



Leader's Guide

Abbreviations Used

CARE Team	A team of people trained to serve inactive members through: Concern, Attention, Re-engagement, and Encouragement
CVP	Contact and Visitation Plan – The CARE Team's plan for contacting short-term inactive members and visiting long-term inactive members.
LASSIE	Listen, Ask, Seek, Share, Invite, Encourage – a framework to guide a CARE Team Visitor in a conversation with a long-term inactive member (from the <i>Every One His Witness</i> evangelism program)
SOS	Shepherding Our Strays

Shepherding Our Strays Leader's Guide

Shepherding Our Strays – Workshop Leader's Guide

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How to Use this Guide

The *Shepherding Our Strays* (SOS) module of the *re:Vitality* program provides congregations with the processes and tools they need to effectively engage their inactive members to work toward restoration. Developing and implementing the team and a plan for actively serving our inactive members is a lot of work, so it shouldn't be surprising that preparing for, conducting, and following up the SOS workshop takes a lot of work. This guide is designed to help you navigate that work as the Workshop Leader so participants can get the most out of the SOS module.

The SOS module consists of the SOS Bible Study and the SOS workshop. The module is depicted in the diagram on the following page. This diagram shows which people should participate in each element of the SOS module, especially the SOS workshop sessions. The workshop sessions include:

- Instructional videos
- Case studies
- Exercises
- Actual work to implement a plan for engaging our inactive members

The guide provides a guide for the SOS Bible study and step-by-step instructions to prepare for and conduct the six sessions that make up the SOS workshop.

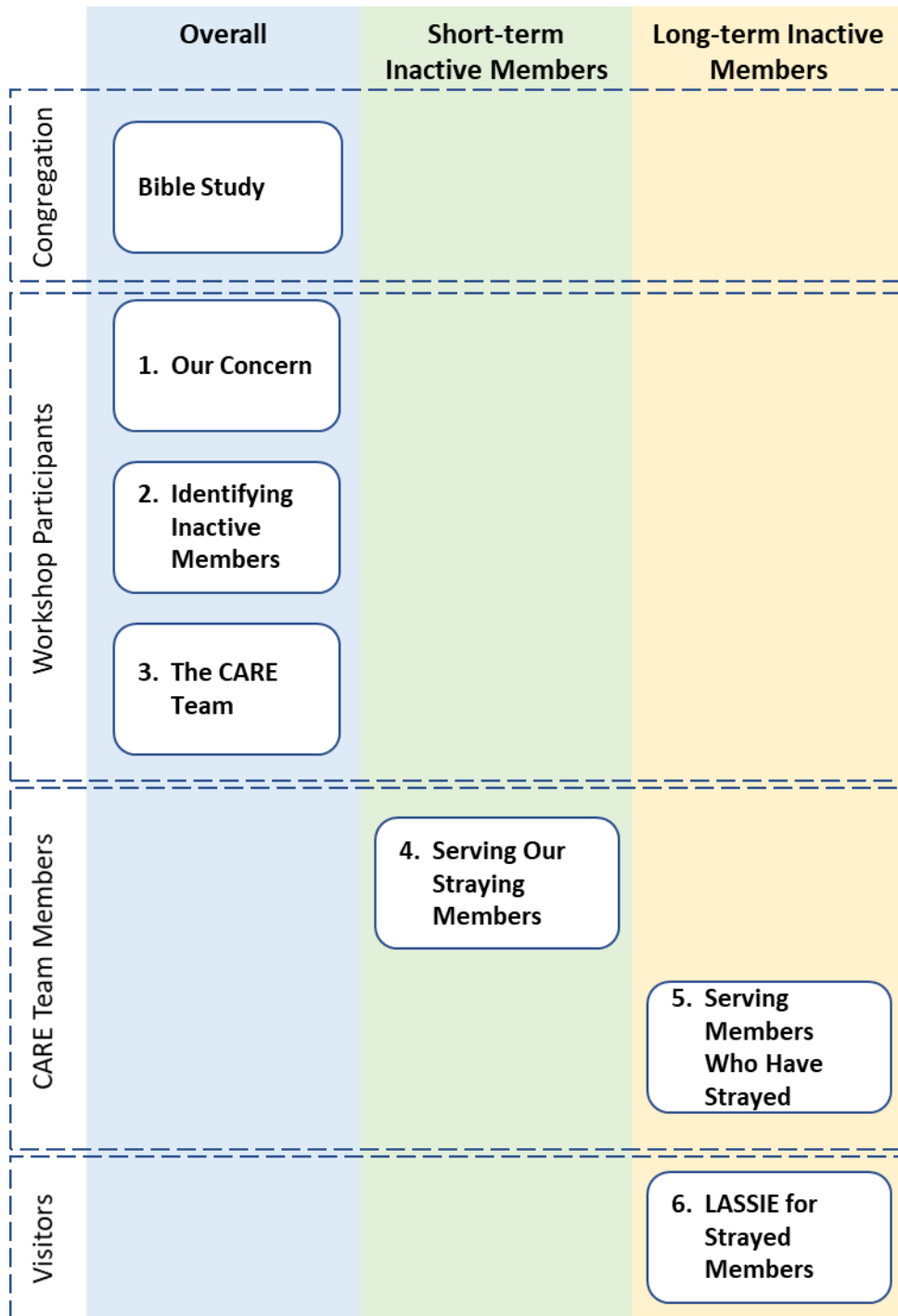
A Note About Sessions

The SOS workshop is made up of six sessions. Some of the sessions can be held back-to-back in the same event (e.g., a Saturday morning meeting). Other sessions need to be scheduled independently because there is a significant amount of work to do following one session before moving on to the next session. Also, the participants vary among sessions. Not everyone participates in all the session.

The SOS Workshop Diagram shows which sessions can be scheduled together by enclosing the sessions in a box with dashed lines. For example, Sessions 1, 2, and 3 can be held back-to-back in the same event but session 4 cannot be scheduled at the same time as Session 3.

The diagram also shows which people should attend which sessions. The column on the leftmost side of the dashed line box identifies who should be scheduled for the corresponding session(s). For example, Sessions 1, 2, and 3 apply to a broad range of people in the congregation and should be open to anyone who is interested (they are called "Workshop Participants"), but Session 6 provides specialized training for the people who will be making visits to long-term inactive members (i.e., the CARE Team Visitors) so participation is limited to "Visitors" and the CARE Team Spiritual Advisor.

Workshop Diagram



Workshop Schedule



		Dur.
Session 1	Our Concern	
	Instructional Video	13:57
	Exercise 1	40:00
Session 2	Identifying Inactive Members	
	Instructional Video	6:43
	Case Study Video	5:00
	Exercise 2	25:00
Session 3*	Building the CARE Team	
	Instructional Video	10:45
	Case Study Video	1:43
	Exercise 3	60:00
Session 4*	Serving Our Straying Members	
	Instructional Video	17:33
	Case Study Video	4:41
	Exercise 4	40:00
Session 5*	Serving Members Who Have Strayed	
	Instructional Video	24:18
	Case Study Video	2:28
	Exercise 5	50:00
Session 6	LASSIE for Strayed Members	
	Instructional Video	35:01
	Case Study Video	1:59
	Exercise 5	:30
	(Optional role play exercises)	:30

** Note: Time for work following sessions 3, 4, and 5 is not included.*

Pre-Workshop Action Items

Review and adopt SOS module goals

☐ **Congregation's leaders review and approve the goals of the SOS module**

The goals of the module highlight the learning outcomes from the workshop and what the congregation hopes to accomplish through workshop implementation. The review of these goals ensures that the congregational leaders are fully aware of the intent and purpose of the module.

The goals of the SOS module are:

- Create greater awareness in the congregation of the need to engage inactive members
- Increase compassion and concern among active members in the congregation for those who have become inactive
- Define a CARE Team for engaging short-term and long-term inactive members
- Develop a Contact and Visitation Plan to guide the CARE Team in engaging inactive members
- Equip CARE Team Visitors for making effective visits with persistent inactive members
- Restore inactive members to the spiritual life of the congregation
- Prepare the congregation to welcome back inactive members

Conduct the *Shepherding Our Strays* Bible study

☐ **Conduct the pre-workshop Bible study**

Using a forum that works best for the congregation (e.g., Sunday morning Adult Bible Study, special event Bible Study), conduct the *Shepherding Our Strays* Bible study.

- Invite and encourage everyone in the congregation to attend the Bible study. It takes the whole congregation to welcome back inactive members. The Bible study lays an important foundation for serving our inactive members.
- Consider recording or live streaming the Bible study to include members of the congregation who are not able to attend it.
- It's important that people who are planning on attending the SOS workshop, especially the potential members of the CARE Team (defined and explained in Session 3 of the SOS workshop), participate in this Bible study.

Identify and invite workshop participants, including potential CARE Team members

☐ Identify the people who should attend SOS Workshop Sessions 1, 2 and 3

Invite all members of the congregation to attend Sessions 1, 2, and 3 of the SOS workshop.

- Be sure to include decision makers and the people who are key influencers in the congregation. This includes the people who are responsible for the care of inactive members according to your congregation's constitution and by-laws (typically the Elders).
- Make sure that you invite people who are willing and able to commit to serving on the CARE Team
 - Keep in mind that some (maybe even most) of these people who attend Sessions 1, 2, and 3 will not end up serving in on the CARE Team.
 - Attending the first three sessions of SOS will help everyone see that they have a role in reaching out to inactive members whether they serve on the CARE Team or not.
- Sessions 1, 2, and 3 are designed for 12 - 20 participants.
 - If you are a small congregation and will have fewer than 12 people participating, you'll probably need to make some adjustments to the exercise instructions, especially references to multiple small groups.
 - If you are a large congregation and will have more than 20 participants, you will probably want to hold Sessions 1, 2, and 3 multiple times.

☐ Invite the people who should attend SOS Workshop Sessions 1, 2, and 3

In addition to making general announcements about the SOS workshop through the congregation's normal ways of publicizing events and activities, extend personal invitations to people you are hoping will serve on the CARE Team to participate in Sessions 1, 2, and 3 of the SOS Workshop.

- Make sure to request a response with a due date to enable you to manage the number of participants (especially if you are holding the sessions multiple times). Plan the due date to allow for enough time to order and receive the workshop materials.

Prepare for workshop sessions

☐ **Order and inventory workshop materials**

Order the materials needed for the entire workshop based on the number of people who have committed to participate in Sessions 1, 2, and 3.

Instructions for ordering materials are on page 54.

Inventory the materials immediately upon receipt to ensure that the order was placed and filled correctly.

In addition to the materials that you need to order, make sure that you have the necessary supplies for conducting the workshop. These supplies include:

- White board or flip chart
- Painter's tape

☐ **Reserve suitable space for workshop sessions**

Make sure that the space for the workshop has been formally reserved through the process that the congregation uses to schedule events and assign meeting spaces. In other words, don't assume that you can use the room that you are planning on using. Ensure that it is available.

Suitable space will include these considerations:

- Room for enough tables for participants to sit in groups of 5-7, an additional table for the workshop leader, and the A/V equipment cart/table;
- Registration table (optional, but helpful for large groups)
- Unobstructed views of the projection screen/flat screen(s) for all participants (don't forget to consider the location of the A/V equipment cart/table);
- Adequate room for the participants to spread materials out and to move about during workshop exercises;
- Ability to control lighting (especially when using a projector);
- Ability to control heating and cooling;
- Located away from noisy distractions (including food preparation for breaks);
- Good acoustics (including a sound system for the workshop leader if one is necessary); and

- Located near restrooms.

Note: As a rule, sanctuaries do not make for good meeting spaces. This is definitely true of sanctuaries with pews.

☐ **Arrange use of A/V equipment**

Because the instructional materials and case studies are presented via video, it is essential to have audio/visual equipment that is adequate for the workshop.

The standards for A/V equipment when using a projector and screen are:

- Projector with either VGA or HDMI input and at least 3,000 lumen output
- Sound system or external speakers with standard 'headphone/speaker' connector
- Projection screen (minimum 96 inch diagonal screen is recommended)

The standards for A/V equipment when using flat screen televisions/monitors are:

- A single flat screen of at least 55 inches (diagonal) or multiple synchronized flat screens of at least 43 inches (diagonal)
- Sound system or external speakers with standard 'headphone/speaker' connector

☐ **Send reminders to workshop participants**

Using the methods that work best for the congregation (e.g., email, postcards, social media, etc.), send reminders to the people scheduled to participate in the SOS workshop at intervals (e.g., six weeks before, four weeks before, two weeks before).

Do not assume that people will put the workshop on their calendars and will be there just because they made a commitment. Sending encouraging reminders will help them remember their commitment.

Don't leave things to chance. Use one of the reminders to request a confirmation from the scheduled participant. Contact anyone who does not reply.

☐ **Arrange food and beverage service for workshop sessions(s)**

If you are holding multiple sessions in the same event, plan on including breaks during the workshop for participants to move about, use the restrooms, and refresh themselves with food and beverages. Provide food and beverages that are appropriate for the time of day.

Foods selected should take into consideration any specific food needs that participants may have and the ease of serving them. If you are planning on serving a lunch or dinner, the food should be ready-to-eat when served. As a rule, simpler is better.

Important note: If you are serving food or beverages that require preparation make arrangements for people to take care of things who are not participating in the workshop.

General set up for workshop sessions

☐ Prepare space

Arrange tables and chairs, A/V equipment, etc. at least one hour prior to the scheduled start time for the session(s). Consider the locations of the white board or flip charts, where and how you will hang the poster (Session 3), and the participants' line of sight for the videos when setting up.

☐ Set up and test A/V equipment

Fully set up and test all of the A/V equipment that will be used during the workshop session(s). Ensure that you have access to the necessary equipment and supplies, including cables, extension cords, microphones, extra batteries, etc. If you are not knowledgeable about the A/V equipment and supplies, arrange for a person who is well-versed in them to be present and available during the set up and testing.

☐ Distribute workshop materials

Review the workshop materials to make sure that what is needed for the workshop is available. If you are short on any materials, acquire supplies or print materials to make up the shortfall. Place the appropriate materials on tables prior to participants arriving.



How can you do a great job of leading this workshop? Be prepared!

Here are some great ways to be prepared and to be effective as the workshop leader:

1. Read through this entire Leader's Guide before planning anything
2. Watch all the videos before preparing for any of the sessions
3. Prepare for each session ahead of time by:
 - Reading through the Leader's Guide for that session
 - Watching the videos for that session
 - Working through the exercise for that session
4. Follow the Leader's Guide step-by-step during the session

Conducting Session 1, "Serving Inactive Members Is Our Concern"

Session 1 Overview

Title:	Serving Inactive Members Is Our Concern
Main Idea:	All members of our congregation share the responsibility for caring for our inactive members – and all of us should be concerned
Timing:	Video: 20:00 Exercise: 40:00
Participants:	Interested members of the congregation who have completed the SOS Bible Study. (See "Identify the people who should attend SOS Workshop Sessions 1, 2 and 3" on page 5 for further guidance on who should participate in this session.)
Before the Session:	<ul style="list-style-type: none">• Give each participant a name tent and have them write their names on the blank portion on the side with the <i>re: Vitality</i> logo using a "Sharpie" pen• Make sure that each participant has a Participant's Workbook
Before the Video:	<ul style="list-style-type: none">• Introduce workshop• Explain your role as the Workshop Leader• Point out that there will be a large group discussion, small group discussions, and an individual activity after the video (i.e., the Exercise)• Advise participants that the notes for Session 1 begin on page 1 of the Participant's Workbook
After the Video:	n/a
Exercise:	The Exercise for Session 1 is made up of four parts: <ul style="list-style-type: none">• The first part is a large group discussion (i.e., everyone in the workshop in a single discussion) about the central issue surrounding inactive members• The second part is a small group discussion to check and adjust attitudes about serving inactive members• The third part is an individual activity to help participants see the personal relevance of the workshop• The fourth part is made up of some reflection questions that participants work through on their own after the session
Other:	<ul style="list-style-type: none">• The participants should complete the SOS Bible Study prior to this session. Refer to the SOS Bible Study, as needed, during the large group discussion.• Arrange to have a white board or flip chart and markers to record ideas and key points from discussions

Beginning the Workshop

In many settings you can't just start the workshop without sharing some information about yourself, your role, and how the workshop will be conducted.

☐ **Introducing Yourself and Your Role**

If there are people attending the workshop who do not know you, spend a few minutes introducing yourself and explaining your role as the Workshop Leader.

If all of the participants know you, skip your introduction but still explain your role as the Workshop Leader.

The key points you should make about your role as the Workshop Leader include:

- Your primary role is to manage the workshop by playing the videos, explaining the exercises, and leading the large group discussion.
- You're not the instructor, but you will do your best to explain things that people don't understand.
- You're available to help anyone who has questions or problems during the exercises.
- You will manage the time for each session.

☐ **Explaining the Workshop**

Explain to the participants understand how the workshop is structured, especially that this session is only one of six sessions that make up the SOS workshop. Refer to the "Workshop Diagram" in the back of the participant's workbook if it is helpful.

Starting the Session

- ☐ **Explain** how to use the workbook to follow the video presentations and complete the exercises. Point out other features of the workbook (e.g., the table of contents, the glossary).
- ☐ **Introduce workshop** by reminding participants that the workshop is made up of six sessions that will lead them through creating and implementing a team and a plan for serving inactive members.
- ☐ **Explain** that participants have been invited to this session of the workshop because they have a role in engaging, restoring, and/or welcoming back inactive members of the congregation.

Before the Video

- ☐ **Let the participants know** that this session begins on page 5 in the workbook.

Play the video labeled “SOS Session 1.mov”

During the Video

- ☐ **Make sure** that the sound level is good for all participants.
- ☐ **Assist** people who might come into the session late by helping them find a place to sit and turning them to the page in the workbook that lines up with where you are in the video.

Case Study, Part 1

A case study featuring a fictitious congregation called St. John by the Sea Lutheran Church is presented over the course of the workshop to provide examples to the workshop participants. Part 1 of the case study is a short narrative introducing the challenges that St. John's pastor and elders are facing as they consider what to do about the congregation's inactive members.

- ☐ **Let the participants know** that the case study begins on page 18 in the workbook.
- ☐ **Ask participants to read aloud the case study narrative** (pages 18 and 19 in the workbook).

Exercise 1, Part 1

20:00

Your role is to guide the group through the questions in the exercise. Focus on gathering answers rather than analyzing responses when leading this discussion. Using a white board or flip chart, write down key points such as important insights, major concerns, ideas for later discussion, issues that present challenges, etc.

Stick to the questions in the Exercise. Make sure you manage the available time so you are able to address all of the questions adequately. That doesn't necessarily mean equal time for each question. If the discussion is especially fruitful in one question, use some of the time allocated to another question to keep that discussion going. In other words, pay attention to the time but don't be a slave to the clock.

☐ **Question A**

What are some of the ways that people “fall away from the living God”?

- Participants will cite various ways that people are separated from the Means of Grace either actively or passively.
- If the discussion starts to get into why people fall away or what we should do when people fall away, redirect participants to the question by reminding them that right now we're discussing how people fall away (e.g., they get busy, job change, illness keeps them from attending)
- Make sure that participants see that the way that people fall away is through the neglect of God's Means of Grace.

☐ **Question B**

What is the status of someone who has fallen away?

- The bottom line, though some participants may be reluctant to say it, is that someone who has fallen away is lost. “Fallen away” means that the person has lost faith and is not in a saving relationship with God.
- Unfortunately, some non-Lutheran church bodies falsely teach that once a person has been saved that he/she cannot fall away from God. Dubbed “once saved, always saved,” this false teaching has influenced some Lutherans into thinking that a person cannot fall away from Christ. If this comes up, acknowledge that some Christians do teach this but that the Bible is clear that it can (and does) happen. Otherwise, the verse under discussion (Hebrews 3:12) would be a false warning. Of course, it is not a false warning but a real and urgent warning.

☐ **Question C**

Luther wrote that “you must continually keep God’s Word in your heart, on your lips, and in your ears. For where the heart stands idle and the Word is not heard, the devil breaks in and does his damage before we realize it” (Large Catechism, Third Commandment). How does this underscore the importance of being active in worship and Bible study?

- Luther's statement brings us back to the importance of making frequent use of God's Means of Grace. The word “continually” reminds us that we are in constant need of God's grace.
- We often encounter people who suggest that they can worship God and study His Word apart from the congregation's worship services and group Bible studies. This is true to some extent – and even necessary if we are to “continually” be in God's Word. But our individual study of Scripture and private devotions are meant to supplement the public worship service and gathering around God's Word which solely offer us the fullness of God's Means of Grace (e.g. the Lord's Supper).

☐ **Question D**

What is the “unique community” in which the Lord places us? What makes it unique?

- The “unique community” is the Church.
- The Church is a unique community because it has been established by Christ as the only community in which we receive the forgiveness of our sins through the Means of Grace. Other communities and organization do things that the Church does in the areas of human care, mercy work, education, etc., but only the Church brings God's Word of life to people.

☐ **Question E**

How long can a person be away from the Means of Grace before he/she falls away from God and is lost again?

- There's no way of knowing how long a person can be away from the Means of Grace before he/she falls away.
- Because we cannot know how long a person can be away from the Means of Grace before incurring great spiritual harm, any absence from the Means of Grace should be of concern.

☐ **Question F**

Think about losing your car keys, cell phone, or wallet. What does it mean for an object to be lost? What does it take for it to be found?

- In its simplest sense, being ‘lost’ means not being where you belong. A lost object is not where it belongs (otherwise it would be easily found). A spiritually lost person is not where he/she belongs: in a loving relationship with his/her Creator, Redeemer, Sustainer.
- A lost object cannot put itself where it belongs. It will remain lost until someone finds it. The same is true for a spiritually lost person.

☐ **Question G**

Who do the ninety-nine sheep represent? Why is it okay for the shepherd to leave them and go in search of the missing one?

- The ninety-nine sheep represent the believers who are safe in the care of their Shepherd through His Means of Grace. In practical terms, they are the people who are faithfully attending worship services, regularly receiving the Lord's Supper and Absolution, reading and studying God's Word, etc.
- In the parable, the shepherd puts the ninety-nine in a pasture where he knows they will be safe and secure in his absence. In our context, the safe pasture is the Church where we are secure in God's Means of Grace. The twist for us is that our Shepherd never leaves us. He is with us always, even when He is searching and seeking the lost.

Exercise 1, Part 2

10:00

Advise the small groups (i.e., the people sharing a table) to read through Luke 15:1-7 together. Tell them to continue with Questions H and I after they've read the text.

☐ Question H

Check the box for each word that describes the shepherd's attitude, feelings, perspective, etc. regarding the lost sheep

- Very important: make sure participants are considering the perspective of the shepherd in the parable when answering this question.
- Participants should consider and discuss each of the terms that are listed and identify which ones describe how the shepherd in the parable responded to the situation of losing one of the one hundred sheep in his care.
- There is no limit to the number of terms that can be checked.
- Encourage people to add any words that may also describe the shepherd's attitude, feelings, perspective, etc. regarding the lost sheep.

☐ Question I

Circle the words in question H that best reflect our attitude, feelings, perspective, etc. regarding our inactive members. How do they compare to the ones that are checked?

- Instruct the small group to back through the list of terms in question H and circle the words that describe our reaction to the people who have wandered away from the congregation.
- After they have circled the words, have them compare and discuss the words that are checked (i.e., the shepherd's reaction to the lost sheep) and the words that are circled (i.e., our reaction to inactive members).
- If time allows, ask the small groups to share any key insights with the large group at the end of this part of the exercise.



In this (and other) large group discussions, make sure that people give summaries of their small group's discussion, not a blow-by-blow account.

**Emphasize:
Summarize and share
key points.**

Exercise 1, Part 3

10:00

Advise the participants that they will be working individually during this part of the exercise.

- Read through the instructions listed under the first bullet and then wait for people to write a name inside of the sheep outline.
- After participants have written someone's first name on the card, continue with the instructions under the second bullet and use the remaining time for the participants to complete those instructions on their own.

Exercise 1, Part 4

Point out that the question in Part 4 are meant to be used by the participants on their own after the session for personal reflections. Their answers will not be collected or shared.

After the session

- If Session 2 is being held with this session, continue with Session 2.
- If Session 2 is going to be held at a different time, remind people of when Session 2 is scheduled and emphasize the importance of being there. Then end this session with a prayer.



Encourage participants to do the Personal Reflection activity within a few days after the session.

Conducting Session 2, "Identifying Inactive Members"

Session 2 Overview

Title:	Identifying Inactive Members
Main Idea:	Identifying the types of inactive members and which inactive members of our congregation are each type
Timing:	Total Video: 11:47 Instructional Video: 6:43 Case Study Video: 5:00 Exercise: 25:00
Participants:	Interested members of the congregation who have completed Session 1 of the SOS Workshop
Before the Session:	<ul style="list-style-type: none">• Find out how many of our congregation's members are short-term inactive members and long-term inactive members. Write the numbers in the spaces provided in Question A below (page 17)• Make sure that there is a copy of the "Inactive Members Known to Me" worksheet available for each participant
Before the Video:	<ul style="list-style-type: none">• Point out that there will be a large group activity and individual activity after the video (i.e., the Exercise)• Advise participants that the notes for Session 2 begin on page 23 of the Participant's Workbook• Advise the participants that the Case Study immediately follows the instructional portion of the video. The Case Study begins on page 31.
Exercise:	The Exercise for Session 2 is made up of two parts: <ul style="list-style-type: none">• Part 1 is an individual/large group activity• Part 2 is an individual activity
Other:	<ul style="list-style-type: none">• Completing Session 1 is required prior to participating in Session 2

Starting the Session

- ☐ **Explain** that this session will focus on identifying the different kinds of inactive members and the people who fall into each kind as an important step in effectively serving our inactive members.

Before the Video

- ☐ **Let the participants know** that this session begins on page 23 in the workbook.
- ☐ **Advise the participants** that there is the Case Study in the video begins on page 31 in the workbook.

Play the video labeled “SOS Beta - Session 2.mov”

During the Video

- ☐ **Make sure** that the sound level is good for all of the participants.
- ☐ **Assist** people who might come into the session late by helping them find a place to sit and turning them to the page in the workbook that lines up with where you are in the video.

Session 2, Part 1 Exercise Instructions

20:00

Remember that your role is to guide the group through the questions in the exercise. Don't present yourself as the subject matter expert. Facilitate the discussion to encourage people to share their insights.

☐ **Question A**

Knowing what you know, estimate the percentage of our members who are:

_____ % Straying (i.e., short-term inactive members)

_____ % Strayed (i.e., long-term inactive members)



Know the actual numbers before the session.

_____ % Total inactive members (short-term plus long-term)

- Participants may ask about the definitions for short-term and long-term for inactive members. For this exercise, use the timeframes from the definitions on pages 27 and 28 of the workbook: short-term is absent from 1 to 6 months, long-term is absent for more than 6 months.
- After all of the participants have written their estimates for Straying and Strayed members in their workbooks, share the actual numbers for our congregation.
- You may want to ask how many people were close in their estimates, how many people were surprised by the numbers (one way or the other), etc. If you do, don't get bogged down in a discussion (Questions B through D will guide the discussion).
- Percentages are useful for comparison. In a typical LCMS congregation, 30% or more of the baptized members are inactive. Share this with the participants and ask, "How do we compare to the typical LCMS congregation?" and "How do you feel about that?"



Raw numbers can be skewed by the congregation's size. Percentages help put numbers into perspective.

☐ **Question B**

What is an acceptable number of inactive members for our congregation?

- Hopefully people will respond that zero is the acceptable number.
- Even though zero is the only acceptable number, it's unlikely that our congregation will be able to achieve it. Ask the participants "Given where we are right now, what's a realistic number of inactive members to work toward over the next year?"
- You may want to discuss this question in terms of percentages rather than raw numbers.

☐ **Question C**

Which is more challenging: Serving short-term inactive members or serving long-term inactive members? Why?

- Each has its own challenges. Let people share their opinions and thoughts but **avoid discussing solutions**. We'll be discussing solutions throughout the rest of this workshop.
- Some of the ideas that people may share about the difficulties of serving inactive members include:

- It's hard to identify short-term inactive members.
- Some long-term inactive members have been gone for years.
- It's really awkward to start a conversation with a long-term inactive member.
- A lot of long-term inactive members are hurt or angry.
- People don't respond when we try to reach out to them.

☐ **Question D**

What do we need to do to stop people from becoming long-term inactive members?

- This question is meant to highlight the need for early intervention. Focus on the "what?" not the "how?" Don't let the discussion turn into a problem-solving session. **Guide the answers back to the main thought: we need to act intentionally when people start to stray to keep them from staying away.** The balance of the workshop will explore how we can do this.

Session 2, Part 2 Exercise Instructions

10:00

This part of the exercise is designed to help participants move from talking about numbers of inactive members and inactive members in general to specific people who are either short-term or long-term inactive members. The use of the "Inactive Members Known to Me" worksheet not only guides participants in transitioning their focus, it also provides the future CARE Team with helpful information for developing profiles for strayed members (this is covered in detail in Session Five).

- ☐ **Point out** that we're shifting from a group activity to an activity that we will be doing individually.
- ☐ **Provide** each participant with one copy of the "Inactive Members Known to Me" worksheet
- ☐ **Instruct** the participants to use the worksheet provided. The same worksheet is in the Participant's Workbook on page 14 for reference.
- ☐ **Inform** participants that the information that they provide on this worksheet will be used by the people who will be contacting our inactive members. It's important for participants to include their names on the "My name:" line at the bottom of the worksheet for future reference.
- ☐ **Ask participants** to list first and last names (to the best of their ability) of the inactive members whom they know. The boxes contain prompts to help them think of people. They can have more than one name per box, but there's no point in listing a name more than once.
- ☐ **Collect** worksheets at the end of the exercise for use in Session Five.

After the session

- If Session 3 is being held with this session, continue with Session 3 [you may want to take a break before starting Session 3].
- If Session 3 is going to be held at a different time, remind people of when Session 3 is scheduled and emphasize the importance of being there. Then end this session with a prayer.

Conducting Session 3, "The CARE Team"

Session 3 Overview

Title:	The CARE Team
Main Idea:	Defining the CARE Team and identifying people to serve in the various CARE Team roles
Timing:	Total Video: 12:32 Instructional Video: 10:44 Case Study Video: 1:48 Exercise: 60:00 Post-session work: 2-3 hours
Participants:	Interested members of the congregation who have completed Sessions 1 and 2 of the SOS Workshop
Before the Session:	<ul style="list-style-type: none">• Prepare the "CARE Team" poster• Make sure that there is a copy of the "CARE Team Characteristics Cards" worksheet available for each participant• Make sure that there is one set of the "CARE Team Planning" worksheet for each small group• Place "Sharpie" markers at tables (preferably one per participant)• Have a pad of sticky notes available for each small group
Before the Video:	<ul style="list-style-type: none">• Point out that there will be a variety of activities for building the CARE Team after the video (i.e., the Exercise)• Advise the participants that this session begins on page 37 of the participant's workbook• Advise the participants that the Case Study immediately follows the instructional video. It begins on page 48.
After the Video:	<ul style="list-style-type: none">• Review "Session 3 Case Study – Building St. John's CARE Team"• Provide each participant with a copy of the "CARE Team Characteristics Cards" worksheet after the Recorders have been selected• Post the "4 Ps" poster during Part 1 of the Exercise
Exercise:	The Exercise for Session 3 begins on page 53. It is made up of four parts: <ul style="list-style-type: none">• Part 1 is an individual/small group activity• Part 2 is a large group discussion about the results of Part 1• Part 3 is a small group activity• Part 4 is a large group discussion/activity
Other:	At the end of this session, the large group identifies the person who will serve as the CARE Team Leader. Then the Leader, the Spiritual Advisor, and two or three other people complete the work needed to establish the CARE Team prior to continuing to Session 4.

Starting the Session

- ☐ **Explain** that the first two sessions have addressed what we need to do to actively serve our inactive members and that this session addresses who will do the work to engage our inactive members.

Before the Video

- ☐ **Let the participants know** that this session begins on page 37 in the workbook.
- ☐ **Advise the participants** that the Case Study in the video that begins on page 48 in the workbook.

Play the video labeled “SOS - Session 3.mov”

During the Video

- ☐ **Make sure** that the sound level is good for all of the participants.
- ☐ **Assist** people who might come into the session late by helping them find a place to sit and turning them to the page in the workbook that lines up with where you are in the video.

Session 3 Case Study

- ☐ **Review** the Case Study as a group. Walk through the parts of the Case Study without reading through it.
- ☐ **Point out** the structure of the job descriptions, including the division between “The CARE Team” and “CARE Team Support.”
- ☐ **Highlight** that the positions for “The CARE Team” are mostly fixed and will be consistent from one congregation to another, but the positions for “CARE Team Support” are more fluid and will vary from congregation to congregation.
- ☐ **Emphasize** that the job descriptions in the Case Study are examples. They are not exhaustive nor definitive (but they are very helpful for getting started).

Session 3, Part 1 Exercise Instructions

10:00

Part 1 of this exercise is made up of two activities. The first is an individual activity in which each participant identifies people who best match (in his/her opinion) the eleven characteristics on the “CARE Team Characteristic Cards” worksheet. The second activity involves consolidating the input of the individuals in the small group and posting them on the “CARE Team” poster.

- ☐ **Activity A – Complete Characteristic Cards Worksheet**
- ☐ Have each small group **identify a Recorder**.
- ☐ **Read through** the instructions for the individual activity (page 21 of the Participant's Workbook)
- ☐ **Distribute** the “CARE Team Characteristic Cards” worksheet. Point out that even though the worksheet is perforated they should not separate the cards during this part of the exercise.
- ☐ **Encourage** participants to complete all eleven cards to the best of their ability. Ask them to print large and legibly so the name can be read from several feet away. Use “Sharpie” markers if they are available.
- ☐ **Hang** the “CARE Team” poster in a location that is easily accessible visually and physically.
- ☐ Provide assistance and keep time.

- ☐ **Activity B – Consolidate and Post Characteristic Cards**
- ☐ **Instruct** participants to separate the cards and give them to the Recorder.
- ☐ **Instruct** the Recorders to sort the cards into stacks by characteristic and name and then to number the top card of each stack with the number of cards in the stack.
- ☐ **Direct** the small groups to identify the top two people for each characteristic based on the numbers the Recorder wrote on the stacks. (If there is a tie, the group needs to decide which two names to select.)
- ☐ **Invite** each Recorder to post his/her group's selections on the “CARE Team” poster. Make sure that the card that is posted is legible and can be read from several feet away.

Session 3, Part 2 Exercise Instructions

10:00

After the Recorders have posted their groups' cards, point out that the “CARE Team” poster is organized into several categories – but **don't identify the categories** at this

time. Show the participants that the categories are identified by color and are organized into columns.

After pointing out the poster's layout, lead the discussion using the questions on page 54 of the Participant's Workbook:

☐ **Question C**

Whose names show up in multiple categories?

- ☐ Let participants **point out the names** if they are able to read the cards. If people cannot read the cards, you should point out the names that show up in multiple categories.
- ☐ **Ask the participants**, "What does a person's name showing up in multiple categories tell us about what he/she can do to help engage inactive members?"

☐ **Question D**

Who is identified repeatedly in one category [i.e., color group]? One characteristic?

- **Go through the characteristics** one at a time and ask, "Whose name shows up the most in this characteristic?"
- **Follow up by asking**, "Where else does this person's name show up?"

☐ **Question E**

How does this exercise help us determine who should have which roles on the CARE Team?

- Before asking **Question E**, **write the titles** of the CARE Team roles in the blank box at the top of each category as follows (**use a "Sharpie" marker**):
 - Red – Team Leader
 - Blue – Coordinator
 - Gold – Liaison
 - Green – Visitor
 - Black – Spiritual Advisor
- **Ask Question E.** The answer should be obvious.
- **Point out** that this exercise is meant to provide guidance, not lock us into having certain people in certain roles. You may even ask, "What other things do we need to consider before asking people to serve in CARE Team roles?"



The colors on the poster and the cards are keyed. Each color represents a category related to a CARE Team role.

Don't point this out to the participants until Question E.

Session 3, Part 3 Exercise Instructions

30:00

In this part of the exercise, the small groups work on identifying and defining the roles of the CARE Team members and CARE Team Support. The “CARE Team Planning” worksheets include suggested roles and include elements of each role’s description. Using the information in the worksheets as a starting point, the small groups add, change, or delete information to shape the CARE Team and CARE Team Support roles.



This exercise is meant to increase participants’ understanding of the CARE Team and CARE Team Support roles and responsibilities and to gather ideas from the small groups. It is not intended to fully develop the job descriptions for the teams. That work will be done after this session (see “After the session” below).

☐ **Activity F – Define CARE Team and CARE Team Support Roles**

- ☐ **Explain** that the groups will be working on identifying roles for the CARE Team and CARE Team Support and on providing ideas for the job description of each role. The actual job descriptions will be written after this session using their input, which they will document using the “CARE Team Planning” worksheets.
- ☐ **Read** through the instructions on page 54 of the participant’s workbook.
- ☐ **Encourage** the groups to focus on capturing the roles and responsibilities for the teams rather than who should do a particular job. Explain that the next part of the exercise will focus on identifying people for the roles that they define.
- ☐ **Remind** the participants that there is limited time for this activity. They should pace themselves to cover as many positions as possible (i.e., don’t get stuck on one role).
- ☐ **Provide** the Recorder of each group with a set of “CARE Team Planning” worksheets.
- ☐ **Keep time** and let the groups know when half the time remains, one fourth of the time remains, and when 5 minutes remain. Remember to leave some time to complete Activity G.
- ☐ **Assist** groups, as required.

☐ **Activity G – Identify CARE Team and CARE Team Support Candidates**

- ☐ **Instruct** the participants to stop working on defining roles and responsibilities. Assure them that it’s okay if they were not able to work through all of the roles.
- ☐ **Read** the instructions for Activity G on page 55 of the participant’s workbook.

- ☐ **Instruct** the Recorders to write the names of people who would be good candidates for each role on sticky notes (one name per sticky note) and place them on the “Notes” section of the applicable role.

Session 3, Part 4 Exercise Instructions

10:00

This part of the exercise brings the work of the small groups together to consolidate their ideas for roles and candidates.

- ☐ **Invite** one of the Recorders to post his/her group's worksheets in a single row (if possible). This will work best on a long wall or white board. Use painter's tape to hang the pages. This row should be hung high (above eye level).
- ☐ **Ask** the next Recorder to post his/her group's worksheets in a single row directly below the first group's sheets.
- ☐ **Repeat**, as necessary, until all groups have posted their sheets.
- ☐ **End the session** by thanking participants for their input, explaining what work will be done before Session 4, and inviting them to look over the worksheets after the closing prayer. Ask for any questions and answer as you are able. Close with prayer.

After the session

Complete the following work before proceeding to Session 4

- ☐ **Identify** the person who is going to serve as the CARE Team Leader
- ☐ **Form a team** with the CARE Team Leader, the CARE Team Spiritual Advisor, and two or three other people to review and finalize the job descriptions and the recommendations created in the exercise for this session
- ☐ **Form a team** to recruit people to serve as CARE Team members using the final job descriptions and recommendations
- ☐ **Recruit people** to serve on the CARE Team
- ☐ **Schedule Session 4** for all members of the new CARE Team

Note: Recruiting people to serve in “CARE Team Support” roles will take place after Session 5 following the creation of the Contact and Visitation Plan (CVP)

Conducting Session 4, "Serving Our Straying Members"

Session 4 Overview

Title:	Serving Our Straying Members
Main Idea:	Creating a Contact and Visitation Plan (CVP) for intentional, early intervention for short-term inactive members
Timing:	Total Video: 22:18 Instructional Video: 17:32 Case Study Video: 4:46 Exercise: 45:00 Post-session Work: 2-3 hours (plus recruiting time)
Participants:	CARE Team Members
Before the Session:	<ul style="list-style-type: none">• Make sure that there is a copy of the "Contact and Visitation Plan (CVP) Planning Grid" worksheet for each small group
Before the Video:	<ul style="list-style-type: none">• Welcome the participants as new CARE Team members (this is likely the first time they will be meeting as the CARE Team)• Have CARE Team members introduce themselves and their role on the team• Point out that there will be a four-part exercise after the video• Advise the participants that Session 4 begins on page 59 of the Participant's Workbook• Advise the participants that the Case Study immediately follows the instructional video. It begins on page 71.
Exercise:	The Exercise for Session 4 is made up of four parts: <ul style="list-style-type: none">• Part 1 is a large group activity• Part 2 is a small group activity• Part 3 is a small group activity• Part 4 is a large group discussion about the results of Part 3
Other:	<ul style="list-style-type: none">• After this session the CARE Team completes the work detailed on page 74 of the Participant's Workbook prior to continuing to Session 5.• Session 5 can be scheduled to be held during the same event as Session 4 if enough time is included after Session 4 to complete the required work.

Starting the Session

- ☐ **Welcome** the participants as CARE Team members. Acknowledge their willingness to serve and the importance of their service.
- ☐ **Invite** the participants to introduce themselves, especially noting their role on the CARE Team. While the participants may well know each other, they may not know who is serving in which CARE Team role.

Before the Video

- ☐ **Let the participants know** that this session begins on page 59 in the workbook.
- ☐ **Advise the participants** that there is a case study reference in the video that begins on page 71 in the workbook.

Play the video labeled “SOS Session 4.mov”

During the Video

- ☐ **Make sure** that the sound level is good for all of the participants.
- ☐ **Assist** people who might come into the session late by helping them find a place to sit and turning them to the page in the workbook that lines up with where you are in the video.

Session 4, Part 1 Exercise Instructions

10:00

This part of the exercise uses the questions in the text box on page 73 of Participant's Workbook to evaluate the key points of Contact and Visitation Plan created by St. John by the Sea that is included in the Case Study on page 72 of the Participant's Workbook.

Keep in mind that St. John's CVP is only presented in the workbook as a summary. Some interpretation (and maybe some speculation) will be required when discussing the evaluation questions.

Watch the time. You only have an average of two minutes per question.

- ☐ **Question 1 of “Questions for Evaluating a Contact and Visitation Plan (CVP)”**

Does the CVP meet the requirements of the constitution and/or by-laws?

- The applicable by-law for St. John by the Sea is in the text box on page 29.
- Participants may comment about the shortcomings of the by-law. If so, acknowledge any comments and refocus on the question.
- The conclusion should be that their CVP exceeds the requirements of the by-law.

☐ **Question 2 of “Questions for Evaluating a Contact and Visitation Plan (CVP)”**

How well does the CVP show concern and compassion for inactive members from their point of view?

- The CVP does a reasonable job of showing concern and compassion. For example, the initial contact is a handwritten note rather than a form letter.
- Participants may have some comments or suggestions about how to make it more caring or compassionate. If they do, encourage them to remember their idea for the next part of this exercise.

☐ **Question 3 of “Questions for Evaluating a Contact and Visitation Plan (CVP)”**

How does the CVP provide intentional care for those who are absent from worship and Bible study?

- Intentional care is demonstrated in St. John's CVP by defining specific actions at specific intervals.

☐ **Question 4 of “Questions for Evaluating a Contact and Visitation Plan (CVP)”**

How are the actions called in for the CVP inviting and encouraging to someone who has been away from the church?

- Acknowledging that a person's absence was noticed is very important and often impactful.
- Starting in a friendly manner (e.g., a handwritten note) is usually received as inviting and encouraging.
- Of course, quite a bit depends on the content of the note, letter, call, etc.

☐ **Question 5 of “Questions for Evaluating a Contact and Visitation Plan (CVP)”**

What intentional steps are included in the CVP for bringing absent members back into the Word and Sacrament ministry of the congregation?

- Continuing and escalating the contact until the absent member returns to worship and/or Bible study.
- This is another situation in which the content of the communication makes a great deal of difference.

Session 4, Part 2 Exercise Instructions

20:00



The goal of this part of the exercise is to familiarize the participants with how to construct a Contact and Visitation Plan using the “CVP Planning Grid” not complete the entire CVP. The CARE Team will complete the CVP after this session and before continuing to Session 5.

- ☐ **Instruct** the groups to select a Recorder for this exercise. Explain that the Recorder will both complete the “CVP Planning Grid” worksheet and present his/her group’s CVP to another small group in the next part of the exercise.
- ☐ **Read through** the instructions with the groups.
- ☐ **Emphasize** that this planning activity is meant to capture ideas, not spell out things in detail. Time is limited, so groups need to avoid getting bogged down at one point.
- ☐ **Provide** each Recorder with a “CVP Planning Grid” worksheet.
- ☐ **Keep time** and let the groups know when half the time remains, one fourth of the time remains, and when 5 minutes remain.
- ☐ **Assist** groups, as required.

Session 4, Part 3 Exercise Instructions

10:00

- ☐ **Read through** the instructions for Part 3 of the exercise.
- ☐ **Point out** the questions on page 70 of the participant’s workbook that the group will be using to discuss the other group’s CVP.
- ☐ **Direct** the groups to exchange Recorders. If you have more than two groups, have the Recorders move clockwise (or counter-clockwise).
- ☐ **Keep time** for two minutes. During this time the Recorders give a brief explanation of their group’s CVP.
- ☐ **Direct** the Recorders to leave their “CVP Planning Grid” worksheets and return to their groups.
- ☐ **Advise** the groups to discuss the other group’s CVP using the questions on page 70 and to answer questions A and B on page 73 of the participant’s workbook.
- ☐ **Keep time** and assist groups, as required.

Session 4, Part 4 Exercise Instructions

10:00

- ☐ **Ask** one of the Recorders to take notes during this part of the exercise.
- ☐ Using questions A and B from Part 3 of the exercise (on page 73 of the Participant's Workbook), **discuss** what the groups learned from reviewing each other's CVPs.
- ☐ **Give** the CVPs and the Recorder's notes to the CARE Team Leader for use in the "After the session" work.

After the session

If Session 5 is being held with this session, ask the CARE Team Leader to lead the team through the required work that they will be able to do before continuing with Session 5:

- ☐ **Fill any vacancies** on the CARE Team
- ☐ **Finalize the CVP** (e.g., combine CVPs from the small groups, fill in missing details, incorporate suggestions from the exercise)
- ☐ **Create scripts and templates for contacts to be made according to the CVP** (divide these items and assign to multiple people or teams)
- ☐ **Form a team to recruit people to serve as CARE Team Support members** based on the job descriptions and recommendations created in the exercise from Session 3 and updated based on the CVP

The CARE Team will need to complete the following action items after Session 5:

- ☐ Fill any vacancies on the CARE Team
- ☐ Recruit people to serve in the CARE Team Support roles
- ☐ Start contacting straying members in accordance with the CVP

If Session 5 is going to be held at a different time, remind people of when Session 5 is scheduled and emphasize the importance of being there. Also remind them that the CARE Team Leader will be guiding them through the action items listed on page 74 of Participant's Workbook prior to Session 5. Then end this session with a prayer.

Conducting Session 5, "Serving Members Who Have Strayed"

Session 5 Overview

Title:	Serving Members Who Have Strayed
Main Idea:	Understanding, identifying, and engaging long-term inactive members.
Timing:	Total Video: 26:50 Instructional Video: 24:16 Case Study Video: 2:34 Post Session Work: Dependent on number of long-term inactive members
Participants:	CARE Team Members
Before the Session:	<ul style="list-style-type: none">• Basic set up
Before the Video:	<ul style="list-style-type: none">• Point out that there will be a four-part exercise after the video that will build on the Case Study• Advise the participants that Session 5 begins on page 77 of the participant's workbook
After the Video:	<ul style="list-style-type: none">• Explain that the participants will be using the CASE Study materials for Exercise 5• Review the "Homecoming Event" in the Case Study (page 91-92 in the Participant's Workbook), especially the response card on page 91• Point out the "Inactive Member Profile" sheets and the list of St. John by the Sea's CARE Team members on pages 93-95 of the Participant's Workbook (but <u>do not</u> read through them)•
Exercise:	The Exercise for Session 5 is made up of four parts: <ul style="list-style-type: none">• Part 1 is an individual activity• Part 2 is a large group discussion• Part 3 is a small group activity• Part 4 is a large group discussion about the results of Part 3
Other:	After this session the CARE Team will complete the work detailed on page 100 of the Participant's Workbook.

Starting the Session

- ☐ **Explain** that the focus of Session 5 is on identifying long-term inactive members and determining effective ways of engaging them to set up CARE Team visits. Session 6 will focus on making the visits.

Before the Video

- ☐ **Let the participants know** that this session begins on page 77 in the workbook.
- ☐ **Advise the participants** that there is a case study referenced in the video that begins on page 91 in the workbook.

Play the video labeled “SOS - Session 5.mov”

During the Video

- ☐ **Make sure** that the sound level is good for all of the participants.
- ☐ **Assist** people who might come into the session late by helping them find a place to sit and turning them to the page in the workbook that lines up with where you are in the video.

Session 5, Part 1 Exercise Instructions

5:00

- ☐ **Read the instructions**, pointing out that the “Inactive Member Profiles” are on pages 93-95 in the Participant's Workbook.
- ☐ **Instruct the participants** to review the “Inactive Member Profiles” on their own, according to the instructions.
- ☐ **Keep time and observe progress.** Add a few minutes, if necessary, for and helpful to the overall group.

Session 5, Part 2 Exercise Instructions

20:00

Working through the “Inactive Member Profiles” one-at-a-time, discuss the following questions for each of the inactive members described in the profiles.

The notes below are ideas for where the discussion might go (or will hopefully go). They are not the “right answers” or the only answers. They are provided to help guide the discussion to an appropriate response.

Keep in mind that you have 6-7 minutes to discuss each inactive member.

☐ **For Duane Elliot**

☐ **Before discussing the question, share the following:**

This case provides us with a very common challenge for CARE Teams: contacting long-term inactive members with incomplete or unconfirmed information. The longer a person has been away from the congregation the more difficult it is to gather current and meaningful information about them and their circumstances. In this case, it creates a very awkward situation.

☐ **Question A (Elliot)**

What are (or may be) the contributing factors to this person/family being inactive?

- Possible marriage problems.

☐ **Question B (Elliot)**

Would it better to approach this inactive member as an individual, with his/her spouse, or with the family? Why?

- Probably as an individual, since we don't know what the situation is regarding the possible marriage problems.
- Follow-up question: If Duane is approached as an individual, what should the CARE Team do with this “Inactive Member Profile?” (Answer: Create a separate profile for Darlene.)

☐ **Question C (Elliot)**

What do you expect the person's/family's attitude toward the CARE Team visitors will be?

- Hard to guess. Duane may be hurt that the church wasn't there for him when he was going through a major life issue or he may be glad that someone has finally reached out to him.

☐ **Question D (Elliot)**

What will be particularly challenging for the CARE Team Visitors in serving this person/family?

- Tactfully finding out if Duane and Darlene are still together, separated, or divorced.

- Making an initial contact after more than 36 months of no contact.

☐ **Question E (Elliot)**

What would be a good way to begin a conversation with this person/family?

- Apologizing for letting so much time go by without making any contact with him.
- Explaining that we are making a concerted effort to reach out to our members who have been away for a while in order to serve them in whatever ways that we can.
- Asking how we could best serve him.
- Not asking how he and Darlene are doing.

☐ **For William Butler**

☐ **Before discussing the question, share the following:**

Knowing the congregation's history is very important as we try to understand why some people have become inactive. Since no one person is aware of everything that happens in the congregation, the "Inactive Member Profiles" should be completed as a team effort. In this case, the congregation's history includes a key fact that may have significantly contributed to the Butlers straying away from the congregation: Two years ago the Church Council decided to end the Oktoberfest event by combining it with the Fall Festival held in mid-November.

☐ **Question A (Butler)**

What are (or may be) the contributing factors to this person/family being inactive?

- The ending of Oktoberfest may be a factor, but it may be a coincidence that the Butlers left after Oktoberfest was cancelled.
- Don't let the group overlook the grandchild with a severe health issue as a possible reason for the Butlers straying.
- If the group doesn't bring up the grandchild's health issues, ask "In what ways might the health issues of the Butler's grandchild have contributed to their straying?" Answers might include:
 - Taking a lot of time to care for the child
 - Having to travel to Poplar on weekends to help their daughter
 - Being angry with God over their grandchild's condition
 - Feeling like the church has let them down (even if they didn't ask for help)

☐ **Question B (Butler)**

Would it better to approach this inactive member as an individual, with his/her spouse, or with the family? Why?

- William and Maria were involved together and seemed to have strayed away together
- Both of the possible causes for straying (i.e., Oktoberfest cancellation and grandchild's health issues) are common to William and Maria
- It's appears to be likely that they are going to return together or stay away together

☐ **Question C (Butler)**

What do you expect the person's/family's attitude toward the CARE Team visitors will be?

- Their reaction will depend on the reason that they strayed (and it will provide insight into their reason)

☐ **Question D (Butler)**

What will be particularly challenging for the CARE Team Visitors in serving this person/family?

- It's awkward to approach someone who had been very active in the congregation and then has been inactive for a lengthy period of time.
- Not knowing whether the Butlers left because they are angry over a decision about Oktoberfest or overwhelmed by a grandchild's health issues – two very different scenarios.

☐ **Question E (Butler)**

What would be a good way to begin a conversation with this person/family?

- Acknowledging that we've let too much time go by without contacting them to see how they are doing. And apologizing for letting that happen.
- Knowing what we do know (and don't know), asking about how their family is doing without asking specifically about their grandchild might be a good way to start.
- Do not bring up Oktoberfest. If it's an issue, they will bring it up.

☐ **For Frederick DeWitt**

☐ **Before discussing the question, share the following:**

It's easy to jump to conclusions. When we see that Marcia stopped attending worship services shortly after her son was confirmed, we are tempted to see a cause-and-effect

relationship and conclude that she was only going to church to see her son confirmed. But look at the other factors.

- Her husband wasn't very active in the spiritual life of the congregation.
- He may have been unemployed for a while (maybe even when the family stopped attending worship).
- He works in a neighboring community and is either commuting or the family has relocated.
- Her daughter is not enrolled in confirmation instruction

☐ **Question A (DeWitt)**

What are (or may be) the contributing factors to this person/family being inactive?

- Discuss how the above factors may have caused or contributed to the DeWitts becoming inactive members

☐ **Question B (DeWitt)**

Would it better to approach this inactive member as an individual, with his/her spouse, or with the family? Why?

- It would be appropriate to approach Marcia first since she seems to have been the active person in the family when they were involved in the congregation.
- Approaching Fred and Marcia together would also be appropriate. Fred was connected to the congregation through Dart Ball and occasional worship services, but seems to have let Marcia take the lead on church matters.
- Don't forget that Samuel is confirmed. He should be treated as someone who is responsible for himself spiritually.
- It would also be good to know Jenna's attitude about being confirmed. She may want to be enrolled in confirmation instruction and can't be because of her parents' absence or she may be rebelling against their wishes and have no desire to be confirmed (which could also be a factor in the family being inactive).

☐ **Question C (DeWitt)**

What do you expect the person's/family's attitude toward the CARE Team visitors will be?

- It's likely that Fred will be ambivalent or consider the contact to be a nuisance. He might miss the fellowship of Dart Ball, but may not be too interested in coming back to worship.
- Don't underestimate Marcia's feelings of guilt. She may feel guilty about dropping out herself, Fred's lack of spiritual leadership, leaving soon after Sam's confirmation, and/or Jenna not being in confirmation instruction.

- Sam is likely to be following his parents' lead, especially his father's example. He may see "confirmation as graduation" and sense no need for being active in the congregation. On the other hand, Sam may express that he desires to be active in the church (e.g., wanting to grow in the Faith, be involved in the youth group) but his parents' inactivity is keeping him from doing so.

☐ **Question D (DeWitt)**

What will be particularly challenging for the CARE Team Visitors in serving this person/family?

- If Fred is ambivalent, he is likely to be friendly and open to the CARE Team Visitors but unlikely to change his behavior without a compelling reason. The Visitors challenge with Fred would be understanding and communicating that compelling reason.
- Contacting the family is likely to stoke Marcia's guilt. Being aware of and sensitive to her guilt will help the Visitors steer Marcia away from being defensive to being open to their invitations. In other words, be careful to come across as caring not judgmental.

☐ **Question E (DeWitt)**

What would be a good way to begin a conversation with this person/family?

- There are a number of ways to start the conversation, depending on which person in the family you start with.
- A good approach might be to contact Marcia and explain that you are checking in on her family and would like to discuss how to serve them.

Session 5, Part 3 Exercise Instructions

10:00

This part of the exercise calls on the participants to identify which CARE Team Visitors should be paired up to make visits to strayed members. Using the St. John by the Sea Case Study, the small groups will decide which of the CARE Team Visitors should be assigned to contact and visit the Elliots, Butlers, and DeWitts.

- ☐ **Point out** that Part 3 of the exercise is on page 43 of the Participant's Workbook.
- ☐ **Explain** that the small group will use the information contained in the St. John by the Sea Case Study for this activity.
- ☐ **Highlight** the description of the St. John by the Sea's CARE Team Members on pages 96-97.
- ☐ **Instruct** the small groups to list two of St. John's CARE Team Members for each strayed member using the grid on page 99 of their workbooks.

- ☐ **Refer** the participants to “Assigning CARE Team Visitors” (page 86) as a resource for this exercise.
- ☐ **Share this helpful hint:** Have multiple workbooks open so that pages 93-97 are visible to the group as they complete the grid on page 99.
- ☐ **Keep time and provide assistance**, as needed.

Session 5, Part 4 Exercise Instructions

10:00

After the small groups have completed the grid on page 99, lead a large group discussion in which the small groups share their assignments and everyone discusses how the groups' assignment compare.

- ☐ **Point out** that the discussion questions are on page 99 of the Participant's Workbook.
- ☐ **Question F**

How do the small groups' assignments compare?

- There will probably be some assignments that are consistent across the small groups. But there will likely be some that are different.
- Focus on the assignments that are different. Highlight the differences one-at-a-time and ask participants why they chose the assignment that they did.
- Let people share their reasons without allowing the discussion to turn into a debate (or argument) among the small groups.
- Refer to “Assigning CARE Team Visitors” (page 86) to guide discussion, as necessary.

- ☐ **Question G**

What did someone else share about their assignments that has you rethinking your group's assignments?

- Encourage participants to share what they learned from the insights of other participants (even if they weren't fully convinced to change their assignments)

- ☐ **Question H**

How can this exercise be used by your CARE Team when assigning Visitors to inactive members?

- Hopefully participants will recognize that making assignments as a group is better than having an individual make the assignments. A group will provide a fuller perspective and more insight than any one person can.

After the session

Complete the following work before proceeding to Session 6:

- ☐ **Identify strayed members** based on the criteria set in the CVP
- ☐ **Create profiles** for strayed members using available information
- ☐ **Create scripts and templates** for contacting strayed members to schedule CARE Team visits
- ☐ **Schedule Session 6** for CARE Team Visitors, CARE Team Leader and CARE Team Spiritual Advisor

Conducting Session 6, "LASSIE for Strayed Members"

Session 6 Overview

Title:	LASSIE for Strayed Members
Main Idea:	How to apply the LASSIE approach of <i>Every One His Witness</i> to CARE Team visits
Timing:	Total Video: 39:04 Instructional Video: 35:00 Case Study Video: 4:04 Exercise: 30:00 Role Play: 30:00 (optional)
Participants:	CARE Team Visitors, CARE Team Leader, and CARE Team Spiritual Advisor
Before the Session:	<ul style="list-style-type: none">• Participants should complete the <i>Every One His Witness</i> Core Module workshop• Recruit 3 people to do the first role play activity (optional)• Print the role play materials found in Appendix 2 (optional)
Before the Video:	<ul style="list-style-type: none">• Point out that the session begins on page 45 of the Participant's Workbook
After the Video:	n/a
Exercise:	The Exercise for Session 6 is made up of three parts, with an optional fourth part: <ul style="list-style-type: none">• Parts 1, 2, and 3 use a video of a simulated CARE Team visit to foster a discussion about effective visits• Part 4 (optional) is role play for CARE Team Visitors
Other:	The optional role play provides three scenarios for CARE Team Visitors to practice making visits and learn from the role play experiences.

Starting the Session

- ☐ **Explain** that this session is specifically for the CARE Team members who will be visiting inactive members. The CARE Team Leader is included to help him/her understand what is involved in a CARE Team visit.

Before the Video

- ☐ **Let the participants know** that this session begins on page 101 in the workbook.
- ☐ **Advise the participants** that there is a case study reference in the video that begins on page 116 in the workbook.

Play the video labeled “SOS - Session 6.mov”

During the Video

- ☐ **Make sure** that the sound level is good for all of the participants.
- ☐ **Assist** people who might come into the session late by helping them find a place to sit and turning them to the page in the workbook that lines up with where you are in the video.

Session 6, Part 1 Exercise Instructions

15:00

This exercise is built around a video that captures a CARE Team visit. In the first segment of this video, the CARE Team Visitors arrive and begin the visit with a long-term inactive member named Bill. The assumption is that the CARE Team Visitors had previously contacted Bill and arranged this visit (i.e., this is a planned visit, not a cold call).

Note: The script for the video is included in Appendix 1 (starting on page 129). You may want to refer to the script when the group is discussing the questions for each part of the exercise.

- ☐ **Play the video** labelled “CARE Team Visit – Part 1.mov” which is the first part of the CARE Team visit we’re observing.
- ☐ Discuss the video using questions A through C on page 117 of the Participant’s Workbook.
- ☐ **Question A**

What did Gary and Beth do to make Bill feel comfortable about their visit?

- It should be noted that Beth does a much better job of making Bill feel comfortable.
- It starts with having made an appointment and not trying to call on Bill without notice.
- Beth is apologetic and expresses concern for Bill.
- Beth salvages Gary's statement about "dealing with problems like this" by interjecting "What Gary's trying to say is ..."

☐ **Question B**

Based on the discussion so far, why hasn't Bill returned to worship at St. John's? Why did he stop attending the Men's Bible Study? How are these related?

- The main thing Bill is saying is that he thought that the men of the Men's Bible Study were his friends but no one seemed to care that he was gone. Bill is hurt.
- Bill stopped attending the Men's Bible Study because he felt awkward about coming to the Bible study on Wednesdays when he wasn't attending worship on Sundays.

☐ **Question C**

If you were Gary, how would you respond to Bill's last statement? Why?

- Answers will vary. The desired response is to assure Bill that he does matter and that he matters to us (even though we have done a poor job of showing him that he does).
- We're not making this visit to "fix a problem." We're making this visit to find a way to restore Bill to the congregation. At this point, Bill is hurt and feels unwanted – which stand in the way of him being restored.

Session 6, Part 2 Exercise Instructions

15:00

- ☐ **Play the video** labelled "CARE Team Visit – Part 2.mov" which continues the CARE Team visit we're observing based on Gary taking the lead in the visit.
- ☐ **Discuss the video** using questions D through F on page 117 of the Participant's Workbook.
- ☐ **Question D**

How would you summarize Gary's response to Bill?

- Gary is being defensive and argumentative.
- Gary resorts to telling Bill what to do – “You need to get yourself back into the Word ...”
- When we tell an inactive member what they need to do we’ve lost our focus on the purpose of the visit.

☐ **Question E**

How did Bill react to Gary’s approach? Why did he react this way?

- Bill was defensive in return.
- He challenged Gary’s assertion that the men in the Bible study cared about him. – “They have a funny way of showing it.”
- Based on what Gary said, Bill concluded that he was a “responsibility” not a friend. This undermined the assertion that this visit was being made by people who cared about him.
- Bill responded this way because he was hurt and that Gary’s approach was aggravating his hurt.

☐ **Question F**

What did Beth do to try to get the conversation back to a positive place? How was it different than Gary’s approach?

- Beth was trying to address the source of Bill’s hurt.
- Beth sympathized with Bill’s sense of how awkward it would be to reconnect with the men from the Men’s Bible Study.
- Gary was problem-solving without recognizing that Bill was hurting.

Session 6, Part 3 Exercise Instructions

15:00

- ☐ **Play the video** labelled “CARE Team Visit – Part 3.mov” which provides an alternative ending to the CARE Team visit we’re observing based on Beth taking the lead in the visit.
- ☐ **Discuss the video** using questions G through I on page 118 of the Participant’s Workbook.
- ☐ **Question G**

How was Beth’s approach in responding to Bill’s statement different than Gary’s approach in responding?

- Beth was apologetic, not defensive.

- Beth didn't dictate solutions. Instead she asked Gary "How would you like to see all of this turn out?"
- Most importantly, Beth recognized that Gary was hurt and addressed his hurt.

☐ **Question H**

How did Bill respond to Beth's approach? Why did he respond this way?

- Bill responded positively to Beth's approach. He listened to her and was open to hearing more.
- He responded this way because Beth was showing that she cared about him by accepting that he was hurt and owning the congregation's part in him being hurt.

☐ **Question G**

What was different about Gary's response to Bill in the alternative ending? Why was it different than in the first scenario?

- Gary followed Beth's lead in this conversation. He agreed with her assessment and reinforced what she was saying.
- Gary's response in this scenario was different from the first scenario because he was paying attention to Gary's responses and responding to his needs rather than throwing out solutions to fix a problem.

The following activity is optional, but highly recommended:

Session 6, Part 4 Exercise Instructions

15:00

Role play is a very helpful way for people to experience making a visit and to learn from observing others in a role that they will have when they make visits. While it's true that role play is artificial, it's also true that it provides a real experience.

Unfortunately, many people are uncomfortable participating in role play. Encourage the participants in this session to do the three role play scenarios provided. One way to approach this is to recruit three of the more willing participants before the session to do the first role play activity. This will eliminate the situation in which no one volunteers to do the first role play and the role play activities end before they begin.

Before the session:

- ☐ **Print** the role play activity resources listed in Appendix 2 (page 53).

- ☐ **Recruit** 3 people to do the first role play activity (at least one woman; preferably two women and one man).

Conducting Role Play Activities:

- ☐ **Explain** that role play is a good way to experience what it is like to make a CARE Team visit in a non-threatening environment. Even though scenarios are artificial, they reflect real life experiences of inactive members and the people who call on them.
 - ☐ **Use** the role play scenario for Maria Herndon first. As the simplest of the three scenarios, it provides a good starting place.
 - ☐ **Provide** the person who will play the role of Maria Herndon a copy of the page titled "Role Play Information – Maria Herndon"
-

After the session

- ☐ **Assign CARE Team Visitors** to strayed members based on profiles
- ☐ **Start making visits**
- ☐ **Pray continuously** that the Good Shepherd will restore His sheep

Appendix 1 – Script for Video of CARE Team Visit

Use this script for reference. The actual recording may vary from the printed script.

Players:

Name	Role	Head/Heart/Hands
Bill	Inactive member.	Heart
Gary	Elder and CARE Team visitor.	Head
Beth	CARE Team visitor.	Heart

Scene 1: At Bill's Front Door

Setting: Bill is greeting the CARE Team Visitors, Gary and Beth, at his front door.

Mood: Congenial, but not especially friendly. Bill is cautious.

Speaker	Script
Bill	[Answering door.] Hello. Come on in.
Gary	Thanks. It's good to see you, Bill.
Bill	Yeah. It's been a while ... I guess that's why you're here.
Beth	That, plus we care about you.
Bill	Yeah. OK. Well, come in and have a seat.

Scene 2: Introducing the Visit

Setting: After being invited in and taking their seats, Gary and Beth are explaining why they are visiting.

Mood: Bill is listening, but his body language shows that he is on guard.

Speaker	Script
Gary	It's true that we're here because it has come to our attention that you haven't been in worship for a while ... actually for over two years. We haven't paid enough attention to this kind of thing. But we're trying to do a better job of dealing with problems like this.
Beth	What Gary's trying to say is that we've dropped the ball on keeping track of people and showing them that we care about them. We should have contacted you a long time ago. I'm sorry that we didn't reach out to you sooner.
Bill	Yeah, that would have been nice.
Beth	I'm sure it would have been. I really am sorry.
Gary	Would you mind sharing with us why you stopped attending worship services?
Bill	Why does it matter now? I'm just a delinquent member, right?

Beth	It matters because you matter. I know it may not feel like it, but we really do care about you – I care about you. I want to hear your story to better understand the situation ... and to better serve you.
------	--

Scene 3: Bill's Story

Setting: Bill shares how he stopped coming to worship services because of his work schedule and then stopped attending the Men's Bible Study because he felt uncomfortable. He mentions his disappointment that none of the men in the Bible Study ever reached out to him even though he considered them his friends. His hurt shows through a little.

Mood: Tension builds as Bill tells his story. He is reliving the hurt. Gary and Beth are uncomfortable and embarrassed on behalf of the congregation.

Speaker	Script
Bill	It started about three years ago when I started my job at Exeter. As the new guy, I had to work on Sundays. It was only supposed to be for a couple of months. Then I was going to work a normal workweek. But things didn't turn out that way. I ended up working weekends for over a year.
Gary	[Checking his notes.] Weren't you also active in the Men's Bible study on Wednesday evenings?
Bill	Yeah. But I stopped attending that, too.
Beth	[With concern] Oh. Why did you stop attending the Men's Bible study?
Bill	It seemed kind of awkward to come to the Bible study on Wednesdays when I wasn't coming to worship services on Sundays. I struggled with it. I mean, these guys were my friends and I enjoyed being with them on Wednesdays. But when I stopped going, it didn't seem to matter to anyone.
Beth	What do you mean?
Bill	Well, I thought they were my friends, but no one ever checked in with me. I attended that study for years. We would hang out afterwards and even go out for a beer now and then. When I stopped coming I thought someone would miss me and want to know if I was okay. Instead, crickets.

Scene 4

Setting: Beth recognizes that Bill was hurt when he stopped coming to the Men's Bible Study and none of his friends contacted him. She asks questions to encourage Bill to share more of his story.

Mood: Things are tense. Bill is hurting. Gary isn't sure how to respond. Beth sympathizes with Bill and wants to address his hurt.

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Speaker	Script
Beth	Wow. I'm so sorry that no one reached out to you. That must of really hurt.
Bill	Well, it is what it is. Right?
Beth	Maybe. But it isn't what it should be. What do you think you would have done if someone from the Men's Bible study had reached out to you?
Bill	It wouldn't have changed things about Sundays. I was working and couldn't do anything about that. But I probably would have come back to the Bible study. If nothing else, I would have known that someone cared about me as a friend.
Gary	I'm sure that they cared. You know how guys are.
Bill	Maybe. But I thought that they were my friends.
Beth	Why did you consider them to be your friends?
Bill	We spent a lot of time together in the Bible study and we talked about a lot of stuff ... very personal stuff. I trusted them and they trusted me. We knew that we were there for each other.
Beth	How did not getting any contact from your friends after you stopped coming to the Bible study change things?
Bill	It changed everything. It was like none of that didn't matter. Like I didn't matter.

Alternative endings:

Scene 5a continues the conversation with Gary responding to Bill's statement

Scene 6a proceeds with Beth responding to Bill's statement.

Gary's Response

Scene 5

Setting: Gary takes Bill's comment about things not mattering as a statement against the Bible study not being important. Beth recognizes that Gary is off base and tries to smooth things over.

Mood: Bill is put off by Gary's abruptness.

Speaker	Script
Gary	Of course it mattered. You were studying God's Word. The people thing is secondary. You really need to get back into the Word. You should go the Men's Bible study. I'm sure they'd welcome you back.
Beth	Of course it would be good for you to be back in the Word. If you want, I can ask one of the guys from the Men's Bible study to contact you.
Bill	Thanks, but I don't think so. That would be really awkward.
Beth	Is there something we could do to make it less awkward?

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Bill	I don't know. It's just that I thought those guys were my friends, but now I'm not sure.
Gary	Whether or not they're your friends, they are your brothers in Christ. You need to get yourself back into the Word. I know that they'll take you back. They care about your spiritual well-being.
Bill	Really? They have a funny way of showing it.
Gary	I get your point. They dropped the ball. We all make mistakes.
Bill	I think the big mistake here is that I thought that they cared about me as a friend ... not some kind of responsibility.
Gary	Well, you are our responsibility. That's why we're here. We needed to remind you of your responsibility to be in Worship and Bible study.

Setting: Bill is very put off by Gary's comments about responsibility. He brushes it off and ends the visit.

Mood: Bill is defensive and a little angry. Gary is surprised by Bill's reaction. Beth is frustrated by Gary's approach.

Speaker	Script
Bill	Well, thanks for the reminder. I guess we're done here.
Beth	Bill, I'm sorry that people at our church have disappointed you. I hope that you forgive them – forgive us – and come back to worship and Bible study.
Bill	I'll think about it. You're right about one thing, Gary, I do need to get back to worship and Bible study.
Gary	I'll give you a call next week and we can talk some more.
Bill	Don't bother. You'll know what I've decided when I come back to St. John's or transfer to another church. I'll see you to the door.

Beth's Response

Scene 6

Setting: Beth acknowledges Bill's hurt. Following her lead, Gary apologizes on behalf of the Men's Bible Study group (even though he isn't part of it) and for the congregation's lack of caring for Bill. Beth follows up with a question to gauge Bill's response.

Mood: Bill is somber while Beth acknowledges his hurt. He doesn't make eye contact with her. He perks up when Gary apologizes.

Shepherding Our Strays Leader's Guide

Speaker	Script
Beth	I'm so sorry that you've been hurt like this. There's no way that I can explain away what happened. I can tell that it's caused you a lot of pain. Bill, I know that it doesn't seem like it right now, but you do matter to us. And you certainly matter to Jesus.
Gary	Bill, I know that I'm not part of the Men's Bible study, but I want to apologize to you on their behalf. I'm sure that if they realized how much this has troubled you that they would have reached out. But they didn't ... we didn't. We let you down – all of us at St. John's. I'm sorry for that.
Bill	Thanks. I appreciate you sharing that. You're right, Beth, I do feel hurt by what's happened ... or really by what hasn't happened. I thought those guys were my friends. I guess I was counting on them to reach out to me.
Beth	Unfortunately, even friends can let us down sometimes.
Bill	That's true enough.
Beth	It's one of the reasons that we all need forgiveness.
Gary	Do you think that you can forgive the guys in the Men's group and the rest of us at St. John's for letting you down?
Bill	Of course. It's definitely the right thing to do.

Setting: Bill's response shows that, while he is open to an invitation to come back to worship and the Men's Bible Study, he is still reluctant about coming back to St. John.

Mood: Things are less tense once things are out in the open, but Bill remains guarded.

Speaker	Script
Beth	It's great that you are willing to forgive. How would you like to see all of this turn out?
Bill	I'm not sure. I know I need to get back to worship and Bible study. I miss it.
Gary	If you'd like, I can have one of the guys from the Men's Bible Study contact you.
Bill	I'm not sure that I'm ready for that.
Gary	Maybe we could just meet up at St. John's on a Sunday morning and worship together.
Bill	That sounds better. I'll let you know when I'm coming back.

Setting: Beth explains that she understands why Bill is reluctant to come back to St. John. She keeps the door open to continuing this conversation or to rebuild relationships with men in the Men's Bible Study. Then Gary offers to wrap up the visit with a prayer together, which Bill welcomes.

Mood: Friendlier than when the visit started, but still a bit tense. Things ease when Beth gives Bill a hug. Bill appreciates Gary's prayer. Things end on a positive note.

Shepherding Our Strays Leader's Guide

Speaker	Script
Beth	Bill, I know that it can be uncomfortable to come back to worship services after being away for a while. I just want you to know that we want to help make coming back as easy as possible.
Bill	I appreciate that.
Beth	If you'd like, Gary and I can come back and we can talk about this some more. We'd be happy to be your sounding board or help you work through anything that's troubling you.
Bill	Thanks, Beth. I don't know if that will be necessary, but I'll keep it in mind. I think I know what I need to do – even what I'd like to do. I just need to decide to do it.
Beth	Okay. If there's anything we can do to help, please let us know.
Gary	Such an important decision calls for prayer. Bill, Beth and I will certainly be praying for you in the days and weeks ahead. Would you like to pray about this with us before we go?
Bill	Yes. I'd like that.

Scene ends with Bill, Beth, and Gary praying together.

Appendix 2 – Role Play Resources

The resources for role play activities are included in the following PDF files:

- Information sheets for participants acting in the roles of inactive members:
 - SOS Role Play – Inactive Member – Maria Herndon – 2019-11-06.pdf
 - SOS Role Play – Inactive Member – Betty Johnson – 2019-11-06.pdf
 - SOS Role Play – Inactive Member – Williamsons – 2019-11-06.pdf
 - Information sheets for participants acting in the roles of CARE Team Visitors:
 - SOS Role Play – CARE Team – Maria Herndon – 2019-11-06.pdf
 - SOS Role Play – CARE Team – Betty Johnson – 2019-11-06.pdf
 - SOS Role Play – CARE Team – Williamsons – 2019-11-06.pdf
- ☐ Print the resources in the quantities listed below. This will ensure that each role play actor has a copy of the appropriate information sheets and will provide you with one copy of each sheet:
- ☐ 2 copies of “Role Play Information – Maria Herndon”
 - ☐ 2 copies of “Role Play Information – Betty Johnson”
 - ☐ 3 copies of “Role Play Information – Aaron and Karen Williamson”
 - ☐ 3 copies of “Role Play Information – CARE Team Visiting Maria Herndon”
 - ☐ 3 copies of “Role Play Information – CARE Team Visiting Betty Johnson”
 - ☐ 3 copies of “Role Play Information – CARE Team Visiting Aaron and Karen Williamson”

Appendix 3 - Ordering Workshop Materials

Complete the following information then scan and email to WOR@LCMS.org

Name of ordering congregation: _____

Name of person to contact: _____

Phone Number: _____

Shipping address: _____

Planned starting date: _____

Number of Congregations: _____ *(usually 1, but may be more for a multi-point parish)*

Number of Participants: _____ *(use the number expected for Sessions 1, 2, and 3)*

Number of Small Groups: _____ *(if not known, divide Number of Participants by 6)*