



growing young leaders

# EMERGE

core character commitment christ

4 sessions exploring Christian leadership that encourages young people to go into the world to love and serve God



Diocese of Bristol



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**Bath & Wells**

Living the story. Telling the story.

# Introduction

**Welcome to 'Emerge': four fun, interactive and engaging sessions designed to encourage, develop and inspire young people who are involved in a variety of roles with responsibilities within the life and worship of their church.**

It is no secret that young people are eager to be included and participate in church life. Whether this is an invitation to help during children's activities, prepare refreshments, be someone on the welcoming team, operate the sound desk, serve during Communion or lead worship (to name a few), providing opportunities where young people can use the skills and gifts God has given them will help their faith to root, grow and flourish. Each session focuses on four core themes that underpin Christian leadership:

-  **Core...**  
Right at the core of Christian leadership is an understanding of what enables leaders to develop their influence on those they lead. Making the right decisions and managing situations is integral to the process and will determine how people respond in a positive or negative way!
-  **Character...**  
For anyone to lead effectively, character can also be a crucial factor. How leaders conduct themselves and treat others will either help or hinder the situations they face. Therefore setting an example will naturally motivate those they lead.
-  **Commitment...**  
Committed leaders generate loyalty, togetherness and trust. If leaders are not dedicated to the task, their efforts (or lack of) will be evident for everyone else to see, especially if there is no commitment to building the relationships between themselves and those they lead.
-  **Christ...**  
Finally, for Christian leaders to become effective and influential they must also be committed to their own relationship with God. Modelling a lifestyle of discipleship will impact all aspects of the Christian leader's life as they seek to serve and devote their lives to following Jesus Christ.

Recognising their commitment to volunteering, the main aim of **Emerge** is to gather young people with their peers to explore their roles, nurture their leadership potential, broaden their horizons and deepen their relationship with Jesus Christ. Through **Emerge** young people can also be encouraged, nurtured and empowered to faithfully serve in their churches, schools, clubs and colleges and in their daily lives. **Emerge** also acknowledges the impact of meaningful relationships through effective mentoring. To endorse this, the third session brings together the young leaders and adults who are responsible for them to support and strengthen their relationships and understanding of their leadership roles.

We hope and pray that through this resource, relationships with Jesus Christ will be deepened and a new wave of young leaders are 'sent out' to serve Jesus Christ for many years to come.



**Tony Cook & Dan Jones**



**What makes a Christian Leader? The first session of 'Emerge' introduces the topic of leadership and explores the core skills, knowledge and styles that make an effective leader, and what makes Christian leadership distinctive.**

### Learning outcomes:

- Discuss leadership and what makes a good leader
- Consider theory and models of effective leadership
- Discover how leadership styles relate to their own practice
- Introduce essential characteristics to becoming effective leaders
- Explore Biblical examples of leadership

## ACTIVITY 1 (Leading from the front) 10 mins

- **Materials needed:** Equipment to play the You Tube clip called 'Team Leader Funny'; pens & copies of 'Leading from the front' worksheet.

To begin the session watch the following clip - [www.youtube.com/watch?v=5L8Em5vU0FU](http://www.youtube.com/watch?v=5L8Em5vU0FU)

The short animation shows a colony of ants that are faced with a dilemma. Invite the group to share any thoughts on what the clip says about being a leader? After a short time, split the group into pairs and give them copies of the 'Leading from the front' worksheet which lists the following statements below. Each of the statements portrays the story from the film clip of the ants. Challenge each pair to organising the statements in order from the beginning to the end. After a few minutes invite everyone to share their results.

The correct order is below:

- ↓ Leader is guiding the way
- ↓ Leader is looking out for everyone
- ↓ Leader recognises there is a problem
- ↓ Leader knows how to respond to the problem
- ↓ Leader alerts the rest of the team
- ↓ Leader has a plan
- ↓ Leader implements the plan
- ↓ Leader joins in and helps with the plan
- ↓ The task is completed
- ↓ Everyone celebrates

**Summary:** The chief ant in the video was an effective leader because the ant quickly and confidently implemented a style of leadership relevant to the situation and a process that was successful.

The next activity will introduce the group to different styles of leadership...

## Activity 2 ( Leadership styles ) 15mins

■ **Materials needed:** Pens & copies of the 'Leadership styles' worksheet & 'Influential leaders' handout.

Following on from the first activity, what factors made the ant a good leader? Give the group copies of the 'Leadership styles' worksheet and ask the young people to identify which styles the chief ant displayed the most. Invite some feedback from the young people - you might also want to share some of your own observations too. Another question to ask the young people is which style do they prefer the most and why. After a brief conversation, using the previous worksheet with the 'Influential leaders' handout, the group must decide which particular leadership style is associated to each leader. If you have a large group you can break the numbers up into threes/fours. After several minutes invite the groups to share their answers.

### Answers:

|             |   |                           |
|-------------|---|---------------------------|
| Commanding  | = | <b>Adolf Hitler</b>       |
| Pacesetter  | = | <b>Margaret Thatcher</b>  |
| Democratic  | = | <b>Barack Obama</b>       |
| Affiliative | = | <b>Queen Elizabeth II</b> |
| Visionary   | = | <b>Steve Jobs</b>         |
| Coaching    | = | <b>Nelson Mandela</b>     |

**Summary:** Of the leadership styles listed, it is important to remember that there is not one style that is better than the others. All of the styles have their merits and can be used effectively at specific times or situations. For example, great leaders are like chefs choosing the appropriate knife - based on what is needed at the time, leaders will select the style which is the best approach for the task/job.

## Activity 3 ( Leading you ) 15mins

■ **Materials needed:** Pens & copies of the 'Leading you' worksheet.

The focus of the session now begins to look at the young leaders themselves. Give everyone a copy of the 'Leading you' worksheet which asks the young people to think about a good leader they know well e.g. a youth leader, church minister, teacher, sports coach/captain etc. and to think about them in relation to the following questions:



1. What makes them a good leader?
2. How do they lead and treat others?
3. Which of the six styles of leadership do you recognise in them?
4. What can you learn from them as part of your leadership development?

## Activity 4 ( Personality matters ) 20mins

■ **Materials needed:** Bibles, pens & 'copies of the 'Personality matters' worksheet and handout.

This activity explores how personalities factor in Christian leadership. Split the group into twos/threes and give out copies of the 'Personality matters' worksheet. The worksheet introduces the group to five core characteristics that epitomise Christian leadership. Each characteristic is linked to Old and New Testament characters with Bible verses to look up and questions to help the young people understand their unique personalities - a brief summary of each character can be found on the next page.

**Summary:** Being in a position of Leadership is not as straightforward as selecting and sticking to a particular style. Different environments and situations inevitably require diplomacy and skill. Therefore, what makes an effective and influential leader is a combination of personality and styles applied to any given situation. Remember - how you treat others really does matter!

## ■ INFLUENCE / JOSHUA

The book of Joshua is filled with spies, surprise attacks, warfare, leaders and unusual battles. The central hero is Joshua, a creative military mind with great organisational skills. But above all, he is absolutely loyal and dependant on God. The book of Joshua plots the story of how the Israelites conquered land that God promised to their ancestor Abram (Genesis 12:7). Their parents had escaped from Egypt but had not followed God. So the whole generation that had left Egypt had died in the desert leaving the children - under Joshua's leadership - to conquer the land of Canaan. Canaan consisted of many independent cities, each with its own king and army, and many had strong, high walls for extra protection. So the Israelites had to defeat the cities one by one, beginning with the famous battle of Jericho (Joshua 6). The book shows how God works through people and why obedience matters.

## ■ INTEGRITY / DANIEL

After moving to a new town, he quickly became popular. People respected him. Then he started getting pressured to do things he knew were wrong. Saying no would have been easier if the people pressuring him weren't so important. It sounds like something that could happen today, right? But it's a story from 2,500 years ago. Daniel had been dragged off to Babylon (modern-day Iraq) when the empire conquered Judah. Because of Daniel's ability to interpret dreams, the king chose him to be an important adviser but Daniel's career took a downward turn when he resisted the pressure to set aside his faith and worship the king. Daniel didn't give in to the king's demands and was sent to die in a den of lions, but God protected him. Through everything, Daniel remained faithful to God.

## ■ COMMITMENT / RUTH

The story of Ruth would never have made the evening news. There are no wars, no twisted plots, no villains. In fact, much more "important" things were happening at the time. The story took place during the period of the Judges when Israel faced moral decline, foreign attacks and national chaos. But in the midst of other seemingly important events, the Bible tells the simple, beautiful story of Ruth. It's a story of loyalty and faithfulness; a story of how ordinary people kept following God even when the nation of Israel was abandoning God.

The story opens in Moab, a non-Jewish area, where Naomi had gone to live. Her son had married a Moabite woman, Ruth. After only ten years Ruth's husband died. Even though Naomi could have left Ruth, she took her in, and the two became close friends. Then Ruth and Naomi moved to Israel, Naomi's homeland, where Ruth was a foreigner. There Ruth met Boaz, who married her so that Ruth's family name could continue. Years later, one of Ruth's descendants, David became the greatest king of Israel.

## ■ COMPASSION / PETER

Peter was a fisherman and together with his brother, Andrew, were the first disciples to be chosen by Jesus on the banks of Lake Galilee. Originally named Simon, Jesus changed his name to "Cephas" or more commonly known as "Peter" which means "rock":

*"Now I say to you that you are Peter (which means 'rock'), and upon this rock I will build my church, and all the powers of hell will not conquer it." (Matthew 16: 18)*

## ■ WISDOM / SOLOMON

The story of Solomon's rise to greatness begins with King David handing over his reign to his son, Solomon. Inheriting a strong and united nation, through political and economic manoeuvring, Solomon made the country, and himself, rich and powerful.

Solomon seemed destined for greatness. Gifted with incredible wisdom, Solomon began seeing wealth and power as his own and not gifts from God. Though Solomon made Jerusalem one of the wonders of the world, troubles began to appear both within and outside of the nation. The kingdom was ready for a collapse and when Solomon died the kingdom split in two.

## activity 5 (Right at the core) 15mins

■ **Materials needed:** Pens & copies of 'The core of Jesus' worksheet

The next activity connects the core characteristics identified from the previous task, to key moments during Jesus's ministry. Depending on the group, the young people can either complete the task individually or in smaller groups. The objective is to match up the five characteristics with the relevant scripture references. After several minutes invite the groups to feedback their answers (the answers are below). If there is time, extend the discussion, challenging the young people to think of other examples where Jesus displayed these core characteristics.

**INFLUENCE...** Jesus meets Zacchaeus (*Luke 19:1-10*)

**INTEGRITY...** Jesus challenged by the Pharisees (*Mark 12:13-17*)

**COMMITMENT..** Garden of Gethsemane (*Matthew 26:38-46*)

**COMPASSION...** Woman caught in adultery (*John 8:1-11*)

**WISDOM...** Jesus in the temple (*Luke 2:41-52*)

**Summary:** Jesus was not a typical leader. During his life on earth, he turned three years of ministry into a worldwide movement that changed history. He was a humble servant, loving and compassionate, obedient, defiant (at times) and lived a selfless and sacrificial life. Jesus exemplified the core principles of leadership providing the ultimate example for his followers to imitate (Jesus as a leader will be explored further in session 4).

## activity 6 (Servant-hearted leadership) 10mins

■ **Materials needed:** None unless you choose to watch the You Tube clip called 'Last Supper'.

The last activity brings together all of the key characteristics of leadership discussed in the previous activity. Explain to the group that Jesus encapsulated all of these characteristics and more in one simple act of servant-hearted leadership. Invite the group to close their eyes, read John 13:1-15 or watch this clip - [www.youtube.com/watch?v=9Y9qCslPzNo](http://www.youtube.com/watch?v=9Y9qCslPzNo) - end with the closing prayer...

### **Key verses: 12-15:**

When he had finished washing their feet, he put on his clothes and returned to his place. "Do you understand what I have done for you?" he asked them. "You call me 'Teacher' and 'Lord,' and rightly so, for that is what I am. Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you.

**Lord, as we learn about leadership  
and my role as a young leader,  
Let us be affirmed by the servant heart  
that we see in your son Jesus.**

**Help us to walk in the path  
that He sets out before us;  
To be passionate, to show compassion.  
Our greatest strength love.**

**In our own leading let us never fail to follow.  
In our loving let us never fail to show.  
In our serving let us never fail you. Amen.**



# Character

For Christian leaders, their character inevitably plays a crucial factor. The second session enables young leaders to better understand their roles, responsibilities and how their character, conduct and decision-making impacts those they lead.

## Learning outcomes:

- Introduce core leadership values and principles
- Explore individual roles and responsibilities
- Relate core leadership values to their roles
- Understand how attitude and behaviour affect leadership
- Acknowledge that leaders can learn from their mistakes

## Activity 1 (Shoe pile-up) 5mins

■ **Materials needed:** enough space for the group to sit in a large(ish) circle.

To begin this session ask everyone to take off both shoes. Create a big pile and then challenge the group to see how quickly they can retrieve their shoes from the pile, return to their seats and put them back on their feet. Once everyone has finished (and their hand is raised to say they have completed the task) stop the stopwatch. After the 1st attempt give the group one minute to discuss how they might be able to improve their time. After the 2nd attempt ask the following questions:

- How well did you achieve the task?
- What helped/hindered you from achieving your objective?

**Summary:** This fun icebreaker introduces the themes that will be explored in this session e.g. unpacking roles and responsibilities and how decision-making is key to effective leadership.

## Activity 2 (Shoe pile-up with a 'twist') 10mins

■ **Materials needed:** 2 blindfolds, something to tie hands & copies of the 'Group dynamics' handout.

Following on from the last activity the group's next challenge is to improve their quickest time. However, select three young people in the group who will be physically restricted (two will not be able to see and the other cannot use their arms). Explain to the group that they have 5 minutes to work out an effective strategy that will beat their record. The group are free to use the time how they please. After the task, facilitate a conversation with the group using the following questions:

- Who led the task? (was it one person or several people?)
- How were decisions made? (was everybody assigned a role?)
- Did everyone feel part of the task?
- Did you achieve your goal?

**Summary:** Effective leadership has a huge impact on group dynamics, especially when faced with a particular task. This activity has begun to reveal the significance that roles, responsibilities and behaviour play within a group setting. Distribute copies of the 'Group dynamics' handout and lead a brief discussion exploring the different roles the young people adopted during the activity.

## activity 3 ( What is your role? ) 15mins

■ **Materials needed:** Pens & copies of the 'What is your role?' worksheet.

Moving on from group dynamics the next activity involves the group considering their own leadership roles and contributions. Hand out copies of the 'What is your role?' worksheet and give the young people ten minutes (or more if needed) to complete the following questions individually:



1. What leadership role(s) do you do in your church? – give examples
2. Why do you do this role(s)?
3. Write down three things that you do in your role?
4. What do you most enjoy?
5. Is there anything that you don't like doing or that frustrates you?

Afterwards, divide the group into threes/fours to share and compare their answers with one another. As the facilitator, you may want to broaden the conversation within the whole group by encouraging the young people to think about their roles (referring to the group dynamic roles from the previous activity might also be a good discussion to generate).

**Summary:** Remember that roles are important. However, the role of a leader is not just about fulfilling a set of tasks. Leadership embodies values that respect and influence others. The next activity unpacks some of the fundamental characteristics that underpin Christian leadership.

## activity 4 ( Picture the scene ) 20mins

■ **Materials needed:** Pens & copies of the 'Picture the scene' worksheet

This next activity introduces six core characteristics that define leadership. Using scenarios to describe different leadership situations the young people (preferably in small groups) have to match up a value to a relevant scenario. There will be crossover so answers have been provided below...

- You help out with the children's group and the woman who coordinates Sunday school has asked you to lead the main teaching part. The leader is happy for you to do whatever you want because she is confident in your relationships with the children. [ **RESPECT** ]
- The Church Council has asked for you and your friends to do a presentation on your thoughts about church. The Church Council are aware that this might be controversial but want young people to be honest and have a voice. [ **INTEGRITY** ]
- Your youth group has been asked to lead a main service for the whole congregation. You would like to introduce a few songs together as a block of worship but the church is accustomed to singing one hymn at a time. [ **COURAGE** ]
- You have been asked by the vicar to share your testimony at the church weekend away. They are happy for you to approach your talk however you want. [ **TRUST** ]
- As the worship leader you have prepared everything for Sunday's service and told everyone earlier in the week, but half an hour before the service starts the church leader tells you that he has changed the service. [ **HUMILITY** ]
- You volunteer on the PA/Sound team and would like to introduce some new ideas you've researched on the internet. You discuss your ideas with the team leader who, even though they struggle to understand the terminology, tells you that your ideas may need to be introduced gradually. [ **WISDOM** ]

**Summary:** Christian leaders must be able to recognise that values should be visible and lived out every single day because values can inspire and empower leaders as well as those they lead. Basically, the bottom line is that good leadership values add value to other people – that is the true measure of Christian leadership.

## activity 5 (Picture the scene differently) 15mins

■ **Materials needed:** Pens & copies of the 'Flipside scenarios' worksheet.

If specific values can build trust and respect what happens when they are ignored? Similar to the previous activity, there are six scenarios on the worksheet describing situations where a young leader has misused or abused their position. Each scenario corresponds to a value; however, they depict the flipside of each value. Keeping the young people in the same small groups they must identify the situation to the corresponding words (again, there will be difference of opinion so the answers are provided on this page).

After several minutes go through each scenario and answer with the whole group. Use the following questions to broaden the discussion, spending time exploring the conduct within each scenario:



1. What is happening here?
2. What words would you use to describe the behaviour of the young leader?
3. What might be the consequences of their behaviour?
4. How could the person behave differently?

### ■ **Respect >>> Disrespect**

The Church Council was asked to consider a request by the youth leaders to fund a youth residential. Unfortunately the request was not granted and a derogatory rumour quickly circulated amongst the young people. Clearly upset by the decision, a young leader reacts on Facebook posting the following message: "Stupid PCC!!!!!! Can't believe all they care about is the graveyard and roof! Hope the roof collapses on them! #LOLs".

### ■ **Integrity >>> Dishonest**

The Church runs a popular after-school club for primary-aged children. During club time a tuck shop sells sweets. To save time an assortment of 10p bags are made beforehand by a young leader. During set-up time an adult leader notices the young leader eating sweets whilst making up the bags.

### ■ **Courage >>> Weakness**

At junior youth group a small gang of girls aged 12-13 years are teasing another girl who is reading a novel. Upset by the comments the girl looks to the young leader for help but the young leader embarrassingly ignores the situation and walks away.

### ■ **Trust >>> Irresponsible**

A holiday club meeting has been scheduled to finalise preparations. Two young leaders have been given the responsibility of leading the drama. However, at the meeting only one of the young leaders turns up. As the meeting begins, a text is sent to find out where they are. A text comes back saying; 'gone to the cinema with friends instead'.

### ■ **Humility >>> Arrogance**

The worship group is practicing before the service. An accomplished young musician plays in the group regularly and is playing lead guitar. During the practice the worship leader asks if he can turn his amplifier down as it is too loud. The boy turns it down but at the start of the service turns the volume up even louder.

### ■ **Wisdom >>> Foolish**

Two young people regularly serve as sidespeople at the popular all-age service. Before the service a friend dares one of them to trip the other during the collection. They oblige, and as the other person falls awkwardly on the chancel step, various coins roll across the stone floor.

**Summary:** Effective leaders recognise and respect that their actions and behaviour, both positive and negative, will influence the people they lead so making the right decision is paramount. However, there will be occasions when leaders will make wrong decisions. Therefore, it is important that leaders reflect and learn from their mistakes as this will enable them to develop and grow as confident and competent leaders.

## activity 6 (Not without fault) 15mins

- **Materials needed:** Bibles, copies of the 'King David' handout. and equipment to watch a You Tube clip called 'Psalm 23, The Lord is my Shepherd'.

To conclude this session the reflection focuses on King David who was one of the most illustrious leaders in the Bible, yet he was not without fault. As a group, work through the 'King David' handout reading the synopsis and the three examples allowing time for discussions exploring what it teaches about David's leadership and reign in Jewish history. A prayer based on Psalm 23 ends the session.

### King David reflection:

David's life was a self-inflicted roller coaster of emotional highs and lows as well as good decisions and bad judgments. David throughout his life was guilty of committing serious mistakes whilst being fully committed to God. In spite of David's actions and failings he was one of the greatest kings and leaders recorded in the Bible. This shows us that, as leaders, we may not always get it right (David certainly didn't) but David tried to mostly do right by those he led. From scriptures we read that David looked to God to show him how to lead his people. Was it no surprise that when David lost sight of God, he also lost sight of how to best lead others? We also know that when David trusted God he was victorious. David's passionate love for God inspired him to write some amazing poetry and his Psalms in the Bible have helped influence and shape hymns, songs, prayers, liturgies and patterns of worship for centuries.

### King David quick facts:

- David was born around 907BC in Bethlehem and he lived for about 70 years.
- David was the youngest son of Jesse. David had seven older brothers and Ruth was his great-grandmother (from the book of Ruth in the Old Testament).
- As a young confident shepherd boy David killed the giant Goliath with a sling shot.
- David went on to kill many of Israel's enemies on the battlefield (but only when he trusted in God).
- As well as being a great leader of armies, David was an accomplished musician and poet and he is thought to be the author of 75 of the 150 Psalms in the Bible.
- David had a very close working relationship with King Saul (the first anointed King of Israel). Even though King Saul tried to kill David on more than one occasion, David had many opportunities to kill King Saul in return, but he chose not to.
- David's best friend was Jonathan (King Saul's son).
- David became the second King of Israel and he ruled for 40 years.
- King David committed adultery with Bathsheba and tried to cover up her pregnancy. When this failed David arranged the murder of her husband Uriah.
- King David's first son with Bathsheba died as a child but he went on to have many more children from lots of different mothers, one of those children was Solomon who became the third king of Israel.
- Against God's strict orders King David took a census of the people.
- David was an ancestor of Jesus Christ. Jesus is often called "Son of David".
- David loved God deeply his entire life and God called David a man after his own heart.

### Three examples where David learned from his mistakes...

- *Great leaders own up to their mistakes...*

Read 2 Samuel 11: 1-15. Adultery was frowned upon in ancient Israel as it is today. Being a leader does not give a person licence to break vows or help someone else in breaking theirs. But David's bungled attempt to cover up his adultery led the King to murder Bathsheba's husband, Uriah. Unwilling to admit committing one crime, David was led to a far greater one, and in the end, David and Bathsheba's newborn child died and his kingdom was shaken.

- *They choose humility over pride...*

When David was triumphant, he managed to alienate those around him, including his own children. In meeting with his son, Absalom, the Bible tells us "the King kissed Absalom" (2 Samuel 14: 33) not as a father, but a king. That same son later rebelled against David. When David was willing to humble himself, as he did by admitting his faults or by not letting his men sacrifice in his honour, the people loved David for these deeply human moments.

- *They have faith...*

Faith comes in many varieties, and surely not everyone who is a leader shares the same kind of faith, or even religious faith. But from early on, we see in David that he had the courage born of the belief that his destiny and Israel's mission were real. In other words, not only did David have faith in God, but he had faith in the possibilities of the people whom he led.

### **Psalm 23:**

David's passionate love of God is evident through his poetry and Psalms in the Bible - many of which have helped to influence and shape hymns, songs, prayers, liturgies and patterns of worship. One of David's most famous Psalms is Psalm 23, The Lord Is My Shepherd. As a way of bringing the session to a close, spend time reflecting on the words of Psalm 23 (below) or use the video clip which has been put to music by Stuart Townend - [www.youtube.com/watch?v=A-qLa\\_2GPcM](http://www.youtube.com/watch?v=A-qLa_2GPcM)

#### **Psalm 23:** *A psalm of David.*

*The Lord is my shepherd, I lack nothing.  
He makes me lie down in green pastures,  
he leads me beside quiet waters,  
he refreshes my soul.  
He guides me along the right paths  
for his name's sake.  
Even though I walk through the darkest valley,  
I will fear no evil, for you are with me;  
your rod and your staff, they comfort me.  
You prepare a table before me,  
in the presence of my enemies.  
You anoint my head with oil;  
my cup overflows.  
Surely your goodness and love will follow me,  
all the days of my life;  
and I will dwell in the house of the Lord for ever.*



### reminder... (next session alert!)

The next session is reliant on the presence of the adult leaders that are responsible for the young people in their leadership roles. So please don't forget to invite them and remind them of how important it is for them to be there to support their young person!

# Commitment

The third session brings together young leaders and the adults who are responsible for them in their roles to: further their understanding of leadership, peer dynamics and to show how vital their commitment to developing key relationships determines their role and development.

## Learning outcomes:

- Reflect on their personal and leadership development
- Know that key relationships affects their growth as leaders
- Recognise that leadership is a journey of continual learning
- Integrate reflective practice within their own leadership
- Realise that leadership opens up new pathways and opportunities

## Activity 1 (Ship-wrecked) 15mins

■ **Materials needed:** Pens & copies of the 'Ship-wrecked' worksheet & 'Group dynamics' handout.

The opening activity is a well-known ice-breaker that gets everyone talking and reveals a variety of material covered in the previous sessions e.g. leadership styles, core values, relationships and group dynamics. Ideal group size for 'ship-wrecked' is six/eight people so mix up everyone and have fun!

Get the groups to imagine that their cruise ship has capsized in the Caribbean and that they are stranded on a small desert island. There is a slight chance that a distress call was made by the ship's captain but the group are the only survivors. A storm appears to be on the way, so the group needs to work together to live on the island and make plans so that they are spotted by a rescue party. The tide has left a bunch of stuff from the ship on the beach that could help, but the group can only select eight items due to the intensity of the waves.

Groups have ten minutes to select their eight items by scoring each item in order of importance from 0-10 (0 = not important). There are no right or wrong answers. When the group(s) have come to a decision, quickly enquire as to their selections and ask each member of the group if they were happy with their contribution in selecting the items?

- |                           |                               |                           |
|---------------------------|-------------------------------|---------------------------|
| 1. Compass                | 10. 2 boxes of chocolate bars | 19. A4 notebook & pencils |
| 2. Shaving mirror         | 11. Water purifying tablets   | 20. Sun block lotion      |
| 3. Pen knife              | 12. Sowing kit                | 21. Bible                 |
| 4. Flares                 | 13. Bottle of whiskey         | 22. Torch                 |
| 5. First aid kit          | 14. Small rucksack            | 23. Roll of duck tape     |
| 6. 25l container of water | 15. Lifeboat cover            | 24. Fishing kit           |
| 7. Pots and pans          | 16. Pack of toilet rolls      | 25. Can of petrol         |
| 8. Matches                | 17. Suitcase full of clothing |                           |
| 9. 15ft rope              | 18. Mobile phone              |                           |

**Summary:** Throughout this task the group(s) have discussed, debated and hopefully agreed on a list of items. However, what enabled the group(s) to fulfill their objective? Key factors like direction, discernment, rationale and respect all helped, but the most influential factor was understanding the relationships within the group's dynamics (referring to the 'Group dynamics' handout used during the 2nd activity of session 2 on 'Character').

Effective Leadership demands an investment into building strong relationships that are built on respect, trust and loyalty between the leader and those they lead. This will now be explored further in the next activities.

## Activity 2 ( All about relationships ) 10mins

■ **Materials needed:** Equipment to watch You Tube clip called 'Girl trust falls goes wrong direction' & copies of the 'All about relationships' worksheet.

Following on from the previous activity the group will be introduced to three principles that are important in the development of relationships. Watch the clip and answer the questions (you may want to repeat the clip after each question) - <https://www.youtube.com/watch?v=FHJS6Kaxv9g>



1. Were the instructions explained clearly?
2. Did the girl listen to the instructions?
3. Why did the task go wrong?
4. Did anyone acknowledge what went wrong?

**Summary:** Effective leaders recognise the importance of communication when building solid relationships and by following these three principles the relationships between the leader and those they lead and their team will grow stronger:

- **LISTEN:** Leaders pay attention when others are speaking and listen to what they're saying. Mindful of others thoughts and feelings, they remove anything that distracts from the conversation to focus on what people are conveying.
- **UNDERSTAND:** Leaders appreciate what other people do and value their contributions. They are open to new ideas and eager to learn new things. Effective leaders take time to understand where people are coming from as it will pay dividends in the long term.
- **ACKNOWLEDGE:** Leaders acknowledge the contributions of others. They are quick to give credit to others for their successes, celebrating accomplishments and achievements within their team. Good leaders know that people will be more motivated to work hard and try new things when their efforts are acknowledged.

Source: <https://leadonpurposeblog.com/2011/11/26/leadership-is-a-relationship/>

## Activity 3 ( Growing together ) 20mins

■ **Materials needed:** Copies of 'Growing together 1&2' worksheets, 'Supervision' handout and 'Growing Young Leaders' / 'Young volunteers' booklets.

This reflective exercise will examine the relationship between the young leaders and the adults who oversee their role by identifying strengths and opportunities that will develop their relationships and help the young leader to grow. Hand out the worksheets - there are two versions: one for the young people and one for the adults. The questions are slightly different but will form part of a conversation between them. Don't rush this activity, as it is part of helping the participants to reflect.

### Questions for young leaders:

1. What do you enjoy about your leadership role(s) – list three things...
2. Does anything frustrate you; if so what?
3. On a scale of 1-10 how supported do you feel in your role(s)? (10 = brilliantly)
4. What more could be done to help you grow in your role?
5. List three leadership values/qualities you see in your leader.

### Questions for adult leaders:

1. Why should churches have young people in leadership positions?
2. What are the challenges?
3. What helps young people grow in their role(s) and gifts/skills?
4. How can you better support young leaders in your role?
5. List three leadership values you see in your young leader(s).

After completing the questions on their individual sheets invite the adults and young people to share their answers with each other. Encourage them to speak openly and honestly with one another as this will help build trust. There are also a number of useful handouts for this session designed to help develop accountability and support between the young volunteers and their leaders.

- **Supervising young leaders:** a useful handout with tips on supervision and suggestions to facilitate a young leaders' update (YLU) meeting.
- **'Young Volunteer' handbook:** a user-friendly guide from the Diocese of Bristol full of useful help and advice for young people in leadership roles in the church.
- **'Growing Young Leaders' leaflet:** Guidance written by the Diocese of Bristol for developing volunteering opportunities in churches and supporting young people in these roles.

**Summary:** Relationships need time and space to grow trust and respect within leadership structures. The most effective format for this is through supervised sessions (similar to what the group has just participated in). Regular supervision with team leaders/mentors/the person in charge etc. provides the platform for conversations, reflection and learning.

## ACTIVITY 4 (Growing others) 20mins

■ **Materials needed:** Bibles, pens and copies of the 'Growing others' worksheets.

Jesus knew that he had to invest in the relationships with the chosen 12 who he called because they would play a pivotal role in his ministry. Six poignant moments in Jesus ministry have been chosen to help the group learn more about how Jesus used a number of opportunities to encourage, challenge and enhance his disciples' skills and loyalty to the cause:

- Feeding of 5,000 (Luke 9:10-17)
- Casting out nets (John 21:1-14)
- Sending out the 12 (Mark 6:7-13)
- Jesus calms the storm (Mark 4:35-41)
- Resurrection (Mark 16:1-14)
- Washing disciples' feet (John 13:1-17)

Split everyone into six even-sized groups, give each group one of the key moments above to explore using the following questions which are also on the 'Growing others' worksheet:

1. What did Jesus ask his disciples to do?
2. How did the disciples respond?
3. What was the outcome?
4. What did the disciples learn from the outcome?



**Summary:** Christian leadership is a journey of continual learning and requires a willingness to reflect and learn from every situation that arises. When Jesus chose his 12 disciples they were far from the finished article. However, through their time together, Jesus used a variety of scenarios and situations to strengthen the relationships within the group that helped prepare and equip them for ministry and mission after Jesus's death and resurrection.

## activity 5 ( Being blessed ) 10mins

■ **Materials needed:** Bibles and copies of the 'Being blessed' worksheet

So far in this session the young people and adults have been unpacking how key relationships can influence all aspects of leadership. Explain to everyone that this next activity will further examine the working relationships between the young leaders and the adults who oversee their role.

Begin by reading aloud the quotes below (which are also on the worksheet) and get the group discussing what do they say/suggest about leadership:



**If your actions inspire others to dream more, learn more, do more and become more, you are a leader.**

*John Quincy Adams*



**Leadership is practiced not so much in words as in attitude and in actions.**

*Harold S. Geneen*



**Leadership today is based on relationships built with trust, hope, love and encouragement.**

*Billy Cox*



Ask someone in the group to look up and read the Bible verse 1 Thessalonians 5:11. The apostle Paul writes: *"Therefore encourage one another and build each other up, just as in fact you are doing."* Hopefully the group's conversation will enable the facilitator to link the quotes to the importance of encouragement, especially for those with a responsibility for leading others. Using the prompts below, partner the young people with their adults again and encourage them to spend time thinking, sharing and encouraging one another...

- *The young leader thinks of moments when they did really well in their role.*
- *The adult thinks up examples when the young leader excelled.*

**Summary:** Are you an encourager? When was the last time someone encouraged you? The Austrian psychiatrist Rudolf Dreikurs once said "a child needs encouragement like a plant needs water". Encouragement provides the 'emotional fuel' that makes people feel good, positive, motivated and inspired. *"Therefore encourage one another and build each other up, just as in fact you are doing."*

Conclude by highlighting that the group have acknowledged the three principles identified from the 2nd activity on building meaningful relationships – listen, understand, acknowledge.

## activity 6 ( Blessed by God ) 5mins

■ **Materials needed:** Equipment to watch You Tube clip called '1 Timothy 4:12'.

The final reflection focuses on 1 Timothy 4v12 - watch the clip and close in prayer inviting the adults to pray for their young people, asking God to bless them as an example to others 'in speech, in conduct, in love, in faith and in purity' (v12) - [www.youtube.com/watch?v=LClk69KMwxE&t=18s](http://www.youtube.com/watch?v=LClk69KMwxE&t=18s)

*"Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity" [1 Timothy 4v12]*



**Without a devoted commitment to Jesus, can a Christian leader justify a position of authority? The fourth session explores why a personal relationship with God is fundamental to Christian vocational calling and all aspects of Christian leadership and service.**

### Learning outcomes:

- Understand what it means to be a disciple of Christ
- Reflect on what it means to be a disciple and a leader
- Identify the disciplines that help them connect with God and grow in their faith
- Accept that Christian Leaders are role models to others
- A relationship with God is the foundation to Christian leadership



## Activity 1 (What is discipleship?) 5mins

■ **Materials needed:** Equipment to play the You Tube clip called 'Running the Race - I am a Disciple'.

To begin the final session watch the following clip - [www.youtube.com/watch?v=sWDa\\_7Q9ryI](http://www.youtube.com/watch?v=sWDa_7Q9ryI)

Afterwards invite the young people to share their thoughts on what the clip says to them about being a disciple. After a short discussion, link any relevant comments made by the group to the final session which focuses on discipleship and that Christian leaders are first and foremost followers of Jesus.

## Activity 2 (Running the race) 15mins

■ **Materials needed:** Bibles, pens & copies of the 'Running the race' worksheet.

The video clip emphasises the Bible verse in Hebrews 12 (1-3) comparing discipleship to running a race. Divide the young people into smaller groups and ask them to think of any comparisons between the life of a professional athlete and a follower of Jesus Christ. To help facilitate a conversation use the worksheet with these examples if necessary - hopefully the group will suggest some ideas of their own...

- **Diet** - Christians must look after body, mind and spirit.
- **Training** - a daily regime which includes spiritual disciplines.
- **Support** - encouragement from others to help us grow as Christians.
- **Dedication** - building God's kingdom both in word and deed.
- **Focus** - passionate about faith and a relationship with God.
- **Sacrifice** - putting God first in all things in our lives.

**Summary:** The author's description of running a race in the book of Hebrews is a powerful metaphor reminding Christians of the level of commitment required to be a disciple. Jesus also said that 'whoever wants to be my disciple must deny themselves and take up their cross daily and follow me' (Luke 9:23). Clearly running the discipleship race is not easy and the author's words in Hebrews (12:1-3) provides a helpful reminder of what Jesus demands from his followers. Look up Hebrews 12 again and read through the text together highlighting the following teaching points from the verses:

- **Dedication:** "So let us run the race that is before us and never give up" (v1)
- **Sacrifice:** "We should remove from our lives anything that would get in the way and the sin that so easily holds us back" (v1)
- **Focus:** "Let us look only to Jesus" (v2)

### Hebrews 12:1-3 (NCV)

[1] We are surrounded by a great cloud of people whose lives tell us what faith means. So let us run the race that is before us and never give up. We should remove from our lives anything that would get in the way and the sin that so easily holds us back. [2] Let us look only to Jesus, the One who began our faith and who makes it perfect. He suffered death on the cross. But he accepted the shame as if it were nothing because of the joy that God put before him. And now he is sitting at the right side of God's throne. [3] Think about Jesus' example. He held on while wicked people were doing evil things to him. So do not get tired and stop trying.

## Activity 3 (Jesus the example) 20mins

- **Materials needed:** Enough Bibles for the group, and copies of the 'Jesus the example' worksheet and 'Commitment cards' for each young person.

In Hebrews 12, the author also reminds the reader to 'think about Jesus' as the example (v3). The next activity explores ten examples of Jesus' ministry and challenges the young people to follow Jesus' example in their own daily lives. Divide the group into threes/fours and give each group copies of the 'Jesus the example' worksheet. The young people need to look up each example and match up with the relevant intention and challenge. When the task is completed invite the groups to feedback comparing their answers (see next page). An additional question worth asking is: has anyone learned anything new about Jesus during this activity?

Explain that it is not always easy to live as a young disciple of Jesus and occasionally a challenge (or two) can help us grow as disciples. Give each young person a 'commitment card' and invite the group to look through the challenges and select three that they can put into action over the next month. Write them on the 'commitment cards' as a reminder of your intentions. The young people might also like to choose some of the other challenges to complete in their own time.

**Summary:** Living as a young disciple of Jesus inevitably will have its 'ups' and 'downs'. The author writes about fixing our eyes on the one (Hebrews 12:2) "Let us look only to Jesus, the One who began our faith and who makes it perfect." The author is referring to Jesus and if we want to know how to run the race, we need to look to Jesus and follow his example of how he lived, how he treated others and how he made time to be alone with God his Father.

## Activity 4 (Do not grow tired) 10mins

- **Materials needed:** Pens & copies of the 'I am a disciple' worksheet.

Following on from the personal challenges identified in the previous activity, the young people will now reflect on their own discipleship using the 'I am a disciple' worksheet. Encourage the young people to carefully consider their answers reassuring them that no one will be forced to share their responses during feedback if they don't want to.

**Example:** *Tax collectors and outcasts (Mark 2: 15-17)*  
**Intention:** *Jesus spent time with people that others did not bother with.*  
**Challenge:** *Spend time with a person who is often left out or cast aside and get to know something about them.*

**1** **6**  
**c**

**Example:** *Jesus sends out the 72 (Mark 6: 6-12)*  
**Intention:** *Jesus gave his disciples responsibility and said they would do even more than he did.*  
**Challenge:** *Go to an unfamiliar place and do a random act of kindness.*

**2** **3**  
**g**

**Example:** *The parable of the sower (Matthew 13: 18-23)*  
**Intention:** *Jesus used everyday language so his disciples could understand things about God and His kingdom.*  
**Challenge:** *Share a Bible verse on social media or text a Bible verse to a non-Christian friend to encourage them.*

**3** **4**  
**j**

**Example:** *Washing the disciples' feet (John 13: 1-17)*  
**Intention:** *Jesus showed his disciples how to serve.*  
**Challenge:** *Offer to carry someone's bags or do an elderly person's shopping.*

**4** **9**  
**i**

**Example:** *Jesus anointed at Bethany (Matthew 26: 6-11)*  
**Intention:** *Jesus only had three years with his disciples so he remained focused on his plan.*  
**Challenge:** *Ask your youth leader or church leader to pray about the plans God has for your life.*

**5** **2**  
**d**

**Example:** *The Garden of Gethsemane (Matthew 26: 36-41)*  
**Intention:** *Jesus was willing to pay the ultimate price for his disciples.*  
**Challenge:** *Pray for an opportunity to share your faith with someone in your neighbourhood.*

**6** **1**  
**f**

**Example:** *The Lord's prayer (Matthew 6: 5-15)*  
**Intention:** *Jesus regularly took time out to listen to God and pray.*  
**Challenge:** *Wake up 10mins earlier for a week and spend that time listening to God.*

**7** **10**  
**h**

**Example:** *Eating at Zacchaeus' house (Luke 19: 1-10)*  
**Intention:** *Jesus spent time building and investing in relationships.*  
**Challenge:** *Invite a friend for a coffee or meal to show that them you care.*

**8** **5**  
**b**

**Example:** *Woman caught in adultery (John 8: 1-11)*  
**Intention:** *Jesus knew about the laws and regulations and he challenged the authorities when it was required.*  
**Challenge:** *Write a letter, add your name to a campaign or raise awareness on social media about an injustice in the world/your local area.*

**9** **8**  
**a**

**Example:** *Do you love me? (John 21:15-17)*  
**Intention:** *Jesus entrusted his friends who messed up and let him down.*  
**Challenge:** *If you are struggling to forgive someone, start by praying 'Lord I want to forgive' and work towards speaking to that person about it.*

**10** **7**  
**e**

## activity 5 (Running my race) 20mins

■ **Materials needed:** Pens & copies of the 'Running my race' worksheet

Drawing together the final session the young people will now build on their answers to the "I am a disciple" worksheet and consider their own discipleship race and how they can commit more time to their relationship with God. In twos/threes give the young people copies of the 'Running my race' handout and ask them to think of creative ways that will deepen their relationship with God (you might need to provide some of your own examples to inspire the young people):

- **Diet** – Like athletes, Christians must look also after body and mind...  
*What can you do to keep your relationship with Jesus healthy and balanced?*
- **Training** – Athletes plan their days around their training regime...  
*What can you do to ensure that you connect with God more on a daily basis?*
- **Support** – Athletes rely on their coaches for advice and support...  
*Who do you know that can challenge and encourage you in your discipleship race?*
- **Dedication** – Athletes are passionate about their sport through the highs, lows...  
*What creative ways can you think of that can help you remain passionate about Jesus especially during tough times?*
- **Focus** – There are times when athletes are tempted to avoid training...  
*How can you stay focused on Jesus when faced with all sorts of temptations?*
- **Sacrifice** – Athletes sacrifice so much to fulfill their ambition and win the prize...  
*What sacrifices might you need to make to follow God's plan for your life?*

**Summary:** Remember that discipleship is a marathon, not a sprint. Discipleship has to be paced and consistent because nobody can run the race described (in Hebrews) in short bursts and jumps, or stops and starts. The Christian life demands discipline to keep your head level and your eyes forwards as you look toward the great finish line of being with Jesus forever.

## activity 6 (Eyes fixed on Jesus) 10mins

■ **Materials needed:** Equipment to watch You Tube clip called 'Jesus is || Spoken Word'.

To close the final session of 'Emerge', take time to thank the young people for all their contributions throughout the four sessions, also reminding them of some of the key learning points from the course, your own personal highlights, and encouraging them to look back and reflect on their time together (long after this session finishes). After a time of feedback sharing individual learning/highlights, begin the final reflection sharing this quote from Robin Sharma: "Leadership is not a title. It is a behaviour. Live it!" Watch the final video together - [www.youtube.com/watch?v=8kLvWZ-DG6s](http://www.youtube.com/watch?v=8kLvWZ-DG6s) - and say the concluding words below:

***So when it comes to running the race set before us, let us keep our eyes fixed on Jesus; our teacher, our leader, our friend and Saviour. When we do this, all of the distractions of the world will seem dim and distant compared to His wonderful, glorious light!***