

IRON TO IRON

As iron sharpens iron, so one man sharpens another. Prov.27:17

Study Leader's Manual

(For use in PY camps)





3rd Edition © 2000 PY NSW

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means – electronic, mechanical, photocopying, recording, or otherwise – without prior written permission.

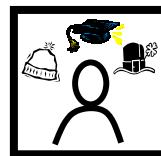
For information:
Presbyterian Youth
2A Lennartz St, Croydon Park, NSW. 2233
www.pynsw.org.au
rockpool@ozemail.com.au

TABLE OF CONTENTS

HOW TO USE THIS MANUAL	i
I. ROLE OF THE STUDY LEADER	1
1. Leading Servants	1
2. Carer	2
3. Coach	3
II. PREPARATION	6
1. Understanding The Passage/Book	6
2. Applying The Passage	7
3. Working Out Teaching Goals	8
4. Prayer	8
III. ASKING QUESTIONS	10
1. Prepared Questions	10
2. Facilitating Questions	11
3. What Makes a Question an Effective One?	11
4. The Importance of Questions	12
IV. HOW TO RUN A SMALL GROUP	14
1. The First And The Last	14
2. How People Learn	14
3. Leading The Study	16
4. Leading in Prayer	16
V. FOLLOW-UP	18
1. Introduction	18
2. What is follow up?	18
3. Who should we follow-up?	18
4. How Can Follow Up Happen?	20
5. PY Follow-Up Kits	20
6. Your Own Follow-Up System	21
WHO IS THIS MANUAL FROM?	22
SOME GOOD BOOKS TO READ	22
PUBLISHING INFORMATION	22

HOW TO USE THIS MANUAL

This manual is to help you prepare to be a study leader at a PY camp. It could be for any camp but this has been prepared with Summer Camp in mind. The manual is meant to be interactive - that means as you read it there will be things for you to do and think about. So no matter where you are, in the country or the city, everyone can have the benefit of preparing to be a study leader in the same way. The best way to use this manual is to read sections of it at a time. Throughout the sections there are interactive boxes with questions and points for you to think about. If you aim to take it one bit at a time then, along with the study material, you will be well prepared for camp. So dig in and interact!



ROLE OF THE STUDY LEADER

The most important element in being a study leader is your personal relationship with God, through Christ. We cannot lead and encourage others to know God personally if we do not know God this way ourselves. That is why our relationship with God must guide the way we lead our study groups, relate to people, serve and enjoy our time at camp. Our role doesn't start and end with the study group time on the programme. Rather, it's all through camp - every activity, game, meals, night, day, singing, praying, orderlies and clean up. Being a leader is a lifestyle. You are at the forefront in helping the campers have a good time learning about God, themselves and where they stand with Jesus. From a human perspective without you the camp would struggle to achieve its aims of reaching youth for Christ. Leaders have three important roles to play,

1. Servant,
2. Carer and
3. Coach

All three stem from the example of Christ Himself. Lets look at what each of these involve.

1. Leading Servants

A strong image of Jesus in the gospels is one of a servant. Both in what He said and did He taught the disciples that to be a leader means serving others (John 13; Mark 9:33-38), even those we don't get along with. Jesus showed clearly that being a servant and being a leader are not two separate things (John 13). Rather, to lead means to serve. By serving we reflect Jesus' character and show others God's love. This includes everything we do as study leaders at camp. Whether we're asking and answering questions in the study group, doing orderlies, doing what you're asked cheerfully or being attentive to the needs of your group, think of all of these things as serving. This is where our personal relationship with God is so vital because it gives real meaning to our servanthood for it is our Heavenly Father and Jesus our saviour whom we serve (Col.3:17). This may sound basic but it's easy to let things slip when we get tired toward the end of camp. Someone has observed that we don't need more servant leaders, we need more leading servants.

INTERACTIVE BOX 1

Read Mark 10:35-45

1. What was the attitude of the disciples toward leadership? What was the attitude Jesus showed? How did they differ?
2. What attitudes towards ourselves and Jesus should shape us as study leaders?
3. Pray about the attitudes you want to cultivate for being a leading servant at Summer Camp.

2. Carer

Another important image of Jesus' leadership is that He cared for and loved His disciples deeply. He built up His small group and established loving relationships with each member. He would look out for the physical and emotional needs as well as teaching them God's truth (Mk.1:29-31; Mk.6:30-32; Lk.9:10). As a result when He taught them, the disciples were confident that He had their interests at heart (see Lk.5:4-8). They trusted Him and so He was able to minister to their deepest spiritual needs, not just fill their heads with knowledge (Jn.15:13-15).

Think of your group as the people that you are especially responsible for all camp. Although we only have a short time its very important that we establish relationships with those in our groups. Through relationships we can care and love people and that's when we can truly minister to people. Be alert to the needs of your group members and help meet those needs, whether its finding a room on the first day or talking over a problem.

How you get to know your group members will depend on the age and type of group you have. For example, younger teenagers (14-15yrs) might find it "uncool" to have the study leader hanging around them at meals or free time. Don't be put off. Be yourself and give them the space they need. Don't try and behave like a 14 year old when you're in your 20's or 30's - teenagers can see through this a mile off. Just take opportunities when you can, like when they are on their own. Be patient and try to be consistent. Whilst you won't be able to establish deep relationships with all those in your group, try at least to get to know one or two at a deeper level. It might be that you share a common interest with one and that will give you something to talk about that you both feel comfortable with. Especially look out for those youth in your group that appear to be loners or look like they're being left out. Make friends with them so that they know someone cares for them. Building relationships with youth carefully can mean all the difference for them in enjoying and learning from the camp and it being the worse experience they've had.

A Word of Caution

It is very important that all of the above be used wisely with respect to male and female relationships. Do not ever talk to a youth about personal matters one to one in a closed setting, eg in their room with no one else around. This doesn't mean you can't talk in private but do so in a place where others can see you, eg sitting on the oval or at one end of the hall. Be aware that teenagers can easily misunderstand your intentions to care, so this is to protect them and you. If there are youth in your group of the opposite sex who are loners or need someone to talk to about personal matters try to get another leader of the same sex to befriend them or ask one of the chaplains or one of the camp parents to look out for them. This doesn't mean you can't build a positive relationship with these youth but just don't do it on your own or in a closed setting. If you don't have a co-leader of the opposite sex establish a "buddy system" with another leader or two so that you can help each other out in these situations. If you need help and don't know what to do ask the study conveners, chaplains or camp parents. They are there to serve you.

INTERACTIVE BOX 2

Read 1 Peter 5:1-7

1. List all the ways Peter encourages the leaders to care for those they lead. What were they not to be like? Why?
2. There will be times at camp when you will be tempted not to want to bother to care for your group. What does this passage tell us about where we can find help in times like this? v5-7
3. Pray for yourself and your group that God would provide ways for you to care and know them.

3. Coach

When you picture a coach what comes to your mind?

You've seen them on TV. They yell from the sideline to get their team moving and to win the game, they spend hours with one athlete helping them improve their technique and they celebrate with the team when they win. Coaches seem to have four main roles - trainer, encourager, challenger and model.

Jesus displayed all these types of roles as He disciplined the twelve. He trained them by teaching them about God using things in their everyday world (eg Matthew 6:26-34). He encouraged the disciples by helping them to trust Him through the truth of God's Word (eg John 14:1-11). He challenged them to act on God's truth that they understood (eg Mark 8:34-38). And He modelled for them what living with and for God meant (eg. Jn.4:6-9, 27; Jn.13:1-5; Mat.19:13-15). Although we are not Jesus, we too can play the role of a coach in leading our study groups.

The study leader is the personal interface between the speaker and the young people we are seeking to reach. You are at the coalface of achieving the aims of a camp and the talks in the lives of the young people who listen. For example, if the aim of a camp is to tell non-christian youth the gospel then the study leader is to see that the people in their group are in some way personally challenged by the gospel. Or if the aim is to challenge a christian into a deeper understanding of God and His word, then the study leader is to see that the people in their group are encouraged and helped to understand and apply God's Word to their lives. Therefore the study leader's role is closely tied to helping achieve the aims of the camp. You are the link between the teaching given in the talks and the lives of the people in your group, ie. to help put what we know in theory into practice. Lets look at these four aspects in more detail.

➤ **Trainer**

A trainer is someone who gives both instruction and shows how it works practice. As a trainer you are helping youth understand what God's Word is teaching and how to apply this in practice. There will be more detail about this in later sections. Briefly this involves the following:

The Trainer helps people to UNDERSTAND the Bible's teaching by:

- Facilitating discovery
- Explaining passages
- Explaining specific truths or concepts (eg. grace)
- Giving frameworks to help understand the big picture of the Bible
- Give examples of how belief works out in practice

The following three aspects are part of being a trainer.

➤ **Challenger**

To be a challenger is to call for a response from someone based on what they know about God and themselves. For example, if a person knows God forgives and requires repentance from us and if a person knows they need forgiveness, then the leader should call them to ask God for His forgiveness. This means you need to help them see the connection between the truths of God in the Bible and things in their lives and ask them to respond to this connection in some way.

➤ **Encourager**

To be an encourager you are seeking to give strength, comfort and support to someone from God's Word so that they can face things in their life that they would find difficult to do otherwise. For example, a young person may be finding it hard to pray so to encourage them you might (among other things) point to the truth that God loves us to talk to Him and that this can draw us to want to talk to Him. Again its helping young people connect with the truths of God's Word with some aspect of their life and be strengthened and/or comforted by this.

➤ **Modelling**

To be a model you are showing the pattern or design to be followed in living as a child of God. There are at least two important ways we are models to those in our groups. Firstly, we are models of how to read and interpret the Bible (2 Tim.2:15). This means taking it seriously as God's Word, interpreting passages within their correct context in the Bible and pointing people back to what the Bible's saying rather than just resting on people's opinions. It doesn't mean we have to be Biblical scholars to be a good model. There will be plenty of people at camp who can give us the extra Biblical input about an issue as required. All we need to do is be faithful with what we have been given in the studies and our own christian life. Many of the young people at camp may come from homes where the Bible is not read or respected. Some may even come from places where learning from God's Word is modelled poorly and so have distorted images of the value of God's word in the life of a christian. Therefore, it is very important that, like Timothy, we work at handling the Word of God accurately.

Secondly, we are models of living a christian life. This goes back to where we started, our own relationship with God. This aspect of modelling isn't necessarily deliberate but rather just comes out of who we are and how we relate to God and people normally in a non-camp situation. All christians need to be growing in godliness, in understanding God's Word, in the fruits of the Spirit and in prayer. Young people need older christians to model for them what a growing mature

christian is like. It's normal for teenagers to follow others, both good and bad. We may be the first real maturing christian they have known close up. Therefore, it's very important that we be good examples to them of living a christian life. In practice at camp this could simply be doing your quiet times faithfully each morning, or praying each day. Often it will be helpful to talk about examples in your own christian life where you have changed as a result of God challenging you. In the same way we don't need to be Bible scholars to be a model in handling the Bible, so in the christian life we don't have to be perfect saints to be a good model. God still uses our weaknesses to show His glory (1 Cor.1:26-31). The important thing is that we are continually seeking to grow in Christlikeness. God will use this to work in and through us to influence the lives of the young people in our care.

Remember that each of us has strengths and gifts in different areas, some are better at training, others at encouraging and others at challenging. The important thing is to know where your strengths and weaknesses lie. Use your strengths in God's grace and ask Him for help in your weaknesses. Don't think you are doing it all on your own because we know that the Holy Spirit is at work in people's lives (1 Cor.2:10-12) and you are working in partnership with Him (1 Cor.3:6-9).

INTERACTIVE BOX 3

Read 2 Timothy 1:3-14

1. List some ways Paul is being a trainer, challenger, encourager and model to Timothy in this passage.
2. Think of someone in your life that has been a coach to you in some way. What did they do and how did it help you?
3. Pray about your role as a coach at camp and for the other study leaders.



PREPARATION

Think of a time when you had poorly prepared for an event, an exam or some other demanding activity. What were the consequences of being unprepared?

Preparation is the most important (and time consuming) activity for you to do prior to camp. Without adequate preparation, your group will not function as effectively as it could. As the study leader, you are there to direct the group. Therefore, you need to have worked through the studies yourself and have grappled with the issues.

You need to know the information, not learn it with them.

You must be prepared for digressions from the set study questions.

You need to be aware of, and prepared for, the “Oh no! I thought you’d ask that” kind of questions.

INTERACTIVE BOX 4

1. What process do you normally go through in preparing a Bible study?

The following 4 steps provide a useful guide in preparing a Bible study. (modified from Growth Groups by Colin Marshall. Matthias Media).

1. Understanding The Passage/Book

Overview of the Book

At a camp we will probably be studying a book or letter of the Bible as a whole, and also individual passages. So it is essential that we have a good understanding of the main message, themes and structure of the book or letter.

When reading the book/letter ask yourself these kinds of questions:

- What are the main themes?
- What words and phrases are repeated?
- What do I learn about the author and recipients?
- When and where do the events or people of the book or letter this take place?
- What appears to be the author’s purpose in writing the letter/book?

Overview of the Passage

Go through individual passages for each study and ask yourself:

- What stands out?
- What do I find difficult to understand?
- What ideas are repeated?
- Are there specific commands to be obeyed?
- Are there warnings to heed?
- From my first impressions, what are the main ideas in this passage?

Question Bombardment

Bombard the passage/letter with your questions. Try to unravel your questions and anticipate the questions the group might have. Ask questions like:

- What ideas are hard to understand?
- What words are unfamiliar?
- Why has the author written in this way?

Background

If you have a Bible Dictionary or a Handbook to the Bible read the relevant passages on the book/letter you are studying.

Flow of the Passage

Have a go at working out the structure and logic of the passage to understand the author's flow of ideas.

The Passage in Biblical Context

In the talks at camp, the speaker will usually place the study passages in their overall Biblical context. However, if you would like to have some understanding of this beforehand, it may be helpful to read a commentary on the book/letter you are studying.

2. Applying The Passage

Before coming to camp, we, as study leaders, need to have thoroughly grappled with the application of the passage to our life, and to that of the group members. If this is an integral part of our preparation, it will help to make the application of God's word the focus of the study, rather than something merely tacked on at the end of a discussion.

Applying Where It's At

God's Word can be applied to three broad areas of our lives. These are:

- ◆ What we believe and think
- ◆ How we act
- ◆ How we feel

These areas remind us that God made us as whole persons not just brains on legs or hearts in a headless body. It is helpful to keep these in mind as you think about the application questions in the studies and from the talks. So you can ask yourself questions such as "How does this truth affect what I believe? Is it commanding me to change the way I behave? Does it lead me to express my emotions in some way?" The application doesn't have to cover all these areas at once, it may only be one or two each time.

Whatever it may be, it's essential you are prepared to apply God's Word to yourself before you can honestly encourage your group to apply it.

Aiming it Right

The age and sex of your group will play an important part in effectively helping them to apply God's Word. For example, if you have a groups of 14 year olds remember girls mature faster than boys. For 15-16 year olds they may be less worried about their immediate future and more concerned about being accepted by their peers. On the other hand, 17-18 year olds may be very concerned about their immediate future and relationships with the opposite sex. These, of course, are broad generalisations but what is relevant to young people's lives is diverse and will be governed by the age, background, sex and maturity.

The key to helping your youth apply God's Word is to use application questions creatively, in a way that is most relevant to the age of your group. Keep your ears open, say at meal times, to what your teens talk about. This will give you a clue to what might be important to them. Doing this will help young people to see that God's Word is relevant to every part of their life.

For example: The 15 year old boys in your group are avid cricket players. In an application question on serving one another you could ask - "How would you serve the others on your cricket team at your Saturday game? Have you ever had an opportunity to do this? What happened when you did?"

3. Working Out Teaching Goals

Before Camp

For each study work out what you see as the aim of the study based on the prepared questions. Go through the prepared questions and see how they meet the aim. If you are unsure how a question fits into the study make a note and ask about it at the study leaders meetings at camp. By understanding the aim of each study it will help keep on track when discussion drifts in the study group. The aim acts as a reference point so that you can gauge how the discussion is going and how to re-word questions to help people to think about the main points.

At Camp

During camp as you get to know your group, you will start to see which questions are appropriate and which could be left out. Before each study determine the best questions to ask in light of the aim of the study and where you perceive your group members understanding of God to be. Group members will have a range of understanding and experiences but try to pitch it to the majority as you see it. If you have done your preparation well before camp, the camp modification at camp will be less time consuming.

4. Prayer

Apart from being prepared for the knowledge side of the study, the leader also needs to be prepared for the spiritual side. As one of the aims of the study group is to see each member of the group grow in Christ, as with all things, Satan will try his hardest to stop this from happening - both growth in the leader and in the group members (1 Pet.5:8-9). Therefore, prayer is also a vital part of any study leader's preparation - seeking God's guidance in your preparation; pray for wisdom as leaders, and for the strength to be good role models and godly people.



A SKING QUESTIONS

Although you will be given prepared study questions, you may need to adapt them to your group. This topic is about how best to reword questions to suit your group; knowing which questions to ask and how to use questions more effectively.

INTERACTIVE BOX 7

What is Jesus' purpose in asking the following questions?

1. Mark 8:27-29

2. Mark 3:4

3. Matthew 23:16-20

Jesus used over 100 questions in the Gospel. He is the ultimate example of the power of questions to provoke and challenge. Therefore, as study leaders, our aim should be to provoke group members to think through issues and discover the truth in God's Word for themselves.

Types of Questions

There are two broad types of discussion questions:

- prepared questions; and
- facilitating questions

1. Prepared Questions

These will be the ones you will get in your study book. The list below will help you to recognise the different forms they come in and what their purposes are. They are an effective means of structuring the Bible study and take the form of:

1. Observation questions:

Initiate discussion and help the group to see the basic content and structure of a passage eg "What did you learn about God's love for you in this passage?"

2. Interpretation questions

Deepen and clarify the observation questions and encourage the group members to go beyond their initial observations eg "What does unconditional love mean?"

3. Correlation questions

Show how the passage is related to the rest of the book and the whole Bible eg "How does the fact that God made you part of His family relate to His care for you?"

4. Application questions

Stimulate the group to act on what they have learnt and to apply it to their lives eg “What can you do to better glorify God as part of His creation?”

2. Facilitating Questions

These are questions that facilitate the discussion and keep it moving forward towards the ultimate goal of the study. You may want to have some of these prepared beforehand to help bring out the point of the Bible study or they may be just spontaneous. They are usually in addition to the prepared questions but are always complimentary to the purpose of the study. It is particularly these questions which we have to learn to use more effectively to direct our study groups. Below are some general principles that will assist you in formulating these types of questions.

3. What Makes a Question an Effective One?

- Open-ended, not closed:
 - ◆ Good questions require a thoughtful response, rather than a simple ‘No’ or ‘Yes’
 - ◆ Open question: “What does it mean to continue to live in Christ?”
 - ◆ Closed question: “What are the four ways to continue to live in Christ?”
 - ◆ Closed question: “Is God concerned that we continue to live in Christ?”
- Doesn’t anticipate the answer
 - ◆ Questions should make the group think, rather than lead them in a certain direction
 - ◆ Poor question: “Jesus was God, wasn’t he?”
- Simple, not double barrelled
 - ◆ Questions which have two or more parts confuse the group because they do not know where to start their answers. Each question should address one issue.
 - ◆ Poor question: “What does it mean to continue to live in Christ? Why is it important and are you doing it?”
- Concise rather than complex
 - ◆ Questions should not need further elaboration. They should be aimed at the group’s language level, the level of ideas involved and the amount of background knowledge required to answer:
 - ◆ Poor question: “What is Paul’s view of traditional ceremonial religion for justification and sanctification?”
 - ◆ Better question: “What’s wrong with keeping rules?”
- Relevant rather than off the track
 - ◆ Does the question focus attention on the main point of the passage?
 - ◆ What is the underlying purpose of the question?
- Responsive rather than quench
 - ◆ Will it stimulate good discussion and participation?
 - ◆ Is it a question you yourself would find useful and thought provoking?

- ◆ Does it give more than one person an opportunity to respond?
- ◆ Ultimate test: is it a question that will force group members to grapple with the bible and its application to their lives?

4. The Importance of Questions in Maintaining the Momentum of a Bible Study

Good questions will encourage group interaction, help the members to keep concentrating and prevent the leader from dominating the discussion.

Keep Asking More Questions.

Counter questions with questions to ensure the group is working things out for themselves and not merely expecting the leader to do the work for them.

Keep prodding by:

- Extending: “What can you add to that?”
- Clarifying: “What do you mean by that?”
- Justifying: “What reasons can you give for that?”
- Redirecting: “What do others think?”
- Reflecting: “What I think you’re saying is...is that right?”

Deal With People’s True Interests

Try to identify the person’s frame of reference. Find out not only what they want to talk about, but also how they want to talk about it. Take something from their answers to formulate your next question.

If your group is fired up about an issue, don’t be afraid to go on a tangent for a little while. Sometimes it may be more beneficial to address key issues the group is struggling with than to plough on with the study material. *However, don’t let things drift off for too long.* After a while bring the discussion back to the study material but suggest that you talk about the issue afterward with those who are interested in pursuing it further. **Having the aim of each study clearly in your mind aids the process of bringing the discussion back on line.**

Welcome Pauses

Don’t be afraid of pauses. They are essential to give the group time to think and reflect and are a normal part of the dynamic of group discussion.

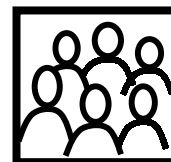
Value Every Contribution, But Be Discerning

Every contribution to discussion is valuable in the sense that a person is contributing. Showing genuine interest in every contribution is a key to getting high participation. But whilst the person who is contributing should be valued and affirmed we need to discriminate between the content of the answers given and the person. The content may not always be correct.

Handling Wrong or Inadequate Answers

If the leader jumps in every time there is an incorrect answer, it will kill discussion. Some strategies for handling errors are:

- Ignore the error for the moment hoping that the person will understand further down the track
- Ask the group to respond, hoping that other members will move the discussion closer to the truth
- Probe further, asking “That’s partly right, but there’s more to it” or “Do you mean...?” or “If that is true, then what about...”



HOW TO RUN A SMALL GROUP

1. The First And The Last

The first study and **last study** are very important for the group. The first study sets the tone for the camp and the dynamics of the study group, and will therefore require extra preparation. You will be given extra time at camp in the first study to get to know each other. Don't launch into the study in your first breath. Take the time to chat and help everyone feel relaxed. Often this will take more than one study group time but don't give up. By taking this time it will help them trust you and learn better from the rest of the studies. Try to think of some icebreakers. For example, ask each group member to draw a picture of the person opposite, and to then introduce that person to the group (for some great ideas see *Leading Better Bible Studies*, p.135ff, by K & R Morris).

INTERACTIVE BOX 9

Brainstorm some activities to help the group members get to know one another:

The last study also plays a key role in winding up the camp. Try to get the group to reflect on what they have learnt, and give an overall picture of the talks and studies. Ask what they found good about the camp, studies and talks and what they found bad. Encourage them to be honest.

2. How People Learn

One of our main aims in leading study groups is help youth learn about God's truth. But for people to learn anything worthwhile they've got to want to learn. **So one of the skills in leading studies is to create a desire in young people for spiritual growth and knowledge.** And this is not easy!! Understanding how people learn can help. Not everyone learns the same way and teenagers may learn differently from adults although share similar traits. Here are a few different ways people learn.

- Seeing – learn by seeing something they are seeking to understand
- Hearing – learn by having something explained clearly and precisely
- Doing - learn by doing it before they feel they have fully mastered it

Often people are a mixture of these types but they usually have one type that's dominant. People tend to teach (including leading studies) the way they learn. It's a good idea, then, to try and identify which is your dominant learning style.

INTERACTIVE BOX 10

To help you discover your learning style circle the options below that most describe you:

	Seeing	Hearing	Doing
When you spell do you	Write to see if it "looks right" ?	Sound it out ?	Write to find out if it feels right ?
When you relax do you	Prefer to watch TV/read ?	Prefer to listen to radio, CD ?	Prefer to play a sport or be active
When you contact people do you	Prefer meeting face to face ?	Prefer phoning them	Talk while walking or doing something

Over the course of the camp you probably won't have time to discover the way every group member learns. But you will be able to pick up some things if you keep alert with these styles in mind.

In order to maximise the potential for the young people in your group to learn try using a few different ways of working through the studies. Here are a few examples:

1. Split the group into 2s or 3s and get each sub-group to go through different (but related) questions from the study for 10 mins. Then have each sub-group report on what they discovered. Write/draw their answers up on cardboard. Then examine the passage and compare answers.
2. Using a teenage magazine (eg. surfing, Rolling Stones etc) find an article with a particular view of life in it that illustrates something from the study. Present this to the group and follow the mag's argument to its logical conclusion. Then do the same with the passage from the study and help the group compare the two and discover why the Bible's approach shows the real truth. (Note: this approach may be more suitable with some areas of the Bible than others).
3. With either input from the group or your own experiences give them a realistic scenario in which they could apply the truth they have just learnt from the talk or study. Eg. If your parents banned you from going to youth group, how would you love and obey both God and your parents ?

Don't try and do too much. It's best to plan to do only one or two studies this way and choose things you feel comfortable using for starters (unless of course you're a teacher and this comes naturally to you). Too much chopping and changing can actually be disruptive to the groups learning process too. But be as creative as you can in presenting your study. Encourage your group to interact as much as possible. It will take time to do this but its worth it to help young people discover the wonder of God in the Bible.

Some Practical Tips In Leading The Group

- Seat the group in a circle. A study always works better if everyone can see each other's faces easily. This also means that the group should be at the same eye level- everyone sitting up, all seated on chairs or all on the ground. It is a good idea to avoid sitting in the sun in order to prevent people falling asleep during the study.
- Always be polite to people and treat them with integrity and respect. In this way people will feel safe enough to open up and share their thoughts and feelings.

3. Leading The Study

Keep asking questions and directing the discussion (see topic "Asking questions")

Winding Up The Study

Having directed the group towards the goal of the study, it is essential to effectively wind it up. To ensure everyone is clear about what they have learnt. At the end of the discussion you want to:

- Reinforce the main point of the study
- Highlight the relevant applications
- Pray together about these applications

Note your summary should reflect the group discussion, not your prepared study.

Group Prayer

What is your first reaction when you think of group prayer?

It is often difficult for group members to be enthusiastic about group prayer. It may be especially difficult at summer camp where there are new Christians, non-Christians or those who are not used to open prayer. We need to be sensitive to some group members feeling awkward, yet at the same time encourage them to pray.

What will help your group to be able to pray together?

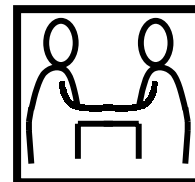
- **The example of leaders:** address prayer in your own life. If you are enthusiastic about prayer, the group is more likely to follow your lead.
- **Give prayer priority in group time:** for example start the study with prayer rather than leaving it until the end.
- **Keep track of the group's prayer concerns.**
- **Be confident in God through Christ.** We need to keep teaching and reaffirming the gospel: that we are lost on our own, but have entered into a relationship with God through Christ. This knowledge gives us the confidence to pray and the reassurance that God loves us and wants us to speak to him.
- **Encourage group members** to pray without being pushy or making them feel awkward about prayer.

4. Leading in Prayer

We have to be mindful that we are not only praying to God, but also leading others in prayer and serving them.

- Use the plural pronouns 'we' and 'our'. This shows that we are all praying, not just the person speaking
- Say short prayers so that everyone can maintain attention
- Avoid jargon.
- Don't switch into an unnatural 'prayer mode'. Use your normal voice and keep a normal posture.

FOLLOW-UP



1. Introduction

We all know camps provide a unique opportunity for young lives to be challenged and changed which would not happen so quickly in the more humdrum of environments. Young people can get “switched on” to God either by simply becoming more serious in their search for meaning in life or by making serious commitments to Jesus as Lord and Saviour. Either way the camping environment, whether it be talks, the Bible study, a significant conversation with someone or whatever, is only the catalyst or the beginning of something in a person’s life. Camps come to an end and they go home with those experiences and then what...! Well that’s where follow up comes into play.

INTERACTIVE BOX 12

Think of a camp you have been to when you were younger. Did anyone follow you up after? What effect did it have on you?

If you weren’t followed up what effect did that have on you?

2. What is follow up?


Follow up is simply some form of commitment to a person or group of people after a camp is over to help them build on what they have learnt or have had sparked off in their life. For a statewide camp like Summer Camp follow up needs to be deliberate and planned. That means your job as study leader does not end with the camp.

3. Who should we follow-up?

Ideally everyone at camp should be followed up in some way. We all need encouragement to keep going. But there are two types of people who we should especially focus on - the new christian and the serious searcher. Let’s look at the needs of each of these in turn.

The New Christian

It may be that a young person becomes a christian at camp. Follow up of a new christian needs to take into account the different backgrounds youth come from. So during the time at camp as you get to know your group members take note of their family and church backgrounds.

 INTERACTIVE BOX 13

1. What are the important things new christians need at the beginning of their life with God for each of the following circumstances:
 - A. The young person from a christian family.

 - B. The young person from a non-christian family but regularly attends the local youth group.

 - C. The young person from a non-christian family but does not attend the local youth group.

2. How do think these people could be provided with these things after a camp is over?

The Serious Searcher

Sometimes people are not ready to become christians at camp but they are asking a lot of serious questions. They may still have a lot of objections to Christianity or struggling with a particular issue that is blocking their path to go further. Whatever it might be the point is that we noticed that they're serious about searching even if they won't admit it.

 INTERACTIVE BOX 14

1. What important things do serious searchers need after a camp to help them continue to look for answers? How might these things be provided for such people after camp?

2. Who do you think is the best person to follow up a searcher?

4. How Can Follow Up Happen?

If your answers to any of the questions above make it seem that follow-up is a lot of work - you're right. And if you think you'll just never be able to do it all - don't PANIC! There is a solution. PY camps have the unique feature that almost everyone who comes is already connected to a local youth group in some way, either through their friend who invited them to camp or by belonging to a local church group themselves. Therefore, there is a built-in network that can be harnessed for follow up. We need to take advantage of this network to facilitate follow up of young people from camps more effectively.

The basis of follow-up for a PY camp is that it is most effective when it is done by a christian person from their local area who knows and has regular contact with the camper, eg the youth leader/worker, minister or elder or some other mature christian person. The job of the study leader is to link up that local christian with the youth in your group and encourage that person to follow them up. In addition, it also involves providing some written material to both the youth and the local contact as a resource to help them in the follow up process.

5. PY Follow-Up Kits

PY has set up two types of Follow-Up Kits - one for new christians and one for serious searchers (the study conveners will have these kits already prepared and available for you at a PY camp)

Each kit contains the following:

NEW CHRISTIAN KIT	SERIOUS SEARCHER KIT
2 copies of "Just for Starters - 7 Basic Bible Studies" - 1 copy for the youth, 1 copy for the local follow-up contact	~
1 copy of "Hanging in There"	1 copy of "A Sneaking Suspicion"
A sample letter to write to the local contact	A sample letter to write to the local contact
An envelope	An envelope
A check list	A check list

If you find someone in your group has become a christian during camp or has asked some serious questions about God and seem like they want to know more, then before the end of camp you need to get the appropriate follow-up kit from the study conveners.

Here's a step by step guide to how it works:

1. At camp give the appropriate books (ie. new christian - 1 copy of "Just for Starters" & a copy of "Hanging in there"; serious searcher - copy of "A Sneaking Suspicion") to the person in your study group. Tell them why you are giving them the books and explain briefly what the books are about.

2. Before camp is over find out from them which church they are associated with, evenly vaguely, and whether they know the local youth leader's name or someone at camp who does. Explain carefully that you would like to contact them after camp so that they can talk to them about the things they have been thinking about at camp (use common sense here)
3. Before camp is over obtain from one of the study conveners the name and address of the most appropriate local person to contact after camp.
4. Within 2 weeks after camp write (e-mail or postie) to the local contact and, if you're following up a new christian, enclose a copy of "Just for Starters" for them to use with your young person. Explain why you are contacting them and what you have given to the youth as follow-up material. If it is a new christian then encourage them to do the Bible study with the young person or find someone else more appropriate to do it with them. See sample letter if you don't know what to say. The sample letter is merely a guide as to what to include; you need to write it in your own style.
5. About 1 month after you send your letter to the local contact phone, e-mail or write to them to see what happened. The attitude should be one of encouragement to the person not an overlord to make sure that they have done it.
6. Within 3 weeks after camp phone or write to the person you are following up to see how they are going. **This is particularly important for new christians**, so remember to do it. If you are of the opposite sex be careful here that the young person you are writing to doesn't misunderstand your intentions. I suggest you write it with either a co-leader of the same sex as the youth or use your buddy system and get another leader to write to them.
7. Keep praying for the person and their follow up that it will be effective.
8. Don't forget to invite them to the next camp and to send them a camp form.

6. Your Own Follow-Up System

It may be you have developed your own follow up system. If so feel free to use your own instead of this one but come and talk to the study conveners about it first so at least we can learn of other ideas and methods. You may also find that the written material in the kits is not appropriate for the person you are following up, eg they are in their late teens or early 20's and the books are pitched for a younger age group. If this is the case then feel free to change the material and include more appropriate books. Again let the study convener know so that this can be included in future kits.

INTERACTIVE BOX 15

1. Pray for those who will be in your group at camp that God would be at work in them to show them His love and promises.
2. During camp ask God to help you see those who might need following up after camp.

WHO IS THIS MANUAL FROM?

This manual is a conglomeration of ideas, input and thinking from PY Summer Camp conveners and study conveners and members of PY's Training and Resource Working Groups.

SOME GOOD BOOKS TO READ

Growth Groups by Colin Marshall, Matthias Press
Leading Better Bible Studies by Karen & Rod Morris, Aquila Press, 1997
Lead Out by The Navigators, NavPress

PUBLISHING INFORMATION

Published by Presbyterian Youth
3rd Edition, © 2000
For information:
Presbyterian Youth
2A Lennartz St Croydon Park, NSW. 2133
www.pynsw.org.au
rockpool@ozemail.com.au

