

# Guidelines to the Facilitator Manual

The following are components of the facilitator and participant manuals.

## 1. *Purpose Statement and Objectives*

You will find these in each of your sessions.

We encourage you to be creative but at the end of each session the participants should have a clear understanding of the purpose statement and objectives.

## 2. *Preparation for Facilitator*

These are specialized instructions for this specific session.

*Please read carefully through this in your preparation.*

## 3. *Boxes in the notes*

### 3.1 *Solid line boxes:*

### **Task for the participants**

What is God's PRIMARY purpose in the world? Discuss in groups of two your ideas on this subject. You can use the scriptures below as a guide. Record your answers and be ready to discuss them with the class after --- minutes.

### 3.2 *Double line boxes:*

### **Core beliefs**

#### **CORE BELIEF**

Man's purpose in life and ministry is to discover God's purpose and then to participate with Him in accomplishing it.

#### **How to handle a Core Belief:**

- Here is a Core Belief / I want you to look at this definition.
- Read the Core Belief
- How do you feel about it?
- How would you change it to reflect what you believe?

### 3.3 *Broken line boxes:*

### **Task for the facilitator**

#### **TASK**

HAVE THE CLASS REFLECT AND DISCUSS HOW THEY WOULD APPLY THESE PRINCIPLES TO THEIR MINISTRIES.

3.4 *Triple line box*

**Very Important Information for the Facilitator to focus on in order to meet the “contractual obligations” of the specific lesson.**

<p><b>ESSENTIAL CONCEPTS IN THIS SESSION</b></p>
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4. ☒ *Attention Marker*  
Instruction to the facilitator.  
It is often a direct quote.
5. *Expected Format for Demonstrations*
- Step 1      “Set the stage” for the demo. Tell the class exactly what you are going to do in the demo. (Step by step explanation)  
[THEY HEAR IT]
- Step 2      Do the demo. [THEY SEE IT]
- Step 3      *Debrief* - Ask class: “What did you observe?” (Revise the demo, by getting the detail steps from the class) [THEY TELL IT]
- Step 4      Give clear instructions: two-by-two practice. [THEY DO IT]
- Step 5      *Debrief* - Ask the *participants* how the practice went. (Revise the detail of the demo) [THEY TELL IT]
6. *Summary and Application*
- This has now become a crucial point in the whole outline. Please leave sufficient time for learners to reflect and act at this point. Encourage accountability with others in the class for specific actions.
  - We also encourage you to build PRAXIS (reflection with action) at every main point in the lesson plan, not merely at the end.
- 6.1              *Summary:* Intends to let the participants reflect on the content they’ve received.
- 6.2              *Application:* It is the action point - What they are going to do with the information they have received?

### 7. *Transitions*

We encourage team teaching and creativity, therefore we urge you to pay careful attention to your transition statements between major points. Practice smooth handing over to your facilitating partner. This will enhance the cohesion of the concepts being taught. Strong transition statements help guide the learner from objective to objective and will prevent them from “getting lost” during the session. A good transition is to simply say your partner’s name and state the next point in the form of a question, e.g., “Pieter, what are some questions to open witnessing opportunities?” or “Mary, help us to understand why prayer is important?” or “Pieter, lead us through a summary of these points.”

### 8. *Instructions for Group Work*

It is very important to give clear instructions during group work. This includes how many you desire in each group, if you would like them to select a leader/scribe and how long the group discussion will last.

Feel free to restate your instructions two to three times. Walk between groups and be ready to help clarify any misunderstandings related to the tasks.

Try not to change the size and content of the groups during a session. It is disruptive and may even end up breaking the “safety” rule.