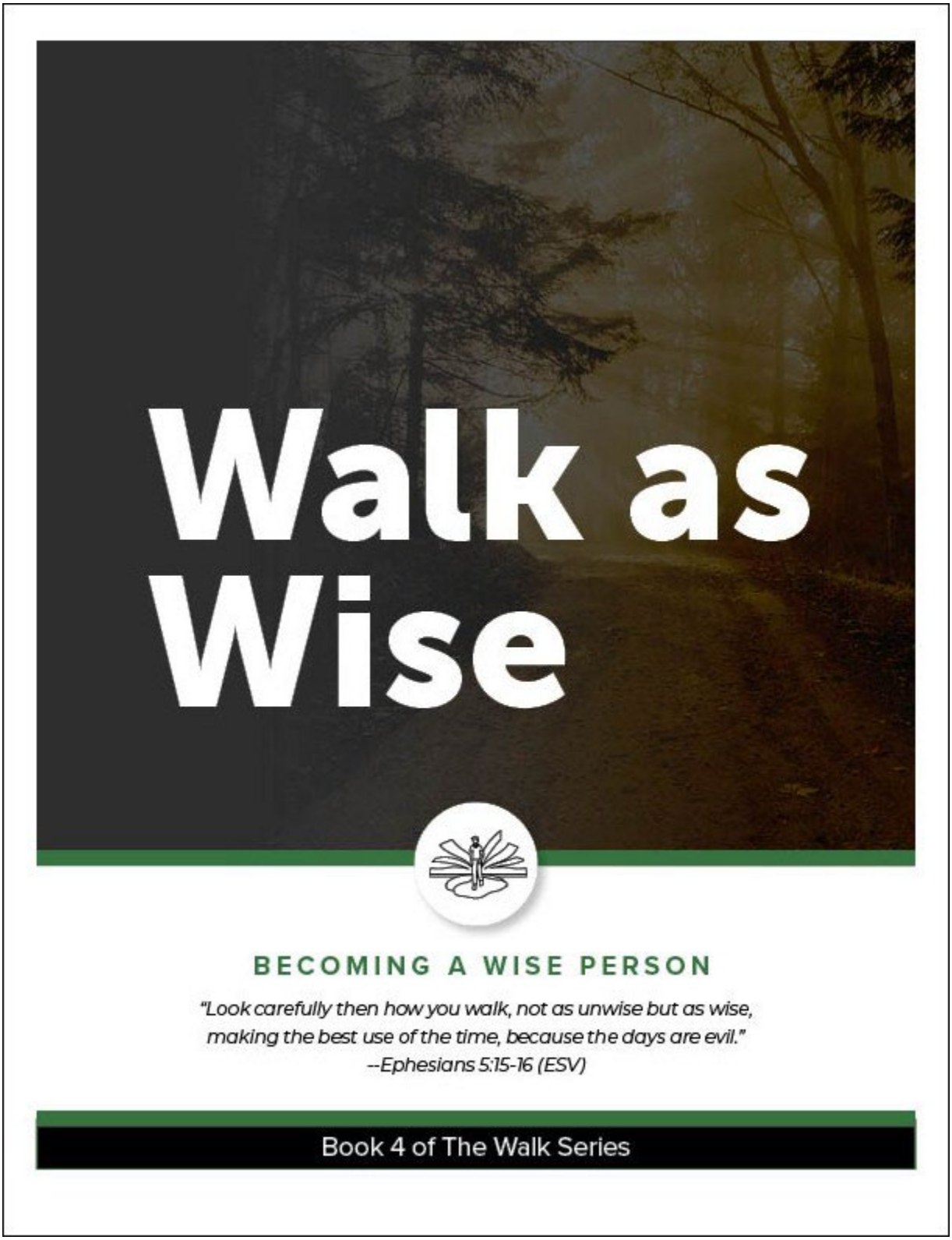
Class Facilitator's Guide for



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Introduction



Walking the Path from Lost to Leading

Hi! Welcome to the interactive "Walk from Lost to Leading" discipleship studies from Good Soil Evangelism & Discipleship. The Walk Series, available at www.GoodSoil.com, is for one-on-one or small group disciple-making. What you are working with is part of the same curriculum in a different format to teach in larger groups such as Sunday School classes or Bible Study groups. This ***Walk as Wise*** curriculum is made up of 9 sessions:

Walk as Wise
Becoming a Discerner

Session 1: Suffering!

Session 2: Persecution!

Session 3: Looking for Leaders!

Session 4: Mentalizing Saints! – Part 1

Session 5: Mentalizing Saints! – Part 2

Session 6: Mobilizing Servants!

Session 7: Minimizing Self!

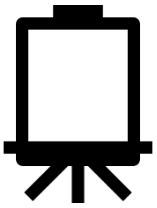
Session 8: Maximizing Service!

Session 9: It's a Process!

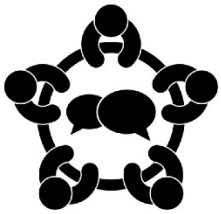
As you prepare to teach each session, read through the Guide, and run through the Power Point slides to get an overview of what you will be covering. When a slide has several "revelations," you will need to click to show each one. Clicks within a slide are shown by this symbol: *. Then, go back and ***study*** each of the Bible passages and individual verses that are covered in this session. Do this so that *you know the passages well and allow them to affect your life before you attempt to teach them to others.*

Some sessions have a memory verse puzzle or other activity to work on together. In those cases, be sure you work with the extra materials ahead of time and have them on hand for the class.

When doing any kind of an activity in which the participants are making a list or 'mining' something from the Bible passage, think through how you want them to actually do the activity.



1. Flip charts are so helpful for those types of activities. Consider having them on hand along with thick, dark-colored markers.



2. Many people are shy to share in a large group but are more comfortable sharing in groups of 4-7 people. Having participants share thoughts, opinions, and/or feelings in small groups first is much more effective. People are more likely to share, but you will also get more and *better* answers. Why? Because the ones who *won't* share in a large group *will* share their insights in the smaller group—and many times those answers are insightful—answers that wouldn't have been shared if not shared first in a small group!



3. When small groups report to the larger group, do not have them share all their answers/thoughts at once. Say, "Give me one of your answers, Table One," and then move to another table and do the same. This gives all an opportunity to give new answers, is encouraging, and less boring.



4. Keep track of the time, and do not let an activity go too long. When you bring the small groups back, be sure to get their attention before you begin to say anything significant. Otherwise, they will miss what you are saying. Also, if you send the groups to do an activity and forget something or want to add anything—do not 'talk over their work.' People won't hear you and will either be frustrated or just not pay any attention. Say, "Excuse me. Forgive me for interrupting." Then stop until they are listening. Then share what you wanted to say and send them back to work.
5. In each lesson, the instructions for what you as the teacher might say at any given time in the class will be in quotes. Extra instructions for you, the teacher, will be given in italics.
6. Begin to look through the material and do your Bible study early in the week and be sure to visit the material several times throughout the week. This allows the Scripture and the concepts to become part of you, and you will be able to share it more effectively.
7. We've provided a Power Point presentation to accompany each lesson. Be sure to download the Power Point for each lesson early in your preparation. Practicing with it is vital for a good, smooth-running lesson. Follow this Class Facilitator's Guide and click through the slides several times. You will see that some clicks will move directly to the next slide while others will reveal more material—sometimes several times—on the same slide. When there are several clicks on one slide, we have tried to indicate each one with *. You will want to be very familiar with what is there and what will be coming up next as you teach.



8. Be sure to pray before, during, and after your study and prep time. You want God to be speaking through you to the class. God has promised that . . .

"For as the rain and the snow come down from heaven and do not return there but water the earth, making it bring forth and sprout, giving seed to the sower and bread to the eater, [11] so shall my word be that goes out from my mouth; it shall not return to me empty, but it shall accomplish that which I purpose, and shall succeed in the thing for which I sent it." **— Isaiah 55:10-11**

In the Walk Series (one-on-one disciple-making curriculum), time is spent on three areas:

1. Accountability
2. Bible Study
3. Evangelism & Discipleship Skills

In this group curriculum, the accountability section might be considered 'accountability lite' since it is much more difficult to practice good accountability in a large group setting. Also, in this particular curriculum, we are making the E&D part an 'Evangelism & Discipleship Awareness section,' principally because of a lack of time in a regular Sunday School time frame. If your group needs to develop their evangelism skills, we would be glad to talk with you and share about our Good Soil Evangelism & Discipleship training. Or go online at www.GoodSoil.com/training to learn more about attending a training event in Harrisburg, PA, or hosting an event in your church or town.

We are praying now for God to allow to influence your disciples as you walk through this material. May God use you uniquely and may He multiply disciples through your ministry.



Lesson 1—Suffering!

Materials needed:

- Walk as Wise Session 1 PowerPoint
- Walk as Wise Worksheet 1 (1 per student)

Objectives:

- To enable participants to interact with each other and share what they already know the Bible about suffering and why God allows suffering.
- To raise participants' awareness of the vast amount of Bible content related to suffering.
- To develop principles to live by from what God's Word says about suffering and dealing with it).



Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.* *

Slide 2. "Who would like to start off the group by quoting today's memory verse, * Ephesians 6:29?" *Be ready yourself to quote it. Encourage all to work at memorizing the verses. Before moving to Slide 3, hit the 'B' key on your computer to blank the screen or use another method you know to do the same.*

"We're starting a series today called ***Walk as Wise*** which should help us learn to walk wisely especially as we seek to make disciples. But the first two sessions deal with difficult subjects and will hopefully help us be wise as we deal with those subjects—suffering and persecution."

Slide 3. *Press the 'B' key again to reveal the slides and click * to Slide 3. Use the slide to get the class doing 'Mingle-Mingle!'* "Get up and move around the room, randomly mumbling, 'Mingle, mingle' as you do. When you hear the signal," *(at this point, cue the signal—a bell, train whistle, or a wooden spoon hitting a pan—any kind of sound that will be loud enough to be heard over their talking and signal a change.)* "stop moving, turn to the person you are closest to and answer the question on the screen. Lather. Rinse. Repeat. In other words, mingle again, stop and answer the questions, etc. Ready? Begin mingling!" *Allow for some mingling and laughing, then click to*

Slide 4 *and cue the signal. Give people a minute or so to answer the question to each other, then send them mingling again. (What does the Bible say about suffering?) Then cue the signal and have them answer the question on …*

Slide 5. *(Why do you think God allows suffering?)*
Then cue the signal and have them respond to

Slide 6. *(What would you tell someone who is suffering?)*
Cue the signal one more time to get their attention and send them back to their seats.
After they settle in and quiet down, . . .

Slide 7. "Google 'What does the Bible say about suffering?' and, among many other sites that will pop up, * www.openbible.info will show you 172 Bible verses (if I counted correctly) related specifically to suffering."

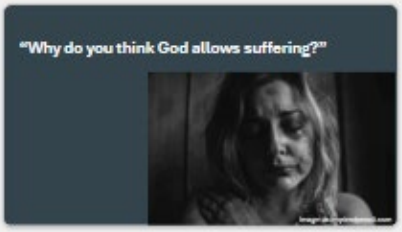
Slide 8. "Let's just look at a few of those passages using our Observation, Interpretation, and Application tools. Use your worksheets to record your observations, interpretations, and applications."

Slide 9. "Have someone read out loud the verses assigned to your table group and then work together to produce some principles gained from the study of your verses. *Assign one to three passages to each table while they are on the screen, then move to*

Slide 10 *to remind the groups that they are not only reading the verses but coming up with principles which the verses teach. Allow several minutes for their work and then have groups share one table at a time. If you have the resources, have groups write their principles on flipcharts or write them on a whiteboard as they are shared with the class.*

Slide 11. "Now let's read Isaiah 52:12-53:12 and 1 Peter 3:8-18 and make observations, interpretations, and applications." *Assign each table with one of these passages, then …*

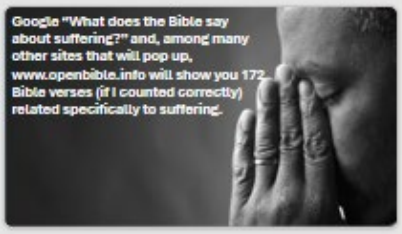
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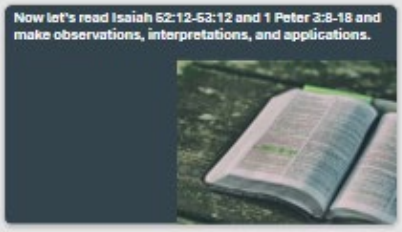
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11



Slide 12 *to remind them of their task to come up with principles from the passages. After several minutes, have the groups report again. NOTE: If more than one table has the same passage, ask for ONE principle from one table. Then, ask another table for ONE principle. Do not allow one table to monopolize the time OR the principles by having them share all they have come up with at once. This keeps people engaged and keeps them from being discouraged if a table 'shares everything they thought of and now we have nothing to share!' Again, either have tables write on flipcharts or summarize their principles on the whiteboard as principles from both passages are shared.*
Be sure to thank groups for their participation.



Slide 13. "Peter said that 'it is better to suffer for doing good, if that should be God's will, than for doing evil.' * As we look at persecution next time, we'll see someone else who suffered for doing good." *Some may want to comment again. Allow for that. When I taught this for the first time, Charlie Kirk had just been shot that week. People were struggling to understand, so they wanted to understand this very topic. We had some amazing interaction.*

Slide 14. "Talk with your table group about what you learned today about suffering and then pray for each other in two and threes." *Allow several minutes for people to open up in their small groups where it is easier for many to share on a personal level. After several minutes remind them to pray in even smaller groups of twos and threes. You are more likely to get more participation in prayer in smaller groups.*

Slide 15. *Challenge the class to memorize 1 Peter 5:10.* *





Lesson 2—Persecution!

Materials needed:

- Walk as Wise Session 2 PowerPoint
- Walk as Wise Worksheet 2 (1 per student)
- Session 2 Reader's Theater - Acts 6-8
- Session 2 Walk as Wise Memory Verse Puzzle

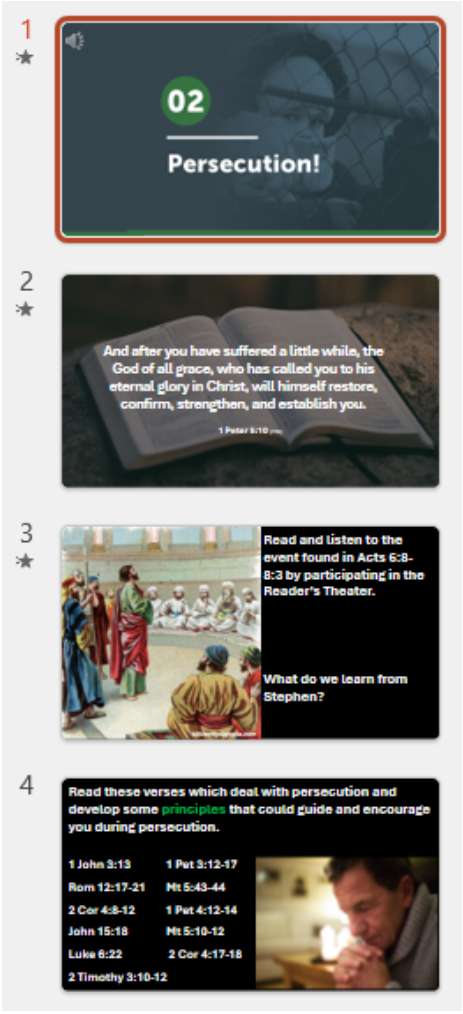
Objectives:

- To observe how Stephen was persecuted soon after the Church was born and how he reacted to this persecution.
- To learn from New Testament writers about persecution and our response.
- To encourage godly responses to possible persecution our participants may encounter.

Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.*

Slide 2. "Someone please start us out by quoting 1 Peter 5:10. * Who will do that?" *Be ready yourself to quote it. Encourage all to work at memorizing the verses.* *

Slide 3. *Before class, even a week ahead if possible, so people can practice reading—assign readers and give them the Reader's Theater script. Ask people to do their best to read with meaning and emotion. You might choose to read the Narrator's part and set the example of meaningful reading. Others to assign are Men, False Witnesses, Stephen, God, and The Prophet. Give the larger parts to more accomplished readers. Stephen has the biggest part in this reading.* "Read and listen to the event found in Acts 6:8-8:3 by participating in the Reader's Theater." *Allow for the reading of the story.* * "What do we learn from Stephen?" *If your group is large, have them answer this question at their tables first and then ask for tables to share their answers with the larger group. Take only one answer at a time from each table, allowing for full participation by all.*



Slide 4. "The Bible gives us a lot of insight into persecution. Let's read these verses which deal with persecution and develop some principles that could guide and encourage us during persecution." *Assign several verses/passages to each table group and allow the groups to read try to come up with principles from their reading. It may be helpful for groups to write out their principles on flipcharts for all to see.*

Slide 5. "Let's hear some of the principles you came up with from your reading. If you think it will help us understand better, read your verse or a part of it out loud for us first, then share your principle." *Thank each group for their work and insights after they share. If some of the groups have the same verse, hear from both groups.*



Slide 6. *Challenge the class to memorize 2 Corinthians 4:17-18*

Slide 7. "Get up now and stand with two others (in groups of three), spreading around the room. *Share what you learned today about persecution that you want to take with you. What might you want to hang on to and apply in your own life this week or if and when you face persecution?"

* "After each of you have shared in your small group, pray for each other before you leave that God will help your colleagues to remember and apply what they've learned and shared as future objectives. Once you've each shared and prayed for each other you are dismissed. Please leave or wait quietly for others when you're done.

Allow time for each individual in the groups to answer the question (at least one minute each) and pray for one another.

Lesson 3—Looking for Leaders!



Materials needed:

- Walk as Wise Session 3 PowerPoint
- Walk as Wise Worksheet 3 (1 per student)

Objectives:

- To know that at least 20 principles of leadership can be learned by looking at the life of Paul in Acts and his epistles and that these principles are what we need to look for and develop in the lives of our disciples.
- To understand 'The Disciple's Upward Walk' and the tools that can help a disciple grow during that process.
- To realize that the overriding principle of Paul's life was mentoring or on-the-job training and that we should emulate this principle in our lives.

Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.* *

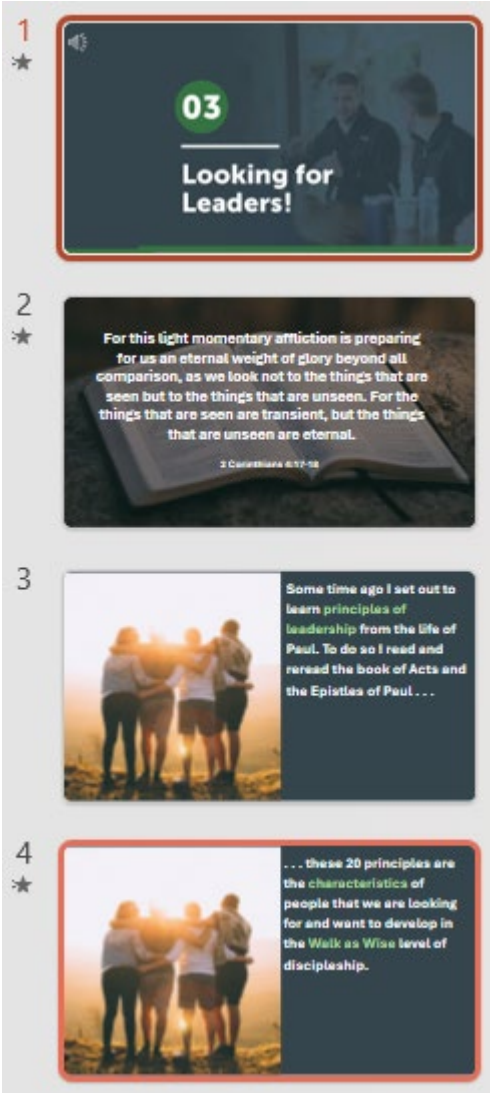
Slide 2. "Someone start us out by quoting 2 Corinthians 4:17-18. Who will do that?" *Be ready yourself to quote it.* * *Encourage all to work at memorizing the verses.*

Slide 3. *This session is quite different from all the others in the Walk Series. You will either have to read the text given here or learn the text well enough to walk through it with ease.*

"Several years ago, a missionary set out to learn **principles of leadership** from the life of Paul. To do so, he read and reread the book of Acts and the Epistles of Paul,

Slide 4. ...stopping to scribble down actions and attitudes that seemed to drive Paul and make him a successful leader in ministry. Several would-be principles received support from verse after verse. Others had only a verse or two. The missionary scratched out several, consolidated others, and the result was a list of twenty principles that he believed were important to develop if one would lead well. What he didn't realize at the time was that...

these 20 principles are the **characteristics** of people that we are looking for and want to develop in the ***Walk as Wise*** level of discipleship.



Slide 5. "We use ***The Story of Hope*** or other tools hoping to bring someone from * dead to life." *Allow for interaction here if unfamiliar with The Story of Hope of if necessary.*



Slide 6. "***The Way to Joy*** starts them on their * path of discipleship."
Again, if appropriate, have copies of these books on hand and do any explaining necessary if the class is not familiar with them.



Slide 7. "We use ***Walk Worthy*** seeking to help them * continue on the path as disciple makers. This was the first of the Walk Series that we did not too long ago.



Slide 8. "***Walk in Love*** and ***Walk in Light*** continue that process * in which, by now, they are making disciples as they serve in their local church."



Slide 9. "Now, in ***Walk as Wise***, we want to help disciple-makers look for and * develop key partners who may become leaders



Slide 10. "and deacons in the church . . . and even pastor(s) in your church and others . . . and eventually missionaries who can serve and represent Jesus and your church around the world.



Slide 11. "As we begin to look at the principles in the life of Paul, I must emphasize what I believe to be the overriding principle in Paul's life. I believe that this is what he was about: * Mentoring, or in other words, * on-the-job training. One author not too long ago, said ...



Slide 12. ". . . we have no model or path for raising up or equipping leaders."[1] That missionary who set about looking for leadership principles in the life of Paul and his epistles… * He believes Paul gave us this model. I believe he is right!"



Slide 13. "I know that mentoring is popular today, almost a catchword for the last decade of the 20th century and the beginning of the 21st. Good books have been written about it. But it is an old concept. You see, although Jesus didn't use the word or even talk about it very much, he certainly modeled mentoring for us. He picked out men and spent time with them; poured His life into them and then asked them to carry out a task for Him. Mark 3:14 says, * 'And he appointed twelve (whom he also named apostles) so that they might ***be with him,*** and that he might ***send them out*** to preach.' And then, * later in the book of Acts, we see that people recognized that they had been with Jesus! He changed their lives! He said (recorded in Matthew 28) that they were to make disciples. They were to develop followers in much the same way He did. As Ron Berrus says, * 'Being with Him is the Power of Proximity . . . * Sending them forth is the Purpose of Proximity.'"



Slide 14. "Now whether the Twelve picked up on this 'On-the-Job-Training' methodology, taught it and carried it out well or not, we cannot say with certainty. However, we know that one caught the vision. * That was Barnabas.

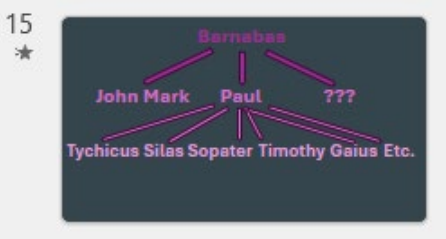


We don't know if he got it directly from Jesus or put it together from the teaching of one of the other apostles, but he got it one way or another. Barnabas was sent to Antioch by the apostles (Acts 11) to find out what was going on there. (We looked at this passage in 'Reaching!' in the ***Walk in Love*** series.) Apparently, believing Jews, scattered by the persecution, were sharing Jesus with Gentiles! Barnabas was the apostles' man to check it out. When he arrived, he saw 'evidence of the grace of God, he was glad and encouraged them all to remain true to the Lord with all their hearts' (11:23). So, what did he do? Being the good man that he was and full of the Holy Spirit (11:24), he went to work and 'a great number of people were brought to the Lord.' He had a good ministry started and could make a name for himself— maybe even be promoted to apostle! But verse 25 tells us that he left! Why would he leave such a good thing? He left the fledgling church and went looking for Saul. Barnabas had met him earlier (chapter 9) and was even quite instrumental in Saul's acceptance by the believing community. At this point, he remembered Saul and the potential he had to serve God and wanted him for this work. Barnabas saw the importance of working alongside someone with potential: of pouring

[1] Burke, John. No Perfect People Allowed (p. 305). Zondervan.

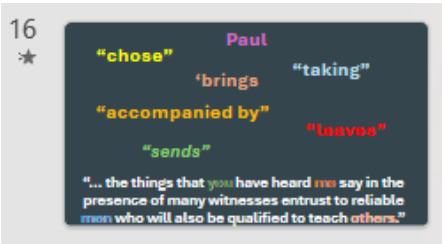
one's life into someone that could multiply his own ministry. * He did it so well that Paul would go on to do the same thing and teach men to train others.

Slide 15. "When Paul and Barnabas split up, what happened? * Barnabas (convinced that on-the-job training was still the ticket to develop someone who had bailed on them earlier) * took John Mark with him on another journey (Acts 15:3-40). * Although we don't hear more about Barnabas after this, we know he was committed to mentoring. Later we find that John Mark, the deserter, is valuable to Paul (2 Tim 4:11). Way to go, Barnabas!"



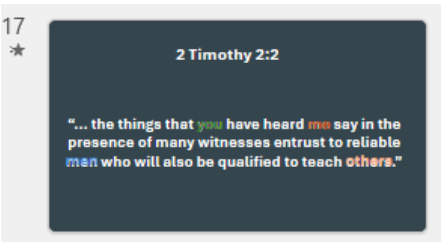
"What about the other half of the split-up duo? * Paul "chose Silas." (Acts 15:40) We know that Barnabas trained Paul well also, because we see that he continued to take people alongside for training. * All through the next chapters of Acts he is "taking" (16:3, Timothy) and being "accompanied by" (18:18-19, Priscilla / Aquila) people, until, in Acts 20, he has at least eight * different * men * with him from * four different churches (20:4-8).

Slide 16. "When we move to the epistles, we see that the theme continues. There, in passages we will look at later, we see that he * 'chose' * 'is taking' * is 'accompanied by' * 'sent' * 'brings' and * 'leaves' people in various places where they can be used by God. Whether one calls it on-the-job training or mentoring or whatever—Paul did it and he taught it."

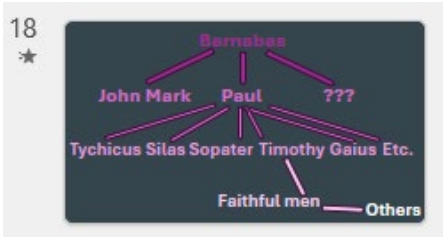


Slide 17. "2 Timothy 2:2 should be mentioned here. Addressing Timothy, his son (a phrase that illustrates the mentoring idea) * Paul says '... the things that you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others.' Pass it on! Keep it going! Share it with others who will keep passing it on! How many generations of disciples do you see in this verse?" *Allow 30 seconds for tables to talk it out. Ask for answers. Most will say three, but there are four.*

* "You have Paul who discipled * Timothy who was to disciple * faithful men who were then qualified to train * others."



Slide 18. "We see those generations illustrated here except now there are five generations! Barnabas to Paul to Timothy to * Faithful men to * Others."



"We should be able to see this happening not only in our lives, but in the lives of our disciples."

Slide 19. "Gil Thomas tells a story that illustrates this well. * 'Jurandir Rodrigues, a prostitute's son, struggled to get out of a difficult lifestyle. When he trusted Christ as Savior, his life was radically changed. I went to his house for his first discipleship Bible study and there sat * Zé Felício. I shared the Gospel, and he trusted Christ that night. The next week, I went back for discipleship—Jurandir had another friend there. * He prayed to receive Christ as Savior that night! The bigger thrill came a couple weeks later when * Cebola (another friend) told me that he trusted Christ after *Jurandir shared with him*! . . . then * Fernando. . . then * Juliana! Jurandir became an evangelist and disciple maker. In one year, 10 people came to know Christ through his influence…and as far as I know (he moved to Brazil), he is still evangelizing.'"



Slide 20. "Was on-the-job training important to Paul? Outside of the mystery of the church that is possible through the wondrous grace of God, I believe this to be Paul's most important message for two reasons:

Slide 21. "1. Because of the sheer amount of material that deals with it. * At least 128 verses in Acts and Paul's Epistles deal with on-the-job training in some way. * 2. Because, without this basic concept functioning, the communication of the mystery, the grace, and the mercy of God could not have reached the 21st century. On-the-job training was Paul's way to pass the message of the Gospel not only from one person to another, but from generation to generation. Without on-the-job training, the communication of the grace of God will not reach the next generation. **We** need to do what Paul did. **We** have got to seek out, choose, and disciple men and women and train them to disciple others. If we don't, we'll be dropping the baton.

Slide 22. "The 20 Principles from Paul's Life and Ministry can be divided into 4 Categories through which we are * developing discipleship eyes: * Mentalize * Mobilize * Minimize * and Maximize. Our objective is to develop discipleship 'eyes.'"

Slide 23. *Challenge the class to memorize 2 Timothy 2:1-2.*

Slide 24. "Get up, stand with two others (groups of three), and share something from the lesson you want to remember this week.
Pray for each other before you leave.



Lesson 4—Mentalizing Saints – Part 1

Materials needed:

- Walk as Wise Session 4 PowerPoint
- Walk as Wise Worksheet 4 (1 per student)

Objectives:

- To learn three principles (of six) from Paul's life and ministry which can help us develop a Christlike mindset in ourselves and in our disciples.
- To work at applying at least one of these principles in our own lives this week.
- To pray with/for at least one other person in class that God will help him/her in applying the principles.



Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.*

Slide 2. "Someone start us out by quoting 2 Timothy 2:1-2. Who will do that?" *Be ready yourself to quote it. Encourage all to work at memorizing the verses.*

Slide 3. "If you look in your dictionary for the word "mentalize" you may not find it. As this session was developed on the computer, red, squiggly lines showed up all over the place!"
* "The word is transliterated from the Portuguese word «*mentalizar*,» which simply means to develop a mind-set."

Slide 4. "As we begin to work with new believers and continue to work with older brothers and sisters in the Lord, it is imperative that they develop a mind-set for God, a mind-set for ministry—in essence a mind like Christ's." * "Let's look at Philippians 2:5-8, but notice the context: in verse 3, 'do nothing from selfish ambition,' and verse 4, 'look not only to [your] own interests, but also to the interests of others.' Now, someone read verses 5-8 for us, please." *Listen as the verses are read.* "This is the mind-set that took Him to the cross."

Slides 5. "One Sunday after a euphonium player had finished playing his horn in church, a singer got up and said, 'We've all had this happen—a bright flash of light, all we see is dots. We close our eyes—all we see is dots. It has kind of burned itself into our

eyes for a moment. As Gil played just now, I closed my eyes to listen to the beautiful music—and all I saw was the cross. The lights on the cross immediately behind Gil had made it impressive enough that it burned it into my vision.' * That's what we need in disciples and disciple-makers—the cross burned into their vision; the selfless cross-bearing example of Christ burned into their hearts and ours. Then we will be 'mentalized'".

Slide 6. "Let's look at each 'Mentalize' principle."

Slide 7. "Treat disciples and trainees as vital, important to the work, even as equals." *Either repeat the principle by reading again, and/or have everyone read the principle together.*

Slide 8. "Even though Paul was clearly (far and away) the authority and leader, he treated his co-workers as equals and referred to them as such. * Listen to how Paul refers to his disciples in some of these passages:" *As you click through these passages, either read them yourself, emphasizing the bolded words or have different participants read the verses. This helps keep people involved and focused.* * "'Priscilla and Aquila, my **fellow workers**…' Romans 16:3"

Slide 9. "'Timothy, my **fellow worker**…' Romans 16:21"

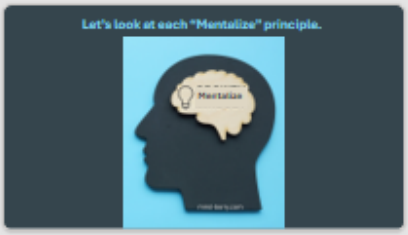
Slide 10. "'As God's **fellow workers** we urge you…' 2 Cor 6:1"

Slide 11. "'As for Titus, he is my **partner** and **fellow worker** among you…' 2 Cor 8:23-24"

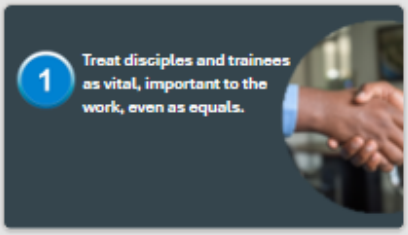
Slide 12. "'Epaphras, our dear **fellow servant**,…a **faithful minister** of Christ on our behalf…' Colossians 1:7"

Slide 13. "'Tychicus…is a **dear brother**, a faithful minister and servant in the Lord.' Colossians 4:7"

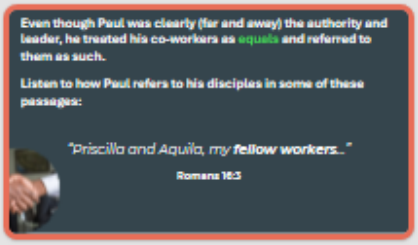
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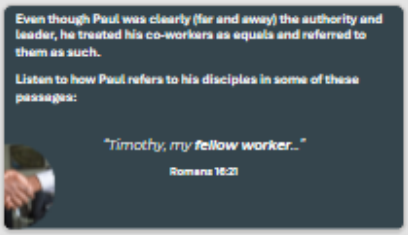
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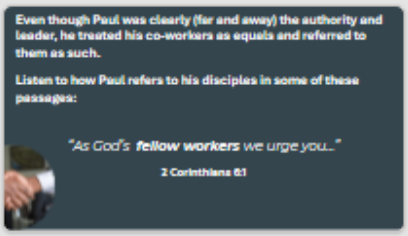
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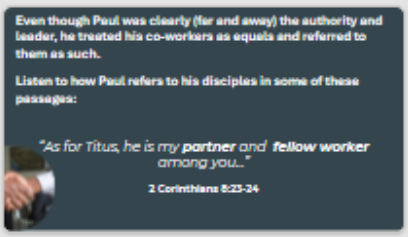
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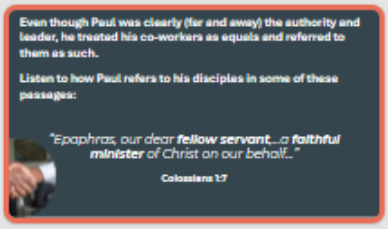
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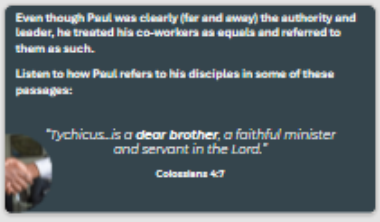
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Slide 14. "'Timothy, who is our **brother** and God's **fellow worker** in spreading the gospel of Christ, to strengthen and encourage you in your faith…' 1 Thessalonians 3:2"

Slide 15. "'Also, look at how Paul treats Philemon and others in verses 1, 2, and 24 of the book by his name . . .'"

Slide 16. * "'To Philemon our **beloved fellow worker**…and Apphia our sister and Archippus our **fellow soldier**…Mark, Aristarchus, Demas, and Luke, my **fellow workers**.'"

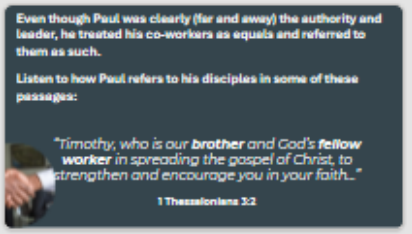
Slide 17. "When so many these days would like to 'lord it over them,' this is a good lesson for us to learn." * "Let's treat them like equals." * "They are, you know!" *Be sensitive to what may be going on in people's hearts. Watch their faces. You may want to ask if someone wants to share at this point.*

Slide 18. "Well, the second ***Mentalizing*** principle is 'Encourage your people; tell them for what you are thankful for in their lives.' Read it with me . . ."

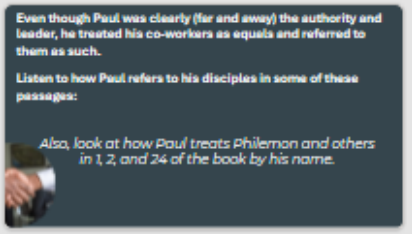
Slide 19. "Not only do our people need to feel that they are with us in this thing called ministry, but they also need to be encouraged." * "Time after time in his epistles, Paul thanked God for his addressees. We also have evidence of him encouraging (instilling courage in) people in person. Look at these examples:" * "Someone read this verse for us, please." *Show the verses on slides 19-20 and have individuals read them.*

Slide 20. * '"I urge you to take some food. For it will give you strength…" And when he had said these things, he took bread, and giving thanks to God in the presence of all he broke it…**they all were encouraged** and ate some food themselves.'
Acts 27:31-37

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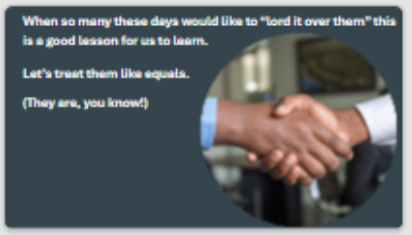
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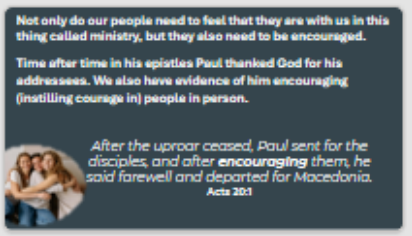
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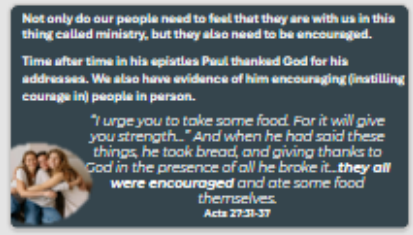
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Slide 21. "Maybe you say, 'It's not my personality to be ooshy-gooshy, or warm and fuzzy.' * We're talking about rough-and-tumble-former-church-persecutor Paul here. I don't think it was part of his personality profile either but listen to what he says. Do we sound like this? Someone read the text from 2 Corinthians." *Have someone read * 'I have **great confidence** in you; I take **great pride in you**. I am greatly encouraged; in all our troubles my joy knows no bounds.'* 2 Corinthians 7:4

Slide 22. *Have someone read the 1 Thessalonians passage on the slide: * '**How can we thank God enough** for you in return for all the joy we have in the presence of our God because of you?'*

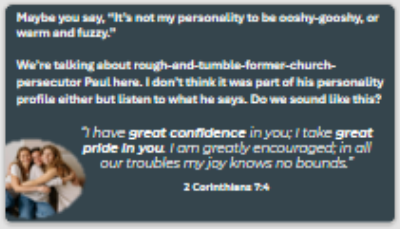
Side 23. "All through the epistles, we see Paul thanking people and commending them for their work." * "Read the following verses and find . . . for what Paul is thankful . . . and for what he commends people." * * *Once the verses are shown on the screen, divide them between the tables. Participants should read the verses out loud and then discuss . . . for what Paul is thankful and . . . for what he commends people. They can write these on their worksheets and/or flipcharts.*

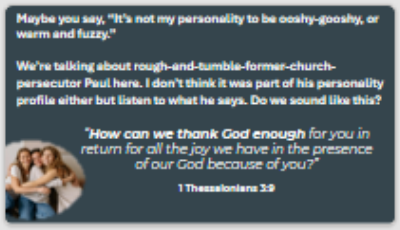
Slide 24. *Show the slide and ask tables to report on their findings one at a time. After they report, show the answers you have on the screen. * * Allow for discussion as needed.*

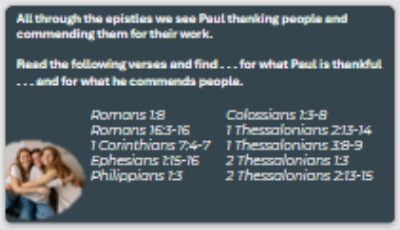
Slide 25. "How about it? * Do we sound like that? * Are we **encouraging** people? * Are we **thanking** them for the ministry they've had in our lives and the lives of others? * Are we **commending** them before others?

Slide 26. "Sometimes we get the idea that if we speak too highly of others, we are downplaying our own importance." * "That is tragic." * Be happy when others shine; thank God for it and let them know that they are appreciated." Let's make an extra effort this week to encourage one another. * We also need to pray for our people.

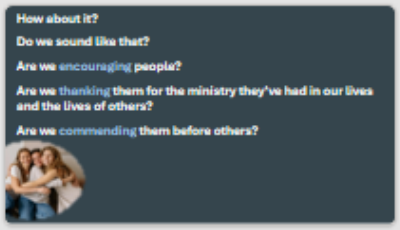
Slide 27. "Pray for your trainees and let them know of prayers."

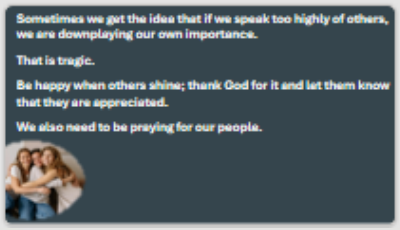
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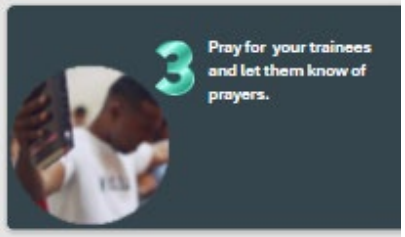
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Slide 28. "Almost as often as he encouraged his disciples, Paul told them of his **prayers** for them. There is a lot to be gained by studying the content (the what) of Paul's prayers." * "He **prays** . . ." * ". . . that his people would gain the spirit of wisdom and revelation so that they might know Him better..."

Slide 29. * "He prays . . ." * "that the eyes of their heart would be enlightened so they might know the hope of their calling, the riches of their inheritance and the power God expends for them."

Slide 30. * "He prays . . ." * "...that they would be strengthened with power through the Spirit in their inner being so that Christ would dwell in them in love."

Slide 31. "His prayers are so rich. Our prayers need to emulate them." * "But today, don't think about "the what" of Paul's prayers. Instead, for just a few moments, think about the **when** and **how**."

Slide 32. "Look at Philippians 1:3-11. Notice adjectives and adverbs and highlight them—like this." * "Remember, adjectives modify nouns and adverbs modify verbs and other adjectives. What does this tell you about **how often** Paul prayed for his disciples and about the **intensity** of those prayers?" *Give the table groups time to work through the passage, highlighting the adjectives and adverbs. Then ask the question again about what this tells us about **how often** Paul prayed for his disciples and about the **intensity** of those prayers. Take several answers from different tables.*

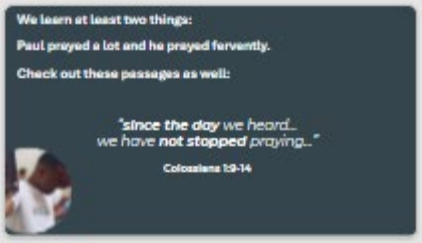
Slide 33. "Thank you for those good answers. We can boil that down to this: We learn at least two things—Paul **prayed** a lot and he **prayed** fervently. Check out these passages as well:"
* "Paul prayed '**constantly** . . . at **all** times . . .' Romans 1:9-10"

Slide 34. "He said, 'I **keep** asking . . .' Ephesians 1:17"



Slide 35. "'**since the day** we heard . . . we have **not stopped** praying . . .' Colossians 1:9"

35



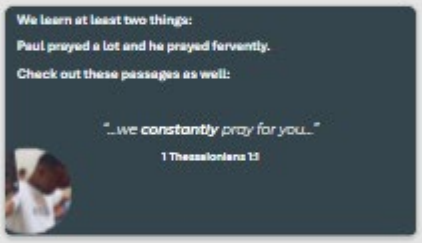
Slide 36. "'**Night and Day** we pray **most earnestly** . . .' 1 Thessalonians 3:10"

36



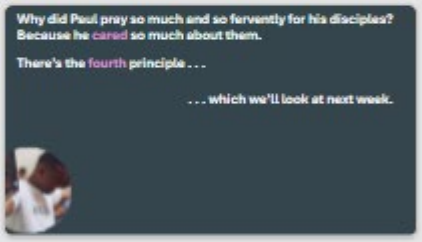
Slide 37. "'We constantly pray for you . . .' 1 Thessalonians 1:2"

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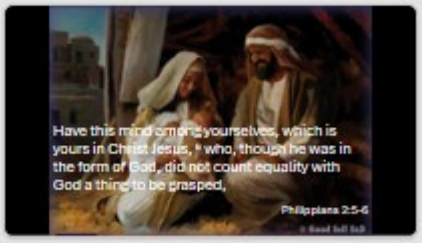
Slide 38. "Why did Paul pray so much and so fervently for his disciples? Because he **cared** so much about them."
* "There's the fourth principle . . ."
* ". . . which we'll look at next week."

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Slide 39. "But for now, here's the verse to memorize this week." *Encourage class members to memorize Philippians 2:5-6.*

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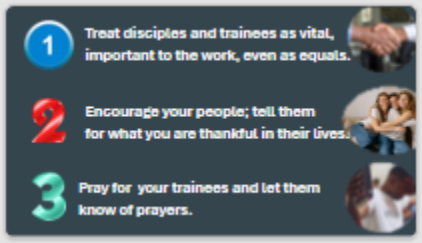
Slide 40. "But before we go, get up now and stand with two others (in groups of three). * "Which of the three Mentalize principles do you want to work on this week?" * "Share and pray for each other before. When you're done, you are dismissed."

40 ★



Slide 41. "Here are the principles again from which you will choose."

41





Lesson 5—Mentalizing Saints! Part 2

Materials needed:

- Walk as Wise Session 5 PowerPoint
- Walk as Wise Session 5 Worksheet (1 per student)
- Three Mentalize Principles Puzzle (one set for each table group),
- flipcharts and markers (a set for each table)

Objectives:

- To review the first three Mentalizing Saints principles
- To learn three more principles (of six) from Paul's life and ministry which can help us develop a Christlike mind-set in ourselves and in our disciples. To work at applying at least one of these principles in our own lives this week.
- To pray with/for at least one other person in class that God will help him/her in applying the principles.



Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.* *

Slide 2. "Someone, please start us off by quoting Philippians 2:5-6. Anyone?" *Be ready yourself to quote it. Encourage all to work at memorizing the verses.* *

Slide 3. "Remember . . . mentalize is transliterated from Portuguese . . . meaning to ***develop a mind-set***. We need to help our disciples to develop a mind-set for God, a mind-set for ministry—in essence a mind like Christ's. Let's read this verse together, ready, begin: Let this mind be in you which was also in Christ Jesus."

Slide 4. "Each table has a bag of word cards. Put the words together to form the ***Mentalizing Saints*** principles we learned last week. Let's see who can get it done first. Ready? Begin!" * *Play music while they are putting the three principles together. Each principle is made up of a different color. If participants don't figure this out early on, give them the hint. Have the groups check their answers with the next slide.*

Slides 5. "Check your answers with the principles on the screen." *(You might make it a contest and have some little prize—candy, for example, for the winning table group.)*

Slide 6. "Let's look at the next three ***Mentalizing Saints*** principles. Number 4—Show a **caring spirit** toward your people."

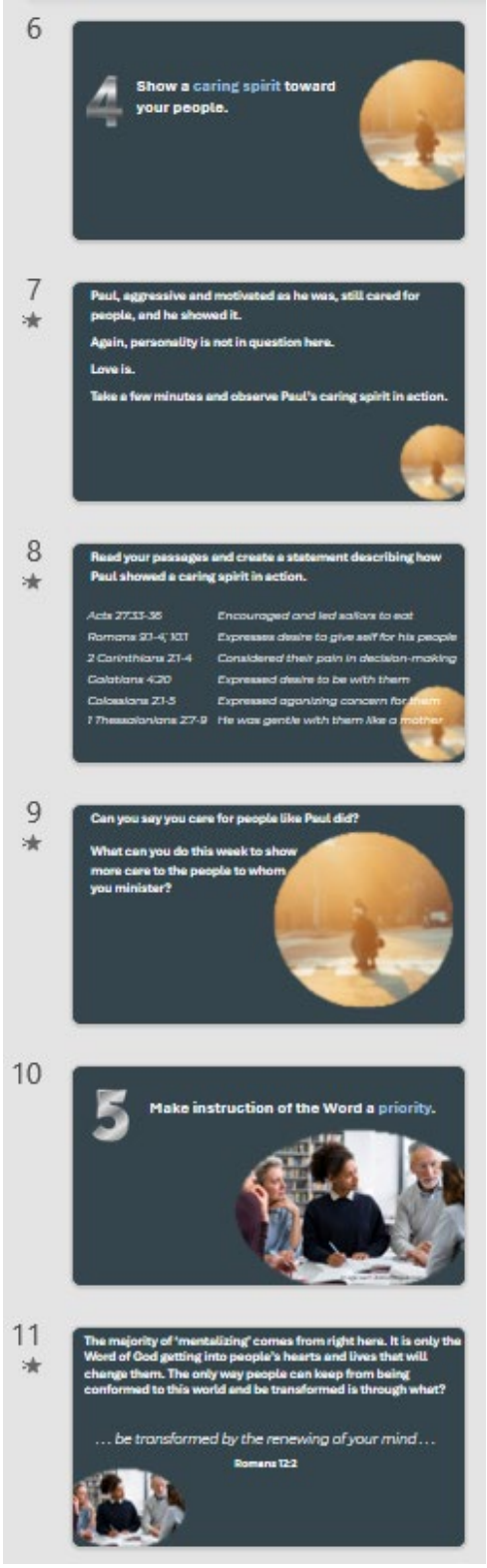
Slide 7. "Paul, aggressive and motivated as he was, still cared for people, and he showed it." * "Again, personality is not in question here." * "Love is." * "Take a few minutes and observe Paul's caring spirit in action."

Slide 8. "As a group, read your passages and create a statement describing how Paul showed a caring spirit in action." * *Assign each table 1 to 4 passages to read and produce a statement describing how Paul showed a caring spirit in action. Have the groups write their statements on flipcharts. After they report,* ** **** *you can show the statements on the screen or simply delete these statements before the class begins and don't use them.*

Slide 9. "Can you say you care for people like Paul did?" * "What can you do this week to show more care to the people to whom you minister?" *Allow for and encourage answers and interaction.*

Slide 10. "The next Mentalizing Saints principle is this—read it with me: 'Make instruction of the Word a **priority**.'"

Slide 11. "The majority of 'mentalizing' comes from right here. It is only the Word of God getting into people's hearts and lives that will change them. The only way people can keep from being conformed to this world and be transformed is through what?" * to 'be transformed by the renewing of your mind.' Romans 12:2"



Slide 12. "After Paul proclaimed the Gospel (and even as he proclaimed the Gospel!), he taught his new converts how to live." * "Then he sent back letters full of instruction to continue the mentalizing process." * We need to do the same. From the verses that reveal this vital discipleship principle, I believe we can derive four mini or sub-principles."

Slide 13. "Read the sub-principle and the verses and produce a key word for each. Write the key word in the space beside the verse on your worksheet." * "**Dispel** ignorance of God's Word and Plan. * **Share** what you have already learned. * **Remind**, review. * **Build** on it." *You can assign verses to people or simply have table groups work on this together. Even when they work at table groups, they should read each verse out loud, discuss and conclude about what key word they want to use.*

Slide 14. "How about it?" * "Are we dispelling ignorance?" * "Are we sharing what we've learned with people?" * "Are we reminding them of and reviewing important concepts?" * Are we building on what we've already taught them? This is part of our discipleship process."

Slide 15. "Next, and finally for today, read with me, 'Lead your trainees into new areas of growth and new heights of spirituality by example.'"

Slide 16. "If, as we said, the majority of mentalizing occurs through the teaching of the Word, then the introduction and the conclusion are read right here." * "What even sparked that eager young man's interest in the first place?" * "Your life." * "The difference he saw in you made him want to know more."

Slide 17. "Why will she give up old habits, keep trying to do something that seems impossible?" * "Because she has seen that it is possible by watching you." * "Paul said, 'Follow my example, as I follow the example of Christ.' 1 Corinthians 11:1"

Slide 18. "Paul led by example. He didn't force people to do something or lay down the law even though he could have. He appealed to them based on love and a Spirit-controlled life. He did first what he expected of others. Here are three quick examples:"



Slide 19. "Read your passage . . ." * ". . . and create a statement which demonstrates that Paul did first what he expected of others.." * * * *Assign one passage per table to read and produce a statement which can be written on a flipchart or simply stated. Have the tables report one at a time and allow for comments or discussion. After each table reports, show the corresponding statement on the screen by saying something like, 'Let's see what we have on the screen,' or 'Let's see how that matches with what is on the screen.* * * *

Slide 20. "Remember that this principle is:" * "Lead your trainees into new areas of growth and heights of spirituality by example." * "We, as leaders, have got to be developing our spiritual lives. It doesn't come automatically." * "And it's not just maintaining an emotional 'high-on-Jesus' attitude."

Slide 21. "It takes **work**." * "Note these 5 disciplines for godly leaders from Blanchard and Hodges:" * "Solitude, Prayer, Storing up God's Word, Faith in God's Unconditional Love, and Involvement in Accountability Relationships."

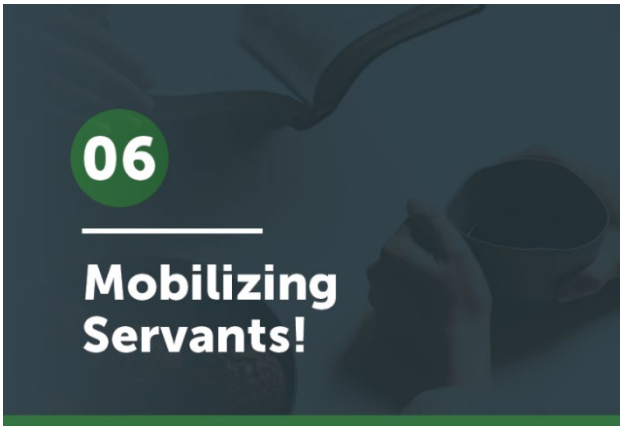
Slide 22. * "Think about your spiritual life now and in the past." * "What are you doing now that you didn't do five years ago?" * What's helping?" * "What isn't?" * "Let's commit ourselves to working at developing our spiritual lives . . . and ***mentalizing*** our disciples as well."

Slide 23. *Encourage students to memorize Philippians 2:5-7.*

Slide 24. "Get up and stand with two others (groups of three) . . ." * "Which of these three Mentalize principles do you want to work on this week?" * "Share and pray for each other before you leave."

Slide 25. "Here are the principles from which to choose. After you share and pray for one another, you are dismissed."





Lesson 6 Mobilizing Servants!

Materials needed:

- Walk as Wise Session 6 PowerPoint
- Walk as Wise Worksheet 6 (1 per student)
- Session 3 Mentalizing Saints Worksheet
- 3 x 5 cards (1 per student)

Objectives:

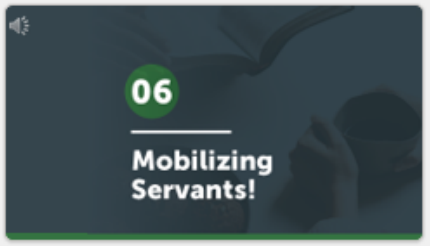
- To review the Mentalizing Saints principles briefly.
- To understand the importance of choosing key men and women to work beside us.
- To know that we must train future workers and give them the equipment they need for their delegated tasks.
- To sense the need to be creative in using people in ministry in a variety of tasks.

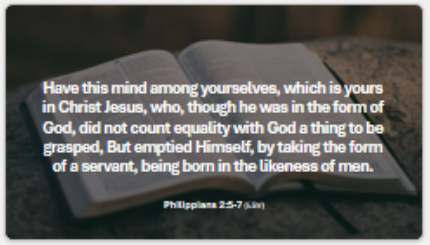
Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.*

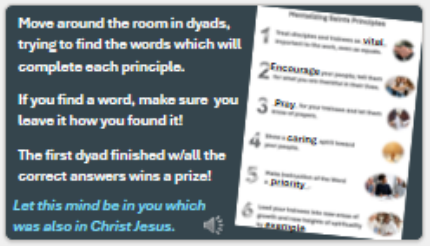
Slide 2. "Someone, please start us off by quoting Philippians 2:5-7. Anyone?" *Be ready yourself to quote it. Encourage all to work at memorizing the verses.*

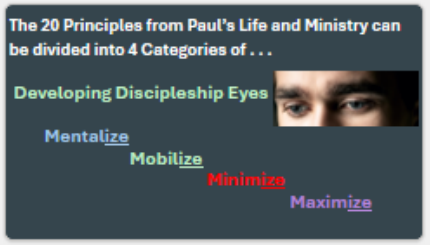
Slide 3. "Take your 'Mentalizing Saints Principles' paper and * move around the room with a partner trying to find words which will complete each principle." * "If you find a word, make sure you leave it how you found it! (For example, if you found it behind a curtain, leave it behind the curtain, if you found it under a table or upside down, leave it that way.)" * The first dyad finished with all the correct answers will win a prize!" Any questions? Ready? Go!" * *Play music. After the groups are done searching, have them check their answers by showing them on the screen.* * *Vital* * *Encourage* * *Pray* * *Caring* * *Priority* * *Example*

Slide 4. "You may recall that we are looking at 20 principles from Paul's life and ministry that can be divided up into 4 categories of * 'Developing Discipleship Eyes:' * Mentalize Saints—we looked at those during the last two weeks; * Mobilize Servants—we'll look at those today; * Minimize Self; * and Maximize Service."

1


2


3


4


Slide 5. "Let's all get in the middle of the room. Now, we'll see several statements on the screen. When one comes up, you if you agree, you will move to the left; if you disagree, you will move to the right. Then, **one** person from the smaller group will give **one** reason why he/she is right and the other group is wrong, trying to convince the people on the other side to move to his/her side. Then, **one** person from the other side will give **one** reason why they are right, trying to convince the other side to move. Just **one** statement each time—no rebuttal. This is not a debate. If no one moves, we'll go on to the next statement. Ready?" * Mobilization of servants is not as important as the mentalizing of saints.



Click through the next 4 slides/statements in this manner—giving each side a chance to convince the people on the other side to move. Don't spend too much time on this. It's not necessary to use all 4 statements. If you like, you can remove some from the slides or hide them.

Slide 6. Mobilization comes after leaders are taught and are maximized for ministry.



Slide 7. Mobilizing servants is sending people to the mission field.



Slide 8. We should get people mobilized and then equip them for the task.



Slide 9. Care should be taken not to mobilize too many people all at once.



Slide 10. "Now that you have some idea of where you think you stand on this mobilization thing, let's see what the Bible says about how Paul operated in Mobilizing Servants. As we look at this material, see if the answers become evident. Will you change your mind?"

Slide 11. "First, we need to 'choose key men/women to work beside us, train and put to the task (where we are or in another location).'"

Slide 12. "Work with your table group * 1. Read the passages. * 2. Decide in which category to put each passage— Did Paul * . . . Have people accompany him/Bring them along? * . . . Give us an example of the process—on-the-job-training? * . . . Send people with a task?" *The passages are listed on the worksheet. Assign passages to each table by dividing them equally. Allow several minutes for each table group to read the passages out loud and decide in which of the categories each passage belongs according to what happened or is explained in the passage. Then, have them report where they placed their assigned passages.*

Slide 13. *Reveal the passages on the screen after each group has reported on the * 'Accompany/Bring along' verses . . . After each group has reported on the * 'Examples of the process' verses . . . And after the groups have reported on the * 'Sent with a Task' verses.*

Slide 14. "Next, we look at the second Mobilizing Servants principle: 'As you Delegate, Give the Equipment Necessary for the Delegated Task.'"

Slide 15. "As you read these passages listed on your worksheet, notice how Paul worked with his people, treating them as sons, so that they would do the same."
* "In the 2 Timothy 3:10-14 passage, we can see how Timothy learned what he needed through the on-the-job experience.



Slide 16. *Assign table groups passages to read by dividing them up as evenly as possible. After groups read their verses and answer the questions at their tables, have them report their findings one table at a time allowing for appropriate discussion.*

"Read your assigned passages and tell how . . ."

* "Paul's men were equipped through their on-the-job training."
* "Here are the passages."
* "Paul also gave special equipment for special tasks."
* * "Look at these passages.

"As you've shown, Paul asked Timothy and Titus to do specific tasks (appoint pastors, etc.). The passages show how he didn't just leave them high and dry. He told them what they needed to teach and what to look for in pastors that they would appoint."

Slide 17. "The third Mobilizing Servants principle is 'Use people (and other resources) **creatively** and **extensively**."

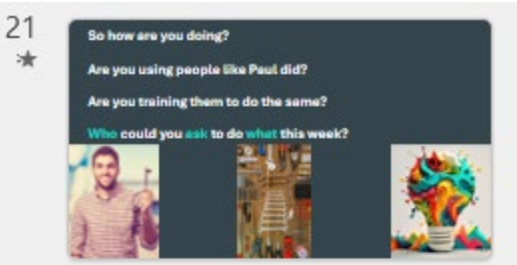
Slide 18. "Earlier, we saw how Paul had people with him, sent them on ahead, or back to a former work. Many of those verses would apply here as well. But notice a few more examples here before we try to make application." * "Someone please read Acts 19:22." *Listen as the verse is read aloud in the room.*
* "What did Paul do with two of his helpers and why?" *(Paul sent Timothy and Erastus to Macedonia so he could stay longer in Asia.)* "We need to be open, thinking, and creative to maximize the use of the personnel we have."

Slide 19. "Someone else read 2 Timothy 1:15-18." *Listen as the verses are read.* * "Any insights from this passage?" *Allow some time for responses.* * "The fact that many had deserted Paul indicates that many were there at one time." * "Paul needed refreshing and he allowed some of the people to do that for him. * Onesiphorus helped in so many ways!"

Slide 20. *Assign each table group one of the passages.* "Read your passage . . . * and draw a graph on your flipchart indicating all the * movement of people in your passage." *Allow several minutes for the groups to work on this graph. Play some lively music with no words as they work. Have groups show their work and comment briefly.*



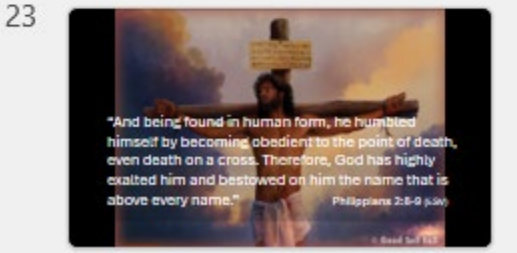
Slide 21. "So how are you doing?" * "Are you using people like Paul did?" * "Are you training them to do the same?" * "**Who** could you **ask** to do **what** this week?"



Be sensitive to what might be happening in the room. If the atmosphere is right, people are in positions and situations in which they might be able to apply these principles of mobilizing, and your participants would be open to sharing in small groups, give them opportunity to do so using ***Slide 22****. If not . . .* *



Slide 23. *Encourage the class to add verses 8 and 9 to their memorization task this week—Philippians 2:5-9. Close in prayer.*



Lesson 7—Minimizing Self!



Materials needed:

- **Walk as Wise Session 7 PowerPoint**
- **Walk as Wise Worksheet 7 (1 per student)**

Objectives:

- To review briefly the Mentalizing Saints and Mobilizing Servants principles from the life and ministry of Paul.
- To gain courage to address problems as Paul did especially by using the Observation/Interpretation/Clarification (O.I.C.) model presented in this lesson.
- To see the importance of modeling unselfishness as Paul did as we seek to minimize self and help our disciples to do the same.
- To develop a learning spirit and be open and transparent with our colleagues and disciples as we look at how Paul did just that.

Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.* *

Slide 2. "We're going to look at a new set of principles—minimizing self—but first, who would like to start us off by quoting Philippians 2:8-9?

Slide 3. "Let's play 'Right, Left, or Wrong!' * Everyone needs to get up and stand in a straight line—right here." *You will have to check out the room and figure out where the best place to do this would be first. Then, indicate that spot—maybe the front middle of the room—as you speak. You may have needed to do some moving furniture, also.* 😊 * "Now, we will look at and listen to a principle read from the screen. Once we hear and see the principle, we all will * close our eyes and move one step to the right if we think it is a Mentalizing Saints principle or one step to the left if we think it is a Mobilizing Servants principle. * Then, we can listen as a couple of individuals tell us why they chose Right or Left. Ready?"

Slide 4. "Choose key men/women to work beside you, train, and put to the task where you are in another location. Is that a Mentalizing principle or a Mobilizing principle? Ready? Close your eyes and move one step to the right if it is Mentalizing Principle or one step to the left if it is a Mobilizing Principle."



After people have chosen, have them open their eyes and have a couple tell why they chose what they did. Then move back to the middle.

Slide 5. "Okay, look at the screen. Treat disciples and trainees as vital, important to the work, even as equals. Is that a Mentalizing principle or a Mobilizing principle? One step to the right for Mentalizing, one step to the left for Mobilizing." *Again, after people have chosen, have them open their eyes and have a couple tell why they chose what they did.*

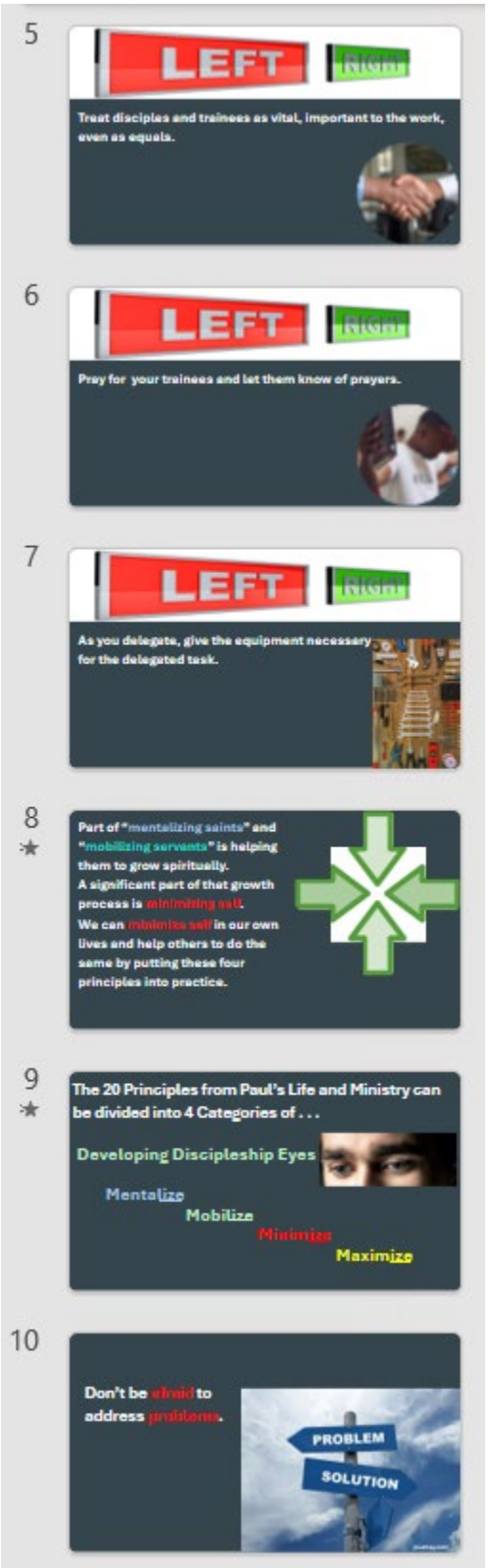
Slide 6. "Okay, look at the screen again. Pray for your trainees and let them know of your prayers. Is that a Mentalizing principle or a Mobilizing principle? One step to the right for Mentalizing, one step to the left for Mobilizing." *Again, after people have chosen, have them open their eyes and have a couple tell others why they chose what they did.*

Slide 7. "Okay, last time: look at the screen again. As you delegate, give the equipment necessary for the delegated task. Is that a Mentalizing principle or a Mobilizing principle? One step to the right for Mentalizing, one step to the left for Mobilizing." *Once again, after people have chosen, have them open their eyes and have a couple tell others why they chose what they did.*

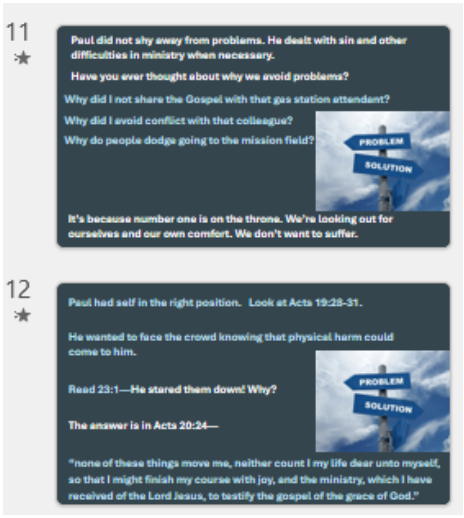
Slide 8. "Part of 'Mentalizing Saints' and 'Mobilizing Servants' is helping them to grow spiritually. * A significant part of that growth process is minimizing self. * We can minimize self in our own lives and help others to do the same by putting these four principles into practice.

Slide 9. "As we've been seeing, the 20 Principles from Paul's Life and Ministry can be divided into 4 Categories of . . . Developing Discipleship Eyes—Mentalize, Mobilize, * Minimize, and Maximize. The first Minimizing Self principle is . . . *

Slide 10. "Don't be afraid to address problems."



Slide 11. "Paul did not shy away from problems. He dealt with sin and other difficulties in ministry when necessary. He's a great example of that for us. * Have you ever thought about why we avoid problems? * Why did I not share the Gospel with that gas station attendant? * Why did I avoid conflict with that colleague? * Why do people dodge going to the mission field? * It's because number one is on the throne. We're looking out for ourselves and our own comfort. We don't want to suffer."



Slide 12. "Paul had self in the right position. Look at Acts 19:28-31." *Either read the passage or have a volunteer read the passage in a strong voice.* * "He wanted to face the crowd knowing that physical harm could come to him. That's facing problems with courage!" * "Someone read Acts 23:1 for us." *Listen as the verse is read.* * "He stared them down! Why?" * "The answer is in Acts 20:24 (KJV)" * '…none of these things move me, neither count I my life dear unto myself, so that I might finish my course with joy, and the ministry, which I have received of the Lord Jesus, to testify the gospel of the grace of God.' Paul faced problems with boldness and courage because he was convinced God had called him to serve and he wanted to do it well."

Slide 13. "Facing difficulties courageously helps us demote self and promote Christ." * "These passages—Acts 19:28-31; 21:30-40; 23:1-5; 25:8-11—give us more examples of Paul facing and addressing problems with courage." *Teacher, you may want to look at these passages or just let students look at them on their own.* * "Confronting about sin helps others to demote self and promote Christ." * "Here are examples of Paul confronting people about sin: Acts 15:2; 1 Cor 3:1-9; 5:1-12: 6:1-8; 11:17-18. Look at these on your own time as well if you want to see how Paul did this." ***Slide 14.*** "However, today, we are going to look at just two examples of Paul confronting sin and we'll see that it does help to * demote self * and promote Christ." * Paul confronted unbelievers about their sin. Let's read Acts 13:6-11 for an example." *Have this passage read aloud for all to hear.* "What do you think of that? Can you see yourself speaking that way to someone? Maybe not. After all, I'm not an apostle. But sometimes we need to be firm. * And sometimes we're hesitant to do this because we don't want to lose our contact with someone or we're not sure how they will take it." * "But Paul confronted church folks—even big wigs when necessary. Let's look at Galatians 2:11-16." *It may be best for you to read this passage with good emphasis. Allow time for discussion of the text.* * "Here's a little formula that helps with confronting. It's called . . ."



Slide 15. "O.I.C. * First, you share an observation (O) with non-threatening language. * 'I've noticed that . . .'"
* "Then, you follow up with an interpretation (I). This is not an accusation; it's simply how you interpret what you noticed.
* 'I interpret that to mean . . .'"
* "Finally, you follow up with Clarification (C).
* 'Could you clarify that for me?' * 'Oh, I see!' Try this when you need to confront someone especially if it is a difficult topic."

Slide 16. "Be unselfish in all your dealings."

Slide 17. "By being an example in this area, we can help others minimize self and the world's hold on them. Follow the directions on your worksheet to learn how Paul was unselfish in his dealings."

Slide 18. *Assign one or more tables to read 1 Corinthians 10:31-33 and one or more tables to read Philippians 1:12-26 * and then ...*
* "answer these questions: * "What was Paul's motivation?
* What did he do/What happened to him? * What are some modern-day applications for us?" *Debrief the answers and allow time for any to answer the application question.*

Slide 19. "The third Minimizing Self principle is 'Develop a learning spirit.'"

Slide 20. "Paul was trained by Gamaliel and had already experienced fruit, yet he humbled himself and learned from Barnabas—a lay preacher. Let's look at Acts 11:26, 30; & 13:1-3." *Have someone read the verses in Acts 11 and explain that Barnabas went and looked for Saul (the Greek word looked indicates that it took some work; he couldn't just look him up in the Yellow Pages!) and brought him back to help. He did this because he had met Saul back in Acts 9 and saw that he was good with Hellenists—the same kind of people they encountered in Antioch. But Barnabas was clearly in charge. Who was Barnabas? Just a 'normal Joe' (his name was Joseph) who they church in Jerusalem sent to Antioch to see what was going on. He wasn't an apostle (yet!). He wasn't even a deacon. Just a normal church member that God could use in Antioch. Who was Paul? Trained by Gamaliel, he would have been quite prestigious and now was called by Jesus to be an apostle. Yet he worked 'under' Barnabas in the beginning. Then have someone read Acts 13:1-3. Mention that the team started out as 'Barnabas and Saul'—God even asked for them in that order—and it wasn't until the end of the chapter that they began to be known as 'Paul and Barnabas.' Paul apparently did not have a problem serving with and under Barnabas to start. It was only later that they took on new roles.*



Slide 21. "Paul was aware, and so should be, of John the Baptist's credo: 'He must increase, I must decrease.'"

21



Slide 22. "And how about Barnabas? He was enjoying the lead role, but around Acts 14, the roles flip-flopped. That may have been hard to take, but he didn't appear to have a problem with it." * "We need to develop a humble, learning spirit like those two."

22 ★



Slide 23. "Minimizing Self Principle #4? Be open, transparent about your own struggles." * "Finally, it is so important that we admit (first to ourselves!) that we are weak creatures. Even as the great spiritual leader that Paul was, he admitted he had struggles." *Have someone read Romans 7:14-24.*

23 ★



Slide 24. "Having a person with whom we can be transparent and accountable is a must." * "Who is your accountability partner?" Do you have one?" *Depending on how open your class is, take time for answers. If your group is not there, make those last two questions rhetorical.* * "Admitting our weaknesses emphasizes the first principle under Maximize Service—the final category of principles." * We'll look that next time."

24 ★



Slide 25. "So . . . are you addressing problems?" * "Are you being unselfish?" * "Are you developing a learning spirit?" * "Are you being open and transparent about your own struggles?"

25 ★



Slide 26. "Our memory verse for the week is: Philippians 2:10-11. 'So that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue confess that Jesus is Lord, to the glory of God the Father.'"

26

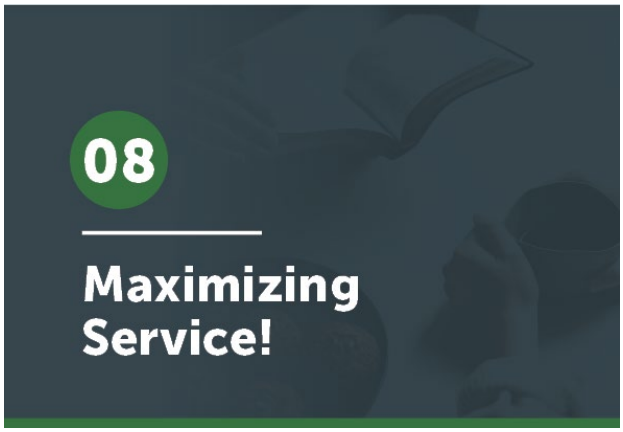


Slide 27. "Before we leave, I would like everyone to get up and stand with two others (groups of three). Which of these four Minimizing Self principles will you work on this week? Share and pray for each other before you leave. Consider your prayer time together to also be 'closing the class in prayer.'" "See you next week."

27



Lesson 8—Maximizing Service!



Materials needed:

- **Walk as Wise Sesson 8 PowerPoint**
- **Walk as Wise Worksheet 8 (1 per student)**

Objectives:

- To review briefly the Minimizing Self principles from the life and ministry of Paul.
- To learn the seven Maximizing Service principles from the life and ministry of Paul.
- To determine which principle(s) to work on and grow during the next week.

Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.* *

Slide 2. "We're going to look at a new set of principles—Maximizing Service—but first, who would like to start us off by quoting Philippians 2:10-11?

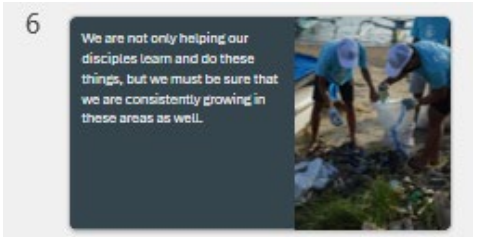
Slide 3. "How did you do this week . . ." * ". . . in your pursuit of Minimizing Self principles?" * "Form a dyad or a triad and share with each other." * Share either how you did or which one of the principles on the next slide you would like to improve on and why."

Slide 4. * Don't be afraid to address problems. * Be unselfish in all your dealings. * Develop a learning spirit. * Be open, transparent about your own struggles. *Leave this slide up while dyads and triads around the room discuss the Minimizing principles, how they did this week, and/or on which ones they want to continue to work. Allow 5 minutes or until the sound level lowers indicating that they are finished. Be sure to 'catch' when the sound level lowers, because if you miss it, it will get louder again but they will be talking about the latest ball game or what they plan on having for lunch!*

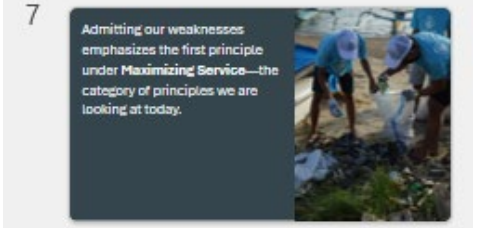
Slide 5. "Remember, we are looking at 20 Principles from Paul's Life and Ministry which can be divided into 4 Categories of Developing Discipleship Eyes and today's principles deal with Maximizing Service!"



Slide 6. "We are not only helping our disciples learn and do these things, but we must be sure that we are consistently growing in these areas as well."



Slide 7. "Admitting our weaknesses emphasizes the first principle under Maximizing Service—the category of principles we are looking at today."



Slide 8. "Let's read through these seven principles." *Read through them commenting briefly, as you see fit. However, don't take too long and don't 'steal your own thunder.'* * *1. Depend upon God.* * 2. Set goals and plan your work. * 3. Be assertive. * 4. Know your culture/use it for ministry. * 5. Learn to be orderly and methodical in your reporting and teaching. * 6. Be determined, seeing through the problems to the prize. * 7. Seek out fruit.

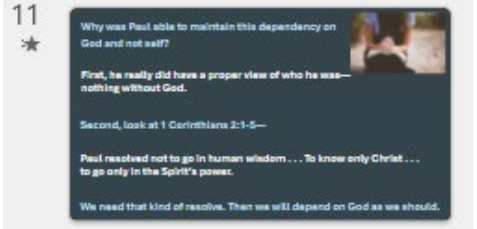


Slide 9. "The first Maximizing Service principle is . . . Depend upon God. Paul gives us 7 principles that can help us Maximize our Service to God and that of our trainees. The first thing we see is that Paul had a humble trust in God that He would do the work."



Slide 10. "Notice how Paul did each of these things: He came without eloquence, felt he was nothing, realizing that God gives the fruit, etc." *Assign each of the verses to different readers. Once everyone has found their verses, have them read one by one and have the group determine which reference goes with which statement. Most are quite easy to determine while one or two are more difficult. Reveal the answers as they are given. Be sure to have marked your worksheet ahead of time so that when answers are given, you may be able to help the class 'try again' before you reveal the answers.* **A* **B* **C* **D* **E* **F* **G* **H* **I*





Slide 11. "Why was Paul able to maintain this dependency on God and not self? * First, he really did have a proper view of who he was—nothing without God. * Second, look at 1 Corinthians 2:1-5." *Have someone read the passage.* * "Paul resolved not to go in human wisdom . . . to know only Christ . . . to go only in the Spirit's power." * **We** need that kind of resolve. Then we will depend on God as we should."

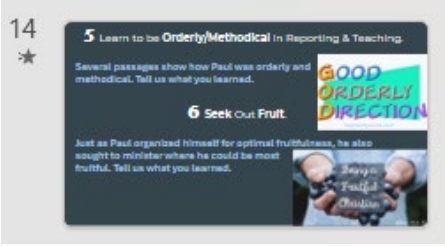
Slide 12. "In dyads and triads work on your assigned principle—whether you have principle 2, 3, 4, 5, or 6." * "Do the work described on the worksheet for that principle and prepare to report to the larger group." *At this point, assign principles 2 through 6 to different groups of 2 or 3 people. The number of people in your class will help you determine how many groups you will need and if the groups will have 2 or 3 people each. If you have more than 18 people in your class, you can assign the same number to more than one group. If you don't have a lot of time for this activity, let the groups know that they can look at just two or three verses and prepare to report on those verses instead of all of them. Even just looking at a couple of verses for each principle will get the idea across. You can encourage people to look up more verses as part of their devotional time during the next week. Ten to fifteen minutes will give plenty of time to read the verses, discuss in their small group what they learned from the verses, and allow them to prepare to report. Each group should be able to report in two to three minutes. Be sure to watch the time as you walk through the reports.*



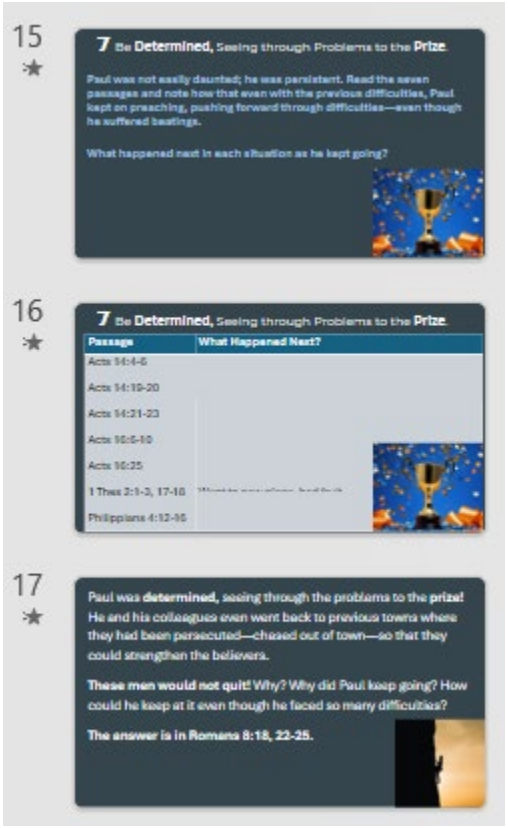
Slide 13. "The second principle is Set Goals and Plan Your Work. * Paul was goal-oriented; he made plans. Tell us what you learned, Group 2." *Allow a couple of minutes for their report and any feedback/responses people want to give.* * The third principle is: Be Assertive. * Paul was assertive, a self-starter. Tell us what you learned, Group 3. *Allow a couple of minutes for their report and any feedback/responses people want to give.* * "Moving on to principle number 4: Know Your Culture and Use it for Ministry. * Paul knew the culture of his target people, was flexible, adapted to it, and used it to further the gospel. Group 4, tell us what you learned." *Allow a couple minutes for their report and any feedback/responses people want to give.*



Slide 14. Principle 5 is this: Learn to be Orderly/Methodical in Reporting and Teaching. * Several passages show how Paul was orderly and methodical. Tell us what you learned from your study, Group 5." *Allow a couple of minutes for their report and any feedback/responses people want to give.* * "And now, Principle 6: Seek Out Fruit. * Just as Paul organized himself for optimal fruitfulness, he also sought to minister where he could be most fruitful. Group 6, tell us what you learned." *Allow a couple of minutes for their report and any feedback/responses people want to give.*



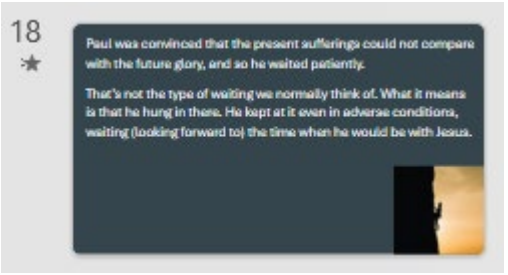
Slide 15. "Now let's look at Principle 7 together: Be Determined, Seeing through Problems to the Prize. * Paul was not easily daunted; he was persistent. Read the seven passages and note how that, even with the previous difficulties, Paul kept on preaching, pushing forward through difficulties—even though he suffered beatings. * What happened next in each situation as he kept going?"



Slide 16. *Have these passages read one at a time and then ask people, 'What happened next?' After each answer is given, reveal the answer on the slide, walking through the entire slide.*
**Acts 14:4-6* **Acts 14:19-20* **Acts 14:21-23* **Acts 16:6-10*
**Acts 16:25* **1 Thes. 2:1-3, 17-18* **Philippians 4:12-16*

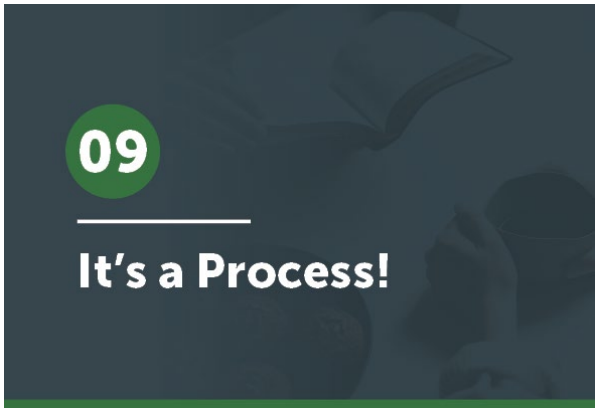
Slide 17. "Paul was determined, seeing through the problems to the prize! He and his colleagues even went back to previous towns where they had been persecuted—chased out of town—so that they could strengthen the believers." * These men would not quit! Why? Why did Paul keep going? How could he keep at it even though he faced so many difficulties?" * "The answer is in Romans 8:18, 22-25. Who can read that for us?" *Have someone look up the passage and read it out loud to the class.*

Slide 18. "Yes, Paul was convinced that the present sufferings could not compare with the future glory, and so he waited patiently. * That's not the type of waiting we normally think of. What it means is that he hung in there. He kept at it even in adverse conditions, waiting (looking forward to) the time when he would be with Jesus." *Have a volunteer read the paragraph on the worksheet that starts with, 'The term in Portuguese . . .' and then ask,* "Can you think of a time when you have had that kind of waiting?" *Allow for a bit of discussion, then have someone read the paragraph that starts with, 'Some have said . . .'* "Let's work at having that kind of determination. Let's be like Paul and see through the problems to the prize!" *If you have time and people seem to be eager to talk about situations in which they can/should do that this week/month/year, allow for discussion.*



Slide 19. "This week let's put all of Philippians 2:5-11 together and work on the whole passage—let the Word of Christ dwell in you richly. This is a great passage to have committed to memory and be able to remind yourself and others by quoting it.





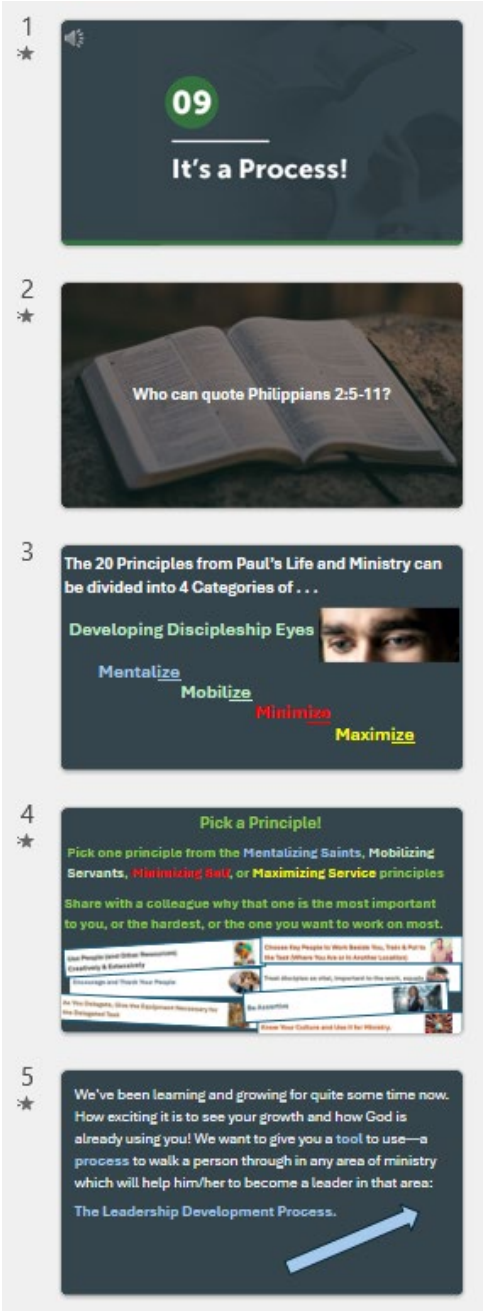
Lesson 9—It's a Process!

Materials needed:

- Walk as Wise Lesson 8 Power Point
- Walk as Wise Worksheet 8 (1 per student)
- Pick a Principle Activity Sheet (1 set cut up into individual principles),
- Walk Series Post Card (1 per student).

Objectives:

- To review briefly all 20 of the principles from the life and ministry of Paul.
- To learn the Leadership Development Process and see how it can help us develop particular skills and practices in our disciples.
- To determine to put the Leadership Development Process into practice in at least one area.



Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.* *

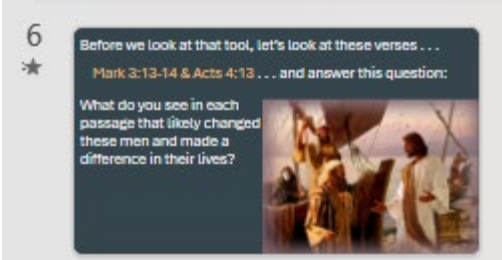
Slide 2. "Who would like to start us out today by quoting Philippians 2:5-11? *Teacher, you should be ready to quote all seven verses and may have to lead the class in quoting these verses. Work on it during the week!*

Slide 3. "Well, we're nearing the end of this Walk as Wise series in which we have been developing 'Discipleship Eyes'—Mentalize, Mobilize, Minimize, and Maximize.

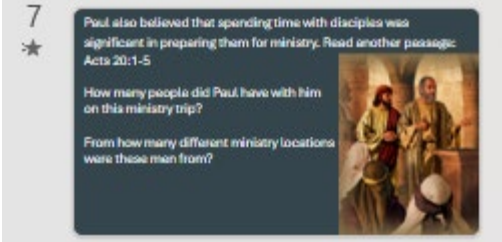
Slide 4. "Let's play . . . Pick a Principle!. * You will pick one principle from the Mentalizing Saints, Mobilizing Servants, Minimizing Self, or Maximizing Service principles over here on the table. * Then share with a colleague why that one is the most important to you, or the hardest, or the one you want to work on most over the next weeks." *Allow several minutes for this exercise.*

Slide 5. "We've been learning and growing for quite some time now. How exciting it is to see your growth and how God is already using you! Now we want to give you a tool to use—a process to walk a person through in any area of ministry which will help him/her to become a leader in that area: * The Leadership Development Process."

Slide 6. "Before we look at that tool, let's look at these verses . . . * Mark 3:13-14 & Acts 4:13 . . . and answer this question: * What do you see in each passage that likely changed these men and made a difference in their lives?" *Have two students read the passages for all to hear.* "What changed these men? What made a difference in their lives?" *They had been with Jesus!*



Slide 7. * "Paul also believed that spending time with disciples was significant in preparing them for ministry. Read another passage: * Acts 20:1-5." *Have this passage read with people listening for how many people were with Paul (8 including Luke the writer of Acts) and from how many different locations (at least 4, maybe 5 depending on where Luke was from).* * How many people did Paul have with him on this ministry trip?" * "From how many different ministry locations were these men from?



Slide 8. "So, spending time with people, modeling what leaders are to do and watching them grow and develop, is necessary. This tool will help you do just that. * Spend some time getting to know the chart. Talk through what each symbol and phrase means. The major concept is that you, the disciple-maker start out doing a lot while your disciple is doing very little in a particular leadership role. * Then, as you both move through the chart, you will do less while your disciple does more."



Slide 9. *Simply show the slide. The arrow progressing from left to right illustrates that this is a process.*



Slide 10. "As you see here, the Leader Development Process arrow has expanded into four boxes which represent four stages of the Leader Development Process." * "This light blue arrow represents demonstration by the disciple-maker—it's what you do as you show your disciple what he/she should be doing. * This green arrow represents the responsibility of the disciple—it's what the disciple does as he/she learns along the way. * The words in yellow describe the disciple-maker and the words in white on the screen describe the disciple. Okay, let's dig in!"



Slide 11. "In the first box you, the disciple-maker are modeling what to do. It's as if you are saying, * 'Watch me.' At this point, the principles are unknown, * the disciple has low skills, * and is low in leadership experience. * You are the teacher and the example of how to do things. Notice that your arrow is high—you're doing virtually everything while the disciple's arrow is low—he/she is just watching, observing. Now, we move to the next box in which you, the disciple-maker, become the Coach."



Slide 12. "Here, you are saying, * 'Try it with me.' That's why your arrow is lower and the disciple's is higher—you're doing things together. The disciple is learning some principles and is now * developing some skills along with * gaining some leadership experience. * Again, at this point, you could be called a Coach.

12 ★



Slide 13. "As you continue, you are in a supporting role in which you would be heard saying, * 'I'll watch you!' * The principles your disciple has learned are now being applied as he/she is more involved. * The disciple is developing skills and still * has limited leadership experience although it is growing. * You, the disciple-maker, could now be called a Cheerleader— * cheering the disciple on as he/she does more and more.

13 ★



Slide 14. "Finally, you unleash your disciple and say, * 'I'll be a resource, ask me questions and I'll try to help as you do the ministry.' * This is an exciting stage as your disciple using principles he/she has learned to develop new forms. * Skills continue to develop as they are practiced more and more and * the disciple gains confidence in leading. * At this stage, you could be called a Consultant. You're doing less and less—maybe even in a different location as the unleashed disciple now leads in this ministry. Any comments or questions before we move on?"

14 ★



Slide 15. "Okay, let's practice a bit with this model. Pick any of these ministry positions or another one you think of and walk through the model using the third page of today's handout. For example, for the first stage—Modeling—ask yourselves, 'What skills need to be developed? How will I model these skills? Etc. Then move on to stage 2, Coaching, and ask those questions, then stage 3, and finally stage 4. Work as table groups. If you have any questions, let me know."

15 ★



Slide 16. *Let the song 'Write Myself a Letter' play, while you are passing out the post cards, one per person.* "We're all going to write ourselves a letter . . . er, post card! You will write and tell yourself what you plan to do with what you have learned through this series. We've covered a lot! Just take your time and think. What do you want to be sure to apply. * Write in on your post card and address it." *Before you ask for them to be handed to you, ask if anyone would like to share what they wrote with the group. Be supportive! Collect the cards and close in prayer.* * *In three weeks or so, send the cards out to your participants. It will be a good reminder for them to get at it!*

16 ★

