

Team of Three Volunteer Training

Facilitator Guide



Help • Hope • Healing

“And though a man might prevail against one who is alone...

...a threefold cord is not quickly broken.”

Ecclesiastes 4:12

Introduction:

Welcome to the work of making disciples. As the apostle Paul told Timothy, take the things that you have heard from me among many witnesses and commit them to faithful people who will be able to teach others also*. You are engaged in the great enterprise of taking the Good News of Jesus Christ that was committed into your care and transmitting it to those who will come along behind you. May the Lord's blessings ever be upon this enterprise.

Your task is to prepare new volunteers and staff to minister to the needs of those who are struggling with addiction. This is not a lone wolf enterprise and we are all dependent on one another and the power of God's Holy Spirit to equip us for the long haul. The primary purpose of this course is to equip people with the necessary skills to be effective in this ministry. Because this is not an easy ministry a second important goal of this class is to build a support network for those engaged in the task of reaching out to those in need.

We thank you for dedicating the time and effort to making this ministry a success to the honor and glory of God through the power of Jesus Christ His Son.

A Word about Your Students:

While everyone in your class shares a burden for the needs of those struggling with addiction, their backgrounds will vary widely. Some of them will be in recovery themselves and will be familiar with the problems unique to addiction. By contrast, you may have students in class who have never had any experience with those in recovery or the grip of drugs. Take time and effort to learn from everyone in class because they come from different perspectives. Your focus should be on equipping students with the skills taught in this course, regardless of where they are coming from. Be sure to direct course activity so that you complete the skills practice and achieve each lesson's objective in the allotted time. Discussions and differences of opinion may arise in class, but they should never impede the progress of the lesson.

*2 Timothy 2:2

Format

Team Approach

Recovery support is a team effort. There are no solo acts. We are all in this together. This team approach is reflected in how the classes are conducted. Each course is taught by a team of Instructors who will model the team approach. They will take turns presenting the material, directing the activities, and coaching participants in the skills.

Activities are designed so that participants develop a team approach over the duration of the course. Seating is at tables representing small groups of 4-5 participants who will partner together for skill-building activities. Seating will change from week to week so that they will be able to form teams with different people and get to know everyone in the class.

Materials

Assemble the following for the each session. Arrange the room so that presenter is at the front with access to presentation media. Options include:

- Projector and screen or large-screen TV capable of displaying presentations
- Computer with downloaded presentations
- Newsprint or Flip Chart

Arrange participant tables in sections with 4-5 participants per round table (preferred) or around three sides of long table in herringbone arrangement. There should be four to five tables per class.

Participant Kits

Distribute during first session and remind participants to bring for each session thereafter

Binders – 1” containing workbooks

Feedback Cards – To be handed out by participants as they practice classroom skills

Graduation Certificates – Last session only; printed with participant names and certification date

Additional Items for Learners at each table

URL to Archived Videos

Pens/Pencils/Markers

Note cards/Post-It Notes

Table treats

Name Tents

Easels/Newsprint



Content Overview:

Introduction

This lesson will prepare the learners for the long haul. It will provide an overview of the Four Pillars that support our Purpose in Life. The session will open with a video welcome by founder, Fred Rieser, and will introduce them to the format they can expect in coming courses.

Lesson 1 – The Inward Conversation

This session will concentrate on cultivating a right relationship between God and ourselves. It will look at the way we talk to God and how we relate to him in expressing our purpose through Him. It begins by examining our initial relationship with God and how He restores our relationship with Him and concludes with learners crafting a statement of how God is preparing us to fulfill His Purpose in our lives.

Lesson 2 – The Outward Conversation

This session will equip learners with a tool to initiate and sustain conversations with anyone they meet. Using the gift of GAB (Greet, Ask, Benefit), they will be able to establish strong conversations with others. At the same time, they will develop a way to frame conversations in terms of their relationship to Creation through a sense of the divine in ordinary life.

Lesson 3 – Our Walk with God

Using Galatians 5, this lesson focuses on practical aspects of the spiritual walk. It will encourage learners to eliminate the vices of Conceit, Provocation, and Jealousy and replace them with Concern, Encouragement, and Celebration. This lesson is dedicated to using GAB to ask Caring Questions.

Lesson 4 – Our Walk with Creation

This lesson looks at the relationship we have with creation in four areas: creating beauty, fixing what's broken, putting things in order, and caring for those who need it. Reflecting on the GAB formula, we need to ask where we are going, how we are getting there, and what we will achieve. Learners will list specific ways they are going to impact creation and reflect on the consequences of their success.

Lesson 5 – Our Walk with Ourselves

In this lesson, learners will discover the importance of self-care as they view the life of Elijah and how God cared for him physically, emotionally, and spiritually. They will discover the function of restoration in maintaining a healthy well-rounded approach to fulfilling God's purpose.

Lesson 6 – Our Walk with Others

This lesson focuses on the need to come alongside others rather than pushing or pulling them in the direction we want them to go. Learners will discover a non-confrontational techniques that respects individuals while at the same time directing them to the truth in Jesus Christ.

Graduation

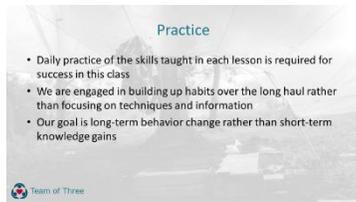
Learners will summarize what they've learned and identify the biggest lesson from the course. They will share how they plan on using what they've learned to minister to those who need it.



Introduction – Welcome/Overview of the Program

Pre-Class	Lesson Objective	Introduce learners to Four Relationship Pillars and how they relate to Jesus Christ and our Mission in Life
	Lesson Skills	Study habits: Learners will begin the habits of weekly study and daily practice.
	Prayerful Preparation	Pray that learners will be inspired by the message of hope and that they will commit to see the program through to the end. Pray that as they acquire skills over the course of the next 8 weeks that they will be life-transforming.
In-Class		
5 min.	Intro. and Welcome	Welcome and thank everyone for coming Open in prayer
10 min.	Get Acquainted Activity	Have participants introduce themselves to one another at each table and fill out Name Tents. Tell them to decorate their name tent with a picture, symbol, cartoon, or slogan that represents something about themselves. When they are done, take time to introduce themselves to others at their table by way of explanation of their choice of decoration.
10 min.	Activity: Review contents of Workbook packets	For the first 5 minutes, review the contents of the Learner Kits. These include: <ul style="list-style-type: none"> • Workbook – This is the binder that will include their course material and all the work they are to complete in class. • Feedback Cards – As they go through the course, each week they will be expected to hand out three cards and receive feedback on how well they performed the skills they learned.





Explain: Success in this course comes from practicing the skills from each week’s lesson every day. The skills will build on one another with each succeeding week adding to the previous week’s skill set. If they are unable to attend a class, they need to call one of the instructors and schedule a make-up session. If they miss more than two classes, even if they attend make up sessions, they will need to drop out of the current class and attend with a subsequent group. One of the most powerful aspects of this class is group interaction and is an essential component to learning.

5 min.	Introduce Video	Tell class that you would like to show them an introductory video that tells the story of how the program came to be and introduces our founder, Fred Reiser, and his burden for those in need of healing and recovery.
15 min.	Play Video	Make sure video is cued up and ready to go on projector or portable screen and all have a clear view.
10 min.	The Four Relationship Pillars	Explain: Our program is based on four relational pillars:



- Our relationship to God
- Our relationship to Ourselves
- Our relationship to Others
- Our relationship to Creation

Our goal is to bring about healing in these four areas. When these relationships are in harmony with God’s word, we believe a permanent lasting change for the good is possible for all believers.

One of the things you will find in this course is that even though you are here to learn how to minister to those in recovery, you will probably learn more about yourself, than you ever expected to. Our course is about transforming individuals and that starts with our volunteers. We expect to see you profoundly altered by the power of God in this experience as you learn to live out what it means to have these four relational pillars in place and functioning properly in your life.



Putting the Pillars in Place

Explain that success in the class will come as we change the way we *talk* and as we change the way we *walk*. The next two lessons will focus on our **talk** and the four lessons after that will look at our **walk**.

Once we have the talk and the walk in harmony, we will have our four pillars in place and we will be equipped to begin the work of ministering to those in need.

10 min. Play Video

State: We would like to show you a video that provides an overview of the program as a whole and what you can expect from the course.

Video is a combination of animation, stills, and live action that explain how the four pillars fit together to equip them to minister to others.

Encourage them to jot down ideas and action items in their Workbook as they watch the video.

5 min. Closing Activity



Have participants Look at their Week 1 Reminder Checklist and review it with them. For next week they should:

- Read Lesson 1 in the workbook
- Complete Lesson 1, Exercise 1
- Listen to the Lesson 1 video each day
- Prepare to commit the next 8 weeks to honing their skills.

Ask if there are any questions about using the checklist or completing the assignments.

Closing Prayer

Finish out closing activity with prayer.

Post-Class Demonstration

As learners leave, make sure each one of them is greeted by name, thanked for coming, and asked if they have any questions or concerns. Answer and respond to questions and make sure everyone understands and is ready to participate next week.

Pray

Ask God’s blessings on each person as they prepare for their first week of daily exercises



Lesson 1 – The Inward Conversation

Pre-Class	Lesson Objective	Learners will recognize the natural tendency to avoid talking to God, the reason for it, and will develop conversational tools that foster an ongoing relationship with God.
Lesson Skills	<p>Internally, learners will develop an honest assessment of themselves before God that allows for both an unflinching self-evaluation, but at the same time derives power from understanding their worth in God’s eyes.</p> <p>Externally, learners will be able to share honestly who they are, warts and all, and how to express that in terms of God’s forgiveness and atonement.</p>	
Prayerful Preparation	Pray that learners will have the courage to face an honest appraisal of themselves and find grace in the atoning work of Jesus Christ. Pray that they will have a desire to share that grace with others based on his healing power.	
In-Class		
5 min.	Intro. and Welcome	<p>Welcome everyone and thank them for coming</p> <p>Open in prayer</p> <p>Choose table leaders</p> <p>Cover overview of lesson</p>
	Ground Rules:	<p>Review ground rules and emphasize importance of honesty and confidentiality.</p> <ul style="list-style-type: none"> • Highly Personal • Confidential unless specifically directed to share • Be respectful at all times
	10 min. Talking to God	Direct Learners to Lesson 2 in their Workbooks and encourage them to jot notes as they follow along with the discussion.



Initial response

Read Genesis 3:8-10



Ask: "Why don't we talk to God when he shows up?"

Solicit responses until class arrives at answer.

Answer: We are naked and ashamed

Immediate reaction

Read Isaiah 6:1-4



Ask: "What is our immediate reaction to a vision of a Holy God?"

Solicit responses until class arrives at answer.

Answer: We see our own inadequacy

Ultimate disposition

Read John 18:1-6



Ask: "What happened when the people coming to arrest Jesus heard his name?"

Solicit responses until class arrives at answer.

Answer: They all fell down

Discussion

State: Our relationship to God is broken, not because God is so mean, but because his holiness forces us to see ourselves as we are. A truly honest look at ourselves in the light of a supremely holy God yields a brutal self-examination we cannot tolerate. We cannot stand before God on our own, but need his support.

Ask: "What does God do to remedy our condition?"

Solicit responses until class arrives at answer.

Answer:

- Genesis 3:21 – He covers us
 - Isaiah 6:6-7 – He takes away our guilt
 - John 3:17 – Jesus saves, not condemns
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Live by Example



Since we cannot expect our students to do something we are unwilling to do ourselves, we should follow the instructions below and have a prepared testimony that follows the criteria described. This is a challenging exercise for participants and it is especially important that instructors have completed this exercise ahead of time and are prepared to share an honest personal testimony with the class, however painful that experience may be.

Share your personal testimony that is an unflinching look at who you are in the presence of God. Limit yourself to 2-5 minutes.

10 min. Preparing a testimony

Lesson 1, Exercise 1



Have learners open their workbooks to the first activity and have them fill in the questions.

When they are done, have them compare answers with everyone else at the table.

Walk around room to make sure everyone is working. Establish safe space that allows individuals to express why they feel unholy before God.

Promote honest, non-judgmental discussion.

15 min. Sharing a testimony

Give each learner a chance to share their testimony with others at the table.

The purpose of this exercise is to give everyone an opportunity to share a candid, honest testimony about their relationship with Jesus Christ in the presence of strangers. This is an activity we expect you to practice as a volunteer peer advocate and it is always best to practice in a safe environment before doing this in real life.

Intervention

Learners will not always feel comfortable being honest with each other. This is to be expected. It is your job to emphasize the universality of feeling unclean, undone, and uncomfortable in the presence of God. Encourage them that the more honest they are with God, the more they will grow through this program and the more benefit they will provide others as a peer advocate.



5 min.	Report out from each table	Ask one volunteer from each table to summarize a common element they found in their group.
Emphasize that they are not expected to share the testimonies of others in the group, but rather to identify common elements of all the testimonies shared around the table.		
10 min.	Overcoming alienation	We are alienated from ourselves when we do not fulfill the purpose for which God has created us. This includes our general purpose and specific purpose.
		
Non-condemnation		<p>Read Romans 8:1-4</p> <p>Ask: "How do we actualize the repentance we receive?" Answer: Our natural inclination in the presence of God is to condemn ourselves for our guilt. In Jesus Christ, he condemns the sin that is in us so that God's righteousness can triumph.</p>
Purposeful existence		<p>Read Ephesians 2:10</p> <p>God has already prepared good works for us to accomplish. We are His project. Our intrinsic value comes from the plans and purpose that God has for us.</p>
Promised oversight		<p>Read Jeremiah 29:11</p> <p>When we follow God's plan for our lives, he gives us a future and a solid hope that we will accomplish His plan.</p>
Finding God's threefold purpose		<p>Our goal is to discover our purpose through God's leadership in our lives in at least three areas:</p> <ul style="list-style-type: none"> • Bearing His Image • Housing His Spirit • Imitating His Son <p>We trust that God has led you here to have a part in this ministry. We trust that God has equipped you with the necessary ability to prepare for this ministry. We will help you discover what it is that God wants you to accomplish for Him in all this.</p>



5 min.	Homework	Direct their attention to the Lesson 1 Checklist.
		<ul style="list-style-type: none"> • Explain that they shared their personal testimony in class, now they need to share it with three other people outside of class and document • Explain that they are to complete the three workbook pages on their Accomplishments in Lesson 1, Exercise 2. These do not need to be related to any specific ministry, but will be used to gain insight into God’s purpose for their lives. • Tell them to pass out 3 feedback cards to people they helped this week and have them mail them in. Could be family, friends, or strangers. • Direct them to listen to the Lesson 2 podcast throughout the week to encourage them to complete the activities. • Close in prayer.
Post-Class	Dismiss	Encourage students as they leave to give the assignments their best effort. You know that this is a challenge, but one that is absolutely essential to being effective at ministering to those in recovery.
	Pray	Ask God’s blessings on each person as they prepare for their first week of daily exercises



Lesson 2 – The Outward Conversation

Pre-Class	Lesson Objective	Learners will be able to interact constructively through conversation habits that value others and the work they are doing.	
	Skills	GAB Formula Mundane miracles	
	Prayerful Preparation	Pray that learners will develop the conversational habits that will enable them to treat everyone as a child of God, worthy of love, and a pleasing testimony to the miraculous power of the Holy Spirit.	
In-Class			
5 min.	Intro. and Welcome	<p>Welcome everyone and tell them they can sit anywhere they want as long as it is a different table from last week, preferably with different people.</p> <p>Open in prayer</p> <p>Choose table leaders</p> <p>Ask for volunteer(s) to share what happened in the past week when they shared their testimony</p> <p>Read any Feedback cards that have been returned</p>	
	10 min.	Talking to Others	<p>Read Romans 16:4-16</p> <p>Ask: “What stands out about this passage of scripture?”</p> <p>Answer: These are specific greetings to named individuals for specific reasons.</p> <p>State: We have all heard of the “gift of gab,” but today we are going to learn a three-step process using the acronym GAB that will help us have constructive conversations with anyone we meet. It stands for:</p> <ul style="list-style-type: none"> • Greet • Ask • Benefit <p>Let’s look at each of these in turn.</p>
			



Greet



State: The sweetest sound a person can hear is their own name. Take the time to learn their name. The easiest way to remember a name is to associate it with something of value that you will remember about them.

Explain: Nearly every person the apostle Paul mentioned was a valued individual. There was something important they were remembered for, that the apostle felt was worthy of mention.

When you regard others, you should consider that each of them has a valuable contribution to make to the work of the ministry and fulfilling God's purpose on this earth. Take time to identify what makes that person valuable.

State: A good way to remember a person's name is to repeat it at least three times in your first conversation with them. When you can connect their name with the thing that you value about them, this association will make it easier for you to remember their name and help you identify what makes them uniquely special.

Ask



State: No one cares how much you know until they know how much you care. (John Maxwell)

Ask open questions (not yes/no questions) and listen to them. These include:

- How are you doing today?
- What have you been up to lately?
- How are things going for you?

Explain: This is not the time for you to start solving problems. That will come later. First, you must listen to understand more about them. By giving them time to express themselves, you demonstrate how much you value them, because one of the most precious things we can give to someone else is our time. By listening to what they say and using active listening skills to affirm that you have been paying attention, you reassure them that what they have to say and how they feel about it is important to you.



Benefit



State: Once they have fully expressed their concerns, then you are free to ask, “How can I help?” When they answer, restate or rephrase their request. You may even phrase it as, “So if I do this, it will help you do _____, right?” or “Is there anything else I can do for you?”

State: When you work with people in recovery, you need to be very careful about what you promise. If you are going to do something, then you need to follow through. If you agree to something, make sure they understand exactly what it is that you are agreeing to.

State: Make sure you schedule a follow up. You will either check up on them or set a time/date when you expect them to check back with you and report out on what happened. Don't just think that helping them one time will solve their problems. Let them know you are there for the long haul and not just a one-time fix for intermittent problems.

Ask students to rephrase the statements in their workbook into meaningful follow up invitations. Suggestion include:

- Call me tomorrow at 3:00 and let me know how things are going. Is it alright to call if I don't hear from you?
- I'll be back here on Friday so you can let me know then how thing went. See you then.
- I want you to come back by here next week and let me know how this turned out. If I don't see you, I'll look you up, OK?
- Let's pray for this right now....

5 min. GAB Role Play
Lesson 2, Exercise 1



Have people pair off at their table and go through an interaction using the GAB process. Switch roles so everyone gets a chance to practice.



10 min. Exercise: Complete post-GAB activity in workbook Direct them to fill in the blanks in their workbooks on how they felt the GAB process worked for them.

Highlight action items for:

- Valuing individuals
- Remembering names
- Listening constructively
- Scheduling follow-up

10 min. Talking to Creation



Read Luke 22:19-20

Ask: "How often do we break bread to eat and sip from a cup to drink?"

Answer: It is a common daily occurrence.

Ask: "How often should it remind us of Jesus Christ?"

Answer: This is not to lower the importance of holy communion but rather to tie the most sacred sacrifice we know to the most common and ordinary actions we take on a daily basis.

Sanctification of the Mundane

Ask: If Jesus says that how we eat and drink is reflective and commemorative of the relationship we have with God, what are some other areas we consider mundane and ordinary that need to be sanctified to God?

Answer:

Affirm all good responses. If someone mentions driving, ask how our behavior on the highway or in traffic is expressive of our relationship to God.



<p>Creation care</p>	<p>Discuss: Creation care extends to areas of our lives we may have never considered.</p> <p>Comment on:</p> <ul style="list-style-type: none"> • How we fertilize our lawn (artificial chemicals, runoff concerns, algal blooms) • How we choose what to eat (ethically sourced, its effect on our health) • How we perform our jobs at work (on time, diligently, without complaining or negativity) • How we treat our pets (kind, compassionate) • Other areas from your personal experience (examples could include: how you merge into traffic on the highway, whether you go through the express lane with more than 15 items, calling in sick when all you want is a day off work) <p>All reflect our relationship to God and creation</p>
<p>10 min. Considering Creation Care Lesson 2, Exercise 2</p> 	<p>Direct them to fill out the table with a list of routine and mundane tasks they perform through the day.</p> <p>In the middle column describe what that task looks like without consideration of God.</p> <p>In the final column describe what that looks like under consideration of God.</p>
<p>5 min. Report out from each table</p>	<p>Have each table report out on 2 or 3 mundane tasks and what they look like with and without God</p> <p>Summarize by pointing out that the objective is to develop a constant awareness of God's presence in all of creation.</p>



5 min.	Homework: <ul style="list-style-type: none"> • 3 GAB Shares • 3 Creation Cares • 3 Feedback cards 	Direct their attention to the Lesson 2 Checklist. <ul style="list-style-type: none"> • Explain that they practiced the three steps of GAB in class. Now they need to do that in with three people outside of class. • Explain that they are to complete the three workbook pages on Creation Care, Exercise 3. They should pick realistic and achievable goals to start out small rather than attempting to be too ambitious early on. This is often a new and difficult subject for people who often do not cultivate a sense of the sacred in ordinary tasks. • Tell them to pass out 3 feedback cards to people they helped this week and have them mail them in. • Direct them to listen to the Lesson 3 podcast throughout the week to encourage them to complete the activities. • Close in prayer.
Post-Class	Dismiss	Encourage students as they leave to practice the GAB technique at least once each day. They should also take time to find meaning in everyday life. It is challenging to be mindful all day every day, but if we make a point of practicing the skill two or three times each day, it will gradually become a habit.
	Pray	Ask God’s blessings on each person as they prepare to find evidence of God in everyday life.



Lesson 3 – Our Walk with God

Pre-Class	Lesson Objective	Learners will walk in the spirit and not fulfill the lust of the flesh
	Skills	Identify and replace fleshly impulses with Godly impulses in three areas: <ul style="list-style-type: none"> • Conceit replaced by Caring Concern • Provocation replaced by Encouragement • Envy or Jealousy replaced by Celebration
	Prayerful Preparation	Pray that learners will be able to overcome natural human impulses and develop a natural response that reflects the fruit of the Holy Spirit in their lives.
In-Class		
5 min.	Intro. and Welcome	<p>Welcome everyone and tell them they can sit anywhere they want as long as it is a different table from last week, preferably with different people.</p> <p>Open in prayer</p> <p>Choose table leaders</p> <p>Ask for volunteer(s) to share what happened in the past week when they practiced the GAB process with people they met.</p> <p>Ask if anyone has anything they'd like to share from their experience of considering mundane matters in the light of God's creative purpose.</p> <p>Read any Feedback cards that have been returned</p>
10 min.	Seeking to Walk With God	<p>Read:</p> <p>Genesis 5:24</p> <p>Hebrews 11:5</p> <p>Ask: "What can anyone tell me about Enoch?"</p> <p>Answer: He didn't die.</p> <p>Ask: "Why not?"</p> <p>Answer: His walk was so close to God that God took him completely and bodily.</p>



The Problem We Face

Direct everyone’s attention to their workbooks so they can take notes as you read and comment on the following passages.



Read Galatians 5:16-18

State: We have a disconnect between our spiritual aspirations and our physical cravings

Read Galatians 5:19-21

State: Our physical cravings center on our appetites, whether bodily, emotionally, or egotistically.

5 min. Activity: The Struggle is Real

Have participants at each table share with their peers a physical craving or emotional desire that prevents them from walking as close to God as they like.

Encourage unflinching honesty in this regard in order to overcome conceit, provocation, and jealousy.

10 min. Walking with God

Direct participants to complete the right side of the table as you read through verses 22-23.

Read Galatians 5:22-23

State: Our spiritual aspirations are far more satisfactory and they stand in contrast, even competition with, our natural impulses. Instead of focusing on a bewildering array of conflicting impulses, the Bible provides a simpler approach to walking in the Spirit.

Read Galatians 5:24-26

State: We need to remove three key things in order to walk with God:

- Conceit – Thinking more highly of ourselves than we ought to
 - Provocation – Making demeaning or belittling comments to put others down
 - Envy or Jealousy – Particularly over the successes of others
-



The Solution We Employ



State: Following the pattern set earlier in this chapter, we will contrast natural impulses with spiritual ones and fill in the blanks in the table in your workbooks.

- We use **care** instead of conceit – Ask people, “Why are you here today?” or “How is your day going?”
- We **encourage** others to do kind and loving things instead of provoking them.
- We **celebrate** the successes of others instead of envying them for their accomplishments.

State: As we said, this is a simple substitution, but that does not make it easy. We will need to plan out how we will do this in our lives and practice these three skills in class.

10 min. Lesson 3, Exercise 1



Direct people to their workbooks and have them fill in the blanks on where they need to walk with God with respect to:

- Specific individuals they will approach with a **Caring Question**
- Specific **encouragement** they will give to someone they know
- Specific success they will **celebrate** with someone

Have them share as they feel comfortable

10 min. Stumbling Along the Way



State: The people we are working with will let us down. They will not follow through. They will relapse. For that matter, our fellow volunteers will do the same.

Ask: What are some ways we can overcome the disappointment that we know for a fact will come our way?

Record responses on White board

Explain: I don't plant a garden because I love to pull weeds even though pulling weeds is a part of gardening. I plant a garden because I like eating the fruit of my labor. Walking with God means we focus on the fruit of the Spirit more than we do with the weeds we have to pull.

10 min. Exercise: Why Are We Here?

Direct students to the workbook pages on finding their walk with God

Lesson 3, Exercise 2

Have students answer the questions in the Why You Are Here section as honestly as they can.





State: Review the stories you told about your most satisfying accomplishments from Lesson 2.

How closely do these stories relate to the reason you are in class today?

Ask: Are you fulfilling your purpose as you've come to understand it as part of your walk with God?

Share with your table mates, the area that God is working with you and what you plan on doing for in response to his leading in the next week.

5 min. Report out from each table

Have each table report out on 2 or 3 areas they will be working on Caring, Encouraging, or Celebrating.

Summarize by pointing out that the objective is to develop a consistent response that echoes God's response to us: He is always Caring, Encouraging, and Celebrating.

5 min. Homework:

Direct their attention to the Lesson 3 Checklist.

- 3 Caring Questions
- 3 Encouraging Comments
- 3 Celebrations
- 3 Feedback cards



- Explain that we are trying to eradicate the cravings of **Conceit, Provocation, and Jealous Envy** and if we walk with the Spirit, we will not fulfill these cravings.
- **Caring, Encouraging, and Celebrating** are the means we have at our disposal to overcoming these and they should complete the Lesson 3, Exercise 3 on Caring, Encouraging, and Celebrating.
- Tell them to pass out 3 feedback cards to people they helped this week and have them mail them in.
- Direct them to listen to the Lesson 4 podcast throughout the week to encourage them to complete the activities.
- Close in prayer.



**Post-
Class**

Dismiss

Demonstrate the skills of caring questions, encouragement, and celebration as students exit the class. Use as many different examples as you can while they leave

Pray

Seek God's blessing this week that each of them will replace these particular attitudes of the flesh with spiritual appreciation.



Lesson 4 – Our Walk with Creation

Pre-Class	Lesson Objective	Learners will find their purpose in life in at least one of the four areas of creation care and express that in concrete terms relating to altering the environment.
	Skills	Execute God’s purpose by: <ul style="list-style-type: none"> • Evaluating and preparing for Consequences • Accomplishing meaningful work • Delight in fulfilling one or more of the four areas of purpose
	Prayerful Preparation	Pray that learners will discover their purpose in life with regard to creation care. Pray that they will find renewed purpose in accomplishing what it is that God has created them to do.
In-Class		
5 min.	Intro. and Welcome	<p>Welcome everyone and tell them they can sit anywhere they want. By this time, they should be mixing tables on their own.</p> <p>Open in prayer</p> <p>Choose table leaders</p> <p>Ask for volunteer(s) to share some fruit they were able to see in the past week.</p> <p>Read any Feedback cards that have been returned</p>
		
10 min.	Walking with Creation	<p>Read Romans 8:19-22</p> <p>Ask: “How does the Bible describe creation’s relationship to us in these verses?”</p> <p>Respond to good answers.</p> <p>Ask: “What is the hope of creation?”</p> <p>Answer: Our redemption. As we become reconciled to God, it affects the way we look at, consider, and treat Creation.</p> <p>Discuss the question, “How often do we hear about Creation Care as a part of our walk with God?”</p>
		



Seeking freedom



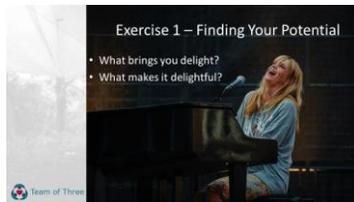
Discuss Freedom-Seeking in verse 21

Explain: Creation has a stake in our spiritual development. This is a dynamic relationship of mutual benefit where we find satisfaction in making the world a better place. That satisfaction we find speaks to a deep human need to connect with creation in a meaningful way and to share what we do with others.

Ask: “What is the first thing a child does when they color a picture?”

Answer: They want to share it with someone and bring delight to others, just as we do in life. This is the freedom we have in Jesus Christ – to take delight in the work of our hands and share it with others.

10 min. Exercise 1



Finding Your Potential

Explain: Direct their attention to their workbook Lesson 5, Exercise 1 and ask them to complete Part A: Describe an occasion when they have found satisfaction in something they have accomplished or created. Provide a brief description of at least four things they did this week that brought them satisfaction.

When most of the room has completed Part A, direct their attention to Part B and have them answer the questions on the common elements they find in each of these stories.

Share around the table what common elements they've discovered as time is permitted.

5 min. Report out

Have table leaders summarize themes. If the table doesn't have a common theme, let them list the things they discovered and help them settle on a theme.

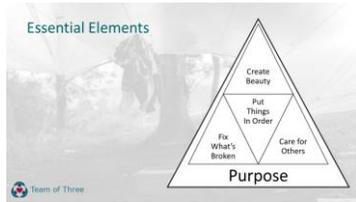
List themes on board as they are described.

Make sure themes include some form of:

- Create beauty
- Fix what's broken
- Put things in order or their proper place
- Care for those who need it



10 min. Essential Elements



Summarize: We can categorize your responses into four major themes (list on board):

- Creating beauty
- Fixing what's broken
- Putting things in order (Making sense out of chaos)
- Caring for those in need

State: Our purpose in life is to support one or more of these themes. To accomplish that, we need to practice in these three essential skill areas:

Concern for the consequences of our actions

Care for the current conditions around us

Contentment in our purpose

Concern for Consequences



Explain: We need good answers to the question, "What if?"

Sometimes we ask ourselves, "What if we fail?" and we list the bad consequences that follow.

The harder question is, "What if we succeed?" We need to deeply consider the consequences of our success. As we help others overcome their addiction, the hard question we need to deal with is, "What next?"

Direct them to fill in the blanks on the short-term and long-term consequences for success in recovery ministry. What are some of the costs we need to count?

Follow-on questions to help them list consequences include:

- "Where do we take them?"
- "How do we include them in our worship and service and communities?"
- "What are the downstream and long-term consequences if we achieve the level of care we are aspiring to?"

State: We are in this for the long haul and not just a short-term quick fix. We are equipping others to become ministers themselves. Consider what that will look like.



Care for Current Conditions

Explain: Our presence and our activities need to be a vital source of improving the situation around us.

Our presence should:

- Improve everyone's mood
- Reduce the amount of drama
- Decrease the level of conflict
- Make the world a better place because we are there

We do this through deliberate actions that foster peace:

- The Gift of GAB
- Caring, Encouraging, and Celebrating

These actions dramatically alter the environment in profound and tangible ways. By modeling these behaviors, we are demonstrating the skills clients will need to alter their environment. We can help them identify the things around them that trigger relapse and help them engage in the positive pursuits of creating beauty, setting things in order, fixing what's broken, and helping others.

Complete the table in your workbook on how you can care for the current conditions around you.

Contentment in Our Purpose

Explain: The work that we do should bring us delight and satisfaction in fulfilling God's purpose for our lives. We need to take delight in:

- The beauty we create
- The brokenness we fix
- The order we create
- The care that we provide others

Recalling our garden analogy, we don't always enjoy weeding the garden, but we take delight in what we've accomplished when we are done and enjoying the fruit of our labor. When God was finished with creation, he declared it good and delighted in what He had done. We can do the same.



Disclaimer

Discuss: Remind them that we are not training short-term volunteers. We are in the business of creating long-term caregivers who are on a mission to fulfill God's purpose in this life.

This will involve a serious commitment to minister beyond the individuals in recovery, into the circumstances and environment that surround them. This will require consideration and planning to do it well.

We need to prepare for the changing environment of the individuals we are ministering to.

10 min. Exercise 2



Direct students to their workbooks Lesson 4, Exercise 2 "Altering the Environment."

Have them describe an accomplishment they want to work on this week that will fulfill God's purpose for them in one or more themes of creation care.

Next, have them list a minimum of three consequences they will need to deal with as a result of succeeding at their accomplishment for the week.

Then have them describe specific actions they can take to care for the conditions that brought about success. These actions should be described in positive terms rather than negative ones. Describe how they will improve the environment as they attempt to create beauty, bring order, or fix what is broken and care for those in need.

Give them an opportunity to list how they will celebrate their contentment in caring for creation.



Example

Learners may need an example. If you do not have one from your experience, you may use this hypothetical example:

Accomplishment: Include a person in recovery in your church’s worship.

Theme: Caring for those in need

Consequence: We will have a person in recovery in the church service. They may not be well-received by everyone. They may not have the right clothes to wear or a Bible to bring. They may feel uncomfortable.

Care: Stay with them at all times in the service and introduce them to caring people. Make sure they have the clothes and supplies they need. Help them participate in the worship through regular encouragement. Celebrate with them afterward on what went well.

Contentment: Take delight in small victories.

5 min.	Homework:	Direct their attention to the Lesson 4 Checklist.
	<ul style="list-style-type: none">• 3 Creation Cares• 3 Feedback cards 	<ul style="list-style-type: none">• Explain that they listed some specific areas where they can alter the environment in their workbooks. Now they need to put those actions to work.• With their insight on how mundane actions have sacred worth, In Lesson 4, Exercise 2, list the actions they’ll take this week on the Creation Care pages of their workbook they already started filling out.• Tell them to pass out 3 feedback cards to people they helped this week and have them mail them in.• Direct them to listen to the Lesson 5 podcast throughout the week to encourage them to complete the activities.• Close in prayer.
Post-Class	Dismiss	Encourage learners as they leave to find ways to take delight in accomplishing God’s purpose in creation by altering the environment in a positive way.
	Pray	Ask God’s blessings on each person as they work hard on accomplishing their achievements for the week.



Lesson 5 – Our Walk with Ourselves

Pre-Class	Lesson Objective	Learners will discover and apply the necessity of self-care to prevent or recover from burn-out
	Skills	<p>Exercise self-care in the following areas</p> <ul style="list-style-type: none"> • Come apart to do it to care for physical needs • Listen to the voice of God in quiet spaces and moments for how to fulfill the mission • Relate to others, especially friends, in accomplishing the mission
	Prayerful Preparation	Pray that learners will find ways to come apart, find quietness with God, and use that alone time to strengthen relationships with others.
In-Class		
5 min.	Intro. and Welcome	<p>Welcome everyone and tell them they can sit anywhere they want. By this time, they should be mixing tables on their own.</p> <p>Open in prayer</p> <p>Choose table leaders</p> <p>Read any Feedback cards that have been returned</p> <p>Ask for volunteer(s) to share some way they created beauty, put things in order, cared for someone, or fixed something that was broken in the past week. Remind them that last session we were encouraged to consider the consequences of success. Today’s lesson will look at a consequence we may not have considered – what success does to us.</p>



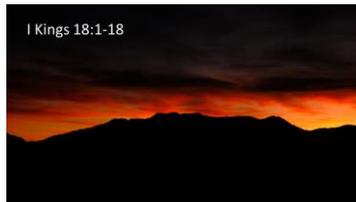
10 min. Walking Away



Set context for scripture reading:

Elijah was a prophet in ancient Israel at a time when the government was exceedingly wicked under King Ahab and his wife Jezebel. The royal couple had instituted fertility worship of Ba'al and rejected God, leading to a years long drought and famine. After more than two years of experiencing the consequences of drought and famine, Elijah challenged the prophets of Ba'al to determine which God Israel should worship. He said they should call down fire from heaven to light their sacrifice in a stunning confrontation that concluded with God raining fire from heaven and consuming the sacrifice on Elijah's altar. Elijah then ordered the death of the false prophets. This is where the chapter opens up – on the heels of this great victory.

Discussion



Read I Kings 19:1-18

Ask: What is Elijah's reaction to the threat against his life?

Answer: He ran and hid.

Ask: When God asks him why he is hiding, what is his reply?

Answer: He is the only one left doing God's work and his enemies were coming after him now to take his life.

Ask: How was it possible for Elijah to go so quickly from stunning victory to cowardly depression?

Record answers on white board.



Details

Remind class of the circumstances leading up to Elijah’s victory:

- He appears in the King’s court to tell him that there would be no rain until he says so and then goes into hiding.
- He hid by a brook that gradually dried up as a result of the drought and was fed by ravens (scavengers).
- He ended up lodging with an impoverished widow who had a single container of oil and enough meal to make a single loaf.
- He was surrounded by national tragedy over a long period of time.

Ask: What kind of stress do you think Elijah had been dealing with prior to his victory?

Remind them that we may find ourselves riding out a drought in less-than-ideal circumstances over a long period of time in the work that we are doing.

5 min.

Exercise 1

Direct them to fill in their blanks in the workbook on sources of discouragement and opposition.

Share among the people at the table.

5 min.

Report out

Have table leaders report on top three sources of discouragement and the top two sources of opposition.

Record responses on board



10 min.

Personal Care

Direct their attention once again to the scripture reading and note the three areas where God ministered to Elijah:

- God’s Care
- God’s Commission
- God’s Companion



God's Care



God provided three essential things for Elijah to sustain his body in his time of need:

- Rest apart from distraction
- Food and water
- Shelter in God's presence

God's Commission



God included two elements in caring for Elijah's soul:

- God listened to Elijah's complaint and addressed each of his concerns in his reply
- God gave him meaningful work to do that would advance God's cause

God's Companion



God included a final element in caring for Elijah's spirit:

- God gave him assurance that he wasn't in it by himself and gave him a companion to sustain him on the rest of the journey



Our Lesson

Explain: There will always be work to do and we will always be overwhelmed, so no matter how much we accomplish, there will be more to do. An essential element in accomplishing the work we do is taking care of ourselves.

We must:

- Take time to get away from the distractions of a busy life: Don't check e-mail, don't answer the phone, don't text or view social media. Just rest.
- Watch what we eat and drink to make sure we are building health, not tearing it down.
- Find shelter in the presence of God. For some that is in nature, for others at the beach, it may be in a cave or alone at home; but it is some place where we are unimpressed by the storms and earthquakes around us and profoundly touched by the whispering voice of God.

We will:

- Speak to God candidly and forcefully. He can handle it when we are mad, frustrated, and discouraged. He is God after all.
- Find a renewed interest in the work God has called us to do, often by doing something different from what we were doing before.
- Find out we are in it with reliable help. Whether it is the comfort we draw from a crowd of believers or the intimacy of a friend, we are not alone.

10 min. Exercise 2 on Self Care

Direct them to fill out the blanks in the section on self-care.



Emphasize that these are intended to be practical considerations that they will implement in the coming week. Remind them that these are deliberate actions that they can cultivate on a regular basis and they should refer to them often throughout the process of providing care.



5 min. Report out from each table Have each table report out on 2 or 3 self-care strategies.

Summarize by pointing out that the objective is not to burden them with additional demands and tasks, but rather to unburden them from the things that grind them down.

Remind them that sometimes they are most vulnerable following a great triumph. This is when the Enemy will attack the hardest and we will fear the most. By contrast, God will sometimes accomplish the most when we step aside and let His Will prevail.

Footnote to Elijah:

Elisha ended up doing more miracles than Elijah ever did.

Hazael ended up attacking both Israel and Judah after securing the throne in Damascus.

Jehu assassinated the descendants of Ahab in a coup.

Point out that we are all involved in a work that is bigger than any one of us.

5 min. Homework: Direct their attention to the Lesson 5 Checklist.

- 3 Self Cares
- 3 Reflections
- 3 Feedback cards

- Explain that self-care needs to be a routine habit and this week’s Checklist is intended to help them establish those habits. Keep them simple and easy, and do them consistently.
- Encourage them to use the Lesson 5, Exercise 3 **Reflection** pages in their workbook to record their thoughts during their self-care time.
- Tell them to pass out 3 feedback cards to people they helped this week and have them mail them in.
- Direct them to listen to the Lesson 6 podcast throughout the week to encourage them to complete the activities.

Close in prayer.

Post-Class Dismiss Remind learners on the way out that sometimes the most important thing they can “do” is nothing at all. God instituted a sabbath for our care and he created sleep to be taken as needed, not begrudged and avoided.

Pray Ask God’s blessings on each person as they endeavor to rest in the power of God.



Lesson 6 – Our Walk with Others

Pre-Class	Lesson Objective	Learners will adopt the powerful non-confrontational approach that Jesus employed in ministering to people dealing with grief and uncertainty.
	Skills	Relate to others through: <ul style="list-style-type: none"> • Withness – being with them • Witness – telling them hard truths • Willingness – Let them come to their own conclusions
	Prayerful Preparation	Pray that learners will emulate the method of Jesus in walking alongside others, traveling with them, listening to their concerns, and speak the Word to them in a way that resonates with their spirit.
Class		
5 min.	Intro. and Welcome	Welcome everyone and tell them they can sit anywhere they want as long as it is a different table from last week, preferably with different people. Open in prayer Choose table leaders Ask for volunteer(s) to share some self-care strategies they put into practice and what happened Read any Feedback cards that have been returned
10 min.	Walking with Others	Read Luke 24:13-32 Ask: “Did the travelers join Jesus or did Jesus join them?” Answer: Jesus joined them. Ask: “Did the travelers choose the direction they were headed or did Jesus?” Answer: The travelers chose the direction. Ask: “Did the travelers pick the topic or did Jesus?” Answer: They picked the topic. Ask: “What did Jesus do that changed them?” Answer: He pointed out things from the Bible that they already knew, but had not interpreted correctly. He joined them at their destination.



Walking with Others involves three important W's.



• **Witness**

State: We need to meet people where they are and be willing to walk in the direction they are headed, even if that's not really where we want to go.

Explain: People will challenge our sincerity and commitment. When we go the distance with them, we demonstrate our willingness to follow through, to be "with" them.

• **Witness**

State: Often it's important to correct people when they are wrong. However, we need to do it from a place based on things they already know.

Begin with where they are.

Talk to them based on what they already know.

Encourage them to reinterpret or reevaluate things by using caring questions. Let them come to their own conclusions.

Inspire them with an enthusiasm for the truth.

• **Willingness**

State: This is possibly the hardest thing for us to do. We need to be willing to leave people where they are and let them pick a direction on their own. Sometimes this means they will make mistakes and go the wrong way, but they will find this out for themselves and this will help them to grow.

Jesus didn't tell them where to go and what to do. He told them who He was and what He had done. They made the remaining decisions on their own.

5 min. Exercise 1



Direct learners to fill in the blanks in their workbooks listing the challenges they expect to face.

10 min. Discuss

Have them share at their table some of the challenges they anticipate with the three W's.

If anyone has experience with how folks in recovery have challenged them, let them share based on their experience.

Have table leaders report out on stories



10 min.

Feel, Felt, Found Formula



State: Walking the three W's of witness, witness, and willingness requires a special skill of affirming your acceptance of the individual without confirming their attitude or understanding.

There is a useful formula for doing just that known as the Feel, Felt, Found Formula.

Demonstrate

State: The Feel, Felt, Found Formula uses three statements that allow you to redirect attention to important issues that need to be corrected. It works like this:

“I understand how you feel.”

“Others have felt the same way.”

“This is what they've found.”

In this way, you walk with them down the path and are present with them, but you are able to guide them in such a way that the decision to change is all theirs.

10 min.

Exercise 2



Have participants work in pairs to complete this role-playing activity.

Using the challenges that they listed in their workbooks, have participants take turns acting the part of a person in recovery dealing with the challenge.

The other participant will use the Feel, Felt, Found Formula to correct them in a respectful, yet direct way.

Switch role so both participants get to practice the Feel, Felt, Found Formula.

Debrief

Ask: How many of you found yourself telling the person in recovery what to do?

This is a common response and one we have to work hard to minimize. There are times we need to be direct and provide clear instructions, but it is far more common that we need to let them discover solutions for themselves. As we eliminate the conceit that tricks us into thinking we have it all together or that we are qualified to be guides for others, we will find that our role is one of genuinely coming alongside and caring for others as peer advocates, not experts who have it all together.

Ask: How many ended the role play with a call to commitment or a decision to follow a plan of action?

This is a much better way to move forward in discovery situations. Once we describe what we or others found, we let them decide on the course of action and then we offer our support on how we are going to help them achieve that. The key is to allow them to set their own goals and make their own decisions.



5 min.

Homework:

- 3 FFFF Shares
- 3 Reflections
- 3 Feedback cards



Direct their attention to the Lesson 6 Checklist.

- Explain that they practiced the Feel, Felt, Found Formula in class. Now they need to do that in with three people outside of class. They need not be people in recovery because this skill works in a wide variety of settings.
- Explain that they are to complete the workbook page for Lesson 6, Exercise 3 of **Reflections**. They should list the top three things that they feel were the most valuable lessons of the entire course, how they used the lessons in real life, and how they continue to practice the skills they learned.
- Tell them to pass out 3 feedback cards to people they helped this week and have them mail them in.
- Direct them to listen to the Lesson 6 podcast throughout the week to encourage them to complete the activities.
- Explain that the final session will be very different from the sessions so far. They should come prepared to share with the entire class the most valuable lesson they have learned so far, how they used it in the past eight weeks, what they saw, and how they will continue to use it in the future.
- Close in prayer.



Graduation

Pre-Class	Lesson Objective	Learners will share with one another the most important skills they learned in class
	Skills	Learners will be able to open up about the part of the class that had the most impact on them and how they expect to use it in relating to those in recovery
	Venue	It is best if this location is a different venue from where the classes are held. Preferably this is accompanied by a celebratory meal with the classroom portion following immediately afterward. Conference rooms with a catered meal are an ideal setting so arrangements will need to be made prior.
	Prayerful Preparation	Pray that the Holy Spirit will have free reign during this class and that everyone will be able to speak from the heart.
Class		
5 min.	Intro. and Welcome	<p>Welcome everyone and announce that this is going to be a very different class from previous.</p> <p>Let them know they can sit anywhere they want.</p> <p>Open in prayer</p> <p>Read Deuteronomy 6:4-9 and Proverbs 3:5-6 as the scriptural basis for what we are trying to accomplish.</p>
		
5 min.	Explain format	<p>State: Everyone will have an opportunity to share with the class the most valuable lesson they feel they have learned from these sessions.</p> <p>They will have 2-5 minutes to present it to the class. There is no certain order and class members can come to the front and share whenever they feel comfortable doing so.</p> <p>Ask: Are there any questions?</p>
60-90 min.	Sharing	<p>Sit near the front and allow learners to come speak as they feel led to do so.</p> <p>Applaud after every speaker is finished.</p> <p>Reinforce what they affirmed and add your own encouraging comments to help them continue in their endeavor.</p> <p>Keep track of presenters and encourage all to participate.</p>



15 min.	Commencement		<p>Congratulate all participants for completing the course. Let them know that this is only the first step in a commitment to serving others in the spirit of Jesus Christ.</p> <p>As you call names, read from a Feedback card that you have collected through the program. If there are any individuals who do not have any Feedback cards, write one that highlights a positive contribution they have made to the class. Present each participant with a certificate and congratulate them on completion.</p> <p>OPTION: This portion may be combined with Sharing time as conclusion and affirmation after they have spoken.</p>
Post-Class	Dismiss		<p>Dismiss class in prayer and encourage them to seek commission at their local church as they embark on the task of making new disciples.</p>
	Commissioning		<p>Follow up with the respective churches of each learner. Let the pastors know that they have completed an 8-week program that has prepared them to begin working with adults in recovery. Recommend that the church consider a commissioning service to acknowledge their accomplishment and dedication to this aspect of the ministry. Offer to attend and explain the work of Jordan's Crossing Resource Center for the benefit of the church.</p>
	Prayer		<p>Pray that they will be able to put their new skills to good use in the service of making new disciples.</p>



Training Communication Plan

Pre-Training Communication

- Acknowledge receipt of application, cc Sponsor, and send Next Steps with interview date and time
- Conduct interview and send acceptance/rejection notification; include course outline
- Notify sponsor and Peer Advocate one week prior to class with prayer request for successful outcome as they begin training.

In-Training Communication

- Initial welcome communication on completing first lesson with encouragement to prepare for the long haul
- After Lesson 4, send a “Halfway There” letter to Peer Advocate and cc Sponsor; Include reminder of graduation and need to RSVP with the number of attendees
- Week 7, confirm RSVP with reminder of upcoming graduating class

Post-Training Communication

- Communicate with Sponsor on date of commissioning service
- Send congratulations on commissioning
- On initial assignment, notify sponsor and send prayer request as they embark on service
- Add sponsor to newsletter mailing list
- Send regular encouragement to Peer Advocates

