

ReadySetGO

Team Multiplication Kit

2nd Edition

Training sessions, leader's information
and menu of the sports movement resources.
See the website for the latest resources:

www.ReadySetGO.world

This ReadySetGO Multiplication Kit is given to you freely to help you make disciples for Christ in all nations in the world of sport and play. These materials have been written by hundreds of people from every continent.

NOT FOR RESALE

English Language Version

This is the 2nd Global Edition (released April/May 2019).

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Overview

The global sports movement is at a wonderful and unique point in history. We have the opportunity to serve every city and community by serving athletes within the sports world everywhere. We can also connect with many people through their love of sport and play.

Ultimately it is about learning to make disciples for Christ wherever we are ... sports fields, churches, gymnasiums and work places.

This kit is given to help multiply this remarkable disciple making sports movement.

The tools in the kit will help us all to explain to church and agency leaders the simple potential of sports ministry. It contains information, training sessions and links to the entire library of sports movement resources. Everything is free and ready to use!

We can impact our local community as well as pioneer initiatives in surrounding new locations.

In this season, the sport movement has a significant focus to GO to All People, Places, and Sports where we see little impact, via sport and play. We are challenged by the fact that there are gaps between where we are today and the “ALL nations” part of Jesus’ command in Matthew 28:18-20.

All, all, all, ALL

We are also encouraged to GO confidently to ALL nations because we’ve been given ALL authority and He will be with us AL(L) ways. This commission is given to ALL followers of Jesus, and not just a select few. We understand that this may not be easy, may involve stepping out of our ‘comfort zone’, and will require sacrifice.

Are we willing to try?

Are we willing to GO?

What is ReadySetGO?

In a running race

There are three words used at the start of many running races:

Ready – gather at the starting blocks

Set – prepare to start the race

GO – start the race

In the sports movement these 3 words describe our “race” of following Christ and making disciples in the world of sport and play.

READY	Ready is the process of gathering and envisioning people to make disciples for Christ in sport and play.
SET	Set prepares everyone to be a disciple maker.
GO	Go gives us strategies to make disciples in the world of sport and play.

We don't just run a race once, we run it again and again.

In the sports movement this is also true. The process of getting people ready, set and then sending them out happens over and over again.

It is a cycle of making disciples who also then make disciples.

The race starts with Jesus

It all begins with Jesus.

The book of Hebrews says “let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith.” Hebrews 12:1b-2a

Jesus is the starter and the finisher of this great race we are describing.

Every city Every community

In Matthew 28:19 Jesus asked us to go and make disciples. In Acts 1:8 Jesus told us He would teach, empower and guide us with the Holy Spirit and asked us go to the ends of the world. Start where you are and move outwards.

To every city. To every community.

What a remarkable moment in history you and I live in. We are seeing the Great Commission being fulfilled in the world of sport and play.

It is hard to find a village or island where there is no sport or play. In most of the world's cities, towns and villages, sport is the language that is understood, experienced and enjoyed. No activity other than a global Games or World Cup style event has a viewing audience in the billions.

In sport, there is a harvest that is ready, however as Jesus explained in Matthew 9:37, the laborers are few. Our challenge and opportunity is to raise up servant-hearted local sports ministry teams, which multiply themselves, to serve each village, town and city.

Making disciples who make disciples

ReadySetGO is about disciples who make disciples who make disciples.

The sports movement seeks to be faithful to Jesus' command to make disciples everywhere. As we learn in team sports, any team effort requires each person to play their part.

Disciple making is the same. This is a team effort where we all play a role in making disciples who then join in and also then make disciples. Jesus has gifted everyone in the Body of Christ with a part to play.

Whether a child, a teenager, an older person, an athlete, an official, a coach, a parent, a professional person – all have a part to play in making disciples for Christ in sport and play.

See the opportunity

In Matthew 9:36 it says that when Jesus “saw the crowds, he had compassion on them, because they were harassed and helpless, like sheep without a shepherd.”

We live in a world of need. How will you use your days, weeks and years to serve the Lord?

Are you one of Christ’s followers within the world of sport? Can you encourage sportspeople to live out their faith at the highest and most demanding levels of sport?

As you pray and talk with your team do you believe you are being led to travel to nearby locations to raise up a local team? Or called by the Lord to distant locations on your continent or beyond?

As a sport movement, we believe that together we can accomplish Jesus’ call to raise up and train disciple making teams to the ends of the earth. The most remote, uttermost and farthest parts of the earth.

There is a remarkable opportunity before us to serve the world of sport and empower every community with a team ready to serve.

Will you join God in what He is already doing in many countries, cities, islands and villages?

If you are willing, then let’s get Ready.

READY

The Vision and Mission

The vision of the sports movement:

Making disciples in all nations for Christ
in the world of sport and play.

The mission of the sports movement:

Partnering to serve Christ's Kingdom
in the world of sport and play.

→ *See [The History of the Sports Movement](#) (page 53) for background information.*

The Heart

What we do

Proclaim the Gospel

Make disciples

Obey the Bible

Where we serve

In and through the Church

In sport and play

In every city and every community

How we do it

As servants

In teams

By partnering

→ *See The Heart
Explanation (page 42)
for more detail.*

The Way We Serve Together

The sport movement has developed a practical and helpful way to serve together as applied from the Bible. It is about being a selfless, servant leader and willing to serve in a team, in the model that Jesus showed.

It can be summarized in 7 ways:

1	Leadership	Leadership is more about serving, less about titles and position.
2	Partnering	Partnering is more about serving together, less about one person or one group.
3	Open source	Open source is about creating tools together and sharing them generously. All materials are shared by the movement and not owned by any organization.
4	Online security	Online security protects others by protecting their sensitive information.
5	Relationships	Relationships need to be strong. Trust needs to be nurtured.
6	Kingdom ways	The ways of Jesus' Kingdom are often surprising and often different to the ways of the world.
7	Virtues	We encourage diversity, passion, empowerment of others, holiness, integrity, good stewardship, creativity, humility and interdependence.

→ See *The Way we Serve Together* (page 47) in the **Ready** section for more detail.

The GO Strategies

The sport movement has many different ways to serve sportspeople, the sports world and the whole world through sport.

Each one focuses on a different context, area or group of people with the goal of achieving the vision of making disciples for Christ in the world of sport and play.

1.2.3 Strategy	Governing Bodies of Sport
Academies	Health and Fitness
Action Sports	Play Camps
Active Kids Discipling	Sending and Receiving Teams
All Abilities Sports	Sports Camps
Sports Chaplaincy	Sports Centers
Clubs and Teams	Sports Events Strategy
Coaches and PE Teachers	Sports in Disaster and Trauma
Community Cup	Top Level Competitors
Community Festivals	Whole Life Coaching
Global Community Games	Youth Sports Leadership Development
<i>Plus other GO Strategies</i>	

→ See the **GO** section (page 389) for training and detail on each one.

READY

Ready is the process of gathering and envisioning people to make disciples for Christ in sport and play. Sport and play offers unique and powerful opportunities for disciple making. Sports facilitation teams of servant hearted people can have a huge impact on their communities for the sake of the Gospel.

On the following pages you will find some simple explanations followed by the READY TOOLS and more information that may be helpful in envisioning and inspiring people to be READY.

1. Prayer for ReadySetGO

The starting point of ReadySetGO is prayer. Every step along the way is also about prayer as we run the race with eyes fixed on Jesus.

Following are some Bible passages to read and use as the basis for your prayers through the different stages of ReadySetGO.

READY	Praise and thank God for His love for you and all people: the reason why ReadySetGO is even possible.	2 Corinthians 2:14-17 Colossians 1:15-23
	Pray for a deep compassion for the needs of the world.	Nehemiah 1:6; 2:13 Matthew 9:36
	Pray to be able to look and listen to God and to those He leads you to.	Colossians 4:2-6
	Pray that God may inspire people to make disciples for Christ in the world of sport and play.	Matthew 28:19-20
SET	Pray that God would raise up faithful servants for His harvest field.	Matthew 9:35-38
	Pray for servant leaders to be trained and equipped effectively.	2 Timothy 3:10-17
	Pray you will be obedient to all of the Heart of the Movement.	2 Timothy 2:1-8 James 1:22-25
GO	Pray for faith, courage, obedience and wisdom to GO, filled with the Holy Spirit.	Matthew 10:7-20
	Pray for sportspeople and the wider community.	1 Thessalonians 5:14-24 James 5:13-19 Colossians 1:9-15
	Pray for all those involved in ReadySetGO around the world.	John 17:13-20 Colossians 4:2-6
	Pray to overcome spiritual opposition.	Ephesians 6:10-20 John 17:15 Acts 26:17-18

2. Looking and Listening Exercise

Before starting a sports ministry in a new location, it is best to look, listen and understand the current situation in that place. It is important to understand the **people** and the **context** in the body of believers and in the wider community before any strategy is initiated. Five major questions help shape any GO strategy: **who, where, why, how and when?**

1. Understand the context

Do this exercise to identify the unique opportunities in your community to make disciples in the world of sport and play:

1. Bring a small group of interested leaders together to envision, pray and build a strategy.
2. Write up these 5 main questions on separate pages of a flip chart: who, where, why, how and when?
3. Spend 5 or 10 minutes discussing and collecting ideas for each question:
 - **Who?** - Who in our local community needs Christ? Who is under-represented?
 - **Where?** - Where do these people gather? Where could we connect with them?
 - **Why?** – Why would they want to meet with us? What is their perceived need?
 - **How?** – How can we best disciple them? How can they best engage with believers, the Bible, and prayer to grow as disciples.
 - **When?** – When is the best time to connect with them?

2. Plan a strategy

Now that the leaders have a clearer understanding of the people and the context, start using the Ready, Set and Go tools to shape the strategy with the local facilitation team.

- **Ready** is about getting a new Biblical perspective. Sport is mission and there is a vast harvest field waiting to be reached. What is our vision for making disciples in our context?
- **Set** prepares us with the heart focus, tools and skills we need to make disciples and disciple makers. (See the heart values.) What

do we need to learn to be more effective as disciple makers in our context?

- **Go** gives us practical ideas about how we can make disciples in the world of sport. We have 3 basic choices about which GO strategy to use:
 - Use a GO strategy from ReadySetGO
 - Adapt a GO strategy for your context
 - Create a new GO strategy

Which strategies would work best in our context?

Regularly evaluate the GO strategies you are using and keep modifying them to have the best long-term success.

Who? <i>(Teens, high-level competitors, refugees, single mothers ...)</i>	
<p style="text-align: center;">In the church community</p> <ul style="list-style-type: none"> What sportspeople are in the Church? Who has a passion for active disciple making? Which other organizations and groups can we partner with? 	<p style="text-align: center;">Outside the church community</p> <ul style="list-style-type: none"> What sports groups are already in the community? (Teams, competitions, clubs) What groups of people are unreached and overlooked in the community?
Where? <i>(sports center, gym, field, park ...)</i>	
<p style="text-align: center;">In the church community</p> <ul style="list-style-type: none"> What facilities does the church have? How could these facilities be used more effectively? 	<p style="text-align: center;">Outside the church community</p> <ul style="list-style-type: none"> What sports facilities are in the community already? Where do sportspeople gather? Where does the community gather?

Why? (*Fatherlessness, boredom, skill development ...*)

In the church community

- What needs do the sports people in the church have?

Outside the church community

- What are the big issues of brokenness in the community?

How? (*Whole life coaching, Pray Play Say Together, Active learning, Preaching, Teaching, Testimony, Chaplaincy, Experiential learning, Conversation, Mentoring, Teachable moments, Role modelling, Family life, Story telling*)

In the church community

- How can believers grow as disciples and disciple makers?

Outside the church community

- What strategies will be most effective in disciple making?
- What strategies are you using?

When? (*holidays, weekends, summer, regular, morning, evening ...*)

In the church community

- When are volunteers available?

Outside the church community

- When is the most strategic time to do this strategy?

→ Read the beginning of the **Set** section (page 61) to plan a training strategy.

3. Sharing the Vision

Explaining the vision in 30 seconds

People all over the world are committed to making disciples who can pass on their faith actively and genuinely. One place where there is the most potential to make disciples is in the world of sport and play. 5 billion people love it, play it and watch it. We just need to know how best to do it.

Question:

- Have you ever thought of sport as a way to make disciples?
- **Deeper questions:** What is your vision for making disciples? How do you see yourself achieving this?

Explaining in 3-10 minutes

Sit with a pastor or small group of leaders in a relaxed situation. Maybe have a coffee or even a meal together. Show them a resource that may be helpful. Many are designed for use on a mobile phone. Show a short video if you can.

Ready	Ready is the process of gathering and envisioning people. Sport and play offers unique and powerful opportunities for disciple making. Teams of servant hearted people can have a huge impact on their communities for the sake of the Gospel.
Set	Set prepares everyone to be disciple makers. All of us need to grow in the knowledge, skills and passion required to keep God's ways at the heart of disciple making. Sport and play contexts offer wonderful opportunities to develop disciple makers.
GO	Go gives us strategies to make disciples in the world of sport and play. Many simple and practical strategies have been developed in different contexts around the world. These strategies are freely shared and can be adapted for any circumstance.

Questions:

- What is your vision for making disciples and disciple makers?
- How could sport and play help you do this?

Explaining in 30-60 minutes

Use the Ready tools in this book to create a 30-60 minute vision session. Choose tools from the table below to create a program.

Remember: Know who is in your audience and adjust the way you communicate accordingly. You may be talking to pastors, leaders, sportspeople, children and youth workers or business people and government officials.

Simple Vision Sharing PROGRAM				
Pick one or two ideas from each section below. Link them together to create an interesting and engaging session:				
1. Share the Need and the Vision				
Tell your story and why you are involved	Share some statistics on the needs of your community	Show a video	Do a Bible discovery discussion	Your idea
2. Share the Opportunity of Sport and Play				
Tell a story of what is happening in ReadySetGO	Power and Potential of Sport	Show a video	Sports Quiz	Your idea
3. Share ways to Get Started				
Share some stories of a few GO strategies	ReadySetGO Drama	Show a GO strategy video	Have a time to pray and plan	Your idea

Other Ideas for Sharing the Vision

- Invite people to see one of your GO sports activities to help them to be inspired to do one too.
- Organize a ReadySetGO gathering or a training.

4. Talking with a Pastor

Most pastors are very passionate about proclamation, disciple making, leadership development and Bible engagement. That is why they become pastors. However there are always challenges for local churches to implement sustainable strategies.

Try and learn what the local pastor needs and seek to serve that need. In many cases sport will help them address the needs they have identified in their community, whether it be fatherlessness, broken homes, lack of leaders, boredom or community dislocation.

Be realistic about your expectations of what a pastor is able to do in their busy schedule. A simple pattern is:

Ask good questions	Hear what they are passionate about.
Find out their vision and need	Listen for ways that ReadySetGO could serve that need (for example proclamation, making disciples, missions, leadership development, cell groups and many other possibilities.)
Explore	Explore how ReadySetGO can help achieve the pastor's vision.
Invite	Invite the pastor to ReadySetGO activities.
Offer training	Offer to find ways to serve the needs and the vision they have through equipping people to serve.
Mobilize church members	Mobilize potential church members around their local sportspeople and demonstrate how they can grow the church.
Involve	Involve close relatives, friends, or confidants of the pastor to sports ministry activities.
Become a supporter	Be a supporter and someone who encourages others to support the vision of the pastor.
Mobilize pastor networks	Encourage pastors to advocate for sports ministry and mobilize other pastors in their network.

5. Talking with a Sportsperson

A. TALKING WITH A SPORTSPERSON BELIEVER

You want to speak to a sportsperson who follows Christ but has not yet considered sport as mission.

When speaking to a sports player it is important to understand that they may have never connected their sport and their faith. Most people play sport because they love it or are good at it or both! They may never have considered that they can combine their love for sport with the unique opportunity sport provides for **worship** and **mission**. Here are two ideas you can discuss together.

1. Sport is worship

Made to worship (Genesis 1 and 2)

When we play sport in a way that honors God and others, we bring Him glory. We are made in God's image and this means that we were made to reflect Him as we use the abilities He has given us. We were designed to run, play, compete and share life together. God made us to be creative and to be in relationship with Him and with one another.

The problem of sin (Genesis 3)

Sport is also a reflection of our basic human problem: sin. Sin causes us to reject God and to want to rule our own lives. As a result our relationship with Him is broken. We no longer use our abilities for Him but for ourselves, playing for our own glory, not His. Our relationships with others are also broken. Sport can be painful, frustrating and fruitless because of this problem of sin. Sin ultimately leads to death.

Restored to worship (Romans 12)

However, God has not left us like this. He loves us. So, in His mercy, He sent Jesus Christ to pay for our sin on the cross and restore our relationship with God. Therefore, as we play, we can now offer Him our abilities and relationships as worship to Him, seeing sport as a wonderful opportunity to worship God every time we play, compete or train.

2. Sport is mission

Sport is a wonderful opportunity to share the good news of Jesus with others. Here is why:

- Billions of people love, play and watch sport regularly
- Sport includes many groups unreached by the Gospel
- Sport brings and keeps people together

“Sport has the power to change the world. It has the power to inspire, it has the power to unite people in a way that little else does. It speaks to young people in a language they understand. Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers.” - Nelson Mandela (*remarkable world figure and former President of South Africa*)

If we ignore this mission field, one which can cross boundaries and unite people in such unique ways, we are missing out on a harvest field which could yield thirty, sixty or a hundred times over.

We are all called to ‘Go and make disciples’ and your sport gives you a unique opportunity to do this. The best person to share Jesus Christ (with your team, other players or coach) is **you**. (1 Thessalonians 2:8, Matthew 28:18-20, Colossians 4:2-6) (Read more in **Pray | Play | Say | Together** .)

B. HOW TO SPEAK TO ANY SPORTSPERSON

Speaking to a sportsperson who may or may not follow Christ.

Listen and understand their world

As we speak to people who play sport it is important for us to begin to understand the world they live in and are committed to. Ask questions and listen to their journey about their passion and involvement in sport. Be sure to ask them:

- 1. About their sport** - the environment of the club, training schedules, why do they love it?
- 2. About their faith life** - are there believers in the club, can they get to church, how open is the club about expressing faith in Christ?

3. About their challenges - What are their challenges, what are the hardest areas of being a believer in the club? (temptation, cheating, pressure)

The sportsperson's world

It is good to understand these things about very committed sportspeople:

Sport can be all about performance.

Therefore if a sportsperson lives and breathes sport, how they perform can affect not only the result but also how they feel about themselves or their career. It can lead to pressure to bend or break rules to compete at the level desired.

Sport can place a high demand on a sportsperson's time.

Playing at an elite level requires an enormous amount of dedication, energy and focus. Understanding this and supporting them is important, whilst also helping them understand their life and sport with a Christ-centered perspective.

Teammates are very influential.

Travelling to matches and social time during or after games means that people spend a lot of time with teammates.

Selection and performance pressure is very real.

There is often uncertainty in a sportsperson's life about whether they will succeed in their particular context or environment. Failure and depression is very destructive. Helping and listening at these times is vital.

6. Talking with Business or Government Leaders

Following are a few ideas shared from around the world. Discuss these with your team as a starting point to explore what will work where you live. The most important principle shared from around the world is to pray. Many fast and pray the week before any key meeting or activity.

Why talk to Government or Business leaders?

Romans 13 outlines very clearly the need to serve the governing authorities. In the end, Paul says the greatest way to do that is by love. All people need to hear and experience the love of Christ through the Gospel. Let your testimony speak loudly through your actions and your words.

Other reasons include widening your team's network; discovering and influencing influencers in your community; understanding hidden opportunities; learning more about your community; accessing funding and sponsorship; creating better plans with the information you learn.

The message

Many business and government leaders are concerned about making a positive difference in the world. They also understand what makes things work and how much it costs. They seek to be wise in their decision-making. They do want a win-win situation for their business and the community. You may be able to help them understand that sport is a great tool for doing good in the world:

1. Sport is a powerful youth development tool

Sport is the one medium that is universal. It connects with both men and women of any age in every culture.

2. Sport is a remarkable community transformation tool

It brings and keeps people together. All that is needed is a ball on a field, in a parking lot or in an empty space and a team will form.

3. Sport is a way to promote a good message

The cost of sport is small compared to other methods of getting people focused face to face. It requires minimal equipment and is an easy place to communicate.

How you communicate

1. Use their language

Avoid jargon and words that won't be understood by your audience.

2. Appeal to their needs and motives

Know in your mind what strategies will work with different groups and ages. It is better to show a working model, than simply an idea.

- **Governments** have programs and ideas that drive their actions. If you can find these out, you may be able to serve a government need. In nations with less funds, they will be more likely to need your help.
- **Businesses** are looking for a return on investment.
- **Non-government agencies** are focused on sustainable work within the specific vision for which they were formed.

3. Focus on relationships and build trust

Like all areas of the movement, relationships are important. Be honest, kind, caring, non-confrontational and interested in the person to whom you are talking. Find ways to encourage and build a relationship.

4. Be professional and communicate clearly

Understand that leaders are busy and have many meetings. Be professional and able to communicate simply. Get to your main point quickly.

- Sometimes it can be more powerful having the young people involved in your programs share their story in person or on video.
- It is helpful to have a simple document to leave.
- Follow up and say thank you.

Talking with a Government Leader

Many of the same principles apply for government leaders as for business leaders. Some additional feedback shared from across the world is helpful to note when talking with a government leader:

- **Start with people your team know** who have relationships with government leaders. This maybe a local leader or someone higher in government. Seek to build trust. Start building your database of names and contacts and note when you talked with them. Pray for them and their families often.

- **Determine why they would be contacted**, how they would be approached, what they would be asked, who would do this, when it would be done and what materials are needed for the approach.
- **Offer to serve in ways that are needed.** In one case, the sports team provided parking assistants and picked up trash and rubbish at a government event. It opened amazing doors over time. If you can provide volunteer help for free, it will normally be accepted.
- **If you promise to do something, follow up quickly** and faithfully or you will lose contact and credibility. Be careful to only offer what you are able to do well. Better to do a few things well than a big project badly.
- Follow their rules, especially in places like prisons and orphanages. It is important that nothing is shared on websites or social networks of the work done in their facilities with their people. Be quiet servants.
- You may have to cancel events, change programs and reschedule dates many times.
- You will need wisdom to know how to avoid letting government or business take over your project or event in a way that is contrary to the values we hold.

Asking for Volunteers and Funds

Your team might be talking with a business leader to ask for funding, sponsorship, or employees to serve as volunteers:

- Do your homework and find out what their company or this individual is excited about.
- Speak in their terms. For example, “If you give \$1000, the return of your investment will be 200 coaches trained and 2000 young people impacted.”
- Matching funds – it often helps if you have a donor and can say that if you give, someone else will match your gift.
- Make sure your budget adds up, and makes sense. Business people will look at your figures, and if they don't add up, they will probably not help your team's project.
- The best person to promote your work to other business people is the business leader that already supports you.
- Don't be shy about asking for large amounts of money. If God has called you to do something important it will cost money. Don't be ashamed of the great work you are doing. People want to know and can choose whether to help or not.

- Perhaps the person you are talking to can't give money, but they may be able to help by giving expertise, or providing skills in areas you are weak (accounting, marketing, project management, other relationships etc.)
- If the person does give, say thank you, keep in contact, report back to them how their money has been used, and introduce them to kids, teens and athletes who have been changed because of their giving.

7. ReadySetGO Physical Illustration

5 to 10-minute explanation of ReadySetGO.

How to Explain the ReadySetGO Strategy

Each person moves to an open space in the room. Ask people to act out the following as if they are starting a 100 meter running race.

1. READY

Move your body to the position you would take if the starter of a race called out “ready”.

Pair and share: Tell of a memorable time you ran a race. Why was it important for you to be in the race?

Explain: What we are doing here today is getting ready for a race. The ‘Ready’ is to envision people about the race. We need to envision sportspeople, pastors, churches, coaches and youth leaders, families and children’s workers. There is enormous opportunity to make disciples throughout the world of sport and play.

2. SET

Call out “set” and ask everyone to move to that position:

- Think alone: What would be going through your mind if you were in the set position at a major race?
- What is required for you to get to this race? (*You need to be trained and equipped*)

Explain: In a race the “ready” and “set” are just the steps towards the race. “Set” is the training and equipping of the heart of making disciples. Leaders, churches and sportspeople need training, equipping and skills.

3. GO

Go through the start routine again and ask people to run to their seats.

Explain: There are a number of GO strategies being used effectively in many different places to make disciples throughout the world of sport and play. Explain that some are for sportspeople, some for spectators, some for children, teens and families. Explain which of these GO strategies will be most useful and adaptable for your community.

8. Sports Quiz

10-minute discussion starter for ReadySetGO. It can be used in any Ready vision casting.

Sports quiz

Put people into teams of about 6 people. Show them a list of sports and ask teams to rank their popularity (keep ranking secret until the end):

8. Baseball	9. American Football
3. Basketball	7. Table Tennis
1. Football	4. Field Hockey
6. Volleyball	10. Rugby
5. Tennis	2. Cricket

List sports venues in local area

Work in the same teams. Come up with a list of all the sports venues within a 2-5 minute drive from the venue.

Then make a list of all the churches within 2-5 minutes of the venue.

As a large group, compare the lists and discuss the implications and opportunities.

EXTRA INFORMATION

The numbers include players and spectators. See **ReadySetGO.world** website for any updates on these numbers (in billions):

Football (3.3-3.6 billion); Cricket (2.0-3.0); Basketball (2.0-3.0); Field hockey (2.0-2.2); Tennis (1.0); Volleyball (0.9); Table tennis (0.9); Baseball (0.5); American football (0.4); Rugby (0.4)

Options:

1. Divide into teams of about six people. Firstly ask each team to come up with a name for themselves and a chant or war cry. Give each team a chance to tell their name and chant or war cry.
2. Extra question - What do all these have in common? Cricket, Football, Tennis, Table Tennis, Field Hockey, Underwater Hockey, Netball, Boxing, Rugby Union and League, Rounders (ANSWER: All invented in England)

9. The Power and Potential of Sport

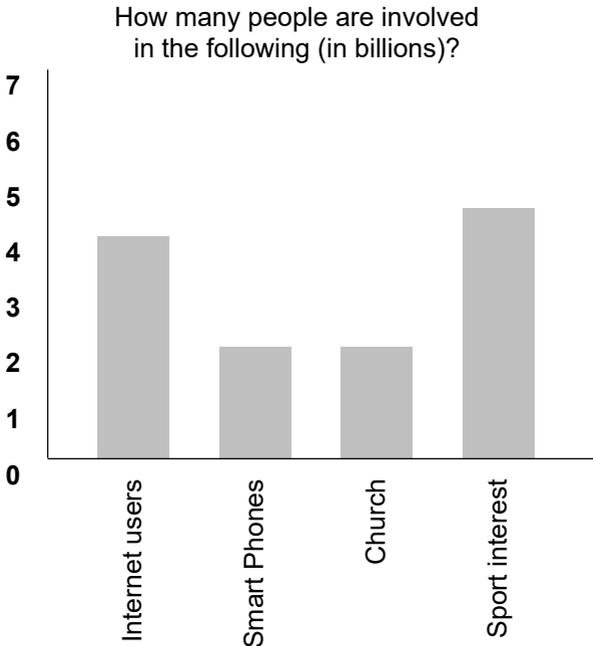
10-minute discussion starter. It can be used in any Ready vision casting.

Explain the influence of sport

Pair and share: Why do people love sport so much?

Show the PowerPoint slide comparing participation in sport to other big global influencers (including internet, smart phones, church and sport). People will be surprised.

Discuss this together.



Explain why to focus on sport

There are many reasons that believers can embrace sport. Here are a few of them.

- Sport is valuable in and of itself. It is a place to worship God.
Romans 12:1-2
- Sport is valued by many people (Games, World Cup, regular participation etc.)
- Sport is a setting in which to live and communicate the Gospel
- Sport is a context for regular discipleship
- Sport is fun and healthy

Pair and share

Ask: Why would you focus on sport to fulfill the Great Commission?

- In summary, if you look at any group of people, for many, sport will be a big part of their lives.

EXTRA INFORMATION

This information may be dated so go to the sources to get updated statistics:

- Internet users = 4.4 billion (statista.com)
- Smart phones = 2.5 billion (statista.com)
- Church = 2.4 billion (Wikipedia)
- Sports interest = 4.7 billion (number of people who watched 2008 Games - Nielsen Media Research)

10. ReadySetGO Drama

A 5-10 minute drama parable to illustrate ReadySetGO.

Drama outline

Give 5 teams of 3-5 people the following instructions to act out when you call them up. After each one you could ask a question, make a comment about what this illustrates or simply let people watch and think.

TEAM 1 instructions:

Don't do anything. Don't move, don't stand up and don't respond when the starter asks you to come up! Just stay where you are in your seat.

TEAM 2 instructions:

Come to the race starting line and do warm ups for a few seconds, ignore anything the starter says and then wander off in different directions as if you are not listening to anyone.

TEAM 3 instructions:

Come to the race starting line, do warm ups and when the starter says "Ready" go to the blocks. When they say "Set", make it look like you are going to run, but then stay there and don't do anything when the starter says "Go".

TEAM 4 instructions:

Come to the race starting line, do warm ups and then go to the blocks on "Ready". Get down on "Set" and then when the starter says "Go", run in all different directions and be crazy.

TEAM 5 instructions:

Come to the race starting line, do warm ups and go to the blocks on "Ready". Go down on "Set" and then when the starter says "Go", run correctly around the room in a proper race. The finish line is back at the starting line.

11. ReadySetGO Videos

There are a wide range of audio visual tools available; just a few are listed below. See the **ReadySetGO.world** website for free videos to download. The videos are listed under **Ready, Set and GO**.

Ready videos

Videos that outline the vision of ReadySetGO and inspire people as they see the opportunities in the world of sport. See videos like:

What is ReadySetGO?	The Vision of the Movement
The Power of Sport	The Heart of the Movement
I am involved	What the Bible says about sport
Ready Set GO animation	

Set videos

Videos that explain the Heart of the movement and general training videos to help in your training programs. See videos like:

What we do	Disciple making examples
Where we do it	Sports Ministry Map
How we do it	Sport for all
The Gospel for sportspeople	Effective teams
I Love Sport	Pray Play Say Together
Good sport and Bad sport	Let's Go

GO videos

Videos that explain specific ideas and models of sports strategies. Most GO strategies will have one or more videos that inspire or explain about the strategy.

12. ReadySetGO Music

There are a wide range of music tools available; just a few are listed below. See the **ReadySetGO.world** website for free music to download. More will be added over time as new languages are recorded.

You can also find music resources on YouTube and Spotify.

Most of the songs are recorded in many of the major languages.

Sports music

Athlete's Prayer – I give you everything	Athlete's story
KidsGames Song	I Surrender
Every City Every Tongue	ReadySetGo song
Heart Values song	Never
Trust	More to come

Health and Fitness Music

Many of the Tabatas have a personal trainer voiceover giving instructions. These are in multiple languages.

Various Tabata music
Various EMOM music

Important INFORMATION

THE HEART Explanation

More background on the Heart for personal or group Bible reflection.

WHAT WE DO

Proclaim the Gospel

1. We know, live, and tell the Gospel in the world of sport and through the universal language of sport (Colossians 1:6).
2. The Gospel is the powerful good news of salvation (Romans 1:16) that motivates us to live abundantly now (John 10:10) and gives hope for eternity (Ephesians 1:13-14, Philippians 3:20-21).
3. All of us are messengers of the Gospel and need to go with boldness and confidence in God (Philippians 1:27-28, Acts 19:8). We are called to be vulnerable and humble, watching and listening for the responsive person of peace (Luke 10:5-7, Philippians 2:3-4).

Go deeper - Bible references

Colossians 1:6, Romans 1:16, John 10:10, Ephesians 1:13-14, Philippians 3:20-21, Philippians 1:27-28, Acts 19:8, Matthew 9-10, Luke 10, Philippians 2:3-4, Hebrews 4:12

Make disciples

1. We are commanded by Jesus to go and make disciples who desire to follow Him in all of life and invest in the lives of others so that they also become disciples who make disciples (Matthew 28:18-20, 2 Timothy 2:2).
2. Disciple making teaches others to love and obey all that Jesus commanded (1 John 2:3-6).
3. Disciple making is best when it is intentional and relational, and often begins before someone becomes a follower of Christ (Philippians 4:9, 1 Thessalonians 1:2-8).

Go deeper - Bible references

Matthew 28:18-20, 2 Timothy 2:2, 1 John 2:3-6, Philippians 4:9, 1 Thessalonians 1:2-8, Matthew 9:35-10:15

Obey the Bible

1. Everything we need to know about God and His desire for our lives is in the Bible (2 Timothy 3:16).
2. We study, teach and preach the Bible and together discover what it says so that it shapes our attitudes, plans and actions (2 Timothy 4:2, Colossians 1:28).
3. God transforms us as we obey the Bible (2 Timothy 3:14-17, 1 Thessalonians 4:1-3, Colossians 1:9-10).

Go deeper - Bible references

2 Timothy 4:2, Colossians 1:28, 2 Timothy 3:14-17, 1 Thessalonians 4:1-3, Colossians 1:9-10, Hebrews 1:1-2a, Psalm 119:105, Hebrews 4:12

WHERE WE DO IT

In and through the Church

1. The Church is at the center of what God is doing; it is His primary tool for mission - the expression of the Gospel on earth (Matthew 16:18-20, Ephesians 1:22-23).
2. The Church is His unstoppable, universal body of believers – a loving and serving community living in obedience to the Bible (Ephesians 1:18-23, Ephesians 2:19-22).
3. Sport provides a global, strategic opportunity for His Church to grow.
4. The Church needs to be inspired and equipped to embrace and nurture sportspeople of all levels of experience.

Go deeper - Bible references

Matthew 16:18-20, Ephesians 1:18-23, Ephesians 2:19-22, Ephesians 3:10, 1 Corinthians 12:26-28, John 17:22, Ephesians 4:11-13, 1 Peter 2:9

In sport and play

1. God's design is that all of our lives, including play and sport, can be used to worship Him (Romans 12:1-2).
2. Sport is a universal language that motivates and connects people everywhere.
3. While God gives some people greater talent in sport, we all have the ability to enjoy sport. Sport is one way we can get to know ourselves and God better. It provides a unique opportunity for God to make us more like Him (Romans 12:1-8).

Go deeper - Bible reference

Romans 12:1-8

In every city and every community

1. The whole world is the Lord's and His Church is to be made up of people from every country, city, and community for His glory (Psalms 24:1, Romans 14:11, Acts 17:24-27).
2. Jesus commissioned us to go into His world to make disciples. Multiplication happens when these disciples make disciples (Matthew 28:19-20).
3. Mission through sport and to athletes can connect with every culture and setting. It can be adapted to meet the needs of individuals and communities (1 Corinthians 9:22-26).

Go deeper - Bible references

*Psalms 24:1, Romans 14:11, Matthew 28:19-20,
1 Corinthians 9:22-26*

HOW WE DO IT

As servants

1. Jesus showed us the Kingdom perspective of greatness through humility and obedience to His Father (Ephesians 4:1-2, Philippians 2:1-11).
2. God calls us to put the interests of others first even though it goes against our self-seeking human nature (Mark 10:45, Philippians 2:2-3).

Go deeper - Bible references

Ephesians 4:1-2, Philippians 2:1-11, Mark 10:45, Matthew 20:25-28, Luke 9:23

In teams

1. God is a team, working in total unity and purpose, as expressed through the Trinity (Genesis 1:26, 2:18).
2. The Church is the body of Christ and it works best when common purpose, motivated by humility, unites all the parts (Romans 12:3-8).
3. Diversity in the team (culture, roles, spiritual gifts, maturity, personality styles and talents), increases the strength of the team, the potential for growth and multiplication (1 Corinthians 12:12).

Go deeper - Bible references

Genesis 1:26, Genesis 2:18, Romans 12:3-8, 1 Corinthians 12:12

By partnering

1. Partnering involves mutual submission to achieve common goals larger than either person alone can achieve. It grows out of a mutual respect for Jesus (Ephesians 5:21).
2. Partnering seeks to bring people into the unity that God desires (John 17:21-23).
3. No person, church, denomination, or organization can fulfill the Great Commission on their own. We all need each other to fulfill Jesus' plan (Ephesians 4:11-16).
4. Partnering is difficult and needs perseverance. As each focus on serving the Lord, trust grows and partnering will develop from simple connections to complex collaboration (Ephesians 6:6-7).

Go deeper - Bible references

Psalms 133, John 17:21-23, 1 Corinthians 12 and 13, Ephesians 4:11-16, Ephesians 5:21, Ephesians 6:6-7

The Way We Serve Together

There is a way we serve in the movement that seeks to live out practical virtues of the Kingdom.

When you ask pioneers of sport ministry about the journey, they will likely share their weaknesses and mistakes. You will discover that sport ministry has grown out of mistakes, weakness, humility and having to learn lessons again and again and again. Here are some of those lessons. Think about how they apply to your team.

Leadership – more about serving, less about titles and position

We've discovered that leadership is about serving others and self-sacrifice, just as Jesus modeled and explained. This will mean that there will often be tasks you need to do for the team that you don't like doing. It means focusing on others and not yourself. Our role is to grow a shared vision and involve many people. Often the most important leaders will be volunteers who have no qualifications. It is important to think in small steps and with defined responsibilities, with a short, medium and long-term vision. Here are six ideas you will see people try to live:

1. We don't need titles and positions. We do want servant roles that focus on people and places. We want tasks to do.
2. We realize the local disciple maker is the most important role in the movement.
3. We actively mentor others and willingly transition our roles to reproduce and empower others. We also stay as needed to serve those we have raised up.
4. We like to grow our teams with people with more talent and ability than ourselves. We are not threatened by the gifts of others.
5. We have a better understanding when we have women and men, a good mix of ages, cultures and geographical regions represented.
6. We do the ministry without expecting any reward or funds or benefit to us (with the attitude of Luke 17:7-10). We believe in giving away before receiving.

Partnering – more about serving together, less about one person or one group

We are a partnering movement and not a 'normal' organization. This means many churches, leaders, agencies and groups work together and the movement is shared across all of them. What holds us together is our joint commitment to obey Jesus' Great Commission and live by the heart of the movement. Our partnering is built on relationships and trust. No person, church or agency can bypass the foundation of trust and this takes time. Here are eight ideas we have learned about partnering:

7. We understand that partnering together is often complicated and requires love and patience.
8. We seek Jesus' Kingdom first, not ours. This also means we don't come to the movement seeking recognition for ourselves, our agencies, our logos, our ideas and even our movement's sports programs. We come to serve the bigger Kingdom goals we discover together.
9. We value all partners as equals and with something to offer the whole body.
10. We work towards seeking consensus more than winning the argument. We face uncertainty or conflict with love. Sometimes the journey together is more important than achieving the final outcome.
11. We seek the best for the Church. It is Jesus' body on earth.
12. We're not operating on the basis of guilt, fear, contracts or pledges. We avoid ungodly power and politics. We only create structures and procedures that help people serve effectively and we are willing to change when needed.
13. We value as much personal communication as possible, and face to face conversation wherever possible, as this builds trust and reduces misunderstanding.
14. Instead of having gatekeepers ('powerful' people who want to control everything), we encourage teams to make decisions together.

Open source – creating tools together and sharing them generously

Even more than simply partnering, we are an ‘open-source’ movement. This means whatever we create and do in the movement is shared freely with everyone else in the movement (see open source explanation at the end of this section).

15. We expect everyone in the movement to be willing to be involved in creating and sharing resources that serve and help the Kingdom. We value a collaborative process, even if it seems to be harder or with less quality. It empowers more people and gives greater input from more perspectives.
16. We always share and give away our best creativity and ideas. We are willing to give away those things we value the most.
17. The movement’s materials are only labelled by the movement’s logos. This is to indicate they are owned by everyone together and not by an individual, single church or agency.
18. Everything is freely given and freely received. We don’t want anyone to charge money or sign contracts for the use of the movement’s resources, strategies or experience.
19. We don’t actively promote any organization’s materials. The movement isn’t designed to be a ‘market place’ to distribute agency materials.

Online security – protects others by protecting their sensitive information

We understand the complexity of our information age. Many partners operate in challenging situations where information can be dangerous. Our decisions are based on what will affect others and not just on what we want or need.

20. We are cautious about what we share online. We don’t state the name of the movement and we avoid sharing pictures of people or events that might cause problems now or in the future.
21. We do not share photos of global or regional meetings on Facebook, Twitter, Instagram or any website as it can cause problems for many people who are involved in the movement.

Relationships – need to be strong. Trust needs to be nurtured.

22. Keep praying for one another.
23. Work at learning what others are doing and walk in their steps. Look out for opportunities to serve others and connect others to appropriate resources or people to help them.
24. Continue open and transparent communication with no hidden agendas and seek clarification when in doubt. Build strong relationships that can take differences of opinion.

Kingdom ways – are often surprising and turn the world's ways upside-down.

25. We often need to go slow at first to go faster later.
26. Focus on the few (or one) to win many.
27. Look for people with hearts Jesus has already prepared. As Jesus indicated in Matthew 10, there are people ready to hear and some who are not. You need God's discernment to know when to stay and when to move on. The least likely people may be exactly the ones God has prepared to respond.
28. You will find that the hardest places will often yield the greatest results.
29. Someone who is part of the movement and understands the heart and way we live will often produce more fruit than a highly skilled and trained outsider.
30. Addition is not the same as multiplication. We believe that Jesus' discipling model was one of multiplication, which means that our focus is on making disciples who make disciples who make disciples. This reproduction model enables the fruit to multiply.
31. Look for people of godly character, long-term commitment, and people who fit well into the team (chemistry). Then, look at how skilled or experienced they are (competence).
32. Movements of God are often counter-intuitive. They cannot always be explained or helped by management theory.
33. Rigid structure and tradition that is not constantly refreshed by the direction of the Holy Spirit and the Bible kill movements.

Virtues

There are a number of virtues that particularly resonate with the style of the sports movement along with all the Fruit of the Spirit.

We encourage:

- Diversity (1 Corinthians 12:12-31)
- Passion (Ecclesiastes 9:10)
- Empowerment of others (Philippians 2:3-4)
- Holiness (1 Peter 1:14-16)
- Integrity (2 Timothy 2:15)
- Good stewardship (1 Peter 4:7-11)
- Creativity (Genesis 1:27, 2 Corinthians 5:17-19)
- Humility (Colossians 3:12)
- Interdependence (John 17:20-23)

What does Open Source mean?

In ReadySetGO the term 'Open Source' means:

Created by and belong to everyone in the movement

The materials are created by many people in the movement from many nations and 'belong' to everyone in the movement.

They are free of organizations' logos and branding

To help everyone, all the ReadySetGO materials are created with no church, denomination or agency logos. Many people, churches and agencies contribute a lot of time, money and energy into creating resources and then donate them to the movement without their name on the resource. The purpose is to highlight that these belong to everyone and not just one group.

No cost - It does not cost any money to access and use

All materials that are made are shared freely across the movement. The material has been created so that it can be accessed and used at no cost. That does not mean the resources are low quality. They are some of the best sports ministry tools in the world.

No barrier - they have no copyright restriction

The materials are created by the movement for you to use free of any copyright restriction. The materials are not for sale or to be sold to make money. *(NOTE: In the case of music and some videos that use licensed material – there are some copyright restrictions.)*

Can be added to - materials can be adapted for your context

Often the written materials are given in a form that will allow you to improve and adapt the materials for your context. This can only be done in line with The Heart and The Way we Serve Together. We often use file formats like Microsoft WORD to make it easier to translate or edit.

History of the Sport Movement

1st Century

Paul, in many of his letters in the New Testament, features sport. He clearly understood the role of sport in the cultures he served. He featured sport as a metaphor and the discipline of sport as a helpful way to understand what it meant to be a follower of Jesus Christ.

18th Century

It was 1,750 years after Paul's writing before sport was again mentioned explicitly in regard to following Jesus.

19th Century

A hundred years later in the mid-19th Century a movement which emphasized the more physical and muscular aspects of faith emerged combining faith, philanthropic service and sport.

Amazingly, the church and sport had featured prominently in the 1800s in the UK with several of the Premier League Football clubs starting in churches. Sport and the Gospel spread around the world as the British Empire spread and took many of the sports we know today across the globe. Organizations like the Young Men's Christian Association also had a focus on sport. Basketball as a sport was created for Christ-centered ministry in a Young Men's Christian Association.

20th Century

In the early decades of the 20th Century, this vision of sports as an important ministry of the Body of Christ largely disappeared. Despite this, many notable sportspeople in this period, like 1924 British Olympian Eric Liddell (featured in the 1981 Oscar-winning film *Chariots of Fire*) and others, were faithful followers of Jesus.

After the Second World War, sports emerged as a ministry opportunity in the US and a few other places. However across the world, very few countries knew anything about sports ministry and the church was largely ignorant and mostly negative towards sport. At the time there were a handful of sports ministry organizations, but little happening in 98% of the nations of the world.

1960s

The current global sports movement started in 1969 as a result of a courageous, visionary, patient and faithful work to see every church and

leader understand and engage with sport. A vision to take the Gospel and make disciples in every country and every city on earth.

Chaplaincy to top level sport athletes also began in the 1960's. It rapidly spread and today serves team and individual sports across the world.

1970s

An increasing number of people started to catch the vision. Sports ministry work started in parts of Europe, Brazil, India, Africa, Asia and the Pacific.

1980s

A significant moment happened in Hong Kong in 1982 with the first global sports ministry gathering. Out of this gathering, sports teams traveled to new countries and new ministries started.

1988 saw the start of outreach around major sports events beginning with the Summer Games in Seoul, South Korea. This grew and new activities emerged in Barcelona in 1992 and Atlanta in 1996.

1990s

In South Africa in 1999, the International Sports Leadership School began and started the greater multiplication of servant-hearted leaders. People from more than half of the countries of the world have attended the school, and many more have been trained through the Level 1 and 2 trainings that emerged out of it.

21st Century

In Egypt in 2000, the combining of children, teenagers and sport saw a phenomena emerge called KidsGames, and then Global Community Games, that spread to all corners of the globe in just a few years.

In 2003, a gathering happened in Athens, Greece that saw two massive changes take place.

First, the sports ministry identified 10 key strategic areas of sports. Teams formed around each in an intentional way never before attempted. The 10 areas ranged from serving high-profile athletes, helping athletes proclaim their faith, serving major sports events in the host city and elsewhere, sports leadership training, children, youth and family, partnering around sport, churches and sport and multiplying gatherings around sport.

Second, there was a significant step forward in helping start sports ministry in every country on earth. This was done by teams in stronger

sports countries in a region or continent assisting new countries to get started.

Since 2003, enormous growth has occurred geographically and in the way that sports ministry happens on the ground. Many of the methods outlined in this book started in this period.

Now tens of thousands of leaders are trained each year in these strategies and millions of people are influenced by them. There are few places on earth where sports ministry hasn't had some impact.

2015 marked the next phase in this remarkable journey. It was a step of simplification for even greater multiplication through ReadySetGO.

2019 onwards

The sport movement is launching additional resources and strategies through enhanced platforms to take ReadySetGO wider, deeper and longer to ensure no person or place is left behind. The focus is on six macro priorities – going to all people and segments; going to all places; strategic prayer mobilization; leader development; team development; and mobilizing every church as well as forming new churches.

What started as the global vision of one man, moved to many people taking responsibility to see multiplication happen across continents, regions, countries and cities. Now there is a role that all of us can play in seeing that every city is involved and that every community on earth has multiplying servant-hearted sports facilitation teams who are making disciples for Jesus in sport and play.

What has not changed at all since 1969 is a commitment to the Heart of the sports movement. This is the foundation on which everything else stands.

The 'Way We Serve Together' has developed as practical ways to live out the words of the Bible in today's world in partnering, servant-minded sports teams. This has been learnt over 45 years of mistakes, struggles and practice.

What has changed are the amazing and creative ways that sports ministry is serving people all over the world. The strategies in this multiplication kit have been developed by people from at least 140 countries ... too many to even count.

In the biggest cities of the world, on the smallest islands, on mountains, in deserts, in jungles you will find remarkable sports work happening; in sports teams, academies and federations; in schools, prisons and refugee camps; in war-torn regions and after natural and man-made disasters; in almost every country, every city and every community, you will find people making disciples for Christ in sport and play.

How to Recognize a Movement

Lessons from a global sport movement

Fueled by vision, values and culture

How: Mostly caught and rarely taught

How: Clear and continuous articulation of vision, values and culture

How: Embodied and visible at all levels of leadership; not only on paper

How: Celebrate adherence to vision, values, and culture

How: Movements are rarely democratic as vision, values and culture are non-negotiable

How: It is recognized by others as a movement, and not self-proclaimed to be a movement

How: Movement is 3 movements in one: movement of prayer, leader development and community transformation

Voluntary affiliation and shared identity

How: Easy to join and easy to leave

How: Trust and Relationship with Integrity (love and care) before Task

How: Spend time together in collaborative experiences. Face-to-face time is ongoing critical need

How: Encourage belonging versus Membership

How: Values Teams versus Superstar individuals

How: Teach local teams core correction skills (e.g. conflict resolution)

How: Core global leaders for the sport movement are normally from small agencies or business persons scattered across the world. These leaders have the freedom to invest the extensive time needed

High ownership by primarily bi-vocational and non-paid leaders

How: Consensus building leads to ownership

How: Sell (propose, recommend, influence) versus Tell (prescribe, command)

How: Process and outcomes are equally important. Process is an outcome

How: There is usually a small group of highly committed leaders who model by example, who are willing to lead from behind or lead from the front. Strong partners who are available to serve other partners are highly valued

How: Make space for catalysts and strategists, trainers and mentors, tool-makers, coordinators, and implementers. Give authority and control to volunteers. Keep training backup persons as key leaders depart for many valid reasons

How: Adopt collaborative practices and learning spaces, e.g. roundtable with diverse cultures creating resources from zero

How: Always start from zero (blank sheet of paper) when creating materials / tools to create unity

How: Freedom and flexibility to adjust and change to the specifics of culture or context explicitly communicated to all

How: Adopt open source – no cost, no copyright, free of organizational logos and credit, can be adapted locally and translated without need for permission

How: Bring together leaders who would “do it anyway” with or without funds

How: When leaders in roles rotate they find other ways to continue serving

How: Continual rotation is essential in roles

Strong culture of leadership empowerment

How: Everyone is trained to be an influencer where God has placed them

How: Democratization of creation of ideas and tools versus Centralized control and production

How: Democratization of access to ideas and tools

How: Embraces diversity of ages, genders, cultures, gifting while limiting use of titles ... especially titles that feed our egos

How: Finding young gifted partnership-minded pioneer leaders from non-Western countries is important in today’s global world

How: Fill the role with a “passionate champion” instead of hiring a staff person

How: Has financial sustainability and longevity because of growing local generosity

Values multiplication and reproduction

How: Empowerment of leaders. First give smaller tasks to learn their passions, skill set and faithfulness

How: Being willing to look for and empower better leaders than me; the kingdom cause is more important than my ego

How: Intentional succession planning. One metric of success is measuring 'generations'

How: Simplify to multiply

How: Models are valuable. Ideas (without models) are worthless

How: By not being afraid to fail

How: Failures are inevitable and can be shared in order to grow. You'll fail more than you'll succeed.

How: Recognize the difference between Training (catalyzes) vs. Coaching and Mentoring (sustains). All are needed

How: Contains a mix of Producers (visionary pioneers are continually needed) and Reproducers (implementers)

How: Immediate implementation

How: It is driven by desired outcomes and fruits versus projects and programs

Rapid innovation and creativity

How: Needs or context focused

How: Give away your best creativity - don't hold on to it

How: God calls us to be courageous - this is a mix of being wise and godly, creative, able to risk and able to act

How: Conflict and tension are viewed as positive growth catalysts

How: "Good enough / beta" is usually sufficient for field-testing. Pilot models of action then share best practices

Works hard to be Kingdom-focused versus 'Empire-focused'

How: Answer this question – Can you give it away so others can benefit without you being given any credit or recognition?

How: Answer this question – Can you support an individual or organization without you obtaining any direct or indirect benefit?

How: Be selfless versus selfish

How: Lower the profile of the movement and raise the profile of the local partner

How: Don't just do things the way the world does them

How: It prioritizes people's security over online or any kind of publicity

Movement at the speed of trust

How: Humility is critical

How: Partnering strength comes from honest and shared weakness

How: Relationship takes time, and even more so across different cultures

How: Great partnerships normally need a remarkably strong "low key" relational visionary who is able to envision and recruit a core of remarkably strong "low key" relational visionaries

How: Social media is not a short-cut for true relationships

How: Trust normally expands a movement faster than publicity. Movements will likely benefit more from minimal or no publicity

How: Seek equal relationships and not based on power, control, or manipulation

How: Be careful coming into a movement looking for a "win-win" situation. Come to be a servant

Viral and decentralized impact

How: Only a bottom up movement will succeed

How: The most gifted servant leaders normally start locally and eventually return to the local

How: The most important lessons learned are in a neighborhood or community

How: The most important global models come from neighborhoods and communities

How: The most strategic decisions happen in neighborhoods and communities

How: The most important trainings happen in neighborhoods and communities

How: Neighborhood and community teams in a city or town need to determine how often to be together and for what purposes

SET

Set prepares everyone to be a disciple maker.

All of us need to grow in the knowledge, skills and passion required to keep God's ways at the heart of disciple making. Many training tools are provided to train adults, youth and children in all these areas.

ReadySetGO Training Options

Training Ready Set and Go

In most trainings there will always be a Ready part, a Set Part and a GO part. You may focus more on one aspect than another depending on your desired outcome. If it is one hour, one day, one week or one month, the training should seek to cover all three parts over and over again. Each time going deeper and deeper.

IMPORTANT: Every day should include an aspect of the Heart of the Movement. This sets the foundation for everything else.

Planning your Training

The ReadySetGO training strategy is very flexible. You are able to design your own training to suit the context and people you are training. Decide what sessions to use and how to deliver the sessions by asking yourself these questions:

Time?	How much time do you have for training?
Outcome wanted?	What GO strategies do these people want to learn to use?
Experience level?	How experienced are these people in sports ministry?
Venue and space?	What venue can be used for the training to allow sport and play?
Resources?	What resources do you have to help with the training?
Skills?	What skills does the training team have?
Follow up?	How can you support people after the training event to help them implement and contextualize the ideas?

How you answer these questions will help shape the design of the ReadySetGO training event.

Training Options – General Outline

Here are some examples of training schedules as a guide:

1 DAY TRAINING EXAMPLE

30 min	READY	Envision using a Ready Tool from this kit
30 min	SET (Heart)	Heart Session - preach or do a devotion
90 min	SET (Heart)	Do a Heart Session
90 min	SET (Skills)	Do a Skills Session
90 min	GO	Choose a GO strategy that you want to encourage your people to do
30 min	GO	Plan, pray and be accountable to one another following the training and to GO.

3 DAY TRAINING EXAMPLE

	Session 1	Session 2	Session 3	Session 4
Day 1	READY	SET	SET	SET
	Vision Sharing	Team Building	Heart Session	Skills Session
Day 2	SET	SET	GO	Planning and Accountability
	Heart Session	Skills Session	GO Training	
Day 3	SET	GO	GO	Planning and Accountability
	Heart Session	GO Training	GO Training	

5 DAY TRAINING EXAMPLE

	Session 1	Session 2	Session 3	Session 4
Day 1	READY	SET	SET	SET
	Vision Sharing	Team Building	Heart Session	Skills Session
Day 2	SET	SET	GO	SET
	Heart Session	Skills Session	GO Training	Skills Session
Day 3	SET	SET	GO	Planning and Accountability
	Heart Session	Skills Session	GO Training	
Day 4	SET	SET	GO	SET
	Heart Session	Skills Session	GO Training	How To Skills
Day 5	SET	GO	GO	Planning and Accountability
	Heart Session	GO Training	GO Training	

General Leader Training

This option has been called “Level 1” training in the past. This training is to generally prepare the hearts and minds of leaders for any GO strategy.

3 DAY TRAINING EXAMPLE

	Session 1	Session 2	Session 3	Session 4
Day 1	Vision / Heart of the Movement	Team Building	Heart Overview (with Sports Ministry Map)	Disciple making & Bible Discovery
Day 2	Developing Teams	Looking and Listening	Learn Through Games	Pray Play Say Together
Day 3	Servant Leadership	How To Speak to your Pastor	Go Strategy Option	Planning and Accountability

5 DAY TRAINING EXAMPLE

	Session 1	Session 2	Session 3	Session 4
Day 1	Vision / Heart of the Movement	Team Building	Pray Play Say Together	Learn Through Games
Day 2	Sports Ministry Map	In Sport and Play	Developing Teams	Explaining the Gospel – 6 Windows
Day 3	In and Through the Church	How to Speak to your Pastor	Looking and Listening	Healthy Partnering
Day 4	Disciple making & Bible Discovery	Facilitating a Group	Go Strategy (2 Tracks)	Go Strategy (2 Tracks)
Day 5	Servant Leadership	Go Strategy (2 Tracks)	Go Strategy (2 Tracks)	Planning and Accountability

The GO Strategy Sessions can be divided into tracks with participants choosing which one they go to (for example):

Track 1	Whole Life Coaching	Global Community Games
Track 2	Top Level Competitors	Community Cup or Festivals
Track 3	Sending and Receiving Teams	Action Sports
Track 4	Academies	Sports Events Strategy

Training Facilitators will decide which Go Strategies to offer at each training according to the needs of the group.

Training for the Sports World

These are some ideas if you are training chaplains, coaches or athletes within the world of sport. You can adapt them for specific groups.

1 DAY TRAINING EXAMPLE – USING THIS KIT

30 min	READY	Envision using a Ready Tool from this kit
30 min	SET	In Sport and Play (preach or devotion)
90 min	SET	Heart Overview (with Sports Ministry Map)
90 min	SET	Pray Play Say Together
90 min	GO	Provide a choice of Go Strategies
30 min	GO	Plan, pray and be accountable to one another following the training and to GO.

3 DAY TRAINING EXAMPLE –USING THIS KIT

	Session 1	Session 2	Session 3	Session 4
Day 1	Vision Sharing	Heart Overview	Sports Ministry Map	Pray Play Say Together
Day 2	Heart Session	Explaining the Gospel – 6 Windows (sessions 1-4)		
Day 3	Share story of faith with sportsperson	GO Training	GO Training	Planning and Accountability

5 DAY + TRAINING EXAMPLE

Use the Sports Stadium Kit to plan the schedule of a training of 5 days or more.

Training Option – Working with Children or Teens

These are options that might work if your focus is working with children in KidsGames or Whole Life Coaching or Community Festivals.

1 DAY TRAINING EXAMPLE

30 min	READY	Vision sharing
120 min	SET	Heart Overview
90 min	SET	How Children and Young People Learn or Learn through Games
90 min	GO	KidsGames or Whole Life Coaching
30 min	GO	Planning next steps

3 DAY TRAINING EXAMPLE – USING THIS KIT

	Session 1	Session 2	Session 3	Session 4
Day 1	Vision Casting	Heart Overview	Learn Through Games	We Work in Teams
Day 2	Proclaim Gospel / Make Disciples	How Children and Young People Learn	Global Community Games	KidsGames or TeenGames demonstration
Day 3	Powerful debriefing	Active Kids Discipling	Child Protection	Planning next steps

5 DAY + TRAINING EXAMPLE

Use the Children, Teens and Community Kit to plan the schedule of a training of 5 days or more.

Training Option – Working with Communities

These are examples of working with teenagers in Whole Life Coaching or TeenGames or similar. It is great to have teenagers as part of those learning how to train. This is a great way to do Youth Sports Leadership Development.

1 DAY TRAINING EXAMPLE

30 min	READY	Vision sharing
120 min	SET	Heart Overview
90 min	SET	How Children and Young People Learn or Learn Through Games
90 min	GO	Festivals or Community Cup
30 min	GO	Planning next steps

3 DAY TRAINING EXAMPLE

	Session 1	Session 2	Session 3	Session 4
Day 1	Vision Casting	Heart Overview	Learn Through Games	Community Festivals
Day 2	Proclaim Gospel	Community Cup	FamilyGames	In Sport and Play
Day 3	Disciple making & Bible Discovery	Whole Life Coaching	Whole Life Coaching demonstration	Planning next steps

Add a Trainer of Trainers to any schedule (2 days +)

Any of the schedules above can be adapted to be a Trainer of Trainers. Add two days and use the following sessions. For example:

Day 4	We Live as Servants	How to Train Trainers	Facilitating a Group	Groups Prepare Sessions
Day 5	Present Sessions and debrief	Present Sessions and debrief	Present Sessions and debrief	Planning next steps

To make the most of your training, please consider:

1. In your planning, the trainer needs to think about the following 4 key aspects. Choose sessions that best fulfil these objectives and help the trainers you are training:
 - **A. Character** - Topics working on the values and integrity of the leader i.e. servant leadership.
 - **B. Competence** - Topics working on the skills and tools needed i.e. learning through games.
 - **C. Connection** - Topics working on the relationships between people and team i.e. team dynamics.
 - **D. Commitment** - Topics that deal with practical steps beyond the training i.e. listening and learning exercise.
2. Every participant in a Training of Trainers needs to deliver in the training 4-5 ten minute presentations from the the ReadySetGo toolkit with the group giving feedback on:
 - **A. Tips:** things they need to improve on
 - **B. Tops:** things they did extremely well
3. In the next 14 days, all participants should train a ReadySetGO session. Trainers learn their best training by training others.

3 DAY TRAINING OF TRAINERS

	Session 1	Session 2	Session 3	Session 4
Day 1	The Heart of the Movement	How to Train Trainers (A)	How Children and Young People Learn	Learn Through Games
Day 2	Servant Leadership	Training a Set Session	Facilitating a Group	Examples of team building activities
Day 3	Looking and Listening	Finding Creative Solutions	Adapting for Oral and Low-literacy Learners	ReadySetGO training options

Your training plan

Fill in ideas for what you will do in your training:

1 DAY TRAINING

30 min		
30 min		
90 min		
90 min		
90 min		
30 min		

3 DAY TRAINING

	Session 1	Session 2	Session 3	Session 4
Day 1				
Day 2				
Day 3				

5 DAY TRAINING

	Session 1	Session 2	Session 3	Session 4
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				

Using a Training a Session

Structure of each SET session

Each SET session has a three-part structure.

1. **Overview page** - This gives the basic overview of what the training is about. This should be covered if you are creating your own training session, talk or using the session provided.
2. **Training Session Outline** - This is designed as a fast-paced 90 minute training with 10 or so parts in the session. It works best when given by 2-3 trainers.
3. **Extra instructions for the training** - This is extra detailed material you will need to read to prepare the session.

Each session outlines what you will need. If you use PowerPoint© or Video, then you will need the audio and visual equipment to use these. However all sessions can be done without this technology.

How to prepare a ReadySetGO training

Pray	Pray about the impact of the training. Will disciple makers be enabled? Can a number of local churches and other Christ-centered organizations combine to partner together? Will the Church be inspired to seek and save the lost?
Look and Listen	Look and listen to find out the needs of the community you are helping. Ensure the choice of sessions in the training schedule suits the needs of the group.
Train and Prepare	Train and prepare the training team. Prepare everything you need for the delivery of modules. You will need things like large flip charts, marker pens, balls and blindfolds. A complete list is at the beginning of each session outline.
Read	Read the training materials and allocate different segments for which the trainers are responsible.
Check Training Venue	Check training venue. Make sure the place is going to help people learn. Ensure there is good ventilation and lighting and enough space for sport and play activities.

Training teams

This curriculum is designed to be taught by a team of trainers or by one facilitator. There are many advantages to team facilitation but this is not always possible. A training team is good because:

- A team is diverse and can appeal to a range of people.
- There is energy and creativity on a team.
- A team is an ideal place to mentor new and inexperienced trainers. They can do small but important segments.
- Trainers will have time during the schedule to think and respond to participants rather than be totally focused on teaching the whole program every moment of the day.

Build your training team from leaders who complement each other's skills. Encourage trainers to work mainly in their training strengths and stretch them in areas where they are weaker. During the training schedule, allow time for the team to meet, share insights, grow in skills and plan further sessions.

Visuals and media

The sessions can be done in many ways. You may decide to use no media. In fact, all sessions will work without media. If you decide not to use media then you will have many options in the sessions to tell stories and do role-plays to replace any videos. You can use flip charts instead of PowerPoint®.

Alternatively, you may use the PowerPoint® and videos suggested in the materials. The PowerPoint® presentations are designed to help you structure the modules, keep on track and add extra visual support to your training.

Videos for ReadySetGO are included on the website and USBs.

Group participation

Encourage everyone to be involved. The sessions have been written to be interactive, engaging and activity based. Each segment will have an element of instruction, an activity to demonstrate and explore the main ideas, and also a time of debriefing and discussion to help apply any ideas. This process is repeated throughout the training materials.

At the end of each session people are encouraged to spend time to reflect on their session experience and write down what they will do about it. They are urged to act on what they have learned immediately.

If you are facilitating, it is always best to assume that everyone comes into a session with experience and worthwhile ideas to contribute. This will unlock the group's potential. They will want to participate fully because they feel valued and have many opportunities to learn from each other.

Follow up after training

The impact of any training is multiplied when trainers and participants put effort into supporting and mentoring after an event. These are some ideas you could use to help individuals and teams to grow in their understanding and application of the training.

- Set up accountability partners during the training.
- In the days, weeks and months after the training, these partners keep in regular contact with each other to encourage each other to share ideas and help work out difficulties.
- Contact can be in the form of phone calls, Skype, text messages, WhatsApp groups, emails or face-to-face meetings.
- Encourage the participants to share the training ideas with others soon after the event. This could be in a formal training or informal meeting.
- Remember to pray with each other, and pray for each other.
- The trainers need to keep in contact with those who attended the training in the weeks and months ahead. This could be through key contacts with whom you already have a mentoring relationship.
- Trainers also need to be constantly searching for those who show potential to be trainers in the future and to follow them up. Invite them to join you to help with the next training event. Ultimately trainers need to mentor and coach others to become trainers themselves, so that training can multiply, reaching more people.

Multiply Schools and Advanced Training

A Multiply School is a live-in transformational leadership training school that operates for a minimum of 21 days to develop effective influencers in the world of sport and play.

Purpose and definition of a multiply school

It is intentionally residential for an extended time to allow for the challenge of living in community with a diverse group of people. The compounding effect of intensity, tiredness, stress and being away from the comfort of home and family, leads to challenge, conflict and “masks” slipping away to reveal the real person. When a person submits to such experiences, God does His work towards true transformation that influences all spheres of life.

Although the experiences may at times be challenging to facilitate, the outcomes lead to transformational leaders who become true disciples of Christ with passion, vision and calling that impacts life in a deep way.

Some important things to consider when facilitating a school:

- Simplification does NOT mean generalization - we need to be specifically targeted.
- It's not a place to just teach content - it's training and wrestling with the issues in the regional context.
- There are 4 pillars to the training structure
 1. To KNOW - head knowledge
 2. To DO - develop skills
 3. To BE - training the heart
 4. To BE COMMUNITY - how to live daily in a Kingdom way

Our schools have an important spiritual responsibility -

- Is the Spirit of God present?
- Are we training people to be followers of the sport movement OR be followers of Christ first?
- We are custodians of the heart values - we want to take them as personal values rather than “the values of the movement”.

We need to beware of information overload and allow opportunity for spiritual conviction. We must be completely Holy Spirit led.

Models of multiply schools

In order to have an effective training experience, it is crucial to know the purpose and clear outcomes before proceeding. This then allows for some variation in models which are impacted mostly by timing and location.

Once-Off : There may be a specific event (ie major sport event) or need (ie pioneering new territory) that requires intentional focus for a period of time. This form of school would typically attract participants from that localised area to build new teams relevant to the context.

Rotational : A collective group of cities or countries may wish to take turns in hosting the school for building their leaders and teams. Through mutual collaboration and agreement, the hosting areas can specifically target the needs for their context in partnership with the other city/country participants and facilitators.

Ongoing : These schools usually serve a regional need and are located in the same country/city/place with regularity. It becomes a central gathering place for the region it serves and therefore can include a diverse range of nationalities, cultures, educational standards and life experiences. The trainee leaders from these schools develop perspectives and relationships that span the whole regional area and allows for ongoing collaboration and partnership. We encourage having at least one for every Big Region.

The purpose of a Multiply School

There is no point in planning to run a Multiply School unless you have a clear purpose and desired outcomes. You must be intentional in the way that the school is structured and the training content delivered so it meets the needs of the participants and the relevant teams.

Core teaching content is recommended for all advanced trainings, but additional topics or focussed themes may be used to deepen the learning or increase knowledge and skills for specific purposes.

We would not expect many schools to need to do basic vision casting or introductory sessions except for the purpose of intensively training leaders who are genuine pioneers in new areas.

The main target group for this training would be experienced teams who come to learn and grow together in a deeper way.

During the process of the training, they can build on their experiences and grow from their failings as they work through case studies relevant to their context.

As much as it is important to share information in the training sessions, you must ensure that it is useful and relevant to the context of where your leaders are serving, so they can use the knowledge and apply it for themselves to address challenges and situations they face in a constructive manner.

Some possible outcomes could be:

- Growing teams for new territories
- Strengthening and stretching experienced teams
- Restricted access strategies
- Cross cultural mission
- Oral learners
- Elite sport context
- All Ability mission
- Refugee and trauma specialisation

What takes place at a Multiply School?

Living	Learning
Living together in community (becoming like family)	Ice breaker games, fun games and experiential learning
Community service tasks	Fitness testing and exercise sessions
Team Challenges & stress activities	Sports coaching, playing and competitions
Missional outreach experiences	Classroom training : teaching, case studies, group discussions, role play, facilitated discovery

Practicums	Ministry strategic planning
Mentoring, discipleship and accountability	Training of Trainers

Who should attend?

- Christian adults with clean living habits who have a passion for God and lost people.
- Those who have previously attended sports ministry training and have built practical experience.
- Members of a team who serve together in the field - they can learn from their mistakes and challenges, and grow deeper in their knowledge, calling and commitment to ongoing sport ministry.
- They are capable and willing to be servant leaders in their local or regional situation, and have the support of their church leaders and sports facilitation team.

Outcomes of a Multiply School

The Multiply School is NOT an academic institution, nor a Bible school giving out qualifications - it provides a community experience where participants are challenged to **grow in their relationship with God and to understand themselves in such a way that there is transformation in their minds, hearts, choices and behaviours.**

Personal transformation becomes evident when there is an understanding that identity is found in Christ; choosing to live as an obedient disciple of Christ; and coming to know the specific call on one's life and choosing in faith to respond to it.

The journey of change is a process, so each individual may be at different phases of growth. Throughout the process of the Multiply School the facilitation team will create experiences where the the Holy Spirit might impact lives.

Teams should grow together in their understanding of each other, their vision, mission, purpose and skills.

There are 2 types of teams we can develop -

- **A team with a clearly defined leader**, with members who fill their roles under the leader's vision and guidance. Tasks are given and directed from a central point.
- **A team of leaders** who all have different functions to fill, but they together develop and own the vision of what they are trying to achieve. They also are empowered and released to make necessary decisions and take action to achieve their responsibilities. Together, the team of leaders keep refining the vision, pathways, roles and duties.

** The 2nd model is what we are working towards - it sometimes feels harder to manage but is worth pursuing to be more effective and inclusive.

Each team should carry the heart values and vision of the movement, celebrating and valuing diversity (i.e. roles, gender, age, background, etc)

Progression of team development to a deeper level is a desired outcome.

Add Team Development Process Diagram

Disciple Making ministry should happen in various models and places. The contexts of sport, play, adventure, action, and health & fitness all provide a variety of opportunities and models to GO and make disciples. The whole purpose is to intentionally influence (redeem) the entire physically active world and its associated cultures. Sports ministry can be Incarnational, Missional and Attractional ministry.

3 key training outcomes:

1. **KNOW** - Know God and know yourself
2. **MULTIPLY** - Disciples, leaders and teams of leaders
3. **INFLUENCE** - the physically active world by GOING where they are.

Core Teaching Content

KNOW		
Know God		Know Yourself
Engaging with the Gospel	Heart Values	
Bible Handling	Character sessions (new)	
Discovery Bible Study	Sports Ministry Map	
Prayer, Worship and Solitude	Calling & Purpose	
Devotions	Table of Support	
Reflection times		
MULTIPLY		
Cultural Studies		
Missional Practice		
Understanding and Valuing Sport		
GO Strategies		
Disciples	Leaders	Teams of Leaders
Disciple making strategies	Team challenges	Leadership principles
Discipleship training & practical application	Team building	Effecting change
Life Accountability	Leading effective teams	Time management, etc
	Team roles	Sustainability
	Multiplying teams	Dealing with Conflict
		Partnership

Follow up generations	Fundraising	Planning and recruiting
	Mobilization	Training of Trainers
INFLUENCE		
Practical Ministry Plan		
Communication		
Mentoring		
Encouragement		
Reporting		

Value Adding

Besides the Core content of Advanced training, there are many extra options which add value to the experience. Choose topics and courses which fit with the needs and purposes of your school.

For example :

- Specialised health & fitness
- Whole life coaching
- Youth leadership
- Festivals
- Fatherhood and motherhood training
- Sport coaching certificates
- Deeper disciple making
- Global Community Games
- Chaplaincy
- Sports camps and academies

SET TOOLS: training sessions on THE HEART

The Heart of the Movement Overview

In this session each person will experience and explore the heart of the sports movement and commit to find out more. It is meant to inspire, challenge and enthuse all participants.

The session is built around three ideas: **What** we do, **where** we do it, and **how** we do it. These help to clarify the heart of the movement.

1. What we do

We are a movement dedicated to “Making disciples in all nations for Christ in the world of sport and play.” This means:

- We proclaim the Gospel because it is central to salvation and disciple making.
- We obey the Bible because is the Word of God.
- We seek to make disciples who are disciple makers.

Matthew 28:18-20

2. Where we do it

We operate throughout the world of sport and play. Sport is everywhere; inside and outside the church, and in every city and community. Jesus’ command is to go into **all** the world. Sport, as a universal language, enables us to be obedient to connect with *all* the world.

Matthew 28:18-20

3. How we do it

We serve. We work in teams. We partner. The task of making disciples of all nations is so huge it cannot be done by any one person, church or organization. It has to be a cooperative effort, empowered by God’s Spirit, done with the attitudes that Christ demonstrated.

*Ephesians 4:1-3, Philipians 2:6-11, Romans 12:3-8,
John 17:20-23*

The Heart of the Movement Overview

This session may be done as one whole session of 120 minutes or be broken into 3 shorter sessions of about 40 minutes.

YOU WILL NEED: Bibles, Two sets of labels for sports ministry map, Two 10 meter ropes.

TRAINING SESSION OUTLINE

1. Welcome and session overview *(see notes)*

8 min

Hold breath for 30 seconds.

- How long could you do this for?

Hold breath again while running. Ask the same question. Do a 2-minute dance routine with music.

- Link: Explain that this session is about the heart of this sports movement. Make a link between our breathing and our heart function.

Introduce the team of presenters. Explain the goals and key elements of the session:

- What do we do?
- Where do we do it?
- How do we do it?

▶ **Video: The Heart of the movement**

WHAT WE DO

2. Explore discipleship

10 min

Work in pairs.

- How did you become a disciple of Jesus?

Work in groups of 4 people. Read Matthew 28:18-20 and discuss.

- What does this verse say about making disciples?
- How has this process happened over the 20 centuries since Jesus left earth?

- Think back to your testimony. (Look at 2 Timothy 2:2)

3. Knee tag game *(see notes)*

6 min

Play the game and then debrief.

- What did you notice when we played this game the second and third times?

4. Discipleship workgroups *(see notes)*

10 min

Show and explain the diagram about how discipleship is a journey. Workgroups are given a category of person. Each group discusses the needs of this person. What do they need to be able to grow as a disciple?

- Link: We need to be aware that people need to be supported differently at different stages of the discipleship journey. Proclaiming the Gospel and obedience to the Bible are always central.

5. Bible discovery

10 min

Look again at the key Bible passage Matthew 28:18-20.

- What does it say about proclamation of the Gospel and what is said about obedience?
- How are these connected with disciple making?

▶ **Video: What we do**

WHERE WE DO IT

6. Connection activity *(see notes)*

5 min

Everyone needs to physically connect without moving from his or her position.

- What did it take for everyone to connect?

7. Bible teaching

8 min

Work as a whole group and discuss "Go into ALL the world". Read Matthew 28:19, Mark 16:15, Luke 24:47

- What words are common in all these verses? (ALL nations, all the world, all generations, all peoples)
- Who are some of the groups of people we miss in ‘ALL’?
- To whom is Jesus addressing His ‘Great Commission’? (*His disciples and to us as His disciples*)

8. Understand potential of sport

8 min

▶ **Video: The power of sport**

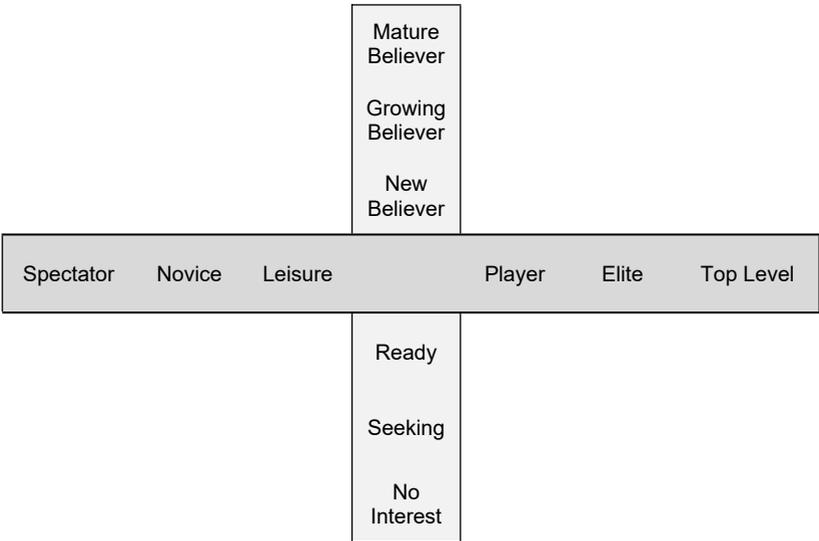
Work in groups of 4 people and discuss this quote.

‘Sport is one of the most effective ways for every church to make disciples in every country and every community.’

9. Understanding sport (*see notes*)

15 min

SPORTS MINISTRY MAP



Explain the sports continuum. This is the horizontal line of the Sports Ministry Map. (see detailed notes at the end of the session).

Activity: Ask people to stand in categories along a rope on the floor and ask them to explain the categories.

Debrief together.

- Are these people in every church?
- Are they living around every church and in every community?
- What does this mean for us today?

▶ **Video: Sports Ministry Map**

→ Link the Sports Ministry Map to making disciples.

▶ **Video: Where we do it**

HOW WE DO IT

10. Explain the scale of the task

5 min

Work as a whole group. Discuss.

- If we were setting up a business franchise in every country and city on earth, how would we do it? (There are 209 nations, more than 3000 cities of over 1 million, and more than 7000 languages)

→ Link: It is a big task (when you consider all nations), it is labor intensive (when you consider making disciples is a long term process with a small number of people), and it is a very relational, personal and life-changing task. So what will it take?

11. Working as team activity *(see notes)*

10 min

Work as a whole group. Discuss then demonstrate together.

- How did Jesus do it?

Jesus modeled an approach very different from the world's ways.

- The world says you can do it alone. (Ask everyone to untie their shoe lace using just one finger. Then tie it up again.)
 - It will take us working with other team members who are skilled at working together. (Use 5 fingers on one hand to tie up your shoe lace.)
 - It will take us working in a team who are willing to partner and encourage partnering across a city, village or country. (Find a

partner and use one hand each to work together to do up one of your shoe's laces)

- It will take us working in a team who are willing to partner and encourage partnering across a city, village or country and who model Jesus' servant heart. (With a partner, go and do up another person's laces)

Debrief activity to identify servant leadership, partnering.

12. Bible meditation

10 min

Work alone. Meditate on these Scriptures.

*Ephesians 4:1-3, Philippians 2:6-11, Romans 12:3-8,
John 17:20-23*

Pair and share after 5 minutes.

- What key ideas describe how Jesus expects this task to be done?
- How might they be carried out today?

13. Explore sports ministry map (see notes)

15 min

Create or show sports ministry map using ropes on the floor in the shape of a large cross. Explore how people might serve different people on this map.

- How do the concepts of **service**, **teams** and **partnering** all connect?

▶ **Video: How we do it**

14. Conclusion

5 min

Personal reflection.

- What have you been challenged and excited about in this session?
- What will you do about this in the next day? Week?
- Who can you tell and be accountable to?

Pair up, then share and pray for each other.

Detailed session notes

1. Welcome and session overview

Ask people to hold their breath. After 30 seconds stop people and ask:

- How long could you do this for?

Hold breath again while running on the spot. After 30 seconds stop people and ask the same question.

Do a 2-minute energetic dance routine with music.

Explain that this session is about the heart of this sports movement. Draw link from breathing to heart.

Heart explanation:

The heart is at the very center of your body. It is foundational to your body and everything it does. The heart is always active and if it stops then your body dies.

In the same way, the sports ministry movement has a heart. This heart is at the very center of the movement. It is foundational to everything we think and do. It is key to how we measure success and make new plans. This session will explore the foundation of this worldwide movement by exploring and answering these three questions about its heart.

- **What** we do
- **Where** we do it
- **How** we do it

3. Knee tag game

Everybody stands facing a partner so they are about half a meter apart. The aim of the game is to get as many points as possible by tagging the unguarded knees of your partner in 20 sec.

Variations:

- Play again for 20 sec moving feet.
- Play again and tag any other person's knees as well as your partner's.

Purpose of game: To see that we need to look around us to find opportunities to make disciples. Opportunities can be anywhere, not just in front of us.

4. Discipling workgroups

Work in teams of 4 people. Give each team a different type of person to consider and make recommendations for the rest of the group.

Categories of spiritual state of people:

1. *No Interest*
2. *Seeking*
3. *Ready to believe*
4. *New believer*
5. *Believer in crisis*
6. *Mature believer*

- If each person on this journey needs different help, what help does each type of person need?
- How can we help people at each stage of this journey?

6. Connection activity

All people are spread around the room randomly. In 60 seconds everyone needs to physically connect without moving from their position.

Debrief the activity.

9. Understanding sport (Sports Ministry Map)

Ask people to stand in these categories and ask them to explain the categories.

Spectator: Spectators are those who watch sport as a pastime, a passive entertainment. They are not engaged physically in the sport, though they may be strongly attached emotionally and socially to the sport.

Novice: A Novice is a beginner in sport, no matter what age they are. It could be a five year-old trying to shoot a basketball or a middle-aged person trying to learn tennis for the first time

Leisure: A leisure player is someone who gets involved in a sport for recreation, for fitness or as an active pastime.

Player: On the other half of the continuum is the Player. A Player is involved in competitive sports. They have been on a higher level team and they self-identify as an athlete.

Elite: An Elite athlete has all the characteristics of the player, but they feel extra pressures from others and from themselves. They are distinguished from others on the team because of their higher level of play. When an Elite athlete's team wins, they are very aware of their involvement in the win. If their team loses they feel this personally. Even in a win, the Elite athlete could be discouraged if they themselves did not play well.

Top Level: A Top Level Competitor has all the characteristics of the Player and the Elite, but is also recognized for their sport. There is a loss of privacy. Where the Elite athletes will scrutinize themselves, the Top Level Competitors will have the added pressure of extra scrutiny by fans and the media.

11. Working as team activity

How did Jesus do it?

Jesus modeled an approach very different from the world's ways.

- The world says you can do it alone. (Ask everyone to untie their shoe lace using just one finger. Then tie it up again.) Debrief questions could be: Was this easy? Why?
- It will take us working with other team members who are skilled at working together. (Use 5 fingers on one hand to tie up your shoe lace.) Debrief questions could be: What makes your hand a good team compared to one finger? Was it easy? Why?
- It will take us working in a team who are willing to partner and encourage partnering across a city, village or country. (Find a partner and use one hand

each to work together to do up one of your shoe's laces) Debrief questions could be: Was it easy working with another team? What made it easier?

- It will take us working in a team who are willing to partner and encourage partnering across a city, village or country and who model Jesus' heart of servanthood. (With a partner, go and do up another person's shoe laces) Debrief questions could be: Is servant hearted partnership easy? How do you feel?

Debrief to bring out servant leadership and partnering. People may notice differences because of the footwear people have (flip-flops, sandals, sports shoes etc.)

13. Explore sports ministry map

Create a sports ministry map. Use the two ropes to create a cross on the floor. Put these labels on the lines. The vertical dimension is the maturity of the believer (No Interest, Seeker, Ready to believe, New Believer, Believer in Crisis, and Mature Believer) and the horizontal line is the sports continuum (Spectator, Novice, Leisure, Player, Elite, Top Level).

Ask people to stand on the map in the place that best describe them.

- What do you notice about this?

Ask people to stand where a friend is situated on the map.

- Who can you best influence on this map?
- Pray for the person you are standing in for on the map.

Heart Overview Activity

90-120 minute activity to explore the 9 parts of the Heart of the Movement.

1. Optional Video

▶ **Show a video from ReadySetGO**

2. Group Preparation Activity

Break the group into 9 teams and give each team one of the Heart values. Their task is to spend 15 minutes to prepare a 6 minute activity for the rest of the group. Their 6 minutes needs to include:

- 1. Reflection on a Bible passage with a single question**
- 2. Presentation of their Heart value with a brief demonstration, drama, physical game or picture**

3. Group Presentation

Bring all the groups back and deliver to the rest of the group in three sections. Briefly introduce each area and then invite the three teams to lead the group:

- 1. What we do**
- 2. Where we do it**
- 3. How we do it**

4. Finish

Close with a summary.

▶ **Video: The Heart of the movement**

Prayer.

1. We Proclaim the Gospel

In this session we will begin to understand the key elements of the Gospel and why we need the Gospel. We will also begin to recognize the strategy Jesus used to take this good news to the world.

What is the Gospel?

The Gospel is:

- The good news about Jesus bringing us into right relationship with God so that together we can live in His Kingdom forever.
- It is important to know it accurately. It must include each of these key themes: God created us, we fell into sin, God restores us to live in His Kingdom through Jesus's death and resurrection.

John 11:25-27, Colossians 1:15-23, John 3:16-19, 1 Corinthians 15:1-8, Romans 5:9-10, Romans 1:1-5.

Why do we need the Gospel?

We need the Gospel because:

- Jesus gives us a right relationship with God forever when we believe in Him as the Son of God.
- This new life only happens through Jesus' death and resurrection.

Romans 1:16, John 10:10, Colossians 1:6, Philippians 3:20

How do we take the Gospel to the world?

Jesus' strategy for taking the Gospel to the world is:

- Have compassion for the lost, helpless and harassed.
- Go to these people and tell them the good news of God's Gospel. Pray and search for receptive people. Don't wait for them to come to you.

Matthew 9:35-39, Matthew 10:1-20, Romans 10:13-15

We Proclaim the Gospel

90 Minute Training Session

YOU WILL NEED: This session can be done with no resources or with PowerPoint and flipcharts. You will need to have a Bible.

TRAINING SESSION OUTLINE

1. Welcome and session overview

7 min

Introduce the team of presenters.

Explain the goals and key elements of the session:

- What is the Gospel?
- Why do we need the Gospel?
- How do we take the Gospel to the world?

Work in pairs: Share the Gospel in 60 seconds with each other.

- What was hard about this?

Let everyone see and read the following quote about the Gospel:

“Never be content with your current grasp of the Gospel. The Gospel is the life-permeating, world-altering, universe-changing truth. It has more facets than a diamond. It’s depths man will never exhaust.” — C.J. Mahaney

- **Link:** This quote reminds us that all of us can continue to learn more about the Gospel and grow in our conviction to share it. We need to live in the reality of it every day.

WHAT IS THE GOSPEL?

2. Learning game: Stuck in the Mud *(see notes)*

10 min

Play the game as a whole group then debrief.

- How is this like the Gospel?
- How is it different from the Gospel?

- How could we change the game to reflect the Gospel better?

3. Bible discovery: The Gospel *(see notes)*

15 min

Explain that the word 'Gospel' means **good news**.

Read Romans 1:1-3. It tells us that the Gospel is God's story. It was promised through Scripture and it is all about Jesus.

Work in groups of 4 people. Give each group a different Scripture to explore and discuss:

Colossians 1:15-23	John 3:16-19	1 Corinthians 15:1-8
Romans 5:9-10	Ephesian 2:3-10	

- What key elements of the Gospel are shown in this Scripture?
(Each Scripture will show 2 or more big ideas of the Gospel)

As a whole group collect all the words on a flip chart. Look for common words and discuss.

- What do you notice about the list?
- What is missing from the list?

→ **Link:** These 3 key ideas will be part of the Gospel. 1. Creation, 2. Sin and 3. Restoration. God created us, we fell into sin, God restores us to live in His Kingdom through Jesus' death and resurrection.

4. Practice telling the Gospel *(see notes)*

10 min

Give an example of a one-minute Gospel using the key ideas. (See extra information)

▶ **Video: The Gospel for sportspeople (optional)**

Work with a partner. Tell the Gospel to the other person for 2 or 3 minutes using the key words. Include your own story in testimony.

WHY DO WE NEED THE GOSPEL?

5. Physical Bible workout *(see notes)*

10 min

Read John 11:25-27 as a whole group and discuss together using the questions.

- What promise does Jesus make in this passage? (those who believe in Jesus will have eternal life, whether dead or alive when Jesus returns)
- What qualifies Jesus to be able to give us eternal life? (*His death and resurrection*)

Pair and share.

- Why is the Gospel so important for you in everyday life?

Work in teams of 4 or 6. Each team completes a physical activity at each marker around the room. The goal is to search Scripture to see why the Gospel is so important.

- Romans 1:16 (Salvation or powerful)
- Hebrews 9:27-28 (Saved from judgment)
- John 10:10 (*Full life*)
- Colossians 1:6 (*Fruitful*)
- Philippians 3:20 (*Heaven*)

6. Review statistics *(see notes)*

6 min

Work as a whole group. Look at the statistics on proclamation and discuss.

Pair and share.

- What stops us proclaiming the Gospel?
- Are we ever ashamed of the Gospel?

Pray and confess struggles in proclaiming the Gospel with a partner.

- **Link:** If we understand the key ideas of the Gospel and we realize that the Gospel is powerful and vitally important, how do we take the Gospel into the world?

HOW DO WE TAKE THE GOSPEL TO THE WORLD?

7. Hand game *(see notes)*

5 min

Work with a partner. Play the game without instructions and see what happens.

Debrief their reactions and responses.

- How is this like our different reactions to sharing the Gospel?

8. Video or drama: The great sportsman *(see notes)***5 min****▶ Video: I love sport**

→ **Link:** If we are committed to the Gospel we must share it and live it. Otherwise we are hypocrites.

9. Explore Jesus' strategy**10 min**

Work in a whole group. Read Matthew 9:35-38. Discuss this together.

- What word describes Jesus' attitude to people? (*compassion*)
- What words describe the condition of the people? (*harassed and helpless, sheep with no shepherd*)
- What are examples of this in our cities and villages today?
- What was Jesus' strategy? (Go out, tell people, befriend them, help them, heal them, equip disciples to do the same, pray, find the person of peace)

→ **Link:** Jesus was motivated by compassion for the people who were lost and helpless. His strategy was to go, help them, tell them the good news, and help others to do the same.

▶ Video: The Gospel for sportspeople (optional)**10. Reflection and conclusion****12 min**

Read Romans 10:13-15. Think alone.

- What is your response to this Scripture?
- How will you obey this passage?

→ **Link:** Now we have a basic understanding of the Gospel. We know that when we believe that Jesus is the Son of God, He gives us life for eternity. Now we must go with compassion to the lost and share this good news!

Work alone. Each person reflects about a group of people they are called to focus on. Write or draw a picture of the group of people on a sticky note.

- How can you reach these people for the Gospel?
- What resources do you need?
- What will you do in the next 24 hours? In the next week?

- Who will you tell and be accountable to?

Each person sticks his or her paper on the wall.

Pray to take the Gospel faithfully to these people groups mentioned.

Detailed session notes

2. Learning game: stuck in the mud

One person is chosen as 'Chaser'. The Chaser's role is to chase and tag as many people as possible. When a person is tagged they are 'stuck in the mud.' They have to stop, stand with their feet apart and wait to be freed.

Any untagged person can release another. They need to crawl through the legs of the person stuck. While a person is freeing someone else they cannot be tagged.

3. Bible discovery: The Gospel

These Scriptures reveal different key aspects of the Gospel. Different words might be used to describe the same idea.

- Colossians 1:15-23 (God, Jesus, people, sin, Kingdom life and others)
- John 3:16-19 (God, Jesus, people, sin, Kingdom life and others)
- 1 Corinthians 15:1-8 (Jesus, people, sin, and others)
- Romans 5:9-10 (judgment, sin, sacrifice, Kingdom life and others)
- Ephesians 2:3-10 (judgment, sin, people, God, love, life, Jesus, grace)

4. Practice telling the Gospel

Example: a one-minute Gospel using key words.

This amazing world was created by God and belongs to Him. He holds everything together. People were made to have a perfect relationship with God. However we did not trust God's rule and decided to live our own way. This is sin. It destroys creation, relationships and trust. God is the just ruler and must deal with sin in His Kingdom. However God is also merciful and loves people. So He sent his perfect Son Jesus to make our relationship with God right again. God had planned this from the beginning and promised the coming of His Son through prophecies hundreds of years earlier. Jesus was killed and paid the penalty for sin that we deserved. He came back to life three days later and proved He is God just as the Bible said He would. He is establishing His Kingdom of love, which goes forever. He forgives our sin and invites us to believe what He has done and join His team to serve God forever alongside others in His Church.

5. Physical Bible workout

Read John 11:25-26. Give some context to the passage. Jesus is talking to Martha about her brother, Lazarus, who has just died. Notice her response to Jesus.

Physical workout:

Preparation- Write a Scripture and a physical training exercise on a piece of paper and place one each at a sports cone around the room.

- Romans 1:16. Sit-ups
- Hebrews 9:27-28. Running on the spot
- John 10:10. Star jumps
- Colossians 1:6. Squats
- Philippians 3:20 Push-ups

Work in teams of 4 or 6. Teams run to a cone and read Scripture and instructions. From the Scripture work out the key word about why we need the Gospel. Then do 10 of the exercises as you all say and repeat the key word or phrase.

Make it fun and challenging.

6. Review statistics

These are statistics from North America from 2012.

- 80% agree it is their personal responsibility to share their faith
 - 75% feel comfortable sharing their beliefs with another
 - 61% haven't shared how to become a follower of Christ with another person in the last 6 months
 - 48% haven't invited anyone to church in the last 6 months
 - 20% rarely or never pray for people who are not followers of Christ
- from 'Lifeway Research' August 2012.

Please note: The main purpose of showing statistics is to stimulate thinking about why many people are reluctant to tell other people the Gospel. You can replace these statistics with more relevant data from your context or just discuss the issues about why we are ashamed of the Gospel.

7. Hand game

Work with a partner. Play the game without instructions. One partner puts palms up and the other partner palms down. Say Go!

Debrief:

- Did you notice there were no instructions how to play?
- Some started playing; why did that happen?

Discuss with the group those who played the game right away, those who watched before they moved and those who did not move.

- How is this like how we share the Gospel?

8. Video or drama: the great sportsman

This video can be replaced with a drama.

Scenario- a sportsman shows everyone his equipment with great pride. (boots, bat, ball, hat etc.) He is asked to come and play but says no. 'Isn't this the game...to collect the equipment.' or 'I don't want to ruin my gear.' He is asked if he has ever really played the game, on a field/court with others. 'No!'

Further Training ideas

Here are some further ideas about **Proclaiming the Gospel** to explore and go deeper. Some of these topics are contained in other ReadySetGO sessions:

- Six Windows – Explaining the Gospel
- Pray | Play | Say | Together
- Helping young people share the Gospel
- Helping sportspeople share the Gospel
- Translation of resources

2. We Make Disciples

In this session we will discover that the Great Commission and the Great Commandment are primary in God's plans for all nations. We want people to discover ways to make disciples in the world of sport and play.

Who is a disciple?

A disciple of Christ is explained many times and in different ways throughout the New Testament.

A disciple is:

- **Righteous** - Someone who has been brought into a right relationship with God through His grace alone. (Romans 3:24; Ephesians 1:4-5)
- **A follower** - Someone who follows the example of Jesus by learning to walk in the truth by being obedient to the Bible. (Ephesians 5:1, 1 Peter 2:21, 1 John 2:6, 3 John 4)
- **A disciple maker** - Someone who both lives for Christ and who makes disciples of Christ. (1 Corinthians 11:1, Galatians 4:19) As you live as a disciple you make disciples. As you make disciples you learn to live as a disciple. (Matthew 28:18-20, 1 Corinthians 4:16-17, 2 Timothy 2:2)

Why do we make disciples?

The sports movement is dedicated to 'Making disciples in all nations for Christ in the world of sport and play.' We make disciples because:

- It is who we are, followers of Christ, as Jesus' Spirit is **transforming us to become more like Jesus**. (*Rom 8:29*)
- Disciples of Christ have this **great commandment** to love one another as God has loved us. (Mark 12:30-31)
- Disciples are sent by the **great commission** of Matthew 28:18-20. It is our primary mission. Christ has all the authority and He is always with us to accomplish this task through us.

How do we make disciples?

- We make disciples by encouraging each other to live Jesus' great Commandment (Matthew 22:37-39, Mark 12:30-31)

- We make disciples by obeying Jesus' Great Commission:
- By going out of our comfort zone, going to all people groups, baptizing them and teaching them to obey Jesus (Matthew 28:18-20)
- We make disciples by encouraging each other to follow Christ and become like Christ (1 John 2:6)

We Make Disciples

90 Minute Training Session

YOU WILL NEED: Ball or similar object, Flipchart paper and markers, Stories of disciple making.

TRAINING SESSION OUTLINE

1. Learning game: pass it on *(see notes)*

8 min

Work in teams of 5 people. Play passing game with a ball of any size.

Debrief together.

- How is this game like what disciples do? (*disciples pass on the good news*)

2. Welcome and session overview

3 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- What is a disciple?
- Why do we make disciples?
- How do we make disciples?

▶ **Video: What we do**

WHO IS A DISCIPLE?

3. Collect disciple words *(see notes)*

12 min

Work in the same teams. Display a list of Bible verses that describe a disciple (see Extra Information).

Each team must look up as many verses as possible to find any words that describe a disciple and try to be the first group to write the words on the flipchart beside the verse.

- **Link:** A disciple is many things. As disciples, we are in right relationship with God because of Jesus' mercy and forgiveness. We follow Jesus and imitate Him. We are called and sent out to proclaim the Gospel and make disciples. We are continually learning to honor God in everything, and to constantly crucify our self-centeredness. We are called to live in unconditional love towards the body of Christ and others and to live as good stewards of what God has given us. We are ambassadors of heaven bringing God's grace to earth.

WHY DO WE MAKE DISCIPLES?

4. Bible teaching *(see notes)*

12 min

Read Matthew 28:18-20 and Mark 12:30-31.

Work in one group. Study the Bible passages to explore more closely why we make disciples (see Extra Information).

5. Reflection: your own story

10 min

Think about your experience of becoming a disciple. Pair and share:

- Who discipled you? Who is discipling you now?
- If you are not discipled, would you want it? ...and why?
- How would you answer if someone asked you: Why is discipleship needed?
- Which words on the flipchart applies to the person or people who discipled you?

Pray together.

6. Stories of disciple making *(see notes)***15 min**

Share personal stories of disciple making using examples from sport and play (see Extra Information). Use stories from the leaders.

▶ **Video: Show various stories of disciple making from the world of sport and play.**

Debrief:

Work in small groups of 4 people. Discuss common elements of the process of making disciples. (Relationship to mentor or peer, prayer, Bible study, confession, making new disciples, proclaiming Gospel)

HOW DO WE MAKE DISCIPLES?

7. Learning game: what we pass on**6 min**

This activity is run the same as the first activity. The only differences are:

The first person says 'Make Disciples' then in turn each person says 'Going', 'Baptizing', 'Teaching, as they release the ball.

The 6 people are spaced further apart. They can even stand in all different parts of the room but still work as one team.

Debrief

- How do we make disciples? (Going, baptizing, teaching to all nations and with Jesus' authority)

→ **Link:** The people are spaced further apart to help show they need to GO in order to make disciples. But what does it actually mean to 'GO'?

8. Small group discussion *(see notes)***12 min**

Work in small groups of 4 people. Read Matthew 28:18-20 and Mark 12:30-31 again. Discuss these questions.

- How do you think the first disciples would have felt about the task written in Matthew 28:18-20?
- How does Mark 12:30-31 help us understand HOW we should GO?
- What do you think it means for you to GO? (obey, be active, try something new, go to new places)

- How do you feel about GOING?

→ **Link:** GOING is about leaving the comfort of our believing friends and GOING to where not-yet-believers are.

CONCLUSION

→ **Summary:** Matthew 28:19 says we are to make disciples of all nations. It makes sense to think of all nations as all people groups. Therefore we are called to GO to all people groups; that includes the people group of sport. We can make disciples through our involvement in sport and play.

9. Personal reflection

12 min

Think about these questions on your own and make notes to help you remember:

- What are some of the ways that you will disciple others in the world of sport and play?

Now pair and share your action steps. Pray for one another. Also pray for those whom you are intentional about discipling.

10. Conclusion

5 min

Write key word 'GO' on each person's first finger. Read Matthew 28:18-20 again as you point to each other....GO!

→ **Summary:** What is at the heart of sports ministry? Let us all "GO...and make disciples in all nations for Christ across the world of sport." A disciple is someone learning to follow Jesus. To be a disciple means we GO and make disciples... who make disciples.

Detailed session notes

1. Learning game: pass it on

Divide into teams of 5 and line up each team across your venue. Each group will need a ball or something to throw.

Each person stands about 1 or 2 meters apart. The ball is thrown from person 1 to 2 to 3 to 4 to 5 and then thrown back over the heads to 1. Each person calls out their number as they throw the ball.

Make this into a competition, e.g. How many circuits can they complete in 2 minutes?

Debrief: Part of discipleship is passing on the message from one person to another.

3. Collect disciple words

Put the Bible verses on a flipchart before the session. Teams have 3 minutes to find as many key words as possible from the Bible passages and race to be the first to write them on the flip chart. At the end they run to the flip chart to write a description under a Bible verse.

Verses

- Matthew 4:19 (fishers of men)
- Matthew 4:21-22 (called)
- Matthew 22:36-39 (obedient)
- Matthew 10:5-12 (sent out, worthy person or person of peace)
- Luke 9:23 (sacrificial)
- John 13:35 (love one another)
- Acts 1:8 (witnesses)
- 2 Timothy 2:3-6 (soldier, athlete, farmer)
- 1 Corinthians 4:16-17 (imitator, son, servant, faithful, follower)
- 1 Corinthians 11:1 (follow example, follower of Christ)
- Galatians 4:19 (passion, commitment, Christ-likeness)
- Ephesians 1:4-5 (God's initiative, chosen, divine purpose, through Christ alone)
- Colossians 1:28-29 (proclaim, admonish, teach)
- Colossians 4:2-6 (pray, proclaim, be wise, intentional)
- 2 Timothy 2:2 (transfer of truth)
- 1 Peter 2:21 (following Christ's example)
- 1 John 2:6 (abide in Christ, act like Christ)
- 3 John 4 (walking in the truth)

4. Bible teaching

Read Matthew 28:18-20 and Mark 12:3-31. Extra verses include Mark 16:15-16, Luke 24:45-49, John 20:21-23, Acts 1:8.

Explain that these were Jesus' final words to His disciples before He left the earth. They are very important words.

- Identify the words that are Jesus' commands. (*go, make disciples, baptize, teach*)
- Identify Jesus' two promises. (1. That Jesus is the one who has authority. This is the power that enables the disciple to speak on behalf of Jesus. 2. That as we carry out this command to make disciples, Jesus will be with us, right to the very end of the age. This assurance come from the phrase 'I am with you always' in verse 20.)

Pair and share

- Why then is it important to see ourselves as disciple makers? (Jesus commands it and gives us all the resources and support we need; it grows the church)

Read Mark 12:30-31.

- Where did the Great commandment come from in the Old Testament? (Deuteronomy 6:4-5)
- What does the Great Commandment have to do with how we go about fulfilling the Great Commission?

6. Stories of disciple making

Examples of disciple making:

In the **UK**, Christine, a believing Olympian has been discipled so she can authentically connect her sporting life with her faith. Believing sportspeople and chaplains have been influential through nurture and support, especially in the intense times of high profile athletics meets. She is now leading Bible studies with athletes at a local sports center.

In a Christ-centred school in **Zambia** a young teacher, discipled in 2012, accepted Christ and within 5 months was discipling the children at his school. One 4 year old girl convinced her 13 year old brother to attend the discovery Bible study with her. Their mother became interested when she noticed big changes as he committed to obeying the Bible's instruction to 'obey your parents'. In 12 months there are 4th and 5th generations of disciples.

In **Eurasia**, a young volleyball player from an atheist background discovered God for herself through the Scriptures at volleyball practice. With the consistent example of her coach she is now a volleyball coach with 27 players who all spend time together discovering the Bible. Just recently she told her coach that she is now a spiritual grandmother – the disciple has become a disciple maker.

A boy of 14 in **Bolivia** attended CYCAS training, then helped to run a KidsGames in the local community the next day. He told an older leader after this life-changing experience, 'I want to help other churches and people with sport and the gospel'.

In **Syria**, a young woman is connecting with about 400 children every week in the context of civil war and religious intimidation. She has discovered the power of using sport and play to disciple children and families. She has attended sports leadership training to continue to grow as a disciple and improve her skills as a disciple maker.

In **Australia**, a young teenage girl from a nominal believing background gave her life to Christ through the discipleship of a youth worker in a local church. She went on to devote her life to discipling children through an evangelistic organization. However her most important and challenging role as a disciple maker is with her own children, who are 6 and 11 years old. They are now discipling classmates and neighbors.

8. Small group discussion

If time is limited, split group into two so half look at Matthew 28 and the other half at Mark 12.

Further Training Ideas

Here are some further ideas about **Making Disciples** to explore and go deeper. Some of these topics are contained in other ReadySetGO sessions:

- Heart Overview
- Disciple making Principles
- Disciple making Techniques
- Disciple Making in Pioneer Places
- How to Train Trainers
- Whole Life Coaching
- Youth Sports Leadership Development
- Active Kids Discipling

3. We Obey the Bible

In this session we will understand that the Bible is foundational to our lives. We need to take it seriously by understanding it faithfully, obeying it actively and communicating it relevantly.

Why is the Bible important?

The Bible is an amazing collection of 66 books. Different people wrote it over many centuries. However the Bible makes a huge claim. It says that God speaks to us today through its words.

The Bible is important because:

- It is God's full revelation of Himself and His rescue plan for all people.
- It reveals Jesus - it is an urgent message of salvation.
- It is useful - it shows us how to live God's way.
- It has authority - it is necessary to obey because it is God-breathed.

Hebrews 4:12-13, 2 Timothy 3:16

How do we use the Bible?

There are three elements to using the Bible well. We need to:

- Understand it faithfully - listen, read and study each verse in context.
- Obey it actively in our everyday lives.
- Communicate it relevantly to help those who learn from us.

2 Timothy 2:15, James 1:22-25, 2 Timothy 3:16 and 4:2-6, John 12:49

How will we obey the Bible?

We will think about this issue together.

- There are practical steps to obeying the Bible. It requires prayer, commitment and accountability.

We Obey the Bible

90 Minute Training Session

YOU WILL NEED: A Bible, chairs.

TRAINING SESSION OUTLINE

1. Welcome and session overview

3 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- Why is the Bible important?
- How do we use the Bible?
- How will we obey the Bible?

WHY IS THE BIBLE IMPORTANT?

2. Learning game: urgent message *(see notes)*

7 min

Stand in lines of about 10 people.

Whisper the 'urgent message' to the first person who will pass it on to the next and so on until it reaches the end of the line.

MESSAGE "The floor is very hot, it will burn your feet so you must stand on a chair immediately."

Debrief:

- How many stood on a chair?
- Why did some not stand on a chair?
- What do we learn from this game?
- How is the Bible like this learning game?

→ **Link:** We need to understand the message clearly and act on it urgently.

3. Teaching: what is the Bible? *(see notes)*

10 min

Pair and share.

- Describe what the Bible is. (God's word, urgent, important, useful)

Get responses and summarize.

Read Hebrews 4:12-13 and teach with these questions. This is how the Bible describes itself.

- What words are used to describe it? (living and active, double edge sword)
- What does it mean to be 'living and active'? (Isaiah 55:11 – achieves the purpose of God. It is not outdated, but relevant for today)
- Why is the 'double edge sword' illustration used? (it is effective and sharp, it cuts on every stroke, a skilled person needs to use it)

Optional: If we read further in Hebrews 4:14-16 we see Jesus, the High Priest, who stands in our place before God. He is merciful and gracious.

- What is the purpose of the Bible from this whole passage? (1. it reveals our thoughts and attitudes and lays us exposed before God to whom we must give an account – at His mercy, 2. it introduces us to merciful Jesus who saves us)

Pray: Ask the Holy Spirit to bring God's living and active word alive in us so we can be transformed by the renewal of our minds.

- **Summary:** Why is the Bible important? The Bible shows us the reality of our situation. The Bible reveals Jesus the Savior to us.

HOW DO WE USE THE BIBLE?

4. Explain keys to understanding the Bible

3 min

There are three important elements to how we use the Bible. We need to:

- Understand it faithfully - listen, read and study each verse in context.
- Obey it actively in our everyday lives.
- Communicate it relevantly to help those who learn from us.

The rest of the session explores these three ideas.

5. List ideas: how to handle the Bible *(see notes)*

10 min

Work with a partner.

- What are the keys to understanding the Bible faithfully?

Share this with a partner for one minute then swap partners and do it again. Get responses by asking people to shout out answers. Create a list on a flipchart.

Read 2 Timothy 2:15 to the group.

Work in groups of 4 people. Make two lists. 'How to handle the word of truth' and 'How not to handle the word of truth.'

Get responses from some of the groups and make relevant teaching points. (See extra information)

- **Link:** We need to read and understand the Bible faithfully. However unless we act on this it will have no value to us. We must also **obey it**.

6. Challenge: being a mirror

10 min

Work with a partner.

One person is a 'mirror' and the other makes actions that the 'mirror' has to follow.

After 60 seconds swap roles. Stand back to back. The partner has to describe what they are doing with only words while the 'mirror' tries to do the actions. (*very difficult*)

- Which way was easier? (*facing the 'mirror'*)

Read: James 1:22-25 and discuss with partner.

- What are the verses saying?
- Share an example about how you were blessed by obeying the Word?
- What helps you obey the Word?

- **Link:** In the mirror game it was almost impossible to do exactly what your partner was doing when backs were turned. Similarly we only know we are obeying it if we read the Bible regularly and faithfully. Obey actively!

7. Brainstorm challenge (*see notes*)

12 min

Work in three large groups. Each group is given one of these questions and 2 minutes to brainstorm.

- Where did Jesus teach? (*fields, temple*)
- What objects did he use to teach? (*coins, mud*)

- How did Jesus communicate the message? (*told stories, corrected, used objects*)

Pair and share debrief:

- What do you notice about the lists? (variety, creativity, memorable, we are not as creative today)
- What was Jesus' strategy? (to make it memorable for the specific people he was talking to)

Optional: In the story of the Good Samaritan (Luke 10: 25-37), how would you contextualize the characters for your cultural situation? (*e.g. the Samaritan could be a refugee*)

Get responses from group and summarize.

- **Link:** Jesus communicated creatively (varied approaches) and relevantly (suited the context). Jesus said the Father told Him **what** to say and **how** to say it. (John 12:49)

8. Bible teaching (*see notes*)

10 min

Work in a big group. Read 2 Timothy 3:16, 4:2-6 and use these questions to teach.

- What does it say about communicating the message? (useful for teaching, rebuking, correcting, training, encouraging)
- What does it tell us about the Bible's power?
- What is the warning here? (verses 3-4 false doctrine and only telling people what they want to hear)

Pair and share.

- Share examples of when the message has been shared relevantly to you. What was the effect?

Get responses from the group.

- **Link:** We need to be well prepared to share God's word in appropriate and creative ways. The Bible is most powerful in our lives when we understand it faithfully, obey it actively and communicate it relevantly. It is like the three colored spotlights. (*See the PowerPoint*)

HOW WILL WE OBEY THE BIBLE?

9. Reflection: next steps

12 min

Work alone for 5 minutes. Make notes on your ideas to help you remember them.

Think about what practical steps you can take to:

- Read and study the Bible faithfully
- Take action and obey it
- Help share it relevantly and creatively

Pair and share.

Now share with a partner your ideas/plans and pray for one another.

- What will you do to obey in the next day? Week?
- Who will you tell and be accountable to about your actions?

Challenge the group to keep thinking about these practical steps.

Get responses from 2 or 3 people to inspire others.

10. Conclusion

4 min

Play urgent message learning game again. See if the group obeys this time.

- **Summary:** If we look at Matthew 28:20 we see that Jesus is with us by His Spirit for all time. As we are obedient to the command to ‘Go to make disciples, teaching them to obey...’, He is guiding and empowering us. We must make disciples who obey the Bible.

Detailed session notes

2. Learning game: urgent message

People get into lines of equal number one behind each other. Explain that an urgent message is going to be whispered to the first person in the line. They are then to whisper it to the next person and so on until it reaches the end of the line.

Give the URGENT MESSAGE: The floor is very hot, it will burn your feet, you must stand on a chair immediately.

Debrief

- What do we learn from that game? A number of scenarios may have occurred:

If nobody or only some people are standing on chairs - ask the group why they aren't all standing on a chair?

Use this to highlight the importance of understanding the message clearly and obeying it actively. To only do one or the other could lead to us into trouble!

For those who are on a chair - ask if they know why they are on it? Use this to highlight that it is pointless and sometimes dangerous to act without receiving clear instructions and without knowing why we are doing what we do.

Summary:

This game shows us that it is important for us to understand a message clearly and to act on it urgently.

3. Teaching: what is the Bible?

Read Hebrews 4:12-13 and teach.

Notes:

Living and active: The word of God is **living and active** – a dynamic, interactive, transforming force, effective in carrying out God's intention, which is to change people.

Double edge sword: Like a **double edge sword**, the word of God penetrates to the depths of a person's inner life, judging our thoughts and attitudes.

Jesus High Priest: Jesus is our **high priest** (vs 14) – we lay ourselves bare before our God who died for us, took our judgment upon himself and who offers us His grace (undeserved kindness). This is a reference to the Jewish practice of sacrifice for forgiveness of sins, which Jesus' death and resurrection has replaced.

5. List ideas: how to handle the Bible

How not to handle Scripture- important teaching points:

- We read each verse in the context of the surrounding verses and of the book as a whole.
- We look for what the passage means in its context and seek to apply that meaning to our lives, rather than making up what we want it to mean and applying it how we want.
- We don't want to distort God's word but want to be faithful as we read and apply it.

7. Brainstorm challenge

Notes: Jesus taught creatively (varied approaches) and relevantly (suited the context). He was relevant for a mainly oral society. He used examples from their everyday lives, He told stories and parables, He altered the way He taught and spoke according to who He was speaking to – children, disciples, sick people, Pharisees, etc. He was creative and made ideas memorable.

8. Bible teaching

Explain that as a movement we not only commit to reading the Bible faithfully so that we know what God wants to communicate, but we also want to share it relevantly. From the front read 2 Timothy 4:1-2. Remind them that this is Paul's last letter to his most trusted leader, Timothy, and here he is passing the 'baton' of responsibility on to him to share God's word.

Explain:

In verse 2 he gives the command to 'Preach the word', meaning that Timothy must actively seek to share God's word in public and in private. He then explains to him how he is to do it:

- 'be prepared in season and out of season' - He must be ready to share all the time. Prepared for the planned times and the unplanned conversations.
- 'correct, rebuke, encourage' - He must apply God's word relevantly to the situation. Using it effectively for that moment.
- 'with great patience and careful instruction' - He must persevere and listen and think carefully and creatively how to communicate God's word in a way that the people can hear, understand and respond to.

Explain the spotlights.

When we read the Bible we need to hold on to these three elements.

- Understand it faithfully (listen, read and study)
- Obey it actively
- Communicate it relevantly

If we focus on or elevate only one element then we become imbalanced in our understanding and use of Scripture. If we combine the beams of red, blue and green lights, it becomes white. As we focus to understand it, obey it and communicate its message, it will be truly active and alive.

Further Training Ideas

Here are some further ideas about **Obeying the Bible** to explore and go deeper. Some of these topics are contained in other ReadySetGO sessions:

- Explaining the Gospel – 6 Windows
- Discovery Bible Group
- The Big Story of the Bible
- How Children and Young People Learn
- Learn Through Games

4. In and Through the Church

In this session we will see that we are the Church. We will understand the true role of the Church and discover how the sports movement works in and through local churches to make disciples for Christ in every community.

Who is the Church?

The Church is the chosen people of God, called to proclaim God's good news.

1 Peter 2:9-10

What is the role of the Church?

Jesus is the head and the Church is His body. We, as the Church, have a specific role that God has determined. We are to:

- Live in unity as witnesses to Christ's love.
- Use our diverse gifts for the mutual benefit of each other.
- Meet together for mutual encouragement.
- Be part of God's mission to proclaim the Gospel, make disciples, baptize and make disciple makers.

John 17:22-23, 1 Corinthians 12:26-28, Hebrews 10:24-25, Acts 2:42, Colossians 1:24-29, Mark 16:15

How do we serve in and through the Church?

There is a strong connection between sports ministry and the Church. Each person is encouraged to see their place in their local church and its mission.

In and through the Church

90 minute training session

YOU WILL NEED: Bible, flipchart paper, props for acting, paper and pens.

SESSION OVERVIEW

1. Welcome and session overview

3 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- Who is the Church?
- What is the role of the Church?
- How do we serve in and through the Church?

2. Learning game: shoulder message *(see notes)*

15 min

Work in teams of 6-12 people. Play the learning game together. Each team has to move through an obstacle course while blindfolded, guided by the last person who is not blindfolded.

Debrief.

- What was the role of the last person in the line?
- Was your mission accomplished? Why or why not?
- What was most challenging about this activity?
- What does this activity show us about the Church?

WHO IS THE CHURCH?

3. Bible discovery

5 min

Read 1 Peter 2:9-10 aloud together as a group. Reread it a number of times in different ways. Let this truth sink deep in - this is who we are!!

Work with a partner and discuss.

- What do these verses say about who we are? (Chosen people, royal priesthood, holy nation, belonging to God, called out of darkness into light, receivers of mercy)
- What do these verses mean to you today?

- What is our purpose as a Church? (*to declare God's praises*)

Pray, thanking God for our new identity and family.

Summarize the ideas from the group.

- Link: We are the Church, God's chosen people. Our role is to declare His praises. What else does the Bible say about our role?

WHAT IS THE ROLE OF THE CHURCH?

4. Bible discovery

25 min

Work in groups of 6 people.

Give each group a different Bible passage to read and investigate using the questions.

After the groups have studied the passages they will present their findings in a creative way, eg. drawing, diagram, drama, song or mind-map.

Head - Ephesians 1:15-23

- How do we see that Christ is the head of the Church? (*He is the leader and has authority*)
- What does this mean for us? (we need to follow Him as the Head)

Body - 1 Corinthians 12:12-31

- How do we understand our part in the Church from this passage? (We need to be united in one purpose but diverse in our gifting)
- What does this mean for each of us? (*be specific and personal*)

Mission - Colossians 1:28-29 and Mark 16:15

- What do these passages say about what the Church should do? (proclaim the Gospel, make disciples and disciple makers, obey the Bible together)
- What does this mean for us? (make disciples using our gifts)

Look at some or all of the group presentations.

- **Link:** The Church is the body of believers called by God to be His special people. Christ is the head. We are the Church united under our head, Jesus. The Church is a body with many diverse parts. The Church has been called to do Christ's work

of proclaiming the Gospel and making disciples. Every part of church life must declare 'God's praises'. 1 Peter 2:9-10

HOW DO WE SERVE IN AND THROUGH THE CHURCH?

5. Reflection time

12 min

Work in the same groups of 6 people. Discuss these questions.

- How will knowing these three church roles (head, body, mission) help us understand sports ministry?

Sit alone and think.

- What is your role as a part of the Church?
- How could you grow in this role?
- What are your next steps?

Pair and share.

6. Head-body-mission training *(see notes)*

7 min

(Optional activity) Complete a football drill together to reinforce the roles of the Church (head, body and mission).

7. Brainstorm application ideas

15 min

Work in the same groups of 6 people. Brainstorm about the following:

- Find ideas for the local church context in which sport or play could be used to help the Church proclaim the gospel to unbelievers.
- Find ideas in which sport and play could help the Church make disciple makers. Choose the best 3 ideas.

Collect the ideas from all the groups and write on a flip chart. Discuss the ideas together.

8. Conclusion

7 min

Personal reflection time.

- How can you use sport and play to help the Church accomplish its mission?

Pair, share and pray.

- What will you do about this in the next day? Week?
- Who can you tell and be accountable to?

Demonstrate the football drill again to reinforce the head, body and mission of the Church.

- **Summary of session.** The Church is God's body on earth. We belong to God and exist to point people to Jesus. The Church is a united body with a mission who meet regularly. Sport and play can help in all aspects of church life.

Detailed session notes

2. Learning game: shoulder message

The objective of this game is for groups to form a line and walk through an obstacle course. Each person except the last is to do this blindfolded. The last person guides the whole team by touching the shoulders of the person in front of them, which is passed up the line. No-one is to talk. They must try to finish the race without touching the obstacles or touching other teams.

After the game lead a discussion about similarities between this game and what the Church is doing.

By the end of this game each participant will:

- Understand the role of Jesus as the head of the body.
- Recognize how the Church functions as a body complementing each other.
- Understand the role of the Church in spreading the Gospel, making disciples and disciple makers.

Preparation

- Use a space about 10 meters long and 6 meters wide. (It will depend on the number of participants and available area)
- Create an obstacle course for teams using sports cones or whatever you find.
- Give blindfolds to every participant except the last in each team. If this is not possible, ask participants to close their eyes.

Instructions

Divide participants into teams of 6 to 12 people according to the number of participants and available space.

Each person lines up with their hands on the shoulders of the person in front.

All people close their eyes (or get blindfolded) except the last person in each line.

Teach participants the basic hand touches that are passed along the line on people's shoulders from the back person to the front. E.g., if the team needs to move right then the back person squeezes the right shoulder of the person in front. The message is passed along the line in this manner and then the team moves.

- Moving right = squeeze right shoulder.

- Moving left = squeeze left shoulder.
- Moving forward = push the two shoulders forward.
- Moving backward = pull both shoulders backward.
- Stop the group = pressing both shoulders down.

Each time you touch an obstacle, 5 seconds will be added to your time.

Be sensitive to culture; if the culture does not allow boys to touch girls then split teams based on gender.

6. Head-body-mission training (optional activity)

Work in teams of about 12 people. The purpose of this activity is to do a football drill together to reinforce the major roles of the Church (head, body and mission)

Each team is given a football and stands in a semicircle. One person is the leader and stands about 3-4 meters from the semicircle with the ball. The activity is done in 3 rounds.

- In the first round the leader throws the ball to each person in order so they can head the ball back and says '**Jesus is the head**'. The person heading the ball calls out '**united**' as they do so.
- In the next round the leader throws the ball so the team member can control it and hit it back using their body E.g. chest, knee, shoulder. Each time the leader says '**We are the body**' and the team member says '**diversity**' when they hit it.
- In the last round the leader throws the ball. The team member traps it with their feet and kicks it back. The leader says '**The Church is on a mission**'. As each person kicks the ball they call out, '**proclaim and make disciples**'.

This activity can be done as a race between teams.

Follow up teams after training

This is one idea you could use to help teams to grow in their understanding and application after the ReadySetGO training.

- During the training schedule, allow teams to connect and become accountability partners. Afterwards they can be in regular contact to encourage each other, share ideas and help work out difficulties.

5. In Sport and Play

In this session we will see why sport and play are the focus of our movement. We will understand sport and play from a Biblical perspective and how we can engage with them to GO and make disciples.

1. What is meant by sport and play and why are they important?

Play is spontaneous, creative and free. Sport has these elements but also has rules, and a defined outcome.

Sport and play are important because:

- They are **valuable** to be enjoyed and shared.
- They are a **universal** language that motivates and connects people.
- They give a **unique** opportunity for mission in this generation.

2. How does the Bible view sport and play?

We can understand the significance of sport and play when we view them from a Biblical perspective. Sport and play connect with the three big themes of the Gospel: creation, sin and restoration.

- We are **CREATED** to reflect God's image. We were designed to play.
- Our lives and relationships are **BROKEN** by sin.
- We can be **RESTORED** by God's mercy through Christ, so that in Him we can offer our talents and relationships as worship.

Genesis 1-3, Romans 12:1-2

3. Where do we engage with sport and play?

The sports movement seeks to engage with sport and play through a number of different GO strategies. These strategies are varied. They can be used and adapted according to the context.

We serve in Sport and Play

90 minute training session

YOU WILL NEED: Bibles, pens and paper, flipchart, print out for the Sports Bag activity.

SESSION OUTLINE

1. Overview of this session

3 min

Introduce the team of presenters. Explain the goals and key elements of the session:

1. What are sport and play and why are they important?
2. How does the Bible view sport and play?
3. Where do we engage with sport and play?

WHAT ARE SPORT AND PLAY? WHY ARE THEY IMPORTANT?

2. Challenge: from play to sport *(see notes)*

20 min

Work with a partner.

Each pair is given 5 small objects to play with creatively. Work for 4 minutes.

Join three pairs to form groups of 6 people. Debrief together.

- What was the most creative thing you did?

Work in teams of 6. Combine the toys to invent a 'sport'. Spend time testing it and modifying the rules. Work for 6 minutes.

Work as a whole group. Collect ideas about sport and play on a flipchart.

- **Summary:** Sport comes from play. Play is spontaneous, creative and free. Sport has these elements, but also has rules/regulations and a defined outcome. There is often a winner and loser.

3. Review *(see notes)*

2 min

Sport is valuable, universal and unique.

HOW THE BIBLE VIEWS SPORT AND PLAY

→ **Link:** How God sees us is most important, not how others see us or even how we see ourselves. What does the Bible say about who we are?

4. Bible teaching: creation *(see notes)*

12 min

Read Genesis 1:27 and 1:31 and *teach* that we are made in God's image – creative, playful, intelligent.

Read Genesis 2:15 and teach that we are made to use our talents for the benefit of others.

Give each person a blank piece of paper. Each person writes their three best talents.

Read Genesis 2:18 and teach that we are made to be in relationship with God and each other.

Each person now writes the names of their three most intimate relationships. Keep the paper.

Work in groups of three.

- How can you reflect God's image through your sport and play? (*be creative, use your talents, work on relationships*)
- What are your best moments in sport and play? Why?

► Optional Video: Good sport

→ **Link:** God created us to find our identity in Him and have perfect relationships. Our best sports moments reflect this. However we know life and sport don't work out perfectly.

5. Bible discovery: sin *(see notes)*

12 min

Work in groups of three. Read Genesis 3:1-6 and discuss.

- What has been spoilt and why? (people's intimate relationship with God because they disobeyed Him)
- What are the consequences of this in Genesis 3:16-17? (Relationships are broken and our purpose becomes frustrated)
- What does this mean? (We make up our own rules, identity and purpose)

- What are the consequences for us? (everything about sport and play is damaged and self-centered)

Get responses and summarize ideas.

- **Link:** Since we have rejected God's rule we have tried to find our identity through our talents and relationships. We see this in the world of sport.

Rip the paper in two and write along the rip. Write three poor attitudes you have and three people you struggle to work with.

Work in groups of 3. Discuss.

- What have been your worst moments in sport?

6. Bible teaching: restored *(see notes)*

10 min

Read Romans 12:1-2 together. Teach that through God's mercy we can be made right with God and can offer our sport and play and in fact our whole bodies as worship.

Each person crumples their paper and throws it away. Give each person a new piece of paper. They write "I am a new creation." 2 Corinthians 5:17 in large letters in the center of it.

Work in pairs.

- How can you view sport and play differently in the future?

- **Link:** Sport and play is valuable, universal and unique.

- We have been created to play purposefully to reflect God's image. Everything is broken by sin. However we are restored by God's mercy through Christ so that we can offer our talents and relationships as worship.

- So what are our next steps to 'Make Disciples for Christ in all nations in sport and play'? What can we do?

WHERE WE ENGAGE WITH SPORT AND PLAY

7. ReadySetGO Sports Bag challenge *(see notes)*

16 min

Explain and show the ReadySetGO sports bag.

Divide the group into teams. Each group goes to a different part of the room where a scenario has been written on a flipchart. Each team

carries a description of five GO strategies. Discuss this question as a group.

- What GO strategy (there could be more than one) would best suit this scenario?
- Sport and play helps us make disciples where we are through the ReadySetGO SPORTS BAG that has great GO strategies to help us.

8. Explain ReadySetGO strategy *(see notes)*

10 min

Summarize what we have done with our sports bags, pointing to the 26 GO strategies. These are the 'tools' in the ReadySetGO Sports Bag. Explain that this is the starter pack for your team.

9. Reflection

5 min

Reflect individually and make notes:

- What are your next steps to 'make disciples for Christ in all nations in sport and play'?
- What will you do in the next day? Week?
- Who will you tell and be accountable to?

Pair, Share, Pray:

Share your thoughts with another person and pray for each other.

Detailed session notes

2. Challenge: From play to sport

Split the group into pairs with each pair given a set of 5 'toys' (various small common objects, eg pencils, rock, tennis ball, table tennis ball, thumb and fingers, plastic cup, paper clip, domino, chess piece).

The pair are asked to play together with the toys. During this time, they are encouraged to be creative, spontaneous and free to change what they are doing at any point.

Each pair then joins with two other pairs and discusses the most creative thing they did.

The groups of 6 then combine their toys to invent a 'sport' together and start playing it.

Draw two columns on a flipchart. Write 'play' on one side and 'sport' on the other. Ask the whole group to call out what they enjoyed about both and what the differences were between play and the sport they invented. Write their answers on the flip chart.

3. Review

Summarize what is written on the flip chart, highlighting that Play is creative, spontaneous and free whereas Sport has these elements, but also has rules/regulations and a defined outcome, often with a winner and loser.

Highlight that both Play and Sport are good and for our enjoyment. Write the 3 words (below) on the flip chart and explain that they help us see why sport and play are important for us today in this generation.

Sport and play are:

- VALUABLE in and of themselves and are to be enjoyed and shared. Sport and play is a place where people live and find their identity.
- a UNIVERSAL language that motivates and connects people throughout the world. 80% of people in our communities are involved in sport in some way.
- a UNIQUE space for sharing the good news of Jesus Christ in this generation.

4. Bible teaching: creation

Tell the group that as we look at what the Bible says about sport and play we need to go back to the beginning to see how God made us and why.

Read Genesis 1:27,31 to the group and teach that we are made in God's image. Ask for ideas of what this means (*creative, intelligent, can make decisions, playful*).

In Genesis 2 we are able to see the answers to this question:

The first is in v.15 (read the verse) - God made us to be creative with our abilities/talents as we look after what He has created and care for each other.

Give each person a blank piece of paper. Ask them to write down 3 God given talents they possess.

Explain that the second part of what it means to be made in God's image can be seen in v.18. We were made to be in relationship with Him and each other.

Have each person then write down 3 intimate relationships they are in. Spouse, parent/child, best mate, etc.

We are all made uniquely, with different personalities, talents and relationships. We reflect God's image through our uniqueness. This can be in any area of life (music, business, art, family) and also in sport and play.

Work in groups of three and discuss questions.

5. Bible discovery: sin

Read Genesis 3:1-6 to the group.

Help people to see that the intimate relationship they had with God was spoilt when they disobeyed God by eating the fruit and that the reason they did this was the

temptation in verses 4 and 5 to be like God. No longer did they want to live under God's rule but to rule themselves. This is the nature of sin, and it has consequences:

- verse 16 – our relationships are broken and painful.
- verse 17 – using our talents become painful and hard, and ends in death.

This is all the result of us disobeying God (sin). Since this time, we no longer seek our identity in Him but want to use our talents and relationships to create a new identity for ourselves- to 'be like God'. This is seen throughout our own lives and in every aspect of sport and play.

Have each person tear their sheets in half. Then along one side of the torn paper, have them write down the three attitudes they struggle with e.g. pride, insecurity, fear, etc. Along the other half have them write 3 relationships they struggle with e.g. spouse (could be repeated from earlier - boss, neighbor, etc.

6. Bible teaching: restored

After their bad sport stories, explain that God in His mercy has done something to restore our identity and relationships.

Read Romans 12:1-2. Paul wrote to the Romans explaining to them that if we repent and believe in God's mercy shown through Jesus Christ, trusting in His death and resurrection, we are forgiven and given a restored identity as a child of God (eg Romans 5:9-10)

This then enables us to offer our talents and relationships to God as worship (our bodies = all that we are); this includes when we engage in sport and play.

Give each person a new piece of paper, have them write in large letters in the center, "I am a new creation."

7. ReadySetGO Sports Bag Challenge

Explain that a great visual way of understanding how the GO strategies of the movement help us to engage with sport and play where we are, is to think of a SPORTS BAG.

Ask them to imagine a sports bag (or bring one as a prop) which inside has equipment that can be used for many different situations (like shorts which are versatile for running or football etc.) but some that is very specific and focused (like running spikes or a tennis racket).

In the movement we have a ReadySetGO SPORTS BAG which is full of 'equipment' (the GO Strategies) that have been developed to help us make disciples with sport and play, in many different situations, and for many different ages and abilities.

Like equipment in a sports bag, the GO strategies in your ReadySetGO SPORTS BAG are packed with 'equipment' that is versatile. Some are designed for a specific situation, others are built for a multitude of opportunities.

It is important that they understand their local situation and that a strategy from somewhere else may not serve them best. Help them see that we can all create and adapt GO Strategies to fit our situation. The ReadySetGO SPORTS BAG is not full but can be adapted or added to so as to best serve each vision.

Explain that we are now going to have a competition to practice how to use the ReadySetGO SPORTS BAG.

BEFORE THE SESSION - write out the five different scenarios on flip chart paper and place around the room. Print and cut out the GO Strategy examples, enough for each team to have a set of them. Place each set in a container or bag (envelope/plastic cup/plastic bag) for each team. Add some blank pieces of paper and a pen.

Split the group into teams. Give each team a container of the 'GO' strategies. Tell them that as a team they have to go to the scenarios (on the flipcharts) and work out which GO strategy or strategies fits best with each scenario. There can be more than one answer (write extra strategies on the blank paper)

The challenge is a competition. The first team to allocate the *most strategies* in 3 minutes and return to their seats, putting their hands on their heads, is the winner.

The scenarios and strategies are on the pages following to photocopy or print off.

8. ReadySetGo strategy

Show the variety of Go strategies that are a part of ReadySetGO. Include these points.

- Each GO strategy has the same broad purpose: 'to make disciples for Christ'. However each strategy will do it in a different way. Each strategy will focus on a different part of the journey of coming to and maturing in Jesus.
- The GO strategies can be adapted and combined to meet the needs of your culture and community.
- The ideas for each GO strategy have come from many different places. People have tried to find a solution that works for their situation and then they have written it and shared it so others can use the ideas.
- GO strategies appeal to different age groups, leader gifting, intensity of sport, time frames and sport type. Choose the strategy that best suits you.
- There is further training and information about each of these GO strategies.

Follow up teams after training

These are some ideas you could use to help teams to grow in their understanding and application after the ReadySetGO training.

- During the training schedule, allow teams to connect and become accountability partners. Afterwards they can be in regular contact to encourage each other, share ideas and help work out difficulties.
- Find out what GO strategies would work best in this culture and community.
- Plan for further training in relevant GO strategies.

Sports Bag Activity TO PRINT

1. A national track and field champion needs to travel out of her home country to prepare for the Games. She is concerned about missing weekly church meetings and being without her discipleship group during that period. What could help her?
2. A group of teenage football players hear the gospel at a camp. Their believing coach wants to help them grow in their faith. What can he do to help them?
3. A young church is planted in a new area of town. Many young families are attending. There are no programs set up to help with building community and leading to discipleship. What can they do?
4. Every year, thousands of runners and spectators descend on your city for a big marathon event. With so many coming to them, how could the churches use this opportunity to further God's great mission?
5. A local church is passionate about reaching the local community. They have evaluated the greatest needs in the community and realised that many people are worried about their body image, diet and fitness.

What's in the Sports Bag TO PRINT

GO STRATEGY 1 – Sports Chaplaincy: A chaplain serves and encourages those involved in sport (local, national and global).

- Age group – 18 years+
- Play/Sport level – Advanced sport – professional
- Time needed – 1 hour plus
- Training needed initially - 3-5 days
- Resource needed – none
- Content – Value base through Bible based

GO STRATEGY 2 - Sports Camps: A multi day gathering of athletes and coaches to increase skill and grow in Christ.

- Age group – 11-18 years
- Play/Sport level – Intermediate through advanced
- Time needed – 3-10 days
- Training needed initially - 2-4 days
- Resource needed - Coaches, leaders, equipment, facilities
- Content – Bible based

GO STRATEGY 3 – KidsGames: A play or sport camp that teaches children Biblical principles using sport and games. Can be either faith or value based.

- Age group – 6-12 years
- Play/Sport level – Early play to beginning sport
- Time needed – 5-10 days
- Training needed initially - 3 days
- Resource needed – Coaches, leaders, facility, equipment

GO STRATEGY 4 – Health and Fitness: A set of strategies that makes disciples in gyms using health and fitness training.

- Age group – 10 +
- Play/Sport level – novice – advanced
- Time needed – 15 minutes +
- Training needed initially - 4 days
- Resource needed – Fitness equipment
- Content – Value base – Bible based

GO STRATEGY 5 - Community Festivals: A high energy community celebration aiming to impact the local area.

- Age group – All
- Play/Sport level – any
- Time – One day +
- Training needed initially - 3 day
- Resource needed – leaders, equipment, facility
- Content – Relationship building

6. In Every City, Every Community

In this session we will understand that we are called to reach all people in all the nations. We need to engage with our communities in relevant ways using strategies in sport and play to make disciples who multiply disciple makers.

What is our mission?

The Bible is very clear about the mission of the Church. 'Go and make disciples of all nations', Matthew 28:19. It is reinforced in many other Scriptures too.

- To do this we need to look outwards rather than inwards. It starts when we see people in our own community and respond - individuals, families, and different people groups.
- Looking outwards may also take us to other parts of our country, or to the other side of the world!

Matthew 28:19, Mark 16:15, Luke 24:47, Acts 1:8

How do we do it?

The mission is big; every country, every community! It can feel overwhelming. How do we start?

- Be relevant to our local community. Share the Gospel of Christ in relevant ways through our words and actions. Sport and play is really effective for this.
- Put our effort into making disciple makers. We look for people who show interest in the Kingdom and disciple them to become disciple makers.

1 Corinthians 9:19-23, John 4:1-29, 39

What are our next steps?

To reach all nations we must start with individuals, families, and people groups from our own communities. We need to identify the groups of people in our local community and their needs, and work out the best strategy to reach them. The task is big, so we must go together to make disciples. We must serve and partner in teams.

In Every City, Every Community

90 Minute Training Session

YOU WILL NEED: Bible, Leaders' stories, Individual alphabet cards

TRAINING SESSION OUTLINE

1. Learning game: around the world *(see notes)* 10 min

Work in teams of 4 people. Complete a 'treasure hunt' to make a list of countries and cities in a particular order.

Debrief

- What was difficult in this game?
- How did teamwork help?

2. Welcome and session overview 3 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- What is our mission? (Make disciples of all nations)
- How do we do it? (Our strategy is to be relevant and to make disciple makers)
- What are our next steps? (Multiply disciple makers and be accountable to someone else here)

WHAT IS OUR MISSION?

3. Discover the mission *(see notes)* 8 min

Work in one big group. Read the 4 Scriptures about the Great Commission (Matthew 28:19, Mark 16:15, Luke 24:47, Acts 1:8) and find the common word.

- What word is common to each verse? (all)
- What is meant by the word 'all'?

Look at numbers about the world to fulfill the Great Commission. 'All' is very challenging. (See PPT slide)

- If we want to impact all nations, we start with individuals and families in our local community. PPT

4. Investigate your own community

12 min

▶ Video: Sport for all

- Debrief: What were some of the people groups you saw? (shout out answers from the large group)

Work in groups of 2 to 4 people from your own community.

- What people groups are there in your community?
- Which groups do you notice least?
- Which groups do you notice least in the world of sport?

Get responses from the group and list on a flipchart.

- **Link:** Many of us think of the Great Commission as impossible. "All nations? ... It's too difficult". However, it starts in our own community. How do we do it?

HOW DO WE DO IT?

5. Bible discovery: be relevant

10 min

Work with a partner. Read 1 Corinthians 9:19-23.

- How was Paul relevant? (He became all things to all people so he could win them for Christ)
- What does this mean for us today?
- What was Paul's end goal? (*win people to Jesus*)
- Share an example of where you've tried to be relevant.

Ask a few people to share their answers.

6. Listening activity: going deeper *(see notes)*

10 min

Partner with someone you don't know well and complete the activity. Debrief.

- **Link:** We need to be relevant to our community in order to engage with them. To be 'all things to all men' we need to listen well and seek to understand.

7. Explore your opportunities *(see notes)***10 min****▶ Video: The Power of sport**

Pair up, and discuss the video.

- How can sport and play help you be relevant?
- (Sport impacts 80% of the world's population. Sport crosses languages, racial barriers, stops wars....
- Sport provides that relevant link to your community to reach those people groups.) PPT of Sport popularity.

Work in teams of 4 from your local community. Draw a map of your local area.

- Where do people meet for sport and play?
- Are there believers there?
- Do they know what to do to make disciples in the world of sport?

→ Link: Sport provides a wonderful opportunity to be relevant. So many people value sport.

8. Bible discovery: woman at the well *(see notes)***8 min**

Read John 4:1-29,39 aloud while each participant follows along in their own Bible and then gives some background to this Bible story.

Pair and share:

- Why is this meeting with the woman remarkable? (*Jesus broke racial and gender barriers*)
- What was Jesus' strategy in this conversation? (engage her at her point of need, be relevant, listen)
- What was the fruit from their conversation? (a whole village believed in Jesus, racial and social barriers were broken down)
- How could we use Jesus' example in our community?

Get responses from the group and summarize.

9. Explore multiplication *(see notes)***8 min**

Work as a whole group. Two volunteers are given a task to complete one after the other. Compare the results. This game clearly shows the effectiveness of multiplication.

Debrief:

- What do you notice?

- Why was the second way much more effective than the first?
(*multiplication rather than addition*)
- How is this relevant to us?

→ **Link:** We can become relevant to our community by valuing sport just as they do. Our other strategy is to multiply disciple makers. Encourage all believers to go and make disciples...who make disciples.

▶ **Show videos that highlights stories of multiplication from around the world.**

Share some personal stories from your experience (in your community); ask others in the group for stories from their community.

WHAT ARE OUR NEXT STEPS?

10. Reflection and conclusion

12 min

Pair and share.

- What community/people group(s)/families has God made you aware of today?

Individually reflect, write down and then pray.

- What do you think you can do to reach and serve those people groups?

Pair and share.

- Share these ideas/plans with the other person. Take a copy/photo of the other person's plans. Make a plan to be accountable to one another and pray for one another.
- What will you do about this in the next day? Week?

Remind people about the bigger vision. (Act locally to have an impact globally)

→ **Summary:** Sport and play can help us be relevant to our community. We can start locally by focusing on a specific people group. This leads to the multiplying of disciple makers. And this will lead to transformation across the world.

Detailed session notes

1. Learning game: around the world

The aim of this game is for each team to travel around the room and write the names of countries or cities beginning with each letter of the alphabet. Each team must stay connected for the whole game.

How to play?

Write the alphabet on individual cards and place them around the room in random order. Each team begins at a different card and starts at the same time. Once the teams have written a city, or country beginning with that letter of the alphabet, they must move to the next letter in the alphabet. The first team to get all 26 names is the winner. E.g.

- A-Austria
- B-Benin
- C-Cuba

3. Discover the mission

The Great Commission is very challenging when we look at the numbers.

- More than 200 countries
- More than 2000 super cities
- More than 7000 languages
- More than 4 million village communities
- More than 2 billion families
- More than 7 billion people

Although this looks overwhelming we are given a pattern in Scripture. In Acts 1:8 Jesus says to His disciples that they will 'be my witnesses first in Jerusalem, then Judea, then Samaria...then to the ends of the world.' In other words we start local to have a global impact.

6. Listening activity: going deeper

The aim of this activity is to see the importance of looking and listening to understand your own community just as Paul did in 1 Corinthians 9:19-23.

Each person works with a partner they don't know well. One is called 'A' and one 'B'. 'B' asks 'A' questions about what they like to do when they are not at work.

They continue to ask deeper questions to get to know the other person better. The aim is to understand what 'A' said well enough to be able to share it with the whole group. The hope is that 'B' listens and asks deeper questions to better understand 'A'. In this activity, only 'A' will share and 'B' will listen.

Debrief:

- How many pairs had both 'A' and 'B' share what they do in free time?

If so, 'B' wasn't listening well. So often we want to talk about ourselves don't we? It is hard to simply listen, isn't it?

- Bring up a pair who did follow the directions. Interview them, drawing out how the process worked well when 'B' asked questions and listened well, without telling their own story.

This process of listening and questioning is a great example of what Paul was saying in 1 Corinthians 9:19-23. How do you talk with a Jew, or a Gentile? – learn to go deeper with them. By listening to them you will understand them better and so have more opportunity to draw them to Christ. You never compromise your values but find common interests in order to relate to them. This is living what Paul is saying. We need to go deeper into our community – and discover the heart of the people.

7. Explore your opportunities

Watch the video showing the famous quote by Nelson Mandela that 'sport has the power to change the world, the power to unite people in a way that little else can.'

Further emphasize the following points:

- 85% of the world play sports
- Sport has stopped wars – India and Pakistan ceased fighting to watch the World Cup of Cricket match
- Sport has united—Rugby in South Africa
- Sport has healed—KidsGames has helped traumatized children dealing with disaster like the tsunami in SE Asia
- The Summer Games and World Cup of Football are the most watched programs/events in the world
- Make it personal – add in a few statistics/stories from the local town/community if necessary

8. Bible discovery: woman at the well

Context to John 4:1-42

- The well was a community meeting place. Jesus met her in her community.
- She was an outcast in her community so she came to the well when no one else was there.
- Jesus spoke to her by asking questions and by talking about things she was interested in. He was relevant. He asked her for a drink, and then used that to go deeper, through asking her questions (like we did in the previous game 'going deeper'). He spoke to her about living water and receiving eternal life.
- He revealed himself to her and she was so convinced that Jesus was the promised Messiah that she went and told her whole town, who all came to Jesus. This small episode at the well multiplied many believers.

9. Explore multiplication

This game illustrates Biblical discipleship as Jesus taught – effective discipleship of making disciple makers, rather than disciples, through multiplication. Reflect back to the woman at the well and how her whole town was saved.

Adjust the timing for your group size. Shorten the times for smaller groups. This is a more powerful learning game when a large group uses a longer time and a small group uses a shorter time to achieve the task.

How to play?

Two people are chosen to come to the front. Everyone stands in a large space. Move any chairs or tables out of the way. The first person is given one minute (less for a smaller group) to select as many people as they can one at a time, and take them to the front. After 60 seconds count how many people were chosen.

Then the second person has a minute (less for smaller groups) to choose people and bring them to the front. The difference with this method of getting people to the front is that every person who is taken to the front is then also expected to go and bring people to the front, until the time is up. So, very quickly there is increasing activity and very quickly most people will end up at the front.

Debrief together after the game.

- Share stories of multiplication with the group. The goal is to cast vision to the group: imagine if an individual helps win their whole team or children's group for Christ. They in turn impact their whole community, city and could even impact their country.
- Here are some stories of teams taking the Great Commission seriously... 'Go into all the world...'

Training- In many nations teams have realized that the best way to multiply leaders is to train them in leadership and continue to support them through regular follow-up. Sports leadership training looks slightly different in different parts of the world. Some training events might go for one or two days while a Sports Leadership School goes for 3 months. Some training events are based around a particular focus group (such as youth or elite players) or a GO strategy such as KidsGames or Chaplaincy. However all trainings reinforce the Heart of the Sports Movement and how the leader and team can respond.

In many **professional sports** leagues, players and officials who are believers gather around the Bible to study, pray and encourage each other regularly. They share their unique issues in living as believers in the elite world of sport.

In some parts of the world, sports teams have established **Discovery Bible Study Groups** with their team members. These team members are trained to lead their own Discovery Bible Study Groups with their family and friends. Now they are able to count up to 10 generations of disciple makers using this simple and reproducible method of making disciples who make disciple makers. In **Eurasia** thousands of discovery bible study groups have started from GO strategies like Whole Life Coaching, Max7 and Youth Sports Leadership Development.

Many **former professional players** use their experience and connections to help make disciples and multiply disciples. Some work with aspiring elite athletes and other work in local community strategies. Many become coaches, leaders and chaplains.

Different GO strategies have been created as a response to the need in a community. In **South Africa**, believers wanted to be relevant in the townships. Whole communities, and especially young men were at great risk because of fatherlessness. Many negative consequences occurred in families and communities because fathers were not present and engaged with their families.

The idea of Ubabalo whole life coaching was started to help empower football coaches to mentor and disciple players with a ball and a Bible.

In **Latin America** believers have realized the potential of sport and play to engage children, families and communities. The simple GO strategy called KidsGames is being adapted for almost every context. It is used in indigenous tribes, city favelas, prisons, camps and schools. Churches of many denominations, as well as NGOs, are partnering together to engage with their communities. Sometimes it is KidsGames that brings them together for the first time to work together.

India- A total of 6100 coaches and 120,000 players were involved in regular Whole Life Coaching in football in 2014. 40 coaches and 250 players are presently involved in cricket. More than 20,000 children are now involved in weekly discipleship using sport.

Philippines - A coach attended an Whole Life Coaching training in August 2014 and began to use the ideas to coach 12 teens in basketball. By the end of 2014 he had 49 players and had recruited and trained two new coaches. The youth team call themselves the 'Jesus team', and are now being disciplined in a local church. Now local high schools and sports team are asking for coaches for help in implementing the Whole Life Coaching program in their school teams.

Madagascar- Thousands of leaders are trained each year to use GO strategies with children and youth. Believers have realized there is a great opportunity to provide sport and health programs in schools and clubs. The government and community are asking for help in this area so the church is responding. Recently 25 young leaders were trained to be 'mobile Max7 trainers' for remote rural areas.

Further Training Ideas

Here are some further ideas about **In Every City, Every Community** to explore and go deeper. Some of these topics are contained in other ReadySetGO sessions:

- Understanding young people
- Understanding sportspeople
- Coaches and Teachers
- Community Cup

7. We Work in Teams

In this session we will understand that God treasures relationships. God is a perfect team. He models this for us. Our unity and our diversity help us work in teams effectively.

Why work in teams?

We work in teams because:

- God is Father, Son and Holy Spirit. They are equal and work together in unity and purpose. (Creation, Jesus' baptism)
- We are created in His image and likeness.
- We are also created to be in relationship - 'it is not good for a man to be alone.'

Genesis 1:26-27, 2:18 and Mark 1:9-13

What makes a team?

These are the important characteristics of an effective team:

- Our team needs unity - oneness of purpose by working towards one shared goal.
- Our team needs diversity - a diverse team of people using their different gifts.

Ephesians 4:2-6 and Romans 12:3-8

How can we work in teams?

We will think about these issues together.

- What gifts and roles can each of us bring to our teams?
- What circumstances can you work in as a team - in your community?
- Imagine the impact!

We Work in Teams

90 Minute Training Session

YOU WILL NEED: Bible, Markers/rope, Cup or glass, Stories of working as a team.

TRAINING SESSION OUTLINE

1. Video 1 (optional)

1 min

▶ Watch A funny team video

2. Welcome and session overview

2 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- Why work in teams?
- What makes a team? (Oneness and diversity!)
- How can we work in teams?

WHY WORK IN TEAMS?

3. Bible discovery *(see notes)*

6 min

Read out Genesis 1:26-27 and Mark 1:9-13 to discover how God works in a team.

- In both these passages, identify the team that is working together.
- What do we learn about working in teams?
- According to Genesis 1:26-27, 2:18 why is it good to work together with others? (*planned by God Gen 2:18, this is part of what makes us human*)

Listen to and summarize the main ideas with the whole group.

WHAT MAKES A TEAM?

4. Challenge: make a vehicle *(see notes)***15 min**

Work in teams of 6-8 people. Make a “vehicle” (human machine) as a team - then demonstrate it.

Debrief:

- What did you notice about how your team accomplished the task?
- What was challenging about working together?
- What makes a good team?

→ **Link:** There are many factors that make a team effective. We will look at a two important ideas now; oneness and diversity. These two ideas seem opposite to one another but both are necessary.

5. Bible discovery on ‘oneness’ *(see notes)***8 min**

Work with a partner. Read Ephesians 4:2-6.

- How many times is ‘one’ used in this passage? (8 in NIV)
- What was Paul trying to emphasize to the Ephesian church? (*they have a lot in common*)
- Make up a definition for ‘oneness’.
- Why is oneness important in teams?

→ **Link:** Where did you see examples of ‘oneness’ in the vehicle challenge?

A team only functions well when they have oneness (unity of purpose). But does this mean we have to work and think the same? Let’s talk about diversity.

6. Learning game: how much talent? *(see notes)***5 min**

Participants move to a designated area according to how much talent they think they have in a skill.

- What did this game show? (everyone is unique with different talents)

7. Bible discovery on 'diversity'**10 min**

Find your partner. Then join with another pair.

Read Romans 12:3-8.

- What do you think is the key verse in this passage? Why? (verse 4?)
- Talk about the gifts listed here and the gifts each of you have been given to offer your team.
- How else can diversity be shown? (culture, roles, gender, sport, spiritual gifts, maturity, personality styles and talents)

→ **Link:** Summarize why diversity is so important to teams. (More ideas, bigger perspective, ownership, different gifting and roles, all people are involved)

8. Challenge: uses of a cup *(see notes)***10 min**

Show the group a cup. How many uses can you think of for a cup individually and then in a team?

Debrief:

- Were you able to come up with more uses for the cup by yourselves or in a group? Why?
- What does this say about diversity?

→ **Link:** Unity and diversity - When we combine our diversity to work as one, we become more effective.

HOW CAN WE WORK IN TEAMS?**9. Stories of effective teams** *(see notes)***15 min**

Share stories of teams working effectively. Use Bible examples and current examples from leaders. Use video options too.

▶ Video: Effective teams

Each person writes a list of key words about teams as they listen. (e.g. patient, leader, trust, experienced, energetic, variety of gifts, love, kindness)

10. Reflection: next steps**12 min**

Work alone for 5 minutes. Make notes on your ideas to help you remember them. Think about:

- Which qualities and gifts can you bring to your team?
- Where do you need to grow to benefit the team?

Now share with a partner your ideas/plans and pray for one another.

- What will you do to support your team in the next day? Week?
- Who will you tell and be accountable to about your actions?

Pray for each other; pray for the teams to which you belong.

11. Conclusion *(see notes)***3 min**

Option: Do a challenging physical team activity to finish the session. (Look for ideas in extra information.)

- **Summary:** When we work in unity and make full use of our diversity we can increase our effectiveness in fulfilling the Great Commission. If you want to go fast, go alone. If you want to go far, go together!

Detailed session notes**3. Bible discovery**

This activity can be done in a big group or in small groups of 4 people.

In Mark 1:9-13 we see that God works in a team (God the Father, God the Son, God the Spirit). All are involved differently but in perfect unity.

In Genesis 1:26-27 we see that He created us in His image to be like Him. The Bible also says, 'it is not good for man to be alone,' thus we are made to be in a relationship with God and with each other.

4. Challenge: make a vehicle

Work in teams of 6-8 people. Make a "vehicle" (human machine) that can transport someone across the room. Use only your bodies or what is in your hands to complete the task. Have fun with it.

After 5-8 minutes, ask each group to show how their vehicle moves from one point to another.

Debrief questions:

- What did you notice about how your team accomplished the task?
- What was challenging about working together?
- What makes a good team?

5. Bible discovery on 'oneness'

Make up a definition for oneness.

- 1. The quality of being 'one'
- 2. The unity of thought, feeling, belief, goal etc.
- 3. A strong feeling of closeness or union.

6. Learning game: how much talent?

Have 4 markers. (e.g. cones/rope or designated areas)

Label them levels 1, 2, 3 and 4. Explain level 1 means you are a beginner and you know very little about something. Level 4 means you are an expert and you can teach others in it. 2 and 3 are on the scale between 1 and 4.

People move to the right area to identify their competence when the facilitator calls out various categories. Keep the activity moving quickly. Make it fun and energetic!

Category examples: playing football, making clothes, cooking, encouraging others, humility, coaching tennis, throwing a Frisbee, preaching, singing, etc...

8. Challenge: uses of a cup

Show the group a cup/glass. Ask each person to work alone.

- Write a list of uses of a cup in 30 seconds. Don't share this with anyone. E.g. 'cup', 'hat', 'basket', etc.)
- Ask people to show how many ideas they had. 'Hands up who got more than 5? More than 10?' etc

Now get into groups of 5 people.

- Work out how many different ideas you had in the team as uses for a cup. Count any repeated ideas only once.

Debrief:

- In which context were you able to come up with more uses for the cup? Why?

Note: We can achieve more when we work together. We all thought of different uses because we have diverse perspectives.

Optional task:

Work in the same team of 5 people. Spend 30 seconds to brainstorm ideas to use an 'upside-down cup.' Write ideas at the same time on a paper in the middle of each team. Allow the energy of the team to inspire many new ideas by listening and writing at the same time.

- What did you notice about the dynamic of working on the task together? (*There was energy and synergy, many more ideas*)

9. Stories of effective teams

Use personal stories from facilitators and participants, videos or examples from the Bible.

Bible examples

- Jesus and His team of disciples
- Nehemiah – rebuilding the wall with families as teams.

Sports world examples

If an individual wanted to run a kids activity they could probably only run it with a maximum of 8-10 children. However at a church in the USA, a team of 600 volunteers is able to run KidsGames for 1700 children.

11. Conclusion

You could finish the session with a big team building activity that demonstrates that a united team can do amazing tasks.

Examples you could use if there is time:

- **Overhead pass** - everyone lies on the floor in two lines with heads interlocking and feet to the outside. Pass a person over using hands.
- **Circle sit down** - everyone stands in a tight circle. At the same time everyone sits down. All will support each other.

Further Training Ideas

Here are some further ideas about **Working in Teams** to explore and go deeper. Some of these topics are contained in other ReadySetGO sessions:

- Developing Teams
- How to Multiply Sports Facilitation Teams
- Whole Life Coaching
- Team Building Learning Activities
- Clubs and Teams

8. We Live as Servants

In this session we will understand that every disciple is a servant. Love is the main motive of a servant as demonstrated by Jesus as the servant leader.

1. What is a servant?

The world sees a servant as weak and powerless. It is not something to aspire to. Jesus turns this idea upside-down. Jesus told us and showed us that:

- To be 'great' in God's eyes means you need to be a servant.
- A servant is like Jesus. A servant is motivated by love.

Mark 10:42-45 and Ephesians 4:1-3

2. Why does serving work?

God could have chosen other ways to redeem the world. Instead He chose the humble way. Jesus becoming a servant and dying on a cross.

He chose this way because:

- The way of the Pharisees cannot bring people back into relationship with God. It only brings hypocrisy and legalism. Jesus needed to show a different way.
- This way of humble service has borne amazing fruit for 2000 years: disciples of Jesus in every generation.

John 13:1-17, Matthew 23:1-12, Philippians 2:1-11

3. What are our next steps?

We will think about these issues together.

- What are our own difficulties in serving others and in which situations do we struggle to have a Christ-like attitude?
- How will we respond?

We Live as Servants

90 Minute Training Session

YOU WILL NEED: Paper and pencils

TRAINING SESSION OUTLINE

1. Video or story

1 min

▶ **Watch 'Being helpful' video, or share a personal story.**

2. Welcome and session overview

3 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- What is a servant?
- Why is serving Jesus' way so effective?
- What are our next steps?

WHAT IS A SERVANT?

3. Bible discovery *(see notes)*

12 min

Work in teams of 4 people.

Make a group photograph or portrait showing what it means to be 'great' in the world. (*power, money, status*)

Compare the world's view of greatness with the Bible's view of greatness. Make two lists.

Bible: Mark 10:42-45, Ephesians 4:1-3.

- Think of real people who have qualities from each column. Who positively impacted you the most? Why?

4. Challenge: humility race *(see notes)***20 min**

Work with a partner in teams of 6. Teams will learn to serve by helping a partner walk.

Debrief:

- What did you notice during the game?
- What did you learn about being a servant from the game?
- What stops someone from being a true servant? *(their attitude)*

→ **Link:** To be truly great - as Jesus was great - is to be a servant.

WHY DOES SERVING WORK?**5. Bible discovery****12 min**

Stay in the same teams - 6 people.

Identify the relationship between attitude and action in each of these passages:

- **Matthew 23:2-12** Pharisees- leaders who desire status and power (attitude), so they say one thing and do another (action)
- **John 13:1-17** Jesus- confident in His identity as King (attitude), so He is able to do a slave's task (action)

Listen to and summarize the main ideas with the whole group.

- Why is Jesus' way a better way to live?

6. Challenge: whose direction *(see notes)***8 min**

Get into new groups of 5. The aim is to stay connected and move to a spot in the room.

Debrief:

- How many teams were successful?
- What were the challenges in getting to your spot?
- How would you approach this activity in a Christ-like manner – serving the others?

Play the game again. Work out how the team can succeed and serve each other.

- What did you notice happen this time?
- How did attitudes affect the actions?

7. Bible discovery (see notes)**16 min**

Stay with your new group of 5 people.

Read and study Philippians 2:1-11.

- What is the link between Jesus' attitude and his actions? (*Jesus willingly submitted*)
- What is God's response? (*God exalted Jesus*)
- What is the most significant learning from this passage for you?
- How does the previous game relate to this passage?

As a group create a group photograph or portrait of being a servant. Each group shares their portrait with the other groups.

- Link: The words **servant** and **leader** are not usually connected. They seem opposite. However, Jesus was **The Servant Leader**.

Read Philippians 2:5-11 again while everyone does the actions together.

WHAT ARE OUR NEXT STEPS?
8. Reflection – next steps (see notes)**12 min**

Work alone for 5 minutes. Make notes on your ideas to help you remember them. Think about:

- When and where do you serve without a Christ-like attitude?
- To what people and in which situations do you find it difficult to be a servant? Write them down.

Now share with a partner your ideas/plans.

- What will you do to develop a more servant attitude in the next day? Week?
- Who will you tell and be accountable to about your actions?
- Pray for each other. Make a fresh commitment to serve out of love, as Christ did.

Write out one verse from the Bible that had a deep impact on you in this session.

9. Conclusion**3 min**

Give each person a small pebble to place in his or her shoe. Keep it in there for the rest of the day to be reminded to take the uncomfortable way of humility and service.

→ Summary: Jesus is Lord of all. His way was to serve. This must be our way too!

Detailed session notes

3. Bible discovery

In teams of 4 people, arrange yourselves in a scene to make a group photograph or portrait. Show what it means to be 'great' in the world. It will look like a sculpture or a photograph.

Each group is given a large piece of paper. Divide a large piece of paper into two columns. On the left side of the paper, list ideas on 'How to be great in our society.' Leave a space at the bottom.

Read Mark 10:42-45 and Ephesians 4:1-3.

On the right side of the paper list characteristics of 'being great in the Kingdom of God', as found in these passages (leave a space at the bottom).

In the bottom section of each column, write names of real people who have the qualities of each section.

Who impacted you the most and why? Who do you want to be most like?

4. Challenge: humility race

Divide participants into pairs. Then group the pairs into teams of 6 or 8.

Teams will compete with each other in a relay. In the relay, each pair will move as one unit. One person will take off their shoes and stand on them. As he/she walks across the room, their partner will move one shoe at a time so that they can get to the other side while only stepping on the shoes.

At the other end of the room the pair swap roles and come back. Then the next pair in the team follow the same process. If the moving partner touches the ground the couple have to restart from where the foot was put down.

When all pairs have finished, the team sits down.

Option: use cardboard or paper if shoes are not appropriate.

Debrief the activity afterwards.

6. Challenge: whose direction

Work in teams of 5 people.

Each group forms a circle facing outwards by holding wrists.

Each person secretly selects a spot to move to.

On the count of three, each person attempts to move to the chosen spot without letting go of the other teammates. The whole team must move to that spot.

Option - Play the game again. Demonstrate how you can better serve your team with a 'Christ-like' attitude.

What did you notice happening differently this time?

Summarize the main points of the activity.

7. Bible discovery

What is the link between Jesus' attitude and His actions? What is God's response?

What is the most significant learning from this passage for you?

How does the previous game relate to this passage?

Explain **servant leadership**. In the Philippians passage we see that Jesus brought these two ideas together for the first time in history. The ideas seem opposite. He showed His true greatness as a leader by being a servant, by submitting to His Heavenly Father. This action achieved salvation for all peoples.

Read the passage **actively**. Start with everyone in the group standing.

- Verse 5 - Stand
- Verse 6 - Stand on a chair
- Verse 7a (...humbled himself) - Kneel on the ground
- Verse 7b (...to death) - Lie on the ground
- Verses 8-11 - Kneel and lift hands in the air

8. Reflection: next steps

This is an important time for each person to examine his or her heart. It is easy to think that serving others a great idea without being changed. This is time for each person to come before God, allow His Spirit to convict them, and become accountable to God and others.

Further Training Ideas

Here are some further ideas about **Living as Servants** to explore and go deeper with. Some of these topics are contained in other ReadySetGO sessions:

- Relational leadership
- Sports Chaplaincy
- Resource distribution
- Translation of resources

9. We Partner

In this session we will understand that partnering is the only way to fulfill the Great Commission. Effective partnering requires mutual submission and perseverance.

Why do we partner?

The Great Commission is so big and challenging that teams in the Body of Christ must partner together to accomplish it.

The practical reasons why we need to partner are:

- We can do more together than alone. We benefit from the support we give each other.
- It is God's heart for His followers. Jesus prayed for our unity and commands us to work together.

John 17:20-23, Psalm 133, Ecclesiastes 4:8-12

How do we partner?

There are two basic keys to partnering.

- We must learn to live in **mutual submission** to one another.
- We must learn to **persevere** through conflicts and trials because partnering is very difficult.

Ephesians 5:21, Philippians 2:3-4, James 1:2-4

What are our next steps?

- We will think about these issues together.
- What would a strong partnership look like in our context?
- What are the opportunities to partner in our community/city/church?
- Imagine the transformation that could happen in our community.

We Partner

90 Minute Training Session

YOU WILL NEED: Bible, Set of keys on a ring, Kebab sticks/skewers (or alternatively pens/pencils), Paper and pencils, Chair

TRAINING SESSION OUTLINE

1. Welcome and session overview

2 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- Why do we partner?
- How do we partner? (Submission and perseverance!)
- What are our next steps?

2. Define teams and partnerships (*see notes*)

15 min

Discuss similarities and differences between teams and partnerships in pairs, then as 'teams', and then as 'partnerships' of teams.

Debrief:

- What was hardest about this activity?
- How did you work through differences of opinion?
- What was rewarding?

Ask people to call out any sort of partnerships they know about or are a part of.

WHY DO WE PARTNER?

3. Challenge: tripod (*see notes*)

6 min

Demonstrate the message of Ecclesiastes 4:12. Make a strong structure with people from the team that cannot be pushed over.

Debrief at each stage of the challenge.

3. Bible discovery**10 min**

John 17:20-23, Psalm 133, Ecclesiastes 4:8-12

Work in groups of 5 people. Each group is given one of the three passages to read and discover together.

Discuss the answer to the question below and prepare to present responses to the large group:

- What are the benefits of partnering from this passage?

Summarize what was discovered.

4. Hand demonstration (see notes)**4 min**

Use a hand (or keys) to demonstrate partnering.

- **Link:** We have explored the Great Commission in other sessions. We cannot succeed if we all work alone as disconnected teams. We must partner like the hand.

HOW DO WE PARTNER?**5. Video option on partnering (see notes)****5 min**

- ▶ **Video: Partnering video (American Football marching band or Human Towers)**

Debrief:

- How did they manage to do that?
- What does this show about partnering? (Different 'partners' working together for a common goal)

6. Bible discovery: submission**13 min**

Work with a partner and read Ephesians 5:21.

Think about activity 2: Define teams and partnerships.

- Where did you see submission take place?
- Share about your experiences of submitting to others. Was it mutual?
- Is it harder to submit in a partnership situation or a team situation? Why?

Read Philippians 2:3-4.

- Discuss the connection between this passage and submission. (*this is how we practice submission*)
- **Link:** Mutual **submission** is difficult. It can take a lot of time, mistakes and forgiveness before we see fruit. Therefore, **perseverance** is essential.
- Ask the group to define perseverance. (Persistence is doing something despite difficulty)

7. Challenge: perseverance (see notes)

10 min

Work in groups of 8 people. Complete the challenge with skewers or pencils connecting palms.

Debrief:

- How did you demonstrate perseverance in this game?
- What made it difficult to persevere? (*Pain, conflict*)
- Who was hurt in this game? Who told their partner?
- **Link:** We often avoid conflict, get defensive or get aggressive. But we need to develop a healthy view of conflict. Think again about this challenge.

Ask:

- What would happen if you didn't use enough pressure? (*The stick would fall*)
- What if you pressed too hard? (*Hurt your partner*)
- How did you and your partner keep the pressure just right?
- What do we learn about conflict and perseverance from this activity?
- **Link:** Persevering through conflict and trials is important. Conflict is good but we must be open in our communication.

8. Bible discovery: perseverance

8 min

Work with a partner and read James 1:2-4.

- What is the passage saying?
- How should we view trials and struggles? (*with joy*)
- What is the end result of having perseverance? (*Being mature and complete*)

- How could your team mature in partnering? (Work with other churches or organizations, persevere through difficult conflict, be reconciled)

WHAT ARE OUR NEXT STEPS?

9. Reflection: next steps

12 min

Work alone for 5 minutes. Make notes on your ideas to help you remember them. Think about:

- What opportunities for partnering are there in your community or city?
- Imagine how partnering could transform your community. Write down your ideas.
- Now share with a partner your ideas/plans:
- What will you do to support partnering in your community in the next day? Week?
- Who will you tell and be accountable to about your actions?

Pray for each other; pray for the partnerships to which you belong and for the opportunities you've identified.

10. Conclusion *(see notes)*

3 min

Lift someone in a chair by partnering, using only fingers.

- **Summary:** Partnering across the Body of Christ is the only way to fulfil the Great Commission. We are strong when we partner. It takes mutual submission and perseverance.

Detailed session notes

2. Define teams and partnerships

a) Pair-Share (1 min)

Make 2 lists – one of similarities and one of differences between teams and partnerships. Then choose the three answers from each list you both like the best.

b) Combine pairs to form a 'team' of 4 people. (3 min)

Share your 3 top answers from each list with the other pair. Now, from these 6 answers from each list, try to choose the three top answers for each list that your 'team' can agree on.

c) Now, 'teams' combine with one other 'team', to form a 'partnership' (8 people).

Look at the lists from each 'team', and try to come to an agreement about what your 'partnership' thinks are the best answers to clarify the similarities and differences between **teams** and **partnerships**.

3. Challenge: tripod

The purpose of this activity is to have two people try and balance against one another. The two people must stand at least 1 meter apart facing each other with feet together. Each leans towards their partner with both hands above head height to keep balanced. A 3rd person pushes against them from the side, while they try not to fall over. (*They will fall over easily*)

Debrief: What happened?

Now try with 3 people balancing against one another (like a tripod), with the 4th person as the pusher. (*It is almost impossible to push them over*)

Debrief: What happened? What was different from the first time?

Read aloud to the whole group: Ecclesiastes 4:12

4. Hand demonstration

Use a hand or keys to demonstrate partnering. Each person to hold hand in the air and move it in demonstration.

Hand- How is partnering like a hand? Each finger is a team, a team made up of different parts: bones, joints, tissue, muscle etc. Each finger can work independently. (Each person move finger) Each finger can do a small job. (Point, scratch, tickle) However a finger working with other fingers is so much more effective. (E.g. pick up an object, throw and catch it) A hand is a partnership of fingers/teams, all working together for the same purpose. That purpose is to bring glory to God and fulfill the Great Commission.

Keys- How is partnering like keys? Each key is different, like a different team, but connected with the key ring. Each key opens a different lock.

5. Video option on partnering

Show the video of the American Football marching band or Human Towers. Ask questions to discover how they managed to achieve such a task – draw out unity. There were different teams working together, with different roles.

7. Challenge: perseverance

Work in groups of about 8 people. Give each person a skewer/pencil/kebab stick. Each person must connect with their neighbor using the sticks as the link between the palms of their hands. (E.g. having your right hand facing down on top of the stick and the stick pointing into your neighbors palm on the bottom and have your right hand facing up with the point of a stick into your palm and your other neighbor's hand on top)

Group Challenge: Try moving hands up and down. Try moving around as a big group.

Final challenge – try forming one large group with everyone connected.

Debrief together.

10. Conclusion

Challenge: Lift someone in a chair.

Ask someone to sit in a chair at the front. Invite the strongest person to come to the front and use one hand to lift up the chair and person. (*It cannot be done*)

Now ask 10 of the smallest people to come to the front to use one finger each to lift the chair and person. (*It can be done*)

Further Training Ideas

Here are some further ideas about **Partnering** to explore and go deeper. Some of these topics are contained in other ReadySetGO sessions:

- Governing Bodies of Sports
- Conflict Resolution Principles
- Community Festivals
- Sports Events Screenings

SET TOOLS: The Bible and Disciple Making

This section contains very useful training material on skills for making-disciples in sport and play. Many more are on the **ReadySetGO.world** website. Choose the ones most helpful to your context and needs.

How to Handle the Bible

HOW TO HANDLE THE BIBLE WITH 4 QUESTIONS

There are four essential steps to understanding the Bible and its implications today. They can be summarized in four questions. Any Bible discovery needs to be built around these questions, whether it's small group Bible study, preaching, experiential Bible activity or personal Bible reading. Ask them in order:

1. What does it say?	What is the basic understanding of the text?
2. What does it mean?	What is the author's intended meaning of the text in its original context? To the original audience?
3. What does it mean for us today?	How does this meaning apply to us today considering it was written for a variety of purposes to apply to situations in the past? How do we draw out principles and be transformed by them in our everyday lives?
4. How will we respond?	How will the Holy Spirit use this Scripture to transform me? How will I obey? Who will I tell?

These questions are best done in the order given. For each of these four questions there are key tools you can use. Different tools will be appropriate for different groups of people and contexts. You may be working with children or adults, sportspeople or oral learners.

1. What does it say?

This is where we read or listen to the Scriptures and engage with them dynamically.

Retell the passage tool

Read the Bible passage and then ask people to retell the passage to each other. Others listen carefully to see if there are any details left out or added to the retelling. This could be done orally or as a written paraphrase.

Paragraph tool

The text is split up into sections or paragraphs that contain a main idea. Each paragraph is given a theme sentence and then the overall section of text is given a theme sentence that summarizes what it is all about.

Be curious about how words are used. Look for **repeated words** because these will emphasize an idea that the writer is communicating. Also look for **linking words**. These are words like 'but', 'because', 'since', 'so' or 'therefore'. They are very important words that reveal the logic of a paragraph and how an idea is connected to other ideas.

Act out the passage tool

Read or tell the Bible passage and then act it out together. Ask yourself, "what do we learn about this Bible story and characters by re-enacting it?"

2. What does it mean?

This is where we try to understand the timeless Biblical principles.

Context tool

This tool helps us understand what the passage meant for the people for whom it was written. This is the key for determining true Biblical principles. Context helps us understand the background of a passage and how it fits in to all the other Scriptures.

This is how it works. The theme for the section of Scripture you are studying is set within the original context of the wider point being made in that section of the book or letter, which is set within the context of the whole book or letter. This is then set in the context of the testament, which finally is in the context of the whole Bible story.

For example, if we look at just part of Psalm 14:1 we could say "There is no God!" However by going to the beginning of the verse we see that 'A fool says ... there is no God!' Context is essential. Then if we look at all of Psalm 14 we see that it is about people's sin and its consequences; all people are in a hopeless situation without God's salvation. Then as we look at the whole book of Psalms we see that it is a songbook. Psalm 14 is one of many songs written by King David. Using other texts from the Bible we can see more clearly how King David pointed to Jesus.

Questions tool

Ask some questions to explore what the Bible passage means.

- What is before and after this passage in the Bible?
- What characters are in the story?
- What choices were made?
- What were the consequences of their choices?
- What do we learn about God?
- What do we learn about humanity?
- Does this passage point to Jesus, and if so, how?

Experiential learning tool

Use a game or learning activity that will help people explore the meaning of the Bible passage in a physical way. For example, if you are studying the 'Body of Christ' from 1 Corinthians 12, play a game where people work in teams and have to complete a task. Everyone in the team will have a different handicap and must rely on the others. Debrief with teams afterwards to help them discover what they have learned about complementary gifts and teamwork.

7 ways to explore Bible tools

You can find many creative and engaging tools for handling the Bible with children and teens on **ReadySetGO.ec**. Go to the **7 Ways guides**.

3. What does it mean for us today?

This is where we learn to apply the Biblical principles to our circumstances today.

Application Tool

Rather than trying to apply the passage directly to us today, the passage must first be considered as it applied to the readers for whom it was originally written. (For example, Paul wrote specific letters to different churches that he began 2000 years ago in Asia Minor.) Once we understand the key principle for those people (which is independent of the cultural context), we can apply the principle today.

For example, the letter to the Hebrews was written to convey that Christ alone is the sufficient sacrifice for sins and revelation of God and so readers must not drift away from Christ by trying to add circumcision and Old Testament religious practices. For most people in a Western context the application of not going to the Old Testament law isn't

directly relevant. However the principle is to trust in Christ alone and if we add things (specifically religious practices) to make our faith 'more certain' we are actually drifting away from Christ. So to apply this to a secular society we need to ask what we are tempted to 'add' to Christ to make us feel more certain in our faith.

Question tool

Use these questions to help lead to a Godly response to the Bible.

- Is the Bible passage about a sin to confess, a promise to claim, an example to follow, a command to obey or knowledge to help me?
- What is the principle of the Bible text that I need to apply in my life? (e.g. I must trust God, or I must forgive my neighbor)

4. How will we respond?

This is where we make a commitment to be accountable to God and others for what we are learning from Scripture, and to allow the Holy Spirit to change us.

Accountability tool

Ask some questions to explore how I will apply it and who will help me do this.

From all that I have understood and learned to apply from Scripture:

- What will I do about this in the next day? In the next week?
- Who will I tell and be accountable to? Pray with that person and ask for the Holy Spirit's help.
- How can I teach others to obey?
- Who will I proclaim the message of Christ to? How can I do this appropriately?

Journal tool

Make a journal of your life of faith. You can organize it anyway that helps you. You can write in it daily, weekly or informally. You could record it in a book or computer, or on a phone or camera. Here are some ideas to get you started.

- What am I learning from the Bible?
- Who am I praying for?
- How am I growing?
- Who am I proclaiming to?

Further training ideas

Here are some other related training sessions.

- Discovery Bible Study Groups
- Read the Bible with a Sports Friend
- Many Ways to Teach Children

Discovery Bible Study Groups

There are many effective ways to study the Bible. This is a simple method that may help you as you study God's word together in community using the principles from *Handling the Bible*.

1. Look back - Reconnect and care for each other

Ask the group to share honestly about their life in the last week.

Question	Leading to ...
What are you thankful for this week?	Gratitude and worship of God
What has worried you this week? What do you need to make the situation better?	Prayer and serving one another.
What are the needs of the people in your community and how can we help one another with the needs we expressed?	A caring community of believers.
What changed in your life as a result of last week's story and what you discovered?	A life being transformed by God and His Word
How did it go when you shared the story with someone else?	Participating in sharing Jesus with others.

These questions could lead to prayer and worship.

2. Look up - discover Bible truths

This Bible discovery can be done in many ways depending on the skills and preferences of the group. Oral, written and experiential activities can be used to help the process.

1. What does it say?

Read and listen to the Bible together.

- You may write out the Scripture word for word to help remember it.
- Retell the passage to one another in pairs. Do it as if you are telling a friend who did not hear the Scripture.

2. What does it mean?

Ask questions to discover what the Scripture means.

- What do we learn about God?
- What do we learn about humanity?
- Does this passage point to Jesus, and if so, how?

See other questions in 'Question tool'.

3. What does this mean today?

Ask questions to discover how to apply the truth today in our lives.

- Is the Bible passage about a sin to confess, a promise to claim, an example to follow, a command to obey or knowledge to help me?

4. How will I respond?

Ask the group to think about how they will apply the Bible. Use the 'accountability tool' to ask them what they will commit to doing in the next day and week, and who they will tell.

3. Look forward - plan and practice

Discuss these questions with the group.

- Work in pairs to plan and practice how you will share what you have learned with others. Plan how you can react differently to situations because of the Bible truth you have learned.
- If there was a need in 'Look Back' to visit someone or a family in the community, go with 2-3 people from the group to visit.
- When do you want to meet again?
- Finish with prayer.

How to choose a Scripture to study

- **Chronological order.** Choose the key passages that outline the story from Creation to Christ- God's plan of salvation
- **One book at a time.** Divide one book in the Bible into small paragraphs and study one part at a time.
- **Thematic.** Choose passages that best serve the needs or questions of the group.

Further training ideas

Here are some other related training sessions.

- How to Handle the Bible
- We Obey the Bible
- Read the Bible with a Sports Friend
- Teachable Moments

Disciple Making Principles

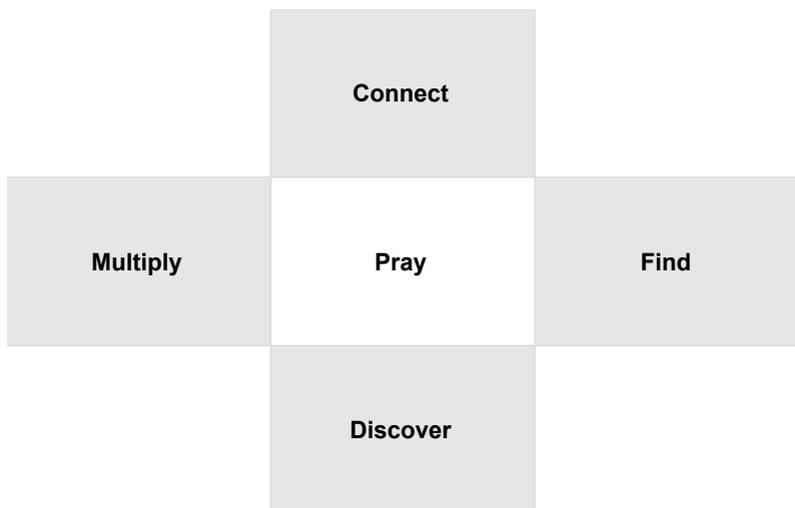
Continually **pray** for a bigger vision (Colossians 4:2-4) and ask for the Holy Spirit's help with the following principles. Jesus' command to GO in Matthew 28:19 literally means "As you go..." It has a sense that wherever you go, wherever you are, whoever you meet - make disciples.

So, as you GO, aim to do these things:

As you GO ...		
PRAY	Abide in God's presence and align with His heart for the community.	Actively discern spiritual guidance and protection.
CONNECT	Go and genuinely serve a community (sports club, neighborhood, racial or language group etc.).	Build trust and curiosity.
FIND	Find the man of peace is open to seek God and who might also help others to do so.	Ask questions to find people who are open and ready (i.e. people of peace, good soil).
DISCOVER	Help the house of peace discover how they can open and understand the Bible together and live a new life.	Discover Jesus from the Bible.
MULTIPLY	Equip disciples, leaders and teams to be multipliers using these principles.	Multiply and mentor in new places.

These are the disciple making principles that Jesus and Paul used.

The process can begin at any point in the cycle. Jesus made the process dynamic and unique. There are many ways to make disciples within these principles.



Pray

Pray unceasingly: Prayer is the starting point for all work within the world of sport and play. It is not unusual for those engaging in disciple making activities to be confronted by spiritual conflicts ranging from annoying to life-threatening. It happens where the Gospel has never been proclaimed. It also happens where traditional beliefs have reigned for a significant amount of time. We need to pray for spiritual guidance – to understand what is happening (Ephesians 6:12, Matthew 10:16-23). We need to develop strategic prayer to resist the enemy (1 Peter 5:8-10).

Connect

Go to connect with the community: There are many ways to lovingly serve the local community to build bridges for spiritual and community transformation. It can take many forms such as relief, rehabilitation and development. Some may initiate a new GO strategy, others will join an existing GO strategy, but all of us should engage in missional living in whatever context God has placed us in or called us to in the world of sport and play. This requires a lot of prayer, connecting, listening, discerning, selflessness and living a distinct life in Christ.

Find

Find compassionate teams: Each person has been created to love God and love people (Matthew 22:36-40), as well as to accomplish the task of making disciples (Matthew 28:18-20). The Church is the Body of Christ and functions as a team. Working in teams helps us to live beyond ourselves and to serve sacrificially and compassionately the way Jesus did (Romans 12:3-8, 1 Corinthians 12:4-31; Matthew 9:35-38). Teams that work together learn more quickly, remember more things, replicate more quickly, and when correctly led will protect against false teaching and bad leadership.

Find good soil: Not everyone responds to the Gospel at the same time and in the same way, as it is the Father who draws people to Jesus (John 6:44-45). We need to proclaim the Gospel at every Spirit-led opportunity. Start with the people that God has prepared, whether in new or existing relationships (Luke 10:6, Matthew 10:11). Stay and share where Jesus has prepared someone's heart to hear and obey. We can continue to pray for those who are resistant to the Gospel. Focus on sport affinity groups and their households. Affinity groups include non-related people living and relating together as family, e.g. sport teams, sport clubs, sport academies, kids clubs, etc.

Discover

Discover from the Bible: Bible engagement is an intentional call to study the Word of God in order to move from, 'not knowing God' to 'loving and obeying Him through Jesus'. There are many ways to engage with Scripture. Examples include Bible study, Bible teaching, oral Bible storytelling, discussion, meditation and memorization.

Discover new life and new community: As sportspeople and their families fully surrender their lives to Jesus, there is a promise of new life. They grow in a community of obedient believers who are committed to sharing their time, gifts, possessions and lives with others (2 Corinthians 5:14-19, Acts 2:42-47). Show the wonderful new life we share which will last eternally.

Multiply

Multiply new leaders: Continually focus on discipling the next generation of leaders. This can be done in many ways including formal trainings, 'on-the-job' learning, and through mentoring and coaching. This strategy builds a learning community that holds each other accountable for obedience to the Word of God. Keep all things reproducible. Have strategies mostly led by indigenous leaders instead of the outside experts.

Multiply new teams for new harvest fields: Each of us should be intentional in multiplying disciples, leaders, and teams in the world of sport and play. Look for new places and opportunities to GO, build teams and continue the process.

Further training ideas

Here are some other related training sessions.

- We Make Disciples
- Disciple Making Techniques
- Disciple Making in Pioneer Places
- How do we Live as Sportspeople who are Believers?
- Adapting for Oral and Low-literacy Learners

Disciple Making Techniques and Tools

Disciple making is most effective in the context of life-on-life relationships where:

1. The disciple is in close proximity to the discipler
2. The relationship is built over a long period of time
3. The disciple sees consistent and authentic word and action from the discipler

Many skills and methods are used in relational discipling by the discipler or mentor. Jesus and Paul used a variety of methods at different times according to the context and the leading of the Holy Spirit.

A good place to start is to 'Look and Listen' to your current context. When choosing or designing a strategy to GO and make disciples, consider the appropriate use of each of these methods as you are guided as a team by the Holy Spirit. For example a **Sports Camp** may primarily include Discovery Bible study, Testimony, Pastoral care and Mentoring. By contrast, a **FamilyGames** may focus on Storytelling, Conversation, Experiential learning and Role Modelling as the most important ways to do discipling.

This is a list of many Biblical techniques used within the sport movement.

Name	Description
Discovery Bible Study	Using simple generic questions to explore any scripture with others
Whole Life Coaching	Using a sport or activity as a way to teach skills in life and faith
Pray Play Say Together	A framework to honor God in sport and play, using every opportunity to be on mission
Active learning	Learning effectively using our bodies and minds and applying what we learn practically
Teaching	Instructing a group of people using as many methods as needed

Testimony	Telling a story from personal life to illustrate a Biblical truth
Chaplaincy / pastoral care	Providing pastoral and spiritual care to others of any faith or none
Experiential learning (discovery through games)	Learning through real experience, and then reflecting and applying lessons learned
Conversation	A two-way dialogue exploring an issue between two or more people
Mentoring / coaching	Advising and training a younger believer in a focused or broad area of their life
Teachable moments	Using any situation to teach a truth about life when someone is most receptive
Role modelling	Demonstrating how principles are lived out in everyday life
Storytelling	Telling Bible stories and using stories to explain Bible truths
Family life	Living the daily active disciple making role of a family (see Deut 6:4-9)
Preaching	Publicly proclaim a message from the Bible
Others	

Disciple Making in Pioneer Places

Taking the Gospel to pioneer places

If you serve pioneer places, this resource is developed for you and your teams. The following pages will take you deeper into disciple making principles – **pray, connect, find, discover** and **multiply**.

This is not the only disciple making process and method you can use in your sport and play disciple making.

Those who will benefit most from this process are those who want to see reproductive obedience-based disciple making that multiplies disciples, leaders and churches rapidly.

This method of disciple making will appeal to those who are serving groups or teams with any combination of the following characteristics:

Oral and low-literacy cultures	Communalistic and collectivist cultures
Cultures where there are strong shared affinities (interests, causes, needs, ethnicity, culture)	Leaders with high passion for unbelievers who are seeking new strategies
Where the Body of Christ is non-existent or limited	Where people cannot meet together freely
Where many unbelievers or young believers are joining the work	Leaders with growing interest in life-on-life discipleship
Leaders are growing dissatisfied with religious activities that are lacking spiritual vibrancy and spiritual multiplication	

INTRODUCTION

The basics – Love God, love others, make disciples of Jesus

The two core commands of Jesus are:

Love God and love people	Go and make disciples (of Jesus)
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The first is The Great Commandment and the second, The Great Commission.

There is nothing more important on this earth than glorifying God through our obedience (John 14:23) and loving people by sharing the “power of God that brings salvation to everyone who believes” (Romans 1:16).

That is why making disciples is not only beneficial to others, but is firstly a source of joy to us, knowing that we are involved in the most important mission on earth – saving the world.

God calls you

God wants you to be an active disciple maker.

God is at work, redeeming the world of sport into the community of His Son, Jesus Christ. He has put you in your exact place so you can make a vital contribution to the advance of His Kingdom. He chose you for His purpose. You can choose to either become a part of God’s amazing work, rejoicing with God’s family in the manifestation of His resurrection power within the world of sports, or you can remain a passive spectator. The Apostle James stated that only doers of God’s Word will be blessed and fulfilled in every way.

“But whoever looks intently into the perfect law that gives freedom, and continues in it—not forgetting what they have heard, but doing it—they will be blessed in what they do.”
(James 1:25).

Harvest workforce

- Do we want to run away or join the workforce?

When we avoid getting involved in God’s mission, we find ourselves like Jonah running away from God, or like Saul, hurting himself by fighting against God’s will (“kicking against the goads” - Acts 26:14).

According to John 4:35-42, God sends us today to reap His harvest. In this way the sower and the reaper can be glad together. Rejoicing with God is the highest possible joy we can experience on this earth. God wants us to be obedient tools in His hands and live a meaningful and joy-filled life.

God prepares certain people by sowing His truth in them and He then sends us to reap the harvest from the four soils (parable of the sower).

- How do we reap the harvest?
- How do we make disciples?

A simple model

Jesus left us a simple model of discipleship. Here are some of the characteristics of this model. You will learn how to form Bible discovery-centered rather than Bible teacher-centered communities, focused on obedience and not on content, using self-discovery and not a persuasion approach, to see multiplication and not addition. There's an old saying:

“If you keep doing what you have been doing, you will keep getting what you have been getting.”

To become effective in training others, we need to lead by example. We should meet with those who show special interest in spiritual matters during our sport coaching sessions or competitions, and then help them to form Discovery Bible Study Groups with their families and friends. By learning together, we can share our passion for Christ with those who may not yet have that same passion.

Let's invest in:

Bible discovery-centered, not just Bible teacher-centered communities.
Obedience to the Word, not just recognizing good ideas we can think about
Active self-discovery, not passive acceptance of what we are told
Multiplication, not addition

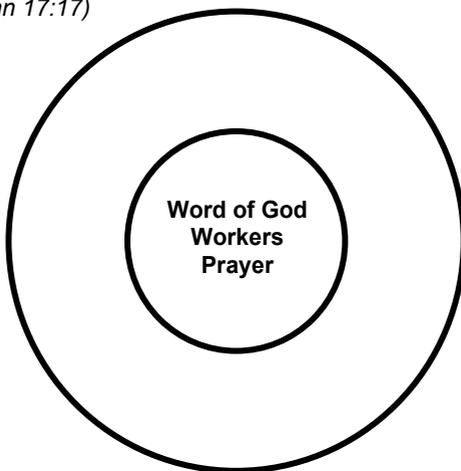
Committed workers

When reading the book of Acts it is easy to see that God multiplied disciples through committed workers who viewed themselves as sent with the Word of God and supported by the ministry of prayer. Pay attention to what the Apostles (the workers) said when they saw the danger of being sidetracked from their calling:

“We will give our attention to prayer and the ministry of the word.” (Acts 6:4)

Another reason why we have “Word, Prayer, and Workers” in the center is because disciple making is a joint effort, done in teams (at least two people) united with the desire for diligent and purposeful prayer for the people with whom we are building relationships, and exposing them to the liberating truth.

*As Jesus said: "Sanctify them by the truth; your word is truth."
(John 17:17)*



PRAY

Since prayer is important to connect with God, we should clarify what kind of prayer is needed to birth movements of disciple making multiplication.

Intentional prayer was a natural part of the lives of the early believers.

- Prayer is a way to receive understanding and direction for what to do, how to do it, and where to go.
- God answers prayers miraculously.
- Prayer is a way of life.
- Wherever it talks about disciple making, prayer and fasting are usually mentioned.
- Prayer is a declaration of dependence on God. We can do nothing in disciple making without prayer, because we understand that this is God's work! If we pray less, we risk suggesting that it is our work.
- Prayer is in every part of the disciple making process (pray, connect, find, discover, multiply).
- Prayer should be strategic. It is impossible to see the multiplication of disciples without fervent and purposeful prayer.

Implementing a prayer strategy

First, we need to understand why we need a prayer strategy. People often pray for needs, but rarely take a strategic approach to praying for

non-believers. The table below is a tool to help you track your interactions with those to whom you are ministering, and to pray for them meaningfully.

The headings of the following columns are the general milestones of discipling someone to Christ:

Name	Prayer and fasting	Meetings – formal and informal	Interaction –spiritual meetings, proclamation	Reading the Bible	Regular meetings – discipleship	Multiplication – beginning of 2nd generation
Eg. Jay	Yes	Yes	Yes	Yes	Yes	Yes
Eg. Paul	Yes	No	No			
Eg.Soccer team	Yes	Yes	Yes	No		

Prayer practices

Personal and regular time with God every day. Begin with yourself! Here are some ideas:

- Daily prayer – Pray according to Matthew 9:38, asking God to send workers to the harvest field at 9:38am and/or 9:38pm.
- Once monthly - Fast for teams and pray for disciple making.
- On-going fasting and prayer with teams on a roster throughout the year.
- Daniel’s Fast - beginning of the calendar year for 21 days.
- On location – Purposeful prayer where the people live.
- Prayer retreats – Spend a day or more in nature praying.
- Prayer partnership – Pray together on a regular basis in twos or threes by trusting each other with your felt needs and confessing to one another.

- Social media prayer – This is where we share requests and successes in disciple making virtually. It is an efficient way of communicating across large areas. Be aware of security risks.

CONNECT

How to GO and connect with others

Disciple making is always relational. We must GO and connect with people in very basic and practical ways. This may be uncomfortable!

We will be less effective in God's field when the "Go" strategy is substituted with a "Come" strategy: come to our services, come to our proclamation events, come to our concerts, come to our small groups. The Gospel in the first century traveled from one social network to another through personal relationships. It was effective because every new believer viewed themselves as sent by God, as His ambassadors on this earth.

God was reconciling the world to himself in Christ, not counting people's sins against them. And he has committed to us the message of reconciliation. We are therefore Christ's ambassadors. (2 Corinthians 5:19-20a)

Disciple making cannot begin with the believer isolated from others – sitting at home, in church, staying within a narrow circle of friends and not leaving their comfort zone. By going and connecting with people, we are responding to society's most important need for salvation.

Sport gives us unique ways to connect with people by creating a non-threatening atmosphere where we can connect with people and freely share our convictions.

Practical ideas on how to connect:

- Do prayer walks.
- Visit those whose hearts are open, to share tea or coffee, meals, or attend a birthday party.
- Play sport and games together.
- Know which GO strategies to use. Prepare and connect well. GO strategies may include sport and play events such as Sports Camps, Whole Life Coaching, Chaplaincy, Global Community Games (KidsGames, TeenGames, EdgeGames and FamilyGames), Festivals.

- Build spiritual bridges in your conversations. Ask 'Look and Listen' questions to identify the needs of the people.
- Listen to people and respond well to their questions. As you answer their questions try to move to a spiritual conversation and reveal yourself as a spiritual person.
- Use the '4S' Tool (Simple, Serious, Spiritual and Scriptural) so your conversation develops naturally from simple to serious, then moves from serious to spiritual, and finally from spiritual to scriptural.
- Use appropriate proclamation as the spiritual bridge. Refer to SET TOOLS: Pray | Play | Say | Together and Explaining the Gospel – 6 Windows for more equipping.
- Invite your enquirer to have a Discovery Bible Study with you, and where possible, with their family. When they show hospitality, remember to say thank you.
- Respect their culture and faith background. Extend the right kind of greeting. Dress like them if possible. Learn their language. Learn about their current affairs.
- Know the type of people you are engaging – their demographics, interests, passions (sports, business, education)
- Look for opportunities to go deeper and be available to serve. Proclamation takes place in both word and deed.

Excuses

Here are some common excuses for people who do not understand how they can be involved in disciple making today:

- I'm too young
- I don't know what to share or say
- I am too shy
- What if they reject me or my message
- I don't want to be embarrassed

FIND

Find a person of peace

We want to find someone who is open to God, whom the Holy Spirit has prepared. They are called a 'worthy person' or 'person of peace' in Scripture.

A “person of peace” is someone who receives you and gives you access into their social network to share the Gospel.

*If anyone will not welcome you or listen to your words ...
(Matthew 10:14)*

Beware of spending time with people who are not interested in spiritual truths as you may lose the opportunity to share with those who are prepared by God to listen to the Gospel. This is why we need to be alert to identify those who have spiritual interests to ensure we invest our time wisely.

Characteristics of a person of peace

- Accepts you into their home
- Serves you
- Listens to you
- Worth spending time with

Other examples in the Bible:

The woman at the well (John 4)	Andrew (John 1:35-42)
Peter (Matthew 8:14)	Lazarus, Mary and Martha (John 11:1-46)
Zacchaeus (Luke 19:1-10)	Lydia (Acts 16:11-15)
The prison guard in Philippi (Acts 16:24-34)	Jason (Acts 17:1-9)
Aquila and Priscilla (Acts 18:1-4)	

DISCOVER

How to discover and meet Jesus from scripture

‘Discover’ means to allow people to see Jesus in the Bible as well as Jesus in us. We want to model Jesus to them through our life and relationships.

There is great power in people discovering the message for themselves. Jesus understood this in his disciple making [teaching], by asking

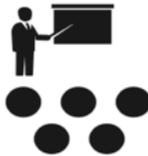
questions, speaking in parables and metaphors, and telling stories. This helped the hearers to have to think for themselves. At the heart of playing sport is to be active - how much better when disciples of Jesus are all active in teaching, learning and discovering from the Bible.

Instead of one person doing all the speaking and every else listening, all of the group participate and share what they are learning from the text. This discovery method enables all to study the Bible together and actively disciple one another.

After the first few meetings, we can teach group members to take turns in facilitating the Bible discovery group as it has been modelled to them. The whole discipleship process should be simple and easy to follow.

The gift of teaching is a valuable gift for the Body of Christ, but too often the church has used it as an excuse for expecting one person to study the Bible alone and then share their thoughts, with everyone else passively listening.

Model 1



Model 2



Discovery Bible Study Groups in household communities

View the spiritually interested person as a door into their community. Jesus' instruction was to not greet anyone on the way but rather look for opportunities to enter homes.

... do not greet anyone on the road. "When you enter a house, first say, 'Peace to this house.' (Luke 10:4-5)

In communal cultures, household proclamation has been proven to be much more effective than proclaiming to individuals. You can examine the book of Acts for the repeated phrase:

“...you and your house will be saved.”

For this reason our goal is to identify the people of peace (those who have been prepared by God and express real interest in the message of the Gospel) and accept invitations to visit their homes. Hospitality is important in many communal cultures. If they hesitate we can offer to meet with them and their friends in public: a coffee shop, restaurant, office, or park. You can invite them to your house to show hospitality, however you are encouraged to hold regular group meetings away from your house. If regular meetings are in your house, you will absorb the person of peace into your social circle with the risk of their family and friends hesitating to join your group.

Our goal is to not only to start reading the Bible with one person, but to involve their whole family, or the people in their social network, in the disciple making process. This is “oikos” in Greek.

When we find this household and start facilitating spiritual discovery, there's no need to move to other households. Intentionally concentrate on discipling this household, having regular meetings with Bible reading and discovery.

MULTIPLY

Multiply disciples

*Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit.
(Matthew 28:19)*

Following the logic of the Great Commission, everyone who accepts Christ, becomes His disciple, and should be initiated into their new life by being baptising into the family of Christ (1 Corinthians 12:12).

Baptism is not merely public consecration and important for a disciple's declaration of dedication and commitment, it is also important for the disciple maker. The disciple maker takes on the responsibility to teach the new disciple to obey Jesus. The new disciple then has to go, make disciples of all nations, baptize the next person and teach them obey Christ's commands. In this way the disciple turns into a disciple maker who takes the responsibility to continue the chain of multiplication.

*... and teaching them to obey everything I have commanded you.
And surely I am with you always, to the very end of the age.
(Matthew 28:20)*

Those who have been baptized become part of the body of Christ. They will soon discover that they function as a church and therefore are a church. Bring the elements or functions of church into the gathering. Do this by studying the passages about church together. Acts 2:37-47 is a good place to start. Teach the new gathering how to plant new churches.

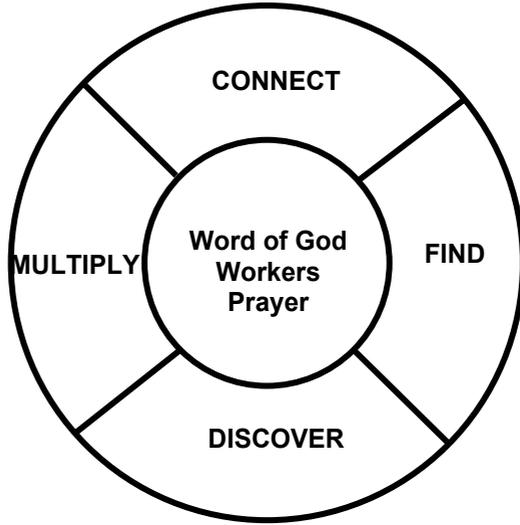
Only by teaching our disciples to obey Jesus' commands can we launch the multiplication process. The church of disciples will then keep growing, fulfilling the last part of the Great Commission.

Whole disciple making picture

Looking at the whole diagram we can see the overall mission Jesus left for us:

PRAY	Ask the Lord of the Harvest for workers.
CONNECT	Go to all the nations, by connecting with people and building trust and curiosity.
FIND	Find the person who is the "ready harvest". They will most likely react with interest to spiritual discussions.
DISCOVER	Go into their community to help them discover Jesus for themselves.
MULTIPLY	Equip other disciple makers to continue the process.

All of the above will only be possible as you partner with other WORKERS, PRAY for people and then expose them to the liberating WORD of God.



Once we understand the big picture we can move to the practical step of having meetings with the people interested in reading the Bible together.

HOW TO CONDUCT A DISCIPLE MAKING MEETING

Basic structure

Divide the meeting time into three segments. You can remember the three segments by:

Steps	Memorization actions
Look back	Point your left hand to the left and turn your head to look in the same direction. Move with your five fingers on the left arm to remember that this part contains five questions.
Look up	Then raise your head and move with two shoulders and nod with your head in order to remember that this part contains a Bible Study with three columns.
Look forward	Turn your head to the right and point two fingers of your right hand to the right to remember two important questions for this part.

Look back

The goal of this segment is to teach everyone to ask 5 questions about their past week at the beginning of a gathering.

The questions will help start the gathering with conversation by sharing each other's joys and concerns. They will also help to bring up the needs of the disciples as well as their friends' needs. These questions establish a Biblical mindset from the outset: prayer, ministering, and accountability to one another in love.

3 questions for the first gathering:

1. **What are you thankful for?** (Analyzing the past week, they'll see that there are often more reasons for thankfulness and joy, than for sorrow)
2. **What concerns you?** (This way they'll find out about the cares and needs of each other. How can we, as a group, help with those?)
3. What needs do your friends have that you are aware of — what can we pray for or where might we get involved? (In this way, you direct their attention to the needs of others.)

Two further questions can be asked after the first meeting has taken place:

4. Since our last gathering, how did you fulfil what you wrote in the "I will ..." column?
5. With whom and how did you share what you learned last time?

Practical advice

- If there are more than 6 people in the group, it is best to divide into groups of three to save time. This allows everyone to openly and informally share their joys and cares.
- After these questions the believers will usually feel moved to pray. For a gathering with believers it is quite normal to pray several times at different times during the meeting. If this is a first gathering with people who have never prayed before, explain that God hears our conversations and accepts them as our prayers.
- During the first few gatherings, answers are often superficial. As trust grows, answers will become deeper and more specific. Don't be surprised by silence from some. This is likely to change as you meet week after week.
- Leave enough time to read Scripture together.
- Remind the participants to speak briefly.

- If somebody talks constantly, kindly explain privately to them that the attention should be shared by the group, not just one person. It will be uncomfortable, but you may need to politely interrupt the speaker. The facilitator should remind them that if somebody speaks for too long, there will not be enough time for others to share.
- When the group has formed close relationships, you might ask someone to keep track of time and announce who is next to answer questions.
- Not all participants are required to share. Some may not want to; others may have nothing special to share. Remind participants you will give them the last two questions at the end of the session.

Look up

The goal is to have a short, simple, and reproducible Bible study.

To withstand the pressure of the world's destructive ways of thinking and be renewed through new spiritual thinking, we have to turn to the Word of God. Only the Word is capable of creating new convictions in us. The right way to influence a person is to influence his inner convictions. In this way, the changes will follow this pattern: Learning → Conviction → Character → Behavior.

Although our words can have a real influence on other people, their capacity to change hearts is still limited. Only the Word of God has the creative power capable of making someone a new person. Knowing this, we have to constantly come to the truths of Scripture to receive direction and instructions for each day.

Even though there are many ways to expose people to the Word of God, it is recommended to use only one Bible engagement method with a new discipleship group, especially if they are unfamiliar with the Bible, or are unbelievers. Too many methods at once creates confusion. Only after mastering one method should you teach the group other methods as well – refer to SET TOOLS: How to Handle the Bible and Bible Discovery Group.

Here is one simple method which can be easily learnt in just one meeting:

Read	Copy	Rewrite in your own words
Read a passage from the "For reading" column (see next page)	Copy the verses from the "For writing" column (see next page)	Rewrite your version of the passage using your own words, just like re-telling a story to a friend. Rewrite but do not interpret. You may only add something from the context of the passage surrounding the verses you copied.

Here is an example:

Read	Copy	Rewrite in your own words
Hebrews 4:7-13	Hebrews 4:12 For the word of God is alive and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart.	The Word of God is active today as it always has been throughout history. It is like a double-sharpened doctor's scalpel that penetrates our brain dividing conscience from sub-conscience, communicating with our spirit and judging our deep motives and the hidden attitudes of the heart.

When you think about discovering Christ with a person of peace and their social network, it is good to allow them to start from the very beginning, i.e. the whole Biblical narrative from creation, rather than starting in the middle of the narrative with Jesus.

Below is a list of passages you can use for the first 20 meetings. Even though the passages are directed to an unbeliever, you will be amazed at how much you will learn when you simply rewrite the verses in your own words.

Bible overview for creation to Christ

Day	For reading	For writing	Day	For reading	For writing
1	Genesis 1:1, 26-28 or 6, 9, 14, 20, 24, 26-28, 31	Genesis 1:27-28, 31	11	John 1:29-34	John 1:29
2	Genesis 2:15-25	Genesis 2:15-17	12	Matthew 3:13-17	Matthew 3:16-17
3	Genesis 3:1-13	Genesis 3:8, 12-13	13	John 3:1-15	John 3:15
4	Genesis 3:14-24	Genesis 3:14-15	14	John 3:16-21, 36	John 3:16-18
5	Genesis 6:13-22	Genesis 6:13, 17-18	15	John 11:17-26	John 11:25-26
6	Genesis 9:11-17	Genesis 9:12-13	16	Matthew 26:20-28	Matthew 26:26-28
7	Exodus 12:21-28	Exodus 12:27	17	Luke 23:32-34, 39-46	Luke 23:44-46
8	Exodus 20:3-4, 7-8, 12-17	Exodus 20:2	18	Luke 23:50-56	Luke 23:50, 52,53
9	Leviticus 4:13-21	Leviticus 4:20-21	19	Matthew 28:1-8	Matthew 28:6-7
10	Luke 2:8-20	Luke 2:10-11	20	Acts 1:1-11	Acts 1:11

Look forward

The goal of this segment is to move forward from knowledge to grace-based obedience.

The attention is focused on two decisions for the week ahead:

- Obedience to the Word
- Passing it on to others

Modern psychology has proven that if new material is not immediately reinforced by application and repetition, the human brain forgets up to 90% of the information received.

The first question is: **What 'I will ...' decision have you reached?**

Write down your practical decision, beginning with the words "I will...".

The sentence must be short, precise and specific. It must be doable, achievable and measurable, so that anyone can check on it in 24 hours.

For example: “I will read the Bible for 30 minutes a day”, instead of the general phrase: “I will read the Bible more.”

The second question is: **With whom will you share what you have learned?**

The second decision is to name at least one person with whom you will share what you have read and learnt. Give the participants the necessary time to complete this. Invite them to share the decisions they have written down with each other in groups. Invite them to discuss how to begin implementing the decisions immediately.

Wholehearted study of the Scriptures can be useless for the Kingdom of God if the student does not strive to apply what they have learned. That is why James speaks about the one who does the word of God and the one who only listens (James 1:22-25). He compares the Scriptures with the mirror of the soul that will surely show our real condition. The Bible is also a law, but a law that leads us to excellence, spiritual maturity and freedom. Law and freedom seem to be two contradictory terms, but in fact the second flows out of the first. The direct result of obedience is joy. It is by and through God’s grace that we have the power to be immediately and radically obedient.

Somebody said, “avoid accountability and you will kill any beginning”.

Here is an overview of the disciple making meeting.

Summary of disciple making meeting

Look back	<ul style="list-style-type: none"> • What are you thankful for? • What concerns you? How can we as a group help you with this? • What needs do your friends have that we could help with or pray about? • Since our last gathering, how did you fulfil what you wrote in the ‘I will...’ column? • With whom and how did you share what you learned last time?
Look up	<ul style="list-style-type: none"> • Three columns method • Read • Copy • Rewrite in your own words
Look forward	<ul style="list-style-type: none"> • What ‘I will...’ decision have you reached? • With whom will you share what you have learned?

Death and sacrifice

Without commitment, everything remains theoretical. You can have all the right elements, but unless people are willing to die (pay the price) to see God's vision fulfilled in and through them, either nothing begins or nothing lasts. Sacrifice is required!

"Truly, truly, I say to you, unless a grain of wheat falls into the earth and dies, it remains alone; but if it dies, it bears much fruit." (John 12:24, NASB)

The way Jesus bore much fruit was to give His life. His disciples must follow in the same path – the way of death. Sometimes it is physical death, but it is always paying the price of loving Him sacrificially and making Him known to a lost world. Death means that believers will stand firm in the face of inevitable persecution (Luke 10:3). Love that is unconditional, selfless, sacrificial and longsuffering is required. This love is only possible because God first loved us. His grace makes it possible for us to follow Jesus' example.

In the parable of the sower and the four soils, Jesus made it clear that persecution does not breed movements – in fact, it can kill the seed of the Gospel.

The one on whom seed was sown on the rocky places, this is the man who hears the word and immediately receives it with joy; yet he has no firm root in himself, but is only temporary, and when affliction or persecution arises because of the word, immediately he falls away. (Matthew 13:20-21, NASB)

Persecution does not breed multiplication, but boldness in the face of persecution does!

As the movement grows and spreads from place to place, you will sometimes observe that multiplication is hindered. The experience of other movements illustrates that if a movement slows down or stops, in most cases the reason can be found in the "death" factor. New believers are simply afraid to share the Gospel in a new place. Only by helping them to count the cost and become bold will the work take off again. Help them to see that the hidden treasure is all they need. That treasure far outweighs everything they are giving up. Even more, as they comprehend the great joy this treasure brings, they will willingly give up everything else. Just look at how Jesus describes this:

The kingdom of heaven is like treasure hidden in a field. When a man found it, he hid it again, and then in his joy went and sold all he had and bought that field. (Matthew 13:44)

Go and multiply

This is not a new method of making disciples – it is more than 2,000 years old. It revisits some disciple making principles taught by Jesus to His Apostles.

Now the decision is yours. Will you respond in obedience or not?

- How could you start today?

A man had two sons, and he came to the first and said, 'Son, go work today in the vineyard.' And he answered, 'I will not'; but afterward he regretted it and went. The man came to the second and said the same thing; and he answered, 'I will, sir'; but he did not go. Which of the two did the will of His father?" They said, "The first." (Matthew 21:28-31, NASB)

Further training ideas

Here are some further ideas about **this topic** to explore and go deeper. Some of these topics are contained in other ReadySetGO sessions:

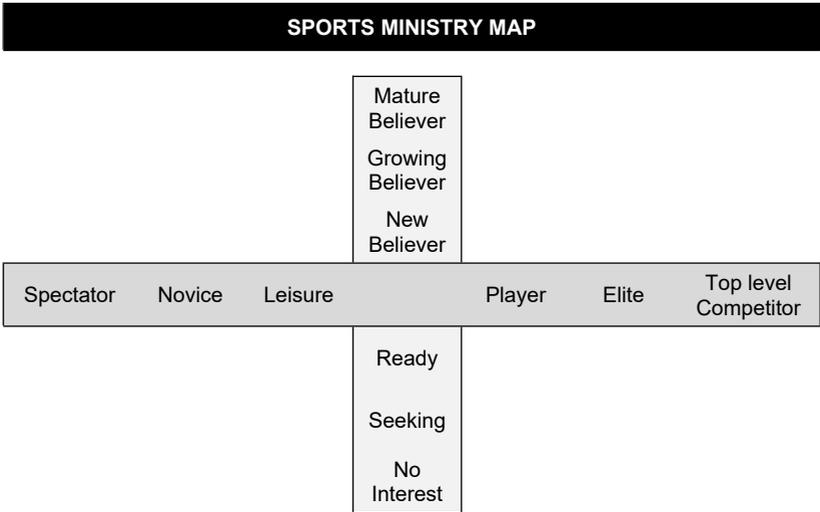
- How to Handle the Bible
- Discovery Bible Study Group
- Disciple Making Principles

The Sports Ministry Map

All people fit onto this map. People can find where they belong on the map as they assess the relationship between two parts of their lives: their faith journey and how they value sport.

This map can give people a clearer Christ-centered worldview. The map is useful because it is a helpful way for people to explore and understand their identity and how authentic mission can develop from a clear understanding of who they are.

The map



Vertical axis

This is the Engel scale which is a continuum showing the journey from no knowledge of God (-10) through to spiritual maturity as a believer (+10).

Horizontal axis

This is a continuum which identifies people’s relationship to sport and how sport is valued in their lives. Those on the right side of the map have their identity in sport. This is primarily to do with mindset.

Sports Ministry Map Training

Session length: 90 minutes

YOU WILL NEED: PowerPoint or print out with sports ministry map.

SESSION OUTLINE

To understand and use the right side of the sports ministry map as a framework for developing GO strategies.

1. Introduction

3 min

Remind the trainees that they were introduced to the sports ministry map in READY. In this session they will look specifically at the right hand side of the map in order to help clarify the framework for moving to the GO strategies.

Pray for the session.

2. Explain the right side of the Sports Ministry Map

30 min

▶ **Video: Sports ministry map**

Watch video footage which captures a range of athletes from the right side of the sports ministry map. (YouTube has a number of short extracts of good sport which would work here.)

Explain Sports Ministry Map

Work as a whole group.

Show a diagram of the Sports Ministry map. This can be drawn or shown on a PowerPoint. The vertical dimension shows the Engel Scale which is a continuum of the journey from no knowledge of God (-10) through to spiritual maturity as a believer (+10).

Explain the horizontal axis. This shows the different reasons people value sport.

- **Spectator:** Spectators are those who watch sport as a pastime, a passive entertainment. They are not engaged physically in the sport, though they may be very attached emotionally.
- **Novice:** A Novice is a beginner in sport no matter what age. It could be a five year old trying to shoot a basketball or a middle-aged person trying to learn tennis for the first time.

- **Leisure:** A leisure player is someone who gets involved in a sport for recreation, for fitness or as an active pastime.
- **Player:** On the other half of the continuum is the Player. A Player is involved in competitive sports. They have been on a higher level team and they identify themselves as an athlete.
- **Elite:** An Elite athlete has all the characteristics of the player, but they feel extra pressures from others and from themselves. They are distinguished from others on the team because of their higher level of play. When an Elite athlete's team wins, they are very aware of their involvement in the win. If their team loses they feel this personally. Even in a win, the Elite athlete could be discouraged if they themselves did not play well.
- **Top level competitor:** A Top Level Competitor has all the characteristics of the Player and the Elite, but is also recognized for their sport. There is a loss of privacy. Where the Elite athletes will scrutinize themselves, the Top Level Competitors will have the added pressure of extra scrutiny by fans and the media.

Explain that those on the right side of the map (player, elite and high profile) have their identity in sport which is primarily to do with mindset. (A mindset is a set of firmly held attitudes.)

3. Small group discussion

Work in groups of 3 or 4 people. Discuss some of these questions to help explore the characteristics of those on the right side of the map.

- What do you think are some of the general characteristics of people who are found on the right side of the sports ministry map?
- What are some of the features that become increasingly significant as you move further to the right on the map?
- Who are the best people to minister to those on the right side the map? Try to give general principles as well as specific examples.
- Why would someone on the left side of the map not be the ideal person to minister to those on the right side of the map?

Take feedback as a whole group. Ensure that people are aware that those best suited to minister on the right side of the map are those who themselves fit on the right side of the ministry map. This is because they understand the challenges of playing sport as a serious sports player.

Make sure the following points about those on the right side of the ministry map are covered:

- They find their identity in the sports experience

- The sports community is a significant part of their life
- Self-image is connected to the way they perform more than whether or not they win
- They are willing to make sacrifices for the sake of the sports experience, e.g. family time or leisure time

It may help to give specific examples as you work through this section.

You may also want to highlight the following factors. A person further to the right of the sports map will:

- Live with an increasing risk of failure
- Take great risks to be able to play
- Find it increasingly difficult to know who their friends are
- Feel the stress of competing against teammates
- Lose privacy due to their celebrity status (many are idolized by fans)
- Become ritualistic in their behavior
- Live above societies' rules, with their bad behavior often accepted by society ("he took drugs because of the pressure he was under.")

4. Practical activity and application

60 min

Work in groups of 4 or 5 people and give each group this challenge.

- There are many opportunities to reach out to people who are on the right side of the sports ministry map in your community. You have 7 minutes to persuade the leadership of your church to support your idea. Work out what you will say and do with the leaders.

Allow groups 20-30 minutes to prepare. Then each group presents their response to the rest who act as church leaders. Keep each group to 7 minutes. Give a yellow card at 6 minutes and a red card at 7 minutes!

- Link: It is essential that the groups don't default to running programs. Ministry on the right side of the map is characterized by the formation and development of relationships.

5. Conclusion and reflection

Summarize what the group has learnt during this session. This can be done in the form of questions and answers. Pray together.

Pray | Play | Say | Together

The Biblical Foundation for Taking the Gospel to the World of Sport

This session will help sportspeople connect their life of faith with their world of sport. **Pray | Play | Say | Together** is taken from Colossians 4:2-6. It gives a simple framework to understand how we can honor God in sport and play and use every opportunity to be on mission.

1. Pray

The first thing to do to connect sport and faith in our lives is to pray about it. In Colossians 4:2-4, Paul instructs us to devote ourselves to prayer. What do we pray for?

- To be watchful and thankful
- For an open door to our message
- That we might proclaim Christ clearly

2. Play

God wants us to bring all our lives before Him (Romans 12:1:2). This includes our work, our eating, our playing, and our relationships. On and off the sports field are places we can bring glory to God. In Colossians 4:5, Paul instructs us to be wise in how we treat outsiders and to make the most of every opportunity. We must be wise in how we play and make the most of all the opportunities we have. This will honor God.

3. Say

Pray and play will lead to say. We pray for opportunities and the ability to speak a clear message then we try to play wisely and generously. In Colossians 4:6, Paul encourages us to have 'conversations': conversations with our friends and with our opposition, conversations with the officials and spectators. A conversation is two-way and needs to be full of grace, seasoned and flavorsome and appropriate to their questions and needs. It can be an opportunity for saying something about the good news of the Gospel of Jesus.

Pray | Play | Say | Together

60-80 Minute Training Session

Suggested resources needed: Bibles, Flipchart Paper and pens, PowerPoint, Videos available on the ReadySetGO website.

SESSION OUTLINE

► **Video Option: Pray | Play | Say | Together video (use at the beginning or the end of the session).**

PRAY

1. Explore the Bible - Colossians 4:2-6
5 min

Work in pairs. Share a story of your best sporting moment, or the best moment in sport you have ever seen.

Read Colossians 4:2-6.

2. Small group discussion
15 min

Work in groups of 3 or 4. Discuss these questions.

- How many times is prayer mentioned in these verses in Colossians?
- What does Paul ask them to pray for?
- What does this mean for the way we pray for our unbelieving sports friends?

Take responses to the discussion questions and summarize.

As you take responses ensure you highlight the following:

- Paul makes reference to prayer in verses 2, 3 and 4. Prayer is a big priority for Paul.
- Paul identifies the need to be “devoted to prayer” and the focus of Paul’s prayer is for opportunities and boldness to proclaim the Gospel.
- We should pray specifically for opportunities to speak about Jesus and to explain the Gospel.

3. Share stories of praying for sports friends *(see notes)***5 min**

Share stories that emphasize the significance of praying for one of our sporting friends to be saved. The facilitator or a trainee can contribute one.

An alternative story can be found in the detailed notes.

PLAY**4. Small group discussion of Play****15 min**

Explain that “Play” is the way we behave when we are performing our sport but also when we are amongst our sporting friends away from the sports arena.

Work in groups of 3 or 4. Discuss these questions.

- What does Paul say in these verses about how we should live and behave?
- What does it mean to act “wisely” towards outsiders?
- What does this mean for us as we play sport amongst unbelievers?

Take responses to the discussion questions and summarize.

As you take responses ensure that you highlight the following:

- Verse 5 says “Be wise in the way you act towards outsiders”. Outsiders are unbelievers, those not following Jesus.
- This refers to our behavior both on and off the sports field or playing arena.
- The way we perform our sport and the way we live amongst our friends can commend Christ to them. This creates opportunities for them to ask why we behave differently, why we live the way we do, treat people the way we do, and think and act the way we do.

5. Share stories of playing with sports friends *(see notes)***5 min**

Share stories to emphasize that how we live and play amongst unbelievers influences their interest in faith and our opportunities to explain the Gospel and say something about Jesus.

An alternative story is offered in the detailed notes if required.

SAY

6. Small group discussion of Say**15 min**

Work in groups of 3 or 4. Discuss these questions.

- What does Paul say about proclaiming the Gospel in these verses?
- Why is it so important to proclaim the Gospel and speak about Jesus? Can you think of other Bible references to support your answer? (E.g. Romans 10:14-17).

Take responses to the discussion questions and summarize.

As you take responses ensure that you highlight the following:

- Verses 3, 4 and 6 are particularly important for answering this question.
- It is in the telling of the Gospel that we are most likely to feel uncomfortable, to come under opposition or even persecution. Yet if our friends are to respond in faith to Jesus, they must hear the Gospel message explained.

7. Stories of saying the Gospel to sports friends (see notes)**5 min**

Share stories that emphasize the importance of hearing the Gospel explained in order to become a believer.

An alternative story is offered in the detailed notes if required.

CONCLUSION AND REFLECTION

8. Pair and share**8 min**

In pairs discuss the following:

- **SAY:** How you heard the Gospel and who told you.
- **PLAY:** Whose behavior had the greatest influence on you becoming a follower of Christ?
- **PRAY:** Identify and pray for one or two of your sporting friends that you would like to see come to Christ and for your ongoing friendship with them.

Keep time to pray for your friends at the end.

9. Actions for Pray | Play | Say | Together**2 min**

Demonstrate three actions: one each for pray, play and say.

Get the trainees to repeat the actions but ask them to replace your sport with the sport they play, when doing their play action.

10. Conclusion and reflection**5 min**

Personal reflection time.

- What new things have you realized?
- What ways can you apply **Pray | Play | Say | Together** to your life?
- What will you do about this in the next day? Week?

Pray to conclude the session and encourage everyone to use **Pray | Play | Say | Together** .

Detailed session notes**Pray | Play | Say | Together**

As you work through this session, you may decide you want to take feedback after each question rather than at the end of each section. Feel free to manage this as best suits you and your trainees.

3. Share story of praying for sports friends

Example story

A group of university students met weekly to pray for those in their teams who weren't followers of Christ. Three of the group played rugby and they regularly prayed for Simon, a talented rugby player. They invited Simon to attend a mission event, after which he started to read the Bible with a friend. In due course Simon did believe and then went on to pray, play and say with his rugby-playing friends.

5. Share story of playing with sports friends

Example story

Mary was a hockey player and joined a team where she met Elena. She noticed that Elena lived differently to the rest of the team. On the sports field, Elena would be as competitive as the rest of the team but she didn't lose her temper or blame others when things went wrong. Off the field, Elena showed genuine concern for Mary and interest in her. As a result Mary started asking Elena why she was different. Elena was able to explain the difference it made being a follower of Christ and in so doing was able to explain to Mary the good news of the Gospel. Mary went on to become a follower of Christ.

7. Stories of saying the Gospel to sports friends

Example story

Frank's family had always attended church but Frank couldn't see how it had anything to do with sport. Having left home to play elite football in his country, he was befriended by some believers who invited him to church, where he heard the Gospel explained for the first time. He knew one of his football team mates, Peter, was a follower of Christ, so he started asking Peter questions about how the Gospel was relevant to a football player. Over a period of months, Peter was able to answer Frank's many questions and in due course Frank became a follower of Christ as well. Having now retired from football, Frank spends time travelling to meet with football players and helps them to understand how the Gospel is relevant to them.

Further training ideas

Here are some other related training sessions.

- How do we Live as Sportspeople who are Believers?
- Explaining the Gospel – 6 Windows
- Know your Role in Pointing Sportspeople to Jesus
- Read the Bible with a Sports Friend
- Share your Personal Story of Faith with a Sportsperson
- Helping a Sportsperson take the First Steps to Becoming a Believer

How do we Live as Sportspeople who are Believers?

These three sessions unpack what it means for us to be made in God's image by considering Genesis 1–3, and Romans 12. Reflecting on our own sporting experiences, we will think about how God can be worshipped and glorified through the correct use of our talents and through our relationships with our sports friends.

A) Genesis 1 and 2: Born to Play

Humans are created in God's perfect image – we have the capacity to use the talents that He has given us to reflect the glory back to Him (Genesis 1). In the Garden of Eden, Adam and Eve are instructed to use their talents “to work [the garden] and take care of it” (Genesis 2:15). Obeying God in this instruction is the right use of their talents and labor.

We also see God setting up good relationships with others in the beginning: “It is not good for the man to be alone. I will make a helper suitable for him” (Genesis 2:18). Adam and Eve are to help one another to use their talents for God. Using our talents (including sports talents) for God and conducting our relationships well are acts of worship.

B) Genesis 3: The Professional Foul

Sin spoiled the harmony of the Garden of Eden. In Genesis 3, talent (verses 17-19) and relationships (verse 16) are both spoiled. We see this in the world of sport today when sportspeople use their talents to glorify themselves. This, in turn, negatively affects their relationships with their sporting peers.

C) Romans 12: Back in the Race

Because of God's mercy, our relationship with Him can be restored through faith in Jesus Christ. In Romans 12:1-2, God offers us the opportunity to live lives that please and glorify Him. Every part of our lives, including our sport, can be an act of worship to Him. God's Spirit can transform us.

A) Born to Play

60-70 minute session

TRAINING SESSION OUTLINE

INTRODUCTION

1. Sharing stories

5 min

In pairs briefly share an example of a positive sports story. Gather feedback from a few.

Show the video 'Good Sport' or provide some magazine or newspaper articles of positive sports stories to give further examples.

▶ **Video: Good sport**

2. Brainstorm

5 min

As a whole group brainstorm the human qualities that are involved in these positive sports stories.

Write ideas on one side of a flipchart page.

(e.g. fair play, sportsmanship, respect, admitting fouls, acknowledging good play)

3. Bible discovery 1

25 min

Individually, read Genesis 1.

Task: Highlight key words and phrases that are repeated throughout the passage.

After 10 minutes find a partner and compare notes.

Feedback responses to the whole group and collect answers on the flipchart, recording only those words or phrases that are repeated more than twice, e.g. 'God' (most frequent) and 'good'.

- Summarize: There are 3 big ideas in Genesis 1. God is the main character in this section, which is all about the creation of the world. Everything that God creates, without exception, is good. There was order in creation.

Bible discovery 2

10 min

Work in groups of 3 people and read Genesis 1:26-28.

Task: Work out the big idea or key theme of this smaller section.

What repeated words did you see? – feedback to the whole group.

- Teach: The key word is image - God made humanity in His own image.

4. Bible discovery 3

10 min

Work in groups of 3 people. Ask half of the groups to do task 1 and half to do task 2.

Task 1: One person read Genesis 2:15-20; look for words that relate to using talents, working, or being creative.

Task 2: One person read Genesis 2:18-25; look for words that are about relationships.

5. Whole group discussion

10 min

Task 1 Response. Gather feedback and conclude: God made people creative, skillful, as workers.

All together: One person read aloud Genesis 1:1.

- Summarize: God is creative and so are we, because we are in God's image.

Task 2 Response. Gather feedback and conclude: Human beings are created to be in relationship with others and not to be alone.

All together: One person read aloud Genesis 1:26-28.

- Summarize: God is plural ("let us"). God is trinity: Father, Son and Holy Spirit are in relationship with one another. So, because we are made in His image, we are designed to be in relationship too.

B) The Professional Foul

60-70 minute session

TRAINING SESSION OUTLINE

1. A cheating game

15 min

Two teams: Play any game that involves the teams competing against each other for a real prize.

The facilitator will officiate unfairly throughout, and the result will be that one team wins unfairly. (Do not reveal that the unfair officiating is deliberate!)

End the game once you have a clear 'winner' and award their prize.

Debrief each team.

- Did you enjoy the game?
- How does it feel to win/lose?
- How did you feel about the other team throughout?

Reveal that the facilitator was cheating.

→ Summarize: what does this exercise reveal about human nature, good or bad?

2. Share negative sports stories

5 min

Pair and share a story of a negative sporting experience.

Show the video below or provide newspaper or magazine articles that depict a negative sports experience.

▶ **Video: Bad sport**

3. Brainstorm

5 min

As one group, brainstorm aspects of human behavior in sport which are negative. Add these to the other side of the flipchart.

E.g. cheating, disorderly behavior, drug abuse, verbal abuse, match-fixing

4. Bible discovery (see notes)**20 min**

In groups of 3, read Genesis 3. Give one task to half of the groups, and the second task to the rest. An optional handout is available.

Task 1: In Genesis 3 underline where you can see that talent, creativity or work has been spoilt.

Task 2: In Genesis 3 underline where you can see that relationships have been spoilt.

Responses to Bible discovery

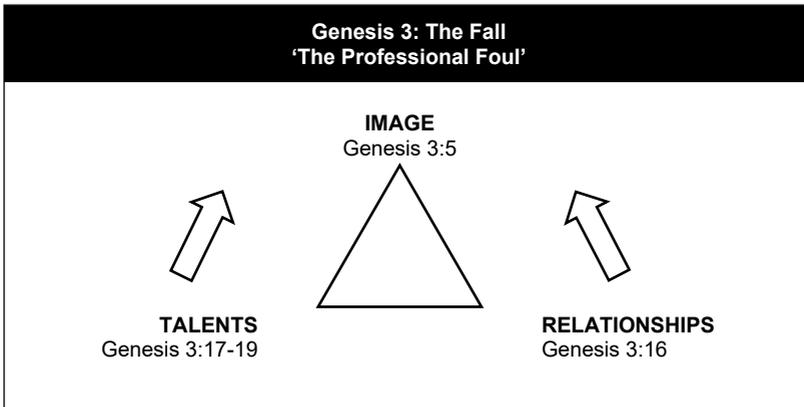
Gather feedback from both groups and summarize.

5. Summary and reflection**5 min**

Look at the aspects of negative sport listed on the flipchart.

- How does each affect talent, relationships or both? (e.g. *drugs misuse will affect talent and relationships; verbal abuse will affect relationships etc ...*)

Show and explain the Genesis 3 triangle.



→ Explain: In a broken world, we use our God-given talents and relationships to serve ourselves, not God. This spoils relationships. This is why the arrows now point upwards. Genesis 3 shows that both talent and relationships are undermined and spoilt as a result of sin, which means that humanity no longer reflects God's image. In fact, people now try to use their talents and relationships for their own ends, to glorify themselves and not God.

6. Conclusion**5 min**

Read aloud Genesis 3:22-24.

- Explain: The consequence of their rebellion against God saw Adam and Eve banished from Eden and from His presence. All sin has a consequence – ultimately, it takes us away from God.

Read aloud Genesis 3:14-15.

- Explain: God wants to help us to stay away from sin and wrong-doing.

Detailed session notes**4. Bible discovery responses**

Talents spoiled:

v17- producing food will become hard work

v18- the ground will produce thorns and thistles, making it harder to work the land

v19- producing food will be done with sweat, i.e. hard work.

Relationships spoiled:

v10- the man now hiding from God

v12- the man blaming woman and God for his sin

v13- the woman blaming the serpent for her sin

v16- a consequence of sin is pain for women in child-bearing

C) Back in the Race

60-70 minute session

1. Tell your story

5 min

In pairs, share an example of where you did the right thing in a difficult situation within a sporting context.

2. Bible discovery - Romans 12

20 min

Work in groups of three. Read Romans 12.

Half the groups should take the first task, and the rest, the second task. An optional handout is available.

Task 1: Highlight any references to the use of gifts, talents or creativity.

Task 2: Highlight any references to relationships.

Responses to Bible discovery

Each group feedback their ideas.

e.g. *Attitude to talents*:

- v3 - Do not think of yourself more highly than you ought.
- v3 - Think of yourself with sober judgment.

e.g. *Relationships*:

- v9 - Love must be sincere.
- v10 - Be devoted to one another in love.

3. Small group discussion

20 min

Work in groups of three. Read Romans 12:1-2.

Discuss:

- What does “therefore in view of God’s mercy” mean here?
- How is God’s image restored to its rightful place in these verses?
(Refer also to Genesis 1:26-28 and Genesis 3:1-6.)

Feedback responses.

→ Summarize: “Therefore” refers to the previous chapters which contain the fullest explanation of the Gospel message in any of Paul’s letters,

particularly chapters 1-8. “God’s mercy” points to God’s salvation in the lives of believers. Reflecting God’s image is a ‘spiritual act of worship’ which occurs when we live our lives according to God’s commands with the help of the Holy Spirit who lives within us. We can be intentional about worshipping God everywhere, all the time, in all that we do - including in sport.

4. Small group tasks

15 min

Work in groups of three. Each group take a different task.

Task 1: Read Romans 12:3-8. How is God putting right the use of our talents? (See also Genesis 1:26-28 and Genesis 2:15-17.)

Task 2: Read Romans 12:9-13. How are relationships being restored? Which relationships is Paul talking about here? (See also Genesis 1:26-28 and Genesis 2:18-24.)

Task 3: Read Romans 12:14-21. How are relationships being restored? Which relationships is Paul talking about here? (See also Genesis 1:26-28 and Genesis 2:18-24.)

Responses to tasks

Gather feedback from each group:

Task 1: These verses talk about a range of gifts given by God, adding new gifts to the gifts already given to us by His goodness in creating us. All gifts can now be used, by His power, to worship Him. This includes in sport!

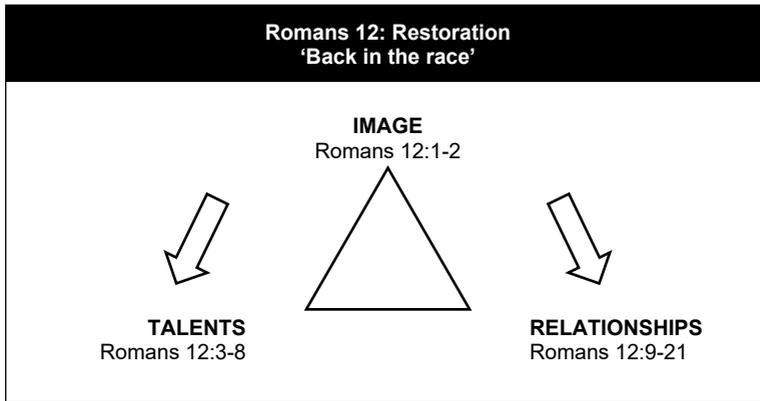
Task 2: These verses talk about our relationships with other believers as we are transformed by the Holy Spirit.

Task 3: These verses talk about our relationships with those who don’t yet know Christ. It’s possible that they may dislike us or feel apathy towards us.

5. Summary and reflection

5 min

Show Romans 12 triangle and explain.



→ Explain: The broken downward arrows represent the fact that, in Christ, the capacity to use our talents to serve God and others is being restored in all areas of our lives, including our talents and relationships in the world of sport.

6. Pray in pairs

5 min

Share with a partner one thing that has challenged you in this session – pray about this.

Further training ideas

Here are some other related training sessions.

- Pray | Play | Say | Together
- Explaining the Gospel
- Know your Role in Pointing Sportspeople to Jesus
- Read the Bible with a Sports Friend
- Share your Personal Story of Faith with a Sportsperson
- Helping a Sportsperson take the First Steps to Becoming a Believer

Explaining the Gospel – 6 Windows

To be able to reach the world of sport for Christ, each believer in sport must be able to clearly explain the Good News of Jesus Christ. In Romans 1:16 Paul tells us that this Gospel is the power of God that brings salvation to everyone who believes. Later, in the same letter, he tells us that faith comes through hearing the Gospel. He reminds us: How can they believe in the one of whom they have not heard? (Romans 10:14-17).

It is our role is to make sure everyone has heard!

1. What is the Gospel?

The Gospel is good news. Jesus Christ came to Earth to die in order to take the punishment for the wrongdoings of the world. This saves humankind from the judgment it deserves.

There are 6 Big Ideas that explain the Gospel:

Creation, Sin, Judgment, Jesus' death (Cross), Jesus' Resurrection, and Our Response to this Good News.

2. How God's word explains the Gospel

This isn't a made-up framework; it is God-given and Biblical. Below are Bible references for each. The Bible is the ultimate authority.

- Creation - Revelation 4:11
- Sin - Romans 3:10-12
- Judgment - Hebrews 9:27
- Cross - 1 Peter 3:18
- Resurrection - 1 Peter 1:3
- Our response - John 3:36

3. How to share the Gospel in the world of sport

If we have a clear understanding of the Gospel, we will be able to apply it and share it in different situations. It is important to share the Gospel accurately, clearly and with love and compassion.

*A note on session structure: This module has 3 sessions of 75-90 minutes (60-Minute Plus Sessions), all entitled 'Explaining the Gospel'.

Explaining the Gospel: Part 1

This module has 3 sessions of 75-90 minutes.

Suggested resources needed: Bibles, Flipchart, Paper and pens

TRAINING SESSION OUTLINE

WHAT IS THE GOSPEL?

1. Write a summary of the Gospel

5 min

Work alone. Write a short description of the Gospel message in 30-60 words.

2. Small group discussion

15 min

Work in groups of 3-5.

Pool your ideas to create an agreed group definition of the Gospel. Share and discuss the merits of each definition.

Discuss:

- What do you now consider to be the essential and non-negotiable parts of the Gospel message? Gather responses on a flipchart.

Feedback on discussions

Gather one response from each group. Then go around the groups in turn until all possible responses are covered.

The facilitator should write up the responses on the flipchart paper in the following way:

Group each response according to which of the six key doctrines it relates to (Creation, Fall, Judgment, Cross, Resurrection, Response) but do not put the headings on yet. i.e. as you get the responses from the group write as shown in the example below.

Your flipchart paper may look something like this once you have gathered the responses:

1	2	3
<ul style="list-style-type: none"> • God is sovereign • We are created by God • God created everything • In relationship with God • Perfect in the garden 	<ul style="list-style-type: none"> • We are all sinners • The world is damaged by sin • We are guilty • Rebellion • Sin is the problem 	<ul style="list-style-type: none"> • Heaven and hell • Punishment is death • Judgment • God is holy • Separation
4	5	6
<ul style="list-style-type: none"> • Forgiveness • Jesus died on a cross • Jesus is the solution to sin • Perfect sacrifice • God's love and grace 	<ul style="list-style-type: none"> • Jesus wasn't defeated • Jesus rose again • Eternal Life • Filled with the Holy Spirit 	<ul style="list-style-type: none"> • Choice • New start • Repentance • Relationship with God • Following Jesus

→ Summarize: We have grouped the responses in a particular way on purpose. These 6 groupings represent 'windows' into the Gospel. Each window represents a key doctrine.

3. Small group discussion

10 min

Work in small groups.

Discuss:

- Identify each of the 6 doctrines from the groups of words on the flipchart – which 'window' is which doctrine?

Look at all the words on the flipchart – identify those that would need further explanation for someone who isn't a believer.

4. Find a title for each window

10 min

Work as a whole group.

Create a new title for each window using words that someone who isn't a believer would understand.

Some suggested titles:

<p style="text-align: center;">CREATION</p> <ul style="list-style-type: none"> • God is sovereign • We are created by God • God created everything • In relationship with God • Perfect in the garden 	<p style="text-align: center;">SIN</p> <ul style="list-style-type: none"> • We are all sinners • The world is damaged by sin • We are guilty • Rebellion • Sin is the problem 	<p style="text-align: center;">JUDGMENT</p> <ul style="list-style-type: none"> • Heaven and hell • Punishment is death • Judgment • God is holy • Separation
<p style="text-align: center;">CROSS</p> <ul style="list-style-type: none"> • Forgiveness • Jesus died on a cross • Jesus is the solution to sin • Perfect sacrifice • God's love and grace 	<p style="text-align: center;">RESURRECTION</p> <ul style="list-style-type: none"> • Jesus wasn't defeated • Jesus rose again • Eternal Life • Filled with the Holy Spirit 	<p style="text-align: center;">CHOICE</p> <ul style="list-style-type: none"> • Response • New start • Repentance • Relationship with God • Following Jesus

Here is the Gospel journey through all 6:

1. God creates the world. Humans are asked to run it under God's authority.
2. Humans rebel, choosing to run things their own way.
3. Humans continue to rebel and so God – because He is just – has to judge.
4. In His love, God sends Jesus to die on humankind's behalf.
5. In His power, God raises Jesus from the dead.
6. This presents us with a challenge to repent and believe.

5. Reflection and conclusion

10 min

Work in pairs.

Name and explain the 6 windows to one another without looking at the chart.

- What has impacted you most today?

Review the session and summarize the 6 windows again.

Explaining the Gospel: Part 2

60 minutes plus session

TRAINING SESSION OUTLINE

HOW GOD'S WORD EXPLAINS THE GOSPEL

1. Find a Bible verse 15 min

Work in small groups. Each group should consider a different 'window'.

Look through the Bible and find as many verses as possible that relate to your given window.

Write these on a poster.

2. Feedback with the group 20 min

Work as a whole group.

Gather feedback and write verses on a flipchart. If trainees are finding this hard, give out the following verses on slips of paper and ask them to sort them out into windows as one big group.

CREATION	SIN	JUDGMENT
<ul style="list-style-type: none"> • Genesis 1:1 • Colossians 1:15-17 • Job 38:4-12 • Psalms 104:19-24 • Genesis 1:28-30 	<ul style="list-style-type: none"> • Genesis 6:5 • Colossians 1:21 • Romans 3:23 • Ecclesiastes 7:20 • Mark 8:38 • Romans 1:21,28-30 • Genesis 3:16-19 	<ul style="list-style-type: none"> • 2 Thessalonians 1:8-9 • Romans 6:23 • Mark 9:43 • Psalms 98:8-9 • Ecclesiastes 12:14 • Luke 12:2-3 • Genesis 18:25
Revelation 4:11	Romans 3:10-12	Hebrews 9:27

CROSS	RESURRECTION	CHOICE
<ul style="list-style-type: none"> • 1 Peter 2:22,24 • Colossians 1:21 • Romans 3:21,25 • Luke 9:51 <p style="text-align: center;">1 Peter 3:18</p>	<ul style="list-style-type: none"> • 1 Corinthians 15:14 • Romans 4:25 • Acts 17:31 <p style="text-align: center;">1 Peter 1:3</p>	<ul style="list-style-type: none"> • 2 Corinthians 4 • Philippians 2:12 • Ezekiel 36:26-27 • John 3:16 <p style="text-align: center;">John 3:36</p>

Note: Be sensitive in correcting any verses that do not accurately summarize the doctrine.

Ask any other groups if they have other references to add.

Ask the first group to indicate their preferred verse for this window and why. Invite discussion of this.

Repeat this process for each window.

Conclude by highlighting the Bible verse you would most likely use to describe each window. These are in **bold**.

Emphasize the importance of *memorizing these verses*. There may be a little test later!

→ Link: The six windows and Bible verses act as a useful framework for ensuring we understand and can clearly explain the Gospel message to our unbelieving friends. We need to use simple, clear, uncomplicated language that everyone can understand.

3. Role play

20 min

Work in pairs.

Take turns at using the Bible verses to explain one Gospel window at a time to your partner. Imagine that a believer is talking to a non-believer.

Debrief in pairs:

Say two things you liked about the explanation and one aspect that could be improved.

4. Reflection and conclusion

5 min

Pair and share and then pray together.

- What has impacted you most in this session?
- What will you do about this in the next day? Week?

→ Summary: We need to practice sharing the Gospel. When we do so, it is important to include the six big ideas and memorize the related Bible references that explain them.

Explaining the Gospel: Part 3

60 minutes plus session

TRAINING SESSION OUTLINE

GOSPEL SCENARIOS

1. Sports scenarios role play
45 min

Work in pairs.

As a pair, choose a likely sport-related situation where you and a non-believer might end up chatting one-to-one (changing room, café, bus to training etc).

Label yourselves A and B where A is a believer and B is not. A has to explain the Gospel to B through any one of the 6 windows. Allow 5 minutes, then swap roles.

Each partner gives feedback on the other's performance on sharing the Gospel according to the following criteria:

- Content: Did the content refer to each of the six windows? Were any Biblical references given?
- Clarity: Was the message of the Gospel simple and clear? Would an unbeliever be able to understand it?
- Compassion: Were they listening to the other person? (1 Peter 3:15) Was their body language showing genuine interest in what the other person wanted to know? Did the believer know when to listen and when and how to end the conversation?
 - What was done well?
 - What could be improved upon?

If there is time, a second scenario may be attempted, or even a third – use as many of the 'windows' as required.

Debrief at the end of the task.

- What did you find easy about this task?
- What did you find difficult?

2. Reflection and conclusion**10 min**

→ Summary: It is important to share the Gospel accurately, clearly and with love and compassion. We need to remind ourselves continually of the Gospel and practice it. If we are familiar with it, we can then apply it clearly in different situations.

Reflection questions.

- How can you get better at communicating the Gospel?
- What has impacted you most in this session?
- What will you do about this in the next day? Week?

Pray in small groups**5 min**

For opportunities to explain the Gospel to unbelieving sports friends.

For courage to do this.

To remember what we have learned today.

USEFUL TECHNIQUES

DO versus DONE

Explain the following technique:

DO!

Many people think that Christianity is all about what they have to DO to get to Heaven; how restricting and boring!

The moment I think I can reach God by what I DO is the moment I am greatly mistaken. In John 14:6 *Jesus says: "I am the way, the truth and the life. No-one comes to the father except through me."*

But God cannot tolerate sin. What can I DO to avoid His judgment? Nothing.

DONE!

Jesus has DONE it! He has taken the punishment we deserve – just believe and accept it!

It is simple and profound.

It is a gift from God that is free for us, but it cost Jesus' life – so it is precious.

It has been DONE for us because God loves us.

"You are more wicked than you ever imagined, but more loved than you ever dreamed": Rico Tice

The Bridge

The Bridge is a diagram for sharing the good news.

POINT ONE:

1. In the beginning, God made the world and humans. People and God were in perfect relationship.

Humans

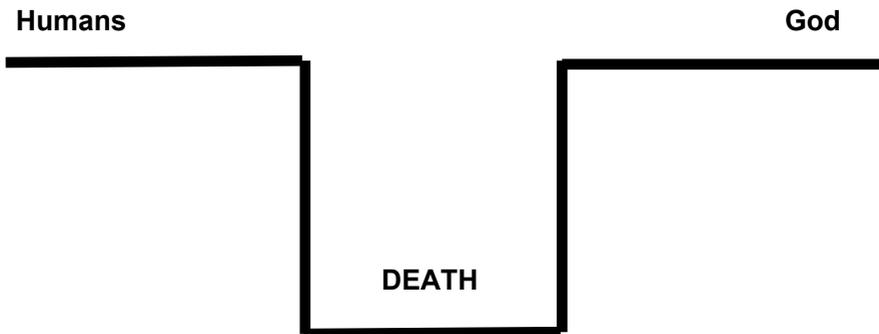
God

POINT TWO:

2. Adam and Eve, the first humans, disobeyed God and so ruined the perfect harmony of their relationship with Him.

3. Humankind inherited this disobedience (sin) from Adam and Eve. There is nothing people can do to bridge the gap!

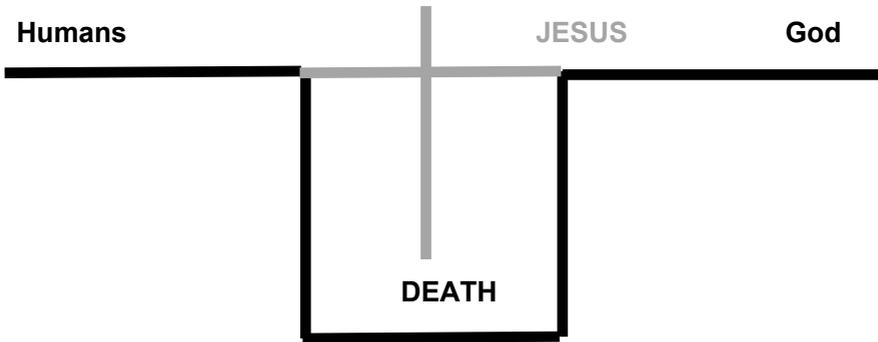
4. God is perfect and cannot tolerate sin. The punishment for sin under God's perfect judgment is death.



POINT THREE:

5. To save people from His own judgment, God sent Jesus to Earth. He lived a perfect life and died on the cross on behalf of humankind taking the punishment for their sins.

6. So, Jesus bridged the gap between people and God, restoring the relationship forever for those who choose to accept and believe.

**Further training ideas**

Here are some other related training sessions.

- How do we Live as Sportspeople who are Believers?
- Know your Role in Pointing Sportspeople to Jesus
- Read the Bible with a Sports Friend
- Share your Personal Story of Faith with a Sportsperson
- Helping a Sportsperson take the First Steps to Becoming a Believer

Know your Role in Pointing Sportspeople to Jesus

The command to 'go and make disciples' can be daunting. But if we understand God's role and our role properly, we will be better equipped. We are to leave Him in charge of the results. Otherwise the weight of responsibility could crush our own spirit or lead us to become proud.

God is in control of this mission

God is sovereign and in control of this mission (2 Corinthians 4:1,6).

Only God (as Creator) is powerful enough to open blind eyes (2 Corinthians 4:6).

Key phrase: "It takes the same power to create the universe as it does to create new spiritual life!" This power is God's.

We are called to be faithful

- Set forth the truth of the Gospel plainly (2 Corinthians 4:2)
- Don't distort God's word (2 Corinthians 4:1)
- Present Christ as Lord (2 Corinthians 4:5)
- Don't make it about you!

Key phrase: "We preach Christ; God opens blind eyes!"

We will feel weak and inadequate in this mission

Weakness is not just incidental, it is essential (2 Corinthians 4:7,12)

Key phrase: "The very thing we think excludes us from mission (weakness) is the very thing God uses in mission!"

So do not lose heart when it is difficult, but rejoice that God is at work (2 Corinthians 4:1,8,11)

Summary - 2 Corinthians 4

When we realize that God is in control of this mission, not us, it's a great relief! He gives us a part in the mission – what a gift! (verse 1) He gives us the Gospel - what grace! (verse 2) He sustains us in our weakness - what reassurance! (verse 7) He opens blind eyes - what confidence! (verse 6). So, do not lose heart when you feel weak. Be faithful and tell others about Christ!

1. Know your role in pointing sportspeople to Jesus

60-70 minute session

TRAINING SESSION OUTLINE

1. Introduction

2 min

Having grasped the 'why' of sports mission we need to ask 'how' are we to reach the world of sport for Christ? Confusion in this area can lead to us pursuing the right goal but in the wrong way.

- What is God's role and what is our role?
- Are there specific ways that God wants us to achieve this mission or is any way okay?

2. Activity: roles and responsibilities

10 min

Play a group activity that involves clear roles to accomplish a task. Show that if we get our roles and responsibilities wrong then the task can't be accomplished as effectively.

→ Teaching point: Many believers 'lose heart' or 'distort' the message of salvation because they misunderstand God's role and our role.

3. Bible discovery: 2 Corinthians 4

15 min

Work in groups of 4 people.

Read 2 Corinthians 4 and fill in the table below:

Who?	Role?	Implications
The God of this world	(verse 4)	(verse 4)
God	(verse 6)	Us!
Us	(verse 5)	(verse 2)

Discuss:

- God says 'let light shine out of darkness' (v6). Think of examples in the Bible where God's light shines into darkness or where darkness is turned to light by God's power.
- What do you think it means for us not to preach 'ourselves' (v5)?

4. Discussion about proclamation

10 min

In groups discuss:

- What might stop you from proclaiming?

Write on a flipchart two headings 'competence' and 'conviction'. Gather feedback from the discussion and put responses under the relevant heading.

Summarize that both of these areas illustrate our weakness.

→ Explain that we often make proclamation about us (our competence and convictions), but this is exactly what we said in the previous section we would not do! (We preach, but God opens blind eyes!)

5. Bible discovery: 2 Corinthians 4

10 min

Read aloud 2 Corinthians 4:7-12 and discuss.

→ Teach: God puts treasure in jars of clay. Corinth was famous for having thin clay so when it was fired in the kiln it would crack. The cracked pots were used as candle holders because the cracks were crucial in letting the light shine out. The cracks are crucial – just as our weaknesses are crucial to God using us to let His light shine out.

Key phrase: "The very thing we think excludes us from mission (our own weakness) is the very thing God uses in mission!"

In groups discuss:

- How do you feel about God wanting your 'availability' rather than your 'ability'?
- When you feel weak, what truths can you remind yourself of to encourage yourself in proclamation?

Further training ideas

Here are some other related training sessions.

- How do we live as sportspeople who are believers?
- Explaining the Gospel
- Read the Bible with a sports friend
- Share your personal story of faith with a sportsperson
- Helping a sportsperson take the first steps to becoming a believer

Read the Bible with a Sports Friend

Why read the Bible with a sportsperson?

The Bible is the believer's primary tool in reaching the world. God's Word is powerful. 2 Timothy 3:14-17 tells us that it is God-breathed. Our best thoughts, ideas, opinions or arguments, though useful, are still only human. They cannot compare to God's in power or influence. The Bible's authority is as relevant today as it has ever been.

Why meet with a sportsperson one-to-one?

When answering this question there are two main reasons to explore:

Gathering with believers in our society is not the norm and is often shunned. While some sportspeople are unlikely to go to an organized gathering of believers, they may eagerly engage with us and take a genuine interest in faith, spirituality and the person of Christ.

Focusing with a sports friend on a passage from the Bible in a relaxed setting where they can engage personally with the text and with your experience of Christ can be more significant to them than an evangelistic service.

How to meet with a sportsperson one-to-one

Practicalities:

- Where?
- When?
- Who?
- Prayer?
- Print out versus an actual Bible?

6. Read the Bible with a sports friend

60-70 minute session

TRAINING SESSION OUTLINE

WHY READ THE BIBLE WITH A SPORTSPERSON?

1. Watch and discuss examples

10 min

▶ **VIDEO: Video montage of people's stories of reading the Bible with a friend.**

1. Believers who have read the Bible with a sports friend
2. Friends who have read the Bible with a believing sports friend – professing and not professing
3. Those who've tried it and found it hard or it hasn't gone well

Discuss in small groups and feedback:

- What are your reflections from the video? If no video, then ask someone to share a personal experience.
- Why have you come to this session? What do you think and feel when you think about reading the Bible with a sportsperson?
- Have you done this before? Acknowledge that some won't have and that is fine!

2. Bible discovery - 2 Timothy 3:14-17

10 min

→ Context of 2 Timothy: It is a letter written by Paul to Timothy, a younger leader from Ephesus.

Read 2 Timothy 3:14-17 in twos or threes and discuss your initial reflections on it.

Discuss:

- What do the verses tell us about the Scriptures?
- What do you think these verses tell us about the potential impact of Scripture on our sports friends?
- How does knowing this make you feel about reading the Bible with a sports friend?

→ Summarize: Scripture is powerful to bring people to salvation through the work of the Holy Spirit, and to continue to teach and train the believer in how to follow Jesus. Meeting for a coffee before training or for food after a game might be a more natural way to engage with the Bible.

3. Reflect in pairs

7 min

Imagine you're going back to your own sports club where there is another believer who can't see the point in trying to read the Bible with sportspeople. Pair up with someone else in the group and practice what you might say to them.

WHY MEET WITH A SPORTSPERSON ONE-TO-ONE?

4. Brainstorm in groups

5 min

→ Link: Often we are told something is a 'good' thing to do but we lack motivation to do it because we don't really know WHY it is important or effective.

Stand in groups of 4 or 5. Give each group a piece of flipchart paper.

Brainstorm as many reasons as you can for meeting with a sportsperson one-to-one. (*Get them thinking about the culture around us, the nature of one-to-one and the views of faith that surround us in sport.*)

While still standing, capture key elements of feedback collecting ideas from the whole group.

5. Teach about meeting 'one on one'

3 min

→ Explain: There are two reasons why meeting one to one is effective:

- We live in a culture where gathering with believers is not the norm and is often shunned by sportspeople.
- A short and thoughtful study of a passage of the Bible can have a far greater impact and is far more able to address specific questions and circumstances than inviting sportspeople to a gathering of believers.

6. Role play**5 min**

Practice asking our sports friend to read the Bible with us:

- How do we do this naturally?

Set up stations around the room to simulate different sporting contexts and instruct trainees to sit or walk in pairs, with one responsible for inviting their partner to read the Bible together.

Keep stopping to receive feedback, coach and to swap trainees between scenarios and partners.

HOW TO MEET WITH A SPORTSPERSON ONE-TO-ONE

→ Link: Having thought about 'Why the Bible?' and 'Why meet one-to-one' let's think now about some of the practicalities in doing this.

7. Group brainstorm *(see notes)***15 min**

Place sheets of paper around the room each with a word written on it. Each word will be a workstation.

- Where?
- When?
- Who?
- How often?
- What material at what point?
- Prayer?
- Print-out versus an actual Bible?
- Gender?

Give the group 8 sticky notes each and ask them to move around the room thinking about the answers to each sign. Ask them to write their thoughts or top tips for each on a sticky note and stick it to the sheet.

Review

After ten minutes stop the group and move together around the sheets highlighting some of their comments and drawing out together best practice for each sheet.

8. Next steps**5 min**

Work alone.

Spend some time writing down responses to:

- What will you do from here? Who could you ask to read the Bible with you?
- Who can hold you to account for the things you've just written down?
- How can I encourage any other believers in my club to do this?
- What opportunities are coming up that I can pray about and plan towards? training camps, tours, etc.

Further training ideas

Here are some other related training sessions.

- How to Handle the Bible
- How do we live as sportspeople who are believers?
- Explaining the Gospel
- Know your role in pointing sportspeople to Jesus
- Share your personal story of faith with a sportsperson
- Helping a sportsperson take the first steps to becoming a believer

Detailed session notes

7. Group brainstorm

Review ideas

Where? Choose a place that is comfortable and normal for you *both* but doesn't have too many distractions. A coffee shop, pub, clubhouse or outside, or at one of your homes. These are all great places.

When? Pick a time that you can both make regularly and give it a *start* and a *finish* time. An hour in total is probably plenty, giving time to chat at both the start and end, and half an hour looking at the Bible. It is helpful to stick to this time frame. We may get very excited when someone shows an interest in Jesus (rightly so!), but we can allow this excitement to intimidate our friend by going on and on! However, there may be times when the conversation is constructive and worthwhile, and it is appropriate to stay longer.

Who? Someone who is interested in spiritual things, our faith, or Jesus. If someone has shown an interest in your faith, it is always worth asking if they would like to find out who Jesus is. They can say no, and even if they refuse, they will often feel complimented by being asked.

How often? You want the studies to be regular. Suggest you meet for a period of time, a month or a term - a relatively short length of time so neither of you feel constrained or awkward that this is going to last forever.

What material when? In the skill session 'How to understand the Bible faithfully' we learn the core principles that can be used on any passage. Using these in Mark's Gospel is a good place to start. Alternatively, there are many useful study guides.

Prayer: Often studies begin very informally, which is great and to be encouraged. If this is the case, a prayer may be inappropriate. However, it can be good to say a short prayer at the start of the study and perhaps even at the end. Something simple and short. You need to judge what is appropriate for your sports friend and the venue where you meet.

Print out versus an actual Bible? Remember we want to make the passages as accessible for sportspeople as possible - using a big fat Bible can be a little intimidating! Buy a couple of pocket size editions and both use these together or make a couple of photocopies of the passage and each have a sheet of paper. Alternatively use a Bible app, send them a pdf to bring up on their phone or WhatsApp the passage to them.

Gender: It's sensible to avoid meeting one-to-one with someone of the opposite sex. If unavoidable, ask if you can invite another person.

Share your Personal Story of Faith with a Sportsperson

The Power of a Story

It's easy to share stories of exciting things in our lives: our best sporting moments, our first goal, or our first race. We love to share good news. So why do we sometimes find it hard to share the good news of the Gospel? In Acts 4 we see the apostles can't help but speak about what they have seen and heard - even when they are cautioned by the authorities. Will we do the same in our sports clubs? Will we share what we have seen Jesus do in our lives and tell of what we have heard?

Practice your Story

There is not one set way of telling the story of what you have seen Jesus do in your life (i.e. your testimony) nor is there a set way of when or how to do this. We all have different personalities, backgrounds and experiences and it's a matter of being bold in taking chances and practicing so you know what you might say if asked. The examples of Samuel and Paul show us two ways of communicating our own story faithfully.

There are three things we can include in our personal stories:

- before we became a believer; our upbringing
- point or process of becoming a believer
- life after becoming a believer: e.g. Acts 26:1-23 when Paul tells of his life before being converted (verses 4-11), the point of his conversion - for him it was a very definitive point - (verses 12-18) and now his life afterwards (verses 19-23).

Review your story

It is important to practice and let others hear your story to ensure it makes sense.

Some key things to remember:

- Make Jesus more of the focus than yourself.
- Avoid jargon that won't make sense to a non-believer.

- Don't give a lecture, but do give a chance to ask questions so the person listening can guide the conversation towards what they want to know about your journey.

4. Share your personal story of faith with a sportsperson

60-70 minute session

TRAINING SESSION OUTLINE

THE POWER OF A STORY

1. Tell a sporting story 3 min

Work in pairs.

In 90 seconds tell each other a story of your best sporting moment.

2. Introduce the session 2 min

This session will be very practical and focus on fine tuning our stories of what Christ has done for us. Through a series of coaching exercises, you will be enabled and equipped to have the confidence to share your faith-story with others.

3. Teach - Acts 4:18-20 5 min

Read Acts 4:18-20.

→ Teach - In Acts 4 we see the religious authorities getting frustrated with the apostles for sharing all that has happened (from the cross to the resurrection) and for pointing to Jesus as the Messiah. In verse 18 we see them instructing the apostles to stop. Yet Peter and John's response in verse 19 reveals their motivation and verse 20 their action:

- MOTIVATION - to listen to God and do what is right in God's eyes, submitting to Him above earthly authorities (v19)
- ACTION – they can't help speaking about what they have seen and heard (v20)

→ Explain: We find it easy to tell stories from sport, particularly those which involve us. Are we as excited about telling others the story of Christ's work in our lives? Are you as compelled as the apostles to speak about what you have seen Jesus do and what you have heard about Jesus?

4. Reflect in pairs

5 min

- Have you attempted to tell your story in your sports clubs? What happened? How did you feel?

Pray in pairs to have the same heart and motivation that Peter and John had.

PRACTICE YOUR STORY

5. Telling your story

10 min

Work in pairs.

Tell each other how you became a believer (3 minutes each).

Debrief:

- How did that feel? Easy? Hard? Did you feel you were clear? etc

Note: Do not give specific feedback at this stage – that will come after the framework is explained.

6. Teach - Biblical framework of Acts 26 and 1 Samuel

→ Teach: We all have different stories because we all are unique but in general, we will fit into one of two categories:

- Those who have been brought up in a believing home
- Those who haven't and have had a conversion experience at some point.

These two groups correspond biblically with Samuel and Paul.

Trainees should divide themselves into two groups according to the character they are closest to: Samuel or Paul.

Tasks:

SAMUEL – Read 1 Samuel 1. List the benefits of an upbringing like Samuel's and discuss how these relate to your own experience.

PAUL - Read Acts 26:1-23. List the different sections of Paul's story. Does his experience match your own? How?

→ Teach - Acts 26:1-23: Paul tells of his life before being converted (v4-11); the point of his conversation - for him it was a very definitive point - (v12-18); and his life afterwards (v19-23). Show the group that there are the same 3 general phases in both Paul's and Samuel's story:

- a) Benefits of upbringing or time before conversion
- b) Point or process of conversion
- c) Life after conversion

→ Acknowledge that there are different personalities and backgrounds in the room, but for each there will have been a time when they were each aware of the reality of God, and a willingness to respond to that knowledge. (For some, they may not remember the actual moment – this is fine!)

7. Telling a Samuel or Paul story**10 min**

Each person tells the others in the group their story using the above 3 point framework.

Have this in a written form as well for trainees to write notes, or at least have a framework to come back to after the session - see table.

REVIEW YOUR STORY**8. Review use of jargon****7 min**

Work in pairs in the same Samuel/Paul groups.

Explain to the whole group that we will look at a different focus for each coaching point but that in this first exercise those going out of the room, will not be aware of what the coaching focus is.

Send one from each pair out of the room.

Explain to those that remain that they will be looking for the use of jargon. Each time their partner uses any jargon they should make an alarm sound.

Ask the story tellers if they worked out why alarms were going off throughout their story. Explain that jargon is unhelpful when we are trying to explain our faith clearly. Show the video, which has a sportsperson telling their story with a lot of jargon.

▶ **Video: Jargon – a jargon filled testimony**

9. Mobile phone task: It's all about me!

5 min

Work alone.

In this task each person records themselves telling their story for a maximum of 2 minutes. Afterwards they review the recording and count the number of times they mention themselves and how many times they mention Jesus.

Reflect:

- Is Jesus the main character of the story, or are you?

▶ **Video: It's all about me – a self-centered testimony**

10. Did you hear what I said? (listening focus)

5 min

→ Explain: One of the dangers of telling our story is that we are so intent in talking, we miss opportunities to draw our sports friend back into the conversation to see if we are really answering their initial question.

Reflect and Discuss:

- Did you ask any questions? How did you end your story?
- Did you end it in a way that leads to more than a Yes/No answer and therefore provokes further conversation?

▶ **Video: Are you listening? – a testimony where the believer does not listen**

11. Conclusion – next steps!**5 min**

Summarize with three practical next steps:

- Practice - Always training, never playing - For a sportsperson we'd never think about 'always training but never playing.' Similarly, there is no point practicing the skills covered today and never using them.
- Accountability - Plan when you might have an opportunity to tell your story. In the next week? In the next month? Who will you be accountable to for this?
- Develop - Each person's story is always evolving, so practicing this skill of telling our story shouldn't be dismissed as 'skill learnt' but rather as a skill that will continue to be refined.

Further training ideas

Here are some other related training sessions.

- How to Handle the Bible
- How do we Live as Sportspeople who are Believers?
- Explaining the Gospel – 6 Windows
- Know your Role in Pointing Sportspeople to Jesus
- Helping a Sportsperson take the First Steps to Becoming a Believer

Helping a Sportsman take the First Steps to Becoming a Believer

It's great when a sports friend wants to become a believer, especially if this is after reading the Bible with them. However, we want to make sure our sports friends are ready to make this commitment and fully understand it. This is not to scare them off but to ensure they have understood the real Gospel and what it means to repent and believe.

What to ask a sports friend before they make a commitment

A good place to start when a sports friend asks you to help them become a believer is to get them to explain what they know of the Gospel. You could go to John 3:16-18 and ask your sports friend to answer these questions in their own words:

- Who is Jesus?
- Why did He come to earth?
- How does this affect you personally?
- How would being a believer affect your life?

How to help a sports friend take the first step

If they have grasped the true Gospel and recognize their need for Christ it is good practice to pray with them, helping them to turn away from their old attitudes and actions towards belief and a new life with Christ. If you want a format to help you pray you can use the ABC method:

- Admit: Admit rebellion against God, recognizing the consequences of this.
- Believe: Believe that Jesus took the punishment.
- Commit: Commit to Jesus, being aware that this may involve cost (time, money, relationships etc).

Starting their journey

Praying the prayer is not the end of their journey but the beginning. They have now made a profession of faith but living for Him and growing in this faith will be a life long journey.

There are two areas that are helpful starting blocks for new believer to think about (in this order):

- (1) New privileges: Prayer, reading the Bible, meeting with other believers, proclamation
- (2) Spirit-enabled change: Not only do they have you, but more importantly, as John 14:15-18 says, they have the Holy Spirit to guide, help and convict them. Help them see the changes that can be made, in order to live a life according to what a new believer has been called to. (eg. changes in areas such as sports, time, money, relationships etc.)

In this session we will be talking about the moment (from a human perspective) we long for within our sports teams and clubs. We pray for it, hope for it and talk about it but are we ready to be a real help when the time comes?

The Bible teaches that God is sovereign in salvation, that the Spirit moves where the Spirit wants to move, and we cannot control it. This session is in this context. We want to be in the best place to help our friends repent and believe when the Spirit is working.

8. Helping a sportsperson take the first steps to becoming a believer

60-70 minute session

TRAINING SESSION OUTLINE

WHAT TO ASK A SPORTS FRIEND BEFORE THEY MAKE A COMMITMENT TO FOLLOW JESUS

1. Pair and share

5 min

Share stories of times you have had the opportunity and privilege to sit with a friend and help them become a believer. Be honest if you have never been in the situation.

2. Role play scenarios

10 min

Work in pairs.

Role play these scenarios – what would you do in these situations?

- Tom, who came to a club sports quiz a couple of weeks ago, has been looking into faith for himself. One night after training he comes up to you and says he thinks he believes it.
- Susie, whom you have been meeting up with before training each week to read the Bible, gives you a call one weekend to say everything you have been looking at suddenly makes sense and she wants to commit her life to Jesus.

3. Explain 4 helpful questions

5 min

→ Link: The reality is that we may not have been in any of these situations at all but we long for our sports friends to become believers. Do we know how to help a sports friend if this happens to us? We have a responsibility as a believing friend to ask questions to help our sports friend know if they are in the right place to make a commitment to Christ.

4 helpful questions:

- Who do you think Jesus is?

- Why did He come to earth?
- How does this affect you personally?
- How would being a believer affect your life?

→ Note: The way you ask these questions will depend on how well you know your sports friend.

Pair and share:

- Why it is important to ask these or similar questions?

4. Bible discovery - John 3:16-18

5 min

Study John 3:16-18 to answer the four questions.

- Who is Jesus?
- Why did He come to earth?
- How does this affect you personally?
- How would being a believer affect your life?

Gather feedback and discuss.

HOW TO HELP A SPORTS FRIEND TAKE THE FIRST STEP TO COMMIT TO FOLLOW JESUS

5. Explore a sports analogy

5 min

Work in small groups.

Ask each group to think through a sporting analogy to illustrate someone becoming a believer. After a few minutes get the groups to present their ideas to the rest. The most creative wins!

6. Explore how to pray together

10 min

→ Link: Your friend has answered the questions from John 3, and you're satisfied that they understand the essence of the Gospel. What next?

Activity: Spend some time writing out a 'believer's prayer'.

- What Bible verse might you include in your prayer?

Share your prayer of faith with a partner.

- Could this be something you can use with a friend in the future? Why or why not?

7. Explain the ABC prayer**5 min**

→ Link: The ABC prayer is a helpful model for a prayer of repentance and faith.

A - Admit

Admit rebellion. There needs to be acknowledgement that they have rebelled against God and that this has consequences of both physical and spiritual death. “Have you admitted that you have rebelled against God?”

B - Believe

Believe that Jesus took the punishment and consequences of that rebellion. Believe means to trust. Jesus has taken the penalty for their crime.

C - Commit

To Jesus as the ruler who will be in charge of their life. The decision they take is for today and for the rest of their lives. It will mean counting the cost every day.

HOW TO HELP A SPORTS FRIEND START THEIR JOURNEY WITH JESUS

8. Group discussion questions**10 min**

Divide into small groups. Give each group a question or two to discuss:

- What might stop you praying the prayer with a sports friend?
- How might someone react when they become a believer?
- What are some of the key principles to help someone who has become a believer?
- What is our responsibility to new believers?
- What would you say to someone who has become a believer – what is at the center of the life of following Jesus?

→ Explain: When a sports friend becomes a believer, on one hand you want to celebrate wholeheartedly with them. On the other hand you will want to ensure they have actually committed to this serious decision to follow Jesus. Never make a judgment on the strength of their commitment or the new believer’s reaction. Some people are

more reserved than others. Help them understand this is the start of a lifelong relationship - not the completion.

9. Bible discovery: John 14:15-18, 25-26

10 min

Help your friend to see and understand the encouraging role the Holy Spirit now has in their life from John 14:15-18 and 25-26.

Questions:

- What is the role of the Holy Spirit in these verses?
- What is the role of the believer now enabled by the Holy Spirit?
- What areas of your life can you identify specifically for the Holy Spirit to work in and for you to be obedient in? (Look at sport, time, money, relationships)

10. Brainstorm in small groups

10 min

Work in the same small groups.

- What privileges does a new believer now have?

→ New privileges include prayer, reading the Bible, meeting with other believers, proclamation.

- Why is each important?

11. Discuss Pray Play Say Together

5 min

→ Link: One critical area is to help your friend understand their responsibility to speak of Jesus in their sports team or club. It's important that this becomes a natural next step in order for new believers to default towards thinking of others in their role to make disciples!

Discuss:

- How can you and your new believing friend help each other to Pray, Play, Say distinctively as believers in your sports club?
- What practical things might you do? (Pray together for your team mates, hold each other accountable for your actions in your sport)

Further training ideas

Here are some other related training sessions.

- How to Handle the Bible
- How do we Live as Sportspeople who are Believers?
- Explaining the Gospel – 6 Windows
- Know your Role in Pointing Sportspeople to Jesus
- Share your Personal Story of Faith with a Sportsperson

SET TOOLS: Teams, Leaders and Partners

This section contains very useful training material on skills for making-disciples in sport and play. Many more are on the **ReadySetGO.world** website. Choose the ones most helpful to your context and needs.

Characteristics of a Healthy Sports Facilitation Team

Every sports facilitation team will look different to another as they seek to add people to their teams to serve the multiplication of ReadySetGO. Each team will seek to raise up people who have a passion to serve.

Teams often start with only one or two GO Strategies. As they grow in confidence, trust and skill they will move from a starting team to a growing team and aim to become a multiplying team.

ADD TEAM DIAGRAM

A healthy sports facilitation team will have a desire to multiply and bear fruit from the start. If the leader begins by promoting a healthy team atmosphere then the disciple making work that the team does together will most likely be productive and honoring to God. Here are 7 keys.

A healthy team will be ...

- Faithful to the Scriptures and prayer
- Humble and servant hearted
- Willing to deal with obstacles and find creative solutions
- Able to respond positively when a training, strategy or reproduction doesn't work well
- Focused on long-term sustainable outcomes with churches
- Adding new people often with less experience or skill
- Encouraging and using many different talents and perspectives on the team

A city may have more than one sports facilitation team. In fact it is hoped that there will be many community teams in each city. Each team will probably have a different focus and will therefore use different GO strategies to make disciples for Christ. It is important that these teams meet periodically to share information, learn from each other and work on plans, especially when a sports event is important to all or most of the city.

A team will struggle when people ...

- Don't trust one another
- Avoid dealing with conflict
- Lead by control and not by facilitation
- Are not committed or do not feel ownership
- Are not accountable to one another
- Focus on themselves and not others
- Don't communicate clearly
- Don't create clear measurable goals and objectives

Mentors of Sports Facilitation Teams

It is helpful for sports facilitation teams to have a mentor. This person helps the members of the team to grow and also helps to guide and grow the team.

Teams can also be good to mentor other teams.

A mentor has three functions in this role:

- Mentoring by asking questions
- Teaching and training
- Coaching and reflecting what they see

The questions of a mentor flow through four areas:

Personal	taking an interest and knowing what is happening at a personal level.
Awareness	knowing what is happening in the team.
Training	knowing what areas of understanding, character and skills to work on.
Highlight	in discussions, helping highlight one or two decisions or actions that are good to work on.

Further training ideas

Here are some other related training sessions.

- We Work in teams
- Team Health Check
- How to Multiply Sports Facilitation Teams
- Developing Teams
- Mentoring
- Team Building Learning Activities
- Servant Leadership
- Healthy Partnering
- Conflict Resolution Principles

Team Health Check

In this health check, 'partner' is used interchangeably with 'team member' as many Sports Facilitation Teams are made up of members from different partnering groups.

Please rate how well the partner is doing based on the different aspects listed below.

1	Danger; huge challenges; crisis
2	Struggling; needs urgent attention
3	Some issues that need addressing before it becomes a crisis
4	Doing ok, but lots of room for improvement
5	Doing well; some room for improvement
6	Doing well, growing constantly
7	Doing excellently; example to others; outstanding

1. Clear and transparent decision-making:

- Do you know what decisions you can make on your own and which you need to decide together?
- Is it clear what process will be taken for shared decisions?
- Do you know why recent decisions were taken?
- Are there decisions you felt excluded from and where you also know you could have served the decision-making process if included?
- Could some decisions have been better in result or process?
- Is time wasted on too elaborate processes for some decisions?

2. Trust – between each other; the people you serve towards you; others:

- Can all partners be trusted that they will be able to do their job?
- Do you trust that what your partners say is the whole truth or is something hidden or partially shared or twisted to their benefit?
- Do you trust that every partner desires the best for you and all other partners?

- Do you see any alignment or misalignment between what is said / aimed at / done / omitted?
- Do you trust all your partner's motives?

3. Communication; really listening to and hearing each other; effective communication model:

- Do you receive and give all information you or others need to fully serve in the partnership?
- Do you receive and give it on time? Is what is communicated clear?
- Do the right people have access to communication lines so that they hear or say what they need to hear or say?
- Do you feel you and others are heard or is there something someone is saying but others are not hearing? Is a partner dominating the conversations? Is there a partner who is not heard? Are some people's voices seen as more valuable?

4. Clarity of roles and responsibilities:

- Is there clarity on what each organization and each person or department involved contributes and is responsible for?
- Are roles effectively divided for the job or is it stuck in the structures of the individual organisations?
- Do all jobs match the skills etc. of the person responsible?
- Has the partnership project evolved so that the roles or structure are outdated?
- Are new roles needed? Are there gaps and some work not accomplished?

5. Clarity of, buy-in and commitment to the goals of the partnership:

- Does every person on all levels know and understand the reasons for, and goals of the partnership?
- Does every person understand how that relates to them or their organization?
- Is there real passion for the goals? Are people sold out on what is aimed to be achieved?
- Are some lazy, not giving their best, or not prioritizing the partnership?
- Do you feel the passion for the goal diminishing or is it as strong as before?

- Is there room for a next level of commitment?

6. Sharing values and living them:

- Do you have a list of values you share?
- Does everybody really know and commit to these?
- Does everybody live these values?
- Were there instances where you saw misalignment in actions in comparison to these values?
- Can you think of examples of actions that illustrate each value in recent activities?
- Can others outside the partnership see these values?
- Do you use the values to make decisions?

7. Respect - valuing each other:

- Is there a continued and deep awareness of the fact that all are needed and are part of the partnership?
- Do you value each partner?
- Who can you appreciate more?
- Do you appreciate every partner?
- Can you list reasons why you appreciate each partner?
- Have you recently expressed appreciation for your partners?
- Can you appreciate your partners more?

8. Performance of each partner in terms of their contribution:

- Are you performing at your best?
- Is someone else not performing or performing at their best?
- Have you recently thought of ways in which you wish partners could “up” their performance?
- Is the “promise” of the planned contribution of each partner in line with what they are doing?
- Are there things you or another partner can do better to improve performance?
- Are your results limited because of someone not being able to contribute what is needed from them?

9. Clarity on and transparency of resources:

- Did each partner participate in planning and resource allocation?
- Does each partner have access to the resources inventory or financial position from month to month?
- Are the resources / money available shared or seen as belonging “more” to a certain partner(s)?
- Do you have questions about stewardship of resources or finances?
- Are resources and finances serving the partnership or detracting from it?

10. Evaluating impact and commitment to learn and adapt to be more effective:

- Do the partners allocate time and resources to evaluate, learn and improve?
- Can you think of any recent lesson learnt because of the planned and deliberate reflecting on your partnership and activities?
- Do you value, celebrate, and have a culture of learning?
- Do all partners value it?
- Is there an area in your operations, activities, or part of the structure where too little learning happens, or where a lot of learning happens?
- Do you feel you are on a journey of becoming better and better stewards of what God has entrusted you with?

11. Capacity to do the job (resources, skills, experience etc):

- Do you and other partners have the resources needed to do the job?
- Do you and other partners have the skills needed to do the job?
- Do you and other partners have the experience needed to do the job?
- If you had access to any possible training, would you have a need for it?
- Are there tools or new technology you need to get updated on and leverage?

12. Clear and updated action plan with time-line:

- Do you document your plans, meetings, decisions etc?
- Do you have a shared and regularly updated document or web based tool to keep everybody on the same page?
- Do you need to make, or are you making timely adaptations that are also realistic to your timeline or are you just forcing ahead on an outdated blueprint?
- Does everybody have access to such a plan?
- Are updates agreed on or one-sided?

Further training ideas

Here are some other related training sessions.

- We Work in teams
- Characteristics of a Healthy Sports Facilitation Team
- How to Multiply Sports Facilitation Teams
- Developing Teams
- Mentoring
- Team Building Learning Activities
- Servant Leadership
- Healthy Partnering
- Conflict Resolution Principles

How to Multiply Sports Facilitation Teams

The goal is for each sports facilitation team to reproduce themselves so that we can reach every city and every community. Your team may need to serve many communities at the beginning. As your team trains new teams you can keep reducing the number of communities your team serves.

Here are the 4 dimensions to multiplication:

1	UP	focus on the spiritual growth of the team.
2	WIDE	focus on bringing a wide range of people into the team. Gender, race, gifts, age etc.
3	DEEP	focus on making disciple makers. Multiplication can be measured in generations of teams started from your team.
4	FORWARD	focus on starting teams in new places: the next village, city or country.

Here are some simple questions to discuss as a team to initiate multiplication.

- Which towns or cities are within one or two hours drive?
- Who on your team has a relationship with a person in sport?
- Is there a city or town with a pastor who is known to be passionate about sport?
- Is there a city or town with a pastor who is known for a desire to see churches work in partnership?

When you implement a GO strategy (camp, KidsGames or academy), invite an individual or group from another close city or town to observe and ask questions. If there is opportunity you can also include an informal vision casting for ReadySetGO or include an introductory SET training and deeper training in the relevant GO strategy.

Developing Teams

Further important training ideas

The introductory team training focused on a team needing oneness (unity) and also diversity. These two ideas work in tension to create a dynamic team. Developing teams will take us deeper into the Biblical foundation for teams, the difference between groups and teams, and how teams develop through stages. Team building activities are also included to challenge a group and provide opportunities to learn new lessons through debriefing.

1. Biblical basis for working in teams

God values teamwork so much that He has revealed it at every level of creation and even in Himself. Here are a number of reasons why we need to work in teams.

- **God** - Genesis 1:26 - God is a perfect team: The Trinity - Father, Son and Holy Spirit.
- **Disciples** - Luke 5:1-11 - Jesus chose and worked with a team of disciples.
- **Church** - 1 Corinthians 12:12-31 - The Church is described as a 'body', which is a team of the highest connectivity and quality. Individual members have complementary gifts and skills which make the whole body function well.
- **Practical** - Ecclesiastes 4:12 - Teamwork is practical for many reasons: strength, companionship, synergy and encouragement.

2. What is the difference between a group and a team?

A team is a group but a group may not necessarily be a team.

A group is made up of people who come together to work on a common task. A team takes this much further. Teams have complementary skills and are committed to each other and a common purpose. They are mutually accountable for their performance. Everyone is needed and valued.

There are many differences between a group and team. Here are some of them.

Criteria	Group	Team
Goals	Focus on individual goals	Focus on shared team goals
Skills	Random and varied skills	Complementary skills
Mentoring	Little thought is given to mentoring the next generation	The next generation is being prepared and encouraged all the time
Accountability	Individual accountability	Individual and mutual accountability
Trust	Members are uncertain of the motives of others in the group	High level of trust and commitment among the team members is essential
Ownership	Individuals own their ideas	The whole team owns and develops the ideas
Conflict	Conflict is not dealt with because of lack of trust and commitment	Conflict must be resolved and used to strengthen the team

A team grows, and the focus changes, as selflessness in its members grows.

Focus moves through these words: **me, them, us, Him (God)**.

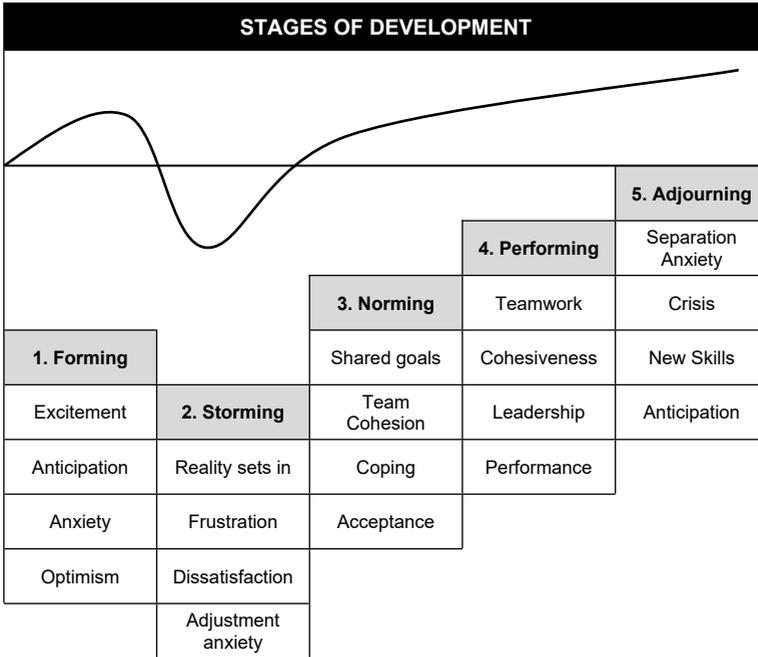
1. **Me - (individual)** It is often easier to do tasks alone. Many people are tempted to do this. Some cultures, especially Western cultures, have this embedded in their way of operating.
2. **Them - (group)** This is a collection of individuals who each have their own purposes for being together. They might combine efforts to get a task done for their own reasons.
3. **Us - (team)** We come together for a common goal. Each person gives up their own goals and shares the common goal. Everyone is needed and valued.
4. **Him - (high performance team)** This team is focused on God. They look outwards and inwards. They have learned to trust, resolve conflicts, commit, be accountable and get results for the Kingdom.

3. Stages of team development

A team takes time to develop. It begins with individuals focused on themselves and develops into a united and powerful force when the right atmosphere, leadership and challenge are present.

Bruce W. Tuckman (1965 and 1977) developed a helpful description of the stages that a team goes through in order to develop. These stages include forming, storming, norming, performing and adjourning.

1. The **forming** stage represents a time where the group comes together to get started. It is characterized by anxiety and uncertainty. Members are cautious with their behavior and avoid conflict, controversy and personal opinions. The focus for group members during the forming stage is to become familiar with each other and their purpose. The leader needs to establish the culture of the team.
2. The **storming** stage is where conflict and competition are at their greatest because group members feel confident and begin to address some of the more important issues surrounding the group. During the storming phase, all members need to develop trust and realize that conflict is normal. It is an opportunity to grow to be a 'real' team.
3. The **norming** stage is a time where group members become a cohesive unit. Morale is high as group members actively acknowledge the talents, skills and experience that each member brings to the group. A sense of community is established, and the group remains focused on the group's purpose and goal. Effectiveness increases.
4. The **performing stage** is marked by high productivity. The overall objective of the group during the performing stage is to complete their mission and fulfill their purpose through goal achievement. Good leadership empowers each member to find their place and contribute fully for the benefit of all. There is an abundance of 'fruit' produced by the team.
5. This **adjourning** stage is used to wrap up activities of the group and provide a sense of closure to its members. This stage can be difficult for some, but members are encouraged to take what they learn from each group to aid future teams.



Further training ideas

Here are some other related training sessions.

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Mentoring

Mentoring is a relationship that is intentional, goal orientated, for a season, with someone who can speak into another's life, in order to develop greater godliness in a skill or life stage.

Mentoring is...

Intentional

Consider carefully the relationship between the mentor and mentee. Both should be respected, see potential, and feel a connection between each other. Typically the mentor will approach a mentee but a mentee can also approach a potential mentor. However, once an agreement is made, it is usually better for the mentor to pursue the mentee to remind them of meetings and hold them accountable. This ensures the meetings happen with clear expectations.

Goal Orientated

Work out clear goals together. This requires honesty and transparency from the mentee and active listening, helpful questions, and discernment from the mentor. The goal could be the development of a leadership skill or assistance with a particular life stage.

For a season

Whilst we should have mentoring for life, the same mentor may not typically be for life! Agree together on the length of the mentoring relationship, and on the frequency and format for your meetings. For example, once a month, over a coffee, for one hour for the next six months.

With someone who can speak into another's life

The person should be the same gender, typically older, or at least in the next life stage. If the mentoring is based around a specific skill, the person could be of a similar age and mentoring of the opposite sex in a group situation may at times be appropriate. Mentoring is always best where there is humility and respect. Men, especially have great opportunity to learn honesty and transparency as both mentors and mentees. It is not about superiority or mere advice giving.

To become more godly

Ultimately, we want to honor Christ in all we are and do. Mentoring, especially in a life skill, is to be transparent from both sides. We want to be 'real' and not just 'right'. Both sides commit to pray into the situation

and the mentor particularly sets a leading example beyond giving advice.

A life long view of mentoring

Consider a lifetime of mentoring. Have a number of mentors in your life. It is wise to have:

- **Someone ahead of you** – preparing you for the next life stage or level of skill.
- **Someone beside you** – walking in a common place and responsibility in life. They may be a peer in a similar life stage as you.
- **Someone following you** – whom you are mentoring. These mentees will push you along and help you reflect on your own life.

Mentoring is less about having one wise person to give you advice, and more about having a group of people who support each other intentionally.

What mentoring could look like

These are practical examples of what mentoring could look like depending on the context and needs.

Two people meet on a Skype call once a month for 12 months to discuss the mentee's development as a young father or mother. Action plans will be set during these one hour sessions and the mentor will send an email summary of the discussion following the call.

Two people meet for coffee every two weeks for 90 minutes for four months in the lead up to a major conference focusing on leadership skills which the mentee needs. At least one book will be read and discussed during this time.

Two people meet for half a day four times a year to do a personal 'whole life' audit. The mentor will provide a written summary with suggested reading, podcasts and further training.

The ideal mentor

An ideal mentor is someone who is mature, godly and has integrity.

Someone ready to mentor others will be:

Honest and transparent; willing to ask hard questions	Sees your potential, willing to take a risk and believe in you
A respected example of wisdom, with a wealth of resources	A good listener able to diagnose your needs and also glean input from you
Committed to you; has your best interests at heart	Practical, stimulating you to research and helping you to make decisions

The ideal mentee

An ideal mentee is someone who wants to grow in an area of their life and will allow someone else to help them.

Someone ready to be mentored will be:

Goal-driven and looking for challenges	Easy to trust and spend time with
Serious about learning and developing	Respectful of the mentor and is teachable
Transparent and takes responsibility for their own life	Someone in whose life the mentor wants to invest

Misconceptions about mentorship

Mentors need to be much older. No, mentors just need to be mature and trustworthy.

Mentors have to be perfect. No one is perfect but God. We are all pilgrims on a journey.

Mentors have all the answers. No this is impossible. It is always best when the mentee discovers important things for themselves.

Mentorship involves a curriculum. It may but often the important topics to discuss are found in the life experience of the mentee.

Mentorship is merely accountability. A mentor does many other things. A mentor points people to Jesus, listens actively and asks powerful questions.

What to talk about when you meet?

A mentor uses the current concerns and experiences of the mentee to set the agenda of the meetings.

Ask questions about:

- Urgent decisions on which you need another perspective
- Problems faced with setting your priorities
- What you have learned in regard to character development
- Personal blind spots, potholes and obstacles
- Plans and goals for the future
- Prayer requests

Dangers and advice

Experienced mentors have found these issues important!

- Do not mentor someone of the opposite gender.
- Do not get a mentor who is not a believer.
- You may mentor a non-believer however be aware of limitations.

Beware of:

- **Unrealistic expectations.** A mentor is not able to fix everything or know everything.
- **Disappointments in the relationship.** Sometimes it becomes clear that the mentoring relationship is viewed differently by both people. A mentee may lapse in commitment.
- **Control and manipulation.** The mentor must have integrity at all times.
- **Over-commitment.** The mentor needs to balance the mentoring commitment with all their other commitments.
- **Lack of transparency.** The mentee may not always be ready to share their deepest thoughts and problems with the mentor. Trust needs to build over time.

- **Money.** Be clear whether the mentoring relationship is based on a gift or whether money is expected to change hands. This should be clear from the beginning.
- **Lack of motivation.** The mentee may not feel they are progressing and may feel they are letting the mentor down. This may lower their motivation.

Mentoring principles

- **Ask very good questions.** Questions are very helpful. They are better than asking for or giving advice. The questions will vary depending on the nature of the mentoring relationship. Questions allow the mentee to discover things for themselves. This is a more powerful motivation for change.
- **Meet regularly.** Arrange at a time and place that is comfortable for both and encourages honesty without fear.
- **Walk the talk.** Model what you want to see; the mentor should take the lead.
- **Help the mentee make a plan.** Set goals that are specific, achievable, and measurable.

How to get started in mentoring

The following questions may help in your first meeting:

- What is your stage of life in work, family, ministry, leadership?
- What has brought you most life in the past year?
- What has drained you of life in the past year?
- How do you want to grow?
- What are your greatest challenges?
- What do you sense God has been saying to you about your life direction?
- Who are your decisions most affecting at the moment?
- Sometimes a personality test like the Enneagram profile may be a helpful tool to help a mentee understand themselves, their strengths and their weaknesses.

Helpful questions during mentoring

Questions and prayer are the most powerful tools the mentor possesses. Identify the key issues to be addressed and ask some good questions to explore the issues.

- Some helpful questions to use:
- What has been going well for you since we last met?
- What have been your greatest challenges since we last met?
- How have you gone with the goals you set since we last met?
- What is one thing that if you started doing now would make the greatest difference to your current situation?
- Where will you get the resources to meet your need? Or who might know how to get that resource?
- What are you repenting of since we last met?
- What has God been speaking to you about since we last met?

Follow-up and accountability

Mutual accountability is the foundation of good mentoring.

These are important aspects to include in every session together.

- **Accountability.** It is helpful to have some record of the meeting with action plans that can be followed up each time.
- **Follow up.** Set 'homework' if this is helpful (book, podcast, habit)
- **Set the next meeting time** at the end of every meeting.

Further training ideas

Here are some other related training sessions.

- We Work in teams
- Characteristics of a Healthy Sports Facilitation Team
- Team Health Check
- How to Multiply Sports Facilitation Teams
- Developing Teams
- Team Building Learning Activities
- Servant Leadership
- Healthy Partnering
- Conflict Resolution Principles

Team Building Learning Activities

NOTE: Please use your discretion on what is appropriate to your group and your location in regards to safety and health if using any of these games.

Mission Impossible team building challenge

The game consists of a set of five to seven missions, at the facilitator's discretion. Missions could include:

- Cross the Pool
- Chairs and Ropes
- Board Carry
- Pole Stand
- Push-ups and sit-ups
- A long distance Run
- Puzzle solving
- Car pull
- Ropes Course

Explanation of some possible missions:

- **Cross the Pool:** The team has to carry one of the team members across the pool, without them touching the water and then go back to the start point. The carried person is not allowed to touch the ground even when the game is done.
- **Chairs and Ropes:** Set a line of 4 chairs and in front of it another 4 chairs. Get sufficient rope and start connecting the chairs with each other until the space between the 2 lines of chairs is full of a web made of ropes with tight spaces between them. The team has to cross through that inner distance between the chairs, without touching the ropes. If they touch the ropes, the facilitator penalizes them with a negative score. The carried person should also pass through the web, and is not allowed to touch the ground, even after they cross the web.
- **Board Carry:** Get a big heavy wooden board or any other heavy item, and make the team carry it for a distance of 100 meters or more depending on the weight of the board (circling around a block and then back to their starting point). If the board is too heavy,

make 2-3 teams carry it. The carried person is allowed to be seated on the board.

- **Pole Stand:** Get a wooden pole with a diameter of 15 to 20 cm and length of 2m, and attach four big ropes at the ends. The ropes attached to the top should be longer than the ropes at the bottom. Top ropes = 4.5m, lower ropes = 3m. The target of the game is to try to make the pole perpendicular to the ground, without touching the ground, by holding the ropes. The ropes should be held at a distance at least 2m away from the wooden pole. After that, participants walk a distance of 8m with the pole being positioned straight in the air.
- **Push-ups and sit-ups:** Each team has to complete 300 push-ups and 300 sit-ups to get an additional 25 points. The facilitator can add more push-ups and sit-ups according to the estimated physical strength of the participants. This should be done before telling participants about the number required. If the participants complete only 299 push-ups or sit-ups, the 25 points are not added.
- **Puzzle:** give each team a puzzle and time how long it takes for all teams to solve them. First team scores 10 points. Switch puzzles on the teams, and invite them to strategize again to increase their speed further. 30 points to the team who finishes first without making any sound. No points awarded to any team who speaks while they are completing the puzzle.
- **Car Pull:** Attach ropes to a car and the whole team is required to move the car for a distance estimated by the facilitator.
- **Spider's web:** Make a spider's web with ropes attached between 2 trees. The target for the team is to cross to the other side of the web. If anyone touches any of the ropes, the facilitator penalizes the team with a negative score.

Debrief

Sit together and debrief for at least 60 minutes after the challenge. Vary team interactions from whole group to small group or pair and share; and allocate time for individual reflection or pair and share for the final 2 questions.

- How did the team perform during the game?
- What were the weaknesses and strengths discovered within the team?
- How did the team capitalize on strengths?
- How did the team handle weaknesses?

- What was the level of communication between team members? (Did team members listen to each other?)
- What could have been done to improve communication during the game?
- How did your role as a member contribute to the success of your team accomplishing the whole mission?
- How can you apply the recommendations and solutions to improving communication in your ministries and other real life situations?

Training tip

It is best that each team has a facilitator who can observe the team during the whole mission and be the facilitator for the reflection time.

The trainer should choose stations relative to the fitness of participants and to the context in which the training will take place. The whole mission should be difficult and involve physical and mental effort.

Various small team-building challenges

Gyroscope

Teams of 8 people rotate one member holding a glass of water in a 360° spin end-over-end without spilling the water.

Swap places on a log

Two teams of 3-5 stand on a log. Without stepping off the log the teams have to swap places completely.

Blindfold Tent Build

The team gets 5-10 minutes to practice and work out a plan for this challenge. They must use one seeing team member to instruct the team in putting the tent up whilst everyone else is wearing blindfolds. Excellent for developing leadership and effective communications skills.

Blindfold Sheepdog

A shepherd gets chosen from the group and must direct all the sheep into the pen as quickly as possible using only noises. They cannot talk to the sheep or touch them. The sheep need to be blindfolded and placed at a start point. Between the start point and the pen (where the sheep need to be guided) will be a number of obstacles. Every time a sheep touches an obstacle they will be removed from the exercise and

the achievement rate will be decreased. A great exercise for developing trust, communication and creative thinking skills.

Blind Football

Mastering football is difficult enough, but doing it blindfolded is another thing completely. Blindfold half the group, while the remaining participants are to guide them in the game. Can your group cooperate and use their communication skills to score some goals? Lots of fun, but takes more planning time than most groups expect.

Blind Shapes

Participants are blindfolded and then handed a length of rope - as a group they must then make the shape of your choice. With the exercise you can start off easy with a square and move the session forward by adapting the exercise to make either more difficult or easier shapes.

Loop-De-Loop

Group members stand in a circle and hold hands. Start one hula-hoop hanging over one pair of joined hands. Each person in the circle must pass the hoop over themselves and on to the next person without letting go of hands.

Scrap Tower

Split the group into smaller teams of 3-5 people. The teams are given a newspaper and a roll of tape to build a freestanding tower to hold a weighted item off the ground. The team with the highest freestanding tower wins the challenge. Careful planning, identifying roles and responsibilities as well as creative thinking are essential for this exercise.

Physical Stress and Rescue Activity

This session is a problem solving activity. It involves the rescue of one member from each team, from a prison somewhere far away from the camping site or training premises. It focuses on how to make group decisions and how to best use the different roles of the members within a team, followed by debriefing on team roles and effective group decision-making.

Outcomes

- To improve decision making and goal setting skills.
- To improve the problem solving skills of each team member.

- To learn how to respect the talents and uniqueness of others.
- To appreciate and value the importance of different roles within a team.

Steps

Choose one member from each team before the start of the game without the rest of the team members realizing that this chosen person will be called a “hostage”.

Take all the hostages to a place far away (about 5-7 km or 3-4 miles).

Gather all the teams and start telling them the breaking news that a group of hijackers came to the campsite and kidnapped some hostages.

Ask them if anyone is missing from the whole group; they will discover that one person from each team is missing.

Then let someone come to you with a piece of paper on which is written: “Campers ... I kidnapped some hostages and I will release them if you find me. I will be in (insert a key word which will guide teams to a certain place in the camping site). I will only release one hostage at a time but you should come to me and negotiate as a team. I won’t accept any individual without their whole team”

Ask everyone to gather in their teams and start the process of releasing the hostages during a specific time span.

When a team reaches the prison, the kidnapper will negotiate with them to release one of the hostages (the missing team member), who now has a broken leg and neck so needs to be carried all the way back.

In order to take the hostage each team will need to perform a number of push-ups and sit-ups and also leave behind with the kidnapper one left shoe and 3 right shoes and 3 pairs of socks and 3 t-shirts ... etc. (Choose what is appropriate).

After returning each group will sit together to reflect on the whole mission concentrating on team roles and problem solving and, at the end, relating the outcome of the discussion to real life situations.

Servant Leadership

Further important training ideas

The introductory servants training focused on Jesus' greatness in serving others. Further training on servant leadership will develop ideas around service and greatness, balance, people skills, influence, and vision and planning.

1. Leadership = service

In the first session on serving we learned that Jesus brought together the ideas of servant and leadership for the first time.

Leadership has been associated with greatness. However, true greatness magnifies God, not ourselves. Jesus lived this. Greatness is not a measure of self-will but rather abandonment to God. It is not upward status but the way that ends up on the cross.

Read and study Philippians 2:1-10.

If Christ is Lord of our lives, we are his servants. Read Luke 17:1-10 to see the true attitude of a servant. It is very challenging to us, but it is at the heart of great leadership.

- A servant has no rights! Deserves nothing!
- A servant does not complain of overload
- A servant seeks no recognition or reward
- A servant does not have selfish demands
- A servant only does his duty to put others first

2. Leadership = balance

There are many theoretical models that explain leadership styles (e.g. DISC, Myers Briggs, Jung etc.). Many of these are useful and can be explored. However, let's look at examples from the Gospel of Mark to investigate Jesus' leadership style. It is just like following Him around for a day as a disciple to see what happened. What did he do?

Read Mark 1:35-3:19 and find examples of when Jesus exercised **authority**, when he **delegated** a task and when he **participated** with others. We find examples of all of these in the passage. A good leader is able to move easily between each of these three modes as Jesus did. If a leader focuses on just one area then there can be many problems.

Identify the potential problems:

- If a leader only exercises authority but does not delegate or participate, what will the problems be?
- What problems would you expect from a leader who participates without delegation or authority?
- Or a leader who primarily delegates without authority or participation?

3 Leadership = people skills

Communication

- Communication is more about listening than talking. We need to learn to listen actively.
- Communication is much more than words. Much of the meaning in what we say comes from gestures and body language (maybe up to 90%). We need to understand these cues.
- Through questioning, with an attitude of acceptance, we help people go deeper in their communication. There are many levels of communication, from facts through to intimacy.

Conflict resolution

How to facilitate conflict resolution.

1. State: We are here to solve the issue to the benefit of all (TURN TOWARDS ISSUE)
2. Let each partner state their understanding of the issue
3. Identify the real issue and agree that this is the real issue
4. Brainstorm three possible solutions
5. Identify the problems and benefits of each solution for each partner
6. Together choose the best possibility with this deeper understanding

Decision-making

This is a simple guide to decision making. Use strategies of conflict resolution if needed.

- Pray and ask for wisdom
- Ask all stakeholders to participate. This brings all the benefits of broad ownership to the process
- Create a 'win win' atmosphere. This will generate goodwill and encouragement in the process
- List disagreements and deal with them systematically
- Give equal value to all arguments

- Communicate the process clearly and logically and apply emotional sensitivity to different opinions
- Use the strategies of conflict resolution if needed

Self-leadership and self-reflection

If you cannot lead yourself then you cannot lead others.

Here are some questions to consider to grow in self-leadership emotional intelligence. Answer them honestly. Talk with a mentor about these issues.

- Do you have integrity? (Your inside world matches what others see) Where do you need to grow?
- Are you accountable to others for every part of your life?
- Do you let others on the team excel more than you or do you get jealous?
- Do you listen to God's still small voice?
- Do you listen well to others when they criticize you or do you defend yourself?

4. Leadership = influence

A leader is an influencer. You can influence others for any role on the team. Empower your team members by allowing them to serve according to their strengths. A good leader helps everyone to succeed because if everyone succeeds, then the team succeeds. A good team will have all the roles represented on the team. These roles are complementary.

Read and discuss 1 Corinthians 12:4-6.

ROLES ON A TEAM

Dr Meredith Belbin proposed that there are 9 different roles on a team (see middle column in table).

Action Oriented Roles	Shaper	Challenges the team to improve.
	Implementer	Puts ideas into action.
	Completer Finisher	Ensures thorough, timely completion.
People Oriented Roles	Coordinator	Acts as a chairperson.
	Team Worker	Encourages cooperation.
	Resource Investigator	Explores outside opportunities.
Thought Oriented Roles	Pioneer/ Plant	Presents new ideas and approaches.
	Monitor-Evaluator	Analyzes the options.
	Specialist	Provides specialized skills.

The Belbin Team Roles Model can be used in several ways - you can use it to think about a team's balance before a project starts. You can use it to highlight and manage interpersonal differences within an existing team, and you can use it to understand and develop yourself as a team player.

Activities to do with the Belbin model.

- Try to help people identify their roles and sit with others who share that role.
- Each group must describe what their role is like. Explain that there are tensions between roles. These tensions are necessary and realistic.
- Discover strengths and allowable weaknesses in each role.

- Debate - Ask each group to discuss which other role really annoys them most and why? Then stand and argue their case to the group that annoys them. Look up Belbin Model for information on Allowable Weaknesses of each role.
- Ask local teams to stand up to check balance on team. Discuss the implications of this imbalance.

A leader is also an agent of change. Therefore we must know how the cycle of change works. Discomfort and struggles are not a bad thing because these will lead to the desire and motivation for change. Change is good!

5. Leadership = vision and planning

Vision and goal-setting are like two sides of the same coin. Both are needed to bring about success.

Vision

Vision is what you are wanting to see happen. It develops out of discomfort, courage and hope:

1. Vision starts with discomfort about the current situation and sometimes even anger. You really want things to change!
2. Then there is courage. Courage will drive you to face opposition and struggles.
3. Finally there is hope. This is most powerful. Hope will drive you when everything seems to have stopped or failed. See challenges as opportunities.

If your vision does not scare you, God is probably not in it. It's too small!

Share the vision passionately with others and it will grow and become clearer.

Find the best people to be on the team and mentor them to be successful.

Goal setting

Goal setting is about planning to succeed. These 5 key words can help you when you are goal-setting. As you set goals, be specific, measurable, achievable, realistic and time bound.

1. **Specific** - 'We want to form a soccer team in my village'
2. **Measureable** - 'with 18 teens between 12-14 years'
3. **Achievable** - 'it is within our capacity to accomplish it because we love football and one of us is a coach'
4. **Realistic** - 'I believe it can be done with the resources we have'

5. **Time bound** - 'We will do it by ... (a specific date)'

Further training ideas

Here are some other related training sessions.

- We Work in teams
- We Serve
- Characteristics of a Healthy Sports Facilitation Team
- Team Health Check
- How to Multiply Sports Facilitation Teams
- Developing Teams
- Mentoring
- Team Building Learning Activities
- Healthy Partnering
- Conflict Resolution Principles

Conflict Resolution Principles

It is inevitable that conflict will emerge as the movement grows.

We encourage that this be dealt with in love and relationship and with the guiding principles of the Bible. Here are some thoughts to help you start.

First read Ephesians 4:1-7 and humble ourselves before God.

A	Acknowledge that we need help and be open to the fact that you might be wrong	Allow God to open our eyes Allow ourselves to be wrong Allow others to show us our mistake
B	Believe that God can help and be patient and listen	Be confident (not defensive) Be sincere (not flippant) Be sensitive (not indifferent)
C	Continually depend on God for help and interpret through the lens of love	Consider others better than yourself Consider how God sees us Consider the bigger picture
D	Decide to make an effort to understand the conflicting issue	Decide to listen a lot Decide to dialogue Decide to change or apologize if needed
E	Ensure the unity of the Spirit through the bond of peace	Embrace unity as essential - we are one body Embrace unity as precious, bought at a price – it's worth the effort
F	Fix your eyes on Christ and return to His calling for the common vision for partnering	Focus on what unites - love the Lord and love others Focus on what's required – go make disciples Focus on what's on the Father's heart – be His ambassadors in every arena

Work at keeping your relationships and trust strong at all times. This will greatly assist when the inevitable conflict does happen.

Further training ideas

Here are some other related training sessions.

- We Work in teams
- We partner
- Characteristics of a Healthy Sports Facilitation Team
- Team Health Check
- How to Multiply Sports Facilitation Teams
- Developing Teams
- Mentoring
- Team Building Learning Activities
- Servant Leadership
- Healthy Partnering

Healthy Partnering

Further important training ideas

The introductory partnering training focused on mutual submission and perseverance. These concepts are foundational to any partnering. Further training on healthy partnering needs to develop ideas around the Biblical foundation to partnering, the difference between networking and partnering, and the stages of development of partnerships.

1. Biblical foundation to partnering

Unity (oneness) is prized in Scripture. Unity is the basis of effective partnering.

- John 17:20-23 - Jesus prayed that our unity would cause people to believe in Him
- Ephesians 4:4-6 - The unity we have in Christ
- 1 Corinthians 12:12-27 - Many parts of the body with different purposes working in unity
- Psalm 133 - Our unity pleases God so much that it draws blessing from Him

2. What is the difference between networking and partnering?

Networking	The primary focus of a network is to share information. This is often done informally. Networking connects people in a way that has potential for cooperation to develop. Networking can lead to partnering.
Partnering	This is a close working relationship between individuals or organizations who agree to work together for a specific purpose or objective because they believe they can achieve more together than by themselves. Partners have complementary perspectives and resources.

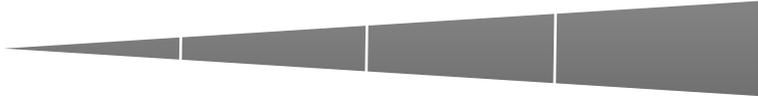
3. The Partnering Approach of ReadySetGO

The sports movement generally sees partnering as starting the process together, collaborating together and finding ideas together. It is rarely about bringing pre-existing ideas or resources into the movement.

A high value is given to including people with different perspectives and cultures from the very beginning in the process to develop ideas around strategies, resources and training.

4. The development of effective partnering

Partnering develops through stages. It begins with connecting, then cooperating, then coordinating and finally collaboration.

Partnering Continuum			
			
<i>From low intensity connecting to high intensity collaborating</i>			
CONNECTING	COOPERATING	COORDINATING	COLLABORATING
<i>Low intensity</i>	<i>Mild intensity</i>	<i>Medium intensity</i>	<i>High intensity</i>
Some vision to work together	Some project involvement	Commitment to projects	Starting the projects together
Introductory relationships	Informal relationships	Formal relationships	Deeper relationships with high trust
Informal sharing	Joins in with general effort	Collective planning of joint projects	Comprehensive planning of projects
No commitment, risk or structure	Low commitment and risk and little structure	Medium commitment and risk and structure	High commitment of time and money
No joint decision making	Increasing consensus, but no joint decisions	Some joint decision making	Process for joint decisions understood

The effectiveness of a partnership will grow as each of these areas is understood and worked on.

In summary:

- Partnering is simply two or more people or groups working together as a team to accomplish a goal because they can achieve more together than individually.
- Partnering is based on relationships of trust built over time through communication and shared experiences.
- The Partnering Proverb is “If you want to go fast - go alone; if you want to go far - go together.”
- The Partnership Question is “What can we accomplish together that we cannot do alone?”

5. There are six principles to effecting partnering:

1. Partnering needs good relationships and trust

Good relationships are built over time. Trust must be earned and recognized over time. If there are more opportunities for shared experiences, then the relationship will flourish more quickly. God values relationship highly; the goal of the Gospel is restored relationships.

Biblical examples: 2 Corinthians 5:18 – the ministry of reconciliation; Philippians 2:4 – look to the interests of others.

2. Partnering need a common vision

If all the partners own the vision then they will want to contribute and stay focused. When we focus on the long-term vision, we do not get distracted by day-to-day hurdles and demands.

Biblical example: Philippians 3:13-14 – pressing on towards the goal.

3. Partnering is a process and takes more time and more work than we expect

Partners need to see every event and step forward in the context of the whole process toward reaching the vision.

Biblical example: re-building the wall in Nehemiah 2:11 – 7:3.

4. Partnering is dynamic

Do not look for the quick and easy way to do partnering. Effective partnering can be complex because people are complex and life and people are constantly changing. Be patient and forgiving.

Biblical examples: Joshua's leadership toward the Promised Land (two steps forward, one step back); Acts 15:36-40 – Paul and Barnabas' disagreements.

5. Partnering needs consensus

Consensus means “feeling we are together.” When small and large partners try to find consensus in decision-making they seek a ‘win win’ result. This brings all the benefits of broad ownership to the process.

Biblical examples: John 4:36-38 – Sharing success; Acts 15:1-29 – The Council at Jerusalem.

6. Partnering needs competent facilitation

A facilitator enables something to happen. They focus on getting the process right by encouraging people to find their own solutions to problems or tasks. If the process is right the best results are likely. It is important that all partners trust the facilitator in the process.

6. Case studies of good partnering

Share a story that gives a strong example of the 6 stages above.

7. Partnering best practices

Effective partnering:

- Seeks the direction of God in all that is done
- Has a clear purpose and well defined objectives
- Continuously imparts the vision and skills for partnership development to all the partners
- Is built on relationships of trust, openness and mutual concern
- Focuses on what partners have in common rather than on what makes them different
- Maintains a high level of participation and ownership by the partners
- Has a competent facilitator or facilitation team
- Costs time and money; it is not free of charge
- Identifies needs before partnership structures
- Realizes that it is an on-going process, not an event
- Recognizes that there are various constituencies or stakeholders whose needs must be acknowledged and contributions valued
- Has an “advocate” for partnership in their own organization

Generosity and Sustainability

In this set of **five 45-minute sessions**, we will discover what it means to be sustainable in ministry.

The main idea

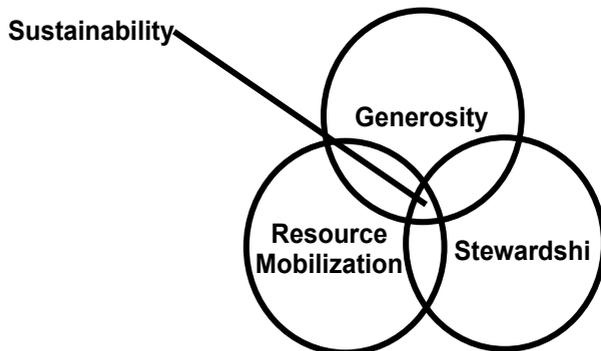
Every effective ministry should have the goal of being self-sustaining. This will enable a ministry to have the required resources to fulfil God's call over the long term.

'Each man should give, not reluctantly or under compulsion, for God loves a cheerful giver. And God is able to make all grace abound to you, so that in all things at all times, having all you need, you will abound in every good work.'

2 Corinthians 9:7-8

Five Topics covered in these sessions

1. **INTRODUCTION TO SUSTAINABILITY:** What makes a ministry sustainable? Generosity, stewardship and resource mobilization.
2. **GENEROSITY:** Generosity is the foundation of sustainability. It is the willingness to give. It comes with no expectations and flows out of a grateful heart to God.
3. **GOOD STEWARDSHIP:** Good stewardship practices can lead to a sustainable ministry.
4. **MOBILIZING RESOURCES:** How do we mobilize resources effectively?
5. **LONG TERM SUSTAINABILITY:** Long-term sustainability is achieved when generosity, stewardship and resource mobilization all work efficiently together.



1. Introduction to Sustainability

45 Minute Training Session

YOU WILL NEED:

Projector, Laptop, Video (Buhfai Tham) – ‘A Handful of Rice’

Sheet of Paper and Markers, Floor cards

TRAINING SESSION OUTLINE

1. Introduction *(see notes)*

10 min

In the larger group ask:

- How is your ministry currently funded? What are your funding sources?
- How could you keep your ministry funded if the present sources stop?

Show the video ‘A Handful of Rice’ (6.30 minutes) -
<https://vimeo.com/163251947>

Pair and share.

- What impressed you about the ‘Handful of Rice’ story?
- Explain: The video is about sustainability. The community realised they could not continue to rely on outside support so they put in place structures to ensure they could be sustainable.

2. Bible discovery *(see notes)*

15 min

Bible Passage: Acts 2:42-47

Read the passage as a group then read it again with the group acting it out.

Debrief:

- What word would you use to describe the atmosphere?

- Key point – the community was meeting together and were in relationship with one another. Prayer covered everything they did.

Read Acts 4:32-35

Divide the group into pairs – ask them to read the passage and then retell the story in their own words to their partner.

Have the pairs look at the following verses and discuss the key ideas found in each one:

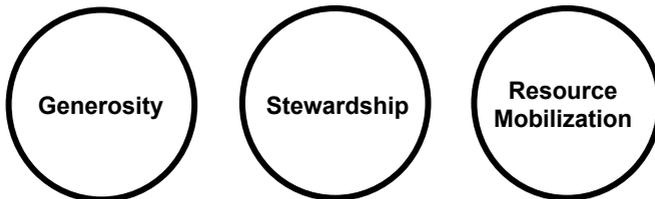
- Acts 4:32 (key idea is generosity)
- Acts 4:34a (key idea is sustainability)
- Acts 4:34b (key idea is resource mobilization)
- Acts 4:35 (key idea is stewardship)

Show how these ideas are linked together in the passage.

3. Apply *(see notes)*

10 min

Draw three large circles on separate pieces of paper on the floor with 'Generosity', 'Stewardship' and 'Resource Mobilisation' printed in the middle of one of each of the circles.



Invite the group to write key words in each of the three circles to help define the words.

Share the following definitions:

Generosity

The willingness to give, with no expectations, out of gratitude for God's abundant grace for the building of His Kingdom.

Stewardship

Managing time, talent and treasure entrusted by God according to His wisdom and for His glory.

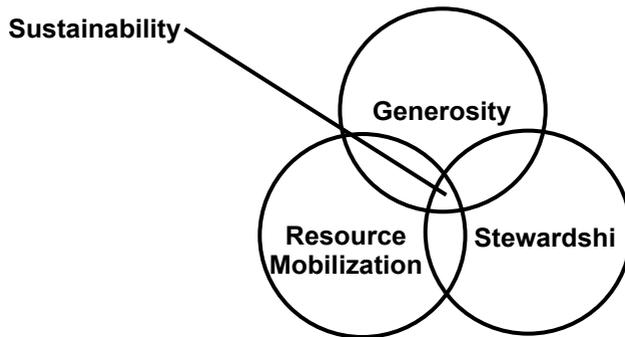
Resource Mobilisation

Strategically gathering and organizing time, talent and treasure to provide what is required for building God's Kingdom.

Sustainability

Availability of required resources to fulfil God's calling over the long term.

Bring the circles together to show sustainability occurs where they 'cross over'.



4. Reflection and next steps *(see notes)*

10 min

Work in groups of 4. Discuss these questions.

- What did you learn about each of these 4 words? Share your answers in the group.
- How do you measure up in each of these areas? Where are you strong? Where are you weak?

Pray for each other as a small group.

→ **Summary:** Generosity, stewardship and resource mobilization are key factors for long term sustainable ministry.

Work alone for 5 minutes.

- What has impacted you in this session?

Pair and share and pray together.

Detailed session notes

1. Introduction

Ministry funding can be affected by a number of things. Staff may change and skills may be lost. More demands can be placed on your time and donors may change their focus. Authorities can also change policies and borders may close.

A Handful of Rice video

Ensure there is a clear link made between the video and the picture of a community that planned for the long term, realising they couldn't rely on 'outside' assistance.

2. Bible Teaching

Looking at Acts 2:42-47 is to ensure participants understand that sustainability is dependent on two key things - **Relationships** and **Prayer**

Acts 4:32-35 concerns the issues that came up in the early church - Generosity, Stewardship, Resource Mobilization and Sustainability.

It is important that participants understand these key concepts.

3. Apply

Provide the definitions of Generosity, Stewardship, Resource Management and Sustainability on printed handouts or PowerPoint.

Bring the three key ideas of Generosity, Stewardship and Resource Mobilization together to show that when they all work well together it leads to Sustainability.

4. Reflection and next steps

If there are local ministry teams in the training session have them work together for the final part of this session.

2. Generosity

In this session we will discover what it means to be generous.

The main idea

Generosity is the willingness to give. It comes with no expectations and flows out of a grateful heart to God.

Generosity

45 Minute Session

YOU WILL NEED:

- 5 large (A4) pictures of 'wealthy looking' people
- 5 large (A4) pictures of 'poor looking' people.
- Flipchart and markers

TRAINING SESSION OUTLINE

1. Learning game – First impressions *(see notes)*

10 min

Brainstorm together. Write up suggestions on a flipchart.

- What is generosity?

Work in teams of 4 people. Look at each picture and decide whether the person in the picture is rich or poor. Ask the question –

- What could each person give?

Debrief together.

- What made you decide a person in one picture could give more than another?

2. Bible discovery

15 min

Read Mark 12:41-44.

'I tell you the truth, this poor widow has put more into the treasury than all the others. They all gave out of their wealth; but she, out of her poverty, put in everything – all she had to live on.' (Mark 12:43-44)

Work in pairs. Read the Bible passage and answer the following questions:

- Who was Jesus talking to? (v.43)
- How did Jesus tell apart the rich and the poor? (vv.41-42)
- What is the difference between the rich givers and the poor widow? (vv.43-44)
- How was the widow rich towards God? (v.43)
- What, in your opinion, was Jesus trying to teach his disciples? (vv.43-44)
- Who then can be generous?

Note:

1. The context of this passage is Jesus pointing out to the disciples, compared to the Pharisees, that the widow's heart was right before God.
 - a. Do not think that God will love us only when we give all our time or money.
 - b. It is not about the quantity or amount. The issue is about the heart.
2. Poverty should not stop us from being generous.

3. Drawing a picture of generosity *(see notes)*

10 min

Look at the photos of the people again (rich and poor).

Ask each person to choose one of the pictures and draw their own picture of what they think *generosity looks like* for the person in their picture.

Ask the following questions:

- Why did you draw the picture for that person?
- Which of these people could be more generous? Why?
- What does generosity look like for each of these people?

4. Reflection and next steps

10 min

Ask the following questions and give people time on their own to reflect on their answers:

- When was the last time someone was generous to you? How did that impact your life?

- Considering that Jesus gave everything by his death to save you, to what extent can you give and surrender what you have to Him?
- What are you going to do to be generous?

Invite people to share briefly with the group if they want to.

Summary: Generosity comes from the heart in response to what Jesus has done for us. Jesus calls ALL who follow Him to be generous.

Detailed session notes

1. Learning game - First impressions

First impressions: Divide into groups of 4 people and give each group a picture of a 'wealthy looking' person and a 'poor looking' person. Participants answer the question, "What could this person give?"

They may start with tangible things they see in the picture, but should also end up discussing the less-tangible things that person could give.

3. Drawing a picture of generosity

In the larger group revisit the photos of the 'rich' and 'poor' people. Ask each of the participants to choose one of the pictures and draw what they think generosity looks like for that person. Then ask some of the participants to explain why they drew what they did.

The intention is that the group will come realise that ALL the people in the images have the ability to be more generous regardless of what they look like or own.

3. Stewardship

In this session we will discover how good stewardship practices can lead to a sustainable ministry.

The main ideas

- We are not owners. All we have belongs to God. We are just managers.

- We need to manage what God has entrusted to us in a good way.
- We need to evaluate how we are using our talents, time and treasures and make corrections where necessary.

Stewardship

45 Minute Training Session

YOU WILL NEED:

Sticky notes, projector and flipchart

TRAINING SESSION OUTLINE

1. Learning game *(see notes)*

5 min

Work as one group. Everyone gets either a chocolate or a drink (can be replaced with other resources). Some get a lot and some a little. Tell people to use what they are given however they wish as long as nobody bends their elbows.

Debrief together.

- What did you discover in this game?
- Are there other ways to use what you were given?

2. Bible discovery *(see notes)*

15 min

Read Matthew 25:14-30 - Parable of the talents

Work in groups of 4 people. Each group retells the story to each other in their own words.

Each group makes two lists – one stating their observations about the king and the other about the servants.

Debrief together.

- What were your observations about the king and the servants?
- What surprised you in the story?

→ Link: Everything belongs to God. Stewardship means to manage what God has given you in a good way.

3. Make a list**10 min**

Work alone. Think about your personal experience with stewardship.

- Make a list of ten things you have received from the Lord
- Group the list into three categories of time, talent and treasure

Pair and share. Pray for each other.

4. Small group discussion**10 min**

Work in either pairs or as local teams. Have participants write down four phrases on a piece of paper: church service, day work, home, team meeting.

- Evaluate your activities in the last two to three weeks. Write the types of activities you did under each of the 4 headings.

Discussion

- How did you use your time, talent and treasure at work, home, church and team meeting?

5. Reflection: next steps**5 min**

Review the definition of stewardship.

Work alone for 5 minutes.

- What has impacted you in this session?
- What is one area of your life where you want or need to change?
- Who will you tell and be accountable to?

Pair and share and pray together.

Detailed session notes**1. Learning game:**

The point is to explore how people use what they have.

Everyone had a choice to use whatever they were given however they wanted. The resources were different and there were different ways to use them.

Make the team think about more productive ways to use what they were given.

Challenge them to think about how they might have used it to serve others or for other profitable ends. Point out that decisions should be based on what God would have us do, rather than satisfying personal needs first.

2. Bible discovery

The main idea to convey is that of responsible and wise use of resources and the consciousness of accountability for God-given assets.

4. Mobilizing Resources

In this session we will discover that to accomplish what God wants us to do, we will need to mobilize more resources than we have on our own.

Resource mobilization is strategically gathering and organizing time, talent and treasure to provide what is required for building God's Kingdom.

Mobilizing Resources

45 Minute Training Session

YOU WILL NEED: Flipchart (or White Board or Chalk Board), Paper, Markers, Bible

TRAINING SESSION OUTLINE

1. Introduction

2 min

Work as a whole group. Ask these questions to get people thinking:

- How many of you can accomplish all that God wants you to do on your own? (*No one can do everything God wants them to do alone*)
- What do you need to accomplish all that God wants you to do? (There will be a variety of answers depending on their projects and situations)

2. Explore needs and wants

12 min

Work in groups of 5 people. Give each group two sheets of A4 paper.

Give them 2 minutes to list on one sheet of paper all the resources they would need to run a soccer clinic. Then ask them to divide these resources into needs and wants on a second sheet of paper.

Debrief:

- What do we really **need** to start a soccer clinic? (*balls, children, players*)
- What did you learn from this exercise?
- Where could we look for the other resources we might want? (*start with what we have ourselves, borrow from a friend*)

Reflect and share in your group:

- What resources do you really need to accomplish your work? What are needs? What are wants? What do you already have?

3. Bible discovery

12 min

Read John 6:1-13 as a large group.

Drama: Assign roles to the participants - Jesus, disciples, small boy, crowd.

Read John 6:1-13 again as the participants act out the passage.

Debrief question for different characters:

Boy:

- How did you feel handing over your food? Was it enough?
- How did you feel at the end of the day?

Disciples:

- How did you feel when Jesus said - "You feed them?"
- What did Jesus do to multiply the food?

Crowd:

- What did it feel like to be in the crowd?

4. Stretch to a point activity

9 min

Work as a whole group.

Set the group a challenge to make an unbroken line of clothing and items from one point to another using only items they are wearing, have in their pockets, or brought to the room. Make the distance challenging so that sacrifice is required but they can be successful. This activity is about working together to succeed in a challenge.

Debrief

- What did you learn in this game? (Working together with what we have makes it possible for us to reach our goals)
- What is the significance of getting everyone connected? (Staying connected, working together and communicating allow us to reach the goal; we could not do it alone)

Link: This strategic gathering and working together is called resource mobilization.

5. Reflection

10 mins

Sit alone. Think about the vision and work that God has given you.

- How can you mobilize the resources necessary to accomplish this work?

Pray about this and review key ideas:

- God will provide all we need
- Start with what we have and who is already there
- If we pray and are thankful, God will provide all we need. Maybe not everything we want, but what we need

Write down anything that stands out for you.

Now in groups of 2 or 3 share your next steps. Pray for one another.

5. Long-term sustainability

In this session we will discover what it means to be sustainable by drawing together the main ideas of the last 4 sessions.

The main idea

The sustainability of a ministry is achieved when generosity, stewardship and resource mobilization all work efficiently together.

Long-term Sustainability

45 Minute Training Session

YOU WILL NEED:

- 3 Large (A4) print outs of the words Generosity, Stewardship and Resource Mobilization
- Projector, laptop, video

TRAINING SESSION OUTLINE

1. Role play

5 min

Do the following role play with another facilitator:

- Person 1 says, 'we don't have any generous people supporting our ministry'.
- Person 2 responds saying, 'Why?'
- Person 1 answers with possible responses being:
 - There aren't any generous people in our community
 - We haven't asked anyone to support our work
 - etc
- Person 2 responds saying, 'why?'
- Person 1 then answers, building on the initial statement
- Person 2 continues to ask 'why?'

The ultimate aim is to drill down and identify the core issue as to why there are no 'generous' people supporting the local ministry.

Possible conclusions could be:

- The focus is only on money and not on other ways people are being generous
- No-one has ever asked for people to support the local ministry
- There isn't an awareness of the benefits of sport ministry in the community

2. Floor mind map

15 min

Place each of the words (Generosity, Stewardship, Resource Mobilization) on the floor leaving plenty of space for the group to move around.

Break the group into pairs and have them answer the following questions for each of the words:

- What was the Bible story that related to this word?
- What did we learn from this story and training?

Bring the group back together and ask them:

- What does this space in the middle look like, when generosity, stewardship and resources mobilization are all strong? Dream of what it could look like when all these things work together.

Video – *weightlifting in the garage (Russia)* –

<http://www.ReadySetGO.world/en/resource/weightliftinginthegarage>

- What did you notice in this video?
- What was sustainable about this model?

3. Discover my needs and strengths *(see notes)*

15 min

Work as a whole group.

Go back to the Floor Mind Map. Have each person stand on the word where they believe their ministry currently has the biggest need.

Choose some individuals and ask them why they are standing on the word they are on? What is the real issue they are experiencing? Dig deep!

Have the individuals standing on the same word pray with one another.

Now ask everyone to move to a word where they believe their ministry is doing well and is performing better than the other areas.

Let them think of two or three reasons they are doing well with that issue.

Each participant then pairs up with someone who has chosen another word. Let them share the secret of their success with this person.

4. Review and next steps

10 min

Summary: Sustainability happens when the areas of Generosity, Stewardship and Resource Mobilization are working efficiently together. A sustainable ministry is one that can work more productively for the sake of the Kingdom!

Work alone. Reflect on your ministry. Write notes.

- What are three things you will do differently after this training?
- Who can help you?
- What is a long-term sustainable model that will work in your context?

Take feedback and questions from the group.

Pray together.

Detailed session notes

3. Discover my needs and strengths

Make sure the individuals have opportunity to explore and discover the real issues they believe their ministries are facing. Dig deep. Ask open questions like 'why?'

Make sure people have opportunity to share what is working well and why.

Further training ideas

Here are some other related training sessions.

- Resource Partners Guide

SET TOOLS: Learning and Facilitation

This section contains very useful training material on skills for making-disciples in sport and play. Many more are on the **ReadySetGO.world** website. Choose the ones most helpful to your context and needs.

Learn Through Games

EXPERIENCE IT

The best way to begin to understand experiential learning is to experience it for yourself. After we have experienced it we can then use questions to debrief together to try and understand the process behind the learning.

UNDERSTAND IT

Experiential learning works on the simple principle that those things we discover for ourselves will be much more deeply learned and able to be used.

Experiential learning follows a process. This process was first formalized by a man called David Kolb. There are four different phases that make up the experiential learning process:

- Experience it
- Reflect on it
- Find the message or principle
- Apply it to our lives

It is a powerful tool for learning, especially in the context of Sport and Play.

APPLY IT

The best way to become a better facilitator of experiential learning is to design activities, practice them and then debrief afterwards to get real feedback.

The skills of the facilitator will largely determine how effective the learning is. We need to be life-long learners and continue to develop skills as facilitators.

Learn Through Games

90 minute training session

Suggested resources needed: Bible, PowerPoint presentation, Projector and speakers, Games and equipment, Debrief questions.

SESSION OUTLINE

In this session we will understand the power and potential of experiential learning. We will practice it as a group, debrief together and discover the framework behind the methodology.

EXPERIENCE LEARNING GAMES

1. Demonstrate learning games *(see notes)* 20 min

Work as a whole group. Split into smaller groups if the group is large and there are more leaders.

Choose 2 or 3 games and demonstrate them to the group. Go through the entire experiential learning process including the debriefing, so that good practice is modeled.

UNDERSTAND THE PROCESS

2. Understand sports and games 10 min

Pair and share.

- What was your favorite game as a child? Why?

Work as a whole group. Explain the types of games.

- **Fun games** - Played purely for fun
- **Experiential games and activities** - Games with a learning point that can be applied
- **Regular sport** - Football, Basketball, Athletics...

Pair and share.

- Why is each type of game important?
- What experiential learning have you noticed in the training so far?

Summarize the responses from the group.

3. What is the experiential learning process? (see notes)**20 min**

Explain the experiential learning process using a diagram.

Experience it	People of all ages have fun and are challenged by participating in the game.
Reflection	Use questions to challenge participants to make observations about the game.
Message	Read the Bible together and discover relevant truth from God's word.
Application	Discuss how this Bible truth can be applied to our lives. Make a commitment.

EXPERIENTIAL LEARNING PROCESS:

Play another short learning game using the whole debrief process. Ask the group to identify the different phases in the process: experience, reflect, message, and apply.

Small group discussion.

- What did you notice about this process?
- What was effective in the learning game?
- How did the facilitator guide the process?

APPLY THE PROCESS

4. How to use questions *(see notes)*

10 min

Explain and discuss how to use questions to facilitate the process. Good questions and the Bible are your most powerful tools.

- **Link:** Remember to use questions cleverly to lead the group to the main idea. Try to let people discover for themselves rather than the leader tell them what they need to know. This is more powerful!

5. Design and trial an experiential game

30+ min

Work in teams of 4 or 5 people. Each team is given a different Bible verse. Each team has 15 minutes to create a game that will help teach the Bible verse in an experiential way. Test the game with other groups and debrief following the 4-phase process.

Romans 5:6-8 (salvation), Luke 15:8-10 (parable of the lost coin), Luke 6:46-49 (the wise and foolish builders), Luke 6:27-31 (love your enemies), Galatians 2:20 (living for God)

Detailed session notes

1. Demonstrate learning games

Go outside or into a large area and play some experiential games with the group. The games you choose will be dependent on 3 things: the size of the group, the space and equipment you have, and the types of games you have already played in the training event. It is probably best not to repeat games you have already done.

Frisbee contest

Experience it!

Work in teams of about 10 or 20 people in an outside area. Give each team a Frisbee (or object) to throw and catch. Each team counts the number of times they are able to keep the Frisbee from hitting the ground. After some practice modify the game. The team must notice and criticize every mistake the team makes. Continue to count successful passes. After 2 minutes ask the team to only say encouraging comments and throw the Frisbee again. Count how many times you are able to pass it continuously.

Reflection

- How did you feel and think when you were criticized for mistakes?
- When did the team get the best results? Why?

Message

Read Philippians 4:8. Discuss why this Bible principle works practically.

Application

- Where do you need to give more encouragement?
- What will you do about this after this session?

Clumps**Experience it!**

Work in a large group. Call out a number between 2 and 9. People gather in groups of that number as quickly as they can. If they cannot join a group then they must stand at the side. Play for 3 min.

Reflection

- Who enjoyed the game? Who didn't enjoy the game? Why not?
- How did you feel when you were excluded from a group and the rest of the game?
- How do you feel when you belong?
- How do you behave when you don't feel you belong to a group?

Message

Read the Scripture and discuss together. Ephesians 4:1-6 or John 15:12-17

Application

- What impresses you about this Scripture?
- How can we help people belong in our groups?
- What will you do about this?
- Is there a way we can change the game to make it better for belonging? *(If you have time, play the game again with this change)*

Regain Possession**Experience it!**

Groups of four form a triangle with one defender in the middle within a defined area.

Players attempt to pass the object, e.g. beach ball, rubber chicken, rings, bean bag or ball without dropping it or having the defender intercept the pass.

An unsuccessful pass results in the defender and thrower switching roles, or switch roles after five complete passes.

Defenders may not grab the object from the opponent's hand or make physical contact.

Modification: Work in two even teams or play the game without being able to move with the ball.

Reflection

- How can you anticipate where the pass might go?
- What are some things you could do to help your teammates retain/regain possession? (Replay the game with a strong emphasis on retaining or regaining possession of the 'ball'. Teams use the strategies they have discussed.)

Message

Philippians 2:1-4

Discuss what this Scripture says about how we should view ourselves in relation to others.

Application

- What are some teams that you are a part of? (*friendship group, class, family*)
- What can you do to put others first ahead of yourself within these "teams" that you are a part of?

Caterpillar**Experience it!**

Work in groups of about 8 people. Each team stands in a line and each person puts their hands on the shoulder of the person in front. The person at the back of the line is given a 'tail', a short length of rope or material. It can be tucked into their belt so it hangs down like a tail. On 'Go' the teams have to move around. The front person has to try and grab the tail of the back person on another team. Each team must work together so that they do not break the link and also protect the tail. If they break their link or lose their tail they lose the game. The last team with their tail wins. Play two or three rounds of the game.

Reflection

- Who enjoyed the game?
- Who was the most important person in the team? Why? (Front, back or middle. Most groups will realize that everyone is as important to the team as anyone else.)

Message

Read this Scripture and discuss together. 1 Corinthians 12:12-20

- How is this game like the Bible message we just read?

Application

- What different roles are there in the leadership of your group?
- How do we honor everyone in his or her roles?

The noisy obstacle course**Experience it!**

People spread out around the room. They need to make themselves into a human obstacle course with their bodies. Ask for 2 volunteers. One is blindfolded and is given only spoken instructions by their partner to get through the obstacle course to

reach an object at the other side (eg a ball). Everyone in the room must remain silent as the blindfolded person is guided through the room.

Reflection

- How is this like leading and discipling young people?
- How could we change the game so it is more like real life?

Play the game again with the same volunteers. This time the group is allowed to make a noise, call out and even give incorrect directions. The person giving directions has to stand in one spot and cannot move. At the end ask the two volunteers these questions:

- What was most difficult for each of you?
- How did you cope in the game?
- How is this like youth work?

Message

Read this Scripture and discuss together. John 10:14-16

Application

- How can we help children and young people listen to God's voice?
- How can you listen more closely to God's voice?
- What will you do about this?

Everybody's It

Experience It!

Everyone runs around in a defined area tagging each other. When tagged a person will crouch down on the spot.

People return to the game when the leader calls "Everybody's It".

Game continues for several turns with the leader ensuring that not all people are tagged before allowing people to re-enter the game.

Reflection

- How are you enjoying the game?
- What are some things you are finding frustrating?

Message

Read this Scripture passage and discuss how Jesus included everyone.
Mark 2:13-17

Application

- Who were some of the people Jesus included in this story?
- When people aren't included, it can create problems in relationships. When have you felt excluded?
- What can you do to become a "problem solver" in these situations so that everyone feels included?
- How can you share the message that God is interested in and loves everyone, with people in your community?

3. What is the experiential learning process?

Explain the experiential learning process using a diagram.

Experience it - People of all ages have fun and are challenged by participating in the game. It energizes and builds community. It allows us to approach problems from a different perspective. Our emotions get involved which makes the learning process more powerful.

Reflection - Use questions to debrief the game and make discoveries. Use questions to help the whole group share their experiences of the game and connect them with what you want them to understand. Start with easy, inclusive questions and work deeper.

Message - The reflection time will lead the group to want to seek the truth/principle from the game that is important. Read the Bible together and discover the relevant truth from God's word.

Application - Discuss how this Bible truth can be applied to our lives. Allow people to make a commitment to do something about what you all have learned.

4. How to use questions

Questions are the most important tool that the facilitator uses. You will work for your whole life to develop and improve your skills in facilitation. It is worth spending time to focus on these key skills.

To ask questions effectively:

- Bring the group together and sit close. Leaders can be at the same height as the group. This will invite sharing and discussion.
- Create trust and openness in the group. Do not allow people to make fun of others, or their responses.
- Plan the questions you want to ask. Think of the direction you want the questions to follow to bring out the message you want to highlight from the game.
- Ask simple inclusive questions first and then go deeper. For example, first ask whether they enjoyed the game.
- Ask open-ended questions. These are questions with many possible answers.
- Ask follow-on questions. For example, when a child answers a question, ask another question to get them to think deeper about the topic.
- Try to let people discover the message for themselves. It is tempting to tell them the message before they have gone through the process of discovering it.

Further Training Ideas

Here are some further ideas about **this topic** to explore and go deeper.

- Powerful Debriefing
- Teachable Moments + Advanced
- How Children and Young People Learn + Advanced
- Many Ways to Teach Children

- How to Train Trainers
- Facilitating a Group
- Adapting for Oral and Low-literacy Learners

Powerful Debriefing

In this session we will discover how to use experiential learning to powerfully transform people's lives. Experiential learning takes the big issues of life and brings them to the surface in a safe place. The desired outcome is for self discovery, not for a mere transfer of information. Facilitators need to grow in all skills, and especially in the debriefing part of this process. They will be challenged to grow in curiosity, helping the process flow naturally and by asking powerful questions to probe the heart.

The whole experiential activity must flow

Understand the experiential learning cycle and be fully present right through the process. Trust the process and your skills as a facilitator. Be quick to listen and slow to speak. Instead of being the one with the answer, position yourself as a friend who wants to understand. The facilitator supports the flow of ideas so that everyone can discover for themselves.

- It is **not** taking over the conversation, being a cheerleader, giving the answers or giving a sermon
- Never criticize, correct or use negative talk or sarcasm
- Keep the process a safe place to be open and vulnerable

Be curious

- A good facilitator will take time to watch and observe, listen actively and wait to see how things will resolve themselves or become a powerful teachable moment.

Ask powerful questions to probe the heart

The master facilitator, Jesus, showed us how He could probe the heart with questions. What questions did Jesus ask in these scriptures? As you wait in the quiet, pray silently for the Spirit to guide you when to speak.

These 5 questions are a great starting point.

1. Did you notice _____? This will look for the possibility of learning.
2. Why did that happen?
3. Where does that happen in life?

4. Who? What? Where? When? Why? – The anchor stage.
5. What will you do now?

Powerful debriefing

120 Minute Training Session

YOU WILL NEED: No equipment needed

TRAINING SESSION OUTLINE

1. Buddy Breathing game *(see notes)*

10 min

Work in teams of 4 people.

Play this game where each team must walk 100 meters while holding their breath.

Debrief together.

- What did you notice in this game? Follow the 5-question model.

2. Welcome and session overview

3 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- Understand the flow of learning
- Develop your curiosity and authenticity as a facilitator
- Ask powerful questions that probe the heart

UNDERSTAND THE FLOW OF EXPERIENTIAL LEARNING

3. Revise experiential learning process

Use cards or PPT to revise the process of experiential learning. Ask for individuals to explain different aspects of the process. Carefully correct any misunderstandings.

Experience it	People of all ages have fun and are challenged by participating in the game.
Reflection	Use questions to challenge participants to make observations about the game.
Message	Read the Bible together and discover relevant truth from God's word.
Application	Discuss how this Bible truth can be applied to our lives. Make a commitment.

→ Link: A good way to describe experiential learning is discovery. It includes discovery from the participant, but also discovery for the facilitator. This session is all about what we as facilitators have learned and how we can grow as discovery games facilitators.

4. Debrief the group's journey of experiential learning *(see notes)* 15 mins

Gather the group together and sit on the floor.

Pair and share for 10 minutes:

- What have been the highlights of experiential learning for you as a facilitator?
- What have been the biggest challenges?

Ask the group to share some of the highlights as time allows.

Create a list of all the challenges in experiential learning.

CURIOSITY

5. Curiosity walk**15 min**

- Link: One of the most important elements in facilitating people's discovery during a game or activity is the facilitator's skill in being curious.
- Albert Einstein said *'I have no special talent, I am only passionately curious.'* *'Curiosity is the wick in the candle of learning.'* William Ward

Send the participants off alone to wander and wonder. Walk outside and notice things they may not have noticed before. Encourage people to be curious.

After 10 minutes bring the group together. Pair and share some things they noticed for the first time.

Debrief

- What did you need to do to be more curious?

Collect and list the suggestions and write on a flipchart.

- Link: If you want to be more curious there are 3 skills you need to develop: watching, hearing and waiting.

6. Teach about curiosity**10 mins**

Explain and discuss the 3 main skills to be more curious:

- **Watching** – What are you seeing in the actions, body language, facial expressions; who is taking the lead, who is frustrated and where is conflict happening?
- **Listening** – What words are being used; are some people not talking while others are dominating conversation; is there strong emotion or can you hear frustration?
- **Waiting** – see if problems are being resolved, wait to see if the quiet ones step up and speak, wait for new ideas to emerge, wait in the tension of failure to see how the group responds.

- Link: Now let's apply this to an activity.

7. Play a game and be curious during it *(see notes)***15 mins**

Play a short game of 'Fast Fingers' together.

Work in teams of three. Assign person A, B and C.

Person A will observe the first game as B and C play. Then A will debrief using the 5 questions. Be curious and observe what happens in the game. Notice behavior, interactions or their feelings. If there is time, swap roles.

Debrief the kinds of things they saw and heard in the game.

- Link: What we hear, see and wait for in a game or activity is the basis of the debriefing time. As facilitators, we cannot switch off while the game is running and expect to debrief it well afterwards.

ASK POWERFUL QUESTIONS THAT PROBE THE HEART
8. Bible discovery *(see notes)***6 min**

- The master facilitator, Jesus, showed us how He could probe the heart with questions. Let's discover how He did this.

Work in groups of 4 people. Each groups is given a different verse to read and discuss.

Matthew 21:23-27, Matthew 9:28, Mark 8:29, John 5:6, Luke 18:41

Discuss these questions in the group:

- What questions did Jesus ask in these scriptures?
- What was the response to His questions?
- How did Jesus probe the heart with these questions?

Gather together as one group and hear responses to the Bible discovery. Summarise the findings.

- **Link:** Jesus showed us the amazing value of questions. Our curiosity can help us develop our questioning skills.

9. Teach about 5 powerful questions**10 min**

Work in one big group.

→ Link: These ideas about how to ask good questions come from “Open to Outcome” by Micah Jacobson and Mari Ruddy – for new and seasoned facilitators. These 5 questions are a great starting point.

1. Did you notice...
2. Why did that happen?
3. Where does that happen in life?
4. Who? What? Where? When? Why? – The anchor stage. This question leads to a real-world experience.
5. What will you do now? This is the heart of the model.

Play a short experiential game together. Debrief the game using these 5 questions to demonstrate the questions.

→ **Link:** Remember to allow the Holy Spirit to work. The activity or game can create the space for the heart to open up and for the Holy Spirit to begin to speak to someone very personally. Allow silence to happen when there is thinking taking place, do not be afraid of this time. As you wait in the quiet, pray silently for the Spirit to guide you when to speak. Be quick to listen and slow to speak.

10. Practice asking 5 questions

15 min

Work in teams of three people. Each team member will have a chance to lead and then debrief a simple game with the two others in their team using the 5 powerful questions.

→ Link: It takes time and practice to grow in your facilitation. Let your curiosity become alive!

CONCLUSION

→ **Summary:** Facilitators get the privilege of setting up the environment for learning. Learning is accomplished best when participants are given an opportunity to experience, reflect and be challenged on choosing new behavior. Experience and curiosity are the training ground for all facilitators.

11. Personal reflection**12 min**

Think about these questions on your own and make notes to help you remember:

- What will you do to apply what you have learned today in this session?

Reflection ideas.

- Write in a journal
- Make a team poster
- Pair share and pray together

Now pair and share your action steps. Pray for one another.

12. Conclusion**5 min**

Finish with a surprising activity that will send people off with motivation and enthusiasm.

- **Summary:** The secret of experiential learning is in creating a natural flow in the activity, being curious during the activity, and asking powerful questions. The five questions can be a helpful tool to unlock the learning in a way that is quickly understood.

Detailed session notes**1. Learning game: Buddy Breathing game**

Work in teams of four people. Round 1: The challenge is for these four people to walk 100 meters, with one of the four people holding their breath at any given time. It seems like a long way so each group needs to rotate breath holders and they will need a strategy, including signals, to make the journey.

Round 2: Three people must hold their breath at any one time along the way. This is difficult.

Debrief questions

- What did you notice in this game?
- Did you notice the body language of the one holding the breath?
- Did you notice how the rest of the team responded to the one team member holding their breath?
- What did you notice in the feelings of those holding their breath?
- Did you notice how the group hurried or slowed to finish the task?

- How does this work out in real life? What can be learned from this activity?
- Follow the 5-question model.

4. Debrief the group's journey of experiential learning

Some potential topics to discuss

- Be fully present
- Move past the fear of saying or doing the wrong thing
- Trust the process and your skills as a facilitator
- It is not taking over the conversation, being a cheerleader, giving the answers, or giving a sermon
- Be quick to listen and slow to speak
- Instead of being the one with the answer, position yourself as a friend who wants to understand
- Take a risk – go where the group needs you to go which means you may need to call out a certain behavior
- Support the flow
- Never criticize, correct or use negative talk or sarcasm – this will stop the flow
- Keep the process a safe place to be open and vulnerable – this starts with you as the facilitator
- Believe in what is happening and support the conversation – Acknowledge what is said or repeat back what was said. You can ask for clarification if needed.

7. Play a game and be curious in it

Fast Fingers - Work in teams of three. Assign person A, B and C.

Person A will observe the first game as B and C play. Then A will debrief using the 5 questions. Be curious and observe what happens in the game. Notice behavior, interactions or their feelings.

B and C will play Fast Fingers. First put both hands behind your back. On the count of three, each of you will bring hands to the front of you, displaying a certain number on your fingers. You will choose the number to display. The challenge is to add the total number of fingers and call out the total number. Whoever calls out the correct number wins.

9. Teach about 5 powerful questions

These ideas come from “Open to Outcome” by Micah Jacobson and Mari Ruddy – for new and seasoned facilitators. These are a great starting point.

- Question 1: Did you notice... This question provides a mirror to look at for the possibility of learning. “Did you notice how everyone was hesitant to take the first step?” The answer will be yes or no, yet will get them in a direction from the facilitator’s observation. It is important to start with something important that you noticed.
- Question 2: Why did that happen? This is leading to the interpretation of what was noticed in question 1. You are not looking for a right answer, you are looking

for an answer that is accurate and connected. Sometimes you need to restate the question with, “Why did that REALLY happen?” This may help with deeper learning of the group.

- Question 3: Where does that happen in life? Even though this is another yes or no question, this will help the participants climb over the wall of learning and see the connection from the game into real life. If they cannot climb this wall, they are doomed to repeat the same lesson over and over.
- Question 4: Who? What? Where? When? Why? – The anchor stage. This question leads to a real world experience that reflects the same behavior or pattern- “Where in life do they see this happen? Who do you know who behaves that way? When have you seen that same thing occur? What do you mean when you see that happen in your life? Why do you think people do that in general?” You can also ask, “Give me an example of when this happened?”
- Question 5: What will you do now? This is the heart of the model. It is important for the participants to face this head on and take responsibility for what they have discovered. This is where one takes knowledge into future action.

Further Training Ideas

Here are some further ideas about **this topic** to explore and go deeper.

- Learn Through Games
- Teachable Moments + Advanced
- How Children and Young People Learn + Advanced
- Active Listening and Powerful Questions
- Facilitating a Group

Teachable Moments

This way of teaching and learning is at the core for strategies such as Action Sports, Active Kids Discipling, Global Community Games, Sports Chaplaincy, Sports Camps, Whole Life Coaching and Youth Sports Leadership Development, as well as others.

A teachable moment is a time when someone is ready and receptive to learn something. It can happen on a sports field, in the locker room or in a youth program- anywhere and anytime! The leader needs to be ready to respond well. *Read 1 Peter 3:15*

The moment could be right for many reasons: they could have a question troubling them, or they trust you as a leader, or they are simply in the right mood to talk. Scripture teaches that every moment of the day can be a time of learning. *Read Deuteronomy 6:6-9*

Three types of teachable moments

1. Experiential learning initiated by the leader

Experiential learning can create many opportunities for teachable moments. The basic principle is that a leader creates a game or activity where people have opportunity to reflect and learn afterwards. (See 'Learn Through Games').

2. Questions and moments initiated by the person

Questions and moments from someone's life can happen at any time. Why did I get dropped from the team? Why is my child suffering?

It is a powerful time to learn because the person is interested and ready. They have already been thinking about it so you can teach primarily by asking them questions to get them to think things through. For example, you may be walking with a group of people when one of them says, 'Who made God?' or 'Why do bad people sometimes get an easy life?'

3. Learning from a life situation

There are many unplanned, unexpected situations in life that can become powerful teachable moments. Sometimes these are negative (for example a child telling a lie after stealing or after breaking up a fight on the sports field in the course of a coaching session). Sometimes they are positive (for example noticing a wonderful act of kindness or seeing something unusual).

Jesus often used teachable moments

Jesus was an expert in using teachable moments. Discover his creativity and wisdom by doing these activities together.

Activity 1 – List 20 things in 60 seconds

<p style="text-align: center;">PLACES</p> <p>List 20 places where Jesus taught (lake, hills, temple, etc)</p>	<p style="text-align: center;">Jesus</p>	<p style="text-align: center;">OBJECTS</p> <p>List 20 objects he used to help people understand the truth (coin, sheep, tree, etc)</p>
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Activity 2

In small groups, read some of these stories of Jesus. Identify in the stories where and how Jesus uses the four elements of experiential learning.

Mark 12:41-44; Mark 9:33-37, Matthew 12:9-14; Mark 2:1-12, Matthew 8:5-13; John 8:1-11

<p style="text-align: center;">Experience it</p> <p><i>Jesus took His disciples through many experiences</i></p>	<p style="text-align: center;">Reflection</p> <p><i>Jesus often observed and thought about what was going on</i></p>
<p style="text-align: center;">Application</p> <p><i>Jesus asked a question to challenge them to apply His teaching to their situation</i></p>	<p style="text-align: center;">Message</p> <p><i>Jesus often used the experience to teach a truth</i></p>

How to prepare for teachable moments

Meditate on Scripture regularly and pray for wisdom.

- **Be observant** and understand what is going on in the world of the people you are serving. Think and pray deeply about these issues as they will come up again and again.
- **Handle Scripture well.** Ask yourself: What does Scripture have to say about these issues? Help people wrestle with Scripture even when answers are difficult to find. *2 Timothy 2:15*
- **Invite questions** and do not be afraid if you cannot answer them straight away. Sometimes it is good to answer a question with a question: ‘What makes you interested in this?’ It is also reasonable to say that you will need to think about the question and come back next week with an answer.

Further Training Ideas

Here are some further ideas about **this topic** to explore and go deeper.

- Learn Through Games
- Powerful Debriefing
- Teachable Moments Advanced
- How Children and Young People Learn + Advanced
- Many Ways to Teach Children
- How to Train Trainers
- Facilitating a Group
- Adapting for Oral and Low-literacy Learners

How Children and Young People Learn

To be a disciple is to be a learner. In this session we will understand how children and young people learn by exploring three key elements: relationships, curiosity and differences in learning styles, and how these are clearly demonstrated through sport. The parable of the sower and the soils makes it clear just how important understanding is. As leaders we have opportunity to help children and young people understand (or not) by the way we teach them. We help prepare the soil for the Word of God to grow and bear fruit.

These are three keys to help deepen understanding.

1. Build positive relationships

Children and young people learn best when they are inspired by key leaders. Children and young people are inspired when the leader:

is authentic	thinks big	sees potential
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2. Foster curiosity

Children and young people learn best when they are encouraged to be curious and explore their world through:

fun	challenge	surprise
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3. Understand that every child and young person learns differently

Children and young people learn in different ways. A learning style is a way of receiving and processing new information in a preferred way. A practical learning model to help us understand this is **hearing, seeing and doing** learning styles. These strategies can be applied to any sport, games and Bible discovery context.

Other areas to explore include:

Multiple Intelligences, Child development, Attention spans, Cognitive development, Spiritual, emotional and moral development, Special learning needs, Discipline needs. Web links are provided in the *Detailed Session Notes*.

How Children and Young People Learn

90-120 minute training session

Suggested resources needed: Bible, PowerPoint presentation, Projector and speakers, Video, large sheets of paper, post-it notes and pens

INTRODUCTION

1. Welcome and session overview

10 min

Introduce the team of presenters.

- A disciple is a learner. They are someone learning to follow Jesus. Children and young people in our groups are disciples of Christ.

▶ Video: The Parable of the Sower

Read Matthew 13:18-23. Read verse 23 again.

- What does this say about learning and young people? (we want our young people to hear and understand the Word of God, grow and produce a harvest of disciples)

Give session overview

This session explores ways children and young people can have the best opportunity to hear AND understand Jesus' message and so become disciple makers. As the workers, we prepare the soil for the farmer to care for the young plants. There are three fundamental keys to help us disciple young people.

- Build positive relationships
- Foster curiosity
- Understand that each child learns differently

BUILD GOOD RELATIONSHIPS

2. Discussion about relational leaders *(see notes)*

15 min

Share a personal story of an inspirational coach or leader.

Work in pairs. Discuss some influential leaders or coaches in your life.

- What qualities made these leaders inspirational?

After 5 minutes work in groups of 4. Compile a list of the qualities of an inspirational leader or coach. What qualities were repeated often? Write these on a flip chart.

Discuss the findings as a whole group. Draw these qualities out of the discussion: authenticity (*being honest and real*), thinking big (*opens up a much bigger world of God*) and seeing potential (*notices the fledgling gifts and talents in the young person*).

Make the point that sport is a relational activity. We play together and learn to get along while having fun.

- **LINK:** The leaders and coaches who disciplined us were cultivating the soil of our hearts so that we would be as open and receptive to Jesus' message as possible. Is this the sort of leader we want to be for the young people in our teams, camps and groups?

FOSTER CURIOSITY

3. Explore curiosity

5 min

▶ **Video: Whistling garbage bin or Piano Stairs**

- **Link:** Curiosity is fundamental to learning. If there is no curiosity there is no desire to learn. To arouse curiosity – make it fun, make it a bit challenging, and add surprise. The next 3 activities will explore these.

4. Fun activity (*see notes*)

7 min

Learn the verse Matthew 13:23 together. First learn the verse with a boring rote method, then with a fun method (by giving it actions).

- **Link:** All children and all people love fun. This Scripture will be learned and remembered more easily when the activity is fun. Sport is an obvious way to have fun.

5. Challenge activity (see notes)**7 min**

Participants are challenged to help each other up from a sitting position by holding wrists. Make the activity progressively more challenging.

- What has the amount of challenge got to do with our passion for learning? (too much or too little challenge?)

→ **Link:** When something is difficult (but not too difficult) and challenges us we value it more when we are able to achieve it. We are energized by our success. Clearly, the challenge of playing sport improves our skill and enjoyment of the game.

6. Surprise activity (see notes)**5 min**

Do something to surprise the group. It could be a slight of hand trick or simply an activity with an unexpected result. Read the *Detailed Session Notes* for a great idea with a box and a mirror that always surprises.

- Think of examples from sport that have the elements of fun, challenge and surprise.

→ **Link:** When a young person's curiosity is aroused through having fun, by being challenged or by being surprised, learning is much more effective and long lasting. Young people are also keen to come back for more next time! By its very nature, sport has fun, challenge and surprise built into it. Sport is a great way for young people to learn.

**UNDERSTAND THAT EVERY YOUNG PERSON
LEARNS DIFFERENTLY**

Everyone has a preferred way to learn. We are all unique. This preference is called a learning style. The simplest way to understand this is the **hearing, seeing, doing** model. This can revolutionize the way people learn on the sporting field, in a church hall, at a camp, or at home.

7. Activity using hearing, seeing and doing**10 min**

Work with a partner. One person in the pair thinks of something they learnt as a child that they could teach to their partner. It could be a finger trick, a game, a song, a dance, etc. Make sure the other person doesn't know it already.

The partner tries to learn the new skill by only hearing the instructions. Then by hearing and seeing, and then by hearing, seeing and doing.

Debrief:

- Which method did you find the most effective way to learn? Why? (Different answers will be given, because everyone has a preferred way to learn, however most people prefer to learn by seeing, hearing and doing).
- How do learning styles apply to sport ministry in your context?

8. Explain the learning styles *(see notes)*

15 min

Hearing	Auditory learners	Learn by listening to stories, instructions or discussion
Seeing	Visual learners	Need some sort of visual stimulus like videos, charts, diagrams or pictures in order to learn
Doing	Tactile learners	Need to be physically involved to learn through doing activities: practicing, playing, touching things, experimenting, testing, moving

- **Link:** We teach and learn much more effectively when we use strategies that involve hearing, seeing and doing. This applies to sport, as young people learn a new sporting skill like dribbling, batting or throwing. It also applies to games and play as children learn a new activity or skill like a water bucket relay or a craft.

Work as a whole group. Explain the three learning styles in more detail using a football.

Divide into small groups. Each group writes down a list of activities that could be used in your ministry for each learning style (1 minute for each). Groups report back.

- **Link:** When a coach or leader plans learning experiences for young people it is best to assume that there will be a mixture of all the preferred inputs represented in the group. There will be those who like to **hear**, some who prefer to **see** and others who like to **do**.

Some research goes so far to say that we remember:

10%	Hear	Only 10% of what we learn by listening
50%	Hear See	This figure increases to 40-50% when some visual stimulus is included in the learning process
70%	Hear See Do	There is an even greater increase towards 70% when some level of activity is included and this is built into the learning process
90%	Teach others	When we have to teach others using hearing, seeing and doing we remember 90%.

→ **Link:** Why is it beneficial to have hearing, seeing and doing activities in every skill training session, Bible discovery or lesson?

Involve everyoneand no one will be excluded. If we teach only one way, two thirds of all young people will be excluded.
The lesson will be more interestingfor everyone because the types of activities will keep changing and be more varied.
The learning will be deeper and richerbecause children and teenagers will have learnt the same ideas in different ways through the lesson.

9. Apply learning styles to Bible discovery *(see notes)*

20 min

→ **Link:** How can we apply these 3 learning styles as we discover the Bible together with children and young people? The Bible can come alive when we use these simple strategies.

Work in small groups of about 4 people.

Read the parable of the sower and four soils in Matthew 13:1-23.

Each group has the task of developing a hearing, seeing and doing activity that teaches the message of this type of soil. The challenge is to use a piece of sporting equipment and sporting examples as a part of the learning activity. Allow 10 minutes.

Each group combines with another group and shares their ideas. Some of the activities could be tested, according to the time available.

- Link: There are many other ways that people learn differently. Age groups have different attention spans, cognitive abilities, spiritual and emotional needs. See the website.

CONCLUSION

9. Summary and conclusion

10 min

▶ Video: The Parable of the Sower

Ask the participants to take some time individually to reflect on what they have learned in this session. Write or journal your thoughts on what you will apply to the children or young people you lead.

Share in pairs and pray for each other:

- How has this session changed how you will teach children and young people?
- What will you do next?

Detailed session notes

2. Discussion about relational leaders

The facilitator draws attention to the list and if possible brings out the 3 main points of relational leadership:

- authentic (genuine, loving, safe, trustworthy, good role model of Christ-like behavior, etc.)
- thinks big (inspires a young person to dream larger, part of something much bigger than themselves)
- sees their potential (believes in them)

Have one of the trainers share their story with the whole group about a leader who disciplined them, leading to a great harvest of disciples.

4. Fun activity

Learn the verse Matthew 13:23 together.

Do it in a boring way – learning it by rote. The participants simply repeat the verse after the trainer says it. Be as boring as possible.

Now, learn the verse in a fun way. Here is a suggestion:

Firstly break the verse into 4 segments:

1. 'But what was sown on good soil
2. is the man who hears and understands it.
3. He produces a crop,
4. yielding a 100, 60 or 30 times what was sown.'

Ask the group to stand in a big circle. Divide the people into 4 groups. Give each group a different segment of the verse and ask them to make up actions to help the group learn the words. Give each group 1 minute to work them out. Now, in order, have each group show the others in the circle their part of the verse with the actions. Then everyone repeats the verse in order, doing the actions together.

Which method of learning the Bible verse was more effective? Why?

5. Challenge activity

Participants are challenged to help each other up from a sitting position by holding wrists. Make the activity progressively more challenging.

Ask the group to get into pairs. Each pair must sit on the floor facing each other with their feet flat on the floor and toes touching, holding hands or wrists with a strong grip. On the count of 3, they must stand up together. Then try groups of 3, then in groups of 4. Challenge more energetic members of the group to try the challenge with 5 people.

Debrief:

- What did you notice in this challenging activity?
- What have you learnt about working together? (*it can be rewarding when it is challenging*)

6. Surprise activity

Surprise Box

Have a box with a lid and a mirror inside, on the bottom of the box. Keep the box closed while you ask the group to guess what you have in the box. Tell them it is something that God thinks is incredibly precious. After they have given some suggestions, take the box over to someone and let them look inside without others seeing the mirror in the bottom. That person keeps it a secret while you walk around the room asking for more suggestions and showing more people inside the box. If you have time let everyone look inside the box. Everyone loves this surprise!

Debrief: (for either activity)

- What is the message of this activity?
- Why is a surprise activity a good learning tool?

7. Activity using hearing, seeing and doing

Follow this process to learn a new skill:

- Hear the instructions: The teacher can only use words once to explain the new skill to the learner. They must not use their hands or feet. The learner tries to do what they hear.
- See the skill demonstrated: The teacher can only use actions to teach the skill. They must not speak. The learner tries to copy what they see.
- Do the skill: The teacher uses words and actions to teach the skill as the learner practices what they hear and see.

8. Explain the learning styles

All people prefer to process new ideas through a particular input to the brain. Demonstrate this with a football as you explain how to pass it. First give just detailed verbal instructions. Then let them see it with verbal explanation. Then let them try the passing exercise using a ball.

Explain that some prefer to **hear** information, some like to **see** information, and some prefer to **do** things with information.

30-40% of people fall into each category. Some cultures highlight one form of information input more than other forms. For example, many more people in oral cultures prefer hearing information. People who are gifted in sport learn best by doing. It is important to realize however, that all people learn with information from all inputs; they are simply stronger with one input.

9. Apply learning styles to Bible discovery

Work in small groups to apply the learning styles concept to Bible discovery with this Scripture.

Soil 1: Path - Matthew 13:4,19

Soil 2: Rocky ground - Matthew 13:5-6,20-21

Soil 3: Thorns - Matthew 13:7,22

Soil 4: Good soil - Matthew 13:8,23

Further Training Ideas

Here are some further ideas about **this topic** to explore and go deeper.

- Learn Through Games
- Powerful Debriefing
- Teachable Moments + Advanced
- How Children and Young People Learn Advanced
- How to Train Trainers
- Facilitating a Group
- Adapting for Oral and Low-literacy Learners

How to Train Trainers

In this session we will recognize that good trainers need to be developed and nurtured over many months and years. This session will highlight some of the key issues that need to be encouraged and practiced over time. We will look at John 12:49 as we explore that a good trainer needs to:

1. Know the needs of the learners

The needs of the learner need to be understood well to make learning effective. There are two important needs of adult learners.

- Adults need to be respected for their experience, opinions and skills.
- Adults need to ideas to be relevant and easily applied to their situations.

Remember adult learning is learner focused.

2. Actively involve adults in learning

Many people are taught as passive learners. The learner simply listens while the teacher gives a lecture. A more productive approach to learning is active learning.

In active learning the learner's mind is active in the process. The trainer or facilitator creates an environment where the learner is required to continually think and process new ideas in a variety of engaging ways. This means their brain and body is active. When a trainer designs activities so that people can experience new ideas and apply those ideas authentically to their lives then learning moves from passive to active.

3. Mentor trainers long-term

Developing a competent trainer does not happen after one training session. Good trainers and facilitators take years to develop.

- Ask questions to debrief
- Communicate regularly
- Find opportunities to train alongside a more experienced trainer
- Start small and then develop
- Develop accountability with peers

How to Train Trainers

90 Minute Training Session

YOU WILL NEED: Whistle, Bible, Flipchart and paper

TRAINING SESSION OUTLINE

1. Welcome and session overview

5 min

► **Watch a funny video about communicating ideas.**

Introduce the team of presenters. Explain the goals and key elements of the session:

- Know the needs of a learner
- Actively involve adults in learning
- Mentor trainers long-term

→ Link: Training trainers is a key part of multiplication. We must multiply trainers who have a Godly passion for making disciples and who have the skills to transfer this effectively. This session will explore this.

KNOW THE NEEDS OF A LEARNER

2. Explore the characteristics of a learner *(see notes)*

10 min

Work in groups of 4 people.

Discuss and list the characteristics of a child learner. List the characteristics of an adult learner.

- What is different?
- What is similar?

→ Link: As a trainer you need to consider what a trainee really needs for this training. Children and adults have many similarities as learners, however adults particularly need it to be respected as adults with valuable experience. They also need to know the ideas they are learning are relevant and useful to them.

3. Explore two important needs of adult learners (see notes)**20 min****TEACH ABOUT RESPECT**

1. Adults learners bring a lot of experience which must be respected by the trainer and others in the group
2. Adult learners need to be valued

Work in groups of 4 people. Brainstorm ways that these 2 points can translate into the classroom training session.

- What real things can the trainer do? (encourage respect for all participants, talk without condescending)

Create a short drama that shows how a trainer or facilitator respects the learner. Each group can also show an example of when there is no respect.

TEACH ABOUT MAKING IDEAS RELEVANT

1. Learners need to know why they are learning something
2. Learners need time to be able to apply the things they have learned to their own situation

Work again in groups of 4 people. Brainstorm ways that these 2 points can translate into the classroom training session.

- What real things can the trainer do to help make ideas relevant? (For example, give time for people to contextualize the new ideas to their own situation)

Discuss as a whole group.

- What can you do before a training to respect people and make sure the training will be relevant?
- What can you do during a training event?

→ Link: Adult learners need two important things. They need to be respected and the ideas need to be relevant. If they are not respected for their age and experience and if the ideas are not useful, then the learner will become disengaged. We really need adults to be actively involved in the learning process.

ACTIVELY INVOLVE ADULTS IN LEARNING
4. Bible discovery *(see notes)*
5 min

Read Bible – John 12:49. Discuss what each underlined phrases mean.

‘For I did not speak of my own accord, but the Father who sent me commanded me what to say and how to say it.’

- **What to say**...the ideas...the message
- **How to say it**...all the tools we need to help the message be as clear as possible

→ This session will focus on the ‘**How to say it**’ part. Both what we say and how we say it are important to how a message is received. We can be inspired that Jesus got his ideas from His Father. We too can get our inspiration from God. Jesus was a master teacher. He used many different methods to engage His audience and make ideas memorable.

Show some examples from the Bible about Jesus’ different teaching methods.

5. Passive learning- define and explore *(see notes)*
10 min

Pair and share.

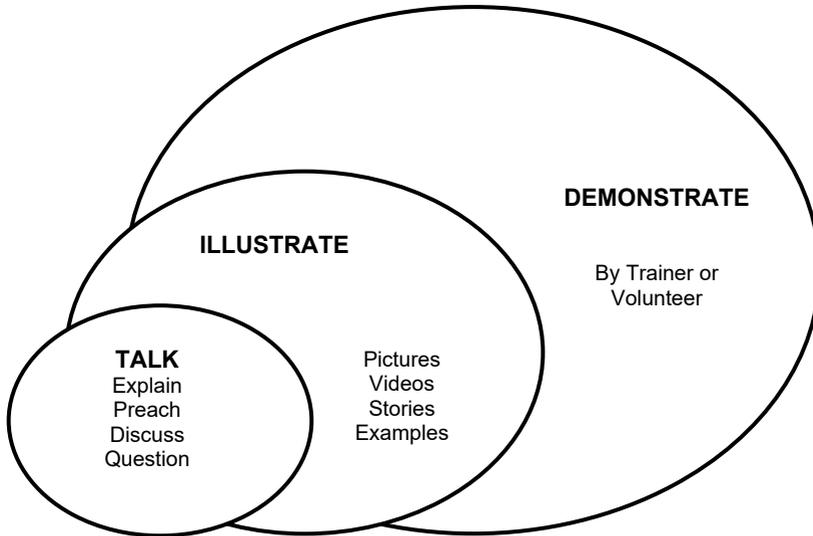
- How would you describe the method of learning when you went to school?
- How effective was this?

Get feedback from the group and summarize.

→ Link: In passive learning the focus is on an ‘expert’ transmitting what they know to learners who do not know. The primary mode of communication is talking and listening. The expert’s job is to speak as clearly as possible and structure the talk as well as they can to transmit the information faithfully.

Explain the assumptions and characteristics of passive learning. Show circle diagrams.

PASSIVE LEARNING



→ The three major tools that the trainer uses in passive learning are talking, illustrating and demonstrating. All these are good teaching tools but with each tool the learner is still basically 'passive'.

6. Explore active learning *(see notes)*

15 min

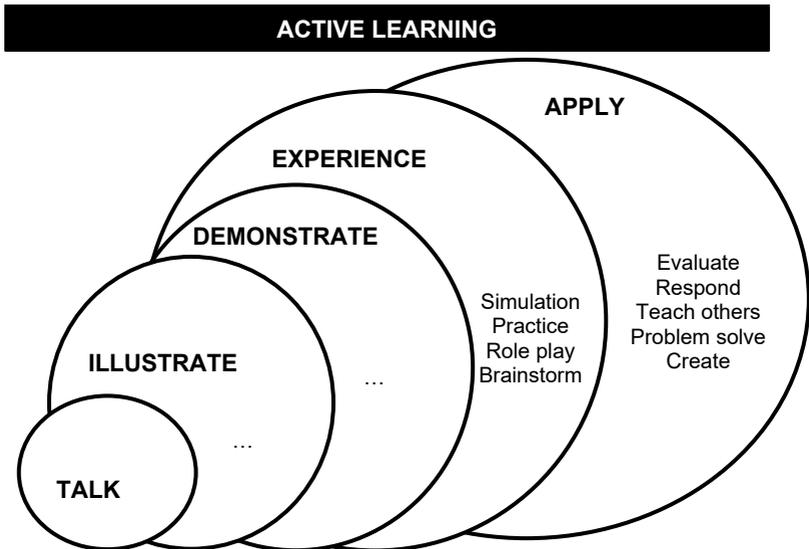
Play a game called 'grab the finger'.

Debrief.

- What did you notice about this activity?
- How is this like active learning? For the learner? For the facilitator?

→ Link: In active learning the learner's mind is active in the process. The trainer or facilitator creates an environment where the learner is required to continually think and process the new ideas in a variety of ways. This means their brain and body is active. When a trainer designs activities so that people can experience new ideas and apply those ideas authentically to their lives then learning moves from passive to active.

Explain the assumptions and characteristics of active learning. Show circle diagrams.



→ Link: Active learning adds two other major types of tools to a trainer's strategies. They use talking, illustrating and demonstrating, and add **experiencing** and **using**. All these used together create powerful learning moments where ideas are understood and applied deeply and lives are transformed.

7. Explore and practice tools for active learning (see notes) **30 min**

Work as a whole group.

Complete the bridge demonstration using the notes in extra information. In this activity the group will discover that using a variety of facilitation tools, a trainer can take learning from passive to active.

Begin by explaining the counterbalance on a bridge by using just **words**, then explain it again using **illustration** as well. Then add **demonstration**, and then **experience**. (see extra information)

Now work in groups of 4 or 5 people.

Finally **apply** the principles of the bridge and counterbalance with some of these 6 activities below. Each group can complete 2 or 3 of these activities to practice using these training tools.

1. Pair and share
2. Problem solving workgroups
3. Role-play

4. Brainstorm and develop new ideas
5. Priority lists
6. Simulation activity

Debrief with whole group after using the tools?

- How did these tools (pair and share, problem solving, role-play, brainstorm, priority lists, simulation game) help me be active in the learning?
 - In what situations would each tool be useful?
- Link: Trainers need to keep collecting useful learning and thinking tools to use with groups. We can find these tools from books, the internet and from sharing good ideas with others.

Review John 12:49 and relate to the bridge activity.

Jesus ... "the Father who sent me commanded me what to say and how to say it."

- Link: We need to balance our preparation of both the message and the method. If we concentrate on the message without having good methods for learning, then people will be bored and understand very little. On the other hand, if we put all of our energy into the methodology and don't think very carefully about the message then we can have inaccuracies, confusion and even heresy.

Look at the active learning creed:

What I hear, I forget

What I hear and see, I remember a little

What I hear, see, ask questions about with someone else, I begin to understand

What I hear, see, discuss and do, allows me to acquire knowledge or skill

MENTOR TRAINERS LONG-TERM

8. Explore long term mentoring process *(see notes)***20 min**

- Link: Good trainers don't just appear suddenly; they need to be developed over the long-term. This may take months or years.

70% of the budget and energy that is allocated for a training event should be used in the follow-up and mentoring. Only use 30% for the training event. (Recommendation of Eurasian team)

- Do you agree? Why or why not?
- Link: Learning is not what we teach people. It is how they are able to apply and adapt what they have learned so that it transforms their life, so they can continue and pass it on to others. To be a good trainer means you need to be a mentor too, and help to develop your 'trainees' over the long term.

Work as a whole group.

Teach the important ideas about what to do to mentor people before, during and after a training event. Also explain the dangers of thinking only about training events and not follow-up.

Before training

- Invite teams and groups to be trained rather than individuals.
- Prepare your team to mentor people afterwards.

During training

- Allow teams to sit together in training events to plan and pray together. Allow half of every session for this.
- Create accountability groups. Allow the group to choose a leader.
- Plan ongoing communication, and a mentoring plan with your trainers.
- Make sure every team provides an action plan before the end of training (6 months ahead) and make copies to give to everyone.

After training

- Have your mentors and trainers keep in contact with each team as follow-up. Be creative with how you can meet and speak regularly.
 - Keep reflecting on what you are doing in training and mentoring teams and improve the training and follow-up.
- Be careful not to train more people than you can possibly follow-up. Be realistic. Not everyone who is trained will produce a lot of fruit (like the parable of the Sower). Through training and mentoring, we find people who are able to produce 30, 60 or 100 times as much fruit. Identify these people (the good soil) and work with them.

Pair and share and brainstorm

- How can you support and develop new young trainers after a Training of Trainers (TOT).

Collect ideas from the group and create a list on a flip chart. Discuss together.

Explain how to mentor a new trainer.

1. Ask questions to debrief.
2. Communicate regularly.
3. Find opportunities for them to train alongside you or someone else experienced.
4. Help them to start small and then develop.
5. Help to them to set goals and then keep them accountable.

8. Reflection and conclusion

10 min

Work alone and reflect on these questions.

- What has impacted you most today?
- What tools do you need to strengthen as a trainer?
- What will you do about this in the next day? Week?

Pray together.

- **Summary:** We never finish learning about how to communicate with others and help transform their perspectives.

Detailed Session Notes

2. Explore the characteristics of a learner

Child characteristics in learning- Mandatory, dependent, learning for future, teacher directed, humble, curious, fun and need interest in topic.

Adult characteristics in learning- Voluntary, independent learners, learning for now, learner equal to teacher, need to make own decisions, curiosity, need interest in topic.

3. Explore two important needs of adult learners

Respect.

- Learners bring a lot of experience which must be respected by the trainer and others in the group
- Learners need to be valued

Ways that respect can be emphasized in a training session.

- See how new ideas can add to what they already know
- Value experience and give opportunity to use experience to solve problems
- Speak as equals and use their names
- Give constant feedback
- Have a code of conduct in learning
- Have a pleasant and productive learning environment

Relevant.

1. Learners need to know why they are learning something
2. Learners need to be able to apply the things they have learned

Work again in groups of 4 people. Brainstorm ways that these 2 points can translate into the classroom training session. What real things can the trainer do to help make ideas relevant? (For example, give time for people to apply the new ideas to their own situation)

Ways to make ideas relevant in a training session.

- Continually help recap important points
- Break the learning task into chunks and teach them in sequence
- Allow participants to use their experience to solve realistic problems from their world with new understandings you have taught
- Allow learners to practice what they learn through role-plays, collaboration activities, problem solving.

4. Bible discovery

Jesus' methods of teaching were varied. He used different methods because each person and situation was unique. The methods were so effective that people are still talking about what he said and how he taught 2000 years after he died. Amazing!

Here are some Scriptures to look at to see the breadth of Jesus' skill. These are just a few examples:

- Matthew 5:13-16- He uses metaphors and pictures
- Matthew 9:14-17- He asks difficult questions and uses logic
- Matthew 13- He tells stories and parables with layers of meaning
- Matthew 7:1-6, 12:46-50- He shocks and exaggerates
- John 13:1-17- He demonstrates

5. Passive learning- define and explore

Passive learning assumptions:

The teacher

- The teacher is the 'expert' who knows the information.
- The teacher controls the learning process.
- The teacher needs to have a few well-sharpened tools. Public speaking, explaining, storytelling...etc.

The learner

- Learners are empty receptacles waiting to be filled.
- All learners remember what they have heard afterwards. It is a simple interchange. I say something and they understand it.
- All learners learn the same way....by listening and watching.
- People have a long attention span.

The content/ideas

- The content will be interesting enough to keep people's attention.

6. Explore active learning

'Grab the finger' game

Stand opposite a partner. As leader calls '1' each person holds out their open left hand. As the leader calls '2' each person holds up pointer finger on right hand. On '3' each person places right finger on left hand of partner. On '4' each person must try to catch the finger of their partner while they pull their own finger out of the way so it is not grabbed.

Active learning assumptions:

The teacher (trainer)

- The teacher facilitates the learning process.
- The trainer creates a good learning environment.
- The presenter will need many tools at their disposal to facilitate the learning process.
- The trainer needs to focus on more than just talking and explanation.
- It will take longer to get through the content.

The learner

- The learner can wisely decide what they need to learn.
- The learner needs to be active, not passive in the learning process.
- There are a variety of ways to respond to learning.
- The learner has much to contribute to the process because of experiences they have had.

The content

- Learning can be messy. Different learners will take away different knowledge from the experience.
- Many new ideas can come from the group.

7. Explore and practice tools for active learning

Bridge demonstration using PowerPoint® if available.

Begin by explaining the counterbalance on a bridge by using just **talking about it**. Then **illustrate it**. Then add **demonstrate it**. Then **experience it**. Finally **use** the principles of the bridge and counterbalance with these 6 activities below. Each group can complete 3 or 4 of these activities to practice these training tools.

Talk about it: Tell some facts about cantilever bridges. A cantilever bridge is a bridge built using cantilevers, structures that project horizontally into space, supported on only one end. For small footbridges, the cantilevers may be simple beams; however, large cantilever bridges designed to handle road or rail traffic use trusses built from structural steel, or box girders built from prestressed concrete. The steel truss cantilever bridge was a major engineering breakthrough when first put into practice, as it can span distances of over 1,500 feet (460 m), and can be more easily constructed at difficult crossings by virtue of using little or no falsework. Many bridges use principles of counterbalance while constructing the bridge.

Illustrate it: Show some picture and examples of cantilevered bridges and explain some of the important concepts from the information above.

Demonstrate it: Use an object such as a ruler to demonstrate how an object can be balanced using counterweights. OR Use volunteers to demonstrate how counterbalancing principles can be applied to human bodies balancing.

Experience it: Allow all people to try some counterbalancing physical challenge. Ask participants to see how much of an angle they can stand but not fall over. Can they stand on a much greater angle if someone helps them? Try it! Debrief with questions.

Apply it: Use these different activities to explore the theme of counterbalance more deeply.

1. **Pair and share** - talk about a time you were out of balance in your life or work. What were the consequences?
2. **Problem solving workgroups** - 4 of 8 young leaders are saying they need to step out of leadership because it takes too much time. How can you solve this?
3. **Role-play** - A young leader who has a lot of potential has come to a leader's meeting late after having a huge argument with their spouse. They are

claiming that they love church ministry more than the one they married. How would you counsel the young leader for long-term ministry?

4. **Brainstorm and develop new ideas** - Develop some new ideas to help mentor and support new leaders in your church so that they will be involved and still growing with passion in 5 years time.
5. **Priority lists** - Each person makes a list of their top 7 priorities in order. Now compare the lists and see if you can come up with one collaborative list of priorities for the group.
6. **Simulation activity** - Play short simulation game. (optional)

8. Explore long term mentoring process

How to mentor a new trainer?

Help to them to set goals and then keep them accountable. These are ideas about how to mentor a developing trainer. Use these as teaching points and discussion starters.

1. Ask questions to debrief- Questions are a powerful tool to help a trainer develop their skills. A whole training session or event can be seen as an experiential learning time. Afterwards a mentor can ask specific questions to help the other trainers reflect on their skills and knowledge and grow in their competency.
2. Communicate regularly- face to face, team meetings, email, whatsapp, and skype calls. Be encouraging and help set new goals.
3. Find opportunities to train alongside a more experienced trainer- A training team is a perfect place to encourage and enable new trainers and help them develop their skills by giving them small jobs and letting them grow in their responsibility.
4. Start small and then develop- After a training it is best to challenge people to do something small and do it soon. If people make big plans that are a long way in the future they will be less likely to fulfill them. Small achievable plans develop into bigger plans over time.
5. Develop accountability with peers- accountability is an important part of mentoring and growing. Without accountability the worst of our human nature will often be revealed. We need accountability to spur us to good works and avoid laziness, indecision and lack of commitment.

Further training ideas

Here are some other related training sessions.

- Facilitating a Group
- Mentoring
- How Children and Young People Learn + Advanced
- Learn Through Games
- Teachable Moments + Advanced

Facilitating a Group

In this session we will discover the role of a facilitator. We will also practice skills in listening, questioning and group problem solving.

What is a facilitator?

A facilitator makes things easy. They serve the group by focusing on the process of working together. A group that is facilitated effectively can do so much more than one that is not.

What skills do I need?

A good facilitator will:

- Actively listen and ask good questions
- Summarize and paraphrase to help to consolidate the group's learning
- Read the group dynamics effectively and continually adjust strategies

James 1:19

How do we apply this to a group?

- We need to practice skills and be life-long learners.
- We need to continually find solutions to complex problems.

Facilitating a Group

90 minute training session

Suggested resources needed: Bibles, Flipchart paper and marker pens, Small sheets of paper

SESSION OUTLINE

INTRODUCTION

1. Learning game: open the fist *(see notes)* 5 min

Work with a partner and play the game. Debrief afterwards.

- Why weren't there many points scored?
- How could you have played so that there was a win/win situation?

2. Welcome and session overview 3 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- What is a facilitator?
- What skills does a facilitator need?
- How do we apply this to a group?

WHAT IS A FACILITATOR?

3. Brainstorm and explanation *(see notes)* 20 min

Work in teams of 5. Brainstorm together.

- What does a facilitator do? (Organize teach, explain, help, etc.)

Explain the definition of a facilitator and answer any questions about their role in a group. Use notes in extra information.

Definition: A facilitator makes things easy.

Show the group an empty cup and a seed. Explain that a good facilitator assumes that people are like a seed rather than an empty cup to be filled. Discuss this together.

Work alone. In 30 seconds write as many qualities that a good facilitator has as you can. Write on separate pieces of paper.

Collect them in the middle of the room in a 'snowball.' Make a list of all the qualities on a flip chart.

SKILLS OF A FACILITATOR

4. Explore listening and questioning *(see notes)*

15 min

→ Link: Be quick to listen; slow to speak.

Discuss James 1:19

- Why is listening important when working in a group?

Explain what is involved with active listening.

- **Look** - Look at the other person and empathize
- **Understand** - Try to understand them
- **Respond** - with gestures, questions and comments (Paraphrasing and Summarizing)

Explain that to listen well means to respond by questioning.

Brainstorm activity. Work with a partner.

- If the answer is **green**, think of as many questions as you can in 1 minute.

→ Link: Questions have different purposes. They are like tools. A precise tool needs to be chosen for a particular purpose.

Explain the purpose of questions: (To get and maintain interest, guide thinking, evaluate or summarize ideas, determine the participant's attitude, and to develop the subject)

Explain two main types of questions.

- **Closed questions** have only one answer. They do not create or encourage discussion.
- **Open-ended questions** have many possible answers. They tend to encourage discussion because many can contribute something different.

Explain different open-ended questioning techniques.

- Personal response questions
- Tell me more questions

- Best/least question
- 'Anything is possible' questions
- Probing questions

Work with a partner. Practice some of these questioning techniques.

5. Explain paraphrasing and summarising (see notes)

10 min

- Link: Paraphrasing restates the main idea in communication.
- It doesn't change the meaning.
 - It allows the listener to clarify what has been said and it shows the listener understands what has been said.

Work with a partner. Complete active listening paraphrasing activity.

Explain summarizing in active listening.

- Link: Summarizing puts all the key ideas together in a new logical and easy to understand way. A facilitator needs to master the art of summarizing.

Demonstrate summarizing technique to the group. Ask for a volunteer to summarize the session so far. After they have done this ask the group these questions.

- What did they include?
- Did they leave out anything important?

6. Understanding group dynamics (see notes)

15 min

- Link: Facilitation is like a dance where the leader keeps swapping roles.

Play the 'Swap Roles' game where people continually swap roles.

Debrief together.

- Did you enjoy leading or following more? Why?
- What did you notice about how this activity evolved?
- How is this like facilitation?

Work in groups of 4. Discuss these questions.

- What was the **best** small group experience you have ever had?
- What was the **worst** small group experience you have ever had?

Share some of the stories with the whole group.

Ask each group to make a list of **do's** and **don'ts** for a group facilitator.

- What are the things a facilitator should do to be successful and what should they avoid doing?

Compile a list together as whole group.

HOW DO WE APPLY THIS?

7. Problem solving workgroups *(see notes)*

15 min

Work in 3 groups. Each group will identify and solve problems associated with group facilitation.

- **Group 1-** Challenges related to the environment or context
- **Group 2-** Challenges related to individual participant's motivation or participation
- **Group 3-** Challenges related to group dynamics

8. Reflection and conclusion *(see notes)*

10 min

Pair and share and then pray together.

- What has impacted you most today?
- What will you do about this in the next day? Week?

Hold up the cup and the seed again. Also hold a plant to show what the seed can become.

- Summary: Seeds become plants that produce fruit. As a facilitator you want to produce fruit. You have great power and responsibility as a facilitator. How you see yourself as a facilitator, and how you see the people, will determine the success of the group. Keep learning and practicing the skills to be a facilitator.

Detailed session notes

1. Learning game- 'Open your fist'

Divide the group into pairs with the two people facing each other. The aim is to open your partner's fist as many times as possible. Each time you do, give yourself a score of 1. The higher your score the greater your chances of winning.

Each person will take turns to close their fist and have their partner try to open it. They have 1 minute to score as many points as possible. Call out "Go" for the first person to try and open the second person's fist. At the end of the minute, count down the final five seconds "5-4-3-2-1-STOP!" Ask everyone to shake out their hands and then swap over. Each person remembers their own score.

You'll see that most people are struggling to open the other's fist. At the end of two minutes pause and hear scores (usually low and lopsided). The stronger partner will have the higher scores.

Debrief

Use a flipchart to record the scores. The twist comes when you record the scores of the pairs as one rather than splitting them. Participants will realize if they had stopped to interpret the directions with a facilitative mindset rather than a competitive mindset, they would have scored as a pair rather than as individuals.

Use the debrief to draw group's attention to their mindsets which cause them to behave competitively, rather than facilitatively. Every pair could have scored high if they had asked their partner to open their fist rather than trying to prise it open.

Draw their attention to the way in which they could have:

- Come up with the above win-win solution.
- Scored high by making sure that both partners took turns to win.
- Believed in the need for the other to win in addition to one's own victory.

3. Brainstorm and explanation

The dictionary says that a facilitator 'makes things easy.'

Facilitation is the process of helping participants to learn from an activity. It is to help someone advance from where they are to where they can be.

Explain these issues.

- As a facilitator, you are responsible for preparing for and implementing all aspects of the training.
- The facilitator serves as a coordinator and organizer of the small groups, and ensures everyone is participating and staying on task. A facilitator never imposes a solution onto the group.
- It is critical for the facilitator to have the capacity to develop mutual respect among all the participants. This will help everyone grow and learn.
- A facilitator has knowledge and experience. People will view you as an expert in the topic you are facilitating. Make sure you are knowledgeable about the topic and feel comfortable with people questioning your sources of information.

Cup or seed discussion.

- Do you see your players as a cup or a seeds?

A cup is something to fill. The teacher fills it with what they think is best for the person. The person is empty and the teacher knows what is best for them to learn.

A seed grows. The facilitator creates the right environment and helps the young plant grow. They help by giving it water and sunshine and prepare the soil. The seed comes with all the potential within it.

As a facilitator it is better to see participants in your group as seeds. Your job is to simply help them grow. Start with a brief brainstorm asking, "What are some things a Facilitator does?" Some of the tasks will include teach, organize, help...

What makes a good facilitator- "Snowball"

People write anonymous responses to the question, 'What are the qualities of a good facilitator?'. Write one response per piece of paper. Crumple up the papers and throw in the middle. Have the group pick up as many as they can then read them out aloud one at a time. Make a list on a flip chart of all the characteristics. As characteristics are repeated keep a tally of them. Discuss the results of the survey.

4. Explore listening and questioning

Explain what is involved with active listening.

- **Looking-** Look at them and empathize
- **Understanding-** Try to understand them
- **Responding-** with gestures, questions and comments (Paraphrasing and Summarizing)

Explain that to listen well means to respond by questioning.

Activity: Brainstorm questions.

Work with a partner. If the answer is **green**, tell the group to come up with as many questions to this answer as possible in 1 minute. The more unusual and creative the better. Eg. What colour do I turn when I feel sick?

Purpose of questions

- To get and maintain interest- use fun questions, interest questions, shocking questions
- To guide thinking- new topic questions, deeper questions
- To evaluate or summarize- 'What are the main issues here?' or 'What is most important here?'
- To determine the participant's attitude- 'How is your attitude different now?'
- To develop the subject- 'Is there anything we are missing?' or 'Can you think of an example of this?'

Explain two main types of questions.

Closed questions have only one answer. They do not create or encourage discussion. They close the discussion. For example all the questions with the answer 'green' were closed. They had only one answer.

Fact find questions are often closed.- e.g. ' How many people were caught?' or ' Who was the boss?'

Open-ended questions have many possible answers. They tend to encourage discussion because many can contribute something different.

There are a number of open-ended questioning techniques. These are but a few.

- Personal response questions- 'How did you feel about ...?'
- Tell me more questions- these are follow-on questions that show great active listening. 'That's interesting- how did you come to make that decision?'
- Best/ least question- This technique prioritizes ideas. 'What was the best job in this game? Worst job?'
- 'Anything is possible' questions- these questions help people to dream without boundaries. 'What would you do with the rest of your life if you had \$10 million?'
- Probing questions – 'What do you mean?', 'Can you elaborate further?'

5. Explain paraphrasing and summarizing

Paraphrasing restates the main idea in communication.

- It doesn't change the meaning.
- It allows the listener to clarify what has been said and it shows the listener understands what has been said.

Look at the PPT slide about examples of paraphrasing. Discuss which phrases you have found to be most useful.

Active listening to paraphrase activity

Divide the group into pairs. One person is the listener and one the speaker. The speaker is then given a situation, and speaks about it as the listener actively listens, e.g. What is the biggest problem I face in my everyday life? After the speaker has finished (60 seconds), the listener tries to rephrase the speech in the way they understood it and then asks "have I got that right?". They can then review each other's performance and swap roles.

Explain summarizing in active listening

A facilitator needs to master the art of summarizing. Summarizing puts all the key ideas together in a new logical and easy to understand way. Often a group discussion will cover a number of topics. It will seem very incomplete unless the ideas are related back to the key idea. This summary will help the group move on to the next phase.

Ask for a volunteer to summarize the session so far. After they have done this ask the group these questions.

- What did they include?
- Did they leave out anything important?

6. Understanding group dynamics

Swap roles game.

Work in pairs. Assign the partners the names of 'A' and 'B'. Ask them to hold out their index finger and touch the tip of the partner's index finger.

Instruct them to remember whether they are A or B, follow your directions and use only the tips of their forefingers.

Your directions for this facilitation game will basically be: "A lead B" and "B lead A". First repeat these instructions at a slow pace. Slowly increase the pace until you reach a crescendo.

What begins as a plain walking around exercise, ends up like a dance, where each partner is taking turns to lead the other with just one finger.

Debrief the activity

From this facilitation game, draw parallels to facilitation as a process which is gentle, provides opportunity to the other and believes in the ability of the partner, even if their role is limited to the tip of their finger.

7. Problem solving workgroups

Divide into 3 big groups. Ask each group to come up with 5 specific examples of challenging issues a facilitator faces in the following areas:

- Group 1- Challenges related to the environment/context (such as space, timing, room, indoors/ outdoors, distractions, climate etc.)
- Group 2- Challenges related to individual participant's motivation/participation, disinterest, boredom, different abilities, learning styles
- Group 3- Challenges related to group dynamics (such as cliques, arguments, shyness, bossiness, interruptions, race, cultural differences)

Give each group blank sheets of colored paper to record the specific challenge (one per sheet). After a few minutes, have each group share.

Now have each of the 3 groups break up into smaller groups of 4 or 5 people. Each small group is to take one paper and discuss how a facilitator would best solve the issue or use it to help reinforce the learning. Now give 5 minutes for groups to make a short drama to demonstrate this. If time, ask for as many groups as possible to perform their dramas to the rest of the group.

8. Reflection and conclusion

As a facilitator it is better to see the participants in your group as seeds rather than a cup. Your job is simply to help them grow.

Therefore develop these attitudes as a facilitator:

- Each person can and will act responsibly for their decisions.
- Each person will be more committed to a plan if they have helped create it.
- Everyone's opinion is of equal value.
- The process will get good results if it is designed well and applied honestly.
- Each person will learn in different ways but all can succeed.

Further Training Ideas

Here are some further ideas about **this topic** to explore and go deeper.

- Learn Through Games
- Powerful Debriefing
- Teachable Moments + Advanced

- How to Train Trainers
- Adapting for Oral and Low-literacy Learners

Finding Creative Solutions

The Gospel is unchanging, however the world is constantly changing and providing new challenges. How can we respond to the challenges presented by a changing world? There are two basic options: we can do what we have always done or we can be courageous and try something new. We need to be creative and inventive to make the Gospel understood in our cultures. The cultures among sportspeople are varied and constantly changing. Here are some key ideas to assist in finding new creative solutions to problems that challenge us.

There are many tools that you can use to help the process of finding creative solutions. Tools take time to learn to use.

1. Learn from Jesus

Jesus was very creative. Read the Gospels with a new perspective. Find out what methods Jesus used to creatively communicate His message and engage with people and problems.

- How did He use questions?
- How did He speak to different groups of people simultaneously? (Critics, disciples and seekers)
- How did He use objects, places and stories?
- How did He provoke and challenge the status quo?
- How much did he take time out to pray and be alone?

Matthew 13:31-35, Mark 10:13-16, Mark 10:17-31, John 13:1-17, Luke 15:1-32, Mark 12:13-17

2. Collaboration

Collaboration is the most complex form of partnering. The partners are reliant on each other for success. When we are looking for creative solutions we need to work with other partners. It is best that they are different from each other: different strengths, different perspectives and different styles. This gives two main benefits:

- There is potential to learn from each other.
- We are able to get early ownership of potential creative solutions.

3. Include different thinking techniques

The process of finding and shaping new ideas has three main parts.

1. **Stretch** your thinking to find as many new and creative ideas as possible. This will create a range of ideas to choose from.
2. **Play** with ideas, and develop and test them to see their potential.
3. **Choose** the best ideas from the ones you have developed.

4. Use roadblocks productively

Often the best way to find a new solution is when something stops you from doing things the way you normally do them. This is what we call a “roadblock”.

Sometimes a roadblock is caused by an external problem (ie. You can use the building you normally use or you have forgotten to bring a piece of important equipment).

A roadblock is not a problem that has to stop you. A roadblock is simply an opportunity for a creative solution. We strive to find a way around the roadblock and this gives us a solution we have never tried before. Our world needs many more simple and creative solutions to our challenges.

→ Read Luke 5:17-26. Jesus sees the friends’ creative solution as faith. Solution finding is very important in Gospel work.

You can encourage creative thinking by adding your own roadblocks.

Try these ideas:

- Create a game that must involve both a bucket and a piece of wood.
- Create a list of five team-building challenges for your team that all start with the letter S.
- Create a coaching session with the first activity involving the number 1, the second 2, the third 3 and so on. Each activity should focus on a different skill.

5. Have a break from the problem and rest

Your brain needs time to be refreshed. Rest and sleep is vital for creative thinking. While the body sleeps, the brain is capable of making extraordinary connections with ideas. Sometimes you go to sleep with a persistent problem and wake up with a creative solution.

If we are leading a process of creative solution finding, we need to find ways to allow intentional clear space. Allow time for personal reflection

to absorb information. Do things that aren't necessarily closely related to the problem-solving task. We also need to allow rest time.

6. A simple process for creative solution finding

- **Bring a diverse group** of people together to wrestle with the problem.
- **Identify the challenges** together and pray about them.
- **Brainstorm as many possible solutions as you can.** Use creative techniques to stretch your thinking.
- **Investigate Scripture** to see what is said about any of the principles you are challenged by.
- **Explore** some of these possible solutions by developing them a little. This may mean drafting a resource, creating a presentation, making a short video or drama, or solving a local problem with the idea. Use creative techniques to stretch your thinking.
- **Decide** on the best solution and test it in the community.

Further training ideas

Here are some other related training sessions.

- Creative Process Capacity Kit
- Physical Creativity Capacity Kit

Adapting for Oral and Low-literacy Learners

What is an oral learner?

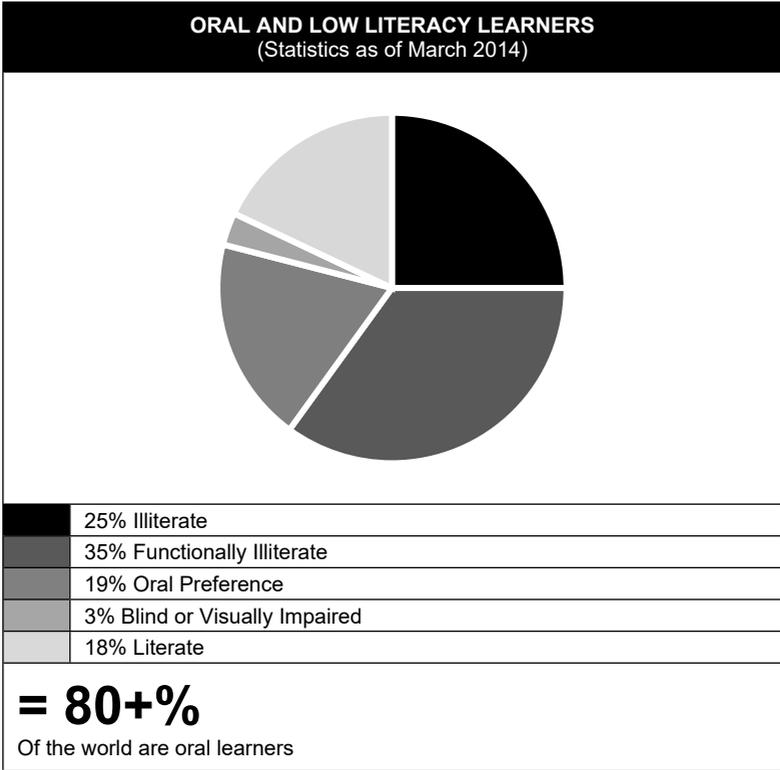
An oral learner is a person whose mental framework is primarily influenced by spoken rather than literate forms of communication and who learns primarily or exclusively by speech, stories and songs. An oral learner may not be a confident reader however issues in oral learning go deeper than just literacy levels. It is also about visual impairment, oral preferences, and mindset; how they wrestle with and make sense of new ideas. Many sportspeople prefer hearing and doing rather than reading.

Why is oral learning an important issue?

Jesus used story telling as an important tool to communicate (Matthew 13:34). These stories are still being talked about more than 2000 years later. We are commissioned to reach all peoples and not exclude any. We must ensure that our communication style helps the people we are trying to reach.

- There are an estimated 5.7 billion people who are oral learners, 3 billion of whom are adults.
- 900 million are very young children and 450 million are children between the ages of eight and fifteen.
- All of these people prefer to rely on, and learn through, oral methods.
- The vast majority of missions work has been done for a literate audience. Unfortunately the vast majority of the true audience is therefore not able to connect with the Gospel.

-Source International Orality Network - orality.net



What strategies help oral learners?

1. **Value relationship more than program, structures and procedures.** Oral cultures are very relational - they share their lives with one another.
2. **Try to understand the group you are working with.** What is their level of literacy? What is their context? What is their worldview? How do they prefer to process new ideas?
3. **Communicate creatively with stories.** Most oral cultures will communicate with one another in narratives (stories), dialogues and dramas, proverbs, songs, chants, and poetry. Illiterate and semi-illiterate people learn best when information comes in the form of a story and where there is little or no explanation in the story during its telling. This can happen anywhere; on a sports field, in a locker room or under a tree.

4. **Explain ideas in a discussion time following the story.** Use questions to discern what they have understood from the story in a specific time after the story has been told.
5. **Give opportunity for people to retell the story.** This is a great strategy to help people to remember all the ideas.
6. **Use experiential learning.** This type of learning is powerful with all people but especially oral learners and sportspeople. It is a strategy that focuses on many styles of learning simultaneously so all people are catered for. (see Learning through games)
7. **Recognize that 75% of the Bible is narrative** and 15% is poetry. Only 10% is analysis. Use communication styles that suit non-literate people.

Communication Styles

Oral cultures	Literate cultures
Listen	Analyze
Repeat	Explain
Narrate	Outline
Holistic view	Summarize
Speak for extended periods	Divide into parts
Memorize history, legends, stories	Study information
Narrative, oratory, recitation, drama, song	Preach (systematic)
Community-oriented	Individual-oriented

Further Training Ideas

Here are some further ideas about **this topic** to explore and go deeper.

- Learn Through Games
- Powerful Debriefing
- Teachable Moments + Advanced
- How Children and Young People Learn + Advanced
- Many Ways to Teach Children

Organizing a Conference

In the process of multiplying ReadySetGO across your city, community or into new cities, it may require organizing a conference or gathering. These pages outline some questions and ideas for you to work through.

What name?

You can use whatever name is best for your situation. Some use **ReadySetGO Conference** or **ReadySetGO Multiplication Conference**.

What is the Vision?

The most important part of any gathering is getting the right focus. A ReadySetGO conference will have the vision of making disciples for Christ in the world of sport and play right at the center. The conference will help to multiply this vision to new people and new places.

This is an important place to start as it is easy to concentrate on logistics and organization. Let the vision of the conference drive the purpose, the people, the content and the follow-up after the gathering.

Why do the Conference?

The **purpose** or **goal** of the conference is the most critical question one can ask as a starting point for planning a ReadySetGO Conference. It may include the following:

- Bible input
- The Heart of the Movement
- Vision Casting
- Networking – Connecting People
- Training Leaders
- Strategic Planning for Multiplication
- Celebrate sport and play

What / Who? or Who / What?

In parallel to “why do we do this conference?” two other questions may arise: “**who should be in this conference?**” and “**what will be delivered in this conference?**” As you plan a conference you must decide which question you want to answer first, knowing that the answer to the second question will be dependent on the first.

If the conference is to be implemented to fill a gap (*a training need, production of a resource, etc.*) then the organizers need to decide who are the best people to bring together to achieve the goal. If the conference is intentionally directed to a specific audience (*church leaders in a city, a ministry team, etc.*) then the organizers need to decide on the content to be delivered to fulfill the needs of the group.

Outcome Visioning – what is success?

What does a successful conference look like? How do you see the final result? What do you expect to happen to participants as they leave the conference and go back to their normal lives?

A clear understanding of what is expected will help planners and implementers to work hard towards the outcomes, and gives a great framework for evaluation after the event. A successful conference is more than providing good food, good facilities and good resources. It is equipping delegates with clear vision, purpose, strategies and tools to achieve their desired outcomes. The evidence is then seen in what the delegates do after they return home. Outcomes should be Specific, Measurable, Achievable, Relevant, and Time-bound.

Brainstorming – capturing the ideas

A conference planning team doesn’t want to miss anything that will prevent the participants from being fully engaged in the program and benefit from any delivered content/resource.

A good practice in conference planning is to have plenty of time for brainstorming on the different “ingredients” that need to be put together in order to deliver an excellent experience to all participants. This will provide the space for capturing ideas, and later organize into main categories or areas of responsibility.

A good and effective technique for brainstorming is to do a *mindmap* (*can be a drawing on paper where you write all your ideas*) that will help the team to build into the big picture of the conference they are about to plan and organize.

Organizing - grouping ideas into categories and subcategories

Once the organizing team captures what they think are the main ideas for the implementation of a conference, these need to be organized into main categories or areas of responsibility, and then, broken down into subcategories as many times as needed until all action steps are identified.

The following example identifies the **6** main categories we usually use when organizing a ReadySetGO Conference at Global Level. Each category can have other sub-categories, and sub-sub-categories as needed. Please note this is an example only, and some of the categories may not be applicable in every case.

1. Program
2. Administration
3. Travel
4. Accommodation
5. Food
6. Meetings

Next Actions - identifying actions to move and implement

Once the team finishes the organization of different tasks into categories and sub-categories, responsibilities should be delegated among the team, and next actions should be identified in each area. Note that some tasks are inter-dependent requiring careful communication between the different areas of conference planning.

Going deeper

These pages are a simple and quick view of the process of planning and implementing a ReadySetGO Conference. For more help and details, go to the **ReadySetGO.world** website.

1.2.3 Strategy

The 1.2.3 Strategy started in Niger in Africa as an efficient way to combine leader training, the Sports Events Strategy and one or more GO strategies all at the same time. By doing this you will create a stronger sports facilitation team in your community and multiply into other communities.

The length of a 1.2.3 strategy is determined by the significance of the sports event and can range from a day, to a week or even a few years of annual 1.2.3's before a regional sports event. The skills learnt from your 1.2.3 can be applied for years to come.

Why 1.2.3 Strategy?

1. It creates the opportunity for local sports facilitation teams to provide training and organize GO strategies around the local momentum of a sports event.
2. It provides an opportunity to invite neighboring community leaders to come and observe and begin new local sports facilitation teams.

Combining and doing everything local keeps costs very low.

How to do it?

It is as simple as 1.2.3!

1. Choose a Sports Event to plan around.

Look at the calendar for a sports event that excites the community. It could be the final of the local teams' competition, a big school sports carnival or alongside a national or global sports event.

2. Plan a ReadySetGO training.

This could be the day before the sports event or a week before. It could be a few hours of training or some days. Invite people from your community and neighboring places to come and take part.

3. Plan to do a GO Strategy.

Choose one or more of the GO strategies that could be done on the same day or during the same week. The leaders who were trained then have the practical experience to help to run the GO strategy.

Engaging with Families

No matter who we are, what our age is, or where we are from, we are all part of a family. It is important to remember this as we plan strategies in disciple making. Here are three ideas to use as discussion starters.

These questions and activities will help your family, your team and your church plan for families in sports and play ministries.

1. Our own family needs to be disciplined

God created and designed us to live in a household called 'family', where children are intentionally raised to follow Christ and care for others and themselves.

For parents of young children, there is no greater responsibility. Deuteronomy 6:4-17 helps us to understand that the family at home has the greatest influence on a young person growing up. The nine Heart Values of the Movement provide a great foundation of Bible discovery for families. Another great active learning resource for families is *7 Ways for Families Guide*.

Spending time together as a family having fun, is also an important value to foster. Play is something young children do naturally, so playing sport and games together as a family is a natural tool for growing closer. This provides lots of opportunities for teachable moments to share your faith with your children.

2. The local church is an extended family

The local church has a vital role to be family to one another. God is our Father and we are instructed by Paul in 1 Timothy 5:1-8 to treat each other as family.

- What does your church do well as a family? What could be better?
- How do your teams and partnerships reflect God's model of family?

1 Timothy 5:3-8 continues on to talk about widows who were often vulnerable members of the church family at that time.

- Who are the vulnerable people in your church or ministry organisation (e.g. children, the disabled, the mentally ill, the grieving, the sick, the aged, new believers)? What are you doing to care for their needs?

For those whose family are not believers, the church or the sports ministry team provides them with a family of God to belong to. So it's

important to be family to one another and for coaches to sometimes take the role of the Godly parent.

3. How can our families be disciple makers?

The church and families of faith also have a responsibility in partnership, to reach out and make disciples of families in their local area. The Bible tells stories of whole families coming to faith in Jesus. A good example is the story in Acts 16:16-32 of the jailer whose whole household put their faith in Jesus. Christ-centred families can work together to reach other families.

- What is the benefit of whole families being empowered as disciple makers?
- What is your church doing to help empower families to become disciple makers?

One of our heart values is that we strive to partner with other bodies of believers in our communities and cities for mission and disciple making (Philippians 1:27).

- Have you considered ministry to families in your community as you partner together?

FamilyGames is a great tool, being used all round the world by partnering organisations. Read more about the FamilyGames strategy in the GO strategies.

OPTIONAL ACTIVITIES

1. Reflect on our own families

For Parents:

- What are the strengths and weaknesses of your family?
- What are you doing to intentionally disciple your own children?
- Devise a list of ways your family can play together.
- Pray for your family.

For Adult Children:

- What are the strengths and weaknesses of your family?
- What can you do to honor God in your family more?
- Devise a list of ways your family can play together.
- Pray for your family.

2. Small Groups: Explore your church as your extended family.

- On a scale of 1-10 rate how your church is supporting its members as a Godly family. How can churches support heads of households?
- Discuss the role of older, wiser parents and grandparents in your context.

3. Look and listen and plan:

- What are families like in your community?
- What are their strengths?
- What are their issues?
- Use these observations to find ways to reach families outside the church family.

4. Bible discovery

Look at these families from the Bible on these topics:

- Developing genuine relationships: Jesus and His disciples - Luke 4:38-39; Luke 5:1-12; John 11
- Building security and belonging: Naomi's return - Ruth 4
- Passing on values: Moses - Exodus 19:1-6;
- Engaging in mission: Peter and John - Acts 3:1-10 and 4:13-22. Timothy and Paul - Acts 16:1-15.

5. Workgroups

Bring together a group of your leaders who are passionate about family ministry.

Encourage them to develop ways for families to be discipled and to disciple their children.

A great resource is *7 Ways for Families Guide* which can be found on the **ReadySetGO.world** website.

Further ideas

- Festivals guide
- FamilyGames Guide
- Healthy Families Guide

- Active Discipling in Families Guide
- Family Times Together

Athletes in a Fatherless World

Many athletes are profoundly affected by fatherlessness. This is due to their home situation and their relationship with their father. It affects sons and daughters through childhood and adulthood. Every part of an athlete's life is affected – including sport and competition.

Fatherlessness is not only the absence of a father. It is also created by a father's abuse, neglect, and various other dysfunctions in the home.

Fatherlessness can be:

<p>No father at all <i>(the unknown man who impregnated the mother and then disappeared)</i></p>	<p>Abusive fathering</p>
<p>Neglectful fathering</p>	<p>Emotionally disconnected fathering</p>
<p>Micro-managing fathering <i>(he holds you under his thumb and does not put you on his shoulders)</i></p>	<p>Seasonal fathering <i>(the guy who is only a good father during holidays when he does not carry his 'office' stress)</i></p>
<p>Authoritarian fathering</p>	<p>Ignorant fathering <i>(the man who was never trained to be a father and is therefore ignorant of his children's needs)</i></p>
<p>Mothering fathering <i>(when fathers are mothering their children instead of fathering them)</i></p>	<p>Divorced fathering</p>

A coach's primary responsibility is to be conscious of the player's home history and condition.

KNOW CHILDREN AND THEIR NEEDS

Like fathers, coaches should be conscious of what children need in each age or season of life. If they are unaware, the children may be deprived of key needs in their lives. The more we know about the needs of our children, the more we realise how children are father-deprived.

We need to understand the important investments that all children should have in each stage of their lives:

0 – 5 years	Early years	<p>The first 3 to 5 years of a child are the most important years where the following develop:</p> <ul style="list-style-type: none"> ▪ Vision ▪ Hearing ▪ Language ▪ Numbers ▪ Motor skills ▪ Behavioural patterns ▪ Peer Social Skills ▪ Emotional control ▪ Conceptualization ▪ Habitual ways of responding <p>Most coaches receive their players when they are 5 or 6 years old, so the foundation has already been laid.</p>
6 – 11 years	Formative years	<ul style="list-style-type: none"> ▪ Affirmation for the development of self-worth ▪ Setting a positive example for the formation of character, morality and adopting the right values ▪ Understanding the impact of media ▪ Understanding sexual development ▪ Spiritual formation ▪ Formation of identity (more specific for 10-11 years old) ▪ This includes the choices of values and friends, and choices of characteristics in each of the dimensions of holistic life

<p>12 – 18 years</p>	<p>Teenage adventure years</p>	<ul style="list-style-type: none"> ▪ Sexual development and its impact on every aspect of their lives ▪ Introduction to functioning in a team, including ideas such as: <ul style="list-style-type: none"> — Trust — Communication — Dealing with conflict — Decision making — Roles in a team ▪ Inter-relational skills ▪ Influence and choices ▪ Restriction and freedom
<p>19 – 23 years</p>	<p>Prepare for adulthood</p>	<p>Neuroscience tells us that a person's full brain capacity is finally established by 23 years. But in most environments, children receive a rite of passage into adulthood around 21 years. This is an essential milestone for which players should be prepared.</p> <p>The preparation for this milestone comes through life-coaching for the sake of creating life wisdom and responsibility. Coaches should spend a lot of time helping players in this season understand identity, which includes values and friends and the right choices in key areas of their lives. They also need to be guided to discover their purpose in life, and to set goals related to their purpose.</p>
<p>22 – 26 years</p>	<p>Early adulthood</p>	<p>These are the years for advanced specialized training (through tertiary institutions, on the job training, or training to establish yourself in a sport career).</p> <p>At the same time these are highly competitive years. Coaches should help the players to take responsibility for their own emotional and mental condition as well as exemplary conduct on a social level.</p>

<p>26 – 43 years</p>	<p>Success seasons</p>	<p>These years are known as the success season due to the fact that humans generally climb the ladder of success in this season. You reach your peak performance in most sporting disciplines in the early part of this stage. Coaches should focus on dealing with success and failure, as well as taking responsibility for finances and for family life on top of the physical responsibility.</p>
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THE POWER OF FATHERING AS A COACH

SPORT COACHING

This manual doesn't explain sport coaching. Coaches are usually already well trained in the technical and tactical aspects.

LIFE COACHING or FATHERING

When we talk about life coaching we refer to the development of the player as they mature through life. In short, due to the fatherless condition of the world, we could just call this **fathering**.

1. Why are fathers important?

In their book, *The Boy Crisis* (2018), Farrel and Grey list 55 benefits of having a father. The detrimental emotional and social implications are clear when a player grows up deprived of a father. This could harm every part of their life including their sport performance.

2. Four vital fathering investments that coaches should offer an athlete

There are 4 vital investments that coaches should make in the life of players.

<p>1. Coaches must establish moral authority</p>	<p>Players should understand authority. This includes respect for rules, referees, coaches, sport administration, team-members and the opposition. If a player struggles with submitting to authority, they spend an enormous amount of energy fighting that authority in their mind instead of focusing their attention on the responsibility at hand.</p> <p>The first responsibility of a believing coach is to teach players submission to God's authority. To help players submit to God's authority as well as those of others, the coach should attract the player into a positive understanding of authority. A coach does this by his example as a morally upstanding person whom people admire and want to emulate.</p>
<p>2. Coaches must confer identity</p>	<p>A father is essential in identity formation. The key periods are from 10-11 years old and 19-21 years old. Coaches should specifically attend to the things that form identity, such as:</p> <ul style="list-style-type: none"> ▪ The player's understanding of themselves ▪ Understanding of their own uniqueness ▪ Their strengths and weaknesses ▪ The values they embrace ▪ The friends they have ▪ Choosing the right people to surround them in life ▪ The choices they make ▪ The things in their environment they associate with, locally and globally. <p>Identity also includes understanding purpose in life and the goals related to it.</p> <p>Fathering players includes assisting them with all of the above.</p>
<p>3. Coaches must provide emotional security</p>	<p>Coaches should create an emotionally secure environment for the sake of the secretion of the right neurotransmitters in the brains of the players. A secure emotional environment helps the brain secrete oxytocin, serotonin and dopamine, in other words – the happy hormones. These are some of the hormones which help players to perform optimally.</p> <p>Secondly, the environment should be a love-based environment, rather than a fear-based environment. Many coaches think that fear (of failure, of not meeting</p>

	<p>expectations) drives players to their highest level of performance. Neuroscience clearly states otherwise. Studies have shown that a positive environment enhances optimal performance. A loving environment, where a player knows that they are unconditionally loved and that the coach is “there for me”, will enhance their performance. Coaches should love with a selfless sacrificial love.</p>
<p>4. Coaches must affirm potential</p>	<p>The most important period for the development of self-worth is between 6 and 8 years old. Coaches should therefore make sure that affirmation is much more prominent than correction in their coaching during these years. The player's skills (including soft skills) should be affirmed appropriately in these years.</p> <p>It is also important that coaches remember the strength of affirmation for the sake of optimal performance throughout the careers of the players or athletes. Not only should good performance be celebrated, but the unique contribution of every player should be honored as well. Coaches could make use of key ceremonies (which we call rites of passage) to establish healthy self-worth in their players. This should be done in every season of transition. (From toddler to child; from child to teenager; from teenager to adult.)</p>

3. Whole-life coaching

Whole life coaching is an intentional focus on the whole life of an athlete. Coaches should include all the dimensions of life in an integrated coaching strategy.

Physical

Every sport coach focuses his attention on physical development, whether it be technical, tactical, or building capacity. All coaches should be prepared to help athletes develop the physical capacity to meet the demands of the sport at competitive level.

Emotional

Coaches should be very aware of the emotions of their players. They must train them to:

- Become aware of their own emotions
- Manage their own emotions
- Become aware of the emotions of other players
- Impact the emotions of others.

Emotional intelligence is one of the most important attributes in top athletes.

Social

Being connected with other players on the player's team is essential for team success. Outside the team, relationships with family, spouse, or other members of the coaching team (agent, physiotherapist, nutritionist, etc.) are important.

How young players relate to their friends can determine their emotional condition, and how they react to the social signals of their opponents can determine the outcome of many matches. Social capability should be developed.

Intellectual

Many players do not give enough attention to their own intellectual development, which could inhibit their sport performance. Intelligence has specific functions in sports activity. Intellectual development relates to a number of complex factors such as problem-solving skills, formation of cognitive skills, social behaviour and interpersonal relationships.

Intellectual modalities come in different forms which complement each other. As the player develops into an adult person, wisdom, which is discernment and understanding of how to live life practically, is essential for healthy maturity.

Environmental

Our environment, which consists mainly of our culture but also includes sub-components like finance and politics is significant for our development. It is important to help athletes understand the role and impact of culture, and to guide them in dealing with finances and other factors that could influence their lives.

Spiritual

We need to think beyond just doing devotionals for the spiritual development of a player. Studies have shown the complementary effect of spiritual development with the development of the other dimensions of life. Coaches and spiritual encouragers should also know that faith moves through stages as much as life develops through stages. Helping an athlete to develop new faith commitments in each stage of their life, will assist the athlete to grow in spiritual maturity.

With youth, a flaw or weakness in one dimension of life can cause them to perform less than optimally in other areas. It is as if the energy or the strength of a person "bleeds" through that specific deficiency. Holistic

development is therefore essential, both for the athlete to reach peak performance and for them to develop optimally in life.

4. Proactive and restorative fathering

Proactive fathering is where the players are prepared for life, and are therefore served with whatever they need in a specific season. The knowledge of those needs is important.

Restorative (even remedial) fathering is also critical. So many players live with **father wounds** that inhibit their performance, their social interactions and emotional condition. Coaches need to understand how to help players find healing from their father and mother wounds. Basic restorative methods can be applied. In severe cases, the help of specialists may be required.

- How can coaches help players find healing from father wounds?

<p>1. Identify the wounds</p>	<p>Help players identify the wounds: where they come from, their emotional impact and their possible impact on performance.</p>
<p>2. Freedom from the victim mentality</p>	<p>Help players to step into their God-given status and thus be freed from a slave or victim mentality.</p> <ul style="list-style-type: none"> ▪ Help them step into being a child of God with all the esteemed status and position granted by God in this. ▪ Players should understand that they are fully equipped for whatever God needs them to do in life, and that the coach sees them as honorable and someone to respect and esteem with confidence. ▪ Coaches should always portray a high level of confidence in the potential of the player, whether that potential is physical or related to their character.
<p>3. Forgiveness</p>	<p>Coaches should help players find relief from the stressful and inhibiting emotional condition of unforgiveness.</p> <ul style="list-style-type: none"> ▪ Players should forgive their fathers and mothers for any needs that weren't met while growing up. ▪ Coaches could facilitate ceremonies for this healing.

<p>4. Inner victory</p>	<p>The mindset of a player determines their performance.</p> <ul style="list-style-type: none"> ▪ Positive self-talk is essential for overcoming detrimental or destructive thoughts. ▪ Players should be taught to overcome negative thoughts after failure by fixing their minds on positive thoughts (fed by the Bible's understanding of who we are). ▪ They then need to act on those positive thoughts. <p>This cycle of restorative thought patterns should be exercised regularly.</p>
<p>5. Walk together</p>	<p>To get healing from destructive behaviour of parents:</p> <ul style="list-style-type: none"> ▪ Children should train themselves in the inner healing process ▪ They should always have assistance from other people to overcome negative thought patterns. ▪ The coach, the mentor of the player, accountability friends and other key figures in their lives should understand their insecurities and help them to overcome them.

5. Character formation

Kevin Ryan explains that character is taught by example, explanation, exhortation (and encouragement), environment, and experience.

Example

When fathering players, you need to model the traits you want to help them develop. There is no stronger force in forming character than example. The way you talk to them should demonstrate how you want them to talk to other people. The positive attitude towards the sport and the training should demonstrate to them the positive attitude that you want from them. Example is not a part of training. Example is training, according to Albert Schweitzer.

Explanation

After setting the example, we have to explain to players why we do certain things in a certain way. Select key values and explain why each of them are important for the formation of their lives, and how they have

to adhere to them in particular situations. A regular reference to the values of the club is of vital importance.

Exhortation (and encouragement)

Exhortation means positive affirmation but it could also mean corrective disciplining. Fathering players requires the frequent practice of affirmation, but also applying discipline in a way that maintains emotional security for the players.

Environment

As previously explained, creating a healthy and joyful environment during training is essential for optimum performance. Players should always look forward to training because of the healthy, secure, happy environment of the club. Those hours should be the best hours of their day, despite the fact that they will train hard.

It is important that players are also exposed to other environments from which the coach wants them to learn, whether that be a visit to an esteemed sportclub or spending time with disabled people. Environment and the influence of the environment is absolutely essential. Coaches and spiritual encouragers should know that club culture is the strongest force in developing players.

Experience

We often underestimate the importance of experience in the life of young people. Coaches should expose their players to essential experiences. These could be positive or negative experiences, as long as they help them develop a healthy life orientation.

We must never underestimate the impact of celebration. Coaches should frequently celebrate successes (even small ones) so that the positive experience will be remembered. Turn success into such a positive experience that your players desire to experience it more frequently.

Further ideas

- Whole Life Coaching
- Active Discipling in Families Guide
- Family Times Together

Child Protection

Child protection is a difficult and sensitive issue. It can raise very disturbing personal experiences of times when adults have failed children. The aim of this information is firstly to help leaders understand the importance of child protection. Then secondly, to develop a child safety and protection plan for our own context.

At the very minimum, we always need to obey the government regulations on child protection in our country.

Why is child protection so important?

[Jesus said] “If anyone causes one of these little ones—those who believe in me—to stumble, it would be better for them to have a large millstone hung around their neck and to be drowned in the depths of the sea.” Matthew 18:6

- What does Jesus want for children?
- Who is Jesus talking to? Read around verse 6 for more information.
- What does Jesus expect of us in terms of care and protection of children and youth?

God is a protector of the vulnerable. Explore these Scriptures. Psalm 5, Isaiah 58:9-12, Isaiah 49:25-26. We need to ask ourselves, ‘What does God truly value?’ This is what we also need to value.

Who needs to be protected?

Our children and youth	All children and young people need protection. There is no good reason to put children and youth in the way of significant harm.
Our leaders and teachers	Good child protection strategies protect teachers and leaders from accusations of improper conduct and will expose any improper conduct of leaders and teachers.
Our church or ministry’s testimony	Our testimony to Christ’s saving power is weakened by allowing children and youth to be exposed to harm when they are in our care.

Families

Families need to trust leaders as we help to nurture their children in faith and love. We can help support and teach families how to better care for and discipline their children.

Areas where children need protection

Environment and activities – make sure that space and equipment has any risks minimized or removed completely. This includes making wise decisions about activities to reduce the risk of injury, e.g. only allow children to swim if it is a safe area and there is appropriate swimming supervision, rescue and first aid.

Leader's skill, wisdom and trustworthiness with children – have an agreement between all the leaders of the ministry to ensure that children are safe and treated with godly respect and care. Create systems of checking all leaders to ensure that those who would harm children are not given access to trusting children and families. This includes practical working strategies to be ABOVE REPROACH in all areas of ministry where leaders are trusted with and by children and youth, e.g. only allow children to swim if they are able to be appropriately modest, and supervise changing with a person of the same gender.

Do a safety evaluation of your ministry

Complete an evaluation of your own ministry. Gather key leaders together and use these questions to guide your evaluation process.

- **Strengths** - How are we seeing children protected in the Church and what is the positive effect of this?
- **Weaknesses** - How have we not protected children in the Church and what is the effect?
- **Threats** - What things threaten children today in our context?
- **Opportunities** - What can we do to protect children today?

Make a plan together to implement safety and protection in the environment and in activities as well as with the leaders.

Further training ideas

Go to ReadySetGO.world to find more training resources on Child Protection.

Making Videos for ReadySetGO

Please make and share your videos. See instructions below on how to share them. Also look on the **ReadySetGO.world** website. ReadySetGO videos for sharing should have no organization's name or logo on them.

Types of Videos

Videos could be:

- Short stories of what you are doing in ReadySetGO
- Stories or interviews of athletes, children or leaders
- Video clips of images from your events and activities
- Training videos explaining a key concept or idea

Filming Interviews

Make sure the subject speaks in full sentences with good sound and that filming occurs in a quiet place.

Here are some examples of interviews and stories from the movement we would love to have captured:

- with pastors about the impact of sports ministry on their community
- with sports ministry leaders about various GO strategies they are doing
- with athletes about their testimonies and how they look to honor God in their sport
- with people participating in GO strategies about what they have enjoyed or learnt.

With all of these interviews it would be great to also have some video or photos of the event being talking about, the region they are from and anything else from the ministry they are referring to.

Please avoid using organization names in these interviews so they can be used in the whole movement.

Sharing Your Videos

1. When sending in any audio or video, it really helps if we know which event it is from and where it was filmed. If possible change the filename to **YourCountry-City-Event-Year**. For example *"India-Chennai-SportsCamp-2015"*.
2. Also make sure that you have permission to share any photos and videos you take. The higher quality you can give us the better!
3. Go to the **ReadySetGO.world** website to find instructions on how to upload photos and videos.

Using Music in your Videos

Most music in the world is copyright and you cannot use it on videos that are going to be shared. This includes worship music and music you have purchased on disc or through download.

Music can be purchased for video productions through some music production websites. Check their legal agreement before buying any music.

Go to the ReadySetGO.world website for more information on music that can be used in your videos and the latest information on sharing or downloading videos.

How to Take Better Video and Photos

Here are some ideas on how to improve your photos and videos.

1. **Hold the camera steady** (two hands at least, try and make a third point of contact if not using a tripod to keep the camera steady).
2. As much as you can, try and film with the sun or light shining on your subjects, rather than into the camera.
3. **Try and get a variety of different shots.** Try the following ideas:

Wide shot	showing the whole scene
Group shot	close up on a group of people
Individual faces and expressions	filming emotion is great. Smiles, frustration (like when missing a goal), thinking, crying with someone, laughter, etc.
From an interesting angle	film from grass level or from above or close to a ball or close up on hands holding a bat.

4. **When filming sport action**, try and follow people and not the ball. We want to see people on film!
5. **If recording sound (i.e. an interview)**, make sure you record in a quiet place. Recording onto a smart phone which is in the pocket of the person being filmed can work while videoing. This then needs to be edited together with the film or both uploaded so someone else can edit them.
6. **When filming children**, have the camera at the same height as their eyes. It is better than looking down at the child.

GO

GO is our response to be disciples and make disciples in the world of sport and play. Many simple and practical strategies have been developed in different contexts around the world. These strategies are freely shared and can be adapted for any circumstance.

These are some of the effective ways used throughout the world. In every case, the strategy chosen is simply understood to be part of the process of disciple making.

GO STRATEGIES

Each strategy below focuses on a different context, area or group of people with the goal of achieving the vision of **making disciples in the world of sport and play**:

1.2.3 Strategy	A way to combine Sports Events, training and other GO strategies together (see information in the SET tools).
1 Academies	Sports Academies are places where sport minded children and youth can develop in their sport and faith.
2 Action Sports	Action Sports focuses on making disciples in extreme or freestyle sports cultures.
3 Active Kids Discipling	<p>Active kids equips leaders and coaches to disciple kids in active ways using sport and play.</p> <p>Whole Life Coaching Kids in a sports team using whole life coaching.</p> <p>BibleMAX using physical and creative ways to explore the Bible.</p> <p>KidsHubs using video making and other media.</p>
4 All Abilities Sports	Reaches out in love and hope to communities of the world in and through sport and play for people with disabilities.
5 Sports Chaplaincy	Chaplaincy provides pastoral and spiritual care to the people of sport.
6 Clubs and Teams	Believers can serve clubs and teams in a community.
7 Coaches and Teachers	Coaches and teachers are served and equipped in their roles.
8 Community Festivals	Festivals create an environment for the whole community to come together, celebrate and play.
9 Community Cup	Community cups bring groups together around a sports competition for the purposes of beginning Discovery Bible Study Groups.

10	Global Community Games	<p>Global Community Games is a sports and games partnering strategy involving fun, active learning, competitive sports, creative activities and compassion.</p> <p>KidsGames is for children</p> <p>FamilyGames is for families</p> <p>TeenGames is for teenagers</p> <p>EdgeGames is for young adults</p>
11	Governing Bodies of Sport	<p>This strategy serves those within the governing bodies of sport with the love of Christ and helps followers of Christ within these bodies.</p>
12	Health & Fitness	<p>This strategy explores opportunities in the fastest growing area of sport. People are striving to increase their quality of life. They are taking the path to optimal physical health and asking deeper questions about life.</p>
13	PE Teachers	<p>This strategy serves Physical Education teachers who have an incredible opportunity to influence young athletes. They can work together and strategize to share their hope; create collegial support; and fulfill the potential in students and teachers.</p>
14	Play Camps	<p>A time and place where people can come and be challenged with fun activities and games, experience inclusive community, and learn about God.</p>
15	Top Level Competitors	<p>This strategy serves Top Level Competitors in their unique situations and supports them in developing an identity in Christ.</p>
16	Sports Events Strategy	<p>The Sports Events Strategy enables local believers to utilize a sports event to create connections with the community, reach-out with the Gospel, and grow sports facilitation teams.</p>
		<p>Church Services</p> <p>Church Services with sporting themes help the church connect with the community and sportspeople and encourage the church to get involved during major sporting events.</p>
		<p>Hospitality</p> <p>Hospitality during sporting events relates to how believers can mobilize people within the church to serve games and organizers and also connect with spectators.</p>
<p>Sports Events screenings</p> <p>Sports Events Screenings help a group of believers to reach out to their community by having big screen events</p>		

		or simple indoor TV screening programs relevant to the sports event.
		Fan Zones are areas setup near a sports venue that allow fans to interact and enjoy fun and creative programs. It is a type of Festival.
17	Sending and Receiving Teams	Teams can travel to new regions and countries to serve God and reach-out with the Gospel. This helps teams understand how best to send and receive.
18	Sports Camps	Quality sports coaching and competition in a residential or non-residential camp. They are aimed at young athletes at development, participation or performance levels.
19	Sports Centers	Sports Centers provide a hub for multiple GO strategies where people come and gather to play, train, coach, or watch sport.
20	Sports in Disaster and Trauma	This is a set of principles to help use ReadySetGO in difficult circumstances (war, natural disasters, trauma situations, epidemics, etc.)
		Whole life coaching powerfully connects a simple sports activity to everyday life. The coach is an important mentor not only in sport but in life too.
21	Whole Life Coaching	Ubabalo A coaching strategy focused on fatherlessness and the emptiness it leaves for young people. It can be adapted for many different sports.
		Coaching for Life A whole life sports coaching strategy for children and teens.
		SportLife A whole life sports coaching strategy for serious and high-level athletes.
		Kids Ubabalo A flexible whole life sports coaching strategy especially for children. Designed to be integrated it into existing coaching sessions.
22	Youth Sports Leadership Development	Youth Sports Leadership Development develops teenagers into leaders using sport.
		Child Leadership: This is a strategy to develop children to become leaders and live for Christ.

GO NAVIGATION TOOLS

GO Strategies by PRIMARY FOCUS

PRIMARY FOCUS	GO Strategy
Sportspeople and the World of Sport	Academies
	Action Sports
	All Abilities Sports
	Chaplaincy in Sport
	Clubs and Teams
	Coaches and PE Teachers
	Governing Bodies of Sport
	Top Level Competitors
	Sending and Receiving Teams
	Sports Camps
	Sports Centers
Whole Life Coaching	
Health & Fitness	Various models
Everyone in a Community	Active Kids Discipling
	Community Festivals
	Global Community Games
	Youth Sports Leadership Development
	Play Camps
	Sports Events Strategy
	Sports in Disaster and Trauma

GO Strategies by the SPORTS MINISTRY MAP

Sports Continuum					
Spectator	Novice	Leisure	Player	Elite	High Level
Action Sports					
All Abilities Sports					
Health & Fitness					
	Academies			Sports Chaplaincy	
	Clubs and Teams			Governing Bodies of Sport	
	Coaches and PE Teachers			Top Level Competitors	
	Sending and Receiving Teams				
Play Camps	Sports Camps				
	Sports Centers				
	Whole Life Coaching				
	Youth Sports Leadership Development				
Active Kids Discipling					
Community Festivals					
Global Community Games					
Sports Events Strategy					
Sports in Disaster and Trauma					

GO Strategies by AGE GROUP

AGE		0	6	12	18	24	30+
Academies				■	■	■	
Action Sports			■	■	■	■	■
Active Kids Discipling			■	■			
All Abilities Sports			■	■	■	■	■
Sports Chaplaincy				■	■	■	■
Clubs and Teams				■	■	■	■
Coaches and PE Teachers			■	■	■	■	■
Community Festivals		■	■	■	■	■	■
Community Cup				■	■	■	■
Global Community Games	KidsGames		■	■			
	FamilyGames	■	■	■	■	■	■
	TeenGames			■	■		
	EdgeGames				■	■	
Governing Bodies of Sport						■	■
Health & Fitness			■	■	■	■	■
Play Camps			■	■	■	■	■
Sports Events Strategy		■	■	■	■	■	■
Sending and Receiving Teams					■	■	■
Sports Camps				■	■	■	
Sports Centers			■	■	■	■	■
Sports in Disaster and Trauma		■	■	■	■	■	■
Top Level Competitors					■	■	■
Whole Life Coaching	Kids Ubabalo	■	■	■			
	Ubabalo			■	■	■	
	Coaching for Life		■	■	■		
	SportLife				■	■	■

Youth Sports Leadership Development						
Child Leadership						

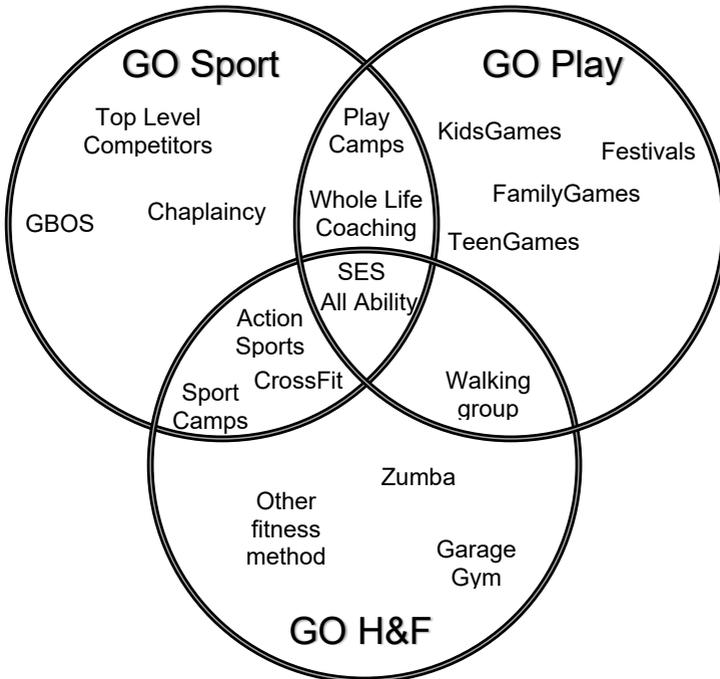
GO Sport, GO Play and GO Health & Fitness

There are three broad focus areas of the sport movement.

- **GO Sport** – Going to sports people and the world of sport
- **GO Play** – Going to everyone in the community
- **GO Health & Fitness** – Going to people in the world of H&F

One way to understand how to use the GO strategies is to place them on this diagram of three rings. (see below)

GO strategies do not need to fit neatly into any one category. GO strategies could sit in two or three focus areas at once, such as Play Camps or All Ability. Here are some examples of where different GO strategies could be placed.



GO TOOLS: to GO and make disciples

1. Academies

In this session we will understand what a sports academy is and will be able to describe what is distinctive about a holistic Christ-centered academy. The session will educate, inspire, and challenge all participants about the potential of sports academies.

The session is built around answering 3 key questions:

1. What is a Sports Academy?

An academy is usually a place of learning, education and development. Therefore a Sports Academy is a place where sports minded children and young people can learn, grow, develop and be educated in their sport.

A strong Christ-centered ethos should be the basis for this holistic model of growth and development for the sports minded child or young person. This model seeks to help spiritual, social, emotional and mental growth as well as to prepare young people for life on and off the sports field.

2. What is the impact of a Sports Academy?

A holistic Christ-centered sports academy is a place where a young person can:

- Fulfill their potential both in sport and in life
- Explore faith and experience how faith relates to their sport
- Develop their character
- Impact their family, friends, community and sports culture.

3. What is distinctive about a Sports Academy?

The holistic approach of Christ-centered sports academies is distinctive because of three important elements:

- **Faith** – Goes beyond life skills and focuses on discipleship
- **Sport** – Serious and intentional development of player talent
- **Future** – Long term ongoing investment in young sportspeople

Sports Academies

90 minute training session

Suggested resources needed: Laptop and projector, Flipcharts and pens

SESSION OUTLINE

1. Welcome and session overview *(see notes)*

3 min

► **Present a role-play or watch the video ‘The impact of academies’ showing stories of young athletes.**

Introduce the team of presenters. Explain the goals and key elements of the session:

- What is a sports academy?
- What is the impact of a sports academy?
- What is distinctive about a sports academy?

→ Link: a sports academy could be the setting and environment where the sports minded child or young person can thrive and be reached with the Gospel.

Pray for the session.

WHAT IS A SPORTS ACADEMY?

2. Explain a sports academy *(see notes)*

15 min

Work in groups of 5 people. Discuss this question.

- What is a sports academy?

Give feedback after 5 minutes of discussion.

Explain what a sports academy is.

“An academy is a place of learning.”

- It is different from a **sports team** with the emphasis of an academy on coaching and growth rather than results and competition

- It is different from a **sports project** as academies are for sports minded children and young people who are intentional about growing in their sport.

Therefore:

“A sports academy is a place of intentional equipping of sports minded children and young people for sport and life.”

- Link: In the context of the sports ministry movement a Sports Academy is a place where disciples are made. An academy is all about an ongoing investment in the lives of children and young people so that they become life-long followers of Jesus.

Explain the benefits of a Sports Academy

- It is a great opportunity for discipleship as there is so much time together
- It is a chance to reach their whole family as there is a long-term commitment to the players.
- It is a chance to disciple the players so they can see the connection between their faith and sport.
- It is a chance to help transition the player from childhood into adulthood.

3. Explore global academy models (see notes)

15 min

Work in groups of 5 people. Each group is given a case study to read and discuss with these questions.

- What impact would that academy have on the players?
- Why does an academy strategy fit the needs of that people group?

A member of each groups shares results with the whole group.

WHAT IS THE IMPACT OF A SPORTS ACADEMY?

4. Sports academy demonstrations (see notes)

10 min

- Link: We have just said that a sports academy is a place to equip sports minded children and young people for sport and life, but what does this look like?

Use a flip chart to draw a picture of puzzle pieces. In each piece of the puzzle write a word that describes an element of a sports academy: **sport, young people, values, character, coaching** and **competition**. Explain each as it is written. There is a missing piece to the puzzle in the middle. Write **'faith'** in the gap.

5. Describe the impact of sports academies (see notes)

5 min

Teach these points to the group. Give real life examples for some of the points or ask people in the group to give examples.

Christ-centered sports academies can have the following impact:

- Fulfilled potential both in sport and life – **holistic approach helps this.**
- Young people get to know Jesus – faith emphasis makes this possible
- Character shaped by Christ-centered worldview – **discipleship training does this**
- Transformation effect on sports culture now and in future – **faith impacts the way a young person plays**
- Community role model – improved behavior both on and off the field
- Address needs of community – e.g. anti social behavior or fatherlessness because of mentoring and input.

WHAT IS DISTINCTIVE ABOUT A SPORTS ACADEMY?

6. Explain the key values of a sports academy

10 min

▶ VIDEO: Key values of a sports academy

- **Faith** – mission, vision, guiding Scriptures and values. Deuteronomy 6:4-9.
- **Sport** – technical, physical, tactical, mental and free play.
- **Future** – life skill curriculum and education support.

After the video discuss these questions as a whole group.

- How do you see each key value practically demonstrated on the video?
- What other ways could these values come through a sports academy?

7. Small groups and share**10 min**

Work in groups of 5 people. Discuss this question together.

- What would it take to run a sports academy like this?

Summarize any comments with the whole group.

- Link: Running an academy will be exciting but not easy. It will take time to develop and many resources are needed. It is a long-term, ongoing investment into the lives of the young people and into developing partnerships to provide different core elements.

8. Describe two models of sports academies (see notes)**10 min**

▶ **VIDEO: Models of sports academies**

Work as a whole group. Discuss these questions.

- Describe the difference between **community** and **elite** academies.
- In what circumstances would each be useful?

- Link: It is possible to have different levels of academies (e.g. one for community involvement or one for elite competitive sport) but you can still have the same 3 key values of Faith, Sport and Future. The difference between elite and community would exist in terms of higher intensity with the elite in the standard of competition, training and the contact hours with the young people.

9. Reflection and conclusion (see notes)**12 min**

Ask people to close their eyes and dream of the future for a moment. Read 'Just imagine'.

Work in groups of 2 or 3. Pray and discuss together. Stop and pray about this dream.

- What is the Lord saying about academies and this dream?
- Is there anything that people within the group can do to help make this dream become a reality?

Review the session.

1. **What is a sports academy?** ... It's a safe place of learning for sports minded children and young people to grow in their sport, faith and life.
2. **What is the potential impact of a sports academy?** ... It will help young people fulfill their potential both on and off the sports field and help bring transformation to sport and communities.
3. **What are the distinctive pillars of an academy?** ... Faith, Sport and Future in all academies at both community and elite levels.

Pray to finish the session.

Detailed session notes

1. Welcome and session overview

ROLE PLAY

Needed: 4 Presenters, no props.

Presenter 1 – 'Hi I am Jack, I am 14 years old, I live in England. I love football. I love to train, I love to work hard on the pitch, and I love to score goals. I also love God, but it's hard being a follower of Christ in the sports world. I play at a secular academy. It would be a dream to play at an academy that encouraged my faith, rather than discouraged it.

Presenter 2 – 'Hi I am Jane, I am 13 years old, I live in Kenya, and I love to run. My church has a running club, but I want to have serious coaching. I want to be the best I can. I believe God made me fast, and I want to run as fast I can for Him, but for that I need to be coached. I dream of a place where I can be coached to be the best I can be.'

Presenter 3 – 'Hi I am Nick, I am from Russia. I am 16 and love basketball. I am at an academy in Russia. We play basketball all the time. Every day my coach gets me to skip school, he tells me my education is not important. He doesn't care about me, or my future, he just cares about winning the next game. I dream of being in an academy that cares about my future and encourages me to study hard, as I know for every player that makes professional, many thousands don't. I dream that someone actually cares about me.

Presenter 4 – '3 young people, 3 different dreams. All looking for someone, or something to meet their needs.

There is something missing, what is it?

VIDEO OPTION: "The impact of academies" - stories of young sportspeople who want:

- Serious coaching to help develop their talent

- Help in engaging with faith
- Something to do now and hope for the future because of their poor background.

2. Explain a sports academy

Write the answers on a flipchart at the front. Expect feedback to include:

- Age of participants - Focus on children and young people
- Emphasis on development and learning – Focus on coaching and growth
- Level of sport – Academies are not only for elite young sportspeople. They are also run for children and young people who are serious and competitive about their sport but not necessarily at an elite standard.
- Life off the sports field – Within an academy setting children and young people can learn and develop in mental, spiritual and social skills to help prepare them for life e.g. staying in education, finding a job, avoiding a criminal lifestyle etc.

Sports Academy Defined

There are many different expressions of sports academies. The number is growing rapidly and they are investing heavily into the lives of young dedicated performance sportspeople during crucial formative years. Values, character and faith are all significantly impacted by the approach each academy takes.

3. Explore global academy models

Case Study 1 – Moldova

- Country – Moldova
- Sport – Basketball
- Age 14 – 18
- Context – The country views some faith groups very suspiciously.

Description – The Academy was started with 20 players. 10 of them are now Christ followers. The parents love it as they have seen their children change, do better at school, and become better people. The Academy trains 6 times a week and is now the 5th best Basketball team in the country. The players are also encouraged to 'give back' so every year run Basketball camps for 300 kids.

Case Study 2 – South East Asia

- Country – SEA (Can't mention specific due to significant restrictions).
- Sport – Women's Football
- Age 13 – 16
- Context – In this unbelieving country women are not encouraged to play sport.

Description – As the sport is very new, this is only the 2nd football club for women in a city of over 2 million people. The culture doesn't encourage women to play sport. We have 20 girls, and we train 3 times a week. Their parents now value the teaching and the girls are encouraged to do well in their schooling. Many of them have expressed an interest in matters of faith, but it takes time for them to open up.

Case Study 3 – Hope Academy

- Country – South Africa

- Sport – Football
- Age 14 – 17
- Context – The Academy is based in a prison within South Africa.

Description – Due to the high re-offending rates of youth in South Africa, this Academy was started to help provide self-confidence, discipline, and self-worth to a group of inmates. The Academy trains 4 times a week, and spends a large amount of time focusing on character development. The impact has been huge, with re-offending rates for boys that pass through the Academy only 15% instead of 85%.

4. Sports academy demonstrations

The focus of this training is Christ-centered sports academies. For information on being a believer in non-believing academies, refer to *‘Clubs and Teams’*.

Use the puzzle illustration to emphasize the difference that a Christ-centered sports academy can make.

5. Describe the impact of sports academies

Sports Academies with a strong Christ-centred ethos can help shape young people in such a way that they have long-term community and Gospel impact on and off the sports field. We want to see young sportspeople given the opportunity to come to know and follow Christ, whilst shaping their character and world view to effectively impact the sports environment they will encounter after graduation.

6. Explain the key values of a sports academy

Faith – Going beyond life skills and focusing on discipleship. An academy should create a community of faith with clear evidence that Jesus Christ is the foundation, message and the reason for the academy. To develop a distinctive culture within an academy, Mission, Vision, Guiding Scriptures and Values provide a great platform especially if rooted in Christ-centred faith. From such a framework, it can be clearly shown why the academy exists both for internal use (e.g. coaches, players etc) and, where appropriate, for external use (e.g. local community, outside partners, other academies etc) as well. Deuteronomy 6:4-9 helps use see that faith is formed in everyday tasks such as walking, eating and playing together. At an academy, faith development is encouraged in the sport and other everyday tasks as leaders mentor the players.

Sport – The serious, intentional development of player talent. Specialization in one sport that is appropriate for its locality and development of expertise in that sport so as to both meet local needs and develop sports minded young people. A high priority should be placed upon excellence in development within their given sport.

Future – Long term ongoing investment in young sportspeople. A better future is created for each young person attending as potential is unlocked and developed for life ahead. This is not just a responsibility, it is a privilege to help shape young people to become all God intended them to be. Investing in the long-term future of young sportspeople is closely entwined with the discipleship process. How an academy defines ‘success’ can have a huge impact on the development of each sportsperson within the academy both in sport and outside sport.

Emphasize the on-going discipleship of players on a weekly basis where coaches become father/parent/role model figures for a hurting fatherless generation. The

need of a lost generation of youth is presented with the solution of believing coaches engaging in weekly programs with a framework of sport, faith and future.

8. Describe two models of sports academy

Community Academy- This academy invites players from a local community to extend their skills in sport. Players will represent a variety of skills levels and attitudes to sport. This type of academy requires a variety of strategies to help players with a range of abilities and mindsets.

Elite Academy- Preparing the young people for a life in high level sport (even professional level) at an elite academy will require a higher standard of coaching, equipment, resources, contact hours etc than a community academy. Both forms of academy are valid but an elite academy will take much longer to develop because of the level of commitment and expertise required.

9. Reflection and conclusion

Just Imagine.

“Just imagine, every major city around the world has a Christ-centered academy that provides top class coaching for young athletes. These athletes are trained physically, emotionally, and spiritually. They are inspired to be the best they can be, on and off the pitch, court or field.

Imagine a new generation of sportspeople who know and understand Christ-centered principles and see it as the norm to live them out in their daily lives as they train and play.

Imagine a time when the local sports federations take notice of the quality and character of these players and want to use this Christ-centered curriculum in their clubs.

Imagine young players who come from broken family backgrounds and are looking for a parent figure in their lives as they feel uncared for and unloved and are just longing for someone to notice them.

Imagine a coach who is a believer filling that hole in the young sportsperson's life with love, care and attention thus showing the unconditional love of Jesus.”

Further ideas:

- How to Start a Sports Academy

2. Action Sports

In this session we will find out what motivates people to be involved in action sports. We will begin to understand the exciting opportunities possible in serving these people.

1. What are Action Sports?

Action Sports are a unique set of sports that utilize the environment. They use environments in the air, on the earth and in the water.

2. What are the opportunities within the culture?

Participants in Action Sports are often seekers of identity who long to belong to a community. They can have an intense drive for personal improvement. They love risk and adrenalin and they seek freedom and autonomy. They are often creative and passionate and continue to be persistent and progressive in their sports.

They are often seen in the sports world as an 'unreached tribe' or a 'community of orphans'. They are a ripe harvest field.

3. What are the next steps to reach this culture?

How did Jesus do ministry? We will explore some practical examples on how to reach your action sport community using the Set tool '**Pray | Play | Say | Together**'.

Luke 15:1-7

Action Sports

90 minute training session

YOU WILL NEED: Laptop and projector, Flipcharts and pens, Skateboard, Surfboard or other action sport equipment (optional)

SESSION OUTLINE

1. Welcome and session overview

2 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- What are action sports?
- What are the opportunities within the culture?
- What are the next steps to reach this culture?

WHAT ARE ACTION SPORTS?

2. Video energizer *(see notes)*

15 min

▶ **Video: Introduction to action sports**

→ Link: This video captures the adrenalin and passion of Action Sports.

Work in groups of 4 or 5. Discuss.

- What words or feelings come to your mind after seeing this video clip?
- What Action Sports exist in your community?

Summarize as a group. Write feedback on flip chart.

THE CULTURE OF ACTION SPORTS

3. Define Action Sports *(see notes)***5 min**

→ Link: Action Sports is a term for activities that utilize the environment, have a high intensity level, and are individualistic.

Explain the different types of action sports.

Air sports	paragliding, hang-gliding, wingsuit diving
Earth sports	skateboarding, rock climbing, parkour, snowboarding, skiing
Water sports	surfing, wakeboarding, kite surfing, kite skiing

→ Link: Action Sports communities around the globe are growing in numbers, however, there are few churches reaching out to them. They are an 'unreached tribe' living in your community. In order for us to reach them, it is important to understand their sub-culture. This is what these communities are like:

- Quickly growing
- Disconnected
- Thirsty for risk and adrenalin
- A love for freedom and autonomy
- Creative and passionate
- A sense of spirituality
- An 'unreached tribe' with a desire to be a close community
- Counter-cultural and rebellious, often disconnected from society and the church

4. Explore the statistics *(see notes)***5 min**

Share some global statistics about the scale and influence of action sports.

Discuss together.

- What information surprises you?

HOW TO REACH OUT THROUGH ACTION SPORTS

5. Bible discovery**15 min**

Work in groups of 3 people. Read Luke 15:1-7.

- What does this passage say?
- What does it mean for people involved in action sports? (they are like the lost sheep – the rebellious troublemakers, treated with suspicion by society, and by the church)
- How does Jesus see the ‘lost sheep’? (*deeply loved and in need of a savior*)
- What can you do? (care for them, find them, include them, bring them to Jesus)

Share some thoughts as a whole group.

6. How to reach them (*see notes*)**15 min**

→ Link: So how do we reach these ‘lost sheep’? Here are three possible ways to get you thinking.

Write the three key words at the top of columns on a flip chart: **inside**, **active** and **serve**. Collect ideas and examples from the group about how to fulfil each one.

Inside	be an authentic insider who understands the culture
Active	be an active participant according to your ability
Serve	serve them, which creates many breakthroughs

Reflection

- Who could you be? Why? (insider, active participant or servant)

▶ Video: How surfers talk

- Share video of two Action Sports participants talking.
- Ask who understands what was said.

- Explain that often you need ‘inside information’ to effectively reach them.

▶ **Video: Arm trick**

- Watch tutorial video for instructions.
- Invite 2-3 people up to demonstrate.
- Ask who understands how this was done.
- Explain that often you need ‘inside information’ and tell them the trick.

WHAT NEXT?

7. Next steps (*see notes*)

20 min

→ Link: Are Action Sports even accessible in my area?

▶ **Video: Practical example of action sports ministry**

Work in groups of 3-5 people.

- What are some possible models of ministry that could work in your area?

Explain that there are 3 things that you could do as a next step. Discuss and give examples of each of these.

- Pray
- Play (connect)
- Say (engage)

8. Reflection and conclusion

15 min

Work alone for 5 minutes. Make notes on your ideas to help you remember them. Pray.

- What is the Lord saying about reaching this action sports culture?
- What you can do to help make this dream become a reality in the next day? Week?
- Who will you tell and be accountable to about your actions?

Share your thoughts with another person and pray for each other.

Detailed session notes

2. Video energizer

This video is a sample of the elite level of these sports. It is full of passion and adrenalin.

Possible answers are as follows:

- What words or feelings come to your mind after seeing this video clip on Action Sports? *Answers may include passion, adrenalin, excitement, etc.*
- What Action Sports exist in your community? Challenge people to work together to consider the different action sports disciplines being practiced in their local communities.

3. Define Action Sports

Answers to the question '**What are Action Sports?**' will vary as there are many different types in different places. Therefore the trainer can emphasize that there are many different expressions of action sports.

Mention that there are also sports to consider that were not featured in this video like Mountain Biking, Kiteboarding, Rock Climbing, Parkour, etc.

- *They Are a Quickly Growing Group* – Action Sports are growing in all areas of the globe
- *They Are Often Disconnected from Society* – They are often outcasts from society
- *They Are an Unreached Tribe* – To many, those in Action Sports can be intimidating and a hard group to reach

What is the sub-culture or identity of the Action Sports community?

It would be helpful to interview someone in your community who participates in Action Sports with these terms:

- Thirsty for Risk/Adrenalin
- Love for Freedom/Autonomy
- Sports becomes lifestyle
- Creative and Passionate
- Persistent and Progressive
- Having a Sense of Spirituality

4. Explore the statistics

Global Statistics (as of 2014):

- In Australia more people surf (10%) than attend church (8%).
- Japan has 2 million surfers.
- 25% of Costa Rica's tourist economy is from surfing.
- There were 6.6 million skateboarders in the US in 2014 with an average age of 14 years.

Consider doing some research of your local area or region of the world and share these alongside the global statistics:

- What facilities are in your area? Beach, skate park, snow resort, biking trails, etc.
- “Did you know” statistics (e.g. the number of churches compared to the number of local skate parks and how many of these churches are reaching these parks?)
- Action Sports becomes a religion and has a culture of meaning. For example, we no longer say, "Oh, I skate." We say, "I'm a skater", or "a surfer", or "a paraglider"

The need is great! We want to see this culture given the opportunity to come to know and follow Christ and, in turn, impact the Action Sports community they belong to.

6. How to reach them

Share the following points to help consider HOW to reach this group.

On a new page of the flip chart write the words INSIDE – ACTIVE – SERVE. Ask participants to list ways to meet each of these categories. (For example Inside could be finding someone in your congregation who participates in Action Sports and loves the Lord but might need some mentoring. Serving may simply be taking some bottles of water to the local skate park on a hot day.)

Answers may include:

- **INSIDE:** Explain that, since they are a community, one of the best ways to reach them is to be an authentic insider who understands the culture.
- **ACTIVE:** Explain that, since they are passionate about their sports, to best reach them, you should participate according to your ability. Beginner or accomplished, just be authentic.
- **SERVE:** Action Sports are individualistic and self-serving. Therefore, to best reach them, we can serve them. By serving this community you create many breakthroughs.

7. Next steps

The video clip shows practical examples of ministry from an entry level to an elite level and in various aspects including chaplaincy, camps, all abilities, sending and receiving, etc.

Share the next steps to reach this community and use your flip chart for answers under columns for PRAY-CONNECT-ENGAGE to the question of some possible models of ministry that may work in your area:

PRAY - Pray for your Action Sports community and what you could do to reach it.

CONNECT (PLAY) - Connect with this community. If you are an action sports person, have you ever connected your God-given passion with His purpose? What would it mean if you took this passion and gave it to God for His Glory? If you are not an action sports person, can you connect someone who is?

ENGAGE (SAY) - No matter your level of connection, you can engage with the Action Sports community through one of the following:

- **Becoming a Learner** – Even a beginner can make an impact. What Action Sports are practiced in your area? Consider jumping in and trying it out!
- **By Serving Them** – Service to a community can open incredible doors for you to build relationships in the Action Sports community.
- **Growing a Strategy** – Pray and decide on a strategy to reach your local community and put the plan into action.

Further ideas:

- How to Start an Action Sports Ministry

3. Active Kids Discipling

ReadySetGO is about making disciples in the world of sport and play. This also applies to children.

Sometimes the only way that children have been taught has been to sit down and listen to a leader talking. Sport and play opens up many ways to work with children which engage their natural abilities and the activities they enjoy. Think about all the ways that Jesus taught his disciples. He often taught in synagogues, but most of the events recorded in the Scriptures are the active, outdoor lessons and interactions with people.

There are many strategies to help disciple children in active ways. Here are some principles to help you engage with children wherever you meet. You can help them understand the Bible better and grow in their faith whether they are believers or not, and whether you meet inside or outside.

The two big ideas:

- 1. Whole body-** Active children discipling uses methods of discipling that mean children are running around, moving and actively involved with their minds, bodies and using their 5 senses.
- 2. Relationships-** Build relationships together as children and leaders. The most important thing is to build a positive relationship with them. Be a friendly leader whom they can trust and admire. Pray for them regularly.

Principles for engaging with children actively

Active discipling can be done inside or outside. Jesus used many different places and objects to help people learn. Take a few minutes to write down places where Jesus taught people. Also write down the objects He used to teach. He was very creative!

Active discipling is designed to be fun, engaging and also challenging. When you are working with children keep these things in mind.

- Keep whatever you say short and to the point.
- Bring the group close together to speak, especially when you are outside. Be aware of other distractions and try to minimize them.
- Change the type of activity every 5-10 minutes to keep them interested.

- Ask questions to make them think. Active learning is about being active in our minds as well as our bodies.
- Use games to create powerful experiences to learn from. The best learning comes when children discover things for themselves.
- Remember children are not all the same. They learn in different ways. There are many models to describe the styles of learning. This is the simplest. Some children learn better by **hearing**. Some learn better by **seeing**. Some learn better by **doing** things. If your time together has each of these elements then more children will be able to pay attention and learn about God's word.

Ideas to engage children with the Bible outside or on a sports field

Often the best active children discipling is done with little or no resources. Many of the ideas here are done with just the leader and the children playing and involved together:

Experiential Game - Play a game and then debrief it. See examples in the session, 'Learning through Games'.

Tell the Bible story then get them to retell it in pairs - The best way for someone to remember something is to teach someone else. So after you have told the group a Bible story, split them into pairs. Each person must retell the Bible story and then swap roles.

Interview characters from the Bible story - After you have told a Bible story ask for children to volunteer to be characters from the story and bring them to the front (e.g. David and Goliath). Other children can then ask them questions about their part in the story and the decisions they made and the emotions they felt.

Use objects to tell a story or explain an idea - Use simple objects to help tell the story. (e.g. ball, cricket bat, coins, photo, stick or fruit) You could also tell a story by moving from place to place that would link to the story (e.g. under a tree, beside a stream, beside a building)

Act out the Bible story - Tell the story by asking children to take character roles. You may give them an object that will help define their role. (e.g. a robe, a sword) As the leader tells the story the children are asked to act out the story as a kind of drama.

Ask good open-ended questions to challenge children's thinking:

- What surprised you about the story?
- What do you think the main character learned from this experience in the story?
- How can you apply this idea to your life?

Use imagination

Learners close their eyes and imagine the scenes in their head as the leader tells the Bible story.

Then ask them to do a few things with the story in their mind, like:

- **Look closely at the faces of the main characters.** Read their expressions and say what you think they are feeling
- **Imagine yourself there in the story.** Where are you? Where are you in relation to the main character of the story? What are you doing? What are you feeling? Do you want to say anything to any of the characters? What does the main character say to you? (particularly powerful if Jesus is the main character in the story)
- **Think of a friend who doesn't know Jesus personally.** Imagine them in the story, with you. What do you do and say with your friend? What questions does your friend ask? Who answers their questions and what do they say?
- **Explore all the senses in the story** - what can you smell, hear, taste, touch, see...

Apply the Bible idea in real life today

- **Discussion** - where do you see this happening today?
- **Role-play** - talk about the main things we have learned from the Bible passage. Brainstorm situations this message could apply to in the children's life. Write these and summarize them so everyone can see the ideas. Divide the children into groups. Each group must choose a situation where this teaching would be useful. Then they make a short drama set in their modern world which demonstrates the teaching. After about 5 minutes have each group perform for the other children.

Whole body learning

Statues or Body sculptures — children work in pairs; one as the clay and the other as the sculptor. The leader suggests emotions and positions the statue needs to be in.

Mime — children use whole bodies to express or symbolize a Bible passage.

Help children share their own faith - coach children about how to share what God is doing in their lives.

Go on mission together - work out a task to do in the community together. Visit an orphanage or special school. Clean up trash in the natural environment or coach a younger team. Retell the Bible message to them.

Different strategies that use active learning

Go to **ReadySetGO.world** website to find resources for the following:

UbabaloKids	Active children discipling using whole life coaching in a sports team.
BibleMAX	Active children discipling using physical and creative ways to explore the Bible.
KidsHubs Media	Active children discipling alongside making videos and other media.
KidsGames	A sports and games partnering strategy involving fun, active learning, competitive sports, creative activities and compassion.
Ubabalo and Coaching for Life	A whole life sports coaching strategy for children and teens.

Further training ideas:

- How Children and Young People Learn + Advanced
- How to Handle the Bible
- Whole Life Coaching
- Understanding a Young Person's World
- UbabaloKids
- KidsHubs
- Teachable Moments + Advanced

4. All Ability Sport

For people with physical and intellectual disabilities.

In this session we will explore the nature and extent of All Ability Sport by knowing, living and telling the Gospel in and through the world of All Ability Sport, in obedience to the Bible and fulfillment of the Great Commission (Matthew 28:19).

1. What are the needs?

In the Great Commission in Matthew 28:19 Jesus commands His disciples to make disciples of **ALL** people. This includes the people groups involved in sport and play.

We live in a broken world where certain people groups are neglected and marginalized - physically, intellectually and socially. All Ability Sport ministry seeks to fulfill the Great Commission by integrating people with disabilities into sport and play.

2. What are the opportunities?

Jesus sees these needs as an opportunity for His people. Sport and games is a global language that speaks to every generation and people group including those with disabilities.

3. What are our next steps?

There are many ways to respond to these needs and opportunities. Primarily we can pray to understand God's heart for the marginalized communities of the world by understanding a Biblical perspective of humanity and of disability.

All Ability Sport

90 Minute Training Session

YOU WILL NEED: Bible, Paper and pens,
Blindfolds, Junk or trash

TRAINING SESSION OUTLINE

1. Welcome and session overview

5 min

Introduced the team of presenters. Explain that the session is about **All Ability Sport** (*for people with physical and intellectual disabilities*).

Explain the goals and key elements of the session:

- What are the needs?
- What are the opportunities?
- What are the next steps?

WHAT ARE THE NEEDS?

2. Nations of the world quiz (*see notes*)

5 min

Work in groups of groups of 4 people and discuss this question.

- What are the 5 largest nations/people groups in the world? List in descending order.

Invite one or two groups to give their list. Then show the results obtained by research.

- Link: This highlights that one of the largest people groups in the world is people with disabilities (1 billion).

3. Video and sharing (*see notes*)

10 min

▶ **Video: Introduction to all ability sport**

- Link: If you have never thought about sport for the disabled, we hope this video gave you a vision or desire to be a part of what God is doing in this area.

Work in pairs. Describe someone you know who has a disability without mentioning his or her disability.

When both have shared ask them to reveal the nature of the disability.

4. Teach a Biblical view of disability

10 min

Work as a whole group. Show the group these verses and teach using these ideas.

Genesis 1:31a: "God saw all that He had made and it was very good."

Psalm 139:13-16.

- Disability comes as no surprise to God. He is sovereign over all creation. This suggests planning, design, and intent – not accident.
- All whom God has created are fearfully and wonderfully made. God's image in disabled people has been spoiled by the fall of man (Genesis 3) and these individuals also need to be saved through Jesus' death on the cross and restored to relationship with God.

▶ **Watch video: What do you see?**

→ Link: People are not defined firstly by their disability but rather by their humanity.

5. Guiding the blind activity *(see notes)*

10 min

Work in teams of about 10 people. Teams will move around the room while they are blindfolded with only one guide who is able to see.

Debrief by asking each group to discuss these questions:

- How did you feel being blindfolded and unable to see?
- What were the biggest challenges?
- What are the challenges of playing sport without sight?

Get feedback from the groups.

→ Link: Disability is not a curse nor is it the result of our sin. It is either simply a part of who God has made us to be or what He has permitted to be part of our lives for some purpose known only to Himself. **Disability is just another way of being human.**

WHAT ARE THE OPPORTUNITIES?**6. Bible discovery: the great banquet** *(see notes)***15 min**

Read Luke 14:12-24 together.

Work in pairs and discuss.

- What groups of people are mentioned in Jesus' parable? (there are 2 groups in the passage)
- Which of these groups have you concentrated on so far in disciple making?
- What does this look like in your sports mission context?
- If you or your sports mission organization or church have had reasons for neglecting or looking past this second people group, what might be these reasons be?

Summarize the ideas with the whole group.

- Link: Sadly it can be easy for individuals and groups to be invisible or seen to be less valuable. We need a new perspective about people. We need God's perspective.

7. Activity: junk or jewels? *(see notes)***10 min**

Work in teams of 4-6 people. Give each group a different piece of junk or rubbish. (eg disposable cup, old CD etc)

- What would you do with this object? (throw it away)

Each group must look at the object from a new perspective. Collect ideas and discuss:

- How is this object beautiful and useful?

Make up a 30 sec advertisement to sell this object. Present this in a creative way to other groups.

- Link: God's word tells us that people with disabilities are not junk but rather precious jewels of God's love. We need a new perspective. They are made in His image, like all human beings. Therefore they also need to hear and respond to His gospel like able-bodied people.

8. Tell stories of All Ability Sports people *(see notes)***10 min**

Tell stories of how disabled athletes changed their perspective of their identity from junk to jewels. Tell how they became involved in All Ability Sports ministry.

▶ **Video: Get involved**

WHAT ARE OUR NEXT STEPS?

9. Time of reflection**15 min**

Work alone. Silently reflect on what we have explored during this session. Spend time in personal prayer and follow this structure.

1. Confession and repentance for overlooking the disabled and those people in the sports world with disabilities.
2. Help to overcome fear and ignorance and to learn new perspectives and skills.
3. Ask God to equip those whom He calls.

Write your thoughts about question below and share with a partner. Pray for each other.

- What will you do about what you have learned today?

▶ **Optional video: The Heart of the movement**

Detailed session notes

2. Nations of the world quiz

Start by reminding the group of Jesus' words in Matthew 28:19 to go and make disciples of all nations (all people groups).

The 5 largest nations/people groups in the world (as of 2014):

- China: 1.37 billion
- India: 1.26 billion
- USA: 320 million
- Indonesia: 250 million
- Brazil: 200 million

People with disabilities in world = approximately 1 billion people

Behind China and India, people with disabilities represent the third largest people group in the world. People with disabilities make up 15% of the world's population.

This activity highlights that one of the world's largest people groups is that of people with disabilities.

3. Video and sharing

This video of athletes with disabilities shows a range of disabled sports disciplines (athletics, track and field, visually-impaired sports, goalball, blind football, wheelchair sports, swimming). It also shows all levels of disability sport (amateur, participatory, semi-professional, elite, professional, paralympians, high profile)

5. Guiding the blind activity

Break into groups of 10. Each group member is blindfolded (or asked to keep their eyes firmly shut). Team members are then linked together by putting their right hand on the back of the right shoulder of another 'blind' person in their team. The group is then led on a 5 minute walk around the room, out into the corridor, or possibly into another room and back, by a team member who is not blindfolded. When the group returns to their seats they are to remain in blindfolded mode until instructed to do otherwise by the trainers leading the session.

Facilitator can give the following input:

Not to have sight can be both disorientating and frightening. Some people are born blind, others develop blindness. Many blind people can and do practice a sport e.g. Visually-impaired football, cricket, volleyball, cycling (tandem), athletics, wrestling, goalball.

Their blindness is not a curse nor a result of their sin but either simply a part of who God has made them to be or what He has permitted to be part of their life for some purpose known only to Himself. Read John 9:1-3. Disability is just another way of being human. And just like every other human being, (1) they can be encouraged in their sport; and (2) they need to hear and respond to the gospel of Christ for their eternal salvation.

With the disability that God has allowed or permitted in their lives, people with disabilities can still use their talents in relationship with others to glorify God.

6. Bible discovery: the great banquet

The context of this passage can be understood by reading from the beginning of Luke chapter 14. Jesus is eating at a prominent Pharisee's house. He noticed that people were concerned with their own social status and only associated with people they thought would bring them greater status and honour. People were more interested in their current situation than on the invitation to eternity that Jesus gives.

In this parable Jesus explains that there are two groups who are invited to the banquet:

- (1) Those able to come if only they would accept the invitation, and
- (2) Those who would gladly come if only they received an invitation (the marginalized in society, the poor and those with disabilities).

Follow discussion of the questions in pairs with a time of sharing (ignorance, fear, feeling ill-equipped, no training in this area, etc. may be reasons for neglecting the second people group). Summarize the ideas of the whole group.

7. Activity: junk or jewels?

Junk could include crushed drinks cans, disposable cups, empty food tins, glass jars and bottles, fast food containers and old CDs.

8. Stories of All Ability Sports people

As a teenager Niel was a victim in a freak electrical accident, leaving him without his left arm. The following months were filled with pain, uncertainty and frustration. But eventually he felt he had been given a second chance. As a result he was determined to serve God more wholeheartedly. His disability also became an opportunity to witness. In due course he represented his country in 100, 200 and 400 meter events, competing at three Paralympic Games. He found motivation from Philippians 4:13, "I can do everything through Christ who gives me strength." Niel reflects that we need to learn to trust God to bring out the best for us, whether in or out of the sports arena. He strives to live out the words of Hebrew 12:2 and urges others to do the same. "Let us fix our eyes on Jesus, the author and perfecter of our faith, who for the joy set before him, endured the cross, scorning its shame."

Further ideas:

- Going Deeper in the Theology of Disability
- All Ability Sport and Communication Issues
- Sport and Play for Players with Visual Impairments
- Introduction to Wheelchair Sports
- Introduction to Classification at the Paralympic Games
- All Ability Sport Guide
- Disability Awareness and Inclusion

5. Sports Chaplaincy

In this session we will recognize the challenges faced by those in sport. We will understand the important role of sports chaplains and consider how sportspeople can be supported.

1. The problem in sport

Sportsmen and women face many of the same challenges that others do but they also face specific challenges relating to their position in the world of sport. Sometimes these issues are very public, sometimes very private. Many times they have only a few people they can trust.

2. A solution through sports chaplaincy

A sports chaplain is a mature believer who is willing to provide pastoral and spiritual care to those of all faiths and of none. A sports chaplain seeks to minister the love of Christ to everyone in sport proactively, sensitively sharing the message of Christ reactively.

3. What your role could be

- Could you be a sports chaplain?
- Do you know someone who could be a sports chaplain?
- Will you consider praying for sports chaplaincy in your locality?

Please note that the *term* sports chaplaincy does not translate easily in some contexts. However, the *idea* of sports chaplaincy does. It should be noted that some will come with different perceptions of what chaplaincy is. For the purposes of this training document ***a sports chaplain is a person who provides pastoral and spiritual care, by permission, for those of all faiths and none, for the well-being of all those who are involved in sport.***

5. Sports Chaplaincy

90 minute training session

YOU WILL NEED: Bibles, Flipchart paper and pens, PowerPoint.

It is also suggested that trainers look at the Chaplaincy links at **ReadySetGO.world** for updated information.

SESSION OUTLINE

1. Welcome and session overview

5 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- The problem in sport
- A solution through sports chaplaincy
- What your role could be

THE PROBLEM IN SPORT

2. Brainstorm challenges of sportspeople *(see notes)*

15 min

Work in groups of 3-5 people.

List the challenges that a sportsperson faces in the public arena. Think of public figures in sport in your country or community as you consider this question.

Invite feedback from some groups.

- Link: It is easy to forget that sportspeople are human beings. Most cannot share what is really going on in their lives.

▶ **Video: Life in the world of sport**

- Link: The challenges in sport not only impact the individual player or athlete, but also all of those around them.

3. Explore case studies *(see notes)***10 min**

Work in pairs.

Give each group one of four case studies. Discuss these questions:

- Who is affected by this situation?
- How are they affected?

Summarize the ideas together as a whole group.

A SOLUTION THROUGH SPORTS CHAPLAINCY
4. Define sports chaplaincy *(see notes)***10 min**

Work as a whole group.

Define sports chaplaincy. Discuss the quote together.

Chaplaincy is the provision of pastoral and spiritual care, by permission, for those of all faith and none, for the well-being of all of those who are involved in sport.

▶ **Video: My experience of chaplaincy**

5. Revisit case studies *(see notes)***10 min**

Work with same partner again. Take 5 minutes to reconsider the case studies from a chaplain's perspective.

- What would a chaplain do?
- How would they go about the issue?

Summarize the principles found in the details section and link them to people's responses.

6. Explore Biblical values in sports chaplaincy *(see notes)***15 min**

Work in groups of 4. Give each group a different verse.

- 2 Corinthians 2:14-16
- Matthew 9:36
- James 1:19

Discuss these questions:

- What principle(s) do we see in this passage?

- What does this mean for a person who is in a chaplaincy role?
- Link: There are three key values in sports chaplaincy: presence, compassion and listening.

Work as a whole group.

Teach what presence and compassion looks like for a chaplain. Ask for examples.

Introduce the value of listening by watching the following video.

▶ **Optional Video: It's not about the nail**

7. Small group discussion *(see notes)*

10 min

Work in groups of 4 people. Discuss and make a list.

- What should you avoid as a chaplain?

Give examples and get feedback from the group.

- Link: The chaplain needs to be spiritually mature. A chaplain is not a coach, fan, fellow athlete, or sports psychologist and needs to have only one role in order to maintain independence.

WHAT YOUR ROLE COULD BE

- Link: Not everyone has the skills to be a chaplain. You don't need to be ordained but you do need appropriate training. Go to **ReadySetGO.world** to find links to Sports Chaplaincy resources and websites.

8. Reflection and conclusion *(see notes)*

15 min

Work alone. Think and pray.

- What opportunities do you have in your sports community?
- How could you make the most of opportunities in the area of chaplaincy?

Share this with 2 or 3 other people from your own community or country if possible.

- What particular actions could you take over the next week, month and year?

Pray for each other.

- Summary: Sports people are real people. Sports chaplains provide pastoral and spiritual care for the world of sport. There will be sports chaplaincy opportunities in your community. Find them!

Question and answer time.

Detailed session notes

2. Brainstorm challenges of sportspeople

The facilitator summarizes the feedback but ensures that the following points are captured:

- All successes and failures are very public.
- Performance is publicly scrutinized but people will be unaware of personal issues.
- There is often unwillingness to share issues within the sport family as it may affect selection.
- There is pressure to perform and to be a good role model.
- Sportspeople can be unsure who to trust.
- Sportspeople can be unsure who to turn to when things go wrong.

3. Explore case studies

1. A young athlete with great potential suffers a career threatening injury in training. Her family has invested heavily in her, hoping for a future at the elite level in the sport. She has looked after her body well and trained hard, but it now seems that her career is over.

2. A player has signed a new contract with a top team in his country. Overnight he becomes financially secure. Suddenly he gets lots of attention from new 'friends'. He starts to spend his money unwisely and gets into financial difficulty.

3. A player's father has died, but he is scared to tell his coach, for fear that he may not be selected for the team.

4. A sports administrator is away from home at a major sports event where she is responsible for the national team. She hears from her family that her son is seriously ill, but the pressure to remain at the event is high.

Ask the groups to consider which individuals are affected by this situation, and how they might be feeling. Capture the range of people impacted around the individual.

You may want to create your own case studies to ensure they are culturally relevant sporting examples, but aim to get a mixture of scenarios for players and non-players (e.g. coach, officials, back-room staff), from different levels (elite or high profile and at a lower level) where examples are beyond an individual's control or self-inflicted.

As you get the groups to give feedback on their experiences, try and draw out the range of people involved rather than just the individual highlighted, and the range of emotions that could be experienced by each person.

4. Define sports chaplaincy

Explain that increasingly the world of sport is recognizing that they need to take a more holistic approach to their athletes, rather than just focusing on the physical. For this reason sports chaplaincy is growing across the globe, and is increasing in its credibility in professional, semi-professional and amateur sport.

Video

Explain that a sports chaplain is not a self-appointed position, but is at the invitation of a key individual or organization within sport - e.g. coach, manager, administrator or owner. Chaplaincy is primarily for those involved in the front line of sport (athlete or player, coach, manager, official) but often extends to encompass others involved in sport.

Someone who is too aggressive with the Gospel will not be allowed to operate within sport. But they do need to be ready to present the hope within. For this reason chaplains are trained to be '*pastorally proactive, and spiritually reactive.*'

5. Revisit case studies

Highlight the following areas as the groups consider the case studies from the chaplains' perspective.

1. The need for prayer
2. The need to initiate contact and ask if they want to talk (permission)
3. The need to listen not solve
4. The need to consider if other experts should be involved
5. Being prepared to support over the long term, not just in the immediacy of the problem
6. Responding pastorally proactively, and spiritually reactively

6. Explore Biblical values in sports chaplaincy

Presence

Sports chaplaincy is a long term ministry. It may involve a weekly investment of time spent around the venue, with a willingness to interact with people informally.

Compassion

Jesus saw the crowd and had compassion on them. He saw that they were harassed and helpless, like sheep without a shepherd (Matthew 9:36). A chaplain is motivated by compassion for the sportsperson, recognizing the particular needs and issues they face.

Listening: James 1:19

Explain that being a good listener is essential in chaplaincy work. James reminds his readers to be slow to speak. There is a place to speak but this follows the priority of listening first. Athletes don't necessarily want opinions, they just want to be heard. If you listen, people feel valued. A chaplain can offer advice or feedback but shouldn't assume they have a right to give it.

7. Small group discussion

Aim to draw out the following points that a chaplain should avoid:

- Using friendships for personal gain, e.g. by asking for autographs, tickets, etc.
- Any public relations. Must stay out of the media.
- Mentioning to other people that you have spent time with a particular athlete.
- The expectation of a welcome or any kind of reward for your efforts.
- Pursuing opportunities forcefully. Must only operate by permission.
- Close relationships with coaching staff to ensure independence.
- Breaking confidentiality.

8. Reflection and conclusion

Next Steps: This might be as simple as telling someone else about the opportunities through chaplaincy, perhaps a believer already involved in that sports setting.

Further ideas:

- Sports Chaplaincy Explained

6. Clubs and Teams

In this session we will discover the opportunities that secular clubs and teams offer the church. Believers can live out the Great Commission to make disciples and proclaim the Gospel in clubs and teams in their local community.

1. Why focus on clubs and teams?

There are many clubs and teams around us in our local community. We can accomplish the Great Commission in our sports environment by reaching out to athletes in our clubs and teams.

2. How to reach out to athletes

We can reach other athletes and officials by using the simple principles of **'Pray | Play | Say | Together.'** This model can apply to any team situation.

3. Other ways to engage with clubs and teams

Clubs are made up of more than athletes. A club also includes parents, sponsors, media, administration staff and fundraisers. How can we serve these people and inspire others with the opportunities that arise?

Clubs and Teams

90 Minute Training Session

YOU WILL NEED: Papers and pens, Flipchart

SESSION OUTLINE

1. Welcome and session overview

3 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- Why focus on clubs and teams?
- How to reach out to athletes

- Other ways to engage with clubs and teams

Explain the definitions of clubs and teams.

Sports club: An organization with structure (consisting of several teams of different ages, genders, levels etc.) which competes on a local, regional or national level with other clubs.

Sports Team: A group of players who participate in the same sport together as a team and compete against other teams. Sometimes a team is part of a club.

Pray for the session.

2. Learning game: Are you aware? *(see notes)*

7 min

This activity helps people understand that things in their surroundings are not always immediately obvious. Everyone has to look for an object that the leader has hidden.

Debrief together after the object is found.

- Were you fully aware of your surroundings? Why not?
- What did you learn from this activity?

→ **Link:** We often take things for granted and don't realize what's happening around us. Sometimes we need to change our perspective in order to become aware of opportunities.

WHY FOCUS ON CLUBS AND TEAMS?

3. Explore the numbers of clubs and teams *(see notes)*

10 min

- Show a PowerPoint with global club statistics (optional).

→ **Link:** There are many clubs throughout the world and millions of people are active in sports clubs and teams.

Work as a whole group. Discuss these questions.

- How many sport clubs and teams are around you (5 km radius)?
- How many of you are active in a sports club or team?
- How many people in your town or area are active in sports clubs?

- How many of your church members are active in a sports club or team?

4. Bible discovery

5 min

Work in groups of 4 people.

Read Matthew 28:18 and discuss.

- When Jesus talks about “all nations”, what does that mean for you?
- How do you apply the Great Commission (“go and make disciples”, “all nations”) to the world of sport? (We have to go and make disciples in the world of sports. And therefore we also have to go to sports clubs and teams to reach the athletes.)

Get feedback from the group and summarize.

HOW TO REACH OUT TO ATHLETES

5. Explain Pray | Play | Say | Together *(see notes)*

25 min

- Link: Followers of Christ who are in clubs and teams need to realize that it is their task to reach out to the other athletes on the team. Colossians 4:2-6 gives us a good model to follow. This model is called ‘**Pray | Play | Say | Together**’.

Work in groups of 4 people. Read Colossians 4:2-6 and discuss.

Pray - Colossians 4:2-4

- How many times is prayer mentioned in these verses in Colossians?
- What does Paul ask them to pray for? (opportunities and boldness to proclaim the gospel)
- What does this mean for the way we pray for our unbelieving sports friends?

- Link: We should pray specifically for opportunities to speak about Jesus and to explain the Gospel.

Play - Colossians 4:5

- “Play” is the way we behave when we are performing our sport but also when we are amongst our sporting friends away from the sporting arena.

- What does Paul say in these verses about how we should live and behave? (wisely towards outsiders)
- What does it mean to act “wisely” towards outsiders?

Gather responses from the group.

- What does this mean for us as we play sport amongst unbelievers?
- The way we perform our sport and the way we live amongst our friends can commend Christ to them. This creates opportunities for them to ask why we behave differently, why we live the way we do, treat people the way we do, and think and act the way we do.

Say - Colossians 4:2-6

- What does Paul say about proclaiming the Gospel in these verses?
 - Why is it so important to proclaim the Gospel and speak about Jesus?
 - Can you think of other Bible references to support your answer? (e.g. *Romans 10:14-17*).
- It is in the telling of the Gospel that we are most likely to feel uncomfortable, to come under opposition or even persecution. Yet if our friends are to respond in faith to Jesus, they must hear the Gospel message explained.

Participants understand ‘**Pray | Play | Say | Together**’ and get to know the actions to support the learning process.

6. Hurdles illustration

10 min

Work as a whole group. This illustration of a hurdle race can be done as a drawing on a flipchart or as a demonstration with a runner and hurdles at the front of the room.

Each hurdle represents one of the 4 different stages of the journey. This activity gives an understanding of how a believing athlete moves from just playing sports to a focus on mission.

- Stage 1: The faith of the athlete is not connected to their sport.
- Stage 2: The faith of the athlete and sports are more integrated.
- Stage 3: The athlete lives ‘**Pray | Play | Say | Together**’, but there is only a focus on the immediate surroundings (club and team).
- Stage 4: The athlete’s church has a strategic approach in reaching out to the clubs and teams in the neighborhood.

OTHER WAYS TO ENGAGE WITH CLUBS AND TEAMS

7. Activity: think outside the box *(see notes)*

10 min

- When we think of clubs and teams we think about athletes and possibly coaches. But there are many more roles than these two in and around teams and clubs. So we have to get participants to think 'outside the box'.

Work as a whole group. Show the challenge of connecting all the dots using only three lines.

Debrief together.

- Sometimes we don't think outside the box because we are not able to or we don't want to. We are comfortable where we are. Thinking creatively is helpful to address and solve problems. We might think that clubs and teams only consist of coaches and athletes. But there are many more roles in a club.

Work in groups of 4. Discuss the question and make a list.

- What are the different kinds of roles within a club? (e.g. chaplain, board or administration, sponsors and donors, media, physiotherapists, spectators, fans, facility staff, merchandise, coaches, athletes' family members)

Collect all the roles mentioned on a flipchart.

8. Discuss how to meet needs in a club *(see notes)*

10 min

Work in the same groups of 4. Choose two of the roles listed in the last activity.

- What are the needs of the people who have these roles in a club?

Get feedback from the group and summarize.

▶ **Video option:** *Tell a story how a church helped a club in a practical way. If there is no video tell a story from experience or use the story in the extra notes.*

9. Summary and conclusion

10 min

- Summary: We started with the Great Commission of Jesus to make disciples. There are many people who don't know Jesus

in clubs and teams and it is our task to go and reach out to them; to **'Pray | Play | Say | Together'**. We focused on how to be an athlete who follows Christ in a team and club. Some of you might not be athletes, but business people. This is good as well, because clubs and teams also need your help. The question now is what will you do with what you heard so far?

Pair and share

Discuss these questions together.

- How are you connected to a club? What is your role?
- How can you apply what you learned today within your club? How can you get your church involved?
- If you are not in a club, how can you (or your church) get more involved?

Pray that God opens up an opportunity in a club for you.

▶ **Video: Will you go?**

Detailed session notes

2. Learning game: Are you aware?

Goal:

Participants should realize that there is an environment which is not immediately obvious.

Preparation:

Before the training session, write the words "Are you aware?" on a piece of paper and hide it somewhere in the room (e.g. below a chair). The participants should not see you hiding it. So be early in the room and hide it well.

Instructions:

Ask the participants if they are aware of their surroundings in the "classroom"? What do they see? Ask them to describe five things they see from where they are. Now tell them that you have hidden something in the room which they have not yet identified.

The participants have to search for it. Give them a brief description of what to look for (e.g. "three words on a paper", "it's hidden somewhere in the room"). The more information you give them, the easier the activity.

If they can't find it, stop the activity after 4 minutes and debrief.

3. Explore the numbers of clubs and team

Find statistics on global participation in clubs and teams and prepare a Powerpoint slide.

This activity raises awareness of the number of people doing sports in clubs and teams on a local level.

To prepare for this section find out how many clubs and sports teams are within a 5 km radius of the training venue.

5. Explain Pray | Play | Say | Together

How to remember 'Pray | Play | Say | Together' with hand actions.

Pray = Hands in front of your chest in praying position.

Play = Do a movement typical of your sport (it might be different from the participants' sports).

Say = Move your hand from your lips until your arm is stretched fully in front of you.

Repeat this together 3 or 4 times to help remember it.

7. Activity: think outside the box

THINK OUTSIDE THE BOX

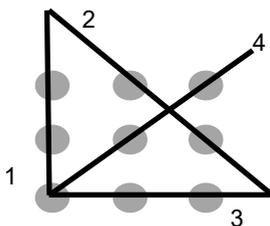
Preparation:

Draw 9 points in the following layout on a piece of paper (or a flipchart or whiteboard).

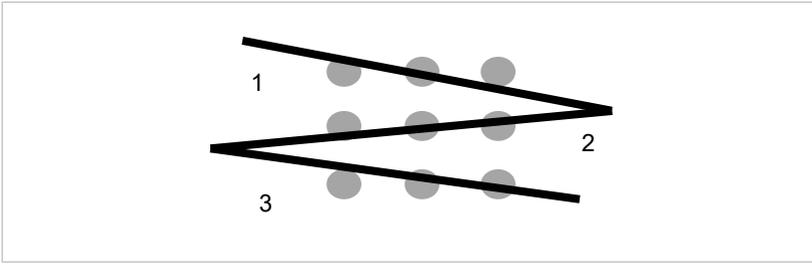


Instructions:

The participants have to connect 9 dots (3x3) with four straight lines without taking their pens off the paper.



Now the participants should try it with 3 lines.



8 Discuss how to meet needs in a club

There is a church in a town and also a club. The club needed coaches and some church members became aware of this. Some of the church members attended a coaching school to get their coaching licenses. When they had their licenses they were “sent out” to be coaches by the church during an official church service (like missionaries sent out to a different country). The board of the church realized the importance of the work of the coaches. The elders anointed the coaches for ministry. Through the work of the coaches in the club a good relationship developed between the club and the church and people had the opportunity to get to know Christ.

Further ideas:

- Sports Stadium Kit

7. Coaches and Teachers

In this session we will recognize the significant influence a coach (or teacher) has on players' lives. We will value coaches as people, not just as individuals who can influence others. We will find ways to meet specific and unique needs they have by loving and caring for them.

Matthew 5:13-16, I Thessalonians 2:7-12

1. Who we serve

Coaches include all individuals who are in a coaching context including physical education teachers, amateur coaches, youth coaches, club coaches and professional coaches. We are dedicated to serve coaches to live as followers of Christ.

2. What we do

We serve, inspire and equip.

- We serve coaches by proclaiming the Gospel and helping them grow as disciples of Christ.
- We inspire coaches to live as Christ's ambassadors through their actions, words and relationships.
- We equip coaches with training and resources in whole life development for themselves and their players.

3. How we do it

We encourage, support and care for coaches by listening, meeting their needs, partnering, networking and sharing resources.

Coaches and Teachers

90 Minute Training Session

YOU WILL NEED: Whistle, Bible, Flipchart and paper, Video clips, Paper to make 6 signs

TRAINING SESSION OUTLINE

WHO WE SERVE

1. Learning game: the whistle
10 min

Stand around the room so that everyone has space to exercise. Play some workout music. Blow a whistle to get attention of participants. Ask them to do different exercises. (eg. 10 jumps, 10 high steps in place, etc.) To change exercise, blow the whistle.

- How much influence does the person with the whistle have?
- In your experience, who has the most influence on young people?

Pair and share.

- Share personal experiences of being influenced by a coach or teacher.
- Was it a positive or negative experience?

→ Link: A coach who is an ambassador for Christ has the unique opportunity and privilege to impact and influence every aspect of a player's life: physically, spiritually, emotionally, socially, intellectually and environmentally!

2. Welcome and session overview (see notes)
5 min

▶ Video: A coach's impact

Introduce the team of presenters. Explain the goals and key elements of the session:

- Who we serve
- What we do to serve them
- How we can do it

→ Link: Each coach is of great value.

3. Bible discovery *(see notes)***25 min**

Read Matthew 5:13-16.

Work in groups of 3-5 people and discuss these questions.

- Why did Jesus use the illustrations of salt and light?
- What are some of the characteristics of salt and light? (Salt preserves and flavors, light shows the way and reveals what is hidden)
- Who is shining Christ's light in sports? (*players, coaches, fans, officials, etc.*)
- How can you be salt and light to a coach you know? (*show love, pray, share the Gospel, disciple them*)
- How can a coach be salt and light to their players? (show self-control, integrity in all actions and decisions, being trustworthy, care for players as human beings for whom Christ died)
- What specific "good deeds" could a coach do to glorify God on their team? (love all their players with encouraging words, be fair and consistent, encourage players)
- How can we encourage and support coaches to be salt and light? (build relationships with coaches, care and pray for them, ask how to best serve them)

Share responses to the last three questions in the large group. Write the answers on a flip chart.

WHAT WE DO
4. Demonstrate six dimensions *(see notes)***15 min**

Six people stand shoulder to shoulder with their arms locked with each other. The 6 people are given a sign with one of the following words: physical, intellectual, emotional, spiritual, social, and environmental.

Ask one person to try to sit down and see what happens to the group. (*The whole group becomes unstable*)

Debrief.

- Link: When one component of the whole is not in balance it impacts all the other parts.

If possible, work in six small groups, one for each dimension.

Each group writes down answers to the following questions for their dimension:

- What are the specific needs of the coach? (e.g. physically)
- How can we serve each need listed?

Have one person from each group share with the whole group. Write the answers on the flip chart.

- **Link:** If we meet the holistic needs of coaches they will be encouraged, equipped, and enthused to be a whole life coach.

HOW WE DO IT

5. Bible discovery and letter

15 min

Work in groups of 4 or 5. Read 1 Thessalonians 2:7-12 and discuss.

- What does the text say and mean?
- What are ways we can share our lives with coaches we know?

Think of ways you can encourage coaches to care for their players.

Share 2-3 ideas with the whole group and summarize the responses.

Write a thank you letter to a coach who has influenced you positively. Include the impact that the coach has had on you physically, spiritually emotionally, socially, intellectually and environmentally.

6. Discussion and application

15 min

Work with a partner. Discuss the following.

- List local coaches you know.
- What are the specific needs of the coaches you identified?
- What are three things you could do to serve those coaches?
- Share what you will do to show care and love for a coach you know.
- Pray for the coaches you listed and for opportunities to serve the needs of these coaches.

Work as a whole group. Ask people to share some of their ideas.

7. Reflection and conclusion

5 min

Work alone and reflect on these questions.

- What has impacted you most today?
- What will you do about this in the next day? In the next week?

Pray together.

- **Summary:** We want to see coaches live as followers of Jesus Christ and living the Gospel to people in and around their sports context in every city and every community. To do this effectively we must care for coaches as whole people.

Detailed session notes

2. Welcome and session overview

Video Clip: 'Coach Carter Our Deepest Fear'. Start at 36 seconds to 1:59 seconds.

Due to copyright we cannot provide this video on the website and USB but it can be legally found on YouTube. You need to search for 'Coach Carter Our Deepest Fear' and use the clip uploaded by MovieClips.

Or pretend to do an interview with a coach about the unique needs and pressures faced by coaches. How would someone serve and help coaches meet their needs?

3. Bible discovery - Matthew 5:13-16

This passage is part of the Sermon on the Mount. Jesus talks about two common elements. Salt has two main uses. It preserves food and brings out flavor in cooking. Light can be understood in two ways too. It shows the way and it reveals things hidden in the darkness. Jesus is using very simple things to help us understand that we need to be like salt and light in our communities.

4. Demonstrate six dimensions

Examples of the needs of coaches:

- **Spiritual-** To be a disciple and to make disciples, develop identity in Christ, healthy prayer life, be involved in a local church, small group Bible study.
- **Social-** Put family first, people skills, have a community of support and accountability with friends, network of coaches.
- **Emotional-** Deal with unique pressures and stress that come with coaching, emotional maturity, self-control, help with counseling players.
- **Intellectual-** Practical applications of Kingdom values within the coaching context, technical and tactical skills and strategies, leadership, management and administrative skills, understanding of rules and legalities.
- **Physical-** Personal health and exercise, sleep, nutrition.

- **Environmental-** Team needs of fundraising, facilities, equipment, help with personal finances. Training resources for drug and alcohol abuse, gender differences, homosexuality.

Explanation of the 6 dimensions:

It is best not to focus on each element in isolation. The activity demonstrated that if one dimension is in crisis or is underdeveloped then it affects all the other dimensions of someone's life.

1. **Spiritual-** It is seeking the meaning and purpose of human existence. In the case of followers of Christ, we strive to live an obedient life according to the word of God (Romans 6:4). As believers we are called to live a life that is pleasing to the Lord (Colossians 1:10).

2. **Social-** The social dimension encourages contributing to one's environment and community. It emphasizes the interdependence between others and nature. Social wellness follows these principles: It is better to contribute to the common welfare of our community than to think only of ourselves. It is better to live in harmony with others and our environment than to live in conflict with them. We are called to love one another through serving and through teaching of the word which leads to obedience (1 John 4:11).

3. **Emotional-** The emotional dimension recognizes awareness and acceptance of one's feelings, self-control and personal responsibility (James 5:16, 1 John 1:9, Psalm 139).

4. **Intellectual-**The intellectual dimension recognizes mental activities that are creative and stimulating. A well person expands his or her knowledge and skills while discovering the potential for sharing his or her gifts with others (Proverbs 1, Romans 12:6-8).

5. **Physical-** Physical wellness is met through the combination of exercise and good eating habits. It entails personal responsibility and care (1 Corinthians 6:19). Our bodies are the temple where the Holy Spirit dwells.

6. **Environmental-**Environmental wellbeing is interrelated to the wellbeing of humanity; the condition of our environment affects our living conditions (Revelation 4:11, Genesis 2:4-9, Psalm 104:14-16).

Why are all six important for wholeness? Wellness arises from appreciation for the forgiveness, salvation and eternal life which have been given to believers by God in Jesus Christ. It involves being aware of the level of health and well-being in each dimension of a believer's life and making choices to improve one's health and well-being in each. This is done in order to maintain a proper balance between the various areas of life and to more fully worship God, become a more effective servant, and be a better steward.

8. Community Festivals

In this session we will see what a sports Festival is and be inspired to plan one. We will see the power and importance of running a Festival within a mission strategy. We will leave with next steps to implement a festival.

1. Why do Community Festivals?

We live in a broken world where communities are disconnected. God's people have a great opportunity to create an environment for the community to come together, celebrate, play and discover their need of God.

Community Festivals are an access tool to help the Church and agencies start the process of making disciples.

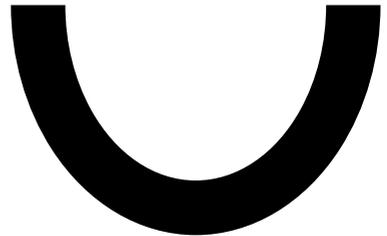
2. Types of Community Festivals

While there are many different types of festivals there are a few principles that help all of them work. It is best to match the type of festival with the needs and opportunities in your community.

3. How Community Festivals work

Festivals work effectively when two elements are used.

- The **Open Crowd** atmosphere is created by the positive attitudes and inclusive activities of the leaders as they lead the celebration.
- The design of the area needs to be a **'U' shape** to create an open, energetic and participatory environment to enable people to participate in different ways. This design helps creates a culture where people both see each other and also see what is going on. Center games are where community builds.



Community Festivals

120-150 min introduction. This session can be divided into shorter ones.

Suggested resources needed: PowerPoint, Centre Games Manual available on the RSG website, Handouts.

SESSION OVERVIEW

1. Festival experience *(see notes)*

20 min

As people arrive run two or more festival activities that build community and give people the emotional experience of a festival.

Debrief

- How did you feel when you first came in?
- What is different now? Why?
- Imagine what could happen over 3 hours.

→ Link: Emphasize that the Kingdom of God is a celebration, a wedding feast, a party.

2. Welcome and session overview *(see notes)*

5 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- Why do Community Festivals?
- Types of festivals - mix and match ideas and choose what works for you
- How Community Festivals work

→ Link: A festival is part of disciple making. It can be a first contact with someone. It will be a place for believers to grow in faith.

▶ Video: Festivals in Albania

→ Festivals have led to young people becoming disciples.

WHY DO COMMUNITY FESTIVALS?

3 Video (optional) *(see notes)*

7 min

▶ **Video: From festivals to messy church**

Debrief

- What did you see in this video about Community Festivals?

4. Bible discovery *(see notes)*

13 min

Work alone. Write down your vision for your own community. Pair and share your answers.

Work in groups of 3 people. Read John 4:4-30,39-42. Discuss how Jesus impacted communities.

- What did you notice from this passage about the way Jesus worked?

Get responses from the group and write ideas on a flip chart.

- Link: Jesus connected to the woman in a relevant way. He helped her take the next steps in her journey to become a disciple.

TYPES OF COMMUNITY FESTIVALS

5. Choosing your festival *(see notes)*

10 min

Explain the key components that make up a festival.

Celebration is at the heart	Play (games, sport, tournament)	Share (how will the Gospel be presented)
Find the right name for it	Where, when, how often	

Brainstorm your own festival. Write specific ideas on paper for a festival that would work in your community and share your idea with someone else in the group.

HOW A FESTIVAL WORKS

6. Explain 6 core principles *(see notes)***5 min**

Work in 6 groups. Explain the core principles behind every Festival as each group creates a frieze of that principle.

- Children are the stars!
- It's a celebration
- Free and open to everybody
- Life of the team is the ministry
- The start of discipling
- Use a "U" shape

7. Explore 'open crowd' atmosphere *(see notes)***10 min**

Explain the difference between an open and closed crowd.

- An 'open crowd' is welcoming. It helps strangers become connected and builds a caring community.
- A 'closed crowd' leaves people out and feeling uncertain.

→ Link: We want to build an open crowd. It doesn't just happen accidentally; it takes planning, work and sensitivity.

Explain what makes a crowd open using the diagram.

Play a fun game to experience open crowd. e.g. 'Bear, Hunter, Grandma' (optional)

Debrief

- How did you experience community in the game?

8. Explain the physical design *(see notes)***10 min**

→ Link: Center games are where community builds. A 'U' shape design helps creates a culture where people both see each other and see what is going on.

Explain 'U' shape by standing 10 people in a line at the front.

Play a quick game of 'cat and mouse.'

- Debrief- What is the problem with this closed circle?

Ask 10 people to stand in a 'U' shape.

- Debrief- How many people are you conscious of? Why?

Explain the Festival site plan using the diagram.

9. Explain using sport in a 'U' shape *(see notes)*

5 min

- Link: Sports Zones particularly appeal to those in the 12-18 age group. It also invites other age groups to either watch or participate.

Explain why, where possible, we keep sports close to the center of the festival.

Discussion

- What sort of sports activities would work in the Sports Zone?

10. Explain the phases of a Festival *(see notes)*

5 min

An "open crowd" festival develops through three phases:

1. Engagement	2. Cooperation	3. Community
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Explain each phase.

- Link: Recognizing the importance of the three phases helps you to build towards community.

Optional: Hand out notes on 10 top practical tips to make your festival work

11. Discuss steps after the Festival *(see notes)*

10 min

- Link: The festival is only the first step in the discipleship process.

Explore next steps as the second phase of your festival. Use optional PowerPoint or hand out.

Discuss these options together.

Pair and share.

- What strategy do you think would work in your context?

12. Reflection and conclusion**10 min**

Pray and plan alone.

- What has impacted you most today?
- What will you do about this in the next day? Week?

Pair and share.

Do a fun song or game to finish the session to emphasize community.

Eg. 'Hokey Pokey' or 'My Big Fat Pony'.

Detailed session notes

1. Festival experience

Festival activities as people arrive: (do 2 of these 5 suggestions)

- 'In the Pond, Out the Pond'
- Water balloon volleyball (if outside)
- Limbo
- Parachute games
- 'What's the Time, Mr Wolf?'

Festival resources and games can be found at **ReadySetGO.ec**.

Debrief together. Emphasize that the Kingdom of God is a celebration, a wedding feast, a party.

2. Welcome and session overview

We want you to learn about festivals and leave thinking about and planning your festival.

God uses festivals to open doors and open hearts.

- It opens doors into our community and into people's lives.
- It opens hearts towards Jesus as part of a missional process.

A festival is when we celebrate, play and share to help us make disciples who make disciples.

Community Festivals are part of a disciple making process.

Disciple making is a process that begins from when you first meet someone. They ask questions about faith, make a commitment to follow Jesus and then mature into disciples.

Community Festivals are often the first step in this process, an opportunity for a believer to share their faith with unbelievers. They are an access into the community.

3. Video (optional)

Watch a video that shows what happens at a festival and that there is a next step following it.

Ask the group what they saw in this video. (People working together, everyone involved, celebration, fun)

4. Bible discovery

Let's see how Jesus impacted His community ... Read John 4:4-30,39-42 then discuss.

(This passage will become a reference point throughout the training and is an opportunity to explore the principles of what a festival can do)

What did you notice from this passage about the way Jesus worked?

Responses could include...

- Jesus met her at a 'contact point' – a well (like a festival).
- He saw beyond her being a Samaritan, a woman and a questionable woman.
- He saw the individual - He saw the person everyone else missed.
- He was in the community – she was troubled and invisible – many wouldn't have noticed, but Jesus did.
- Jesus found the person of peace who went to tell everyone else.
- His words showed acceptance - "Would you give me a drink of water?"
- He built a strong relationship with her – he built a conversation based on her interests and wasn't distracted by her questions, instead responding in love.
- Because of the woman's testimony Jesus was able to remain and many believed.
- Jesus asked questions.

5. Choosing your festival

Your festival choice will be determined by three factors:

- The people groups you want to reach
- The festival type you think would work best in your culture
- The level of Gospel proclamation at your Festival

Here is a process to go through when deciding what type of festival you need.

Start by making it a celebration for your community. Then add the sport and play elements. Then add the level of sharing of the Gospel that would be appropriate. Then think of a name and work out the details of date and venue.

1. Celebration

Celebration needs to be at the center of every festival.

The heart of every strong model of Community Festivals is to create celebration and authentic community.

Celebration comes from the human spirit. If there is celebration then appropriate models of Community Festivals can work in any culture.

The key to celebration is building an 'open crowd', a warm and welcoming community where all can belong. It's the essence of every festival, and what holds it together.

How you handle sport and play and how you choose to communicate the Gospel depends on your audience. This determines the style and flavor of your festival.

To celebration add...

2. Play

2a. Sport and Games - add sports and games to your festival - different zones for all ages, games at the center, multiple sports.

2b. Sports Events - if in a city or country with a major event, consider a Fan Zone for people following the event, or an Opening Night or Closing Night festival.

2c. Competitive Sport - if after more serious competition make it tournament-based, competitive in one or more sports.

2d. Multiple nationalities - consider a community competition where different groups or nationalities compete against one another.

2e. A combination of all or some of these. Keep ensuring that each activity you do is appropriate within your culture.

To celebration and play add...

3. Share the Good News

This helps you understand how the Gospel can be presented in your situation - no, low, medium, high.

3a. No message - for planting seeds, planting new churches, building new relationships with the community and finding people of peace in the teams.

3b. Low level – here there is no direct message, rather building bridges into a community and helping strengthen partnering amongst the churches. A meet and greet team can welcome everyone and have effective one-on-one conversations.

3c. Medium level – some message may be presented by the children or through creative story-telling or a testimony from a sportsperson.

3d. High level – there is a clearly preached Gospel message with opportunity to respond.

To celebration, play and share, choose a name for your Festival

4. What's an appropriate name?

Choose a name to suit your festival. Some of the names used around the world are - Festival, Sports Festival, Games or World Cup Festival, Opening Night Festival, Fan Zone, Community Building and Tournament Festival. The festival helps you to build access into your community. It can take place in response to a global, national, or local celebration.

There are variations on the type of Community Festivals –little or no resource, high-budget, compassionate, corporate or company, children's.

Venue and how often?

5. Where and When?

Wherever possible seek to ensure that festivals take place in the most public and neutral space possible at the center of a community e.g. public grounds, parks and schools, sports hall, sports centers.

It can run over a single days, multiple days, regularly over a year, before or after a Kids Games.

There always need to be next steps in place to follow up your festival.

Brainstorm your own festival. Write specific ideas on paper for a festival that would work in your community and share your idea with someone else in the group.

6. Explain 6 core principles

Work in groups of 6. Give each group one of the core principles. Each group must create a frieze that captures the principle they have been given. Then they must think of one action that captures and summarizes this principle.

Give people 3 minutes to create the frieze.

1. Children are the stars. Ensure every child who comes gets an experience they won't easily forget. This will ensure that each child and their family will value and remember you.

2. It's a celebration. The Kingdom of God is a celebration so help people taste and experience what God's Kingdom is like. Create a John 10:10 party atmosphere. And remind the team that Jesus came to bring life to the full.

3. It's free and open to everybody. Everything you run – the attractions and activities welcome everyone regardless of age and ability. Make it free so that finances are not an obstacle for anyone to come (like God's love). It's 'family friendly' – everyone in the family feels welcome, cared for and engaged in the festival.

4. The life of the team is the ministry. As the team live their values, share a common dream together and know their roles, they change the atmosphere and show people the Kingdom. All those who come to the festival see the Kingdom lived in the life of the team.

5. The start of discipling. Your festival either begins or builds on your mission. Ensure your festival is not a stand-alone event without a follow-up strategy.

6. Create a 'U' Shape. This is so everyone can see each other and people can be welcomed into all that is taking place. (You may need to show this team a diagram so they know what the U Shape looks like.)

Finish the activity by quickly stating each of the 6 principles and getting everyone to act out the one action.

7. 'Open crowd' atmosphere

What is an open crowd?

- The power of an open crowd is that everyone, and children in particular, are seen and valued for who they are.
- A closed crowd leaves people out but an open crowd welcomes everyone.
- It is not about winning or coming first, rather it is about being appreciated.

- A place where people are valued and move from being strangers to friends.
 - It doesn't just happen accidentally, it takes planning, work and sensitivity.
- What makes an open crowd? It is a small group of friends (like the disciples) who love Jesus, each other and their community and are a team living off common values.
- In the game see if you can experience fun and community with each team.
- How was that game in experiencing community?

Festival Site Plan

Outer Sports Zone	1.	Center Space Games Center games team and clowns			14.	Activities that help people engage in community
	2.				13.	
Meet and Greet Team	3.				12.	Volunteer Coordinator
	4.				Center Games MC	
	5.	Assistant	Coordinator	Logistics	10.	
Rapid Response Team	6.	7.	Festival MC	8.	9.	Entertainers and Clowns
	Assistant		Event Producer	Assistant		
			Site Manager			

Key to optional activity ideas

- | | |
|-----------------------|---------------------|
| 1. Bouncy castle | 8. First aid |
| 2. Sports zone | 9. Food |
| 3. Circus skills | 10. Crafts |
| 4. Balloon sculpting | 11. Girls corner |
| 5. Toddlers play area | 12. Face painting |
| 6. Food | 13. Drinks |
| 7. Lost and found | 14. Water play area |

8. Explain the physical design

Center games are where community builds. A 'U' shape design helps create a culture where people both see each other and also see what is going on.

Why a 'U' Shape?

Stand 10 volunteers in a straight line.

- Of the people you are standing with, how many are you conscious of? (*It should be simply the people on either side of you*)

Play a quick game of 'cat and mouse.' (either with everyone in groups of 10 or just the people up the front)

- What is the problem with this closed circle?

Ask 10 people to stand in a U-shape.

- How many people are you conscious of? (everyone)

Explain the festival plan using the diagram or printed hand out. Ensure everyone can see it as it reinforces what you have been doing.

(Optional) Present a scenario of a 4 year old girl who turns up at a festival with her mother. What activity might the young girl go to first? What next? How might the mother connect?

9. Using sport in the 'U' Shape

Explain why you need the sports zone close to the center of the festival. Use diagram.

- Keep sport inside or close to the rest of the U shape festival.
- Sport often acts as an 'entry point' to other parts of the festival for those who may at first be cautious of becoming involved.
- Sport attracts teens and is a good place to develop relationships.
- Sports can be a good place to meet parents.
- There may be larger games of football or Frisbee played outside the U shape but try to include them in any way you can e.g. bring the winners into the center to cheer.

Balloon Game (Optional)

Get people into pairs. Throw a balloon to each pair – they can't use their hands – keep the balloon off the floor then introduce a second balloon. It may be possible to do this with a football or soccer ball.

10. Explain the phases of a festival

An 'open crowd' develops through three phases; engagement, cooperation and community. Recognizing the importance of these three phases helps you to build towards community.

- Engagement: people settle in after some chaos. It is noisy and fun which attracts people to come and have a look and become involved. Type of games include 'In the Pond, Out the Pond', 'Water Balloon Volleyball' and the 'Limbo'
- Cooperation: people become relaxed and participate as they see diverse activities they find interesting. Activities are designed to fascinate and build

cohesion and connectedness, e.g. 'Relay races', 'Tug of War' and 'Keeping the Ball in the Air'.

- Community: people are less self-conscious and have a sense of being a part of a community. A sense of excitement builds to the end. E.g. 'Zumba' dancing, 'Hokey Pokey' and 'My Big Fat Pony'.

11. Discuss the next steps after the festival

Begin all you do with the end in mind...

Community Festivals are a remarkable bridge building tool and can be effective in disciple making. They work best if there is a team of people committed to an ongoing transformational process rather than a single event. The importance of planning your festival follow-up at the same time as planning the festival itself is vital. A festival creates an expectation - those attending have experienced something they desire. You need to have something to invite people to next on the day of your festival.

Look at next step activities as simply the second phase to your festival. If the next steps are only planned sometime after an event, this can be too late or cause you to lose momentum. Therefore plan and prioritize your 'after festival follow-up' activities at the beginning of this whole process.

Further training ideas

- Community Festivals Guide
- Community Festivals Advanced
- Proclaim the Gospel
- Global Community Games
- KidsGames
- Community Cup

9. Community Cup

IMPORTANT: *Please create your own name for this strategy. Community Cup is simply an idea, but it is best to create your own name so that it is a locally owned strategy.*

Community Cup is a sports tournament to connect people in order to make disciples who make disciples. It brings unbelievers together with followers of Christ through a sports tournament and festival. It works towards fulfilling the Great Commission and it can be organized around any sport with different groups where you live.

Through sport there is opportunity to:

- Build relationships with leaders in the target groups you are serving
- Understand your community from the perspective of the leaders in the groups you are serving
- Serve the needs of your community by connecting with leaders from within groups that are isolated
- Initiate and continue disciple making in your city and neighborhood

1. Preparation

- Pray purposefully.
- Cast a vision for the Community Cup disciple making strategy.
- Develop relationship with partners.
- Form an organizing committee- Tournament Director, Volunteer Coordinator, Festival Coordinator, Follow-Up Coordinator.
- Prepare believers to be disciple makers by training them to multiply disciples.
- Identify groups in the community and invite them to participate in a sports tournament. Teams are formed from various sub-groups within your community (migrants, schools, community groups, neighborhoods).

2. Sports tournament

- Teams compete in a regular tournament format (round robin games and finals).
- Includes activities such as a food festival, entertainment, and hospitality to create open community and friendliness.

- Identify people who desire to learn about God and life and want their friends to join this conversation. They can open doors into a sub-group.
- Have a prize giving ceremony and word of encouragement at the end of the tournament.

3. Follow-Up

- People seeking to understand God and life are identified and are invited to pilot a discovery Bible study.
- People within sub-groups are trained to lead Discovery Bible Study Groups.
- Communities continue to stay connected and nurture disciples who make disciples.
- Further sports events can be a catalyst to continue the process.

Further training ideas

- Disciple Making Through Sports Tournaments
- Proclaim the Gospel
- How to Handle the Bible – Four Questions
- Whole Life Coaching
- Pray | Play | Say | Together
- Community Festivals

10. Global Community Games

Global Community Games are local sports and games activities done all over the world. There are many models with the main ones being:

- **KidsGames** – for children 6-14 years
- **FamilyGames** – for families
- **TeenGames** – for teenagers
- **EdgeGames** – for young adults

KidsGames

"Jesus said, 'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.'"

Matthew 19:14

1. What is KidsGames?

KidsGames is a sports, games and experiential learning program for children 6-14 years of age.

KidsGames is run on a local basis across a city, village or region involving a few children up to many thousands of children. KidsGames is designed so that sports organizations, churches, schools, community groups, local companies and local government can all work together to serve children.

2. What's so amazing about KidsGames?

KidsGames uses the power of sport and play to build relationship bridges and teach important life lessons children can easily understand.

KidsGames has developed across the whole world. It started in Egypt in the year 2000 and has spread to most countries and involved millions of children and youth. It uses the energy of fun and the depth of experiential learning to proclaim the good news and teach life lessons. KidsGames is easily adapted into TeenGames, FamilyGames or EdgeGames (young adults) and can be done in urban or rural contexts.

3. How can KidsGames be used in differing contexts?

KidsGames can be big or small and can be easily modified for different ages and stages.

KidsGames is easy to run; all you need are some teenage and adult leaders and some children. It can be done with no resources or with lots. All the resources are free to use. Each organizing committee is free to adapt the model to their situation, while being expected to stay true to original core values.

7 Building Blocks

KidsGames is easy to do if you understand the 7 building blocks in the table below. The following training session covers these briefly.

There are other training sessions in this book that will help you go deeper if your leaders need further equipping (see the table of contents or go to the website):

BUILDING BLOCKS OF KIDSGAMES		
1	Making disciples	KidsGames is about making disciples with children, their families and in the community.
2	Children and leaders together	It's about a fun, active and learning time for children. It's about leaders, especially teenage leaders, building friendships with the children.
3	Sport, experiential games and fun games	It's about sport and play and how they can be used to teach the Bible in an active way.
4	Opening and closing ceremony	It's important to start well and finish well.
5	Kids' compassion	It's about children learning how to actively care for others.
6	Partnering	It's done in partnership with other groups in your area.
7	Creative ideas	Creative ideas, world championship events and more can be added.

KidsGames session overview in 2 parts

The outcome of this session is that each person will have a basic understanding of what KidsGames is, why it has been so fruitful and how to use it in their context.

Suggested resources needed: Introductory video, PowerPoint, Paper and pens, chart or PowerPoint with the Building Blocks to add over the session.

PART 1

1. Energizer

3 min

Play a quick fun game.

MAKING DISCIPLES

2. Welcome

2 min

Welcome everyone and introduce the team of presenters.

Explain that we are going to have an adventure through the building blocks of KidsGames as we seek to connect with and help make disciples with children and their families.

Why children? Mention things like:

- Children make up a third of the population of the earth.
- God loves children (see Matthew 19:14)
- People are most open to the Gospel as children.

→ **BUILDING BLOCK 1 – Making Disciples:** KidsGames is a way to reach out and make disciples. Add the first building block to the chart.

Many KidsGames Curricula can be found on the ReadySetGO.world website.

CHILDREN AND LEADERS TOGETHER

3. Video**3 min**

▶ **Play the KidsGames Introductory clip. (See ReadySetGO website for KidsGames videos)**

4. Share a story of KidsGames *(see notes)***2 min**

Very briefly, share a story or something of the history of KidsGames in your city or of what's happened around the world (refer detailed session notes for full story).

5. When you were a child discussion**10 min**

Break the larger group into groups of 3 and have them answer these questions:

- When you were 10 years old and your parents told you to go play, what did you play?
- Try to think of one thing you learned from that play and share it with the others.

Bring the group back together and have a few groups share what they were playing at age 10.

Then ask for some of the lessons they learned. Ask the whole group, "Did you know you were learning back then?"

Why or why not?

Say: Children play quite naturally and play captures and holds their attention while stimulating their creativity and curiosity.

- **BUILDING BLOCK 2 - Leaders and Children:** Instead of us simply talking to children, playing with them is one of the greatest ways to build relationships and teach important lessons.

Mention that KidsGames are designed to go for 5 or 10 days so that relationships can be built.

SPORT, EXPERIENTIAL GAMES AND FUN GAMES

→ **BUILDING BLOCK 3** – Sport, Experiential Games and Fun Games: We will discover the three types of play in KidsGames.

6. Play an experiential learning game *(see notes)*

10 min

Choose a game that can illustrate the way games can teach a message.

One option is in the detailed session notes or see the **Learn Through Games** training session in this book for a more detailed training on experiential learning.

7. Learning through games

2 min

Explain briefly the cycle of Learning through Games.

The 4 steps to cover are:



8. Three types of games discussion

10 min

Divide the whole group into 3 smaller groups and assign one to each:

Competitive sport	Experiential games	Fun Games
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Have each group discuss: What are the benefits of this kind of game? (Have one person from each group share their answer).

9. Putting the picture together

15 min

Ask the group if they can remember the three Building Blocks.

Then show how they come together into a typical KidsGames program (leave the gray sections blank until later):

BEFORE KIDSGAMES		Cast vision, recruit partners and volunteers. Help prepare leaders to be disciple makers. Advertise and invite the children.
KIDSGAMES	Opening Ceremony	
	TYPICAL KIDSGAMES DAY	Fun games (when the children arrive)
		Experiential Games (discovery learning time)
		Sport, coaching and competition
		Compassion Project
		Creative electives
	Closing Ceremony (and World Championships)	
AFTER KIDSGAMES	Follow up with the children and families. This is the most important part of KidsGames.	

→ Ask: “What do you think is missing (in the blank squares)?”

Now add the other 4 Building Blocks with a brief explanation. You could go deeper on each one if you have time.

1. Opening and Closing Ceremony – these can be big or small. If there are many groups doing KidsGames in a community, why not do the Closing Ceremony together? The best ceremonies are the ones where the children lead as much as possible and present their creative work. Go to **ReadySetGO.world** to find KidsGames and the KidsGames World Championships as a great idea to add to your KidsGames.

2. Compassion Project (or “Million Hours Project”) – many KidsGames have found the best part of the time was encouraging the children to do a positive project serving their community (cleaning the streets, painting an orphanage, visiting old people, etc.) It takes the lessons learnt and makes them come to life through loving others.

3. Creative electives – many KidsGames offer children creative activities to do alongside sport (dance, sports photography and video, creative drawing, etc.)

4. Partnering – working together with other groups in unity provides many good outcomes including a strong witness, strengthening of the local community, and promotion of the needs of children.

→ Close with prayer - If you are stopping here, finish the session and close in prayer.

PART 2 – PLANNING YOUR KIDSGAMES

10. Body language game

10 min

Have each person write down 4 emotions, 2 positive and 2 negative.

Have everyone get in pairs and stand back to back. On the count of 3 they turn around and mime one emotion on their card. Each partner tries to identify the emotion of the other. Do this four times.

Ask the following questions:

- Was that hard or easy? Why or why not?
- How much do you think we communicate with body language? (80% of language is body language)
- How important do you think that is when working with kids?

11. Group discussion: 5 things

10 min

Break the whole group up into groups of 5 and have them discuss the following questions:

When you do your KidsGames, what would you want the children to Feel? Think? Believe? Say? Do? (Put on PowerPoint). Groups could come up with things like:

Feel	Safe, welcome
Think	I can ask God questions, God is big
Believe	There is one God, Jesus is God's Son
Say	I love KidsGames! Let's play!
Do	Invite their friends, tell their parents about their day

Teach: If you were designing a KidsGames, this would be a great exercise to do with your team. You could do it using an overall theme or do it for each day using that day's theme.

You could also do some “reverse brainstorming” with questions like: If we didn’t want kids to feel welcome what would we do? If we didn’t want kids to believe God is love what would we do?

12. Make a plan

30 min

Break whole group back into 3 groups and give them three scenarios that fit your group (inner city setting, suburban setting, large or small village, rural, etc.)

Have each group write out the scenario of their setting: budget, cultural issues and time restraints, etc. (5 minutes)

Using the core elements below, design a plan together on paper for a KidsGames for their setting with time frames, who will be responsible and what is needed (discuss for 20-30 minutes):

		Time and details?	Ideas and what’s needed?	Who will do it?
BEFORE KIDSGAMES				
KIDSGAMES	Opening Ceremony			
	Fun games			
	Experiential Games			
	Sport, coaching and competition			
	Compassion Project			
	Creative Elements			
	Closing Ceremony			
AFTER KIDSGAMES				

Have each group give a report on their plan. (10 min)

13. Close with prayer

2 min

Detailed session notes

4. The KidsGames Story

The KidsGames idea spread from Egypt from the year 2000 and is now called The Best Kid-Thing on Earth! It has been a voluntary movement since it began. Ideas, training, videos and curriculum have been added by people from all over the world. Everything you download from **ReadySetGO.world** was written by a team of people representing many nations. All the resources are free for you to use as long as you stick to the core elements.

KidsGames has grown by people being willing to freely share their best ideas. From slum kids in India wanting a compassion project to serve their neighborhood, to world championship events where kids can compete with other countries (this started in Kenya), KidsGames is as varied as the villages and cities that run it.

KidsGames is found in deserts, islands, mountains and jungles around the globe. It is in schools, in prisons, in neighborhoods. There are short 3 day KidsGames and some that happen all summer. Some are large and some are small, but all agree it is The Best Kid-thing on Earth!

6. Experiential Game: Honey, I Love You (optional)

Play, "Honey, I Love You," a game where players must resist smiling or laughing. Players form a circle (up to 10 people per circle), with one person in the middle, who asks someone in the circle as comically as possible, "Honey, do you love me?" That person must answer, "Honey, you know I love you, but I just can't smile." If they laugh or smile, they become the next "It".

Debrief using the 5 universal debrief questions.

End with "Did you know you were learning those things as you played?" Why or why not? Can a soccer or rugby match be used the same way? Why or why not?

5 universal debrief questions

- Did you notice . . . (e.g. did you notice everyone had a hard time not laughing?)
This is a closed question on purpose.
- Why did that happen?
- Does that happen in life?
- Why does that happen?
- How can we use this?

KidsGames Adaptations

KidsGames can and has been easily adapted for families, teens and young adults. The same KidsGames training can be used if you adapt it to the age group you are targeting.

Adaptations can be found on the **ReadySetGO.world** website.

FamilyGames

What is Family Games?

FamilyGames is a worldwide movement serving the family in the areas of values, faith and communications through sports, games, the Bible, creativity and fun all integrated into an easy-to-run initiative. Families can be served through this strategy around the world, across a city, village, region or even neighborhood. Churches, schools, companies, community groups, sports and social organizations can easily and effectively run FamilyGames.

Why implement Family Games?

Everyone needs a family. In FamilyGames every person can feel that they are part of a family and feel included in their own corporate family, with their close friends, or even extended to a church or community. Families can have fun, can play games or sports or have quality time. Everyone feels included in the first Godly institution, the family.

Family Games Practical Description

FamilyGames in one part of the world will be different from FamilyGames in another part of the world. In fact, FamilyGames will be different when more than one FamilyGames occurs in the same city. The activities you organize will depend on your culture, your sporting interests, as well as the facilities and resources available.

People don't need to be part of a family to participate. A person alone can still integrate into the activities (perhaps form their own family for the duration of FamilyGames) and enjoy the value of the family too.

FamilyGames uses experiential learning as a tool to speak about values and Bible and can use some of these ideas: March In Parade, Torch Lighting, Athletes' Pledge, Opening and Closing Ceremony of dance, drama, music, press corps, World Water Bucket Championship, one or more compassion projects, awards ceremony, putting out the Torch and declaring the FamilyGames closed.

The program can be adapted depending on how many hours or days are available and new ideas are always welcome to improve this strategy of reaching families.

Find resources on the **ReadySetGO.world** website.

TeenGames and EdgeGames

What are TeenGames and EdgeGames?

They are sports and learning programs for 12-18 year olds (TeenGames) and young adults (EdgeGames) where companies, churches, schools, community groups, sports organizations and local government can all work together. They are run on a local basis across a city, village or region.

Why do TeenGames or EdgeGames?

TeenGames and EdgeGames are a good starting point for developing sports ministry. They are a way for these age groups to participate in a sports event together. It is also a way to recruit people to sports ministry. The model helps to build ongoing partnering initiatives and it helps to connect with youth, families and young adults in a community. Because it is generally only done once a year or once every two years, it is a great tool to get groups working together, often for the first time.

Practical Description

TeenGames and EdgeGames are flexible models for running a Sports and Games program. They are most effective when run by a partnership team from a group of churches, organizations, etc. It can be done with no resources or with lots. All the written resources are free to download and use.

Choose a model that best suits your community. Common models include 10-week programs meeting once a week, 5-week programs meeting twice a week or 5 day holiday programs meeting each day or a 2 week program meeting for 10 days over 2 weeks. Each organizing committee is free to adapt the model to their situation, while being expected to stay true to the values, principles and intention of the strategy.

Find additional resources on the **ReadySetGO.world** website.

11. Governing Bodies of Sports

In this session we will begin to understand Governing Bodies of Sports and the opportunities we have to serve them as they serve sport. We can know, live and share the Gospel among those involved in the Governing Bodies of Sports.

1. What is a Governing Body of Sport?

A Governing Body of Sport consists of the people who govern, regulate and organize a particular sport. They do much to make sport fair and accessible. They serve the broader needs of the sport and have a lot of influence. Governing Bodies of Sport exist in most local situations and nationally and internationally.

2. Why work within Governing Bodies?

Governing bodies can have either a positive or negative influence on their sport. Whilst having great intentions to serve sportspeople, they inevitably face the temptations of the world such as corruption, politics and power related issues which can lead to their fall. These men and women also often face significant family and organizational pressures. If we focus on and serve these people, many interested athletes, coaches and officials can find a personal faith and in turn become People of Peace.

3. How can we serve with Governing Bodies?

We see models of how Governing Bodies have been served in the past. We see that there are many opportunities to serve these people today and into the future.

Matthew 20:25-28

TRAINING SESSION OUTLINE

1. Welcome and session overview

5 min

Introduce the team of facilitators. Explain the goals and key elements of the session:

- What is a Governing Body of Sport?

- Why work within Governing Bodies?
- How can we serve within Governing Bodies?

Pray together.

WHAT IS A GOVERNING BODY OF SPORT?

2. Quiz on sports personalities *(see notes)*

10 min

Work as a whole group. Display photographs of people associated with governing bodies of sports. Some will be well known personalities. Other photos will be of athletes or officials within sports.

Discuss together.

- Did we recognize all the people in the photos?
- Why don't we know all these people? (because many people serve behind the scenes)

▶ **Video: Show a clip from 'Struggles and Triumph' / All ability sports / Power of sports (Mandela) / Sports for Peace**

3. Explain about Governing Bodies of Sport *(see notes)*

10 min

Work as a whole group.

Write some of the local and international Sports Federation abbreviations on a flip chart. Ask people if they know or can guess what any of them mean.

Explain about those who are part of Governing Bodies of Sport. Discuss their roles and responsibilities.

- Link: People in Governing Bodies of Sport are sometimes not very well known. However, they have a lot of influence on their sport. These Governing Bodies serve their different sports locally (clubs, regional or provincial associations), nationally and internationally.

▶ **Video: The Vision of the Olympic movement / Vision of Sports Ministry Movement / Power of sports (Mandela) / Sports for Peace**

- Link: Explain the vision and mission of reaching out to the Governing Bodies of Sport.

WHY WORK WITHIN GOVERNING BODIES?

4. Learning game *(see notes)*

5 min

Divide into 2 teams. Play the same ball game in each team. The two teams then compete with each other. Play according to instructions given.

Debrief:

- What are the lessons and values learnt from the game?
- Who do you think has the regulatory power to control the game? (Shared power)

5. Discussion *(see notes)*

15 min

Pair and share.

- Tell of a time when you were part of a team and things did not work so well?
- How did you feel? How did you react?

- Link: People who govern sports face many types of challenges.

Discuss in groups of 2 or 3 people.

- What challenges do you think Governing Bodies of Sport are facing?
- What makes their position vulnerable?

List responses on flip chart and summarize. Discuss the list together.

- Link: All of us can struggle with these very same temptations. We are all tempted to abuse power, greed and dishonesty. However, the influence of local, national and international Governing Bodies of Sport can mean there are huge consequences for many people when things go wrong.

6. Bible discovery in pairs

15 min

Read Matthew 20:25-28. Discuss the following questions with a partner.

- What is the Scripture saying?

- What might the expression “lord it over them” mean in verse 25?
- What does real serving look like?
- How do you need to rethink how you serve others?
- How do you relate these verses to people in Governing Bodies of Sport?

Get feedback from the group and summarize.

- Link: When anyone is in authority over others it is tempting to misuse authority. Jesus taught that to be truly great, you need to serve others.

HOW CAN MEMBERS OF GOVERNING BODIES SERVE OTHERS?

7. Group discussion *(see notes)*

20 min

Discuss in groups of 3 people:

- How can members in Governing Bodies of Sport serve our athletes, officials, supporters, partners and communities more effectively?

Collect the ideas on a flip chart and summarize.

- Link: There are many ways for those who are members of Governing Bodies of Sport to serve others. One way is to understand the principle and identify a ‘person of peace’.

Read and discuss Luke 10:5-6.

- The ‘person of peace’ describes someone who is ready to hear the Gospel and who then opens the door of their community to the Gospel. They can affect the whole community to which they belong.

▶ Video: Models of working within Governing Bodies of Sport

Debrief together:

- What positive principles came through these stories?
- What surprised you or disappointed you?

8. Reflection and conclusion *(see notes)*

10 min

Work alone.

- What could be achieved by serving within Governing Bodies of Sport?
- What role can you play?
- What will you do about it?

Sit with a partner and share. Pray for each other.

Detailed session notes

2. Quiz on sports personalities

The quiz could be presented with photographs of two high profile governing body leaders, athletes, two coaches, one referee and two sport officials who are well known in the sports played in your country.

In the world of sport one of the most influential groups consists of members on the Governing Bodies of Sports. They can open or close doors for sports ministry.

Video: (Struggle and Triumph / All ability sport / Nelson Mandela / Sport for Peace video clip)

The informational video on the opening ceremony of the Games shows some elite players, coaches, and Governing Body Leaders to be identified.

The facilitator can ask the participants if they know who is responsible for major sporting events locally, nationally and internationally.

3. Explain about Governing Bodies of Sports

Governing Bodies of Sport consist of administrators of a particular or generic sport and have a regulatory or sanctioning function. Their work includes organizing the sport, dealing with disciplinary action for rule infractions, and deciding on rule changes in the sport. They cover a range of activities including promoting, developing, and marketing the sport at different levels. This covers many sports at international, national and local levels. Some are responsible for multiple sports and others a single sport.

Watch The Vision of the movement video and then explain the vision and mission:

Vision: Growing disciples in all nations for Christ in the world of the Governing Bodies of Sports.

Mission: To seek out and work with men and women of peace within the Governing Bodies of Sports, to be a voice for the redemption and transformation in the world of sport.

4. Learning game

Divide into two teams and give instructions. The two teams compete against one another. The team that follows the rules better gets one point. The team to get to 5 points first wins the game.

Ball Game

Purpose of the game: To discover how to effectively deal with a variety of challenges as a team.

Equipment needed: Three balls, i.e. Soccer/Volley Ball (big ball), tennis ball (small ball) and rugby ball (different shape ball)

Game Instructions:

- Instruct them with the following rules
- Throw or pass the ball to someone in your team.
- Every time you get the ball, throw it to the same person each time.
- To complete 1 round, every person is allowed to handle the ball only once.
- When you drop the ball or throw the ball to a different person then when you started, the game starts from the beginning.

Allow the teams to practice several rounds.

- Let them play with one ball first.
- Stop and have them come up with a strategy to improve their game.
- Challenge them to play as quickly as possible.
- Introduce a second ball.
- Let them strategize again to improve their performance.
- Introduce the third ball and do the same as above.
- The teams now compete against each other for the fastest time.
- Appoint 1 or 2 referees to monitor the application of the rules, e.g. 1 member from each team could referee the other team.

Debrief on what the teams have learned from the game.

The three balls represent a variety (big, small and different) of challenges/problems/assignments that teams sometimes have to deal with.

5. Discussion

The challenges identified by the participants may include the following:

- Struggle for power / Self Interest / Self Gain
- Politics
- Corruption
- Immorality
- Gambling
- Abuse of Drugs
- Organizational issues
- Conflicts of Interest
- Racism and Ethic Conflicts
- Financial Mismanagement/ Misconduct

7. Group discussion

Possible answers include:

- Prayer strategy
- Free equipment or kit distribution
- Whole Life Coaching program
- Providing coaches for the sport or strength training
- Helping in sending and receiving teams
- Promoting fair play or no drugs initiatives
- Providing volunteers during events
- Providing hospitality, transportation before and after major sporting events
- Becoming a friend and encourager of those on Governing Bodies of Sport.

How could you influence men and women of peace to serve within Governing Bodies of Sport?

1. Pray for the identification of people of peace in Governing Bodies of Sport
2. Become a friend of those on Governing Bodies of Sport
3. Establish relationships with them
4. Assist the people of peace in their service
5. Develop partnerships
6. Be a friend first and sharer of Christ's love second

8. Reflection and conclusion

What could happen by serving within Governing Bodies of Sport?

1. Serving believers in their positions
2. Christ-following individuals or agencies as valuable partners
3. A change in the culture of sport
4. A growing number of disciplined believers in local, national and international Governing Bodies of Sport
5. Keep the doors open to serve Governing Bodies of Sport
6. Ongoing Bible studies for interested Governing Bodies of Sport persons
7. Pastoral support for local, national and international Governing Bodies of Sport persons

12. Health and Fitness

In this session, we will discover why the world of Health and Fitness needs the gospel and then find practical ways in which people can hear the gospel and grow in Christ. We also explore how God views our physical bodies.

What is Health and Fitness Ministry?

Health and fitness is the foundation of all sport and reaches across all ages and abilities. It is a universal ministry and one which needs the gospel.

- Health and Fitness is the development of physical, mental, and spiritual wellbeing of an individual and community.
- We are joining in what Jesus is already doing, leading people to redemption in their physical bodies, minds, and spirits.
- Health and fitness serve those seeking change as well as giving opportunities for believers to serve the community.

Why be involved in the world of Health and Fitness?

- Our physical bodies are sacred. Taking care of them honours our creator and empowers us to follow Him more closely.
- It provides many opportunities to serve the local community
- It provides opportunities to share the gospel and disciple intentionally.

How can we do Health and Fitness ministry?

There are two key strategies:

- **Come in:** Using fitness as a tool to create a kingdom centered culture where you are. For example, inviting people to come into gyms or fitness programs run by believers, church-based ministries, or believers creating their own classes.
- **Go out:** Intentional discipleship in a secular fitness environment. For example, gym chaplain, group of believers at a functional fitness gym, physiotherapist, trainer in a high-level sports club, or organization.

Health and Fitness

90 - 120 minute training session

YOU WILL NEED: Flip chart and markers; cards with Bible passages

1. Introduction

10 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- What is health and fitness ministry?
- Why be involved in health and fitness?
- How can we do health and fitness ministry?

Spend 5 minutes doing some physical stretching in preparation for the session. Make it fun!

- Overview: The aim of Health and Fitness is to develop the wellbeing of an individual and community – physically, mentally and spiritually.

WHAT IS HEALTH AND FITNESS MINISTRY?

2. Small group scenario discussion

10 min

Work in groups of 4 or 5. Give each group two different scenarios to discuss. Ask them to work out where each issue belongs.

Is the scenario mainly a physical, emotional or spiritual need?

- Scenario A: A woman complains that she doesn't feel good about how she looks.
- Scenario B: I have hurt my back and cannot work. What should I do?
- Scenario C: I am scared of ageing or death.
- Scenario D: I look amazing. I don't need any help!

Afterwards ask each group to give feedback.

3. Brainstorm – what are people really seeking? *(see notes)*

10 min

- People in the health and fitness world are seeking something. What is it?

Work in the same small groups. Spend 5 minutes to brainstorm the real motivations of people who come to a fitness program. What are they really seeking?

Now create a combined list from all the groups on a flipchart. Add any ideas they haven't thought of from extra notes and discuss together.

- Link: The physical wellbeing of a person is connected to their mental and spiritual health. Everything is inter-related.

4. Circuit training – Bible exploration *(see notes)*

20 mins

- Our bodies are a gift from God - We are created in the image of God (Genesis 1:27) and are fearfully and wonderfully made (Psalm 139:13-14). Our bodies are absolutely amazing!!!
- Our bodies are sacred - connected with God or dedicated to a religious purpose and so deserving great respect or reverence. This fact has many implications for us. What can we learn about how God views our bodies?

Preparation: Put the Bible passages on individual cards on the floor like a fitness circuit.

Work in pairs. Pairs start at different cards on the circuit. They read a Bible passage and discuss at each card before moving onto the next one. Add elements of fitness to make the activity energetic (eg. after discussing a card, run a lap of the circuit and then go to the next card). Be creative. Allow 10 minutes for the whole circuit.

At each card discuss the question: 'What do we learn about what God thinks about our body'.

Genesis 1:26-27, Genesis 3:16-19, Psalm 139:13-16, Mark 12:30, Romans 1:24-25, Romans 6:12-13, Romans 8:10-11, Romans 12:1-2, 1 Corinthians 6:12-20, 1 Timothy 4:8, 3 John 2.

After the circuit, collect the ideas on a flip chart.

- Summary: We are called to worship God with our bodies, not idolize them.

WHY BE INVOLVED IN THE WORLD OF HEALTH AND FITNESS?

- There are three main reasons for Health and Fitness ministry:
- Community health – it is good for everyone to be healthy (body, mind, spirit)
 - Be more effective disciples ourselves – healthy, focused, balanced, fit.
 - Making disciples in health and fitness contexts – this is where many people gather and think about 'life'

5. Teach about community health *(see notes)***10 min**

Work as a whole group. Look at some World Health Organization statistics about the health of the community. (If possible, find some national or local statistics.)

- Most people live in countries where obesity kills more people than malnutrition.
- Our life expectancy is rising but our quality of life is falling.

Pair and share: What is your reaction to these statistics?

Discuss these questions together:

- If the church builds hospitals, shouldn't we also keep people out of them?
- If we believe that peoples' bodies are sacred, shouldn't we help them take care of their bodies?

6. Discussion**10 min**

Divide into groups of about 5 people. Each group works on a different topic; Physical, Emotional, or Spiritual.

- Brainstorm and discuss challenges people face with each topic.
- Identify who in the group has been affected by any of the issues listed and which one.
- Feedback findings from each group.

Note: Trainer needs to highlight how the issues are connected.

Pair and share: Pray for a partner using Romans 12:1-2 for inspiration.

7. Evaluate your own health *(see notes)***15 min**

- Link: If we treat our physical bodies well, it gives us potential to be more effective disciples for Jesus.

Say: Imagine for a minute that you slept only 3 hours last night. You have been traveling for the last 20 hours. You are now sitting on a bus next to someone who has taken a keen interest in chatting with you.

- What might your response be? (share the Gospel or put your headphones on and tune out?)

Pair and share.

- What destructive things are you more likely to do when you are exhausted? (Be nasty, selfish, cynical, lustful, depressed?) Discuss this for 5 minutes and share experiences.

Bring the group together and get feedback.

- Link: There can be a link between our exhaustion, health and our internal lives. Sometimes, the most holy thing we can do is to sleep. We take care of our physical bodies so that our whole being can be more holy. Remember 1 Kings 19:1-8. When Elijah was discouraged and scared, the Lord sent an angel to him with food and told him to sleep.

Meditation:

Everyone find a place of their own in the room. Sit comfortably with eyes closed while the facilitator leads a meditation using the instructions.

Debrief after the meditation.

- What became clear to you as you meditated?

8. Explore Disciple Making in Health and Fitness**10 min**

- Link: We do not want to merely solve physical issues but bring redemption to whole person: mind, body and spirit. We want to help people redeem their bodies and their spirits. We want to share with them the life giving, good news of Jesus and how we can spend eternity with Him!

These are statistics about the health and fitness industry (Statistic.com):

- In 2016, 160 million people belonged to health and fitness clubs.
- This number is growing steadily every year. It is one of the fastest growing activities in the world today.
- In 2014, there were 184,000 gyms worldwide.

- Link: this health and fitness community is a huge unreached people group which needs to hear the gospel. Jesus commands us in Matthew 28 to 'go and make disciples of all nations.' 'All nations' include people groups, and the world of health and fitness is one of these groups.

Read 1 Corinthians 9:22-23 together. Discuss:

- What does it mean to become all things to all people?
- Link: People are involved in health and fitness for many different reasons. They are 'seeking' something in life. We need to reach out to these people where they are with the good news of the gospel helping them see that this is their greatest need.

HOW CAN WE DO HEALTH AND FITNESS MINISTRY?

9. Explain health and fitness models

20 min

- There are two strategies: **COME IN** and **GO OUT**
- Come in: This involves people coming into different contexts of health and fitness e.g. church gyms, running clubs, or community activities organized by believers.
 - Go out: This looks at the role of individuals like instructors, active life lovers, and business owners, and how they can use their skills, business or passions intentionally for making disciples in secular environments.

COME IN

Explain some of the models of health and fitness where people from the community come to a strategy that is organised by believers, often at a church or home.

You can describe 2 or 3 models or show a short video explaining each. Be careful to explain how each strategy contributes to making disciples. Some participants may be able to describe models for their contexts. (See Health and fitness models for information)

- Classes that meet needs in the community for seniors, families, mothers & babies, etc.
- Church model*
- Garage gyms*
- Running clubs

- Walking clubs
- *Reference videos available

GO OUT

Now highlight the ways that believers have been intentional in bringing Christ into the Health and Fitness world. (See Health and Fitness models for information)

- Believers join a local gym
- Gym Chaplain
- Believers group at a functional fitness gym
- Business owners
- Personal Trainer
- Trainer in a high-level sports club or organization

10. Look and Listen to your context

5 min

Spend 5 minutes alone to sit and think.

Ask yourself these questions and write some notes.

- What is your context?
- What strategy would work in your context?
- Where do you think God is calling you?

Trainers can help participants recognize opportunities in their context. (See the sports ministry map for more ideas.)

Afterwards share thoughts with 3 or 4 people near you.

→ Link: There are many available resources to help you reach your context. These can be found at ReadySetGO.ec

Other things to think about are:

- Who will you be accountable to for your ministry?
- Who else can you bring in to build your team?
- Who do you know already doing this ministry who can give you some first hand experience?

Pray for each other and for the world of health and fitness.

Detailed session notes

3. Brainstorm – what are people really seeking?

Possible responses include:

- Belonging
- Physical change
- Vanity
- Validation
- Connection and community
- Someone to love them
- Purpose
- Extend life
- Identity

4. Circuit training – Bible exploration

Genesis 1:26-27: God created men in His image, gave them bodies, and said they were good.

They were able to love and worship God perfectly in those bodies

They were male and female, both genders were needed to fully display the image of God.

Genesis 3:16-19: The rebellion of Adam and Eve had a huge impact on their bodies:

Pain in childbirth

Sweat and pain in work

Their bodies were infected with sin which would eventually kill their physical bodies.

Psalm 139:13-16

Fearfully and wonderfully made

God knew me as he was forming me

Mark 12:30

Love the Lord with all of your heart, soul, mind, and strength

Romans 1:24-25

They degraded their bodies

Worshipped created things instead of the creator.

Romans 6:12-13

Do not present your body as an instrument of sin but as an instrument of righteousness to God.

Romans 8:10-11

The Holy Spirit gives life to your mortal bodies

Romans 12:1-2

Present your bodies as living sacrifices

1 Corinthians 6:12-20

Sexually we are called to honour God with our bodies

It is a temple of the Holy Spirit

We are commanded to honour God with our bodies.

1 Tim 4:8

Spiritual training is of greater value than physical training

There are two extremes: One is neglect, I just don't care about this body at all.

The other is idolatry, I worship my body and make the care of it my first priority.

3 John 2:

We want to bless each other with good health.

5. Teach about community health

Key facts from World health organization report - February 2018

- Worldwide obesity has nearly tripled since 1975.
- In 2016, more than 1.9 billion adults, 18 years and older, were overweight. Of these over 650 million were obese.
- 39% of adults aged 18 years and over were overweight in 2016, and 13% were obese.
- Most of the world's population live in countries where overweight and obesity kills more people than underweight.
- 41 million children under the age of 5 were overweight or obese in 2016.
- Over 340 million children and adolescents aged 5-19 were overweight or obese in 2016.
- Obesity is preventable.

7. Evaluate your own health

Meditation exercise instructions:

- Everyone stand up and close your eyes.
- Take 3 deep breaths, try to breathe into your belly.
- Stretch your arms above your head, as high as you can.
- Now bend over and try to touch your toes.
- Every time you breathe out, sink a little lower.
- Rise back up to standing slowly.
- Now, sit down and get comfortable.
- Close your eyes and breathe deeply through your belly.
- As you breathe, I will read you things that are true, focus on my voice and relax, letting God's words sink into you.

Read Genesis 1:7

- Breath is life

Read Psalm 23:1-3

Read Matthew 11:28-30

- Every one of you have sinned, but you have repented, which means you have been made completely new. You are not condemned! You are seen as righteous and as a child of God. The creator of the universe loves you very much.
- Open your eyes.
- How do you feel? Are you more relaxed? Focused? At peace? Closer to God?
- What we do with our physical bodies affects our minds and our spirits.

Turn to the person next to you and share how you feel.

Further ideas:

- Health and Fitness Models
- Being a Believer in the World of Health and Fitness

13. Top Level Competitors

In this session we will understand the world of Top Level Competitors and their unique needs. We will see the opportunities we have to serve them.

1. Seeing the needs of Top Level Competitors

Top Level Competitors have the same needs as everyone. However they are exposed to additional pressures, failures and challenges.

2 Corinthians 4:18, John 3:16

2. Understanding the world of Top Level Competitors

Top Level Competitors have a different mindset, a different lifestyle, and different daily plans compared to other people. We need to understand the differences in order to understand Top Level Competitors.

1 Corinthians 12:26

3. What are our next steps?

Jesus loves Top Level Competitors! He wants to reach out to them through us.

There are many ways to respond to the needs and opportunities:

- Pray and understand God's heart for them.
- Find creative ways to reach and serve them.

Romans 10:14-15.

Top Level Competitors

90 Minute Training Session

Suggested resources needed: Bible, PowerPoint presentation, Projector and speakers, Leaders prepared to share stories of Top Level Competitors or their own stories, Paper and pens.

SESSION OVERVIEW

1. Welcome and session overview *(see notes)*

7 min

Tell a story of a Top level competitor athlete doing something which encourages or inspires.

► **Optional: Watch Derek Redmond video**

(The video shows runner Derek Redmond injured during a race but not giving up and finally being helped to the finish line by his father. We see courage, perseverance and devotion.)

Introduce the team of presenters. Explain the goals and key elements of the session:

- Seeing the needs of Top Level Competitors
- Understanding the world of Top Level Competitors
- What are our next steps?

Give a definition of a Top Level Competitor.

A TOP LEVEL COMPETITOR is an athlete of high influence in their community.

→ Link: There are people in sports ministry around the world who want to serve Top Level Competitors so that in turn many of them will reflect the glory and character of God through their attitudes, skills and lifestyle. This can help point people to Christ.

2. Bible teaching

8 min

Work as a whole group. Read John 3:16. Use the following questions:

- Which people did Jesus die for? *(all the people of the world)*

- Who do you think is reaching out to the Top Level Competitors of the world? (*sometimes there is no one*)
- What do you think Jesus thinks about this situation?

► **Optional: Watch video of Mineiro**

This shows former Brazilian national soccer team player Luciano da Silva ["Mineiro"] explaining the need and telling people not to be afraid to enter the 'world' of Top Level Competitors.

SEEING THE NEEDS OF TOP LEVEL COMPETITORS

3. Share stories of top level competitors (*see notes*)

15 min

Share stories of the specific needs of Top Level Competitors.

► **Watch videos of Top Level Competitors telling their stories.**

Pair and share

- Do Top Level Competitors need support? (*yes*)
- What kind of support do they usually get?
- What kind of support do they lack?

Discuss these issues and collect a list of possible ways to support these athletes.

UNDERSTANDING THE WORLD OF TOP LEVEL COMPETITORS

4. Explain the challenges of top level competitors (*see notes*)

20 min

Work as a whole group. List the challenges that a Top Level Competitor will probably encounter.

Explain the 8 major challenges and the fact that they often face difficult situations alone.

1. Pressure
2. Identity confusion
3. Isolation
4. Different mindset to most other people

5. Lack of trust
6. Striving to live up to expectations
7. Difficult schedule
8. Sexual pressure and temptation

→ Link: 1 Corinthians 12:26 says “If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it.”

Discuss these questions in groups of 3-5.

- What was new for you from this list?
- What does this mean for you?
- What kinds of things should you avoid if you are trying to reach and serve a Top Level Competitor?

Collect ideas from the groups and summarize them on a flip chart.

WHAT ARE OUR NEXT STEPS?

5. Explain how we can serve top level competitors

10 min

Show pictures of people serving Top Level Competitors. Discuss this question.

- What ways do you see that they are being served from these pictures?

Explain the different ways to become involved. (These are examples, not a complete list.)

1. Administrator
2. Friend
3. Chaplain (Club, Team, Event, Personal)
4. Supporter
5. Physiotherapist
6. Doctor
7. Sports Mentor
8. Travelling Sports Pastor
9. Life Coach
10. Coach

→ **Link:** You may have thought of some of these roles. You need to be creative and prayerful to reach Top Level Competitors.

6. Explore how to get access (see notes)**20 min**

Brainstorm the ways you can get access to Top Level Competitors with the whole group.

Read Romans 10:14-15 to the group.

- Link: Romans 10:14-15 says how important it is to reach people with the good news. Top Level Competitors can only respond to God if they hear the Gospel. It is **always** a challenge to reach people with the good news of Jesus. It takes perseverance and creativity.

Work in 5's.

Brainstorm creative ideas about how you could gain access to Top Level Competitors. Each group will write the ideas on a large sheet of paper.

- How can we get access?
- How can we help or support them?

Share the ideas with the big group. These could be presented in a creative way through drama or posters.

7. Reflection and conclusion**10 min**

Individually think about these questions.

- What could be my next steps to reach and serve Top Level Competitors?
- Who can help me?

Summarize the key points and topics of this session. Now people need to put next steps into action!

- What have you learned from this session?
- What will you do next?

As a group:

- Pray for Top Level Competitors.
- Pray for each person to have wisdom, courage and sensitivity as they take their next steps.

Detailed session notes

1. Welcome and session overview

Mission Statement

To reach the TOP LEVEL COMPETITOR for Christ.

We desire to serve, support, disciple, mentor, envision, train and encourage TOP LEVEL COMPETITORS and those called to share their faith and proclaim the Gospel to the high profile sports world.

Vision statement

To see multitudes of TOP LEVEL COMPETITORS – in every culture – in every nation – reflecting the glory and character of God in the world of sport through their talents, skills and a life style that will encourage their peers and fans to become followers of Jesus Christ. Thus reaching the world for Christ through the universal language of sports.

3. Share stories of Top Level Competitors

Example 1:

A sports ministry man drove through a small village. When he saw the name of the village, he realized that a player who had been injured six weeks previously, was living there. So he asked where the house was, and said to the player's wife: "I want say hello to your husband". She asked the man to come into the house. The player was lying on his sofa, with a broken leg in a cast, very happy for this visit. The visitor was very surprised when the player said: "You are the first person who has visited me." This was even though he was the captain of a soccer club in one of the best leagues in the world.

Example 2:

Three professional athletes were fired without explanation and asked to leave their apartments immediately. When I heard, I contacted them and invited them to stay at our house until they could fly home. They were thankful and in tears because they didn't know what to do or where to go. Later, one of them invited us to his wedding in his home country. The contact continued for years, giving us the opportunity to share Christ's love with them.

Example 3:

A tennis player is often on tour and therefore away from his wife and children who are at home alone. A local lady, who was a follower of Christ, visited and offered to help with grocery shopping and taking care of the children. The wife was very thankful and they became good friends. In due course the lady was able to share the Gospel with the whole family.

4. Explain the challenges of Top Level Competitors

- **Pressure-** they face immense pressure from their team, coach, officials, public, media, family, fans and peers.

- **Identity confusion-** common questions can be: Who am I? Am I what I achieve? Am I what the media and public see? What do I do after my career as an athlete finishes ...or if my career doesn't work out?
- **Isolation-** they are very isolated or at least feel like they are isolated from others. They move often, travel a lot, and friends are often also opponents (even in their own team!). They also sometimes live away from family which opens the door for temptations of various kinds.
- **Different mindset-** Top Level Competitors have a different mindset to other people. They will often tackle issues in different ways. We must be careful not to suggest that every person or situation can be tackled in the same way.
- **Lack of trust-** they are very private and lonely inside the walls they erect to protect their privacy. They have problems with trusting people. It can take a long time for them to open up to others.
- **Striving to live up to high expectations-** they always need to pretend they are strong with no personal problems. They don't admit to being injured and don't want other to know they struggle with the lifestyle.
- **Difficult schedule-** they often can't attend church services or consistently take part in other fellowship activities because of their schedules and responsibilities.
- **Sexual pressure and temptation-** athletes suffer from media gossip, photographs taken and published without their consent, and offers that may actually be pornographic in nature. In addition, athletes may be asked for sexual favors, labelled as homosexual, or pushed into highly sexualized communities. When isolated from grounding relationships like church, family and supportive friends, they are at particular risk of suffering from these pressures.

Things to avoid when serving a Top Level Competitor.

1. Acting like a fan (asking for tickets or autographs, taking photos).
2. Using them to build an image for yourself.
3. Opposite sex relationships (asking for sexual favors).
4. Failing to respect the player's schedule.
5. Failing to respect the athlete's privacy.

6. Explore how to get access

6. Choose an athlete who is the same gender as you (1 Thess 4:3-6)
7. Go to a training or coaching session
8. Visit an injured player in hospital
9. Support a Top Level Competitor's family
10. Invite them for a meal
11. Become a volunteer in the club or at game days
12. Plan how to respect their privacy
13. Offer help once you have their trust (going to the grocery store, taking care of kids, helping them to find their way around)
14. Pray, pray, pray!

14. Physical Education Teachers

In this session, we will reflect upon *WHY* we chose to teach Physical Education (PE). We will consider *WHAT* challenges affect our lives and work. Then also, *HOW* we can actively give regular support and encouragement to our peers. By knowing the *WHY*, *WHAT* and *HOW* of these areas, we can have greater impact for the kingdom as we teach PE.

WHY we teach Physical Education

Most often, we choose a profession based on our God given interests, talents, abilities, and the potential benefits to our lives. As PE teachers, we must understand *why* we chose and continue to work in our chosen profession and understand and appreciate the potential benefits received from our work. In this way, we will serve the Lord (not man) and receive our reward from the Lord.

- Colossians 3:23-24

WHAT challenges us

Every profession has its challenges. Identifying and understanding *what* challenges PE teachers may encounter, will help us better accept the calling on our lives and remind us that God will strengthen us in difficult times.

- Isaiah 41:8-10

HOW we support each other

Support and encouragement in our everyday lives can spur us on toward love and good deeds in our work. Together, PE teachers can brainstorm and then implement *how* to support and encourage each other in our daily work and the various challenges we encounter.

- Hebrews 10:24-25

Physical Education Teacher

90 Minute Training Session

YOU WILL NEED: flip chart and markers or board and chalk, video clips, projector for videos

TRAINING SESSION OUTLINE

1. Learning game - Find someone who ...
5 min

Give instructions for the game and then ask everyone to stand up and spread out in a large open space. Giving one direction at a time, say “*Find someone who...*”, allowing participants to move and connect with one or two others who have the same thing in common. Then ask a new “*Find someone who ...*” question and have them re-form with different people in a new group.

Prepare 6-8 directions. These could include “Find someone who ...

- played or plays the same sport
- has the same family shape or status (single, married, separated, has children);
- is currently a coach; or was a coach for the same sport as you; or teaches PE in a school like yours.

Debrief together with the whole group by answering questions:

- What did we discover in this game? (*We have things in common.*)
- What has brought us together here? (This is the reason they are here!)
- What surprised you most about this game? (*Expect different answers*)

2. Welcome and session overview
2 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- We will consider *why* we chose to (and continue to) teach PE and what benefits come from that work.

- Identifying *what* challenges we face as PE teachers.
- Decide *how* we can support and encourage each other in our work.

WHY WE TEACH PHYSICAL EDUCATION

3. Reflect on your WHY

4 min

Have each person reflect on *why* they chose and continue to work as a PE teacher and how they understand and appreciate the potential benefits received from their work. Ask them to pair and share with another person.

Then ask for two volunteers to share with the whole group. As they answer, write up some of their responses. As responses are repeated, *CIRCLE* them.

- Why did you choose to work as a PE teacher?
- Why have you stayed a PE teacher?
- What are the benefits and joys of being a PE teacher?

4. Show and discuss videos *(see notes)*

3-7 min

▶ Video: Michael Loveless – being a PE teacher (1:33)

→ Narrated in English - refer notes for script
<https://youtu.be/45D2rk7y7cl>

▶ Video: Why I am a PE teacher – stop playing at 1:09 (1:09)

→ Suitable for English only -
<https://www.youtube.com/watch?v=y9KrDAEsFDI>

▶ Video: Quality PE teaching – contains English text to read (1:42)

→ Suitable for English only
<https://www.youtube.com/watch?v=XD3sCUOvnCs>

Share as a whole group.

- After watching the three videos, do you see any other benefits of being a PE teacher?
- What should we add to our list? (Write up the extras and CIRCLE repeated ideas.)

5. Bible discovery in very small groups

4 min

Read and discuss Colossians 3:23-24 in pairs or triplets.

- How does this passage help us think about our **why**? (Why we teach PE)
- How does it challenge our thinking?

→ **Link:** We work to serve the Lord and not man, and we receive our reward from the Lord.

WHAT CHALLENGES US

6. Challenges for PE teachers *(see notes)*

3 min

As a whole group, brainstorm the challenges PE teachers might face. Write these challenges up for everyone to see. (See notes for example topics to brainstorm.)

7. Bible discovery

5 min

Ask a participant to **read Isaiah 41:8-10** aloud.

Now invite all the participants to read this verse aloud inserting their own names into the passage. Then ask:

- What is this Bible passage saying to you?
- What is it saying to you as a PE teacher?
- What promises of God do you find here for your role as a PE teacher? (If not already covered in discussion)

8. Stories of personal challenges *(see notes)*

10 min

Split into small groups of four people and invite each person to share one of the biggest challenges they face as a PE teacher. (See notes if groups are struggling to identify challenges.)

Invite the groups to re-read the promises of God in Isaiah 41:8-10.

Ask the groups to discuss:

- How can we take those promises and apply them to our challenges as PE teachers?

Pray together as a small group. At least 2 people can lead in prayer, or if you have time, give everyone the opportunity to pray.

HOW WE SUPPORT EACH OTHER

9. Circle-Sit game *(see notes)*

4 min

As a whole group, play the Circle-Sit game.

Debrief:

- What did we discover in this game?

10. Bible discovery

6 min

Read Hebrews 10:24-25.

- What does this passage tell us about supporting and encouraging each other?

Brainstorm together and write up a list of practical ways to support and encourage one another in our roles as PE teachers.

Pair and share.

- What would support and encourage us *the most* in our work as PE teachers, based on our current challenges?

11. Small group discussion

15-25 min

Form small groups of teachers with similar challenges. Keep group size around 3-5 people. Some teachers might need to join a group with a challenge different to their own. Have each group create 2-4 practical ways to support and encourage each other in the area of their given challenge. Give 8 minutes.

→ **Link:** Regular support and encouragement in our everyday lives spurs us on toward love and good deeds in our work as PE teachers.

- What would help us feel supported?
- How can this support best happen?
- What ways can we communicate this support to one another?

Have each group give a short 2-3 minute presentation about their challenge and their practical ideas for support and encouragement.

CONCLUSION

→ Summary: When we more fully understand WHY we chose to teach PE, WHAT challenges will affect our lives and work, and HOW we can actively receive and give support and encouragement to our peers, we can have a greater impact for the Kingdom.

12. Personal reflection

7 min

Give a few moments for each PE teacher to reflect on their own. Have them create an action step to practically apply the WHY, WHAT, and HOW of what they learned through the session.

Pair, Share, and Pray. Teachers pair with one other and share their action step(s) to pray for each other.

13. Encouragement circle

12 min

The whole group stands in a circle. One person starts off and says a brief encouragement about one other person. This could be something that they already know or just learned over the 90 minute session. The person just encouraged then encourages one other person. Continue until everyone in the circle has been encouraged by one other person.

14. Pray

2 min

Pray for the PE teachers. Use these points as a guide, or pray the prayer written below.

- created by God with abilities and a passion to teach

- encourage students to be physically active
- they are not alone as PE teachers
- God to give them courage and strength
- trust God for vision to handle challenges
- peer encouragement to continue teaching

→ **OR - Pray over the PE teachers:** God, You created each of these teachers with a passion and ability to teach and encourage the youth of this generation through physical activity. Lord, help them to know that they are not alone. Give them the strength and courage to continue to serve You in schools; trusting that You will provide vision for each challenge; and encouragement to and from their peers to press on serving You each day. Amen

Detailed session notes

4. Show and discuss videos

If you are unable to show the videos, read this quote from Michael Loveless – the PE Teacher from video 1.

“There is a teacher in the United States that loves his job as a physical education teacher. His focus is to develop a passion for physical activity and a healthy lifestyle that includes all students. In his lessons, he wants to raise awareness to be active and show them examples of how they can be. He plans his words and tries not to let his emotions take over because what you say to a young person is very important as it can mold and shape a life forever. This teacher considers it an honor to teach as he has an opportunity every day to make a student’s life different and plant seeds in our youth to help them reach their potential.”

6. Bible discovery

Example topics to brainstorm the challenges PE teachers face.

- Challenges in school; in life; in relationships; while coaching
- A lack of professional training; lack of collegial support; legal restrictions

8. Stories of personal challenges

If you find a group can’t identify challenges and needs prompting, you can suggest the following challenges to see if any apply.

- PE teacher is not educated in PE so needs instruction and inspiration.
- PE Teacher must teach totally uninterested and untalented children.

- PE Teacher must deal with constant behavior issues with no help from school administration.
- PE Teacher doesn't have suitable sport facilities available.

9. Circle-Sit game

- Have the whole group stand in a circle facing the middle with shoulders touching.
- Everyone turns to the left then places hands on the shoulders of the person in front of them.
- Ensure everyone is close enough. Explain they will sit on the legs of the person behind them.
- Together count "1-2-3" and then everyone says "SIT". They cannot take their hands off the person's shoulders in front of them and must all sit down together at the same time.
- Continue until everyone sits correctly on the legs of the person behind them.

Debrief question: What did we discover in this game? (Everyone needs a support system. When everyone participates, we can accomplish the task together.)

15. Play Camps

In this session we will understand play camps and how to organize them. We will then begin to plan a camp for our own context.

1. What is a Play Camp and why do them?

A play camp is a time and place where people can come and be challenged with fun activities and games, experience community, and learn about God. It may be a residential camp where people stay overnight, or it may be for daytime activities only. It is carefully planned by a team of leaders.

Play camps work in a variety of different cultures and can reach multiple age-ranges, as they can be adapted to suit those that come. However, every play camp is engaging, experiential and enjoyable.

2. How to organize a Play Camp

Before you can plan a play camp, your team will need to answer these questions about who, where and when?

- Who are you focused on?
- Where can the camp be held?
- When is the best time to do a camp?

The play camp has to be designed to fit within your context.

Before Camp – Planning and preparing key elements of the camp as well as promoting it effectively.

During Camp – Engaging with those that attend with a combination of fun activities and purposeful ministry.

After Camp – Evaluating the camp and integrating attendees into planned follow-up activities.

3. Plan your own Play Camp

Think and share first thoughts on staging your own Play Camp considering the WHY, WHO, WHAT, WHERE and WHEN.

Play Camps

90 Minute Training Session

YOU WILL NEED: Bible, Play Camp Manual, Play Camp Video, Game Equipment (See Notes).

SESSION OUTLINE

1. Welcome and session overview (see notes)

10 min

Play the 'Colour Command' energizer game.

- Link: This game can show how a fun game in a play camp can connect with an important message like the Gospel. Each color represents a different aspect of the good news.

Introduce the team of presenters. Explain the goals and key elements of the session:

- What is a play camp and why do them?
- How do you organize a Play Camp?
- Starting to plan your own Play Camp

Pair and share:

- What are your best memories of summer/ children / youth camps?

▶ **Video: Play camps around the world**

After watching the video discuss:

- What do you think a play camp is?

- Link: Most of us have been involved in camps and some of us might be new to them. This session will take you from where you are now to give you a vision for what is possible.

WHAT IS A PLAY CAMP AND WHY DO THEM?

2. Explain a Play Camp (see notes)

10 min

Ask people to close their eyes and imagine.

IMAGINE....

- Leaders and children playing together in games and sport ...

- A positive environment where everyone can grow and have fun ...
- Safe relationships that enable genuine discipleship ...
- Bible engagement that draws people closer to Jesus ...

If you can visualize this, you are picturing a Play Camp.

Read the definition of a Play Camp from the detailed notes or manual.

- Link: Jesus used disciple making as His strategy to change the world. (Matthew 28:18-20) Play Camps are a great place for this to happen. They are a way to GO! Play camps can be an initial catalytic event where other 'GO' strategies could follow, or a Play Camp may be a great next step to follow up disciples.
- Link: A play camp can help enable both physical and spiritual health and development in an enjoyable, engaging and experiential way.

'Physical training is good, but training for godliness is much better, promising benefits in this life and in the life to come.' (1 Timothy 4:8)

3. Game and Bible discovery (see notes)

15 min

Game: Play 'Three animals'.

Discover ways that Jesus was engaging, experiential and joyful in his interactions with people. Read and discuss the following Biblical passages to highlight these themes.

- John 4:5-10 - What was the outcome of this encounter? What was Jesus' approach?
- John 6:1-13 - How did Jesus teach in this passage?
- John 10:10 - What does this passage says about life?

Discuss together.

- Where did you notice engagement, experiential learning and joy in the game?
- Game Link: It was fun and it was 'engaging' as everyone was interacting with one another. You can highlight that being 'stuck' is like being enslaved to sin, but because of what Jesus did, He sets us free if we ask Him to, like the person going under our arms. This is an example of 'experiential' learning.

- Link: Experiential learning is essential on play camps. Check the '*learning through games*' training session for detailed explanations on the experiential learning cycle in the ReadySetGO toolkit.

Optional Activity: Create a game.

Work in teams of 3 or 4 people. Create a game or activity that has the three elements of experiential learning, true engagement and enjoyment in it.

After 10 minutes share the game with another team.

▶ **Optional Video: Play Camps Case Study - Ukraine**

HOW TO ORGANISE A PLAY CAMP

4. Define who can impacted by a Play Camp

5 min

Ask the group

- "Which people group are you most passionate to impact?" (People share responses with the group.)

Some groups will be age groups. Children, youth, young adults, families, and fathers and children.

Work in groups of three. Brainstorm.

- What other groups could you reach in your context? (refugees, disabled, single mums, other religions etc)

- Link: Some play camps have had a combination of age groups in attendance and can include people with disabilities and those with a faith in Jesus, another religion or of no faith.

5. Explore where play camps could happen

5 min

Work in 6 teams. Each team has two minutes to try to find all of the potential venues within 20 kms in one of the categories below:

- Schools
- Sports Clubs
- Parks
- Beaches, forests or mountains!
- Churches

- Camp sites

Receive feedback from each of the teams and discuss.

6. Explore timing of camps

Work in groups of three people. Give each group 3 minutes to discuss one of the categories below:

What would be the benefits and limitations of having this timing for the play camp?

1. 4 evenings during the week
2. Two-day camp over a weekend
3. 5 days during school holidays

→ Play Camps can range in length from half a day to multiple weeks. You can decide what is best to suit your culture and the availability of workers and facilities.

7. Stages of Play Camp organization (see notes) 25 min

Activity: 'Treasure Hunt'

Divide the group into three teams; before, during and after.

Each team has 2 minutes to find the the papers that match their category.

Afterwards come together as a whole group. Discuss together.

- Which aspect of camp is in the wrong category?
- Is there anything you don't understand or want to discuss?

→ Note: Further explanation is in the 'Play Camps Manual.'

▶ **Video: Play Camps Case Study - Portugal**

PLANNING YOUR OWN PLAY CAMP

8. Workshop a Play Camp preparation (see notes) 20 min

Work in teams of 3 or 4. (If possible join a team or group from your community/region)

- What will you do next to plan a Play camp?

Create an initial plan using the 'Project Planner sheet' in the appendix)

Consider:

- Who do you want to reach?
- Where will you do this?
- When will you do this?
- What activities will you include?
- Who can you partner with?
- What could follow-up after the camp look like?

Note: Other important aspects like budgeting and fundraising, recruiting volunteers and team training will also need to be considered.

After 20 minutes, ask each team to share the type of camp they are preparing with the whole group.

9. Reflection, Prayer and conclusion

5 min

Pair and share with someone new for accountability.

- What are your exact next steps?
- Pray together

→ Summary: This has been a general overview of play camps. Give participants the opportunity to ask questions and ensure they take a copy of the 'Play Camps Manual' and are made aware of the **ReadySetGO.world** website.

Detailed session notes

1. Welcome and session overview

'Color Command' game

Area: Prepare a playing space where all participants can safely move around. Have one or more sets of 5 different colored markers (or equivalent) scattered out around the area. (ideally green, black, red, white, yellow/gold)

Activity:

Everybody either walks quickly or runs slowly within the area in different directions.

The facilitator begins by calling a color and players have to get to the closest marker as soon as they can. Continue by stating an object that relates to a color and people have to move to the marker they think you mean. (Eg for red call fire-engine)

Note: use these same colors to briefly teach how they can share the gospel:

Green – God's creation, Dark Blue – Man's separation (because of sin), Red – Jesus' crucifixion (His blood), White/Light – Man's redemption (forgiven), Gold / yellow – Man's decision (which way?)

2. Explain a Play Camp

A play camp is a time and place where people can come and be challenged with fun activities and games, experience community, and learn about God. It may be a residential camp where people stay overnight, or it may be for daytime activities only. It is carefully planned by a team of leaders.

Those that attend a play camp can expect the following experience:

- FUN due to the heart of the camp and its workers
- VARIETY of sports and games, and non-sports activities
- FRIENDSHIP by meeting others and learning in groups and teams
- CHARACTER DEVELOPMENT through experiential learning
- THE LOVE OF GOD modelled through leaders
- ENGAGEMENT WITH THE BIBLE through activities & discussions

A play camp is a wonderful strategy to initiate and continue disciple making in your city and neighborhood. It can connect the community and build the Kingdom of God through sport and play.

Play camps work in a variety of different cultures and can reach multiple age-ranges, as they can be adapted to suit those that come. Play Camps can attract anyone, whereas Sports camps usually focus on a particular sport or ability level.

3. Game and Bible Discovery

'Three animals' game:

Area: Prepare a decent size space with boundaries.

Activity: Select each attendee as one of three animals – Monkey's, (half of the people) cheetah's (one quarter of the people) and elephants. (one quarter of the people) Each animal must be identifiable, so use a big or get them to hold a different color cone. On the command 'GO,' the cheetahs are attempting to tag and eliminate the monkeys, who have to dodge and avoid or grab hold of an elephant (only one monkey per elephant for a maximum of 10 seconds each time) as a monkey cannot be caught by a cheetah whilst holding onto an elephant. Play for 90 seconds and repeat with attendees having a different animal role to the last game. The set of cheetahs that eliminated the most monkeys in 90 seconds were the winners.

Link: Was it ENJOYABLE? Was it ENGAGING? Was it EXPERIENTIAL? What can we learn from this for life? (there's an enemy / danger in the world, (cheetahs) but God is our Strong Tower and has others there to help us (elephants) and so we need to be active and do our part, but realize we cannot survive and thrive all by ourselves. (monkeys)

Engaging

Just as Jesus connected with members of society, including the 'woman at the well' in John 4, a Play Camp enables believers to engage with people in a city or a

community on 'neutral' ground where they are more likely to connect and begin or deepen relationships. (John 4:5-10 & Matthew 28:19)

Experiential

Jesus used parables to help His disciples learn and grow, but He also used experiences for them to gain greater understanding such as in John 6:1-13. It really was 'ministry on the move,' and a Play Camp really helps teach Biblical truth by combining activities with life values that help point people towards Jesus and develop godly character.

Enjoyment

Jesus came to bring life in all of its fullness, and the spirit of a Play Camp and the variety of its activities can enable great fun within an 'environment of joy.' (John 10:10)

7. Stages of Play Camp organization

Activity: 'Treasure Hunt'

Preparation: Hide small pieces of paper around the room with different aspects of camps from the A-Z section in the Play Camps manual written on them.

Divide the group in to three teams; before, during and after.

Each team has 2 minutes to find the the papers that match their category. For example, the 'before' team will run around and find the 'before' sections of the A-Z guide. Place those papers in their own area. Papers not part of their category are left where they are hidden.

Debrief together.

8. Workshop a Play Camp preparation

Distribute the project planner sheets to each individual or three per group if specific areas are represented by more than one person. The large group can discuss questions together or in smaller groups if it is a large gathering. Teams attending together can be a small group.

Discuss:

- Who do you want to reach?
- Where and when will you do it?

Brainstorm:

- What activities will you do?
- Who could you partner with?
- What will you do as a follow-up after your Play Camp?

Further ideas:

- Play Camps Manual
- Learn through Games
- Teachable Moments & How children and Young People Learn

16. Sports Events Strategy

The Sports Events Strategy enables local believers to utilize sports events to create connections with the community, reach out with the Gospel, and grow sports facilitation teams. Ultimately it is part of the Great Commission in making disciples for Christ. The events may be small, with only villages or regions involved. Or the events may be major occasions such as the Games or a World Cup. However the important thing is that the momentum created by an event is utilized for relevant trainings, deeper partnering, outreach and follow-up.

What is a Sports Events Strategy?

A Sports Events Strategy creates opportunity for local sports facilitation teams to provide training and organize GO strategies around a sports event. This provides opportunity for partnering and builds momentum in the community of believers to continue working together after the sports event has finished.

How can we implement a Sports Events Strategy?

There are a variety of adaptable approaches for putting together a Sports Events Strategy. Complete the Look and Listen exercise with key leaders first. Get shared ownership of the whole process.

1. **Church services** - Having church services with sporting themes helps the church connect with the community and sportspeople and encourages the church to get involved during major sporting events.
2. **Hospitality** - Hospitality during sporting events relates to how believers can mobilize volunteers within the church to serve games; organizers also connect with spectators.
3. **Public TV and video screenings** - Sports Event Screening helps a group of believers to reach out to their community by having big screen events or simple indoor TV screening programs relevant to the sports event.
4. **Fan Zones** - Fan Zones are Hub Centers that are set up near a sports venue to allow fans to interact and enjoy fun and creative programs. It is a type of festival.
5. **Multiplication** - Invite neighboring community leaders to come to observe or to be trained. They may begin new local sports facilitation teams.

What are our next steps?

This is an opportunity to focus on upcoming Sports events and create a strategy that will unite local believers and allow them to work together to create momentum toward the one goal; making disciples for Christ.

Sports Events Strategy

90 minute sessions

Suggested resources needed: Videos, PowerPoint, Bible references on flip chart, flip chart and markers.

SESSION OVERVIEW

1. Game: Biblical sports expressions

5 min

Make groups of 5-8 people.

The leader calls out these Bible references one at a time. Each team needs to find the verse, read it and then mime the sports idea in each verse. Make it a fun contest.

Hebrews 12:1, Galatians 5:7, Philippians 2:16, 2 Timothy 4:7, 1 Corinthians 9:24, Galatians 2:2, 2 Timothy 2:5, 1 Corinthians 9:25

→ **Link:** The Bible uses sports words and metaphors to help us relate important spiritual principles to our everyday lives. This session is about seeing sports events as a Kingdom opportunity.

2. Welcome and session overview

5 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- What is a Sports Events Strategy?
- How can we implement a Sports Event Strategy?
- What are our next steps?

WHAT IS A SPORTS EVENTS STRATEGY?

3. Define a Sports Event

10 min

▶ Video: The Vision of the movement

Read the definition of a sports event and then a Sports Events Strategy. Explain why each point is important.

A sports event is an organized sporting event, held over (mostly) a few days and can be a single sport (football) or multi-sports (track and field) competition.

The Sports Events Strategy enables local believers to utilize any sports event to do three main things:

- 1. Create connections with the community**
- 2. Reach out with the Good News of Jesus**
- 3. Grow and multiply sports facilitation teams**

Ultimately a Sports Events Strategy is part of the Great Commission in making disciples for Christ.

4. Brainstorm types of sports events

10 min

Work in team of 5 people. Each team must brainstorm at least 5 specific sport events from each category below. Make it a competition.

- **Global events** - e.g. Games, Soccer World Cup, Cricket World Cup, Rugby World Cup, Formula 1, Association of Tennis Professionals events, Professional Golfers Association events
- **Regional events** - e.g. Asian Games, Pacific Games, African Cup, Euro Cup, Commonwealth Games, Pan American Games
- **National events** – e.g. National Association for Stock Car Auto Racing, National Basketball Association, Super Bowl, English Premier League
- **Local events** - (these are village, town and city based events)

Discuss these questions as a whole group.

- What do all these events have in common? (bring people together)

- What sorts of activities have you seen take place alongside any of these sports events? List them.

▶ **Video: London 2012 Highlights**

- Link: Believers have run activities alongside many different sports events around the world. Some have been big events like the Games. Others have been small matches between two local villages. These can all be Sports Events Strategies.

HOW DO WE IMPLEMENT A SPORTS EVENT STRATEGY?

5. Bible discovery

10 min

Work in groups of 5 people. Give each group a different Scripture: Exodus 23:14, Leviticus 23:1-4, Numbers 10:10, Acts 2:1-14, Acts 1:8
Small group discussion questions.

- What does this Scripture say about big events and festivals?
- Why are they important to God and to communities?
- What principles can you learn from this Scripture?

Each group reports back. Summarize the discussion.

6. Workgroups: types of activities

25 min

Work as a whole group. Explain the different types of activities that could happen as part of a Sports Event Strategy.

1. Church services
2. Hospitality
3. Public TV and video screenings
4. Fan Zones
5. Multiplication

Work in 5 groups. Give each group one topic. Each group has 10 minutes to discuss what kinds of activities they could do around their topic. (Eg what could be in a sports church service....or what hospitality could take place?)

Give each group 2 minutes to report back.

Summarize the ideas.

- Link: There are many types of activities that could work in a Sports Events Strategy. We are only limited by our imaginations. Let's see what others have done around the world.

► Video: Sports Events Strategies

Discussion

- What types of activities did you see in this video?
- What types of people are being reached? (make a list of them together) (Local Residents, Athletes and their Families, Officials, Organizing Committee, Sports Federations, Media, Visitors)

7. Explain Sports Events Strategy

10 min

Sports events can all happen in the same city or village. However sports events can also take place in many different locations at the same time far away from the host city. This is especially true of very big events such as World Cup events.

Explain these two different approaches and give examples from the leader's experience of big and small events.

Host city strategies	Involves ministry or activities that take place around a host location
Partner city strategies	Refers to any ministry or activities that take place outside of the host city

Discussion

- What are the benefits of doing ministry around a sporting event?
- What are the advantages of doing ministry activities in the host city?
- What are the advantages of having ministry activities away from the host city?

PHASES OF THE EVENT

- Link: Any event has 3 phases: before, during and after.

Explain the three phases and discuss what is required in each phase.

Before Event Phase	Envision, grow partnerships, get local ownership, pray together, plan, determine roles and responsibilities, build teams.
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Event Phase	Complete ministry outreach, find solutions to problems that arise, pray.
After Event Phase	Evaluate, build teams, dream up new ideas, discipleship.

1.2.3 TRAININGS

- The 1.2.3 training outcomes should always focus on legacy and the beginning of, or expansion of, sports teams in the host location and the villages, towns and cities of the delegates.

▶ **Play 1.2.3 Video**

NEXT STEPS

8. Reflection: next steps

15 min

Work in teams from your local area. Do these tasks for 15 minutes.

- In our region, what sports events are people interested in?
- What partners would be interested in working together on a Sports Events Strategy?
- What activities could we implement at our event?
- What will we do next?

Each team reports back to the whole group.

Pray for each teams plans.

Work alone and think about these questions.

- What have you realized today in this session?
- What will you personally do about this?
- Who will support you and who can you be accountable to?

Further training ideas

Looking and Listening Exercise, Proclaim the Gospel, Community Festivals, Community Cup, KidsGames, 1.2.3 Strategy.

Church Services

Churches have a great opportunity to make some of their services impacting and memorable by involving sport. As Paul showed his skill at combining the Athenian culture with his message in Acts 17, so our meetings can be more inviting when we involve the universal language of sport.

Some practical ideas

- Have a sports prayer focus.
- Host a big screen gathering for an opening or closing ceremony or other strategic sporting event.
- Have a resource table in the foyer of the church with tracts or books which share the faith of athletes. Give members appropriate sport ministry resources to share with others.
- Organize a drama or skit on a sporting theme.
- Invite people on different nights for food or snacks.
- Get creative people together to brainstorm new and inventive ways of visually making the service enjoyable.
- Give a sermon from Scripture emphasizing values relating to sports and competition. Some ideas to use:

Philippians 3:14	The Ultimate Goal
I Corinthians 9:24-27	Run to Win
Ephesians 6:10-20	The Right Equipment
Galatians 6:9	Do Not Become Weary
I Timothy 4:7-8	Training
I Timothy 6:11-12	Fight the Good Fight
II Timothy 2:5	The Victory Crown
1 Peter 1:7	More Than Gold
1 Peter 1:13-16	Prepare for Action
1 John 5:4b	Victory that Overcomes

More ideas on the **ReadySetGO.world** website.

Hospitality

Hospitality is a relationship based program where host volunteers provide services and programs for free to connect with the community as well as visitors during Sports Events in their city.

Hospitality should characterize every Christ following community. We should be the very best at giving a great welcome, loving our neighbors and serving them.

In different sporting events around the world, teams of volunteers have served official organizing committees and offered services such as visitor guides, sports chaplains, water distribution, medical checkups, hospitality centers and homestay programs.

How to Organize Volunteers for an Event

- Share the vision and bring together a core group from churches near the sporting event who are willing to provide hospitality services.
- Determine where the event will be held, and the location of pedestrian corridors and major transportation hubs.
- Meet with the organizing committee of the event to determine the hospitality needs.
- Decide what types of hospitality programs will be provided and where. (i.e. internet cafes, indoor centers, water distribution stations, gift bags, information packages, etc.)
- Organize volunteer teams.
- Consider recruiting local businesses to donate resources. (i.e. water bottles, bags, internet hubs, etc.)
- Develop a schedule for volunteers. Include when and where they need to be on each day of the event.
- Provide volunteers to serve in different locations during the event.
- Follow up with contacts made during the event.
- Start planning hospitality outreach for the next event!

How to Organize a HomeStay Program

- Determine where the actual events will be held.
- Share the vision and bring together a core group from churches near the sporting event who have congregation members willing to act as host families for athletes.

- Delegate representatives from each church who will be responsible for checking the homes offered by hosts. Make sure the guests will have access to clean beds, their own room, and at least one bathroom with a shower for guest use only.
- Determine who will contact the team managers or national sports federations to make them aware that the program is open for their athletes to use.
- Be sure to provide a contact who can give more information to interested families.
- Act as the liaison for host families. Determine the length of stay required, arrival and departure dates and flight information, and how guests will access the nearest form of public transport to get to the event.
- Host a training session for host families. Clearly outline responsibilities.
- Determine where your Welcome Center will be, and who will pick up Home Stay guests from the airport and bring them to the Welcome Center.
- Provide host families with strategies for follow-up after the event is over.

The most important part is thinking how this vision for hospitality can be encouraged long term. The Sports Event Strategy focuses on seeing the event time as a catalyst for long term partnering and service long after the event has gone.

Sports Events Screenings

Watching sport on TV is great fun but there is nothing quite like getting together to watch a sporting event in a community setting. Public sports screenings may incorporate a festival atmosphere and can help the church to move to the center of the community as well as providing an opportunity for Christ's followers to live and share their faith. These events can be done on either a small scale (in a home, local church or community center) or a large scale (in an outdoor community venue). If you are incorporating a community-type festival with a public sports screening, try to offer everything for free and make everything fun!

During a break in the broadcast, consider playing an athlete's testimony or having a local athlete share. Have resources to give away after the event is finished and plan for ways to gather information from those in attendance so that follow-up can take place.

ESSENTIALS

TV screen for small screen viewing, or projector and sufficient size screen for larger crowds, sound system, DVD of athlete's testimonies, stage for performing artists if necessary, government permit for outdoor gathering of people if required.

OPTIONAL IDEAS

Food vendors, security, lighting, seating, activities for children, face painting, clowns, balloon makers, games, radio personality and maybe a live broadcast, transportation, hospitality persons, counselors, free health checkups, coloring competition, etc.

→ See Community Festivals for further ideas.

Fan Zones

Fan Zones are gathering centers set up near a sports venue which offer opportunities for fans to gather together and have fun and enjoy creative programs while also allowing interaction between your sports facilitation team and fans.

Ideas used include: sports quiz, sports screening, mini sports games, free WIFI, face painting, poster signing and more.

Why Implement Fan Zones?

During sporting events fans and visitors love to interact and learn interesting facts about the host city or their sport. Most of the time fans have spare time to discover interesting locations or things to do. Setting up a Fan Zone is a great way to bring people together and open opportunities to share Jesus.

Practical Ideas for Fan Zones:

- Be clear on the goals and outcomes of the event, as well as the roles required and the shared values. Where possible seek to make the event free for all those who come.
- Fan Zones ideally should be located close to the sporting venue where fans and visitors would normally gather in huge numbers.
- Fan Zones can be located under one big tent, in a group of small tents or in the open with a boundary fence to classify the fan zone area.

- Decide on the nature of the event. Think about the venue, size, length of competition, legalities, permissions, wet-weather alternatives etc.
- Agree on an approach for sharing the message.
- Decide on activities and equipment needed (face painting, pin exchange, games, quiz, music, TV screens, sound systems etc.).
- Have a registration table and if possible record contact details for visitors so that you can follow up with them.

Like all Sports Event Strategies, the most important part is thinking how the Fan Zone can help create long term opportunities in your city. The actual sports event should be seen as a starting point.

Further ideas:

- Sports Events Strategy Guide

17. Sending and Receiving Teams

In this session we will understand the tremendous potential in sending and receiving teams for sharing the Gospel and growing disciples.

1. What is sending and receiving?

Sending and receiving is a partnership.

A team may be sent to another country or city to use sport to build connections. There can be many opportunities to proclaim the Gospel and make disciples. There are also many possibilities to share expertise, advice and resources together. Teams can also be received. A team can be hosted and shown hospitality.

There are many different types of senders and receivers as well as different options to send and receive teams. Both the sending and receiving teams benefit from these partnerships.

2. Why send and receive teams?

There are various Biblical and practical reasons for sending and receiving sports teams. We need to understand the impact they can have on ministry and the opportunities that open up during and after teams are sent and received.

3. How do you send and receive teams?

There are different models of sending and receiving sports teams. We will be inspired to think about how we can implement one of these models in our own contexts.

Sending and Receiving Teams

90 minute training session

Suggested resources needed: Bible, PowerPoint presentation, Projector and speakers, Paper, pens, flipchart.

SENDING AND RECEIVING SESSION OVERVIEW

1. Learning game *(see notes)*

10 min

Work as a whole group. Play the game. A volunteer has to get the people to the other side of the room by carrying them. Do the task again with a team helping in the process.

Debrief Questions:

- What did you notice?
- How was the team helpful?
- How does this apply to your ministry?

→ **Link:** Proclamation and church planting is a long process. It is time-consuming, especially for one person to accomplish. However, if a team helps, the task is accomplished more quickly with their support and encouragement.

2. Welcome and session overview

5 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- What is sending and receiving?
- Why send and receive teams?
- How do you send and receive teams?

→ **The mission** of sports ministry is to make disciples in all nations for Christ in the world of sports. Sending and receiving teams can help this process. Teams meet and support each other. This involves compassion for the lost, cultural sensitivity, and maximizes opportunities by using gifts and talents.

WHAT IS SENDING AND RECEIVING?

3. Brainstorm

10 min

Work in groups of 4. Make a list of ideas.

- What do you think of when we say sending teams?
- What do you think of when we say receiving teams?

Take feedback from the group and summarize.

4. Teach about who sends and receives *(see notes)*

10 min

Work as a whole group.

Make two columns: one for sending and one for receiving. Write ideas in each column as people suggest answers.

- Who could be sent? (men and women who love Jesus, love people and are sports-minded; churches, schools, para-church organizations, universities)
- Who could receive teams? (churches, organizations, individuals who want to reach unreached or unengaged people, church planters, believers)
- What are the possible contexts for this to happen? (schools, clubs and teams, churches, prisons, sports centers, camps, sports events)

Pair and share

- In your context, would it be possible to send a team?
- In what ways could you help another ministry partner?
- In your community and area, can you recognize unreached or unengaged people who could be helped by receiving a team?
- Do you know church planters who could be helped by receiving a team?

WHY SEND AND RECEIVE TEAMS?

5. Bible discovery

20 min

- Link: What ministry reasons could there be for sending and receiving teams?

Work in groups of 5 people.

Make a list of possible benefits for sending and receiving. Share the ideas together and write them on a flip chart.

(Possible suggestions: Proclaim Gospel, make and grow disciples, build unity in the Body of Christ, stimulation, creativity and innovation, open doors in difficult areas, fellowship, enjoyment, encouragement)

Give half the groups one Bible passage and the other half the second passage. Discuss the following questions:

Romans 10:14-15 - Sending

- What do you think this passage meant to Paul's original readers?
- What does it mean to you in your context today?
- How will you obey?

Luke 10:5-12 - Receiving

- What do you think this passage meant to the original readers?
- What are some practical ways we can see receivers welcoming those who are sent?
- In receiving, how can receivers benefit or harm their communities?
- As a receiver, how can this passage apply in your context today?
- How will you obey?

Bring the group together and report back.

HOW DO YOU SEND AND RECEIVE TEAMS?

6. Teach key principles *(see notes)*

5 min

Work as a whole group.

Discuss the key principles for sending and receiving and ask for further insights from the group. Give examples of each from experience.

- Pray together
- Communicate
- Identify the specific mission
- Ask 'who are we serving?'
- Partnership with new people and groups
- Identify new places where the Gospel can be planted

- Clearly communicate the preparation timeline for the senders and receivers
- Importance of training the team beforehand
- Importance of debriefing the team afterward
- Importance of receiving team having a follow-up plan in place after the team leaves

7. Models of sending and receiving *(see notes)*

10 min

Go through the following models of sending and receiving teams. Two are centered around individuals and two around teams.

► **Videos: Skateboarding in Ethiopia, Volleyball in Russia, Taekwondo in Eurasia**

If there is no video available then use the notes and tell stories of actual sending and receiving events.

As each model is discussed, ask these two questions.

- What are the advantages of this model in your context?
- What are the disadvantages of this model in your context?

Model 1	Using sport to reach players.
Model 2	A coach reaching his players and assisting church.
Model 3	Sending sport teams to compete and run camps to reach locals.

We can learn from others who have effectively sent and received.

► **Videos: Testimonies of sending teams, Testimonies of receiving teams**

Pair and share.

- What would you need to do to prepare to receive a team?
- Think of 2 or 3 difficulties and benefits you might have in your context?

8. Work groups

15 min

Work in groups of 4 people. Some will talk about sending and other about receiving. Ask people to choose to go to a group depending on what scenario they think could work best in their context.

Discussion

- What would work well in your context? Share options, ideas and best practice.
- What are your next steps?

Groups share their ideas with the whole group.

9. Reflection and conclusion

5 min

Pair and share

- What have you been challenged by in this session?
- What will you do about this in the next week?

Pray for each other.

- **Summary:** The Great Commission commands us to make disciples in all nations for Christ. Sending and receiving teams can provide opportunities for sportspeople to make disciples. Start planning now because it can take months for all the details to be organized.

Detailed session notes

1. Learning game

Facilitator - Set context for this game by reading the following:

- A Pastor has a task or goal. His task or goal is to proclaim to a non-believing community and plant a church.
- We need a volunteer to be the pastor, 3-5 people to be a team, and the remainder to be the non-believing community.

Instructions: Start with the unbelieving community sitting on one side of the room with the pastor near them. The pastor's task is to transfer everyone to another area of the room which is the "target area". The facilitator times how long it takes to transfer the unbelievers in the room to the "target area". Unbelievers cannot walk or assist the pastor in going to the target area. The pastor must carry the unbelievers to the target area. The facilitator can, at any time, ask the pastor if they need help especially if the pastor appears to be struggling. If the pastor says yes, send in the team. If the pastor chooses to do it alone, time it, and then have the team do it and compare times.

Debrief the game.

4. Teach about who sends and receives

4 min

Who sends?

- men and women who love Jesus, love people, and are sports-minded
- Recruiting Sources – churches, clubs, schools, para-church organizations, universities, other sources

Who receives?

- Churches and organizations who want to reach unreached or unengaged people groups
- Believers, churches, and organizations who want to proclaim to and disciple their communities
- Church planters

Possible Contexts

Schools, clubs and teams, churches, communities, prisons, academies, sports centers, corporate companies, camps, sports events, church-planting target areas, unreached people groups.

6. Teach key principles

Facilitator – Discuss these points and ask for further insights from participants

- Pray Together – this is crucial
- Communicate – listen to one another, speak clearly and honestly, speak in love
- Identify Specific Mission - Each mission is different. The nature of the intended invitation and the stated need will influence the team's purpose and accomplishment. The sender must be clear in their vision and understanding of the purpose of the mission. Three principles will help guide the leadership in making effective decisions:
 - Who are we serving – Ministry is all about serving. Who? God, the local church and the lost.
 - Partnership – Ecclesiastes 4:9,10 says if two can work better for the effectiveness of the work, then the partnership will yield better results. Both Sender and Receiver must enter into an agreement as to the specific task that each member of the partnership will perform. A written document is good practice for clarity and understanding. It is best if Sending and Receiving leaders have shared ideas and built a relationship. It is best that both parties spend time praying and sensing the calling from the Holy Spirit
 - Identify new places – Sending is a way of sensing where the Gospel can be planted. It is best to send one or two leaders to the targeted area first.

7. Models of sending and receiving

Model 1- Using sport to reach players. A team goes to a difficult and restricted area to help plant churches. They do sports demonstrations, contact people and start Bible studies.

Model 2- One coach reaching his players and assisting church. A sports coach who is a believer can be sent to assist with teams. Coaches can do clinics and

camps for players and coaching training as well. Coaches can share the Gospel and teach Whole Life Coaching in any of these contexts.

Model 3- Sending sport teams to compete and run camps to reach locals. A sports team of believers is sent to another community to play games and conduct sports clinics and camps. Players share testimonies and the Gospel as they work with local believers to reach communities.

Further ideas:

- Sending and Receiving Teams Manual

18. Sports Camps

In this session we will understand what a sports camp is and why sports camps can be an effective GO strategy. We will discover how to run a sports camp to serve young people in our context.

1. What is a Sports Camp?

Many elements of a camp can be adapted because of culture and context. However there are two essential elements of a sports Camp.

1. **Sport:** We deliver quality coaching and competition that provides the opportunities for young people to worship God with their sporting gifts.
2. **Discipleship:** We teach the good news of Jesus and play our part in the process of making disciples through sharing lives during the camp and afterwards.

Romans 12:1, Matthew 28:19-20

2. What are the key outcomes?

There are key outcomes in the area of sport and of discipleship. In addition a sports camp should fulfill needs in a local community. This is a way to contextualize a sports camp appropriately.

3. Planning a Sports Camp in your context

A camp needs to be designed with the target group in mind. The planning team needs to consider sporting ability, cultural background and age.

Leaders are crucial to making a Sports Camp happen. Leaders have different roles and responsibilities.

The 'Sports Camp Manual' on the website gives further information on how to plan a sports camp.

Sports Camps

90 Minute Training Session

YOU WILL NEED: Bible, Sports Camp Manual,
Sports Camp Directors Workbook.

SESSION OUTLINE

1. Welcome and session overview

10 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- What is a sports camp?
- What are the key outcomes?
- Planning a sports camp in your context

▶ **Video: Sports camps around the world**

Pair and share.

- What are your best memories of sports camps?

Ask some people to share memories with the whole group.

- Link: Some of us have been involved in many sports camps. Some of us are new to them. This session is designed to take you from where you are now and to give you a vision for what is possible.

WHAT IS A SPORTS CAMP?

2. Explore a definition of a Sports Camp

Read the definition of a Sports Camp and discuss together.

“A Sports Camp can be a residential or non-residential period of time with quality sports coaching and competition. Sports camps are aimed at young athletes and players (11-20 years old) at development, participation or performance levels with opportunities to teach the good news of Jesus and grow disciples.”

Work in groups of 4 people. Discuss these questions and then present the findings of each group.

- What are the essential areas of a sports camp?
 - What aspects of a sports camp will change from culture to culture?
- Link: The structure of sports camps is built on the heart values and vision of the movement. The two key supporting pillars for building a sports camp are **Sport** and **Discipleship**. There will be appropriate and challenging sports coaching and opportunities for players. There will also be authentic opportunities to grow disciples of Jesus.

3. Bible discovery *(see notes)*

Work as a whole group. Read Romans 12:1.

“Therefore, I urge you, brothers and sisters, in view of God’s mercy, to offer your bodies as a living sacrifice, holy and pleasing to God - this is your true and proper worship”

Take time to review the Biblical perspective of sport. Highlight and discuss the following phrases:

- God’s mercy
 - Offer your bodies
 - True and proper worship
- In our sports camps we want to deliver quality coaching and competition which provides the opportunity for young people to worship God with their sporting gifts. These sport camps are designed to engage with those who play sport regularly in clubs and teams.

▶ **Video: Young person interviews - Quality coaching**

4. Discipleship role-play activity *(see notes)*

Review Matthew 28:18-20

- It is our commission to make disciples. Sports camps are a great place to do this.

Activity: Discipleship role play

Work in pairs. One person plays the role of a leader while the other plays the role of the young player. Demonstrate how you can turn the scenarios in the extra notes into a discipleship opportunity.

After a few minutes swap roles and try a different scenario.

Debrief together in a whole group.

- What did you discover while doing the role-play?

► **Video: Young person interviews – Faith impact**

- Link: With quality sport and discipleship at the heart of sports camps, it can provide an irresistible atmosphere in which God is at work in the heart of young people.

5. Explain Kairos *(see notes)*

Explain the word 'Kairos'- a special period of time.

- We want to plan the 'chronos' (chronological time) of sports camps effectively in order to create a wonderful environment in which 'Kairos' can happen.

Reflection

- What key points have you learnt about Sports Camps? List three that stand out for you.

WHAT ARE THE KEY OUTCOMES?

6. Plan a sports camp *(see notes)*

20 min

Work in teams of about 4 people, from your local community if possible. Discuss these questions together.

- What is your aim? This question can only be answered alongside the vision and values of your overall ministry.
- Why are you planning to run a sports camp? What do you hope it will achieve?

Begin to plan a sports camp by identifying the major outcomes you want from the sports camp. List the outcomes under two categories: '**Sports outcomes**' and '**Discipleship outcomes**'.

Allow the groups to feedback and summarize important ideas.

- Every sports camp should have a local and cultural aim too. This is something unique to the country, city, or community which determines the nature of the sports camp.

Work in pairs and discuss these questions.

- How do sports camps serve the local church or community and impact the sports culture?
- Is there a local issue that running a sports camp could solve? (Development of leaders, serve the community, establish partnerships, connection with families, teach English or trade language)

In pairs rank these outcomes in order of importance.

- Are there any that aren't listed that you would include?

PLANNING A SPORTS CAMP IN YOUR CONTEXT

7. Explain 3 criteria for target group *(see notes)*

- There are three key criteria when thinking about the target audience for your sports camp: sporting ability, background belief, and age of the player.

Work in local teams of about 4 people if possible. Each groups needs to discuss their context for the camp and make decisions about the camp with these three aspects in mind:

1. Sporting ability of participants
2. Background belief of participants: are they believers, unbelievers or both?
3. Age of participants

After 10 minutes ask each group to share their plans with the whole group.

8. Explore leadership at a sports camp *(see notes)*

- A team is needed to make a sports camp happen. This might consist of a few people or hundreds of key volunteers depending on the size of the sports camp you are planning to run.

Show the roles of leaders on a sports camp (see extra notes).

Pair and share.

- What roles have you played on a sports camp? Or what roles would suit you?
 - Which role might be overlooked on a sports camp? Why?
 - How can we identify new leaders with these skills?
- There are many different kinds of leaders needed to run a sports camp. It is crucial to identify, recruit and train people who are able to lead sports camps.

9. Reflection and conclusion

5 min

Work alone and reflect on these questions.

- What are the next steps?
- What would happen if you didn't run a sports camp in your context?

Pair and share.

- Summary: This has been a general overview of sports camps. Three other sessions detailing planning, delivery and follow up are available on the website.

▶ Video: The what and why of sports camps

Give participants the opportunity to ask questions and to look through the Sports Camp Manual and Sports Camp Directors Handbook (available from the **ReadySetGO.world** website).

Detailed session notes

3. Bible discovery

God's mercy: God's mercy has totally transformed everything for the believer

Offer your bodies: Believers are called to offer their whole selves to God- including their sporting ability.

True and proper worship: A believer's sporting ability is a God given gift and can be used to worship with the right attitude.

4. Discipleship role-play activity

Review of Matthew 28:18-20

The phrases “all authority”, “all nations”, and “I am with you always” help us understand the enormity of the task. All authority is from Jesus, going before us into all nations (all people groups including our sport and all its sub-sections) and the promise that He will always be with us.

The phrases “go”, “make disciples”, “baptizing”, and “teaching” help us our role in making disciples. The central verb is to “make disciples”, therefore the words “go”, “baptizing”, “teaching” are all proactive verbs that tell us what we are to do when ‘making disciples’.

At sports camps we want to teach the good news of Jesus and play our part in the process of making disciples wherever possible.

Discipleship Timeline

We are using the term discipleship to cover the whole aspect of Christ’s teaching and community that happens at sports camps. It is the task at sports camps to make disciples of all young people, whether believers or not.

Discipleship role play in pairs- Scenarios

1. The leader sits down to eat with a young person.
2. One of the young people in your team gets injured and has to sit out of sport.
3. A discipline issue as one of the young people gets in a small fight with another young person.
4. Walking to the sports field with a young person- you want to find out if that young person is a believer and what they think about faith.

5. Explain Kairos

Kairos is an Ancient Greek word meaning the right or opportune moment. The ancient Greeks had two words for time ‘Chronos ’ and ‘Kairos’. Chronos refers to chronological or sequential time. Kairos signifies a time in between, a moment of undetermined period of time in which something special happens. While Chronos is quantifiable, Kairos has a qualitative nature. In the New Testament, Kairos means ‘the appointed time in the purpose of God”, the time when God acts.

6. Plan a sports camp

Examples of camp outcomes

Sport

- The young player increases their skill levels in their sport and becomes a better player.
- The young player feels better equipped to tactically compete in their sports team.
- The young player has great fun whilst understanding values, teamwork and other key disciplines linked with their sport.

Discipleship

- The young player who is not a believer is given an opportunity to see Jesus (through sharing life with believing young people and leaders), hear about Jesus (as the Gospel truth is taught) and respond to Jesus.
- The believing young player leaves the sports camp encouraged and better equipped to live for Jesus in their world of sport.

- The young player understands that they can play their sport as worship to God.

7. Explain 3 criteria for target group

Sporting ability of Player: this dictates the level of coaching and intensity of competition. There are three universal standards:

1. Development- young people starting in a sport with the ability to play or train at a basic level.
2. Participation- young people who train regularly and play in clubs and teams.
3. Performance or Elite- young people who compete at an elite level.

Background belief: are the young people believers, unbelievers or both? Will you be holding the sports camp in a culture that is closed to the Gospel? This will dictate the Biblical content you can include at the camp.

Age of the young people: For coaching drills and serious competition it is important to monitor the age range.

8. Explore leadership at a sports camp

Roles and responsibility of each type of leader:

- Head Coach= Highly qualified coach who oversee coaching standards
- Coaches= Preferably qualified who deliver coaching sessions
- Team Leaders= Leaders who are responsible for looking after teams of young people e.g. Bible studies, bed time etc.
- Trainees= Young people making the transition from attending a sports camp to helping to lead or coach at one (17-20 year olds)
- Support Staff= Leaders with a primary role for the logistics of running a camp (e.g. administration, technical, first aid)
- Chaplain and Pastoral team= Older and wiser couples or a small team who are on hand to pray with leaders and young people and give advice.

Extra information can be found in the Sport Camp Manual.

Further ideas:

- Sports Camp Guide
- Sports Camp Manual
- Sports Camp Director's Workbook

19. Sports Centers

In this session we will discover the opportunities that Sports Centers present. We will be motivated to engage with communities and then take action to use and develop the resources we have.

1. What are the opportunities?

A Sports Center can be a very effective GO strategy. It provides an environment where intentional mission can happen that will be a part of a local community fulfilling the Great Commission.

2. How can we engage?

There are a number of different ways to engage with the local community.

- Be intentional with whatever you already have.
- Use existing centers in your community to provide an immediate point of engagement.
- Consider starting a new sports center.

There are existing models in action from different contexts which show what is possible. Ask: *What can we do?*

3. What are our next steps?

Take time to dream and pray in and for your community. Work out what action steps to take with the resources, experience and people you have.

Sports Centers

90 minute training session

Suggested resources needed: Bible, PowerPoint presentation, Projector and speakers, Paper and pens.

SESSION OVERVIEW

1. Welcome and session overview

5 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- What are the opportunities?
- How can we engage? – Be intentional in our mission, utilize existing centers, or start new centers.
- What are our next steps?

→ Link: As we look at sports centers we hope your vision is expanded and you become motivated to take action.

WHAT ARE THE OPPORTUNITIES?

2. Explain types of sports centers *(see notes)*

20 min

- What are your favourite kind of shoes to wear and why?

Pick out 5 people to quickly share what they wear and why.

→ Link: Different models of sports centers seek to achieve varying purposes.

▶ **Video: Sports centers around the world**

Work alone. Imagine a sports center.

- What do you think of when we say Sports Center?

Collect the key words and write on a flip chart. Then define a sports center.

A Sports Center is a place where people come and gather to play, train or watch sport.

Individual reflection

List examples of sports centers in your area.

Debrief in pairs

- What is its impact as an existing sports center? For elite athletes? For believers?
- Could it be enhanced if operated or owned by a group of believers or a church?
- How could it be a nucleus for 'GO' strategies?

Share and discuss with the group.

3. Bible discovery and heart values *(see notes)*

10 min

▶ **Video: The heart of the movement**

Work in groups of 4 people. Read Mark 16:15.

- What do you think 'all the world' means?
- How would a place like a sports center help to fulfil this command?

→ Link: Sports centers provide a good **place** and **opportunity** to serve and make disciples.

Pray together for the opportunities and the people who are coming together to interact at sports centers.

HOW CAN WE ENGAGE?

4. Models of sports centers *(see notes)*

20 min

▶ **Video: Sports center models**

Work with a partner. Choose one example from the video. Discuss.

- What do you see about the **place**? (big, small, well-resourced, creative, different sports)
- What do you see about the **people**? (*ability level, all ages, gender*)
- What unique **opportunity** do you see? (coaching, Bible study, worship, whole life coaching, elite competition, different sports)

- How was the community **engagement** successful? (ownership, well patronised, many sports, people started to come to church)

Work as a whole group. Share 2 or 3 examples of sports centers from around the world. For example:

Kenya – Athletic Training Center for Runners

Moldova – Tae Kwon Do Sports Centers

Germany – SRS Sports Center and Hotel

Australia – Warwick Stadium

Secular Centers – Official Training Facilities

Group discussion.

- How has your understanding and vision of a sports center changed?
- What problems could be encountered with sports centers in your area?

5. Explain how to begin

15 min

Work in a big group. Discuss together.

- Pray with others about this.
- Share you passion about the idea.
- Get to know your local community. Find out sports needs.
- Get involved in your local sports center as a volunteer, player, coach, mentor or prayer partner.
- Start a conversation with other believers and local churches.
- List the abilities, experience, expertise, interest and resources that you and other believers around you have that could enable a sports center ministry to commence.
- Develop programs or use a GO strategy in a sports center.eg Whole Life Coaching.

→ Link: It CAN and is BEING DONE! Is God giving you a vision for this? Do you realise where God is on the move and walking ahead of you and where you can follow Him in this (John 12:26)?

NEXT STEPS

6. Plan action steps

15 min

Work in groups from your own community.

- What sports centers already exist?
- Is God giving you a vision for this?
- Who can help you partner to start something?
- What are your action steps?

Ask some groups to share their plans.

7. Conclusion

5 min

Personal reflection.

- What 3 key points will you take from this session?
- Who will you share this with?

Share contacts of people who may be able to help.

- **Summary:** Sports centers provide a **place** and **opportunity** for believers to live out the Great Commission. How can you be involved?

Detailed session notes

2. Explain types of sports centers

- What are your favourite kind of shoes to wear and why?

Explain that we all have different types of shoes for different purposes (eg. hiking boots, basketball, runners). They are made from different materials that reflect the use that is required. For many it is a question of what they can afford.

Similarly the different models of sports centers seek to achieve varying purposes and opportunities, depending on needs and resources.

- Video: Sports Centers – images and action

This video is designed to introduce the topic, get minds thinking and 'set the scene' for discussion through images of sports centers and people within them playing sport.

Make mention of the various places and the activity that is occurring during the video.

A Sports Center is a *place* where people come and gather, to play, train or watch sport.

Individual reflection

Ask the group:

Take 10 seconds, can you think of the types of sports centers in your area?

If you close your eyes, can you imagine people walking into the center in your area? Playing sport within the center? How about a young person you walk past in the street, or a friend, or a family member that needs Christ running around playing a game? People actively interacting; the opportunities that this presents are huge.

Debrief in pairs

3. Bible discovery and heart values

We see in the Bible the importance and need of a *place* and *opportunity* to serve and make disciples.

- Read **Mark 16:15** which tells us to go into all the world and proclaim the gospel.
- Video: The Heart of the movement

How does having a *place* like a sports center to impact people, relate to this portion of Scripture and to the Heart Values?

Sports Centers provide an effective place to live out these values.

4. Models of sports centers

Play Video: Sports Center Models

Work in pairs to think about the place, people, opportunity and engagement of different sports center models.

Earlier we all thought of types of sports centers in our own community. You could start with the simple step of being interested and involved in your local center as a volunteer, player, coach, mentor or prayer partner.

There are others however who have developed models that are effectively engaging people for Christ on a larger scale, and in a more organised manner.

Choose 2-3 examples of Sport Center models to discuss:

Moldova – Tae Kwon Do Sports Centers

Tae Kwon Do Club “Stolas Leukas” of Moldova has 3 centers and 16 rented facilities in 19 different localities. At all the centers they teach Tae Kwon Do, Tae-Bo and Fitness and through this make disciples. During the first hour of every training at all facilities the word of God is taught using an inductive method and after that the physical part of the training is done. In order to get a black belt, a student has to study 12 inductive bible study courses. Everyone knows about the Bible study and when a new student comes to enrol they are presented with the method, materials and uniqueness of the teaching method. Through this club many people have come to know Christ and accept Him as their Saviour, becoming His disciples. In 2012 an International Mission School was started to train coaches-missionaries and through this the work has extended to another 12 countries.

Option to show pictures or an extra video.

Germany – SRS Sports Center and Hotel

The SRS Sports Center in Altenkirchen consists of 4 indoor tennis courts and 3 indoor badminton courts (these can become volleyball, basketball and futsal courts). Additionally there is an outdoor beach volleyball court, also usable for beach soccer or handball. All of this belongs to the German sports ministry organization SRS. The tennis courts are used from May to October as an events center (e.g. big screen viewing, fairs etc.).

The goals of our Sports Centers are as follows:

- Contact with the local community
- Platform for building relationships followed by chaplaincy
- Low level sports tournaments for local people
- High level sports tournament with the full scale of serving the people of sports: chaplaincy, physiotherapy, talking about the Gospel
- Training facility for SRS Sports Team who visit the complex during the year
- Revenue

20. Sports in Disaster and Trauma

What is “Sports in disaster and trauma”?

Over the years, the sport movement has positively served many people affected by war, natural disaster, epidemic, and terrorism. Serving in disaster and trauma gives both general and in-depth perspective on trauma, its effects, and the DOs and DON'Ts when addressing it. Together with the Sport and Play in Disasters booklet, it will help you use strategies in sport and play to bring Jesus to refugees and disaster survivors.

Why is Sports in Disaster and Trauma an important issue?

- Earthquakes, tornadoes, floods, fires, wars are part of our everyday reality. They cause severe and complex trauma, making “trauma perhaps the greatest mission field of the 21st century.” (Diane Langberg, psychologist)
- When faced with the brokenness of our world, Jesus left His glory and came down to us. As His disciples, we are called to leave our “heavens” and go to the suffering and hurting to bring the Good News.
- “Sports have the power to change the world. It has the power to inspire, unite people in a way that little else does. [...]. Sport can create hope where there was once despair.” (Nelson Mandela, former president of South Africa)

Sports in disaster and trauma practical description

Sports in disaster and trauma can be used by any member of the sports movement who has the opportunity to serve refugees or disaster survivors. The package has three types of materials: an informative booklet, a general session, and training ideas and materials for a one-day follow-up training. Sports in disaster and trauma is not trying to replace relief workers, or psychologists or counselors of faith who know how to help people deal with the complex trauma often experienced by disaster survivors or refugees. Rather, it is a tool meant to help sports people understand hurting people and serve them without further harm as they join with other humanitarian efforts.

Sport and play in disasters booklet: This short guide will help you understand the effects of trauma, the needs of traumatized people, DOs

and DON'Ts when serving them and strategies in sport and play available to bring Jesus to refugees and disaster survivors.

Serving in disaster and trauma: This 120-minute session gives a basic orientation on how to use sport and play to serve communities which have been affected by war or natural disaster.

Follow-up training: Recommended to be organized 2-3 months afterwards in order to serve refugees or disaster survivors on a regular basis. It contains an extended time of prayer and reflection on the previous experience, a more in-depth understanding of trauma and practical ways in dealing with trauma, and a review of the GO strategies.

21. Whole Life Coaching

In this session we will develop an understanding of the importance and value of a coach acting in the role of a father and mentor for the youth and children of today.

Coaches will develop an understanding of whole life coaching and how they can apply it to their own athletes. It is also called 'Ubabalo' – an African word that has been given to this concept of 'whole life coaching'.

Why whole life coaching?

- This world is in trouble without godly fathers to influence the next generation for good.
- Whole life coaching provides “parenting” to a generation lacking good parenting, particularly by fathers.
- A father modeled on our Heavenly Father helps to communicate identity to the young person, provide security and fulfil potential.

Malachi 4:6

How can whole life coaching impact lives?

It impacts lives through the influence of a coach who is modeled on a godly father.

Sport is a great place for character development to take place, through the mentoring of players in a team by their godly coach.

Galatians 5:22

What is whole life coaching?

Whole life coaching powerfully connects a simple sports activity to everyday life :

- It is a discipling strategy to help young sports players grow into the people God wants them to be.
- It integrates sport holistically with spiritual, social, emotional, physical and intellectual development.
- It teaches practical skills alongside spiritual and moral values to create coaching sessions that truly impact lives.

Luke 2:40

Whole Life Coaching

180 min training session. It could be broken into two or three shorter sessions.

Suggested resources needed: Bible, Balls or objects, Sets of words game cards, PowerPoint presentation, Flip chart or whiteboard and markers, Projector and speakers, Stories from coaches who have been using whole life coaching.

SESSION OVERVIEW

1. Welcome and session overview

5 min

▶ **Watch a funny team video (Optional)**

Introduce the team of presenters. Explain the goals and key elements of the session:

- Why whole life coaching?
- How can whole life coaching impact lives?
- What is whole life coaching?

WHY WHOLE LIFE COACHING?

2. Explore fatherlessness *(see notes)*

20 min

▶ **Video: Fatherlessness**

Explain 2 types of fatherlessness: the absent father and the disengaged father.

Show statistics on fatherlessness and discuss.

- Which statistics do you find most discouraging? Why?
- What examples of disengaged fathering can you think of?
- Work in groups of 4. Write down a list of issues arising from fatherlessness in your culture. (*E.g. teenage violence, rape, pregnancy, suicide*)
- Beside each issue write the names of any children or teenagers you know who struggle with these issues.

- **Link:** The world is in trouble without godly fathers. Many children and teenagers lack the guidance and security of a father. This makes a poorer and more dangerous society for everyone.

Read Malachi 4:6

- What does this verse tell us about how God views parenting?
- **Link:** Without the guidance of parents the next generation can be destroyed.

3. Explore the role of fathers

20 min

▶ **Watch a funny video about a daughter and her father such as ‘Cheerleading Dad’. Alternatively show a personal photo of you and your father and tell a story about him that shows your relationship with him.**

Work alone. Think about your father or a significant ‘father figure’ in your life.

- What positive legacy did your father leave you?
- In what ways have you decided not to be like him?
- In what ways have you decided to be like him?

Pair and share with a partner. Pray together.

- **Link:** The relationship with our father profoundly shapes our lives and our ideas and worldview.

4. Bible discovery and discussion *(see notes)*

20 min

- **Link:** What does the Bible say about fathering? The idea of fathers in the Bible is very important. God calls himself our Heavenly Father. The earthly father is the most significant person in a child’s life to establish authority, identity, security and potential.

Work in small groups. Each group reads the Bible passages and discovers a different aspect of fathering.

After 10 minutes give each group 2 minutes to report back to the whole group.

Read Deuteronomy 6:1-2, 4-9.

- How should a father's authority be like God's **authority**?
Read 2 Chronicles 7:14, 1 Peter 2:9,10, 1 John 3:1.
- What are some important aspects of communicating **identity** to a child?
Read Psalm 27, Proverbs 18:10.
- What are the types of **security** that fathers need to provide for their families?
Read John 14:12, 20:21, 2 Corinthians 5:20, 6:1
- Why does the opinion of the father matter so much to a child fulfilling their **potential**?

Pray that God will turn the hearts of parents and children to each other.

HOW CAN WHOLE LIFE COACHING IMPACT LIVES?

5. Explore the influence of a coach *(see notes)*

15 min

Work in a whole group. Explain how a coach can be like a father. Discuss how a coach can help with authority, identity, security and potential.

Pair and share. Think of examples of a coach helping with authority, identity, security and potential.

▶ **Video: Children see, children do**

- **Link:** Children want to model themselves on someone they admire, so the role of a coach has huge responsibility. A coach can influence them for good or show them poor habits.

Pair and share discussion.

- How has a coach impacted your life in a positive way? In a negative way?

6. Explain how sport shapes lives *(see notes)*

15 min

Work as a whole group. Explain why sport is a powerful tool to impact lives.

- Is sport a good place for mentoring and character development to happen? (*Yes and no*)

Spend 5 minutes exploring why sport is a good place for character development to take place. In pairs or small groups come up with reasons why sport can help character development. Collect ideas on a flip chart or white board.

▶ **Video: Bad sport**

Work in the same groups. Make up a list of some of the negative issues in the sports culture then discuss this question.

- What does the Kingdom of God value? (Fruit of the spirit)

Read Galatians 5:22.

- Link: Sport can encourage good and negative character. Sport powerfully reveals what is already in someone's character.

7. Role-play dramas

15 min

Divide into 9 groups and give each group a fruit of the spirit from Galatians 5:22.

- Discuss how their fruit of the spirit would look in a sport situation and create a 1-minute drama to show this.

Each group presents their drama and the rest guess which fruit of the spirit they are acting out.

WHAT IS WHOLE LIFE COACHING?

8. 'Beat the ball' learning game *(see notes)*

20 min

Play the learning game then debrief together.

- What is required for the passing team to be successful? (*Focus, concentration, teamwork, attitude etc.*)
- In what ways does having a positive attitude towards even simple tasks help the team?
- What qualities would a teammate have if they have a positive attitude?
- What other teams in life are you in where having a positive attitude can sometimes be challenging?

- **Link:** Whole life coaching connects a simple sports activity powerfully to everyday life. It becomes a learning opportunity to help your athletes grow into the person God wants them to be.

Therefore the coach becomes an important mentor not only in sport but in life too.

Discuss together and make a list of passages.

- What Bible passages could be used to support the character focus of developing a positive attitude? (*Philippians 2:1-30, Matthew 6:33, Ephesians 4:2-5 are possible examples*)

9. Explore how we segment our lives *(see notes)*

10 min

Work in teams of 4 people. Give each team a set of cards with words that have to be sorted into categories. Discuss the results.

- **Link:** Sometimes people can be one type of person in sports and another in everyday life. One reason is because they have segmented their lives, with sport and spirituality being put into separate categories. We can behave one way when we are in church or with believers and another way when we play sport. God does not want us to divide our lives in this way.

Read Luke 2:40.

- In what ways did Jesus grow? (Physically, wisdom, relationship with God and people)

Discuss holistic development through sport using the diagram.

- **Link:** The spiritual part is at the center and impacts everything else. We need to focus on the spiritual side in sports trainings as well as the other aspects of a person. The spiritual side is often left out because it is thought to be irrelevant.

10. Linking sports and life skills *(see notes)*

15 min

Explain the power of linking a practical skill to a spiritual truth.

Work in teams of 4 people who play the same sport.

- Think of 2 or 3 skills and identify a moral value, practical life application and Bible reference for each of these skills. Work together for 10 minutes on this task.

Each group reports back giving examples of how they have integrated the skill with the moral values, life skill and bible verse.

11. Reflection and conclusion

10 min

Pair and share and then pray together.

- What has impacted you most today?
 - What will you do about this in the next day? Week?
- Summary: Whole life coaching is a concept that can be used in any sport. It empowers the coach to do some of the vitally important things that a good father does: establish authority, identity, security and potential. It will help your players connect different parts of their lives that are unconnected. A sporting team can be a place where players are disciplined by a coach and each other.

Detailed session notes

2. Explore fatherlessness

Explain 2 types of fatherlessness: the absent father and the disengaged father.

- Absent Father: One who is completely disconnected from the family through death, sickness, or divorce.
- Disengaged Father: One who lives in the home but is disengaged from their role as a parent.

Fatherlessness world statistics. Show them on the PPT.

- 40% of all children do not live with their biological fathers.
- 85% of children with behavioral problems come from fatherless homes.
- 90% of homeless children come from fatherless homes.
- 71% of children who do not finish school come from fatherless homes.
- 63% of suicides come from fatherless homes.

Source: fathersforlife.org

4. Bible discovery and discussion

The idea of fathers in the Bible is very important. God calls himself our Heavenly Father.

There are four different aspects of the role of a father:

- A father establishes authority
- A father communicates identity
- A father provides security
- A father sees potential

5. Explore the influence of a coach

The coach can be the next best thing if a father is absent or disengaged.

A good father can never be replaced but with so many children and teenagers with no fathers or disengaged fathers, the coach is someone in their lives who can help them.

How is a coach like a father?

- Do they provide authority? Yes
- Do they communicate identity? Yes
- Do they provide security? Sometimes
- Do they see potential? Hopefully

6. Explain how sport shapes lives

Why use sport to help engage young lives? Sport is a powerful worldwide language. Children and teenagers love being active. Big sporting events capture the hearts and minds of people all around the world. A billion people alone are estimated to have watched the last football World Cup final.

Young lives are not shaped in a vacuum. The best way for a father to shape the life of his child is by doing something they both enjoy together. Whether fishing, throwing a ball or collecting things together, there are opportunities for learning and character development. This is the way God designed it to be!

Read Galatians 5:22. (The fruits of the Spirit)

8. 'Beat the ball' learning game

How to play:

Work in groups of about 10 people. Each group stands in a big circle with each person standing about 3 meters apart. One person is given a ball and is the runner.

The object of the game is for the runner to run around the outside of the circle before the people in the circle can pass the ball or object around the whole circle.

The runner throws the ball to the person on their left and then runs around the outside of the circle.

If time permits give each person in the circle a turn as the runner. The ball can be moved around in different ways or another ball or object added to make the game more interesting.

Debrief together.

9. Explore how we segment our lives

Game- Sort out the words.

Divide into groups of 4. Divide the list of words into categories. They can decide on the categories themselves.

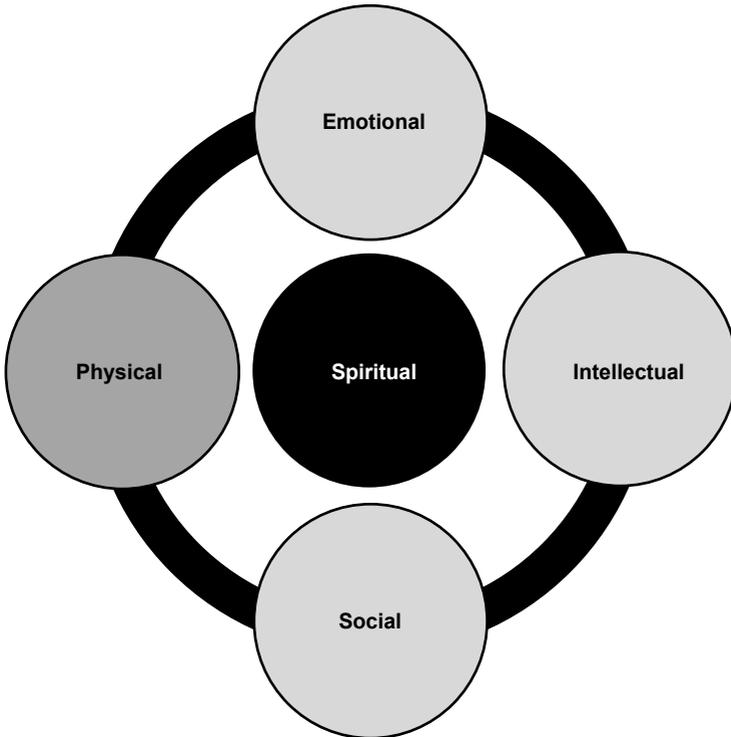
(Prepare sets of cards for each group)

List of words: church, ball, bat, Bible, team, coach, winning, camp, pray, love, practice, training, fasting, pastor, kindness, competition.

The point of this game is to show that we sometimes divide our lives into spiritual and secular. Eg Bible reading is spiritual, football is secular. Jesus doesn't divide life like this. In fact it is very unhelpful. All of our lives have the potential to bring worship to God and reflect His image. This includes our work, play and rest.

Holistic development model. To be a healthy person, all areas need to develop and be linked to all the other areas.

HOLISTIC DEVELOPMENT MODEL



10. Linking sports and life skills

When practical skills are taught alongside spiritual and moral values an amazing power and synergy is created. The practical skill helps clarify and strengthen a deeper spiritual truth. E.g. passing a ball is about sharing with others. Through passing an athlete learns about the value of sharing and how this might be effective in everyday life in family and school life settings. Simple, but profound methodology.

Work in teams of 4 people who play the same sport.

- Think of 3 skills and identify a moral value, practical life application and Bible reference for each one.
- This is an example from football for your reference.

SKILL	Passing the ball
MORAL VALUE	Sharing
LIFE APPLICATION	Taking turns in discussions Sharing resources with others
BIBLE REFERENCE	2 Kings 11:5-6 Job 1:4, Philemon 1:6, Hebrews 13:16

Further training ideas

- Whole Life Coaching practical session
- Learn through Games
- Pray | Play | Say | Together
- Facilitating a Group
- How Children and Young People Learn

Ubabalo

What is Ubabalo?

Ubabalo is a whole life coaching resource for coaches to engage young sportspeople from 12-19 years in values and worldview transformation. It utilizes sport techniques and skills during coaching to communicate life skills, leadership and sound Biblical values.

UbabaloKids is a whole life coaching resource for coaches to help children from 4-11 years grow in faith and life through the application of Biblical principles. The UbabaloKids material uses the “Games Centred” approach to develop skills and an understanding of the game and links this with their lives through Biblical truths.

Why implement Ubabalo?

As sport provides a universally relevant “language” to communicate with children and young people, the training of sport coaches into Whole Life Coaches provides the most efficient transformative impact amongst young people in every aspect of their lives.

Ubabalo Practical Description

Ubabalo coaches are trained in whole life coaching principles and provided the Ubabalo curriculum for the sport they coach.

Each coaching session runs for 90 minutes and usually consists of:

- 10 minutes – briefing and warm up
- 35 minutes – drills
- 20 minutes – life coaching
- 25 minutes – games time and cool down

The sports coach uses sport as a microcosm of life to instil sound life values. Each sport skill is linked with a corresponding Biblical value which is taught as part of weekly sports training. The values operate as open doors to Bible-based discipleship.

UbabaloKids utilizes the “Games Centred” approach and runs like interval training. Sessions cover tactical concepts of sports and are linked to a life skill and a Bible story or passage. Using this approach, the sessions are designed to be re-visited over multiple training sessions, with coaches choosing the emphasis for each session based on what they want to coach. Each session focuses on a skill, plays a small-sided game, an experiential game and has a few huddles

consisting of a bible story, short questions and a prayer to further reinforce the learning for the session. While giving some technical information, it is not aimed at delivering a high level of technical skill.

Resources for Ubabalo and UbabaloKids can be found on the **ReadySetGO.world** website.

Coaching for Life

What is Coaching for Life?

Coaching for Life is a 16-session Ubabalo whole life coaching resource that starts with the Bible, to help young players from 9-13 years to discover 'God the Father' and 'God's Big Story' through sport coaching, bible story-telling and reflection.

Coaching for Life Practical Description

Coaches are trained in whole life coaching principles and on how to deliver Bible stories from Creation to Christ and the New Heaven. The resource integrates technical coaching drills, a Bible story, reflection questions and a memory verse. Coaching For Life is currently available for soccer and cricket. You can access it on the **ReadySetGO.world** website.

SportLife

What is SportLife?

The SportLife series is designed to give practical help to the high level athlete on a wide range of issues from a Biblical worldview. The SportLife facilitator can be a coach, team mate, chaplain, mentor, pastor, parent, sibling, friend, etc.

Why implement SportLife?

Athletes face many pressures in their sport and career. SportLife is designed for you to use to serve the athletes and coaches in your

sphere of influence, or perhaps to open doors for you to serve an athlete, coach or team. These materials will not only help athletes with practical problems they are facing, but will also lead to discipleship and growth of both athletes and coaches as they wrestle with the areas they are passionate about from a Biblical perspective.

SportLife Practical Description

Sportlife can be used in both formal and informal settings with an elite athlete. The series has three types of material: Theological Perspectives, Critical Issues and Follow-up Bible Studies. SportLife is not trying to replace sport psychologists, nutritionists, or financial planners, so it is important that you do not present yourself as more qualified than you actually are.

Theological Perspectives

If taking an athlete through a Critical Issues or Follow-up Bible Study, it is helpful for the SportLife facilitator to first read through the relevant Theological Perspective. The Theological Perspectives have been written to give more understanding of what the Bible has to say on a particular area.

Critical Issues

The Critical Issues form the core of the material and range from Body Image, to Fear of Failure, Fair Play and more. The Critical Issues are written in such a way that a coach or athlete who follows Christ, or a coach and athlete who does not yet follow Christ, can go through the material on their own or alongside a facilitator. Each Critical Issue offers practical help to assist the athlete to succeed in their sport or personal life. As a facilitator finishes a Critical Issue with an athlete they can simply say, *“I hope this has been helpful to you. If you are interested, I also have a similar piece which explains what the Bible has to say about this issue which has been developed for athletes like yourself. Would you be interested in meeting again and looking at it together?”*

Follow-up Bible Studies

The Follow-up Bible Studies are written to introduce the athlete or coach to what the Bible has to say about the Critical Issue. They are a very simple and focused Bible Discovery based on 1 or 2 Bible passages and should take about 20 minutes. Each one contains a life or sport application and closes with a prayer. These can be given to an athlete to go through on their own or with a SportLife facilitator.

It is best to print and present only one issue to an athlete or coach at a time so as not to overwhelm or confuse them. Simply print out the Critical Issue that deals with the felt need you are trying to address and present that to the athlete or team you are working with. If you have opportunity to follow-up with them, move on to the Follow-Up Bible Study for that particular Critical Issue. After you have gone through a Critical Issue and Follow-up Bible Study with an athlete, you can also offer them the Theological Perspective to work through on their own.

You can access SportLife on the **ReadySetGO.world** website.

22. Youth Sports Leadership Development

In this session we will understand that youth can lead now. We will see the importance of discipling youth to become great leaders, and be challenged about what we can do to make this happen.

Why Youth Sports Leadership Development?

God used youth to lead others multiple times in the Bible. Youth can lead now when they are given the chance. There are many different pre-conceptions about youth, some positive and some negative, however the Bible is full of great examples of young leaders: David, Samuel, and Mary.

1 Timothy 4:12

What is Youth Sports Leadership Development?

Youth Sports Leadership Development is a disciple making process, not a program. The theoretical building blocks of Youth Sports Leadership Development form a tripod base of character, faith and skills which all lead into mission. Mission is the core outcome and great motivator for any young person growing as a leader.

Hebrews 11:1, 1 Peter 4:10, Romans 5:3-4, Mark 16:15

How can you implement Youth Sports Leadership Development?

Reflect on the value of Youth Sports Leadership Development and pray about the impact it could have in your community. Where and how you could implement it?

Youth Sports Leadership Development

90 minute sessions

Suggested resources needed: Bible, PowerPoint presentation, Projector and speakers, 2 or 3 balls, notebook for journaling

SESSION OVERVIEW

1. Game: catch

7 min

Make groups of 10-15. Play a simple game of catch. As you catch the ball say your name and one word that comes to mind when you think of youth in your community. Speed it up and introduce an optional interceptor who can try to steal the ball.

Debrief

- What words did you say when you thought of youth?
- Were they largely positive or negative words?

→ **Link:** We often have mixed responses to the youth in our communities.

2. Welcome and session overview

5 min

Introduce the team of presenters. Explain the goals and key elements of the session:

- Why Youth Sports Leadership Development?
- What is Youth Sports Leadership Development?
- How can you implement Youth Sports Leadership Development?

WHY YOUTH SPORT LEADERSHIP DEVELOPMENT?

3. Opportunities to lead

10 min

Pair and share.

- When were you given a chance to lead as a young person? (by whom and why?)

Get feedback from 2 or 3 people.

Get into groups of 4 or 5.

- What are examples of youth leading in the Bible? (*David and Goliath, Mary, Samuel ...*)

Read 1 Timothy 4:12 to the whole group.

4. Youth leading stories

5 min

▶ **Video: Introduction to Youth Sports Leadership Development (optional)**

OR Tell a story about how you became a leader and how mentoring and guidance helped.

5. Can youth lead now? (*see notes*)

6 min

Pair and share.

- Can youth lead now? How?

Ask for feedback.

Pair and share.

- Where can you see youth leading in your community? (*school captains, soccer captain*)

→ **Link:** Like all GO strategies the goal should be to make disciples (Matthew 28:19). Youth Sports Leadership Development is about discipleship, helping train youth to develop their leadership skills, and making disciples. Sport provides a great platform to do this.

WHAT IS YOUTH SPORT LEADERSHIP DEVELOPMENT?

6. Game: human stool

8 min

In groups of 4 to 5 make a human stool or chair - a person has to be able to sit on it.

Debrief:

- What made a strong stool? What makes a weak stool?

- **Link:** In order to have someone sit on the stool it must have a strong base (strong legs). In Youth Sports Leadership Development we have a similar stool, but with a different end in mind – to live a life of mission. In order to do this effectively, we believe a person’s faith, character and skill are all integral parts that form the 3 stable legs of a stool, which enable the ‘seat’ or mission to be effective.

7. Bible discovery *(see notes)*

15 min

Split into small groups of 5 people. Give one of the passages listed below to each group:

Hebrews 11:1, 1 Peter 4:10, Romans 5:3-4, Mark 16:15

Discuss:

- What is your passage saying?
- Pick one word or phrase to summarize the passage.

Ask for feedback from the groups. Share the information contained in the detailed notes.

- **Link:** A large part of Youth Sports Leadership Development involves doing Bible discoveries.

Discussion with the group.

- What is the differences are between a Bible discovery and Bible study?

8. Components of Youth Sports Leadership Development *(see notes)*

5 min

Explain what Youth Sports Leadership Development is, and the structure of the modules. Each module reinforces an important leadership characteristic, which can be value based but is ideally about making disciple makers. Each module has 4 sessions: faith, character, skill, and mission (doing a practical mission project).

9. Structure of a session

5 min

Ask the group what we’ve done so far in this session.

- How did we start off? *(with a fun warm up)*
- How did we emphasize the stool concept? (Experiential game to facilitate learning then a Bible discovery to make a Biblical connection)

- Other aspects of a session include – a sport activity where a situation of stress and conflict is played to simulate real life, service project planning and journaling. These will be experienced later this session.
- **Link:** All these components of a session link with the theme and flow from one activity to the next.

Explain that each session has these elements:

1. Warmup for fun and relationship building
2. Experiential game and Bible discovery
3. Sport to improve skills
4. Journaling for reflection and application

9. Sport time

12 min

If there is time, play a short game with the group (5 minute halves). Split them into teams. Choose a game to play according to the space and equipment you have, eg. football.

Debrief:

- Discuss any conflicts. Allow people to express their feelings.
- How can this conflict be resolved? (discuss negotiation, compromise, apologies, taking responsibility)

10. Service project

5 min

Mission, the end goal, should always be central. To help facilitate and encourage this, in each session there is time for 'service project planning'.

- **Link:** By planning a service project the youth learn to serve their local community. The idea of the project is to meet a need through a sport-related activity.

Pair and share.

- What qualities or skills can planning a project help the youth to gain?

Ask for feedback. (learn to plan effectively, take initiative, delegate, manage others, work in a team, lead etc.)

HOW CAN YOU IMPLEMENT YOUTH SPORT LEADERSHIP DEVELOPMENT?

12. Ideas for your community

8 min

Get into small groups again and brainstorm a list of ways you could introduce youth sports leadership development into your church, community or sports club.

Ask for ideas from the groups and write these on a flipchart so everyone can benefit.

12. Journaling

5 min

Have a go at journaling. Each person needs a notebook. Take a couple of minutes to personally reflect on this session and what you learnt. Write your thoughts in your journal.

Share your thoughts with another person and then pray for each other:

- What will you do about youth sports leadership development in the next day? Week?
- Who will you tell and be accountable to about your actions?

Detailed session notes

5. Can youth lead now?

Tell your own stories of children and youth leading.

Here is one example from the UK where leaders as young as 13 serve on a children's camp, leading team talks, leading children to Christ. "Annabel, one of our best youth leaders, wasn't very confident when she first started, but is now better than many of the adult leaders on camp. She has given her life to Jesus and is fantastic at teaching and encouraging others."

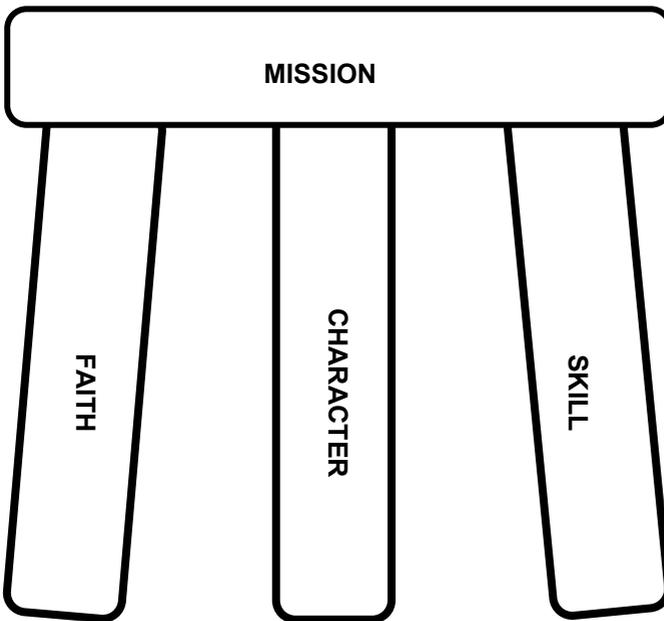
7. Bible Discovery

Summary of the 4 building blocks of Youth Sports Leadership Development training:

- Faith - Hebrews 11:1 (see also Luke 24:36-40)
- Skill - 1 Peter 4:10 (see also Luke 24:41-45)

- Character - Romans 5:3-4 (see also Luke 24:45-49)
- Mission - Mark 16:15 (see also Luke 24:36-49)

This is visually explained through an example of a three-legged stool or a tripod. The 3 legs are Faith, Character, and Skill. All three legs are needed for the stool to be stable. Take one away and it will fall. All three qualities must grow together as young people develop stability and purpose in their lives. As these areas are developed and strengthened they build a foundation for living a life of mission. The seat of the stool or the platform represents Mission. As each theme is explored the group will determine their own mission projects. During the 'Mission' weeks you will go into a nearby community to begin a discovery process of how to uncover needs and to serve in your community.



8. Components of Youth Sports Leadership Development

Youth Sports Leadership Development is a process developing young people in leadership and discipleship through sport. Youth Sports Leadership Development recognizes three important facts:

- Discipleship is a relational process, not a program,
- Young people can lead and will lead if they are given opportunities,
- Sport is a great context and tool to make disciples.

The curriculum gives the leader ideas to help this discipleship process happen. Here, we refer to it as a curriculum, but it is important that it is also seen as a process. Sessions are designed to help lead young people in a life of mission through experiential learning, discipleship and personal development. 'A life of mission' can be explained as practically serving God where He has placed you.

The building blocks of Youth Sports Leadership Development are **faith**, **character**, and **skill**. The development of faith, character and skill can help youth build a foundation for living a life of **mission**. Through practical experience in community service projects, young people will experience many ways in which God can work in and through their lives.

The process of discipleship is flexible and can run in a time frame from six months to two years. The themes of leadership development are broken into different modules. The themes of these modules are humility, holiness, integrity, passion, diversity, interdependence, empowerment and creativity. They all contain Bible discoveries.

Further ideas

- Understanding Young People Guide
- Learn Through Games
- Facilitating a group
- Pray | Play | Say | Together
- Handling the Bible – Four Questions
- How Children and Young People Learn

Child Leadership

In any community (family, school, sport team, church) individuals will emerge as leaders. Groups of people need leaders to help a team to function well. A leader will provide vision, purpose, structure, direction and cohesion. A leader's influence can be either positive or negative. History is dotted with examples of leaders who positively influenced their communities. Unfortunately, some leaders' legacies have scarred history.

When can a person be old enough to lead others? It depends on whom they are leading. Children naturally lead their classmates, siblings, sports teams and informal groups. Children lead without the structures and expectations of adults. How then can we make this a Kingdom opportunity? How can children be developed in their leadership skills and form teams who become effective partners in Gospel work?

Children can lead

There are many Biblical and modern examples of how children have been effective leaders.

Think of children you know who are good leaders.

Read these passages and think about these leaders.

- Luke 2:40 – “And the child grew and became strong; he was filled with wisdom, and the grace of God was upon him.”
- Luke 2:52 – “Jesus grew in wisdom and stature, and in favor with God and man”
- 2 Kings 22 and 23 – Josiah: “Josiah was eight years old when he became king ... He did what was right in the eyes of the Lord...” (2 Kings 22:1-2)
- 1 Samuel 17 – David: “He (Goliath) looked David over and saw that he was little more than a boy...” (1 Samuel 17:42)

Children can share the Gospel

Children are often the best people to share the gospel with other children, their families and other people. Encourage them, as they learn from the Bible, to tell the story to someone else.

How can we help children lead?

- **Refresh our perspective** about what children can do. They can and already do lead. They are leading right now. We are not simply preparing them for the future as adults. Involving children in leadership is not just a good idea; it is a powerful strategy for discipling children. It enables their faith and character to develop well.
- **Nurture their leadership skills** and give them opportunities to lead. Children are empowered as leaders when safe, supportive environments are created that provide instruction and opportunity to practice and apply leadership skills. Teachers, parents or mentors can provide instruction and arrange opportunities that help to develop leadership abilities. It is important for children to be mentored and encouraged by caring and mature adults or older teens as they learn to lead in a Christ-like way.

Here is a simple process. It also works with developing teen and adult leaders.

1	Identify	Identify the child or group of children to be trained
2	Teach	Teach leadership skills - the “why” and “how to”
3	Model	Show them how to do it
4	Do	Do it alongside them
5	Release	Let them do it on their own
6	Evaluation	Observe them and give them constructive feedback
7	Delegate	Position children in accountable, ongoing leadership roles

Here are some environments where a child can grow in leadership.

Family

Family is God’s plan for a strong start for children to know their potential, and their responsibility to contribute to society. Therefore, parents can start by modelling the leadership values they want to pass on.

- Deuteronomy 6:5-9: These verses show us that God wants us to be intentional in developing our children as leaders.
- For example: A boy, age 7 who is the eldest of 4 children, is made responsible to lead his younger siblings to collect and fold the laundry.
- Other Places: At the dining table, when walking, during recreation.

Sports teams

In the sports team, there is potential for the child to start learning about servant leadership. That is, to know how to be a leader that serves their team to greatness. As a coach, one can empower different players to be responsible for the pitch, team and equipment through delegating responsibility and empowering children to do skill development, training drills and moves.

- Other Places: Locker room, praising the team, selecting moves, signals, and inspiring the team.

The local church

Children can take their place amongst people of all ages and serve as part of the body of Christ, according to their development, abilities and gifts. There is no age limit to serve. The youngest children can minister to others just by naturally reflecting God’s love.

- Church Gatherings: they can serve alongside their parents and other siblings (according to age) with things like welcoming, collecting offering, tidying, serving food, reading the Bible, praying, helping with younger children, caring for older people and more.
- Children's programs: They could help with welcome, with worship (singing, playing, dance, drama), help teach the Bible in a creative way, help with set-up and pack-up, lead a game or activity, assist the leader of a small group, give a short talk or testimony, invite others to church and more.

Outreaches and camps: KidsGames/TeenGames/FamilyGames:

As team leader, distribute several roles on the team by which every one of them would feel and acquire leadership responsibility in their areas. For instance, time keeping, schedule coordinator, sports scoring keeper, or even transportation logistics.

Further training ideas

Go to the **ReadySetGO.world** website to find more training resources on Child Leadership.

ReadySetGO | Online Resources

This book contains just some of the amazing tools for ReadySetGO. Much more is available for free download from the ReadySetGO website.

www.ReadySetGO.world

Visit there to find out what is available online and via mobile apps.

ReadySetGO Quick Links

To make it easier to find resources in a specific area, ReadySetGO has a new system of “quicklinks”. Simply put the code below into the ReadySetGO search box and all the resources linked to that area will be shown.

ALPHABETICALLY

WMV97	Academies
VZU38	Action Sports
MJP27	Advanced Training
TJE99	All Abilities
WSQ46	Basic Training
ADL57	Bible pictures
MKA54	Bible videos
RXQ95	Big Picture & Vision videos
LTD78	Capacity Building Kits
HUH83	Chaplaincy in Sport
MSP83	Children
SSA58	Churches
WPG97	Clubs and Teams - Top Level Competitors
YQR95	Coaches & PE teachers
RYB42	Communication
FRP43	Communities
VVW42	Community Cup
WVH85	Community Festivals
SGE26	Sports in Disaster and Trauma
EPW45	Disciple Making Vision
FVS78	Envisioning tools
PST82	Families
ACK67	FamilyGames
QFZ79	Fatherhood

XFT56	Games
SZX44	Games Manuals
ZYQ25	Games Videos
WDG75	Generosity & Sustainability
BDS46	GO Health & Fitness
EAU22	GO health & fitness videos
HPR89	GO Play
SMJ38	GO play videos
FDT46	GO Sport
VQH74	GO sports videos
CRF26	Graphics & Logos
MSM33	Heart Values
SJY96	Interviews on video
SXW76	KidsGames
RVE59	Mentoring
ZSU98	Music
TVX47	National Bodies of Sport
QBG47	Oral & low literacy communication
JHX87	Play Camps
VCF43	ReadySetGO index/catalogue
UAT92	Sending and receiving teams
UFQ97	Sports & Games character building strategies
ELG54	Sports Camps
CTP34	Sports Event Strategy
GXX52	TeenGames & EdgeGames
CMC35	Teens
QBL99	Training & Equipping
VDJ99	Training videos
UAT49	UbabaloKids
MCK39	Video
MGL35	Whole Life Coaching
AXZ54	Youth Sports Leadership

QUICKLINKS BY CATEGORY

READYSETGO OVERVIEW & ENVISIONING	
ReadySetGO index/catalogue	VCF43
Disciple Making Vision	EPW45
Envisioning tools	FVS78
Oral & low literacy communication	QBG47
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UbabaloKids	UAT49
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Play Camps	JHX87
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Sports & Games character building strategies	UFQ97

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GO Health & Fitness	BDS46
GO ALL	
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ReadySetGO YouTube Channel

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