

FACILITATOR'S GUIDE



BIBLICAL MISSIONS

PART I: PRINCIPLES
CHURCH-BASED COURSE

A RESOURCE FROM

The
MASTER'S ACADEMY
INTERNATIONAL



Part I: Principles

Facilitator's Guide

Welcome to the Center for Biblical Missions' church-based missions course, *Part I: Principles*. We are grateful for your commitment to guiding fellow believers in learning the biblical, theological, and historical foundations of biblical missions. This course has been designed from the content of the flagship volumes of The Master's Academy International:

Biblical Missions: Principles, Priorities, and Practices, edited by Mark Tatlock and Chris Burnett
(Nashville: Thomas Nelson, 2025).

Biblical Missions Workbook: Principles, Priorities, and Practices, edited by Mark Tatlock and Chris Burnett
(Nashville: Thomas Nelson, 2025).

The *Part I: Principles* course specifically covers the first 18 chapters and associated inserts in the textbook (the *Part I: Principles* section) and the first 7 lessons in the workbook, which build exercises on these chapters and inserts. The *Part I: Principles* course comprises 7 lessons, following the workbook lesson divisions. The course is available for free on the CBM website, cbm.tmai.org, along with supplemental videos and articles for you and your students.

This learning journey is designed to unfold within the context of your local church, for believers at all levels of missions understanding and experience—for congregants needing an introduction and missionaries wanting refreshment and refinement. The course will be useful in a variety of course settings—whether you are leading a small group in a home or teaching an established equipping course, such as an evening Bible institute, a Sunday morning adult class, or a mid-week youth program.

This *Facilitator's Guide* offers a structured yet flexible approach to teaching the material. Even if you've never led a formal class before, this guide will walk you through each step. There's flexibility in how you structure your course—there is no “ideal” method. What is important is that you, the facilitator, guide the learning pathway, which includes in-class and outside-of-class effort by every student. Here are some considerations and approaches.

We recommend taking between 1.5 and 2 hours to run each lesson. Some groups will benefit from completing one lesson per week, while others will prefer spreading out the lessons, such as two weeks per lesson over a 14-week period, perhaps meeting every other week.

You might want students to come to class already having read the lesson's chapters and inserts, or you might choose to provide instruction in class first and then assign the reading afterward. Likewise, some facilitators might prefer students attempt to answer workbook questions and projects before meeting, while others prefer to frame the content during class time before students tackle the exercises.

We at the Center for Biblical Missions are here to help you as you lead this course. Visit cbm.tmai.org for coaching, consulting, and encouragement, and to explore additional resources. We greatly appreciate your feedback, so we can better serve you as you equip others to embrace God's global mission with clarity and conviction.

The Lesson Structure:

A Plan for Spiritual Growth and Kingdom Impact

The section headings of this *Facilitator's Guide* draw from the biblical imagery of growth and labor for the sake of the gospel. This imagery emphasizes that the more a believer learns about God's kingdom purposes, the greater he or she will grow spiritually and actively engage in cross-cultural ministry, whether at home or abroad. Several key biblical passages connect gospel ministry to gospel fruit. The following passages shape the overarching objectives for the design of the course and explain why you'll see terms like "Plant," "Cultivate," and "Bear Fruit" in the lesson plan template.

In Mark 4:3–34, Jesus teaches that our spiritual goal is to receive and respond to the Word by faith. We want to see the seed of the gospel sprout in new hearts so we will witness the spread of the kingdom of God across the world.

John 15:1–11 instructs us that the end of missions is the pleasing fruit of obedience to God. Our obedience flows from abiding in Christ, the True Vine, and as we abide in Him we act as His ambassadors with the strength that He provides.

First Corinthians 3:6–9 reinforces that all growth comes from God Himself. By grace through Jesus Christ, He plants, waters, and causes the seed to grow into the fruitful field according to His sovereign design.

Finally, as we see in Galatians 5:22–23, the Spirit of God cultivates godly fruit in us, which all believers are called to bear as they walk with Him in their local contexts.

We trust that you, the course facilitator, will joyfully embrace your role as a sower with a shepherd's heart. Our prayer is that you will faithfully plant the Word in your students, cultivate rich discussions about their unique fit in God's kingdom purposes, and eagerly watch for God to bring forth lasting fruit in the global church through those you lead.

The following table describes the lesson planning framework that will guide your preparation and facilitation.

Biblical Missions Program Overview



Plan:

Session Preparation Checklist

Prepare the ground by prayerfully reviewing materials, coordinating the lesson activities, and organizing all components needed for effective facilitation.



Till:

Prior Lesson Review

Recap key insights from previous lessons to help students connect past learning with new content.



Sow:

Learning & Teaching Objectives

Ensure the lesson meets intended outcomes for your students so the seeds you plant are most likely to yield fruit in students' hearts and minds.



Plant:

Core Scriptures & Memory Verses

Root the session in God's Word by reading the key Scriptures in class and helping students embed the truth through memorization.



Cultivate:

Teaching and Discussion

Nurture new understandings by providing instruction from the textbook and workbook and facilitating interactive dialogue.



Deepen:

Breakout Group Discussion

Invite learners to study the Scriptures in groups so their missions roots have space to grow through personal reflection and meaningful connection.



Bear Fruit:

Practical Application

Discuss as a class how to apply the lesson's truths to daily life and Great Commission service, both locally and internationally.



Field Notes:

Missionary Interaction

Observe what gospel sowing looks like on the field; glean insights from global laborers.



Pray for the Harvest:

Key Takeaways & Prayer

Reinforce what God commends as biblical missions and pray for missionary requests in view of lasting fruit in the global church.

Lesson Structure Overview Template

The sections below provide a standardized format that each lesson should aim to follow, with check list items to aid you in crafting your lesson. Note that time frames are recommended but adjustable, depending on the focus and activities of your class session. Feel free to adapt both the components and times for your teaching environment and the specific lesson. We recommend using two sessions to complete one lesson if your goal is to do all the activities.



Plan: Session Preparation Checklist (Before Class)

- ☐ Read textbook chapters and inserts. (See “Cultivate” below.)
- ☐ Review the workbook lesson. (See “Cultivate” below.)
- ☐ Watch lesson-specific videos on the CBM website (cbm.tmai.org), especially the “teacher training” videos.
- ☐ Craft the lesson’s teaching objectives and activities. (See “Sow” below.)
- ☐ Sketch out your lesson plan, determining:
 - ☐ How developed your teaching outline needs to be. (See “Cultivate” below.)
 - ☐ If you will run a breakout group discussion. (See “Deepen” below.)
 - ☐ If you will have a missionary interaction component; if so, coordinate it. (See “Field Notes” below.)
- ☐ Collect missionary prayer requests and prayer cards or prepare a presentation slide or handout. Ensure you receive permission to share sensitive content.



Till: Prior Lesson Review (5-10 min.)

- ☐ Starting with Lesson 2, briefly recap the previous lesson’s themes and key takeaways.
- ☐ Invite students to share personal takeaways or developments in their thoughts and actions.
- ☐ Connect prior insights to the current lesson’s focus with a transitional statement.



Sow: Learning & Teaching Objectives (5 min.)

- ☐ Draft teaching objectives specific to the lesson’s learning objectives.

Learning objectives have been written to complete the sentence: “By the end of this lesson, the student will....” Each lesson’s learning objectives pertains to the textbook content and have been listed for you already in the workbook.

Teaching objectives complete the sentence: “By the end of this lesson, the teacher will....” They state generally what depth and breadth of textbook material and workbook questions and projects you intend to accomplish to help the students meet the learning objectives.

To write your teaching objectives, determine what topics and skills you want to teach and state them with active verbs (“read,” “discuss,” “present”); this is your framework for planning your activities step by step, as identified later in this guide.

- ☐ Read your table to the class after your review time.

The following table is an example of learning and teaching objectives for Lesson 1, building on the workbook’s learning objectives. The teaching objectives are written to be general, but they frame what a facilitator will want to cover through direct teaching, discussions, and other student activities. This table is a sample but you are welcome to use it. Consider it a model for building out Lessons 2–7 according to your students’ needs.

Learning Objectives for Lesson 1	Teaching Objectives for Lesson 1
<p>Understand the importance of biblical inerrancy, authority, sufficiency, and proper interpretive methods for missionaries to accurately convey the Word of God.</p>	<ul style="list-style-type: none"> • Explain the biblical and theological foundations for inerrancy, authority, and sufficiency, using key Scripture passages. • Evaluate common misconceptions and challenges to these doctrines in both contemporary culture and evangelical contexts. • Demonstrate how the grammatical-historical hermeneutic safeguards against unbiblical interpretation and cultural accommodation. • Model and encourage personal and ministry submission to the authority of God’s Word in missionary practice.
<p>Grasp the central role of the Bible in proclaiming the gospel and expressing theology.</p>	<ul style="list-style-type: none"> • Explain how Scripture serves as the foundational source for defining the gospel, equipping the saints, and guarding sound doctrine in the local church. • Demonstrate the Bible’s central role in the church’s life, permeating all teaching and worship. • Establish why biblical proclamation is the central missionary activity and how it differs from relying solely on personal testimonies or opinions. • Highlight the apostles’ commitment to the Word of God as the model for missionary efforts today, showing how biblical exposition, theological education, and Bible translation advance gospel proclamation.
<p>Recognize contemporary trends that have drifted from a biblical philosophy of missions.</p>	<ul style="list-style-type: none"> • Diagnose secularizing drifts in missiology—where social sciences displace Scripture—and explain why this compromises biblical faithfulness. • Distinguish Scripture-defined, church-centered missions from broadened “mission” paradigms that dilute Great Commission priorities, and state criteria for evaluating activities accordingly. • Critique the “strategy-before-Scripture” and “concept-without-context” errors described in the textbook’s Introduction section, contrasting expediency-driven, felt-needs methods with Scripture-centered, long-term ministry patterns. • Reassert God-ordained authority structures (Scripture → local church → sent workers) as the corrective to individualistic, entrepreneurial approaches to missions.
<p>Identify various sources of authority in global contexts and how they have influenced receptivity to the authoritative written Word.</p>	<ul style="list-style-type: none"> • Contrast global authority structures based on individuals, tradition, or institutions with the objective, written authority of Scripture. • Explain how oral traditions and entrenched cultural or religious systems can reduce the perceived authority and sufficiency of the Bible. • Evaluate the influence of specific non-biblical authority frameworks—such as African Traditional Religion, Roman Catholicism, the Prosperity Gospel, and culturally driven hermeneutics—on gospel receptivity. • Affirm the necessity of upholding the Bible’s exclusive authority and faithful interpretation in the face of competing authority systems.



Plant: Core Scriptures & Memory Verses (5-10 min.)

- ☐ Recite the lesson's *Key Memory Verse* with the class. We encourage students to memorize it in the Legacy Standard Bible (LSB) version (La Habra, CA: The Lockman Foundation, 2021), as printed on the workbook lesson cover page and used throughout the textbook and workbook.
- ☐ If time permits, have students read select *Additional Scriptures for Meditation* in turn to the class. Encourage students to memorize these passages also.
- ☐ Encourage students to read the *Scriptures for Further Meditation* outside of class.
- ☐ Optional: Review prior lesson memory verses by reading aloud, inviting recitations, and allowing students to share personal reflections on the verses.



Cultivate: Teaching and Discussion (30-45 min.)

- ☐ Determine which lesson doctrines or concepts are best developed by direct teaching and which are better saved for other activities. (See “Deepen” and “Bear Fruit” below.) Here are some suggestions as you prepare to teach.
 - ☐ Create a detailed teaching outline, following one of these options:
 - ☐ Follow your teaching objectives list in order or rearrange them for a lesson flow that makes sense to you.
 - ☐ Follow the chapter and insert sequencing, walking through arguments in a straightforward manner.
 - ☐ Follow the workbook structure, using the summary paragraph on the lesson cover page and some questions from the *Recall and Reflect* and *Analyze* sections.
 - ☐ No matter your teaching method, consider the following:
 - ☐ Read and discuss textbook glossary definitions and pertinent Bible verses.
 - ☐ Insert poignant quotes from the chapters and inserts.
 - ☐ Insert a few questions from the workbook for brief discussion after teaching rich content.
 - ☐ Invite questions for clarification at appropriate stopping points.



Deepen: Breakout Group Discussion (Optional, 30-45 min.)

- ☐ Determine which topics and skills are best developed through group discussions, if you want a small group component for this lesson.
- ☐ Form small groups that will run for 20–30 minutes:
 - ☐ You might assign participants directly to groups of your choosing to enhance participation and fellowship.
 - ☐ Assign a group spokesperson to take notes for sharing with the whole class.
- ☐ Assign questions from the workbook's *Study the Scriptures* section. If your students have the capacity and there is enough time, consider assigning one project from *Application Projects* section instead.
- ☐ Casually circle the room to observe and oversee the active involvement of each participant.
- ☐ Return for whole class reporting for 10–15 minutes. Call on the group spokespeople to share insights; help connect their ideas to the lesson topics if necessary.



Bear Fruit: Practical Application (15-20 min.)

- ☐ Lead a whole-class discussion that helps students make real-life applications of the lesson's truths for themselves, their families, and their local church.
- ☐ Consider having students draft answers in advance to 2–3 of the workbook's *Implement* questions of their own choosing, and use the class time to draw out meaningful and personal responses.



Field Notes: Missionary Interaction (Optional, 10-45 min.)

- ☐ Determine if you want missionary interaction to be a regular component of each lesson or a special activity to run occasionally, depending on the lesson.
- ☐ The workbook's *Ask a Missionary* questions provide the content for correspondence. Choose from the following options.
- ☐ Option 1 (30–45 min): Set up a live in-class video call, with workbook questions asked by the facilitator, preferably.
- ☐ Option 2 (10–15 min): Outside of class, have students conduct calls or correspond by email individually or in small groups, and then report on how it went and what they learned in class.
- ☐ Lead a brief follow-up discussion or reflection on the responses and the experience, commending the students for interacting with the missionaries.



Pray for the Harvest: Key Takeaways & Prayer (5 min.)

- ☐ Wrap up the session by reinforcing the key ideas (“takeaways”) of the lesson.
- ☐ Share a current prayer request from a missionary supported by your church, preferably with a slide, printed handout, or prayer card.
 - ☐ Make sure you receive permission to share, as some information might be sensitive or create a security risk.
 - ☐ Try to choose a prayer request that connects to a topic or idea in the lesson.
- ☐ Invite 1–2 students to pray for the missionary's requests; then you close in prayer, drawing upon the doctrines and themes of the lesson with thankfulness for the Lord's provision of this learning and the time together.