

## Ten Tasks of Coordinators and Trainers

**Click on a Task to go to it:**

- 1 Co-ordinators prepare trainers to instruct new flocks to send bi-vocational workers to neglected places [nearby].
- 2 Co-ordinators send highly-trained church planters to distant, neglected regions, to start *only the first few* flocks there, like the apostles did.
3. Regional trainers sustain this reproduction of flocks by mentoring leaders the way that Jesus and the apostles did.
4. Trainers *add* mentoring to current workshop training, creating *two* training efforts.
5. Bi-vocational shepherds take the initiative to mentor novice leaders and start churches.
6. Regional Co-ordinators initiate and oversee reproductive mentoring done by others.
7. Regional Co-ordinators continue other forms of pastoral education indefinitely.
8. Trainers who mentor novice shepherds use a 'menu' (a list of possible studies).
9. Co-ordinators and trainers provide training materials that fit current needs and levels of maturity. Materials that mentors can use easily include
10. Trainers who implement these tasks should use the following two tools (This list of 10 tasks, and role-plays depicting the 'light baton')

**Prepare:**

Translations of flow charts (large sheets can be held up while talking about the flow)

Symbol for each of the 10 tasks, plus the illustrations and participants' pictures.

2 Batons

Role-play participants

Have on hand copies of *Bi-vocational study V3e*, *P-T* samples, *P-T short menu*, *"Basic Topics," T&M samples*, *Storybook*

**Small groups** meet 5 times, after tasks 2, 4, 6, 8 & ten (end). They report plans at the end. Do role-plays during sleepy hours.

**Visuals** are in white print, highlighted, **LIKE THIS**, and have a thumbnail picture of them to the right.

<p><b>Instructional outline</b> (That students receive)</p> <p><b>Note: Underlined words in [brackets] are clarifications, and are not in the translated document sent to India.</b></p>	<p><b><u>Sketches, Key Truths to emphasize,</u></b> <b><u>Demonstrations &amp; Memory Verses</u></b> (The left hand column is for instructors only. It is not in the outline that trainees receive.)</p>
<p style="text-align: center;"><b>Biblical Mentoring that Enables Flocks to Reproduce in India</b> <b>Ten Tasks of Co-ordinators and Trainers of Shepherds</b></p> <p style="text-align: center;">George Patterson and Galen Currah, 2005, www.Paul-Timothy.net</p> <p><b>Purpose: Accelerate reproduction of congregations by training bi-vocational church planters and shepherds in a reproductive way, following New Testament guidelines to perform the following ten tasks.</b></p>	<p><b><u>Greeting.</u></b></p> <p><b><u>Pray.</u></b></p> <p><b><u>Explain Workshop Title (left)</u></b></p> <p><b><u>Explain Purpose (left)</u></b></p> <p><b><u>Explain:</u></b> We do not asking you to change your current training programs (that would be the decision of your leaders). We do ask you to plan some new efforts.</p>

## Ten Tasks of Coordinators and Trainers

### 1. Co-ordinators prepare trainers to instruct new flocks to send bi-vocational workers to neglected places [nearby].

[Co-ordinator → trainer → shepherd & flock → voluntary church planters]

- Most bi-vocational workers should come from new flocks.
- Co-ordinators prepare trainers to instruct each flock to obey its God-given responsibility to take the Good News about Jesus to neglected people nearby.
- New flocks quickly mobilize bi-vocational workers, following biblical models just as Paul, Aquila and Priscilla did.

**(GP) Explain** the first Task (left). Co-ordinators are **Regional**. All flocks workers to places **nearby**.

**Explain** task 1 symbol **footprints**. Each congregation is to send its ‘apostles’ to other places nearby. God promises ‘apostles’ to each congregation.

**Explain flow** [left, in brackets, with arrows]. Display **chart #1**.

In the Bible there were two kinds of church planters:

- 1) Apostles: travelled far. Main job: to start God’s work in neglected regions. (**The room**: a ‘mountain’ divides it).
- 2) Local, voluntary workers: continued what the apostles started in their region. Acts 10.

Use **Map of Asia Minor** to show that Apostles from Antioch started the church in Ephesus, and volunteer, local church planters continued the reproduction in Colosse and Hierapolis.

- The two kinds of church planters are both equally important and both must fulfil their God-given tasks in the power of the Holy Spirit. For the nearby outreaches, *Churches* take initiative, empowered by the Holy Spirit.

Participants act out the flow, holding signs; some = apostles & go beyond the mountain; others = local workers: **Co-ordinator point at map**, trainer (mentor) **ear**, **shepherd**, voluntary workers (**sower**), new flocks (**lamb**)

**Demonstration** Two teams relay race with batons. Then one team sends three volunteer workers with Bibles to three groups. For the second relay, use *again* the picture **Co-ordinator pointing at map**:

**(GC) Explain bulleted points** (left). Most bi-vocational workers will not be those who switch to bi-vocational work. Explain *bi-vocational* worker’s 2 jobs. Display **worker with hammer**.

**Mr. T:** (GP) Display **Bulldog**. Objections: Too new, let CP’s do it, I have my own flock, too poor.

**Sketch** (Train an apprentice in a session: deal with bulleted points, left)

**Trainer:** Your congregation should start new congregations.

**Apprentice:** We are too young in the faith...

**Trainer:** You are never too young in the faith to obey Jesus. The apostle Paul told the Thessalonians who were also young in the faith, in 1 Thess. 1:6-7, “You also became imitators of us and of the Lord, having received the word in much tribulation with the joy of the Holy Spirit, so that you became an example to all the believers in Macedonia and in Achaia.”

**Apprentice:** “I have to care for my own flock. . .”

**Trainer:** God wants you to serve all believers who need your help, in your region, like Epaphras did, about whom Paul wrote, in Col 4:13, “For I testify for him that he has a deep concern for you and for those who are in Laodicea and Hierapolis.”

**Apprentice:** We have no workers...

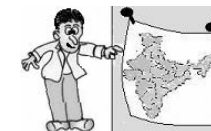
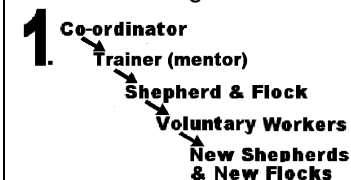
**Trainer:** It is your job to prepare them, Paul told the Ephesians (*paraphrase Eph. 4:11-12*).

**Apprentice:** We are too poor...

**Trainer:** Paul wrote about the very poor Macedonians, 2 Cor 8:1-2 (*paraphrase*)

**Memory verse** 1 Thess. 1:7.

**Questions** about who should start new congregations.



**2. Co-ordinators send highly-trained church planters to distant, neglected regions, to start *only the first few flocks* there, like the apostles did. Then...**

- These first new flocks, like the congregation in Antioch (Acts 13:1-3), prepare and send their own church planters, in the power of the Holy Spirit, to reproduce flocks nearby in the remaining, neglected villages and cities of their own region.
- Church planters from outside of the region move on to other regions that are still neglected, as the apostles did.

**[First few flocks of a region → daughter & granddaughter flocks in remaining villages]**

**Explain** the second *Task* (left). Coordinators = regional.

**Explain 2 Symbols** **two sheep**. 1) *flocks* start most flocks, 2) show **flocks multiply**.

- God holds flocks responsible to start **most** flocks, not professional church planters.

**Explain bulleted points** (left)

**Explain the flow** [left, in brackets, with arrows]. Display **chart 2** and demo the flow.

**Sketch**

**Elder 1:** We should send some of our best workers to a neglected region.

**Elder 2 (GC):** But we need the best ones here.

**Elder 1:** Acts 13:4

**Elder 2:** First build us to maturity, and then send.

**Elder 1:** Acts 13:2 (point out that a

**Elder 2:** But we do not have enough money to reach so many villages...

**Elder 1:** 2 Thess. 3:8.

**Memory verse** Acts 13:3 (point out that a congregation did this).

**Sketch:** Trainer and apprentice with picture of **shepherd** point to other side of the room.

**Trainer:** I think the Holy Spirit is sending me to start congregations beyond this mountain.

**Apprentice:** But we need many new ones on this side of the mountain.

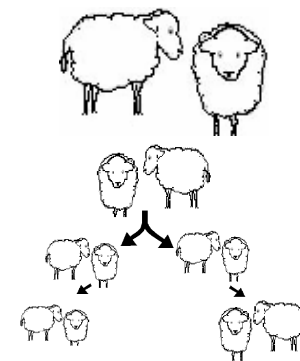
**Trainer:** Your congregation will reproduce on this side, while I go start the first ones there.

**Questions**

**Small Groups:** Form small groups of 2 to 6 persons who will be working together.

- Those whose future co-workers are not present may form a group of 'loners.'
- Name small group leaders.
- Pray and plan for each existing congregation to send volunteer workers.
- Draw rustic maps to show where they plan to send these workers. Give preference to places where the believers have friends or relatives.

**Coordinators report** plans made by small groups.



**2. First few flocks in a region**  
↓  
**Daughter & granddaughter flocks in remaining villages**



## Ten Tasks of Coordinators and Trainers

**3. Regional trainers sustain this reproduction of flocks by mentoring leaders the way that Jesus and the apostles did.**

[Trainer → novice leader → new flocks & newer leaders]

- Mentors at all levels must hear each trainee report what his flock is doing and decide what its next step should be. This decision is made easy by using a menu (task 8).

### **[Correction: 7]**

- Training sessions must be small enough to listen to each worker. If a trainer meets with a group too large to listen to each participant, then, for a time during the meeting, he must name small group leaders who mentor each worker.
- Co-ordinators and regional trainers mentor the first few bi-vocational leaders.
- Bi-vocational leaders imitate their mentors, mentoring others to multiply new flocks.
- Leaders at all levels form training 'chain reactions' as seen in 2 Timothy 2:2.

### **3. Explain** the third *Task (left)*

**Explain Symbol of task 3:** Long-eared rabbit—'Ears to hear'. (Mentors, like Jesus and Paul, listen before teaching novice leaders, to respond to current concerns and needs.)

**Explain the flow** [left, in brackets, with arrows]. Display **chart 3**

### **Explain bulleted points** (left)

- Explain 'all levels' well (*it might not be in student's translation*).
- There are 2 ways to teach: **lecture** and **mentoring**. Both are needed. We must know when both apply (explain when both apply). Explain their difference by comparing newborn baby to a new leader, maturing (novice leaders of new flocks have urgent needs that require immediate attention by a mentor).
- The 'menu' = list, vital tasks & truths still lacking in a church (Titus 1:5).
- Display and demo **Basic Topics (translated document)**

The main difference between a mentor and a classroom teacher is that the mentor listens first (show **picture of ear**). We need both kinds of teaching. (GP) Illustrate 2 Tim 2:2 with 4 groups; first display **picture of many rabbits**

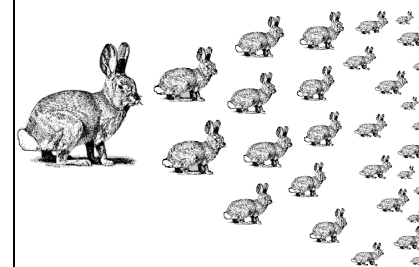
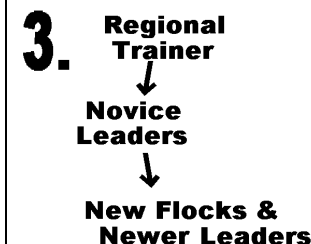
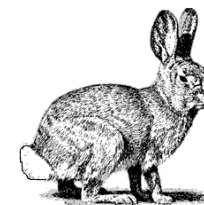
**Sketch** (GC) *Restaurant*. Go from one person to another, asking how often they have come, assigning next meal on the menu. Explain that it is the congregations that are hungry.

**Memory verse** Titus 1:5.

**Demonstration 1:** Hand out list of 'Seven Commands' [see appendix] to six men. Have them to ask others which ones their congregations should strengthen now. **OR:** Have each one do so with a neighbor.

**Demonstration 2:** Form four groups: Antioch, Ephesus, Colosse & Hierapolis. Show how Paul trained Timothy → Epaphras → Archippe → et cetera.

### **Questions**



**4. Trainers add mentoring to current workshop training, creating two training efforts.**

Every kind of biblical education is valuable, but only bi-vocational leaders who train novice leaders can prepare enough shepherds for an increasingly wide-spread reproduction of many new flocks.

**[Current training effort → workshops + mentoring]**

- Each shepherd should also be a trainer and mentor newer shepherds who lead the new flocks that the trainer's flock reproduces.

**4. (GC) Explain** the fourth *Task (left)*

**Explain the Symbol** Railway rails & tie.

**Explain flow** chart 4 [left, in brackets, with arrows]

**Explain bulleted point** (left)

**Sketch:**

**Trainer (GP):** Shepherds can train others, in turn.

*Shepherd (GC):* But we already offer workshops.

**Trainer:** Yes, but...

- (a) the movements need many more shepherds.
- (b) mentoring to meet urgent needs of congregations is powerful.
- (c) most men cannot go away for formal training.

*Shepherd:* Teachers should train novice workers, not us busy shepherds. (Answer this).

**Demonstration** Have Shepherd hold picture of Shepherd.

*Shepherd:* I have done everything that they told me in the shepherd's training course, but I do not know what to do next and my congregation has many opportunities and many problems.

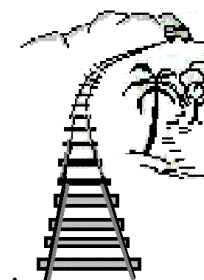
**Trainer:** One of the CP coaches mentors me regularly, and I can do the same with your. Look at this list of basic commands of Jesus. Which of these does your congregation need to do better?

**Questions**

**Small Groups:** Practice mentoring: let each group participant report what his flock(s) has been doing, plans and problems. Let the group respond; pray and help him plan. According to needs and ministry opportunities that the participant reported

**Trainer:** It is a pastor duty to train novice workers. 2 Tim. 2:2.

**Memory verse** 2 Timothy 2:2.



**4. Current Trainin Effort**  
↓  
**(Add)**  
**Reproductive Ment to have two training**



## 5. Bi-vocational shepherds take the initiative to mentor novice leaders and start churches.

- They will be able to do so, if they themselves were trained by a mentor.

**[Voluntary Workers → Novice Shepherds and New Flocks]**

### 5. Explain the fifth *Task* (left)

Explain again the Symbol **Worker-leader**.

Explain the flow. (might not be on student's outline):

**[Voluntary Workers → Novice Shepherds and New Flocks]**. Display **chart 5**

### Explain how to take the initiative in God's work

- To be know that we are doing God's will we must know His commands
- To obey Jesus' commands from the heart requires an intimate relationship with Him.
- Our creator wants us to create; our choices create (change lives, etc.)
- Creative choices require taking risks: Lead! Initiate! Go first!
- Enemy of creative choices is fear of future. Faith & love cast out fear.

Explain bulleted point (left)

### Sketch

**Trainer:** Who amongst your congregational member will you train, in turn?

*Shepherd:* I am only a common labourer; I cannot train others.

**Trainer:** Jesus was a carpenter, Paul a tent-maker, David a shepherd, Peter a fisher, Aquila a small businessman.

Memory verse Acts 18:3

### Demonstration

Do first sketch in section 2 of this outline. In brief:

**Faithful:** Urge congregation or reproduce like a grain of 'heavenly wheat'.

**Foolish:** That would cost too much, get out of control, let in false doctrine.

**Faithful:** Let God provide and the Holy Spirit keep control. False doctrine comes from sterile churches.

**Shepherd:** Summarize for the congregation what it must do to reproduce.

Explain in detail Bi-vocational Study V3e.

### Questions



**5. Voluntary Workers**  
↓  
**(train)**  
**Novice Shepherds who Lead New Flocks**

## 6. Regional Co-ordinators initiate and oversee reproductive mentoring done by others.

- An enthusiastic Co-ordinator must oversee mentoring in his region in three ways:

1) He arranges for church planters and shepherds to mentor leaders (2 Timothy 2:2).

2) He keeps careful records of their progress.

3) He provides affordable materials that mentors can easily use to select and assign studies that fit current needs of new flocks. (*Task 9 deals with such materials*).

**[Coordinators → Mentors at all levels]**

### Explain Task 6 (left)

**Explain the Symbol** **Map of India**. Each region and language group within each state in India needs a ‘Titus’ to name and mentor novice leaders who take care of what is still lacking in new congregations (Titus 1:5).

**Explain the flow** [*might not be in students’ outline*]:

**[Coordinators → Mentors at all levels]**. Display **chart 6**.

**Explain bulleted point** (left)

### Sketch

**Trainer:** Please, let us hear your reports about your congregations.

*Shepherd (GC):* I do not like to keep paperwork.

**Trainer:** We use records to pray, plan out-reach, and meet needs of congregations.

*Shepherd:* My congregations have no problems.

**Trainer:** What will you report at the congregational conference to encourage other churches and to be prayed for?

**Memory verse** 1 Peter 5:2

### Demonstration

**Nomination 1:** Our current education director, Dr. Academic.

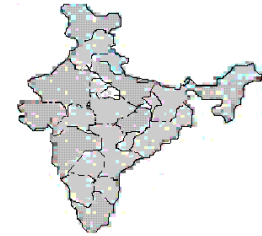
*Discus:* Does he have time? Has he ever planted a church? Does he know how to mentor?

**Nomination 2:** Our current organisational president starting his three-year term.

*Discuss:* Is he not too busy? What will happen to the training when he gets voted out of office at the end of his term?

### Questions

**Small groups** Plan who the first trainers (mentors) will be, and who they might begin training, and where.



**6.** **Co-ordinators**  
↓  
**(name and prepare)**  
**Mentors**  
**at all levels**

## 7. Regional Co-ordinators continue other forms of pastoral education indefinitely.

- As leaders mature they no longer require frequent mentoring. They should seek further education through workshops, advanced textbooks and formal training.
- At the same time they must keep mentoring novice leaders like the apostles did, keep flocks reproducing, and train others to do likewise.
- Caution: Influenced by traditional teachers and writers, too many leaders neglect mentoring others once their own needs are met.
- Co-ordinators and trainers provide studies for ongoing education to balance mentoring and advanced education. Download such supplementary studies from [www.paul-timothy.net](http://www.paul-timothy.net), indicated by the word 'More' in the *User Menu*.

[Coordinators → Mentors at all levels]

### Explain Task 7 (left)

Explain the Symbol Bible. As leaders mature, they will want more advanced studies.

- If Coordinators fail to provide advanced studies that fit mentoring and rapid house church reproduction, leaders will study traditional textbooks.
- Influenced by traditional studies, leaders will stop mentoring and reproducing churches when their own needs are met.

Explain the flow. [Might not be in student's outline]:

[Coordinators → ongoing learning]. Display **Chart 7**.

Explain bulleted points (left)

### Sketch

**Shepherd 1:** All of us regional shepherds are going to the shepherds' training seminar.

*Shepherd 2:* Not I. I was mentored for a whole year and have received my certificate.

**Shepherd 1:** But everyone needs more advice.

*Shepherd 2:* I do not need any more training.

**Shepherd 1:** Training will help you train novice workers, in turn.

*Shepherd 2:* I am the only leader my people need.

Memory verse 2 Timothy 4:13

Explain how to get advanced P-T studies.

Questions:



**7. Co-ordinators  
Provide  
Ongoing  
Training  
for Maturing Leaders**

**8. Trainers who mentor novice shepherds use a 'menu' (a list of possible studies).**

- The menu lists activities that the New Testament requires of every flock, with corresponding studies. Materials like Paul-Timothy studies require only what God requires in His Word that flocks should learn and do.
- A mentor and his trainees talk together about their new flocks' activities, and choose studies from the menu that fit current needs of each trainee's flock.
- Each novice shepherd takes home a study to read and to teach to his flock.

**Explain the eighth Task** (left)

**Explain the Symbol** Menu (Choices)

**Display and explain** chart 8

**Explain bulleted points** (left) Explain: Mentoring is not '1x1', trainees carry out plans better when held accountable by peers)

**Sketch 1**

**Waiter:** Ask participants how many times they have come to your restaurant, before.

*Clients:* Such-and-such a number of times.

**Waiter:** Then you must take next meal number.

**Sketch 2 (GC)**

**Teacher:** Introduce theology class on names of God.

*Student:* Ask for help with evangelism.

**Teacher:** That will be taught next year.

**Memory verse** Mark 6:30

**Demonstration**

(GC) Hold a real mentoring session with 7 parts:

- **1.** Pray for guidance **2.** Listen to reports. **3.** Plan activities. **4.** Assign study. **5.** Practice new skill. **6.** Review earlier studies. **7.** Intercede.
- Have participants demonstrate use of **P-T menu & sample studies.**
- Or, have participants mentor one another with *Seven Commands* list or F3a).

**Questions**

**Small groups** Practice using the Hindi 'Basic Topics' menu & studies.



**8. Co-ordinators Provide a 'Menu' of Studies and Activities**

Prepare participants to role-play, having 'needs' corresponding to the P-T sample studies. Have P-T Menu & Sample studies ready: Samples include:  
A2a Overcome Fear & Shame  
B3e Graphic Bible Study  
C5a 'One Another' Commands  
F3a Obeying Jesus  
M1a Mentoring Novice Leaders

**9. Co-ordinators and trainers provide training materials that fit current needs and levels of maturity. Materials that mentors can use easily include:**

- **Train & Multiply®** (T&M)—63 small books. These were written before house churches movements became common, and they refer to ‘pastors’ and ‘chapels’ but have been used in church planting movements in many languages including Hindi.
- **Paul-Timothy**—short studies for both shepherds and children, and supplementary studies for ongoing training.
- **Basic Topics to Use before Longer Studies Are Translated**—a brief list of truths, duties, Bible stories and discussion questions, for novice shepherds to teach their flocks. (P-T study A0t.)
- **Shepherd’s Storybook**—Training for novice leaders, written as a story, based on Bible stories that teach vital truths and duties, for less educated workers. Available in Hindi.

**Explain 9<sup>th</sup> Task** (left)

**Explain the Symbol** Postal Envelop.

**Explain & display** chart 9.

**Explain bulleted points** (left)

**Sketch**

**Trainers:** Sit down as in a railway coach, complaining that their apprentices do not read their lessons which are too hard. They see a passenger avidly reading a small book and ask what it is.

**Passenger:** “It is a booklet about community health written simply with many pictures. I like it.”

**Memory verse** Colossians 4:16

**Demonstration**

- Show sample T&M and P-T materials and distribute P-T *Basic Topics* A0t.
- Demonstrate using *Basic Topics*.
- Practice using Basic Topics as menu.
- Practice using Storybook as menu
- Explain that in time they will need more than one program (each is only for a few months).

**Explain the last 3 role plays** in section 2 of this outline, and have participants practice them.

**Questions**



## **9. Co-ordinators & Trainers Provide Studies that, like Letters from a Friend, Fit Current Needs**

**10. Trainers who implement these tasks should use the following two tools:**

- 1) **This same list of Ten Tasks.** A few initial workshops will explain these principles and practices to regional workshop leaders. These leaders then pass on this 'light baton' to shepherds who will present it to their flocks. A 'light baton' avoids methods and instruction that fail to extend training and congregational reproduction.
- 2) **Role-plays.** The 'light baton' might include brief role-plays that shepherds can easily help their congregations to do. Such role-plays should illustrate vital New Testament guidelines, and demonstrate how to reproduce flocks, mentor novice leaders and mobilize bi-vocational workers, all in one combined effort

**Explain the task 10 Symbol Relay race**

**Explain & display chart 10.**

**Explain bulleted points** (*left*)

**Sketch**

**Coordinator 1:** My children were writing exams, so I could not get away to attend the Coordinators' workshop. May I can go next year.

**Coordinator 2:** You and I can present the same workshop with other coordinators. Here is the outline we followed.

**Coordinator 1:** I coach individuals well, but I cannot reach big groups.

**Coordinator 2:** We can have participants present sketches, practice skills and do demonstrations.

**Memory verse** Acts 9:31

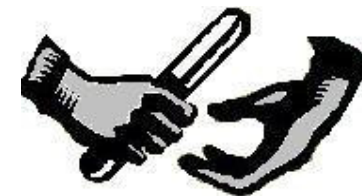
**Demonstration (GC).** Small groups send Church planters to other small groups and set up training chains till all groups are reached.

**Questions**

**If Time allows, let participants practice role play.**

**Small groups:** prepare reports.

**Leader of small groups** report plans (unless there are too many for the time available; in this case, regional coordinators give the reports).



**10. Trainers Pass on a 'Light Baton' (Skills to Do These Tasks)**