

The *Disciplers'* Handbook

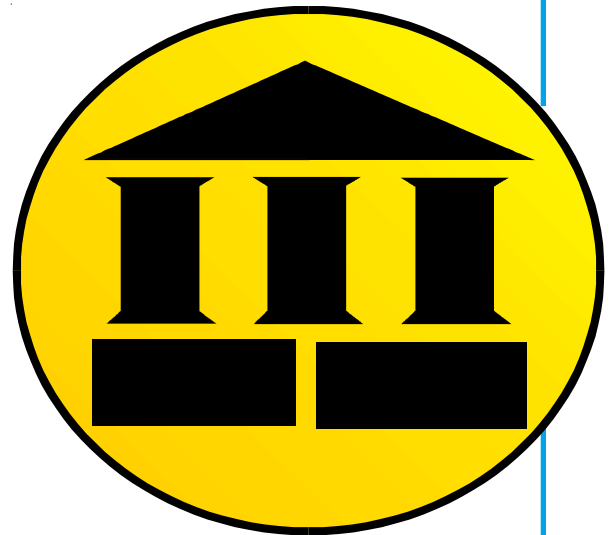
From Transmitting Lessons

to Transforming Lives

in Sunday School

“. . .that ye might live a life *worthy* of the Lord
and *please Him* in every way:
bearing fruit in every good work,
growing in the knowledge of God,
being *strengthened* with all power
according to his *glorious might*. . .”

Colossians 1:10-11



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HISTORY

The **First Edition** of The Disciplers' was produced while serving Columbia Baptist Church as minister of education in 1979. My goal was to provide a text for ministers of education to use in training their teachers.

The **Second Edition** was produced for use in my Principles of Teaching classes at Southwestern Seminary, where I began teaching in 1981. Over the years, through conferences and class notes, additions were made to the text and new editions produced. The **Eighth Edition** of The Disciplers' Handbook was produced in 1992 and was a complete re-write of the material.

The present **Ninth Edition** has been formatted to be placed on the web as PDF files, and can be downloaded free of charge by students in Principles of Teaching classes.

ACKNOWLEDGEMENTS

Karen Anderson, a Communication Arts student at Southwestern in 1992, took my rough stick figure ideas and transformed them into many of the illustrations in the text. Her illustrations include "dry bones," "running in the dark," "never irrelevant!," "smiley face," "browbeating," "the kite," "drive the sheep," "lead the flock," "blah, blah, blah," "wait three seconds," "aimless shooting," "stretch," "late start," "picture or movie," "woman at the well," "many to one," " " and "I'm the leader!." Many thanks to Karen for using her talents to enhance the text.

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ABOUT THE AUTHOR

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Yount and his **wife Barbara** were married in 1969. Barb teaches American Sign Language at Crowley High School, Crowley, Texas, having earned her Master's degree in deaf education in 1985. Their **daughter, Bonnie**, born in 1978, is married to **Robert Lampasona** and working as a medical scheduler at John Peter Smith hospital in Fort Worth. Their **son, Chris**, born in 1981, is married to **Meredith Jones**, and works as a staff accountant at EmCare corporation in Dallas. Rick and Barb are both studying Russian and go to Odessa, Ukraine and Moscow, Russia during the summers to teach in seminaries there.

Yount received the **Doctor of Education (Ed.D.)** degree in Foundations of Education from Southwestern Seminary in December **1978**, and the **Doctor of Philosophy (Ph.D.)** degree in Educational Research from University of North Texas in **1985**.

Church experience includes **eleven years ministry among the deaf, five years as full time minister of education** at Columbia Baptist church, Falls Church, Virginia, and **sixteen years as interim minister of education in five churches**. His present ministry outside the seminary focuses on teaching an “empty nesters” **Sunday School class** at Wedgwood Baptist Church in Fort Worth. Yount conducts local church, associational, and state-wide **workshops and seminars**, including “The Disciplers’ Model and Method: Teaching that Transforms,” and “The Christian Teachers’ Triad.” He also conducts **faculty development workshops** on “Neutralizing Toxic Teaching and Testing.”

Yount has written four books besides this present volume: ***Be Opened! Introduction to Ministry with the Deaf*** in **1976**, ***The Disciplers’ Handbook: From Transmitting Lessons to Transforming Lives in Sunday School*** in **1979**, ***Created to Learn: A Christian Teacher’s Introduction to Educational Psychology*** in **1996**, and ***Called to Teach: An Introduction to the Ministry of Teaching*** in **1999**. All but the ***Disciplers’ Handbook*** were published by Broadman & Holman, Nashville, Tennessee.

He has just finished (December 2005) the manuscript on a new text, ***Called to Reach: Characteristics of a Cross-Cultural Discippler***, which Broadman and Holman will publish in **January 2007**. Dr. Mike Barnett of Columbia International Seminary is co-author.

Hobbies include Russian, computers, and chess.

But what he really enjoys is seeing the “ah-HA”s on the faces of students who see how it all fits together . . . day by day.

For stories and pictures from his teaching trips to the former Soviet Union, go to **<http://members.aol.com/wyount>**

Preface

Seminary was the best educational experience of my life. The Master of Religious Education (1975) and Doctor of Education (1978) degrees at Southwestern inspired me with ideas of spiritual leadership in the local church. Principles of teaching, organizing, and “equipping the saints” were simple and clear in the classroom. Ideas flowed easily into my notebooks. Then came the opportunity to put what I’d learned into practice. Columbia Baptist Church, Falls Church, Virginia, called me to be their minister of education.

Local Church Focus

I quickly discovered that there is a difference between academic program and ministry process. The grade books of seminary and the local church are worlds apart. This book is the result of my journey from student to staff minister in my first years on the church field. I wrote it initially for seminary students and novice ministers of education. But it has been enthusiastically received by pastors, staff ministers, and Sunday School leaders.

Chapter One presents a model for building a discipling Bible study program. While the model uses Sunday School as its focus, these principles can be applied to preaching, member and leader training, and missions education. [Chapter One presents the disciplers’ model.](#)

Chapter Two addresses specific teaching suggestions that will enable teachers and leaders to move toward a discipling process in Sunday School. We analyze the problem of limited time. We present case studies that show differences between traditional and discipling approaches to planning.

[Chapter Two presents the disciplers’ method.](#)

Chapter Three analyzes the way Jesus led the twelve disciples. We draw principles for contemporary ministry from scripture and illustrate them by case studies. The way we lead is an integral part of our teaching ministry and there is no better example than Jesus. [Chapter Three presents the disciplers’ manner.](#)

A Window, Not a Program

The Disciplers’ Model is not a “program” to implement. It is a point of view, a perspective, a philosophy of Bible study that will carry your church education organizations beyond “teaching lessons” to transforming lives in Jesus’ name. The model gives you a clear way to differentiate between minor skirmishes and major battles in leading. It provides insight by which to make decisions and solve problems. Using your gifts and your particular resources, you will be a catalyst for spiritual growth in your particular church situation. As a result, members will study, integrate, and ultimately live out the Word of God in personal decisions, family relations, church work, giving and missions.

Preface

Teachers and Disciplers

I use the term teacher in the text to refer generally to those who have been elected by their church to teach in one of the educational organizations of the church. It is a position term that points to a place in an organizational chart. I use the term discipler to refer to those teachers, directors and ministers who have moved beyond lesson transmission, “getting the lesson across,” to life transformation. It is a term of function which points to active involvement with the needs and hopes of God’s people. In every church there are those individuals who, through the grace of God and the good example of others, have developed an approach to education ministry that disciplines learners. I meet seminary students every semester who are preparing for vocational ministry because of such a teacher back home.

So I make the distinction between teachers and disciplers. In this context, the teacher majors on facts, the discipler on persons; the teacher on lecture about the Bible, the discipler on learner interaction with the Bible; the teacher on story telling, the discipler on the walk of class members; the teacher on forty minutes in class, the discipler on a lifetime. The distinction is made only to present the material of the text. I do not see any advantage in beginning to call Sunday School teachers “disciplers” per se. This is mere semantics. The key question is whether our teachers are discipling those God brings to them.

To Make Disciples... and Disciplers

Our task as ministers is to help teachers become disciplers. Our only hope to succeed in this effort is to be disciplers ourselves. It takes time, talent and energy. It requires love for others and wisdom from above. It takes an open mind, a loving heart, a submitted will. None of these possessions come easily. May God bless you in the journey toward ministry this semester and throughout your life.

My prayer is that the Lord will speak to you through these pages. That He will cause you to reflect on your call to ministry, your motivation, aspirations, and expectations. And will, as a result, make you a more effective discipling minister.

W. R. Y.

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