

# **Grass Roots Young Leaders Training**

**Facilitators**

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# INTRODUCTION

I was never that talented. Oh, I had some skill, but I never thought of myself as a natural. I worked hard sometimes practicing all day just to improve my skill level. I played the Professional Golf Tour for a number of years playing against guys who were born naturally gifted - at least that's what I thought. The harder I worked the more I found myself to be competitive against the more naturally gifted players.

**Talent, even when it looks natural, is not enough to grant success.** I saw many gifted players waste their talent by not being intentional in developing their skills and their character.

The same is true in leadership. We would all agree that alongside a dose of raw talent we need to develop our skills, knowledge and character to be effective leaders.

Grass Roots presents an **intentional** approach to developing young people who have a desire to grow spiritually and to explore the possibility of leadership.

If you're a key leader, it's a given that you are wanting to develop leaders who have a heart and desire to serve.

After fourteen years in Youth Ministry, I recognise there are many challenges for the key leader when it comes to finding or developing potential leaders:

- How do I create a pool of leaders and how do I find them?
- It's difficult to find skilled leaders
- Where are the leaders with good character?
- How do I train leaders when I find candidates?
- How as a leader do I monitor a young leaders' growth?

Many key leaders faced with the pressure to develop leaders appoint leaders into positions without any training. This has the potential to cause problems especially when they find themselves in areas they are not equipped or skilled to handle. Key leaders need to be **intentional** in growing leaders.

**Grow your pool of leaders and you grow the ministry**

Young Leaders Grass Roots training is a positive approach to helping your young people grow spiritually and discover new skills that will help them find a fit in leadership.

John Maxwell in his book 'Developing the Leaders Around You' says, "The growth and development of people is the highest calling of leadership".

Stephen Covey in his book 'Principle Centered Leadership', says "Give a man a fish and you feed him for a day; teach him how to fish and you feed him for a lifetime."

Jesus considered developing leaders a high priority. In three years, He developed a bunch of men who were on the fringes of society and turned them into powerful leaders whom God would use to build His church and usher in the kingdom of God.

Mark 6:6-13, 30; Luke 9:1-6, 10

Here we see Jesus undertaking a process that develops the leaders around Him.

Mark 6:7      Jesus gives an invitation (**Invitation**)

They have been watching Jesus do ministry for a period of time  
(**Developing**)

Mark 6:7      Jesus sends them out (**Exposure**)

Mark 6:30     The disciples reported back (**Accountability**)

### **This we call 'The Jesus Idea'**

Invitation

Developing

Exposure

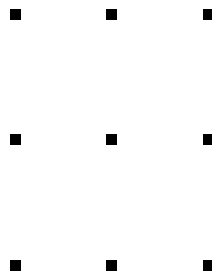
Accountability

As leaders we are good at invitation and exposure, but we so often neglect developing our leaders and holding them accountable.

Grass Roots is about helping a young person on their spiritual journey with God. Helping them discover who they are in God and encouraging them to find their leadership fit.

Development of leaders requires time and commitment and can only be done with a few people at a time. John Maxwell says, "Nurture all of your people, and equip many. But develop only a few – the few who are willing and able."

**Try this exercise:** Join the dots by drawing four straight lines without taking your pen off the paper. You have two minutes. Do this before reading the next paragraph.



Now join the dots by drawing four straight lines without taking your pen off the paper *but you can use the whole piece of paper to do it.* (Go to page 74 for the answer).

Sometimes when faced with a problem we only see the limitations e.g. the dots that border the outside of the box. When given the instruction that the whole piece of paper could be used, all of a sudden a world of possibilities is opened up. Grass Roots training represents a world of possibilities for you, the key leader, your ministry and the young people you serve.

## **Grass Roots - The Process**

How do you find young leaders to train?

### **Invitation**

Begin with a letter of invitation to all fifteen year olds and invite them to embark on a journey. (If you are training for children's ministry you could include selected youth down to twelve years of age.)

If you are beginning for the first time you might take a blanket approach and invite all your leaders to get everyone on the same page. In the following years, narrow down the invitation to a specific age group. (TBC begin with fifteen year olds.) This will help all your leaders to have an understanding of the leadership process.

### **An outline of the invitation process**

October:      Invitations out to participants

November:    Replies and acceptance into next year's course

February:     Grass Roots course begins

There is an invitation letter in the appendix.

### **Development**

In this phase of training the young leaders are exposed to different experiences to help them grow their skills and character.

- Four group training sessions per year
- Mentor
- Ministry involvement
- Accountability
- Journaling
- Reading material
- Leadership Weekend
- Commitment to one camp per year
- Cost

Over two years the course follows the listed training courses.

#### **Year One Courses**

1. Heart of the Leader
2. Time Management
3. How to Care by learning how to Listen
4. How to work in a Team

## Year Two Courses

1. Pastoral Care
2. The Character of the leader
3. Public Speaking
4. Leading Great Bible Studies

## Exposure

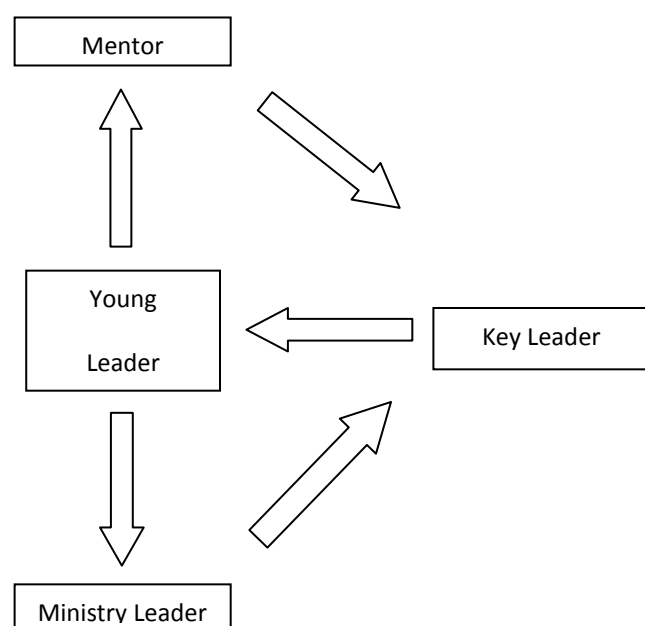
Exposure is achieved by young leaders engaging in ministry environments where they are monitored by ministry leaders.

You need to form accountability communication with key ministry leaders. This could take the form of receiving a report every three months that outlines information on how the young leader is fitting into the ministry area, their leadership skills, how they relate to different age groups and their reliability.

Hands on ministry will help the young leader develop and acquire skills that will help them through life.

## Accountability

In the accountability area, young leaders are encouraged to find a mentor. Through this relationship, reports from ministry leaders and your knowledge of the young leader, there is a reliable accountability process in place.



**As you, the leader, facilitate this course there are some things you need to know:**

- It's important to ensure mentoring relationships are set up early, and young people must not be mentored by their peers but by adults in your church or another church. This helps foster an intergenerational approach to ministry that will help young people as they transition into the wider church.
- Set up a reporting structure between yourself, the key leader and the ministry leaders under whom the young leaders serve, and their mentors. You need to know how they are settling into ministry and how they are growing as people.
- While facilitating the course, the Leaders manual has **highlighted and underlined** words which fill in the blanks in the participant's manual.
- The words '**All in**' in the sessions refer to having a group time.



## **Acknowledgements**

Thanks to my mentor Charles Hewlett, who encouraged me to complete this manual and has shaped me as a leader. To Brain Crum, whose instruction inspired me to train others. To Murray Brown and Marilyn Withers, for leading the way in training young people. To my wife, for her patience and my boys Thomas, Fraser, Ben and Harry for whom this work was done. I long to see you boys exercising your God given gifts of leadership. And to the young people at Titirangi Baptist you're an inspiration to me.

## Session: The Heart of a Leader

**All in:** Form a circle. Have a cushion ball and throw it to a person. The person catching the ball says who the most influential person has been in their life and why. They then throw the cushion ball to someone else. This continues until everyone has had a turn.

**The facilitator starts with the story of David (1 Samuel 16:1-13). The main point of the story is that God looks at the heart and that is what made David such a great leader.**

**All in:** Write down all the attributes that come to mind when you think of the word leader:

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**All in:** In groups, look up the following Bible verses and make notes on the attributes that made Jesus the perfect leader.

Matthew 20: 25-28

John 3:16

John 8:27-30

John 8:54-56

**People don't care how much you know.  
They want to know how much you care.**

**All in:** In groups read John 13: 1-17

Pat Riley, an NBA coach, wrote an article about the 'Danger of Me'. He said, "The most difficult thing for individuals to do when they are part of a team is to sacrifice. It's so easy to become selfish in a team environment. To play for me. It's very vulnerable to drop your guard and say, 'This is who I am and I'm going to open up and give myself to you.' But that's exactly what you've got to do. Willingness to sacrifice is the great paradox. You must give up something in the immediate present – comfort, ease, recognition, quick rewards – to attract something better in the future".

What's true on the basketball court is also true in life. Serving others can be tough; expending your energies and resources in the interest of others can be exhausting and thankless. Yet most effective leaders are servants.

Jesus, on the night before his crucifixion, alone with his disciples, did the unthinkable. There was no servant to carry out the custom of foot washing so Jesus assumed the role. The Master became the servant. The greatest and most high became the least and the lowest.

When he had finished washing their feet he said, "I have set you an example that you should do as I have done for you". They weren't to become fulltime foot washers; they were to become fulltime servers of men and women. They were to be servant leaders.

**Q:** How do you think the disciples felt about what Jesus did?

**Q:** What difference does this story of Jesus make to you and your life?

A servant can be defined as a person who dedicates themselves to the service of others by their own choice of will. NB: Choice of will - not forced.

## **Characteristics of a Servant Leader**

**All in:** In a large group discuss the following:

1) *Servant leadership is very different to the world's view of a leader.*

Would Jesus have been a good corporate man? Why? Why Not?

2) *Being a servant leader means being humble (Matthew 10:24).*

Would Jesus have been a World Heavyweight Boxing champion? Why? Why Not?

3) *Being a servant leader requires diligence (Matthew 24:45-47).*

Would Jesus go on chat room in Facebook while at work? Why? Why Not?

4) *Being a servant leader means having patience.*

Would Jesus have had road rage? Why? Why Not?

5) *Being a servant means having stick-ability.*

Would Jesus have given up when the going was too tough? Why? Why Not?

6) *Being a servant requires obedience.*

Would Jesus have broken the speed limit? Why? Why Not?

In ancient religions it was common place for people to make sacrifices to the gods, but the thought that a god would make a sacrifice for humanity was beyond the imagination. The Jewish people had no such concept despite the fact that their own Scriptures predicted it.

This is the reason that Jesus, after his resurrection, rebuked two of his disciples on the road to Emmaus: “How foolish you are, and how slow of heart to believe all that the prophets have spoken! Did not Christ have to suffer these things and then enter his glory?” (Luke 24:25-26).

The Jews were looking for a powerful Messiah who would deliver them from their bondage to Rome. They overlooked the prophecies about the suffering servant.

Jesus was the fulfilment of Old Testament prophecy. He was the suffering servant who clearly communicated his purpose for coming to this earth.

**Mark 10:45 “For even the Son of Man did not come to be served, but to serve, and give his life as a ransom for many”.**

In his sacrifice on the cross, Jesus provided the ultimate example of servant leadership.

**All in:** Take communion here to remember Jesus.

‘But be sure to fear the Lord and serve him faithfully with all your heart; consider what great things he has done for you’. 1 Samuel 12:24

**All in:** In groups read and discuss the following questions from Philippians 2:19-22

Paul states that he knew of “no one else like” Timothy. Why do you think that Timothy is such a rare leader? Make a list below

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**All in:** Discuss in pairs.

What makes servant leadership difficult for most people?

What makes servant leadership difficult for you?

An unwilling servant is no servant at all

**All in:**

What could you do to make a difference to the servant leadership climate in Children's/Youth Ministry?

**Pray in pairs about your answer**

**Take time to have communion together**

**Task:** Go out of your way to serve someone this week and make some notes below on how it felt.

**You need to begin serving people where ever you go. Look out for the opportunities that God brings your way. Sometimes we miss them because we are too occupied with ourselves.**

## Points to Ponder

### SELF RIGHTEOUS SERVICE

### TRUE SERVICE

Impressed by the 'Big Deal' only wants to be involved with the up front, 'make me feel good' stuff.

Finds it impossible to distinguish large from small service.

Requires external rewards (needs to know people see and appreciate their effort).

Rests contented in hiddenness (doesn't fear attention, but doesn't seek it either).

Highly concerned about results (Becomes bitter when results fall below expectations).

Free of the need to calculate results.

Picks and chooses who to serve.

Indiscriminate to whom they minister.

Affected by moods (feelings)

Ministers simply and faithfully because there is a need. They refuse to allow feelings to control the service.

Is temporary (Once served they rest easy)

Is a **LIFESTYLE**. Springs spontaneously to answer human need.

Is without sensitivity. Insists on meeting the need even when it would be destructive to do so.

Can listen with tenderness and patience before acting.

Manipulative, uses people's needs to glorify one's self and make people dependent

Builds and encourages, takes care of the needs of others  
No one is put under emotional pressure to return the service.

Factionalizes. Divides people into cliques. Whispers in corners, likes gossip and spreads it about others to gain popularity.

Unifies. Builds communication between opposing groups. Uses tact and has sensitivity to individual needs.

1

<sup>1</sup> Tim and Vicki Jenkinson Servant Leadership Manual (Anglican Youth Ministries 1998) Page 7

## Session: It's all about Time

**Ahead of time:** Make sure you send out to each young leader exercise 1, a week before you get together as this makes up the basis for the course.

**TIME HASN'T CHANGED:** In Genesis 1 – 2:3 we have God's story of creation. Creation, we discover, was made over a period of six days and each day was marked by morning and evening. Time is God's idea and He said, "It is very good". Since the beginning of creation there have been twenty four hours in a day and there is still 24 hours every day, 168 hours every week, and 8,760 hours every year. The numbers were the same a generation ago, a century ago, a millennium ago. What's changed over time is the way people use these hours.

**Team time:** Take some time to share with the others in your group just how you spent your time over the last week.

**Time evaluation:** Make a list of the things that occupied your time in the last five days. Record each day as a 24 hour period, so record sleep times as well.

(Include everything you can think of e.g. MSM, Facebook, Txt, movies, Church, Family time, TV, phone calls, study, relaxing time, sport, etc.)

**Sunday**

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Saturday**



To be an effective leader you need to be able to manage your time effectively:

- **Leaders realise that life is made of time** – “Do you love life? Then do not squander time, for that is the stuff life is made of”. (Ben Franklin)
- **Leaders know they are accountable for their time** – “Making the most of every opportunity, because the days are evil”. (Ephesians 5:16)
- **Leaders don’t often waste their time** – “The management of time should be the number one priority for us. Without some organisation of your day, it will waste away without purpose and drain away without accomplishment”. (Neil Strait)
- **Others often waste their time** – “Young people don’t hesitate to drop in on the youth leader, because they feel they are there for them and what else do they do anyway”.
- **Leaders accomplish goals if they manage time well** – “The lazy man does not roast his game”. (Proverbs 12:27)

Stephen Covey sums up how we can best use our time: “I am personally persuaded that the best thinking in the area of time management can be captured in a single phase: **Organize and execute around priorities.**”

**Team time:** What do you think is meant by the statement, “**Organize and execute around priorities.**”

**Time tools:** There are two tools to help young leaders to focus their time against their priorities:

#### TOOL 1 – The Time Management Grid

		Urgent	Not Urgent
Important	Important	QUADRANT 1 Urgent and Important “Fire fighting”	QUADRANT 2 Important but Not Urgent “Quality Time”
	Not Important	QUADRANT 3 Urgent but Not Important “Distraction”	QUADRANT 4 Neither Urgent nor Important “Time Wasting”

**Quadrant 1** represents things which are both urgent and important. This we call “fire fighting”. The activities need to be dealt with immediately, and they are important. Sometimes it seems that there is not enough time in a day; however a closer inspection may reveal not a shortage of time, but a problem of priorities.

Many important activities become urgent because of procrastination, or because of lack of planning. There’s a danger in letting the urgent crowd out the important.

**All in:** How did Jesus deal with the urgent to accomplish the important?

Mark 1:35

John 11:1-6

**Quadrant 2** represents things which are important, but not urgent.

We call this “Quality Time”. Although the activities here are important, and contribute to achieving goals and priorities – they don’t have to be done right now. Long range planning can be done here, personal development, empowering others etc. Ignoring this Quadrant enlarges Quadrant 1, creating stress, burnout and other related crises.

**Quadrant 3** has been named “Distractions”. They demand to be dealt with right now, but frankly, are not important. Often the urgency of these matters is based on the priorities and expectations of other people.

**Quadrant 4** contains things which are neither urgent nor important. We rightly name them “Time Wasters”. Examples of these things are: meetings that you have no contribution to, mindless TV shows, some phone calls etc.

**Note:** The two factors defining an activity are urgency and importance. *Urgent* requires immediate attention (they act on the leader); while *important* activities require initiative and proactivity (the leader must act on them).

**Time evaluation: Take your list of things you did over the last five days and insert the activities into a Quadrant that represents its urgency or importance (be honest).**

	<b>Urgent</b>	<b>Not Urgent</b>
<b>Important</b>		
<b>Not Important</b>		

### **Presentation: (The Jar)**

You will need two large jars, some rocks, some pebbles, some sand, and two jars of water.

- 1) Put the large rocks in the jar first then ask “Is the jar full?”
- 2) Put the pebbles in the jar next shaking the jar to get them in and ask again “Is the jar full?”
- 3) Put the sand in the jar next shaking the jar to get it in and ask again “Is the jar full now?”
- 4) Pour the water into the jar until it is full then ask the question “Is the jar full this time?”
- 5) Now do the exercise in reverse making the point that it’s important to **Organize and execute around priorities**. The large rocks represent our main priorities (which one was God?). If we don’t put them in first, they will never fit in.

1. What is one thing you could do (that you are not doing now) that if you did it on a regular basis, would make a tremendous positive difference in your personal life?
2. What's one thing you could do as a leader that would bring similar results?

An evaluation of the answer to these questions would reveal that they fit into **Quadrant 2**. They are obviously important, but not urgent – because you are not doing them. **Quadrant 2** activities if done on a regular basis will have unbelievably positive results in your life.

Leaders who spend most of their time working out of Quadrants 3 and 4 basically lead irresponsible lives. Effective leaders avoid Quadrants 3 and 4 because they are not important. They also shrink Quadrant 1 down to size by spending more time in Quadrant 2. Quadrant 2 is the heart of great personal management. It's important to learn to act out of the importance paradigm, rather than the urgency paradigm. You can't ignore important urgent activities but you will find but you will find they shrink as you work more out of Quadrant 2.

You can seek to reduce time spent in Quadrant 3 by improving the way you handle distractions, and you can seek to eliminate as much as possible from Quadrant 4 activities, by either not spending time on these things or changing the nature of them to make them more productive.

**Reflection:** Go back to your grid and make any changes that you think are necessary. Put in your answers from Questions 1 and 2. You may want to eliminate some items or move some to a different Quadrant.

**Tool 2:** Circle the following tools you use to plan out your day / week / month/ year:

- **To do list**
- **Note Pad**
- **Appointment Book**
- **Calendar**
- **Diary**
- **Daily planner**
- **Outlook Express**
- **Phone**
- **Other (Explain)**

**Team time:** Discuss with each other how you might use these tools to help you with time management.

**All in:** Share your ideas with the group

**After hours:** Over the next month repeat Tool 1 (I have attached extra copies of the grid for you to use) take the time to share these thoughts with your mentor.

I have also attached an Assignment Cover Sheet for you to write your reflections on this exercise (Changes you are making or not making) this will need to be handed back.

**Discussion with Mentors:** What are the four most important things I need to be focused on right now?

**Not Urgent**

**Urgent**


**Important**

**Not Important**

## Session: How to care through listening

**All in:** In pairs spend two minutes each finding out about the other person's interests and dreams. Get them to report at the end to the whole group. Listen for statements that are either mere facts or facts with encouragement. You are trying to see how well they are listening.

### About Listening

You might well have heard it said that God made us with two ears but one mouth. We should therefore listen twice as much as we speak.

Listening is not always as easy as it sounds. Though we may not be speaking, we're not necessarily paying close attention to what others are saying. There are some things we can do to convey that we are interested in what others have to say and which will encourage them to speak to us a little more easily.

The acronym **SOFTER** can help us: **Have a volunteer have them sit opposite you and act out each skill.**

**Squarely:** This refers to our seating position. The rule of thumb is that serious talking takes place best when people face each other fairly directly, perhaps a slight angle off a straight line. This fairly direct line means we don't have to swivel to see the person and are naturally in their line of vision. Another important "s" word is smile.

**Open posture:** Folded arms and legs serve as a block. In body language terms they are a defence mechanism or a barrier. We need to keep our posture open to help the other person relax. As you listen note how many times the other person folds their arms or legs. It usually means they are talking about something that makes them feel uncomfortable or vulnerable. Sometimes people do this when they get to the hardest part of the story they are telling. Cues like this remind us to listen with extra care, empathy and warmth.

**Forward lean:** By slightly (emphasis on the slightly, overdoing this would be alarming!) leaning toward the person we are conveying a sense of "I'm listening to you and interested in what you say". Leaning away from someone conveys a sense of "I'm not comfortable with you and want to get away..."

**Touch:** A gentle, even accidental touch on a person's arm during initial conversation creates a more trusting first impression.

**Eye contact:** By eye contact we don't mean staring someone down. An old saying reflects that the eyes are the window to the soul. We can see a great deal of what a person is feeling through their eyes. Eye contact also conveys that we are interested and listening to someone. In some ways it is "face contact" as much as eye contact, with our gaze taking in the general features of the face.



**Relaxed posture:** People often find talking about themselves and the issues in their lives to be threatening and embarrassing. A relaxed posture conveys a sense of acceptance. This helps the other person relax also.<sup>2</sup>

## Paraphrasing and showing empathy

There are five common responses people make to statements. While each has a proper place, most people give the least helpful ones most often! So it's an area to work on. The five are...

**Advising and evaluating (E)** Here our response is to give people advice on what they should do, and often it comes with a value judgment about the situation. While advice is helpful if people want to know the quickest route to the airport, it is usually not appropriate to offer it when people are facing complex and perplexing situations. Quick advice usually indicates that we are not willing to listen to the shades of grey that surround most issues, and assumes that we are smarter than the person posing the problem, who unlike us, has not been able to solve it quickly!

**Analyzing and interpreting (I)** This response attaches a deeper significance to the event described (e.g. "When your boss refused to take your request seriously, it reminded you of how powerless you felt as a little boy when you couldn't get your own way".) At times the interpretation may be correct, (though often it is not!), but it is still better to help someone reach their own insights rather than imposing the listener's upon them.

**Reassuring and supporting (S)** Here the listener reassures the person that their fears will not materialize or that their self doubt or judgment is unfounded etc. (Don't worry. It will all work out. Everyone loves you...) There are times when reassurance is important (such as a few minutes before an exam) but it can block the exploration of an issue by denying that it really exists.

**Questioning and probing (P)** They have a fairly important place, but one must guard against interrogating and also avoid falling into the trap of thinking that information provides an answer to a life dilemma. It's usually a lot more complex than that. Questions can be helpful in clarifying what would otherwise be unclear to the listener (I'm not sure if I have understood this. The Bruce you talk about, is he your uncle?)

**Paraphrasing and understanding (U)** This is far and away the most helpful response. It indicates that you are listening (you wouldn't be able to paraphrase otherwise) and are therefore interested, and it helps the person to hear what they have been saying. Ideally, paraphrases should convey both the content and emotion of what the person has been saying.

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<sup>2</sup> Introduction to Pastoral Care MM561

Here is an example of the five different kinds of responses to a statement of a person seeking help. The letter next to the response (E, I, P, S or U) indicates the kind of response it is.

JOHN: "I'm determined to be a success and I know I can do it. I must just work hard enough. Even if I must stay chained to my computer for 18 hours a day, if that's what it takes, I'll do it. My home life and family may suffer, but it will be worth it in the end. I will be a success and that's all that matters."

Possible responses:

**E response:** "You are right. Hard work always pays off. Keep at it!"

**I response:** "You badly want to succeed at your job. It may stem from your insecurity about your own competence and ability."

**S response:** "It's normal for people to go through phases when they really want to succeed. I'm sure everything will turn out okay."

**P response:** "What will you do when you have achieved this success? Will it bring you happiness or give you what you want out of life?"

**U response:** "You see yourself as a very ambitious person. Yet you're unsure about whether you want your family to suffer because of the long hours you will have to work in order to be successful."<sup>3</sup>

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<sup>3</sup> Introduction to Pastoral Care MM561

**All in: Decide what kind of response each of the following is.**

**JOE:** “I never have any luck with cars. Every car I have ever gotten has been a lemon. Not only have I paid a heap for each car, but just when they are out of warranty, something major goes wrong. The car I have now needs a new engine. What’s wrong with me? Why should I have all the bad luck?”

Fill in the appropriate response letter (**E, I, S, P** or **U**)

- ☐ You’re wondering if it is your fault that every car you own breaks down and has to have costly repairs. All the money you have to pay for car repairs depresses and angers you.
- ☐ Your anger against the poor quality of cars you have owned is being turned against yourself and experienced as depression. Aren’t the companies that make cars to blame?
- ☐ What cars to buy? How many cars have you owned?
- ☐ Everyone has some bad luck sometimes. I’m sure that the next car you own will be more reliable. It’s not your fault that every car you buy has been a lemon. No one can tell how much repair a car will need when they first buy it.
- ☐ You’re always buying Japanese imports. What you need to do is to buy a solid Holden.<sup>4</sup>

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<sup>4</sup> Introduction to Pastoral Care MM561

## Observation skills

A critical listening skill is learning to read and respond to the body language and tone of voice of those we come across. Body language communicates. Tone of voice can completely alter the meaning of the sentence. But how do you know if you have observed correctly?

### Learning to make a “perception check”

Whether they intend to or not, people are constantly offering us clues to their emotional and spiritual states, simply by the way they walk, stand, sit, use their hands, hold their head, and speak and so on. The better we get at reading the unspoken language, the better listeners we will become. Note, though, that it’s dangerous to assume that you know how someone is feeling merely on the basis of body language. If at all possible, it’s better to do a perception check. Simply ask, “How are you feeling at the moment?”

Try this: in the blank spaces write out what voice and body messages you might observe for each of the following feelings:

**All in:** Break into four groups and act out the different responses.

<i>Non- verbal cue</i>	Anger	Friendship	Sadness	Anxiety
Tone of voice				
Voice volume				
Eye contact				
Facial Expression				
Posture				
Gestures				

<sup>5</sup>

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<sup>5</sup> Introduction to Pastoral Care MM561

## What it means to listen

**Hearing**. Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.

**Understanding**. The next part of listening happens when you take what you have heard and understand it in your own way. Let's go back to that report on zebras. When you hear that no two are alike, think about what that might mean. You might think, "Maybe this means that the pattern of stripes is different for each zebra."

**Judging**. After you are sure you understand what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You might think, "How could the stripes be different for every zebra? But then again, the fingerprints are different for every person. I think this seems believable."

## Hints for listeners

Stop **talking**.

**Eye** contact.

**Assertive** and active **listening** skills.

It takes two to speak the truth...one to speak and the other to hear."

Henry David Thoreau

## Types of Questions<sup>6</sup>

- **Open questions**

These are useful in getting another person to speak. They often begin with the words: What, Why, When, Who

Sometimes they are statements: “Tell me about...”, “Give me examples of...”

They can provide you with a good deal of information.

- **Closed questions**

These are questions that require a yes or no answer and are useful for checking facts. They should be used with care - too many closed questions can cause frustration and shut down conversation.

- **Specific questions**

These are used to determine facts. For example “How much did you spend on that?”

- **Probing questions**

These check for more detail or clarification. Probing questions allow you to explore specific areas, however be careful, because they can easily make people feel they are being interrogated.

- **Hypothetical questions**

These pose a theoretical situation in the future. For example, “What would you do if...?” These can be used to get others to think about unfamiliar situations. They can also be used in interviews to find out how people might cope with new situations.

- **Reflective questions**

You can use these to reflect back what you think a speaker has said to check understanding. You can also reflect the speaker’s feelings, which is useful in dealing with angry or difficult people and for defusing emotional situations.

- **Leading questions**

These are used to gain acceptance of your view – they are not useful in providing honest views and opinions. If you say to someone ‘you will be able to cope, won’t you?’ they may not like to disagree.

**You can use a series of different types of questions to “funnel” information.** This is a way of structuring information in sequence to explore a topic and to get to the heart of the issues. You may use an open question, followed by a probing question, then a specific question followed by a reflective question.

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<sup>6</sup> Introduction to Pastoral Care MM561

### **All in: Game Bank Robber:**

Break into pairs and decide who will be the bank robber and who will be the policeman. Agree on a common bank in an area known to both of you. Policemen then leave the room. Instruct the bank robbers to hide the money anywhere in the agreed area (could be a town etc) they will be interrogated by the police and they must answer the questions truthfully. Invite the policemen back in telling them they have 3 minutes to locate the money by asking the right questions. **The facilitator must observe everything they have been learning so you can comment.**

### **Active Listening**

Good communication depends on you carefully listening to another person. Active listening involves listening attentively without interruption and then restating what was heard. The active listening process lets the sender know whether or not the message sent was clearly understood by restating what was heard.

#### **Examples of Active Listening:**

"I heard you say that you enjoy working with me, but that you believe I treat you more like an employee than a team mate."

'If I understand what you said, you want to go golfing next summer. But I would like to go skiing. Is that correct?'

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**Active listening is the ability to listen accurately and repeat back to the speaker the message you have heard.**

**Some traits for active listening:**

1. **Watching** and listening with your whole being.
2. Watching for the other's **non-verbal** communication.
3. **Concentration**
4. **Be patient**
5. Don't **interrupt**
6. Help them find another **word**
7. Understanding the **intent**
8. Be ready for **outbursts** when listening
9. **Empathise** with the person
10. Use your **knowledge** about the person to help you understand
11. Listening fully gives **respect** and **power** to both the speaker and listener.
12. **Silence** (Finish with 1 minute of silence)



## Session: THE TEAM

**Give an example of a famous sporting team i.e. All Blacks.**

**All in:** What are the elements that make this such a great team?

In 1914 the explorer Ernest Shackleton placed an advertisement for help while in search of a crew (team) for an expedition to Antarctica. It was an ad nearly 5,000 applicants (including three women) found irresistible.

*"Men wanted for hazardous journey. Small wages, bitter cold, long months of complete darkness, constant danger, safe return doubtful. Honour and recognition in case of success."*

**All in:** Discuss the reason why you think this ad was so irresistible.

**Team time:** Talk about a time when you worked with a team that was a good experience (tell the story by including feelings, purpose, what made it such a good experience etc)

## The Dysfunctional Team

Read 1 Kings 12:1-20

King Rehoboam sought advice from two different teams of people to answer the people's request. The two teams are very different. What are some of the characteristics you see in each team?

David's Advisors:

The Young Men:

**Team time:** Talk about a time when you worked with a team and it was not such a good experience (tell the story by including feelings, purpose, what made it such a good experience etc)

A good leader has an ability to identify the gifts needed for a team to achieve a given project

For a team to succeed, one of the most important tasks for the team leader is to place people into roles that enable them to work according to their gifting and abilities.

There are different gifts and abilities that make up an effective team. Make a wish list of what you think might be gifts to run a '*church outreach event in the community*'.

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Just having the right people with the right gifting in a team doesn't make them a team; they still have to learn to work together in a way that accomplishes the goal and purpose of the team.

### **Sacrificing and helping other team members in achieving their task, is what makes a team successful**

Jesus is the greatest leader that has ever lived. He took a band of men and changed the course of history for you and me. He showed that to lead, you have to be willing to serve. (In the case of Jesus He was willing to give His life). One of the greatest examples of Jesus' leadership was when He washed his disciples' feet.

**Team time:** Read John 13: 1-17

What was so amazing about what Jesus did?

Reflect on your leadership style. Would you say you're someone who sacrifices for others?

**Team Prayer:** Take 10 minutes to pray for each other in pairs.

### **Ten team wreckers**

- Act like you are alone.
- Think that you are much too important for the work you have been assigned. If you are given cleaning duties, weasel out of them.
- Don't pray or study the Bible.
- Be too organised and inflexible so nothing can interfere with your agenda.
- Point out other people's faults. Help them "improve". Help them be more like you.
- If you are single, try to become romantically involved with someone on the team. Try to be near that person, even if it means that other relationships suffer.
- Try not to be seen with the socially awkward people on the team.
- Complain about everything. Bring a negative attitude.
- Be generally disappointed in how things are going.
- Don't expect God to come through.

**Important:** If there is one area that will disrupt a team and the ministry this team will be doing, it is if there are problems within the team. Working in a team brings extra practical and spiritual stress. These stresses could be:

- Members are having personal conflicts
- Vital information is not passed on
- Individuals withdraw from the group
- Expectations of the group are not met
- Some team members get special opportunities
- Poor communication skills

Any of these stresses and others will affect how well the team functions, but it will also determine how the young people you serve, view the team.

**Team ideas:** Listed below are some ideas to help keep a team relating and functioning well.

#### **1. Team meetings**

It is important to be at team meetings. It is best in a private place where the group can be themselves. During these times it is good to talk about practical issues, programmes, concerns, opportunities and generally give people in the team the opportunity to share about the things they are going through.

#### **2. Team prayer meetings**

It is amazing how praying together can help smooth over and work out situations within a group. It is when you involve God in the group that it helps the group to work together. Having times of praise and worship also helps bring God into the centre of the group and the mission you are involved with.

#### **3. Respect the leaders**

Sometimes the leader/leaders of the team will be called upon to make decisions about situations the team is involved in. Some of these decisions you may not like, but you need to respect and

obey the leader's decision. This does not mean that a decision cannot be discussed but that any final decision of the team must be supported.

#### **4. Take part in group meetings**

You need to be willing to share in group times about things that are happening to you and be willing to listen when others share what's been going on for them. In a great team people start to depend more on other members of the team. This will only happen as team members are willing to be fully involved in group times of sharing and support.

#### **5. Make allowances for stress**

Sometimes the situations you face can be stressful and tiring. Team members need to be a bit more forgiving of each other because of this.

#### **6. Share concerns with the team leader**

Often there may be issues about the programme, the team in general or a specific team member that you are struggling with. It is important that you share these concerns with the leader first before raising the issue before the whole team. It may be that the leader can help sort out the issue before going to the whole group or they may help you understand why things are as they are.

#### **7. Do some fun things together**

Make sure that the group does some fun and zany things to help unwind and break the pressures that might be around.

#### **8. Be on time**

When making a commitment to a team, make sure you are on time and ready to participate on arrival.

#### **9. Follow through on your commitments**

For a team to function well it needs to have each team member following through on commitments made before the team gets together for the next meeting. One team member not fulfilling their part of a project can make it fail.

#### **10. Communicate well**

Be aware of the language (words and tone) that you use when communicating with other team members.

### **The Project: 'The Apprentice'**

- Break into groups of four
- Each group needs to assign a leader for the project
- Pool your money (Each person brings \$10 each. This becomes the team fund)
- You will be handed a project that needs to be completed in 1.5 hours
- When you return you will be asked to report on the success of your team project

### **Project**

Your project is to access a need and bring a blessing in the area (suburb) you come from.

You are to take the team fund and find a way to fulfil that need.

You may need to barter and seek help from other people.

You may need to find more money to complete the project.

You will be reporting on your project when you return.

## Session: Pastoral Care

To be done only after students have done 'Learning to care by learning to listen'.

### **Brainstorm (Quick fire answers):**

What are the immediate images that come to mind when you think of a shepherd?

In the following verses what are the biblical images of a shepherd?

**Read** Isaiah 40:11; Ezekiel 34:11-12; Psalm 23

Let's have a closer look at some of the shepherding images.

**Healing:** Restoring people to wholeness.

**Sustaining:** Often the greatest gift we can provide is helping individuals and communities is the strength to endure the circumstances of life.

**Guiding:** The task here is to encourage individuals and communities to make life serving choices based on Christian vision (e.g. of family, sexuality, community, the sanctity of life etc.).

**Nurturing:** Theologically we often think of this as sanctification and it needs to take place both at an individual and communal level. This enables people to grow in their God-given potentialities.

**Reconciling:** Reconciling people to God and to one another. This is the very heart of what a pastoral care giver is all about.

**Pastoral Care is about God and God's transforming power in someone's life.**

**Pastoral care is a God-given responsibility and must be carried out by Christians who have an authentic relationship with God**

## Biblical Images of Pastoral Care

Gerkin in his book 'An Introduction to Pastoral Care' examines biblical tradition to enhance our understanding of pastoral care. He identifies 3 classes of leaders in Old Testament times and gives us an Old Testament model of pastoral care:

- **Priest** – the pastoral care giver might struggle for the preservation of Christmas as a shopping free day.
- **Prophet** – Might speak out against structures in society contributing to the high teenage suicide rate.
- **Wise men and women** – Might be involved in sustaining a widow through her period of grief and adjustment.

**Exercise:** What role (Priest, Prophet, Wiseman) is Jesus filling in each of these passages?

John 2:15-16

Hebrews 4:14-16

Matthew 27:35-37

Matthew 5:3-9

It's helpful to be reminded that pastoral care is a multiple task. Pastoral care involves operating at all these levels.

**Pastoral Care needs to be about pointing people back to God, not about persuading them to stay.**

## The Four Phases of Counselling

<b>Counselling Phase</b>	<b>Purpose</b>	<b>Skills Needed</b>
<b>Clarification</b>	<p>Make transition into counselling.</p> <p>Building a good relationship</p> <p>Clarifying goals.</p>	<p>Reflective listening.</p> <p>Acceptance / empathy.</p>
<b>Formulation</b>	<p>Reach an accurate assessment of the individual's situation or problems.</p>	<p>Some knowledge of psychological problems.</p> <p>Organised system for thinking about people and their problems.</p>
<b>Intervention</b>	<p>Move actively towards the counselling goals.</p>	<p>Specific intervention skills.</p> <p>Knowledge of how to use appropriate interventions.</p> <p>Referral skills.</p>
<b>Termination</b>	<p>Make transition back into normal pastoral relationship</p>	<p>Smooth transition skills.</p> <p>Continued support skills</p> <p>Development of supportive community.</p>



## **1. Clarification**

This is the first phase of counselling. The major task of this first phase is to listen. Listening helps the person feel accepted and understood. This is a time of searching together for an understanding of the young person's situation and of his or her unique way of perceiving the world.

### **Tips:**

- Make a time (appointment) to sit with the person who needs help so that every time you see them does not become a time of counselling.
- Listen, listen, listen

## **2. Formulation**

In this stage the interviewing shifts towards more direct inquiry, intermixed with empathic listening and selective purposeful questioning.

The task here is to come to an accurate understanding of the young person's situation.

### **Tips:**

- This might be the stage where you need to refer the client to someone else.
- Use your skills in asking the right sorts of questions.
- Create a system for how to think clearly about people and their problems.

## **3. Intervention**

The question to be asked in this stage is "Am I the right person to undertake this process?" You have to be aware of your ability to deal with the situation at hand.

### **Tips:**

- A good referral might be appropriate here.
- In the referral it is important to work on a great transition.
- Be aware of your own abilities (people's lives are at risk).

## **4. Termination**

In this phase there needs to be a celebration of the end of the counselling relationship so that the person can go back to a normal relationship with you.

**Tips:**

- Know when it is the right time to let go.
- Celebrate this time as a special event.

**Summary**

Not all phases occur in every case. For many clients the clarification process will be all that is needed. The listening process of this first phase is itself highly therapeutic, and through this process many individuals find within themselves the resources they need. For other, a clear understanding of their situation is what they are seeking, and the process of formulation is the end. With others there will be a full and prolonged intervention process with a more gradual termination.

Keeping these phases in mind can help you to clarify what you are doing and how to know the purpose or goal that you are pursuing at any point in time.

## **Sample: Pastoral Care Plan**

### **TBC YOUTH (Titirangi Baptist)**

#### **Definition of pastoral care:**

Pastoral care at TBC can be defined as:

Christian representatives (lay or ordained), directing young people into a relationship with God, and helping them to sustain that relationship. This incorporates a process of healing, guiding and reconciling of young people and their relationships to God and with each other (community).

The three processes involved are:

*Healing:* The word healing in this definition indicates that pastoral care is holistic care, seeking to restore wholeness<sup>8</sup> of body, mind, and spirit.

*Guidance:* Involves helping people discover direction in the choices they make in life.

*Reconciling:* Helping groups to find harmony and understanding who have broken with each other or are about to do so.

Pastoral care is a God-given responsibility and must be carried out by Christians who have an authentic relationship with God and who are appointed to do so by the youth pastor.

#### **Biblical images and theological bases that have shaped this plan**

1. Jesus used the words "I have come to give you life and life to the full". The promise in these words indicate that it is possible to be restored in relationship with God as it was intended to be in Genesis 1 when after created people God said "It is very good". We were made originally in the image of God<sup>9</sup> and so have worth to God. This image was distorted in the fall (Genesis 3). The Pastoral care process is one of helping to restore the original image both individually and within the community.

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<sup>8</sup> P.L Steinke, *Healthy Congregations: a systems approach* (Herndon: The Alban Institute, 1996),6

<sup>9</sup> Genesis 1:27

2. Pastor as shepherd of God's flock<sup>10</sup>.
3. Humans are basically sinful and need God's salvation and restoration<sup>11</sup>.
4. Sanctification is an ongoing process that needs guidance<sup>12</sup>.
5. The biblical motif of Priest, Prophet and Wise men and women

## Pastoral Care Plan

Pastoral Care for this youth group will have three main focuses:

1. **Missional:** Opportunities for young people to bring friends into a healthy community. *Here we have the biblical motif of Wise men and women sitting at the city gates sharing wisdom.*
2. **Discipleship:** Developing and discipling the youth as individuals and as a community. *Here we have the biblical motif of the priest who teaches and guides the community.*
3. **Engagement:** Releasing the youth to serve so they can take part in the pastoral care and nurture of each other and the community. *Here we have the biblical motif of prophetic, serving and engaging in community practically.*

### 1. Missional

Part of being a healthy community is providing opportunities for those in the community to bring friends (connection points). Connection points are achieved through small group social events, community social activities, camps and combined nights.

Once young people make a connection to the community it is important to help people to understand that it's in a relationship with God that we find the greatest place to find healing and guidance and restoration in life.

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<sup>10</sup> Acts 20:28

<sup>11</sup> Romans 3:23

<sup>12</sup> Philippians 1:6

## **2. Discipleship**

The main pastoral care givers are the small group leaders. Young people will be encouraged to be involved in a small group. In this environment young people will be disciplined through Biblical teaching and peer mentoring, (The youth will be encouraged to hold each other accountable, encourage each other in their Christian walk, and pray for each other in the Small group setting), leadership by example, and by providing opportunities for them to be challenged and to apply what they are learning to life.

Biblical teaching will occur weekly in small groups and at every fortnight at Blueprint Service (youth service) and once a month at combined small group nights. Discipleship and community are also strengthened at Easter Camp and September Camp and social events (small group and community).

Small group leaders will set the example by showing care and concern for every individual<sup>13</sup>, helping them work through issues, and following up to see how the youth are progressing in dealing with issues they are struggling with.

## **3. Engagement**

Leaders will seek to identify strengths and gifts in the youth and build on these strengths, challenging them and stretching them in the use of these gifts within the community.

Youth will also be encouraged to talk to leaders about starting up new ways of serving the youth group or community, as God lays dreams on their hearts.

Youth who are identified as potential leaders, who show commitment to God, will be invited to attend Young Leader training events, so that they can be more thoroughly equipped to pastorally care for the youth and grow their gifting. It is important that the youth leaders themselves have mentors, are held accountable, and are challenged to develop their own lives.

### **Crisis Intervention**

1. Contact youth pastor.
2. Youth Pastor accesses the situation and makes the call on who needs to be involved.
3. It's important that the best qualified person deals with the situation.

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<sup>13</sup> Steinke, *Healthy Congregations: a systems approach*, 30.

4. When no one is available proceed with the following steps:
  - a) Listen and instil hope.
  - b) Get the situation into focus. Ask clarifying questions
  - c) Action. Identify resources. Help them formulate action plan.
  - d) Access parent involvement<sup>14</sup>
  - e) Contact Youth Pastor or parent as soon as possible.
5. Note: You do not have to solve the problem. You have the freedom to refer the issue onto someone else.

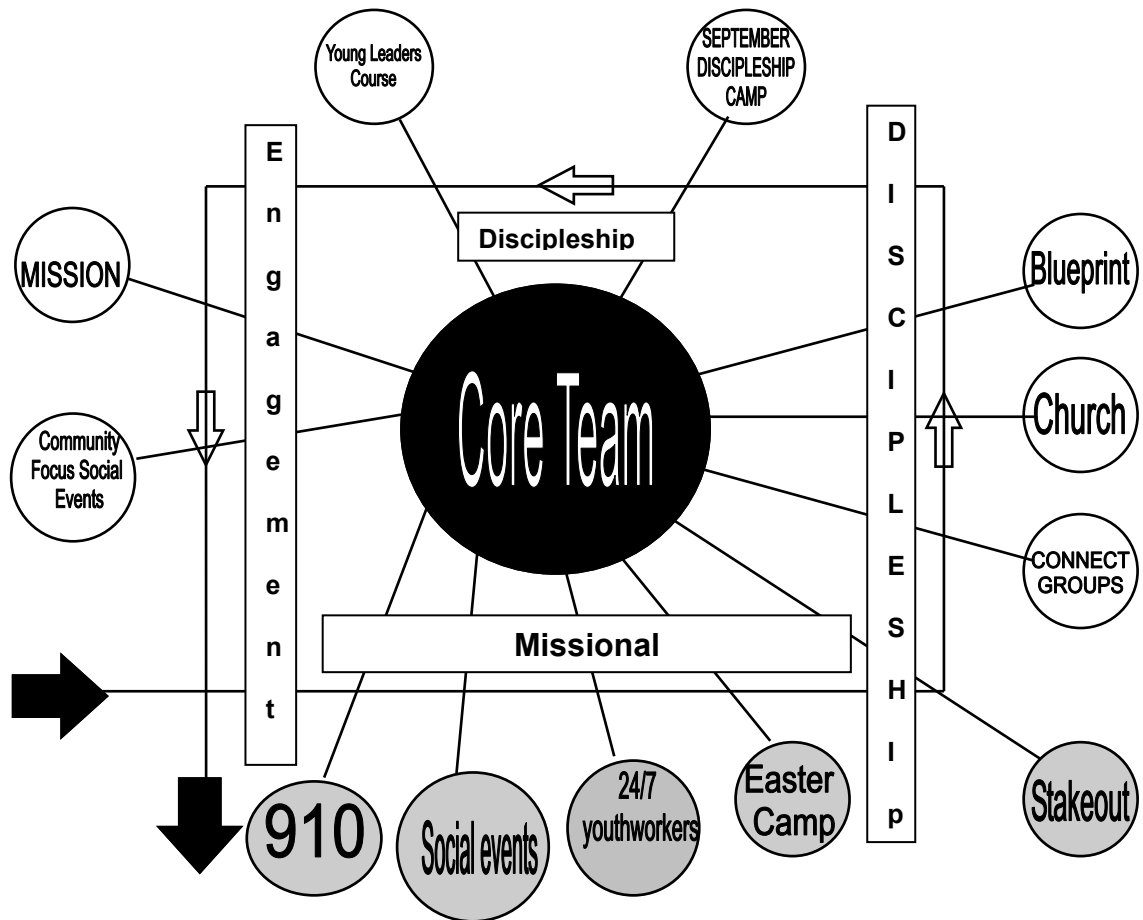
### **Sustainability of Pastoral Care**

1. Training at young leaders course to build an understanding of pastoral care
2. Leaders to be aware of pastoral care document and an understanding of how to follow through in a crisis.
3. The youth pastor is to build into the lives of their leaders.

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<sup>14</sup> Renda Warner, *Pastoral Care document*, Titirangi Baptist Church, 2007

## Structure for TBC Youth

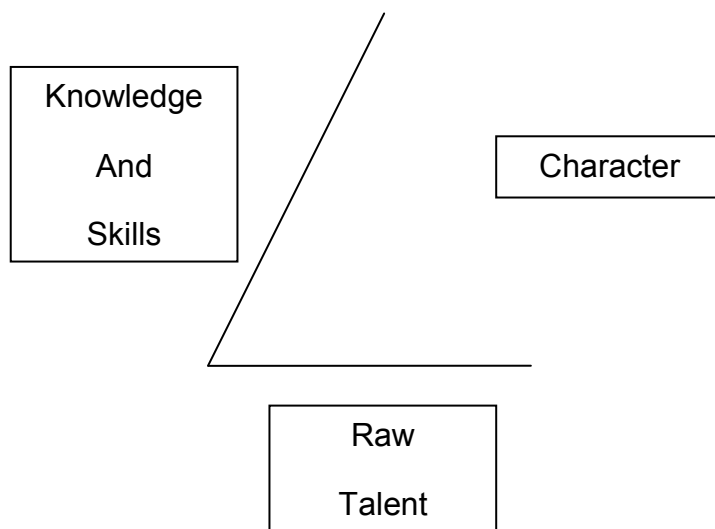


## Session: Character of the Leader

The diagram below describes what can so often happen with a leader.

The leader has raw talent and is often trained in gaining more knowledge and improving skills. The most notable gap however is character.

There are plenty of examples of talented sportsmen, politicians, business professionals and, sad to say, church leaders who have all the knowledge and skills but fail because their character is flawed.



Cite some examples you know of where sportsmen, politicians etc. have failed the character test? They may have all the knowledge and skills even a large dose of raw talent but what lets them down is the lack of character.

(Plenty can be found in the news headlines.)

God is more interested in your  
**Character** than in your **Comfort**



**All in:** What and who does God use to shape our character? Write answers on white board.

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*1 Timothy 4:12 Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.*

**All in:** How can you tell when someone hasn't got character (What are the disqualifiers)? Whiteboard answers.

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**All in:** Work in pairs.

There are three **G's** that trip leaders up:

**G**irls or **G**uys

**G**lory

**G**old

What is your particular **G** area that might be a disqualifier?

In pairs take some time to share your struggle, and then pray for each other.

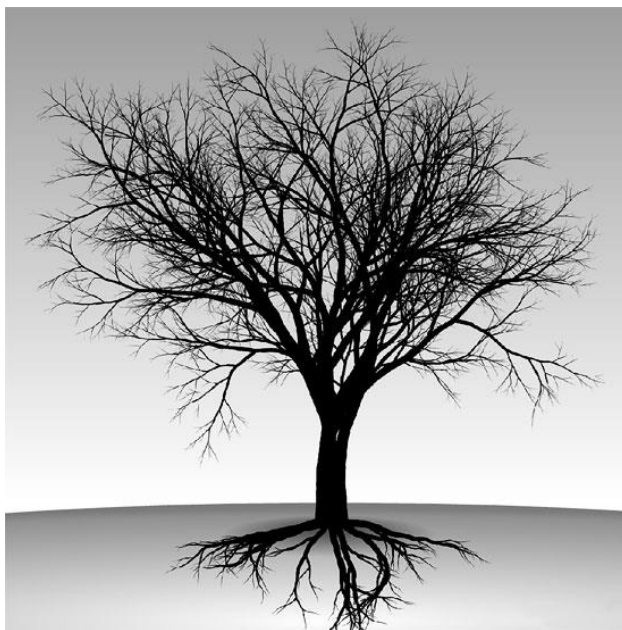
*James 1:2-4 Consider it pure joy, my brothers, whenever you face trials of many kinds, because you know that the testing of your faith develops perseverance. Perseverance must finish its work so that you may be mature and complete, not lacking anything.*

**All in:** In pairs tell a story of how God has shaped you as a person as a result of a trial.

### **The Character Tree**

What is seen above the surface - the branches represent raw talent, skills and knowledge.

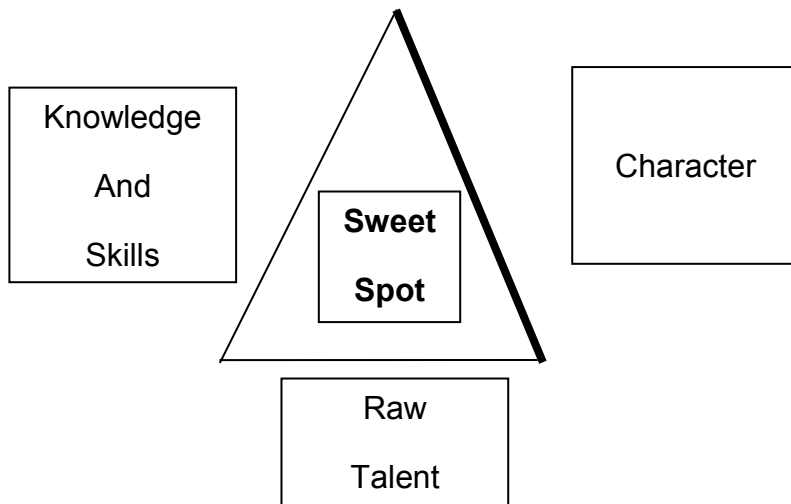
It is held in place by the roots, my character.



If my roots - character - are too small to support my branches - raw talent, skills and knowledge the tree will:

- a) **Collapse**
- b) **Wither and die**
- c) **Shrink back**

## The Sweet Spot



As leaders we need to operate out of the sweet spot. This is a sporting term that refers to that place on a tennis racquet or golf club where the ball comes off the best.

The Sweet Spot of leadership is that place where Raw Talent, Knowledge and Skills and Character all interconnect.

Are you willing to let God shape you as a leader of character?

**All in:** Silence for 5 minutes. Go back to the lists of disqualifiers and see if there are any areas that you could begin working on. Make some notes below.

**Mentors:** Take these notes to work through with your mentors

## Session: Public Speaking <sup>15</sup>

**All in:** What are you most afraid of? Write the answers on whiteboard.

Survey done in America - source unknown

41% Speaking before a group

32% Heights

22% Deep water

22% Financial problems

22% Insects and bugs

19% Death

14% Loneliness

11% Dogs

9% Riding in a car driven by dogs

8% Darkness

Great speeches begin with effective planning and preparation. Even the best impromptu speeches have a plan. A great speech plan is based around three important factors:

The occasion

The audience

The purpose of your speech

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<sup>15</sup> Taken from a session by Mike Dodge, Canterbury Youth Services, Christchurch, New Zealand 2009

## THE OCCASION

The nature of the occasion has a bearing on your speech.

**All in:** What might be some occasions that you would be required to give a speech?  
Whiteboard answers.

### 1) Content

**All in:** Let's look a little more closely at a speech for a church setting, to better understand content. In groups Read 2 Kings 2: 23-24 Make a list of the possible topics that are suggested in these two verses.


All these topics suggest two different approaches to your message. They can be listed as either topical or textual.

Topical	-Topic suggests the text. Example 'The animals did the right thing'
Textual	-Text suggests the topic. Example 'The justice of God'

**All in:** Now group your topics in either topical or textual.

#### Topical

#### Textual


**2) Duration** – How much time do you have?

**3) Tone** – Depends very much on the occasion - for example your tone would be very different for a funeral as opposed to a wedding.

**4) Expectations** – What might be some of the expectations of the audience?

**All in:** Brainstorm the expectations of the audience if you are giving the best man speech at a wedding.

**5) Humour** – Humour can be a powerful means of communication when it works. Doug Fields and Duffy Robbins in their book “Speaking to Teenagers” suggest that there are five different categories of humour to consider:

**Exaggeration** – This is any kind of overstatement relating to people, places, sizes, the way people feel or act, and personal experiences.

**Surprise** – Surprise means making use of unexpected or unusual feelings, events, or facts.

**Absurdity** – This is when you use materials that are illogical in thinking or in language.

**Human problems** – These are situations in which a person appears foolish or is simply the victim of everyday life.

**Sarcasm** – This includes teasing or bringing attention to someone’s faults.<sup>16</sup>

**6) Your role** – What exactly is the occasion and what is your role in it? If it’s a youth service, it may be to bring a message of conviction or highlight a truth that leaves the audience thinking.

**7) Observances** – Does your speech need to be directed at anyone?

**All in:** Giving a victory speech in a sports club. Who would need to be thanked?

*Be mindful of the occasion and your role in it*

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<sup>16</sup> Doug Fields and Duffy Robbins, Speaking to Teenagers (Zondervan, Grand Rapids, MI, 2007) Pages 145-147

## THE AUDIENCE

You must know who your audience are.

There are two types of audience:

### 1. The familiar audience

This could be:

- Family gathering
- Youth group
- Class at school

Use the knowledge you have about the group to help you craft your speech. For example you could tell a story using familiar characters (in a way that is appropriate).

### 2. Unfamiliar audience

With an unfamiliar audience, your first goal must be to build trust with them. You may need to make some sort of provocative statement or tell a story to grab their attention.

## THE PURPOSE OF YOUR SPEECH

Your speech must have a 'big idea'.

You need to know exactly what you want to get across to your audience. It's best if you can write out your 'big idea' in as few words as possible, as you need to keep it simple.

### Examples:

#### Dating

**The Big Idea:** God cares about your dating life. He desires the best for you, including your dating relationships.

#### Friendship

**The Big Idea:** Friendship is one of the greatest gifts from God. Your true friends will seek to bring out the best in you.



## STRUCTURE

It's important to provide your speech with a solid basic structure. In doing this you will have laid the foundation for a speech that hits the target.

There are three structural points to work through in putting a great speech together.

- **The Opening**
- **The Story**
- **The Point**

## THE OPENING

The first 30 seconds of your speech are the most critical. Consider using the following ideas to introduce your audience to the topic:

- *Thought provoking question*
- *Controversial statement*
- *Relevant quotation*
- *Recount a joke*

**All in:** Pick an article out of the newspaper that is headline news, then individually write an opening to a speech that you are giving to a group of teenagers whom you are unfamiliar with, using the four ideas above.

Present your opening to the rest of the class.

## THE STORY

This is the largest part of your speech and is the reason for your 'Big Idea'. In fact at this point of the speech you should have introduced your 'Big Idea'. The story should be made up of the following:

- **Points**
- **Points must build on each other**
- **Do not overwhelm your audience**

Example: **Dating**

**The Big Idea:** God cares about your dating life. He desires the best for you, including your dating relationships.

**Scripture:** Colossians 3:17

**Points:**

- 1/ Establish friendship before romance.
- 2/ Avoid sexual intimacy in a dating relationship. (1 Corinthians 6:18-20)
- 3/ Choose carefully whom you date. (2 Corinthians 6:14)

**Points must build on each other:**

This gives your speech a logical progression and makes it easier for your audience to follow.

**All in:** In pairs put some points together for the following 'Big Idea'. Make sure that the points build on each other. Use these Bible verses to guide you:

Proverbs 17:17

Romans 12:15

1 Samuel 20:17, 42

John 15:12-13

1 Corinthians 13:4

James 1:19

1 Corinthians 13:7

Proverbs 12:19

**Friendship**

**The Big Idea:** Friendship is one of the greatest gifts from God. Your true friends will seek to bring out the best in you.

1/

2/

3/

4/

5/

## **Do not overwhelm your audience**

It's better to have fewer points than too many. It's a fact that people retain very little from a speech (maybe less than 20%). So deliver your 'Big Idea' early, and support it with great logical points, then deliver 'the point'.

**Audiences remember very few of the facts or information that speakers convey. A few facts made well, leave an impression.**

## **THE POINT**

Like 'the opening' the conclusion of your speech, 'the point,' should contain your strongest material.

- **Summarise main points**
- **Leave audience with positive memories**
- **Choose a final thought**

### **Summarise the main points**

This is the place to hammer home exactly what you have been saying. You want to leave your audience with the feeling that they got it.

### **Leave audience with positive memories**

Do something that sums up your 'Big Idea':

Tell a story  
Recite a poem  
Use a movie clip  
Use a drama

**All in:** Brainstorm some ideas that could leave your audience with positive memories.

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## **Choose a final thought**

What's the last thought you want to leave the audience with? Put a lot of time into this, as it is the most important part of your speech. Often it's the last thing you say, that they will remember.

## **SCRIPTING VERSUS NOTES**

If you are nervous or inexperienced you will most likely default to using full notes. While this may give you confidence, it is hard to engage with your audience.

- If you are using full notes, make sure you go over your speech enough to know it well.
- Don't try to just 'wing it' if you are nervous.

The use of notes is acceptable, however it is important to remember:

- Keywords
- Points
- Thoughts

This will enable you to talk directly to your audience.

**Recite from memory only if you  
are comfortable speaking in public**

## DELIVERY TIPS

- **Appearance**  
Be well presented and remember it's just as possible to overdress for an occasion as it is to under dress. Don't wear a hat as it tends to hide your face.
- **Voice projection and clarity**  
Project your voice to the person at the back of the room and speak very clearly.
- **Pace**  
The most common mistake is that people who are nervous speak too fast. Write a note to yourself on your speech to remind yourself to speak slowly.
- **Pausing**  
When making a point, wait for the audience to react.
- **Eye contact**  
Eye contact is important as it helps to build trust with the audience. Even though you don't make direct eye contact, use your eyes to cast across the audience from the front right hand side, in a 'z' fashion, to the back of the audience.
- **Hand gestures**  
Try not to put your hands in your pockets or lean on things. Keep your hands about mid body and use them for more expressiveness.
- **Be yourself**  
Allow your own personality to shine through.
- **Final point**  
Say thank you to the audience.

## Session: Leading Awesome Bible Studies

**All in:** White board answers.

What are great Bible studies?

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What do we want our young people to take away with them from our Bible studies?

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### Preparing the Study

1) **Pray** – We must spend time with God and seek His inspiration.

2) **Decide on your subject** and choose the passage or passages.

- Passage from the Bible
- Topic

3) **Study** – It's important that we keep the brakes on both the urge to interpret and the urge to apply...until we have observed fully what the Bible is actually saying. "What it means" (interpretation) and "How it affects my life" (application) follows "What does the text actually say" (observation).

## Ten steps to “The Joy of Discovery”

- |         |  |
|---------|--|
| Step 1  | Establish a lifestyle of continuing dialogue with God in prayer and a dependence on His Spirit.  |
| Step 2  | Checkout the background to the text.   |
| Step 3  | Understand the context.  |
| Step 4  | Decide to read a few different Bible translations.   |
| Step 5  | Identify everyone in the passage and jot down everything about them.   |
| Step 6  | Ask   - What...List all the impersonal things in the text<br>- Where...List any references to places and locations in the text.<br>- When...List any references to time in the text. |
| Step 7  | Identify every verb in the passage   |
| Step 8  | List every word that repeats   |
| Step 9  | Check out the little words   |
| Step 10 | Summarise the main message of the passage in a single sentence (The Big Idea)  |

4) **Apply it** - Ask – What does it have to say to – **ME**

- **OUR GROUP**

## **Presenting in a way that impacts lives**

There are four elements of a great and effective Bible study:

1/) **Hook** – People come to a Bible studies for various reasons, because they want to, because they have to, or because they feel they should. Whatever the reason, our aim initially is to motivate them to participate. They need their imagination captured so that they become convinced that the issue is one they want to discuss.

### **Hook Strategies:**

a) Present the main theme in a way that creates involvement and provokes interest.

**All in:** Give some examples of things that could be done using the passage 1 Peter 4:10

Big Idea – Do something heroic for Jesus

b) Ask questions that:

- Are relevant
- Anyone can answer
- Are opinion related
- Are 'open'
- Are non-threatening
- Create tension
- Are creative

2) **Book** – Having discussed an issue and given our opinions on it, the leader introduces the group to God's opinion on the issue using relevant passages from the Bible. The purpose is to have the group understand what God is saying, not necessarily to agree. A leader may communicate truth and even try to convince, but they must not compel. Any compelling must come from the Holy Spirit, who leaves us free to choose.

### **Book Strategies:**

a) Study – More than one passage when on a topic

b) Provide background information

c) Ask questions that:

- Aid understanding
- Relate to the passage just read
- Encourage reflection
- Can be answered from many translations



3) **Look** – Having discussed an issue ourselves and having looked to see what God has to say about it, the next question is: “So what?” It’s important to remember that people are allowed to disagree with God. If they do, seek justification and affirm their right to choose.

### **Look Strategies**

a) Ask questions that:

- Hit the mark
- Do not require ‘right’ or ‘wrong’ answers
- Encourage depth
- Require self evaluation
- Encourage reflection on the past
- Encourage reflection on the present

4) **Took** – As important as the previous element (Look) was, the final one is even more important, and unfortunately more neglected! The leader needs to communicate to the group that the purpose of Bible study is to allow God to work change in our lives through the work of the Holy Spirit. Therefore group members need help to discover what the Holy Spirit is saying to them regarding the application of God’s truth. “Now what?”

### **Took Strategies**

a) Ask questions that:

- Encourage reflection on the future
- Allow for response

b) Don’t require a verbal answer

c) Do require them to write it down

d) Ask questions of yourself

e) Invite a response

f) Pray for one another

## **Bibliography**

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Warner, Renda *Pastoral Care Policy Document*. Titirangi Baptist Church, 2007.

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## Appendix

### Expectations of Mentors for Young Leaders

- Understand that this is first and foremost a journey through life with another person. The main purpose is to help them see how their faith relates to what they are learning and experiencing in everyday life.
- When the Young Leader meets with you, schedule an hour of your time and do your best to make sure you keep it this length. As mentors you are busy people and Young Leaders need to learn how to keep a meeting like this on task.
- As a mentor it would be great if they could meet with you at least once every six weeks, however this is an agreement that you can make between yourselves.
- Start your time together by praying for them and finish with prayer focusing on areas that have come up in your conversation.
- Listen more than you speak. You don't have to have all the answers. In a lot of cases you need not even give answers to life's issues unless asked. However the reason you are a mentor is that they have seen in you, someone who loves God and has some wisdom to share about life.
- The Young Leaders are going through material that they have to think about and apply to their lives. ***It is important that they come to you prepared to share how that is going. The young leaders need to be encouraged to take the initiative in the mentoring relationship.***
- The Young Leaders have also been encouraged to keep a personal journal. Not all of them will do this regularly - that's okay. However some journaling needs to take place. Please keep them on task. They should journal prayers, applications from the Bible or study that they want to apply to their lives.
- You will receive e-mails every so often to inform you of the material we are going through so that it gives you some fuel to begin conversation.
- As a mentor I trust you completely however be careful where you meet with the young leader. A public environment is best as this protects you both.

# Leadership Reporting

This is where the rubber hits the road and young leaders are worn in over a period of time to discover their fit and leadership skills.

Every three months a report is required from the Ministry Leader on the progress of the young leader.

It's important that that Ministry leader takes the time to sit with the young leader to go over the reports. Some of the information may need to be filtered through to the mentor for further follow-up.

## Sample Report Format

In a paragraph report on how \_\_\_\_\_ is doing in serving in your ministry area. Include in the report:

- 1) The level of attitude towards serving.
- 2) Their interaction with other people.
- 3) Their skill in being able to lead and direct others.
- 4) Areas of concern.
- 5) Anything else you would like to contribute that would help \_\_\_\_\_ grow in their walk with God.

# Evaluation of Grass Roots Young Leaders Course

## Evaluation Form Young Leaders Course

Course modules taken this year were:

1/

2/

3/

4/

5/

Evaluate each course on a scale of 1-10 on its **relevance to you** and then on the **effect it has had on your growth as a person**.

Course 1/            1-2-3-4-5-6-7-8-9-10

Course 2/            1-2-3-4-5-6-7-8-9-10

Course 3/            1-2-3-4-5-6-7-8-9-10

Course 4/            1-2-3-4-5-6-7-8-9-10

Course 5/            1-2-3-4-5-6-7-8-9-10

Describe in a paragraph how the mentoring relationship has worked for you.

How has serving in a ministry area helped you develop as a person of faith?

## The Invitation

Hi

Young Leaders Course is starting again in February. The course runs for a two year period which at completion will give the participant a certificate in Youth Leadership at TBC. Just so you know being on this track does not automatically make you a leader but helps give you skills and explore the possibilities for leadership.

I would personally like to invite you to be a part of this learning journey.

Your involvement would include:

- 4x group training sessions each year
- Leaders Weekend (first weekend in June)
- 1x Book to be read and a review to be written
- A requirement to serve at two of the following in any given year:

September Camp  
Current ministry Team  
Local community  
Church  
Carey Park  
Mission trip

- To put in place a mentoring relationship for accountability
- And the best effort you can give in keeping a personal journal

The cost is \$80 for the year and this covers the books and group training days.

Leadership is something that we take seriously, and your future in the involvement of the kingdom we value. There are many lives that will be impacted by your life either for good or bad. We would love the opportunity to be a part of helping you realize your gifts and abilities in being all that God has called you to be. God has called you to make an impact for His kingdom.

Please confirm your place for next year by replying to Pastor Gary by end of November.

Cheers

Youth Pastor

## The Reply

Hi \_\_\_\_\_

Thanks for responding to your invite to join the young leaders course. I am looking forward to learning with you. There's going to be some challenge and at the same time heaps of fun exploring leadership and finding your purpose in God.

The cost for the course is \$80 and is due on the first day of the course.

**The first training day for 2009 is Sunday February 15th 12.30pm – 3pm at the church (32 Kaurilands Rd, Titirangi).**

Leadership is something that we want to take seriously and your future in the involvement of the kingdom we value. Thanks for allowing us to journey with you and the opportunity to be a part of helping you realize your gifts and abilities.

Catch ya soon.

Cheers

Youth Pastor

## The Commitment Form

### Young Leaders Course Commitment Form

This is Me

Name:

Address:

Phone: (Home)

(Cell)

E Mail:

Date of Birth:

### My Life

**I am a student**

**Full Time**

**Part Time**

Which school/uni/tech/college?

What course?

What Year?

**I have a job**

**Full Time**

**Part Time**

Where do you work?

What job do you do?

**I am still deciding my future (Details):**



## Tick areas of involvement

\_\_\_\_\_ September Camp

\_\_\_\_\_ Current ministry Team e.g. Music

\_\_\_\_\_ Local community

\_\_\_\_\_ Church

\_\_\_\_\_ Carey Park

\_\_\_\_\_ Mission trip

\_\_\_\_\_ Easter Camp

I am committed to putting into place a mentoring relationship with accountability

I am committed to keeping a personal journal

Leadership is something that we want to take seriously and we value your future in the involvement of the kingdom. There are many lives that will be impacted by your life either for good or bad. We would love the opportunity to be a part of helping you realize your gifts and abilities in being all that God has called you to be. God has called you to make an impact for His kingdom.

I am ready to commit myself to Young Leaders Course

Signed: .....

