



FACILITATOR LESSON GUIDE

ACTS: KEYS TO THE ESTABLISHMENT AND EXPANSION OF THE
FIRST CENTURY CHURCH

WEEKS 3-5

Unit I: Issue 2

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Purpose of the Facilitator Lesson Guide

The purpose of the Facilitator Lesson Guide is to assist Facilitators with conducting the weekly classes for the Leadership Series I course entitled Acts: Keys to the Establishment and Expansion of the First Century Church. The intent of this document is to act as a roadmap for each class discussion that will lead to a consistent, in-depth and thorough study of God's Word.

This Lesson Guide is **not** intended to replace your need for study of the Biblical Passages, Theological Readings and answering of the Socratic Discussion Questions. It is designed to assist you in the intended overall programmatic design of the Socratic Discussion Sessions.

Instructions to Facilitators

- Facilitators should encourage students to take copious notes during class, as this will prepare them for the upcoming project assignments.
- Facilitators should challenge students to respond to Socratic Discussion questions in a detailed manner to include references to Scripture, Theological Readings and any other supporting documentation.
- Facilitators should consult with their Certified Leader if questions arise that they cannot answer. The Facilitator should table any topics where no conclusions can be drawn until the next class.
- Facilitators should cover each Socratic Discussion question thoroughly by allowing time for an exhaustive and rich discussion for each question.

Weeks 3 - 5: Issue 2

Keys to the Establishment and Expansion of the First-Century Church

SOCRATIC DISCUSSION ROADMAP

1. What were the “keys” to the successful establishment and expansion of the first-century church?

Note: Facilitator should flip chart and number the keys as students give their responses. *Students should be reminded to take copious notes during this session as it will aid them in completing their Projects.*

Discussion should include the following Key Categories:

- Leadership
- Community
- Culture
- Submitting to spiritual authority
- Witnessing and boldness
- Significance and impact of persecution in the first-century church
- Importance on the “move of” and “obedience to” the Holy Spirit (Pentecost, healings, miracles, corrections)
- Other Key Categories derived from student input

2. In what ways and to what extent can these “keys” be used to establish and expand the ministry horizons of your local church or network of churches?

Note: Facilitators should select a sampling of the “keys” listed on the flip chart and discuss, “How do we apply that key in order to establish or expand the twenty-first century church?”

For example, “In what ways and to what extent is persecution a contributor to the establishment or expansion of the twenty-first century church?”

3. In what ways or places is today’s Church as effective? In what ways or places is it significantly less effective? What factors do these “keys” play in either situation?

Note: Use the “keys” to the establishment and expansion of the first-century church and compare the effectiveness of the twenty-first century church.

- a. Facilitators should allow the students to choose a sampling of the “keys” listed on the flip chart based on the students’ selection of their importance to the first-century church.
- b. These “keys” should be used for this discussion, being careful to select keys from each Key Category.
- c. Students should decide if they think the first-century church “key” is **As Effective** or **Significantly Less Effective** in the twenty-first century church context. Note: Students as they are responding could have a key listed as both “as effective” and “significantly less effective”.

Facilitator should flip chart the following:

<u>As effective?</u>	<u>Significantly less effective?</u>
Key #1 Key #6	Key #3 Key #6

PROJECT ROADMAP

1. **Project 1** asks the students to create an “annotated list” of the keys based on the assigned scripture readings for that class session.
 - An annotated list should provide a short descriptive summary of the content and state the thesis or theme of the reading or point.
 - Each key should be accompanied by the supporting scripture reference.
 - Descriptive annotated lists demonstrate that you have read and understood your source(s) and can utilize them appropriately.
 - Students should utilize the Project Guides and Models on pages 31 - 35 as their examples of this project. In no way should they copy the Project Guides and Models. They should gather these “new keys” from their reading and their Socratic Discussion.
2. **Project 2** asks the students to make a list of contrasts between the first-century and the “normal” twenty-first century local Church experience. Student should focus on how things are strikingly different in the first-century Church as opposed to the twenty-first century Church.

Definition:

contrast: con·trast: 'kän, trast

noun: plural noun: **contrasts**

1. the state of being *strikingly different* from something else, typically something in juxtaposition (side-by-side contrast) or close association

We expect the students to create a listing using the following format:

1st Century Church Experience	21st Century Church Experience
1. All believers were involved in leading others to salvation through Jesus Christ	1. Believers are less likely to lead others to Christ and leave salvation of others up to the practices of the “church”

Facilitator Note: At the end of session 5, the projects for Unit 1- Issue 2 (Sessions 3 through 5) should be put together into one project for purposes of the final submission to The Antioch School.