

# Session by Session Facilitators notes

Time	Title and contents	T	Slide number	Who
1	<b>Session 1: The needs and dynamics of making disciples</b>	90	1. Come Follow Me ...	
1.1	<b>Getting started (10 Min)</b> <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 &amp; 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	<b>God's vision &amp; Ours (25 Min)</b> <b>A short study on John 4:34-38.</b> <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> <b>EITHER</b> <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> <b>OR SHOW VIDEO: 1.2 God's vision and ours</b>	15	3. God's Vision and Ours  4. Harvest field picture  5. A Vision for discipleship  <b>OR</b> VIDEO: 1.2 God's vision and ours	
	<b>Our vision</b> <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. <b>Harvest picture</b>	
		5	7. Harvest field picture	
1.3	<b>The dynamics of growing as disciples (10 Min)</b> <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? <b>Flipchart</b>	

	<p><i>Review the sticky notes &amp; 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>		<b>Flipchart</b>	
1.4	<p><b>How does this apply to BMBs? (15 Min)</b></p> <p><i>"Believers of Muslim Backgrounds say the same things – if anything, relational factors are even more important for them."</i></p> <p><b>EITHER:</b> <i>Ask a BMB(s) to share what helped them most to grow in Christ.</i></p> <p><b>OR:</b> <i>Ask participants "For those from a Muslim background, what other support is needed in addition to discipleship materials/CFM?"</i></p>	<b>10</b>	10. What factors are important for BMBs?	
	<p><b>Joining The Family:</b></p> <p>SHOW VIDEO: Joining The Family Promo clip</p> <p><b>EITHER:</b> <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><b>AND/OR:</b> <i>Ask &amp; Discuss "How might a church benefit from doing this course?"</i></p>	<b>5</b>	11. Helping your church support...	
1.5	<p><b>Discipleship topics for BMBs</b></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>	<b>10</b>	12. Discipleship topics for BMBs	<b>Flipchart</b>
	<p><b>Relate topics to CFM Contents:</b></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 &amp; 16, Forgiveness in Lessons 10 &amp; 12, and Identity in Lessons 2 &amp; 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>	<b>10</b>	13. Come Follow Me contents	<b>Flipchart</b>
1.6	<p><b>Come Follow Me: The story so far</b></p> <p><b>EITHER (preferably)</b> <i>SHOW VIDEO: 1.6 Come Follow Me: The story so far (Tim Green introduces the CFM course and its background.)</i></p> <p><b>OR</b> <i>(only if no facilities for video) tell the story yourself, using the hidden slides in the Master Presentation and notes in Appendix 3</i></p>	<b>10</b>	VIDEO: 1.6 Come Follow Me: The story so far	<b>OR</b> slides 14-28
	<b>Break 20 minutes- reminder for people to fill in lessons 12 &amp; 19 if not done</b>	<b>20</b>	29. Break for refreshments	

2	<b>Session 2: The CFM Method and Model lesson 12</b>	80	30. Session 2...
2.1	<p><b>A puzzle to illustrate the CFM method (10 Min)</b> (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><b>Model Group Meetings led by experienced Advisors (50 Min)</b>  <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. <b>Brief leaders with finishing time.</b></i></p>	50	34. Model group meetings
2.3	<p><b>Reflection on the Model Group Meetings (20 Min)</b>  <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  <b>Flipchart</b>  37. Key skills
	<b>Lunch 45 mins</b>	45	38. Lunch

3	<b>Session 3: Prepare and lead a section of Lesson 19</b>	100	39. Session 3
3.1	<p><b><u>Introduction to the Advisor’s Guide (17 Min)</u></b>  <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 <b>Page iv, Part B</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"> <li>• Simplicity of following the Advisor guide and referring participants back to the lesson sections highlighted in the discussion.</li> <li>• “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.”</li> <li>• “Following the guidelines helps you to keep the discussion on track.”</li> <li>• “The practical application is at the end and should not be omitted.”</li> </ul> <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><b><u>Participants prepare to lead Lesson 19 (13 Min)</u></b>  “Turn to pages 4 &amp; 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 &amp; 5; each person except the table leader should take one number.  If groups have 5 people combine sections 1&amp;2, if 4 people also combine 4&amp;5, and allow each person longer to lead.</i></p> <p><b>Explain what is happening next</b>  “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><b><u>Participants lead a section each of Lesson 19</u></b></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><b><u>Reflection and Feedback</u></b></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		
	<b>Break 20 mins</b>	<b>20</b>	44. Break for refreshments	

	<b>Session 4: Next steps for you and CFM</b>	50	45. Session 4
4.1	<b>Recap Key Skills</b> <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	<b>Reflect on today's learning points</b> "You have five minutes to identify the most significant things you've learnt today, then share with pairs/groups." <b>Q&amp;A:</b> "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	<b>Putting it into practice</b> <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	<b>Q&amp;A time</b> <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	<b>Plans for CFM Moving forward (if not covered in Q&amp;A)</b> <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: <a href="http://www.come-follow-me.org/development">www.come-follow-me.org/development</a> Talk about: Languages now available &amp; 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	<b>Evaluation forms</b> 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	<b>Conclusion</b> Ask participants to collect their sticky notes then <b>EITHER</b> SHOW VIDEO: 4.7 Tim Green Concludes, <b>OR</b> bring things to a conclusion yourself, referring back to John 4 and the vision participants have written. <b>Stand together and pray to close.</b>	5	53. The harvest
	<b>End!</b>		54. Thanks