

MODULE 2
LEADERSHIP
LEADER



AS THE FATHER HAS SENT ME, SO I AM SENDING YOU
AMBASSADORS
fostering a new generation of spiritual leaders



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fostering a new generation of spiritual leaders

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AMBASSADORS

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table of contents

Welcome	9
Session Template	12
Session 1 – leading is seeing	13
Overview	15
Teaching Plan	16
Participant Guide	19
Session 2 – leading is being	27
Overview	29
Teaching Plan	30
Participant Guide	33
Session 3 – spiritual gifts I—we have it all	39
Overview	41
Teaching Plan	42
Participant Guide	45
Session 4 – spiritual gifts II—every member	51
Overview	53
Teaching Plan	54
Participant Guide	57
Session 5 – spiritual gifts III—every member	63
Overview	65
Teaching Plan	66
Participant Guide	69

Session 6 – servant leadership I	75
Overview	77
Teaching Plan	78
Participant Guide	81
Session 7 – servant leadership II	87
Overview	89
Teaching Plan	90
Participant Guide	93
Session 8 – leadership development—set an example by your speech	101
Overview	103
Teaching Plan	104
Participant Guide	107
Session 9 – leadership development—set an example by your life	113
Overview	115
Teaching Plan	116
Participant Guide	119
Session 10 – leadership development—set an example by your love	125
Overview	127
Teaching Plan	128
Participant Guide	131
Session 11 – leadership development—set an example by your faith	139
Overview	141
Teaching Plan	142
Participant Guide	145
Session 12 – leadership development—set an example by your purity	151
Overview	153
Teaching Plan	154
Participant Guide	157

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AS THE FATHER HAS SENT ME, SO I AM SENDING YOU AMBASSADORS



Welcome to Ambassadors.

Ambassadors is a new level of youth ministry designed to equip leaders with resources to train a new generation of youths to be the hands, feet, and voice of Jesus in their local churches and communities.

An ambassador generally represents a country or a cause. A Christian ambassador is a representative of another kind; they represent the values, principles, culture, and laws of the kingdom of God. They stand for the character and purpose of the King of this kingdom—Jesus Christ, Himself.

This Youth Department resource is based on seven foundations that are considered as essential to meet the developmental needs of our young people between the ages of 16–21. They include:

1. A Christ-centered discipleship plan
2. Leadership development
3. A personal, public, and small group based mission lifestyle
4. Character and personality development, including outdoor, high adventure programming
5. Lifestyle and vocational training
6. Nurturing godly relationships
7. Community outreach development through service projects and emergency preparedness training

Each of these seven foundations will be presented in modules, with participants gaining certification for each module completed. While each module has a specific focus, there are FOUR elements that will be common throughout the curriculum. Leaders MUST ensure that all these elements are embraced to make the experience meaningful, attractive, and challenging.

- First, the concept of a spiritual companion. At the beginning of each module, each participant will choose a friend who will be their companion for the duration of the module. They will meet during each session to encourage and support each other in their role and growth as an Ambassador. Groups of spiritual companions will also come together for specific activities. This builds the concept of interdependence and accountability into the Ambassador experience.
- Second, an Individual Discipleship Plan (IDP). At the beginning of every module, each participant will make a simple plan of how they would like to grow spiritually and acquire practical competency in the area of the upcoming module. Their spiritual companion will be there throughout the module to help and encourage them to accomplish their plan. The IDP helps to emphasize the continuing nature of discipleship and that learning is a continual part of life. By linking spiritual companions together for this work, it stresses the need for interdependence on each other as we learn, grow, and work for God. (See guidelines for creating the IDP on page 11. Participants have their IDP pages in their Guidebook.)
- Third, projects. Each module will have a project that will integrate the core concepts from the module into a service learning activity focused on helping others. This will be an opportunity for the Ambassador class to work together as a whole. You will

find INSTRUCTIONS for setting up your project in the back pages of this Leader's Guide. You might have to plan for multiple projects, depending on the size of your group.

- The main objective is to incorporate service as a way of life, rather than an occasional activity.
- Aim for projects that would call for regular involvement over a period of time.
- Make contact with your Volunteer Service organizations, the local Council, and other entities that could assist you.
- If your group settles on a particular medium/long term project, there is no need to change the project when the time comes to engage with a new module. Use your discretion.
- Fourth, social activities. Ensure that you plan for a social activity at least once a month. Make sure that you always provide opportunities for good and wholesome fun for that age group.
 - You do not have to conduct all your sessions in a building. As appropriate, conduct some in nature, in the context of a camp, in someone's home, etc.
 - In the back pages of your Leader's Guide you will find a list of websites where you can access 'Ice Breakers' or brief fun activities that you can inject into all your sessions.

Of course, CONDUCT ALL YOUR ACTIVITIES PRAYERFULLY.

RECOMMENDATION

It is highly recommended that you set aside your first meeting as a fun ORIENTATION to share the Ambassadors concept, share the Participant's Guides, give an overview of the first module, discuss the FOUR elements and their implementation, discuss the frequency of meetings, organize calendars, etc.

Participant's Guide

A participant's guide for each module has been prepared for each participant.

- The Participant's Guide is essentially the workbook containing all the sessions of each module that the participant will engage with.
- In the back pages of each module there is a page for creating the IDP. There is also a list of the sessions for that module that the leader will date and sign upon the participant's completion.
- Each participant will be required to complete 75 percent attendance and participation to receive the certification or award at the end of each module. Participants can make-up for missed lessons to achieve the required 75 percent at the discretion of their leader.

Fostering togetherness is at the heart of a model for discipleship, which the General Conference is focusing on; it is known as "Together Growing Fruitful Disciples." This model emphasizes understanding, connecting, equipping, and ministering—but doing all of this "together." For God did not design us to grow or minister alone, but in community. Paul writes that growing in Christ is achieved as everyone uses the gifts God has given to them, "until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ" (Ephesians 4:13).

Thank you for helping to educate our young people to become Ambassadors of Jesus Christ and His kingdom.

General Conference Youth Ministries Department



Gilbert Cangy
GC Youth Director



Hiskia Missah
Associate GC Youth Director



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Associate GC Youth Director

CREATING YOUR IDP

As a human being with a nature that naturally tends to move away from God, growing to reflect Jesus as an Ambassador will rarely happen by chance or without much thought. That's why for each of the Ambassador's modules, you will be creating your own IDP. The focus of each IDP will relate to the theme of your current module and last for the duration of that module.

Here is an example of what an IDP will look like. Fill in your own IDP on the form provided.

1. IDP Module Name:

CHRIST-CENTERED DISCIPLESHIP

2. Spiritual Companion: Who is the spiritual companion who will encourage and support you in the next stage of your spiritual journey of growing as an Ambassador of Jesus? They will remain your spiritual companion throughout the current module.

JOHN WILCOX (Your choice of spiritual companion is added in session 3. Leave blank for now.)

3. Personal vision statement: This includes two parts: (a) What do you see in your life today that you would like to change in order to become more effective as an Ambassador for Jesus? (b) Describe how you would like to see yourself in the future. Before you start writing, take a moment to pray for God to guide your thoughts.

- CURRENTLY, I DO NOT HAVE A REGULAR OR VERY MEANINGFUL DEVOTIONAL LIFE.
 - I WOULD LIKE TO DEVELOP A DEVOTIONAL LIFE THAT CAN EQUIP ME SPIRITUALLY TO BE AN EFFECTIVE AMBASSADOR FOR JESUS.
- 4. Expected evidence of change:** After looking at your personal vision statement, list the evidence you might expect to see that reveals you are growing in Christ.
- I THINK AN EFFECTIVE AMBASSADOR IS SOMEONE WHO IS ALWAYS PRAYING FOR OPPORTUNITIES TO REVEAL THE CHARACTER OF JESUS WHEREVER THEY GO. THAT IS WHAT I WANT FOR MY LIFE.

5. Next steps: List the practical steps you will take to accomplish your personal discipleship vision. Think about how these steps will also shape your daily devotions with God.

- SET MY ALARM CLOCK FOR 7AM TO START MY DEVOTIONS
- SPEND 30 MINUTES IN PRAYER AND BIBLE READING
- REPEAT BEFORE I GO TO SLEEP
- FIND A BOOK TO READ THAT TEACHES DIFFERENT WAYS TO STUDY THE BIBLE
- PRAY EACH DAY FOR OPPORTUNITIES FOR GOD TO USE ME AS HIS AMBASSADOR

6. Reflection: How did I do? This is completed at the end of the module. It gives you a chance to reflect on what worked well and what you would like to improve in the future. You can compare your expected evidences of change to what actually happened.

- I REALLY ENJOYED THESE LAST FEW WEEKS. THE MORE I READ AND UNDERSTOOD, THE MORE CONFIDENT I BECAME TO PRAY FOR OPPORTUNITIES FOR GOD TO USE ME. I THINK I WILL EXPAND THE TIME FOR DEVOTIONS I HAVE IN THE EVENING, AND NOW THAT I HAVE READ A BOOK ON BIBLE STUDY, I WOULD LIKE TO READ ANOTHER ON INTERCESSORY PRAYER. I HAVE FOUND THAT I REALLY ENJOY PRAYING FOR OTHERS.

basic template for teaching sessions

This template will be used during most in-house teaching sessions. There will be variations in the format depending on the focus for the day.

welcome & activity

2+ min

1. General welcome and opening prayer.
2. A short getting-to-know you activity. As friendships continually deepen, so the ability to encourage and support each other spiritually deepens.

did you know?

13 minutes

An activity that introduces the theme for the day.

mission briefing

10 minutes

A simple Bible study that gives the biblical foundation for the theme done in groups of two or three. It will be helpful for leaders to circulate around the room to listen in on conversations to see that participants are going in the right direction and to answer questions.

thinking it through

5 minutes

A personal reflection time where each participant writes down what they have personally learned from the Bible study and how this applies to their own life as an Ambassador. To be shared briefly with their spiritual companion who will be a spiritual encourager during the curriculum.

reflecting Jesus & His kingdom

40 minutes

An activity that expands on the main theme for the lesson. This section is called “reflecting Jesus and His kingdom” because an ambassador’s main task is to represent who Jesus is to others, as well as what the kingdom of heaven stands for.

next steps

15 minutes

An ambassador for Jesus will grow spiritually and will witness in everyday life beyond the training sessions. Therefore, each participant will develop an individual discipleship plan that will help them grow as an ambassador for Jesus when they are outside of the learning environment.

At the beginning of each module in the curriculum, participants will develop an individual discipleship plan (IDP) that will guide their personal spiritual journey during that section. Each IDP will focus on the theme of that section. “Next Steps” is a time for participants to reflect on how their IDP is working and to pray for each other in what they aim to do next. This will be done with their spiritual companion. A spiritual companion is a friend who prays for and encourages their own companion over a set period of time.

summary

5 minutes

As a whole group, this is an opportunity to summarize what participants have learned during the session. It is a time for the leader to generally review what has been done and to ask for volunteers to briefly share what they have learned.

SESSION 1

leading is seeing

leader's guide



1: leading is seeing lesson overview

teacher notes

1. This lesson begins a new module on the theme of leadership from the Christian perspective. While there are many ideas about leadership today, the Bible is filled with examples of effective leaders as well as thoughtful insights about how to influence the world Christians are called upon to reach. Above all, Jesus models and makes leadership one of His most prominent messages.
2. This lesson features thoughts and exercises on seeing the world through the leadership lens given by God in Scripture. Seeing is leading!
3. As you consider the learning outcomes in the table below, you will notice that the objective of this lesson is to enable Ambassadors to pay careful attention to how they see the world.

materials

1. Lesson handout for each student
2. 3-4 pairs of scissors (if available)
3. Pens and note cards
4. Pair of glasses and/or sun glasses as a visual aid

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. Understand God's vision for leadership from a biblical perspective.	1. Written list of the three most inspirational leaders in the Bible
Hands Participants will be able to...	1. Learn how to seize the great range of opportunities for influencing others.	1. Discussion with Spiritual Companion about seeing opportunities for change
Heart Participants will be able to...	1. Sense God's desire for them to see the world they live in with a biblical lens.	1. Identify on 3X5 cards a part of the world they are passionate about influencing for God



1: leading is seeing teaching plan

welcome

10 minutes

1. Welcome and opening prayer (2 min).
2. Introduce this new module by saying something like: “The next few weeks are devoted to exploring what it means to be Christian leaders. We will look, live, and learn the way to lead as Ambassadors for Christ.”

did you know?

13 minutes

1. Give every participant a 3X5-4X6 card or cut a sheet of paper to a notecard size. Get into groups of 3-4; each group needs a pair of scissors (if scissors are not available, fold the card in half from top to bottom and tear a “u-shape” on the folded edge so when you unfold the card, you are looking through two holes (3 min).
2. In their groups, invite each person to look around the room or out a window through the eye-holes they created on their cards. Ask them to share with their groups 1) What is different about the way they see with these lenses on? 2) How is their vision hampered? 3) How is their vision more keen because they see specific things rather than the whole? (5 min)
3. Hold up your sample pair of glasses/sun glasses and say, “Wearing these glasses shapes the way I see the world. Do you and I see the world differently? Of course! If this is true, then each person called to be a leader for God needs to have their lenses shaped by God’s Word/plan for us in this world” (2min).
4. Invite volunteers from all the groups to share how everyone sees life through their own lens. Ask: “How is this true in the leaders you know and respect? What are some things you think they see intentionally and clearly? (4 min).
5. Launch into the lesson, urging them to look at the way God saw our purpose on this planet (1min).

mission

briefing

15 minutes

1. In groups of 3 or 4, invite the participants to complete the “mission briefing” handout about how the Bible describes God’s view of His Ambassadors who are called to influence the world (12 min).
2. Leaders can move around the room and make sure the participants divide up the passages and share their responses to the questions.
3. As a way of summarizing this activity, ask each group for one word or phrase that describes the influence God wanted Ambassadors to have on the rest of the world (3 min).
4. Invite students to respond to the “thinking it through” section on their own.

thinking

it through

5 minutes

1. Give participants about five minutes to read, reflect, and respond to the two questions given (5 min).
2. Ask the participants to share their responses in their group of 3-4 and comment on what they learned from each other (5 min).



reflecting Jesus & His kingdom

35 minutes

1. Ask the participants to pair up and share with their partner: "When in your life have you seen something that no one around you seemed able to see?" And also, "when have you completely missed seeing something that was right in front of your eyes but, for some reason, you just missed it?" (4 min).
2. Take a few moments to share how our eyes can trick us or how we can train ourselves to only see what we want to see or think we need to see. Example: "Our vision shapes the way we function as leaders, and as we define what leadership from a Christian perspective is we need to allow God to shape our lenses" (3 min).
3. In the "reflecting Jesus and His kingdom" handout there are eleven examples of Jesus as a "seeing leader." There is not enough time for everyone to fully explore all of the examples, but all the examples are helpful. So, assign each pair at least one story to explore so that all the stories are covered and reported. Each pair is to read the verse given, then read the whole context or story around it, and respond to the three questions given in their handout (11 min).
4. When each pair seems to have completed their portion, invite each pair to report while the other pairs can listen and take notes on their handout. Each pair will have one minute to share a one-sentence summary of the story and their responses to three questions about that story (14 min).
5. Wrap up. Say, "I'm going to ask a question that I want you to answer privately in your own heart today: Which of these qualities speaks to you? Of all the qualities of vision you heard reported, which do you sense God is calling you to embrace today?"

next steps

15 minutes

1. Have the Spiritual Companions discuss the following questions with each other and pray:
 - How is your spiritual life going?
 - What are some of your hopes about this journey into leadership?
 - What are some of your fears?
2. This module on leadership will require participants to really personalize their goals and be specific about the areas in their spiritual life that they want to experience growth. Sometimes it helps to get some advice! This week, invite a handful of people you know to share: "What three qualities do you think great leaders possess?" Write them down and be ready to share with your partner at the next session. You might even want to rank them in order of importance to you.
3. Take time to pray with your Spiritual Companion a specific prayer: "Pray for me to see _____." (Share what you want to see this week and pray for each other.)

summary

1. Affirm the participants for a thoughtful and meaningful time together.
2. Remind them that they are all wearing lenses that see the world a certain way. Urge them to pay careful attention to what they see and what they need to learn to better see in the future.
3. Ask the group, "What are some leadership qualities you hope to discuss or learn about in the future?"



SESSION 1

leading is seeing

participant's guide



SESSION 1

leading is seeing



did you know...

Everyone sees the world through a different lens.

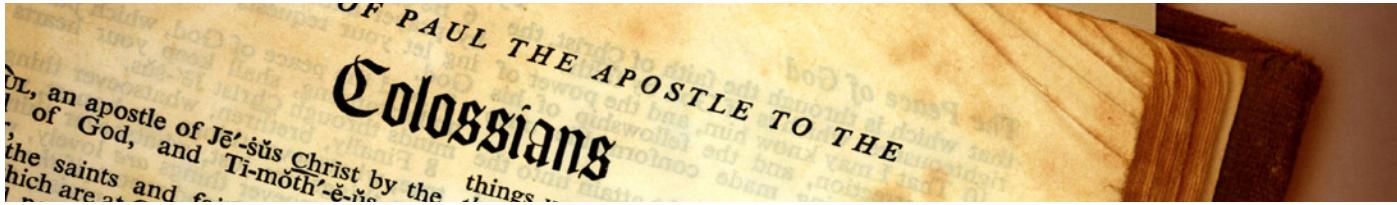


What do you see when you look at the world you live in?

"But we see him who for a little while was made lower than the angels, namely Jesus, crowned with glory and honor because of the suffering of death, so that by the grace of God he might taste death for everyone."

Hebrews 2:9





mission briefing

Leadership is defined in many ways around the world:

1. Guiding and directing change
2. Being a person of influence
3. Bringing people to a place where they want to be or should be
4. Organizing and inspiring innovation
5. Seeing a problem and engaging others to help solve it
6. Being willing to stand up for what is right, even though you are alone

In the Bible there is no one place that specifically delineates what it means to be a leader, however, there are countless stories and insights as to what God expects leaders to be and do.

If you were to name five great leaders from the Bible, who would you choose and why?

1. _____
2. _____
3. _____
4. _____
5. _____

In those who are listed above, you will probably find that such leaders have a sense of calling and a particular cause they are called to.

Consider a few of the passages from Genesis to Revelation that reveal what God said about His vision for His chosen leaders. What does God say about their mission and purpose?

Genesis 12:3 _____

Deuteronomy 4:5 _____

Isaiah 61:8-11 _____

Gal. 3:8-10 _____

God called Abraham to follow Him and said that he would be a blessing to all the nations. The children of Israel were not meant to be special in the sense that they were God's favorite, but special in the sense that they would declare God's will to the world. Isaiah declares that God's mission for His followers is to bear witness to "all nations." And Paul reminds us in Galatians that what makes us "true leaders" has to do with the faith we have in our hearts rather than where we were born or to what family we belong. The one thing the children of Israel lost sight of

was their purpose to proclaim the message of Christ to their world. Religious leaders in Jesus' day thought they saw the world clearly, but did they see God's vision for humanity or something entirely different? If you read the conversation between Jesus and the religious leaders in John 5:39 you will hear Jesus say: "You study the Scriptures diligently because you think that in them you have eternal life. These are the very Scriptures that testify about me, yet you refuse to come to me to have life." Christian leaders need to learn to see!



thinking it through

As you have considered some of the key thoughts God has for His leaders in the world, how does God's view of the world compare with the way you see the world? What are some ways you want to see the way God's sees?

Glasses have the ability to help people see the big picture as well as see the little details more vividly.

What are some ways you can become more aware of your leadership worldview?



reflecting Jesus & His kingdom

Review the verses below and notice how Jesus' vision affected His ability to lead others to a changed life. Read the whole story around the verse given below and answer the following questions for each story.

1. What did Jesus see?
2. What did Jesus see that others might overlook?
3. Why/how do you think this quality is needed in leaders today?

Seeing Disciples

When the two disciples heard him say this, they followed Jesus. Turning around, Jesus saw them following and asked, "What do you want?" (John 1:37-38).



Seeing Character

When Jesus saw Nathanael approaching, he said of him, “Here truly is an Israelite in whom there is no deceit.” (John 1:47)

Seeing Opportunity for Healing

When Jesus saw him lying there and learned that he had been in this condition for a long time, he asked him, “Do you want to get well?” (John 5:6)

Seeing Teachable Moments

When Jesus looked up and saw a great crowd coming toward him, he said to Philip, “Where shall we buy bread for these people to eat?” (John 6:5)

Seeing God’s Purpose for Every Person

As he went along, he saw a man blind from birth. (John 9:1)

Seeing Hope

When Jesus saw her weeping, and the Jews who had come along with her also weeping, he was deeply moved in spirit and troubled. (John 11:33)

Seeing Relationships

When Jesus saw his mother there, and the disciple whom he loved standing nearby, he said to her, “Woman, here is your son,” (John 19:26)

Seeing the Need for More Leaders

When he saw the crowds, he had compassion on them, because they were harassed and helpless, like sheep without a shepherd. (Matthew 9:36)



Seeing Individuals with Compassion

As he approached the town gate, a dead person was being carried out—the only son of his mother, and she was a widow.... When the Lord saw her, his heart went out to her and he said, “Don’t cry.” (Luke 11:12,13)

Seeing Teams That Help

When Jesus saw their faith, he said to the paralyzed man, “Son, your sins are forgiven.” (Mark 2:5)

Seeing with Love

Jesus looked at him and loved him. (Mark 10:21)

What quality do you think you need the most? Why?



SESSION 2

leading is being

leader's guide



2: leading is being lesson overview

teacher notes

1. The first lesson on leadership focused on the way Ambassadors “see” the world they are called to lead. The second part of developing a Christian reference point is learning how to “be” in the world as leaders. Another foundational principle for leadership has to do with a leader’s sense of identity.
2. This lesson on leadership argues that “who you are” means as much as anything you do. Jesus models this principle in His own person as well as fosters it in His disciples.

materials

1. Paper and pens (at least one for every four participants)

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. Discover that a keen sense of identity is crucial to Christian leadership.	1. Discussion in groups (it is also foundational to the IDP).
Hands Participants will be able to...	1. Embrace the reality of who they are in Christ today.	1. Discussion and IDP that demonstrates growth as a leader.
Heart Participants will be able to...	1. Feel affirmed that the possibilities for their leadership are endless.	1. Personal response to the passages that declare their potential.



2: leading is being teaching plan

welcome

4 minutes

1. Welcome and opening prayer (2 min).
2. Review the last lesson on being “a leader that sees” and give a brief introduction to developing a sense of identity as a Christian leader (2 min).

did you know?

11 minutes

1. Divide into groups of 4-5 (each group should have paper and pen). In the center of the paper, draw a three centimeter square and color it in with black ink so that it is wet and fully shaded in (this is the finger print ink pad).
2. Each person in the group will press their thumb firmly on the ink square and then, somewhere on the white portion of the page, press the inked thumb to make a fingerprint (4 min).
3. In your group, analyze each fingerprint, noting the differences and similarities. What are common traits present in all finger prints? (curved lines, grooves, etc...) What traits are unique? (2 min).
4. In the same way that there are commonalities and unique features of fingerprints, leaders in the Christian faith are also marked by similarities and differences (2 min).
5. On the other side of the paper, make a large “T” from the top to the bottom of the page. In one minute, make a list of things that great leaders do. The left side of the T should be labeled, “Leaders Do.” The right side of the T should be labeled “Leaders Are.” Take another minute and list qualities that reflect the character or identity of a leader (2 min).
6. Invite the groups to report quickly a sample of their list, urging the subsequent groups not to duplicate answers but share samples from their list that haven’t been mentioned until all the groups have reported (3 min).

mission

briefing

15 minutes

1. In groups of 2-3, go through the questions in the “mission briefing” handout (8 min).
2. Leaders can move around the room and ask the participants to move through the list of passages quickly in order to get to the discussion questions.
3. They might only choose one or two of the questions to discuss.
4. Invite students to respond to the “thinking it through” section on their own.

thinking

it through

10 minutes

1. Give participants about five minutes to read, reflect, and respond to the two questions given (3 min).
2. Ask the participants to share their responses in their group of 2-3 and comment on what they learned from each other (3 min).



next steps

15 minutes

Last week participants were encouraged to invite two or three people they trust to share advice or a response to the question: “What three qualities do you think great leaders possess?” Share with each other your findings and your reflections.

Your IDP for leadership begins with how you see the world and who you see yourself to be in that world. This week as you shape your IDP, it is crucial to answer the following questions to help shape the rest of this module:

1. If you were to choose five stories (good or bad) from your life that have significantly shaped who you are as a person, which five would you choose?
2. What are some goals you want to include in your IDP that address the vision and identity of the leader you want to be?
3. Sample starter questions for developing IDP in leadership:
 - Who am I (in Christ)?
 - How would I describe God's leading in my life?
 - Who do I have influence with in this world?
 - Leading by word or deed—which is more comfortable for me?
 - What are some of my weaknesses? What are some of my strengths?
 - In what way can I make a public stand?
 - How can I lead quietly behind the scenes?
 - How can my devotional life help me embrace leadership opportunities?
 - What specific goals can I set that will demonstrate my impact for God?

**reflecting Jesus
& His kingdom**

35 minutes

1. Introduce this section with a statement: “Agree or disagree—Christian leadership is more about who you are as a leader than what you do as a leader.” (Of course, this can be justified either way, but it will stir the conversation). (3min) OR
2. Ask the participants to share in groups of 3–4 something about themselves that no one knows (4 min). After they have shared, comment on the fact that what we see in each other is but a small picture of what is truly there. Who we are as individuals and leaders has many layers (3 min).
3. In the “reflecting Jesus and His kingdom” handout there is a brief example of how important it was for Jesus to “know who He was” and for His disciples to “be with Jesus” in order to know how to lead. Next are eight identity statements Jesus makes about Himself with discussion questions to answer (14 min).
4. When the groups seem to have made their way through the discussion questions, invite them to report on their responses to the rest of the group (15 min).



summary

5 minutes

1. Read John 14:12 and ask: Do you believe this? Why is it so difficult to imagine that God would make good on such a promise? Is it because you know yourself all too well? Perhaps you are weak, insecure, proud, afraid, uncertain, or simply feel like you have so far to go in your relationship with God? Hear the Savior well. What compels us to follow Christ and develop as leaders is the truth that Jesus knows the worst about us but believes the best. He sees the real possibilities in all of us and calls us to be with Him.
2. Encourage participants to be leaders who are grounded in what God declares about them as they are challenged by the enormous task of making a difference in their world. God has called them, but God has also enabled them to do “even greater things” when they are united with Christ.



SESSION 2

leading is being

participant's guide



SESSION 2

leading is being



did you know...

It is true, no two fingerprints are alike, but all fingerprints are similar.

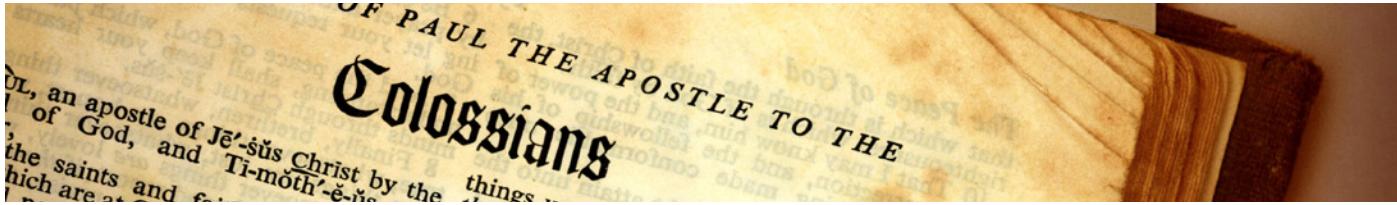
IDENTITY
WHO IN THE WORLD
ARE WE?



“Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.”

Romans 12:2





mission briefing

Our identity can either be defined by the world or by God's promises about us. Have one person in the group read the whole list of statements the Bible makes about who we are in Christ. Divide the list up evenly and look up and read the entire verse.

You are loved, 1 John 3:3

You are accepted, Ephesians 1:6

You are a child of God—born of God, John 1:12

You are Jesus' friend, John 15:14

You are the salt of the earth, Matthew 5:13

You are a co-heir with Jesus, Romans 8:17

You are a temple of God, 1 Corinthians 6:19

You are a member of Christ's body, 1 Corinthians 12:27

You are a saint, Ephesians 1:1

You are the light of the world, Matthew 5:14

You are redeemed, Colossians 1:14

You are complete in Jesus Christ, Colossians 2:10

You are free from condemnation, Romans 8:1

You are a new creation in Christ, 2 Corinthians 5:17

You are chosen of God, Colossians 3:12

You are established and sealed by God, 2 Corinthians 1:21

You are not afraid, but ready, 2 Timothy 1:7

You are seated in heavenly places with Christ, Ephesians 2:6

You are chosen to bear fruit, John 15:16

You are my witnesses, Acts 1:8

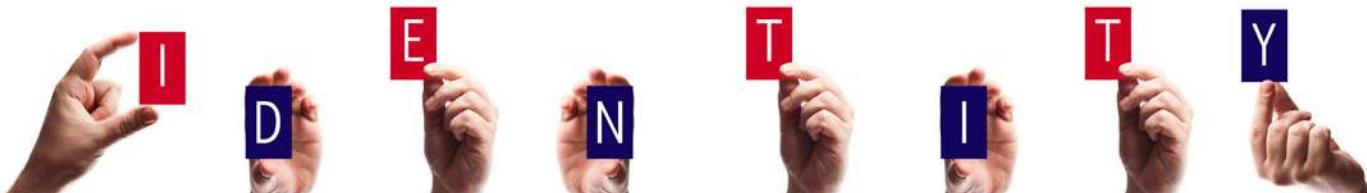
Share which “you are” statement resonates with you the most and why.

1. Which seems difficult to believe?

2. Which promise offers the most trouble/reward?

3. Which promise do you think would make the most significant change in the world?





thinking it through

1. Reflect on how being with God, walking with God, and working with God affect the kind of leader you are.
 2. Think of a time in your life when you felt especially close to God and knew He was with you. What did that experience teach you about your identity and work with God?
-
-



reflecting Jesus & His kingdom

Jesus Christ stands, arguably, as the world's most influential leader in history. But believers around the world know that Jesus claimed to be much more than a great leader. One theme that shines bright in the life and ministry of Jesus is what Jesus believed about Himself.

Consider how Lucifer tempted Jesus to doubt His identity: "If you are the Son of God..." (Matthew 4:3,6). At the cross, the same methodology turned up when the religious leaders taunted Jesus, saying, "He saved others; let him save himself if he is the Christ of God, the Chosen One." Even the soldiers joined in and said, "If you are the king of the Jews, save yourself" (Luke 23:35-37).

1. Why do you think the evil one sought to attack Jesus on His sense of identity? Think through and discuss with others what might have been the result if Jesus turned stones to bread or jumped down from the cross victoriously.
-
-

Read the following verses and complete the statements Jesus claims about Himself.

John 6:35, I am _____

John 8:12, I am _____

John 10:9, I am _____

John 10:11, I am _____

John 14:6, I am _____

John 15:5, I am _____

John 11:26, I am _____

John 8:58, I am _____



2. Which of the above claims speak personally to you today?
-
-

The leadership message is clear: In order to lead well, leaders must know who they are and what their purpose is. Furthermore, Mark captures the way Jesus intentionally chose disciples to identify with Him when he writes:

“Jesus went up on a mountainside and called to him those he wanted, and they came to him. He appointed twelve—designating them apostles—that they might be with him and that he might send them out to preach and to have authority to drive out demons” (Mark 3:14,15).

Notice that disciples are meant to “be with Jesus” before they are sent out to change the world. In the book of Acts, the hostile accusers of the same disciples Jesus called were described as follows:

“When they saw the courage of Peter and John and realized that they were unschooled, ordinary men, they were astonished and they took note that these men had been with Jesus” (Acts 4:13).

Be with God and take a stand on who God has declared you to be!

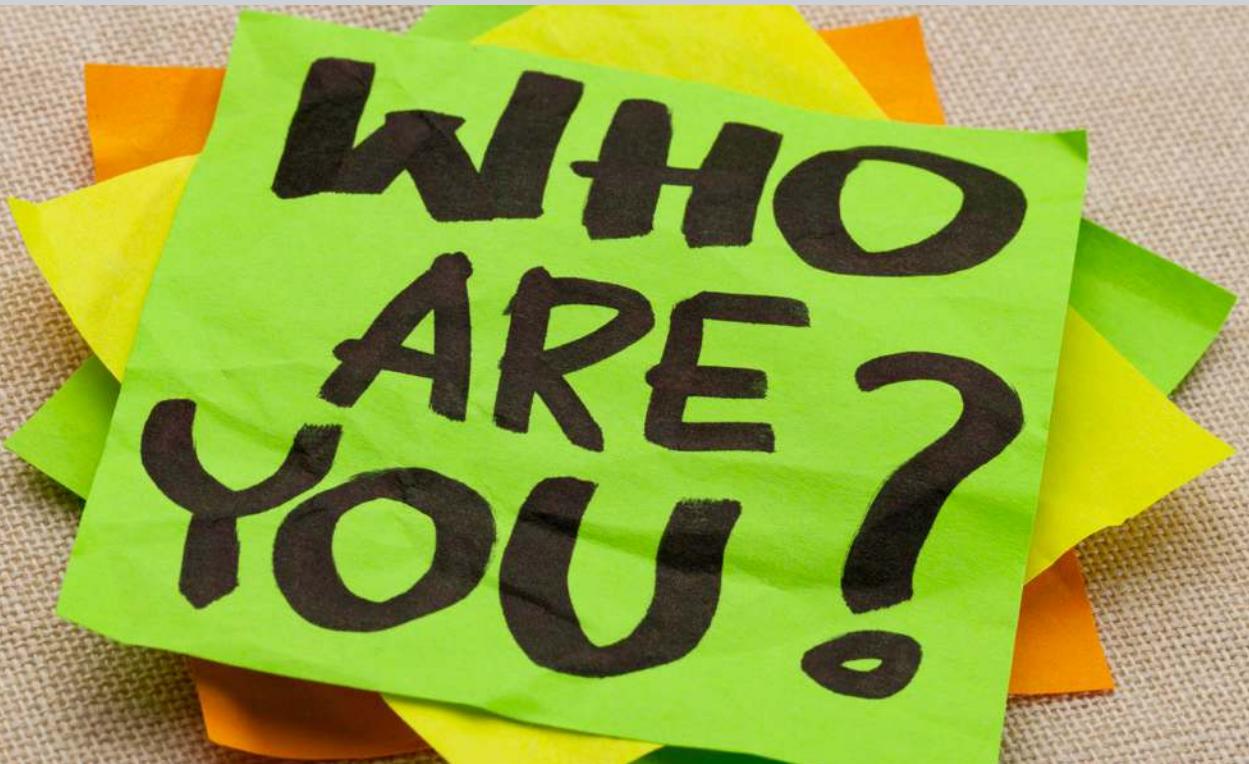


SESSION 3

spiritual gifts I

we have it all

leader's guide



3: spiritual gifts I: we have it all

lesson overview

teacher notes

1. During the next three sessions Ambassadors will journey through God's overarching plan for humanity: to equip believers with His Spirit and deploy grace to the world through a variety of spiritual gifts to the church.
2. God bestowing spiritual gifts on believers is the most salient example of leadership development in all of Scripture. God entrusts His followers with a wonderful range of ways to influence the world. Believers are called upon to recognize these gifts in humility and work for Christ's kingdom faithfully.

materials

1. Ambassadors Spiritual Gifts Survey
2. Pencil/Pen
3. Blank Piece of Paper

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. Understand the role of the Holy Spirit in the church and the function of gifted leaders.	1. Discussion of the biblical evidence and a personal clarity for how they might serve
Hands Participants will be able to...	1. Explore the landscape of leadership opportunities according to a sense of calling.	1. Shameless attempt to serve where the evidence of calling appears
Heart Participants will be able to...	1. Believe in the promise of the Spirit's work in all His followers.	1. Gratitude and affirmation for how believers witness the Spirit's work in each other



3: spiritual gifts I: we have it all

teaching plan

welcome

4 minutes

1. Welcome and Opening Prayer (2 min).
2. Ambassadors who see the world through God's eyes are poised to lead in significant ways. Also, they need to walk closely with Christ and "be with Him" in order to understand how their identity shapes their influence in the world. This lesson begins a discussion about spiritual gifts—a leadership model God personally designed and implemented.

did you know?

11 minutes

1. In groups of 3–4, tell each other about 1) a person you know who loves surprises and 2) an example of someone you know who does not appreciate surprises.
2. Share a story about the most memorable gift you have received. Who gave you the gift? Did you know what it was or was it a surprise? Why do you think this gift is so memorable?
3. Today we are going to look at the gifts God has given to His church.

mission

briefing

15 minutes

1. What do you remember more—the gift or the giver? Think of examples of some gifts you have received in your life. Share with a group of 3–4 people a few of the most memorable gifts you have received. Who was the giver?
2. Ask the groups to read 1 Corinthians 12:27–31. Ask a member of each group to write these five words on the piece of paper they have been given. Say: First we need to discuss what a spiritual gift really is. If you were to define a spiritual gift, would you describe it as—(write these five words on your paper):
 - skill
 - quality
 - talent
 - influence
 - passionAsk: Which of the above words do you think best describes a spiritual gift?
3. After the participants have had a chance to share their responses, say: Many have used different terms to define a spiritual gift, but let's ask a question of all of the words above:
 - Can an atheist possess the skill of teaching? (yes or no)
 - Can a pagan person be known for the quality of mercy? (yes or no)
 - Are there unbelieving people who have the talent of effective leadership? (yes or no)
 - Do those who have no interest in God have the influence of service to others? (yes or no)
 - Can the self-sufficient agnostic experience a deep passion for giving? (yes or no)
4. So, what do you think it means when the Bible claims that all believers are given "spiritual gifts"? What makes it spiritual? One way to say it is: "Spiritual Gifts" are given by the Holy Spirit to every member of



the body of Christ according to God's grace for the purpose of ministry." As we launch into a discovery about spiritual gifts and God's plan for leadership, let us be mindful of the gifts, but especially attentive to the One who is Giver.

**thinking
it through**
10 minutes

1. Give participants about five minutes to read, reflect, and respond to the two questions given (3 min).
2. Ask the participants to share their responses in their group of 2-3 and comment on what they learned from each other (3 min).

next steps
15 minutes

1. In your IDP the goal is to open your life up to opportunities to grow tangibly as a leader. This lesson will help you finalize your plan.
2. Everyone has some experience with leadership. And all who have chosen to follow Christ have a curiosity for a particular part in ministry. With your Spiritual Companion, read the broader list of spiritual gifts listed below and share with each other which ones you have had experience with and which gifts you are curious about.

Exhortation	Giving	Leadership	Mercy	Prophecy
Service	Teaching	Administration	Apostle	Discernment
Faith	Healing	Helps	Knowledge	Miracles
Interpretation	Tongues	Wisdom	Evangelism	Pastor
Celibacy	Hospitality	Martyrdom	Missionary	Poverty

During the next part of the lesson you will be taking a spiritual gifts survey. This brief questionnaire does not cover an exhaustive list of spiritual gifts but surveys a few Paul used as an example in Romans 12. The results will give you some information to help you explore what God is calling you to engage in as a leader. Take time to pray for each other, especially as you take the inventory in the "reflecting Jesus and His kingdom" section.

**reflecting Jesus & His
kingdom**

35 minutes

1. Invite the participants to assemble in groups of 3-4 and answer the question in the "reflecting Jesus and His kingdom" handout.
2. Take time to become familiar with how to take and score the Ambassadors Spiritual Gift Survey. Walk them through the process and then walk around to make sure they are following instructions. After they have completed the survey they are to share the results with each other and continue with the final discussion questions given in the handout.
3. You may want to have the participants share their highest score and observe the ways in which your community of faith may be gifted.



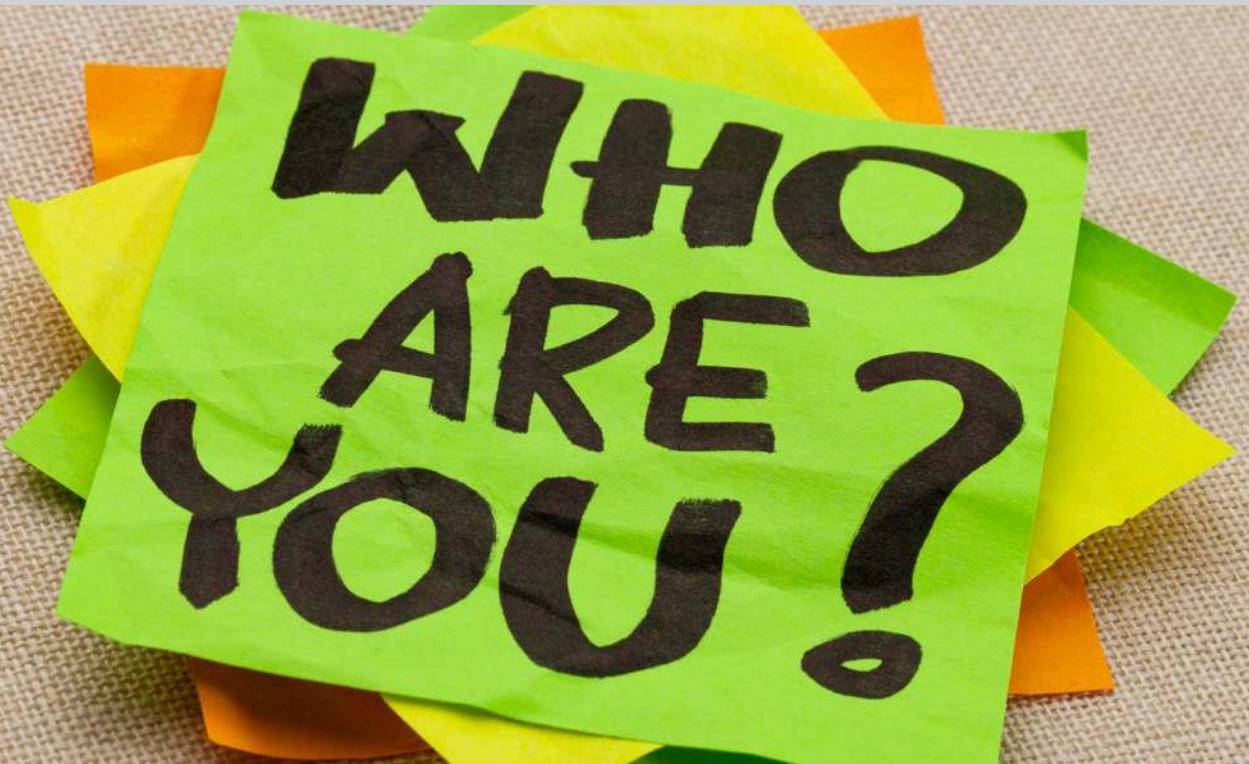
1. When you give your life to God and are baptized, you are blessed with spiritual gifts. It may be one gift or four gifts. To some more is given, to others only one or two according to the way God sees their leadership being most effective. Spiritual gifts are about how you live out your relationship to God as leader.
2. This week, explore and pray and consider the ways God may be calling you to serve Jesus.

SESSION 3

spiritual gifts I

we have it all

participant's guide



SESSION 3

spiritual gifts I we have it all



did you know...

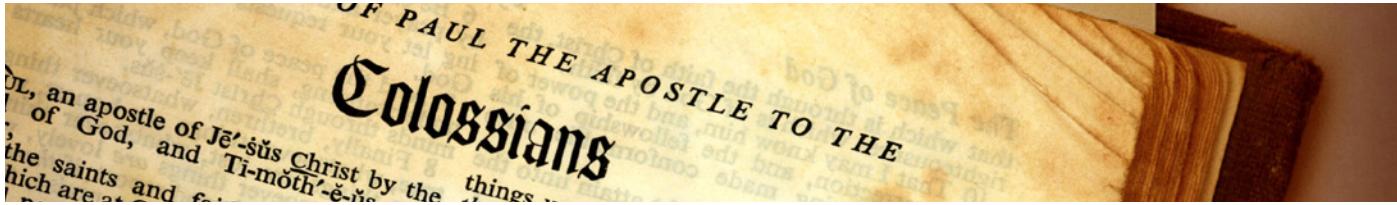
You can tell a lot about a person by the kind of gift they give you (agree or disagree).



“Are we all apostles? Are we all prophets? Are we all teachers? Do we all have the power to do miracles? Do we all have the gift of healing? Do we all have the ability to speak in unknown languages? Do we all have the ability to interpret unknown languages? Of course not!”

1 Corinthians 12:29, 30 NLT





mission briefing

1. What do you tend to remember more, the gift or the giver? Think of examples of some gifts you have received in your life.
-

2. Read 1 Corinthians 12:27–31. First we need to discuss what a spiritual gift really is. If you were to define a spiritual gift, would you describe it as:

- skill
- quality
- talent
- influence
- passion

Which of the above words do you think best describes a spiritual gift? Why?

3. Many have used different terms to define a spiritual gift, but let's ask a question of all of the words above:

- Can an atheist possess the skill of teaching? (yes or no)
- Can a pagan person be known for the quality of mercy? (yes or no)
- Are there unbelieving people who have the talent of effective leadership? (yes or no)
- Do those who have no interest in God have the influence of service to others? (yes or no)
- Can the self-sufficient agnostic experience a deep passion for giving? (yes or no)

4. Divide the following passages among your group; each participant should read a different Scripture and report their insights on what a “spiritual gift” seems to be:

1 Corinthians 12:4–5

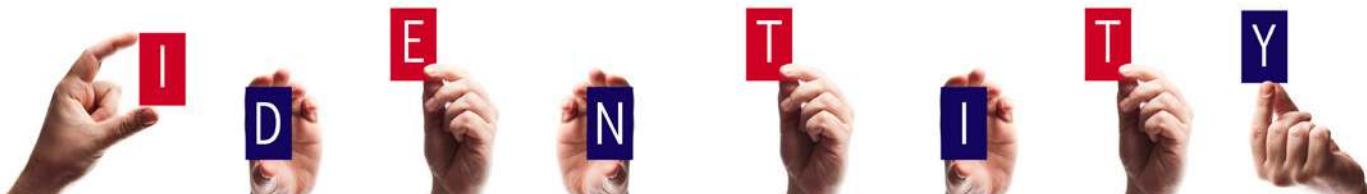
1 Peter 4:10

Romans 12:4–6

Ephesians 4:10–13

What do you think it means when the Bible claims that all believers are given “spiritual gifts”? What makes the gifts spiritual?





thinking it through

1. How have you seen God gifting some of your brothers and sisters in Christ with spiritual gifts? (3 min).

2. Is discovering your spiritual gifts exciting? Or perhaps it makes you nervous or self-conscious. What do you think God would say to you today about spiritual gifts? (3 min).



reflecting Jesus & His kingdom

1. How did the gifts of grace become “spiritual gifts”? Maybe the notion of things being “spiritual” emerged after the Holy Spirit came at Pentecost. Nevertheless, there are many portions of the Epistles that refer to spiritual gifts; consider one section from the life of Christ where He seems to go into great detail to convey His purpose for our leadership, and it has a lot to do with gifts He bestowed. In your group, read Matthew 25 in its entirety and share some of the key insights you gain about spiritual gifts from these three parables.

2. Enclosed is an Ambassadors Spiritual Gifts Survey. Follow the instructions given and score your answers, then share your results in your group, answering the following questions:
For what gift did you score the highest number?



Were you surprised by the results?

Keep in mind, this survey only shows you an area you should explore with God. Only God and His work in you can genuinely reveal what gifts He has given you to share with the world.

What are some opportunities to gain some experience in this area of ministry?

Who do you know that might give you some honest counsel or encouragement?

What specific activities will you engage in this week to explore your giftedness?

SESSION 4

spiritual gifts II

every member

leader's guide



4: spiritual gifts II: every member lesson overview

teacher notes

1. After considering what spiritual gifts are and exploring the possibilities that emerge from the Ambassadors Spiritual Gifts Survey, it is time to “fan the gift into flame.”
2. The goal of this lesson is to embrace the reality that gifts are grown in us through our experience as we act and serve in Christ’s name.

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. Discover that growing in your giftedness takes practice.	1. Discussion of biblical examples and personal sharing
Hands Participants will be able to...	1. Choose one area of possible giftedness or interest and practice.	1. Share the personal project with Spiritual Companion for accountability
Heart Participants will be able to...	1. Experience the goodness of being part of a mission.	1. Willingness to engage in ministry opportunities

extra resources

On the nature of muscles and muscle development: <http://science.howstuffworks.com/environmental/life/human-biology/muscle.htm>

Make sure you check out the Growing Disciples website: <http://growingfruitfuldisciples.com/four-processes>



4: spiritual gifts II: every member lesson overview

welcome

4 minutes

1. Welcome and prayer.
2. Invite everyone in the group to share the following with at least one person: 1) something good that happened to them recently as a result of their own active, deliberate exercise, and 2) something good that happened to them because of no particular thing they did directly—it just happened.

did you know?

11 minutes

1. Today's session is part two of the spiritual gifts portion of learning to be Christian leaders. The student lesson includes some facts about muscles in the body. Paul used the analogy of the body to describe the way God works His plan to save and restore humanity through the church. The church is likened to a body—many parts form one being.
2. In groups of 3–4, invite students to think of some part of their body that they would like to strengthen, for example: “I’d like to be able to run kilometers” or “I’d like to be able to lift 70 kilograms” or “Kick a soccer ball 50 meters.” Invite each person to share a desired goal and ask the other members of their group to make one suggestion each to help achieve the desired result. Be specific with the goal and the groups can better offer advice.
3. Wrap-up the conversation by asking the whole group: Was the advice helpful? Knowing that it takes work, how do you feel about your desired goal?
4. Our theme today will focus on our cooperation with God’s Spirit as we are empowered for ministry as leaders. God gives gifts, but we realize them through active participation—exercise. “So you better get warmed up!”

mission

briefing

15 minutes

1. In groups of 2–3, invite students to work on the questions in the “mission briefing” handout (1 min).
2. As you observe the groups in their study and discussion, remind them about the context of the parable in Matthew 25. It comes to us as part of the discussion of the disciples’ questions about “the end.” Jesus describes world events and then tells three parables about “the church” and what God’s people will be like in the end. In the last session there was an emphasis on the Holy Spirit and His role in our life, especially just prior to the Second Coming of the Bridegroom (Matthew 25:1–13). Today’s lesson is connected to the next parable in Matthew 25: 14–30, which seems to indicate that God’s last day people would be using and practicing the gifts He gave to them for the purpose of His kingdom (5 min).
3. Questions 2 and 3 have to do with the way we see spiritual gifts actively at work in the church. Our perceptions are not always reality, but we need to encourage young people that our practice will bear fruit that is evidenced in the life of the body of Christ (4 min).



thinking it through	1. Invite the students to share their thoughts about balance and focus with their group and devise a way to remind each other during the week to “stay active” and to “stay encouraged”(5 min).
reflecting Jesus & His kingdom	<ol style="list-style-type: none"> 1. In groups of 2–3, have the participants read and respond to the “reflecting Jesus and His kingdom” worksheet. <p>Say: God has chosen to equip all believers with gifts—spiritual gifts. Many might claim, “I have received Christ but I don’t know what God has gifted me to do.” This is common. In fact, read the story about how Paul found twelve disciples of Christ who were baptized but had never heard of the Holy Spirit. They had “partial information” (3 min).</p> <ol style="list-style-type: none"> 2. Move around the room and observe as participants read the story in Acts 19:1–7 (27 min). 3. The final two questions (5 and 6) are meant to move participants to reach out beyond their immediate sphere of influence and seek to get help from other believers as well as give help to their brothers or sisters in Christ (10 min).
next steps	<ol style="list-style-type: none"> 1. Pair up with your Spiritual Companion; discuss the findings and your reaction to the spiritual gifts inventory. What did you practice? How is this topic affirming for you? What gifts do you see God affirming in your life? How is it a challenge for you? (7 min). 2. Take time to review your progress and reflect on your IDP. Pray for each other and develop a plan to remind each other to “actively” engage in the practice of your gifts in order to experience real growth (8 min).
summary	<ol style="list-style-type: none"> 1. In the same way we build and grow muscles, our spiritual gifts are given to flesh out and practice. It is possible that there are ways God desires to see His kingdom grow because of us that we aren’t even aware of. Explore, try new things, preach a sermon, pray for someone who is sick—extend yourself prayerfully in cooperation with God’s Spirit and see what happens. 2. Also, be as earnest about the gifts others may have as you are discovering your own.



SESSION 4

spiritual gifts II

every member

participant's guide



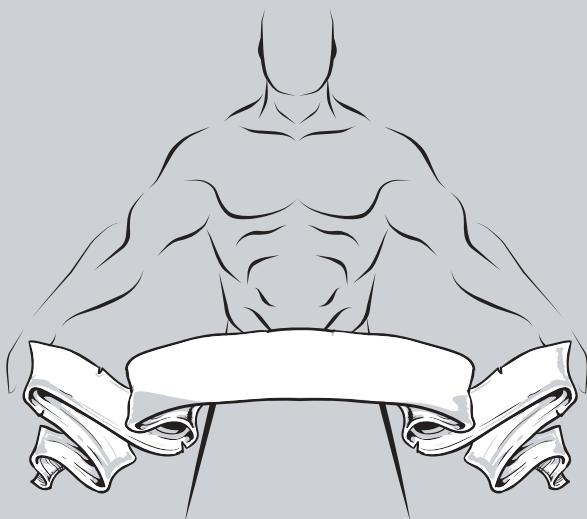
SESSION 4

spiritual gifts II

every member



did you know...



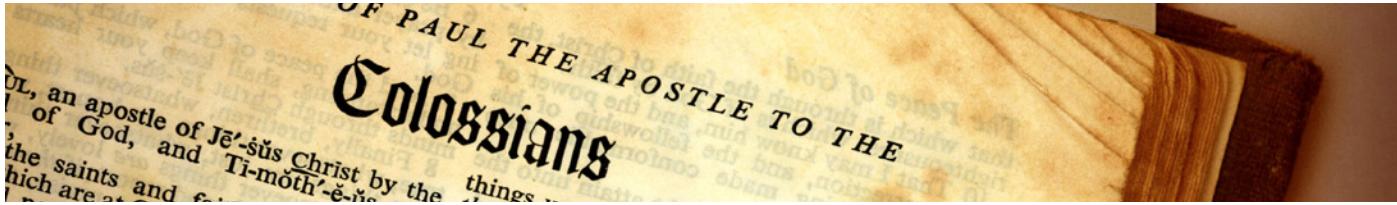
Facts about the body:

- Muscles are the engine of every human body.
- The heart is a muscle.
- You have skeletal muscles. Your intestines are muscles.
- Muscles that do not get used get weak, and weak muscles shrink and ultimately die.
- Muscles that work become stronger, and strong muscles grow to be more useful.

“Therefore, prepare your minds for action; be self-controlled; set your hope fully on the grace to be given you when Jesus Christ is revealed. As obedient children, do not conform to the evil desires you had when you lived in ignorance. But just as he who called you is holy, so be holy in all you do; for it is written: “Be holy, because I am holy.”

1 Peter 1:13-16





mission briefing

God has entrusted to His people certain gifts that need to be discovered, developed, and spent on the world He has called us to reach. Read and discuss the following to more fully understand God's leadership plan for His church.

1. In Matthew 25:14-30 Jesus told His disciples a parable that addresses how God expects believers to relate to spiritual gifts. Read the parable carefully and pay special attention to the broader context.

Why do you think Jesus told this parable? What point is He trying to make?

How does "knowing the Master" relate to the success or failure of the servants?

Why do you think there are examples of servants getting one, two, and five talents (bags of money)? What does this mean for believers in the church?

What is the message you think God is trying to give to you in this story? What specific gift/gifts has God given you that you need to pay more careful attention to?

2. Rate your church. What percentage of your church actively works/serves on a regular basis for the work of ministry?

10-20%	30-40%	50-60%	70-80%
20-30%	40-50%	60-70%	

3. What gifts do you rarely see at work in the life of the church? Why?

Exhortation	Giving	Leadership	Mercy	Prophecy
Service	Teaching	Administration	Apostle	Discernment
Faith	Healing	Helps	Knowledge	Miracles
Interpretation	Tongues	Wisdom	Evangelism	Pastor
Celibacy	Hospitality	Martyrdom	Missionary	Poverty

4. What do you think is the solution to increasing involvement in the ministry of the church?
-





thinking it through

1. Reflect on how easy it is to get distracted from what God has called you to be and do. How can you practice the gifts God may be stirring up in your life in a way that you don't lose focus on the purpose of spiritual gifts?
2. Who do you know that God has blessed with a gift/s and manages to stay humble and always teachable? How do they do it? Have you ever thought of asking them for advice or encouragement?



reflecting Jesus & His kingdom

1. Read Acts 19:1-7 and discuss with the others in your group:
 - What do you think is the primary principle or lesson in this story as it relates to the way we discover our spiritual gifts?
 - In what way do we all have “partial information” about God?
 - What might this mean for us as believers in the body of Christ?
 - What are the implications of this story when we think about the millions of people in the world who have “partial information” about God?
2. The discovery of a spiritual gift is part of an ongoing process. Examine 1 Timothy 4:14 and discuss how Paul’s warning to Timothy...
 - Instructs us about spiritual gifts
 - Encourages us about the process of learning
 - Challenges us to actively practice our gifts
3. Paul also declared to Timothy, “For this reason I remind you to fan into flame the gift of God, which is in you through the laying on of my hands” (2 Timothy 1:6).

Why do you fan a flame? What do you think it means to fan the gift into flame? What does this look like? What are the ramifications of fanning a gift into flame?



4. Read 2 Timothy 1:7 and consider Paul's remarks to Timothy. Is it possible that Timothy needed to continually re-discover God's gift in his life? What does this mean for us as Ambassadors of Christ?
-
-

5. Who do you know that could be encouraged/challenged to "fan the gift into flame"? How do we go about "helping each other" discover the way God has gifted each of us to serve?
-
-

6. Agree or disagree: Ambassadors of Christ should be as focused on helping each other as we are on our own giftedness. Explain.
-
-
-

SESSION 5

spiritual gifts III

community of faith

leader's guide



5: spiritual gifts III: every member lesson overview

teacher notes

1. This lesson considers the impact of a spiritually gifted community of faith and celebrates the dynamic way in which God shapes believers as leaders.
2. Much of this study explores the stories of how God's power does amazing things through people with diverse gifts, but one mission.

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. See the rich impact of many believers at work as God has gifted them.	1. Discussion of the biblical stories and reflections of their own experience
Hands Participants will be able to...	1. Sense the anticipation for God to use them in a meaningful way for His kingdom.	1. Planned event, outreach, or act of kindness to deepen their certainty as a uniquely gifted leader
Heart Participants will be able...	1. To be confident of God's calling in their life as a gifted, growing leader.	1. Specific prayers for opportunities for their own growth as well as the encouragement of other fellow leaders

extra resources

1. Under the Connection tab at <http://growingfruitfuldisciples.com/four-processes>, you will find a few paragraphs about how we as disciples function—a helpful resource for this section.
2. Steve Sjogren has a website that grew out of his book, *Conspiracy of Kindness*. You can get ideas at <http://www.conspiracyofkindness.com/>.



5: spiritual gifts III: every member teaching plan

welcome

4 minutes

1. Welcome and opening prayer.
2. Say: “This lesson is about how the community of faith impacts the world. We are a body of believers individually gifted by the Holy Spirit.”
3. Invite the group to gather in a circle; the objective is to pray for the person on their right. The prayer should be one short word or phrase on behalf of the person standing to their right, for example: “Father, I pray that Sam would continue to testify for you” or “Lord, I pray for Maria’s love for children” (4 min).

did you know?

11 minutes

1. Have the students respond to the “did you know?” question in their handout. There are a couple of ways to get them to respond:
If it is a small group, invite each of them to answer: Why did you rank them this way?
Or, say: Who ranked “food for the hungry” #1? Why? Then, continue down the list to see which ministry received the most support or if it was evenly spread out throughout the group. Again, ask them to share why they answered the way they did.

Commentary:

Know that all of these are good and in organizing them this way it only helps to know how we see the world through our lens. Some may not know anyone who feels trapped by depression or hopelessness but they know someone who is crippled with cancer. There is no right answer, but it is helpful to hear what we see as the most pressing need.

Some might say, “Where is the gospel in this list?” Simply remind them that we are taking the list from the words of Christ in Matthew 25 that describe what He will find His people doing and what He will reward them for when He returns.

mission

briefing

15 minutes

1. Divide the participants into groups of 2-3 and invite them to complete the “mission briefing” handout that surveys the nature and purpose of spiritual gifts in the body of Christ (1 min).
2. There is one passage (Ephesians 4:4-7, 11-13) to study but several questions that are crucial to discuss. The questions are listed below with some additional commentary for the leader to consider as participants respond (8 min).

Question number 4: One answer might be that what saves people is the grace of God. All the gifts are designed to funnel grace to the world. When we lose sight of this, our efforts harm instead of help people in the world to become whole.



Question number 6: 1. To prepare God's people for works of service (This is why Matthew 25:31-46 is so important—our work in the world is a work of service.) 2. So the body of Christ may be built up (If Christ has chosen to extend grace to the world through the church, the church needs to grow in quality and number.) 3. Unity in the knowledge of Christ is the goal (God's kingdom is a body of people who continue to know and grow in Him).

3. Conclude this activity by stressing: "Every believer is a gifted part of the body. The body works in harmony although the work each member does is different. As leaders, we all have one goal: to influence our world for the kingdom of God. We all do the work together as one unit, but in different ways."

thinking it through

10 minutes

1. Give participants a few minutes to read the reflection/discussion questions and share their responses (3 min).
2. Be sure to invite them to share "specific ideas" about how to encourage each other's giftedness and rest confidently in their own (2 min).

next steps

15 minutes

1. Pair up with your Spiritual Companion to pray for each other and share where you are experiencing joy and confidence about leadership. Also pray about the uncertainties you struggle with as leaders (8 min).
2. Share with your Spiritual Companion how you feel you are doing as you seek to meet the goals listed in your IDP (7 min).

reflecting Jesus & His kingdom

35 minutes

1. Divide the participants into groups of 3-4 for this exercise. The first question is supposed to be done quickly. Note: All the gifts are in Christ, but later (question #2) we will learn that they are given to us (5 min).
2. Read what Jesus says to His disciples in John 14:12 about what He expects from them when He ascends to heaven and the Holy Spirit comes down: (5 min)
"Very truly I tell you, whoever believes in me will do the works I have been doing, and they will do even greater things than these, because I am going to the Father."
What is your initial reaction to this claim Jesus makes about those who believe? Why does it seem hard to believe?
3. (20 min. for #3-7) How is this promise fulfilled in the New Testament church after Pentecost in the following stories? (Each member of the group should take a different story and report their answers to the other members of their group).
4. The final activity of this lesson has to do with planning some action. Even if it is done individually, the group agrees that all play a part in making it happen. The lesson suggests a variety of idea starters that relate to the Sheep and the Goats parable in Matthew 25. Encourage them to report their plans (10 min).



summary

5 minutes

1. “Spiritual gifts” are given by the Holy Spirit to every member of the body of Christ for use within the context of the body.
 - It is not natural ability or talent—but gifted people use their talents
 - It is not “Fruits of Holy Spirit”—fruits are character qualities
 - Gifts can be abused, neglected, and undiscovered
 - It is received, not achieved; there is no room for self-choosing
 - Diversity within Unity
 - Each member is unique, important, and useful
 - Gifts are good but only when ministering grace to others
 - The gifts are diverse, but all are equally honorable
2. Another way to close would be: “Christ, when He returns, will look at the way we led others and know if we are His Ambassadors. It is time to get serious about God’s calling in our lives. What do you say?”



SESSION 5

spiritual gifts III

community of faith

participant's guide



SESSION 5

spiritual gifts III

every member



did you know...

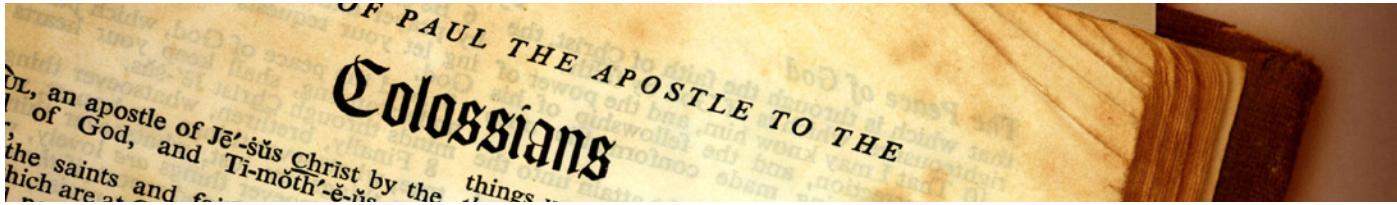
Some world leaders and great thinkers have offered their solutions to the problems the world faces. What service or ministry would make the biggest difference in the world for the kingdom of God? Rank them in order of what you think their impact would be (1—most impact, 6—least impact).

- Food for the hungry
- Clean water for the thirsty
- Community for the lonely
- Shelter, education, and clothes
- Healing for those who are diseased
- Hope for those who are in a prison of hopelessness

“For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.”

Matthew 25:35, 36





mission briefing

In groups of 3–4, read Ephesians 4:4–7, 11–13 and answer the following questions.

1. How many times is the word “one” mentioned in this reading?
 2. How many times are the words, “all,” “each,” and “whole” mentioned?
 3. How many times is the word “some” mentioned? Why are these words significant?
 4. According to verse 7, what is given to all who believe? Why do you think this verse is meaningful to the conversation of Spiritual Gifts and Leadership?
-
-

5. What spiritual gifts are mentioned in this reading?

6. What is the purpose of this “grace” given to all through gifts as delineated in verses and 11 and 12?



thinking it through

1. When have you ever been jealous of others in their giftedness? If we are to celebrate and help each other grow in the way God gifts us, what can believers do to foster appreciation and gratitude for the gift/gifts we have been given?
2. How do you see yourself as a body member? Which part of the body are you and why?





reflecting Jesus & His kingdom

1. Think of the ministry of Christ on earth and try to quickly identify each gift with a story and something Jesus said in His life. Go through the list with your group.

Exhortation	Giving	Leadership	Mercy	Prophecy
Service	Teaching	Administration	Apostle	Discernment
Faith	Healing	Helps	Knowledge	Miracles
Interpretation	Tongues	Wisdom	Evangelism	Pastor
Celibacy	Hospitality	Martyrdom	Missionary	Poverty

2. Read what Jesus says to His disciples in John 14:12 about what He expects from them when He ascends to heaven and the Holy Spirit comes down:

“Very truly I tell you, whoever believes in me will do the works I have been doing, and they will do even greater things than these, because I am going to the Father.”

What is your initial reaction to this claim Jesus makes about those who believe?

3. How is this promise fulfilled in the New Testament church after Pentecost in the following stories? (Each member of the group should take a different story and report their answers to the other members of their group).
 - a. Acts 2:41–47: The Impact of the Holy Spirit at Pentecost
 - b. Acts 4:31–34: The Church at Work
 - c. Acts 6:1–7: The Church Adjusting to Problems
 - d. Acts 6:8–15 and 7:54–60: Stephen, a Deacon
 - e. Acts 8:26–35: Philip, a Deacon
 4. How do you see specific spiritual gifts being displayed, directly or indirectly?
 5. What is the general attitude of the believers and leaders? What do they seem focused on?
-
-



6. What would these stories look like today in your sphere of leadership/church?

7. Philip and Stephen were chosen because they were filled with the Holy Spirit, but they were designated to address the problem the church faced. Furthermore, solving the problem of food distribution was described by the apostles as, “waiting on tables.” How is it that these men are featured in stories about preaching the gospel to others as well?

8. In your group, consider what you can do to flesh out your gifts this week. Perhaps it is an act of kindness, a song to be written, help that needs to be given, a testimony shared, a visit made, something that is broken fixed, someone who is lonely visited, someone who is hungry fed... Plan a tangible expression of your collective giftedness!



SESSION 6

servant leadership I

leader's guide



6: servant leadership I

lesson overview

teacher notes

1. The idea of “servant leadership” emerged when it became clear that those who lead are not necessarily operating from a moral framework given by God. The next two sessions on servant leadership capture Christ’s way of modeling and making servant leaders.
2. This lesson begins with Christ setting the example of what servant leaders think and do.

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. Know the basic tenets of servant leadership.	1. Discuss the personal choices that will need to happen in order to practice being a servant
Hands Participants will be able to...	1. Discover what leading through serving others might look like in their own life.	1. Discuss and make plans to be specifically “other focused”
Heart Participants will be able to...	1. Experience the ultimate joy of placing others first and growing into the skin God created you for.	1. Discussion with Spiritual Companion about shifting from simply serving to acquiring a servant’s heart

extra resources

1. As a way of modeling servant leadership, consider taking the “Growing Disciples Inventory” at: <http://growingfruitfuldisciples.com/four-processes>.
2. Also, thoughts and resources relevant to this lesson are a part of the Equipping process at the above website.
3. For more information about Servant Leadership, go to: <http://www.greenleaf.org/whatisl/>.



6: servant leadership | teaching plan

welcome

4 minutes

1. Welcome and opening prayer (2 min).
2. Introduce this new module with a transition from spiritual gifts to servant leadership. For example: “As we grow to think from a Christian reference point and consider God’s plan to bring grace to the world through spiritually gifted leaders, our next conversation is about which philosophy of leadership to operate from.”

did you know?

11 minutes

1. Popcorn response: Invite participants to announce some of the biggest “why” questions they have ever heard or said themselves. “Why” asks for an explanation of motives.
2. In the participant’s guide there is a “Y”—a sign that indicates that the road ahead splits and you must choose which path you will take. It is also a play on words in that making a choice begs for an answer to the “why” question. The “why?” in the road is the crossroads where individuals decide whether they will start and finish with self or shift to Christ’s way of leading others through serving them.
3. What is the fundamental difference between doing service and being a servant? Anyone can “do service,” but being a servant requires you to examine your purpose, motivation, and rationale behind leadership.

mission

briefing

15 minutes

1. In groups of 3 or 4, invite the participants to complete the “mission briefing” handout on “having the mind of Christ” (12 min).
2. Leaders can move around the room and makes sure the participants divide up the passages and share their responses to the questions.
3. It would be helpful to hear what all the participants have to say in answer to the question: “What can we do to have the mind of Christ?” Invite members to share their ideas with the rest of the group (3 min).
4. Invite students to respond to the “thinking it through” section on their own and then share with their small group.

thinking

it through

10 minutes

1. Give participants about five minutes to read, reflect, and respond to the two questions given (5 min).
2. Ask the participants to share their responses in their group of 3-4 and comment on what they learned from each other (5 min).

reflecting Jesus & His kingdom

35 minutes

1. Divide the participants into groups of 2-3 and work through the “reflecting Jesus and His kingdom” handout. There is a brief descriptive paragraph followed by a journey through several passages where Christ either models servant leadership or calls His disciples to embrace it.
2. Questions 1 through 4 unpack the way Jesus washed His disciples’ feet and called them to follow His



example. Make sure the participants read the story carefully before they begin discussion (15 min).

3. Question 5 addresses the two different roads of leadership where James and John are absorbed with selfish pursuits. Again, invite the participants to paraphrase this story, which means avoid using the words that are written. They need to find new ones to convey the meaning of the story—of course the small words like *if, the, and, to*, etc... are needed (10 min).
4. Question 6 is designed to get participants to recalibrate their expectations of leadership based on Christ's example. First, they are to devise their own brief list of qualities, then discuss and come to consensus, and finally share with the rest of the participants at large (5 min).
5. In Mark 10:35–45, James and John ambitiously longed for the honor of leadership. Jesus asked, “Can you drink the cup I drink?” or “be baptized with the baptism I am baptized with?” As individuals, paraphrase this story and don't use any of the key words that are used in the Bible.

Your Paraphrase:

Compare your paraphrase with others in your group and discuss the following questions:

What qualities do you think are the most important attributes of a servant leader?

Individually, make a list of five qualities and rank them in order of what you think is most important. (Be specific and avoid clichés like “someone who puts Jesus first.”) Share your list with your group. Next, as a group, come to a consensus as to your top three attributes, and report to the rest of the participants.

next steps

15 minutes

1. Have the Spiritual Companions discuss the following questions with each other and pray:
 - In what ways do you feel like you are growing as a servant leader?
 - In what areas do you feel like you are struggling?
 - What would you like me to pray for this week regarding your leadership development?
 - Servant leadership begins with caring about the needs of others first. Establish a specific time to pray for each other as well as one other person who both can be an encouragement to.



summary

5 minutes

1. Servant leaders take their example from Christ. Servant leaders pay attention to others and their needs, listen carefully, work to bring healing and growth, inspire others with encouragement, and many other good works. This way of leading is not easy, nor is it common. To take the servant leader path requires a choice.
2. It is likely that the people who make some of the greatest changes in the world are those who quietly and selflessly move others to experience God's power and grace.



SESSION 6

servant leadership I

participant's guide



SESSION 6

servant leadership I



did you know...

The Road Most Traveled or The Road Best Traveled



Y in the road

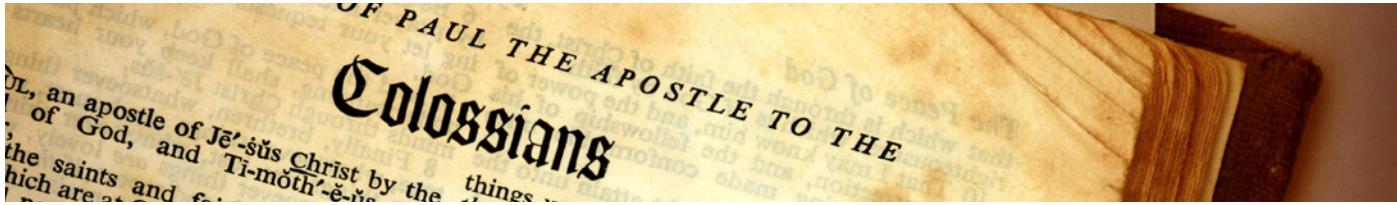
WHY?

The decision to become a servant leader means to choose to build others first. The other road is to serve your own agenda, and it is a very common track.

“Humble yourselves, therefore, under God’s mighty hand, that he may lift you up in due time.”

1 Peter 5:6





mission briefing

“The Mind of Christ”

Read Philippians 2:1-8 and respond to the following questions.

1. In verse 1 the apostle makes an if/then argument. Make a short list of the “ifs” and a short list of the “thens” and examine the text to see what God is trying to say through Paul.

If

Then

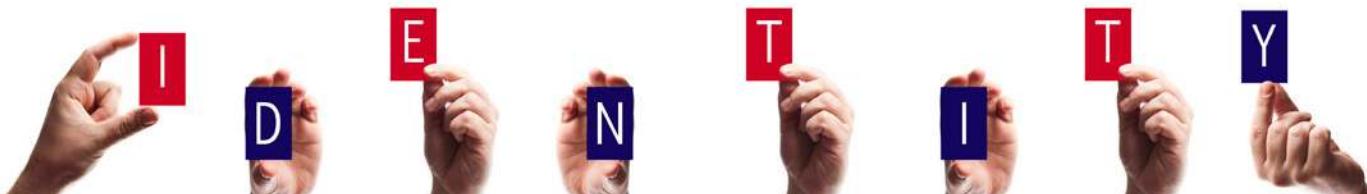
2. What do you think it means to have the same mindset as Christ? How does an Ambassador genuinely imitate Christ? How is “imitating” different from “pretending”?

3. Who do you know that has a “servant’s heart and mind”? What are some ways you have observed their leadership make a difference?

4. In Philippians 2:3,4 the apostle Paul urges believers to “do nothing out of selfish ambition” and to “look to the interests of others instead of your own.” How does this challenge become the bedrock of a whole new way of looking at leaders/leadership? What are the advantages of this approach? What might be the disadvantages some would claim?

5. If you were to define servant leadership by this passage in Philippians, who are some Bible characters that emerge in your mind as good examples?





thinking it through

1. Consider the cost of being a servant leader. What will you have to change/give up to become a servant leader?

2. What immediate scenarios come to your mind as immediate opportunities to practice the mind of Christ as a servant leader?



reflecting Jesus & His kingdom

Some people are unmistakably impressive and overpowering, and they are typically called upon to lead. Others are extremely passionate about their own ideas and can sell and persuade others to follow. In Romans 16:1, 1 Timothy 3:8, and 3:12, someone who is described as a leader is called *diakonos*. This word appears frequently in the New Testament and is usually translated as “deacon,” but it actually refers to someone who performs practical service for another from the heart.

1. When have you had someone else put your interests first before their own? How did you feel about yourself? How did their service shape your view of them?

2. Read the story in John 13:1-17 a couple of times through alone and make notes of facts, ideas, and insights that you may not have thought of before. List them and share with other participants in your group.



3. In the first few verses of this story, Jesus washed His disciples' feet. How common was it for a rabbi or master to do this? How would this kind of behavior be perceived today? Share analogies or scenarios of what this would look like today and how it might be perceived.
-
-

4. Why do you think Jesus asked the question: "Do you understand what I have done for you"?
-
-

5. In Mark 10:35–45, James and John ambitiously longed for the honor of leadership. Jesus asked, "Can you drink the cup I drink?" or "be baptized with the baptism I am baptized with?" As individuals, paraphrase this story and don't use any of the key words that are used in the Bible.

Your Paraphrase:

Compare your paraphrase with others in your group and discuss the following questions:

6. Can you think of any Old Testament stories where leaders put others before their own interests?
-
-
-
-

7. What qualities do you think are the most important attributes of a servant leader? Individually, make a list of five qualities and rank them in order of what you think is most important. (Be specific and avoid clichés like "someone who puts Jesus first.") Share your list with your group. Next, as a group, come to a consensus as to your top three attributes, and report to the rest of the participants.
-
-
-
-



SESSION 7

servant leadership II

leader's guide



7: servant leadership II

lesson overview

teacher notes

1. Previously, part I focused participants on Christ's example of servant leadership as a guide for Ambassadors to follow today. Part 2 takes us on a journey of people who are honored by Christ for their servant leader qualities. In their service, quiet and loud, we get a look at what Jesus thought was remarkable leadership.
2. This lesson captures the way Christ celebrated the leadership of others. In fact, there are only a handful of people who moved Jesus to speak on their behalf about His profound regard for them. Their qualities resonate with what it means to be servant leaders.

materials

1. Large sheets of paper/poster board
2. Crayons or colored pencils if available

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. Understand the nature of biblical greatness is not a matter of thought alone, but what results from the good that gets done for others.	1. Be able to identify with biblical examples and basic tenets of servant leadership
Hands Participants will be able to...	1. Choose to give time, resources, and energy for someone else's cause for their good.	1. Discuss with Spiritual Companion to intentionally work for someone else in a way that shows support
Heart Participants will be able to...	1. Feel the sacred contentment of selflessly supporting others, knowing it is what we are created to do.	1. Testify or speak passionately about someone else's contribution to the kingdom

extra resources

1. For insights on Servant Leadership and its connection to living as disciples of Christ, check out the Equipping resources at: <http://growingfruitfuldisciples.com/four-processes>.



7: servant leadership II

teaching plan

welcome

4 minutes

1. Welcome the participants by asking them to greet each other and say one thing they believe to be good and true about the person they are greeting. For example, “Maria, you always seem to bring a cheerful energy to our gathering.”
2. Pray for the participants and for opportunities for them to learn and serve.

did you know?

11 minutes

In ancient times, Jews believed that time was divided into two ages: the Old Age and the Age to Come.



“I tell you the truth: Among those born of women there has not risen anyone greater than John the Baptist; yet he who is least in the kingdom of heaven is greater than he” (Matthew 11:11).

mission

briefing

15 minutes

1. The close of the “Old Age” and the ushering in of the “Age to Come” was to be an event marked by the coming of the Messiah. In order for people to recognize and receive the Christ, they would need a messenger—a servant leader—who would prepare the way for the Lord.
2. The “mission briefing” handout focuses on one individual—John the Baptist. Jesus said of John, “There is no one born of a woman greater than John the Baptist...” Jesus makes an amazing statement about servant leaders by honoring John this way (Matthew 11:11).
3. Invite the students to read the passages that discuss John’s life, character, and leadership. This exercise will probably work well in groups of 3-4 so that the passages that convey information can be “jig-sawed” or divided up.



- | | |
|---|--|
| thinking it through
10 minutes | 1. Invite the participants to read and respond to the “thinking it through” section individually and, after a few minutes of reflection, share their responses with others in their group. |
| next steps
15 minutes | 1. As you meet with your Spiritual Companion, discuss the challenge of servant leadership modeled by John the Baptist. Ask: Do you see any of the attributes of John the Baptist in your IDP? (5 min).
2. Invite the participants to encourage each other in prayer and to evaluate how they feel they are doing in their progress (7 min). |
| reflecting Jesus & His kingdom
35 minutes | 1. Invite the participants to divide into groups of 3-4 and begin a survey of those who “amazed Christ” with their selfless service. Some took bold leaps of faith while others silently gave their all. All of them received honor from Christ as to being people worthy of recognition, but did not seek it. It will take considerable time to make their way through these stories, but they are rich and inspiring (20-25 min).
2. As the participants get to questions 2-4, feel free to have leaders listen carefully to their responses and perhaps later affirm them by saying: “I heard an excellent thought from this group over here...” Sometimes this type of affirmation models a teachable spirit (which is a servant leader quality leaders ought to model) as well as inspires richer conversation.
3. The final activity is to produce creative symbols or metaphors to describe the difference between worldly leadership and servant leadership. Leave time for the groups to present to the rest of the participants their ideas and expressions. (Give each group a piece of paper or poster board and colored pencils/crayons to present their thoughts.) |
| summary
15 minutes | 1. The people we encountered today are the unsung heroes of servant leadership, according to Jesus. He bestowed incredible honor on them for their servant’s heart. Clearly, they demonstrated the difference between someone who “does service” and someone who possesses a “servant’s heart.”
2. Say: “If we as Ambassadors model the qualities that cause Christ to stand and cheer, the “great things” Jesus promised in John 14:12 will bear fruit in our community of faith.” |



SESSION 7

servant leadership II

participant's guide



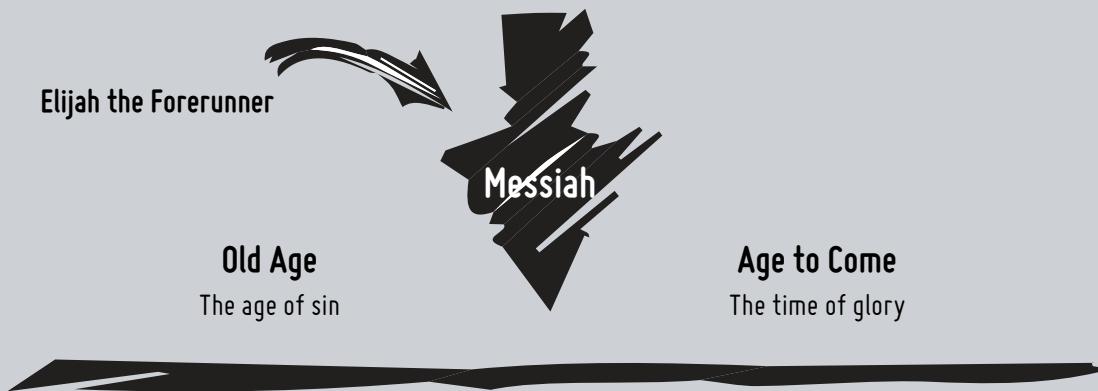
SESSION 7

servant leadership II



did you know...

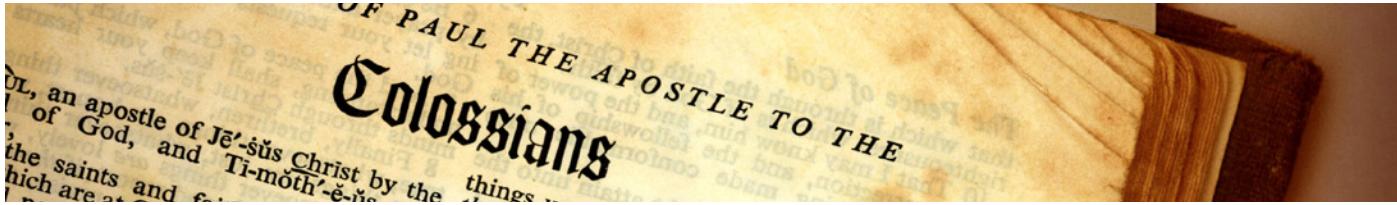
In ancient times, Jews believed that time was divided into two ages: the Old Age and the Age to Come.



“I tell you the truth: Among those born of women there has not risen anyone greater than John the Baptist; yet he who is least in the kingdom of heaven is greater than he.”

Matthew 11:11





mission briefing

John's entire life purpose served one goal: to prepare people to receive the Messiah. For Jews, there was no greater event in history and no greater person to give service to. While many would have been tempted to seize the honor and the influence of being the forerunner of Christ, John continually moved the conversation back to God's agenda.

1. Consider the final words of the Old Testament that describe the work of the forerunner of the Messiah in Malachi 4:5,6. What kind of leader do you think the people were expecting? Why?

2. What do the following passages say about John the Baptist?

His calling/purpose

His character

His leadership style

- a. Mark 1:3-4 _____
- b. Luke 3:7-9 _____
- c. Luke 3:15-18 _____
- d. John 1:19-29 _____
- e. John 3:22-36 _____

3. Jesus claimed of John that "among those born of women there has not risen anyone greater than John the Baptist," but in Matthew 11:11 Jesus goes on to say, "yet he who is least in the kingdom of heaven is greater than he." What do you think Jesus is saying about leadership?





thinking it through

1. What part of John's life that inspires you as a servant leader is most rare today? Most needed? Most overlooked?
 Deference to Christ's mission
 Bravery to speak the truth to powerful people
 Clear sense of who he was and who Christ was
 Willingness to die for what was right without honor or acknowledgement
2. What would it look like if Ambassadors lived today with the same selfless devotion to Christ as John the Baptist? In what way do you want to imitate John this week?



reflecting Jesus & His kingdom

The kingdom of Christ is marked by the qualities that are important to God. As you survey the life of Christ, pay careful attention to the people that Jesus paid a notable compliment to. They did not ask for recognition. In most cases, they were surprised by His remarks. Most of all, notice how each one demonstrates a quality that causes God's heart to soar.

1. In groups of 3-4, make your way through each story and report:
 - The compliment or affirmation Jesus makes
 - The act or attribute that stirs Jesus to voice His affirmation
 - What the story teaches about servant leadership

Matthew 16:13-18: Peter



Matthew 8:5–13: The Centurion

Matthew 15:21–28: The Canaanite woman

John 1:43–51: Nathanael

Luke 10:38–42: Mary of Bethany

Luke 7:36–50 (Mt. 26:6–13; Mk. 14:3–9; Jn. 12:1–8): Mary of Bethany

Mark 12:38–44: The widow

2. Which of the amazing servant leaders do you resonate with personally? Why?
-
-
-

3. Which character qualities do you think Christ longs to see evident in Ambassadors today?
-
-
-

4. When you consider the list of servant leaders Jesus honored, how do their actions stand in contrast to popular leaders today?
-
-
-



5. Perhaps one of the basic features in all of those mentioned above, including John the Baptist, was that none of them did, said, or served to gain honor or recognition. They only sought to do what they had to do—what they must do. Is God calling you to spend, intercede, help, declare, leap out in faith, sit at His feet, or lavishly spend all you have to serve Christ? In what way do you sense God prompting you to serve others first?

6. Servant leadership is compared to the difference between a slow burn instead of an immediate explosion. It takes longer but it is more effective. Another suggests that servant leadership is a “first serve” approach instead of a “me first” model. What other creative metaphors, symbols, parables, or analogies can you think of that show the difference between servant leadership and a more self-absorbed approach to leadership? (Share your creative comparisons with the rest of the group.)



SESSION 8

leader's guide

leadership development—set an example by your speech



8: leadership development—set an example by your speech

lesson overview

teacher notes

1. The next five sessions on leadership development grow out of a conversation between Paul and Timothy about how to effectively lead. 1 Timothy 4:12 is an “outline” for youth and young adults to consider as they develop their leadership skills.
2. Servant leadership leads through putting others first, however, there are five areas in which leaders need to “set an example” for other believers: speech, life, love, faith, and purity. This lesson will introduce an important function of how the words leaders speak are pivotal to the change they seek to create.

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. Understand that developing as a leader means being intentional with the words we speak.	1. Identify the passages of Scripture that relate to the importance of speech
Hands Participants will be able to...	1. Commit to being deliberate with our speech with at least three people during the week.	1. Discuss with Spiritual Companion or small group the challenge and commit to holding each other accountable at the next meeting
Heart Participants will be able to...	1. Sense the incredible power and responsibility of words as an Ambassador of Christ.	1. Reflect during the “thinking it through” time about the possibilities and the danger of a leader’s words

extra resources

1. This lesson connects well to the Ministering process on the Growing Disciples site: <http://growingfruitfuldisciples.com/four-processes>.

8: leadership development—set an example by your speech teaching plan

welcome

4 minutes

1. Welcome the participants and begin with a prayer.
2. The desire to make a difference—to influence the world we live in—is a part of every believer. Paul took a young man named Timothy under his wing and helped him become a great leader. However, because of Timothy’s youth, there were many struggles. This session introduces Paul’s leadership seminar to Timothy. It begins, not by telling everyone what they should do, but by setting an example—in speech.

did you know?

11 minutes

1. Invite the participants to fill out the short activity in the “did you know?” portion of the participant’s guide. Each participant will assign a percentage to each word according to what they mean by it when they use the word. For example: “When I say ‘usually,’ I mean 70 percent of the time.”
2. When the participants have finished, ascertain the range for each word. For example: *Usually*—what is the lowest percentage? What was the highest percentage? The range shows that when people use the word usually they can mean significantly different things.
3. The point of this activity is to get participants to pay attention to the power of words/speech to communicate or miscommunicate.
4. Paul’s counsel to Timothy as a leader is to set an example for the believers in speech.

mission

briefing

15 minutes

1. Divide the participants into groups of 2-3 to respond to the advice from the “wise guy”—Solomon. Before you move into the passages, share among yourselves stories about a time when you spoke, but wished you had not. And then perhaps about a time when you had not spoken, but wished you had (5 min).
2. The references from Proverbs are sound bits of wisdom. The key to the exercise is getting the groups to synthesize the wisdom down to ten words or less. Invite the groups to share their wisdom and listen to each other (5 min).

thinking it through

10 minutes

1. After the participants have reported their “wise statements,” have them work through the “thinking it through” questions individually (5 min).
2. Invite the participants to share their insights together before they meet with their Spiritual Companions (5 min).

next steps

15 minutes

1. As the participants meet with their Spiritual Companions, encourage them to pray for each other the way Jesus prayed in John 17 (first for Himself, and then for His immediate disciples, then for those who would come to know God because of the disciples). This prayer affirms and reminds Ambassadors of their responsibility to lead others to Christ (8 min).

**reflecting Jesus & His
kingdom**
35 minutes

2. Revisit the IDP's and urge the participants to share with each other their frustrations and victories in this module on leadership (7 min).

1. Divide the participants into groups of 3-4 for the next exercise.
2. The first question addresses the analogies for being careful about speech. The point is that leaders ought to pay careful attention to how tenuous their tongue is. The unruly nature of our speech is compared to:
 - Horse and bridle
 - Ship and rudder
 - Forest and a flame
 - Animals being tamed by manThis section exposes participants to various comparisons, all of which declare the use of speech as an underestimated foe (10 min).
3. The next part of this section uses the comparison of a thermostat and a thermometer to leadership styles. Participants use this comparison to identify true leadership and reflect on biblical and contemporary examples (10min.).
4. Question 3 involves applying the power of words to everyday life. Urge the participants to really consider what it would look like to obey the challenge Paul gives leaders (10 min).
5. The final question simply calls Ambassadors to respond to the wisdom of Scripture—either hard, direct statements or carefully phrased encouraging words. (Note that Paul and the other Bible writers use their words carefully too!)

SESSION 8

participant's guide

leadership development—set an example by your speech



SESSION 8

leadership development—set an example by your speech



did you know...

Words. What do they mean to you? Assign an estimated percentage of what you mean by the following words:

Sometimes = _____ %

Always = _____ %

Occasionally = _____ %

Often = _____ %

Never = _____ %

Rarely = _____ %

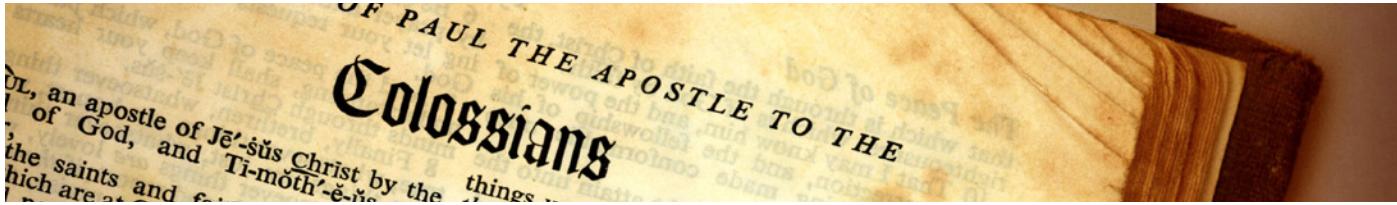
Frequently = _____ %

Usually = _____ %

“Don’t let anyone look down on you because you are young, but set an example, for the believers, in speech...”

1 Timothy 4:12





mission briefing

1. When in your life have you said words that you wish you could take back? Discuss how you have seen the power of words spoken, for good and bad.
2. Read the passages from Proverbs below and identify the two verses that speak to you most.
 - a. Proverbs 18:21
 - b. Proverbs 12:18
 - c. Proverbs 16:24
 - d. Proverbs 21:23
 - e. Proverbs 15:1
 - f. Proverbs 16:23
 - g. Proverbs 10:19
3. In your group: If you were to summarize the wisdom from Solomon about our speech in ten words or less, how would you say it?



thinking it through

1. Reflect on moments in your life where you have missed opportunities to speak up, to say something good, but for one reason or another, chose not to say it. How can Ambassadors be mindful of the words they speak or times they choose not to speak? What advice would you give a fellow believer?

2. What do you think is more powerful: words that are good? Or words that hurt? Explain.



reflecting Jesus & His kingdom

1. As a group, read James 3:1-12 and list the various symbols and metaphors the apostle uses to describe the power of speech/the tongue. Which comparison do you think is the most powerful? Why?

Why do you think Paul speaks so directly about this topic?

2. Paul's charge to Timothy is about leading by setting the example for others. Consider the difference between a thermostat and a thermometer. What does a thermometer do? What does a thermostat do? Leaders are to be thermostats in the way they lead others by example.

Who are some "thermostats" that used their words for good in the Bible?

Who would you say are "thermostats" who use their words for good in your community of faith?

3. Read Ephesians 4:29 and imagine with your group what it would be like if you obeyed this passage faithfully for a year. What kind of leadership would that kind of commitment to good speech display? What would be some imagined results?

4. Look up the following passages and examine them in light of what it means to lead by example. Some of the passages are very direct—even hard sayings, while others are warm, rich words of advice.

James 1:19

James 1:26

Matthew 12:36, 37

Colossians 3:8

Colossians 4:6

Which of the passages above do you feel God is calling you to apply to your leadership this week?

SESSION 9

leader's guide

leadership development—set an example by your life



9: leadership development—set an example by your life

lesson overview

teacher notes

1. The development of leaders begins with growing a sense of awareness and skill with their words (speech). As 1 Timothy 4:12 is an “outline” of the leadership development portion of this series, it is imperative that we remind participants that the primary goal is to lead by “setting the example.” This lesson moves from our speech to our life.
2. “Life” is the composite of all we do, think, believe, and experience. So we will develop “life sentences,” or statements that capture what our daily lives and our whole life ought to be about.

materials

1. Banner—poster boards
2. Large markers to write

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. Know that our lives speak as much, if not more, than our speech.	1. Discussion about people and the contribution their lives made as leaders
Hands Participants will be able to...	1. Change something they do this week to live intentionally as a leader (not for show but simply to do it).	1. Make a covenant with Spiritual Companion or small group; practice living out a belief that is deliberately selected
Heart Participants will...	1. Feel the peace of living life according to your beliefs.	1. Reflect and pray for tangible reminders of heart, mind, and lifestyle harmonizing unmistakably

extra resources

1. Consider some of the helpful resources in the “Thoughts on Discipleship” tab on the Growing Disciples site: <http://growingfruitfuldisciples.com/four-processes>.
2. Especially look at the brief article on “Growing in Christ” as you prepare for this lesson.

9: leadership development—set an example by your life teaching plan

welcome

2 minutes

1. Welcome the participants and begin with a prayer.
2. This lesson continues with a bullet list of pivotal leadership points Paul seeks to develop in Timothy. These points are crucial for Ambassadors to gain experience with as they seek to “be an example for the believers.” Last meeting we focused on the power of speech and how leaders ought to use their words well. This session is much broader in scope in that we are not focusing on things we can do today but making sure the things we do today are focused on a long term, ultimate end-of-life achievement.

did you know?

8 minutes

1. Set an example in speech, life, love, faith, and in purity. Let your life speak. There is a time for your words to speak, but beyond words, the life of an Ambassador of Christ ought to speak with volume, meaning, and clarity.
2. In the participant’s guide there is a space for a life sentence. Say: When people write the dates that describe the time of a person’s life, they write “So and So: 1985–2056.” The smallest character is the biggest feature. It’s not the date of birth or even the date of someone’s death, but what happened during the in-between that is signified by the tiny character of a simple dash.
3. On a piece of paper, in five words or less, write what you want your life sentence to say. Invite the participants to share their life sentences.

mission

briefing

15 minutes

1. In the “mission briefing” handout participants have a sample list of biblical characters who are described in Scripture as living a certain way. Ask the participants to gather in groups of 2–3 and survey the life sentences by looking up the texts and answering the questions provided.
2. After they have finished sharing, invite the participants to briefly share which life sentence resonated with what they wrote on their paper.

thinking

it through

10 minutes

1. Urge the participants to re-evaluate their previous life sentence and feel free to add or change it if they want. As they answer the questions individually, affirm them for what you see and hear written in the life sentences.
2. The second question in this section is crucial because it seeks to get participants to take the broadest concept of “life” and try and make it practical for “life this week.” Invite them to share ideas of how to live out a lifestyle that will achieve their life sentence.

next steps

15 minutes

1. As participants meet with their Spiritual Companion, ask them to pray for each other and debrief about their IDP, focusing on the positive things they have learned and experienced.
2. Another question that they should be considering about leadership development is “how are you negotiating between the goals you have that have some initial, immediate results and the bigger more enduring results that will take more time?” Great leaders learn how to seize the joy of small victories as well as realize the greater good that may be unseen.

reflecting Jesus & His kingdom

35 minutes

1. Divide the participants into different groups of 3–4 and have them begin working on the lesson handout for “reflecting Jesus and His kingdom.” Each group will need a marker, crayons, or colored pencils to share, and a sheet of blank paper for each individual in the group.
2. The first question begins with Jesus, whose life sentence is unique. While the important part of a person’s life is in between the birth and the death, the significance of Christ’s life extends beyond those key events. As participants share their insights on the different parts of Christ’s existence, invite them to report and share their responses to the rest of the group.
3. The next major section shifts to examine the life statements of great leaders that Ambassadors are called to emulate. Most of the leaders referred to in Scripture are named and described (Hebrews 11:1–31). The next group briefly mentioned are only named, but not described (Hebrews 11:32). And the final group is simply described, but their names are not mentioned (Hebrews 11:33–38). The participants are to identify key people they resonate with and discuss their significance as a leader with each other. Possible names and identities for the third group are listed below:

Hebrews 11:33 says: “They shut the mouth of lions...” This is probably Daniel. Hebrews 11:34 says: “... quenched the flames of fire...” This is likely a reference to Shadrach, Meshach, and Abednego in Daniel 3. Hebrews 11:34 also says: “... weakness was turned to strength...” which could be describing how Hezekiah recovered from illness in Isaiah 37:1–38:22. Hebrews 11:35 mentions that “Women received their loved ones back again from death...” which is clearly a reference to the widow of Zarephath (1 Kings 17) and the Shunammite woman in 2 Kings 4. Hebrews 11:35,36 declare that “ ... others were tortured ... their backs were cut open with whips.” These statements may be describing how the prophet Jeremiah was tortured and whipped in Jeremiah 20. Hebrews 11:37 states that “Some died by stoning...” and it is written that Zechariah was stoned to death in 2 Chronicles 24:21.

The one difficult to identify is Hebrews 11:37, where the Bible says that “... some were sawed in half...” There is some thought that holds the Prophet Isaiah died during the reign of King Manasseh by being placed in the hollowed trunk of a tree and sawed in two.

4. As participants process the last question, know that this portion is meant to reassure them that God “completes” His plan for our leadership and our impact even if we do not always do everything correctly. Hebrews 11 is filled with people who have portions of disappointment and even failure in their lives.

summary

5 minutes

1. What do you want to be said about you? Between the birth and death is your life. Great leaders are called upon to pay attention to the big picture of “my life” as well as the details and how I should live and what I should do to be an example to others every day. Servant leaders learn to keep their “life sentence” before them as they lead each day.
2. Can you imagine hearing this challenge from his mentor, Paul? If we were to be writing their story today Timothy would be an Ambassador among all of us. Do you want to see God’s blessings poured out? Do you want the church to grow? Do you want to see people come to know God as their Savior? Paul’s words are clear: “Set an example for the believers...in speech, in life, in love, in faith, and in purity.”

SESSION 9

participant's guide

leadership development—set an example by your life



SESSION 9

leadership development—set an example by your life



did you know...

“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” (1 Timothy 4:12). A life sentence is who you are and what you have done summarized in a single sentence.

Mother Theresa, 1910–1997

There are four aspects of a person signified in the words above:

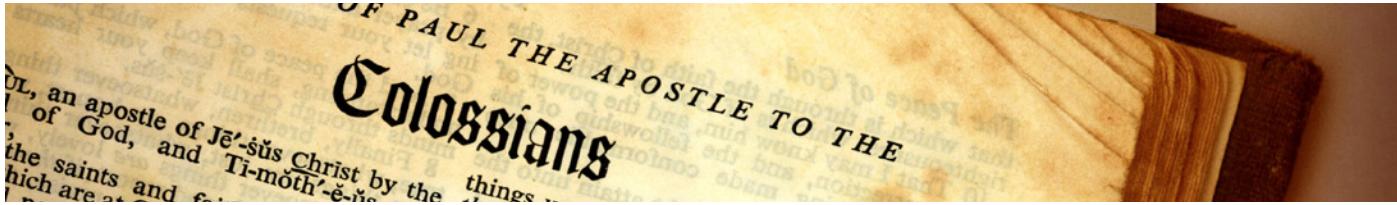
Name

Year of Birth

Year of Death

What is the fourth? The dash—the tiny character that marks what happened between birth and death. What happens in that little space is the most important of all.

Life Sentence



mission briefing

1. Read through the following list of life sentences and identify which ones speak to you personally.
2. Which would you change or adjust, if any?
3. In the list below, are there examples where you as an observer can say, "That wasn't always true of that person"? If so, what are the implications for believers today?

Life Sentences

Joseph—the Lord was with Joseph. Genesis 39:2

Nathanael—Here is a true Israelite in whom there is no guile. John 1:47

Mary of Bethany—She has done a beautiful thing...and wherever the gospel is preached her story will be told in memory of her. Mark 14:9

Noah—Noah did everything just as God commanded him. Genesis 6:22

Jacob—you have struggled with God and with men and have overcome. Genesis 32:28

Aaron—who was consecrated to the Lord. Psalm 106:16

Joshua—overcame. Exodus 17:13

Job—There is no one on earth like him. Job 1:8

Deborah—arose, arose a mother in Israel. Judges 5:7

Ruth—a woman of noble character. Ruth 3:11

Samuel—a leader from youth until this day. 1 Samuel 12:2

David—shepherded with integrity of heart; with skillful hands he led. Psalm 78:72

Ezra—devoted himself to the study and observance of the law of the Lord. Ezra 7:10

Zechariah and Elizabeth—both were upright in the sight of the Lord. Luke 1:6

John the Baptist—he must increase, I must decrease. John 3:30

John—the disciple whom Jesus loved. John 13:23

Barnabas—was a good man, full of the Holy Spirit and faith. Acts 11:24

It's not clear what might have been said of Timothy, but the apostle Paul was a master teacher when it came to stirring people to lead.

Knowing that Timothy would experience annoying, everyday challenges, Paul was led to say to Timothy, "Be careful of your speech—words matter." It may seem like a little thing, but it is in the list.

On the other hand, Paul observed that for leaders, the best achievements are guided by big thinking, which is why the wise apostle urged the young leader to, “set an example for the believers in life.” The little things and the big things—great leaders pay attention to both!



thinking it through

1. As you survey through the people above, what were some of the thoughts you had about your own life, and even the life sentence you initially wrote at the beginning?
2. As Paul says, “Set an example for the believers; in speech, in life, in love, in faith, and in purity.” “Life” appears to be enormous and vague. How do you live this week in light of how you want your life to be summed up in the end?



reflecting Jesus & His kingdom

1. While it is true that “the dash,” or the part of our life in between the birthdate and the day of our passing, is the most important, is it the same for Jesus?

How would you write or recite a life sentence from the following parts of Christ’s life: (Who was He and what did He do?)

Pre-birth

Birth

Life

Death

After Death

2. In your group, read the following summary of Hebrews 11 and respond to the following questions.

Heroes of Faith

In Hebrews 11:1-40 the storied lives of the Bible's greatest leaders are mentioned. These are people who led by example and lived worthy of an enduring life sentence. The author of Hebrews goes into great detail at the start, but towards the end of the chapter abbreviates the examples more and more until it finishes with simple summaries of how their lives ended. The final names are no longer mentioned, but see if you can identify them by their qualities—or their storied end.

- Choose someone you admire who was named and described. (Hebrews 11:1-31)
-

- Choose someone you appreciate who was named in the passage but not described. (Hebrews 11:32)
-

- Choose someone to identify who is not named, but only described. (Hebrews 11:33-38)
-

3. The last part of Hebrews 11 is critical to understanding how our life sentences relate to our development as leaders.

"These were all commended for their faith, yet none of them received what had been promised, since God had planned something better for us so that only together with us would they be made perfect"(Hebrews 11:39,40).

What does this last sentence tell us about the process of leadership development?

What does it seem to say about how we are shaped as leaders "together"?

What does it mean to be made perfect? (The word "perfect" means complete, mature, fulfilling its purpose.)

Were any of the leaders above flawless? Or were they "perfect" because they completed their purpose?

SESSION 10

leader's guide

leadership development—set an example by your love



10: leadership development—set an example by your love

lesson overview

teacher notes

1. As you consider the learning outcomes below, you will notice that the goal for leaders is not to try and explain “what love is” or define the meaning of the word “love.” The primary objective is to encourage leaders to cultivate a lifestyle of loving others.
2. The goal of this lesson is to encourage Ambassadors to “set an example for the believers” in the way that they “love others.”

materials

1. Poster board with 1 Timothy 4:12 written on it.

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. Know that the leadership God calls them to is marked by their ability to love others and grows as they practice.	1. Say a prayer for someone they have a difficult time loving and someone they aren't aware of that they should show love to
Hands Participants will be able...	1. To come to grips with the way they perceive what love looks like in their leadership scenario.	1. Written statement of five words or less of the way they plan to love others
Heart Participants will...	1. Sense a connection between the love God has for them and the love they are called to share as Ambassadors.	1. In discussion with their Spiritual Companion, share specific ways they want to be more loving to others

extra resources

1. Consider the resources and training available at: <http://growingfruitfuldisciples.com/four-processes>.

10: leadership development—set an example by your love teaching plan

welcome

2 minutes

1. Affirm the young people for assembling and begin with a warning: “Today we will consider the charge for leaders to love—really. Let’s pray.”

did you know?

8 minutes

1. Begin with: “Ambassadors, the apostle Paul charges us: Don’t let anyone look down on you but publicly denounce hypocrisy in older leaders! Is that what he said? Don’t let anyone look down on you but undermine others who are not getting the job done? How about, Don’t let anyone look down on you because you are young; just hang out with young people and let the older believers do their own thing? Paul actually says: Set an example for the believers! Your most powerful leadership training will not be in assembling specific skills but setting the example in your speech, life, love, faith, and in purity.
2. We have explored the power of the words leaders use and took a long look at the big picture of life—making our life sentence something worth living by. During this meeting we will consider what it means for leaders to love.
3. Consider the graphic on your handout. What do you think the symbols imply about love? At the bottom is an either/or question. It is designed to get participants to take a side and explain their opinion. Usually both responses are true! The big issue is why you think it is true. Invite the participants to share their responses openly.

mission

briefing

15 minutes

1. You might start out by saying: “First I would like to read to you a verse: John 3:16” (begin to try and find it at the end of your Bible—participants probably know this verse, but fumble around for a moment to build their attention). “I found it! 1 John 3:16–18. Yes, it is the sequel to John 3:16, which says...”(have them repeat it).
“Now hear what 1 John 3:16 says: “This is how we know what love is...” (Continue reading through verse 18.) “This is how we mirror, lead, and exemplify what Christ did for us. This passage is loaded with action, practical things we can do, and real tangible ways to lead” (3 min).
2. Invite the participants in groups of 2–3 to get a pencil, pen, or highlighter (whatever is available) and begin going through the list of verses that describe how Christians ought to relate to “one another” in action! (5 min).
3. Call for the participants to openly share a few of the insights they gained (2–3 min).

thinking it through 10 minutes	<ol style="list-style-type: none"> 1. Encourage the participants to pray and think about the reflecting questions in the “thinking it through” section (5 min). 2. In the next five minutes, ask them to share their answers in their groups of 2-3 as they feel comfortable (5 min).
next steps 15 minutes	<ol style="list-style-type: none"> 1. Invite them to consider how Paul’s conversation with Timothy is a lot like their time with their Spiritual Companions. In fact, if one scans through 1 Timothy and the other scans through 2 Timothy, you will find the same kinds of conversations: practical—specific advice on real problems, encouragement and affirmation, reminders of calling, and real friendship and Christian love from being co-laborers (5 -8 min). 2. Take time to pray with and for your Spiritual Companion, reflecting on your progress with the IDP you developed (7 min).
reflecting Jesus & His kingdom 35 minutes	<ol style="list-style-type: none"> 1. Divide the participants into groups of 3-4 and begin with the opening paragraph in the “reflecting Jesus and His kingdom” handout. (You can either read it out loud or have someone in the groups read aloud. 2. Questions 1-4 engage the participants in the story (10 min). 3. Questions 5 and 6 help participants (and the expert in the law) come to an understanding of their neighbors. The commentary given shares the history behind the hatred between Jews and Samaritans (10 min). 4. As participants get to question 7, explain that it can be a challenging activity to try; emphasize that it is a serious endeavor and should be done thoughtfully and prayerfully—but it should be done (5-10 min). 5. The final question is a command to “go.” This is learning at its finest. This is real leadership development—doing what you know is right. Encourage the participants to be specific, personal, and practical with their application.
summary 5 minutes	<ol style="list-style-type: none"> 1. As leaders for Christ we are invited to practice using our words well—and today we have discovered deeper insight into a popular word—love. So you can think about it, but really you should do it. 2. Perhaps you can take the list of “one another” verses and practice one a day. Know that Paul’s charge to Timothy is the same charge to Ambassadors: There is no other way to change the world for good then to lead by example.

SESSION 10

participant's guide

leadership development—set an example by your love



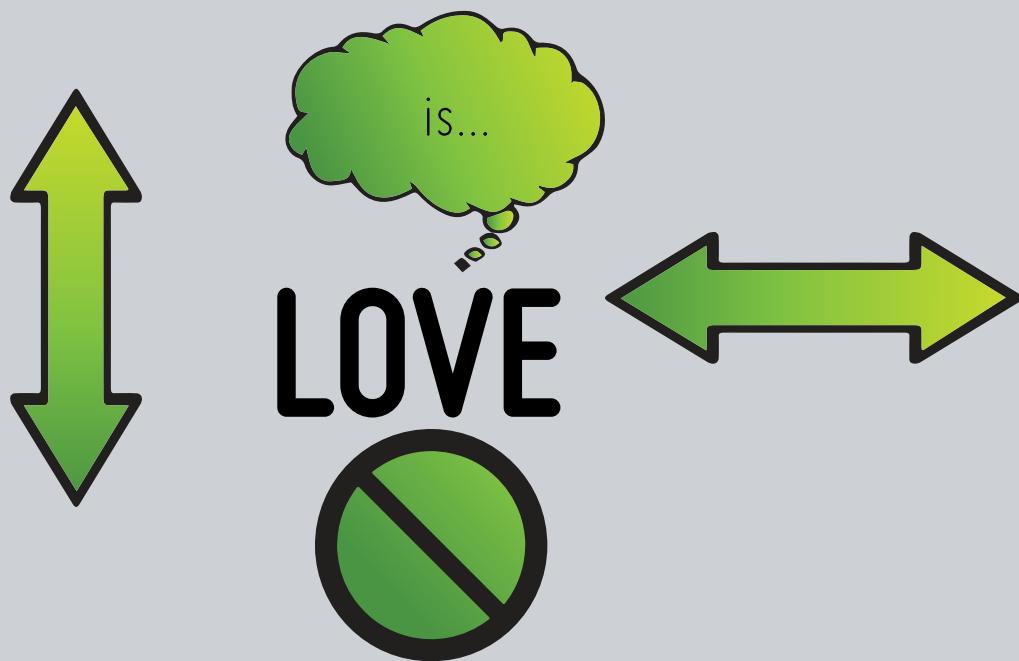
SESSION 10

leadership development—set an example by your love



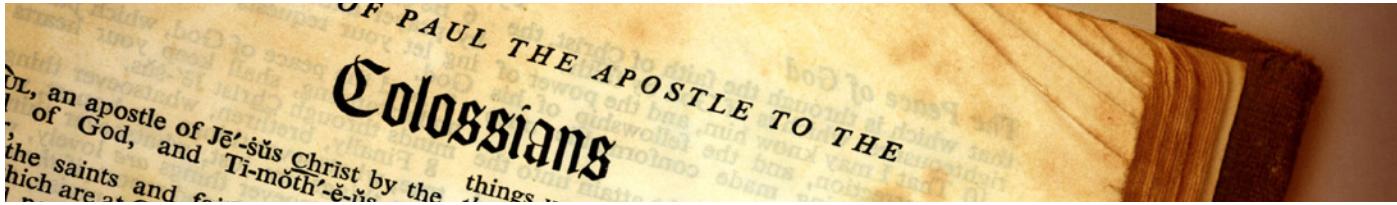
did you know...

- “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” (1 Timothy 4:12).



Love is either the most over used word or the most misunderstood word.

Chose one and explain.



mission briefing

1. Individually, scan through the passages below, then go through again and circle, underline, star, and highlight. Share your responses with your group.
 - Circle five verbs that capture what it means to actively lead by loving.
 - Underline three phrases that seem to be extremely challenging.
 - Put a star in the margin by two verses that you think would drastically change the effectiveness of churches if they obeyed this counsel.
 - Underline the one verse that is speaking to you personally.

John 13:34 – “A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another.”

John 13:35 – “By this all men will know that you are My disciples, if you have love for one another.”

Romans 12:16 – “Be of the same mind toward one another; do not be haughty in mind, but associate with the lowly. Do not be wise in your own estimation.”

Romans 14:19 – “So then we pursue the things which make for peace and the building up of one another.”

Romans 15:7 – “Therefore, accept one another, just as Christ also accepted us to the glory of God.”

Galatians 5:13 – “For you were called to freedom, brethren; only do not turn your freedom into an opportunity for the flesh, but through love serve one another.”

Galatians 6:2 – “Bear one another’s burdens, and thereby fulfill the law of Christ.”

Ephesians 4:25 – “Therefore, laying aside falsehood, SPEAK TRUTH EACH ONE of you WITH HIS NEIGHBOR, for we are members of one another.”

Ephesians 4:32 – “Be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you.”

Ephesians 5:21 – “and be subject to one another in the fear of Christ.”

1 Thessalonians 4:18 – “Therefore comfort one another with these words.”

1 Thessalonians 5:15 – “See that no one repays another with evil for evil, but always seek after that which is good for one another and for all people.”

Hebrews 3:13 – “But encourage one another day after day, as long as it is still called “Today,” so that none of you will be hardened by the deceitfulness of sin.”

Hebrews 10:24 – “and let us consider how to stimulate one another to love and good deeds.”

James 5:16 – “Therefore, confess your sins to one another, and pray for one another so that you may be healed. The effective prayer of a righteous man can accomplish much.”

1 Peter 4:9 – “Be hospitable to one another without complaint.”

1 John 3:23 – “This is His commandment, that we believe in the name of His Son Jesus Christ, and love one another, just as He commanded us.”

1 John 4:12 – “No one has seen God at any time; if we love one another, God abides in us, and His love is perfected in us.”

2. Share your results in your group and report back to the larger group one insight you gained from exploring the “one another” passages of the Bible.



thinking it through

1. What do you sense God is trying to say to you as a leader in the passages of Scripture you surveyed?

2. How do you plan to intentionally seek out ways to love those who are easy to love as well as those who are hard to love? Share your plan with one other person.



reflecting Jesus & His kingdom

The Other Love Chapter

Paul’s charge to Timothy, and all Ambassadors of Christ, is to set an example for the believers in love. Leadership development that teaches love as a primary motivation and method for change will produce fruit. Perhaps one of the best stories for setting a foundation for learning to lead with love is found in Luke 10:25-37. Pick up the story of an amazing encounter between Jesus and an “expert in the law” (Luke 10:25-37).

1. What do you think it means that this individual is an “expert in the law”? As an expert, he would know that “love” is one of the most repeated words in Deuteronomy (about 30 times).

2. What is the difference between “earning eternal life” and “inheriting eternal life”? Is he a legalist or a seeker asking a good question?

3. Jesus, the master teacher, does not answer his question but asks another: "What is written in the law? How do you read it?" Is Jesus saying, "Salvation is in keeping the law"? Or is Jesus saying, "Look at what God has said about eternal life"? What do you think?
-

4. The expert answers with two quotes from the Old Testament: Deuteronomy 6:5 and Leviticus 19:18. Look these verses up and say whether you think this is a good synthesis for those who would seek to become inheritors of eternal life.
-

5. The expert gets caught on another important word—not love, but *neighbor*. "Who is my neighbor?" Why is it important to define this word? Read the short history below:
-

[Jews were currently sharing land with Samaritans. They hated each other. Why? About 700 years before Christ came, the Assyrians took the land of the Jews who deported many of the inhabitants and replaced them with people who essentially colonized in Palestine (2 Kings 17:24–33). With only a few Jews remaining and pagans from everywhere, the people intermarried and also married Judaism and paganism together. This caused a mutual hatred that has lasted for hundreds of years. But as "true Jews" returned, the notion of living next door to Samaritans was repulsive.]

6. In your sphere of influence there are people who are easy to love, and then there are those who seem impossible to love. What are the implications for leaders who are challenged to set an example of love?
-

7. [Love Your Enemy Experiment—Do this only if you dare!]

In your groups, without naming names, commit to pray for someone you have difficulty loving and promise each other to practice this praying every day for an agreed upon period of time. What do you think will happen?

8. How does Christ help define who my neighbor is? (Verses 30–35)
-

Knowing how the Jews felt about Samaritans, then if in this story Samaritans were neighbors, ALL PEOPLE fit that category. No one would be excluded. As a group, consider the test question Jesus asks this leader: "Who was the neighbor to the man who was robbed?"

The original question the expert asked was not “who should I be a neighbor to?” but “who is my neighbor?” What changes if you turn the question the way Jesus does?

Why do you think the expert answered, “the one who showed mercy” instead of saying “the Samaritan”?

9. Jesus completes that leadership development lesson by saying, “Go and do likewise...” How will you obey this command this week? Consider: If an Ambassador for Christ loved everyone, including enemies, what would happen to their heart? What would happen to their church? What would happen to their community? What would happen to their world?
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-
-

SESSION 11

leader's guide

leadership development—set an example by your faith



11: leadership development—set an example by your faith

lesson overview

teacher notes	1. Paul's challenge for Timothy's leadership development so far includes setting the example in speech, life, and love; this week's lesson is on faith. Like love, faith grows by exercise and usually through adversity. 2. This session will consider the work of faith in the life of a leader and challenge participants to leap into God's kingdom work in a way they will have to depend on God.													
materials	1. Banner—poster boards 2. Large markers to write													
learning outcomes	<table border="1"><thead><tr><th></th><th>Outcomes</th><th>Evidence of learning</th></tr></thead><tbody><tr><td>Head Participants will...</td><td>1. Learn about faith as a verb that is active and growing.</td><td>1. Participants will discuss the dynamics of faith in groups</td></tr><tr><td>Hands Participants will be able to...</td><td>1. Depend on God to open doors of opportunity for ministry that would not be evident unless participants prayed. (GC 525)</td><td>1. Discuss with Spiritual Companion or small group the specific ways in which they plan on trusting God with leadership opportunities</td></tr><tr><td>Heart Participants will...</td><td>1. Feel the joy of cooperation with God as faith finds new opportunities to grow.</td><td>1. Reflection and written story/journal of faith experience to share with Spiritual Companion next meeting</td></tr></tbody></table>			Outcomes	Evidence of learning	Head Participants will...	1. Learn about faith as a verb that is active and growing.	1. Participants will discuss the dynamics of faith in groups	Hands Participants will be able to...	1. Depend on God to open doors of opportunity for ministry that would not be evident unless participants prayed. (GC 525)	1. Discuss with Spiritual Companion or small group the specific ways in which they plan on trusting God with leadership opportunities	Heart Participants will...	1. Feel the joy of cooperation with God as faith finds new opportunities to grow.	1. Reflection and written story/journal of faith experience to share with Spiritual Companion next meeting
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11: leadership development—set an example by your faith teaching plan

welcome

2 minutes

1. Welcome participants and begin with a prayer.
2. Over the last few meetings the participants have started with one of the chief leadership passages in the Bible—1 Timothy 4:12, which extends the following challenge to a young leader named Timothy: “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.” These were not simply accidental words or flippant advice. Paul chose five areas that are bedrock qualities of spiritual leaders. This session is focused on the quality of faith.

did you know?

8 minutes

1. The pivotal moment of faith is that point where you commit to something even though there is not always tangible evidence to support it. The graphic of the trust fall is used on the participant’s guide. If it is safe to do with the group then you can try it, however, most young people have done something similar at some point in their life. The trust fall is where you stand on a platform, table, or ledge set at waist height and fall backwards into the arms of 6–8 people who make a web of support with their arms linked. The graphic displays someone who crosses “the point of no return” or the place of faith—where one commits to something they believe in although they cannot see it. Still, they believe someone will catch them.
2. Ask the participants to share from their own experience moments where they had to do a trust fall, or even something similar in principle. What are some of the issues that cause conflict, worry, or doubt? Invite them to share in groups of 3–4 their stories and what they learned about faith from those experiences.

mission

briefing

15 minutes

1. For this exercise the participants can remain in groups of 3–4 to work on the activity provided in the “mission briefing” handout. To begin this time, place a chair in front of you (leader) and move to sit in the chair, but just as you get ready to put your weight on the chair, stop and stand back up as if you don’t trust the chair. Ask, “How do I know this chair will hold me?” Try to sit again and come slowly to the place of commitment and then stop again, saying, “When I was in school, someone played a trick on me and gave me a broken chair. Could this be a joke? Is it possible that this chair is flawed?” This time, slowly sit down in the chair and rest your weight and commit to sitting. (They should cheer.) Or, stand behind the chair and constantly talk about how tired you are and how well built the chair is. Talk fast like you are selling the idea of sitting in the chair. Share testimonials of others who have sat in the chair and found rest. The point is: How will anyone know if this chair works—only if you stop talking about the chair and sit in it. The point is clear—faith is acting on what you expect to be true, even though you can’t see it.

- | | |
|---|---|
| thinking
it through
10 minutes | <ol style="list-style-type: none"> 2. Invite the participants to start into their study of the passages given and share their answers in groups of 3–4. 3. Debrief with the whole group by inviting them to stand up and then slowly sit down in their chairs, raising their hands to signal when they have put the full force of their weight in the chair. |
| next steps
15 minutes | <ol style="list-style-type: none"> 1. The reflective questions are designed to get participants to wrestle with what they have a hard time trusting God with. 2. Invite them to share some of those fears or parts of their life that they are uncertain about in their groups. |
| reflecting Jesus & His kingdom
35 minutes | <ol style="list-style-type: none"> 1. Encourage the participants to meet with the Spiritual Companions to pray and simply share how their life has been going since the last time they connected. Invite them to share prayer requests for each other and take time to pray for God's work to be completed in them (7min). 2. Spend a few moments debriefing about their IDP. What are some challenges that you have faced and overcome? What are some things that you wished you thought about in the beginning that seem more important now? What leadership strengths and weaknesses emerged over the course of this module? |
| | <ol style="list-style-type: none"> 1. Divide the participants into groups 3–4 and read the opening paragraph together. Invite the participants to respond to the broad scope of knowledge there is about the work of faith (3–5 min). 2. Ask the participants to read the instructions carefully and make their way through the six stories (episodes of faith) in the life of Christ. These stories depict a wide range of examples of faith, doubt, success, struggle, and even failure. They are to examine each story and, based upon their understanding of the passage, assign an episode title to each story. Remind them that they only have about 3–5 minutes for each story so they need to move right long. 3. The final activity is to read and briefly respond to the quote from <i>The Great Controversy</i>, p. 525, which states: "The same compassionate Saviour lives today, and He is as willing to listen to the prayer of faith as when He walked visibly among men. The natural cooperates with the supernatural. It is a part of God's plan to grant us, in answer to the prayer of faith, that which He would not bestow did we not thus ask." The big question is: are we asking God for too little? Is our faith small or inactive because we simply don't expect or ask God for more? |

summary

5 minutes

1. Paul's charge to each leader is to look around and ask: What does God want to do in our lives, churches, communities—through us? Ambassadors ought to be setting the tone, the pace, and ultimately the example for the rest of the believers. Especially in the area of faith, we need leaders to practice trusting God to do things we simply haven't asked Him to do.
2. Perhaps it is time to pray differently—act differently—live differently than we have before.

SESSION 11

participant's guide

leadership development—set an example by your faith



SESSION 11

leadership development—set an example by your faith

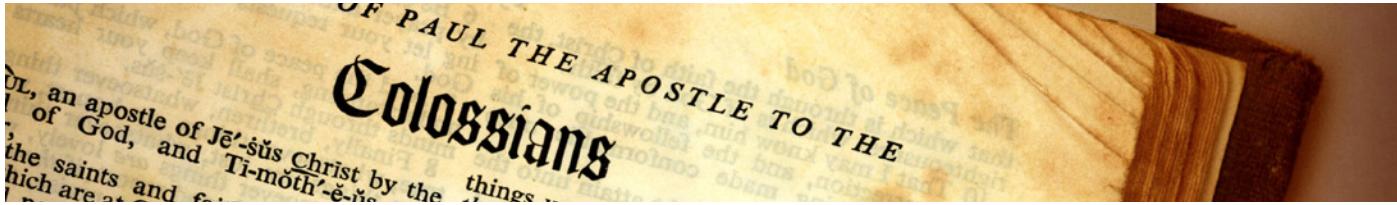


did you know...

- “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” (1 Timothy 4:12).



The Trust Fall. What percentage of people do you think have a problem trusting 6-8 people to catch them? Try it out and do your own statistics!



mission briefing

In the following passages you will see faith being described and even defined. Faith bears fruit. Faith gets refined through trials. You can't see God or be saved without faith. Faith is what holds people in uncertainty. Faith is tangible. Faith is invisible. Faith is something described as great but could be as small as a mustard seed. Faith is a verb, but it is also a noun. Agree or disagree? Can anyone have more or less faith? Should we ask for more faith? Read a few key passages about faith to get started!

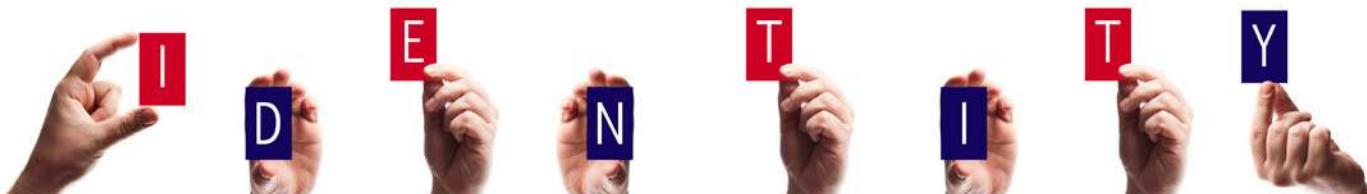
1. The writer of Hebrews defines faith in Hebrews 11:1 by saying: "Now faith is being sure of what we hope for and certain of what we do not see." Re-write this verse and do not use any of the words currently in the verse, except maybe "is," "of," "and," "or," and "the." When you have written the definition, share it with the others in your group.

What seem to be the core components of faith that are common in all of your definitions/paraphrases?

2. Read how Peter describes the faith of those who have come to believe in Christ but never saw Him personally. Read 1 Peter 1:3-9 and discuss: 1) According to Peter, what good things can you expect out of life as a leader who puts their faith in Christ? What are some realities that must accompany faith? 2) What does Peter say about "believing," "seeing," and "loving" Christ?

Often we think of faith as some great leap we take every once in a while, but Peter seems to describe a life of faith as an ongoing, active lifestyle. Read 1 Peter 1:13 and tease apart the key words and phrases that help us know how to practice faith as a leader.

3. Consider James 1:26. The idea of "getting our minds ready for action" portrays faith as a dynamic way of life. Is it possible to believe in something and not act on it? Is it then faith, or is it something else? In what areas of our lives do we believe (think, agree, know) but fail to act on it (obey, commit, live)?



thinking it through

1. Why do you think faith is a quality Paul charged Timothy (and us) to have? Are leaders who practice faith in God inconsistent? Impetuous? Unreliable? Or are great leaders ones who make good decisions, use their brains, and don't expect God to do everything?
2. What are some areas of your life where you know God is calling you to trust Him? What should you do? How might you ask for help to gain the trust to "sit in the chair" of faith?



reflecting Jesus & His kingdom

As Ambassadors we are called to lead others to know and believe in the Savior. We are charged with being the kind of people that "get things done" and "make change happen" in a Spirit-guided fashion. Leadership is primarily learning how to serve others and set the example for others to see what God can do in us. So much of worldly leadership is based on human skill, charisma, or founded on some strategic planning process—but not so with believers. We are called to action, but we are also called to rely upon God to do things we know only He can do. We are called to be faith-full. As you read through the episodes of faith throughout the life of Christ, consider the different ways faith is fleshed out and made real.

As you read and respond to each story, discuss the nature of faith as it is portrayed. Then, as a group, agree upon a creative title for that episode.

Episode #1 _____

When Peter was about to deny Jesus, the Savior said to him, "Simon, Simon. Satan has asked to sift you like wheat, but I have prayed for you that your faith may not fail. When you have turned back, strengthen your brothers" (Luke 22:32). So, how is faith described in this episode of Peter's life? He failed. But Jesus expected him to eventually return to apostolic form.

Episode #2 _____

(Luke 17:14-27) In this story, pay careful attention to verses 23-24 where the question of uncertainty is on Christ's power. How can someone

"believe" and also have "unbelief"? How does Jesus respond?

Episode #3

(Mark 1:40-45) Compare the leper's approach to Christ to the father's in episode 2. Is there any question that Jesus can heal him? So what is the uncertainty for the leper? Why? How does Jesus respond?

Episode #4

Mark 2:1-12 is a beautiful story of faith, but whose faith? And what does faith do in this story? What are the implications of this story on the way we pray and work on behalf of our friends?

Episode #5

In Mark 5:24-34 there is an amazing story of a desperate woman's faith. Read the story and look carefully at what faith looks like in her actions. Can great faith be quiet, simple, and subtle? How does Jesus respond?

Episode #6

Read Luke 7:1-10 where Jesus encounters extreme faith. Look at the Centurion's faith statement! What is he saying about faith and leadership? How is Jesus' response incredible? One more thing to think about: What does it say that an "outsider" to the Jewish religion has more faith? Is it possible that there are many "true believers" out there who don't have the same knowledge, but great faith?

Finally, consider what Ellen White says about the mindset of faith Ambassadors should have as we wait for Christ to come:

"The same compassionate Saviour lives today, and He is as willing to listen to the prayer of faith as when He walked visibly among men. The natural cooperates with the supernatural. It is a part of God's plan to grant us, in answer to the prayer of faith, that which He would not bestow did we not thus ask" (*Great Controversy*, p. 525).

If this is true, what needs to change about our faith as leaders?

SESSION 12

leader's guide

leadership development—set an example by your purity



12: leadership development—set an example by your purity

lesson overview

teacher notes

1. This final lesson on leadership focuses on the apostle's challenge to Timothy (and subsequent generations of young people) to "set the example for believers" in purity.
2. This lesson will examine what it means to be pure and how leaders are expected to bring about Spirit-led change through a lifestyle characterized as "pure."

learning outcomes

	Outcomes	Evidence of learning
Head Participants will...	1. Discover the nature of biblical purity and its role in the life of a leader.	1. Participants will discuss in groups what it means to be leaders who are characterized as "pure"
Hands Participants will be able...	1. To decide on "one thing" to do or be as a "single-minded" leader.	1. Partner with Spiritual Companion to respond to scenarios in church life that need single-minded help
Heart Participants will be able to...	1. Sense the freedom of being devoted to lead first by example.	1. Reflect on the impact of leading by example and the opportunities that emerged over the course of this module

extra resources

1. This lesson connects well to the Ministering process on the Growing Disciples site:
<http://growingfruitfuldisciples.com/four-processes>.

12: leadership development—set an example by your purity teaching plan

welcome

2 minutes

1. Welcome participants and pray for the Holy Spirit.
2. This module has challenged us to think differently about the world we live in, to embrace the gifts God has given us all for leadership, and to start our leadership journey in humility and service to others. Finally, we have been charged by Paul to set the example for the rest of the church, not arrogantly, but mindfully developing qualities that will make a difference in our churches and in our world.

did you know?

8 minutes

1. 1 Timothy 4:12, states: “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.” What does the Bible mean by purity?
2. Definition: unmixed, untainted, utter, clear, having only one ingredient. If you only think of “pure” as “sinless” or “flawless” you are missing the rich challenge God is calling His followers to embrace.

mission

briefing

15 minutes

1. In this section the participants will gain even more understanding of what it means to be a leader exemplifying purity. Divide the participants into groups of 2-3 for this exercise. Either read the opening paragraph together or have the groups read amongst themselves.
2. As the groups read and respond to the questions and commentary given in the handout, be aware that defining and understanding what purity is deepens the impact of the lesson significantly. The opposite is also true; if it is not clear that purity is a growth process, it leads to guilt and despair because it will never be “achieved” immediately.
3. The “Think About This” commentary on the historical and biblical meaning is designed to be helpful. It might help to leave some time for participants to discuss this and share their insights about being “sincere.”

thinking

it through

10 minutes

1. Invite the participants to answer the questions and read the challenge in the “thinking it through” portion of their handout. The first question invites them to do some soul searching and take time to pray to God individually about things they might cling to or habits that may divide their heart with God (5 min).
2. There are also a few words of encouragement and promise for them to reflect on as they deepen their commitment to God as a leader.

next steps

15 minutes

1. As the participants meet with their Spiritual Companion they should reflect on their journey thus far in leadership. Perhaps they should share:
 - What are some of the most important lessons learned?
 - In what ways have they witnessed God’s power and presence in their leadership development?

- What are some areas they know they need to grow in?
2. Invite the pairs to pray for each other and for the specific goals they long to meet as leaders for Christ.

reflecting Jesus & His kingdom

35 minutes

1. Divide the participants into groups of 3-4 and get them to work through their handout on “reflecting Jesus and His kingdom.” There are three parts to this activity: a) discussion questions on the five challenges of leaders in 1 timothy 4:12, b) a story depicting single-minded devotion from the life of Christ, c) a survey of verses about “one thing,” with a challenge to create their own “one thing.”
2. The introduction could be read by the leader or in the groups. The content has to do with the transparency of gold in its purest form being compared to leaders who are true and undivided in their heart and life.
3. The story from the life of Christ is about Mary of Bethany and her busy sister Martha. There are many opportunities for our gifts to be used for God, but Martha was divided, Mary was pure.
4. As participants survey the verses that use the phrase “one thing,” they are to rank the top three that speak to them and then write one of their own to share with their group or the larger group as a way of conclusion. A nice way to finish is to invite them to stand and read their “one thing” statements at the end as a testimonial or commitment time.

summary

5 minutes

1. Paul’s advice is good advice. The key is to “set the example for the believers.” There is no need to announce it, advertise it, or discuss it—simply do what God is calling you to do in humility and with a servant’s heart. The work of leading out in our speech, life, love, faith, and purity is an enormous challenge—but one that we can overcome with God’s grace.
2. This session is about developing leaders who are true, transparent, and in the biblical sense of the word—pure. As a way of closing this module on leadership, it is appropriate to call the participants to declare what they want to be “one thing” in their lives. This is their statement as a leader to be pure. This is their commitment to be devoted to “one thing.” Let them know that our commitments are not flawless, but they are part of a process of growth that is promised to bear fruit. (Invite the participants to share their statements if they are willing, then close with prayer.)

SESSION 12

participant's guide

leadership development—set an example by your purity



SESSION 12

leadership development—set an example by your purity



did you know...

“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” (1 Timothy 4:12).

Words in the Bible that are described as “pure”:

Honey

Gold

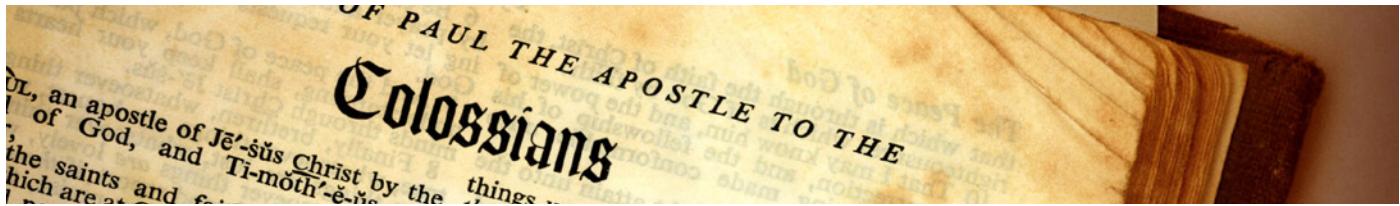
Water

Hearts

Minds

Body

Gold in its purest form is clear. Astronauts have a coating of “pure gold” over their helmets for protection. It is the only thing they can see through that will protect their eyes when they are close to the sun.



mission briefing

"Set an example for the believers...in purity." It is likely that if someone were to ask, "Is there anyone who thinks they are pure?" very few would feel confident to respond. Why? Perhaps it is because we tend to think that purity equates to being sinless or flawless. But if purity is "not being divided" or "being single-minded" then it makes more sense to us to strive to be "pure."

Consider three passages in the book of Philippians as a foundation for developing leaders for Christ who are pure.

1. Read Philippians 1:9-10: "And this is my prayer: that your love may abound more and more in knowledge and depth of insight, so that you may be able to discern what is best and may be pure and blameless until the day of Christ..."

Is purity an either/or achievement or is it more of a process? Read back to 1:6 and see if there is anything that portrays a journey towards purity.

2. Do you see purity as a state of perfection in Philippians 2:14,15? There is a challenge to "do everything" but the growth is described as "becoming." The same apostle Paul who tells Timothy to "set the example in purity" is telling the church that purity is a process.
-
-

3. Consider one more sample of this truth in Philippians 4:8,9 where Paul declares: "Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things. Whatever you have learned or received or heard from me, or seen in me—put it into practice. And the God of peace will be with you."

Is Paul saying "Be pure!" in a way that he expects the results to be immediate, or does it seem like a learning experience? What words or phrases indicate more of a transformation that takes place over time?

Think about this: The same word for "pure" is also translated "sincere." The word literally means, "to be tested by the light of the sun." Another definition came along during the New Testament era where the same word meant, "made without wax." Why? Hucksters used to take broken pottery, artifacts, and sculptures and mend them with melted wax. Then they would paint over the wax-patched art and sell it. When

people would place the pot on a fire or put a sculpture out in the hot middle-eastern sun, what do you think happened? So, when things are authentic, true, and exactly what they claimed to be, it meant that it was “made without wax.” It could stand up to the heat of the sun. How does this knowledge from Paul and history shape your understanding of the call to be leaders who exemplify purity? Purity is not an impossible endeavor but a process of growing.



thinking it through

1. Is there any part of your spiritual life that is divided? Mixed or duplicitous? Reflect on the parts of your life to which you cling that you know God would have you release.

2. The quest for purity is a journey of surrender. In order to experience the peace and joy of purity you must thank God for giving you the desire and the will to want to be single-minded. Thank God in prayer with your fellow Ambassadors for the promise of forgiveness and freedom that comes with surrender.



reflecting Jesus & His kingdom

In Revelation 21:17–22 John describes the New Jerusalem as being of “pure gold, as pure as glass,” and again in verse 21 the streets of gold are portrayed as being made of “pure gold, as pure as glass.” The idea of something being pure meant being transparent, one ingredient, undivided, sun-tested, etc. When Paul gives leadership advice to Timothy he challenges the young Ambassador in five areas: speech, life, love, faith, and purity.

Why do you think leaders need to be “pure” as defined in this study? What do you think it means to lead transparently? Does it mean that everything I think and feel should be declared publicly, or does it mean something more? Discuss with your group what it means to be a transparent leader.

Of all five qualities Paul challenges us with, which has been the most meaningful to you as a leader? Why?

Choose What is Best

In Luke 10:38-42 the story of Mary and Martha provides a wonderful picture of a leader with a pure heart. Some might say, “Mary! A leader?” Mary went on to anoint Jesus and was given an amazing honor for her devotion (Mark 14). Read the story and answer the following questions: What is problematic with Martha’s behavior? What positive attributes are seen in Martha?

What is the “one thing” that was needed? What do you think Jesus means by this? How does this apply to leadership today?

Notice that Jesus said, “She chose what is best.” In what way is a single-minded devotion to Christ a choice that is made over many good things?

Make a short list in your group of good things that sometimes get in the way of being fully devoted to Christ the way Mary demonstrates.

In verse 42 there is a promise to Mary, but also to every Ambassador and follower of Christ: Undivided devotion to Jesus will produce a reward that will “never be taken away.” Are you ready to be:

Single-minded	Sun-tested	Transparent
Pure	Sincere	
Made without wax	Undivided	

Which definition do you resonate with the most? Why?

Read the following passages of Scripture that describe refining your focus to “one thing.”

1. To the rich man who sought to gain eternal life, the Bible says: Jesus looked at him and loved him. “One thing you lack,” he said. “Go, sell

everything you have and give to the poor, and you will have treasure in heaven. Then come, follow me”(Mark 10:21).

2. To the Pharisees who chastised the boy who was healed of blindness, the boy replied, “Whether he is a sinner or not, I don’t know. One thing I do know. I was blind but now I see!” (John 9:25).
3. Paul shares his single-minded goal, stating: “Brothers, I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining toward what is ahead...” (Philippians 3:13).
4. The passionate disciple Peter reminds his church: “But do not forget this one thing, dear friends: With the Lord a day is like a thousand years, and a thousand years are like a day” (2 Peter 3:8).
5. The Psalmist David, in a song, sings: “One thing I ask of the LORD,
this is what I seek: that I may dwell in the house of the LORD
all the days of my life...” (Psalms 27:4).

Which “one thing” inspires you the most?

Now it is your turn! Write out a brief statement declaring what your “one thing” is.

Share the statements in your group and be ready to declare them to the rest of the gathering of fellow Ambassadors!

icebreakers

The following icebreakers can be found at: <http://insight.typepad.co.uk/40>

INTERVIEW

Divide the young people into pairs. Ask them to take three minutes to interview each other. Each interviewer has to find three interesting facts about their partner. Bring everyone back together and ask them to present the three facts about their partner to the rest of the group. Watch the time on this one; keep it moving along.

MY NAME IS?

Go around the group and ask each young person to state his/her name and attach an adjective that not only describes a dominant characteristic, but also starts with the same letter of his/her name, e.g. 'generous Grahame,' 'dynamic Dave.' Write them down and refer to them by this for the rest of the evening.

The following is taken from <http://schlags.com/paul/leadership/listing1zx4ja8ch8.php>

LEADER

Submitted by:
Emily Grotte
Participants: 10+

Have everyone sit in a circle. Choose one person to be the detective; this person goes somewhere out of view from the group (preferably outside of the room but around a corner will work). The facilitator of the activity then points to one person to be the 'leader.' Everyone in the circle must see who the leader is without making noises or naming the leader out loud. When everyone knows who the leader is, the detective is called back to the group. The detective then must walk around the inside of the circle, trying to find out who the leader is. The leader will be moving in different ways (for example, positioning their legs differently or clapping), everyone else in the circle must do what the leader does, trying not to give away who the leader is. The detective gets three guesses to guess the leader. If the detective chooses someone who is not the leader, that person must lay back and cease participation. When the leader is guessed or the three guesses are up, then the leader becomes the next detective and the game starts over again.

TRUST THE LEADER

Submitted by: Erin
Baldwin
Participants: Large group

Break the class into groups. One person from the group will be the leader. The rest of the group has to hold on to each other with their eyes shut. The leader is the only one allowed to have their eyes open. And the group isn't allowed to touch the leader. There will be signs with the group's name throughout the hallway. The object is that the leader has to guide the group using only their voice. You will have to find your sign and bring it back to the room. The first team back to the classroom will win. There are two rules for the group: you cannot open your eyes, and you cannot let go. And the only rule for the leader is that you can only use your voice during the game.

BIRTHDAY LINE

Submitted by: Stephanie Szyska
Participants: Large group

Form a single, straight line in the order of your birthdays—January birthdays at the beginning of the line with the earliest dates at the front and late December birthdays at the back. People with the same birthdays (month and day) should stand side by side. Of course, the catch is that there is no talking allowed. Only hand gestures and signals are allowed. When the line is completed, get each person to shout out his or her birthday starting with January.

IN OUR OUT

Submitted by: Rachel Cawthorn
Participants: Any size group

Participants will gather around one leader of the activity in a circle. The leader will have topics prepared such as: fears, interests, favorite things, etc. The leader will begin with a general topic and then a more specific topic, the participants will then move closer or further away from the leader and circle depending on their opinion. For example, if the leader says the topic is fears and then says, “Spiders,” the participants who aren’t scared of spiders at all will come close to the leader, and those who do not like spiders will move back as far as they like. When everyone stops moving, the leader will then say a new topic. The amount of topics can be altered to make the game shorter or longer!

The following is taken from <http://www.personalized-leadership.com/leadership-games.html>

PULL UP

Leadership skills learned: teamwork, problem solving, cooperation, and trust.

For this activity, pair people up in twos. Each pair sits on the floor with the soles of their feet together and holding hands. Both players need to stand up at the same time.

PASS THE HOOP

Leadership skills learned: teamwork, problem solving, cooperation, communication.

For this game, everyone stands in a large circle. A hula hoop is placed on one person’s arm and then everyone holds hands.

The objective of this game is to pass the hoop all the way around without letting go of hands.

BLINDFOLD SEARCH

Leadership skills learned: trust, problem solving, communication and teamwork.

For this leadership activity, you separate into two groups. Half leave the room and are given blindfolds. The other half stay in. When ready, the blindfolded person comes back into the room.

The object of the game is for the person in the room to lead the blindfolded person around the room to identify two items in the room. Both people can only communicate using touch, not a word is to be spoken between them.

Afterwards, ask each group how they felt. The blindfolded group usually feels insecure at first, then becomes more confident in the leader’s ability to lead and follows them without question.

The leader sometimes takes the blind person forcefully, not realizing they need to be cautious so they don’t trip. After a few minutes, they become aware of the blind person’s need and give them more direction to get to where they want them to go.

community service project planning

module 2: LEADERSHIP

introduction

The goal is to identify a needy cause and devise a medium/long-term plan to meet that need in the community. The emphasis is on the project being local and the participation being sustained over a period of time.

1. Introduce the idea of an Ambassadors' community service project. Describe it as an integral part of the Ambassadors' experience that begins now.
2. It would be advisable to do some prior research before approaching your group with the following tasks or you can choose to begin the process with the participants.
 - a. Identify a needy cause in the community that would benefit from the Ambassador's help. You might come prepared with a list of services offered in your community that need volunteer help or start brainstorming with the group. At some stage, this will require some research and consultation with volunteer services and the city/village council. Examples might include:
 - Health services
 - Mentoring
 - Community clean-up
 - Vulnerable citizen help (e.g. children of prison inmates)
 - Vulnerable families support
 - Food services
 - Seminars and classes
 - Community events
 - Fundraising
 - b. Explore as many options as possible and do a realistic evaluation of each one on the basis of your resources, time, and personnel.
3. Choosing the Project
 - a. Vote/decide on a short list of three or four for closer evaluation.
 - b. It would be advisable to do a site visit of the short list.
 - c. Have a feed-back session after the visit.
 - d. Prayerfully, choose the final project.
4. Get ready to participate in the community service project.
 - a. Present the idea that serving others with a loving heart and without any conditions requires some self-assessment and re-consecration to God.

- b. Take some minutes to lead the participants in the following: In the participant guide, write down your reaction to the idea that you will give away your time and effort for free. Write down what you really feel about it, not what you think you should feel. If you find any objections in your mind to giving time and effort to others, write those down too. Apply the Golden Rule to the plans the group has made. Write down your reaction to giving to others what you'd like to receive if you were in their "shoes" (their situation). Write a commitment statement that expresses what you pledge to do for God through serving the chosen group in the community.
5. Plan a field trip to the final project site.
 - a. Sign up participants so that all have a commitment to a time and place for the visit.
 - b. Make the visit a combination of learning the details of the organization's work and some time that the participants spend doing a sample of the work.
 - c. At the visit itself, ask participants to think about their experience and prepare to debrief at the next session when you will ask them to share their reactions to the community service visit.
6. Assuming that the response is positive and the group seems ready to proceed, ask participants to assist you in planning the following:
 - a. Decide on overall goal
 - b. Define tasks involved
 - c. Determine time commitment and schedule
 - d. Assign volunteer positions and duties (a mix of leaders and participants)
 - e. Seek permissions if needed
 - f. Work on budget if applicable
 - g. Obtain insurance if applicable
 - h. Plan for equipment and supplies if applicable
 - i. Plan for regular evaluation of goals
7. Arrange the bi-weekly or monthly project schedule and duration.
 - a. Get a clear list from the organization's representative that states expectations and requirements.
 - b. In situations that require background clearance, arrange for background checks.
 - c. Take time to coordinate participants and sign them up for particular times and dates of service.
 - d. Create and show a record in which you will log the main activities of the group.
 - e. Record the plans and share aspects of it and progress at each session.

**mid-way through the
module**

1. It's time for a formal review of the initial community service efforts.
2. You can prepare a formal review form or simply record in the log the responses given by participants.
3. Take a careful look at how the activity is developing. Is the group truly meeting the needs identified at the beginning of the module? Does the activity seem to fit the group? What is God telling you about what has happened so far?
4. Take the participants through some minutes of free-flowing discussion of their experience.
5. Steer them toward the goals of serving the community without condition and for no reason but to give.

**at the end of the
module**

1. Celebrate what has been accomplished thus far.
2. Decide if the group will continue with the same project or choose a new one for the next module.
3. The designers of the Ambassador program would encourage continuity as much as possible.

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AMBASSADORS