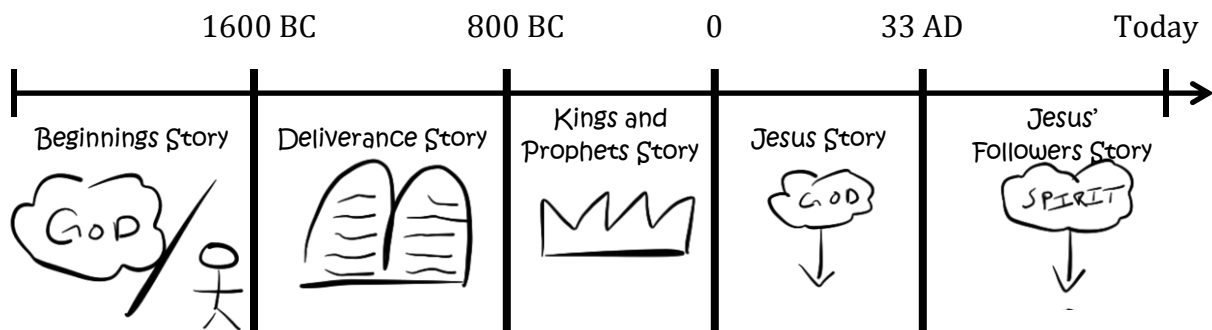


FOUNDATIONS

FOR

EMERGING LEADERS



A Guide for Long Term Discipleship in New Churches

Compiled by C. Hawkins and J. Houk

Forward by N. Shank

Forward—Introduction and History

The Need for Long-Term Discipleship

The Five Parts of a Church Planting Movement plan include a focus on Long-term discipleship. Yet the pursuit of reproducible tools in the area of long-term discipleship has not been simple. The ongoing care and instruction of churches and disciples was clearly a concern within the Pauline pattern (Col. 1:28). Yet either through his apostolic band, empowerment of local leaders or his open letters Paul maintained discipleship beyond his own relationships through a process of responsible delegation and the expected empowerment of emerging leaders and churches (Titus 1:5/Acts 20:25-30).

As churches multiply, church planters pursuing movement will face a constant strain on their calendars. Multiplication, when genuine, is dependent on discipleship chains in the order of 2 Timothy 2:2. Each of the 'Five Parts' of a CPM plan are held in balance by infusing these chains with responsibility and authority for tools designed to bring health. This is the case for short-term discipleship which aims to set a 'DNA' of obedience and a foundation of knowledge of Christ as personal Savior and Lord. It is our suggestion laying this foundation is the task of the church planter. Long-term discipleship however begins the process of building on that foundation (1 Corinthians 3). Paul's example among the Corinthians offers a model of transition to local, and or alternate leaders. As is the case with any discussion of reproduction, the transition to local, indigenous responsibility and authority is essential in the transition from short-term to long-term discipleship. In this way, long-term discipleship is as much about empowering local leadership as it is training every disciple.¹

It has been a privilege to work with Jared and Michelle Houk over several years. During that time we have seen several 'streams' of Church planting mature to fourth generation and beyond. In each case the concern for long-term discipleship is appropriate. In fact, reproduction beyond personal follow-up brings a heightened level of fellowship with Paul whose apostolic pursuits led him beyond face-to-face instruction and investment in the churches he started and catalyzed (2 Corinthians 11:28/Colossians 1:9/Philippians 2:19/Titus 1:5).

The *Foundations* program presented here builds on several strengths. First, the need to disciple beyond literacy is a given in pioneer fields.² Second, *Foundations* rightly focuses on genuine empowerment of local leaders as the long-term discipleship plan. *Foundations* provides an Old and New Testament overview and introduction coupled with intense workshops in hermeneutics. While we remain dependent on chains of discipleship for character examination and development the tools provided and practiced within *Foundations* meets the most illusive aspects of Elder/Overseer qualification – the ability to teach and refute false teaching (1 Tim. 3:3/Titus 1:9).

Nathan Shank 2013

¹ Some have suggested an application of Ephesians 4:11-12 in this transition. We recognize the different roles with in God's plans for the church including the expectation of leadership emerging from within the new fruit. Our suggestion is not dichotomy between the Apostle, Prophet, Evangelist (APE's) and the Pastor, Teacher (PT's), but rather a natural progression with God's provision for the church from outsider to insider as the long-term plan consistent with 1 Timothy 3 and Titus 1 expectation.

² Beyond the ability to read or write, patterns for processing information in media heavy cultures beg the need for oral tools. *Foundations* builds on principles offered by the 'orality' community.

***Foundations* Objectives**

***Foundations* is designed as a tool for long-term discipleship.** When fully utilized it offers a basic introduction to the ‘meta-narrative’ of scripture, Old and New Testament survey and an intense mentorship in responsible, text driven hermeneutics. *Foundations* is designed in concert with tools provided through the *Four Fields of Kingdom Growth* for short-term discipleship and the personal discipline of abiding. The ‘Sword’ Bible study method provided by the initial discipleship is further developed within *Foundations* as the central hermeneutical tool for the development of new lessons. Where alternative short-term discipleship tools are used, adaptation of the *Foundations*’ tools are suggested to provide continuity for trainees.

***Foundations* is designed for emerging leaders.** At no point do we suggest *Foundations* as a catalyst to CPM. Rather, we see the *Foundations* program as a significant part of the ‘Five Parts of a Church Planting Movement Plan’. Specifically, the *Foundations* tool is suggested for use among multiplying streams of CPM. We have found its application most useful in third and fourth generation churches beyond the reach of the initial church planting catalyst. *Foundations* assumes an empowerment model that has proven useful in the transition from the church planter’s efforts to the establishment of local emerging leaders.

The application of 1 Timothy 3 and Titus 1 on the local level is a must as this transition takes place. We suggest intimate knowledge of emerging churches and leaders as the prerequisite for a successful *Foundations* program. The life-on-life discipleship chains 2 Timothy 2:2 describes provide this. Movement is dependent on these chains to fuel character development and accountability. In many cases the character transformation expected by 1 Timothy 3 and Titus 1 leaves the ability to teach and refute false teaching as a final qualifier for Biblical leadership.³

***Foundations* is designed as a multiple touch mentorship program.** Typically, over the course of six months to two years *Foundations* provides ongoing mentorship through regular meetings with identified committed leaders. If conducted on a monthly schedule, *Foundations* workshops typically require a two day format for accountability to previous lessons and assignments, new teaching and the development of new lessons in groups and a preaching practicum where lessons are retaught among peers for evaluation and cross-pollination.⁴ Fulfillment of the *Foundations* course includes the development of at least one year of church instruction and expects the re-teaching of lessons developed on a weekly basis.

***Foundations* is designed around three primary objectives.** First, *Foundations* ensures emerging leaders are equipped to rightly handle the Word of Truth. We hold the ability to

³ See specifically 1 Timothy 3:2 and Titus 1:9.

⁴ This format is basic Training for Trainers (T4T). For more information, contact unreachedandunengaged@gmail.com.

teach and guard against false teaching as a central objective for those completing the *Foundations* course. As churches are released to function, the Pauline emphasis on identifiable local leadership includes the ability to protect and lead the flock in truth.⁵ *Foundations* provides multiple intense workshops for the development of sound hermeneutics as a foundational aspect of local leadership.

Secondly, *Foundations* provides an overview of the Bible. Each *Foundations* workshop begins with and builds upon an overview of Old and New Testament survey. In a pattern of 'spiral learning' trainees are led through constant review of the meta-narrative of scripture to ensure a right understanding of context, biblical history and theme development across scripture. Helping emerging leaders understand how the Bible fits together is an essential objective in pioneer fields.

Finally, *Foundations* pursues the objective of empowering local leadership as the facilitators of long-term discipleship. Where Church Planting Movements (CPMs) are the goal, a model capable of empowering and transitioning to local leadership is a must. As churches multiply, simple models for lesson development, teaching and preaching are a must. *Foundations* seeks simplicity through highly intentional workshops for identified emerging leaders. We believe investment in this percentage of emerging leadership carries the potential to keep up with the demand for new leaders as CPM roles forward.

⁵ See Acts 20:29 for reference.

Understanding the Need: The Transition to Emerging Local leaders

The role of Ephesian 4 leaders — ‘APEs’ and ‘PTs’

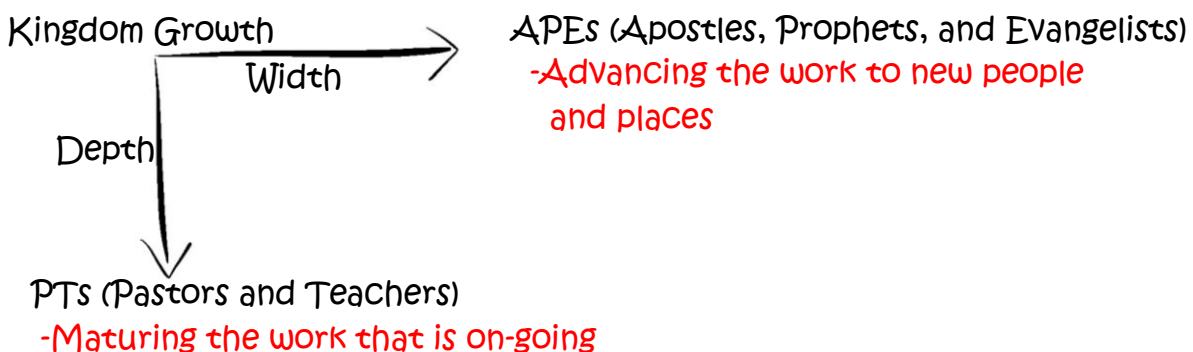
In Ephesians 4:11-13, Paul mentions different roles for leaders given to the church to help grow them.⁶ These leaders/roles are:

1. Apostles
2. Prophets
3. Evangelists
4. Pastors
5. Teachers

Apostles, prophets, and evangelists (APEs)—Churches begin as leaders engage new places and peoples. God provides these leaders to expand God’s kingdom in new places. They push the needs of the lost (width) to the forefront of the conversation of what the church is and does.

Pastor/Teachers (PTs)—These leaders are long-term encouragers of the church. Their primary task is investment in existing believers. Empowerment of these gifts serves the church as believers grow deeper in relationship with Christ leading toward maturity (depth). Typically, ‘PT’s’ emphasize the need for personal growth and discipleship and bring it to the forefront of the conversation of what the church should be doing.⁷

Consider this illustration:



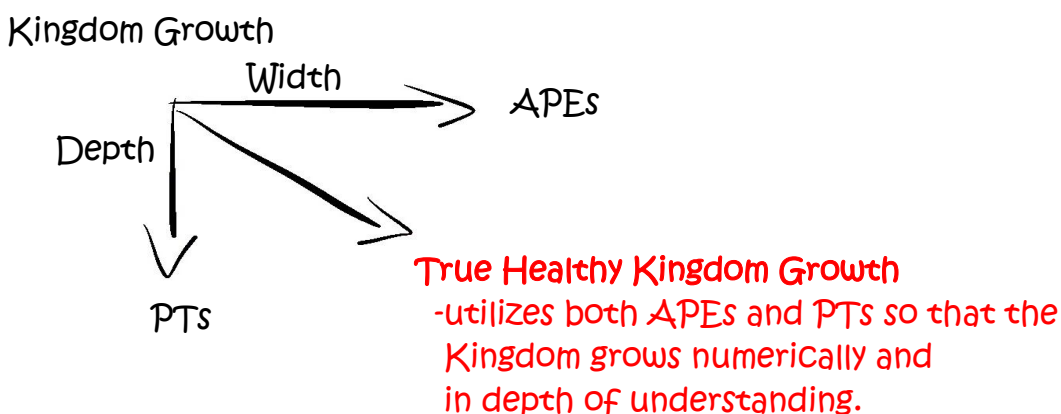
There is no need for struggle between two camps. Each role must seek to understand and compliment each other to benefit the Kingdom. APE’s are incorrect when suggesting the church should only be sharing their faith with the lost and doing missions. Likewise, PTs often suggest the church must develop existing believers through true discipleship before moving on to the next place or person. Neither is mutually exclusive. Both are given to the church to equip the whole church to maturity.⁸ As God’s kingdom grows both width and

⁶ This passage is often referred to as the ‘five-fold ministry’. In fact this is one ministry belonging to the kingdom and its vehicle the church. It is of further note that the pastor-teacher is rightly identified as one role in the original Greek text.

⁷ APEs and PTs are not a rigid set of categories for leaders. Instead, most leaders have a mixture of these gifts and callings on their lives across the seasons of their ministry. It is suggested however, most leaders have a bent toward either the ‘APE’ or ‘PT’ role. This is evidenced in Paul’s ministry as he is seen filling both roles at times. (For example, contrast his activity in Antioch verses his journeys.) Neither role is mutually exclusive.

⁸ See Ephesians 4:12-13.

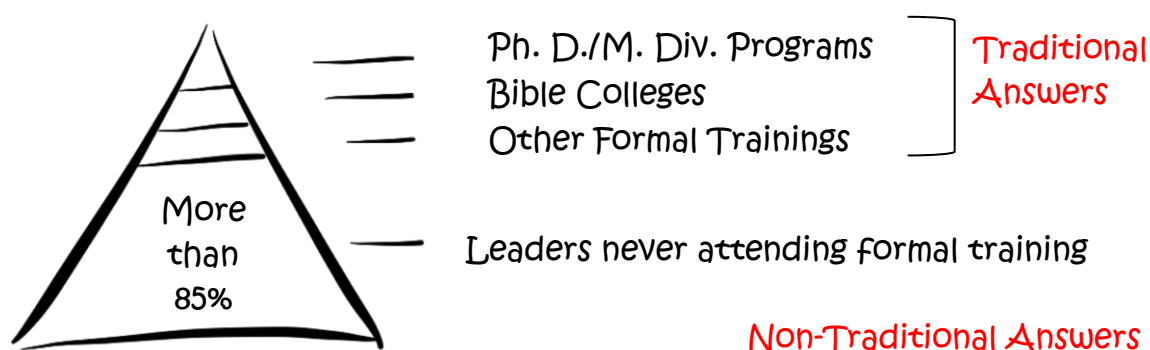
depth require specific attention. Both 'APE's' and 'PT's' must fulfill their roles. The result is balanced growth something like this:



It is only when both groups of leaders work together and compliment each other that true healthy kingdom growth can happen.⁹

As time passes and each church begins to mature, a decision has to be made. Either the church planter becomes the founding pastor or a transition to empowered local leaders must take place. It has been said, releasing churches is as difficult as starting them. This is difficult but vital if your goal is multiplication. Multiplication demands the transition to emerging local, pastoral leadership within new churches. Likewise, the emerging PT's must be equipped and qualified to lead the existing church believers into a deeper understanding of their relationship with Jesus.

Evaluating Leadership Training Programs



Many of the traditional programs available in pioneer areas do not meet the need for long-term discipleship as it has been described. Most theological training programs readily available are designed for what is perhaps the top 15% of leaders.¹⁰ These include

⁹ Healthy CPMs must also seek to utilize both sets of leaders for the work to become sustainable.

¹⁰ Of the 3.5 million estimated pastors world-wide 85% are uneducated (<http://www.leadershipresources.org/what-we-do/nightmare>). When factoring in South Asia with the rest of the world, I suggest the South Asia percentage is much higher. Among new churches coming from emerging CPMs, it is close to 100% simply because every leader is new.

traditional bible schools and seminaries as well as most Theological Education by Extension programs (T.E.E.). In addition to these programs, a host of training seminars that vary in duration from one month to one year are readily available in most fields. Such programs must be evaluated to ensure complex theological systems and presentation is suitable for the intended audience. While these programs have a place, we suggest a *Foundations* style long-term discipleship course as a primer for their objectives.

In such programs two major challenges exist. First, many such programs fail to deal with the issues related to literacy. And secondly, many require extended time away from the ministry field.¹¹

A second common solution is scripting lessons for leaders to reproduce. By learning a simple pattern of teaching many networks provide stacks of lessons for trainees to reteach. As compared to the alternative mentioned above, this method often works well for new believers. Because the church planter is directing the teaching lessons can very timely and tailored to known challenges within the audience's worldview and common heart issues. One major problem with this method exists. The pattern relies on the missionary (or someone else) giving the next set of lessons. Eventually, the local leader will exhaust the materials without learning to rely on the Holy Spirit to direct him in the activity of self-feeding.

These challenges led to the creation of the *Foundations* program. *Foundations* seeks to:

1. Focus on the high percentage of South Asian Christian leaders who will never attend a Bible school.
2. Teach new leaders in locations that are near as possible to where they live and minister.
3. Blend OT/NT survey and self-discovery together as emerging leaders discern what God is leading him to say to His church.
4. Rely on the Holy Spirit speaking to each emerging leader as they prepare and develop their own lessons toward a self-feeding church.

Target of *Foundations*

Foundations is designed for emerging leaders of 2nd, 3rd, and 4th generation churches. It is designed to be simple enough for them to grasp themes in scripture, concepts of hermeneutics and to facilitate long-term discipleship generationally past the 4th generation.

Characteristics of a Typical Emerging Leader

Man
25-40 years old
New Believer (less than 3 years old in faith)
Semi-literate
Biblically illiterate (knows 20 stories or less from Scripture)
High view of the Authority of Scripture

¹¹ Many of the local leaders are bi-vocational and simply cannot leave their places for even a week at a time.

While these characteristics present some challenges, there are also great opportunities. The typical high view of Scripture can make up for many shortcomings on doctrine and theology. As they keep the Bible as their authority, their worldview is taken captive as they gain a simple understanding of what it says. The ability to reproduce what they are learning is vital to the long-term discipleship process. *Foundations* is intended to sharpen this skill and gifting as leaders and churches are released to function locally.¹²

¹² See Acts 20:18-38 for reference. Paul left the task of shepherding God's people with the local leaders and committed them to God who would build them up.

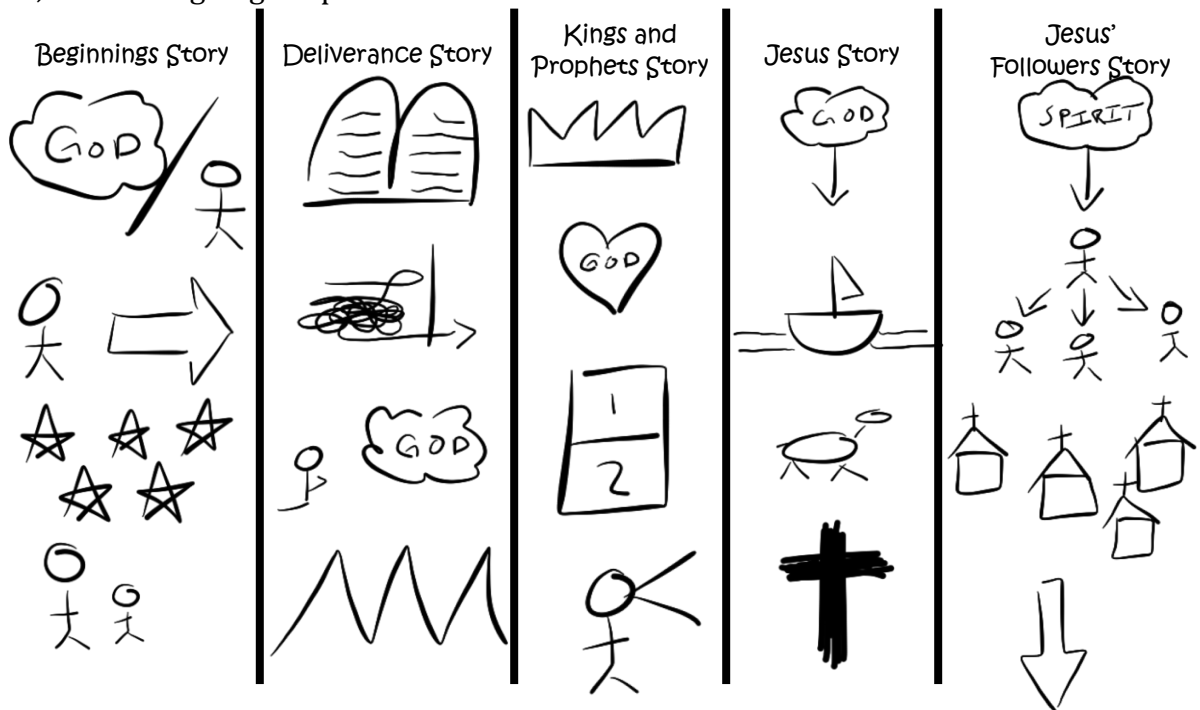
The Primary Parts of *Foundations*

What is *Foundations*?

Foundations is a series of six courses designed to teach a basic overview of the Bible and a simple hermeneutic in a way emerging church leaders can understand, employ, and teach to others. In Bible school terms, *Foundations* teaches Old Testament and New Testament Survey, Beginning Hermeneutics, and a Preaching Practicum. *Foundations* is more than a set of training materials but it seeks to integrate what our new leaders already know with what they still need to learn. In this way, *Foundations* is a process for providing tools as new leaders and churches become self-feeding.

Part 1—The Metanarrative (OT/NT Survey)

The initial *Overview* course is designed to set the stage for the rest of the courses. In this course, students learn the metanarrative of the Bible from Genesis 1 to Revelation 22.¹³ Obviously we don't expect each student to know all of the details but we do expect them to have a basic understanding of how God has worked and is working through all of history to bring about His endvision. *Foundations* frames Jesus as the climax of the biblical story. This is accomplished through five stories, one for each of the following sections: Beginnings, Deliverance, Kings and Prophets, Jesus, and Jesus' Followers (see the chart below). These stories and the associated pictures serve as the foundation for a spiral of learning that happens as the emerging leaders revisit each section of Scripture again and again, each time going deeper.¹⁴

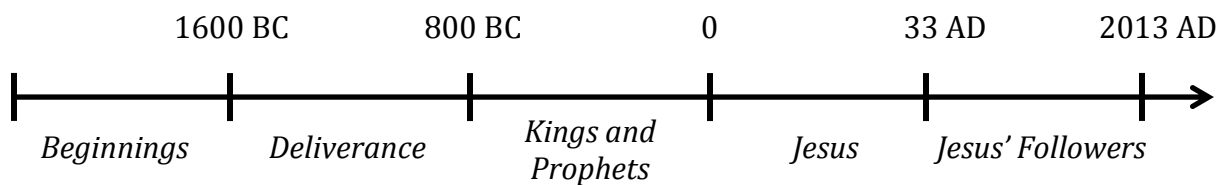


¹³ Similar efforts are referred to as “Creation to Christ” or “Creation to Church”. Our effort is to present creation to final judgment within a simple timeline.

¹⁴ See Appendix A—Overview Course for these five stories.

The teacher should commit these stories to memory and be able to recite them rather than read them. Significant thought and prayer has gone into what is needed in these general stories so that the students can build on them in subsequent courses. By committing these to memory, not only does the teacher provide a good role model, he is also able to retell the story the same way multiple times. For students who are not familiar with the Bible story, it is very confusing to hear different details added and omitted each time.

After learning and understanding all five stories, the teacher can review once again by simply adding time periods to each section. Not only does this add a simple and interesting detail, but it also reinforces the fact that all the stories in the Bible are true, happening during real times in real places. We suggest the following approximate time periods for each section:¹⁵



Each of the follow-up workshops dives in deeper to one of the above five sections. At the end of all the courses, each participant should have 25 stories memorized from God's Word and have heard or studied another 75. The proposed schedule is as follows:

Course 1— <i>Overview</i>	3 days
Course 2— <i>Beginnings</i>	3 days
Course 3— <i>Deliverance</i>	3 days
Course 4— <i>Kings and Prophets</i>	3 days
Course 5— <i>Jesus</i>	3 days
Course 6— <i>Jesus' Followers</i>	<u>3 days</u>
Total	18 days over the duration of up to 1.5 years

Each of these courses is normally two to three days in length with approximately 15-20 hours of classroom work. The term "course" refers to one of these three-day sessions. "Class" or "classes" is the term used when referring to one or more days of an individual three-day course. Between each course, one to three months should be given for emerging leaders to take what they have learned and teach it in their churches.

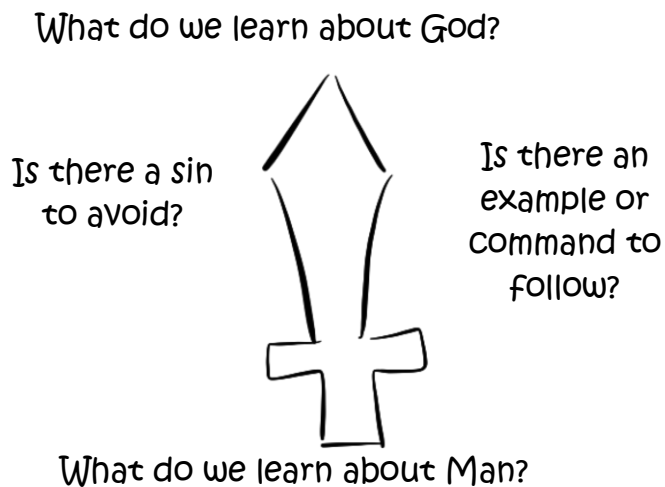
Part 2—The Tools (Basic Hermeneutics)

In our fields where we have used *Foundations*, the short-term discipleship method used to start churches is the *7 Commands of Christ* as adapted by Nathan Shank.¹⁶ This method blends short-term discipleship with tools for studying all scripture. In the short, new

¹⁵ The times outlined here are approximate times. These approximations are meant to give a basic understanding for new leaders. Additional details can be added as opportunity allows.

¹⁶ Contact unreachedandunengage@gmail.com for more information.

believers are given seven commands to learn and put into practice in their lives. The focus is obedience. The cores of these seven lessons are taught by asking four simple questions. A sword is used as a visual aid so that the students can remember what questions to ask¹⁷:



These four questions can be asked of any passage from the Bible and the subsequent answers lead believers to knowing what to believe and obey from the passage. By doing short-term discipleship this way the foundation for long-term discipleship is also introduced. These same four questions also provide a good place for emerging leaders to begin making observations of the text as they prepare lessons for new congregations.

However, a healthy mature teacher of the Bible needs to take the sword much deeper. In addition to the Sword observation questions, *Foundations* introduces additional questions for lesson development.

The First is:

1. What does the Bible/passage say?

By beginning with what the Bible says, many exegetical fallacies can be avoided. A healthy mature teacher should never begin with a thought from his head or an action that he desires the church to do. Instead, the healthy mature teacher should be in God's Word regularly listening for the Holy Spirit to tell him what to teach. This leads the pastor far down the road to Biblically based messages.



Answer—Use the Sword Bible Study Method

The answer to what the Bible says should be a simple hermeneutic tool. That tool is the Sword Bible Study Method. Leaders identified for *Foundations* training should already be implementing this tool in his own personal disciplines.¹⁸ The leaders should read the passage and give every answer to the questions they can find from the passage.

¹⁷ Contact unreachedandunengage@gmail.com for more information.

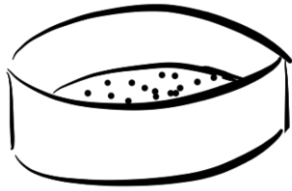
¹⁸ The field reality is that many leaders begin using the Sword as they start short-term discipleship and then they often replace the method with other more popular styles or models of preaching. We strongly suggest a standardized tool developed with continuity across short-term and long-term discipleship as necessary in the development of teaching and preaching giftings.

After every answer has been found, a healthy mature teacher should ask:

2. What do I teach my church?

As stated in our objectives, *Foundations'* intention is to facilitate the transition from outside to local leadership. It is the responsibility of the emerging leadership to lead, guide and shepherd the new congregation long term. He should be given the freedom and flexibility to listen to the Holy Spirit on his own and teach his church as his skills grow through practice.

Answer—Filter to find the main point and sub-points



Time should be given to the leader to filter through all the answers he has found from the Sword. He should look for major themes or ideas that are repeated over and over. After he determines the main point that he wants to teach his church, he should then look for supporting points that illustrate the main point. Together the main point and these sub-points become the outline for teaching

his church this passage.

After the teacher has found the main points and sub-points, he should then ask:

3. What do we do with this information?

Lastly, the healthy mature teacher should ask how this information can and should impact lives. Not only is he looking at how it can impact his church members' lives, but he should also consider what he should do in response to his own message. No pastor is above the Bible nor is it something we graduate and move on from.

Answer—List one action plan to put into place this week



Just as obedience is the key to short-term discipleship, it is also the key to long-term discipleship. Every time God's Word is opened and taught, it should call people to conform their lives to Christ's. For a new leader, these action plans need to be simple enough for his congregation to understand but also practical enough that he can hold them accountable to obeying what is taught.

Together these three questions, Say, Teach, Do is an outline for producing biblically based lessons calling people to obedience. In *Foundations*, we call this the Sword Drill Method.

Part 3—Lesson Development in the *Foundations* Workshops

Incidentally, this same pattern, Say, Teach, Do can be used as a general sermon outline.

First, tell people what God's Word says by either reading or recounting the passage. Next, teach the people what God wants them to learn from the passage. Finally, call people to do something by obeying what they heard this week.

The *Foundations* courses are not trainings in the traditional sense but are designed as workshops. As groups of pastors gather together, they receive some instruction from a teacher. At the same time, a large amount of time is devoted to learning and preparing messages together in small groups. As such, everything the students do and learn is designed for them to take back and use in their local churches. Together in groups, in each course, the students do 5-10 Sword Drills. By doing these, they have prepared the basic outlines for 5-10 sermons that they can easily use in their local churches. *Foundations*

doesn't script which lessons the pastors should teach but it does provide the framework for a year and a half worth of lessons for their new churches. Health is being injected into leaders which then turn around and inject it into their churches. In a nutshell, they are wrestling with the entirety of God's Word and using it as the basis for what they are teaching their churches. They are becoming self-feeding.

How to Teach *Foundations*

Storying (How to Tell the Stories)

Usually the story will be presented first. The process is as follows:

1. The teacher tells the story once. It should be told from memory if possible. We suggest several standard drawings with each story which serve as “memory joggers” for the students in telling the story.
 2. The teacher should ask questions to help the students recall the story details. These might include questions such as “What happened first?” and “Then what happened?” Realize that the teacher will often have to fill in some of the blanks along the way and gently correct various parts. The main point is to ensure the students are thinking through the story as they hear it so that they can remember it better.
 3. The teacher tells the story a second time.
 4. Break the students into teams of 3-4 and have them practice telling the story to one another. Effort should be made to group students of the same language groups together in teams.
 5. A student volunteer should present the story to the class. Others may help him/her if details are missing. There is no need to memorize the story. Only make sure all the basic points of the story are covered. If there are students from different language groups in the class, the student may tell the story in whatever language he feels most comfortable.
- *** Note: Beginning with the second story, all earlier stories should be re-told before the current story is told. For example, before the “Kings & Prophets” story is told, other volunteers must tell the “Beginnings” and “Deliverance” stories before the “Kings & Prophets” story is told. This repetition will help the students learn the stories and will also reinforce the message that the Bible is one continuing story from beginning to end.

Sword Drill Method (How to Teach Preachers)

After the story is told, a scripture is given for the students to analyze using the Sword Drill Method.

Refer to the explanation in “Part 2—The Tool” of the Primary Parts of *Foundations* above

- The first time the Sword Drill is used, a full explanation of the Sword Drill method should be given.
- It is suggested, initially the *Foundations* trainer may ask the Sword observation questions corporately for the whole group. As competence grows however we suggest this activity be delegated to small groups. This encourages participation, aids oral learners and maximizes the percentage of engaged, active trainees.
- Whenever a point from the Scripture is given in the Sword Drill study, the verse where it is found should be given to prevent statements from elsewhere in the Bible... or not in the Bible... being included in the analysis and be attributed to the passage incorrectly. For example, when studying a Scripture passage in

Genesis, a student might say “Jesus is Lord.” While this is true, it does not come from the passage being studied and therefore should not be acceptable.

- In the early classes, it is normal to accept any thought the student gives to encourage their participation in the process. As times goes on, the teacher should ask more questions regarding the accuracy of the statement made.
- The teacher should also work through each passage at the same time the students are working. In addition to preparing the teacher, it also serves as a good model for the students.

Teaching the *Overview* Course

Please also refer to the Student's Handbook for the *Overview* Course.¹⁹

The best presentation of the *Overview* materials can be made in 15-20 hours of actual teaching and workshop time. This much time may not always be available, but is a good target for the time needed for the complete training.

The material is basically broken into five stories from the Bible and 10 related scriptures, which will be analyzed, based on the Sword Drill. The five stories are found in The *Overview* Booklet. Each story and its two related Sword scriptures will require a total of about three hours to study and thoroughly understand the process. The first story and Sword drills will take longer than the subsequent ones. As the students gain experience and familiarity with the process, each story and Sword drills will take less time.

Objectives:

1. Learn the metanarrative of the Bible
2. Develop the Sword Drill Method
3. Prepare 5-10 lessons from the Bible to be taught in the leaders' churches in small group workshop settings.

Work to be completed before beginning the course:

1. Ensure competent retelling of all five stories
2. Learn the Sword Drill Method
3. Purchase 10 sheets of poster paper and 2 markers (or a white board)

Sample Outline of Teaching the *Overview* Course

Introduction/Preliminary Issues (2-3 hours)

- I. Self introduction:
 - a. Introduce teachers and translators, let students introduce themselves
 - i. tell where you are from, which church, position in church & how long a Christian
- II. Course Introduction
 - a. Continuation of Four Fields Training
 - b. Designed for new pastors who do not plan to attend Bible school in the near future or have not read the Bible through.
 - c. It is not a Bible school, Bible school has a different purpose
 - d. This will be a "workshop", not lecture. You will be involved and will be a part of all the work.
- III. Two purposes of this workshop:
 - a. Big Picture—To provide the large Bible story as context for each individual part.
 - i. Tells the whole Bible story from Creation to Christ to His Coming in five stories that cover large sections of scripture.

¹⁹ See the 'Foundations Overview Booklet'

1. Beginnings
2. Deliverance
3. Kings & Prophets
4. Jesus
5. Jesus' Followers
- ii. Not just to give to you, but to help you learn it and retell it.
- iii. Then you should teach your church what you learn.
- iv. Try to find mentees – other new pastors or future leaders to whom you can teach this information.
- b. Sword Drill—To provide a method of studying the Bible and preparing Biblically based lessons.
 - i. Take time to review the Sword Bible Study Method (Draw Sword)
 1. What does it say about God?
 2. What does it say about Man?
 3. Is there a sin to avoid?
 4. Is there an example or command to follow?

*** Have someone write the questions in local language on chart paper and hang it in the room where you can always refer to it.
 - ii. Take time to explain 3 questions healthy mature leaders must answer to prepare good lessons (Draw Pictures).

*** Again, have someone write the questions in local language on chart paper and hang it in the room where you can always refer to it.

 1. What does the Bible say?—Use the Sword that you already know
 2. What do I teach my church?—Filter to find the main point and supporting points
 3. What do we do with this information?—What action can our church take based on the information we have learned this week?

IV. Devotion – Day 1

Give a brief 5 minute devotion on 1 Tim. 3:1-7, emphasizing that one skill a pastor must have is as a teacher (able to teach). The Sword Drill is how this workshop will prepare you to be a teacher of God's Word.

Section 1—The Beginnings (3 hours)

- I. Story the Beginnings
 - a. Tell the story using the 4 pictures below as a guide:



(God creates man, then sin enters and breaks the relationship between the two)



(Abraham leaves home and goes to where God shows him)



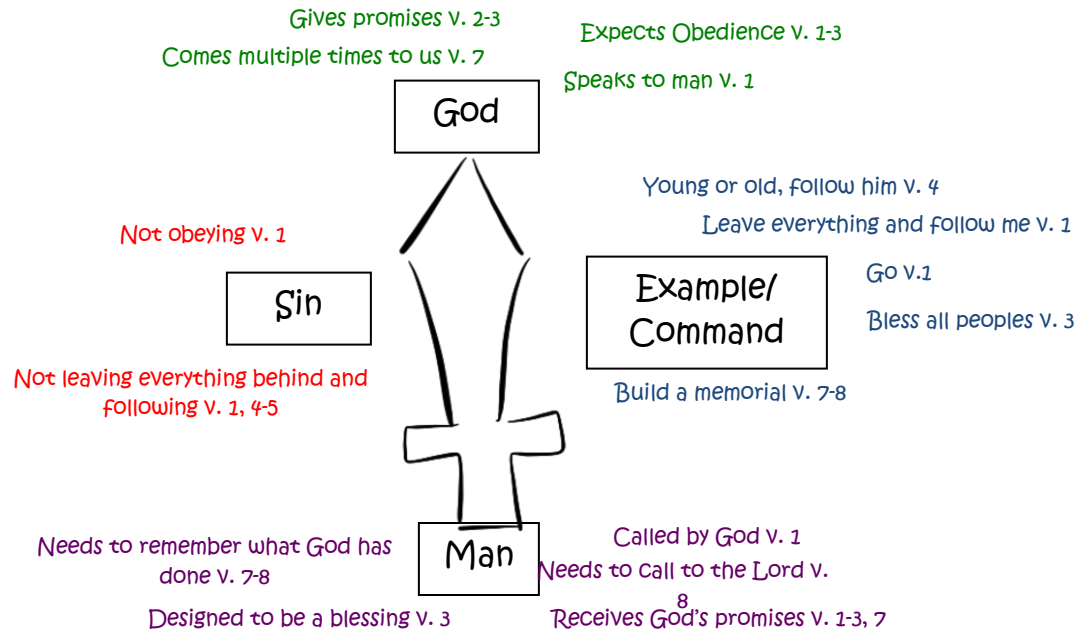
(God shows Abraham the stars in the sky at night)



(God gives Abraham a son)

- i. Ask simple questions to review the story
 - ii. Tell the story a second time
 - iii. Break the class into groups of 3-4 and have them practice the story
 1. Allow ample time for each person to share.
 2. Bring the class back together and have one volunteer re-tell the story
 - b. Remind the class of the two purposes of the training
 - i. Storying through the Bible fulfills the first purpose (Big Picture)
 - ii. Now for the Sword Drill—how to study one passage
- II. Sword Drill #1 on Genesis 12:1-9: Abraham's Call
- a. Review Sword Drill Method (Say, Teach, Do)
 - b. Have the students work in groups completing the Say portion of the drill
 - i. Be sure to emphasize writing references for each point they notice from Scripture and give ample time
 - c. Together as a class, review what each group answered and write it on the board/paper (review God, Man, Sin, Example/Command)

***Have someone write in local language while you take good notes about what it says. Some coaching may need to be done beforehand.
 - d. When finished, the board should look something like this (with different ideas):



- e. After taking answers for all four Say questions, remind the group of the second question, What do I teach my church?
 - i. You find that by filtering for the main point and supporting points
 - ii. Ask, What is the main point? What are the supporting points? (may need to prod the group a little with questions such as what is repeated in the answers on the board?)
 1. On another sheet of poster paper, write the main point and the supporting points given.
 - ***Again, have someone write in local language.
 2. Discuss briefly how to teach these points to your church
- f. After getting 3-5 points, discuss the third question, What do we do with this information?
 - i. Write a good, practical application as the last point on the bottom of the poster paper.
 - ii. When finished, it might look something like this:

Main Point—Follow God

Supporting Point #1—no matter who
you are

Young/Old

Rich/Poor

Important/Not

Supporting Point #2—no matter what
He says

Leave your family

Leave everything you know without
giving you all the details

Supporting Point #3—Obedience brings blessings
to you and others

What to do?—This week, write down one thing
God has called you to do and bring it with
you next week when we will share it in
church. It might be someone He is calling
you to share with or a place He is wanting
you to go to.

- g. Give a 5 min example of how to “preach” this to your church
 - i. Follow the Sword Drill pattern (Say, Teach, Do)
- III. As time allows, follow the same pattern as above for Sword Drill #2 on Genesis 9:1-7—Gradually allow more and more work to be done in the group setting vs. the class setting

Section 2-5

- I. Follow the same general pattern as above integrating the stories and the Sword Drills as follows:

***Before beginning the next story, all previous stories should be repeated.

Story Two – Deliverance

Sword 1 – Exodus 3 – Moses and the Burning Bush

Sword 2 – Joshua 6 – Battle of Jericho

Story Three – Kings & Prophets

Sword 1 – 1 Samuel 13 – Saul’s Sacrifice

Sword 2 – Isaiah 6 – God’s Glory

Story Four – Jesus

Sword 1 – Luke 10:25-37 – The Good Samaritan

Sword 2 – Luke 24:1-12 – The Resurrection

Story Five – Jesus’ Followers

Sword 1 – Acts 7:54-60 – The Stoning of Stephen

Sword 2 – Acts 9:1-18 – Saul’s Conversion

- II. Integrate Pictures with each story. Use the following as a guide:

Deliverance Story



(God give Moses the 10 Commandments and the Law)



(The People wander around for 40 years and then finally enter the promised land)



(Joshua commits to serving God only)



(The leaders led the people closer to or further from God)

Kings and Prophets Story



(The people demand a king)



(David, a man after God's own heart)



(Israel and Judah split into two kingdoms)



(Prophets speak God's words)

Jesus Story



(God comes down in the form of Jesus)



(Jesus calms the storm)



("My sheep hear my voice")

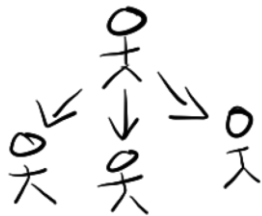


(They nailed him to a cross)

Jesus' Followers Story



(The promised Holy Spirit comes)



(Jesus' followers go and tell others)



(Churches multiplied)



(Jesus will come again)

- III. Give short devotionals each morning on days 2 and 3.
 - a. Ideas for devotionals
 - i. 1 Timothy 3:1-7—Character vs. Education—Which is important to God?
 - ii. Ephesians 4:11-13—Leaders' roles in the church—to equip
 - iii. Relationship/Knowledge/Obedience—3 essentials to a balanced life
 - iv. Others?
 - b. Follow the Sword Drill pattern as much as possible to reinforce the teaching
- IV. Assign Homework as follows at the end of each day
 - At the End of Day 1**
 - Teams present skit on Exodus 3 in the morning of Day 2. (Use another passage if you are not at that point.)
 - Any other such homework can be given to provide excitement in the class.
 - At the End of Day 2**
 - Teams are to prepare a pantomime, a song, or a poem about the parable of the Good Samaritan. (Use another passage if you are not at that point.)
 - Any other such homework can be given to provide excitement in the class.
- V. Conclusion
 - a. Review all 5 stories again
 - i. Make sure to get all the pictures on one sheet of poster paper
 - b. After reviewing the stories, draw the timeline above and re-emphasize that all these stories are true.
 - c. Assign Homework
 - Before Next Course**
 - Read (or listen to) the Book of Genesis.
 - Practice the Sword Drill on at least one passage of scripture each week
 - Prepare and Preach/Teach one Sermon/Lesson based on a Sword you prepared.
 - Re-teach what you have learned to at least 5 people.

Foundations Overview Booklet

This booklet may be printed for trainees to complete within the workshop style training.

FOUNDATIONS FOR TEACHING THE BIBLE

Long-term Discipleship For Churches

For more information, contact:
UnreachedAndUnengaged@gmail.com

Overview Booklet

Using the Booklet

Objectives:

- Introduction of a framework from which to understand the Bible from beginning to end.
- Process of “spiral learning” in which multiple sessions create opportunity for life long learning and teaching.
- Mentorship of pastors and disciple makers in practical experience through Bible lesson preparation over time.

Overview:

This manual is the first in a series of manuals intended to help new pastors and leaders begin to develop their own Biblically based lessons. This is not a teaching book but simply a workbook designed to provide the needed “next step” between belief and Bible school.

The manual first introduces a timeline from creation to the future second coming of Jesus. The timeline is first introduced on a single page where every book of the Bible is listed in its respective segment. The timeline is then emphasized through five summary stories from God’s Word in the pages that follow. Combined, these are intended to provide a framework from which any believer can pick up and process any portion of Scripture. Understanding how the Bible fits and flows together in this manner is crucial to grasping God’s redemptive purposes throughout history. After the initial timeline and story, the workbook provides space for three lessons that the participants are to work through in groups.

I suggest an initial training in which new pastors or disciple makers learn the timeline and creation to second-coming story that is dispersed throughout the sections. Ideally the initial training should be followed-up with series of trainings in a T4T (Training for Trainers) format. I suggest at least one training on each of the segments of Scripture where specific issues can be discussed and taught. By doing this, it is possible to create a sort of “spiral learning” where participants go deeper in their understanding as the Scripture segments are revisited time after time.

By working through various lessons over a series of meetings, new pastors and leaders grow in confidence, competence and the accountability needed to maintain discipleship for many years to come. I suggest group study with training sessions using the Sword Bible Study Method for the production of these lessons. This group practice is a major part of each training session.

Specific Method for Lesson Development:

The best disciple-maker is the Holy Spirit. He is able to use God’s Word to accomplish everything each of us need. Because of that, I have attempted to make developing lessons as simple as possible. This is to ensure that as many leaders as possible try to begin developing their own Biblically based lessons and therefore spend time in His Word.

The primary hermeneutic introduced builds on the Sword Bible Study Method that was introduced in the 7 Commands of Christ short-term discipleship booklet. While not all encompassing, this method has proven to be very simple and reproducible in the South Asian context.

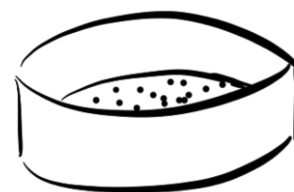
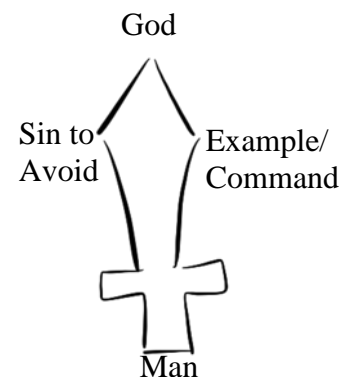
In developing lessons, the first question a leader should answer is **“What does the Bible say?”** By using the Sword Bible Study Method, new leaders are able discern what God wants them to learn and teach to others. The Sword reminds us to ask the following questions:

The top that points up is for God and reminds us to ask, what do we learn about God?

The handle that we hold on to is for man and reminds us to ask, what do we learn about man?

The sword also has two blades.

The first blade reminds us to ask, is there a sin to avoid? The second blade reminds us to ask, is there an example to follow or a command to obey?



The second question leaders should answer is **“What do I teach?”** A leader should then filter through the answer gleaned from the Sword and discern what the main point is that he should teach his church. After finding the main point, the leader should think ideas from Scripture that support the main point.

Finally, every time one approaches God’s Word, it should change their lives. Therefore, the teacher of God’s Word should help his hearers apply the teaching to their lives by asking, **“What do we do?”**

These three steps in lesson development will help new pastors and leaders create lessons that are Biblically based, true to Scripture, and applicable to their hearers.



Jared Houk 2012

Beginnings

The Story of the Beginning of the World

The Bible teaches that in the beginning, there was nothing but God. God created everything in the world. He created the sun, moon, and stars, plants, animals, and lastly He created man. He created man different than all the other things. He made the man to have relationship with Him.

The first man was named Adam and his wife was named Eve. God placed Adam and Eve in a special garden and had them oversee everything that happened in it. He gave Adam and Eve freedom in the garden and often spent time with him there.

The Bible teaches that one of God's angels in heaven rebelled against God and tempted Adam and Eve to disobey as well. Adam and Eve disobeyed what God had said and sinned for first time. This sin had to be punished. God had to send them away from His presence and put them outside of the garden. Adam and Eve had sons and their sons had sons and their sons had sons until the whole world was filled with people.

Some years later, God spoke to a man named Abraham. He said, "Leave your native country, your relatives, and go to the land that I will show you. I will make a huge nation of people from your descendants I will bless you and make you famous, and you will be a blessing to others. All the families on earth will be blessed through you." So Abraham left as God had instructed. And Abraham worshipped God.

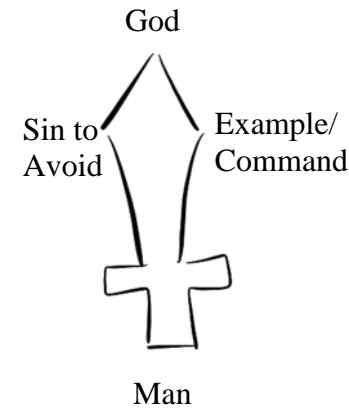
When Abraham was old, God promised to give him a son. And Abraham believed God, and because of that, God considered him to be in right relationship with Him.

God kept His promise to Abraham and gave him a son. And his son had sons and their sons had sons until Abraham's descendants were very numerous. These people became known as the Hebrews or the children of Israel.

And this is a story from God's Word.

Passage to be studied: _____

1. What does it say?



2. What do I teach?



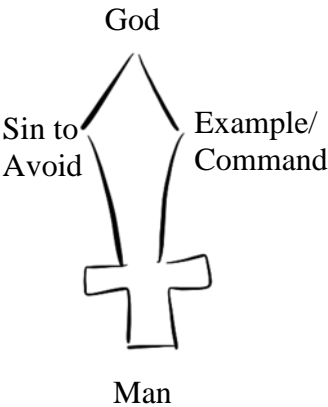
3. What do we do?



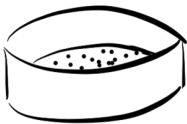
Date to teach this passage: _____

Passage to be studied: _____

1. What does it say?



2. What do I teach?



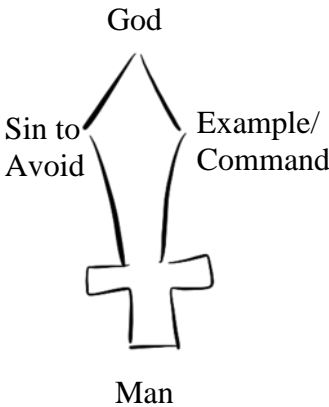
3. What do we do?



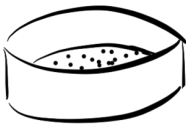
Date to teach this passage: _____

Passage to be studied: _____

1. What does it say?



2. What do I teach?



3. What do we do?



Date to teach this passage: _____

Deliverance

The Story of God Fulfilling His Promise

The Bible teaches that many generations after Abraham, the Israelites became slaves in Egypt. In their slavery, the people cried out to God for deliverance. God heard their cry and sent a man to deliver them. God told Moses to lead His people to the Promised Land. Moses preformed many miraculous signs to prove that God had spoken to him. Finally, after many signs, the Egyptians let the Hebrew people go.

God led His people out of Egypt and He gave His law to the people. These laws included the Ten Commandments. God wanted His people to be holy and fellowship with him, unlike other nations

After the people received God's law, they continued on their journey to the land that been promised to Abraham. They disobeyed God in His instructions to enter the Promised Land. Because of their disobedience, God caused the Israelites to wander the desert until those who had disobeyed died. Even Moses died because of his disobedience, so Joshua began leading the Israelites.

Joshua led the people across the Jordan River and into the Promised Land. During the next years, Joshua and the people drove the inhabitants from the land and settled it for themselves. Each family was given part of the land as their inheritance of Abraham's promise.

After a long time Joshua prepared for his own death. He called all of the other leaders of the Israelites together and challenged them. He said, "Worship the Lord your God only. Throw away any other gods that you have. Choose today who you will serve, but as for me and my house we will serve the Lord." The other leaders agreed with Joshua and committed to following only God the creator.

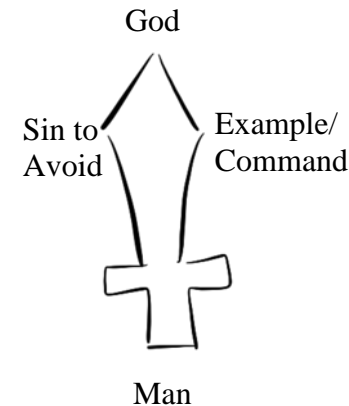
For two generations, the Israelites kept their word and followed God alone. After that each Israelite forsook the Lord and followed other false gods. God's anger burned against His people and He allowed them to become slaves to other nations.

Time and again the people would follow a good ruler. After the rulers died, the people would again turn to other gods. This cycle was repeated over and over.

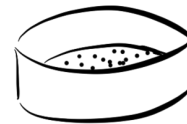
And this is a story from God's Word.

Passage to be studied: _____

1. What does it say?



2. What do I teach?



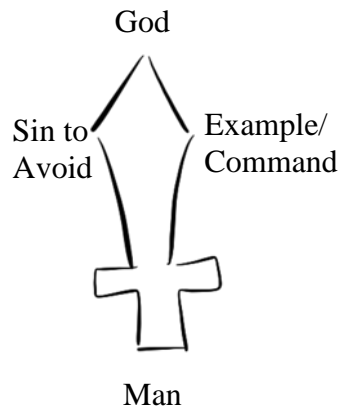
3. What do we do?



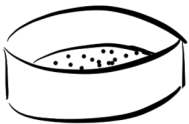
Date to teach this passage: _____

Passage to be studied: _____

1. What does it say?



2. What do I teach?



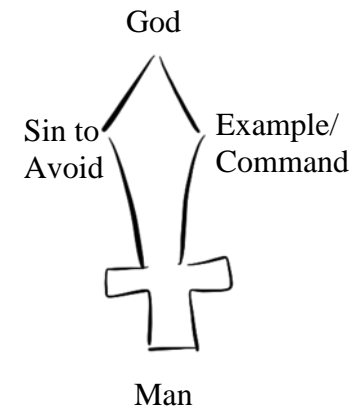
3. What do we do?



Date to teach this passage: _____

Passage to be studied: _____

1. What does it say?



2. What do I teach?



3. What do we do?



Date to teach this passage: _____

Kings and Prophets

The Story of God's Chosen Leaders Ruling

The Bible teaches that after some time, the Israelite people cried out to God's spokesman, Samuel, and they said, "Every other nation around has a king. Appoint a king over us so we will be like those other nations." And God heard what His people asked and He said to Samuel, "The people have again rejected me as their God. Give the people what they want, but warn them, "The king will take your sons and daughters and make them work for him. He will take the best from the land. When that happens, you will cry out for relief from your king but I will not answer you." But the people demanded a king.

God had Samuel anoint Israel's first king. King Saul. Initially, Saul was a good king who led the people to many great victories, but one day he became impatient with God. Samuel had told Saul to wait for him to give the sacrifice to the Lord, but Saul gave the sacrifice himself. When Samuel arrived, he told Saul, "To obey is better than sacrifice. Because you have rejected the word of the Lord, He has rejected you as king."

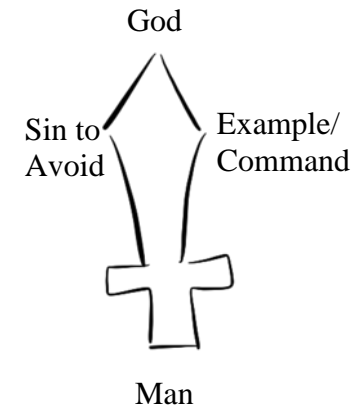
God sent Samuel to anoint another man, David, as king. David was called a man after God's own heart. While he was not perfect, he did try to lead God's people in the right way. After David, others became king. These others split the nation into two parts, Israel and Judah

Some of the kings in both Israel and Judah were good kings who lead God's people to a closer relationship with Him. Some of the kings were bad kings who lead the people away from God. During these times, God sent many messengers called prophets who repeated what God had told them. Sometimes they spoke about future events that would happen if the people didn't change their ways and about God's judgment for past actions. They also predicted the future virgin birth of the messiah and that He would die on the cross to pay for the sins of all mankind.

Eventually, God allowed both Israel and Judah to be conquered by other nations and His temple to be destroyed. Finally, after many years in exile, all of the children of Israel were allowed to return. Through it all, they were always waiting for God to send His savior. **And this is a story from God's Word.**

Passage to be studied: _____

1. What does it say?



2. What do I teach?



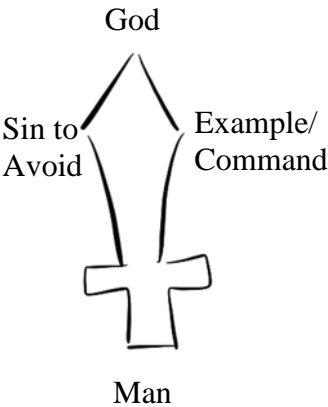
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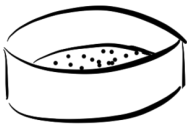
Date to teach this passage: _____

Passage to be studied: _____

1. What does it say?



2. What do I teach?



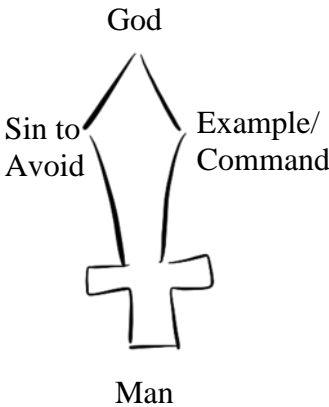
3. What do we do?



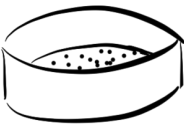
Date to teach this passage: _____

Passage to be studied: _____

1. What does it say?



2. What do I teach?



3. What do we do?



Date to teach this passage: _____

Jesus

The Story of God providing the Perfect Sacrifice for All Peoples

The Bible teaches that, after many years of silence, the angel of the Lord appeared to a poor virgin girl named Mary. Mary was a descendent of Abram and King David. The angel told Mary that though she had never been with a man, she would have a son by the Spirit of God. The angel told Mary the son would be the long awaited Savior. His mission would be to save the people from their sins.

After Jesus was born, He grew in favor with both God and man. At about 30 years of age, He began to teach and do great miracles among the people.

One time as Jesus and His followers were crossing a lake, Jesus fell asleep and a storm came up. His followers were afraid and woke Jesus. Speaking to the wind and the waves, Jesus commanded them to stop and they stopped. His followers were amazed that even nature obeyed Him.

Another time Jesus taught saying, “The miracles that I do in my father’s name speak for me... I know my sheep and they follow me. I give them eternal life and will never perish. No one can snatch them out of my hand.” These miracles and teachings reveal that Jesus is God!

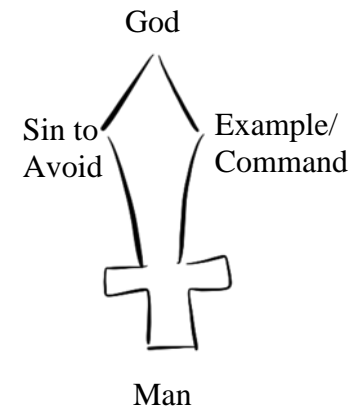
When Jesus claimed to be God, the teachers of the law became angry and decided to kill Him. Jesus is the only person who has ever lived without sin and therefore did not deserve death. God’s plan was that Jesus’ death would be the final sacrifice for the sins of the world. Jesus who was sinless died to pay for our sins!

The story does not end there. After three days God raised Jesus back to life! This proved the power of God was greater than the power of sin and death. Just as Jesus taught, the Bible tells us that if we confess our sins to God and believe that Jesus’ sacrifice paid for our sins, we can be forgiven. Once we are forgiven, we can have the relationship with God the creator restored like it was before Adam sinned.

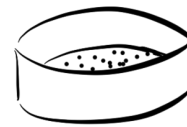
And this is a story from God’s Word.

Passage to be studied: _____

1. What does it say?



2. What do I teach?



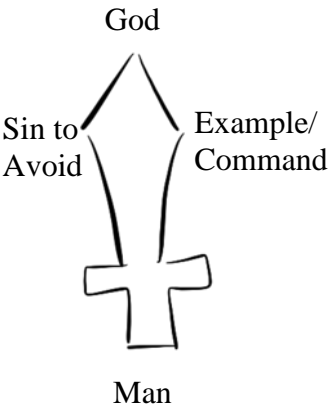
3. What do we do?



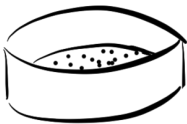
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Passage to be studied: _____

1. What does it say?



2. What do I teach?



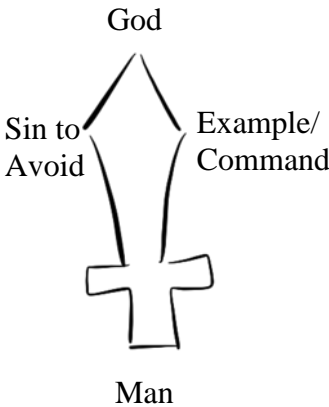
3. What do we do?



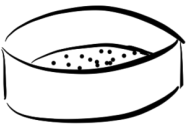
Date to teach this passage: _____

Passage to be studied: _____

1. What does it say?



2. What do I teach?



3. What do we do?



Date to teach this passage: _____

Jesus' Followers

The Story of Jesus' Followers as the Church grows and as He Returns

The Bible teaches that those who followed Jesus witnessed His death and resurrection. Their lives were changed forever. Jesus gathered them together and told them His work on earth was finished. Now it was time for them to go to work! Jesus told them He would send the Spirit of God from heaven to work in and through them.

After His return to Heaven, the Spirit of God came to dwell in the hearts of His followers. Filled with power and wisdom of God, Jesus' followers began to tell people everywhere about what He had done and how they could come back to a right relationship with God. Those who believed were baptized; they gathered together and were called church.

Initially these new churches were made up of only Jews. One of Jesus' disciples named Paul began to take the good news of Jesus to all different groups. Through Paul's and others' work, God began to draw people from every nation, every tribe, every people, and every language to Himself. These churches met in homes, studied the teachings of Jesus, and worshipped God in their own ways.

This process has continued in every part of the world up until today. The church will continue to grow and expand until it will finally one day reach the ends of the earth.

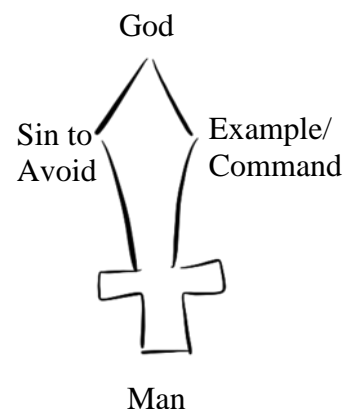
In the last book of the Bible, God reveals His plans for our future. God told one of the first disciples of Jesus, a man named John, to write down the vision of the future God gave him.

Just as Jesus promised, the vision reveals God's plan that when Jesus returns, He will bring judgment to the earth. Those who have followed and believed on His sacrifice for forgiveness will be rewarded with eternity in God's presence. In the vision, we also see Satan, the enemy of God who tempted Adam and Eve and who exists in the world, is also thrown into the like of fire. Those who rebelled or not believed will face eternal separation from God as judgment.

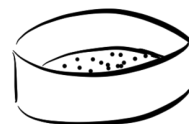
And this is a story from God's Word.

Passage to be studied: _____

1. What does it say?



2. What do I teach?



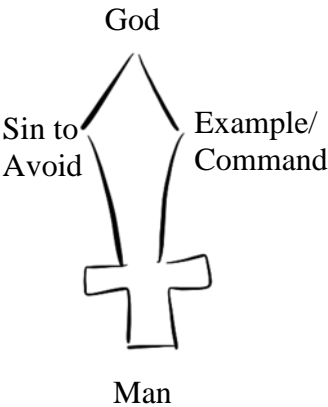
3. What do we do?



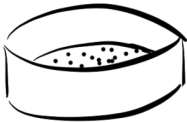
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Passage to be studied: _____

1. What does it say?



2. What do I teach?



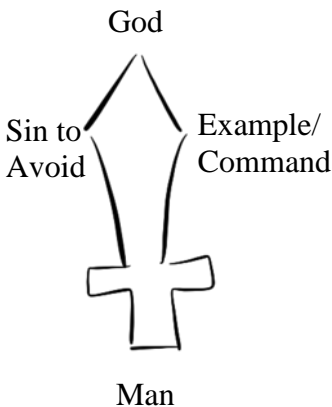
3. What do we do?



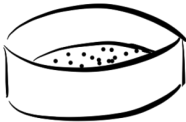
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Passage to be studied: _____

1. What does it say?



2. What do I teach?



3. What do we do?



Date to teach this passage: _____

The additional two-three day courses are currently in the experimental phase. Each section of the Overview should be developed more in depth through these additional courses. For more information and other booklets including Beginnings, Deliverance, Kings and Prophets, Jesus, and Jesus' Followers, contact unreachedandunegaged@gmail.com.