

LOGOS Encounter Leader Guide 2019

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2019 LOGOS Encounter Leader Guide

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About This Leader Guide

By the end of the LOGOS Encounter, participants will:

1. Be introduced to the foundations of LOGOS ministry
2. Explore the why and how of the 4 parts of LOGOS
3. Recognize the importance of ongoing training through Encounters and specialized workshops for sustaining a thriving LOGOS ministry
4. Be encouraged to develop relationships with other participants and training leaders during and after the training event

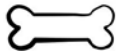
Using this Leader Guide:

Because of the shorter day, each session is timed carefully. If you want to add your own information to a session, you will need to make adjustments in the content. As you are planning your sessions, note where and how you will make these adjustments.

Italics indicate instructions for the training leader. Non-italics indicate information to share. TL is training leader, TC is Team Coordinator.



indicates a group activity



indicates a LOGOS **Bone**

[PPT] is the prompt to advance the PowerPoint slide.

Before starting the day:

1. Are all copies, supplies, technology, easel paper, markers, etc. in place?
2. Has the technology been tested?
3. Are break-out rooms for recreation, Worship Arts and closing ready?
4. Are logistics for Family Time in place?
5. Have you made plans to arrive at least 30 minutes before the participants arrive?
6. Are you wearing your GenOn nametag?
7. Is the host ready to have music playing as participants arrive?
8. When will you play the Huntington, WV video (3 minutes) from <https://youtu.be/wJNBGi2Kdo>?
9. Do you have a table ready to display any resources for sharing?

Opening

The Opening session is about welcoming participants and having them register.

The first PowerPoint slide should be displayed while participants are arriving.

As participants arrive, introduce yourself to each person, invite participants to put their belongings at a seat, get snacks, and meet other participants.

As participants are seated, invite them to fill out their registration form.

At the end of this session, collect registration forms. TC should look through each form to make sure it is complete and legible. If information is missing or illegible, have participants make corrections during a break.

Workbook page 3: (agenda)

This session takes 10 minutes.

Supplies and set up

1. Workbook
2. PowerPoint and remote

1. *Welcome participants.*
2. *Invite Host Church contact to give locations of restrooms and other areas being used, and answer questions from participants.*
3. *Training leaders introduce themselves (QUICKLY!) sharing:*
 - a. *where they live*
 - b. *how many years they have been involved in LOGOS/GenOn Ministries*
 - c. *one short reason they volunteer as a training leader. Do not spend more than 2 minutes on this (1 minute per training leader).*



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4. For best experience for everyone:
 - a. Be comfortable.
 - b. Phone on vibrate. If you need to take a call, please step out of the room.
 - c. Follow the agenda in your workbook.
 - d. Ask questions or make notes in your workbook and ask during breaks.
 - e. Use raised hand for attention (*teach how to do this*).
 - f. Trust the A.M.E. or Accumulated Ministry Experience of over 50 years of LOGOS.
 - g. Pay attention to how everything in LOGOS is interrelated.
5. What will we do today?
 - a. Experience LOGOS (learn, play, eat, and prepare for closing together)
 - b. Dig into foundations of WHY of LOGOS, which sets the context for WHAT and HOW
 - c. Explore best practices for LOGOS
 - d. Learn from each other
 - e. Talk about LOGOS being more than a weekly gathering for recreation, Bible study, worship arts and sharing a meal. LOGOS actually helps create systemic change for a church because intergenerational relationships matter and benefit all ages.
 - f. Our hope is that you will leave inspired, energized, encouraged and equipped with a deeper understanding of the benefits of becoming a more intentionally intergenerational Christ-centered community.

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6. *Share this opening prayer or one of your own:*

Holy God, be with us in this training as we seek to hear your word. Help us to set aside distractions, to clear our minds and open our hearts. We give you thanks for those who are filling in for us so that we can be here now. No matter where we started this journey, help us to hear a new language or a new way to bring all generations into an abundant life-giving relationship with you. In Christ's name we pray, Amen.

AFTER THIS SESSION

NEXT: Why LOGOS?

Why LOGOS?

The Why LOGOS? session covers the biblical basis for LOGOS and the difference LOGOS can make in a church.

This session opens and closes with GenOn's strong belief that nurturing an abundant life-giving relationship with God through Jesus Christ is the most important thing the church ever does, and that LOGOS is the best way to grow these relationships and foster intergenerational relationships. This session is intended to be inspirational.

To prepare for this session, read *Defining LOGOS* (<https://www.genonministries.org/collections/logos-toolkit>).

Workbook pages: 6

This session takes 10 minutes.

Supplies and set up

1. Workbook
2. PowerPoint and remote
3. Make enough copies of the "child of God" quotes page (end of this session) for each participant and TL to have one. Cut apart and put on tables.
4. Determine if one TL will read the John Scripture or if it will be divided between both TLs. If dividing it, determine how to divide up the verses.

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1. **[PPT]** The guiding principle for GenOn Ministries is that nurturing an abundant life-giving relationship with God through Jesus Christ is the most important thing the church ever does.



We see, over and over again, that LOGOS ministry creates the best arena for fostering these abundant life-giving relationships with God, which then foster Christ-centered relationships with each other. All ages – together – growing in their relationship with God and with each other.

2. Why is this ministry called LOGOS?
 - a. LOGOS is Greek for “the word” as in John 1, “In the beginning was the Word.”
 - b. This is important to us because the Word affirms God’s intention to be in a relationship with us. This passage has been intimately connected to LOGOS since the beginning of LOGOS in Pittsburgh, PA over 55 years ago.
 - c. Let’s read John 1.

Invite participants to follow in their workbooks [page 6] while TL reads. Invite participants to say “Word” (together) every time it is used in the reading OR share the reading in some other participatory way.

In the beginning was the Word
and the Word was with God
and the Word was God.

² The Word was with God in the beginning.

³ Everything came into being through the Word,
and without the Word
nothing came into being.

What came into being

⁴ through the Word was life,
and the life was the light for all people.

⁵ The light shines in the darkness,
and the darkness doesn’t extinguish the light.

¹¹ The light came to his own people,
and his own people didn’t welcome him.

¹² But those who did welcome him,
those who believed in his name,
he authorized to become God’s children,

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13 born not from blood
 nor from human desire or passion,
 but born from God.

14 The Word became flesh
 and made his home among us.

We have seen his glory,
 glory like that of a father's only son,
 full of grace and truth.

3. What does this Scripture have to do with LOGOS?

- a. David Lose – senior pastor at Mount Olivet Lutheran Church in Minneapolis, MN says this on workingpreacher.org.

“Jesus came that we might become children of God. Children that is, who are not dominated by the circumstances in which we find ourselves, not defined by our limitations or hurts, and whose destinies are not controlled by others. Rather, we are those individuals who know ourselves to be God’s own beloved children, who hold infinite worth in God’s eyes, deserve love and respect.

“Can we imagine that? That Jesus was born, lived, died, and was raised again to convince us that God loves us more than anything?

John’s message is so important. Because Jesus gives each one of us the ‘power to become children of God, who were born, not of blood or of the will of the flesh or of the will of man, but of God.’ And nothing can change that.”

- b. Since its inception, LOGOS has created a space for us to treat each other as children of God not because it was our founder’s good idea, but because that is what we are all called to do.
- c. Imagine what happens when everyone – adults and young people alike – believes that we are all children of God. What if, in believing this, the life of one child is changed or one youth or one young parent or mother or older adult?

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4. *Invite participants find the small slips of paper that say, "I am God's child, deserving of love and respect, and God will use me to change the world."*
 - a. *Invite participants to read the statement together.*
 - b. *Invite participants to:*
 - i. *Post this message where you can see it every day, maybe on your bathroom mirror.*
 - ii. *For 1 month, at the same time each day, read this message to yourself. Then, see if anything about you changes over that time.*
 - c. *If TL has been doing this practice since preparing for the Encounter (or longer), share a thought about your experience.*
5. *Share that churches who do LOGOS:*
 - *intentionally create an arena with countless opportunities to affirm the value of each person as a child of God.*
 - *bring generations together for transformation into Christ-centered communities that live out their abundant life-giving relationship with Christ.*
 - *recognize that these relationships not only change the people in LOGOS, but they can change the world.*

ASK: For those in LOGOS churches, have you seen relationships growing in your church? *Watch for heads nodding and other affirmations. TL may or may not have time for participants to share their answers.*

AFTER THIS SESSION

NEXT: What is LOGOS?

What is LOGOS?

The What is LOGOS? session covers the definition of LOGOS and the **Bones**. At this point in the training, the **Bones** section must be brief. **Bones** will be explored at other times during the training, so don't get bogged down in answering lots of questions in this session.

To prepare for this session, read *Defining LOGOS* (<https://www.genonministries.org/collections/logos-toolkit>).

Workbook pages: 7-10

This session takes 20 minutes.

Supplies and set up

1. Workbook
2. PowerPoint and remote
3. Invite someone to read Matthew 22:34-39 from their workbook [page 8].
4. Put 1 piece of easel paper and markers on each table. If there are enough markers for everyone to have their own, that would be ideal. If there are more people than markers, put as many markers on the tables as are available.

DEFINITION OF LOGOS (8 minutes)

LOGOS is:

1. **[PPT]** the theology

- Definition of theology
 - In Greek, "Theo" = "God" "ology" = "study of."
 - Theology is the study of what God is like and what God wants of each of us and of the church. Everything is theological. Everything in our experience and common life is about God and our relationships.
- **ASK current LOGOS churches:** What does it mean to you when we say "LOGOS is theology?" *Take a few answers from the whole group.*
 - Responses: children, youth and adults interacting with one another in all four parts of the ministry every week
 - All are involved in experiencing, not just hearing about, who God is, what God is like, what God wants, what difference it makes, who we are, and the meaning and purpose of everything.
- How we play, how we share a meal, how we study God's word, how we prepare for worship – all are theological.




2. **[PPT]** and practice

- Designed to be theology in action.
- Provides enough time, every week, for young people to put into practice what they have studied in Bible study. It is a chance to "catch" the Christian faith.
- Carries over into other areas because relationships have been built and a pattern of living has been established.
 - Sunday school
 - youth groups
 - mission trips
 - home
 - school, football games, etc.

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- What are we practicing? Living as and treating others as a child of God. Remember, “I am God’s child”? In LOGOS, we celebrate and practice how we are in community with one another because of our relationship with God.
- **[PPT]** We celebrate and demonstrate our relationship with God with our 1 rule of LOGOS: “You are a child of God and I will treat you that way.”
 - *Have participants greet others at their table with, “first name, you are a child of God and I will treat you that way.”*

3. **[PPT]** of growing intergenerational Christ-centered relationships

- Among a wide range of ages is an on-going process.
- **ACTIVITY:** *In table groups, using the easel page and markers (1 marker per person, if enough are available), invite participants to list of the first names of everyone they have a real relationship with at their church. Give them 60 seconds for this activity. Afterward, **ASK** how many names were written by each group.*
- Over the course of each LOGOS gathering, each young person spends time with multiple adults of a variety of ages. These relationships are deepened by gathering multiple times with these same adults over a program year. Year after year benefiting the young people and adults.
- In Matthew 22 and other gospels, we read that to God, relationships are everything. *Invite a participant to read Matthew 22:34-39.* “When the Pharisees heard that Jesus had left the Sadducees speechless, they met together. One of them, a legal expert, tested him. ‘Teacher, what is the greatest commandment in the Law?’ He replied, ‘You must love the Lord your God with all your heart, with all your being, and with all your mind. This is the first and greatest commandment. And the second is like it: You must love your neighbor as you love yourself.’” []
- Our relationships with one another are made new because of our relationship with God.

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4. [PPT] in a **planned and purposeful setting**

- To focus on growing Christ-centered relationship, we set high expectations and structure.
- We mean to do what we are doing and how we are doing it.

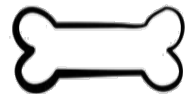
BONES (12 minutes)

1. [PPT] **Bones** are the best measure for “planned and purposeful”

- Structure of our 8 **Bones** provides the best opportunity for growing and supporting relationships between young people and adults and with God.
- While there is flexibility in the **Bones** and how they are kept in place in each congregation, breaking any of these **Bones** will greatly limit the effectiveness of LOGOS.



2. Cover **Bones** [workbook page 9] quickly. Share when each **Bone** will be discussed during the day. Key words are capitalized to help participants remember.



- a. [PPT] **CALLED to serve** – Adults are called to lead based on gifts God has given them (*more information in Who is leading LOGOS?*).
- b. [PPT] **Equipping LEADERSHIP** – A leadership team intentionally empowers and equips adults to serve (*more information in How do we care for our leaders?*).
- c. [PPT] **BALANCED ministry** – LOGOS feeds the mind, soul and body using the 4 parts, based on Acts 2:42 [workbook page 8], every time LOGOS gathers (*more information in How do the 4 parts work?*).
- d. [PPT] **FAMILY investment** – Parents or other significant adults share their gifts, pay fees to cover meals and materials, and assure their young people are participating (*more information in Who is leading LOGOS?*).
- e. [PPT] **CLERGY support** – Clergy are visibly supportive of LOGOS (*more information in Who is leading in LOGOS?*).

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- f. **[PPT] YOUTH involvement** – Middle school and high school youth are engaged either as participants or as helpers for younger ages; *invite participants to look at page 46 about GenOn Youth Summits, a full week of LOGOS for high schoolers (more information in Who is leading LOGOS?).*
 - g. **[PPT] Congregational WORSHIP** – Young people regularly participate in and lead congregational worship *(more information in How do the 4 parts work?).*
 - h. **[PPT] Weekly RETREAT** – To create a retreat atmosphere on a regular basis, LOGOS takes place the same day each week for a predetermined number of weeks each year *(more information in How do the 4 parts work?).*
3. **[PPT]** *Have participants stand and read together the definition of LOGOS while they:*
- *March in place and play the drum*
 - *Shake their body like wet puppy*
- Add other options if time allows.*
4. **ASK:** Why do YOU think LOGOS matters? *Take popcorn-type answers. Affirm any version of “growing intergenerational Christ-centered relationships.”*



The reason we're focused on growing Christ-centered relationships is because we believe they create Christ-centered intergenerational communities, nurturing relationships with God through Jesus Christ.

*If time allows, invite participants to evaluate each **Bone** using the appropriate key [page 9] giving their first reaction (no deep thinking).*

AFTER THIS SESSION

NEXT: Let's study the Bible

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I am God's child, deserving of love and respect, and God will use me to change the world.	I am God's child, deserving of love and respect, and God will use me to change the world.
I am God's child, deserving of love and respect, and God will use me to change the world.	I am God's child, deserving of love and respect, and God will use me to change the world.
I am God's child, deserving of love and respect, and God will use me to change the world.	I am God's child, deserving of love and respect, and God will use me to change the world.
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I am God's child, deserving of love and respect, and God will use me to change the world.	I am God's child, deserving of love and respect, and God will use me to change the world.

Let's study the Bible (Bible Study)

The Bible Study session studies God's call for us to love one another, looks at relationships in Scripture and considers how love works in real life scenarios. Read Background for more information.

To prepare for this session, read through and practice the Bible study.

Workbook pages: 11-13

This session takes 30 minutes.

Supplies and set up

1. Workbook
2. Put 1 or 2 Bibles on each table.
3. Post-it notes, several for each table
4. Write LOVE in acrostic fashion (1 letter on each line down the left side) on an easel page.
5. Determine who will read the leader part in the closing litany.

Loving as Children of God – A Bible Study

Background

Scriptures: Matthew 22:34-39, 1 John 4:7-12, Romans 15:1-7, 1 Corinthians 13:1-13

As children of God, we are instructed to demonstrate God's love in all our interactions with others. If we have accepted God's love and forgiveness, if we have been transformed and created anew, if we are responsive in thanks to our heavenly parent, then we feel this love active in us and we want to share it with others. We follow Christ's example and help the weak bear their burdens. Paul tells us that knowledge, speech, self-sacrifice accomplish nothing unless love is the motivation. It was by God's love that we are called, by loved we are saved, by love we achieve understanding, and by love we are joined together. We know God never runs out of patience and encouragement; we know that God loves and accepts us unconditionally. It is our task and our joy to treat others the same way.

The focus of this Bible study is on understanding God's call to act in love toward one another. The 1 John passage stresses the importance of demonstrating the quality of God's love as a testament to the love God has for his children. To know and be united with God means treating our brothers and sisters the way God has treated us.

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Paul expands on this concept when he writes in Romans 15 that our goal is not to please ourselves, but to please God and work toward the good. We are called upon to demonstrate the strength of our faith by helping the weak bear their burdens. Jesus did not merely notice the needs of those in pain or in a state of sin; he bore insults and abuse for their sakes. He took their pain and suffering upon himself and even gave up his life to do the will of God.

1 Corinthians 13 gives us a beautiful and definitive understanding of the nature of love. Verses 4-8 can never be read or repeated too often. What better passage against which to check ourselves? Love serves no selfish purpose, although love gives richness and meaning to our lives. Love doesn't keep score. It is not concerned with who is right or wrong. It is not abusive; it is not aimed at preserving pride, position, reputation, or authority. Love is not competitive; it is restorative. Love does not write people off when they have made a mistake; it never gives up, and it never fails. Love does not get even; it bears no ill will, and always seeks the truth. It is patient, kind, and hopeful. It assumes the best and, when disappointed, works for the best. It is the way God loves us.

ENTER (3 minutes)

Share that we will experience a typical LOGOS Bible study that is appropriate for middle school, high school and adults. Share the goal of Bible study – to study the Bible as the model for Christ-centered living.

Divide into groups of 4 and have groups sit together with their workbooks. Explain that the Bible study will focus on 1 Corinthians 1:13 and God's commandment to love one another. They will stay in this group for the duration of the Bible study.

The first activity is fast-paced – only 3 minutes, so encourage participants to work quickly in a fun way. Pass out Post-it notes to everyone, 2 or 3 per person. Invite groups to work together quickly to brainstorm words describing "love" and write one word on each Post-It note. They will put their Post-it notes on the LOVE easel page. When finished, congratulate them on their good work.

Say a prayer to open the Bible study.

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ENGAGE (8 minutes)



Give each group 1 of the passages below. Groups will read their passage aloud and discuss the three questions, making notes in their workbook [page 11]. Scriptures and questions are in the workbook. If there are more than three groups, give the same Scripture to multiple groups.

1 John 4:7-12 Romans 15:1-7 1 Corinthians 13:1-13

1. What does this Scripture say is the origin of love?
2. How does this Scripture instruct you to translate love into action?
3. What does this Scripture say about how you should demonstrate your love?

Have groups share with the whole group ONE important reflection about love from their discussions.

EXPLORE (15 minutes)

Assign one or two scenarios from What Do You Do to each group. Scenarios are on workbook pages 11-12. Invite groups to talk over their scenarios and decide how to answer the question for that scenario. Have groups plan how they will act out the scenario and solution for the whole group. Groups can act out each of the scenarios together, or groups can subdivide to act them out. When groups are ready, have groups share their improvisation with the whole group.

EXPRESS AND EMPOWER (4 minutes)



With the whole group, ask the following questions, taking popcorn-type answers.

1. Where do you see love in these scenarios?
2. What scenarios showed risk and vulnerability?

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To close, read responsively with the group, assigning a leader before reading. Litany is printed in the workbook [page 13].

Leader: See how much the Father has loved us! God's love is so great that we are called children of God.

All: That is what we are; we are children of God.

Leader: Who, then, can separate us from the love of Christ?

All: There is nothing in all creation that will ever be able to separate us from the love of God which is ours through Jesus Christ our Lord.

Leader: Dear friends, let us love one another, because love is from God.

All: This is how we know what love is: Christ gave his life for us. We too, then, ought to give our lives for our brothers and sisters.

Leader: The command that Christ have given us is this:

All: Whoever loves God must love his brother and sister also. Let us love one another.

Participants may return to their original seats.

AFTER THIS SESSION

NEXT: 10-minute break, then What are Christ-centered relationships?

What are Christ-centered relationships?

The “What are Christ-centered relationships?” session explains relationships as God intends them to be by unpacking this statement: Christ-centered relationships embody the mind and spirit of Christ and reflect risk, vulnerability, commitment and trust as we seek to see others as God sees us.

To prepare for this session, read *Defining LOGOS* (<https://www.genonministries.org/collections/logos-toolkit>).

Workbook pages: 14-16

This session takes 35 minutes.

Supplies and set up

1. Workbook
2. PowerPoint and remote
3. Markers for participants
4. Determine how to divide the room into 3 groups. Assign one of the following phrases each group:
 - a. Embody the mind and spirit of Christ
 - b. Reflect risk, trust, vulnerability, commitment and trust
 - c. See others as God sees us
5. Names of church friends made earlier
6. Easel pad and marker
7. Select participant to read the John 15 Scripture passage.

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Introduction (3 minutes)

[PPT] What are Christ-centered relationships?

[PPT] Lead the reading of the statement from the screen with groups standing when reading their phrase.

Leader: Christ-centered relationships

Group 1: embody the mind and spirit of Christ

Leader: and

Group 2: reflect risk, vulnerability, commitment and trust

Leader: as we seek to

Group 3: see others as God sees us.



Invite participants to repeat the reading delivering their lines in a very dramatic fashion or some other fun way. TL may give groups a few seconds to figure out how they will portray their line.

As each key phrase is explored, TL may invite groups to re-share their dramatic presentation for the appropriate phrase.

Embody the Mind and Spirit of Christ (11 minutes)

[PPT] First, “embody the mind and spirit of Christ”

1. *Invite participant to read **John 15:12-17** [workbook page 14]:*

¹² “This is my commandment, that you love one another as I have loved you. ¹³ No one has greater love than this, to lay down one’s life for one’s friends. ¹⁴ You are my friends if you do what I command you. ¹⁵ I do not call you servants any longer, because the servant does not know what the master is doing; but I have called you friends, because I have made known to you everything that I have heard from my Father. ¹⁶ You did not choose me, but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name. ¹⁷ I am giving you these commands so that you may love one another.”



ASK, *inviting participants to use the Scripture to share answers to these questions.*

- How are we to love? (as Christ loved his disciples)
- Jesus says, “You are my _____.” (friends)
- “You are no longer my _____.” (servants)
- We are appointed to do what? (go and bear fruit)

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2. **Loving like this** is the embodiment of the mind and spirit of Christ. In our going and bearing fruit, we are called to bring others into this kind of love. *Invite participants to remember the names they wrote on the easel page earlier of their real relationships at church. Suggest that these people, likely, embody Christ to them.*
3. **How do we embody the mind and spirit of Christ** to others? *TL may share from the following list and/or invite participants to share ways they can embody Christ, filling in from the list, if needed.*
 - a. Pray specifically for each person in our class, at our Family Time table.
 - b. Send a hand-written note to someone who has done something well or won an award or showed kindness.
 - c. Show love in spite of challenges.
 - d. Look for ways to really know those we teach and lead. This is more than knowing about them. Growing relationships requires us to know others. *Give an example of spouses knowing each other, a close friend in the church who really knows you, or another example of the difference between knowing and knowing about someone.*



ACTIVITY: *Invite participants to take a few moments to think of ways they can show this kind of love to others. They will not share this information with the whole group.*

4. *Read John 15:12-17 again and invite participants to hear it as if Jesus is speaking directly to them.*

¹² “This is my commandment, that you love one another as Jesus loves you. ¹³ No one has greater love than this, to lay down one’s life for one’s friends. ¹⁴ You are Jesus’ friends if you do what he commands you. ¹⁵ Jesus does not call you servants any longer, because the servant does not know what the master is doing; but he calls you friends, because he has made known to you everything that he heard from God. ¹⁶ You did not choose Christ, but Christ chose you. And Christ appointed you to go and bear fruit, fruit that will last, so that God will give you whatever you ask God’s in my name. ¹⁷ Christ gives you these commands so that you may love one another.”
5. ACTIVITY: *Invite individuals to take 2 minutes to think silently through questions in their workbook [page 14] with this Scripture in mind:*
 - a. What do I need to do to really know others in my church?
 - b. What keeps me from developing stronger and healthier relationships, embodying the mind and spirit of Christ, with these people?

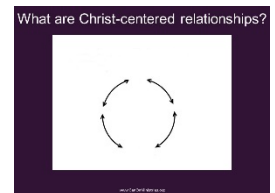


Reflect Risk, Vulnerability, Commitment and Trust (10 minutes)

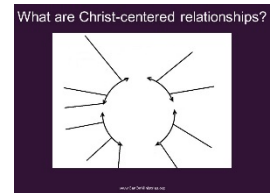
[PPT] Christ-centered relationships reflect risk, vulnerability, commitment, and trust.



1. **[PPT]** To understand reflecting risk, vulnerability, commitment and trust, we will start with a **picture of a broken circle** [workbook page 15].

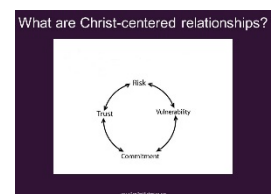


2. **[PPT]** Instruct participants to draw **9 spokes** out from the circle, like they are drawing rays of the sun (show illustration). The spokes can be anywhere on the circle.



Write a large 4 on the easel pad. Have participants think of 4 **people who they love to spend time with**. These can be young people in their church or anyone they know. They should think of those people they might drop everything to spend time with them. These are people they really know. Write the first names of those people on any 4 spokes.

3. Write a large 3 on the easel pad. Have participants think of 3 **people they would like to know better**. Young people or adults. They already know something about them, but they would really like to know them better. Participants should write the first names of those people on 3 different spokes.
4. Write a large 2 on the easel pad. Have participants think of 2 **people they would rather not spend time with**. Maybe there has been a conflict at some point that is difficult to move past or they have tried to develop a relationship, but didn't get any positive vibes from the other person in wanting to be in a relationship. Participants should write the first names of those people on the 2 remaining spokes.
5. Now participants should have **9 names on spokes** coming out from their circle. Give participants a minute to hold up their workbook page to show to everyone else.
6. **[PPT]** Have participants fill in the gaps in the circle with the words **risk, vulnerability, commitment, trust**, in any order.



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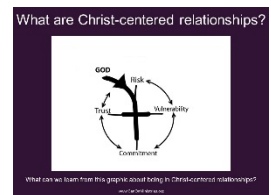
7. Share: You have just drawn a picture of **how relationships work** and how they fall apart. Relationships involve risk, trust, commitment and vulnerability in an on-going cycle. We experience these natural elements at different points in our relationships, including the brokenness that can happen with trust, vulnerability, commitment and risk.

For example, I take a risk in telling you something about my child and trust that you're not going to judge me as a parent based on my child's choices. If I sense that you are judgmental, if you don't listen well but rush to tell your own story, I'll feel more vulnerable the next time and our relationship remains more surface, less of a commitment.

8. **Choose any name** that you wrote around your circle. Think about that person while I ask you some questions for reflection (*no answers, let participants think quietly*).
- Have you taken any risks in your relationship with this person?
 - Did that risk lead you to trust this person or not? Did you feel vulnerable?
 - Have you made a stronger commitment to this relationship? Why? Why not?

Choose another name that you wrote. Think about that person while I ask you some questions.

- Are you in a committed relationship with this person?
 - Have you ever felt vulnerable in this relationship?
 - If you felt vulnerable, did you then take a risk?
 - Has trust grown in your relationship?
9. **[PPT]** We can only be in Christ-centered relationships when we **bring God through Jesus Christ into this circle**. Christ bridges our brokenness in relationships. So, add God to your picture.



GenOn Ministries believes that the first and primary responsibility of every person is to be in an abundant life-giving relationship with God through Jesus Christ. Our task is to **image Christ** by intentionally modeling the elements of risk, trust, commitment and vulnerability in our relationships with others. This is what God has done for us and revealed to us through Jesus Christ.

10. **ASK:** What is helpful in this graphic about being in Christ-centered relationships?
Take some popcorn-type answers.

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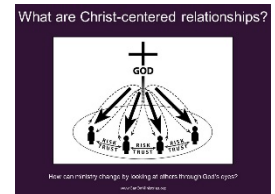
Seek to See Others as God Sees Us (8 minutes)

[PPT] Seeking to see others as God sees us.

1. What happens now that we are taking risks, being vulnerable, making commitments and trusting others with Christ as our model? **Authentic Christ-centered community** begins to form because we are able to see others the way God sees them.



[PPT] We have a picture for this. **ASK:** What are the pieces that you see in this picture? *Take some popcorn-type answers. Don't ask participants to explain the picture, only ask them what they see (arrows, dotted lines, circle, cross, people). Explain the pieces of the picture.*



- a. Bold lines – God's relationship with us, unconditional love and grace
 - b. Dotted or broken lines – our relationship with God, we try to do the same as God, but fall short
 - c. People and risk/trust – our relationships with others (*refer to circle exercise*)
 - d. God and cross – God's presence in our lives through Jesus Christ
 - e. Dotted lines through the cross – looking at others through God's eyes, rather than our own eyes, creating opportunities for true Christian community
2. Our relationship with God **changes our relationship with others.**
 - a. God has revealed through Jesus Christ that we are all made in the image of God. Christ modeled how we are to treat others.
 - b. Seeing others as being made in the image of God can be easy or difficult. **Remember the names on the spokes?** It's easy for us to see our friends, family, others we like as being made in the image of God. What about those names that you wrote when I asked you to think of people you'd rather not spend time with. Is it easy to see them as made in the image of God?
 - c. God loves each of these people (*point to graphic*), and desires to be in a right relationship with them. When we decide to treat every person as a child of God, we grow relationships that are centered in Christ. When that happens, we catch flashes of what it is like to have the Kingdom of God truly "in our midst."

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- d. *Choose someone to read Luke 17:20-21:*

Once, on being asked by the Pharisees when the kingdom of God would come, Jesus replied, 'The coming of the kingdom of God is not something that can be observed, nor will people say, 'Here it is,' or 'There it is,' because the kingdom of God is in your midst.'"

Modeling these kinds of relationships is not only about the children and youth, Often the hardest part of ministry with young people is the adults. Invest in those relationships as much as the relationships with young people.

3. **[PPT] ACTIVITY:** *If time allows, have participants stand and pair up with someone who has similar eye color to discuss the question below. If time is short, have table groups discuss this question.*



How can ministry change by looking at others through God's eyes?

Closing (3 minutes)

1. *Share that GenOn has much more information on Christ-centered relationships explained through theograms. Workbook page 47 has a detailed chart, which is explained in "Defining LOGOS," part of the LOGOS Toolkit.*
2. *Invite participants to take a couple minutes to think quietly about this question and make notes in their workbook [page 16]:*
What have I learned in this session that will help me as I lead children and youth?

AFTER THIS SESSION

NEXT: 5-minute transition to Let's try Worship Arts

Let's try Worship Arts (Worship Arts)

The Worship Arts session teaches ways to serve God through worship and models excellent leadership.

Participants will either choose a worship art or be assigned to an art, either way is fine. Assigning an art helps adults understand how young people may feel vulnerable in trying a new activity. TL will help the participants to feel very comfortable about leading the art in the closing.

Choose options to be taught for Worship Arts by considering the number of training leaders, their preferences, and available resources. Choose one or two options from this list. The closing worship does not allow time for more than 2 options.

- Ring & Sing
- God Rods
- Freeze Frame
- Prayer Banners/Flags

It is our hope that when participants return to their congregations, they can adapt what they have learned in the Encounter to use in their worship services with children and youth. Encourage them to be creative.

To prepare for this session, read *How and Why of the 4 Parts of LOGOS* (<https://www.genonministries.org/collections/logos-toolkit>).

This session takes 20 minutes.

Workbook page: 17

Supplies and set up

1. Copies of worship arts pages from the activities that will be taught
2. Materials needed to teach worship arts activities
3. Music stands and pencils may be needed
4. If dividing into groups for multiple worship arts, determine how to form groups.
5. Determine where worship arts practices will take place.

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1. *Share that we will experience a typical Worship Arts activity that can be used in churches. Share the goal of Worship Arts – to learn and practice ways to serve God through worship.*
2. *Introduce and teach Worship Arts option(s).*
3. *Explain when and how this option will be used in the closing. Make sure participants are comfortable leading the option. Explain the closing and where their activity will take place.*
4. *Make arrangements for moving Worship Arts supplies to the closing space.*

AFTER THIS SESSION

NEXT: 5-minute transition to Family Time/Dining room

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RING & SING

Two options (from *Worship Arts Resources for Children and Youth*)

- Come, Ye Thankful People, Come
- The Summons

Ring and Sing is a simple method of ringing handbells or handchimes. With this method, certain chimes or bells are assigned to certain words in a song. Each time that word is sung, the associated chime/bell is rung, thus ringers do not need to know how to read music. Players sing the song, too. Two bell pieces using the Ring and Sing method are found later in this section. Some notes for leadership of the Ring and Sing method:

1. Set up the room with tables (and foam, if ringing bells), chimes/bells needed, copies of the Ring and Sing song for each ringer, and pencils.
2. Assign the appropriate bells/chimes to each person.
3. Review proper ringing technique using a pencil first; then switch to chimes.
4. Everyone rings the bells/chimes on the table in front of them. To practice, instruct the ringers to ring on count 1 (while leader counts to 3 or 4); ring on count 2; ring on count 3; etc.
5. Teach the song first (no chimes) reviewing melody, rhythms, and text.
6. Add claps, at chest height, on the downbeats (beat 1) while singing. In between each clap, move palms up and away from each other in a circular motion; left hand rotates counter clockwise; right hand rotates clockwise; until both hands meet again, at chest height, on the next downbeat.
7. Allow ringers time to find the letter name of their assigned chime on the Ring and Sing page. Have them circle the letter name and corresponding word, using a pencil, every time their letter appears.
8. Let them try ringing and singing.

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COME, YE THANKFUL PEOPLE, COME

Tune: St. George's Winsor, Words: Henry Alford (1810-1871) Music: George J. Elvey (1816-1893)

C A F	G E C	A F D	C A F	C A F	G E C	A F C	E C# A
1 Come, ye	thankful	peo-ple,	come;	raise the	song of	har-vest	home:
2 All the	world is	God's own	field,	fruit un-	to His	praise to	yield;
3 For the	Lord our	God shall	come,	and shall	take His	har-vest	home;
4 Ev-en	so, Lord,	quick-ly	come	to thy	final	har-vest	home;

A F D	D Bb G	G E C	C A F	C A F	G E C	G E C	G E C
All is	safe-ly	gath-ered	in,	ere the	win-ter	storms be-	gin;
Wheat and	tares to-	gether	sown,	un-to	joy or	sor-row	grown
From his	field shall	in that	day	all of-	fens-es	purge a-	way;
Gather	Thou Thy	people	in,	free from	sor-row	free from	sin;

G E C	G E C	C A F	C A F	C A F	C A F	F D Bb	F D Bb
God, our	Maker,	doth pro-	vide	for our	wants to	be sup-	plied;
First the	blade, and	then the	ear,	then the	full corn	shall ap-	pear;
Give His	an—gels	charge at	last	in the	fire the	tares to	cast,
There for-	ever	pur-i-	fied,	in Thy	presence	to a-	bide;

A F D	D Bb G	G E C	C A F	F D Bb	C A F	C A F	C A F
Come to	God's own	tem-ple,	come,	raise the	song of	har-vest	home.
Lord of	har-vest,	grant that	we,	wholesome	grain and	pure may	be.
But the	fruitful	ears to	store	in His	gar-ner	ev-er	more.
Come with	all thine	an-gels,	come,	raise the	glo-rious	har-vest	home.

Chimes needed: F, G, A, Bb, C, C#, D, E

THE SUMMONS

The Summons by John Bell

A Bell/Chime

Will you come and fol-low me if I but call your name?

Will you go where you don't know and nev-er be the same?

Will you let my love be shown,

will you let my name be known,

will you let my life be grown in you and you in me?

Will you leave your-self be-hind if I but call your name?

Will you care for cruel and kind and nev-er be the same?

Will you risk the hos-tile stare

Should your life at-tract or scare?

Will you let me an-swer prayer in you and you in me?

Will you let the blind-ed see if I but call your name?

Will you set the pris-oners free and nev-er be the same?

Will you kiss the lep-er clean,

and do such as this un-seen,

and ad-mit to what I mean in you and you in me?

Lord, your sum-mons ech-oes true when you but call my name.

Let me turn and fol-low you and nev-er be the same.

In your com-pa-ny I'll go

where your love and foot-steps show.

Thus I'll move and live and grow in you and you in me.

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The Summons by John Bell

Bb Bell/Chime

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The Summons by John Bell

C Bell/Chime

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The Summons by John Bell

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The Summons by John Bell

F Bell/Chime

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GOD RODS

God Rods for worship arts is the use of wooden dowel rods as movement in an established, practiced routine set to music appropriate for worship. God Rods are made from wooden dowel that have been cut to about 18", though there is really no set length. As experience with God Rods grows, different lengths of dowels can be used. God Rods can be painted in a variety of colors or with a single color.

- This worship art is appropriate for middle school and high school students and adults.
- Use with an adult choir anthem, congregational hymn or praise band song. While the adults are singing the song, the young people share a prepared routine using God Rods.
- Examples of God Rods routines can be found at
<https://www.youtube.com/watch?v=BY3ZorUlofk>
https://www.youtube.com/watch?v=TQMxB2p79_k

Resources

Salt and Light Ministries. **Movement for Non-Movers: God Rods.** DVD.
www.saltandlightmin.org.

<http://www.creativemin.com/category/dowel>

For the Encounter experience:

If host church does not have God rods, training leader will need to provide.

Provide words to be sung OR a recording to be played during worship (words are not included in Leader Guide or the workbook). Make plans to teach song to all participants prior to worship.

Motions for "Kum Ba Yah" are on the following pages.

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God Rods motions for “Kum Ba Yah”

FREEZE FRAME

DRAMATIC SCRIPTURE TELLING USING TABLEAUX

Read the article at this link by Tom Long in *Reformed Worship* to understand how Freeze Frame works: <http://www.reformedworship.org/article/march-2005/freeze-frame-dramatic-scripture-telling-using-tableaux>.

Freeze Frame Guidelines

1. Explain to participants how Freeze Frame works. Use a bell, chime or other soft sound to indicate when to open and close eyes.
2. Explain that, to practice Freeze Frame, they will hear a segment of the Prodigal Son story, and then position themselves in a frozen scene. Read Luke 15:22-24 to the participants. Have participants stand up, and *quickly* brainstorm ways this passage could be depicted in a frozen scene. Have participants move to the agreed-upon positions. This is a practice Scripture, so work quickly.
3. Once they have the concept of Freeze Frame, hand out the Scripture on the following page. Let participants read it silently, then invite 1 person to read it to the group.
4. EITHER have the whole group work on scenes for all segments of Scripture (segments are indicated within the Scripture) OR divide the group into smaller groups and distribute segments among the new groups.
5. An effective Freeze Frame will portray the *significant* idea of a segment, not *every* idea of a segment. For a scene, determine the main idea, then work on how to portray that idea in a frozen scene.
6. A scene does not need to include all the participants. When participants are not included in a particular scene, they should move to the side.
7. To simplify the process, the training leader may do the reading with *all* participants participating in the scenes.

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John 1:1-5, 11-14

Narrator: The following story from the Bible will be presented as a series of frozen scenes or tableaux. We ask for your help in this way: When you hear this tone [ring bell 1 time] please close your eyes, bow your heads, and listen as part of the text is read. When you hear the tone a second time [ring bell again] open your eyes to view the scene. When you hear the tone a third time, close your eyes and listen as more of the story is told, and continue that way through the reading. When you hear a tone you'll either close your eyes to listen or open your eyes to view the scene.

[Ring bell] Please close your eyes.

In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God. All things came into being through him, and without him not one thing came into being. What has come into being in him was life, and the life was the light of all people. The light shines in the darkness, and the darkness did not overcome it.

[Ring bell – wait 3 seconds]

He came to what was his own, and his own people did not accept him. But to all who received him, who believed in his name, he gave power to become children of God, who were born, not of blood or of the will of the flesh or of the will of man, but of God.

[Ring bell – wait 3 seconds]

And the Word became flesh and lived among us, and we have seen his glory, the glory as of a father's only son, full of grace and truth.

PRAYER BANNERS/FLAGS

Supplies: white paper, pencils, fabric markers, 12-inch squares of white cotton fabric or cardstock, string and clips for hanging pictures together, method for attaching pictures to the wall

1. Invite each person to think of a prayer request for someone else.
2. Invite each person to create a design idea for their prayer request using paper and pencil.
3. Give each person a square of cloth or cardstock and fabric markers. Give participants time to recreate their drawing design on the fabric or cardstock.
4. Once completed, in the closing space, hang the pictures on the wall individually or hang them together on a string.
5. Invite participants to take their banner home after the closing.

Let's eat (Family Time)

The Family Time session provides the experience of being part of God's family over a shared meal and models excellent leadership. *During Family Time, especially when new churches are attending, briefly explain the responsibilities of Dinner Dean, Table Parents and Kitchen crew.*

The host church will choose the theme from this list: Mexican Lunch, Planting Seeds, Jonah and the Whale, and Birthday Lunch. Server selection, blessing, thanks and activity for all themes are in *Family Time Themes 1* (<https://www.genonministries.org/pages/training-leaders>). You can use the prepared thanks, blessing and activity for the chosen theme or prepare your own. In any case, if using copies of the blessing and thanks for participants, you must make your own.

Wear something that reflects the theme.

To prepare for this session, read the Family Time section of *How and Why of the 4 Parts of LOGOS* (<https://www.genonministries.org/collections/logos-toolkit>).

Workbooks are not used during this time, but when Family Time is over, participants should be encouraged to note the activities on workbook page 18.

This session takes 45 minutes.

Supplies and set up

1. Workbook (after Family Time)
2. Gather supplies for the chosen theme.
3. If desired, print blessing and thanks for participants.
4. Get food service instructions from the kitchen crew.

1. *Share that we will experience a typical LOGOS Family Time and the goal of Family Time – to experience being part of God's family over a shared meal.*
2. *Invite participants to make new friends during lunch by sitting with people who are not from their church. For church groups of 2, they may be more comfortable not separating during lunch, which is fine.*
3. *Suggested schedule for Family Time:*

10 minutes	Welcome, choose table parents and server, say/sing blessing
20 minutes	Eat lunch, serve/eat dessert, learn thank you for kitchen crew
5 minutes	Clean tables, thank kitchen crew
10 minutes	Family fun

AFTER THIS SESSION

NEXT: 10-minute break, then How do the 4 parts work?

How do the 4 parts work?

The “How do the 4 parts work?” session explains the why and how of each of the 4 parts by looking at the goal of each part and thinking about how to do the 4 parts most effectively. Most of the session is conversation-style, rather than lecture, with participants sharing in the teaching.

It is important for participants to move around, rather than sitting in the same place the whole time, so pay attention to the instructions for movement. This will increase their attention to the topics and keep them energized.

As groups are making their presentations, make corrections when a point shared is not a best practice. For example, if a point about competitive games is shared, help participants talk through how noncompetitive activities in LOGOS help to affirm each person as a child of God.

To prepare for this session, read *How and Why of the 4 Parts of LOGOS* (<https://www.genonministries.org/collections/logos-toolkit>).

Workbook pages: 19-24

This session takes 30 minutes.

Supplies and set up

1. Workbook
2. PowerPoint and remote
3. Easel paper and marker for each of the 4 parts. Title each easel page with one of the 4 parts.
4. Prepare slips of paper for the energizer by writing each of the 4 parts on separate slips of paper. *If all churches attending are from new churches (no current LOGOS churches), rather than writing one of the 4 parts on the slips, write these activities on slips: acting out a game, eating together, singing together, and studying the Bible together.*

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4 Parts Together (5 minutes)

1. **[PPT]** Look at Acts 2:42 again. The early Christians (1) learned, (2) had fellowship, (3) shared meals, and (4) prayed.

These 4 activities helped believers to

- a. Form the first Christian communities
- b. Grow together in mind, soul and body
- c. Practice being in a new relationship with each other, and with God.



2. **[PPT]** This session focuses on the Balanced ministry **Bone**, otherwise known as the four parts of LOGOS – Bible Study, Recreation, Worship Arts and Family Time – which model the same activities for the same reasons as the early church.
- 
3. In LOGOS, to create the weekly retreat experience, one of the **Bones**, it is important to practice the 4 parts on a regular basis. Churches choose a number of weeks to meet, like 6-8 week sessions in the fall and spring or 20 weeks with set breaks during the year, whatever calendar works for your church to gather on a regular basis.
 4. When all 4 parts work together, some important changes start to happen (*if time allows and current LOGOS churches are present, ask what these important changes might be*):
 - a. People in the church begin to share their gifts and time in a variety of ways. Leaders of all 4 parts are called to use their gifts, not recruited to fill a spot.
 - b. Christ-centered relationships are obvious
 - c. All ages form relationships and that, in turn, creates space for intergenerational ministry.
 - d. New energy is created, not just in LOGOS, but in other ministries and areas of the church
 - e. Treat each other as a Child of God where each person matters, all are equal because we are all created in the image of God and we treat each other in the very best way.
 - f. *Add other observations from personal experience.*

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How each part works (5 minutes)

This activity will help participants to start thinking about the 4 parts and serve as an energizer.

Divide into 4 groups using IDEAS FOR DIVIDING INTO GROUPS in the Let's Play! session OR by grouping them by the type of snack they prefer – salty, sweet, spicy, savory OR some other method.

Have groups move away from the tables and into another space, if room allows.

Assign one of the 4 slips (prepared earlier) to each group. Groups should not say their part aloud for others to hear. Give groups only 1 minute to figure out how they will silently act out their part.

After 1 minute, invite groups to act out their part while others guess which of the 4 parts they are acting out. If all new churches are present, participants will be guessing the activity rather than the part.

Try to move through this activity as quickly as possible.

Congratulate participants on their good acting!

Have participants return to tables, staying with their group. Have an easel page and markers ready for each group.

Four Parts (15 minutes)

1. *If all participants are from new churches, before proceeding to item 2, make a short presentation on each of the 4 parts by reading the goal together and asking the associated question, which are intended to be easy to answer, not difficult or time-consuming. If all or some current LOGOS churches are present, proceed to item 2.*
 - a. Bible study – *Read the goal together [page 20]. **Ask:** What is one thing we can understand by reading the Scriptures?*
 - b. Recreation – *Read the goal together [page 21]. **Ask:** What is the only rule of LOGOS?*

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- c. Family Time – *Read the goal together [page 22]. **Ask:** What is one leadership opportunity in Family Time?*
 - d. Worship Arts – *Read the goal together [page 23]. **Ask:** What is one art that can be taught in Worship Arts? *Lift up the importance of the Worship **Bone**.**
2. *Using the same part from the energizer, invite groups to do the activity in their workbook [page 19]. Give groups about 6 minutes for this part.*
 - a. *Groups will review the information for their part on the appropriate workbook page.*
 - b. *Each group will decide on the 5 most important points for their part. Groups will write the points in their workbook and on easel paper.*
3. *When all groups are done, each group, using their easel pages, will share their points with the whole group. Participants can take notes on what is shared. Invite participants to take pictures of the easel pages during the next break.*

TLs: make corrections or add more points to those shared, if needed. Make sure these points were listed/shared:

 - *Worship Arts: the importance of participating in and leading worship*
 - *Recreation: everyone participants, including adults*
 - *Family Time: having everyone participate in all aspects (serving, playing games, etc.)*
 - *Bible study: being intentional when choosing curriculum*
4. *Participants may return to their seats.*

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Recap 4 Parts (5 minutes)

1. To invite some brainstorming about the 4 parts, **ASK**:
 - a. What are some hobbies people in your church could teach or share in LOGOS?
 - b. What are some ways your church's young people could lead in worship? What are some ways adults and young people could lead together in worship?
 - c. What are some fun Family Time themes (*current LOGOS churches*) from your church or (*new churches*) that you can think of?
2. GenOn has resources for all 4 parts of LOGOS [workbook page 24].
 - a. Examples of our resources
 - b. All resources are downloadable.
 - c. *For the next week, participants can use their 25% discount code for resources in the store. Share the discount code and invite participants to write it in their workbook [page 24].*

AFTER THIS SESSION

NEXT: Who is leading LOGOS?

Who is leading in LOGOS?

The “Who is Leading LOGOS?” session explores the biblical process of call. Participants will consider their gifts and the gifts of others in their churches, and learn how to match individuals with tasks using their gifts.

To prepare for this session, read the sections on the Process of Call in *Defining LOGOS* and *LOGOS Administration* (<https://www.genonministries.org/collections/logos-toolkit>).

Workbook pages: 25-28

This session takes 30 minutes.

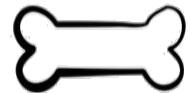
Supplies and set up

1. Workbook
2. PowerPoint and remote
3. Select 6 people to read the Ephesians Scripture passage.

Our Gifts (7 minutes)

ASK: Are you ready to know how to get people involved in all these parts of LOGOS?

1. **[PPT]** 3 groups of people who lead in LOGOS:
 - a. Parents – part of the “family investment” **Bone** is being involved as a leader in some role (Table Parent, Recreation leader, setting tables, cooking, leader or Worship Arts, countless opportunities to use gifts)
 - b. Other adults – anyone and everyone can lead in LOGOS, whether on a regular basis or in a short-term role, but always thinking about their gifts
 - i. Consider empty-nesters, young adults, older adults
 - ii. **Bone**: clergy involvement based on their gifts (*give a personal example of how clergy can be involved in LOGOS*)
 - iii. Some churches invite older youth, usually grades 9-12, to use their gifts, maybe as helpers or assistants



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- c. Leadership team – volunteers and church staff who agree to serve for a set length of time, intentionally defined responsibilities for each person, membership rotates, they serve as decision makers, encouragers, troubleshooters and vision casters for LOGOS
2. When we talked about the **Bones** earlier today, we used the term “call.” Let’s think about that now, starting with your gifts.

ASK: Have you ever been told that you have a particular gift or talent, like singing, playing the piano, speaking in public, or painting, planning and organizing, teaching, preaching, praying, encouraging others? *Give participants a few minutes to share their responses.*

3. In **Ephesians 4**, we read about gifts and being called. *Invite 6 participants to take turns reading verses from their workbooks [page 25].*

READER 1: I therefore, the prisoner in the Lord, beg you to lead a life worthy of the calling to which you have been called, ²with all humility and gentleness, with patience, bearing with one another in love, ³making every effort to maintain the unity of the Spirit in the bond of peace.

READER 2: ⁴There is one body and one Spirit, just as you were called to the one hope of your calling, ⁵one Lord, one faith, one baptism, ⁶one God and Father of all, who is above all and through all and in all.

READER 3: ⁷But each of us was given grace according to the measure of Christ’s gift.

READER 4: ¹¹The gifts he gave were that some would be apostles, some prophets, some evangelists, some pastors and teachers, ¹²to equip the saints for the work of ministry, for building up the body of Christ, ¹³until all of us come to the unity of the faith and of the knowledge of the Son of God, to maturity, to the measure of the full stature of Christ.

READER 5: ¹⁴We must no longer be children, tossed to and fro and blown about by every wind of doctrine, by people’s trickery, by their craftiness in deceitful scheming.

READER 6: ¹⁵But speaking the truth in love, we must grow up in every way into him who is the head, into Christ, ¹⁶from whom the whole body, joined and knit together by every ligament with which it is equipped, as each part is working properly, promotes the body’s growth in building itself up in love.

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Recap Scripture:

- All have gifts
- Gifts are to be used to build up the body of Christ, the church.
- Spiritual gifts are not limited to certain ages and stages of life. Gifts can change, and gifts can grow.
- God's people never outgrow the offering of their gifts in the church. We can never be too young or too old or too busy.

4. The **Rev. Dr. Francis H. Wade** served as interim dean of the National Cathedral in Washington, DC. He shared this in a sermon on Day 1 radio...

Are you a gifted person? Yes, absolutely. Where you come from is a gift. Who you are is a gift, what you long to be are all gifts given you by God. The opportunities you have that come from where you are now, and what is going on now and the relationships you have now are also gifts from God. Use them to the Glory of God ~ to the building up of the Body of Christ. Use them to make the world God loves a better place. Do that and you will be doing the business of life.

Recognizing Gifts in Others (8 minutes)

1. The Bible is full of **stories** about people who were asked or told by God to do a particular task. Take Moses, for example.

ASK: What did God want Moses to do? *Invite answers from the whole group.*



ACTIVITY: *Table groups will think of people in the Bible who were asked by God to do a particular job or task [workbook page 26].*

Give groups only 5 minutes to list 3 or 4 people AND groups should create a simple motion for each name on the list to represent the task that God wanted them to do. For example, for Moses, the motion might be the group standing and parting the Red Sea by moving their arms in a dramatic fashion. TL can demonstrate.

After 5 minutes, go around the room, inviting each table to share one name and motion, going around the room until all names with motions have been shared.

Thank participants for their good work.

God continues to call people, people in your own congregation.

If time allows, TL can share a short version of their own call story.

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2. Just as God called these people to particular tasks, we have the responsibility and privilege of identifying and calling forth gifts in each other. Sometimes, these gifts are newly discovered, not having been recognized even by the possessor of them. And, sometimes, gifts are sitting right in front of you screaming to be discovered.

Every Christian is a part of the Body of Christ. Every part of the Body is important to the whole.

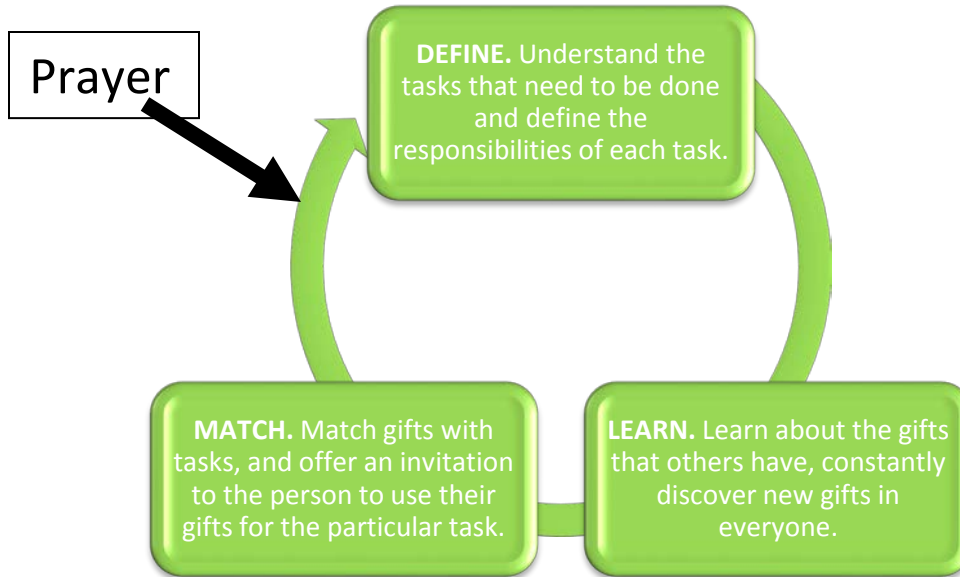
Everyone is called into ministry according to the gifts that God has given to each person. *Invite participants to think back on the questions they answered about who first called them to ministry. Have them consider how they can give someone else that same gift.*

Matching Gifts to Tasks (15 minutes)

1. **ASK** (*allowing for popcorn-type answers*):
 - a. What reasons do people often give for not serving in the church?
 - b. What are some ways your church has tried to get new leaders?
 - c. Have these approaches been successful?
2. There are a variety of ways to bring people into ministry leadership. We believe that **God intends for churches to recognize the gifts** with which God has equipped the church, and to use those gifts for leadership. To do that, GenOn has a process for helping churches to share their gifts that is biblical, intentional, and surrounded in prayer.
3. **[PPT]** Our process includes prayer, and practicing 3 steps, on a continual basis [workbook page 27]. *Invite them to take notes around the graphic in their workbook.*



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a. Start anywhere in the circle and move either direction through it.

b. **[PPT] Define.** It is critical to know what we are calling people to do.

- This step takes time and the information is constantly being updated so it is an ongoing process.
- Some key pieces of information for each task: a description of the task, the terms of the task (a year, ongoing), qualities/gifts needed, frequency of meetings, training and support available, a contact person for more information.



c. **[PPT] Learn.** It is important to believe that if God wants a ministry to take place, God will give your church the resources – people – necessary for that ministry.

- Consider the abilities, gifts and capabilities – gifts – that God has already placed in your midst.
- Collect this information in a spreadsheet, a database, or a pencil and paper list, any way that you can keep this information up to date.
- Information you may want to collect about people, in addition to the gifts others see in them: roles they have held in the past, people who really know the person, things they enjoy doing both in the church and outside the church.
- Gift inventories are a good way to start collecting this information. If you ask people to tell you their gifts and how they would like to serve, make sure you invite them to serve.



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d. **[PPT] Match.** the gifts to the tasks.

- Think about the person who best matches the gifts needed for a particular task.
- Make the invitation personal (why me?).
- Provide enough time for prayerful thinking, without the invitation being completely open-ended. Help them feel loved even if their answer is “no” or “not now.”



e. **[PPT] Pray.** Most importantly, we must believe that God has plans for your church and wants to help you discover gifts in others in order to bring God’s plan to fruition. Prayer constantly surrounds this entire process. What are our prayers?

- To be open to how God is calling people to serve
- To be listening to God
- For people to be open to the possibilities, etc.
- For discernment, guidance, knowledge, and insight



ASK: What are the 4 words in thinking about discerning gifts? Prayer, Define, Learn, Match. If time allows, ask what questions participants have about the overall process. Do not get into specifics for the “how” and let participants know that GenOn can be help churches incorporate a system of call in their church. Note any churches that request this and share it with Betsy.

4. **[PPT] ACTIVITY:** Invite participants to try out this process as a group by matching each name to the task it best matches.



After the obvious matches are made, **ASK:** Did you make any decisions based on an imagined age of each person? Would you change any matches if, for example Robert is an older adult? Sam is a high school junior? Amy is 10 years old?

Who is leading LOGOS?	
MATCH THE ROLE TO THE NAME	
Youth Director	Outreach Team
Retreat Planning Committee	Kitchen Ministry

1. Robert is very relational, has a strong faith, good sense of humor, loves youth, and like to be creative.
2. Sam is a wonderful cook, is good-natured and has experience feeding groups of people.
3. Amy likes to be outdoors, can make anything out of anything, loves to try new activities, and is gifted at bringing all ages together.
4. Mary is engaged in the community, travels widely, has a deep faith, and is very resourceful.

Continue the conversation using the other positions, helping participants to ponder the significance of multiple ages working together.

[Tasks and people on the following page.]

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Tasks: Kitchen Ministry, Outreach Team, Retreat Planning Committee, Youth Director

People:

- Robert is very relational, has a strong faith, good sense of humor, loves youth, and likes to be creative. (youth director)
- Sam is a wonderful cook, is good-natured and has experience feeding groups of people. (kitchen ministry)
- Amy likes to be outdoors, can make anything out of anything, loves to try new activities and is gifted at bringing all ages together. (retreat planning committee)
- Mary is engaged in the community, travels widely, has a deep faith, and is very resourceful. (outreach team)

5. **ACTIVITY:** *Divide into 4 groups by having participants, one at a time going around the room, say a part of this phrase: Pro – cess – of – call,” like counting off, but with syllables. When finished, all those who said “Pro” are in one group. All those who said “cess” are in one group. All those who said “of” are in one group, and all those who said “call” are in the one group. Participants move into groups to discuss the questions in their workbook [page 28].*



- What are the benefits of using an intentional process to help people share their gifts?
- Can you think of any challenges you might encounter in discovering gifts in others?
- What is one thing your church could do to begin helping your congregation to share their gifts?
- What questions do you have about your gifts or discovering gifts in others?

If time allows, invite table groups to share a few answers with the whole group, especially answers to the last question.

Refer participants to “Are You Open,” “Identifying Needs” and “Identifying Names” [pages 48-50] in the More LOGOS Tools.

6. *Invite participants to return to their seats and take a couple minutes to think quietly about this question and make notes in their workbook [page 28]:*

What concepts have I learned that will help me to invite others into an area of ministry in my church?

AFTER THIS SESSION

NEXT: 10-minute break, then How do we care for our leaders?

How do we care for our leaders?

The “How do we care for our leaders?” session helps participants understand the importance of equipping and empowering their teachers, Table Parents and other LOGOS leaders.

To prepare for this session, read *How and Why of the 4 Parts of LOGOS* (<https://www.genonministries.org/collections/logos-toolkit>).

Workbook pages: 29-30

This session takes 15 minutes.

Supplies and set up

1. Workbooks
2. PowerPoint and remote
3. 2 easel pages titled “Equipping” and 2 easel pages titled “Empowering”
4. Put markers with the easel pages
5. Invite 2 participants to read the 1 Timothy and Hebrews Scripture passages.

Defining “Empower” and “Equip” (5 minutes)

2. **[PPT]** Let’s talk about how to care for leaders, the Equipping leadership **Bone**.

ACTIVITY: *Invite participants to face everyone at their table, and have fun making exaggerated expressions showing:*



- when someone greatly appreciates you
- when you don’t feel appreciated
- when you love to be in ministry
- when you are ready to quit everything
- when someone new jumps into leadership



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2. Google gives us these **definitions** of “empower” and “equip”:

[PPT] Empower - make someone stronger and more confident, especially in controlling their life and claiming their rights

[PPT] Equip - supply with the necessary items for a particular purpose

Think of empowering as feeding the soul and equipping as providing the tools.

For example, we can *empower* teachers by having specific people pray for them during their teaching year and sending them notes of appreciation during the year. We can *equip* them by providing curriculum and other supplies that they will need.

Ideas for Empowering and Equipping Leaders (10 minutes)
--

1. What do Scriptures say about caring for leaders? Invite 2 participants to read these Scriptures aloud [workbook page 29]:

1 Timothy 2:1-3 *“First of all, then, I urge that supplications, prayers, intercessions, and thanksgivings be made for everyone, ² for kings and all who are in high positions, so that we may lead a quiet and peaceable life in all godliness and dignity. ³ This is right and is acceptable in the sight of God our Savior”*

Hebrews 13:7 *“Remember your leaders, those who spoke the word of God to you; consider the outcome of their way of life and imitate their faith.”*

- An urging to pray for leaders
- Giving thanks for leaders
- Offering intercessions for leadership
- Leaders speak God’s word to others, so that the leaders’ faith can be imitated.

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2. **ACTIVITY:** Designate 2 tables some distance apart. Put one set of easel pages (one “equipping” page and one “empowering page”) and a few markers on each table.



- a. Invite participants whose birthdays are from January to June to line up by one table, with the earliest birthday first and the latest birthday last.
 - b. Invite the rest of the group (July to December birthdays) to line up by the other table with the earliest birthday first and the latest birthday last.
 - c. To help them move quickly, tell them they must be in place by the time TL counts down to zero. Then, start counting from 20 down to zero (TL may need to slow down the counting if they are not in place in time).
 - d. Once everyone is lined up, the first person in line write either a way to equip or a way to empower a LOGOS teacher or leader on the appropriate easel page. After writing, that person goes to the end of the line, and the next person writes their idea. This continues until everyone has had a chance to write on the easel pages OR all ideas from the group have been written on an easel page.
 - e. Take a **picture** of the pages to e-mail to Betsy afterwards.
 - f. Participants can return to their seats. Make sure everyone can see all the easel pages.
3. **[PPT]** For each **method for empowering and equipping leaders**, read the heading (in bold) and ask the associated question. Move quickly through the topics. If time is short, choose one or two topics.



- a. **[PPT] In-house training** – What topics could be taught by someone in your church?
- b. **[PPT] Webinars and podcasts ASK:** Who has listened to a podcast? Who has watched a webinar?
- c. **[PPT] Community building experiences** – Do your LOGOS leaders have an annual retreat?

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- d. **[PPT] Faith-deepening experiences** – What do you see on the easel pages that could help to deepen faith in leaders?
- e. **[PPT] Outside training** – *Invite participants to look at GenOn's recommended 3-year training cycle on page 40-42.*
 - i. First year – you attend an Encounter (like this one!) or a Boost refresher.
 - ii. Second year – you host a topic specific training for leaders.
 - iii. Third year – you plan your own in-house training and/or a coaching visit with GenOn.

Then, repeat the process. Churches will look at these options in more detail in the Church Planning session.

- 4. Finally, when we think about equipping and empowering leaders for ministry:
 - Important to make sure this happens on a regular basis
 - Doing anything in the church on a regular basis requires someone or some group to make it happen
 - Who is that person or group in your church? Participants can think silently.

Invite participants to take a few moments to think quietly about this question and make notes in their workbook [page 30]:

What concepts have I learned that will help our church to better care for our leaders?

AFTER THIS SESSION

NEXT: Let's Play!

Let's play! (Recreation)

The Recreation session provides experiences of GREAT FUN at the expense of no one else and demonstrates excellent leadership by having FUN, giving clear and concise instructions, transitioning quickly between activities, playing with participants, and treating each person as a child of God.

Team Coordinator may consider having two recreation groups with TLs leading different groups. This could provide opportunities to do a variety of activities – games, crafts, etc.

To prepare for this session, read the Recreation section of *How and Why of the 4 Parts of LOGOS* (<https://www.genonministries.org/collections/logos-toolkit>).

Workbook page: 31

This session takes 20 minutes.

Supplies and set up

1. *Share that we will experience a typical LOGOS recreation time, using activities that are appropriate for adults and young people, and the goal of recreation – to experience great fun at the expense of no one else.*
2. *Plan for a full 20 minutes of activities. Have more activities planned that you will, likely, have time to do.*
3. *Start with an icebreaker activity to help participants learn names.*
4. *Next, have 2-4 activities that demonstrate a variety of options for great fun*
5. *Close the experience using a prayer or a lower-energy activity.*

Move quickly from one activity to the next. Be sure to have GREAT FUN.

AFTER THIS SESSION

Clean up supplies, equipment or materials.

NEXT: 5-minute transition to Church Planning

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IDEAS FOR DIVIDING INTO GROUPS

1. Each person takes a piece of wrapped candy from a bag of mixed candy, Divide into groups by flavor.
2. Use a deck of cards. Divide into two groups (red or black), four groups (suits), three groups (face cards, odds, evens).
3. Birthdays. Everyone born on an even numbered day goes in one group, an odd numbered day in the other group.
4. Four Seasons. Divide into groups based on birthday month (Spring, Summer, Winter or Fall).

IDEAS FOR ACTIVITIES

Mingle, Mingle, M I N G L E

Supplies: None

Teach participants the mingle song, which goes, "Mingle, mingle, M I N G L E." The mingle song has no "set" tune, so make up your own silly version. Dance moves may be incorporated – be creative. Explain that while the mingle song is being sung, participants must move about the room.

After participants have mingled to the satisfaction of the facilitator, the facilitator will yell out a number, and the participants must then stop mingling and get into groups of that number. For example: After participants have mingled, the facilitator will yell out, "GROUPS OF 3". Participants would then make groups of 3 as quickly as possible. After giving participants about 10 seconds to make groups. The facilitator then yells out 2 questions for everyone to ask their group members. The questions should be get-to-know-you questions decided by the facilitator.

After giving participants adequate time to ask and answer the questions, the facilitator then starts singing the mingle song, everyone should join in and the game starts over. Depending on the size of the group, change the number required in each group. ALSO: encourage a group of three to include someone if the math leaves someone out

Question Ideas:

- What is your name?
- Favorite type of shoes?
- Most famous person you've ever met.
- Most used emoji?
- Time machine – go to the future or the past?
- If you had to do Karaoke – what is your go-to song?
- Favorite sandwich?
- Best decade – 50's, 60's, 70's, etc.

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Worst job you've ever had
If you were a dog...what breed would you be?

Cross Canada (from More Great Fun Recreation resource)

Supplies: None Space: Large room

Play: Choose one player to be "it" in the middle of the room. All other players stand together on one side of the room. The leader calls out a command that starts with "Cross Canada if," such as "Cross Canada if you are wearing blue." All those wearing blue get a free pass to go to the other side of the room (they cannot be tagged). Everyone not wearing blue must move to the other side of the room without being tagged by "it." Those who get tagged before reaching the safety of the other side, join "it" in the middle to try to catch other players crossing Canada.

Leader calls out another command and players respond appropriately. Players in the middle remain there until the game is over (when only one player remains out of the middle or the set time is over.)

Examples of commands:

Cross Canada if your birthday is in the winter (or whatever you choose)

Cross Canada if you have blonde hair.

Cross Canada if you are a girl/boy/etc.

Cross Canada if you traveled more than ten miles to get here today.

Cross Canada if you had eggs for breakfast this morning.

Cross Canada if you love coffee.

Cross Canada if you are paid staff in a church.

Cross Canada if you have ever been to Canada.

Face Off Rock-Paper-Scissors Challenge

<https://www.youtube.com/watch?v=oejO-rYG9ho>

(This YouTube version uses hula hoops – we use paper plates)

Supplies – paper plates (about 18), masking tape

Prepare Area – Lay out paper plates in a somewhat curvy line a comfortable walking pace apart. Tape paper plate to floor so people don't slip.

Play – form two teams, one on each end of the paper plate line. When TL says "START," they will walk until they meet somewhere in the middle. They then 'face-off' by playing standard Rock-Paper-Scissors (Rock smashes scissors; Scissors cuts paper; Paper covers rock) the winner of that round continues on in the same direction they

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started. As soon as they see who wins the round, a team member from the other team walks the plates to meet them for the next round of rock-paper-scissors. The person who doesn't win the round goes to the end of the other team's line (they do not return back to their original team.) Play continues as long as everyone is having fun.

Musical Pictionary (adapted from *More Great Fun* resource)

Supplies – A list of simple songs that everyone knows (TL also might want to write each song title on a slip of paper), plain paper and pencil at each table.

Divide your group so there are 3-6 people in each group. Each group sends a person to the leader to receive their song title. That person hurries back and draws the song on the paper (usual Pictionary rules; no numbers or letters can be drawn, also no talking or noises) When their group guesses the song, they should start singing it loudly. On next round, send another person to be the person who draws. Play enough rounds so each person has a chance to draw.

Song suggestions: London Bridge; Happy Birthday; Three Blind Mice; Silent Night; Jingle Bells; Twinkle, Twinkle Little Star; The Wheels on the Bus; If You're Happy And You Know It; You Are My Sunshine; Rain, Rain Go Away; Let It Go; Itsy-Bitsy Spider; Mary Had A Little Lamb

Famous Pairs (from *More Great Fun Recreation* resource)

The goal of the game is for players to find their partner based on nametags. For example, if you are Tom, you are looking for Jerry. Players find their partner by asking "yes" or "no" questions of other players. When asking questions players cannot ask directly ask about a character's name. For example, questions like "Does your name start with a B?" or "Are you Beyoncé?" are not allowed. If you think you have found your match, both players should go to an organizer to find out if they were correct or not. When correct, both players can now wear their name tags to show that they are "taken." This helps other players who are struggling to find their partner. If you didn't get it right this time, keep searching. When two players have found their match, ask them to pose as the person on their nametags for a funny photo.

Suggested Pairs:

Peanut Butter and Jelly

Spongebob and Patrick

Salt and Pepper

Adam and Eve

Mickey and Minnie

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Donald and Daisy
Batman and Robin
Beauty and Beast
Milk and Cookies
Spaghetti and Meatballs
Archie and Jughead
Hermoine and Ron
Stars and Stripes
Jack and Jill
Mary and Joseph
Bert and Ernie

Head, Shoulders, Knees, Cup

<https://www.youtube.com/watch?v=gUzoVGmsl5s>

Pair up everyone and give each pair a cup (like a red solo cup). Invite them to place the cup on the floor between them as they are facing each other. Walk participants through the actions:

“When I say ‘head’, put your hands on your heads”

“When I say ‘shoulders’ place your hands on your shoulders”

“When I say ‘knees’ put your hands on your knees.”

“When I say ‘cup’ the first person to grab the cup stays where they are, and the other person moves quickly partner with someone else.

Play continues as long as everyone is having fun.

Church Planning

The “Church Planning” session will encourage all participants to take greater ownership of their ministry moving forward. Participants will meet in church groups for this session.

Current LOGOS churches will:

1. Evaluate the state of the Leadership Team
2. Define and revise Call Process
3. Sample “LOGOS Evaluation Tool”
4. Decide on next training option

New/inquiring churches will:

1. Begin development of a Leadership Team
2. Review and apply Call Process
3. Sample “Visioning Tool for Ministry with Children and Youth”
4. Decide on next training option

The Leadership Team and Call Process sections are self-guided by the participants. The other sections are guided by the Training Leaders.

Once you introduce the session, allow groups to work independently. TLs should stay close by to answer any questions.

Direct participants to the appropriate workbook pages for their church depending on whether they are a new/inquiring or current LOGOS church.

Notify groups after each 10-minute interval passes. Equal time for all three sections is important. They will not finish their discussions. This is designed to be a beginning that they will continue after the Encounter.

To prepare for this session, read *LOGOS Administration* (<https://www.genonministries.org/collections/logos-toolkit>).

Workbook pages: 32-42

This session takes 30 minutes.

Supplies and set up

1. Workbook
2. PowerPoint and remote

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ACTIVITY: *In order to move through the discussions in this session, move participants into church groups at separate tables. Participants will use their workbooks. If a solo individual is attending from a church or organization, encourage them to join a group that most closely matches their situation. Specifically, are they in a current LOGOS church, or a new-to-LOGOS church?*



1. Refer groups to workbook page 32 to begin group work **Church Planning**. Current LOGOS churches continue on page 32 with **Leadership Team Evaluation**.

*For groups new to LOGOS, continue on workbook page 36 with **Leadership Team Development**.*

Announce that groups have 10 minutes to begin a conversation that will be continued at a later date.

2. After 10 minutes, direct the groups to move on to the **Call Process** section. Current LOGOS churches will **define and revise** their process [page 33]; New/inquiring churches will **review and apply** the process [page 36].

Announce that groups have 10 minutes to begin a conversation that will be continued at a later date.

3. After 10 minutes call the groups back together for instructions on the Homework section. Direct current LOGOS churches to the **Homework for Current LOGOS Churches** [page 33]. Direct new/inquiring churches to **Homework for new to LOGOS churches** [page 37]. Invite all groups to read the instructions for the Homework section and raise any questions before beginning.
4. Give them 5 minutes for current LOGOS churches to explore to the sample page from the **“LOGOS Evaluation Tool”** [page 34] and new churches to explore the sample page from **“Visioning Tool for Ministry with Children and Youth”** [page 38].
5. After 5 minutes instruct groups to move on to **Next Steps** section. Give them 5 minutes to set a **follow-up meeting** and determine future training options [page 35 for current churches, page 39 for new churches]. Remind groups that training options are on workbook pages 40-42.

AFTER THIS SESSION

NEXT: 5-minute transition to Closing

Closing

In the Closing, participants will share the Worship Art they have just learned and be inspired by a story from one training leader.

To prepare for this session

Prepare for telling your story:

1. 3 minutes MAX. Practice it carefully beforehand. It's surprising how quickly 3 minutes can fly by.
2. Using John 1:14, tell about an experience for you of the Word becoming flesh (in LOGOS). Some ideas: How was a child or youth or adult changed? Was there a teacher who had an ah-ha moment? When did you first experience God's presence in LOGOS? How did you come to love LOGOS? You may start by reading that verse or reminding participants that the longer reading was shared earlier in the day.
3. To finish the story, ask a question or make a comment for participants to ponder as they leave the Encounter.

For the responsive reading, determine groups for each left/right and younger/older.

Workbook page: 43

This session takes 15 minutes.

Supplies and set up

1. Workbook
2. Any supplies/materials needed for worship arts
3. Who will say the opening and closing prayers? Which training leader will tell the story? Are participants prepared to lead their worship art?

Don't forget: You will be finished with this Encounter after ALL items on the AFTER THE ENCOUNTER page are complete.

1. *Thank the host church contact and participants.*
2. *Share that participants will receive an e-mail with an evaluation, which we hope they will complete.*
3. *Remind participants to use their discount code by the end of next week.*
4. *Share that much of today's teachings can be found in our LOGOS Toolkit, which can be purchased with their discount code. Have participants look quickly at the Toolkit topics in their workbook [page 45].*

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5. *Closing outline is on the following pages and in workbooks [page 43].*

Opening prayer (in the workbook)

Worship art 1

LOGOS story

Closing prayer (incorporate prayer banners here, if used)

Worship art 2

Leader: **May the grace of our Lord Jesus Christ free you for service;
May the love of God cast out fear and give power to your lives;
And, may the fellowship of the Holy Spirit empower you to live on the
cutting edge of life, doing God's will.**

Participants: Amen, and amen again!

Leader: **Go in peace. Serve the Lord.**

Participants: Thanks be to God!

After the Encounter

More details are on the Training Leader webpage.
www.genonministries.org/pages/training-leaders

Team Member

1. Fill out Record of Receipts for any expenses that you paid for personally. With the exception of mileage, make sure you include receipts for all items listed on the Record of Receipts. Email Record of Receipts with *all receipts* to the Team Coordinator within 3 days of the event.
2. Complete the Team Member Report <https://www.surveymonkey.com/r/RDMNCB6>

Team Coordinator

1. Fill out Record of Receipts for your expenses.
2. Request Record of Receipts with receipts from your Team Member.
3. Check to make sure there are receipts for all items listed on both Records of Receipts. The only exception is for mileage, which is recorded on the Record of Receipts, but does not have a receipt.
4. Complete the bottom portion of the pro forma. **The total on this form should equal the totals of all Records of Expenses and all receipts.**
5. Email both Records of Receipts, copy of all receipts, and completed pro forma to betsydishman@genonministries.org.
6. To digitize receipts so they can be emailed, either scan OR take a picture. Either method is acceptable.
7. Complete the Team Coordinator Report <https://www.surveymonkey.com/r/RDPCKGG>.
8. Complete the Volunteer Recommendation Form for any Encounter participants that could be considered for leadership with GenOn Ministries <https://www.surveymonkey.com/r/RYKXGZJ>.
9. Send registration forms to Betsy using one of these methods:
 - a. (Preferred) Enter all information on the forms into a spreadsheet using the Excel template from the Training Leader webpage, and email spreadsheet to Betsy.
 - b. Scan and email to Betsy.
10. Send thank you notes to Host Church and team member(s).