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**Student Conference Plans**

**Purpose:** This conference plan details a conference experience for student Sunday School and small-group leaders. The goal is to provide an overview of the book *Saddle Up* and to apply its content to the Bible study setting of conference participants.

The plans can be used as one 2.5 hour session (with breaks) or as three 45-minute sessions (one 45-minute session for each chapter). If you choose three 45-minute sessions, you may lead the sessions over 3 consecutive weeks or use the plans during quarterly leadership meetings, with one session each for three consecutive months.

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**General Preparation**

* Read *Saddle Up: Leading Your Groups with Purpose, Posture, & Preparedness* by Ken Braddy, Michael Kelley, and Dwayne McCrary

**Collect the following resources for use during the training experience**

* One copy of *Saddle Up: Leading Your Groups with Purpose, Posture, & Preparedness* by Ken Braddy, Michael Kelley, and Dwayne McCrary for each participant. The book can be ordered at *LifeWay.com/TrainingResources* or you can download a free PDF version as well.
* Nametags for each participant. Markers for participants to write their names.
* Pens for participants

**Conference Segment 1: Our Purpose**

**Preparation**:

* Review chapter 1 of *Saddle Up: Leading Your Groups with Purpose, Posture, & Preparedness.*
* Arrange chairs in groups of 3-4 facing the focal wall.
* Place one copy of *Saddle Up: Leading Your Groups with Purpose, Posture, & Preparedness* in each chair.

**Teaching**

**Step 1: Introduction**

As participants arrive, direct them to create a name tag and include on the tag three common items they have used today (examples: a cell phone, a pen, a car, water fountain). Lead them to introduce themselves to other participants, noting the items listed on each other’s name tags. Encourage them to propose some creative alternate purposes for each item listed on the name tags of another participant (ex: using a car is a stationary couch, cell phone functioning as a shiny paperweight, tapping a pen to create a Morse code message, etc).

Emphasize the importance of an item fulfilling its intended purpose. Say: *Similarly, Sunday School is a great tool in the local church, but we only know the value it brings when we understand its true purpose.*  
  
Direct participants to locate page 10 in their copy of *Saddle Up*. Call attention to the statement on the top of the page, directing them to finish the statement (The purpose of our Sunday School is). (Note: If participants are attending from various churches, they can meet and discuss their answers together to compare responses.) Invite volunteers to share their responses.   
  
Read aloud (or enlist a volunteer to read) Matthew 28:18-20 aloud to the group. Say: *The Great Commission is given to us as our purpose. Many of you may have written this message or something similar. However, it isn’t enough for us to know the purpose of our Sunday School, we must be able to articulate it often to the students in our group if we expect them to understand it as well!*  
  
Ask: *If we were to ask the student in your Sunday School class to complete the statement, what responses would you expect?* Invite participants to list positive and negative examples of what they think students might identify as the purpose of Sunday School.

Emphasize that often, the challenge we face in Sunday School groups comes when we forget or neglect to communicate our true purpose. We should also consider how many biblical commandments, such as evangelism, fit under the larger “umbrella” of making disciples. (p. 11, *Saddle Up*)   
  
**Step 2: Helping Leaders Understand how Sunday School is Foundational Discipleship**

Call attention to the “Implications of Foundational Discipleship” on page 14 of *Saddle Up*. Present an overview of the section, making the following points:

***Our Goal is Greater than Going Deeper***. What we typically mean by this is that we explore further into some nuance to a story or the definition of various Greek words. While this is not a problem in of itself, we must not miss the forest for the trees! The teenagers in our Sunday School classes can learn endless details about any Scripture passage, but they must be able to know how to apply it to their first period class on Monday morning! If we remember that our purpose is to make disciples, we will look for ways to “teach them to obey” all that Jesus has taught us (Matt. 28:20). We must keep our primary focus toward making disciples and aim to go deeper by applying God’s truth to stud*ents’ daily lives.*

***Use Trustworthy Curriculum***. Not all curriculum is created equal! You can only fulfill your purpose if you are properly handling the Word of God. While there are no shortages of Bible study curriculum designed to engage teenagers, we must be intentional in our selection so we do not miss out on our purpose. Emphasize the importance of churches establishing guidelines for all Bible study groups when it comes of curriculum.

***Group Focus Must Be Outward*** *-* If you were to ask your class to join hands in a circle, their first instinct would be to do so facing inwardly. Similarly, any Bible study group tends to focus more on themselves over time (p.15). Teenagers are no different in this regard. Group leaders must strive to keep groups focused on their responsibility to reach out to others and make disciples.

Highlight the third implication. Ask: *How does your group keep their focus outward beyond themselves?*  
Discuss any ideas for keeping an outward focused group and include the following:

* Including prayer for unsaved family members and friends of students
* Consider targeting a specific group (basketball team, senior class, school club) and focusing prayer and outreach opportunities toward them each semester
* Share personal examples of reaching out to those outside the group

Ask: *What are some other practical ways you see discipleship take place in your group?* Record responses on a marker board or large sheet of paper.

Transition by explaining that much of what we just examined best happens in open groups.

**Step 3:** **Structure for Open Groups and Open Enrollment**

Call attention to the bullet list on page 17 of *Saddle Up*. Highlight that an Open Group means the group is open to receiving new group members. Explain that Open Enrollment means that new group members can join the group any time and any place.

On a marker board or large sheet of paper write: The goal of open groups is to help students get connected!Say: *It is time to think beyond the walls! Your Sunday School is about more than one hour in a room together on a Sunday morning. Sunday School classes are called to the Great Commission of Jesus Christ!*

Ask: *What are some ways that groups can unintentionally come across to students as closed?* (ex: Not enough chairs, no one engages new students, etc.) *What could it look like for the students in your Sunday School to open the group up to others outside of Sunday morning?*

Option for Further Discussion:   
Lead the participants to consider the name of one student who has visited or could visit your Sunday School. Direct them to place that same student in the lunchroom at their school. Ask: *If that same student were to approach a table looking for a place to sit, what factors will influence their likelihood to sit or to return later to that same table? How can we learn from this in our Bible study group?*

Ask: *In light of the need for open groups, what changes can you make in your Sunday School to be more intentional about reaching students?* Encourage specific responses and discuss how teachers can implement them in their groups.

Transition by pointing to responses that deal with the actual teaching of the class or group and how that teaching points to our purpose.

**Step 4: Three Key Questions for Student Ministry Bible Study Leaders**

Share the following ideas:

1. ***Resist the urge to do all the talking***.

If we are going to invest in the students in our classes. We must leave room for their thoughts and questions. In a group where the teacher does all or most of the talking, student teachers communicate the motto of “Be still while I instill!” However, this is not how life change takes place. Students need the freedom and encouragement to interact with the teacher and others in the group. If a Bible study leader is intentional about involving the group, students have greater opportunity to understand and apply the message.   
  
2***) Use good questions.***Teachers should prepare their questions ahead of time as well as look for opportunities to raise a question based on the class discussion. Good questions can drive discussion and help students think through the concepts you are presenting each week. Resist the urge to answer your own questions. If students know they can wait you out, they likely will! Instead of answering your own questions, consider rephrasing the question or directing it toward a specific student.

3) ***Lead students to discovery.***

When we quickly dish out key biblical truths and wisdom with no little thought or effort from students, we rob them of many great opportunities for learning. Look for opportunities to help students discover truth from God’s word rather than hearing it only from you as the teacher.

Note that Ken Braddy proposed three key questions for us to consider when it comes to fulfilling our purpose (p. 22, *Saddle Up*) (1. Are my Bible studies knowledge-focused or application-focused?, 2. Is the goal to “get through” a lesson or to allow for Spirit-led meandering?, 3. Are there visible signs of people becoming more mature followers of Christ?).Review the questions and lead the group to discuss their relevance for a student Bible study class.

**Step 6: Explore other Factors that Influence the Purpose of Making Disciples**  
Ask: *What other factors do you think could impact or better communicate your group’s purpose? Keep in mind these are often things we miss in the weekly routine of teaching.* (Examples may include: group size, room layout, prayer time, interaction outside of Sunday School class time). *What can we do to make sure these factors align with the purpose of our Sunday School?*  
  
**Step 7: Next Steps**

Remind participants of the responses given when asked what they believe students would define as the purpose of Sunday School. Challenge participants to consider what it would take for everyone in the group to know their true purpose. Remind participants that their group will only be able to move forward with their purpose when they understand it and that begins with their teacher. Lead them to record on the notes page in the back of their copy of *Saddle Up* (p. 64) at least two actions they need to consider taking to keep the purpose central and defined in their Sunday School class.

Encourage the leaders to read Chapter 1 of *Saddle Up* later in the week. Explain that they will discover more insights about the purpose of Sunday School by doing so.

Close the session in prayer and be available for follow up with participants.

**Conference Segment 2: Our Posture**

**Preparation:**

* Review chapter 2 of *Saddle Up: Leading Your Groups with Purpose, Posture, & Preparedness.*
* Arrange chairs in groups of 3-4 facing the focal wall.
* Place one copy of *Saddle Up: Leading Your Groups with Purpose, Posture, & Preparedness* in each chair.
* Create three placards containing the words Abide, Kneel, and Serve.

**Teach**

**Step 1: Introduction**

As participants arrive, direct them to form groups of 3 to 5 and discuss the following: When you were the age of the group you now teach, who stood out to you as an example of what it meant to be a follower of Jesus Christ? What was it about their overall attitude and actions that made an impression on you?

(Note: This activity will be easier for those who were already followers of Christ as teenagers, but those who were not yet Christians may still be able to determine individuals who were examples of faith and Christian action.)

After allowing time for them to discuss, invite a couple of volunteers share their responses with the group.  
  
Ask: *Whether the individuals you named were parents, teachers, pastors, coaches, etc. that influenced your faith, how important was their overall character and attitude?*  
  
Remind participants that a key characteristic of this generation of students is they are always gauging the authenticity of others, often spotting a fake from far off. State: *We need to focus on our own walk with Christ and ensure that we truly “practice what we preach” to our students.*  
  
Option: Point to the illustration of water skiing on page 26 of *Saddle Up*. While the boat provides the power to move over the water, the posture of the person on the water skis greatly helps their chances to best receive and utilize that power. Review this illustration to reinforce that it is ultimately God’s Spirit that brings about real and lasting change in our lives. At the same time, our posture can impact how we are being used by God.

Transition by calling attention to three placards you have created (one for each of the three postures identified in chapter 2: Abide, Kneel, Serve). Explain that during this segment, the focus will be on the posture we as leaders need to assume as leaders of Sunday School classes.

**Step 2: Becoming Student Leaders Who Abide**

Call attention to the first Abide placard. State: *Jesus Christ calls for his people to abide in him as branches abide in a vine (John 15:1-8). The practice of abiding is an active command which calls both the teacher and their students to ongoing faith in Jesus Christ as their savior and sustainer.*

Overview the Abide section (pp. 26-30) by using the following ideas.

Call attention to the statement “Abiding begins with a glimpse of Jesus” on page 28 of *Saddle Up*. Say: *God’s word teaches that once we truly see Jesus by faith, we cannot be the same again.*

Invite a volunteer to read 2 Corinthians 4:6. Emphasize that we study the written Word to better know the living word. God’s word is our primary avenue for not only learning about Jesus Christ, but it helps us to experience his goodness and know his heart for his people.

Say: *We study God’s word to shape what we love.*Explain that in his book, *You Are What You Love*, James KA Smith asks, “What if education weren’t first and foremost about what we know but about what we love?” Emphasize that student leaders must remember that God’s Word shapes what we love. As we glimpse who Jesus truly is, we will long to see Him more. Invite participants to share examples of when they truly encountered Jesus.

Say: *As those who teach students to know God’s Word, we must also remember that we are shaping their desires and longings. The same is true of student leaders. God’s Word shapes our own hearts and shows up in how we give our time, attention, and affection each day. It shapes what we hold as ultimately valuable and worthy of our love and devotion”*

Call attention to the statement “Abiding is an intentional choice” on page 30 of *Saddle Up*. Explain that abiding is not by accident, but rather is a choice that must be made and reaffirmed. It may be easy for student leaders to become busy doing good things and miss out on what is most important for their own spiritual growth as a follower of Christ.

Say: *Student ministry leaders likely have a multitude of responsibilities calling for their attention. The goal of abiding in Christ must shape our priorities and choices.*

Ask: *What choices are you making to prioritize growing in your faith? What are some ways you have found helpful to maintain godly priorities in a busy schedule?*

Call attention to the statement “Abiding is driven by faith” on page 30 of *Saddle Up*.Remind student leaders that they too must rest in the work of Jesus and believe that God is committed to finishing the work He began in their lives (Phil 1:6). Our posture of faith means we are resting in God’s completed work through the cross and believing in His sufficient grace.

**Step 3: Becoming Student Leaders Who Kneel**

Call attention to the kneeling placard. Say: *Prayer is often a challenge for the student ministry leader, not because they do not think it is important, but because it is not prioritized in daily life. However, if student leaders are to truly influence the next generation, we must be leaders, teachers, and volunteers who pray!*

Call attention to the third paragraph under “The Kneeling Posture of a Leader” (p. 31, *Saddle Up*), highlighting the first sentence (summary: Prayer is a recognition of our weakness and God’s strength). State: *When we pray, we prioritize our relationship with God and rely on his strength and provision.*

Call attention the headings of pray regularly, pray specifically, and pray collectively (pp. 31-32, *Saddle Up*).

Ask: *What are some ways you have found help you with a commitment to pray regularly? Why is it important that we pray specifically? Why is it important that we pray collectively?*

Share ideas in each of these three areas. Brainstorm ways of sharing and recording prayer requests. Record ideas on a large sheet of paper or board.

Additional Ideas and strategies for prayer you may want to suggest:

* Leaders keeping a prayer journal, whether it is a physical notebook or utilizing an app on their phones. Recording information can include detailed requests and answered prayers or simply be a way to record weekly needs and follow up on prayer requests in the group. Few things will benefit your relationship with students in your Bible study like remembering things they asked you to pray for and following up with them!
* Lead students to write prayer requests on post it notes and stick them to the door on the way out of your Bible study.
* Direct students to text requests to you outside of class.
* Pray for a specific student each week and check in on them specifically.
* Gather with other student leaders 30 minutes before students begin showing up to pray together either weekly, bi-weekly, or monthly. Providing a list of known prayer needs at the beginning to minimize discussion and maximize time spent praying.

After several ideas have been shared, invite participants to record in their copy of *Saddle Up* 2 to 3 ideas they can begin using this week.

**Step 4: Becoming Student Leaders Who Serve**

Call attention to the Serve placard. Invite a volunteer read Matthew 20:25-28. Lead the group to discuss the focus Jesus placed on serving others and how He modeled doing so.

Emphasize that where we serve demonstrates what we value. First and foremost, when we serve others in Jesus’ name we are serving our Lord. Obviously we can see from this passage that Jesus valued service. It is also true that this generation values service. Research and observation shows us that this generation has a high degree of awareness and empathy toward the needs of others.

Explain that our service must be also be sacrificial. Our students are surrounded by models of service that require little actual sacrifice. Our motives for service are important. We must never serve others to get something in return. Leading by serving your teenagers is no different. They need to see us serve and sacrifice   
“as something done for the Lord.” (Col 3:23)

Call attention to the bolded heading on page 34 of Saddle Up (Our service must be humble.)Ask: *What is the relationship between humility and service?*Affirm the point that humility helps to motivate us toward service and service helps us grow in humility. The two are closely connected by God’s design.

Call attention to the bolded heading on page 36 of Saddle Up (Our service must be unbiased). Invite a volunteer read James 2:2-4. Share the following: We cannot show partiality as we serve in any capacity. As youth leaders, we must be careful that we do not show favoritism toward certain students. Sometimes the teenager with parents who are friends of the youth leaders or are longtime members of the church will receive more attention than a teenager with loose connections to the church. Sometimes those with less support may need even more support from us on any given week. We must be willing to serve those who can offer nothing in return.

**Step 5: Review**

Call attention to the three placards. Remind the group of the people they identified at the beginning of this conference (or segment). Say: This conference (or segment) began with a look at those who had made an impact on our lives by considering not only their words, but their example. We have looked together at our posture as leaders. We must maintain a posture of abiding, kneeling, and service. Ask: *How do these three postures define the level of impact we have on others?*

Remind participants that the greatest reason each of these postures matter is because they are a reflection of our own walk with Christ. The difference in what kind of leader we will be is similar to the difference between a pipe and a plant. Both pipes and plants transfer water from one place to another just as Bible study leaders transfer God’s truth from His Word to the lives of those in their group. The difference however is that as the plant moves the water through itself, it is given life and growth in the process whereas a pipe simply takes the water and moves it without being changed itself. We can take lessons from the Bible and our curriculum and give it out to our students each week, but we know the hard truth of whether or not we ourselves are being changed in the process by that same truth. Let’s be plants that are weekly changed by the life giving water of God’s Word.  
  
**Step 6: Next Steps**

Invite participants to record on the notes page in their back of their copy of *Saddle Up* (p. 64) one point of personal application for each of the three postures. Remind them that this session has been about making them better followers of Jesus Christ. Close the session in prayer and be available for follow up discussion with participants.

**Conference Segment 3: Our Preparedness**

**Preparation:**

* Review chapter 3 of *Saddle Up: Leading Your Groups with Purpose, Posture, & Preparedness.*
* Arrange chairs in groups of 3-4 facing the focal wall.
* Place one copy of *Saddle Up: Leading Your Groups with Purpose, Posture, & Preparedness* in each chair.
* On a large sheet of paper, write the five key questions leaders must answer every weekly (see overview p. 62, Saddle *Up*). \
* Display of the Bible study resources used by the group.

**Teach**

**Step 1**: **Introduction**  
  
Invite participants to share about an experience where they or the leader of the group was not prepared.

Explain: Whether you have taught student Bible study for decades or this Sunday is your first time, every teacher who desires to communicate God’s Word effectively must be prepared. What is your plan? If you don’t have a plan, you can rest assured they will have a plan and it may not be what you wanted!

Say: *Let’s begin by examining the five questions Dwayne McCrary lists in chapter three of* Saddle Up *and consider how we can lead our youth to be disciples who make disciples.*

**Step 2: Exploring Five Key Questions in Weekly Bible Study.**

Call attention to the large sheet of paper on which you have written the five questions leaders must answer every week. Review the five questions and then focus on the first question (Question 1: What will we study this week).

Point the group to the content about the first question on page 40 of *Saddle Up*. Help participants to see the difference between having a plan and not having a plan for what passages to study. Explain: If we don’t have a plan, we tend to focus on the passages and stories we like the best or are the most comfortable with in Scripture. If we use a more comprehensive “big picture” approach, we can help our students to more fully encounter God’s Word. Practically speaking, using a plan for studying the Bible frees up time for you to actually study the Bible!

Call attention to the display with the Bible study curriculum used and identify its approach to the study of Scripture. Briefly review the scope and sequence of the curriculum used by your church’s student ministry. DO this for each curriculum being used.

Highlight the second question that must be answered (Question 2: What does the selected passage mean then and now?).Ask: *Why is it important that we know what the writer originally wanted to communicate? How will this help us to better understand and apply those words today?*  
  
Explain that if we do not seek to understand the passage in the original context we may assign meaning to the passage the original writer never intended. Remind participants that a good curriculum and study helps will be valuable in answering this question.  
Focus attention on the suggested steps in the exploration process:

* Read the Bible passage.
* List people, places, and things.
* Use Bible tools to find out more about the people, places, and things listed.
* List behaviors seen, prescribed, or prohibited. Include actions taken by God.
* Create questions based on the behaviors. (Convert the open-ended questions and closed-ended questions.)
* Look for themes. (p.43, *Saddle Up*)

Option: If time allows, lead the group to apply one or more of these questions by pairing off and exploring one of the points using a passage you provide. (see samples below)

Sample 1 – Notice Themes – Read Ephesians 1:3-14, looking for themes. Notice the number of times “in Christ” appears and what that may reveal about a potential theme.

Sample 2 – Create Questions - Read Philippians 4:4-7 and pick three behaviors or actions found in this passage. Next, give examples of closed-ended and open-ended questions, such as: Do you think or dwell on what is true, honorable, just, etc? (closed) What is something true you need to spend more time thinking about today? (open)

Lead the group to read in unison the third question that must be answered (Question 3: What is the main point we need to focus on?).

Explain: One of the most common, yet unhelpful, practices in a Bible study is when students are asked “What does this passage mean to you?” While many students may have something good to say about the passage, it is not up for them to decide the meaning. Instead, we should look for ways to communicate the main point, and then help students determine specific application.

Say: *Once we know our passage and context, we must know the main point so that we can clearly communicate it with our students. You will point to be strongly emphasized in the teaching and discussion so that every student knows what the main point of the passage was when they leave your group.*

Highlight the fourth question that must be answered (Question 4: How might this truth change the way we think, believe, act, and relate?)

Remind participants of the need to share and discuss how God’s Word shapes and changes us as we study Scripture. Otherwise, our teaching will simply make “smarter sinners” that know facts about the Bible but do not seek to actively apply it to their lives. Challenge the participants to seek to be examples of the lesson by putting into practice the truths they discover.

Highlight the fifth question that must be answered (*Question 5: How can I help my group discover these truths for themselves?*

Say: *When it comes to teaching truth from God’s word, we should never settle for telling students what they need to be discovering for themselves!* Discuss with the group how this generation is being impacted by the culture of pluralism. In fact, Generation Z was previously referred to as “the plurals”, meaning that every person’s opinion can be seen as right and acceptable. While this viewpoint makes for a good open discussion of opinions, it does not leave much room for understanding absolute truth. As students become increasingly skeptical of what they are being told, we need to reinforce truth as coming from God by helping students discover it for themselves in His Word. A student who is wrestling with the exclusivity of salvation through Jesus alone needs to encounter Jesus’ claim in John 14:6. Rather than simply being told Jesus is the only way to know God, they can discover the truth in Jesus’ words with the help of a thoughtful teacher.

Lead the group to identify the question that takes them the most time to answer each week. Point them to sections in the curriculum resources that will help them answer each question more efficiently.

**Step 3: Helping Teachers Manage their Group Time.**

Ask: *Have you ever had a group time get away from you? What happened?*

State: Teaching a student Bible study requires a balance of drive to teach the lesson and flexibility to adapt to what is happening in the room. The time in study is critical, as some students in our groups only encounter God’s Word during that weekly gathering. At the same time, when something major is happening in the life of a student or the group, an aware teacher will adapt their teaching and discussion to account for that situation. The time we have is brief. Teachers will find more time for flexibility and group awareness when they have an intentional plan on how they will move through prayer time, Scripture study, discussion, and even time hanging out together.

Guide the participants to list their time breakdown for a “typical” week in their Bible study time on 47 of *Saddle Up*. Offer tips passed on your experience and the content found in *Saddle Up*. Ask: *What can you change to better manage your group time with students each week?*

**Step 4: Preparing our Groups to Serve**

Lead participants to propose the difference between going to supper, going with supper, and going for supper. Emphasize the difference between ministry to students, with students, and for students. Challenge them to list ways in which each of these must happen.

State: *We believe our students are the church of tomorrow and today.* Ask: *On a scale of 1 to 10, to what level do you agree with that statement?* After allowing for discussion, ask: *If we believe our students are also part of the church today, how are we giving them opportunities for them to serve rather than making them wait to make a difference?*

Focus on ministry with students. Explain: Rather than doing ministry for students, invite them to serve by identifying ministry needs around them, developing a plan, and serving with others in the church. When students are a part of the process of planning and implementing ministry to a specific group, they tend to be far more invested in ministry. Giving students an opportunity to serve shows we believe God can use them now. Assign responsibilities to students with both an inward and outward focus. Delegate specific ministry roles to students for them to fulfill both in the weekly group time and throughout the week.

Emphasize that serving with students is training current and future leaders. Secure reaction to the statement: Every one of us will one day be replaced in our role. In student ministry, we are raising up those who will share the same message of truth beyond our own ministry. We must always be mindful of this reality as we provide an example for them to follow.

**Step 5: Preparing our Groups to Start New Groups**

Explain that one way to serve with students is to help them start a new Bible study group. Invite volunteers to share about groups of students not currently being reached by your church. Ask: *What would a new group look like that was created to reach one of the groups of students you identified? Where would the group meet? When? What would make that group distinct?*

Explain that too often, the reason groups never grow and begin new groups is simply because they have no planning and direction to do so. Many students change groups as they advance grades in school, limiting the amount of time they are in a particular group. Even in this case, students can be used by God to begin new groups with other students and invite peers to be involved. More important still, students are raised up as future teachers and disciple makers.

**Step 6: Next Steps**

Say: *There is something amazing that can happen when a caring adult leader opens God’s Word and leads a group of students with preparation, motivation, and intention. God always works through His Word in the life of students and is with you every time you teach.*

Direct them review the Challenge on pages 55-56 of *Saddle Up*. Guide them to identify the number of leaders listed by the authors that were involved in student Sunday School. Encourage the student leaders and teachers in their role. Many of them face discouragement and your words can be used by God to help someone who is enduring a difficult season and feels defeated.

Direct participants to record two key takeaways from this session on the notes page in their copy of *Saddle Up* (p. 63). Encourage them to not only write their personal application, but to also include a timeframe to begin implementing what they learned.

Close in prayer, asking that the Lord guide them as student ministry Bible study leaders who lead with purpose, posture, and preparedness.