



# Having Calm Conversations

**Facilitator Guide**  
**4 x 60 min**  
**sessions**

# Session 1: Conversations that are Calm

## *How to become a calmer, less anxious presence*

### Session Plan Overview

The session plan provides directions to facilitate the session. It is a guide only and may require further customisation. An important part of facilitation is keeping to time and moving participants through the various session components.

There is a separate group participants guide to enable participants to take notes, write answers to questions and record outcomes of small group discussions.

This session is designed for a 90 minute session with a group of 10-15 participants (65 minutes of material and 15 minute break). It can be delivered online (for example utilizing zoom breakout groups) or face-to-face. The session takes this amount of time because it's not simply the imparting of information - people develop their skills when they have opportunities to practice and receive feedback.

For small breakout discussion groups, consider 3 - 4 people. 2 people is too small if one participant doesn't have much to say. Groups of more than 4 are too big for every participant to participate.

**As you work through the following material, have the group participants guide alongside.**

3 min

### Introduction

*Aim: to set the scene for the group participants.*

- **Explain the course**

This course is called “Having Calm Conversations”.

1. Conversations...This course focuses on simple principles and practical communication techniques to enable us to bring our best to conversations.
2. Calm Conversations...Evangelism can be anxiety-producing. It comes with a real or perceived threat of rejection and possibly persecution. Sometimes we are aware of this and we feel anxious. Other times the anxiety is at a subconscious level. The problem is we don't do our best thinking when we are anxious, and so we don't bring our best to the conversation.
3. Having Calm Conversations...This course will enable you to learn to become a calmer, less anxious presence in conversation; to become a better conversationalist; to make good Gospel connections; and to disagree well and turn a negative into a positive.

- **Explain this session**

“Conversations that are Calm” is the first session in the “Having Calm Conversations” course. It's about learning to think calmly rather than reactively so that we can be calmer in conversation.

- **Opening prayer**

15 min

 **The Problem**

*Aim: This course has a problem-centred learning approach. Here we want participants to understand the problem and identify with it.*

## FACILITATOR GUIDE

- **Play the first animation video**
- **Ask a volunteer to read this section aloud**
- **Facilitate large group discussion**

Begin by asking participants to indicate if they have ever had any kind of anxiety (as defined under “The Problem”) in evangelistic conversations. This will help participants to see they are not alone. If participants struggle to answer with evangelistic conversations in mind, then ask them more generally about what they are like in conversation where there are differences of opinion/disagreement/conflict.

Read the Reflection question in the box. Ask for 1-2 participants to volunteer answers. Ask follow up questions, for example: “What do you think that anxiety was about?”

A blue icon of a briefcase with a handle and a latch.

### Solution

*Aim: The Bible provides the solution. Secular wisdom or insights can help participants put that solution into practice.*

A blue icon of an open book with a cross on the cover.

### Bible

2 min

*Aim: This passage shows one solution to becoming a calmer presence in evangelistic conversations: it's what's required if we are to fulfill the Bible's teaching about being gentle!*

- **Ask a volunteer to read this section aloud**

A simple blue line-art icon of a lit lightbulb with rays emanating from it.

### Secular wisdom

5 min

*Aim: There is wisdom in our world (since it's God's world). Here are some simple principles to help us think calmly, rather than respond reactively.*

- **Ask a volunteer to read this section aloud**

A blue line-art icon of three interlocking gears of different sizes.

### The breakdown

15 min

*Aim: To illustrate and reinforce the solution. 10 min for the small group exercise, 2 min for large group discussion and 3 min for the video.*

- **Facilitate small group exercise**

Read the "Exercises" in the box.  
Break participants into small breakout groups.  
Give them 10 minutes for this exercise.  
Bring all groups back together.

If you need it, here are some sample answers:

#### First question

Reactive thinking for example could be getting defensive or being non-committal.  
Calmer thinking for example could be around asking the unbeliever why their position is important to them.

#### Second question

Reactive thinking could be around let's read the Bible then because isn't that what we should be doing as Christians/way we believe God saves people.

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Calmer thinking could be around asking the unbeliever what it would take to have a more open mind... what will they profit from reading the Bible if their mind is already made up?

- **Facilitate further large group discussion**

*Aim: to help participants see that thinking calmly rather than reactively takes effort and practice. We need to be aware of what is going on in our headspace and do some self-correction.*

Read the Reflection question in the box. For 2 min, ask for 1-2 participants to volunteer answers.

- **Play the second animation video**

*Aim: to give another example of what the solution to the problem looks like in practice.*

2 min

A blue circular icon with a curved arrow pointing clockwise, indicating a refresh or restart action.

### Disaster recovery

*Aim: To address the failure to apply the solution to the problem. In the interests of time, there is a question in the next section where participants can think about this for themselves.*

- **Ask someone to read this section aloud**

1 min

A blue icon consisting of a square with a triangle pointing left, representing a recap or back button.

### Recap

*Aim: To draw the learning together.*

- **Ask someone to read this section aloud**

15 min



### Reflection and prayer

*Aim: To enable participants to work out their own application. This includes general principles they want to take away and work on, as well as their specific learning from a recent conversation (“disaster recovery” aspect). 3 min for personal reflection, 12 minutes for sharing and prayer. Break participants into the same small groups as before.*

- **Facilitate individual reflection exercise using these questions**
- **Facilitate small group discussion**
- **Facilitate small group prayer**

5 min

### Conclusion

*Aim: For participants as a large group to hear and learn from each other’s application. This section is especially important if the small group experience wasn’t particularly fruitful. It also provides useful feedback for the facilitator.*

- **Facilitate large group feedback on reflection section**

Ask one participant for their answer to Q1 of Reflection and prayer. Ask another participant for their answer to Q2 of Reflection and prayer.

If you have time, ask a 3rd participant about their answer to Q1, and a 4th their answer to Q2. Ask for volunteers or pick participants the group hasn’t yet heard from (the time in small groups in all likelihood will have given participants more confidence to speak - but still, select participants with care).

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- ***Thank the group for their participation***
- ***Organise the next session (or do this later via email)***
- ***Concluding prayer***



## Session 2: Conversations that Evolve

### *How to have good conversations*

### **Session Plan Overview**

The session plan provides directions to facilitate the session. It is a guide only and may require further customisation. An important part of facilitation is keeping to time and moving participants through the various session components.

There is a separate group participants guide to enable participants to take notes, write answers to questions and record outcomes of small group discussions.

This session is designed for a 90 minute session with a group of 10-15 participants (65 minutes of material and 15 minute break). It can be delivered online (for example utilizing zoom breakout groups) or face-to-face. The session takes this amount of time because it's not simply the imparting of information - people develop their skills when they have opportunities to practice and receive feedback.

For small breakout discussion groups, consider 3 - 4 people. 2 people is too small if one participant doesn't have much to say. Groups of more than 4 are too big for every participant to participate.

**As you work through the following material, have the group participants guide alongside.**

3 min

### **Introduction**

*Aim: to set the scene for the group participants.*

- **Explain the course**

This course is called “Having Calm Conversations”.

1. Conversations...This course focuses on simple principles and practical communication techniques to enable us to bring our best to conversations.
2. Calm Conversations...Evangelism can be anxiety-producing. It comes with a real or perceived threat of rejection and possibly persecution. Sometimes we are aware of this and we feel anxious. Other times the anxiety is at a subconscious level. The problem is we don't do our best thinking when we are anxious, and so we don't bring our best to the conversation.
3. Having Calm Conversations...This course will enable you to learn to become a calmer, less anxious presence in conversation; to become a better conversationalist; to make good Gospel connections; and to disagree well and turn a negative into a positive.

- ***Explain this session***

“Conversations that Evolve” is the second session in the “Having Calm Conversations” course. It's about one simple principle that can help us become better conversationalists.

- ***Opening prayer***

15 min



### The Problem

*Aim: This course has a problem-centred learning approach. Here we want participants to understand the problem and identify with it.*

## FACILITATOR GUIDE

- ***Play the first animation video***
- ***Ask a volunteer to read this section aloud***
- ***Facilitate large group discussion***

Begin by asking participants to indicate if they have ever had any kind of anxiety (as defined under “The Problem”) in evangelistic conversations. This will help participants to see they are not alone. If participants struggle to answer with evangelistic conversations in mind, then ask them more generally about what they are like in conversation where there are differences of opinion/disagreement/conflict.

Read the Reflection question in the box. Ask for 1-2 participants to volunteer answers. Ask follow up questions, for example: “What do you think that anxiety was about?”

A blue icon of a briefcase or suitcase.

### Solution

*Aim: The Bible provides the solution. Secular wisdom or insights can help participants put that solution into practice.*

A blue icon of an open book with a cross on the cover.

### Bible

2 min

*Aim: This passage shows one solution to the problem of listening in evangelistic conversations. The helpful corrective is to focus on getting to know the person. That way, when we do have a chance to speak, we answer rather than tell.*

## FACILITATOR GUIDE

- **Ask a volunteer to read this section aloud**



### Secular wisdom

5 min

*Aim: There is wisdom in our world (since it's God's world). Here are some simple principles to help us become better listeners.*

- **Ask a volunteer to read this section aloud**

10 min



### The breakdown

*Aim: To illustrate and reinforce the solution. 10 min for the small group exercise, 2 min for large group discussion and 3 min for the video.*

- **Facilitate small group exercise**

NOTE: the following is different to what appears in the "Exercises" box. This is because it has been reworked into a role play. The statements are listed in the "Exercises" box but the activity is different.

The advantage of a role play exercise is that it provides 3 opportunities for participants to improve their listening skills:

- Their own self-reflection
- Feedback from other participants (especially the observer in a dedicated role)
- What is modeled by other participants

Explain the role play exercise.

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1. Statement 1: "I don't think homosexuality is a sin"
2. Statement 2: "I don't think God should be in a position to judge people"
3. Statement 3: "I don't need religion. My life is going well as it is"

For this role play exercise, there are 3 roles - unbeliever, Christian, observer.

The unbeliever makes one of the above statements (or are free to pick something else). The aim for the Christian is to keep the conversation going as long as possible, by being a good conversationalist and demonstrating the listening principles (listen to learn, be curious, discover what's important to them). The observer needs to keep a tally of when the Christian demonstrates the learning principles.

The role play stops after 3 minutes or when the unbeliever runs out things to say! (The observer can be the time-keeper).

All 3 can briefly give feedback on what they observe from that experience.

The roles can then be switched around, and then again, so everyone gets a turn in all 3 roles.

Break participants into small breakout groups.  
Give them 10 minutes for this exercise.  
Bring all groups back together.

- **Facilitate further large group discussion**

*Aim: to help participants see that good listening takes effort and practice. Being aware of what is going on in our heads (or in what we say!) and doing some calm thinking and self correction.*

Read the Reflection question in the box. For 2 min ask for 1-2 participants to volunteer answers.

- **Play the second animation video**

## FACILITATOR GUIDE

*Aim: to give another example of what the solution to the problem looks like in practice.*

2 min

 Disaster recovery

*Aim: To address the failure to apply the solution to the problem. In the interests of time, there is a question in the next section where participants can think about this for themselves.*

- **Ask someone to read this section aloud**

1 min

 Recap

*Aim: To draw the learning together.*

- **Ask someone to read this section aloud**

15 min

 Reflection and prayer

*Aim: To enable participants to work out their own application. This includes general principles they want to take away and work on, as well as their specific learning from a recent conversation (“disaster recovery” aspect). 3 min for personal reflection, 12 minutes for sharing and prayer. Break participants into the same small groups as before.*

- **Facilitate individual reflection exercise using these questions**
- **Facilitate small group discussion**

- **Facilitate small group prayer**
- 

5 min

### Conclusion

*Aim: For participants as a large group to hear and learn from each other's application. This section is especially important if the small group experience wasn't particularly fruitful. It also provides useful feedback for the facilitator.*

- **Facilitate large group feedback on reflection section**

Ask one participant for their answer to Q1 of Reflection and prayer. Ask another participant for their answer to Q2 of Reflection and prayer.

If you have time, ask a 3rd participant about their answer to Q1, and a 4th their answer to Q2. Ask for volunteers or pick participants the group hasn't yet heard from (the time in small groups in all likelihood will have given participants more confidence to speak - but still, select participants with care).

- **Thank the group for their participation**
- **Organise the next session (or do this later via email)**
- **Concluding prayer**

## Session 3: Conversations that Intrigue

### *How to make good Gospel connections*

#### **Session Plan Overview**

The session plan provides directions to facilitate the session. It is a guide only and may require further customisation. An important part of facilitation is keeping to time and moving participants through the various session components.

There is a separate group participants guide to enable participants to take notes, write answers to questions and record outcomes of small group discussions.

This session is designed for a 90 minute session with a group of 10-15 participants (65 minutes of material and 15 minute break). It can be delivered online (for example utilizing zoom breakout groups) or face-to-face. The session takes this amount of time because it's not simply the imparting of information - people develop their skills when they have opportunities to practice and receive feedback.

For small breakout discussion groups, consider 3 - 4 people. 2 people is too small if one participant doesn't have much to say. Groups of more than 4 are too big for every participant to participate.

**As you work through the following material, have the group participants guide alongside.**

3 min

#### **Introduction**

*Aim: to set the scene for the group participants.*

- ***Explain the course***



This course is called “Having Calm Conversations”.

1. Conversations...This course focuses on simple principles and practical communication techniques to enable us to bring our best to conversations.
2. Calm Conversations...Evangelism can be anxiety-producing. It comes with a real or perceived threat of rejection and possibly persecution. Sometimes we are aware of this and we feel anxious. Other times the anxiety is at a subconscious level. The problem is we don't do our best thinking when we are anxious, and so we don't bring our best to the conversation.
3. Having Calm Conversations...This course will enable you to learn to become a calmer, less anxious presence in conversation; to become a better conversationalist; to make good Gospel connections; and to disagree well and turn a negative into a positive.

- ***Explain this session***

“Conversations that Intrigue” is the third session in the “Having Calm Conversations” course. It's about how to make a good Gospel connection by saying something relevant, true, engaging and winsome about Jesus.

- ***Opening prayer***

15 min

 **The Problem**

*Aim: This course has a problem-centred learning approach. Here we want participants to understand the problem and identify with it.*

- ***Play the first animation video***

## FACILITATOR GUIDE

- **Ask a volunteer to read this section aloud**
- **Facilitate large group discussion**

Begin by asking participants to indicate if they have ever had any kind of anxiety (as defined under “The Problem”) in evangelistic conversations. This will help participants to see they are not alone. If participants struggle to answer with evangelistic conversations in mind, then ask them more generally about what they are like in conversation where there are differences of opinion/disagreement/conflict.

Read the Reflection question in the box. Ask for 1-2 participants to volunteer answers. Ask follow up questions, for example: “What do you think that anxiety was about?”

 **Solution**

*Aim: The Bible provides the solution. Practical wisdom or insights can help participants put that solution into practice.*

 **Bible**

2 min

*Aim: This passage shows one solution to the problem of making good Gospel connections. If we know the person, then what we say of Jesus should be intriguing to them. It should be our regular practice to be throwing some salt into conversation.*

## FACILITATOR GUIDE

- **Ask a volunteer to read this section aloud**

A simple blue line-art icon of a lit lightbulb with three short lines radiating from the top, symbolizing an idea or wisdom.

### Practical wisdom

5 min

*Aim: A practical solution to enable us to throw some salt into conversation.*

- **Ask a volunteer to read this section aloud**

A blue line-art icon of three interlocking gears of different sizes, symbolizing a process, breakdown, or exercise.

### The breakdown

15 min

*Aim: To illustrate and reinforce the solution. 10 min for the small group exercise, 2 min for large group discussion and 3 min for the video.*

- **Facilitate small group exercise**

This small group exercise is to give participants practice, so what they say of Jesus is true and wonderful and grounded in the Gospels.

Break participants into small breakout groups.  
Give them 10 minutes for this exercise.  
Bring all groups back together.

Here are some sample answers if you need them:

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### Scenario #1

Forgiving someone is hard. That Jesus has forgiven me so much helps me to forgive others.

### Scenario #2

Sometimes I feel lonely, even when I'm with friends. However there's one relationship where I feel most at home. Jesus knows the worst about me but loves and accepts me just the same. Remembering that gives me comfort when I'm feeling lonely.

- **Facilitate large group discussion**

*Aim: to help participants see that making good Gospel connections isn't easy and requires effort and practice. It does get easier with practice!*

Read the Reflection question in the box. For 2 min ask for 1-2 participants to volunteer answers.

- **Play the second animation video**

*Aim: to give another example of what the solution to the problem looks like in practice.*

2 min

### Disaster recovery

*Aim: To address the failure to apply the solution to the problem. In the interests of time, there is a question in the next section where participants can think about this for themselves.*

- **Ask someone to read this section aloud**

## FACILITATOR GUIDE

1 min

### Recap

*Aim: To draw the learning together.*

- **Ask someone to read this section aloud**

15 min

### Reflection and prayer

*Aim: To enable participants to work out their own application. This includes general principles they want to take away and work on, as well as their specific learning from a recent conversation (“disaster recovery” aspect). 3 min for personal reflection, 12 minutes for sharing and prayer. Break participants into the same small groups as before.*

- **Facilitate individual reflection exercise using these questions**
- **Facilitate small group discussion**
- **Facilitate small group prayer**

5 min

### Conclusion

*Aim: For participants as a large group to hear and learn from each other’s application. This section is especially important if the small group experience wasn’t particularly fruitful. It also provides useful feedback for the facilitator.*

## ***FACILITATOR GUIDE***



- ***Facilitate large group feedback on reflection section***

Ask one participant for their answer to Q1 of Reflection and prayer. Ask another participant for their answer to Q2 of Reflection and prayer.

If you have time, ask a 3rd participant about their answer to Q1, and a 4th their answer to Q2. Ask for volunteers or pick participants the group hasn't yet heard from (the time in small groups in all likelihood will have given participants more confidence to speak - but still, select participants with care).

- ***Thank the group for their participation***
- ***Organise the next session (or do this later via email)***
- ***Concluding prayer***

## Session 4: Conversations that Resolve

### *How to disagree well and turn a negative into a positive*

#### **Session Plan Overview**

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There is a separate group participants guide to enable participants to take notes, write answers to questions and record outcomes of small group discussions.

This session is designed for a 90 minute session with a group of 10-15 participants (65 minutes of material and 15 minute break). It can be delivered online (for example utilizing zoom breakout groups) or face-to-face. The session takes this amount of time because it's not simply the imparting of information - people develop their skills when they have opportunities to practice and receive feedback.

For small breakout discussion groups, consider 3 - 4 people. 2 people is too small if one participant doesn't have much to say. Groups of more than 4 are too big for every participant to participate.

**As you work through the following material, have the group participants guide alongside.**

3 min

### Introduction

*Aim: to set the scene for the group participants.*

- **Explain the course**

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1. Conversations...This course focuses on simple principles and practical communication techniques to enable us to bring our best to conversations.
2. Calm Conversations...Evangelism can be anxiety-producing. It comes with a real or perceived threat of rejection and possibly persecution. Sometimes we are aware of this and we feel anxious. Other times the anxiety is at a subconscious level. The problem is we don't do our best thinking when we are anxious, and so we don't bring our best to the conversation.
3. Having Calm Conversations...This course will enable you to learn to become a calmer, less anxious presence in conversation; to become a better conversationalist; to make good Gospel connections; and to disagree well and turn a negative into a positive.

- **Explain this session**

“Conversations that Resolve” is the fourth session in the “Having Calm Conversations” course. It's about some simple negotiation techniques to help us disagree well in challenging conversations.

- **Opening prayer**

15 min

The icon consists of three interlocking puzzle pieces in a light blue color, arranged in a small cluster.

### The Problem

*Aim: This course has a problem-centred learning approach. Here we want participants to understand the problem and identity with it.*



## FACILITATOR GUIDE

- ***Play the first animation video***
- ***Ask a volunteer to read this section aloud***
- ***Facilitate large group discussion***

Begin by asking participants to indicate if they have ever had any kind of anxiety (as defined under “The Problem”) in evangelistic conversations. This will help participants to see they are not alone. If participants struggle to answer with evangelistic conversations in mind, then ask them more generally about what they are like in conversation where there are differences of opinion/disagreement/conflict.

Read the Reflection question in the box. Ask for 1-2 participants to volunteer answers. Ask follow up questions, for example: “What do you think that anxiety was about?”

A blue icon of a briefcase with a handle and a latch.

### Solution

*Aim: The Bible provides the solution. Secular wisdom or insights can help participants put that solution into practice.*

A blue icon of an open book with a cross on the cover.

### Bible

2 min

*Aim: This passage shows one solution to the problem of listening in evangelistic conversations. The helpful corrective is to focus on getting to know the person. That way, when we do have a chance to speak, we answer rather than tell.*

## FACILITATOR GUIDE

- **Ask a volunteer to read this section aloud**

 **Secular wisdom**

5 min

*Aim: There is wisdom in our world (since it's God's world). Here are some simple negotiation techniques that will help us to show respect and disagree well in challenging conversations.*

- **Ask a volunteer to read this section aloud**

 **The breakdown**

15 min

*Aim: To illustrate and reinforce the solution. 10 min for the small group exercise, 2 min for large group discussion and 3 min for the video.*

- **Facilitate small group exercise**

This small group exercise is to help participants become more familiar with the negotiation principles.

Break participants into small breakout groups.

Give them 10 minutes for this exercise.

Bring all groups back together.

Here are some sample answers if you need them:

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Meet Zac and Amy. Zac and Amy are work colleagues and get along well. Zac knows Amy is a follower of Jesus. They have had a few conversations now where it is clear they hold quite different positions.

One Monday Zac and Amy grab a coffee.

Zac asks Amy if she thinks he will go to hell if he doesn't believe in Jesus. Amy feels like Zac has just thrown her a live grenade.

Amy takes a breath *[good]* and asks Zach why *[good question]* he's asking her that first thing on a Monday morning. Zac says his wife has certain beliefs and he's wondering whether Amy's are the same or different. Amy thinks: Great, he's pitting my beliefs against his wife's. And of course he'll go with hers. *[Amy working off assumptions here. She misses what Zac is really saying - he just wants to know the differences. If Amy had heard this, she could have thought of it as a problem they could solve together].*

So she asks more and more questions until she has a complete rundown on Zach's wife's religious beliefs and history *[Amy is stuck on Zac's mountain. It's a safe place to hide!]* Eventually Zac, with a tone of slight frustration, asks his original question again. *[Amy's evasion is adding to the emotional temperature].*

Amy feels like she has to bite the bullet. So she says yes, that is what she believes. One has to believe in Jesus if one wants to avoid hell. *[Amy could have said something true and wonderful about Jesus e.g. she doesn't know how bad hell is, but Jesus does and offers his own life as a get-out-of-hell free card].*

In a flash of inspiration, she asks Zac why he thinks she and his wife have different beliefs when it comes to Jesus and hell *[good valley question].*

Zac says that's a good question and he doesn't know. Amy says, somewhat assertively, it's because they have different ways of reading the Bible. *[Amy's assertiveness here could be a sign her frustration is rising].*

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Amy then asks Zac what he thinks about the Bible. Zac doesn't have a very high opinion of the Bible. Every objection Amy raises, Zac comes back with 3 or 4 counter objections. *[They have both stopped listening to each other].*

At last Zac says that he'll be ok anyway, going by his wife's beliefs. Amy says well what if the Bible is right and perhaps Zac should seriously consider that. *[Amy's assertiveness here is a sign of frustration. She's trying to drag Zac over to her mountain rather than invite him over].*

Zac says with a tone of frustration: calm down Amy. Let's just agree to disagree. *[Has Amy disagreed well and turned a negative into a positive?]*

- **Facilitate large group discussion**

*Aim: to help participants see that using these negotiation techniques takes effort and practice. It does get easier with practice!*

Read the Reflection question in the box. For 2 min ask for 1-2 participants to volunteer answers.

- **Play the second animation video**

*Aim: to give another example of what the solution to the problem looks like in practice.*

2 min

A blue circular icon with a white arrow pointing clockwise, indicating a refresh or restart action.

### Disaster recovery

*Aim: To address the failure to apply the solution to the problem. In the interests of time, there is a question in the next section where participants can think about this for themselves.*

- **Ask someone to read this section aloud**

1 min

### Recap

*Aim: To draw the learning together.*

- **Ask someone to read this section aloud**

15 min

### Reflection and prayer

*Aim: To enable participants to work out their own application. This includes general principles they want to take away and work on, as well as their specific learning from a recent conversation (“disaster recovery” aspect). 3 min for personal reflection, 12 minutes for sharing and prayer. Break participants into the same small groups as before.*

- **Facilitate individual reflection exercise using these questions**
- **Facilitate small group discussion**
- **Facilitate small group prayer**

5 min

### Conclusion

*Aim: For participants as a large group to hear and learn from each other’s application. This section is especially important if the small group experience wasn’t particularly fruitful. It also provides useful feedback for the facilitator.*

## FACILITATOR GUIDE



- ***Facilitate large group feedback on reflection section***

Ask one participant for their answer to Q1 of Reflection and prayer. Ask another participant for their answer to Q2 of Reflection and prayer.

If you have time, ask a 3rd participant about their answer to Q1, and a 4th their answer to Q2. Ask for volunteers or pick participants the group hasn't yet heard from (the time in small groups in all likelihood will have given participants more confidence to speak - but still, select participants with care).

- ***Thank the group for their participation***
- ***Concluding prayer***

