

Making Disciples, 201

If your legacy as a disciple of Jesus were as good as you wished, describe what you'd like it to be in one sentence (like a tombstone epitaph).

What definition do you like to use for the term, "disciple"? (Write it below)

If we use the one given in _____, what is a disciple? (Write it below)

If someone meets the criteria of this last definition, is fruitfulness/reproduction assured? Explain your reason for saying so. (Write your answer and reason for it below)

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You reproduce in kind (Law 2 of the 7 Laws of the Harvest by John Lawrence)

- Like begets like
- The [spiritual] nut doesn't fall very far from the tree

It's sobering but good to consider this: If those I disciple become just like me, will my actual discipling legacy match my dream legacy?

There are two truths that are both at work in the process of discipling:

(See Matt. 4:19, Matt. 10:24-25a, 1 Cor. 11:1)

1. A man tends to follow, to look like, his earthly teacher.
2. A man becomes like Christ, THE Teacher, as he follows Him.

The goal of the discipling:

The process of the discipling (in its simplest form):

A simple model for maturity:

The role of the discipling once "the basics" are established:

1. Assess disciple's maturity.
2. Model maturity.
3. Train to maturity.
4. Provide environment for growth (love, encouragement, opportunity, etc.)
5. Expose to others (other giftings, perspectives; I call this cross-pollination.)

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Warnings:

- The danger of teaching for knowledge vs. teaching for obedience.
- The danger of legalism (having men jump through my hoops vs. following Christ; reducing discipleship to a bunch of rules.).
- The danger of traditions (pushing tradition over God's word).
- The danger of hypocrisy (you, the disciplemaker, living a duplicitous life. Your message and life must align. We're not talking about the odd bad day here and there.)
- The danger of apathy/laziness (you're past learning or you've already done that).
- The danger of isolation (mavericks not linked up with other members of the body).
- The danger of thinking that knowing and practicing ideas equate to being able to effectively teach ideas.
- The danger of thinking your words are conveying your ideas from you to him because you both speak English.

Other relevant considerations:

- Watch out for "Christian-eze", even for "Navigator-eze", words that send the signal, "I'm in the club. Can you make the leap to me?" When our God-talk is too club oriented, we exclude people who are not on the inside and we may not be communicating ideas as well as we think we are. Use clear, unambiguous words. Keep the focus on Jesus and His teachings. [Credit: Abu Manner]
- It's easy to bear a child. It's hard to raise one. The key to discipling well is not to put him through the "program" you went through but to hook him up to the One who helped you. [Credit: Cecil Bean]
- Spiritual ideas, to be valid, need a Biblical "hook" on which they might be held up. If you don't know the Bible source for some spiritual idea you like to share with others, be careful. Hold ideas that can't be defended easily from the whole of Scripture with a loose hand and a humble attitude.

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- Jesus focused on action. He expects fruitfulness from His disciples. Theology, though important in His teachings never comes across as the focus. He wanted belief to move from head to heart to hands! Jesus is the pattern, the teacher, the plumb line for what we do, teach and say.

When helping a man, consider the WHOLE man. You can't just work on "spiritual" issues if there are other areas of his life that are out of whack. These are how I categorize the areas of a man's life in which he must be mature:

**Physical
Mental
Emotional
Social
Spiritual**

Resources:

Man to Man by Jack Griffin. Available on discipleshiplibrary.com in pdf format.

Making Disciples by Gene Warr.

The Lost Art of Disciplemaking by Leroy Eims. I've found this in pdf format on the web.

The Master Plan of Evangelism by Robert E. Coleman.

The Master Plan of Discipleship by Robert E. Coleman.

Personal Disciplemaking by Christopher Adsit.