Current Needs

#### Skit # 1. A Waiter in a Restaurant Neglects the Menu

Act the part of a waiter in a restaurant, taking orders from customers.

- Ask someone (anyone) how many times they have eaten at your fine restaurant. Whatever number they say, tell them that they must order the next item in the menu. For example, if they say they have been there twice, answer, “Then you must have number three on the menu, which is fried snails.”
- Do the same for two other people, telling them that they must have the next item on the menu, such as raw horse, chocolate covered grasshoppers, etc.
- Ask the people if they would patronize a restaurant that offered no choices.
- Explain that a mentor, like a waiter in a good restaurant, finds out what each trainee’s (or each trainee’s church) currently needs, and provides instruction accordingly. Novice leaders of new churches have urgent needs that a mentor must deal with immediately.

ALSO

#### Skit # 2. A Stubborn Storekeeper Refuses to Offer Options

**Participants:**

**Grocer:** Have ready a small package, or simply pretend to hold one.

**Purchaser**

**Role-play leader**

**Purchaser:** Walk to storekeeper and greet him (call him “Mr. Grocer.”). Ask for a kilo of sugar.

**Grocer:** Argue that sugar is bad for one’s teeth and hand Purchaser a package of coffee.

**Purchaser:** Take the package. Look at it. Complain that you want sugar. Hand it back to Grocer.

**Grocer & Purchaser:** Repeat the above exchange and argue.

**Purchaser:** Walk away without buying anything, complaining that the grocer doesn’t listen.

**Role-play Leader:** Ask someone to read Matthew 13:52:

“Every teacher in the kingdom of heaven is like a head of a household, who brings out of his storeroom things new and old.”

**Role-play Leader:** Explain:

- a) Jesus’ parable shows that a teacher should have in store a variety of studies to choose from.
- b) Jesus and His apostles taught in response to questions, needs and events, especially when they trained new leaders.
- c) If a trainer only assigns studies that he thought beforehand that his students would need, he will not meet the immediate needs of the new churches.

- d) New churches benefit from teaching that focuses on their immediate needs. Like newborn babies, all new churches have different, urgent needs that require immediate attention.
- e) A wise pastoral trainer, like Jesus and Paul, listens to a new leader tell the needs of his flock, then selects a study that fits the need. He uses a ‘menu’ of topics to select the right study quickly.

## 7j

### 7k Let Instruction Fit Current Needs

New churches and New Leaders Have Urgent Needs

**Professor:** Say that it is the first day of theology class.

Announce that you will lecture on the Hebrew names of God.

Say that *Elohim*, the most common name of God, signifies His creative power...

**Student:** Raise your hand and ask, “Sir, can you help me learn how to evangelize?”

**Professor:** Reply that this is theology class, and you have to finish your lecture.

Say that the name *Yahweh* is the Name meaning “I AM” by which God established his covenant with Israel.

**Student:** Interrupt again, “Sir, my neighbors want to become Christians. Can you help me to deal with them?”

**Professor:** Look frustrated, glance at some papers and say, “Evangelism class will be offered next year, second term.”

**Role-play leader:** Explain:

- A good trainer mentors new leaders by listening first, in order to choose a study for each trainee deals with the current needs of his flock.
- Formal, classroom teaching often does not meet the learning needs that new shepherds and their new churches are currently facing.

## 7l Select Materials Wisely

Meet Current Needs of Trainees and their Flocks

**Participants:**

**Itchyfeet**

**Dr. Demographics**

**Rev. Highhat** (has a large box with two big books in it.)

**Shepherd**

**Role-play Leader**

**Role-play Leader:** “We need workers who will go to the neglected Hiddenese tribe. Will someone volunteer to go? Who has itchy feet?”

**Itchyfeet:** (*Stand and shout*) “I will go! My name is Itchyfeet. But first I need to know something about the Hiddenese people group.”

**Role-play Leader:** Then come meet Dr. Demographics.

**Dr. Demographics:** (*Shout*) Oh no! Itchyfeet, don’t go to the Hiddenese! They are bad! Idolatrous! Hostile! (*Point at the audience.*) Look! There they are.”

**Itchyfeet:** *(Hold a hand over your eyes as though peering into the distance and look at the entire audience, from one side to the other. Shout.)* “Wow! They look really bad! But I must go. Jesus said in Matthew 28 to make disciples of all peoples.”

**Role-play Leader:** “You will need to train their leaders. The Reverend Highhat has training materials.”

**Rev. Highhat:** *(Carry the box to the front.)*

I am the Reverend Highhat. You may kiss my ring. *(Reach your hand toward Itchyfeet, who jumps away.)*

You must take these books.” *(Take books out and read their titles, taped to their covers.)*

“Summa Teologica, in 30 volumes, by St. Thomas Aquinas.”

“The Institutes of the Christian Religion, by John Calvin.”

And many more.

Take these to the Hiddenese people!

**Itchyfeet:** *(Take the box; groan and stagger under its weight; carry it to Shepherd who is seated in the audience)* “Mr. Shepherd, you must teach these books to your people, the Hiddenese.”

**Shepherd:** “Oh thank you!” *(Take the box, cry out and drop it on your foot. Hop around on one foot, screaming in pain and holding your broken toe. Then shout.)* “Those books are too heavy! They are too advanced and too expensive for us Hiddenese!”

**Role-play Leader:** *(If you use Paul-Timothy studies)* “This is why Paul-Timothy studies were prepared.” *Hold up one of the studies and describe in your own words quickly these features:*

- a) **One sheet:** Pocket-sized studies are inexpensive, for very poor, barely literate readers.
- b) **Basic English:** Studies use small words and short sentences for easy translation.
- c) **Practical:** Lessons include 1) what to find in Scripture, 2) corresponding activities for believers to do during the week, and 3) optional activities to do during the next worship.
- d) **Matching children’s studies:** Children are included in worship and prepare to act out Bible studies that correspond to the week’s topic.

## 7m Use Bible Stories that Show How to Train Leaders

**Role-play Leader:** Let actors develop their own demonstration, acting out Bible stories.

- If a story is long, let a narrator simply summarize parts of stories that are hard to act or that take too much time, and let actors do the easier parts.
- Keep the demonstration brief. Focus on the things you want to teach.

### Recommended Bible Stories that Are Easy to Act Out

**Show** how Jesus named His disciples, sent them out to evangelize, and listened to their report when they returned. (Mark 3:13-19; Luke 10:1, 17).

**Role-play leader:** Explain that in pioneer fields, where new churches are multiplying, any centralized training should be balanced with mentoring in the field, on the job.

**Show** how Aquila and Priscilla mentored a new leader in Acts 18:24-28.

**Show** how King Jehosaphat sent men to the towns of Israel to teach them God’s Word where the people lived, rather bringing in just a few to a centralized training center in Jerusalem (2 Chron. 17:7-9).

**Role-play leader:** Explain that biblical mentoring of new leaders is reproductive; it results in a training chain that enables churches to reproduce (2 Timothy 2:2).

# 8. Deal Wisely with Persecution

## 8a Appreciate the Realities of Working where Authorities Are Hostile

**Purpose:** Demonstrate the reality of persecution in the form of a police raid, which occurs often in many fields that have hostile authorities.

**Participants:**

**Two police:** men who can look and act cruel; they have clubs hidden by the door.

**Worship Leader:** a young man who will not object to being roughly handled

**Role-play Leader**

**Role-play leader:** Ask Worship Leader to demonstrate what worship might be like in North Korea.

**Worship Leader:** Choose three worshippers who sit in an open space on the floor with him. He tells them to repeat each line after him as reads Psalm 67.

**Police** Leave the group when the demonstration starts and wait by the door for the signal to come in. Agree on a signal.

**Role-play leader:** After the little group has sat on the floor and repeated a few lines, give the signal for the police to enter.

**Police:**

- Break in with a lot of noise. Shout such things as,  
    **“Where are those Christians meeting?”**  
    **“This is an unauthorized meeting!”**  
    **“Who’s your leader?”**  
    *Etc. (Ad lib).*
- Go quickly to each person seated on chairs; each policeman taking a different side of the room. Act like you are going to hit them with the club; raise it menacingly.
- Then go to the small group of worshippers sitting on the floor and ask **“Who is your leader?”** Grab their leader by the arms and drag him out of the room—*backwards*. Make noise like you are beating him up, for a very brief moment, and then go back into the room.

**Role-play leader:** Explain:

- This happens hundreds of times each week where Christian worship is prohibited, in China, North Korea, southern Asia, the Middle East, and North Africa.
- ‘Tentmaker’ missionaries can serve in such fields.
- Congregations should help missionaries develop ‘tent making’ vocations
- Congregations should provide missionaries opportunities to practice the skills needed to work secretly (family oriented evangelism, small group worship and training leaders by mentoring them).

## 8b Secret Church

Simulate Working and Worshipping Secretly with a Temporary but Real Church

This exercise requires that the same trainees meet regularly for a week or more. If trainees plan to work where authorities are hostile, then form a temporary, secret church. Not all trainees need to participate.

### Role-play Leader:

#### First Day

- a) Name a **liaison person** who will secretly appoint a leader of the underground church.
- b) Instruct those wanting to join the secret church tell the liaison person on the first day of the workshop; he will direct them to the underground church leader.

#### Second Day

- c) On the second day, the liaison person secretly names a 'chief of the secret police.'
- d) This chief can recruit other policemen to help detect the illegal meetings.
  - Police can use any methods except violence and interrupting meetings.
  - Police are to detect time and place of any meeting of the church or its branches.
- e) The underground church must meet at least three times and do all the activities that Christ requires of a church, which will be taught in this workshop.
- f) The liaison person occasionally reports to the workshop trainees about the secret church's activities without revealing names, or when or where they meet.

#### Final Day

- g) On the final day of the workshop, hold a trial and 'execution.'
- h) The police chief reports the time and place of any one meeting of the secret church or of a branch of it. If he suspects more than one meeting, then he is to report the meeting of which he is most sure. Do not require him to tell names of members of the secret church (that is normally quite obvious, and in reality the police will need to detect the time and place of meeting, for evidence).
- i) Have the secret church leader report when and where they met.
- j) If the police chief detected the time and place of any meeting, then 'execute' the leader of the church who was named by the liaison person, whether he was present at the meeting or not (he is responsible). Go outside and pour a bucket of ice water over his head. Prepare the water ahead of time.
- k) If the police fail to guess both time and place, then execute the head of the police for incompetence.

## 8c Use Bible Stories that Prepare Believers for Persecution

Recommended Stories that Are Easy to Dramatize

**Dramatize** parts of Acts 7 (martyrdom of Stephen).

**Dramatize** parts of Acts 14 (Persecution of Barnabas and Paul).

## Bible Adventures

### Travel through the Old and New Testament

(Dramatizations need to be developed)

**Role-play Leader:** Let actors develop their own demonstration, acting out Bible stories.

- If a story is long, let a narrator simply summarize parts of stories that are hard to act or that take too much time, and let actors do the easier parts.

- Keep the demonstration brief. Focus on the things you want to teach.

This list of Bible stories from both Old and New Testaments contains only the idea for dramatizations. Many of the stories are too long to dramatize in their entirety. Leaders will need to select parts of them to develop as a drama, and rapidly summarize the rest.

These stories can be dramatized briefly during worship time. Let the role-play leader summarize the parts of a story that are not dramatized.

**To get Bible stories scripted for children and adults to act out, download freely 100+ children's studies from [www.Paul-Timothy.net](http://www.Paul-Timothy.net).**

## 9a Events during the Time of the Ancient Patriarchs

### The Old Creation and How it Compares with the New Creation

**Role-play leader:** Explain background: God created the physical, temporary universe (Gen.1-2).

**Dramatize** parts of Genesis 2:19-25. Adam named the newly created animals and his wife.

#### Participants:

**Voice of God, Adam, Eve** and (If children are participating) **Animals (2 or more)**

**Animals** and **Eve:** lie on the floor in different parts of the room.

**Voice of God:** tell Adam to name the animals that you have created.

**Adam:** Touch each animal and give them a name.

**Animals:** When Adam names you, rise and walk off in the manner of the animal, making the animal's sounds. Examples:

**Burro** (go on all fours, braying loudly)

**Elephant** (go slowly, bending over, letting one arm hang down and swing back and forth like the elephant's trunk)

**Chicken** (flap arms like wings and cluck)

**Duck** (waddle back and forth as you walk and quack)

**Rabbit** (hop)

**Etc.**

#### Role-play leader

**Voice of God:** tell Adam, "Here is your wife. What will you call her?"

**Adam:** touch Eve.

**Eve:** Rise and face Adam.

**Adam:** say to Eve, "I will call your name Eve, which means 'living' because you will be mother of all living men."

#### New Testament Application

**Role-play leader:** Explain that Christ began God's new creation, which is spiritual, eternal, and without sin. It began with Jesus' resurrection. We enter God's spiritual and eternal creation by being born again by faith and being risen in Christ who was the first fruits of the new creation, (1 Cor. 15; 2 Cor. 5:17). There is no other way to receive eternal life (John 14:6).

**Dramatize** parts of the following events:

We are reborn into the New Creation (Jesus with Nicodemus), John 3:1-7.

Jesus' resurrection, in which believers participate, begins the New Creation. Matthew 28.

## **Adam's Temptation by Satan (Original Sin)**

And the "Final Adam's" Temptation by the Devil—Contrasting Results

**Role-play leader:** Explain the background: Adam yielded to Satan's temptation and disobeyed God, bringing death upon man and separation from the one holy God (original sin): Genesis 3.

**Dramatize** parts of Satan's temptation of the first pair, Genesis 3. Let the role-play leader read or tell by memory the non-spoken parts. Others read dramatically or act out the parts of the **Voice of God, Serpent, Adam** and **Eve**.

**Dramatize** parts of Genesis 4, which shows the result of Adam's fall on his descendants, starting with Cain and Abel, sons of Adam and Eve. The first murderer Cain slew Abel when God rejected his bloodless offering but accepted Abel's.

### New Testament Application

**Dramatize** parts of Matthew 4:1-11. The final Adam Jesus (1 Cor. 15:45) resisted Satan's temptation, bringing life and reconciling mankind with God:

**Dramatize** parts of Matthew 26:36-42. Jesus' obedience was also tested in Gethsemane, where He chose to do the Father's will, even to death, the supreme trial.

**Role-play leader:** Ask questions about what we should do about temptation. Mention that we should:

- Confess our sins to God and repent (1 John 1:8-10).
- Resist Satan using God's armor in the power of the Holy Spirit (James 4:7; Eph. 6).

Explain the need for a blood sacrifice to cover our sins. Old Testament worship required the shed blood of an innocent victim:

**Dramatize** parts of John 6:26-59: Jesus shocked the Jews saying we must eat His flesh and drink His blood.

## **Noah's Flood**

**Role-play leader:** Explain the background: God sent a flood to punish the wicked human race with physical death, because they did not repent of their sins, Genesis 6 - 9. The most holy God cannot look upon sin and must punish it.

**Dramatize** parts of parts of Genesis chapters 6–9. Let children come to the ark in pairs, pretending to be various kinds of animals.

### New Testament Application

**Dramatize** parts of John the Baptist calling men to repent, in preparation for Christ the promised Messiah, Matthew 3.

**Role-play leader:** Explain that Jesus warned of a final day of judgment for sinners who never repent. This is called the 'second death,' eternal separation from God in hell, Rev. 20:11-15.

## **Tower of Babel and Confusion of Languages**

**Role-play leader:** Explain the background: Men tried to remain united in one proud society but God separated them into many languages, which resulted in their migration to many parts of the earth and the development of different cultures, Genesis 11.

**Dramatize** parts of Genesis 10:1-9.



## New Testament Application

### **Role-play leader:** Explain:

- People of all languages will praise forever God before His throne in glory, Rev. 7:9-17.
- The apostles on Pentecost spoke the Good News about Jesus' death and resurrection in many languages, so those who came from other lands could understand, Acts 2.
- The different races and cultures will be recognizable in heaven throughout eternity. Their God-given variety beautifies the Bride of Christ (Rev. 7:9-12). Our responsibility is to make disciples of all nations (cultural people groups, Matthew 28:18-20).

### **God's Promise to Faithful Abraham**

The Covenant upon which all the Rest of the Bible is Based

**Role-play leader:** Explain the background: God promised to bless all nations in a descendant of the believer Abraham.

- Abraham believed God who counted his faith as righteousness.
- God promised blessings through the believer Abraham's seed--a descendant.
- God sealed this promise with a serious covenant, Genesis 12:1-7; Genesis 15.
- God promised Abraham a son through a miraculous birth, and Abraham believed Him, Genesis 15:1-6.

**Dramatize** parts of parts of Genesis 22, which shows how God tested Abraham's faith, telling him to offer as a sacrifice his only son Isaac who was the heir of the promise and, when Abraham's knife was raised, provided a sheep instead.

**Dramatize** parts of parts of Genesis 13 to show how Abraham's faith led to good works. He let his selfish nephew Lot choose the richest grazing lands.

## New Testament Application

We are Abraham's heirs. We receive the blessing promised to him, by believing as he did (Gal. 3:6-12; 4:21-31). Our salvation by faith results in good works, or our faith is not genuine (Eph. 2:8-10; James 1:22-24).

**Dramatize** parts of Matthew 8:5-17: Jesus healed the servant of a believing army captain because of his faith.

**Dramatize** parts of Matthew 9:27-38: Jesus healed two blind men because of their faith.

**Dramatize** parts of a father's simple prayer for faith and healing of his demon-oppressed son, Mark 9:14-29.

**Dramatize** parts of the sinful tax collector's brief prayer of faith, Luke 18:9-14.

### **Jacob Received God's Grace**

**Role-play leader:** Explain that the sovereign God grants grace to those He chooses, not because of their good works. Jacob deceived his brother Esau but still received God's blessing, Genesis chapters 27-33.

**Show** how Jacob deceitfully robbed Esau of his birthright, Genesis 27.

**Role-play leader:** Explain that in spite of Jacob's many sins, because of his faith, God blessed him with wealth and children. God protected Jacob from the wrath of both Laban and Esau.

## New Testament Application

Jesus forgave and blessed bad people because of their faith, not their works.

**Show** how Jesus forgave a sinful woman, Luke 7:36-50.

**Dramatize** parts of Jesus' parable about God calling both good and bad to feast with Him, Matthew 22:1-10.

**Show** how Jesus ate and drank with sinners, whom He came to save, and was criticized for doing so, Luke 5:27-32.

### **Joseph Forgave his Brothers**

**Role-play leader:** Explain the background: Joseph served as the loving advocate for his brothers, the sons of Jacob (Israel), even though they had sold him as a slave. Later, in Egypt, Joseph gained power and plead with the King (Pharaoh) on behalf of his brothers who sold him into slavery.

**Dramatize** parts of parts of this story, Genesis 37 and Genesis 39–45. It is very long. Select only the important parts of it. It contains lessons on forgiveness, purity, family ties, intercession and God's provision. Joseph's was a prophetic figure of Christ:

He was a shepherd,

He was beloved by His father,

He was sold by His brothers the sons of Israel,

He resisted temptation,

He was imprisoned unjustly

He was raised up again to a place of honor at the right hand of the king

He interceded for his brothers,

He was reunited with them at a glorious banquet.

New Testament Application

**Role-play leader:** Explain the background: Jesus serves as our advocate before the Father, even though we have sinned against Him:

**Show** how Jesus our Good Shepherd seeks the lost sheep, Luke 15:1-10.

## **9b Events during the Life of Moses the Lawgiver**

### **God Prepared Moses the Liberator**

**Role-play leader:** Explain the background: God prepared a deliverer to lead His people out of slavery in Egypt and bring forth a new, holy nation governed by just laws.

**Dramatize** parts of the miraculous events that surrounded the birth of Moses, and the attempt to kill him, Exodus 1–2.

**Show** how God prepared Moses in Midian to be a leader of his people, and called him from a burning bush to return to Egypt and free His people. Exodus 2–4. Select the important parts.

**Show** how Moses plead with Pharaoh to free the Israelites, and the plagues that God brought upon the land because of Pharaoh's stubbornness. Exodus 5–12. Select the important parts.

**Role-play leader:** Explain that Moses' first miracle was to convert water into blood—a curse upon Egypt's false gods, Exodus 7:13-25, but Jesus' first miracle was to convert water into wine—a blessing, John 2.

New Testament Application

God provided a Savior to rescue His people from the slavery of sin; Jesus was similar to Moses in many ways.

## Freedom from Slavery in Egypt

**Role-play leader:** Explain the background: God led Israel out of slavery through the Red Sea. This was the great miracle of the Old Testament that was the basis for God's Covenant with the nation of Israel, Exodus 12 - 13.

**Dramatize** parts of Exodus 12, the account of the Passover Lamb. By its blood on the doorposts, the firstborn sons of the Israelites were spared from being slain by the death angel that passed over Egypt.

**Role-play leader:** Explain that God instituted the annual Feast of Unleavened Bread (Passover) for Israel, to help His people remember throughout the ages how He delivered them from slavery. Similarly, Jesus instituted the Lord's Supper to affirm His New Covenant in His blood, Luke 22. We celebrate Communion to help us remember how Jesus delivered us from sin by shedding His blood. We take part in Jesus' body and blood when we celebrate this new Passover feast (1 Cor. 10:16-17).

**Show** how God provided manna (bread from heaven) when His people traveled through the barren desert, Exodus 17:1-7.

**Show** how God provided water, Num. 20:1-12.

### New Testament Application

**Role-play leader:** Explain the background: Jesus provided the bread of life (His own body) and the water of life (the Holy Spirit) to believers.

**Show** how Jesus fed 5,000 people miraculously.

**Show** how Jesus offered His flesh as bread from heaven for eternal life, offending many, John 6.

**Role-play leader:** Explain that our responsibility is to seek the true bread from heaven, not material, and receive God's Holy Spirit (Matthew 6:31-34; John 20:21-23).

## God Provided Shepherds for His People

**Dramatize** parts of Exodus 18:12-27 to show how God provided elders to shepherd His people in the Old Testament.

**Role-play leader:** Explain that God gave to the elders of Israel the Ten Commandments (the heart of the Old Testament law) so that they could judge the people rightly.

Have actors show those who disobeyed the Old Testament law were put to death, Numbers 25:1-11.

**Role-play leader:** Explain that Jesus announced a New Covenant, Luke 22:13-20. Today believers follow the New Covenant. It liberates us from the law of death, which the Old Covenant laws could not do (2 Cor 3:6-9).

### New Testament Application

**Role-play leader:** Explain that Jesus' main command for us is to love God with all our heart and our neighbor as ourselves, which sums up all the Old Testament laws, Matthew 22:33-40.

**Show** how Jesus rebuked Pharisees who enforced commands of men and neglected commands of God, Mark 7:1-23.

**Role-play leader:** Explain that believers are now led by the Holy Spirit, who produces the fruit of holiness in us (Rom. 8:3-16; Gal. 5:14-26). We avoid the legalism of the old law of death, and embrace the New Covenant of life and freedom (2 Cor. 3:3-18).

### **God Punished Idolatry and Unbelief**

**Role-play leader:** Explain the background: God offered the Israelites the blessings of the Promised Land but for lack of faith they failed to possess it:

**Show** how God punished those who worshipped the golden calf, Exodus 32.

**Show** how twelve spies probed God's Promised Land, but the people feared to enter it, and wandered in the desert for 40 years, Num. 13-14.

**Role-play leader:** Explain that believers must flee from idolatry of any form, which includes greed (1 Cor. 10:14; Col. 3:5). Unbelief left Israel wandering in the desert for forty years.

#### **New Testament Application**

**Show** how Paul offered the message of salvation to King Agrippa, who refused to believe, Acts 26.

### **The Tabernacle**

**Role-play leader:** Explain the background: The Almighty ordered Moses to erect a sanctuary where God would meet with His people, in the Most Holy Place. God gave strict instructions for making this tabernacle and the clothing of the priests, Exodus 25 - 31, Exodus 35 - 40.

The entire book of Leviticus explains the sacrifices and priests service in the sanctuary. The people offered blood sacrifices as a temporary atonement for their sins, in the tabernacle court, Exodus 29:36-41.

**Show** how the High Priest's sons offered strange fire, without the blood, in the Most Holy Place and God slew them, Lev. 10.

**Role-play leader:** Explain that only the High Priest entered the Most Holy Place once a year to offer blood atonement for God's people, Lev. 16.

Jesus, by His death, resurrection and ascension, entered the heavenly tabernacle as our High Priest. Jesus, by becoming a man, being tempted and suffering, became our perfect High Priest, Heb. 2:14-18.

Jesus, who lives forever, replaces the old High Priest and all the related sacrifices and services, Heb. 7 - 9.

### **Soldiers Tried Booty by Fire before Bringing it into the Camp**

**Role-play leader:** Explain the background: Moses forbade soldiers to bring unholy war booty in God's holy camp.

**Show** how soldiers had to test the booty that they had capture from the enemy by passing jewels and precious metals through fire: Num. 31.

**Role-play leader:** Explain that God warns that we cannot take unholy contraband into heaven--our works will also be tried by fire: 1 Cor. 3:10-15.

**Show** how Jesus warned against greed and clinging to riches, in His parable of the rich fool, Luke 12:14-31.

**Role-play leader:** Explain that we are to lay up treasures in heaven instead of riches on earth (Matthew 6:19-21).

## The Pagan Prophet Balaam Begrudgingly Blessed Israel

**Show** how the pagan king Balak paid Balaam to curse Israel. God used a talking donkey and other ways, to make Balaam bless them, Num. 22 - 24.

### New Testament Application

**Show** how Jesus warned of hoarding wealth, the parable of a selfish rich man who woke up in hell, Luke 16:19-31.

## 9c Events during the Rule of the Judges of Israel

### Joshua Conquered the Promised Land

#### Faithful Gentiles Also Were Blessed by the God of Israel

**Role-play leader:** Explain the background: Joshua conquered for God, defeating in battle the pagan nations that occupied the Promised Land. God commanded Joshua to be courageous and drive out the idolatrous nations from the Promised Land, Joshua 1:1-11. God brought faithful aliens to be included among His people Israel in the Old Testament, such as Rahab and Ruth.

**Show** how the pagan city Jericho fell, Joshua 6.

**Role-play leader:** Explain that the apostles also conquered for God, defeating Satan as they took the gospel to the pagan nations of the world. Today's apostles continue to drive Satan back as God's kingdom spreads throughout the earth (Rev. 15:4).

**Show** how God let Joshua's army be defeated temporarily because of a traitor's idolatry, Joshua 7 - 8.

**Show** how the Canaanite harlot Rahab hid God's spies by faith, and was spared when the city of Jericho fell, Joshua 2; Joshua 6:17.

### New Testament Application

**Show** how the Moabitess widow Ruth, because of love for her mother-in-law Naomi, came to Israel and trusted in God, Ruth 1.

**Show** how Boaz instructed his reapers to leave grain on purpose for the poor gatherer, Ruth: Ruth 2.

**Show** how Boaz came to marry Ruth (a beautiful love story), Ruth 3-4.

**Role-play leader:** Explain that Ruth was the great-grandmother of King David. The book of Ruth.

### New Testament Application

**Show** how Jesus tested, and then rewarded, a gentile (non-Jewish) woman's faith in Sidon, Matthew 15:21-28.

**Show** how Jesus healed the servant of a Roman Centurion because of the army captain's faith, Luke 7:1-10.

**Role-play leader:** Explain that the apostle Paul made missionary journeys to many nations, Acts 13 - 14; Acts 17 - 20. Jesus wants people of all nations to come to Him, Luke 24:46-48; Matthew 28:18-20.

### Gideon Found Strength in Weakness

**Role-play leader:** Explain the background: God often used weak persons in the Old Testament to defeat the strong:

**Show** how Gideon with 300 soldiers followed God's surprising instructions and defeated a huge army, Judges 6–7.

**Show** how the shepherd boy David defeated the Philistine giant, 1 Samuel. 17.

**Role-play leader:** Explain that God uses weak and flawed persons to do great things. Peter denied Jesus, but God used him mightily after he received the Holy Spirit, Matthew 26: 31-35, 69-75.

God enabled faithful women like Ruth, Deborah and Esther in the Old Testament to do His work:

**Show** how Deborah led a courageous military campaign to free Israel, Judges 4–5.

**Show** how Samson, in spite of his weakness for a silly woman, let God use him to free Israel from the idolatrous Philistines, Judges 14 - 16.

#### New Testament Application

**Role-play leader:** Explain that God enables weak people and faithful women in the New Testament to do serious work. Mary agreed to be the handmaid of the Lord and sang a magnificent song of praise, Luke 1:22-56. Priscilla made tents with her husband and helped to start several congregations and to mentor Apollos, Acts 18. Dorcas made clothes for the poor, Acts 9:36-43.

**Show** how God spoke to Samuel, 1 Samuel 1–3.

**Role-play leader:** Explain that Samuel's mother, Hannah, gave her child Samuel to the High Priest Eli, to serve God. Samuel was mentored by Eli, and became a mentor for King Saul and King David. God prepared Israel's leaders such as Joseph, Moses and Daniel in different ways.

**Show** how the Philistines captured the most sacred Ark of the Covenant and put it in the temple of Dagon, the fish-god, 1 Samuel 4 - 6.

**Role-play leader:** Explain:

- On the third day Dagon's head broke off, just as Jesus entered the old serpent Satan's former realm of death, but crushed his head to free the prisoners as He rose the third day.
- The Ark was a large, beautiful wooden box overlaid with Gold, with large winged angels of gold on its top, with outspread wings. It represented God's presence, similarly to the way in which God dwelled among men in the body of Jesus.
- Cows, with no man to lead them, returned the Ark to Israel, just as the victorious Christ appeared to His disciples after He rose, and ascended to glory.
- When God's people fell into idolatry, He let cruel nations oppress them. When they repented, God sent deliverers to free them and they lived in peace--until they sinned again, repeating the cycle.

## 9d Events during the Reigns of the Kings

### Israel's Kings and Later Prophets

**Role-play leader:** Explain the background: The Israelites begged Samuel to anoint a king to lead them and he warned them of what would happen, but they persisted, so he anointed Saul, a strong warrior, to the great pleasure of the people: 1 Samuel 8 - 10.

Saul reigned well, defeating many of Israel's enemies, then committed some serious blunders, 1 Samuel 11–15.

David became a strong warrior but King Saul became jealous forced him to keep running and hiding. God used this to teach David to trust in Him (as many of his Psalms reflect), 1 Samuel 18–31. These chapters contain many stories about David that can be dramatized. God let good leaders like David and his son Solomon rule His people when they turned from idols and obeyed Him, but let bad kings reign cruelly when they worshipped idols. Most of the kings were bad.

**Show** how King Saul consulted with the Witch of Endor about a battle and God ended his reign, 1 Samuel 28:6-25; 1 Samuel 31.

**Show** how David was chosen by God and anointed by Samuel to be King, 1 Samuel 16.

**Role-play leader:** Explain that David, like Moses, learned to be a good shepherd herding his father Jesse's sheep as a lad, 1 Samuel 16; 1 Sam 17:33-37.

Show how Solomon began his reign by asking God for wisdom. His wise decisions attract people from afar, 1 Kings 3; 4:21-34.

**Show** how Solomon's foolish son Rehoboam refused to ease the people's harsh taxes, which provoked Jeroboam and the northern tribes to separate, dividing the kingdom--Israel in the North and Judah in the south, 1 Kings 12.

**Role-play leader:** Explain:

Jeroboam, first king of Israel in the north, defies the prophet's warning and institutes serious idolatry, 1 Kings 13.

Many kings follow Jeroboam's bad example. Ahab allows almost all Israel to worship idols. God sent prophets like Elijah that God was more powerful than the lifeless idols.

**Show** how the prophet Elijah healed a widow's son, 1 Kings 17.

**Show** how the prophet Isaiah saw a frightening vision of the Lord in His temple and felt so sinful that he fell down, Isaiah 6.

**Show** how the prophet Jeremiah was put in a pit when he prophesied that Jerusalem would fall, Jeremiah 38.

**Show** how Elijah challenged the prophets of Baal to meet with him and Ahab on Mount Carmel for a contest, 1 Kings. 18.

**Show** how Elijah fell into despair and felt alone, but was nourished by God's angel, 1 Kings 19.

**Show** how Elisha by God's power enabled a poor widow to pay her debts, 2 Kings 4.

**Show** how Elisha by God's power enabled the Syrian army captain Naaman to be cleansed of leprosy, 2 Kings 5.

**Show** how Jonah, the first missionary, was sent to another nation and, until God taught him to obey, resisted God's command (select parts of the book of Jonah).

#### **New Testament Parallels** (Examples of Good and Bad Leaders)

**Dramatize** parts of Jesus' parable of the lost sheep to reveal the joy in heaven when a sinner repents, Luke 15:1-10.

**Show** how God lavishes His grace on the undeserving, which leads them to repent, Jesus' parable of the Wasteful Son, Luke 15:11-32.

**Show** how Jesus healed a blind man on the Sabbath and hypocritical religious leaders resented that He did it on the Sabbath day, John 9.

**Show** how Saul of Tarsus imprisoned Christians and caused their death, but was converted and became Paul the apostle, Acts 9:1-31.

**Show** how John the Baptist warned King Herod about his adultery, and Herod imprisoned and later beheaded John, Matthew 14.

## 9e Events during Israel's Exile and Return to their Land

### Queen Esther

**Role-play leader:** Explain the background: God protected the faithful remnant that worshipped Him alone, while they were in captivity in Egypt, Syria and Babylonia.

**Show** how faithful Mordecai helped his niece, the brave Queen Esther, to plan the destruction of God's enemies (Use portions from the entire book of Esther, which is very dramatic). Select only the most important parts of the story, as it is very long.

**Show** how God protected Daniel's three faithful friends in the blazing furnace, Daniel 3.

**Show** how God protected Daniel in the lions den, Daniel 6.

### The Return of the Remnant to the Land of Israel

**Role-play leader:** Explain the background: God provided faithful leaders like Ezra and Nehemiah to restore His people in their holy land, to rebuild and to serve their God.

**Show** how the faithful remnant returned and began rebuilding with great shouts of joy and tears, Ezra 3.

**Show** how Nehemiah asked King Artaxerxes' help to rebuild Jerusalem, and how Nehemiah returned and surveyed the ruins, Nehemiah 1-2.

**Show** how Nehemiah led armed workers in rebuilding Jerusalem's walls, amidst much opposition, Nehemiah 3-4.

**Show** how the people heard and heeded God's Word, confessed their sins and repented in the greatest national renewal, Ezra 8-9.

## 9f Events during Jesus' Earthly Life

**Dramatize** parts of Jesus' birth. Select parts of Matthew 2 and Luke 2.

**Show** how the devil tempted Jesus, Matthew 4.

**Show** how John the Baptist prepared the people to receive Jesus their Messiah, Matthew 3:1-12.

**Dramatize** parts of Jesus' baptism, Matthew 3:13-17.

**Dramatize** parts of Jesus' temptation by the devil, Matthew 4.

**Show** how Jesus called twelve disciples who later become the apostles: Matthew 4:18-21; 9:9-13; John 1:35-51; Mark 3:13-19.

**Show** how Jesus cast many demons out of the Gadarene men into pigs, Matthew 8:28-34.



**Dramatize** parts of Jesus' transfiguration: Matthew 17.

**Dramatize** parts of Jesus' triumphant entry into Jerusalem (Palm Sunday): Matthew 21.

**Show** how Jesus Instituted the Lord's Supper: Matthew 26:17-29.

**Dramatize** parts of Jesus' agony in Gethsemane and His arrest: Matthew 26:36-56.

**Dramatize** parts of Jesus' trials before several authorities: Mark 14:55-64; John 18:28-40; 19:1-16.

**Dramatize** parts of Jesus' crucifixion: Matthew 27; Mark 15; Luke 23; John 19:17-37.

**Dramatize** parts of Jesus' burial: John 19:38-42.

**Dramatize** parts of Jesus' resurrection and appearances: Matthew 28; John 20-21.

**Dramatize** parts of Jesus' ascension: Luke 24:50-53.

**Also**, almost all of Jesus' parables and miracles in the four Gospels (Matthew, Mark, Luke and John) make powerful dramatizations.

## **9g Events during the Apostles' Outreach After Jesus' Ascension**

**Dramatize** parts of the coming of the Holy Spirit upon Jewish believers at Pentecost: Acts 2.

**Show** how Peter and John healed a lame man in the Name of Christ, and the reaction of the authorities: Acts 3-4.

**Show** how God dealt with people who lied to the Holy Spirit, Acts 5:1-11.

**Show** how the church in Jerusalem organized to care for needy widows, Acts 6.

**Show** how enemies of Christ stoned Stephen to death when he showed from Old Testament history that their forefathers had resisted God throughout the ages: Acts 7.

**Show** how the deacon Philip evangelized an Ethiopian, Acts 8.

**Show** how the cruel persecutor of believers came to Christ, Acts 9.

**Show** how Peter and his helpers established the first gentile church: Acts 10.

**Show** what God did when believers prayed for Peter's release from prison, Acts 12.

**Show** how God used Paul's missionary team to start many churches: Acts 13-14.

**Dramatize** parts of the first inter-church council: Acts 15.

**Show** how Paul and Silas reached an entire family for Christ: Acts 16.

**Show** how Aquila and Priscilla mentored Apollos: Acts 18:24-28.

**Show** how Paul showed faith and courage during an ocean voyage and storm: Acts 27-28.

**End**