



2025 GROWTH GROUP LEADER SUMMER TRAINING

2025 Summer Growth Group Leader Training

Time	Skill & Activity	Teacher/Student Tasks	Materials & Organization	Assessment & Differentiation
<p>10 min (9:00am-9:10am)</p>	<p>Skill: Orienting self to expectations</p> <p>Activity: Overview of agenda and expectations for the day</p>	<p>Teacher: Provide opening prayer and overview of the day, including what to expect so people are oriented</p> <p>Students: Listen attentively, ask questions as needed</p>	<ul style="list-style-type: none"> • PowerPoint presentation • Training handouts <p>Students will be seated at round tables, teacher at front of room near computer/presentation screen</p>	<p>Assessment: Completion will be indicated by all participants being on the same page about training agenda and expectations</p> <p>Differentiation: N/A</p>
<p>20 min (9:10am-9:30am)</p>	<p>Skill: Introducing Self & Initiating New Connections</p> <p>Activity: Story of Your Name – Every participant has 2 minutes max to share the story of how they got their name (first, middle, or last)</p>	<p>Teacher: Explain activity and provide demonstration</p> <p>Students: Participate in activity in groups of 5 or less</p>	<ul style="list-style-type: none"> • No special materials are required for this activity <p>Students will be sitting at round tables so they are able to see and hear one another well</p>	<p>Assessment: Students will know they have successfully completed this activity when all members of their group have shared and they can recall the names of each of the other people in their group</p> <p>Differentiation: Students may use an alternative name story (e.g., naming a child or pet, a relative's name) if they are uncomfortable sharing their own name or do not have enough information to share a coherent/interesting story</p>
<p>20 min</p>	<p>Skill: Identifying strategies to help others make new connections</p>	<p>Teacher: Guide discussion, ensuring both questions are</p>	<ul style="list-style-type: none"> • Note sheet in training handout 	<p>Assessment: Students will be able to identify at least one strategy for</p>

<p>(9:30am-9:50am)</p>	<p>Activity: Discussion - (1) What do you personally experience when you are in a new group of people for the first time? (2) What strategies can be employed to assist in making introductions/making connections more successful?</p>	<p>addressed; take notes on the white board</p> <p>Students: Offer relevant input and take notes for later personal reference</p>	<p>Students will be seated at round tables; teacher will be at the white board</p>	<p>introduction/making connections that they'd like to use in their own group</p> <p>Differentiation: For ongoing groups, leaders can focus their input on integrating a new member; new group leaders can focus on how they intend to lead their first group meeting</p>
<p>40 min</p> <p>(9:50am-10:30am)</p>	<p>Skill: Identifying "shallow group" dynamics and strategies for moving group toward increased depth</p> <p>Activity: (1) Watch "Shallow Group" video, (2) Discuss the reasons a group may be shallow (i.e., what were the people in the video <i>avoiding</i>)</p>	<p>Teacher: Play video; Guide discussion and take notes on white board</p> <p>Students: Offer relevant input and take notes for personal reference</p>	<ul style="list-style-type: none"> • PowerPoint • Teaching handout <p>Students seated at tables, teacher at computer and then white board</p>	<p>Assessment: Successfully completed when group has identified the root causes of shallow groups</p> <p>Differentiation: N/A</p>
<p>60 min</p> <p>(10:30am-11:30am)</p>	<p>Skill: Identifying Spiritual Struggles & Strategizing to Assist</p> <p>Activity: In pairs/groups, students will listen to a song from the <i>Into the Lantern Waste</i> album and then referencing the lyrics discuss (1) what aspect of spirituality/faith development</p>	<p>Teacher: Explain activity, be present for questions, transition group from discussion to presentation appropriately (30 minutes for brainstorming, 30 minutes for presentations)</p> <p>Students: Discuss in groups initially, then</p>	<ul style="list-style-type: none"> • Digital links to songs • Lyrics sheets in training book 	<p>Assessment: Successfully completed when each group has shared their own ideas and entire class has discussed the various struggles/growth areas</p> <p>Differentiation: Can add more people to groups for discussion or limit to pairs, depending on number of</p>

	the protagonist of the song is struggling with, (2) several Scripture references that speak to that difficulty, and (3) other practical steps the person could take to grow in that area; after discussion each group will present their main discussion points and receive additional ideas/recommendations from entire class			songs to discuss and student capacity for generating ideas
60 min (11:30am-12:30pm)	Lunch			
40 min (12:30pm-1:10pm)	<p>Skill: Identifying strategies for encouraging depth in group discussion</p> <p>Activity: Collaborative group discussion</p>	<p>Teacher: Guide discussion, offering own ideas first, then listing ideas of others; take notes on white board</p> <p>Students: Provide own ideas of how to develop depth in discussion, asking questions as needed; show “Shallow Group 2” video for comic relief</p>	<ul style="list-style-type: none"> No specific materials needed <p>Students at tables, teacher at white board</p>	<p>Assessment: Success will be measured by each person identifying at least one strategy they’d like to employ in their own group</p> <p>Differentiation: Allow either ideas or questions – no expectation that everyone have a strategy right away</p>
30 min (1:10pm-1:30pm)	<p>Skill: Self-advocacy and willingness to ask questions</p> <p>Activity: Q&A based on questions submitted by participants</p>	<p>Teacher: Guide discussion, offering own ideas first, then listing ideas of others; take notes on white board</p>	<ul style="list-style-type: none"> Assemble previously submitted question cards, organized to best facilitate discussion 	<p>Assessment: Success defined by addressing each question to the extent possible (time permitting)</p>

		Students: Provide own ideas of how to address identified issues, asking additional questions as needed	Students at tables, teacher at white board	Differentiation: Teacher will go through submitted questions beforehand and prioritize them
10 min (1:40pm-1:50pm)	Skill: Self-assessment and personal goal setting Activity: Reflect alone or with coleader	Teacher: Be available in case of questions Students: Individually or with coleader, answer questions in training handout	<ul style="list-style-type: none"> • Training handout 	Assessment: Successfully completed when all reflection questions have been answered Differentiation: N/A
10 min (1:50pm-2:00pm)	Skill: Handling endings Activity: Final wrap-up and prayer	Teacher: Provide concluding remarks, pray to close out the day Students: Listen attentively, offer personal prayer (verbally or in heart)		

Introductions & Making Connections

Building Depth in Groups

Reasons a Group may be Shallow:

Could be a normal, expectable group dynamic that will get better on its own with time

- Group is very new
- Group recently went through a transition/added new member(s)
- Group has introverted or slow-to-warm-up members
- Members haven't experienced a group like this before

Could be an indication of something that needs addressing

- Members feel unsafe
- Norm of personal sharing has not been established
- Desire to put on a good face
- Conflict avoidance



Music Album by Sarah Sparks

Lucy's Tale

I've been feeling so restless
Got no place to call my own
When I know I don't belong

There's no place to lay my head down
Cause I'm just a wandering soul
And in the end I feel alone

Oh
Tell me a story
Of redemption
You're the only peace that I have ever known
I've been so cold
This long winter
But there's something written
Etched into this stone

I've been living in the shadow
Weeping over blood
But yet to see the empty grave

Cause I'm still hoping in the not yet
Clouds are covering the sun
But I'll believe while in the shade

Oh
Tell me a story
Of redemption
You're the only peace that I have ever known
I've been so cold
This long winter
But there's something written
Etched into this stone

I heard a roaring in the distance
In the earth a trembling
Like the crumbling of stone

I looked down to see my footprints
When never in my memory
Had I seen the melting snow



Blood for Blood

Had I seen the melting snow?
I saw and trembled
For this a power I did not know
Though I was bound with chains
She was cruel but beautiful
And I was greedy
And like a slave I then was sold
By the way she said my name

Father, save me, I the traitor
I who knew and ran from love
I can hear the condemnation
In the rhythm of the drums

And though I knew all hope was lost
And this what I deserved
I had been conquered by the frost
And on my skin it burned
But she had power over me
And at her touch I turned to stone
But in her eyes I saw a fear
A deeper magic than her own

Father, save me, I the traitor
I who knew and ran from love
I can hear the condemnation
In the rhythm of the drums

When I looked him in the eyes
Felt the weight of all my sin
For I knew what the law required
A death for death, the traitor's end
But when I thought I'd feel his wrath
Despaired and filled with shame
He bent down to search my eyes
And with such love whispered my name

Father, save me, I the traitor
I who knew and ran from love
Father, can you hear the lion?
It is written blood for blood
Father, save me, I the traitor
I who knew and ran from love



Father, can you hear the lion?
It is written blood for blood

The New Song of Trumpkin

Hear the trees?
Hear them whispering
They tell stories of a king
And the forest wakes
With a divine ache
For His returning

I've forgotten who I am
And who You are
Cause the truth is all my worth
Can only be found in Your scars
So I'm learning how to die
Cause it's what You're asking for

I've been blind
To you every time
Only shaken in your teeth
Do I know enough
Strangest kind of love
But it's pain that wakens me

I've forgotten who I am
And who You are
Cause the truth is all my worth
Can only be found in Your scars
So I'm learning how to die
Cause it's what You're asking for

See the leaves
Simple dying things
Never were so beautiful
Cause in their dying days
What a glorious change
For in death they turn to gold

I've forgotten who I am
And who You are
Cause the truth is all my worth
Can only be found in Your scars
So I'm learning how to die
Cause it's what You're asking for

I will forget who I am
For who You are
Cause the truth is all my worth
Can only be found in Your scars
And I'm learning how to die
Because I know who You are

By His wounds I'm healed
I for the first time feel
Like this may not be the end



Eustace Scrubb

For the first in my life
I'm not living a lie
And I hate who I am
I've become what I feared
And I've cried dragon tears
Just to prove I'm a man

I tried to change my appearance
But I am not changed I'm just tired
I tried to heal myself long before
I met your gaze at the water
I'm at your feet would you tear
Into the deep of my heart to heal me?

I've seen my own reflection
I know the pain I'm in
I've been a lonely wretch and
I can't get out of it
As he looked through my eyes
At the things I despised
I felt pierced by his gaze
But he peeled off my skin
And he threw me into
The water to save me

I tried to change my appearance
But I am not changed I'm just tired
I tried to heal myself long before
I met your gaze at the water
I'm at your feet would you tear
Into the deep of my heart to heal me?
I'm at your feet would you tear
Into the deep of my heart to heal me?

I wore this bracelet, bright and golden
That overnight became a chain
I was a lonely, wretched soul that
Lost in the dark cried out your name
You cut me deep, I know I felt it
But it's the sweetest kind of pain
Oh, sweet relief, You took my burdens
Oh I believe, Oh I believe

**SCAN
ME!**



Puddleglum's Anthem

In the warmth of the sun I believed
Circumstance often changes
The way that I see
For the first the time a shadow found me
I doubted the sun for the lack of heat
And I ran but he ran after me

He said remember the signs
So I said them each morning
And held to them tight
But at the first chill of the night
I gave up His words for the warmth of a fire
And traded His love for a lie

I said I'll never forget
I will call out your name
Through the storm and till death
But the crow came three times as He said
And I held tight my tongue just to save my own head
And I watched from the ground as He bled

But oh
You complete your plans
With our broken hands
You have shown
I have seen your work
Raising life up from the dirt
This I know
See that thread of sin?
Seamlessly woven in
This I know
See the lion see the lamb
You complete your plans
This I know



A Song for Jill

I saw you on the mountain
I met you by the stream
And I was terrified at your sight
A lion after me

You asked if I was thirsty
I said "If I don't drink
I will surely die, here be dry
Lying by the stream"

He said, "Dear child, come farther
For this the only stream
That will bring you life
My supply is all You will need
He didn't promise not to harm me
He said, "I'll do no such thing
For I am the law
And in my jaw I've swallowed men and
mountains and kings."

It is so
There is only one blood could have done
What I have done
And I know
As so many do you may run
But I am your only hope
There is only one blood could have done
What I have done
This is so
I am justice and wrath, I am love
But I am your only hope

There is only one blood could have done
What I have done
And I know
As so many do you may run
But I am your only hope
There is only one blood could have done
What I have done
This is so
I am justice and wrath, I am love
But I am your only hope

I am in the light, I am in the shade
I am in the wind, I am in the waves



Shasta's Complaint

Waves that beat upon the shore, they brought
no peace

Somewhere else I must belong,
Somewhere for me

Who was it that left me there

A boy scared and alone

No, I don't think you heard me calling

Always thought He must not know

Surely He would never leave me

Wouldn't leave me here alone

You tell me now that I was never on my own

Well, pardon me, I don't remember You at all

'Cause with my back against the tomb I called

You out

But I don't think I heard Your answer

I don't think I heard a sound

I don't recall You in my anger

Or remember You around

But He answered, "Who are you to question me?"

Do you command the mountains or calm the
raging sea?

For I am the current, there to save your life

A man may find his eye deceiving

A fool holds on to trust his sight

A wise man knows that his own feeling may not
with the truth align

And you think that you have never seen my face

But every moment you're alive, you know my
grace

For only death in this whole world is justly
deserved

And you say that I don't answer

Just because you have not heard

But you don't know yet how to listen

Or to understand my voice

My love, I cared for you

I was the comfort you felt in the House of the
Dead

I drove from you the beast in the night

All of this I have done while you slept

All by my design,

Every chapter, every word, I've written every line

All by my design,

Every chapter, every word, I've written every
line."



Digory's Regret

Lights from a spell that were meant for destruction
Words tasted bitterly sweet on my tongue
Polly warned me, but I wanted freedom
Even then I knew just what I'd done

No one says it but Mother is dying
No one says it but we're all afraid
I can hear what they say in the hallway
Whispering on the number of days

Now a genesis newly corrupted
Now a story to start with a fall
All because I could never keep quiet
Just a tongue that brings ruin to all

Wait I hear a voice that is singing a song I've never known before
The very cord awakes and praises its Maker
As the earth is formed
Wait I see there in a Lion's eyes tears much greater than my own
Could it be
That He possesses a greater love than I've ever owned

Nothing I've done
Loses Your love and I don't know why
But I'll sing Your song
I'll sing Your song till the day I die



Questions to Answer:

1. What spiritual struggle and/or growth is the protagonist of your song experiencing?
2. What aspect of God's character would be helpful for the protagonist to trust more deeply?
3. What sections of Scripture do you recommend the protagonist meditate on as they work through the struggle/growth?
4. What practical steps could the protagonist take to address their area of struggle/growth?
5. How could a growth group best support the protagonist?

Integrating Growth & Depth into Your Group Discussion

- Modeling!
- Emphasizing personal application from study materials
- Personalize prayer requests
- Focus on God and His character
- Remember the Holy Spirit!
- Normalize need for growth
- Allow members to identify own growth needs and set own growth goals
- Address resistance to completing necessary group preparation/work
- Communicate unconditional positive regard

Question & Answer

Personal Reflection

1. Where are you growing/struggling in your own relationship with the Lord?
2. How might your own growth/struggle impact your group, either positively or negatively?
3. What characteristic(s) of God can you work to trust more deeply to assist in your own growth process?
4. What is one thing you learned today that you would like to integrate into your group leadership?
5. What remaining questions do you have about leadership, and what resources can you use to help get them answered?

Additional Resources

Grace Community Church Connections Coordinator:

Brandy Eldridge
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(970) 699-5991

Group leaders resource website:

www.gracecomm.org/lgl

Men's Groups:

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