

COME TOGETHER

DISCIPLE MAKING



BIG IDEA: THE MOST EFFECTIVE DISCIPLE MAKING OCCURS IN A GENUINE RELATIONSHIP WHICH INVOLVES SIGNIFICANT TIME TOGETHER.

This study seeks to explore the association Jesus had with the disciples through the experience of Andrew. The study highlights the priority of the relationship and the need to spend both quality and quantity time together.



DESIRED LIFE CHANGE: As a result of this study, the members of your group should have a paradigm shift in their thinking about effective disciple making. It should be a shift from an activities-only mindset to a relationship-based approach which utilizes activities in their proper role.



AUDIENCE: This study is designed for students who are being disciplined and who have begun to be involved in an evangelism and disciple-making ministry.



LEADER'S PREPARATION: This study was written to provide a Bible study which complements the principles taught in the second chapter of *The Master Plan of Evangelism*. Read thoroughly the second chapter of *The Master Plan of Evangelism* entitled "Association." Highlight key quotes and principles. Then read through the entire lesson, answering the questions in the way you anticipate your group might. Take extra time to focus on the passages used in the the study.

ASSIGNMENT: If you're doing this study as a series with *The Master Plan of Evangelism*, each student should read the second chapter before the Bible study.



AT A GLANCE

As your group interacts in this study, they will think . . .

This is my **WORLD:** Our approach to building disciples is often more similar to the methods used in college education than to Jesus' method.

This is my **NEED:** A training-only approach to disciple making will fall short of the impact I desire to have on people.

This is my **ANSWER:** Jesus demonstrates the priority of the relationship in disciple making.

This is the **DIFFERENCE** it will make: Understanding the priority of relationships will transform what activities I use in disciple making and how I use them.

This is what I'll **DO:** I will seek to cultivate genuine relation-

BACKGROUND INFORMATION – WHY IS THIS STUDY IMPORTANT?



A tension exists for each person involved in disciple making between the use of effective activities and programs, and the priority of a genuine relationship. While there's a significant difference between Jesus' context of ministry and our own, the principles which guided Him can serve as a balancing factor in our ministry.

To lean toward either extreme will have negative repercussions. An "activities-only" discipleship is a shallow growth context and often leaves individuals feeling distant and used. A "relationship-only" approach,

with no formal or intentional teaching or training, also misses the mark and often produces shallow disciples.

An excellent study could be developed with respect to the formal teaching methods and approaches Jesus used. However, our general tendency is to be stronger in methodology and weaker in relationships. We can be guilty of having too much confidence in our tools and techniques, when the Master showed that the best of all learning contexts was a genuine relationship with a significant amount of quality and quantity time spent together.

1 STATE: Today we are going to observe a crucial aspect of disciple making by examining the ministry of Jesus.

2 ASK: I want you to imagine: What if Jesus lived today instead of 2,000 years ago and chose to use a classic university approach (like what you experience here) to educate his disciples. Creatively project what it might have been like for the disciples. (This can get pretty funny if the group gets real creative.)

FOLLOW-UP QUESTIONS: What classes might they have taken? Prayer 101, Advanced Evangelism, Elementary Interpretation of Prophetic Revelations.

Can you imagine the tests and papers? Would they have had summer vacations, tuition, dorms, office hours to see Jesus?

3 STATE: Jesus obviously didn't choose this approach. He approached disciple making with a different context. Yet often our efforts resemble the university's approach more than the methods of Jesus.

4 READ

5 ASK: What was good about the partnership? (Unified effort. Laymen were trained and involved. Important teaching was being communicated.)

What was missing? (The long-term relationship and involvement.)

6 STATE: The essence of Jesus' method or training program has been summarized by Dr. Coleman.

7 READ

DISCIPLE-MAKING SERIES **interActa** life applications™ VERSION 1.3

COME TOGETHER

TOOLBOX

- THINK
- OBSERVE
- CLOSE-UP
- WRITE
- DISCUSS
- FEELINGS
- BRAINSTORM
- REFERENCE
- PASSAGE
- ARTICLE
- BIG IDEA
- CROSSROAD

WHAT IF?

Imagine if Jesus chose to use a modern university context to train leaders . . .

For tomorrow, I want you to read the next eight chapters of **Ezekiel**, study the background information and be ready for a content quiz. ANY QUESTIONS?

Ezekiel

CASE-IN-POINT

A Campus Crusade staff member wrote about the following incident:

In 1991 our church formed a partnership with two churches in Prague, Czech Republic. Part of the partnership plan was to train people from our church in evangelism and discipleship and send them over in pairs to teach and train the Czechs. What sounded like a great plan turned into a disaster. As the "trainers" taught classes and met with the "trainees," it became merely a transfer of content. While the concepts were important, the Czechs had to adjust to a different set of teachers every month. I was in the last group of "trainers" and was supposed to finish the content. Sensing the disaster that had taken place, I asked Daniel, one of the students, what changes he thought we should make in our partnership. His response was classic: "I think we just need someone to come over here and disciple us like Jesus disciplined His men."

DISCUSS

What was good about this effort?
What was missing?

Having called his men, Jesus made it a practice to be with them. This was the essence of His training program—just letting His disciples follow Him. . . . In His presence they could learn all that they needed to know.

—Robert Coleman,
The Master Plan of Evangelism

1 STATE: What we are going to do today is focus on one disciple's experience with Jesus. Andrew's experience was typical of the Twelve. We want to put ourselves in his shoes and consider what he experienced and how it affected him.

2 READ

3 STATE: We're going to focus on the time period after he first encounters Jesus. Seven incidents found in the Gospel of John occurred during this time. We'll focus on two or three. Put yourself into Andrew's shoes. Imagine what it was like to spend time with Jesus. See if you can project the lessons Andrew could have learned from this situation. You'll note that each incident is keyed to the map so you can get a general idea of where it occurred and how much travel was involved. It's approximately 70 miles from the Sea of Galilee to the Dead Sea, so the road trip to Galilee was approximately 20 miles.

4 1 - READ 1:35-42. Imagine you were Andrew and you spent your first afternoon with Jesus. What would you talk about? What might your first impression of Jesus be? What might you learn that afternoon? Note that Andrew was convinced Jesus was the Messiah by his conversation with his brother, Peter.

5 3 - READ 2:1-11. Imagine Andrew at the wedding with Jesus. What do you think it would be like to celebrate such an event with Jesus? What would you think after seeing Jesus' first miracle?

6 5 - READ 2:13-17. Imagine Andrew at the Passover with Jesus. What would it be like to worship with Him? What would you think after seeing Jesus confront the businessmen at the temple?

Let's explore one disciple's experience . . .

ANDREW

JOHN 1:35-4:42

UP CLOSE & PERSONAL

Andrew is the first disciple named in the Gospels (John 1:40). The brother of the outspoken disciple, Peter, Andrew has three defining moments as a disciple:

| | | |
|-----------------------------------|----------------------------------|---|
| As a disciple of John the Baptist | As a fisherman | As a disciple of Jesus |
| John 1:35-42 HE MEETS JESUS | Mark 1:16-18 HE FOLLOWS JESUS | Mark 3:13-19 HE'S CHOSEN BY JESUS TO BE AN APOSTLE |

1 1:35-42
Hang out for an afternoon with Jesus

2 1:43
Road trip to Galilee with Jesus

3 2:1
Catch a wedding with Jesus

4 2:12
Weekend with Jesus and His family

5 2:13-17
Do the Passover in Jerusalem with Jesus

6 3:22 & 4:1,2
Try out some countryside ministry with Jesus

7 4:3-42
Hike back through Samaria with Jesus

1 STATE: Andrew had many experiences with Jesus. From them he learned many lessons. What we want to focus on is not so much what he learned, but the context in which he learned them.

2 ASK: What do you learn about the early days of Andrew's training as a disciple?

He did a lot of things with Jesus but not many of them were formal ministry activities. Jesus took the disciples with Him wherever He went. They could learn from Him in every situation they were in.

3 STATE: The context of being "with Him" never changed even in the latter stages.

4 LOOK UP

5 ASK: How would you summarize the key principle from Andrew's experience with Jesus in discipleship?

6 ASK: What experiences could be modern day analogies to what Jesus did with His disciples? For example: 1. Hanging out for an afternoon with Jesus = inviting the person you seek to disciple to spend an afternoon studying together and using study breaks to talk about the Lord. What are other possible analogies?

2. Road Trip with Jesus = *taking the person home for the weekend. Going camping together.*

3. Catch a wedding with Jesus = *go together to a social event, like a concert, party, etc.*

4. Weekend with Jesus and His family = *take a trip home to meet your disciple's family.*

5. Do the Passover in Jerusalem with Jesus = *take the person to church with you, or to a Campus Crusade meeting.*

6. Try out some countryside ministry = *take the person to an evangelistic appointment with you, involve them in a ministry outreach activity with you.*

7. Hike back through Samaria with Jesus = *go to an unusually needy area to do some ministry together.*

7 STATE: These aren't perfect analogies. But they get us thinking about possible ways we could foster a quality relationship with those we disciple, and about how many different situations the Lord can use.

8 ASK: Besides activities, what else can we do to foster a quality relationship with those we disciple?
Spend time getting to know them as a person—their backgrounds, their interests, etc. Pray for them. Seek to know how they are really doing, listen carefully as they share, etc.

9 ASK: (Let them freely discuss this question)

WITH HIM

Mark 1:16-18
Mark 3:14-18

"WITH HIM"

1 1:35-42
Hang out for an afternoon with Jesus

2 1:43
Road trip to Galilee with Jesus

3 2:12
Weekend with Jesus and His family

4 2:1
Catch a wedding with Jesus

5 2:13-17
Do the Passover in Jerusalem with Jesus

6 3:22 & 4:1,2
Try out some countryside ministry with Jesus

7 4:3-42
Hike back through Samaria with Jesus

SUMMARIZE

What is the key principle?

"WITH YOU"

DISCUSS

How can we cultivate a quality relationship with those we disciple?

ANALYZE

Which is more important—quality time together or quantity time together? Why?

1 TRANSITION: How can we put these principles into practice?

2 STATE: It's always helpful to consider the differences between Jesus' ministry context and our own.

3 ASK
 Jesus, the perfect Son of God, was in a full-time traveling ministry and was able to live with His disciples. We are students and aren't that mature or experienced in ministry. He lived with His disciples and prepared them to be the authoritative teachers and writers of New Testament truth. I'm just helping men begin a growing relationship with Him and learning to share that life with others. He called men to follow Him. I call men to follow Him as well, and only in a limited degree to follow me as I follow Him.

What can we do to minimize the differences?

Always point people to Christ and not ourselves. Involve them with other Christians and not try to be everything for them.

4 ASK:
 Check our motivation. Make sure we are seeking to serve them for their best and not just trying to get them to fit into our program.

5 READ & DISCUSS (try to brainstorm a number of practical ideas)

The group needs to do some relational things together. It would be great if they could take an overnight trip to one

of their homes and just have fun together. Vanessa might surprise them one week and, when they get to the Bible study, take them out for ice cream or something social.

6 APPLY: Take a couple of minutes to think through your life and ministry. Answer the three planning questions.

7 SHARE and PRAY: Share with each other where each ministry is at and what the next steps should be. Pray for one another.

Putting the principles into practice . . .

CRITICAL THINKING

What limitations in disciple making will we always have that Jesus didn't because of who He was and the culture in which He lived? What can we do to minimize the effect of these limitations?

CRITICAL THINKING

How can we maintain a Christ-like relationship with those we are helping to grow without mis-using the "relationship" as a ministry tool?

CASE STUDY

Vanessa's small group was frustrated. They had been meeting together for six or seven weeks, and two of the women weren't coming consistently. The others finally expressed what everyone was feeling. It was too rigid, too stiff—too much like a program or even a class. Vanessa had worked at preparing interesting Bible studies. It wasn't the lack of good content or even good discussion. But still, something just didn't feel right.

In light of the principles you've studied today, what would you do if you were Vanessa? What actions would you take? What difference do you expect these actions would make?

When will (we) learn this lesson? Preaching to the masses, although necessary, will never suffice in the work of preparing leaders for evangelism. Nor can occasional prayer meetings and training classes for Christian workers do this job. Building men is not that easy. It requires constant personal attention, much like a father gives to his children. . . . The example of Jesus would teach us that it can only be done by persons staying right with those they seek to lead.

—Robert Coleman

PLAN

Who am I seeking to help grow as a disciple?

How can I initiate informal/relational times together which will really help them grow?

What formal/planned settings can I use to help create an environment of growth?

FOR FURTHER STUDY:
 Read "Association," Chapter 2 in *Master Plan for Evangelism*, by Robert Coleman (Spire Books).

Unless otherwise indicated, all Scripture references are taken from the *New International Version*, ©1973, 1978, 1984 by the International Bible Society. Published by Zondervan Bible Publishers, Grand Rapids, Michigan.



BOOKS FOR FURTHER STUDY

Ch. 1: "Association," *The Master Plan of Evangelism* – Robert Coleman (*Spire Books*)

Ch. 12: "Creating The Atmosphere of Encouragement," *Guidebook to Discipleship* – D. Hartman & D. Sutherland (*Harvest House*)

Ch. 6: "The Precepts," *Personal Disciple-Making* – Chris Adsit (*Here's Life*)

Jesus Christ Disciple-Maker – Bill Hull (*NavPress*)



TOPIC CONNECTIONS

Related *InterACTA*

small group studies: *The Turning Point; The Price Is Right*

Remember that a real relationship is two-way. Your disciple is going to learn a lot from you, but you can learn a lot from him as well. Let him know that! Tell him you need someone like him to keep you in line, to pray for you, to encourage you, to teach you.

—Chris Adsit

CREATING THE ATMOSPHERE OF ENCOURAGEMENT

Informal Situations

The opportunity to minister in formal situations is an outgrowth of effective interpersonal relationships. The classroom type of environment seems to militate against quality learning and instruction. When is it that God teaches one the most in his own life? . . . God usually teaches people the most when they do not expect it, using the great classroom of life during normal everyday activities.

Jesus almost always used this method of teaching and training His disciples. He would take an experience and use it to teach them a spiritual lesson.

Being real

When an individual is involved in discipling another person, there is a subtle temptation to put on a "spiritual show" for that person. The first is that he desires that person to respect him as a man of God or secondly, he wants to be a good example of how a man of God should live. In any event the pressure is on to perform and to act spiritual. . . . The result is just the opposite of what is desired—a person looks less spiritual.

God wants us to be real with those we are working with. He wants us to show them that we in ourselves are nothing but in Christ we are becoming like Him. An individual needs to be able to admit his shortcomings just as he also needs to be able to reveal his heart's desire to glorify God.

Have Fun

An important aspect of being able to develop strong relationships is having fun with those that are being built as multiplying disciples. There just does not seem to be any formal activity that can compare to good, old-fashioned fun when it comes to an effective method of developing friendships.

There are times when an individual who decides to go to the ball game with the men in his discipleship group, rather than lead them in Bible Study, just may be having the more effective ministry. . . . A person listens to and loves to be with his friends, and friends have fun together.

—Excerpted from *A Guidebook to Discipleship*, Doug Hartman and Doug Southerland (*Harvest House*, 1976), pp. 104-111.

O V E R V I E W O F M E E T I N G T I M E



Planning your group session

| INTERACTION AS A GROUP | INTERACTION WITH THE STUDY & WORD | INTERACTION WITH GOD | UPCOMING INFORMATION | OTHER IDEAS |
|-------------------------------|-----------------------------------|---------------------------------|---------------------------------|----------------|
| Ice breaker? Refreshments? | Provided. Add personal story? | Worship / Praise / Prayer time? | Next meeting? Special event? | Music / Video? |
| _____ min. | _____ min. | _____ min. | _____ min. | _____ min. |

Allocating your time

ACKNOWLEDGMENTS

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Design:
Thompson & Thompson