

TOTAL MINISTRY TEAM EDUCATION AND DEVELOPMENT CURRICULUM

How to Use This Curriculum

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How to use this curriculum

FLEXIBILITY

This curriculum plan is designed so that it can be completed in two years of weekly evening meetings, with time off for Christmastide, Holy Week and the week following Easter Day, and summer.

Some congregations, though, may prefer a lengthier session less frequently, for example, Sunday following worship through the afternoon, or Saturdays. And some may want a combination: weekly meetings most of the time, with occasional longer sessions, especially when a presenter has come from a distance. Also, different communities have different schedules: it may be that events in the surrounding community suggest different times when breaks need to be taken, while some summer sessions may be possible. The regional missionary and team will want, early in their work together, to decide what schedule best suits their community calendar, time available and customary ways of working together. The Bishop and facilitator can work with a congregation to make sure they are pursuing a schedule that suits them, but also moving ahead at a goodly pace with their learning. The length of time needed to follow the curriculum and assess learnings may take longer than two years, but rarely less.

In each congregation, the team should begin by assessing what members already know. If all the members have done some study together in a learning goal area, it's possible simply to review that material, or to refine or rewrite the goal to build on what people already know. If some members of the team have been participants in other studies, such as EFM, or have done independent learning in particular areas, they may be able to serve as resource people or presenters for the team as a whole. Knowledge team members bring, both in things explicitly theological, and in areas that overlap, such as helping profession or organizational development skills, are a key resource to building up the ministry skills of the team as a whole.

GOALS FOR LEARNING

Each curriculum block has goals in both concepts and skills integral to that section. These are listed separately for reasons of clarity, but it is not necessary that they be separated in actual learning activities. For example, it is not impossible, but certainly undesirable, that learning about scripture be separated from developing skills in bible study. Or consider that learning about the English Reformation or the birth of the Episcopal Church in the U.S.A. can be related to developing skills in working our church polity systems today. Some periods in church history also lend themselves to studying how the practices of those times contribute to our heritage of spiritual practices today. It's possible in some instances to interweave learning goals in different units. Studying Paul's letters, for example, can provide models for dealing with difficult decisions and conflict in the congregation.

It's also important that some of the goals not be dealt with in one session and then dismissed. Most of the skills, for example, need practice over many sessions.

BUILDING A LEARNING COMMUNITY

Each curriculum block has suggestions for team building activities - things to do and explore that will enable the team to learn, minister and pray together. These are not extras, but integral to building a ministering congregation. It's important, too, for the team to review its purpose on a regular basis: not to be an endpoint in ministry, but to be strengthening and multiplying ministries in the congregation as a whole.

Each time the team meets, and no matter the specific subject matter at hand, there should be some time given to bible study or a theological reflection which engages all the members of the team and helps them improve their skills for working, discerning and envisioning together.

Assessment should also be a part of each team meeting. What did we learn today? Where were the surprises and aha's? How might we use what we have learned today to support the ministry of our congregation? What have we learned today that we might want to share with the whole congregation, and how might we do that? All of these are good questions to ask

LIFELONG LEARNING

It's important that the team see their work as part of a lifelong learning process throughout. Their work together is not so much education for ministry as education in ministry; not preparation so much as deepening their understandings and improving their skills for ministry in which they are already engaged. The team's work begins by building on experience, by reviewing, challenging and going deeper with what they already know through religious education, their practice of faith throughout their lives, applicable life experiences, and any previous formal study. From time to time as their learning progresses, but at the least at the wrap up of each block, the team should determine where they would like to do more work as group, and what their continuing learning goals for that block are. They will also want to take the time to help any team members who have particular gifts or interests in going further, strengthening their particular ministries, articulate goals and begin to think about resources for meeting them.

1. SCRIPTURE

Concept goals:

To develop an understanding of the role and authority of scripture in the Episcopal Church.

To explore the uses of image and metaphor in scripture using the creation narratives and pre-history in Genesis.

To examine the law and how it functioned, with an emphasis on the theme of covenant.

To understand the functions of prophecy, what it is, how it changed through time, and how the biblical function differs from popular meanings of prophecy.

To construct an understanding of what it means to be scriptural people through study of The Writings, emphasizing Psalms, Job and wisdom literature.

To explore the theme of exile and its relevance to the people of Israel and our own times.

To compare the four Gospel accounts with an eye to their similarities and distinctiveness.

To examine the four accounts of Jesus' pre-paschal ministry, and consider the questions of the historical Jesus

To examine the four accounts of Jesus' passion and resurrection, analyzing the nuances of their portrayal of Christ's redemptive work and ongoing presence with the church.

To develop an understanding of the hopes, concerns, and life of early Christian communities by exploring the epistolary writings of the New Testament, with an emphasis on the epistles of Paul.

To examine and investigate the uses and abuses of apocalyptic literature, with an emphasis on the Book of Revelation.

Skill goals:

Preparing and leading a bible study.

Finding one's way around the bible easily and quickly.

Practicing using basic tools for bible study, such as notes and cross references in an annotated bible, bible dictionary, concordance, parallels, simple commentaries.

Ideas for team building and spiritual growth as a ministering community:

Practice sharing bible stories through relating scripture's story and your story, that is, where scripture stories connect with the incidents and themes in team members' lives.

Explore prayerful uses of scripture as a group, such as *lectio divina*.

Goals for further learning, according to team member's gifts and call:

Interpreting scripture for preaching.

A congregational team should demonstrate its ability to

- 1) Plan and lead seasonal (lectionary based) and/or topical bible study for the whole congregation.
- 2) Find its way around the bible and research questions and passages using simple tools.
- 3) Articulate the sweep of the "story of salvation" as contained in the Hebrew and Christian scriptures.
- 4) Explain to an inquirer (in simple American English) how the Episcopal church uses scripture and understands its authority.

Possible activities to demonstrate competence in scripture:

- 1) An “open bible” exam for the team involving finding passages and using bible helps and tools to explore them.
- 2) Prepare, lead, document and evaluate an advent or lenten series for the congregation using either the lessons from a Christmas festival of lessons and music or the readings from the Easter Vigil (including the epistle and gospel for the 1st Eucharist of Easter).
- 3) Interview those who aren’t members of the team to find out their questions, and develop a series of short articles for the congregation or cluster newsletter or web site on topics related to biblical literacy and biblical authority.
- 4) Write a series of “book reviews” - for bulletins of newsletter - on various books of the bible as they pop up in the Sunday lectionary.
- 5) Have a conversation among the team, and document it, assessing what the most important learnings are for each member of the team and in what areas (including skills) each hopes to do more biblical study. Include some time to reflect on the growth of the team and the congregation in its engagement with scripture.
- 6) (Depending on gifts in the team) Other creative projects which communicate important themes and/or images from scripture, or in some way convey the importance and centrality of scripture in the Episcopal Church.

Note: No team would be expected to do all of these things, but, choosing among them and tailoring them to its situation, to negotiate a plan for assessment that will demonstrate their knowledge and skills to the Bishop and COM..

2. PASTORAL CARE, COMMUNITY, COMMUNICATION

Concept goals:

To develop an understanding of Christian community, informed by scripture, history and traditional theology.

To explore how particular models and images for community relate to and express the practical realities of the local Christian community.

To understand how faith develops and is expressed at various stages and transitions in the human life cycle.

Skill goals:

Assessing the needs of the congregation, including members of various ages and stages, for fellowship and care.

Active and prayerful listening.

Knowing the limits of pastoral care, especially the difference between care and counseling, the difference between necessary confidentiality and unhelpful secrets, and when to refer.

Working with and responding to the dynamics of death, loss and grief.

Ideas for team building and spiritual growth as a ministering community:

Practice listening skills with one another.

Explore the uses of scripture, *The Book of Common Prayer*, and other liturgical resources in caring and visiting ministries.

Research the referral resources in your community for meeting crises and emergencies, counseling of various sorts, support groups, education on life issues. If there is a community resource cataloging such things, review and annotate it. If there isn't, create one.

Develop policy and criteria for a congregational "discretionary" fund.

Discover who talks with whom on a regular basis outside of church activities in your congregation. Learn who prefers the phone and who e-mail. Create a communications' tree for your congregation reflecting the natural patterns and preferences of communication.

Create a congregational yellow pages and prayer list. List all the various areas of special ministries done by groups or individuals with a key contact (e.g., youth activities, nursing home visiting, community food bank representative) and set up a monthly prayer calendar lifting up the various ministries.

Come up with your own creative idea for ongoing communication and mutual support among members of the congregation.

Participate in sexual misconduct training (offered by the diocese) as a team. Implement recommended policies in your congregation's context.

Goals for further learning, according to team member's gifts and call:

Practice visiting in households and institutional settings.

A congregational team should demonstrate its ability to:

Foster clear and open communication in the congregation.

Plan for and oversee the care of members of the congregation, with attention to the most vulnerable groups.

Use the resources in its community to support and enhance the gifts and skills of its members in responding to crises and specific needs.

Possible activities to demonstrate competence in pastoral care, community and communications.

- 1) Document projects such as congregational yellow pages or communications tree. Evaluate after six months to a year of use, and document the evaluation.
- 2) Document “case histories” of referring to or using community resources (while paying attention to issues of confidentiality).
- 3) Use what you have learned to conduct a workshop on listening for the whole congregation.
- 4) Have a meeting for the whole congregation to assess where caring has been effective, how caring has been more broadly shared, and which concerns need more attention. Summarize the learnings in a report which can guide caring ministries in the future.

Note: No team would be expected to do all of these things, but, choosing among them and tailoring them to its situation, to negotiate a plan for assessment that will demonstrate their knowledge and skills to the Bishop and COM..

3. CHURCH HISTORY, POLITY AND CREEDAL THEOLOGY

Concept goals:

- To contrast the Pauline churches with shared ministry churches as envisioned by Roland Allen.
- To understand the theological issues that caused the first four ecumenical councils to take place.
 - To explore the evolution of the creeds and their necessity.
 - To understand the heresies that prompted the ecumenical councils.
 - To identify how the ancient heresies live today and how they function in the modern world.
- To contrast the pre-Constantinian church with the post-Constantinian church.
 - To compare the pre-Constantinian church with the church today.
- To explore the complexities, conflicts and compromises of the Reformation.
 - To identify the issues that caused Martin Luther to post his 95 Theses.
 - To identify the political issues with which Henry the VIII dealt.
 - To explore the theology of Thomas Cranmer and how that was reflected in the first two Books of Common Prayer.
 - To describe the Elizabethan settlement, i.e. the pressures of the Catholic and Puritan parties and their agendas, how those issues were decided in the 1559 Book of Common Prayer and the 39 Articles.
 - To explore the theological foundation of the Elizabethan Settlement by Richard Hooker and his integration of scripture, tradition, and reason.
 - To identify the Caroline divines.
 - To describe John Calvin's theology and church structure and identify who are today's Calvinist churches.
 - To identify the extreme movements of the reformation and how they evolved into today's denominations.
- To describe the roles that William White and Samuel Seabury played in the establishment of the Episcopal Church.
 - To describe the birth of the American episcopate.
 - To examine the birth, structure, and role of the General Convention.
 - To explore the development of the Constitution and Canons of the Episcopal Church.
 - To describe the evolution of the office of Presiding Bishop.
- To identify the Enlightenment and describe how this movement threatened the church
 - To describe the church's theological response to the Enlightenment.

note: Teams are encouraged to work in groups of two or three to make presentations to the whole group on the concept goals.

Skill goals:

Identify how heresy continues in society and in the church

including examples of heresy that are seen in contemporary American culture, and examples from the life of sects present in the community.

Compare United States Christianity today with the pre-Constantinian church.

Demonstrate an understanding of how the Episcopal Church makes decisions at the national, diocesan, and congregation levels, and describe effective methods for advocating issues or changes.

Ideas for team building and spiritual growth as a ministering community:

Worship together using the 1662 Book of Common Prayer or using earlier versions.

Pray together using the *lectio divina*.

Build a time line - preferably one that you can leave up in your meeting room - for the history of the church. Locate key events in church history, but also favorite saints, other events, what was happening in the arts, in science and technology, in trends in popular culture and every day life.

Draw on the knowledge of team members in areas in which they have an interest.

Goals for further learning according to the team member's gifts, call and interests:

Describe the icon controversy and explore how icons are aids in prayer.

Identify the issues concerning the Great Split of 1054.

Explore the issues and controversies regarding the "historical Jesus".

Explore the evolution of church structure and holy orders in the first four centuries of the Christian era.

Examine the evolution of monasticism from the Desert Fathers through Benedict and the foundation of monasteries to the establishment of the major monastic orders, e.g. Franciscan, Dominican, and Jesuit.

Research and describe how different denominations organize themselves.

Demonstrate congregational administration and record keeping.

A congregational team should demonstrate its ability to:

Describe the evolution of the Book of Common Prayer and articulate its importance.

Explain heretical views and practices found in the community and show why they run counter to Christian orthodox theology.

Explain the theological points of the Nicene Creed.

Possible activities to demonstrate competence in history, creedal theology, and polity:

1) Lead the parish/cluster inquirer's class session on the English Reformation.

2a) List the theological differences catholic Christianity has with the Church of Jesus Christ of Latter-Day Saints and the Jehovah's Witnesses. (This may include a parish class to help parishioners be able to respond to missionaries from these groups when they call at the homes of parishioners, coupled with listening skills and non-defensive techniques learned from the Pastoral Care unit. Reason and scripture*should be part of the resources the parishioners are given to

engage in conversation with these groups. People should know what they are for as well as what they are against.)

Or 2b) List the theological differences between the Episcopal Church and American Fundamentalism. Explore the roots and trace the development of Christian fundamentalism in America up to the present day. (Consider having a class for the whole congregation to explore the history of fundamentalism, and to help members respond to fundamentalists in the community when they bring up such topics as the rapture, creationism, etc.)

3) Make a comparison chart of the Pauline churches and the team's congregation/cluster.

4) Interview parishioners about their views on post-Enlightenment issues, such as evolution versus creationism (Noah's Ark, human origins) and cosmological questions (the Big Bang theory, the origins of life, life elsewhere in the universe).

5) Research, through reading and interviewing deputies, the workings and decisions of the latest General Convention, and make a report to the congregation/cluster.

6) Update parish records and file the Parochial Report.

Note: No team would be expected to do all of these things, but, choosing among them and tailoring them to its situation, to negotiate a plan for assessment that will demonstrate their knowledge and skills to the Bishop and COM..

4. ETHICS AND ISSUES

Concept goals:

To explore the sources of authority in ethical reflection: scripture, tradition, reason and experience.

To consider how different schools of ethical decision making would approach an issue, including (but not limited to) rule morality, natural law, imitatio Christi and situation ethics.

To examine the role of character and moral development in ethical decision making.

Skill goals:

Understanding the processes used in the church to arrive at ethical decisions, both at congregational and denominational levels.

Practicing using scripture in ethical decision making.

Ideas for team building and spiritual growth as a ministering community:

Choose three contemporary issues and explore them, applying concepts and skills

- 1) a “lifestyle” issue, such as abortion, divorce, simplicity of life
- 2) a global issue, such as poverty, racism, fundamentalism, environmental degradation
- 3) an issue in the local context, such as a local environmental issue, affordable housing, hate crimes or groups in the area, etc.

Explore the role of prayer and discernment in ethical decision making.

A congregational team should demonstrate its ability to:

Work together to guide the congregation in articulating a position on an issue or policy.

Understand several ways in which scripture is used in ethical decision making, and explain the pluses and drawbacks of each.

Articulate in simple American English the Episcopal Church’s stand of at least three contemporary issues which have some relevance in the congregation’s context.

Possible activities to demonstrate competence in ethical decision making and addressing issues:

1) Document a congregational process for exploring an issue requiring a decision, or the taking of a stand, by the congregation. This should include a narrative of what was done, copies of any handouts or readings used, and any public statements that come out of it (e.g., if it influenced the congregation’s mission statement or ads, if a member(s) of the congregation wrote a letter to the editor of the local paper, etc.) and an evaluation/reflection on what happened and what was learned from it.

2) Explore as a team how members of the team have made decisions, what authorities they have appealed to, what kind of reasoning they have used, etc. Document what you learn, with special attention to changes in the way team members would approach these things if they had it do over again after this unit of study.

3) Survey the congregation to see how people are using scripture in decision making now, and design any education that seems to be called for to help members of the congregation make better use of scripture in their thinking about issues.

4) Find out what is going on in the youth group on thinking about issues and Christian decision making. How are teenagers being encouraged to consider making the many decisions they face? How might the ministry team help them expand their repertoire of moral decision making skills? Document conversations between the team and the youth of the congregation, and any results of them.

5) Design a series of sermons, newsletter articles, or adult forums on the Episcopal Church's stand on various issues of interest to parishioners. Keep a portfolio on them, and note how the varying gifts of members of the team contributed to the effort.

Note: No team would be expected to do all of these things, but, choosing among them and tailoring them to its situation, to negotiate a plan for assessment that will demonstrate their knowledge and skills to the Bishop and COM..

5. CONGREGATIONAL DYNAMICS AND DECISION MAKING

Concept goals:

To understand that conflict is inevitable in Christian community, and to give several examples from scripture and church history of how conflicts arose and were resolved.

To articulate at least two systems models for thinking about church organization.

To name the unique characteristics and opportunities of a small congregation. (Or whatever size the congregation is!)

Skill goals:

Choosing different styles of decision making (consensus, voting, leader-driven, etc.) according to the situation.

Recognizing the stage of a conflict, and identifying some first steps to take in defusing it.

Participating in a dialogue (also known as a learning conversation) to explore ideas and plans in community.

Ideas for team building and spiritual growth as a ministering community:

Practice various methods of making decisions, developing vision, reviewing core values, etc.

Explore biblical images for the church (the people of God), and reflect on how they inform your understanding of the congregation's dynamics and purposes.

Goals for further learning according to the team member's gifts and call:

Develop skills in facilitating dialogue, planning, and other processes used in the congregation.

A congregational team should demonstrate its ability to:

Know what method and pattern of making major decisions works best in the congregation, but also know when other methods should be used.

Encourage openness and listening around emerging conflict in the congregation.

Use planning and assessment methods in a disciplined and regular way.

Possible activities to demonstrate competence in congregational dynamics and decision-making:

1) Compile a narrative of how a difficult decision was made, or an issue in congregational life around which there was some conflict was dealt with. Include reflection on how this was done differently because of developing shared ministry (if it was).

2) Document method and ground rules used for regular planning and assessment (evaluation) in the congregation. Include a representative or two of diocesan authority (bishop's staff, COM, etc.) as process observers at a congregational planning or assessment meeting.

Note: No team would be expected to do all of these things, but, choosing among them and tailoring them to its situation, to negotiate a plan for assessment that will demonstrate their knowledge and skills to the Bishop and COM..

6. LITURGICS AND MUSIC

Concept goals:

To understand how worship in the people's language is central to Episcopal tradition, and how that relates to the various editions and uses of the Book of Common Prayer.

To articulate what it means to live sacramentally, and how the various sacraments convey and enhance the meaning of a sacramental life.

To make connections between the shape of the Eucharistic liturgy and the meanings and benefits of the sacrament.

To identify the several meanings of Holy Baptism conveyed by the rite, and understand the rubrics and directions that govern when and how it is used.

To describe the origins, structure and uses of the Daily Office.

To explain the reasons for and benefits of following a calendar (church year) and lectionary.

Skill goals:

Finding one's way around the Book of Common Prayer easily and quickly, including the rubrics, directions, lectionaries and tables.

Finding one's way around the Hymnal 1982, including using the various indices.

Demonstrating familiarity with other Episcopal worship resources, such as Lesser Feasts and Fasts, the Book of Occasional Services, Enriching Our Worship, and supplementary hymnals as used in the congregation.

Listening carefully to and giving feedback on a sermon.

Ideas for team building and spiritual growth as a ministering community:

Discuss how worship leadership is shared effectively and appropriately among bishops, deacons, presbyters and other members of the baptized, both in theory and within the pastoral realities of your congregation or region.

Practice planning worship as a team. This might include seasonal planning for the Sunday liturgies, offices and other non-Eucharistic worship.

Participate in planning an ecumenical service in your community, or common worship for your cluster.

Develop congregational guidelines for the selection of hymns and choice of music.

Develop a congregational policy for preparing for and celebrating holy baptism, weddings and funerals.

Reflect on individual and household prayer practices and how they relate to corporate prayer.

Find or develop resources to enhance the link between Sunday's liturgical prayers and the prayer life of individual and families in the congregation.

Goals for further learning, according to team member's gifts and call:

Preparing and giving sermons and homilies, and seeking feedback which can improve one's preaching.

Selecting hymns and other music for worship.

Teaching a new hymn or piece of service music.

Writing litanies for the prayers of the people, taking into account local and topical concerns as well as the day's or season's themes. (Especially for deacons and other diaconal ministry leaders.) Working with other members of the congregation and a variety of presbyters, thinking through the ceremonial of presiding appropriate to the congregation's context and values and one's personal style. (For those called to the presbyterate/priesthood.) Designing appropriate courses of preparation for families (in the case of infants and young children) or individuals (older children, youth and adults) for baptism and/or confirmation (For those called to be catechists).

A congregational team should demonstrate its ability to

Plan and prepare for Sunday worship in the congregation, including making informed choices of various rites, texts, hymns and music; and using a variety of personnel according to gifts and ministries.

Possible activities to demonstrate liturgical literacy and competence:

Compile a collection of bulletins, taped sermons, etc. from liturgies the team has planned and helped to conduct.

Develop policies for baptism and/or weddings and/or funerals. Document both the product, and the process by which the congregation was involved in its development.

Develop and document methods by which preachers can ask for and receive feedback which will help them improve their preaching.

Plan and conduct a series of non-Eucharistic weekday worship services for a season (Lent, Advent, Eastertide) which showcase the riches of the Book of Common Prayer and other liturgical resources.

Prepare and conduct a unit for the children of the congregation, or an intergenerational workshop, that teaches some of the basic themes and symbols of Eucharistic worship.

Note: No team would be expected to do all of these things, but, choosing among them and tailoring them to its situation, to negotiate a plan for assessment that will demonstrate their knowledge and skills to the Bishop and COM..

7. SAMPLE LESSON PLANS

Sample lesson plan A: Scripture Block, session x

for a two hour weekly session

GOALS

Concepts:

To develop an understanding of the role and authority of scripture in the Episcopal Church.

To explore the theme of exile and its relevance to the people of Israel and our own times.

Skills:

Preparing and leading a bible study.

Team building:

Practice sharing bible stories through relating scripture's story and your story, that is, where scripture stories connect with the incidents and themes in team members' lives.

Introduction:	Missioner or team member facilitates Review significant learnings from the previous session Brief check in Opening/intercessory prayer	15 minutes
Conversation:	Missioner facilitates On reading between meetings Chapter four of Countryman's <i>Biblical Authority or Biblical Tyranny?</i>	25 minutes
Stretch		5 minutes
Bible study:	Team member leads bible study on Psalm 137 (or some other text with strong themes of exile)	45 minutes
Dialogue:	Missioner facilitates Thumbnail on themes of exile (reinforcing what has been learned from bible study) Explore relating the Exile to members' experience and feelings of exile in our time	25 minutes
Assessment:	Missioner or member facilitates Sample significant learnings this session	5 minutes

**Sample lesson plan B:
Scripture and Congregational Dynamics and Decision Making Blocks**

for a five hour Saturday session

GOALS

Concepts:

To develop an understanding of the hopes, concerns, and life of early Christian communities by exploring the epistolary writings of the New Testament, with an emphasis on the epistles of Paul.

To examine several ways in which conflict has been dealt with by the people of God in scripture and history

Skills:

Connecting learnings from scripture and church history to life in the church today.

Team building:

Practicing various methods of corporate decision making: consensus, compromise, voting.

Introduction: Missioner or team member facilitates 20 minutes
Review significant learnings from the previous session
Brief check in
Opening/intercessory prayer

Skill practice: Presenter or Missioner facilitates 30 - 40 minutes
Introduce simulated situation calling for a difficult decision
May be done as fish bowl if the group is large
OR review a recent true life conflict and decision making experience

Stretch

Review experience: Presenter or Missioner facilitates 30 minutes
Was there dialogue or just discussion?
What conflicts were present? How were they explored?
What sources of authority were appealed to?
Was the decision reached by consensus, compromise, voting?

Reflect on experience: Presenter or Missioner facilitates 20 minutes
What was positive about the experience?
What might have been explored that wasn't?
What voices might have been heard that weren't?
What can we predict about continuing conflict?

Lunch 40 minutes

**Sample lesson plan C:
Scripture and Ethics blocks**

for a three hour Sunday afternoon session

GOALS

Concepts:

To explore the uses of image and metaphor in scripture using the creation narratives and pre-history in Genesis.

To develop an understanding of the role and authority of scripture in the Episcopal Church.

Skills:

Preparing and leading a bible study.

Practicing using scripture in ethical decision making.

Team building:

Choose three contemporary issues and explore them, applying concepts and skills: environmental concerns

Introduction: Missioner or team member facilitates 15 minutes
Review significant learnings from the previous session
Brief check in
Opening/intercessory prayer

Bible Study warm up: Missioner, Presenter or team member facilitates 40 minutes
The creation stories in Genesis
How did you first understand these passages? in Sunday School or ?
What are some of the ways that people today read Genesis 1-3?
Review relevant chapter from "Reading the Bible Again" by M. Borg

Bible Study: Missioner, presenter or team member 40 minutes
Genesis 1-3 using any method that is not purely subjective

Stretch

Presentation: Team member or presenter 20 minutes
on the loss of diversity in the biosphere

Reflection: Missioner or presenter or team member facilitates 30 minutes
What that we have learned from our study of the creation narratives can we bring to bear on this situation?
Which understandings, approaches or themes are most helpful?
Are there other biblical passages or liturgical texts that challenge or support?
What might God be calling us to do in this situation?

Assessment: Missioner facilitates 25 minutes
What were the aha's today?
What worked in the process and approaches?

A.1. Resources: SCRIPTURE

Basics:

(for everyone in the congregation's team)

In Dialogue with Scripture, fourth edition. Available from Episcopal Parish Services, <www.episcopalparishservices.org> for methods and skills in leading bible study

Book of Common Prayer, 1979
plus any revised or supplemental lectionaries used in the congregation

L. William Countryman, *Biblical Authority or Biblical Tyranny*, revised edition. Cambridge, MA and Valley Forge, PA: Cowley Publications and Trinity Press International, 1994.
for studying the authority of scripture

Roger Ferlo, *Opening the Bible*. Cambridge, MA: Cowley Publications, 1997.

The Oxford Annotated Bible, New Revised Standard Version

Tools for Bible Study:

(for use among the team for bible study; more basic resources first)

The Bible in various translations

Paul J. Achtemeier, *Harper Collins Bible Dictionary*. 1996.
or other contemporary one volume bible dictionary

Herbert Gordon May, *Oxford Bible Atlas*. Oxford, 1985.
or other up-to-date bible atlas

James B. Pritchard, editor, *The Harper Concise Atlas of the Bible*. San Francisco: HarperCollins, 1991.

John R. Kohlenberger III, editor, *The Concise Concordance to the New Revised Standard Version*. New York: Oxford University Press, 1993.

Andrew Knowles, *The Bible Guide: an all-in-one introduction to the book of books*. Augsburg Books, 2001.

Burton H. Throckmorton, jr., *Gospel Parallels*. Nashville: Thomas Nelson, various editions.

Fred O. Francis and J. Paul Sampley, *Pauline Parallels*. Philadelphia: Fortress Press, various editions.

Other Good Books on Approaching the Bible:

(resources for leaders, selected chapters for the whole team, or by individual members of the team for 'book reports' to the team)

Marcus Borg, *Reading the Bible Again for the First Time*. San Francisco: HarperSanFrancisco, 2001. Especially good on the creation narratives

Michael Johnson, *Engaging the Word*. Cambridge, MA: Cowley Publications, 1998.

Walter Brueggemann, *The Bible Makes Sense*, revised edition. Louisville: Westminster John Knox Press, 2001

other titles by Brueggemann are useful for particular concepts: *The Prophetic Imagination* for the prophets, *Hopeful Imagination* for exilic literature, etc.

Peter J. Gomes, *The Good Book: reading the Bible with mind and heart*. William Morrow and Co., 1996.

N.T. Wright and Marcus Borg, *The Meaning of Jesus: Two Visions*. San Francisco: Harper San Francisco, 2000.

Raymond E. Brown, *The Churches the Apostle Left Behind*. New York: Paulist Press, 1984. Especially good background for relating the epistles to life in Christian community

Ernesto Cardinal, *The Gospel in Solentiname*. Orbis Books, 1984.

Minka Shura Sprague, *One to Watch, One to Pray: introducing the Gospels*. Seabury Classics. Reissued 2004.

Biblical Surveys and the Sweep of Scripture:

(resources for leaders, selected chapters for the whole team, or by individual members of the team for 'book reports' to the team)

Bernhard W. Anderson, *The Unfolding Drama of the Bible*, Fortress Press, 1988

PHEME PERKINS, *Reading the New Testament*, second edition, New York: Paulist Press, 1988

A. 2. Resources: PASTORAL CARE, COMMUNITY AND COMMUNICATIONS

Basics:

Dietrich Bonhoeffer, *Life Together*. Various editions. Re-issue Harper San Francisco, 2003.

Cari Jackson, *The Gift to Listen, the Courage to Hear*. Augsburg Fortress, 2003.

James W. Fowler and Don S. Browning, *Faith Development and Pastoral Care*, Fortress Press, 1987.

Supplementary:

Esther de Waal, *Seeking God: the Way of St. Benedict*. various British and U.S. editions, 1984.

James W. Fowler, *Stages of Faith: the Psychology of Human Development*.

HarperSanFrancisco, 1995.

There are many tracts and booklets from Forward Movement Publications which are helpful in addressing particular pastoral situations.

A. 3. Resources: CHURCH HISTORY, POLITY AND CREEDAL THEOLOGY

Required reading:

Book of Common Prayer, 1549 and/or 1552 and/or 1559 and/or 1662 and/or 1789 and/or 1892 and/or 1928 and 1979.

Constitution and Canons of the Protestant Episcopal Church in the United States of America. Latest edition authorized by the General Convention.

Constitution and Canons of the Episcopal Diocese of Northern California. Latest edition authorized by diocesan convention.

Rebecca Lyman, *Early Christian Traditions*, volume six of the New Church's Teaching Series. Cambridge and Boston, MA: Cowley Publications, 1999.

Stephen Sykes and John Booty, editors, *The Study of Anglicanism*. London, England and Minneapolis, MN: SPCK/Fortress Press, 1988.

Fredrica Harris Thompsett, *Living With History*, volume five of the New Church's Teaching Series. Cambridge and Boston, MA: Cowley Publications, 1999.

Other readings, theology:

C. FitzSimons Allison, *The Cruelty of Heresy*. Harrisburg, PA: Morehouse Publishing, 1994.

Other readings, Anglicanism:

Paul Avis, *Anglicanism and the Christian Church*. Minneapolis, MN: Fortress Press, 1989.

Ian Bunting, editor, *Celebrating the Anglican Way*. London, Sydney, Auckland: Hodder & Stoughton, 1996.

Urban T. Holmes, *What is Anglicanism?*. Harrisburg, PA: Morehouse Publishing, 1982.

Philip B. Secor, *Richard Hooker, Prophet of Anglicanism*. Toronto, Canada: The Anglican Book Center, 1999.

Other readings, history:

Henry Bettenson and Chris Maunder, editors, *Documents of the Christian Church*, new edition. Oxford: University Press, 1999.

Mark A. Noll, Nathan O. Hatch, George M. Marsden, David F. Wells, and John D. Woodbridge, editors, *Eerdman's Handbook to Christianity in America*. Grand Rapids, MI: William B. Eerdman's Publishing, 1983.

David Paton and Charles H. Long, editors, *The Compulsion of the Spirit: A Roland Allen Reader*. Grand Rapids, Michigan: William B. Eerdman's Publishing, 1983.

Robert Prichard, *A History of the Episcopal Church*. Harrisburg, PA: Morehouse Publishing, 1991.

Williston Walker, *A History of the Christian Church*, fourth edition. New York: Charles Scribner's Sons, 1985.

A. 4. Resources: ETHICS AND ISSUES

Basics:

Earl Brill, *The Christian Moral Vision*. San Francisco: Harper and Row, 1979. Part One of this volume in the second “church’s teaching series” is particularly helpful in laying out briefly the various schools of ethical thought, sources of authority for ethical decision making, and the theology of morality and character. It is out of print, but often to be found lurking in parish libraries.

Stephen Holmgren, *Ethics After Easter*. Cambridge, MA: Cowley Publications, 2000. This volume from the “new” (third) Church’s Teaching Series is not as useful for basics as its predecessor. More moral theology than ethics, its natural theology is also pretty dubious. But it is the current norm for ethics teaching in the Episcopal Church, even being used in seminaries.

Kenneth Leech, *The Eye of the Storm: Living Spiritually in the Real World*. San Francisco: HarperSanFrancisco, 1992. Both history survey and prophetic witness on the social ministry of Anglicanism.

“Talking Together as Christians About Tough Social Issues” is an excellent pamphlet produced by the Evangelical Lutheran Church in America in 1999. You can download a copy at <http://www.elca.org/dcs/talkingtogether.html>

General issues:

The Episcopal Church’s commitment to the UN Millennium Development Goals has given rise to some good resources on global issues. Start at the Global Good portal: <http://www.globalgood.org/>

There are a number of web sites on specific issues and ministries of social concern. The relevant diocesan commissions can direct you to their favorites for the issues you are choosing to explore.

Lifestyle issues:

Michael Schut, editor, *Simpler Living, Compassionate Life: A Christian Perspective*. Denver: Living the Good News, 1999.

Dorothy C. Bass, editor, *Practicing Our Faith*. San Francisco: Jossey-Bass Publishers, 1997 and www.practicingourfaith.org

A. 5. Resources: CONGREGATIONAL DYNAMICS AND DECISION MAKING

Most of the print resources available for working with congregational dynamics use a rather tired strategic planning model (based on casting a vision and setting objectives) and assume a clergy-laity dichotomy. Many rely on only one systems model, based on work with dysfunctional families, for understanding the church. The truly helpful tools, ones that could help congregations where leadership is shared, and where the commitment is to build on gifts and strengths that are present in the congregation rather than looking for problems to be solved, have yet to be translated into “church-ese”. That said, here are a few web sites and print titles that might be said to represent the best of conventional thinking, and in some cases, go beyond it.

Kevin Thew Forrester, *I Have Called You Friends: an Invitation to Ministry*. New York: Church Publishing, 2003. A foundational theology for mutual ministry, with, among many other things, some interesting material on the limits of the family systems model.

Sam Portaro, *Conflict and a Christian Life*. Cambridge, MA: Cowley Publications, 2003.

Eric H.F. Law, *Sacred Acts, Holy Change: Faithful Diversity and Practical Transformation*. St. Louis, Missouri: Chalice Press, 2002.

Arlin Rothauge’s various pamphlets on congregational size (“Sizing Up the Congregation...”) are available on the Episcopal Church web site.

http://www.episcopalchurch.org/congdev_23206_ENG_HTM.htm

Alban Institute has many resources for conventional congregations. You can read sample chapters of books on their web site.

<http://www.alban.org/index.asp>

Or download a classic: “Moving Your Church through Conflict” by Speed B. Leas.

For a brief introduction to appreciative inquiry in church terms see the web site of the Clergy Leadership Institute

<http://www.clergyleadership.com/clergy/index.html>

A. 6. Resources: LITURGICS AND MUSIC

For everyone:

The Book of Common Prayer 1979.

The Hymnal 1982

Jeffrey D. Lee, *Opening the Prayer Book*. (The Church's Teaching Series, Volume 7) Cambridge, MA: Cowley Publications, 1999.

Louis Weil, *A Theology of Worship*. (The Church's Teaching Series, Volume 12) Cambridge, MA: Cowley Press, 2001.

Margaret Guenther, *The Practice of Prayer*. (The Church's Teaching Series, Volume 4) Cambridge, MA: Cowley Publications, 1998.

Marianne H. Micks, *The Joy of Worship*. Seabury Classics. Reissued 2004.

Other worship resources:

Other worship books of the Episcopal Church

The Rite Brain 2000 CDROM contains (this may have been revised?)

Lesser Feasts and Fasts 2000

The Book of Occasional Services 1994

Enriching Our Worship 1 and 2

Other music books of the Episcopal Church

Lift Every Voice and Sing II

Wonder, Love and Praise, 1997

El Himnario

These and many other references and helps are available from Church Publishing

<http://www.churchpublishing.org/>

[Particularly recommended are the Liturgical Studies Series edited by Ruth A. Myers: *Baptism & Ministry*, *How Shall We Pray?*, and *A Prayer Book for the 21st Century*.]

Other Anglican worship books

A New Zealand Prayer Book, 1989

The Book of Alternative Services, Anglican Church of Canada, 1988

The Anglican Book Centre in Toronto also has an array of prayer books from around the Anglican Communion <http://anglicanbookcentre.com/>

Lutheran Book of Worship. Minneapolis: Augsburg Publishing, 1978.

Evangelical Lutheran Worship. Minneapolis: Augsburg Publishing, 2006.

Reference:

Marion Hatchett, *Commentary on the American Prayer Book*, San Francisco: HarperSanFrancisco, 1995.

Howard E. Galley, *The Ceremonies of the Eucharist*. Cambridge, MA: Cowley Press, 1989.

Leonel L. Mitchell, *Lent, Holy Week, Easter and the Great Fifty Days: A Ceremonial Guide*. Cambridge, MA: Cowley Publications, 1996

Leonel L. Mitchell, *Pastoral and Occasional Liturgies: A Ceremonial Guide*. Cambridge, MA: Cowley Publications, 1998.

Sam Anthony Portaro, *Brightest and Best: A Companion to the Lesser Feasts and Fasts*. Cambridge, MA: Cowley Publications, 1998.

Frank C. Senn, *Christian Liturgy: Catholic and Evangelical*. Philadelphia: Fortress Press, 1997.

Further reading on liturgy (Episcopal/Anglican):

Dom Gregory Dix, *The Shape of the Liturgy*. Continuum reprint edition, 2000.

John W. B. Hill, *Into the Household of God*. Toronto: Anglican Book Centre Publishing.
also by Hill, the pamphlet, "Thinking About Baptism"

Leonel L. Mitchell, *Praying Shapes Believing*. Morehouse Publishing, 1991.

_____, *Planning the Church Year*. Harrisburg: Morehouse Publishing, 1991.

Thomas J. Talley, *The Origins of the Liturgical Year*. Pueblo Publishing Company, 1991.

Evelyn Underhill, *Worship*. various editions

Louis Weil and Charles P Price, *Liturgy for Living*, 2nd revised edition. Morehouse Publishing, 2000.

Ecumenical liturgical resources:

Gail Ramshaw, many titles on language and images in worship, especially *Words Around the Table*, 1991, *Words Around the Fire: reflections on the scriptures of the Easter Vigil*, 1994, and *Sunday Morning* (for children but not childish, illustrations by Judy Jarrett), 1993.

Leonardo Boff, *Sacraments of Life, Life of the Sacraments*. Washington, DC: Pastoral Press, 1987.

Gordon Lathrop, *Holy Things*. Minneapolis: Fortress Press, 1993.

Brian Wren, *What Language Shall I Borrow*. New York, Crossroad, 1991.

Baptism, Eucharist, Ministry. World Council of Churches, 1982.

(otherwise known as BEM or the Lima Document)

For deacons and leaders of diaconal ministry:

Ormonde Plater, *Intercession: A Theological and Practical Guide*. Cambridge, MA: Cowley Press, 1995.

also, *Deacons in the Liturgy*. Morehouse Publishing, 1999.

For presbyters:

Robert Hovda, *Strong Loving and Wise: Presiding in Worship*. Collegeville, MN: Liturgical Press, 1983.

Appendix B. 1. Resources Feedback

Congregation:

Date of session:

Was this session for the (circle one) Total Ministry Team?
The team plus any other interested persons?
The whole congregation?

Which learning goal(s) - as listed in the curriculum documents - were you addressing?

The helpful resource was

- | | |
|---|---|
| <input type="checkbox"/> in print, a book or article | <input type="checkbox"/> a video tape or DVD |
| <input type="checkbox"/> an audio tape | <input type="checkbox"/> a CD-ROM |
| <input type="checkbox"/> a web site | <input type="checkbox"/> an organization in our local community |
| <input type="checkbox"/> a church organization | <input type="checkbox"/> a community organization |
| <input type="checkbox"/> a person from our local congregation/cluster | |
| <input type="checkbox"/> a person from the wider church | <input type="checkbox"/> a person in our local community |
| <input type="checkbox"/> other | |

Name and contact info, or bibliographical info, or URL. (How would someone else contact, access or obtain this resource?)

We found this resource helpful/stimulating because:
(use reverse side if necessary)

Name of person completing this form with e-mail address or phone number (with area code):

Please mail this completed form to Deacon Phina Borgeson, 458 Occidental Circle, Santa Rosa, CA 95401. Questions? phinaborgeson@sbcglobal.net or 707-571-1479.

Appendix B. 2. Curriculum Feedback

Please note: The Total Ministry curriculum is a work in progress, always open to improvements and refinements. Your congregation's experience with it is important. Your responses will not affect the assessment of your congregation's team or individual members of it by the Commission on Ministry. They will, though, help us to improve the curriculum for future users, and help all of us to learn how better to develop Total Ministry in the diocese. Please do take the time, when you complete a curriculum block, for participants to converse about their experience, and then let us know what we need to hear.

Thank you.

Phina Borgeson and the Working Group on Total Ministry Curriculum

Congregation:

Date:

Name of person completing this form for the congregation, and your e-mail address or phone number with area code:

Which curriculum block are you describing?

- Scripture
- Pastoral Care, Community and Communications
- Church History, Polity and Creedal Theology
- Ethics and Issues
- Congregational Dynamics and Decision-making
- Liturgics and Music

Over what period of time (e.g., two months, one year, etc.) did you work on this block?

On which learning goals or topics did you work with the congregation as a whole, not just the team?

Which learning goals or projects were most engaging for your group?

Which session did the most to provide information or build skills that people could use immediately in their ministries?

On which goals does your group hope to do more learning soon?

Which learning goals seemed unclear?

irrelevant?

Which goals did you have difficulty finding teaching resources for?

As you look back over this block, what was most surprising?

rewarding?

Other comments?

Thanks again!

Please mail the completed form to Deacon Phina Borgeson, 458 Occidental Circle, Santa Rosa, CA 95401. Questions? E-mail phinaborgeson@sbcglobal.net or phone (707) 571-1479.

Appendix C. Total Ministry Education and Formation in a Nutshell

It's not "for Dummies". The curriculum assumes that all Christian adults come gifted and experienced. **God doesn't make dummies.** Assessing prior learning and building on it is an integral part of the curriculum.

The overarching goal of the curriculum is to build capacity in the team, so that those called can **strengthen the ministry of the whole congregation.**

Practicing the curriculum is not just a bunch of individuals getting together to share what they have learned; it's about **team learning**, the ongoing work of learning as a team and as a congregation. The whole is more than the sum of its parts. Assessment of learning for commissioning, licensing and ordination thus is a process of documenting the work of the team, and reflecting on it; not giving final exams to individuals.

The design is based on two years of two hour weekly meetings, with breaks for key seasons and summer, but it may be presented in **whatever format and schedule works in the context of congregation and community.**

The curriculum assumes that it's not just what you know - information and concepts - but also what you do with it - **skills** - that are important.

For convenience in articulating learning goals, the curriculum is divided into six units:

- Scripture
- Pastoral Care, Community and Communications
- Church History, Polity and Creedal Theology
- Ethics and Issues
- Congregational Dynamics and Decision-making
- Liturgics and Music

But goals from different units may be combined in all kinds of creative ways in team meetings.

While significant and critical for developing congregations that can minister and learn together intentionally and effectively, the Total Ministry Education and Formation phase should be seen by every participant as just one small part of the **lifelong work of learning to be a Total Ministry congregation in the Diocese of Northern California**

Appendix D. Team Curriculum summary of competencies

A congregational team should demonstrate its ability to

SCRIPTURE

Plan and lead seasonal (lectionary based) and/or topical bible study for the whole congregation. Find its way around the bible and research questions and passages using simple tools.

Articulate the sweep of the “story of salvation” as contained in the Hebrew and Christian scriptures.

Explain to an inquirer (in simple American English) how the Episcopal church uses scripture and understands its authority.

PASTORAL CARE, COMMUNITY, COMMUNICATION

Foster clear and open communication in the congregation.

Plan for and oversee the care of members of the congregation, with attention to the most vulnerable groups.

Use the resources in its community to support and enhance the gifts and skills of its members in responding to crises and specific needs.

CHURCH HISTORY, POLITY AND CREEDAL THEOLOGY

Describe the evolution of the Book of Common Prayer and articulate its importance.

Explain heretical views and practices found in the community and show why they run counter to Christian orthodox theology.

Explain the theological points of the Nicene Creed.

ETHICS AND ISSUES

Work together to guide the congregation in articulating a position on an issue or policy.

Understand several ways in which scripture is used in ethical decision making, and explain the pluses and drawbacks of each.

Articulate in simple American English the Episcopal Church’s stand on at least three contemporary issues which have some relevance in the congregation’s context.

CONGREGATIONAL DYNAMICS AND DECISION MAKING

Know what method and pattern of making major decisions works best in the congregation, but also know when other methods should be used.

Encourage openness and listening around emerging conflict in the congregation.

Use planning and assessment methods in a disciplined and regular way.

LITURGICS AND MUSIC

Plan and prepare for Sunday worship in the congregation, including making informed choices of various rites, texts, hymns and music; and using a variety of personnel according to gifts and ministries.