

Catalyst.

2023 CATALYST CURRICULUM & UNIT OUTLINES

*Discover and Embrace Your
Kingdom Purpose in Jesus
—Be a Disciple-Maker*

30 JULY –
12 NOVEMBER

catalyst.c4d.au

centre4discipleship



Participant Copy

CURRICULUM OUTLINE

Curriculum Outline

To complete the Catalyst Experience, the participant must complete all the Units contained in the package, complete the “My Reflections” section and get sign-off from the Unit presenter.

SPECIALISATION AREAS:

- a. The Nature of the Scriptures
- b. The Dynamics of Salvation
- c. Discipleship Foundations
- d. Discipleship & the Metanarrative
- e. Discipleship & Christian History
- f. Discipleship & Our Story
- g. Discipleship & Spirituality
- h. Discipleship & Mission
- i. Discipleship & Community
- j. Discipleship in our contemporary world
- k. Discipleship in the Local Church
- l. Discipleship in the Digital World

Curriculum Outline

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FOUNDATIONS OF DISCIPLESHIP

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Foundations of Discipleship (15 hours)
PRESENTER	 <p data-bbox="430 408 620 443">Gilbert Cangy</p>
APPLICATION	<p data-bbox="430 480 1012 600">This subject constitutes a review, exploration and integration of the essential foundations of discipleship as laid down by Jesus at the very beginning of his earthly ministry.</p> <p data-bbox="430 616 956 703">This subject applies to all church professionals and volunteers who desire to engage in authentic discipleship and disciple-making.</p>
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION & EVIDENCE OF LEARNING
<p data-bbox="90 887 370 975">Elements describe the essential outcomes of the subject</p>	<p data-bbox="430 887 1012 975">Integration and Demonstration point to learning that is internalized and shows up in real life, beyond merely assimilation of concepts.</p>
<p data-bbox="90 1015 385 1201">1. Recognise the significance and implications of Jesus' first few days of ministry in reference to discipleship.</p>	<p data-bbox="430 1015 1012 1318">1.1 Review Matthew 3 & 4 to gain an understanding of the message of John the Baptist.</p> <p data-bbox="430 1086 1012 1174">1.2 Follow Jesus as he responds to John the Baptist and outline all the specific significant events/moments he went through until he begins his public ministry.</p> <p data-bbox="430 1190 934 1246">1.3 Discuss the relevance of these moments as foundations for discipleship.</p> <p data-bbox="430 1262 945 1318">1.4 Assess your personal discipleship journey in reference to these foundations.</p>

Foundations of Discipleship (15 hours)

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| 2. Explore the discipleship foundations individually:
KINGDOM | 2.1 Understand the significance Kingdom theme throughout the New Testament.
2.2 Define the now and not yet aspects of the Kingdom.
2.3 Explore the significance of the present aspects of the Kingdom for the discipleship experience.
2.4 Apply the Kingdom reference of the Lord's prayer to your discipleship journey. |
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| 3. Explore the discipleship foundations individually:
Entering the KINGDOM – Water & Spirit Baptism | 3.1 Identify the three essential dynamics present in the baptism of Jesus that inform the beginning of the discipleship experience.
3.2 Explore the meaning of repentance and water baptism.
3.3 Understand the historical significance of the baptism of the Spirit, with special focus on the difference between the Old and the New Testament.
3.4 Discuss the Transforming, Equipping and Abiding presence of the Spirit in the life of the disciple |
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| 4. Explore the discipleship foundations individually:
The Disciple's New identity | 4.1 Explore the significance of the Father's voice heard at Jesus' baptism for the disciple.
4.2 Discuss and appreciate the new status of the disciple and reference to the assurance of salvation.
4.3 Review the Spirit's ministry of assurance in the life of the disciple.
4.4 Describe your current standing with God as a disciple. |
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| 5. Explore the discipleship foundations individually:
Personal Spirituality, the Disciple's Cornerstone. | 5.1 Consider who sent Jesus to the wilderness and examine the importance of those 40 days for him.
5.2 Explore the interaction between Jesus and the devil and review Jesus' consistent response to him.
5.3 Describe how this experience could be considered as the Cornerstone of the disciple's experience.
5.4 Examine various ways of developing personal spirituality and acquaintance with the voice of the Spirit with reference to your own discipleship's journey. |
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6. Explore the discipleship foundations individually:
The Missional Life
- 6.1 Review and discuss the discipleship foundations up to this point.
 - 6.2 Discuss the significance of these foundations as preparation for Mission and disciple making.
 - 6.3 Compare the theme of Jesus' mission to John's theme that he initially responded to; what is the significance?
 - 6.4 Observe the first step Jesus took at the very beginning his mission and discuss the significance of the model.
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7. Explore the discipleship foundations individually:
The Missional Community
- 7.1 Discuss the method of Jesus in beginning with a small community.
 - 7.2 Explore Jesus' purposes in bringing this small community around him.
 - 7.3 Examine the strategic centrality of small communities in the extension of the Kingdom.
 - 7.4 Design a plan to be a leader of a missional community as the centre piece in your disciple making journey.
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DEEP CALLING

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Deep Calling (21 hours)
PRESENTER	 <p data-bbox="430 406 624 443">Tara VinCross</p>
APPLICATION	<p data-bbox="430 478 1010 758">This course module provides an understanding of a Seventh-day Adventist perspective on discipleship and Biblical spirituality. It covers a historical view of those devotional practices outlined in Scripture, Ellen White and significant devotional writers that lead to Spiritual Growth. It provides a praxis model of reflection upon and engagement with, those spiritual practices and patterns of life that define who we are as disciples of Jesus.</p>
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
<p data-bbox="87 941 369 1029">Elements describe the essential outcomes of the subject</p>	<p data-bbox="430 941 958 1061">This course seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are competencies that are important to evaluate as outcomes.</p>

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| <p>1. Being — The student will be engaged in a learning process aimed at enhancing personal spirituality and enriching the personal life and ministry through an expanding awareness of who God is and what God has called them to be.</p> | <p>1.1 Encounter spirituality with one's head, heart, and hands by moving from what is known to what is unknown, and from what is natural to what is supernatural.</p> <p>1.2 Live by, through and with the Holy Spirit (Galatians 5:22-26, John 3). Explore and reflect on how this happens in the individual's life.</p> <p>1.3 Experience enrichment of personal and family relationships.</p> <p>1.4 Live a life captivated by who God is.</p> <p>1.5 Fully engage in spiritual companionship and discipleship small group.</p> |
| <p>2. Knowing — The student will be expected to exhibit an advanced understanding of sound theological and Biblical foundations that support spiritual growth.</p> | <p>2.1 Develop an understanding of a Seventh-day Adventist perspective on discipleship and Biblical spirituality.</p> <p>2.2 Explore a biblical perspective of the Holy Spirit's work and transforming power.</p> <p>2.3 Discover and re-discover spiritual insights and passions.</p> <p>2.4 Discuss and practice the 8 Calls of Discipleship.</p> |
| <p>3. Doing — The student will through discipleship to Jesus, develop a strong personal devotional walk and model Christ-likeness life and ministry.</p> | <p>3.1 Intentionally integrate Biblical devotional habits into life and ministry.</p> <p>3.2 Embrace and carry out a faithful praxis of discipleship and biblical spirituality, both individually and corporately.</p> <p>3.3 Engage in give-and-take in a small group and with spiritual companion regarding perspective and practices for personal and collective spiritual growth.</p> |
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POTHOLES ON THE ROAD TO HEAVEN

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Potholes on the Road to Heaven (7-8 hours)
PRESENTER	 <p data-bbox="430 448 684 480">Darius Jankiewicz</p>
APPLICATION	This unit explores different approaches to Salvation throughout Christian and Adventist history.
COMPETENCY FIELD	THEOLOGY
ELEMENTS	INTEGRATION AND DEMONSTRATION
Elements describe the essential outcomes of the subject	Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.
1. Biblical understanding of the relationship between God's grace and human works.	1.1 Describe a Biblical understanding of God's grace 1.2 Describe the relationship between God's grace and human works
2. History of God's grace: Early post-Apostolic Church, The Roman Catholic Church, the Reformation	2.1 Describe the early post-Apostolic understanding of salvation 2.2 Describe the Roman Catholic understanding of salvation 2.3 Describe the 16th-century Reformation's doctrine of salvation
3. God's grace in the Bible and the writings of EGW	3.1 Describe a Biblical and EGW understanding of salvation and the relationship between grace and works
4. God's grace and the investigative judgment	4.1 Describe the role and nature of the investigative judgment within the framework of God's grace


JESUS THE CHRIST

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Jesus The Christ (6 hours)
PRESENTER	 <p data-bbox="430 406 633 443">Gervais Cangy</p>
APPLICATION	<p data-bbox="430 478 1012 890">This Unit aims at helping the students discover the historical person and message of Jesus of Nazareth whom the NT Scriptures refer to as Jesus Christ and its implication for all those who today call themselves after His name. The students are given an introduction into the historical, social and religious setting of 1st century Judaism in which Jesus is born and in which His message in word and action is formulated. The Unit considers the evidence that led the early followers of Jesus of Nazareth to conclude that Jesus was the Messiah promised in the Jewish Scriptures and how they in turn translate that same conviction in word an action in their immediate surrounds and beyond.</p> <p data-bbox="430 903 1012 992">This subject applies to all desirous to know who Jesus is in the light of the Scriptures and how to be an authentic follower of His today.</p>
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
Elements describe the essential outcomes of the subject	Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.

Jesus The Christ (6 hours)

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| 1. Discover the historical markers pertaining to the birth, life and death of Jesus. | 1.1 Review the NT passages that serve as historical markers
1.2 Review extra Biblical sources that attest to the historicity of Jesus of Nazareth
1.3 Reflect on the idea that the Christian faith appeals also to reason |
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| 2. Get an understanding of the historical and social setting of the Jewish milieu into which Jesus is born and into which His ministry takes shape | 2.1 Get an introduction in the history of the Jews from Babylon to Rome
2.2 Understand how that history helped to shape the society of Jesus' day
2.3 Get an insight into the different factions that composed 1st century Judaism
2.4 Reflect on the challenges that Jesus faced as He embarked on His mission |
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| 3. Understand the beliefs and hopes of 1st century Jews and how they facilitated or hindered the reception of Jesus' message in word and action | 3.1 Discover the various key points of Jewish beliefs such as monotheism election, covenant
3.2 Explore the importance of covenant symbols: Temple, Land, Torah
3.3 Explore the meaning of salvation for 1st century Jews
3.4 Reflect and understand why Jesus' claim to be the Messiah met with unbelief, resistance and opposition |
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| 4. Discover how Jesus is the fulfilment of the Jewish Scriptures | 4.1 Explore the testimony of Paul regarding Jesus of Nazareth
4.2 Understand why the resurrection of Jesus was a stumbling block to God fearing Jews
4.3 Discover the relationship between faith and hope in the light of Jesus' resurrection
4.4 Reflect on the meaning of Jesus' resurrection for the followers of Christ today |
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| 5. Discover how the promises of God to Israel in the 1st Testament apply to the followers of Jesus the Christ in the NT | 5.1 Examine the nature of the Abrahamic covenant
5.2 Explore the meaning and vocation of Israel
5.3 Discover the relationship between Israel, Jesus and the Church
5.4 Reflect on the vocation and role of Jesus' followers in the world |
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| 6. Discover how the Cross is the means whereby the God of Israel becomes King | 6.1 Explore the Messianic expectations of the Jews in the 1st century
6.2 Discover why the Cross was a stumbling block for the Jews in the 1st century
6.3 Discover how the Cross and the Kingdom belong together
6.4 Reflect on the nature of God's kingdom and its meaning for the followers of Jesus today |
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HOW WE GOT THE BIBLE

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	How We Got The Bible (3 Hours)
PRESENTER	 Morgan Vincent
APPLICATION	This unit will explore how the Bible canon was composed for our benefit and learning.
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
Elements describe the essential outcomes of the subject	Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.
1. The nature of inspiration	1.1 Discuss the nature of inspiration and what constitutes an inspired writer. 1.2 Understand how God uses prophets.
2. The composition of the canon of Scripture	2.1 Explain the process involved in composing the canon of Scripture. 2.2 Understand why certain books aren't included in the canon of Scripture.


HERMENEUTICS AND CULTURE

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Hermeneutics and Culture (3 hours)
PRESENTER	 <p data-bbox="430 408 684 440">Darius Jankiewicz</p>
APPLICATION	This unit explores the question why two people can read the same Bible verse and arrive at different conclusions
COMPETENCY FIELD	THEOLOGY AND INTERPRETATION (HERMENEUTICS)
ELEMENTS	INTEGRATION AND DEMONSTRATION
Elements describe the essential outcomes of the subject	Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.
1. Understand the Problem of Hermeneutics	1.1 Describe the issues surrounding biblical interpretation
2. Being able to approach the Scripture in a responsible manner	2.1 Describe basic hermeneutical principles
3. Understand the relationship between the Scripture and Culture	3.1 Describe the relationship between Scripture and culture

APPROACHING SCRIPTURE

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Approaching Scripture (3 hours)
PRESENTER	 Edyta Jankiewicz
APPLICATION	This unit explores different approaches to reading Scripture, within the context of personal discipleship.
COMPETENCY FIELD	Discipleship
ELEMENTS	Integration And Demonstration
Elements describe the essential outcomes of the subject	Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.
1. Describe three different ways of reading Scripture.	1.1 Describe informational Scripture reading. 1.2 Describe relational Scripture reading. 1.3 Describe formational Scripture reading.
2. Describe the ways in which different ways of reading Scripture impacts personal discipleship.	2.1 Describe the impact of informational Scripture reading on the cognitive component of personal discipleship. 2.2 Describe the impact of relational Scripture reading on the affective component of personal discipleship. 2.3 Describe the impact of formational Scripture reading on the behavioural component of personal discipleship.
3. Demonstrate ability to read Scripture in three different ways.	3.1 Demonstrate the ability to read Scripture informationally, relationally, and formationally.

FOUNDATIONS OF BIBLICAL SPIRITUALITY

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE

Foundations of Biblical Spirituality (10.5 hours)

PRESENTER



Allan Walshe

APPLICATION

This subject will further explore the personal understanding and practical application of an ongoing, lifelong interaction with God

COMPETENCY FIELD

PERSONAL SPIRITUALITY

ELEMENTS

INTEGRATION AND DEMONSTRATION

Elements describe the essential outcomes of the subject

Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.

1. Recognize the *foundational* significance and implications of a follower's personal experience of God.

1.1 Revision of the elements of connection with God, already discovered in the course

1.2. Exploration of further experiential processes, in both understanding and praxis, that will enrich the student's personal journey with God

2. Personal discovery, through instruction and experience, of elements that will be activated in the student's life with God.

2.1 Teaching and Discovery in the area of prayer
Teaching and Discovery in the area of personalizing scripture

2.2 Teaching and Discovery in the 'what and how' of solitude.

2.3 Teaching and Discovery in what Ellen White describes as 'sanctified imagination.'

2.4 Teaching the student how to understand, value and monitor their spiritual journey

3. Exploring ways in which the student can elicit interest in this experience of God in the people they connect with on a daily basis.

3.1 Exploration of ways in which the student can introduce “the God life” to people they connect with, without being offensive.

3.2. Having made the connection how to entice their contacts into a walk with God through spiritual activities

3.3 Explore ongoing methods of sharing the spiritual life with those who respond to the student’s connection with them

Jesus' Principles & Method: Cultivating
Multiplying Kingdom Movements (12 hours)

JESUS' PRINCIPLES & METHOD: CULTIVATING MULTIPLYING KINGDOM MOVEMENTS

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

Jesus' Principles & Method: Cultivating
Multiplying Kingdom Movements (12 hours)

UNIT TITLE

Jesus' Principles & Method: Cultivating
Multiplying Kingdom Movements (12
hours)

PRESENTER



Peter Roennfeldt

APPLICATION

This subject explores Jesus' method of disciple-making and multiplication – as the whole process of evangelism, and how He cultivated His Kingdom movement. This subject applies to all church members, pastors and leaders, with all are called to be disciple-makers.

COMPETENCY FIELD

DISCIPLE-MAKING & MULTIPLICATION

ELEMENTS

INTEGRATION AND DEMONSTRATION

Elements describe the essential outcomes of the subject

Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.

1. Jesus: 5 phases of his life & ministry, and 5 invitations for disciple-making & multiplication.

1.1 Ability to listen to unchurched people to identify that path for healing.
1.2 Eat with an unchurched person this week, to then lead to Jesus' steps 1-3 (Luke 10:8, 9).

2. Frames of Jesus' disciple-making & movement-building.

2.1 Able to explain Jesus' disciple-making and movement-building frames.
2.2 Give evidence in class or another environment of ability to skill others.

Jesus' Principles & Method: Cultivating Multiplying Kingdom Movements (12 hours)

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| 3. Jesus' harvest model. | 3.1 Able to explain the sequence of Jesus' harvest parable (Mark 4) with his disciple-making teaching (Luke 10).
3.2 Each course participants will develop an oikos and ethne map. |
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| 4. Process—simple, reproducible, anyone-can-do-it, at no cost! | 4.1 Ability to engage with unchurched people to lead them on a discipleship and disciple-making path.
4.2 Initiate a <i>Discovery Bible Reading</i> group that includes at least one unchurched person. |
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| 5. Jesus: 5 major kingdom movement principles. | 5.1 Able to identify and explain to others these kingdom movement principles.
5.2 Articulate a plan to implement these principles in their local church or community. |
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MY REFLECTIONS:


CREATION AND RESTORATION

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Creation and Restoration (9 hours)
PRESENTER	 <p>Cristian Copaceanu</p>
APPLICATION	<p>This unit explores:</p> <ul style="list-style-type: none"> • The purpose of creation • Rebellion in heaven and on earth • The Great Restoration • Biblical metanarrative incorporating creation, rebellion, restoration <p><i>This subject applies to all church professionals and volunteers who desire to engage in authentic discipleship and disciple-making.</i></p>
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
<p>Elements describe the essential outcomes of the subject</p>	<p>Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.</p>
<p>1. Explore the reason and rationale for God’s creative endeavours.</p>	<p>1.1 Analyse and define God’s self-identification as ‘love’</p> <p>1.2 Review Bible passages that provide insights in God’s creative purpose</p> <p>1.3 Reflect on the impact of God’s creative intent to personal life and purpose</p>

Creation and Restoration (9 hours)

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| 2. Explore the nature of the rebellion against God in heaven and on earth | 2.1 Analyze and define the concept of 'sin'
2.2 Review Bible passages outlining the nature of rebellion in heaven
2.3 Review Bible passages delineating the fall of humanity in Eden
2.4 Reflect on the impact of rebellion in personal life and practice |
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| 3. Explore key elements in the restoration and redemptive process | 3.1 Analyze and define the concept of 'salvation'
3.2 Review various literary devices, their usage and influence in understanding the plan of 'salvation'
3.3 Outline the universal and personal journey of restoration and develop the framework to share it in a simple, concise and impactful manner
3.4 Reflect on the personal interaction and experience with the plan of salvation |
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| 4. Integrate creation, rebellion and restoration into a unified narrative with clear interdependent links | 4.1 Identify the links between each element in metanarrative
4.2 Review various soteriological metaphors which assist enhance soteriological perspectives
4.3 Examine limitations of soteriological metaphors and their impact on an effective understanding of the Biblical metanarrative |
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CHARACTER OF GOD

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Character of God (3 hours)
PRESENTER	 <p data-bbox="430 408 654 440">Morgan Vincent</p>
APPLICATION	<p data-bbox="430 478 1003 568">This unit will explore the depths of God’s character as described in the Bible and revealed in the life of Jesus Christ, the son of God.</p>
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
<p data-bbox="87 746 367 836">Elements describe the essential outcomes of the subject</p>	<p data-bbox="430 746 1003 836">Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.</p>
1. Pre-eternity	<p data-bbox="430 874 981 932">1.1 Describe how God is fundamentally described in Scripture.</p> <p data-bbox="430 944 981 976">1.2 Synthesise how God is revealed in Genesis 1-3.</p>
2. YHWH and other ANE deities	<p data-bbox="430 1008 913 1066">2.1 Describe how YHWH is holy and unique in comparison to other ANE deities.</p>
3. Trinity	<p data-bbox="430 1104 1025 1136">3.1 Explain the trinity as seen in Genesis 1 and 2.</p> <p data-bbox="430 1149 1025 1238">3.2 Give reasons both theologically and experientially as to why the trinity is important to understand God as a God of love.</p> <p data-bbox="430 1251 1025 1283">3.3 Give OT evidence of Father, Son, and Holy Spirit.</p> <p data-bbox="430 1295 1025 1315">3.4 Write a Bible study on the Trinity.</p>

Character of God (3 hours)

4. Exodus: Ancient Israel and New Israel

4.1 Understand YHWH's unique interaction as God toward Ancient Israel in the Exodus narrative

4.2 Summarise the Exodus narrative.

4.3 Ability to explain the synergy between the glory, character, and name of God as seen in Exodus 33 and 34.

4.4 Chart Ancient Israel and New Israel connections.

MY REFLECTIONS:

THE HARVEST MODEL OF DISCIPLES MAKING AND MULTIPLICATION

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

The Harvest Model of Disciples Making and Multiplication (4 hours)

UNIT TITLE

The Harvest Model of Disciples Making and Multiplication (4 hours)

PRESENTER



Nicu Dumbrava

APPLICATION

The Harvest Model

This subject seeks to provide a balanced and practical 'agricultural' model of disciple-making and multiplication as thought and modelled by Jesus in the gospel of Mark 4: 1-32.

It applies to all church professionals and volunteers who desire to engage in authentic faith sharing and disciple-making.

COMPETENCY FIELD

DISCIPLESHIP

ELEMENTS

INTEGRATION AND DEMONSTRATION

Elements describe the essential outcomes of the subject

Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.

1. Appreciate the importance and the implications of being a disciple making disciples in the context of the cycle of evangelism.

- 1.1 Review Matthew 28: 18 -20; to gain an understanding of the great commission.
- 1.2 Understand the implication of following Jesus and going with Him into the harvest field.
- 1.3 Discuss the relevance of the 'Great Commission' as foundation for building movements and Kingdom building.

The Harvest Model of Disciples Making and Multiplication (4 hours)

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| <p>2. Explore the Harvest Model for multiplying disciples:</p> | <p>2.1 Review the parable of the growing seed in Mark 4: 26 -29; and define the process of the spontaneous growth and subsequent harvest.</p> <p>2.2 Explore the principles of the of the harvest as shown by Jesus in the parable of the growing seed.</p> <p>2.3 Apply the principles of the harvest and Kingdom growth in reference to your own discipleship journey.</p> |
| <p>3. Describe a context for ministry (the field), the activity of the disciples (the farmer), the gospel message (the seed), the activity of God (growth), and the outcome (harvest).</p> | <p>3.1 Identify the four essential elements as part of the cycle of evangelism model outlined by the Jesus in parable of the farmer scattering the seed (Matthew 13: 3 – 9).</p> <p>3.2 Explore the meaning of the parable of Jesus in Matthew 9: 18 – 23.</p> <p>3.3 Understand the context and the significance of Jesus words in the parable of the farmer scattering seed.</p> <p>3.4 Discuss the application of the parable in the 21st century Australian context.</p> |
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MY REFLECTIONS:

DISCOVER YOUR SHAPE FOR MINISTRY & PURPOSEFUL LIVING

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

Discover Your SHAPE For Ministry & Purposeful Living (10 Hours)

UNIT TITLE

Discover Your SHAPE For Ministry & Purposeful Living (10 Hours)

PRESENTER



Victor Kulakov



Simon Gigliotti

APPLICATION

This unit enables participants to discover their own Spiritual Gifts, Heart felt areas of passion, Abilities, Personality type and Experiences and equips them to lead in discovery sessions for other people.

COMPETENCY FIELD

DISCIPLESHIP

ELEMENTS

Elements describe the essential outcomes of the subject

1. Explore the topic of purposeful living according to God's will and enthuse people to discover their own purpose for living.

2. Explore the topic of Spiritual Gifts in the Bible and their implication on our ministry and life's calling

INTEGRATION AND DEMONSTRATION

Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.

- 1.1 Explore the topic of a purposeful God.
- 1.2 Explore the topic of enabling God.
- 1.3 Explore the topic of self-discovery in the light of God's will.

- 2.1 Examine Spiritual Gifts in the Bible.
 - 2.2 Explore the impact of Spiritual Gifts upon our ministry and calling.
-

Discover Your SHAPE For Ministry & Purposeful Living (10 Hours)

3. Analyze and explore best practices of discovering Spiritual Gifts	3.1 Examine various pathways of discovering Spiritual Gifts. 3.2 Interpret the suggested Spiritual Gifts Inventory. 3.3 Mentor the group in discovering their own Spiritual Gifts.
4. Analyse and explore best practices of discovering Area of Passion and Natural Abilities	4.1 Examine various pathways of discovering areas of Passion and Abilities 4.2 Interpret the suggested Passion and Abilities Discovery Inventory. 4.3 Mentor the group in discovering their own areas of Passion and Abilities.
5. Analyse and explore best practices of personality type discovery.	5.1 Examine various pathways of discovering areas of Passion and Abilities 5.2 Interpret the suggested Passion and Abilities Discovery Inventory. 5.3 Mentor the group in discovering their own areas of Passion and Abilities.
6. Discuss the impact of various life experiences upon people's calling and purpose.	6.1 Examine how life experiences impact people's sense of calling. 6.2 Interpret the suggested Experiences Discovery Inventory. 6.3 Mentor the group in discovering their own significant experiences that shape them.
7. Describe the best local church cultural climate for implementation of SHAPE and further grow	7.1 Examine how life experiences impact people's sense of calling. 7.2 Interpret the suggested Experiences Discovery Inventory. 7.3 Mentor the group in discovering their own significant experiences that shape them.

8. Explore the best member engagement practices	8.1 Examine the current member engagement practices in local churches. 8.2 Examine the best employee or volunteer engagement practices. 8.3 Discuss how any church can use the best people engagement practices in their context.
9. Describe possible roadblock for people to discover their uniqueness and calling.	9.1 Discuss the pathways towards greater clarity in discovering people's calling. 9.2 Describe and address potential roadblocks in discovering people's calling.
10. Describe the best steps forward in equipping and mentoring others	10.1 Discuss the difference between a teacher and mentor and coach. 10.2 Facilitate role-play opportunities for participants to practice coaching conversations while helping others to discover their S.H.A.P.E.

THE SAVIOUR WILL COME

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	The Saviour Will Come (6 Hours)
PRESENTER	 <p data-bbox="430 406 654 440">Morgan Vincent</p>
APPLICATION	<p data-bbox="430 478 996 600">This unit will explore how Jesus Christ was the promised Messiah, the hope of the world. It will delve into prophetic messages and their relevance for the ancient world but also our faith and hope today.</p>
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
<p data-bbox="87 778 369 868">Elements describe the essential outcomes of the subject</p>	<p data-bbox="430 778 1005 868">Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.</p>
1. Messianic Prophecies	<p data-bbox="430 906 1016 938">1.1 Understand the nature of prophecy.</p> <p data-bbox="430 948 1016 1002">1.2 Share the key reasons why Messiah was necessary to come.</p> <p data-bbox="430 1011 1016 1043">1.3 Write a Bible study on Messianic Prophecies.</p>
2. Abraham and the Covenant	<p data-bbox="430 1082 1010 1139">2.1 Compare the differences between a contract and a covenant.</p> <p data-bbox="430 1149 1010 1203">2.2 Summarise why covenants were use in ANE religions.</p> <p data-bbox="430 1212 1010 1251">2.3 Explain how God makes a covenant with Abraham.</p>
3. Moses and Israel	<p data-bbox="430 1289 996 1343">3.1 Summarise the covenant God made with Israel at Mount Sinai.</p> <p data-bbox="430 1353 996 1417">3.2 Explain the necessary flow of ‘redemption, relationship, and rules’.</p>

4. Messiah and the Remnant

- 4.1 Reason why God must always have a remnant.
 - 4.2 Understand key characteristics of God's remnant people throughout salvation history.
 - 4.4 Write a Bible study on the Remnant.
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THE SAVIOUR HAS COME

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	The Saviour Has Come (3 Hours)
PRESENTER	 <p data-bbox="430 408 654 440">Morgan Vincent</p>
APPLICATION	This unit will explore how Jesus Christ is the Son of God. It will delve into how He has come and that His life can change ours.
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
Elements describe the essential outcomes of the subject	Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.
1. Messianic Fulfilment	1.1 Conclude why Jesus Christ is the fulfilment of OT Messianic prophecies
2. Son of Abraham, Son of David	2.1 Identify and explain the unique role that Jesus personifies as the true Son of Abraham, and Son of David
3. Jesus, the New Israel	3.1 Summarise how Jesus is the New Israel from Matthew's gospel account 3.2 Understand the concept of Jubilee 3.3 Explain the missional role and geographical location of Christ's ministry

4. Calvary

- 4.1 Describe the depth of God's love from the perspective of someone present in the closing moments of Christ's life (Simon from Cyrene, Mary the mother of Jesus, Simon Peter, etc.)
 - 4.2 Explain the historical context of Roman crucifixion.
 - 4.3 Write a personal reflection of the individual love that God has for you.
 - 4.4 Write a Bible study on Calvary.
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5. Resurrection

- 5.1 Summarise the certainty of the Resurrection.
 - 5.2 Explain how the Resurrection gives certainty, hope, and meaning to the life of the believer.
 - 5.3 Write a Bible study on the Resurrection.
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THE SAVIOUR WILL COME AGAIN

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	The Saviour Will Come Again (3 Hours)
PRESENTER	 Morgan Vincent
APPLICATION	This unit will explore how Jesus Christ promised to come again. It will delve into how this hope holds significance for the believer and universe both for today, tomorrow, and eternity future.
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
Elements describe the essential outcomes of the subject	Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.
1. Second Coming	1.1 Understand the importance of why Jesus is coming a second time 1.2 Write a Bible study on the Second Coming 1.3 Explain how Jesus will come a second time
2. Millennium	2.1 Explain how God will reveal His justice and mercy throughout the millennium 2.2 Write a Bible study on the Millennium

The Saviour Will Come Again (3 Hours)

3. New Heavens & New Earth

3.1 Understand the concept of “new” in relation to the new heavens & new earth

3.2 Describe what life will be like for God and His redeemed creation

EMPOWERING LEADERSHIP

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE

Empowering Leadership (6 hours)

PRESENTER



Sven Östring

APPLICATION

This unit explores what it means to be a leader, in the light of Biblical examples of leadership, and how a person can be an effective leader in contemporary cultural and missional contexts.

The unit identifies key competencies and tools for empowering leadership, including developing a shared vision, mission and strategic plan, coaching and crucial conversations.

COMPETENCY FIELD

LEADERSHIP

ELEMENTS

INTEGRATION AND DEMONSTRATION

Elements describe the essential outcomes of the subject

Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.

1. Establish the essentials of leadership

- 1.1 Define what leadership is.
- 1.2 Explore different models of leadership.
- 1.3 Explore different models of leadership demonstrated in the Bible.
- 1.4 Identify what models of leadership are appropriate for the kingdom of God.

2. Develop understanding of key skills of leadership and how to develop competency in them

- 2.1 Describe the concepts of vision, mission and strategic planning
- 2.2 Identify the role that a leader plays in developing and communicating vision, mission and strategic planning
- 2.3 Explore how to develop a shared vision, mission and strategic plan within a missional church context.

Empowering Leadership (6 hours)

3. Introduce the concept of coaching and develop competency in coaching

3.1 Define the process of coaching

3.2 Explore Biblical models of coaching

3.3 Explore the key elements of coaching

3.4 Develop competency in coaching through role play and practice

4. Introduce the concept of crucial conversations and develop competency in this skill

4.1 Define a crucial conversation

4.2 Explore Biblical models of crucial conversations

4.3 Explore tools for effective crucial conversations

4.4 Develop competency in crucial conversations through role play and practice




ADVENTIST HISTORY

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Adventist History (? Hours)		
PRESENTER			
	Mark Pearce	David Jones	John Skrzypaszek
APPLICATION	Insert Application Here		
COMPETENCY FIELD	DISCIPLESHIP		
ELEMENTS	INTEGRATION AND DEMONSTRATION		
<p>Elements describe the essential outcomes of the unit</p>	<p>Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.</p>		
<p>1. Awaken an interest in understanding how Adventism developed</p>	<p>1.1 Understand the early spiritual discipleship growth in Ellen White's life</p> <p>1.2 Understand Ellen's prophetic call</p> <p>1.3 How the spiritual application of her call influenced the development of the advent movement</p> <p>1.4 Explore the beginnings of the organisation of the movement</p>		
<p>2. Wholistic Lifestyle</p>	<p>2.1 Develop an awareness of why health reform was important in early Adventism</p> <p>2.2 Discover the wholistic lifestyle principles</p> <p>2.3 Application of the wholistic lifestyle principles to life's ongoing journey</p>		

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|-------------------------------------|--|
| 3. Great Controversy theme | 3.1 Emergence of the great controversy theme
3.2 Elements of the great controversy theme
3.3 Understanding the relevance of the great controversy theme in the changing world. |
| 4. Ellen White as a Social Reformer | 4.1 Understand the dynamics of the changing society that Ellen White lived in during her lifetime.
4.2 What were the social issues of the early church during its development stage?
4.3 Which social issues did Ellen White comment on and what were her instruction on such matters.
4.4 How has this approach to Social issues by Ellen White influenced the church? |
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DISCIPLESHIP AND BIBLICAL JUSTICE

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Discipleship and Biblical Justice (? Hours)
PRESENTER	 <p data-bbox="430 405 676 437">Harwood Lockton</p>
APPLICATION	This unit explores the biblical basis for engagement in justice issues in society
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
Elements describe the essential outcomes of the subject	Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.
1. Describe various aspects of biblical justice.	<p>1.1 Describe the interchangeability of the words for righteousness and justice in the Bible</p> <p>1.2 Describe the relationship between the vertical and horizontal dimensions of spirituality</p> <p>1.3 Describe the meanings of justice</p> <p>1.4 Describe God’s attitudes to justice among humans</p>
2. Describe the justice dimensions of the Sabbath at each of its scales	<p>2.1 Describe the Sabbath as a link between the first three commandments and the last six</p> <p>2.2 Describe the difference between the two versions of the Sabbath command (Exodus 20 and Deuteronomy 5)</p> <p>2.3 Describe the justice dimensions of the Sabbath Day</p> <p>2.4 Describe the justice dimensions of the Sabbatical Year</p> <p>2.5 Describe the justice dimensions of the Year of Jubilee</p>

Discipleship and Biblical Justice (? Hours)

3. Demonstrate ability to engage

3.1 Demonstrate the ability to engage in justice activities

WORLDVIEWS AND CONSUMERISM

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE

Worldviews and Consumerism (6 hours)

PRESENTER



Brendan Pratt

APPLICATION

This unit explores worldview constructs including the shaping of modernism, liquid modernity and its current expression through consumerism. It then related these changes to theology, ministry and life aspirations.

COMPETENCY FIELD

DISCIPLESHIP

ELEMENTS

INTEGRATION AND DEMONSTRATION

Elements describe the essential outcomes of the unit

Understanding of how worldviews are shaped, self-reflection on own worldviews, understanding how consumerism is reflexive and participative with implications for ministry application.

1. Identify factors that shape worldviews.

- 1.1 Worldviews through history.
- 1.2 The shift to modernism and implications for cultural expression.
- 1.3 Cultural shifts and worldviews in relation to Biblical principles and application.

2. Describe the building blocks of consumerism as cultural narrative.

- 2.1 Describe the foundational elements of consumerism.
- 2.2 Describe how consumerism impacts community, particularly expressions of biblical community.
- 2.3 Describe how consumerism subverts worldviews including Christianity.

Worldviews and Consumerism (6 hours)

3. Demonstrate an ability to address the challenges of consumerism individually and as a community.

3.1 Evaluate response to consumerism.

3.2 Evaluate how Christian belief and practice can inform consumer responses.

3.3 Demonstrate an ability to move beyond the consumer narrative to biblically shaped expressions of culture.

SEVENTH-DAY ADVENTIST CHURCH GOVERNANCE

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

Seventh-day Adventist Church Governance (6 hours)

UNIT TITLE

Seventh-day Adventist Church Governance
(6 hours)

PRESENTER



Christina Hawkins

APPLICATION

[Insert Application Here](#)

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes of the unit

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Understand the ACNC governance standards that all churches operate under in Australia.

<https://www.acnc.gov.au/for-charities/manage-your-charity/governance-hub/governance-standards>

1.1 Purposes & not for profit nature. Articulate to the group what charitable purpose your home church exists for, ensure that the purpose statement would be understood by the general public.

1.2 Accountability to members. Make a short presentation to the group on how the business meeting of a local church facilitates opportunities to raise concerns and advise on the direction of the local church.

1.3 Compliance with Australian laws. List ways that a local church in Australia needs to act in a lawful way and comply with Australian laws.

1.4 Suitability of Responsible People. Link the list of qualifications of church elders in 1 Timothy 3 with the qualities of responsible people to govern.

1.5 Duties of Responsible People. Map the duties of responsible people as required by the ACNC and the principles in scripture for the duties of spiritual leaders who govern.

1.6 Maintaining & enhancing public trust and confidence in the Australian not for profit sector. List the ways that the Seventh-day Adventist Church can maintain public trust by participating as a non-government institution in national schemes such as the National Redress Scheme to respond to abuse or other programs designed to maintain public trust in the church.

2. Map the Biblical governance principles that come from the *Council of Moses* and the *Jerusalem Council* in the *Acts of the Apostles*.

2.1 **Understand** the wisdom of not allowing wealth, status or lineage to serve as guiding factors for selection process.

2.2 **Explain** why adopting a practice of standing and listening to the reading of scriptures as a reminder to govern under God's rule.

2.3 **Articulate** why adopting standards of responsible stewardship depend on the Holy Spirit rather than money as a source of power.

2.4 **Share** why a rhythm of prayer and fasting before God improves humble service towards others and submits to accountability.

2.5 **Identify** the difference between steward leadership and production driven leadership.

2.6 **Share** how a faithfulness focused strategy is different from an expansion focused strategy.

2.7 **Compare** eternity-oriented metrics vs. earthy oriented metrics.

2.8 **Contrast** a relationship-based management approach from a results-based management approach.

2.9 **Describe** a stewardship view of resources vs. a utilitarian view of resources.

-
3. Compare the 6 church governance models to see how they respond under pressure.
(Diagram for each)

3.1 **Identity** how the power is distributed or centralized in each model.

3.2 **Identity** who and how many people are involved in making and reviewing decisions.

3.3 **What** will happen in each governance model when something goes wrong? A conflict? A moral failing of a leader or a change of leadership?

3.4 **Identity** the model that most facilitates freedom of conscience.

3.5 **Identity** the model that gives God's people the freedom to discover new Biblical truth.

3.6 **Identity** the model that reduces the risk of church and state controls being combined.

3.7 **Which** model is the most resilient to leadership failure?

3.8 **Which** model best facilitates God's church to recover and carry on the mission of the gospel?

FUNDAMENTALS OF EVANGELISM

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE

Fundamentals of Evangelism (6 hours)

PRESENTER



Gary Webster

APPLICATION

This subject constitutes an introduction to the nature, purpose, various settings, and key principles of successful evangelism and its relationship to discipleship. Finally it examines the role and importance of end-time prophecy in evangelism.

Given the significance of evangelism to all disciples in their call to make disciples, this subject applies to all church members, both professionals and volunteers.

COMPETENCY FIELD

EVANGELISM

ELEMENTS

INTEGRATION AND DEMONSTRATION

Elements describe the essential outcomes of the subject

Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.

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- | | |
|--|--|
| 1. Understand the nature of Biblical evangelism & the various types of evangelism in the disciple-making process | 1.1 Review the teachings of both Jesus and Paul as to the nature of evangelism and its relationship to disciple-making
1.2 Survey the various settings/types of evangelism found in the Bible and their application in contemporary society
1.3 Understand how & when the various forms can be applied in the local church
1.4 Explore how the various forms of evangelism relate to personality and spiritual gifts
1.5 Discussion Groups: <ol style="list-style-type: none">a. In a small group, each person to articulate what is at the heart of Biblical evangelismb. In a small group, each person to share an example of both public and one on one evangelism found in the Bible |
| <hr/> | |
| 2. Understand the Role of Evangelism in Discipleship | 2.1 Review Christ's disciple-making commission in both Matthew 28 and Mark 16, and Paul's teaching on spiritual gifts in Ephesians 4:11-16 in order to understand the purpose of evangelism in disciple-making
2.2 Understand why the gospel makes disciples
2.3 Discussion Groups: <ol style="list-style-type: none">a. In a small group, each person to give an example of people they personally know, or in the Bible, who have been changed by the gospel message |
-

3. Making Evangelism Effective

3.1 Understanding the key principles for successful evangelism as found in the Bible and Spirit of Prophecy

3.2 Applying these principles to the various forms of evangelism

3.3 Discussion Groups:

- a. In a small group, each person to give an example of a successful evangelism project they have observed or been involved in, and share the principles that they witnessed that made it successful
- b. In a small group, each person to give an example of unsuccessful evangelism they have observed or been involved in and what principle of evangelism were lacking

4. Evangelism & the End-times

4.1 Reviewing the Biblical & Spirit of Prophecy reasons for prophecy

4.2 Understanding what are the most important prophecies of Jesus, Daniel and the Revelation that we are called to share in order to have successful evangelism

4.3 Understanding the importance of sharing the gospel in the context of prophecy

4.4 Discussion Groups:

- a. Share what impact Bible prophecy has had on your own journey with God.
- b. Share which Bible prophecy you feel would be helpful to a friend and why?

4.5 Evangelism Project:

- a. Assist in a PROPHETICA event and attend the follow up Prophecy Seminar as you are able
- b. On no more than 1 page, set out the strengths, weaknesses and challenges of the PROPHETICA event you were involved in, in light of the principles of preparation, presentation and follow up that were shared in class

ACTS 29: HOW TO BECOME A WORLD CHANGER

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE

Acts 29: How to become a World Changer
(6 Hours)

PRESENTER



Nick Kross

APPLICATION

Learning the basics of faith sharing and soul winning.

COMPETENCY FIELD

DISCIPLESHIP

ELEMENTS

INTEGRATION AND DEMONSTRATION

Elements describe the essential outcomes of the subject

Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.

1. The student will learn how to think like a missional disciple.

1.1 What is a World Changer
1.2 Spending Time Alone with God (the importance of prayer)
1.3 Starting out in the word

2. The Student will learn how to approach friends about their faith and host a bible reading class.

2.1 Different ways to approach studying the Bible
2.2 Talking about Jesus
2.3 Successful processes in leading a Bible Reading group

3. The student will learn and share their personal testimony.

3.1 Examining various testimonies from the Bible
3.2 Developing their personal testimony
3.3 Sharing their personal testimony
3.4 Reviewing and developing their personal testimony

Acts 29: How to become a World Changer (6 Hours)

- 4. The Student will learn how to share the Gospel story.
 - 4.1 Examining various Gospel presentations in the Bible
 - 4.2 Learning various approaches to sharing the Gospel story
 - 4.3 Selecting and sharing one approach of the Gospel story
 - 4.4 reviewing their sharing experience.
-

MY REFLECTIONS:


CHURCH MULTIPLICATION

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Church Multiplication (15 hours)
PRESENTER	 Wayne Krause
APPLICATION	This unit explores the biblical, historical and best practices of church multiplication. It will enable the participant to see their potential in planting churches that make disciples
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
Elements describe the essential outcomes of the subject	Understanding of how church planting and multiplication has historical, biblical and practical implications will equip the participant with the skills to plant or be part of a church plant.
1. Outlines the Biblical background to church multiplication	1.1 Basis of disciple making 1.2 The gospel and disciple making as it applies to church multiplication
2. Outlines the Theological background to church multiplication	2.1 Describe the theological reasons to plant churches: <ul style="list-style-type: none"> a. Our Theology of God b. Our Ecclesiology c. Our Missiology d. Our Eschatology
3. Outlines the History as church multiplication	3.1 Outlines the Biblical history of church planting 3.2 Describes the history of the Adventist church as a church planting movement

Church Multiplication (15 hours)

- | | |
|---|--|
| 4. Describe the various types and processes for planting churches | 3.1 Demonstrate the ability to assess and evaluate the various models of church planting |
| | 3.2 Demonstrate the ability to assess and evaluate various disciple making processes |
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TYPES AND SYMBOLS

UNIT COMPLETED

PRESENTER

PRESENTER'S SIGNATURE

DATE

UNIT TITLE	Types and Symbols (3 Hours)
PRESENTER	 <p>Morgan Vincent</p>
APPLICATION	This unit will explore how God, through types and symbols, foretold the plan of redemption, God's grand story of love and grace. It will delve into the depths of both the Hebrew sanctuary and temple, and their significance in salvation history.
COMPETENCY FIELD	DISCIPLESHIP
ELEMENTS	INTEGRATION AND DEMONSTRATION
Elements describe the essential outcomes of the subject	Integration and Demonstration point to learning that is internalized and manifested in real life, beyond merely assimilation of concepts.
1. Sanctuary in Pentateuch	<p>1.1 Explain why God gave the children of Israel a sanctuary post-Exodus</p> <p>1.2 Give evidence of God's plan of salvation within the types and symbols of the sanctuary</p>
2. Temple in Prophets & Kings	2.1 Identify the links between the sanctuary and temple
3. Sabbath: Temple in Time	<p>3.1 Articulate how the Sabbath is more than just a holy day, rather a day full of soteriological and existential significance</p> <p>3.2 Explain the meaning of the Sabbath today</p> <p>3.3 Understand the differences between the ANE temples and the Sabbath as a temple in time</p>

Types and Symbols (3 Hours)

4. Eden to Eden

4.1 Draw diagrams to explain God's overarching plan:
Eden to Eden

4.2 Contrast Genesis 1/2 and Revelation 21/22

MY REFLECTIONS:



centre4discipleship



Seventh-day
Adventist Church

South Pacific



Avondale
UNIVERSITY

catalyst.c4d.au