

# Reproductive Training of Novice Shepherds

**A workshop manual for those who train trainers  
of novice shepherds of new congregations  
for continual reproduction**



Introducing the menu-driven programmes  
"Train & Multiply"®, "Paul-Timothy"  
and "Shepherd's Storybook"

Based on the teachings of George Patterson

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Download the most recent version from  
[www.Paul-Timothy.net/workshop/](http://www.Paul-Timothy.net/workshop/)

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## **Contents**

<b>Read This First .....</b>	<b>3</b>
<b>What this Workshop Will Do .....</b>	<b>4</b>
<b>Before the Workshop Starts .....</b>	<b>5</b>
<b>During Workshop Sessions .....</b>	<b>6</b>
Action 1: Empower new workers.....	7
Task 1. Pray out more workers.....	8
Task 2. Share authority with new leaders. ....	10
Action 2: Enable new workers. ....	13
Task 3. Commission workers and send them in teams. ....	13
Task 4. Give instructions to new workers. ....	15
Action 3: Help workers plan their work.....	17
Task 5. Teach your workers appropriate methods. ....	17
Task 6. Plan with your workers what they will say and do. ....	19
Action 4: Reach whole families. ....	22
Task 7. Start flocks in houses of worthy persons.....	22
Task 8. Bond with the people & adopt their customs.....	26
Action 5: Preach and heal.....	29
Task 9. Leave people and places that reject you. ....	29
Task 10. Proclaim the original Good News.....	31
Action 6: Report activities & results. ....	34
Task 11. Pray for signs and wonders. ....	34
Task 12. Workers report to their trainer.....	36
<b>Special Words.....</b>	<b>39</b>
<b>Dramatic Sketches .....</b>	<b>40</b>

## Read This First

The teachings and methods introduced in this workshop and manual have proven highly useful to those who train novice workers who start and lead new congregations.

### About this Workshop

- This workshop aims to enable gospel workers to train novice shepherds and apostles by mentoring them while they plant and lead new congregations and cells.
- A workshop is more than a seminar, for it requires participants to work. Participants will form small work groups that will discuss ideas and lay plans to train novice workers.
- This workshop was pioneered by George Patterson and can be adopted by anyone who desires to help shepherds and their flocks reproduce by the power of the Holy Spirit.
- Most workshop sessions start by discovering insights from the Bible that participants discuss together. Some ideas are to be illustrated with short dramatic sketches.

### About this Manual

- This manual aims to provide workshop leaders with a guide that they can follow and can provide to trainers who will lead similar workshops.
- This manual consists of three sections and six “actions” to be presented in twelve sessions of 30, 60 or 90 minutes. Presenters should choose those parts that best fit their trainees’ needs, and leave out the other parts.
- Finances permitting, each participant may receive a copy of this manual which they will take with them to use in presenting their own workshops with their co-workers.
- You may reproduce, modify, translate and distribute this manual freely. You may not copyright it and so limit others’ use of it.
- This manual has some special words in it, like ‘shepherd’ and ‘flock’. Please see a list of special words at the end of this manual.

### About starting new flocks

- Followers of Jesus have two great privileges during their time on earth: (1) They show love to God, neighbours, one another and enemies; and (2) they make disciples amongst every racial, ethnic, religious and language group in the world.
- Everywhere Jesus’ apostles made disciples, new flocks were started. Continually starting new flocks remains the most effective means to evangelise social groups, to help new believers obey the commands of Jesus, and to transform communities.
- New flocks can start only as rapidly as novice shepherds can be trained to lead them. Jesus and his apostles remain the best models of effective trainers.

### About extension training

- Training many novice shepherds for new flocks of new believers requires some kind of organized effort called Theological Evangelism and Education by Extension (TEEE).
- Such training is “obedience oriented” because trainees apply immediately what they learn while leading flocks, starting new flocks and training other novice leaders in turn.

### About the authors

- George Patterson planted congregations and mentored leaders in Honduras. He has authored several books, including *Train & Multiply*® and *Church Multiplication Guide*. He co-authored *Paul-Timothy* and *Shepherd’s Storybook*, and he co-authors *MentorNet*, a newsletter (<http://mentornet.ws>). He continues to train and to consult internationally.
- Galen Currah did evangelism, community development, evaluation research and educational work in several countries, and edits some of the writings of George Patterson. He trains and consults internationally by invitation.

## What this Workshop Will Do

### Workshop learning goals

This workshop aims to help those who start new flock and those who lead new flocks to train others also to help their congregations and cells to grow strong and to reproduce. Thus, by the end of the workshop, the participants will be able to do the following:

**1. Know Jesus' and his apostles' training methods.**

Jesus and the apostles mentored and coached novice leaders on the job.

**2. Understand seven steps to take in applying Jesus' methods.**

Jesus listened to his apostles, instructed them, sent them out, and heard their reports.

**3. Apply mentoring to the training of novice leaders.**

The apostle Paul set up training chains of leaders training novice leaders (2 Tim 2:2).

**4. Discern the needs of novice leaders' congregations and cells.**

Trainers help their trainees to apply their learning immediately in their flocks.

**5. Plan to train leaders and to help congregations reproduce.**

Trainers who mentor novice leaders keep flocks reproducing indefinitely.

**6. Improve their training and remove obstacles to reproduction.**

Trainers rigorously evaluate their training and their trainees' accomplishments.

### Workshop outcome goals

As workshop participants return to their work, they will have a plan to follow in training novice shepherds and apostles. They will seek to accomplish the following activities through their training:

- Draw maps showing where they will evangelise, train shepherds and start new flocks.
- Hold a workshop like this one with their co-workers who did not attend this workshop.
- Set up an extension training school for apostles and novice shepherds of new flocks.
- Enrol novice workers and mentor them while they lead flocks and start new ones.
- Meet with novice leaders regularly and help them plan what they will do next.
- Help leaders lead flocks in obeying the commands of Jesus and of the New Testament.
- Help leaders as they start to train other novice leaders.
- Send apostles to start new flocks in other towns and to train novice leaders.
- Adopt and use menu-driven training materials like Train & Multiply®.

As the workshop leader, you should choose and present ideas, activities, methods and materials that will help meet these goals, avoiding activities and discussions that would hinder meeting the learning goals and outcome goals. As you do so, please keep in mind:

- Adults learn best not what they hear but what they themselves say and do.
- Keep the participants actively involved in workshop activities.
- A workshop helps participants to work together by praying and by planning.

## Before the Workshop Starts

### Workshop manuals

If workshop participants are to receive copies of this manual, then, please, get it printed or photocopied in advance.

### Paper for maps

Supply sheets of paper with pens or markers. Participants will draw maps in their work groups. If work group members normally work together in the field, then they may share a map.

### Seating

Whether participants will sit on chairs or on floor mats, please, arrange seating in the form of a circle or semi-circle, so that all can see each other. Make room for work groups to move their chairs or mats when they are to meet.



### The Lord's Table

When the work groups meet for communion, please have ready a cup and a small plate for each group. You may supply any available food and drink in place of the bread and the cup.

### Sample training materials

Make enough copies of the sample training materials, so that every participant can have a set. Choose sample studies from one of these programmes, not all of them.

***Train and Multiply***<sup>®</sup>. Make sample copies of the following:

- Booklet 1 Baptize New Believers.
- Booklet 5 Effective Evangelism.
- Booklet 24 Pastoral Training and You.
- Booklet 30 Seven Commands of Jesus.
- The 'Introduction', the Levels 1, 2 and 3 Menus, the booklet title index, and the subject index from the *Student Activity Guide*.



Obtain T&M materials from Project WorldReach at [www.TrainAndMultiply.com](http://www.TrainAndMultiply.com). Write well in advance to [PWR@TrainAndMultiply.com](mailto:PWR@TrainAndMultiply.com).

***Paul-Timothy***<sup>®</sup>. Make sample copies of the following for all the trainees who will be training leaders:

*User Menu of Studies* **A0m**

*Aaron and Other Worship Leaders* **W2a**

*Jesus & His Apostles Spread Good News* **M2a**

*Peter Made Disciples the Way Jesus Said* **D3a**

*Organize the flock to serve one another* **O1a**

*Aquila & Priscilla Mentor New Shepherds* **M1a**

*Start New Congregations and Cells* **C7a**

Download these *Paul-Timothy* studies freely from [www.Paul-Timothy.net](http://www.Paul-Timothy.net).



***Shepherd's Storybook***. Make copies of the whole book for all the trainees who are to train leaders. You can shorten the *Storybook* by omitting Sections IV and V, which are indexes. Download *Shepherd's Storybook* freely from [www.Paul-Timothy.net](http://www.Paul-Timothy.net).



## **During Workshop Sessions**

### **Group Bible discovery**

- You will assign each work groups to read one of the suggested Bible texts.
- You will then ask them a question that they are to answer from their Bible text.
- The work group “shepherds” will appoint someone who will read the text aloud.
- They may also appoint someone else to write the answers.
- After several minutes, ask each group to report one of its answers.
- Only tell right answers yourself, if the groups do not tell them.

### **Skits**

- Most main ideas will be illustrated by brief dramatic sketches, because many participants will remember best the things they see acted out.
- Some of the sketches require you to choose actors before the session starts and to coach them for about a minute.
- Actors can speak using their own words, but you must advise them not to say too much. The sketches do not require costumes and props.
- **IMPORTANT: Some skits require you to prepare actors before a session starts.**

### **Discussion**

- Instead of teaching too much, ask many questions and let the participants answer as well as they can.
- Participants are free to make comments and to ask questions at any time.
- Allow the participants to answer each other’s questions, if they are able to do so.
- Answer hard questions yourself.
- If a participant asks a doctrinal question that is not important for this workshop, then remind everyone that you are not here to teach them theology.

### **Demonstrations**

- Distribute materials as they are needed for participants to practice.
- Demonstrate mentoring practices, showing how to use the menu and the sample training materials.
- Let workshop participants practice new skills using the materials.
- Explain how to obtain the training materials for use in their work.

### **Group work tasks**

- Explain the work group assignment and answer questions about it. If there are more than one Bible text to study, then assign different texts to various work groups.
- Circulate amongst the groups while they meet; answer any questions.
- Work groups will draw maps and make plans to apply the workshop teachings in their training work and in their starting of new flocks.
- Work groups should normally meet for quarter of an hour at the end of each session or for half an hour at the end of each half a day.
- Work group members should make plans to conduct a similar workshop with their co-workers who were not present in this workshop.

### **Evening sessions**

- If the workshop cannot meet for three days, then maybe hold some evening sessions.
- If the participants need more help with other skills, then you can meet in the evening.
- If the participants need practice with small group worship, then let them meet as cell groups in the evening or during meal times.

## Opening activity

### Form work groups

- ☐ Have the participants divide themselves into small groups.
  - Those who normally work together should join the same flock.
  - Groups should have between three and six members.

### Group Bible discovery

- ☐ Have each group read together one of these texts:
  1. **Matthew 16:16-20**
  2. **Matthew 18:18-20**
  3. **Matthew 28:18-20.**
- ☐ Have groups answer this question: **“What makes a church?”**
- ☐ After six minutes, let each group tell one thing that it found. Affirm that:
  - Jesus is the One who builds His church.
  - Jesus gives authority to bind and to loose.
  - Jesus promises to answer prayer.
  - Jesus is in the midst of those who gather in His name.
  - Jesus commanded us to make disciples who obey his commands.
- ☐ *Explain:* Flocks come in all sizes. Cell groups can be little flocks within big congregations. Cells and congregations can all obey the commands of Jesus, doing all that the NT expects of them.

### Form groups into little flocks

- ☐ Have each group's members pray together to bind themselves together as a flock and to invite Jesus to be in their midst.
- ☐ Have each group's members choose one of them to serve as its shepherd. After one minute, pray for those elders to have grace and gifts from Jesus to serve their flocks.
- ☐ Show these shepherds a simple way to serve communion and let them serve their flocks.
- ☐ Discuss how were the things you just did commanded by Jesus, easy to do and imitable?

### An easy way to serve the Lord's Table

- ☐ If you do not serve communion during the opening session, then do it later to illustrate obedience to Jesus, or how to train novice leaders, or
- ☐ Invite the flock shepherds come near to you so you can instruct them. Have the flocks prepare themselves for communion. Invite them to listen to your instructions to their shepherds.
- ☐ *Explain:* Amongst poorer believers, there may not be enough cups for each one, so you are going to use only one cup in each group. However, you will not drink from the cup but dip the bread in the cup. (Some cultures cannot drink from the same cup, and nowadays, many fear catching a disease from drinking cups.)
- ☐ *Explain:* The shepherds are to instruction and show their flocks to take communion in the same manner that you are going to show them now.

## Action 1: Empower new workers

### Task 1. Pray out more workers.

Jesus said to his disciples, "The harvest is plentiful, but the labourers are few; therefore pray earnestly to the Lord of the harvest to send out labourers into his harvest." *Mt 10:37-38; Lk 10:2*

### Session learning objectives

- Describe and practice Jesus' authority to start new flocks.
- Describe and demonstrate training chains.
- Plan to start new flocks, to train novice workers, and to name training coordinators.

### Skit: "Five-fold Gifts"

- ☐ Introduce five individuals who are sitting in a small group meeting. Participants will listen to each one speak in his own words, then tell what kind of gift each has.
- ☐ *Principle:* God gives needed spiritual gifts to help start
  - "I would like this group to lay hands on me as I go start a new flock in another region." (apostle)
  - "I want to assure you folks of God's love for you, even though you have problems." (prophet)
  - "I hope that every one of you will trust Jesus who died and rose to save you." (evangelist)
  - "I would like us to get better organized to ensure that we can serve the whole body." (shepherd)
  - "Please open your Bibles to Ephesians 4:11-13 and find five kinds of gifted workers." (teacher)
- ☐ *Explain:* God gives these kinds of workers to most flocks. Look for them and let them serve flocks.

### Discuss what kinds of workers to train and send.

- ☐ Have someone read **Ephesians 4:11-12**. Discuss how to identify apostles ("sent ones").
- ☐ Explain four kinds of apostles: Jesus himself, the Twelve, church planters and false apostles. Most "apostles" in the New Testament were sent by congregations to start new ones.
- ☐ *Explain:*
  - In pioneer fields, workers from outside must start the first congregations, then let those congregations start the rest of them in their region. This was Paul's method.
  - This works better when you commission, as apostles and shepherds, mature men who already support themselves and their families.

### Skit "Elders meeting"

- ☐ Introduce three individuals who are sitting in an elders' meeting.
  - One calls the meeting to order saying, "We have many matters to discuss."
  - Another, while scratching his itchy feet, interrupts, "Can we talk about something else before we start? The new immigrants in our town have no believers and churches. I think that we should start a church amongst them."
  - A third says, "My cousin just graduated from Bible school and needs a job. We could hire him to do that work."
  - The first replies, "We have enough to do already. Let the mission start new churches."
- ☐ Ask the participants what they think, "Who should start the new church?"

### Group Bible discovery

- ☐ Have each group read together one of these texts:
  1. **Mark 3:14-15**
  2. **Mark 6:6-13**
  3. **Mark 6:30**
- ☐ Have groups answer this question: **What did Jesus do to train new workers?**
- ☐ After six minutes, let each group report one thing that it found, until the right answers have been reported. Affirm that:
  - Jesus had His trainees accompany Him.
  - He gave them power over demons.
  - He equipped them to proclaim God's Word.
  - He listened to their reports.
  - He did not simply teach them theory for some future work.



- ☐ Also *explain* that:
  - Jesus modelled pastoral skills in a way that His disciples could easily imitate,
  - Jesus trained only a few, so that He had time to deal personally with all of them in a loving way,
  - Jesus made plans with them, to keep them focused on what they would do with the people,
  - Jesus aimed at social networks instead of individuals when he evangelised
  - Jesus gave specific commands for His disciples to obey.
  - Jesus helped them to exercise basic ministry skill.

### **Skit: "Training Chains"**

- ☐ *Principle:* Set up "training chains" of shepherds who train novice shepherds of new flocks.
  - Form four groups of volunteers and have the group stand with space between them.
  - Name the groups Antioch, Ephesus, Colosse and Laodicia.
  - Have the Antioch group appoint and send "Paul" to Ephesus where he appoints "Timothy" by handing him a Bible.
  - Have "Epaphras" come from Colosse to Ephesus where Timothy appoints him and sends him back to Colosse.
  - Have Epaphras go to Laodicia and appoint Nympha.
- ☐ Point out that Paul trained Timothy who trained Epaphras who trained Nympha.

### **Group Bible discovery**

- ☐ Read together in groups
  1. **2 Timothy 2:2**
  2. **Colossians 1: 7-8**
  3. **Colossians 4:12-17.**
- ☐ Have groups answer this question: **What did the apostles do to train new workers?**
- ☐ After three minutes, let each group report one thing that it found, until the right answers have been reported. Affirm that:
  - Apostles and shepherds trained new workers on the job.
  - Apostles and shepherds maintained chains of trainers who trained others in turn.

### **Group Bible discovery**

- ☐ Have group members read together:
  1. **1 Timothy 1:3-4**
  2. **1 Timothy 5:21-22;**
  3. **Titus 1:4-5**
- ☐ Have groups answer this question: **What is the role of training coordinators?**
- ☐ After four minutes, let each group report one thing that it found, until the right answers have been reported. Affirm that:
  - Coordinators ensure that new leaders get appointed in new flocks.
  - Coordinators provide for the training and instruction of novice leaders.
  - Coordinators seek to get churches planted in every town.
- ☐ Also explain that:
  - Coordinators set up TEEE (theological education and evangelism by extension) programmes.
  - Coordinators train trainers provide materials and oversee record-keeping.
  - Coordinators inform congregations about neglected communities so that they can pray.
  - Coordinators discern when the work is completed in a region (Romans 15:18-21).

### **Work group tasks**

- ☐ Draw a map of your work area, showing the existing flocks and cells that could send workers to start new cell groups and congregations.
- ☐ Name coordinators for each region in which you work and plan to work, who will start or strengthen an extension Bible school (TEEE).
- ☐ Pray together, asking God to thrust more workers into the harvest.
- ☐ Ask the Holy Spirit to empower your current workers to train many novice shepherds for new flocks.

**Action 1: Empower new workers****Task 2. Share authority with new leaders.**

Jesus called to him his twelve disciples and gave them power and authority over the unclean spirits, to cast them out, and to cure diseases and to heal disease every affliction. After this the Lord appointed seventy-two others ... and said to them, "Behold, I have given you authority to tread on serpents and scorpions, and over all the power of the enemy, and nothing shall hurt you." *Mt 10:1; Mk 6:7; Lk 9:1; Lk 10:1, 19*

**Session learning objectives**

- Identify kinds of persons to enrol in a shepherds' training programme.
- Learn seven basic commands of Jesus.
- Affirm the necessity of delegating authority to obey all of Jesus' commands.

**Skit: "Sheep and Wolves"**

- ☐ Have a volunteer play the part of a shepherd; have three to act as wolves (or another animal that kills sheep and goats). Then ask some other trainees to act as sheep. Have the sheep stand in a clear area with their shepherd in their midst. Have the wolves stand apart.
- ☐ *Explain:* After you count to three, if a wolf touches a sheep, then the sheep 'dies' and must sit down. If the shepherd touches a wolf, then the wolf dies and must sit down.
- ☐ Count to three and let the game go until most of the sheep are 'dead', then stop the action.
- ☐ *Next:* Have the shepherd reorganize like Jethro told Moses, naming elders who form small groups and delegate to the elders his power to kill wolves. Have the sheep gather closely around their new shepherds.
- ☐ Start the game again, and stop it when most of the wolves are dead or are afraid to come near.
- ☐ **Ask:** "Which is more valuable, sheep or humans?" (Let anyone answer.)
- ☐ Ask, "What number of sheep is an unacceptable loss?" (Answer: Not even one).
- ☐ **Ask:** "What do wise pastors do when their flock grows big?" (Let anyone answer.) Affirm that:
  - Pastors care for their flocks better by appointing assistant shepherds to oversee small groups, whom he trains to perform pastoral duties under his supervision.
  - Pastors who refuse to do this commit a serious sin before God.
- ☐ **Ask:** "Under what circumstances would a congregation normally reproduce cells, which are tiny churches within a big congregation?" Affirm that:
  - Cell churches are more common in big cities. A congregation should reproduce small groups, before it grows too big to practice normal, New Testament, congregational body life.
  - Church body life is described in 1 Corinthians 12 and 14, as well as in Ephesians 4:11-16. Believers are to serve one another in love with their various, God-given, spiritual gift-based ministries.
  - Several cells can celebrate together regularly. If that is too difficult, then do so only on special occasions.
  - In cell churches, the most important congregational life takes place in small-group cell meetings, usually in homes. Some call cells 'home churches.'

**Group Bible discovery**

- ☐ Have group members read together one of these passages:
  1. **1 Timothy 3:1-7**
  2. **Titus 1:5-9.**
- ☐ Have groups answer this question: **What kind of persons should be trained as shepherds?**
- ☐ After four minutes, let each group report one thing that it found, until the right answers have been reported. Affirm that:
  - Enrol individuals who meet biblical requirements of shepherds as listed in Titus 1:5-9 and 1 Timothy 3:1-7.
- ☐ Also explain that:
  - Trainers should not enrol as many as possible simply to have bigger training classes. Teachers of big groups usually fail to prepare leaders who shepherd others, and their teaching sessions become a mere exercise for passive students.

- Trainers should enrol only leaders, and potential leaders, who will begin at once to shepherd others. Enrolling students who are not leaders loses the discipline of shepherd-level training.
- Novice trainees should begin at once to shepherd their own families and any friends who join their new congregation or cell.
- It is awkward for a shepherd to teach believers what they have also already learned along with him in a training program that enrolls everybody in his congregation.
- When commissioning apostles and shepherds, do not impose man made requirements that are not biblical. Such traditions remain one of the biggest hindrances to flock and leader reproduction.

### **Skit: "Jesus the Rock"**

- ☐ Announce that the workshop is going to demonstrate how to lay foundations.
- ☐ Have any participant stand and read aloud **Matthew 7:24-25**, pausing to let the other actors play their parts.
  - Have 'Weather' blow on House #1 and pour half of the water on house #1's head.
  - Have 'Reader' read Matthew 7:26-27.
  - Have 'Weather' blow on House #2 and pour the other half of the water on House #2.
  - Have House #2 fall down (if he does not do so, then whisper to him to do so).
- ☐ Explain that:
  - Both builders listened to Jesus' words, but only one obeyed. ("Both kinds attend this workshop!")
  - Jesus was explaining the foundation of our lives and ministries. This foundation is not simply a doctrine; for it requires us to have a loving relationship with Jesus and to obey His commands. Jesus said, 'If you love me, obey my commands.' (John 14:15).
- ☐ Have 'Reader' read **Matthew 28:18-20**.
  - **Ask:** "What was the risen Christ's final command?" [Answer: To make disciples of all nations.]
  - **Ask:** "How should Christians make disciples, according to Jesus' teaching?" [Answer: We are to baptise them and teach them to obey Jesus' commands.]

### **Group Bible discovery**

- ☐ Have group members read together **Acts 2:37-47**.
- ☐ Have groups answer this question: **In what ways did the early church obey Jesus' commands?**
- ☐ After six minutes, let each group report one thing that it found, until the right answers have been reported. Affirm that the apostles taught folks to:
  - [38-41] Repent, believe and receive the Holy Spirit (Mark 1:15; John 20:22).
  - [38, 41] Baptise new believers (Matthew 28:19).
  - [44-47] Love God, love one another (Matthew 22:37-40; John 13:34-35).
  - [42, 46] Break bread (Matthew 26:26-28).
  - [42, 47] Prayer (John 16:24).
  - [45] Giving (Luke 6:38; Matthew 6:1-4).
  - [42, 47] Make disciples (Matthew 28:18-20).
- ☐ **Ask:** What did the 3,000 new believers start doing right away?  
[Good answer: The apostles taught them to obey Jesus' commands.]
- ☐ **Explain:**
  - It was these commands that the 3,000 new believers in the first church began obeying at once.
  - These are Jesus' main commands, upon which all other New Testament commands and ministries are based.
- ☐ **Explain:** In **Islamic** regions, the list can be shorted to six by combining the first two. In **Buddhist** regions, the list can be increased to eight by separating love for God and love for others.

### **Three levels of authority in churches.**

- ☐ **Explain level #1: New Testament commands of Jesus and His apostles.**
  - Example: Baptise new disciples.
  - Obey Jesus' commands without voting or arguing about them, because Jesus is our Supreme Commander.
  - Do not include Old Testament commands, since Christians are not under the OT law. If they were, then they would stone to death anyone who gathered firewood on Saturday.

- Be careful to discern between the underlying intent of a command and the cultural form it takes. For examples, head covering and foot-washing.
- ☐ *Explain* level #2: **New Testament practices of Jesus' apostles, which they did not command.**
  - Example: Baptising converts immediately.
  - We have freedom to follow such practices and not to do so, since they are not commands.
  - Do not prohibit following them, since the apostles practiced and approved them.
  - Do not command them for believers in other churches, since only God has authority to lay down laws for people.
- ☐ *Explain* level #3: **Christian customs, traditions and practices that have no basis in the NT.**
  - Example: Making baptism a graduation ceremony after weeks of doctrinal study.
  - Most traditions are good and many are neutral, such as workshops like this one.
  - Never demand obedience to traditions.
  - Do prohibit traditions that hinder obedience to New Testament commands.
- ☐ Cite the following examples and let anyone say to which of the three levels of authority each belongs. A right answer appears between square brackets [ ]. Do not let trainees argue about them. If there are different opinions, say simply that they can study it later.

Name elders to lead new congregations [1]	Serve the Lord's Supper weekly [2] (Acts 20:7)
Elect elders for a specified term of years [3]	Only ordained clergy officiate sacraments [3]
Sunday School with separate classes for children of different ages [3]	Train new pastors [1]
Workshops like this one [3]	Train pastors by mentoring them on the job [2]
Wear a robe in the pulpit [3]	Theological Seminaries [3]
Wear a neck-tie in the pulpit [3]	Baptise [1]
Not wear a neck-tie in the pulpit [3]	Baptise immediately [2]
The pulpit [3]	Church buildings [3]
Prayer 'walks' [3]	Worship [1]
Fasting [2]	Sing praise God [2]
The Lord's Supper [1]	Serve the needy [1]
Examine ourselves before taking Communion [1]	Episcopal church government (bishops) [2]
All drink from the same communion cup [2]	Presbyterian government (elders) [2]
Serve the Lord's Supper once a month [3]	Congregational church government (the body decides major issues) [2]

### Optional discussion:

- ☐ *Explain:* Some churches and mission make it hard to obey Jesus.
  - In place of repentance, some call for decisions or some simple act like coming forwards.
  - Some allow only the clergy to baptise or put non-biblical requirements on baptism.
  - Where Christians come only in big meetings, they cannot easily show love to God and others.
  - Some allow only the clergy to serve the Lord's Table or serve it rarely.
  - Some only collect offerings for the church budget.
  - Some require seekers and new believers to listen to sermons.

### Group work tasks

- ☐ Identify which of the commands of Jesus need attention in your churches & cells?
- ☐ Make plans to authorize workers and flocks to perform the commands of Jesus.
- ☐ Read together the picture-strip part of T&M booklet #24.
- ☐ Write on your maps the name of workers whom you would like to enrol as trainees.
- ☐ Pray for one another that the Lord Jesus will call many folks to faith and all you all to make disciples of them.

**Action 2: Enable new workers.****Task 3. Commission workers and send them in teams.**

Jesus sent them out two by two, to proclaim the kingdom of God and to heal. "Go your way, He said, "Behold, I am sending you out as lambs in the midst of wolves". *Mt 10:5; Mk 6:7; Lk 9:2; Lk 10:2*

**Session learning objectives**

- Discern ways to start new churches.
- Understand healthy and unhealthy teams.

**Skit: "Peter & Cornelius"**

- ☐ Invite the trainees to watch the role-play carefully to discover actions that God, Peter and Cornelius did, to start a congregation with new believers.
- ☐ As you explain the story, the actors will act out what you say.
  - While Peter and Cornelius were both praying to God, He began to work.
  - An angel came to Cornelius and said, "God approves of you prayers and good works. "Send for Peter."
  - Peter saw a vision of unclean animals and a Voice told him, "Kill and eat this food prohibited by OT laws".
  - Peter did not work alone; he took companions with him from Joppa to Caesarea.
  - Cornelius' relatives and close friends were gathered in his house. Peter did not extract Cornelius from his social network to disciple him.
  - Cornelius gathers some family and friends to come hear Peter's message.
  - Peter told the story about Jesus' death and resurrection.
  - Peter baptised without delay those who received the Holy Spirit.
  - Peter and his friends stayed there several days, strengthening the new congregation
- ☐ Invite the participants to mention things that contributed to the birth of the first Gentile congregation in Caesarea.

**Group Bible discovery**

- ☐ Have group members read together
  3. **Acts 10:21-27 with 11:12**
  4. **Acts 13:1-3 with 14:21-25**
  5. **Acts 18:1-3 with Romans 16:3-5.**
- ☐ Have groups answer this question: **What are some biblical models of starting new flocks?**
- ☐ After four minutes, let each group report what it found, until the right answers have been reported. Affirm these models:
  - The Acts 10: A "man of peace" who called together his relatives and friends.
  - The Antioch model of a flock sending apostles who started new flocks in a region and stayed long enough to appoint elders in every new flock.
  - Aquila's and Priscilla's self-support model, moving to other cities and starting churches in homes.
- ☐ Mention also that
  - The urban reproduction model whereby big a group permanently leaves its mother congregation to form a daughter congregation nearby, in their same culture, usually with salaried, highly-skilled leaders.
- ☐ Invite the trainees to suggest which of these methods would best fit their church-planting projects.

**Discuss advantages of going in small teams**

- ☐ Invite participants to tell reasons for going in teams. Affirm that:
  - Travelling in groups of two or more was Jesus' and the apostles' consistent practice.
  - There is more power from God when two or more agree together in prayer.
  - Team workers can usually bring more spiritual gifts into play than can one.
  - Some workers may have speaking gifts and others may have serving gifts.
  - Team workers can experience the Presence of Jesus in their midst
  - Team workers serve as reliable witnesses to the outcomes of their work.
  - Team workers can encourage each other and keep each other accountable.

- When one worker trains others, they will often go out together for a time.
- When one worker is detained at a place, the others can go on or return where needed.
- Team workers appear more serious and important to sceptical communities.

### **Skit: "Three-Stranded Rope"**

- ☐ Explain that team members should have both speaking gifts and service gifts.
- ☐ *Introduce* 'Mr. Evangelist,' 'Mr. Trainer' and 'Mr. Compassion'.
- ☐ Have these three go to trainees in different corners of the room and pretend to do their respective ministries, all at the same time, walking from one person to another and talking them to them:
  - Mr. **Evangelist** tells them why they need Jesus.
  - Mr. **Trainer** tells them why they need to study God's Word.
  - Mr. **Compassion** tells them why they need to serve needy people.
  - After talking briefly to two people, the three men complain that they are tired and fall or sit down.
- ☐ Tell the three men, "Stand up! Stop working alone. Form the three-strand rope."
- ☐ Have them link their arms together and walk rapidly around the room.
- ☐ Explain while the three men walk, Ecclesiastes 4:12 says, "A cord of three strands is not easily broken." While the three men worked separately, congregation reproduction was limited. To sustain healthy congregation multiplication requires a cord of three strands:
  - Evangelism and pastoral work,
  - Training of leaders,
  - Serving needy people.
  - Workers have these different ministries, who serve and pray together, form a stronger three-stranded, rope that more easily keeps congregations reproducing.

### **Skit: "Building and Scaffold"**

- ☐ *Explain:* Effective church-planters live among local people, not on a missionary base. Missionary teams and bases are like temporary scaffolding, the platforms that workmen stand on to outside of tall buildings. Church-planters are not the Congregation that Christ is building, but a temporary scaffold.
- ☐ Form two queues with four persons in each one.
- ☐ *Explain:*
  - One queue represents the 'building' that Christ is putting up; these represent members of a new flock.
  - The other queue represents a temporary 'scaffold'; these folks are workers from outside.
- ☐ Have an outside worker on the 'scaffolding' mention some way to improve their scaffolding, such as paint it, add more boards, add a coffee making machine and snack bar, hire a secretary, or anything else that comes to mind. When the worker does so, have him go to the other queue and bring back a person who will do the work that he mentioned.
- ☐ Have each 'outside worker' on the scaffolding to do the same. One at a time, have them pull people from the building (the other queue) to the scaffolding and tell these new workers to do what the first worker had mentioned. Do this until no one is left in the 'building.'
- ☐ Explain that some apostles and missionaries weaken new congregations by taking away members to do mission work for the mission.

### **Discuss teams that start new flocks**

- ☐ *Explain:* Big teams take much time and energy to maintain good team life. Little, temporary, task groups can put more time and energy into evangelising and starting new flocks. If a team is big, let it work as tiny task groups that can be formed and dissolved easily.
  - Many movements of self-reproducing flocks are served by one married couple.
  - It is usually a task force of outsiders who start movements within a neglected people group.

### **Group work tasks**

- ☐ Plan to commission publicly those who shepherd flocks and whom you will send to start new flocks.
- ☐ In your plans, note the names of persons with different gifts whom you can put together in teams.
- ☐ Pray for one another and for those who will form task groups that will start new flocks.

**Action 2: Enable workers.****Task 4. Give instructions to new workers.**

Jesus instructed his disciples, "Go nowhere among the Gentiles and enter no town of the Samaritans, but go rather to the lost sheep of the house of Israel." *Mt 10:5-6; Mk 6:8*

**Session learning objectives**

- Discern where to start new churches.
- Use training materials correctly.

**Group Bible discovery**

- ☐ Have group members read together **Acts 1:8**.
- ☐ Have groups answer this question: **What are four kinds of places in which God wants his servants to start new flocks?**
- ☐ After four minutes, let each group report what it found, until the right answers have been reported. Affirm this:
  - Jerusalem (a town),
  - in Judea (a region),
  - in Samaria (another culture), and
  - to the ends of the Earth.
- ☐ Explain that every flock can plan to start new flocks in four kinds of places:
  - Today Jerusalem corresponds to our own community, culture, family and friends.
  - Judea corresponds to nearby communities of the same culture.
  - Samaria corresponds to nearby communities of another culture, usually a similar culture.
  - The 'ends of the earth' include neglected people groups far away that may have very different cultures.

**Discuss criteria for choosing a new field in which to work**

- ☐ **Ask:** "What are some criteria to help decide where a team should go start flocks?"
- ☐ *Explain* that workers should choose a people group that is:
  - *Neglected*. Its congregations are too few, not yet reproducing, or do not fit its culture.
  - *Receptive*. Local people respond to the Good News and put their faith in Christ.
  - *Easy to reach*. God will open doors for you to work there, often through believers' friends and relatives.

**Discuss what to do during a mentoring session**

- ☐ Have one of the flock shepherds play the part of someone whom you mentor. You and he will sit together for mentoring while the others watch.
- ☐ Explain that a mentor normally meets with more than one trainee, but to save time in the workshop you will mentor one person.
- ☐ Explain that during a mentoring session seven things should happen. Everyone in the workshop will be able to mentor others effectively, if they follow these seven guidelines:

**1) Pray to begin.**

- Participants normally pray to start and end the session, and whenever a problem arises.
- *In the workshop*: Stop for a moment and pray with the elder, asking the Lord to use this demonstration to help him and the entire group to learn how to mentor.

**2) Listen to reports.**

- Mentors listen to each trainee's report on what his flock is doing or is lacking.
- *In the workshop*: Have a work group shepherd tell what his work group is planning, and any problems they have, or questions. If he cannot think of something in the moment, then ask anyone to suggest something or review seven basic commands of Jesus.

**3) Plan Ministry.**

- Trainers and trainees plan together what the trainees will do with their congregations during the next week or two. They may practice together a ministry skill, to prepare the student.

- *In the workshop:* Plan with work group shepherds what they will help his work group to do. You might ask if his church needs help to develop any of the ministries that he has learned about.
- Important: Make sure that plans include specific tasks, names of trainees and places.

#### **4) Assign reading.**

- The trainer assigns Bible reading and other studies that correspond to each trainee's plans.
- *In the workshop:* Show the trainees the studies that you have prepared. If anyone has mentioned a need that corresponds to one of the studies, say so and pretend to sell the study to the shepherd for a small price. If the studies do not apply to the needs mentioned, simply pretend that one does.

#### **5) Review studies already done.**

- The mentor listens to each apprentice leader tell what they learned from previously assigned studies. If an apprentice has not studied something well, the mentor asks him to study it again.
- *In the workshop:* Ask the work group shepherd what has been the most helpful thing that he has learned so far in the workshop.

#### **6) Practice new skills.**

- If your apprentice plans to introduce a new activity, then show him how to do it and let him do it while you watch.
- You may have to go somewhere to perform the new activity together, perhaps at someone's home.
- *In the workshop:* Show a simple way to worship, serve communion, draw maps, or other assigned work group tasks.

#### **7) Pray for each other**

- Also pray for each other's plans and for your flocks.
- Pray for the elder's plans, and that he will serve his work group well.
- If you have mentioned anyone by name, then pray for that person.

### **Introduce the training materials**

- ☐ Explain about the individual studies.
  - Keep them separate and not bound in books.
  - Assign studies that will help workers to follow their plans.
  - Only use the studies with those whom you mentor; not with groups, not with congregations and not with students in classrooms.
- ☐ Explain where to obtain the studies.
  - Distribute a sample study.
  - "Train & Multiply"® is distributed under license by Project WorldReach. Visit <<http://www.TrainAndMultiply.com>> and write to <[PRW@telus.net](mailto:PRW@telus.net)>.
  - "Paul-Timothy" studies and "Shepherd's Storybook" are from <<http://www.Paul-Timothy.net>>.
- ☐ Explain how to use the studies.
  - Choose a study from a menu that fits your apprentice's flocks urgent needs.
  - Assign one study per session.
  - Have your apprentice tell you, next time, what he learned from the study.
  - Verify that the apprentice filled in the blanks inside the study.
  - Sell the study to your apprentice; do not give away the studies.

### **Group work tasks**

- ☐ Show on your map neglected places, people groups and families where you will send workers to evangelise and start churches.
- ☐ Identify current and potential trainers whom you will train to mentor novice leaders. Draw a face ☺ on your map and write names in your plans and. If you must speak to them first, then write a query mark ("??") beside their name.
- ☐ Make a plan to hold a workshop like this one for your co-workers and workers in other ministries.



**Action 3: Help workers plan their work.****Task 5. Teach your workers appropriate methods.**

Jesus charged them to take nothing for their journey except a staff. no bread, no bag, no money in their belts. but to wear sandals and not to put on two tunics. He said to them, "Take nothing for your journey, no staff, no bag, no bread, no money; and do not have two tunics. Carry no moneybag, no knapsack, no sandals, and greet no one on the road. Acquire no gold nor silver nor copper for your belts, no bag for your journey, nor two tunics nor sandals nor a staff, for the labourer deserves his food."

*Mt 10:9-10; Mk 6:8-9; Lk 9:3; Lk 10:4*

**Session learning objectives**

- Remove economic hindrances to evangelism and church planting.
- Discover dynamics of spiritual small groups and of believers' spiritual gifts.
- Act out Bible stories.

**Skit: "Mass Evangelism"**

- ☐ Introduce two friends who are on their way home from a big public meeting:
  - Friend #1 says, "The evangelist was so eloquent and persuasive!"  
Friend #2 replies, "We cannot preach to our people like that."
  - Friend #1 says, "The music was so beautiful and the volume so loud!"  
Friend #2 replies, "We have no such electrical equipment at our place."
  - Friend #1 says, "The film about Jesus was so realistic and convincing!"  
Friend #2 replies, "We have no film projector for our evangelism."
  - Friend #1 says, "How can we get an evangelist and film for our people?"  
Friend #2 replies, "We cannot evangelise our people without talent and equipment!"
- ☐ **Ask** the participants, "How do paid workers and expensive equipment slow down your work?"
- ☐ **Ask** the participants to require only methods and equipment that local folks can afford, can use easily, and can pass on to others.

**Skit: "All Prophecy"**

- ☐ Have three persons play the roles of members of a small group in front of the participants.
- ☐ Explain that they have had a time of worship and are now sharing about recent experiences.
  - 1st Small Group Member: (If a woman) "Since this group began praying for my husband he has not beaten me." Let the others praise the Lord.  
(If a man) "Since this group began praying for me not to get angry, I have not beaten my wife." Let the others praise the Lord.
  - 2nd Small Group Member: "I started to steal something at work last week, but I prayed to Jesus. He helped me not to do so." Let the others praise the Lord.
  - 3rd Small Group Member: Grab your chest and cry, "Last week I stole and I beat my wife!" (Fall down and exclaim) "I need Jesus!"
- ☐ Explain that, according to **1 Corinthians 14:3**, to prophesy is to strengthen and encourage others with plain words, as in a testimony.
- ☐ **Ask**: "What happens when believers exhort, comfort and instruct one another?" Have someone read aloud **1 Corinthians 14:24-25** to find the answer. (Answer: The Holy Spirit will convict unbelievers who hear them and some will be converted.)
- ☐ Explain that this is a powerful promise that can bring many seekers to faith without special evangelism.

**Skit: "Prepare to Serve"**

- ☐ Introduce Eager Learner and his pastor, Reverend Educated.
  - Eager Learner says, "How can I prepare to evangelise and start churches in a neglected field?"
  - Rev. Educated replies, "First, you must obtain a high school diploma, then complete three years of Bible school".
  - Eager Learner says, "That will take four years and a lot of money. Then what?"
  - Rev. Educated replies, "You will have to find an empty pulpit and serve as a pastor. After that you must be recommended by the denomination to a mission".

- Eager Learner says, “I won several friends to Jesus and started a cell group. Is that not enough experience?”
  - Rev. Educated replies, “Finally, you will have to find people who will pay your missionary salary. Then, you can start evangelising and starting new flocks”.
- ☐ **Ask:** “Which of Rev. Educated’s requirement are biblical?”
- ☐ **Ask:** “What are some other ways that Eager Learner can get into evangelistic work and start new flocks?”

### Help believers to discern their God-given spiritual gifts

- ☐ *Explain:*
- It is not necessary for you to know for sure which gifts God has given to you. Each believer should simply start serving where there is a need. God will lead each one into ministries where they will become fruitful.
  - Believers may receive more than one gift, and can use a gift in more than one ministry.
  - Good leaders help other workers to find what they can do well, and let them do it.
- ☐ Read below these names of Bible persons who modelled spiritual gifts. Let the workshop trainees say with which ones they strongly identify. For example, believers with the gift of leadership might identify with Joshua.

#### Gifts from Romans 12:6-8

**Giving:** *Barnabas*

**Exhortation:** *Peter, John*

**Mercy:** *The Good Samaritan*

**Prophecy:** *Isaiah, Jeremiah*

**Teaching:** *Ezra*

**Leadership:** *David, Nehemiah*

#### Gifts from 1 Corinthians 12

**Wisdom, knowledge:** *Solomon*

**Helps.** *Aquila and Priscilla*

**Apostle:** *Paul*

**Discernment:** *Nathan*

**Healing:** *Elisha*

**Administration:** *Nehemiah*

**Miracles:** *Elijah*

**Tongues:** *Cornelius*

**Faith:** *Abraham*

#### Gifts from Eph. 4

**Evangelist:** *Philip*

**Pastor:** *James*

### Group Bible discovery

- ☐ If convenient, provide the following list for them to look up in their Bibles.
- |                     |                    |                      |             |
|---------------------|--------------------|----------------------|-------------|
| Mark 9:50           | Galatians 5:13     | Colossians 3:16      | James 5:16  |
| John 13:34          | Galatians 6:2      | 1 Thessalonians 4:18 | 1 Peter 4:9 |
| Romans 14:19        | Ephesians 4:2 & 32 | Hebrews 3:13         | 1 Peter 5:5 |
| 1 Corinthians 12:25 | Ephesians 5:21     | Hebrews 10:24        | 1 John 1:7  |
- ☐ Have them answer this question: **What are all of the ‘one another’ commands found in the NT?**
- ☐ After six minutes, let each group report one command. Repeat this until most of the “one another” commands have been mentioned.
- ☐ **Ask:** “How can these commands be obeyed in a big church service?” Let anyone answer.
- ☐ **Ask:** “How can these commands be obeyed in a small group meeting?” Let anyone answer.

### Discuss the cost of mentoring novice workers

- How will you pay trainers? (They are self-supported, or they are paid by their church.)
- How can trainees pay their training fees? (Training is free or very low cost.)
- How can trainees pay for their books? (Materials are sold at cost or subsidised.)
- How can the church or mission afford training materials? (materials can be photocopied cheaply.)
- How can trainees afford so many study booklets? (They pay for only one at a time.)

### Group work tasks

- ☐ Show on your map (or in some other way identify) the neglected areas of a population that can be evangelised with low-cost methods and self-supported workers.
- ☐ Name self-supported, adult men who can take the gospel to nearby, neglected places and families.
- ☐ Plan to launch or expand an extension training programme; name a co-ordinator and some trainers.

**Action 3: Help workers plan their work.****Task 6. Plan with your workers what they will say and do.**

Jesus said, "Proclaim as you go, 'The kingdom of heaven is at hand!' Heal the sick, raise the dead, cleanse lepers, cast out demons. You received without paying; give without pay, and say to them, 'The kingdom of God has come near to you.'" *Mt 10:7-8; Lk 10:9*

**Session learning objectives**

- Discover ways to proclaim truth that others can imitate easily.
- When to baptise and how often to celebrate the Lord's Table
- Use the menu in a shepherds training programme.

**Act out a Scripture text**

- ☐ Explain that even seekers can act out Bible texts and can learn from skits.
- ☐ Ask for six volunteers: Injured man, Robber, Priest, Levite, Samaritan, Inn-keeper.
- ☐ Have another volunteer **read Luke 10:30-36**, pausing after every verse for the actors to play their parts.
- ☐ When it is time to put the injured man on the ass, offer yourself to play the part of the ass.
- ☐ When the reader has read verse 36, invite the participants to answer Jesus' question.
- ☐ *Explain:*
  - Act out Scripture often, for everyone enjoys it.
  - Keep the props and costumes very simple, so that folks can participate easily.
  - Have both adults and children participate in skits during small-group meetings.

**Group Bible discovery**

- ☐ Have group members read together
  1. **Acts 2:41-42; 20:7**
  2. **1 Corinthians 14:26**
  3. **1 Timothy 4:13.**
- ☐ Have groups answer this question: **What are some essential elements of worship that most churches observe at least once a month?**
- ☐ After four minutes, let each group report what it found, until the right answers have been reported. Affirm these:
  - Praise (Testimonials, singing)
  - Prayers
  - Prophecy (Speaking one to another to encourage and strengthen, 1 Cor. 14:3, 24)
  - Communion (Allow time to communion with Jesus, 1 Cor. 10:16)
  - Scripture (Reading, teaching, explaining, applying, obeying)
  - Fellowship (Listening to each other's needs and joy)
  - Giving (Meet urgent material needs and support workers)
- ☐ *Explain:* Avoid excessive informality in house groups by having a definite beginning and ending time or activity.

**Group work task**

- ☐ Have groups plan together a short, small-group worship that they will hold during a meal time.
- ☐ If convenient, have the groups go to a public place and hold worship in a quiet manner.
- ☐ If possible, have the groups go to a religiously hostile place and workshop in a secret manner.

**Demonstrate local music and songs**

- ☐ Ask any participant to sing a spiritual song using local or traditional music and melody.
- ☐ If there is a talented song write, invite them to write a new song about Seven Commands of Jesus, and agree on a time to present the song in the workshop.

**Skit: 'Fouled nappies'**

- ☐ Have a man step outside a door and shut it. First, instruct him quietly to knock on it, and that when you open the door, he is to announce that he has just believed in Jesus as his Saviour.

- ☐ When he does so, shout 'Praise the Lord!'. Then push him back out the door and slam the door shut. After a moment let him come back in and ask how he felt.
- ☐ Explain that this is what churches do to new believers, if they delay their baptism for the wrong reasons. So doing discourages them.
- ☐ Ask any mother present if she left her newborn child outside the door of their house until it stopped fouling its nappies. [Americans say, 'dirtying its diapers'.]
- ☐ *Explain:*
  - New believers are like babies in God's sight, and we all have fouled our nappies, spiritually.
  - During their infancy, new believers need to be brought into the bosom of the church by baptism, without delay, and receive much love and acceptance in the church body.
  - Some legalistic churches have non-biblical requirements for baptism. Such churches replace repentance alone with works that block a free flow of God's grace. Such legalism elevates blind obedience to church leaders and to man-made, church policies, above obedience to Christ's commands.

### **Group Bible discovery**

- ☐ Have group members read together
  - 4. Acts 2:37-41**
  - 5. Romans 6:3-8.**
- ☐ Have groups answer this question: **What are the purpose and importance of baptism?**
- ☐ After four minutes, let each group report what it found, until the right answers have been reported. Affirm these:
  - Baptism demonstrates and confirms repentance.
  - It means dying with Christ to sin and rising with Him to new, eternal and holy life.
- ☐ **Ask:** "At what point should seekers be counted as new believers, and why?"
  - When they have been 'added to a church' by baptism (Acts 2:41).
  - If evangelists count people who are not serious enough to be baptised, then those evangelists cannot evaluate the effectiveness of their work, and they should not report those individuals as new Christians.

### **Skit: "Two drunkards"**

- ☐ Have two trainees play the parts of 'Drunkard 1' and 'Drunkard 2'. Have them stand in front, several paces apart. You will play the parts of two pastors, one who is legalistic and another who brings God's grace to sinners. You may read your part.
- ☐ Announce that the two drunkards have repented and trusted in Jesus. "See how happy they are!"
- ☐ Explain that you are 'Reverend Legalism.' Approach Drunkard 1 and tell him, "You cannot be baptised until you stop drinking for six months and can walk on water!"
- ☐ Explain that you are now 'Reverend Grace.' Approach Drunkard 2 and tell him, "You are really bad, but baptism is for bad people who repent. So you qualify! We will baptise you next Sunday, but, please, come to your baptism sober!"
- ☐ Explain that two months have gone by and there is an annual festival. "Watch both drunkards celebrate!" (If they fail to do so, whisper to them to act drunkenly.)
- ☐ Explain that you are now Reverend Legalism. Go to Drunkard 1 and scold him, "I am very glad that I did not baptise you!" Tell him to leave. Explain that Reverend Legalism will never see him again.
- ☐ Explain that you are now Reverend Grace. Go to Drunkard 2 and comfort him. Explain that Drunkard 2 is sorry about his drunkenness and prays for forgiveness. His sorrow turns to joy. Explain that he was baptised and received into the church body, and spiritually he is a new-born baby and needs loving care.
- ☐ **Ask:** "Which pastor obeyed a commandment of Jesus that the other did not?" Let anyone explain. [Best answer: The second pastor obeyed Jesus by baptizing the repentant man like the apostles did.]

### **Skit: "Theology class"**

- ☐ Announce that is the first day of theology class in a Bible School.
- ☐ Start a lecture on some theological idea, maybe a Hebrew names of God (Elohim).
- ☐ A participant raises his hand and says, "Sir! Please, my neighbours have been asking about Jesus. Can you help me with what I should say to them?"
- ☐ Pretend to look at a calendar and reply, "We shall learn about evangelism next year, second term".

### **Skit: "At a Restaurant"**

- ☐ Taking paper and pen in hand, welcome some participants to the Noodle Bowl Restaurant.
- ☐ Ask two or three participants, "How many times have you eaten here before?"  
Whatever number they answer, tell them that they must eat the next highest meal number on the menu. Shout out some disgusting item like 'Pickled chicken's feet' or 'Boiled escargot'.
- ☐ Tell them, "This food is good for you. You need it. I know, for I own the restaurant."
- ☐ **Ask:** "Is that how you order food at a restaurant. No? How do they do it at a restaurant?"  
Ask one or two participants what they would like to order today.
- ☐ Explain that mentoring new leaders is like going to a restaurant.

### **Demonstrate the use of a training menu**

- ☐ If using "Train & Multiply", then introduce the "Student Activity Guide".
- ☐ Supply a copy of one of the menu, copies of a couple of
  - Explain the three menus: Church begins, Church develops, Church reproduces.
  - Demonstrate finding activities in the menus.
  - Demonstrate going from the menus to Activity pages
  - Explain the sections of each Activity page: (1) Practical Task Options and (2) Study Options which includes Bible reading, Pastoral leader training booklets and Further reading.
  - Show how each booklet contains Bible readings, questions to answer, a summary test and practical work.
- ☐ If using "Paul-Timothy", then introduce the Main Menu.
- ☐ Supply a copy of the menu and sample shepherds and children's studies.
  - Explain the three kinds of studies: (a) for Shepherds, (b) for children's workers, and (c)-(z) supplemental studies.
  - Show how each study contains Bible readings, practical task options to do during the week, and recommended activities for the next groups worship time.
- ☐ If using "Shepherd's Storybook", then introduce the Table of Contents.
  - Explain that the whole book is a continuing story about a new flock and novice shepherd.
  - Explain the three sections: Help people discover Christ, Establish Congregations that obey Christ, Develop the basic ministries of the church, and Bible stories from the Old and New Testaments.
  - Explain that each chapter comprises a lesson for training novice leaders.
  - Show that each lesson consists of a continuing story, Bible stories to be read, exercises to do and practical work to perform in new flocks.

### **Hints for use of a training menu**

- As in a restaurant, do not choose all the items and do not choose them in numerical order. Choose an item that meets each trainee's flock's current need.
- When mentoring more than one trainee at a session, take time to listen to each one report on his flock's needs.
- Keep a careful record on which items each trainee has learned.
- As soon as a trainee begins training another novice leader, in turn, supply him with a copy of the menu and a supply of training booklets.

### **Group work tasks**

- ☐ Choose a Bible story and prepare to act out the story in front of the workshop.
- ☐ Choose training program if you have not done so yet. You might use one, two or three programmes in regions having different conditions.
- ☐ Practice using the training menu. Form pairs of group members. Have one tell the other an urgent need in their flock and together consult the menu till you find your need. Then let the other tell a need and consult the menu, again.
- ☐ Continue planning the workshop that you will hold for workers in your ministry region.
- ☐ Pray for trainers who will be able to plan with novice apostles and shepherds.

**Action 4: Reach whole families.****Task 7. Start flocks in houses of worthy persons.**

Jesus said, "Whatever town or village you enter, find out who is worthy in it and stay there until you depart. And whatever house you enter, greet it. And if the house is worthy, let your peace come upon it, but if it is not worthy, let your peace return to you. First say, 'Peace be to this house!' And if a son of peace is there, your peace will rest upon him. But if not, it will return to you." *Mt 10:11-13; Mk 6:10; Lk 9:4; Lk 10:5-6*

**Session learning objectives**

- The importance of forming new flocks of new believers.
- How to help novice leaders and new flocks reproduce.

**Skit: "Pray Walking"**

- ☐ Introduce two believers who go through the streets prayer walking.
  - Mr. Grumpy stops them and demands, "Why are you walking about in our neighbourhood?"
  - Prayer walker #1, replies, "We are followers of the One True God and we are asking Him to bless folks in your neighbourhood".
  - Prayer walker #2, adds, "Is there something we can ask God to do for you and your family?"
  - Mr. Grumpy grins mischievously and says, "Yes, come into my house and pray for my 17-year old son. He is mute and has never spoken anything".
- ☐ *Explain* that the prayer walkers pray for the young man for several minutes. Suddenly...
  - The son begins stammering, "Ba ba ba ba ba".
  - Mr. Grumpy exclaims, "What?! Can he not speak our language?"
  - The son replies, "Of course, I can speak our language!"
  - Mr. Grumpy runs out, "I am going to bring my relatives. We all need your God!"
- ☐ *Explain:* Those who pray for a village, town or neighbourhood often meet a person of peace.
- ☐ **Ask:** What are some other ways to meet those whom God has prepared to believe and open their home for the Good News? Affirm:
  - Some come asking about the Good News. (Cornelius)
  - Some already come to your trainees' cell groups and congregations. (1 Cor 14:24)
  - Some respond to evangelists. (Phillip)
  - Some are respected religious leaders with whom you may feel afraid to talk. (Nicodemus)
  - Others are disrespected folks who know a lot of people. (Samaritan woman)

**Group Bible discovery**

- ☐ Have group members read together from the **Book of Acts**:
  1. **2:46-47**
  2. **10:24-27+33**
  3. **16:13-15+40**
  4. **16:29-34**
  5. **17:5-7.**
- ☐ Have groups answer this question: **Where did the apostles evangelise and start new flocks?**
- ☐ After four minutes, let each group report what it found, until the right answers have been reported. Affirm these:
  - The apostles often evangelised whole households and families.
  - The apostles often started new flocks in the homes of new believers.
- ☐ *Explain:*
  - Several of the Epistles send greetings to believers meeting in believers' homes.
  - Relatives and friends of believers are more willing to come to their homes than to chapels.
  - Starting flocks in homes, offices and shops costs very little.
  - Flocks meeting in homes are safer from hostile authorities and can move easily.
  - Self-supported believers can start many new flocks in homes.
- ☐ Ask, "How soon should a newly enrolled trainee begin to train newer leaders?"

☐ *Explain:*

- As soon as you start training a novice leader, make sure that he begins at once to shepherd his family and close friends.
- If he does so and is conscientious about it, then help him to start training newer shepherds, in turn.

**Group Bible discovery**

☐ Have group members read together:

6. **Acts 2:46-47**

7. **12:24 and 13:48-49**

8. **Acts 14:21-23**

9. **16:5; 19:10 and 20**

10. **Colossians 1: 6.**

☐ Have groups answer this question: **What happened wherever the apostles made disciples?**

☐ After four minutes, let each group report what it found, until the right answers have been reported.

Affirm these:

- Many things happened in different places, but what resulted normally in all the places was that the apostles made many new disciples and started many congregations.
- Weak missionaries envision daughter congregations branching out only from congregations that the missionaries control. Such missionaries are suspicious of any granddaughter congregations that lie outside of their control and so will discourage congregations from reproducing.

☐ **Ask:** “How can church planters avoid this unwarranted fear that newer congregations will prove to be weak or stray from the Word?”

☐ *Explain:*

- History shows that in church planting movements, new congregations remain true to the Word far more readily than do old, stagnant congregations.
- Each congregation is born with the same potential and the same power of the Holy Spirit. To fear that congregations grow weaker as they reproduce reflects a low view of Christ’s church and of the Holy Spirit. If their fear were true, then there would be no genuine congregation left on earth, for every congregation today is the result of centuries of congregational reproduction.

☐ **Ask:** “How can we know that each new congregation is born with the same potential? What does the Holy Spirit do, supernaturally, to cause a new congregation to be born?”

☐ *Explain:*

- The Holy Spirit dwells in congregations as well as in individual believers. He unites believers to serve one another in love as one body (1 Cor 12 & 13).
- A body is it more than a group of individuals gathered to form a new organization; it is the living, powerful Body of Christ of which He is the Head.

☐ **Ask:** “How soon should a new congregation attempt to reproduce, to start a ‘daughter’ flock?”

☐ *Explain:*

- Avoid making rules that might limit the work of the Holy Spirit. Normally, the sooner a congregation reproduces the better.
- The longer you wait, the harder it will be to renew a congregation’s mentality and procedures to obey Christ by witnessing for Him in other communities. Besides that, why wait to obey Jesus?

☐ **Ask:** “Why is it increasingly necessary in many places to organize house churches?”

☐ *Explain:*

- In many places authorities are hostile to Christians and interfere with ‘unregistered’ congregations that meet openly.
- In most societies people come to Christ easier in small groups.
- It is easier to reach entire families by meeting in their homes.
- In most societies, children can take a more active part in worship, thereby learning that they are an important part of the church body.
- Funds not spent on buildings can be used to send church planters to reproduce congregations.
- Small flocks reproduce more easily, because they have not become institutions, and they have not acquired expensive equipment and traditions that are difficult to pass on to daughter flocks.]

## Elephant flocks and rabbit flocks

- **Ask:** “Who is responsible to keep starting new congregations after missionaries start the first ones?”  
Answer: Rabbits produce rabbits. Oranges produce oranges. People produce people. Shepherds reproduce shepherds. And Flocks produce flocks.
- **Ask:** “Who make up the best church-planting team?”  
Answer: A new, nearby, mother congregation of the same culture. However, teams made up of outsiders are needed to start the first congregations in places where there are none.
- **Ask:** “What is God’s promise to every flock by which it can reproduce?”  
Answer: In Ephesians 4:11-12 God promises each congregation ‘apostles’ (sent ones) whom He sends to neglected peoples to start congregations.
- **Ask:** “In what way do big congregations compare to elephants and little congregations to rabbits?”
- *Explain:*



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



Mature in 4 months  
Average 7 babies  
Almost always fertile  
1-month gestation  
Family can increase to more  
than ten million in 3 years

- *Explain:*
  - ‘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.
  - A congregation can be both a rabbit and an elephant, in two ways: (1) An elephant congregation can let cell groups multiply to become tiny congregations within the big one; and (2) ‘rabbit’ flocks can serve one another and celebrate together occasionally, thereby forming an elephant congregation.]
- **Ask:** “What promise did Jesus give to ‘rabbit’ congregations in **Matthew 18:20**?”  
[Answer: Jesus will be among believers who gather in His Name, even if they are only two or three.]

## Skit: “Common fears”

- When introduced, ask the volunteers stand up and warn the participants forcefully, in their own words. After each one speaks, invite the participants to answer.
  - **Dr. Dogmatic:** “If we let anyone beside Bible school graduates lead cell groups, then they would introduce false doctrine.” “You agree with me, do you not?”  
[Good answer: Church history shows that the bad doctrines that ruin church life do not come from new, uneducated leaders, but from old churches that are sterile and stagnant, and from the old seminaries that feed them.]
  - **Mr. Fearful:** “Starting cell groups in homes would cause division because lay leaders will become rebellious and lead people out of the church.” “You agree with me, do you not?” [Good answer: A worse danger is a pastor who fails to recognise others to whom God also has given the gift to be shepherds. In order to serve with their God-given gifts, they may cause a painful division. It is healthier to form small groups and mentor the novice shepherds. Novice shepherds seldom rebel against a caring coach. Most will remain intensely loyal.]
  - **Mr. Grasper:** “To start churches will cost too much money. We would have to pay more pastors, and we do not have enough money now.” “You agree with me, do you not?”  
[Good answer: The resources are in the harvest. New groups will spread the Good News and bring more people into the Kingdom of God. And those new believers will give.]
  - **Dr. Controller:** “If we let new cells and congregations multiply, things would soon grow out of control. Out of my control, that is! There would be confusion and chaos. You agree with me, do you not?”  
[Good answer: Weak pastors fear that they will lose control if others also lead. This is selfish and



prideful. Strong leaders inspire others to lead, as Moses discovered when he followed Jethro's advice. Weak leaders suppress aspiring leaders.]

- **Mr. Quality:** "If we allow lay persons to lead groups, they will have poor skills and rustic manners. High class folks will not be attracted to them. Our excellent God deserves excellence in ministry. the way I preach!"  
[Good answer: Rustic new Christians can attract their rustic friends better than high class folks can, and working class people are usually more responsive to the gospel.]
- Include Mr. or Miss Protector, only if trainees are fearful of persecution:  
**Mr. Protector:** "We must not let new cells and churches multiply, because it would lead to more persecution from hostile authorities." "You agree with me, do you not?"  
[Good answer: There is a threat of persecution even if we do not reproduce. Of course, it would also be unwise to conduct public meetings in a way that alerted hostile authorities. The best solution is to conduct evangelism and worship in quiet ways, in families and small groups.]

### **Skit: "Nine Freedoms"**

- ☐ If time permits, introduce Mr. Tradition. Each time he says something, invite the workshop participants to answer him. Provide a response, only if they cannot do so.  
(Affirm the best answers and mention a Bible character who illustrates the answer.)
- ☐ 1. Mr. Tradition: It is important to let congregations become mature and strong before they start new ones. Otherwise their new flocks will prove weak.  
*Affirm:* Young flocks must remain free to start newer churches as soon as the Lord makes it possible. (Epaphras)
- ☐ 2. Mr. Tradition: It is important that new congregations comply with our denominational distinctives and regulations. Otherwise things will get out of control--my control.  
*Affirm:* Young flocks must remain free to obey the commands of Christ and his apostles above and before all religious rules and traditions. (Christ and Jews).
- ☐ 3. Mr. Tradition: It is important that new flocks have a chapel, mature tithe payers and a proper liturgy.  
*Affirm:* Young flocks must remain free to enter the homes of unconverted seekers, evangelizing them and making disciples within their own cultures and families. (Peter & Cornelius)
- ☐ 4. Mr. Tradition: Only properly educated clergymen can administer the sacraments. Otherwise baptisms will not be valid and communion will be taken unworthily.  
*Affirm:* Young flocks must remain free to baptize new believers without delay, and to celebrate the Lord's Table wherever they meet. (Early church)
- ☐ 5. Mr. Tradition: It is important that all things be done "decently and in order". Otherwise untrained individuals will make fools of themselves and embarrass the congregation.  
*Affirm:* Young flocks must remain free to serve one another in the Body of Christ as intimate, loving churches and cells, using all the gifts that the Holy Spirit has given to them. (1 Cor 14:24-26)
- ☐ 6. Mr. Tradition: It is important that all congregational leaders meet the high qualifications set by the denominational head office. This requires ordained, full-time, salaried leaders.  
*Affirm:* Young flocks must remain free to provide pastoral leadership by those who meet the NT qualifications of elders with or without salaries. (Timothy)
- ☐ 7. Mr. Tradition: It is important that all believers gather to listen to the finest sermons by well-trained preachers.  
*Affirm:* Young flocks must remain free to apply any New Testament method of preaching and teaching God's Word according to each group's size and its leaders' maturity. (Timothy)
- ☐ 8. Mr. Tradition: It is important to establish Bible schools and seminaries where the best teachers can systematically educate future leaders.  
*Affirm:* Young flocks must remain free for pastoral trainers to respond to immediate needs of new churches and leaders. (Titus)
- ☐ 9. Mr. Tradition: It is important that every new congregation be properly approved by the denominational headquarters and abide by its directives--my directives.  
*Affirm:* Young flocks must remain free to provide regional coordinators who supervise new and immature churches and pastoral leaders. (Titus)

### **Group work tasks**

- ☐ On your maps, show where existing elephant congregations are located.
- ☐ Draw arrows from the elephant congregation to places where they will start rabbit flocks.
- ☐ Make plans to help your congregational members to form house-based, daughter flocks.
- ☐ Plan a small group worship that you will hold together during a meal time or this evening. Ensure that each one of you has something to do in the meeting.
- ☐ Pray for each other's plans, co-workers, trainees, and new flocks.

**Action 4: Reach whole families.****Task 8. Bond with the people & adopt their customs.**

Jesus said, "Remain in the same house, eating and drinking what they provide, for the labourer deserves his wages. Do not go from house to house. Whenever you enter a town and they receive you, eat what is set before you". *Lk 10:7-8*

**Session learning objectives**

- Workers adjust to the cultures of those to whom they take the Good News.
- Allow new believers from different culture groups to worship in their own way.
- To bond emotionally with the folks in another culture group.
- The importance of leaving one believing family in every community.

**Skit: "Extraction Evangelism"**

- ☐ Introduce Young Seeker, his Father, Mother, Uncle, Drinking Buddy and Girl Friend. Have the five family members and friends loosely join hands, forming a circle around Young Seeker.
- ☐ Explain that Young Seeker has 'accepted the Lord' and that you must now protect him from the bad influences of his family and friends.
  - Take him by the hand, and forcefully pull him out of his circle.
  - Introduce him to the other trainees, and tell him that they are now his new family. Warn him that his old family and friends will try to pull him back into their world of sin.
  - Look back at the family and ask what they think of the young man, of his decision, and of you.
- ☐ Explain how evangelism by extraction commits several errors:
  - It defies Jesus' command to love one's neighbour;
  - It stops the flow of the gospel within families and from friend to friend;
  - It is contrary to the way the apostles did it;
  - It causes much needless persecution and even deaths.]
- ☐ **Ask:** "How can we evangelise in a much better way, in a way the apostles did?"
- ☐ Present the sketch again with the same actors that did Part 1 (above). This time stand inside the circle with the new believer.
  - Tell him that Jesus' greatest command is to love God and our neighbour. The new believer is to forgive these people and ask them to forgive him anything he has done to offend them.
  - Have him introduce you to his father. Greet him, and ask him if he would like to have a Bible and tell some stories to his family.
  - If in the local society a father would likely kill his son if he became a Christian, then go slower. Let the son first show Christ's love until the Holy Spirit softens the father's heart.
- ☐ Explain that when Christians evangelise in this way, then whole families often receive Christ. Christians should teach new believers how to deal lovingly and righteously with their friends.
- ☐ Have someone read aloud **Acts 16:29-32** while the others listen to discover God's promise to a new believer who is head of a family.
 

[Answer: God promised to save the new believer's household.]
- ☐ Explain :
- ☐ Evangelists must not extract an individual believer from among his family and friends.
  - Extracting a new believer may cause him to have an excessively private relationship with God, and the flow of the gospel may slow down or stop.
  - Evangelism by extraction often results in unnecessary persecution and deaths.

**Group Bible discovery**

- ☐ Have group members read together:
  - 11. John 4:20-23**
  - 12. Galatians 2:11-16**
  - 13. Acts 10:26-29**
  - 14. Revelation 7:9-10.**
- ☐ Have groups answer this question: **What does God think of human cultures?**
- ☐ After four minutes, let each group report what it found, until the right answers have been reported. Affirm these:
  - Peoples in all cultures are acceptable to God, if they workshop him spiritually.

- We who carry the Good News to other culture groups are to adopt foods and customs that our own culture does not practice.
  - Folks will retain many of their social and language identities in the Kingdom of Christ.
  - Jesus and his apostles command us to eat the food of other cultures.
- ☐ *Explain:*
- Physical nearness is not unity, and forcing two culture groups to mix will suppress one group and may lead to deadly legalism. People of the suppressed culture often stop participating in mixed congregations.
  - Members of two cultures that already mix well, as often happens in big cities, may form a 'third culture' in a natural way. You may work within their third culture, but do not force them to mix while they do not want to do so.
  - Our job is to sow the gospel and to let it flow wherever God will take it. Normally, it flows from family to family and from friend to friend, along the lines of existing relationships within a culture.

### **Skit: "Ruth the Moabiteess"**

- ☐ Introduce Naomi and her daughters-in-law, Ruth and Orpha.
- ☐ Tell how Naomi's husband and sons had died in Moab. Naomi is leaving Moab to return to Israel.
- ☐ As you tell the rest of the story, Naomi and the young women act out what you say.
  - The women said, "We want to go with you." They cling to her.
  - Naomi replied: "No, I am too old to have more sons and you would not wait for them anyway. Return to your own kinsmen." She points her hand for them to go away.
  - Orpha weeps, wipes her eyes, says, "Good-bye" and walks away.
  - Ruth clings to Naomi and says, "I will go where you go, live where you live. Your people will be my people and your God will be my God."
- ☐ **Ask:** "Why was it easy for Ruth, a Moabiteess, to adopt Israelite culture?"  
[Answer: The love between Ruth and her mother-in-law Naomi made bonding easy. Missionaries must love the people in order to bond with them and their culture. A church planter's deepest social needs, except for his own family, should be met by the people of the new culture.]
- ☐ *Explain:* To bond rightly with people and their culture, workers must live among them, not with other missionaries, except for their own families. Workers must also learn the people's deepest social needs and help to meet those needs. Missionaries who fail to bond in this way seldom start congregations and cells that fit their host culture well enough to reproduce and multiply.

### **Skit: "Intercultural Flock"**

- ☐ Introduce Mr. Square, a new believer from the Square tribe, and Mr. Round, a new believer from the round tribe. They both reside in Trianglesville in Triangleland. (They can carry a signs with square on one and a circle on the other.)
- ☐ Explain that they are planning to hold worship meetings together.
  - Mr. Square: "Dear brother Round, I think we should teach the Bible in Square language and sing with Square music. Our Square language and music are so pretty!"
  - Mr. Round: Dear Brother Square: "Dear brother Square, I think we should teach the Bible in Round language and sing with Round music. Our Round language and music are so pretty!"
  - Mr. Square: "I could not bring my Square friends and neighbours to worship in a Round way, for they would not like it.
  - Mr. Round: "And my Round friends and neighbours would never accept to adopt Square customs."
- ☐ **Ask:** "How can Square believers and Round believers worship Jesus without adopting the other tribe's language and customs?"
- ☐ *Affirm:*
  - They can have two worship meetings, one using Square culture and the other Round culture. Anyone can join the one they prefer.
  - They can also worship together using Triable language and customs.
  - It is important to worship in ways that seekers and new believers can come to Christ without having first to be 'converted' to another culture.

### Skit: "Mr. Fearful"

- ☐ Introduce Mr. (or Miss) Fearful and Mr. (or Miss) Right-way, then say, "Listen to them argue!"
  - Fearful (in his own words): "We must avoid anything that has been associated with pagan or demonic activity. The witch doctor rides a Honda Motorcycle, so no Christians can own a Honda. He also wears a black wristband to ward off evil spirits; therefore Christians can wear no jewellery."
  - Right-way: "If you had your way, we could not even breathe the same air as the idolaters; we would all have to hold our breath until we died. I tell our believers to wear a bracelet, if they so choose, but preferably a red-coloured one to show that the blood of Christ has cancelled the power of the demons."
- ☐ **Ask:** "With which person do you agree, Mr. Fearful or Mr. Right-way?" "Why?"  
[Best answer: Believers may use the same external forms that pagans use, but with a Christian meaning and function, provided they make it clear what their purpose is.]
- ☐ **Explain:** **Form** is how people do something, **meaning** is what they think about it, and **function** is the benefit they derive from it. If God has not condemned a form, then we can adopt that form, provided we give to it a righteous meaning.

### Skit: "Sugar-coated medicine"

- ☐ Introduce a mother and her sick child. She holds a spoon near his mouth and he refuses to take his medicine.
- ☐ Ask the participants what to do. When they say to do so, the mother pretends to put sugar on the medicine and the child pretends to swallow it willingly.

### Discuss how to worship in your own culture

- ☐ Have someone read aloud **Revelation 7:9-10**.
- ☐ **Explain:** Nation (*ethnos*) = Ethnic identity; Tribe (*fulé*) = Social grouping; People (*laos*) = Religious background; Tongue (*glossa*) = Language preference.
- ☐ **Explain:** Believers will take their cultural identity into the Kingdom.  
Their customs which are acceptable to God should be acceptable to us, also.
- ☐ **Explain:** All foreigners ways foreign ways into their worship. Sometimes, foreign ways fit well; often they make Christian faith look and sound very foreign. Every culture must find ways to worship that please God and allow local folks to worship Him without having to adopt foreign customs.
- ☐ **Ask:** "How would you express the following worship activities in your own culture?"
 

• Praise, worship	• Celebrating the Lord's table
• Prayer, intercession	• Fellowship, sharing
• Reading the Word, sharing a testimony	• Offerings, giving
• Confession of sins, assurance of forgiveness	• Baptizing, welcoming
- ☐ Time permitting, have individuals or work groups prepare to demonstrate one of the above activities later during the workshop.
- ☐ **Explain:**
  - Allow folks to worship Jesus in ways that express their heart.
  - Not to require others to adopt foreign customs in order to worship.
  - Teach folks to worship in ways that they can easily teach to others, in turn.
  - Every culture has customs that are very good, others that are evil, and many that are neutral.

### Group work tasks

- ☐ On your maps, identify the culture, language and ethnicity of each region and family where you plan to evangelise and start new flocks.
- ☐ Make plans to start new flocks that respect the language and culture of their members.
- ☐ Name workers who have the same culture, or a similar culture, as those whom they will evangelise.
- ☐ Identify another organisation that has workers with the same or a similar culture as those whom you wish to evangelise, and talk about forming a partnership with it.
- ☐ Pray for your co-workers that they will find ways to let the gospel flow freely in neglected people groups.
- ☐ Ask the Lord of the harvest to thrust forth more workers from within neglected regions and peoples.

**Action 5: Preach and heal.****Task 9. Leave people and places that reject you.**

Jesus said, "Wherever anyone will not receive you or listen to your words, shake off the dust from your feet when you leave that house or town.... go into its streets and say, 'Even the dust of your town that clings to our feet we wipe off against you. Nevertheless know this: the kingdom of God has come near.' When they persecute you in one town, flee to the next, for truly, I say to you, you will not have gone through all the towns of Israel before the Son of Man comes. The one who hears you hears me, and the one who rejects you rejects me, and the one who rejects me rejects him who sent me." *Mt 10:14, 23; Mk 6:11; Lk 9:5; Lk 10:10-11, 16*

**Session learning objectives**

- Understand that persecution is normal for followers of Jesus.
- Know how to respond to hostility and persecution.
- Adopt ways to start new flocks where authorities remain hostile.

**Skit: "Worshipping Secretly"**

- ☐ Explain to the workshop that a secret church leader named 'Leader' will now demonstrate how to lead worship in an underground church, somewhere it is outlawed.
- ☐ "Secret Church Leader" asks two, three or four others to join him, sitting in the centre on the floor.
- ☐ The leader asks these others to repeat each phrase after him as he reads Psalm 23.
- ☐ After the Leader has read three or four verses, make your signal for the police to enter.
- ☐ The Special Police rush in waving their clubs as they go from one person to another several times shouting angrily such things as, "What are you doing here?" "This is an unauthorized meeting!" "What is that book? A Bible?" "Who is your leader?"
- ☐ The Special Police will lastly go to Secret Church Leader, take him by the arms, and drag him out of the room.
- ☐ After the police drag out Secret Church Leader, invite him back, "Come back in if you are alive!"
- ☐ *Explain:*
  - This happens hundreds of times weekly in fields around the world where authorities are hostile.
  - They imprison and sometimes kill the leaders of unauthorized meetings.
- ☐ **Ask:** "Is persecution normal, from biblical and historical perspectives?" *Affirm:*
  - Both Jesus and His apostles warned that His followers would suffer much persecution.
  - Persecution is common, in one form or another, throughout the world.
  - During persecution, many flocks and new believers will reproduce more rapidly.

**Group Bible discovery**

- ☐ Have group members read together:
  1. **Acts 18:1-4**
  2. **Acts 18:24-28.**
- ☐ Have groups answer this question: **What skills did Aquila and Priscilla have that enabled them to train leaders in a hostile field?**
- ☐ After four minutes, let each group report what it found, until the right answers have been reported. Affirm these:
  - Aquila and Priscilla combined business with the Lord's work. They did not earn their living by being missionaries.
  - They supported themselves, in their case with a small business, instead of working only as church planters. So doing diverts suspicion by hostile authorities.
  - They mentored (coached) Apollos quietly in the background. That is how you, too, must train new leaders where authorities are hostile.
- ☐ *Explain:*
  - In today's world most of the remaining neglected people groups have authorities that are hostile to Christian faith. Often those people groups prove receptive, but they still lack reproducing churches within their culture or subculture.
  - Wise 'tentmakers' work at a job that allows them to mix freely with the working class, among whom it is normally easier to reproduce churches.

- Fields with hostile authorities require church-planters to serve as bi-vocational workers.
- Notice that Pricilla, a woman, taught a man, Apollos, in a quiet way, with her husband's approval.
- Wise mentors will try to train more than one worker at a time when possible.

### **Skit: "Tripod Partnerships"**

- ☐ Have three groups of four or five persons stand apart. Name the three groups as the Round tribe, the Triangle tribe, and the Square tribe. Instruct them to act out what you will describe to them.
- ☐ Explain that the Round tribe are going to send apostles to evangelise and start flocks amongst the Square tribe. They are not going to the Triangles who already have sheep and flocks.
- ☐ When the Rounds arrive amongst the Squares, these reject them, call them ugly foreigners, and send them away. The Rounds return home.
- ☐ Explain that the Rounds still want to reach the Squares.
- ☐ Explain that the Triangles have a very similar culture and language to that of the Squares.
- ☐ **Ask:** "How can the Rounds help to evangelise the Squares with help from the Triangles?"
  - Form a partnership between the Rounds and the Triangles.
  - Agree that both Rounds and Triangles will contribute resources.
  - Send a team of Triangles with an experienced Round trainer.
- ☐ Two Rounds go to the Triangles and shake hands.
- ☐ One Round returns home and the other round goes with two Triangles to the Squares.
- ☐ The Triangles greet the Squares who welcome them.
- ☐ The Triangles step aside and talk with their trainer who remains unseen by the Squares.
- ☐ Explain that the Squares received the Good News. The Round goes home.

### **Skit: "Shake the dust"**

- ☐ Have two "evangelists" leave the room. Coach one or two others to receive the evangelists warmly, and all the others to treat them coldly. Invite the evangelists to return to the room and speak to each one to find the "children of peace. (A "decoy" can also confuse them by proving too friendly.)
- ☐ Repeat the skit but this time all will receive them coldly. See if they will "shake the dust".

### **Discuss how to avoid hostile authorities**

- ☐ Have the work groups each suggest two or three tactics for work in hostile regions. After four minutes, invite each group to tell its ideas.
- ☐ Time permitting, ask if any of the following tactics would help in their regions:
  - Move operations to another town or to another social class in the same town.
  - Send in workers who are culturally more similar to the local people.
  - Meet in homes and other non-public places instead of in religious buildings.
  - Train workers quietly, a few at a time, instead of in big classrooms.
  - Send only self-supported workers who are not known to be gospel workers.
  - Adopt more local cultural forms, including local religious forms.
  - Learn what local people need to know and teach them what the Bible says about it.
  - Let local folks be the real leaders from the start and you serve as a trainer in the background.
  - Teach local believers how to respond to persecution and trust the Holy Spirit.
  - Demonstrate persevering prayer.

### **Discuss what to do when arrested by the police.**

- ☐ Explain: The police will not oppose your faith as much as they will react to your duplicity (lies).
  - Do not plan in advance what to say, and always tell the truth about your Christian faith.
  - Admit that you are a Christian; do not say you are a "Muslim follower of Jesus".
  - The police usually will not dislike you but are acting on orders from powerful enemies.
  - Expect to be shunned by other believers who fear being arrested, too.
  - Make sure that others can find your papers and passwords, and will inform prayer networks.

### **Group work tasks**

- ☐ Describe the forms of persecution and hostility that workers experience in your fields.
- ☐ If needed, plan to introduce worship forms that avoid drawing hostile attention to believers.
- ☐ Lay plans to train your workers how to avoid hostility and what to do if arrested.
- ☐ Discuss together how you might form partnerships to reach a culturally-distant population.

**Action 5: Preach and heal.****Task 10. Proclaim the original Good News.**

So Jesus' disciples departed. They went out through the villages, preaching the gospel and healing everywhere. They proclaimed that people should repent. *Mk 6:12; Lk 9:6*

**Session learning objectives**

- Define the original Good News as announced by Jesus and his apostles.
- Understand repentance and how lead folks to repent.
- Use Bible stories to explain the Good News.

**Skit: "Best News"**

- ☐ Prepare in advance with *Train & Multiply* Study #2, "Best News"; or with *Shepherd's Storybook* section #1, "Discovery"; or with other chronological Bibles pictures.
- ☐ Demonstrate how to teach evangelistic Bible lessons and plan with new believers to have them do the same with others, making lists of their friends and relatives with whom they will share the stories.

**Group Bible discovery**

- ☐ Have group members read together any of these texts:
 

1. <b>Luke 24:44-48</b>	6. <b>10:38-43</b>
2. <b>Acts 2:22-24</b>	7. <b>13:26-31</b>
3. <b>2:38-39</b>	8. <b>17:1-4</b>
4. <b>3:13-15</b>	9. <b>17:30-34;</b>
5. <b>5:29-32</b>	10. <b>1 Corinthians 15:1-8.</b>
- ☐ Have groups answer this question: **What was the original Good News?**
- ☐ After six minutes, let each group report what it found, until the right answers have been reported. Affirm this:
  - The prophets and Scriptures predicted a coming Saviour.
  - God proved that Jesus was the Messiah, the Saviour, by his many miracles.
  - Jesus delivered folks from the power of the devil, and he healed many of their diseases.
  - Religious leaders and governmental authorities arrested Jesus and killed him.
  - Three days later, Jesus rose from his grave alive again.
  - Jesus appeared to many witnesses who knew him, and he talked with them.
  - Jesus ordered that believers take this Good News to the whole world.
  - God will forgive everyone who turns from evil and trusts in Jesus.
  - God gives the Holy Spirit to all who trust Jesus and obey Him.
  - Jesus is Lord of all; He rose into heaven and will someday to judge the world.
- ☐ Emphasize the resurrection of Jesus as strongly as the apostles did.
  - It was always the centre of their message.
  - If workers are influenced from the West, then they may neglect the resurrection while witnessing. Jesus' resurrection is our only hope for new, eternal life (1 Pe 1:3).

**Work group tasks**

- ☐ Have each work group choose from the list above those points which they agree are most important for their cultures.
- ☐ Have the work groups suggest Bible stories that they could tell to people to reveal truths about salvation.
- ☐ After six minutes, have each group report two or three such stories. Some examples include:
  - The accounts of Jesus' death and resurrection.
  - The Prodigal Son in Luke 15.
  - The many accounts of conversions in the Book of Acts.
- ☐ **Ask:** "What are some other Bible stories that teach vital truths about God and illustrate how to serve Him?" Let anyone answer.
- ☐ **Ask:** "Which Bible stories show what Jesus did to save us?"  
 [Good answers: Jesus' death and resurrection in the final chapters of the four gospels, the many accounts of conversions in Acts chapters 2, 9, 10 and etc.]

- ☐ **Ask:** “Which Bible stories describe the grace that God gives to sinners?”  
[The parables of the lost sheep, of the lost coin and of the lost son in Luke 15, and many more.]
- ☐ Ask for stories that illustrate repentance [Zacheus, Luke 19:1-10, etc.].
- ☐ Ask for stories about baptism, the Lord’s Supper, giving, prayer and serving the needy.
- ☐ *Explain:*
  - Bible stories are easy to remember and to repeat to others.
  - When people hear Bible stories, they often repeat them to others.
  - Stories let the Good News flow among families and friends.
- ☐ Encourage workers to develop a repertoire of Bible stories that illustrate vital truths.
- ☐ Recommend using stories and methods that are:
  - Easy to imitate, so that others can easily tell the gospel to others.
  - Affordable and available, so that folks will not be discouraged from trying.
  - Suitable to the local culture, so that hearers can easily understand the message.
  - Adaptable to small groups, so that the Good News can flow to homes and families.

### **Skit: “Two men pray”**

- ☐ Introduce Mr. Self-righteous and Mr. Regretful. Both pray and talk to God.
  - Mr Self-righteous says, “I thank God that I am a good man. I follow my religion carefully and I do kind deeds to the poor.
  - Mr. Regretful says, “O God, I know that I am a bad man. I am ashamed of my deeds. Please, forgive me.”
- ☐ **Ask:** “Which of these two men repented? How do you know?”

### **Group Bible discovery**

- ☐ Have group members read together one or more of these texts:
  1. **Matthew 21:28-32** (two sons)
  2. **Luke 15:11-24** (rebellious son)
  3. **Luke 18:10-13** (two men at a temple)
  4. **Luke 23:39-43** (thief on a cross)
  5. **Acts 2:38** (repentance & baptism)
  6. **Acts 8:22** (an evil magician)
  7. **Acts 26:20** (prove with good deeds)
  8. **1 Thessalonians 1:9-10** (turn from idols)
- ☐ Have groups answer this question: **How do folks repent?**
- ☐ After four minutes, let each group report what it found, until the right answers have been reported.  
*Affirm* these:
  - Beg God to forgive you.
  - Get baptised to be forgiven and receive the Holy Spirit.
  - Turn to God from idols and wait for Jesus to come back from heaven.
  - Start living the new kind of life that God gives.

### **Call everyone to repentance**

- ☐ *Explain* that repentance is a turning away from old beliefs and practices to embrace Jesus and his commands.
- ☐ Show folks how to repent in ways that they and their culture understand.
  - Renouncing evil and destroying magical devices.
  - Expressing remorse for past sins and faith towards God and Jesus.
  - Requesting to be baptised and join with Jesus’ followers.
- ☐ *Discuss* how the participants recognise repentance in their cultures.
- ☐ Identify some unbiblical, Western substitutes for repentance that participants should avoid, like:
  - Coming forward in meetings or raising hands to ‘accept Jesus’.
  - Repeating a ‘sinner’s prayer’ that does not come from their heart.
  - Making individual decisions without changing their behaviour.
- ☐ *Explain* that an evangelist’s task is not completed until repentant folks are brought into a flock.



### Share stories and songs

- ☐ If the workgroups have prepared a story or a song, let them present it now.
- ☐ *Explain:* Stories and songs should be easy for hears to tell and sing to others, in turn.

### Demonstrate an easy use of pictures

- ☐ Find or prepare a set of four, five or six pictures of a Bible story.
- ☐ Show one picture at a time.
- ☐ Be sure that the all the participants can see the picture.
  - Ask them what the see in the picture.
  - Ask what who the characters might be, what they are doing, thinking, feeling.
  - Tell the parts of the story that they did not tell you from the picture.
- ☐ Do the same with the other pictures.
- ☐ Let a volunteer tell the story using the same pictures.
  - Help them to show the picture to everyone.
  - When they make a mistake, let the other participants help them.
  - If they forgot part of the story, ask the others to tell the rest of it.
- ☐ *Explain:*
  - Letting folks tell you as much of the story as they can from the pictures helps them to understand it better and share is with others more easily.
  - Letting folks control the media (picture) and the message helps them feel that the story is theirs, and they will want to share it with others.

### Group work tasks

- ☐ Choose ways to tell the Good News so that local folks can share it with others, in turn.
- ☐ Identify which materials, equipment and methods hinder the Good News flowing freely in your regions. Plan to replace those with things that are more appropriate.
- ☐ Pray about how to help seekers repent in your ministry culture.

### “Come, Let Us Disciple the Nations”

- ☐ Offer participants free training software downloadable from [www.Paul-Timothy.net/dn/](http://www.Paul-Timothy.net/dn/)
- ☐ *Explain:* An interactive, electronic novel suitable for self-instruction and as a textbook in a basic mission course. Follow the fast-paced story of a small congregation that launched new churches in its own community, in a culturally-similar community, in a culturally-distant people group, and in a land hostile to Christians. As you read the text and view the 300+ images, you answer questions posed by the characters. Your answers determine the outcome of each episode. The story consists of actual events known to the author that have occurred in various church-planting.

**Action 6: Report activities & results.****Task 11. Pray for signs and wonders.**

Jesus' disciples cast out many demons and anointed with oil many who were sick and healed them. *Mk 6:13; Lk 9:6*

**Session learning objectives**

- Know the place of gifts of the Spirit in evangelism and in new churches.
- Understand how to integrate mercy ministry with evangelism and starting flocks.

**Skit: "Combined Ministries"**

- ☐ Explain, "Mr. Church Planter and Mr. Mercy Worker have met in a village. Hear them argue!"
  - Mr. **Church Planter** speaks boldly in his own words that people need salvation more than anything. He says things like: "Without salvation, people will perish forever. You focus too much on worldly things!" "They need churches, not rice!" "My ministry is more important than yours!"
  - Mr. **Mercy Worker** complains loudly that starving people will not listen to the Gospel until their stomachs are full. He says things like: "Loving our neighbour is more important than anything, and love must be practical." "We are called to serve people, not to convert them to a foreign religion!" "My ministry is more important than yours!"
- ☐ **Ask** the workshop participants: "What is wrong with this conversation?"  
[Answers: Church planting and mercy ministry are equally important and both honour the Lord. Therefore, the two workers should let the Holy Spirit enable them work together in loving harmony, as a team.]
- ☐ Invite the trainees to cite Bible passages and stories that emphasize works of love.
- ☐ **Affirm:**
  - Jesus' story of the Good Samaritan (Luke 10:30-37)
  - Jesus' advice to a lawyer (Luke 10:25-28)
  - Jesus' awesome parable of Sheep and the Goats (Matt. 25:31-46)
  - John's warning that if one says he loves God but does not feed his hungry neighbour, then he is not a true believer (1 John 3:16-18).
  - Jesus' instructions to his followers whom he sent out with a dual commission:
    - (a) to proclaim Good News about the Kingdom of God and
    - (b) to heal the sick and deliver the oppressed (Luke 10:1-9).
- ☐ **Explain:** Jesus' sent His followers out in pairs. Today's workers can also go in pairs, a development worker and a church planter.

**Group Bible discovery**

- ☐ Have group members read together:
  1. **Romans 12:4-10**
  2. **1 Corinthians 12:7-11**
  3. **1 Peter 4:10-11.**
- ☐ Have groups answer this question: **What kinds of gifts does the Spirit give to believers?**
- ☐ After four minutes, let each group report what it found, until the right answers have been reported. Affirm these:

Speaking gifts for sharing truth.	Serving gifts for helping the needy.
<ul style="list-style-type: none"> <li>• Teaching</li> <li>• Exhorting</li> <li>• Wisdom</li> <li>• Knowledge</li> <li>• Tongues</li> <li>• Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Giving</li> <li>• Leading</li> <li>• Mercy</li> <li>• Faith</li> <li>• Healing</li> <li>• Miracles</li> </ul>

- ☐ Explain that there are also five kinds of workers that God gives to flocks. Have someone read **Ephesians 4:11-12.**

- ☐ *Explain:*
  - Apostles, those who are sent to start new flocks.
  - Prophets, those who speak to strengthen believers.
  - Evangelists, those who take the Good News to unbelievers.
  - Shepherds, those who take care of flocks.
  - Teachers, those who help believers to obey Jesus.

### Optional Discussion

- ☐ *Explain:*
  - All the spiritual gifts described in the New Testament can be classified as ‘speaking gifts’ and ‘serving gifts’. (1 Peter 4:11)
  - Similarly, in the New Testament, congregational leaders are called ‘elders’, who must be able to teach, and ‘deacons’ who serve in practical ways. (1 Timothy 3)
  - Now, Jesus sent out workers ‘two-by-two’ and told them to preach about his Kingdom and to heal the sick, that is speaking truth and meeting urgent needs. (Luke 10).
- ☐ Let the workshop discuss briefly how church planting teams can be formed with two kinds of workers, those who mainly do spiritual work and those who mainly do community development work.

### Demonstrate prayer for healing

- ☐ If there are some workshops participants who are sick, worried or spiritually oppressed, then:
  - Discuss how to pray for the sick: listen to their complaint, ask them about their spiritual life, allow them to confess any sins. If sins were confessed, then announce forgiveness of their sins.
  - Hold a few minutes of worship towards Jesus.
  - Make your requests know to God without expressing doubt.
  - Anoint the sick and oppressed with oil using Jesus’ name.
- ☐ *Explain:*
  - Prayer for healing and deliverance is a normal part of evangelism and of life in flocks.
  - God will often heal and deliver seekers more than believers.
  - When anointing and praying, do not express doubt about God’s willingness to heal in this case. To do so would express unbelief.
  - If a demon manifests, then bind it in Jesus’s name. Have the oppressed person confess their sin and renounce it. Command the demon to leave, using Jesus’ name.

### Skit: “Dealing With Poverty”

- ☐ Introduce the Poor Family and Mr. (or Miss) Generous.
- ☐ The poor family complains loudly that they need help.
- ☐ Announce that Mr. Generous will demonstrate how he helps a very poor family.
- ☐ Let Mr. Generous go to the poor family, listen to their complaints, and be moved by pity. He says, “You poor people! Here is money. Lots of money!” He pretend to hand each of them money and then run away.
- ☐ **Ask:** “Why does this type of help often do more harm than good?” *Affirm:*
  - Simply to hand out money or other material goods (except in a life-and-death emergency) degrades people and makes them depend on others.
  - They and other poor folks may stop trying to solve their own problems.
- ☐ Have any volunteer advise or demonstrate with the poor family a better way to help them. *Affirm:*
  - A church might offer to teach the poor people job skills, or how to plant a small garden, or to start a small business or trade.
  - Assure the needy that God wants them to live better, because He loves them.
  - If they need Christ, present the Gospel.

### Group work tasks

- ☐ Assess the unmet survival needs of your population.
- ☐ Which of those needs can be met by integrating development work with starting flocks?
- ☐ Identify gifted and trained individuals who can implement such development work.
- ☐ Pray and ask God to raise up workers who have both speaking and service gifts.
- ☐ Pray and ask God to make signs and wonders part of your workers’ evangelism.

**Action 6: Report activities & results.****Task 12. Workers report to their trainer.**

The twelve apostles returned to Jesus and told him all that they had done and taught. And he said to them, "Come away by yourselves to a desolate place and rest a while." ... And Jesus took them, and they went away in the boat ... to a desolate place by themselves. The seventy-two returned with joy, saying, "Lord, even the demons are subject to us in your name!" And Jesus said to them, "I saw Satan fall like lightning from heaven."  
*Mk 6:30-32; Lk 9:10; Lk 10:17-18*

**Session learning objectives**

- Understand how to choose studies that meet the urgent needs of trainees' flocks.
- Agree always to add something new to trainees' flocks at every training session.

**Group Bible discovery**

- ☐ Have group members read together:
  4. **Mark 6:30-32**
  5. **Luke 9:10**
  6. **Luke 10:17-18.**
- ☐ Have groups answer this question: **What did Jesus' trainees do after they went out to preach?**
- ☐ After three minutes, let each group report what it found, until the right answers have been reported. Affirm these:
  - The disciples returned to Jesus.
  - They reported all that they had said and done.
  - They reported about what happened.
  - Jesus listened to them.
  - Jesus gave them more teaching
  - Jesus arranged to them to be alone with him for a while.
- ☐ *Explain:*
  - By listening to your trainees, you can plan with them what they will do next.
  - Novice apostles and shepherds need to remain accountable to their trainer.
  - Mentoring continues up to about a year; after that trainers remain available to workers whenever they need counsel.
  - Trainers provide periodic training seminars and Bible conferences, while continuing to mentor novice workers.

**Skit: "Deaf Trainer"**

- ☐ Introduce Eager Learner who has come to report to Deaf Trainer.
- ☐ Eager Learner tries several times to speak to Deaf trainer, but Deaf Trainer interrupts Eager Learner every time and says things like the following:
  - "I am so busy this week that I have not much time for you".
  - "I read a good book this week and want to tell you all about it".
  - "Did I tell you the story of how I went to Bible school and got my diploma?"
  - "I would like to share with you some notes on theology."
  - "I would like to come preach in your congregation sometime soon".
- ☐ **Ask:** "What did Deaf Trainer do wrongly?" and "What should he have done?"

**Group Bible discovery**

- ☐ Have group members read together:
  1. **Luke 10:25-27**
  2. **Acts 20:28-31**
  3. **Ephesians 4:11-16.**
- ☐ Have groups answer this question: **What are some congregational ministries required by the NT?**
- ☐ After six minutes, let each group report what it found, until the right answers have been reported.
- ☐ Affirm these:

☐ **Ministries that shepherd congregations**

- Counsel people with personal or family problems (Example: Philemon).
- Watch over the flock's spiritual life; correct the unruly; restore straying lambs (Acts 20:28-31).
- Organize and lead to help all believers to use their spiritual gifts in ministry (1 Corinthians 12).
- Strengthen marriage and family life (Ephesians 5:21-6:4).
- Evaluate regularly and keep improving all ministries (Titus 1:5).

☐ **Ministries that instruct believers**

- Learn, teach and obey God's Word (2 Timothy 3:16-17).
- Disciple children, converts and adults to equip them all for ministry (Ephesians 4:11-16).
- Train pastors, evangelists, church planters and missionaries (2 Timothy 2:2).

☐ **Ministries that build the Body and cultivate character**

- Cultivate loving fellowship among brothers in Christ and among churches (1 Corinthians 13).
- Worship in spirit and in truth, as a family and as a church body (John 4:24).
- Develop prayer, devotional life (daily family devotions, spiritual warfare) (Ephesians 6:10-18).
- Give to church and mission work; be wise stewards of with that God has given us (Luke 6:38).

☐ **Ministries that serve communities and extend God's Kingdom**

- Witness for Christ to those who do not know Him (Acts 1:8).
- Care for the sick, needy and mistreated (Luke 10:25-37).
- Reproduce new churches or cells locally (Acts chapters 10, 13-14).
- Send missionaries to neglected people groups in foreign fields (Matthew 28:18-20).

☐ **Explain:**

- A church is not firmly planted until it is practicing all the ministries that the NT requires of congregations.
- Jesus' great commission applies to flocks as well as to missions; both are to make disciples by teaching folks to obey Jesus commands as illustrated in Acts 2:37-47.
- Small flocks flourish through three means: (1) practicing the 'one another' commands of the NT; (2) exercise their prophetic gifts as described in 1 Corinthians 14:3, 24, 29-31; (3) letting children participate actively.

**Skit: "Dance with the Devil"**

☐ **Introduce the devil.**

- Devil points upward and says, "I see the planet earth! I will go destroy leader training by lighting fires in congregations to distract trainees from doing what they learned."
- Devil goes to a trainee and brag loudly, "I made your pastor greedy and he is driving people away, because he always demands more money!" (Laugh with evil glee.)
- He goes to another trainee and brag, "I sowed legalism in your congregation, and the members are now condemning each other." And so forth.

☐ **Dancers carry some water, or pretend to have a bucket full of water.**

- When the devil lights a 'fire', cry loudly "The devil is lighting another fire!" Run after the devil. Put out 'fires' by dipping your hand in the water and throwing a little on anyone nearby. Keep warning the workshop trainees, "Do not listen to the devil!" Keep following the devil, but not closely; when he goes to a third person, you go to the second, and so forth.

☐ **Devil goes to someone on one side of the room.**

☐ **Devil brags, "I sent a false teacher to you with rules of worship that replace the Enemy's commands!"**

- Go to another person on the opposite side and boast, "I send a salesman to sell you expensive equipment that your church does not need!"
- Continue to go from one part of the room to another, boasting:
- "I caused your young married couples to quarrel!"
- "I forced new believers to memorize so much doctrine before baptism that they got discouraged!"
- "I made teachers have so many Bible studies that no one has time to rescue my captives!"

☐ **Tell the Dancers, "Stop dancing with the devil! Come to a mentoring meeting."**

☐ **Explain to the workshop that you are now a Trainer, and that you will mentor the dancers. Tell the dancers:**

- “You are dancing with the devil. He starts a fire somewhere, and you rush to put it out. He starts a fire elsewhere, and you follow him there.
- All you do is to follow the devil around. It is he who controls your steps.”
- ☐ Invite the workshop trainees to make a serious agreement with each other and with God not to dance with the devil.
- ☐ *Explain:*
  - Workers who resist the devil by focusing on actions that edify churches in a positive way often find that their ministry becomes much more effective.
- ☐ Let the workshop trainees agree to these three guidelines:
  - Never spend over half of your training time dealing with problems. When meeting to plan or train leaders, deal with any negative problems briefly, leave problems in the Lord’s hands and move on.
  - Spend most of your training time with leaders’ planning positive things. Plan things that edify the Body, such as winning people to Christ, enrolling new pastoral trainees, and planting daughter churches.
  - Always deal with something new. When travelling somewhere to organize new churches or train new leaders, never leave until you have added something new that the church lacks. This is what the Bible means with the word ‘edify.’ Workers must build up the Body of Christ by adding something to it, such as bringing people to faith, organizing believers to serve the needy or other vital ministries.
  - Have someone read aloud James 4:7, then ask, “How can we resist the devil?”  
[Answer: By engaging in the spiritual warfare that Paul revealed in Ephesians 6:10-18, which includes prayer, the Word of God, and faith.]

### **Trouble-shooting**

*Explain:* When trainees fail to carry out field-work or studies, look for one of these causes:

- ☐ Trainers enroll immature pupils.
  - Enroll only leaders that qualify biblically as ‘elders.’
- ☐ Too many attend sessions.
  - Gather no more than you can listen to and help plan.
- ☐ Plans are too much or impractical.
  - Plan fieldwork that students can realistically do and agree to.
  - Note specific people and places as you record their plans.
- ☐ Accountability is weak.
  - Review work done.
  - Give recognition for good work, note current needs.
- ☐ Assignments do not fit current needs and opportunities.
  - Use the T&M “Student Activity Guide” Activity Menu to select Activities that fit current needs.
  - Look up activities to select options that fit.
- ☐ Students find it hard to read.
  - See if students need inexpensive reading glasses.
- ☐ Students work through books in a linear way, not as they need them.
  - Use the Study Options listed under each Activity in the Student Activity Guide to select books that fit current needs and opportunities.
- ☐ Books are too costly or too big to carry around to read conveniently.
  - Reproduce books in their small size as T&M recommends.
  - Do not bind them in larger volumes simply for the convenience of printers or secretaries.

### **Group work tasks**

- ☐ Discuss some current learning needs of your shepherds and apostles?
- ☐ Identify which ministries required by the NT need attention in your trainees’ congregations.
- ☐ Plan a series of conferences and training seminars.
- ☐ How often will you hold those? Once a year? Twice? Thrice?
- ☐ Pray for your trainees to learn to listen and plan with their trainees.

## Special Words

**Apostles.** Usually a team of workers who are sent by a mother flock to start daughter flocks. Apostles are sometimes called missionaries, church planters, and founding shepherds. In the NT, there are four kinds of apostles: Jesus himself, the Twelve, those who start churches, and false apostles. The most common kind of apostle is those whom flocks send to start new flocks.

**Cells.** Small flocks, often parts of bigger congregations. Cells obey all the commands of Jesus. Cell shepherds are normally trained by shepherds of other flocks. See ‘flock’.

**Commands.** All that Jesus and the New Testament instruct believers to do. Seven basic commands of Jesus can be seen in action in Acts 2:37-47.

**Congregations.** Flocks of believers who are lovingly committed to obey Jesus. A congregation may have many members and those members may also form several little flocks or cells. See ‘flocks’ and ‘cells’. Matt 18:20 with 28:20

**Evangelists.** Those who talk about the Good News of Jesus and bring new believers into flocks. Acts 8:12 with 21:8.

**Flocks.** Groups of believers, of any number, that seek to obey the commands of Jesus and of the New Testament. Flocks are also called church, congregation and cell.

**Good News.** The original message given by Jesus’ apostles was a story about Jesus, his miracles, his death on the cross, his rising from death, and his promise to forgive and raise to life all who repent and believe in him. See ‘evangelists’.

**Mentors, mentoring.** Those who train new leaders by meeting with them regularly to hear their reports, to help them plan their work, to assign and review studies, to practice new skills, and to pray for their flocks. Mentoring was how Jesus and his apostles trained new workers.

**Menu.** A list of commands of Jesus and of the New Testament. A menu suggests training activities and recommends training materials. Mentors often refer to a menu to train novice workers instead of following a fixed study course. See “Train & Multiply”.

**Multiply.** When many flocks in a region are reproducing. See ‘reproduce’. Acts 6:7.

**Obedience.** Believers show their love for Jesus by following his instructions. Obedience is not ‘legalism’ which tries to win God’s favour by keeping laws and doing ceremonies. Obedience is following Jesus’ instructions because we love Him. John 14:15; 15:14.

**Reproduce.** When members of a flock help to start another flock, the first one becomes like a mother, and the new one becomes like a daughter. Normal flocks seek to reproduce and to help their daughter flocks to do the same by continually training new workers. See ‘multiply’.

**Shepherds.** Those who lead and care for flocks. Novice shepherds of new flocks are usually mature adults who are self-supported. Shepherds who meet biblical qualifications can be named as ‘elders’. Shepherds are also called ‘pastors’.

**Train & Multiply®.** A menu-driven programme for those who train shepherds and apostles. It was written in Spanish by George Patterson and is distributed under license by Project WorldReach. T&M is available in several languages and is suitable both to those who plant traditional churches and to those who start house churches. Visit web site <[www.TrainAndMultiply.com](http://www.TrainAndMultiply.com)>

**Training chain.** More-experienced workers training less-experienced workers training others also. Training chains can have several ‘links’ like Paul, Timothy, reliable persons, and others (2 Tim 2:2). Training chains can usually help flocks to reproduce more rapidly.

**Workers.** Those who start new congregations and those who lead congregations. Workers are usually named and trained by more experienced workers. Five kinds of workers include apostles, prophets, evangelists, shepherds and teachers (Eph 4:11). Some workers have speaking gifts and others have serving gifts; some serve as elders, others as deacons.

## Dramatic Sketches

### Skit

"Training Chains" .....	9
"Sheep and Wolves" .....	10
"Jesus the Rock" .....	11
"Peter & Cornelius" .....	13
"Three-Stranded Rope" .....	14
"Building and Scaffold" .....	14
"Mass Evangelism" .....	17
"All Prophecy" .....	17
"Prepare to Serve" .....	17
'Fouled nappies' .....	19
"Two drunkards" .....	20
"Theology class" .....	20
"At a Restaurant" .....	21
"Pray Walking" .....	22
"Common fears" .....	24
"Nine Freedoms" .....	25
"Extraction Evangelism" .....	26
"Ruth the Moabitess" .....	27
"Intercultural Flock" .....	27
"Mr. Fearful" .....	28
"Sugar-coated medicine" .....	28
"Worshipping Secretly" .....	29
"Tripod Partnerships" .....	30
"Best News" .....	31
"Two men pray" .....	32
"Combined Ministries" .....	34
"Dealing With Poverty" .....	35
"Deaf Trainer" .....	36
"Dance with the Devil" .....	37