

## OBEDIENCE-ORIENTED DISCIPLESHIP PART I

### 顺从导向的门徒培育第一部

#### TRAINER'S OUTLINE 培训师大纲

- I. INTRODUCTORY ACTIVITY 引介活动
  - A. ACTIVITY (ROLE PLAY OR PICTURES) 角色扮演游戏图片的活动
  - B. DEBRIEF ACTIVITY 活动后的讨论问题
- II. APPLICATION OF INTRODUCTORY ACTIVITY 引介活动的应用
- III. OBEDIENCE-ORIENTED DISCIPLESHIP 实践导向的门徒培育

#### INTRODUCTORY ACTIVITY 引介活动

Below are two introductory activities for this lesson. Option 1 takes a bit longer (15 minutes for role play game + 15 minutes for discussion), but leaves a deeper impression. Option 2 is shorter (10 seconds for showing pictures + 15 minutes for discussion), and does not require the trainees to move around as much. No matter which option the Trainer chooses, be sure to use the “after activity discussion questions” listed to discuss the introductory activity that everyone just went through.

以下是本课的引介活动。选项 1 需要较长时间（角色扮演游戏 15 分钟 + 讨论 15 分钟），但会给受训者留下更深的印象。选项 2 较短时间（展示图片 10 秒 + 讨论 15 分钟），且不需要受训者走动。无论培训师选择使用哪个选项，请务必进行以下所列的“活动后的讨论问题”来讨论每个人对引介活动的感受与学习。

#### OPTION 1: ROLE PLAY GAME (LIKE CHARADES) 选项 1：角色扮演游戏（像比手画脚）

1. Divide the trainees into two groups. Each group will receive an image or idea and act it out in order to see if the other group can guess what they are acting out.

将受训者分成两组。每组将会收到一个图片或角色扮演。请以比手画脚的方式将它演出，让另一组观看以猜测他们演出的内容。

First Group: A preacher preaching to a church with people in the audience

第一组：一位传道人在教会向听众讲道

Second Group: A carpenter teaching an apprentice how to build a wooden table

第二组：一位木匠在教他的学徒如何制作木桌

2. Allow each group about 5 minutes to prepare separately. Don't allow the groups to see what the other is doing.

给每组大约 5 分钟，分别准备。不要让各组看到对方在做什么。

3. After 5 minutes, bring the groups back together and allow each group to act out their assignment.

5 分钟后，将各组召集在一起，让各组轮流演出他们各自的内容。

4. Allow people in the other group to guess what they are acting out.

让另一组猜测他们在表演什么。

5. If the groups cannot guess correctly, then allow the “acting” group to reveal what their assignment was.

如果另一组无法正确猜出，则允许那演出的组揭示他们演出的内容。

6. Discuss using the questions below.

用下面活动后的讨论题目分组讨论。

## OPTION 2: USING PICTURES 选项 2：展示图片

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If time or the number of trainees does not allow for the above activity, the trainer can also use PPT or simply hold up two images, one of a preacher and one of a carpenter/apprentice.

如果时间不允许进行选项 1 的活动，则培训师可以使用 PPT 或简单地举起两幅图片：1) 一位传道人在向教会听众讲道；2) 一位木匠在指导他的学徒制作木桌。



## AFTER ACTIVITY DISCUSSION QUESTIONS 活动后的讨论问题

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Trainer to lead the discussion of these 6 questions in a large group setting.

培训师带领大家一起讨论以下 6 个问题。

1. What is the posture of the “instructors” in the two images? Where are they standing? What are they doing? Where are they in relationship to those they are instructing?

活动中的“指导者”的姿态是什么？他们站在哪里？他们在做什么？他们与所指导的人的距离有多远？

2. What is the posture of those being instructed? Where are they located? What are they doing?

被指导的人的姿态如何？他们在哪里？他们在做什么？

3. What is the goal of the “instructor” in of each of the images?

活动中的“指导者”的目标是什么？

4. What is the goal of those receiving the instruction?

接受指导的人的目标是什么？

5. What methods would a preacher use to accomplish his goal? A carpenter?

传道人会使用什么方法来实现自己的目标？木匠呢？

6. How would the preacher know if he was successful? How would the carpenter know if he was successful?

传道人怎么样知道他的目标已经达成？木匠呢？

## APPLICATION OF INTRODUCTORY ACTIVITY 引介活动的应用

After debriefing the activity, divide the trainees into 2-3 person small groups to discuss more about discipleship in order to connect it to the topic of discipleship. (10 minutes)

活动后的讨论结束时，将受训者分成 2-3 人的小组，请他们讨论以下有关门徒培育的问题：（限时 10 分钟）

1. What do we typically do to “make disciples” in our churches?

我们通常在教会里如何做“门徒培育”？

2. How do we determine whether or not we are “successful” at making disciples?

我们如何确定我们在培育门徒方面是否“成功”了？

3. Which image from the activity would you say the church’s current method of discipleship most resembles? Why?

这次活动中哪种形式最像教会目前的门徒培育方法？为什么？

After the small group discussion, be sure to have each group report their findings to everyone.

完成讨论后，请各小组代表向大家汇报讨论的结果。

To be fair, the image of the preacher’s way of “discipleship making” might be an over- generalization. However, it has become apparent that much of the modern church’s discipleship tends toward the lecture-only method.

公平地说，以上对传道人的“门徒培育”方式的形象可能是一种以偏概全的说法。然而，很明显，现代教会的大部分门徒培育都倾向于采用这种“授课式”的方法。

Think about disciples in the New Testament. They were called to follow Jesus. In a sense they became his apprentices. He taught them, and they learned from their Master. Over time, they began to think the way their master thought. Use the tools their master used. “Make” the things their Master “made”.

想想新约中的门徒，他们蒙召跟随耶稣。从某种意义上说，他们成了耶稣的徒弟，耶稣是他们的师傅。师傅教导徒弟，徒弟向师傅学习。随着时间的推移，徒弟开始按照师傅的想法思考，使用师傅使用的工具，“制作”师傅“制作”的东西。

### OBEDIENCE-ORIENTED DISCIPLESHIP 实践导向的门徒培育

“Obedience-oriented discipleship” is often contrasted with “knowledge-oriented discipleship”. Below are a few examples of the differences.

“实践导向的门徒培育”可以跟“知识导向的门徒培育”作为对比。下面是一些例子。

Knowledge Oriented Instruction	Obedience Oriented Instruction
<b>Objective: What is the objective? How is it measured?</b>	
Learning objectives are oriented around covering material or subject matter	Learning objectives include material, but the emphasis is on the application of what is learned
Goal of education is to acquire previously unknown information	Goal of education is to learn and apply previously unapplied truths
<b>Teacher: What does the teacher do? What methods might be used?</b>	
Instruction time tends to be “teacher-centric”. The teacher speaks. The students listen	Instruction time tends to be “learner-centric”. Teachers and learners both speak and listen

Teacher is perceived as an expert in the subject matter	Teacher is perceived as a guide in the subject matter
<b>Student: What does the student do? How is learning evaluated?</b>	
Homework assignments tend to include research and additional study	Homework assignments tend focus on applying what has been learned
Students understanding of knowledge is assessed by academic testing	Students understanding of knowledge is assessed by whether or not it is put into practice
Students become “knowers”	Students become “doers”

知识导向的指导	实践导向的指导
<b>目标：目标为何？如何计量？</b>	
学习目标围绕涵盖教材或主题而定。	学习目标包括教材，但重点在应用所学。
教育的目标是获取以前未知的知识。	教育目标是学习和应用以前未用的知识。
<b>老师：该做什么？用何方法？</b>	
授课时间往往是“教导者中心”。老师讲课, 学生听课。	授课时间往往是“学习者中心”。老师和学生都彼此沟通对话。
老师被认为是该领域的专家。	老师被认为是该领域的引导者。
<b>学生：该做什么？如何评估？</b>	
家庭作业往往包括研究和补充学习。	家庭作业往往集中于应用已学到的知识。
学生对知识的理解程度通过学术测试进行评估。	学生对知识的理解程度取决于是否将其付诸实践。
学生成为“认知者”。	学生成为“实践者”。

## DEBRIEF DISCUSSION 讨论

What is your main takeaway from this discussion regarding practical-oriented discipleship?

讨论：以上关于实践导向门徒培育的讨论中，你的主要收获是什么？