

Leadership Meeting Agenda

Calling and Sending (Utilizing Mentors/Apprentices)—All Leaders Together

Prepared by:

Dean Abernathy, Sunday School Specialist, Leadership and Evangelism Training and Events,
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PREPARE:

Become knowledgeable about the concept of apprenticeship in Sunday School. Read the information about apprentices in the resources below. You must be convinced and confident that apprenticeship is a meaningful way to provide leaders for existing and new Sunday School units.

As you prepare, consider these nine steps of the apprentice enlistment process:

1. Explain the role of an apprentice.
2. Share that you have been praying about asking this person to be your apprentice.
3. Emphasize that you've observed characteristics you feel are consistent with a leader.
4. Explain your expectations of an apprentice.
5. Provide available resources (curriculum, job description, etc.).
6. Emphasize that training will be a part of being an apprentice.
7. Ask them to pray about the invitation to be an apprentice.
8. Arrange an appropriate time to follow up.
9. Follow up to get the response.

Read or watch these resources in preparation for the session: Chapter 7 of *Transformational Class* by David Francis (available free download at <http://www.lifeway.com/davidfrancis>), page 70 of *How To Sunday School Manual* (available at www.lifeway.com), the video segment "You Mean You Want this Class to Start Another One?" from LifeSource: Start a Healthy New Class (available at www.lifeway.com/lifefsource), and the video clip "How to tie a neck tie" (www.brooksbrothers.com/tieknobs/windsor.tem).

Provide the following resources:

- Nametags, markers, large sheets of paper, masking tape, and two neck ties
- CD or MP3 player and Christian praise music

Display the following resources:

- *Missionary Sunday School*, *Transformational Class*, and *How To Sunday School Manual*

Prepare for learning:

- Place nametags near room entrance, arrange chairs in semicircle.
- Have Christian praise music playing in the background.
- Print each of the nine steps for apprentice enlistment (see above) on a strip of paper (do not include numbers). Prepare one set for each four conferees expected.

PRESENT:

1. INTRODUCTION (5 min.)

Greet each person and ask them to complete a nametag. Welcome Sunday School leaders and affirm their faithful service in the Sunday School. Explain the purpose of this meeting is to help them understand the value of having apprentice teachers and how to discover, enlist, and train these new Sunday School leaders. The use of the apprentice teacher is a meaningful way to find

much needed leaders. Challenge each leader to accept and embrace the responsibility of producing new teachers.

Communicate the concept of an apprentice teacher: The class teacher enlists a person to work beside them. The apprentice learns how you perform a variety of Sunday School tasks. The apprentice is not just a substitute teacher, but also a “teacher-in-training,” similar to “on-the-job training.” All age group teachers are encouraged to have an apprentice teacher/leader. All teachers/leaders should be producing new leaders.

2. HOW DO YOU IDENTIFY AN APPRENTICE? (15 min.)

Group conferees into teams of four. Provide a large sheet of paper/marker for each team and ask them to brainstorm and record characteristics to look for in an apprentice teacher/leader (*person of prayer, leader in the class, faithful attendance, regularly prepares, shows a heart for class members*). Call for reports. Guide the discussion to affirm appropriate characteristics.

3. HOW DO YOU ENLIST AN APPRENTICE? (15 min.)

Emphasize that the way the apprentice is enlisted can make all the difference in the outcome of the relationship. The teacher should personally enlist the apprentice. The needed teacher-apprentice relationship should develop beginning with the enlistment process.

Form groups of four and distribute sets of the nine steps of the apprentice enlistment process. Challenge teams to arrange the steps in order, taping the strips to a large sheet of paper. Allow five minutes and then call for each group to share their suggested enlistment order.

Review the steps of apprentice enlistment. Emphasize the importance (not order) of each step.

4. HOW TO TRAIN AN APPRENTICE (15 min.)

To demonstrate the need for proper training, place two volunteers back-to-back. Give one a man’s necktie and direct the other one to provide instructions for how to tie a Windsor knot. Volunteer 2 must follow instructions exactly. Then ask the two people to face each other and allow the instructor to assist his partner with the task while providing instructions. Ask: *Which way was easier to tie the knot? Why?*

Brainstorm skills an apprentice needs. Record the responses on a large sheet of paper (*how to develop a lesson, how to facilitate a Bible study session, class administration, how to visit a member, how to manage class time, how to enlist other leaders in the class*). Remind the group that the best way to train an apprentice is for the teacher to be an effective and consistent model.

5. CONCLUSION (10 min.)

Say: *The purpose of having apprentices is to develop faithful teachers/leaders. When the apprenticeship is over, the new teacher will be “sent out to serve.” Don’t train apprentices and then let them remain sitting in a class. Move them into a place of service with their chosen age group. Then begin the process over again with a new apprentice.*

Ask the group to commit to:

1. Pray, asking the Lord to help you see the value of apprenticeships.
2. Ask the Lord to identify a candidate(s) to be your apprentice.
3. Follow the Lord’s leadership to enlist and develop an apprentice.
4. Send the apprentice out to serve.

Leadership Meeting Agenda

Calling and Sending (Utilizing Mentors/Apprentices) — Adults

Prepared by:

Alan Raughton, Lead Adult Ministry Specialist, Leadership and Evangelism Training and Events, LifeWay Christian Resources

PREPARE:

For Instructions on Tying a Neck Tie:

- <http://www.brooksbrothers.com/tieknots/windsor.tem>

Provide the following resources:

- Nametags, Post-It® Easel Pad and markers
- CD player or other music source with praise Music CD
- Markerboard and dry-erase markers
- Man's neck tie

Display the following resources:

- *Missionary Sunday School* by David Francis

Prepare the room for learning:

- Arrange chairs in a semicircle facing a markerboard.
- Place nametags and markers on a table near the entrance to the room.
- Place Post-It® Easel Pad sheets on different walls and provide markers.

PRESENT:

1. INTRODUCTION (5 min.)

Direct each person to complete a nametag as they enter room. Play up-beat praise music as conferees arrive.

Welcome leaders to this training event. Tell participants this session will help them know how to enlist and train an apprentice teacher.

Share with leaders that every teacher needs to multiply their ministry by investing themselves in another potential leader. Comment: *Enlisting an apprentice teacher to work along side you to learn how you develop a lesson, facilitate the session, and administer the class is a way to do this. Your apprentice is not just a substitute teacher but also a teacher-in-training who is developing their Sunday School leadership skills by working side-by-side with an experienced, competent teacher like you.* Remind leaders that teachers for Preschool, Children, Student, and Adult Sunday School classes must come from somewhere, "...either your class or mine."

2. WHERE TO FIND AN APPRENTICE (20 min.)

Form groups of no more than six leaders each. Direct leaders to one of the Post-It Easel Pad sheets attached to a wall and brainstorm ways to find an appropriate apprentice. Direct groups to record responses. Allow time for discussion before groups report. (Suggested responses: pray for discernment from the Holy Spirit; look for someone who demonstrates leadership qualities in the

class, is faithful in attendance and lesson preparation, makes helpful comments and participates; a person who shows a heart for other class members and their needs.)

3. TRAIN YOUR APPRENTICE (15 min.)

Comment: *Once an apprentice has been enlisted, he or she must be properly trained. Hands-on training is best.* To demonstrate, ask for two volunteers to join you. Have the volunteers stand back-to-back. Give Volunteer 2 a man's necktie. Volunteer 1 is to provide instructions to Volunteer 2 for how to tie a Windsor knot. Volunteer 2 must follow exactly the instructions given. Next, have the two leaders face each other and let Volunteer 1 assist his partner with the task, while providing instructions. Ask: *Which way was easier to tie the knot?* Emphasize that it's important to provide feedback to the apprentice as he or she learns their role.

Brainstorm skills an apprentice needs to know. Record responses on the markerboard. (Suggested responses: how to develop a lesson; how to facilitate a Bible study session; class administration, including the role of each class leader; how to visit a member in the home or in the hospital; how to manage class time, with fellowship, prayer time, and Bible study; how to enlist other leaders in the class, such as care leaders, fellowship leader, outreach leader, and prayer leader.)

Share with leaders that apprentices need to feel comfortable in the role of teacher. Comment: *Work with your apprentice to develop a lesson. Assure him/her you will be in the class and prepared to help out as needed. Observe and coach your apprentice before, during, and after the session. Proper feedback and coaching is important.*

4. DEVELOP THE WHOLE LEADER (15 min.)

Remind conferees that teachers do more than teach a lesson. It's important for the apprentice to understand the shepherding aspects of being a teacher. Have leaders pair up with a partner. One will play the role of *Teacher* while the other plays the role of *Apprentice*. The *Teacher* will coach the *Apprentice* as visits and calls are made. Have each leader participate in both roles.

Role Play 1: A visit to a member's home or a hospital visit

Role Play 2: A phone call to a member to see how they are doing and ask for prayer requests the class can pray for

5. CONCLUSION (5 min.)

Remind leaders: *Enlisting and developing an apprentice is not the end of the story. The real task is sending them out to start a new Adult class or to work in other age groups of the Sunday School.*

Close with leaders praying with their role-play partner for God to grant them wisdom and discernment in finding and developing their class apprentice.

Leadership Meeting Agenda

Calling and Sending (Utilizing Mentors/Apprentices)—Student

Prepared by:

Chuck Gartman, Youth Ministry Professor, Howard Payne University, Brownwood, Texas

PREPARE:

Provide the following resources:

- Nametags, markers, pencils
- Several weeks prior to the meeting, begin the process of listing people in your church who are potential leaders in student ministry. Don't limit yourself to any age group. There may be some senior adults who would be your best workers. Consider only people who are faithful to your church.
- Pray about whom you will invite to your meeting.
- Send information to your current workers to let them know the meeting you are conducting will be for them and some potential leaders. Ask them for suggestions of names of potential leaders as well.
- Provide job descriptions of each of the positions in your ministry and include a list of what your leaders can expect of you in your role in the Student Ministry.
- Prepare a handout entitled: Student Ministry Mentors/Apprentices. Include the headings below. Leave space under each heading for leaders to write. Provide space for eight responses under "A Process."
 - James 3:2
 - 2 Timothy 2:2
 - Definition of a mentor:
 - Definition of an apprentice:
 - A Process
 - A Fear
- On the markerboard write these instructions: Introduce yourself to the two people sitting beside you. Share some or all of the following information—Where you are originally from; how long you have lived in this city; how long you have been a member of this church; how long you have worked with students; your family; when you became a Christian; your favorite vacation spot.

Display the following resources:

- *Missionary Sunday School* by David Francis

Prepare the room for learning:

- Arrange chairs in a large circle with new people interspersed among the veteran workers.
- Place nametags in the chairs along with the handout.

PRESENT:

1. INTRODUCTION (15 min.)

As people arrive direct their attention to the instructions on the markerboard and have them begin sharing with each other.

After they have had a few minutes to get to know each other, tell them: *Today we are exploring working with middle and high school students as veterans and introducing the idea of working*

with students to potential leaders. It will be ongoing training for some of you and initial training for others.

Comment: We are always looking for people to be involved in the Sunday School organization to lead students in their spiritual growth. (If there are specific positions that need to be filled, mention them but tell the potential leaders that the purpose of this meeting is to introduce student work to them. There will be an opportunity to pray about accepting a responsibility in the future.)

Ask participants to define “mentor” and “apprentice.” Ask them to share their responses. Invite someone to read 2 Timothy 2:2; explain that this is the biblical basis for this process.

2. A PROCESS (15 min.)

Read James 3:1-2 to remind the attendees of the seriousness of student ministry. Share the following information about the teacher/leader enlistment process (adapt if needed for the specific processes in your church).

- 1) The Student Minister or Director prays about whom to enlist.
- 2) A list of positions that need to be filled is developed.
- 3) People who may be potential leaders are invited to a meeting like this or to a one-on-one setting about student ministry.
- 4) Potential leaders are cleared through the proper channels of our church.
- 5) Each person receives a job description.
- 6) Potential leaders know what will be expected of them and what support to expect from other student leaders.
- 7) Student Bible study curriculum materials are explained to potential leaders.
- 8) Potential leaders will have an opportunity to pray about whether to accept an offered position.

3. A FEAR (10 min.)

Ask participants to respond to this question: *What are some fears you have in working with students?* (Possible answers: I don’t know the Bible. What if they ask me something I can’t answer? I’m older. I don’t know if I can connect.) Encourage veteran workers to address the fears. Fill in as needed.

4. AN ANSWER (10 min.)

Remind them of this important factor: *No one will be “thrown to the lions” in regard to teaching. Everyone will come along side another teacher/leader as an apprentice leader for a period of time* (A suggested time is at least a month or when they feel comfortable stepping into a leadership position).

Say to leaders: *For those who are current leaders, you will become mentors to those who are “checking out” the ministry. As the Student Minister, I’ll provide tips along the way for you to guide your apprentice along in the process.* (Suggest— 1) Study together; 2) Pray together; 3) Visit students and/or schools together; 4) Go to events/activities of students together, etc.)

5. CONCLUSION (10 min.)

Conclude by asking for prayer requests and promoting activities, events, and emphases. Include in the prayer time a request for God to work in the lives of potential leaders for the student ministry.

Leadership Meeting Agenda

Calling and Sending (Utilizing Mentors/Apprentices)—Childhood

Prepared by:

Bill Emeott, Lead Childhood Ministry Specialist, Childhood Ministry Training and Events,
LifeWay Christian Resources

PREPARE:

Provide the following resources:

- On separate index cards, print each of the following characteristics: Growing Christian, Active Church Member, Committed to the Sunday School Ministry, Loves Children, Willing to Plan, A Team Player, Enthusiastic. Place cards in a lunch-sized paper bag.
- On separate paper gingerbread figures, print the following: Adult Sunday School Classes, Vacation Bible School, Extended Teaching Care, Substitutes, Parents, Grandparents, Empty Nesters, Men's Ministry, College Students.
- Nametags, markers, masking tape

Prepare the room for learning:

- Arrange chairs in a semi-circle facing the front of the room.

PRESENT:

1. INTRODUCTION (10 min.)

Invite teachers to complete a nametag and join you in a game of “Called, Called, Sent” (modeled after “Duck, Duck, Goose”). Lead participants to create a large circle. One participant will be “It” and will walk around the outside of the circle tapping teachers on the shoulder declaring each as “called.” “It” continues until she decides who should be sent. When “Sent” is chosen, he or she will chase “It” around the circle trying to tag “It” before “It” can get back to the place in the circle where “Sent” was chosen. If “Sent” cannot tag “It,” “Sent” becomes “It” for the next round of play. Play several rounds.

Say: This game might mock real life. We sit in our circles at church and hope we don't get chosen to be “sent.” When we are chosen we may chase our Chooser with hopes of not having to accept our new task. Today we will explore God's calling and sending and how preschool and children's Sunday School teachers can be involved in helping those called and sent to learn, understand, accept, and embrace God's call on their lives and join us, the “sent” who teach preschoolers and children.

2. WHO NEEDS TO ANSWER? (15 min.)

Create two groups by declaring half the group “called” and the other half “sent” (do this by counting off every other person as “called” and those in between as “sent”).

Share: The best Sunday School teachers are called Sunday School teachers, those who know God has led them to teach children. There are characteristics that can be seen in those whom God may be calling to join our team.

Lead teachers to consider characteristics of a good kids Sunday School teacher by playing the game Taboo. In this game a player from the “called” team will pull a prepared characteristic card and help his team to guess the characteristic by describing the characteristic without using any of

the words on the card. After 60 seconds, if the characteristic has not been guessed, the other team may attempt to guess. Teams receive 100 points for correctly guessing the characteristic. Teams will take turns playing until all characteristics cards have been played. The team with the most points is declared the winning team.

Lead brief discussions following each discovered characteristic. Encourage participants to be open to people God may lay on their hearts as potential Preschool or Children's Sunday School teachers.

Note: This game will help reinforce positive characteristics in current teachers as well.

3. WHERE ARE THEY FOUND? (15 min.)

Explain: *Those called are often sent from other places within the church. They are usually already part of our fellowship; we have to learn where they are.*

Lead the group to work in pairs to find hidden teachers. Direct the first volunteer pair to cover their eyes while you hide one of the teacher "paper gingerbread dolls" somewhere in the room. Once hidden, instruct the pair to lock arms and find the hidden teacher by playing the "hot-cold" game. This game is played by the "seeking" pair listening as the rest of the group claps as they wander the room. The group will increase the speed and volume of their clapping as the "seekers" get closer (or hotter) to the hidden teacher. Likewise, as the pair wanders farther away from the hidden teacher (colder) the group's claps will become softer and slower. Once the hidden teacher is found, the "seekers" will share where that teacher was found (written on the paper doll). Be prepared to make comments and clarifications as necessary. Ask for other volunteer pairs and play until all hidden teachers have been found and discussed. Encourage teachers to identify additional places to find new teachers.

4. WHAT IS MY ROLE? (15 min.)

Say: *Our role is not only to identify and locate prospective teachers but to find opportunities for them to discover and learn what it means to be a kids Sunday School teacher in safe environments. The best training is hands-on training, done with a seasoned mentor and a willing apprentice.*

Encourage pairs to consider ways they might offer hands-on training for qualified and identified potential teachers. (Possible responses: observing the class, telling the Bible story, leading a small group, recruiting new leaders as assistants, allowing new leaders to start with small commitments, beginning as a substitute teacher, serving as a "seasonal" teacher with certain responsibilities like art or cooking). Allow pairs to share their ideas with the group.

5. CONCLUSION (5 min.)

Share: *The best way to grow your Sunday School is to add new units. New units require new teachers. Consider your role as a mentor and if God is encouraging you to apprentice a potential teacher.*

Close the session in prayer asking God to empower each worker to multiply himself both in the lives of boys and girls as well as the lives of other adult teachers.