

Come Follow Me
Advisor Training workshop
Facilitator's Guidelines



Come Follow Me

To download these guidelines & more visit:

www.come-follow-me.org/workshop

Welcome!

Dear Friend and Partner in the Gospel!

Thank you so much for attending today's Training of Trainers workshop. We hope this booklet will give you all the information and guidelines you will need to run Come Follow Me Advisor Training workshops in the future, when you have the opportunity to do so.

Over the last year, we have seen increased interest in the Come Follow Me course. Many in the United Kingdom and around the world are coming to faith from a Muslim background, and so churches and organisations are looking for relevant discipleship resources. Praise God! By increasing training opportunities for Advisors, we aim to improve understanding of the course method and some underlying principles of discipleship, so that the course can be used effectively.

These guidelines will help you run a Come Follow Me Advisor Training workshop. Along with accompanying resources, these guidelines are also available to download from the Workshop Facilitator webpage:

www.come-follow-me.org/workshop

This page is for trained and authorised Workshop Facilitators like you.

To use these guidelines, we expect that you:

- Have attended a CFM Advisor Training or Training of Trainers workshop
- Have been authorised by the CFM Team to run official CFM Advisor Training workshops or are working as a co-facilitator with someone who has.
- Have communicated your suggested dates and times for the workshop to the CFM Team, so we can coordinate and advertise workshops appropriately.

Please read the guidelines carefully, and adapt them where needed to your local context. For example, you may need to adapt them for use in another language, or with translation.

However and whenever you use these Workshop Facilitators guidelines, our hope and prayer is that many disciples of Jesus will grow strong in faith as a result.

Blessings,

Tim Green & the CFM Team

May 2019



Table of Contents

CONTENTS EXPLAINED.....	3
WORKSHOP OVERVIEW	4
WORKSHOP PREPARATION TIMELINE.....	6
HOW TO ORDER COURSE BOOKS FOR WORKSHOPS	7
SENSITIVE ADVERTISING FOR THE WORKSHOP	7
SUMMARY OF RESOURCES	8
HOW PARTICIPANTS SHOULD PREPARE.....	9
SET-UP ON THE DAY	10
WORKSHOP FOLLOW UP.....	11
USING THE SESSION BY SESSION FACILITATORS NOTES.....	12
SESSION BY SESSION FACILITATORS NOTES	13
APPENDIX 1: ALTERNATIVE TIMETABLE SUGGESTIONS	19
APPENDIX 2: PRINTABLE RESOURCES	20
APPENDIX 3: CFM THE STORY SO FAR GUIDELINES	25
APPENDIX 4: GUIDELINES FOR TABLE LEADERS	26
LESSON 12 ADVISOR GUIDE.....	28
APPENDIX 5: TEMPLATES FOR FLYER, EMAILS, REGISTRATION FORM	30
PARTICIPANTS PACK FOR COME FOLLOW ME WORKSHOPS	32

Contents explained

All the contents of this book, including appendices, plus links to other resources, PowerPoint presentations, downloadable videos and more are available from:

www.come-follow-me.org/workshop

This webpage is accessible only by directly typing the URL, and should not be shared with others without the permission of the Come Follow Me training team.

If you have any enquiries about using the contents of this pack, please contact the Come Follow Me Training team via: Tmassistant@gmail.com or comefollowmecourse@gmail.com .

Workshop Overview

Workshop Model

The model for this workshop is a one-day, seven-hour workshop in a local area, drawing participants from churches or organisations. The workshop cost suggested is fully inclusive, with participants asked to donate enough to cover venue, facilitators' travel costs, materials, lunch and refreshments. Two 20-minute breaks with refreshments and a 45-minute lunch time have been found to give sufficient time and flexibility to run the workshop but this can be adapted as needed. Planning a workshop should start 2-3 months before to ensure smooth running, but could be done in a shorter timeframe if needed.

Practical focus

This workshop is really practical! It gets people interacting and experiencing what a real CFM lesson could be like, where they are asked to participate, not as actors, but as fellow Christians learning from each other. Then everyone is given a chance to have a go at leading themselves and is given feedback on the way they led. Experience shows that people grasp the course method much better through active participation, than by simply being told about it.

Leaders and helpers

We recommend that this workshop is led by two facilitators. Participants should be put into table groups of four to six participants. We recommend five per group. Each table group needs a table leader.

Table leaders will model leading the group discussion during session 2 and then evaluate and give feedback to participants during session 3. They should have these qualities:

- Understand the course method (with prior orientation if needed)
- Be able to lead structured group discussion well
- Be able to encourage participants

Facilitators can also be table leaders; additional table leaders should be experienced in leading group discussion, and could be drawn from the participants themselves, in which case they won't count in the numbers for each group. **All table leaders including facilitators will need to read Appendix 4, Guidelines for Table Leaders, before the workshop. This is really important!**

Other Helpers: It is best if one person – not one of the facilitators - acts as a 'venue host', taking charge of the venue practicalities, refreshments and lunch arrangements. This allows the facilitators to concentrate on leading the sessions. The venue host may be the person who initiated the training. They can usually also participate in the workshop. Extra helpers may be needed to serve lunch and refreshments and help with setting up and clearing away.

Participants

The purpose of this workshop is to equip **Advisors** to run Come Follow Me. As such we expect most participants will have been following Jesus for a while, have a good grasp of the basics of faith and familiarity with Scripture. If they are a **new Believer of Muslim background (BMB)**, we recommend that they themselves go through the course as part of a group before attending this workshop. Consider the language level of participants, whether you have the ability to offer translation and/or group discussion in other languages and make that clear when advertising.

Venue

We recommend a room large enough to set up one table for each group, facing the front in a fan or arc. There should be facilities for a projector and screen, flip chart etc. Ideally there should be other, smaller rooms which could be used as 'breakout' rooms available for the group discussion times. If more than one group uses the main room for discussion, it should be large enough that groups won't disturb or distract one another.

Costs of the workshop

You should charge enough for the workshop to cover any expenses (e.g. room hire, facilitators' travel) plus lunch if you are providing it, and the cost of the course materials (£9 pp). To keep costs down, ideally find a church or organisation willing to provide a venue free of charge, and, if possible, volunteers to make the lunch in house. These volunteers should not be those organising the day or participating!

We usually charge around £20-£25 per person for the workshop, provided we can cover costs within this price. This would include e.g. Lunch £5 pp, Course Materials £9 pp, £1 pp for participants pack and other resources, £5 to cover other expenses etc. If participants bring with them a copy of the CFM Study Book and/or Advisor's Guide, you can give them a discount for the workshop (£5 CFM Study Book /£4 Advisors Guide).

You may decide to subsidise costs for those with limited income (e.g. refugees) to reduce barriers for participation. It may be that their churches are willing to pay for their places.

We don't want you to make a loss on these workshops: if you need to charge more to cover expenses please do!

Suggested timetable:

Please adapt this to your own setting, but make sure there is enough time for each session plus refreshment breaks and lunch. See Appendix 1 for possible alternative timetables, for example if the workshop is planned on two separate days.

Time	Activity	Length
9.30am	Coffee and Registration	
9.45am Session 1	The need and dynamics of making disciples	90 min
11.15am	Break for Tea & Coffee	
11.35am Session 2	The CFM method and Model Lesson 12	80 min
12.55pm	Break for Lunch	
1.40pm Session 3	Prepare and lead a section of Lesson 19	100 min
3.20pm	Break for Tea & Coffee	
3.40pm Session 4	Next Steps, Q&A	50 min
4.30pm	<i>Finish</i>	

The rest of this document assumes that you are following the timetable that we suggest above. Please make sure that you adapt the workshop appropriately if you do not use this timetable.

Workshop Preparation Timeline

Some of these suggestions will not be relevant to your context, others may not be. Please adapt as necessary.
Please cover the workshop with prayer, asking for prayer support from others if possible.

2-3 Months before:

- Decide the date and venue, start advertising and open registration. Note: Your registration deadline should be 4 - 5 days before your workshop date
- Find someone to be your venue host and oversee the practical details of venue and food - not one of the facilitators!
- Create flyer/advertising (use CFM-workshop-flyer template if needed)
- Take the following details from participants who register:
 - Name, phone number
 - church/organisation
 - email address
 - dietary requirements
 - Discussion language (if you are offering other language table groups)
 - Course books language (E.g. you might have a Farsi speaker who wants to take away the books in Farsi, but is able to join in with discussion in English)

1 month before:

- Confirm venue, check venue for facilities including:
 - Projector/screen or television, speakers
 - flipchart stand or whiteboard
 - Ability and space to arrange suitable tables into groups facing front. (not in 2 rows, preferably in an arc or fan shape.
 - Catering facilities
- Plan and order food
- Order CFM books for participants (allow 7 working days for print & delivery)
- Facilitators divide up sessions between them & prepare their sections
- Edit the Participants Pack if needed e.g.. Revise the timetable for the day
- Obtain necessary stationary etc. (see Resource list)
- Prepare picture/poster of harvest field
- For Session 1.4, If possible, ask a BMB to share what helped them grow in Christ **and** If any participants have used Joining The Family ask them to be ready to share how it was helpful for them/their church
- Ask Table leaders if needed - one per 4-6 people including facilitators; they could be from among the registered participants! Send them "Appendix 4: Guidelines for table leaders".
- As registrations come in, send them confirmation of registration (See 'Template-Registration-email') along with Pre-Workshop Preparation (chapters 12 & 19) as a PDF file in English/Arabic/Farsi. **Please emphasise that this needs to be printed and filled in BEFORE the workshop, or they can complete it in a study book if they have one.** Participants should ideally fill in the language they will be doing the discussion in for a training workshop. (all downloadable from come-follow-me.org/workshop)

After registration deadline:

- Send final reminder to participants about venue etc. **Emphasise that they must complete the pre-workshop preparation – the training is seriously weakened if they do not.**
- Print & label participant packs one per participant
- Divide participants into groups of 4 - 6 people. Separate married couples and those from same church/organisation for inter-church/organization relationship building and better discussion.
- Make and print out a registration form (see Appendix 5) & name labels for participants
- Confirm food order for correct numbers, taking dietary requirements into account.
- Download digital resources: video clips, Joining the Family promo video and workshop presentation from www.come-follow-me.org/workshop

How to order course books for UK workshops

Each participant should be given a Study Book and Advisor's Guide which are usually included in the cost of the workshop. This means that those bringing their own books can be given a discount for the workshop, £5 off for the Study Book, £4 for the Advisor's Guide).

Authorised UK Facilitators can request an order from the Come Follow Me coordinator (email comefollowme@word.org.uk or timassistant@gmail.com), these will be paid for by Come Follow Me. You are then responsible to repay the cost of these books or return them after the workshop.

Please ensure you send or transfer money from the book sales and an extra donation for the workshop fees (minus costs for lunch, room hire, your expenses etc.) to the CFM project account after the end of the workshop.

If you have excess stock after participants have their books, please sell this during the workshop for the normal retail price, although you can offer a small discount on the English study book. Afterwards please report to us how many were given to participants, sold and left over. If you wish, you may keep the excess stock for future workshops, or buy it from us to sell at a later date yourself. We will send you an invoice for this. If you do not want to keep this stock, please return it to a member of the CFM team.

Contact CFM Team for further information about ordering books, bank details and sending money from books and workshop to Come Follow Me.

Sensitive advertising for the workshop

You will need to be sensitive about advertising in your context and the contexts of the churches and organisations that are invited to advertise the workshop. Good channels for advertising would be the Mahabba Network, any local prayer groups, churches which have BMBs in their congregation, and any local BMB fellowships, e.g. Iranian fellowships etc.

You can adapt the flyer wording found in Appendix 5.

Consider especially:

- Whether or not you include details of the venue on the flyer for security reasons
- How you describe the Workshop and the CFM Course
- The registration deadline. We recommend five days before the Workshop to allow time for last minute stragglers to be added in a few days before.
- Including the cost of the workshop on the flyer.
- What language discussion groups will be in

After the workshop make sure you collect up any leftover papers from the rooms you use, particularly if the venue is used by the general public.

Summary of Resources

To run this workshop, you will need:

Stationary:

- Large sheets of paper (e.g. flipchart paper) x3 per table group
- Flipchart or whiteboard to write on
- Whiteboard/flipchart pens
- Sticky notes- at least 4 per person- ideally large ones for session 1.3, and smaller ones for 1.4
- Small pens for participants on each table
- 1-2 markers per group - we recommend non-permanent markers!
- Name labels for participants – you could print these beforehand or ask people to write their own

Other resources:

- Learning quadrants diagram drawn on board or flipchart, (Note: this shouldn't be visible to the participants until **after** they have written their own ideas on sticky notes)
- Picture of a harvest field (a poster/hand drawn picture/painting/PowerPoint slide) and some way to stick it up (blue tack/masking tape)

The following resources are available in digital format through the workshop facilitators webpage:

www.come-follow-me.org/workshop

Printable resources:

- Printed list of participants with group designations for Registration (see appendix 5)
- Optional Advisor guide quiz, 2 per table for session 2.4 could be completed over lunchtime.
- Puzzle for session 2: "CFM Advisor Training Railway Puzzle.pdf" printed and cut up into 12 pieces, put into separate envelope x1 per group
- Evaluation forms for participants (2-per page) to be filled in during session 4
- Participants manuals printed and bound/stapled- We recommend labelling these beforehand

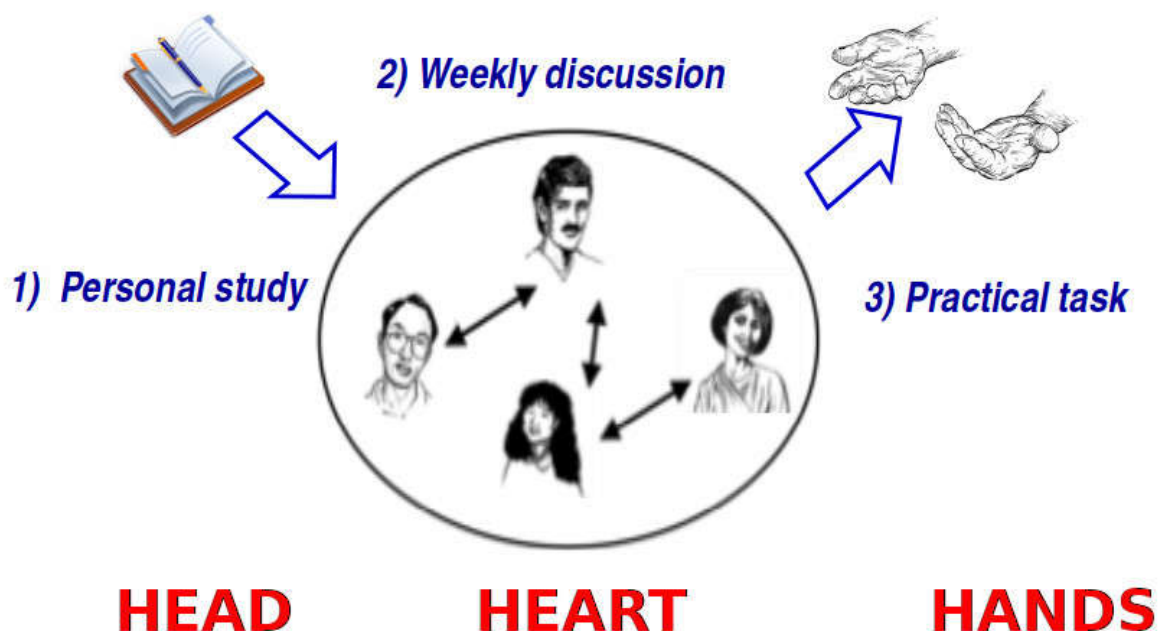
Digital resources:

Video training clips are downloadable through links on the workshop facilitators webpage. We recommend these are downloaded to a computer in case of problems with bandwidth etc.:

- 1.2 God's vision and Ours (optional)
- 1.4 Joining The Family promotional clip (recommended)
- 1.6 Come follow me: the story so far (recommended)
- 4.7 Tim Green Concludes
- PowerPoint for CFM: the story so far

How participants should prepare

A key part of the method for Come Follow Me is the “Head, Heart, Hands” three-part learning, as you will have learned during the workshop you attended. This method helps participants move from head knowledge, through deeper heart level learning, onto practical application in their life.



Even though this is a workshop for training Advisors, we want participants to really learn from the model group discussions they will be participating in. For them to fully engage with the method, **they must do the pre workshop preparation, filling in Lessons 12 & 19 before they come.** This means that participants:

- Should be required to register at least one or two days before the workshop to give them time to fill in Lessons 12 & 19. We recommend a registration deadline 4 - 5 days before the workshop to allow for last minute sign-ups.
- Should be sent Lessons 12 & 19 to print and fill in when they register. If they already own a CFM Study Book, they can fill in the lessons in their Study Book.
- Should be reminded a few days before that filling in Lessons 12 & 19 is an important part of the workshop. You could always ring them to check they are still planning to come and remind them to do the preparation a few days before.
- Should be reminded again, on the day at Registration, that if they haven't filled in lessons 12 & 19, that they **need to do so** during the refreshment/lunch breaks.

This pre-workshop preparation is available, for use with the workshop only, as a PDF in English, Arabic & Farsi, and is found among the digital resources on the workshop facilitators page: come-follow-me.org/workshop

You should also remind participants, before the model group discussion, that the purpose is for them to engage for themselves, they should not play the part of a BMB if they are not one themselves, or spend the group discussion asking BMBs about their responses.

Set-up on the day

You will need approximately 1 hour for set up and prayer before participants begin to arrive, we suggest you first pray together as facilitators, before people start to arrive.

Table arrangements, you will need:

- A registration desk with space to hold participants books, packs and registration docs.
- A separate table to sell or display books.
- 1 table for every 4 - 6 participants (according to group leader availability) set out in an arc or fan shape around the front of the room so each table is close to the facilitators.
- If possible, a break-out room for each group, to be used during small group discussion times. This could be around a table or sat on sofas etc. Ideally no group should be able to hear other groups as this can be distracting. If needed 2 groups could be together in a larger room e.g. the main room, provided the room is large enough to minimise distraction.
- Each table will need:
 - A set of pens: felts or biros.
 - One or two thicker felt/marker pens.
 - Sticky note pads (one large and one small if possible).
 - One large paper (e.g. Flipchart paper)

At the front of the room:

- Whiteboard/flipchart and pens,
- Projector and screen & speakers or Television, near the front
- 2 pieces of flipchart/large paper ready to give to each table group
- Chairs & small table for facilitators
- Puzzles ready cut up in envelopes but not distributed to tables until the start of session 2.
- One large paper to distribute to each table during session 2

Other things to consider:

- It is ideal to have refreshments set up throughout the day and to replenish with fresh hot water during breaks
- You may prefer to put up separate tables for serving lunch from and/or eating at – this makes it easier to clear lunch away when the next session has started.
- Some people may prefer low sugar snacks (e.g. Breadsticks) as an alternative to biscuits & cake

Registration:

When registering, there are several different things you need to deal with:

1. Taking money for the registration (usually we accept cash or cheques only- invoices can be made for churches paying for multiple people) we give a £5 discount to those bringing their own study book, and £4 discount for those who bring advisor guide. Write the amount they pay in the column.
2. Giving them the Study and advisor books in the right language (and tick to indicate they have taken them). It is a good idea to suggest they write their name in their books too!
3. Tell them their table or group number
4. Ask them if they give permission for CFM to contact them about developments to the course (new languages, courses etc. approx. 4 times a year). If yes tick the last column.

Workshop Follow up

Reporting back to CFM training team

Please send us a brief summary of the workshop, how it went, any ideas or comments for improvement from your point of view as a facilitator, as well as the following:

Participants details

You should have a list of participants with their contact details. Please can you pass this whole list onto us (for records so we know how many and who has attended), and also indicate which ones have given permission to receive general updates from CFM (for GDPR Compliance).

Evaluation

Please go read through the evaluation forms that participants will have filled in during Session 4.5 (appendix 2). These comments will hopefully be helpful and encouraging to you as a facilitator. If there are any comments relating to the contents of the CFM course, or that you think the training team should know for future workshops, please pass them on to us.

Report on Books ordered through the CFM print on Demand

If you ordered books for the workshop through us, and didn't pay for them yourself, please send us a report on how many books of each type were:

1. Given to participants as part of the workshop fee
2. Sold during the workshop
3. Leftover stock

Please let us know what you want to do with this stock. You are welcome to buy the stock yourself, hold onto the stock on a sale or return basis, and use for future workshops, or return it to us. Let us know and we'll send you the relevant invoice and keep track of the books you hold.

Sending money to CFM for Books and Workshop

Please contact us at comefollowme@word.org.uk or timassistant@gmail.com for information about transferring money for books, or workshop donations to CFM. Please ensure you have taken money for your own expenses, food, room hire etc. before doing so.

Follow up with participants

Please follow up with participants after a couple of months to see how they are doing with using the course, and point them in the right direction if they have any issues or queries.

Video training

You should have highlighted this during session 4, but do remind participants that they can run a small group training (e.g. For a few leaders from their church) using our Video training resources which will be available soon to access via our website.

Using the Session by Session Facilitators notes.

Before the workshop, please ensure you are familiar with the content, and how the notes are laid out. You should go through the PowerPoint along with the notes, familiarise yourself with its contents, and adapt it to your workshop. The PowerPoint presentation can be downloaded through a link on the workshop webpage

The columns contain (Left to Right):

- Time column for you to write in
- Session and section number
- Title and contents
- Time per section (Bold numbers for whole section, other numbers give a breakdown)
- PowerPoint slides
- Column to denote who is doing this section (for you to fill in!)

Key for Understanding the Facilitators notes:

Notes in italics are instructions for you to read about what you should say in each section, or what participants should be doing.

“Notes in quotation marks” are examples of what you should say during this section, but of course feel free to use your own words and add to these bits, within the timescale.

Either/OR Notes highlighted in grey give you two options of what to do for this section- please decide beforehand! The options usually involve an optional video clip which you need to download from the website, or require you to ask someone beforehand to answer certain questions.

‘Underlined questions in inverted commas’ are also written on the relevant presentation slide

Section titles are also Bold and underlined

Subsections are Bold, no underline

Session by Session Facilitators notes

Time	Title and contents	T	Slide number	Who
1	Session 1: The needs and dynamics of making disciples	90	1. Come Follow Me ...	
1.1	Getting started (10 Min) <i>Welcome participants. Explain practicalities, and introduce facilitators. Draw attention to the timetable in the front of participant's pack.</i> <i>Ask everyone to share their name & town/church, why they wanted to come to this workshop, and what they are hoping to gain from it.</i>	10	2. Session 1...	
1.2	God's vision & Ours (25 Min) A short study on John 4:34-38. <i>Ask someone to read the passage to the whole group, then discuss in pairs 'How this passage speaks to you about the harvest from the Muslim world'. Then:</i> EITHER <i>Ask a few people to share with the whole group what spoke to them.</i> <i>Then summarise: e.g. "Others have sowed in the Muslim world, we reap. Now is the time for harvest. God is seeking labourers, let's join in before the harvest goes to waste. Discipleship is important: coming to faith is just the first part of a long journey. We want the harvest to last."</i> <i>Then explain: "In 2013 in the UK a group of leaders and BMBs involved in discipleship met together to discuss how best to disciple BMBs. This was the vision that came out of that meeting": (ask someone to read out the power point)</i> OR SHOW VIDEO: 1.2 God's vision and ours	15	3. God's Vision and Ours 4. Harvest field picture 5. A Vision for discipleship OR VIDEO: 1.2 God's vision and ours	
	Our vision <i>"So, what do you long to see God do in your BMB friends, and through them, in churches and communities?"</i> <i>Ask each person to write their own vision on a large sticky note. Invite them to read it out (if time) then stick it on/next to a picture of a harvest field/ppt.</i> <i>All gather around the sticky notes, and pray for God to fulfil these visions and to use us as he wants to. (Invite all to pray at once; one person can finish.)</i>	5	6. God's vision and ours. Harvest picture	
		5	7. Harvest field picture	
1.3	The dynamics of growing as disciples (10 Min) <i>Keep the learning types diagram hidden at this point.</i> <i>"Think now about 'What factors have helped you to grow as a disciple of Jesus Christ?' (e.g. a mentor, prayer, friends, bible study, etc...) Brainstorm a few ideas in your participant's pack page 2.</i> <i>Now take one or two of the most Important factors and write them on separate sticky notes."</i> <i>Keep the learning types diagram hidden at this point.</i>	10	8. The dynamics of growing as Disciples	
	<i>After they have written these factors down, show the learning types diagram, either on a whiteboard or flipchart: explain Spiritual (connecting with God), Relational (...others), Experiential (...life), Instructional (...truth). Participants should put their sticky notes into one of these four quadrants.</i>		9. How do we learn and grow as disciples? Flipchart	

	<p><i>Review the sticky notes & comment on the distribution patterns you see. Summarise: e.g. "The results of this exercise are usually the same in many different contexts. Usually, relationships come at the top. Formal teaching e.g. sermons are rarely so important.... the relational, experiential and spiritual usually help people to grow as disciples of Christ more than instructional learning.</i></p> <p><i>The Come Follow me course book by itself falls into the instructional category. The group discussions, practical application, the relationships you have with group members, the role of other believers and church are key."</i></p>		Flipchart	
1.4	<p>How does this apply to BMBs? (15 Min)</p> <p><i>"Believers of Muslim Backgrounds say the same things – if anything, relational factors are even more important for them."</i></p> <p>EITHER: <i>Ask a BMB(s) to share what helped them most to grow in Christ.</i></p> <p>OR: <i>Ask participants "For those from a Muslim background, what other support is needed in addition to discipleship materials/CFM?"</i></p>	10	10. What factors are important for BMBs?	
	<p>Joining The Family:</p> <p>SHOW VIDEO: Joining The Family Promo clip</p> <p>EITHER: <i>If someone in the room has previously done Joining The Family ask them to share, "How did Joining The Family help you and your church?"</i></p> <p>AND/OR: <i>Ask & Discuss "How might a church benefit from doing this course?"</i></p>	5	11. Helping your church support...	
1.5	<p>Discipleship topics for BMBs</p> <p><i>Give each group a large sheet of paper and ask them to brainstorm, <u>What topics need to be covered in a first level discipleship course written for Believers of a Muslim background?</u></i></p> <p><i>Write up feedback from each group, one topic at a time, until all ideas shared.</i></p>	10	12. Discipleship topics for BMBs	Flipchart
	<p>Relate topics to CFM Contents:</p> <p><i>Ask participants to turn to CFM study book contents page v and compare the contents with the list they've made, ticking off the ones that are covered.</i></p> <p><i>"Have you mentioned topics that are not covered in CFM?" (tips: Lord's Supper is in Lesson 16, Grace in Lessons 15 & 16, Forgiveness in Lessons 10 & 12, and Identity in Lessons 2 & 7)</i></p> <p><i>We're aware the course doesn't cover all the topics necessary in western contexts, and there are also some topics for diaspora that are needed. We're working on developing more resources.</i></p>	10	13. Come Follow Me contents	Flipchart
1.6	<p>Come Follow Me: The story so far</p> <p>EITHER (preferably) SHOW VIDEO: 1.6 Come Follow Me: The story so far (Tim Green introduces the CFM course and its background.)</p> <p>OR (only if no facilities for video) tell the story yourself, using the hidden slides in the Master Presentation and notes in Appendix 3</p>	10	VIDEO: 1.6 Come Follow Me: The story so far	OR slides 14-28
	Break 20 minutes- reminder for people to fill in lessons 12 & 19 if not done	20	29. Break for refreshments	

2	Session 2: The CFM Method and Model lesson 12	80	30. Session 2...
2.1	<p>A puzzle to illustrate the CFM method (10 Min) (see Appendix 2 for puzzle) “Courses by themselves are just a tool to help in the process of discipling. But if you have a tool, it makes sense to know how to use it. e.g. You don’t use a saw to bang in nails etc. <u>‘In your groups, take one or two puzzle pieces each and then complete the puzzle together. The picture is in landscape format.’”</u></p> <p>“On your puzzle you see a railway track. It needs three parts - two rails and the sleepers. Similarly, the CFM method has 3 parts. # So, what is the first rail? (wait for response)</p> <p># Personal study- every group member needs to work through the Lesson in the study book before the group meeting. What about the Sleepers?</p> <p># Sleepers are like the many Group Meetings which take us forward through discussion together. And the second rail?</p> <p># The second rail is Practical Application: putting what we’ve learned into practice in our daily lives.</p> <p># If you leave out any parts, the train doesn’t run. No personal study- no background to contribute to discussion, the group discussion brings it to life, and no practical application... well, it is all a waste of time!</p> <p>## <u>‘This method underlies CFM but is also known as the TEE method - Theological education by Extension’, # aka ‘Tools to Equip and Empower’ # This method is used around the world, particularly in countries with emerging churches, to train disciples and leaders.”</u></p>	3	31. The come follow me method
		7	32. The Railway track... (# indicates one click on slideshow)
			33. The Come Follow me method (TEE)
2.2	<p>Model Group Meetings led by experienced Advisors (50 Min) <i>Explain “We’re now going to experience how good discussion can be led by a group leader. We are <u>not</u> asking you to role play - we want you to contribute from your own experience, and learn from one another.”</i> <i>Split up into groups for Lesson 12 together. Brief leaders with finishing time.</i></p>	50	34. Model group meetings
2.3	<p>Reflection on the Model Group Meetings (20 Min) <i>Each table should write on one large sheet of paper:</i> <u>‘How did you feel during the group discussion?’</u> <i>Participants should write their feelings around the edge of paper. Then ask for feedback from all.</i> <u>‘What did you observe about the way your group leader led the discussion?’</u> <i>Group brainstorm on paper. Write up feedback on flipchart.</i> <i>Use the feedback to highlight the Key Skills on Key Skills sheets (pg. 3. PPack)</i> “<i>How did your Advisor do in these areas?” (one #per point). Relate Key Skills to flipchart. Emphasise practical application cf. James 1:22-25</i></p>	20	35.model... feelings 36. Model... observations Flipchart 37. Key skills
	Lunch 45 mins	45	38. Lunch

3	Session 3: Prepare and lead a section of Lesson 19	100	39. Session 3
3.1	<p><u>Introduction to the Advisor's Guide (17 Min)</u> <i># Ask participants to pick up their Advisor guide and open it at pages iv and v ('Please Read this First' and 'Contents' pages). Ask someone to read Page iv, Part B - step by step guidelines for each lesson - first two paragraphs. Point out Topics section of Contents and encourage reading it before running a course. # Give 2 mins to think individually about your role as an Advisor – ask “How is being an advisor or facilitator different from being a preacher or teacher?” Turn to page 4 'Your role as Advisor'. Comment briefly on each of the three points. # Ask them to open both their Study book and Advisor Guide at lesson 19. Give them 2 mins to compare the two and say: # “discuss in your table group how you might use the two together to lead the lesson” Feedback their thoughts and write up on flipchart. If necessary, clarify the following points:</i></p> <ul style="list-style-type: none"> • Simplicity of following the Advisor guide and referring participants back to the lesson sections highlighted in the discussion. • “Open, relevant questions are provided for you - choose the ones relevant to your learners or adapt according to their needs and the aims of the lesson.” • “Following the guidelines helps you to keep the discussion on track.” • “The practical application is at the end and should not be omitted.” <p>Answer any further questions they have about the Advisor's Guide.</p>	17	40. Advisor's guide (# indicates one click on slideshow)
3.2	<p><u>Participants prepare to lead Lesson 19 (13 Min)</u> “Turn to pages 4 & 5 of the participants pack”- <i>you may need to clarify which book is the participants pack!</i> “<u>Decide who will lead each part of Lesson 19</u>” <i>Point out the numbers on the right-hand side of pages 4 & 5; each person except the table leader should take one number.</i> <i>If groups have 5 people combine sections 1&2, if 4 people also combine 4&5, and allow each person longer to lead.</i></p> <p>Explain what is happening next “Each person will lead a section and your group leader will observe the group, keep time and give you feedback at the end” <i>Group leaders should use a timer or phone alarm.</i> “You have 10 minutes to look at the Advisor's Guide and the study guide sections it covers. Think through the questions you will ask, and adapt or add to those questions if needed.”</p>	3	41. Your turn to lead
3.3	<p><u>Participants lead a section each of Lesson 19</u></p>	10-60	42. Prepare to lead your section 43. blank slide

	<p><i>Groups should return to their breakout spaces; remind leaders of the time that the refreshment break will start!</i></p> <p><i>Once in breakout space, each person in the group should take turns to lead for 10-15 min depending on group size.</i></p> <p><i>Table leaders should not take part but should sit back and evaluate each person, making notes using the criteria on the key skills sheet. Please ensure table leaders are briefed on this.</i></p>			
3.4	<p><u>Reflection and Feedback</u></p> <p><i>Following the 'Guidelines for Table Leaders' (Appendix 4), the table leader asks the first participant to evaluate him/herself briefly according to the Key Skills sheet on page 3 of their PPack.</i></p> <p><i>Then the table leader asks the rest of the group for any comments or suggestions they have that could help that participant. Finally the table leader adds his or her comments.</i></p> <p><i>Once this is done for all participants, groups should go straight to break time!</i></p>	15		
	Break 20 mins	20	44. Break for refreshments	

	Session 4: Next steps for you and CFM	50	45. Session 4
4.1	Recap Key Skills <i>From the front, ask people to recap the Key Skills without looking at their Key Skills sheet (!) There should be 6 distinct Key Skills, plus the percentage of group time the Advisor is speaking for.</i>	5	46. Recap the key skills for advisors
4.2	Reflect on today's learning points "You have five minutes to identify the most significant things you've learnt today, then share with pairs/groups." Q&A: "As you share, you may also have questions you want to ask about CFM. If so, please write down your questions on sticky notes and hand them to a facilitator. We'll try and answer them in a few minutes."	10	47. What have you learned... 48. Q&A
4.3	Putting it into practice <i>Mention the possibility of using CFM 1:1 as well as in a group. Get participants into groups from the same church or area, others can get into groups of four. "What is your next step?" – look at the questions in the handout; answer those relevant to you, then share and discuss practical steps with your group. After discussion, pray for each other" You may need to remind them to pray with a 5 minute warning.</i>	15	49. Putting it into practice
4.4	Q&A time <i>Respond to written questions and take further questions from the floor. Invite comment from others on any topic if time allows.</i>	5	50. Q&A
4.5	Plans for CFM Moving forward (if not covered in Q&A) <i>Please highlight the latest developments of the CFM project during this section. You can find up to date information on forthcoming CFM developments on the website: www.come-follow-me.org/development Talk about: Languages now available & in translation, Web-app development, video based advisor training for churches, other courses and supplementary course material.</i>	5	51. Future developments of CFM
4.6	Evaluation forms Please allow time for participants to fill in the forms, this allows them to reflect and give you feedback! Please collect them in afterwards.	5	52. Evaluation
4.7	Conclusion Ask participants to collect their sticky notes then EITHER SHOW VIDEO: 4.7 Tim Green Concludes, OR bring things to a conclusion yourself, referring back to John 4 and the vision participants have written. Stand together and pray to close.	5	53. The harvest
	End!		54. Thanks

Appendix 1: Alternative timetable suggestions

Alternative timetable suggestions.

Although so far all workshops in the UK have been run in one day, between 9.30-4.30pm there are other possible ways that you could run the workshop. Please note these would require some adaptation of the contents. The disadvantage with any split workshop is that you may have different participants on each day, which causes disruption to the learning and discussion groups. However doing a split workshop enables some of the homework to be done in between the sessions (and directly into the books in some cases).

Alternative 1: Workshop over two days (2x3.5 hour) with preworkshop preparation

- Two Saturday mornings or
- Two Sunday lunch/afternoons or
- Two long weekday evenings (e.g. 6-10pm with short break) etc.

Split the training over 2 days with sessions 1 & 2 done on day 1, and 3&4 on day 2. This would work well for church-based training. e.g. after the morning service. You will need to adapt the contents to include content review if there is a week's gap between trainings, and also to split the preworkshop preparation into two parts (the second of which could be done directly into the study book).

Alternative 2: Training over two days (2x 5 hour) without preworkshop preparation

- e.g. Saturday and Sunday after church or
- Friday night and Saturday or
- two weekdays (if training full time workers)

The advantage of this is that you can include extra time during the workshop for participants to fill in their pre-workshop preparation, and extra time for prayer and worship together. There is also a chance to add more live testimony about people's experiences using CFM and more time for networking and praying for each other. This model is best in developing nations where access to the pre-workshop preparation materials before the workshop may not be possible, or people have to travel for longer times to attend the workshop. This model requires more organisation of meals, and possibly accommodation for those coming from further away.

Alternative 3: Split workshop into three or four sessions

You could run it over:

- Three/four evenings over three weeks or
- Three/four consecutive evenings or
- Three/four seminar sessions during a conference

This approach would require further adaptation of the material to split it into three sessions but could be done by combining and streamlining sessions 3 and 4. Depending on the context and session length, preworkshop preparation could be done before or during the workshop.

Appendix 2: Printable resources

Starting on next page with Session 2.1 Puzzle. These resources are available to download as separate PDF files from the workshop webpage.

Session 2.1 Puzzle: Please note you will need to cut one copy of this up into puzzle pieces for each table group

Advisor's Guide Quiz: You could use this optional quiz over lunchtime, to help people start familiarising themselves with the advisor's guide.

Advisor's Guide Quiz Answers: You can mark the quiz by reading out the answers, swapping groups, asking people for the answers or any way you think is suitable! Do this at the start of Session 3 if you use the quiz.

Session 4.5 Evaluation form: Please allow time for this, it helps us to get valuable feedback to improve the way we run the workshop in future, and enables participants to have their say and feel valued. This one is just a suggested format, please feel free to alter to your needs.

Come Follow Me Advisor Training Workshop

TEE - Tools to Equip and Empower

Advisor does not preach or lecture - speaks for less than 30% of the group time

Advisor asks relevant and important open questions.

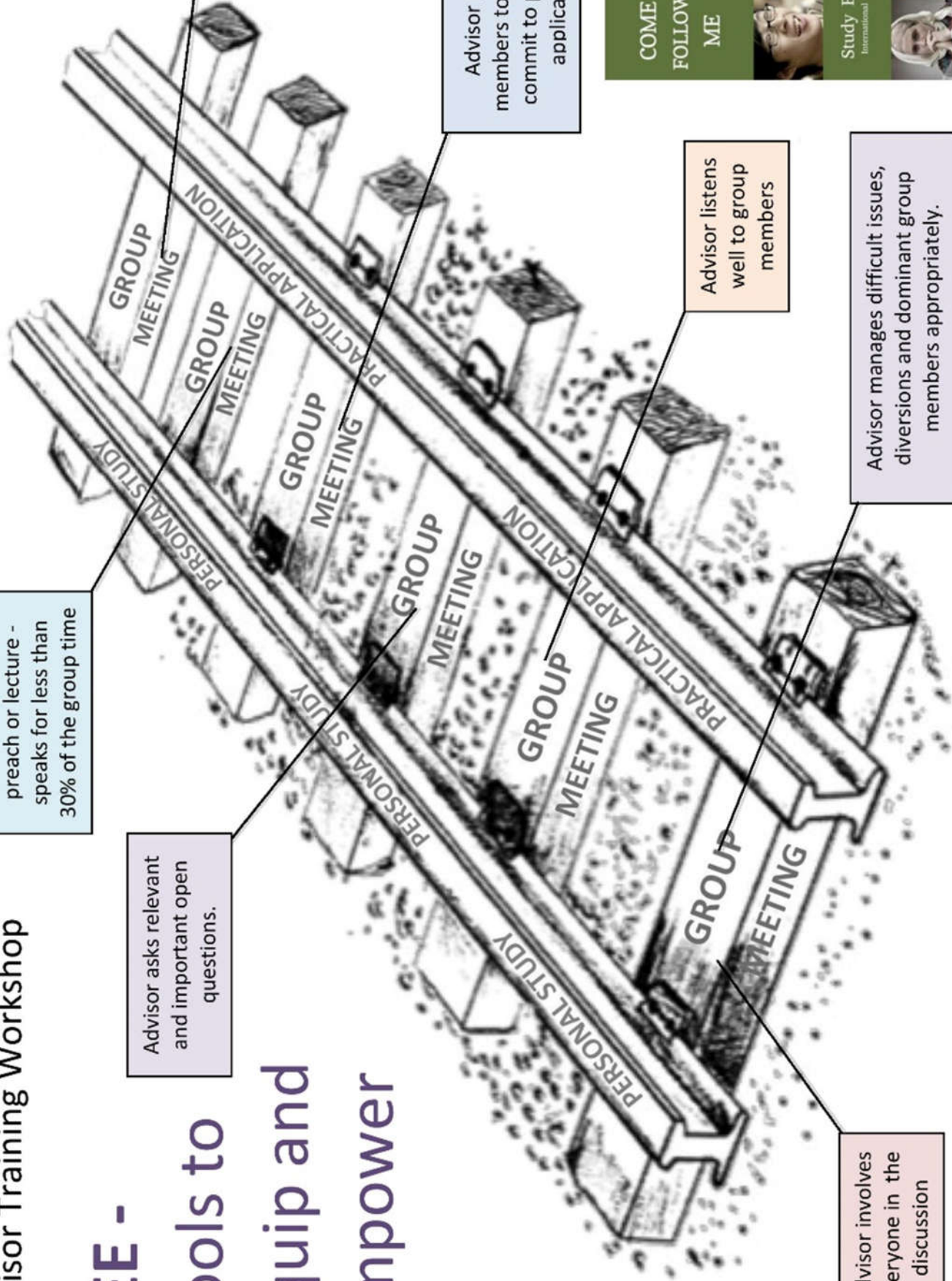
Advisor uses the Guidelines in the Advisors Guide to lead the discussion effectively

Advisor helps members to find and commit to practical application

Advisor listens well to group members

Advisor manages difficult issues, diversions and dominant group members appropriately.

Advisor involves everyone in the discussion



Advisor's Guide Quiz

This quiz is to help you gain familiarity with the contents of the Advisor's guide in a fun way. Work together in small groups or as a table to answer the following questions about your advisor's guide. Please ensure all the table members take part.

- 1) Which page of the Advisor's Guide should you read first?
- 2) Which page gives tips for leading group discussion?
- 3) Where can you find ideas about how to use the course with Oral learners?
- 4) What does the book icon mean?
- 5) What is the third aim for lesson 1?
- 6) When should you read the cultural clues?
- 7) Which cultural clues do you need to read before lesson 10?
- 8) Where can you find a summary of the Memory verses?
- 9) What preparation will you need to do when leading lesson 19?
- 10) What Gift should you consider giving during lesson 6?

Advisor's Guide Quiz (with Answers)

This quiz is to help you gain familiarity with the contents of the Advisor's guide in a fun way. Work together in small groups or as a table to answer the following questions about your advisor's guide. Please ensure all the table members take part.

- 1) Which page of the Advisor's Guide should you read first?
Page iv "Please read this first"!

- 2) Which page gives tips for leading group discussion?
Page 8 "Leading Group Discussion"

- 3) Where can you find ideas about how to use the course with Oral learners?
In the FAQ on page 12

- 4) What does the book icon mean?
This question involves an inductive bible study

- 5) What is the third aim for lesson 1?
Memorise Matthew 11:28

- 6) When should you read the cultural clues?
Before leading each Discussion time

- 7) Which cultural clues do you need to read before lesson 10?
Revenge and Forgiveness

- 8) Where can you find a summary of the Memory verses?
A table of all the memory verses is found on Page 70

- 9) What preparation will you need to do when leading lesson 19?
Prepare to wash people's feet with a bowl, soap, towel and water!

- 10) What Gift should you consider giving during lesson 6?
A journal for each participant to use during their devotional times

Evaluation form For Come Follow Me workshop

We do appreciate all your comments, and especially any which will help us to run a better training next time!

1. What did you find particularly helpful in this training.
2. Please tell us about anything you found difficult, or unhelpful in this training.
3. Do you have any ideas for improving this training?
4. Do you have any feedback for the Facilitators of the workshop?



Evaluation form For Come Follow Me workshop

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1. What did you find particularly helpful in this training.
2. Please tell us about anything you found difficult, or unhelpful in this training.
3. Do you have any ideas for improving this training?
4. Do you have any feedback for the Facilitators of the workshop?



Appendix 3: CFM the story so far guidelines

For use if not using video clip. Use with the downloadable PowerPoint 'Story-so-far.pptx'

#In 2006, there was a # consultation for Gospel workers in a strict Muslim Country, we'll call "Watan". This Consultation was to address the issues of discipling believers in that context, where it was difficult for Foreign workers to regularly meet with local believers without arousing suspicion. #Their vision was to help and equip national believers in that country to disciple others. #They concluded they needed resources for discipleship which fit with these 7 Criteria:

#Relevant, #Relational, #Rooted, #Regular, #Rounded, #Responsive, #Reproducible

Relational – because disciples make disciples #(someone to read Afghan believer quote)

Relevant to worldview- deep level discipleship because like an onion, people are made of layers where what we see on the surface, #behaviour is coming from # attitudes which are directed by # values which come from the # underlying worldview.

We want God's transforming word to affect people at this deep level of worldview to transform their worldview into a kingdom worldview, rather than just address the surface level of behaviour

So, the course does this by bringing up common 'old world view' issues, for example # Revenge # "I would rather die than be insulted. Honour demands that I take revenge": How can that attitude be transformed into a biblical one?

Or Marriage: where the course sets out a Christian worldview: # "God's design for marriage is one man united with one woman for their whole life." and brings it up to contrast with a common Islamic worldview ;# "I say that my wife is my 'field'. I sow my seed in the field. If my field is fruitless, I may dispose of it and take another. Or I might obtain another field, if I can afford it. I am the landowner and I may take whatever fields I like."

Bringing biblical truth to butt up against Islamic worldview.

And what about this picture?: #In your opinion, when a man is caught between his mother and his wife to whom should he give priority? Why?

An issue we don't always fully understand in western contexts... Those are just some examples.

The course Rooted in God's word, as you can see, covering different topics through inductive studies of 1 Peter in order throughout the course.

Finally it is Responsive, Rounded and Regular. # Based on a three part method which has responsive personal study as the first step- actually writing in the book. Regular group meetings, and thirdly a practical task each week, with a focus on helping learners to put into practice what they are learning- a rounded approach addressing Head, heart and Hands.

Finally the course Is reproducible: Once someone has gone through the course themselves with a mentor, they can use Come Follow Me with others with minimal training.

This is what learners have said about it: # (ask someone to read each testimony)

And here is what a Christian mentor in Germany said: # (Ask someone to read) Wow!

That is the background of Come Follow Me, you can find some more testimonies from users at the back of your participants manual, on page

Here are the current languages, # and those in translation

For more information and updates on new translation, please visit the main website, come-follow-me.org, which is written on the front page of your participants pack.

Appendix 4: Guidelines for table leaders

Thank you! As a table leader you will lead a model group during Session 2 and then help your group members to evaluate themselves during Session 3

Session 2: Leading a model group

Leading a model group is so important because afterwards we ask the group members to write down what they noticed about the way you led your group. Then we use this feedback to draw out Key Skills that really help an Advisor to facilitate a group effectively. That means that group members need to see you modelling these Key Skills!

Key skills for CFM Advisors

Here are the things which we hope group members will notice about the way you lead your group:

You talk for less than 30% of the total group time (*this is vital... how is it done?...by guiding the discussion with questions as in the advisor's guide*)

1. You ask relevant and important questions to stimulate discussion:

i.e. 'open' questions where there are multiple contributions towards a response, and everyone has something to contribute.

2. You listen well to the group members:

The temptation is to look at notes/ study book/ advisors guide rather than giving the group member who is speaking appropriate eye-contact!

3. You make sure everyone contributes to the discussion, without one or two people dominating:

Being aware of who is contributing, who is not, encouraging contributions from everyone, but sensitive to those who are more reticent.

4. You use the Guidelines in the Advisor's Guide effectively: Please see below

5. If there were difficult issues, diversions, or dominant people in the group, you deal with these sensitively & well:

In a real group meeting over many weeks, this is probably the hardest thing. But we hope that in this group, there will not be too many difficult issues!

6. You help the group to find and commit to relevant practical application

Lesson 12 Model group adaptation

We have 45 minutes for the 'model group', but in real life you'd expect to take 90 or more for a whole group meeting. We want to give participants an idea of all the components of a real group meeting. So we will shorten the central discussion section. *See the Advisor's Guide for Lesson 12.*

- **Use ALL the elements of the Opening: 5 Minutes.**
Explain that you would normally discuss Last week's practical task. For the home study review, you could ask participants to swap books and mark each other's answers.
- **Central discussion section: 30 minutes. Cut this down by using only some questions, e.g.:**
 - **5 minutes: Disputes among Christ's followers**
 - **5 minutes: Bad ways to solve disputes**
 - **20 minutes: A better way to solve disputes.** Cutting this down by missing out e.g. the role play, or not discussing the speech bubbles for Ali and Karim).
- **Conclusion: 10 minutes: Make sure you leave time for practical application and prayer using the conclusion box.**

Session 3: Helping group members to reflect and evaluate themselves

Your other role will be to help group members evaluate themselves after they have all taken it in turns to lead a short, ten minute section of Lesson 19. We will already have explained the Key Skills that we are looking for and introduced the Key Skills sheet which is in their participants pack.

You will be **observer** and **timekeeper** as each member of your group takes turns to lead. Make notes on whether each member of the group uses the key skills, and what % of time they talk for.

After ten minutes, if the person leading has not finished, ask them to close their section, and pass on to the next person. We suggest using a phone alarm to time it, so they hear that and know when to come to a close, without you interrupting them.

When everyone has finished leading their section you will help each person to evaluate themselves.

- First, ask each person to work through the Key Skills sheet – using the copy in their participants pack.
- This will show you how aware the person is about how they were leading.
- Then addressing one person at a time, ask for comments from the group, and help the person to a realistic assessment if they have not been aware of e.g. how much they were talking or if there was one person who was not involved... etc.

Lesson 12 advisor guide

This page will be replaced by the pdf for lesson 12 part 1

Lesson 12 advisor guide page 2

This page will be replaced by the pdf for lesson 12 part 2

Appendix 5: Templates for flyer, emails, registration form

We have included these here for your reference, but all these text templates and more can be found at www.come-follow-me.org/workshop for you to download, adapt and copy.

Advertising Flyer text

Come Follow Me Discipleship Course Advisor Training workshop

Date & Times

Location

Lunch will be provided

Come Follow Me is a discipleship course for Believers from a Muslim background available in many languages. It can be used by ordinary Christians and BMBs themselves to disciple new believers.

This is a great opportunity to be equipped and learn how to run this course well. The workshop includes teaching on making disciples, time to network with others involved in BMB discipleship and a chance to try out the course for yourself.

Registration deadline: Saturday *** _____**

To register, or for more details, please contact _____: 01*****
email address

Workshop cost £... including lunch and a copy of Come Follow Me Study book & Advisor's guide. If you already own a copy, please bring both books along and we will give you a discounted rate.

Email to send out with flyer

I'm writing to let you know about a forthcoming training workshop for Come Follow Me Advisors on _____

This is a great opportunity for those who have started to use the Come Follow Me course, would like to use it, or are interested to learn more, to think and network about discipleship for Believers from a Muslim background. There will be interactive discussion and training, introduction to the course method and practice using the contents.

I would be grateful if you could pass this information on to any in your circles who might be interested in attending.

*** Attach flyer and put text of flyer into email too***

Email for Enquirers:

Thank you for your enquiry about the Come Follow Me Advisor workshop on _____ at _____

To register a place, please send me the following details by ___ registration deadline ___:

Name:

Contact Telephone:

Church or Organisation:

Dietary requirements:
 Language (for discussion):
 Language (for course books):

To participate in this training, we ask that you fill in Lessons 12 & 19 before you come. These can be completed in the study book if you already own a copy, or alternatively you can print and fill in the attached pages.

Email to those who have registered:

Thank you for registering for the Come Follow Me Advisor Training workshop on _____

Here is all the information you need:

Pre-workshop Preparation: We will be using the Come Follow Me Study book as part of the workshop, so please go through and complete Lessons 12 & 19 before you come, this is very important to the smooth running of the workshop. If you don't yet have a copy of the study book, you can print out and fill in the attached file which has just those two lessons.

Donation for workshop & books for sale: We will be taking your donation for the costs of the workshop (____) at the start of the day. This includes the cost of the course materials, we offer a discount if you bring copies that you already own. There will be copies of the Come Follow Me Study & Advisor guide in various languages available to buy on the day We are only able to accept Cash or Cheque. *****adapt if necessary*****

Lunch: Refreshments and lunch are included in the cost of the workshop. Please let us know if you have any dietary requirements.

Venue: The workshop will be held at:

ADDRESS (include details of parking/transport) _____

Please contact me by email or phone (_____) if you have any problems, need help negotiating transport links or if you are no longer able to come.

Recommended Registration form for CFM Workshop

Table group	Name	Contact details e.g. email	Arrived	Given Study book	Given Advisor guide	Amount Paid	Permission to add to Mailing list?

Participants pack for Come Follow Me Workshops

My intention is to format the participants pack separately and replace this page onwards with the participants pack that they will use for the workshop on the 13th May.

They can then access the participants pack for normal workshops from the webpage.